



ST. TAMMANY PARISH PUBLIC SCHOOLS

Brock Elementary Literacy Plan

School	Glynn H. Brock Elementary
Principal	Jamie Mills
Literacy lead	Wandra Vick
Grade span	K-5
Plan period	2026-2029

School Literacy Team

Name	Role	Plan responsibility
Jamie Mills	Principal	Plan oversight; instructional leadership; monitoring and resource alignment
Wandra Vick	Literacy lead	Coordinate literacy data reviews, professional learning, and plan monitoring
Carolyn Abram, Gaberelle Thomas, Kelly Perry, Phyllis Schenck, Michelle Day, Charles Burdett, Chandra Adams	ILT/teacher representatives	Represent grade spans and specialized services; review evidence and recommend adjustments

1. District Alignment and School Data Story

District anchor	Established STPPS language
Literacy vision	STPPS aims for all students to achieve grade-level literacy proficiency and develop the knowledge, skills, confidence, and agency to recognize themselves as successful readers and writers who persist in reaching their full potential - in school, across content areas, and throughout life.
Literacy mission	STPPS recognizes each student's unique strengths, experiences, and literacy needs. Through high-quality instruction, coherent curriculum, protected Tier I instruction, responsive targeted support and extension, continuous professional learning, and meaningful family/community partnerships, STPPS provides equitable opportunities for students to develop and apply literacy independently.

District Commitments

- Protect high-quality Tier I literacy instruction using approved HQIM and district Instructional Minutes.
- Use assessment evidence to strengthen instruction, extend learning, and provide timely targeted support.
- Provide flexible Tier II and Tier III targeted support in addition to, never in place of, core instruction.
- Build educator expertise through professional learning, ILTs, teacher collaboration, coaching, and feedback.
- Partner with families through accessible communication, shared dialogue, and practical literacy resources.

School Data Snapshot

Evidence reviewed	Strength to sustain	Highest-priority need/student group
DIBELS 8, LEAP ELA, ELPT/readiness measures, HQIM assessments/student work, walkthroughs, schedules, and stakeholder feedback, as applicable	Kindergarten DIBELS growth: Well Below decreased from 57% at BOY to 21% at MOY; On/Above Benchmark increased from 24% to 42%. Grade 3 Well Below decreased from 25% to 19%. For EOY it went down to 13%.	Foundational literacy in Grades 1-2 and outcomes for students with exceptionalities and English learners. At MOY, Grade 1 had 53% Well Below and only 30% On/Above; Grade 2 had 46% Below/Well Below. On LEAP ELA, 21 of 25 SWE and 13 of 14 EL students scored Basic or below. For 2026-27 our BOY in Kindergarten was 57% are well below and 20% below. Our highest priority need and focus will be on kindergarten students. Our second priority will be our 2 nd graders, who were 44% well below and 6% below benchmark.

School Literacy Priority and Rationale

Brock Elementary will strengthen consistent, standards-aligned Tier I literacy instruction and provide timely, explicit targeted support, with particular attention to foundational reading in Grades 1-2 and language, comprehension, and written-expression needs among SWE and EL students. The priority is supported by DIBELS 2025-2026 BOY-to-MOY patterns, LEAP 2024-2025 ELA results, classroom evidence showing variability in instructional quality, and the need for stronger differentiation and progress monitoring.

2. School Goals, Targets, and Action Plan

Schools establish contributing targets based on their starting points. Limit each goal to the essential actions most likely to improve the school's identified literacy priority.

