

2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

Brock Elementary



This school-wide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all at-risk student groups as well an examination of student, teacher, and school strengths and weaknesses.*
- *Be sure to include both quantitative and qualitative data in your analyses.*
- [Data Analysis Guiding Questions](#)

STRENGTHS:

During the 2023-2024 school year, DIBELS data shows that first grade had the highest percentage of student's benchmark/above benchmark with 65%.

WEAKNESSES:

During the 2023-2024 school year, DIBELS data shows that third grade had the lowest percentage of students well below/below benchmark with 59%.

STRENGTHS:

According to the 2023-2024 school wide English Language Arts Leap 2025 data (3rd -5th grade) showed the highest number of students scoring Advanced/Mastery in 3rd grade with an Index Assessment of 49% in Vocabulary.

WEAKNESSES:

According to the 2023-2024 school wide English Language Arts Leap 2025 data (3rd-5th grade) showed the highest number of students scored Basic/Approaching Basic/Unsatisfactory in 4th grade with an Index Assessment of 96% in Knowledge & Use of Language Conventions

STRENGTHS:

According to the 2023-2024 school wide Math LEAP 2025 Math data (3rd -5th grade) showed the highest number of students scored Advanced/Mastery in 3rd Grade with an Index Assessment of 38% in Solving Time, Area, Measurement, and Estimation Problems.

WEAKNESS:

According to 2023-2024 school wide Math LEAP 2025 data (3rd-5th grade) showed the highest number of students scored Basic/Approaching Basic/Unsatisfactory in 4th Grade with an Index Assessment of 96% in Solve Multi-Step Problems

St. Tammany Parish 2024-2027

2024-25

STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORK KEYS, IBCS, GRAD RATE, ETC.

All Students

DIBELS 2023-2024 EOY

	Well Below- Intensive	Below- Strategic	On Level Benchmark	Above Level- Above Benchmark
K	27%	20%	33%	20%
1	24%	11%	45%	20%
2	23%	31%	25%	21%
3	32%	27%	22%	19%

DIBELS 2024-2025 BOY

	Well Below- Intensive	Below- Strategic	On Level Benchmark	Above Level- Above Benchmark
K	52%	26%	16%	6%
1	37%	20%	22%	22%
2	22%	10%	49%	18%

LEAP ELA 2023-2024

	Advanced	Mastery	Basic	Approaching	Unsat
3	5	41	14	30	11
4	2	18	30	24	26
5	0	33	29	24	14

LEAP MATH 2023-2024

	Advanced	Mastery	Basic	Approaching	Unsat
3	0	16	43	35	5
4	0	18	16	38	28
5	4	12	29	35	20

St. Tammany Parish 2024-2027

3	30%	19%	35%	17%
---	-----	-----	-----	-----

DIBELS 2024-2025 MOY

	Well Below- Intensive	Below- Strategic	On Level Benchmark	Above Level- Above Benchmark
K	49%	24%	22%	4%
1	24%	20%	29%	27%
2	25%	27%	23%	25%
3	25%	6%	38%	32%

DIBELS 2024-2025 EOY

	Well Below- Intensive	Below- Strategic	On Level Benchmark	Above Level- Above Benchmark
K	43%	23%	25%	9%
1	25%	13%	27%	35%
2	18%	16%	39%	27%
3	23%	13%	18%	46%

At-Risk Student Groups

(SWE and ESL data must be included as well as any other potential labeled student group)

St. Tammany Parish 2024-2027

- Although the majority of SWE students scored basic or below in both ELA and Math on the LEAP 2025 assessment, there were some students who demonstrated an understanding of the material, indicating potential areas of strength that can be built upon.
- 5 out of the 29 classified SWE students scored above basic in ELA, which suggests that there are effective instructional strategies or supports in place for some individuals.
- Despite scoring basic or below on the LEAP 2025 assessments in the areas of Math and ELA, all ESL students are in the same category. There is significant potential for growth, indicating that with the appropriate support, they can progress together effectively.

- A significant number (24 out of 29) of SWE students scored basic or below in ELA on the LEAP 2025 assessment, indicating a need for targeted interventions and support in reading and language skills.
- On the LEAP 2025 assessment in the area of Math, 26 out of 29 students scored basic or below, reflecting a broader challenge in mathematical understanding that requires focused strategies to improve overall performance.
- All 11 ESL students scored basic or below in ELA on the LEAP 2025 assessment, indicating significant challenges in language comprehension, vocabulary, and literacy skills that need to be addressed.
- On the LEAP 2025 assessment in the area of Math, 10 out of 11 ESL students scored basic or below, showing that language barriers may be impacting their ability to understand and solve mathematical problems, necessitating integrated language and content support.

SCHOOL CULTURE DATA - MRA

(Discipline data must be included as well as the identified recommendations in the MRA report)

- According to the 2023-2024 MRA data, the school increased the school culture score from a 69 to 72 in the area of supportive staff environment.
- According to the 2023-2024 MRA data, Brock Elementary School increased the school goal score from 58% to 70%. Teachers played a meaningful role in creating and ensuring everyone is involved in achieving the set goals.

- According to the disciplinary data for the 2023-2024 academic year, 16% of the 331 students enrolled at Brock Elementary School received a disciplinary referral, which was an increase from the previous school year.
- According to the MRA data, the “Trusting Relationships” category for students decreased by 6 points (from 77 to 71). According to the survey, students do not have a high trust relationship/connection with, at the very least, one teacher on campus.

2025-26

STUDENT ACHIEVEMENT DATA

All Students

DIBELS 2025-2026 BOY

	Well Below-Intensive	Below-Strategic	On Level Benchmark	Above Level-Above Benchmark
K	57%	19%	21%	3%
1	49%	19%	17%	15%
2	25%	15%	35%	25%
3	25%	16%	41%	18%

DIBELS 2025-2026 MOY

	Well Below-Intensive	Below-Strategic	On Level Benchmark	Above Level-Above Benchmark
K	21%	37%	24%	18%
1	53%	17%	17%	13%
2	29%	17%	35%	19%
3	19%	25%	33%	23%

LEAP ELA 2024-2025

	Advanced	Mastery	Basic	Approaching	Unsat.
3	3	25	13	7	9
4	1	11	12	13	2
5	0	18	13	14	4

LEAP MATH 2024-2025

	Advanced	Mastery	Basic	Approaching	Unsat.
3	2	11	22	13	9
4	0	12	13	7	7
5	0	3	15	22	9

<u>Strengths</u>	<u>WEAKNESSES</u>
Early Literacy Growth (DIBELS) - Kindergarten showed significant improvement from BOY to MOY: - Students Well Below Benchmark decreased from 57% to 21%. - Students On/Above Benchmark increased from 24% to 42%. - This indicates effective early literacy instruction and intervention in K. - Grade 3 DIBELS performance improved by MOY: - Well Below Benchmark decreased from 25% to 19%. - On/Above Benchmark increased from 59% to 56% (combined On + Above remains strong). - Suggests growing reading proficiency as students progress to upper elementary.	Inconsistent DIBELS Growth in Grades 1 and 2 - Grade 1 MOY data shows regression: - Well Below Benchmark increased from 49% (BOY) to 53% (MOY). - Only 30% of students are On/Above Benchmark, indicating challenges in foundational reading skills. - Grade 2 stagnation: - Minimal change in Well Below Benchmark (25% → 29%). - On/Above Benchmark remained flat at 54%, suggesting a need for stronger Tier 2 supports.
ELA Performance (LEAP 2024–2025) - Grades 3–5 show a solid percentage of students at Basic or above: - Grade 3: 41 students at Basic, Mastery, or Advanced. - Grade 4: 24 students at Basic or above. - Grade 5: 31 students at Basic or above. - Mastery-level performance is strongest in Grades 3 and 5, indicating depth of understanding among a subset of students. Math Performance (LEAP 2024–2025) - Grade 3 math shows relative strength:	High Percentage of Students Below Proficiency in ELA - Approaching + Unsatisfactory remains high across grades: - Grade 3: 16 students - Grade 4: 15 students - Grade 5: 18 students - Indicates a need for targeted literacy intervention, especially for comprehension and written response skills. Math Is a Significant Area of Need (Grades 4–5) - Grade 5 math shows the greatest concern: 31 students scored Approaching or Unsatisfactory. - No students scored Advanced; very few at Mastery. - Grade 4 math also shows gaps: - Nearly half of students are below proficiency.

St. Tammany Parish 2024-2027

- 35 students scored Basic or above.
- Grade 4 math has more students at Mastery than Unsatisfactory, showing potential for growth with targeted support.

