

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

December 08, 2013

Luke C. Moore Academy-11 NCES - 110003000198

District of Columbia Public Schools

SIG Implementation Indicators

Key Indicators are shown in **RED**.

Turnaround Principles			
Principle 1: School Leadership			
Indicator	D01 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)		
Status	Objective Met 2/15/2013		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
		Objective Met - 02/15/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Lowest priority indicates that there are many systems already in place, though Luke Moore does feel like there is room for growth. Luke Moore uses the district observation tools (IMPACT) for walkthroughs, with a specific walkthrough tool for Teach 7, which was an area of growth for the school. Luke Moore has tools for observation of how teachers are engaging Sternberg's learner profile; the AP for instruction has created the Sternberg and Teach 7 tools to reflect the areas of instructional growth for the staff.</p> <p>Feb 11/2013 Update:</p> <p>This indicator has moved to Full Implementation as evidenced by the information listed above, in addition to a set daily/weekly schedule for information observations, regular and ongoing feedback to teachers regarding their instructional practice, and weekly PD mandatory for all instructional staff.</p>	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The school regularly observes teachers informally, in addition to the district observation-schedule, which requires observations three times per year. Instructional coaches and the AP of Instruction, in addition to the school principal, are all conducting regular observations of instructional staff.	
	Target Date:	09/01/2012	
	Tasks:		
	1. Regularly observe and evaluate teacher knowledge and skill, using both the Sternberg's learner profile tool and the TEACH tools.		
	Assigned to:	[REDACTED]	
	Added date:	02/28/2012	
	Target Completion Date:	04/01/2012	
	Comments:	This task has been completed and fully implemented.	

		Task Completed:	02/11/2013
Implement	Percent Task Complete:		
	Objective Met:		2/15/2013
	Experience:		2/15/2013 LCM utilizes the DCPS IMPACT evaluation system to formally and informally evaluate teachers. Initially it was difficult to get teachers to buy into IMPACT as a growth model, however over the course of the past year teachers have slowly begun to utilize IMPACT as a guide for best practices in delivering quality instruction. Observations are done 3 times per year, with 2 formal and 1 informal observation. Classrooms are visited daily and teachers are given soft and hard feedback on a regular bases to ensure that there is always a high quality of instructional delivery taking place within the classroom setting.
	Sustain:		2/15/2013 It is necessary for LCM to continue to utilize IMPACT as a growth model. Teachers are entitled to quality time and constructive feedback.
	Evidence:		2/15/2013 LCM is in compliance with the DCPS mandate to utilize IMPACT as the official evaluation system. Teachers are also receiving high quality feedback based on informal observations on a regular basis.

Indicator	D02 - There is an established procedure for documenting the evaluation process. (1675)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012

Evidence:	<p>Luke Moore uses the district IMPACT system to document the evaluation process.</p> <p>Feb. 11/2013 Update:</p> <p>Luke Moore High School continues to utilize the district mandatory evaluation system called IMPACT. All staff are evaluated through IMPACT and areas for growth and improvement are discussed regularly with all staff members.</p>
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Indicator	D03 - The principal provides timely, clear, constructive feedback to teachers. (1676)		
Status	Objective Met 2/15/2013		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
		Objective Met - 02/15/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The assigned lowest priority level indicates that many systems are already in place for providing clear and constructive feedback to teachers, though there is room for growth. Teachers are visited one to two times a week, where the observer (the AP of instruction) has clear "look-fors." Within 24 hours, there is face-to-face conferencing between the AP and the teacher to reflect on the lesson.</p> <p>Feb 11/2013 Update: This indicator has moved to Full Implementation as evidenced by the information listed above, in addition to a set daily/weekly schedule for information observations, regular and ongoing feedback to teachers regarding their instructional practice, and weekly PD mandatory for all instructional staff. The Assistant Principal of Instruction leads this effort along with the Principal.</p>	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	For every classroom observation, the teacher will receive feedback and opportunities for improvement, as well as discussion and opportunities for collaboration. The teacher will receive practical suggestions to improve his or her practice. The school will fully implement a process of peer observation and follow up on the part of the instructional coach and the AP of instruction to target areas of growth.	
	Target Date:	02/11/2013	
	Tasks:		
		1. The Principal created groups of teachers to observe, as well as a peer observation calendar.	
	Assigned to:	[REDACTED]	

		Added date:	02/27/2012
		Target Completion Date:	02/11/2013
		Comments:	Feb 11/2013 Update: Fully completed.
		Task Completed:	02/11/2013
	2. Within 48 hours of peer observations, teachers will debrief with one another to share strategies and provide feedback. Feb. 11/2013 Update: Task fully completed.		
		Assigned to:	██████████
		Added date:	02/27/2012
		Target Completion Date:	02/11/2013
		Comments:	
		Task Completed:	02/11/2013
	3. Weekly collaborative will provide opportunities for share strengths, weaknesses, and how the peer observations are helpful. ██████████ runs the collaborative to ensure that all teachers are being provided feedback and are participating in the process. The following week, all teachers are observed and assessed on the implementation of the best practice and expectations shared during the PD.		
		Assigned to:	██████████
		Added date:	02/27/2012
		Target Completion Date:	02/11/2013
		Comments:	
		Task Completed:	02/11/2013
Implement	Percent Task Complete:		
	Objective Met:		2/15/2013
	Experience:		2/15/2013 It was somewhat of a challenge to get teachers to a point where they were comfortable giving and receiving feedback from their colleagues, however with proper preparation and consistent support teachers embraced the peer observations.
	Sustain:		2/15/2013 Receiving timely feedback after an observation is necessary for every teachers growth and development. This is a practice that LCM must continue to employ if we expect to see our student achievement levels increase. Additionally, peer observations will be conducted 1-2 times per year for new teachers and any teacher who requests to observe best practices in their colleagues classroom.
	Evidence:		2/15/2013 Within the last year, all teachers have received feedback for all classroom observations. Additionally, teachers have also participated in peer observations and are permitted to do so as often as necessary upon request.

Indicator	F07 - The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (1699)		
Status	Objective Met 7/8/2013		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
		Objective Met - 07/08/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, Luke Moore feels that the district has not created conditions under which principals can be instructional leaders. The district has many competing priorities for principals, taking their time away from classrooms. Luke Moore has an AP for instruction that is able to provide regular feedback to teachers to help improve practice, but Principal [REDACTED] time is often monopolized by operational priorities (as opposed to instructional priorities).	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Principal [REDACTED] is able to prioritize instruction over operational priorities. The LEA has minimized its requirements of principals as they relate to operations, and the LEA has provided Luke Moore with resources and staff (from central office) to execute these operational requirements on the part of the school.	
	Target Date:	06/01/2013	
	Tasks:		
	1. This task requires an agreement on the part of the central office and OSSE to minimize the operational requests to schools. While Luke Moore does do a good job of staffing, with its AP of Instruction, to ensure that teachers are provided with regular feedback, the LEA has not taken any specific steps to minimize asks for schools.		
	Assigned to:	[REDACTED]	
	Added date:	02/28/2012	
	Target Completion Date:	06/01/2013	
	Comments:	LCM has been given more flexibility within the hiring process. While there are still many asks that schools have to fulfill, LCM is managing well.	

		Task Completed:	06/21/2013
Implement	Percent Task Complete:		
	Objective Met:		7/8/2013
	Experience:		7/8/2013 LCM has worked collaboratively with [REDACTED] to ensure that barriers within our control do not hinder productivity. [REDACTED] has been instrumental in removing district level barriers.
	Sustain:		7/8/2013 LCM will continue to build relationships with key members in Central Office and other stakeholders to ensure that all efforts are sustained.
	Evidence:		7/8/2013 This objective has been fully because LCM has been able to navigate central office and OSSE bureaucracy to ensure that the school is able to provide for students and maintain it's successful program.

