

Spring Branch ISD The Power of Pre-K



Every Child



Collaborative Spirit



Collective Greatness



Moral Compass



Limitless Curiosity

Spanish

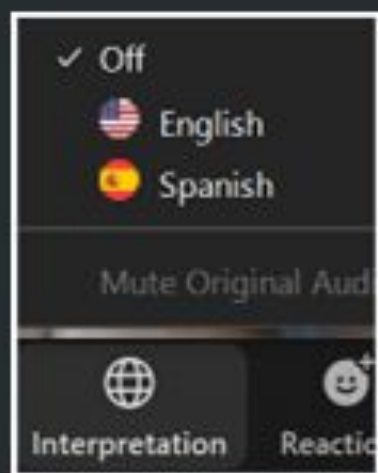


Interpretation Available

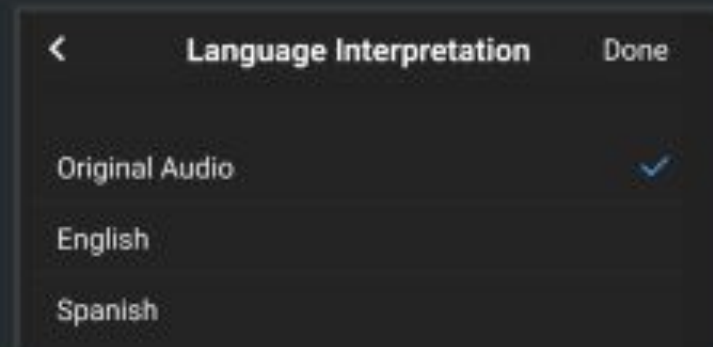
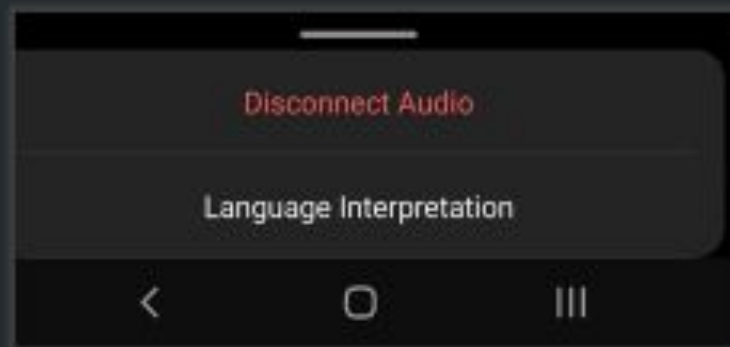
Interpretación en español disponible



Web



Smartphone – Teléfono celular



Introductions & Objectives for the Session



April Falcon-Blanco
SBISD Director of pre-K and
Early Childhood Programs



Stefanie Spencer
Director of Bear Boulevard
School for Early Learning

Session Agenda:

- Why SBISD prekindergarten
- A day in the life of a SBISD prekindergarten student
- Program options and registration information
- Ways to help your child to be prekindergarten ready

Why Pre-K?

Social and academic skills
Success in high school and beyond

Why Spring Branch Pre-K?

Kindergarten Ready

Core Characteristics are essential in SBISD

- Academically Prepared
- Ethical and service-minded
- Empathetic and self-aware
- Persistent and adaptable
- Resourceful problem-solver
- Communicator and collaborator



Why Prekindergarten? What Our Data Says...

SBISD pre-kindergarten students demonstrate:

- Increased vocabularies
- Strong early literacy skills
- Confidence and self-regulation skills
- Kinder ready!



SBISD Prekindergarten

We build a strong foundation for language, literacy, and numeracy while enhancing the social development of each child.

We do this by:

- Leveraging the strengths of every child;
- Providing a child-centered environment;
- Ensuring all students have a highly qualified, well trained teacher and teacher assistant.



The Foundation of SBISD Prekindergarten

- Follows the **Texas Education Agency Prekindergarten Guidelines**.
- A focus on **oral language development**:
 - Purposeful play
 - Serve and Return (A conversational tool)
 - Read Aloud, storytelling and naming their environment
- Our **approach to literacy, numeracy, science & social studies instruction**:
 - Small groups of students & differentiated instruction
 - Centers and workstations
- **Parents as partners**:
 - Parent engagement and education opportunities



Texas Education Agency Prekindergarten Guidelines

Texas Prekindergarten Guidelines



PK3 Outcome	PK4 Outcome
PK3.II.E.4 Child understands increasingly longer sentences that combine two ideas.	PK4.II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.

- <https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines>

Developing Oral Language Through Purposeful Play



PK3 Outcome

PK3.II.B.4 Child begins to use appropriate language for different situations.

PK4 Outcome

PK4.II.B.4 Child matches language to social contexts.

PK3 Outcome

PK3.II.E.4 Child understands increasingly longer sentences that combine two ideas.

PK4 Outcome

PK4.II.E.4 Child uses sentences that provide many details, remains on topic, and clearly communicates intended meaning.

Developing Oral Language Through Serve & Return

- **Notice** the serve and **share** the child's focus of attention.
- **Return** the serve by **supporting** and **encouraging**.
- Give it a **name**!
- **Take turns**...and wait. Keep the interaction **going back and forth**.
- **Practice endings and beginnings**.



Center on the Developing Child
HARVARD UNIVERSITY

PK3 Outcome	PK4 Outcome
PK3.II.B.2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers.	PK4.II.B.2 Child engages in conversations in appropriate ways, demonstrating knowledge of verbal and nonverbal conversational rules.

Developing Oral Language Through Read Alouds & Storytelling



PK3 Outcome	PK4 Outcome
PK3.III.A.1 Child demonstrates an interest in pictures, text, and stories read aloud.	PK4.III.A.1 Child engages in story-related pre-reading activities.

