



APPROVED

Dec. 5, 2019
J. Uribe

Meeting: San Antonio Independent School District - District Leadership Team
Date: Thursday, November 07, 2019
Location: Cafécollege, 131 El Paso St., San Antonio, TX 78204 Room 2
Chairperson: Pedro Martinez, Superintendent of Schools
Co-Chairman: Ms. Kristina Johnson, DLT Co-Chairman

Members Present/Absent: Please see information at the end of the minutes.

Call to order: DLT Meeting was called to order by Kristina Johnson, at 4:47 pm. A motion to approve the October 17 meeting minutes was made by Kristina Johnson; minutes were approved by acclamation.

Agenda Item 1 Superintendent's Update, Mr. Pedro Martinez, Superintendent of Schools.

- We don't have any F campuses in the Eastside. Fascinating things are happening on the Eastside.
- We outperformed Jubilee pretty much all sites, Brooks and most of the charter schools around us.
- Lack of investments in these neighborhoods is affecting enrollment. Better investments in our facilities.
- Martin Luther King and Gate have been strong academically. They are both strong campuses.
- At what point, we should a conversation with our leaders. Performance is there, but yet we are struggling with parents staying in the school within the area.
- Plan is to renovate buildings that have not been touched in 20-30 years.
- Some of our strategies, more than a third of our district is participating in the choice programs. First day we had 843 applications and those numbers are going to continue to rise.
 - Why did we open up the seats to out of district families? There has been a steady flow that families that move north or get jobs on the north side. We want to keep those students in our districts.
- Every time we open up a new program, we have a wait list.
- Those are our challenges; how do we stabilize enrollment? How do we combat this issue of families moving? This year it worked.
- We are fighting poverty, children that live in poverty come in at least 2 years below, and that last through high school.

- Our struggle is that students cannot pass the EOC. 2/3 of 9th graders cannot pass English EOC on the first try.
- Instruction will be better today at SAISD than Jubilee and many of the charter's schools.
- We will be working with schools on enrollment plans.
- If parents are leaving the school, it's a great time for a conversation:
 - Why are you moving to a charter school?
 - What option will you find that you cannot find in SAISD?
 - We have a Montessori school, single gender schools, bigger expansion of Dual Language and Fine arts.
- I feel good about our school's goals and the question I am asking is, how do we make sure schools have the support?
- Our challenge is that we have an organization called St. PJ's, we are the recipient of every child that gets pulled out by foster care. Numbers are higher this year than every other year. They take those students and put them in the nearest school that is closest to that center; and that school is Riverside. These kids are getting here with trauma. How can we intervene? We met with children service, we met with St. PJs; that is how deep we are getting involved.
- Our motto is trying to set up our schools for success. We are on a great trajectory!

Agenda Item 2: Review and Discuss the District Educational Plans, Goals, Performance Objectives and Major Classroom Instructional Programs/Strategic Priorities. Patti Salzmann, Chief Academic Officer and Theresa Urrabazo, Sr. Executive Director, Accountability, Research, Evaluation, & Testing.

- District performance Objectives- Each campus received a copy over the summer. When we do goal setting, we want to make sure we are starting the year off knowing where we want to be.
- Domain score performance: Last year our district had an overall score for accountability, 83. For 2020 we set a goal that we want it to be a solid 85.
- It is nothing more than a starting point. When a campus set their goals for the year, we want to give them some guidance, at a minimum this is what you need to be looking at with regard to performance. You could always set it higher.
- Every year we look at 5 main areas:
 - Attendance: It is important because of funding.
 - Percent of students that are meeting grade level standard: Approaching, in the eyes of the state is meeting minimum requirements. The state does not want us to meet minimum requirements; they want us to be college ready. We are setting our goals as a district for every student to be at meeting grade level standard and around growth.
 - 4-year graduation rate: Class of 2018: 83.7%, Projected for class of 2019: 85%. What is impacting the class of 2019? We had summer

graduates, students could have received a GED and students move to another school. Tracking of those students is still going on in the fall. Goal for 2020: We want it to be high. If you are graduating a student, you should be graduating them college, career or military ready. How can we ensure that the student is college ready? TSI, SAT, ACT, AP exams, and Dual credit exams. There are many ways students can show they are college or military ready. Class of 2018: 61% were college or military ready. We are getting credit for those students that are enrolled in CTE courses. We have seen an increase for class of 2020; we are getting our students prepared to pass the TSI.

- The big question is, are we getting more kids college career or military ready?
- CCMR team has been at each of the high schools, we are partnering with schools to work together. Counselors are doing a phenomenal job. We want to make sure those options are available for the students. We want to make sure they have all the resources they need.
- Part of goal is ensuring that our students stay with us until graduation. Counselors are providing the support they need, and social workers are as well. This year Dr. Judith Solis has been working with attendance portion to ensure that as many kids as possible are coming to school.

Agenda Item 3: Analyze District Dropout Rates, Dropout Prevention Plans, and Graduation Rates – Theresa Urrabazo and Dr. Judith Solis, Assistant Superintendent, Office of School Leadership.

