

Sparkman Intermediate School - Parent and Family Engagement Plan (FY26)

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

Sparkman Intermediate School (SIS) will hold the inaugural Title I Parent Meeting during the first quarter of the 2026-2027 school year to discuss the new goals that have been established for the upcoming year. Parents and Guardians will be notified of the meeting via BBcom (schoolwide call system), school newsletter, or email, via emails provided by the parents in PowerSchool, school website, and SIS Facebook page. Subject matter will include the following topics: An explanation of the Title I requirements, including the 1% set-a-side, Parents' Right to Know Plan, Parental and Family Engagement Policy, LEA Parental and Family Engagement Policy, School-Parent Compacts, and Grievance Procedures. Parental input will be solicited concerning the means by which the school and parents can form a partnership to achieve the program's objectives. There will be a review of the school, parent, and student responsibilities as stated on the School-Parent Compact and outlined in the SIS Cougar Commitment Handbook. Parents of students receiving services will be involved in the decisions regarding how funds reserved will be spent for parental engagement activities. All parents of participating students will be invited to an annual meeting, along with quarterly follow-ups, to explain the program and activities provided through Title I federal guidelines, and the role of all parents in the education of their student(s). These meetings will be offered both during and after school to allow parents several options to attend, based on their work schedules. From prior research and experiences, the Title I committee and school staff have found that the greatest percentage of attendance comes at the beginning of the year orientation among grade levels.

2. Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

1) Sparkman Intermediate offers in-person and virtual parent meetings via Google Meet at the agreed upon preferred time to accommodate all parents and guardians. A digital copy of all presentations of Title I meetings will be available via email to the parent email address provided by the parent in PowerSchool only. Our Title I program meetings will be offered the first of each month throughout the school year. Parents who are unable to attend the meetings can find a copy of the handouts on the school's website or parent newsletter at any time. An administrator will review the requirements, distribute documents, and be available for clarification and questions during and after the meeting. These meetings will be promoted through BBcom, Facebook, school newsletters, and the school website announcements. Parents are welcome to bring their student(s), if necessary. Childcare, home visits, and transportation are available on an as-needed basis for parents and their student(s), in which requests must be made at least 72 hours prior to the scheduled meeting date and time.

2) The inaugural Community Advisory Group (CAG) will be established at the onset of the 2026-2027 school year and will consist of any teachers and parents who wish to be involved on a voluntary basis. Parents will be involved in the school-wide planning process beginning with the initial meeting seeking input on activities, training, and materials that the school should offer during the next school year. Title I Parent Surveys will be sent out digitally in the spring (2027) to obtain feedback. This information will guide SIS in determining the needs and services our parents would like to see provided at SIS. Specific parent nights and/or meetings will be conducted throughout the school year to work with parents in small group settings to allow them an opportunity to provide feedback. Additionally, quarterly meetings will be held to review school goals, provide updates, and implement action plans to improve parent and family engagement, student academics, and student attendance.

3) Title I eligible schools must receive at least ninety percent (90%) of one percent (1%) of Madison County Schools' total allocation to implement parental involvement activities. Parents of student(s) receiving services will be involved in the decisions regarding how funds reserved will be spent for parental involvement activities. Input is given through discussions at various parent meetings, along with our survey data. We also use social media to inform parents of plans and give them opportunities for feedback. Due to being the inaugural year for SIS, decisions for future growth and continuous improvement will be determined for the 2027-2028 school year at the conclusion of the 2026-2027 year. Additionally, funds are spent for printing and copying communications as well as hosting parent and family events at the school.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Prior research and feedback from merging schools informed that the Title I committee and school staff have the greatest percentage of parent attendance during the beginning of the year orientation among grade levels. Therefore, SIS plans to host a school tour and Meet the Teacher to create a more personalized and individual look into the school building and academic nature of students at each specific grade. A meeting will be held at the beginning of the school year to acquaint parents with curriculum and classroom standards, expectations to meet standards, homework policies, assessments, and proficiency levels that students are expected to achieve. SIS will provide opportunities for regular meetings, upon request, for parents to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their student(s) and programs offered through Title I. Data will be reviewed continually and a school needs assessment will be compiled to identify specific needs of students, parents, and staff of SIS. Reform strategies will be established based on the identified needs and the school-wide plan will be revised annually to address the identified needs.

