Brevard Public Schools

MILA Elementary School

2026-2027 Title I Parent and Family Engagement Plan (PFEP)

What is Title I?

Mila Elementary has been identified as a Title I school. Title I is a federal grant that gives additional resources to schools with economically disadvantaged students. These resources provide extra teachers, professional development for school staff, extra time for teaching (before/after school tutoring), parent trainings, and other activities designed to raise student achievement. All Title I schools must jointly develop with parents and family members a written Parent and Family Engagement Plan (PFEP).

All families and community members are invited and encouraged to provide input and suggestions in developing and evaluating this plan. Input is gathered through in-person or virtual meetings, surveys, family engagement events, exit tickets, SAC/PTO, and other opportunities throughout the year. This plan is available on our school website and in the Title I Parent Notebook located in the front office. If you would like a printed copy of this document or require translation, please contact our Title I Contact, Kimberly Watrin, at Watrin.kimberly@brevardschools.org.

School's vision for engaging families: We work together to meet the needs of every student with excellence as the standard through engagement, collaboration, open communication, and strong school-family partnerships.

Assurances

We will:

- ☑ Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the Parent and Family Engagement Plan that describes how the school will carry out its required family engagement activities.
- ☑ Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.
- ☑ Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.
- ☑ Involve parents in the planning, review, and improvement of the Title I program.
- ☑ Develop a School-Home Compact that outlines how parents, students, and school staff will share responsibility for improving student achievement and describes how parents and teachers will maintain ongoing, two-way communication.
- ☑ Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- ☑ Provide materials and training to help parents support their child's learning at home.
- ☑ Provide staff development to educate teachers and other school staff, including school leaders, on how to engage families effectively.
- ☑ Coordinate with other federal and state programs.
- ☑ Provide information in a format and language parents can understand and offer information in other languages as feasible.

Principal: Nina Brown Date: 9-24-25

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Mila Elementary WILL:

1. **Involve families and community members in the planning, review, and improvement of their Title I schoolwide plan.**

Title I Documents	Date of meeting to gather family/community input	List outreach strategies used to invite families and community to provide input. (examples: newsletter, FOCUS message, personal invite/phone call)	Describe the method in which family and community members were involved. (examples: in-person, virtually, survey)	What evidence do you have to document family/community participation? (examples: meeting minutes, survey results)
Comprehensive Needs Assessment (CNA)	June 4, 15, and 16, 2026	Meeting advertisements/reminders for CNA stakeholder meetings; FOCUS; family newsletters; SAC/PTO communications; Mila Website and Facebook Page.	Stakeholders met in person for three CNA meetings: 6/4 focused on reading/math academics using FAST PM3 by grade; 6/15 reviewed overarching and quarterly goals and needs using demographic, FAST, i-Ready, science, and SIP data; and 6/16 reviewed SIP/subgroup and student needs using FAST, demographic, and i-Ready data. Participants included administration, elementary specialist, ESE support specialist, guidance counselor, Title I teacher, literacy coach, and ESE teacher. Family and community feedback from surveys was also reviewed as part of the CNA process.	CNA cover sheet; meeting advertisements/ reminders; agendas; sign-in sheets; meeting minutes; supporting work documents; and Title I survey results.
School Improvement Plan (serves as the Title I school-wide plan)	June 5, 6 (Ascend Conference) June 4, 15, and 16, 2026, and continuously reviewed throughout the year.	FOCUS, family newsletters, SAC/PTO communications, school website, Title I Annual Meeting/Open House	The SIP draft is shared with staff, SAC, PTO, families, and community stakeholders at the beginning of the school year and remains available for review. Meeting, survey, and exit-ticket information is used for continuous review and improvement.	Meeting minutes, sign-in sheets, agendas.

