

## School Renewal Plan Cover Page

**Renewal Plan for 5 Year Cycle: 2018/19 to 2022/23**  
**Upcoming School Year: 2020/21**

<b>School Name:</b>	L W Conder Elem
<b>SIDN:</b>	4002073
<b>Plan Submission:</b>	School utilizes Cognia
<b>Grade Span:</b>	PK To 5
<b>District:</b>	Richland 02
<b>Address 1:</b>	8040 Hunt Club Road
<b>Address 2:</b>	
<b>City:</b>	Columbia, SC
<b>Zip Code:</b>	29223
<b>School Renewal Plan Contact Person:</b>	Paula China
<b>School Plan Contact Phone:</b>	803-736-8720
<b>School Plan E-mail Address:</b>	pchina@richland2.org

### Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

### Required Printed Names and Signatures

<b><i>Superintendent</i></b>		
<u>Baron R. Davis, Ph.D.</u> Printed Name	_____ Signature	_____ Date
<b><i>Principal</i></b>		
<u>Paula China</u> Printed Name	_____ Signature	_____ Date
<b><i>Chairperson, District Board of Trustees</i></b>		
<u>Honorable James Manning</u> Printed Name	_____ Signature	_____ Date
<b><i>Chairperson, School Improvement Council</i></b>		
<u>Tyreea Sumter</u> Printed Name	_____ Signature	_____ Date
<b><i>School Read To Succeed Literacy Leadership Team Lead</i></b>		
<u>Dr. Beth Gilbert</u> Printed Name	_____ Signature	_____ Date



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<b>Early Childhood Development and Academic Assistance Act (Act 135) Assurances</b> (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
Yes	<b>Academic Assistance, PreK–3</b> The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
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Yes	<b>Technology</b> The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	<b>Innovation</b> The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	<b>Collaboration</b> The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Yes	<p><b>Developmental Screening</b></p> <p>The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.</p>
Yes	<p><b>Half-Day Child Development</b></p> <p>The school provides half-day child development programs for <b>four-year-olds</b> (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
Yes	<p><b>Developmentally Appropriate Curriculum for PreK–3</b></p> <p>The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.</p>
Yes	<p><b>Parenting and Family Literacy</b></p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p><b>Recruitment</b></p> <p>The district makes special and intensive efforts to <b>recruit</b> and <b>give priority</b> to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
Yes	<p><b>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</b></p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

## Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.  
A participant for each numbered position is required.

	<b>Position</b>	<b>Name</b>
1.	<b>Principal</b>	Paula China
2.	<b>Teacher</b>	Regi Strickland
3.	<b>Parent/Guardian</b>	Wendy Smalls
4.	<b>Community Member</b>	Dr. Shirley Watson
5.	<b>Paraprofessional</b>	Tyreea Sumter
6.	<b>School Improvement Council Member</b>	Marixsa Hernandez
7.	<b>Read to Succeed Reading Coach</b>	Dr. Beth Gilbert
8.	<b>School Read To Succeed Literacy Leadership Team Lead</b>	Dr. Beth Gilbert
9.	<b>School Read To Succeed Literacy Leadership Team Member</b>	Brooke Compton
<b>OTHERS</b> (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) <b>** Must include the School Literacy Leadership Team for Read to Succeed</b>		
	<b>Teacher</b>	Mr. Davin Lail
	<b>Teacher</b>	Ms. Sarah Hayes
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	<b>Parent/Guardian</b>	Mrs. Clarissa Capers
	<b>Assistant Principal</b>	Dr. Tammer Roberts
	<b>Media Specialist</b>	Mrs. Brooke Compton
	<b>Interventionist</b>	Ms. Joanna Megadrosos
	<b>Assistant Principal</b>	Mr. William Whitehurst

## District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to (*SBE Regulation 43-261*) (C) District and School Planning which states the following:

*Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.*

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:

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**Not Applicable**

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
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# L.W. Conder Arts Integrated Magnet School

## Strategic Plan 2018-2023



### Strategic Plan - 2018- 2023

#### Mission:

Our mission for Conder students is **BRIGHT**, where students are **B**: Bold, **R**: Respectful and Responsible, **I**: Intelligent, **H**: Honest, **T**: Thoughtful Team Players.

#### Vision:

L.W. Conder Elementary is a school where all students will excel academically, emotionally, and socially through arts integration. Our school is a place where faculty and staff encourage students to be critical thinkers, creative, collaborative, and to communicate effectively. Students will be prepared for success in our ever-changing, global world.

#### Our Core Values

The Four Squares – Learning, Character, Community and Joy – embody everything that we do.

## NEEDS ASSESSMENT DATA

2018-2019: Waiver

2019-2020: N/A

Provide the link to your district's most recent School Report Card:

<https://ed.sc.gov/data/report-cards/state-report-cards/2017/view/?y=2017&t=E&d=4002&s=073>

**Directions:** Provide additional district's needs assessment data including both formative and summative assessments used to gauge student learning. (Charts, graphs, or other formats of data may be used.)

### Formative Assessment Data

### Measures of Academic Progress (MAP)

Table 1 shows the percent of students who met their reading and math growth target for the 2014-2015 through 2016-2017 school years by subgroup.