At-Risk Student Groups

(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)

- Although the majority of Special Education (SWE) students scored basic or below across all tested content areas, a small number of students demonstrated proficiency, indicating foundational skills that can be strengthened through targeted instruction.
- In ELA, 4 out of 25 SWE students scored above basic, suggesting that some instructional supports are effective and could be expanded to support a greater number of learners.
- A significant number (21 out of 25) of SWE students scored basic or below in ELA, highlighting an ongoing need for explicit instruction in reading comprehension, written expression, and language development.
- On the LEAP Math assessment, 24 out of 25 SWE students scored basic or below, reflecting substantial challenges in mathematical reasoning and problem-solving that require intensive intervention and scaffolded support.
- Performance trends in Science and Social Studies for SWE students mirror those seen in ELA and Math, with 20 or more students scoring basic or below in each subject, indicating a need for cross-curricular literacy and content-access strategies.

- English Learners (EL) demonstrated similar patterns of performance, with the majority scoring basic or below across all tested subjects, suggesting that language proficiency continues to significantly impact academic achievement.
- In ELA, 13 out of 14 EL students scored basic or below, indicating persistent challenges in vocabulary acquisition, reading comprehension, and written language skills.
- Only 1 EL student scored above basic in ELA, showing that while challenges are widespread, progress is possible with consistent, targeted language supports.
- In Math, 11 out of 14 EL students scored basic or below, suggesting that language demands embedded in math instruction and assessment may be limiting student performance.
- EL student performance in Science and Social Studies reflects similar trends, with the majority scoring basic or below, emphasizing the need for integrated language and content instruction to support comprehension of complex texts and academic vocabulary.
- Overall, both SWE and EL student groups show significant potential for growth, particularly if instruction emphasizes explicit language development, scaffolding, small-group interventions, and consistent progress monitoring across all content areas.

SCHOOL CULTURE DATA - MRA

(Discipline data must be included as well as the identified recommendations in the MRA report)

St. Tammany Parish 2024-2027

• The MRA indicates our Leadership measure was a strength with a value of 77. • The subcategory of Trusting Relationships is our school focus, scoring 71 in the 23-24 school year. The Spring 2025 survey indicates a score of 72 in this area. • In the 24-25 school year, there was 1 referral out of 95 total referrals in each of the following categories: possesses pocket knife with a blade length of less than 2 ½ inches, threat of terrorism or violence, writes or draws obscene/profane language pictures. • In the 24-25 school year, there was one incident, out of 95 total referrals, in each of the following locations: the gymnasium and recess grounds.	• The MRA indicates our Culture and Academics were the lowest, both with a value of 75. • The subcategory of Community Engagement was our weakest with a value of 66. • The area of concern on the MRA was Instructional Efficacy with a value of 69. • In the 24-25 school year, there were 40 out of 95 referrals for conduct or habits injurious to his or her associates. • In the 24-25 school year, there were 52 out of 95 referrals that occurred in the classroom.
2026-27	
STUDENT ACHIEVEMENT DATA	
All Students	
At-Risk Student Groups (SWE, ESL, and the lowest performing 25% in ELA and math data <u>must</u> be included as well as any other potential labeled student group)	
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	

LEADERSHIP GOAL - PRINCIPAL'S WILDLY IMPORTANT GOAL (WIG)

- *Based on the above needs assessment and the Beginning-of-the-Year conference, what will be the school improvement area of focus that will impact all academic settings?*
- *What is the leadership goal that was established during the Beginning-of-the-Year conference?*

School Improvement Focus Area

(Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)

Leadership Goal

(Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the Year conference)

2024-25

St. Tammany Parish 2024-2027

To develop student mastery in solving multi step problems using a variety of strategies.	To develop student leaders by creating leadership opportunities for all students and for all students to model kindness, compassion, and empathy for others. We want students to find their voice and set achievable goals.
2025-26	
For all teachers to use high quality instructional materials daily and provide assessments that align to HQIM.	Domain: Instructional Leadership Indicator: Meeting student needs
2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

Use the LRP template below throughout the school year to strategically plan out ILT meetings.

St. Tammany Parish 2024-2027

Date of ILT	Outcome	Materials	Follow-Up
2004-2025			
09/04/2024	The team will provide EOY data results from DIBELS and LEAP scores from the previous year to the new members of our team.	DIBELS data, TS Gold, LEAP 2025 Math and ELA data, Chromebooks	Conduct snapshot visits to look for evidence of instruction focused on school goals.
11/04/2024	The team discussed a need to address the increasing behavior incidents in the school during the next PLC meeting. A meeting with the behavior coach will be arranged to establish consistent consequences for student behavior for each grade level. Additionally, we will discuss the balance of teacher vs. student talk during lessons, with the instructional coach providing necessary tools for improvement at PLC. The interventionist will also present the current DIBELS data and outline the schedule for the Middle of Year (MOY) testing.	Data on recent behavior incidents, resources from the behavior coach, tools and strategies from the instructional coach focused on teacher vs. student talk, current DIBELS data report, MOY testing schedule.	Teachers will schedule a meeting with the behavior coach, review of behavior data, instructional strategies, and assessment data.
11/18/2024	The team discussed the structure of the Professional Learning Community, which covered meeting facilitation and team responsibilities. We reviewed Middle of Year assessment dates and teacher	An agenda outlining the structure of the Professional Learning Community and discussion points, materials for reviewing Middle of Year assessment dates, and GSMU date for teacher training on using	The team will clarify team roles within the Professional Learning Community, confirm awareness of upcoming assessment dates (state and district). Provide teacher training opportunities for illuminate

St. Tammany Parish 2024-2027

	training on using Illuminate for data analysis. The School Advancement Plan goals were reviewed and the team clarified Student Learning Targets and Professional Growth Plans for teachers. Updates from our school supervisor were shared, along with discussions on ongoing issues. The meeting included an open floor for additional concerns and concluded with a summary of action items and scheduling the next meeting.	Illuminate for data analysis. Copies/Google classroom access to the School Advancement Plan. Student Learning Targets examples available for reference. Updates from the school supervisor should be documented, along with a list of ongoing issues to discuss.	and how it can be used to analyze student data. Monitor progress on the School Advancement Plan's goals, and ensure that teachers update their Student Learning Targets.
2025-2026	Outcome	Materials	Follow-Up
8/22/2025	The Instructional Leadership Team (ILT) meeting, the team reviewed and discussed several key items: DIBELS Results: The team analyzed current DIBELS data to identify trends, strengths, and areas for improvement in foundational literacy skills. This information will guide instructional planning and targeted interventions. Upcoming PLC Cycles: The next phases of the PLC work were outlined, focusing on: • Rubric planning	For the ILT meeting, essential materials included current DIBELS data reports (school-wide, grade-level, and by subgroup), along with analysis protocols to guide discussion. For the upcoming PLC cycles, the team needed a planning calendar, templates for rubric creation, standards and objectives, instructional content delivery, and student work analysis, as well as access to relevant standards documents. Materials outlining expectations for targeted support were also necessary, including intervention frameworks, lists of students receiving support, progress monitoring tools, and feedback forms. Additionally, the meeting	Following the ILT meeting, grade-level teams will dive deeper into DIBELS data during PLCs, supported by ILT members to identify student needs and instructional next steps. Updated PLC calendars, planning templates, and standards documents will be distributed to guide upcoming cycles. Targeted support expectations will be reviewed with staff, with progress monitoring and documentation closely tracked. Pressing issues raised will be addressed through follow-up actions, and meeting notes and next steps will be shared with the team to ensure continuity and accountability.

