



Local Literacy Plan
For
Barkdull Faulk Elementary School

(School/System)
Monroe City Schools

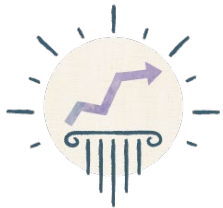
(Lead Contact)
Dr. Bakari K Beckwith

(Superintendent)
Mr. Sam Moore III

(Completion Date)
September 2, 2025



LOUISIANA'S LITERACY PILLARS



LITERACY
GOALS



EXPLICIT INSTRUCTION,
INTERVENTIONS,
& EXTENSIONS



ONGOING
PROFESSIONAL
GROWTH



FAMILIES

A foundation of **EQUITY** across all literacy practices ensures opportunities and access for every learner every day.

Section 1a: Literacy Vision and Mission Statement

Guiding Questions:

1. What is your school/system's focus and mindset around literacy?
2. What is your primary, overarching goal and expected or intended outcomes for your school(s) around literacy?
3. Is your vision and mission statement inclusive of all leaders, teachers, students, and families?

Literacy Vision

At Barkdull Faulk Elementary, we are committed to fostering a culture of literacy through strategic partnerships with The Writing Revolution (TWR) and the Louisiana Department of Education (LDOE). Our vision emphasizes explicit, systematic instruction in reading and writing, utilizing evidence-based strategies and ELA



	Guidebooks curriculum. We prioritize the integration of literacy across all subjects and support our K-2 students through tailored interventions, including the Core Knowledge Language Arts (CKLA) curriculum, High Dosage Tutoring, and 21st Century Tutoring Programs. Our goal is to empower every student with the essential literacy skills needed for lifelong success.
<i>Literacy Mission Statement</i>	Barkdull Faulk Elementary students will have improved literacy outcomes through high-quality instruction and interactions by an effective teacher who is supported by leaders and families.

Section 1b: Goals

Guiding Questions:

1. What are your overall [literacy goals](#)?
2. Are you creating [SMART goals](#) for grade bands, subgroups, diverse learners, and teachers?
 - How are you measuring the performance of birth through grade 12?
 - What subgroups are most in need of literacy intervention?
 - How are you addressing the literacy and language needs of diverse learners?
 - How do you plan to measure teacher performance based on your literacy goals?

<i>Goal 1 (Student-Focused)</i>	By May 2027, we will increase the Barkdull Faulk's K-3 rd Literacy screening benchmark to 82% with a focus on the Louisiana Leadership Rubric Domains and a continuum of learning to positively impact student achievement, teaching, and leading.
<i>Goal 2 (Teacher-Focused)</i>	By 2027, all K-3 teachers will achieve an overall average score of proficient or higher (3) within the Instruction Domain on the LER with a focus on a continuum of learning to positively impact student achievement, teaching, and leading.
<i>Goal 3 (Program-Focused)</i>	By 2027, all K-6 ELA teachers will implement the adopted HQIM with integrity promoting responsive decision making and accessibility for all students.



Section 1c: Literacy Team

Guiding Questions:

1. Who will serve on the school/system literacy team?
2. What is the role of each member?
3. What is your plan for conducting regular meetings, including location, time, availability, and topics?
4. How are you monitoring the effectiveness of the plan?

Member	Role
Dr. Bakari K Beckwith	Principal
Mrs. Khajuana Cowart	Curriculum Coordinator
Mrs. Shakira Brule	Literacy Coach
Mrs. Anjelica Shelton	Librarian

Meeting Schedules

Date & Type of Meeting (Plan Review, Data Analysis, etc.)	Frequency of Meetings (Weekly, Monthly, etc.)	Topic(s)
August 2025 - Planning	Monthly	Data review of previous school cycle 2024-2025, Literacy scores were utilized to determine areas of weakness for placement of students into intervention groups during school hours and After school tutoring. Scores from Beginning of the Year (BOY), Middle of the Year (MOY), and Progress Monitoring from DIBELS and Star Reading Assessment were utilized to guide placement of students into appropriate intervention groups.
September 2025-Data Analysis	Monthly	Data review of beginning of the year (BOY) Benchmark assessments to determine reconfiguration of groups as



