

ACHIEVEMENT

2012-2013

School Improvement Plan

BEHAVIOR



Sheffield

Elementary

CCULTURE

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

Welcome to...



Sheffield

Elementary

S

H

F





Sheffield Elementary School

Excellence in Achievement

Excellence in Behavior

Excellence in Culture

*Creating a Culture of Excellence
in Times of Change*

2012-2013 School Improvement Plan Sheffield Elementary School

VISION

A Tradition of Excellence
for All

MISSION

Every child, by name and by
need, to graduation

GOAL

Excellence in Achievement,
Behavior and Culture



2012-2013 School Improvement Plan Sheffield Elementary School

Indicators of Excellence

Achievement

SHF Achievement Indicators

- The principal plans opportunities for teachers to share strengths.
- Units of instruction include activities aligned to objectives.
- Teachers use a variety of instructional modes.
- Purposeful questioning strategies are used by teachers.
- Identification process for students in need of interventions and tiers of intervention are in place.
- Targeted intervention are monitored to ensure effectiveness.

Behavior

SHF Behavior Indicators

- Transitions between instructional modes are brief and orderly.
- Teachers reinforce classroom rules and procedures by positively teaching them.

Culture

SHF Culture Indicators

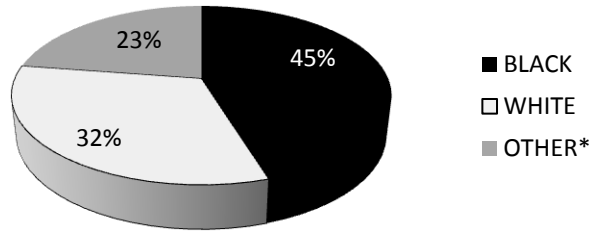
- Communication with parents about the importance of the curriculum of the home.
- Intra-generational associations among students.
- Opportunities for parents to get involved and visit classrooms is outlined.



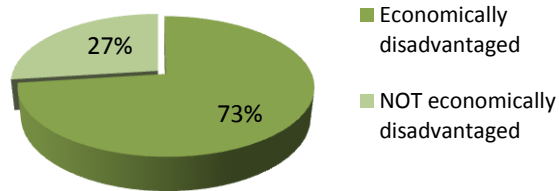
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Introductory Data

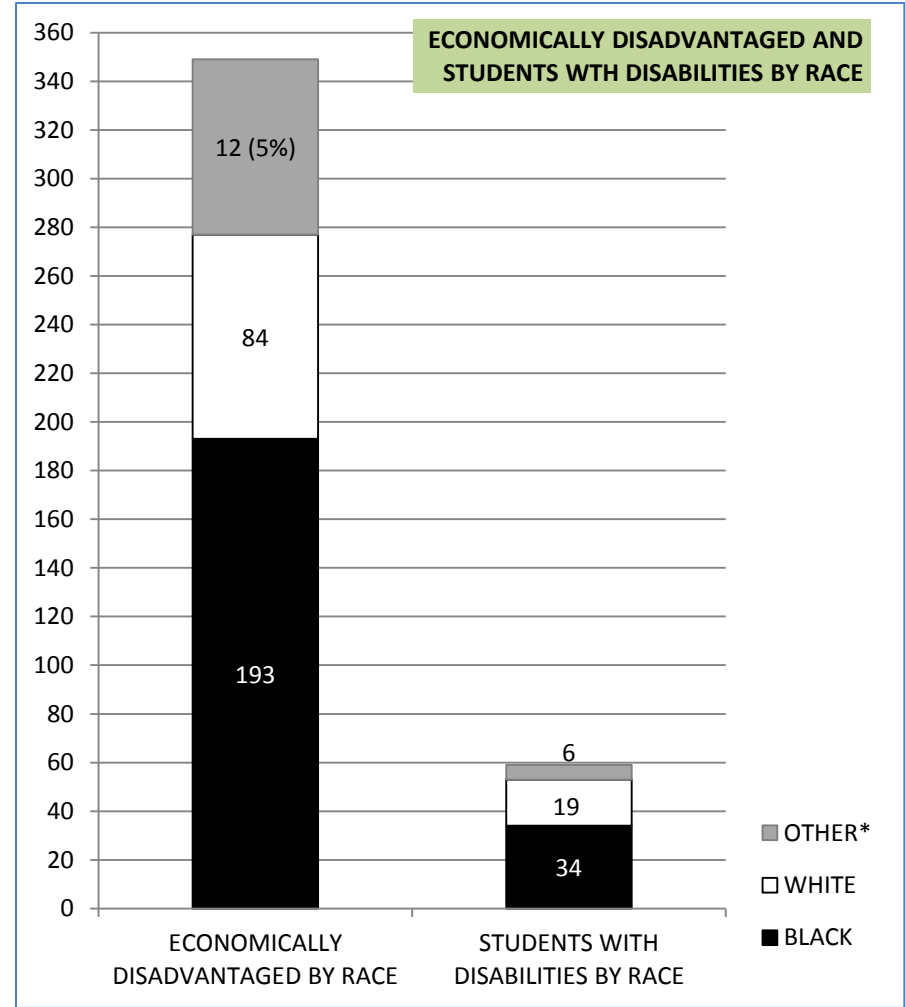
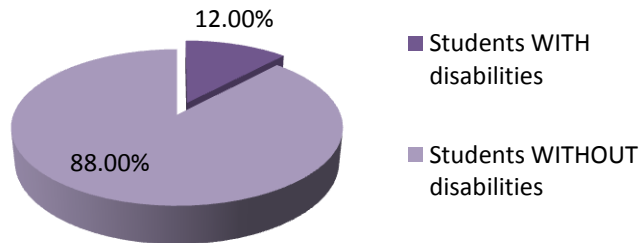
2011-2012 STUDENT POPULATION BY RACE



STUDENT POPULATION SPLIT BY ECONOMICALLY/ NOT ECONOMICALLY DISADVANTAGED



SPLIT BY STUDENTS WITH DISABILITIES

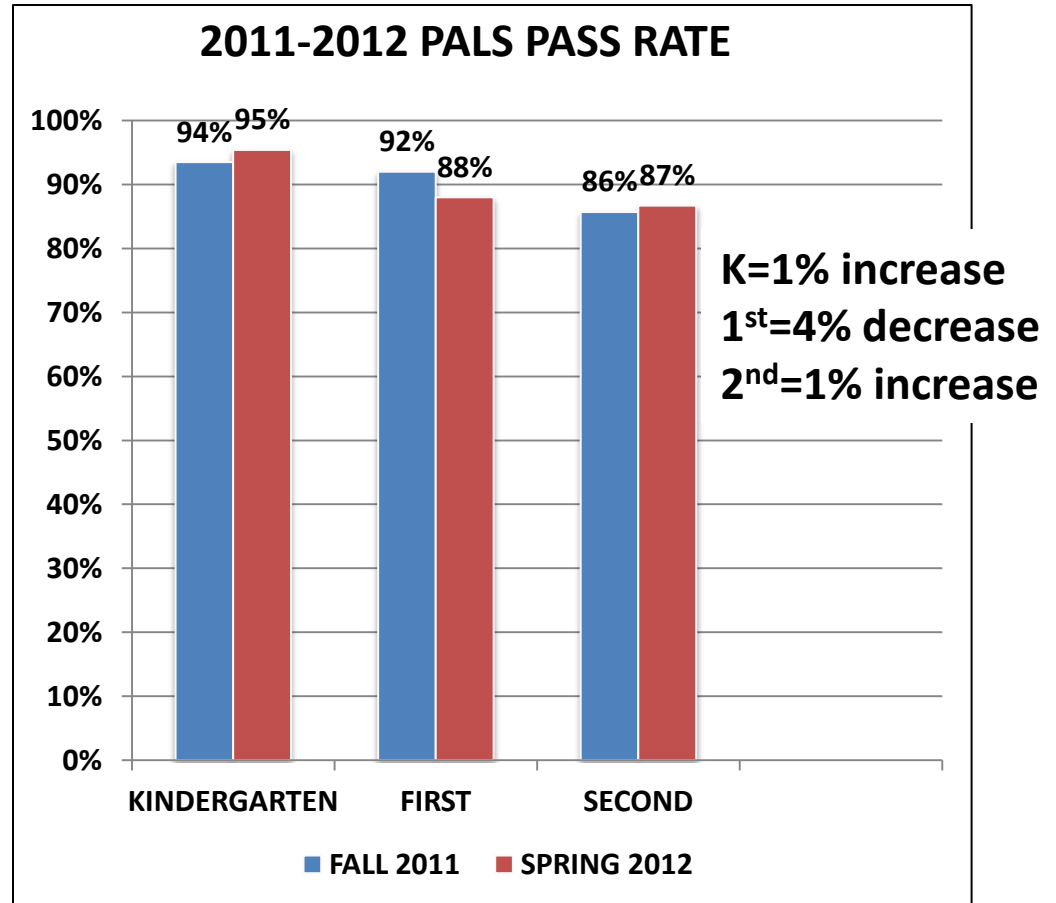


*Includes Asian, American Indian, Hispanic, Hawaiian, and Multi-Ethnic, or Unspecified. In the 2010-2011 school year, the state required a change to ethnicity reporting, which allowed for additional subgroups. The data will show more significant changes in subgroups because someone who may have previously been included in the white or black sub group, would transfer to the other subgroup.

A

LCS GOAL: By the end of 2nd grade reduce the failure rate on the PALS by 10% each year and decrease the failure rate on the SOL Reading Assessments by 10% each year.

Percentage of students “passing” is calculated based on the number of students who met or exceeded the “summed score” or benchmark for their grade level.

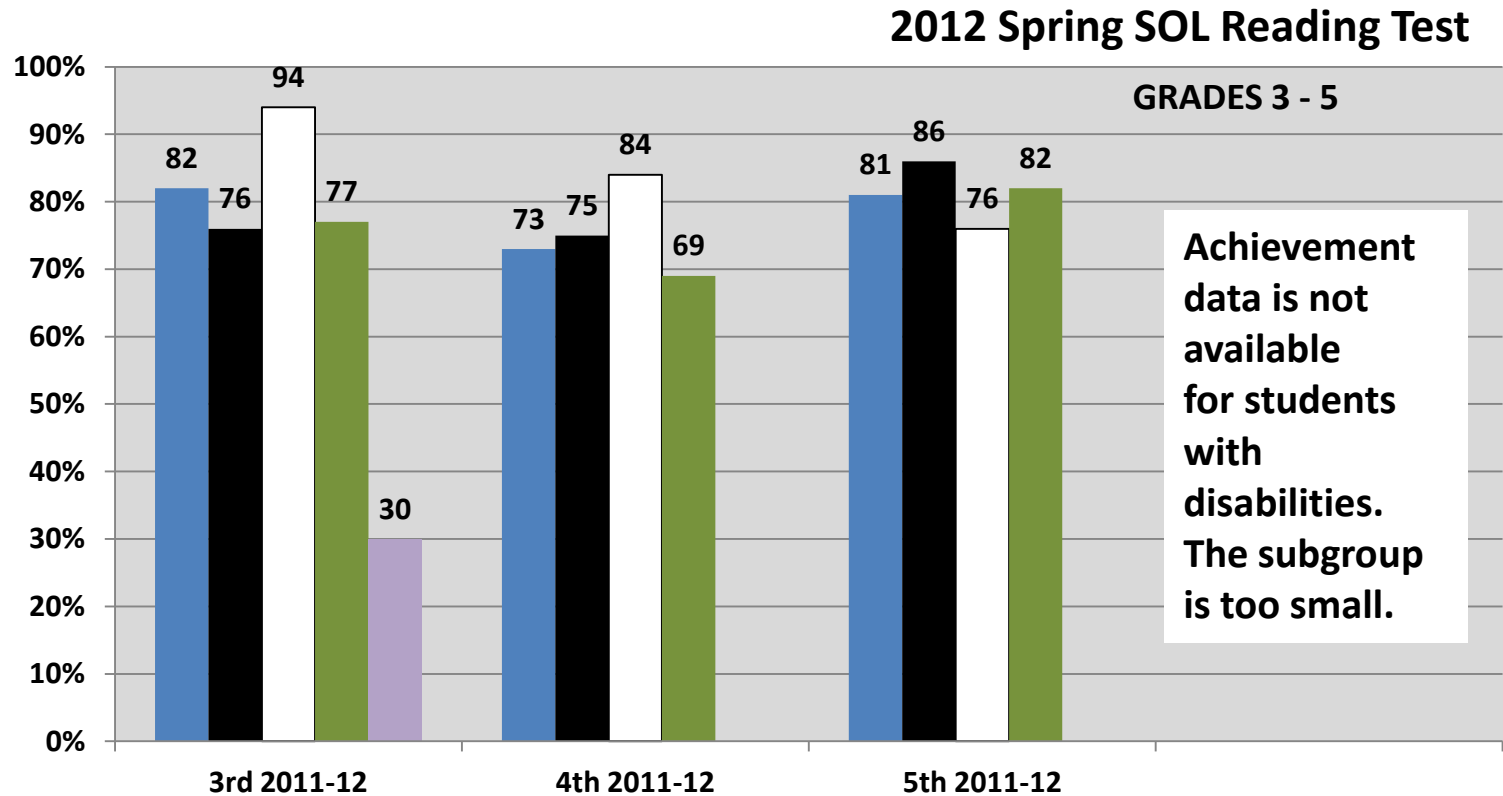


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Reading Achievement Data

A LCS GOAL: By the end of 2nd grade reduce the failure rate on the PALS by 10% each year and decrease the failure rate on the SOL Reading Assessments by 10% each year.

