

2019 SCASA Innovative Ideas Institute Breakout Sessions

Monday, June 17

11:00 a.m. - 12:00 p.m

Show Don't Tell: Transformative Professional Learning Practices that Result in Shifts in Instructional Practice

Erica Bissell and Hilary Morgan, Lexington District One

In this session, participants will learn about the transformative professional learning practices taking place in Lexington School District One. The district is taking a "show don't tell" approach and leveraging model classrooms, lab sites, learning walks, and professional learning clinics. The change in the approach to professional learning is in response to the district's new strategic plan which is designed around system commitments and performance goals. Participants will leave the session with ideas of how to revitalize professional learning in their district so the professional learning results in shifts in instructional practice.

Collaborative Change: The Development and Implementation of a Disability Policy for School Resource Officers

Jinni Friend and Gail Elmore, Lexington-Richland District Five and Walter McDaniels, Richland County Sheriff's Department

This training will focus on a collaborative partnership between Lexington/Richland 5 and Richland County sheriff's department that resulted in the creation of a Disability Policy for Resource officers that drives interactions between SRO's and students, families and faculty in the school district and has resulted in a reduction of student arrests and an increase in positive interactions between students and SRO's. The Disability Policy allows students with disabilities to have equal access to the sheriff's department's programs and services and avoids criminalizing disability related behaviors. As our nation focuses on school safety, this policy provides one example of how district/law enforcement collaboration has positively impacted the safety of our schools by increasing positive, trusting relationships between all students and resource officers as well as clarifying the role of the resource officer in the school as that of "last resort" intervention based on a tiered model of interaction. This training will describe the evolution of the Richland County/Lexington-Richland 5 partnership from DOJ mandate to policy implementation including training of SRO's in disabilities and disability related behaviors; conscious discipline; Adverse Childhood Experiences (ACE's) and Trauma Informed Care. Attendees will leave with a model for the power of collaborative partnerships between school districts and local law enforcement agencies.

Demystifying Ninth Grade

Lesley Corner, Camden High School and Nicole Kirkley, Kershaw County Schools

In SC, ninth grade is where the vast majority of students are lost. Camden High School takes a proactive approach to bridging this transition. Using middle school visits, Parent Universities, a Summer Bridge Program, data analysis, a First Day Freshman Orientation, and a 3 tiered approach to interventions, we constantly build connections, decrease our ninth grade retention rate and discipline, increase our EOC passage rates, and empower our students and teachers. Our approach includes innovative courses, targeted support, community partnerships, team building, and mentorships.

Making the Data Shift and Moving the Organization Forward

Nancy Gregory and John Arnold, Richland School District Two; and Jennifer Morrison, York District Three

Having data is only the start; making data-informed decisions part of the district and school culture at all levels – the district office, schools, and classrooms – is the true challenge. This interactive session will share how Richland School District Two set up and implemented a significant district-wide culture shift toward data-literate practice through the establishment of routines, implementation of tools, and competency-based professional development for instructional leaders at all levels during the 2017-18 and 2018-19 school years. Participants will be provided access to tools and professional development modules and, during the session, will plan for how these can be used in their home contexts to improve everyone's data literacy and move student learning forward.

AP: Assistant Principal or Aspiring Principal? The Pathway to the Principalship

Tony Hemingway, York District Two

Are you ready to become a school leader? Have you been overlooked for a principalship? Do you feel like you're running your school? Join the conversation of how to enhance your instructional leadership and effective management skills to align your beliefs and actions for the role of a school principal.

Leading from an Inquiry Stance

Casey Calhoun and Luke Clamp, River Bluff High School; and Julie Painter, White Knoll High School

Join leaders from River Bluff High School to experience the first steps of leading an inquiry cycle: conducting a state analysis, determining a learner centered problem, analyzing a problem of practice and developing a theory of action. Facilitators will also detail the process of using feedback loops to monitor progress and make adjustments in real time. Assistant Principals both participated in a year long principal residency experience, the Assistant Principals Academy (APA), where the principal served as mentor and coach. Learn too about how this professional learning experience complimented leading the inquiry cycle.

Don't forget Your: Bread, Milk and eLearning!

Anna Baldwin and Tom Wilson, Anderson District Five

Valuing instructional time, the eLearning pilot allows Anderson School District 5 to extend learning into the home and keep everyone safe during inclement weather. The goal is to keep students learning, even when the inclement weather is inevitable. Join us to learn more about our journey as an eLearning pilot district.

Retaining Special Education Teachers: What the research says and how to make it happen

Ann Marie Taylor, Palmetto State Teachers Association

In this session, you will examine and reflect on the nationwide and state data dealing with retention of special education teachers. You will also learn how one small rural SC school district took that data and made decisions that supported and honored special educators.

Let's Shake On It!: Shining a Light on Soft Skills

Rose Stephens, James Hearn, and Rene Harris, Beech Hill Elementary School

As our school seeks to realize our mission statement: Beech Hill will lead the way to lifelong learning through excellence, leadership and empowerment, join in an interactive session of reflection and growth. As we mold our school environment to be driven by growth mindset, personalized learning and passion, see how the next level of our journey fares and the lessons learned. Our Shake and Shine school-wide initiative has served to create LEADERS at the "Beech." Learn how Beech Hill Elementary School, a Palmetto's Finest School and a 2018 National Blue Ribbon School, shines a light on excellence by using rigorous, relevant and relational activities to strengthen attitudes and enhance our learning environment.

Explore ways a simple handshake has transformed a school's navigational course in addressing the needs of the whole child. Ascertain how to incorporate and embed soft skills in your instructional school setting. Determine how your school can implement this teacher-created application into your own shining corner of the world. Empower students and teachers with the tools to use their social and emotional attributes to contribute to a positive and productive learning/workplace environment. Revisit a time-honored precept of civility and esteem to see how its resurgence has rejuvenated a new generation of learners.

Tag, You're It!: As the saying goes, "Lead Where You Are Strong; Team Where You Are Weak".

