



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 (Deb Berg, at berqd@odysseycharterschool.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 (Deb Berg, at berqd@odysseycharterschool.com)

School's vision for engaging families:

Odyssey Charter School 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 Charter School 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 ODYSSEY CHARTER SCHOOL, INC. 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)	5/2/25 – Staff meeting to share EOY data and request staff to complete survey to help guide our planning for 25-26 5/27/25 – PASP EOY Data review 5/21/25 – School Board meeting sharing EOY data and discussion of possible concerns and what our focus needs to be in 25-26 7/17/25 – Final Registration – Compact shared 8/1/25 – Staff data review Fish Bone Activity to review and start to plan for 25-26 8/6/25- Meet and Greet – parents given information to assist with the upcoming year. 9/11/25 and 9/18/25 Annual Meeting and Open House – after the meetings,	FOCUS message to all families. Flyers sent in backpacks	Parents and staff participated in review of 24-25 data and SIP action steps. Exit Survey was sent to all families and staff after the meeting. Survey was created on FORMS. Survey sent out to families and shared with staff at staff meeting requesting input from the past year to guide our plans for 25-26 5/21/25 Shared EOY data and get input from our Board. 7/17/25 – Final Registration – all families were given the Parent/Student/Teacher Compact and it was explained by Mr. Senick, Mr. Horsley or Ms. Berg 8/1/25 – Staff dug into the data from 24-25 PM3 8/6/25- Meet and greet, Title 1 Parent and Family Engagement Plan and Schoolwide Improvement Plan Revisions Survey. 9/11/25 or 9/18/25- Open House and Annual Meetings – Exit Survey for Compact, CNA , PFEP and SIP suggestions	Survey responses from 5/2 5/27/25 -Parents survey results after PASP/EOY Data meeting Board discussion after seeing EOY data Fish Bone activity and responses from 8/1/25 -Staff 9/11/25 or 9/18/25 - Survey results after Annual Meetings and Open House meetings



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	Surveys were sent with the Title 1 PP to all families to collect more info to guide our decisions for the SIP and PFEP.			
Parent and Family Engagement Plan (PFEP)	5/2/25 – Staff meeting to share EOY data and request staff to complete survey to help guide our planning for 25-26 5/27/25 – PASP EOY Data review 5/21/25 – School Board meeting sharing EOY data and discussion of possible concerns and what our focus needs to be in 25-26 7/17/25 – Final Registration – Compact shared 8/6/25- Meet and Greet – parents given information to assist with the upcoming year. 9/11/25 and 9/18/25 Annual Meeting and Open House – after the meetings, Surveys were sent with the Title 1 PP to all families to collect more info to guide our decisions for the SIP and PFEP.	FOCUS message to all families. Flyers sent in backpacks	Parents and staff participated in review of 24-25 data and SIP action steps. Exit Survey was sent to all families and staff after the meeting. Survey was created on FORMS. Survey sent out to families and shared with staff at staff meeting requesting input from the past year to guide our plans for 25-26 5/21/25 Shared EOY data and get input from our Board. 7/17/25 – Final Registration – all families were given the Parent/Student/Teacher Compact and it was explained by Mr. Senick, Mr. Horsley or Ms. Berg 8/6/25- Meet and greet, Title 1 Parent and Family Engagement Plan and Schoolwide Improvement Plan Revisions Survey. 9/11/25 or 9/18/25- Open House and Annual Meetings – Exit Survey for Compact, CNA , PFEP and SIP suggestions	Survey responses from 5/2 5/27/25 -Parents survey results after PASP/EOY Data meeting Board discussion after seeing EOY data Fish Bone activity and responses from 8/1/25 -Staff 9/11/25 or 9/18/25 - Survey results after Annual Meetings and Open House meetings
School-Home Compact	5/2/25 – Staff meeting to share EOY data and request staff to complete survey to	FOCUS message to all families. Flyers sent in backpacks	Parents and staff participated in review of 24-25 data and SIP action steps. Exit Survey was sent to all families and staff after the meeting. Survey was created on FORMS.	Survey responses from 5/2 5/27/25 -Parents survey results after PASP/EOY Data meeting