Indicator	C03 - The principal is a change leader. (1664)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	The principal was brought on three years ago and the school reconstituted. Luke Moore has enjoyed success in the areas of attendance, graduation rates and achievement, making AYP in SY 10-11 for the first time since the inception of NCLB. Expectations are high of both staff and students. The principal has transformed the culture, climate, and instructional program of Luke Moore.

Indicator	C04 - The principal effectively and clearly communicates the message of change. (1665)	
Status	Full Implementation	

Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	The principal sets clear, high expectations for all students and staff members. The principal sends out weekly correspondence to faculty and staff; these clearly articulate the current areas of focus, as well as school-wide, year-long goals. The principal clearly communicates this message of change to students by constantly reminding students of school-wide and individual expectations, collaboratively working with members of the community to ensure success for all students, and by engaging in the transformation process; stakeholders are constantly planning, doing, and assessing this impact. Feb. 11/2013 Update: Full Implementation.

Indicator	C06 - The principal, after reviewing the data, seeks quick wins. (1667)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	The principal's three quick wins were improvement in attendance rates, graduation rates, and teacher effectiveness. Within two years, the school was able to see dramatic gains in these areas. The school made AYP in 2011 for the first time since the inception of NCLB. Graduation went from 34 graduates to 93 graduates in the first year of Principal [REDACTED] principalship; attendance increased from 38% ADA to 65 % in the first year and to 70 % in the second year.

Indicator	C07 - The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (1668)		
Status	Objective Met 2/15/2013		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
		Objective Met - 02/15/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, the principal implements a shared leadership approach, overseeing the management of two assistant principals who function as supervisors of academics and instruction, and student development and intervention. The APs make the decisions collaboratively with their team and bring it to the principal for last minute advice. It could be improved by the principal giving more responsibility to APs without overburdening them.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Luke Moore has a shared leadership process where the AP for Academics and Instruction, and the API is in charge of student behavior management, attendance, and student development. The APs have staff under them responsible for helping them execute their relevant initiatives. Staff report directly to APs, with frequent communication happening between the Principal and the APs in order to troubleshoot, but recognizing where accountability lies.	
	Target Date:	04/01/2012	
	Tasks:		
	1. The principal will clearly articulate the AP structure (that is already largely in place), along with staff accountable to APs, and their responsibility as it relates to those staff members.		
	Assigned to:	[REDACTED]	
	Added date:	02/28/2012	
	Target Completion Date:	04/01/2012	
	Comments:	The principal works collaboratively with LSAT and the Leadership team to ensure that all decisions and changes to the school program are feasible and in the best interest of students. The LSAT and SCAC (per the DCMR) meet monthly and share meeting notes, concerns and suggestions with the Principal.	

		Task Completed:	02/11/2013
Implement	Percent Task Complete:		
	Objective Met:		2/15/2013
	Experience:		2/15/2013 This year, we changed the API to a Director of Student Support Services and we found that making that adjustment allowed us to broaden our reach. The Director of SSS is able to address all challenges regarding a student whether they be social, emotional or academic.
	Sustain:		2/15/2013 In order to continue to meet this objective it is necessary to regularly assess strategies and outcomes for student support. If we find that we are not making great progress, adjustments will have to be made.
	Evidence:		2/15/2013 LCM has hired a Director of Student Support Services who manages all student interventions.

Indicator	C08 - The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012	
	Evidence:	As core elements of a strong leader, this has been a major focus for Principal [REDACTED] Principal [REDACTED] affords the APs the flexibility to function as leaders of their respective domains (academics and instruction, and student development and intervention). The APs have developed their own leadership teams in their areas of focus, thus building their leadership capacity and aiding in the achievement of learning goals for students. Feb 11/2013 Update: Full Implementation.	

Indicator	F10 - The principal aligns professional development with classroom observations and teacher evaluation criteria. (1713)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	The AP works collaboratively with teachers to develop professional development goals and plans, aligned with areas of need in the IMPACT system. The AP frequently observes classrooms to ensure that PD is being implemented and is having an impact on teacher practice.

Turnaround Principles

Principle 2: Effective Staffing Practices & Instruction

Indicator	E03 - The LEA/School has identified and established non-monetary staff incentives for performance. (1684)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	Luke Moore recognizes staff through staff appreciation events, rewarding teachers with additional planning time, or allowing teachers to leave early as a reward and incentive for high performance.

Indicator	E04 - The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (1685)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 01/06/2012
	Explain why not a Priority or Interest:	This is a district-level policy. DCPS does not have a system by which staff members contemplating departure can explore various exit points. Luke Moore feels that routes for departure should be made clear by the district, and that the school itself is not in a position to have a significant impact. The school does utilize IMPACT, and supports teachers who do make the decision to leave voluntarily by connecting these staff with the necessary personnel, to ensure that the staff can leave seamlessly.

Indicator	E05 - The LEA/School has established and communicated clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (1686)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	Luke Moore focuses on the nine elements of IMPACT that are geared towards highly effective teacher practice. Staff are aware of the goals set forth in IMPACT. Staff have individual goals set collaboratively with the assistant principal for instruction and the principal. Targeted training and assistance is provided

Indicator	E06 - The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (1688)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 01/06/2012
	Explain why not a Priority or Interest:	This is a district-level policy. Luke Moore does not have the latitude to dismiss an employee in an expedited way, as staff are members of the WTU. While this would be beneficial for Luke Moore, current district policy does not permit expedited performance-based dismissals beyond IMPACT. Luke Moore would greatly benefit from such flexibility.

Indicator	E08 - The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (1691)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 01/06/2012
	Explain why not a Priority or Interest:	As described in other elements of E, this is a district level policy issue. Luke Moore does utilize the IMPACT system to its fullest potential to exit underperforming staff members; however, an entire school year must pass before IMPACT can successfully exit an employee, and even when employees are exited, there is an appeal process which may permit them to return to the system.

Indicator	D05 - The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (1678)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	Individual schools do not have the capability to provide feedback (that will actually be reflected) to the district about the IMPACT evaluation system.

Indicator	D04 - The evaluation process is linked with the LEA's collective and individual professional development programs. (1677)		
Status	Objective Met 2/15/2013		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
		Objective Met - 02/15/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The AP of instruction creates an individualized PD plan for teachers based on their areas of growth as determined by IMPACT. Resources utilized include district-offered PD, video analysis, or outside PD. The district needs to find PD that is tailored towards the Cluster 11, alternative high schools, as much of the PD offered is somewhat generic to the traditional comprehensive high schools throughout the system.</p> <p>Feb 11/2013 Update: Yes, this indicator has moved to full implementation as evidenced by LCM's continual participation in DCPS required PD and teacher training. LCM holds a weekly PD for all teachers each Wednesday from 3pm-4pm based on the Teaching and Learning Framework, the DCPS guide for the Effective Schools Framework.</p>	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The school aligns all professional development to IMPACT. Teachers receive a series of informal evaluations, along with the 3 IMPACT evaluations per year. The AP of Instruction seeks out professional development aligned to the TEACH elements on a regular basis, using the district-wide Educator Portal. [REDACTED] then informs teachers, based on need, which PD resources to access. Teachers also receive weekly emails from the Educator Portal, letting them know about PD opportunities.	
	Target Date:	09/01/2012	
	Tasks:		
	1. The AP of Instruction seeks out PD opportunities for teachers, based on growth areas in IMPACT.		
	Assigned to:	[REDACTED]	
	Added date:	02/28/2012	
	Target Completion Date:	04/01/2012	
	Comments:		
	Task Completed:	12/01/2012	
	2. Observations of teachers are conducted on a regular basis.		
	Assigned to:	[REDACTED]	
	Added date:	02/28/2012	
	Target Completion Date:	06/01/2012	

		Comments:	
		Task Completed:	12/01/2012
Implement	Percent Task Complete:		
	Objective Met:		2/15/2013
	Experience:		2/15/2013 The pursuit of this objective has been seamless in that all teachers receive weekly updates from the Educators Portal about Professional Development opportunities and supports for instructional delivery. ██████████, consistently seeks out opportunities for professional growth and development for teachers and encourages them to attend. ██████████ also facilitate weekly PD sessions for all LCM teachers to ensure that they are kept abreast and aware of instructional trends and best practices.
	Sustain:		2/15/2013 Teachers will need to continue to participate in regular PD as well as seek out opportunities to strengthen their craft. Attendance to all District and School based PD is mandatory.
	Evidence:		2/15/2013 Teachers participate in monthly PD sessions and weekly pd sessions. All sessions content specific and/or geared towards specific areas of growth for the individual teacher. The main focus for every PD is to increase our teachers instructional capacity which will in turn increase student achievement.

