2022 SCASA Innovative Ideas Institute
Breakout Session List

*Sessions are listed by date. Times will be added closer to the conference.

Monday, June 20

**Breakout Sessions**

**Vision Casting 101: What do you see?**
*Eugene Bellamy, Jr., Jasper County Schools*

This interactive session will be thought provoking and challenge school and district leaders to ensure that their vision is clear for all stakeholders to understand. Oftentimes, the vision is clear to the leader, but it is not well articulated to stakeholders leading to a major conflict - the leader believes that the school or district is in a place that, in actuality, it is not! This will be a work session that affords leaders to reflect and build a plan of action to ensure that they have written the vision and made it plain for all to understand, process, and implement!

**Strategic Planning - Engaging the School Community**
*Kandace Bethea, Deborah Wimberly, Melonie Gordon, and Shalah Sweeney, Marion County School District; Kim Day, Insight Education Group*

Strategic plans themselves are critical for organizations, but at the end of the day, they are a technical fix, they are simply words on paper that are intended to provide guidance to an organization. What makes those words powerful, however, is the extent to which everyone believes them, understands them, and can clearly see their role in implementing what the words say. As important as the strategic plan is itself, the operationalization and communications processes are of equal importance, and at times an even more challenging endeavor. Marion County School District (MCSD) has developed a dynamic and innovative strategic plan with an on-going implementation strategy and process that serves to transition the words on paper to an alignment among the district, school teams, and the community to address district priorities. In this session, participants will learn 1) about MCSD’s strategic planning experience that authentically engaged the district, school teams, and the community, 2) how the operationalization and implementation phases of a strategic planning process can be effectively prioritized throughout the work, and 3) how the marketing, branding, and communications of a new strategic plan are critical for its success in a district and community.
Transforming Your CTE Department to Grow Completers and Improve College and Career Readiness  
Stephen Bradford, Mauldin High School

Does your school’s career and technology department lack direction? Do you find your students are taking a variety of classes to meet their required elective credits and not following any particular pathway? Do you feel that you are leaving school report cards points “on the table” when it comes to college and career readiness? This session dives into some of the common challenges we at Mauldin High School ran into with our CTE department, how we addressed them, and how we became the first high school in Greenville County Schools history to graduate 100+ completers.

Transforming School Culture in a Priority School During a Global Pandemic!  
Austrai Bradley and John Bradley, Williston Elko High School; Marcella Shaw, Barnwell School District 29

In a perfect world, all schools would have a healthy school culture, with a positive environment that supports leading & learning for every teacher & scholar. Everyone’s mindset is that every scholar holds unique gifts and talents, and has the innate ability to be successful. However, our world isn’t perfect, & this isn’t always the reality. As Education Leaders, we have the power to help make it that way by empowering the people in our building to commit to placing value in our school’s culture, take risks, embrace innovation, and place a focus on relationship-building. Cultural transformation is a continuous evolving and developing process. Participants will walk away with “use the next day” engaging strategies & ideas implemented by Co-pandemic principals in the middle & high school setting to make dramatic school wide changes, which positively impacted student achievement, school climate & culture while facing declining enrollment, low & complacent community involvement & district consolidation. Come hear how a phone-a-thon, monthly yard signs, Dungeons & Dragons Club, along with other non-traditional strategies have helped us earn the ultimate reward of having a thriving, values-driven school culture that fosters learning & sustainable success.

Teacher Efficacy in Curriculum Change - Why does it matter?  
Russell Clark, Anderson School District Two

Large sums of money are spent annually on curriculum initiatives that do not live up to expectations. Attention is given to curriculum platforms with very little input by those expected to use and facilitate the adoption of those curriculums (Lorsbach, 2008; Sloan, 2009). Curriculum initiatives are in every aspect of education. Reading interventionists and classroom teachers are encouraged to use best practices with current research to support learning deficiencies in the students they serve. However, reading interventionists and classroom teachers rarely have sufficient time to implement new curriculums perceived to repair deficiencies for at-risk students (Davidson, 2017). The lack of teacher efficacy compounds the overall ineffectiveness of the reading intervention system (Kang, 2015). As a result, self-efficacy is impacted by ineffective curriculum implementation. The perceptions hailed by stakeholders directly impacts the overall success of curriculum adoption. Thus, developing a clear picture of the power dynamic that influences the overall effectiveness between the teacher and reading interventionist and overcomes set prejudices and obstacles to the curricular change is essential for the success of the new curriculum. (Lukes, 2005).
The Sweet Spot - Where Instruction, Culture, and Management Collide  
*Casey Davis, Jennifer Hamrick, Stephen Deyo, and Jennifer Berry, Pelion Elementary School*

Leading a school takes a multitude of ingredients - A cup of instructional practice, a tablespoon of management, a gallon of culture and climate, and a dash of humor! When the right recipe comes together, you have a sweet spot! Learn how the leadership team at Pelion Elementary School mixes the managerial aspects of school life, with the best instructional practices, and adds a little bit of laughter, positivity, and kindness to make our Title 1 school flourish. Participants will leave with a "cookbook" of ideas, resources, and tools needed for COOKING WITH GREATNESS as they begin their next school year.

Personalizing Learning Through Data  
*TJ DeVine, J.C. Lynch Elementary School and Terrell Fleming, Dr. Ronald E. McNair Junior High School*

During this session, we will take a look at how to analyze an overflow of data. Key steps to turning talk into action through analysis, priorities, personalized learning and expectations.

Monaview on the Map: Our Journey through Co-Teaching Implementation for our Multi-Language Learners  
*Stephanie Duncan, Monaview Elementary School; Damon Qualls, Monaview Elementary School; Tanya Franca, Greenville County Schools; LaToi Gibson, Greenville County Schools; Celeste Transou, Monaview Elementary School*

A menos que sea bilingüe, probablemente no tenga idea de lo que dice esta oración. Imagine how your multi-language learners feel! With the largest Hispanic population of students in Greenville County Schools, Monaview Elementary School understood that we had to diversify our specialized services for this continuously growing subgroup. Come on this journey with us as we share our insights on: establishing the need for Co-Teaching, developing strategic teaching partnerships, implementation models and expectations, and so much more.

