INVESTMENT IN SCHOOLS

School Improvement Plan Template

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OSSE

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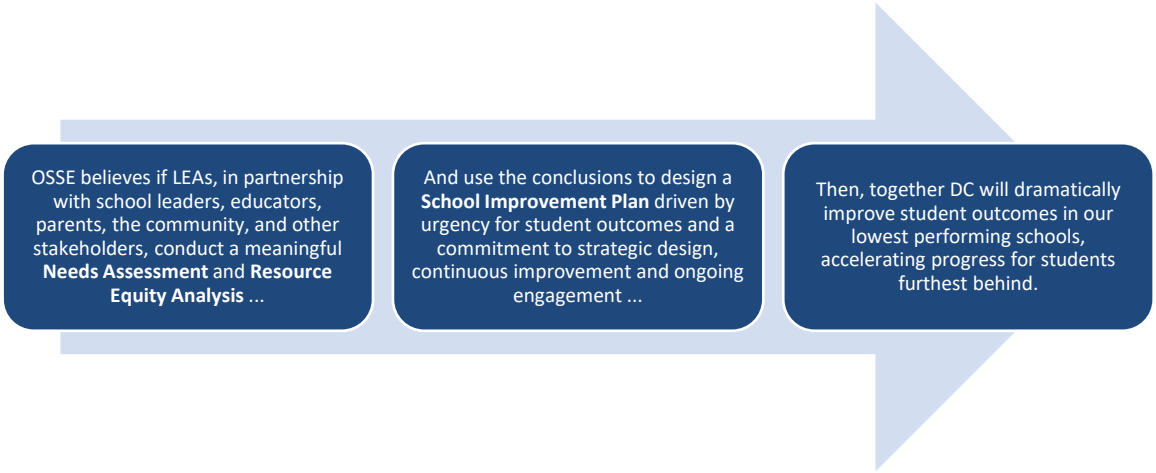
MURIEL BOWSER, MAYOR

School Improvement Plan Template

To be completed for each Comprehensive Support and Improvement (CSI) and Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) School designated in the 2022-23 school year. The template may also be used to develop school improvement plans for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools. Local education agencies (LEAs) with TSI and ATSI schools have the discretion to either use the OSSE's provided template or a plan format of their choosing.

Background

The Office of the State Superintendent of Education (OSSE) understands that school turnaround and improvement plans must be designed with consideration of each school's unique context. The process of completing a needs assessment, including an analysis of the equitable distribution of resources, the development of goals aligned to identified needs and the creation of a plan to address those needs provides an opportunity for designated schools to work with stakeholders toward a vision to ensure all students have an opportunity to succeed.



Local education agencies (LEAs) with Comprehensive Support and Improvement (CSI) schools are eligible for *Investment in Schools* (1003) grant funding. The *Investment in Schools* grant provides an opportunity for each of the District of Columbia's lowest performing schools to work with their communities to urgently improve educational outcomes for students. Every CSI school must conduct a needs assessment and develop a school improvement plan. LEAs with at least one school designated for comprehensive support and more than one school overall in the LEA must also complete a Resource Equity Analysis. (Note: Single-site LEAs do not have to perform the Resource Equity Analysis).

LEAs with schools designated in the 2020-23 school year as Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) are not eligible for grant funding but are required to complete a needs assessment, school improvement plan and resource equity analysis (if applicable).

LEAs with Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools may use this template to assist their schools in developing a school improvement plan,

but use of this template is not required by OSSE. LEAs with schools designated as TSI and/or ATSI are required to share with OSSE their school improvement plan(s) regardless of the template chosen.

School Improvement Plan Template Overview

Framework

To provide guidance and flexibility, OSSE is naming three critical categories - **People**, **Instruction** and **Structures -** that school improvement plans (SIPs) will address. SIPs will explain how evidence-based strategies and interventions (*see more detail below*) in each of these areas will be put in place to make the changes needed for each school's individual context. Each SIP must start by describing overall vision and goals for the school; explaining specific strategies related to people, instruction and structures; incorporating how the school will determine whether the plan is generating its intended outcomes; and describing a process for continuous stakeholder involvement, which will include public engagement and reporting.

Scope

For newly designated schools in 2022, the SIP will span the 2022-23 and 2023-24 school years. The schools designated in 2018 developed a three-year plan. Given that 2022 designations do not include growth data, a central part of the DC Every Student Succeeds Act (ESSA) State Plan, schools will be identified again in 2024 with full accountability system metrics, after only two years. For schools designated in 2022, the data from the 2021-22 school year should be used for the baseline, and the targets and metrics related to the plan goals should be set at the end of the 2022-23 school year and the 2023-24 school year.

Transparency

SIPs should be available to the LEA, parents and the public, and the information contained in the plan must be in an understandable and uniform format, and to the extent practicable and/or required by DC law, provided in a language that the parents can understand.[1] Documents submitted to OSSE may be made available to the public via request and/or the OSSE website.

