

Fort Worth Independent School District
064 Leadership Academy at Forest Oak 6th Grade
2023-2024 Improvement Plan



Mission Statement

*Preparing **ALL** students for success in college, career, and community leadership.*

Vision

Igniting in Every Child a Passion for Learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Leadership Academy at Forest Oak 6 enrollment consists of 321 students. The demographics consists of 60% Hispanic, 33% African American, and 3% White/Other. The attendance is 92.7%. Student discipline consists of 145 referrals which is 22% of students. 13% of students are enrolled in special education. About 30% of teachers are new to the campus while others have been with LAN for more years. The teacher-student ratios are 13.7

Demographics Strengths

Diversity is present for both staff and students. Diversity is celebrated and represented across the campus. The ethnic backgrounds are consistent with the previous years and continue to increase with the Hispanic population. The At-risk numbers are consistent. The campus monitors student group data and continues accelerating student group achievement. The campus has shown evidence of student growth by student groups in both reading and math achievement. Leadership Academy at LAFO6 is a thriving neighborhood school serving all students to the highest potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus has seen 22% of students enrolled receive referrals. A total of 145 referrals. **Root Cause:** Students lack social and emotional support and react to challenges without the emotional tools needed

Problem Statement 2 (Prioritized): Only 10% of African American students are on meets grade level on math per Spring 2023 **Root Cause:** Students have large instructional gaps in math

Student Learning

Student Learning Summary

MOY MAP GROWTH MATH

- Grade 6 had higher projected achievement and higher growth than comparisons (growth was +14%pts higher.
- Math showed very slight improvements relative to last year (+2% pts in growth and Meets) and had higher growth and achievement than comparison sixth-grade
- Overall, MOY scores are very similar to last year's
- In Math, Meade's class had 61% of students in low-growth quintiles
- With the exception of Peoples's class, most teachers had around half or more of students in low-growth quintiles
- In both Reading and Math, LAFO 6 had far higher percentages of students in high-growth quintiles

MOY MAP GROWTH READING

- Reading showed a slight decline in achievement and a slight increase in growth, and growth was much greater than at comparisons schools
- In both Reading and Math, LAFO 6 had far higher percentages of students in high-growth quintiles

Student Learning Strengths

MOY MAP GROWTH MATH

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MOY MAP GROWTH READING

- Reading showed a slight decline in achievement and a slight increase in growth, and growth was much greater than at comparisons schools
- In both Reading and Math, LAFO 6 had far higher percentages of students in high-growth quintiles

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 15% of students are on meets grade level for reading according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

Problem Statement 2: Only 14% of students are on meets grade level for math according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction

School Processes & Programs

School Processes & Programs Summary

The Leadership Academy at Forest Oak 6 is a part of the Leadership Academy Network. The curriculum and instruction are designed and tailored to students in the Network. Literacy and Math both have models that have been designed specifically for students in the Network. Campus Instructional Coaches work in collaboration to design Instructional Planning Calendars that outline student expectations that need to be mastered and retaught. The campus front loads professional development prior to school starting in August that is focused on best instructional practices, curriculum, and monitoring of student progress. Leadership teams work together with Master Teachers for the implementation of campus initiatives. Campus systems have been developed and established for high communication, scheduling, and support levels.

School Processes & Programs Strengths

The campus has a solid administrative and instructional team to support classroom learning. Curriculum is designed, and instructional coaches for all content areas support the growth of teachers in classrooms. Campus designs weekly assessments and tracks student learning through DOLs daily. Campus has high-performing teachers in the tested content areas who continue demonstrating growth through the coaching model. Campus utilizes the LAN Teacher Development System to improve teacher performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Discipline consists of 22% of students enrolled with referrals. A total of 145 referrals. **Root Cause:** Campus does not have systems to be proactive with student behavior. Campus systems lack during transitions.

Problem Statement 2: Teacher retention at this campus has been a challenge. Only 65% of teachers have been retained. **Root Cause:** Teachers feel overwhelmed by student behavior and lack of safety systems.