Here is What Happened When We Created a Virtual School That Withstood a Pandemic: A Beginner's Guide to Building a Nurturing, Engaging, and Inspiring Virtual School  
*William Dyer and Norris Williams, Clover Virtual Academy*

How can a virtual school lead to academic growth, teacher development, and community support? Building a sustainable virtual school from the ground up is a challenging process, but the benefits are endless. A virtual program that has an innovative design paired with a creative use of technology will result in student learning, socio-emotional growth, and effective teaching practices. How does a team of leaders collaborate and produce a virtual school with a positive and nurturing learning environment that engages and inspires students to reach their greatest potential? How does a staff come together to ensure students receives a virtual education that is every bit as effective and meaningful as in-person learning? Join us as we delve into these challenges and answer the question: Is a virtual school sustainable for my district?
The Best of Both Worlds: Mom & School Administrator
Marshallynn Franklin, Richland School District 2; Jessica Agee, Center for Knowledge; and Benjara Elliott, Blythewood High School

A mom and a school administrator are two incredibly demanding roles. You had a choice, be a mom or be a school administrator, and you chose both! (You go, girl!) In this session, mom-administrators will engage in a conversation about excelling at “the house” AND “the school house.” We will share strategies that help us have the best of both worlds - mom and administrator. (NOTE: This session is designed for any administrator who serves as the primary caretaker of school-age children.)

Digital Resources Have Become Essential - How Do We Know They Are Safe?
Jenny Garris and Carol Lunsford, Lexington-Richland School District Five

Use of online resources has exploded since the spring of 2020. Funding to buy devices and instructional software and subscriptions has allowed districts to leap forward into the digital age very quickly. How do you begin to know which programs are safe for students and teachers to use? How do you respond to parents who question the programs your school or district is using? A team based approach to vetting digital resources can help ensure your district is using high quality programs and software that also protects student and staff data. Lexington-Richland School District Five will share how they developed a process that increased understanding for teachers, administrators and other stakeholders so that student and staff data is protected, funds are spent wisely, and professional development can be targeted to approved online resources. Participants will leave with resources that will help engage school and district administrators, teachers and staff in meaningful conversation and create or improve their vetting process.

Renewed, Refreshed, and Refined School Renewal Plan
Tiffany Hall, Leavelle McCampbell Middle School

Learn how Leavelle McCampbell Middle School streamlined all processes in the school under a School Renewal Plan (SRP) with action teams to lessen the chaos in a time of the unknown. Go through the process our school did to identify all initiatives within the school serving the School Renewal Plan. Then discover how ALL teachers collectively used academic, cultural, and leadership data to determine the school’s Wildly Important Goals (WIGs) along with our problem of practice as a SCDE Collective Leadership School ultimately improving student outcomes. Determine how you can use all of this information with your school to identify your school’s problem of practice.

Inclusive Practices to Support Literacy for ALL Students
Christy James and Chris Hagy, Charleston County School District

All schools want to make their students feel connected and successful. This session will focus on inclusive practices that center literacy. We'll explore books and resources that provide mirrors and windows for our students, opportunities to celebrate our greater communities, literacy lessons that connect students’ strengths and cultures throughout the year, plus simple daily practices like inclusive language and accessible signage. Come ready to engage!
Diversity, Equity, & Inclusion, Oh My!
Remona Jenkins and Karean Troy, Kershaw County School District

Why does diversity, equity, and inclusion even matter? Let’s talk about supporting the unique and individual needs of Administrators of Color from predominantly majority districts through equipping them with resources which build their social emotional capacity to address issues around race, diversity, equity, and inclusion. This presentation examines one district’s story of supporting Administrators of Color through trust building, self-awareness, role play, resources, Critical Friends Group, and Diversity Training. Participants will walk away with soft discussion questions and scenarios, suggested text, and activities to encourage personalized development around diversity, equity, and inclusion.

The Naked Truth- Unraveling Issues of Injustice and Inequities
AJ Jones, Beaufort-Jasper ACE

As racial and equality issues continue to generate buzz in society, the issues naturally permeate into the schoolhouse. Many staff members and administrators are not equipped to lead these conversations. This session will provide strategies to promote meaningful dialog among school stakeholders in relation to equity and awareness.

District Level Special Education Compliance Monitoring with Targeted Support
Sara-Frances Lail and Muri Howle, Laurens School District 55

Compliance with Federal, State, and District regulations and procedures is essential to programs and services for students with disabilities and is a multifaceted task that often poses challenges for district and building leaders to monitor. Dr. Howle and Dr. Lail developed a framework for monitoring compliance with IDEA regulations and district level procedures that provide targeted and ongoing support to Team Leads and Related Service Providers. This framework received positive reviews from SCDE OSES team members following their most recent monitoring for IDEA Part B. The monitoring procedures encompass the criterion from the state compliance checklist for annual and initial IEP meetings/procedures, progress reports, timelines, and district level procedures for meetings and required paperwork. The presentation will also demonstrate how service providers receive support based on the tier they are placed in using individual compliance scores created via the monitoring checklists. Feedback is shared with building administrators at specific criterion points. Monitoring checklists are completed for each Team Lead at minimum 1 time per school year and up to 4 times if at the highest tier of support. Future implementation plans will also be described. We look forward to sharing this information with you!

Accreditation: Moving Beyond Accountability to Continuous Improvement
Annette Melton, Cognia and Carol Miner, Richland School District One

Learn about the new Cognia standards and resources available to help your teams successfully align improvement initiatives and planning with preparation for the Accreditation Engagement Review. Updates to the standards are reviewed, along with a brief overview of the Accreditation Engagement Review phases. Today, accreditation is used at all levels of education and recognized for its ability to drive improved learner performance and continuous improvement in education effectively.
Coaching for Success for First and Second Year Teachers!
Justin Ludley, Megan Yount, and Cassina Allen, Greer High School

At Greer High School we emphasize the importance of supporting our new teachers and ensuring that we are providing them with all of the tools they need to be successful in their field. This session will focus on the importance of mentor matching, new hire orientation implementation, and the onboarding process we use for our first and second-year teachers. We will also share how we implement a system of support for our first-year teachers that includes a district-appointed teacher coach and school-based coaching cycles. Supporting second-year teachers is just as important and we will walk you through the process we use for coaching cycles with our instructional coach as well as observation cycles with our leadership team. We believe in giving meaningful feedback, emphasizing the importance of a growth mindset, creating a positive work environment, and making our new teachers feel welcome and supported. Hear testimonials from our success stories and walk away with the blueprint we use in our team-based approach in cultivating our new teachers and creating an ongoing support structure for success!

