



2024 SCASA Innovative Ideas Institute Breakout Sessions

Monday, June 17, 2024

11:00 a.m. – 12:00 p.m.

Ten Strategies for Creating an Engaging Learning Environment and Positive School Culture that Promotes Staff and Student Joy, Belonging, and Academic Achievement

Karis Mazyck, Greta Carter, Robert Ratterree, and Cedric Jones, Blythewood Middle School

Join the Blythewood Middle School Administrative Team as we share 10 tried and true strategies for creating an engaging learning environment and positive school culture, that promotes staff and students' feelings of joy and belonging, and supports academic achievement. The strategies that will be shared can be implemented at your school. We will also share templates and other documents that can be easily modified to fit your learning environment.

C.A.R.E: An Alternative to Alternative School. Restorative Practices and School Based Interventions to Help Curb Alternative School Placement, Decrease Suspensions, and Rebuild Relationships

J.R. Reid and Jim Deese, Woodmont Middle School

The goal of the C.A.R.E program is to strengthen school climate by changing mindsets, building community and repairing relationships while providing high quality education by the students current educators and not removing them from their current school.

Coalition of the Willing: LETRS Implementation

Ashlea Hatcher, Anderson District Three and Ariel Davis, Starr Elementary School

Are you in the process of planning for the upcoming school year and looking for ways to make the learning fun and inviting for all? If so, join us as we share our district's journey through Year 1 of LETRS implementation! Through teamwork, collaboration and ongoing support, we provided our teachers and staff with a professional learning environment that is a "safe place" for colleagues to share new ideas and allow learning to take place in an authentic way!

In this session, we will provide you with an overview of our rollout in Anderson 3 that includes the following: sample schedules, unit presentations, outlines, and so much more. You will gain insight from a variety of people, such as our district leader, assistant principals, reading coaches and classroom teachers. Planning and preparation are key for a successful LETRS implementation. It has been amazing to watch our teachers become instructional leaders in a supportive, caring environment.

MTSS in a High School? YES! It is Possible!

Michael Belk, Samantha Bell, and Kevin Mood, Buford High School

High schools are often left scratching their heads on how to deliver MTSS in our setting? Come learn more about Buford High School's MTSS journey and the steps that we have taken to support the various needs of our students through Missing Assignment Study Hall (MASH), Flex Time, a School-Wide Retesting Policy, and our weekly and monthly processes that allow us to identify and support our students with additional needs. We will share with you the improvements that we have made to our processes over the years, including our use of a new digital tool that has made Flex Time better than ever for our students and staff! So yes, MTSS in a high school is possible!

Honoring the Genius in the Room: Designing Professional Learning that Teachers Actually Want to Engage In

Meg Huggins and Jenna Howell-Markey, River Bluff High School

River Bluff High School consistently demonstrates excellence through achievement data. This excellence is a result of multiple factors, including a strong staff culture grounded in a growth mindset and collective dedication to continuous improvement. Come see how we have reimaged what professional learning looks like to meaningfully engage adult learners and achieve systemic work plan goals. At RB, professional learning is not just about technical need, it is about creating community, recognizing the unique staff needs, and working together towards common goals. Professional learning models exactly what we believe teaching and learning should look like and sound like in the classroom. It is a safe space for adults to name their own strengths and areas for growth and to experience joy in learning as we keep students at the forefront of our professional goals. Take away ideas for adult learner curriculum design, meaningful adult engagement, structures, and leveraging the genius in the room to move mountains towards student achievement.

Starting the Conversation on Equity vs. Equality

Marlon Thomas, Susan Lear, and Eric Cooper, Lamar High School

Are you meeting students where they are as they are? Do you know what this looks like, sounds like, and feels like in your school? Join us for ideas on how to start the conversation with your staff about questions around equity vs. equality.

It Takes a Village: Cultivating Excellence for ALL- Building a ML Strategic Plan

Hayley Kennedy, Spartanburg District 2

In Spartanburg School District Two, we have experienced a growing number of Multilingual learners over the past several years. We knew that we needed to support our growing ML population of students, as well as our teachers and staff, because it truly takes a village within the school and community to help our students meet their learning goals. During this presentation, participants will receive guidance on how to "Build a ML Strategic Plan" at their schools. We will explore the variety of data points used to develop our ML Strategic Plan, as well as walk through the components and how the plan can be used to support teachers and students. Learn how our ML Strategic plan has helped our district cultivate excellence for our ML students, resulting in continued improvement in ML students meeting their language proficiency targets.

Impact of a Youth Mentoring program

Gaye Driggers, Pamela Brown, Jamison Pertell, and Kim Napolitano, Carolina Forest High School

Youth mentoring is the presence of a relationship between a caring older, more experienced individual and a younger person resulting in the provision of support, friendship and constructive role modeling over time. 10th, 11th, and 12th grade Mentor/Femtor students, who themselves have overcome obstacles and persevered through difficult life challenges; receive support, guidance, encouragement, and reinforcement from group leaders at the high school as it relates to their academics, behavior, and their community/family involvement.

Mentors/Femtors are then paired with a 3rd, 4th, and 5th grade Mentee/Femtee from local elementary schools. The mentee/femtee students are selected by the schools based on their needs and who are deemed to need additional support and positive influences. Students meet monthly with their mentee/femtee connecting over hobbies, games, activities, etc. to build a strong relationship. As the relationship develops, we see an increase in both participants' confidence, positive sense of self, sense of hope and even in their investment in school!

We will be sharing our strengths and struggles as the program has developed and grown, recognizing that all schools have a distinct and unique culture! We hope to help schools develop a meaningful and powerful program as we have witnessed the positive impacts on our school!

Hot Topics in School Law for School Administrators

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

This session will provide the most current legal information that every school administrator needs to know, including the most recent State laws as well as guidance on the latest legal issues impacting school administrators.

Setting the Bar for Instructional Excellence through Strategic Action

Kershena Dickey, York District 3

In the dynamic landscape of education, "Setting the Bar for Instructional Excellence through Strategic Action" delves into the pivotal role of deliberate planning in achieving outstanding teaching and learning outcomes. This session highlights the significance of meticulously crafted strategies that elevate the quality of instruction. The presentation follows the start of a district's journey and illustrates how strategically aligned actions create sustainable growth and fosters a culture of continuous improvement.

Building Bright Futures Together: The High School-Elementary School Partnership

Brenda Mack, Meagan Culbertson, Jean Greene, Allen Wolf, and Curtis Bates, Ridge View High School

We propose a presentation to showcase Ridge View High School's successful partnership with Rice Creek Elementary, highlighting how it fosters collaboration between our high school and elementary students, benefiting both parties and strengthening community bonds. Ridge View High School's partnership bridges the gap between high school and elementary students by offering academic support, mentorship, exposure to high school life, and extracurricular opportunities for both sets of students. Elementary students gain academic support, role models, and early exposure to high school life, while high school students develop leadership skills, improved communication, community engagement, and personal growth. We'll share key implementation strategies, including goal-setting, training, communication, and monitoring, to guide other institutions in establishing and sustaining similar partnerships. We believe our presentation will inspire and equip educational leaders to create impactful partnerships that enrich students' lives and communities throughout South Carolina

2023 South Carolina College- and Career-Ready Mathematics Standards

Sandra Ammons and Llewellyn Shealy, SC Department of Education

During the session, participants will receive an overview of the 2023 SC College-and-Career Ready Mathematics Standards and compare the 2023 standards to the 2015 SC College-and-Career Standards for Mathematics to determine commonalities and differences. Participants will be presented with information about the implementation of the 2023 math standards. Participants will leave with a more in-depth understanding and clarification of any questions they may have regarding the 2023 math standards.

How are Some High Poverty Schools Beating the Odds for Student Outcomes?

