



Breakout Session List

Monday, June 20

Breakout Sessions

11:00 a.m. – 12:00 p.m.

The Best of Both Worlds: Mom & School Administrator

Marshalynn Franklin, Richland School District 2; Jessica Agee, Center for Knowledge; and Benjara Elliott, Blythewood High School

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

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

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

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

Monaview on the Map: Our Journey through Co-Teaching Implementation for our Multi-Language Learners

Stephanie Duncan, Damon Qualls, and Celeste Transou, Monaview Elementary School; Tanya Franca, Greenville County Schools; and LaToi Gibson, Greenville County Schools

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

District Level Special Education Compliance Monitoring with Targeted Support

Sara-Frances Lail and Muri Howle, Laurens School District 55

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

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

Craig Witherspoon, Richland District One

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

Crisis Management Leadership

Katrina Riley, Allendale County Schools

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

From Poverty to Promise: How Dual Enrollment and Work Based Learning Prepare Students for the Future Now

Era Roberts and Sonya Bryant, Batesburg Leesville High School

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

Renewed, Refreshed, and Refined School Renewal Plan

Tiffany Hall, Leavelle McCampbell Middle School

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

Accreditation: Moving Beyond Accountability to Continuous Improvement

Annette Melton, Cognia and Carol Miner, Richland School District One

Learn about the new Cognia standards and resources available to help your teams successfully align improvement initiatives and planning with preparation for the Accreditation Engagement Review. Updates to the standards are reviewed, along with a brief overview of the Accreditation Engagement Review phases. Today, accreditation is used at all levels of education and recognized for its ability to drive improved learner performance and continuous improvement in education effectively.

The Naked Truth- Unraveling Issues of Injustice and Inequities

AJ Jones, Beaufort-Jasper ACE

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

Hot Topics in School Law for School Administrators

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

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

Teacher Efficacy in Curriculum Change - Why does it matter?

Russell Clark, Anderson School District Two

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

Meeting the Needs of ALL Students: How the SC Teaching Standards and Revised PADEPP Leadership Rubric Can Help You Create Effective Learning Environments

Lilla Toal Mandsager, SC Department of Education

If we want every student to have access to high quality classroom instruction, we need common language to ensure our expectations are clear. Although the whole SCTS Rubric or PADEPP Rubric can be intimidating, if we zoom in on specific indicators, those bite sized “nuggets” of wisdom can provide clarity that ground our observations, feedback, and professional learning. This session will highlight high-leverage leadership and teaching standards and practical strategies for using them to support high-quality instruction and growth at your school.

Exhibitor Showcase

12:15 p.m. – 12:45 p.m.

Navigating the Public Service Loan Forgiveness Changes

Horace Mann

Curious about the Limited PSLF Waiver Opportunity that expires October 31, 2022? Join us to learn how to pursue federal Public Service Loan Forgiveness before the 2022 deadline.

Give EVERY Student A Strong Start in Reading

Savvas Learning

Learn how to give EVERY student a strong start in Reading through Savvas Essentials™ Foundational Reading. Aligned to the science of reading, Savvas Essentials™ Foundational Reading is a K-2 supplemental curriculum that targets Concepts of Print, Phonological Awareness, Phonics, Fluency, and the teaching of High-Frequency Words. With a simple 3-step instructional design, Savvas Essentials fits seamlessly into any literacy block in 15-20 minutes a day. The program provides explicit, multisensory instruction and systematic modeling, with prebuilt formative assessments for every lesson to monitor foundational reading skills development.

VR, AR, & Esports: The future of engaging education

BridgeTek Solutions

Chris Turpin, our industry expert will outline the benefits, and provide the tools & resources to integrate a successful Esports program at your school. See how AR & VR is transforming the way educational content is delivered.

MTSS Roundtable Discussion

Classworks

By simplifying your intervention and MTSS processes, you will allow greater focus on students' social-emotional learning and academics. That's our specialty! We partner with districts to help streamline intervention, special education, and SEL processes for greater success and less frustration. Help relieve the burden for teachers and prevent burnout with a simplified, all-in-one program that includes assessment, instruction, progress monitoring, reporting, and SEL and goal-setting tools. Join us for lunch and let's talk about your MTSS program and see where it could be improved. Ask us questions and get the guidance needed to help ensure students catch up, keep up, and get ahead. No sales pitches and no pressure!

South Carolina Administrators, Did You Know i-Ready is State-Approved?

i-Ready/Curriculum Associates

i-Ready is state-approved for K-8 formative assessment, MTSS universal screening, gifted and talented identification, and SC Read to Succeed. In this session, learn how i-Ready consolidates all of this actionable data into a single platform to save educators time and provides a holistic look at each of your students. i-Ready resources are standards-based and easy to use to differentiate instruction. Come to this session to discover why i-Ready is already trusted in more than 300 South Carolina schools!

