

Local Literacy Plan for Barkdull Faulk Elementary School

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City of Monroe School District

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LOUISIANA'S LITERACY PILLARS



Literacy
Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

Across all literacy practices, we want to ensure
access and opportunities for every learner every day.

Section 1A: Literacy Vision and Mission Statement

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

Literacy Vision	Every student at Barkdull Faulk Elementary will become a confident, capable reader, writer, speaker, and thinker who can successfully engage with complex grade-level text, build knowledge, communicate ideas with evidence, and apply literacy skills across content areas. Literacy is a shared responsibility of leaders, teachers, students, families, and community partners.
Literacy Mission Statement	Barkdull Faulk Elementary will accelerate literacy achievement through consistent implementation of high-quality instructional materials (CKLA and Louisiana Guidebooks), explicit foundational skills instruction, evidence-based reading and writing, data-driven small-group instruction, and a coherent Tier I–III support system. Teachers and leaders will use DIBELS/literacy screener data, LEAP, curriculum assessments, exit tickets, writing samples, and student work to adjust instruction. Families will receive clear literacy data and practical tools to support reading at home.

Section 1B: Literacy Goals

1. What are the overall literacy goals?
2. What are the student-focused leading and lagging goals, including individual subgroups?

Section 1B: Literacy Goals

3. What teacher-focused goals lead to students meeting their goals?
4. What are the program-focused goals for creating structures that help students and teachers succeed?
5. How is the plan to measure these goals?

Goal 1 (Student-Focused)	By spring 2027, increase schoolwide LEAP ELA Mastery+ from 28% (2026) to at least 35%. Increase Grade 3 priority-standard proficiency by at least 10 percentage points, improve K–3 benchmark status on the literacy screener, and demonstrate measurable growth for students with disabilities and economically disadvantaged students. Historical early-literacy baseline (Fall 2022, Acadience on/above level): K 24%, Grade 1 17%, Grade 2 21%, Grade 3 31%.
Goal 2 (Teacher-Focused)	By spring 2027, 100% of ELA teachers will implement CKLA/Guidebooks with grade-level text complexity, explicit instruction, purposeful academic discussion, writing from sources, and lesson annotations that identify lesson purpose, mastery expectations, modeling, checks for understanding, and differentiation. At least 80% of observed ELA lessons will require students to cite evidence orally or in writing, and every grade-level PLC will analyze student reading/writing work weekly.
Goal 3 (Program-Focused)	Establish a sustainable schoolwide literacy system with protected Tier I instruction, daily intervention/extension time, weekly PLC data cycles, biweekly or weekly progress monitoring for Tier II/III, monthly ILT implementation reviews, 30/60/90-day student-outcome reviews, job-embedded coaching, and quarterly family literacy engagement. Success will be measured through LEAP, DIBELS/literacy screeners, HQIM assessments, common assessments, writing rubrics, intervention progress monitoring, walkthrough data, and family participation evidence.

Section 2: Explicit Instruction, Intervention and Extension

[Louisiana's Tiered Pathways for Literacy Support](#) (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions.

While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction.

Tier I	Tier I is the protected core for all students. K–2 teachers use CKLA Skills and Knowledge; Grades 3–6 use Louisiana Guidebooks/approved ELA HQIM. Teachers provide explicit modeling, systematic foundational-skills instruction where appropriate, complex grade-level reading, vocabulary, academic discussion, and daily writing from sources. Curriculum assessments, exit tickets, DIBELS/literacy screeners, writing samples, and student work are used to evaluate effectiveness. The ILT conducts regular walkthroughs and responds to data. The target is at least 80% class mastery on core measures before intensifying supplemental support.
Amount of time spent on daily literacy skills instruction and how it is used	Protected daily ELA block plus a dedicated 30–45 minute intervention/extension block. K–3 foundational literacy skills are taught daily within the core block; flexible small groups are formed from current screener and curriculum data. Grades 3–6 include daily close reading, vocabulary, discussion, and written response. Intervention/extension does not replace Tier I core instruction.

