



**Odyssey Charter School, Inc.
Office of Title I**

2025-2026 Parent and Family Engagement Plan (PFEP)

APPROVED

JAN 21 2026

**OCS, Inc.
Board of Directors**

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 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 and family engagement notebook located in our front office. If you would like a printed copy of this document, or require translation, please contact our Elementary Title I Contact (Trisha Jack, at jackt@@odysseyprepacademy.com).

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 (Trisha Jack, at jackt@@odysseyprepacademy.com).

School's vision for engaging families:

Odyssey Preparatory Academy aims to work in partnership with our families and build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Odyssey Preparatory Academy tiene como objetivo trabajar en asociación con nuestras familias y construir relaciones positivas con los padres, las familias y otras partes interesadas de la comunidad para cumplir con la misión de la escuela y apoyar las necesidades de los estudiantes.



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Assurances

- We will:**
- X Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the “School Parent and Family Engagement Plan” that describes how the school will carry out its required family engagement activities.
 - X 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.
 - X 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.
 - X Involve parents in the planning, review, and improvement of the Title I program.
 - X 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.
 - X Offer assistance to parents in understanding the education system and the state standards, and how to support their children’s achievement.
 - X Provide materials and training to help parents support their child’s learning at home.
 - X Provide staff development to educate teachers and other school staff, including school leaders, on how to engage families effectively.
 - X Coordinate with other federal and state programs, including preschool programs.
 - X Provide information in a format and language parents can understand, and offer information in other languages as feasible.
 - X 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?
Schoolwide Improvement Plan (SWP) Comprehensive Needs Assessment (CNA)	9/18/2025	Facebook, Focus, Newsletter, Registration	Parents were invited to the meeting to discuss possible goals or improvements for our school. Stakeholders also completed surveys to help school administration see target areas. After the meeting and the survey's FAQ and results were collected and utilized to help guide our plans for 25-26.	Parents sign in sheets for attendance, Survey Data, PowerPoint Presentation
Parent and Family Engagement Plan (PFEP)	Spring 2026 9/18/2025	Facebook, Focus, Newsletter, Registration, Surveys	Parents were invited to the meeting to discuss possible goals or improvements for our school. Stakeholders also completed surveys to help school administration see target areas. After the meeting and the survey's FAQ and results were collected and utilized to help guide our plans for 25-26	Parents sign in sheets for attendance, Survey Data, PowerPoint Presentation
School-Home Compact	9/18/2025	Facebook, Focus, Newsletter, Registration	Parents will be asked to review the compact give feedback on possible improvements to last year's forms. This will be done through surveys and during meetings with families. After the meeting and the survey's FAQ and results were collected and utilized to help guide our plans for 25-26.	Surveys, compact comments, agenda, PP
Title I Budget & Framework	9/18/2025	Flyer, Focus, Remind, Facebook	Review of Title I budget, framework and SIP Parents will be asked to complete a short exit ticket to give feedback on the documents and budget.	Sign in sheets, PP, agenda
Parent & Family Engagement Funds	9/18/2025	Facebook, Focus, Newsletter, Registration	Parents will review parent and family engagement activities and last year's plan. Survey of needs for this year's funds.	PP, agenda, Survey results after the presentation

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



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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	September 18, 2025
How are families notified of the meeting?	Flyer, Focus, Remind, Facebook, Front marquee
What information is provided at the meeting?	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.
How are parents and families informed of their rights?	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.
What barriers will you address to encourage parents/families to attend?	One of the schools goals this year is to continue building partnerships with all stakeholders. This year we continue working on getting our families back into the school, to volunteer and attend family events. We have been able to utilize Social media, Remind, and Focus to share upcoming events. In addition to sending out a large newsletter 4 times a year, we are sending small, one-page newsletters every other month to encourage family involvement.
How will you get feedback from parents and families about the meeting?	Exit surveys will be offered and collected to help guide our plans.
How do parents and families who are not able to attend receive information from the meeting?	All information will be sent on Focus and information will be posted on our Website after the event. We will also have an orientation packet for each new family that joins our campus. In it will be documents that share the information that every family needs access to.