Karis Mazyck, Greta Carter, Robert Ratterree, Rahim El-Amin, Tyler Abernathy and Denise Webster, Blythewood Middle School

According to Phillip Schlechty, "Shared leadership... is less like an orchestra, where the conductor is always in charge, and more like a jazz band, where leadership is passed around ... depending on what the music demands at the moment and who feels most moved by the spirit to express the music." How does your administrative team share leadership? How does your administrative team plan for school success based on the skillset of the individual players? Is one person always the conductor? Come find out how we organized our school based upon the skills of our leadership team: from everything to handling grade-level teams, department meetings, SLOs, IEPs, SpED, Technology, Testing, and the everyday hassles of parent concerns/complaints and personnel issues. We will share with you how we "lead where we are strong and team where we are weak." We no longer have an orchestra, we have a wonderful jazz ensemble!

Monday, June 17
1:00 p.m. - 2:00 p.m.

Emergency Management and First Responder Tours for Schools

David Pitts, Laurens County School District 56 and Joey Avery, Laurens County; Matt Pennington, Laurens County EMS; Eddie Marshall, Joanna Woodson Elementary School; Robin Morse, City of Clinton

Come see how Laurens County Emergency Management, Laurens County EMS, City of Clinton Department of Public Safety, and Laurens County School District 56 have continued to improve safety and security measures. You will hear from three 1st Responder Agencies and the interoperability with the local school to better prepare should a school catastrophe or incident occur.

IEPs & 504 plans: Can You Spot the Difference?

Ashley Story and Sara Morris, White & Story, LLC

"IEPs" and "504 plans" are fairly common phrases in the education realm, but do you know the differences between the two? What are the requirements for an IEP? A 504 plan? Do you have to have one to have the other? Come visit this session to find out! This interactive presentation will walk you through the basics of each and discuss the District's legal implications behind choosing one over the other so that you can make a more informed decision when confronted with these options in the future.

Implementing Small Group Instruction in the Middle School

Cassy Paschal and Erin Doty, Irmo Middle School

This session will describe the process that Irmo Middle School underwent to implement small group instruction in English language arts and mathematics at the middle school level. The catalyst for this implementation was teachers' reflection regarding what they would be interested in exploring about their practice. The two following distinct questions/themes emerged from their responses: (a) am I reaching all of my students; and (b) how do you know if you are truly an effective and engaging teacher. During the session, the timeline for implementation will be discussed, and we will highlight student and teacher perspectives of the process. Collaborators will present challenges and successes of this professional development journey. Among the topics that will be discussed will be: (a) the importance of building relationships; (b) marrying this work with district initiatives, and (c) providing purposeful professional learning opportunities to a variety of stakeholders.

More Than Lunch: How RTI Can Work at the High School Level

Sonya Bryant, Era Roberts, and Eric Gambrell, Batesburg-Leesville High School

Come learn how we transformed our culture into a growth mindset school by extending our lunch period to allow "office hours" for high school teachers to provide RTI to their students. We will share how we set it up, monitored it, and documented the sessions. In a school of 530 students, we documented over 4000 RTI sessions last year. We have a model that can easily be replicated elsewhere.

Developing AP Leadership Capacity

James Ann Sheley, Marshalyann Franklin, and Keith Price, Richland School District Two

Facilitators will share strategies principals can use to inspire professional growth in their assistant principals. Participants will learn how intentional planning can assist an assistant principal in developing instructional leadership skills.

Learning, Collaboration & Results - Walking the Talk

Heath Branham, Kim Streett, and Chris Bussell, Gilbert Elementary School

Come learn how Gilbert Elementary School has transformed student and adult learning, maximized high performance collaboration and created a road map for sustainable, long-term results, empowering every child to design their future! Students in this school are part of a caring community where ALL learners are extraordinary communicators, collaborators, creators and critical thinkers! Experience firsthand how this school distributes leadership and decision making through the use of weekly PLCs and bi-monthly leadership team meetings. Participants will walk away with a practitioner-based toolbox of strategies, ready to use templates, and samples of content area critical standards, common assessments, action plans, data protocols, and Power Skills. Additionally, participants will receive the school's professional learning plan, master schedule, and model for responsive, timely, academic and behavioral interventions. Come hear this learning leadership team and leave inspired and prepared to walk the talk in your place of learning!

Providing Tiered Professional Development Opportunities for Your Faculty

Justin Lovelace and Raashad Fitzpatrick, Gaffney High School

Everyone hates Wednesdays because of meetings. How can you build interest, capacity, and future leaders when we traditionally use a one size fits all model? Join Gaffney High School on its journey through face to face professional development, virtual opportunities, and special interest mini-conferences as a means to engage the faculty, provide teacher leader opportunities, and model best practice through the vehicle of professional learning. Explore a variety of presentation methods while also meeting the specific needs of different groups within your school. You may never look at PD the same way!

Organize Your Leadership Team with Microsoft Tools

Laura Blanchard and Leslie Morris, Dr Eugene Sires Elementary School

Do you have 20+ binders sitting on a bookshelf in your office that you carry back and forth to school/work every day? STOP THE MADNESS! Not enough time to put all of your data in one place for easy access? Come learn about how our school embraced becoming a Microsoft district and how we use tools like One Note, Excel Online, and One Drive to safely share documents and data with our leadership team.

Instant Ideas Session

Transforming America's Schools: 8 Ways You Can Strengthen Any Classroom

James Davis and Barbara Mallory, Coastal Carolina University; , ;

Putting the Magic Back in PBIS

Allyson Long, Andrew Drozdak, Elaine Lundy, and Annette Ariail, Cayce Elementary School

Culture Eats Strategy for Breakfast

Andrea Berry, Shane Bagwell, and Jackie Norton, Lake Carolina Elementary Lower Campus

Restorative Practices- Changing Minds and Changing Behaviors

Rhonda Gregory, Honea Path Middle School

Improving Behavior with PBIS

Shannon Berry, East Elementary School and Jan Powers Penuel, South Elementary School

Take it Personal!

