Rapides Parish School Board

Buckeye Elementary School

Accountability Rating: B (85.0-99.9)

2026-2027 School Improvement Plan

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Mission Statement

Buckeye Elementary School is committed to providing a positive, safe, and engaging environment for children to learn, where all are valued. We are committed to doing everything we can to teach students to read on level, to write with purpose, and to learn virtues that help them become productive citizens.

Vision

BES inspires readers, leaders, and high achievers.

Value Statement

Our students can and will achieve as well or better than any other students across our great state and across our country.

Our teachers and staff can and will help our students achieve at such high levels.

Our principals can and will lead our teachers and students to these high levels.

Our parents and community can and will support and celebrate this success.

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Comprehensive Needs Assessment

Demographics

Summary

We are Buckeye Elementary, a Pre-K-2nd grade school in Deville, LA. We typically average 435 students each year. We have 62 faculty/staff members. Buckeye is largely homogeneous in terms of racial diversity, with 93% of our students being white. 21% of our students have disabilities, and 52% of our students are economically disadvantaged. We engage with our parents and community through Together Tuesdays, our School Fair, Family Reading Night, Book Fair, and countless other family engagement opportunities.

Strengths

We engage with our stakeholders by hosting an Open House and a Pre-K/Kindergarten Orientation at the beginning of the school year. At these events, we promote our Parent-Teacher Committee and our SWP Committee. Throughout the remainder of the year, we host Parent/Teacher Conferences in the fall and spring. We have, on average, 88% participation in these events.

We also have high participation in our fun events, including our Trunk or Treat, School Fair, Pancakes with Santa, PBIS Fall Reward parties, Family Reading Night, Book Fair, and Vocabulary Parade.

Based on feedback from parents, our school will host Parent training sessions each semester to educate parents on how we DIBELS test our students and how they, as parents, can support the work we do at school at home. We will also provide instructions on how their child can access iReady math lessons at home. We will provide take-home bags filled with reading and math resources to match their child's specific academic ability, as well as books.

These training nights will also include SWP committee meeting information on data and spending to gain input on improving our students' success and parent engagement.

Challenges/Weaknesses Identifying Demographics Needs

	Challenge/Weakness	Root Cause
1 ★	Our participation in Academic Night events is lower than in our fun events. We advertise and offer incentives to attend, yet typically 54% of our parents attend.	These events are more informational than engaging; therefore, attendance is lower.
2 ★	Provide opportunities for more families to be able to attend all of our family engagement events, especially if there is any cost involved.	Finances or transportation might prevent participation
3 ★	Provide additional opportunities for families to connect with the school and their teachers	Families might not have Wifi access at home or access to technology

★ = Priority

Student Learning

Summary

School Year	SPS Score
2021-2022	82.9
2022-2023	84.2
2023-2024	77.5
2024-2025	84.3
2025-2026	

ACHIEVE (DIBELS)					
	Above	Benchmark	Below	Well Below	% Proficient
Kindergarten	44	41	6	9	85%
1st	50	35	8	7	85%
2nd	47	43	4	6	90%
K-2	47	40	6	7	86%

iReady math	EOY 25-26 proficiency	increase from last year
K	77%	3%
1	68%	6%
2	60%	32%
K-2	68%	14%

Strengths

In K-2 DIBELS, we had 86% proficiency. We made sure that the master schedule allowed teachers to have enough time during their day to teach the EL curriculum in the morning with no pullouts of any student, especially students who receive special education minutes and could provide small group instruction, using HQIM in the afternoon with students to target the weekly skills, and made sure no student fell behind on what they were learning weekly. We had a daily RTI time where our special education teachers, specials teachers, and our HDT pulled students to work on deficits. Our ILT functioned better this year to plan and prepare for our TCMs, with an increased focus on student work analysis, especially within writing.

In K-2 iReady math, we had 68% proficiency. We made sure that the master schedule allowed teachers to have enough time during their day to teach the iReady math curriculum in the morning with no pullouts of any student, especially students who receive special education minutes, and could provide small group instruction in the afternoon with students to target the weekly skills and made sure no student fell behind on what they were learning weekly. We have bi-weekly math enrichment and grade-level spiral review provided to targeted students. We moved back to a daily written fluency practice. We incorporated the use of more HQIM and provided the training needed to use them effectively.

In 2024-25, 22 students qualified for academic SPED services, while this year only 11 students did. We attribute this decrease to the work we are doing within our RTI. No student is being pulled during our core instruction. The resources we are using changed from just using Amplify resources to additional training provided to 2 of our teachers to specifically target students with dyslexia

tendencies. They used Reading Reflex and Build to work with these students, and we were able to keep 10 additional students in SBLC from needing intakes because they made it to the DIBELS benchmark through receiving interventions. We also were able to get 5 students qualified for gifted this year too.

Challenges/Weaknesses Identifying Student Learning Needs

	Challenge/Weakness	Root Cause
1 ★	In 2nd grade DIBELS, ORF had the highest number of students below proficiency. 46 students scored below proficiency in this subtest. In grade 1, we saw a 4% decrease in this category as well.	Oral Reading Fluency continues to be a struggle. Not all teachers are certified. Teacher mastery in small group instruction is not school-wide. Student vowel team knowledge is not proficient enough to apply in reading passages. New teachers need more support on teaching foundational skills. Students who have not mastered foundations in reading do not have the skills to decode words.
2 ★	Only 66% of our students met their stretch growth goal in iReady.	Teacher content knowledge of grade-level standards needs to improve with some teachers. With the main focus being on reading, sometimes math instructional minutes are cut into, and our RTI pullouts are for reading only. Time in afternoon rotations is also a struggle, as most of the rotations are reading-focused.
3 ★	High Dose Tutoring (HDT) scheduling and effectiveness for our bottom 25%	Scheduling the students who need high-dose tutoring, with a heavy emphasis on kindergarten, and using the right intervention tools with the right training, monitoring, and support have been challenges. The data monitoring and planning can get overwhelming and not be as effective as it could be. Our students with significant disabilities had a harder time reaching their growth goal.
4 ★	41% of our students have chronic absenteeism.	Parents might lack the important connection between high attendance rates and proficiency.
5 ★	Provide effective consequences to prevent behavior occurrences.	We see the same students repeatedly, regardless of consequence. This can affect their learning and the learning of others.

