



Mims Elementary

2025-2026 Title I Parent and Family Engagement Plan (PFEP)

What is Title I?

Mims 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 were invited and encouraged to provide input and suggestions on developing this plan. Input was given during in-person or virtual meetings and by way of surveys. This plan is available on our school website and in the Title I Parent Notebook located in our front office. If you would like a printed copy of this document, or require translation, please reach out to our Title I Contact Samantha Bissett at Bissett.samantha@brevardschools.org

School's vision for engaging families:

To partner with families in support of creating future ready citizens who make a positive impact in the world.

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-parent Compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement and describes how parents and teachers will have **on-going**, 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.



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Principal: Cheree Cochran

Date: 9/30/25

Mims Elementary WILL:

1. Involve families and community members in the planning, review, and improvement of their Title I school-wide 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) & School Improvement Plan (serves as the Title I school-wide plan)	6/9/2025 5/19/2025	- FOCUS Text Message communication was sent out to families - Social media post was sent out inviting families (FaceBook) - School Newsletter included Invitation	Family and community members were invited to attend optional school wide meetings where data was presented and discussed. Needs are identified and from those needs school goals are developed. Meaningful conversations are had and opportunities for input and suggestions are given through exit slips via QR codes and surveys. Although we always encourage our families to attend our face to face meetings, some of our families feel more comfortable submitting their feedback anonymously and we want those who do not attend to still have their voices heard. These anonymous forms of input are collected via parent surveys.	Survey Responses
Parent and Family Engagement Plan (PFEP)	9/16/25 9/22/25	- Blasts for Text & Message communication are sent out to families using FOCUS - School Newsletter - Facebook Post	Parents/Guardians were asked to give input on how we can better serve our families. Families had the opportunity to give their feedback through an online survey as well as through input and conversations at SAC meetings.	Survey responses Meeting Sign in Agendas/Minutes
School-Home Compact	9/22/25	- Facebook Post - Newsletter blast Texted to families using FOCUS	Families were asked to provide feedback on the roles and responsibilities of teachers/staff, parents, and students. We will use this feedback when developing the compact.	Meeting Sign in Agendas/Minutes



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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	Thursday, August 28th, 2025	
How are families notified of the meeting? (2 methods of notification, can't only be electronic)	Text sent to parents via FOCUS Printed Family Calendar Facebook & school website post	
What information is provided at the meeting?	The Office of Title I provides each school with a video presentation and feedback form that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved. Schools will personalize a one-page handout describing how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, school grade information, parent survey results and information on the school's curriculum.	
How are parents and families informed of their rights?	The Brevard Public Schools Office of Title I provides all Title I schools with a poster (in both English and Spanish) to display in the front office informing parents of their rights. Parents are also informed of their rights during the annual meeting. Schools are also required to have a "Parents Right To Know" letter in the Title I parent notebook kept in the front office.	
How will you get feedback from parents and families about the meeting?	Following the meeting families were asked to complete an exit ticket before the end of the night's events. We also discussed this information and the presentation of it further at our SAC meeting on September 22, 2025.	
How do parents and families who are not able to attend receive information and provide feedback?	Families who do not attend the meeting are notified of the PowerPoint posted on our school's website or located in our Title 1 binder in the front office. Families are also given information to contact Mr. Bissett (Title 1 Coordinator) with any additional questions or need for review.	
How many families should attend? (at least 50% of your families)	We encourage all families (100%) to attend this event.	How many families actually attended? 28 families

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.

Title III-ESOL *District coordinator-Anne Skinner	Mims ELL population is identified and provided with translated documents for home and parent support. Students are also provided with a translation dictionary as well as the Imagine Learning Program. All ELL students have access to this program and are encouraged to utilize it daily and provided with teacher directed time to independently navigate it. In addition, Title 3 provides each ELL student with headphones and microphones to be able to fully utilize the Imagine Learning Program.
McKinney-Vento/ Students in Transition Liaison *District contact-Ivette Collado School Contact: Tammy Michonski	Mims Elementary Guidance Counselor, Tammy Michonski, works in collaboration with families to provide information and support to families in transition. Support varies for families at Mims but includes Food Packs sent home weekly, and student clothing sent home as needed. Students also receive a backpack with supplies and are offered a variety of supports as needed, including: Transportation support and tutoring support.