Evidence-based Interventions

In each category of the School Improvement Plan Template, schools must identify evidence-based interventions in the strategy for achieving its vision. Evidence-based interventions are practices, activities or interventions that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

[1] See https://ohr.dc.gov/sites/default/files/dc/sites/ohr/publication/attachments/FINAL%20REGULATIONS%20-%20October%202014.pdf.

Tier 1 – Strong Evidence
Supported by one or more well-designed and well-implemented randomized control experimental studies.
Tier 2 – Moderate Evidence
Supported by one or more well-designed and well-implemented quasi-experimental studies.
Tier 3 – Promising Evidence
Supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
Tier 4 – Demonstrates a Rationale
Practices that have a well-defined logic model or theory of action, are supported by research and have some effort underway by a state education agency (SEA), LEA, or outside research organization to determine their effectiveness.

CSI plan strategies are required to have demonstrated strong, moderate, or promising evidence (Tiers 1–3) to support them. All other programs under Titles I–IV may use Tiers 1–4.

Schools Implementing a Schoolwide Program

To reduce burden and avoid duplicative efforts, schools implementing a schoolwide program model under Title I, Part A may use this template to meet the requirement to develop and implement a schoolwide program plan. The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)) The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii))

Submission Instructions

CSI Schools
LEAs with newly designated or re-designated CSI schools must upload a completed School Improvement Plan Template for each school into the School Improvement folder in Box.com by May 31, 2023. After the plan is approved by OSSE, the LEA must upload the approved plan for each school into the Enterprise Grants Management System (EGMS) with their application by May 31, 2023.

CSI-Grad Schools
LEAs with CSI-Grad schools must upload a completed School Improvement Plan Template for each school into the School Improvement folder in Box.com by May 31, 2023.

TSI and ATSI Schools
LEAs with TSI and/or ATSI schools must upload a copy of their approved school improvement plan (in any format) into the School Improvement folder in Box.com by May 31, 2023. The plan must have been approved by the LEA prior to sharing with OSSE.

LEA Name: DC Public Schools School Name: Luke C. Moore HS
Date of Plan Implementation: SY 22-23, SY 23-24
Date of Plan Update:

School Plan Template

Overall Vision & Goals

In a narrative, explain the coherent aligned vision for your school, how you determined it and how you will know if you are moving toward that vision.

The narrative must include:

1. How this vision was informed by the process of completing a needs assessment including review of the resource equity analysis, if applicable.
2. How stakeholders were involved in determining this overall approach. Stakeholders should include at minimum, the LEA; principals; other school leaders, including Title I administrator, teachers and paraprofessionals; parents and members of the community; and as appropriate, specialized instructional support personnel, technical assistance providers, school staff, other individuals determined by the school and students.
3. If applicable, a description of how the SIP is coordinated with the school's Title I-A schoolwide program and the program's plans for other federal funds or local funds.

You will provide additional detail in the sections that follow on how this overall vision is connected to your approaches to People, Instruction and Structures. We expect that many strategies will be cross-cutting and not isolated to one of these categories to achieve the improvement goals.

School Level Vision and Goals

Luke C. Moore (LCM) will develop targeted interventions and provide supports that address the whole child needs of our scholars. Students will be provided with a safe and therapeutic setting for learning while at LCM. Most students are referred to LCM due to school and life challenges that have prevented them from experiencing successful educational outcomes. LCM will leverage relationships between staff, students, and other stakeholders to ensure that students' SEL and academic needs are met in an environment that is responsive to their unique circumstances.

The school-level vision for LCM was refined considering the three key priorities and their associated root causes elevated in the Needs Assessment. The vision is also informed by the academic achievement, attendance, and 9th grade promotion, and course completion goals the LCM team established, which are detailed in the next section of this plan.

By the end of the year, LCM's vision for school improvement is that students express they are nurtured emotionally and academically in a manner that best fits their needs and individuality. Students who felt

dejected from their past educational experiences will see LCM as an institution that guides their growth to engage with rigorous and relevant content and puts them on a path towards successful post-secondary opportunities. The school will build a culture of strong instruction by developing teachers' ability to plan for and provide rigorous and relevant lessons and the use of quality academic and emotional interventions. The high-quality and effective learning environment will be maintained by consistently leveraging professional development and data reflections. Students will see LCM as worth attending as we prioritize mental well-being and foster partnerships to provide interventions that serve the whole child. The school knows investment in this work will help students make ambitious progress toward school goals. With a focus on meeting the holistic needs of our unique scholars, LCM will address key needs related to providing a nurturing, trauma-sensitive environment focused on personalized rigorous, and relevant learning that supports students in progressing towards graduation and prepares them for post-secondary experiences.

LCM believes that achieving all goals is grounded in a common need to address student mental health needs. Through the needs assessment and reflective conversations, the school team concluded that the quality of student mental health has a significant effect on students' ability to succeed emotionally and academically at the school. By improving these supports, the school will create an environment students will want to attend and we will work to reduce the barriers and challenges that previously impeded students from completing courses, graduating, and performing well on end-of-year assessments.