Riley Dixon and Matthew Lavery, SC Education Oversight Committee

Nationwide, schools with more pupils in poverty tend to receive lower ratings in state accountability systems. This pattern holds true in South Carolina, too. However, there are schools in our state with high poverty rates that are defying this pattern and beating the odds to receive Excellent ratings on their School Report Cards. The EOC has launched an investigation to determine how these schools are supporting their students to achieve at high levels, and whether these strategies and practices can inform the work of educators and leaders around the state who work with high needs student populations. As we wrap up the first of a multi-year planned investigation into Beating the Odds Schools, we will share (a) how we identified potential schools for this investigation, (2) how we have structured our investigation to explore how their educators, leaders, community members, and students appear to be beating the odds, and (3) what we have learned from the first phase of this study into elementary schools. Participants will learn about the strategies, practices, and elements of school climate that our research suggests are related to positive outcomes for high poverty populations. Q&A with researchers and personnel from the schools is also planned.

Navigating Tough Situations: Building Bridges Between Administrators, Teachers, and Families

Caryn Scroggs, Gold Hill Middle School

Join us for a session on navigating challenging situations with authenticity, understanding, and care. In the complex landscape of education, administrators often find themselves at the forefront of difficult circumstances, from behavioral issues in the classroom to contentious communications with families. In this session, we will explore how administrators can effectively support teachers and families in navigating these challenges head-on. We will delve into the importance of responding with authenticity and understanding when faced with tough situations. Attendees will gain practical insights into how administrators can build bridges between themselves, teachers, and families, fostering a culture of trust, collaboration, and support.

Monday, June 17, 2024
1:15 p.m. – 2:15 p.m.

Boosting Morale without Breaking the Bank

Annette Ariail and Melanie Yoder, Springdale Elementary School

It's very important to make sure that teachers feel appreciated throughout the year but we all have limits on our bank accounts and don't always have time to find cute & cheap ideas. This presentation will outline The Top Ten ways to boost morale without breaking the bank. You will leave with actionable steps and items that you can take back to implement with little additional prep work!

Creating a Master Schedule That's Student Centered and Data Driven

Mark Rhoden and Chris Thorpe, Indian Land Middle School

This session will provide attendees with the opportunity to begin creating a master schedule that facilitates student choice and provides common planning for teachers. Administrators from Indian Land Middle School will discuss how they transformed a master schedule that prioritizes time for Professional Learning Communities, has lower class sizes and incorporates a 15 minute student centered advisory time.

A Unique School-Wide Administrative Implementation of the Multi-Tiered System of Support (MTSS) Process

Alan Gray, Strom Thurmond Career and Technology Center

This unique school-wide administrative implementation of the MTSS process supports teachers as they address the needs of their students academically, behaviorally, socially, and emotionally (whole child). This process is divided into two support systems. One system supports teachers, so they can focus on the academic needs of the students with minimal instructional interruptions, while the other system focuses on the behavioral, social and emotional needs of the students. Just like the MTSS process recognizes the connection between academics and behavior and addresses both areas simultaneously. This process also allows teachers to use data to drive their instruction, allowing the students the most growth potential for success which will enable them to graduate high school, college and career ready.

A Blueprint for Success: Aligning the Components of Teacher Clarity with the 3 Questions of a PLC!

Angela Hinton, Jaime Dawson, Norman Mayfield, Stephanie Blanton, and Casey Corn, Spartanburg District 2

According to Hattie's research on powerful influences on learning, Teacher Clarity has a .84 effect size - which can more than double the rate of student learning in a year's time. In this presentation, you will learn how educators at all levels in Spartanburg Two (district, school, and classroom), are ensuring that everyone in their system not only understands the components of Teacher Clarity, but implements them with fidelity through the district's Teaching and Learning Team (TLT) process - our version of data-driven, focused PLCs. Participants will learn how our district has aligned the components of teacher clarity with the 3 questions of a PLC (TLT): 1) What do we want all students to learn?, 2) How will we know when they have learned it?, and 3) How will we respond when some student have learning and some have not? In addition, we will share our processes for engaging all administrators, instructional coaches, and teachers in the learning and implementation of our TLTs aligned with Teacher Clarity. When teachers are intentional in organizing curriculum, instruction, and assessment around teacher clarity, students not only know what they are learning but where they are on their pathways towards mastery of the standards!

Supporting Our Staff: "Heart-Time" Work

Amy Edwards, Phyllis Gamble, Bert Postell, Julie Revelle, and Eric Jeffcoat, Aiken County Public School District

In our profession today, there is a growing need for emotional support at every level. Instilling self-awareness, self-management, social awareness, and relationship skills builds capacity, provides positive support, and encourages life/work balance. Join leaders from Aiken County Public School District as they share their replicable process for providing meaningful and on-going emotional support through monthly leadership development opportunities for school and district administrators. Year-long plans, agenda development, and intentional activities highlighting emotional support will be shared. "Heart-time" work in Aiken County has proven to empower leaders by supporting staff through modeling, encouraging, building, and maintaining positive relationships.

It Makes Good "Cents" - Passing a Sales Tax Referendum

Kyle Newton, Anderson District 5

This presentation will detail the strategies used to pass a one-cent sales tax for education in a tax averse region in the western Upstate of South Carolina . Bringing in over \$2 million dollars in additional revenue each month for Anderson County, the sales tax has allowed for the construction of state of the art educational facilities in all five Anderson County school districts. This session will show what must be done to be successful in your sales tax campaign, from working with your locally elected officials to garnering the votes needed on election day.

How to Properly Educate the Black Male Student

Stanley Rogers, Allendale Fairfax High School and Martin Sims, Longleaf Middle School

Properly educating Black male students is a crucial endeavor that requires a holistic and inclusive approach. To ensure their success and well-being, it's essential to address the unique challenges and opportunities they face. First and foremost, a supportive and culturally responsive environment is essential. Recognizing the diverse backgrounds and experiences within the Black community is key. Mentorship and positive role models are invaluable. Encouraging Black male students to see themselves in leadership roles and professions through exposure to successful individuals from their community can inspire ambition and self-confidence. Moreover, it's essential to provide tailored support for academic and emotional needs. This includes early interventions for any learning difficulties, fostering a growth mindset, and offering counseling services to address any emotional challenges they may face. Ultimately, the goal is to empower Black male students with the tools they need to thrive academically and personally, while nurturing their individuality and cultural identity. By recognizing their potential and providing them with the support they deserve, we can help ensure a brighter future for these young learners.

Navigating the Future: A Guide to Implementing the New ELA Standards

Kayce Cook, SC Department of Education

Join us for an engaging session for administrators eager to lead their institutions through the transition to the new ELA standards. In this dynamic presentation, we will address critical aspects to help you ensure a smooth shift to the 2023 standards. Learn where to find documents and essential supplemental resources. Discover the key shifts from previous standards, understand the timeline for full implementation, and learn why it's crucial to bid farewell to the 2015 materials. Leave with a clear roadmap for preparing your staff and an actionable takeaway to kickstart the journey. Don't miss this opportunity to equip yourself and your staff with the knowledge needed to lead your educational community confidently into a future aligned with the new ELA standards. Join us in "Navigating the Future" and make strides toward successful implementation.

Collaborating for Success with EDPlan SC

Kathleen Heiss, SC Department of Education and Philip Young, Public Consulting Group

Collaboration is essential for creating and implementing effective individualized education plans (IEPs). EDPlan SC, the new IEP software that will be used statewide, provides a variety of tools and features that can be used to promote collaboration between all teachers, parents, administrators, and other stakeholders in the IEP process. Participants will learn how to use EDPlan SC to share information, create reports, track progress, and make decisions together. They will also learn strategies for using EDPlan SC to build relationships and trust among stakeholders. This session is ideal for general and special education administrators who are interested in learning more about how to use EDPlan SC to promote collaboration in the IEP process.

