

**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 aligned to our [previous action plan](#) and four pillars of Linked Learning.

- I. Key Areas of Feedback from Fall Site Visit
- II. Key Progress on Implementation Plan 18-19 and Next Steps

I. 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 questions to propel our revision of our Implementation Plan.

Area 1: Continue to Develop Teachers Understanding of Linked Learning

A continued 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. Given the turnover in our high school, (5 new teachers this year), we need to ensure that new staff have the same level of understanding.

Area 2: Narrow Pathway Sequence and Further Develop Concentration Courses

An area of feedback was to further refine and narrow our pathway focus and ensure concentration courses had that alignment. We have a CTE aligned pathway, focusing on Product Innovation and Design.

Area 3: Continue to Work on Pathway Integration in Rigorous Instruction

We received feedback that while we had projects that were thematically aligned to the CTE standards, they were not full integration projects.

II. Key Progress on Implementation Plan

Focal Area	Anticipated Actions	Current Status	Next Steps
Pillar #1: Rigorous Courses			
Rigorous Academics: Integrated Units of Study	<ul style="list-style-type: none"> ● Launch Integrated Units 	<ul style="list-style-type: none"> ● We have thematic integrated projects in Science courses. 9th- Improving old-fashioned whirligig design 10th- Invasive Species Trap 11th- Soap Company Project 12th- Mouse Trap Cars 	<ul style="list-style-type: none"> ● 9th and 10th grade courses are offered in Spring, and we are contracting with ConnectEd to have two teacher teams develop and implement two integrated projects. <p><i>(This timeline was delayed in the Spring given leadership transition and the Master Schedule and the 9th/10th grade Pathway course being offered in the Spring rather than the fall)</i></p>
Rigorous Academics: Program of Study/ Course Sequence	<ul style="list-style-type: none"> ● Redesign of science course sequence. ● Redesign master schedule 	<ul style="list-style-type: none"> ● Phase one of new Science Sequence (9th grade science course and 12th grade honors science course). 	<ul style="list-style-type: none"> ● Master Schedule redesign is being worked on this year. With Leadership transition, it was decided to wait until we had new team in place to begin Master Schedule work.

CTE Pathway			
Career Technical Education	<ul style="list-style-type: none"> Implement CTE Courses (2D, 3D) Submit for A-G approval for new courses. Design Advanced Manufacturing and Design Course. Revise Graphic Design Begin CTE certification process for all Pathway course instructors. 	<ul style="list-style-type: none"> We have designed and obtained A-G Course Approval for 2-D Design and 3-D Design courses. These courses are aligned to CTE Product Innovation and Design Standards. Those will launch with ALL 9th and 10th graders this Spring. One of our Pathway instructors are enrolled in programs to obtain their CTE Credentials. One is in the process of enrolling in a CTE Program. 	<ul style="list-style-type: none"> We are still working on the revision of our Capstone courses. We had anticipated that they would be offered in the Spring, however we needed to shift them to the fall. As such, they are relying heavily on previous blueprints. We will be working on continuing to develop these courses by increasing the emphasis on the entrepreneurship and integration with industry experts.
Pillar #3: Integrated Student Supports			
Integrated Supports	<ul style="list-style-type: none"> Evaluation of RTI systems : reading intervention, sped model, tier 2 social/emotional support. Redesign of 9th grade retreat to include a career component Evaluate impact of Ethnic Studies & Integrated Math Program 	<ul style="list-style-type: none"> We are currently engaging in a full assessment of MTSS within Lighthouse High School. Our Director of RTI is working with LCPS Personnel to evaluate and develop a plan for improved and/or increased services to students. 	<ul style="list-style-type: none"> We revised the 9th grade retreat, but did not focus on Career within the retreat. Rather, we are focusing on Career in Crew and within CTE Courses.
Pillar #4 Work Based Learning			
Work Based Learning	<ul style="list-style-type: none"> Revise WBL sequence to align with Pathway Theme: focus on 11th grade internship, 9th grade curriculum, and 10th grade job shadows. Revise 10th and 12th grade 	<ul style="list-style-type: none"> There are industry partners who will evaluate students products in our Advanced Manufacturing Design Course this quarter. 	<ul style="list-style-type: none"> Given our focus on ensuring stabilization with the staffing transitions (new admin team and a number of new teachers), we did not prioritize this work yet. This winter, we will be redesigning the 10th grade passage experience to include pathway connection and more explicit career connections (including the development of a 10-year