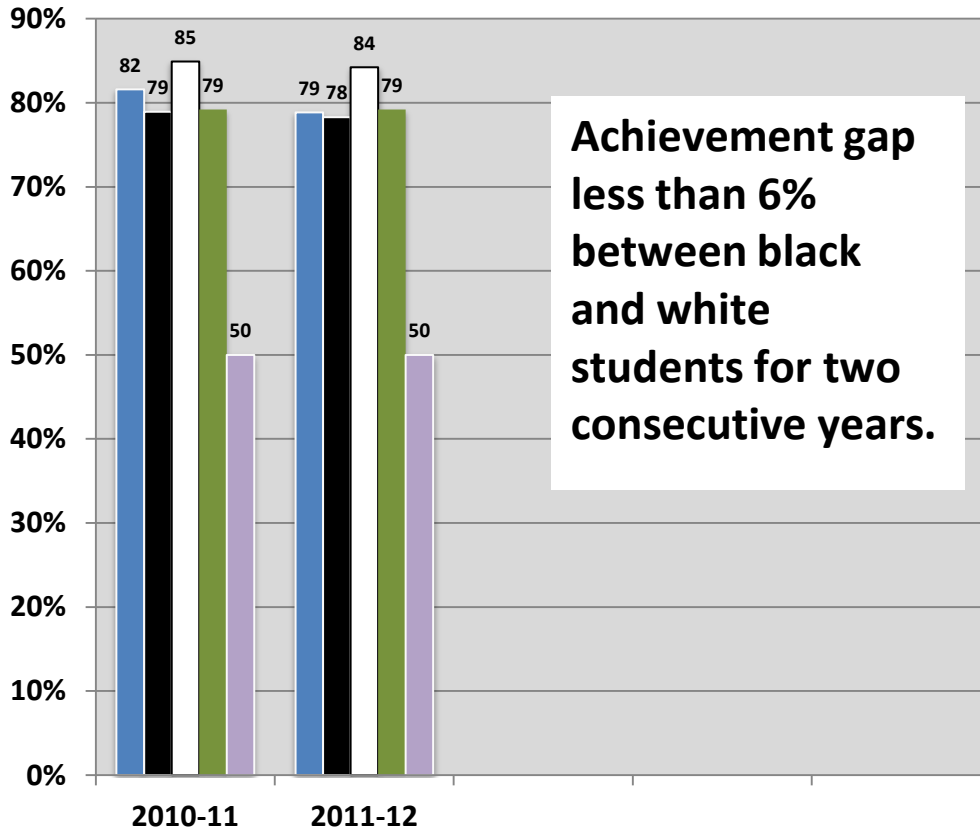
■ Total
 ■ Black
 □ White
 ■ Economically Disadvantaged
 ■ Students with Disabilities



A LCS GOAL: All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Federal Annual Measurable Objectives on SOLs as determined by the Virginia Department of Education.

■ Total ■ Black □ White ■ Economically Disadvantaged ■ Students with Disabilities

Total READING-Grades 3-5



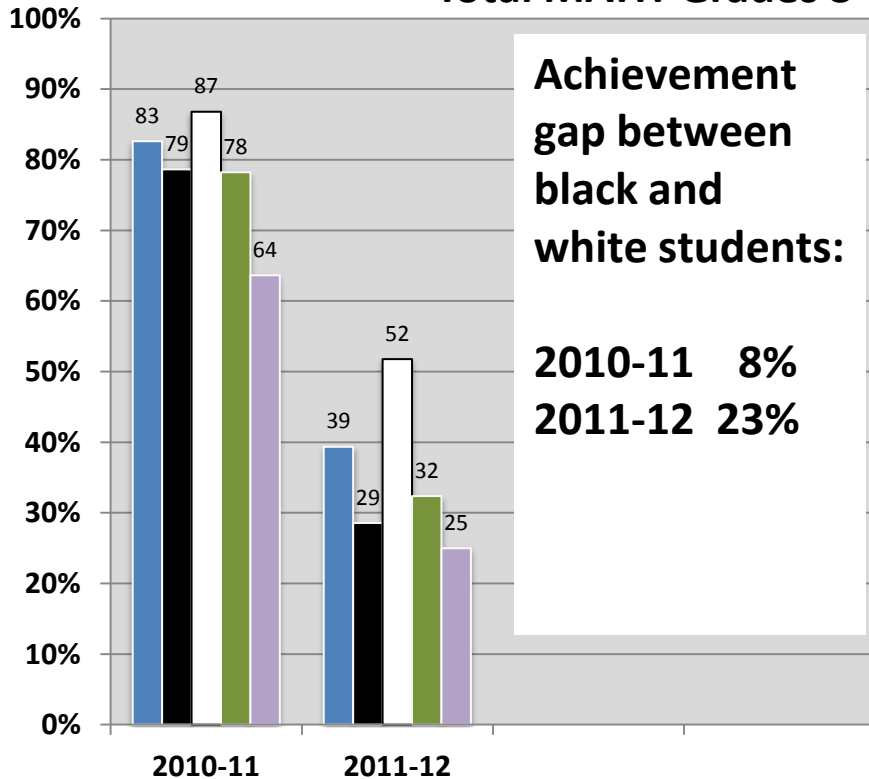
Proficiency Gap Dashboard (FAMO)

	AMO Targets	SHF AMO Results	Met AMO
All Students	85%	79%	No
Gap Group 1	76%	75%	3 YR
Gap Group 2	76%	78%	YES
Gap Group 3	80%	TS	TS

A LCS GOAL: All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Federal Annual Measurable Objectives on SOLs as determined by the Virginia Department of Education.

■ Total ■ Black □ White ■ Economically Disadvantaged ■ Students with Disabilities

Total MATH-Grades 3-5



Proficiency Gap Dashboard (FAMO)

	AMO Targets	SHF AMO Results	Met AMO
All Students	61%	39%	3 YR
Gap Group 1	47%	31%	3 YR
Gap Group 2	45%	29%	3 YR
Gap Group 3	52%	TS	TS

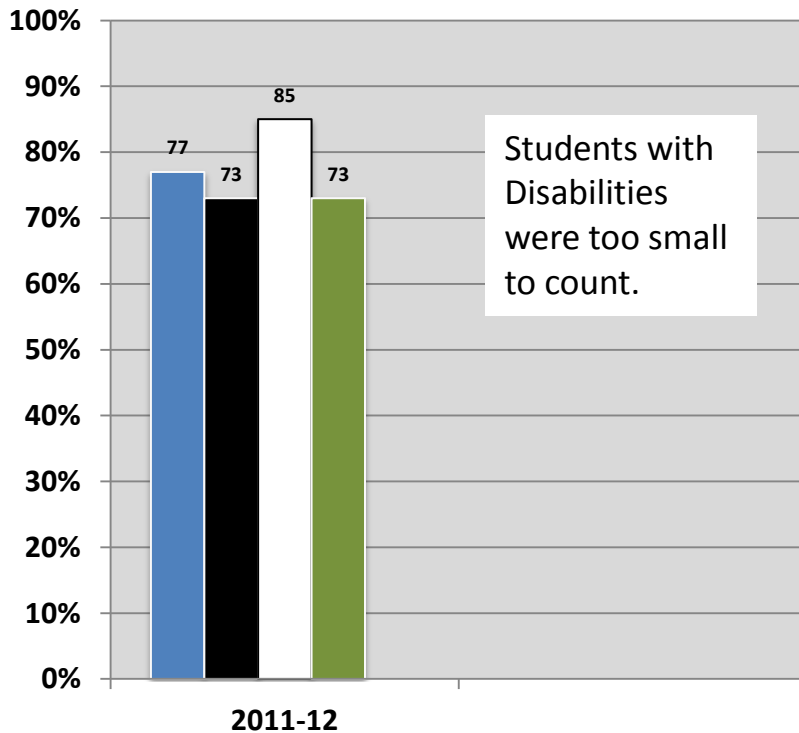
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2012 SOL Achievement Data

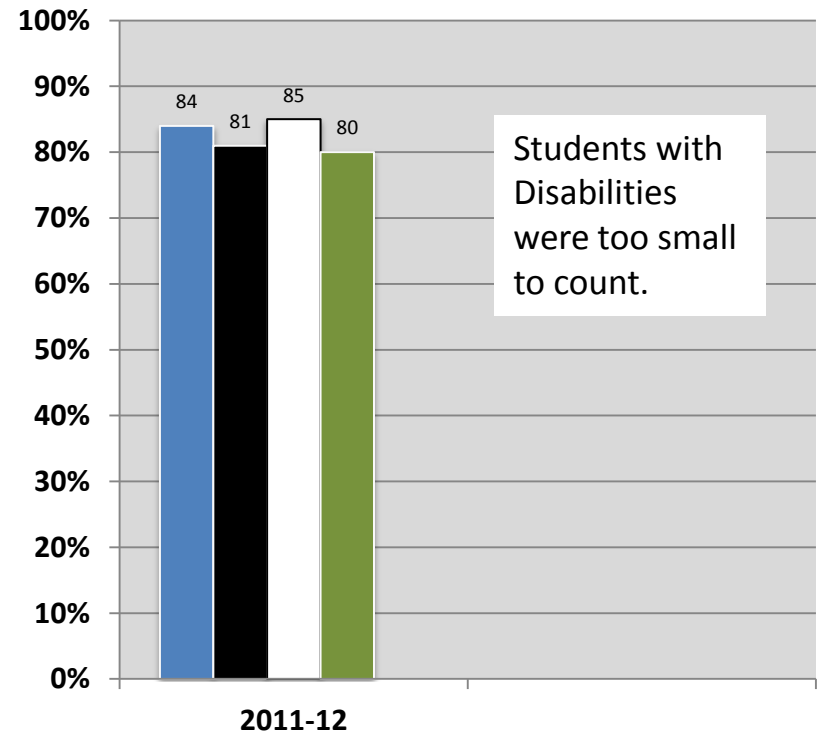
A LCS GOAL: All schools will be fully accredited and all subgroups will show positive progress each year toward meeting the Federal Annual Measurable Objectives on SOLs as determined by the Virginia Department of Education.

■ Total
 ■ Black
 □ White
 ■ Economically Disadvantaged
 ■ Students with Disabilities

Social Studies Pass Rates- Grades 3 & 5



Science Pass Rates- Grades 3 & 5



A LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

Grading Scale for 2011-2012 and previous years

K-2		3-5	
E	Exceeds (94+)	A	94-100
M	Meets (80+)	B	86-93
P	Partially Meets (70+)	C	78-85
U	Unsuccessful (69 and below)	D	70-77
		U	69 and below

Scores on the following 4 slides are reflective of this grading scale .