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 II- Professional Development	The district K-12 Parent & Family Involvement Resource Teacher, and the Office of Educational Leadership & Professional Development staff work in partnership with Odyssey educators through district wide workshops/trainings to provide school staff members with professional development in working effectively with our parents. We also collaborate with Green Apple Inc. to plan and provide additional professional development for our families and students. We work closely with the Palm Bay Police department to provide trainings for bike safety, bullying prevention, and cyber bullying.
Title III-ESOL	The district Resource teacher for Title II Family Involvement works collaboratively with Odyssey's ESOL teacher and instructional assistant to address the needs of English Language Learners and families. We plan and implement appropriate programs, services, and training opportunities for school staff and families, including ensuring that information is translated into parents' primary language when possible.
Title IV-Well-Rounded Education/School Safety/Educational Technology	Safety is our #1 priority for all our students and staff members. Odyssey has partnered with PBPD for a fulltime School Resource Officer on the Wyoming campus daily to ensure all students and staff are safe. Drills for critical instances are practiced monthly to ensure all know what is expected of them in case of an emergency. We also have technology in the form of cameras on our campus and on our buses to help in situations that need further investigations. All our



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	entrances have safety doors that need a swipe card for entrance including from the office to the rest of the building. All staff members have the RAVE app to utilize if needed.
Title IV – Stronger Connections Grant	The Stronger Connections Grant supports our initiatives and assist us in achieving our target goals of 1) addressing chronic absenteeism, especially for ESE and ELL students and 2) addressing social-emotional-behavioral learning (SEBL) needs through Positive Discipline in the Classroom and Positive Discipline for Parents specifically for ESE and ELL students. Special consideration for migrant, homeless, and other special populations students are also considered based on specific need. The SCG grant provides the funding for OCS, Inc. to hire two full-time and one part-time social worker, as well as one full-time supplemental guidance counselor. These professionals will assist the schools in implementing strategies designed to achieve mental health and positive discipline goals, as well as help us expand our efforts to build stronger, safer, and healthier schools.
Title IX-Homeless	Odyssey educators and staff members work collaboratively with the Office of Title 1 and the district Homeless Liaison to meet the varying needs of our homeless students and families. Students identified as homeless are eligible for additional instructional support outside of regular classroom hours through tutoring services paid for by the district Title 1 funds, should a need for remediation be necessary. We work closely with transportation through the district to ensure transportation is provided for any of our homeless students. We also provide weekly meal bags for the weekends for our students in transition.
IDEA (Individuals with Disabilities Education Improvement Act)	Parents of children with disabilities are involved in meeting the full educational opportunity goal through the following activities: Participation on district advisory committee. Participation on school advisory committees. Attendance at meetings where information regarding rules and regulations are discussed. Attendance at meetings where instructional strategies are shared. Participation in the evaluation, reevaluation, and eligibility processes. Participation in the IEP/family support plan development and review process. Participation in classroom activities. Participation in family support meetings or activities. Participation in group or individual parent conferences or meetings. Participation in any group that makes decisions on the educational placement of their child. Appraisal of school board agenda items through the public notice process. Assistance in evaluating program effectiveness.
Carl Perkins Secondary	The Career and Technical Education (CTE) Programs provides parents of students who elect to enroll in CTE with the opportunity to participate in the design, implementation, and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation purpose as “to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in CTE programs and programs of study.”
FDLRS/ESE services	After review of our surveys from families and staff, Odyssey evaluated our ESE and ESOL staff and made changes to assist in a more organized and family centered approach to our IEP, EP and ESOL meetings. A new Coordinator will be assigned to cover both ESE and ESOL to assist with a streamlined process. Holding meetings has helped to increase our family involvement.
Preschool Programs (Head Start/VPK)	Odyssey Prep does not have VPK this year, however, we will be hosting a VPK to K night for interested families that want to attend Kindergarten at OPA for the upcoming school year.
SAC	Parents as Partners and our Board act as our SAC committee. Parents have the opportunity to share ideas, concerns and give feedback to the school in regards to Title I funds, PFEP, and School Compact.
PTO/PTA	Odyssey invites all parents to become active members of our learning community. We encourage parents to partner with us to help provide a supportive and positive learning experience for every child. As part of each family's commitment to their child's education, parents commit to a minimum of eighteen volunteer hours each school year. Parents are provided with various opportunities to partner and support our children, such as participating in our parent volunteer