Indicator	E01 - The LEA/School has created a system for making awards that is transparent and fair. (1679)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	All teachers are evaluated under IMPACT as ineffective, minimally effective, effective and highly effective. All highly effective teachers are given monetary rewards at a district level. At the school level, all teachers who are effective or highly effective are awarded with such things as staff recognition, additional time for planning, etc., and leadership opportunities.

Indicator	E02 - The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (1681)		
Status	Objective Met 3/15/2013		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
		Objective Met - 03/15/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The reward systems are in place. The key at this point is ensuring that there is a building-wide, comprehensive understanding of what staff need to do in order to obtain rewards.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	All employees, from instructional to support staff, are aware of the reward system and how to obtain rewards.	
	Target Date:	09/30/2012	
	Tasks:		
	1. Formalize the reward system by including a page in the teacher and support staff handbook that describes the incentive systems.		
	Assigned to:	[REDACTED]	
	Added date:	02/28/2012	
	Target Completion Date:	09/01/2012	
	Comments:	This has been completed and DCPS has implemented the IMPACT PLUS program outlining teacher rewards and incentives. However, the staff handbook has not been updated with the new information.	
	Task Completed:	09/09/2012	
Implement	Percent Task Complete:		
	Objective Met:	3/15/2013	
	Experience:	3/15/2013 The IMPACT Plus program was implemented by DCPS.	
	Sustain:	3/15/2013 Continued communication to Staff regarding the rewards and incentive systems.	
	Evidence:	3/15/2013 The objective has been met through IMPACT Plus and local school teacher incentives. The staff handbook is currently being updated.	

Indicator	E07 - The LEA has a team available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers. (1690)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 01/06/2012	

	Explain why not a Priority or Interest:	This is a DCPS level policy that would require change at the central level.
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Indicator	F01 - The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (1692)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	The AP of instruction sets individual professional development goals with staff members, tailored towards their experience and expertise, and based on areas of growth in the district IMPACT system.

Indicator	F02 - The LEA/School offers an induction program to support new teachers in their first years of teaching. (1693)	
Status	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 01/06/2012
	Explain why not a Priority or Interest:	This is an LEA level question. It would require a change in DCPS policy.

Indicator	F03 - The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	The AP of instruction works collaboratively with staff to develop individual PD plans and goals based on the IMPACT evaluation system. Recognizing a need for increased student achievement in literacy, Luke Moore brought in Dr.Faber, a literacy specialist. Luke Moore also sent five teachers out to receive PD from Trinity in August 2011 for reading in the content areas; these teachers then presented their knowledge to staff members to improve instruction on a school-wide basis.

Indicator	F04 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	In addition to setting individual PD goals with teachers, and using these goals for the collaboration between the AP and individual teachers, afternoon collaborative was planned out for the entire year based on school goals, with built in flexibility in March and April to focus on changing needs of staff. PD is consistently differentiated based on staff need.

Indicator	F06 - The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (1698)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012

Evidence:	The AP of instruction sets individual PD goals with teachers based on area of need in IMPACT. Consistent observations and monitoring of implementation provide evidence as to whether professional development is impacting practice. Luke Moore consistently compares TEACH scores, and notes that in the area where the school needed growth (TEACH 7), scores have markedly improved.
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Indicator	F08 - The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (1700)
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Status	Objective Met 4/11/2013
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Assessment	Level of Development:	Initial: Limited Development 01/06/2012
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		Objective Met - 04/11/2013
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Index:	3	(Priority Score x Opportunity Score)
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Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
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Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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Describe current level of development:	The AP of instruction sets individual goals with teachers based on IMPACT areas of growth, and consistently monitors the implementation of targeted professional development. The AP observes teachers on a weekly basis, and provides feedback and conferencing within 24 hours to build specific skills and knowledge. Luke Moore would like to provide teachers with more time to observe and learn from each other.
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Plan	Assigned to:	██████████
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	How it will look when fully met:	The leadership, principal and AP of instruction, will observe teachers on a regular basis. Leadership will be responsible for seeking out PD opportunities that align with the evaluation system in order to support teachers in particular areas of growth in order to build specific skills and knowledge.
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	Target Date:	06/01/2012
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	Tasks:	
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	1. The AP of Instruction will observe teachers to determine areas of need in skills and knowledge.	
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	Assigned to:	██████████
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	Added date:	02/28/2012
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	Target Completion Date:	04/01/2012
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	Comments:	This task has been fully completed. Mr. ██████████ facilitates and organizes all teacher observations and evaluations along with the Principal.
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	Task Completed:	09/17/2012
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	2. The AP of Instruction will seek out PD opportunities that speak specifically to the TEACH elements in order to support teachers in specific areas of growth.	
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	Assigned to:	██████████
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	Added date:	02/28/2012
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		Target Completion Date:	06/01/2012
		Comments:	This task has been completed. The AP of Instruction has established specific PD for TEACH elements that teachers may need additional support with.
		Task Completed:	10/01/2012
	3. Groups of teachers have been created to conduct peer observations. Groups are based on teacher need.		
		Assigned to:	██████████
		Added date:	02/28/2012
		Target Completion Date:	03/01/2012
		Comments:	Teachers work together with the AP to determine when they want to engage in a peer observation.
		Task Completed:	03/04/2013
	4. Within 48 hours of peer observations, teachers debrief to talk about what they saw, areas of growth, and best practices based on actual instruction.		
		Assigned to:	██████████
		Added date:	02/28/2012
		Target Completion Date:	04/01/2012
		Comments:	All teachers receive IMMEDIATE feedback regarding their practice within 24/48 hours of an observation (informal and formal).
		Task Completed:	10/01/2012
	5. The AP of Instruction will conduct weekly collaborative meetings to provide opportunities for teachers to share strengths and weaknesses, and to discuss how the peer observation process can be improved.		
		Assigned to:	██████████
		Added date:	02/28/2012
		Target Completion Date:	06/01/2012
		Comments:	Weekly collaborative sessions take place with the purpose of ensuring that teachers are given ample time to collaborate and share strengths and weaknesses regarding their practice.

		Task Completed:	08/27/2012
Implement	Percent Task Complete:		
	Objective Met:		4/11/2013
	Experience:		4/11/2013 All teachers are observed and evaluated formally 3 times during the school year. Additional informal observations take place consistently for all teachers.
	Sustain:		4/11/2013 In order to ensure that these efforts are sustained the AP and Principal will implement an observation flow chart will outline which teachers are seen on a weekly basis, based on thier areas of growth.
	Evidence:		4/11/2013 This objective has been fully implemented since the start of the school year. Teachers are evaluated and given feedback along with hands on support and co-teaching assistance.

Indicator	G01 - The LEA/school has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (1646)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	In addition to utilizing the district pool of potential staff, the school taps into resources and networks throughout the city and surrounding counties to find highly qualified staff members. The principal makes and effort to provide job-embedded PD and personal PD to all staff members by consistently surveying staff to gauge need and the best ways to support those needs. Luke Moore retains highly-qualified teachers through IMPACT, as well as utilizing school-based incentives.

Indicator	G02 - The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670)	
Status	Full Implementation	

Assessment	Level of Development:	Initial: Full Implementation 01/06/2012
	Evidence:	The district has a tight system for recruiting and retaining staff, as well as for evaluating, with IMPACT. Rewards are also possible through IMPACT, though teachers are rewarded at the school level as well (incentives described in element E).

