Marion County Public Schools

SPARR ELEMENTARY SCHOOL

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2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Sparr's mission is to foster relationships with all stakeholders to remove barriers to student success.

Provide the school's vision statement

Sparr's vision is to provide a nurturing learning community, committed to preparing young minds to be academically and socially competitive for college and career readiness.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kerry Alday

kerry.alday@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The principal serves as the instructional leader by overseeing all academic initiatives for Sparr. She supports instruction by facilitating collaboration and being present during classroom instruction. Furthermore, she provides consistent, quality learning opportunities for staff in an effort to enhance instructional practices and optimize resources. These efforts will, in turn, yield optimum learning opportunities for learners, resulting in improved academic success for students.

Leadership Team Member #2

Employee's Name

Sarah Schrader

sarah.schrader@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal provides support for the vision and leadership of the principal by supporting Tier 1 instruction and learning opportunities. The assistant principal supports the collaborative process and follows through by seeing it through to impact during instruction. She provides coaching and learning opportunities for staff, which yield enhanced instructional and learning opportunities.

Leadership Team Member #3

Employee's Name
Andrea Johns

andrea.johns@marion.k12.fl.us

Position Title
Content Area Specialist

Job Duties and Responsibilities

The instructional coach supports the staff and administration by serving as a content area expert. She supports instruction via co-teaching and coaching opportunities. Furthermore, she supports collaboration by serving as a content area expert and provides feedback and guidance in the development of high-quality Tier 1 Instruction.

Leadership Team Member #4

Employee's Name
Dolores Urso

dolores.urso@marion.k12.fl.us

Position Title
Student Services Manager

Job Duties and Responsibilities

The student services manager supports the overall academic goals of the school by providing organizational and behavioral management. She provides discipline support and serves as a classroom management coach.

Leadership Team Member #5

Employee's Name
Tracie Johnson

tracie.johnson@marion.k12.fl.us

Position Title
Intervention Teacher

Job Duties and Responsibilities

The intervention teacher supports the overall academic goals of the school by providing and monitoring for fidelity the student interventions in grades K-5.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

During the end of the previous school year, student achievement data with survey results were shared with the faculty and with various stakeholders/community members (staff members, families, business partner) for the purpose of input on School Improvement goals for the upcoming year. It was agreed that the primary focus would be ELA and Math proficiency.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan will be regularly monitored via frequent and consistent data analysis meetings. Every week, each leadership team member is tasked with pulling specific data to review at the weekly leadership meetings. Data will include class averages, grade level averages of all ELA and Math Benchmark Assessments, District Progress Monitoring Assessments, and state Progress Monitoring Assessments. Specific students will be identified early in the school year for the purpose

of monitoring their progress to ensure adequate improvement. These students will be provided individual support based on need. These support plans will be consistently revised as needed.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**97.4%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)*** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: C** **2024-25: C** **2023-24: B** **2022-23: C** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	57	64	56	80	64	65				386
Absent 10% or more school days	24	13	10	18	12	16				93
One or more suspensions	3	3	7	3	5	6				27
Course failure in English Language Arts (ELA)	0	2	1	10	9	4				26
Course failure in Math	0	1	1	7	11	7				27
Level 1 on statewide ELA assessment	7	24	22	30	22	18				123
Level 1 on statewide Math assessment	10	17	19	22	22	23				113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	3	10	3						16
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	11	5	16					34

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	17	23	19	28	34				123

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	20	0	0				20
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	53	61	66	83	73	67				403
Absent 10% or more school days	6	5	6	2	8	2				29
One or more suspensions	2	5	6	10	20	15				58
Course failure in English Language Arts (ELA)	4	5	8	9	4	2				32
Course failure in Math	3	2	5	2	2	18				32
Level 1 on statewide ELA assessment	10	28	2	33	34	14				121
Level 1 on statewide Math assessment	8	17	24	19	25	25				118
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	6	4	33						46
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	9	9	13	11					46

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	8	6	7	12				38

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		4		19						23
Students retained two or more times				3		2				5

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	45	50	62	42	47	59	45	46	57
Grade 3 ELA Achievement	45	47	61	46	46	59	41	44	58
ELA Learning Gains	57	58	63	40	53	60	62	56	60
ELA Lowest 25th Percentile	48	58	58	54	57	56	65	58	57
Math Achievement*	49	55	66	40	51	64	56	51	62
Math Learning Gains	52	58	64	39	53	63	63	56	62
Math Lowest 25th Percentile	48	48	50	30	47	51	63	50	52
Science Achievement	45	50	62	51	44	58	48	46	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	63		59	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	49%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	389
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
49%	44%	55%	42%	59%	56%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	34%	Yes	2	
English Language Learners	34%	Yes	4	
Black/African American Students	37%	Yes	2	
Hispanic Students	37%	Yes	2	
White Students	54%	No		
Economically Disadvantaged Students	41%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	45%	45%	57%	48%	49%	52%	48%	45%					
Students With Disabilities	26%	25%	40%	42%	19%	35%	50%						
English Language Learners	17%		56%		30%	44%		21%					
Black/African American Students	26%	31%	54%		40%	50%		18%					
Hispanic Students	35%	50%	48%		32%	40%		19%					
White Students	52%	45%	63%	50%	56%	58%	46%	65%					
Economically Disadvantaged Students	39%	36%	49%	33%	40%	49%	50%	30%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	42%	46%	40%	54%	40%	39%	30%	51%					53%
Students With Disabilities	19%	17%	34%	41%	13%	23%	13%	28%					
English Language Learners	13%		44%		27%	50%							53%
Black/African American Students	29%	33%	41%		22%	24%	17%	36%					
Hispanic Students	32%		29%		45%	42%							
Multiracial Students	54%		20%		46%	30%							
White Students	48%	48%	47%	58%	45%	45%	47%	55%					
Economically Disadvantaged Students	36%	38%	39%	57%	34%	34%	22%	44%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	45%	41%	62%	65%	56%	63%	63%	48%					
Students With Disabilities	21%	10%	53%	50%	41%	70%	71%	33%					
English Language Learners	40%				40%								
Black/African American Students	32%	30%	59%	71%	37%	59%	75%	29%					
Hispanic Students	50%	36%	65%		60%	60%							
Multiracial Students	25%		40%		67%								
White Students	52%	49%	65%	57%	60%	70%	63%	57%					
Economically Disadvantaged Students	37%	30%	56%	61%	49%	62%	58%	46%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	45%	46%	-1%	60%	-15%
ELA	4	48%	50%	-2%	60%	-12%
ELA	5	39%	53%	-14%	61%	-22%
Math	3	50%	56%	-6%	66%	-16%
Math	4	51%	53%	-2%	65%	-14%
Math	5	42%	54%	-12%	62%	-20%
Science	5	43%	50%	-7%	60%	-17%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Sparr's largest growth was shown in the areas of ELA Learning Gains, Math Achievement, and Math Learning Gains. This year we focused on Fluency in grades 3-5 to assist our struggling readers. For the 25-26 school year, we hired a Math Coach to assist with planning and interventions