Focusing on The V.I.E.W.
Brenda Mack-Foxworth, Meagan Culbertson, Brandon Ross, Melissa Myers, and Mike Young, Ridge View High School

It’s been said, “Great views are not meant to just be captured, they are meant to be experienced.” The administrators and teachers at Ridge View High School in Richland School District Two are focusing on the V.I.E.W. to ensure that each student receives the best educational experiences and opportunities possible. This session will focus on Valuing (1) Instruction (2) Engagement, and (3) Work ethic. The presenter(s) will clearly define the V.I.E.W. and demonstrate how it is being used to achieve student success. Attendees will leave this session knowing how to apply this winning approach to provide opportunities for focused learning in areas of academic loss that is emerging from the global pandemic, and to continuously improve college and career readiness and graduation rates.

Hot Topics in School Law for School Administrators
Kathryn Mahoney, Vernie Williams, and Dwayne Mazyck, Halligan Mahoney & Williams

This session will highlight some of the latest legal issues that school administrators have to navigate involving both students and employees and will provide practical tips for addressing the issues.

Standards: You Don't Have to Write Them to Use Them
Barbara Nesbitt, School District of Pickens County and Dan Ralyea, South Carolina Department of Education

HELP! I’m lost! What standards are we talking about? Join this session to learn more about the standards developed by IMS Global Learning Consortium. The South Carolina Department of Education recently purchased affiliate membership for every SC district, but what does that mean? What are the IMS Standards? What is the TrustEd Apps Dashboard? How can I get other departments (instruction, technology, and finance) to work together so we purchase digital applications that use the standards? You will leave with a much better understanding of the standards and practical ideas for collaborating with other departments so you are using the standards!
School Level HR Investigations: How to Lead by Following the Evidence
Jeremy Murphy, Josh Patterson, and Antrina Harris, Sterling School

Every school’s success hinges on the skills and expertise of its faculty and staff. Unfortunately, some faculty or staff violate policies, rules, and/or laws. When that happens, it is imperative that school leaders act quickly to investigate the facts. School leaders must be able to follow the evidence, regardless of where it leads, and work to ensure that all faculty, staff, and students are supported along the way. Presenters will provide an overview of the steps required to determine facts, preserve evidence, and document the entire process carefully. Additionally, presenters will share best practices to work with district officials to ensure that faculty and staff receive due process and a fair opportunity to respond to allegations of misconduct. Ultimately, leaders must follow the evidence, regardless of where it leads, and take action to ensure students receive the best possible education from highly qualified personnel. Anything less is unacceptable.

No More TEARS...Making the TIERS Make Sense
Merriman Nichols and Ginger Catoe, Kershaw County School District; Nicole Kirkley and Harriet Boykin-Garity, Blaney Elementary; and Matia Goodwin, Camden Elementary

Do you ever have so much data you don’t know where to begin? Where does Tier 1, Tier II, and Tier III begin? Here is one Title I district’s story from RTI to the Multi-Tiered System of Supports. KCSD uses the research behind the six critical areas of MTSS to move students and change the trajectory for our PK-5 students. The district revitalized our elementary literacy coaches into a district model. This system change created an intentional alignment process to identify the specific needs of our students. KCSD focused on growing using best practices, repurposing the tools we already had, and making the work more seamless. This session focuses on providing educators with the tools they need to become data-driven problem-solvers that see growth in ALL students. This session will share our district’s journey through the MTSS process during a pandemic to address the unfinished and interrupted learning of our students by providing participants with hands-on resources to become data-driven problem-solvers who see growth in ALL students. Student and parent engagement tools will be reviewed and shared.

Crisis Management Leadership
Katrina Riley, Allendale County Schools

Is the crisis over? School and District leaders are responding to extreme challenges at a higher rate than ever before. Learn how to undo the impact that crisis has had on staffing, teaching, learning, personal development, and more. Identify common mistakes that leaders make while leading in times of crisis and learn how to galvanize your teams to be effective leaders in challenging situations. This session will cover effective strategies for communication, problem-solving, analysis, and action.
**From Poverty to Promise: How Dual Enrollment and Work Based Learning Prepare Students for the Future Now**

_Era Roberts and Sonya Bryant, Batesburg Leesville High School_

How can a rural school with approximately 65% of its student living in poverty have more college course enrollments in one year than the total number of students in the school? How can students not looking to attend college be gainfully employed in a career path before graduation? How do you manage all of this within traditional high school structures and a rural setting? If you are looking to impact the cycle of poverty for your community, the time is now and the place is with you. Students at Batesburg-Leesville High School authentically learn the demands of college and career with the helpful and supportive oversight of our work-based learning and dual enrollment programs. These programs are not new ideas in education, but their robust success and implementation are a key to transforming the futures of your highest need students. Join us as we share our journey and current practices used to achieve a college and career readiness score higher than the state average, and more importantly, students’ ownership of success and their futures.

**How to Build a Kid-Connection Culture**

_Anthony Scorsone, Nation Ford High School_

The main goal of an innovative principal should not be to incorporate new technology, devise new patterns to the school day, or even create new lesson structures. The main goal should be to provide kids with opportunities to connect with the school. If we want to design schools that promote student ownership of learning, one underlying principle must come to the forefront: relationships are essential for learning. Too often, students feel as if an impersonal education machine is processing them. As administrators, we cannot lose focus on relationships and the importance they have in driving the outcomes. Administrators will learn to model by making daily emotional deposits; establish school-wide connections (something for everyone); develop, recruit and retain kid-connectors; over-celebrate the positives; recognize the power of the swag; create meaningful/motivating PD; incorporate daily cooperative learning structures; connect target subgroups organically, and ensure a feeling of trust, significance & belonging for every sole in the building. In the end kids may not remember what you taught them, but they never forget how you treated them.