6 ★	Parental involvement with the parents from whom we need their attendance the most, and increase two-way communication and partnership to increase learning in students who are more at risk.	Parents might be apprehensive to hear feedback from the teacher about their child.
7 ★	Provide opportunities for more families to be able to attend all of our family engagement events, especially if there is any cost involved.	Finances or transportation might prevent participation

★ = Priority

School Processes & Programs

Summary

Our programs and processes include the development of our master schedule, Instructional Leadership Team Meetings (ILT), Teacher Collaboration Meetings (TCM), and grade-level planning meetings. We offer student support services (RTI, HDT, and enrichment), student opportunities (PE, Art, Science Lag, Computer Lab, and Library), MTSS for behavior, Professional Development, and Student transitions.

Strengths

A major strength in our school processes is that the development of our master schedule allows for all core instruction to be taught in the morning, with small group time in the afternoon. Also, no students who receive special education services are pulled out during core instruction. We have scheduled a school-wide RTI time built into the master schedule. Another one of our program strengths includes the SBLC screening process. Students are referred by their teachers/parents. Teachers fill out screeners to determine if students are at-risk for learning, medical, speech, behavior, or fine/gross motor skills. Based on the results of the screeners, students are referred to the SBLC committee for additional support services if needed, including RTI to make a data-driven decision if a full evaluation is needed for additional services. HDT offers additional support for students who are at risk in DIBELS or iReady math.

Challenges/Weaknesses Identifying School Processes & Programs Needs

	Challenge/Weakness	Root Cause
1 ★	In 2nd grade DIBELS, ORF had the highest number of students below proficiency. 46 students scored below proficiency in this subtest. In grade 1, we saw a 4% decrease in this category as well.	Oral Reading Fluency continues to be a struggle. Not all teachers are certified. Teacher mastery in small group instruction is not school-wide. Student vowel team knowledge is not proficient enough to apply in reading passages. New teachers need more support on teaching foundational skills. Students who have not mastered foundations in reading do not have the skills to decode words.
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3 ★	High Dose Tutoring (HDT) scheduling and effectiveness for our bottom 25%	Scheduling the students who need high-dose tutoring, with a heavy emphasis on kindergarten, and using the right intervention tools with the right training, monitoring, and support have been challenges. The data monitoring and planning can get overwhelming and not be as effective as it could be. Our students with significant disabilities had a harder time reaching their growth goal.
4 ★	Provide effective consequences to prevent behavior occurrences.	We see the same students repeatedly, regardless of consequence. This can affect their learning and the learning of others.
5 ★	Provide additional opportunities for families to connect with the school and their teachers	Families might not have Wifi access at home or access to technology

6 ★	Provide additional training for high needs SPED teachers.	We have 2 new teachers who need additional support with the students they teach who are in a self contained structured learning setting.

★ = Priority

Perceptions

Summary

Our Vision Statement is that BES inspires readers, leaders, and high achievers.

Our Mission statement is that Buckeye Elementary School is committed to providing a positive, safe, and engaging environment for children to learn, where all are valued. We are committed to doing everything we can to teach students to read on level, to write with purpose, and to learn virtues that help them become productive citizens.

Strengths

Based on prior surveys given at all of our prior Family Engagement events, 100% report that they are satisfied or highly satisfied with our school. Any suggestions are discussed and considered at our School-Wide Plan (SWP) Planning Meetings held 3 times a year.

Challenges/Weaknesses Identifying Perceptions Needs

	Challenge/Weakness	Root Cause
1 ★	Our participation in Academic Night events is lower than in our fun events. We advertise and offer incentives to attend, yet typically 54% of our parents attend.	These events are more informational than engaging; therefore, attendance is lower.
2 ★	Parental involvement with the parents from whom we need their attendance the most, and increase two-way communication and partnership to increase learning in students who are more at risk.	Parents might be apprehensive to hear feedback from the teacher about their child.
3 ★	41% of our students have chronic absenteeism.	Parents might lack the important connection between high attendance rates and proficiency.