Indicator	I01 - The school has established a team structure among teachers with specific duties and time for instructional planning. (1711)	
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Status	Full Implementation	
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Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
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	Evidence:	Teachers participate in collaboratives once a week for workshops and to plan future lessons. Math intervention specialist and the English Intervention specialist lead the collaboration efforts; they are responsible for bringing structural supports to teachers during this time to support teachers. These specialists have the knowledge base and inventory of resources to support teachers in targeted ways, depending on individual teacher and student needs.
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Indicator	I04 - All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (1719)	
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Status	Objective Met 7/8/2013	
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Assessment	Level of Development:	Initial: Limited Development 01/20/2012
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		Objective Met - 07/08/2013
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	Index:	6	(Priority Score x Opportunity Score)
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	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
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	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
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	Describe current level of development:	Most instructors are utilizing a variety of instructional delivery practices, including teacher-directed whole-class, and independent work that provides opportunities for analyzing and synthesizing. The school's major focus is project-based learning (which incorporates large and small groups) and provides opportunity for student-directed learning. Leadership believe that increased monitoring would result in more teachers using the project-based learning model.
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Plan	Assigned to:	
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	How it will look when fully met:	For every advisory, teachers would have at least one project that incorporates a variety of standards. Students would be responsible for producing an end product to demonstrate learning, rather than relying entirely on a pen and paper test to show mastery (though these may be used as well).
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	Target Date:	12/30/2012
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	Tasks:	
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		1. Execute PD around project based learning.
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		Assigned to:	██████████
		Added date:	02/28/2012
		Target Completion Date:	10/01/2012
		Comments:	We did a PD on PBL in August and revisited the six steps throughout the year.
		Task Completed:	08/21/2012
	2. Communicate expectations to staff that they should execute at least one project per advisory.		
		Assigned to:	██████████
		Added date:	02/28/2012
		Target Completion Date:	06/15/2012
		Comments:	The AP of Academics and Instruction communicated this expectation in the collaborative.
		Task Completed:	06/07/2013
	3. Teachers will submit their projects along with their course syllabi.		
		Assigned to:	██████████
		Added date:	02/28/2012
		Target Completion Date:	08/30/2012
		Comments:	Teacher were required to turned in their proposed project to the AP of Academics and Instruction in August and any updates every 9 weeks.
		Task Completed:	08/20/2012
Implement	Percent Task Complete:		
	Objective Met:		7/8/2013
	Experience:		7/8/2013 It was difficult getting teachers to teach with the end in mind. They had to create the project, then decide what skills and content were necessary to ensure student success on the project.
	Sustain:		7/8/2013 We have to continue training and having conversations about how this model benefits our population and more effective ways to implement the model.
	Evidence:		7/8/2013 Teachers' syllabi, project descriptions, classroom observations and TAS comments are all evidence to support the effective implementation.

Indicator	K01 - All teachers demonstrate sound homework practices and communication with parents. (1720)		
Status	Objective Met 7/8/2013		
Assessment	Level of Development:		Initial: Limited Development 01/20/2012
			Objective Met - 07/08/2013
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:		Quality of homework and communication with parents are inconsistent across the school. Teachers have improved in communicating with parents; many send letters and call student homes to parents to notify families of academic progress.
Plan	Assigned to:		██████████
	How it will look when fully met:		Luke Moore holds quarterly feedback sessions for parents and the community members. Parents are both a part of the conversation and an active part of the work. Parents would volunteer, mentor for college and career readiness, perform outreach for social and emotional support. Luke Moore partners with parents to ensure that students' basic needs are met to ensure they are ready to learn. Parents regularly volunteer in the classroom to support student learning. Parents would actively participate in parent-teacher conference days. Other evidence of increased parental involvement would include: more parental responses to communication from staff; more parental involvement in attendance and behavior support/intervention. Homework practices would be supported by parents through tutoring, encouragement, and help with homework. Luke Moore would also have a robust partnership with Flamboyant to assist in parental and community engagement strategies.
	Target Date:		06/15/2013
	Tasks:		
	1. Ensure that PTO meetings are consistent and that parents are empowered to keep the momentum going and ensure that their voices are heard.		
	Assigned to:		██████████
	Added date:		03/27/2012
	Target Completion Date:		06/15/2012
	Comments:		PTO meetings have not been as consistent as we hoped for this school year. Given the nature of our program and the students we serve parent involvement has increased somewhat, but not to the level where we had hoped.
	Task Completed:		06/14/2013
	2. Work with DCPS and OSSE to interface with parents to discuss processes and policies that come from DCPS (rather than the school).		
	Assigned to:		██████████

		Added date:	03/27/2012
		Target Completion Date:	06/15/2012
		Comments:	We have reached out to DCPS and OSEE for specific assistance around parental involvement for alternative education programs. At the moment both OSSE and DCPS are redefining the "Alt Ed" within the district.
		Task Completed:	06/21/2013
	3. Teachers bring back family engagement strategies from the Flamboyant training in order to teach other teachers.		
		Assigned to:	[REDACTED]
		Added date:	03/27/2012
		Target Completion Date:	10/15/2012
		Comments:	LCM did not participate in the Flamboyant program this school year. There was no funding for the program.
		Task Completed:	06/21/2013
	4. Send teachers to Flamboyant training.		
		Assigned to:	[REDACTED]
		Added date:	03/27/2012
		Target Completion Date:	08/15/2012
		Comments:	The Flamboyant training was made available to teachers and staff, however schools could only participate if they applied and received a grant to pay for the program. If schools did not receive a grant, they were required to pay for the program. LCM did not participate this year because of funding.
		Task Completed:	06/21/2013
Implement	Percent Task Complete:		
	Objective Met:		7/8/2013
	Experience:		7/8/2013 LCM holds quarterly feedback sessions for parents and the community members. Parents are both a part of the conversation and an active part of the work. Parents would volunteer, mentor for college and career readiness, perform outreach for social and emotional support. Luke Moore partners with parents to ensure that students' basic needs are met to ensure they are ready to learn. Parents regularly volunteer in the classroom to support student learning. Parents would actively participate in parent-teacher conference days. Other evidence of increased parental involvement would include: more parental responses to communication from staff; more parental involvement in attendance and behavior support/intervention.
	Sustain:		7/8/2013 LCM will maintain all of the practices listed above.
	Evidence:		7/8/2013 Based on parent surveys, OSSE focus group and direct feedback from parents LCM has fully and effectively implemented this objective.

Turnaround Principles

Principle 3: Effective Use of Time

Indicator	J04 - The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (1706)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	Luke Moore has allocated funds and time to support extended learning time and serve the needs of its unique student population. The school has organized its schedule and financial resources to support extended learning time through block scheduling, online credit recovery, online learning, project-based learning. Partnership with the community, such as White House tutors, provide opportunities for extended learning. Math tutors from local universities and organizations (such as the World Bank) support extended learning time.