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Sparr's lowest performing areas were in 3rd grade ELA and 5th Grade Science. One of the contributing factors was the reading ability of the 3rd graders when they left second grade. Fifty-two percent were below a level 3 on PM3. Thirty-five percent were at a level 1 on PM3. In the area of Science, a contributing factor may have been the reading ability of the group of students. Though they made many learning gains, they continued to struggle with grade-level passages.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science in 5th grade showed the greatest decline. A contributing factor may have been the reading ability of the group of students. Though they made many learning gains, they continued to struggle with grade level passages. In the previous year (4th grade), only 34% of this group of students earned a level 3 or above.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gaps when compared to the state average was 5th grade ELA (22 points) and 5th grade Math (20 points). Fifth grade Science was 17 points below the state average. Though they made many learning gains, they continued to struggle with grade level passages and reading on grade level. In the previous year (4th grade), only 34% of this group of students earned a level 3 or above.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An early warning concern is the number of level 1s on the statewide assessments in Math and ELA. The second concern is attendance. Even though our daily average is in the 90 percent range, we have many students who are absent 10% or more of the school days.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Highest Priorities

- Improving Tier 1 Instruction
    - Alignment and Rigor
    - Activating Background Knowledge (vertical progression for reviewing prior skills)
- Interventions for Basic Skills and missing knowledge from previous year (Math uses vertical progression to reteach)
    - Reading and Math Fluency
- Increase attendance of those chronically absent
- Increase Family Engagement

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The primary instructional focus for the upcoming academic year is to strengthen student achievement in Reading and Mathematics across all grade levels through the enhancement of high-quality, consistent Tier 1 instruction. Sparr will implement the following three strategies:

1. **Integration of Achievement Level Descriptors in Collaborative Planning-** Instructional teams will embed Achievement Level Descriptors into their collaborative planning process to ensure that lesson design is aligned to grade-level expectations and targeted learning outcomes.
2. **Benchmark Data Discussions Focused on Instructional Rigor-** Structured data discussions centered on benchmark results will be conducted regularly to evaluate whether current instructional practices are meeting the level of rigor required for students to demonstrate proficiency and growth.
3. **Intentional Planning for Academic Discourse Across Content Areas** - Teachers across all content areas will purposefully plan for structured academic discussions, fostering student engagement with complex content through dialogue and higher-order thinking.

A secondary instructional focus for the upcoming academic year will center on building reading and mathematics fluency among students in grades 1–5 through targeted small group instruction. To support this goal, Sparr Elementary will implement the following research-based strategies:

1. **Reading Fluency Development-** Through the implementation of research-based instructional strategies, students will develop and strengthen key components of reading fluency, including prosody and expressive reading, automatic word recognition, rhythmic phrasing, and overall reading smoothness and flow.
2. **Mathematics Fluency Development-** Through the implementation of instructional strategies, students will develop and strengthen key components of mathematical fluency, including computational accuracy, cognitive flexibility in approaching problems, procedural efficiency,

and the selection and application of appropriate strategies.

Impact on Student Learning:
By strengthening the quality and consistency of Tier 1 instruction, all students will benefit from learning experiences that are closely aligned to grade-level standards, responsive to individual needs, and designed to promote meaningful engagement with content. The intentional integration of academic discourse across content areas will further deepen student understanding by providing opportunities to articulate thinking, engage with diverse perspectives, and construct knowledge through structured dialogue.
By developing strong foundational fluency skills in both reading and mathematics, students will be better equipped to apply their knowledge with confidence and automaticity, therefore freeing cognitive resources to support higher-order skills such as reading comprehension and mathematical reasoning and computation.

Rationale:
The student data show the critical need to strengthen Tier 1 instruction for all learners, ensuring that every student has consistent access to rigorous, standards-aligned, and engaging instruction. Additionally, the data highlight the importance of building foundational fluency skills in both reading and mathematics by equipping students with the automaticity and efficiency needed in reading to support comprehension, expression, and phrasing, and in mathematics to support accuracy, flexibility, and strategic thinking, to ensure that all learners are prepared to access grade-level content and demonstrate meaningful academic growth.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Instructional Practice specifically relating to Reading/ELA will be to develop strong foundational fluency skills in reading by using UFLI in grades K-2 daily. Students will be better equipped to apply their knowledge with confidence and automaticity, therefore freeing cognitive resources to support higher-order skills such as reading comprehension. Lessons will be designed to align to grade-level expectations and targeted learning outcomes.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Instructional Practice specifically related to Reading/ELA through the implementation of research-based instructional strategies, students will develop and strengthen key components of reading fluency, including prosody and expressive reading, automatic word recognition, rhythmic phrasing, and overall reading smoothness and flow. By strengthening the quality and consistency of Tier 1 instruction, all students will benefit from learning experiences that are closely aligned to grade-level standards, responsive to individual needs, and designed to promote meaningful engagement with content. The intentional integration of academic discourse across content areas will further deepen student understanding by providing opportunities to articulate thinking, engage with diverse

perspectives, and construct knowledge through structured dialogue. UFLI and Read 180 will be used for Tier II and III.