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Priority Problem Statements

	Challenge/Weakness	Root Cause
1 ★	In 2nd grade DIBELS, ORF had the highest number of students below proficiency. 46 students scored below proficiency in this subtest. In grade 1, we saw a 4% decrease in this category as well.	Oral Reading Fluency continues to be a struggle. Not all teachers are certified. Teacher mastery in small group instruction is not school-wide. Student vowel team knowledge is not proficient enough to apply in reading passages. New teachers need more support on teaching foundational skills. Students who have not mastered foundations in reading do not have the skills to decode words.
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3 ★	High Dose Tutoring (HDT) scheduling and effectiveness for our bottom 25%	Scheduling the students who need high-dose tutoring, with a heavy emphasis on kindergarten, and using the right intervention tools with the right training, monitoring, and support have been challenges. The data monitoring and planning can get overwhelming and not be as effective as it could be. Our students with significant disabilities had a harder time reaching their growth goal.
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7 ★	Parental involvement with the parents from whom we need their attendance the most, and increase two-way communication and partnership to increase learning in students who are more at risk.	Parents might be apprehensive to hear feedback from the teacher about their child.
8 ★	Provide opportunities for more families to be able to attend all of our family engagement events, especially if there is any cost involved.	Finances or transportation might prevent participation
9 ★	Provide additional opportunities for families to connect with the school and their teachers	Families might not have Wifi access at home or access to technology
10 ★	Provide additional training for high needs SPED teachers.	We have 2 new teachers who need additional support with the students they teach who are in a self contained structured learning setting.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **School goals**
- [x] **Early childhood literacy and math goals**
- [x] **Prior year improvement plans - Needs Assessment**
- [x] **Prior year improvement plans - Performance objectives (SMART goals)**
- [x] **Prior year improvement plans - Actions and strategies**
- [x] **Prior year improvement plans - Expenditures**
- [x] **Prior year improvement plans - Formative and summative reviews**
- [x] **Planning and decision-making committee minutes**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **State assessment performance report**

  DIBELS

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **Early reading assessment results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local diagnostic math assessment data**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity**

- [x] **Economically disadvantaged**
- [x] **Male/Female**
- [x] **Special education**
- [x] **At-risk**
- [x] **EL**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Social Emotional Learning**
- [x] **Discipline records**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **School leadership data**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Teacher evaluation**

Parent/Family/Community Data

- [x] **Parent/family surveys and/or other feedback**
- [x] **Parent/family engagement, opportunities, attendance, and participation**
- [x] **Volunteer opportunities, attendance, and participation**

Support Systems and Other Data

- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 All students will perform on grade level in literacy and numeracy by the end of 3rd grade. (PK-3rd).

Objective 1 ☑ Targeted

To increase our Dibels proficiency from 86% to 90%.

LDOE Commitments : Access to Quality Early Childhood Education, Academic Alignment in Early School and Classroom, Teacher Leader Preparation

Evaluation Data Source: DIBELS assessment

Strategy 1

TCM: Weekly TCM meetings will be held to analyze student work samples and assessment data to drive intentional instructional practices, ensuring student and teacher growth. RTI: Daily Tier 2 RTI in classrooms in small group instruction. It will be embedded into their daily schedules to target learning gaps within content and skills needed for individualized growth. RTI groups will be continuously updated based on analyzed data and student performance on content/skills assessments.

Desired Outcomes: To grow our proficiency by 4% from last year's results.

Activities/Actions - THIS IS BEING ENHANCED - wait to enter: Teachers will attend weekly grade-level planning, annotating EL lesson plans with specific look-fors. Teachers will use purchased supplemental materials from Heggerty as well as technology programs provided by EL. In addition, Pre-K-K will use ESGI to track data and communicate with parents the results of their progress.

Parent Meeting for Well-Below in Reading and Math-partner with parents and inform them of their current reading level and teach them how to help their child at home. Provide take-home resources to parents.

Family Reading Night with feeder system for students to come and have a book read to them, have activities to do related to the book, have the literacy bus come for each student to receive a free book, and arts and crafts. RTI: provide below- and well-below students with additional help to close their specific gap to obtain grade-level proficiency.

Data folders for well-below: help teachers track the progress of their students and provide parents with that information.

Pre-K/K teachers will track student progress using ESGI. ESGI is a progress-monitoring tool to track skill progress for RTI, report personalized data to our parents, and help teachers instantly determine students' strengths and weaknesses. K-2 teachers will progress monitor with MClass. Pre-K does not have access to DIBELS progress monitoring through Amplify because they don't officially DIBELS test. Kindergarten uses this digital platform in addition to the progress monitoring tool through Amplify. They use this program to help assess students in more specific areas than DIBELS, and they attach the reports to the kindergarten report card. It provides more detailed information, not just in reading, but in math skills as well.

Live data wall in the TCM room to track targeted students for growth to proficiency;

Teachers will use instructional supplies (Post-it notes, highlighters, white-out, pens, paper clips, etc) during TCM's to plan for instruction and disaggregate data. and goal setting.

Teachers will use poster ink/paper and laminating films to create anchor and data charts and small group instruction materials that can be reusable.

School-wide challenges: DIBELS growth rewards- book from the vending machine for proficiency or meeting targeted growth goals for mid-year and end-of-year results

HDT- lesson plans and goal folders, track each student's progress and make decisions faster if the intervention or the group needs to be changed

MacBook- we were added a teacher to our school- she needs a device for progress monitoring in Amplify for DIBELS and iReady personalized instruction reporting. She is a kindergarten teacher.

Person Responsible: Bates

ESSA Tiers of Evidence: Strong Evidence

Challenges/Weaknesses: Student Learning 1 - School Processes & Programs 1

Funding Sources: TCM teacher supplies- sharpies, markers, pens, white out, sticky notes, highlighters, expo markers Title I, $2,500, ESGI Title I, $2,700, Mac book Title I, $1,500, paper for the poster printer Title I, $1,100, Poster ink Title I, $1,603.52, laminating film Title I, $400

Title I Schoolwide Component: 1.3, 1.5, 1.7

Louisiana Education Priorities: Early childhood leading to kindergarten readiness, Literacy instruction aligned to the Science of Reading, An effective teacher for every student

Formative Reviews

October	January	March	May

Objective 1 Challenges/Weaknesses Identifying Student Learning

	Challenge/Weakness	Root Cause
1	In 2nd grade DIBELS, ORF had the highest number of students below proficiency. 46 students scored below proficiency in this subtest. In grade 1, we saw a 4% decrease in this category as well.	Oral Reading Fluency continues to be a struggle. Not all teachers are certified. Teacher mastery in small group instruction is not school-wide. Student vowel team knowledge is not proficient enough to apply in reading passages. New teachers need more support on teaching foundational skills. Students who have not mastered foundations in reading do not have the skills to decode words.