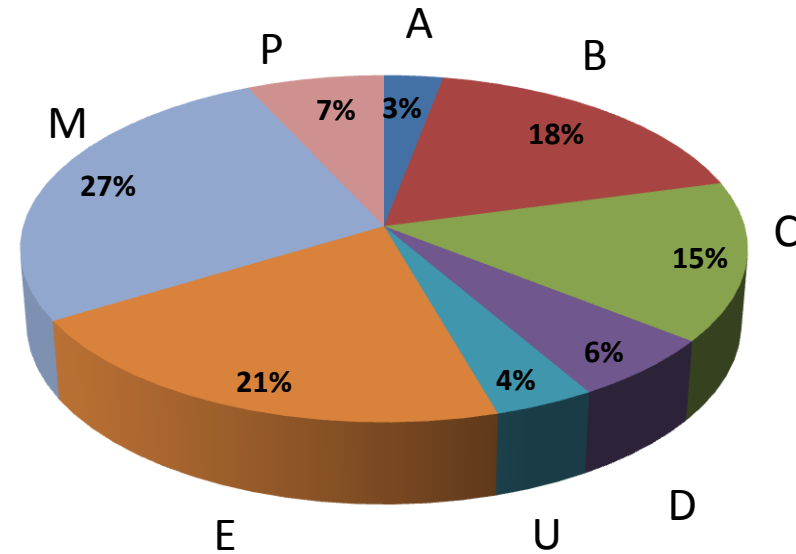
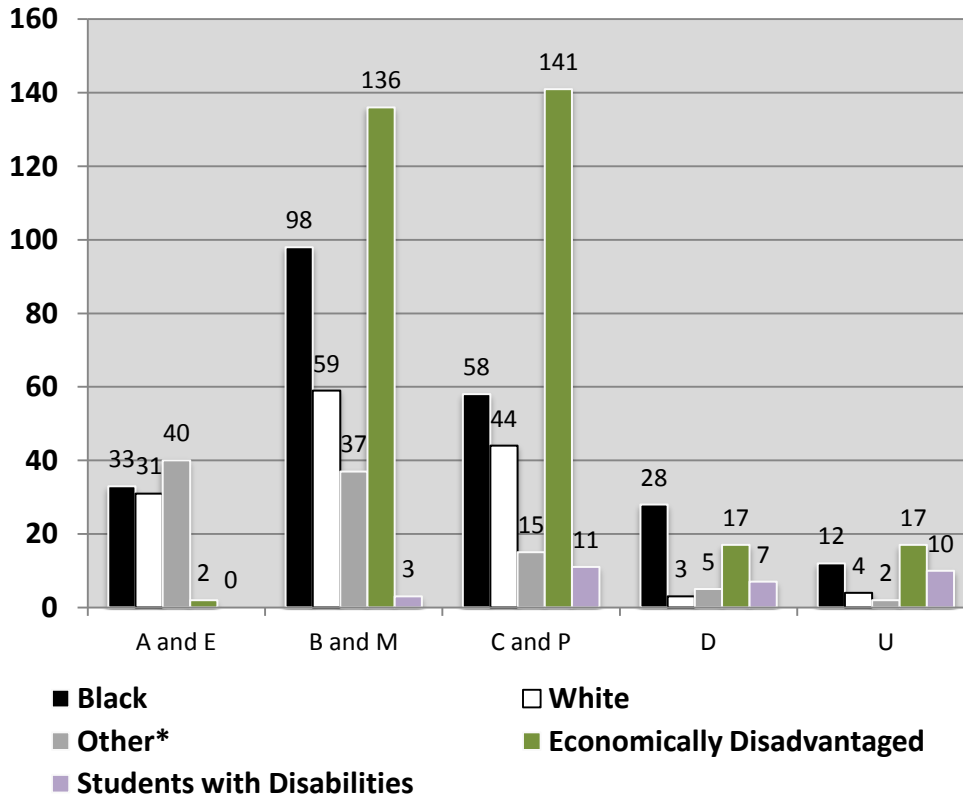
Grading Scale for 2012-2013

K-2		3-5	
E	Exceeds (94+)	A	90-100
M	Meets (80+)	B	80-89
P	Partially Meets (70+)	C	70-79
U	Unsuccessful (69 and below)	D	60-69
		F	59 and below

Scores currently being tracked on school monitoring form are reflective of the current grading scale.

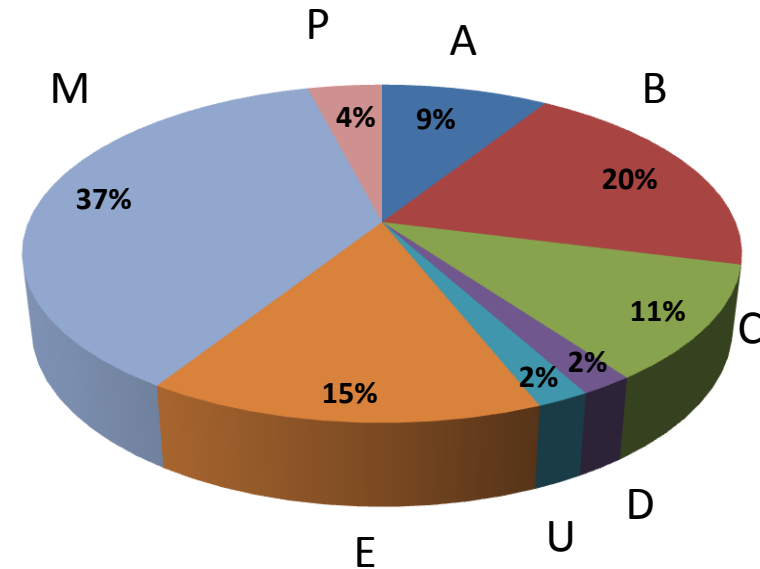
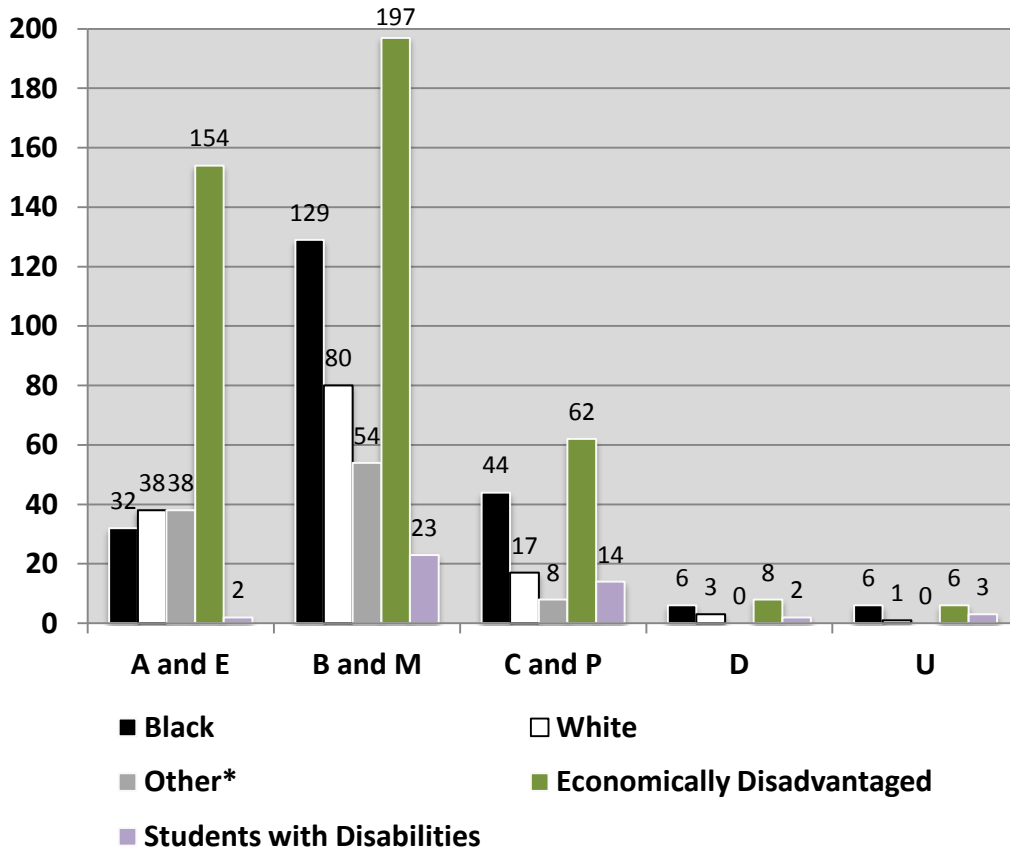
A LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

Reading Grades K-5



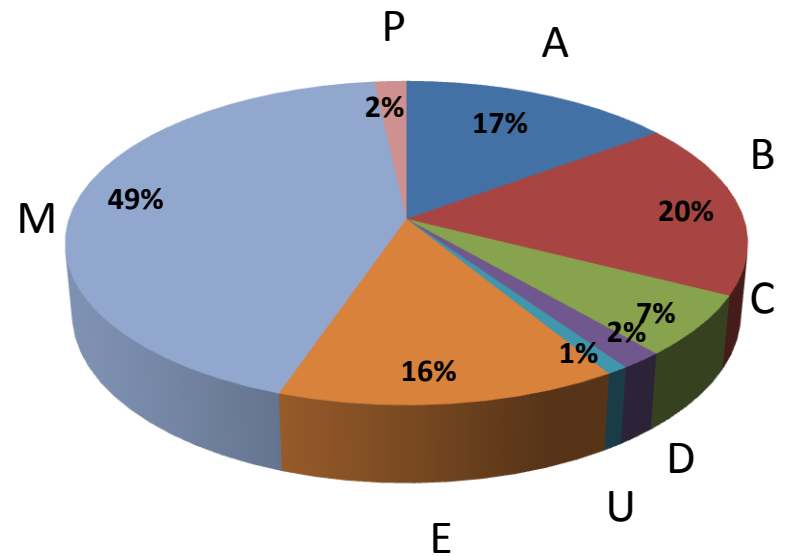
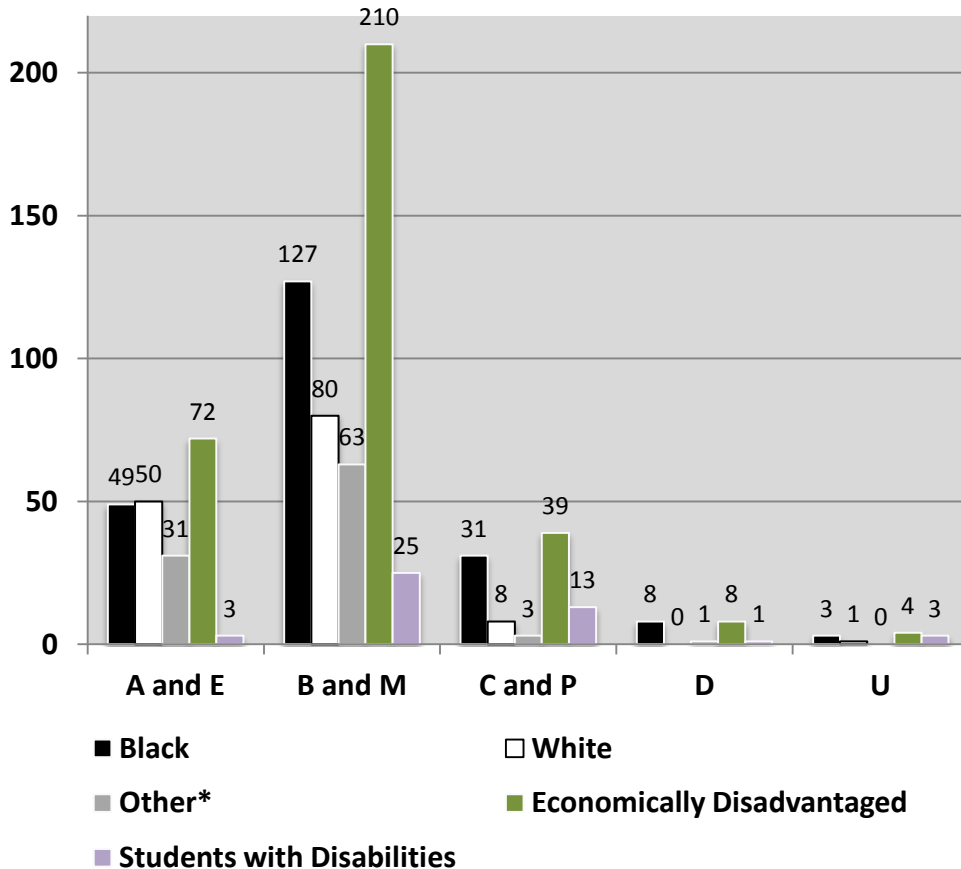
A LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