**Table 1: Percent of Students Who Met Their Growth Target on MAP by Subject and Subgroup**

Subject and Subgroups	2014-2015		2015-2016		2016-2017	
	Count	Percent	Count	Percent	Count	Percent
<b>Mathematics</b>						
<b>All Students</b>	<b>438</b>	<b>27.9%</b>	<b>469</b>	<b>32.8%</b>	<b>492</b>	<b>40.2%</b>
<b>Ethnicity</b>						
American Indian or Alaskan Native	--	--	--	--	--	--
Asian	4	--	6	--	5	--
Black or African American	278	27.0%	291	32.6%	309	37.5%
Hispanic or Latino	123	30.9%	124	30.6%	129	43.4%
Native Hawaiian or Other Pacific Islander	2	--	3	--	2	--
Two or More Races	13	30.8%	15	66.7%	20	35.0%
White	18	22.2%	30	26.7%	27	51.9%
<b>Gender</b>						
Female	235	22.1%	244	32.8%	241	37.8%
Male	203	34.5%	225	32.9%	251	42.6%
<b>Reading</b>						
<b>All Students</b>	<b>435</b>	<b>48.7%</b>	<b>472</b>	<b>40.7%</b>	<b>483</b>	<b>51.8%</b>
<b>Ethnicity</b>						
American Indian or Alaskan Native	--	--	--	--	--	--
Asian	4	--	6	--	5	--
Black or African American	278	46.4%	296	38.5%	303	53.5%

Hispanic or Latino	120	55.8%	123	45.5%	129	45.7%
Native Hawaiian or Other Pacific Islander	2	--	3	--	2	--
Two or More Races	13	46.2%	15	33.3%	19	57.9%
White	18	38.9%	29	41.4%	25	60.0%
<b>Gender</b>						
Female	234	44.4%	244	39.8%	237	53.2%
Male	201	53.7%	228	41.7%	246	50.4%

-- Data not reported for subgroups less than 10 students.

## Summative Assessment Data

### South Carolina Kindergarten Readiness Assessment

Table 2 shows the percent of students demonstrating overall readiness and readiness in each of the domains on the 2016-2017 South Carolina Kindergarten Readiness Assessment (KRA) by subgroup.

**Table 2: Percent of students demonstrating readiness by subgroup**

Subgroup	Count	Overall Performance	Language & Literacy	Mathematics	Social Foundations	Physical Well-Being and Motor Development
<b>All</b>	<b>88</b>	<b>27.3%</b>	<b>17.0%</b>	<b>22.7%</b>	<b>44.3%</b>	<b>47.7%</b>
<b>Gender</b>						
Female	52	25.0%	17.3%	17.3%	50.0%	46.2%
Male	36	30.6%	16.7%	30.6%	36.1%	50.0%
<b>Ethnicity</b>						
Asian	1	--	--	--	--	--
Afr. American	56	33.9%	19.6%	28.6%	46.4%	42.9%
Hispanic	30	13.3%	10.0%	10.0%	40.0%	56.7%
White	--	--	--	--	--	--
Other	1	--	--	--	--	--
<b>Lunch Status</b>						
Free/Reduced	58	27.6%	13.8%	22.4%	39.7%	46.6%
Pay	30	26.7%	23.3%	23.3%	53.3%	50.0%
<b>English Proficiency</b>						
LEP	24	8.3%	4.2%	12.5%	33.3%	50.0%
Non-LEP	64	34.4%	21.9%	26.6%	48.4%	46.9%
<b>IEP Status</b>						
Non-Speech IEP	8	0.0%	0.0%	0.0%	12.5%	25.0%
No IEP	80	30.0%	18.8%	25.0%	47.5%	50.0%
<b>Pre-Kindergarten</b>						

Head Start	5	--	--	--	--	--
PreK*	58	29.3%	22.4%	27.6%	46.6%	53.4%
None	22	22.7%	4.5%	9.1%	31.8%	36.4%
Unknown	3	--	--	--	--	--

-- Data not reported for subgroups less than 10 students.



## South Carolina READY

Tables 3.1 and 3.2 show the percent of students in grades 3 through 5 who scored Meets or Exceeds Expectations on the SC Ready English Language Arts and Mathematics tests for the 2015-2016 and 2016-2017 school years by subgroup.

**Table 3.1: Percent of Students (3-5) Who Score Meets or Exceeds Expectations on SC Ready ELA by Subgroup**

Subgroup	2016		2017	
	Count	Percent	Count	Percent
<b>All Students</b>	<b>386</b>	<b>25.1%</b>	<b>424</b>	<b>28.8%</b>
<b>Gender</b>				
Male	185	16.7%	213	25.3%
Female	201	32.8%	211	32.2%
<b>Ethnicity</b>				
Hispanic or Latino	100	26.0%	96	29.2%
American Indian or Alaska Native	0	--	0	--
Asian	4	0.0%	6	0.0%
Black or African American	244	22.5%	277	26.0%
Native Hawaiian or Other Pacific Islander	2	--	1	--
White	25	28.0%	27	11.1%
Two or more races	11	0.0%	17	23.5%
<b>Disability</b>				
Disabled	39	12.8%	40	7.5%
Not Disabled	347	26.5%	384	31.0%
<b>Migrant Status</b>				
Migrant	0	--	0	--
Non-Migrant	386	25.1%	424	28.8%
<b>English Proficiency</b>				
Limited English Proficient	84	21.4%	83	24.1%
Non-Limited English Proficient	302	26.2%	341	29.9%
<b>Poverty</b>				
Students in Poverty (SIP)	328	24.1%	354	25.4%

Non-Students in Poverty (SIP)	53	34.0%	66	45.5%
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-- Data not reported for subgroups less than 10 students.