Lunch & Learn with Discovery Education - Using Discovery Resources to Support New Teachers

Discovery Education

By using the Instruction Hub, you can access Discovery Education resources that will you maximize instruction time and learn how to share high-impact SOS Instructional Strategies and ready-to-use customizable learning activities to model engaging lessons for teachers. Explore the Professional Learning Center and find resources and activities to support social-emotional learning, English language learners, and much more! Attend this session to gain strategies that can be implemented the next day in your faculty meetings, coaching sessions and PLCs.

Acceleration VS Remediation: How Adaptive Resources Can Help Accelerate ALL Learners

McGraw Hill/Achieve3000

Accelerated learning is an action ALL students can participate in. Remediation can take students out of their classroom learning environment and have them feeling isolated. Learn how adaptive resources can place students at their just right learning level, give them choice, accelerate understanding, and allow them to monitor their own growth to a career path. Join me to learn how Achieve3000 Literacy helped SC SPED students reading skills grow during the Covid 19 lock downs. We CAN accelerate learning for ALL students and give teachers content to use whole group to ensure no student feels isolated from classroom discussions and activities

Deep Dive Sessions

1:00 p.m. – 3:15 p.m.

What if? Leveraging the Power of Science to Remove Barriers for Every Student Every Day

Tammy Pawloski, Center of Excellence to Prepare Teachers of Children of Poverty

What if we knew which high impact action steps matter most for students who are under-performing? What if leadership moves shifted slightly? Learn how high-poverty schools view these questions through the lens of cognitive neuroscience and with a focus on removing barriers to success, resulting in desirable improvements in achievement, behavior, and attendance. Take away the details of a sustained professional study model, driven by specific and relentless school leadership, that repeatedly results in remarkable and measurable gains in just one year. Explore the action research model and accompanying evidence-based strategies that, together, lead to shifts in teacher beliefs that directly influence student outcomes. Learn how to reframe leadership challenges as opportunities for strategically removing barriers for students in order to shift their trajectory for school and life success.

Active Shooter Response, Reunification and Insights Gained from a Real Experience

Bob Grant, Orangeburg County School District; Shawn Foster, Orangeburg County School District; Hayward Jean, Orangeburg County School District; Watson Cleckley, Orangeburg-Wilkinson High School; Merry Glenne Piccolino, Orangeburg County Schools

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

Breakout Sessions

1:00 p.m. – 2:00 p.m.

Digital Resources Have Become Essential - How Do We Know They Are Safe?

Jenny Garris and Carol Lunsford, Lexington-Richland School District Five

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

Transforming School Culture in a Priority School During a Global Pandemic!

Austrai Bradley, Williston Elko Middle School; John Bradley, Williston Elko High School; and Marcella Shaw, Williston School District 29

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

Where General Education and Special Education Merge

Angie Neal, Lisa McCliment, ; Audrey Goninan, and Melanie Hooper, SC Department of Education

The South Carolina Department of Education recently updated the Standards of Evaluation and Eligibility Document for how students are determined as having a disability. This includes a shift in determining a Specific Learning Disability from a discrepancy model or patterns of strengths and weaknesses to a model that is based, in part, on an insufficient rate of progress to high-quality core instruction as well as to scientific, researched-based intervention(s) that is matched to the area(s) of need at a rate that is sufficient to reduce their risk of failure after an appropriate period of time. The purpose of an intervention model is twofold; to limit or prevent academic failure and/or to serve as part of the data gathering process in a comprehensive evaluation. The purpose of this presentation is to provide an overview of applicable laws, thoroughly examine key terms, to share information regarding how to determine if the instruction, curriculum and interventions currently being used in your school or district are meeting the needs of enough students as well as share applications to Multitiered System of Supports.

Focusing on The V.I.E.W.

Brenda Mack-Foxworth, Meagan Culbertson, Brandon Ross, Melissa Myers, and Mike Young, Ridge View High School

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

Where is the Love? Strategies for Creating Authentic, Personalized PD

Lilla Toal Mandsager, SC Department of Education

Planning personalized professional learning takes time and intentionality, but it shouldn't feel like a chore for teachers. We want teachers to reconnect with their love of learning, their purpose for leading, and their expertise as professionals. Ideally, we want professional learning sessions to be an opportunity for teachers to fill their cups, not one more thing that drains them. In this session, the Office of Educator Effectiveness will share strategies for personalizing professional learning including micro-credentials, transformation tables, scenario-based small groups, and job-embedded learning opportunities. Participants and the OEELD will discuss what conditions lead to learning opportunities that teachers enjoy.

