



2025-2026

Rapides Parish School System
Title I Schoolwide Program Plan

Buckeye High School

**Grades 6-12
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Louisiana Department of Education: Believe to Achieve – Educational Priorities

State of Louisiana Critical Goals – Louisiana students will:

1. All students will perform on grade level in literacy and numeracy by the end of **3rd grade**. (PK-3rd).
2. Students in **grades 4-8** will be proficient on LEAP in all core content areas, will meet individual growth targets in ELA and Math, and make connections with high school and career opportunities.
3. Students in **grades 8-12** will maximize growth, achieve proficiency, and thrive with effective support on their chosen path to on-time graduation.

Focus on LEAP exams and national/state identified assessments to accelerate towards college, career, and/or service readiness.

District Vision and Mission Statement

Vision:

Rapides Parish Schools are relentlessly committed to providing a supportive and innovative educational system that engages our community, empowers individuals, and elevates our people to their maximum potential.

Mission:

To educate children.

School Vision and Mission Statement

Vision:

To challenge students to become the best version of themselves and use their influence to make the world a better place.

Mission:

Students will reach their highest potential and become independent, life-long learners.

District Assurance

- I hereby certify that this plan is designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of this plan.
- I certify that this plan contains the ten required components as mandated by No Child Left Behind Act of 2001, Title I, Improving the Academic Achievement of the Disadvantaged, Public Law 107-110, Section 1114, Schoolwide Programs, (b)(1):
 - (Component 1): Evidence of the use of a comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as described in Section 1111(b)(1),
 - (Component 2): Schoolwide reform strategies that (a) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement as described in Section 1111(b)(1)(D), and (b) use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school, increase the amount and quality of learning time, and include strategies for meeting the educational needs of historically underserved populations,
 - (Component 3): Evidence of certification/highly qualified,
 - (Component 4): Evidence of high quality and ongoing professional development for teachers, principals, and paraprofessionals (and, if appropriate, other stakeholders) which is aligned with assessed needs.
 - (Component 5): Strategies to attract high-quality certified teachers to high-needs schools,
 - (Component 6): Strategies to increase parental involvement,
 - (Component 7): Plans for assisting preschool children in the transition from early childhood programs to elementary school programs,
 - (Component 8): Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program,
 - (Component 9): Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance which shall include measures to ensure those students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance, and
 - (Component 10): Coordination and integration of Federal, State, and local services and programs.
- I further certify that the information in this assurance is true and correct to the best of my knowledge.
-

School Name: _____

Principal	Date
Title I Chairperson	Date
District Title I Coordinator	Date
Deputy Assistant Superintendent of School Improvement	Date
Superintendent or Designee	Date

SWP Committee Members/Leadership Team

Name	Position	Email Address
ReBecca Holt	Principal	rebecca.holt@rpsb.us
Ericka Luty	Title I Chairperson	ericka.luty@rpsb.us
Jenise Mertens	Title I Coordinator	jenise.mertens@rpsb.us
Evan Norris	Community Member	318-206-8564
Heather White	Parent	225-936-9806
Elizabeth Jenkins	Parent	318-452-7113
Daniel Weatherford	Teacher	daniel.weatherford@rpsb.us
Paige McCrory	Teacher	paige.mccrory@rpsb.us
Cynthia Brennan	Teacher	cynthia.brennan@rpsb.us

Meeting Schedule:

SWP Committee:

Initial Planning and Revision of SWP: 8/20/25 @ 2:40PM
 Mid Year Review and Update: 1/05/26 @ 2:40PM
 End of Year Review and Reflection: 5/22/26 @9:00AM

Faculty SWP Review/Update Meeting: These dates will pair with the school based QDR meetings during a TCM. When reviewing QDR data the SWP's Action Plans will have a "pulse check." The purpose is to determine if school is moving at pace to reach quarterly, semester, or end of year goals set in the SWP.

October 10/10/25
 January 1/09/26
 March 3/13/26
 May 5/15/26

School: Buckeye High School

SPS 92.3

Letter Grade A

Check all that apply (verify with principal):

CIR - Comprehensive Intervention Required

Schools that have been D- or F- rated for three consecutive years or two years for new schools

Schools that have a graduation rate less than 67%

UIR - Academic - Urgent Intervention Required for Academics:

Schools earned a score for one or more student groups that is equivalent to an “f” for at least two years

Economically Disadvantaged

Hispanic/Latino

Black

White

Students with Disabilities

English Learners

Two or more Races

UIR - Discipline - Urgent Intervention Required for Discipline:

Process of key performance and instructional data.

