

Past, Present and Future...

Preschool - A story worth sharing!



Agenda

1

PreK What is it and Why is it Important?

4

How We Measure Quality

2

Connections to the ACPS Strategic Plan

5

Teacher Break-Out Session

3

Current State

6

Closing



PreK - What is it, and Why is it Important?

What is Pre-K?

Pre-kindergarten (known as Pre-K) is an educational program designed for 4 year olds. As the name suggests, the goal is to prepare children for kindergarten and future success in life.

A quality Pre-K program is designed to help build social, physical, emotional and cognitive skills. At the same time, it introduces classroom learning so that children are familiar with the process when they begin kindergarten. In addition, it has a strong family service component in which families are assisted in accessing community services to create stability, opportunity and a network of support to ensure academic success.

ACPS specifically offers our Pre-K programs to our most at-risk 4 year olds as identified through a coordinated-enrollment application process which is aligned with the guidelines outlined in our VPI (*Virginia Preschool Initiative*) grant.



Why Pre-K?

High quality pre-K programs help to prepare children for the demands of school and life. Research tells us that public pre-K programs provide a positive place for children to learn, play, grow, and begin their school experience.

They are taught to develop habits and practices for lifelong learning and to see themselves as confident and competent students.

In essence, it is the first step we take in ACPS at reaching our goal of developing thriving students.

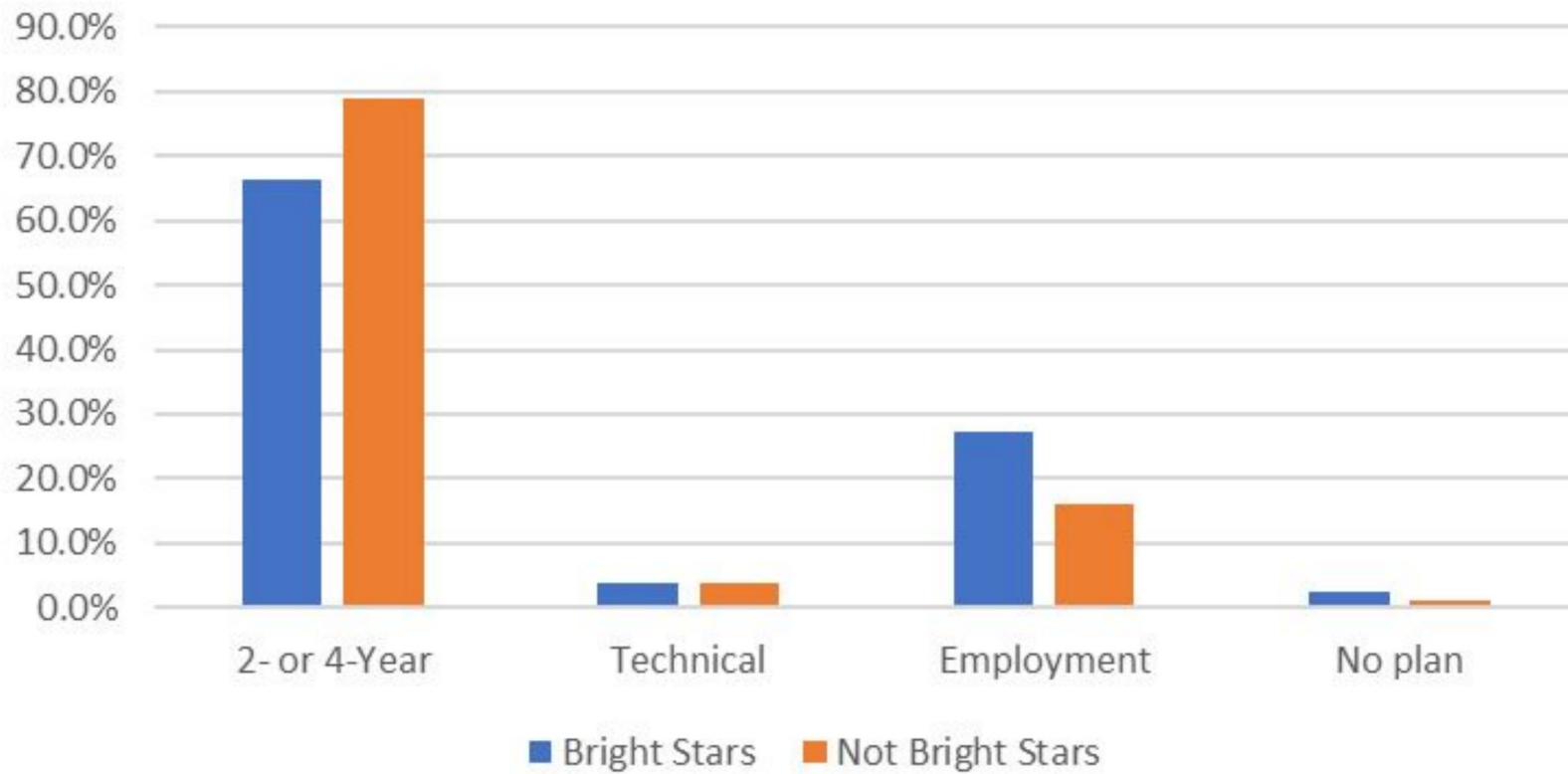
“Children are the world’s most valuable resource and the best hope for its future.” ~ John F. Kennedy



Institution of Higher Education	Bright Stars Alumni Class of 2022
Johnson University	1
College of William and Mary	1
George Mason University	1
Hampson University	1
Hampwood University	1
Montgomery Virginia Community College	9
Shenandoah University	1
University of North Carolina Wilmington	1
Virginia Commonwealth University	1
Virginia Military Institute	1



ACSP 2023 Post Graduation Plans by Pre-School Type





Pre-K In Albemarle County

Bright Stars/VPI

ECSE

Head Start

VPI/Title I

Connections to our Strategic Plan

Strategic Plan: Learning for All

VISION

Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

MISSION

Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

We will know every student.

VALUES

- Equity
- Excellence
- Family and Community
- Wellness

GOALS



Thriving Students



Affirming and Empowering Communities



Equitable, Transformative Resources

PreK Timeline

**1994-
1995**

VPI Bright Stars opens at Stone-Robinson

**1995-
1999**

VPI Bright Stars add classrooms at Greer, Agnor-Hurt and Mountain View (then Cale)

1999

PreK PALS launched in all publicly funded PreK classrooms

2000

Bright Stars introduced at Scottsville

2004

Bright Stars introduced at Woodbrook

2006

Additional Bright Stars class added at Greer; Red Hill opens blended Title I/VPI Bright Stars class

First and only inclusive Bright Stars classroom introduced in second (AHES)

2008

Additional Bright Stars classroom added at Woodbrook

**2014-
2015**

VPI Grant transfers from ACDSS to ACPS

**2021-
2022**

Early Learning Developmental Standards Introduced

**Fall
2021**

VKRP Assessments required in all publicly funded Pre-K classrooms

**Summer
2022**

Virginia Quality Birth-5 Unified System of Measurement School Profiles are made public

