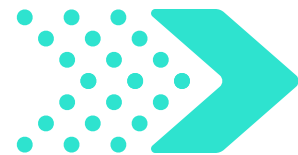


SOUTH TEXAS INDEPENDENT SCHOOL DISTRICT

2017-2022



# STRATEGIC DESIGN





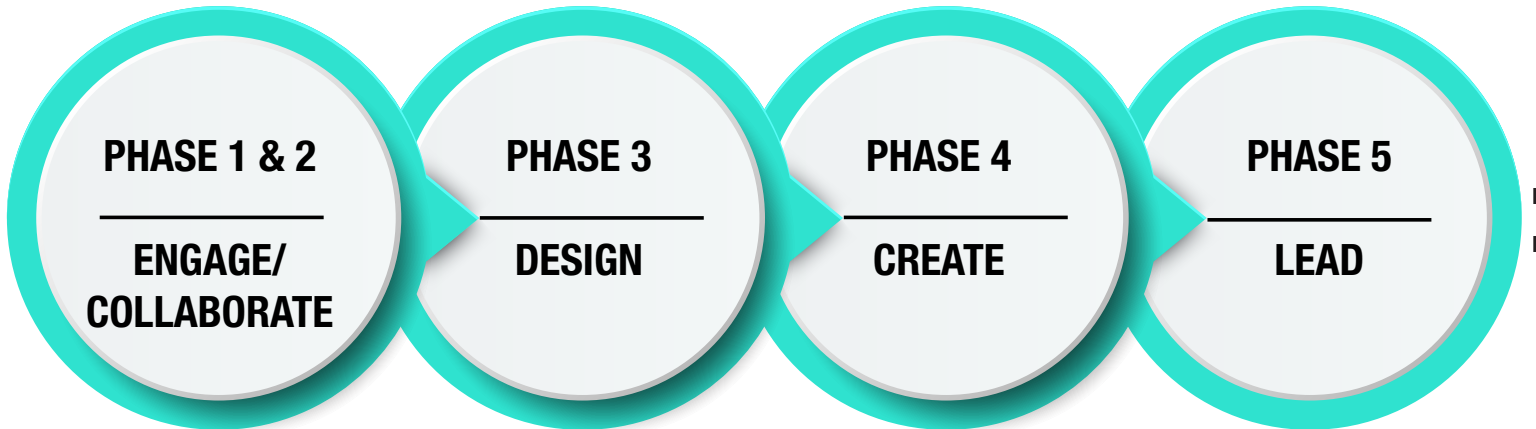
Each student thrives in real world challenges as a visionary in a global society.

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# Strategic Design Process

## January - April 2017

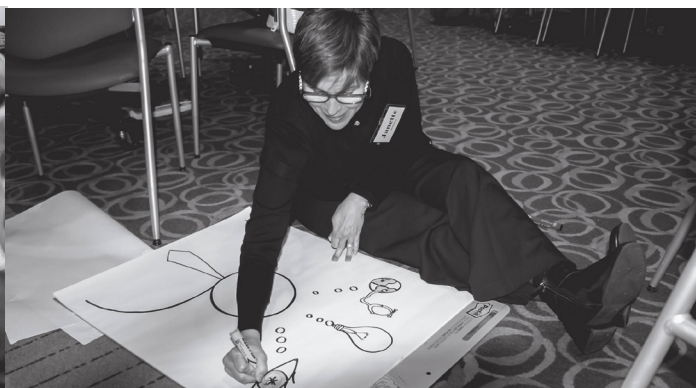


- Board orientation and survey
- Focus groups
- Community summits & student panel
- Online stakeholder survey
- State of the District (data disaggregation)
- Assemble broad-base design team

- Shared beliefs
- A call to action
- Learner outcomes
- Learner profile
- Goals

- Review of strategic design framework
- Action ideas
- Specific results
- Timeline for specific results

- Review of strategic design framework
- Action plans for year one specific results

