	School Address: 2110 Jackson St		
Barkdull Faulk Elementary	Grade Span: Pre-K-6th		
	School Mission: Bardull Faulk Elementary is dedicated to inspiring and empowering leaders to be confident, self-motivated, independent scholars that positively impact the world.		
Title I Schoolwide Plan	School Goal:By May 2027, with a focus on increasing student mastery and growth across all content areas, BFE will increase its School Performance Score (SPS) from 37.1 to 43.7 through consistent standards-aligned instruction, intentional intervention, and data-driven instructional decisions.		
2026-2027			
School Improvement Team			
Name	**Role**		
Dr. Bakari Beckwith	**Principal**		
Kajuana Cowart	**Administrator**		
Deionne Honeycutt	**Instructional Coach**		
Shadonna Bethea	**Teacher**		
Deborah Koserog	**Teacher**		

	Parent		
	Parent		
SIP REVIEW MEETING DATES			
#1			
#2			
#3			
#4			

Required Components of a Title I SchoolWide Plan

District Name: Monroe City Schools **School Year: 2025-2026**

Schoolwide Plan ESEA/ESSA Monitoring Checklist	
Comprehensive Needs Assessment	Examine multiple sources of data to identify the priority needs within the school. Must include the following areas: Prior Year SPS and School Grade Parent Survey Data Data Collection Summary and Prioritized Needs
Strategies for Improvement	strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and '' include interventions and strategies to increase achievement of all students, but particularly the needs of underperforming subgroups and those at risk of not meeting challenging State academic standards. [ESEA section 1114(b)(7)(A)(i-iii)].
Student support services	Student support services to address academics as well as student wellbeing through activities such as counseling and mentoring programs to improve students' skills outside of academics;
Student opportunities	Student Opportunities in preparation for and awareness of opportunities for post-secondary education and the workforce;
Multi-tiered Systems of Support	Multi-tiered Systems of Support to prevent and address behavior, including coordinated early intervening services;
Professional Development	Plans for professional development activities that will improve instruction, drive decision making and focus on retention and recruitment; and
Student Transition	Activities to provide effective Student Transition to assist students from preschool to kindergarten, elementary to middle school, and/or middle to high school.
	***Schools must provide student assessment results and an interpretation of the results in a language that parents can understand.

Summary of Comprehensive Needs Assessment

*From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.

Areas of Strengths	Data to Support Claim
1. Improvement in foundational literacy	DIBELS proficiency increased from 63% to 67%, a gain of 4 percentage points.
2. Reading comprehension and vocabulary are relative literacy strengths	Spring 2026 LEAP ELA reporting-category results identify vocabulary as a relative strength in several tested groups, with 38%–42% rated Strong in those groups. Vocabulary performance provides a foundation for strengthening comprehension and written responses.
3. Decimal operations are a relative mathematics strength	Spring 2026 LEAP mathematics results show a relative strength in Operations with Decimals/Read, Write, and Compare Decimals,
4. Investigating is a relative science strength	Spring 2026 LEAP science reports identify Investigate as relatively stronger than Evaluate and Reason
5. Examining sources and expressing claims offers a foundation for social studies growth	Spring 2026 LEAP social studies results identify Examining Sources and Expressing Claims

Areas of Improvement	Data to Support Claim
1. Strengthen mathematical reasoning and modeling	Spring 2026 LEAP mathematics reports show 42%–59% of students rated Weak in Mathematical Reasoning and Modeling across tested groups.
2. Improve informational text comprehension	Spring 2026 LEAP ELA reports show 29%–62% of students rated Weak in Informational Text across tested groups.
3. Improve writing performance	Spring 2026 LEAP ELA reports show 42%–59% of students rated Weak in Writing Performance across tested groups,
4. Strengthen social studies context and source analysis	Spring 2026 LEAP social studies reports show 63%–89% of students rated Weak in Establishing Context and 67% –97% rated Weak in Examining Sources and Expressing Claims across tested groups.
5. Strengthen scientific reasoning and evaluation	Spring 2026 LEAP science reports show 69%–88% of students rated Weak in Reason Scientifically and 62%–83% rated Weak in Evaluate across tested groups.