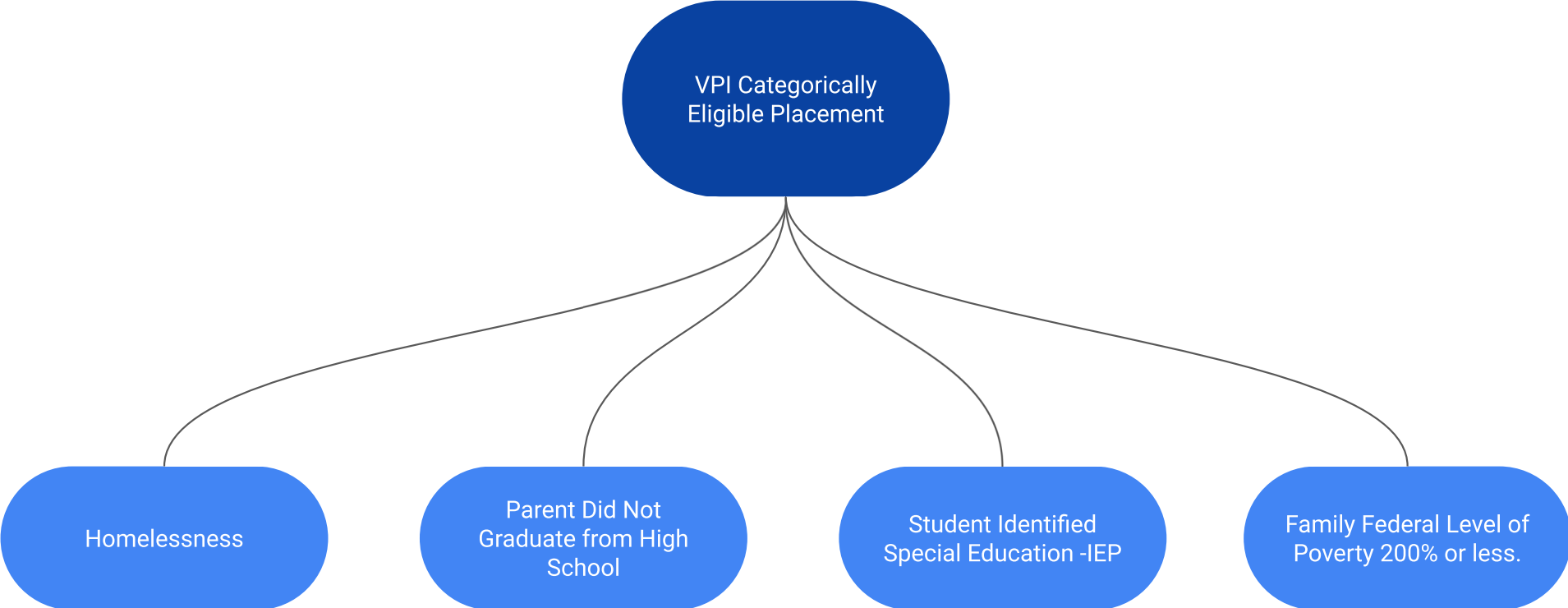
**Fall
2024**

Current State

2023-24 FY Program Funding Sources

	VPI-Bright Stars	Head Start	ECSE
Cost per Pupil Annually	\$8,359.00	\$11,916.00	\$29,760.81
Local Funding	\$4,179.50	\$2,958.00 <i>(Albemarle Local Gvt.)</i> <i>(Philanthropic Donations & Grants)</i>	\$28,818.04
State Funding	\$4,179.50	\$0.00	\$0.00
Federal Funding	0.00	\$8,958.00	\$942.78

Categorically Eligible Criteria for Placement in the VPI Preschool Program



2023-2024 Applications By Site

School Name	Number of Applications Received	Number of Applications Placed ID	Number of Applications Placed OD	Number of Applications Waitlisted	Number of Applications Over 200% FPL
Agnor-Hurt	28	20	0	0	5
Baker-Butler	36	4	21	3	3
Broadus Wood	4	3	0	1	1
Brownsville	12	6	1	1	2
Crozet	5	0	2	1	1
Greer	39	33	0	1	2
Hollymead	8	1	3	0	0
Ivy	4	0	0	1	1
Mountain View	45	39	0	0	3
V. L. Murray	3	0	3	0	0
Red Hill	18	17	0	0	1
Scottsville	24	18	0	1	2
Stone Robinson	28	22	1	2	1
Stony Point	9	5	2	0	0
Woodbrook	59	38	8	5	2
Total	322	206	41	16	24

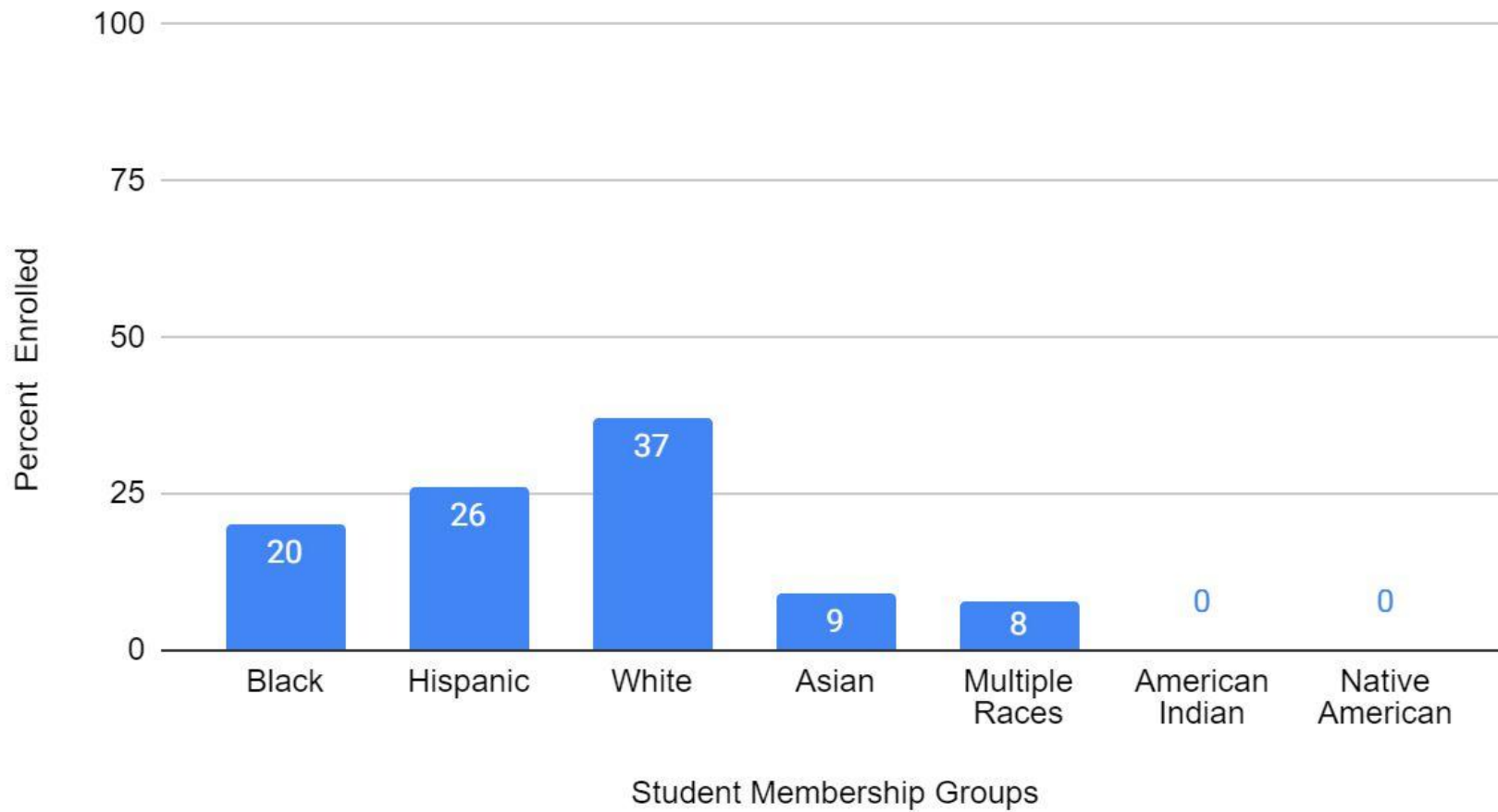
**2023-2024
ACPS
Preschool
Classroom
Programs**

School Name	Bright Stars	ECSE	ECSE A-Based	Head Start		Site Total
Agnor-Hurt	2		1	1		4
Baker-Butler		1				1
Broadus Wood		1	1			2
Brownsville		2				2
Crozet				1		1
Greer	2	1		1		4
Hollymead		1		2		3
Ivy						
Mountain View	2	1				3
V. L. Murray						
Red Hill	1					1
Scottsville	1					1
Stone Robinson	1	1	1			3
Stony Point		1				1
Woodbrook	2					2
Total Program Classrooms	11	9	3	5		28

