



APPROVED

Feb. 6, 2020
S. Uribe

Meeting: San Antonio Independent School District - District Leadership Team
Date: Thursday, January 09, 2020
Location: Caf college, 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 December 05, meeting minutes was made by Kristina Johnson; minutes were approved by acclamation.

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

- First before we start can we have a moment of silence, we had 3 deaths from our SAISD family.
- Hope you had a great holiday and had a chance to rest.
- This month we will be doing multiple things, I will come back in February, at the latest March giving you an update on 5-year goals. We are presenting 2020-2025 goals; we are doing a workshop with the board on Monday to talk about them. What you are going to see is not a big shift from 2020 goals. My biggest goal was to be a B district by 2020 and get 70% of our schools to be A's and B's, we did not hit that. What we did not realize when we set those goals was that less than 10% of those schools back in 2017, were A's and B's. Good news is that we have tripled that number. We are at 27% and that will be over 30% this year. We are doubling that goals, our goal to have 70% of our schools to be A's and B's by 2025. So, we end up being an A district by 2025, it means that in our state you cannot be an A district if you have D or an F campus.
- You are also going to see an alimnt to the current accountability system, we want to make sure that our schools are really focusing on meets, because with the new system even if our children hit approaches 100% of them, you are still an F. You really just get 1/3 of the points out of a 100. Meets is the place to be, you are still going to have children that will grow, a lot of the children are starting below grade level that is the reality, that is a symptom of poverty. We are always going to depend on growth, but growth only gets you so far, our schools that are sustaining their academics they have to get their kids to meets and if their kids are at meets you cannot afford for them to go backwards if anything you need to get them to masters.
- The Board gives feedback on Monday, if the board feels comfortable from there, I will bring it to DLT. I will start taking to principals and in February I will start going to the community as well. Really nothing will be finalized until the end of the school year.
- Two things are happening at the same time on Monday we will give an update to the board about our school performance. Basically, what is happening across all of our school is that we are getting feedback from staff and parents. What that is really doing for us is we want

70% of our schools to be A's and B's what does that mean? What we are building into our system, is something that could really takes into account the culture of the building; in other words, we are using our staff surveys. How do our teachers feel about their school? We did a sample pilot of student's survey (3rd grade and up) on 12 schools. Based on the information we got there, we are doing a district wide this year. We also did a parent survey last year, where we doubled the participation more than the national average. We did that at 12 schools, we are doing it district wide this year.

- If we are going to say that 70% of our schools are A's and B's in 2025, it is one thing to say we have an A school based on the accountably system, but if teachers are not happy and students are not happy and parents are not happy. Is that really an A school?
- Our goal is that by June, or around the end of the school year, we will formally come out with this is our school performance, this is how we will define if our school is an A or a B. We are using different terminology. For example, we are using Distinguished for an A school, accomplished as a B school, focused for our F schools and Developing for D schools. This is not final.
- We are going to start going out to schools to talk about enrollment plans. One of the things I am seeing more and more, testament to the work that is going on in our schools. Even when a campus is IR, I look at all the schools around that area especially charter schools and what is fascinating when I find those schools that are not in our district serving the same or close to the same population of children, they are IR as well.
- I am reminding families and reminding our principals and teachers, you got to talk about that because when you say developing it is developing even if it's a D. When you say a Focus school, these are schools that are doing a lot of work. For us, we want to look at enrollment plans for next year, we want to be strategic. This year we started to stabilize; we are still not there. The end goal for next year is stabilize, we just want to stop declining in enrollment. We want to get really intentional that parents, that we are talking to them about what is happening in their neighbor schools.
- We need to remind parents that there are options within our district. I always tell parents "I challenge you to find an option that you can't find in our district. What is it that somebody has that some else has right now? Find me something that we don't offer right now, because I want to know that too."
- We will start working with principals and doing enrollment projections by the way we are also looking into having good conversations where we are going with our Special ED. Programs. One of the areas that I will tell you we have a challenge. This is an area that we are building a 5-year plan and what could happen, potentially starting on the Fall of 2021, we could start setting up schools that become specialized not 100% with special needs, but with a higher percentage of special needs children, say 30% or more but with a significant amount of resources to support those children. Also looking what are the most successful models in the country around this type of work. For example, one of the models we are looking at is Montessori. When looking at special needs children wherever I see project-based learning it is amazing the things that I am seeing and the things they are able to do.
- As we revised our 5-year plan, we are developing our school performance framework and identify key goals on how they are going to support campuses and support the district reaching these goals.
- Special ED. will be developing a long-term plan and will have at least 3 key goals. One of them will be developing new school models and then we will identify school campuses and then start saying, can we make this a hub across the board.
- We are looking at schools that have a significant amount of Special ED. programs and are still struggling and are an F campus. Special ED. requires a great amount of resources.
- Another thing I will update you on is the capital budget. Board has not approved anything but we are looking into 1.2 billion in total. It will be 100 million dollars that will specifically for technology. The goal will be to update every single classroom in the district without exception. Let's set a minimal standard for every single classroom.
- The second goal that we want to accomplish is that there will be a second bond, that will be a little over 1.1 billion. We are in the process of picking this up. We are looking at finishing