Table A: For elementary/middle school, identify the indexes for ELA, math, science, social studies, and all subjects assessment index for each testing grade.

Table B: For high school, identify performance proficiencies, composites, rates, and indexes for each component area.

Discuss successes/challenges.

Set goals and create SWP.

Table A: Elementary/Middle School Data

Grade	ELA Index		Math Index		Science Index		Social Studies Index		All Subjects Assessment Index	
	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024
6	91.2	77.5	84.5	71.7	65.7	61.2		N/A		71.7
7	94.8	83.1	67.5	68.1	68.7	63.2		N/A		72.9
8	89.7	71.1	81.7	75.2	79.6	78.5		N/A		74.2
Grades 3 to 8	92.1	76.9	78.4	71.5	71.3	67.5		N/A		72.9

Table B: High School Data

SPS COMPONENT	24-25 PERFORMANCE		CHANGE FROM 23-24		PERSON RESPONSIBLE
LEAP/EOC Proficiency	Algebra 1	71.4%	Algebra 1	+15.9%	Brodnax and Sasser
	Geometry	55.1%	Geometry	+9.5%	Ricketts and Sasser
	English I	56.0%	English I	+1.0%	Kirtland
	English II	52.9%	English II	+10.3%	Iles
	Biology	32.0%	Biology	-1.3%	McMickens
	US History	26.3%	US History	-0.9%	Edmondson, Davis, and Martin
	Civics		Civics	N/A	Edmondson, and Davis
ACT/WorkKeys Index	75.9		-9.6		Gillpatrick
Graduation Rate	97.1		+5.0		Gillpatrick
Graduation Index	135.5		+25.0		Gillpatrick

Attendance Rates Among Students	Changes from 23-24 to 24-25 School Year	24-25 School Year	23-24 School Year	22-23 School Year	21-22 School Year	18-19 School Year
TOTAL SCHOOL	+0.9%	92.3%	91.4%	90.6%	87.6%	92.3%
6th Grade	+0.7%	94.3%	93.6%	91.6%	87.2%	93.5%
7th Grade	-0.1%	93.5%	93.6%	91.8%	89.4%	93.8%
8th Grade	+0.1%	93.5%	93.4%	91.8%	90.4%	91.9%
JH Combined	+0.2%	93.8%	93.6%	91.7%	88.6%	93.1%
9th Grade	+1.3%	91.6%	90.3%	90.5%	87.9%	92.3%
10th Grade	+2.6%	91.6%	89.0%	89.7%	85.9%	91.7%
11th Grade	+1.2%	90.6%	89.4%	89.2%	85.0%	92.2%
12th Grade	+0.4%	90.9%	90.5%	89.4%	86.4%	90.9%
HS Combined	+0.3%	91.2%	89.8%	89.8%	86.3%	91.8%

1.1. Family and Stakeholder Engagement

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

Response:

The parents that serve on the SWP committee represent a good sample of our student population including students with an IEP. Parents on the committee are trained on all components of the SWP, its data, and goals at the first SWP meeting for the school year. To incorporate input from a wider audience of parents and community members, a presentation is conducted during Open House. This presentation includes information about the purpose and goals of Title I. Following the presentation, a recording of the presentation will be posted on social media to reach a larger part of our community. A survey will be provided along with the recording to enable additional input from the community.

