

**SAN ANTONIO ISD
VISIONING WORKSHOP
January 12, 2008**

Agenda

- | | |
|---|-----------------------------------|
| 1. Welcome and Introductions of Facilitators | Robert |
| 2. Purpose of Task Force <ul style="list-style-type: none">· Review letter from Kamal to be on committee· Not a bond committee· Discuss purpose of last committee and how it differs from this committee | Kamal |
| 3. Board Resolution and Charge <ul style="list-style-type: none">· Review resolution· Pick out important points | Roz |
| 4. Schedule of Work <ul style="list-style-type: none">· Review schedule and agenda for all meetings | Roz |
| 5. Introductions of committee members | Roz |
| 6. Mission and Core Values <ul style="list-style-type: none">· Review both documents· Cannot make any decisions outside these documents | Danny |
| 7. Excellence/Equity/Efficiency <ul style="list-style-type: none">· Activity | Roz |
| 8. Demographic Report <ul style="list-style-type: none">· Summary | Kamal |
| 9. Questions from 2018 <ul style="list-style-type: none">· Activity | Roz |
| 10. Technology Survey <ul style="list-style-type: none">· Open PowerPoint· Use CPS clickers to answer survey· Review report | Roz |
| 11. What are Findings and Directions <ul style="list-style-type: none">· Review PowerPoint | Roz |
| 12. Status of Technology in District | District technology person |

- 13. Developing Technology Findings and Directions** **Roz**
- Work on laptop
- 14. Sharing** **Roz**

SAN ANTONIO ISD
COMMUNITY-BASED TASK FORCE
Meeting #1
January 12, 2008

On Saturday, January 12, 2008, the Community-Based Task Force held its first meeting from 9:00 a.m. to 2:00 p.m. The agenda for the meeting is attached. Thirty-five community members and SAISD staff who are serving on the Task Force were in attendance. In addition to the Task Force members, several SAISD central staff members were in attendance, serving as resource to the group.

The meeting opened with Superintendent Robert Durón welcoming the group and thanking them for their participation on the Task Force. Dr. Durón talked with the group about the important work in which they would be involved – developing a plan for excellence, equity, and efficiency and presenting that recommendation to the Board of Trustees. He also shared that it was not the responsibility of this group to make recommendations about school closures. Dr. Durón introduced Roz Keck, Cambridge Strategic Services, who will serve as the facilitator for the work of the Task Force.

Associate Superintendent Kamal ElHabr also welcomed and thanked the members of the task force for their participation and reviewed, in detail, the purpose of the Task Force. He reviewed the letter that was sent to the committee members asking for their participation (see attached). He also made it clear to the task force members that the work of this group is not the work of a bond committee.

The Task Force members reviewed the Board Resolution that created and gave direction to the work of the group; discussed the District Mission, Beliefs, Commitments and Core Values; and reviewed the schedule of work for the Task Force (see attached). The Task Force members discussed the terms “excellence”, “equity”, and “efficiency” and began the process of defining those terms in relationship to the work at hand. Kamal presented a summary of the latest Demographic Report conducted by Dennis Harner and Associates and presented to the District in February 2007.

Working in small groups, the Task Force members worked through an activity considering what students, teachers, instruction and environment will look like ten years from now, in 2018 (see attached). The Task Force concluded the first meeting by taking a survey about technology use: personal use of technology, students use of technology outside school, student use of technology in school.

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all of our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments and core values that guide us in our daily practices.



Our Mission Statement

To graduate all of our students and prepare them for success in higher education.

Our Fundamental Beliefs and Commitments

- Every student can learn and achieve at high levels.
 - We will make all decisions based on attaining student achievement at or above grade level.

- We are responsible for the education and safety of every student.
 - We will ensure that all decisions, actions and resource allocations are made in the best interest of the students.
 - We will ensure a safe learning and working environment for all students and employees.

- We are responsible for the efficient and effective operation of the school system.
 - We will ensure fiscal responsibility to the taxpayers of the District.

- Everyone should be treated with respect.
 - We will ensure a high level of professionalism, customer service and respect for everyone.
 - We will lead by example.

- People support what they help create.
 - We will maintain the collaborative process for decision-making.