up high schools, what that means, all the gyms, all the fields. In this community high schools are very important. Second principal is that we actually did a list of school with the board that are at meets. We came up with a number that was up to a billion dollars, we had different categories of schools. Where 1 will be schools that have not been touched in at least 20 plus years, maybe just some emergency work. The goal is to prioritize those schools. Then we have a category 2, those schools have had some type of renovation but still need work to be done. We are first looking at the category 1 and saying how many of those can we get done and within category 1 we are going to prioritize our neighborhood schools and our comprehensive schools first. Our 2030 goal is that every school is part of a bond. We are not raising rates to raise those bonds. Every school by 2030.

- In the big bond we will update security equipment in every school. It will tackle every AC in every school.
- The schools that we might not put in bond 1 is our early childhood centers and Alternative schools and a few schools that we are looking into redesign. We want to take in account enrollment and be sensitive to taxpayers, so that they don't say, why are you putting this amount of money into this school with this many students.
- The reason why I am not putting early childhood centers right now is because I am not sure if that is going to be our strategy going forward not that we will go back on preschool programs but I am not sure on having just having early childhood programs that at do not have at least some of the primary grades if that is the right solution for us. We are not seeing that being successful in our district. We see it in our terms of enrollment, where families go to charter schools after pre-school.
- We are piloting at Carroll, which is a Category 1 school, we are adding all the way to 3rd grade. What happened at Carroll, we looked at the assessment report of some of those kids exciting the preschool program and they were outperforming everybody, they were outperforming Pre-k for SA. We went to find out what was going on at Carroll and we found out that she had this amazing partnership with UT-Austin that we now expanded to other schools. I asked the principal what is the problem? She told me that more than half of kids will stay in SAISD, but she has a good percentage that are not going to stay in SAISD. Goal is to talk to every parent and give them choices.
- We two big goals with this bond program, number one we want to have a plan to address all the needs. Number 2, we really want to be intentional about enrollment. For MLK for example, can they increase their enrollment if the building does not get renovated.
- Questions:
- Unidentified Member: When you mention all of the classroom and labs getting technology, do you mean libraries as well?
- Mr. Pedro Martinez: No matter what, our goal with this technology fund is that every classroom gets addressed. That way they are not waiting until the second bond to get that.
- Unidentified Member: There was some talk that there were going to be some restructure of academies, like moving certain grades maybe elsewhere. Has that been formalize or finalized?
- Mr. Pedro Martinez: We are making some changes but nothing really big. First of all, our comprehensive middle schools that are the big one we don't have any plans to shift them. Goal is that every comprehensive high school has a comprehensive middle school. Where we are starting to make adjustments where schools do not have the capacity. How do we help you with electives and scheduling? We are looking at some of the smaller academies what is an efficient model for an academy. How many sections do you need to be able to offer this and this? So that is something we are looking and studying. Don't be surprised if in the budget we propose an increase of resources specifically just to work on the academies scheduling issues. The goal is to figure out that first, because it is hard for the families with structure. We want to get smarted with those type of decisions.
- I also want to get smarter about Special Ed. if we start creating Special Ed. hubs, how is that going to look.
- Our DL, I am really proud of the work we did in our DL, we had our first cohort of 3th grade, that went through the program, outperformed the district. It is clear that our DL strategy is