**Table 3.2: Percent of Students (3-5) Who Scored Meets or Exceeds Expectations on SC Ready Math by Subgroup**

Subgroup	2016		2017	
	Count	Percent	Count	Percent
<b>All Students</b>	<b>386</b>	<b>33.2%</b>	<b>427</b>	<b>35.1%</b>
<b>Gender</b>				
Male	185	32.4%	213	38.5%
Female	201	33.9%	214	31.8%
<b>Ethnicity</b>				
Hispanic or Latino	100	36.0%	99	35.4%
American Indian or Alaska Native	0	--	0	--
Asian	4	--	6	--
Black or African American	244	29.9%	277	32.1%
Native Hawaiian or Other Pacific Islander	2	--	1	--
White	25	28.0%	27	29.6%
Two or more races	11	0.0%	17	17.6%
<b>Disability</b>				
Disabled	39	12.8%	40	15.0%
Not Disabled	347	35.5%	387	37.2%
<b>Migrant Status</b>				
Migrant	0	--	0	--
Non-Migrant	386	33.2%	427	35.1%
<b>English Proficiency</b>				
Limited English Proficient	84	34.6%	86	30.2%
Non-Limited English Proficient	302	32.8%	341	36.4%
<b>Poverty</b>				
Students in Poverty (SIP)	328	30.2%	355	31.5%
Non-Students in Poverty (SIP)	53	52.8%	68	52.9%

-- Data not reported for subgroups less than 10 students.

# SCPASS

Table 4.1: Percent of Students (4-5) Who Met or Exceeded Expectations on SCPASS Science by Subgroup

Subgroup	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
<b>All Students</b>	225	52.0%	242	45.4%	284	28.2%
<b>Gender</b>						
Male	101	53.5%	114	43.9%	138	25.4%
Female	124	50.8%	128	46.8%	146	30.9%
<b>Ethnicity</b>						
Hispanic or Latino	49	63.3%	53	49.1%	73	26.0%
American Indian or Alaska Native	--	--	--	--	--	--
Asian	4	--	3	--	4	--
Black or African American	146	47.9%	164	41.5%	184	25.1%
Native Hawaiian or Other Pacific Islander	2	--	2	--	--	--
White	10	--	15	33.3%	16	--
Two or more races	9	--	5	--	7	--
<b>Disability</b>						
Disabled	16	6.3%	29	13.8%	28	7.1%
Not Disabled	209	55.0%	213	49.8%	256	30.5%
<b>English Proficiency</b>						
Limited English Proficient	53	56.5%	51	41.2%	62	24.2%
Non-Limited English Proficient	172	50.6%	191	46.6%	222	29.2%
<b>Poverty</b>						
Students in Poverty (SIP)	194	49.5%	204	43.1%	235	24.7%
Non-Students in Poverty (SIP)	31	67.8%	33	63.7%	47	42.6%

-- Data not reported for subgroups less than 10 students.

Standards and Scale Changed for 2017

Table 4.2: Percent of Students (4-5) Who Met or Exceeded Expectations on SCPASS Social Studies by Subgroup

Subgroup	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
<b>All Students</b>	225	75.1%	242	72.7%	282	61.4%
<b>Gender</b>						
Male	101	78.2%	114	69.3%	136	55.9%
Female	124	72.6%	128	75.8%	146	66.5%
<b>Ethnicity</b>						
Hispanic or Latino	49	81.6%	53	86.8%	72	66.7%
American Indian or Alaska Native	--	--	--	--	--	--
Asian	4	--	3	--	4	--
Black or African American	146	72.6%	164	68.3%	183	57.4%
Native Hawaiian or Other Pacific Islander	2	--	2	--	--	--
White	10	--	15	40.0%	16	--
Two or more races	9	--	5	--	7	--
<b>Disability</b>						
Disabled	16	18.8%	29	27.6%	28	25.0%
Not Disabled	209	78.0%	213	78.8%	254	65.4%
<b>English Proficiency</b>						
Limited English Proficient	53	81.1%	51	82.3%	61	62.3%
Non-Limited English Proficient	172	73.3%	191	70.1%	221	61.1%
<b>Poverty</b>						
Students in Poverty (SIP)	194	74.3%	204	71.1%	233	60.9%
Non-Students in Poverty (SIP)	31	80.6%	33	84.8%	47	61.7%

-- Data not reported for subgroups less than 10 students.

### School Climate

Table 5 shows the percent of teachers, students and parents who indicated they were satisfied learning environment, the social and physical environment, and school-home relations on the 2015 through 2017 South Carolina Department of Education School Climate surveys.