PK3 Outcome	PK4 Outcome
PK3.II.D.3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play.	PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.

Jueves 21 de Abril de 2021

Emmóv

"Princesas"

Había una vez una sirena. Ariel. Entonces fue a comer pizza con seaweed. Entonces llamó a su amigas y hermanas. Jugaron en el parque nadando. Entonces Ariel fue donde están las personas. Vio el príncipe. Su papá vio a Ariel. Estaba enojado. Entonces vio el papá y dijo "no ves al príncipe ya no más". Entonces estaba en su cuarto castigada. Entonces tenía algo para romper la puerta. Rompió. Entonces agarró comida. Entonces fue agarrar sus cosas. Fue a ver al príncipe. No había personas. Y ella fue a donde estaba la bruja. Entonces su voz se fue.

Fin

Ariel: Emma

Amigas: Samaira y Jeymy

Hermanas: Marie, Alysson, Alison

Papá: Irvin

Príncipe: Abraham

Bruja: Angie

Developing Oral Language Through Naming the Environment



PK3 Outcome

PK3.II.D.1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.

PK4 Outcome

PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.

A Day in the Life of a Prekindergarten Student



Instructional Blocks

Literacy and Language, Math, Projects (Science and Social Studies)

Whole Group: Teacher models a new skill or reinforces a previously learned skill for students.

Centers and Small Groups: Teacher provides instruction and/or reminders for new and existing centers.

Teacher Table



Teacher as Coach



Centers
and Workstations



Teacher Assistant
Support



A Day In the Life of a Prekindergarten Student

7:15	Breakfast & Community Circle (Morning Meeting)
7:45	Block 1 - Language and Literacy <ul style="list-style-type: none">- Read Aloud- Small group, differentiated Instruction, and Centers- Shared Reading- Modeled/Shared Writing- Read Aloud
10:00	Gross Motor Development Activities
10:15	Block 2 - Mathematics <ul style="list-style-type: none">- Whole group lesson- Small group instruction and Math tubs
11:30	Lunch and Quiet Time
12:30	Read Aloud
12:45	Block 3: Projects Science and Social Studies Integration
1:55	Recess
2:10	Closing, Reflection and Preparing for Dismissal



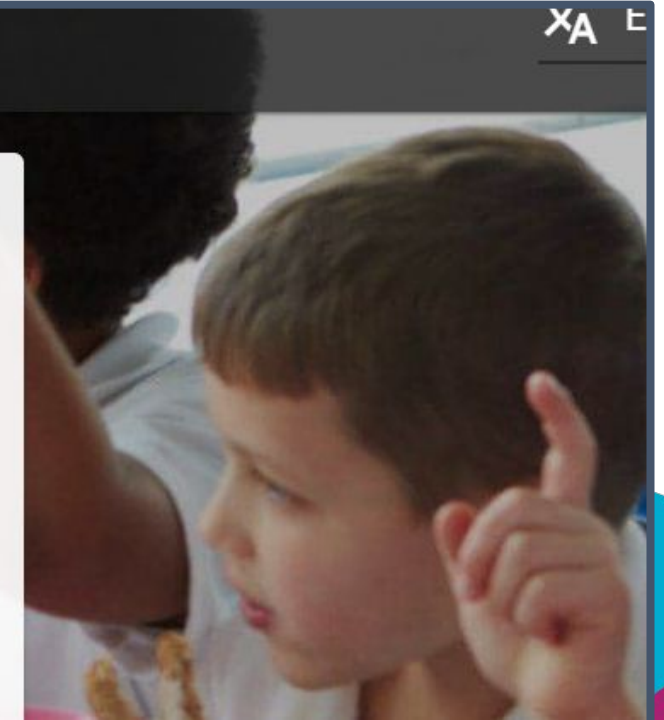
Meals & Community Circle



Welcome to SPRING BRANCH ISD!

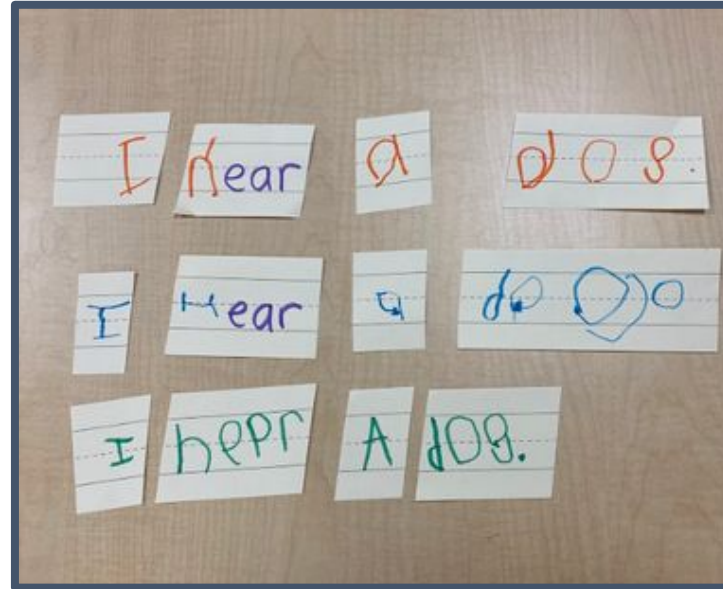
We use SchoolCafé to:

- Make Payments
- Set Purchase Restrictions
- Submit Meal Applications
- View Purchases
- Set up Auto Pay
- Get Low Balance Alerts
- View Letters
- View Menus