Section 2: Explicit Instruction, Intervention and Extension

English Language Arts textbooks and instructional materials used	CKLA (foundational skills/knowledge, primary grades); Louisiana Guidebooks (Grades 3–6); district-approved decodable/fluency resources; HQIM texts and assessments; DIBELS/literacy screener; curriculum-based assessments; writing rubrics and exemplars; classroom libraries and approved digital literacy resources.
Tier II	Tier II is provided by trained teachers/tutors or literacy staff in addition to Tier I. Placement is based on current screener, curriculum-assessment, and student-work evidence. Instruction targets the specific deficit (phonemic awareness, phonics, fluency, vocabulary, comprehension, or written response) using aligned evidence-based materials. Progress is monitored weekly or biweekly; teams review response to intervention every 4–6 weeks and adjust intensity, group size, or skill focus.
Tier II plan, including the amount of time	30–40 minutes daily, 4–5 days per week, in small groups during the intervention/extension block. Students remain in Tier I core ELA. Entry/exit decisions are documented through the school MTSS process. Students showing adequate response transition to less intensive support; students with insufficient response receive a revised plan or consideration for Tier III.
List of available interventions and their descriptions	Targeted phonemic-awareness/phonics lessons; decodable-text practice; repeated reading and fluency practice; explicit vocabulary routines; comprehension strategy instruction tied to grade-level text; sentence-level and paragraph-level writing supports; HQIM-aligned reteach lessons; teacher-led small groups based on DIBELS/literacy and curriculum data.
Tier III	Tier III is intensive, individualized literacy intervention provided by a trained literacy educator/specialist or appropriately trained teacher. Instruction targets the student's most significant diagnosed literacy need and uses explicit, systematic, cumulative instruction with increased intensity, smaller groups, additional practice, and immediate corrective feedback. Progress monitoring occurs at least weekly and is reviewed frequently by the MTSS team.
Tier III plan, including the amount of time	40–60 minutes daily, 5 days per week, in addition to protected Tier I instruction. Group size is generally 1–3 students when feasible. The MTSS team reviews data every 3–4 weeks, verifies intervention fidelity, adjusts dosage/approach, coordinates with special education when applicable, and communicates progress to families.
List of available interventions and their descriptions	Intensive explicit phonological-awareness/phonics sequences; high-dosage decoding and encoding practice; controlled/decodable reading; fluency intervention with repeated reading and feedback; intensive vocabulary and comprehension routines; explicit sentence construction and written-response instruction; individualized HQIM-aligned supports and accommodations based on student need.

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	Aug–Sep 2026	Launch ILT/teacher-collaboration cycle on unit and lesson preparation; establish grade-level baselines and priority literacy standards.	Principal; ILT; literacy/instructional coaches	CKLA/Guidebooks; DIBELS; LEAP; unit/lesson prep resources	100% of grade levels establish baselines and 30/60/90-day targets; annotations show purpose, mastery, modeling and differentiation; walkthrough evidence improves.
1	Sep–Oct 2026	Conduct curriculum-fidelity learning walks focused on text complexity, knowledge building, explicit instruction, student discussion, writing from sources, and checks for understanding.	Principal; ILT; coaches	HQIM look-for tool; walkthrough schedule	Baseline in every ELA classroom; ≥80% of observed lessons require evidence-based oral/written responses; feedback cycle completed for each teacher.
1	Ongoing; 30/60/90 days	Analyze LEAP, screener, HQIM assessments, exit tickets and writing samples; reteach priority standards and track subgroup growth.	Grade-level PLCs; ILT	Data protocol; common assessments; writing rubric	Schoolwide ELA trajectory toward 35% Mastery+; Grade 3 +10 points on selected standards; SWD/common-assessment growth documented.
2	Aug–May 2027	Provide job-embedded coaching in close reading, foundational literacy, academic vocabulary, evidence-based discussion, writing from sources, differentiation and progress monitoring.	Instructional/literacy coaches; ILT	HQIM; model lessons; coaching cycles	Weekly PLC artifacts; observation data; improved student work; teacher implementation reaches ≥80% on priority look-fors.
3	Aug–May 2027	Implement protected Tier II/Tier III intervention/extension; group students by current need and monitor progress with aligned measures.	Teachers; interventionists; MTSS team	DIBELS/literacy tools; intervention resources	Tier II monitored weekly/biweekly; Tier III weekly; 4–6 week MTSS reviews; movement toward benchmark and documented intervention fidelity.
3	Quarterly	Conduct family literacy/data nights and share screener/LEAP results, grade-level expectations and at-home literacy tools.	Principal; literacy team; family/community bridge	Family data guides; take-home resources	Family participation, communication logs, resource distribution, and follow-up surveys; families can explain student literacy goal and next steps.
1–3	May 2027	Evaluate outcomes, identify strongest practices, revise literacy plan and set 2027–2028 targets.	Principal; ILT; district support	LEAP/screener/HQIM data dashboard	End-of-year report documents student, teacher, program and subgroup outcomes; next-year actions are data-based.