Like the other Opportunity Academies in DCPS, LCM implements a competency-based curriculum in which students can progress at a pace determined by their level of engagement and mastery of course standards. Most students who enroll at LCM are behind in course credits that would keep them from earning a diploma on pace with their original 9th-grade cohort. By ensuring incoming 9th graders are matriculating to higher grade levels and that all students are completing courses in a timely manner LCM will set up the conditions to improve their adjusted cohort graduation rate.

While the school awaits OSSE to release an alternative accountability framework for non-comprehensive schools, LCM chose the identified goals based on the metrics utilized in the OSSE framework to evaluate schools. The school's vision for success includes moving out of status. To do so, the school would need to set up the conditions for significant growth within the identified metrics

Needs Assessment Process

LCM's school team participated in a thorough needs assessment process that utilized multiple sources of qualitative and quantitative data to identify key trends as they relate to people, instruction, and structures. The DCPS Data Systems and Strategy team compiled data across numerous indicators over three years and shared this information with the school leaders. Principal interviews using a structured protocol were administered by a member of the DCPS Equity and Strategy team. Results from the INSIGHT staff survey were reviewed during a meeting with the DCPS Data Systems and Strategy and Continuous Improvement team members in early May, along with other key data sources spanning multiple school years. A student focus group was held using a structured protocol and data was compiled into key themes. The Panorama Survey was opened to parents in the Spring of 2023. Some LCM parents responded, but the results did not meet the "n" threshold to be reported. Therefore, strategies to increase parental engagement are included in this plan. The DCPS Continuous Improvement team organized information attained through the processes described above and ensured

that all components of the Needs Assessment occurred to satisfy the requirements for internal and external engagement.

The school team worked with the DCPS Continuous Improvement Manager to examine all the data collected and prioritized the school's top three areas of need during a session on May 12, 2023. The LCM team engaged in a collaborative data review process to reach a consensus on those needs and then completed a root cause analysis to identify the underlying causes of each of the school's prioritized needs. Through this structured, facilitated process LCM identified the following top three needs:

- Mental health support for students.
- Inconsistent attendance leads to slow progress in completing courses needed for graduation.
- Student progress towards course completion is adversely impacted by students' struggles with foundational academic skills.

The following week, the LCM team worked with the DCPS Continuous Improvement Manager, a Continuous Improvement Specialist, and the Director of Data Systems and Strategy to develop this school improvement plan, which articulates LCM's vision and goals, the school's theories of action about people, instruction, and structures, and specific strategies for achieving LCM's goals and addressing the school's top needs.

Resource Equity Analysis

DCPS utilizes an equity-based school funding model that ensures schools are provided financial resources based on greater student academic and social-emotional learning needs. This model holds schools harmless for declines in enrollment and ensures that schools will at least receive a baseline level of funding each school year. Based on the results of a Resource Equity Analysis, LCM's per-pupil expenditures exceed both the mean and median for other DCPS schools. Overall, schools with lower per-pupil expenditures demonstrated higher Summative Index scores, lower rates of Chronic Absenteeism, and higher rates of in-seat attendance. Therefore, it is unlikely that LCM's performance challenges are related to funding deficiencies. The School Improvement Plan strategies will address the root causes of LCM's top three priorities identified by the school team.

Stakeholder Engagement

Throughout March-May 2023, various internal and external stakeholders engaged in the Needs Assessment process. Representatives from the LEA (the Instructional Superintendent, central office Math, ELA, Attendance, MTSS, Restorative Justice, Special Education, Continuous Improvement, and Data and Strategy content leads) and school team members (the Administration, Instructional Coaches, Assistant Principal) analyzed SY 22-23 data during a mid-year review. Additionally, the DCPS Continuous Improvement Manager and other DCPS central office content representatives engaged with the school team during the Needs Assessment and School Improvement Planning sessions. Teachers, paraprofessionals, and other staff members engaged in the INSIGHT survey. Students were provided opportunities to engage via the aforementioned student focus groups and the Panorama survey. Parents were provided opportunities to engage via the Panorama survey in Spring 2023, but the responses did not meet the "n" threshold of 10 to be reported.

Coordination with Title I-A schoolwide program (if applicable)

Strategies outlined below will be integrated into LCM's annual Comprehensive School Plan, the planning mechanism DCPS requires of all Title 1 schools to satisfy the annual schoolwide planning and evaluation requirements under Title 1.

State the Goals

Identify specific, measurable, achievable, relevant and time-bound (S.M.A.R.T.) goals of the SIP to achieve the vision described above. SIP goals must focus on student outcomes, not on adult actions. These should include annual targets tied to specific accountability framework metrics as well as other leading indicators (inputs and/or outputs).