Our Core Values

In order to achieve our goals and attain our commitments we expect the following values to guide the behavior of all employees:

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

**Demographic Analysis and Enrollment
Projections
for the San Antonio ISD**

February 15, 2007

Presented by Jerry Olson, Ph.D.

Dennis D. Harner and Associates

- **Regional Setting with 2000 Census Data**
- **Enrollment Characteristics and Trends**
- **Housing Trends**
- **Enrollment Projections**
- **Educational Alternatives Affecting Enrollment**

Table 2. District Enrollment Data

Enrollment by Grade and Year

Fall	Grade													All	EC-5	6-8	9-12		
	EC	PK	KN	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th					11th	12th
0001	178	2753	4459	4839	4667	4569	4350	4340	4102	4174	4310	4970	3700	3224	2704	57,339	30,155	12,586	14,598
0102	149	3783	4424	4680	4586	4543	4423	4229	4071	4006	4023	4845	3637	3204	2859	57,462	30,817	12,100	14,545
0203	125	3912	4467	4700	4432	4508	4369	4248	4001	4031	3908	4617	3697	3254	2851	57,120	30,761	11,940	14,419
0304	97	4120	4479	4751	4408	4365	4299	4210	4022	3956	4037	4660	3490	3153	2867	56,914	30,729	12,015	14,170
0405	67	4131	4753	4691	4426	4207	4246	4140	3981	4028	3873	4820	3368	2981	2927	56,639	30,661	11,882	14,096
0506*	62	4314	4716	4952	4451	4322	4006	4151	3683	3848	3863	4677	3647	2652	2700	56,044	30,974	11,394	13,676
0607*	61	4007	4520	4979	4676	4218	4104	3946	3690	3617	3725	4632	3612	2915	2458	55,160	30,511	11,032	13,617

*Excludes disaster relief enrollment

*Disaster Kids 0506	0	29	28	32	37	29	35	25	25	24	32	27	26	16	13	378	215	81	82
*Disaster Kids 0607	0	3	10	18	14	16	8	20	12	8	14	22	12	9	4	170	89	34	47

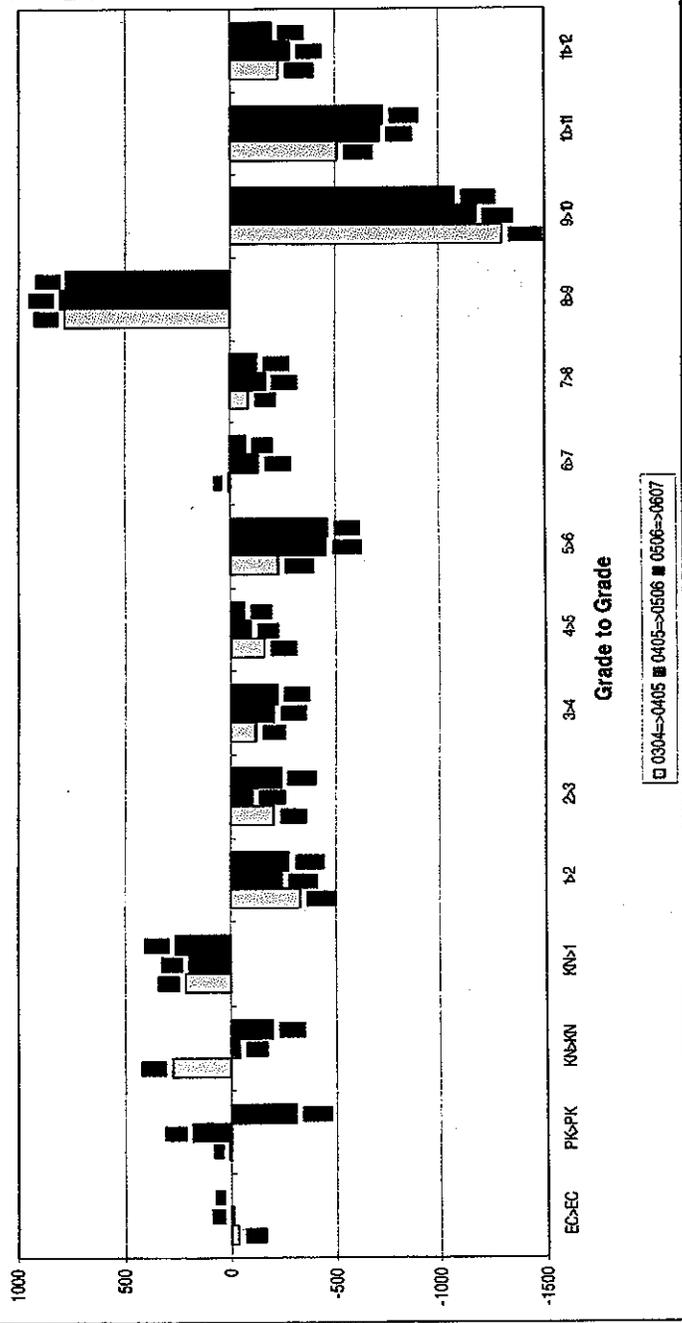
Absolute Change, Grade-to-Grade, Year-to-Year