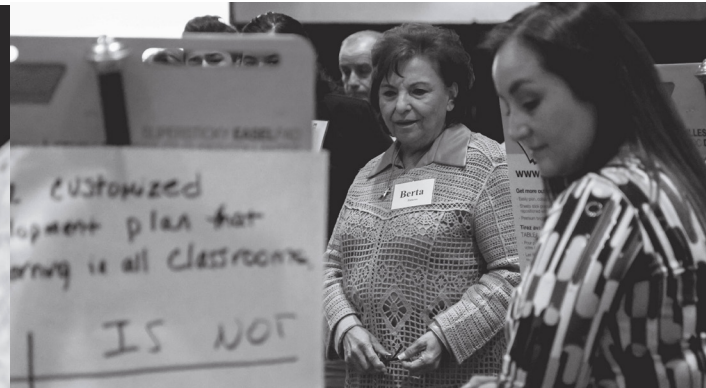


# Strategic Design Process



## IMPROVED STUDENT ACHIEVEMENT ON MULTIPLE LEVELS

- 100 percent of junior high students will earn 3 or more high school credits
  - 90 percent of cohort graduation completion
  - 98 percent completion of graduation requirements and one endorsement
  - 98 percent and above on annual attendance
  - 85 percent earns “meets” and 50 percent earns “masters” level on state assessments
  - Each student achieves passing score on one or more AP or dual credit course
  - Student participation rates on AP tests will remain the same/increase annually
  - Qualifying AP and IB scores will increase annually
  - 98 percent of students will attain a qualifying score on one or more AP test or IB exam, or attain a B or higher in a dual credit or concurrent enrollment course
  - Each student will take a college entrance exam before the end of the first semester of the year they plan to graduate
  - 50 percent of students will attain an SAT score of 1110 or higher/ACT score of 24 or higher
  - 100 percent of students with Individual Education Plans (IEP’s) include measurable goals that are annually updated
  - State Performance Based Monitoring (PBM) indicators met annually
- \*\*\* Goals set within District and Campus Improvement plans.



# engage2learn Process Overview



## Community Inspired Local Vision

### Strategic Design/Planning

#### Purpose:

Every school community needs a locally designed, shared, long-term vision for the direction of the school district. Working together with the local community, South Texas ISD established actionable operational plans that leverage the district's unique, local challenges and opportunities with responsiveness to the current global context to ensure that South Texas ISD learners thrive.

#### Process:

Our master e2L facilitators utilized our 5-Step Strategic Design model based on the principles of Design Thinking and backward design to engage the community in creating a collaborative local vision. The e2L methodology is research-based, focused on learners, collaborative, engaging and actionable.

#### Product:

As a result of the e2L Strategic Design process, South Texas ISD developed a set of shared beliefs about learning, a call to action, a learner profile, learner outcomes, a community-based accountability system, operational goals, a 5-year sequenced timeline and year one action plans.



#### e2L Design Process

[www.engage2learn.org](http://www.engage2learn.org) | © 2015 All Rights Reserved

# Strategic Design Team

Dr. Nora Casarez, BETA Principal  
 Vickie Roge, BETA Teacher  
 Andres Cantu, BETA Student  
 Kimberly Nicole Halog, BETA Student  
 Irene Casas, BETA Parent  
 Adriana Rendon, BETA Parent  
 Tony Casas, BETA Partner  
 Cindy Ponce, Social Worker

**South Texas  
 Business,  
 Education &  
 Technology  
 Academy  
 (BETA)**

**South Texas  
 Academy for  
 Medical  
 Professions  
 (Medical  
 Academy)**

Harry Goette, Medical Academy Principal  
 Patricia Hernandez, Medical Academy Teacher  
 Clay Boughter, Medical Academy Student  
 Alicia Stutz, Medical Academy Student  
 Ms. Ginette Henry, Medical Academy Parent  
 Ms. Alma Ortiz, Medical Academy Parent