Indicator	I02 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)		
Status	Objective Met 7/8/2013		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
		Objective Met - 07/08/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Most teachers use the preassessment model, whereby they administer preassessments based on standards to figure out where students are in their learning. Instructors deliver instruction and then reassess to evaluate student progress towards the standards. Where student knowledge is lacking, teachers adjust instruction to address these gaps.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The district has provided full support for implementation of the common core standards, specifically in math, science and social studies. Support includes scopes and sequences, fully developed PIAS, and professional development around CCSS implementation in these areas. Teachers fully participate in trainings. All math and ELA teachers implement CCSS in day to day instruction. AP [REDACTED] will spearhead the implementation of CCSS as well as overseeing assessment initiatives in order to monitor and assess progress of implementation. Assessment initiatives include: LCM students take baseline DC BAS math assessment and Gates McGinity for baseline ELA data; students also take PIAS in English. All teachers have assessments aligned to DC State Standards as they wait for CCSS assessments to be rolled out. Teachers go through the reteach cycle where content is re-taught and reassessed. Teachers differentiate support according to student mastery of standards. Teachers should have mini assessments every day; summative assessments are done on a two to three week cycle. [REDACTED] monitors assessments (summative). Department meetings lend themselves to: common planning, PD to enhance instructional toolbox, work on assessment development, curriculum development; all of these efforts support differentiation according to student need. Math and reading resource teachers bring necessary resources or materials and supports to teachers to help differentiation, literacy development, math instruction, and host weekly teacher PDS.	
	Target Date:	06/15/2013	
	Tasks:		
		1. Maintain bi-weekly ALT meetings.	
	Assigned to:	[REDACTED]	
	Added date:	03/27/2012	

		Target Completion Date:	06/15/2013
		Comments:	The AP of Academics and Instruction held ALT meeting on a weekly and bi-weekly basis to discuss academic goals and monitor instructional progress.
		Task Completed:	06/14/2013
	2. Collaborate with instructional staff about best practices with regard to instruction in CCSS and "look fors" in daily lesson plans.		
		Assigned to:	[REDACTED]
		Added date:	03/27/2012
		Target Completion Date:	06/15/2013
		Comments:	The AP of Academics and Instruction held weekly collaboratives and met with departments to implement CCSS and discuss best practices.
		Task Completed:	06/14/2013
	3. Monitor teacher assessments on a quarterly basis, at the beginning of each nine week term, to ensure alignment with state standards and rigor.		
		Assigned to:	[REDACTED]
		Added date:	03/27/2012
		Target Completion Date:	06/15/2013
		Comments:	The AP of Academics and Instruction met quarterly with teachers to discuss their syllabi and alignment of state standards to their courses.
		Task Completed:	06/14/2013
	4. Create reteach plans with math and reading intervention specialists.		
		Assigned to:	[REDACTED]
		Added date:	03/27/2012
		Target Completion Date:	06/15/2013
		Comments:	The AP of Academics and Instruction met math and reading specialists to develop interventions plans after receiving PIA and DC BAS data.
		Task Completed:	05/24/2013
	5. Monitor all reteach plans.		
		Assigned to:	[REDACTED]
		Added date:	03/27/2012
		Target Completion Date:	06/15/2013
		Comments:	Intervention Specialists were required to prove the AP of Academics and Instruction with their Action Plans, which included Individual Intervention Plans (IIP) for students in need.

		Task Completed:	05/10/2013
Implement	Percent Task Complete:		
	Objective Met:		7/8/2013
	Experience:		7/8/2013 The pursuit of this goal required definitive goals to be set and the marshalling of resources necessary to achieve the goals. The main reason for the success was the acumen of the specialists and the commitment of the faculty to improve their practice.
	Sustain:		7/8/2013 There needs to be a better assessment that will allow us to do short term cycle data disaggregation. There is time wasted waiting on BAS exams to be scored.
	Evidence:		7/8/2013 The evidence is the improvement in BAS math data between the first and last exam. In addition, teachers were collaborating more and using CCSS in their daily lessons as evidenced by classroom observations.

Indicator	I05 - All teachers employ effective classroom management. (1721)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	Luke Moore provides a stable, student-focused environment for learning. Teachers have a full understanding of Chapter 25 and Tier 1 and 2 behaviors; they have employed strategies to address Tiers 1 and 2 behaviors to avoid referrals. Escalation is rare.

Indicator	F05 - The LEA/School structures professional development to provide adequate time for collaboration and active learning. (1696)		
Status	Objective Met 3/15/2013		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
		Objective Met - 03/15/2013	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The AP of instruction plans out the collaborative time for teachers on a year-long basis, with flexibility built in toward the end of the year to tweak based on staff need. This collaborative time is used for teacher presentations, workshops, and provides ample opportunity for teacher reflection in order to maximize engagement and effectiveness. As always, there is room for growth in the area of time; right now, teachers meet for these collaboratives once a week, for one hour, though more time would be greatly beneficial.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Teachers at Luke Moore have a regular schedule for collaboration, in various different forms. They have been given the opportunity to participate in professional development of their choosing during collaborative time; the AP of Instruction, along with the Instructional Coaches, work with teachers to determine PD aligned to IMPACT that teachers need, both based on their own perceptions and the leadership team's. Luke Moore has also instituted a peer observation system whereby teachers will observe each other on a regular basis and provide feedback, creating another opportunity for collaboration.	
	Target Date:	09/01/2012	
	Tasks:		
	1. Tasks are outlined in Indicator D03.		
	Assigned to:	[REDACTED]	
	Added date:	02/28/2012	
	Target Completion Date:	09/01/2012	
	Comments:	Teachers collaborate daily during thier planning time. They also collaborate weekly (each Wednesday) per the WTU contract. During this collaboration teachers discuss student progress, achievement data and teacher practice.	

		Task Completed:	09/03/2012
Implement	Percent Task Complete:		
	Objective Met:		3/15/2013
	Experience:		3/15/2013 Teachers are regularly observed and evaluated based on their practice and student achievement. The AP of Instruction, Instructional Coach and all Faculty work together to establish a clear cut process for professional development, teacher observation and collaboration.
	Sustain:		3/15/2013 The AP of Instruction and the IC will continue to monitor teachers implement quality professional development and promote cross-content collaboration.
	Evidence:		3/15/2013 This objective has been fully implemented through IMPACT, the Effective Schools Framework and WTU Contract requirements.

Indicator	J01 - The principal is familiar with research and best practices associated with efforts to increase learning time. (1703)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012	
	Evidence:	Luke Moore utilizes a variety of methods to increase student learning. The school has block scheduling, portfolio courses, after-school credit recovery, online learning, and partnerships with local night school programs. The various pathways students use to gain credit result in increased credit accumulation rate (12% increase from 2010-2011), graduation rate (22% increase from 2010-2011), literacy development (16% increase in DC CAS performance) and general comfort level with more complex academics.	

Indicator	J06 - The LEA/School creates and sustains partnerships to support extended learning. (1708)		
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Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	Luke Moore cultivates and sustains relationships within the community to support extended learning. These include relationships with universities and corporations that provide tutoring services; Men and Women of Strength groups serve as a support for students to ensure students are ready to learn at school.

Indicator	J07 - The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (1709)	
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Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	Luke Moore has provided targeted professional development (through the AP of Instruction) to ensure maximum effectiveness of extended learning opportunities; the school has utilized weekly professional development with teachers to address areas of challenge around the extended learning opportunities. Challenges come around meeting the different learning needs of classrooms where ability levels are diverse. Math and Reading Intervention specialists provide resources and strategies to provide rigorous instruction to students at all ability levels.

Turnaround Principles

Principle 4: Curriculum, Assessment and Intervention System

Indicator	H03 - All teachers, working in teams, prepare standards-aligned lessons. (1718)		
Status	Objective Met 7/8/2013		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
		Objective Met - 07/08/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Math and English instructors work in teams to prepare standards-aligned lessons. Afternoon collaboratives once a week provide the opportunity for staff to collaborate. Luke Moore has room to grow in other subject areas collaboration for the preparation of standards-aligned lessons.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Non-core subject areas are equally emphasized as ELA and math. We have created structured co-planning opportunities for teachers from different subject areas to collaborate and plan a specific project or theme, thus creating multi-disciplinary projects and/or units. Teachers knowledge and skill will be enhanced through learning best practices and innovative ways to teach subject matter through the lenses of different subjects.	
	Target Date:	12/30/2012	
	Tasks:		
	1. Structure time in the instructor's schedule to meet with other teachers to plan a unit/project across subject.		
	Assigned to:	[REDACTED]	
	Added date:	02/28/2012	
	Target Completion Date:	09/01/2012	
	Comments:	All teachers at LCM have built in common planning time. THIS time can be used to plan collaboratively or individually. On a monthly basis department meetings are held to ensure that all content levels are planning appropriately.	
	Task Completed:	11/14/2012	
	2. Plan around the teacher teams that would meet to create cross-subject projects.		
	Assigned to:	[REDACTED]	
	Added date:	02/28/2012	
	Target Completion Date:	08/30/2012	

		Comments:	This year all subject areas were departmentalized into three groups: Humanities (English, Social Studies and World Languages), STEM (Science, Math, Technology), Arts (Music, Art, and Health/PE). All of these groups work and plan cross sectional projects and activities throughout the course of the year.
		Task Completed:	12/14/2012
Implement	Percent Task Complete:		
	Objective Met:		7/8/2013
	Experience:		7/8/2013 The experience pursuing this objective has been positive. All teachers bought into the idea of collaborating and planning cross sectional projects and activities together.
	Sustain:		7/8/2013 The AP will continue to schedule common planning time, department meetings and collaborative planning sessions in order to sustain cross-sectional collaboration. LCM will remain departmentalized.
	Evidence:		7/8/2013 This objective has been fully met as evidenced by regular department meetings, cross sectional projects and continued teacher collaboration.