School Level HR Investigations: How to Lead by Following the Evidence

Jeremy Murphy, Josh Patterson, and Antrina Harris, Sterling School

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

The Sweet Spot - Where Instruction, Culture, and Management Collide

Casey Davis and Jennifer Hamrick, Pelion Elementary School

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

Retaining Your People Through Humor, Mentorship & Accountability

Anthony Scorsone, Nation Ford High School

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

No More TEARS...Making the TIERS Make Sense

Merriman Nichols and Ginger Catoe, Kershaw County School District; Nicole Kirkley, Harriet Boykin-Garity, and Matia Goodwin, Camden Elementary School

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

Instant Ideas Session

Each presenter shares their personal and professional passions for a total of 8 minutes. The following topics will be shared.

Obtain and Retain!!

Sabrina McCall and Carrie Simpson, Anderson School District Five

Ten Tips for Dealing with a Disgruntled Parent

Ashley Williams and Terry Glasgow, D.R. Hill Middle School

Aligning and Synchronizing Your System of Belief; How to Transform Beliefs to Change Action in a Learning Organization

Shawn Hagerty, Crosswell Drive Elementary; Tonyetta Thomas, Melissa Ricks, Elizabeth Dabbs, and Erica Wright, Sumter County Schools

How to Effectively Communicate with Stakeholders while Marketing and Promoting Your School Using Various Social Media Platforms

Farrell Thomas, Waterloo Elementary School and Paketrice White, Laurens Middle School

Monthly Ideas to Boost Staff Morale

Erika Wyatt and Cristie Mitchum, Devon Forest Elementary

Breakout Sessions

2:15 p.m. – 3:15 p.m.

Personalizing Learning Through Data

TJ DeVine, J.C. Lynch Elementary School and Terrell Fleming, Dr. Ronald E. McNair Junior High School

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

From Basement to Boardroom: The Importance of Ensuring Technology Leaders Have A Seat At The Table.

Josh Shepard and Zach Sheppard, School District of Oconee County

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

Here is What Happened When We Created a Virtual School That Withstood a Pandemic: A Beginner's Guide to Building a Nurturing, Engaging, and Inspiring Virtual School

William Dyer and Norris Williams, Clover Virtual Academy

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

Ensuring Our Obligations to Multilingual Learners and Immigrant Children & Youth

Zachary Taylor and Susan Murphy, SC Department of Education

Have you noticed an increase in the number of students in your school or district who have recently arrived from other countries? Do you have questions about how your school or district should handle enrollment in these situations or how to communicate and effectively engage with students who are multilingual learners and their families? You're not alone! This session will focus on the rights and obligations under federal law to ensure that multilingual learners, immigrant children and youth, and their families are provided with equitable access to public education. Participants will learn strategies and best practices for effective student identification, enrollment, and translation and interpretation services. In addition, this session will explore allowable uses of federal funds, tips, and resources available to support these students and their families. Join us to empower yourself with the knowledge and tools to remove barriers and better serve our multilingual learners and immigrant children and youth in South Carolina.

Strategic Planning - Engaging the School Community

Kandace Bethea, Deborah Wimberly, Melonie Gordon, and Shalah Sweeney, Marion County School District; and Kim Day, Insight Education Group

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

Inclusive Practices to Support Literacy for ALL Students

Christy James and Chris Hagy, Charleston County School District

All schools want to make their students feel connected and successful. This session will focus on inclusive practices that center literacy. We'll explore books and resources that provide mirrors and windows for our students, opportunities to celebrate our greater communities, literacy lessons that connect students' strengths and cultures throughout the year, plus simple daily practices like inclusive language and accessible signage. Come ready to engage!

Diversity, Equity, & Inclusion, Oh My!

Remona Jenkins and Karean Troy, Kershaw County School District

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

Transforming Your CTE Department to Grow Completers and Improve College and Career Readiness

Stephen Bradford, Mauldin High School

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

Vision Casting 101: What do you see?

Eugene Bellamy, Jr., Jasper County School District

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

Coaching for Success for First and Second Year Teachers!

Justin Ludley, Megan Yount, and Cassina Allen, Greer High School

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

National Update on the Teacher Shortage and Vision Planning for the Future

Kelly Coash-Johnson, AASPA and Ruth Green, Laurens School District 56

As the demand for public education increases, states will continue to struggle to recruit and retain high-quality educators. While the need to educate our students is consistent, how we get educators in the right placement at the right times will vary from state to state. Join Kelly and Ruth as they share what the American Association of School Personnel Administrators (AASPA) has been tracking with regards to the national teacher shortage as well national legislative priorities. Learn what is going on in some key states, good and bad. Time will be spent with an interactive discussion about barriers, challenges, and successes in the areas of recruitment and retention.

