

## 2021 SCASA Innovative Ideas Institute Breakout Sessions

**Monday, June 21**

**11:00 a.m.–12:00 p.m.**

### **Virtual Education Meets Reality**

*Richard Rosenberger and Veta New, Anderson School District Five*

Anderson Five Virtual Academy was birthed with just over one month of planning. Now 4,000 students are enrolled. What sets this program apart is the camaraderie of the 130+ staff members educating students using communication skills and technology techniques like never before. Forget bus duty, lunch duty, and evening events; the Virtual Academy staff is doing what they were originally hired to do—teaching! Pulled from close to 20 schools, teachers have created a learning approach that towers above other virtual programs. The team will share challenges, opportunities, insights, and many personal stories that can be used to inform and connect others to best practices in establishing and maintaining the most robust, effective, and sustainable virtual academy.

### **Building SPED Leaders at the School Level**

*Celina Patton, Kathy Griffin, and Laura Merrick, Charter Institute at Erskine*

As leaders, we must ensure compliance, de-escalate tough situations, and complete countless activities, but the overriding goal is to increase student achievement and outcomes for ALL students. Join us to gain the knowledge you can use to develop a dynamic school SPED team that can begin moving beyond reactive management into leading teams with intention and learning to mitigate risk by implementing proactive systems. Insights will be offered on how administrators can partner with SPED teacher leaders in their school buildings to enhance the capacity of their teacher leaders in special education and implement a successful special education program while building the leadership skills of these SPED teacher leaders.

### **MTSS Targeted Intervention that Worked: Students' Testimonials**

*Yvonne Commodore and Deitra Johnson, Dr. Ronald E. McNair School of Digital Communication and Leadership; Laura Hickson, Florence School District 3; Faith Tyner, WellSpring Psychology Group*

The Multi-Tiered System of Support (MTSS) process was adopted by Florence School District 3 and piloted at Dr. Ronald E. McNair School of Digital Communication and Leadership. There were grave concerns regarding the low academic performance, excessive discipline referrals, and childhood trauma being expressed by 62% of our students. This session will outline strategies employed, comparison data, and testimonials from five current students. Attendees will gain practical intervention ideas and understand the multi-systemic approaches that facilitated our school turnaround.

### **One Class. One Teacher. Seven Different Grade Levels. The Solution?**

*Andy Guidici, NWEA*

More than ever, it is crucial to have trustworthy, actionable data for teachers and administrators to navigate unfinished learning. At NWEA, we collaborate with the industry's most extensive array of instructional partners to help schools and districts maximize the tools they're already using to support grades K-12. During this session, educators will learn how to connect MAP Growth data with content from more than a dozen instructional partners.

## **Project Connect—Solar-powered, Self-contained Wi-Fi Creating Community Learning Centers**

*Bill Brown, Greenville County Schools*

Distance learning became the norm across South Carolina when the Governor, by Executive Order, closed schools in mid-March in an attempt to mitigate the spread of COVID-19. The lack of Internet accessibility and connectivity for over 150,000 South Carolinians, coupled with little time to prepare for virtual learning, left many students falling through broadband cracks. Greenville County Schools (GCS) faced unique challenges due to the sheer size of its student population, the broad expanse of the district, the topography of the land, and the many rural Internet “dead zones.” To address the situation, GCS has identified and built a solution that provides a widespread and long-term application to not only students residing within these digital deserts but also residents and businesses located in the identified areas. It involves the deployment of solar-powered, self-contained Wi-Fi units at public and private locations (with their permission), such as local churches, recreation facilities, etc. The units can be mounted on light poles, rooftops, or even trailers similar to those used at construction sites. This presentation will cover the design and implementation of Project Connect.

## **When Behavior Is the Focus**

*Debbie Bishop, Greenwood School District 50; Erin Celek and Mark Davis, Genesis Educational Center; and Brandon Nance, Instructional Services Center*

Do you have teachers, administrators, and/or parents overwhelmed with handling student behaviors? Are you at a loss for where to begin? Do your teachers (and/or administrators) feel “stuck” and can’t move forward because of problematic student behaviors? Join our Behavior Support Team for a presentation on improving behavioral climate. Hear our experiences in implementing a Behavior Focus Class and making a systemic change to improve the behavioral climate for classrooms, schools, and district-wide. Our experiences focus on piloting and later implementing Behavior Focus Classes; providing individualized recommendations to classroom teachers; and supporting teachers and administrators through professional development and direct classroom modeling. Our team will share the pitfalls during our experience and will share roadblocks we faced and evidence-based solutions we used.

## **Implementing Transformative Leadership in a Priority School**

*Don Hardie, Lakisha Cook, and Margaret Schilit, White Knoll Middle School*

Learn how White Knoll Middle School administrators have used transformational leadership strategies to implement the workshop model, virtual teaching and AVID in a priority school during the COVID pandemic. WKMS administration has created a program that has administration and teacher leaders observing and providing feedback on a weekly basis based on the 4.0 rubric that challenges and encourages teachers. During this session the audience will be surveyed to drive the direction of the presentation in order to meet the needs of the present audience. Come learn how WKMS is empowering teachers and students to take charge of all learning.

## **WOW! So That's a STE(A)M Classroom**

*Alice Gilchrist, SCCMS/S2TEM Centers SC*

When an administrator walks into a STE(A)M classroom, there are certain aspects of teaching and learning they should observe. How should a teacher manage excited students, multiple materials, student learning, collaboration, and time on task in a STE(A)M classroom? Do administrators know what to look for when observing teachers as they manage all the moving parts of a successful classroom? How can they determine learning from chaos and how should they encourage and support their teachers? Testimony from current STE(A)M school administrators and STE(A)M teachers will be shared with the audience as participants engage in reading, writing, and dialogue to explore ways they should observe a STE(A)M classroom. Becoming a supportive STE(A)M school administrator takes one step at a time so come and take your first step with us. Tried and true tricks of the trade will be shared to set you on the right path to becoming a successful STE(A)M administrator.

## **Arts Opportunity to 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 student achievement. 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.

## **Race and Other Elephants in the Classroom: How to Have Conversations about Race and Racism to Benefit Students and Staff**

*Tony Hemingway, Kershena Dickey, and Will Dyer, York School District Two*

How does the conversation about race and racism begin and end to impact students' and teachers' social and emotional well-being? We will share our district's struggles and successes with navigating tough conversations about race, racism, diversity, and inclusion.

## **Connection, Collaboration, and Innovation Drive Change for the Better!**

*Tennille Wallace, Mychal Frost, and Chris Odom, York School District Three*

Connection, collaboration, and innovation drive change for the better! Cross-functional leaders in the Rock Hill School District share ideas and ways that you can drive process improvement and reduce costs across your school district by empowering leaders to implement small changes. Ideas such as better understanding software, process mapping, and understanding wastes inherent in a system allow us to see an opportunity for improving. In Rock Hill, leaders from technology, instruction, and communication have joined together to streamline and improve processes spanning data collection, student and program registration, automation of employee onboarding tasks, and more. One change to the district's student registration process is expected to save the district an extensive amount per year. Another change to employee onboarding has not only reduced duplication of services but has also led to both a more welcoming environment for new employees and improved data reliability across systems ranging from human resources and benefits to payroll and email. Whether you're looking to reduce contractor costs or improve intradistrict operations, don't miss this session.

## **Do You Know EDGAR?**

*Jewell Stanley, SC Department of Education*

Who is EDGAR, you ask? EDGAR is the Education Department General Administrative Regulations. If you have ever had a brilliant idea for your Title I plan only to be told by your Federal Programs Director or the SC Department of Education that you could not fund your brilliant idea with federal dollars, that was because of EDGAR. EDGAR is the complete list of federal regulations that govern all federal grants awarded by the U.S. Department of Education. In this session, participants will receive clarification on the allowable use of federal funds as outlined by EDGAR, particularly for Titles I, II, and IV. Participants will also leave with an “Allowable Use of Funds” guide and will be able to confidently say, “Yes, I know EDGAR!”

