

# The Lockard Report

*Daphne Heflin, Principal*

*Amberly Chapman, Assistant Principal*

*As deep and as wide as the ocean, so is the learning at Lockard Elementary School!*

## The Principal's Message

As the school principal, I hear a variety of questions throughout any given day. Some of the questions I hear are more frequently asked than others. I always welcome questions and candid feedback! I want to address a few of the questions I hear regularly:

**How is the school keeping my child safe?**

We have procedures in place for the purpose of keeping students safe. These procedures include arrival and dismissal procedures, procedures for visitors on campus and procedures for responding to emergencies. Along with having school wide procedures, we have surveillance cameras on campus and in the hallways. We also have locks that require key cards to obtain access to the halls. We conduct safety drills monthly with staff and students. Recently, in response to emergencies in schools across our country, we conducted lock-down drills in which we had students and staff practice the actions they will take if a lock down is called. We also regularly practice fire drills (building evacuations) and tornado drills.

**How do I read the data letters that come home?**

Recently, in 2 different data meetings for parents, we discussed tests and their uses, components and meanings. One fact expressed to parents is that the higher the number, the higher the student's skill level and learning level. STAR provides grade equivalent, scale score, reading levels, and strengths and areas for growth. iReady provides areas of strength and areas for growth. When looking at data letters sent home, be sure to identify your child's areas of need so that you can help work with him/her at home. Also, watch for an increase in the numerical scores. Increases mean growth is occurring. No change or decreases mean the student is not learning at the rate he/she should.

**What do I need to do to help my child at home?**

To help your child at home, there are several steps you can take: 1. Be supportive of your child's teacher. In conversations with other adults and/or children, make sure your child understands that you support his/her teacher and that the two of you will work together to help your child. If you speak negatively about your child's teacher within earshot of your child, he/she will have a negative attitude toward the teacher as well and learning will be hindered. 2. Help your child with homework but refrain from doing the work for him/her. Allow your child to try homework first, then, help your child understand what he/she missed. 3. Attend parent events. Children need to see their parent's/guardian's interest in the school and his/her education. 4. Use resources provided through newsletters, letters, flyers and parent meetings to help with specific skills. One resource provided on many occasions is the Family Guide for Student Success. This resource can be found on the state department of education website ([www.mde.k12.ms.us](http://www.mde.k12.ms.us)). Other resources can be found in our parent center. You are welcome to visit the parent center.

**How is the school addressing health and wellness?**

Our school has an excellent custodial staff which regularly disinfects the halls and classrooms. They keep the environment clean, which contributes to the wellness of students and staff. We also keep parents informed of best practices regarding health by sending informative notices. The most recent notice sent was an illustrated flyer addressing how to determine to keep a child at home or send him/her to school when the child is showing various symptoms of sickness. We have a school nurse who is not permanently housed at Lockard but who is a phone call away. The nurse visits Lockard frequently throughout each week and comes immediately if there is an emergency. Finally, we collaborate with the district nurse and outside agencies to conduct a variety of screenings for students including vision and hearing screenings and dental screenings.

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February 2018

Linda Rule, Parent Liaison

## In Focus

Vonetta Flowers



First African-American to earn a gold medal at the Winter Games: Vonetta Flowers (2002).

Maurice Ashley



First African-American chess international grandmaster: Maurice Ashley (1999)

Barrington Irving, Jr.



First African-American pilot to fly solo around the world: Barrington Irving Jr. (2007)

## Monthly Calendar

8<sup>th</sup> – Progress Reports Issued

19<sup>th</sup> – President's Day – School Closed

23<sup>rd</sup> – Black History Program – 9 AM

28<sup>th</sup> – Fireside Chat with the Principal -5PM





Counselor's Corner



**Mason's Memo**

Communication is the Key

Communication between our parents and teachers is such an important part of the success of our students. One primary way that we communicate with parents is with our Communication Calendar. This calendar gives the teacher a way to communicate what kind of day your child has had based on a number scale. If you have questions or concerns about what is on the calendar we encourage you to contact our office to schedule an appointment with the teacher. The Communication Calendar not only opens the door for you to communicate with the teacher but also with your child about school. This is not sent home just to be used as a punishment or reward chart.

Talk to your child about what happened during the day that resulted in the score received. If the score was a high score ask for examples of how your child earned that score and encourage him/her to continue the good job. If the score was low, ask what happened for your child to receive the score and discuss ways to handle things differently next time. Sign or initial the calendar daily to let the teacher know that you are seeing the calendar and to let you child know that is it important to you.

Remember if you would like to discuss the communication calendar please contact the office for a meeting with the teacher. Let's work together to keep the lines of communication open!

**Literary Corner**

Notes from the Library for February

- Jashawn Thornton represented Lockard in the regional reading fair at Delta State last month, and although he did not place, he made a great showing. So proud of him!
- Our second RIF's distribution of this school year was held last week. All students at Lockard received a free book of their choosing and a book mark.
- Student nurses from MDCC visited Lockard Library for the day on Tuesday, February 13th for vision screening and health lessons about germs and hand washing. Students had a great time learning about good health practices

I look forward to more good reading days at Lockard Library!



**(The Principal's Message continue)**

**What support is my child receiving to address his/her individual needs?**

Each day, at the beginning of the day and/or instructional block, teachers conduct interventions and enrichment learning activities for students. Teachers use individual student performance results (test data) to address specific needs. Academic needs are also addressed through a teaching-learning system called iReady. iReady is an online resource that meets students at their individual learning levels by assigning prescribed lessons and activities. Finally, teachers plan instruction for the entire school day with students' needs in mind; they differentiate centers and other instruction to meet needs. For students with specific behavior needs and/or social/emotional needs, we have a school counselor, district PBIS specialists and a Life Help Therapist. As students are referred for various reasons, the counselors and therapists schedule sessions to help them. If your child has needs of which we may not be aware, please let us know and we will work to help...either by providing services for your child or by connecting you with appropriate agencies/outside resources. I hope these questions and answers have been helpful and informative to you. Please let me know if you have suggestions, concerns, comments or questions!

Kind regards,

Daphne Heflin, Principal

**McKinney Vento Act**

Provide activities for, and services to, homeless children, including preschool-aged homeless children, and youths that enable such children and youths to enroll in, attend, and succeed in school, or, if appropriate, in preschool programs. [www.nationalhomeless.org](http://www.nationalhomeless.org)