Kimberly Hutcherson and Mikkia Johnson, Center for Achievement

Monday, June 17
2:15 p.m. - 3:15 p.m.

Implementing Transformative Leadership in a Student-Centered Culture

Don Hardie and Elizabeth Schumpert, Saluda Middle School

Learn how Saluda Middle School administrators have used transformational leadership strategies to grow teacher leaders in their school. The culture of Saluda Middle School has shifted as teacher leaders have joined administrators to create a collegial school. Teacher leaders provide feedback to colleagues using the SCTS 4.0 Rubric through weekly formal and informal observations and drive instructional training on curriculum development, benchmark testing, student goal setting, and positive behavioral systems. Session participants will drive the discussion topics of this session, so please bring your cell phone or electronic device to answer questions and provide feedback.

Avoiding Being A Victim Of Time: Simple Time Management Strategies To Be A Better Educator

Scott Rhymer, Greenville County Schools

Have you ever said: "There is not enough time in the day to do the things that I need to do to be an exceptional educator"? You are not alone. Recent studies have shown that the #1 reason educators leave the profession is because they feel inadequate in "keeping up" with the myriad of daily items that educators are asked to do. Whether it is planning, email, making phone calls, school meetings, parent conferences, district meetings, grading...not keeping yourself organized and in control of your time will lead to poor performance and frustration. This workshop will point out all of the challenges that educators face related to time management, then give specific examples of how you can "take back control" of your day and your career! The workshop will be interactive as well as reflective and participants will walk away with a smile on their face, along with specific strategies to make the education profession manageable

Community IMPACT: Unlocking the social capital of the Faith Based Community

Lee Clamp, SC Baptist Convention

One of the largest sources of social capital are found in faith based organizations around your community. Connecting and engaging the faith based community as a source of support has the potential to increase test scores of at risk students as well as rally support from the community at large. In a partnership with the FACE department of the SC Department of Education, faith based communities are being challenged to serve in their local schools. Be on the cutting edge of a movement of volunteers who may improve the achievement of your students as well as engage the community at an unprecedented level.

From Random Acts of STEM to Getting STEAMY!

Michael Waiksnis, Victoria Brioc, and Marty McGinn, York District Four

All districts face the challenge of engaging their students. How do you do this in today's fast paced world where peoples attention spans seem to be shrinking by the minute? We used the goal of increasing student engagement to develop our entire district strategic plan. This session will share our journey of using an identified need to drive everything we do in our quest to improve student engagement and achievement. We wanted to move away from random acts of STEM and create a cohesive, unified front in developing a culture of engagement and student success.

It's Just Words on Paper Unless You Do Something With It. Making FBAs and BIPs work for you.

Philip Young, LaToya Wiley, and Ashley Bouknight-Wingard, Aiken County Schools

Functional Behavior Assessments (FBA) and Behavior Interventions Plans (BIP) can be cumbersome for any IEP team. We will first discuss an innovative audit process we implemented in Aiken County Public Schools for FBAs and BIPs to improve the quality of these documents. Even if you have a great FBA and a quality BIP, it's just a piece of paper unless it is implemented with fidelity across settings. We will wrap up our conversation with some ideas about why behavior plans fail and how to increase implementation fidelity in the general education setting.

Keeping Our Boys in the Classroom - One School's Journey to Minimize Boy Discipline Referrals

Erica VanBeek and Elaine Graham, St. Stephen Elementary School

This session is an overview of what St. Stephen Elementary has done to address the issue of excessive office referrals for boys. Everything from learning about the male mind to changing the way we teach, in order to keep our boys out of the principal's office and in the classroom. St. Stephen Elementary is a small, rural, Title I School in Berkeley County.

Cavaliers Care : A Compassionate Schools Option to OSS

Ken Kiser and Shay Rice, Dorman High School

The Cavaliers Care Program at Dorman High School is designed to provide support resources for students to help them focus on career goals, making better choices, overcoming adversity and obstacles, improving soft skills, and academic achievement. The intent is to minimize OSS (Out-of-School) suspensions and keep students at school where we can provide counseling and support designed to help them to be successful. Students are still held accountable for their actions, but we are committed to helping them learn from their mistakes and minimize repeat offenses. The objective is to help students focus on their future and overcome barriers in their lives that interfere with their personal pathway to success. The program includes 3 on-site counselors that work with students to provide counseling in many areas including goal setting, substance abuse, conflict resolution, anger management, self-confidence, depression, etc. This program has also established partnerships with community organizations that provide essential resource support and counseling. Our data reflects a substantial reduction in out-of-school suspensions, improvement in student behavior and academic achievement, and measured success for students that are served in the Cavaliers Program instead of extended OSS consequences for misconduct.

Use Data to Transform Instructional Practices

Tammy Small, Pine Tree Hill Elementary School; Anita Wilson and Joann Waltman, Classworks

The days of delivering the same instruction to all students are gone. Teachers are called on to differentiate grade level instruction and close learning gaps for students. Interim assessments, like NWEA MAP Growth and Renaissance Star, provide a wealth of data about student performance and learning levels. Having that information is valuable. Using it to transform instructional practices is priceless. You may be using data to measure the effectiveness of your Tier 1 instruction. But, what about Tiers 2 and 3? Join our session for best practices on using data to evaluate and refine your intervention processes. How does technology play a role? Where does Progress Monitoring come in to the picture? Hear from South Carolina districts using student data to transform their Response to Intervention programs. Leave with actionable ways you can help your teachers turn data into achievement growth.

Tuesday, June 18
8:30 a.m. - 9:30 a.m.

ALL Means ALL: Making Learning Matter for Every Student

Michael Waiksnis, York District Four and Latoya Dixon, State Department of Education

Equity is a critical element in every school and every district. We have the enormous responsibility to make sure every student has an equitable learning experience that leads to outcomes that allows them to be ready for college and/or career. In this session, we will take a deep dive and look at ways to ensure equitable learning opportunities are happening for EVERY child in your school.

