

Focus ON CCSD

News for, by and about Charleston County School District,
the state of South Carolina's premier school district where *Students are the Heart of Our Work.*

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“Reading Prize Patrol!” Catches JIES Students Reading

Promoting Family Literacy at James Island Elementary School!

Reading Prize Patrol at James Island Elementary School “Turn off your TV and READ!” was the message at James Island Elementary School earlier this year.

In celebration of the fall TV Turn-Off Week and as part of Charleston County School District's ongoing emphasis on improving literacy, students were invited to sign a pledge to turn off the TV and read or do homework.

Five winners and five alternates were selected at random each night. The prize patrol (comprised of faculty and staff members wild about reading!) traveled the streets of James Island and Folly Beach between 5 and 7 p.m. dropping by students' houses to catch them reading with the TV off.

Reading Prize Patrol is a week long, bi-annual school wide event that encourages students to read at home. Prior to these weeks, all students are invited to sign a pledge that they will

turn off the TV/limit screen time and read or do homework between the hours of 5 and 7pm, Monday - Thursday. Parents must sign the pledges as well. All the pledges are put into a box and 5 winners and 5 alternates are selected each night.

According to Media Specialist Barbara Hale, if they are reading, they are given a bag filled with books, treats, and of course balloons. Video footage of the visits is taken complete with funny commentary. The footage is shown on the morning news program the following morning.

“This program significant because it builds a home school connection. It is also important because it emphasizes the message of reading as a family,” Hale said. “To be eligible for a visit, parents must also sign the pledge, ensuring that they will be encouraging their child to read. Reading prize patrol brings the mission of promoting reading into the community and enlists the aid of families to share this vision.”

This fall will be the school's 28th Reading Prize Patrol. Organizers have visited 540 winners in 13 years.

“The Reading Prize Patrol has impacted student learning by creating a community of readers,” said Hale. “Family members become learning partners. By signing the pledge parents have an active role in their child's literacy and learning. They are teaching their students that reading is vital. Parents also serve as models for their children by reading with them or reading while their child reads.”

One hundred and eighteen students returned the pledge and were anxiously awaiting a visit from the patrol.

For more information regarding this event, please contact Media Specialist Margaret Hale (843) 762-8253.



STUDENTS LAUNCH SCHOOL YEAR WITH NASA



On Wednesday, Aug. 29 almost 1000 Charleston County School District students from over 20 schools attended the STEM Career Fair where they saw demonstrations of NASA's new heavy-lift rocket, the Space Launch System.

The event, hosted by Charleston County, allowed students to explore STEM-related businesses and participate in hands-on learning experiences and interact with NASA staff.

As part of the Career Fair, retired astronaut Dr. Don Thomas spoke to the attending middle and high schoolers and later in the week visited students at St. Andrews School of Math and Science, Angel Oak Elementary, Mary Ford Elementary, Sanders-Clyde School and North Charleston Elementary.

Chad Vail, Work-based Learning Partnerships Coordinator, Career & Technology Education Support Team with the Charleston County School District, said career exploration of this nature not only improve academic performance but improves students' knowledge of career options during the critical years when they are also beginning to venture beyond the orbit of their parents.

The students listened intently as Thomas described his time in space and the many space flight experiences he had. Selected by NASA in January 1990, Dr. Thomas became an astronaut in July 1991. Asked by a student what he took from those experiences, Thomas replied, “it changed me in two ways. I now have a keen appreciation for how fragile the earth is. And secondly, ask yourself how you view your place on planet earth. When I am asked where I'm from I say, ‘I'm from earth,’ he told the students. “We all are. We are all earthlings here and we all have to do our part to take better care of our planet.” – *continued on page 3*



Ham and Darby Graduate from Riley Institute

Charleston County School Board Vice Chair Kate Darby and District General Counsel Natalie A. Ham joined other leaders selected from across the Lowcountry and surrounding area to participate in the Riley Institute at Furman's 13th class of Diversity Leaders Initiative (DLI).

“Discovering ways in which differences can strengthen our organizations is of utmost importance as we seek to grow and support a thriving economy and rich culture,” said Dr. Donald Gordon, executive director of the Riley Institute.

DLI class members are identified through a rigorous process including nominations from existing Riley Fellows, application, and interview. Individuals are selected to join the class based on their capacity to impact their organizations and communities.