Grades K-2: Measurable Outcome(s)

Measurable Outcomes K-2:
By the end of the 2026–2027 school year, 75% of students in each grade level will demonstrate proficiency or show at least one year's growth in reading and mathematics as measured by STAR PM1 to PM3 data.

- Grade K (Early Literacy) is currently at 57% at or above the benchmark and will get to 62%.
- Grade 1 (Star ELA) is currently at 40% at or above the benchmark and will get to 55%
- Grade 2 (Star ELA) is currently at 35% at or above the benchmark and will get to 45%.

Grades 3-5: Measurable Outcome(s)

Measurable Outcomes 3-5:
By the end of the 2026–2027 school year, 75% of students in each grade level will demonstrate proficiency or show at least one year's growth in reading and mathematics as measured by FAST PM1 to PM3 data.

- Grade 3 (FAST ELA) is currently at 45% at or above benchmark and will get to 50%
- Grade 4 (FAST ELA) 48% at or above benchmark and will get to 55%.
- Grade 5 (FAST ELA) 39% at or above benchmark and will get to 49%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored by Progress Monitoring state assessments (PM1 to PM3), as well as district assessments. The administrative team will also use instructional walkthrough data to reflect an 85% implementation rate of aligned rigorous instructional practices by mid-year. Through collaborative planning, administration will see an increase in teacher directed vertical progression and instructional planning with documented evidence of academic discourse. Fluency will be monitored by monthly progress monitoring.

Person responsible for monitoring outcome

Kerry Alday

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Collaborative Planning: Collaboration will include the utilization of test-item clarification provided by the Florida Department of Education to help ensure that the tasks and lessons are aligned to the standard/benchmark and at the appropriate rigor level, and meeting two times per week with instructional coaches and administration. Teachers will also use Achievement Level Descriptors (ALDs) to plan for small group learning

Rationale:
During collaboration, teachers will have the opportunity to come together to share instructional strategies, learning goals, and tasks they plan to incorporate during the upcoming week. This will be an opportunity for instructional coaches and administration to provide feedback in an effort to ensure standard/benchmark alignment, rigor, and tasks are appropriate prior to the teaching of the lesson. During this time teachers will use the ALDs to plan small groups and also discuss how academic discourse could be implemented in the lessons.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Classroom Instructional Walkthroughs

Person Monitoring:
Kerry Alday

By When/Frequency:
Ongoing/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The academic leadership team will conduct weekly classroom walkthroughs focused on reviewing the alignment between instructional content, student tasks, and the targeted standards/benchmarks. During each walkthrough, observers will collect data on: 1. The degree of alignment between instruction and standards 2. The rigor and cognitive demand of student tasks 3. Evidence of student engagement 4. Indicators of collaborative planning (e.g., use of common lesson plans or strategies) Collected data will be analyzed monthly to identify trends, provide targeted feedback to teachers, and inform professional development needs related to Tier 1 instruction and vertical progression.

Action Step #2
Professional Learning

Person Monitoring:
Kerry Alday

By When/Frequency:
Six sessions throughout the year and during collaborative planning

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional Learning in the following areas will occur during Early Release Days and during Collaborative Planning:

Reading Fluency
Understanding Reading Fluency and Why it Matters
Assessing Reading Fluency
Evidence-Based Instructional Strategies
Math Fluency
Defining (accuracy, flexibility, efficiency, and appropriate strategy)
Understanding Math Fluency and Why it Matters
Assessing Math Fluency
Instructional Routines that Build Fluency
Academic Discussions
Understanding Academic Discussion Across All Content Areas
Building the Foundation within the Classroom Culture and Norms
Structures and Protocols
Teacher's Role in Facilitation and Questioning
Academic Language and Discussion for All Learners
UFLI for MTSS
Lesson Planning and Implementation of UFLI Steps

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK), Hispanic Students (HSP), Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus:

To increase ELA proficiency across all student groups, our instructional focus for the 2026–2027 school year is to improve and enhance Tier 1 instruction by emphasizing academic vocabulary development through:

- Explicit instruction
- Contextual learning
- Interactive, cognitively engaging activities
- Strengthening foundational reading fluency skills-including prosody, automatic word recognition, phrasing, and reading smoothness

Additionally, grades K–2 will receive targeted support during MTSS to ensure students develop strong foundational literacy skills, setting them up for success in third grade by using UFLI and instructional practices will be closely observed and modified to enhance teaching effectiveness and student outcomes.

Impact on Student Learning:
Improving Tier 1 instruction with a focus on academic vocabulary will:

- Enhance students' ability to comprehend and engage with grade-level texts
- Support writing and oral communication across content areas
- Close achievement gaps by providing equitable access to language-rich instruction

Rationale:
This area of focus was identified through a review of 2026–2027 ELA FAST data, which revealed significant proficiency gaps among student subgroups:
Black students: 37%
Hispanic students: 37%
Students with Disabilities: 34%
Economically Disadvantaged: 41%
English Language Learners: 34%

These results highlight a need to strengthen core instruction, particularly in vocabulary development, which is foundational to reading comprehension and overall academic success. Academic vocabulary knowledge is a strong predictor of reading achievement, especially for students from linguistically and economically diverse backgrounds.

Measurable Outcome
Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase ELA proficiency across all student subgroups by enhancing Tier 1 instruction, with a targeted focus on academic vocabulary and foundational literacy skills in all grades.
Black students: 37% will get to 41%
Hispanic students: 37% will get to 41%
Students with Disabilities: 34% will get to 41%
Economically Disadvantaged: 41% will get to 45%
English Language Learners: 34% will get to 41%

Monitoring
Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be monitored by Progress Monitoring state assessments (PM1 to PM3), as well as district assessments. The administrative team will also use instructional walkthrough data to reflect a 90% implementation rate of aligned, rigorous instructional practices by mid-year, with a focus

on academic vocabulary instruction and foundational literacy skills. Through collaborative planning, administration will see an increase in documented evidence of vocabulary instructional strategies in lesson plans.