Data Comprehensive Needs Assessment- Sample Data Collection

Data Type	Cognitive (Examples)	Attitudinal (Examples)	Behavioral (Examples)	Archival (Examples)
Stakeholder				
Administrators		<ul style="list-style-type: none"> ● Administrator Questionnaire and/or Interview 	<ul style="list-style-type: none"> ● Attendance Data 	<ul style="list-style-type: none"> ● Demographic Data
Teachers		<ul style="list-style-type: none"> ● Faculty Survey ● Teacher Questionnaire and/or Interview ● Faculty Focus Group 	<ul style="list-style-type: none"> ● Classroom Observations ● Attendance Data 	<ul style="list-style-type: none"> ● Demographic Data
Students	<ul style="list-style-type: none"> ● DIBELS Data ● EL Data ● LEAP 2025 Data ● ACT Data ● Benchmark Assessment Data ● IEP Progress Data ● Graduation Rates 	<ul style="list-style-type: none"> ● Student Survey ● Student Focus Group 	<ul style="list-style-type: none"> ● Discipline Data ● Attendance Data 	<ul style="list-style-type: none"> ● School Performance Score Data ● Demographic Data ● Subgroup Component Data ● CIR/UIR status
Parents		<ul style="list-style-type: none"> ● Parent Survey ● Parent Focus Group 	<ul style="list-style-type: none"> ● Attendance Data 	<ul style="list-style-type: none"> ● Demographic Data

1.2. Comprehensive Needs Assessment

- Strengths and Weaknesses are derived from cognitive student data: the “**what.**” Strengths and weaknesses determine areas of focus that lead to goals objectives.
- Contributing Factors are derived from specific cognitive student data, and all attitudinal, behavioral, and archival data: the “**why.**” Contributing Factors determine selected strategies that lead to specific implementation activities (the Action Plan).

To ensure the schoolwide plan best serves the needs of all students, especially high need students who are failing, or are at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in [Believe to Achieve: Educational Priorities](#), e.g. *percentage of students on or above grade level in literacy by subgroup*.

Based on the results of the needs assessment, list the school’s priorities.

Response:

After conducting a Comprehensive Needs Assessment, the following was discovered:

- Intentional planning through teacher collaboration meetings increased proficiency in math and ELA.
- Implementation of new make-up policy increased attendance rates, especially in high school students.
- Implementing new curriculums like OpenSciEd and Bayou Bridges proved to be a challenge among veteran teachers and require additional support.
- Students with math teachers that are uncertified or are teaching out of certification field scored much lower than those with certified math teachers.

Data Comprehensive Needs Assessment: Goal

Part 1a: Successes

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. High school math	LEAP 2025
2. High school attendance rates	PowerSchool Attendance Reports
3. Junior high ELA	LEAP 2025

Strengths Contributing Factors- (Narrative) -

Domain: High school mathematics

Narrative: Math is a strength within grades 9-12. This is attributed to highly qualified teachers who teach mastery of the standards daily as

evidenced through walk-through and formal observations. In addition to this, our school has implemented an 8th grade/Algebra I course to advance students in their math knowledge. This has had a positive impact on LEAP scores, increasing Algebra I proficiency by 15.9% and Geometry proficiency by 9.5%.

Strengths Contributing Factors- (Narrative) -

Domain: Attendance

Narrative: Over the past year, the SWP committee focused on the importance of attendance among students and faculty. The following make-up policy for absent students has been implemented campus-wide at the start of the school year:

Make-Up Assignments

- Excused absences have 5 school days to make up missing assignments from the date of return to school for full credit.
- Unexcused absences have 5 school days to make up missing assignments from the date of the return to school on up to 3 unexcused days per semester. Unexcused absences beyond 3 per semester have 5 school days to make up missing assignments from the date of the return to school for a highest possible 70%.
- Assignments not made up according to the policy will result in a zero.
- Extenuating circumstances must be discussed and approved by the teacher prior to the due date.

This requirement provided an additional motivation for students to attend school on a regular basis and increased the overall attendance rate by 0.9%.

Strengths Contributing Factors- (Narrative) -

Domain: Junior high English Language Arts

Narrative: During the 2024-2025 school year, the junior high ELA team fully implemented TCMs (Teacher Collaboration Meetings). This, along with a group of highly qualified teachers who teach mastery of the standards as evidenced through walk-through and formal observations, increased the overall ELA index by 15.2 index points (6th grade +13.7 points, 7th grade +11.7 points, and 8th grade +18.6 points). The dedicated work among these teachers that was put into the TCMs and executed in the classroom attributed to these elevated scores.