Prioritized Needs: Prioritized Student Performance Needs

Priority	Student Performance Need	Grade Level Focus for
1Mathematical Reasoning	Strengthen mathematical reasoning and modeling through explicit instruction, student explanations, and targeted small groups. Use assessment evidence to address foundational gaps and monitor targeted Achieve students and the bottom 25% biweekly.	Grades 3–6, with foundational support in K–2.
2. Literacy Instruction and Intervention	Strengthen informational text comprehension and evidence-based writing through daily reading, discussion, vocabulary instruction, and written responses. Use targeted small groups and biweekly progress monitoring to adjust support for Achieve students and the bottom 25%.	Grades 3–6 for comprehension and writing; K–3 for foundational literacy.
3. Social Studies Instruction	Strengthen social studies instruction through explicit teaching of historical context, primary and secondary source analysis, and evidence-based claims. Align daily lessons and assessments with LEAP expectations and use student work to plan reteaching.	Grades 3–6 with foundational support in K–2.
4. Science Instruction	Strengthen science instruction through investigations, model-based reasoning, evaluation of evidence, and scientific explanations. Teach the adopted curriculum as intended and use assessment results to address misconceptions.	Grades 3–6, with foundational science instruction in K–2.
.		
3		
4		
5		

Prior Year Data

School SPS

Achieve	
Grow	
Thrive (HS Only)	
Overall SPS	

Retentions

Grade	2023-2024			2024-2025			2025-2026		
Grade Bands of your Campus	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%
K	32	5	15.60%	30	5	16.67%		6	
1	45	9	20.00%	28	2	7.14%		5	
2	23	1	4.35%	34	3	8.82%		3	
3	27	1	3.70%	22	6	27.27%	29	4	13.79%
4	25	2	8.00%	24	1	4.17%	24	4	16.67%
5	30	2	6.67%	24	0	0%	28	2	7.14%
6	34	1	2.94%	21	0	0%	24	3	12.50%
Total	216	21	9.72%	183	17	9.29%	105	27	

LEAP Student Demographic Data

ELA Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3	29	8		
4	24	7		
5	28	8		
6	24	6		

Math Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3	29	4		
4	24	10		
5	28	9		
6	24	3		

ELA Non-Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3				
4				
5				

6												
Math Non-Economically Disadvantaged												
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)								
3												
4												
5												
6												

Summary of Parent Survey Data

Title I Parent Survey		**Distribute Survey Oct. 2nd, Jan. 6th, & May 3rd**		
Here is a sample of questions that are asked on the survey:				
Which school does your child attend?				
How often do you receive communication from the teachers at your child's school?				
Do you feel informed when it comes to making decisions about your child's schooling?				
Are you satisfied with the services provided by the school to help you support your child academically?				
Does your child's school give you the opportunity to be involved in your child's learning?				
Have you been given the opportunity to participate in the planning and implementation of the parental involvement program at your child's school?				
Select how you would like to see parental involvement funds used. (dropdown options)				
Select the topics you would like to receive more information about. (dropdown options)				
What ways can parental engagement be strengthened at your child's school?				
Strengths				
	Parent Survey	Data Sources		
1				
2				
3				
Improvements				
	Parent Survey	Data Sources		
1				
2				
3				

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 1: To improve the SPS in ELA for Economically Disadvantaged Students

4

Objective 1: EOY K-2 Dibels data will demonstrate an increase in students scoring at benchmark from 59% (BOY) to 80% (EOY)

Objective 2: By June 2026, our school will raise ELA proficiency in grades 3-8 from __27.6_% to __50___% through consistent instructional strategies, targeted support, and ongoing progress monitoring.

