Deep Learning Component - Accelerate to Excellence - A to E Transition Summary

Garfield STEM Magnet Middle School

Albuquerque Public Schools

A to E Team: Abel Abeita, Implementation Coach; Pam Campos, Community Schools Coordinator; Rebecca Carter Keesling, Teacher; Erin Chavez, newly hired Guidance Counselor; Dan Guiterrez, Principal; Josh La Clair, Assistant Principal; Melanie Lucero, Teacher; Sonya Troncoso, Teacher; Joseph Varela, Teacher (PLTW); Also in attendance Holly Smith and Francesca Verplouegh

NISML Consultant: Heidi Targee

Deep Learning Website Link:
https://sites.google.com/magnet.edu/a-to-e-program-garfield-stem/deep-learning

Key Actions:

A. Session 1- Design Thinking to Meet Your MSAP Goals - Setting the Foundation

January 11, 2021; 8-11 MST

a. Introduction, Overarching Goals of Deep Learning Protocol and the connection to the Engineering the Future MSAP Narrative
b. Accelerate to Excellence Cycle of Innovation and Continuous Improvement
c. Deep Work/ Deep Learning - Work of Cal Newport and implications for Magnet School Leaders
d. Designing Forward for Engineering the Future
    i. Empathy and Human Centered Design
    ii. Stakeholder Mapping and Designing for Extreme Users
    iii. Empathy Interviews
e. Design Inspired Leadership
    i. Jigsaw Reading of Design Thinking for School Leaders
    ii. Moonshot/Dream Big Lists
f. Case Study Presentation Workshop Time

B. Session 2

January 25, 2021; 8-11 MST

a. Intro/Review
b. Moonshot/Dream Big Lists - crowdsourcing lists in two breakout rooms with limited time to ideate
c. "What have you learned since we last met?" Presentation and Review of Empathy Interview results
d. Defining Area(s) for Growth - In two breakout rooms, the Garfield teams used the Tools from the Access Your Current Status (Transition Report, Smart Goals, MSAP Certification Readiness tool), the APS MSAP Narrative, Moonshot Lists and feedback from WestEd Evaluator to Identify, Isolate and Envision a growth area to work on in Deep Learning. Groups then presented to each other. Both groups landed on areas of growth surrounding **Recruitment**. **Group 1** (Dan, Holly, Melanie, Pam) discussed using Student Achievement data and growth as the center of telling their story. This group discussed the history of the school and the need to change the community perception of the student learning that is happening at Garfield. Some strategies that were discussed are: showing how PBL units are engaging students and meeting state standards as well as showcasing gaps that are closing in student achievement data. **Group 2** (Abel, Erin, Joseph, Josh and Sonya) also defined Recruitment as an area of growth but focussed on keeping students that are zoned to Garfield since they lose zoned students to other magnet programs and charter schools. Strategies that this group came up with included leveraging virtual marketing (website, virtual choice fair) with families who are all at home now. Additionally, Group 2 spoke about increasing contact with Mission Avenue Elementary students (the Engineering is Elementary Elementary School) and promoting the excellence of their staff and perhaps highlighting staff awards and recognitions by creating a digital "baseball card" for each staff member and promoting this on digital platforms.

Deep Learning Area of Growth: Targeted Outreach and Student Recruitment

C. Session 3

February 8, 2021; 8-11 MST

a. "What have you learned since we last met?" Check-in about first introduction of Deep Learning work to the staff

b. Designing Toward Sustainability -Garfield teams worked in two breakout rooms to create an Empathy Map and as well as a Pain/Gain map for an imaginary persona - a parent who is considering sending their child to Garfield. This is an empathy exercise so the team could move on to prototyping solutions to their Deep Learning area of growth using the Stanford D.School (https://dschool.stanford.edu/) human-centered design framework.
c. Designing Toward Sustainability - Ideation and Prototyping - First teams learned and practiced creating a context map as part of the ideation process. From there - breakout groups completed the Growth Identifier and Action Template.
d. Team committed to bold next steps and collective commitments for moving their Deep Learning area of growth of recruitment forward.
e. As requested by the team - time was dedicated at the end of the session to work on the Garfield A to E Case Study Presentation so they had guided workshop time.

D. Session 4

February 22, 2021; 8-11 MST

a. Team engaged in learning about the student recruitment funnel framework and collecting and utilizing data for targeted student recruitment.
b. Garfield A to E team broke out to reflect on existing practices in targeted recruitment as well as formalize their targeted recruitment plan by documenting it in a Google slidedeck. Teams worked on the activities, call to action and data for prospects, inquiries, applicants, admits, enrolled students (new and retention of current). This aligns with WestEd recommendations.
c. Check-in about the teams' testing of their prototypes in their Deep Learning area of growth went. The team had reached out personally to each 5th grade family since we last met. Additionally - they had current parents speak to prospective 5th grade families about their experiences at Garfield at a recruitment night. Further use of PeachJar to communicate to 5th grade families as well as targeted gifted and science research teachers also came up.
d. Discussion of underrepresented populations in STEM and Garfield's role in this work as well as engaging industry partners since "You can't be what you can't see." was a theme.
e. As requested by the team - Garfield practiced their case study presentation. Additionally they gave feedback to Mission Avenue and Valley High School's Case Study recording.

