



# Superintendent Report February 22, 2022 Dr. Eduardo Hernandez



# The Great Society





# CULTURE

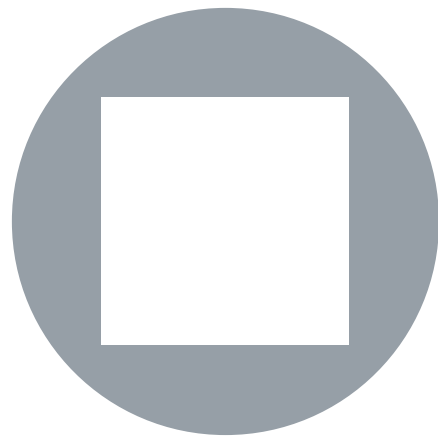
# Leadership Matters



Everything Rises or Falls on Leadership



Leaders Develop Other Leaders



Leaders Execute and Deliver Outcome(s)



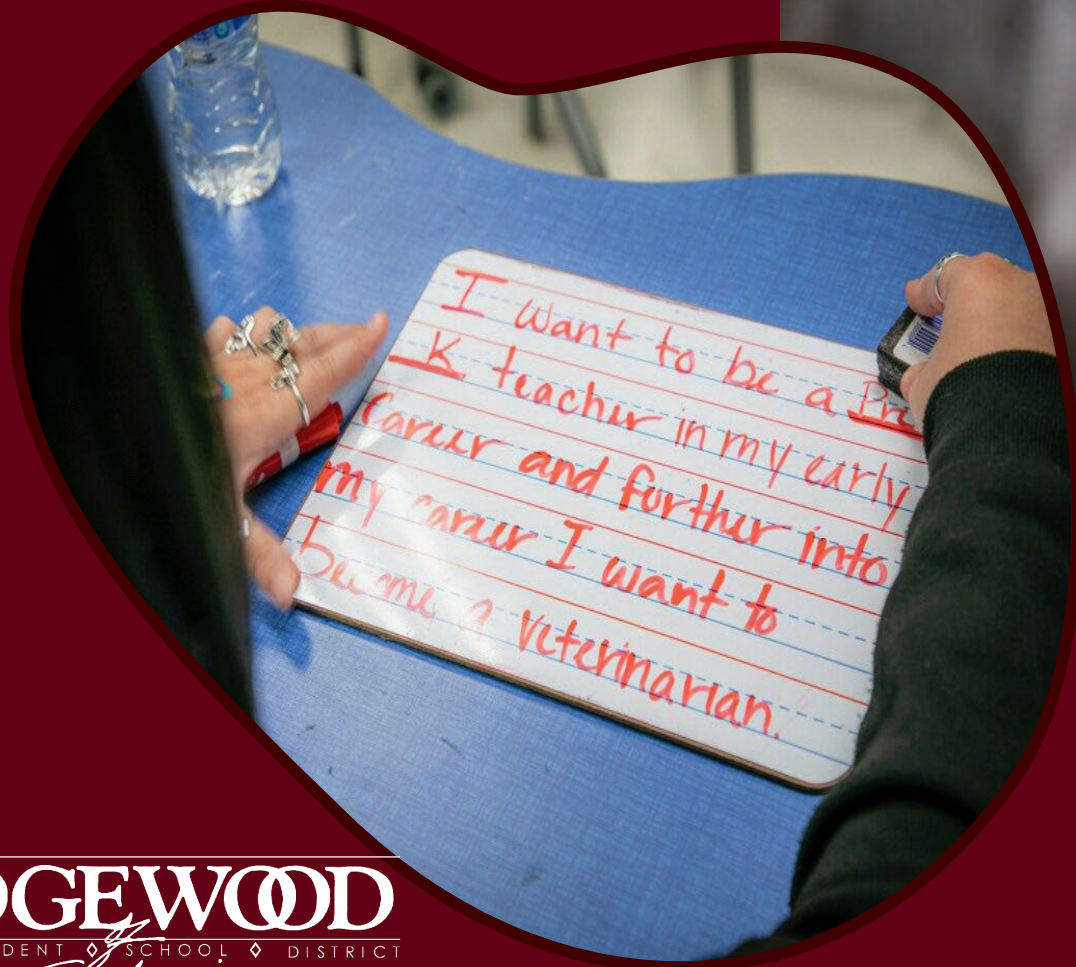
Leaders Stay The Course

# People Are Our Foundation





**#SERVEANDSUPPORT**



#ServeandSupport

# VISION 2025

## Mission

Edgewood ISD provides an exceptional learning experience that engages, empowers and prepares students to compete and reach their highest potential in an ever-changing world.