## **A LOR—The Instruction Hub: What, Why and How!**

*Lee D'Andrea, SC Department of Education*

The SCDE is implementing a statewide Learning Object Repositories (LOR). The LOR is a comprehensive digital library for all teachers in all districts to access high-quality, effective resources aligned to SC Standards by grade and subject. The LOR is for educators and the planning for instruction—face-to-face and virtual (synchronous and asynchronous). The LOR, named in SC the Instruction Hub, has four main goals: (1) increase the number of high-quality resources, lessons, and activities for teachers to use in creating the teaching and learning experience in the digital environment (either in the classroom or away from the classroom); (2) provide created or purchased courses for students to access all over SC regardless of where they live; (3) save teachers time in planning and preparation; and (4) house a library of professional development for all educators, including content-centered lessons, technology skill-building, and general communications focused on pertinent SC topics. Come find out more; see the dashboard and the professional development plans! Time for Q&A!

**Monday, June 21**  
**1:10 p.m.–2:10 p.m.**

### **Riding the Waves of eLearning**

*Anna Baldwin, Anderson School District Five; Kristen Hearne, Anderson School District 1; Beth Dabney, Anderson School District 2; Stewart Lee, Anderson School District 3; Charlotte McDavid, Greenville County Schools*

Join us for an interactive session with a panel of eleven upstate eLearning pilot districts: Anderson One, Anderson Two, Anderson Three, Anderson Four, Anderson Five, Greenville County, Greenwood 50, Greenwood 51, Laurens 55, Laurens 56, and Oconee County. Districts will cover successes and challenges over the past school year. Leave the session with information and resources to help your district to successfully implement eLearning days.

### **Engaging Your Board and Stakeholders in the District's Strategic Planning Process for Continuous Improvement Annually and During the Pandemic**

*Laura Hickson and Kasey Feagin, Florence School District 3*

Community and the feeling of belonging are among the most common reasons why a parent might choose your school district. Every voice matters! Every organization needs to be goal-oriented with a set of aims and objectives for obtaining growth, continuous improvement, and success. Engaging your external and internal stakeholders is vital to the success of your district for the following reasons: it gives the entire team a sense of direction of the district/organization; it makes your district competitive; it provides opportunities for innovation in the district; it makes the district proactive, not reactive; it elevates productivity, operational efficiency, and a sense of shared responsibility; and it cultivates a culture of diversity and inclusion. This session will provide school board members and district leaders with strategies for intentionally engaging your stakeholders to cultivate a culture of diversity and inclusion. Presenters will share specific examples of how our district engaged our community yearly and during the pandemic as well as how the board played an integral part of this process.

### **Cultivating Growth Mindset and MTSS**

*Merriman Nichols, Nikki Ingram, Robyn Galloway, Hope Robinson, and Betsy Horton, Kershaw County Schools*

Kershaw County Schools (KCS) has moved from RTI to the Multi-Tiered System of Supports (MTSS). To achieve this, growth mindset was cultivated and nurtured. KCS had an RTI manual and some processes in place; however, students were still falling through the cracks. The district used the research science behind the six critical areas of MTSS to move students forward and change the trajectory for all students. The district repurposed some positions into feeder area schools in elementary and middle schools into MTSS coaches. This system change created a systematic alignment process to identify which students needed what help. Through PLCs and coaching teachers and administrators mindset toward what MTSS is and is not changed to the benefit of student growth. KCS focused on growing by using best practices, repurposing 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.

## **Honing Your C.R.A.F.T. (Culturally Responsive Approaches to Facilitate Transformation)**

*Priscilla Johnson, Sand Hill Elementary School; Gary Seboldt, SC Department of Education; April Sanders, Clay Hill Elementary School; and Tria Grant, Center for Teaching Quality*

Teaching today requires more than the "sage on the stage" approach to instructional delivery. The culturally responsive educator thrives from knowing their students' voices influence choices in their instructional design. Hone your C.R.A.F.T. and connect with all students, allowing them to see themselves in meaningful pedagogy.

## **How Can I Meet the Needs of All Learners? Teacher Retention and Best Practices for Effective and Efficient Scheduling**

*Jinni Friend and Angie Slatton, Lexington-Richland School District 5*

As administrators in special education, how can we exceed the vision and be the difference to help retain our special educators? Research in the field on teacher retention identifies caseload size, paperwork responsibilities, and administrator support as some of the most impactful factors that lead to special educators either remaining in or leaving the profession. Contributing to teacher burnout is the complex schedule that does not allow for common planning time with other educators and does not meet the diverse needs of learners based on instructional grouping. A comprehensive schedule of services for students that allows for collaboration, common planning, quality IEP development, and job-embedded professional development for the special education teacher is critical. In this session, participants will learn tips, techniques, and strategies to develop schedules that can result in higher levels of teacher satisfaction resulting in increased outcomes for increased teacher retention and student outcomes.

## **School-Wide PLC Transformation: A Journey from Commitment to Fulfillment**

*Sheila O'Neil-Brown, Jamane Watson, and Prasanna Shekar, Marlboro County High School*

Research suggests that school systems that emphasize professional learning communities display higher levels of teacher motivation and academic achievement. (Reeves & DuFour, 2018). So how do we actualize this vision in our schools? This workshop is a resource for educators who are looking to move student learning forward through the systemic implementation of the four critical questions of a Professional Learning Community (PLC). Join leaders from Marlboro County High School as we share our journey of continuous improvement in building a culture of effective teams in our school. Through several key levers, learn how we have supported our educators in displaying a laser-like focus on student achievement. Additionally, attendees will have a chance to explore how to utilize PLCs as opportunities for teams to prioritize standards, identify essential skills, create common assessments, and implement tiered intervention. Participants will leave the session with practical ideas on how to revitalize and sustain a productive school-wide culture of collegial collaboration.

## **Positively Motivated!**

*Angie Showalter, Katie Kinard, and Sabrina Coan, Wellford Academy of Science and Technology*

How do you keep parents and students engaged with the school community while continuing to have staff members enjoy coming to work?! Learn how one elementary school motivated students to improve their daily lessons and motivated families to participate in school events. Furthermore, learn how this school created a fun, family-like environment where teachers can have a blast while boosting each other's morale and where they enjoy coming to work each day.

## **There Is a Magic Bullet**

*David Mathis, SC Department of Education*

Some say there is not a magic bullet in education, but there is. An effective teacher and strong building leader are our magic bullet. The SCDE is committed to assisting schools and districts in building capacity in teachers and school leaders by providing resources that improve the quality of instruction in every classroom. Participants will leave this session with a toolbox of resources that include lesson and unit plans, rubrics for developing quality lessons, a guide for conducting curriculum audits, a process to unwrap content standards that align to the rigor of the standard, and a proven roadmap for school improvement. Additionally, the SCDE will provide a list of the most promising practices reported by districts that accelerate learning after the pandemic.

## **Using Food for Thought SC for a Successful Nutrition Program, and CEP Update**

*Donna Davis and Ellen Mason, SC Department of Education*

The Office of Health and Nutrition will demonstrate tools in Food for Thought SC critical to the success of your nutrition program. Focus will be on new software that insures program compliance with USDA regulations. Presenters will demonstrate menu development software that promotes creative school menus that are cost effective. A CEP update will be provided.

## **Instant Ideas**

This format of learning has been spreading across the country and world! Each talk is exactly five minutes long and covers a variety of topics. Presenters share their personal and professional passions using 24 slides, 20 seconds per slide, for a total of 8 minutes. The following topics will be shared.

### **Creating Reflective Practices in Difficult Times**

*Dennis Dotterer, Sherry Hoyle, and Tammy White, Winthrop University*

### **Building Instructional Capacity Within: Using Trust to Professionally Develop Your Team**

*Alana Powers and Allison Hepfner, Doby's Mill Elementary School*

### **System Overhaul—What Do YOU Do When YOUR Students Don't Get It?**

*Rhonda Gregory, Anderson School District Two*

### **Hold on to that JOY!**

*Rhonda Gregory, Anderson School District Two*

**Monday, June 21**  
**2:30 p.m.–3:30 p.m.**

### **Engaging Families in a Socially Distanced World: Strategies to Build Strong Partnerships**

*Becky Dukes, Allendale County Schools and Teresa Brown, Family Leadership, Inc./Parenting Partners*

In our new 2021 normal, COVID-19 forced us to re-evaluate the way we connect with parents and families. To meet the challenges, Allendale County Schools turned to their parent engagement partner, Family Leadership, Inc., who adapted their existing Parenting Partners Workshops to the Zoom platform and increased the impact of family involvement by making it easier to participate and more engaging than ever. This interactive session will demonstrate practical, transferable family engagement practices, including how to engage parents virtually. Join us as Becky Dukes, Director of Federal and Accountability Programs for Allendale County Schools, and Patty Bunker, National Director of Family Leadership, Inc./Parenting Partners, share with you their experiences with success.