Part 1b: Challenges

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT/LINKS
1. Biology Proficiency	LEAP
2. 7th Grade Math	LEAP
3. waiting on SS scores	

Part 1b: Contributing Factors to Weaknesses based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified weaknesses:

Weaknesses Contributing Factors- (Narrative) -
Domain: Biology Proficiency
Narrative: Although our school has one of the top Biology teachers in the district, the SWP committee identified a cause for poor proficiency to the lack of Biology exposure over students' two previous academic school years. During the 24-25 school year, Biology implemented a new curriculum, OpenSciEd. After covering the year's worth of material, the teacher noted multiple gaps created by a new curriculum in addition to the challenges in implementing all units prior to the LEAP assessment.

Weaknesses Contributing Factors- (Narrative) -
Domain: 7th Grade Math
Narrative: Although overall proficiency in 7th grade math increased (+6.4%), the assessment index for 7th grade math on the LEAP assessment dropped by 0.6 points. This is due to a larger percentage of students scoring Approaching Basic and Unsatisfactory, which yields 0 points for the assessment index. 7th grade math is taught by two teachers who are not fully certified in the math content (one is on Out of Field Authority to Teach and the other is on a Provisional License). In addition to these factors, 7th grade was the only grade level that dropped in their attendance rates from the 2023-2024 school year to the 2024-2025 school year. When students are not present in the classroom, they miss vital information, especially in the math curriculum.

Weaknesses Contributing Factors- (Narrative) -
Domain:

Narrative:

The identified weaknesses will lead to the overall goals, objectives and activities.

Action Plan - Activities indicated should address all subgroups and both objectives.

School GOAL:	By the end of the 2025-2026 school year, Buckeye High School will improve proficiency in all reportable categories by 10%.						
State Goal:	Provide an effective teacher for every student.						
OBJECTIVES:			DESIRED OUTCOMES:				
1.1	Increase the number of highly effective teachers as measured by the Louisiana Educator Rubric.		The number of teachers considered highly effective (average observation score of 3.5 or higher) will increase from 49 teachers (74%) to 53 teachers (80%).				
1.2	Increase the percentage of students meeting their growth target goals among students classified as the bottom 25%.		Students considered as the bottom 25% meeting their growth target in ELA and math will increase from 13% to 50%.				
1.3	Increase the percentage of students meeting their growth target goals as set by the state department.		The percentage of students meeting their growth target will increase from 32% to 50%.				
Activities of Action Plan		Responsible Person/Groups	Funding Source	Target Date	Evidence of Implementation	Target Goal: Evidence of Effectiveness	Documentation in Google Classroom
Conduct weekly TCMs (Teacher Collaboration Meetings)		Luty	N/A	5/21/2026	<ul style="list-style-type: none"> ● Sign-in sheets ● TCM Agendas 	<ul style="list-style-type: none"> ● Teachers will attend weekly TCMs 100% of the time. ● Increase in quality instruction as noted in walk-through observations. ● Student data analysis. 	Linked PD documents
Participation in District PD for curriculum support		District Administration	Title II	5/21/2026	<ul style="list-style-type: none"> ● Sign-in sheets ● Completed Surveys 	<ul style="list-style-type: none"> ● Increased understanding of standards and curriculum implementation. 	

Ongoing Coaching Support	Holt, Parish, Gillpatrick, Belgard, and Luty	N/A	5/21/2026	<ul style="list-style-type: none"> ● Coaching plans ● Professional Growth Plans ● Walk-through documentation 	<ul style="list-style-type: none"> ● Increase in quality instruction as noted in walk-through observations. ● Increase in proficiency on proficiency exams. 	
Special Education teachers pull students classified in the bottom 25% to provide additional support during electives.	Lass, Thompson, Graves, Weatherford, Beirs, and York	N/A	5/21/2026	<ul style="list-style-type: none"> ● Student report cards ● Student proficiency exams 	<ul style="list-style-type: none"> ● Students increased proficiency among all proficiency exams and LEAP assessments. 	