For every child, success in life. Edgewood Proud! **Vision**

## Outcome

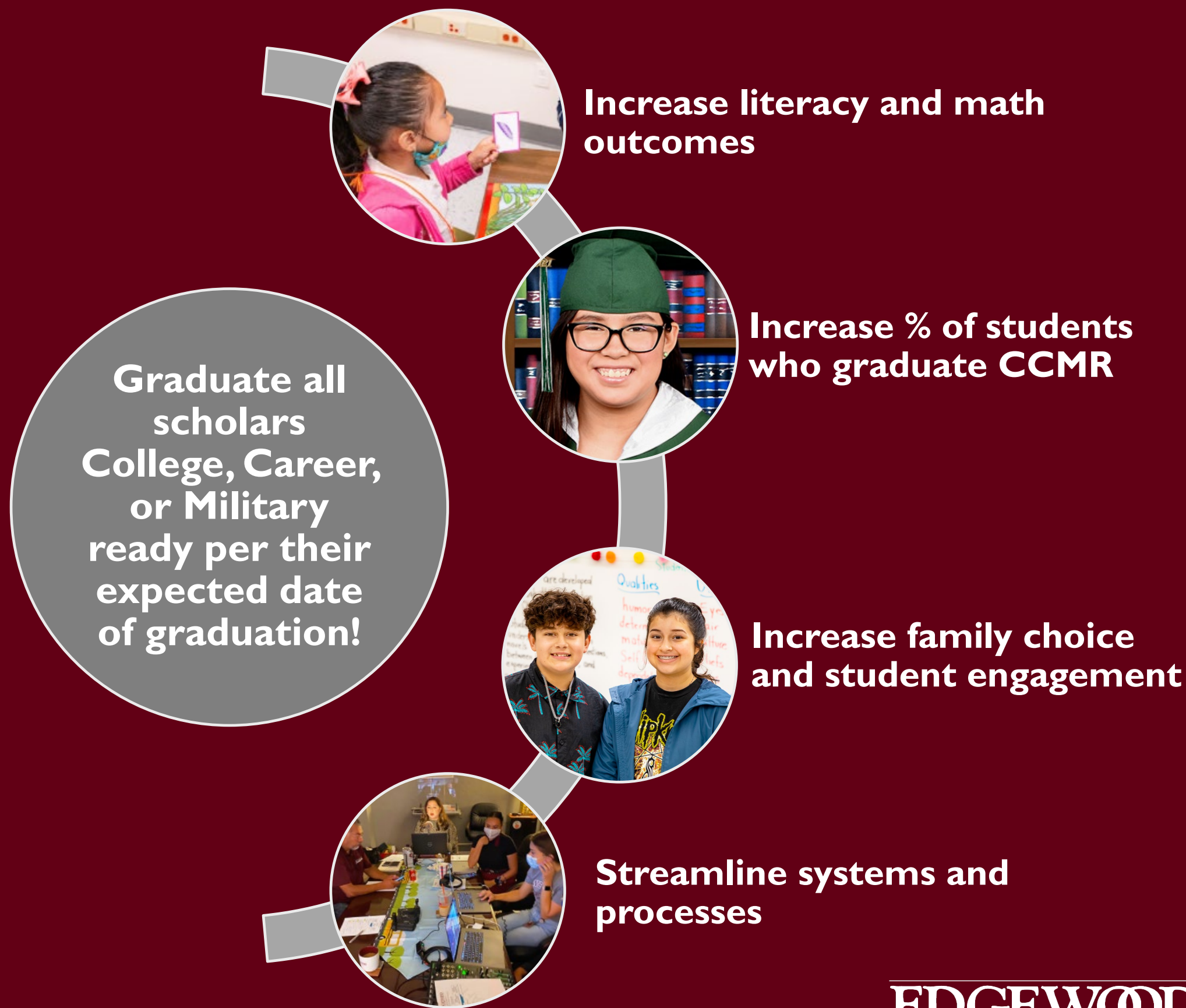
Graduate ALL scholars College, Career, or Military ready per their expected date of graduation!

- P = Professionalism
- A = Accountability
- C = Communication

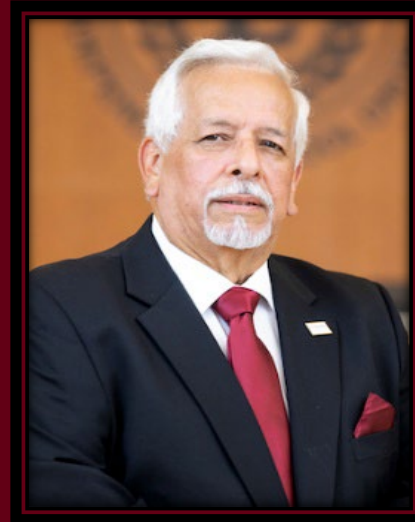
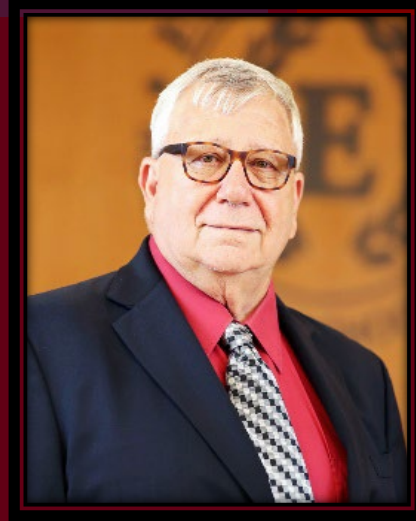
## Core Values

## Board/Superintendent Goals

- Goal 1: Focus On Student Success
- Goal 2: Focus on Students, Families & Community
- Goal 3: Focus on Operational Excellence
- Goal 4: Focus on Employee & Organizational Improvement
- Goal 5: Focus on Financial Stewardship







# Typical Board Month

**Board Workshop:** Workshops can last 4 to 6 hours long. Our board learns about items that will be presented at the regular board meeting for approval. They can take a deeper dive and ask questions on items presented. These are held once a month.