	EC>EC	PK>PK	KN>KN	KN>1	1>2	2>3	3>4	4>5	5>6	6>7	7>8	8>9	9>10	10>11	11>12	All
0001=>0102	-29	1030	-35	221	-253	-124	-146	-121	-269	-96	-151	535	-1333	-496	-365	123
0102=>0203	-24	129	43	276	-248	-78	-174	-175	-228	-40	-98	594	-1148	-383	-342	-342
0203=>0304	-28	208	12	284	-292	-67	-209	-159	-226	-45	6	752	-1127	-544	-387	-206
0304=>0405	-30	11	274	212	-325	-201	-119	-159	-229	6	-83	783	-1292	-509	-226	-275
0304=>0506*	-5	183	-37	199	-240	-104	-201	-95	-457	-133	-165	804	-1173	-716	-281	-595
0506=>0607*	-1	-307	-196	263	-276	-233	-218	-60	-461	-66	-123	769	-1065	-732	-194	-884
Average	-20	209	10	243	-272	-135	-178	-128	-312	-62	-102	706	-1190	-563	-301	-363

Enrollment Characteristics

- Table 2 shows historical data
- Enrollment has declined every year since 2001-02
- Decline has increased in last 2 years (-595 and -884)
- Pre-kindergarten grew by 1254 while district declined by 2179