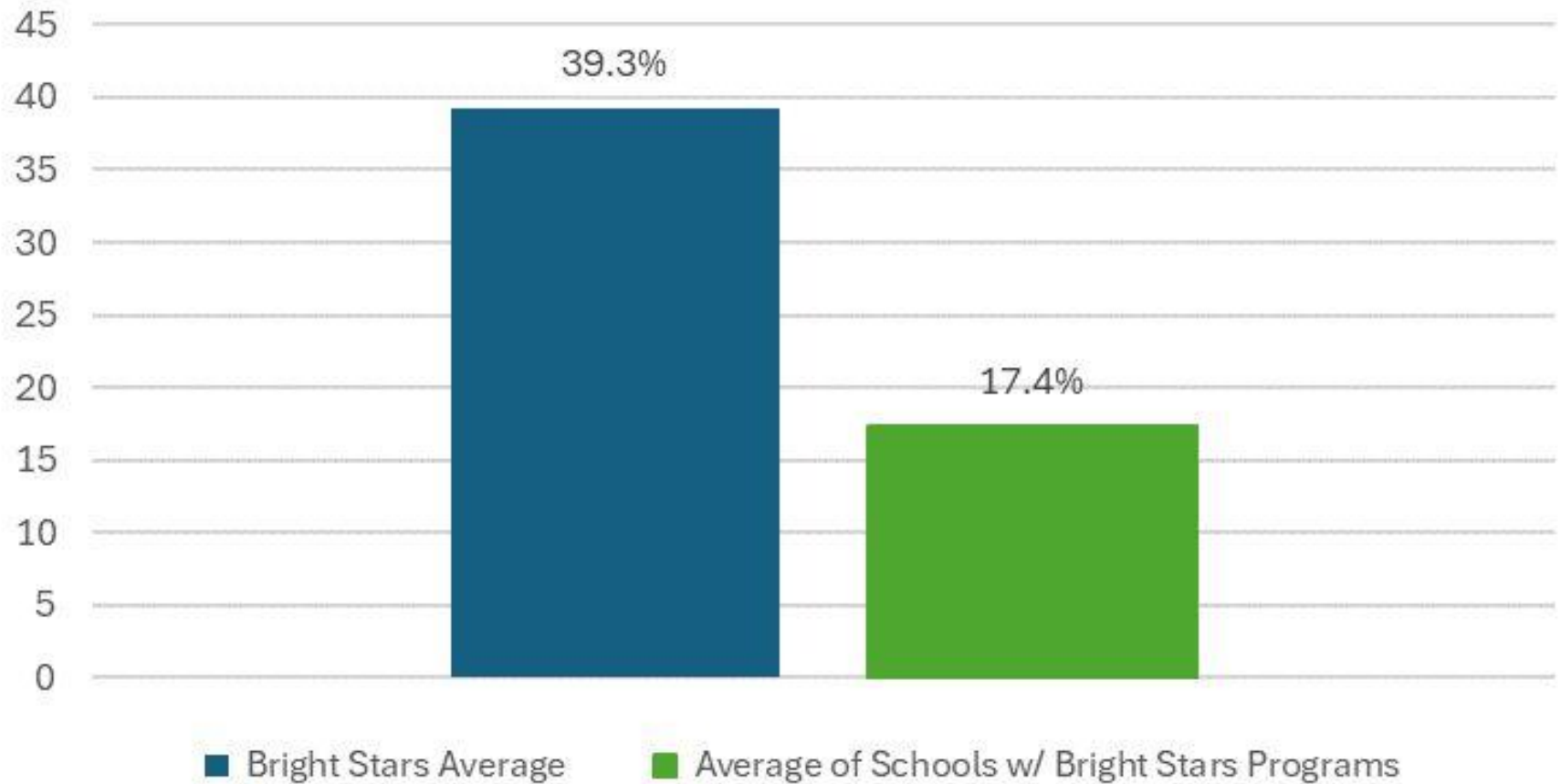
**2023-24
Pre-K
Program
Enrollment
Capacity by
Site**

School Name	Bright Stars Placed/Allocated	ECSE Placed/Allocated	ECSE -A-Based	Head Start	Site Total Enrollment
Agnor-Hurt	34/34		7/6	20/20	61/61
Baker-Butler		9/9			9/9
Broadus Wood		12/12	6/6		18/18
Brownsville		23/24			23/24
Crozet				20/20	20/20
Greer	35/36	7/6		19/20	61/62
Hollymead		12/12		29/32	41/44
Ivy					
Mountain View	34/36	12/12			46/48
V. L. Murray					
Red Hill	18/18				18/18
Scottsville	18/18				18/18
Stone Robinson	18/18	12/12	6/6		36/36
Stony Point		12/12			12/12
Woodbrook	36/36				36/36
Total Program Enrollment	193/196	99/98 65-SpEd 33-Non-SpEd	19/18	88/92	399/406

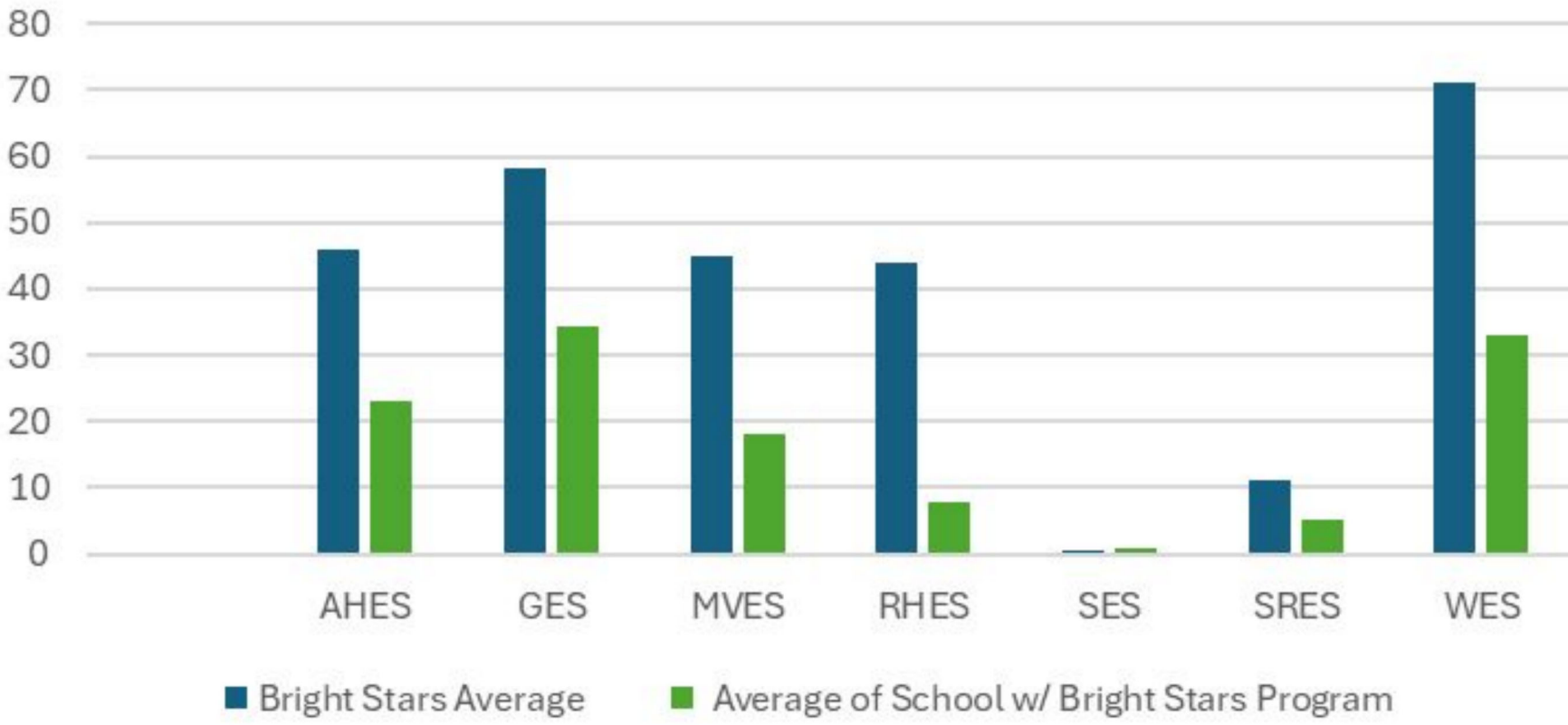
2023-24 Preschool Enrollment by Racial & Ethnic Groups