Table 5: School Climate Satisfaction by Teacher, Student and Parent groups for 2015-2017

	2015		2016		2017	
	Count	Percent	Count	Percent	Count	Percent
<b>Satisfied with the Learning Environment</b>						
Teacher	33	94.0%	54	87.1%	65	89.2%
Student	83	90.0%	109	87.2%	123	78.1%
Parent	36	92.0%	46	93.4%	54	92.6%
<b>Satisfied with the Social and Physical Environment</b>						
Teacher	33	88.0%	54	87.0%	65	81.5%
Student	83	77.0%	109	86.3%	123	76.2%
Parent	36	84.0%	46	89.1%	54	92.6%
<b>Satisfied with the School-Home Relations</b>						
Teacher	33	81.0%	54	61.1%	65	72.3%
Student	83	81.0%	109	79.8%	123	76.2%
Parent	36	61.0%	46	71.8%	54	80.0%

## EXECUTIVE SUMMARY OF NEEDS ASSESSMENT DATA FINDINGS

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

**State Report Card for districts and schools data:** <http://ed.sc.gov/data/report-cards/state-report-cards/>

**Directions:** In the appropriate boxes, use district and school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

### Student Achievement, including sub-groups

**Early Childhood/Primary (PK–2):** Based on the results of the data from our 4K, 5K, 1st and 2nd grade assessments, we are looking closely at the preparation level of our early childhood students as well as our curriculum, programs and initiatives to address the needs, especially in the area of reading.

Intervention programs are in place for students in need of assistance. These programs target weaknesses in reading, mathematics, and organization. Standardized placement criteria exist for placement in these programs, and student progress is monitored on a regular basis.

**Elementary School (3-5)** Improving student achievement is one of our greatest challenges. Based on the data, there is a need to reaffirm the school's commitment to literacy and reading intervention, support personnel to provide content specific coaching, and establish on-going opportunities for teacher collaboration.

To meet the needs of diverse students who are not English language learners or Special Education, teachers utilize differentiated instructional methods from analyzing both formative and summative assessment data

Based on science and social studies assessments in grades 4-6 over several years, the data indicates a need to focus on integrating reading skills in these subject areas. Additional professional development will target specific reading skills in science and social studies.

Conder students have made progress in multiple subgroups. In particular Black or African American, Hispanic, and Limited English Proficiency students have all improved performance in mathematics and reading when compared to Richland Two students.

***Middle School (6-8)***

N/A

***High School (9-12)***

N/A



### **Teacher/Administrator Quality**

L.W. Conder is one of the elementary schools in our district with higher poverty than surrounding schools. 74% of our students receive subsidized meals. L.W. Conder faces a common problem that other high poverty schools face: teacher retention. Teachers serving in a Title One school tend to face more challenges and teacher burnout occurs at higher rates. We will continue to maintain high expectations for teachers and seek and retain the very best teachers.

We will continue to provide quality professional development for our teachers to help improve student achievement. Professional development will be specific to school goals and differentiated for our teachers to ensure that we are meeting the learning and socio-emotional needs of our students while also meeting the needs of our teachers.

### **School Climate**

Perception is an important part of the data picture and is critical in analyzing the schools' and district's climate. Teachers and parents tend to be more satisfied with the learning environment than students. Historically, this has been the case with these survey results.

The percent who were satisfied with home-school relations has improved over the last three years: 61%, 72% , to 80 % of parents were satisfied.

The percent who were satisfied with professional development activities increased over the last three years: 83 %, 85%, to 93 % of teachers were satisfied.

The percent who were satisfied with the social and physical environment at our school increased over the last three years: 83%, 89%, to 93% of the parents are satisfied

Overall, our stakeholders are satisfied with our school climate. We were pleased to see an increasing trends in satisfaction in our learning, social, and physical environments. We will continue to work on strategies to improve home-school relations. After looking at additional survey data, we have identified that specifically this area is the classroom and home communication. We will continue to focus on ways to improve this with our stakeholders.

L.W. Conder aligns our goals and priorities to our district priorities and framework. Our professional development and all of our practices are aligned to learning, character, community, or joy, our district’s four squares of success.

**Gifted and Talented**

Our district’s ALERT program begins in second grade. We currently have 28 third –fifth grade students enrolled in the district’s ALERT program.

## LEARNING

Learning is the cornerstone of all that we do at LWC. In our innovative learning environment, all partners acquire knowledge and skills through quality instruction and engaging experiences. Character, Community and Joy help to support this key square.

ACHIEVEMENT GOAL	
<p>Using baseline data obtained from 2017 SC Ready Assessment, L. W. Conder will work to ensure students' academic success by increasing academic achievement in all areas as evidenced by State and District testing:</p> <p>2018 - 2% increase;  2019 - 4% increase;  2020 - 6% increase;  2021 - 8 % increase;  2022 - 10% increase</p>	
LWC Student Outcome/Strategy	Our students will meet or exceed normed scores and will develop overall academic success on all key measures in ELA, Math, Science and Social Studies.
LWC Staff Outcome/Strategy	Our staff participates in on-going, relevant professional learning experiences to support teaching and learning using an AVID framework in ELA, Math, Science and Social Studies and culturally relevant practices.
LWC community Outcome/Strategy	Establish community partners. Increase parent and community awareness and support of academics and curriculum taught at LWC.

