



CHARLOTTESVILLE CITY SCHOOLS

2024-2025 Preschool Written Report



This report provides a summary of the Charlottesville City Schools Preschool Program's students and the utilization of the Virginia Preschool Initiative slots over recent years. This will also describe the partnership of the Coordinator for Preschool and Family Support in conjunction with the Planning Principal for the 2025-2026 school year.



CHARLOTTESVILLE CITY SCHOOLS



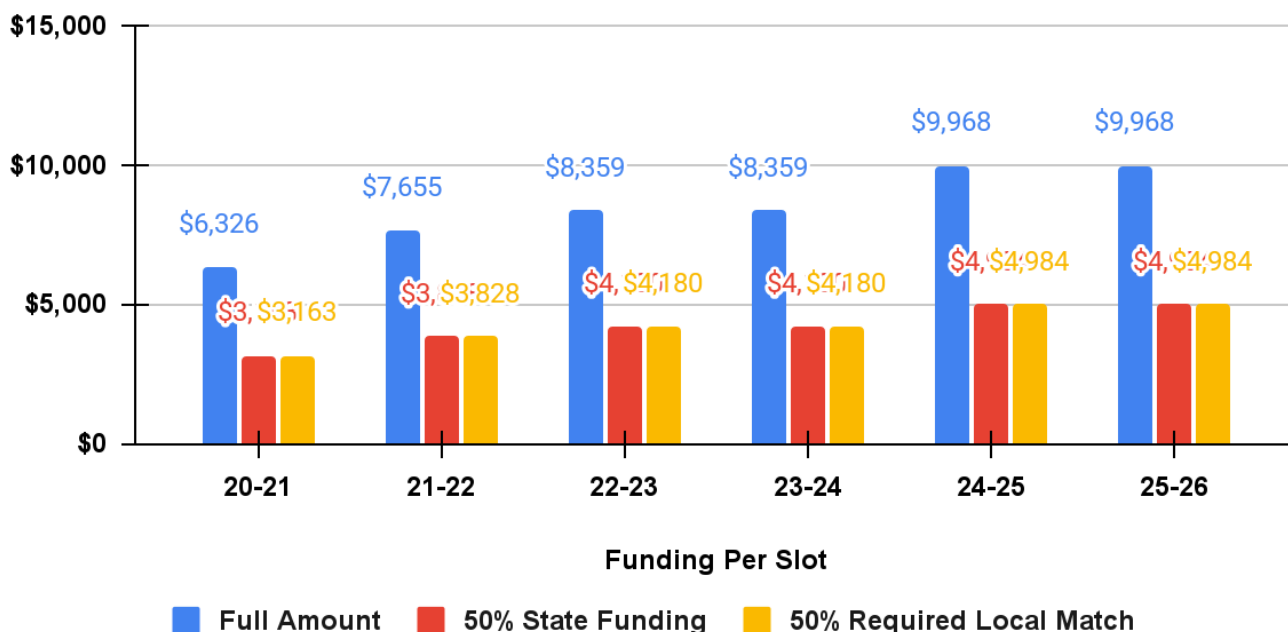


Virginia Preschool Initiative Funding

The General Assembly, through the Virginia Preschool Initiative and the Appropriations Act, provides funding to support school divisions' offering of free preschool to qualifying families. School divisions are required to have a local match of funds. For Charlottesville City, our required local match is 50%, which for the current and next year is \$4,984 per slot used.