Perceptions

Perceptions Summary

My supervisor, or someone at work, cares about me as a person - 100%

I know what is expected of me at work. - 85%

I have the materials & equipment to do my work well.- 56%

The mission/purpose of LAN makes me feel my job is important.- 89%

Overall Org Health Avg - 76%

Perceptions Strengths

My supervisor, or someone at work, cares about me as a person - 100%

I know what is expected of me at work. - 85%

I have the materials & equipment to do my work well.- 56%

The mission/purpose of LAN makes me feel my job is important.- 89%

Overall Org Health Avg - 76%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 63% of Teachers receive feedback on their teaching, while 96% of teachers find feedback valuable. **Root Cause:** Administrators are not finding the time to walk classrooms and provide teachers with feedback.

Problem Statement 2: 32% of teachers feel that they have no input in professional learning **Root Cause:** Teachers are not being the opportunity to provide feedback

Priority Problem Statements

Problem Statement 1: Campus has seen 22% of students enrolled receive referrals. A total of 145 referrals.

Root Cause 1: Students lack social and emotional support and react to challenges without the emotional tools needed

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 10% of African American students are on meets grade level on math per Spring 2023

Root Cause 2: Students have large instructional gaps in math

Problem Statement 2 Areas: Demographics

Problem Statement 3: Only 15% of students are on meets grade level for reading according to MOY MAP Growth

Root Cause 3: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Discipline consists of 22% of students enrolled with referrals. A total of 145 referrals.

Root Cause 4: Campus does not have systems to be proactive with student behavior. Campus systems lack during transitions.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 63% of Teachers receive feedback on their teaching, while 96% of teachers find feedback valuable.

Root Cause 5: Administrators are not finding the time to walk classrooms and provide teachers with feedback.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

District Goals

District Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: By June of 2024, 60% of students in grade 6 will meet or exceed growth targets as measured by MAP Growth Adaptive Assessment from BOY to EOY for Literacy.

High Priority

Evaluation Data Sources: MAP

Strategy 1: Year 2 implementation of the literacy model using Scholastic and book clubs.

Strategy's Expected Result/Impact: Increase growth in MAP scores and STAAR Reading.

Staff Responsible for Monitoring: Dean of Literacy and reading teachers.

Title I:

2.4

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 2 - Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: The campus will have weekly data meetings during PLCs to review campus and district data. The data analyst will facilitate the data meetings, and review and desegregate data to assist teachers with developing instructional plans for their students. Intended Audience: All math and reading teachers, instructional coaches, and the Dean of Literacy Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: LAN Team Delivery Method: On campus Funding Sources: Data Analyst Salary - Title I (211) - 211-13-6411-04N-064-30-510-000000-24F10 - \$83,000		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: All teacher's lesson plans will be submitted and will include writing and/or reading, instructional practices, activities, and assessments that will be aligned with the rigor of the standard. Intended Audience: Teachers / TA's / Tutors Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: LAN Team Delivery Method: On Campus Funding Sources: General Supplies - CTE (199 PIC 22) - - \$1,912, Tutors - SCE (199 PIC 24) - 199-32-6127-001-064-24-273-000000- - \$4,913, Extra Duty for Teachers / TA's - Title I (211) - 211-13-6411-04N-064-30-510-000000-24F10 - \$34,337.58	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Only 10% of African American students are on meets grade level on math per Spring 2023 Root Cause: Students have large instructional gaps in math
Student Learning
Problem Statement 1: Only 15% of students are on meets grade level for reading according to MOY MAP Growth Root Cause: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

District Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: By June of 2024, 65% of students in grade 6 will meet or exceed the growth target as measured by MAP Growth Adaptive Assessment from BOY to EOY.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP

Strategy 1: Year 2 implementation of Carnegie using the teacher and student consumables and Mathia.

Strategy's Expected Result/Impact: Increase growth in MAP scores and STAAR math.

Staff Responsible for Monitoring: Instructional math coach and campus leadership team

Title I:

2.4





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Teachers will utilize math manipulatives in the classroom when providing Tier 1 instruction. Intended Audience: Math teachers Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: LAN Team Delivery Method: On Campus Funding Sources: - CTE (199 PIC 22) - - \$1,912, Manipulatives - Gifted & Talented (199 PIC 21) - - \$614, Manipulatives - SPED (199 PIC 23) - - \$3,213		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Only 15% of students are on meets grade level for reading according to MOY MAP Growth **Root Cause:** Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction.

District Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: By June of 2024, 35% of students will be at the Meets Level in Reading and Math as measured by STAAR.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR

Strategy 1: All reading and math teachers will meet daily in PLCs to plan, model, and develop aligned lesson plans and assessments.

Strategy's Expected Result/Impact: 100% of teacher lesson plans will include differentiation to meet the needs of high-performing students and push our Tier 3 students.

Staff Responsible for Monitoring: Campus Leadership Team

Title I:

2.4

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Lesson plans will include engaging, differentiated instruction using a variety of resources and materials to increase the number of students in meets for Reading and Math. Intended Audience: Math and Reading Teachers Provider / Presenter / Person Responsible: Campus Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: LAN Team Delivery Method: On Campus		Formative			Summative
		Nov	Jan	Mar	June
<div><div>0%</div>No Progress</div> <div><div>100%</div>Accomplished</div> <div><div>→</div>Continue/Modify</div> <div><div>✗</div>Discontinue</div>					

School Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: 63% of Teachers receive feedback on their teaching, while 96% of teachers find feedback valuable. **Root Cause:** Administrators are not finding the time to walk classrooms and provide teachers with feedback.

District Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: By June 2024, the campus will increase the number of parent engagement events by 10% to increase parental involvement on the campus.

High Priority
Evaluation Data Sources: Qualtrics

Strategy 1: Increase communication with the families using Blackboard and social media.

Strategy's Expected Result/Impact: Increase the number of parents attending school events
Staff Responsible for Monitoring: Campus Leadership Team and Family Engagement Specialist

Title I:
4.2
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Send out a weekly newsletter to families highlighting students, mentoring programs at the school, counselor's corner, and upcoming events. Intended Audience: Parents/guardians and families Provider / Presenter / Person Responsible: Campus Leadership Team and Family Engagement Specialist Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: LAN Team Delivery Method: On Campus Funding Sources: Parent Engagement - Parent Engagement - 211-61-6499-04L-064-30-510-000000-24F10 - \$2,400				
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

School Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Campus has seen 22% of students enrolled receive referrals. A total of 145 referrals. **Root Cause:** Students lack social and emotional support and react to challenges without the emotional tools needed

School Processes & Programs

Problem Statement 1: Discipline consists of 22% of students enrolled with referrals. A total of 145 referrals. **Root Cause:** Campus does not have systems to be proactive with student behavior. Campus systems lack during transitions.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Data Analyst Salary	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-064-30-510-000000-24F10	\$83,000.00
1	1	1	2	Extra Duty for Teachers / TA's	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-064-30-510-000000-24F10	\$34,337.58
Sub-Total							\$117,337.58
Budgeted Fund Source Amount							\$117,337.58
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Tutors	Tutors without degree	199-32-6127-001-064-24-273-000000-	\$4,913.00
Sub-Total							\$4,913.00
Budgeted Fund Source Amount							\$4,913.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Parent Engagement	Snacks for Parents to promote participation	211-61-6499-04L-064-30-510-000000-24F10	\$2,400.00
Sub-Total							\$2,400.00
Budgeted Fund Source Amount							\$2,400.00
+/- Difference							\$0.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Manipulatives	GENERAL SUPPLIES		\$614.00
Sub-Total							\$614.00
Budgeted Fund Source Amount							\$614.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	General Supplies	GENERAL SUPPLIES		\$1,912.00
2	1	1	1		GENERAL SUPPLIES		\$1,912.00
Sub-Total							\$3,824.00
Budgeted Fund Source Amount							\$3,824.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Manipulatives	GENERAL SUPPLIES		\$3,213.00
Sub-Total							\$3,213.00
Budgeted Fund Source Amount							\$3,213.00
+/- Difference							\$0.00
Grand Total Budgeted							\$132,301.58
Grand Total Spent							\$132,301.58
+/- Difference							\$0.00

Addendums

Title I: Parent-Student-Teacher Compact of Shared Responsibilities

The Leadership Academy at Forest Oak

SCHOOL MISSION: Our mission is to prepare all students to become astute leaders who are college, career, and workforce ready.