Blazing the Way in Public Relations

Melissa Myers, Brenda Mack-Foxworth, Marlon Thomas, and Brandon Ross, Ridge View High School

Every public and private school should have a toolkit full of proven public relations strategies. Communicating effectively and often is essential in keeping key audiences informed, building trusting relationship, and improving public perception. The administration at Ridge View High School learned some time ago how one negative news story can impact your school. Our state and national award-winning public relations team has made communications with students, families, employees, and community members a priority everyday. On holidays, weekends, and during the summer, subscribers to the school blog, At The View Daily, receive email updates on important dates, news and events. We have seen our Twitter followers increase from 100 to more than 2,300. Our community is wrapping its arms around Ridge View and becoming active participants in academic, arts and athletic events, celebrations and school improvement activities. This session will focus on how our school communications team has come full circle and is Blazing the Way by providing top-notch public relations. In our toolkit you will find a mass messaging system, school blog, website, social media, internal/external communication processes, media relations, personal phone calls/notes, home visits and so much more. Through great public relations, everyone is discovering the truth in our tagline, "It's All At The View." Using real experiences and strategies, the presenter(s) will show how to market your school and communicate effectively with key audiences while enjoying your successes! Attendees will leave this session with the strategies needed to kick-start and maintain a great school public relations program.

Growing Our Own: Filling Critical Needs Positions through a School District and University Partnership

Bill Briggman, Christy James, Charleston County Schools; and Lucy Santos Green, University of South Carolina

Noting a persistent need for certified teacher librarians, Charleston County School District reached out to the University of South Carolina. Together, they created a cohort of current teachers who are pursuing their MLIS degrees and filling critical needs positions. This session will focus on how the partnership operates, how current teachers are recruited, and how this model can be replicated for other critical needs positions and in other districts.

Implicit Biases and Their Impact on Students of Color with Disabilities

Tia Fletcher, SC Department of Juvenile Justice

We all have implicit biases. Implicit biases refer to stereotypes or beliefs that are unintended, subtle or hard to pin down. They often cloud our judgments and affect our actions in a discriminatory manner. However, the problem does not lie in the fact that we all have implicit biases. Rather, how our implicit biases negatively impact our students, particularly students of color with disabilities. On a daily basis, educators are responsible for educating students who look differently than they do, come from lower socioeconomic status than do, or who do not act or behave as they do. Given these factors, educators sometimes have a tendency to mislabel their students as defiant, belligerent, uncooperative, disrespectful, ignorant, or dumb, just to name a few. The assumptions held by educators are tied to students' identities and/or backgrounds and these assumptions can impede student growth and lead to disproportionality in special education programs. During this presentation, participants will identify and address implicit biases and explore how implicit biases affect students of color with disabilities. Additionally, strategies for overcoming implicit biases will be discussed.

Making Connections: The Importance of Social and Emotional Growth in Adolescents

Ally Keown, Greg Hall, and Lori Davis, Lady's Island Middle School

Do you struggle with making connections with those hard to reach students? We want to give you some practical tips on how to do so. We would also like to explain the importance of not just educating our young people, but also helping them grow socially and emotionally as well during this critical time.

Mirror, Mirror, who is the FINEST of them ALL!

Glenn Huggins and Patsy Pye, Dorchester District Two

How do you become the FINEST school in the state of South Carolina? The Palmetto's Finest process will be discussed and strategies and best practices will be presented. Participants will be actively involved in the presentation using the Palmetto's Finest scoring rubric to reflect on continuous school improvement.

Developing 21st Century Learners through a Global Curriculum: South Carolina's 1st Cambridge International School

Alisa Hamrick, Sandra Hawkins, and Garen Cofer, Aiken High School

Join Aiken High School's Cambridge administrative team as they explain the processes, hurdles, and successes of implementing the first Cambridge International program in South Carolina. The Cambridge International program emphasizes essential 21st century skills in its Cambridge Learner Attributes. The Cambridge Learner is: Confident in working with information and ideas – their own and those of others; Responsible for themselves, responsive to and respectful of others; Reflective as learners, developing their ability to learn; Innovative and equipped for new and future challenges; Engaged intellectually and socially, ready to make a difference. Learn what students and teachers at Aiken High are saying about the Cambridge curriculum and how it is preparing them to meet the rigorous standards of the Profile of the South Carolina Graduate. Wrap it all up with a question and answer session to determine if the Cambridge International program is right for your students.

Transforming Professional Development

Anna Brink and J.R. Reid, Laurens Middle School

As educational policy shifts have changed the way we think about principals as instructional leaders, district leaders have the need to think about how to lead learning for leaders. Using adult learning theory, communities of practices, and practical ways of integrating flexible ways to help districts re-think professional learning, this session will look at how to move beyond the typical orientation level of PD to stronger leadership. This session is also applicable to principals ready to build communities of practice within their schools!

Instant Ideas Session

The Top 10 Tech Tools to Make your Life Easier

Erika Wyatt and Cristie Mitchum, Devon Forest Elementary School

Raising Scores, Connecting Kids, and Being Future-Focused

Dan Boudah, East Carolina University and Denise Wooten, Ewing Middle School, Shamona Fernanders, and Dawn Rector, Ewing Middle School

Learning Forward South Carolina - Supporting Your Professional Learning

Christine Horowitz and Terry Pruitt, Learning Forward South Carolina

Getting "At-Risk" Students in the Fast Lane to Graduation

Seth Young and Kyle Whitfield, Wren High School

Einstein Goes to Work and College

LeKeisha Brown, Greenbrier Elementary School and Amanda Moreno, Jason Hudak, and Rayshawn Trapp, Greenville County Schools

Outcomes for Students with Disabilities in SC: How Do We Compare to Other States?