- We are putting together a handbook for the schools to use and to follow and to guide their work.
- We have 6 retention specialists; they are overlooking 94 schools.
- Numbers are changing, the Superintendent had set up a goal when he first came in that we will be under 10% dropouts. Right now, it is looking very good.
- We have to get kids into school, we can start with looking at attendance.
- We have created an orange folder for every school to keep track of attendance and we have requested attendance plans.
- Committees are meeting with retention specialists.
- High school dropout numbers were alarming.
- Students would not be considered dropouts if we have all the information.
- What is in the folder?
 - Verification process- It is important to have the right documentation or coding.
 - Check list- every time you talk to a parent or home visits; you need to put the information there.
 - Attendance matters- That is the motto for our time. Every time you make a home visit, and no one answers the door. We created this card to inform parents with facts about attendance importance and with ideas on how to improve attendance for their child.
 - Banners for school with highest attendance for every 9 weeks.

- City is supporting us with attendance
- Ways to encourage ideas for every campus:
 - Perfect attendance breakfast and have a raffle every 9 weeks, something like bikes or HEB gift cards
 - Having bikes displayed and raffling every week for those children that were there all week.
 - Principal dresses up and hands every child an incentive; such as 'leave early' pass.
 - Spell the word "Attendance" in the classroom and when we spell the word, we have a party.
 - Giving a field trip to the grades that had perfect attendance.
 - Perfect attendance trophies
 - Leverage PTAs, so they themselves encourage one another to plan an attendance plan.
 - If you don't have 90% attendance you are not allowed to buy a Homecoming or Prom tickets.
 - Testimonials posted on social media from students, so others can see them.
 - Creating a hashtag to post on social media, e.g. #countmein #AttendanceMattersSAISD

Agenda Item 4 Advise District Staff regarding Discipline Management Program including the SAISD Student Code of Conduct - Patti Salzmann and Darnell White, Director, Student Behavior & Discipline.

- How can we better support school? We are trying to put all of the programs under academics. So we can make sure we don't have two different departments recommending two different things.
- We have been working together to make sure we don't look like other districts in the way we help support schools.
- In SAISD, internal communications look like this; we merge those so that there is no conflicting information. There are many types of frame works; the one we use is the one from Harvard.
- We create theories of change, we go out to get feedback, and our target was to improve professional learning. We created a theory of change with related strategies and we implemented those. One of them was to develop professional development standards that influenced our professional development.
- SEADling, for early childhood. (Pre-k to 3rd grade)
 - We had the best national presenters that we could find.
- Strategic Priorities for 2019-2020
 - College Career and Military Readiness (CCMR)
 - School Improvement
 - Literacy Initiative
 - Fine Arts Expansion
 - Technology Initiative

- Extended Year
- Curriculum Re-Design- We heard loud and clear that teachers need support.
- All this is based on a teacher's survey. When we share our plans with alliance, they were very excited. We should be providing resources for teachers.
- We will be launching a curriculum in January designed by teachers.
 - There will be a curriculum for teachers for preparation for STAAR and then intervention from first administration to second administration where we have that at middle school and elementary.
- We looked at best practices across the country. Moving from a code of conduct that is framed around consequences to a code of conduct that is framed around restorative practices. Do we have practices that help us work with children that are in crisis? We have quite a few children in crisis. Young children speak with their bodies. Children overtime learn that those outbursts are not socially appropriate. If those kids do not get the help they need, those outbursts transform into self-mutilation, cutting, suicide ideation and suicide. Across the spectrum we have children in crisis. Our goal is to look at our entire system and transform our system. Our goal is to implement a student code of conduct that is more about supporting children and understanding children.
- Mr. White will be rescheduled to talk about SAISD Student Code of Conduct.

Questions/Concerns:

Unidentified Member: We are all in agreement that restorative justice is really important for behavioral management within our schools. However, when there are extreme behaviors that are affecting learning on a daily basis throughout the primary and the upper grade levels what is going to be in place for teachers not just professional training but consistency, not consequences across the board. Our teachers are tired.

Unidentified Member: I want to piggyback on that one, and also in dealing with the Special Ed and having all the resources of the behavior support for multiple campuses we're seeing more kids with trauma and we do need more toolkits or people in place to help us diffuse those things because our teachers are teaching so we need an extra hand or an extra focus on that.

Unidentified Member: I too want to piggyback on that you mentioned that little kids speak with their bodies the fact that we need counselors and social workers and things like that. I noticed consistently that unfortunately our counselors have a multitude of duties that don't allow them to actually counsel the children. There has been time where I'll ask them can you talk to so & so, there is so much on their plate they don't have a chance to get to them at not fault of their own, so we want them to be available for the purpose they are there for to help kind of share those duties.

Kristina Johnson: Are you at an academy? No, I'm at an elementary school. Academies only have one counselor verses two.

Kristina Johnson: I have a concern from my campus, if perhaps the curriculum department can consider the dates of SOAR training in addition to PLN's because it's creating a subvacuum where we're not able to fill subs and we're having like 10 vacancies trying to plug those in at one time. So we can look at training dates and things in that nature.

