

Lighthouse Community Charter High School

Measure N Probationary School Summary Update

Overview

The following is a summary of the progress that Lighthouse Community Public Schools has made in moving the school towards full implementation of the Linked Learning model. In order to demonstrate our progress, we have prepared this summary. We have organized the summary into three components:

- I. Key Areas of Feedback
- II. Key Developments Based on Feedback
- III. Implementation Plan

Key Areas of Feedback

Three key critical areas were elevated from the feedback from the Measure N Commission, Measure N assessment, and site visit. We used these to guide our work.

Area 1: **Stakeholder Engagement**

A critical area of work was to ensure that we deepened stakeholder engagement with the Linked Learning vision. We especially needed to ensure that all teachers understood the pillars of Linked Learning, how it was a framework for school improvement, and their role as teachers in a Linked Learning School.

Area 2: **Clearly Define a CTE Aligned Pathway Sequence**

A critical area of work was our pathway development. Our initial vision lacked alignment to a pathway sector, was too broad, and was not designed to promote integration across the school program. A key issue for our team was to grapple with was how we would balance the desire for choice that was expressed by our students with the need to focus our CTE pathway for impact.

Area 3: **Pathway Integration in Rigorous Instruction**

A third critical area of work was to consider how we move our Linked Learning Pathway to the center of our curriculum organization. Specifically, we needed to explicitly develop integration across core classes, including integrated units of study that are pathway theme aligned.

Key Developments

Based on the feedback above, we made significant progress in two areas and have a clear action plan in place to ensure full build out of the third area by August 2018.

Area 1: **Stakeholder Engagement**

Over the course of the fall, we:

- Codified a **Pathway Planning Team** (cross stakeholder group) and held a series of design retreats with two more planned for Spring 2018
- Held **whole staff** professional development around the Linked Learning pillars and the vision for the Lighthouse Design Pathway and integrated projects/expeditions.
- Engaged **students** in focus groups and interviews to gather feedback and input regarding the Lighthouse Design Pathway. Students' grapple with choice in courses significantly impacted the decision to create three concentration courses and addition of advanced science and math classes in 12th grade.
- Shared our Pathway course sequence and Lighthouse Design Pathway with **parents** for input. Parent feedback influenced our commitment to job shadows and a career panel in

10th grade.

- Worked with **Pathway teachers** to design a sequence of Pathway courses which ensure that all students have access to the same basic skills and knowledge in our Pathway sector while preserving the element of choice in the Pathway concentration courses.
- Solicited industry partner feedback and guidance on issues such as course sequence and job projections/requirements and formed a **Pathway Advisory Board**.

Area 2: **CTE Pathway Development**

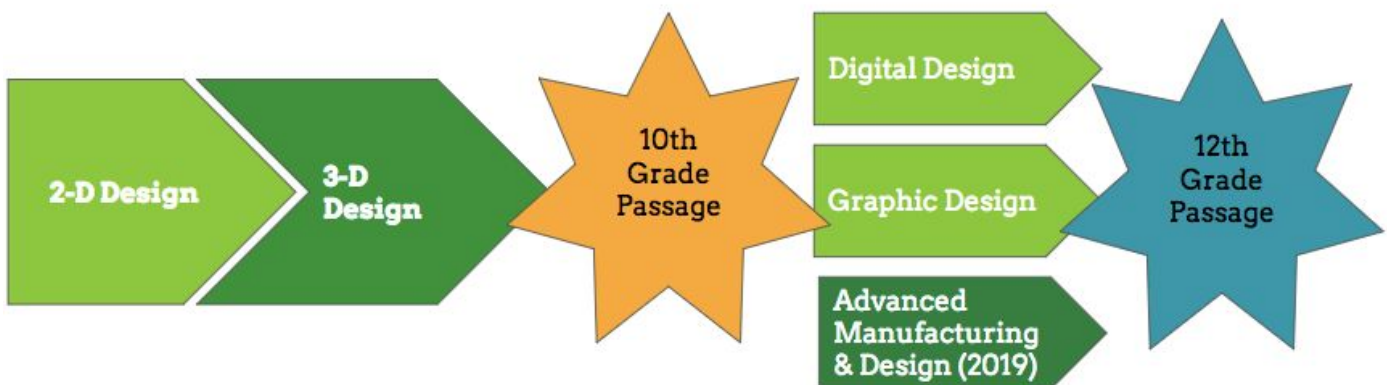
We have finalized our plan for our [Lighthouse Design Pathway](#) based on the CTE Pathway of Product Innovation and Design (Manufacturing & Product Development). All students at Lighthouse Community Charter High School will participate in our Lighthouse Design Pathway. In this pathway, students will develop skills and knowledge in three key domains: Design Process, Product Development, and Entrepreneurship.