Block 1 - Language and Literacy

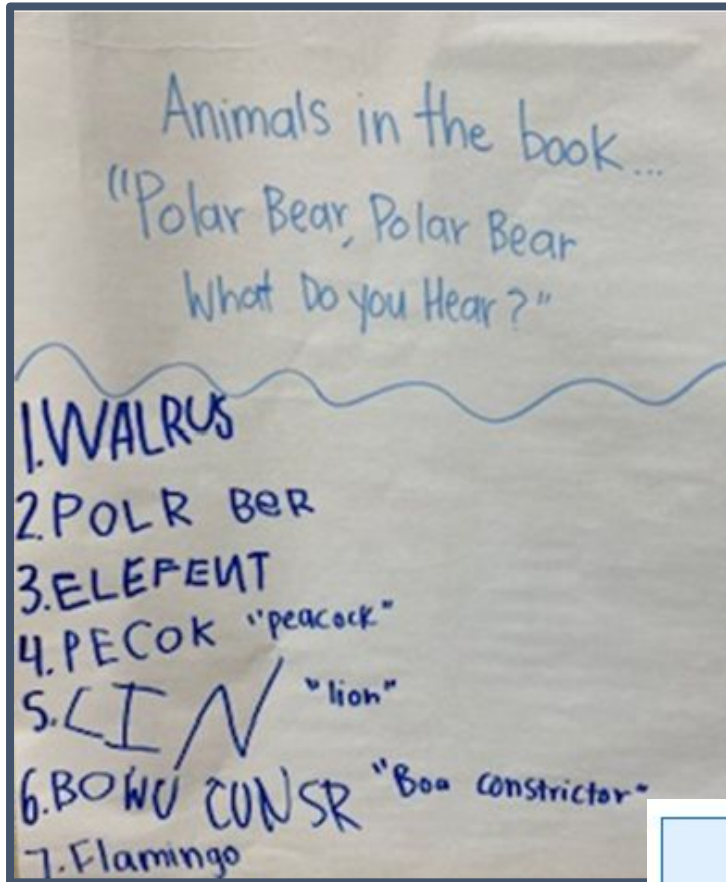
Small Group Reading



PK3 Outcome	PK4 Outcome
PK3.III.A.3 Child notices and connects meaning to environmental print.	PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.

Block 1 - Language and Literacy

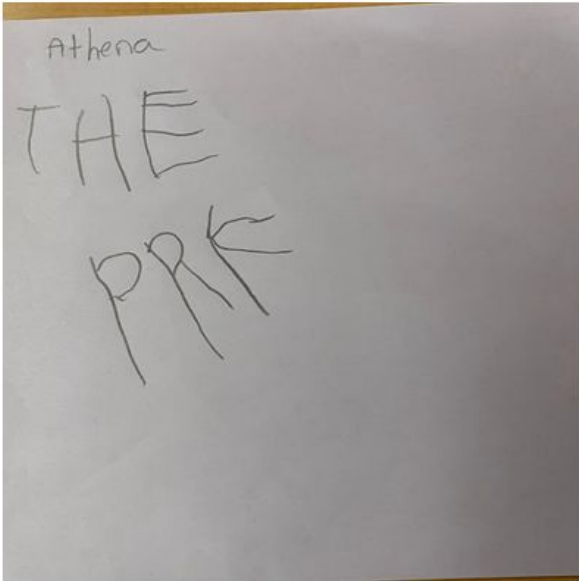
Writing and Bookmaking



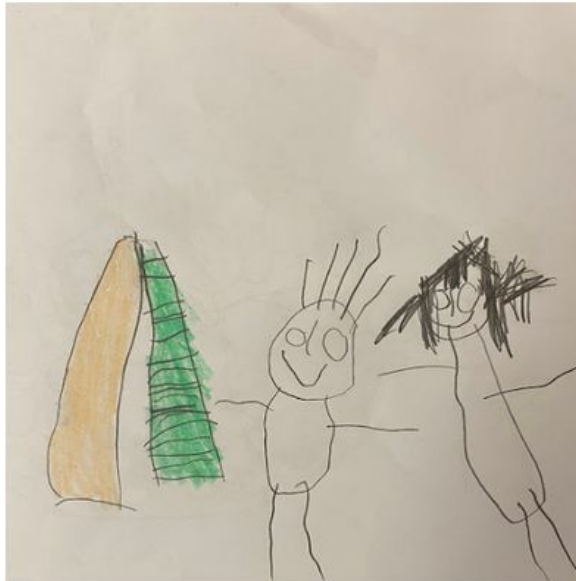
PK3 Outcome	PK4 Outcome
PK3.III.A.3 Child notices and connects meaning to environmental print.	PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.