**Successful Collaboration for Student Behavioral Success (Home School and Off-Campus Intervention Program Working in Tandem)**

_Beth Taylor, XSEL_

Aiken County’s elementary behavior intervention program (XSEL) has been in operation for a little over a year. It is an off-campus location for students in grades K-5 to attend who have not been successful with school-based interventions. There are several unique attributes to XSEL’s processes compared to a typical alternative school. Some of those processes include parent involvement through training and home visits, a focus on interventions over punitive measures, and constant collaboration between the home school and XSEL. This collaboration ranges from weekly contacts to individualized support for the transition back to the home school. Come hear how Aiken’s elementary schools and XSEL work together to ensure the students experience behavioral success long after they return to their home school.
From Basement to Boardroom: The Importance of Ensuring Technology Leaders Have A Seat At The Table

Josh Shepard and Zach Sheppard, School District of Oconee County

As business practices in school districts become more reliant on technical tools, districts are faced with the everchanging task of migrating outdated procedures and processes to align with the functionality of the 21st century. Many day-to-day aspects of organizational continuity depend on technical systems including HVAC, employee onboarding, financial systems, instructional systems, etc. District leaders, board members, and stakeholders should be aware of how their operations may be impacted in the event of a serious disruption such as ransomware or other critical cybersecurity events. It is imperative that district leaders have basic knowledge about the technical footprints of their organization, understand the risks associated with the organizational decisions that are being made, and are involved in the development and implementation of organizational security policies and procedures to protect the core systems and data being collected and/or shared throughout the organization. Leaders will leave with a more in-depth understanding of the critical leadership role their technology department must hold to ensure the alignment of business functions and how those decisions increase or decrease the overall strategic mission of the district.

The Lighthouse Project: Home of the "World Class Chiefs"

Pamela Turman, Jaime Hembree, and Suzanne Larsen, McCormick County School District; Gena Wideman, McCormick Middle and High School; and Angela White, McCormick Elementary School

McCormick County School District sets upon a journey of transformation and student ownership through personalized learning as a designated “Lighthouse District”. Learn about our first steps, next steps and collaborative team approach to prepare our students for a world class learning experience. You will hear from district level administration, as well as building level principals, to learn the ins and outs of this journey. You will walk away with insight and ideas to begin your own journey.

Accelerating the Learning and Success of Underserved Populations: Birth through Grade 12

Craig Witherspoon, Richland School District One

Raising expectations is the stated goal of many school districts. But what does that look like in action? During this session, you will learn how Richland County School District One is taking strategic actions to accelerate the learning and success of all students while keeping a watchful eye on those from underserved populations, in particular. Implementing a birth to 4 early childhood program to ensure more students enter kindergarten ready to learn; establishing a successful Young Einstein Summer Program to support the identification of more young students of color qualifying for the gifted and talented education program, as well as an Einstein 2.0 Program for upper level students; and expanding opportunities for students to earn more credits than ever before in courses for advanced college placement (and, no, we’re not talking only about AP and IB programs) are only a few of the strategic actions being taken...and they are working!
**Instant Ideas Session**
Presenters share their personal and professional passions for a total of 20-25 minutes each. The following topics will be shared.

**Obtain and Retain!!**  
*Sabrina McCall and Carrie Simpson, Anderson School District Five*

**Ten Tips for Dealing with a Disgruntled Parent**  
*Ashley Williams and Terry Glasgow, D.R. Hill Middle School*

**Let’s Chat: Having Difficult Conversations without Compromising the Relationship**  
*Allison Hepfner, Lyman Elementary School*

**Aligning and Synchronizing Your System of Belief; How to Transform Beliefs to Change Action in a Learning Organization**  
*Shawn Hagerty, Crosswell Drive Elementary; Tonyetta Thomas, Melissa Ricks, Elizabeth Dabbs, and Erica Wright, Sumter County Schools*

**How to Effectively Communicate with Stakeholders while Marketing and Promoting Your School Using Various Social Media Platforms**  
*Farrell Thomas, Waterloo Elementary School and Paketrice White, Laurens Middle School*

**Monthly Ideas to Boost Staff Morale**  
*Erika Wyatt and Cristie Mitchum, Devon Forest Elementary*

**Deep Dive Sessions**

**What if? Leveraging the Power of Science to Remove Barriers for Every Student Every Day**  
*Tammy Pawloski, Center of Excellence to Prepare Teachers of Children of Poverty*

What if we knew which high impact action steps matter most for students who are underperforming? What if leadership moves shifted slightly? Learn how high-poverty schools view these questions through the lens of cognitive neuroscience and with a focus on removing barriers to success, resulting in desirable improvements in achievement, behavior, and attendance. Take away the details of a sustained professional study model, driven by specific and relentless school leadership, that repeatedly results in remarkable and measurable gains in just one year. Explore the action research model and accompanying evidence-based strategies that, together, lead to shifts in teacher beliefs that directly influence student outcomes. Learn how to reframe leadership challenges as opportunities for strategically removing barriers for students in order to shift their trajectory for school and life success.
Active Shooter Response, Reunification and Insights Gained from a Real Experience
Bob Grant, Shawn Foster, Hayward Jean, and Merry Glenne Piccolino, Orangeburg County School District; Watson Cleckley, Orangeburg-Wilkinson High School

This session will focus on the active shooter event which occurred at Orangeburg-Wilkinson (OW) High School on August 18, 2021, just the third day of the new school year. Join us to hear from school administrators who were on campus and responded immediately to the event, as well as District Administrators who also responded, communicated throughout the afternoon and evening, and eventually evacuated and reunified students with their parent/guardian, as well as District Administrators who directed the transition of returning to students to school following the event. The District Superintendent will present on preparedness for such events, response in a COVID-19 environment and the aftermath of the tragedy. An active shooter situation is an unfortunate experience for a school district to manage. Learn from Orangeburg’s experience as administrators share practical advice on lessons learned and ideas implemented to better respond to emergency situations.
Tuesday, June 21

**Breakout Sessions**

**Consolidation Revelation**
*Angela Bain and Martin Wright, Clarendon School District Four*

In South Carolina's current climate of consolidation of small school districts, two superintendents who have experienced consolidation discuss topics that any district considering consolidation should be ready to tackle. Discussions of what to avoid and what to be sure to consider will be revealed in this interactive presentation from two professionals who have "been there and done that!"