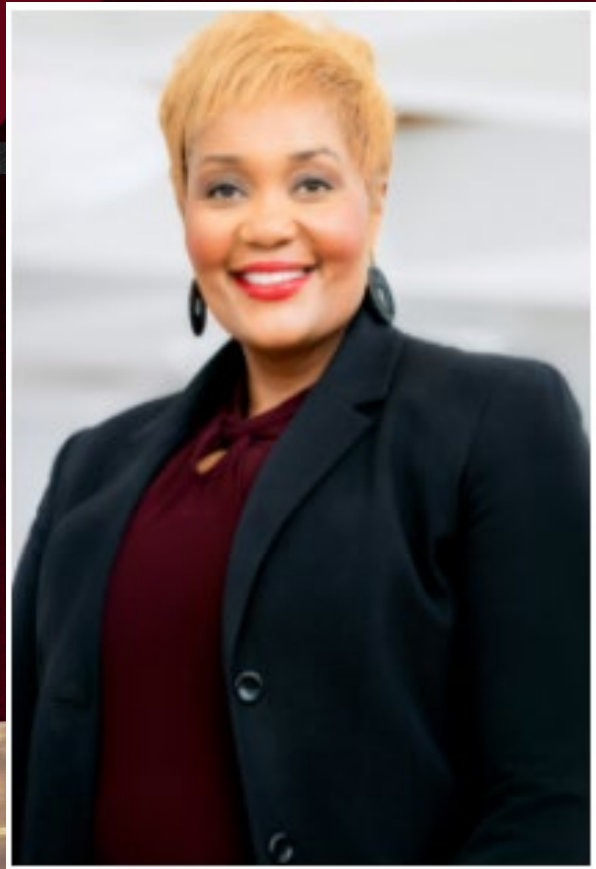
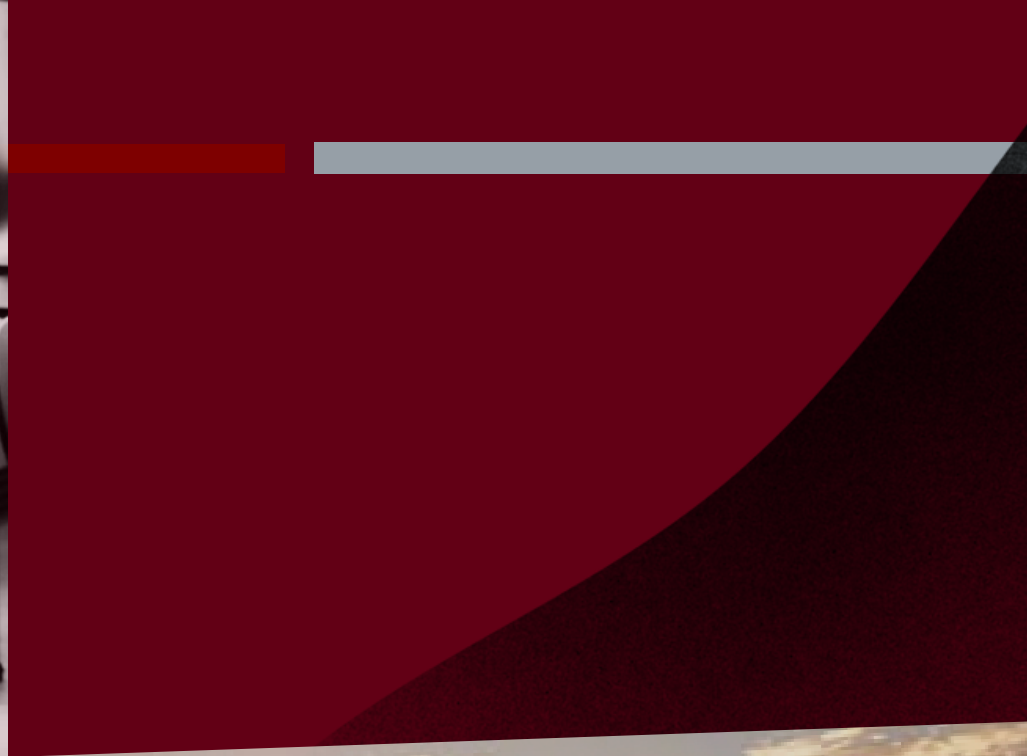
**Board Briefing :** Monthly 1 to 1 conferences with the Superintendent. These meetings tend to last about 2 hours. This is an opportunity to ask any clarifying questions.

**Board Meetings:** Meetings can be between 2 to 3 hours long. These are held once a month. It is at these meetings that Board of Trustees approve all items on our Consent Agenda, if they believe it is in the best interest of the district.