Objective 1 Challenges/Weaknesses Identifying School Processes & Programs

	Challenge/Weakness	Root Cause
1	In 2nd grade DIBELS, ORF had the highest number of students below proficiency. 46 students scored below proficiency in this subtest. In grade 1, we saw a 4% decrease in this category as well.	Oral Reading Fluency continues to be a struggle. Not all teachers are certified. Teacher mastery in small group instruction is not school-wide. Student vowel team knowledge is not proficient enough to apply in reading passages. New teachers need more support on teaching foundational skills. Students who have not mastered foundations in reading do not have the skills to decode words.

Objective 2 ☑ Targeted

To increase iReady proficiency from 68% to 70%.

LDOE Commitments : Academic Alignment in Early School and Classroom, Teacher Leader Preparation

Evaluation Data Source: iReady diagnostic assessments

Strategy 1

TCM: Weekly TCM meetings will be held to analyze student work samples and assessment data

to drive intentional instructional practices, ensuring student and teacher growth.RTI: Daily Tier 2 RTI in classrooms in small group instruction. It will be embedded into their daily schedules to target learning gaps within content and skills needed for individualized growth. RTI groups will be continuously updated based on analyzed data and student performance on content/skills assessments.

Desired Outcomes: To grow 2% in proficiency.

Activities/Actions - THIS IS BEING ENHANCED - wait to enter: Teachers will attend weekly grade-level planning, annotating Ready math lesson plans with specific look-fors. Teachers will use iReady individualized and teacher assigned learning paths.

Math RTI provides students below grade level with extra support to help close the gap and achieve proficiency.

Math Enrichment provides additional support to students above grade level.

School-Wide Challenges: Math Whiz Wednesdays- celebrate success

Math March Madness- fluency competition for 1st/2nd grade students

1st-2nd grade math-add daily written fluency practice using Saxon Math strategies.

Person Responsible: Kreideweis

ESSA Tiers of Evidence: Strong Evidence

Challenges/Weaknesses: Student Learning 2 - School Processes & Programs 2

Title I Schoolwide Component: 1.3, 1.5, 1.7

Louisiana Education Priorities: Math instruction from foundational to advanced skills, An effective teacher for every student

Formative Reviews

October	January	March	May

Objective 2 Challenges/Weaknesses Identifying Student Learning

	Challenge/Weakness	Root Cause
2	Only 66% of our students met their stretch growth goal in iReady.	Teacher content knowledge of grade-level standards needs to improve with some teachers. With the main focus being on reading, sometimes math instructional minutes are cut into, and our RTI pullouts are for reading only. Time in afternoon rotations is also a struggle, as most of the rotations are reading-focused.

Objective 2 Challenges/Weaknesses Identifying School Processes & Programs

	Challenge/Weakness	Root Cause
2	Only 66% of our students met their stretch growth goal in iReady.	Teacher content knowledge of grade-level standards needs to improve with some teachers. With the main focus being on reading, sometimes math instructional minutes are cut into, and our RTI pullouts are for reading only. Time in afternoon rotations is also a struggle, as most of the rotations are reading-focused.

Goal 2 Student attendance will increase.

Objective 1 ☑ Targeted

Student attendance will increase from 90% to 92%.

Evaluation Data Source: Oncourse

Strategy 1

Provide incentives for perfect attendance.

Desired Outcomes: To increase attendance rates by 2%.

Activities/Actions - THIS IS BEING ENHANCED - wait to enter: Monthly perfect attendance: students will receive a brag tag, a picture on Facebook, and their name is entered into a drawing for an Adventure Cenla gift card.
Quarterly perfect attendance will receive a certificate and recognition at the pep rally.
Yearly perfect attendance will receive a trophy at the end-of-the-year awards ceremony.
Parents struggling with truancy will receive notifications, face-to-face conferences, help (if needed) with supporting agencies, or further action.

Person Responsible: Jenkins

ESSA Tiers of Evidence: Moderate Evidence

Challenges/Weaknesses: Student Learning 4 - Perceptions 3

Title I Schoolwide Component: 1.3

Formative Reviews

October	January	March	May

Objective 1 Challenges/Weaknesses Identifying Student Learning

	Challenge/Weakness	Root Cause
4	41% of our students have chronic absenteeism.	Parents might lack the important connection between high attendance rates and proficiency.

Objective 1 Challenges/Weaknesses Identifying Perceptions

	Challenge/Weakness	Root Cause
3	41% of our students have chronic absenteeism.	Parents might lack the important connection between high attendance rates and proficiency.

Goal 3 To decrease state referrals and suspensions.

Objective 1

The amount of behavior incidences will decrease from 15 to 12.

Evaluation Data Source: Oncourse

Strategy 1

Incorporate more PBIS incentives.

Desired Outcomes: To reduce the number of referrals by 2.

Activities/Actions - THIS IS BEING ENHANCED - wait to enter: Super Improver PBIS System- Students work their way through the behavior system while earning rewards.
Semester 1 PBIS party- students pick from different classes to attend as a reward for good behavior- art, cooking, sports, dance/cheer, etc; community members and high school clubs come over to participate.
Semester 2 PBIS Water party- students participate in 6 rotations of water fun to celebrate them meeting their behavior goals.
Added an extra level and reward this year.
Adding a celebration wall to highlight students with exceptional behavior.
Adding pep rally opportunities to play in the games for students who meet behavior criteria.
Adding an end-of-the-year field trip reward for our students who complete all levels of the Super Improver by a certain date.