our best strategy for ELL kids. We are doing DL at the secondary level, we started doing pilot programs at the high schools and had over 40 kids that took Dual language biology class. These are kids that had not passed the science star in 8th grade. Guess what, 80% of them passed the star test and many with high levels. For our district Dual Language programs are the best path. We just want to continue to formalize those programs. We want to get really smart on how we are optimizing our Dual Language programs.

- What I am going to ask our leaders of these academies give me a chance this year to face in more resources specifically to addressing those scheduling issues. One of the goals that we are going to put is how do we offer more high school credit in 8th grade, not just algebra.
- Since we have been expanding algebra in 8th grade one of our fears was that we were going to tank algebra in 9th grade. The kids that had to take algebra in 9th grade; how are they going to do since we were talking the advanced kids out of the element. Our algebra kids are doing well; we have double the numbers we have not seen the reduction in terms of proficiency. We are now at more than a 1/3 almost 40% of our 8th graders are taking algebra. What is fascinating, because our high school teachers had had a focus on those kids that had low score in math, our algebra scores have jumped even in the high schools.
- Unidentified Member: One of the concerns is about the teacher's survey since it is happening toward the end of the Spring, stress is high, so close to STAR. The other concern is the amount it takes to complete the survey. There was also a confusion on the leader part, teacher did not know what kind of leaders they were referring to? Campus leaders, principals, etc.
- Mr. Pedro Martinez: Our goal is the SPF. What is going to make us different than the state is our SPF. The state mainly uses pure academics mainly STAR. We are introducing all these other factors. I will encourage all of you give us the feedback. The main goal is that we want to get info from our staff. At the end of the day we want to make sure that we are ready. It is going to let us know that if we are going to have a distinguished or accomplished school what is that going to mean in our district and how do we make sure those values are reflected. At the end of the day that is what is going to be sustainable.
- We are pleased to have Mrs. Salzman, she is the best Chief Academic Officer in the country, she is building an amazing team.

Agenda Item 2: Establish and Review and Discuss the District Educational Plans, Goals, Performance Objectives and Major Classroom Instruction Program Strategic Priorities. Major Programs- Fine Arts- Patti Salzman, Chief Academic Officer Office of Academics & School Leadership

- The types of improvement that we are doing. We have to make a lot of changes. There are a lot of demands on education and teachers. We are trying to position the office of academics are support. We try to cultivate relationships with principals, teachers and upcoming DLT, we will give you an update on curriculum redesign. Our goal is to do that alongside teachers.
- We have an excellent relationship with the alliance and community partners. We meet with them frequently.
- We are trying to do things that no one else is doing; we are trying to think outside the box. How we honor the schools that we have, and we want to challenge the way we have traditionally done things so we can meet everyone's needs.
- I like to introduce Dr. Daniel Loudenback
 - I am going to give an overview of the major things that are going on in the Fine Arts department. The academy expansion that the one we have been focused in the fine arts redesign. The fine arts redesign is referenced to the work that we did my first year here, 2017-2028. Mr. Martinez told me scrap everything and start over, we are in year 2 of that of implement the Fine Arts redesign. The fines measure data. We track data in different ways, peripheral benefit. We have a little of data to share. Successes within the department as a result from the support and areas that we have targeted for growth.