**It's Personal in Lexington Three: A Systematic Approach to Personalized Learning**
*Sonya Bryant, Batesburg-Leesville High School; Matthew Velasquez, Batesburg-Leesville Elementary School; Charlene High, Batesburg-Leesville Primary School; and Sharah Clark, Batesburg-Leesville Middle School*

Join us as we share our journey of implementing personalized learning system-wide in Lexington School District Three. We will share how we have worked to become a Lighthouse District for the Office of Personalized Learning. In this session you will gain practical ideas on how to implement personalized learning K-12 through classroom practices that lead to content mastery and learning progressions.

**Utilizing a Teacher Retention Program as a Recruitment Tool - An Innovative Partnership**
*Megan Carrero, Fulmer Middle School; Kevin Smoak, Lexington School District Two; Cindy Van Buren, University of South Carolina College of Education; Ashlee Lewis, Research Evaluation and Measurement Center; Nicole Skeen, University of South Carolina College of Education*

A teacher retention program as a tool for recruitment? Absolutely! Come discover how one South Carolina school district is targeting teacher retention through a partnership with the innovative Carolina Teacher Induction Program (CarolinaTIP) and how one principal is capitalizing on this partnership to enhance recruiting at the school level. This session will highlight how the district, school, and CarolinaTIP work together to provide comprehensive support for new teachers and how this approach is positively impacting both teacher retention and recruitment. Attendees will have the opportunity to network with other leaders involved in recruitment and retention, sharing best practices with leaders throughout the state. On hand for conversation and questions will be the district’s Coordinator for Evaluation and Effectiveness and National School to Watch principal. Also engaging in the conversation will be the Assistant Dean for Partnerships, the program's lead evaluator, and the University Induction Coordinator for CarolinaTIP from the University of South Carolina’s College of Education.

In 2019, CarolinaTIP was named the most promising practice for education in South Carolina when named the winner of the Dick and Tunky Riley WhatWorksSC Award for Excellence.
Recreating Professional Development During a Pandemic and Beyond
Samantha Coy, Horry County Schools; Josh Todd, Jennifer Mills, and Lynn Oxendine, Daisy Elementary School

According to John Hattie, quality professional development yields a high effect size on teacher and student learning. For various reasons, the pandemic has impacted professional development structures and opportunities thus leading our district to redesign in-person coaching and teacher learning engagements. In this session, our school and district team will share how we blended in-person learning with virtual experiences to continue best practices such as "in the moment" coaching, reflective debriefing, and intentional next step learning for teachers and instructional teams. The success of these formats have shifted teacher learning practices allowing us to continue and enhance pre-pandemic best practices.

Growing Educational Leaders
Regina Eudy, J. L. Mann High School and Tina Bishop, Eastside High School

We are experiencing a time in education where there are not enough quality personnel to fill the many vacancies we have in our schools. Recruiting and retaining teachers is a top priority in Greenville County School District. At our schools, we have taken a unique and intentional approach to mentoring our new teachers, providing support to veteran teachers and building leadership capacity for those who aspire to go into administrative roles. Join us to learn about six successful strategies we have used that are budget-friendly and highly adaptable to any school.

Math Recovery Plan
Tenika Evans and Eugene Bellamy, Jasper County School District; Ingrid Scott, Hardeeville-Ridgeland Middle School

The Math Recovery Plan was created to establish a strategic plan of action to improve math instruction and student achievement on math assessments. As a result of the Math Recovery Plan, we created a Math Teaching and Learning Framework that establishes a system of equity in mathematics instruction across the district. Creating the framework and recovery plan affords all teachers to have equal access to foundational instructional practices as well as teachers and instructional leaders speaking a common language to provide sound, effective math instruction. Additionally, the framework connects all the dots from federal, state, and district-level expectations.

Let's Talk About Sex(ual Harassment) and Title IX: What Are Your Obligations?
Molly Flynn, White & Story, LLC

This presentation will cover the current state of Title IX - the ins and outs - how to conduct an investigation and various roles from A-Z, what is incumbent upon all school personnel, in additional to Title IX sexual harassment, I will cover general sexual harassment that does not fall under Title IX and/or if an individual does not wish to file a Title IX complaint, but wants an informal investigation pursuant to board policy.
G.R.O.W. Your Own (Getting Ready for Opportunities to Work - Moving from Classified to Certified)
Loretta Gadson-Washington, Dyisha Taylor, and Ernest Holiday, Orangeburg County School District

Are you looking for ideas to combat the teacher shortage? Are you looking for alternative ways to fill teacher vacancies beyond international programs? This session will provide you with a blueprint on how to GROW your own employees from within your district to fill your vacancies. Participants will be taken on a journey to begin planning, building partnerships, and securing funding resources to have a successful implementation process. Participants will leave with a list of shared ideas on combating teacher vacancies and hear testimonies on how we grew our own.

Pandemic Academic Recovery: Using Data to inform Instructional Design and Recapture Learning
Twanisha Garner, Carol O’Connor, Shane Bagwell, and Tara Simmons, Lonnie B. Nelson Elementary

Student achievement was significantly impacted as a result of COVID-19. What are our next steps and where do we go from here in order to recapture learning? This session will explore how leadership at Lonnie B. Nelson Elementary School utilizes formative assessment data as a guide to restructure and redesign content in partnership with instructional coaches and teacher leaders. School-level administration and instructional designers utilize the ADDIE Model for Instructional Design: Analyze, Design, Development, Implement, and Evaluation, to create targeted and intensive instructional content based on the specific needs of the school and students. What are your school's immediate needs? What kind of content needs to be developed in order to meet these needs? What instructional leaders within your organization possess the available time and capacity required to draft, produce, and evaluate the content? How will the content be implemented and utilized with students? How will the attainment of student growth and initial goals be evaluated? Participants will engage in an authentic and applied review of how this process took place and will have the opportunity to interact with their own data to begin the process of considering next steps relative to their respective schools.