Person responsible for monitoring outcome
Kerry Alday

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Grades K–2: Focus on phonemic awareness, phonics, and oral language development, with intentional integration of academic vocabulary in read-alouds, shared reading, fluency practice, and writing. Grades 3–5: Emphasis on academic vocabulary acquisition through context, morphology (prefixes, suffixes, roots), fluency practice, and comprehension strategies that support deeper understanding of complex texts.

Rationale:
The rationale for this intervention in grades K-2, is due to early literacy development is foundational for long-term academic success. It is imperative that the following components are essential to reading success: Phonemic awareness and phonics, oral language development, and academic vocabulary integration. In grades 3-5 the rationale for this intervention is the need for our student to have the following concepts to understand increasingly complex texts: Vocabulary acquisition through context, morphological awareness, and strategies to comprehend what they are reading.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Classroom Instructional Walkthroughs

Person Monitoring:
Academic Leadership Team

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The academic leadership team will conduct weekly classroom walkthroughs to observe and document the implementation of academic vocabulary instruction, assess student understanding and engagement with targeted vocabulary, and fluency instruction. Data collected will be used to provide timely feedback to teachers and guide instructional support and professional development.

Action Step #2

Collaborative Planning

Person Monitoring:
Kerry Alday

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During weekly collaborative planning sessions, teachers will identify the academic vocabulary embedded in the targeted standards and collaboratively plan explicit instructional strategies to ensure students can understand, use, and apply the vocabulary in reading, writing, and discussion.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Implement a comprehensive Positive Behavior Intervention and Support (PBIS) framework that actively engages both teachers and students in fostering a positive, inclusive, and academically focused school environment. This proactive approach will promote consistent behavioral expectations, enhance student engagement, and increase the frequency of academic enabling behaviors in the classroom. PBIS strategies will be used to increase student and teacher attendance and create a positive learning environment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Kindergarten

- Prior year data:
    - 6 students absent 10%+ of days
    - 2 students with suspensions
- Outcome:
    - Reduce chronic absenteeism from 6 to 3 students (50% reduction)
    - Maintain or reduce suspensions from 2 to 1 or fewer students

Grade 1

- Prior year data:
    - 5 students absent 10%+
    - 5 students with suspensions

- Outcome:
    - Reduce chronic absenteeism from 5 to 3 students (40% reduction)
    - Reduce suspensions from 5 to 2 or fewer students (60% reduction)

Grade 2

- Prior year data:
    - 6 students absent 10%+
    - 6 students with suspensions
- Outcome:
    - Reduce chronic absenteeism from 6 to 3 students (50% reduction)
    - Reduce suspensions from 6 to 3 or fewer students (50% reduction)

Grade 3

- Prior year data:
    - 2 students absent 10%+
    - 10 students with suspensions
- Outcome:
    - Maintain or reduce chronic absenteeism from 2 to 1 student
    - Reduce suspensions from 10 to 5 or fewer students (50% reduction)

Grade 4

- Prior year data:
    - 8 students absent 10%+
    - 20 students with suspensions
- Outcome:
    - Reduce chronic absenteeism from 8 to 5 students (38% reduction)
    - Reduce suspensions from 20 to 10 or fewer students (50% reduction)

By the end of the 2026–2027 school year, Sparr Elementary will:

- Reduce the total number of students with 10% or more absences from 29 to 16 (45% reduction)
- Reduce the total number of students with one or more suspensions from 58 to 29 (50% reduction)
- Increase the percentage of students demonstrating positive behavioral indicators (attendance, engagement, and reduced referrals) as measured by Early Warning System data and discipline reports

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monthly Data Review: The leadership team will analyze Early Warning System (EWS) reports, attendance data, and discipline referrals by grade level to monitor trends in chronic absenteeism and behavior incidents.

Weekly Behavior Tracking: Grade levels will review office discipline referrals (ODRs), minor incidents, and classroom-managed behaviors during PLCs to identify patterns and adjust Tier 1 supports.

Quarterly Progress Monitoring: The administrative team will compare baseline data to quarterly targets to ensure progress toward the 45% reduction in absenteeism and 50% reduction in suspensions.

Attendance Monitoring: The MTSS/PBIS team will track students approaching the 10% absenteeism threshold bi-weekly and initiate early intervention strategies.

Person responsible for monitoring outcome
Kerry Alday and the Leadership Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Sparr will be implementing PBIS strategies for attendance and behavior, which will include earning "Sparr-bucks" for prizes and to attend attendance parties. The Leadership Team will also hold weekly Student Success Reviews where students who are labeled as chronically absent will be reviewed for attendance, behavior, and academics. Interventions for this group will be check-in/check-out, earning Sparr Bucks for good attendance, etc.

Rationale:
If students are at school and in class learning, we know that they have a greater chance of the school achievement improving.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Implement a Tiered Behavior Support and Recognition System

Person Monitoring:
Ms. Urso

By When/Frequency:
daily implementation; monthly review

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Establish a system of positive reinforcement (e.g., incentives, recognition programs) to increase academic enabling behaviors such as engagement, participation, and attendance. Provide Tier 2 and Tier 3 interventions for students with repeated behavior concerns.

Action Step #2
Attendance Intervention and Family Engagement

Person Monitoring:
Ms. Edsall

By When/Frequency:
Weekly monitoring; monthly outreach

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify students at risk for chronic absenteeism early and implement interventions such as attendance contracts, parent communication, and incentives for improved attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

https://sre.marionschools.net/
The School Improvement Plan will also be available and discussed at our School Advisory Committee meetings and located at our front reception area.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Family Engagement events such as Quarterly Award Ceremonies, the Fall Festival, Winter Extravaganza, and Open House provide meaningful opportunities for connection and collaboration. To maintain consistent communication. Additionally, social media will be utilized to highlight and celebrate the many great things happening at Sparr.
https://sre.marionschools.net/

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

To enhance the academic program, the school will provide targeted coaching and support to ensure instruction is effectively aligned with benchmarks. Through this approach, teachers will build their capacity to deliver high-quality Tier 1 instruction. As instructional practices become more effective and consistent, student academic growth will be maximized, leading to a stronger overall academic program.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Sparr includes the VPK program in all school-wide activities. When planning, we take into consideration the age of our VPK students and make sure that the events are age appropriate, for our youngest students. Our kindergarteners have a staggered start to allow for them to acclimate to their new schedule and school. Sparr also has a Food and Nutrition (FANs) program on campus. Our FANs club is active, and we have gardens on our campus that grow food that is cooked in our cafeteria. Our FANs teacher also provides lessons on healthy habits.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that 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 which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The following will be available to students to assist with improving mental health, social skills, academic enabling behaviors, and resiliency skills. Students will have daily lessons within the classroom, the ability to meet with our resiliency coach, and students with more mental health concerns will be assisted through MDT.