Goal 1 - Student Outcomes

District goal and target	School response
Support all students in meeting or exceeding grade-level literacy proficiency expectations and demonstrating meaningful annual growth. District target: Increase the percentage of all students and identified subgroups demonstrating proficiency by at least 2 percentage points annually on applicable DIBELS 8, LEAP, ELPT, and graduation-readiness literacy measures.	Baseline: DIBELS 2025-2026 MOY On/Above Benchmark - K 42%, Grade 1 30%, Grade 2 54%, Grade 3 56%. LEAP 2024-2025 ELA Mastery/Advanced counts - Grade 3: 28 of 57 (49%); Grade 4: 12 of 39 (31%); Grade 5: 18 of 49 (37%). ELA Assessment Index baseline: 62.3. School target: Increase applicable DIBELS and LEAP literacy proficiency by at least 2 percentage points annually through 2028-2029, with accelerated growth for Grades 1-2, SWE, and EL students. Leading/lagging measures: DIBELS 8 BOY/MOY/EOY and progress monitoring; LEAP ELA proficiency/growth and Assessment Index; HQIM assessments, written responses, and subgroup trends.
Actions	1. Strengthen standards-aligned Tier I instruction through approved HQIM, explicit foundational-skills teaching, complex text, vocabulary, discussion, and writing about reading. 2. Use DIBELS, HQIM assessments, diagnostics, and student work to form flexible groups, deliver timely additional support, and adjust intensity based on response.
Evidence of success	Annual increases in DIBELS and LEAP proficiency/growth; fewer students in Intensive/Strategic categories; improved comprehension and written responses; narrowing SWE and EL gaps; evidence that instructional adjustments follow recurring data reviews.

Goal 2 - Educator Capacity

District goal and target	School response
Strengthen educator expertise and consistent implementation of evidence-based literacy practices, approved HQIM, Teacher Clarity, assessment literacy, and responsive support. District target: 100% of teachers receive professional learning related to district curricula/resources, evidence-based strategies, and data-based decisions; all K-3 educators are fully Science of Reading trained.	Baseline: The CSI/TSI needs assessment identifies inconsistent instructional quality, uneven Tier I implementation, and a need for stronger differentiation, assessment use, questioning, scaffolding, and student engagement. CKLA/Amplify training and job-embedded coaching are planned. School target: 100% of literacy teachers participate in aligned professional learning and PLC/ILT cycles; all required K-3 educators complete Science of Reading training; walkthrough evidence shows increasing consistent use of HQIM, Teacher Clarity, explicit instruction, and responsive support. 5 new teachers in K-3. Currently 7 teachers in K-3 (including SWE) have completed the Science of Reading training.
Actions	1. Provide job-embedded learning on approved HQIM, LER expectations, Science of Reading, explicit instruction, assessment literacy, differentiation, and support for EL/SWE students. 2. Use ILT, PLC, coaching, modeling, walkthrough feedback, and student-work analysis to improve implementation and reduce classroom-to-classroom variability.
Evidence of success	PD participation/completion; PLC products and lesson-preparation artifacts; walkthrough trends; coaching follow-up; stronger alignment of tasks and supports; educator feedback; improved student work and literacy outcomes.

Goal 3 - Instructional Program

District goal and target	School response
Protect instructional time and strengthen consistent implementation of high-quality core instruction, extension, and responsive targeted support. District target: 100% of literacy time focuses on high-quality core instruction and systematic, explicit targeted support and/or extension based on student need.	Baseline: The needs assessment identifies inconsistent Tier I instruction, gaps in foundational literacy, and a need for stronger intervention and progress monitoring. Schoolwide routines emphasize bell-to-bell teaching and protected intervention blocks. School target: 100% of classrooms implement the required literacy minutes and approved HQIM; extension and Tier II/Tier III occur in addition to core; student groups and intensity are reviewed on a recurring evidence cycle. Leading/lagging measures: master schedule, Instructional Minutes, walkthroughs, HQIM evidence, intervention rosters, progress-monitoring records, and student response.
Actions	1. Protect the full core literacy block and intervention/extension time through master schedules, clear expectations, walkthroughs, and follow-up. 2. Implement a coordinated MTSS approach using DIBELS, HQIM evidence, S.P.I.R.E., Lexia, Amira for eligible EL students, and other district-approved resources matched to need and provider expertise.
Evidence of success	Schedules show no replacement of core ELA; walkthroughs demonstrate consistent HQIM use and active engagement; intervention records identify need/resource/provider/measure; progress-monitoring evidence leads to regrouping or increased/decreased intensity; students show improved response.