Dr. Barbara Heater, Med High Principal  
 Diana Martinez, Med High Teacher  
 Ruben Gonzalez, Med High Student  
 Diana Saldana, Med High Student  
 Rosario Garza, Med High Parent  
 Diana Franz, Med High Parent

**South Texas  
 High School  
 for Health  
 Professions  
 (Med High)**

**Rising  
 Scholars  
 Academy of  
 South Texas  
 (RSA)**

Carrie Saucedo, RSA Principal  
 Janette McKinney, RSA Teacher  
 Gaddiel Garcia, RSA Student  
 Cindy Rubiano, RSA Parent  
 Brian Wilson, RSA Parent

Dr. Irma Castillo, Science Academy Principal  
 Lisa Ashley, Science Academy Teacher  
 Samya Ahsan, Science Academy Student  
 Adrian Caceres, IT Specialist  
 Rodrigo Centeno-Postilla,  
 Science Academy Student  
 Maria Degges, Science Academy Parent  
 Richard Degges, Science Academy Parent  
 Sylvia Gamboa, Counselor

**The Science  
 Academy of  
 South Texas  
 (Science  
 Academy)**

**South Texas  
 Preparatory  
 Academy  
 (STPA)**

Ana Castro, STPA Principal  
 Robert Gill, STPA Teacher  
 Intisar Qubbaj, STPA Student  
 Dr. Ala Qubbaj, STPA Parent  
 Vanessa Guerra-Hamel, STPA Parent

**Community/Business:**

Alex Rios, Joe Vega, Marcus Rodriguez, Chris Gonzales, Gloria Garza, Frank Acevedo, Dr. Eliza Alvarado, Juan Salinas, Barbara Jean Garza and Dr. Oralia De Los Reyes

**Central Office/DLT:**

Dr. Marla M. Guerra, Jeff Hembree, Marla R. Knaub, Amanda Odom, J.P. Villarreal and Ann Vickman

**STISD Board Members:**

Berta Palacios, Joe L. Lopez and Hector Gonzales

**Education Foundation of STISD:**

Patricia Villasenor



## Top Responses from the Community

# Community Outreach

The data is combined from all focus groups, summits and community surveys which included teachers, students, principals, parents, business leaders, community members, and administrators. The top 5 responses based on how often the most iterated objectives were expressed are shown here.

What are your highest hopes for your learners as a result of their time in school?

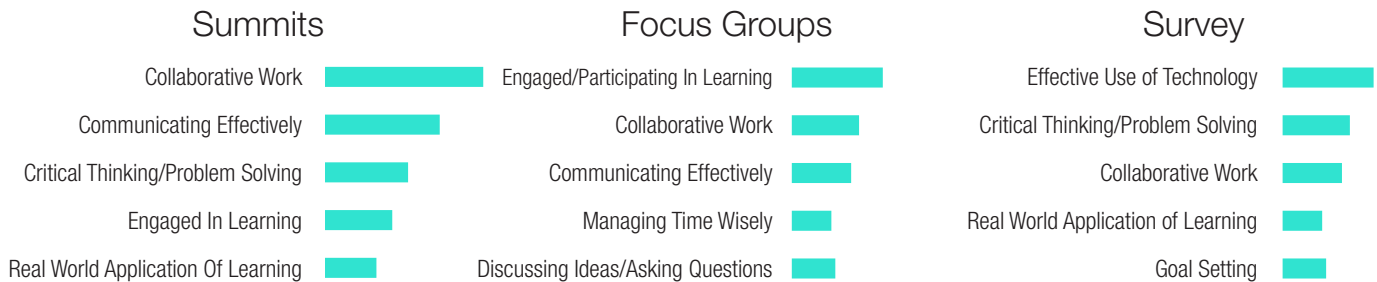


In the context of the 21st Century, what are the most important skills for learners to possess to thrive?