# Leadership Matters

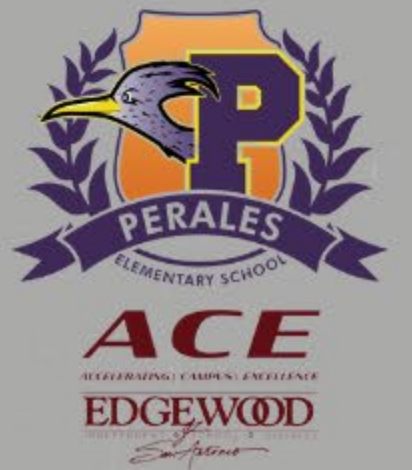




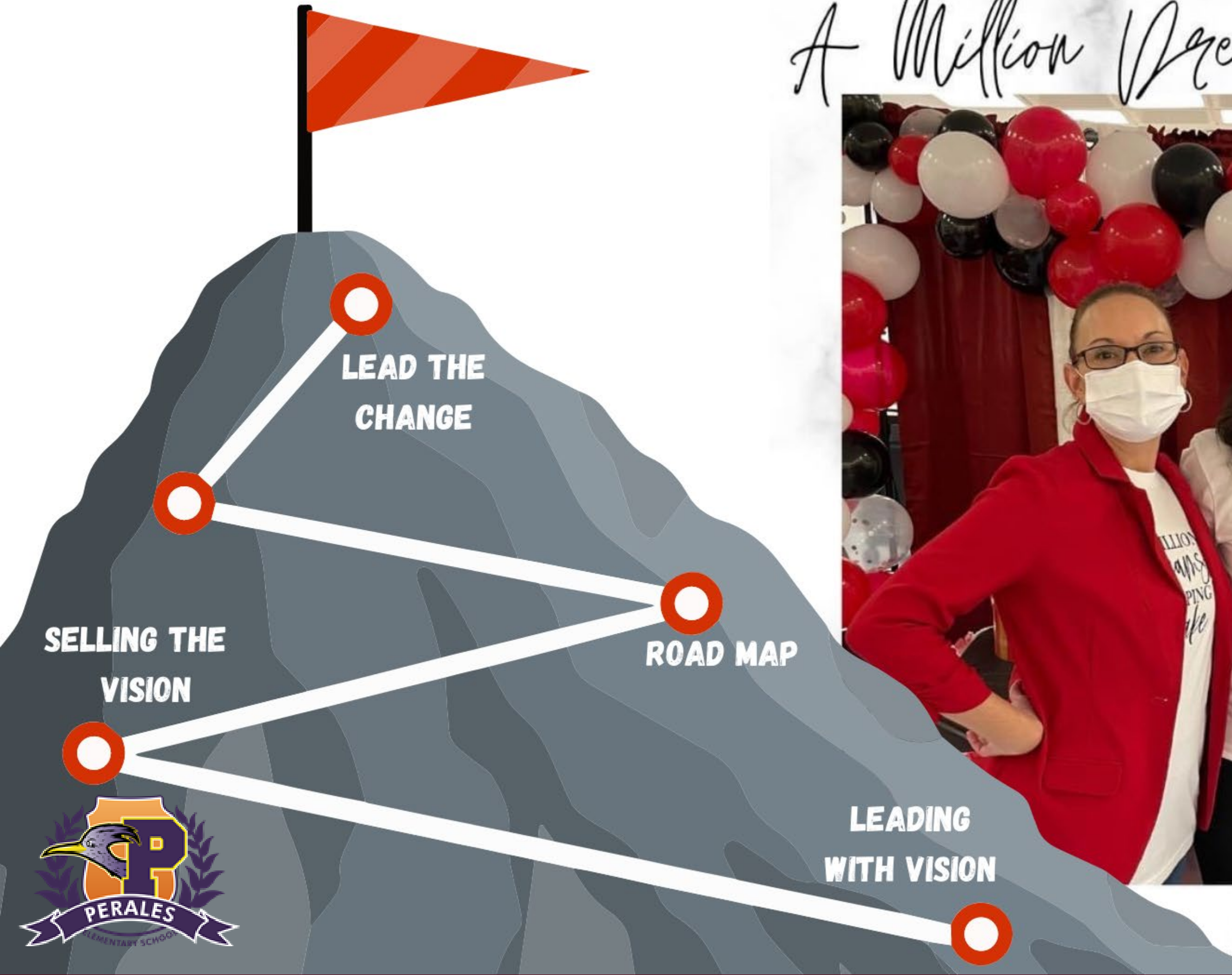
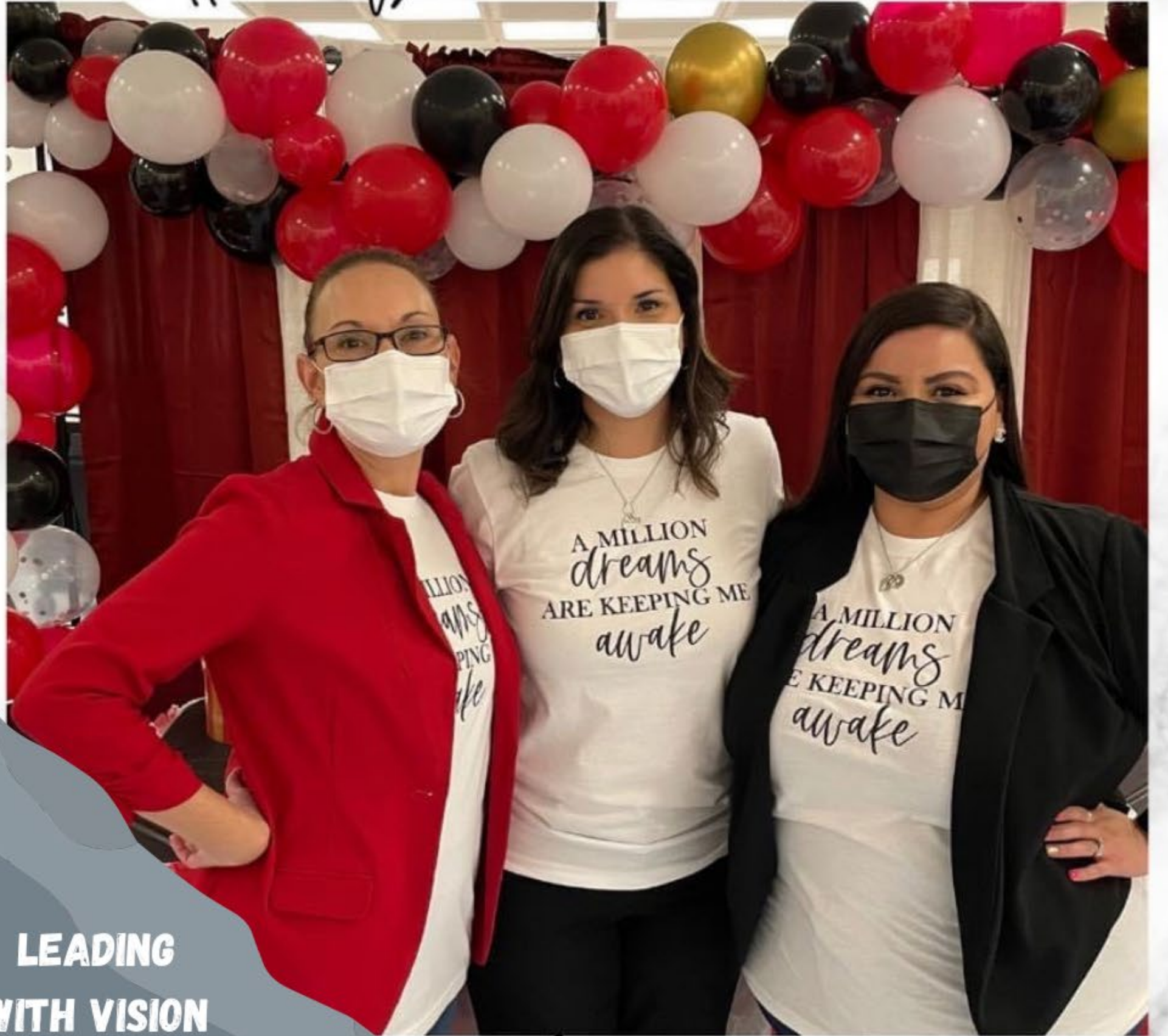
#CultureisPatience