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	help guide our planning for 25-26 5/27/25 – PASP EOY Data review 5/21/25 – School Board meeting sharing EOY data and discussion of possible concerns and what our focus needs to be in 25-26 7/17/25 – Final Registration – Compact shared 8/6/25- Meet and Greet – parents given information to assist with the upcoming year. 9/11/25 and 9/18/25 Annual Meeting and Open House – after the meetings, Surveys were sent with the Title 1 PP to all families to collect more info to guide our decisions for the SIP and PFEP.		Survey sent out to families and shared with staff at staff meeting requesting input from the past year to guide our plans for 25-26 5/21/25 Shared EOY data and get input from our Board. 7/17/25 – Final Registration – all families were given the Parent/Student/Teacher Compact and it was explained by Mr. Senick, Mr. Horsley or Ms. Berg 8/6/25- Meet and greet, Title 1 Parent and Family Engagement Plan and Schoolwide Improvement Plan Revisions Survey. 9/11/25 or 9/18/25- Open House and Annual Meetings – Exit Survey for Compact, CNA , PFEP and SIP suggestions	Board discussion after seeing EOY data Fish Bone activity and responses from 8/1/25 -Staff 9/11/25 or 9/18/25 - Survey results after Annual Meetings and Open House meetings
Title I Budget & Framework	5/27/25 – PASP EOY Data review 5/21/25 – School Board meeting sharing EOY data and discussion of possible concerns and what our focus needs to be in 25-26	FOCUS message to all families. Flyers sent in backpacks	Parents and staff participated in review of 24-25 data and SIP action steps. Exit Survey was sent to all families and staff after the meeting. Survey was created on FORMS.	Surveys sent to every family K-5 after the Open House/ Annual Meeting events. Survey was sent on FOCUS
Parent & Family Engagement Funds	5/27/25 – PASP EOY Data review 5/21/25 – School Board meeting sharing EOY data and	FOCUS message to all families. Flyers sent in backpacks	May 2025 – Parents reviewed the parent and family engagement activities from 25-26 and gave suggestions and feedback through a survey for the plan and funds for 25-26. The Title 1 Annual Meetings on 9/11 and 9/18 Parents were asked to provide suggestions and revisions for the School-	Surveys sent to every family K-5 after the Open House/ Annual Meeting events. Survey was sent on FOCUS



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	discussion of possible concerns and what our focus needs to be in 25-26 9/11 and 9/18 Open House and Annual Meetings- budget and plans were shared with families, Survey sent after the Annual Meetings/Open House events to collect more input for all Title 1 events, as well as for PFEP, SIP, Compact and CNA		Parent-Student Compact along with the documents we shared (budget, framework, SIP goals) on Survey sent through Microsoft Forms	
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****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.

Tentative date & time(s) of meeting	September 11 for grades 1st, 2nd and 5th, September 18 for grades K, 3rd and 4th
How are families notified of the meeting?	Families will be notified through several methods: Flyers, Facebook, FOCUS, Class Weekly Newsletters
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 continuing to work on Hospitality and building partnerships with all stakeholders. We have been able to utilize Social media, FOCUS, and notices for in school students backpacks. We received positive input from families to continue using Zoom for meetings so they can participate from work, lunch or breaks for parent conferences, ESE/ESOL meetings and then also to Zoom our evening meetings so they can participate from home.