- Academy expansion when that model was started there was not enough fine arts options. Now we have 23, when I first got here, we had some schools with only 1 fine arts option. Now we have 8 that have 2. We visited with principals, principal visited with students and families, they took a poll, we evaluation facilities.
- We came up with a rubric, we looked at enrollment in grades 6th, 7th and 8th, if you hit this number then you needed to have 3 programs.
- We created 36 new programs.
- The reason there was not enough fine art programs, if financial that if we were to create enough full-time salary positions to cover this 10-member band, dance class. What we started to do this year was to start community partner organizations. We decided to get this broad artists and musicians and theater professionals to come and start teaching classes in our schools. We now have access to a completely different species of arts about 11-12 programs.
- We looked at the existing programs like the ones with small number of students and we wanted to be efficient and still provide programs to those very small classes.
- Once you increase the number of teachers now you can increase capacity and more kids had more options. We have 41 programs are spread out between 21 campuses.
- We are working with many organizations. They were very anxious to work with us. We got these things started and let go on for 8-9 weeks and I contacted campus administrators and we came up with revisions to make things better.
- We will be giving every campus an instructor an additional 40 hours on top of their allotted time; we are going to call it flex time and what that time is used for is entirely up to the principal.
- Additional trainings, we took all of our contract service instructors to training session in the beginning. We have added 24 hours of training because that was not enough. Keep in mind this feedback did not come just from administrators but the organizations, they all requested additional trainings.
- We have issues with the subs, if the job is not filling in, that is causing a rippling effect. We are going to ask our organizations to keep a roster of subs that they can come in with the same background as the contractor that is teaching the classes.
- More time to plan schedule, this came up, everyone needed more time. RFP will be closed early March. Principals will be able to call instructors to come back.
- We are going to create 7 new full-time salary instructors, one for every strand. For example, band we were are going to send our band master teacher, to the Lamar band program but then start their day teaching a class at 7:45 am and the rest of their day they are going to provide classroom support for all the band contractors, that will also allow them, to become the official teacher on record. All those responsibilities will be on them. Be the primary source of curriculum, they are going to check a lot of boxes for us and will help us.
- It is our district leadership goal and I want every single student in the district in the fine arts program. We want kids involved in something. We want them to get sucked into a program as early as possible. Teach them the skills to be successful in that environment.
- I got asked a couple of times, if we start adding these programs in the academies are, we going to see a participation bump. My initial answer was no, because this is all about options, we are creating options. I was wrong, we actually saw in year 1 a significant bump in participation. We took 29 campuses and looked at fine arts participation and we went from 66% to 71% of participation, we saw an increase of 653 students in fine arts that were not participating. This is district wide Fine Arts participation in 2017-2018 we had 75% then the next year we increased to 79% then from last year to this year we increased by 965 kids, an additional 3%. So you can saw what we did at the academies is spectacular.
- This year we just finished purchasing 1.3 million dollars. Again, going back to needs assessment we did 2 years ago, there was a significant need for instruments that

had been used for 50-60 years, we needed to put those instruments to rest. We have purchased uniforms for 52 separate programs.

- Step one for us is to finish the redesign program, that is a 3 to 5-year process, we still have a lot of work to do. Once we finish that, what is our long-term goal or what are we doing next and the question that we ask ourselves is what other kids have access to that we don't have. Where are all those gaps? And how do we make up for those gaps.
- Part of the redesign that we did is that now, no matter what high school you are in you have a dance program that you can get to. We want to get them started sooner so that we could close the gaps.
- For those who were at the board meeting in December, the way marching contest is an elimination round contest. You have to win one round to make it to the next and make it to the next and our groups going back 19 years we have never made it to the final round up until last year and we also placed higher. Last year, 5 in first division and this year we have 6. Mariachi, all 7 made high schools were first division. Orchestra, as low as the numbers are, we have 3 that received first division.