**ALONSO S. PERALES ELEMENTARY**

# BUILDING LEADERSHIP CAPACITY



*A Million Dreams ago*



*keeping me awake*

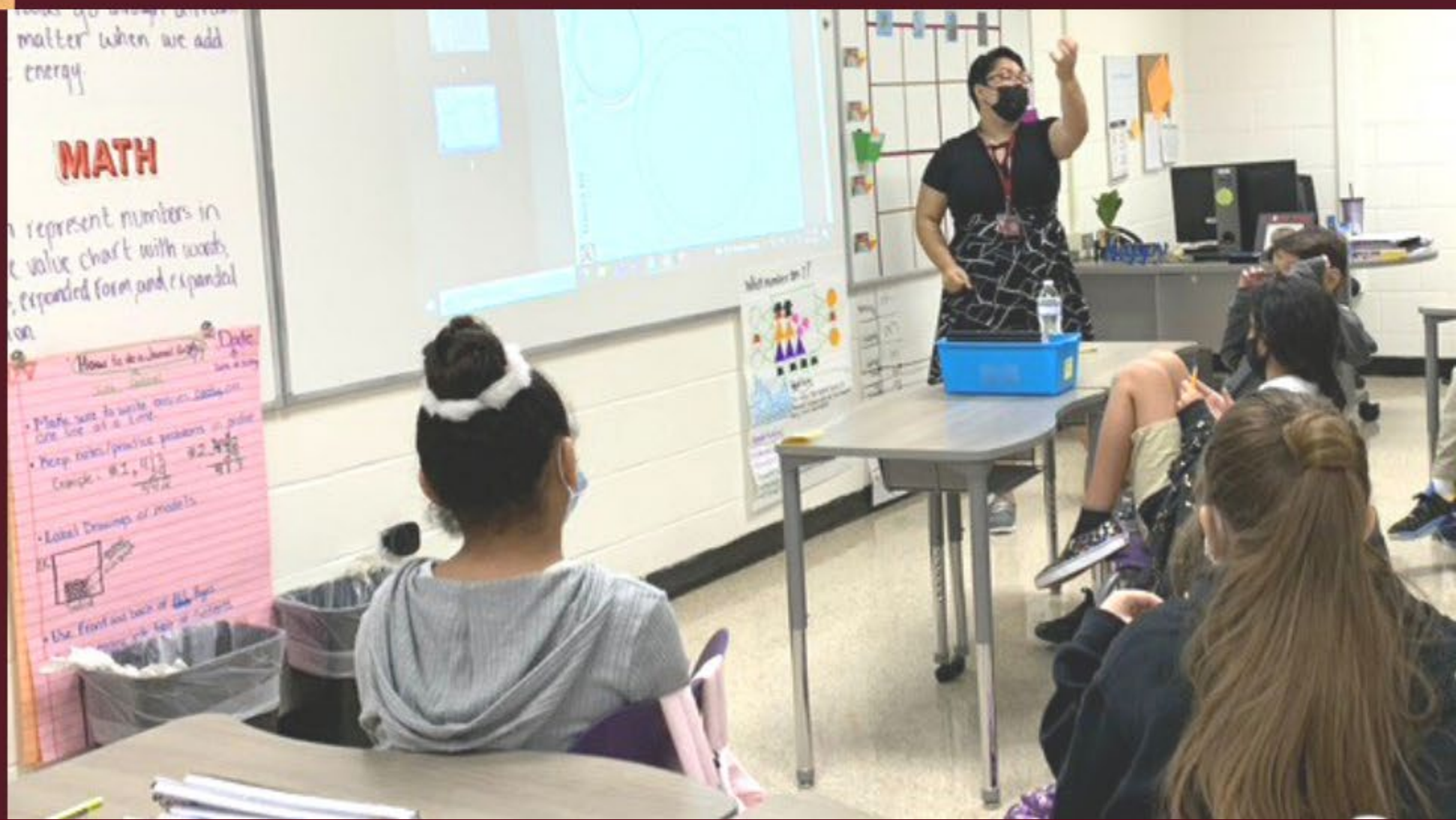


# CLASSROOM RIGOR

**BUILD THE CAPACITY OF LEADERSHIP TEAM MEMBERS TO EFFECTIVELY PLAN AND EXECUTE PLCs TO ENSURE EFFECTIVE CLASSROOM EXECUTION**

# CULTURE

**ESTABLISH A CULTURE OF LEARNING BY SETTING CLEAR EXPECTATIONS FOR ADULT AND STUDENT BEHAVIORS**



# BIG ROCK: STUDENT CULTURE



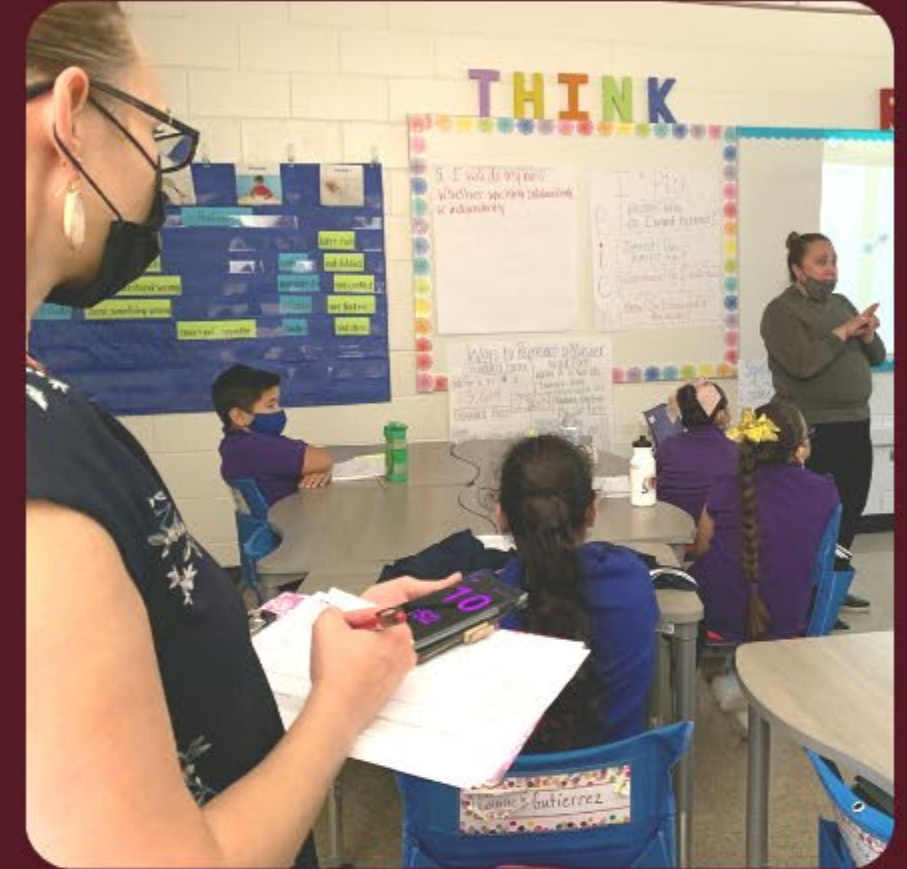
## CULTURE PLANS & PROFESSIONAL DEVELOPMENT

