Overview of the 2020-21 Learning Progressions for K-12 Mathematics
Anne Pressley, SC Department of Education Office of Standards and Learning

This session will provide participants with an overview of K-12 Mathematics Learning Progressions that have been developed by the SCDE to inform the work of educators during the 2020-2021 school year. Through prioritization and bundling of standards and indicators, the Learning Progressions will identify the core, essential skills, practices, and processes that define proficiency as it correlates to grade-level mastery. Participants will develop a better understanding of how progressions can enhance teachers' abilities to adjust curriculum and instructional focus based on student needs as well as enhancing students' understandings of their own progress and growth.

Beyond "Hispanic Night": Leadership for Authentic Family-School Partnerships with Immigrant Latinx Parents
Sarah Longshore, SC Department of Education Office of Federal and State Accountability

While classrooms across our state are becoming increasingly diverse due in large part to a surge of Latin American migration, more than 80% of all South Carolina teachers are non-Hispanic White. It can be challenging for teachers to develop effective partnerships with families who come from diverse cultural and linguistic backgrounds. A successful family-school partnership is recognized as one of the most powerful influences on students' school attendance, behavior, and achievement. What, then, can South Carolina's educational leaders do to promote authentic family-school partnerships with immigrant Latinx parents? This session will provide an overview of the demographic changes currently taking place in South Carolina, discuss the incongruity between immigrant Latinx families' aspirations and their children's experience and academic outcomes, as well as likely explanations for that disparity, examine the difference between traditional and culturally proficient models of parent engagement, outline the most frequently cited barriers to immigrant Latinx parent engagement, review the factors that influence teachers' readiness to partner with immigrant Latinx parents, and provide recommendations for school and district leaders who recognize the need to be more inclusive and culturally responsive as their schools become increasingly multicultural. This session format is lecture, although audience participation is encouraged and appreciated.

A Team Approach to Effective School Discipline - A Toolkit for Teachers, Administrators, and District Leaders
Ashley Story, Esq., White & Story, LLC

During this interactive presentation, attendees will review a wide array of options to consider using when disciplining students, including ways to keep students engaged and in school. This toolkit includes classroom management, code of conduct/policy tips, best investigatory practices, preparing for a hearing, placement options, and student discipline law. This session is beneficial for any school employee charged with handling any process of student discipline from the classroom all the way through a school board expulsion hearing.
Planning and Implementing a District-Wide Year-Round Calendar
Betty Bagley and Suzanne Larsen, McCormick County Schools; Steve English, McCormick High School; Gena Wideman, McCormick Middle School; and Nynita Paul, McCormick Elementary School

McCormick County School District implemented a year-round calendar for the 2019-2020 school year. Presenters will share the planning process, school board commitment, and our approach to the community. Our presentation will include lessons learned from our first year of implementation. Also included will be how the athletic programs, shared services with other entities, and partnerships handled the year-round calendar. Information about academic remediation and opportunities to make-up days during intercession will be outlined.

Linking Teacher Recruitment and Retention: Why You Can't Do One Without the Other
Deborah Wimberly and Paula Grant, Marion County Schools; and Jill Nyhus, Insight Education

With the teacher shortage in South Carolina and in many other parts of the US, recruiting and retaining high-quality teachers has gotten much more challenging. Successful districts know that without building structures for retaining teachers, it is virtually impossible to recruit high-quality candidates. In Marion County School District, district and school leaders are taking a new comprehensive approach by creating a system where recruitment and retention are linked. In this session, participants will learn: 1) how Marion County is building a year-long, multi-stakeholder, multi-channel, and relationship-driven system to recruit and retain, and 2) what school improvement levers are making the biggest impact on teacher retention, and 3) how engaging their own teachers in recruitment and retention through onboarding teams has become a lever for retention. Participants will have the opportunity to reflect upon their own retention strategies that can be capitalized upon for their recruitment efforts.

“You Got All That in 3 Minutes?” 3 Minute Walkthroughs 2.0 - The Next Level of Reflection
Chavon Browne and Shelley Krebs, Port Royal Elementary School

Do you create a great walkthrough schedule and calendar every year? Do you have all the details planned with how many teachers you will observe and in what areas? Do you have a feedback form you love? One that the teachers love? Has your plan ever gone awry and you've had difficulty getting it back? I'm here to tell you that you can do anything for 3 minutes! This presentation is designed to help busy administrators get into more classrooms, more often, and walk away daily with a clear picture of what is actually happening in classrooms within the school. The next level details the reflective practices gained after 2 years of implementing this protocol.
**One District's RTI to MTSS Story**
*Merriman Nichols, Kershaw County Schools and Brie Beane, i-Leadr*

This is one district's story from RTI to MTSS. KCSD had an RTI manual and Enrich RTI, however students were still falling through the cracks. Teachers were overloaded with paperwork and trying to figure out exactly what solid differentiated Tier I Core Instruction looks like verse Tier II and Tier III. Teachers struggled with when and how to do intervention. Secondary lacked the critical tools and training to implement a solid framework for multi-tiered system of supports. We also were implementing interventions that were stands driven and skill driven. Many of the interventions used were not matched to the students lowest skill deficit and therefore ineffective. KCSD implemented the universal screener, as required by Act 213, created pacing guides aligned to the standards, implemented Exact Path, Study Island, and implemented a CORE phonics curriculum in K-2. The district also began aligning interventions to CORE skills to avoid cognitive overload for our students who struggle the most academically, socially emotionally, and behaviorally. KCSD began the process using PLCs, Early Warning Systems, and data triangulation to transform the RTI process into one that was effective districtwide at multiple levels without increasing the workload or paperwork. The district used the research science behind the six critical areas of MTSS to move students forward and change the trajectory for all students. Come hear one district's story, how your district can grow using best practices and how to repurpose the tools you already have.

**Steps to Success for Teachers Supporting Students with Intense Learning and Behavioral Needs**
*Sheri Farrington and Alexis Cash, Greenville County Schools*

Many teachers report either a lack of or insufficient training in support of the diverse educational and behavioral needs of students with intellectual disabilities and autism. Many more educators leave the profession due to the behavior of their students and the stress associated with these difficulties. The Special Education Department in Greenville County Schools initiated an approach to support these teachers. It emphasizes proactive classroom management and individualized strategies to increase appropriate behavior in students. Teachers focus on strengthening skills and competencies while networking with educators, behavior specialists, special education specialists and others who serve students with similar challenges. Modeling and non-evaluative coaching support encourages teachers to foster a continuous cycle of professional improvement. In addition, there is a focus on specialized curricula and data collection to monitor student progress. District-level support staff provide quick response to teachers requesting brainstorming sessions and consultations. The goals are to build stronger skills sets with teachers, identify leaders, and empower staff to sustain effective practices to meet the needs of the students.