· Caring School Community lessons
· Morning Meeting
· Counseling Services
· Parental Involvement
· Professional learning for staff and parents
· Regular Check-ins
· Community Partnerships
· Multidisciplinary team
· Support Plans for students based on mental, emotional, and behavioral health needs

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Sparr has begun our Fun-Richment (STEAM themed enrichment activities) that are offered during the school day to allow students to explore, create, and discover different passions. This program works across all grade levels to improve STEAM literacy and generate interest in STEAM fields, particularly in students from underserved and underrepresented communities.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the

Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The Multidisciplinary team has a system in which students are placed on Tier 1, Tier 2, or Tier 3. Tier 2 and 3 include more intensive plans for individualized support, implementing district approved intervention programs.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

This professional learning plan will focus on strengthening teachers' understanding and implementation of high-impact instructional practices in reading fluency, math fluency, academic discussions, and UFLI within an MTSS framework. Participants will develop a deep understanding of reading fluency, including why it is essential for comprehension, methods for assessing fluency, and evidence-based instructional strategies that support student growth. The plan will also address math fluency, emphasizing the components of accuracy, flexibility, efficiency, and appropriate strategy use, while exploring why mathematical fluency is critical for long-term achievement, effective assessment practices, and instructional routines that build conceptual understanding and automaticity. Additionally, educators will learn how to facilitate meaningful academic discussions across all content areas by establishing strong classroom cultures and norms, implementing discussion structures and protocols, strengthening questioning and facilitation techniques, and promoting academic language development for all learners. Finally, professional learning will include the implementation of UFLI within an MTSS framework, with a focus on lesson planning and the effective execution of UFLI instructional routines and lesson steps to support students requiring targeted literacy intervention. Together, these learning experiences will equip educators with practical, research-based strategies to improve student engagement, fluency, communication, and overall academic achievement.

- Reading Fluency
    - Understanding Reading Fluency and Why it Matters
    - Assessing Reading Fluency
    - Evidence-Based Instructional Strategies
- Math Fluency
    - Defining (accuracy, flexibility, efficiency, and appropriate strategy)
    - Understanding Math Fluency and Why it Matters
    - Assessing Math Fluency
    - Instructional Routines that Build Fluency
- Academic Discussions
    - Understanding Academic Discussion Across All Content Areas

        - Building the Foundation within the Classroom Culture and Norms
        - Structures and Protocols
        - Teacher's Role in Facilitation and Questioning
        - Academic Language and Discussion for All Learners
- UFLI for MTSS
    - Lesson Planning and Implementation of UFLI Steps

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Sparr Elementary has an inclusive PreK program in which students may transition seamlessly from preschool to kindergarten.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The instructional team is committed to strategically leveraging resources and professional development to drive student learning growth.
Instructional coaching will be delivered through the Content Area Specialist to support teachers in refining their practice. Collaborative planning sessions will ensure that instruction is aligned with the depth and rigor of the standards, and that classroom tasks are purposeful and standards-based. Intervention teachers will focus on supporting students in the lowest quartile, targeting skill development aligned to key standards. Additionally, the Family Engagement Liaison will partner with parents, equipping them with tools and strategies to help their children succeed academically.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

At the conclusion of each Progress Monitoring and Benchmark, the instructional team will analyze the data and determine any changes that need to be made to increase student learning growth. Specific resources will include UFLI small group, fluency small group (reading and math), behavior plans, and Measuring Up benchmark-specific small groups. This will occur after each PM 1, PM 2, and PM 3, as well as monthly for the Benchmark tests.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Sparr Elementary School
Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A provides extra support to school districts and schools to help all students receive a high-quality education and meet Florida's academic standards. These resources may include additional teachers, ongoing staff training, extended learning time, family engagement activities, and other programs designed to improve student achievement.

Research shows that when parents and families are actively involved in their child's education, students are more likely to succeed in school, regardless of family income. Because of this, Title I requires schools that receive these funds to build strong partnerships with families and provide meaningful opportunities for them to be involved in their child's learning.

What is Parent and Family Engagement?

Title I, Part A defines parent and family engagement as the active involvement of parents and family members in their child's education. This includes regular, two-way, and meaningful communication between families and school staff that supports student learning and encourages participation in school activities.

This definition aligns with the Every Student Succeeds Act, which emphasizes the importance of strong partnerships between schools and families to help students succeed both academically and socially.

About the Parent and Family Engagement Plan

This plan explains how our school will create and improve opportunities for families to be involved in supporting student learning. It outlines the different ways we encourage family engagement and how parents and family members can help plan and take part in school activities and events.

We value the important role families play in student success. Our goal is to build a strong, equal partnership between home and school to support both student achievement and overall school improvement.

You can review the District's Title I Parent and Family Engagement Plan by clicking the link or by requesting a copy from the front office.

We value our families and believe that all children can learn and succeed when schools and families work together!

Principal Name:	Dr. Kerry Alday
School Website:	https://sre.marionschools.net
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

Our goal for the 2026–2027 school year is to foster strong, positive partnerships between the school and families. We aim to create a welcoming and inclusive environment that encourages meaningful family involvement and empowers parents and caregivers to actively support their children's learning. Through these efforts, we expect to see improved student academic achievement, as reflected in both local and state assessment data.