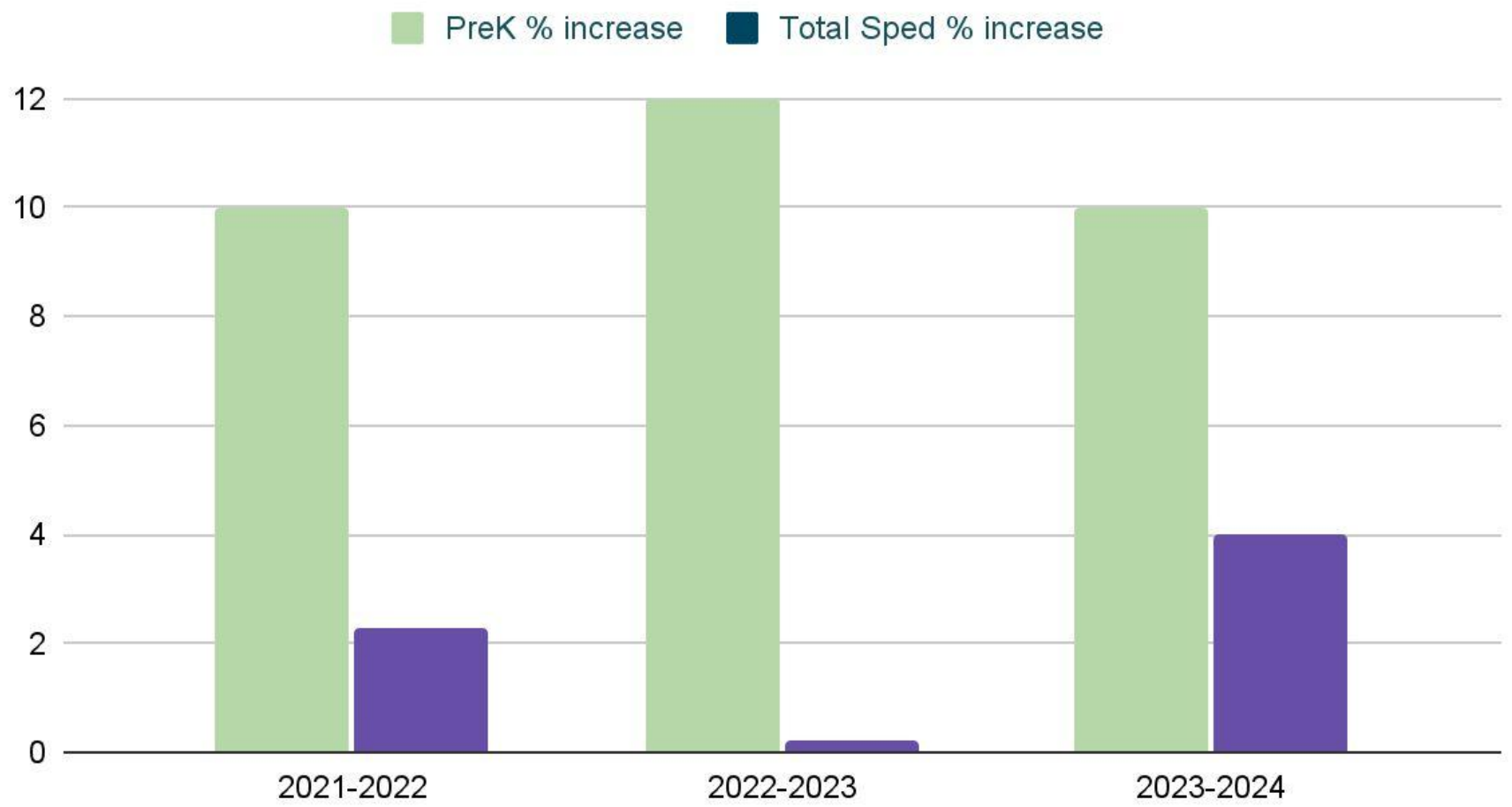
2023-24 Students with Limited English Proficiency



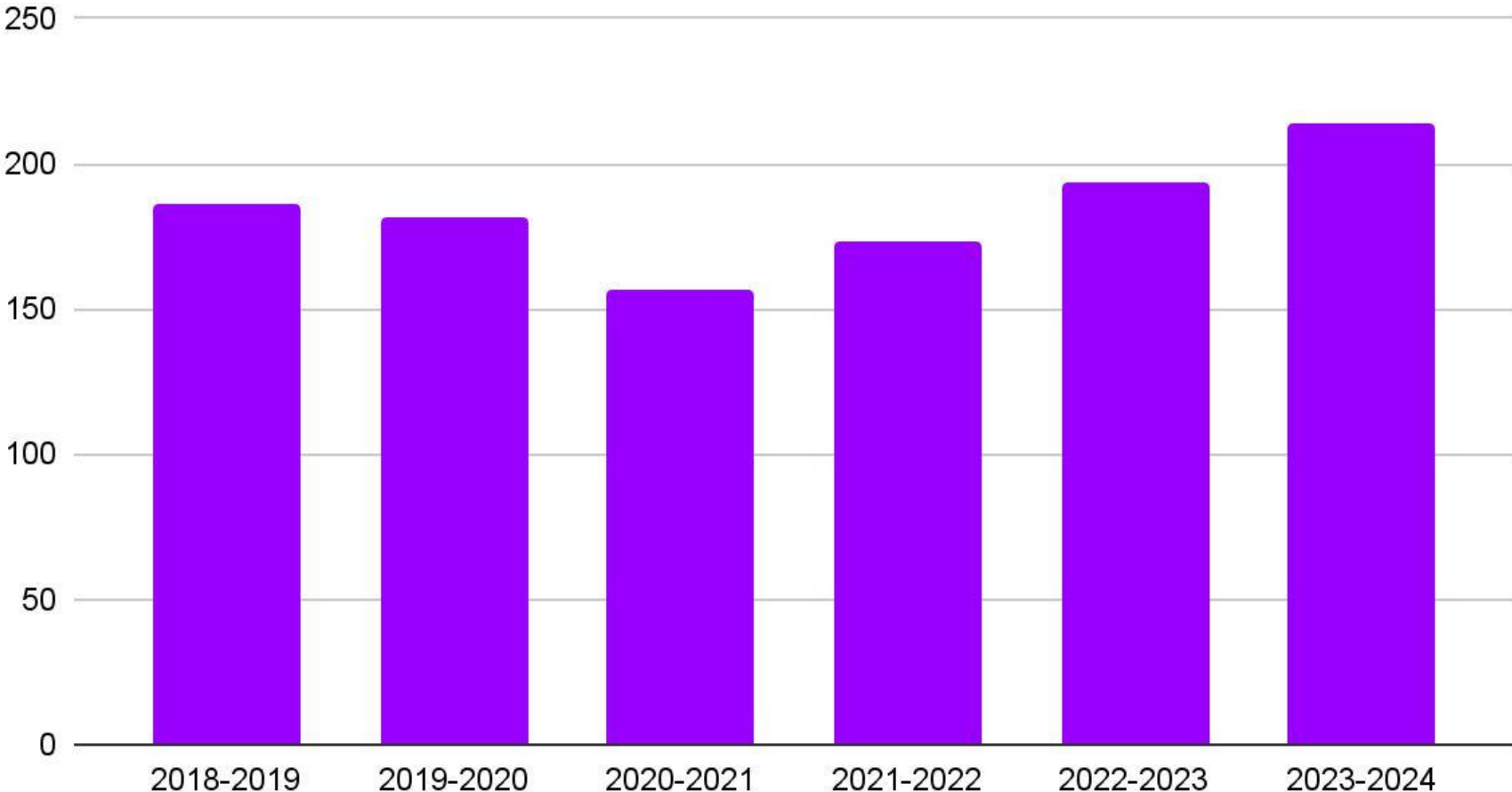
2023-24 Limited English Proficiency School /Program Comparison



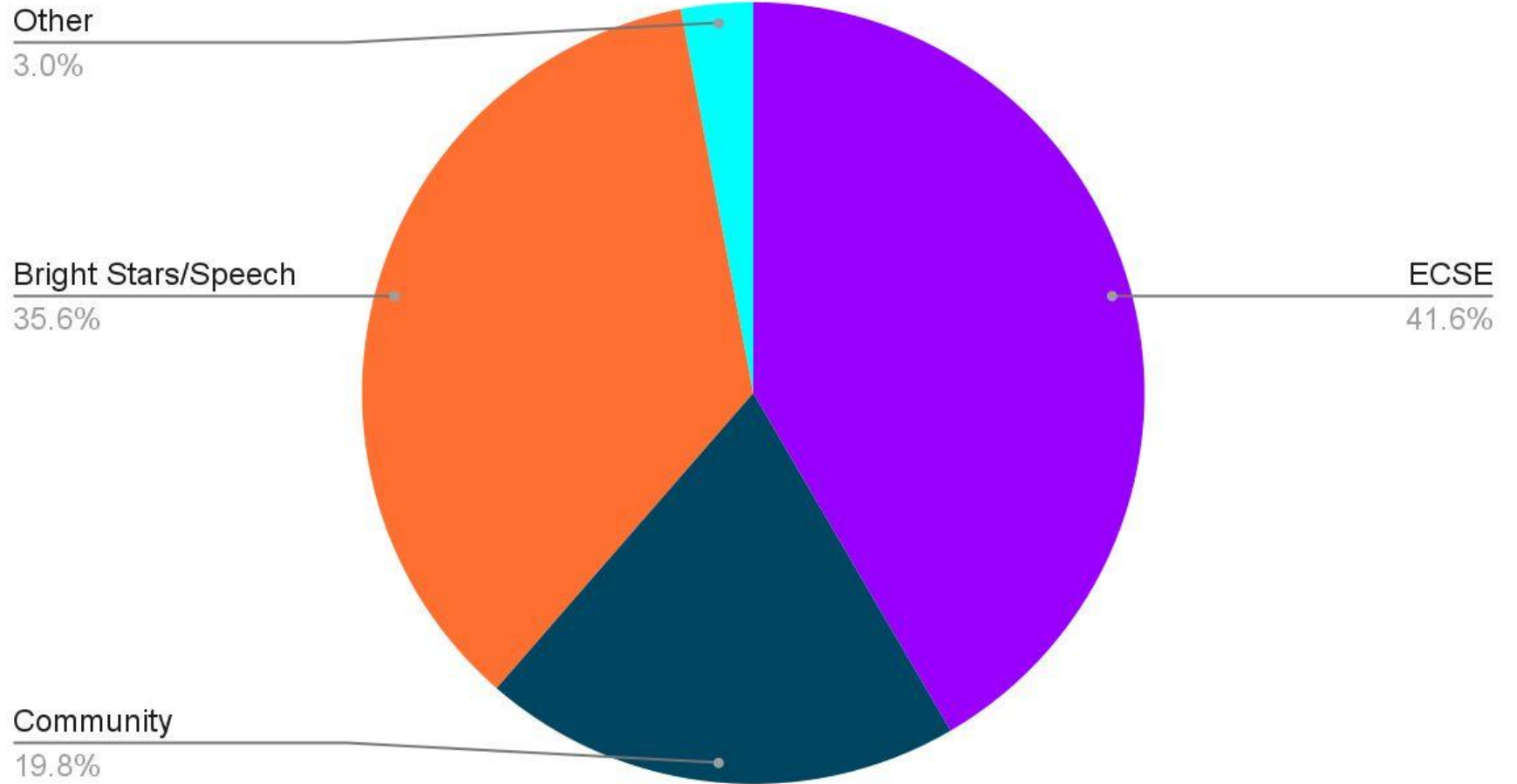
Growth in Special Education Pre-K Population