PARENT/GUARDIAN AGREEMENT

I want my child to reach his/her full academic potential; therefore, I will do the following to support my child's learning:

- ☐ Have on-going communication with my child's school; including parent-teacher conferences, and signing up for Parent Portal.
- ☐ See that my child attends school regularly and arrives on time and is picked up on time.
- ☐ Supports the school staff and respects the cultural differences of others.
- ☐ Help to make positive use of extracurricular time.

Parent/Guardian Signature _____ Date: _____

STUDENT AGREEMENT

It is important that I do the best that I can; therefore, I will do the following:

- ☐ Come to school each day on time with my work completed and have the necessary supplies.
- ☐ Always work to the best of my ability.
- ☐ Believe that I can learn and I will learn.
- ☐ Obey all school rules, routines, and procedures.
- ☐ Show respect for my school, myself, other students, and staff members.
- ☐ Be considerate of cultural differences.

Student Signature _____ Date: _____

SCHOOL AGREEMENT

The entire school staff will share the responsibility for improved student achievement; therefore, we will do the following:

- ☐ Hold parent/teacher conferences.
- ☐ Send frequent reports to parents on their child's progress and regularly update the on-line grading book.
- ☐ Provide opportunities for parents to volunteer at the school.
- ☐ Provide an environment conducive to learning.
- ☐ Respect the student, their parents, and the diverse culture of the school.

Teacher Signature _____ Date: _____

Título I: Contrato entre los Padres – Estudiantes - Maestros

Responsabilidades compartidas

Escuela Primaria De Forest Oak

MISIÓN DE LA ESCUELA: Nuestra misión en la primaria de Forest Oak es la de preparar y animar a los estudiantes a convertirse en aprendices de por vida y ser ciudadanos productivos mientras acogemos a una población diversa que incluye a los padres y a los miembros de la comunidad.

ACUERDO DE LOS PADRES/GUARDIANES

Quiero que mi hijo/a alcance su mayor potencial académico; por lo tanto voy a hacer lo siguiente para apoyar el aprendizaje de mi hijo/a:

- ☐ Tener comunicación continua con la escuela de mi hijo; incluidas conferencias de padres y maestros e inscripción al Portal para padres.
- ☐ Ver que mi hijo asista a la escuela regularmente, llegue a tiempo y sea recogido a tiempo.
- ☐ Apoya al personal de la escuela y respeta las diferencias culturales de los demás.
- ☐ Ayudar a hacer un uso positivo del tiempo extraescolar.

Firma del padre/guardián _____ Fecha: _____

ACUERDO DEL ESTUDIANTE

Es importante que yo haga el mejor trabajo que pueda, por lo tanto haré lo siguiente:

- ☐ Venir a la escuela todos los días a tiempo, con mi tarea hecha y todos los útiles que voy a necesitar.
- ☐ Siempre tratar de hacer el mejor trabajo que pueda.
- ☐ Creer que puedo aprender y que aprenderé.
- ☐ Obey all school rules, routines and procedures.
- ☐ Demostrar respeto a mi escuela, a mí mismo, a otros estudiantes y miembros del personal.
- ☐ Tener consideración con las diferencias culturales.

Firma del estudiante _____ Fecha: _____

ACUERDO DE LA ESCUELA

Todo el personal de la escuela compartirá la responsabilidad de mejorar el rendimiento académico de los estudiantes; por lo tanto haremos lo siguiente:

- ☐ Tener conferencias de padres y maestros.
- ☐ Envíe informes frecuentes a los padres sobre el progreso de sus hijos y actualice periódicamente el libro de calificaciones en línea.
- ☐ Brindar oportunidades para que los padres se ofrezcan como voluntarios y participen en la clase de su hijo y observen las actividades del aula.
- ☐ Proporcionar un entorno propicio para el aprendizaje tanto en persona como virtualmente.