		deemed necessary based on mastery of skills. Dibels testing set for Sept. 12th
October 2025	Monthly	Data review of monthly Benchmark assessments and progress monitoring to determine reconfiguration of groups as deemed necessary based on mastery of skills.
November	Monthly	Data review of monthly Benchmark assessments and progress monitoring to determine reconfiguration of groups as deemed necessary based on mastery of skills.
December	Monthly	Data review of monthly Benchmark assessments, and progress monitoring, and MOY, to determine reconfiguration of groups as deemed necessary based on mastery of skills. Dibels MOY is December 4, 2025.
February	Monthly	Data review of monthly Benchmark assessments and progress monitoring to determine reconfiguration of groups as deemed necessary based on mastery of skills.
March	Monthly	Data review of monthly Benchmark assessments and progress monitoring to determine reconfiguration of groups as deemed necessary based on mastery of skills.
April	Monthly	Data review of monthly Benchmark assessments and progress monitoring, EOY assessments, to determine reconfiguration of groups as deemed necessary based on mastery of skills. Dibels EOY April 13, 2026
May	Monthly	Data review of monthly Benchmark assessments, EOY assessments, and Dibels to make literacy plans for next year.

Section 2: Explicit Instruction, Interventions, and Extensions

Guiding Questions:

- For each specific plan and activity around literacy, what is/are your:
 - action steps?



- timeline?
 - person(s) responsible?
 - resources?
 - alignment to literacy goal(s)?
 - evidence of success?
2. When implementing literacy curriculum and assessments, how are you ensuring:
- alignment to current research on foundations of reading and language and literacy?
 - cultural responsiveness?
 - connections across content areas?
3. When utilizing literacy screeners, what are your plans for:
- deciding which components will be measured in each grade band or subgroup?
 - how often screeners are administered?
 - progress monitoring?
 - screening and supporting students in upper grades effectively?
4. When planning for and providing literacy interventions for struggling readers and writers, are you including specifications for:
- students with dyslexia?
 - the EL population?
 - special education students?
 - cultural and dialectical sensitivity?

The action plan table on the next page can be used to plan out specific action steps related to literacy goals.



Action Plan

Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
1	June 1 - June 30	Review prior year data to establish school system goals.	Data manager and Academics team	Literacy screeners; LEAP scores	Students and subgroups demonstrate growth in year-to-year data.
2.	August 1- August 30	Review prior year's data to establish school goals	Literacy Team & Educators, ILT	DIBELS & STAR READING Assessments	Students' performance levels increase.
3.	September 2-30 th	Review BOY data in preparation of developing yearly Student Learning Targets. literacy assessments K-3 Literacy Screeners (DIBELS 8TH, STAR Early Literacy, STAR Reading) are administered. School team reviews student. literacy data and submits names of students in need of literacy support (HDT).	Literacy Team & Educators, ILT Grade Level Classroom Teachers, DIBELS Team	Students' academic performance, DIBELS & STAR READING Assessments Screeners for all (appropriate assessment), diagnostic for some	Students' performance levels increase. Data results Scores are placed in EdLink Intervention groups are formed based on data analysis.

Commented [BR1]: Add dates for literacy screenings - BOY MOY EOY

Add HDT Cycle Dates

Commented [BR2]: year's



4.	September	Sept. 12 th BOY Dibels assessment	Dibels Team	Dibels Assessment Materials	Data results /analysis used to review and adjust interventions based on data analysis
5.	September-March	Targeted After-School Tutoring	Administration ILT Literacy Coach District Personnel- Title 1 Director Supervisor K-2 Curriculum and Instruction	Budget/ Funding Allocation Teachers/ Paraprofessionals Curriculum resources/ materials	Improvement in student academic growth targets is evident by weekly progress monitoring.
6.	Oct.1-Oct. 31 st	Reconfigure intervention groups based on DIBELS/ STAR Progress Monitoring Assessments. Student Learning Targets developed based on data.	Literacy Team & Educators, ILT	Students' academic performance DIBELS & STAR READING Assessment	Students' performance levels increase.
7.	Nov.1- Nov. 30	Reconfigure intervention groups based on MOY DIBELS/STAR	Literacy Team & Educators, ILT	Students' academic performance DIBELS & STAR READING Assess	Students' performance levels increase.
8.	Dec.	Reconfigure intervention groups based on DIBELS/ STAR Progress Monitoring Assessments	Literacy Team & Educators, ILT	Students' academic performance DIBELS & STAR READING Assess	Students' performance levels increase.