Pre-K Students with IEPs



2023-2024 Pre-K SPED Enrollment Make-up



How We Measure Quality



VQB-5 Virginia Quality Birth-5 School Profile

Virginia Quality Birth-5 Unified Measurement & Improvement System

- As of August 2023, all publicly funded programs are required to participate in the VQB-5 Unified Measurement & Improvement System
- VQB5 Measures the quality of preschool teaching and learning based on two nationally-recognized quality indicators:

Interactions (700 points max)	Curriculum (100 points max)
Measure teacher-child interactions and instruction in developmentally appropriate ways using the PreK Classroom Assessment Scoring System (PreK CLASS)	Measure the use of approved curricula that are aligned with the Virginia's Early Learning and Development Standards (ELDS)
<i>Research shows that stimulating and supportive interactions between teachers & children and effective use of quality curricula promote children's holistic learning and development, resulting in improved school readiness.</i>	

What do Quality Interactions look like in preschool classrooms?

PreK CLASS Observation						
Adult Names:		Date:		Session:		Time:
EMOTIONAL SUPPORT	Positive Climate	Respect Positive Polite	Warm/Calm Physical Prox. Affection	Cooperation Sharing Social Convos	1 3 6	2 (Few/Rare) 4 5 (Sometimes) 7 (Frequent)
	Negative Climate	Frequent Escalated Threatens Peer Aggression	Sarcasm Harsh Voice Disconnected	Lots of crying Teasing	1 3 6	2 (Few/Rare) 4 5 (Sometimes) 7 (Frequent)
	Teacher Sensitivity (Awareness/ Developmentally Approp.)	Helps in a timely manner Anticipates problems Acknowledges Emotions Notifies / Responds to lack of understanding		Effective Timely Support	1 3 6	2 (Few/Rare) 4 5 (Sometimes) 7 (Frequent)
	Regard for Student Perspective	Flexibility Students Lead Autonomy Allows choice	Student Responsibility Honors Student's Interest Not Rigid Encourages student's Ideas		1 3 6	2 (Few/Rare) 4 5 (Sometimes) 7 (Frequent)
CLASSROOM ORGANIZATIONS	Behavior Management	Consistent Clarity of Rules Low Reactivity Monitors	Prevention Positive Redirections Explains Expectations Compliance		1 3 6	2 (Few/Rare) 4 5 (Sometimes) 7 (Frequent)
	Productivity	No wait time Few Disruptions Little Confusion Transitions=Learning	Prepped & Ready Everyone knows what to do Little managerial tasks NO busy work		1 3 6	2 (Few/Rare) 4 5 (Sometimes) 7 (Frequent)
	Instructional Learning Format	Hands-On Clear Objectives Actively Engaged Interesting Materials Reorientation statements	Teachers join in play Expanding play/learning Multiple-Modalities Provides summaries		1 3 6	2 (Few/Rare) 4 5 (Sometimes) 7 (Frequent)
INSTRUCTIONAL SUPPORT	Concept Development	How?/why? Creating Classification Predicting	Brainstorms Connections Planning Related to student's lives	Previous Knowledge Problem Solving Real-World	1 3 6	2 (Few/Rare) 4 5 (Sometimes) 7 (Frequent)
	Quality Feedback	Follow-up Questions Provides information Expands thinking Increases understanding	Makes Statements Specific Feedback Scaffolds/Hints Clarifies		1 3 6	2 (Few/Rare) 4 5 (Sometimes) 7 (Frequent)
	Language Modeling	Peer convos Repeats Intentional Vocab Self/Parallel talk	Getting children to talk Promotes conversations Back/Forth conversations		1 3 6	2 (Few/Rare) 4 5 (Sometimes) 7 (Frequent)



VQB5 Practice Year 2 Quality Profile		
Site Performance 2022-2023*		
Site Name: Woodbrook Elementary (Albemarle County Public Schools)	SiteID: 70	
Practice Year 2 Rating: Meets Practice Year Expectations		
Interaction Points: 576 points	Curriculum Points: 100 points	Total Points: 676 points
Interactions Performance Information		
Observations using the CLASS [®] tool were completed in every eligible classroom at this site, in the fall and spring, to measure the quality of teacher-child interactions.		
Infant Classrooms	Toddler Classrooms	PreK Classrooms
N/A	N/A	CLASS Scores Meet Practice Year Expectations
Curriculum Performance Information		
This site reported using a VDOE approved curriculum in at least one classroom.		
Curricula Used	The Creative Curriculum for Preschool, 6th Edition	
SITE INFORMATION		
Site Address: 100 Woodbrook Drive, Charlottesville, Virginia, 22901		
Ready Region: Ready Region 9 - Blue Ridge		
Site Email: ilsamo@k12albemarle.org	Site Phone: 434-973-6600	
Days of Operation: School Year Only; M / T / W / Th / F	Other care options: Missing	
Age Levels Served: Pre-K	Site Type: Public School	
Site Website: https://wes.k12albemarle.org/	Public Funding Information: VPI ; ECSEorIDEA	
View Practice Rating User Guide for more information about site performance results.		

The first VQB5 Quality Profiles will be posted publicly starting in the fall of 2024.