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Title I Documents	Date of meeting to gather family/community input	List outreach strategies used to invite families and community to provide input. (examples: newsletter, FOCUS message, personal invite/phone call)	Describe the method in which family and community members were involved. (examples: in-person, virtually, survey)	What evidence do you have to document family/community participation? (examples: meeting minutes, survey results)
Parent and Family Engagement Plan (PFEP)	August 27, 2026: Title I Annual Meeting and ongoing review throughout 2026-2027.	FOCUS emails, Title I Annual Meeting/Open House, family events exit tickets, family surveys and Facebook and Mila website.	Families provide input through the Title I Annual Meeting, Title I surveys, SAC/PTO meetings, family engagement activities, and exit tickets. Feedback is reviewed when developing and evaluating the PFEP. The 2026-2027 Title I family survey included 24 responses. Survey feedback was used to update this PFEP, including family communication preferences, attendance barriers, requested programs/materials, and family engagement topics. The effectiveness of the Parent and Family Engagement Plan will be evaluated annually through exit tickets, event participation data, sign-in sheets, SAC/PTO feedback, and student achievement information. Evaluation results will be used to revise and improve the following year's Parent and Family Engagement Plan.	Survey results, meeting minutes, sign-in sheets, and exit tickets. The 2026-2027 Family Survey Results (24 responses) are maintained as additional documentation of family input.
School-Home Compact	September 14 and ongoing review throughout 2026-27	FOCUS emails, SAC/PTO communications, Title I Annual Meeting/Open House.	Families and SAC/PTO members review the School-Home Compact and provide input on shared responsibilities, academic support, attendance, and two-way communication.	Meeting minutes, sign-in sheets, survey/exit-ticket results, and/or documented feedback.

2. **Hold an annual meeting for families to explain the Title I program and the rights of parents and families to be involved.**

Tentative date & time(s) of meeting	August 27, 2026, 5:00-5:30 p.m.

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Building Capacity of Families to Support Learning at Home						
Topic	**Title**	**Tentative Date/Time**	**Adult learning goal: What skill that reinforces student learning at home will families gain during this training?**	**List the Schoolwide Improvement Plan (SWP) goal this event directly supports**	**Translation provided**	**Take-home materials provided**
***Graduation Requirements & Scholarships**	N/A					

*** Required for secondary schools**

How will workshops/events for families be evaluated to determine their effectiveness?	Workshops/events will be evaluated using exit tickets, conversations with families, surveys, and participation data. Results will be reviewed by the leadership team and used to improve future family engagement activities. The 2026-2027 Title I family survey included 24 responses. Twenty-one families explicitly indicated that they had a better understanding of the Title I program after the presentation; one responded no, one provided no response, and one indicated prior familiarity with the information.
How will the needs of families be assessed to plan future events?	Future events will be planned using exit tickets, family and Title I surveys, SAC/PTO input, school improvement data, attendance at events based on sign-in sheets or exit tickets. 2026-2027 survey suggestions for programs/materials included STEM/robotics resources such as Ozobots, tutoring, sensory-friendly and adaptable manipulatives, and additional reading, math, and STEM programs/materials. Suggested family engagement topics included additional at-home assignments/practice, more STEM, reading, and math opportunities, and providing science project choices in advance. These suggestions will be considered when planning future Title I purchases and family engagement activities.
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc.)	Potential barriers include childcare, work schedules, transportation, translation/language needs, and accessibility needs. Mila will reduce barriers by offering flexible times, allowing children to attend when appropriate, providing translation/interpreter support and accessible formats/accommodations, and sharing information in multiple ways. 2026-2027 survey feedback identified work schedules and event timing as the most frequently cited barriers to attendance, with advance notice also noted as important. Mila will respond by providing notice as early as feasible, continuing flexible scheduling, and using multiple communication methods.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Meetings/events will be offered at varied and flexible times when possible, including morning, afternoon, evening, and virtual options. Examples include the Title I Annual Meeting/Open House on 8/27/26 from 5:00-6:30 p.m.; conference nights on 10/22/26 and 1/28/27 from 4:30-6:30 p.m.; Family Thanksgiving Lunch on 11/19/26; evening Math Nights on 1/19-1/21/27; and Cardboard Game Night on 4/22/27 as well as ongoing family lunches during students' scheduled lunch. Accommodation and translation services are available as needed, and family participation, including younger siblings when appropriate, is encouraged. When feasible, materials will be sent home with students who were unable to attend.

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How do families who are unable to attend building capacity events receive information from the meetings?	Families who cannot attend will receive materials through student backpacks, FOCUS, and/or the school website. Handouts, key information, and feedback opportunities will be shared after events so families can access the content and provide input.
What strategies are used to increase family attendance? How do you target the families of your lowest students/subgroups?	Mila will use Title I survey and exit-ticket feedback, SIP data, teacher input, and stakeholder feedback to identify attendance barriers and families needing targeted outreach. Attendance will be promoted through FOCUS, newsletters, printed notices, planners/folders, calls, personal invitations, and teacher reminders. Targeted outreach will focus on families of lowest-performing students, including Students with Disabilities and Black/African American students identified in the SIP, as well as students with attendance concerns. Survey feedback will also guide advance-notice practices and communication reminders so families can plan around work and scheduling conflicts whenever possible.