Standards: You Don't Have to Write Them to Use Them

Barbara Nesbitt, School District of Pickens County and Dan Ralyea, South Carolina Department of Education

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

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

Beth Taylor, XSEL (Elementary Social Emotional Learning Program)

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

Tuesday, June 21

Breakout Sessions

8:30 a.m. – 9:30 a.m.

Information Privacy Principles Protects Data & Web Accessibility Enables ADA Compliance

Felix Childs and Valarie Byrd, SC Department of Education

(1) Why does Privacy Matter? Because improving our awareness of where privacy principles exists throughout our organizations will increase our understanding of our Privacy roles and responsibilities as school teachers, technology leaders, and Local Educational Agency Administrators; and (2) Implementing a proactive mindset to privacy framework, will improve your privacy programs as well as overall student well-being. (3) Why Web Accessibility is import? Because websites are a resource to communicate with communities and equal access to digital content is required by law; (4) The basic adapted principles of Web Content Accessibility Guideline (WCAG) enable districts to meet the American's with Disabilities Act (ADA) compliance

Life's a Beach with your Special Education Director on Speed Dial

Monica Tudder and Paige Elmore, Dorchester District 4

This session is designed as a crash session in special education to support new building administrators. We will cover such topics as how to handle discipline, transfer students, IDEA age requirements, IEP meetings, and other hot topics for new LEAs.

G.R.O.W. Your Own (Getting Ready for Opportunities to Work - Moving from Classified to Certified)

Loretta Gadson-Washington, Dyisha Taylor, and Ernest Holiday, Orangeburg County School District

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

Possibilities to Personalize Learning

Sarah Longshore, Stephanie DiStasio, and Karen Cook, SC Department of Education

South Carolina leaders have flexibility to re-imagine what is possible as we consider the unique resources, opportunities, and partnerships in our communities. Flexibility to design supports that value both the talents and the needs of individual students on their path to achieving the Profile of the South Carolina Graduate. Presenters from the Office of Federal and State Accountability and the Office of Personalized Learning will provide an overview of the education flexibilities available to districts and schools, help participants take a deeper dive into identifying the best way to leverage what is available, and learn how to combine flexibilities to implement your personalized learning vision.

Changing the Way We Tackle Text Dependent Analysis

Shawn Wootton and Dawn Mitchell, Spartanburg School District 6; and Julie McDowell, Fairforest Middle School

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

Building a Culture to S.O.R. (The Science of Reading): Our School's Journey to Find Why Students Struggle to Meet Proficiency

Kippy Kelly, Michael Truitt, Kristina Cota, and Amanda Watson, J.D. Lever Elementary School

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

Strengthening District and School Implementation of MTSS to Maximize Achievement for All Students

Quincie Moore and Taylor Seale, SC Department of Education

As we enter the fourth year of statewide MTSS implementation, districts and schools are working to re-examine core processes and programs to best meet the changing needs of all SC students. This session will provide district and school leaders with steps for reviewing current MTSS processes and using current data to adjust and strengthen processes in the new year. The presenters will discuss current and potential legislation impacting MTSS, as well as the statewide direction for supporting MTSS implementation.

License to Coach: Implementing School Wide Coaching Cycles for Administrators and Instructional Coaches

Carlos Grant, Wade Hampton High School

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

Pandemic Academic Recovery: Using Data to inform Instructional Design and Recapture Learning

Twanisha Garner, Carol O'Connor, Shane Bagwell, and Tara Simmons, Lonnie B. Nelson Elementary School

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

Beyond Threat Assessment: Investigating and Decision-making for School and District Leaders

Alan Walters, Georgetown County School District

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

Game Changer Session

9:45 a.m. – 10:45 a.m.

Beyond Self-Care: School Mental Health for Faculty and Staff

Chris Haines, MS, LPC, Greater Greenville Mental Health Center

Addressing the mental health needs of adults who work in our schools is necessary for delivering both high quality education and for establishing a healthy school climate. Faculty and staff are experiencing greater stressors than ever, and addressing their mental health needs with practical strategies is vital. This session will help school leaders to identify the stressors affecting faculty and staff, to understand the impact of those stressors on school climate and employee retention, and to develop strategies that support the mental health needs of faculty and staff. Participants will learn about brain states, self-care strategies that maintain mental health, and strategies for creating a community of care that supports the mental health of employees, especially during times of stress. This session will include both didactic information and practical strategies that school leaders could implement immediately.

Breakout Sessions

9:45 a.m. – 10:45 a.m.