Dottie Brown, Bamberg District One and Tabitha Strickland, SC State Department of Education

The Best Things in Professional Development are Free!

Toni Chewning and Elizabeth Gressette, Palmetto State Teachers Association

Tuesday, June 18
9:45 a.m. - 10:45 a.m.

Attract the Most Effective Teachers You Need: How to Create a Year-Round, Multi-Channel Teacher Recruitment System

Deborah Wimberly and Paula Grant, Marion County School District and Jill Nyhus, Insight Education Group

Today's teaching candidates have more choices than ever before on where they can teach and work. In this hands-on session, participants will reflect on how recruiting teachers has radically changed for school districts in the last five years, uncover what candidates are seeking, and discover how a year-round, multi-stakeholder, and multi-channel recruitment system is attracting a new pool of teachers to a South Carolina district.

Creating a Culture Of Continuous Improvement: System Level Strategies that Get Results

Jeff McCoy, Justin Ludley, and Charlotte McDavid, Greenville County Schools and Justin Ludley, Greer High School

Continuous instructional improvement is critical for continuous success. Hear from Greenville County District and school level administrators about the process used to bring about increased test scores and instructional change. This continuous improvement model has proven to be an effective support model to bring about instructional change and help build instructional leaders at all levels.

Integration of Hip-Hop Ed in a suburban High School

Sam Oxley and Sherry Walters, Lexington High School

Christopher Emdin outlines groundbreaking educational strategies in his 2016 work, "For White Folks Who Teach in the Hood...And the Rest of Y'all Too", that strike at the heart of culturally responsive teaching. While his pedagogy is designed for and focuses on the needs of students in urban classrooms, we thought it would be beneficial to implement these same strategies in a suburban classroom. A major tenet of Emdin's pedagogy is a dynamic conversational tool called a cogenerative dialogue, or "cogen". The cogen is a regularly scheduled meeting between teacher and carefully selected students that represent the various cultures of a particular class. The space in which the cogen takes place is meant to be collaborative and free of judgment or scrutiny. Additionally, food is served at the cogen to create an atmosphere of camaraderie and exuberance. The intent of the cogen is to empower students' voices in the education process, and to forge a partnership in that process between the teacher and students. In place now at our high school is a similar strategy called a social contract. Students and teacher, usually in the first few weeks of school, decide on how to manage the classroom as one large group. Scenarios that arise between student peers, teachers and students, and times of conflict are discussed, and the class agrees on methods that deal with each of those interactions. These parameters are displayed on a poster that will be displayed in the classroom for the remainder of the semester. Afterwards, the social contract is approved as students sign the poster. This 2018-2019 school year, we selected a science class to implement a cogen in place of the social contract. Students will be selected by the teacher to participate in the cogen, and will meet on a regular basis to discuss how the science class will be managed by both teacher and students. Our talk will discuss our finding and provide an analysis in the differences between a classroom supported by a cogen versus a classroom supported by a social contract. Our findings will also

inform us on whether the cogen format is a viable long-term strategy in a suburban school, and whether it is reasonable to begin cogens in other classes in our school.

Public Relations...Millennial Style

Kelly Reese, Brian Scott, and Julie White, Lake Murray Elementary School

Everyone knows positive relationships are the foundation to a successful school culture. With the busy schedules of today's parents, teachers, students, and administrators, it is often difficult to commit the necessary time to focus on building relationships.

What are you doing to strengthen the most important relationships in your building? Has your team taken the time to monitor and make adjustments to your current plan to meet the needs of ALL stakeholders? Join us for an innovative (and FREE) approach to enhancing your relationships with parents, teachers and students. We are ready to equip you with instant ideas to implement in the coming year. Participants, we will also have an opportunity for you to share your most creative public relations strategies!

The Trauma Informed Educator

Ann Marie Taylor, Palmetto State Teachers Association

Kids that need the most love ask for it in the most unloving of ways. In this session, you will learn about how children who experience trauma need you more now than ever. The ACEs study will be discussed as well as some updated information on poverty and how that impacts your classroom. This session will give you new insights in working with your most troubled students.

Community Partnerships: A Key to Student Success

Lisa Fallaw, Melanie Starks, and Kim Entzminger, East Aiken School of the Arts

For the past six years, East Aiken School of the Arts has partnered with a local organization to bring in volunteers to read with our "bubble" students. Learn how this collaboration has created positive mentor relationships, developed increased community support for our school, our reading program and arts program, changed perception of our school within the community, and grown students' reading skills as evidenced by data. See how East Aiken School of the Arts Rotary Readers program is promoting student success during the school year and has led to the creation of a Summer Reading Road Trip in an effort to prevent summer reading slide.

Healthy Principals Healthy Schools 2.0

Chan Anderson, Chesterfield County Schools

While principals are expected to lead their schools; many have assumed the role of serving as life coaches and miracle workers. In the midst of handling ongoing school matters, principals can easily forget to take care of themselves. In the midst of their passion for helping staff, parents and students, many fall by the wayside by doing too much, carrying too much; many take on the burden of making sure that everyone in the school is happy and healthy, except themselves! Unfortunately, when good principals get burned out, they are the last to discover it, poor decisions have gone unrealized and negative consequences are inevitable. This session will provide aspiring, new and veteran principals with a winning prescription that will result in their long-term professional health and personal well-being.

Tuesday, June 18
11:45 a.m. – 12:15 p.m.

"You Got All That in 3 Minutes?" How 3 Minute Walkthroughs Changed My School's Life!

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. Based on the book "The Three-Minute Classroom Walkthrough: Changing School Supervisory Practice One Teacher at a Time" by Downey et al. (2004).

Redesigning a Traditionally Minded School towards a More Restorative Approach to Learning and School Culture

Jason Holt, Clyde Jobes, and BR Smith, Paul Knox Middle School

In the ever-changing world of accountability, the focus on student achievement cannot negate the necessity for a strong, learning-centered culture. In developing a culture for all to succeed, students must be intentional about all adults and students interact with one another. One school's exploration and pathway with restorative justice embedded into school operations has established positive outcomes as measured by school culture indicators.