In the table below, list your school's goals and the metrics:

Goal 1:	Decrease the % of students earning Level 1 AND 2 PARCC ELA from SY21-22 benchmark by 10% by the end of year 2.				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
PARCC ELA Meet or Exceeds Expectations	Percentage of Students attaining Level 1 or 2 on PARCC ELA.	PARCC ELA	>95%	95%	90%
Goal 2:	Decrease the % of students earning Level 1 AND 2 PARCC Math from SY21-22 benchmark by 10% by the end of year 2.				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
PARCC Math Meet or Exceed Expectations	Percentage of Students attaining Level 1 or 2 on PARCC Math.	PARCC Math	>95%	95%	90%
Goal 3:	Decrease chronic absenteeism rate from SY21-22 benchmark by 10% annually for the next two years.				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
Chronic Absenteeism	Annual Chronic Absenteeism Rate	DDAC Aspen	94%	84%	74%
Goal 4:	Increase 9th grade promotion rate by 10% annually for the next two years.				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
Four-year and Five-year ACGR	9th Grade Promoted 1+ Grade Level(s)	DDAC	23%	33%	43%
Goal 5:	Increase the school's total course completion rate by 10% annually for the next two years.				
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
Four-year and Five-year ACGR	Annual percentage of courses passed	DDAC	11%	21%	31%

Critical Categories

Note: OSSE funding and resources are designed to focus on the most effective interventions, thus the School Improvement Plan Template focuses on strategies and supports related to People, Instruction and Structures.

People

When schools are producing student outcomes that indicate low performance, adults in the building also need supports and interventions to institute change. Through attention to this area, schools will identify the strategies to raise the performance of educators that will be used to address gaps and meet the plan's goals.

In a narrative, explain: What is the school's theory of action around people? What changes do you plan for your approach to talent building – for leadership and educators – to achieve the vision outlined above, and how are they informed by your analysis of qualitative and quantitative evidence in your Needs Assessment and Resource Equity Analysis, if applicable?

The narrative must include how your school is:

- Planning to ensure it will have effective leadership over the next three years, including the principal and any other key leadership roles, and how it is building a pipeline of strong leadership
- Ensuring the retention of effective educators
- Developing and helping educators who need support to improve
- Selecting strong, moderate, or promising evidence-based strategies for educators
- Determining strategies based on the conclusions of the needs assessment and resource equity analysis (If applicable)

The narrative may include how your school is:

- Identifying and creating key positions to support school improvement and academic achievement

Theory of Action

At Luke C. Moore, our staff members are key to our success. We believe that if we continue to provide relevant and timely support for our teachers and staff members aligned to their unique areas of need, we will increase their capacity to be effective educators who meet the needs of the unique student body we serve. Meeting teachers' needs for professional growth ensures that we retain top talent, which ultimately helps us build capacity for long-term academic gains.

Key Needs (from Needs Assessment Process)

During the Needs Assessment and root cause analysis, the LCM team identified students not making sufficient progress toward course completion due to a lack of foundational academic skills as a priority need. The related root cause was identified as a lack of appropriate resources and teacher capacity to meet students' academic needs. As a result, the LCM team has identified strategies to support building

teacher capacity, which in turn will support the school's progress towards the academic goals of improving PARCC proficiency, 9th grade promotion, and course completion rates.

Strategies to Develop People

The Principal of Luke C. Moore utilizes a 5 A's framework when conceptualizing the work of building staff and students: annotate, articulate, analyze, adapt, and anticipate. In coaching conversations with other leadership team members and staff members, the Principal utilizes these concepts to promote reflection and aligned actions. Specifically, the Principal focuses teacher coaching conversations on teacher mindsets and explores the role of the teacher in making the curriculum relevant and engaging for students. The Principal and leadership team of LCM will also recommit to ensuring teachers receive frequent informal feedback via informal classroom walkthrough observations.

Teacher capacity will be fostered through ongoing work with the Instructional Coaches and Administration through models such as LEAP and the RELAY Weekly Data Meeting (WDM) and Weekly Planning Meeting (WPM). LEAP provides teachers with the ongoing, job-embedded professional development needed to build their capacity as educators. LEAP will continue to provide the time for teachers to dig deep and internalize curriculum through strategies such as "Know-Show" charts. Unpacking standards in this way will help teachers identify the pre-requisite knowledge and skills students need to access grade-level content. Using this information, teachers can plan and deliver instruction that is aligned with students' current levels of need. An independent review of the DCPS LEAP model by Learning Forward found that the model aligns with the key tenets of similar evidence-based professional learning practices that incorporate teacher reflective practice and ongoing job-embedded professional development, which have been shown to result in positive changes in teaching practice and improvements in student learning outcomes when implemented at the district or state level, thus meeting the Tier 3 ESSA Evidence standard. Additionally, LEAP professional development modules are tied to the DCPS Essential Practices, a set of teacher behaviors and actions linked to improved student outcomes. Several studies have suggested that this observation and feedback system grounded in the Essential Practices has been effective in improving student outcomes and teacher performance. Researchers from the University of Virginia have found that the DCPS system generates "meaningful gains in student outcomes, particularly in the most disadvantaged students", thus meeting the Tier 3 ESSA evidence standard. Providing relevant and timely professional growth opportunities increases educator efficacy and increases the likelihood that they remain in the profession, and most importantly, remain as staff members at LCM.

LEAP and WDMs are both part of an iterative process to improve teacher capacity. While the needs assessment noted that previous strategies may have not directly resulted in improved student outcomes, the school saw an opportunity to strengthen and utilize current strategies. As the school deals with larger gaps in student learning coming out of the COVID-19 Pandemic, providing teachers consistent structures to analyze student needs and collaboratively plan rigorous, relevant, needs-aligned instruction is of utmost importance. LCM seeks to build upon the previous capacity built with LEAP and WDM to enhance the effectiveness of these structures to drive improved student outcomes.