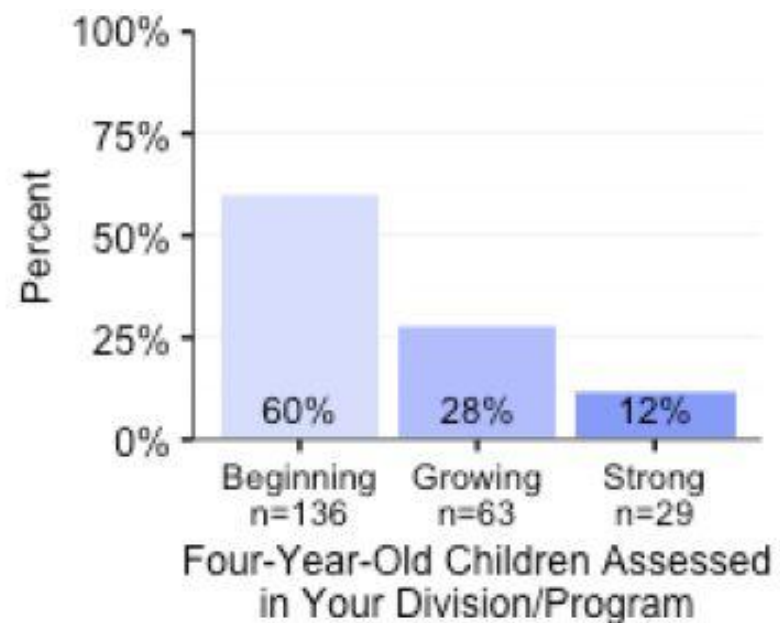
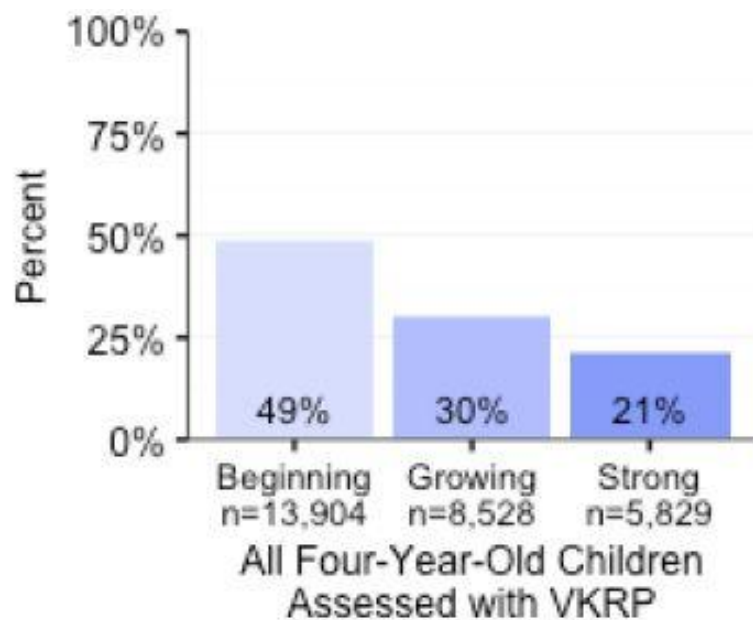
*The site profile information and performance results are based on information entered in LinkB5 during the 2022-2023 year. Interactions results are based on local CLASS observations that were coordinated by your Ready Region. Use of an approved curriculum is not required for VQB5. Questions can be sent to vqb5@doe.virginia.gov.



