



## Mims Elementary

### 2023-2024 Title I Parent and Family Engagement Plan (PFEP)

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school's plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.

*All families and community members were invited and encouraged to provide input and suggestions on developing/reviewing this plan. 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 contact our Title I Contact Samantha Bissett at [Bissett.Samantha@brevardschools.org](mailto:Bissett.Samantha@brevardschools.org)*

*Se invitó y alentó a todas las familias y miembros de la comunidad a proporcionar aportes y sugerencias sobre el desarrollo / revisión de este plan. Este plan está disponible en el sitio web de nuestra escuela y en el cuaderno de participación de padres y familias del Título I ubicado en nuestra oficina principal. Si desea una copia impresa de este documento o necesita una traducción, comuníquese con nuestro contacto de Título I Samantha Bissett at [Bissett.Samantha@brevardschools.org](mailto:Bissett.Samantha@brevardschools.org)*

#### **School's vision for engaging families:**

#### **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 communicate.
  - 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, including preschool programs.
  - Provide information in a format and language parents can understand and offer information in other languages as feasible.
  - Include the School and District Parent and Family Engagement Plans on our school website and in the Parent Engagement Notebook in the front office.

Principal: \_\_\_\_\_

Date: \_\_\_\_\_



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**EVERY TITLE I SCHOOL IN BREVARD COUNTY WILL:**

1. Involve families and community members in the planning, review, and improvement of their School Improvement Plan and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan, as well as the school-home Compact, with an adequate representation of families.

Title I Documents	Date of meeting to gather family/community input.	List outreach strategies used to invite families and community to provide input.	Describe the method in which family and community members were involved.	What evidence do you have to document family/community participation?
<b>School Improvement Plan (SWP) Comprehensive Needs Assessment (CNA)</b>	2/27/23 3/27/23 4/24/23 5/22/23 9/18/23 10/23/23	<ul style="list-style-type: none"> <li>• Basts for Text &amp; Voice Message communication are sent out to families</li> <li>• Calendar Invites</li> <li>• School Newsletters sent home with students</li> </ul>	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 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.	Survey responses Meeting Sign in Sheets/Agendas/Minutes Exit Slips
<b>Parent and Family Engagement Plan (PFEP)</b>	4/18/23 8/17/23 10/23/23	<ul style="list-style-type: none"> <li>• Basts for Text &amp; Voice Message communication are sent out to families</li> <li>• School Newsletters sent home with students</li> <li>• FacebookPost</li> <li>• Posted on the Schools Website</li> <li>• Calendar Invites</li> <li>• Members of the SAC Committee were personally contacted via phone call to attend the event.</li> </ul>	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 exit slips.	Survey responses Meeting Sign in Sheets/Agendas/Minutes Exit Slips
<b>School-Home Compact</b>	10/23/23  October 2023	<ul style="list-style-type: none"> <li>• Members of the SAC Committee were personally contacted via phone call to attend the event.</li> <li>• FacebookPost</li> <li>• Posted on the Schools Website</li> <li>• Basts for Text &amp; Voice Message communication are sent out to families</li> <li>• Survey</li> </ul>	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 Sheets/Agendas/Minutes Exit Slips  Survey responses



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<b>Title I Budget</b>	8/17/23	<ul style="list-style-type: none"> <li>● Facebook post</li> <li>● Posted on the Schools Website</li> <li>● Basts for Text &amp; Voice Message communication are sent out to families</li> <li>● Hard copy survey</li> </ul>	Family and community members who attended our Annual Meeting were informed about our Title I budget as well as our plan for spending of the budget. We gave exit surveys to families to request input on our Title I Program. The PowerPoint from the meeting is also posted to our school website for those who could not attend, and they could request meetings with Mrs. Bissett if they wanted clarification.	Meeting Sign in Sheets/Agendas/Minutes Exit Slips
<b>Parent &amp; Family Engagement Funds</b>	10/23/23  October 2023	<ul style="list-style-type: none"> <li>● Members of the SAC Committee were personally contacted via phone call to attend the event.</li> <li>● FacebookPost</li> <li>● Posted on the Schools Website</li> <li>● Basts for Text &amp; Voice Message communication are sent out to families</li> <li>● Survey</li> </ul>	Family members and community members discuss funds for family engagement at the monthly SAC Meeting. In addition, all families received a hard copy survey in which specific questions were included about spending family engagement funds.	Meeting Sign in Sheets/Agendas/Minutes Exit Slips  Survey responses