9.	Dec.	Dibels assessment Dec. 4	Dibels Team	Dibels Assessment Materials	Data results /analysis used to review and adjust interventions based on data analysis
10.	Jan. 1-31	Reconfigure intervention groups based on DIBELS/ STAR Progress Monitoring Assessments	Literacy Team & Educators, ILT	Students' academic performance DIBELS & STAR READING Assessments	Students' performance levels increase.
11.	Feb. 1-28	Reconfigure intervention groups based on DIBELS/ STAR Progress Monitoring Assessments	Literacy Team & Educators, ILT	Students' academic performance DIBELS & STAR READING Assessments	Students' performance levels increase.
12.	Mar. 1-31	Reconfigure intervention groups based on DIBELS/ STAR Progress Monitoring Assessments	Literacy Team & Educators, ILT	Students' academic performance DIBELS & STAR READING Assessments	Students' performance levels increase.
13.	April 28-May 23	Administer EOY Assessment and review data in preparation of determining results of yearly Student Learning Targets.	Literacy Team & Educators, ILT	Students' academic performance DIBELS & STAR READING Assessments	Students' performance levels increase.
14.	April	Dibels EOY April 13, 2026.	Dibels Team	Dibels materials	Data results /analysis used to review and adjust interventions based on data analysis.
15.	April	LEAP testing	Test Coordinators Classroom teachers	Assessment materials	Data results/ analysis used to determine next steps in instruction. Data will also be used to determine SLTs outcome.



Section 3: Ongoing Professional Growth

Guiding Questions:

1. On what are you basing your professional development needs? Are you considering:
 - teacher performance data
 - student performance data
 - observation cycles
 - teacher background knowledge and experience levels
2. When planning opportunities for [ongoing professional growth](#) for leaders and teachers, are you including plans for:
 - ongoing training and support?
 - coaching?
 - various types of PD offerings?
 - by whom, when, and how PD will be provided?
 - PD specific to foundations of reading and language and literacy?
 - PD on high-quality interactions (such as CLASS® for birth-grade 2)?
 - monitoring the implementation and effectiveness of professional development?
 - tailoring opportunities to individual needs of teachers?

Potential PD Planning

Month/Date <i>(When can PD be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PD? Consider also who can redeliver to other teachers/faculty.)</i>
August 2025	District Initiatives, HDT, HQIM (Guidebooks, CKLA), Dibels	Parents, Administrators, Teachers Curriculum Coordinator
September 2-25	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results, HDT and effective grouping based on data from student performance results on EOY (2025) and BOY (2025) in addition to progress monitoring.	Administrators, Teachers Curriculum Coordinator
September	Overview of High Dose Tutoring (HDT	All teachers and paraprofessionals



October	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results HDT and effective grouping reconfiguration based on data from student performance results on BOY, and MOY, in addition to progress monitoring	Administrators, Teachers Curriculum Coordinator
November	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results HDT and effective grouping reconfiguration based on data from student performance results on BOY, and MOY, in addition to progress monitoring	Administrators, Teachers Curriculum Coordinator
December	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results HDT and effective grouping reconfiguration based on data from student performance results on BOY, and MOY, in addition to progress monitoring	Administrators, Teachers Curriculum Coordinator
January	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results HDT and effective grouping reconfiguration based on data from student performance results on BOY, and MOY, in addition to progress monitoring	Administrators, Teachers Curriculum Coordinator
February	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results HDT and effective grouping reconfiguration based on data from student performance results on BOY, and MOY, in addition to progress monitoring	Administrators, Teachers Curriculum Coordinator
March	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results HDT and effective grouping reconfiguration based on data from student performance results on BOY, and MOY, in addition to progress monitoring	Administrators, Teachers Curriculum Coordinator
April	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results HDT and effective grouping reconfiguration based on data from student	Administrators, Teachers Curriculum Coordinator



	performance results on BOY, and MOY, in addition to progress monitoring	
May	Vertical meetings on analysis academic school years results in preparation for upcoming school term 2025-26.	Administrators, Teachers Curriculum Coordinator

Section 4: Family Engagement Around Literacy

Guiding Questions:

- To improve [family engagement around literacy](#), how are you:
 - including families in focus groups and other discussions with teachers, students, and leaders around:
 - specific programs to address the school's mission?
 - families' concerns about literacy achievement?
 - students' attitudes toward reading and writing?
 - teachers' beliefs about student literacy and learning?
 - providing ongoing support and communication to families?
 - considering diverse families and their specific needs or challenges in regards to communication, technology, transportation, etc.?
 - using communication methods that accommodate all families?
- How are you working directly with community partners to:
 - engage families and the community?
 - invest in the literacy of our youth?
 - improve access to resources?
- What resources and tools are you sharing with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August 2025	Open House	Sign-in-Logs/Photos Displayed on School Website/social media	Parents
October 2025	Teacher & Parent Conference	Teacher & Parent Conference	Parents
	School Improvement Plan Meeting w/District	Sign-in-Logs/Agendas	Parents