Measurable Objective:
By May 2027, at least 50% of families will participate in one or more school-hosted workshops or learning opportunities that are directly connected to student learning. To support this goal, the school will:

1. Track attendance using sign-in sheets at each event.
2. Provide families with multiple forms of communication and invitations (e.g., flyers, emails, phone calls, and digital platforms) to ensure they are informed and encouraged to participate.

2. Jointly Developed

Please describe how the school will:

- Involve parents and family members in the development of the school's Parent and Family Engagement Plan (for example, through input, feedback, or participation in meetings).
- Share the Parent and Family Engagement Plan with families and the local community, including how and where the plan will be accessible.
- Review and update the plan each year to reflect the needs of families and the school, including how feedback and data will be used to make improvements.
- Collect and submit parent comments to the district if families are not satisfied with the Title I Schoolwide Plan.
- Provide opportunities for family involvement, including regular meetings, parent-teacher conferences, volunteer opportunities, and reasonable access to school staff upon request.

Flexible and Inclusive Family Engagement Opportunities

To support meaningful family involvement, our school is committed to offering events and meetings at various times and on different days to accommodate the diverse schedules of our families. When needed, key meetings will be offered more than once to ensure that as many families as possible can participate.

Families are encouraged to attend School Advisory Council (SAC) meetings and other parent gatherings, where they will have the opportunity to share feedback and contribute ideas. For those unable to attend in person, meeting materials and information will be made available upon request through phone calls, printed handouts, or email communication.

We will also consider community events and activities at our feeder schools when planning our calendar, to help avoid scheduling conflicts and maximize participation.

To support our Spanish-speaking families, translation services will be available upon request, and bilingual staff members will assist as needed.

Our school is fully ADA accessible. If any family member requires accommodations due to a disability, we will make appropriate arrangements to ensure full participation.

Accessible Communication with Families and the Community

To keep families informed and engaged, Sparr Elementary will share weekly updates through Apptegy messages. These messages will include important information such as progress report dates, upcoming school events, and family engagement opportunities. All communication will be written in clear, easy-to-understand language, avoiding educational jargon and acronyms whenever possible.

Messages will be sent to families via registered phone numbers and email addresses. In addition to Apptegy, we will use multiple platforms to share information, including:

- The school website
- Printed flyers
- The front office
- The school marquee
- For families whose home language is not English, we will use free online translation tools to provide translated versions of documents in the family's preferred language, helping ensure all families have access to important information.

Annual Review and Improvement of the Engagement Plan

Each year, Sparr Elementary will review and update the Parent and Family Engagement Plan to ensure it continues to meet the evolving needs of our families and school community. This process will include careful consideration of:

- Feedback collected through surveys from previous family engagement events
- Suggestions and input from parents, staff, and community members
- Observations and recommendations from school leadership and stakeholders
- By incorporating this valuable feedback, we aim to strengthen our partnerships with families and continuously improve the ways we support student success.

Gathering and Sharing Family and Community Feedback

Sparr Elementary values the voices of our families and community members. Feedback on both the Parent and Family Engagement Plan and the School Improvement Plan (also known as the Title I Schoolwide Plan) is collected through:

- Our annual family engagement survey
- Quarterly School Advisory Council (SAC) meetings, where families and community members are encouraged to share their thoughts and suggestions
- All survey results and SAC meeting minutes are shared with the district’s Title I office throughout the year to support transparency and continuous improvement.

Welcoming Family Participation and Communication

Sparr Elementary is committed to creating a welcoming environment where families feel encouraged to be involved in their child's education. Parents and guardians are always welcome to request conferences, meetings, or opportunities to volunteer. Each request is handled promptly by school staff, and communication is maintained with all relevant parties to ensure a smooth and supportive experience.

The school regularly hosts on-campus events designed to engage families in meaningful ways. These events are advertised through multiple channels, including:

- Social media
- The school marquee
- The school website
- Apptegy phone and email messages

3. Annual Title I Meeting

Describe how the school will conduct an annual meeting (before November 1st) to inform parents of the requirements of Title I, the school's participation, and the parents' rights under Title I.

Sparr Elementary will host its annual Title I Meeting on September 17, 2026. During this important event, families will learn about the Title I program and how it supports our students and school community. The presentation will follow the district's Title I PowerPoint template and will include:

- An overview of Title I
- The Parent and Family Engagement Plan
- The School-Parent Compact
- Parents' rights under Title I
- Information about assessments and how they are used
- How Title I funds are used to support student learning
- The school's Title I goals and focus areas
- Open discussion and a Q&A session

Families will be invited through Apptegy messages, social media posts, and the school website.

4. Communications

Please describe how the school will:

- Ensure the plan is written in a clear and consistent format, and how it will be provided in a language that families can understand, to the extent possible.
- Offer meetings at flexible times, such as morning and evening, to accommodate family schedules.
- Provide meetings in a variety of formats, including in-person, virtual, and individual options (such as conferences or home visits, when applicable).
- Maintain ongoing, two-way communication between families and school staff, and how communication will be provided in a language families can understand, to the extent possible.
- Monitor communication practices to ensure families receive timely responses from school staff.

Clear and Inclusive Communication

The Parent and Family Engagement Plan is written in clear, easy-to-understand language to ensure all families can access and understand the information. Whenever possible, educational jargon and acronyms are removed or explained.

To support our Spanish-speaking families, the plan—and all school communications—will be translated into Spanish. This helps ensure that every family has the opportunity to stay informed and engaged in their child's education.

Flexible Meeting Options to Support Family Participation

To accommodate the diverse schedules of our families, Sparr Elementary's annual parent engagement schedule will include evening meetings held on different days of the week. For families who prefer morning options, special accommodations will be made throughout the year to ensure they can also participate.

All meetings will be offered in a hybrid format, allowing families to join either in person or virtually at the same time. Additionally, meetings will be recorded and made available for families to view at their convenience.

Multiple Ways to Stay Connected

In addition to offering both morning and evening meetings, Sparr Elementary is committed to making parent engagement opportunities as accessible as possible. School Advisory Council (SAC) meetings and other parent events will be available in person and, when needed, information will also be shared through:

- Virtual platforms
- Home visits (as appropriate)
- Individual meetings tailored to family needs

These flexible options ensure that all families have meaningful opportunities to stay informed, involved, and connected with the school.