Person Responsible: Kreideweis

ESSA Tiers of Evidence: Moderate Evidence

Challenges/Weaknesses: Student Learning 5 - School Processes & Programs 4

Title I Schoolwide Component: 1.6

Formative Reviews

October	January	March	May

Objective 1 Challenges/Weaknesses Identifying Student Learning

	Challenge/Weakness	Root Cause
5	Provide effective consequences to prevent behavior occurrences.	We see the same students repeatedly, regardless of consequence. This can affect their learning and the learning of others.

Objective 1 Challenges/Weaknesses Identifying School Processes & Programs

	Challenge/Weakness	Root Cause
4	Provide effective consequences to prevent behavior occurrences.	We see the same students repeatedly, regardless of consequence. This can affect their learning and the learning of others.

Goal 4

To offer more educationally based workshops with take-away materials and strategies that parents can implement to support learning at home

Objective 1

Increase the amount of parents engaged at parent/teacher conferences and orientations from 90% to 92%.

Evaluation Data Source: Sign in sheets

Strategy 1

The school will host Open House, Pre-K/Kindergarten orientation to engage our parents in the academic process.

Desired Outcomes: To increase parental involvement by 2%.

Person Responsible: Bates

ESSA Tiers of Evidence: Moderate Evidence

Challenges/Weaknesses: Student Learning 6 - Perceptions 2

Title I Schoolwide Component: 1.3

Formative Reviews

October	January	March	May

Strategy 2

The school will host Parent-Teacher Conferences October 12-14, 2026 and February 1-4, 2027, accommodating working families by hosting conference times after the standard school day. Additional conference times may be available throughout the week based on the school and parent community needs.

Desired Outcomes: To increase parental involvement by 2%.

Person Responsible: Bates

ESSA Tiers of Evidence: Moderate Evidence

Challenges/Weaknesses: Student Learning 6 - Perceptions 2

Title I Schoolwide Component: 1.3

Formative Reviews

October	January	March	May

Objective 1 Challenges/Weaknesses Identifying Student Learning

	Challenge/Weakness	Root Cause
6	Parental involvement with the parents from whom we need their attendance the most, and increase two-way communication and partnership to increase learning in students who are more at risk.	Parents might be apprehensive to hear feedback from the teacher about their child.

Objective 1 Challenges/Weaknesses Identifying Perceptions

	Challenge/Weakness	Root Cause
2	Parental involvement with the parents from whom we need their attendance the most, and increase two-way communication and partnership to increase learning in students who are more at risk.	Parents might be apprehensive to hear feedback from the teacher about their child.

Objective 2

Increase the number of parents engaged at academic nights from 54% to 64%.

Evaluation Data Source: Sign in sheets and survey results

Strategy 1

Incorporate a way to encourage parents to attend and bring their child by providing engaging, relevant activities for students to participate in while their parents receive important information.

Activities/Actions - THIS IS BEING ENHANCED - wait to enter: Academic Action Night- Teachers will receive a stipend for conducting parent nights where parents are informed of their child's reading and math levels and how they, as parents, can better support learning at home, especially targeting 2nd-grade parents, as our district has now moved mandatory retention from 3rd grade to 2nd-grade students for DIBELS. Based on our beginning-of-the-year School-Wide Planning meeting, an idea was suggested to boost our attendance from last year, where we prohibited students from attending so parents could hear the information presented without distraction, to hold a popcorn and movie night in the gym where parents would drop off their kids and then come to the parent meeting in the cafeteria before breaking out into specific grade-level rooms. We'd partner with our PTC and high school student council members to get volunteers to watch the kids, so their parents could participate in the academic information being presented.

Literacy Night- Teachers will receive a stipend for conducting parent nights like last year's Growing into Spring, where we partnered with 4-H, had a guest reader, had arts and crafts, and students could take home books/activities.

Person Responsible: Kreideweis

Challenges/Weaknesses: Demographics 1 - Perceptions 1

Funding Sources: Family Academic Nights Fall/Spring Title I, $1,265.88

Formative Reviews

October	January	March	May

Objective 2 Challenges/Weaknesses Identifying Demographics

	Challenge/Weakness	Root Cause
1	Our participation in Academic Night events is lower than in our fun events. We advertise and offer incentives to attend, yet typically 54% of our parents attend.	These events are more informational than engaging; therefore, attendance is lower.

Objective 2 Challenges/Weaknesses Identifying Perceptions

	Challenge/Weakness	Root Cause
1	Our participation in Academic Night events is lower than in our fun events. We advertise and offer incentives to attend, yet typically 54% of our parents attend.	These events are more informational than engaging; therefore, attendance is lower.

Goal 5

To increase parental involvement in our two-way communications via our website, Facebook, Class Dojo, and send home documents (newsletters, calendars, data reporting)

Objective 1

To increase all communications to 100%.

Evaluation Data Source: Facebook and Class Dojo reports

Strategy 1

To find additional ways to engage our parents across multiple platforms digitally and on paper, in case parents have a technology barrier to accessing digital platforms.

Desired Outcomes: To increase parental involvement in our communication.

Activities/Actions - THIS IS BEING ENHANCED - wait to enter: The school posts school events and announcements on social media platforms/school website multiple times during the week, increasing family and community engagement and resulting in increased student engagement and achievement.

Class Dojo- to keep parents informed of all academic, behavior, and school-wide information

The school sends home calendars and newsletters to communicate upcoming news and events in colored ink and colored paper/card stock. We send home many instructional reports and print them in color to enable parents to be able to read and understand where their child is in the learning process on DIBELS and iReady.

Nicki folders are sent home daily for behavior, academic, and any other parent communication requiring feedback or notification.