**Figure 3. Grade-to-Grade Enrollment Change,
Last 3 Years**



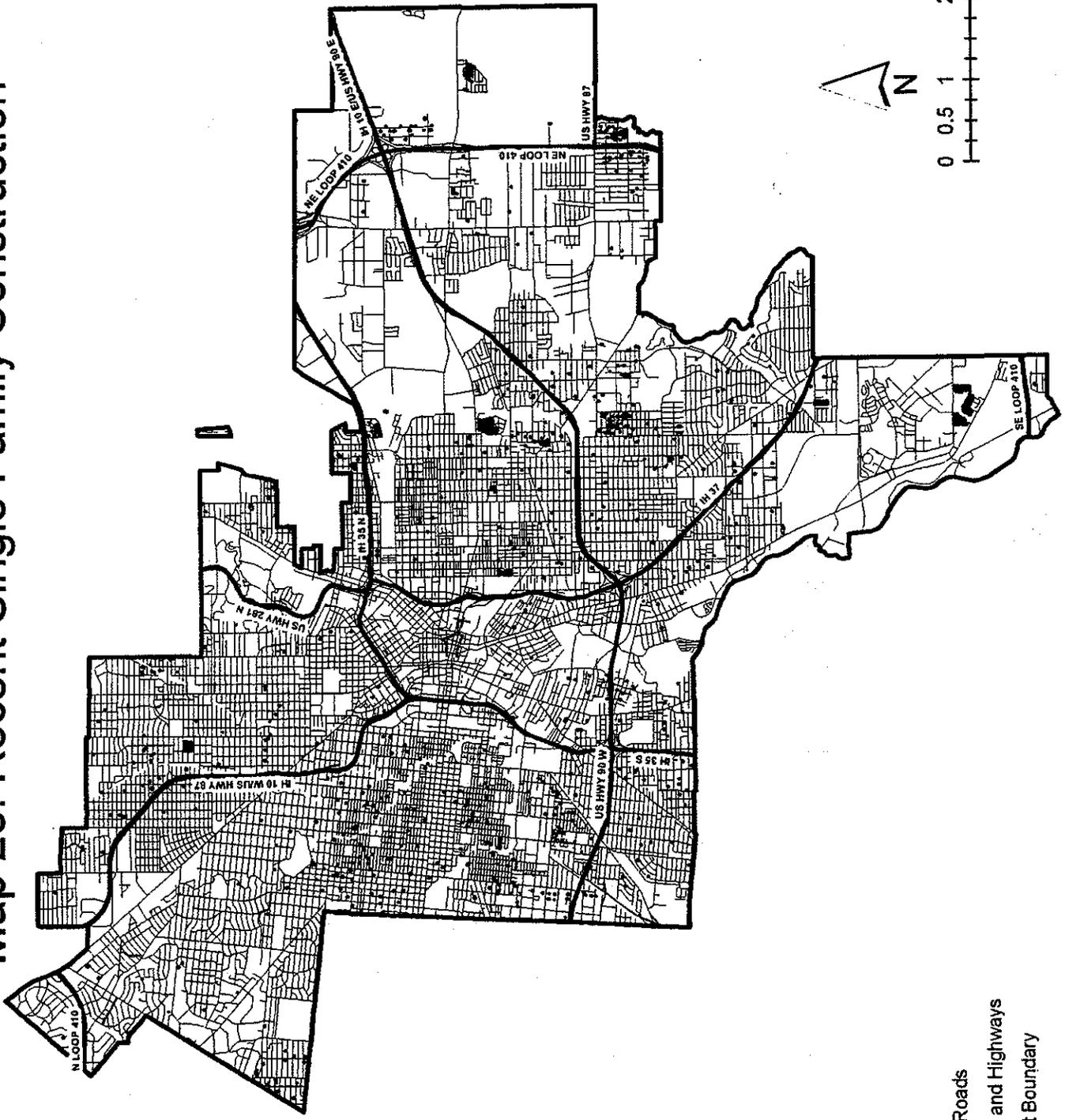
Housing Trends

- Relied heavily on appraisal district data
- Housing stock is old, small, relatively low value

Largest Subdivision Growth

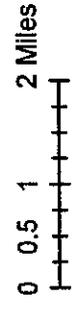
- Mission Creek—198
- Springview—110
- Rosillo Creek—41
- Historic Gardens—38
- Pasadena Heights—38
- Utopia—29
- Grandview—10

Map 23. Recent Single Family Construction



- Legend**
- Year Built
 - 2000
 - 2001
 - 2002
 - 2003
 - 2004
 - 2005
 - 2006

- Major Roads
- Roads and Highways
- ▭ District Boundary



Projections

- District level based upon cohort survival
- Birth data for kindergarten and pre-kindergarten