Teachers at LCM are provided with a multi-faceted support system from school coaches and instructional leaders through the differentiated professional development LEAP model. Using qualitative and quantitative data from the needs assessment, and evaluating the needs of faculty, the model

provides structures to facilitate one-on-one coaching, real-time feedback, and collaborative planning sessions. These experiences are designed to develop overall skills and tailored to focus on specific teaching practices. Additionally, novice teachers are given opportunities to participate in smaller affinity groups where they can share challenges and brainstorm solutions in an intimate setting. LCM organizes regular check-ins between instructional leaders and teachers to ensure they feel supported and have the resources they need.

WDM provides a structured approach for faculty to assess student work, evaluate gaps in student knowledge, and develop a plan to move students toward mastery of course content. Through this established best practice of data-informed instruction, LCM will continue to have teachers examine student work with their peers to build shared knowledge and capacity, identify gaps in student performance, and develop reteach plans. As the school continues to implement the WDM model, LCM will adjust and revise the model's implementation to improve its efficacy at LCM to drive SIP goal achievement.

The capacity of the LCM leadership team will continue to be developed and sustained through ongoing support from the DCPS Cluster Support model. Under this model, Instructional Coaches, Administrators, and other leadership team members at the school are supported by DCPS central office content managers representing various areas (e.g., Math, ELA, Attendance, Data & Strategy, Continuous Improvement, Restorative Practices, Specialized Instruction). The Instructional Superintendent will provide direct support and development for the Principal and will coordinate the Cluster Support team to provide supports aligned with the school's current data trends and needs.

School leaders will ensure the retention of effective educators by continuing to provide meaningful opportunities for teacher leadership and personalized support based on teachers' needs. When support is provided based on teachers' individualized challenges and practices, then they will feel valued as they are guided to grow in their professional abilities. School leaders will also ensure that coaching and professional development efforts are cohesive and aligned with services provided by the DCPS Cluster Support team. Teachers will receive professional development and coaching on any new instructional strategies to be used, including any of the high-leverage practices (practices that research has demonstrated can impact student achievement and be used across different content areas and grade levels) adopted by school leaders.

Novice teachers at LCM are provided with a multi-faceted support system supported by school coaches, instructional leaders, and instructional administrators. Beyond differentiating professional development through the LEAP model, the school established a mentorship program for experienced educators to mentor newcomers. This mentorship offers one-on-one coaching, real-time feedback, and collaborative planning sessions. These experiences may be designed to develop overall skills or tailored to focus on specific teaching practices based on teacher needs.

LCM partners with the central office and others to support the Pathways program. A Pathways Coordinator works to improve system-wide and school-based preventative approaches to help students stay on track, increases the quality of recuperative approaches that support students when they are off-track, and re-engages school-aged students after they disconnect to return them to a pathway for success. Coordinators regularly participate in professional development opportunities facilitated by a combination of DCPS staff, partners, and contractors. This model is critical at a school like LCM, which

operates under an Opportunity Academy model that focuses on supporting students with credit recovery, and therefore increases the likelihood that students graduate in a timely manner.

Connection to Instruction and Structures

An effective leadership team and empowered and effective teachers are key elements of implementing our instructional strategy. Additionally, our school leadership team will focus on developing structures such as common planning time and advisory blocks so that teachers are able to plan to better meet student needs. In addition to developing staff member capacity to provide interventions aligned to student needs (discussed further in the Instruction section), we will be relying upon our staff members to support non-academic supports for students such as mentoring and modified home-visit models, which supports our needs in the areas of providing mental health supports for students and increasing student attendance.

Instruction

We must ensure that all our students are prepared for success in college and careers. By investing in resources aligned to school needs, building educator capacity and using evidence-based instructional strategies, we believe schools can meet this imperative.

In a narrative, explain: What is the school's theory of action around ensuring that adults are effective instructional leaders and students are receiving and demonstrating evidence of high-quality instruction? What strategies and interventions do you plan to implement and how they are related to your school's identified needs?

The narrative must include how your school is:

- Identifying capacity to ensure instructional approaches can be implemented timely and effectively
- Planning for the instructional approach to be scaled across the school for maximum impact and sustained over time
- Selecting strong, moderate, or promising evidence-based strategies
- Determining strategies based on conclusions of the needs assessment and resource equity analysis, if applicable

Theory of Action

When LCM staff deliver relevant and engaging curriculum and instruction that is adapted to students' individualized learning needs, students can master competency-based curriculum requirements and make continued progress towards increasing their likelihood of on-time graduation. When whole-child needs are addressed, students feel loved, challenged, and prepared and feel that the instruction they receive prepares them for challenges they currently face and will continue to face outside of school settings.