E. Session 5

March 8, 2021; 8-11 MST

a. "What have you learned since we last met?" Check-in about Deep Learning work - We discussed the elective retreat held by administration and how elective teachers are going to be implementing an Essential Project Checklist to align with the theme.
b. Reviewed, refined and completed the formalized Targeted Recruitment plan in breakout groups - this time focussing on brainstorming and mining their work for new ideas in the Deep Learning area of growth of **targeted outreach and recruitment**.
c. We used the idea of Pixar plussing to come up with innovations building off of the team dynamic in the deep learning area of growth
d. Garfield Sustainability JamBoard- Participants began by completing the first 2 columns of a K-W-L Chart in JamBoard so as to direct the conversation about sustainability to meet the groups' needs.
e. Introduction to the Key Ingredients of Sustainability - Review of the Key Ingredients of Sustainability and reflection between each to apply in context to Garfield
f. Team reflected on strengths and areas for growth in each of the Key Ingredients of Sustainability
g. Fiscal Gap Inventory Tool Introduction
h. Closed with revisiting the sustainability K-W-L chart

F. Session 6

March 15, 2021; 8-11 MST

a. "What have you learned since we last met?" Check-in about Deep Learning work - We discussed how the team was going to be welcoming students back in April - for the first time this school year.
b. Prototype Check-in - we reviewed both teams' prototypes in the Deep Learning area of growth - Student Recruitment. Group 1 focussed on sharing student achievement data (related to magnet theme) and Group 2 focussed on reducing racial/SES isolation by reducing "boundary drift" or targeting recruitment to zoned families considering not attending Garfield
c. Sustainability Design - Revisiting the Vision/ Communicating the Vision workshop time- team reflected on the stakeholders that may need to revisit the magnet vision - especially post-COVID. The team worked to design ways to involve other

(non A to E Team) stakeholders in this work - including students and other staff members. This aligns with WestEd feedback and recommendations.

G. Sessions 7 & 8

May 28, 2021; Full Day - 8am-2:30pm MST (30 minute lunch break)

a. Welcome/Agenda Overview
b. Deep Learning area of growth check-in and updates - The Garfield A to E team reported back about progress made including the creation of a one-stop recruitment log to ensure follow-up and monitoring by front office staff, administration and magnet implementation coach. Additionally in the next Pillar Pals recruitment meeting - a formal talking point document was on going to be created to include up-to-date information on student achievement including short snapshots/day in the life of a Garfield student, graduation rates, honor roll statistics, student involvement in close to 20 activities offered throughout the school year ranging from athletics to computer and robotics clubs, journalism, art, e-sports, drones, archery as well as new opportunities in crochet, cooking and dance. There was also progress made in developing student recruiters and using QR codes for public events (to drive traffic to recruitment assets on line).
c. System Coherence and Deep Learning - After a close reading of the Fullan and Quinn article, the Garfield A to E team worked on a Coherence Self Assessment Framework in two breakout groups. Group 1 analyzed "Focussing on Direction" and "Deepening Learning" and Group 2 analyzed "Cultivating Collaborative Cultures" and "Securing Accountability."
d. After watching a short video inspired by the Heath Brother's book *Switch*- the team considered how to appeal to the hearts and heads of staff, students and the community as the team deepens the magnet change work.
e. Sustainability Planning Workshop Time - After a review of the Key Ingredients of Sustainability the teams spent time reflecting on magnet funded initiatives as well as possible funding sources post-MSAP funding. In breakout rooms - two groups began to discuss the Fiscal Gap Tool to begin the strategic finance sustainability work.
f. Lastly - the Garfield team was introduced to the Sustainability Plan templates on their Google Site and suggestions for next steps.

H. Conclusion

Through facilitation, the Garfield Engineering the Future (EtF) team leveraged human-centered design thinking & the *A to E Cycle of Innovation and Continuous Improvement* to address key Deep Learning areas of growth.

During A to E Deep Learning sessions, the Garfield team reflected deeply on their magnet school practices. They used recommendations from WestEd, the Magnet Schools of America Standards of Excellence as well as input from stakeholders collected as part of the Deep Learning protocol to prioritize their goals.

The team isolated a single Deep Learning Area of Growth - ***Targeted Outreach and Student Recruitment*** and prototyped solutions. When working through Deep Learning areas of growth in two breakout rooms- each agreed that *Targeted Outreach and Student Recruitment* albeit their approaches differed (Group 1 wanted to highlight and promote theme-based student achievement and Group 2 wanted to focus on involving and capturing zoned students and set a goal to enroll 90% of zoned 5th graders). The whole team decided to move forward with both approaches in their Deep Learning work and to prototype innovations for both.

Through their work in Deep Learning - the Garfield Team committed to not only completing the actions they planned in relation to their goals, but exceeded those actions by continuously reflecting and adding to their systems of student outreach and recruitment.

Lastly, additional tools for magnet sustainability were used for the A to E team to reflect and create a formalized Targeted Recruitment plan as well as to inventory and analyze fiscal gaps post-funding. Team questions about sustainability were gathered, reviewed and utilized to focus discussions about key ingredients to sustainability. Several written sustainability planning tools were introduced to be used as next steps and to ensure continued momentum and success.

The Garfield A to E Team accomplished quite a bit in their Deep Learning sessions - especially around their area of growth- ***Targeted Outreach and Student Recruitment.*** Through a commitment to outreach focussing on academic achievement and especially capturing their zoned feeder students it is exciting to think about more students becoming involved in Garfield's Engineering the Future magnet culture. Additionally - the team's commitment to collect data and to refine and formalize their recruitment work

will give the team insight into best practices and which recruitment activities to prioritize post-funding.

The Garfield A to E team just started their work in formalizing a formal written sustainability plan and it is recommended to continue with this into the 2021-22 school year. An internal, working sustainability plan as well as an outward facing plan will allow the staff to have crucial discussions about ways to sustain Engineering the Future programs - including seeking other sources of funding and building key community partnerships that align to the Engineering the Future theme at the school. The Garfield A to E team is truly centered on serving their students - and there is no doubt that their commitment to the magnet work will continue into the next school year and to serve an increased student body, families and the greater APS STEM community.