St. Tammany Parish 2024-2027

	• Clarifying standards and learning objectives • Effective presentation of instructional content • Analysis of student work These cycles are designed to deepen instructional alignment and enhance student learning outcomes. Targeted Support: Expectations for targeted support were clarified, including how and when support should be provided, documentation requirements, and how effectiveness will be monitored. Other Pressing Issues: The team briefly addressed additional emerging concerns raised by staff, including scheduling adjustments and instructional resource needs, with follow-up actions to be determined. This meeting set the stage for a focused and data-driven approach to improving instruction and student achievement across the school.	required a clear agenda, note-taking tools, an action item tracker, and any pre-submitted items related to pressing concerns or resource needs to ensure a productive and organized session.	
8/29/2025	In this ILT meeting, the team reviewed the LEAP 2025 Social Studies results, identifying trends and areas for instructional improvement. Weekly walkthroughs	Materials needed for the ILT meeting included LEAP 2025 Social Studies results with item analyses and data breakdowns, walkthrough schedules and observation tools	ILT members will support teachers with analyzing LEAP 2025 Social Studies data to inform instructional adjustments. Weekly walkthroughs will continue with refined look-fors,

St. Tammany Parish 2024-2027

	were discussed, with a focus on refining look-fors and using observations to support teacher growth. The team also revisited expectations for targeted support, emphasizing consistency in intervention delivery and progress monitoring. Lastly, classroom management strategies were addressed, with an emphasis on proactive practices, aligned expectations, and providing support to teachers needing additional guidance in this area.	with trend data, and documents outlining targeted support expectations, including student lists, intervention plans, and monitoring forms. For classroom management, behavior data, schoolwide expectations, and strategy resources were required. Additionally, a meeting agenda, note-taking tools, and an action item tracker supported organization and follow-up planning.	and feedback will be shared with teachers to guide practice. Targeted support plans will be reviewed for consistency and effectiveness, with progress monitoring tools used to track student growth. For classroom management, additional supports or professional development will be identified for teachers in need, and behavior data will be monitored to assess the impact of any changes. Meeting notes and action items will be shared, and next steps will be reviewed at the upcoming ILT meeting.
9/12/2025	During the ILT meeting, the team explored the concept of Response to Intervention (RTI), discussing key components, making connections to current practices, and identifying areas for improvement. The conversation focused on how RTI can be more effectively implemented at Brock to support all learners. Targeted support systems were reviewed to ensure alignment with RTI principles and consistency in delivery. The team also discussed establishing clear criteria for Teacher of the Week, highlighting effective instructional practices that align with district and school	An overview or handout explaining Response to Intervention (RTI) with key annotations and examples, current data or case studies to identify connections and areas for improvement at Brock, and any existing targeted support documentation or frameworks. Additionally, criteria drafts or examples for Teacher of the Week and Support Staff of the Month programs aligned with district and school expectations would be helpful. Finally, the meeting agenda, note-taking tools, and a template for tracking action items and follow-ups	The team will work on refining and implementing RTI strategies tailored to Brock's needs, focusing on areas identified for improvement. Targeted support processes will be reviewed and aligned more closely with RTI practices. The Teacher of the Week criteria will be finalized and communicated to staff, emphasizing instructional practices that meet school and district expectations. Plans to launch the Support Staff of the Month recognition will be developed, including nomination and selection procedures. Meeting notes and action items will be shared with the

St. Tammany Parish 2024-2027

	expectations. Lastly, plans were made to introduce a Support Staff of the Month recognition to celebrate contributions from non-instructional team members.	would support a productive discussion.	team to ensure accountability and track progress.
10/10/2025	During this ILT meeting, the team focused on Core Instructional Implementation in classrooms. The team reviewed feedback and trends from recent walkthroughs conducted by Eureka, CKLA, and District supervisors, examining how effectively teachers are implementing district-approved, highly qualified core instructional materials. Discussion centered on instructional fidelity, alignment to lesson structures, pacing, and student engagement during core instruction. The team identified strengths in implementation as well as areas where additional coaching or clarification is needed to ensure consistent, high-quality Tier 1 instruction across grade levels.	Materials included walkthrough feedback summaries from Eureka, CKLA, and District supervisors; core curriculum implementation rubrics; lesson exemplars; pacing guides; and district expectations for Tier 1 instruction. The meeting also required a clear agenda, note-taking tools, and an action item tracker to document next steps and support needs.	ILT members will share implementation feedback with grade-level teams and support teachers during PLCs and coaching cycles. Targeted professional development and modeling will be scheduled for identified areas of need. Walkthrough look-fors will be refined to ensure continued monitoring of core instruction fidelity. Updates and progress will be reviewed at the next ILT meeting.
11/07/2025	In this ILT meeting, the team focused on teachers' understanding and use of success criteria during instruction. The discussion emphasized how clearly defined and communicated success criteria	Materials included examples of success criteria aligned to standards, lesson plans demonstrating effective use of success criteria, student work samples, walkthrough data focused on instructional clarity, and	ILT members will support teachers in refining and consistently using success criteria during instruction. PLCs will include time for teachers to develop and review success criteria aligned to upcoming lessons.

St. Tammany Parish 2024-2027

	support student understanding of learning goals and expectations. The team analyzed classroom evidence to determine whether success criteria are being referenced during lessons and whether students can articulate what success looks like. Connections were made between success criteria, checks for understanding, and student mastery of standards.	observation tools. Additional materials included a meeting agenda, note-taking tools, and an action step tracker.	Walkthroughs will specifically monitor the presence and use of success criteria, with feedback provided to teachers. Student responses and understanding will be used as evidence of effectiveness.
12/05/2025	During this ILT meeting, the team focused on Focus Walls and their implementation in classrooms. The team reviewed expectations for focus walls, including required components such as standards, learning targets, success criteria, and student-friendly language. Walkthrough data was discussed to determine whether focus walls are visible, up to date, and actively used during instruction rather than serving as passive displays. The team emphasized that focus walls should support student understanding and reference during lessons.	Materials included focus wall expectations and exemplars, walkthrough data related to classroom displays, classroom photos (where applicable), and district guidance on instructional environments. The meeting also utilized an agenda, note-taking tools, and an action item tracker.	ILT members will communicate clear expectations for focus walls to staff and provide exemplars and support as needed. Teachers will be given a timeline to ensure focus walls are fully implemented and actively used in instruction. Walkthroughs will continue to monitor implementation, with feedback shared during coaching and PLCs. Progress and consistency across classrooms will be reviewed in subsequent ILT meetings.

LONG-TERM SCHOOLWIDE GOAL (LAG MEASURE) - SCHOOL'S ACADEMIC WIG

- Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound
 - Is the goal relevant? Does it align with the school needs assessment?
 - Is the goal measurable? How will you progress monitor?
 - Is the goal reasonable and achievable? Can it be met? Do you have a plan to meet it?
 - What new learning and/or support is needed to meet the goal?

Schoolwide Goal

From Fall 2024 to Fall 2027, Brock Elementary School will increase its School Performance Score (SPS) from a D to a B by strengthening student mastery of multi-step problem solving across all content areas through the consistent implementation of effective instructional strategies that promote critical thinking, student discourse, and goal-setting.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
59.5 (D)	61.3 (C)		
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

Assessment Index (AI)-

- What is your current AI in –
 - ELA- 53.3%
 - Math- 40%
 - Science- 42.5%
 - Social Studies- N/A
 - Overall- 47%

Progress Index (PI)-

- What is your current PI in –
 - ELA-
 - Math-
 - Overall- 76.4%
- Where are there opportunities for growth?

St. Tammany Parish 2024-2027

● Where are there opportunities for growth? ○ ELA- With a score of 53.3%, there is potential for improvement. Strategies could include focused reading programs, enhanced writing workshops, and targeted interventions for struggling students to boost overall literacy skills. ○ Math- The lowest score at 40% indicates a significant opportunity for growth. Implementing tutoring programs, differentiated instruction, and hands-on learning activities could help address foundational gaps and foster a stronger understanding of mathematical concepts. ○ Science- At 42.5%, this area also shows room for improvement. Introducing more experiential learning opportunities, such as labs and field trips, could enhance student engagement and comprehension of scientific principles. ○ Social Studies- N/A ○ Overall- The overall score of 45.2% suggests that there is a substantial need for comprehensive strategies across all subjects. Professional development for teachers and increased parental involvement could foster a more supportive learning environment.	
Interests and Opportunities (I/O) ● What is your current I/O? >145 ● Where are there opportunities for growth?	DCAI (Jr. Highs ONLY) ● What is your current DCAI? ● Where are there opportunities for growth?

St. Tammany Parish 2024-2027

ACT Index (High Schools ONLY) • What is your current ACT index? • Where are there opportunities for growth?	Strength of Diploma Index (SOD) (High Schools ONLY) • What is your current SOD? How many students/What percent earned- ○ 160? ○ 150? ○ 115? ○ 110? ○ 100? • Where are there opportunities for growth?
Graduation Rate (High Schools ONLY) • What is your current grad rate? • Where are there opportunities for growth?	Graduation Rate Index (High Schools ONLY) • What is your current grad rate index?
2025-26 Components of SPS	
Achieve Index (AI) • What is your current AI in – ○ ELA- 62.3 ○ Math- 47.6 ○ Science- 42.8 ○ Social Studies- 45.3 ○ Overall- 51.3 • Where are there opportunities for growth? ○ ELA (62.3): This is the strongest area, but there’s still room to push scores higher by deepening comprehension skills, expanding vocabulary instruction, and incorporating more rigorous writing	Growth Index (GI) • What is your current GI in – ○ ELA -16.9% ○ Math- 19% ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall? • Where are there opportunities for growth?