Mila Elementary School recognizes that meaningful family engagement is essential to student success. Family feedback gathered throughout the year will be continuously reviewed to improve communication, family engagement opportunities, and academic support programs. The Parent and Family Engagement Plan will be reviewed annually and revised jointly with families and stakeholders to ensure compliance with Title I requirements and alignment with school improvement goals.

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How are families notified of the meeting? (2 methods of notification, can't only be electronic)	• Flyers sent home in English and Spanish on 8/24/26 • School website/live feed 8/18/26 • FOCUS message sent on 8/26/26	
What information is provided at the meeting?	The Office of Title I provides each school with a video presentation and feedback form covering the Title I program, use of funds, curriculum and assessment information, the PFEP, School-Home Compact, and ways parents can be involved. Mila will also provide a one-page, school-specific Title I handout explaining how Title I supports student achievement and family engagement; ways families can be involved; how to access staff and school grade information; and curriculum information.	
How are parents and families informed of their rights?	The Brevard Public Schools Office of Title I provides all Title I schools with a Parents' Rights poster in English and Spanish for the front office. Parents are also informed of their rights during the annual meeting, and a Parents' Right to Know letter is maintained in the Title I Parent Notebook in the front office.	
How will you get feedback from parents and families about the meeting?	Exit tickets will be distributed at the meeting and collected for family feedback. The 2026-2027 Title I family survey generated 24 responses and provides additional feedback about understanding of Title I, family communication, participation, and future needs.	
How do parents and families who are not able to attend receive information and provide feedback?	Meeting information and an exit ticket are available on the Mila website as well as Facebook. A family survey was also sent out of Focus to all families, posted on the website and Facebook to gather family feedback.	
How many families should attend? (at least 50% of your families)	At least 50% of families	How many families actually attended? 24%

3. **Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents and families in more fully participating in the education of their children and/or to help support learning at home.**

Families are involved in decisions regarding the use of Title I parent and family engagement funds through annual surveys, the Title I Annual Meeting, SAC/PTO meetings, family engagement events, and feedback opportunities. Family input is reviewed when planning expenditures for family engagement activities, take-home learning materials, literacy and STEM resources, parent trainings, and other activities designed to support student achievement and strengthen school-family partnerships.

Title III-ESOL ***District Coordinator: Julie Kostka.**	Title III supports English Language Learners through collaboration with Mila's ESOL point of contact and Brevard Public Schools ESOL Resource Teachers. Mila provides school information in families' native languages when feasible and translation for documents, brochures, meetings, and events when needed or requested.

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McKinney-Vento/Students in Transition Liaison ***District Contact: Ivette Collado** **School Contact: Jennifer Lovell**	The McKinney-Vento Education for Homeless Children and Youth Program helps remove barriers to enrollment, attendance, and school success and ensures eligible students have equal access to the same free, appropriate public education, including public preschool education, as other children and youth.
FDLRS/ESE Services	Mila collaborates with ESE/FDLRS services to support students with disabilities and their families through IEP support, progress monitoring, family communication, and staff collaboration. The SIP goal is to raise the SWD ESSA Federal Index above 41%.
Preschool Programs (Head Start/VPK)	VPK provides early learning opportunities. Mila supports the transition to kindergarten through a kindergarten orientation/parent walkthrough with printed materials and activities. Regular Pre-K/K attendance is emphasized in support of the SIP attendance goal of 94% or better. For 2026-27, kindergarten begins 8/13/26 and Pre-K begins 8/17/26.
School Advisory Council (SAC)	SAC meetings are held regularly and are open to families and community members. Meeting dates are communicated through the school calendar, website, newsletters. Families are encouraged to attend and provide input on school improvement and Title I planning. The 2026-2027 school calendar lists SAC meetings on September 4, October 23, November 6, and December 4, 2026, and January 8, April 9, and May 14, 2027.
Parent Teacher Organization (PTO)/Parent Teacher Association (PTA)	PTO/PTA meetings and activities provide opportunities for families to support the school and participate in school events. Meeting and event information is shared through the school calendar, website, newsletters, and other school communication channels. The 2026-2027 school calendar lists PTO meetings on September 4, 2026, at 2:30 p.m. and November 6, 2026, at 9:00 a.m.
Extra Programs at your school/Community Partners **(examples: Eckerd Connects, counseling, etc.)**	Community partners and sponsors support family engagement and student learning through financial, volunteer, STEM/science, and school-event support. Partners include Launch Credit Union, Cape Canaveral Naval Base, counseling/social-work supports, and STEM/science partners. The SIP identifies an Orlando Science Center Parent Night as a Title I-supported academic family engagement event. Community partners support student learning and family engagement through volunteer opportunities, attendance incentives, family engagement events, STEM activities, mentoring opportunities, student recognition programs, and resources that strengthen connections between school, home, and community. Additional 2026-2027 sponsors/community supporters include DV Tees; Papa Vitos Merritt Island; AT Thrift; Sundance Dental; Coastal Life; Grace Church; Free Masons of Merritt Island; Brightway Insurance; Greenwing Services, Inc.; JMAK Roofing, Inc.; 321 Fences; and Orange Construction.