### **License to Coach: Implementing School-Wide Coaching Cycles for Administrators and ICs**

*Ashley Wardlaw and Logan Wright, 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!

### **Legal Guidance for Administrators to Navigate the First Amendment, Employee and Student Expression, and the Use of Social Media**

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

This session will provide administrators with specific legal guidance regarding how to navigate employee and student communications (whether in person, in writing, through technology, or through social media) in a manner that is consistent with the law, but also limits disruption to school operations.

### **Summer Slide vs. COVID Slide: Achieving the Impossible**

*Nicole Kirkley and Harriet Boykin-Garity, Blaney Elementary School; and Matia Goodwin, Camden Elementary School*

You thought the summer slide was bad, how about the COVID slide? We know that students regress academically over the summer, but after COVID hit, we saw a more significant regression than what we were projecting. Let us show you how we utilized Tier 1, 2, and 3 instruction to maximize student-learning outcomes and achieve growth in the toughest year yet.

## **CTE: Outside the Box**

*Bryce Myers and Tradd Denny, Lexington Technology Center*

In CTE, like other areas of education, it is difficult to think, dream, create, and then implement "outside the box." In this session, we will identify common issues that are faced in CTE. We will then explore what we've learned from the Covid-19 period to enhance our CTE learning structures. We will brainstorm ideas to promote CTE and enhance its perception, and we will explore options of how we can work "outside of the box" across all systems to reach as many students as possible to prepare them for future careers.

## **Leveraging Organization Change Using Data Teams, Lesson Study, Reflection, and Teacher Agency**

*Kristie Krause Smith, Lindsey Head, and Malisa Johnson, Oak Pointe Elementary School*

Oak Pointe will share our experience implementing data teams utilizing teacher agency through the lesson study format to impact instruction and student achievement. In the context of professional learning, teacher agency is the capacity of teachers to act purposefully and constructively to direct their professional growth and contribute to the growth of their colleagues (Calvart, 2016). Through reliance on research on lesson study, we designed a learning opportunity focused on mathematics and reading, respectively. In this session, presenters will describe how various grade-level teams engaged in lesson studies supported by administration and university faculty. We will discuss how the utilization of lesson study in the context of professional learning grows teacher agency and capacity to purposefully deepen instructional strategy implementation that impacts student achievement.

## **Leading with Love #345Marlboro**

*Ashley Taylor and Mahilda Douglas, Wallace Elementary Middle School; Crystal Hewitt, Bennettsville Intermediate School; Joy Rankin, McColl Elementary Middle School; and Gregory McCord, Marlboro County School District*

Leading with Love during the pandemic has helped us to focus on the social-emotional well-being of our school families. Our district motto is #345Marlboro: 3 words "We love you", 4 words "We care about you", 5 words "We are here for you." Come learn about #345Marlboro and what our schools have put into place to ensure the social-emotional well-being of our students, staff, parents, and community. Find out how we are utilizing community resources to assist everyone during this trying time. Through the utilization of school-based administrators, social workers, parent educators, and school resource officers, we have been able to engage our students in hybrid and virtual instruction. Constant communication and partnerships have allowed us to engage with our community. Even through the pandemic, Marlboro County School District has continued to support the community in various ways. Our students have even stepped up to Lead with Love. #345Marlboro—It is more than a saying; it is a way of life for all of us.

## **Tracking College and Career Ready Status of High School Students**

*Daniel Fallon and Katie Cox, Beaufort County Schools*

In this session participants will learn how Beaufort County School District's Data Services Department works closely with high school leaders to ensure they stay up-to-date on the College and Career Ready Status of their students. Participants will learn about the team approach that is needed to ensure students graduate from high school College and/or Career Ready.

## **Purpose over Preference: From “Program” to Practice**

*Jamilia Kenely, Ezetta Myers, Tori White, Courtney Robinson, and Monique Flowers, Kelly Mill Med Pro Middle School*

The purpose of this session is to share our journey with AVID schoolwide and how we have implemented the system with fidelity. Participants will get an overview of the systemic barriers we have faced and how we have worked as a team to overcome systemic and site-specific issues from a middle-level case-study perspective. Specific focus will be given to the design and structure of the master schedule, state-mandated requirements, access to rigorous courses, accountability, and site-based professional development. The session will include an examination of how our site uses AVID’s domains to develop solutions and evaluate outcomes. Attention will be given to increasing male representation in the AVID elective, Algebra I numbers, and Summer Bridge participation. Participants will have an opportunity to brainstorm additional barriers and possible solutions. The intended audience for the session includes sites that are interested in developing AVID schoolwide, including site administrators and leaders.

## **Seeing through New Eyes, a Blueprint for Reaching Difficult and Challenging Students**

*Floyd Lyles, South Carolina Department of Juvenile Justice*

You have difficult and challenging students. How do you deal with them? How do you reach these students? How can you turn a negative situation into a positive one? Seeing through New Eyes will provide a blueprint you can follow. This will ensure success for the most difficult and challenging students you encounter. Have you ever thought about how these students see educators? We don’t always see things how they are. Instead, we see things how we are. This presentation will help you build relationships with students and make life-changing connections. “Your students may forget what you taught them but will always remember the way you made them feel.” The blueprint for success includes three core values: relationship, restructure, and results. Please join us to SEE THROUGH NEW EYES

## **Gauging District and School Implementation of MTSS to Maximize Achievement for All Students**

*Quincie Moore and Taylor Seale, SC Department of Education*

This session will provide district and school leaders with steps for strengthening and implementing current MTSS processes as we move into the third year of statewide MTSS implementation in SC. The presenters will discuss the impact of current and proposed legislation on MTSS. Topics will include using data to drive decision-making, to plan for high-quality Tier 1 instruction and identify appropriate interventions, and to maximize both annual and catch-up growth for all students.

## **Developing Teachers and Leaders with an Equity Lens: How the SC Teaching Standards, Special Areas, and PADEPP Rubrics Can Help You Create Supportive, Inclusive, and Rigorous Classrooms**

*Lilla Toal Mandsager and Kimberly Howard, SC Department of Education*

Schools and districts that are serious about addressing educational inequities know that a safe, inclusive environment is foundational. If we want every student to have access to high quality classroom instruction, we need common language to ensure our expectations are high and helpful data to understand where we are. This session will equip participants with specific data points and indicators that can help your team create a common vision for instruction and leadership that engages students' hearts and minds.

**Tuesday, June 22**  
**8:15 a.m.–9:15 a.m.**

### **Playing with Endless Possibilities**

*Kelly Augenstein, Contract Construction; Ed Gruetzner and Jill Moore, Landscape Structures, Carolina Park and Play*

Close your eyes and let your imagination take you back to the days of recess on the playground. Voices of children laughing as they play echo in the distance, just one sign of children learning and challenging themselves during precious years of childhood. Whether it's swinging on monkey bars or flying through the air on a swing set, playgrounds are often where children test their own limits and grow exponentially. They are rich landscapes full of cognitive, sensory, social, physical, and emotional benefits. However, some children aren't included in this formative landscape. One in 26 people in the United States have some sort of disability, be it cognitive, learning disorders, or even autism. School districts face a growing student population with special needs that are missing out on the benefits of being kids. This session is dedicated to increasing district leaders' awareness about ways inclusive play and outdoor activities can benefit their special education programs. Our interactive and unique presentation will discuss ways schools can implement playground elements, further developing healthy students, families, and communities. Welcoming innovation and inclusion for all student populations is just one way districts can create special areas designed for children of all ages and abilities.

