

Fort Worth Independent School District
045 Leadership Academy at Forest Oak 7th And 8th 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 7/8 enrollment consists of 768 students. The demographics consists of 63% Hispanic, 30% African American, and 3% White/Other. The attendance is 89.1%. Student discipline consists of 451 referrals which is 36% of students. 12% of students are enrolled in special education. About 20% of teachers are new to the campus while others have been with LAN for more years. The teacher-student ratios are 15.6

Demographics Strengths

Diversity is present for both staff and students at the Leadership Academy at Forest Oak 7/8. 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 Forest Oak 7/8 is a thriving neighborhood school serving all students to the highest potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus has seen 36% of students enrolled receive referrals. A total of 451 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 Benchmark **Root Cause:** Students have large instructional gaps in math

Student Learning

Student Learning Summary

In MOY MAP 2023 Math:

- Grade 8 showed a large decline from last year in both achievement and growth (from 66% Approaches to 39% Approaches)
- Grade 7 Math had an increase in percent projected at Approaches (from 45% to 51%), though a smaller percentage met their growth projection
- Though there was a decrease in growth from last year, LAFO had higher growth than comparison campuses for all grades and contents
- Math, in particular, saw a decrease in achievement relative to MOY last year
 - 55% App > 45% App
 - 15% Meets > 8% Meets
 -
- Decreases were mainly seen in grade 8 Math achievement; Grade 8 Approaches decreased -27% points from prior year (from 66% to 39%); neither comparison saw declines that great
- That said, Grade 8 Math growth was higher than in comparisons schools

In MOY MAP 2023 Reading:

- All grade levels saw at least some increase in percent of students meeting growth projections relative to last year, with an especially large gain at Grade 7 (+13% points)
- LAFO was among the top percentage in District performance for MAP Growth
- In Reading, achievement stayed relatively similar, but growth improved overall (+11% pts); growth at Grade 7 went from 35% last year to 48% this year
- Again, however, Grade 8 showed a decrease in achievement (though growth improved)

In MOY MAP 2023 Science:

Grade 8 Science had lower projected achievement for LAN than comparison schools, though LAN growth was slightly higher

Student Learning Strengths

In MOY MAP 2023 Math:

- Grade 7 Math had an increase in percent projected at Approaches (from 45% to 51%), though a smaller percentage met their growth projection
- Grade 8 Math growth was higher than in comparisons schools

In MOY MAP 2023 Reading:

- All grade levels saw at least some increase in percent of students meeting growth projections relative to last year, with an especially large gain at Grade 7 (+13% points)
- LAFO was among the top percentage in District performance for MAP Growth
- In Reading, achievement stayed relatively similar, but growth improved overall (+11% pts); growth at Grade 7 went from 35% last year to 48% this year
- Again, however, Grade 8 showed a decrease in achievement (though growth improved)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 20% 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 (Prioritized): Only 10% 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 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 36% of students enrolled with referrals. A total of 451 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

Staff surveys indicate

My supervisor, or someone at work, cares about me as a person - 97%

I know what is expected of me at work. - 100%

I have the materials & equipment to do my work well.- 79%

The mission/purpose of LAN makes me feel my job is important.- 82%

Overall Org Health Avg - 71%

Perceptions Strengths

Staff surveys indicate

My supervisor, or someone at work, cares about me as a person - 97%

I know what is expected of me at work. - 100%

I have the materials & equipment to do my work well.- 79%

The mission/purpose of LAN makes me feel my job is important.- 82%

Overall Org Health Avg - 71%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 45% of Teachers receive feedback on their teaching while 73% of teachers find feedback valuable. **Root Cause:** Administrators are not finding the time to walk classrooms and provide teachers with feedback.

Problem Statement 2: 39% of teachers feel that professional learning is valuable to them **Root Cause:** Teachers do not see the connection of why the professional learning is important and how it will impact instruction

Priority Problem Statements

Problem Statement 1: 45% of Teachers receive feedback on their teaching while 73% of teachers find feedback valuable.

Root Cause 1: Administrators are not finding the time to walk classrooms and provide teachers with feedback.

Problem Statement 1 Areas: Perceptions

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

Root Cause 2: Students have large instructional gaps in math

Problem Statement 2 Areas: Demographics

Problem Statement 3: Only 20% 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: Only 10% of students are on meets grade level for math according to MOY MAP Growth

Root Cause 4: Students lack the foundational skills needed to be on grade level while not being provided with consistent on-grade-level instruction

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Discipline consists of 36% of students enrolled with referrals. A total of 451 referrals.

Root Cause 5: Campus does not have systems to be proactive with student behavior. Campus systems lack during transitions.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Capacity and resources data
- 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 grades 7th and 8th will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Growth

Strategy 1: Continue year 2 literacy model implementation with fidelity.

Strategy's Expected Result/Impact: This will ensure all students are receiving daily Tier I instruction.

Staff Responsible for Monitoring: Dean of Literacy Instruction

Title I:

2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

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

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 2


Action Step 1 Details	Reviews			
Action Step 1: Campus will hold weekly PLCs and Data Meetings ran by the data analyst. Intended Audience: 7th & 8th Grade Teachers Provider / Presenter / Person Responsible: Data Analyst	Formative			Summative
	Nov	Jan	Mar	June


Date(s) / Timeframe: 2023-2024 / Weekly


Collaborating Departments: ELA Department

Delivery Method: PLCs & Data Meetings

Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04N-045-30-510-000000-24F10 - \$85,300, Supplies and materials for instructional use - SCE (199 PIC 24) - 199-11-6399-001-045-24-273-000000- - \$11,543

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Only 10% 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

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, 50% of students in grades 7th-8th will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from BOY to EOY.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP

Strategy 1: Full implementation of LAN math model. New Curriculum for 7th grade and continued implementation of eighth grade math model.

