



Bristol Township School District

Mill Creek Elementary School

6501 Mill Creek Rd Levittown, PA 19057

267-599-2440

September 2019

Bristol Township School District is committed to fostering and promoting family participation in our Title I programs. In accomplishing this goal, our schools will encourage parent participation in the development of our district wide parent involvement plan, and in continuing to improve our family involvement activities in accordance with Section 1112 of the Elementary and Secondary Education Act (ESEA).

Goals

1. Schedule parent/family meetings and activities
2. Survey both parents/students annually
3. Conduct Conferences and parent contacts

Goal 1: Mill Creek Elementary will invite parents to annual Title I Family gatherings to ensure parent involvement in the decision making for our Title 1 programs, and to provide guidance in how to support their Title I child's academic progress.

1. Letters of invitation to Title I Family gatherings
2. Disseminate Title I parent information, share Title I Parent Involvement Policy and review contents annually for parent input.
3. Reserve monies for Title I family involvement activities
4. Establish Title I Parent Involvement contact as: Federal Programs Coordinator
5. Ensure that parents of children with disabilities or limited English proficiency have the same access as other parents including information in a language and form that they can understand.
6. Disseminate district parent involvement policy.
7. Provide parent materials and training to support involvement in their child's academic achievement.
8. Enhance the awareness and continue to develop the skills of teachers, pupil services personnel, principals, and staff in communicating and working with parents as equal partners in their child's education.

9. Ensure that the following documents are in place: Parent Involvement Policy, School/Parent Compacts and Qualified teacher notice in addition to providing real time access to their child's attendance and academic standing, provide technical assistance as needed: dissemination of state testing information, quarterly reports cards, bi-annual conferences, additional conferences as deemed necessary by teacher or family.

10. Encourage parent participation in the schools through volunteering/visiting

11. Encourage family participation by offering scheduled activities at a variety of times.

12. Provide resources for building parent understanding of child development, and academic strategies which are designed to support parents as partners in their child's education.

13. Provide outreach and a transitional plan for Incoming kindergarteners and their parents.

Goal 2: Mill Creek Elementary will conduct evaluations on all aspects of our Title I Program to ensure that we are meeting the needs of all families in supporting their child's academic success.

1. Survey both parents and students to assess areas of strength and identify barriers to parental involvement. Use this assessment in making recommendations to individual schools, specialists, teachers, etc.

2. Continue to collect parent participation data through the use of parent sign-ins for workshops, meetings and or conferences.

Goal 3: In order to build a strong partnership with each child's family, Mill Creek Elementary staff will ensure open lines of communication in sharing student progress through the use of the following:

1. Allot time for parent-teacher conferences.

2. Parent Meetings to keep parents apprised of district initiatives.

3. Training workshops for parents of Title I students.

4. Share information/access with parents for Infinite Campus so that families can track their child's grades and progress.

5. Share our district website where parents can access the following information:

their child's school, tips for helping meet the state standards, websites for reinforcement activities



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MILLCREEK ELEMENTARY SCHOOL

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Transition from Pre-K to K

Packets for K registration are distributed to pre-k programs usually in the early spring. VITA, a program that is currently working with families throughout the district, receives registration packets so that they can help ESL families complete their packets. Days are scheduled for K registration in the buildings. Parents are encouraged to come in at an appointed time so that the secretary can process their applications and the families can then meet with the school nurses to complete their paperwork.

Child care programs plan a time to visit an elementary school in the district so that their students will have the opportunity to be in a K class. The children will listen to a story read by a K teacher, visit the gym, the library and the cafeteria.

The child care programs will talk to the students about coming to K and what to expect. If they have an after school program, they will bring students who are in the public schools in to talk about what happens during the day in regular school.

The pre-k teachers will read books such as [The Night before Kindergarten](#) to their classes.

Towards the end of the summer an orientation day is planned where parents and their children are invited to visit the schools. While they are in the buildings, a tour is conducted of the building. Parents get to meet the K teachers, the counselors, if available, and the principals. The students get a chance to play on the playground. A screening is completed on naming letters, colors, shapes, etc.

There is also an evening planned where parents and students are invited to come to the school and take a short bus ride. The parents get the opportunity to take their child's picture getting on and off the bus. Bus rules are explained and the children get to take a short bus ride around the bus loop so that they have an idea of what riding on a school bus will be like. Parents have found this to be very helpful in alleviating any stress regarding riding the school buses.