	<p>capstone passage to include career., WBL , and Graduate Profile learning and reflection.</p> <ul style="list-style-type: none"> • Launch career panels focused on product & design pathway • Evaluate career panels with Instructional Leadership team & stakeholder committees 		<p><i>plan</i>). However, priority work with teachers and staff was on positive school culture and climate to ensure positive student engagement and support for new staff.</p> <ul style="list-style-type: none"> • Prepare revised WBL Continuum including key milestone and crew curriculum. (This work is being supported via Dissemination Grant)
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Key Areas of Feedback & Impact

Three key critical areas were elevated from the feedback from the Measure N Commission, Measure N assessment, and site visit. We used these questions to propel our revision of our Implementation Plan.

Area 1: Continue to Develop Teachers Understanding of Linked Learning

A continued area of work was to ensure that we deepened stakeholder engagement with the Linked Learning vision. Upon reflection, we realized that given the turnover in our high school, (5 new teachers this year), we need to ensure that new staff have the same level of understanding of Linked Learning Framework and how to further integrate it into curriculum design. ----

Area 2: Narrow Pathway Sequence and Further Develop Concentration Courses

An area of feedback was to further refine and narrow our pathway focus and ensure concentration courses had that alignment. We are still working on the revision of our Concentration courses. We had anticipated that they would be offered in the Spring, however we needed to shift them to the fall. As such, they are relying heavily on previous blueprints. We will be adding in additional planning days with our Coach from ConnectEd for the teachers of those courses in the Spring to complete a redesign and further vertical alignment of the CTE Product Innovation and Design Standards. In addition, we are looking into deepening the entrepreneurial aspects of the standards within these courses.

Area 3: Continue to Work on Pathway Integration in Rigorous Instruction

We received feedback that while we had projects that were thematically aligned to the CTE standards, they were not fully integrated interdisciplinary projects. This winter, we will be developing one core project for 9th and 10th grade that will integrate two courses (CTE & Gen Ed) with the support of our ConnectEd Coach.

Anticipated 2019-2020 Measure N Funding*

The following budget details expenses that would be explicitly funded via Measure N funding:

Strategic Action	Dollar Amounts
Ben Crosby from ConnectEd to provide on-going linked learning coaching support for school and network leaders.	\$10,000.00
To provide salary and benefits to CTE Teachers in Pathway classes: .5 FTE to teach 3D design .5 FTE to teach 2 D design .5 FTE to teach Advanced Manufacturing	\$134,260.00
2-D Design Materials required for 9th grade 2-D Design Pathway course including: Ink, screens, transparencies, chemicals to set designs, wood for laser-cutter, vinyl for vinyl cutter, prototypes for clients.	\$10,000.00
3-D Design Materials required for 10th grade 3-D Design courses: Furniture Materials: (lumber, nails, fabric, glue guns, circuits, soldering equipment, sewing equipment.)	\$30,000.00
Salary for pathway coordinator (0.5 FTE)	\$51,850.00
Stipends required to pay team of 4 teachers to revise 10th grade passage to align with Design Pathway and reflection on WBL experiences and career vision.	\$2,500.00
Associated Benefits for salaries listed above (benefits calculated at 22% of salaries)	\$40,944.20
Total	\$277,054.20

* This preliminary budget is based on anticipated student enrollment figures and allocations. Adjustments may be made based on final staffing and course design, in line with the final Measure N allocation.