Success for Students with Sensory Loss

Sarah Davis, Cedar Springs Academy at SCSDB and Leslie Borton, South Carolina School for the Blind

As educators, we learn to teach with the end in mind. We want to see our students live independent, successful lives. How does that look for students with sensory loss? Are they able to be self-sufficient in today's world? Academics, Accessibility, Advocacy, and Acceptance play a key role in helping students with sensory loss live up to their potential. Academics: Navigate a student's IEP who has a sensory loss and discover the unique ways they access the curriculum, technology, and their educational environment. Also, how does the Expanded Core Curriculum impact the student's education? Accessibility: What technology will students with sensory loss need, how do they get it, and how is it implemented? Advocacy: How do we teach our students with sensory loss to express their needs? Acceptance: Will students have to advocate for buy-in from their teachers or peers, or do we truly believe they are capable? Do they believe in themselves? These students can experience as much success as same-age peers starting

from a young age but need additional support to achieve equitable outcomes. Understanding the difference between support and enabling is key to helping our students gain independence in their community.

Not An Additional To Do; An Updated Teaching Learning Resource - The Instruction Hub

Lee D'Andrea and Betsy, Masters, SC Department of Education

Whether using face-to-face or virtual delivery, the teaching and learning environment tools and resources are evolving. A Learning Management System and a Learning Object Repository (we call the SC LOR - Instruction Hub) are key components. See how your school or district can plan, search and build lessons and units; saving time for teachers and providing personalized learning for students.

It's Personal in Lexington Three: A Systematic Approach to Personalized Learning

Sonya Bryant, Batesburg-Leesville High School; Matthew Velasquez, Batesburg-Leesville Elementary School; Charlene High, Batesburg-Leesville Primary School; and Sharah Clark, Batesburg-Leesville Middle School

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

Beyond PowerPoints and Videos: Interactive Emergency Training for School Personnel

Rich Todd, York School District Four and Sam Blankenship, Fort Mill Police Department

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

Is There an Early Literacy Crisis? NWEA Shares the Roots of the Literacy Crisis and Best Ways to Close Gaps in Literacy

Michelle Carter, Andy Guidici, and Sylvia St. Cyr, NWEA

In this session, NWEA will discuss the roots of the literacy crisis and strategies for helping early readers catch up as we close gaps in literacy equity and access. We will also share an introduction to MAP Reading Fluency w/Dyslexia Screener; an adaptive universal screening and progress monitoring assessment for grades pre-K to 5.

Hear Ye, Hear Ye: The Most Up-to-Date News on Content Standards Implementation and Assessment Timeline

David Mathis and Christina Melton, SC Department of Education

Leading Learning Walks and Instructional Rounds in Your District

Charlotte McDavid, Greenville County Schools

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

The South Carolina Retirement System, The Retirement Puzzle

Lee Wilson, Horace Mann

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

K to Career: Beginning with the End in Mind

Bryce Myers and Ryan Panter, Lexington Technology Center

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

Utilizing a Teacher Retention Program as a Recruitment Tool - An Innovative Partnership

Megan Carrero, Fulmer Middle School; Kevin Smoak, Lexington School District Two; Cindy Van Buren, University of South Carolina College of Education; Ashlee Lewis, Research Evaluation and Measurement Center; Nicole Skeen, University of South Carolina College of Education

A teacher retention program as a tool for recruitment? Absolutely! Come discover how one South Carolina school district is targeting teacher retention through a partnership with the innovative Carolina Teacher Induction Program (CarolinaTIP) and how one principal is capitalizing on this partnership to enhance recruiting at the school level. This session will highlight how the district, school, and CarolinaTIP work together to provide comprehensive support for new teachers and how this approach is positively impacting both teacher retention and recruitment. Attendees will have the opportunity to network with other leaders involved in recruitment and retention, sharing best practices with leaders throughout the state. On hand for conversation and questions will be the district's Coordinator for Evaluation and Effectiveness and National School to Watch principal. Also engaging in the conversation will be the Assistant Dean for Partnerships, the program's lead evaluator, and the University Induction Coordinator for CarolinaTIP from the University of South Carolina's College of Education. In 2019, CarolinaTIP was named the most promising practice for education in South Carolina when named the winner of the Dick and Tunky Riley WhatWorksSC Award for Excellence.

Breakout Sessions

11:45 a.m. – 12:15 p.m.

From Arts Opportunity into Arts Excellence: Rebuilding Programs Post-COVID

Matthew Wofford, Spartanburg School District Five

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

2022-23 Palmetto's Finest Award Process Overview

Penny Atkinson, Palmetto's Finest Committee Chairman

This session will be an overview on the 2022-23 Palmetto's Finest Award process to include a review of the application, site visits, and best practices.