LWC Student Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Use AVID and CRT, along with pacing guides and unit curriculum maps, and common assessments in all subject areas aligned with State Standards.	2018-2022	Administration Reading Coach Teachers	Title I funds - \$15,000 for conferences and materials	Alignment of documents with standards, curriculum maps, and common assessments to evaluate rigor.	Walkthrough observations Lesson plans Assessment Reviews

Provide LLI curriculum for ELA/reading interventions for students < 25%	2018-2022	Teachers RTI assistants	At Risk funds	Growth on Easy CBM data	Fall, winter and spring benchmark report Universal scheduling Progress Monitoring
Provide Number Worlds for math interventions for students < 25%	2018-2022	RTI assistants	At Risk funds	Growth on Easy CBM data	Fall, winter and spring benchmark reports
Provide afterschool and summer opportunities in ELA and Math	2018-2022	Teachers	21 <sup>st</sup> Century Grant, Title one funds	Increase in MAP scores	Attendance records Increase in MAP scores
Provide students access to field trips and STEAM experiences that provide hands on opportunities in science and social studies	2018-2022	Administrators Teachers Community Members	Discretionary funds, Title one funds, Grants	Increase in students science and social studies scores	SC PASS scores

<b>LWC Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Develop a professional development plan to build teacher capacity to meet the needs of all students (specifically in the areas of literacy and numeracy)	2018-2022	Administrators Magnet Lead Reading Coach TLC Media Specialist	Title I and At Risk Funds: Cost of PD books Eureka Math student books \$15,000	-Yearly Professional Development Plan -Quarterly Data Reviews -Ongoing Assessment Reviews -Unpacking the Standards during	Feedback from Teacher survey results and student assessment data
Provide professional development in all subject areas aligned with State Standards along with pacing guides and unit curriculum maps, and common assessments	2018-2022	Administration Reading Coach TLC Magnet Lead Teachers	Title I funds - \$12,000 for conferences and materials	Alignment of documents with standards, curriculum maps, and common assessments to evaluate rigor.	Alignment of document with standards and common assessments during summer planning.
Develop a professional development plan to build teacher capacity to meet the needs of all students (specifically in the areas of literacy and numeracy)	2018-2022	Administrators Magnet Lead Reading Coach TLC Media Specialist	Title I and At Risk Funds: Cost of PD books Eureka Math student books	Yearly Professional Development Plan Quarterly Data Reviews Ongoing Assessment	Feedback from Teacher survey results and student assessment data

			\$15,000	Reviews Unpacking the Standards during	
Provide ongoing professional development centered around arts integration and AVID strategies	2018-2022	Administration Faculty and Staff Magnet Lead Teacher, AVID Site Coordinator	Title 1 Funds	AVID Summer Institute School-level AVID and Arts Integration PD led by lead teachers	Teacher survey Lesson Plans Classroom Observation
<b>LWC Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Provide curriculum workshops to inform parents and community	2018-2022	Teachers Coaches TLC Magnet Lead Administrators	Discretionary budget	Number of people who attend sessions	Sign in sheets Pictures Surveys
Provide tours and opportunities for families and community members to visit classrooms and mentor/work with students	2018-2022	LWC Families/PTO and SIC Magnet Lead Community partners- USC	NA	Increase in positive community feedback  Increase in number of visitors and opportunities	Pictures of events and interactions between students/stakeholders  Community satisfaction surveys

TALENT GOAL	
L. W. Conder will dedicate resources towards the ongoing development of the gifts and talents of all partners.	
LWC Student Outcome	Create clubs and opportunities during the school day for students to pursue and identify their interests and talents.

LWC Staff Outcome	Staff works to develop expertise/passion in their areas of interest and share with other staff, students and community.
LWC Community Outcome	Community members share their gifts and talents with LWC students and employees.

<b>LWC Student Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Continue and create new clubs, as well as, Arts Day, Science Day, Career Day, etc. to allow student inquiry to pursue their passions.	2018-2023	Teachers/School Counselor Students	\$1,000 year/ Discretionary funds	Showcase of student projects. Scheduled dates on calendar	Scheduled celebration dates on calendar
<b>LWC Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Continue interest based school-wide committees and PLC's for faculty and staff.	2018-2020	Administrators Teachers	TBD/At Risk & Discretionary funds	Teachers attend professional development in PLC	PLC goal-setting Monthly PLC meetings
<b>LWC Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Involve community members and local middle and high schools in continued development of AVID for Elementary for career and college ready and real world application	2018-2023	Teachers AVID Leaders	NA	Teachers will invite community members in regularly to share relevant college and career and real world applications	Create an annual timeline for all AVID events with a list of community partnership opportunities.

## CULTURE AND ENVIRONMENT GOAL

L. W. Conder will promote collaboration among all partners in order to build and add to our collective knowledge and expertise.