School-wide parental engagement nights will be arranged during the 2026-2027 school year. These nights will be developed by the teachers and the Community Advisory Group/PTO to present specific information that will help parents reinforce subject area strategies in the home environment. Title I funds will be used to provide parents with useful materials that they can take with them and use all year to assist with the academic reinforcements that are needed. These materials consist of items such as, but not limited to, flashcards (math & sight words), fluency passages, timers, etc. that will provide parents with the resources to transfer the knowledge from the classroom setting into the home environment.

Surveys and questionnaires are provided at different times during the year to obtain information from parents and to reflect on the progress that is being made in accomplishing the school-wide goals. Many of these surveys provide open-ended responses used as a vehicle for parents to voice opinions and make suggestions. This information is used by the Community Advisory Group, Guiding Coalition, and the administration at SIS to make the arrangements that are necessary in order to provide parents with the resources needed to ensure their child's success. As input and feedback are provided, it also allows these committees to make the needed changes and/or additions to the action plans that are used as the stepping stones in achieving our school wide goals. Parents are always offered the opportunity to voice questions and concerns during meetings as well. It is the policy of the school administration that we provide an opportunity to our parents to discuss issues that concern their student(s). Parents can call the school office or email the administrators, to schedule a meeting as soon as possible.

For our English Learners (EL), we offer our correspondence in their native language when requested. We will use Language Link, TransAct, and Google Translate to assist with translations. Furthermore, we have a full-time interpreter hired at the system level who is fluent in Spanish and works closely with our families. Sparkman Intermediate has an ESL teacher on staff that communicates with families regarding events, academics and other pertinent information. Staff members are available to answer parent questions at their own level of understanding regarding assessment as well as College-and-Career-Ready Standards. A link to grade-level state standards will also be posted on the school website.

4. Describe how parents, school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

Sparkman Intermediate staff, along with parents of student(s) served under Title I Part A funds, will jointly develop a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility of improving student academic achievement and the means by which the school and parents will build and develop a partnership to help student(s) be successful. The school-parent compact will be distributed to parents and students during the first week of school. The compact will reflect the mission of the school, as well as, the goals that are developed each year through the Title I committee. This compact will be reviewed and revised each school year after all parent input is reviewed. Revisions will be made prior to issuance of the compact each August. All teachers will be given the responsibility of explaining the compact to the students and utilizing the compact during parent-teacher conferences, student-led conferences, and/or student-teacher conferences.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parents are an essential part of our school-wide Title I Planning. SIS and the CAG will utilize informal and formal parent surveys to determine areas of strengths and weaknesses in our mission to improve home and school relationships. When parents express dissatisfaction or have concerns with the Continuous Improvement Plan (CIP), they are given opportunities to submit in writing suggestions, comments, and concerns regarding the plan to the administration of SIS or the Director of Federal Programs, Yolanda Wright. The school's CIP and an email address for parents to send comments and suggestions for revisions or improvements to the school are posted on the school website and in the digital school newsletter. A hardcopy of the plan is also available for review in the school office. All comments and suggestions will be considered by the committee when the school-wide plan is revised.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school: Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Sparkman Intermediate will host an Open House at the beginning of the school year for parents and families. In addition, community-wide events for parents and families to engage in the educational process and to become familiar with the State, County, and School expectations. Title I funds will be utilized to provide parents with useful materials that they can use all year to assist with the academic reinforcements that are needed at home. These materials consist of, but are not limited to, flashcards (math & sight words), fluency passages, books, timers, etc. that will provide parents with the resources to transfer the knowledge from the classroom setting into the home environment. Parent sessions will be available, as needed throughout the year, to provide training and information on accessing school sites (PowerSchool) for academic and attendance monitoring, as well as, for interpretation of the Alabama Alternate Assessment, ACCESS, ACAP, iReady, and MClass assessments. Parents can monitor their child's academic progress through report cards, progress reports, the use of PowerSchool Parent Portal, and teacher communication. Teachers will use BBcom, phone conversations, virtual or in-person meetings, and/or text communications to facilitate regular communication with all parents and guardians. The media center will be available to provide parents and guardians access to computers and space for training.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school: Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Sparkman Intermediate will hold virtual and face-to-face parental engagement nights during the 2026-2027 school year. These nights will be developed by the teachers and the Community Advisory Group to present specific information that will help parents reinforce subject area strategies in the home environment. Title I monies will be used to provide parents with useful materials and resources that can be used throughout the school year to assist with the academic reinforcements that are needed. These materials consist of items such as, but not limited to, flashcards (math & sight words), fluency passages, books, timers, etc. that will provide parents with the resources to transfer the knowledge from the classroom setting into the home environment. Teachers and administration will provide helpful strategies for parents to use at home in helping their student(s) with literacy projects and management techniques. Modeling of research based best practices will be included in the parent engagement nights for parents to actively engage in the strategies and technology being used by their child at SIS.