October 2025-May 2026	Read/Learn/Succeed Community Readers read Monthly to students	Sign-in-Logs/Photos displayed on social media/Progress Monitoring Results	United Way
October 2024	Red Ribbon Week	Sign-in-Logs/Photos displayed on social media/Progress Monitoring Results	Community Stake Holders Northeast Delta Human Services
November 2025	Literacy Night	Sign-in-Logs/Photos displayed on social media/Progress Monitoring Results	Community Stakeholders Local Book Authors
December 2025	Reading with the Grinch	Sign-in-Logs/Photos displayed on social media/Progress Monitoring Results	Teachers/Parents
March 2025	Read Across America	Sign-in-Logs/Photos displayed on social media/Progress Monitoring Results	Community Leaders/High School Students
May 2024	Parent Survey	Parent Results	Parents

Section 5: Alignment to other Initiatives

Guiding Questions:

1. To successfully implement, communicate, and monitor this literacy plan, what are some other district or school initiatives and plans to which you should be sure to connect? Consider:

- School Improvement Plan
- Early childhood programs
- Cross-curricular connections
- Community programs
- Alignment across schools within the system

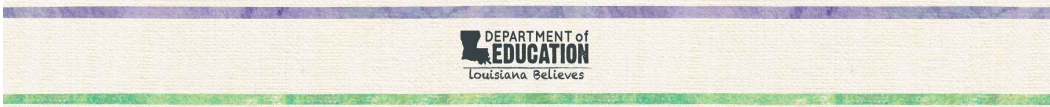
Initiative Alignment



<i>Other Programs/Initiatives</i>	<i>Connecting to Literacy</i>	<i>Plan to Monitor/Evidence of Success</i>
<i>Red Ribbon Week</i>	<i>Community Leaders/Parents</i>	<i>Sign-in-Logs/Photos Displayed on School Website/social media/Academic and Progress Monitoring Results</i>
<i>Literacy Night</i>	<i>Community Leaders/Parents</i>	<i>Sign-in-Logs/Photos Displayed on School Website/social media/Academic and Progress Monitoring Results</i>
<i>STEM Night</i>	<i>Community Leaders/Parents</i>	<i>Sign-in-Logs/Photos Displayed on School Website/social media/Academic and Progress Monitoring Results</i>
<i>READ, LEARN, SUCCEED/UNITED WAY</i>	<i>United Way Volunteers</i>	<i>Sign-in-Logs/Photos Displayed on School Website/social media/Academic and Progress Monitoring Results</i>
<i>Read Across America</i>	<i>Community Leaders/High Schoolers</i>	<i>Sign-in-Logs/Photos Displayed on School Website/social media/Academic and Progress Monitoring Results</i>
<i>21st Century Tutoring</i>	<i>BFE Educators</i>	<i>Sign-in-Logs/Photos Displayed on School Website/social media/Academic and Progress Monitoring Results</i>
<i>Lexia</i>	Provides evidence-based science of reading based solutions for students and teachers Provides diagnostic data to support individualized instruction / differentiated instruction Supports foundational skills, comprehension, and writing Intervention	Daily / Weekly Monitoring / Data Analysis is used to monitor and provide evidence of success through: Identifying student usage Mastery of skills Progress towards benchmarks Identification of common missed items Certificates of Completion Levels
<i>Dibels 8TH</i>	Measures key literacy skills Predicts reading proficiency Supports early literacy instruction	Evidence of success is supported through data analysis which provides evidence of success through: Progress monitoring – tracks growth, Targeted intervention-effectiveness



--	--	--





Section 6: Communicating the Plan

Guiding Questions:

1. What are the implementation expectations for schools?
 - Will schools have school-based literacy teams?
2. How will district-level personnel support schools in meeting those expectations?
3. How will you communicate the plan to families and community members?
4. How will you communicate the progress being made throughout the school year?
5. How will you ensure ongoing monitoring and implementation of this plan at the school-level?
 - Will you hold quarterly meetings?
 - Will you report on progress monitoring of the plan components and goals?

Communication Plan

Commented [BR3]: Add HDT monthly progress monitoring notification letters

Stakeholder Group	Plan for Communicating	Timeline
Instructional Leadership Team	Meetings, Emails, Remind	August 2025-May 2026
Parents and Stakeholders	School's Literacy Plan, School Website, Newsletter	October 2025-May 2026
Literacy Team/ Teachers	Meetings, Email, Remind	August 2025-May 2026
Parents/ Guardians Students Administrators Teachers District Personnel	HDT Monthly Progress Notification Letter	September-May

Review the [School System Literacy Roadmap](#) for recommended timelines for action steps to promote literacy.



For additional guidance and resources, visit the [Louisiana Literacy's webpage](#), [Literacy Library](#), or email louisianaliteracy@la.gov. *Updated A 2022*