Block 1 - Language and Literacy

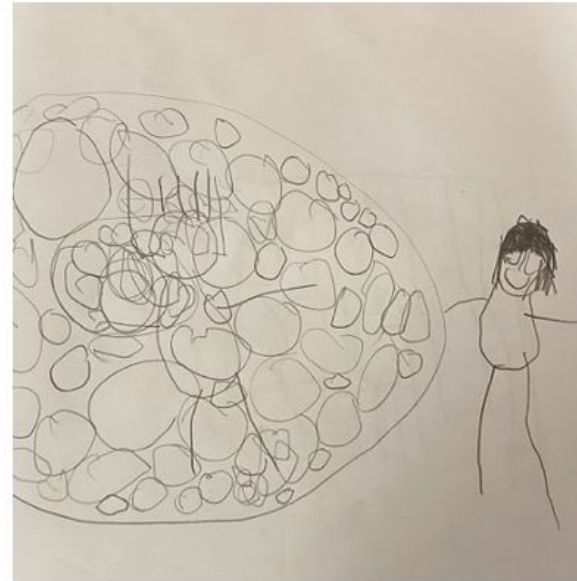
Pre-K Students are Authors



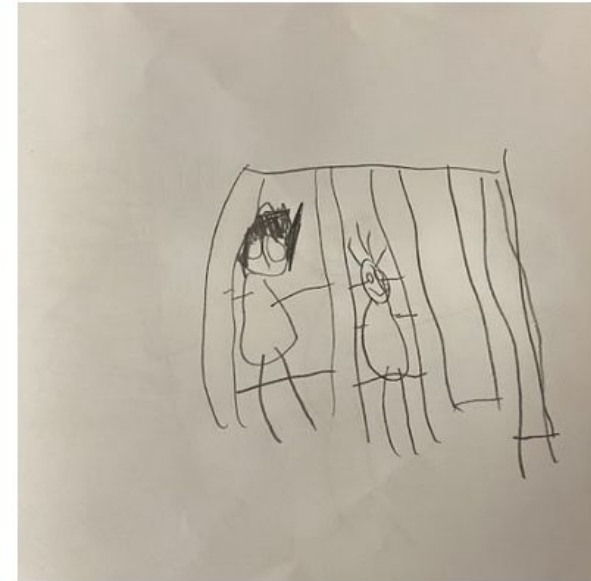
This writer wrote about when she and her father went to the park. While there are no words on the pages, Athena's story and her words matched her pictures. She is in the Emergent stage of spelling.



"We went on the slide."



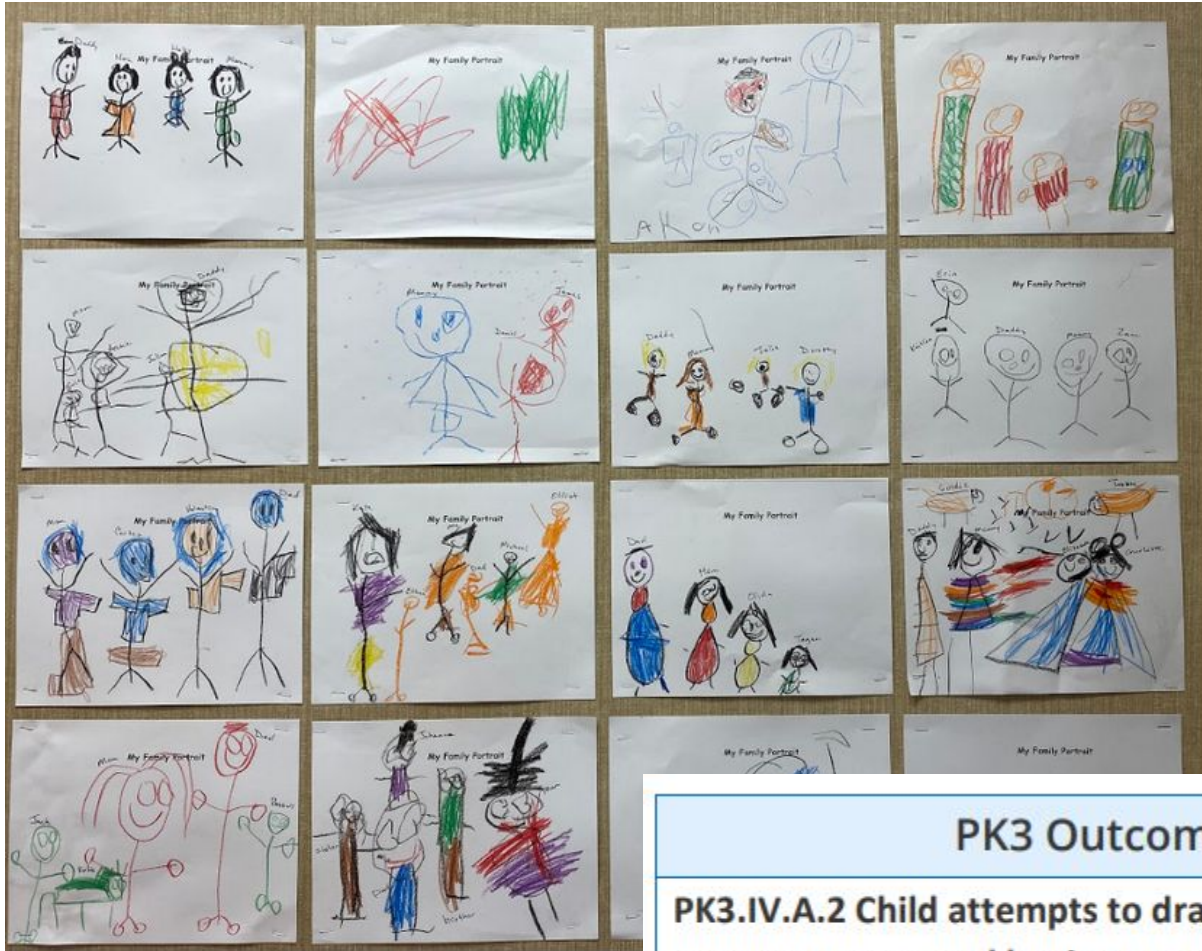
"We went on the rounder rounder".



"We went on the swings."

PK3 Outcome	PK4 Outcome
PK3.IV.A.1 Child engages in free-choice drawing and writing activities.	PK4.IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.

In Pre-K, We Write About What We Know and Love!



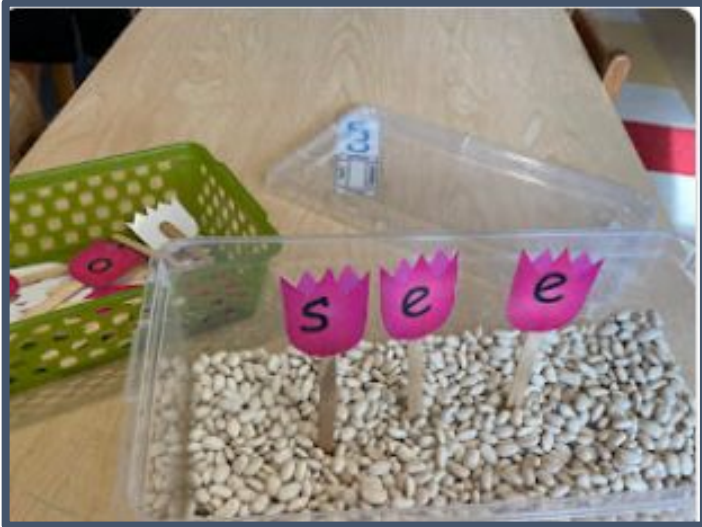
PK3 Outcome

PK3.IV.A.2 Child attempts to draw and write for many purposes and begins to explore different writing tools.