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How will you get feedback from parents and families about the meeting?	Exit surveys created on Microsoft Forms, questions and comments typed into the chat box on our Zoom meetings will be offered and collected to help guide our plans. For most in-person meetings we will provide paper pencil exit tickets or surveys.
How do parents and families who are not able to attend receive information from the meeting?	All information will be sent through the student backpacks and survey's on FOCUS. Some information will also be posted on our Website after the event. We will provide any PP to families that are not able to participate on the date or time. 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	LEA's Director of Professional Development and Odyssey Charter School leadership 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	BPS Director of ESOL as well as other BPS ESOL staff provide technical assistance to Odyssey staff to enhance participation of parents and families of ESOL students. The LEA's ESOL/Title III Coordinator works collaboratively with Odyssey's ESOL teachers and instructional assistants to support the needs of English Language Learners (ELLs) and their families. Together, the team plans and implements appropriate programs, services, and professional development opportunities for school staff, while also promoting family engagement. Odyssey Charter School, Inc. ensures that important information is translated into parents' primary language whenever possible. To further strengthen communication between school and home for non-English-speaking families, Odyssey has purchased LanguageLine Interpretation/Translation Solutions . LanguageLine Solutions is a company that provides language access services, including interpretation services. They offer on-demand and on-site interpretation services in over 240 languages, 24/7/365 availability. Language Line® Phone Interpreting service enables our schools to enhance Communication with students and families whenever language barriers arise.
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 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



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	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 for both Odyssey Elementary and Odyssey Jr Sr. . 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 LEA's Title I 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. School supplies, uniforms and other necessary supplies are provided for these families to ensure they can have a successful year. Odyssey has hired full time Counselors and Social Workers to assist with Social Emotional concerns. The LEA also supports students experiencing homelessness during summer programs. The LEA's Homeless Liaison works collaboratively with summer program staff to ensure that students experiencing homelessness have access to academic support and other essential services.
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. The LEA also supports students with disabilities (SWDs) during summer programs. The LEA's Director of Students Services/ESE works collaboratively with summer program staff to ensure that SWDs have access to academic support and other essential services.
Carl Perkins Secondary	For our Jr Sr, 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. "



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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 Coordinator is assigned to cover both ESE and ESOL to assist with a streamlined process. Holding virtual meetings has helped to increase our family involvement for all IEP, EP, 504 and ESOL meetings. We collaborate with FDLRS for trainings for ESE credits and endorsements. They also assist us with Professional development opportunities for Co-Teacher trainings
Preschool Programs (Head Start/VPK)	Odyssey Charter School provides parents with Voluntary Pre-Kindergarten through our private preschool, Montessori Village Green. We also accept students who are eligible for School Readiness through the Early Learning Coalition. Parents of Volunteer Pre-Kindergarten students are invited to all parent workshops, family night events, curriculum meetings, Kindergarten readiness night, and parent meetings through newsletters and other media.
PasP	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 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 (virtually or from home) are announced using many different contact methods such as OCS monthly newsletters, weekly classroom newsletters, Blackboard, event notices, school marquee, e-mail newsgroup, and the school's website. With Social Distancing we have had to limit participation by additional adults on our campuses but we invite parents to participate in our Reading Program which allows families to read at night and on the weekends with their child for volunteer hours, we also have families help color, cut items, etc. 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 first responder's day, Veterans 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 Green Apple Management, Montessori Village Green, Gyros & More, Edoptions, Espresso Yourself, DamnRight BBQ, Grand Canyon University, WaWa, Dunkin Donuts, Walmart, Publix, Palm Bay Chamber of Commerce and Panera's, and Sams club. Odyssey is working with several churches recruiting volunteers to assist reading with students or supporting teachers in other ways. We are hoping to soon be able to invite these volunteers into the building to volunteer with our students. We are finally opening our building during the day to our families for lunch with their children and to volunteer in our classrooms.

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, Palm Bay Chamber of Commerce, FOCUS posts, Newsletters, Website, flyers sent electronically and/or on paper.
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.