License to Coach: Implementing School Wide Coaching Cycles for Administrators and Instructional Coaches
Carlos Grant, Wade Hampton High School

Looking for a way to improve student achievement in your school? Are your teachers frustrated with their current observation feedback? Are you looking to develop a more positive coaching culture in your building? By attending this session, you will discover one school’s answer to these questions, as well as learn how the administrative team earned their license to coach. Through the collaborative efforts of the Instructional Coach and the Wade Hampton High School administrative team, a two year professional learning plan was developed that incorporates instructional coaching cycles and a school wide focus on rigor. The plan prioritizes developing the administrative team into instructional leaders who can confidently engage in coaching conversations with teachers. Participants in this session will discover how to create a vision for professional learning and coaching cycles that includes: a timeline of implementation, an observation schedule, an observation template, and training for administrators!
CarolinaCAP: Spurring Innovation Through Collaboration  
_Tria Grant and Renee Chase, University of South Carolina; LaToya Adams, Barnwell School District 29_

The Carolina Collaborative for Alternative Preparation (CarolinaCAP) is a partnership among the University of South Carolina, the Center for Teaching Quality, Voorhees College, and partner school districts. Driven by the goal to meet the needs of South Carolina rural school districts, CarolinaCAP provides an innovative, high-quality alternative certification pathway for those interested in teaching. This session will highlight the impact of personalized learning through micro-credentials, individualized support via trained coaches, and true collaboration on recruitment and retention in SC rural school districts. Participants will have the opportunity to learn more about CarolinaCAP from the perspective of district partners, candidates, coaches, and the CarolinaCAP team.

Building a Culture to S.O.R. (The Science of Reading): Our School's Journey to Find Why Students Struggle to Meet Proficiency  
_Kippy Kelly, Michael Truitt, Kristina Cota, and Amanda Watson, J.D. Lever Elementary School_

This presentation will help district and school leaders examine practices to shift thinking from what to why. School districts across the country are having conversations around what is causing students to struggle to meet proficiency in reading. Frequently the conversations begin with “What is causing students to struggle?”; however, we discovered the question needed to be “Why are students struggling to read?” At J.D. Lever Elementary, changing the “what” was not making the impact needed and we had to seek out something different. Our teachers were hungry for pedagogy in the area of reading and as instructional leaders, it was our task to reframe the question from “what: to “why”. This presentation will provide participants with ideas to best support leading your staff to discovering the “why” behind teaching reading based on the science. Please join us as we talk about how we developed a culture of teachers who wanted to increase their efficacy to teach all students how to read.

Bridging the Gaps in Communication: Accurate and Actionable Communication Strategies that Lead to Increased Engagement and Participation from Parents and the Community  
_Stewart Lee, Dylan McCullough, and Kathy Hipp, Anderson School District Three; Ashlea Hatcher, Starr Elementary School; and Meredith Dantzler, Iva Elementary School_

In this session you will learn how Anderson 3 plans, organizes, and executes communication strategies that both inform, as well as build, meaningful relationships with our various stakeholders. We will discuss how we effectively communicate with parents from the Classroom with a variety of methods; from the School level to parents and the community; and from the District in ways that not only reach the intended audience but also engage with them leading to meaningful and actionable outcomes. We will walk you through how to tailor communications based on platform, subject matter, and audience. In addition, we will discuss how our district individualizes communication to parents and stakeholders. These strategies will assist districts and schools in controlling the narrative while maximizing transparency. Our system is not product dependent, so no matter what tools you currently use, this session will give you valuable insight and tips to better plan your communication strategies.
Leading Learning Walks and Instructional Rounds in Your District
Charlotte McDavid, Greenville County Schools

Learning is visible! In order to identify exemplars, bright spots, or even barriers to student learning, you have to visit classrooms. Protocols for leading learning walks and instructional rounds help district administrators provide valuable feedback to principals, school leadership teams, and teachers.

Want Better School Leaders? Improve their Supervisor FIRST!
David McDonald, Greenville County Schools; Karen Greene, Mauldin Middle School; and Stephanie Lackey, Greer Middle School

Working and supervising principals is a challenging and rewarding experience. This session will focus on how the principal supervisor has worked to grow his practice as he supports principal learning and development. Participants will learn about strategies and tools to strengthen the relationship between principal and supervisor that leads to results!

K to Career: Beginning with the End in Mind
Bryce Myers and Ryan Panter, Lexington Technology Center

When we think about education, what questions are we asking our students? Are we encouraging students to travel an unneeded pathway to reach a systematic goal or the goal that is in the best interest of the student? There are multiple pathways for students to reach their career goals and not all routes are beneficial. Yes, we want students to go to a traditional college, if that fits their career goals, but a student may also choose technical college, certification programs, the military, on-the-job training, apprenticeships, virtual education, or other options. To help students make informed, data driven decisions for their futures, as educators, we need to begin with the end in mind.

The Village Effect: Strengthening Students’ Resiliency and Wellbeing through Partnerships and Mentoring
Josh Patterson, Jeremy Murphy, and Antrina Harris, Sterling School

Over the past few years, Sterling School has been recognized by state and national organizations, in part, for our commitment to strong partnerships and student mentoring opportunities. In 2019, Sterling School received South Carolina ASCD’s Whole Child School Award. Of the 22 schools who applied, Sterling School was the sole recipient. In 2020, Sterling was recognized as a National PTA School of Excellence. More recently, in 2021, Sterling was awarded the Riley Institute at Furman University’s VALUED Lives Award for School Excellence in Diversity. Strong partnerships with supportive community organizations and student mentoring opportunities are key to the success of realizing each student’s full potential. Through collaborative efforts with local organizations and other internal and external partnerships, the leadership at Sterling works to provide students with various opportunities to ensure on-going, relational support. Through this session, the presenters will share examples of effective student support opportunities and programming that can be adapted according to your school’s available resources and potential partnerships.
How to Earn All As for Students with Sensory Loss: Academics, Advocacy, Acceptance & Accessibility
Lauren Prochak, SC School for the Blind; Sarah Davis, Cedar Springs Academy at SCSDB; Jennifer Stanion, SC School for the Deaf; Cherie Winkler, Applied Academic Center at SCSDB

Do you and your IEP teams grapple with how to best support students with sensory loss? What do you do when a Deaf and/or Blind child enrolls in your school? As educators, we spend countless hours trying to determine how to best meet individual student needs. Students who are Deaf and/or Blind do not always carry their sensory loss as a primary disability; however, it can have a primary impact on their ability to access instruction or incidental learning needed for independent living. If you have ever been stuck unsure of which questions to ask, where to find answers, or how to determine which resources are most appropriate for a student with sensory loss, we are here to help! We will begin to answer: What questions should I ask students, families, and IEP teams to determine appropriate services and accommodations?; How do different medical conditions influence long term goals?; What technology best supports varying levels of sensory loss?; What is the Expanded Core Curriculum and why is it important?; How does sensory loss impact other disabilities?; Which State and National Organizations offer key resources for serving students with sensory loss?

