



Title I Site Plan 2024-2025 School Year (FY25)

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| School Name | Van Buren |
| Principal's Name | Joselyn Lundy |
| Principal's Email | jclundy@okcps.org |
| School Phone Number | 405-587-2000 |

Parent and Community Stakeholder Involvement

As the school principal, I certify that:

- the plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, schools staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **ESSA, Section 1114(b)(2)**
- The plan is available to the local educational agency, parents, and the public, and the information contained in such a plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **ESSA, Section 1114(b)(4)**
- The school meets the requirements of Section 1116 of ESSA, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. **ESSA, Section 1116(b-g)**

Describe the strategies your school is using to increase family and community involvement.

Based upon the results of the Needs Assessment, what specific strategies will be utilized to increase family and community involvement, particularly among those who represent the most at-risk students?

Building effective two-way communication with our families to ensure stronger family engagement will be a focus for the year. We will continue to strengthen our strategies, policies, and procedures to reach all families in our school community. We aim to increase our engagement between staff and families in positive and valuable ways. Our leadership team would like to focus on creating additional opportunities for families to engage with the staff and the school through additional events showcasing our students and their work. This aims to foster a welcoming environment and creates a communication pipeline of what is happening in the school that families can actively participate with staff as partners. Another focus area for our Family Engagement plan is to connect learning at home and school. We will develop the understanding our families have of the learning programs and expected learning outcomes across our school. Our leadership team also determined that additional attendance incentives should be explored and implemented for increased participation in our Family Nights. Parent feedback indicated that streamlining communication and providing additional modes would be helpful, for example ensuring all teachers are using similar platforms to communicate.

How will parents and community stakeholders be involved in the development, monitoring and implementation of the Title I School-wide plan and how will they be advised of school decisions regarding the Title I program?

According to our needs assessment data, we will continue developing monthly touchpoints for effective and consistent communication to parents and stakeholders. This will include continuing to foster a positive and welcoming environment with an open door policy for parents and stakeholders to discuss ideas and/ or concerns, parent newsletter, parent/ stakeholder surveys, utilizing family engagement events as an opportunity to meet with parents and communicate about our learning programs, expected learning outcomes and how we are working towards established focus goals etc. Parent participation in developing the plan is already established. Ensuring their input is voiced and considered in creation of plan and their accountability is sought in the implementation of our plan is critical. We will print necessary communication to be sent out to families including information about programming, community partnerships and resources, etc.

How was the Title I School-wide Plan, as well as all communication regarding its development, evaluation, and revision processes made available in languages and formats accessible for every family and community stakeholder of the school?

Our year will begin with a parent Title I meeting in which we will review our Title I plan and Needs Assessment information. We will continue open discussion of Title I plans and expenditures throughout the school year, through the use of mail outs, parent meetings, and parent involvement nights (Reading, Math, Steam). Additionally, we will post information regarding Title 1 and necessary processes on our school website. Materials and supplies for Reading, Math, and Steam parent nights.(paper, toner, ink, supplies for interactive stations for parent and student engagement with content)

How was the school vision and mission for student success collaboratively developed based on the beliefs and values of the school community, including families and community stakeholders who represent the most at-risk students?

Van Buren has chosen to align the campus vision and mission statements with those of Oklahoma City Public Schools.

Comprehensive Needs Assessment

As the school principal, I certify that:

- The Title I School-wide Plan was developed based on a Comprehensive Needs Assessment of the entire school that took into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who were failing, or were at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency. **ESSA, Section 1114 (b)(6)**

Describe the outcomes of the school's Comprehensive Needs Assessment, as well as a description of the data sources used in the process. The results should include detailed analysis of all student subgroups, and examination of student, teacher, school and community strengths and needs, and a summary of the priorities that will be addressed in the Title I School-wide Plan.

Identify data sources used including Performance, Perception, and Demographic data from a variety of sources and provide detailed analysis including student subgroups.

NWEA Data (BOY, MOY, EOY), District Benchmark data (BOY, MOY, EOY), CFAs, 9 Essential Element Survey, PBIS Survey, and OSTP scores are the data sources considered when collecting a detailed snapshot of our school.

Benchmark assessment results which are desegregated into sub groups; low SES, Special Education, ELL, ethnicity, and are weighed as per the state. The data is consistently reviewed by administration, instructional coach, ProActive Ed Collaborators, and faculty and is used to drive instruction.

