



Lighthouse College Prep Academy
ESSER 3 FUNDS PLAN

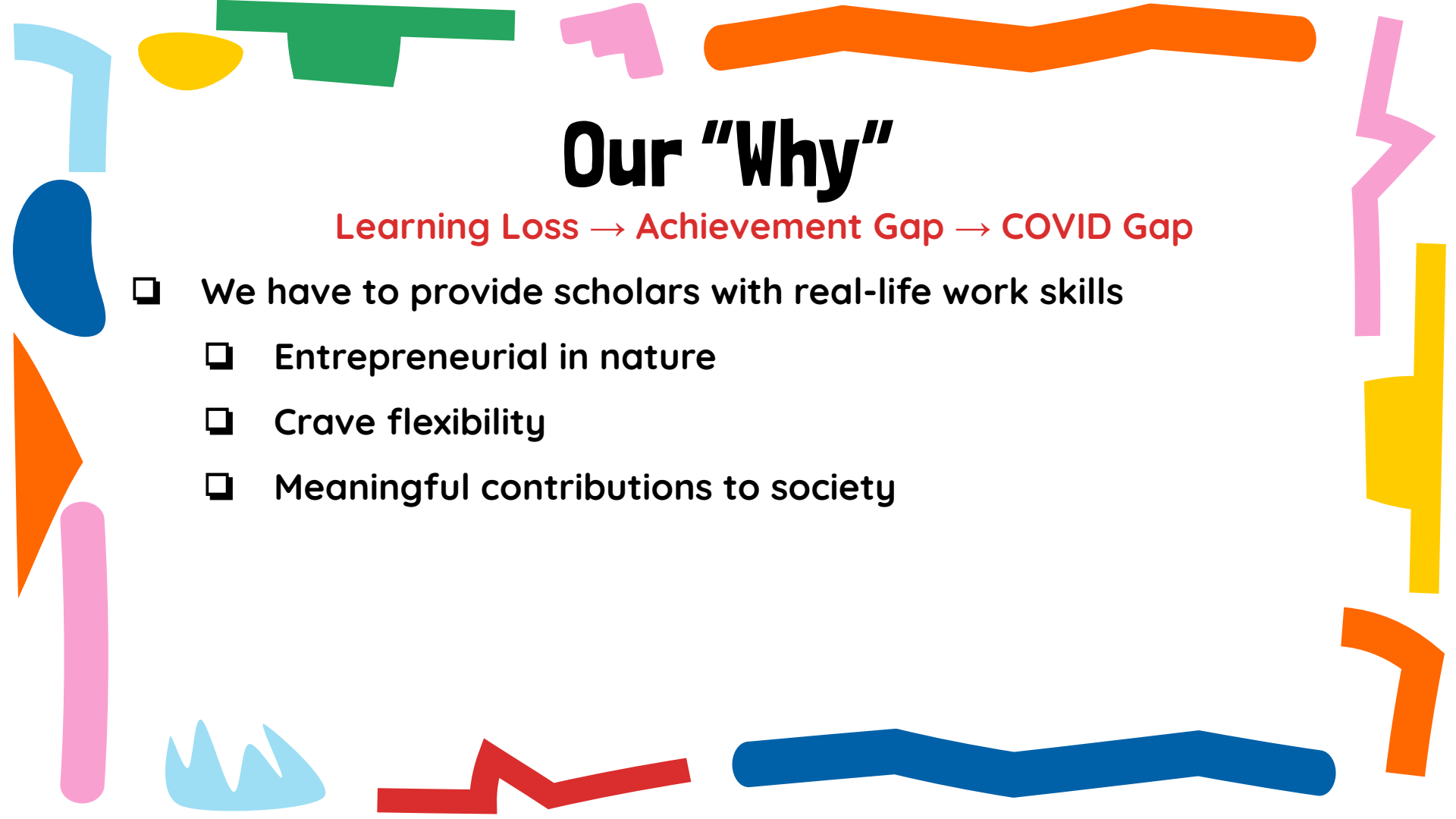
Anderson & Henley

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Our “Why”

Learning Loss → Achievement Gap → COVID Gap

- ❑ We have to provide scholars with powerful instruction
 - ❑ Scholars learn from great teachers!
 - ❑ Teachers more likely to implement great practices when receiving intensive instructional coaching
 - ❑ Teachers more likely to implement change when “hubs” and “superhubs” are present

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Our "Why"

Learning Loss → Achievement Gap → COVID Gap

- ❑ We have to provide scholars with real-life work skills
 - ❑ Entrepreneurial in nature
 - ❑ Crave flexibility
 - ❑ Meaningful contributions to society

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Addressing Learning Loss

01

Instructional Support

02

Graduation Pathways

03

Instructional Supplies

04

Staff Stipends

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Director of Teacher Leadership

ESSER 3 Category: Addressing learning loss & administering and using high quality assessments