Maintaining Community Connections in a COVID-19 World

Mackenzie Taylor, Ashley Atkinson, and Angie Rye, Lexington School District Three

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

Your Secret Weapon for Success: Promoting Literacy in Secondary Schools

Seth Young and Tamara Cox, Wren High School

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

Intervention: From Tears to Tiers

Allyson Long, Brooke Smith, Tabatha Younts, Heather Shuler, and Brittany Zaremba, Belvedere Elementary School

Using a team approach, learn how the School Leadership Team at Belvedere Elementary leveraged their "why," stopped the tears over achievement gaps and got to work serving more students with research based methods to achieve accelerated growth! Further, discover the ways that intervention was used to not only reach our struggling learners but also to increase the number of students state identified for our gifted and talented program. Also, hear how this level of intentional and systematic support led to increased staff morale.

MTSS in High School-Making Magic Happen

Rhonda Gregory, Mary Nell Anthony, and Jeff Taylor, Greenville Technical Charter High School

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

Mindfulness & Trauma Impact of COVID-19

Allen Pope, Orangeburg County Schools

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

The First Five Years Matter

Rhonda Wiley, Richland County School District One; Cassandra Legette, ThriveRichland; Janet Campbell, Burnside Elementary School; Kimberly Johnson, Office of School Readiness and Prekindergarten Programs

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

Bridging the Gap between Students' Social Emotional Needs and Academic Achievement

Yvonne Commodore, Florence County School District 3

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

There're Not Enough Hours in the Day! Balancing Well-Being for Teachers and Staff

Becky Dukes, Allendale County Schools

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

Creating Cultures of Community, Collaboration, and Coaching

Matthew Irvin and Lindsey Beam, Fountain Inn High School

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

LEAD with LOVE

Beth White and Matia Goodwin, Camden Elementary School

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

Healthy, Happy Principal Hacks

Matia Goodwin, Camden Elementary School; Harriet Boykin-Garity, Blaney Elementary School; and Melinda Johnson, Doby's Mill Elementary School

In this session you will learn some time saving hacks to improve your health and fitness while juggling a busy principal/administrator schedule even during Covid. We will share healthy recipe ideas, strategies about maintaining a work/life balance, and ways to incorporate an exercise routine into your busy schedule. We are excited to share some of our favorite Hacks with you. Join us on our journey to be Healthy, Happy Principals!

Exhibitor Showcase

12:30 p.m. – 1:00 p.m.

What's New with SIOP®

Savvas Learning

As the only authorized provider (by the SIOP® authors) of SIOP® training, Savvas Learning (formerly Pearson K-12) will present several new SIOP® offerings and information which should be of interest to anyone familiar with Sheltered Instruction. Topics covered will include new Virtual Trainings which allow teachers self-study, and not have to leave the classroom for training, new SIOP® courses, opportunities for graduate college credit for completion of SIOP training, at a very affordable rate, and an exploration of free resources available from the SIOP® authors. Come see how SIOP® is more flexible, impactful, and more affordable to implement in your district.

High Dosage Tutoring to Accelerate Instruction

iStation

Research has shown that High Dosage Tutoring (HDT) can produce immense learning gains for students, including those that are most at-risk academically. Come learn how school districts are leveraging this to: increase student learning; increase achievement for students from low income families; and improve student learning outcomes.

Dispelling the Myths of Online Learning;

Pearson

Virtual education was not created as a result of the pandemic; rather, the pandemic prioritized the demand and moved it to the forefront of education. Before Covid, Pearson was educating hundreds of thousands of students online. Even as things begin to calm, students remain enrolled in our online programs. Virtual education continues to be a viable, necessary option for many. We recognize that there are many questions and thoughts around virtual learning. Pearson is here to tackle the myths to online learning and reveal the truth behind implementing a rigorous, engaging, and successful online learning platform.

The Science of Reading + Child-friendly Instruction = Closing the Reading Gap!

Letterland

Hear how a rural, high poverty school improved reading scores using the science of reading! Join this session to learn how to systematically help students build the skills they need to close the achievement gap through multi-sensory, explicit phonics instruction. Multi-year MAP and DRA data will be shared, as well as child-friendly and research-based games and strategies to boost foundational reading skills in your classroom now. Come prepared to sing, play, and imagine as we set off on this journey to Letterland!

Using Data to Identify Change and Improve Student Outcomes—Best Practices from Fort Mill School District

Renaissance

Educators need tools to identify equity gaps and monitor unfinished learning, as well as measure and celebrate improved student outcomes. Hear your peer Matt Rohring share how Fort Mill School District has integrated key data sources to better identify district challenges, track progress, and accelerate success for all learners. 1) Explore the relationships between multiple data sources (e.g. attendance, discipline, grades, assessments, practice, and more); 2) Easily compare performance between subgroups; 3) Identify root causes of achievement gaps; 4) Compare standards and domain mastery across years and subgroups; 5) Identify at-risk students in need of additional support; 6) Celebrate improvements in student performance across various metrics.