LWC Student Outcome	Provide opportunities for LWC students that encourage collaboration, sharing ideas and perspectives.
LWC Staff Outcome	LWC staff develop a climate of collaboration and support for learning for scholars, partners as well as themselves.
LWC Community Outcome	LWC incorporates our community partners in ways that establishes and increases the learning opportunities for scholars, staff, and community

LWC Student Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Engage in community meetings each morning to ensure student centered collaboration and leadership.	2018-2020	Principal Teachers Students	NA	Master Schedule allows 20 minute focus each day for grade level community meetings.	Every staff member and student participates as part of a classroom and school community.
LWC Staff Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Weekly Collaborative Planning sessions with support personnel.	2018-2022	Principal Teachers Coaches/TLC	NA	Weekly team meetings and extended planning time with meeting notes.	Grade level notes, scheduled meeting dates
LWC Community Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Establish relationships within the community to create opportunities for collaboration and planning.	2018-2022	Principal Teachers School Counselor	NA	AVID College and Career Days at LWC to showcase our local community and opportunities for higher education. Continue Partnerships with USC to enhance curriculum and program.	AVID College Day, AVID Career Day, USC Community partners (Literacy buddies, and one/one interactions)



## CHARACTER

Character is a building block to a great education. Positive character traits are essential to becoming contributing members of society. Without opportunities to develop and strengthen strong character traits, learning is not complete.

ACHIEVEMENT GOAL	
<p>Using baseline data obtained from 2017 discipline referrals, L. W. Conder will encourage our students to demonstrate a high level of ethical character within and outside of the LWC community as measured by a decrease in discipline referrals and suspensions:</p> <p>2018 - 20% reduction  2019 - 35% reduction  2020 - 50% reduction  2021 - 70% reduction  2022 - 80% reduction</p>	
LWC Student Outcome/Strategy	Through the use of B.E.S.T. and the Harmony Curriculum , LWC students develop strong character traits as detailed in the profile of the SC graduate.
LWC Staff Outcome/Strategy	LWC staff utilize the Harmony curriculum and consistently model and encourage prosocial behaviors for our students and each other.
LWC community Outcome/Strategy	LWC community benefits from and participates in service learning and character building opportunities to make the community better.

LWC Student Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Provide monthly character education lessons.	2018-2022	School Counselor	NA	Increase in student confidence and positive prosocial behavior displayed towards others	Student surveys Referral data
Provide morning meetings, bi-monthly Town Hall meetings and share information daily news show to share positive character traits.	2018-2022	Admin Team School Counselor Teachers Students TLC	NA	Increase in student confidence and positive behavior displayed Reduction in negative	Daily student news show postings Student surveys Referral data

				behavior	
Provide Positive Action - Tier 2 Curriculum	2018-2022	Principal School Counselor Behavior Coach	NA	Fewer students referred to the Behavior IAT team	Schedule of Tier 2 groups Teacher surveys

<b>LWC Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Provide Harmony curriculum to teachers	2018-2022	Admin Team School Counselor Teachers	N/A	Reduction in discipline referrals	Lesson Plans Pictures Referral data
Teacher developed handbook of classroom management/procedures.	2018-2022	Admin team All Staff	NA	Increase in student behavioral support by staff- measured by surveys  Increase in climate /culture survey with regards to behavioral support	Staff surveys Reduction in teacher behavior referrals
Implementation of B.E.S.T Model	2018-2022	Admin Team District Behavior Interventionist School Counselor Staff	NA	Increase in teacher understanding and ability to identify and manage students' inappropriate behaviors and promote prosocial behaviors	Staff surveys Reduction in teacher behavior referrals
Provide Professional Development in Culturally Relevant Practices	2018-2022	Admin Team BEST district Coordinator Teachers	Title one, At Risk funds- for Summer AVID Institute	Increase in teacher cultural understanding with regards to behavior	Teacher surveys

<b>LWC Community Strategy Action</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding</b>	<b>Measure(s) of</b>	<b>Accountability</b>
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Step			Source	Progress	
Annual grade level service projects	2018-2022	Principal Teachers Students Counselor	NA	Implementation of service projects with community partners.	Pictures Letters from Community

TALENT GOAL	
L. W. Conder will work to recruit, develop and retain partners who promote the strong positive character traits that help make learning complete.	
LWC Student Outcome	Our scholars serve as ambassadors for LWC by modeling the core values of the school: Learning; Character; Community; and Joy.
LWC Staff Outcome	Our LWC staff demonstrate a commitment to the school's core values, model positive character traits and help students develop those traits as well.
LWC community Outcome	Our LWC community provides a safe, secure and inviting place to live which attracts and retains partners who are contributing members of society and positive role models for our students.

LWC Student Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Maintain high achievement levels while exemplifying high standards of character.	2018-2022	Administration Teachers Student	TBD/Discretionary funds	Grade community meetings, monthly character education lessons and conversations about expectations on field trips, assemblies, etc. daily shout outs for positive behavior and character.	All students show positive character traits throughout the school day- demonstrating the BEST Model
LWC Staff Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability

Teacher developed handbook	2018-2022	Administration Teachers	500/Discretionary Funds	Annual review of teacher handbook.	All staff members adhere to guidelines established by the group.
<b>LWC Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Grade level service project annually.	2018-2022	Administration Teachers Students	NA	Implementation of service projects with community partners.	All grade levels will participate in a service learning project.