Our analysis indicates that of our focus subgroups in math are Black and Special Education Students. In reading our focus subgroups are Multi-racial and Special Education Students.

Identify areas of strength and areas of need for students, teachers, and the school community.

Strengths:

We look to expand Parent outreach this year through added Parent Nights and exhibitions of learning. We plan to include student performances with these events to increase parent participation.

Teachers care about students and inspire their best efforts.

Continued support through our ProActive Ed Collaboration.

Strong site based professional development in curriculum mapping, Integrated Curriculum, Project Based Learning, Science of Reading, and small group instruction. (site based PD stipends, benefits, professional development resources (i.e.- books for book study).

Collaboration with A+ Arts Integration to advance student success across content areas. (A+ training, stipends, benefits)

Areas of need:

Our focus subgroups for math will be our Black and Special Education students. In reading our focus subgroups will be our Multi-Racial and Special Education students. We will continue developing our differentiated instruction to ensure we are delivering strong Foundations of Reading programming incorporating the Science of Reading. As well as providing small group and Tier 2 and 3 interventions to our students requiring additional supports. We must continue to implement specific interventions and develop monitoring systems for intervention delivery and effectiveness, in addition to modifying direct instruction to meet the needs of our students and incorporating more critical thinking and problem solving structures through Project Based Learning are necessary to increase the rigor for our students. (project based learning supplies, intervention kits, math and reading manipulatives, classroom supplies) We also believe adding additional para support will help us in our efforts to meet individual students needs through increasing small group work. (para position).

Continuing to develop our Family Outreach programming is a need for the upcoming school year. We want to engage our families even more building a strong home to school connection. This will include specific strategies to increase our Parent Night campaigns and continue to involve hands-on opportunities for parents and students to engage together. (Parent night manipulatives, school supplies, and supplemental reading materials).

Continued implementation of our awards/recognition assemblies and House systems.. (Paper and ink)

Identify the priorities for the school which are aligned with the needs identified in the Needs Assessment.

1. Instructional coach

2. ProActive Ed collaboration

3. Supplemental curriculum: Math intervention kits, decodable reader supplements, school supplies, content rich books to supplement, and student manipulatives for math and reading.
4. Professional development stipends and benefits; A+ Arts Integration stipends, staff book studies, leadership team stipends, lead teacher stipends, and benefits)
5. Parent involvement; parent night manipulatives, stipends, and benefits
6. Parent and stakeholder communication; paper, toner, envelopes and postage, printers for providing parent communication
7. Labor and repair of existing technology
8. Intervention programming and resources
9. Para support

What evidence will show that the school's Title I School-wide Plan and cycle of continuous improvement have improved outcomes for all students, particularly those most at-risk?

Teacher and student data notebooks will have weekly, monthly, and quarterly data which will be used to drive instruction. PLCs will be centered around next steps based on data which includes MasteryConnect assessments, district provided formative assessments, Cognitive Toybox, District Benchmarks, NWEA, data and grade level created common formative assessments.

Students receiving TIER II and TIER III instruction will be tracked to determine the effectiveness of these additional measures.

The Instructional Coach and ProActive Ed collaborator will spearhead and work directly with teachers and administrators to collaboratively determine the effectiveness and needed adjustments to these additional measures.

School-wide Plan Strategies

As the school principal, I certify that the Title I School-wide Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- provide opportunities for all children, including each of the subgroups of students (as defined in Section 1111 (c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. **ESSA, Section 1114 (B)(7)(A)(iii)**
- provide professional development and other activities for teachers, paraprofessionals and other school personnel to improve instructional and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects;
- be evidence-based as defined in **ESSA, Section 8101 (21)(A).**

Describe the strategies the school will use to upgrade the entire educational program in order to improve the achievement of the lowest performing students, including how and when these strategies will be implemented. These strategies should be linked to areas identified in the Comprehensive Needs Assessment and the site budget.

What evidence-based interventions, strategies and activities will be used to provide an enriched and accelerated curriculum for all students that will result in significant improvements in student learning?

Professional development provided by our instructional coach will help teachers facilitate the implementation of differentiated instruction based on subgroups and students need to obtain mastery of state standards. We will also conduct site based PD in the Science of Reading, small group instruction, and Project Based Learning. Based on end of year assessment (23-24) and beginning of the year assessments; teachers, administrators, ProActive Ed collaborator, and instructional coach will desegregate student data in order to develop a targeted instructional plan for individual students and subgroups. Students will have tiered instruction, and small group differentiated instruction.

