



**Superintendent Report
February 22, 2022
Dr. Eduardo Hernandez**



The Great Society





CULTURE

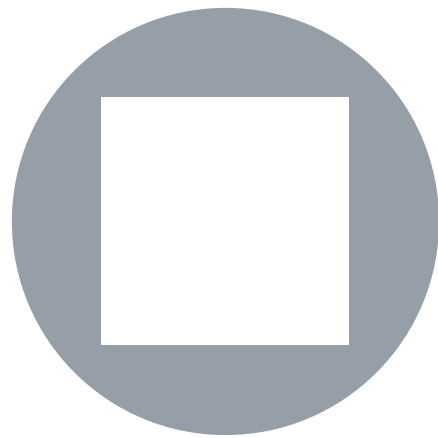
Leadership Matters



Everything Rises or Falls on Leadership



Leaders Develop Other Leaders



Leaders Execute and Deliver Outcome(s)



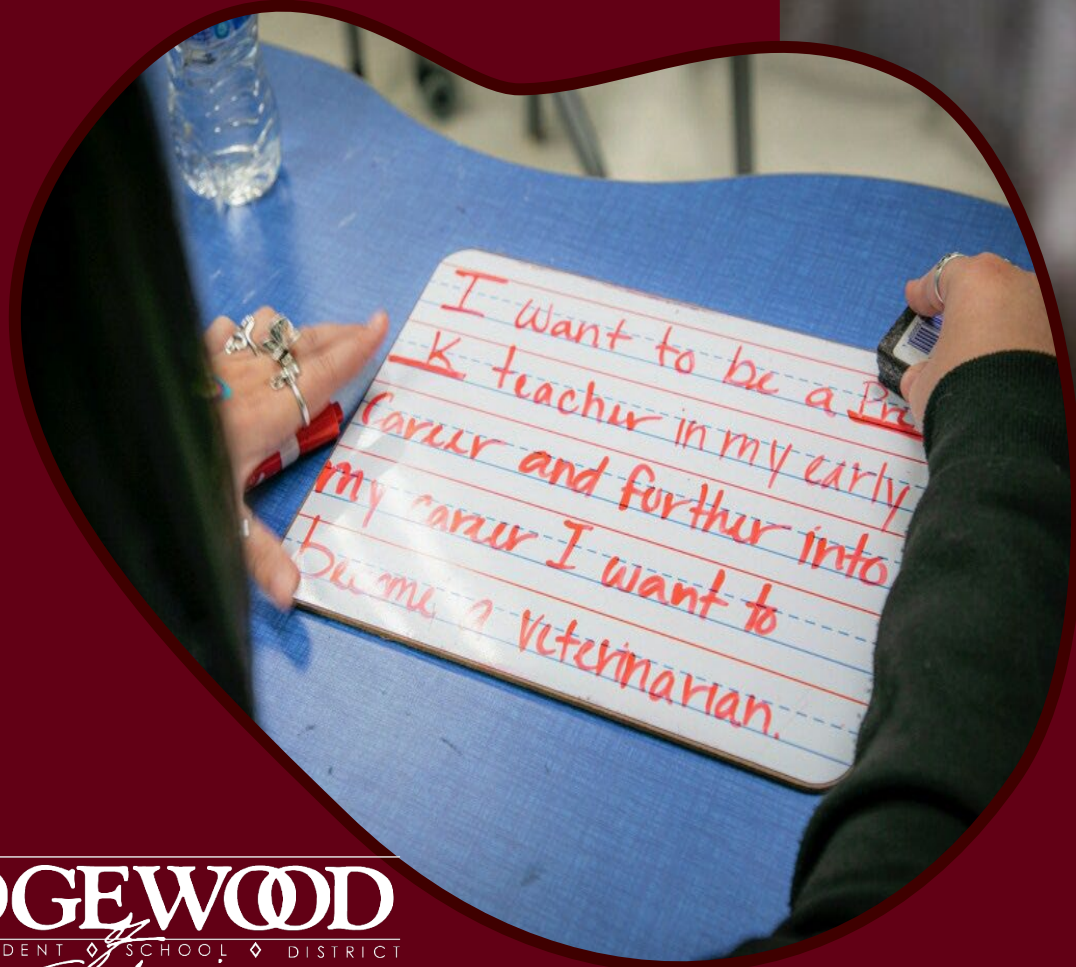
Leaders Stay The Course

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

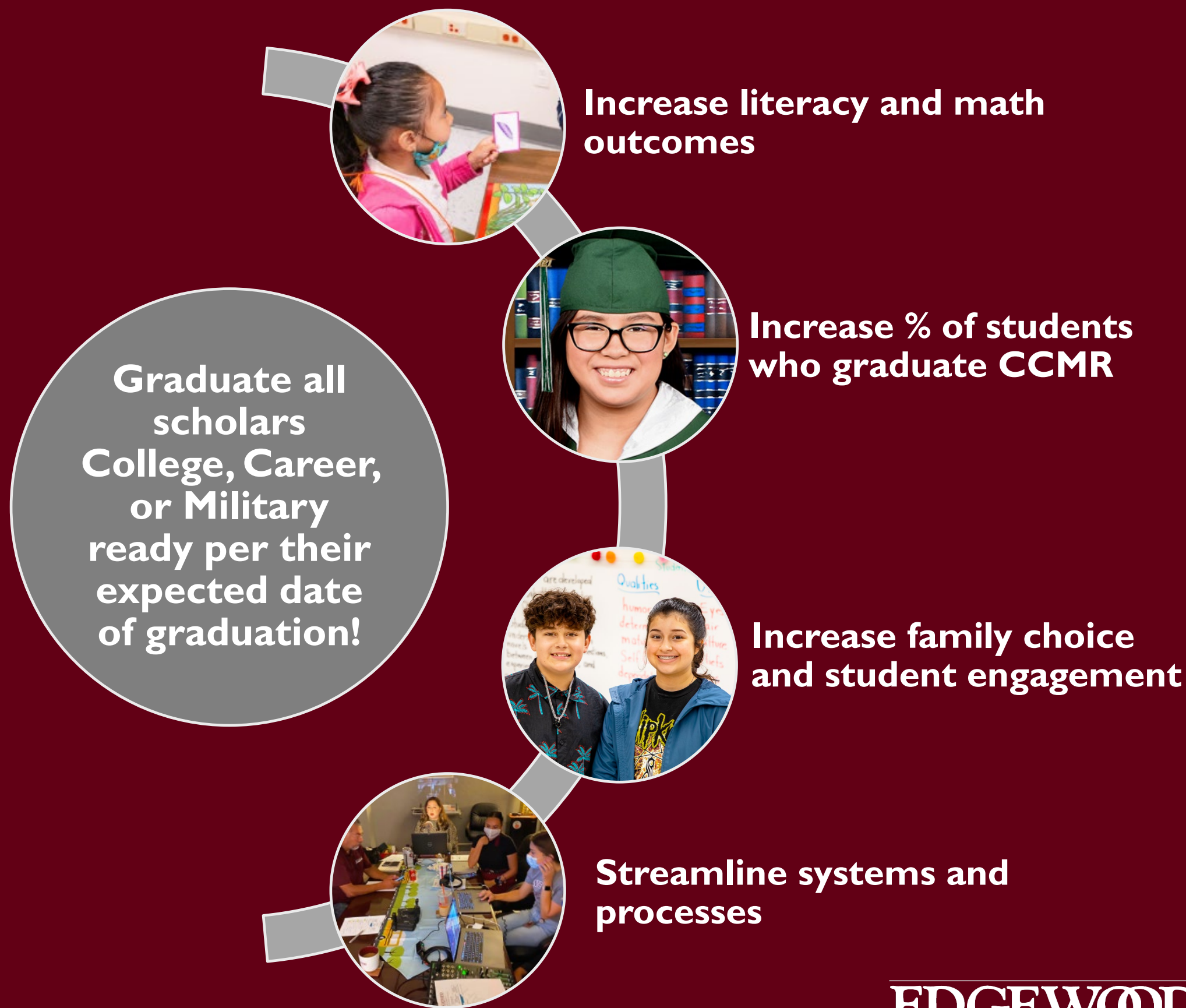
Graduate ALL scholars College, Career, or Military ready per their expected date of graduation!