Section 3A: Professional Learning: Partners (if applicable)

1. Have teachers received initial implementation and launch training on their HQIM?
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?
4. Are coaching days provided by the [Louisiana Professional Learning Partners](#)?
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the [efficacy indicators](#)?

Potential Professional Learning Planning

Month/Date (When can PL be scheduled throughout the school year?)	Topics (What topics are most needed and should be covered and/or prioritized?)	Attendees (Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)
Aug–Sep 2026	HQIM launch/refresher; unit/lesson annotation; grade-level text complexity; Science of Reading/foundational skills; interpreting DIBELS/literacy and LEAP data.	All ELA teachers; intervention staff; ILT
Oct–Dec 2026	Close reading; text-dependent questioning; academic vocabulary; evidence-based discussion; writing from sources; student-work analysis.	ELA teachers Grades K–6; coaches; SPED teachers
Jan–Mar 2027	Tier II/III intervention design; progress monitoring; differentiation and accommodations without reducing rigor.	Teachers; interventionists; SPED; MTSS/ILT

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

1. What is the ILT/TC long-range plan to support literacy?
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?
3. How/when is the effectiveness of cycles monitored?
4. Is HQIM embedded in the cycles and long-range plans?
5. How do the LER indicators support HQIM implementation during cycles in ILT and TC?
6. Are ILT members trained to support literacy?

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Cycle 1: HQIM unit/lesson preparation	Teachers internalize standards, text, task, exemplar and mastery expectations before instruction.	Annotations; PLC artifacts; walkthrough data; exit tickets.

Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

Cycle 2: Read–Discuss–Write with Evidence	Increase comprehension and written expression using complex text, discussion, vocabulary and source-based writing.	Weekly student work; common rubrics; short-cycle assessments; observation evidence.
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Section 4: Family Engagement Around Literacy

- To improve family engagement around literacy, what is the plan to:
 - include families in focus groups and other discussions with teachers, students, and leaders around:
 - school literacy priorities and programs aligned to the [school's mission](#)?
 - family access to interpret literacy data (screener and LEAP) and resources available?
 - using communication and methods that accommodate all families?
 - providing ongoing support and communication to families regarding the progress of their child's IASP?
 - providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
- How can community partners:
 - engage families and strengthen the connections between school and community?
 - invest in sustained literacy efforts in the school and community that extend beyond the school day?
 - expand access to literacy resources?
- What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
Sep/Oct 2026	Literacy & Data Night: explain DIBELS/literacy screener, LEAP, grade-level expectations, reading/writing goals and IASP/MTSS supports.	Evening event; plain-language handouts; take-home resources; individual conferences as needed.	Family Bridge; local library/community partners; district literacy staff
Jan/Feb 2027	Family Reading & Writing Workshop: model read-aloud, fluency, vocabulary, comprehension questioning and writing-from-reading routines.	Flexible time; demonstrations; practice materials; digital/printed resources.	Community Bridge; volunteers; local literacy/community organizations

Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

- Identify which district or school initiatives most directly support literacy goals, including:
 - School improvement plan
 - Early childhood programs
 - Cross-curricular initiatives
 - Community programs
 - System-wide priorities across schools
- Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
- Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?

Initiative Alignment

Section 5: Alignment to Other Initiatives

Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
Building Bridges & Closing Gaps / School Improvement Plan	Family, Student, Teacher, Community and Leadership Bridges create shared ownership for literacy; school improvement priorities align to rigorous ELA, MTSS, data use, PLCs and family support.	Monthly ILT review; quarterly literacy dashboard; walkthroughs; family-engagement evidence; student outcomes.
CKLA, Louisiana Guidebooks, MTSS, DIBELS/literacy screener, LEAP, PLC/Coaching	Creates one coherent system from Tier I HQIM through intervention, professional learning and progress monitoring.	HQIM assessment data; screener progress; intervention records; coaching logs; LEAP Mastery+ and subgroup results.

Section 6: Communicating the Plan

To ensure clear communication and strong implementation of this literacy plan, what is the plan to:

1. Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
2. Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
3. Communicate the plan to families and community members in clear, accessible ways, including the plan's goals, expectations, and how they can support student literacy.
4. Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
5. Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
Staff / ILT / Teachers	Launch plan at faculty/ILT meeting; publish non-negotiables; review data and implementation in PLCs; provide monthly progress updates and coaching feedback.	Launch Aug–Sep 2026; weekly PLC; monthly ILT; 30/60/90-day reviews
Families / Community	Share plan goals in family-friendly language through school communications, literacy/data nights, conferences and progress reports; explain screener/LEAP results and at-home support.	Beginning of year; after each benchmark; quarterly; end of year