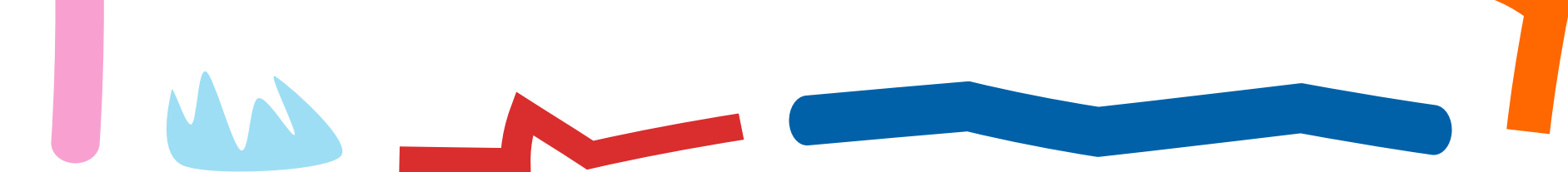
❑ Additional Duties

- ❑ Create & co-facilitate bi-weekly PD cycle for CDCs
- ❑ Create Danielson-based evaluation tool for CDCs
- ❑ Conduct MOY & EOY Evaluations of CDCs
- ❑ Co-lead ILT meetings
- ❑ Support in the development of individual teacher coaching plans
- ❑ Text(s): Get Better Faster, The Impact Cycle, The Instructional Playbook, Think Again, Working on the Work, The Culture Code, Flow



Content Department Chairs (CDC)

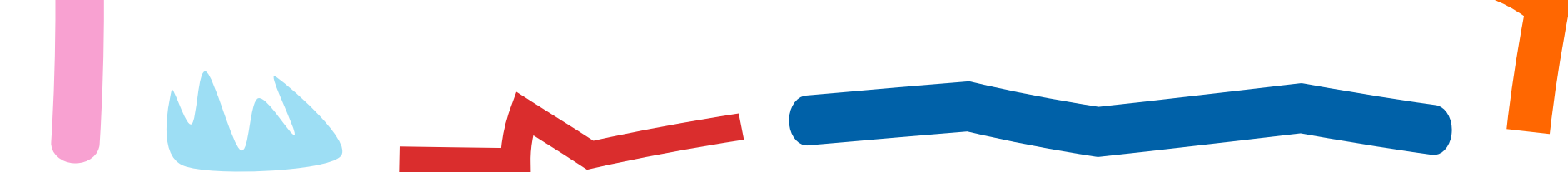
ESSER 3 Category: Addressing learning loss & administering and using high quality assessments

- Math, English*, Science, Social Studies, Electives
 - Participation in in-house leadership development program
 - Teach 2 - 3 classes within their certified content
 - Calibration sessions with Anderson & Henley
 - Instructional Leadership Team (ILT) Member
 - Coaching schedule (Data centered)
 - Facilitate departmental professional development sessions
 - Drive instructional school improvement plan
- 



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Career & Community Liaison

ESSER 3 Category: Activities to meet comprehensive needs of students

- ❑ Develop & establish partnerships for internships (Chicago & NWI)
- ❑ Liaison between LCPA & Gary Career Center (GCC)
- ❑ Organize & oversee select scholar internships
- ❑ Part of Academic Counseling Team & serve on DET Team
- ❑ Publish bi-monthly Community & Families newsletters

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Graduation Pathways

ESSER 3 Category: Activities to meet comprehensive needs of students

- ❑ Partnership with Gary Career Center (GCC)
- ❑ Available to all junior & senior scholars
- ❑ Serve as a graduation pathway other than AP & DC
- ❑ Transportation between LCPA & GCC
- ❑ GCC Programs: *Automotive, Cosmetology, Nursing, Culinary Arts, Welding*

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Instructional Supplies

ESSER 3 Category: Address learning loss & improve student engagement

- ❑ Staff submitted list of supplies needed for individual classrooms
- ❑ Major purchase: Chorus & Music Theater program, PE supplies, TV/Radio Programming

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Staff Stipends

ESSER 3 Category: Improve student engagement & participate in comprehensive after-school programs

- ❑ Facilitate after-school clubs, committees, programs

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Additions

- ❑ Not replacing 2nd DTL position
- ❑ No additional positions needed outside of projected positions for SY22
- ❑ Awaiting approval & offer letters: Science & Electives CDC
- ❑ GCC is first come first enrolled... so we need to get moving if possible
- ❑ Anticipate July 19 start date for CDCs
- ❑ Anticipate July 1 start date for Career & Community Liaison

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Sustainability

- ❑ Leader pipeline for LHA
- ❑ Build instructional capacity in current staff
- ❑ In-house monitoring of systems/practices enable them to become engrained routines
- ❑ Systems and practices support new teacher transitions
- ❑ Consistency in higher graduation rates as a result of increased pathway options
- ❑ Enhance LCPA's reputation in the community



Thank you!

Please note, we can accept questions at this time; however, some questions we may need more time to answer.

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References

- ❑ “Of Hubs, Bridges, and Networks”, Douglass B. Reeves
- ❑ “What can we do about teacher resistance?”, Jim Knight
- ❑ Studying the Impact of Instructional Coaching, Jim Knight