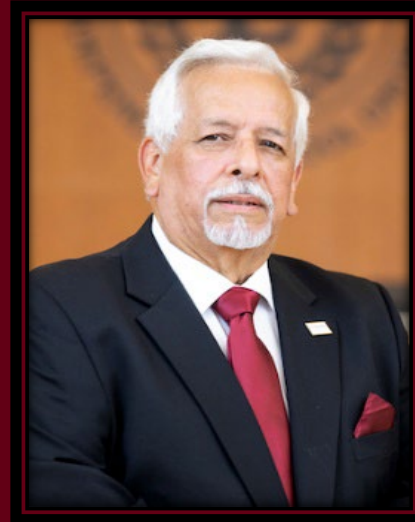
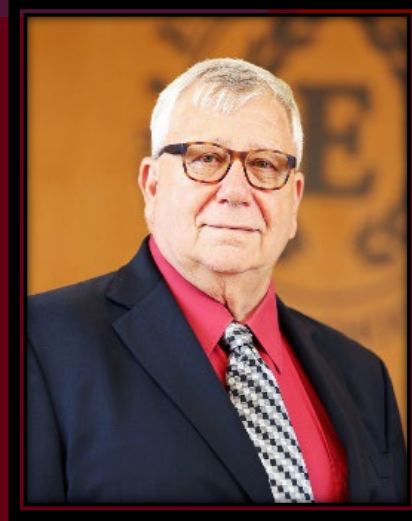
- P = Professionalism
- A = Accountability
- C = Communication

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.

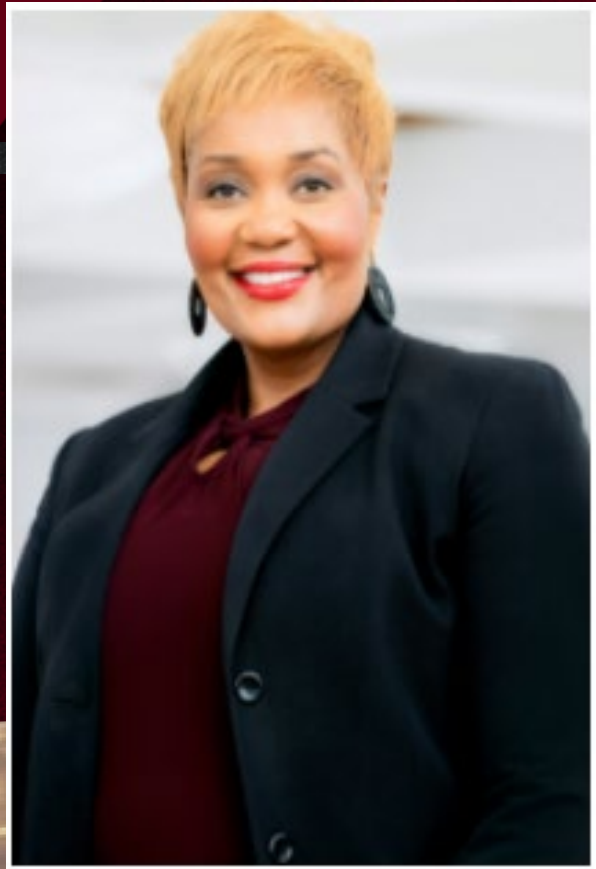
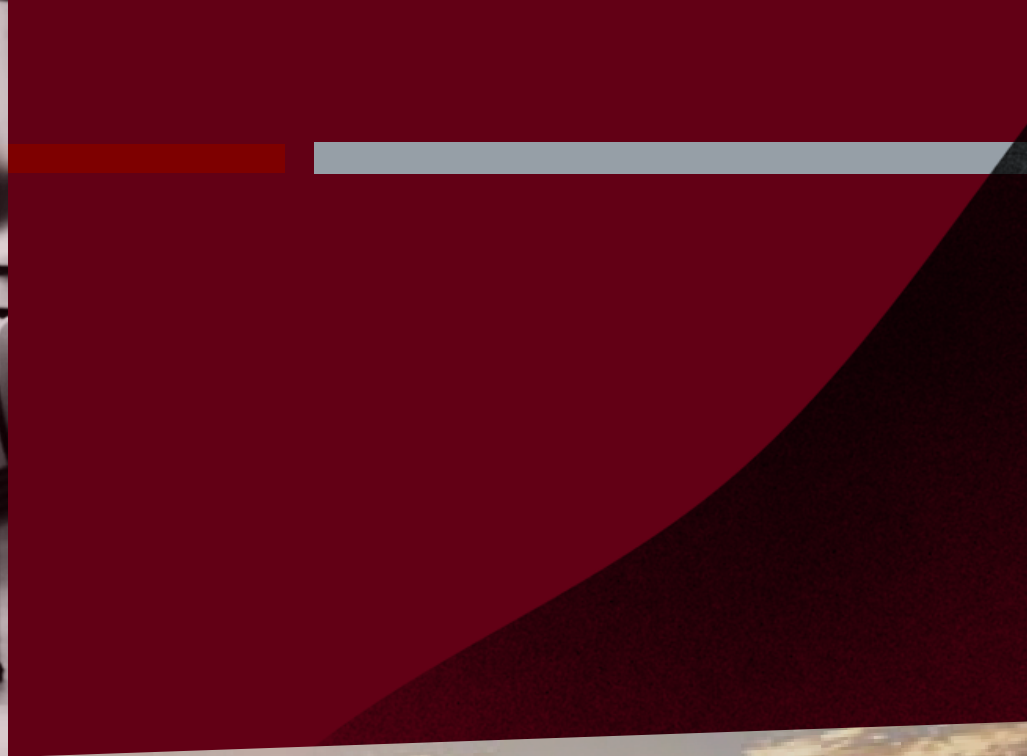
Board Briefing : Monthly 1 to 1 conferences with the Superintendent. These meetings tend to last about 2 hours. This is an opportunity to ask any clarifying questions.