3. Tier I Instruction, Extension, and Targeted Support

DISTRICT EXPECTATIONS ALREADY ESTABLISHED

Tier I, Tier II, and Tier III expectations are the same across STPPS. Schools implement the district framework, approved curricula/resources, Instructional Minutes, assessment schedules, K-3 DIBELS guidance, IASP requirements, and targeted support guidance. In the chart, schools enter only the operational details that vary by campus.

3. District-Aligned Tiered Literacy Support - Continued

Tier	Established STPPS expectations	School-specific implementation
Tier I Core instruction and extension	All students receive the full, protected literacy block using approved HQIM and grade-level standards. Instruction includes explicit modeling, guided practice, independent application, Teacher Clarity, and whole-group, small-group, or individual support within Tier I. Students demonstrating mastery receive extension through deeper application, knowledge building, choice, and complex tasks. ILTs and teacher teams review HQIM assessments, student work, walkthroughs, and subgroup patterns; when fewer than approximately 80% demonstrate expected mastery, teams first examine Tier I instruction.	The master schedule protects the full grade-level literacy block using approved HQIM, including CKLA/Amplify and Louisiana ELA Guidebooks 2.0 as grade appropriate. The school will strengthen explicit foundational skills in K-2 and complex text, vocabulary, discussion, and writing about reading across grades. Teachers use checks for understanding, flexible small groups, and teacher clarity. Students demonstrating mastery receive extension through deeper text analysis, independent reading/writing, enriched tasks, choice, and Lexia pathways. Kindergarten 8:00-10:40 am 1st grade 8:00-10:35 2nd grade 8:00-9:05, 9:35-10:10, 1:15-2:30 3rd grade 8:00-9:45, 12:00-12:30, 1:15-2:45 4th grade 8:00-9:45, 10:30-11:40, 12:20-3:00 5th grade 8:00-9:00, 10:40-12:00, 1:25-3:00

Tier	Established STPPS expectations	School-specific implementation
Tier II Targeted support	Students receive timely, additional instruction in flexible small groups based on current screener, diagnostic, HQIM, and classroom evidence. Tier II is provided in addition to Tier I by a classroom teacher, tutor, or other extensively trained literacy educator. The identified need, district-approved resource, provider expertise, and progress-monitoring measures are aligned. Groups and support change in response to timely evidence; established IASP/high-dosage tutoring and Targeted Assistance Team requirements are followed when applicable.	Tier II occurs during a protected intervention block outside core ELA in flexible, skill-based small groups led by trained classroom teachers, interventionists, or other qualified staff. DIBELS, HQIM assessments, diagnostics, and student work identify needs. District-approved resources may include S.P.I.R.E., Lexia Core5/PowerUp, and Amira for eligible EL students. Teams review progress regularly and communicate progress through conferences, reports, newsletters, phone/text, and home-school folders. Interventions will occur in the ELA classrooms during targeted support times identified on teaching schedules. These schedules are posted outside of each classroom on yellow paper. Classroom teachers, tutors, and enrichment teachers will provide the support.
Tier III Intensive targeted support	Students with significant needs or an insufficient response to prior support receive explicit, systematic instruction in smaller groups and at greater intensity. Tier III is delivered by a literacy professional with deep conceptual knowledge and specialized training in the selected district-approved resource. It is provided in addition to Tier I and Tier II. Teams coordinate with applicable SBLC, IEP, Section 504, dyslexia, and English learner processes; monitor progress biweekly with an aligned measure; adjust intensity based on evidence; and communicate progress and next steps to families.	Tier III provides smaller-group, more frequent explicit and systematic instruction in addition to Tier I and Tier II. A literacy professional with specialized training delivers the matched district-approved resource; S.P.I.R.E. may be used for students with characteristics of dyslexia, with DIBELS and S.P.I.R.E. Quick Checks/Unit Assessments. Teams coordinate with SBLC, IEP, Section 504, dyslexia, and EL processes; monitor at least biweekly; adjust intensity; and share progress/next steps with families. These will be in the SWE classrooms, regular education classrooms and they are provided by trained SWE teachers, teachers, tutors or interventionists.

