

APPROVED
DEC 15 2016

BY: DLT membership



Meeting: San Antonio Independent School District - District Leadership Team
Date: Thursday, November 17, 2016, 4:45pm
Locations: Burnet Center
Chairman: Mr. Pedro Martinez, Superintendent of Schools
Co-Chairman: Ms. Giselle Calejo
Members Present/Absent: See information at the end of the minutes

Call to order: Dr. Matt Weber, Deputy Superintendent for Instruction introduced the new DLT Co-Chair, Mrs. Calejo. DLT Meeting was called to order at 4:51 p.m. by DLT Co-Chairman Giselle Calejo.

Dr. Weber brought greetings on behalf of the superintendent as the superintendent was not able to attend the meeting.

Dr. Weber said that at the next meeting of the DLT, one of the topics for discussion would be the calendar for the start of the new school year.

Review and Approval of Previous Minutes: Motion to approve the minutes from the October 20 meeting was moved by Ann Boris and seconded by Rene Gutierrez. Minutes were approved.

Agenda Item #1 Presentation of Bilingual Department Initiatives: Ms. Olivia Hernandez, Assistant Superintendent for Bilingual, ESL and Migrant Department, began with a little personal background.

She was born in Monterrey, Nuevo Leon in Mexico and grew up in Chicago. Her parents made time for learning at home and used Mexican textbooks to practice reading and taught her math, science and social studies in Spanish. Ms. Hernandez was a teacher in Hidalgo ISD for 24 years. At Hidalgo ISD she also was an assistant principal, principal and lead dual language program as well. She continued her career in Austin ISD as the Director of Bilingual and ESL programs in an urban district with 23,000 English Learners and more than 50 dual language programs.

Ms. Hernandez said that about half of English Learners (ELs) across the nation do not cross the high school stage. She said the goal of the SAISD Bilingual department is to close the graduation gap of ELs.

- SAISD has approximately 10,000 ELs
- An EL (or LEP) is a student that arrives to the school and they do not speak English. Students are tested when they arrive and are identified.
- SAISD has approximately 6400 ES, 1700 MS and 1500 HS ELs
- Our goal is to close the achievement gap of ELs and all special populations
- SAISD measures the success of ELs with STAAR assessments and MAP. The state measures through STAAR and linguistic progress through TELPAS, which is reported in PBMAAS (Performance-Based Monitoring Analysis System) by TEA.

- We serve students through bilingual and ESL programs
 - Late Exit transitional model--leave the bilingual program in late elementary years (5+ grade)
 - Majority of ELs in elementary are served in late transitional model
 - Two-way dual program at Bonham Academy and Herff ES

Major initiatives

- International Welcome Center opened the first day of school
 - The center serves as liaison between parents and child's home campus.
 - English Learners are helped with registration. The students are tested in a specific center where a purposeful decision of where the students will be placed
 - Students arrived from Honduras, Mexico, El Salvador, Europe, Africa and refugee as well.
 - Students are tested and placed in the appropriate grade level based on how much school they have had depending on their age.
 - Each campus does this now, but eventually the International Welcome Center will take over this responsibility from the schools
- Bilingual/dual language Redesign Committee
 - The redesign committee consists of about 30 people including teachers, administrators and university professors
 - The committee looks at bilingual programs being implemented in SAISD
 - The purpose of the committee for SAISD stakeholders is to own the decisions of how we are going to redesign the programs
 - We are learning what research says, what policy states and what is happening in the schools and what a program should look like.
- Dual Language Summit
 - Dr. Cathy Escamilla presented to teachers and community on Bi-literacy
- Mark Twain Dual Language Academy for 2017-18
 - Parent and community meetings being held to explain benefits of a Dual Language Program
 - Strong collaboration with different stakeholders--university, community leaders, etc.
 - Will begin with Pre-K to second grade

Ongoing

- Bringing more support to the schools
- Improvement to the LPAC process, reviewing every EL student and their placement
- Redesign committee will continue next year to focus on all levels of bilingual programs including ELS secondary programs
- Continue community collaboration
- Focus on Biliteracy program

The Redesign Committee is looking at research, policy and practice to bring this together and have a sustainable implementation.

Late Transitional Model

The redesign committee found when looking at the bilingual programs the Late Transitional Model (TEA law Chapter 89) that the law states- A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish and transfers a student to English-only instruction... academic work in the students' first language along with meaningful academic content taught through the students' second language, English... language proficiency in the students' first language and English

- The law verses what is happening in the classes is that 85% of instruction is Spanish and 15% is English only (k to 2)
 - 65% Spanish and 35% English 3rd grade
 - 100% 4th and 5th English only
 - This is not a late exit transitional programs and is a really an early exit programs because the Spanish is dropped by 4th and 5th
- A transitional program brings more English into the lower grades sooner and not stopping the development of the student's native language because we've learned through research that the stronger the student is at their native language, the stronger they will apply their second language.

A DLT member asked how this program affects the classrooms such as 4th and 5th that are mixed with bilingual and English students.

Ms. Hernandez responded that the Redesign Committee is looking at that, especially in the delivery of instruction. More professional development will be offered.