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

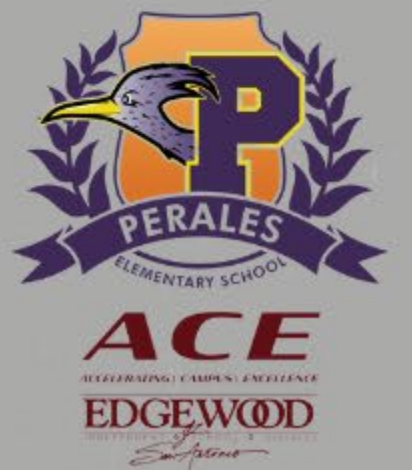




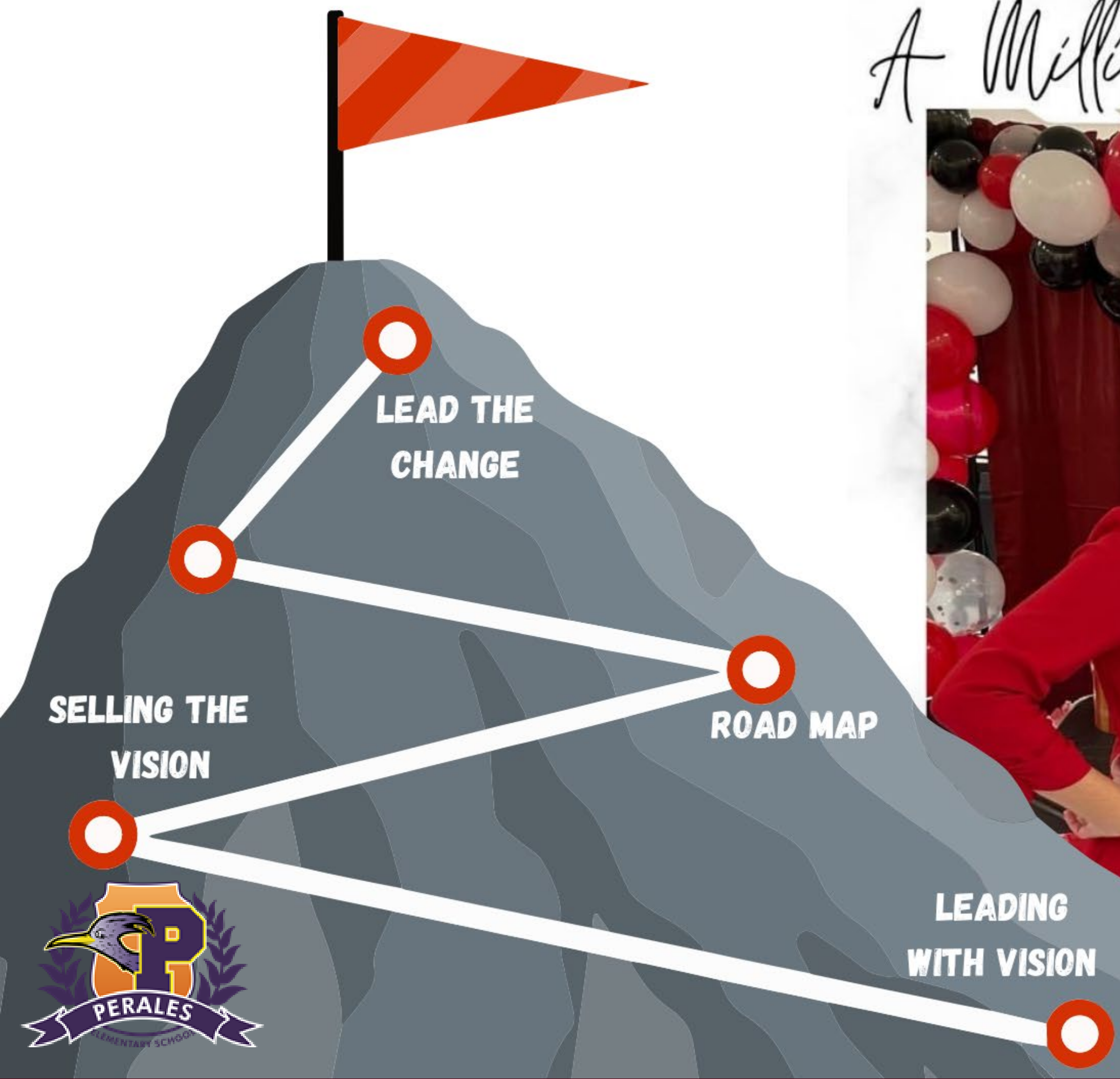