Virginia Preschool Initiative Funding Per Slot

FY21to FY26: Data from VPI Applications/Verification Reports



Slots vs. Seats

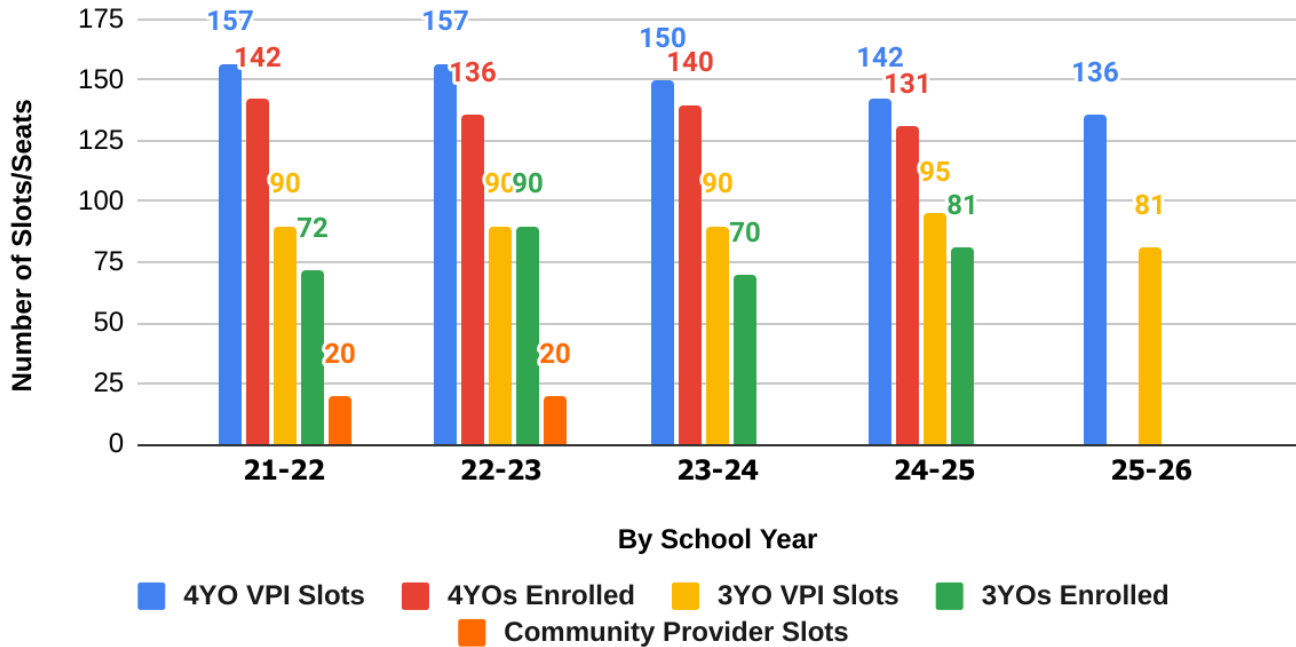
In previous presentations, we have discussed the distinction between the terms “slots” and “seats.” When funding is planned for the fiscal year by the General Assembly, it is planned in terms of the number of provided VPI slots provided by the Appropriations Act. The “slots” are empty and are not identified for specifically named children. Once children have applied, are accepted, placed, and are ready to begin school, their spots are referred to as “seats”. This means that the specific child has his/her “seat” at the table. In the chart below, you will find the comparison of the state provided slots and the number of seats with specific children enrolled. This chart shows the comparisons with three-year-olds separated from four-year-olds. The 25-26 numbers are projected slots only as we are still processing applications.



CHARLOTTESVILLE CITY SCHOOLS

Charlottesville City Schools Preschool: Slots vs. Seats

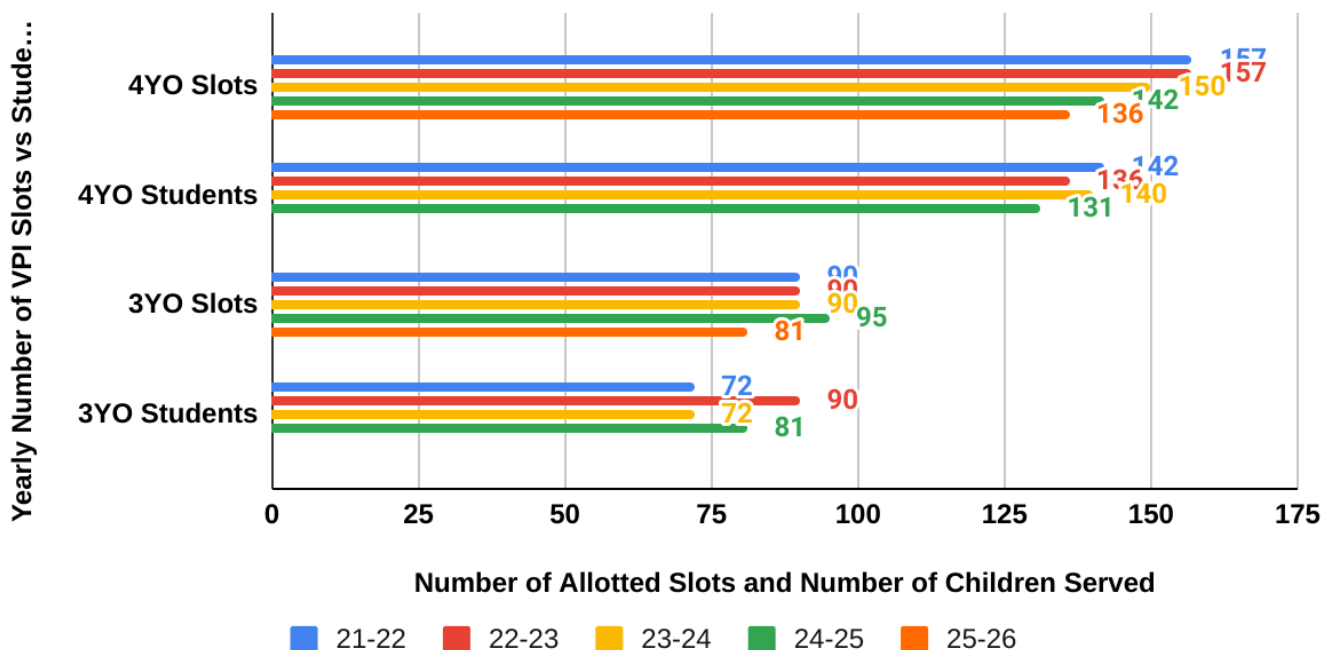
Data is from the Virginia Preschool Initiative Fall Verification Reports