Everything I Need to Know I Learned in the Summer

Meg Huggins, River Bluff High School

Discover the unexpected connection between the carefree days of summer and the demanding role of an Assistant Principal in this insightful session. As educators, we often find ourselves learning on the fly, but the lessons from our childhood summers hold a special significance. From crafting memorable experiences to mastering resilience in the face of adversity, summer adventures equipped us with invaluable skills that directly translate to the multifaceted responsibilities of educational leadership. Join me as we explore how the experiences of summer – from fostering teamwork to striking the perfect balance between work and play – serve as a blueprint for success in the realm of school administration. Through anecdotes and reflections, we'll uncover the profound parallels between the joys of summer and the challenges of guiding a school community. Together, we'll glean practical insights and strategies that empower Assistant Principals to navigate their roles with confidence and effectiveness. Don't miss this opportunity to tap into the timeless wisdom of summer and harness it for professional growth and development.

Instant Ideas Session

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

Recognizing Risk and Providing Mental Health Resources to Rural Communities

Lindsey Collins, The Cook Center for Human Connection

"Put Me in Coach: From Subs(titutes) to Hall of Famers"

Edward Jones, Colleton County Middle and High Schools and Dandi Daniels, Colleton Academy for Success

How Green is Your Grass?..... Building Capacity to Foster Retention!

Tonya Addison, Tiffany Walters, Rodney Evans, and John Koumas, Sumter County Schools

Investing in Instructional Assistants

Carol Anne Barnes and Cyndi Coker, Laurens District 56

Telling the Story of a Small Town With a Big Voice

RS Brown, McCormick County Schools; Gena Wideman, McCormick High School; and Cameron Oswald, McCormick Middle School

Hot Topics in School Law for School Administrators (REPEAT SESSION)

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

This session will provide the most current legal information that every school administrator needs to know, including the most recent State laws as well as guidance on the latest legal issues impacting school administrators.

MAP Growth and Growth Mindsets

Brenda Ellenberg, Traci Boyles, Paula Alexander, and Wanda Tharpe, Pickens County Schools

How can assessment data support a growth mindset in students? How does goal setting impact student growth? Join a team from The School District of Pickens County, along with a representative from NWEA, to find out more. This session is for current MAP Growth users, as well as those who are exploring. Resources for Growth Mindset and NWEA goal setting practices will be shared, as well as the theory behind goal setting.

Monday, June 17, 2024
2:30 p.m. – 3:30 p.m.

Building Teacher Leaders = Building Stronger Schools and Districts

Natalie Osborne Smith, Erica Bissell, and Richelle Battles, Lexington District 1

In Lexington One we believe that leaders play a vital role in empowering each child to graduate with the knowledge, skills, and characteristics necessary to become strong citizens and contributors to a better world. Leadership, however, does not sit with school or district administrators alone. In fact, to facilitate positive change across the system, we know we must focus on collaboration with teacher leaders. “When teachers and others inside the organization share successes and challenges, implementation [and improvement] efforts can be more successful” (Lassiter, Fisher, Frey, and Smith, 2022, p. 133). Thus, the importance of teacher leadership and voice cannot be underestimated in school and district improvement. In this session, learn more about how Lexington One leverages teacher leadership roles and teacher leader voice to support instructional change at the system level, to improve instructional practice at the classroom level, and to support retention efforts of our newest educators.

Structuring Observations and Feedback to Increase Student Achievement

Jeff McCoy, Greenville County Schools

Specific, Actionable, and Timely feedback is critical for continuous academic improvement. But what other instructional structures are critical in order to get the most out of observations and feedback? This session will focus on various structures that have the potential to ensure the time spent observing teachers and providing feedback has the maximum impact on student achievement. Several tools will be shared that can be immediately implemented with your school leadership team.

Intentional Processes to Reduce Discipline and Produce Outcomes in High Schools

Samuel Fuller, Tami Shaffer, and Angela Hodges, Aiken County Schools

South Aiken High School has been experiencing a shift in demographics for 10+ years that has seen an increase of Pupils in Poverty. Despite this shift South Aiken is in the midst of five consecutive years of decreased student referrals (51% decrease from 2018-2019 to 2022-2023) while also seeing consistently “Good” academic outcomes. These positive outcomes are the result of intentional processes to include positive branding, admin/counselor partnerships, vision casting, clearly communicated expectations, and positive relationships. This presentation will provide participants with an overview of how we live “All Means ALL”.

The Art of Co-Teaching - A Model for Continuous Academic Support and Improvement

Chavon Browne, Brantley Wilson, and Geneva Young, Lady's Island Middle School

When two certified teachers are in a classroom together, the possibilities are endless! This session will highlight the co-teaching model implemented at Lady's Island Middle School to provide continuous academic and support for all students in ELA and math. Considerations must include the master schedule, co-teaching partners, roles and responsibilities, and clearly defined expectations.

A Title I Middle School's Journey into a Deep Coaching Model

Taria McIntosh, Brian Williams, Melanie Hahn, and Megan Tarbert, Robert Anderson Middle School

Do you work in a high poverty school with teacher turnover increasing every year? Are more than 50% of your student population not working on grade-level in reading and math? What are some viable ways you can revitalize your school's culture and implement a deep coaching model that can transform teaching and learning in your building? Join us in sharing our journey as a Title I Middle School with approximately 1300 students in transforming the culture of our school and fostering a growth mindset among our faculty members. You will walk away with specific strategies for building your school's culture and igniting instructional conversations in your building.

Making Tier 1, 2, and 3 Work School Wide with a Focus on PREVENTION

Miranda Leopard and Amy Bagwell, West Pelzer Elementary School

How many times have you heard this before?... "There is not enough time in the day to teach ALL the things." Teachers are great at what they do but let's be honest, how in the world can they teach grade level standards (tier 1), reteach grade level standards (tier 2), teach below grade level standards (tier 3) AND enrich the learning to those students who have already mastered all the standards. Our goal is to maximize our instructional time to meet the individual needs of all students. At our school, we believe there is value in team collaboration where student growth is our top priority. The prevention loop design that we have in place helps many students master the essential standards before the end of the unit. We will show how we transformed our master schedule to include all the tiers of support for every grade level and provided a prevention loop time to ensure all students are learning at high levels.

The Road to Retention: Recruit to Retain

Ned Blake, Florence District 3; Melanie McKnight, Olanta Creative Arts and Science Magnet; and Christy Flowers, J.C. Lynch Elementary School

Teacher shortages and other employment opportunities have caused a massive issue throughout schools in South Carolina. Building on last year's "Road to Retention" presentation, we have continued to think outside of the box for not only attracting new and veteran teachers to our district, but also finding ways to keep the current employees invested and retained. From merging onto the educational highway to reaching their final destination, we have found ways to support our teachers every mile of the way. We've navigated around many roadblocks to teacher retention – inadequate preparation, lack of effective mentoring, potholes of communication, and speed bumps of support. Our GPS of success helped us arrive at our highest retention rate ever! Climb in the passenger seat as we navigate through reading the road signs – knowing when it's best to merge, best to yield, or slam on the brakes! The checkered flag is in sight and we all want to win. Fasten your seatbelts as we equip you for navigating your own road trip to retention!

Special Education Discipline and Providing FAPE: The Nuts and Bolts

Michael Davidson, White & Story, LLC

This presentation will provide a comprehensive overview of student discipline for students with disabilities and a discussion of the competing interests of school safety and individual rights. The presentation will discuss the specific laws and additional protections afforded to students with disabilities, including the difference between the discipline of students with IEPs under the Individuals with Disabilities Education Act ("IDEA") and students with a Section 504 Plan. Attendees will be guided through a Manifestation Determination Review, an expedited Due Process Complaint and Hearing, and a disciplinary due process hearing. Further, the presentation will discuss some common challenges in ensuring students with disabilities are receiving a Free Appropriate Public Education ("FAPE").