PK4 Outcome

PK4.IV.A.2 Child independently draws and writes for many purposes to communicate ideas, using a variety of writing tools.

Block 1 - Language and Literacy Centers



PK3 Outcome	PK4 Outcome
PK3.III.A.3 Child notices and connects meaning to environmental print.	PK4.III.A.3 Child recognizes that all print carries meaning and serves as a means for communication.
PK3 Outcome	PK4 Outcome
PK3.III.A.2 Child tells a story by looking at pictures or from memory.	PK4.III.A.2 Child self-selects books and other written materials to engage in pre-reading behaviors.

Block 1 - Language and Literacy

Dramatic Play



PK4 Outcome

PK4.II.D.3 Child consistently understands (receptive) and uses (expressive) new vocabulary acquired through books, conversations, and play.

Block 2: Numeracy



PK3 Outcome

PK3.V.C.2 Child attempts to create shapes using materials and/or manipulatives.

PK4 Outcome

PK4.V.C.2 Child creates shapes using materials and/or manipulatives.

PK3 Outcome

PK3.V.D.1 Child understands that lengths of objects can vary and be compared.

PK4 Outcome

PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.

Block 2 - Mathematics

Centers, Workstations and Exploration



PK3 Outcome	PK4 Outcome
PK3.V.D.1 Child understands that lengths of objects can vary and be compared.	PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.

Block 2 - Mathematics

Dramatic Play



PK3 Outcome

PK3.V.C.2 Child attempts to create shapes using materials and/or manipulatives.

PK4 Outcome

PK4.V.C.2 Child creates shapes using materials and/or manipulatives.

PK3 Outcome

PK3.V.D.1 Child understands that lengths of objects can vary and be compared.

PK4 Outcome

PK4.V.D.1 Child recognizes and compares heights or lengths of people or objects.

Block 3 - Projects Science and Social Studies Integration

Explorations and Investigations



PK3 Outcome

No PK3 outcomes for this domain of learning.

PK4 Outcome

PK4.VI.C.1 Child observes, investigates, describes, and discusses earth materials, and their properties and uses.

Block 3 - Projects Science and Social Studies Integration

Centers and Workstations



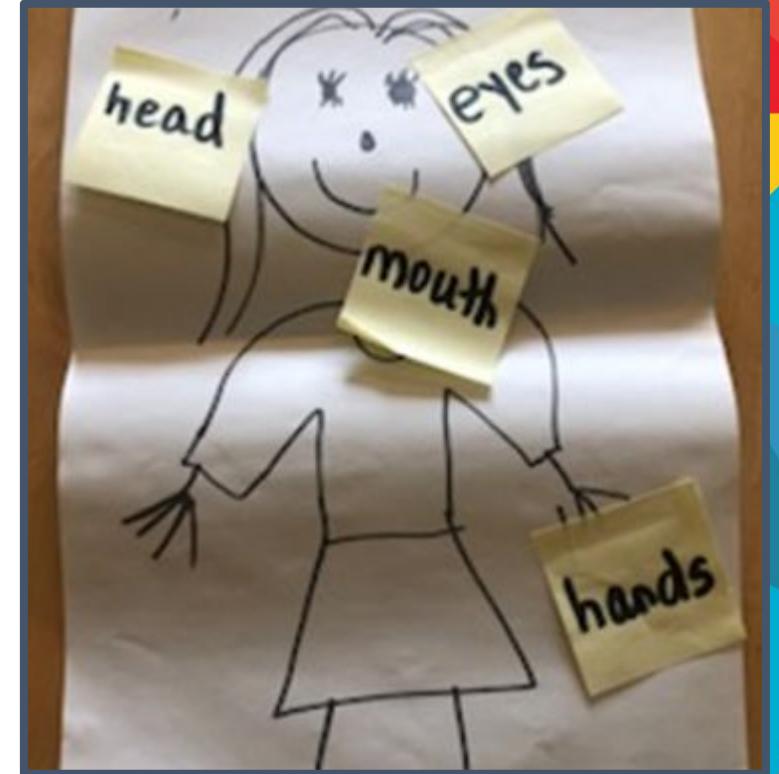
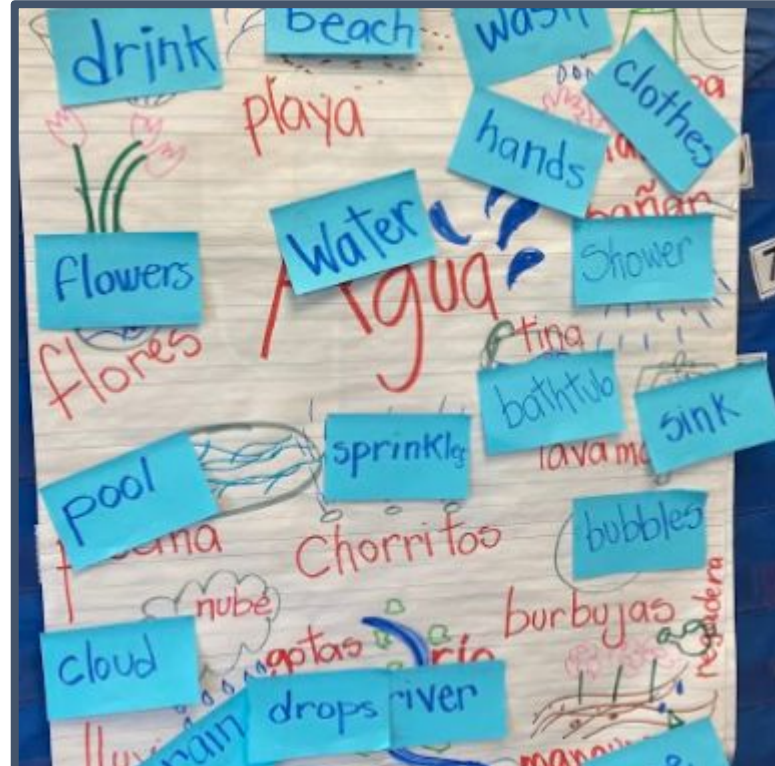
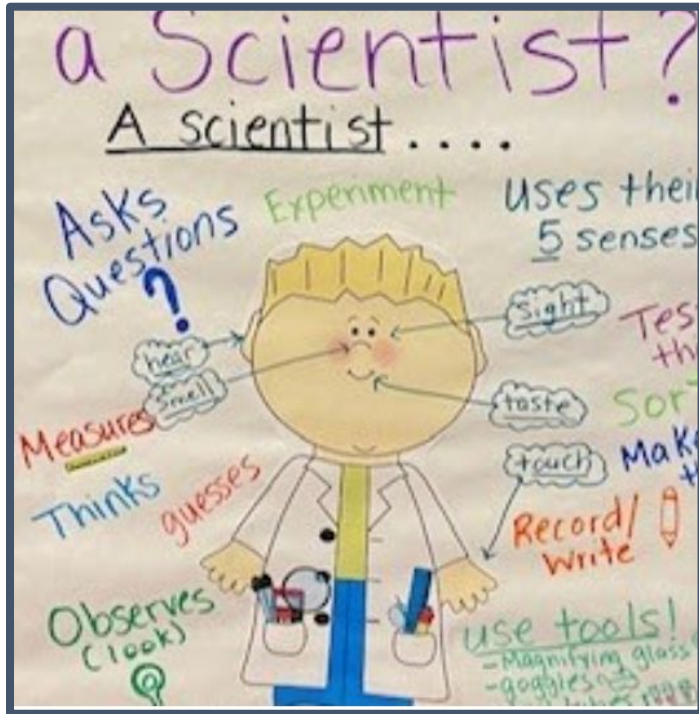
PK3 Outcome