Key Needs (from Needs Assessment Process)

The needs assessment indicated that there is a need for expanded instructional content to meet student needs. Students are entering LCM with significant gaps in foundational skills, and our teachers and staff must make significant modifications to the existing district curriculum and programming to meet the needs of students in the Opportunity Academy model focused on credit recovery. In implementing strategies to address this need, we anticipate growth towards our PARCC ELA and Math goals, as well as increasing 9th grade promotion rates and overall course completion rates. Additionally, our needs assessment indicated that our students need additional mental health supports. Therefore, we will implement programming that enhances student well-being and engagement, which will support our attendance goal, and will likely have a positive impact on our course completion and 9th grade promotion goals.

Strategies to Develop Instruction

LCM will continue to utilize a competency-based learning model as the school's primary instructional framework to support students in the credit recovery process and ultimately improve the school's course completion rates and 9th grade promotion rates. To address student gaps in foundational skills,

the school will implement the Reading+ intervention. Reading Plus is an evidence-based adaptive reading intervention and improvement program with a large research portfolio that demonstrates statistically significant effects on improving student outcomes. The program has been extensively validated in a wide range of districts and populations. Thus, the program meets the ESSA evidence criteria for Tier 1 and has been rated "strong" by Evidence for ESSA. Additionally, the school will provide high-intensity tutoring (HIT) that is aligned with student-specific needs as demonstrated by formative assessments. High Impact Tutoring (HIT) is an evidence-based practice for supporting students who need additional academic support. AIR's Evidence Support Center and the What Works Clearinghouse both rate targeted tutoring as an ESSA Tier 3 intervention with promising evidence for improving ELA and math achievement.

Reading Plus professional development will be provided at the beginning of the year to build teacher knowledge on the best use of the intervention program. Throughout the year, Reading Plus data will be reviewed and analyzed during MTSS meetings each week and coaches will provide ongoing support to ensure implementation fidelity across campus.

LCM will leverage IXL and Khan Academy platforms for mathematic interventions. Professional development will be provided at the beginning of the year to build teacher knowledge on the best use of these platforms. Time will be allocated during all class blocks for students to engage with these interventions. Time is also being built into the school schedule to allow students to access the interventions individually or with faculty (e.g., Advisory Blocks). Throughout the year, intervention data will be reviewed and analyzed during MTSS meetings each week and coaches will provide ongoing support to ensure implementation fidelity across campus.

Like other Opportunity Academies, LCM provides students with a competency-based curriculum where progress is student-paced. Currently, the school uses the online Summit Platform to provide its curriculum to students. By being competency-based and student-paced, LCM provides students with individualized and whole-class instruction that allows students to complete courses, earn required credits, and graduate at a faster pace than their DCPS peers in traditional institutions. By not being tied to the rigid, structured scope and sequence of other schools, LCM has greater flexibility in implementing strategies and actions that promote individualized learning for their students.

The LCM team will continue to be supported in instructional needs via the DCPS Cluster Support model. The LCM team has identified the need to modify the existing district curriculum and programming to meet the needs of students enrolled in credit recovery. Central office content managers in ELA, Math, and Specialized Instruction will support the school-based content leads to modify curriculum and LEAP models to meet the needs of LCM students and staff. Additionally, LCM will begin focusing on developing individualized learning plans for students based on data. Content leads from the Data & Strategy team will support the LCM team in locating past student performance data to support plan development.

In the needs assessment, students identified developing more relevant instructional opportunities to prepare them for "life outside of Luke" as a need. In the root cause analysis, the LCM team identified the student experience as a root cause for why students are not attending school consistently. Student focus group data indicates that students do not feel that what they are learning is relevant. Therefore,

the LCM team will work to reinvigorate the “5 Pillar Career Readiness Program” to include additional job shadowing opportunities, mentoring, and internships for students.

The 5 Pillars is a rebranding of the school’s work to prepare students for post-secondary success. The school's Post-Secondary Coordinator manages the work of this strategy. They provide periodic professional development opportunities for the faculty and coordinate one-on-one touchpoints with students. Their work is an addition to the school's use of DCPS’ Naviance platform. This platform includes self-paced assignments and learning opportunities for students throughout the year to build their efficacy for post-secondary success.

To address needs related to providing mental health supports for students and increasing student attendance, the LCM team expressed the need for an SEL curriculum implemented with fidelity, with skills matched specifically to the needs of young women. The LCM team will continue the “Fab 5” model to meet students' SEL needs. In this model, teachers are matched with 5 students with whom they are responsible for building relationships. LCM leadership will focus on ensuring that staff are paired according to student needs, staff member strength, and relationship capacity. LCM leadership will utilize existing coaching touchpoints with staff to hold them accountable for their commitments with the “Fab 5” students with whom they are partnered.

Connection to People and Structures

As discussed in the Instruction section, the LEAP model is the primary mechanism through which teacher professional development occurs. LEAP will continue to focus on increasing staff member capacity as it relates to adapting curriculum (WPMs), understanding student data (WDMs), and developing interventions aligned to student needs. Teachers will also be prompted to reflect upon their efforts to make instruction rigorous, relevant, and engaging during the end-of-year AADR (After Action Data Review) meetings with the Principal. SEL curriculum interventions described above will be delivered in the advisory block (described further in structures).