Indicator	I03 - All teachers, working in teams, differentiate and align learning activities with state standards. (1716)		
Status	Objective Met 7/8/2013 11/5/2013		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
		Objective Met - 07/08/2013 11/05/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This is the first year of Luke Moore implementing the Sternberg model of differentiation, whereby instruction is differentiated according to learning style: creative, analytical, or practical. Math and English teachers align instruction to state and Common Core standards (respectively); the Assistant Principal of Instruction monitors lessons through regular observations. While all teachers are differentiating according to the model, continuous observation for implementation fidelity is needed.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The district has provided full support for implementation of the common core standards, specifically in math, science and social studies. Support includes scopes and sequences, fully developed PIAS, and professional development around CCSS implementation in these areas. Teachers fully participate in trainings. All math and ELA teachers implement CCSS in day to day instruction. AP [REDACTED] will spearhead the implementation of CCSS as well as overseeing assessment initiatives in order to monitor and assess progress of implementation. Assessment initiatives include: LCM students take baseline DC BAS math assessment and Gates McGinity for baseline ELA data; students also take PIAS in English. All teachers have assessments aligned to DC State Standards as they wait for CCSS assessments to be rolled out. Teachers go through the reteach cycle where content is re-taught and reassessed. Teachers differentiate support according to student mastery of standards. Teachers should have mini assessments every day; summative assessments are done on a two to three week cycle. [REDACTED] monitors assessments (summative). Department meetings lend themselves to: common planning, PD to enhance instructional toolbox, work on assessment development, curriculum development; all of these efforts support differentiation according to student need. Math and reading resource teachers bring necessary resources or materials and supports to teachers to help differentiation, literacy development, math instruction, and host weekly teacher PDS.	
	Target Date:	06/15/2013	
	Tasks:		
		1. Maintain bi-weekly ALT Meetings.	

		Assigned to:	██████████
		Added date:	03/27/2012
		Target Completion Date:	06/15/2013
		Frequency:	twice monthly
		Comments:	The AP of Academics and Instruction held ALT meeting on a weekly and bi-weekly basis to discuss academic goals and monitor instructional progress.
		Task Completed:	06/14/2013
	2. Collaborate with instructional staff about best practices with regard to instruction in CCSS and "look fors" in daily lesson plans.		
		Assigned to:	██████████
		Added date:	03/27/2012
		Target Completion Date:	06/15/2013
		Comments:	The AP of Academics and Instruction held weekly collaboratives and met with departments to implement CCSS and discuss best practices.
		Task Completed:	06/14/2013
	3. Monitor teacher assessments on a quarterly basis, at the beginning of each nine week term to ensure alignment with state standards and rigor.		
		Assigned to:	██████████
		Added date:	03/27/2012
		Target Completion Date:	06/15/2013
		Comments:	The AP of Academics and Instruction met quarterly with teachers to discuss their syllabi and alignment of state standards to their courses.
		Task Completed:	06/14/2013
	4. Reteach plans are created in collaboration with the math and reading specialists.		
		Assigned to:	██████████
		Added date:	03/27/2012
		Target Completion Date:	06/15/2013
		Comments:	The AP of Academics and Instruction met math and reading specialists to develop interventions plans after receiving PIA and DC BAS data.
		Task Completed:	06/14/2013
	5. All reteach plans are monitored.		
		Assigned to:	██████████
		Added date:	03/27/2012
		Target Completion Date:	06/15/2013
		Frequency:	twice monthly
		Comments:	The AP of Academics and Instruction met math and reading specialists to develop interventions plans after receiving PIA and DC BAS data.

		Task Completed:	06/14/2013
Implement	Percent Task Complete:		
	Objective Met:		7/8/2013 11/5/2013
	Experience:		7/8/2013 Teacher worked collaborative to reach this goal. 11/5/2013 Objective fully met
	Sustain:		7/8/2013 We need continued training and resources to maintain the momentum 11/5/2013 Objective fully met.
	Evidence:		7/8/2013 The classroom observations and student work samples are evidence of our success. 11/5/2013 Objective fully met.

Indicator	H02 - All teachers assess student learning frequently using standards-based classroom assessments. (1717)		
Status	Objective Met 7/8/2013		
Assessment	Level of Development:		Initial: Limited Development 01/20/2012
			Objective Met - 07/08/2013
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers create pre-assessments to find out where students are in their learning; this data drives instruction. They reassess after the implementation of lessons. Assessments are monitored by the Assistant Principal of Instruction to ensure that they are rigorous and that they are aligned to standards. While many teachers do this, all teachers are not consistently using the preassessment model.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	In addition to the beginning of course diagnostic, the midterm, and the final, all teachers give quick informal and constant assessments in every class. These serve to determine on an ongoing basis, whether or not students are learning the necessary content.	
	Target Date:	09/01/2012	
	Tasks:		
	1. All teachers are required to submit their preassessments for all courses at the beginning of the school year.		
	Assigned to:	[REDACTED]	
	Added date:	02/28/2012	
	Target Completion Date:	09/01/2012	
	Comments:	All teachers submitted their pre assessments for courses to be taught on August 17th, 2012.	
	Task Completed:	08/17/2012	
	2. Communicate expectations to teachers that they are to give frequent assessments, beyond diagnostics and finals, throughout the course to assess learning.		
	Assigned to:	[REDACTED]	
	Added date:	02/28/2012	
	Target Completion Date:	08/30/2012	
	Comments:	All teachers at LCM are required to implement short cycle assessments in an effort to evaluate student progress and guide their teaching. LCM also utilizes the PIA's and DCBAS as another tool for assessing student achievement levels.	

		Task Completed:	09/01/2009
Implement	Percent Task Complete:		
	Objective Met:		7/8/2013
	Experience:		7/8/2013 Our experience pursuing this objective has been positive. All LCM teachers are accustomed to regularly assessing student progress as well as utilizing data to drive their instruction.
	Sustain:		7/8/2013 This will be an ongoing expectation for all teachers. LCM has partnered with Discovery Education to provide ongoing PD for teachers to ensure that our efforts in this objective are maintained.
	Evidence:		7/8/2013 Data from PIA, DCBAS, DCCAS and end of year exams are evidence that the objective has been fully met and implemented.

Turnaround Principles

Principle 5: Effective Use of Data

Indicator	J08 - The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
	Evidence:	Luke Moore uses various methods to ensure that extended learning opportunities are effective. The school tracks academic achievement, monitoring growth in reading and math. The school monitors credit accumulation rates, as well as graduation rates to ensure the effectiveness of credit accumulation opportunities.