Figure 6. Births and Kindergarten Enrollment

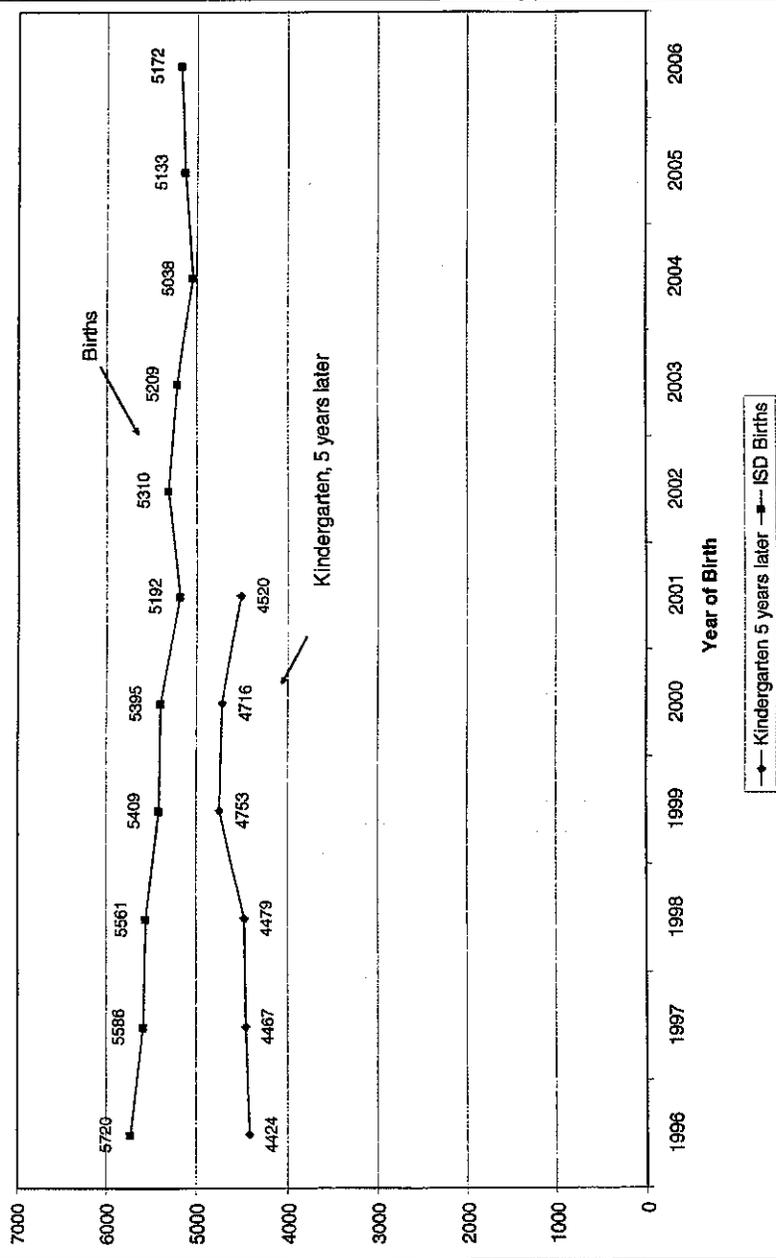


Figure 4. District Enrollment Projections

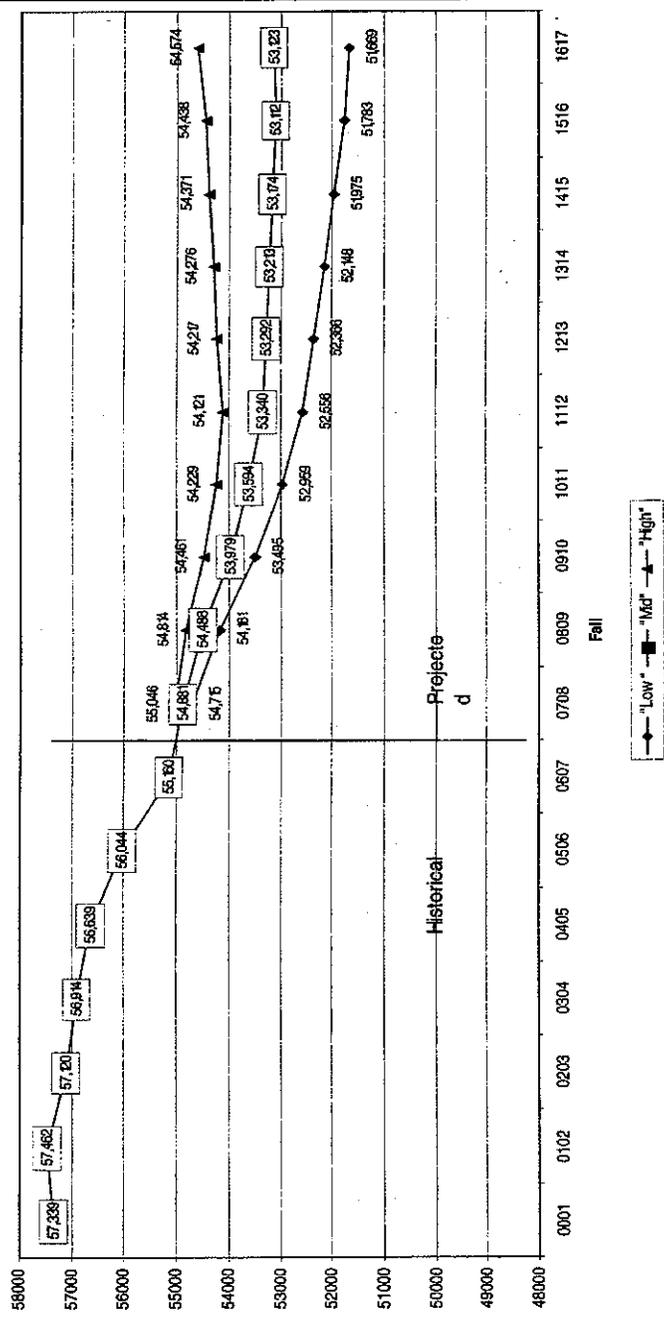
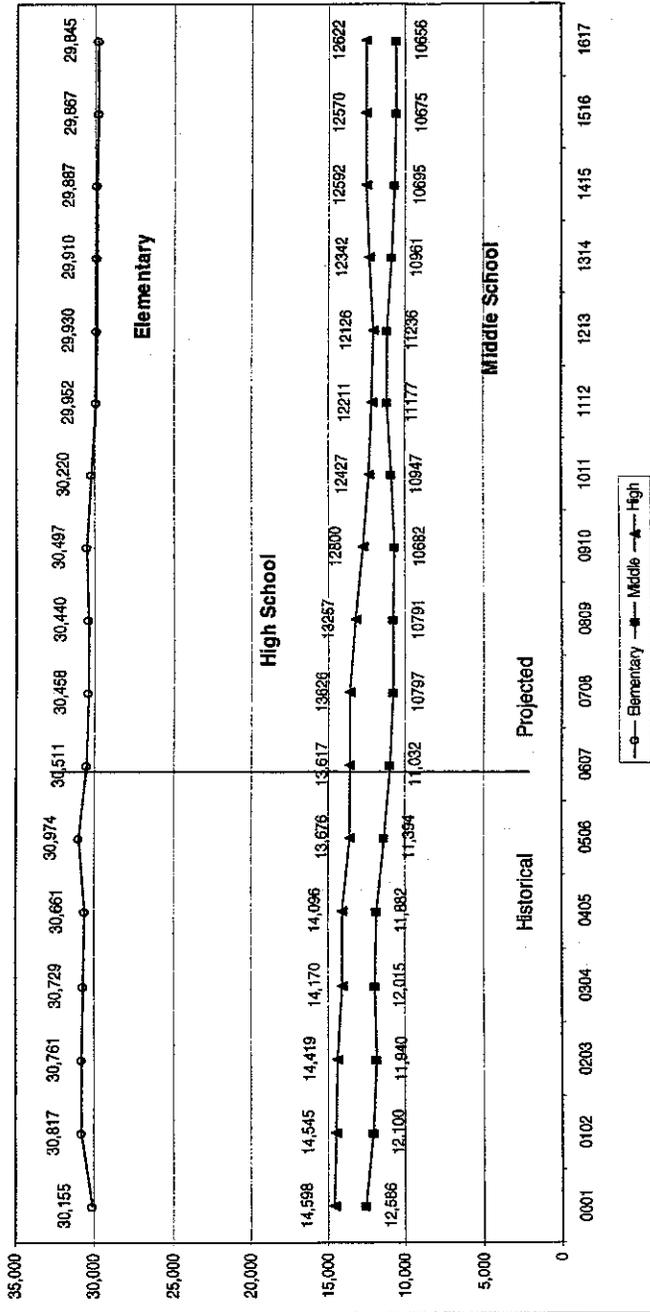


Figure 5. Mid-Range Projection by School Type



SAN ANTONIO ISD VISIONING WORKSHOPS

QUESTIONS FROM 2018

The following questions are to be answered as if it is the year 2018. The objective is to help the group ponder the future without concerns about how to get there. These apply to all types of schools.

STUDENTS

- Are our students the same as/different from the way they were in 2008? How?
- What are the skills, attributes, characteristics and behaviors with which all of our students are graduating in 2018?
- How are these exhibited by students?

INSTRUCTION

- In 2018, how is learning different for our students than it was in 2008?
- In 2018, how have curriculum and instructional methods changed?
- In 2018, how are we using technology to support teaching and learning?