2025-2026 ELEMENTARY/MIDDLE SCHOOL GOALS

DOMAIN	GOAL(S)	ACTION	PERSON RESPONSIBLE	Documentation in Google Classroom
ELA	<p>Students scoring proficiency on LEAP 2025 will increase from 65% to 71.5%.</p> <p>Students meeting their ELA target score on the LEAP 2025 will increase from 39% to 43%.</p>	<p>TCM: During TCMs, teachers will examine mastery of standards in alignment with student work and determine next steps to bridge gaps between current student performance and mastery levels.</p>	ReBecca Holt	
		<p>RTI: Teachers will identify students not meeting mastery and develop intervention plans for students. Special education teachers will also pull students from the RTI list and remediate in CMC.</p>		
		<p>C&I/Assessment: All teachers will implement updated Guidebooks (Tier I curriculum) and assess students quarterly through proficiency exams.</p>		
Math	<p>Students scoring proficiency on LEAP 2025 will increase from 57% to 62.7%.</p> <p>Students meeting their math target score on the LEAP 2025 will increase from 38% to 42%.</p>	<p>TCM: During TCMs, teachers will examine mastery of standards in alignment with student work and determine next steps to bridge gaps between current student performance and mastery levels.</p>	Kelly Gillpatrick	
		<p>RTI: Teachers will identify students not meeting mastery and develop intervention plans for students. Special education teachers will also pull students from the RTI list and remediate in CMC.</p>		
		<p>C&I/Assessment: All teachers will implement iReady Math (Tier I curriculum) and assess students quarterly through proficiency exams.</p>		
Science	<p>Students scoring proficiency on LEAP 2025 will increase from 40% to 44%.</p>	<p>TCM: During TCMs, teachers will examine mastery of standards in alignment with student work and determine next steps to bridge gaps between current student performance and mastery levels.</p>	Lisa Parish	
		<p>RTI: Teachers will identify students not meeting mastery and develop intervention plans for students.</p>		

		C&I/Assessment: All teachers will implement Amplify Science (Tier I curriculum) and assess students quarterly through proficiency exams.		
Social Studies	Students scoring proficiency on LEAP 2025 will increase from ■ % to ■ %.	TCM: During TCMs, teachers will examine mastery of standards in alignment with student work and determine next steps to bridge gaps between current student performance and mastery levels.	Ericka Luty	
		RTI: Teachers will identify students not meeting mastery and develop intervention plans for students.		
		C&I/Assessment: All teachers will implement Bayou Bridges (Tier I curriculum) and assess students quarterly through proficiency exams.		
Student Attendance	Student attendance will increase from 92.3% to 94% .	Students are incentivized through PBIS rewards.	Pam Frederick	
		Truant students will be turned over to Child Welfare and Attendance for support.		
Teacher Attendance	Teacher attendance will increase from 92% to 95% .	Teachers are recognized monthly and rewarded.	Lisa Parish	
		Teachers with perfect attendance for a month will be allowed to wear jeans every Monday the following month.		
Behavior/PBIS	The amount of expulsion incidences will decrease from 28 incidences to 25 incidences (10% decrease).	Students complete SafeSchools lessons which cover making proper life choices.	Mark Belgard	
		Students are incentivized for positive behavior through PBIS rewards.		
Parental/Community Involvement	Increase the amount of parents engaged at parent/teacher conferences from 6% to 10% .	Community Engagement Coordinator will collaborate with feeder system coordinators to generate ideas on how to increase parental involvement for academics.	Michelle Blaney	
		Additional events taking place on campus at the same time as parent/teacher conferences to encourage parental attendance.		