PLC Partners - Supporting Schools

Rob Burggraaf, Dixon Brooks, and Jennifer Wise, Lexington District 2

A phrase we heard from time to time is that, “The District” told us or “The District” decided. Phrases like these served to build a perceived divide between district office staff and the work done each day in schools. One way to help erase this perception is to join in, shoulder-to-shoulder, with teacher teams. In Lexington Two, we do that through our roles as PLC Partners. The purpose of our district PLC Partners is to provide support and encouragement for schools. A district Instructional Team member is paired with each Lexington Two school to serve as an advisor, resource, and supporter of the staff and school. The intent is that there is a trusting relationship between partners and schools. Over the summer, the district PLC Partner and school administration use school self-assessments to determine strengths and points for growth to develop goals and plans related to where they specifically are as a school in their PLC journey. PLC Partners join schools during in-service days, guiding coalition meetings, achievement team meetings, and faculty meetings in order to be closely connected to what’s happening in the building. We view these roles as imperative in growing as a Professional Learning Community.

CERRA: Help us Shape the Next Five Years (A Listening Session)

Jenna Hallman, Meredith Dantzler, and Suzanne Koty, CERRA

The Center for Educator Recruitment, Retention, and Advancement (CERRA) is the oldest and most established teacher recruitment program in the country, but we don’t have all the answers. Our Board of Directors approved a strategic plan for 2023 -2028 that includes the following goals: (1) Respond innovatively to existing/emerging teacher recruitment needs; (2) Seek to diversify its funding streams; (3) Develop and implement a comprehensive marketing and awareness campaign; (4) Work to eliminate existing barriers that prevent access to critical data

In order to meet these goals, we need to hear from you. During this listening session, CERRA staff members will pose specific questions to the group and provide time for unstructured discussions. Please join us and help us map the future for CERRA. While not required, participation in the presentation titled “I Didn’t Know CERRA Did That!” is a great precursor for this session.

How District Leadership Supports School Leadership

Tammy Haile, Shari Stubbs, Nikki Hazzard, Candace Hoffman, and Omoro King, Chesterfield County Schools

Supporting our 16 Schools in Chesterfield County School District is crucial for ensuring effective leadership, smooth operations, and positive outcomes for students. Our CCSD School District Leadership Team plays a pivotal role in providing the necessary support and resources to help our schools' leadership succeed in their roles. Please join us to find out all the ways in which the District Leadership Team supports School Leadership. #CCS Ready

Empowering Education: Data-Driven Strategies in Chesterfield County School District

Dennis McDaniel and Stephanie Henderson, Plainview Elementary School; Candace Hoffman, Chesterfield County Schools; and Natasha Bullock, Age of Learning

Join us for an enlightening presentation as we delve into the innovative practices of Chesterfield County School District, where data takes center stage in monitoring student growth. Discover how the district harnesses the power of data, specifically Age of Learning data within My Math Academy and My Reading Academy, to not only monitor student progress but also to enhance instructional methodologies. Gain insights into the effective utilization of data-driven strategies that propel educational excellence, ensuring every student's journey is marked by continuous growth and personalized instruction. Don't miss this opportunity to explore the intersection of education and data analytics for a brighter future in Chesterfield County School District.

Linking Interim & Benchmark Assessments, Academic Achievement, and Student Progress

Matthew Lavery and Dana Yow, SC Education Oversight Committee

One major benefit of moving to the Added-Value Growth Model (AVGM) to measure Student Progress towards grade-level proficiency on the SC READY, is educators' ability to use state approved interim and benchmark (I&B) assessments to monitor students' progress towards their individualized Added-Value Targets (AVTs). But how scores on these I&B assessments correspond to the proficiency levels on the SC READY? The EOC engaged with Education Analytics (EA), one of our research partners, to conduct an updated linking study across state approved I&B assessments to find out. EA worked with the EOC, SCDE, and state approved I&B vendors to secure the necessary data and conduct a rigorous linking study, while at the same time, some of the vendors were conducting updated linking studies of their own. Findings across these studies showed strong agreement but did not produce identical results. This session will explore how educators should interpret these studies, what the differences mean, and how to apply these linking studies to real-time instructional decisions in the classroom. Resources will be provided for teachers and to school and district leaders to support their use of the AVGM, their selected I&B assessment platform, and available linking studies to support meaningful and measurable progress.

Leading with Impact

Tomeka Love, Red Bank Elementary School

Participants will learn how Red Bank Elementary School builds teacher capacity in creating a data literacy learning environment. In this session, you will learn how leadership mindframes drive voice and choice professional learning, peer-to-peer learning walks, and student-led conferences/data talks which increase teacher self-efficacy and impact student outcomes. According to Hattie and Zierer (2018), "The way we think about the impact of what we do as instructional leaders is more important than what we do." The goal is to create a learning environment of teachers and leaders who are intentional about the ways we think about our impact on learners and learning. Be prepared to engage in professional learning with colleagues and walk away with strategies to use with your leadership team and staff.

Instant Ideas Session

Each presenter shares their personal and professional passions for a total of 8 minutes.

Surviving The First Year!

Monique Manuel, North District Middle School

Creating Opportunities to Produce Results

Brian Morse and Brenda Hunt, Royal Live Oaks Academy

Time Saving Tips and Tricks for New Administrators

Nanette Davis, Hughes Academy

Yay, I am Finally a Principal.....Now What? Navigating the First Year

Charles Redfearn, Jefferson Elementary School

Who is ABC Institute?

Kim Wilson, Arts in Basic Curriculum

The Arts as a Timeless Well Spring for Innovation

Kim Wilson, Arts in Basic Curriculum

Tuesday, June 18, 2024

8:30 a.m. – 9:30 a.m.

PLCs that Work!

Monique Smalls and Krystle Speller, Kelly Edwards Elementary School

Learn how Kelly Edwards Elementary principal and staff utilized a predictable PLC structure and implementation schedule that focused on analysis of student data and strengthening Tier 1 instruction to achieve an excellent rating on their school report card.

A Deep Dive into ChatGPT for School and District Leaders

Jeff McCoy, Greenville County Schools

Learn how to truly harness the power of ChatGPT to work for you! This playground session will focus on the tips and tricks to use ChatGPT to help you be more efficient and gain some time back! Bring your device so you can play with us as we explore how to get the most out of Chat GPT!!

Ensuring the Validity of Homebound Services

Lee James, Horry County Schools and Byron Owen, Carolina Forest School

District and school leaders from Horry County Schools will share how they use an integration of various technology tools and PowerSchool customizations to monitor and verify the delivery of services for intermittent and full-time homebound students. Incorporating the perspectives of district and school based staff, the process that they will explain includes the calculation of homebound service hours, communication of services between the homebound instructor and coordinator, approval of services at the district level, and validation of instructor compensation accomplished by seamlessly integrating multiple digital resources. Best of all, this process was designed in-house and does not require the purchase of expensive software.

Implementing School Walkthroughs and Focused Professional Development to Grow

Don Hardie, White Knoll Middle School

Learn how White Knoll Middle School (WKMS) has grown its students' proficiency levels over the last two years in math and ELA and is no longer considered a school-wide priority school. This session will discuss how WKMS developed a strategic work plan focused on rigor and engagement to increase proficiency in math and ELA. The school developed leadership based on curriculum, special education, and discipline to drive decision-making with teacher and student input. WKMS leveraged consistent classroom walkthroughs to increase engagement and rigor in the classroom. Data from the walkthroughs then impacts the planning of professional development. Be prepared to be engaged in the learning process together as WKMS explores the plan to succeed through a growth mindset.