#CultureisPatience

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



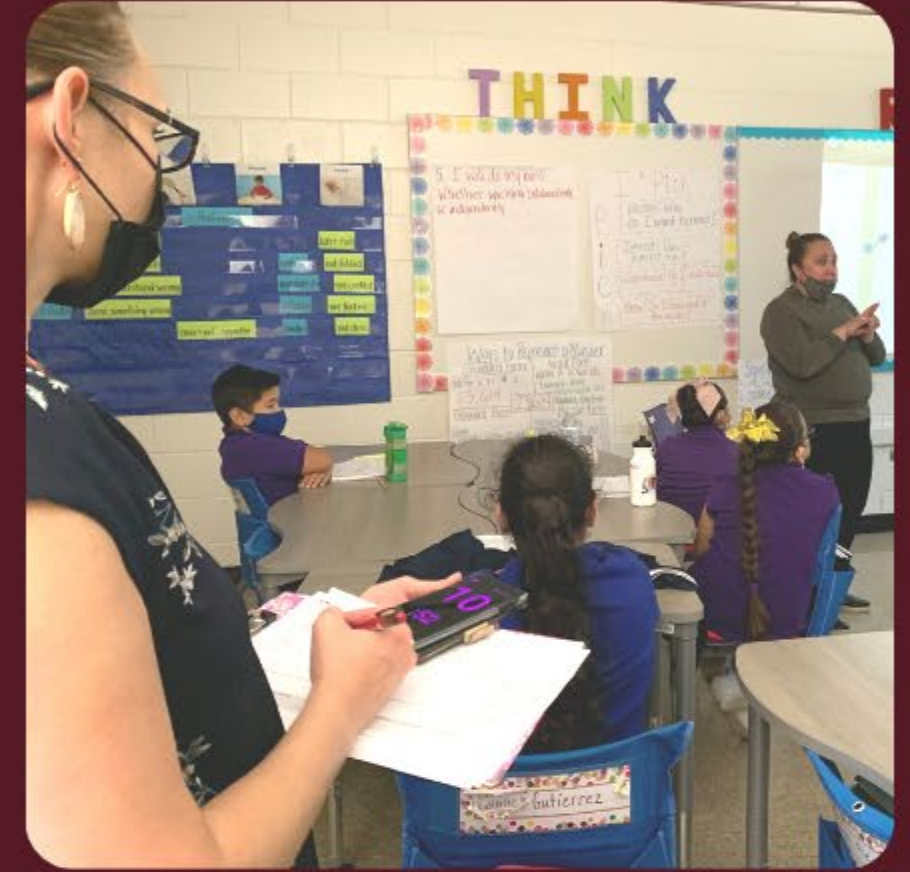
CULTURE PLANS & PROFESSIONAL DEVELOPMENT