Stamps- mail Pre-K and K welcome letters; mail other important to parents/guardians as necessary.

Person Responsible: Milliner

ESSA Tiers of Evidence: Promising Evidence

Challenges/Weaknesses: Demographics 3 - School Processes & Programs 5

Funding Sources: Colored ink Title I, $700, Stamps Title I, $188.6, Nicki folders Title I, $1,200, Colored paper/card stock Title I, $1,400

Formative Reviews

October	January	March	May

Objective 1 Challenges/Weaknesses Identifying Demographics

	Challenge/Weakness	Root Cause
3	Provide additional opportunities for families to connect with the school and their teachers	Families might not have Wifi access at home or access to technology

Objective 1 Challenges/Weaknesses Identifying School Processes & Programs

	Challenge/Weakness	Root Cause
5	Provide additional opportunities for families to connect with the school and their teachers	Families might not have Wifi access at home or access to technology

Goal 6 To increase parental involvement in all of our family events.

Objective 1

To increase participation in our family events from 85% to 90%.

Evaluation Data Source: Sign-in sheets and survey results

Strategy 1

To continue to enhance our current family involvement events to increase participation and add new ones.

Desired Outcomes: To have more parents attend our events.

Activities/Actions - THIS IS BEING ENHANCED - wait to enter: Fall Carnival- Parents and students come and enjoy our many fun games, including math activities and games, the art gallery of each class's art project and many other fun activities.

Book Fair- Grandparents will come read to their grandchild, eat breakfast with them, and visit the book fair.

Vocabulary parade- Each 1st grade student will pick a word, make a poster, and dress up as their word. All grade levels and 1st grader parents parade through each class.

Tailgating with our feeder system at BHS football game- receive free books and participate in fun activities.

Trick or Treat event- parents decorate a booth and children walk through in their costumes and receive treats.

Pancakes with Santa- grandparents breakfast- grandparents come and eat with their grandchildren and receive a free book to read to them.

Mother/Son Nerf War- moms and sons come out to play and spend time together.

Daddy/Daughter Dance- dads and daughters dress up and come to have a dance party.

Student of the Month lunches with parents.

Feeder System Art Night- art showcase, art activity, live music, and free books.

Person Responsible: Bates

ESSA Tiers of Evidence: Moderate Evidence

Challenges/Weaknesses: Demographics 2 - Student Learning 7

Formative Reviews

October	January	March	May

Objective 1 Challenges/Weaknesses Identifying Demographics

	Challenge/Weakness	Root Cause
2	Provide opportunities for more families to be able to attend all of our family engagement events, especially if there is any cost involved.	Finances or transportation might prevent participation

Objective 1 Challenges/Weaknesses Identifying Student Learning

	Challenge/Weakness	Root Cause
7	Provide opportunities for more families to be able to attend all of our family engagement events, especially if there is any cost involved.	Finances or transportation might prevent participation

Goal 7 To increase proficiency in our bottom 25%.

Objective 1

To increase the number of students in the bottom 25% who meet their growth goals set by Amplify for DIBELS from 79% to 81%.

LDOE Commitments : Academic Alignment in Early School and Classroom

Evaluation Data Source: Amplify and DIBELS reports

Strategy 1

Students who fall in the category of well-below will be placed in Tier 3 interventions. They will work 5 days a week for 30 minutes each day with a certified teacher on foundational skills.

Desired Outcomes: To increase proficiency by 2%.

Activities/Actions - THIS IS BEING ENHANCED - wait to enter: RTI Tier 3 teachers will use material from MClass/Amplify specific to DIBELS.

Students with services who achieve well below status will receive 30 minutes of RTI plus additional time with the special education provider.

Math RTI will be provided bi-weekly to students who are performing early on grade level/1 year behind.

Retired teachers will provide high-dose tutoring to our bottom 25%. Lesson plans for each targeted skill will be provided from our librarian, which will include the use of HQIM and goal tracking sheets/ folders to monitor progress.

The lead SPED teacher and our librarian will be using Reading Reflex and BUILD to use targeted interventions for students with dyslexia characteristics.

UFLI Foundations materials (Ventris Learning) -teachers would use during RTI or small group instruction time- an explicit and systematic phonics program that carefully follows a scope and sequence designed to ensure that students acquire each skill and how to apply it automatically and with confidence.

Our schedule accommodated all students who scored well below or below to receive HDT. Mrs. Manuel monitored the materials being used to make sure they were aligned with our curriculum and goals. The admin team monitored the progress of each student.

The biggest impact was monitoring the materials used by the tutors and keeping the instruction focused on one or two skills. Nothing more.

Person Responsible: Bates

ESSA Tiers of Evidence: Moderate Evidence

Challenges/Weaknesses: Student Learning 3 - School Processes & Programs 3

Title I Schoolwide Component: 1.4

Formative Reviews

October	January	March	May

Strategy 2

The school coordinates the early identification of students suspected of having disability by administering a screening assessment to every child entering pre-kindergarten and kindergarten

Desired Outcomes: Identify and intervene with students earlier to provide HDT or RTI.

Activities/Actions - THIS IS BEING ENHANCED - wait to enter: Child Find

Person Responsible: Kreideweis

ESSA Tiers of Evidence: Strong Evidence

Challenges/Weaknesses: Student Learning 3 - School Processes & Programs 3

Title I Schoolwide Component: 1.8

Formative Reviews

October	January	March	May

Strategy 3

We will send 2 of our high-needs SPED teachers to the Louisiana Autism Conference.

Desired Outcomes: To learn practical strategies for supporting and caring for individuals with Autism.