2025-2026 HIGH SCHOOL GOALS

DOMAIN	GOAL(S)	ACTION	PERSON RESPONSIBLE	Documentation in Google Classroom
LEAP 2025 Algebra I	<p>Students scoring proficiency on LEAP 2025 will increase from 63% to 69%.</p> <p>Students meeting their math target score on the LEAP 2025 will increase from 22% to 24%.</p>	<p>TCM: During TCMs, teachers will examine mastery of standards in alignment with student work and determine next steps to bridge gaps between current student performance and mastery levels.</p>		
		<p>RTI: Teachers will identify students not meeting mastery and develop intervention plans for students. Special education teachers will also pull students from the RTI list and remediate in CMC.</p>		
		<p>C&I/Assessment: All teachers will implement Reveal (Tier I curriculum) and assess students quarterly through proficiency exams.</p>		
LEAP 2025 Geometry	<p>Students scoring proficiency on LEAP 2025 will increase from 46% to 50%.</p> <p>Students meeting their math target score on the LEAP 2025 will increase from 22% to 24%.</p>	<p>TCM: During TCMs, teachers will examine mastery of standards in alignment with student work and determine next steps to bridge gaps between current student performance and mastery levels.</p>		
		<p>RTI: Teachers will identify students not meeting mastery and develop intervention plans for students. Special education teachers will also pull students from the RTI list and remediate in CMC.</p>		
		<p>C&I/Assessment: All teachers will implement Patterson (Tier I curriculum) and assess students quarterly through proficiency exams.</p>		
LEAP 2025 English I	<p>Students scoring proficiency on LEAP 2025 will increase from 45% to 50%.</p> <p>Students meeting their ELA target score on the LEAP 2025 will increase from 24% to 26%.</p>	<p>TCM: During TCMs, teachers will examine mastery of standards in alignment with student work and determine next steps to bridge gaps between current student performance and mastery levels.</p>		
		<p>RTI: Teachers will identify students not meeting mastery and develop intervention plans for students. Special education teachers will also pull students from the RTI list and remediate in CMC.</p>		

		C&I/Assessment: All teachers will implement HMH (Tier I curriculum) and assess students quarterly through proficiency exams.		
LEAP 2025 English II	Students scoring proficiency on LEAP 2025 will increase from 52% to 57% . Students meeting their ELA target score on the LEAP 2025 will increase from 24% to 26% .	TCM: During TCMs, teachers will examine mastery of standards in alignment with student work and determine next steps to bridge gaps between current student performance and mastery levels.		
		RTI: Teachers will identify students not meeting mastery and develop intervention plans for students. Special education teachers will also pull students from the RTI list and remediate in CMC.		
		C&I/Assessment: All teachers will implement HMH (Tier I curriculum) and assess students quarterly through proficiency exams.		
LEAP 2025 Biology	Students scoring proficiency on LEAP 2025 will increase from 31% to 34% .	TCM: During TCMs, teachers will examine mastery of standards in alignment with student work and determine next steps to bridge gaps between current student performance and mastery levels.		
		RTI: Teachers will identify students not meeting mastery and develop intervention plans for students.		
		C&I/Assessment: All teachers will implement OpenSciEd (Tier I curriculum) and assess students quarterly through proficiency exams.		
LEAP 2025 U.S. History	Students scoring proficiency on LEAP 2025 will increase from 26% to 29% .	TCM: During TCMs, teachers will examine mastery of standards in alignment with student work and determine next steps to bridge gaps between current student performance and mastery levels.		
		RTI: Teachers will identify students not meeting mastery and develop intervention plans for students.		
		C&I/Assessment: All teachers will implement Louisiana framework (Tier I curriculum) and assess students quarterly through proficiency exams.		
LEAP 2025 Civics	Students scoring proficiency on LEAP 2025 will increase from █ % to █ %.	TCM: During TCMs, teachers will examine mastery of standards in alignment with student work and determine next steps to bridge gaps between current student performance and mastery levels.		

		RTI: Teachers will identify students not meeting mastery and develop intervention plans for students.		
		C&I/Assessment: All teachers will implement Foundations of Freedom (Tier I curriculum) and assess students quarterly through proficiency exams.		

1.3. Strategies for Improvement

Provide a description of schoolwide strategies that the school is implementing to: 1) use methods and instructional strategies that strengthen the academic program in the school; 2) increase the amount and quality of learning time; 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 4) include interventions and strategies to increase student achievement underperforming subgroups. Be sure to address all four strategies and identify the **Believe to Achieve: Educational Priorities** the school will target in the narrative.

Content Area(s):			
Objective(s):		<ol style="list-style-type: none"> 1. Increase the number of highly effective teachers as measured by the Louisiana Educator Rubric. 2. Increase the percentage of students meeting their growth target goals among students classified as the bottom 25%. 3. Increase the percentage of students meeting their growth target goals as set by the state department. 	
Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
<p>Guaranteed and viable curriculum (what will be taught):</p> <ul style="list-style-type: none"> ● Tier I curriculum and high quality instructional materials will be implemented in each core content classroom. 	<ul style="list-style-type: none"> ● HQIM evidence noted during walk-through and formal observations. ● Increased percentages of proficiency throughout quarterly proficiency exams and end of the year LEAP assessments. 	District Instructional Funds	
<p>Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs):</p> <ul style="list-style-type: none"> ● Daily learning intentions will be assessed in alignment to mastery of the standards. Adjustments to 	<ul style="list-style-type: none"> ● HQIM evidence noted during walk-through and formal observations. ● Increased percentages of proficiency throughout quarterly proficiency exams and end of the year LEAP assessments. ● Effective collaboration among teachers during TCMs. 	District Instructional Funds	