Open Communication and Ongoing Support

Sparr Elementary maintains an open-door policy, welcoming parents and families to reach out at any time with questions, concerns, or suggestions. Our staff is committed to being accessible and responsive to support strong school-family partnerships.

To keep families informed, we provide monthly newsletters, which are translated into the home languages of our families whenever needed. We also use surveys and parent meetings throughout the year to encourage meaningful, two-way communication and ensure that every family's voice is heard and valued.

5. Barriers

Please respond to the following questions.

- Will the school offer transportation services to help reduce barriers to parent and family engagement? If yes, please describe.
- Will the school offer childcare services to help reduce barriers to parent and family engagement? If yes, please describe.

Supporting Family Participation Through Childcare and Community Partnerships

To help remove barriers to family engagement, Sparr Elementary will explore childcare options for school events, depending on district guidelines and availability.

With the support of local community partners, such as Sparr Baptist Church, we hope to provide volunteers who can assist with childcare during specific events. The school will coordinate with the church to share event dates and times, and if volunteers are available, childcare will be offered in designated, supervised areas on campus.

When childcare is available, this information will be clearly communicated to families through newsletters, flyers, social media, and other school communication channels.

6. School-Parent Compact

Please describe how the school will:

- Partner with families to jointly develop the School-Parent Compact.
- Clearly define shared responsibilities within the School-Parent Compact, including how parents, school staff, and students will contribute to improving student academic achievement.
- Strengthen partnerships with families to support students in meeting challenging state academic standards.

Collaborating with Families on the School-Parent Compact

Sparr Elementary values family input in shaping the School-Parent Compact—a shared agreement that outlines how families, students, and the school will work together to support student success.

Each year, feedback from previous parent and family surveys is carefully reviewed and considered when updating the compact. Families are also invited to review the draft and share their suggestions. Based on this input, updates are made annually to ensure the compact reflects the needs and priorities of our school community.

Shared Responsibility: The School-Parent Compact

At Sparr Elementary, we believe that student success is a shared responsibility between the school, families, and students. Our School-Parent Compact outlines the commitments each group makes to support learning and growth. This compact is reviewed and updated annually with input from families to ensure it reflects our shared goals and values.

In the 2026–2027 School-Parent Compact, we commit to the following:
As Students, We Will:

- Attend school regularly and arrive on time
- Complete all classwork and homework
- Follow classroom, school, and bus rules by modeling the Big 3
- Set personal goals and work hard to achieve them

As a School, We Will:

- Keep families informed about student progress and behavior
- Apply school and classroom rules fairly and consistently
- Offer support and resources to help families assist with learning at home
- Provide a high-quality curriculum and effective instruction aligned with state standards
- Meet with families to discuss the compact and student achievement
- Maintain a safe and supportive learning environment
- Encourage a positive school culture for students, families, and staff

As Families/Guardians, We Will:

- Ensure our child attends school regularly and arrives on time
- Support the school's efforts to improve achievement and promote positive behavior through the Big 3
- Help our child complete school assignments and offer support as needed
- Stay in regular contact with our child's teacher (via conferences, emails, phone calls, or communication folders)
- Participate in school events such as Open House, SAC meetings, and Parent Nights

Building Strong Community Partnerships to Support Student Success

Sparr Elementary is committed to working with a variety of partners to help all students meet Florida's challenging academic standards. These partnerships provide valuable resources, support, and encouragement for both students and staff.

Feeder School Collaboration: We partner with North Marion High School to bring student volunteers to Sparr. These high school students serve as mentors, offer motivational talks, and provide encouragement during key times such as testing.

Business and Community Support: We actively engage with local businesses and community organizations to help meet the needs of our students and staff. These partnerships provide resources that support learning, well-being, and school improvement efforts.

Access to Services: We coordinate with local agencies and service providers to ensure students have access to support such as grief counseling, mental health services, and other specialized care when needed.

7. Coordination of Funds

Describe how the school will coordinate and connect its parent and family engagement efforts with other programs and resources. Include early childhood programs for elementary schools, college and career readiness resources for middle and high schools, parent resource centers, and any other relevant community or district programs.

Sparr Elementary is committed to providing high-quality, evidence-based training for our teachers and staff. This professional learning focuses on age-appropriate instructional strategies that align with local early childhood programs and support the developmental and academic needs of our students.

By equipping educators with effective teaching practices, we ensure that students receive consistent, research-backed instruction that helps them build a strong foundation for future success.

8. Building Capacity of Parents

Describe how the school will build parents' understanding of their child's education by providing:

- Explanations of the curriculum and instructional resources
- Individual student assessment results, along with support to help parents understand those results
- Information about the assessments used to measure student progress and state academic standards

Helping Families Understand Academic Standards and Assessments

Sparr Elementary is dedicated to keeping families informed about what their children are learning and how their progress is measured. During planned parent and family engagement events, we will provide clear explanations and helpful information about the new B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards and related assessments.

These sessions will help families better understand grade-level expectations and how they can support their child's learning at home.

Keeping Families Informed About Student Progress

To support ongoing communication and student success, Sparr Elementary will share quarterly monitoring reports with families. These reports will highlight each student's current academic performance, progress made, and areas where additional support may be needed.

In addition, individual student assessment results will be shared during parent-teacher conferences and family engagement events. During these meetings, staff will provide guidance to help families understand the results and how they can support their child's learning at home.

Sharing Student Progress and Assessment Results

Sparr Elementary is committed to keeping families informed about their child's academic journey. Quarterly progress reports will be shared with families to highlight student achievement, growth, and areas where additional support may be helpful.

In addition, individual assessment results will be shared during parent-teacher conferences and family engagement events. Teachers and staff will be available to help families understand these results and offer suggestions on how to support learning at home.