Indicator	C05 - The principal collects and acts on data from a variety of sources and in a timely manner. (1666)		
Status	Objective Met 2/11/2013		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
		Objective Met - 02/11/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is room for growth in how Luke Moore looks at and uses data. Because of the nature of the academic programa and the student population, there are unique data points that would be beneficial for Luke Moore's analysis, such as previous student achievement data (beyond CAS scores), more social and emotional data.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Luke Moore would have a team of people responsible for academic and a team responsible for student social and emotional data. Academic data team would consist of reading, math, test coordinator, and the AP instruction; they would look at assessment data, CAS failure rate data, teacher IMPACT scores. In terms of the social and emotional data, the team will examine credit accumulation, behavioral, attendance, and enrollment data sets. On a monthly basis, the two teams will discuss the data with the principal, and responses to the data will be put in place.	
	Target Date:	09/01/2012	
	Tasks:		
	1. Strengthen existing teams- academic and social/emotional.		
	Assigned to:	[REDACTED]	
	Added date:	02/27/2012	
	Target Completion Date:	04/01/2012	
	Comments:	Teams are in place and the systems for academic and social/emotional support are streamlined. Students, staff and parents know where to go and who to talk to should the need academic or social/emotional intervention. The entire staff has been trained on the SST process as well as the student intervention process.	
	Task Completed:	02/11/2013	
	2. Create a calendar of data collection, analysis, and sharing by these two teams.		
	Assigned to:	[REDACTED]	
	Added date:	02/27/2012	
	Target Completion Date:	06/30/2012	

		Comments:	A calendar and plan of action has been established to collect, analyze and share data (both soft and hard) between all teams.
		Task Completed:	02/11/2013
		3. Throughout the subsequent data meetings, assess the fidelity to the calendar, and readjust interventions as needed.	
		Assigned to:	
		Added date:	02/27/2012
		Target Completion Date:	09/01/2012
		Comments:	This is task is ongoing.
		Task Completed:	02/11/2013
Implement		Percent Task Complete:	
		Objective Met:	2/11/2013
		Experience:	2/11/2013 There was a concerted effort to ensure that we implemented a plan for data desegregation across both teams. To that end, we focused on setting a calendar that requires montly data meetings.
		Sustain:	2/11/2013 Continued progress monitoring and evaluating of our shared data efforts is necessary to sustain the effectiveness of this objective.
		Evidence:	2/11/2013 Monthly meetings are set to ensure that all staff remain in line with this objective.

Indicator	H01 - The principal ensures that teachers align instruction with standards and benchmarks. (1714)		
Status	Objective Met 7/8/2013		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
		Objective Met - 07/08/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	In English and Math classes, teachers follow the scope and sequence from DCPS. Teachers follow Common Core standards in English and DC Standards in Math. They use these standards to create lesson plans that are aligned to both standards and Paced Interim Assessments. Monitoring happens through checking of lesson plans and daily observations of lesson plans. Luke Moore has room to grow in aligning instruction with standards and benchmarks in Social Studies and Science; Luke Moore is waiting for the District to roll these out.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Luke Moore would utilize the unit plans from the district level, readings from district level, and assessments aligned to social studies and science Common Core Standards.	
	Target Date:	06/30/2013	
	Tasks:		
	1. Ensure that the instructional coach is aware of the new standards and the instructional supports that central office has, assuming social studies and and science standards have been rolled out.		
	Assigned to:	[REDACTED]	
	Added date:	02/28/2012	
	Target Completion Date:	06/30/2013	
	Comments:	The entire Academic Leadership Team (including lead teachers, IC and AP for Instruction) are well aware of all instructional supports and new standards.	
	Task Completed:	12/14/2012	
	2. Ensure that math and science teachers have attended the necessary district-held professional development to support them as they transition to new Common Core standards.		
	Assigned to:	[REDACTED]	
	Added date:	02/28/2012	
	Target Completion Date:	06/30/2012	
	Comments:	All LCM Teachers are required to attend and have attended ALL content level pd this school year. Science and Social Studies teachers specifically, have participated in all District Level and local school level PD specific to their content.	
	Task Completed:	06/21/2013	

		3. Ongoing collaboration and instructional support from the APs and Instructional Coaches is put in place to support standards based lessons in science and social studies.
		Assigned to: [REDACTED]
		Added date: 02/28/2012
		Target Completion Date: 06/30/2013
		Comments: The AP and IC's work collaboratively to ensure that all teachers receive the instructional support necessary for their students to achieve at high academic levels. All lessons for both Science and Social studies are standards based and meet school district requirements.
		Task Completed: 06/21/2013
Implement	Percent Task Complete:	
	Objective Met:	7/8/2013
	Experience:	7/8/2013 The AP at LCM along with IC's worked collaboratively throughout the year to ensure that all teachers had access to academic supports in CCSS and DC Standards. Standards are the foundation of each lesson and PIA's along with DCBAS were used to assess student mastery. All teachers utilize and have access to DCPS unit plan in the DCPS Educators Portal where lesson plans, road maps and unit plan are aligned to CCSS and available for teacher use.
	Sustain:	7/8/2013 LCM will continue to utilize the expertise of our AP and IC's to ensure that efforts in this area are maintained.
	Evidence:	7/8/2013 The objective has been fully and effectively implemented.

Turnaround Principles

Principle 6: School Culture and Climate

Indicator	F09 - The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (1701)		
Status	Objective Met 3/15/2013		
Assessment	Level of Development:	Initial: Limited Development 01/06/2012	
		Objective Met - 03/15/2013	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Weekly collaboratives are utilized to create a professional learning community, fostering a school culture of continuous learning. Content of collaboratives is set based on teacher and student data around areas of need. Additionally, teachers will be observing each other in the month of February to provide peer feedback and learn from each others' strengths. Areas of growth for Luke Moore would include providing more time for collaboratives and peer feedback/observation.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	There are multiple ways that the school creates a community of collaboration and continuous learning. The leadership team gathers input from teachers to determine teacher needs (either self-identified or through areas of growth observed), and then brings professional development into the teachers during a weekly collaborative time. Teachers learn from each other through their peer observation system, newly created by the AP of Instruction. These opportunities cultivate a school culture of continuous learning at Luke Moore.	
	Target Date:	09/01/2012	
	Tasks:		
		1. Create groups of teachers to participate in peer observation, based on teacher strengths and weaknesses.	
		Assigned to:	[REDACTED]
		Added date:	02/28/2012
		Target Completion Date:	03/01/2012
		Comments:	This indicator has been fully implemented.
		Task Completed:	09/03/2012
		2. Teachers observe each other and provide feedback, within 48 hours of observations.	
		Assigned to:	[REDACTED]
		Added date:	02/28/2012
		Target Completion Date:	04/01/2012
		Comments:	This task has been fully completed.

		Task Completed:	09/03/2012
		3. Weekly collaboratives provide the opportunity for teachers to discuss strengths and weaknesses as they learn through observations. These collaboratives also provide the opportunity to improve the peer observation process, as teachers give input as to what is helpful and how the process can be improved.	
		Assigned to:	██████████
		Added date:	02/28/2012
		Target Completion Date:	06/01/2012
		Comments:	This practice is consistent and remains an integral part of the teacher growth and instructional delivery.
		Task Completed:	09/03/2012
Implement	Percent Task Complete:		
	Objective Met:		3/15/2013
	Experience:		3/15/2013 The Administration of Luke Moore has worked continuously to provide teachers and staff with rich and meaningful professional development. Staff collaborate daily on an informal basis and weekly on a more formal basis. The LCM staff as a whole met and created this collaborative schedule/structure.
	Sustain:		3/15/2013 The collaboration schedule will be monitored by AP ██████████ and these practices will be maintained throughout the school year.
	Evidence:		3/15/2013 This object has been fully met. Collaboration occurs weekly and staff sign-in at each collaborative they attend.