LT designs, communicates and models expectations for school-wide implementation



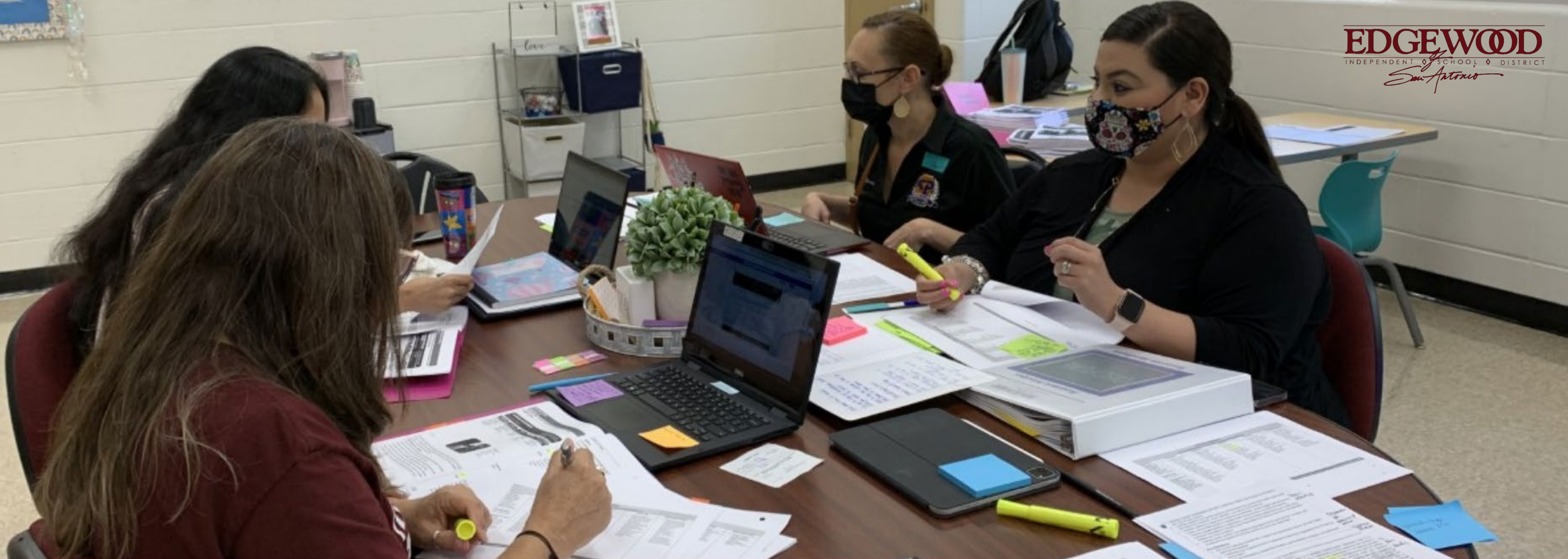
## CULTURE WALKS & CLASSROOM HIERARCHY

LT to collect data via Culture Walks to monitor progress towards meeting goal of 90-100% of students on-task for learning



## DATA DRIVEN COACHING

LT determines strengths, upgrades, coaching action steps and frequency of coaching



# SYSTEMS ALIGNMENT

## LEARNING ENVIRONMENT DIMENSION 3.1 Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.  
Standards Basis: 1D, 4A, 4B, 4C, 4D

**Distinguished**   **Accomplished**   **Proficient**   **Developing**   **Improvement Needed**

STUDENT ACTION	TEACHER ACTION
<ul style="list-style-type: none"> <li>Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.</li> <li>Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.</li> <li>The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and uses effective routines, transitions and procedures that are clear and efficient.</li> <li>Students actively participate in groups, manage supplies and equipment with very limited teacher direction.</li> <li>The classroom is safe and organized to support learning objectives and is accessible to most students.</li> </ul>
<ul style="list-style-type: none"> <li>All procedures, routines and transitions are clear and efficient.</li> <li>Students actively participate in groups, manage supplies and equipment with very limited teacher direction.</li> <li>The classroom is safe and organized to support learning objectives and is accessible to most students.</li> </ul>	<ul style="list-style-type: none"> <li>Most procedures, routines and transitions provide clear direction but often are unclear and inefficient.</li> <li>Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.</li> <li>The classroom is safe and accessible to most students, but is disorganized and cluttered.</li> </ul>
<ul style="list-style-type: none"> <li>Few procedures and routines are established and transitions are unclear and inefficient.</li> <li>Students often do not understand what is expected of them.</li> <li>The classroom is unsafe, disorganized and inaccessible to some students.</li> </ul>	<ul style="list-style-type: none"> <li>Few procedures and routines are established and transitions are unclear and inefficient.</li> <li>Students often do not understand what is expected of them.</li> <li>The classroom is unsafe, disorganized and inaccessible to some students.</li> </ul>