Over the course of five months, Ham and Darby took part in a highly interactive curriculum consisting of case studies, scenario analyses and other experiential learning tools that maximize interaction and discussion among classmates and facilitate productive relationships.

They worked with other class members in one of five Capstone project groups formed to respond to real issues in the community.

The DLI classes are expertly facilitated by Juan Johnson, an independent consultant and former Coca-Cola vice president. – *continued on page 4*

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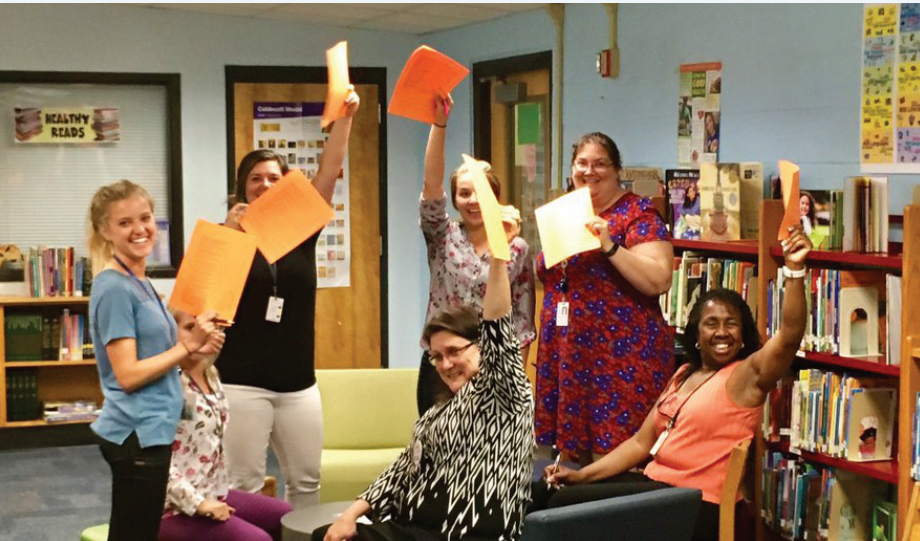
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Teacher Residency Program Named Finalist for Dick and Tunky Riley WhatWorksSC Award



Charleston County School District's (CCSD) Summer Teacher Residency program was named of three finalists for the 2018 Dick and Tunky Riley WhatWorksSC™ Award. The annual award, presented by the Riley Institute and South Carolina Future Minds, celebrates promising education initiatives for improving the lives of students across South Carolina.

The District's Summer Teacher Residency is a program designed to recruit and retain highly effective teachers in high-needs schools.

“Summer Residency gives both master and emerging educators an opportunity to build relationships that last beyond the summer, gain instructional knowledge, and reflect on best teaching practices in a positive and supportive environment,” said Kirsten Williman a Master Teacher at Chicora Elementary School.

A committee of corporate leaders and education experts selected finalists from more than 100 entries in the Riley Institute's WhatWorksSC Clearinghouse – a repository of resources that includes policy papers written by state leaders, case studies, and initiatives that explore and exemplify key strategies for improving South Carolina's public schools.

As a finalist, CCSD's Summer Residency received \$1,000 and was recognized at the WhatWorksSC celebration luncheon on Tuesday, October 30, 2018 at the Columbia Metropolitan Convention Center.

The winner of the award was announced at the celebration by former Governor of South Carolina and United States Secretary of Education Dick Riley. The award is named for Secretary Riley and his late wife, Ann “Tunky” Riley, a dedicated teacher and passionate advocate for quality public education.

In June 2017, CCSD implemented Summer Residency to provide targeted, enhanced professional learning for novice teachers, to promote teacher leadership for master practitioners, and to continue student learning through the summer. This learning lab paired experienced teachers from schools throughout the district with teachers who were about to start or recently started teaching in high-needs schools.

“The real crux of the residency program is that we are focusing on teachers and teacher leaders as a means to promote professional growth,” explained Kevin Eakes, who helped lead the program in its first two years of existence and is now at the College of Charleston's School of Education, Health, & Human Performance. “The master teachers collaborated with novice teachers to find creative ways to make learning come alive for the students and still teach the same skills all students have to learn.