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	organization, Parents as Partners (PasP). Parents are invited to become members of the PasP by notification of Odyssey's school newsletter. PasP members assist in the development, revision, and review of the School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP), and the School-Parent-Student Compact. Parents also contribute to the development of our programs by providing feedback which is used in planning and developing future programs. Parent volunteer opportunities are announced using many different contact methods such as OPA quarterly newsletters, weekly classroom newsletters, Focus, event notices, school marquee, e-mail newsgroup, and the school's website. We invite parents to participate in our Reading Program, help color and cut items from home.
Community Agencies/Business Partners	Odyssey collaborates with several local businesses and government officials to help with educating our students in all areas of life. Events throughout the year such as Veteran's Day, teacher appreciation, 5K, and others involve community businesses and officials as well as other school stakeholders. Community members serve on our board of directors as well. We also partner with community organizations in assisting our students with school supplies and food services on a weekly basis. Some of our community partners include Grand Canyon University, WaWa, Dunkin Donuts, Publix and Panera's, and Sam's club. Odyssey is working with several churches recruiting volunteers to assist reading with students or supporting teachers in other ways.

3. Utilize strategies to ensure meaningful communication and accessibility.

Describe the methods that will be used to ensure meaningful, ongoing communication between home, school and community.	Facebook posts, Marquee advertisements to families and community members, Newsletters, Website, Remind app, flyers sent electronically or on paper, and Focus email.
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 out of field. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation for auditing purposes.
Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	Parents are provided information about curriculum, achievement levels, progress monitoring and assessments during our parent events such as: Open House, Curriculum/Academic Family Nights, FAST parent meeting, Title I Annual Meeting, Parent/Teacher Conferences, Parents as Partners meetings, school website and Facebook.
Describe how your school provides information to families in their native language. What languages do you provide?	Translation of documents are made through our front office and distributed to families as needed. Odyssey Prep Academy will provide opportunities and accommodations, to the extent feasible, for participation of parents with limited English proficiency, parents with disabilities, and parents of homeless and migratory children at our family and community events. When we encounter a language that we cannot translate in house, we use Google Translate to assist us. The majority of our families speak Spanish; thus, this is the language we translate first. If a family needs additional translation, we will do so using Google Translate.
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Odyssey Preparatory Academy will provide opportunities and accommodations will be made, to the extent feasible, for participation of parents with limited English proficiency, parents with disabilities, and parents of homeless and migratory children at our family and community events. Documents are translated as needed. Virtual meetings are held for families that either don't feel comfortable coming to the building or have transportation concerns.
Describe the opportunities families have to participate in their child's education.	Families will be invited to learn about the importance of building a love of reading, math, and science through Title I events such as Literacy night, math night, and FAST family events. Parents will be provided with strategies on engaging students in text by having discussion with their child(ren) about what they're reading and learning about in core curriculum areas. Through parent conferences, parents learn ways that they can partner with the school to assist their child.



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Describe how your school shares the PFEP, SWP, CNA and other Title I documents with community members.	Documents will be made available on our school website and accessible in translation for community members. Availability will be announced on our Marquee, Facebook, Focus, and Remind. Hard copies are provided at the front office.
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4. **Educate and build the capacity of school staff (administration, teachers, instructional assistants, custodial, front office, etc) on ways in which to work with and engage families effectively as well as the importance of parent and family engagement in increasing student achievement. Explain your plan for this school year.**

<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>
School Wide PD on Hospitality and family communication	Helps staff communicate and connect with our families	Video and discussion questions	Staff and Faculty	July 2025 Aug 2025 October 2025

5. **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:</u> What skill that reinforces student learning at home will families gain during this training?	<u>List the Schoolwide improvement plan (SWP) goal this event <u>directly</u> supports</u>	<u>Translation provided</u>	<u>Take home materials provided</u>
Curriculum Areas	<u>Open House</u> <u>Family events:</u> *Literacy Night * Family Gateway Information Night *Math &Science Night * Gateway Share Presentations	Sept. 18, 2025 Nov.13 , 2025 Jan. , 2026 Mar. 2026 May 2025	Families will be invited to learn about the importance of building a love of reading, math, and science. Parents will be provided with strategies on engaging students in text by having hands on activities and discussion with their children.	67% of students will be proficient on MP3 in ELA. 65% of 3 rd Grade will be proficient on MP3 in ELA. 65% of students will be proficient on MP3 in Math. 70% of students will be proficient on Spring Science assessment.	Yes	Handouts