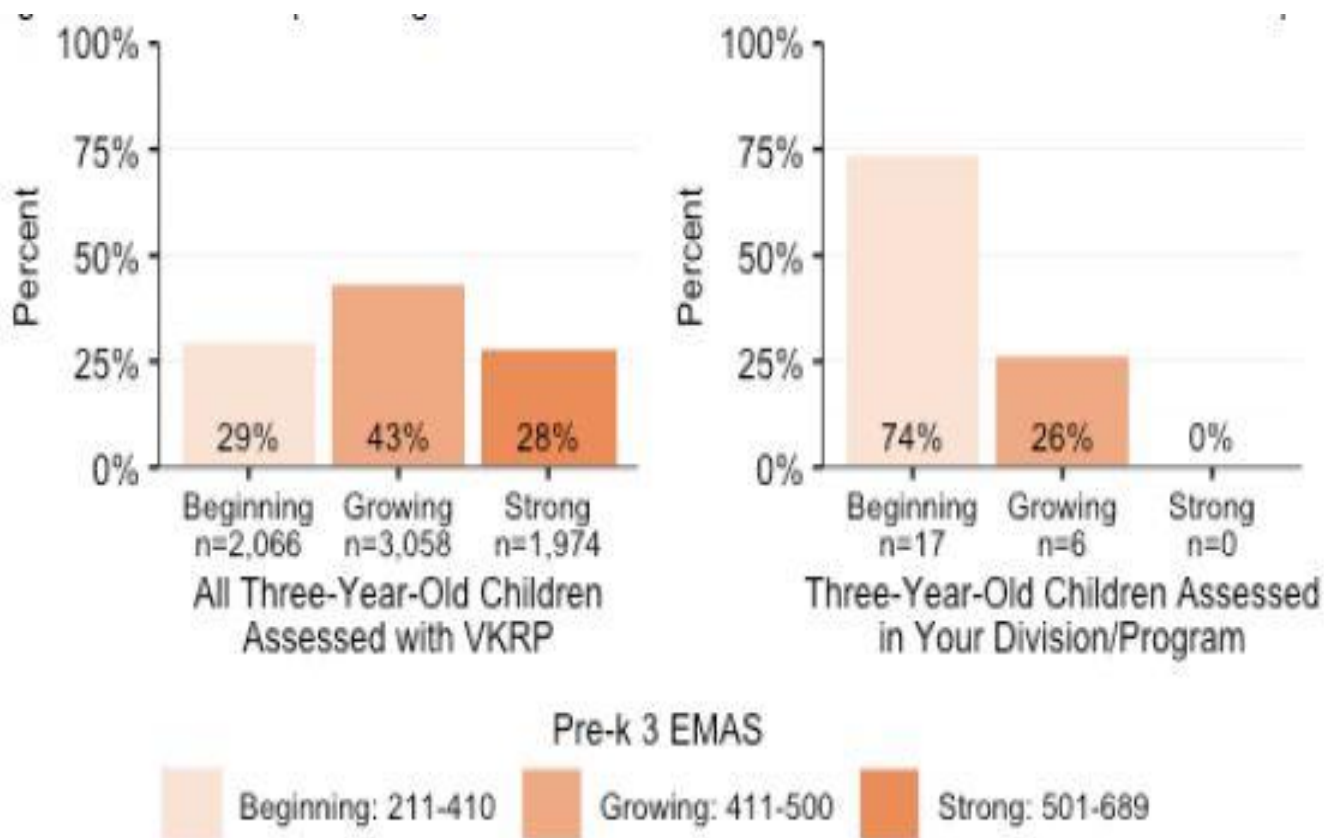


EMAS-Early Mathematics Assessment System

FALL-PreK 4 EMAS



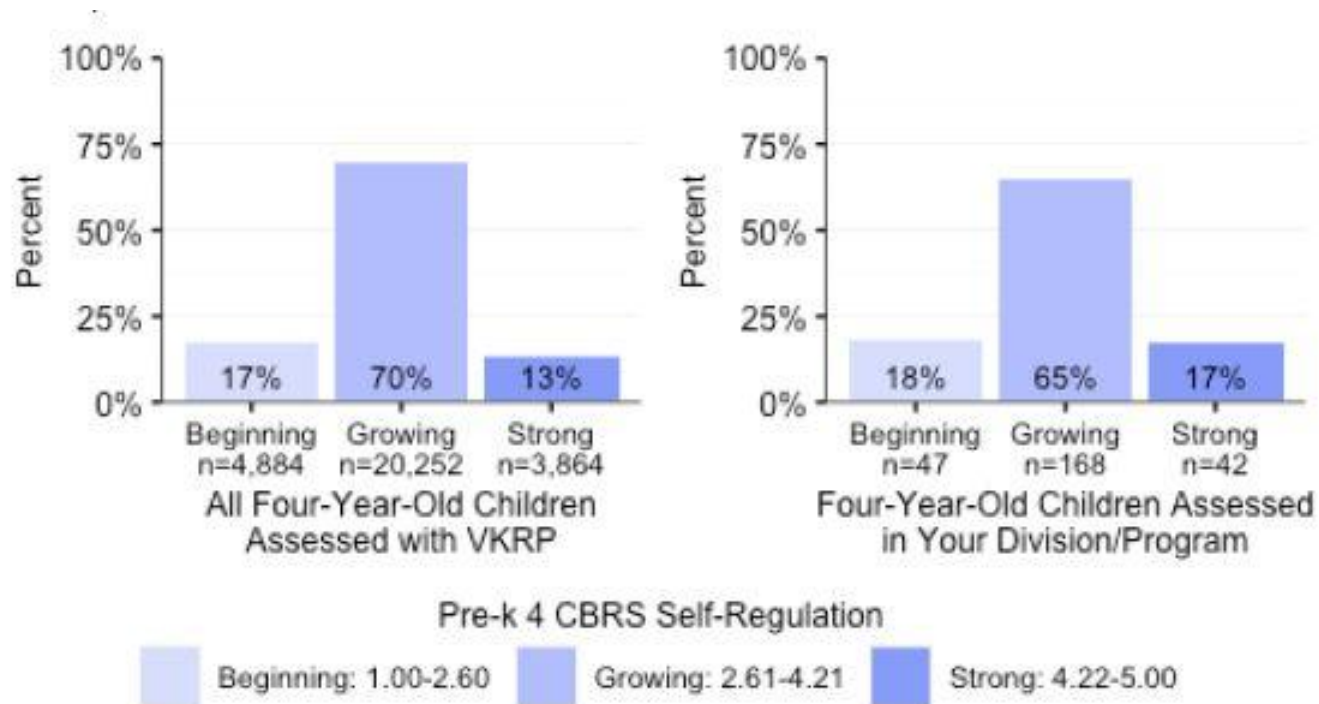
FALL-PreK 3 EMAS





CBRS - Self-Regulation & Social Skills

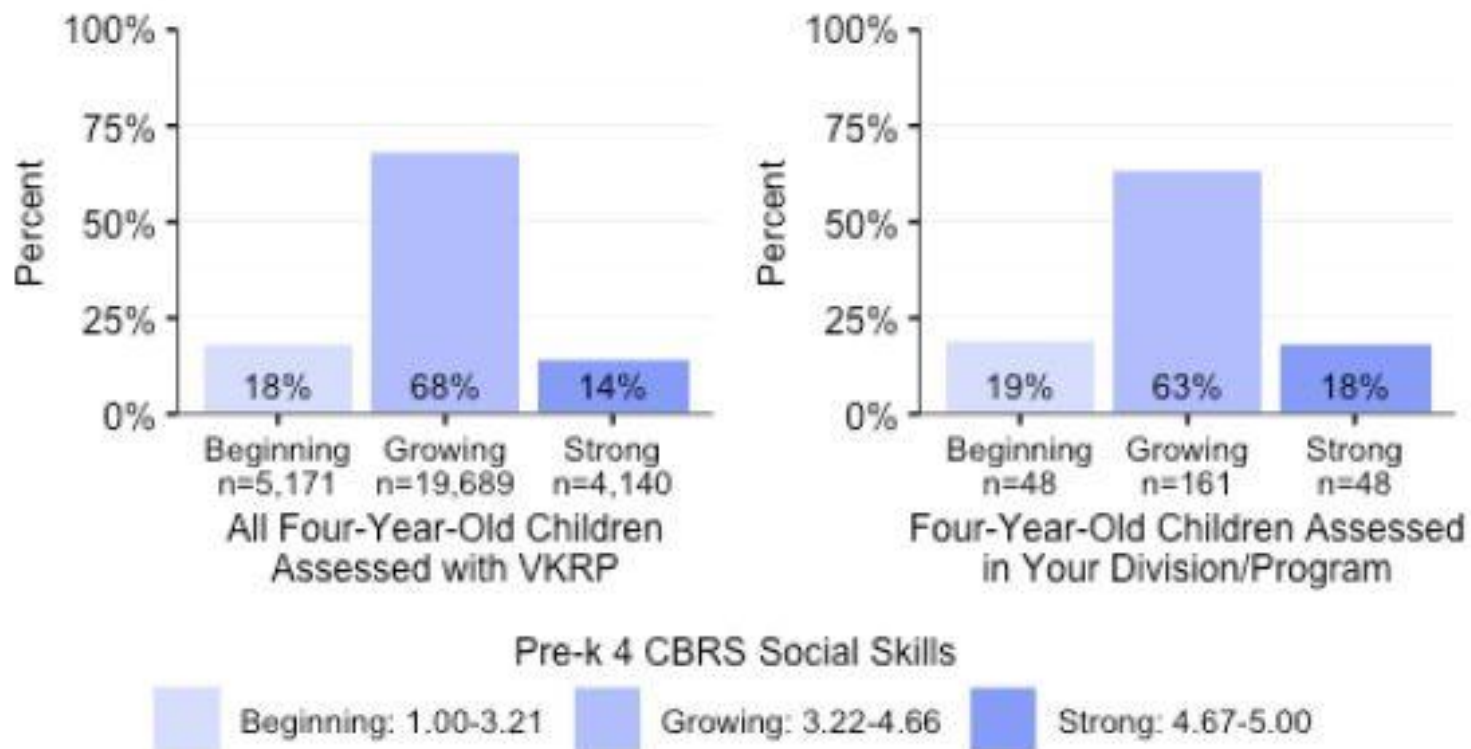
FALL Self-Regulation Pre-K 4 Overall Data



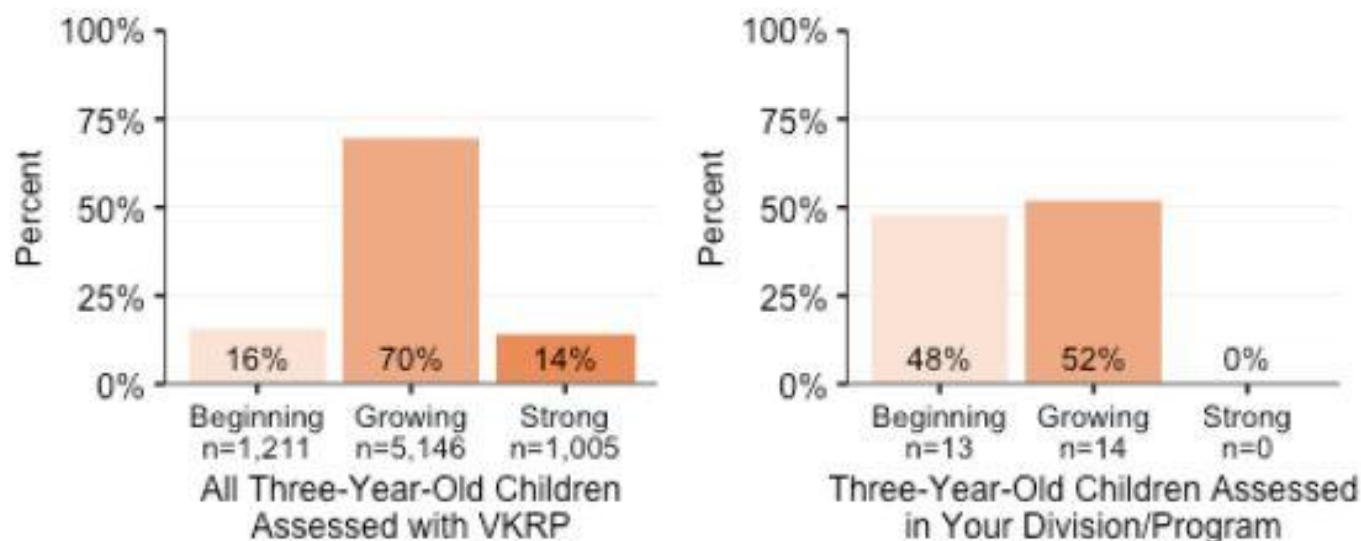
FALL-Self-Regulation PreK 3 Overall Data