TEACHERS

- In 2018, are our teachers the same as/different from the way they were in 2008? How?
- What are skills, attributes, characteristics and behaviors that all of our teachers are using to facilitate student learning?
- How are these exhibited by teachers?

ENVIRONMENT AND TIME

- In 2018, how has the school building environment changed from the way it was in 2008?
- In 2018, where and when does teaching and learning occur? At home? At places in the community? Only during school hours on school days?

**SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
COMMUNITY-BASED TASK FORCE**

IN 2018...

STUDENTS

- will want to interact visually and tactilely with information rather than simply being given information
- will be even more technologically literate
- will each have a computer
- will be much more aware of environmental and governmental issues
- will be more willing to actively approach social issues
- will be more independent, opinionated and head strong
- will have fewer literacy skills
- will choose more careers in technology
- will have less social skills; may prefer to work in isolation
- will have less opportunity for personal interactions
- will ask questions like, “What is in it for me?” and “How am I going to use it?”
- will be more aggressive in their approach to learning, in their behavior and in their pursuit of goals
- will be less disciplined
- will have a narrow focus of interests
- will be more aware of global issues at a younger age
- will have a much wider knowledge base
- will have different attitudes and interests
- will be more global learners, familiar with other countries and customs
- will have more independence in making educational decisions

TEACHERS

- who are new to teaching will be just as technologically savvy as students
- who are veteran teachers will face a learning curve in the area of technology
- will be more able to identify with students from challenging home environments
- will promote and facilitate independent learning
- will be more specialized in their teaching fields at all grade levels
- will be motivators
- will be less rigid in their instructional methods
- will incorporate lessons with technology
- will have more global certifications
- will present virtual classroom presentations
- will utilize electronic conferences
- will all be literacy teachers
- will be more committed
- will participate in professional development that will be more oriented toward current trends

- will be leaders and facilitators in the classroom, not lecturers or giving all answers
- will provide more student centered activities
- will use a variety of learning styles learning
- will maintain the fast pace of student learning
- will be constantly moving while facilitating student activities

INSTRUCTION

- Technology and the internet will be an integral part of the learning experience
- Instruction will be tailored to technology, and should be applied to each subject
- Distance learning, on-line courses, new virtual learning will be a bigger component
- Students will need technology to learn because they will become more visual learners
- Technology will advance beyond present day communications
- More home-based self instruction
- More hands-on learning opportunities
- State required technology courses
- More interactive software programs
- Problem solving, project based, inquiry learning; learning by doing
- Integration of community services and a connection between schools and institutions of higher learning
- Only one district (consolidation of school districts) not bound by geographic boundaries
- More corporate interaction – internships with businesses, better mentorship opportunities, blending instruction into the workforce
- College will be more of a requirement for many entry level jobs
- More independent learning, teleconference instruction
- Students will be receiving direct instruction from employers (on the job training)
- More independent learning opportunities
- Facilitated learning
- Professional development available for teachers online
- Video conferencing
- Age appropriate teaching methods
- Parents will have the option to let students take on-line courses and to get their instruction in places other than the classroom – i.e. in the community
- Classroom instruction will be less formal

ENVIRONMENT

- Schools are safer, more advanced and more conducive to learning
- Learning will typically take place at school during the traditional school day, but there will be a greater ability to serve students with different or additional needs
- More Legislative mandates
- Energy efficient with adequate heating and air conditioning
- New and renovated facilities with appropriate connectivity to support technology innovations
- On-line sources will make learning available at student's convenience
- Utilities may be more efficient – Solar energy

- Cleaner power
- Utilities will be more expensive
- Community will be more involved in the education of our students – i.e. spring break camp
- High schools will need to change radically – move away from set place and time.
- Flexible days and hours – redefine the school day
- Change will start at the elementary level and move up to high school
- School community takes on more than education – incorporate other services
- Mode of communication will change – greater move to electronic text – less face to face, voice only etc.
- School environment will be smaller
- Higher prices of fuel will create a need for higher efficiencies
- Less immediate social interaction
- More technology - fewer textbooks
- Libraries may be limited with on-line books and e-books
- We will still see elementary students going to school and secondary students having options as to where learning takes place