Tuesday, June 23
9:45 a.m. – 10:45 a.m.

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

This session will provide participants with an overview of K-12 English Language Arts 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.

ESSER Funds for School Districts
John Payne, SC Department of Education

In Spring 2020, the U.S. Department of Education released funds to states under the Coronavirus Aid, Recovery, and Economic Security (CARES) Act through the Elementary and Secondary Schools Emergency Relief (ESSER) funds. Leadership from the South Carolina Department of Education will provide up-to-date information to participants regarding these funds, including applications, certifications, grant awards, and reporting requirements for school districts.

Working Together for Success! Creating a Tier 3 Behavioral Intervention Program In Your Schools
Frank Palermo, T3 Elementary Center

Elementary schools are experiencing an increasing number of primary-aged students whose disruptive behaviors are interfering with their ability to learn and teacher’s ability to teach others. Administrators are enforcing the student code of conduct instead of providing a therapeutic solution because they have no other alternative. We have many tools in our schools including behavior assistants, counselors, PD, and MTSS. These tools are a great start and gaining some success, however we need more for some of our students. In this session we will discuss ways to create your own Tier 3 program assisting students and their families to work together with the school for success. In addition, we will touch on fine-tuning your MTSS conversations to target lagging skills causing the behaviors in our students. The T3 Elementary Center is a short-term therapeutic intervention program for students that can be on or above grade level whose behaviors are preventing their academic success. The program requires parent participation through counseling and specific tasks targeted to their own student’s challenges.

NWEA + Khan Academy: Designing a Classroom Tool that Empowers
Joel Thomas, NWEA

What happens when two not-for-profits join forces to empower teachers? Learn how NWEA and Khan Academy decided to partner and co-develop a classroom tool to make it easier for teachers to differentiate and unlock learning gains for every student. MAP Accelerator is designed to translate MAP Growth scores into personalized learning paths of trusted Khan Academy content while keeping teachers in the driver seat.
Triumphs through Transitions
Lesley Corner, Camden High School; Nicole Kirkley, Blaney Elementary School; and Krissy Butler, Camden Middle School

This session will share the experiences of three school administrators who experienced last minute building/position moves based on district or student needs. Presenters will share the excitement and the surprises as they navigated these exciting journeys. The changes include level changes (middle to elementary & elementary to middle) and from Assistant Principal to Principal during crucial times of the school year (right before school started or in the middle of a semester). Due to these opportunities, the presenters have a unique perspective on leadership, vertical alignment, and school culture. All 3 presenters completed their first year at a new level or position this year. Participants will reflect on their "Why" and leadership philosophy and if it is location-dependent.

5 Schools, 5 Freshman Academies, 1 Goal… Student Success!
Todd Stafford, Greer High School; Chuck Winney, Woodmont High School; Ashley Wardlaw, Wade Hampton High School; Bianca Jamison, Hillcrest High School; and Paige Baker, Southside High School

Come learn how five different high schools in Greenville County support their ninth grade students as they transition from middle school to high school with a Freshman Academy. This highly engaging session will focus on how each school supports their freshmen students in their own unique way. Session attendees will learn about the leading strategies that each of these academies use to support students academically, socially, and prepare students for a successful high school career. From positive behavioral supports, goal setting, academic skills, teacher teams, character education, and celebrations of success - every school has their own unique brand to offer. Session attendees will also learn how these academies use data to improve systems to support their students and create a thriving environment for students to grow and be successful. If you are a high school looking to implement a Freshman Academy or are just looking for strategies to support students, this session is for you. Come learn and celebrate with us as we have seen firsthand the positive difference our academies make in our students lives, our schools and our communities.

Implementation of a Trauma Sensitive Philosophy in Spartanburg District 5
Greg Wood, Spartanburg District 5; Josie Brown, James F. Byrnes Freshman Academy; and Carrie Potter, Lyman Elementary School

This presentation uses the experience of Spartanburg District Five’s three-year implementation of a trauma sensitive philosophy in grades 4K-12. This process is based upon the trauma sensitive approach advocated by the Child Protection Training program and Child Advocacy Studies at the University of South Carolina Upstate, under the leadership of Dr. Jennifer Parker. In this session, participants will experience examples of implementation at the district, school and classroom levels. Implementation steps include: creating steering committees, training faculty and staff, integrating strategies into classrooms, and building partnerships with families and the community. This process is evidence based and multi-tiered to ensure that students are offered a secure and safe learning environment that fosters resiliency and student self-understanding. Furthermore, this session will explore ways to build partnerships through strengthening relationships among community agencies, parents, teachers, and students. Other districts can use information from this session to research and implement their own trauma sensitive philosophy.
MTSS: Academic, Behavior and Social/Emotional Supports for All Students
Gina Skinner, Spartanburg District 2

Over the past 3 years, Spartanburg County School District 2 leadership has focused on enhancing the school district’s Multi-Tiered System of Supports (MTSS) framework by aligning trauma informed training and practices, as well as mental health supports for students at all levels. In Spartanburg District 2, MTSS implementation is a shared responsibility and ownership of all educators, staff, families and communities. Creating a more comprehensive framework of supports initiated the formation of Spartanburg County School District 2’s Interdisciplinary Support Team in the Spring of 2019. This presentation will describe District Two’s MTSS framework that includes providing academic and behavioral supports as well as enhanced mental health services and trauma informed trainings and practices. Participants will hear from members of D2's Interdisciplinary Support Team about how the team was created and their mission to collaborate to identify needs and implement comprehensive supports for students.

The Student-Centered Coaching and ILT Connection
Susan Stubley and Katie Delloso, Gateway Elementary School

Gateway Elementary School, in the Greenville County School District has developed a system aligned to Diane Sweeney’s Student-Centered Coaching Model to vastly improve student achievement through a systematic, integrated collaboration between coaching and administrative observation feedback. Find out how we changed the traditional mindset of coaching from an intervention for marginal teachers to an opportunity for growth that results in an annual waiting list for the next cycle! During these student-centered coaching cycles, the administration, instructional coach, and teachers work together in an “all-in” approach to support student learning and increase student achievement. The team takes a deeper dive into the meaning and intent of each standard, clarifies any teacher misconceptions, analyzes current and historic student data, and creates engaging, student centered unit plans based on the Backward Design model. Our Gateway Elementary Instructional Leadership Team (ILT) will share how we exceeded our school-wide student achievement goals by using Google templates and collaborative planning meetings to connect Student-Centered Coaching cycles, Instructional Rounds, professional development opportunities, and administrative observations. Attendees will leave with all of Gateway’s coaching templates, examples of coaching minutes from multiple grade levels, and most importantly will hear from the students themselves about their perception of this framework.

Scott Rhymen, Greenville County Schools

School administrators and district office personnel had all of the right intentions. The idea was to focus on customer service with parents by creating multiple systems of communication and expectations on the ways school personnel and teachers respond to parent concerns/demands, as well as how quickly those responses needed to take place. The intent was pure, to treat parents as customers to ensure a more positive home/school relationship. What was forgotten, however, is how this shift in customer service would have a negative impact on student responsibility and advocacy for their own education. We over-corrected and now we need to focus on helping students, not their parents, be the first line of advocacy for their own education. This workshop will acknowledge the mistakes we have made and offer real solutions and paradigm shifts within your system to take back control of the home/school relationship. Participants will leave the session with a smile on their face and an empowered feeling about their roles in education!