



Local Literacy Plan
for

Barkdull Faulk Elementary School/Monroe City School

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October 23, 2024





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?

<p><i>Literacy Vision</i></p>	<p>Barkdull Faulk Elementary School's literacy vision is to have all students in PreK-6th grade reading on or above grade level. This will be accomplished through instructional delivery of an extensive phonemic awareness system that has been incorporated into our district's ELA Curriculum through curriculum resources such as CKLA, Lexia, HDT, and 21st Century Tutoring. These systems focus on the CORE5 elements of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency which will allow our students to become accomplished readers.</p>
<p><i>Literacy Mission Statement</i></p>	<p>Our mission is to equip our future leaders with the necessary tools such as the Core5 elements of reading, in order to develop life-long learners who are proficient in the areas of reading. With such an effective literacy program in place, our students will be able to utilize these tools to become confident, critical thinkers, as well as problem solvers who will positively impact the world as they embody a love</p>



	<p>for reading.</p> <p>Yes. "Barkdull Faulk Elementary School is dedicated to inspiring and empowering scholars to become confident, self-motivated leaders who positively impact the world."</p>
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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>	Students will read on or above grade level by the end of the academic school term with the assistance of specialized planning geared towards areas that have been pinpointed as areas of weakness.
<i>Goal 2 (Teacher-Focused)</i>	Through Professional development and the appropriate resources to help our teachers become better equipped to address the individual needs of our students, 80% of our students will be able to meet their personalized goals specified for them on literacy benchmark assessments. On-site Coaching, weekly check points, and progress monitoring, will allow teachers to be able to pinpoint specific areas of weakness that the students may exhibit. Teachers will draft specialized plans for each of their students in order to allow them to obtain academic success in the fundamental areas of reading.
<i>Goal 3 (Program-Focused)</i>	To increase the DIBELS proficiency rate from 63%(BOY-) to 75%(EOY) proficiency for grades K-3 rd .



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?

<i>Member</i>	<i>Role</i>
<i>Dr. Bakari Beckwith</i>	Principal
<i>Dr. Irish Harris</i>	Curriculum Coordinator
<i>Mrs. Felicia Boyd</i>	Literacy Coach
<i>Rachel Turnbough</i>	Librarian

Meeting Schedules

<i>Date & Type of Meeting (Plan Review, Data Analysis, etc.)</i>	<i>Frequency of Meetings (Weekly, Monthly, etc.)</i>	<i>Topic(s)</i>
August 2024 - Planning	Monthly	Data review of previous school cycle 2023-2024, Literacy scores were utilized to determine areas of weakness for placement of students into intervention groups during school hours and Afterschool 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 2024-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.
October 2024-Data Analysis	Monthly	Data review of monthly progress monitoring to determine reconfiguration of groups as deemed necessary based on mastery of skills and specific skills to be targeted.

Section 2: Explicit Instruction, Interventions, and Extensions

Guiding Questions:

1. 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

<i>Goal</i>	<i>Timeline</i>	<i>Action Steps</i>	<i>Person(s) Responsible</i>	<i>Resources</i>	<i>Evidence of Success</i>
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 data to establish school goals.	Literacy Team & Educators	DIBELS & STAR READING Assessments	Students' performance levels increase.
3.	Sept. 1-30	Review BOY data in preparation of developing yearly Student Learning Targets.	Literacy Team & Educators	Students' academic performance DIBELS & STAR READING Assessments	Students' performance levels increase.
4.	Oct. 1-31	Reconfigure intervention groups based on DIBELS/ STAR Progress Monitoring Assessments. Student Learning Targets developed based on data.	Literacy Team & Educators	Students' academic performance DIBELS & STAR READING Assessments	Students' performance levels increase and approval of written Student Learning Targets.
5.	Nov. 1-30	Reconfigure intervention groups based on MOY DIBELS/STAR Progress Monitoring Assessments	Literacy Team & Educators	Students' academic performance DIBELS & STAR READING Assessments	Students' performance levels increase



6.	Jan. 1-31	Reconfigure intervention groups based on DIBELS/ STAR Progress Monitoring Assessments	Literacy Team & Educators	Students' academic performance DIBELS & STAR READING Assessments	Students' performance levels increase.
7,	Feb. 1-28	Reconfigure intervention groups based on DIBELS/ STAR Progress Monitoring Assessments	Literacy Team & Educators	Students' academic performance DIBELS & STAR READING Assessments	Students' performance levels increase.
8.	Mar. 1-31	Reconfigure intervention groups based on DIBELS/ STAR Progress Monitoring Assessments	Literacy Team & Educators	Students' academic performance DIBELS & STAR READING Assessments	Students' performance levels increase.
9.	April 28- May 23	Administer EOY Assessment and review data in preparation of determining results of yearly Student Learning Targets.	Literacy Team & Educators	Students' academic performance DIBELS & STAR READING Assessments	Students' performance levels increase and teacher targeted Student learning performances are met.