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FDLRS/ESE services	Mims' ESE team works closely with the Title 1 team to provide resources to our ESE students. ESE students have the opportunity to participate in tier 2 or tier 3 reading and math interventions when qualified for additional support. Our ESE teachers receive district and site support with the curriculum, peer tutoring and updates from Pier.
Preschool Programs (Head Start/VPK)	Mims Elementary currently has 4 preschool classrooms consisting of a stepforward class, 3 year old, 4 year old, and VE classroom. Families of PreK, VE, and Head Start are all invited to participate in school-wide parent & family engagement events.
School Advisory Council (SAC)	The School Advisory Council and Title 1 Program work together as the first line of communication between school, home, and community. Many school related topics are discussed at the SAC meeting before being published out to families and staff. SAC and Title 1 work together on the continuous improvement of the school(SIP) and to ensure that exemplary educational opportunities are available to the students.
Parent Teacher Organization (PTO)/Parent Teacher Association (PTA)	Mims does not currently have a PTO/PTA
Extra Programs at your school/Community Partners (examples: Eckerd Connects, counseling, etc.)	Mims engages students and families through our school-wide House System program. This program encourages students to not only meet the schools Essential 20 Expectations, but work to go above and beyond those expectations. Students earn rewards through the House System that can benefit them and their house family.

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 main communication tool between home and school. It is very important that parent accounts are active and regularly checked. Parents are encouraged to have the FOCUS app on an electronic device. If parents need help registering or learning how to use FOCUS the school will provide support. In addition to FOCUS, with Title 1 funds, the school has purchased school planners for students in select grade levels. Teachers use these for communicating with families along with digital communication logged in FOCUS. Mims has also used Title 1 funds to purchase a Canva subscription in order to create and share information via social media, monthly newsletters, flyers, and the school website as needed. Last, we have purchased family calendars for each family that holds important school dates for the entire school year. The line of communication is always open for our families.
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 with every student that has been taught for four or more consecutive weeks by a teacher who is not state certified in the subject area they are assigned. Schools also post this information on their websites and in their parent newsletter. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation.
Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	Provided to parents are the grade level expectations with each student. Mims uses Parent-family engagement events to share information about the curriculum and how families can support their students at home. Mims also holds Student led and teacher led conference nights that allow teachers and students to communicate expectations of achievement levels with families.



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	Parents/guardians also have access to the FOCUS online portal to be able to keep up to date on their children's progress. Results for district FAST assessment for intermediate students and STAR assessments for primary students are sent home three times each year. In addition, Mims also sends home a monthly newsletter that includes helpful tips and upcoming curriculum information.
Describe how your school provides information to families in their native language.	Based on our Home Language Report, we provide information to families in the following languages: Spanish
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	At Mims, we have a variety of ways to support parents and families with disabilities. In addition to complying with all accommodations required by law, we also offer hearing assistance via talk to text presentations at events when needed and home visits.
Describe the opportunities families have to participate in their child's education.	Mims Elementary offers a variety of family engagement events throughout the year. At these events we strive for academic content to be covered and presented while staying engaging and fun for families. We also provide virtual components on our Facebook page and school website for all of our in person events. We have resources that are available for parents to use at home if needed, such as Learning Ally, and access to online learning programs such as iready. Last, we host quarterly learning celebrations for our families to see all the achievements their child is making throughout the school year.
Describe how your school shares the PFEP, SIP, CNA and other Title I documents with <u>community members</u>.	These documents are posted on our school's website and hard copies are also available in the Parent & Family Title 1 Binder in the front office. We notify parents that these documents are available on our schools newsletters via social media and our school website. Personal copies are available upon request.

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.

<u>Title of Presentation/Topic</u>	<u>Materials To Be Used</u>	<u>Format for Implementation: workshop, book study, presenter, etc.</u>	<u>Presenter</u>	<u>Tentative Date/Time</u>
Positive Engagement with Families in our School Community using AI Support	AI Programs such as Co-pilot & Chat GPT	Presented in person	Samantha Bissett & Parent Family Engagement Committee	February 2026



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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						
<u>Topic</u>	<u>Title</u>	<u>Tentative Date/Time</u>	<u>Adult learning goal:</u> What skill that reinforces student learning at home will families gain during this training?	List the Schoolwide improvement plan (SWP) goal this event <u>directly</u> supports	<u>Translation provided</u>	<u>Take home materials provided</u>
Curriculum	Annual Meeting	8/28/25	Annual Meeting- Families will be educated about our Title 1 program and the supports provided on curriculum for students. Families will have the opportunity to learn more about the curriculum from Mrs. Bissett.	Instructional Practices specifically relating to ELA required by RAISE, Instructional Practices specifically relating to Math, ESSA Subgroups specifically relating to Students With Disabilities, Positive Behavior & Intervention Systems using the Ron Clark House System.	If requested	Yes
	Student Led Conference Night	10/23/25	Conference Nights where the student leads the discussion allows students to take accountability and ownership in their learning. Families will see where a student is at in their education and how much more growth they are looking forward to this school year. This event will also give families an opportunity to ask the teacher questions and allow them to gain knowledge and support in the strategies they can be using at home with their child.	Instructional Practices specifically relating to ELA required by RAISE, Instructional Practices specifically relating to Math, ESSA Subgroups specifically relating to Students With Disabilities, Positive Behavior & Intervention Systems using the Ron Clark House System.		Yes