Activities/Actions - THIS IS BEING ENHANCED - wait to enter: The conference is on November 4, 2026 in Lake Charles, LA.

Person Responsible: Atwood and Brumley

Challenges/Weaknesses: School Processes & Programs 6

Title I Schoolwide Component: 1.4

Formative Reviews

October	January	March	May

Objective 1 Challenges/Weaknesses Identifying Student Learning

	Challenge/Weakness	Root Cause
3	High Dose Tutoring (HDT) scheduling and effectiveness for our bottom 25%	Scheduling the students who need high-dose tutoring, with a heavy emphasis on kindergarten, and using the right intervention tools with the right training, monitoring, and support have been challenges. The data monitoring and planning can get overwhelming and not be as effective as it could be. Our students with significant disabilities had a harder time reaching their growth goal.

Objective 1 Challenges/Weaknesses Identifying School Processes & Programs

	Challenge/Weakness	Root Cause
3	High Dose Tutoring (HDT) scheduling and effectiveness for our bottom 25%	Scheduling the students who need high-dose tutoring, with a heavy emphasis on kindergarten, and using the right intervention tools with the right training, monitoring, and support have been challenges. The data monitoring and planning can get overwhelming and not be as effective as it could be. Our students with significant disabilities had a harder time reaching their growth goal.
6	Provide additional training for high needs SPED teachers.	We have 2 new teachers who need additional support with the students they teach who are in a self contained structured learning setting.

Title I Schoolwide Component Summary

Title I Schoolwide Components

1.1 Family and Stakeholder Engagement

Open House, Pre-K/Kindergarten Orientation is held at the beginning of the school year. At this event we promote our Parent-Teacher Committee and our SWP Committee. As we review our participants, we strive to include a diverse representation of our students in the committees. Our parents of students with disabilities (21%) and economically disadvantaged (52%) are our largest subgroups. Given that Buckeye is largely homogeneous in terms of racial diversity, with 93% of our students being white, we do not typically have a variety of races represented on our committees.

Within the first 60 days of school, the school will present their Schoolwide Plan to parents, explaining what Title I is and how the funding will be used. During this meeting, parents will be informed of various opportunities to become involved in their student's academic progress. Parents will also be invited to offer feedback to be considered in the further development and revision of the SWP.

Based on feedback from parents, our school will host Parent trainings each semester that will educate our parents on how we DIBELS test our students and how they as parents can help support the work we do at school at home. We will also provide instructions on how their child can access iReady math lessons at home. We will provide take home bags filled with reading and math resources to match their child’s specific academic ability, as well as books.

These training nights will also include SWP committee meeting information on data and spending to gain input on improving our students' success and parent engagement.

1.2 Comprehensive Needs Assessment

In K-2, 86% proficiency. We made sure that the master schedule allowed teachers to have enough time during their day to teach the EL curriculum in the morning with no pullouts of any student, especially students who receive special education minutes and could provide small group instruction, using HQIM in the afternoon with students to target the weekly skills and made sure no student fell behind on what they were learning weekly. We had a daily RTI time where our special education teachers, specials teachers, and our HDT pulled students to work on deficits. Our ILT functioned better this year to plan and prepare for our TCMs, with an increased focus on student work analysis, especially within writing.

In K-2, 68% proficiency. We made sure that the master schedule allowed teachers to have enough time during their day to teach the iReady math curriculum in the morning with no pullouts of any student, especially students who receive special education minutes and could provide small group instruction in the afternoon with students to target the weekly skills and made sure no student fell behind on what they were learning weekly. We have bi-weekly math enrichment and grade level spiral review provided to targeted students. We moved back to a daily written fluency practice. We incorporated the use of more HQIM and provided the training needed to use them effectively.

In 2024-25, 22 students qualified for academic SPED services, while this year only 11 students did. We attribute this decrease to the work we are doing within our RTI. No student is being pulled during our core instruction. The resources we are using have changed from just Amplify resources to include additional training provided to 2 of our teachers to specifically target students with tendencies toward dyslexia. They used Reading Reflex and Build to work with these students and we were able to keep 10 additional students in SBLC from needing intakes because they made it to Dibels benchmark through receiving interventions. We also were able to get 5 students qualified for gifted this year too.

1.3 Strategies for Improvement

Tier I curriculum and high-quality instructional materials will be implemented in each core content classroom.

Instructional and assessment strategies that strengthen the academic program:

Teachers will attend weekly grade-level planning, annotating EL lesson plans with specific look-fors. Teachers will use purchased supplemental materials from Heggerty as well as technology programs provided by EL. In addition, Pre-K-K will use ESGI to track data and communicate with parents the results of their progress.

Teachers will attend weekly grade-level planning, annotating Ready math lesson plans with specific look-fors. Teachers will use iReady individualized and teacher-assigned learning paths, as well as Saxon math for extra written fluency practice.

Pre-K/K teachers will track student progress using ESGI. ESGI is a progress monitoring tool to track progress of skills for RTI, report personalized data to our parents, and help teachers instantly determine students' strengths and weaknesses. K-2 teachers will progress monitor with MClass.

Teachers will use instructional supplies (post-it notes, highlighters, white out, pens, paper clips, etc) during TCM's to plan for instruction and disaggregate data.

Teachers will use poster ink/paper and laminating films to create anchor and data charts and small group instruction materials that can be reusable.

Strategies to increase attendance rates that will in turn increase proficiency rates:

Offer perfect attendance incentives monthly, quarterly, and yearly.

Strategies to increase parental involvement in communication and events:

Offer incentives to attend conferences, events, and return necessary documents.

1st-2nd grade math-add daily written fluency practice using Saxon Math strategies.

