



A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS



## 2012-2013 School Improvement Plan Hutcherson Early Learning Program

### VISION

A Tradition of Excellence  
for All

### MISSION

Every child, by name and by  
need, to graduation

### GOAL

Excellence in Achievement,  
Behavior, Culture,  
Operations and Personnel

A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS

# 2012-2013 School Improvement Plan Hutcherson Early Learning Program

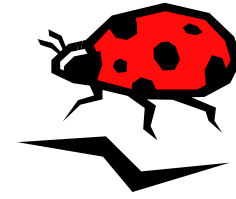
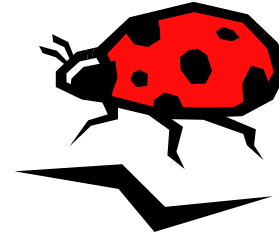
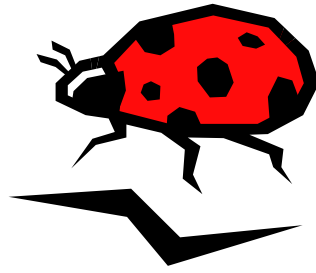
# Vision Statement



A TRADITION OF EXCELLENCE FOR ALL



LYNCHBURG CITY SCHOOLS



**Excellence in Achievement**

**Excellence in Behavior**

**Excellence in Culture**



**Hutcherson Early Learning Program  
Building Foundations for School Success**

## 2012-2013 School Improvement Plan Hutcherson Early Learning Program

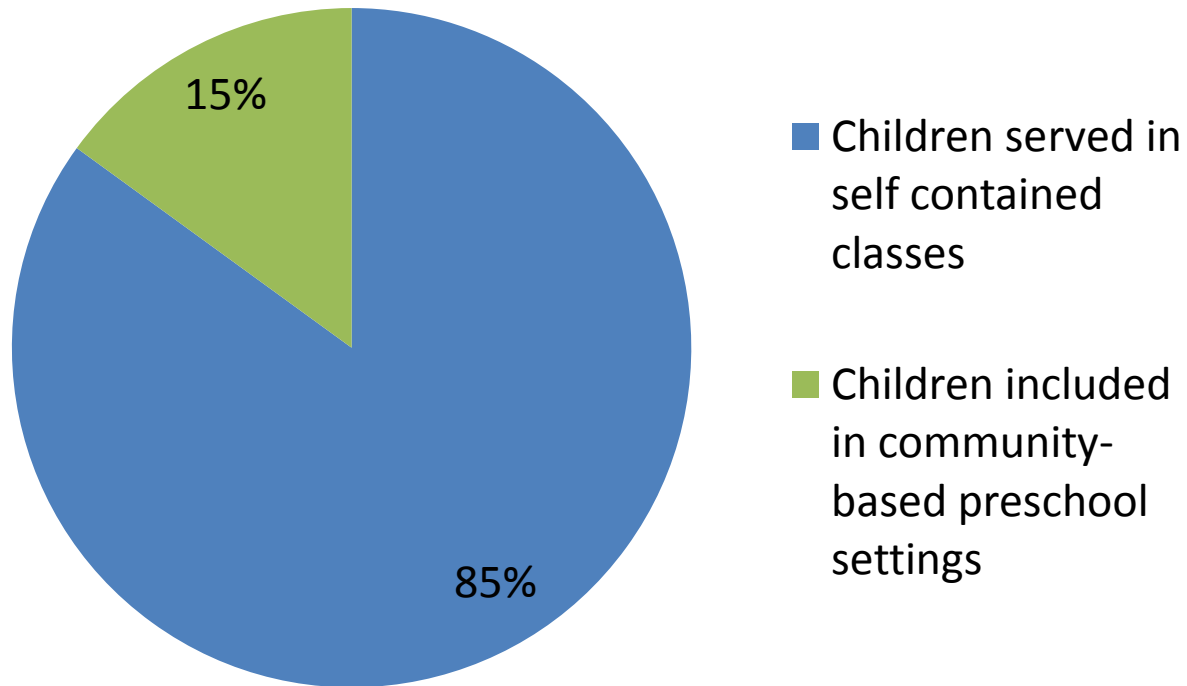


### In 2007

- Hutcherson Early Learning Program applied for and was selected by VDOE to be a pilot site for the Inclusive Placement Opportunities for Preschoolers, IPOP, initiative.
- A team of stakeholders was established to implement inclusion in the city of Lynchburg that included LCS administration, LCS transportation department, ECSE teachers, parents of preschooler children with disabilities, community preschool directors and community support agencies.
- Sites were selected that agreed to hold 6-8 slots from their enrollment specifically for LCS Early Childhood Special Education placement
- Collaboration sites grew from 2 sites to **7 sites**