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State Assessments & Achievement Levels	Title 1 Open House FAST night	Sept 18, 2025 March 2026	Families will be invited to learn about the FAST Assessments and how they can support their children at home. They will be provided the achievement levels for the new progress monitoring assessment.	67% of students will be proficient on MP3 in ELA. 65% of 3 rd Grade will be proficient on MP3 in ELA. 65% of students will be proficient on MP3 in Math. 70% of students will be proficient on Spring Science assessment.	Yes	Handouts PP
Technology, FOCUS/LaunchPad	Orientation, Classlink, FOCUS, iReady	July 23, 2025	Families are assisted with signing up for Focus and Remind and received iReady information. Students and families will be invited to learn about the schools grading and communication system of FOCUS as well as an in-depth look at i-Ready and the expectations of our students on the program during parent events such as summer registration and parent nights.	67% of students will be proficient on MP3 in ELA. 68% of 3 rd Grade students will be proficient on MP3 in ELA. 65% of students will be proficient on MP3 in Math. 70% of students will be proficient on Spring Science assessment.	Yes	Handouts
Transition (Kdg, MS, HS)	Pre-K to Kdg event	Spring of 2026	Pre-K students entering Kindergarten for the FY25 school year, and their families, will be invited to attend an evening event to learn strategies for reading and math that will help with their transition into Kindergarten. Meetings for transitioning families for both VPK and 6th grade families	67% of students will be proficient on MP3 in ELA. 62% of 3 rd Grade students will be proficient on MP3 in ELA. 65% of students will be proficient on MP3 in Math. 70% of students will be proficient on Spring Science assessment.	Yes	Handouts
Parent/Teacher Conferences	Parent-Teacher Conference Night	Oct.23 , 2025 Jan. , 2026 April 2026	Teachers will discuss with parents, their individual student's progress, assessment results, behavior and learning goals. Parents will partner with the school to support their child at home supporting students as they work toward achieving their goals.	67% of students will be proficient on MP3 in ELA. 62% of 3 rd Grade students will be proficient on MP3 in ELA. 65% of students will be proficient on MP3 in Math. 70% of students will be proficient on Spring Science assessment.	Yes	Parent/ Teacher conference summary form, copy of PMP as necessary
*College & Career						
*Graduation Requirements & Scholarships						

* Required for secondary schools



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How will workshops/events for families be evaluated to determine return on investment?	1) STAR diagnostics gains from PM1 to PM3 for grade K-2 2) FAST proficiency and Learning Gains for grades 3-5 on PM3.
How will the needs of families be assessed to plan future events?	1) PASP meetings 2) Survey data from stakeholders 3) Parent-teacher conference notes
What are the barriers for parents and families to attend workshops/events and how do you overcome these? (transportation, translation, etc)	Some of the barriers for parents and families to attend workshops/events include: • Language barrier between school and parents/guardians • Work schedule can be a barrier for some families Strategies to overcome the identified barriers include: • We accommodate families by offering translated materials at events and on messages. • We offer accommodations as much as possible to help families attend and gain much needed information at our events. • We vary the day and time of events so that more parents can attend. We also offer child care as needed for events.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	We are offering PASP meetings during the day and at night. We offer numerous activities during the day and other events at night so families can pick and choose what works best for them.
How do families who are unable to attend building capacity events receive information from the meetings?	Folders are created for families per grade level and are sent home with pertinent information that all families need. Documents and information that is necessary for all families are sent via Focus and/or posted on our Website.
What strategies were used to increase family and community engagement in decision-making?	We improved our online communication and updated our website to better advertise to community members and families. We are ensuring that our marquee is updated with all our events so community and families can participate more fully. We added community members to our School Board, Parents as Partners and other committees through the year. Event flyers state the community is welcome to all events. Volunteers from the community churches and developments are assisting in cutting out items and providing food for staff. The churches we currently participate with have members of their church as staff members at Odyssey making it easy to communicate our needs and to get their ideas and opinions. We also incorporated a quarterly newsletter sent out by the principal sharing upcoming event dates and showcasing the events that occurred the prior quarter.