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4. Utilize strategies to ensure meaningful communication and accessibility.

Describe the methods that will be used to ensure meaningful, ongoing two-way communication between home, school, and community and how it will be monitored.	Brevard Public Schools uses FOCUS as the primary home-school communication tool. Mila supports parent registration and use and also communicates through newsletters, the school calendar, the school website/live feed, email, phone calls, SAC/PTO, social media, planners (3-6), and communication folders (K-3). Communication effectiveness will be monitored through FOCUS participation data, family surveys, conference attendance, event sign-in sheets, SAC/PTO participation, and exit tickets. 2026-2027 family survey feedback showed that nearly all responding families felt well informed, with families specifically noting FOCUS and email as helpful. Two families requested increased text communication, and one family noted the importance of earlier notice. Mila will continue multiple communication methods and provide timely advance notice and text-based reminders when feasible.
Describe how you notify each family in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field.	Letters are sent home to each student who has been taught for four or more consecutive weeks by a teacher who is not state certified for the assigned subject area. A copy of the letter and a list of recipient families are kept on file as documentation.
Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	Families receive curriculum, achievement, progress-monitoring, and assessment information through the Title I Annual Meeting/Open House, parent-teacher/student-led conferences, FOCUS messages, newsletters, and the school website. The calendar identifies conference nights on October 22, 2026, and January 28, 2027, from 4:30-6:30 p.m. FAST and i-Ready data, school grade information, and SIP priorities (ELA/RAISE, math, science, SWD/subgroups, and attendance) help families understand student progress and grade-level expectations. Elementary FOCUS dates: interims - 9/16/26, 11/30/26, 2/17/27, 4/30/27; report cards - 10/20/26, 1/15/27, 3/30/27, 5/27/27.
Describe how your school provides information to families in their native language.	Based on the prior-year Home Language Report, Mila provided information to families in English and Spanish. The current Home Language Report will be reviewed and translated information or interpreters will be provided in families' native languages when requested.
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Alternative formats of materials and information are available upon request. Mila provides reasonable accommodations for parents or students with disabilities, as needed or requested, to support equal access to meetings, workshops, and school events.

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Describe the opportunities families have to participate in their child's education.	Families may volunteer and attend the Title I Annual Meeting/Open House (8/27/26); Parent Science Fair Night (9/10/26); Literacy Night/New Worlds Reading (10/29/26); Family Thanksgiving Lunch (11/19/26); grade-level Math Nights (1/19-1/21/27); Cardboard Game Night (4/22/27); Orlando Science Center Parent Night; parent-teacher/student-led conference nights (10/22/26 and 1/28/27); kindergarten orientation; SAC/PTO; and other literacy, math, STEM, science, and family learning activities. Families may also provide input through exit tickets and surveys and attend family lunches scheduled during the day.
Describe how your school shares the PFEP, SIP, CNA and other Title I documents with community members.	Mila shares the PFEP, SIP, CNA, School-Home Compact, and other Title I information through FOCUS, the school website, SAC/PTO, social media, and the Title I Parent Notebook.