St. Tammany Parish 2024-2027

tasks. Continued focus on differentiated instruction can help support all learners. ○ Math (47.6): Scores indicate a significant need for growth. Opportunities include strengthening foundational skills, increasing problem-solving and critical thinking practice, and using data to target gaps in student understanding. Professional development around math instruction strategies could also be beneficial. ○ Science (42.8): This is the lowest scoring subject, highlighting a critical growth area. Focus could be placed on improving inquiry-based learning, hands-on experiments, and vocabulary development related to scientific concepts. Aligning instruction more closely with standards and assessments may also boost outcomes. ○ Social Studies (45.3): Scores suggest the need for improvement by integrating more engaging, standards-aligned content and critical thinking activities. Incorporating primary sources and project-based learning could enhance student understanding and retention. ○ Overall (51.3): Across all areas, targeted interventions, data-driven instruction, and professional development tailored to specific subject challenges offer the greatest opportunities for growth to raise the overall achievement index.	○ ELA shows moderate positive growth (16.9%): This indicates students are making progress, but there is still room to accelerate growth, especially when compared to Math. ○ Math is a relative strength (19%): Math growth is slightly higher than ELA, suggesting effective strategies that could be replicated or adapted in ELA instruction. ○ Lowest 25% in ELA and Math: Even with positive overall growth, the lowest-performing 25% remains a key opportunity. Targeted interventions, small-group instruction, and progress monitoring could significantly boost overall GI. ○ ELL population: If ELL students are part of the lowest 25% or growing at a slower rate, focused supports such as academic language development, scaffolding, and culturally responsive instruction present a strong opportunity for additional growth. ○ Overall growth: With both ELA and Math showing positive GI, the opportunity lies in closing gaps between subgroups and pushing growth from “good” to “high,” particularly in ELA. Primary opportunity: Intensifying support for the lowest 25% of students, especially in ELA and among ELL learners, while leveraging successful Math practices across content areas.
Thrive Index (TI) (High Schools ONLY) ● What is your current overall TI? ● Where are there opportunities for growth?	Readiness on Nationally Recognized Exams (High Schools ONLY) ● What is your current percentage of students earning at least- ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall?

St. Tammany Parish 2024-2027

	Where are there opportunities for growth?
University Accelerator (High Schools ONLY) - What is your current overall percentage? - Where are there opportunities for growth?	Career Accelerator (High Schools ONLY) - What is your current overall percentage? How many students/What percent earned- - Basic bundle + internship? - Advanced credential + internship? 2 years of FF-aligned registered apprenticeship? - Certificate of technical studies in high wage/high demand industry? - Where are there opportunities for growth?
Service Accelerator (High Schools ONLY) - What is your current overall percentage? How many students/What percent have- - Signed military acceptance letter? - Service Academy acceptance? - Where are there opportunities for growth?	Graduation Rate (High Schools ONLY) - What is your current grad rate? - Where are there opportunities for growth?
2026-27 Components of SPS	
Achieve Index (AI) - What is your current AI in – - ELA? - Math? - Science?	Growth Index (GI) - What is your current GI in – - ELA? - Math? - Lowest 25% in ELA?

St. Tammany Parish 2024-2027

○ Social Studies? ○ Overall? ● Where are there opportunities for growth?	○ Lowest 25% in Math? ○ ELL population? ○ Overall? ● Where are there opportunities for growth?
Thrive Index (TI) (High Schools ONLY) ● What is your current overall TI? ● Where are there opportunities for growth?	Readiness on Nationally Recognized Exams (High Schools ONLY) ● What is your current percentage of students earning at least- ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? ● Where are there opportunities for growth?
University Accelerator (High Schools ONLY) ● What is your current overall percentage? ● Where are there opportunities for growth?	Career Accelerator (High Schools ONLY) ● What is your current overall percentage? How many students/What percent earned- ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship? ○ Certificate of technical studies in high wage/high demand industry? ● Where are there opportunities for growth?
Service Accelerator (High Schools ONLY) ● What is your current overall percentage? How many students/What percent have-	Graduation Rate (High Schools ONLY) ● What is your current grad rate?

St. Tammany Parish 2024-2027

○ Signed military acceptance letter? ○ Service Academy acceptance? ● Where are there opportunities for growth?	● Where are there opportunities for growth?
--	---

PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

In order to grow the SPS, identify 1 culture and 2 academic core areas that will be a priority for the next three years. Create a goal for each priority area that includes an aligned focus area that is connected to the leadership goal. *Note: The focus area can be the same for all three goals or slightly different.*

- Priority Goal #1 (Culture) - Building Trusting Relationships
- Priority Goal #2 (Academics) - Math Proficiency
- Priority Goal #3 (Academics) - ELA Proficiency

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Brock Elementary School will increase the MRA sub-measure of trusting relationships from 71% to 80% through a focus on building positive connections between students and staff, implementing peer mentorship programs, and enhancing communication strategies.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
71	74	72	77		80	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

[Purchased Resources to Support Priority Goals](#)

Professional Development Offered

Professional Learning Communities, Leader in Me Symposium, Leader in Me Core 1 Trainings, Parent Family Engagement Activities, Mark McCloud Classroom Management PD

Short Term Wins (STW) (LEAD measures)

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- To support student success in this priority area, we will establish clear success criteria that focus on both academic achievement and relationship-building with teachers.

Success Criteria:

1. Increased Engagement: Students will actively participate in class discussions and activities, showing a willingness to ask questions and seek help when needed.
2. Improved Academic Performance: We will monitor grades and assessments to identify progress. A measurable increase in scores in key subjects will indicate that students are grasping the material.
3. Goal Setting: Students will set specific, attainable goals related to their learning and/or discipline and/or behavior, demonstrating ownership of their education and behaviors. This can include personal academic targets or goals for building relationships with teachers.
4. Feedback Utilization: Students will regularly seek and implement feedback from teachers, showing a commitment to continuous improvement.

Indicators of Impact:

- Regular observations of student participation and engagement levels during lessons.
- Increased numbers of students initiating one-on-one meetings with teachers for guidance and support.
- Quarterly Surveys or reflections from students about their learning experiences with “Leader in Me” and relationships with teachers and peers, indicating a positive shift in their perceptions.
- A visible improvement in classroom dynamics, with students collaborating more effectively with peers and teachers.

What We Should See Students Doing:

- Actively contributing to discussions and group work, demonstrating confidence in sharing their ideas.
- Setting and reviewing personal learning goals, taking steps towards achieving them.
- Engaging in constructive feedback sessions with teachers, utilizing the insights gained to enhance their understanding and performance.
- Forming supportive relationships with peers and teachers, fostering an inclusive and collaborative learning environment.

St. Tammany Parish 2024-2027

By focusing on these criteria and indicators, we can ensure that our efforts are making a significant impact on student success while also fostering strong relationships between students and teachers.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Kinder-BOY	n/a						
1st-BOY	n/a						
2nd-BOY	n/a						
3rd-BOY	n/a						
4th-BOY	n/a						
5th-BOY	n/a						
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

The students will have the opportunities to participate in school clubs, which will help foster stronger relationships with faculty and staff. These clubs range from academic teams to creative arts, sports, and service-oriented groups, ensuring there is something for everyone. Engaging in these activities not only enhances their social skills but also encourages leadership, teamwork, and personal growth. Furthermore, students can explore their interests in a supportive environment, allowing them to discover new passions and talents. Participation in school clubs also opens doors to networking opportunities, where students can connect with peers who share similar interests and goals. Ultimately, these experiences contribute to a well-rounded education, preparing students for future challenges and successes.

Quarter 2 Reflection –

Our school has formed a Lighthouse Team, which has transformed student engagement by providing opportunities typically found in clubs, despite their initial absence. This initiative has empowered students to take on significant responsibilities, such as reading announcements, articulating our

St. Tammany Parish 2024-2027

mission statement daily, and managing daily attendance, which aligns with our school wide Wildly Important Goal (WIG). As our students embrace these roles, they develop crucial skills in communication, accountability, and teamwork, fostering a sense of ownership and belonging. Throughout the rest of the school year, we will begin integrate the leadership experiences gained through the Lighthouse Team with the collaborative nature of clubs. This blended approach can create an enriching environment that encourages students to connect, feel empowered, and pursue their passions. Ultimately, while the lack of clubs posed challenges, the Lighthouse Team has proven that meaningful engagement can lead to personal growth, preparing students for future participation in a way that enhances their educational journey.

