



DESIGN THINKING SHOWCASE  
PIC  
LEADERSHIP  
COLLABORATION

Showcasing the 2020 Cohort  
Design Thinking Campus Action Projects

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# Eagle Change Agents

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## TARGET AUDIENCE

- All students
- All staff
- Other Stakeholders



## EXECUTIVE SUMMARY

The onset of the 2020-21 school year created a myriad of questions that no one in educational leadership or beyond could answer.

- *How long will this shutdown last?*
- *How can I help my students, parents, staff, and community process the changes that have occurred?*
- *What is the expectation of my school, my staff, my students during this unprecedented time?*
- *How can I continue to improve our methods, and at the same time show empathy to my staff and listen to my parents?*
- *Is this kind of instruction a new normal? The questions could continue on and on, but still no answers could be guaranteed.*

During this confusing time, we continued to grow forward and meet the needs of our community. It was the only option, especially for those of us who are driven to grow leaders among our students and staff. It was with this mindset that my design thinking project began to take shape.

- *How could we reach our students who were learning remotely?*
- *How could we keep them engaged with our campus? -How could they still "experience" high school?*
- *How could we meet their social and emotional needs when we did not have face-to-face access to them?*

These questions and more drove the idea behind my PIC design thinking project.

## MEASURES OF SUCCESS & IMPACT

- We gathered quantitative data from student, staff, and stakeholder survey results, and qualitative feedback. We heard:
  - "Have you learned new ways to cope with stress through your SEL lessons?" 57% of students answered "yes."
  - "Do you have one teacher in the building that you feel comfortable talking to if you need some advice or if something was bothering you?: 70% of students answered "yes."
- We learned that some social-emotional topics were uncomfortable for staff to facilitate on a daily basis. This prompted us to change the format of the SEL period to a structure that made:
  - Mondays - student challenge for the week and quote of the day
  - Tuesdays - campus wide reading day
  - Wednesdays - counselor's corner
  - Thursdays -SEL day
  - Friday - learn practical skills like changing a tire or filling out your 1040EZ form
- Our exclusionary discipline data showed tremendous improvement reducing from 35% exclusionary discipline in March 2019 to 17% in March 2020, pre-COVID.