Access for Diverse Learners

Learners	School implementation focus
English learners	Maintain grade-level HQIM access through explicit vocabulary and language development, sentence frames, visuals, modeling, structured speaking/listening, text-based discussion, writing supports, translated communication, and interpretation. Use Amira as applicable and coordinate Title III supports without lowering task rigor.
Students with exceptionalities	Coordinate special education, Tier I, and targeted support so students receive grade-level content plus IEP-aligned accommodations and specialized instruction. Use explicit modeling, scaffolded texts/tasks, small groups, assistive supports, co-teaching as assigned, and frequent progress monitoring; review outcomes through IEP/SBLC and PLC processes.
Students with characteristics of dyslexia	Follow DIBELS screening and district dyslexia procedures; provide structured, multisensory, explicit, systematic literacy instruction. Use trained providers and district-approved resources such as S.P.I.R.E.; monitor with DIBELS and S.P.I.R.E. Quick Checks/Unit Assessments; coordinate with families, SBLC, Section 504, and special education as applicable.
Core protection confirmed	Confirmed: Tier II, Tier III, and extension are scheduled in addition to and do not replace the protected core ELA block.
District support needed	District support with HQIM/CKLA implementation, literacy coaching, DIBELS analysis, S.P.I.R.E./Lexia/Amira implementation, Science of Reading completion, and support for EL/SWE differentiation.

4. Professional Learning, ILTs, and Teacher Collaboration

Professional-learning support	Established support/expectation	School focus
District and partner support	STPPS Curriculum and Instruction, EDU 20/20, district curriculum specialists, and approved school-based supports provide implementation of learning, coaching, and resources.	Use STPPS Curriculum and Instruction, district curriculum specialists, EDU 20/20, approved CKLA/Amplify support, and school-based coaching/teacher leaders for HQIM implementation, data analysis, and intervention fidelity.

Professional-learning support	Established support/expectation	School focus
School learning priority	Align to HQIM, Science of Reading, Teacher Clarity, explicit instruction, assessment, targeted support, or the school data story.	1. Consistent HQIM/LER-aligned Tier I instruction: explicit foundational skills, complex text, vocabulary, discussion, writing, Teacher Clarity, and checks for understanding. 2. Assessment-driven differentiation and targeted support for Grades 1-2, SWE, EL students, and other students below benchmark.
Evaluation of effectiveness	Use educator feedback, routine professional-learning evaluations, walkthrough evidence, implementation of trends, student work, and student outcomes.	Review after each major learning cycle and at BOY/MOY/EOY through participation records, educator feedback, PLC products, walkthrough evidence, coaching follow-up, student work, DIBELS/HQIM results, and LEAP outcomes. ILT determines what to sustain or adjust.

ILT and Teacher-Collaboration Long-Range Cycle

Cycle	District-aligned focus	School product/evidence
1. Launch and prepare	Goal review, HQIM preparation, and Teacher Clarity	Aligned unit/lesson plans; grade-level goals and success criteria; baseline DIBELS/LEAP subgroup analysis; protected literacy/intervention schedules.
2. Strengthen Tier I	Explicit instruction, checks for understanding, and student literacy work	Walkthrough and coaching evidence; annotated student work; common checks for understanding; PLC notes showing instructional adjustments.
3. Respond and intensify	Screener/HQIM evidence, Tier II/Tier III alignment, and progress monitoring	Flexible-group rosters; matched-resource plans; progress-monitoring graphs; SBLC/IEP/EL coordination records; family updates.
4. Evaluate and sustain	Outcome review, vertical coherence, and next-year priorities	BOY/MOY/EOY and LEAP trend analysis; vertical articulation notes; implementation reflection; recommendations for the next annual revision.