***\*All Title I schools are required to hold at least one face-to- face conference in which the compact is discussed with families.***

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

<b>Tentative date &amp; time(s) of meeting</b>	August 17, 2023
<b>How are families notified of the meeting?</b>	Blast sent to parents contact information Printed Family Calendar Facebook Post Printed Flyer Backpacked with Students
<b>What information is provided at the meeting?</b>	The Office of Title I provides each school with a Power Point 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 may personalize the Power Point by elaborating on 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.
<b>How are parents and families informed of their rights?</b>	Brevard Public Schools Office of Title I provides all Title I schools with a brochure informing parents of their rights. This brochure is sent home with all students via backpack. Schools are also required to have a copy of the "Parents Right To Know" letter in a parent and family engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.
<b>What barriers will you address to encourage parents/families to attend?</b>	Evidence from last year's event showed us that holding this event in combination with other school events allows for a greater turn out. In addition, the presentation has been posted on our schools website for families to view at their convenience. Our goal is always to improve attendance and receive input from families to develop the best Title 1 program at our school . We want our parents/families to know that we value their feedback and input, and we want our family engagement events to suit their needs.



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<b>How will you get feedback from parents and families about the meeting?</b>	Following the meeting families completed an exit ticket before the next event of the night.
<b>How do parents and families who are not able to attend receive information from the meeting?</b>	Families who do not attend are encouraged to schedule a time to meet with Mrs. Bissett, and the PowerPoint posted on our school's website for those families who wish to access it from home.

**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.**

<b>Title III-ESOL *District Coordinator-Anne Skinner</b>	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.
<b>Students in Transition *District Contact-Ivette Collado</b>	Mims Elementary Social Worker, Tracy Portz, 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.
<b>FDLRS/ESE Services</b>	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 interventions when qualified for additional reading support. Students also have access and utilize the Lexia reading program purchased by Title 1 to support students reading growth with material at their skill level. Our ESE teachers receive district and site support with the curriculum, peer tutoring and updates from Pier.
<b>Preschool Programs (Head Start/VPK)</b>	Mims Elementary currently has 3 preschool classrooms consisting of a 3 year old, 4 year old, and VE classroom. Families of PreK, VE and Head Start are all invited to participate in school-wide engagement events.
<b>SAC</b>	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 and to ensure that exemplary educational opportunities are available to the students.
<b>PTO/PTA</b>	Mims does not currently have a PTO/PTA

**4. Utilize strategies to ensure meaningful communication and accessibility.**

<b>Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.</b>	With Title 1 funds, the school has purchased school planners for students. Teachers use these for communicating with families along with digital communication logged in FOCUS. The school uses social media, monthly newsletters, flyers, the school website and Blasts to send text and voice messages when needed. The line of communication is always open for our families.
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<p><b>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.</b></p>	<p>Letters are sent home with every student that has been taught for four or more consecutive weeks by a teacher who not state-certified in the subject area they are assigned. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation.</p>
<p><b>Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</b></p>	<p>At the start of the school year Mims sends home grade level expectations with each child. Mims uses Parent-family engagement events to share information about the curriculum and how families can support their students at home. 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.</p>
<p><b>Describe how your school provides information to families in their native language.</b></p>	<p>Based on our Home Language Report, we provide information to families in the following languages: Spanish</p>
<p><b>How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</b></p>	<p>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 at events when needed and home visits.</p>
<p><b>Describe the opportunities families have to participate in their child’s education.</b></p>	<p>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 Lexia Core 5 and Power Up at home. We have held a volunteer orientation and will have in-person volunteer opportunities available to our families.</p>
<p><b>Describe how your school shares the PFEP, SIP, CNA and other Title I documents with <u>community members</u>.</b></p>	<p>These documents are posted on our school's website and hard copies are also available in the Parent &amp; Family Binder in the front office. We notify parents that these documents are available on newsletters and on Facebook. Personal copies are available upon request.</p>

5. Educate and build the capacity of school staff (administration, teachers, instructional assistants, custodial, front office, etc) 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>Topic/Title</u>	<u>How does this help staff build school/family relationships?</u>	<u>Format for Implementation: workshop, book study, presenter, etc.</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Communicating Student Achievement with Families	This Professional Development will help communicate protocols and best practices for communicating with parents on student achievement. Communication that is clear, easy for families to understand, and frequent is essential for keeping up our family-	Presentation at Faculty Meeting.	All instructional teachers.	September 2023 from 1:30pm - 3:15pm