Effective Tier I instruction based on professional development provided by instructional coach, ProActive Ed collaborators, administrators, campus leadership team, and district personnel.

Daily implementation of small groups (utilizing targeted manipulatives and differentiated instruction) will be ongoing to facilitate mastery of state standards. Structuring building wide intervention programming to close specific student achievement gaps will be implemented.

Identify clear criteria for student participation in a tiered model of intervention services that will address and prevent behavior problems and develop and improve school culture.

PBIS is the OKCPS framework for assisting school personnel in adopting and organizing a three-tiered evidence-based system that addresses academics and behavior. It helps to improve and integrate data, systems, and practices affecting student outcomes.

PBIS creates a positive, predictable, and safe environment that promotes success for all stakeholders.

Site Professional Development Plan

Each site should complete a Professional Development Plan for the school year based on areas of need identified in the Title I Comprehensive Needs Assessment. This Plan should be comprehensive in nature and include all Professional Development funding sources provided to the school.

Funding Source: Identify what funding source will pay for the PD activity.

Date: Date or date range that the PD activity will take place.

PD Activity/Description: Include the name of the activity along with information such as target audience, registration fees, training products purchased, trainer fees, stipends, etc.

Number of Staff Trained: Include all staff members that will participate in the PD activity.

Total Costs: Provide a total of the funds used to pay for the PD activity.

| Funding Source | Date(s) of PD Activity | PD Activity/Description | Number of Staff Trained | Budgeted Cost |
|----------------|------------------------|---|-------------------------|---------------|
| 511 | 7/29/2024-5/23/2025 | ProActive Ed | 40 | \$30,000 |
| 511 | 7/29/2024-5/23/2025 | A+ Arts Integration | 40 | \$3,000 |
| | TBD | WIDA Training provided by District Personnel | 40 | 0.00 |
| 511 | 7/29/24-5/23/25 | Site Based PD: Project Based Learning, Small group instruction, and incorporating manipulatives into math instruction | 40 | \$5,000 |
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Coordination and Integration

As the school principal, I certify that:

- If appropriate and applicable, the Title I School-wide Plan was developed in coordination and integration with other Federal, State, and local services, resources, and programs, and the Title I School-wide Plan outlines the ways in which funds are to be braided. **ESSA, Section 1114 (b)(5)**

List the funding sources used (e.g., Title III, Part A, donations, competitive grants, etc.), then describe the ways in which the funds are to be braided in the Title I School-wide Program.

Identify all funding sources for the school and describe how these resources are leveraged (e.g., fiscal, human, time) to improve student outcomes.

Our site utilizes Title I funding and Student Activity Funds, to improve student outcomes through supplemental classroom materials and library resources. To improve teacher effectiveness we utilize Title 1 funding to provide an instructional coach and an Ahead of the Class collaborator for all faculty. Student activity funds are primarily utilized to put needed materials in the hands of students. Professional development will be provided throughout the school year to target needed areas of growth based on current data.

Describe how all funding sources are utilized to support the Title I School-wide Program.

All funding sources are designated to foster student achievement and academic growth through a variety of educational strategies.

Evaluation and Plan Revision

As the school principal, I certify that:

- The Title I School-wide Plan will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **ESSA, Section 1114 (b)(3)**

Describe how the school, with assistance from the LEA, will annually evaluate the implementation of, and results achieved by, the Title I School-wide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the Title I School-wide program has been effective in increasing the achievement of students in meeting the State's academic standards particularly for those students who had been furthest from achieving the standards; and how the school will revise the Title I School-wide Plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the Title I School-wide Program.

How will the school leadership include all stakeholders to regularly monitor high quality implementation of the Title I School-wide Plan based on short and long-term goals for student outcomes?

Data will be collected and reviewed weekly during PLC time in order to make adjustments with the delivery of instruction and instructional practices. Administration, Instructional Coach, Team Leads, and Ahead of the Class collaborator will analyze and desegregate all student data with individual teachers so that standard based instruction is implemented for targeted student success. Data will be displayed and transparent throughout the building for all stakeholders.

What processes will be used to monitor effectiveness of the Title I School-wide Plan and revise as necessary to increase student learning?

Schoolwide data will be monitored weekly through our PLC meetings and information will be gathered and available for all stakeholders. Adjustments will be made via our administrators, ILD, site leadership team, instructional coach, and district Title I office. Adjustments will be made, if needed, during district provided open revision times.