### **Streamline Your Administrative Life! Using Technology Tools to Improve Stakeholder Communication**

*Arlene Wallace, Mayo High School for Math, Science & Technology*

We all know how communication plays such a key role in what we do. How do we ensure that our staff, students, and parents all know what's happening in our building? In this session, participants will learn of technology tools that allow you to improve stakeholder communication and keep everyone in the know!

### **iDobys—Service Learning for the 21st Century**

*Allison Hepfner and Lysa Manning, Doby's Mill Elementary School*

At Doby's Mill Elementary, we have developed a three-tiered system (iLearn, iLead, iServe) to develop the whole child, while meeting needs academically, socially, and behaviorally. Our students serve their school, district, and community, helping them understand that one person can make a difference.

### **Mary, Mary How Do Your Leaders Grow?**

*Angie Rye, Lexington School District Three; Sonya Bryant, Batesburg Leesville High School; and Charlene High, Batesburg Leesville Primary School*

Cultivating excellent schools starts with effective leadership. How can we support school leaders in focusing on the things that matter most? How can we recognize and empower leadership at all levels by leveraging school leaders? School leaders need meaningful professional learning in order to grow and thrive in today's educational landscape. Participants will gain practical ideas for growing school and district leaders with professional development above and beyond the garden-variety principals' meeting.

## **Relational Recruitment: How to Retool Your Recruitment Toolbox**

*Melanie Cohen, Lexington-Richland School District Five*

Today's teacher applicants are looking for more than a job; they are looking for the place to call their "teaching home." With teachers in high demand, teacher applicants are in the driver's seat and are able to choose the school and district in which they land. Just as we emphasize that relationships are key to connecting with students, the same holds true for those in the market for a teaching position. In this session, you will hear new strategies for recruiting new graduates as well as veteran teachers to your district. In the digital age, opportunities abound for connecting and building relationships with potential employees. Learn about planning, marketing, and conducting virtual events that focus on relationship building with candidates. An opportunity to brainstorm with other personnel administrators will be provided so that each attendee leaves this session with new tools for their recruitment toolbox.

## **Designing a Sustainable System to Support Technology, Instruction, and Flexible Learning Districtwide**

*Josh Shepard and Zach Sheppard, Oconee County Schools*

Support for technology and digital applications has become increasingly important as more teachers include digital resources into their daily curriculum. Learn how to design a collaborative system inclusive of stakeholders that supports district-led initiatives and builds awareness and ownership among your teachers. As districts have migrated to an online, hybrid, or flexible learning style, the support needed for teachers, learners, and parents has raised concerns in many communities. With this new approach to learning, districts should adapt their support models to meet the needs of all stakeholders. This session will exemplify how districts can provide quality support, both technical and instructional, in all three environments. Attendees will leave with a multitude of resources to deploy in their district to begin building an ecosystem that protects district assets and data while providing the support students, teachers, and parents need and deserve. The strategic alignment of resources, better understanding of support structures, and the knowledge to put procedures into place will help attendees be prepared to support a digital environment. District leaders will leave with resources for more in-depth vendor evaluations, tools to evaluate total cost of ownership, and ways to analyze their effectiveness for hardware and software purchases in their district.

## **Update from the Education Commission of the States**

*Tom Wilson, Anderson School District Five*

As one of the Commissioners on the Education Commission of the States, Superintendent Tom Wilson will bring national policy updates from the nonpartisan and trusted organization. Being one of the few representatives from the state of South Carolina on the Commission, he will detail how the organization is serving policy leaders in our state and across the country, and how the Commission can serve local school districts. Created in the 1960s, the organization has been chaired by strong advocates for public education, including Bill Clinton and Zell Miller during their terms as Governor. The Commission can provide unbiased advice on policy plans, review and consult on proposed legislation, and give presentations at legislative hearings as third-party experts. They also offer national policy reports and state comparisons on a full range of policy issues.

## **Creating a Culture of Community During Times of Unrest**

*Dr. OTasha Morgan and Abby Cobb, Richland School District Two*

The Learning Support Staff in Richland District Two created an opportunity for all administrators and staff to process and debrief as a result of the two pandemics of 2020. COVID-19 and the protests that grew out of calls for racial equality and justice impacted not only our community but our world. While much attention is focused on SEL of students, it is important to remember that teachers, administrators, and staff are experiencing these impacts too. As frontline workers for education, it is important to invest the time and energy to develop the social and emotional needs and skills of the adults entrusted to educate our students. Richland District Two leadership made this a priority and created a way for all district staff to share, discuss, and unpack their feelings in the midst of the crisis we were facing. This was a collaboration between administrators and learning support staff. The immediate impact of this debriefing process was a deeper sense of community within each school. Participants will learn how to create and implement a plan to address crises and concerns district-wide.

## **MTSS in Mathematics: Strengthening Partnerships Among Leaders to Ensure Student Success**

*Bernard Frost, Spartanburg School District Two; Jessica McAbee, Chesnee High School; and Kelly McLean, Shoally Creek Elementary School*

In Spartanburg School District Two, leaders are essential in lifting the learning of every member of the school community to ensure that we enable all students to be college, career, and citizenship ready. The district's MTSS Framework provides school and teacher leaders the opportunity to implement systemic, evidence-based practices to maximize student achievement in mathematics. The foundation of our vision for learning in Spartanburg Two is based on the work of renowned educator John Hattie and his strategies that have the greatest impact on teacher clarity and student learning. We operationalize these high-impact strategies as we continually focus on improving student learning and achievement through our MTSS Framework that includes collaborative and reflective teaching and learning teams (TLTs) at every school. This session will focus on partnerships between school leaders and teacher leaders in the implementation of MTSS in Mathematics in order to promote the practice of providing high-quality instruction, the effective use of evidence-based curriculum, validated instructional practices for all students, and aligned interventions to support struggling or advanced students. "Leadership is the enabler of improvement, orchestrating the various conditions, such as professional capability, community engagement, and quality instruction that need to be working together if improvement in student outcomes is to be achieved and sustained." Participants will leave this session with leadership moves to strengthen the partnership between various leaders in the school system as they ensure that ALL students receive effective mathematics instruction and intervention through the MTSS Framework.

## **A Team Approach to Effective School Discipline—A Toolkit for Teachers, Administrators, and District Leaders**

*Ashley Story, 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.

## **Partnering with Families of Multilingual Learners: Strategies for School Leaders**

*Sarah Longshore and Elizabeth Supan, SC Department of Education*

Did you know that while it only takes between 1–2 years for multilingual learners (MLs) to develop social language, they typically require 7–9 years to acquire academic language? Therefore, it is crucial to involve all stakeholders in helping MLs achieve academically. Engaging a family in a student's learning is a valuable tool and a predictor of academic success for all students, but especially for MLs. During this session, participants will review the research on family engagement and learn how to set goals, plan, and implement a variety of academically focused programs for families of MLs. Attention will be given to the allowable use of Title III funds to support these efforts. Participants will leave with new ideas and ready-to-use tools to create their own family engagement plans for the upcoming year. This will be an interactive and engaging session where participants will have the opportunity to explore, question, and apply newly gained knowledge about improving the quality of family engagement of MLs in their districts and schools.

## **Dual Enrollment Program - They Said We Couldn't Do It But Look At Us Now!!**

*MonaLise Dickson and Geraldine Henderson, Whale Branch Early College High School*

In August 2010, Whale Branch Early College High School (WBECHS) opened in the lowest social economic area in northern Beaufort County. WBECHS is a Title 1 school where all students receive free lunch. When the school opened, only twelve students were eligible for the dual enrollment program. Beaufort County School District has a Memorandum of Agreement with the Technical College of the Lowcountry (TCL). Today, over one-third of the students at WBECHS are enrolled in the Dual Enrollment Program. Not only are students enrolled in general studies classes but the dual enrollment program has been expanded to include Industrial Technology Classes. The Industrial Technology classes at TCL that students are enrolled include Building Construction, Heating Ventilation and Air, Information Technology, Electricity, Criminal Justice and Engineering. Since 2012 every year, high school students have graduated with Associates Degree in Arts, Associates Degree in Science, General Studies Certificate, Certificate in Engineering and so much more. How did we do it? We have a TCL College Admission Advisor on staff. Over ten of the high school teachers on staff are dual certified to teach college classes. Retired professors work part-time at the school tutoring students to ensure their success. To find out more, please come hear our story of how we overcame unimaginable obstacles, naysayers and the doubters!