Objective 3:

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Effective Tier 1 curriculum implementation with an emphasis on using student PM data to modify lessons to modify instruction & target all learners.	Cowart/Beckwith/Honeycutt	August -May		
Effective implementation of Tier 1 High Dosage Tutoring	Cowart/Beckwith	September -May		
21st Century Tutoring	Cowart/Beckwith	September-April		
D*i*ibels	Pre-k - 2 teachers/ Ancillary/ Admin	January-April		
Saturday School	Beckwith 3rd-8th grade teachers	March-May		
Breakfast Club	Anita Green	September - April		
Focus on student mastery of LEAP writing rubric to guide student work and instruction	Cowart/Beckwith	September -May		
Analyzing District Common Assessments/ Proficiency Exams	Cowart/Beckwith/Honeycutt	October-May		

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 2: To improve the SPS in Math for Economically Disadvantaged Students.

OBJECTIVES (Up to 3)

1. EOY K-2 Numeracy data will demonstrate an increase in students scoring at benchmark from _____% (BOY) to _____%(EOY).

2. By June 2026, our school will raise MATH proficiency in grades 3-6 from _24.7_% to _50_% through consistent instructional strategies, targeted support, and ongoing progress monitoring.

Objective 3:

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Effective Tier 1 curriculum implementation with an emphasis on using student PM data to modify lessons to modify instruction & target all learners.	Cowart/Beckwith/Honeycutt	August -May		
Effective implementation of Tier 1 High Dosage Tutoring	Cowart/Beckwith	September -May		
21st Century Tutoring	Cowart/Beckwith	September-April		
ZEARN	K-6teachers/ Ancillary/ Admin	January-April		
Saturday School	Beckwith 3rd-6th grade teachers	March-May		
Breakfast Club	Anita Green	September - April		
Focus on student mastery of LEAP writing rubric to guide student work and instruction	Cowart/Beckwith	September -May		
Analyzing District Common Assessments/ Proficiency Exams	Cowart/Beckwith/Honeycutt	October-May		

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 3: Science and Social Studies

OBJECTIVES (Up to 4)

Objective 1:By June 2026, our school will raise **SCIENCE** proficiency in grades 3-6 from _6.6_% to _25_% through consistent instructional strategies, targeted support, and ongoing progress monitoring.

Objective 2:By June 2026, our school will raise **SOCIAL STUDIES** proficiency in grades 3-6 from _5.7_% to _25_% through consistent instructional strategies, targeted support, and ongoing progress monitoring.

Objective 3:

Objective 4:

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Effective Tier 1 curriculum implementation with an emphasis on using student DCA/PE data to modify lessons to modify instruction & target all learners.	Cowart/Beckwith/Honeycutt	August -May		
4. Strengthen social studies context and source analysis	3-6 Teachers/Cowart/Beckwith	September -May		
Strengthen scientific reasoning and evaluation	3-6 Teachers/Cowart/Beckwith	September -May		
Saturday School	Beckwith 3rd-6th grade teachers	March-May		
Focus on student mastery of LEAP Social Studies and Science writing rubric to guide student work and instruction	3-6 Teachers/Cowart/Beckwith	September -May		
Analyzing District Common Assessments/ Proficiency Exams	3-6 Teachers/Cowart/Beckwith/Honeycutt	October-May		

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 3: Parental Engagement Strategy

OBJECTIVES (Up to 2)

Goal: Strengthen family engagement to support student achievement, attendance, and positive behavior.

Objective 1: By May 2027, at least 75% of families will participate in one or more school engagement opportunities, documejnted through sign-in sheets

Objective 2: By May 2027, 100% of classroom teachers will provide families with monthly updates on learning expectations and opportunities t

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Family Literacy Night: Model Readign Strategies and provide activities families can use at home	Teachers/Administration	TBA		
Family Math Night: Model Readign Strategies and provide activities families can use at home	Teachers/Administration	TBA		
Parent Teacher Conferences	Teachers/Administration	10/2026 and 1/2027		
Parent Survey	Administration	10/2026-5/2027		
Monthly Communications	Teachers/Administration	08/2026-5/2027		
School Facebook Communication	Principal	08/2026-5/2027		
STEM Night	Teachers/Administration	TBA		
Parent LEAP Testing Meeting	K. Cowart, Test Coordinator	4/2027		
Read the Day Away	Teachers/Administration	3/2027		