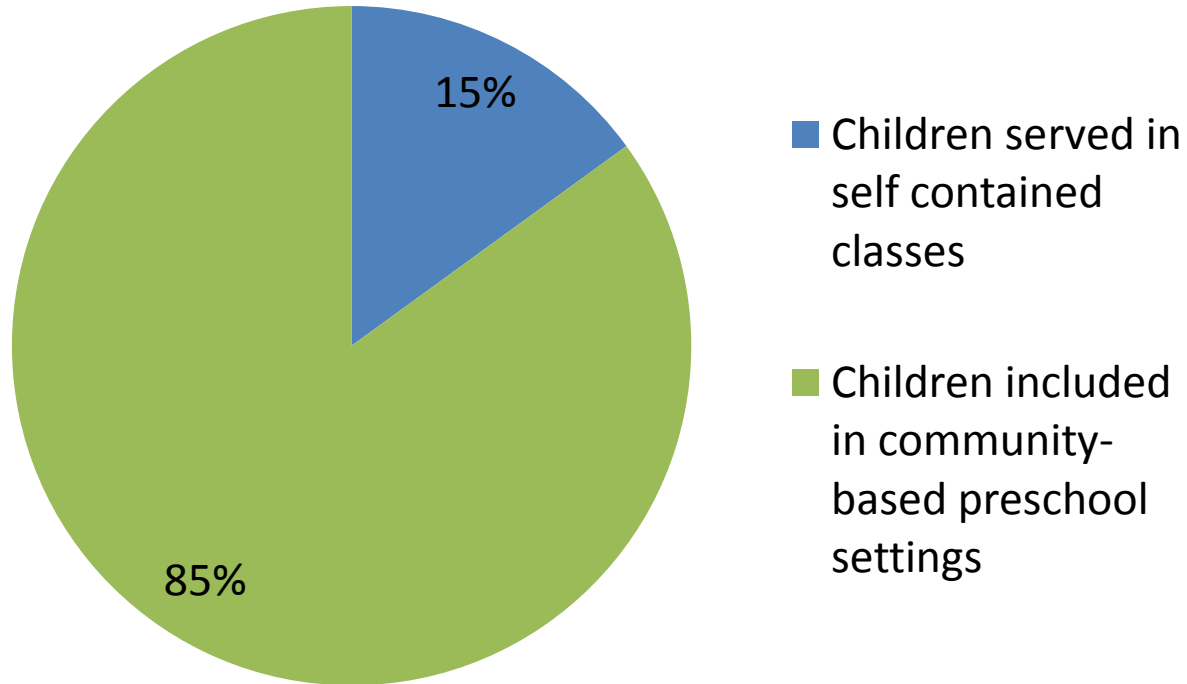


## Placements of preschool students with disabilities in 2007-08





## Placements of preschool students with disabilities in 2011-12





## 2012-2013 School Improvement Plan Hutcherson Early Learning Program

In 2012

- Hutcherson Early Learning Center is serving students in 27 sites.
- We have collaborative agreements with seven sites.
- We have the first self-contained transition class at a community site.
- We have two self contained classes housed in Perrymont Elementary.
- The remaining seventeen sites are a combination of parent placements in area preschools, that are not sites with a collaborative agreement, and students receiving speech only services in our speech office.
- In December 1, 2008 we were serving approximately 100 preschool students with disabilities . Today we are serving 135 preschool students with disabilities.
- We are seen as a leader in inclusion practices for preschoolers at the state level and a story about our success has been published in the News and Advance which was picked up and published in the Smart Brief publication.





## Continuum of Services – Service Options

Self-Contained	ECSE classroom with 8 children with disabilities and significant adult support.
Transition Self-Contained	Self contained classroom located in a community site that allows students access to typically developing peers as they gain the skills needed for success in a general education setting.
Home Based	Service for younger children who are not enrolled by their family in a community preschool program.
Playgroup	Provided in conjunction with home based services to provide social experiences. Ideally with same aged typically developing peers attending in a community atmosphere.
Resource	Itinerant service provided to families that have placed their child in a childcare/preschool facility.
Inclusion Sites	Placement provided to older preschool aged children with a range of disabilities that require significant support. Inclusion sites are programs that LCS has collaborative relationships. These sites hold 6-8 slots in their enrollment specifically for LCS ECSE placement. In essence we are dispersing/including a center based classroom through the program. This guarantees that the staff that would have been assigned to a self-contained classroom is assigned to a community site. Tuition for these slots is supported through 619 funds.