## **Instant Ideas**

This format of learning has been spreading across the country and world! Each talk is exactly five minutes long and covers a variety of topics. Presenters share their personal and professional passions using 24 slides, 20 seconds per slide, for a total of 8 minutes. The following topics will be shared.

### **Books by Cayce Kids for Cayce Kids**

*Andrew Drozdak, Cayce Elementary School*

### **Leadership Is a Game Changer**

*Jessie Williams and DeAnna Savage, Pontiac Elementary School*

### **The Digital Era of Instructional Innovation: Shifting to Virtual and Blended Learning**

*Josh McLaurin, McBee High*

**Racing to Fluency: Where Our Students Are the Fastest Driver**

*Kimmerie Allyen and Allyson Long, Belvedere Elementary School*

**NO Money, YES Problems: How Financial Literacy Education Can Empower Students in the Hybrid and Virtual World**

*Denise Harrel and Theodore Brinkley, DuBose Middle School*

**Tuesday, June 22**  
**9:35 a.m.–10:35 a.m.**

### **Getting a Tier 3 Behavior Intervention Program Off the Ground**

*Beth Taylor, XSEL Aiken County Schools*

When Aiken County Public School District created a plan to develop an off-campus Tier 3 Behavior Intervention Program (called XSEL), they had no idea a pandemic would soon hit. Despite all of the road blocks and hiccups along the way, we were able to support students both on campus and off as we navigated this strange new world. The program was created to not only reteach new behaviors to young students through proactive interventions (rather than punitive measures), but also to reduce referrals to special education due to behavioral concerns. We are here to share lessons learned, as well as what helped us find success, as we intervened on behalf of students and taught new behaviors to ensure success in the school setting.

### **Establishing and Supporting Collaborative Teams Who Thrive**

*Bradley Moore and Melissa Tollison, Powdersville Elementary School*

Powdersville Elementary School implemented true professional learning communities three years ago. During this time, we have seen student growth positively impacted through the collaborative work of highly effective teams. Whether your school is just beginning this process or simply needs to fine tune the effectiveness of your collaborative efforts, join us during this session as we discuss best practices for instructional leaders to implement and continually support your PLCs. Among a variety of topics, we will share how we revamped our schedule to provide appropriate time for our teachers to work together during the school day during "Thriving Thursday."

### **From eLearning to Virtual Learning: Teaching Students Concurrently Face-To-Face and Virtual**

*Stewart Lee and Kathy Hipp, Anderson School District 3; Ashlea Hatcher, Starr Elementary School; Lauren Sanders, Starr Elementary School; and Cliff Roberts, Crescent High School School*

To best serve all students given the resources available, teachers in Anderson 3 are concurrently teaching face-to-face and virtual students. To ensure success with this hybrid approach, there were a myriad of decisions and plans needed. These included pathways for transition of virtual students back to face-to-face at any time without exceeding class size capacity, as well as students who are forced into isolation or quarantine easily moving to the virtual setting with minimal disruption of learning. Part of Anderson 3's preparation and implementation of being a Pilot eLearning District in the 2019–2020 school year included training our staff on the use of the various tools that make synchronous instruction possible for virtual students. Using tools already available, virtual students can receive not only the same instruction but also interact with teachers and fellow students in a controlled and supportive manner. Streaming the whole class instruction as well as small groups allows teachers to simply teach class and not need to split instructional time. PD and support for teachers and staff had to be redesigned as well. This session will walk through the preparation, planning, training, and decision-making involved in Anderson 3's success with synchronous virtual learning.

### **The South Carolina Retirement System, The Retirement Puzzle**

*Lee Wilson, Horace Mann*

Join us to discuss the best steps to weather a tumultuous market.

## **Creating Effective Learning Environments**

*Annette Melton and Rachael Havey, Cognia*

Learn about classroom conditions that promote learning and student engagement by participating in a guided review of observation data gathered through the Effective Learning Environments Observation Tool® (eleot®). Sample eleot data are provided to analyze and discuss key indicators or bring your own eleot data to reflect upon during this informative session!

## **Accelerating At-Risk Students**

*Jayson Powers, Londa Cross, and Gary Tripp, Academy for Technology and Academics*

Meeting the needs of students is at the core of all decisions schools must make. The Connect program at the Academy for Technology and Academics has an established program that is extremely successful in meeting the needs of at-risk students. Identifying eligible students, providing student support, connecting to career and technology (CTE) courses, and the overall framework on how to accelerate your at-risk student population will be covered in this session.

## **Bridging Recruiting and Retention: How OnBoarding Teams Bring a Sense of Belonging to New Hires**

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

Being new in a job can be one of the loneliest times in a new teacher's life. Providing a personalized support lever, OnBoarding Teams are teacher-led, school-based teams of three to five teachers who provide personalized connections for new hires—from the moment they are hired through their entire first year. Whether new hires are experienced teachers or coming into the profession for their first year, the teams provide a level of support that traditional induction or orientation programs may miss, including invitations to join others for meals; support on a variety of school resources; recommendations on housing, restaurants, and community activities; as well as just a listening ear. Based on the science of the impact of belonging and connection in the workplace, learn how Marion County School District (SC) has structured its school teams, what the work throughout the year looks like for teams, and what successes the teams and new hires have experienced.

## **Office of Standards and Learning—Overview and Updates for Standards Revision and Resource Development**

*Anne Pressley, Dawn Hawkins, and Gwendolyn Shealy, SC Department of Education*

The Office of Standards and Learning at the South Carolina Department of Education will provide an overview of the newly approved 2021 Science Standards and the 2021 Physical Education Standards, in addition to updates regarding upcoming revision processes for ELA and Mathematics Standards. Updates regarding timelines for resource development and professional learning opportunities to support student-learning in all content areas will also be provided to participants.

## **Overview of CPTED (Crime Prevention Through Environment Design)**

*Ryan Cothran, Spartanburg District and Rich Todd, York District 4*

CPTED is the proper design and effective use of the built environment that can lead to a reduction in the fear and incidence of crime and an improvement in the quality of life. This overview will apply CPTED applications in a school environment.

## **Our Students Went to DJJ! Now What?**

*Keisha McCray, Tina Scott, Natasha Vaughn, Natarcia Bloomfield, SC Department of Juvenile Justice; and Kenyatta McLeod, Empowerment & Enrichment Academy of SC*

What does it mean when students are arrested and removed from their regular home and school environments? Learn the "Before, During, and After" of juvenile incarceration from an academic perspective. What can be done to facilitate the successful student return to their home district after they've been integrated into the justice system?

## **Supporting an Entire School Community Through a Comprehensive Social Emotional Learning Plan**

*Dr. Brenda Mack-Foxworth, Brandon Ross, Melissa Myers, Mike Young, and Chastity Evans, Ridge View High School*

Stress, anxiety, poor body image, and depression are some issues impacting mental and emotional health in schools. Understanding and helping to manage emotions for positive outcomes is a priority at Ridge View High School in Richland School District Two. The school uses a comprehensive Social Emotional Learning (SEL) plan to provide needed support for mental and emotional fitness and wellness. Working together, the Ridge View SEL Committee, composed of the school psychologist, social worker, school counselors, teachers, support staff, administrators, and parents, developed the plan. This session will focus on their three-tiered system to address (1) basic needs, (2) intensive needs, and (3) acute needs through these interventions: weekly SEL advisory lessons for students, bi-quarterly mental health monthly check-ins for students, weekly home visits, SEL activities incorporated in school meetings, Student Choice Awards, Feel Good Friday Family Spotlight, SEL professional development for faculty and staff, staff electronic check-in, schoolwide Zoom meetings, and referrals to partner services. Using real experiences and strategies, the presenter(s) will provide a blueprint on how to incorporate Social Emotional Learning with fidelity to further support your school community. Attendees will leave this session with strategies to improve attitudes, reduce depression and stress, and promote success.