Structures

Improving our lowest performing schools requires dramatic change. By investing in bold commitments to empower decision-making, structural configuration and management, we believe schools can accelerate improvement.

In a narrative, explain: What is the school's theory of action around structures and how will it reinforce and facilitate the work you are doing around People and Instruction? What supports and interventions do you plan to implement and how are they related to your school's identified needs?

The narrative must include how your school is:

- Selecting strong, moderate, or promising evidence-based strategies
- Determining strategies based on themes from the needs assessment and resource equity analysis, if applicable, to meet projected short- and long-term goals

Theory of Action

When LCM prioritizes the mental well-being of students, fosters community partnerships to meet essential needs, implements a range of interventions, (such as improving engagement strategies, providing extra academic support, implementing social-emotional learning programs), and fosters a supportive school environment, a safe and inclusive learning environment is created. This environment will promote positive mental health, reduce conflict, make the most of academic time, enhance student engagement, and ultimately improve course recovery, attendance, and graduation rates.

Key Needs (from Needs Assessment Process)

The LCM team has observed that there has been an increase in incidents of physical and verbal altercations, especially involving female students. The team attributed this to the need for there to be increasing mental health supports for young women at LCM. Additionally, the team identified low rates of attendance as a key need. The root cause of the student experience was detailed in the Instruction section; however, the team identified contributing causes that warrant interventions, such as the need to increase school-family partnerships so that students feel welcomed at LCM.

Strategies to Develop Structures

LCM was notified of their re-designation in January 2023, which corresponded to Year 1 of the two-year improvement cycle. Year 1 focused on the Needs Assessment process in identifying root causes that led to the continued CSI-Grad status. In Year 1, LCM focused on implementing strategies highlighted in the FY21 SIP. For 2023-2024, LCM will leverage the previous year's data and reflections to refine strategies that are being continued in Year 2. Newer strategies will be implemented through a structured scope and sequence that will include beginning-of-year professional development to build knowledge and capacity for strategy implementation, continual progress monitoring on strategy effectiveness through structures such as the bi-weekly ALT meetings, and quarterly meetings to adjust and revise strategy action steps as necessary.

To provide additional mental health support, LCM will utilize the advisory block and provide students with small groups that focus on different topics such as conflict resolution, anger management, responding to grief, and parenting skills (as some LCM students are parents). When conflicts arise or

staff sense that an issue may be on the horizon, restorative circles with parties involved in conflicts will be used to model conflict resolution skills. This includes the use of "no contact contracts" with students, which ensure that students are paired with an adult to bring all issues to instead of confronting another student directly. To further meet the SEL needs of female students, the school will revive mentoring programs, such as the "Got it Going On" program. The goal of such a program is to provide students with more role models outside of the building and help students see possibilities outside of the school and their immediate communities. Potential partners for such programming include local universities or businesses.

LCM has not had a structured approach to restorative justice in previous years. For SY 2023-2024, the school will implement a DCPS Becoming Pilot program, which incorporates elements of restorative justice. Throughout the year, LCM will partner with the DCPS Becoming Team to provide at least four professional development touchpoints. Training seminars will focus on building staff competencies in implementing quality social and emotional learning opportunities for students. Outside of class time, the school will have targeted groups of students during lunch-time work with social workers and the school psychologist. Students will be chosen based on documented concerns such as those connected with behavior or IEP needs; students that have behavioral or mental health referrals will be prioritized. The Becoming Pilot is a new strategy within DCPS and it is expected that its implementation at LCM will be adjusted as progress monitoring data is collected and analyzed during periodic meetings with school leadership and district support.

By providing students with academic and mental health supports and building working relationships with community and family partners to enhance support resources at the school, LCM will create an environment where students feel supported and set up for post-secondary success and thereby continue to attend LCM on a consistent basis. Students enrolled at LCM come with the trauma of being academically and/or socially unsuccessful at their previous school, which would lead to apathy towards attendance. Putting into place the structures to reduce the impact of this trauma will result in improved attendance. Additionally, nearly all students who enter LCM have been identified as "chronically absent" based on their attendance trends at their previous schools, no structural interventions are available to reverse that. Therefore, the school feels it is best to focus on holistic interventions to improve the overall school experience (such as mental health and trauma-sensitive supports) so that students feel re-engaged and that their needs are being met, so they will increase overall in-seat attendance.

To enhance school-family partnerships, LCM will continue and seek to implement additional satellite family engagement visits outside of the school and across the district. Given the school's Opportunity Academy model, students from across the district enroll at LCM. Bringing school programming and events to students' respective communities has yielded positive results in the past. Additionally, the school will revive "home visit blitzes", but this will require some additional staff development and training. The model will be adjusted so that teachers visit students' homes in pairs or teams to address staff safety concerns. According to the AIR Evidence Support Center, conducting home visits is an evidence-based strategy with promising evidence (ESSA Tier 3) that the visits improve student attendance. During home visits, teachers will share student academic and social-emotional data and discuss with families ways in which learning can be extended in the home.