**2012-2013 School Improvement Plan  
Hutcherson Early Learning Program**

## **Transition Self-Contained Classroom**

- **Currently the transition self-contained classroom is:**
  - Housed in a community based preschool.
  - Facilitated by the Early Childhood Special Education staff and supported by a community based staff member.
  - Working!!!! One student has transitioned to the general education preschool classroom with support and two additional students are spending a third of their day in the general education preschool classroom.
  
- **Our vision is to have all self contained classrooms that are:**
  - Housed in settings that have inclusive opportunities where children with disabilities have access to participate in activities with typically developing peers. Creating these opportunities establishes the foundation of a culture of acceptance and respect for all.

## **Playgroups**

- **Currently playgroups are:**
  - Attended by children with disabilities and their parents twice a week at a LCS school building.
  - Facilitated by the Early Childhood Special Education staff.
  - Providing monthly parent information meetings.
  - Participating in monthly community learning experience trips.
  
- **Our vision is to have playgroups that are:**
  - Attended by children with and without disabilities (open to community preschoolers) at community sites (recreation centers, library, etc.)
  - Facilitated by parents and community partners (including school personnel).
  - Providing monthly parent information meetings that are supported by the Parent Resource Center.
  - Continuing monthly community learning experience activities.



## 2012-2013 School Improvement Plan Hutcherson Early Learning Program

# *Indicators of Excellence*

## **A**chievement

- Students will be given an initial assessment.
- Students will be given a mid-year assessment.
- Students will be given an end of the year assessment.
- Progress will be monitored through data collection.
- All students will have standard based IEPs.

## **B**ehavior

- Attendance policy is developed.
- Attendance monitoring will be maintained.
- Consistent home/school communication through letters, phone calls and home visits.
- Parents will be notified and encouraged to attend all child specific meetings.

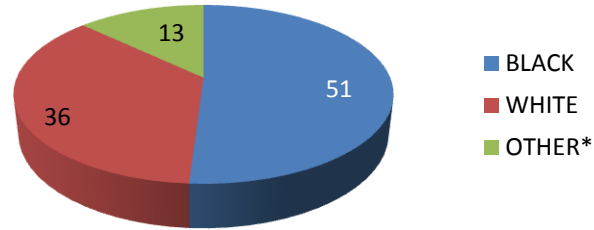
## **C**ulture

- Monthly parent support activities are sent home
- Parents attending the playgroup will receive support in adult/child interactions.
- Literacy handouts will be provided to the homes monthly.
- Teachers will have face to face interactions with the parent a minimum of three times per year.

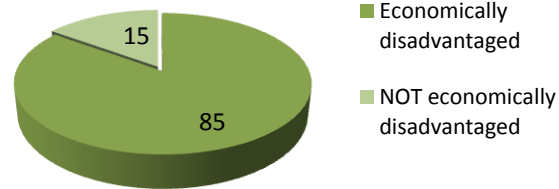


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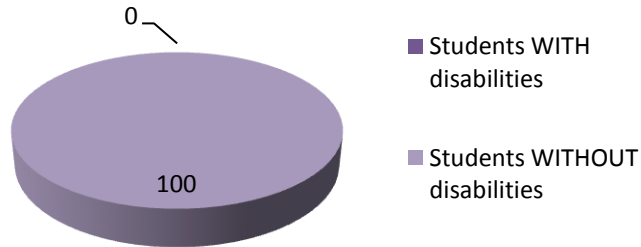
**2011-2012 STUDENT POPULATION BY RACE**



**STUDENT POPULATION SPLIT BY ECONOMICALLY/  
NOT ECONOMICALLY DISADVANTAGED**



**SPLIT BY STUDENTS WITH DISABILITIES**





## Excellence In Achievement

**IID02 The school will test each student at least 3 times each year to determine progress toward standards-based objectives.**

**IF07 Professional Development of individual teachers includes an emphasis on indicators of effective teaching.**





## 2012-2013 School Improvement Plan Hutcherson Early Learning Program

**A**

IID02 The school will test each student at least 3 times each year to determine progress toward Standards-based objectives.