<p>instruction will be made based on the results of these daily assessments.</p> <ul style="list-style-type: none"> ● District quarterly exams will be administered and utilized to inform instruction. ● TCMs (Teacher Collaboration Meetings) will be conducted weekly to discuss mastery of standards and examine student work. 			
<p>Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration):</p> <ul style="list-style-type: none"> ● High school schedule encompasses a 30-minute targeted intervention/acceleration period daily. ● Junior high students in the bottom 30% will be targeted and pulled during elective courses to provide interventions. 	<ul style="list-style-type: none"> ● Effective identification of students requiring intervention/acceleration by teachers during TCMs. ● Effective strategies for student remediation being identified and utilized. 	<p>Funding not required</p>	

1.4. Student Support Services

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

Student Support Services			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
<ul style="list-style-type: none"> • Buckeye High School uses screening and assessment data to make instructional decisions and/or to refer a student to the SBLC for additional classroom support. • A teacher sponsors a Healthy Living club that utilizes a Healthy Behaviors Grant. This grant seeks to prevent and reduce tobacco use, substance and alcohol abuse, and overweight/obesity by focusing on changing policy, social norms and environments in Central Louisiana. • Once a student is identified as needing behavioral support, a referral will be made to the feeder system Behavior Strategist. The Behavior Strategist will use social skills curriculum to support targeted students. • Every student is required to complete the SafeSchools Training Student Courses assigned by the district. These courses provide high quality and engaging online modular courses for students to help keep them safe and to ultimately positively impact the school culture. • Students sent to the in-school suspension (ISS) are assigned Ripple Effect lessons. Ripple Effect Whole Spectrum Multi-tiered Intervention System provides personalized, trauma-informed, culturally responsive behavior support for students. 	<ul style="list-style-type: none"> • A decrease in students requiring behavioral, social-emotional, and academic assistance. 	<ul style="list-style-type: none"> • General Fund • IDEA 	

1.5. Student Opportunities

Provide a description of schoolwide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable [Believe to Achieve: Educational Priorities](#).

Student Opportunities			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
<ul style="list-style-type: none"> To support college and career readiness, students are purposefully placed in courses that offer opportunities for industry-based certifications, Advanced Placement (AP), or dual enrollment credit. Every student on the JumpStart pathway earns at least a foundational credential, while most students pursuing the TOPS University pathway graduate with earned college credit. Additionally, a major school-wide priority is improving student ACT performance, as higher scores increase eligibility for state-funded postsecondary education at technical schools or universities. 	<ul style="list-style-type: none"> All students are prepared for careers and/or postsecondary education. 	<ul style="list-style-type: none"> General Fund CTE Funds 	

1.6. Multi-Tiered Systems of Support (MTSS) for Behavior

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in [Believe to Achieve: Educational Priorities](#), including [coordinated early intervening services \(CEIS\)](#) under the Individuals with Disabilities Education Act (IDEA), if applicable.

Multi-Tiered Systems of Support for Behavior			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
<ul style="list-style-type: none"> The school fosters a nurturing and inclusive learning environment where students build social, emotional, and academic competencies that promote personal responsibility and long-term success. Through the MTSS/SBLC process, students in need of additional support are identified, tiered, and provided with individualized intervention plans to address their specific needs. Additionally, the Healthy Behaviors Grant supports our efforts to create a healthier school community by addressing risk factors such as tobacco use, substance and alcohol abuse, and obesity. By promoting policy change, positive social norms, and supportive environments, the initiative equips students, staff, and teachers with the knowledge and tools to make informed decisions that lead to healthier lifestyles. 	<ul style="list-style-type: none"> Targeted students receive ongoing support aligned with their individual goals, resulting in measurable progress, reduced behavioral incidents, and improved social-emotional outcomes. 	<ul style="list-style-type: none"> General Fund IDEA 	

1.7. Professional Development

Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support

Believe to Achieve: Educational Priorities and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.