Firma del maestro _____ Fecha: _____

The Leadership Academy at Forest Oak Parent Involvement Policy

This Parent Involvement Policy describes the means for carrying out the Title I Parent Involvement requirements. The policy was developed and agreed upon jointly with parents, community members and school staff. These materials will be disseminated to parents at regular parent meetings (PTA), Site-Based Decision Making (SBDM) team meetings, Family Nights, and/or parent/teacher conferences. These materials are also part of the Leadership Academy at Forest Oak Student-Parent handbook and enrollment packet. Written and oral input about the Parent Involvement Policy will be solicited through PTA and SBDM team meetings, parent/teacher conferences, school newsletters, school website, school social media and/or other regular written communications with parents.

Statement of Purpose

Because we, at The Leadership Academy at Forest Oak, believe that parental involvement improves students' academic achievement and school performance, it is our goal to include all parents in their children's educational process. We continually solicit parent involvement, emphasize the participation of parents, and offer many opportunities for parents to be involved. Research shows that parental involvement improves academic achievement and adds to the school's culture. Parental involvement is especially important for students with unique needs.

Developing the Policy

This policy was developed jointly with parents, teachers, and community members to best serve the unique needs of our students. Meetings to develop this plan were held at times convenient for the parents and occurred at school.

Annual Meeting

During the fall semester of each school year, parents are invited to an informational meeting to review the Title I programs. At this meeting, we review the school's test performances, as well as individual student assessments and school curriculum. We will review the Title I Parent Policy, Parent-Student-School Compact and introduce the Parent Liaison. We will present the Title I budget and programs supported with Title I funds.

The invitation is offered by ParentLink phone calls; announcements in the school newsletter, social media platforms, school webpage; and/or informational flyers.

Parents may submit written comments and/or suggestions regarding the implementation of any Title I component to their child's teacher, a member of the Site-Based Decision Making Team or a school administrator. Suggestions and/or questions from parents about the Title I requirements are addressed within a reasonable length of time.

In addition, parents will be invited to serve in various capacities within the school, such as participating on the SBDM team, PTA, the Discipline committee, and/or the LPAC committee.

Parent-Student-Teacher Compact

The Parent-Student-Teacher Compact is designed to outline the shared responsibilities of all stakeholders in the student's educational process. It is developed jointly by the school and parents.

The Parent-Student-Teacher Compact is a part of the Forest Oak Student-Parent Handbook. During regular parent/teacher/student conferences, the Parent-Student-Teacher Compact will be completed and signed by the teacher, the parent(s), and the student. As needed, the Parent-Student-Teacher Compact will be included in school newsletters or disseminated by other necessary means.

Programs and the School Community

The Leadership Academy at Forest Oak will build the parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following activities:

- *Parent Training*
- *Family Nights*
- *Parent Teacher conferences*
- *Parental access to the school library and other resources such as websites, parent organizations, etc.*

The school will, with the assistance of the district, provide assistance to the parents of students served by the school in understanding topics such as the following:

- *The State's academic content standards*
- *The State's student academic achievement standards*
- *The State and local academic assessments including alternate assessments*
- *The requirements of Title I*
- *How to monitor their child's progress*
- *How to work with educators*

The Leadership Academy at Forest Oak will continually assess the needs of the parents and students in the school community using a variety of assessment tools, including surveys, test data, informal conferences, etc. This information will guide the implementation of or the development of effective programs to address those needs.

Staff-Parent Communication

Positive, two-way, meaningful communication is the cornerstone of academic success for the student. This communication between the parents and the school starts with the enrollment process. It is an ongoing process, involving the administration, teacher, parents and student.

School staff members will receive ongoing training in effective ways to work with parents. Staff members, to the extent practical, will take advantage of the support offered by the district's professional development opportunities.

The school will, to the extent feasible and appropriate, ensure that information is sent to the parents in an understandable and uniform format, including languages the parents can understand.

Evaluation

In addition to informal, on-going assessments and adjustments, The Leadership Academy at Forest Oak, in cooperation with the district, will annually evaluate the School Parental Involvement policy. The aim of this evaluation is to identify possible barriers that limit parent and family participation in the program. As a result of this evaluation, the policy will be adjusted as necessary.

Funding

If the Title I, Part A allocation at The Leadership Academy at Forest Oak is \$500,000 or more, then at least 1% will be set aside for implementation of the Parental Involvement Program. The Leadership Academy at Forest Oak will involve all stakeholders, including parents, in deciding how these funds will be allocated for Parental Involvement activities.