## **Think You Don't Have Any Migrant Students in Your School? We Invite You to Think Again**

*Zach Taylor, Emily Williams, and Allison Singer, SC Department of Education*

Each day across South Carolina, migratory children and youth are boarding buses and traveling to their local schools, trying to learn alongside their peers. However, the challenges they face are much different than those of their classmates—high rates of mobility, educational disruption, poverty, lack of access to basic services, shared housing, social isolation, and sociocultural and linguistic barriers. With so many compounding factors that contribute to disparity, what can a school leader do? How does a student even get identified as being migrant in the first place? We can help. Established under the Elementary and Secondary Education Act (ESEA), the Migrant Education Program (MEP) exists to provide timely identification of migratory students, supplemental instruction, and wrap-around support services for students and their families. In this session, participants will learn about the distinguishing characteristics of migrant families, the free support and resources provided by the South Carolina MEP (SCMEP) staff, how SCMEP can help connect families with needed services, opportunities for additional grant funding, and much more.

**Tuesday, June 22**  
**11:30 a.m.–12:00 p.m.**

### **Young, Gifted, Male and Black: Strategies to Re-engage an "Endangered" Population Through Effective Alternative School Practices**

*Ned Blake and Jerry State, Panther Academy*

Join the Florence School District Three's (FSD3's) Panther Academy staff in learning innovative and proven strategies to re-engage and motivate at-risk black males. Various strategies will be shared to assist participants to invigorate students' potential, optimize learning outcomes, and reduce disengagement and dropping out of school. Participants will learn strategies that will help them focus on life skills, college and/or career readiness, and a framework which allows students an opportunity to enhance their learning and decision making. The team at FSD3's Panther Academy will share their journey of empowering students to become more involved in leadership roles and opportunities. Please join us to learn how our strategies improved our overall data and showed major improvements in students' attitude, attendance, appearance, and academics. Learn about our Seven Layers of Success model that provides a framework to achieve better student outcomes!

### **The Vision for Change in the Reading Intervention System Proposal**

*Russell Clark, Anderson School District Two*

The deficiency in communication between teachers working with students is a problem within the school system. Many times, classroom teachers and reading interventionists never communicate about or collaborate with the instructional strategies being used to meet the needs of students. Students reading below grade level need intense intervention. Reading is a dynamic process that requires close collaboration and communication by all involved. Meeting the needs of students with diverse backgrounds can present challenges for teachers that are not working together to support the students. Teachers and interventionists must change their ways of planning and collaborating if they are going to help students achieve reading goals. Through the development and implementation of collaborative planning, teachers will be better prepared to meet the needs of their students. The use of collaborative planning will change the way current practice has left deficiencies in the reading intervention system. Understanding the methods involved in incorporating the systems theory into the process of change helped guide the successful implementation of the change. The need for change is found in the constant desire to provide the best for students. Reading intervention is a complex process that requires a team of effective educators to work collaboratively together to meet the diverse needs of students. Without the active collaboration of all who are involved in teaching students to read, students will continue to struggle with reading. Classroom teachers must work collaboratively with reading interventionists. Using communication tools will better serve the students and help them meet their reading goals.

### **Tried and Proud or Tried and Cried: BLMS Journey of Personalized Learning**

*Sharah Clark, Rhonda Rose, Kim Lawson, and Maggee Ellis, Batesburg-Leesville Middle School*

Want to grow your teachers as instructional leaders? Personalized learning enables instructional leadership development for teachers as well as creates a shared leadership culture. The audience will be presented with information about how our middle school embraced and implemented personalized learning. We will focus on how allowing teachers to prioritize learning progressions for students improves student engagement and efficacy.

## **Teaching Responsible Behavior They Should Already Know: The IEP Said What?**

*Yvonne Commodore, Florence School District Three*

Teaching responsible behavior is not for the "faint of heart." The presenter will combine learning theory with transactional, sociological, and clinical orientation to provide greater understanding of how social and emotional development of children and teens affects their behavior and learning. Presenter will give practical intervention ideas and encouragement.

## **Earning a SC High School Diploma in an ED-SC Classroom**

*Brian Conary, Therapeutic Learning Center*

Students with emotional disabilities are often placed in self-contained special education classrooms due to their behaviors where they do not have access to general education curriculum or the opportunity to earn a high school diploma despite their cognitive capabilities and academic potential. Come find out how Horry County Schools' Therapeutic Learning Center has helped students with severe social/emotional challenges access general education curriculum and work toward and earn a high school diploma while receiving intensive supports in a self-contained, therapeutic setting and how you can do the same in your school and/or district.

## **E3=Engage, Enrich, Empower**

*Debbie Courtney, Jason Schumpert, Wendy Jacobs, and Meredith Burnett, J-E-T Middle School*

Do your middle school students know the importance of putting first things first? Do students know their current academic standing, and have they considered ways to improve and grow and document these in writing? Are students able to set realistic goals? Have students developed personal goals to help grow the whole child? Is there a schoolwide plan in place to support students where they are and meet their individual needs? If you answered no to one or more of these questions, this is the session for you! In this session, we will explore a schoolwide initiative, E3, that enriches, engages, and empowers every student. By utilizing 30 minutes each day, students receive additional support from their teachers, set short- and long-term academic and personal goals, and develop ownership of their action steps using their P.R.I.D.E. binders. P.R.I.D.E. is our schoolwide acronym for Personal Responsibility in Developing Excellence. E3 time allows us the ability to offer support, enrichment, goal-setting opportunities, and advisory sessions for students. With a little creative scheduling and outside-the-box thinking, your students can also become engaged, enriched, and empowered.

## **It's Getting Hot In Here: An Inside Look at How One School Works to Maintain a Strong School Climate**

*Allison Hepfner and Alana Powers, Doby's Mill Elementary School*

It can be argued that school climate is the most important aspect of the school environment because without it, students can't reach their full potential. Come check out the variety of ways one school consistently plans and implements ways to increase and maintain a strong school climate to encourage teachers and students to reach full potential!

## **Launching Professional Inquiry Into Equity Through a Principal Book Club**

*Julius Scott, Dutch Fork Elementary School*

This session offers insight and an opportunity to learn with and from each other, in arguably our most meaningful professional work, so that collectively we can create conditions in SC where students, families, and educators feel safe, valued, and loved.

## **Making the Virtually Impossible Possible**

*Sharon Huff, Lori Gwinn, and Traci Boyles, Pickens County Schools*

As COVID19 forced many changes with face-to-face instruction, the School District of Pickens County (SDPC) received countless calls from parents who wanted a virtual option for learning in all grades. While the development of a K-12 virtual academy was a component of our vision and plan for personalized learning, launching it during the summer of 2020 was not. However, to meet the recommendations of the SCDE COVID Task Force and the need for personalization and choice in our district, our team accelerated our virtual plan to meet the demand. SDPC is in year three of a virtual franchise with VirtualSC, and the district is in year two of digital learning in lieu of inclement weather days. The robust digital ecosystem and work prior to 2020 positioned SDPC to create a virtual learning environment for all students in the shadow of a pandemic. Come hear the ups and downs from three district-level administrators who were involved in weaving together the pieces of a virtual franchise, digital learning day elements and leadership, a personalized learning plan, and a digital ecosystem to produce Pickens County Virtual Academy, which opened in the fall of 2020 serving 23% of the SDPC student population.

## **Hit, Run, Score! How to Successfully Go to Bat for Your ELs!**

*Angela Rush, Melissa Westbury, and John Washburn, Horry County Schools*

Don't let ACCESS scores throw you a curveball. Learn how Horry County Schools keeps an eye on the ball and knocks scores out of the park by using PowerSchool's Performance Matters Baseball Card Reports to analyze student assessment data to drive instruction for English learners. This session will help district leaders step up to the plate to load the bases for targeted coaching, ongoing support, and professional development using a district-created classroom walk-through tool for sheltered content instruction.