Professional Development			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
<ul style="list-style-type: none">Teachers engage in ongoing, high-quality professional development throughout the year to enhance instructional practices and student outcomes. This includes weekly Teacher Collaboration Meetings (TCMs), district-led trainings at the start of the school year, periodic in-service sessions, and targeted curriculum support provided by both the district and curriculum vendors.	<ul style="list-style-type: none">High quality effective instruction occurring dailyIncrease in teachers considered highly effective as rated on the Louisiana Educator Rubric.	<ul style="list-style-type: none">General FundTitle II Fund	

1.8. Student Transition

Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.

Student Transition			
Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation in Google Classroom
<p>To support early planning and high school readiness, 8th grade students participate in individualized meetings with high school counselors each spring to create their freshman schedules and explore graduation pathway options.</p> <p>Middle school students also have multiple opportunities to earn Carnegie Units before entering high school. In 7th grade, students take Computer Science, while 8th grade students enroll in Quest for Success. Additionally, eligible 8th graders may take Algebra I and/or Spanish I, further accelerating their academic progress and high school preparedness.</p>	<p>Students enrolling in high school with two or more Carnegie Units.</p>	<ul style="list-style-type: none">• General fund• CTE fund	

Additional Parental/Family Involvement and Community Activities (other than those included in Academic Goals)

Federal Program's Family Involvement and Community Goal(s):	<p>The district will work to:</p> <ol style="list-style-type: none"> 1. Ensure that caregivers have the necessary knowledge and skills to be proactive advocates for their children and provide meaningful and varied opportunities to become involved in supporting their children's academic achievement. 2. Provide caregivers with continuous feedback on the progress of their child so that they may fully participate as educational partners, and ensure that their child will attain the district goal of achieving a high school diploma and the skills and dispositions to be college and career ready. 3. Provide caregivers with multiple opportunities to be engaged educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of families.
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	Action Steps	Persons Responsible	Target Date(s)/ Timeline	Funding Source(s) and Cost	Evidence of Effectiveness (indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)	Documentation in Google Classroom (List docs)
<p>Weakness(es): While the school offers various communication methods and activities to encourage parent involvement, engagement specifically related to students' academic progress remains limited. Parents regularly participate in athletic and social events; however, increased efforts are needed to strengthen their involvement in academic-related initiatives.</p>	<ol style="list-style-type: none"> 1. Host an Open House for parents and students to attend. Include the "What is Title I" meeting at Open House. 2. Create a Panther Parent Connect document containing quarterly standards and success criteria for each course. This document will be created each quarter and shared with parents. 3. Provide opportunities for parent/teacher conferences as scheduled by the district and by appointment. Hold high school class parent informational meetings during the same time 	<ol style="list-style-type: none"> 1. ReBecca Holt/ Ericka Luty 2. Ericka Luty 3. ReBecca Holt 	<ol style="list-style-type: none"> 1. 8/7/25 2. 8/11/25 3. Week of 10/13/25 and Week of 2/09/26 	<p>-General fund</p> <p>-Title I Parental Engagement fund</p>	<ol style="list-style-type: none"> 1. Sign in sheets monitored by Mrs. Holt will indicate an increase in parental engagement. 2. Panther Parent Connect documents will be posted via email, social media and the school website quarterly. 3. Sign in sheets monitored by Mrs. Holt will indicate an increase in parental engagement. 	

<p>Objective(s): Increase academic engagement among parents.</p>	<p>frame to encourage additional parents on campus. Invite food trucks to set up during conferences.</p> <p>4. The student council will create a video explaining the new OnCourse system and all of the information parents can receive through their app.</p> <p>5. Provide opportunities for parents to become involved through PTO.</p>	<p>4. Sami Dryden</p> <p>5. Elizabeth Jenkins (President of PTO)</p>	<p>4. 9/8/25</p> <p>5. 10/20/25</p>		<p>4. Video will be uploaded to social media sites and an increase of parent and student logins will be evident on OnCourse log in reports.</p> <p>5. Mrs. Jenkins will provide information to the parents and engage them in the multiple fundraisers and events held on campus.</p>	
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