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>
Aug. 2024	District Initiatives such as CKLA, Lexia, TWR, LTRS, DIBELS	Admin. Curr. Coordinator, Literacy Coach/Teachers
Sept. 2024	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results <i>Response to Intervention effective grouping based on data from student performance results on BOY, MOY, and EOY in addition to progress monitoring.</i>	Admin. Curr. Coordinator, Literacy Coach/Teachers



Oct. 2024	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results <i>Response to Intervention effective grouping reconfiguration based on data from student performance results on BOY, and MOY, in addition to progress monitoring.</i>	Admin. Curr. Coordinator, Literacy Coach/Teachers
Nov. 2024	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results <i>Response to Intervention effective grouping reconfiguration based on data from student performance results on BOY and MOY, in addition to progress monitoring.</i>	Admin. Curr. Coordinator, Literacy Coach/Teachers
Dec. 2024	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results <i>Response to Intervention effective grouping reconfiguration based on data from student performance results on BOY and MOY, in addition to progress monitoring.</i>	Admin. Curr. Coordinator, Literacy Coach/Teachers
Jan. 2025	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results <i>Response to Intervention effective grouping reconfiguration based on data from student performance results on BOY and MOY, in addition to progress monitoring.</i>	Admin. Curr. Coordinator, Literacy Coach/Teachers
Feb. 2025	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results <i>Response to Intervention effective grouping reconfiguration based on data from student performance results on BOY and MOY in addition to progress monitoring.</i>	Admin. Curr. Coordinator, Literacy Coach/Teachers
Mar. 2025	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results <i>Response to Intervention effective grouping reconfiguration based on data from student performance results on BOY and MOY, and in addition to progress monitoring.</i>	Admin. Curr. Coordinator, Literacy Coach/Teachers



April 2025	COACHING for New Teachers on curriculum delivery and Coaching of Teachers with low performance results <i>Response to Intervention effective grouping reconfiguration based on data from student performance results on BOY and MOY, in addition to progress monitoring.</i>	Admin. Curr. Coordinator, Literacy Coach/Teachers
May 2025	Vertical meetings on analysis academic school years results in preparation for upcoming school term 2025-26.	Admin. Curr. Coordinator, Literacy Coach/Teachers

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 2024	Open House	Sign-in-Logs/Photos Displayed on School Website/social media	Parents
October 2024	Teacher & Parent Conference	Sign-in-Logs/Photos Displayed	Parents



	<i>Night</i>	<i>on School Website/social media/Academic Results</i>	
	<i>School Improvement Plan Meeting w/District</i>	<i>Sign-in-Logs/Agendas</i>	Admin and District Leaders
<i>October 2024-May2025</i>	<i>Read/Learn/Succeed Community Readers read Monthly to students</i>	<i>Sign-in-Logs/Photos displayed on social media/Progress Monitoring Results</i>	United Way Volunteers
<i>October 2024</i>	<i>Red Ribbon Week</i>	<i>Sign-in-Logs/Photos Displayed on School Website/social media/Progress Monitoring Results</i>	Community Stake Holders Northeast Delta Human Services
<i>November 2024</i>	<i>Literacy Night</i>	<i>Sign-in-Logs/Photos Displayed on School Website/social media/Progress Monitoring Results</i>	Community Stakeholders Local Book Authors
<i>December 2024</i>	<i>Curl Up to a Good Book</i>	<i>Sign-in-Logs/Photos Displayed on School Website/social media/Progress Monitoring Results</i>	Teachers/Parents
<i>March 2025</i>	<i>Read Across America</i>	<i>Sign-in-Logs/Photos Displayed on School Website/social media/Progress Monitoring Results</i>	Community Leaders/High School Students
<i>Academic Year 2024-25</i>	<i>Accelerated Reading/Individual and with Parent</i>	<i>Parent Logs/Progress Monitoring Results</i>	Parents
<i>May 2024</i>	<i>Parent Survey</i>	<i>Parent Results</i>	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/High Schoolers</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 American</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>Students' Academic and Progress Monitoring Results</i>
<i>Accelerated Reader</i>	<i>Student/Parent</i>	<i>Parent Logs/ Progress Monitoring Results.</i>





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

<i>Stakeholder Group</i>	<i>Plan for Communicating</i>	<i>Timeline</i>
<i>Instructional Leadership Team(ILT)</i>	<i>MEETINGS/Emails/ReMind APP</i>	<i>August 2024-May2025</i>
<i>Parents and Stakeholders</i>	<i>School's Literacy Plan displayed on School's Website.</i>	<i>Oct 2024.-May 2025</i>
<i>Literacy Team/Teachers</i>	<i>MEETINGS/Emails/ReMind App</i>	<i>August.2024-May2025</i>

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