No PK3 outcomes for this domain of learning.

PK4 Outcome

PK4.VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.

Increasing Vocabulary Through Social Studies & Science



PK3 Outcome	PK4 Outcome
PK3.II.D.1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events.	PK4.II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.

Our Parents Are Our Partners

- Parent engagement activities
- Communities in Schools
- Parent education - campus and district
- Conferences and volunteer opportunities



Pre-K Parent Resources

What is ReadyRosie

A family partnership

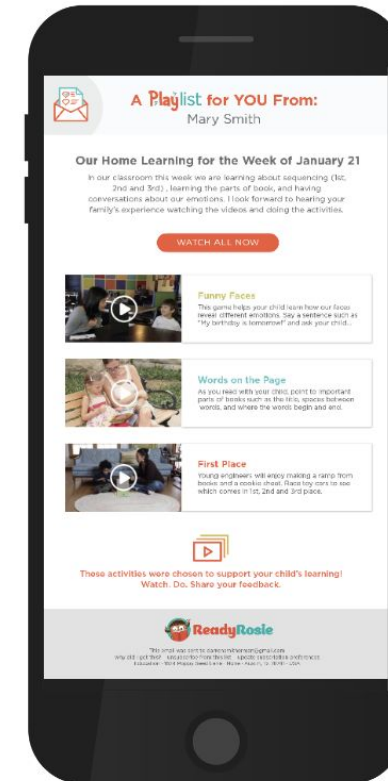
A learning website

Powerful learning games and expert videos

Meaningful activities

2-minute videos

FREE



Curriculum and Assessments

SBISD Prekindergarten curriculum is aligned to the Texas Prekindergarten Guidelines and follows developmental learning continuums.

CIRCLE Progress Monitoring BOY, MOY, and EOY – required by TEA

- Rapid Letter Naming
- Rapid Vocabulary
- Math
- Early Writing
- Social and Emotional Development
- Phonological Awareness

Formative assessments to guide instruction such as:

- Concepts about Print, Letter ID, Letter Sound Correspondence
- Dictation and Writing Vocabulary
- Math



SBISD Prekindergarten Staff

In SBISD, we promise to inspire minds and shape the lives of all learners.

All of our **pre-kindergarten classrooms** are staffed with:

- **Highly qualified teachers**
- **Teacher assistants**

Additionally, we have a **pre-kindergarten multi-classroom leader** and a team of three **pre-kindergarten coaches** who provide:

- Weekly professional development
- Instructional modeling and coaching



SBISD Prekindergarten is Fun!

Pre-Kindergarten is FUN!

- Campus events - Storybook Character Parade, Rodeo Parade, Family Picnics
- Study Trips- Houston Children's Museum, Zoo, Guthrie Ag Farm
- Partnering with other SBISD schools- volunteers, readers, school plays
- Magic of Early Childhood



SBISD Prekindergarten Program Information



SBISD Prekindergarten Program Locations

SBISD offers our pre-K 3 and pre-K 4 program at five schools for early learning.