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	Literacy Night paired with Conferences	1/29/26	Subject area nights will be held to help support families with their child's curriculum. It will also give families an opportunity to ask questions and allow them to gain knowledge and support in the strategies they can be using at home with their child.	Instructional Practices specifically relating to ELA required by RAISE, ESSA Subgroups specifically relating to Students With Disabilities, Positive Behavior & Intervention Systems using the Ron Clark House System.		Yes
State Assessments & Achievement Levels FAST, STAR, EOC, Science, etc.	Annual Meeting	8/28/25	During the annual meeting presentation, the most recent FAST/STAR scores and related school data will be shared with families. We will also share what our school plan is to achieve growth and proficiency throughout the year.	Instructional Practices specifically relating to ELA required by RAISE, ESSA Subgroups specifically relating to Students With Disabilities.		Yes
Technology, FOCUS/Launchpad cover FOCUS in depth, demonstrate how to navigate, check grades, get messages, etc.	Annual Meeting	8/28/25	Explain the purpose of FOCUS and help families log in to FOCUS and adjust FOCUS settings for notifications and contact information.	Instructional Practices specifically relating to ELA required by RAISE, ESSA Subgroups specifically relating to Students With Disabilities, Positive Behavior & Intervention Systems using the Ron Clark House System.	If requested	No
Transition (VPK-K, MS, HS)	Kindergarten Orientation Visits by Madison Middle School	Spring 2026 Fall 2025 & Spring 2026	Families and students are able to speak with grade level Teachers, our Reading Coach, Title One Coordinator, Activity Teachers, and Administration on expectations for the Kindergarten and support with the transition as they enter elementary school. Families are able to learn about the upcoming transition to a new school and support the curriculum.	Instructional Practices specifically relating to ELA required by RAISE, Positive Behavior & Intervention Systems using the Ron Clark House System.	If requested	Yes



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Parent/ Teacher Conferences	Parent-Teacher Conference with Compact	10/23/25 1/29/26 In addition, dates are flexible and scheduled with parents throughout the school year.	Parent Teacher conferences are expected to be held by teachers once a quarter on a needs basis. In addition to these conferences, the school sets aside two additional conference nights, one each semester. Last, we encourage families to schedule one-on-one meetings with their child's teacher to discuss concerns about academics and behavior as they are needed.	Instructional Practices specifically relating to ELA required by RAISE, Positive Behavior & Intervention Systems using the Ron Clark House System.	If requested	Yes
*College & Career	Not Applicable					
*Graduation Requirements & Scholarships	Not Applicable					

*** Required for secondary schools**

How will workshops/events for families be evaluated to determine their effectiveness?	Face-to-face conversations will be had at the event and documented through the minutes of the event/meeting. In addition, exit sheets will be collected from families for administration and Title One Team and Parent Family Engagement Committee to review.
How will the needs of families be assessed to plan future events?	All events will collect an exit ticket to gain participant feedback. After viewing the feedback and coming up with a collective summary as a Parent & Family Engagement Team we will plan to improve our next events as needed to better support the needs of our families.
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc.)	Our biggest barriers have been family hesitation with event content, transportation, and providing drinks and snacks at events as they are typically in the morning during breakfast or in the evenings during dinner time. We are collaborating with our Partners in Education (PIE) Coordinators to collect donations for community sponsors to provide snacks for these events to allow families to not have to worry about feeding their families after an afternoon family event. In addition, we are working as a school family engagement team to make our events feel more fun and engaging and less pressure for families to answer about academics but be supported.



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How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	By utilizing exit tickets and surveys, Mims has compiled what times and weekdays would give us the most attendees. For all of our events we have extended our times to allow for families to have a longer window so that our families can come at a time that works best for them. In addition we have also planned for some events to be in the morning to support families that can not attend after school events.
How do families who are unable to attend building capacity events receive information from the meetings?	Event information, handouts, and presentations are posted on the schools website and via social media for families to review or view for the first time. In addition, teachers are given the additional materials to send home with students who may have missed the event at the following school day.
What strategies are used to increase family attendance? How do you target the families of your lowest students/subgroups?	Administrators, title one staff members, Parent & Family Engagement Committee, and teacher leaders review the information from surveys and exit slips. We strive to listen carefully to our families and community and respond to their feedback. We offer meaningful opportunities and events for our families to participate in, communicate proactively, and make known that family engagement is a priority here on campus. In addition, our SAC is composed of community members and family members that help with decision making and collaboration on how to best meet the needs of the school.