Strategies	Evidence of Completion/Evaluation	Responsibility
Each student will be given an initial assessment by September 30, 2012.	<ul style="list-style-type: none"> <li>•Reports from teachers that the initial assessments have been completed</li> <li>•The test booklets are available upon request</li> </ul>	Judy Trent All Teachers
Each student will be give a mid year assessment based on their current IEP.	<ul style="list-style-type: none"> <li>•Progress reports with the mid-year assessment will be reviewed by the principal prior to being sent home to the parents.</li> </ul>	Judy Trent All Teachers/Therapists
Each student will be given an end of the year assessment to evaluate achievement.	<ul style="list-style-type: none"> <li>•test booklets are available for review</li> <li>• teacher informs the principal that the assessment has been completed.</li> <li>•progress reports reflect the achievement that the student made during the school year.</li> </ul>	Judy Trent All Teachers





## 2012-2013 School Improvement Plan Hutcherson Early Learning Program

**A**

**IID02 The school will test each student at least 3 times each year to determine progress toward Standards-based objectives.**

Strategies	Evidence of Completion/Evaluation	Responsibility
<p>Teachers will utilize checklists as one of many forms of data collection in addition to anecdotal notes to monitor progress towards goals.</p>	<ul style="list-style-type: none"> <li>•Student data collected during instruction in the student’s working folder</li> </ul>	<p>Judy Trent All Teachers</p>
<p>Teachers and therapists will develop standards based IEPs for all students.</p>	<ul style="list-style-type: none"> <li>•IEP goals that are standards based.</li> </ul>	<p>Judy Trent All Teachers and Therapists</p>



## 2012-2013 School Improvement Plan Hutcherson Early Learning Program

**A**

**IF07 Professional Development individual teachers includes an emphasis on indicators of effective teaching.**

Strategies	Evidence of Completion/Evaluation	Responsibility
Classified staff will be evaluated according to the job descriptions by the end of February 2013.	•Completed evaluation forms signed by classified staff and principal	Judy Trent
Staff on the Professional Growth Plan cycle will submit their plan by the first nine weeks of school.	•Completed plan submitted to principal and signed by staff by the end of first nine weeks.	Judy Trent All Teachers/Therapists on Professional Growth Plan Cycle.
Staff on the observation cycle will be observed in the instructional environment according to the evaluation schedule.	•Completed observation report signed by teacher and principal.	Judy Trent All Teachers on the Observation Cycle.
Each teacher will attend the Skillful Teacher class.	•Completed class certificate.	Judy Trent Teachers



## 2012-2013 School Improvement Plan Hutcherson Early Learning Program

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

The Code of Virginia does not have compulsory attendance for preschool students. This has presented a challenge in holding parents accountable for having their children in attendance.

Hutcherson Early Learning Program has in the past written letters to encourage parents to establish the habit and teach the importance of regular attendance.

This year we initiated an attendance policy that includes monitoring absences, a teacher phone call after the first unexcused absence, a teacher note following the second unexcused absence and a teacher and principal visit after three unexcused absences. This is in effort to create a foundation of consistent attendance in school.



## Excellence In Behavior

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



**2012-2013 School Improvement Plan  
 Hutcherson Early Learning Plan**

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

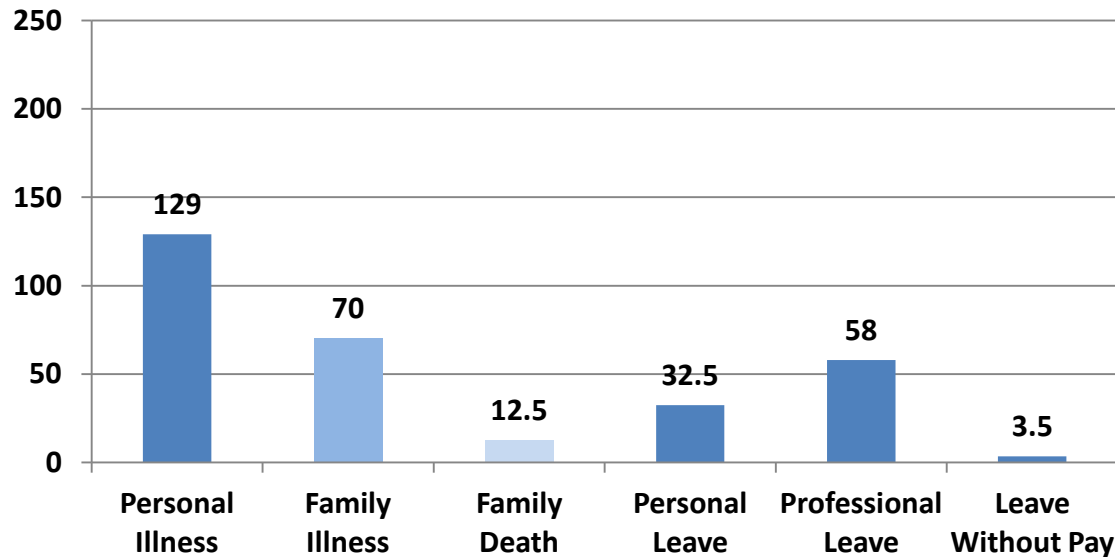
<b>Strategies</b>	<b>Evidence of Completion/Evaluation</b>	<b>Responsibility</b>
Teachers will provide learning activities for the home.	•copies of monthly learning activities distributed to parents	All teachers and therapists
Teachers will have face to face interactions at least three times a year.	•student Information Form completed with dates , type and place of face to face meeting	All teachers and therapists
Close monitoring of students through reporting absences on a weekly basis.	•absentee forms maintained	All teachers and therapists
Parent notified and encouraged to attend all Eligibility and Individualized Education Plan meetings.	•parent notification letters and contact log on EasyIEP	All teachers and therapists
A parent input form will be given to parents to be filled in as a component of the team process .	•documentation on the Individual Education Plan on EasyIEP	All teachers and therapists