Math Grades K-5



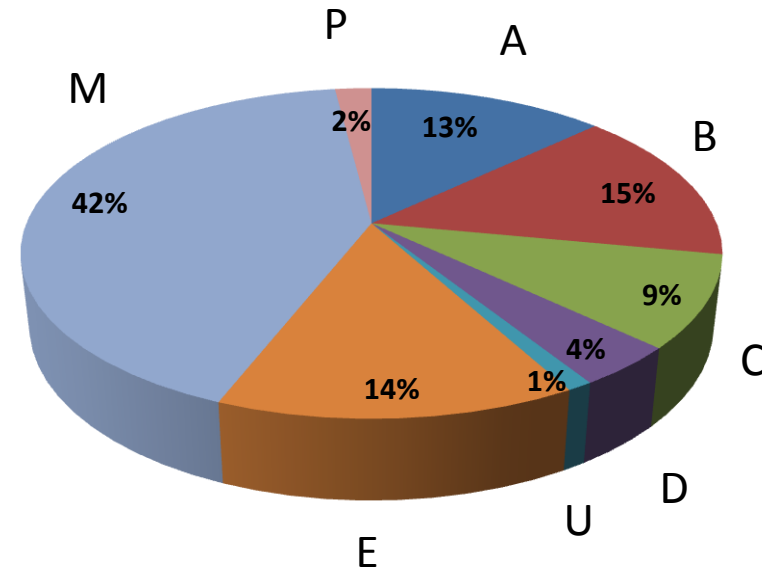
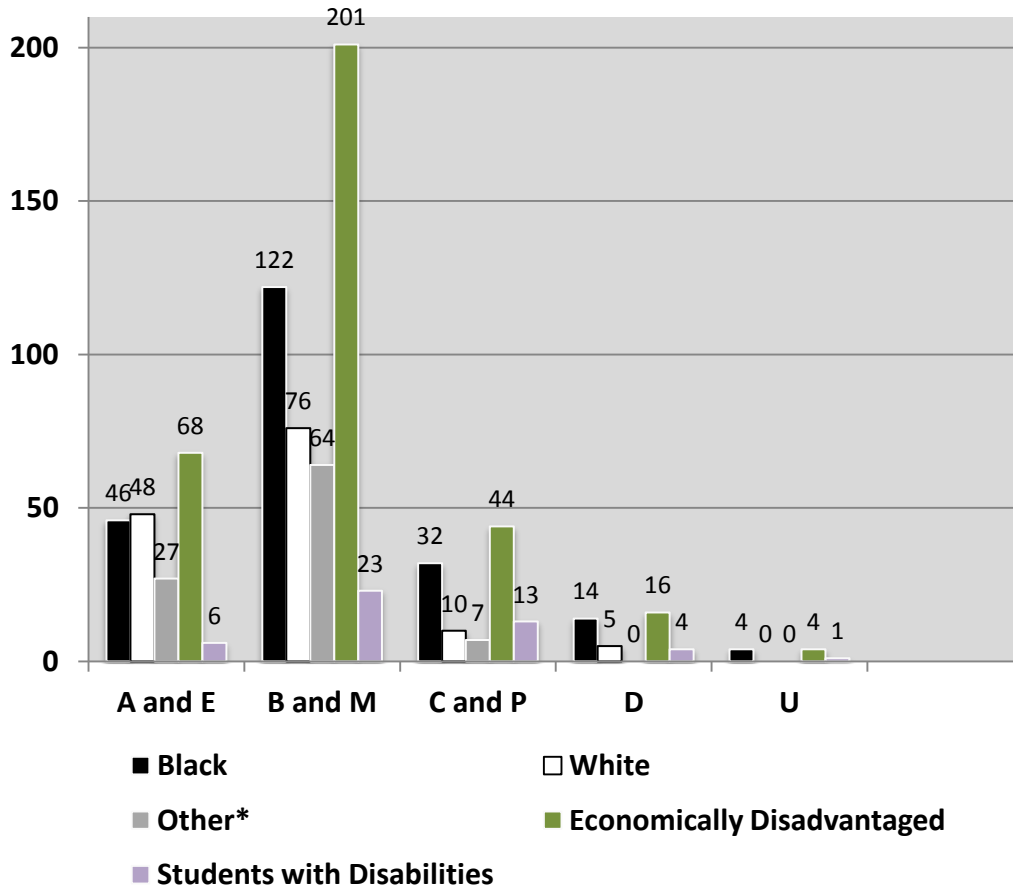
A LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

Science Grades K-5



A LCS GOAL: Review grading practices and develop instructional strategies that encourage students to accurately demonstrate what they have learned.

Social Studies Grades K-5





Excellence In Achievement



IF10 The principal plans opportunities for teachers to share their strengths with other teachers.



IIC01 Units of instruction include specific learning activities aligned to objectives.




IIC05 All teachers use a variety of instructional modes.




VB02 Staff members check students' understanding through purposeful questioning (such as formulating higher order questions).





Excellence In Achievement



TA01 The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.



TA02 The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).



TA03 The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.



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A IF10 The principal plans opportunities for teachers to share their strengths with other teachers.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>1. Best Practices will be shared by faculty at monthly faculty meetings.</p>	<p>Higher Level Thinking Strategies (Dana Johnson); Running an Effective AR Program (Suzanne Dolenti and Natasha Yeoman); Encouraging Good Homework Habits (Carin Crouse); Lesson Plan Templates (Kirsten Tiller); Analyzing Data (Terri Farley)</p>	<p>Diane Swain</p>

2012-2013 School Improvement Plan Sheffield Elementary School

A IF10 The principal plans opportunities for teachers to share their strengths with other teachers.



Running an Effective
AR Program



Encouraging Good
Homework Habits



Lesson Plan Templates

Teachers share Best Practices at Faculty Meetings



2012-2013 School Improvement Plan Sheffield Elementary School

A

IF10 The principal plans opportunities for teachers to share their strengths with other teachers.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>2. Administrator will organize opportunities for peer observations and modeling to share areas of expertise.</p>	<p>Classroom teachers, Special Education Teachers, and Title I Teachers were scheduled for peer observations with Sheffield colleagues throughout the month of October. Special Education Teachers of Division-Wide classrooms and SHF based Resource Teachers were scheduled to observe in other schools throughout the system. Teachers completed a post-conference with the teacher they observed and then filled out a reflection form that was submitted to the building principal.</p> <p>William Marvin Bass teacher, Traci Tkacik spent 4 days with Sheffield fourth grade teachers .</p> <p>Instructional Specialist, Dr. Patty West, met periodically with 4th and 5th grade teachers to share Math ideas and materials.</p>	<p>Diane Swain</p>



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A IF10 The principal plans opportunities for teachers to share their strengths with other teachers.

Teacher Peer-Observation Schedule

	Wednesday, Oct. 3 rd	Thursday, Oct. 4 th	Monday, Oct. 8 th	Tuesday, Oct. 9 th	Wednesday, Oct. 10 th	Thurs., Oct. 11
8:50-9:40	Owen observes Seipp and switch	Haden observes Davis	Gettinger observes Crouse	Davis observes Tiller	Yeoman observes Haden	Boardwine observes at Bedford Hills (8:50-11:00)
9:50-10:40	Knight observes Shack	Myers observes Knight	Tiller observes Mickles	Mickles observes Yeoman	Crouse observes Gettinger	
10:50-11:40	Chafin observes Miller	Perkins observes Chafin	Dolenti observes Perkins	Miller observes Dolenti	Shack observes Knight	
11:50-12:35	Brooks observes Jackson	Falls observes Vandine		Mull observes Falls	Vandine observes Brooks	
12:35-1:05	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:10-2:00	Carroll observes Daniels	Daniels observes Mattocks	Ferguson observes Carroll	Blankenship		Mattocks
2:05-2:45	Finke observes Boardwine	Nolan observes Johnston	Johnston observes Nolan			
2:50-3:30	Godsey observes Gettinger	Boardwine observes Finke		Jac		

Teachers were scheduled opportunities to observe their peers.

Teachers, please complete the Observation Feedback Form following your peer observation and submit it to Ms. Swain.



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A IF10 The principal plans opportunities for teachers to share their strengths with other teachers.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>3. Faculty will be encouraged to participate in professional development activities that directly impact their job responsibilities.</p>	<p>Select teachers have attended the following conferences during the 1st semester: Ron Clark Exceptional Child Conference, Asking Higher Level Thinking Questions, Smart Board Academy, Skillful Teacher, Dealing with Explosive and Angry Kids, English Curriculum and Integration of all Curriculum, Virginia Schools-University Partnership, Virginia Public Schools and UVA, Sharing Ideas and Resources, Dan Mulligan, SPED Management Monthly Meetings, MANDT Training, Mind Research Training (ST Math).</p>	<p>Diane Swain</p>



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A IF10 The principal plans opportunities for teachers to share their strengths with other teachers.

Strategies	Evidence of Completion/Evaluation	Responsibility
4. Select teachers will team with an administrator to observe their peers targeting specific Skillful Teacher strategies.	Specific criteria will be pre-determined that the teacher/administrator team will be looking for during observations.	Administrators and Faculty



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IIC01 Units of instruction include activities aligned to objectives.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>1. Teachers will implement plans for math with the required components.</p>	<p>Due to various teaching styles, modifications of the original lesson plan template have been allowed. The templates may differ, but each plan will include required components. We have discussed and shown suggested templates at a faculty meeting. (08/13/12)</p> <p>A suggested lesson plan template, per the collaboration of the IIC05 and IIC01 indicator groups, was presented at a faculty meeting for discussion. (10/22/12)</p>	<p>Classroom Teachers</p>



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A

IIC01 Units of instruction include activities aligned to objectives.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>2. Teachers will implement plans for reading with the required components.</p>	<p>Teachers will use a template that has been shared at faculty meetings or create their own template with required components to use for reading.</p>	<p>Classroom Teachers</p>
<p>3. Walk-through observations by administrators will ensure compliance with lesson plan expectations.</p>	<p>Teachers are expected to have current lesson plans available for administrators to view at any time. Lesson plans are required to contain specific components that have been previously communicated to faculty.</p>	<p>Administration</p>



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A IIC01 Units of instruction include activities aligned to objectives.

Math Lesson Plans for the Week of:

Teacher: Grade:

Focus Skill:				
Monday	Tuesday	Wednesday	Thursday	Friday
SOL: Objective: Materials: Activator/Review: Summary/ Assessment:	SOL: Objective: Materials: Activator/Review: Summary/ Assessment:	SOL: Objective: Materials: Activator/Review: Summary/ Assessment:	SOL: Objective: Materials: Activator/Review: Summary/ Assessment:	SOL: Objective: Materials: Activator/Review: Summary/ Assessment:
Whole Group Instruction				
Independent Practice				

Learning Activities	
Small Group	
Centers/ Games	
Homework	
Other	

**Components of
Math Lesson Plan
Template**

Instructional Modes				
<input type="checkbox"/> Direct Instruction	<input type="checkbox"/> Direct Instruction	<input type="checkbox"/> Direct Instruction	<input type="checkbox"/> Direct Instruction	<input type="checkbox"/> Direct Instruction
<input type="checkbox"/> Indirect Instruction	<input type="checkbox"/> Indirect Instruction	<input type="checkbox"/> Indirect Instruction	<input type="checkbox"/> Indirect Instruction	<input type="checkbox"/> Indirect Instruction
<input type="checkbox"/> Experiential Instruction	<input type="checkbox"/> Experiential Instruction	<input type="checkbox"/> Experiential Instruction	<input type="checkbox"/> Experiential Instruction	<input type="checkbox"/> Experiential Instruction
<input type="checkbox"/> Cooperative Instruction	<input type="checkbox"/> Cooperative Instruction	<input type="checkbox"/> Cooperative Instruction	<input type="checkbox"/> Cooperative Instruction	<input type="checkbox"/> Cooperative Instruction
<input type="checkbox"/> Interactive Instruction	<input type="checkbox"/> Interactive Instruction	<input type="checkbox"/> Interactive Instruction	<input type="checkbox"/> Interactive Instruction	<input type="checkbox"/> Interactive Instruction



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A

III C05 All teachers use a variety of instructional modes.

Strategies	Evidence of Completion/Evaluation	Responsibility
1. All math teachers include visuals, auditory, and kinesthetic instruction in each unit of study to address all learning styles.	Lesson plan checklist for teaching modes encourages teachers to plan for all learning styles throughout units.	Faculty
2. Teachers will use direct instruction in presenting new skill instruction and evidence will be documented in daily lesson plans.	Teachers are expected to model instruction for their students and to document it in lesson plans. Daily written lesson plans are a requirement.	Math Teachers



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A

IIIC05 All teachers use a variety of instructional modes.

Strategies	Evidence of Completion/Evaluation	Responsibility
3. Technology will be used by all teachers to enhance and compliment instruction.	Classroom teachers have Smartboards in their classrooms and use them on a daily basis. ST Math is used in grades K-5 a minimum of two times per week to enhance math instruction. Ipods are used to supplement instruction in select classrooms.	Math Teachers
4. Teachers will follow pacing guides implementing the various instructional modes suggested on the guides.	Division-wide pacing guides are in place across the division.	Math Teachers

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A IIC05 All teachers use a variety of instructional modes.

Technology is an instructional mode that enhances instruction.



All classroom teachers integrate SMARTBoard into their lessons.



Ipods are used in select regular and special education classes.