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	school relationships. Open communication is something our families also have noted they want and expect from our teachers.			
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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, evening, lunch, Saturdays).
- Provide information to families in a timely manner and in an easy to read 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> Are they flexible?	<u>Adult learning goal: What skill that reinforces student learning at home will families gain during this training?</u>	<u>List the Schoolwide improvement plan (SWP) goal this event directly supports</u>	<u>Translation provided</u>	<u>Take home materials provided</u>
Curriculum Areas	Annual Meeting	8/17/23	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 and/or the administrator.	Instructional Practices specifically relating to Math, and Reading Achievement Initiative for Scholastic Excellence (RAISE).	If requested	Yes
	Math/Science Night	10/25/23	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 Math.		Yes
	Literacy Night	2/8/24	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.	Reading Achievement Initiative for Scholastic Excellence (RAISE)		Yes



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<b>State Assessments &amp; Achievement Levels</b>	Annual Meeting	8/17/23	During the annual meeting presentation, the most recent FAST/STAR scores and iReady data will be shared with families. We will also share what the plan is to achieve growth and proficiency throughout the year.	Instructional Practices specifically relating to ELA and Math	If requested	No
<b>Technology, FOCUS/LaunchPad</b>	Annual Meeting	8/17/23	Explain the purpose of FOCUS and help families log in to FOCUS and adjust FOCUS settings for notifications and contact information.	Positive Culture and Environment Specifically Relating to Early Warning Signs.  Instructional Practices specifically relating to Math, and Reading Achievement Initiative for Scholastic Excellence (RAISE).	If requested	No
<b>Transition (VPK-K, MS, HS)</b>	Kindergarten Orientation  Visits by Madison Middle School	Spring 2023  Fall & Spring 2023	Families and students are about to speak with grade level teachers, reading coaches, the Title One Coordinator, Activity teachers, and Administration on expectations for the Kindergarten and support with the transition.  Families are able to learn about the upcoming transition to a new school and support the curriculum.	Positive Culture and Environment Specifically Relating to Early Warning Signs.  Instructional Practices specifically relating to Math, and Reading Achievement Initiative for Scholastic Excellence (RAISE).	If requested	Yes
<b>Parent/Teacher Conferences</b>	Parent-Teacher Conference with Compact	Dates are Flexible and scheduled with parents throughout the school year	Families will schedule one-on-one meetings with their child's teacher to discuss concerns about academics and behavior.	Positive Culture and Environment Specifically Relating to Early Warning Signs.  Instructional Practices specifically relating to Math, and Reading Achievement Initiative for Scholastic Excellence (RAISE).  ESSA Subgroup specifically relating to Students with Disabilities.	If requested	Yes
<b>*College &amp; Career</b>	Not Applicable					



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<b>*Graduation Requirements &amp; Scholarships</b>	Not Applicable					
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\* Required for secondary schools

<b>How will workshops/events for families be evaluated to determine their effectiveness?</b>	Face-to-face conversations will be had at the event and documented through the minutes of the event/meeting and exit sheets will be collected from families for administration and Title One Team to review.
<b>How will the needs of families be assessed to plan future events?</b>	After viewing the feedback and coming up with a collective summary. Administrators, Title 1 staff, and teacher leaders will plan to improve our next events as needed to better support the needs of our families.
<b>What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)</b>	Our biggest barriers in the past have been time, 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 offering more events at a variety of times for families to engage in this year, hoping that parents/guardians will be more capable and willing to attend. We are also collaborating with our Partners in Education (PIE) Coordinators to collect donations for community sponsors to provide snacks for these events.
<b>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</b>	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 extend over two days so that families can support numerous children if applicable.
<b>How do families who are unable to attend building capacity events receive information from the meetings?</b>	Event information, handouts, and presentations are posted on the schools website for families to review or view for the first time.





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<p><b>What strategies were used to increase family and community engagement in decision-making?</b></p>	<p>Administrators, title one staff members, 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.</p> <p>In addition, our SAC is composed of community members and family members that help with decision making and collaboration that best meet the needs of the school.</p>
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