Turnaround Principles

Principle 7: Effective Family and Community Engagement

Indicator	J02 - The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (1704)		
Status	Objective Met 7/8/2013		
Assessment	Level of Development:	Initial: Limited Development 01/20/2012	
		Objective Met - 07/08/2013	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	While Luke Moore addresses student needs in areas of school climate and academics, the school has room to grow in the area of transition from graduation to the work-force. Luke Moore has assessed the needs of the student population and has identified potential partners. A challenge for the school is getting community organizations to support the school programs according to student need.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	The Transition Coordinator, made possible by the SIG Grant, bridges the gap between the school and the community and is responsible for connecting students to transitional employment, post-secondary education opportunities, and CTE programs. All graduating seniors have a post-secondary plan that would include higher education, job training, employment.	
	Target Date:	06/15/2013	
	Tasks:		
	1. Hire and maintain the transition coordinator.		
	Assigned to:	[REDACTED]	
	Added date:	03/21/2012	
	Target Completion Date:	03/15/2012	
	Comments:	LCM hired a transition coordinator for the 12/13 and 13/14 school year.	
	Task Completed:	05/22/2013	
	2. Partner with DCPS and OSSE to garner more support from federal and local agencies that would provide job training or employment opportunities for Luke Moore's unique population.		
	Assigned to:	[REDACTED]	
	Added date:	03/21/2012	
	Target Completion Date:	09/15/2012	

		Comments:	LCM has partnered with CCDC to bring post secondary CTE programs to LCM Students. CCDC has also administered their college entrance exam to LCM students several times throughout the school year. Currently, 20 LCM graduates have been accepted to CCDC and plan to attend this fall.
		Task Completed:	06/20/2013
	3. Have all potential graduates complete the online IGP and the additional post graduation plan.		
		Assigned to:	██████████
		Added date:	03/21/2012
		Target Completion Date:	06/15/2012
		Comments:	96% of all potential graduates completed their online IGP and transition plans prior to graduation.
		Task Completed:	06/19/2013
Implement	Percent Task Complete:		
	Objective Met:		7/8/2013
	Experience:		7/8/2013 Pursing this objective has been quite positive. LCM has seen an increase in students interest in post secondary endeavors.
	Sustain:		7/8/2013 With the help of LCM's transition coordinator LCM will continue to see success in this area. In order to ensure that efforts are maintained LCM will continue to hold weekly transition team meetings.
	Evidence:		7/8/2013 This objective has been fully met and has been implemented effectively through the hiring and monitoring of the work done with our transition specialist and the transition team.

Indicator	J03 - The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (1705)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012	
	Evidence:	Luke Moore ensures that all stakeholders are well-aware of the rich program offerings for credit accumulation. Various agencies and organizations throughout the city are aware of the diverse pathways that students can take to gain credits and graduate high school. Leadership attend community meetings to share information about the school's offerings. Leadership invite stakeholderst to come to a Community Night, showcasing student work and inviting stakeholders to observe the school in order to raise awareness about what the school can offer. The school's overenrollment speaks to the popularity and success of the program.	

Indicator	J05 - The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707)		
Status	Not a priority or interest		
Assessment	Level of Development:	Initial: No development or Implementation 01/20/2012	

	Explain why not a Priority or Interest:	DCPS does not support leadership in networking with potential partners and in developing partnerships. The school relies on its own relationships within the community to enrich the offerings of the school.
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Indicator	K02 - The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (1647)	
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Status	Full Implementation	
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Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
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	Evidence:	Luke Moore strategically engaged stakeholders throughout the change process. Staff were an integral part of the instructional change process. Leadership collaborated with school staff around scheduling, and intervention to address student need. PTA meetings continuously inform parents and families of the school expectations. Student and Parent handbooks inform these stakeholders of changes within the school. Communication with stakeholders is frequent and strategic.
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Indicator	K03 - The LEA/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change. (1648)	
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Status	Full Implementation	
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Assessment	Level of Development:	Initial: Full Implementation 01/20/2012
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	Evidence:	During the first year of the transformation, leadership and DCPS stakeholders held various meetings with community stakeholders about changes to the school. Leadership and DCPS management met with Ward 5 community members, and spoke on various media outlets to inform the community of leadership and school changes. Letters were sent home to parents and families. The school consistently informs parents of the school's Title 1 status. Title 1 letters go home with students at the beginning of every school year, and hosted a Title 1 parent meeting at the beginning of the school year to communicate information to parents.
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Indicator	K04 - The LEA/School has engaged parents and community in the transformation process. (1649)		
Status	Objective Met 7/8/2013		
Assessment	Level of Development:		Initial: Limited Development 01/20/2012
			Objective Met - 07/08/2013
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Luke Moore actively engages parents and the community in the transformation process. Frequent communication with parents through newsletters and community events inform them of the transformation at the school. Monthly PTA meetings provide opportunities for parents to give feedback and offer ideas to enrich the school. Parent liasons are utilized to convey messages from the school and from the parent group. The school is committed to providing more opportunities for parents to be involved in the transformation process.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Luke Moore holds quarterly feedback sessions for parents and the community members. Parents are both a part of the conversation and an active part of the work. Parents would volunteer, mentor for college and career readiness, perform outreach for social and emotional support. Luke Moore partners with parents to ensure that students' basic needs are met to ensure they are ready to learn. Parents regularly volunteer in the classroom to support student learning. Parents would actively participate in parent-teacher conference days. Other evidence of increased parental involvement would include: more parental responses to communication from staff; more parental involvement in attendance and behavior support/intervention. Homework practices would be supported by parents through tutoring, encouragement, and help with homework. Luke Moore would also have a robust partnership with Flamboyant to assist in parental and community engagement strategies.	
	Target Date:	06/15/2013	
	Tasks:		
	1. Ensure that PTO meetings are consistent and that parents are empowered to keep the momentum going and ensure that their voices are heard.		
	Assigned to:	[REDACTED]	
	Added date:	03/27/2012	
	Target Completion Date:	06/15/2012	

		Comments:	PTO meetings have not been as consistent as we hoped for this school year. Given the nature of our program and the students we serve parent involvement has increased somewhat, but not to the level where we had hoped. However, parent engagement has increased significantly this school year.
		Task Completed:	06/21/2013
		2. Work with DCPS and OSSE to interface with parents to discuss processes and policies that come from DCPS (rather than the school).	
		Assigned to:	[REDACTED]
		Added date:	03/27/2012
		Target Completion Date:	06/15/2012
		Comments:	LCM continues to work with DCPS and OSSE to enhance processes and policies regarding parental involvement within Alt Ed programs.
		Task Completed:	06/21/2013
		3. Send teachers to Flamboyant training.	
		Assigned to:	[REDACTED]
		Added date:	03/27/2012
		Target Completion Date:	08/15/2012
		Comments:	LCM did not participate in Flamboyant due to lack of funding.
		Task Completed:	06/21/2013
		4. Teachers bring back family engagement strategies from the Flamboyant training in order to teach other teachers.	
		Assigned to:	[REDACTED]
		Added date:	03/27/2012
		Target Completion Date:	10/15/2012
		Comments:	LCM did not participate in Flamboyant this school year due to a lack of funding.

		Task Completed:	06/21/2013
Implement	Percent Task Complete:		
	Objective Met:		7/8/2013
	Experience:		7/8/2013 LCM holds quarterly feedback sessions for parents and the community members. Parents are both a part of the conversation and an active part of the work. Parents would volunteer, mentor for college and career readiness, perform outreach for social and emotional support. Luke Moore partners with parents to ensure that students' basic needs are met to ensure they are ready to learn. Parents regularly volunteer in the classroom to support student learning. Parents would actively participate in parent-teacher conference days. Other evidence of increased parental involvement would include: more parental responses to communication from staff; more parental involvement in attendance and behavior support/intervention.
	Sustain:		7/8/2013 LCM will continue to implement the steps above to ensure sustained efforts towards this objective.
	Evidence:		7/8/2013 Based on parent surveys, OSSE and DCPS parent focus group feedback and direct feedback from parents LCM has fully and effectively implemented this objective.

Indicator	K05 - The LEA/School helps stakeholders overcome resistance to change. (1652)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/20/2012

	Evidence:	<p>Prior to the start of the transformation, both DCPS management and the new leadership at the school assisted stakeholders with overcoming resistance to change. Ward 5 community members were reluctant to accept new leadership at the school; to address this, DCPS made announcements on various media and held community meetings to garner support for the change. Frequent communication through calls home and visits to homes support the change process. The parent liason helps bridge communication between families and the schools. The open door policy of the leadership support acceptance of change.</p>
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