The LCM team will continue to think strategically about how to leverage the school's schedule to provide space for key structures. The advisory block will be shifted to occur in the afternoon and will focus more on providing recognition, mentoring, and opportunities for students to explore career interests. This will ensure that student engagement remains high in the advisory block and students are in attendance for core instructional opportunities, which will occur before lunch. Additionally, the LCM team will continue to ensure staff are strategically posted throughout the building at key times to proactively address any behavioral escalations. This includes staffing arrival and lunch period with trained mental health team members and Administrators who will be able to identify early warning signs of conflict and address them proactively.

Connection to People and Instruction

As discussed in the previous People and Instruction sections, structures such as LEAP, WDM, and WPM will continue to be utilized to focus on the schools' strategies and goals focused on PARCC achievement, course completion, and 9th grade promotion. Additionally, coaching structures discussed earlier, such as ongoing informal classroom walkthroughs and corresponding feedback cycles, as well as the end-of-year Principal-Teacher AADR meetings, will help staff members engage in reflective practice to improve their efficacy and effectiveness. The leadership team, Instructional Coaches, Pathways Coordinator, and school-based mental health team members will be critical in ensuring the success of the structural interventions discussed in this section.

Continuous Improvement

In a narrative, explain the routines for how the school will determine whether the SIP is having its intended outcomes, including self-monitoring and continuous stakeholder engagement.

The narrative must include how your school is:

- Establishing or continuing internal routines
- Establishing or continuing routines with stakeholders
- Making the SIP available to the LEA, parents and the public in a form that is understandable and uniform, to the extent practicable and/or required by DC law, provided in a language that the parents can understand
- Conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising its SIP
- Structuring for sustainability, including how the school will coordinate and integrate the activities outlined in this plan with other federal, state and local services, resources and programs (e.g., other federal grant programs, health and nutrition programs, culture/climate programs, career and technical education programs)

Internal Routines

Luke C. Moore will continue to have an Academic Leadership Team (ALT) that is composed of teacher leaders and school administrators who will engage in the development, implementation, and monitoring of the annual Comprehensive School Plan (CSP). This team will also routinely engage in data cycles to maintain a pulse on instruction and engage in shared decision-making to better distribute leadership in the school. The LCM team will be supported in periodic data reviews (beginning, middle, and end of year) of the CSP and the goals and strategies discussed earlier in this plan by the DCPS Continuous Improvement Specialist, and other content leads and managers from the Cluster Support team. Additionally, LCM will engage in any additional required monitoring activities as required by OSSE or DCPS senior leadership such as the Chancellor, Deputy Chancellors, and Office Chiefs. Additionally, LCM leadership will utilize forums such as regular staff meetings and communication formats (newsletters, e-mail memos) to discuss the school's progress toward goals with the broader LCM staff. This plan's goals and key strategies will be shared with all internal stakeholders in pre-service professional development at the start of the school year.

Communication and Transparency

The LCM team will utilize the satellite events and home school visits discussed in the preceding section to share information regarding the school's priorities, goals, and progress, and use these opportunities to seek feedback from parents and students regarding their perceptions of the school and learn more about their needs.

This two-year School Improvement Plan will be available to the public via the OSSE website. The DCPS Comprehensive School Plan is an annual school improvement plan that encapsulates the OSSE SIP goals, strategies, and evidence-based interventions. The entire version of the DCPS Comprehensive School Plan is made available to all LEA-based stakeholders. Parents may request a copy of the DCPS Comprehensive

School plan, and it is released at the discretion of the Principal, as some information may need to be redacted to protect student identity. Major content from the DCPS Comprehensive School Plan is elevated and transcribed in parent and community-friendly language and made available in the CSP Snapshot. These are made available to all members of the public on the DCPS website, and to any parents or external stakeholders when requested.

The approved two-year SIP will be posted on the DCPS ESSA Website, which is publicly available to stakeholders.

LCM will leverage existing LSAT (local school advisory team) meetings to share SIP goals, strategies, and progress at least once a year. Such touchpoints may include the back-to-school family night or community and family events. To support the school in communicating goals, strategies, and progress to the community, the DCPS Continuous Improvement team will provide the school with templates that can be used to facilitate meetings with stakeholders around SIP activities.

Coordination

Goals, evidence-based interventions, and other improvement strategies outlined in this plan are also captured within the school-wide Title 1 Plan, which is the DCPS Comprehensive School Plan, which also contains other strategies for LEA program requirements. DCPS will continue to examine the impact of the equity-based funding model in light of LCM progress and will make budget adjustments in future planning cycles if warranted by data and needs.

Approvals

School Approval

Approver Name: Rodney Wormsley Sr.

Approver Title: Principal (Luke C. Moore OA)

Signature: Rodney Wormsley

LEA Approval

Approver Name: Drewana Bey

Approver Title: Deputy Chancellor

Signature: Drewana Bey
Drewana Bey (Oct 27, 2023 15:29 EDT)

OSSE Approval

Approver Name: Danielle Branson

Approver Title: Deputy Superintendent of Academics and Schools

Signature:
Danielle Branson (Oct 29, 2023 23:29 EDT)

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Final Audit Report 2023-10-30

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