

BLYTHE ACADEMY OF LANGUAGES



Dr. Sandra E. Griffin, Principal

THE SCHOOL DISTRICT OF GREENVILLE COUNTY

Dr. W. Burke Royster, Superintendent

**100 Blythe Drive
Greenville, South Carolina 29605
864-355-4400**

2018-19 through 2022-23


SCHOOL RENEWAL PLAN COVER PAGE**SCHOOL NAME:** Blythe Academy of Languages**SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 (five years)****SCHOOL RENEWAL ANNUAL UPDATE FOR 2018-2019 (one year)****Required Signature Page**

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

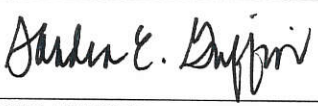
Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

SUPERINTENDENT

Dr. W. Burke Royster		8/15/18
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Sandra E. Griffin		7-30-2018
PRINTED NAME	SIGNATURE	DATE

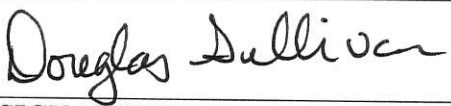
CHAIRPERSON, BOARD OF TRUSTEES

Charles J. Saylor		8/28/18
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jamie Kaltenbach		7/30/2018
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Douglas Sullivan		7/30/2018
PRINTED NAME	SIGNATURE	DATE

School Address: 100 Blythe Drive, Greenville, SC 29605

School Telephone: (864) 355-4400

Principal Email Address: segriffi@greenville.k12-sc.us

School: Blythe Academy of Languages

Stakeholder Involvement for School Renewal

Position	Name
1. Principal	Sandra E. Griffin, Ph.D.
2. Teacher	Pompey Hammontree
3. Parent/Guardian	Rebecca Gault
4. Community Member	Karen Mills
5. Paraprofessional	Kristen Burgess
6. School Improvement Council Member	Jamie Kaltenbach
7. Read to Succeed Reading Coach	Douglas Sullivan
8. School Read To Succeed Literacy Leadership Team Lead	Douglas Sullivan
9. School Read To Succeed Literacy Leadership Team Member	Jillian Leftwich, Michelle McWhorter
10. Others:	
Assistant Principal	Cecilia Cameron
Administrative Assistant	Corey Ehlenbach
Instructional Coach	Victoria Salvat
Media Specialist	Robyn Ferguson
Computer Lab Manager	Stephanie Brosnan
School Counselors	Claire Barnett & Stephanie Gray
Teachers	Christy Street, Sally Middleton, Olga Loaiza
Language Teacher	Mayiber Quintana

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, PreK–3 The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Academic Assistance, Grades 4–12 The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child’s individual test results and an interpretation of the results; providing parents with information on the district’s curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal’s and superintendent’s evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	Developmentally Appropriate Curriculum for PreK–3 The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student’s social and cultural context.

<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Parenting and Family Literacy</p> <p>The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Recruitment</p> <p>The district makes special and intensive efforts to recruit and give priority to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.</p>
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.</p>

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INTRODUCTION

Blythe Academy of Languages School Portfolio

Blythe Academy's school portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability.

The categories used in this portfolio are based upon the Education for the Future Initiative Continuous Improvement Continuums, adapted from business' Malcolm Baldrige Award Program for quality business management and achievement. These categories were selected because we agree that the philosophies written into the continuums will lead to Blythe becoming a quality school. Within each category is a description of the intent of the category, a brief summary of where we are as a school, and our next steps.

