

CONTACT INFORMATION

Name of Superintendent: Matt Underwood

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DISTRICT INFORMATION

District Name: Stephenville Independent School District

District State: Texas

Number of students in your district: 3600

High school graduation rate: 96.0%

Per-pupil spending: \$9,423

Federal and/or philanthropic grants awarded to district (if applicable): \$3,923,214

DEMOGRAPHICS

Percentage of Caucasian students: 64.20%

Percentage of African-American students: 1.13%

Percentage of Hispanic students: 31.51%

Percentage of Asian/Pacific Islander students: 0.80%

Percentage of Other Ethnicity students: 2.33%

Percentage of free and reduced priced meals? 46.28%

Percentage of English Language Learners: 10.05%

IS YOUR DISTRICT:

Rural

Suburban

Urban

What percentage of students have access to a school-provided device (1:1) across the district? NOTE: please provide ONE numerical value without the percentage sign. 47

What percentage of your students have access to high-speed broadband in their classrooms every day? NOTE: please provide ONE numerical value without the percentage sign. 100

Please select any of the following tags that accurately describe work taking place in your district?

Competency-based education (The district is pursuing competency-based education)

Community engagement (The district is providing innovative learning opportunities to its students through partnerships with the community)

Performance assessments (The district is pursuing non-traditional assessment models)

Commented [1]: Deb Hummel is sending info

Commented [2]: Perkins (CTE) \$41,155

NCLB: Title I \$637,095 + Title II \$116,299 + Title III \$33,023 = \$786,417

Rural Low Income School Program (RLISP) \$70,550

Commented [3]: per pupil spending State and Local

\$ 7,534

per pupil spending all funds

\$ 9,423

Total expenditures for Federal Funds

\$ 3,897,766

Grants & Philanthropic

City Safety Grant

\$ 3,600

Stephenville Education Foundation

\$ 20,348

First in Texas Robotics

\$ 1,500

total grants & philanthropic

\$ 25,448

Commented [4]: Chamberlin & FreshGrade

One-to-one (The district is 1:1 across the district in all grades)

Maker learning (The district has one or more makerspaces in the district)

Global learning (The district has specific initiatives in place to promote global competency)

Flexible learning spaces (The district has non-traditional learning spaces available to students)

Computer science and/or computational thinking (The district has a clear commitment to computer science and computational thinking demonstrated by curriculum)

Commented [5]: Central, Chamberlin, Hook

What is your vision for enhancing learning experiences for students within your district through innovation and technology? (300 word limit)

Commented [6]: 292 words

Limitations exist in our rural setting for experiences, opportunities and real-world application of knowledge; blended learning will enable us to provide teachers the ability to facilitate exploration and learning, extending the school day beyond the restraints of the physical classroom. While our district has been distinguished by academic excellence in the past, we are challenged with translating those successes into the 21st Century classroom. Moreover, a recent decline in enrollment and standardized test scores has escalated our urgency for transforming and personalizing the student learning experience.

We seek to create an environment which fosters deeply engaging experiences for each child to actively participate in her own education by complementing expert-level content delivery with adaptive learning software, allowing teachers the ability to connect each student with the support necessary to cultivate development, success, and mastery.

To ensure our students' future successes, we must target and develop five critical 21st Century skills: information literacy, creativity and innovation, collaboration, problem-solving and communication.

We believe, by nature, the blended learning environment introduces a framework for addressing these skills. Further, by equipping teachers with adaptive learning software to support learning within a 1:1 environment, personalization will inspire engagement by way of creating ownership of student achievement and progress. "Students who 'own' their learning, speak and act differently about their learning; they know what they are trying to get out of every lesson, are motivated to do it, and are critical thinkers about the methods used to get there."¹ Establishing a learning cycle including face-to-face instruction, computer-mediated content exploration, authentic experiences, just-in-time proficiency assessments, and reflective opportunities can be daunting. To be effective, we will design a scalable and sustainable system in which teachers are supported via accessible data, modular curriculum, and continuous, adaptive, and embedded assessments.

How do you involve your district leadership in your vision? (300 word limit)

Commented [7]: 138 words

A truly successful initiative is supported from within. As a leadership team, we must develop a data-driven culture that fully utilizes technology for the benefit of teachers and students. To truly change, we must move beyond small edits; we must re-imagine learning in our district. To enact and support change, the executive team at Stephenville ISD will:

- enculturate the notion of continuous improvement by modeling life-long learning;

¹ Alex Hernandez, Charter School Growth Fund, <http://www.christenseninstitute.org/when-blended-learning-puts-students-in-charge>

- build support from stakeholders by establishing an effective communication plan to enhance school, community, and parent buy-in;
- strengthen collaboration by fostering a culture of teamwork and partnership;
- create time for collaboration among functional teams and ensure time is valued via recognition of team accomplishments;
- provide timely access to data by investing in adaptive learning software allowing for unobtrusive formative assessments and optimum modifications, therefore paving the way for successful implementation of the initiative.