## **School Leaders, Revamp Your Professional Learning Opportunities Using Digital Tools for 100% Participant Engagement in Face-to-Face, Virtual, or Asynchronous Environments**

*Ameca Thomas, Rebecca Severin, and Laurie Seawright, Laurens School District 55*

Over the last few months, we have learned how important it is to have proficient understanding of a variety of digital tools to make our virtual professional development, face-to-face meetings, and asynchronous sessions more engaging and beneficial to our participants. Sustainable professional learning models, geared specifically to support teachers in student-centered, digital learning environments, can positively impact the teaching and learning experiences. In this session, we will share research on engagement from author John Hattie. Attendees should bring a device to collaborate with colleagues while using a variety of meaningful digital tools for engagement.

## **2021-22 Palmetto's Finest Award Process Overview**

*Penny Atkinson, Palmetto's Finest Chairman and Kelly Pew, Palmetto's Finest Chair-Elect*

This session will be an overview on the 2021-22 Palmetto's Finest Award process to include a review of the application, site visits, and best practices.

## **It's Not Just a Schoolhouse: What Every Principal Needs to Know about School Building Management**

*Tammy White, Sherry Hoyle, and Dennis Dotterer, Winthrop University; Anthony Cox, Professional Engineer*

While Colleges of Education prepare our teachers and administrators for excellent instructional delivery, not much is taught about effective management of the school's buildings and grounds. More than just a simple schoolhouse of the past century, today's campuses are complex constructions with computerized control systems, climate- and access-controlled environments, and a role as a community's "cultural center." Leading the diverse collection of service professionals and managing the real risk of campus operations can be a challenge for traditionally prepared educators. Beyond pedagogy, today's principal must also be a property manager for the school facility to truly "facilitate" learning! To begin closing this gap, a framework for a "Principal's Guide" will be presented on the 14 key business service areas of school building management. Discussion in each area will include principles and best practices; key performance indicators (KPI's); where to go for help; and the Principal's Checklist.

## **Boosting Staff Morale in a COVID-19 Environment**

*Sherry Hoyle and Tammy White, Winthrop University; Rod Ruth, Clover High School; Tammy Snipes and Josh Beckham, Lewisville High School/Chester School District*

Maintaining a positive school climate that stays focused on the joy of learning is difficult in these very challenging and ever-changing times of COVID-19. In this session, we will highlight strategies designed by school administrators that promote staff morale and collegiality, all meant to maintain a positive school climate, especially in times of remote learning and modified school schedules. Specifically, this session will focus on effective school-based strategies, shared by practicing administrators, that focus on various methods building administrators have put into place to build positive staff relationships and nurture a healthy school climate while dealing with a combination of virtual, hybrid, and modified schedules. The ultimate goal of this session is to provide a variety of strategies so building principals can utilize several methods that may support their vision to boost staff morale and create the climate needed to move forward in these challenging times.

**Tuesday, June 22**  
**1:10 p.m.–2:10 p.m.**

### **Welcome to the Greatest Place to Work!**

*Tiffany Hall, Steven Kolodzieizyck, and Latonia Evans, Leavelle McCampbell Middle School*

Learn how Leavelle McCampbell Middle School decreased discipline problems by 59% in a school year, allowing for a greater focus on improving instruction. Walk through the process the leadership team used to problem-solve from policies, procedures, and routines to professional learning communities and weekly morale builders. Take-away communication tools played a vital role in involving stakeholders to not only problem-solve but also create a positive climate and culture in which high expectations became the norm.

### **Look Beyond: Virtual MTSS for Improved Reading Achievement**

*Brenda Kelley and Veta New, Anderson School District Five; and Melissa Looney, CF Reames Education Center*

The 2020–2021 school year left all educators looking beyond the present situation into the possibilities of the future. Due to school closures and the need for virtual schooling, Anderson School District Five had to think beyond the current situation of limited instructional time and resources to ensure students continued to receive numerous opportunities for reading achievement. This session will describe the journey Anderson School District Five Virtual Academy pursued to not only offer academic reading instruction in a virtual world but also to enhance learning through virtual MTSS strategies. We will explore the planning, implementation, obstacles, and successes of the virtual MTSS for Improved Reading Achievement as experienced in the Anderson School District Five Virtual Academy.

### **Implementing Equitable Practices in the Classroom**

*Katie Rossini, May River High School*

"Implementing Equitable Practices in the Classroom" will help you create a school where all students excel! Equitable classroom practices help eliminate the opportunity gap by having all teachers consciously and consistently demonstrate specific, observable, and measurable equitable instructional strategies to all students regardless of their current academic performance. It ensures that students from all racial, ethnic, socioeconomic, linguistic, and ability groups receive the same consistent messages of high expectations. By the end of the session, participants will be able to: identify various equitable classroom practices that help eliminate the opportunity gap; use hands-on materials for classroom implementation and teacher trainings; and monitor the use of equitable classroom practices with individual teachers, specific departments, and whole schools through stakeholder surveys and informal observation tools.

### **Increasing Your Teacher Candidate Pool When Competition is High!**

*Deitre Helvy and Margaret Spivey, Greenville County Schools*

Recruitment and acquiring highly effective talent is one of a school district's highest priorities and HR's biggest challenge with such a large shortage in candidates. In this session, you will hear ideas that are currently being used by Greenville County Schools to attract the best and brightest to their district.

## **Leading the Way in Space Education**

*Meredith Rose, Cherokee County Schools and Jessica Harris, Limestone University*

A new partnership between Aldrin Family Foundation and Limestone University has created an out-of-this-world opportunity for students at Cherokee County Schools. Dr. Meredith Rose, Executive Director of Academics at the District, has collaborated with the new Aldrin Space Learning Hub at Limestone University led by Jessica Harris, Director of STEAM and Space Education. The goal of this collaborative is to use the giant Mars and Moon map programs and curriculum to accelerate STEAM learning opportunities. The first crew to walk on Mars are in America's classrooms today says Dr. Andy Aldrin, who at age 11 watched his father Buzz walk on the Moon during the Apollo 13 mission some 50 years ago. Come see all the ways this session will inspire both virtual and in-person learning environments. The Mars and Moon maps are large in size, some as large as 25 ft by 25 ft. Robotics, STEAM Lesson Plans, problem-solving, collaborating, and networking are at the heart of this exciting new option that inspire students about space.

## **Lessons Learned from Launching and Leading a K–12 Online School**

*Lee James and Edi Cox, Horry County Schools*

As is the case for most, 2020 was a defining year for Horry County Schools (HCS), particularly for our online school, HCS Virtual. Over the summer, there was an overwhelming demand in our community for a quality, full-time, online program for our students, and we met the demand by designing and launching a full-time program in a short amount of time. During this session, we will share the lessons we learned going from a part-time virtual program to a full-time virtual school. Our session will feature multiple perspectives from students, teachers, technology leaders, and administrators involved with the process. We will detail the design decisions we made about technology supports—our SIS, LMS, and curriculum, as well as the successful strategies we implemented for building community with teachers and students, how we leveraged our base schools for support, and how we trained all stakeholders in the move to virtual learning.

## **Don't Throw the Virtual Baby Out With the Bathwater! How to Take What You Have Learned about Virtual Instruction and Use It in Life After COVID**

*Michelle Bishop and Annette Havens, SC Whitmore School*

March 2020 was unprecedented in education. Students and teachers were moving to online instruction without preparation. August 2020 we started school in much the same manner. Eventually we will go to life after COVID. Be prepared to take lessons learned from this experience to improve student options. SC Whitmore has been a virtual school since 2011. Let us help you find and refine those lessons learned to make your schools even stronger. Online instruction is more than taking what you do in the classroom and streaming it. Our virtual school veterans will discuss learning supports, communication supports, school counseling, discipline, and attendance in the virtual realm. The attendees will join in the discussions with their own experiences and solutions so that each one attending will leave with ideas and practices to improve their virtual instructional experiences.

## **Energy Savings Performance Contracts**

*Billy Smith and Donnie Wilson, Kershaw County Schools*

This session will cover the Energy Saving Performance Contracts process to include: what is an ESCO; why and how it can be used; costs and savings; pros and cons; and the RFQ process.