School Portfolio Team Members, Roles, and Committees

Executive Summary

Dr. Sandra Griffin – Principal

Victoria Salvat – Instructional Coach

School Profile

Dr. Sandra Griffin – Principal

Victoria Salvat – Instructional Coach

Cecilia Cameron – Assistant Principal

Corey Ehlenbach- Administrative
Assistant

Christy Street – Teacher

Stephanie Brosnan – Computer Lab Manager

Pompey Hammontree – Teacher

Tonya Scheibel – Attendance Clerk

Robyn Ferguson – Media Specialist

Claire Barnett – School Counselor

Stephanie Gray – School Counselor

Mission/Visions/Beliefs

Dr. Sandra Griffin – Principal

Victoria Salvat – Instructional Coach

Data Analysis/Needs Assessment

Dr. Sandra Griffin – Principal

Victoria Salvat – Instructional Coach

All Classroom Teachers

Action Plan

Dr. Sandra Griffin – Principal

Victoria Salvat – Instructional Coach

All Classroom Teachers

Professional Development Plan

Dr. Sandra Griffin – Principal

School: Blythe Academy of Languages
Victoria Salvat – Instructional Coach
Cecilia Cameron – Assistant Principal
Corey Ehlenbach – Administrative
Assistant
All Classroom Teachers

This school portfolio is a living document that describes Blythe and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of increasing student learning—our ultimate outcome. The last section, Continuous Improvement and Evaluation, summarizes our assessments on the Continuous Improvement Continuums. It is in this final chapter that one can see an overview of all the progress and changes we have been able to accomplish within each section and throughout our school during this time. It also shows how all of the parts fit together to make our school a positive place for our students.

A team of teachers and parents were involved in developing the narrative for our portfolio based on input from the whole staff. Much of the narrative content came from discussions of the staff in the process of evaluating our work

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

The Staff of Blythe Academy of Languages

EXECUTIVE SUMMARY OF NEEDS

ASSESSMENT FINDINGS

School Profile

Blythe Academy of Languages is located in Greenville, South Carolina. Greenville County has six unique and prosperous municipalities. With a population of 63,773 in 2015, Greenville County is South Carolina's largest county, and the fourth fastest growing city in the US. Growth rates have averaged as much as 5.8% in Greenville County in recent years. The population of the city of Greenville is about 67,453 (2016 data) residents.

In 1995, Blythe was chosen to become one of Greenville County's Select Schools. Blythe's academic focus has broadened to include daily foreign language instruction at all grade levels (K4–5), and the name of the school was changed to Blythe Academy of Languages to reflect its magnet school status. Blythe is currently recognized as one of the elementary schools in the state that offers daily foreign language instruction to all of its students through Spanish FLES (Foreign Language in the Elementary School) or Partial Spanish and French Immersion programs. Our Partial Spanish Immersion students receive instruction in Spanish for math, science, and health in four-year old Kindergarten through fifth grade. Our Partial French Immersion students receive instruction in French for math, science, and health in five-year old kindergarten through fifth grade.

Blythe Academy of Languages provides a comprehensive and challenging curriculum to all students. Our curriculum is based on the South Carolina State Standards for all content areas. Students are instructed in Reading, Language, Spelling, Math, Science/Health, Social Studies, and Foreign Language. Students also receive instruction in Art, Music and Physical Education each week according to the State Departments' Defined Minimum Program (DMP). The DMP is the required instruction time mandated by the South Carolina Department of Education. We offer research and technology instruction every other week. Each grade has specific technology standards that are implemented with instruction.

State and district curriculum standards are in place for all subjects. Teachers prepare a course syllabus that outlines these standards and the timeline for

covering them, textbooks and other resources used in the classroom, grading policies, homework practices, and classroom management plans. Syllabi are shared with all parents at our Open House PTA in early September. Parents who do not attend can reference the syllabus on-line or request a hard copy. Each teacher maintains a web-site which includes the syllabus, weekly classroom updates, and teacher e-mail. Subject matter and courses are reviewed on a regular basis both within the grade level and from one level to the next. Parents are welcome and are encouraged to be active participants in our school activities.

Funding for our early morning tutorial program has not been reinstated. However, we have once again implemented our Study Buddy program that offers tutorial services from 84 volunteers free of charge to 84+ students once or twice a week. Included in these 84 volunteers are 50 students from Hughes Middle School and four Augustine tutors. Students are identified by classroom teachers as needing extra assistance in the classroom.