MTSS: Can It Exist in High School?
Tabitha Strickland, North Central High School and Merriman Nichols, Kershaw County Schools

This engaging session will share a high school’s journey to implementing a Multi-Tiered System of Supports (MTSS) and next steps. The journey will include 1) key elements; 2) example schedules; 3) agenda and infrastructure of the MTSS meetings; and 4) system of processes. Through intentional facilitation, the participants will have opportunities to collaborate across participants; and leave with a plan of action to implement or revamp a MTSS.

Beyond PowerPoints and Videos: Interactive Emergency Training for School Personnel
Rich Todd, York School District Four and Sam Blankenship, Fort Mill Police Department

School administrators and staff members must be prepared to respond to emergencies that may arise during the school day. Training often includes generic PowerPoint or video presentations that cover topics only in general terms and do not focus on district- or school-specific response plans. This session focuses on low- or no-cost interactive training methods and includes discussion of the importance of training, development of training plans, coordination with training partners, and the training process itself. This session provides examples of interactive training activities conducted for school administrators and staff members.
Beyond Threat Assessment: Investigating and Decision-making for School and District Leaders  
Alan Walters, Georgetown County School District

School and district leaders are faced with difficult decisions when it comes to dealing with threats. How far should administrators go in conducting their investigations before convening a threat assessment team or contacting law enforcement? Should parents be notified? Should school be closed? Alan Walters, SCASA's District Level Administrator of the Year and Chair of the State Board of Education will present scenarios and options that administrators and decision-makers can use in making critical decisions, what to expect when working with law enforcement, and how to deal with the aftermath of a threat situation that has gone public.

Sheltered Content Instruction for Multilingual Learners  
Melissa Westbury, Leslie Pearre, Natalie DuRant, and Lee James, Horry County Schools

Learn how one district with a student population over 45,000 develops and implements Sheltered Content Instruction. A plan where every core content teacher receives a combined total of 45 hours of professional development and coaching will be shared. Participants will get to preview aspects of Horry’s first module, Creating a Positive Classroom Culture and those who attend this session will leave with a copy of Horry County’s Sheltered Instruction Walkthrough Tool. Time will be allotted at the end of the session for Q&A.

Changing the Way We Tackle Text Dependent Analysis  
Shawn Wootton and Dawn Mitchell, Spartanburg School District 6; Julie McDowell, Fairforest Middle School

This session will provide district and school leaders with steps for strengthening their current approach to preparing students for TDA through a growth mindset lens. The presenters will discuss a data driven, research-based approach to revising existing methods for teaching and assessing text-dependent analysis. A reorganization of the current South Carolina TDA rubric into three clear components (reading comprehension, analysis, and essay writing), providing teachers and students with the opportunity to tackle one component of the TDA process at a time each nine weeks will be provided. Practical ideas and resources will be shared including TDA practice prompts that align to priority standards, effective TDA instructional strategies, targeted formative assessments, and focused teacher feedback to grow South Carolina students as writers throughout the school year.

Healthy, Happy Principal Hacks  
Matia Goodwin, Camden Elementary School; Harriet Boykin-Garity, Blaney Elementary School; and Melinda Johnson, Doby’s Mill Elementary School

In this session you will learn some time saving hacks to improve your health and fitness while juggling a busy principal/administrator schedule even during Covid. We will share healthy recipe ideas, strategies about maintaining a work/life balance, and ways to incorporate an exercise routine into your busy schedule. We are excited to share some of our favorite Hacks with you. Join us on our journey to be Healthy, Happy Principals!
Bridging the Gap between Students' Social Emotional Needs and Academic Achievement
Yvonne Commodore, Florence School District 3

Many school leaders are exerting much effort ensuring that teachers are teaching and students are learning. However, results on the school's report cards often do not often reflect the schools' efforts to advance students academically. Research indicates, that when social and emotional learning is implemented school-wide, students significantly improved academic performance on standardized tests (CASEL, 2018). The presenter will share data, interventions, and hybrid group activities that will facilitate self-awareness, social-awareness, responsible decision-making, self-management, relationship skills amongst stakeholders. The implementation of district-wide and school-wide social emotional learning is making a difference in Florence School District Three. The presenter will share the nuts and bolts of the implementation and ongoing assessment of our district's SEL process. Participants will: (1) gain knowledge of district-wide/school-wide SEL implementation and ongoing assessment process; (2) participate in hybrid SEL group activities; (3) review school data; (4) review strategies and interventions for working with at-risk students; (5) gain knowledge on how to address student's mental health challenges.

Creating Cultures of Community, Collaboration, and Coaching
Matthew Irvin and Lindsey Beam, Fountain Inn High School

Fountain Inn High School’s culture started long before the first student or teacher walked into the building. In fact, it started before the building was even finished. Presenters will share the story of using social media to create a culture and perception for the community before the school even existed. They will also share how they used student voice and teacher voice to cultivate the culture once the school doors opened. Presenters will discuss how students, teachers, and community members were involved to build the culture. Whether building a culture and community from scratch or creating a new culture in an existing building, participants should be able to take away ideas and strategies to build a strong and positive culture.