**Possible Sources of Evidence:**

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

**BIG ROCK CLASSROOM MANAGEMENT HIERARCHY, Teacher Edition**

Steps: teacher words and actions to get 90 to 100% of students on task learning

Steps	Examples
<b>1. State Expectation</b> For T – time V – voice B – body	<b>Teacher Words:</b> 1. "Take 30 seconds to clear your desk in a level 0 voice and be sitting with your feet on the floor tracking me." 2. "Take a minute to clear your desk and take out your binder, we will be taking Cornell Notes. You can use a conversational voice, but make sure when the minute is up you are facing me so I know you are ready and we can begin." 3. "You have 15 minutes to do the first 20 problems silently so I can see what you know and you don't distract others. Please remain in your seat." <b>Teacher Action (Scan):</b> > scivels head and/or sweeps hand around the room so all students can see him/her looking <b>Radar - Scan</b> <b>Radar - circulate the entire classroom</b> <b>Scan - be seen looking around the entire classroom</b>
<b>2. Narrate Positive</b>	<b>Teacher Words:</b> > "25 seconds since Johnny has his desk cleared, 15 seconds Suzy is ready to learn as she is tracking me, 5 William maintained a level 0 throughout thank you, 3, 1... looks like we are almost there except for one scholar ... now we have everyone ready to proceed and learn." <b>Teacher Action:</b> > as students are silently working on 20 problems and teacher is using Radar, he/she gets close to individual students and whispers ... "Johnny really working hard at a level 0, Suzy like how you are showing your work, William already through problem 15, good job of working hard and showing work."
<b>3. Proximity</b>	<b>Teacher Action:</b> > as students are silently working on 20 problems teacher notices, after communicating TVB, radiating the classroom and positively narrating several students; one is off-task and not working. Teacher stands near student, lightly touch student, lightly touching the desk until student begins working on 20 problems.
<b>4. Quiet Redirection / Encouragement</b>	<b>Teacher Words &amp; Action:</b> > as students are silently working on 20 problems teacher notices, after communicating TVB, radiating the classroom and positively narrating several students; one is off-task and not working. Teacher stands near student, and using proximity; student is still off-task. Teacher whispers to student, "The expectation is to work silently on the 20 problems. I know that when I come back in two minutes you will have several problems complete as I know how much you care about your learning."





INTRODUCING  
**CLAUDIA  
SANCHEZ**

*New Principal*

**BRENTWOOD STEAM  
SCHOOL OF INNOVATION**





INTRODUCING

**ANA  
CANTU**

*New Principal*

**WINSTON INTERMEDIATE  
SCHOOL OF EXCELLENCE**



**WINSTON INTERMEDIATE  
SCHOOL OF EXCELLENCE**

Powered by Texas A&M-San Antonio

INTRODUCING

**ROSALYNN  
PRESLEY**

*New Assistant Principal*

**WINSTON INTERMEDIATE  
SCHOOL OF EXCELLENCE**



EDGEWOOD

INDEPENDENT SCHOOL DISTRICT

*San Antonio*

PROFESSIONALISM ♦ ACCOUNTABILITY ♦ COMMUNICATION

ASSISTANT PRINCIPAL

*Lunch & Learn  
with  
The Superintendent*



# #WeSeeYou



# Roosevelt Platica





# Acknowledgements





E.T. Wrenn was the first African-American teacher in EISD. She advocated for the opening of all black school which became the George Washington Carver School.



Elizabeth Terrell (E.T.) Wrenn  
The first African-American teacher in EISD.



# Save the Date

## CLASS OF 2022 GRADUATION CEREMONIES

**JOHN F. KENNEDY HIGH SCHOOL  
CLASS OF 2022 COMMENCEMENT**

**WEDNESDAY, JUNE 8, 2022  
8 PM**



**EDGEWOOD VETERANS STADIUM  
1650 W THOMPSON PL, 78226**

**MEMORIAL HIGH SCHOOL  
CLASS OF 2022 COMMENCEMENT**

**THURSDAY, JUNE 9, 2022  
8 PM**



**EDGEWOOD VETERANS STADIUM  
1650 W THOMPSON PL, 78226**

**FINE ARTS ACADEMY  
CLASS OF 2022 COMMENCEMENT**

**FRIDAY, JUNE 10, 2022  
5 PM**



**EDGEWOOD THEATRE OF  
PERFORMING ARTS  
402 LANCE ST, 78237**

\*LEARN4LIFE EISD GRADUATION DATE PENDING







# NATIONAL SCHOOL COUNSELOR WEEK



# School Bus Driver Appreciation Day





TEXAS A&M UNIVERSITY  
SAN ANTONIO



GUS GARZA  
UNIVERSITY  
Powered by A&M

TEXAS A&M UNIVERSITY  
SAN ANTONIO

# National CTE Month

...of achievement  
and the thrill  
of creative effort.  
-Franklin D. Roosevelt



# Business Professionals of America





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THANK YOU