Patti Salzmann: The way that works is we publish the calendar in May of all the training for the year. Our professional development calendar we give every department. I work out every conflict so that we don't exceed the limits that calendar is published in May for the next year of all the training because what we rely on is the campuses to do is to plan PLN's outside of the SOAR training.

Kristina Johnson: Okay I'm not talking about campus PLN's I'm talking about district one's that you require the middle schools, so it really affects the academies when you have SOAR training for elementary and secondary happening at the same day.

Patti Salzmann: We'll go back and check that calendar because we tried not to do that. Just know that the professional development doesn't say you must attend. I know everybody would love to attend but if there are days where there are safety issues, we allow principals to either say no or to call them back. We'll go back and check that calendar for the academies.

Unidentified Member: Academies do not have ISS teachers and that middle schools have ISS teachers and high schools have ISS teachers but academies that go from K-8th do not have the same resources.

Patti Salzmann: Yes, thank you that's a good point. We need to put that on the school planning for the next meeting we have.

Unidentified Member: Speaking about the shortage of personnel. I know you mentioned about getting funds for the fine arts department and things like that, one of the things that I hear consistently is that we are getting lots of outside help into the fine arts department and of course new instruments are fabulous but the existing staff that we have are being stretched. Like I know on my campus alone our arts teacher is being split so what that is leading to is a lack of quality programing they can't do clubs or programs that require afterschool practice or field trips. They are only on the campus two days they don't build those relationships with the students. So sometimes when we have the outside partnership with the Tobin, if the student is doing band, they can't take those kids on the field trips, such as the Christmas programs, or the afterschool specials because they are only there for a limited amount of time. How much can they devote to a quality program when they are spread so thin. So, some of that money can go towards more people that would be great too.

Patti Salzmann: Sometimes the challenge is finding the qualified people and sometimes the programs are so small it's hard to generate a full FTE attendees with limited number of students on the campus and so the reason we went to contracted services was to work that out but I take your point and its definitely a pilot process to see if this would solve some of our challenges and the feedback is going to be important in helping us evaluate whether the program will be continued.

Announcements/Adjourn Meeting, Kristina Johnson - There being no other announcements, the meeting was adjourned at 6:19 p.m.

Minutes submitted by DLT Secretary, Ms. Ana Valeria Gonzalez

Attendance Report for November 07, 2019

Attendance Report for November 7, 2019

Present

Arizmendi, Graciela
Arredondo, Jenny
Balog, Steffanie
Casanova, Jennifer
Delgado, Michelle
Diaz, Johnny
Doyle, Kendra
Elder, Elizabeth
Espinoza, Manuel
Fears, Isabel
Garcia, Gabrielle
Garcia, Frank
Garza, Larry
Gonzalez, Ana Valeria
Green, Christopher
Hanovice, Kathryn
Johnson, Kristina
Martinez, Pedro
Molloy, Amy
Pegues, Lloyd
Pegues, Lanye
Ramos-Coto, Claudia
Rodriguez, Nancy
Rogers, Carla
Sledge, Sharita
Stetz, Jenalyn
Trueblood, Jessica
Wyckoff, Erika

Excused Absence

Delahaya, Sara
Grant, Tiffany
Lucio, Cathy
Martinez, Diana
Mosley, Amanda
Thompson, Toni

Absent

Barnhouse, Elizabeth
Cantu, Amelia
Castillo, Gloria
Coley, Katherine
Estrada, Grace
Halderman, Ralf
Miller, Danielle
Sandoval, Anna

Other Present

Amphlett, Luke
Bordes, Mary
Insall, Marivel
Mendoza, Theresa
Potter, Shelley
Salzmann, Patti
Solis, Judith
Uribe, Sandra
Urrabazo, Theresa
White, Darnell

Attendance Report for October 17, 2019

Present

Arizmendi, Graciela
Arredondo, Jenny
Balog, Steffanie
Diaz, Johnny
Doyle, Kendra
Garcia, Gabrielle
Garcia, Frank
Garza, Larry
Gonzalez, Ana Valeria
Grant, Tiffany
Johnson, Kristina
Martinez, Diana
Martinez, Pedro
Mosley, Amanda
Pegues, Lloyd
Ramos-Coto, Claudia
Rodriguez, Nancy
Rogers, Carla
Stetz, Jenalyn
Wyckoff, Erika

Excused Absence

Barnhouse, Elizabeth
Cantu, Amelia
Casanova, Jennifer
Castillo, Gloria
Coley, Katherine
Delahaya, Sara
Delgado, Michelle
Elder, Elizabeth
Espinoza, Manuel
Estrada, Grace
Fears, Isabel
Green, Christopher
Halderman, Ralf
Hanovice, Kathryne
Lucio, Cathy
Miller, Danielle
Molloy, Amy
Sandoval, Anna
Sledge, Sharita
Thompson, Toni
Trueblood, Jessica

Absent

N/A

Other Present

Cannon, Monica
Curiel, Joe
Morales, Marco
Neri, Giovanni
Rendon, Sylvia
Rodriguez, Andi
Silvas, Rebecca
Uribe, Sandra
Urrabazo, Theresa