“A key benefit of the program is that of course emerging educators grow, but it provides an opportunity for master teachers to hone their craft.”

Each morning, teaching teams co-taught with a focus on culturally responsive instructional practices and innovative learning approaches that include adaptive and personalized digital content. In the afternoon, students participated in enrichment activities through CCSD's EPIC Program in partnership with Charleston Promise Neighborhood, allowing teacher teams to plan and reflect on the day's outcomes. These teachers collaboratively developed and implemented a summer learning program for K-5 students at high-poverty schools.

Students from Sanders-Clyde Elementary School

participated in the first year and in 2018 the students were from Chicora Elementary School and Mary Ford Elementary School. The first summer there were 75 students and most recently the program hosted 120 students. CCSD's Office of Nutritional Services also partnered to provide their Seamless Summer Feeding Program to the students offering breakfast, lunch and two snacks every day.

Betty McKenzie, a master teacher at Carolina Park Elementary said that in her more than 25 years in education, programs meeting the needs of children, novice teachers, and mentor teachers have not really existed.

“Previous programs have focused on the needs of children and not teachers. Teacher residency addresses student and teacher needs. Teacher residency provides children with quality instruction in a small group setting with two teachers. All adults involved in the program are motivated to be involved with the children. Novice teachers have the opportunity to put practice and practical knowledge to work,” she said.

McKenzie added that novice teachers have access to a wide variety of mentor teachers with different skill sets to share. Teachers from across the district work together to build a shared sense of purpose and understanding in CCSD.

“At the end of summer residency, I left with a renewed hope for the younger generation of teachers due to their enthusiasm, skills, love of children and their desire to learn,” explained McKenzie. “The small class size allowed for effective, targeted instruction for children. I can honestly say that I consider the teacher residency program to be the best professional learning experience of my career.”

As part of the program, teachers worked to promote a culturally responsive instructional practice that encouraged student agency, provide opportunities for professional learning for teachers to support recruitment and retention, to build capacity to differentiate learning across the district for educators and students, and to accelerate student achievement.

“I have never seen first-year teachers at Chicora be as successful and confident as those who participated in the Residency Program over the summer,” Elizabeth Blackman, a master teacher at Chicora Elementary School said. “The program was highly effective in increasing student achievement; it gave novice teachers the tools, strategies, and habits of mind for challenges in high needs schools; and provided leadership and mentoring opportunities for our district's highly effective master teachers.”

Eakes said that the days consisted of co-teaching and then intimate deep dives into the successes, challenges and many creative question and answer sessions.

“I am delighted to honor and celebrate the effectiveness of these passionate individuals and their programs,” said Secretary Riley. “The finalists this year show that there are dedicated individuals working every day to improve the lives of students in South Carolina.”

“The teacher residency is an incredible opportunity because it connects novice teachers with a network of highly experienced, qualified, and happy to share master teachers. This has been an invaluable resource and experience for me. The most useful professional development I have ever experienced,” said Caroline Taylor, an emerging educator at Mary Ford Elementary School.

For more information about the event and the other award finalists, visit furman.edu/WWSC.

Master Teachers for Summer 2017 and 2018

- Kate O'Leary
- Shannon McAllister
- Christina Caputo
- Kristen Williman
- Meagan Corrigan
- Miriam Hood-Riley
- Brittany Hahn
- Samantha Blake
- Delores Moultrie
- Megan Orchard
- Jason Kraeger
- Stacy Todd
- Kelly Vossler
- Elizabeth Blackman
- Jennifer Primiano
- Kim Wickstrom
- Wanda Butts
- Megan Minchener
- Betty McKenzie
- Ginnie Huntley

“The real crux of the residency program is that we are focusing on teachers and teacher leaders as a means to promote professional growth. The master teachers collaborated with novice teachers to find creative ways to make learning come alive for the students and still teach the same skills all students have to learn.”

KEVIN EAKES, COLLEGE OF CHARLESTON'S SCHOOL OF EDUCATION, HEALTH, & HUMAN PERFORMANCE

Students Launch School Year With NASA – continued from page 1

SPAWAR was one of the over 25 business vendors on hand. Kelly Thompson, Career Fairs and Career Academies Project Lead for SPAWAR said their participation in the Career Fair and similar events is for a number of reasons. “It helps not only in the workforce but in the community as a whole. But the goals is to get kids interested in science and math, and introduce them to SPAWAR and show them that this is a place that they can come and work locally. We want to keep kids in this area for our workforce.”