In the 2017-2018 school year at Blythe Academy, we have 495 magnet students, 427 home-based students. Magnet students come from neighborhoods across Greenville County and from out of district. Currently, 48.84% of Blythe students receive free and/or reduced meals. Blythe has 97 students who meet the federal definition of homeless by living with another family or in a residence hotel.

Currently, 80% of our students are enrolled in the immersion program. Of that number, 63% are in Spanish immersion and 17% are in French immersion.

Mission, Vision, and Beliefs

Mission Statement:

Our mission is to work together with stakeholders to teach our students the knowledge, skills, and strategies needed to become productive and responsible citizens in an ever-changing global society through instruction that includes language immersion education in French and Spanish.

Vision Statement:

At Blythe Academy, students will achieve academic success, bilingual and bi-literate proficiency, and multicultural competency.

We believe...

- All students possess talents that should be nurtured.
- All students should be challenged to reach their highest potential.
- All students learn best in a safe and positive environment.

Goals:

1. High academic achievement for every student is expected to raise performance
2. Provide a school environment that is safe, challenging, and supportive of learning and provide an ongoing pattern of communication that promotes public understanding and support of Blythe Academy
3. Maintain 100% of highly certified teachers/administrators to meet qualifications of ESSA

Shared Vision:

- Curriculum must be progressive, designed to help every student meet standards.
- Instruction must be specific, clear, and structured with various strategies to achieve student ownership.
- Assessments must be fair, varied, and developmentally appropriate. Teachers need to guide every student toward self-assessment.
- The learning environment should be safe, engaging and caring while giving students an equal opportunity.

Student Achievement Summary

We believe that much progress was made toward addressing student performance during the 2017-2018 school year. Several important goals were realized:

- Increased emphasis on student performance data used to inform instruction and monitor student learning.
- Rtl and ERI programs were continued in reading at 5K through grade 3.
- Continued the PTA Parent Volunteer Program (Study Buddies) utilizing 84 adult and student volunteers who served 84+ students weekly for work in reading and/or math skills.
- Continued implementation of regular grade level team meetings with the Instructional Coach and Principal. We have continued with the grade-level planning meeting on “B” weeks.
- Continued protection of instructional time

- Use of district language curriculum in FLES program for grades 3-5
- Continued implementation of guidelines for removing students from Immersion Programs
- Continued to use SC PASS, SC Ready, and Fountas & Pinnell data to guide instruction.
- Implemented TE 21 benchmark to drive instruction and monitor student learning
- Continued to implemented a balanced literacy focus in reading instruction in all classes
- Continued our membership in the Utah Consortium for Immersion and implemented literacy instruction in all language classes
- PLC training conducted for all teaching staff.
- Established satellite resource libraries at residence hotels that serve our homeless students. These libraries include reading books for students and resources materials and learning games for families.

We have chosen the Pearson EnVision Math textbooks for all of our students. These textbooks are available in English, French, and Spanish. The use of this series has standardized the materials used in all classrooms and makes it possible for all students to use the same textbook regardless of the language.

PTA successfully continued programs from previous years and implemented new ones during the 2017-2018 school year, such as a student running club. PTA continued to implement the parent volunteer tutorial program called “Study Buddies.” Eighty four volunteers served 84+ students in reading and/or math. The B.U.G. Club recognized students for bringing up a grade and not dropping in others. Popsicles on the Playground allowed incoming parents and students the opportunity to meet the 5K and Grade 1 teachers, see the building, order supplies, and join PTA prior to the first day of school.

Blythe Academy teachers strive to use Best Practices when teaching all content areas. Teachers use hands-on activities, research, lecture, inquiry, demonstrations, singing, drama, field trips, guest speakers, and instructional technology to bring the standards to life in their classrooms. The staff also uses discovery, role-playing, videos, educational television programs, and audio tapes to further enhance student learning and understanding. In addition teachers utilize differentiated instruction, flexible grouping, and grade-level grouping to maximize teaching and learning effectiveness.

The media specialist assists classroom teachers with literature integration into the content areas, develops collaborative units, and integrates information literacy and technology standards.