The Power of Connection

Cassie Cagle and Brooke Dingler, Aiken County Schools

Vince Lombardi said, "Creating culture is not a one-time thing, it is an all the time thing." This session will explore critical insights and strategies for administrators related to positive school culture while learning how to reach and teach students with a variety of emotional and behavioral challenges. Understanding the impact of trauma and how evidence-based interventions will prepare students to deal with current and future trauma events through resiliency. Walk away from this session with tools, recommendations, and strategies for connecting with these high-potential students.

Collaborative Recruiting: How to Elevate Your Strategy to Win the Recruitment Game

Melanie Cohen, Lexington/Richland District 5 and Linard McCloud, Oak Pointe Elementary School

Join representatives from School District Five of Lexington and Richland Counties to learn more about how interdepartmental collaboration and intentionality in recruiting practices led to a 98% certified staff fill rate to start the school year. You will learn the four steps to hitting a recruitment homerun. Hear from both a district and school perspective about intentional practices that lead to hiring the best people for your team and keeping them on the roster. The presentation will also include time to collaborate with other districts to learn about effective recruitment strategies happening around South Carolina.

Prison Walls to College Halls—How do you WIN with the most challenging students? Part 2

Floyd Lyles, South Carolina Department of Juvenile Justice

Think about your most difficult and challenging students. How do you deal with them? How do you reach them? How can you turn a negative situation into a positive one? Take a look inside the South Carolina Department of Juvenile Justice. Find out how your students can go from prison walls to college halls. Get an inside track on how to create a WINning culture at your school. This presentation gives you the tools to see students in a different way. We will share insight on reaching the most difficult and challenging students. Learn how to WIN and build relationships and make life-changing connections. The purpose of this presentation is a call to action because every student needs a champion. Our students need us and most of this starts in elementary school when they are labeled "bad." As they get older, the label changes to "unteachable" and "at-risk." Who is really at-risk? All students deserve the best. It's time we all WIN! "They may forget what you said, but they will never forget how you made them feel." Maya Angelo

Beyond the Desk: Exploring the School District Superintendency

Lance Radford, Spartanburg District 2 and Randall Gary, Spartanburg District 5

Join us for a compelling presentation, "Beyond the Desk: Exploring the School District Superintendency," where we delve into the dynamic role of a school district superintendent. In today's educational landscape, superintendents face a myriad of complex challenges, from budget constraints, curriculum development, community engagement to employee recruitment/retention and student achievement. This presentation will offer valuable insights into the strategies and leadership skills required to excel in this pivotal position. We will explore how superintendents navigate the ever-changing educational landscape, make critical decisions, and foster innovation while ensuring equitable access to quality education for all students. Whether you are an aspiring superintendent looking to take your next step, an educator, or a community member, this presentation, filled with stories and best practices, will help you appreciate the vital role superintendents play in shaping the future of education.

SC STRS Presentation

Lee Wilson, Horace Mann

Understanding your state's retirement benefits is key to planning for your retirement. This workshop shows educators how your South Carolina state retirement benefits and supplemental retirement plans can work together.

Enabling the Digital Classroom for Teaching and Learning

Lee D'Andrea and Dan Ralyea, SC Department of Education

What makes a good restaurant a great place to dine? What makes a good classroom a great place to teach and learn? What do these questions have in common? Both environments have essential components, and in this presentation, we'll identify the parts and counterparts for success in each one. Think: the chef is to the teacher as the menu is to the ???

Connecting the Links of Continuous Improvement

Kimberly Mack and Denise Covert-Wilson, SC Department of Education

Are the links of school improvement connected in your districts/schools? Join this session to discuss the components that lead to school improvement and increased student achievement. Participants will explore and make connections to the core links of school improvement. Leave this session with tools that will help you examine the links in your chain of school improvement.

Tuesday, June 18, 2024
9:45 a.m. – 10:45 a.m.

Empowering Student Success: Harnessing the Power of PDSA Cycles, MTSS, and Data Protocols

Jennifer Bufford and Christin King, Whitehall Elementary School; Malura Shady and Erin Landreth, New Prospect Elementary School; and Brenda Kelley, Anderson District 5

Experience exponential student growth through a four-step continuous improvement process known as the Plan-Do-Study-Act (PDSA) cycles, coupled with intentional focus on MTSS and the use of Data Protocols. By analyzing research and data, we will explore effective strategies by reflecting on our team's journey through this process. You'll have the opportunity to immediately begin planning the implementation of this process with your staff, equipped with supporting materials and resources. Leave the conference with a head start, armed with visual tools, graphic organizers, and various additional resources essential to kickstarting this process in your district or school.

Esports: Reimagining Education for College and Career Readiness

Gregory Harrison, Mark Blacklocke, and Emily Duplantis, Dorchester District 2 and William Griggs, Summerville High School

Esports, once seen as a mere hobby or pastime, has evolved into a platform that not only entertains but also prepares students for the challenges of college and offers them a pathway to secure scholarships. Participation in Esports also offers a unique avenue for students to develop the skills and aptitudes necessary for careers in IT, cybersecurity, and various other professional fields. Esports also plays a surprising role in preparing students for military careers. During this session, presenters will discuss Dorchester School District Two's journey into the world of Esports showcasing how Esports has evolved into a valuable educational tool. Presenters will also share our newly designed Esports arenas at each of our high schools. Scholarship opportunities, real-life learning opportunities, and success stories will be highlighted.

Synergy in the Middle: Middle School Principals Collaborating for District Achievement

Brandon Ross, Muller Road Middle School; Teresa Mingo, Longleaf Middle School; Karys Mazyck, Blythewood Middle School; April Shell, Summit Parkway Middle School; and Jamilia Kenely, Kelly Mill Med Pro Middle School

In today's rapidly evolving educational landscape, we emphasize the paramount importance of collaboration amongst the Richland School District 2 middle schools. While competition certainly has its place, we firmly believe that collaboration holds the key to unlocking the full potential of our educational institutions. Our primary objective is to break down barriers and foster interconnectedness among all middle schools within our district. Through collective effort, we harness a vast reservoir of knowledge, experience, and resources that enrich our educational community. Our presentation underscores that cultivating a culture of cooperation is not merely an abstract concept, but rather a mutually beneficial endeavor. Students thrive when educators collaborate, teachers experience professional growth, and parents witness the positive transformation in their children's education. We acknowledge that building a collaborative culture is an ongoing journey, not a one-time initiative. Our session will equip attendees with actionable strategies for sustainable change, ensuring that a collaborative spirit will allow your schools to flourish. Together, we can create a more vibrant and prosperous educational ecosystem for all.

I Don't Want to Suspend, But What Else Can I Do? - Part 2

Beth Taylor, Aiken County Schools

This session will be a follow-up to the i3 session from 2023 and the extended Seminar Session from September of 2023. The session will ensure those who did not attend Part 1, still walk away with the needed information for implementation. There will be a quick review of how to coach teachers to set the expectation for effective management, including how to address the problem effectively in the classroom before calling for support. We will also review the step-by-step process for administrative responses to problem behavior. The majority of the session will focus on Part 2 of the work. We will dive into building the tool box of strategies to implement the step-by-step processes as you respond to problem behaviors in a way that will lead to actual behavior change in your schools and to teachers feeling supported as they deal with the new behavior challenges emerging in schools today. Participants will leave the session with tools in hand to start the school year with a solid plan to improve student behavior.

Our 4 Year PLC Journey... From Acronym to Actuality

Mary Boarts, Matt Schult, Michael Hitch, and Brad Fulton, Belton-Honea Path High School

Belton-Honea Path High School has been identified as a Solution Tree Promising Practices School for its implementation of Professional Learning Communities over the past four years. Join us to learn more about each phase of our PLC implementation with practical solutions for how you can implement best practices in your own school. This presentation will build off of last year's SCASA presentation sharing our past and current best practices.