Agenda Item 3: Review of 2020-21 Instructional Calendar, Patti Salzmann

- I want you to take a look at the instructional calendars. I want to say in advance, we have been working on consultation on recommendations. What you see is somewhat a reflection of the conversations.
- A1, draft calendar, typically the very first version of the calendar is what we did this year. They gave one recommendation; you remember that in October you had one day off and then the following week was a 4-day week. So the recommendation was to put the work day at the end of the week and then give the holiday on Columbus or Indigenous People's Day, we have a lot of teachers who had spouses or children who were on break and were off sink with them. We thought it was a great idea, we are going to include it on A1. We just moved it around in October. Memorial Day is after school is our that means that we work the Monday, because that is not a holiday and that is just the way the calendar fell. A1 is exactly what we did this year except we adjusted October and May looks different because where Memorial Day fell.
- Part of role is to inform teachers.
- A2, August-February is the same. In March we gave you a holiday before spring break. Look at the Monday after spring break, we gave teachers a workday. April looks the same and May instead of ending on a Wednesday, it ends on a Thursday. In our conversations with alliance in our consultation. They said, we like having a holiday every month of the year, it gives teachers a little break, but we want to be sensitive about the teacher work time. We brought up when you have a short week it encourages children not to come, because that last week in May is a short week. We said let's add a day to that week to encourage kids to come since it feels like a long week and let's return a holiday to the teachers at some time. We want to give it in the spring, choice is February, so you have another 4-day week, but we all agree that the Friday before spring break is a hard week to teach. If we move that holiday to the 12th. We would extend May week one day and give them a day in March 5th, which a horrible attendance day. When we come back it is a planning/workday.
- I can't tell you that this is finally, this is what is going to the board.
- The worst attendance day in the school day is the day after Easter, so we thought let's give a holiday there, but we started overlaying all of the other calendars for testing. We said it would be bad for teachers because we would be giving a holiday on that Monday and the first thing you come back to is testing.
- We are planning for strategic breaks throughout the school year.
- Question: What is noticed this year is, we have those PD/professional time days where it was half and half but that is not happening anymore, and it is not defined anywhere. So it is opened for interpretation so is there a way for us to clarify what that is going to look like because what you are saying now currently we only have to give you 2 hours of professional

time but we have district that are half day and it is just very chaotic. Do you know how we went there?

- Patti Salzman: I think that is It is really tied to some policy in the amount of time we give but professional development days are done at the discretion of the district but one thing I know from doing the calendar is that you are not going to see it like this when it goes out. When I look at other calendars in the state, they are beautiful and ours does not look like that. We are going to define PD day in terms of time because there is stuff that goes on and we left it out. There was not July and things happened in July, so we are putting July back. We are going to try to clean up a little bit. Any p that happens we say its optional at the discretion of the principal if we pull on PD days it makes it difficult for principals to work on strategic goals because some staff are gone. The principal can say "sorry we are working on this strategic initiative" or they can say, yes go ahead.
- Next, look at email and vote for the calendar that you prefer this is nothing official.
- Unidentified member: Unless I a m looking at this wrong, A1 has 30 holidays, A2 has 31?
- Patti Salzmann: Because we extended the school by one day and we returned the day during the year.

Questions/Concerns

Unidentified Member: No concerns.

Announcements/Adjourn Meeting, Kristina Johnson - There being no other announcements, and no concerns the meeting was adjourned at 6:22 p.m.

Minutes submitted by DLT Secretary, Ms. Ana Valeria Gonzalez

Attendance Report for January 9, 2020

Present

Arizmendi, Graciela
Arredondo, Jenny
Balog, Steffanie
Barnhouse, Elizabeth
Casanova, Jennifer
Diaz, Johnny
Doyle, Kendra
Fears, Isabel
Garcia, Gabrielle
Garcia, Frank
Gonzalez, Ana Valeria
Grant, Tiffany
Halderman, Ralf
Hanovice, Kathrynne
Hurd, Vanessa
Johnson, Kristina
Martinez, Pedro
Molloy, Amy
Pegues, Lloyd

Ramos-Coto, Claudia
Rodriguez, Nancy
Rogers, Carla
Stetz, Jenalyn
Trueblood, Jessica
Wyckoff, Erika

Excused Absence

Delgado, Michelle
Elder, Elizabeth
Espinoza, Manuel
Garza, Larry
Green, Christopher
Martinez, Diana
Mosley, Amanda
Thompson, Toni

Absent

Cantu, Amelia
Castillo, Gloria

Coley, Katherine
Delahaya, Sara
Estrada, Grace
Lucio, Cathy
Miller, Danielle
Sandoval, Anna
Sledge, Sharita

Other Present

Bordes, Mary
Davila, Ericka
Insall, Marivel
Jones, Beth
Loudenback, Daniel
Neri, Giovanni
Pegues, Lanye
Potter, Shelley
Rendon, Sylvia
Salzmann, Patti
Strelchun, John
Uribe, Sandra