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



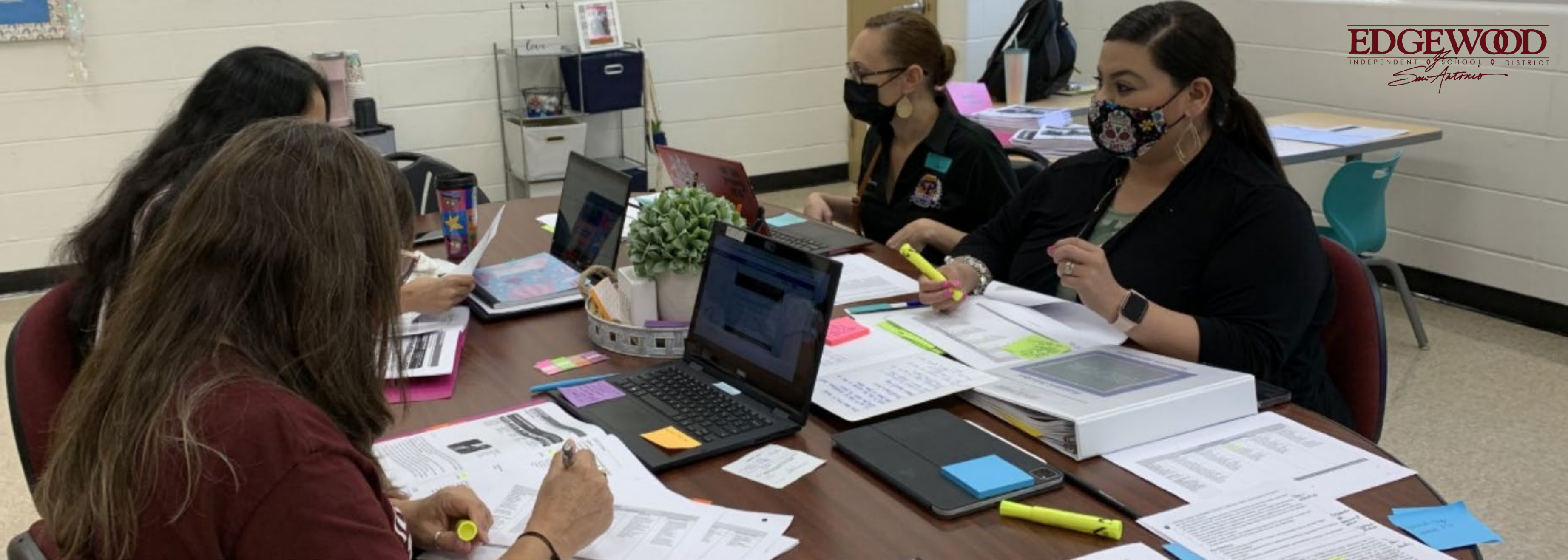
CULTURE WALKS & CLASSROOM HIERARCHY

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

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



- 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
<p>1. State Expectation</p> <p>For T – time V – voice B – body</p>	<p>Teacher Words:</p> <ol style="list-style-type: none"> "Take 30 seconds to clear your desk in a level 0 voice and be sitting with your feet on the floor tracking me." "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." "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."
<p>2. Radar, Scan</p> <p>Radar – circulate the entire classroom</p> <p>Scan – be seen looking around the entire classroom</p>	<p>Teacher Action (Scan):</p> <ul style="list-style-type: none"> scivels head and/or sweeps hand around the room so all students can see him/her looking <p>Teacher Words (while Scanning):</p> <ul style="list-style-type: none"> "25 seconds goes, 15 seconds, 5, 3, 1... looks like we are almost there except for one scholar... now we have everyone ready to proceed and learn." <p>Teacher Action (Radar):</p> <ul style="list-style-type: none"> circulates the classroom, quickly touching or closely inspecting each student's work
<p>3. Narrate Positive</p> <p>verbalized simultaneously using radar / scan and targeting time, voice and body expectations</p>	<p>Teacher Words:</p> <ul style="list-style-type: none"> "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." <p>Teacher Words:</p> <ul style="list-style-type: none"> 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."
<p>4. Proximity</p> <p>stand near an off-task student, lightly touch shoulder or desk, no words</p>	<p>Teacher Actions:</p> <ul style="list-style-type: none"> 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 shoulder or desk, lightly touching the desk until student begins working on 20 problems.
<p>5. Quiet Redirection / Encouragement</p> <p>whisper or state softly to off-task student</p>	<p>Teacher Words & Actions:</p> <ul style="list-style-type: none"> as students are silently working on 20 problems teacher notices, after communicating TVB, radiating the classroom and positively narrating several students; 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



TEXAS A&M UNIVERSITY
SAN ANTONIO

LENDENCE
OD
TRICT



National CTE Month



A&M UN
ANT

TEXAS
SAN A

AC
ACCELERATING | CAM
LENDENCE
EDGEV
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INDEPENDENT |
San Antonio





Business Professionals of America





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THANK YOU