This session will explore the why and the how of restorative justice in schools through the lens of a middle school principal and team. The "why" is around the sub groups that need a more innovative approach to learning and support. The "how" is around organically developed measureable action items that maximize learning time while enhancing the role and integrity of the teacher position in the school. This session will focus more on the "how" of one school's journey after unfolding a short exposure to the why grounded in student data.

Genius Hour: Another Approach to PLCs

Ryan Streetman, April Frederiksen, and Melissa Campbell, Robert E. Cashion Elementary School

Are you interested in using contract time to provide your staff the opportunity to receive professional development and quality planning time? Do you want to provide this without the cost of substitutes and requiring late afternoon meetings? Genius Hour is your answer! Presenters will share strategies for this innovative approach to PLC during the school day.

Guided Play: Recess Games to Guide Our Play

Matt Johnson and Carolina Cabe, Oakland Elementary School

"Go Play!" but what does that mean to our students. Do they know how to play? Are they truly being supervised while doing so? Guided Play provides students Safe Zones with games they have been taught, practiced and no one is left alone. Students are better supervised, safer from injury, and better behaved.

Super Administrators Wear KAPES!

Allana Prosser, Johnsonville Elementary; Shanda Poston, Scranton Elementary STEAM Academy; Jonte Barr, Lake City High School; Tonyelle Thomas, Olanta Elementary School; Deitra Johnson, Ronald McNair Junior High

Stepping into the job as a principal can be overwhelming to say the least. In our "superhero themed", upbeat presentation, we want to share the power of mentoring new principals through KAPE. This program is part of the shared services between Florence School District Five and Florence School District Three and focuses on the following areas:

K (Knowledge) - Sharing, Prof. Development, Data Analysis, and School Visits

A (Attitude) - Humor, Positivity, and Relationships

P (Perseverance) - Motivation, Uplifting collaboration, Encouragement

E (Effort) - High expectations, goals and follow through

You do not want to miss the opportunity to hear how we transformed training for first year principals.

College Readiness, with the Blindfold OFF: How RB Stall High School is using ACT College Readiness Data to Inform Every Day Practice

Jeremy Carrick, Mac McDougal, R.B. Stall High School; and Stirling Sampson, CERT

In an age of high stakes college readiness, both for school accountability and student post-secondary opportunities, schools have been left in the dark until ACT results come back, only to face the realization that the time to remediate has come and gone. At RB Stall High School, however, the faculty has turned their attention to the data, aided in part by an assessment product focused on the ACT College Readiness Standards and South Carolina College and Career Readiness Standards. Through a year long assessment program, regular PLC meetings, and an improving college-going-culture, Stall is positioning itself to change not only ACT scores, but life trajectories for each of its students.

Communication/Collaboration

Michelle Kimbrell and Danielle Hamrick, Boiling Springs Elementary School

Looking for ways to effectively communicate and collaborate within your school? From weekly communication with parents to flipped faculty meetings. Join us for some practical strategies to encourage effective communication and successful collaboration.

Children's Rights to Read: A Community on Fire for Literacy

Ameca Thomas, Laurie Seawright, and Lea Severin, Laurens District 55

In Laurens 55 we are using innovative ways to involve the community in literacy activities to raise awareness and participation in the literacy education of our children. By inviting the community into the schools, we are sharing the responsibility among all citizens to nurture the literacy development of our children. Come hear how Parent University, Reading Under the Stars, Community Readers, 30 for 30, and L3- Laurens Lifelong Literacy Summer Basketball League have ignited a fire for literacy in our rural community.

SC Teaching Standards 4.0 Rubric and The Arts Teacher

Matthew Wofford, Spartanburg District Five

This session will provide administrators insights into how observed instruction in arts classrooms relates to the 4.0 rubric. Administrators will learn the areas of the 4.0 rubric where arts teachers frequently struggle. They will also gain the understanding of how to “translate” what is being seen during observations into common language for pre- and post- observation conversations.

OnTrack Process Evaluation

Christine Crumbacher, Greenville County Schools

Greenville County School District has implemented the OnTrack process, which is a collaborative, data-based response to student needs, using timely, customized interventions and supports to keep students "OnTrack" to graduation. The goal of the OnTrack process is to increase math and English proficiency by 25%, reduce chronic absenteeism by 75%, reduce disciplinary referrals by 50%, and decrease out-of-school suspension by 50%.

This year, the Accountability and Quality Assurance Department is evaluating the fidelity of the OnTrack process, using an implementation evaluation approach. The implementation evaluation seeks to assess if there is fidelity between 14 buildings' application of the OnTrack process, what is working well/not well, if the infrastructure/resources are in place for success, and if staff report being prepared to implement OnTrack team meetings after professional development. Other evaluation interests involve the serviceability of GCSource, which houses data, and the practicality of the Intervention Connection System, which is the vehicle for assigning interventions to students flagged in the system. The evaluator will utilize several evaluation activities and data collection opportunities to answer evaluation questions such as, OnTrack team meeting observations, facilitator/teacher interviews, and professional development observations and participant interviews. Preliminary evidence suggests that OnTrack teams met regularly to determine the root cause analysis of students triggering the system and interventions were assigned in the Intervention Connection. Challenges associated with the process were having timely, appropriate data entered into the system such as grades and attendance and knowledge and familiarity concerning all interventions offered. Additional results and recommendations from the entire evaluation will be presented at the conference. Participants in this session will learn about: evaluating the implementation of the OnTrack process, monitoring OnTrack problem-solving teams, discerning roles and responsibilities, reviewing the intervention matching and accountability process, and determining professional development applicability.

Keeping it REAL (Reaching Everyone as Learners)--Provide your teachers choice in PD!