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Explain how families are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	Website postings, Information Virtual meetings such as open house and curriculum/academic nights, Curriculum and parent resources were available for check-out in the school media center all summer and during the year when families contact the office or the Media center so they can help plan times for visitors with social distancing, PASP meetings and flyers.
Describe how your school provides information to families in their native language. What languages do you provide?	Requests for translation of documents are made through our front office and distributed to families as needed. Odyssey Charter will provide full 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. When we encounter a language that we cannot translate in house, we use Google Translate to assist us. To further strengthen communication between school and home for non-English-speaking families, Odyssey has purchased LanguageLine Interpretation/Translation Solutions . LanguageLine Solutions is a company that provides language access services, including interpretation services. They offer on-demand and on-site interpretation services in over 240 languages, 24/7/365 availability. Language Line® Phone Interpreting service enables our schools to enhance Communication with students and families whenever language barriers arise.
How are the needs of families with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Odyssey Charter will provide full 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 assisting 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 events such as Literacy night, math night at Publix. 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. All parents are encouraged to participate in our Family Reading Program which allows families to read to/with their children at night and on weekends to gain volunteer hours. Through parent conferences, parents learn ways that they can partner with the school to assist their child.
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 family and community members. Availability will be announced on our Marquee, Facebook, and FOCUS

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>
New Teacher Institute- 7/24, 7/25, 7/28 PLC's / CP's (Collaborative Planning)	During the New Teacher Institute, new Teachers were given a thorough overview of all things Odyssey which included how we greet and work with all our families. Part of our Collaborative Planning sessions will be dedicated to communication options that staff can use with their families. All of	7/24-7/28 – All new teachers to Odyssey are expected to attend to learn curriculum, and expectations.	All New OCS Staff	7/24-7/28/25



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First faculty meeting on 8/1 and then again on 10/3	our curriculum has online options that every family has access to and teachers shared documents to help all families to know how to access the curriculum to support their child as well as homework that is being assigned. As we prepare for conferences, CP's will remind staff of options and ideas to help support them with families.	Faculty and staff meeting and discussion of expectations All year during Collaborative Planning	All OCS Teachers/IA's	Ongoing all year
	Staff received strategies on effective communication with stakeholders at our first faculty meeting on 8/1 and 10/3. They also received information on how to input and track conference notes on FOCUS. They also were provided with communication documents that the teachers can use electronically and email the families or via paper pencil and make a copy to send home with the families. Plans on how to support families Virtually was also provided with continued information through-out the year, most teachers are still providing Zoom options for families due to the survey input we received from the families. At the 10/3/25 faculty meeting, staff was provided with strategies to help them as they start to plan for conferences for interim and report card meetings. Reminders will be provided throughout the year especially close to conference weeks to ensure our staff provides the best customer service/hospitality while interacting with our families.	8/1 – faculty and staff meeting 8/8 – Logistics meeting and discussion about expectations for first days arrival and dismissal. Positive Discipline workshop was also presented within this staff meeting. Presented by leadership team Shared a Positive Parenting card on how to implement Positive Discipline at home consistent with what we are doing at school	ALL Teachers and Staff All families and students; faculty and staff	8/1 from C Ortiz, All School wide initiatives 8/1 Ethics 8/9/- OCS Elementary Faculty workshop ongoing reminders throughout the year.
9/11/25- Dad's Take Child to School Day- Breakfast- grades K, 3, 4 9/18/25 - Dad's Take Child to School Day- Breakfast- grades 1,2,5	Encourages fathers to come into the school and make a connection with the faculty and staff	Invited fathers and father-figures in to have breakfast with their child	All fathers (and father-figures such as grandfathers, uncles, and moms)	9/11 and 9/18 Dad's Breakfast
Weekly newsletter is shared with our staff and within that are Positive Discipline tasks that can be utilized within the classrooms for the next week.	These messages help the families to interact with the same program we utilize in our classrooms "Positive Discipline" so the families are able to use the same words that the students are hearing in the classrooms.	Shared a Positive Parenting card on how to implement Positive Discipline at home consistent with what we are doing at school	Messages are emailed to all families through FOCUS	Throughout the school year
Monthly in a FOCUS message mini suggestions are shared with families on various Positive Discipline tasks that they can use with their child at home.	Encourages faculty and staff to engage with families in ways that are well-received. Instructional coaches are available (or admin) for any teachers who need support until they build capacity.	Message is sent via FOCUS to all families	All through the year	Throughout the school year
		Lunchtime		