9. Parent and Family Engagement Events

Please list a minimum of 4 parent and family engagement events that are planned for the 2026-27 school year. Note that 2 of these will require compliance documentation to be submitted (sign-in sheets, presentation or handouts

Title	Purpose	Quarter Date/Time
Meet the Teacher	Create an opportunity for families and students to come to Sparr to meet their classroom teacher and learn about grade level expectations. Students and parents will also have the opportunity to learn about community events, activities for their children, clubs offered at the school, and sign up for before and after care at Sparr through Marion After School Programs.	**Quarter 1** August 7, 2026 10:00-11:30
Annual Title I Meeting	Create an opportunity for families to learn about the benefits of participating in the Title I program. Additionally, key personnel will share the Parent and Family Engagement Plan, School Improvement Plan, and School-Parent Compacts. The school will recruit families to engage with the school through various volunteer opportunities.	**Quarter 1** September 17 4:00 pm
Open House	At the beginning of the school year, families are invited to meet their child's teacher and the dedicated school staff who will support their learning journey. This is a valuable opportunity to build a strong, positive partnership with key stakeholders in your child's education. Families will also learn about the many meaningful ways they can support their child's academic and personal growth from home. From creating a positive learning environment to reinforcing classroom lessons, your involvement makes a lasting impact.	**Quarter 1** September 17 4:30-6:00

Parent-Teacher Conferences	Promote family-teacher collaboration to support student academic achievement.	**Quarter 2** Ongoing
SAC #2 **Winter STEM Extravaganza**	Join us for exciting family engagement activities that align with Florida's B.E.S.T. Standards! These events are designed to help families understand what their children are learning and how to support academic success in fun, meaningful ways. Our music teacher also has a musical concert.	**Quarter 2** December 10 SAC 5:00 PM Winter STEAM Extravaganza 5:30 PM
SAC #3 **Sparr Stallion State Testing Roundup: FAST Assessment Information/Preparation**	Families are invited to an exciting evening of hands-on learning at our annual STEAM Night! Parents will enjoy interactive presentations led by students, showcasing their creativity and problem-solving skills in Science, Technology, Engineering, Art, and Math. Come explore, experiment, and experience the joy of learning together! Parents will also learn about the standardized assessments in Florida and how to best help their child be prepared.	**Quarter 3** February 4 SAC 5:00 PM Activity 5:30 PM
SAC #4 **STEAM Showcase**	Families will enjoy a unique showcase where students demonstrate their understanding of aviation aerospace concepts through creative fine arts projects. From visual art to music and performance, students will bring science to life in imaginative and inspiring ways!	Quarter 4 April 15 SAC 5:00 PM Activity 5:30 PM

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

Describe how the school will build staff capacity, with input from parents, to:

- Value and include parent contributions in the school community
- Effectively communicate and work with parents as equal partners
- Implement and coordinate strong parent and family engagement activities
- Ensure information is accessible and understandable for all families and, when possible, in a language parents can understand
- Respond to parent needs and requests for engagement opportunities

Creating a Welcoming and Collaborative School Culture

At Sparr Elementary, we set the tone from the very beginning of the school year by emphasizing that all parents and families are welcome and encouraged to contribute to our school community. This message is clearly communicated to staff during pre-planning week.

Staff are provided with strategies to strengthen communication and build meaningful partnerships with families. These strategies are informed by feedback from previous parent and family surveys, including preferred methods of communication, and are shared with all school personnel.

To further support strong school-family relationships, professional development is offered to staff on how to:

- Conduct effective and respectful parent-teacher conferences
- Use two-way communication strategies that promote trust and collaboration

These efforts ensure that every family feels valued, heard, and involved in their child's education.

Using Family Feedback to Strengthen Communication

Sparr Elementary values the input of our families and uses it to guide how we communicate and connect. Based on responses from previous parent and family surveys, we will share preferred methods of communication with all staff during training and planning sessions focused on family engagement.

To support consistent and effective communication, staff will also receive training on how to use classroom communication tools—such as Apptegy, email, and newsletters—so that families stay informed and connected in ways that work best for them.

Training Staff to Support Strong Family Partnerships

Sparr Elementary is committed to building strong connections between school and home. To support this goal, staff will receive training on effective communication strategies and practical techniques for engaging parents and families.

These trainings will focus on creating welcoming environments, encouraging two-way communication, and offering meaningful opportunities for families to be involved in their child's education.

Ongoing Staff Training to Support Family Engagement

Sparr Elementary is dedicated to providing regular, targeted training for staff that supports strong communication and meaningful family involvement. These trainings are tailored to meet the specific needs of our students, families, and school community.

All information shared with parents and families—whether through meetings, events, or written materials—will be presented in clear, easy-to-understand language to ensure accessibility for everyone in our community.

We also value feedback from our families and community members. Surveys and other input tools will be used to gather suggestions, which will help shape future training opportunities and improve how we connect with families.

Honoring Family Requests for Engagement

At Sparr Elementary, we believe in creating open and responsive partnerships with families. School administration communicates to all staff that requests from parents and families to be involved are always welcomed and supported.

When a request is received, the staff member will work with the appropriate team members to coordinate a suitable date and time. If needed, the request will be reviewed and approved by the principal to ensure smooth planning and support.

This approach ensures that families feel valued and included in their child's educational experience.

School Advisory Council (SAC) Interest Form

[School Name]

2026-27

The School Advisory Council (SAC) is a team of parents, school staff, and community members who work together to support student success and school improvement. The council helps review school data, provides input on plans and goals, and encourages strong communication between the school and families. SAC members share ideas, give feedback, and help make decisions that improve the learning environment for all students.

Role Interest

Please select all that apply:

☐Parent/Guardian

☐School Staff

☐Community Member

☐Business Partner

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call

☐Text Message

☐Email

Parent and Family Engagement Plan Feedback Form

Thank you for taking a few minutes to provide feedback on our Parent and Family Engagement Plan (PFEP). Your input helps us better understand how well our school is supporting families and where we can improve. We value your ideas and experiences and will use your feedback to strengthen communication, involvement opportunities, and support for student success. Please write any comments in the space provided below and submit this form to the school's main office.

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

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