Students will:

- create real products using the design process
- work as part of design teams to develop products that meet market demands and/or a community need
- develop entrepreneurial skills and knowledge to market products
- develop portfolios to showcase their work
- collaborate with industry professionals

While our pathway plan does limit course choice in the 9th and 10th grades, it allows for differentiated options in the 11th and 12th grades' concentration courses.

Lighthouse Design Pathway Sequence 18-19



This spring we are launching the Digital Design concentration course and digital portfolios in Making, Arts and Design and Digital Design courses. Students receive feedback from industry professionals on these portfolios. Evaluation of the Digital Design course and digital portfolio process will inform the roll-out of our full Pathway sequence in the fall of 2018.

Area 3: **Curriculum Integration: Updated Program of Study**

As we engaged in this process as a team, we have identified necessary shifts that we need to plan for with our overall course offerings. We have revised program of study and course progression to ensure clear alignment to CTE Pathway and to provide opportunity for integrated projects and more pathway theme alignment to core classes. The work on integrated projects

and thematic alignment will be developed in Spring 2018 as we engage teaching staff through use of release days and in-depth summer 2018 planning on key areas:

- 1) Re-envisioning of Science sequence
- 2) Alignment of integrated units/expeditions to pathway theme
- 3) Revision of capstone passage experiences to Graduate Profile and Lighthouse Design Pathway
- 4) Revision and development of WBL and career connection in our crew curriculum

The goals for the shifts in those work are outlined in our program of study [document here](#). We have reallocated funds saved on a maternity leave position to support the addition of release days and planning stipends for teachers this spring.

Implementation Plan

Measure N: Revised Implementation Timeline & Budget

Below is a summary of the action plan going forward to ensure full implementation of all elements of our Linked Learning Pathway at Lighthouse.

Pillar	Spring 2018	Fall 2018	Spring 2019	Fall 2019
Rigorous Academics: Integrated Units of Study	Release days & stipends to develop thematic units of study. (9th - 11th Grade; focus on Humanities and Science classes while Integrated Math program is being rolled out)	Launch of integrated units of study.	Evaluation of units of study (Instructional Leadership team & stakeholder committees). Development of 2nd integrated unit of study per grade 9-11. Development of 1st thematic unit of study 12th grade.	Launch of new integrated units of study. Evaluation of units of study (Instructional Leadership team & stakeholder committees).
Rigorous Academics: Program of Study/Course Sequence (See Course Map for Further Detail)	Redesign of science course sequence. Development of 9th grade science course curriculum and timeline for shift.. Redesign master schedule to support collaboration between pathway teachers and core day teachers. (May take 2 years to implement).	Phase one of new Science Sequence (revised 9th grade science course).* (*contingent on staffing). Redesign of 9th grade Humanities. Resign of 12th grade Humanities.	Development of 12th grade Advanced Science Course. Design of 12th grade Honors Senior Seminar (explore use of AP Capstone).	Final phase of new science sequence. Launch revised 9th grade Humanities, 12th grade Humanities, 12th grade Honors Senior Seminar. Plan evaluation of Humanities course redesign with Instructional Leadership team & stakeholder committees for semester 2.