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Families are always invited to come and have lunch with their child any day after labor day. 10/1 – Walk to school day 10/7/25- This will be our PASP Literacy Night – “Red Carpet Literacy Night” 10/25/25 - In October we will be inviting our families to our Fall Festival which is a great night for staff, students and families to enjoy Fall activities together. Harvest Lunches: 10/15 – for 4th and 1st graders and their families 10/29 – for Kdg, 5th and MVG 11/15 – for 2nd and 3rd graders and their families 11/8 is our Veteran’s Day Celebrations, we invite all of our families that are Veteran’s to come for a wonderful breakfast.	Welcoming families into the school building helps them feel connected with the faculty and staff. Provides families with the opportunity to see our healthy school lunch program. 10/1 – Walk to school day always brings out a lot of our families and staff. 10/7 - Teachers and coaches provide mini-workshops to help draw families in and guide them how to work with their students at home. Our fall festival brings together our whole school community, students, families, faculty and staff, for an enjoyable event filled with games and activities with a fall theme. Our healthy café provides a delicious harvest meal to welcome families in to have lunch with their children. There are displays showing our gardens and farm harvest. Ms. Constance and Ms. Nelson plan an annual community event to celebrate and recognize our Veterans; we also invite veterans from the community to join in (i.e. from the local VFW)	Families are encouraged to park at the nearby plaza and walk to school with their child. Faculty and staff support along the way. Buses drop off at the plaza so all students can participate. Instructional coaches and teachers lead the mini-workshops Festival format Healthy café and farm supervisor/gardening teacher- Lunchtime Breakfast and presentation of the importance of recognizing our veterans – true heroes!	All families are invited to join their child for lunch after Labor Day. All families are invited; open to the community All students and families are invited All students and families are invited All families with a Veteran and their student; community veterans	10/1/25 - This was a good turnout of families and bus students 10/7/25 – great turnout of families 10/25/25 10/15/25 – our first Harvest lunch was well attended.
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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?	List the Schoolwide improvement plan (SWP) goal this event <u>directly</u> supports	Translation provided	Take home materials provided
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Curriculum Areas	Collaborative Planning 9/11 for grades 1, 2 and 5 & 9/18 for grades K, 3 and 4 Open House/Annual Title 1 events, 10/07- PASP & Literacy Night 2/11/26 PASP & Science Night 3/19/26 PASP & At home reading program (Bingo for Books) 4/7/26- Math Night at Publix 4/16/26 – VPK-Kdg transition night 10/25 -Fall Festival	Every Tuesday and Thursday 9/11 & 9/18 5:30 (PP of Annual Meeting sent via FOCUS after meeting). Title 1 nights all start at – 5:30 10/25 – 10:00-2:00 1/22- 5:30	All teachers and IA's come together with the Instructional coaches to plan, model and learn new strategies to enhance their instruction. Families will learn more about the curriculum and expectations of Odyssey as well as how they can support their child and the school. 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. Families will be invited to learn more of how they assist their students with reading, how to participate in the Reading Program and have fun winning books to share. During our VPK-Kdg transition night we share our curriculum with all our new and potential families Fall Festival for our school families and the community		Y	Y
State Assessments & Achievement Levels	Information will be sent home to help families understand the new F.A.S.T. and Star assessments for grades VPK-5 Student scores sent to the families within 10 days of the FAST or STAR assessment Acceleration Time will begin late Sept. to help remediate or accelerate our students after analyzing the data collected with iReady and FAST/STAR Tutoring will be provided to students in need of additional assistance in reading or math.	8/21/25 info sent to families of 3rd-5th 9/4/25 info sent to families of Kdg-2nd By 9/23/24 Acceleration Time will begin K-5 Tutoring will begin by 9/30/25	Families will be invited to learn about the Florida Standards Assessments and how they can support their children at home through handouts sent home with every child, with FOCUS notification to help families understand the assessments and the reports. This document will also be posted on our websites. Parents will be notified at least 1 week prior to each State Assessment (PM1, PM2 and PM3). They will also receive hard copies of the results within 10 days of the assessment. By 9/23/24 Acceleration Time will begin K-5 – this is an extra 30-45 minutes Monday-Thursday to help remediate or accelerate our students. Tutoring will begin by 9/30/25 to assist with additional support for our students struggling.	Making connections with staff and families Acceleration Time - Differentiated Instruction for all students Data analysis for All students to determine the Lowest 25% of student achievement as well as the high performing students.	Y	Y