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A

III C05 All teachers use a variety of instructional modes.

Strategies	Evidence of Completion/Evaluation	Responsibility
5. Teachers will share instructional strategies within Professional Learning Communities (PLCs).	Units will share ideas, strategies, and materials with each other during weekly PLC meetings.	PLC Members
6. Instructional modes used will be documented on daily lesson plans.	Teachers have been doing this on written lesson plans for math and will include the practice on reading plans.	Math Teachers and Reading Teachers

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A IIC05 All teachers use a variety of instructional modes.

**Teachers address
all learning styles
in lessons.**





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A

IIIC05 All teachers use a variety of instructional modes.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>7. Teachers may attend workshops/conferences emphasizing successful instructional strategies.</p>	<p>Select teachers have attended the following conferences that emphasize successful instructional strategies during the 1st semester: Ron Clark Exceptional Child Conference, Asking Higher Level Thinking Questions, Skillful Teacher, English Curriculum and Integration of all Curriculum, Virginia Schools-University Partnership, Virginia Public Schools and UVA, Sharing Ideas and Resources, Dan Mulligan, SPED Management Monthly Meetings, Mind Research Training (ST Math).</p>	<p>Principal</p>



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VB02 Staff members check students' understanding through purposeful questioning (such as formulating higher order questions).

Strategies	Evidence of Completion/Evaluation	Responsibility
1. Teachers will receive a Critical Thinking Wheel and an EDL Core Vocabulary workbook.	Materials were given to teachers during pre-school workdays.	Libby Daniels
2. Provide an in-service for teachers on higher level thinking.	Mrs. Dana Johnson presented an in-service on Higher Level Thinking at a faculty meeting. (10/22/12)	Dana Johnson



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A

VB02 Staff members check students' understanding through purposeful questioning (such as formulating higher order questions).

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>3. Teachers will choose words out of EDL Core Vocabulary to teach to students. Teachers will include words used in their lesson plans and/or turn in a list of words introduced in units following PLC meetings.</p>	<p>Will provide teachers with graphic organizers to assist with teaching vocabulary. Observations by administrators will give evidence of Higher Level questioning.</p>	<p>Libby Daniels</p>



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A TA01 The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>1. Faculty will come up with an agreed upon monitoring form (spreadsheet) to compile scores of students who are failing or in danger of failing.</p>	<p>The School Improvement Team decided on the criteria for the monitoring form. Monitoring form was created and is accessible to faculty/staff on the school network. Faculty will continue to update the form quarterly for students who have been identified as failing or at risk of failing Math and/or Reading.</p>	<p>Faculty/Staff</p>



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A TA01 The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

A		B		C		D		E		F		G		H		I		J		K		L		M		N		O		P															
Student Information														Interventions						Reading Report Card																									
Last Name	First Name	Teacher	Ethnicity	At-Risk Math	Failing Math	At-Risk Reading	Failing Reading	ELL	SPED	Retention	EIRI	LLI	1st	2nd	3rd																														
Q			R			S			T			U			V			W			X			Y			Z			AA		AB		AC		AD		AE		AF		AG		AH	
Math Report Card			Reading DWAP						Math DWAP						PALS Benchmark																														
1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	Fall (54)						Mid-Term																														
									Word List	Spelling	Reading Level	Letter Sounds	Benchmark	Word List	Spelling	Reading Level	Letter Sounds																												
AD		AE		AF		AG		AH		AI		AJ		AK		AL		AM		AN		AO		AP		AQ		AR		AS															
PALS Benchmark												STAR																																	
Mid-Term						Spring BM (65)						Fall				Mid-term				Spring																									
Benchmark	Word List	Spelling	Reading Level	Letter Sounds	Benchmark	Word List	Spelling	Reading Level	Letter Sounds	IRL	ZPD	IRL	ZPD	IRL	ZPD																														

Grade levels complete a network monitoring spreadsheet to track student progress in math and reading. The third grade template is shown here.



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TA01 The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>2. Teachers in grades K-2 will administer the PALS assessment in the fall and spring. Teachers in grade 3 will administer the PALS assessment in the fall.</p>	<p>Desegregated data from PALS assessment will be recorded on SHF monitoring form for students who have been identified as failing or at risk of failing.</p>	<p>Teachers in grades K-3</p>
<p>3. Teachers in grades K-3 will identify students who did not meet the PALS benchmark and document the disaggregated scores on the monitoring form.</p>	<p>Teachers are expected to have monitoring forms up-to-date with PALS scores following the testing window.</p>	<p>Teachers in grades K-3</p>



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A TA01 The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>4. All students in 1st grade will be given The Standardized Test for the Assessment of Reading (STAR) mid-year and at the end of the school. The Independent Reading Level (IRL) and The Zone of Proximal Development (ZPD) will be monitored.</p>	<p>Teachers have recorded scores for failing students and students at risk of failing on the school's monitoring form. This form is reviewed after updates during PLC meetings and students are assigned to specific interventions as needed.</p>	<p>Classroom Teachers</p>



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TA01 The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>5. All students in grades 2-5 will be given the STAR test five times during the school year. STAR will be administered at the beginning of the year, and at the end of each quarter. The Independent Reading Level (IRL) and Zone of Proximal Development (ZPD) will be monitored.</p>	<p>Teachers have recorded scores for failing students and students at risk of failing on the school's monitoring form. This form is reviewed after updates during PLC meetings and students are assigned to specific interventions as needed.</p>	<p>Classroom Teachers</p>



2012-2013 School Improvement Plan Sheffield Elementary School

A TA01 The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

Strategies	Evidence of Completion/Evaluation	Responsibility
6. Teachers in grades K-5 will analyze and review report card grades in reading and math quarterly. Failing and near-failing grades will be posted on the Sheffield monitoring form.	The monitoring form is reviewed after updates during PLC meetings and students are assigned to specific interventions as needed.	Teachers in grades 3-5
7. Teachers in grades 3-5 will enter SOL scores of students who scored 425 or below in reading and/or math on the Sheffield monitoring form.	The monitoring form is housed in a network folder.	Teachers in grades 3-5



2012-2013 School Improvement Plan Sheffield Elementary School

A TA01 The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>8. Teachers in grades 1-5 will enter failing or at risk of failing in reading and/or math Division Wide Assessment Program (DWAP) scores on the Sheffield monitoring form.</p>	<p>Teachers have recorded scores for failing students and students at risk of failing on the school's monitoring form. This form is reviewed after updates during PLC meetings and students are assigned to specific interventions as needed as described in TA02.</p>	<p>Teachers in grades 1-5</p>



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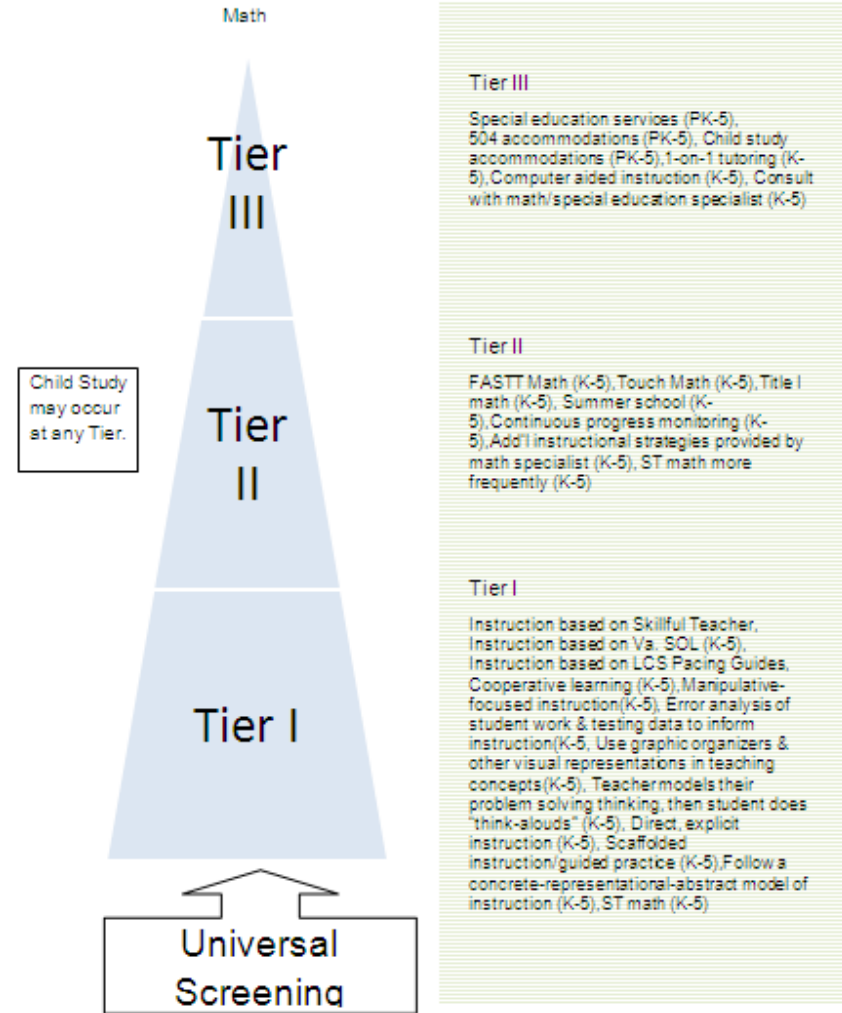
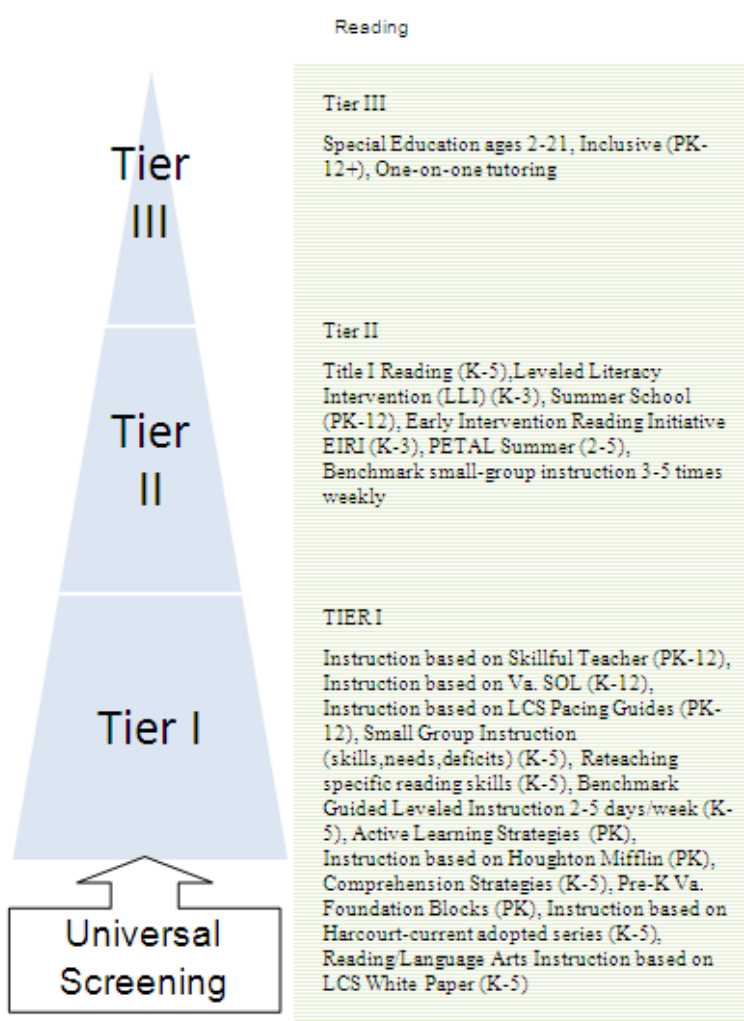
A TA01 The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>9. Training for accessing data information systems will be provided for teachers.</p>	<p>Teachers were trained to access Testing Information System (TIS) reports and analyze the data by IT Dart, Mrs. Withrow. (10/23/12 and 10/24/12))</p> <p>Analyzing EMIS and PEM training was done by School Counselor, Mrs. Farley. (01/09/13)</p> <p>Mind Research Representatives provided required training for ST Math. (08/17/12 and 10/22/12)</p>	<p>Administration</p>

TA02 The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

A

2012-2013 School Improvement Plan Sheffield Elementary School





2012-2013 School Improvement Plan Sheffield Elementary School

A

TA02 The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>1. Students who are identified as failing or at risk of failing in math and/or reading will receive interventions throughout the school day.</p>	<p>Tier 1 programs and services will be available to K-5 students at all academic levels. Tier 2 programs and services will be available for select K-5 students who are failing or at risk of failing math and/or reading. Tier 3 programs and services will be available for select K-5 students who are failing and do not show adequate progress from Tier 2 interventions.</p>	<p>Faculty</p>



2012-2013 School Improvement Plan Sheffield Elementary School

A

TA02 The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

Strategies	Evidence of Completion/Evaluation	Responsibility
2. Students in kindergarten will receive a minimum of 60 minutes of ST math intervention per week. Students in grades 1-5 will receive a minimum of 90 minutes of ST math intervention per week.	Teachers will review ST Math reports monthly to assess the progress of identified students.	Teachers in grades K-5

2012-2013 School Improvement Plan Sheffield Elementary School

A

TA02 The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).