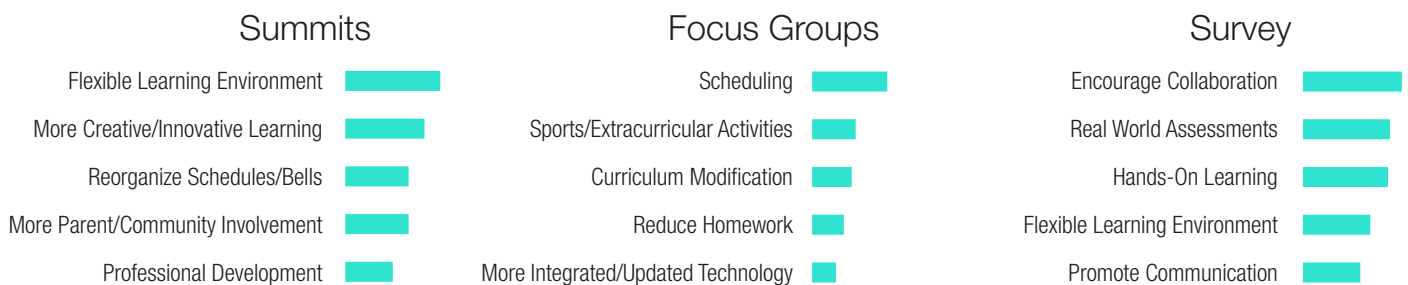
## What consistent behaviors do learners need to engage in to be prepared for their futures?



## In the new learning environment, what is the role of the teacher?



## What changes do we make to systems to support these new roles and goals?



## How might we measure school effectiveness beyond standardized testing?



# Our Beliefs: We believe that...

1

Commitment from all stakeholders plays a role in student success.

Student engagement and exposure to life experiences is vital to function in a real world setting.

2

3

Education is key to success in life.

Learning is continuous and lifelong.

4

5

Respect of community, culture and family values equips us to acknowledge diversity in a global society.

Collaborative relationships are important for learning.

6

7

Schools exist to create opportunities for critical thinking and that it is essential to make teaching individualized for all diverse learners.

Adapting to changing technological, industrial and societal structures is crucial to expanded learning.

8

# Learner Outcomes: Every learner will...

1

Consistently demonstrate courtesy, compassion and ethical values within the learning environment.

Graduate prepared for higher education.

2

3

Communicate in a variety of ways.

Demonstrate academic growth every year.

4

5

Engage in authentic career ready experiences.

Use multiple resources, including technology, that enhance their ability to learn.

6

7

Set comprehensive goals and develop a holistic plan annually.

Apply critical thinking and problem solving skills within real world challenges in every course and extracurricular activity.

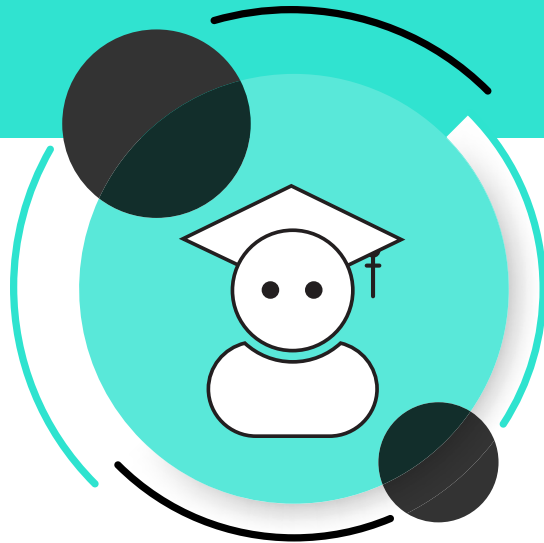
8

9

Thrive in hands-on, diverse and relevant learning activities in all learning environments.

Demonstrate the soft and hard skills to be successful in a global society.