Event Security: Safety Doesn't End at Dismissal

Rich Todd, York District 4

Public events represent unique challenges for schools, particularly in terms of safety, security, and emergency preparedness. These activities often involve a large number of attendees not directly associated with the school, and supervisory staffing is usually significantly less than during the school day. Effective planning can reduce the potential for harm, loss, and disruption and facilitate a safe, successful event. This session will present strategies for risk assessment and management, effective deployment of security resources, and proper emergency planning. It will also discuss the importance of proactive coordination, collaboration, and communication with first responders.

AI4HR (Revolutionizing HR with ChatGPT)

Tony Hemingway, York District 2

Will the use of Artificial Intelligence replace or revive the HR profession? Join me to unlock the endless possibilities of using ChatGPT to refine, renew, and reduce your workflow in Human Resources.

Science of Reading Implementation Stories

Abbey Duggins and Marie Gibbons, SC Department of Education

To achieve the goal of improving literacy proficiency for all students and support the continued rollout of high quality professional learning, during the 2024-25 school year all South Carolina K-3 educators who have not yet participated will embark on a professional learning journey grounded in science of reading research. During this session, the South Carolina Department of Education (SCDE) will provide a high-level overview of the science of reading and moderate a panel of educators who have been pioneers in the successful implementation of science of reading-aligned practices. Participants will learn about the science of reading, understand the importance of building teacher and leader knowledge around the science of reading, hear tips and tricks for implementation, and gain access to vetted resources to support their work in schools and districts. The session will conclude with a Q&A with SCDE leaders about the statewide LETRS roll-out.

What's the 411 on Federal Programs?

Jewell Stanley and Hershula Davis, SC Department of Education

This session is designed to provide program and fiscal updates to grants authorized under ESSA. Attendees will be given an overview of details to remember prior to implementing grants for the upcoming school year. If you have questions about implementing regulations such as the Non-Competitive Procurement Process, this session is for you.

Tuesday, June 18, 2024
11:45 a.m. – 12:15 p.m.

Crew Culture

Todd Wade, Caroline Cartin, Meghan Cegelis, and Jennifer McNair, Meadow Glen Elementary School

Our school culture is planned for, developed, and sustained through practices that bring the community together. We promote shared understandings and encourage all community members to become crew, not passengers. Students in our school are known well and supported by adults. One structure for developing this relationship—and supporting students socially, emotionally, and academically—is crew. The structure of crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Crew leaders strategically plan crew to address and assess these multiple goals. In our school, crew happens daily. Crew meetings are used for team building, group discussions, introduction to and preparation for conferences, etc. Crew can happen at any time, based on the needs of the group. Our Crew designer team developed our Crew curriculum to meet the needs of our school. It took us a year and a half to develop the curriculum and now Crew is a vital part of our school. All students are included on a daily basis and each classroom is now a safe culture that promotes an environment where ALL students can learn. This safe and positive environment will lead to less discipline problems, better attendance for students and staff, higher academic achievement for ALL students, and students will be able to contribute in a positive manner to create a better world.

We D.I.D That!

Teresa C. Jennings, Denise Simpson, Monique Jefferson, Tawana Howell, Trese Reed, Whittaker Elementary School

This workshop would be an opportunity to share what we at Whittaker Elementary School believe were effective instructional, data driven practices that supported an academic climate with a mission to grow. Utilizing Data, Intentional Instructional Practices, with a system of Dependability supported our school's journey through the process of continuous improvement. Our primary commitment during this session will be to share some of our school's focusing practices embedded in collective efficacy, campus wide PLCs, and data-driven instruction that led our school from an Average to an Excellent Report Card Rating in 2023. Presenters will share the vision of how creating a solid foundation for change with our data, teachers, students, and the leadership team helped our campus to improve school, student, and adult learning outcomes.

Improving Graduation Rate from the Bottom Up

Lori Grant, John McMillan, and Reed Gunter, Dutch Fork High School

We have found that increasing graduation rate has to have more depth and breadth than just targeting seniors during their final year. We created focus groups that target at-risk students. These groups consist of grade level teachers, school counselors and administration. The goal is to ensure that all freshman, sophomores, and juniors on diploma track pass (at least) all of their core courses and transition to the next grade level. In addition, that seniors on track to graduate do not get left behind during their senior year. We used these focus groups to provide our students with the supports and skills they need to be successful in high school and beyond. We know that there are early warning indicators that include attendance (total, unexcused, excused and suspension), behavior (suspensions, office referrals), and course grades (failing tests, missing assignments). The focus groups use a three-pronged approach to identifying and supporting our at risk students. Each group has academic, attendance and behavior supervisors. Academic Advisors identify students who are at-risk due to failing grades using data from Power School and Tableau. They create strategies to help

teachers and students perform better. These include tutoring, frequent parental contacts, mentoring, utilization of coaching relationships, timely content recovery, and administrative support. Attendance Advisors identify all students who are at-risk because of attendance using PowerSchool and information acquired by our attendance clerk. They look at truancy and absenteeism. They create strategies to address the issue including parental contacts via phone, mail, email, administrative meetings, attendance make up, and attendance intervention plans. They identify all students who have transferred out of the district and check their status of enrollment. These students get tracked throughout the year. Behavior Advisors identify all students who are at-risk of not transitioning because discipline concerns using information from our Educators Handbook Data. They create strategies to address the issues including parental contacts via phone or mail, triage teams, administrative meetings and support.

Ready to get F.I.T. (Focused Intervention Team)?

Robert Etheredge, Saluda High School and Saluda Middle School; Kendra Williams and Jonathan Eergle, Saluda Middle School; and Christy Roberts and Brad Johnson, Saluda High School

Is your team seeking a more strategic way to ensure every student is on track towards academic success? Then it's time to get F.I.T.! Join us as we share information about the program, process, and progress we made with the implementation of a targeted intervention approach focused on supporting the whole child.

How to Grow Your Work-Based Learners/First Jobs Initiative

Roy Frick, Center for Advanced Technical Studies and Charity Simmons, Lexington/Richland District Five 5

Districts need to be able to continue to grow their work- based numbers each year. At District Five we have had a large increase in work-based numbers through multiple initiatives put into place. This is a great opportunity for district and school leaders to gain ideas on how to implement a successful work-based program in their district!!

More Good than Bad and Ugly: Year 2 with a flexible intervention block

Adam Lanford, Jessica Large, Phillip Bramblett, Hayden Woerner, and Sean McNinney, Powdersville High School

This is a follow-up session to "The Good, the bad, and the Ugly, Year One of a Flexible Intervention Block". Powdersville High will present adjustments made in year two of a flexible intervention block, including adjustments and additions and their impact on student success as a part of the full scale MTSS Intervention System at a high school in Upstate South Carolina.

Creating Positive Climate with Your Staff

Taylor Crosby, Greenwood Early Childhood and Montessori School

This session is geared for administrators wanting to create a positive school climate and implement staff boosters to build morale among all staff. You will be presented with many ideas to use with your staff on a monthly basis and will have a resource with takeaways to use immediately.

Creating a Culture of Academic Excellence

Tanya Wilson and Caroline Hunt, Eastside Elementary School

Do you want to transform your school? Come hear how our high-poverty, rural elementary school changed the way we think. Follow our journey where we created a culture of students and staff empowered to be in charge of their own learning. This presentation will take you through our five year journey that combined positive behavior supports, a transformed school culture, and personal accountability systems. This path resulted in schoolwide academic and social emotional growth. Attendees will leave with ideas to jumpstart their journey.