**ST Math is used as
an intervention in
grades K-5.**



2012-2013 School Improvement Plan Sheffield Elementary School

A

TA02 The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>3. Students who are identified as Tier 2 students will receive the following intervention: Benchmark Guided Reading is a reading intervention program that is used for students in grades kindergarten through fifth grades. Students who are identified as Tier 2 will receive 20 minutes of small group guided reading instruction three to four times per week with a classroom teacher.</p>	<p>Benchmark leveled reading groups have been in place, along with prescribed days of intervention. The assignment of Tier 2 interventions is in process.</p>	<p>Teachers in grades K-5</p>



2012-2013 School Improvement Plan Sheffield Elementary School

A TA02 The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>4. Select Tier 2 students will receive the following intervention: Instructional Assistants (Title I and Special Education) are utilized to provide additional small group reading support to identified students. Classroom teachers identify these students based on formative assessments and provide plans and materials to support this intervention.</p>	<p>Title I push-in reading support by Instructional Assistants has been in place in fourth and fifth grade classrooms since 9/12/12.</p>	<p>Title I Instructional Assistants and Classroom Teachers</p>



2012-2013 School Improvement Plan Sheffield Elementary School

A TA02 The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).



**Title I push-in
for fourth and
fifth grade
reading
for select Tier
2 students**



2012-2013 School Improvement Plan Sheffield Elementary School

A TA02 The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>5. Select Tier 2 students will receive the following intervention: -Leveled Literacy Intervention (LLI) is a reading intervention provided by the Title I reading specialists. This intervention is provided for identified students in grades 1-3 for 30 minutes per day for a minimum of 14 to 18 weeks. Students in kindergarten will receive services beginning in January.</p>	<p>Students are identified to participate in LLI based on the LLI assessment administered by the Title I reading specialists. Students are evaluated every 6 days. If they meet the grade-level benchmark, they may be released from these services. LLI services began on 9/17/12.</p>	<p>Title I Teachers</p>



2012-2013 School Improvement Plan Sheffield Elementary School

A TA02 The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>6. Select Tier 2 students will receive the following intervention: Students who did not meet the PALS fall benchmark receive Early Intervention Reading Initiative (EIRI) services 20-30 minutes daily. The EIRI specialist utilizes Harcourt Primary Intervention Station materials which are approved and purchased by the school division.</p>	<p>Students will receive a minimum of 2.5 hours of services per week, either all through EIRI or through a combination of EIRI and LLI.</p>	<p>EIRI Instructional Assistant</p>

2012-2013 School Improvement Plan Sheffield Elementary School

A TA02 The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

**Early
Intervention
Reading
Initiative
(EIRI) group
for select
Tier 2
students**





2012-2013 School Improvement Plan Sheffield Elementary School

A TA02 The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>7. Select Tier 3 students will receive the following intervention: One-on-one tutoring provided by classroom teachers, Title I reading specialists, or Special Education teachers.</p>	<p>Title I teachers are currently servicing select students in need of one-on-one tutoring as needed.</p>	<p>Classroom Teachers, Title I Reading Specialists, and Special Education Teachers</p>



2012-2013 School Improvement Plan Sheffield Elementary School

A

TA02 The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>8. Select Tier 3 students will receive the following intervention: One-on-one tutoring provided by Instructional Assistants and/or volunteers.</p>	<p>Practicum students from area colleges will be assisting in one-on-one tutoring under the guidance of a highly qualified teacher. Liberty University practicum students assisted in select classrooms during the fall semester and will begin late January for the spring semester.</p>	<p>Instructional Assistants and/or Volunteers</p>

2012-2013 School Improvement Plan Sheffield Elementary School

A

TA02 The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

**One-on-one
tutoring
for select Tier
3 students**





2012-2013 School Improvement Plan Sheffield Elementary School

A TA02 The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>9. Students in grades K-5 will participate in a weekly intervention block within the school day.</p>	<p>Intervention blocks will occur on Wednesdays during grade-level determined times. Blocks will last for 45 minutes. Topics for interventions covered will be flexible and dependent on student deficits as indicated by data and teacher observation. Tier 1 students will participate in activities geared towards enrichment, while Tier 2 students will participate in intervention activities geared to their individual need. Grade levels will share students for the intervention block and will utilize other faculty (SPED teachers, Resource teachers, Title I teachers and instructional assistants) to assist in leading intervention groups as appropriate.</p>	<p>Faculty</p>



2012-2013 School Improvement Plan Sheffield Elementary School

A TA03 The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>1. Teachers will monitor the progress of the identified interventions by analyzing student data (nine weeks assessments, formative assessments, PALS, STAR, and report card grades) quarterly. Adjustments will be made to interventions as needed.</p>	<p>Teachers will continue to track data for students who are failing or at risk of failing. For individuals who are not showing growth, interventions will be increased and/or changed. For interventions in place, administration and the School Improvement Team will monitor their overall effectiveness and make changes as needed.</p>	<p>Classroom Teachers</p>



2012-2013 School Improvement Plan Sheffield Elementary School

A

TA03 The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>2. Students in grades K-3 who did not make the fall benchmark will be administered the mid-year PALS assessment.</p>	<p>Teachers have completed mid-year assessments for students who did not meet the fall benchmark. These results are being used to monitor growth and determine if the interventions currently in place are being effective.</p>	<p>Teachers in grades K-3</p>
<p>3. Professional Learning Communities (PLC) will meet to adapt instructional practices and grouping for intervention with identified students.</p>	<p>Professional Learning Communities meet weekly for a minimum of 30 minutes. Their meeting minutes are turned into the building principal.</p>	<p>Sheffield Faculty</p>



2012-2013 School Improvement Plan Sheffield Elementary School

A TA03 The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

Strategies	Evidence of Completion/Evaluation	Responsibility
4. The School Improvement Team will monitor the implementation of the Sheffield School Improvement Plan.	The School Improvement Team and administration are currently making checks to ensure that the interventions described in the School Improvement Plan are being carried out with fidelity.	Sheffield School Improvement Team
5. Datacation will be purchased and utilized to monitor the progress of intervention students and the interventions to which the students are assigned.	Datacation was purchased for Sheffield in December 2012 and shows a completion date of December 20, 2012.	Administration and Teachers



2012-2013 School Improvement Plan Sheffield Elementary School

A

TA03 The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

Strategies	Evidence of Completion/Evaluation	Responsibility
6. Division technology staff will provide training to selected staff members on the use of Datacation including the creation of groups, establishing metrix and conditions, and extracting progress monitoring reports.	The IT Dart assigned to Sheffield will provide an in-service for faculty.	Administration
7. Beginning with second quarter of 2012-2013, Datacation will be used to monitor the progress of students and interventions outlined in TA01 and TA02.	Datacation is a program that assists schools in breaking down complex student data. It allows faculty to view, assess, and cross-reference any data you choose.	Faculty



2012-2013 School Improvement Plan Sheffield Elementary School

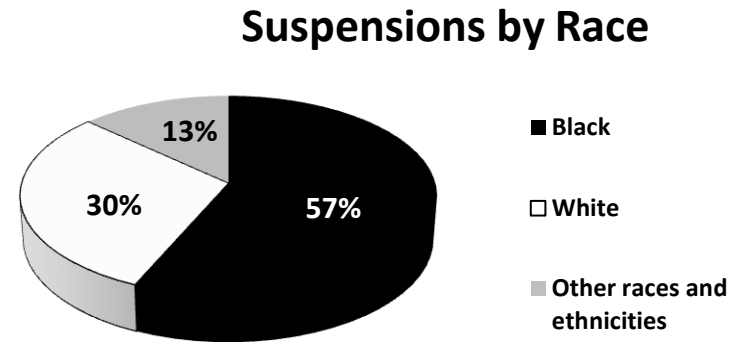
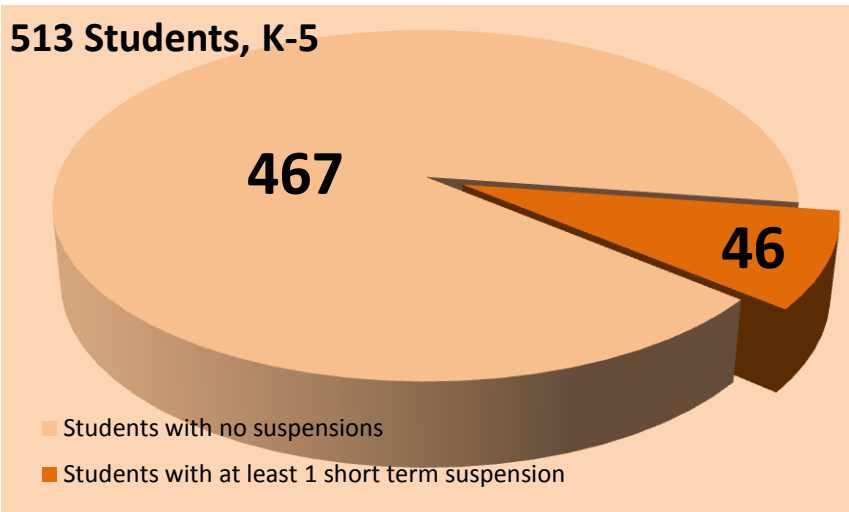
A

TA03 The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

Strategies	Evidence of Completion/Evaluation	Responsibility
8. The school leadership team will develop and maintain an electronic progress monitoring form (ARS list) to analyze and document the progress of students identified as intervention students.	ARS list will be completed as data is available each nine weeks and saved to the network folder	School Leadership Team
9. Datacation will be used to monitor the progress of intervention students each nine weeks.	Data summary each nine weeks	School Leadership Team

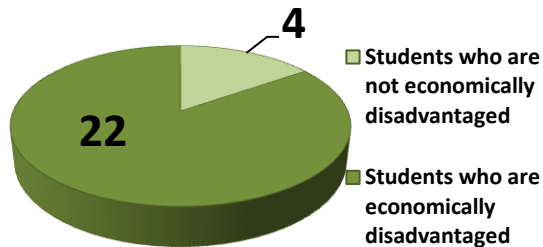
2012-2013 School Improvement Plan Sheffield Elementary School

B LCS Goal: Decrease suspensions by 5% per year.

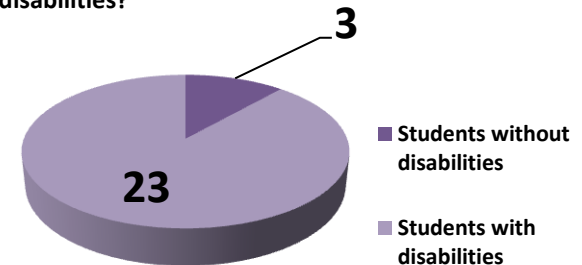


A CLOSER LOOK at the 26 black students with at least 1 short term suspension

How many are economically disadvantaged?



How many are students with disabilities?

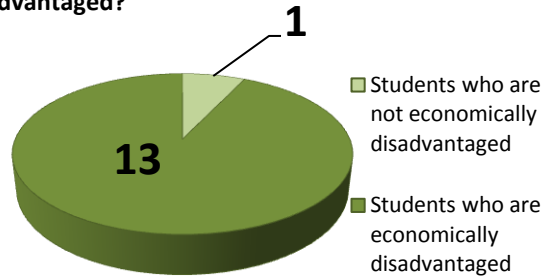


2012-2013 School Improvement Plan Sheffield Elementary School

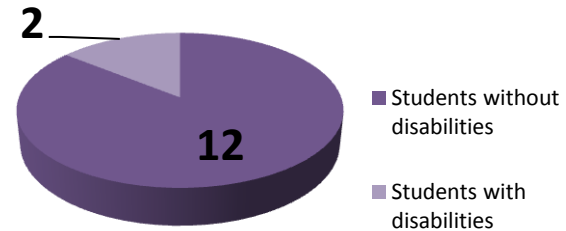
B LCS Goal: Decrease suspensions by 5% per year.