## **Utilizing Community Engagement for School Security Grant Funding**

*Amy Hagner, York School District One; Calvin Carter, Chester County Schools; Benjamin Brown, Darlington County Schools; and Kevin Wren, A3 Communication*

Please join Amy, Calvin, Benjamin, and Kevin to discuss how York County School District One, Darlington County School District, and Chester County School District received over \$1,000,000 in grant funding from the School Violence Prevention Program for security improvements to their schools. This panel discussion will focus on how to engage the community into your grant application, utilize best practices, and other tips to develop a successful application.

## **Leveraging the SC Instruction Hub to Personalize Teacher Collaboration**

*Stephanie DiStasio and Lilla Toal-Mandsager, SC Department of Education*

Once teachers know what the SC Instruction Hub is, how to access it, and what is available, how can leaders ensure this powerful tool is actually used to personalize teacher growth and used collaboratively to strengthen teaching and learning? In this session we will get practical about aligning the SC Instruction Hub to your existing structures so that teachers see the connection to their own growth. Participants will also walk away with an understanding of the interconnectedness of critical elements such as SC teaching standards, professional growth and development plans, SLOs, the Profile of a SC Graduate competencies, school-based data/PLC/department teams, and much more.

## **Palmetto's Finest Best Practices: Dutch Fork High School**

*Gerald Gary and Linard McCloud, Dutch Fork High School; and Ginny Hayes, Waccamaw Middle School*

Join the 2020 Palmetto's Finest High School Winner as they share best practices that led them to become a Palmetto's Finest School.

## **Palmetto's Finest Best Practices: Walker-Gamble Elementary School**

*Allen Kirby and Nancy Moore, Walker-Gamble Elementary School*

Join a 2020 Palmetto's Finest Elementary School Winner as they share best practices that led them to become a Palmetto's Finest School.

## **Seven Steps to Effective RTI and Special Ed Programs**

*Joann Waltman, Classworks*

Last school year came with a lot of change but also a lot of innovation. Curbing learning loss was a huge focus in addition to effectively supporting students whether they were learning at home or in the classroom. How will we apply the approaches that worked well to the new school year and revamp the processes that didn't work? Particularly when supporting students needing intervention and Special Education -- How do we ensure they can quickly close gaps while also mastering the grade-level curriculum? Join our session for seven key factors to consider when planning your processes for Tiers II and III, and Special Education. We'll dive into these essential areas: Screening, Progress Monitoring, Meaningful Interventions, SEL, Effective Tier I, IEP Goals, and Data Meetings.

**Tuesday, June 22**  
**2:30 p.m.–3:30 p.m.**

**Palmetto's Finest Best Practices: Woodland Elementary School**

*Katrina Miller, Chris Phillips, and Jennifer Dixon, Woodland Elementary School*

Join a 2020 Palmetto's Finest Elementary School Winner as they share best practices that led them to become a Palmetto's Finest School.

**Coaching Secondary Teachers—Take Aways From Action Research with AP Teachers**

*Justin Lovelace, The Scholars Academy*

Focused efforts on instructional coaching are nothing new. However, through a recent action research study, the presenter has used the principles of Teacher-Centered Instructional Coaching, the South Carolina Teaching Standards 4.0 Rubric, and the philosophies of Madeline Hunter's Mastery Teaching and Clinical Supervision to investigate the why of instructional coaching. Through the study and disaggregated data, the presenter will share the effects of instructional coaching on teachers' attitudes and instructional performance. During this session, participants will explore the importance of knowing the three levels of instructional coaching activities and how to implement them correctly to achieve maximum teacher growth. Furthermore, participants will gain insight into building rapport, conducting effective post-conferences, and ways to use refinement for launching further teacher reflection and growth opportunities. Although the study uses Advanced Placement teachers, there is something for everyone in this exciting examination of instructional coaching.

**Putting the Pieces Together—How Greenville County Schools & EVERFI Threaded Together Years of Work to Meet Virtual SEL Demands of the COVID Moment**

*Rob Rhodes and Ellen Hampshire, Greenville County Schools; and Peter Kelpin, EVERFI*

In this session Greenville County Schools (GCS), represented by Rob Rhodes, Director of School Counseling, and Ellen Hampshire, MTSS Coordinator, discuss how steps taken over the course of three school years prepared EVERFI, their vendor partner, to meet the social and emotional learning demands of their virtual school. In this session, Rob and Ellen will break down how a shared vision for implementation success, incremental growth, and feedback built a needs-based relationship between GCS and EVERFI. By evaluating how GCS and EVERFI worked together to build an entirely virtual SEL curriculum, participants will leave this session with a roadmap to build, sustain, and repair vendor relationships. Specifically, Rob, Ellen, and Peter Kelpin, their EVERFI contact, will walk through the process of identifying a problem, proposing and evaluating a solution, planning and executing implementation, and debriefing feedback that allows them to successfully work together. Participants are encouraged to come prepared with a vendor relationship that they'd like to evaluate and improve!

## **School Improvement and Professional Development at Buford High School—It's a WE thing!**

*Michael Belk and Martin Orr, Buford High School*

Are you looking to develop a school renewal plan that meets the needs of your students and school while also empowering your teachers/staff within your building to lead in a meaningful and relevant way? School improvement is very much a collective and shared responsibility at Buford High School (BHS)! Come learn how this sense of shared leadership over the course of the last three years has led to the implementation of a teacher-led and differentiated cohort approach to professional development for staff, the creation of teacher focus groups that are centered upon areas of school improvement that are decided upon by our leadership team, and the creation of a Flex Time to best support the needs of our students! Come learn what we did from year one to year three to build this culture of continual school improvement! In short, school improvement at BHS is a WE THING!

## **Family Education Academy: Helping Families to Support Their Students Academically, Emotionally, and Socially at Home**

*Andrew Drozdak, Cayce Elementary School*

Cayce Elementary School has a 90% poverty index, which is the highest of any elementary school in Lexington County. The obstacles associated with poverty extend beyond the struggles of not having the economic means to assist a student at home. As research shows, poverty can be a generational cycle that can last up to two generations. This means the effects of poverty not only impacts our students but also impacted their parents when they were students themselves. Because of this, many parents may have had negative school experiences and/or not have finished school. This often leads to them not knowing how to assist their students academically. Our Family Education Academy was held in the evenings and led by teachers who could provide coaching for parents on how to assist students with homework and studying for assessments. Additionally, many of our parents lived through adverse childhood experiences themselves and do not realize the impact it is having on them as adults and parents. For this reason, our Family Education Academy provides coaching from mental health professionals for our parents and students in managing their emotions in difficult or stressful situations. Finally, the Family Education Academy works to help our families of different cultural backgrounds have the opportunity to learn to respect and celebrate the differences among them socially.

## **Administrative Support—What SC Teachers Say They Need**

*Jennifer Watson, Lake Carolina Upper Elementary School*

The Center for Educator Recruitment, Retention, and Advancement (CERRA) stated that in South Carolina, districts reported over 555 unfilled vacancies at the beginning of this school year. These numbers are alarming, especially paired with the information that teacher shortages hurt our most vulnerable students the most (those living in poverty and those with special education needs). Studies have shown that when all other factors are equal, having a well-prepared, certified, and effective teacher in the classroom increases student performance in all areas. Administrative Support has been listed in research for the last several decades as a mitigating factor for teacher retention. It has also been linked to teacher satisfaction and increased school performance. However, it has never been well-defined. Most research surrounding the topic has depended on theoretical frameworks and less than rigorous psycho-metric measures. My research concentrates on specific support behaviors and 20–21 survey results (including rigorous psychometric measures) from teachers in South Carolina. Research results will be shared as well as practical implications for school and district leaders.

## **Don't Talk About It, Be About It. Using Micro-credentials as Evidence of Educator Growth.**

*Lilla Toal Mandsager and Rodney Evans, SC Department of Education*

If you lead and facilitate professional learning, you know that measuring the impact of professional learning is difficult. How do we really know that educators have grown and that the new learning has been implemented? When we use micro-credentials as part of personalizing professional growth, the proof is a part of the process. Participants in this session will learn more about how to set up systems to support educators to earn micro-credentials. The presentation will include suggestions from participants in the Effectiveness and Learning Micro-credential Academy about how to integrate educator micro-credentials into your existing professional-learning opportunities.