Quarter 3 Reflection –

Our school has continued to implement both the adult and student Lighthouse Teams, with each group meeting regularly to share ideas and collaborate on the evolving responsibilities of staff and students. While clubs have yet to be formally established, the leadership roles developed through this initiative remain a strong and effective avenue for student engagement. Students continue to take on key responsibilities—such as reading announcements, reciting the mission statement, and managing attendance—in alignment with our school-wide Wildly Important Goal (WIG). These experiences are fostering growth in communication, accountability, and teamwork, while also strengthening a sense of ownership and connection within the school. The ongoing collaboration between the adult and student teams has proven successful in maintaining momentum and creating a leadership-focused culture that benefits the entire school community.

End of year Reflection –

As we wrap up the fourth and final quarter, our school has continued with the same leadership structure established earlier in the year, maintaining the ongoing efforts of both the adult and student Lighthouse Teams. No new responsibilities or changes were added to student or staff roles during this period. The only new developments were that Dr. Whitehead met once again with the adult Lighthouse Team to provide valuable feedback, and the adult team participated in the Leadership Symposium held in St. Tammany Parish, further supporting our growth and alignment with broader leadership goals.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Kinder-BOY							
1st-BOY							

St. Tammany Parish 2024-2027

2nd-BOY							
3rd-BOY							
4th-BOY							
5th-BOY							
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

In Quarter 1, Brock Elementary focused on establishing strong, trusting relationships between students and staff as a foundation for learning. Teachers emphasized daily check-ins, student voice, and goal-setting to increase engagement and connection. Early in the school year, the school established a Student Lighthouse Team, which began meeting regularly with administration to provide student voice and strengthen student–staff relationships. Students demonstrated greater willingness to participate in discussions, seek help, and interact positively with teachers. MRA survey data received at the beginning of the year showed an increase in trusting relationships from 71% to 72%, though the benchmark goal of 74% was not met. This data helped refine our focus on strengthening consistent relationship-building practices across classrooms.

Quarter 2 Reflection –

During Quarter 2, Brock Elementary continued to build on relationship-focused strategies by reinforcing feedback, collaboration, and student ownership of learning. Classroom dynamics improved as students showed increased engagement, communication, and peer collaboration. The Adult Lighthouse Team met with Dr. Whitehead and began collaborative work on the school’s Leader in Me (LIM) Playbook, establishing shared leadership expectations and practices. This work strengthened staff alignment and reinforced a leadership-focused culture. While no new MRA data was collected during this quarter, observations indicate continued progress and highlight the need to expand effective practices schoolwide to support long-term growth toward our goal.

Quarter 3 Reflection –

End of year Reflection –

St. Tammany Parish 2024-2027

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Kinder-BOY							
1st-BOY							
2nd-BOY							
3rd-BOY							
4th-BOY							
5th-BOY							
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

St. Tammany Parish 2024-2027

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Brock Elementary School will increase the percentage of 3rd - 5th grade students scoring Mastery or Advanced on the Math LEAP 2025 in the category of Expressing Mathematical Reasoning from 16.6% to 32% through a focus on analyzing student work to make instructional decisions.

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students	16.6%	22% (goal) 19.3% (actual)	27% (goal)	32% (goal)
		Met Goal? Y (N)	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	10.3%	4%		
		Met Goal? Y (N)	Met Goal? Y N	Met Goal? Y N
EL	0%	21.4%		
		Met Goal? (Y) N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

Use “Purchased Resources to Support Priority Goals” document from above

Professional Development Offered
Eureka Math2 Professional Development, Math walkthroughs, District Checkpoints/Benchmarks, Professional Learning Communities, Grade Level Planning, Support from Instructional Coach, cross-grade level meetings, faculty meetings, Interventions

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

To measure student success in the priority area of Expressing Mathematical Reasoning at Brock Elementary School, the following criteria will be established:

1. Student Success Criteria:
 - Increase in the percentage of 3rd to 5th grade students scoring Mastery or Advanced on the LEAP 2025 assessment from 16.6% to 32% by Fall 2027.
 - Demonstration of mathematical reasoning in student work, evidenced by the ability to explain their thought processes and problem-solving strategies.
 - Improvement in classroom engagement and participation in math discussions, particularly in expressing reasoning and justifying answers.
2. Indicators of Impact:
 - Regular analysis of student work samples to assess progress in expressing mathematical reasoning.
 - Monitoring of formative assessments and classroom observations to track students’ ability to articulate their reasoning during lessons and collaborative activities.
 - Increased scores on district benchmarks/checkpoints assessments that focus on reasoning skills, indicating a trajectory towards achieving the LEAP 2025 goals.
3. Expected Student Behaviors:
 - Students will articulate their mathematical thinking clearly, both verbally and in written form, using appropriate mathematical vocabulary.
 - Active participation in collaborative problem-solving activities where they explain their reasoning to peers.

St. Tammany Parish 2024-2027

- Consistent use of strategies to analyze and reflect on their own work, demonstrating an understanding of their thought processes and areas for improvement.

By focusing on these criteria, Brock Elementary School will be able to gauge the effectiveness of its efforts and make necessary adjustments to ensure that students are developing strong mathematical reasoning skills.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Kinder-BOY Math Readiness	72.9% Mastered	-	-	-		86.5% MOY	
1st-BOY Math Readiness	69.8 % Mastered	-		36.4% Mastered Checkpoint 1		66.7% Mastered Checkpoint 2	=
2nd-BOY Math Readiness	85.4% Mastered	-		77.6% Mastered Checkpoint 1		63% Mastered Checkpoint 2	
3rd-BOY Math Readiness	60.4% Mastered	-		87.3% Mastered Checkpoint 1		88% Mastered Checkpoint 2	
4th-BOY Math Readiness	79.4% Mastered	-		0% Mastered Checkpoint 1		n/a% Mastered Checkpoint 2	
5th-BOY Math Readiness	26.8% Mastered	-		6.3% Mastered Checkpoint 1		n/a% Mastered Checkpoint 2	
			Met Goal?		Met Goal?		Met Goal?

St. Tammany Parish 2024-2027

Y N

Y N

Y N

Quarter 1 Reflection –

Students will engage in district assessments while teachers work alongside the Instructional Coach to evaluate student progress and inspire them to achieve personal goals established with their teacher. At this moment, only the second grade has completed a checkpoint assessment mandated by the district. The assessment for fifth grade will become available on October 18, 2024.

Quarter 2 Reflection –

District assessments were used to enhance student engagement and learning. The data from these assessments allowed us to identify both student strengths and areas needing support, guiding our instruction. Collaboration between teachers and the Instructional Coach proved vital in analyzing assessment data, leading to tailored interventions and enrichment opportunities. Regular check-ins created a feedback loop that encouraged reflection and adaptability in learning strategies, while the sharing of best practices among teachers cultivated a dynamic and supportive classroom environment. We will continue to analyze our student data, using it to alter our methods of instruction, while promoting a growth mindset among our students and staff.

Quarter 3 Reflection –

District assessments have been instrumental in guiding instruction and improving student engagement. Analysis of the 2nd Benchmark data showed strong performance in several grades: 86.5% of kindergarteners were satisfactory and above, 66.7% of first graders, 63% of second graders, and 88% of third graders were proficient and above. While data for fourth and fifth grades was limited, the Instructional Coach will prioritize working with these grade levels to ensure proper assessments are administered for accurate data collection. Collaboration between teachers and the Instructional Coach supported data-driven decision-making, leading to targeted interventions and enrichment. Regular check-ins and the sharing of best practices fostered a reflective, growth-oriented environment. We remain committed to using data to adapt instruction and promote a growth mindset across all grade levels.

End of year Reflection –

End-of-Year assessment results highlighted continued strengths in grades K–3, with 94.2% of third graders, 86.4% of second graders, and 77.8% of first graders scoring proficient and above. Kindergarten proficiency dropped to 45.1%, signaling a need to revisit early learning strategies. Despite focused efforts, fourth and fifth grade continued to show limited data; of the available results, only 11.1% of fourth graders and 0% of fifth graders were proficient and above. This underscores the need for improved assessment implementation and instructional support in upper grades. Collaboration between teachers and the Instructional Coach remained strong, driving data-informed instruction, targeted interventions, and a reflective, growth-focused environment across all grade levels.

St. Tammany Parish 2024-2027

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Kinder-BOY	73% Mastered	-					
1st-BOY	76.7% Mastered	34.8% Mastered					
2nd-BOY	74.4% Mastered	60% Mastered					
3rd-BOY	90.2% Mastered	20% Mastered					
4th-BOY	86.7% Mastered	45.1% Mastered					
5th-BOY	11.8% Mastered	0% Mastered					
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

At the start of the year, district assessments and beginning-of-year benchmarks provided insight into students' initial mastery of mathematical reasoning. Data revealed that 2nd grade showed strong early performance with 60% mastery, 1st grade had 34.8% mastery, 4th grade had 45.1%, while 3rd grade (20%) and 5th grade (0%) indicated significant gaps. Teachers worked closely with the Instructional Coach to analyze student work, identify areas of need, and adjust instruction accordingly. Professional development, PLC discussions, and collaborative planning emphasized strategies to help students explain their reasoning, justify answers, and engage actively in problem-solving. Quarter 1 highlighted both early successes and the need for targeted support in upper grades to establish a trajectory toward the LEAP 2025 goal of increasing mastery in Expressing Mathematical Reasoning.