Game Changer Session

1:15 p.m. – 2:15 p.m.

Rallying Support: How to cultivate allies and strengthen partnerships during times that try our souls.

Jamie Vollmer

Praised as both practical and energizing, this session presents a series of no-cost steps that any district can take to engage the public—an increasingly misinformed and fractious group. Jamie explains why public trust is both public education's most precious resource and a prerequisite for meaningful progress. He describes how teachers, administrators, and board members can change – for the better – the way the people of their communities think and act toward their schools. He reviews The Five S's: his field-tested program to help certified and classified staff inspire their families, friends, and acquaintances to rally around their schools. Jamie provides every audience member with a copy of his powerful poster, *The Ever-Increasing Burden on America's Public Schools: 120 years of mandates*. And he shows how to use this tool to “tell the story” of public education's remarkable success. He makes the case that everyone in the community benefits when they support their local schools.

Breakout Sessions

1:15 p.m. – 2:15 p.m.

New Special Education Directors: What are you WADING for? Tips and Tricks to Stay Afloat.

Monica Tudder and Paige Elmore, Dorchester District 4

This session will focus on strategies for new directors to help them stay organized, on top of timelines, and provide guidance on differentiating building level issues and special education issues as well as providing resources for ongoing support. Presenters include a second-year director and a veteran director to allow for varying perspectives.

Sheltered Content Instruction for Multilingual Learners

Melissa Westbury, Leslie Pearre, Natalie DuRant, and Lee James, Horry County Schools

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

Innovating through the Instruction Hub

Paige Mitchell, SC Department of Education

Discover innovative ways the SC Instruction Hub (Learning Object Repository) has impacted classrooms across the state and learn ways to use the Instruction Hub for students and staff within your building. This will be a hands-on interactive session with tools that can be used immediately to enhance instruction face to face or virtually.

Consistency of Care: Collaboration, Communication, and Early Identification

Rikki McCormick, Ashley Davies, and Meghan Trowbridge, SC Department of Education

Trauma has become the buzzword since Spring 2020, but with little evidence-based and best practices being what is chosen to help mitigate the effects of trauma. Trauma and its effects have been studied since the 1970s with Vietnam War veterans, while the original ACE study of the 1990s have been the foundation of how trauma and brain science help predict behavior, and provide strategies to help with challenging behaviors. Handle With Care, created in WV in the early 2010s, has been used to provide a consistency of care among law enforcement and first responders, schools, and school- and community-based mental health to help mitigate the effects of trauma on our littlest learners and is now in South Carolina! The P4 Project: Palmetto Pyramid Police Partnership brought HWC to South Carolina, and with SC being a Pyramid State, created a model of best practice to provide the environment and structure optimal for behavior and learning. Through this presentation, participants will learn (or review!) trauma, brain science, behavior, and Handle With Care, but also how to implement HWC and why this is the next best step in working with all students to have better social-emotional, behavior, and academic outcomes.

Transforming Beyond the Classroom: The Golden Circle for School Leadership

Era Roberts, Batesburg-Leesville High School

Join this session to explore how the Golden Circle mindset can be applied as an assistant principal to support school transformation. The why: A culture shift at Batesburg-Leesville High School. The how: Instructional and system design choices aligned to innovation and development. The what: Increased access and automation for shifting the burden of ownership.

CarolinaCAP: Spurring Innovation Through Collaboration

Tria Grant and Renee Chase, University of South Carolina; and LaToya Adams, Barnwell School District 29

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

Bridging the Gaps in Communication: Accurate and Actionable Communication Strategies that Lead to Increased Engagement and Participation from Parents and the Community

Stewart Lee, Dylan McCullough, and Kathy Hipp, Anderson School District Three; Ashlea Hatcher, Starr Elementary School; and Meredith Dantzler, Iva Elementary School

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

Growing Educational Leaders

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

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

Math Recovery Plan

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

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

Transform RTI/MTSS for a Successful New School Year

Deborah Greene, Joann Waltman, and Melissa Sinunu, Classworks

Effective RTI/MTSS processes help make life easier for all stakeholders. And, for the new school year, simplifying your processes and providing clear communication to teachers is even more critical. Join our session to hear how our districts successfully evaluated and implemented consistent MTSS processes, even during recent years filled with lots of school disruptions. What lessons did we learn and how can we apply them this fall? Plus, hear how you can evaluate your current program and identify what needs to be improved or changed before the new school year. Leave with a rubric to evaluate your RTI score. We'll show you how to update and simplify your processes, including: Screening -- How to effectively use the data; high-quality reading and math interventions -- Use technology to make teachers' lives easier; progress Monitoring -- Uncomplicating your process; strong tier-one curriculum -- Use data to identify your weaknesses; SEL -- Where does it fit?