Part C: Student Support Services

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged		Students with Disabilities		
Tier I Curriculum		Tier I Curriculum		
Progress Monitoring		Resource Services		
After School Tutoring Programs		Inclusion		
Summer Enrichment Programs		Progress Monitoring		
Acceleration/RTI – In-school Remediation		After School Tutoring Prograr		
Race/Ethnicity/Minority		**English Learners**		
Tier I Curriculum				
Acceleration/RTI – In-school Remediation				
Progress Monitoring				
After School Tutoring Programs				
Foster and Homeless				
Tier I Curriculum				
Acceleration/RTI – In-school Remediation				
Progress Monitoring				

Part C: Student Support Services (SEL) Social Emotional Learning

Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment.

Activity/Strategy	Responsible Person	Start/Completion Date

PBIS	Paris Shoulders/ Cowart/ Beckwith	08/26-05/27		
SEL Lessons	Paris Shoulders	08/26-05/27		
BFE Closet	Paris Shoulders	08/26-05/27		
Bully Awareness	Dr. Beckwith	10/2026		
Red Ribbon Week: Drug Free Awareness	Shalisa Jefferson	10/2026		
SBLC Referrals and Support by identifying needs, coordinate intervantions and monitor progress	Batteford/Honeycutt	08/26-05/27		
PBIS Check in/Check Out	Paris Shoulders/Adminstration	08/26-05/27		

Part D: Student Opportunities *(High School Only)*

Provide a description of school-wide improvement strategies the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school.

Post-Secondary Education Credit

	# of students	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Advanced Placement						
Dual Enrollment						
Business: Industry Based Credentials						
Health Sciences: Industry Based Credentials						
Architecture and Construction: Industry Based Credentials						
Manufacuring: Industry Based Credentials						

Part E: Multi-Tiered Systems of Support (MTSS)

MTSS: Screening and progress monitoring; Evidence-based Instruction and Intervention; Data-based Decision Making; Tiered Interventions; Teaming

Link your School Behavior-Mental Health Mapping Tool

Goal for Behavior:

Behavior Goal (needed/urgent intervention)	
2025-2026 Data	
Number of Suspension ISS/OSS	59 total days
Number of Referrals	45 total referrals
Number of Expulsions	0 expulsions
Goals for 2026-2027	
1 Reduce the number of OOS suspensions by 20% through early interventions, individulized behavioral supports, parental collaboration, monthly reviews of discipline data	
2 Reduce the number of discipline reffderrals by 20% through consistant PBIS implementation, explicit instruction in DOGS PBIS expectations, and targeted interventions monitored monthly by the SBLC team.	

Part F: Professional Development

ILT - Instructional Leadership Team

Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned to the vision and needs. Stakeholders should include, at minimum, the LEA; principals; other school leaders, including Title I administrator, teachers, and paraprofessionals; parents and members of the community; and as appropriate, specialized instructional support personnel, technical assistance providers, school staff, other individuals determined by the school and students.