A CLOSER LOOK at the 14 white students with at least 1 short term suspension

How many are economically disadvantaged?

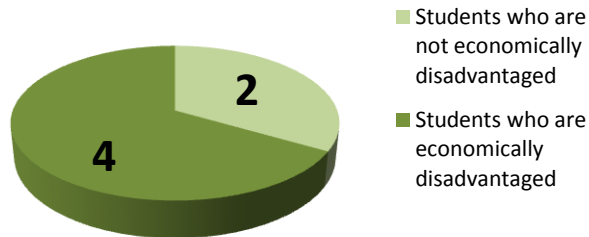


How many are students with disabilities?

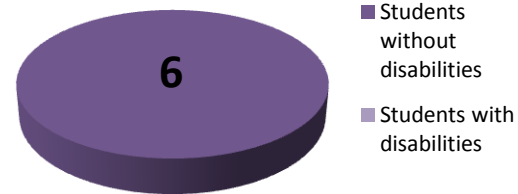


A CLOSER LOOK at the 6 other students with at least 1 short term suspension

How many are economically disadvantaged?



How many are students with disabilities?

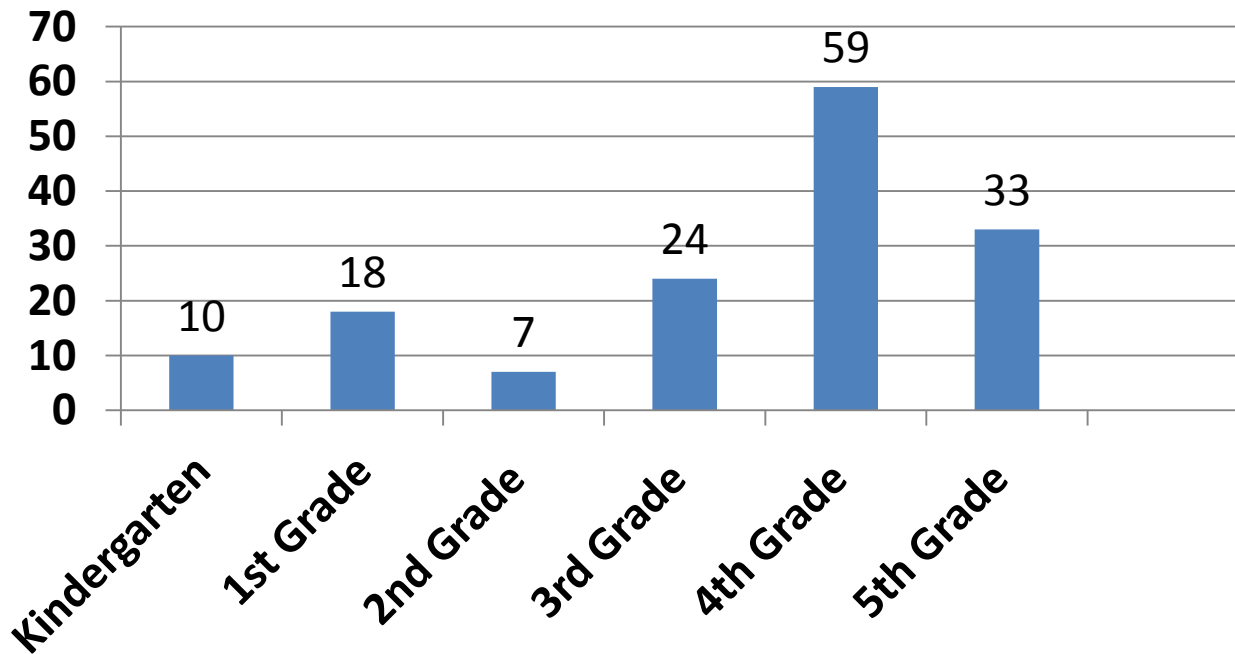


2012-2013 School Improvement Plan Sheffield Elementary School

B

LCS Goal: Decrease suspensions by 5% per year.

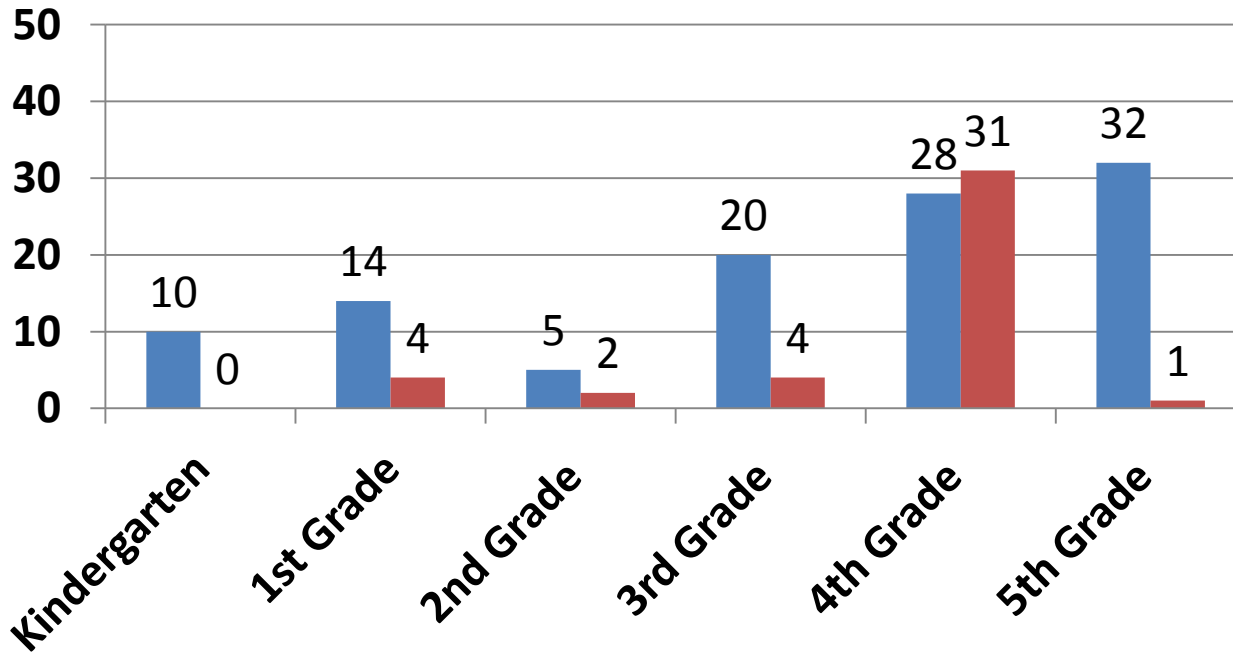
2011-2012 Disciplinary Referrals



63 different students received a total of 151 disciplinary referrals during the 2011-2012 school year.

B LCS Goal: Decrease suspensions by 5% per year.

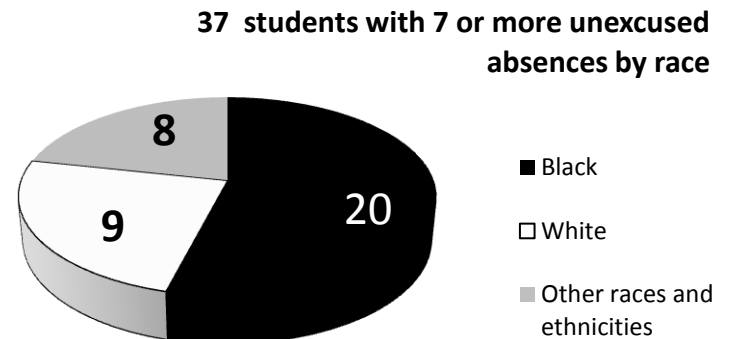
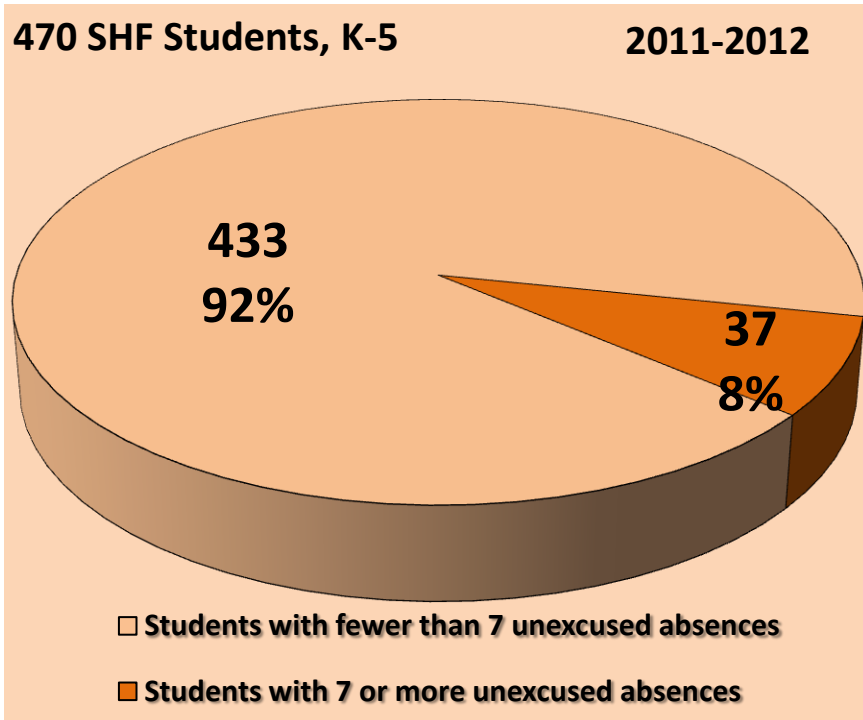
2011-2012 Disciplinary Referrals by Gender



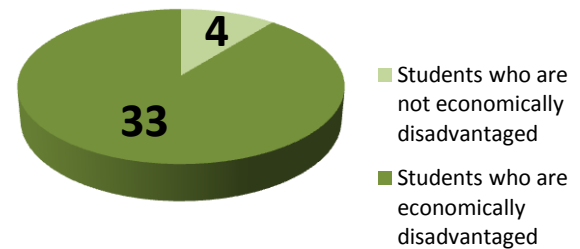
Blue=Males
 Red=Females

2012-2013 School Improvement Plan Sheffield Elementary School

B LCS Goal: Reduce by 10% the number of students with 7 or more unexcused absences.



Of the 37 students with 7 or more unexcused absences, how many are economically disadvantaged?





Excellence In Behavior

IIIC02 Transitions between instructional modes will be brief and orderly.

IIIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.



**2012-2013 School Improvement Plan
Sheffield Elementary School**

B IIIIC02 Transitions between instructional modes will be brief and orderly.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>1. School-wide transition expectations will be modeled, implemented, and enforced. Teachers will monitor students during transitions.</p>	<p>Teachers are upholding expectations for student behavior in the hallways and restrooms. Classroom teachers across from restrooms report that distracting behaviors of other classes have decreased.</p> <p>Faculty and staff will continue with these expectations.</p>	<p>Faculty and Staff</p>



**2012-2013 School Improvement Plan
Sheffield Elementary School**

B IIIIC02 Transitions between instructional modes will be brief and orderly.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>2. Morning Announcements will include correct time. Because building clocks show different times, the correct time will be announced so that faculty and staff can set watches and clocks.</p>	<p>Morning announcements include a statement of the exact time over the intercom system on a daily basis. This has enabled all staff to operate on the same schedule. Students going to intervention classes begin and end at scheduled times. This practice will continue to be emphasized.</p>	<p>Office Staff</p>

2012-2013 School Improvement Plan
 Sheffield Elementary School

B **IIIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.**

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>1. School-wide rules will be posted throughout school.</p>	<p>Follow directions. Respect yourself and others. Be prepared. Do your best.</p> <p>Rules are posted in classrooms and hallways.</p> <p>Bucket Filler behavior incentive is used school-wide.</p>	<p>Faculty/Staff</p>
<p>2. School rules, rewards, and consequences will be communicated with parents.</p>	<p>A letter was sent home communicating school expectations. Parents were requested to sign in acknowledgement.</p>	<p>Lisa Lee</p>

B IIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.

SHF Rules:

1. Follow directions.
2. Respect yourself and others.
3. Be prepared.
4. Do your best.



SHF Consequences:

- Reminder
- Time out
- Parental contact
- Referral

SHF Rewards:

- Praise
- Recognition
- Special privileges
- Incentives

School-wide rules are posted in classrooms and throughout the school.



2012-2013 School Improvement Plan Sheffield Elementary School

B IIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.

I am a Bucket Filler

This certificate is awarded to:

in recognition of being a bucket filler by:

Congratulations!



