



Final Summary

Measure N Probationary School

Please construct a 2-page status update for Measure N implementation that addresses the following key prompts. It should not be a bullet by bullet answer, but a comprehensive response that updates the Linked Learning staff and the Measure N Commission on the overall status of your work. The Commission and staff will be evaluating the status update based on the [Measure N Implementation Assessment](#), the [Self Assessment Rubric](#), overall implementation of feedback, quality/transparency of the answers relative to the Commission and staff observations.

- *A pattern observed across all of our probationary schools is that there was a clear gap in knowledge of Linked Learning. In order to be successful, what will your school do to ensure all stakeholders deeply understand Linked Learning?*
 - *Based on the feedback you received in the Spring of 2019, the fall site visit, and your participation in Charter Management Organization Leader meetings, how have you adjusted the overall vision and program to align to Measure N?*
 - *Linked Learning Pathways are built upon four pillars: Academic Rigor, Career Technical Education, Work-Based Learning, and Integrated Student Supports; which of the pillars have you focused on to more fully develop your school's program in alignment with Measure N?*
 - *What are the changes you are making to the design of your school in master schedule and staffing to support the implementation of a Linked Learning pathway?*
 - *In a year from now, how will your school be dramatically different than the current design?*
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Lionel Wilson Prep – Designing for Social Change: An Engineering Pathway

This year, it has been a priority at Lionel Wilson Prep to ensure our stakeholders have a deep understanding of Linked Learning and what that means for all aspects of our school. We started the year talking about the 4-pillars of Linked Learning and how they showed up in our daily work and the experiences students have. We have a design team that is focusing on how to implement elements of our work-based learning continuum for students in all grade levels. Teachers are planning cross curricular projects and end-of-year-exhibitions that are grounded in the aligned engineering guiding questions for each grade. Going into the second semester, we will be doing the following:

- Supporting the design team to lead more professional development with all staff so the knowledge of and ownership of the pathway lives with more staff.
- Complete school site visits to local pathway schools and support our staff in developing a new paradigm for what a pathway school looks and feels like for staff and students.
- Work with our consultant to support teachers in how to purposefully connect curriculum with the pathway theme - regardless of course content.

Based on feedback we have received, we worked on developing a clear CTE sequence that aligns to our pathway theme and are focusing on building out our work-based learning continuum. This year we have partnered with Project Lead the Way to adopt a sequence of engineering courses. We are offering Introduction to Engineering, Principles of Engineering, Environmental Engineering, and the Engineering Senior Capstone. Our engineering teachers attended a robust summer training program to prepare them to teach these courses with fidelity. We also purchased new computer technology to allow for our students to use industry standard programs while learning foundational engineering skills. In our most recent visit, members of the commission gave us ideas on how to build out our work-based learning program such that students have a clearer understanding of what type of career they hope to pursue after high school. We are currently partnering with



our advisory board to identify professionals who are willing to speak to our students, partner on the exhibitions and other projects, and host students for internships and job shadows. We now have a better understanding of the impact a meaningful work-based learning program can have on students. We want to make sure that our students are consistently exploring career interests and opportunities while making daily connections to how what they are doing in school will prepare them for the work force later in life. Additional feedback we received was about how to brand our pathway such that students, families, and staff all know and understand what it means to be part of our engineering program. We talk to families about the program in all parent venues, we have developed marketing materials to spread the word, and we are dedicating more time with staff to build a comprehensive understanding of what our engineering pathway is and will become.

As stated in the previous paragraph, we are really focusing on our work-based learning continuum. In working with our design team and representatives from the advisory board, we have developed the following sequence of experiences.

- 9th Grade – career research, career plan development, presentation
- 10th Grade – informational interviews, mock job interviews; industry consultants for projects
- 11th Grade – work place visits and job shadows; industry consultants for projects
- 12th Grade – Senior portfolio that includes internship/job experience

We have already started the process of identifying when these experiences will happen over the course of the second semester and who will be owning the implementation at each grade level. Time is dedicated in professional development for grade level teams to review resources, create materials, and norm as a team. We have also identified specific dates when some of this work will happen in school. Our advisory board is busy at work cultivating their professional connections to ensure all of these experiences are meaningful and help our students identify the careers they want to pursue and, more importantly, what steps they need to take in high school and after to be prepared for that career.

Going into the 2019-20 school year, we hope to make some adjustments to the master schedule that allow for more consistent pathway planning and collaboration time. Currently, we have built in time on most Fridays for grade levels team to develop their understanding of what our pathway work means and to actually plan and develop experiences for students. We want to build in collaboration time on a day other than Friday so this planning can happen consistently. This might look like adjusting the bell schedule or moving teacher planning days to allow for shifts to our daily minutes. We also want to hire someone to manage the work-based learning component of our pathway. As we develop the continuum, we are going to need someone who is dedicated to cultivating and maintaining relationships with industry partners. This is especially important when our students start participating in extensive internships. The work-based learning coordinator will also manage the training and preparation for our students and support our partners to provide meaningful feedback and coaching as our students develop their world skills. This will allow us to more meaningfully distribute the work across different administrators and school leaders.

A year from now, we expect the following to look and feel different:

- Students and families coming into the school (9th grade or otherwise) will participate in an orientation and be able to speak to specific parts of the engineering experience.
- There will be environmental print that clearly communicates our pathway.
- All students will be able to name a career they are interested in pursuing and will have completed some aligned activity to develop knowledge of that career (research, interview, visit, etc.).
- A work-based learning coordinator will coach students to prepare for internships and guide teachers on how to infuse WBL and other pathway themes in their course work.
- Grade level teams will revise and update their cross-curricular projects for the 20-21 school year.



- More teachers will be infusing the pathway themes or teaching pathway aligned content classes (i.e. The History of Engineering).
- Students in all grade levels participating in Bay area engineering extracurricular programs/opportunities