St. Tammany Parish 2024-2027

Quarter 2 Reflection –

Quarter 2 data continued to inform instruction and guide interventions. While 2nd grade maintained strong performance, 1st and 4th grades showed steady but moderate mastery, and 3rd and 5th grades continued to demonstrate critical gaps in reasoning skills. Teachers used checkpoints, formative assessments, and student work analysis to refine instruction, implement targeted interventions, and provide enrichment opportunities. Collaboration with the Instructional Coach and grade-level teams supported data-driven decision-making, ensuring students had multiple opportunities to articulate mathematical thinking, engage in collaborative problem-solving, and reflect on strategies. These efforts reinforced the importance of continuous monitoring and responsive instruction to support all students, particularly those in upper grades, in reaching the long-term LEAP 2025 goal.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Kinder-BOY							
1st-BOY							
2nd-BOY							
3rd-BOY							
4th-BOY							
5th-BOY							
			Met Goal?		Met Goal?		Met Goal?

St. Tammany Parish 2024-2027

	Y	N		Y	N		Y	N
--	---	---	--	---	---	--	---	---

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Brock Elementary School will increase the percentage of students in 3rd-5th grade scoring Mastery or Advanced on the ELA LEAP 2025 in the category of Written Expression from 32% to 49% by emphasizing teacher training in The Writing Revolution and integrating FIRE into weekly ELA instruction.

	2024 ELA % Proficient (Baseline)	2025 ELA % Proficient	2026 ELA % Proficient	2027 ELA% Proficient
All Students	31.9%	37.12% (goal) 40% (actual)	42.9% (goal)	49% (goal)
		Met Goal? Ⓨ N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				

St. Tammany Parish 2024-2027

SWE	10.3%	16%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	9%	7%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

Use “Purchased Resources to Support Priority Goals” document from above

Professional Development Offered
Guidebooks Training, Professional Learning Communities, Presentations from Curriculum Specialists, guidance from instructional coaches, interventions

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

To assess student success criteria for the priority area of Written Expression at Brock Elementary School, the following indicators will be used:

St. Tammany Parish 2024-2027

1. **Increased Mastery Levels:** Success will be measured by the percentage of students in grades 3-5 scoring Mastery or Advanced on the ELA LEAP 2025 assessment, with a target increase from 31.9% to 49% by Fall 2027.
2. **Quality of Written Work:** Teachers will evaluate student writing samples throughout the school year, looking for improved structure, clarity, and coherence in written expression. This will involve formative assessments and writing portfolios that demonstrate progress over time.
3. **Engagement in Writing Activities:** Students should be actively participating in writing exercises during ELA instruction, showing increased confidence and willingness to express their ideas in written form. This can be observed through class participation, peer reviews, and group discussions.
4. **Application of Strategies:** Students will be able to articulate and apply the strategies learned from The Writing Revolution and FIRE (Focused Instruction, Repeated practice, and Engagement) in their writing tasks. Evidence of this can be seen in their ability to incorporate specific techniques into their written assignments.

To know if efforts are making an impact, the following methods will be implemented:

- **Regular Assessments:** Administering Checkpoint/Benchmark assessments and using rubrics to evaluate writing assignments will provide ongoing data on student progress and areas that need further support.
- **Teacher Observations and Feedback:** Teachers will observe and document student engagement and skill application during writing lessons, providing feedback that can guide instructional adjustments.
- **Professional Development Outcomes:** Monitoring the effectiveness of teacher training in The Writing Revolution will be essential. Feedback from teachers on the implementation of strategies and their perceived impact on student writing will be collected.

Ultimately, you should see students:

- Producing higher-quality written work that meets or exceeds grade-level expectations.
- Engaging actively in the writing process, including brainstorming, drafting, revising, and editing.
- Demonstrating a clear understanding of writing techniques and strategies learned through instruction.

St. Tammany Parish 2024-2027

- Collaborating with peers to enhance their writing skills, participating in discussions about writing, and providing constructive feedback to one another.

These indicators will help gauge the success of the initiative and ensure that the focus on Written Expression leads to meaningful improvements in student performance.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
3rd-BOY	0%	-		-		43.4% Mastered MOY	
4th-BOY	0%	12.9% Mastered Checkpoint 1		6.1% Mastered Checkpoint 2		0% Mastered MOY	
5th-BOY	0%	4% Mastered Checkpoint 1		15.6% Mastered Checkpoint 2		0% Mastered MOY	
			Met Goal? Y (N)		Met Goal? Y (N)		Met Goal? Y (N)

Quarter 1 Reflection –

Reflecting on the first quarter at Brock Elementary School, we see challenges highlighted by our Beginning of Year (BOY) data, showing 0% proficiency in writing among 3rd to 5th graders. This motivates us to improve written expression skills, aiming to raise the percentage of students scoring Mastery or Advanced on the ELA LEAP 2025 from 26% to 41% in three years. To tackle these issues, we are implementing targeted teacher training through The Writing Revolution, creating a strong framework for effective writing instruction. We are also incorporating the FIRE

St. Tammany Parish 2024-2027

framework to embed writing into our ELA curriculum. While the BOY data highlights significant obstacles, it drives our commitment to focused training and strategic ELA instruction, ultimately enhancing our students' writing abilities by Fall 2027.

Quarter 2 Reflection –

The data from our two most recent checkpoints highlights both our progress and the pressing challenges we face, particularly in writing proficiency. The district checkpoint results reveal that only 12.9% of 4th graders and 6.1% of 5th graders mastered Checkpoint 2, with even more concerning figures of just 4% mastering Checkpoint 1 in 5th grade. These statistics underscore the urgency of our commitment to enhancing writing skills through targeted interventions like The Writing Revolution, FIRE, and now Lexia. Moving forward, we will analyze our instructional practices and provide additional support to ensure that our goal of increasing the percentage of students scoring Mastery or Advanced on the ELA LEAP 2025 from 26% to 41% by Fall 2027 is met through persistent effort and collaboration.

Quarter 3 Reflection –

As we close Quarter 3, our data reflects both incremental progress and the persistent urgency of improving ELA outcomes, especially in writing. While instructional consistency has improved through continued implementation of The Writing Revolution, FIRE, and Lexia, overall proficiency remains low, particularly in 4th and 5th grades. Preliminary data from Checkpoint 3 and classroom assessments show modest gains in writing stamina and structure, yet significant gaps in grammar, organization, and use of textual evidence persist. More students were assessed this quarter, allowing for better insight into performance trends, and teacher collaboration around targeted reteaching and progress monitoring has strengthened. As we head into Quarter 4 and prepare for LEAP 2025, our focus remains on intensifying support, refining instruction, and ensuring that every student is equipped to meet our goal of increasing ELA Mastery and Advanced rates to 41% by Fall 2027.

End of year Reflection –

As we close Quarter 4 and await LEAP 2025 results, we are encouraged by strong indicators of progress, particularly in foundational reading skills. DIBELS 8th Edition EOY data shows schoolwide proficiency growth from 48% to 56%, with third grade increasing from 51% to 64%—a significant gain that reflects the impact of targeted interventions, Lexia implementation, and aligned instruction. Throughout the quarter, instructional consistency in The Writing Revolution, FIRE, and Lexia continued to support improvements in writing structure and stamina, though gaps in grammar, organization, and textual evidence persist, especially in grades 4 and 5. Teacher collaboration around data-driven instruction and reteaching deepened, contributing to stronger student engagement and more responsive planning. As we shift into summer planning, we remain

St. Tammany Parish 2024-2027

focused on addressing key skill gaps, increasing instructional rigor, and building on this year's momentum to meet our long-term goal of 41% ELA Mastery and Advanced by Fall 2027.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Kinder-BOY	24% (DIBELS)			42% (DIBELS)			
1st-BOY	32% (DIBELS)			30% (DIBELS)			
2nd-BOY	60% (DIBELS)			54% (DIBELS)			
3rd-BOY- 59% (DIBLES) 49.2% (LEAP)	0% Mastered BOY LEAP 360	43.1% Mastered Checkpoint 1		94.1% Mastered Checkpoint 2/ 56% (DIBELS)	+51%		
4th-BOY 30.8% (LEAP)	2% Mastered BOY LEAP 360	29.1% Mastered Checkpoint 1		32% Mastered Checkpoint 2	+2.9%		
36.7% (LEAP)	0% Mastered BOY LEAP 360	32.4% Mastered Checkpoint 1		10.7% Mastered Checkpoint 2	-21.7%		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Reflecting on the first quarter at Brock Elementary School, we recognize both progress and continued areas for growth highlighted by our current data. The Beginning-of-Year (BOY) LEAP 360 assessment showed limited proficiency, with 3rd grade at **0%**, 4th grade at **2%**, and 5th grade at **0%** mastery. However, the recent district checkpoint revealed significant improvement, with 43.1% of 3rd graders, 29.1% of 4th graders, and 32.4% of