## 2012-2013 School Improvement Plan Hutcherson Early Learning Program

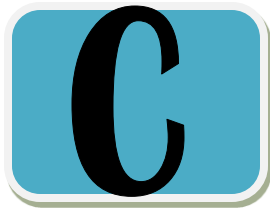
# C

LCS Goal: Reduce costs associated with staff absences.

### 2011-2012 Staff Absences



**32 employees reported a total of 242.5 absences.**  
**129=personal illness**  
**70=family illness**  
**12.5=family death**  
**32.5=personal leave**  
**58=professional leave**  
**3.5=leave without pay**



## Excellence In Culture

**ID09 The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction and professional development.**

**IG03 Parents receive practical guidance to maintain regular and supportive verbal interactions with their children.**





## 2012-2013 School Improvement Plan Hutcherson Early Learning Program

**C ID09 The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction and professional development.**

Evidence of Completion/Evaluation		Responsibility
The Leadership Team will establish infrastructure of teams.	•copy of the created teams	Polly Smith
A system will be established for staff to share new information they gleaned from professional development opportunities .	•documentation of methods used to share information from professional development	Jan Wiley
Leadership team members will divide the staff into reporting groups to ensure the information has been received by all staff.	•copy of the created leadership information reporting chart	Polly Smith
The principal will create a weekly newsletter to keep all staff up to date on important information and celebrations.	•copies of the weekly Principal’s Preview	Judy Trent

## 2012-2013 School Improvement Plan Hutcherson Early Learning Program

### **C** IG03 Parents receive practical guidance to maintain regular and supportive verbal interactions with their children.

Evidence of Completion/Evaluation		Responsibility
A monthly parent support activity will be provided to the parents of the young children attending the playgroup.	<ul style="list-style-type: none"> <li>•copies of the activities provided to the parents</li> </ul>	Polly Smith Gerin Martin Dana Murphey
Parents attending the playgroup will receive support in adult/support interactions through modeling by the staff.	<ul style="list-style-type: none"> <li>•list of dates and opportunities that parents were offered</li> </ul>	Polly Smith Gerin Martin Dana Murphey
Parents will be provided with community activities available for family involvement.	<ul style="list-style-type: none"> <li>•a list of notifications sent about community activities and opportunities</li> <li>•families participation in the Learning Experience Community Trips through the playgroup</li> </ul>	Judy Trent Polly Smith Gerin Martin

## 2012-2013 School Improvement Plan Hutcherson Early Learning Program

**C IG03 Parents receive practical guidance to maintain regular and supportive verbal interactions with their children.**

Evidence of Completion/Evaluation		Responsibility
Literacy handouts will be provided to the teachers each month for distribution to each student's family.	•copies of the Center for Language and Literacy Handouts.	Latesha Saunders
Teachers will provide skill based suggestions to parents in order to encourage conversations that increase joint attentions (turn taking).	•copies of teacher created suggestions sent home to parents	Carol Enzinna

2012-2013 School  
Improvement Plan  
Hutcherson Early  
Learning Program

***Thank you for  
giving us the  
opportunity to share  
our journey toward providing  
students with disabilities a  
strong foundation for greater  
success in school.***