Interventions and strategies to increase student achievement in underperforming subgroups:

Students who fall in the category of well-below will be placed in Tier 3 interventions. They will work 5 days a week for 30 minutes each day with a certified teacher on foundational skills.

RTI Tier 3 teachers will use materials from MClass/Amplify specific to DIBELS.

Students with services who achieve well-below status will receive 30 minutes of RTI plus additional time with the special education provider.

Math RTI will be provided bi-weekly to students who are performing early on grade level/1 year behind.

Retired teachers will provide high-dose tutoring to our bottom 25%. Lesson plans for each targeted skill will be provided from our librarian, which will include the use of HQIM and goal tracking sheets/folders to monitor progress.

The lead SPED teacher and our librarian will be using Reading Reflex and BUILD to use targeted interventions for students with dyslexia characteristics.

UFLI Foundations materials (Ventris Learning) -teachers would use during RTI or small group instruction time- an explicit and systematic phonics program that carefully follows a scope and sequence designed to ensure that students acquire each skill and how to apply it automatically and with confidence.

1.4 Student Support Services

SBLC screening process: Students are referred by their teachers/parents. Teachers fill out screeners to determine if students are at-risk for learning, medical, speech, behavior, or fine/gross motor skills. Based on the results of the screeners, students are referred to the SBLC committee for additional support services if needed, including RTI to make a data-driven decision if a full evaluation is needed for additional services.

Behavior and Mental Health Support Services- Behavior and mental health screening is part of the SBLC process. Students with behavioral or mental health concerns will be given access to support services through the SLBC process.

Special Education Services- Students who have been identified with a disability through the SBLC process have access to on-grade-level content through high-quality curriculum and high-quality teaching. In addition, they receive individualized instruction based on their specific needs (IEP).

1.5 Student Opportunities

All K-2 students participate in Art. They receive up to 60 minutes per week of instruction from a qualified teacher. Art embedded in our master schedule encourages creative thinking and innovative problem-solving skills, which are valuable in all academic disciplines and future careers.

All students K-2 participate in STEM. They receive up to 60 minutes per week of instruction from a qualified teacher.

All students K-2 participate in PE. They receive 30 minutes per day of instruction from a qualified teacher

All students K-2 participate in Computer Lab. They receive up to 60 minutes per day of instruction from a qualified teacher.

All students in K-2 participate in Library. They receive up to 60 minutes per week of instruction from a qualified teacher.

All students in K-2 participate in DARE instruction.

1.6 Multi-Tiered Systems of Support for Behavior

Super Improver PBIS System- Students work their way through the behavior system while earning rewards. We have mid-year and end-of-year celebrations for students who earn enough points to attend.

Conscious Discipline- Our PreK teachers implement Conscious Discipline as a part of their curriculum to support student behavior.

Game Room- We use a game room as an incentive for positive behavior rewards, class- and school-wide.

Tier 2 and Tier 3 behavioral interventions are provided when Tier 1 isn't effective. These students are referred to SBLC, and Kim (behavior strategist) partners with the parents and the teachers to help students move back to Tier 1 behavioral support.

Positive Office Referrals- Every faculty member in the school can send a student to the office for being good. They receive a colored certificate, a phone call home, and a picture on Facebook for their good choices.

Student of the Month- Each teacher, every month, selects a student to be recognized for exceptional character traits or improvement. These students receive a t-shirt, brag tag, lunch with a parent, and a picture on Facebook to celebrate

their achievement.

House System- We have 4 houses, where students can earn house points for good choices. At the end of the month, we hold a pep rally to reveal the house that earned the most house points. Each house is focused on a specific character trait: friendship, honesty, respect, and service.

1.7 Professional Development

Teachers will participate in content, leadership, and enrichment professional development trainings held at the yearly Teacher Leader Summit, held in New Orleans, LA in May.

Trained Mentor Teachers are matched to residents and new teachers to provide coaching, mentoring, and support to new educators during the school day.

Amplify Science provides tailored professional development to teachers, schools, and district leaders in effectively implementing the curriculum

Bayou Bridges provides tailored professional development to teachers, schools, and district leaders in effectively implementing the curriculum

In August, all instructional staff will participate in the beginning-of-the-year curriculum updates, trainings, and professional development throughout the district.

RPSB has embedded professional development days in the school calendar. The district will lead PD opportunities for teachers and administrators across the district on the following dates:

September 21

October 19

January 4

March 8

New Teacher PD- The district provides support to new teachers at the district level. They provide a mentor teacher who works and supports them throughout the year.

In-House New Teacher PD- New teachers are partnered with veteran mentor teachers to receive support, guidance, and training throughout the year

Continued Oncourse Training- all teachers, admin, secretary, clerk attend all district trainings and continue to provide ongoing trainings at the school level

1.8 Student Transition

The school coordinates the early identification of students suspected of having disability by administering a screening assessment to every child entering pre-kindergarten and kindergarten

In May, our second-grade students do a walk-through tour of HRL, a meet-and-greet with third-grade teachers, and a welcome assembly in which the leadership team speaks to the incoming 3rd grade students.

The Special Education teachers at Buckeye Elementary, Hayden R Lawrence, and Buckeye High School meet in May to plan for successful transitions for their students.

The SBLC Chairs at Buckeye Elementary and Hayden R Lawrence meet in May to plan for a successful transition for their 2nd grade students transitioning to HRL 3rd grade, so there is continuous support.

The school will host an Open House before school starts for parents, families, and students to meet teachers and explore school-based student involvement opportunities.

Buckeye Elementary and Hayden R Lawrence administrative teams will meet to review 2nd/3rd grade data to determine strengths and weaknesses and develop a plan to address those gaps.

BES seniors participate in the graduation walk every May.