St. Tammany Parish 2024-2027

5th graders reaching Mastery. This growth reflects the positive impact of intentional instructional planning, data-driven small group instruction, and continued professional learning focused on high-quality ELA practices. Moving forward, our goal is to sustain and build upon this momentum by refining differentiated instruction, deepening teacher expertise in literacy strategies, and maintaining consistent progress monitoring. While the BOY data initially underscored substantial challenges, the district checkpoint results demonstrate that our focused efforts are producing measurable gains. These outcomes strengthen our commitment to ongoing collaboration, strategic planning, and instructional consistency to ensure that every student at Brock Elementary continues to make meaningful academic growth throughout the year.

Quarter 2 Reflection –

During Quarter 2 at Brock Elementary, students continued to make progress in ELA, building on the gains from Quarter 1. Checkpoint 2 data shows mastery levels of 94.1% in 3rd grade, 32% in 4th grade, and 10.7% in 5th grade, reflecting strong growth in 3rd grade and highlighting areas for continued support in upper grades. These results demonstrate the impact of intentional instructional planning, data-driven small group instruction, and ongoing professional learning focused on high-quality literacy practices. While 4th and 5th grades made more modest gains, teachers maintained consistent progress monitoring and used student work analysis to adjust instruction to meet individual needs. Quarter 2 outcomes indicate that Brock Elementary’s focused efforts are producing measurable academic growth, particularly in lower grades, while reinforcing the need for targeted interventions and differentiated instruction to ensure all students continue progressing toward mastery.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Kinder-BOY							
1st-BOY							
2nd-BOY							

St. Tammany Parish 2024-2027

3rd-BOY							
4th-BOY							
5th-BOY							
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

OTHER SUPPORT

When intervention is needed, how will you support students in need related to the above priority areas? What is your intervention plan? Be sure to include the resources needed for at-risk student groups?

Link/Upload your [school's yearly intervention plan](#) to the district-designated location (Title I schools ONLY).

Link/Upload your [school's literacy plan](#) that includes interventions to the district-designated location (K-3 schools ONLY).

Parent and Family Engagement (PFE) Activities

****Note - At least 3 PFE events must be scheduled EACH year, with at least one PFE event per priority goal area.***

- *How will parents be provided opportunities to give feedback and be included in the implementation of the school advancement plan and its priority areas?*

2024-25:

Exit tickets will collect parents' insights to improve future activities and address concerns, aligning with the School Advancement Plan's goals. This fosters collaboration, empowers parents in their children's education, and strengthens home-school partnerships, enhancing student outcomes. School staff will review feedback to identify trends and make data-driven decisions for continuous improvement in programs.

2025-26:

2026-27:

- *Identify and describe PFE events (at least 3 per year) and activities to support family engagement.*

****Note – There should be a reflection for each PFE event in the “Reflections” section at the end of this document.***

2024-25:

- Our first (PFE) event, titled "Family Power Night: Unleash the Leader in Me," provided a unique opportunity for parents and guardians to explore how our school is nurturing leadership skills among students through the “Leader in Me” program. The evening was designed to be interactive and informative, allowing students to guide their families around different stations set up in the gym. Each station represented a different habit from the program, and was hosted by teachers from various grades, offering insights into how these leadership principles are integrated into the classroom and in our school. This hands-on experience not only showcased our commitment to developing future leaders but also encouraged family involvement in the educational journey of their children.
- Our second (PFE) will be a Winter Wonderland Family Involvement Event, where parents and children will explore the magic of math and reading through interactive, themed activities. This event is designed to foster a love for learning and strengthen the connection between home and school. Families can look forward to a variety of engaging stations, each offering a unique blend of educational fun and seasonal enchantment. From solving puzzles that unlock hidden treasures to reading stories set in snowy landscapes, there will be something for everyone to enjoy.
- Our third PFE event of the school year will be a LEAP Parent Breakfast for families of students in grades 3–5. Each grade-level team will present important information about the LEAP assessment, including what parents can expect, key content areas, and practical ways they can support their children at home. This event is designed to strengthen the home-school connection by ensuring families are informed and equipped to help their students succeed during testing season. While we hope for strong turnout, we are also planning ways to gather meaningful feedback from attendees to continuously improve our family engagement efforts. By providing clear communication and actionable strategies, this event aims to empower parents and foster greater academic support at home.

2025-26:

St. Tammany Parish 2024-2027

- Our first PFE event of the year was the Grandparents Day Breakfast. This event focused on promoting literacy and highlighting the importance of students developing reading fluency. During the event, families were encouraged to read together, both at school and at home, to help foster a lifelong love of reading. Grandparents and students shared books and stories, creating meaningful connections around literacy. In addition, we shared our school goals for the 2025–2026 school year so families could better understand our academic priorities and how they can support their students' growth. Overall, the event was a wonderful opportunity to strengthen family engagement and reinforce the value of reading together as a community.

2026-27:

- *How will you communicate information to parents regarding curriculum, assessments, and student progress?*

2024-25:

Communicating information to parents about curriculum, assessments, and student progress is crucial for fostering a collaborative environment that supports student success. Here are some effective strategies to achieve this:

1. **Regular Classroom Newsletters:** Distribute monthly or bi-weekly newsletters that outline the curriculum being covered, upcoming assessments, and any changes or updates in educational standards. This keeps parents informed in a structured manner.
2. **JPAMS:** Utilize a secure online platform where parents can log in to view real-time updates on their child's grades, attendance, and feedback from teachers. This transparency helps parents stay informed and engaged with their child's education.
3. **Parent Family Involvement:** Organize workshops or informational sessions where parents can learn more about the curriculum and assessment methods. These sessions can also provide parents with strategies to support their child's learning at home.
4. **Principal Automated Calls:** Send out Robo calls for communications to update parents on important dates, assessment schedules, and any changes to curriculum plans. Robo calls can also be used to alert parents about specific issues or achievements related to students.
5. **Open House Events:** Host open house events where parents can visit the classroom, meet teachers, and gain firsthand insight into the learning environment and curriculum.
6. **Social Media and School Website:** Use social media platforms and the school's website to post updates, achievements, and educational resources. This can create a sense of community and keep parents connected to school activities.

By employing a combination of these methods, schools can ensure that parents are well-informed and actively involved in their child's educational journey.

2025-26:

Maintaining open and consistent communication with families is essential for fostering collaboration and supporting student success. By utilizing a variety of tools and strategies, we aim to keep parents informed, engaged, and empowered to take an active role in their child's education.

1. **Regular Classroom Newsletters:** Teachers send monthly or bi-weekly newsletters to update families on current curriculum topics, upcoming assessments, and learning goals. These newsletters help parents stay informed about what their children are studying and how to support them at home.
2. **Monthly School Newsletters:** In addition to classroom updates, the school distributes a monthly newsletter highlighting school-wide successes, student achievements, and upcoming events. This keeps families connected to our broader school community and celebrates our collective progress.
3. **JPAMS:** The JPAMS platform provides parents with real-time access to their child's grades, attendance, and teacher feedback. This transparency encourages strong communication and accountability between home and school.
4. **Parent and Family Involvement Sessions:** Workshops and informational meetings allow families to learn more about curriculum expectations, assessment procedures, and strategies to enhance learning at home.
5. **Principal Automated Calls and Text Messages:** To ensure timely communication, the school uses automated phone calls and text messages to share important announcements, assessment reminders, and schedule updates. This ensures all families receive critical information quickly and efficiently.
6. **Open House Events:** Open house events invite parents into the school to meet teachers, explore classrooms, and better understand instructional practices. These events strengthen relationships and promote transparency in the learning process.
7. **Social Media and School Website:** Our social media platforms and school website serve as dynamic communication tools to share updates, achievements, and educational resources, keeping families connected and informed.
8. **PTA Development:** To further strengthen family engagement, a Parent-Teacher Association (PTA) is being established. The PTA will provide parents with additional opportunities to collaborate, volunteer, and contribute to the school's goals and initiatives.