Their booth featured Meeper Bots which demonstrated mechanical engineering aspects of toys made of legos with blue tooth capability. The students learned about aero-dynamics, load and various aspects that in turn introduced them to the SPAWAR robotics program.

“This is an amazing opportunity for our community for collaboration and commerce,” said event organizer, and Charleston County Government Operations Officer Kevin Limehouse. “We feel this expo was more than just connections with NASA. It allowed like-minded businesses and organizations to meet and work together.”



Wando High School 10th grader Ian Barrett was excited to attend the career fair with his engineering class and listen to a real astronaut speak about living in space. And while he has not yet determined his career path, engineering seems like a fun choice he said.



History Comes Alive at Buist Academy with Tuskegee Airmen

A documented original Tuskegee Airmen, Dr. Eugene J. Richardson, Jr. and flight instructor, Retired Col. Robert Hughes, spoke to Buist Academy students in November. They both served during the World War II era.

The Tuskegee Airmen formed the 332nd Fighter Group and the 477th Bombardment Group of the United States Air Force from 1940-1948. They were the first African-American military aviators in the U.S. Armed Forces.

Dr. Richardson became interested in flight as a young boy in 1930 when his father and a friend took him along to see the Colored Air Circus, a group of Black aviators performing an air show in Mansfield, OH. Driven by a pure interest to fly; he decided to join the Army Air Corps to become a pilot.

all 40 weeks.

After Tuskegee, Richardson went to Eglin, SC for gunnery training and then to Walterboro, SC for combat training.

In Walterboro, Richardson learned to fly P-40 and P-47 aircraft. He and 37 others finished their flight training in March 1945; however, the war ended in the European Theatre just two months later, so they never saw any combat.

He was not sorry about that.

“I did not want to go kill anybody or get killed,” Richardson said. “I just wanted to fly.”

Of the 38 pilots in his class, 23 including Richardson



DR. EUGENE J. RICHARDSON, JR. (top left)



DR. EUGENE J. RICHARDSON, JR. (left) AND RETIRED COL. ROBERT HUGHES (right)

At the age of 18, he went to Keesler Field in Mississippi for three months of basic training. From there he went to Tuskegee for 40 weeks of training.

Tuskegee held the civilian contract for pilot training for the Army Air Corps at that time and had 42 Black civilian instructors.

White trainees went to different bases for their 10-week training segments. The Black aviators stayed at Tuskegee for

graduated as fighter pilots and 15 as B-25 bomber pilots. His most memorable experiences as a pilot were his first solo flight, the first formation flight and the completion of his first simulated combat mission.

Dr. Richardson was discharged from the Air Force in July 1946. He did not pursue a career in aviation. Instead, he returned to Philadelphia where he finished his high school degree at then Temple High School and did his

undergraduate work at Temple University and got his Masters and Doctor of Education at Penn State. He pursued a successful career in education in the Philadelphia school system.

“There was nowhere for a black aviator to go in the United States – only Tuskegee,” Richardson said. “The color of your skin has nothing to do with how the brain functions. As we proved, men of color can fly and they can fly quite well.”

Col. Robert Hughes is a former pilot instructor. In 1944 he was sent to Tuskegee Army Air Field as a Single Engine Fight Instructor to help train Tuskegee Airmen at the Tuskegee Air Force Base in Alabama. He was one of the first eleven original flight instructors.

Although Col. Hughes was white, he experienced the effects of racial segregation during his time in the United States Air Force. The Tuskegee Air Force Base was segregated, and he could not live on the base, so as soon as he completed his training tour he had to leave the base because he was white.

As he continued his career in the United States Airforce, his other military assignments were: in 1946 he was stationed at Randolph Air Field to teach flying to Chinese and Turkish students, in 1947 he transferred overseas to Okinawa and flew P-51 fighter aircraft and in 1965 he flew Spy in the Sky missions out of Turkey.

In 1965 he retired as Lt. Col. and moved to Florida where he built single Family houses and sold real estate.