## CULTURE AND ENVIRONMENT GOAL

L. W. Conder will work to maintain a culture and environment that reinforces positive character traits.

LWC Student Outcome	LWC students will participate in character education.
LWC Staff Outcome	LWC staff will engage in character education, model positive behavior to students and engage in restorative practices.
LWC Community Outcome	LWC will partner with the community to provide a character education program and recognize those members who model positive behavior for our students and staff

LWC Student Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Develop problem solving strategies to advocate for self and others – BEST Model, Harmony program and Restorative Practices.	2018-2022	School Counselor Administrators Teachers	N/A	Students practice strategies and are acknowledged with positive reinforcement	BEST Rewards System to track data, monitor discipline referrals
LWC Staff Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Incorporate Harmony lessons and strategies in guidance lessons and community meetings.	2018-2020	Counselor Administrators Teachers	N/A	Students practice strategies.	Lesson plans for year
LWC Community Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Continue Mentoring Programs for students, Career and College Day, AVID Day, etc. to connect students to positive role models in the community.	2018-2022	Counselor Administrators Teachers Parents Parent Educ.	\$500 per year/Discretionary funds	Calendar with events scheduled	Calendar with events scheduled

## COMMUNITY

We value the power of working with our entire community – students, employees, parents, residents, businesses, faith-based organizations, government entities and elected officials (partners). Working together, we continuously improve the LWC community and support each other in maximizing our gifts and talents, as we pursue our pathways to purpose.

ACHIEVEMENT GOAL	
L. W. Conder will maximize opportunities for partners to collaborate and work together for the greater good.	
LWC Student Outcome	Students participate in meaningful and relevant community service projects that provide opportunities to expand their learning and support the LWC community
LWC Staff Outcome	Our LWC staff support and serve as leaders in community organizations, building their capacity to support the mission and vision of the district and school while bettering the community.
LWC Community Outcome	LWC capitalizes on mutually beneficial community partnerships that support our students, staff and community partners as they pursue their pathways to purpose.

LWC Student Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Promote Service Learning projects and opportunities to expand their learning: Red Ribbon Week, Rise Against Hungry, Penny for Patients, Kindness Month	2018-2022	Administration School Counselor Faculty and Staff	N/A	Surveys/feedback from community members about our students	Town Hall meetings to establish norms Set Grade level goals
LWC Staff Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Create and implement goals for various PLC and school-wide committees which are centered the school's vision and mission	2018-2022	Administration Faculty and Staff	N/A	Survey	List of PLC's and committees Yearly Achievements

<b>LWC Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Partner with community to enhance school-wide programs: Career Fair, STEAM Day, Arts Day	2018-2022	Administration School Counselor Faculty and Staff	N/A	Surveys	List of community participants
Cultivate partnerships with community members that can support student's growth	2018-2022	Community Members Parents Teachers Students	N/A	Community involvement	Stakeholders development of community opportunities

<b>TALENT GOAL</b>	
L. W. Conder will strive to identify and maximize the collective talent of our partners.	
LWC Student Outcome	We help our scholars identify their talents and share them with our community.
LWC Staff Outcome	Our staff identifies their talents and uses them to assist our students in pursuing personal pathways to purpose.
LWC Community Outcome	Community members share their gifts and talents with LWC students and employees.

<b>LWC Student Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Provide opportunities for students to identify talents and share with community (arts performances, musical, etc.)	2018-2022	Students Magnet Lead Staff	N/A	Calendar events	Calendar events
<b>LWC Staff Strategy</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding</b>	<b>Measure(s) of</b>	<b>Accountability</b>

<b>Action Step</b>			<b>Source</b>	<b>Progress</b>	
Faculty and Staff use STAR Clubs as a vessel to share their talents with students	2018-2022	Faculty/Staff Students	N/A	Showcase of Clubs	Calendar with events scheduled
Encourage and recognize teachers for strengths and achievements	2018-2022	Students Staff	N/A	Teacher survey	Teacher Shout Outs Social Media Presence Featured in Weekly Faculty -News Update
<b>LWC Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Continue Mentoring Programs for students, Career and College Day, AVID Day, etc. to connect students with community members to share talents and gifts	2018-2022	Teachers Students Community members Parents	\$500 per year – transportation, incidental items/Discretionary funds	Calendar with events scheduled	Calendar with events scheduled



## CULTURE AND ENVIRONMENT GOAL

L. W. Conder will promote collaboration among all partners in order to build and add to our collective knowledge and expertise.

LWC Student Outcome	In all classrooms, it is evident that every student is valued and appreciated.
LWC Staff Outcome	A highly qualified, premier teacher is in all classrooms in the district.
LWC Community Outcome	We maximize opportunities to bring the community together and lead the way in enhancing the southern part of our district.