Students are assigned randomly to the K classes. On the first few days of the school year teachers will greet the students in the gymnasium and have all the students in their class collected before they head off to their rooms. Parents are able to walk their students to the gym for the first couple days to help ease anxiety.

Transition from Grades 1 to 5

Near the end of the school year, students in one grade level such as first grade, will "move up" to second grade, second to third, third to fourth and fourth to fifth. They will be assigned randomly to a classroom.

The grade level teachers will discuss expectations at that level, things to look forward to and plans for the following year.

New Student Transition

When new students enter our buildings, they are given a tour of the building. We show them the cafeteria, the gymnasium, the art and music rooms and where their classroom is located. They are given a New Student Packet which contains information about upcoming events like the Family Engagement Night, a letter inviting them to the Title I Annual Meeting or the Title I county-wide Family Engagement Workshop, depending on the time of the year and other building events. The parents also receive a copy of the Student Handbook. Students are then given the universal screenings such as Dibels. Students are placed in the classrooms based on their age. The ESL teacher may be contacted if the student indicates he/she speaks another language in the home.

Transition from Elementary School to Middle School

In the late spring several different events happen within the district. The first event is a visitation day from department chairs from the middle schools visiting the elementary fifth grades. The second event is a field day held for all 5th graders. It is a time of athletic contests, for one thing, but it is really a time for all the fifth graders to come together to meet each other and celebrate their rite of passage of moving up to middle school. It is a fun day competition.

An orientation day is held in the late summer so that students and their parents can visit the schools, follow a possible schedule so that they get used to moving in the hallways and between classes. The principals are available, as well as many staff members. Counselors from the middle schools visit all of the elementary schools, talk about scheduling and how all of that works. The students are then assigned classes based on their individual results from PSSAs and the LinkIt Tests. The availability of different programs is explained to the students such as Tiger Techs and they are given an opportunity to sign up for these programs. We are implementing a day at the beginning of the school year that brings in the new 6th grade students, a day without the other grades being present. The teachers have planned programming that gives the 6th graders an orientation to middle school expectations, introduces them to the building and gives them an opportunity to move around the building as they follow an abbreviated schedule.

Parents are invited in to visit on Back to School Nights, as well, where they have an opportunity to meet the teachers. Expectations are explained to all. The students and families then follow their schedules to visit each classroom. Separate evenings are held for different grades so that families are able to visit classrooms for more than one student. They are also invited in again for Deployment Night where the one to one devices are deployed to the students. Rules are explained for proper usage of the devices. Consequences are also explained for violations of the district policies.

Parents from both middle schools are invited to join separate private online groups like a google classroom where parents can be in touch with teachers and the principal for announcements, concerns and issues that come up throughout the school year.

A similar pattern is followed for transitioning from 8th grade to the high school. Counselors and department chair people will visit both middle schools, discuss opportunities for scheduling classes. An evening event is also planned for interested parents. Students then have an opportunity to schedule



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TITLE I

SCHOOL – PARENT – STUDENT COMPACT

The School Parent Compact will describe school-parent compact will be jointly developed with parents and family members and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop partnerships to help children achieve the State's high standards (*ESSA, Section 1116(d)*).

School

The school understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards (required)
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
- parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement
- frequent reports to parents on their children's progress;
- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand. (required) (*ESSA, Section 1116(d)(1-2)*)
- Treat each child with dignity and respect
- Strive to address the individual needs of the student
- Acknowledge that parents are vital to the success of child and school
- Provide a safe, positive and healthy learning environment
- Assure every student access to quality learning experiences
- Assure that the school staff communicates clear expectations for performance to both students and parents

Parent

The parent understands that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Supporting their child's learning (required)
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time (required)
- Create a home atmosphere that supports learning
- Send the student to school on time, well-fed, and well-rested on a regular basis
- Attend school functions and conferences
- Encourage their child to show respect for all members of the school community and school property
- Review all school communications and respond promptly

Student

The student realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following responsibilities to the best of his/her ability:

- Get to school on time every day
- Develop a positive attitude with parents & teachers help
- Be responsible for completing schoolwork on time
- Be cooperative by carrying out the teacher's instructions and ask for help when needed
- Do daily work that reflects the student's best effort
- Be respectful to all school members and to school property