FALL-Social Skills PreK 4 Overall Data



FALL-Social Skills PreK 3 Overall Data



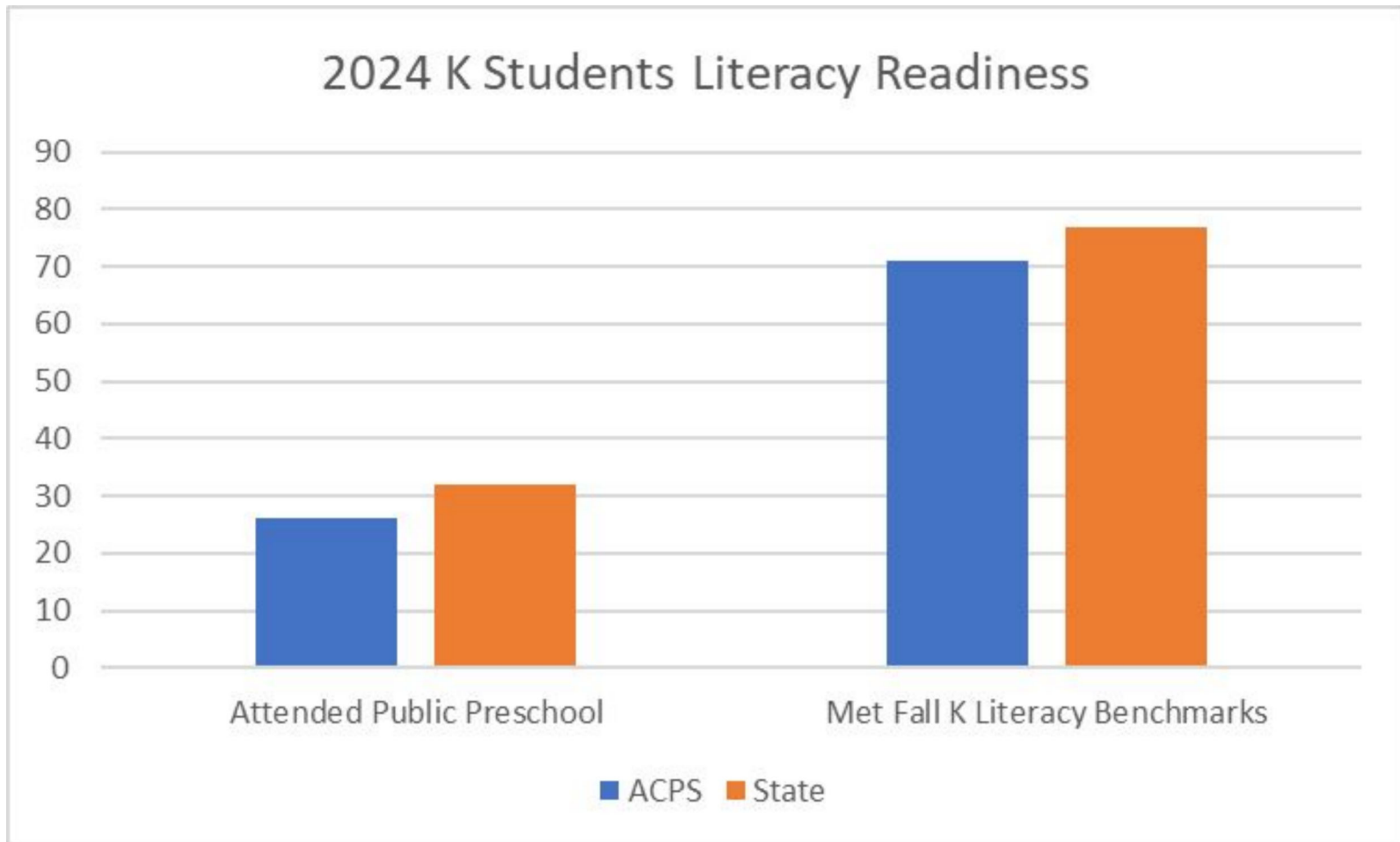
Pre-k 3 CBRS Social Skills

Beginning: 1.00-2.86 Growing: 2.87-4.43 Strong: 4.44-5.00



VALLS - Virginia Language & Literacy Screener

School Readiness-Literacy-VALLS



BREAK



Closing



Our daughter has genuinely thrived at Bright Stars! From the nurturing environment to the engaging curriculum, every aspect of her experience has been exceptional. Bright Stars constantly updated us about how our daughter was progressing, and the staff also invited our family to engage in activities that allowed us to interact with our daughter during the learning process while giving opportunities to hear feedback from parents. Furthermore, the teachers are incredibly caring and attentive, fostering academic growth and social and emotional development. Our daughter comes home excited to share all she's learned and the friendships she has made. We couldn't be happier with the positive impact that Bright Stars has had on our child's early years!

Andrea – mother of Ivey



I am Hamideh Sharifpour, Bahar's mother.

We came to US on September 6th. Migration is always challenging but if I did not find Greer School and Ms. Soubra, it would be worse and frustrating. Bahar started learning, socializing, and playing in Greer School. I could not believe that after 1 week, she woke up soon to go and see her friends and lovely teacher (Ms. Soubra and Ms. Patterson). It is incredible that after 8 months, Bahar can speak in English and understand people's speech very well. Greer School and wonderful teachers made the life easier for us. I wholeheartedly appreciate. Bahar is confident and sociable now.

Best regard, Hamideh

Student-Led Conference

Current



Being part of Albemarle County's Early Childhood Special Education preschool program has significantly benefited my son. He has been provided with an abundance of support due to the nature and severity of his disability. It took the duration of his time in preschool to become medically stable and to figure out the best way for him to grow and learn. His independence and confidence has grown in unimaginable ways. Most importantly the design of this program that includes ALL children despite their capabilities has been the most impactful. He truly feels just like everyone else.

Albemarle has provided Speech and language, Occupational, Vision, Physical and Orientation and mobility, therapy services. Staff support and classroom ratio have been considered due to his needs ensuring that he, too, has a chance and is able to learn. He has an assistive technology device that he uses to communicate and he has a technical support person to assist him and the teacher in navigating his communication needs. His teacher and team did an amazing job of getting him to use his device and for the first time in his life he now has a way to communicate! I am also extremely proud to share that he most recently began walking independently. He was nonambulatory at the start of his preschool experience in 2021. He is doing so many things because he is immersed in a classroom with students with and without disabilities. He has models and he wants to do what everyone else is doing.

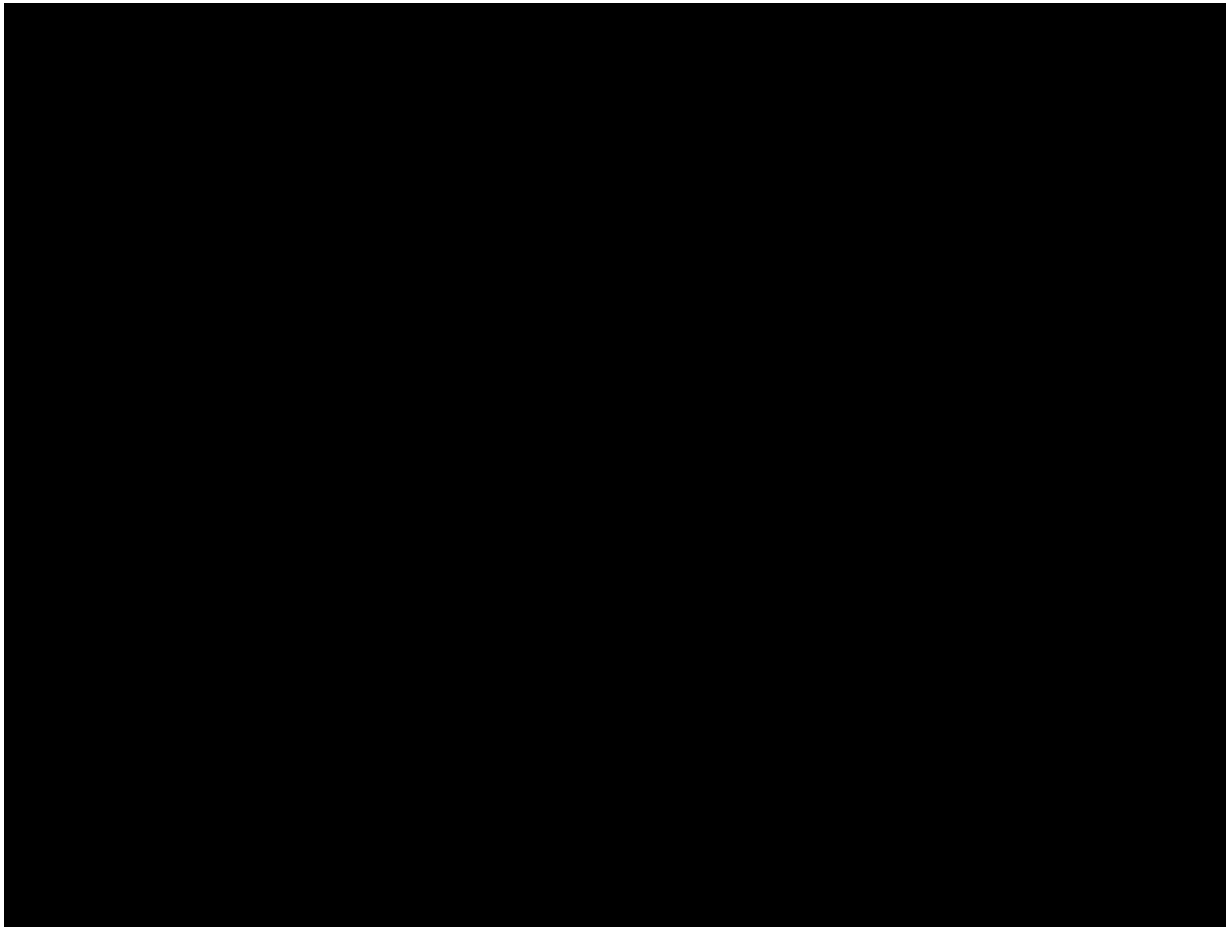
This preschool program is the epitome of Albemarle's vision and mission to ensure that EVERY student succeeds. I could not have asked for a better team to work with. I have even been welcomed and heard by Katy Compel (director of Special Education) on more than one occasion for bigger decisions that we needed to make as an IEP team. She serves nearly 1200 students with IEP's and she graciously has taken her time to meet with me and weigh in on emails and decisions.

Equity has got to be the most significant and important component for me as a parent. Albemarle has provided my son with the level of support necessary, and in turn we are seeing him thrive. The preschool years and the preschool programs have got to be the most profound in terms of success. This is the foundation of his academic and social experiences and I could not be more pleased. I would be amiss to say that none of this could have been accomplished without the support and integrity of a quality teacher. I don't know how we got so lucky but it is important that we continue to care for and support our teachers especially when working with students with significant needs. Your preschool programs have a momentous impact. He still has a long way to go but his foundation at school has certainly been strong.

With Gratitude,
Rachel Silman



2022-23 Bright Stars Parent Reflection



Agnor Bright Stars parent Roxanne Mulford