All Aboard for Student Success

Beth Farmer and Lauren Nifong, Westcliffe Elementary School

This session will tell the story of our underperforming Title I elementary school's journey that has raised achievement over the past several years. Strengthened PLCs, Learning Walks, Instructional Rounds, common goal setting, and school culture have helped our school identify student learning needs and select high leverage practices to meet the needs of all learners. We are ALL ABOARD for student success!

Tuesday, June 18, 2024
1:30 p.m. – 2:30 p.m.

From Traditional to Trailblazing: Modernizing HR Productivity

Kelly Elrod and Leonard Galloway, Anderson District 5

"From Traditional to Trailblazing: Modernizing HR Productivity" underscores the imperative for Human Resources departments to evolve with the times. It highlights the role of technology, data, automation, and a strategic approach to Human Resources in driving productivity and aligning our practices with broader organizational goals. This last year has been an evolution with some pitfalls to look for and some advantages that elevate the school district as a whole. Travel with us as we touch on areas such as our digital transformation; the use of social media and the integration of AI. You will see how each of these tools have been beneficial in ensuring a more productive and efficient human resources department.

Inspect What you Expect! Why Attendance Matters K-12

David Pitts, Laurens District 56; Jeff Parks, Clinton Middle School; Arneice Renwick and Ashley Kinard, Joanna Woodson Elementary School; and David O'Shields, Laurens District 56

Our attendance and chronic absenteeism rates were abysmal. Dr. David O'Shields, Superintendent, designated student attendance as a priority focus for the district. As a result, daily virtual meetings occur and each student attendance history is examined by the principal, powerschool clerk, and assistant superintendent, and elementary and secondary directors. We have significantly reduced our student unexcused absences through use of facebook, class dojo, phone calls, obituaries, and old fashioned home visits! Our use of attendance improvement plans seemed to have helped tremendously. Parents are now notifying schools and bringing students to school after appointments! We will give you specific strategies to take back and immediately put to use!

Special Populations and CTE

Carla Stegall and Sandy Vining, Lexington Technology Center

We all know that Perkins funding requires participation in CTE by special populations, and MLLs and students with special needs are two important groups in that long list. In this session we'll share what we have been working on to recruit these students, to support them, and to enable them to gain skills, certifications, and real-life English. We hope to hear your ideas as well, including what's worked and what hasn't worked.

Student Services Team Approach--Success for All

Brenda Blue, Mary Beth Roulston, and Marcia Harroff, Pritchardville Elementary School; Julia White and Derek Skaggs, Beaufort County Schools

In this session, we will share how our school established a student services team approach to provide comprehensive support for students facing behavioral and academic challenges. The student services team approach leveraged our human resources by bringing together District personnel, school counselors, administration, general and special educators, to increase student success and build professional capacity. From tiered interventions and data discussions focused on academics, coupled with social-emotional wellness the students services team approach resulted in a complete rethinking" of our approach to service delivery and case management—all resulting in student success. Participants will leave our session with numerous strategies and resources that are sure to have a purposeful, effective, and lasting impact on your students and school community. Pritchardville Elementary School is a National Blue Ribbon School of Excellence-Lighthouse School.

Launching Your Principalship: Strategies for Success

Ryan Poston, St. James High School and Krista Finklea, St. James Elementary School

Join seasoned educational leaders, Ryan Poston and Krista Finklea, in an insightful presentation tailored for new and aspiring principals. "Launching Your Principalship: Strategies for Success" offers a dynamic roadmap to navigate the exciting yet challenging journey of becoming an effective school principal. In this engaging session, Ryan and Krista draw from their extensive experience as principals to impart practical wisdom, key insights, and essential strategies. They will cover critical topics, including leadership principles, building a positive school culture, fostering effective teacher relationships, and managing administrative responsibilities. Participants will gain actionable takeaways on communication skills, decision-making, and leveraging technology to streamline school operations. The presentation will emphasize the importance of stakeholder engagement, collaboration with teachers and parents, and the art of problem-solving in the ever-evolving educational landscape. With real-world anecdotes and evidence-based practices, Ryan and Krista empower new principals to set themselves up for success, emphasizing the significance of adaptability and resilience in the role. This presentation promises to inspire, equip, and motivate the next generation of educational leaders to excel in their principalship and make a lasting impact on their schools and communities.

Building Excellence through Collaboration

Elizabeth Watts, Ricky White, and Allen Kirby, Walker Gamble Elementary School

How often do classroom teachers participate in leadership opportunities? Does your school climate foster positive, supportive, and respectful collaboration? Join Walker Gamble Elementary School administrators and coaches to discuss how developing a culture of collaboration leads to a successful MTSS process, cohesive faculty and staff committees, strong community partnerships, and the establishment of a master schedule that aims to maximize instructional time across grade levels. Through the Collective Leadership Initiative and other school level leadership opportunities, WGE has built a learning environment focused around a shared vision of academic achievement. In this session, you will discover how teacher participation and a supportive culture lead to excellence.

When a Crisis Hits: Will Your Schools Be Ready? Learn How to Build Strong Crisis Care Response Teams

Elizabeth House, Greenville County Schools

Any event that affects the emotional stability of students and/or staff that disrupts the educational process. During a crisis situation schools are faced with unusual demands. While maintaining day-to-day operations, Principals and district leaders must adapt to unexpected and unpredictable influences. Developing an effective crisis response and building a strong school-based crisis response team is imperative. Schools may underestimate the full impact of the crisis or feel overwhelmed by the extent and magnitude of it. For schools to effectively address the many issues that typically arise during a crisis, a preplanned, systematic organizational model to direct decisions is essential. All districts should have an effective and comprehensive crisis management plan provides guidelines so that everyone will know what to do before, during, and after any crisis. Join this session to learn how to map out your district or schools crisis care response implementation plan that will aid in the sustained stages of handling a crisis.

Elevating EOC Success: Strategies for Increasing Scores and Student Achievement

Jessica McAbee, Erik Gerstenacker, and Steven Olejnik, Chesnee High School

Are your scores where you want them to be? By enhancing our approach to exam preparation and support, we can empower our students to perform at their best, achieve higher scores, and better position themselves for future academic and career success. In this session, we will share how we used diagnostic tests, PLCs, customized intervention strategies and personalized professional development to help increase our EOCs.

Implementing Data-Based Individualization for Intensive Interventions

Jennifer Hill, Hunter Street Elementary School and Joann Waltman, Classworks

The National Center on Intensive Intervention (NCII) and The Progress Center recommend the process of Data-Based Individualization (DBI) to ensure early and often that intensive interventions are working for students. The DBI process is proven to work, but it can be a challenge to implement, especially with the increase in the number of students who need added supports and the rising teacher shortage. This session will provide practical application for each step of the DBI process. You'll hear how York School District 1 developed best practices for implementing each step, how they secured buy-in for the new processes, and the tools they used. You'll leave with suggestions for how to ensure the interventions you're delivering are effective and evidence-based. Plus, understand what constitutes valid and compliant progress monitoring and which tools are the most intuitive for teachers. We'll discuss: the five steps of the DBI process and how to implement them; implementing an evidence-based intervention program; how to make the shift to compliant progress monitoring; where do teacher-created tools fit into the process?; analyzing data and forming hypotheses about why interventions aren't working; and making instructional adjustments when students aren't showing growth.

Continuous Improvement for All

Kimberly Mack and Bentley Oates, SC Department of Education

Low and high performing schools are using evidenced-based interventions and a Continuous Improvement Plan to move the academic needle. Learn the key components of the plan to use at your school. Improvement strategies will be discussed to jump start your plan with attainable performance goals. Progress monitoring will be emphasized to ensure your plan is meeting the needs of your students.