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Technology, FOCUS/LaunchPad	Final Registration 7/17/25 FOCUS parent sign up info will be presented in the computer lab to help parents with: Classlink Launchpad, Canvas, iReady, FOCUS Classlink Launchpad information which contains all apps for students is sent home by each classroom to their families in their weekly or via remind. Open House and parent / teacher conference. 10/7/25 – Literacy night	All parents were expected to have a FOCUS account or we had them sign up right at registration. 9/11 and 9/18	All families had to register this year through FOCUS so they now have access to the students grades and notifications that are sent out. During Registration 7/17/25 Families were assisted with signing up for Remind and received FOCUS, Classlink and iReady information. They also received the information for Classlink and iReady information during the first week of school. During Open House, all classrooms gave out the student log ins and passwords so families could assist their students with using the Classlink programs at home. Students and families will be invited to learn about the schools grading system of FOCUS as well as an in-depth look at I-ready and the expectations of our students on the program on 10/07 at the Reading night.	Differentiated instruction for students Making connections with staff and families	Y	Y
Transition (Kdg, MS, HS)	Pre-K to Kdg event	4/18/2026	Pre-K students entering Kindergarten for the FY26 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.	Differentiated instruction for students Making connections with staff and families		Y
Parent/ Teacher Conferences	Parent-Teacher Conference Night (conferences take place all week but the conference night is 10/23/25 and 1/22/26	10/20-10/23, 1/19-1/22with evening conferences offered on 10/23 and 1/22	Parent Conference weeks - Teachers will discuss with parents, their individual student's progress, assessment results, behavior and continue learning goals. Parents will be provided guidance as a means of required home instructional support needed for continued student success. Most of these need to be Virtual due to input from our families that they enjoy the Zoom conferences. This allows our families an opportunity to meet during a lunch or break at work or in the evening from home. Odyssey Teachers have additional conferences throughout the year to address concerns and to celebrate successes. We do not just wait for parent conference weeks.	Differentiated instruction for students Making connections with staff and families	Y	Y



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How will workshops/events for families be evaluated to determine return on investment?	Exit surveys will give us immediate information but we will also want to evaluate how our events affect the academic growth of their children which is our ultimate goal. For that we will utilize: • Star and F.A.S.T. progress monitoring results for BOY and MOY • Star and F.A.S.T. and End of Course Exams for EOY
How will the needs of families be assessed to plan future events?	PASP meetings – exit surveys after each event Survey data from stakeholders 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)	Our families let us know through surveys in 24-25 that they would like to continue using virtual as often as possible for conferences and ESE/ESOL meetings. This is a benefit for most. We will continue to offer in person as well with the hope to meet the needs and eliminate as many barriers as possible. Another survey input that we received was to offer conferences in the evening for some. We will offer 2 conference nights for our families needing evening spots. Language barrier between school and parents/guardians – We accommodate families by offering translated materials at events and on messages. We also have access to Language Line which we can use to help with translations especially on phone or zoom conferences. We also will offer accommodations as much as possible to help families attend and gain much needed information at our events.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	We are offering events at night. And we send the PowerPoint that we use at these events via FOCUS to allow everyone to gain the information, especially the PASP meetings. We also offer numerous events and meetings during the day and other activities at night so families can pick and choose what works best for them. Some of our events and meetings are held Virtually which allows more families to participate.
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 every Friday. 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 insuring 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 with volunteers to read with our students, help tutor or by helping teachers with cutting out items. Some of our partners also help by 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 partner very closely with our Montessori Village Green and include those families in some of our events (Fall Festival) and our VPK to Kdg night.