Strategy's Expected Result/Impact: This will ensure all students are receiving Tier 1 instruction.

Staff Responsible for Monitoring: Math Instructional Coach / Lead Support Teachers

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

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

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Campus will hold weekly PLC meetings ran by the Instructional Coach for planning and preparing materials. Intended Audience: 7th & 8th Grade Teachers	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Instructional Coach / Lead Support Teacher


Date(s) / Timeframe: 2023-2024 / Weekly


Collaborating Departments: Math Instructional

Delivery Method: Planning / Meetings

Funding Sources: Instructional Coach - Title I (211) - 211-13-6119-04N-045-30-510-000000-24F10 - \$67,000, Toner/Paper/Laminations/Etc. - CTE (199 PIC 22) - - \$11,247, Supplies for GT Students - Gifted & Talented (199 PIC 21) - - \$1,444

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

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 Benchmark **Root Cause:** Students have large instructional gaps in math

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, 25% of students will be at the Masters Level in Reading as measured by end of year STAAR.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR

Strategy 1: Implementation of new literacy model for 7th & 8th. Continue tier 1 English I instruction.

Strategy's Expected Result/Impact: Students growth in MAP will reflect a correlation of meets and masters as compared to STAAR.

Staff Responsible for Monitoring: Dean of Instruction / Instructional Coach / Lead Support Teachers

Title I:

2.6

- **TEA Priorities:**





Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

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

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus will hold weekly PLCs lead by Instructional Title I teacher.</p> <p>Intended Audience: 7th & 8th Grade Teachers</p> <p>Provider / Presenter / Person Responsible: Data Analyst</p> <p>Date(s) / Timeframe: 2023-2024 / Weekly</p> <p>Collaborating Departments: ELA Department</p> <p>Delivery Method: PLCs & Data Meetings</p> <p>Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04N-045-30-510-000000-24F10 - \$66,000, - SPED (199 PIC 23) - - \$7,873</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Only 20% 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 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 number of social media followers will increase by 10% as measured by the number of school facebook and instagram page followers.

High Priority

HB3 District Goal

Evaluation Data Sources: Facebook and Instagram

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:**

Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Action Step 1 Details	Reviews			
<p>Action Step 1: Send out weekly newsletter to families highlighting students, mentoring programs at the school, counselor's corner, and upcoming parental events.</p> <p>Intended Audience: Parents / guardians and families</p> <p>Provider / Presenter / Person Responsible: Campus Leadership Team and Family Engagement Specialist</p> <p>Date(s) / Timeframe: 2023-2024 School Year</p> <p>Collaborating Departments: LAN Team / Campus Team</p> <p>Delivery Method: On Campus</p> <p>Funding Sources: Materials and supplies - Parent Engagement - 211-61-6399-04L-045-30-510-000000-24F10 - \$2,334, Snacks for parental engagement - Parent Engagement - 211-61-6499-04L-045-30-510-000000-24F10 - \$2,334 , Materials and Supplies (Instructional Use) - Title I (211) - 211-11-6399-04N-045-30-510-000000-24F10 - \$7,705</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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	Data Analyst	211-13-6119-04N-045-30-510-000000-24F10	\$85,300.00
2	1	1	1	Instructional Coach	Instructional Coach	211-13-6119-04N-045-30-510-000000-24F10	\$67,000.00
3	1	1	1	Data Analyst	Data Analyst	211-13-6119-04N-045-30-510-000000-24F10	\$66,000.00
4	1	1	1	Materials and Supplies (Instructional Use)	Supplies and materials for instructional use	211-11-6399-04N-045-30-510-000000-24F10	\$7,705.00
Sub-Total							\$226,005.00
Budgeted Fund Source Amount							\$226,005.00
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Supplies and materials for instructional use	Supplies and materials for instructional use	199-11-6399-001-045-24-273-000000-	\$11,543.00
Sub-Total							\$11,543.00
Budgeted Fund Source Amount							\$11,543.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Snacks for parental engagement	Snacks for Parents to promote participation	211-61-6499-04L-045-30-510-000000-24F10	\$2,334.00
4	1	1	1	Materials and supplies	Supplies and materials for parental involvement	211-61-6399-04L-045-30-510-000000-24F10	\$2,334.00
Sub-Total							\$4,668.00
Budgeted Fund Source Amount							\$4,668.00
+/- 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	Supplies for GT Students	GENERAL SUPPLIES		\$1,444.00
Sub-Total							\$1,444.00
Budgeted Fund Source Amount							\$1,444.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Toner/Paper/Laminations/Etc.	GENERAL SUPPLIES		\$11,247.00
Sub-Total							\$11,247.00
Budgeted Fund Source Amount							\$11,247.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		GENERAL SUPPLIES		\$7,873.00
Sub-Total							\$7,873.00
Budgeted Fund Source Amount							\$7,873.00
+/- Difference							\$0.00
Grand Total Budgeted							\$262,780.00
Grand Total Spent							\$262,780.00
+/- 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 1 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 1 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 1 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.