Instant Ideas Session

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

Using a Schoolwide Morning Meeting to Serve the Academic and SEL Needs of Your Students

Jeff Parks, Clinton Middle School

An Inclusive Process for Complex Issues

Jason Warren and L'Adair Sterling, Greenville Senior High School

Examining the Role of an In-Class, Cross-Age Peer Tutoring Program in Promoting Student Engagement and Achievement

Breana Amick, Spring Hill High School

Why Tier 1 Matters- You Can't Intervene Your Way Out of Poor Instruction

Rhonda Gregory, Greenville Technical Charter High School

Pick up the PACE - What To Do With the Kids That Don't Want To Do

Michael Hitch, Belton-Honea Path High School

PBIS - How Our School Did a Hard Reset

Brad Fulton, Belton-Honea Path High School

The Power of TEN: Teach. Engage. Nurture

Edward Jones, Colleton County Middle and High Schools and Dandi Daniels, Colleton County Schools

Tuesday, June 18, 2024
2:45 p.m. – 3:45 p.m.

Retention Plan: Will They Stay or Will They Go?

Jennifer Hart, Salvatore Minolfo, and Tamara Butler, Aiken County Schools

Hanover Research reports in their 2023 Trends in K-12 Education posted on January 25, 2023, that 55% of educators say they plan to leave the profession sooner than planned. The report also indicates that 9 out of 10 educators are currently experiencing burnout. Aiken County Public School District has developed and is piloting a strategic process to create retention plans using data based on 11 key indicators, including (list some of the indicators). This compilation of data then establishes a unique profile for each department and school with an overall assessment of the workplace culture and health of the organization. The profile allows leadership to develop action plans targeted to each specific indicator as needed to ultimately improve retention, increasing involvement and enthusiasm of the staff.

Revolutionizing Alternative Education: The Collaborative Success Story of RISE Academy

Greg Harrison, Dorchester District 2 and Brion Packet, RISE Academy

In the dynamic landscape of education, innovation shines brightest when districts come together to reshape the learning experience. Join us for an inspiring journey as we delve into the inception and triumph of RISE Academy – a beacon of alternative education co-crafted by Dorchester School District Two and Horry County School District. In the 2022, Dorchester School District Two embarked on an ambitious mission: to redefine their approach to alternative education. Through extensive tours, productive collaborations, and strategic partnerships with Horry County School District, the visionary RISE Academy was brought to life. Modeled after the acclaimed SOAR Academy, this innovative institution stands as a testament to the power of multi-district cooperation. During this enlightening session, representatives from Dorchester School District Two will illuminate the transformative journey that led to the birth of RISE Academy. Explore the fascinating process of reimagining and redesigning alternative education, drawing inspiration from the proven success of SOAR Academy. Dive into the finer details of this groundbreaking initiative, from revolutionary facility enhancements to the implementation of tiered systems and student points. Discover how RISE Academy goes beyond conventional boundaries to cultivate an environment where students not only thrive but exceed all expectations. Gain insights into the ingenious incorporation of community service, an element that has truly set RISE Academy apart. Join us as we unveil the collaborative prowess that fueled the birth of RISE Academy, demonstrating how forward-thinking districts can collaboratively pioneer new paths in education. Witness how the convergence of ideas, resources, and expertise has yielded an educational triumph that is redefining what alternative education can achieve. This revision maintains the essence of your original text while adding a more engaging and descriptive tone to captivate the reader's interest. It also emphasizes the collaborative aspect and highlights the unique features of RISE Academy that set it apart.

Building a Solid Foundation for Successful Implementation of MTSS.

Laura Merrick, Amanda Sanders, Lawrence Anderson, and Diana Newman, Bridges Preparatory School

The Multi-Tiered System of Supports (MTSS) is a framework that helps educators identify students' academic, behavioral, and social-emotional strengths and challenges and provide differentiated support for students based on their needs. Successful implementation requires intentional steps to create a model that lays the foundational knowledge and develops the systems that will support implementation success and improved student outcomes. This session will explore the steps taken in one South Carolina charter school to build a strong MTSS foundation that focuses on the six components within the South Carolina MTSS Framework. Participants will leave with actionable steps related to school-wide scheduling of interventions, building capacity of school staff to analyze data, the use of various teaming structures, and implementing data based problem solving.

HELP!! I Was Not a Special Education Teacher and Now I'm an LEA Rep.

Adam Porter, Lancaster County Schools

Being an administrator is exciting and hard work. Being an administrator without a background in special education is even harder. Acting as an LEA Rep. in an IEP or 504 meeting is a large responsibility. In this session, you will leave with a better understanding of IDEA's criteria to act as an LEA Rep., an LEA Rep.'s role and responsibilities, and practical tips to increase your effectiveness as an LEA Rep. We will also take a look at best practices for complying with IDEA's discipline provision, including the definition of and ideas for conducting an MDR. Additionally, participants will explore the LEA's role in ensuring students with disabilities adequately access a FAPE, and more!

Aligning Cognia's Accreditation Process with Continuous Improvement

Annette Melton, Cognia and Terry Pruitt, Spartanburg District 7

Based on Cognia's 2022 Performance Standards, schools and districts will learn about reducing duplication of efforts by connecting processes, protocols and procedures with Cognia standards, resources and tools. By identifying and celebrating strengths, districts and schools can prioritize areas of improvement to leverage in their Strategic Renewal Plan.

Faculty Meetings That Can Turn a Frown Upside Down

Laura Clark, Newberry County Schools

In this session, you will learn quick art-based relationship-building strategies to model at the start of your faculty meetings that transfer to all elementary, middle, and high school content classes. These will help build energy and engagement, reinforce content, and eliminate the "I don't care" mindset for students. Once you engage your faculty in these weekly or monthly warm-ups, you will observe how it trickles down to classrooms, becomes a part of your school culture, and raises achievement. Together, you will create a school culture and climate with high engagement and decreasing student behaviors while producing productive, engaging student learning environments. No art experience is needed to bring this to life in your schools. You will leave this session with many strategies and resources to implement in your schools.

Fostering the Wave of Modern Communication: A Year of Pioneering Efforts

Erica Taylor, PJ Walker, and Taylor Simpson, Orangeburg County Schools

In an era marked by swift digital shifts, our presentation, "Fostering the Wave of Modern Communication: A Year of Pioneering Efforts," recounts a transformative year of innovative strides in communication. We will guide attendees through our use of advanced tools that redefined how we connect. We'll share both our triumphs and the valuable lessons they brought. As we anticipate future communication trends, we'll provide insights into preparing for upcoming challenges. Our journey, deeply influenced by the "fostering" spirit of our Superintendent, Dr. Shawn D. Foster, demonstrates not just adaptation, but setting new benchmarks in communication. Come join us for a glimpse into the future and a roadmap to excellence.

High School Can Be Fun: Creating the Culture and Climate for Growth

Tracie Swilley, Fairfield Central High School

Often times when people think of fun times in school, they reference their early years. However, students must enjoy school at the secondary level too in order to thrive. During this session you will learn how we have created a culture and climate conducive to learning at Fairfield Central High School. Attendees will receive strategies that will produce quick wins as well as ways to allow your staff and students to tap into their passions in a collaborative and supportive environment. Attendees will also hear from staff and students to fully understand our story. In the age of accountability and teacher shortages, student, and staff morale MATTER. Just as a plant must have the right environment to grow, our students and staff must have the same. #LetsGrowTogether

System Wide Administrator and Teacher Professional Development for Students Lacking Resources and the Impact of that PD on Student Success

Tammy Pawloski, Francis Marion University and Tim Newman, Darlington County Schools

Through the Francis Marion Center for Excellence, the Darlington County School District implemented a year long, district wide program to give administrators, teachers, and school staff, relevant strategies that directly impact student behavior, attendance, and achievement. Learn how getting buy-in from the superintendent's role to the teaching assistants helped develop district and schoolwide awareness of how to impact students that lack resources. Using action research and data collecting methods, the district was able to catalog and prioritize relevant strategies throughout the year that will serve classrooms in the future.