ILT Weekly Meeting (day, time, place)				
ILT Member Dr. Bakari Beckwith, Principal				
ILT Member Khajana Cowart, Curriculum Coordinator				
ILT Member Deionne Honeycutt, Instructional Coach				
ILT Member Shadonna Bethea, Math Teacher				
ILT Member Deborah Koserog, Teacher				
PLCs - Add/edit charts to display all PLCs at your school.				
PLC - ELA		**PLC - Math**		
Bi-Weekly Meeting (Tuesday, 8:15, Rm 48 Ms. Honeycutt Office)		**Bi-Weekly Meeting (Wednesday, 8:15, Rm 10 Principal Office)**		
PLC Member: Jessica Cascio, 3rd & 4th ELA Teacher		**PLC Member: Amy Hodge, 3rd & 4th Math Teacher**		
PLC Member: Aja Lee, 5th & 6th ELA Teacher		**PLC Member: Jarryd Gutierrez, 5th & 6th Math Teacher**		
PLC Member: Felicia Boyd, Inclusion Teacher		**PLC Member: Deionne Honeycutt, Instructional Coach**		
PLC Member: Deionne Honeycutt, Instructional Coach		**PLC Member: Dr. Bakari Beckwith, Principal**		
PLC Member: Dr. Bakari Beckwith, Principal				
PLC - Science		**PLC - Social Studies**		
Bi-Weekly Meeting (Tuesday, 8:15, Rm 45 Mrs. Cowart Office)		**Bi-Weekly Meeting (Tuesday, 8:15, Rm 45 Mrs. Cowart Office)**		
PLC Member: Omecia Turner, 3rd & 4th Science		**PLC Member: Omecia Turner, 3rd & 4th Science**		
PLC Member: Jarryd Gutierrez, 5th & 6th Science Teacher		**PLC Member Aja Lee, 5th & 6th ELA Teacher**		
PLC Member Khajana Cowart, Curriculum Coordinator		**PLC Member Khajana Cowart, Curriculum Coordinator**		
PLC Member: Dr. Bakari Beckwith, Principal		**PLC Member: Dr. Bakari Beckwith, Principal**		
PLC - K-2				
Weekly Meeting (Thursday, 8:15, Rm 9 Mrs. Heckard Office)				
PLC Member: Andrea Cooper, K Teacher				
PLC Member: Jessica West-Robinson, K Teacher				
PLC Member: Anita Green, 1st Grade Teacher				
PLC Member: Lauren Moy, 1st Grade Teacher				
PLC Member: Shalisa Jefferson, 2nd Grade Teacher				
PLC Member: Kylie Frith, Inclusion Teacher				
Additional Professional Development				
Title	**Date/Time**	**Presenter or Vendor Name**	**Responsible Person**	**Intended Outcomes**

Part G: Student Transition				
This should include your plan to successfully transition students from the grade bands indicated below				
Transition Activities: Select all that apply:				
_X__Pre-K	__X_ Kindergarten			
___2nd Grade to 3rd Grade	___High School to Careers/College			
_X__Elementary to Middle School	___Middle School to High School			

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Middle School Preview Day – Visit the middle school campus to tour classrooms, meet teachers and counselors, and learn daily routines.	CJH Counselors	May 2026		
Pre-K Graduation	Teachers/Adminstration	May 2026		
Kindergarten Graduation	Teachers/Adminstration	May 2026		
6th Grade Graducation Ceremony	Teachers/Adminstration	May 2026		
Transition Information for Families: Share grade specific information with familiesabout summer practice for transitioning grade.	Teachers/Adminstration	May 2026		

Title I School Wide Plan

Part I:

Statement of Assurances

School Level Assurance

I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.

I assure that the school-level personnel, including subgroup 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
- Goals and measurable objectives
- Evidenced based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
- Plans for transitioning pre-school children to local elementary school programs (if applicable)
- Family and community engagement activities aligned with assessed needs
- Evaluation strategies that include methods to measure progress of implementation
- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
- An 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 Name: Dr. Bakari Beckwith

State Assessment Data:

Latest School Profile for Principals

Latest Principal's Report Card

Perception Data:

Parent Surveys

Action	Approximate time period:	Actual date:	District Leadership in attendance
School-wide Plan Due Date	August	Date:	
School-wide Plan Review with District Leadership	August-September	Date:	
School-wide Plan Review with District Leadership after 1st 9 weeks	End of October - November	Date:	
School-wide Plan Review with District Leadership after 2nd 9 weeks	January	Date:	
School-wide Plan Review with District Leadership after 3rd 9 weeks	March-April	Date:	
Title I Budget Revision	Date:		
Title I Budget Revision	Date:		