The chart below is a different view of the number of provided slots and the number of served children year over year.

Allotted Slots vs Students Served

VPI Slots vs Student Seats





Additional Discussion Points

- **Virginia Preschool Initiative Steering Committee Structure and Format**

The FY25 and FY26 Virginia Preschool Initiative Program Guidelines detail the following:

The VPI Steering Committee does not have to be a separate stand-alone committee; existing committees can serve this purpose (for example, Ready Regions committees or another community-wide early childhood committee). However, the committee must meet all VPI Steering Committee requirements. This includes meeting at least quarterly with the required members and having agenda topics targeted specifically at VPI topics.

The Virginia Department of Education and our Ready Region encouraged us to utilize our Greater Charlottesville Subregional Leadership meetings as our Virginia Preschool Initiative Steering Committee meetings as well, since most of the same participants are involved. This supports our partners from having to attend repetitive meetings for different divisions when we are discussing the same key points. The 24-25 school year was the first year of trying this approach. It is anticipated that this will continue into next year as there is great value in partnering with other school division leaders to discuss the VPI required topics.

- **Virginia Quality Birth to Five (VQB5)**

According to the Virginia Department of Education, [Virginia Quality Birth to Five \(VQB5\)](#) is a nation-leading statewide quality measurement and improvement system providing information about child care, family child care, Head Start, and preschool. VQB5, created by state law in 2020, includes all public and private programs that use public funds to serve children from birth to age five.

The [VQB5 portal](#) includes information on all publicly-funded sites and any non-publicly-funded sites who opt-in. It enables families to:

- Easily find out whether a site has chosen a quality curriculum and access links to health and safety inspections.
- View sites' quality rating and performance information.
- Review up-to-date data and information. The VQB5 portal will be updated annually and shared publicly each fall.
- Easily search for a site or program by program name, address, city, or zip code.



	D	J	L	M	N	O	P	Q
1	Site Name	Curriculum Names	Public Funding	Curriculum Use	Quality Rating	Interacti	Curriculu	Total Points
2925	Burnley-Moran Elementary (The Creative Curriculum: VPI ; ECSE / IDEA	This site reported using a VDOE approved	Meets Expectations	577 points	100 points	677 points	
2926	Clark Elementary (Charlotte	The Creative Curriculum: VPI ; ECSE / IDEA	This site reported using a VDOE approved	Meets Expectations	562 points	100 points	662 points	
2927	Greenbrier Elementary Scho	The Creative Curriculum: VPI ; ECSE / IDEA	This site reported using a VDOE approved	Meets Expectations	562 points	100 points	662 points	
2928	Jackson-Via Elementary (Ch	The Creative Curriculum: VPI ; ECSE / IDEA	This site reported using a VDOE approved	Meets Expectations	565 points	100 points	665 points	
2929	Johnson Elementary (Charlo	The Creative Curriculum: VPI ; ECSE / IDEA	This site reported using a VDOE approved	Exceeds Expectations	601 points	100 points	701 points	
2930	Venable Elementary (Charlo	The Creative Curriculum: VPI ; ECSE / IDEA	This site reported using a VDOE approved	Meets Expectations	561 points	100 points	661 points	

This is an example of the data from the 2023-2024 school year. This shows that Johnson Elementary School was rated as “Exceeds Expectations”, while the other five elementary schools were rated as high in the “Meets Expectations” category. These ratings are derived from the CLASS Observation Tool that focused on adult/child interactions, plus a 100 points for utilizing a VDOE-approved curriculum.

