

I, Greg Bergamasco, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

The school will:

- Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent;
- Jointly develop/revise with parents the school Parent and Family Engagement Plan and distribute to parents of participating children and make available to the local community;
- Involve parents, in an organized, ongoing, and timely way, in the joint development of the planning, reviewing, and in the making of improvements to the school Parent and Family Engagement Plan;
- Use the findings from the Parent and Family Engagement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's Parent and Family Engagement Plan;
- If the plan for Title I, Part A, developed under ESEA Section 1116, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency;
- Provide to each parent an individualized student report about the performance of their child(ren) on the state assessments [ESEA Section 1116];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.



Signature of Principal



Date

Mission Statement (optional)

Parent and Family Engagement Mission Statement (optional)

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [ESEA Section 1116].

Response: We encourage parents of all students to take an active role in supporting Gamble Rogers Middle School. Parents and community members volunteer to serve on the SAC committee. Parents on the SAC committee represent the diverse population here at Gamble Rogers. Parents will have the opportunity to plan, review and have input regarding our Title 1 program via School Advisory Meetings, school wide orientations and parent meetings. In addition, our newsletter will serve as the main catalyst for information; Title 1 News. Funding will be earmarked for program speakers if needed. Parents who attend SAC Meetings and PTO Meetings are asked to respond to and advise regarding any Title 1 plans, reviews and issues.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA 1116].

	Program	Coordination
1	AVID Advancement via Individual Determination	AVID Over-view of programs for designated student during the spring of 2019 inform parents of ways to help with organization and college planning.
2	5th Grade Open House	Spring 2019 Advises incoming 5th grade parents of the expectations (academic) as well as the "trials and tribulations" of middle school age children. Parents who attend are provide with tips on: AVID Binder, Behavior/Academics expectations throughout the school.
3	Title III	Provide supplemental support to ELL students to help them acquire the English language.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program, Adequate Yearly Progress, school choice, and the rights of parents.

	Activity/Tasks
1	Host an annual Open House to inform parents and students about school's Title 1 program.
2	Quarterly Newsletter
3	School Messenger sent out before Open House/Title 1 Meeting
4	Webpage used to advertise Open House/Title 1 meeting.
5	Marquee used to advertise Open House/Title 1 meeting.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parent and family engagement [ESEA Section 1116].

Response: Parents may request a meeting with staff via telephone, note, or email. Arrangements will be made, if necessary, to cover classes during student contact time or after school hours. School administration and staff members are listed on the GRMS web page with specified email addresses and phone extensions.

Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

	Content and Type of Activity	Anticipated Impact on Student Achievement
1	Volunteer Program	Testing/Tutor/Mentor allows opportunities for parents to see first-hand the activities and structure of middle school.
2	School Advisory	Information/Decision Making which allows for parent input and support on learning materials to be used at school and home.
3	Newsletter	Identify Needs and provides parents with materials to strengthen student's academic success.

Staff Training

Describe the **professional development** activities the school will provide to educate the teachers, specialized instructional personnel, principals, other school leaders and other staff with the assistance of parents/families, **in the value and utility of contributions of parents/families, including how to reach out to, communicate with, and work with parents/families as equal partners.** Include implementation and coordinating of parent/family programs and in details of **building ties between parents/families and the school.** [ESEA Section 1116]

	Content and Type of Activity	Building Ties Between Parents/Families and Schools
1	Home Access	Teachers are trained to communicate student's academic progress to parents via this program.
2	Volunteer Program	Opportunities are available for teachers to be trained on how to utilize parents in the classroom.
3	Professional Learning Community	PLCs are structured around topics that have a direct correlation to the needs of students and staff. This is an effective way of developing skill sets for staff that would build stronger ties with parents and staff.

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children [ESEA Section 1116].

Response: Open invitation to specific meetings: SAC, PTO and Town-Hall w/ Superintendent. Meeting dates are posted on the web page, marquee and included in the newsletter.

Communication

Describe how the school will provide parents of participating children the following:

- Timely information about the Title I programs;
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to obtain;
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- If the school-wide program plan is not satisfactory to the parents of participating children, how the parents will submit the parent/family comments [ESEA 1116].

Response: Parents will receive information in the following manner:

Quarterly Newsletters, GRMS Web Page, Home Access, St. Johns County District Web Page, Parent Teacher Organization, School Advisory Committee Meetings and survey information, Quarterly Interim Reports and Report Cards, and automated "Blackboard" Information. When a parent teacher conference is requested, meetings are scheduled with adequate time for parents to arrange their attendance. Notes are taken and maintained by the team leader or the ESE case manager.

Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

Response: Selected grade levels send home daily/weekly student reports. In addition, quarterly academic information (Interims and Report Cards), newsletters and flyers are sent to inform parents of upcoming events and academic standings. Material can be translated and reproduced, as feasible, for parents of ELL students as necessary. Interpreters will also be provided as needed, and as feasible, for parents of ELL students and/ or for parents who may be hard of hearing.

Discretionary Activities (optional)

Discretionary School Level Parental Involvement Policy Components: include any activities that are not required, but will be paid for through Title I, Part A funding (for example home visits, transportation for meeting, activities related to parent/family engagement, etc.).

	Activity
1	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
2	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training
3	Training parents to enhance the involvement of other parents
4	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school

5	Adopting and implementing model approaches to improving parental involvement
6	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities

Evaluation of the Previous Year's Family and Parent Engagement Plan

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children) [ESEA Section 1116].

	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Transportation	Have activities at different times and dates to try to accommodate parents

Building Capacity Summary for the Previous Year

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting.

	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Open House	1	675	Increase test scores
2	6th Grade Orientation	1	500	Increase test scores
3	6th Grade Web Orientation	1	286	Increase test scores
4	7th Grade Orientation	1	330	Increase test scores

Attach Evidence of Input from Parents

Attach Parent-School Compact

Attach Evidence of Parent Involvement in Development of Parent-School Compact