5. Family Engagement, Communication, and Initiative Alignment

Required priority	School approach	When/how
Family voice and partnership	Gather family input through surveys, parent meetings, open house, engagement events, conferences, and informal conversations; ILT reviews themes and uses them in plan adjustments.	At least BOY, midyear, and EOY; additional feedback after family events.
Understandable student data and IASP communication	Share DIBELS/LEAP and classroom progress in parent-friendly language, including strengths, needs, goals, interventions/IASP information, and practical next steps.	Benchmark windows, required IASP intervals, report periods, conferences, and individual contacts.
Family literacy learning	Provide literacy/numeracy family events, explanations of screeners, at-home activities, grade-level reading/writing strategies, and digital/print resources.	At least annually, with resources reinforced through newsletters and family events.
Accessible communication	Use plain language, visuals, print/digital formats, translated materials, interpretation, flexible meeting options, phone/text/email, and school messaging systems.	Weekly communication and as needed; translations/interpretation upon need or request.
Community connection	Coordinate district, Title I/Title III, community, and school partners to provide literacy resources, family learning opportunities, instructional materials, and whole-child supports.	Throughout the year through planned family events, resource distribution, and partner outreach.

Communication Plan

Audience	What is communicated	When/how
Faculty and staff	Goals, targets, HQIM/support expectations, evidence, and adjustments	Weekly staff newsletter; faculty/PD meetings; recurring PLCs and ILT meetings; coaching cycles; walkthrough feedback; BOY/MOY/EOY reviews.
Students	Learning goals, success criteria, progress, strengths, and next steps	Daily learning goals/success criteria, conferencing, feedback, progress tracking, student goal setting, and Leader in Me routines.

Audience	What is communicated	When/how
Families/community	Plan priorities, student progress, resources, participation opportunities, and updates	Weekly parent newsletter; website/School Advancement Plan; event flyers; email; Robo calls/texts; conferences; open house; parent meetings; surveys; literacy events; translated/interpretation supports.

Alignment to Other Initiatives

School Advancement Plan	Literacy goals and actions are embedded in and monitored through the School Advancement Plan and aligned CSI/TSI improvement routines.
Other initiatives	CSI/TSI plan; Title I early literacy and family engagement; Title III language supports; IASP/Act 771; Teacher Clarity; Science of Reading; Leader in Me; special education/Section 504/dyslexia processes; cross-curricular vocabulary, discussion, and writing.

6. Monitoring, Reflection, and Revision

Review point	Evidence and progress toward targets	Adjustments/next steps
Beginning of year	Confirm DIBELS/LEAP/HQIM baselines and subgroup needs; finalize targets, literacy and intervention schedules, resources, provider training, owners, PD calendar, and communication routines.	Regroup from BOY/diagnostic evidence; correct schedule/resource gaps; intensify coaching or support where implementation is not yet consistent.
Midyear	Review MOY DIBELS, HQIM evidence, progress monitoring, student work, walkthrough/coaching trends, PD/PLC products, subgroup response, and family feedback against annual targets.	Adjust flexible groups, resource match, time/intensity, coaching focus, family supports, and extension based on evidence.
End of year	Review EOY DIBELS and LEAP results, subgroup growth, intervention response, implementation fidelity, educator learning, student work, and family/staff feedback.	Identify practices to sustain; revise actions and targets; set the next-year PD, staffing, resource, schedule, and family-engagement priorities.

Reflection

At each review point, the literacy team will compare student outcomes, subgroup response, and implementation evidence. Brock will sustain protected HQIM instruction, data-focused PLC/ILT routines, explicit intervention, and accessible family communication when evidence shows impact; adjust grouping, intensity, schedules, coaching, and resources when students are not responding; and request district support for HQIM, Science of Reading, DIBELS analysis, intervention fidelity, and EL/SWE access.

School Review

Principal	Jamie Mills
Literacy lead/team	Wandra Vick, Laura Szenjrok, Sparkle Bridges, Catherine Bretthaupt, Ashley Vann
Faculty/staff review	Jamie Mills, Chandra Adams, Michelle Day
Family/community input	Mary Jones, Tashayla Latiker, Deanna Estopinal
Plan revision date	May 2027

ANNUAL REVIEW

The school literacy plan is reviewed through regular school improvement routines, aligned to the School Advancement Plan, and updated as evidence indicates. District calendars and guidance remain the controlling source for required dates and procedures.