- **CLASS Observations**

The observations are required twice a year by local (internal) reliable observers. The fall observations were completed by the Coordinator of Preschool and Family Support. The spring observations are planned to be completed by the instructional coaches in each building to support the preschool teachers with the coaching needed based on observations. This has proven to be a difficult model in reality due to limitations of time in the fall for the Coordinator and in the spring there have been coaches pulled from their role to do long-term substitute teaching or doing extensive coaching in their building or a second building. The timelines for completing the report for the teacher, meeting with the teacher, and getting the scores entered into the LinkB5 portal, have created some issues because the data has to be entered within 10 days of the observation. The VDOE did require an additional external observation be completed in classrooms where the 10 day deadline was not met, even though that has little to do with the teacher.

While teachers have access to many resources that can support them in being successful with the CLASS observations, time is needed for the observer, coach, and/or teachers to be able to discuss the basic level to a more intensive strategic conversation on how to move the needle on a targeted area of need, like Instructional Support domain. Teachers and coaches have access to *myTeachstone*, which is an online portal for staff to go watch a specific video to see how a specific dimension can be done, read an article about what a specific approach means, or other resources. Time to spend doing those items when needed is limited.

The teachers receive scores based on the evidence observed during the four observation cycles during the fall and the spring. This is not an evaluative tool for teacher evaluation. Teachers do not pass/fail this type of observation. This is more of a growth tool, that highlights the strengths or areas of growth in their interactions with the children.



CHARLOTTESVILLE CITY SCHOOLS

- **Curriculum for Preschool**

Charlottesville City Schools switched to *The Creative Curriculum for Preschool, Sixth Edition* in the fall of the 2018-19 school year. This initial implementation included six units of study only. In the following years, CCS added a good number of additional units of study to provide a wider range of topics that may appeal to different groups of children and provide the teachers some flexibility in their planning. This flexibility does not mean that the target objectives and goals change though. Those stay focused on the Early Learning and Development Standards. In addition to *The Creative Curriculum for Preschool, Sixth Edition*, the program utilizes the following curricular resources:

- [Heggerty's](#) and [myHeggerty's](#) for Phonemic Awareness
- [Developing Number Concepts](#) for foundational math concepts
- [Learning Without Tears' Readiness and Writing](#) for emergent writing skills
- [Second Step](#) for social-emotional development

When we evaluated the curricular choices that were VDOE approved, we chose Creative Curriculum because it was being used on VDOE in the VPI+ classrooms at the time. Head Start also uses this curriculum as well. Currently, we look at student responses and data that is collected to see how these curricula are utilized within each classroom to meet students' instructional needs.

- **Staffing**

At this time, principals are primarily responsible for staff supervision and human resource management. There are four teachers leaving their current roles for a variety of reasons that I am aware of at this time. Three of the four positions have been filled already.



Partnership Leadership for the 25-26 School Year

During the reconfiguration process, the Preschool Program will transition from being housed in the six elementary schools to moving all of the three- and four-year-old classrooms and special services into the Walker building to form a new early childhood center. With significant planning required for the reconfiguration, building modifications to the Walker campus, and the current preschool programming (student enrollment, curriculum, CLASS observations, etc) continuing to occur simultaneously in the six elementaries during the 25-26 school year, there was recognition that more leadership support was needed.

Mrs. Sheila Sparks is the current Coordinator of Preschool and Family Support. She has been in her current role for nine years and in education since 1996. Before taking on her current role, she served as a teacher for 12 years, Assistant Principal at Buford, Special Education Coordinator for CCS. She has guided the CCS Preschool Program through a multitude of regulatory, funding, and other programmatic changes, even virtual instruction with three- and four- year-olds during COVID. This is her 32nd year in education and anticipates retiring in the near future, so it is important that there is a passing on of the knowledge and programmatic processes as the program transitions.

Dr. Elizabeth Korab has joined the Preschool Leadership Team as the Planning Principal. She has been in education since 2004 and is currently the principal at Burnley-Moran Elementary. She previously was an Instructional Coach at Clark Elementary (currently Summit), as well as an Assistant Principal at Greer Elementary in Albemarle County. With her experience and expertise in literacy and leadership, she will bring passion to the early childhood center that will provide excellent learning opportunities for the children and the staff.

These two school division leaders will collaborate and work to build a more cohesive early childhood center staff that will soon be housed together at the Walker campus, similarly to the way the Jefferson Preschool Program was historically. They will work together to bridge the elementary school based preschool programs into one unified coordinated instructional program that supports children, their families, the staff, and the community in a more efficient and effective way. The dovetailing of the past, present, and future will provide the leadership partnership that will make the reconfiguration and transitions ahead progress seamlessly.



Mrs. Sheila Sparks



Dr. Elizabeth Korab



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