The Bear Blvd School
The Lion Lane School
The Panda Path School
The Tiger Trail School
The Wildcat Way School



SBISD Prekindergarten Center Locations

Key

012 Academy of Choice	113 Shadow Oaks Elementary
131 Bear Blvd. School	119 Sherwood Elementary
101 Bendwood Campus	STC South Transition Campus
126 Buffalo Creek Elementary	018 Spring Branch Academic Institute
102 Bunker Hill Elementary	988 Spring Branch Agricultural Facility
124 Cedar Brook Elementary	114 Spring Branch Elementary
048 Cornerstone Academy	043 Spring Branch Middle
DAEP District Alternative Education	045 Spring Forest Middle
ETC East Transition Campus	046 Spring Oaks Middle
103 Edgewood Elementary	120 Spring Shadows Elementary
104 Frostwood Elementary	044 Spring Woods Middle
A Guthrie Center	003 Spring Woods High School
105 Hollbrook Elementary	006 Stratford High School
106 Housman Elementary	SBAI @ Stratford High School
107 Hunters Creek Elementary	D Technology Training Center
041 Landrum Middle	122 Terrace Elementary
130 Lion Lane School	123 Thornwood Elementary
108 Meadow Wood Elementary	SBAI @ Thornwood Elementary
109 Memorial Drive Elementary	132 Tiger Trail School
042 Memorial Middle	125 Treasure Forest Elementary
001 Memorial High School	115 Valley Oaks Elementary
B Natatorium	Vines Science Center
047 Northbrook Middle	Warehouse Complex
YES Prep @ NMS	(Central Warehouse, Purchasing, Child Nutrition Services, Maintenance, SERS, Records Management, Textbook Services, Transportation)
005 Northbrook High School	G West Support Center
YES Prep @ NHS	015 Westchester Academy for International Studies
121 Nottingham Elementary	116 Westwood Elementary
129 Panda Path School	118 Wilchester Elementary
110 Pine Shadows Elementary	128 Wildcat Way School
111 Ridgecrest Elementary	117 Woodview Elementary
112 Rummel Creek Elementary	
C Schaper Leadership Center	

- ☆ SBISD Police Command Center
9009 Ruland Road
- T Tax Office
8880 Westview Drive
- Don Coleman Coliseum
1050 Dairy Ashford
- Tully Stadium
1050 Dairy Ashford
- Grob Stadium
9000 Westview Drive
- C Wayne F. Schaper, Sr.
Leadership Center
SBISD Administration Building
955 Campbell Road
- E Vines Science Center
8856 Westview Drive
- 988 Spring Branch Agricultural Facility