Instant Ideas Session

Each presenter shares their personal and professional passions for a total of 8 minutes. The following topics will be shared.

Increasing Student Attendance Through the Power of "Why"

Tonya Addison, Sumter County Schools

Social Emotional Learning in the Preschool/Early Childhood Classroom

Carol Anne Barnes, M. S. Bailey Child Development Center and Eddie Marshall, Laurens County School District 56

Accelerate Growth & Narrow the Gap in Primary and Elementary Math

Tonyelle Thomas, Olanta Creative Arts and Science Magnet

Creating Equity Through Tier II Structures

Jeff Parks, Kyleigh Harrell, Michael Randall, and Ami Vaughn, Clinton Middle School

The Power of the Pivot - in CTE

Chris Dinkins, Empowerment & Enrichment Academy and Jovanda Dickerson-Patton, Chester County Career Center

Breakout Sessions

2:30 p.m. – 3:30 p.m.

Consolidation Revelation

Angela Bain and Martin Wright, Clarendon School District 4

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

Let's Talk About Sexual Harassment and Title IX: What Are Your Obligations?

Ashley Story, White & Story, LLC

This presentation will cover the current state of Title IX - the ins and outs: how to conduct an investigation; various roles from A-Z; and what is incumbent upon all school personnel. In addition to Title IX sexual harassment, participants should gain an understanding of general sexual harassment that does not fall under Title IX and/or if an individual does not wish to file a Title IX complaint but wants an informal investigation pursuant to board policy.

The Village Effect: Strengthening Students' Resiliency and Wellbeing through Partnerships and Mentoring

Josh Patterson, Jeremy Murphy, and Antrina Harris, Sterling School

Over the past few years, Sterling School has been recognized by state and national organizations, in part, for our commitment to strong partnerships and student mentoring opportunities. In 2019, Sterling School received South Carolina ASCD's Whole Child School Award. Of the 22 schools who applied, Sterling School was the sole recipient. In 2020, Sterling was recognized as a National PTA School of Excellence. More recently, in 2021, Sterling was awarded the Riley Institute at Furman University's VALUED Lives Award for School Excellence in Diversity. Strong partnerships with supportive community organizations and student mentoring opportunities are key to the success of realizing each student's full potential. Through collaborative efforts with local organizations and other internal and external partnerships, the leadership at Sterling works to provide students with various opportunities to ensure on-going, relational support. Through this session, the presenters will share examples of effective student support opportunities and programming that can be adapted according to your school's available resources and potential partnerships.

Plugging Your PLCs into Systematic Emergent Literacy Instruction

Angela Compton, Lynn Kuykendall, and Wendy Burgess, SC Department of Education

Children entering kindergarten and grade 1 vary greatly in their emergent literacy skills. Because preschool teachers set the foundation of literacy skills related to school readiness, one way to address those gaps is to build teachers' capacity to apply evidence-based strategies in language and literacy instruction. The Professional Learning Community: Emergent Literacy was developed to support preschool teachers through collaborative learning experiences in a professional learning community (PLC). This interactive session will provide an introduction on how to plug your early learning teachers into a PLC that addresses emerging literacy instruction in the four key emergent literacy building blocks: print knowledge, vocabulary, phonological awareness, and oral language.

MTSS: Can It Exist in High School?

Tabitha Strickland, North Central High School and Merriman Nichols, Kershaw County School District

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

Everything You Thought You Knew about Leading a Title I School

Sarah Longshore and Jewell Stanley, SC Department of Education

The responsibility of administering a successful Title I program is not the district's alone. Title I schools also share a number of key responsibilities under federal law. This session is especially tailored to school-level leaders and will outline the programmatic and fiscal requirements that all Title I schools are responsible for in a straightforward and easy-to-understand format. Attention will also be given to identifying and implementing evidence-based interventions grounded in research and utilizing relevant data to guide the planning of expenditures of Title I funds while ensuring that investments yield tangible payoffs in terms of student outcomes.

Want Better School Leaders? Improve their Supervisor FIRST!

David McDonald, Greenville County Schools; Karen Greene, Mauldin Middle School; and Stephanie Lackey, Greer Middle School

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

Interventions That Not Only Work, but Work Best

David Mathis, Christina Melton, and Quincie Moore, SC Department of Education

Recreating Professional Development During a Pandemic and Beyond

Samantha Coy, Horry County Schools; Josh Todd, Jennifer Mills, and Lynn Oxendine, Daisy Elementary School

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