SOUTH HI MOUNT ELEMENTARY

HOME OF THE COLTS!

VERONICA DELGADO, PRINCIPAL
• Located in Fort Worth, Texas in the Fort Worth ISD
• PK-5
• 532 Students
• Dual Language Program for Native Spanish Speakers
• 78% Meet Low Income Criteria
• 46% ELL
• 16% Mobility Rate
SCHOOL DEMOGRAPHICS

76% Hispanic
15% White
8% African American
1% Other
In the last two years SHM has taken pride in the following accomplishments on the state assessment, STAAR:

❖ 3rd - 5th grade math scores 83%
❖ 3rd - 5th grade reading scores 81%
❖ 4th - 5th ELL scored above 80% in Reading and Math
❖ Top 25% in Student Progress
❖ Top 25% in Closing the Performance Gap
OTHER ACCOMPLISHMENTS

❖ Consistently place in the top 3 at the District level in the History and Science Fair competitions
❖ Won 2nd place in UIL (University Interscholastic League) in Oral Reading and Number Sense categories
❖ 2nd Grade Student placed second in District wide Reading Bee
❖ Won 1st, 2nd, and 3rd place in the Fort Worth Elementary Art Show
❖ Six students selected for the Texas Girl’s Choir
❖ One student awarded a scholarship to Texas Ballet Theatre
COLT SUCCESS

Begins every day with our School Motto

Creating Outstanding Leaders Teachers and Students
SCHOOL EVENTS
SUPPORTING ACADEMICS

❖ Family Literacy and Math Night
❖ Science Night at the Museum
❖ Battle of the Books Competition
❖ Career Day
❖ Celebrity Reader
❖ Spelling Bee
Battle of the Books
TEACHING THE WHOLE CHILD

❖ FWAS Program
❖ Ballroom Dancing
❖ Running Club
❖ INOK Committee
❖ Student Council
❖ Lego Club
❖ Art Club
❖ Recorder Club
❖ Ballet
❖ Texas Girl’s Choir
Gold Medal Winners in Ballroom Dance
Lego and Running Clubs
COMMUNITY SUPPORT

❖ Christ Chapel Bible Church
❖ Junior Achievement
❖ Mayor Betsy Price
❖ Texas Wesleyan University — Chemistry Camp
❖ Read2Win
❖ Kids Hope
❖ Teacher Friends
❖ Bikes for Tykes
❖ Tarrant County Medical Alliance
Volunteers are priceless.
TEACHER COLLABORATION

❖ Bi-monthly with grade levels
❖ Weekly with entire staff
❖ Engage in meaningful discussions regarding teaching and learning
❖ Professional Development

❖ Analyze data and set goals
❖ Create intervention plans
❖ Plan for instruction with colleagues
❖ Review student work
❖ Vertical Alignment
Meaningful Professional Development
HIGH EXPECTATIONS
OUTSTANDING RESULTS

❖ High expectations for ourselves
❖ Want to grow as educators and collaborate as one team
❖ Engage in a book study each year
   ❖ The Fundamental Five 2015-2016
   ❖ My Iceberg is Melting 2014-2015
THE FUNDAMENTAL FIVE

❖ Lesson Frame and Closing Task
❖ Working in the Power Zone
❖ Frequent Small Group Talk about the Learning
❖ Recognize and Reinforce
❖ Write Critically
Engaged in Continuous Learning
BEST PRACTICES

❖ Formative Assessments
❖ Differentiation
❖ Consistent Strategies for Problem Solving and Critical Thinking Skills
❖ Anchor Charts
❖ Small Group Instruction
❖ Setting Goals with Students
❖ Using Rubrics for High Quality Student Work
❖ Hands-on Learning
The Lesson Frame

We will review what great writers do.
I will draw a picture to help me plan my story.

Math: We will use place value to compare and order 8 and 9 digit numbers. I will find the greatest and least numbers and make comparison statements.

Science: We will review warm and cold fronts and I will complete a weather map and short assessment.
Student Work

Objective: Students will complete a book review on Esperanza Rising.

Objetivo: Los estudiantes completarán una reseña del libro Esperanza renace.
Rubrics and Clear Expectations
Math Rubric: Score 3

All crucial information is extracted.
Pictures, charts, tables, graphs, etc. are completely labeled and reflect the story problem.
Computation is accurate.
Computation is checked by inverse operations.
“Does this make sense?” was asked and answered using logic.
Answer circled and an arrow is drawn pointing to the answer choice (if one is given).

Math Rubric: Score 2

Some crucial information is extracted.
Pictures, charts, tables, graphs, etc. are incompletely labeled and/or reflect part of the story problem.
Computation is somewhat accurate.
Computation is not checked by inverse operations.
“Does this make sense?” was not asked and answered using logic.
Answer circled, but an arrow is not pointing to the answer choice (if one is given).

Math Rubric: Score 1

No crucial information is extracted.
Pictures, charts, tables, graphs, etc. are missing.
Computation is inaccurate.
Computation is not checked by inverse operations.
“Does this make sense?” was not asked and answered using logic.
Answer not circled and arrow not drawn to answer choice (if one is provided).
Small Group Instruction
We set and review goals.
Goal Setting
Conference
Hands-on learning.
Print-rich Environment
Classroom Competitions
DUAL LANGUAGE PROGRAM

❖ Serves PK-5 Native Spanish Speakers (212 students)
❖ Supports ELLs to become bilingual, bi-literate, and bicultural
❖ Instructional Model
  ❖ Literacy in Spanish PK-1st
  ❖ Literacy in English and Spanish 2nd-5th
  ❖ Math in English
  ❖ Science and Social Studies in both languages
Dual Language Program
We will read, compose, and decompose numbers. I will use objects, pictures, and numbers to represent.

Nosotros observaremos.
Yo usaré varias herramientas.

Nosotros hablaremos sobre lo que es una ecuación.
Yo explicaré que cuando cambia el signo igual muere.

We will discuss the importance of having physical fitness. I will create a physical fitness plan.
IT'S ALL ABOUT RELATIONSHIPS

ADMINISTRATORS
TEACHERS
STUDENTS
PARENTS
COMMUNITY PARTNERS
MENTORS
VOLUNTEERS
CUSTODIANS
CAFÉ PERSONNEL
DATA ANALYST
OFFICE STAFF
TEACHER ASSISTANTS
COUNSELOR
NURSE
LIBRARIAN
SPEECH PATHOLOGIST
Team Building

Awesome Teachers
Families turn out for the annual Spring Carnival.
It Takes All of Us