Signed _____

Date _____



**Bucket Filler
Incentives have
been used as a
positive
reinforcement.**



**2012-2013 School Improvement Plan
Sheffield Elementary School**

B **IIIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.**

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>3. Tiger and Tiger Paw logos will be added to display of school rules to enhance presentation of expectations.</p>	<p>Painting or FAT Head with new school logo will be displayed in central hallway. Morning announcements will show logo with school expectations. New logo will be incorporated into rewards for Good Citizen Assemblies.</p>	<p>Terri Farley</p>

2012-2013 School Improvement Plan Sheffield Elementary School

B IIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.



P- Parental Involvement

A- Attitude

W- Work Ethic

S- Strong in Character

Updated
school-wide
expectations are
being introduced
to students.

2012-2013 School Improvement Plan Sheffield Elementary School

B IIC10 All teachers will reinforce classroom rules and procedures by positively teaching them.

The Tiger PAW Pledge



I will come to school ready to learn.



I will respect my teachers.



I will always do my best.



I will complete and turn in my homework each day.



I will encourage my parents to attend school activities.

School-wide
pledge is read
daily on the
morning
announcements.



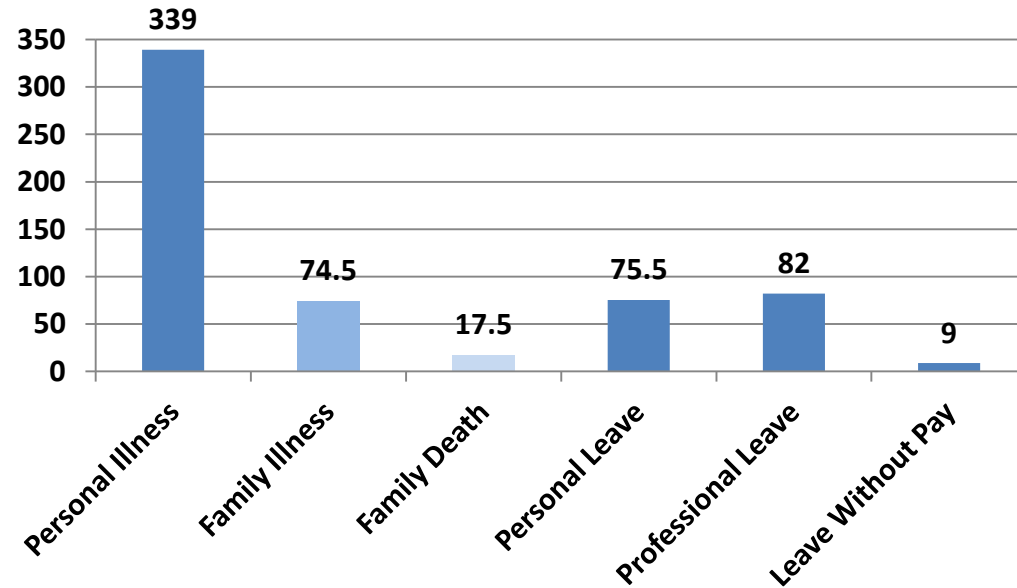


2012-2013 School Improvement Plan Sheffield Elementary School

C

LCS Goal: Reduce costs associated with staff absences.

2011-2012 Staff Absences



70 employees reported a total of 515.5 absences (professional leave not included)

339=personal illness

(2 staff members on maternity leave and 3 staff members with catastrophic illnesses)

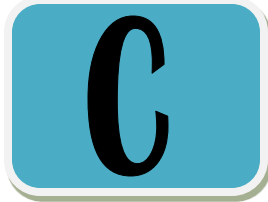
74.5=family illness

17.5=family death



375.5=personal leave

82=professional leave

9= leave without pay



Excellence In Culture



IVA06 The school regularly and clearly communicates with parents about its expectations of them and the importance of the “curriculum of the home.”



IVD01 The school provides "intragenerational associations" in which students of different ages are brought together to learn.



IVD05 The school has a friendly document that outlines the group rules for parent visits to classrooms.





2012-2013 School Improvement Plan Sheffield Elementary School

C IVA06 The school regularly and clearly communicates with parents about its expectations of them and the importance of the “curriculum of the home.”

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>1. Revise and distribute School, Parent/Guardian, Student Compact to define “curriculum of the home.”</p>	<p>The “curriculum of the home” is defined in the School, Parent/Guardian, Student Compact. Include expectations during SOL testing window. School web pages will be utilized for communication. There will be continued communication with agenda, notes, phone calls, scheduled conferences, email, PTO, and the Parent Advisory Council (PAC).</p>	<p>Spencer Cross</p>



2012-2013 School Improvement Plan Sheffield Elementary School

C IVA06 The school regularly and clearly communicates with parents about its expectations of them and the importance of the “curriculum of the home.”

Compact defines the responsibilities associated with the “curriculum of the home.”

*Lynchburg City Schools
Sheffield Elementary*

SCHOOL, PARENT/GUARDIAN, STUDENT COMPACT

The school is most effective when the home does its part. Therefore, the connection between the school and the home is essential to school improvement and school success.
-Sam Redding, Handbook on Restructuring and Substantial School Improvement

Student's Name _____ School _____

The school, parent/guardians, and students are responsible for developing a partnership to ensure that all students achieve the state's high academic standards.

School/Teacher Responsibilities	Parent/Guardian Responsibilities the "Curriculum of the Home"	Student Responsibilities
<ul style="list-style-type: none"> Read daily with children. Provide appropriate instruction in a supportive and caring environment. Communicate with parents/guardians about academic and behavioral progress (Friday folders, report cards, interims, agendas, teacher webpage). Provide opportunities for parents to be involved. Initial agenda daily to verify homework assignments are written legibly and respond to notes. 	<ul style="list-style-type: none"> Encourage leisure reading at least 15 minutes per day. Limit the amount of non-educational technology in which my child engages. Monitor homework by checking a agenda for assignments and initialing when completed. Participate in school activities and support school initiatives. Express interest in my child's academic progress and efforts. 	<ul style="list-style-type: none"> Read daily for at least 15 minutes. Complete and return homework daily. Bring supplies to school. Show good behavior by making wise choices. Do my best. Expect to be successful.

Sheffield Elementary, 2012 - 2013
Teacher, Parent/Guardian, Student Signatures:


Teacher _____ Date _____

Parent/Guardian _____ Date _____

Student _____ Date _____

2012-2013 School Improvement Plan Sheffield Elementary School

C IVA06 The school regularly and clearly communicates with parents about its expectations of them and the importance of the “curriculum of the home.”

Strategies	Evidence of Completion/Evaluation	Responsibility
2. Provide parents with opportunities to offer feedback and to provide ideas for school.	Title I meetings, Principal's Advisory Council (PAC), Parent/Teacher Organization (PTO), Volunteer Committee, teacher conferences, suggestion box, Wufoo online surveys. Parents are encouraged to participate in “Give Me Five.”	Administration 
3. Offer parental involvement activities throughout school year.	Fall Parent Academy (11/13/12), Book Fair (11/13/12), cross-generational activities (on-going), Read-Across America (spring), Community involvement/school partners, Spring Parent Academy (March 2013), Talent Show, School dances, Behavior Incentives.	Spencer Cross and Title I Team

2012-2013 School Improvement Plan Sheffield Elementary School

C IVA06 The school regularly and clearly communicates with parents about its expectations of them and the importance of the “curriculum of the home.”



**Parental
Involvement
activities are
offered
throughout
the school
year.**



2012-2013 School Improvement Plan Sheffield Elementary School

C

IVD01 The school provides "intragenerational associations" in which students of different ages are brought together to learn.

Strategies	Evidence of Completion/Evaluation	Responsibility
1. ELL students may be paired with "host" students to work on reading or vocabulary flash cards.	Leveled ELL students may be assigned a student in their homeroom to assist them with activities to learn English.	Melinda Wheeler/Classroom teacher
2. Classroom teachers will be assigned a "classroom buddy."	Teachers in upper grades were paired with teachers in primary grades.	Kay Mason

2012-2013 School Improvement Plan Sheffield Elementary School

C

IVD01 The school provides "intragenerational associations" in which students of different ages are brought together to learn.



“Classroom Buddies” have been paired throughout the school.



2012-2013 School Improvement Plan Sheffield Elementary School

C

IVD01 The school provides "intragenerational associations" in which students of different ages are brought together to learn.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>3. Partnered teachers meet to discuss how the partnering will work, how often, when, where, content, and the students who will be involved.</p>	<p>Teachers of buddy classrooms have the flexibility to choose activities that will best meet their student needs for intervention and acceleration.</p>	<p>Classroom Teachers</p>
<p>4. Classroom buddies will pair for learning activities quarterly.</p>	<p>The minimum expectation is that there will be at least one activity between classroom buddies per quarter. This could be whole class or small group.</p>	<p>Classroom Teachers</p>



2012-2013 School Improvement Plan Sheffield Elementary School

C IVD05 The school has a friendly document that outlines the group rules for parent visits to classrooms.

Strategies	Evidence of Completion/Evaluation	Responsibility
1. Get feedback from administration and teachers on ideas for document.	Teachers offered ideas for an effective policy. A draft was then shared at a faculty meeting and teachers and administration offered feedback.	Lisa Lee
2. Record ideas in a parent-friendly document.	<p>A document with ideas for getting involved and for protecting instructional time was developed. Students took home a copy of the form at the close of the first week of school. Parents signed the bottom portion of the form and returned it to school with their child.</p> <p>Teachers have posted a copy of the document outside of their classroom door. A copy is posted in the main office next to the check-in computer.</p> <p>Faculty and staff adhere to and enforce the expectations of the policy.</p>	Lisa Lee



2012-2013 School Improvement Plan Sheffield Elementary School

C IVD05 The school has a friendly document that outlines the group rules for parent visits to classrooms.

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>3. Copies of the Parent Classroom Visitation Policy will be handed to parents/guardians who register children throughout the school year.</p>	<p>Include a copy of letter in volunteer information packet.</p> <p>Families that register students throughout the school year will receive a copy of the policy.</p> <p>This will be maintained in future school years.</p>	<p>Lisa Lee</p>



Classroom Visitation Policy

2012-2013

How can I get involved?

- Read to your child's class!
- Join the PTO!
- Sign up to be a SHF Volunteer!
- Eat lunch with your child!
- Discuss your child's day with them each evening!
- Read with your child!
- Assist your child with their homework!
- Be a room parent!

Parents play a huge role in their child's education! We want you to be a part of our educational team!

Guidelines:

- Our school day begins at 8:40 a.m. Students should be dropped off at school no earlier than 8:30 a.m.
- To respect the instructional efforts of our teachers, we ask that parents drop their child off at the front foyer if their child is a car rider and allow them to walk to class on their own.
- Conferences will only occur during non-instructional times. Our staff will be happy to assist you in scheduling a conference. Due to their responsibilities to supervise students, teachers are not available for impromptu meetings.
- All visitors to the building must check in at the main office and get a badge.
- Parents wishing to eat lunch with their child should check in at the office and then wait outside of the cafeteria for their child prior to their scheduled lunch time.
- Visits to classrooms need to be approved by a building administrator.
- Please refrain from talking on cell phones while in areas populated by students.
- We ask that you assist us as we aim to protect instructional time, safety, and the confidentiality of our students.
- Volunteers must complete a background check. Background checks are required before a parent can attend a field trip or volunteer throughout the school. Yearly updates are required.
- Dismissal is at 3:35 p.m. Early dismissals are strongly discouraged.
- Families with car riders that cannot be picked up on time need to make other arrangements.

Please sign and return the bottom portion of this handout with your child to school. Thank you.

.....
I have read the SHF Classroom Visitation Policy.

Parent Signature

Student Name

Grade / Teacher

The Classroom Visitation Policy has been communicated with parents.

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

Sheffield Elementary School

“Creating a Culture of Excellence in Times of Change”



“Every child, by name and by need, to graduation”

Sheffield Elementary School Improvement Team Members:

Diane Swain
Lisa Lee
Terri Farley
Kay Mason
Spencer Cross
Dana Johnson
Kathy Brooks
Kirsten Tiller
Libby Daniels
Becky Chafin
Barb Gettinger
Cathy Knight
Melinda Wheeler
Carol Cross
Leonard Brownfield
Keith Anderson
Wyllys VanDerwerker

Principal
Admin. Assistant, Indistar Process Manager
School Counselor
Librarian
Title I Specialist
Teacher- Special Education
Teacher- K
Teacher- 1st grade
Teacher- 2nd grade
Teacher- 3rd grade
Teacher- 4th grade
Teacher- 5th grade
Teacher- ELL
Parent Representative
Parent Representative
Community Representative
Division Consultant to School