10



# Learner Profile

## Resiliency:

- Flexible
- Optimistic
- Dedicated
- Self-motivated
- Persistent
- Tenacious
- Self disciplined
- Inventive

## Communicator:

- Networkable
- Persuasive
- Topical (current events)
- Culturally inclusive
- Multilingual
- Collaborative
- Listener
- Confident

## Problem Solving:

- Imaginative
- Innovative
- Open-minded
- Inquisitive
- Imaginative
- Resourceful
- Critical thinker
- Logical
- Observant

## Integrity:

- Ethical
- Respectful
- Transparent
- Honest
- Understanding
- Accountable

# Goals and Specific Results

1

We will promote and market our district to create broad based community awareness attracting families to STISD.

- 1.1 Create a branding campaign promoting STISD as a premier educational institution.
- 1.2 Implement a system designed to maximize district enrollment.
- 1.3 Expand multiple platforms district-wide to attract and engage future STISD families.

2

We will expand current programs and partnerships, as well as develop new ones, that support and enrich all of our students.

- 2.1 Expand networks of strategic, external partnerships to enhance and enrich student experiences.
- 2.2 Develop a range of supplemental programs that diversify and expand current program offerings.

3

We will design, implement and evaluate support systems that attract and retain students.

- 3.1 Create a mentoring system that will be utilized throughout the district.
- 3.2 Create a collaborative early intervention system consisting of students, staff and parents.
- 3.3 Develop a system for parental involvement that engages all parents.
- 3.4 Create a logistical support system that addresses the geographic diversity of the district.

# 4

We will implement and evaluate aligned curriculum, instruction and assessments that provide real world experiences and profound learning for all students.

- 4.1** Align curriculum, instruction and assessment vertically and horizontally throughout the district.
- 4.2** Utilize academic and real-world data to evaluate and revise curricular content, instruction and assessment.
- 4.3** Implement a customized professional development plan that ensures profound learning in all classrooms.
- 4.4** Expand collaborative learning models that integrate real-world experiences.

# 5

We will expand and create social and extracurricular opportunities that enrich all students' lives.

- 5.1** Create district coordination and communication systems pertaining to social and extracurricular activities for students and parents.
- 5.2** Create a variety of social and extracurricular activities that appeal to all students.
- 5.3** Create a district-wide intramural program to encourage student interaction across campuses.
- 5.4** Create a catalog of student enrichment opportunities that are accessible within the structure of the school day.

# Year 1 Action Steps

The Design Framework provides a 5-year strategic plan, with action steps specific to each year. Due to the rapid growth of South Texas ISD, ongoing legislative priorities, unfunded mandates, and annual learner and educator growth data, the action steps are developed annually. These action steps are developed in partnership with district staff and the Strategic Design Team.

## 1.1: Create a branding campaign promoting STISD as a premier educational institution.

1. Establish a framework to develop the STISD brand.
2. Implement a wide-range of media platforms to promote the district brand.
3. Establish opportunities for community groups and individuals to visit and establish relationships with campuses.
4. Establish ongoing internal communication system to increase awareness of real world offerings across the district.

## 3.2: Create a collaborative early intervention system consisting of students, staff and parents.

1. Design a district-wide framework for collaborative intervention systems to include various online tools.
2. Establish training for district employees, parents, and students to equip them to be partners in the student intervention plans.
3. Assess effectiveness of student intervention system.
4. Create a framework through which students are empowered to offer ideas and suggestions for their intervention systems.

# Year 1 Action Steps

4.3: Implement a customized professional development plan that ensures profound learning in all classrooms.

1. Conduct a systemic review of student and campus data to determine professional development priorities.
2. Define profound learning and set expectations that lead to common understanding.
3. Survey educators across the district to determine professional development priorities.
4. Design a professional development framework that embeds the elements of profound learning.
5. Establish a system that includes follow up and evaluates the effectiveness of professional development.

5.1: Create district coordination and communication systems pertaining to social and extracurricular activities for students and parents.

1. Communicate with stakeholders in ways that deliver consistent and timely information district-wide.
2. Consolidate campus calendars into one easily accessible calendar.
3. Create a plan that coordinates district-wide extracurricular and social activities.