In order to provide for the needs of all of the students and families that we serve, resources will be purchased and available for parents who ask or are in need. Many times during parent-teacher conferences parents will ask what they can do to help their students at home and teachers will offer advice and ideas and often suggest resources that can be purchased. The majority of our families do not have the means to purchase the suggested resources to help their students. We will use Title I funds to purchase student and family resources and supplies that we can have available for check out and/or for giving to those in need. Such resources may include but are not limited to school supplies, DVDs, computer hardware/software, books and/or magazines, speakers, student and parent resource materials, parenting materials and/or parent involvement materials/activities. Parents are encouraged to reach out to teachers to schedule meetings about their student(s) academic progress as needed.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school: Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Sparkman Intermediate will establish teams that include parents from various grade levels to improve parent involvement in the school environment. These teams of parents and teachers will be unique in that they will take an active role in the academic process as they work closely to "educate" other parents on the goals of the school as well as the instructional programs, strategies, and assessments that are used to guide student learning. Specific parent nights and/or meetings will be conducted throughout the year to work with parents in small group settings to allow them to experience the learning process, strategies, and assessments that are reflected in the classroom setting. Sparkman Intermediate will jointly develop with parents of all students served a school-parent compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to ensure that students master the essential standards at each grade level. Resource materials are available to parents through the digital hub linked on our school website and newsletter. These resources provide information for parents regarding community-based services to aid parents in meeting the needs of their student(s). The media center will be available to parents for use of computers with this information. The parent and family engagement liaison will also be available for a scheduled meeting to assist with resources. Parents are encouraged to reach out to teachers to meet about their student(s) academic progress and specific needs on an as needed basis.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school: Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Sparkman Intermediate has students and families identified as English Learners (EL) at this time. We will use TransAct, Language Link, and Google Translate to help with translations to the native language of parents and guardians. Furthermore, MCSS has a full-time interpreter hired at the system level who is fluent in Spanish and works closely with our families. SIS will also utilize the EL teacher for assistance with communications with students and families of English Learners.

Sparkman Intermediate will make every effort to accommodate the language needs of all parents and offer materials and training in the native language to develop a committed partnership with parents for the improvement of student achievement. Parents have the opportunity to express the need for specific training and resources. SIS will provide information for using technology, as well as provide training to parents at the school on an as needed basis. Training will include accessing PowerSchool and our current learning management program to view teacher assignments and student grades in each class, accessing online materials to help students with homework, accessing teacher websites to find resources to support students at home with literacy and content skills, and accessing the parent newsletter on the school website. The media center will be available to provide parents access to computers and space for training.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school: Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Sparkman Intermediate will offer meetings for parents as early as 7:00 a.m. and as late as 3:30 p.m., upon teacher availability, to afford parents the opportunity to attend according to their home and work schedules. Meetings will also be offered during the school day both face-to-face and/or virtually. These meetings will be promoted through personal letters, telephone calls, flyers, school website, BBcom, and/or SIS Facebook social media page. Efforts will be made to inform all parents of participating student(s). Our system-level translator and/or our itinerant ESL teacher will be provided for parents who are non-English speaking. SIS uses TransAct and Google Translate to assist with providing written information to non-English speaking families.

Parent involvement programs such as the PTO Meetings, parent engagement nights, Book Fairs, Parent Advisory Committees, and Title 1 meetings are all important in developing a partnership between the school and parents. Local schools and after-school care programs also work closely with the school to ensure the success of each child.

7. Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Sparkman Intermediate to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory student(s), including providing information and school reports required in a format and, to the extent practicable, in a language such parents understand. If there is any disability, handicap, or language barrier that would prevent a parent and impede his/her ability to read and/or interpret the information provided in the parent involvement document, then the counselor will be made aware of this and resources will be provided to meet the need. SIS is accessible to parents with disabilities. Ramps are in place for wheelchairs and if any other needs should arise, we will do what is necessary, to the extent practicable, to accommodate and provide services that ensure all parents have an opportunity to attend and participate.