WANDO BAND PLACES SIXTH IN THE NATION

The Wando Marching Band made history with its best finish ever in the Bands of America Grand National Championships in November, coming in sixth place at Lucas Oil Stadium in



Indianapolis, Indiana. The Grand National Championships is recognized as the premier marching band event in the nation. The field competition featured 108 bands in preliminary competition on Thursday and Friday, with 37 bands advancing to semifinals during the day on Saturday. Twelve bands advanced to the finals on Saturday evening, and Wando placed sixth among with a score of 93.95 (the Warrior's highest score ever in the Grand National Championships). This is Wando High School's fifth appearance at Grand Nationals and Wando's fifth year making it to the finals. Only two other bands from South Carolina participated in the championships this year, Fort Mill High School and Nation Ford High School. The title for Wando's show this year was

“By a Thread,” which was based on the works of Alexander Calder.

Senior, Davis Ginn, was proud of his final performance as a Wando Warrior.

“We had three amazing performances, and most of the groups who placed ahead of us have won a national championship,” explained Ginn. “We are very proud of our performances at Grand Nationals & proud to represent Wando and the state of South Carolina.”

The Wando Band faced several obstacles this season, from Hurricane Florence taking away a week's worth of rehearsals to Tropical Storm Michael stealing a day right before this competition. Before their first regional championship win in school history, the speaker system malfunctioned, and the band had to perform with no electronics for the entire show. They persevered and won the entire competition.

The Warriors dealt with adversity again on the way to Grand Nationals. The prop truck broke down in Kentucky (5 hours from Indianapolis), so the band had to rehearse without any props, tubas, percussion, or color guard flags before the preliminary performance. Fortunately, the truck arrived shortly before the band took the field.

“We felt like there were so many things against us on Thursday,” Wando Band Director Bobby Lambert said. “Then they walked onto that field for prelims, and it seemed like nothing could stop them.”

The Bands of Wando are under the direction of Lambert, Lanie Radecke, and Jeff Handel. Michael Gray is the Program Coordinator for the Wando Marching Band and Sarah Price is the Colorguard Director. The Bands of Wando thank the support of its community, Charleston County School District, the Town of Mount Pleasant, its Harmony Sponsors, the Bands of Wando Foundation, parents, and alumni.

For more information visit WandoBands.org. For more information on how you can support the Wando Band, please visit www.crowdrise.com/wandoband. For more about the Warriors' performance, contact the Wando Marching Band's publicity representative, E.C. Setser, at (843) 345-1374 or ecsetser@yahoo.com.



TIGER TEAMS TACKLE SCHOOL WORK ORDERS

In a school district as large as Charleston County there are numerous and very diverse maintenance needs. To be proactive, the Charleston County School District’s Facilities Management Department has created Tiger Teams to handle maintenance and cosmetic issues that arise at each school.

The Tiger Teams were created three years ago to address the constant overflow of maintenance work orders. Four mechanics were taken from four different shops and combined to form a multi-trade team. It’s similar to a military team where an agile group is formed to go in and “attack.” In this case, the teams “attack” a list of maintenance needs at ten schools per week.

These teams of four include a carpenter, plumber, an electrician and HVAC mechanic. Their job is to go to a school from 1:30 p.m. until 9:00 p.m. – for three days in a row and fix as much of the issues as possible. And if time allows, the team tackles cosmetic issues and leaves the school “better than they found it,” according to Ron Kramps, Executive Director of Facilities Management.

The benefit is not only getting the needed work done but having a team that can help one another if needed. The team also works the afternoon shift so do not interrupt classes and instructional time.

“The State of New Mexico did a study and found that preventative work orders are 40 percent cheaper than emergency work orders,” said CCSD Maintenance Director Mike Stone. “Something that has already gone wrong is considered damaged and a lost opportunity.”

These teams also save what is referred to as “windshield time.”

“Mechanics are driving from school to school running up miles,” Stone said. “Across the district, department heads have been tasked with operating with the most efficient use of resources and aligning resources to meet needs. We’re doing that according to the strategic plan and our charter and mission.”

Eric Smith, Tiger Team Master Foreman, makes contact with the principal of a scheduled school a week in advance of the visit to document concerns and needs.

A questionnaire is also sent to each teacher to see what needs to be taken care of in their classrooms. Once the work is complete, a feedback form is sent to evaluate how the Tiger Team performed.