Mindfulness & Trauma Impact of COVID-19
Allen Pope, Orangeburg County Schools

This session will explore the relevance of Mindfulness and the Trauma Impact of COVID-19 Pandemic. Mindfulness is a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting feelings, thoughts, and bodily sensations, used as a therapeutic technique. COVID-19 abruptly affected student’s learning over the past two school years, which impacted their social emotional well-being and academic achievement. Research shows emotional distress and fear can cause trauma in children and adults. The purpose of this presentation is to provide educators with skills and strategies to support student’s social emotional needs in all learning environments.
Maintaining Community Connections in a COVID-19 World  
Mackenzie Taylor, Ashley Atkinson, and Angie Rye, Lexington School District Three

As leaders in the K12 world, we all know and understand the depths of immense change that have been forced upon the educational sphere as a result of the ongoing COVID-19 pandemic. Perhaps one of the biggest challenges facing schools and districts now is how to engage parents and guardians in the academic process while at the same time, following recommendations for limited school visitors, social distancing and other COVID-related guidelines. In Lexington County School District Three, such difficulties have allowed administrators to push beyond the barriers to come up with creative solutions that keep families involved in learning during what could arguably be one of the most critical times ever in terms of the need for parental and community support. In this session, you will learn how Lexington Three has leaned on old-fashioned relationship building, creative event planning and the power of technology to ensure that all Panther families are connected.

Your Secret Weapon for Success: Promoting Literacy in Secondary Schools  
Seth Young and Tamara Cox, Wren High School

Wren High School Principal, Dr. Seth Young, and Librarian, Tamara Cox, discuss how to foster a successful partnership between the librarian, administration, and the faculty in order to promote literacy in a high school setting. Strong literacy skills are the foundation for student achievement, yet it can be a struggle to promote reading in the secondary school setting. When the administration and school librarian team up many of those challenges can be overcome. Join us as we share ways that we have created a reading culture in our school along with a culture of collaboration between teachers to work together in order to meet academic goals and the needs of our students.

MTSS in High School-Making Magic Happen  
Rhonda Gregory, Mary Nell Anthony, and Jeff Taylor, Greenville Technical Charter High School

MTSS isn't just for elementary students. Layers of support are necessary for high school students, too! At GTCHS, learn how we give students what they need to be successful through a unique approach to scheduling which allows for all teachers to offer daily office hours (at least one hour) and still leave before 4:00! Learn how a daily advisory period, built into the master schedule with advisors who "loop" with students, is essential for student success. Finally, learn how early dismissal on Friday (2:15) allows for a weekly "student work session" that holds students accountable for missing work, as well provides a space for students to show mastery on a previously failed assessment.

Intervention: From Tears to Tiers  
Allyson Long, Brooke Smith, Tabatha Younts, Heather Shuler, and Brittany Zaremba, Belvedere Elementary School

Using a team approach, learn how the School Leadership Team at Belvedere Elementary leveraged their "why," stopped the tears over achievement gaps and got to work serving more students with research based methods to achieve accelerated growth! Further, discover the ways that intervention was used to not only reach our struggling learners but also to increase the number of students state identified for our gifted and talented program. Also, hear how this level of intentional and systematic support led to increased staff morale.
The First Five Years Matter
Rhonda Wiley, Richland School District One; Cassandra Legette, ThriveRichland; Janet Campbell, Burnside Elementary School; and Kimberly Johnson, Office of School Readiness and Prekindergarten Programs

Pediatricians and child development specialist have known for years that a child's environment before and after birth plays a significant role in the child's brain development. Negative early experiences such as neglect, poverty and stress This session will explore one district's attempt at increasing school readiness for its future young scholars through parent education and engagement, providing opportunities for exposure, and early intervention.

From Arts Opportunity into Arts Excellence: Rebuilding Programs Post-COVID
Matthew Wofford, Spartanburg School District Five

How do we provide more than just opportunities in the arts for our students? We are fortunate in South Carolina to have many schools providing arts opportunities and there is no denying the amazing benefits arts experiences have on students. These benefits are compounded when students are part of excellent arts programs. How do you move district or school-level arts programs into excellence? How can this be done in a Post-Covid rebuild? In this presentation, Matthew Wofford, Fine Arts Director for Spartanburg District Five, will show you steps district and school leaders can take to empower and support arts teachers as they lead their programs back from COVID and move from providing opportunity into providing excellence.

There're Not Enough Hours in the Day! Balancing Well-Being for Teachers and Staff
Becky Dukes, Allendale County Schools

"There aren't enough hours in the Day!" "I just can't do one more thing!" Have you or your teachers/staff ever said those words? Educator Turnover is at an all-time high and educators are feeling overwhelmed by the weight of the pressures facing our profession. This session will share practical strategies, experience activities, and tools that all leaders can use to help your teachers and staff balance wellbeing and improve overall outlook on their professional and personal lives.

LEAD with LOVE
Beth White and Matia Goodwin, Camden Elementary School

Principals and Assistant Principals have so much on their plates each school year and sometimes it's hard to remember the little things to keep our faculty and staff energized, happy, and motivated. The Camden Elementary School administration team created a plan to "Lead with Love" and promote positive change. You will leave this presentation with simple, inexpensive ideas that you can go back and share with your teachers and staff. Ideas that not only involve principals but community stakeholders as well. It is important for administrators to lead teachers and staff with positivity to maintain a healthy and happy school environment. Administrators will leave this session filled with ideas, make and take projects, and a heart ready to lead with love.
Instant Ideas Session
Presenters share their personal and professional passions for a total of 20-25 minutes each. The following topics will be shared.

Increasing Student Attendance Through the Power of "Why"
Tonya Addison, Sumter County Schools

Social Emotional Learning in the Preschool/Early Childhood Classroom
Carol Anne Barnes, M. S. Bailey Child Development Center and Eddie Marshall, Laurens County School District 56

"Take a Look; It's in a Book:" Building Relationships through Texts
Jessica Robbins, Pleasant Hill Middle School

Accelerate Growth & Narrow the Gap in Primary and Elementary Math
Tonyelle Thomas, Olanta Creative Arts and Science Magnet

Creating Equity Through Tier II Structures
Jeff Parks, Kyleigh Harrell, Michael Randall, and Ami Vaughn, Clinton Middle School

The Power of the Pivot - in CTE
Chris Dinkins, Empowerment & Enrichment Academy and Jovanda Dickerson-Patton, Chester County Career Center