How do you actively engage and support teachers throughout the design and implementation of your vision? (300 word limit)

Commented [8]: 243 words

We recognize that teacher buy-in is crucial to the successful implementation of the iCHAMPION initiative. The goal of Stephenville ISD is to be supportive of each teacher in her growth by providing training that is both content-specific and tiered to the level of teacher ability. Just as we expect our teachers to differentiate for our students, we must do so with our professional development. We will utilize our instructional technologists to introduce app-smashing as a technology integration strategy to help bridge instruction and technology; the crux is to challenge students and provoke their learning by making the device necessary and meaningful in solving problems critically and creatively.

As teachers gain confidence, we will provide a guiding framework to help ensure technology is enhancing the learning experience:

- Is the purpose of the experience for practice, individual tutoring/re-teaching, research, to create and/or communicate, or to work on small-group projects?
- Is the blended learning activity research-based? If so, is the activity implementation consistent with the research (e.g. if research protocol is 10 mins/3x week, is it being implemented in this manner?)?
- Is the blended learning activity congruent to standards?
- Can the blended learning activity be monitored for student progress (e.g. percent correct, completion rates, time-on-activity, etc.)?

Moreover, we truly believe by offering appropriate support, our teachers will be motivated by their students' successes and see value-added in ways that were once difficult, if not impossible, in the traditional classroom setting.

Please describe the work the district has done or is currently doing around implementing digital learning environments. (300 word limit)

Commented [9]: 217 word count

Stephenville Independent School District is proud to announce iCHAMPION, a 3-year, multi-phased initiative centered on enhancing academic learning by way of digital-based innovations and resources.

With a straight-arrow focus to empower learners to achieve excellence through initiative and integrity, Sisd's iCHAMPION 1:1 initiative leverages the power and mobility of technology to create a personalized, student-centric environment. "We believe iCHAMPION to be the embodiment of our motto: developing the potential of every student, every day," says Superintendent Matt Underwood. "Our board of trustees set forth six goals to challenge and frame our academic efforts; a commonality among them is to prepare students for future

success. There is no denying that our world is steeped in technology. It is critical that we underscore and support the curriculum with the necessary 21st Century skills and tools to thrive."

Stephenville ISD was named as one of only five districts nationwide to serve as a Digital Promise League of Innovative Schools cohort this past June. Digital Promise coaches facilitated opportunities for SISD leaders to witness and learn first-hand from digital learning experts.

SISD's iCHAMPION initiative is poised to serve as a model for digital learning and classroom innovation. Rooted with tried-and-true pedagogical best practices, iCHAMPION delivers personalized learning and technology skills infused and integrated into the daily teaching and learning process.

For the next 3 questions, you can provide text answers, a video (up to 4 mins of content), portfolio, interview, "[superintendent selfie](#)", photo gallery, or other media.

When using media, please include a link. While the link need not be public-facing, please be certain the links are accessible to those with the link. For examples of text answers, please reference [district profiles](#).

List and describe up to three innovative programs or initiatives related to your vision that have positively impacted students (300 max per program/initiative)

List and describe up to three programs or initiatives that demonstrate successful family, community, and stakeholder engagement within the district (300 max per program/initiative)

List and describe up to three programs and initiatives in your district that support underserved students (300 max)

<https://youtu.be/gGVmdDU0jJs>

How do you measure the impact of your work? (300 word limit)

Our greatest litmus is doing what it best for kids. That said, SISD utilizes the continuous improvement model to engage an ongoing collection and analysis of data to inform decision-making, iterating as needed, in an effort support student achievement. As with our current CIP/DIP practice, data, decisions, and program evaluations are shared with all stakeholders. Data integrity, data collection, and program effectiveness are taken seriously in Stephenville ISD and previously established internal processes marry well with the iCHAMPION initiative. Staff from various departments (Business Office, PEIMS, Digital Learning & Technology, and Curriculum & Instruction, etc.) work together in a coordinated effort to ensure accuracy of data. District and campus administrators routinely utilize surveys as a method to collect feedback from parents, students, and staff. An October 2015 BrightBytes survey was administered to teachers, students and parents to test assumptions and establish baselines for digital literacy, fluency, and comfort. Our initiative was intentionally designed using campus and district data to student needs while providing and promoting student and family voice and choice.

At the close of the 2016 spring semester, we surveyed staff regarding the initiative. With 305 staff members responding, more than 93% agree with the statement that [they are] "excited about the District's iCHAMPION initiative." We credit and attribute communication and engagement to a successful launch of the program.

In addition to anecdotal data, we rely on analytics from our learning management system for quantitative usage as well as formative and summative assessments to track quality of learning.

Commented [10]: 248 word count

If selected to join the League, can you commit to the following:

Attend 2 League meetings a year (next meeting is Nov 2-4 in Baltimore, MD) REQUIRED

Join working groups on topics relevant to the changing needs of school districts (note: leaders in your district are also invited to participate in working groups)

Engage with entrepreneurs to advance product development and meet district needs

Support research that expands what we know about teaching and learning

Participate in the League's professional learning community by connecting with other members online, in person, and at each other's school districts

Pay an annual membership fee (\$2500)

By submitting this application, you are acknowledging that you've read and agree to uphold the principles and commitments outlined in the League of Innovative Schools Charter. If you are accepted into the League, you will be asked to sign the charter at the League of Innovative Schools fall meeting.