Shirley Sealy, Chad Hudson, Erik Gerstenacker, Amanda Painter, and Lisa Blanton, Cherokee County Schools

C&I team members from Cherokee County School District share how they developed and implemented an annual back to school professional development conference for their district employees, at relatively no cost to the district. Keeping it REAL 2018 featured 148 topics, 253 sessions, and 190 presenters. Session presenters will share the processes towards implementation and how they successfully provide PD choice for their teachers and other staff members.

From Seclusion to Inclusion

Sherry Hoyle, Winthrop University and Mary Beth Mize, Lancaster Middle School

This session will focus on how to shift the paradigm where staff belief is that the students are not yours or mine...but OURS. Administrators will glean ideas for how to assist teachers in being able to “see” how everyone plays a role in the development and success of all students regardless of the need, i.e., ESL, EC, medically fragile, special needs, gifted, etc. Participants will learn how strategies such as, school-wide character behavior awards, character focused school-wide reads, school-wide mentoring groups, Beta club Buddies, school-wide clothes closet for uniforms, electronic lesson plans, built in conferencing/consultation time, and other teaching strategies serve to successfully develop a sense of community that is inclusive of all children regardless of the need.

So Now You're an Assistant Principal- A First Year "Survival" Guide for New AP's!

Rhonda Gregory, Honea Path Middle School

A go to guide for all things assistant principal. Designed with the novice Assistant Principal or the Aspiring Assistant Principal in mind, this session will focus on the ins and outs of the job at hand, misconceptions about the role, and how redefining the role is an absolute must.

Tuesday, June 18
1:15 p.m. - 2:15 p.m.

Legal Update to Prepare Administrators to Handle the Most Difficult Legal Challenges Involving Employees, Students and Parents That May Arise

Kathy Mahoney, Vernie Williams, and Dwayne Mazyck, Halligan Mahoney & Williams

This session will provide attendees with the most current legal updates on challenges they may confront when dealing with employees, students, and parents, as well as updates on any new laws affecting school districts.

Core Connections: Connecting Career & Technical Learning to Core Learning

Bryce Myers and Tradd Denny, Lexington Technology Center

According to the Association of Career and Technical Education (ACTE) research, "more than 80 percent of manufacturers report that talent shortages will impact their ability to meet customer demand, health care occupations are expected to grow by 18%, half of STEM jobs call for less than a bachelors degree, and 3 million more workers will be needed for the nation's infrastructure in the next decade." In the Columbia Metro area, companies like Carolina Power, Nephron Pharmaceuticals, Michelin, Nucor Steel, D and T Fabricators, and Yamaha Outboards have all expressed a strong desire to have students trained and prepared to enter the workforce out of high school and have even agreed to pay for additional education through scholarships, apprenticeships, or other work study programs. Each company has resoundingly communicated their desire for us to prepare students for specialized jobs to fill the growing skills gap.

One area of focus at Lexington Technology Center is a program we call "Core Connections". Our desire is to connect valuable career and technical training courses to core courses. In our session, we will discuss and give examples of how we are implementing Core Connections. Some examples include science in Welding, English in Marketing, math in Machine Technology and Building Construction. At LTC, we believe we can make a difference in student learning by teaming with core teachers to connect core and career education.

We hope you will join us for our session!

I may need to revisit and edit this?

Creating a Solid Foundation for Early Childhood

Wendy Folsom and Shari Stubbs, Chesterfield County Schools

Chesterfield County Schools has implemented a district-wide shift in early childhood practices. Through a Community Block Grant, partnerships with Clemson University, and family engagement practices, the district has created a child-based culture where authentic learning is a priority.

Embracing and Enduring Change

Sabrina Suber, Denise Fowler, and Vanessa Rhoden, Richland Northeast High School

Change is a process that takes time, but what happens when change occurs faster than the people accept it and the changes never stop? Join Richland Northeast as they share their experiences with change. Learn how they have created strategies for enduring change and how they've embraced change and used it to their advantage to increase student opportunities and student achievement.

A Unique Union: The Compliant IEP Linked to Student Outcomes

Cassie Cagle and Beth Taylor, Aiken County Schools

Often Special Education Departments are solely focused on dotting the i's and crossing the t's. Special education is considered an exercise in compliance resulting in many teachers, administrators, and departments losing focus on student outcomes. In Aiken County Public Schools, we made intentional efforts to tie compliant IEPs with evidence-based instruction in teacher training, coaching, and expectations. These efforts directly led to improved student outcomes. Come learn how we connected instructional best practices with IEP development to improve both compliance and student outcomes.

Follow Hawkeye, Trapper, Duke, Dago Red, Painless, Radar, Hot Lips, Dish and Staff Sergeant Vollmer as they put our boys and girls back together again! FSD3's MTSS "Triage" procedures to support the most vulnerable students.

Laura Hickson and Cheryl George, Florence District Three

Academic, social and emotional supports and interventions within a Multi-Tiered System of Supports (MTSS) can reduce risks, teach social and emotional skills and create environments that support student well being and positive academic outcomes. Florence School District Three took a "triage" approach to accelerate and maximize student academic and social-emotional outcomes through the application of data-based problem solving models and by utilizing effective leadership at all levels of the educational system. Learn how to stop putting band-aids on subcutaneous wounds when addressing the academic, social and emotional needs of students. MTSS "triage" is the process of sorting people based on their need for immediate academic or social-emotional treatment as compared to their chance of benefiting from such care. MTSS "triage" is done in supportive academic settings to maximize the number of "survivors". This presentation will review the implementation and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that prepares all students for post-secondary education and/or successful employment within our global society

Managing Chaos During Family Reunification

Kevin Wren, York District Three

This session will cover lessons learned from the implementation of the I Love U Guys' Standard Reunification Protocol during a large reunification functional exercise.