LWC Student Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Reinforce positive student character and leadership within our classrooms daily	2018-2022	Teachers Students Administrators	\$500 per year/Discretionary budget	Increase the number of positive recognitions for students (shout outs, class rewards, etc.)	Discipline reports, positive referrals
LWC Staff Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Continue to develop a staff committed to the LWC mission and vision.	2018-2022	Staff TLC Magnet Lead Admin team	TBD per year for PD/Title One funds, At Risk, PD funds & Discretionary funds	All teachers seek training and implement curriculum based on best practices	Teacher surveys, Climate Surveys, PD surveys, Walkthroughs
LWC Community Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Provide opportunities for students to share with community members their accomplishments	2018-2022	Staff Parents Magnet Lead Community members	N/A	Showcase for student accomplishments on school CTV news show and Conder Chronicle (parent newsletter) and grade level community meetings, social media, Quarterly Success	Programs and photos of events

				Assemblies	
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## JOY

What is success without celebration? We value the practice of honoring our accomplishments. Sharing in the joy of a job well done promotes future success. The LWC family takes time to revel in the great achievements made by all of our partners. A joyful environment produces happy and productive people who embrace innovation and learning.

ACHIEVEMENT GOAL	
L. W. Conder will celebrate and recognize the achievement of all partners.	
LWC Student Outcome	LWC celebrates and recognizes our students for growth and achievements in academics, arts, talents, and service.
LWC Staff Outcome	LWC staff earns celebrations and recognition for demonstrating growth and excellence.
LWC Community Outcome	LWC honors community partners for maximizing their gifts and talents.

LWC Student Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Student celebrations will be conducted to celebrate student achievement and success	2018-2022	Administrators School Counselor Media Specialist	Discretionary Funds-\$100 per nine weeks	MAP Data reports and Reading Count Reports of students that meet their goals	Success Assemblies Certificates MAP Celebrations Reading Counts Recognition and Celebrations
LWC Staff Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Teachers will be recognized for demonstrating professional growth and excellence through instruction and student outcomes	2018-2022	Administrators Leadership Team	N/A	Evidence based on student outcomes and teacher participation in	Teacher Shout Outs Highlight teachers at faculty meetings and on school social media accounts

				professional growth activities	
<b>LWC Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Community support for teachers in creating experiences outside of the realm of expertise of the teacher	2018-2022	Community members Administrators Teachers	N/A	Showcase community members who have expertise to support student learning	Photos of community members supporting student learning Artist in Residence Career and College Fair Core content experiences sponsored by community members

TALENT GOAL	
L. W. Conder will consistently look for ways for our partners to experience joy while learning and working.	
LWC Student Outcome	Our students benefit from multiple opportunities to discover their passions.
LWC Staff Outcome	Our staff participate in ongoing professional and personal growth opportunities to develop work skills and knowledge, and to ensure a healthy work/personal-life balance.
LWC Community Outcome	In joyful settings, we offer community members opportunities to share their gifts and talents with LWC students and employees.

LWC Student Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Multiple opportunities are given to students to discover their passions during weekly STAR Club(focused arts areas) meetings for 3rd-5th graders	2018-2020	ENCORE Teachers Administrators Parents	\$250 per year/ Discretionary funds and/or grants	STAR Club calendar Bi-annual performances	Student participation in special projects/clubs
Students implement service learning projects		Parents Students Teachers	N/A	Community service projects	Presentations of community service projects
LWC Staff Strategy Action Step	Timeline	Responsibility	Cost/Funding Source	Measure(s) of Progress	Accountability
Provide opportunities for teachers to grow professionally and personally	2018-2022	Administrators Magnet Lead Teacher TLC Reading Coach	Title 1 At Risk	Surveys	Faculty Meeting PD Arts and AVID conferences Bi-weekly Content Meetings
Develop staff development calendar to include social activities that all can enjoy	2018-2022	Teachers Administrators		Develop staff development calendar to include social	Staff development events

				activities that all can enjoy.	
<b>LWC Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Invite and include community members to support arts performances	2018-2022	Teachers Magnet Lead Community members	NA	Invite and include community members to support arts performances	Community member participation in arts performances

### CULTURE AND ENVIRONMENT GOAL

L. W. Conder will strive to have a joyful and productive environment for all partners.

<b>LWC Student Outcome</b>	We ensure all students develop meaningful relationships, which are vital to engaging students in purposeful learning.
<b>LWC Staff Outcome</b>	LWC staff participates in regular motivational and inspirational activities.
<b>LWC community Outcome</b>	We maximize opportunities to bring the community together. Ex. Community meetings, ESOL Night, Earth Day event, Rise Against Hunger

<b>LWC Student Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Develop different opportunities for students to engage in meaningful relationships, and mentoring programs	2018-2022	Administration School Counselor Mentoring Sponsors Behavior Coach Teachers	N/A	Varied offerings for participation to develop relationships outside of the homerooms	Harmony Lesson Plans Documentation of mentoring relationships

<b>LWC Staff Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Develop activities that motivate and inspire teachers	2018-2022	Administration Staff Parents Community	N/A	Dedicated time developed in professional development calendars	Documented evidence on events, SMORE weekly newsletter, social media
Develop opportunities for teachers to volunteer within the community	2018-2022	Staff Parents Community	N/A	Faculty and staff participation rate	Documented evidence of events
<b>LWC Community Strategy Action Step</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Cost/Funding Source</b>	<b>Measure(s) of Progress</b>	<b>Accountability</b>
Community Night events at school and in the community (Chic Fil A night, ESOL Family Night, other cultural celebrations, arts performances)	2018-2022	Staff Magnet Lead Parents Community PTO	NA	Calendar of events	Documented evidence of events, calendar of events developed in summer