2026-27:

Transitions for Incoming and Outgoing Students

Identify your plans for transitioning incoming and outgoing students in the school community.

2024-25:

1.Orientation Programs: Develop comprehensive orientation programs using our Student Ambassadors for incoming students that include campus tours, introduction to key faculty and staff, and sessions on the school's values, policies, and expectations. This will help new students feel welcomed and informed about their new environment.

2.Mentorship Programs: Pair incoming students with current student mentors who can offer guidance, answer questions, and provide support during the transition period. This peer-to-peer interaction can help new students adjust more smoothly and create a sense of belonging.

3.Feedback Mechanisms: Implement systems for collecting feedback from both incoming and outgoing students to continuously improve transition processes. Understanding their experiences can help the school refine its approach and better support students in the future.

By implementing these plans, the school can ensure a smoother transition for both incoming and outgoing students, enhancing their overall educational experience and fostering a strong, supportive community.

2025-26:

2026-27:

FISCAL PLANNING

Budgets used to support these priority areas

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	SCA	Other
X													

DISTRICT ASSURANCES

- ☐ I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.
- ☐ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- ☐ I hereby certify that this plan has all of the following components:
- Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement events aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high-quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A school-wide action plan with timelines and specific activities for implementing the above criteria
- ☐ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date

REFLECTIONS <i>*Note - This page should <u>not</u> be posted to your school's website. Prior to posting, please get final approval from Federal Programs department.</i>	
Parent and Family Engagement Reflection: <u>Complete the information below for EACH parent/family engagement event.</u> 2024-2025 <u>#1:</u> <u>Event Name:</u> Family Power Night <u>Date/Time:</u> 09/26/2024 5:30-6:30 PM <u>Targeted Priority Area:</u> Culture <u>Number of Participants:</u> about 20 families <u>Summary of Parent Feedback/Exit Tickets/Survey:</u> Reflecting on the Family Power Night PFE in September, it is evident that the event was a meaningful and engaging opportunity for both students and parents alike. With teacher representatives from every grade level, the collaborative effort to create activities aligned with the seven habits of the Leader in Me framework demonstrated a strong commitment to fostering leadership qualities in our children.	2025-2026 <u>#1:</u> <u>Event Name:</u> Grandparents Day Breakfast <u>Date/Time:</u> 09/19/2025 8:30-9:15 AM <u>Targeted Priority Area:</u> Culture <u>Number of Participants:</u> 92+ <u>Summary of Parent Feedback/Exit Tickets/Survey:</u> Our Grandparents Day Breakfast was a wonderful success and an excellent start to our Parent and Family Engagement activities for the year. Over 92 families RSVP'd, and even more joined us the day of the event. The turnout exceeded expectations and reflected the strong support of our school community. The focus of the event was on literacy and reading fluency, emphasizing the importance of reading together at school and at home. Families enjoyed spending meaningful time reading with their grandchildren and learning about our educational goals for the 2025–2026 school year. Feedback collected from exit tickets was overwhelmingly positive—many expressed appreciation for the opportunity to connect with their grandchildren in a learning-focused, joyful setting. The only suggestion noted was the need for

St. Tammany Parish 2024-2027

The positive feedback from parents was particularly heartwarming.

Comments such as “Keep up the great work! It brings the kids and parents together for fun” and “Every activity displayed life lessons” highlight the impact of the event. It’s encouraging to see that families appreciated the efforts made to create a fun and educational environment. These sentiments reflect the core mission of the PFE: to strengthen the bond between home and school while emphasizing the importance of life skills and leadership.

However, it is also important to acknowledge that the turnout was not as high as we had hoped. This realization serves as a valuable lesson for future events. We must enhance our outreach strategies to ensure more families are aware of and encouraged to participate in these gatherings. The plan to utilize robocalls, multiple announcements on social media, more frequent reminder flyers, and direct reminders during car line shows our commitment to improving communication with families.

Overall, the Family Power Night was a success in many ways, and the feedback received will guide us as we prepare for future events. By continuing to refine our approach and increase participation, we can create even more opportunities for families to come together, learn, and grow. Our goal remains to foster a strong community that supports our students in becoming effective leaders.

#2:

Event Name: Winter Wonderland

Date/Time: December 19, 2024 (8:30AM - 10:00AM)

Targeted Priority Area: Literacy

additional seating, as the gym could not accommodate the unexpectedly large crowd.

Our PTA parent volunteers played an essential role by helping serve breakfast and decorate the gym, while members of the SAP committee assisted with decorations, family check-in, photography, and bringing students to the gym to meet their loved ones.

Overall, this event beautifully celebrated the special bond between students and their grandparents while reinforcing our commitment to literacy and family engagement. It provided a meaningful way to encourage reading at home, strengthen our school community, and highlight the many wonderful learning opportunities available here at Brock.

#2:

Event Name: Let the Good Scores Roll

Date/Time: 01/22/2026 9:00-10:00 AM

Targeted Priority Area: ELA Proficiency

Number of Participants: 58

Summary of Parent Feedback/Exit Tickets/Survey:

The Parent and Family Engagement event “*Let the Good Scores Roll*” was well received and provided a valuable opportunity to strengthen collaboration between families and teachers in support of early literacy. Parents of students in grades K–3 were invited into classrooms, where they received informational packets, take-home activities, and practice materials aligned with DIBELS testing. Teachers led a brief but informative presentation explaining what the DIBELS assessment is, how it is used in St. Tammany Parish, why the

St. Tammany Parish 2024-2027

Number of Participants: 88

Summary of Parent Feedback/Exit Tickets/Survey:

The Winter Wonderland Parent and Family Engagement event was a tremendous success, drawing 88 families to participate in a festive night of learning and fun. Classrooms offered creative, winter-themed activities—from a Polar Express "train" decorated with geometric shapes to a math scavenger hunt—that engaged both students and parents.

Feedback from exit tickets was overwhelmingly positive, with families praising the event's creativity and the meaningful time spent together. The strong turnout reflects the effectiveness of improved communication efforts, including robocalls, social media, flyers, and in-person reminders.

This event highlighted the power of collaboration between home and school. As we plan future PFEs, we'll continue building on this success to foster community, celebrate learning, and support student leadership development.

#3:

Event Name: LEAP 2025 Parent Breakfast

Date/Time: March 27, 2025 (8:30AM- 10:00AM)

Targeted Priority Area: ELA and Math Testing Information

Number of Participants: 30

Summary of Parent Feedback/Exit Tickets/Survey:

data is important, and how it informs instruction, along with an overview of Third Grade Retention and Louisiana Law (Act 422).

Although attendance totaled 58 parents, feedback from participants was overwhelmingly positive. Parents expressed appreciation for the clear explanations, practical resources, and the opportunity to actively participate in learning activities alongside their children. Many shared that the event helped them better understand how to support reading development at home. Teachers also reported enthusiasm about welcoming parents into their classrooms and valued the chance to share important assessment information directly with families. Overall, the event successfully reinforced the importance of early literacy, strengthened home-school connections, and highlighted our shared commitment to student success.

St. Tammany Parish 2024-2027

Our third Parent and Family Engagement event of the school year—the LEAP Parent Breakfast—was a meaningful opportunity to connect with families of students in grades 3–5. With around 30 families in attendance, the event provided important information about the LEAP 2025 assessment, including key content areas and practical tips for supporting students at home. Each grade-level team shared clear, actionable strategies to help parents feel more confident and prepared for the upcoming testing season. Parents expressed appreciation for both the helpful information and the warm breakfast, noting how valuable it was to better understand how to support their children academically. While turnout was modest, the feedback we received was encouraging and will help guide future engagement efforts. Events like this are key to strengthening the home-school partnership and empowering families to play an active role in their child’s success.	
Year 1 Reflections: • <i>How will the evaluation results of the school advancement plan be reported to the school’s stakeholders?</i> • <i>How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?</i>	Evaluation results of the School Advancement Plan will be shared with stakeholders through school meetings, newsletters, and the website, using clear summaries and visual representations to highlight progress on key metrics such as student mastery and growth. The Instructional Leadership Team (ILT) and school committees will analyze data from assessments, progress monitoring, and program-specific metrics to determine the effectiveness and return on investment of school programs. This analysis will guide decisions on continuing, modifying, or reallocating resources to ensure programs positively impact student achievement, engagement, and overall school improvement.
Year 2 Reflections: • <i>How will the evaluation results of the school advancement plan be reported to the school’s stakeholders?</i>	

St. Tammany Parish 2024-2027

• <i>How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?</i>	
Year 3 Reflections: • <i>How will the evaluation results of the school advancement plan be reported to the school's stakeholders?</i> • <i>How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?</i>	