5. **Educate and build the capacity of school staff (administration, teachers, instructional assistants, custodial, front office, etc.) using research-based strategies, on ways in which to communicate effectively, build relationships, and engage families as well as the importance of parent and family engagement in increasing student achievement. Explain your plan for this school year. This section focuses on training staff to work with *families* to improve academic achievement.**

Title of Presentation/Topic	Materials To Be Used	Format for Implementation: workshop, book study, presenter, etc.	Presenter	Tentative Date/Time
Effective Family Communication, Attendance, and Engagement	FOCUS tools, planners/folders, attendance communication procedures, family-friendly data examples, and relationship-building resources. 2026-2027 family survey communication feedback, including requests for increased text communication and earlier notice, will also be reviewed.	Faculty meeting held 2 times a month on Thursdays from 3:10-3:45 and at weekly teacher PLCs held on Tuesdays during teachers' planning time.	School Administration / Title I Contact / Leadership Team	August 2026 and September 2026
Effective Parent-Teacher/Student-Led Conferences and Supporting Learning at Home	Student-led conferences, student data/work, school planners, school homework folders.	Faculty meeting held 2 times a month on Thursdays from 3:10-3:45 and at weekly teacher PLCs held on Tuesdays during teachers' planning time.	School Administration/ Leadership Team	Before conference nights on October 22, 2026, and January 28, 2027.

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6. **Provide assistance, training, workshops, events, and/or meetings for families to help them understand the education system, curriculum, standards, state assessments and achievement levels.**
    - **Offer workshops, events and/or meetings at flexible dates/times (i.e., morning, afternoon, evening, weekend, or virtually).**
    - **Provide information to families in a timely manner and in an easy-to-understand format.**
    - **The pre-populated topics are required for ALL schools; schools may add additional topics, as needed, based on family feedback collected.**

Building Capacity of Families to Support Learning at Home						
Topic	**Title**	**Tentative Date/Time**	**Adult learning goal: What skill that reinforces student learning at home will families gain during this training?**	**List the Schoolwide Improvement Plan (SWP) goal this event directly supports**	**Translation provided**	**Take-home materials provided**
Curriculum Review/demonstrate materials that are used, textbooks, manipulatives, online platforms, etc.	Title I Annual Meeting; Back-to-School Open House Science Fair Night Title I Literacy Night/Trunk or Treat Science Fair, Art & Music Night K-2, 3-4, and 5-6 Math Nights Cardboard Game Night Orlando Science Center Parent Night	**8/27/26 5:00–6:30 p.m.** **9/10/26 5:00–6:00 p.m.** **10/29/26 5:00 p.m.** **12/15/26 Approx. 5:00–6:00 p.m.** **1/19/27, 1/20/27, and 1/21/27 5:00–6:00 p.m.** **4/22/27 5:00 p.m.** **Date TBD**	Families learn practical literacy, math, STEM, and science strategies and how to use related materials with their children.	SIP: ELA/RAISE - 50% or better in all grades/areas K-6; Math 47% to 50%; Science 57% to 60%; SWD ESSA Federal Index above 41%.	Yes	Yes

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State Assessments & Achievement Levels FAST, STAR, EOC, Science, etc.	Title I Annual Meeting; Parent-Teacher/Student-Led Conferences; IEP/MTSS meetings and available on Focus for parents.	8/27/26 and student-led conferences 10/22/26, 4:30-6:30 p.m.; 1/28/27, 4:30-6:30 p.m.	Families understand FAST/state assessment and progress-monitoring data and how to support grade-level goals.	Supports SIP ELA/RAISE, math, science, SWD/subgroup, and progress-monitoring priorities.	Yes	Yes
Technology, FOCUS/Launchpad cover FOCUS in depth, demonstrate how to navigate, check grades, get messages, etc.	FOCUS/Launchpad support during registration, conferences, and main-office assistance	All year	Families learn to use FOCUS/Launchpad to review grades, messages, attendance, and school information.	SIP attendance goal: 94% or better; strengthens ongoing two-way communication.	Yes	Yes
Transition (VPK-K, MS, HS)	Kindergarten Orientation/Parent Walkthrough; next-level transition information	Spring 2027 (tentative)	Families learn transition expectations, sample kindergarten activities, readiness supports, and attendance expectations.	SIP attendance goal: 94% or better, with added focus on Pre-K/K attendance.	Yes	Yes
Parent/ Teacher Conferences	Parent-Teacher and Student-Led Conferences	10/22/26, 4:30-6:30 p.m.; 1/28/27, 4:30-6:30 p.m.	Families review student progress and goals and identify specific academic and behavior supports for home.	Supports SIP academic, SWD/subgroup, and attendance priorities through shared goal setting.	Yes	Yes
***College & Career**	N/A					