“There’s a synergy there with four guys, with multi-trades that can handle whatever needs to be done,” said Smith. “Additionally, if a project is identified in advance, that needs to be contracted out, that work is performed in tandem with the Tiger Team being on campus.”

The district receives over 47,000 work orders annually. Seventy-five percent of those work orders are put in by the school administration. The Tiger Teams are driving that number down by proactively doing the anticipated work.

Smith said that the district receives a work-order every two to three minutes.

“It’s a distraction for a school administrator to have to put in work orders,” said Smith. “Sometimes work orders have to wait until a Tiger Team can get there because of the backlog of work orders and understaffing. We’d have more staffing if we could. We could easily justify it. We try to make most of it by this most efficient use of the resources.”

The Tiger Teams handle everything from hanging white boards and cork strips to fixing roof leaks, plumbing, door handles and air conditioning units. Cosmetic items include dusting, cleaning light covers, and painting.

“The key thing is we try to involve the school in this visit to discuss any concerns and capture that,” said Kramps. “Eric creates an entire work package before the team of four sets foot on the campus. Letting the school be involved in that process goes over a lot better because the



THOMAS FRAIZER, *Tiger Team plumber (top left)*; SHAWN PLATT, *Tiger Team electrician (top right)*; JIMMY LOWRY, *Tiger Team member (bottom left)*; GEORGE CROZIER, *Tiger Team member (bottom right)*

administration and the faculty can see the accomplishment along with the guys doing work.” “Think about what could get done if you could call in a handyman to your house to work for three days straight,” said Kramps. “The service we offer is comparable and whatever they can’t get done goes back to the shop and put in rotation with traditional work orders.”

A school that participates in the program can expect a team to visit about three to four times a year.

Eric Hansen is principal of North Charleston Creative Arts Elementary School. He utilizes the Tiger Teams consistently and recognizes the value of the service.

“We’ve seen an evolution of the facilities upkeep in the last several years,” said Hansen. “The Tiger Team has just taken it to an even increased level of efficiency. These guys are coming in and hitting specific things that I see as a great need. They follow up quickly.”

Since the start of the school year the teams have completed over 2600 work orders.

“Once all five teams are staffed up we will be a force to reckon with,” said Stone. The program is a huge benefit to the district.”

Ham and Darby Named Riley Fellow – continued from page 1



KATE DARBY
CCSD BOARD VICE CHAIR



NATALIE A. HAM
DISTRICT GENERAL COUNSEL

“DLI is unique among South Carolina’s leadership programs. In addition to the opportunity to develop new relationships and take part in positive action in their communities, participants gain deep knowledge of how to effectively manage and lead diverse workers, clients and constituents,” said Johnson.

DLI graduates become Riley Fellows, members of a powerful, cross-sector, statewide leadership network that includes CEOs of corporations, mayors, city and county council members, legislators, school superintendents, pastors and rabbis, non-profit heads, chamber of commerce directors, and community leaders. In addition to the Lowcountry, DLI classes are selected annually in the Upstate and Midlands.

“We now have more than 1900 Riley Fellows statewide. Each new class further extends the reach and impact of leaders willing to work together to make South Carolina a better place to live and work for all its residents,” said Gordon.

To see a full list of participants and for more information about the Diversity Leaders Initiative, visit <https://riley.furman.edu/diversity>.

CCSD chosen as a Beneficiary for ArtsNow Grant

Focus ON CCSD

Focus on Charleston County School District is published for, by and about CCSD, the state of South Carolina’s premier school district where *Students are the Heart of our Work.*

Gerrita Postlewait, *Superintendent of Schools*
Erica Taylor, *Chief Officer, Strategy & Communications*
Sully Witte, *Communications Officer*

ArtsNow Learning (ArtsNow) has been selected to receive funding through the US Department of Education’s (USDOE) Assistance for Arts Education Development and Dissemination Grants Competition (AAEDD). ArtsNow has been awarded more than \$2.27 million over four years to fund its smART Literacy! project in four elementary schools in both Georgia and South Carolina.



ArtsNow’s smART Literacy! initiative will deliver professional development and job-embedded training in literacy-based arts integration to Angel Oak Elementary School in Charleston County School District, as well as Savannah-Chatham County Public Schools’ Garrison School for the Arts, Heard Elementary School, and Marshpoint Elementary.