<p>Integrated Supports</p>	<p>Evaluation of RTI systems : reading intervention, sped model, tier 2 social/emotional support.</p> <p>Redesign of 9th grade retreat to include a career component</p> <p>Evaluate impact of Ethnic Studies on skill outcomes for 9th graders</p>	<p>Launch of revised RTI systems and 9th Grade Retreat</p> <p>Evaluate Integrated Math curriculum on student achievement in mathematics</p>	<p>If needed: explore mathematics intervention supports</p> <p>Evaluate reading intervention program.</p>	<p>TBD: based on monitoring of RTI systems, revised 9th grade retreat, and new math curriculum</p> <p>If needed: launch math intervention program</p> <p>If needed: revise reading intervention program</p>
<p>Work Based Learning</p>	<p>Revise WBL sequence to align with Pathway Theme: focus on 11th grade internship, 9th grade curriculum, and 10th grade job shadows.</p> <p>Revise 10th and 12th grade capstone passage to include career , WBL , and Graduate Profile learning and reflection.</p> <p>Launch career panels focused on product & design pathway</p> <p>Evaluate career panels with Instructional Leadership team & stakeholder committees</p>	<p>Launch revised curriculum:</p> <ul style="list-style-type: none"> ● 9th grade crew career curriculum ● revised 11th grade internship ● 10th grade job shadows ● 10th grade capstone passage ● 12th grade capstone passage* <p>(*fully implemented in 20-21 when all students traveled through our CTE Pathway)</p>	<p>Evaluate WBL impact & redesign with Instructional Leadership team & stakeholder committees.</p> <p>Design of industry mentors in 11th grade pathway/CTE concentration courses.</p> <p>Design of 12th grade industry mentorship program aligned to 12th grade capstone passage.</p>	<p>Implement revisions as needed to crew curriculum, 10th job shadows, 10th and 12th grade capstone passage, and/or 11th internships.</p> <p>Launch industry mentors in 11th grade pathway/CTE concentration courses.</p> <p>Launch industry mentorship program in 12th grade aligned to 12th grade capstone passage.</p>
<p>Career Technical Education</p>	<p>Implement Digital Design Concentration Course. Evaluate impact.</p> <p>Articulate 7th and 8th Grade Making Course to Pathway redesign.</p> <p>Complete course design and descriptions for 2-D</p>	<p>Implement Graphic Design Concentration Course.</p> <p>Implement 2-D Design and 3-D Design courses in 9th and 10th grade.</p> <p>Submit for A-G approval for new</p>	<p>Implement Advanced Manufacturing and Design Concentration Course</p> <p>Evaluate 2-D Design, 3-D Design , and Graphic Design courses (Industry Advisory Board & stakeholder committees). Revise courses as needed.</p>	<p>Complete CTE Certification for all Pathway course instructors</p>

	<p>Design, 3-D Design and graphic design. Share final course descriptions with Industry Advisory Board for feedback. (Make revisions as needed).</p> <p>Create plan for CTE Certification of Pathway instructors.</p> <p>Order materials and equipment for new courses.</p> <p>Plan for room reallocation and teacher schedule shifts.</p>	<p>courses.</p> <p>Design Advanced Manufacturing and Design Course.</p> <p>Begin CTE certification process for all Pathway course instructors.</p>	<p>Late spring/summer: evaluate Advanced Manufacturing and Design Concentration Course (Industry Advisory Board & stakeholder committees). Revise course as needed.</p> <p>Continue CTE certification process for all Pathway course instructors.</p> <p>Order additional new materials and equipment needed for new courses.</p>	
--	--	--	---	--

Anticipated 2018-2019 Measure N Funding

Strategic Action	FTE Allocation/Resource	Dollar Amounts
Collaborative planning days and stipends to support integrated learning expeditions in grades 9 - 12	No additional cost associated	5,000.00
Supported team collaboration and stipends to support iterative Pathway Course design and course refinement process.	No additional cost associated	2,500.00
Team collaboration and stipends to support digital portfolio and revision to capstone 10th and 12th grade passages.	No additional cost associated	2,500.00
Pathways Coordinator to oversee the WBL integration, CTE Certification, and curriculum development for CTE pathways courses.	.5 FTE	50,000.00
Pathways Teacher Salaries	1.5 FTE	150,000.00
Materials for Pathways Courses (Technology Investment)	Materials	35,000.00

DCAC fellow to support design and implementation of 9th and 10th grade career & college preparatory program (focus on building industry career panels, job shadows, and career focused curriculum)	0.5 FTE	35,000.00
Linked Learning Team Retreat: Release days	Materials, Release Days	2,000.00
Stakeholder Committees' Meeting Supplies	Materials	500.00
Estimated Total		282,500.00