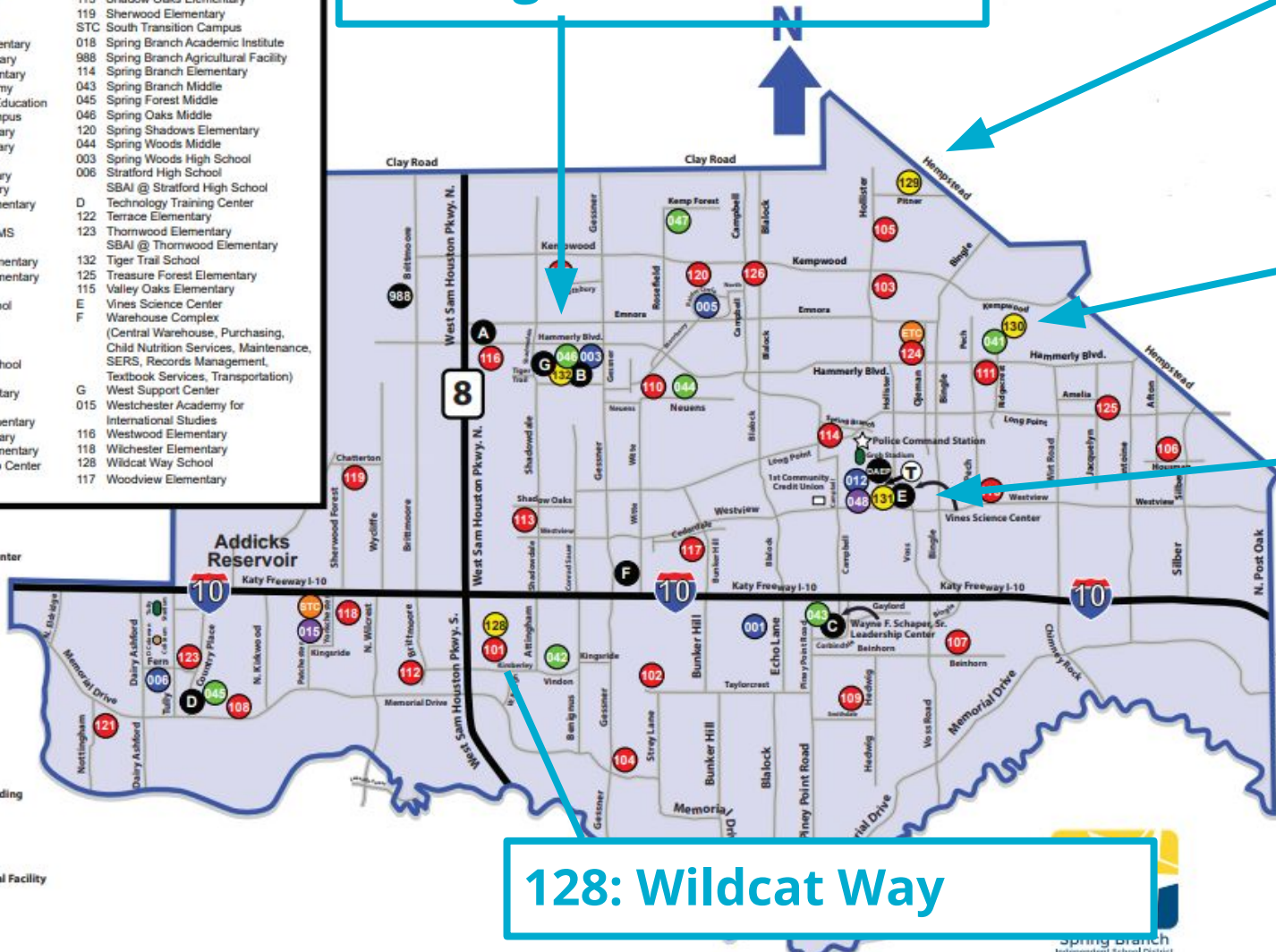
132: Tiger Trail

129: Panda Path

130: Lion Lane

131: Bear Boulevard

128: Wildcat Way



SBISD Prekindergarten Centers

- Opened in the 2001 and 2002
- Designed for young learners (classrooms, playgrounds, etc)
- Educates approximately 300 students from their zoned elementary schools.

Every school offers

- Half day PK3 program
- Full day PK4 program
- Early Childhood Special Education classrooms
- Mainstream/ESL classrooms
- Bilingual Spanish classrooms



SBISD Elementary School-Based Prekindergarten Classes

SBISD also offers a full day 4 year old pre-K program at the following elementary schools:

Edgewood

Hollibrook

Meadow Wood

Memorial Drive

Nottingham

Rummel Creek

Shadow Oaks

Thornwood

Wilchester

Woodview

Cedarbrook (Two Way Dual Language Choice Program)

Sherwood (Two Way Dual Language Choice Program)

Tiger Trail now offers the PSE Two Way Dual Language Program.

***A lottery is held at the end of January each year for spaces in these pre-K classes.
Contact the school for details.***

Additional Information About Enrollment in SBISD Pre-K

Pre-K 4

Must turn 4 on or before September 1st

In district residents only

Tuition option available if ineligible to attend for free

Transportation provided

Pre-K 3

Must turn 3 on or before September 1st

In district residents only

Must be eligible to attend for free – no tuition for PK 3

Only offered at Pre-K centers

Placement in an AM or PM class is on a first come, first served basis

No transportation available



Prekindergarten Eligibility Criteria

Children who meet State eligibility requirements attend at no charge.

Prekindergarten Eligibility Criteria:

- The child is a second language learner
- The child is considered economically disadvantaged (which means a student who is eligible to participate in the national free or reduced-price lunch program)
- The child is considered homeless
- The child's parent is an active duty member of the armed forces of the United States; or was a member who was injured or killed while on active duty;
- The child is or ever has been in foster care
- The child's parent received the Star of Texas Award

Tuition-Based Options for Ineligible Pre-K 4 Children

A tuition option is available for ineligible pre-K 4 children.

The 2022-2023 SBISD pre-K Tuition is \$5,355 per year.

A nine month payment option is available at \$595 per month.

SBISD Pre-K District/Parent Agreement and \$50 registration fee due at the time of enrollment.



Early registration opens April 10, 2023.

To enroll, go to www.springbranchisd.com/prek and click ENROLL TODAY

Step 1: Are you eligible?

Step 2: Enroll online by clicking New Student Enrollment

- Complete online pre-K Application - mark off all considerations for eligibility.
- Gather documents needed for enrollment – Birth Certificate, Proof of Residency, Immunization Records, Social Security Card, evidence to support pre-K eligibility criteria such as pay stubs, SNAP award letter, military ID.

Step 3: Call school to verify and complete registration.



How Can You Help Your Child Be Pre-K Ready?



Prekindergarten Parent Resources

- ❑ [Texas Education Agency \(TEA\) Pre-Kindergarten Guidelines](#)
- ❑ [Ted Talk: “Molly Wright: How Every Child Can Thrive By Five”](#)
- ❑ [Rice University Resources for Early Childhood Parents](#)



Spring Branch ISD
Inspiring minds. Shaping lives.

Texas Education Agency (TEA) Pre-K Guidelines

<https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines>

Texas Prekindergarten Guidelines



TED Talk: “Molly Wright: How Every Child Can Thrive by Five.”

https://www.ted.com/talks/molly_wright_how_every_child_can_thrive_by_five?language=en



Rice University School Literacy and Culture Parent Resources



RICE UNIVERSITY

Susanne M. Glasscock School of Continuing Studies



Menu



Resources for
**EARLY CHILDHOOD & ELEMENTARY
PARENTS & TEACHERS**

<https://glasscock.rice.edu/school-literacy-culture-resources>

Rice University School Literacy and Culture Parent Resources

Family Engagement / Participación Familiar

Free Videos and Activities for Parents - Videos y Actividades Gratuitos para los Padres

The Importance of Sharing Family Stories / La importancia de las historias familiares ▾

Celebrating the “Little Moments” in Family Life / Celebrando los “pequeños momentos” de la vida en familia ▾

What Are the Colors in Your Family’s World? / ¿Cuáles son los colores en el mundo de su familia? ▾

Favorite Days, Happy Hearts / Días favoritos, corazones felices ▾

<https://glasscock.rice.edu/school-literacy-culture-resources>

How can I help my child be pre-K ready?

- ❑ Nursery Rhymes
- ❑ Story Telling
- ❑ Serve and Return
- ❑ Naming the world around them
- ❑ Reading about school
- ❑ Being a helper at home
- ❑ Practice sharing
- ❑ Create authentic learning experiences
- ❑ Work on their fine motor skills



See you in August!

We look forward to having you in SBISD prekindergarten for the 2023-2024 school year!

- ❑ Inclusion in a well rounded, highly successful school district.
- ❑ Highly qualified teacher and teacher assistant in each classroom.
- ❑ SBISD Prekindergarten students outperform others!
- ❑ We prepare students to be successful on their T24 Journey.