Co-Teaching: Setting the Stage for Success

Shawn Wootton, Spartanburg District Six; Mitu Bagchi, Dawkins Middle School; Jessica Woodson, Fairforest Middle School; Sarah Kate Higgins, Fairforest Middle School; and Haley Dill, Gable Middle School

Are you thinking of co-teaching in the near future or simply considering how you can re-fine your practice? Middle school general education teachers and special education teachers will demonstrate how to build and strengthen an effective classroom partnership to meet the needs of all students. Gain an understanding of the needed characteristics and components that make this service delivery option a success for teaching and learning.

Tuesday, June 18
2:30 p.m. - 3:30 p.m.

Aligning your Comprehensive School Counseling Model with your School Goals to Maximize Student Success

Rob Rhodes, Greenville County Schools; Carrie McCain, Hughes Academy; and Anna Claire Butler, Taylors Elementary School

School Counselors play an integral role in the daily operation of the school, and are best utilized when providing direct and indirect services to students in partnership with the school's administration. Participants will gain a clear understanding of how to support a student-centered comprehensive school counseling program. Using the national model, we will share ways to utilize data in order to evaluate your program and identify areas for improvement, increase your counselors' skills and knowledge, and enhance your school counseling program's efforts to contribute to student success.

School Level Induction to Support Early Career Teachers

Jenna Hallman, and Suzanne Koty, Center for Educator Recruitment, Retention, and Advancement (CERRA)

The research is clear; teachers who participate in meaningful induction programs with a mentoring component report higher levels of satisfaction, commitment to the profession, and retention. Furthermore, these teachers also perform better in certain aspects of teaching, and their students have higher gains on academic achievement tests. With today's teacher shortage it is more important than ever to retain teachers in your building. Strong building-level induction programs enhance school culture while also supporting mentors and the teachers they serve. Come discover how you as the administrator can be the key to a successful school-level induction program.

Flipping PD: From Exhausting to Energizing

Melanie Hammack and Catherine Moore, Clemson University; and Patsy Smith and Susan Finley, Youth Leadership Academy

Tired of professional development that just gets tucked away in another notebook on a shelf? This session will guide you in creating a professional development plan for your school that is relevant, applicable and FUN! The goal of this session is to assist and immerse educators in the design of personalized professional development that is relevant, applicable and fun. Using research-based foundations (Adult Learning Theory: Malcolm Shepherd Knowles and ADDIE Model), participants will make the connection between the South Carolina Teaching Standards 4.0 rubric and applicable professional development that includes the following: purposeful objectives, positive productivity, active engagement, critical reflective thinking, individual connections and fun. Presenters will provide an overall summary of necessary ingredients for creating a culture of success in any school. Modeling the "I do, We do, You do" strategy, we will guide participants in the collaborative development of a year-long, theme-based professional development park. Collaborative groups will create a usable park map and present ideas to the whole group. Instructional Coach Susan Finley, who led her school (Youth Leadership Academy) to an EVAAS score of "5" for the 2016-17 school year, will share an actual professional development plan based on the presented model. Participants will leave with a cache of ideas for their own professional development plan that can be personalized to meet the needs identified by the SC Teaching Standards 4.0 Rubric.

Closing the Achievement Gap

Beth Taylor and Cassie Cagle, Aiken County Schools

Data from state testing and district universal screening tools from 2013-2016 showed increasing gaps between general education students and students with disabilities in both reading and math across all grade levels. As a result, the Department of Special Programs in Aiken County Public Schools conducted extensive research on evidence-based instructional models and curricular resources. The results of this research ended in a cohesive district-wide instructional model for students with disabilities utilizing best practices and evidence-based resources. Come hear how our innovative, research-based programming for students with disabilities is closing the achievement gap between students with disabilities and their peers.

High Quality Work & Student Achievement: A Broader View of Our Children's Growth

Bill Coon, Kyle Meetze, Alisa Long, and Jamie Powell, Meadow Glen Middle School and Natalie Osborne Smith, Lexington District One

At Meadow Glen Middle, we are taking a different approach to student achievement. Through our work in the EL Education network, we have come to understand that student success and achievement really is comprised of three dimensions: Mastery of Knowledge and Skills, Character, and High-Quality Work. In this session, we will take a closer look at one of these dimensions- high quality work. Come see how we define high quality work and experience how we measure it as a facet of student and school growth. As a participant, you will walk away with a variety of resources and protocols to implement a focus on high quality student work in your school.

Redefining the Small High School: A Potpourri of Partnerships, Planning and Professionalism

Jason Bryant, John Folger, and Ova Brown-Gillespie, Cheraw High School

Over the last two years, Cheraw High School has introduced a multitude of programs that assist in the development of the college and career ready student. These ventures include a school to work program, professional learning communities, soft skill building classes, forklift certification classes, intervention hour and an early college program. All of this was done with little cost, and a lot of relationship building and partnerships in this small rural community.

Resilience is their Superpower!

Karen Bush, Inman Intermediate School

What are Adverse Childhood Experiences and how do they impact our students, teachers, and schools? Come and learn how trauma-informed schools can help students develop the resilience to overcome their ACES...because Resilience is their Superpower!

South Carolina: We Are Stronger Together

Arlene Bakutes, Richland District Two; Jody Penland, Laurens District 55; and Brenda Schrantz, Laurens 56 District

Across the state of South Carolina, we hail from small-medium-large poor school districts, small-medium-large average school districts, and small-medium-large affluent school districts. However, we all are striving for the same goal: to help our students develop college- and career-ready skills to become successful! Calhoun County, Laurens 55, Laurens 56, Sumter County, and Richland School District Two joined together to collaborate on the 2018 federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. These school representatives recognize that together, we are stronger. We all have one common goal. During the collaborative process, we all provided strong input as the project design was formed. We all developed our own unique strategies that aligned with the goals of the grant. What was the outcome of countless face-to-face meetings, online collaborations, and Google hangouts for this five-district consortium? The team received the ONLY GEAR UP grant awarded in South Carolina for \$16,025,000. These funds provide student support services for seven years, beginning now and following the 7th graders through their first year of college. Come hear how we collaborated synergistically for the good of South Carolina's children, our children.