Mr. Rene Gutierrez asked what happens after elementary?

Ms. Hernandez said we find that if recent immigrants at the secondary level receive content instruction in Spanish, the students will acquire the English language.

Ms. Hernandez then introduced Dr. Mario Ferrón, Coordinator, Dual Language Programs. He is from Pharr-San Juan-Alamo ISD where he worked with dual language programs for 22 years and graduated 8 cohorts of students in advance courses in Spanish.

Ms. Hernandez finished her presentation by reiterating the goal for Mark Twain Dual Language Academy, and for dual language programs, is for students to acquire high cognitive and academic achievement in two languages.

Action: No action was necessary on this item at this time.

Agenda Item #2, Presentation of Talent Management Pathways: Dr. Matt Weber, Deputy Superintendent for Instruction.

Dr. Weber reviewed a PowerPoint with DLT members on the Talent Management Pathways. He said that education is becoming even more competitive and we all compete for students, teachers and leaders. The pathways will help our district build opportunities for our staff and create a pipeline for teachers. Dr. Weber highlighted new programs including:

Aspiring Principals (New Leaders)

- Leadership development for assistant principals who want to become principals. It's a rigorous and comprehensive program
- Program started in 2016 with a cohort of 5 candidates
- For 2017-18 10 to 12 candidates will be selected

Relay Programs

- Residency for interested staffers who want to become teachers through the Relay Teaching Residency program.
- Can eventually earn a Master's degree
- Residency served at Ogden Elementary to start Fall 2018
- Cohort of 25 the end of the first year they will be certified as a teacher
- Through Relay, teachers will have an opportunity to earn a Master's Degree in English, Math or Science
- 75 candidates will be selected to start in Spring 2017
- Completed in 15 months – Tuition-free
- Must commit to stay with SAISD for at least three years

Dr. Weber said that as the district expands dual credit for students, we need the teachers with Master's degrees to be able to teach those courses. This program will enhance our teaching capacity

Master's Program in Reading with Texan A&M San Antonio

- We need our teachers and implementation specialists to be strong in reading
- First cohort of 20 teachers began this year
- 36-hour Master's program that is tuition-free and completed in two years
- Three-year commitment

Trinity University MAT Teaching Residents

- Work with a master teacher year at the Advanced Learning Academy
- Next year cohort 12
- Earn a Master's of Arts in Teaching

In another program with Trinity:

- Trinity Implementation Specialists selected will be released part-time for teaching assignments to pursue hands-on leadership experience in their school setting
- Next cohort year 15
- Pipeline to teacher or Assistant Principal
- Work in an instructional role

Bexar County Prep Read/Connect/Build

- Region 20 cohort
- Assistant Principal to Principal program
- We have a number of principals that have gone through program

McNeil Foundation

- Path way for master teachers to become assistant principals
- 1 semester to receive mid-management certifications
- This is a free program

Multi-age classrooms Multi-age classroom accelerated program

- Extra time during school year and summer
- Full and summer \$15k stipend for those teachers
- Funded by the TIF grant
- Offered next year to 34 campuses

UTSA Urban School Leaders Collaborative

- Master's in school leadership in 18 months
- Since 2004
- We are in the 7th cohort

Texas A&M S Model for Success Cohort

- Started 2011
- Pathway for college students to become teachers
- The number of student teachers is low compared to need

DLT member asked about paraprofessionals and Dr. Weber said the Relay program will accommodate 25 paras and he encourages them to apply. That way they will have their salary and a stipend. We have a lot of good instructional aides that can move up to become teachers.

Action: No action was necessary on this item at this time.

Announcements/Adjourn Meeting: Ms. Calejo announced the tentative date of the next meeting is December 15.

There being no other business, a motion to adjourn was made by Maria Cruz and seconded by Dr. Cassie McClung and the DLT meeting was adjourned.

Attendance Report for November 17, 2016

Present

Barnhouse, Lisa
Boris, Ann
Calejo, Giselle
Carreon, Dorothy
Cruz, Maria
Elizondo, Miguel
Garza, Larry

Gonzales, Tanya
Greimel, Andrea
Gutierrez, René
McClung, Cassie
McKevitt, Larry
Meza, Alice
Orozco, Nicole

Palacios, Siomara
Parker, Shelby
Stamper, Elizabeth
Stevenson, Cynthia
Stoks, Barbara
Vázquez-González, Carmen
Weber, Matthew
Solis, Cynthia
Thomas, Brian
Thompson, Toni
Villalpando, Ralph

Excused Absence

Castano, Brian
Cepeda, Clarisa
Flake, Natalie
Grimes, Jennifer
Hardaway, Brenda
Martinez, Pedro
Mendoza, Gabriel
Rodriguez, Guadalupe
Sanchez, Tillie
Sellers, Doug

Absent

Arredondo, Jenny
Edwards, Cornell
Ehlke, Cherin
Garza, Steven
Hernandez, Olivia
Jimenez, Gina
Moreno, Bianca
Orta, Ernest
Pastrano, Jason
Rivers, Gregory

Others Present

Flores, Irene
Galvez, Rosamaria
Guardia, John
Prado, Cindy
Rau, Seth
Uribe, Sandra