Blythe Academy teachers have completed training in the Fountas and Pinnell delivery system for balanced literacy. Our district and school moved towards full implementation of this delivery system during the 2015-2016 school year. Based on feedback from our teachers, our focus for the 2017-2018 school year has been writing, guided math, and classroom management. We have continued to emphasize student centered learning, text dependent analysis, writing, depth of knowledge, and interactive note-taking.

As they become more comfortable and more skilled in the use of technology, teachers are incorporating it into their daily lessons. Promethean Boards, Acti-votes, ActivExpressions, PowerPoint presentations, and student led presentations are common classroom practices. One hundred twenty-one chrome books were purchased during 2016. Each classroom in grades 2-5 has four chrome books. To help with the use of chrome books, the teachers received training in Google Apps provided by district staff member Lori Larsen and Mobile Devices training provided by district staff member Dr. Stephanie Williams. Students utilize computer sources such as Freckle, Raz-Kids, Science A-Z, Brain Pop, Discus, OPAC, NEWSELA, and selected sites on the internet to complete research projects. Each teacher received a new Dell laptop through refresh in the 2015-2016 school year. Blythe staff technology will be refreshed again during the 2018-2019 school year. Dell tablets are available for classroom checkout and use. Blythe will also implement a 1:1 Personal Device Initiative for students in grades 3-5 in the 2018-19 school year.

2018-2019 Next Steps

- Continue the PTA parent volunteer tutorial program (Study Buddies) for students scoring not met on state testing program and for students recommended by teachers.
- Continue to use the Fountas and Pinnell delivery system for reading and writing instruction.
- Continue to provide literacy instruction in all language classrooms.
- Utilize Reading Specialist and Literacy Mentors to model lessons and coach ELA teachers in reading and writing strategies.
- Continue Response to Intervention Program for identified kindergarten, first, second and third grade students struggling in reading and/or math.
- Continue to implement and refine a behavior intervention program that aligns with the culture of Blythe Academy.

- Continue to focus Guidance lessons on core character traits such as respect for self and others and the healthy development of interpersonal relationships and growth mindset in students.
- Learning focused strategies will continue to be used. Data Notebooks will be kept by students and student-led conferences will be held in the fall and spring of 2018-2019.
- Use SC Ready, SC Pass, Fountas & Pinnell, and TE 21 data during the 2018-2019 school year to better inform and guide our instructional practices. Student TE 21 scores will continue to be used to form flexible student groups for math and reading instruction.
- PTA and SIC will continue to sponsor parent events that encourage greater family participation in school programs and events. The Blythe Blast, Boosterthon, Culture Night and other events continue to be community favorites and are well supported. The second Blythe Health Fair was held in April 2018.
- Continue regular grade level team meetings. Emphasize focus of improved student achievement. Utilize school and district resources as appropriate for meeting content.
- Continue to use technology to support curriculum instruction.
- Continue participation in the Utah Consortia for Immersion.
- Continue to use the ACTFL (American Council of Teachers of Foreign Languages) AAPPL test (ACTFL Assessment of Performance toward Proficiency in Languages) to grade 5 Immersion students every spring.
- Continue to work with PTA and SIC to recruit parent and business volunteers and tutors.
- Continue to review research based best practices as a part of the Monday Bulletin and daily administrative updates.
- Continue to offer appropriate staff development.

Teacher and Administrator Quality Summary

The certified staff at Blythe ranges in age from the early twenties to the early sixties. The largest group falls within the ages of 31- 40 years. The staff is predominately female with

only four male teachers. The majority of the staff is White, but includes two African American members, fourteen Hispanic members and one Asian staff member. Twenty-one Blythe teachers are native speakers of either French or Spanish. Twenty-two staff members represent eleven countries outside of the USA.

The teaching experience of the certified staff ranges from one year to 25+ years with the majority of the experience in the 4-6 year range. The years of experience spent specifically at Blythe Academy range from one year to sixteen plus years.

The certified staff at Blythe is not only extremely educated, but they have diverse interests, as is evidenced by their degrees. All of the certified staff have at least a Bachelor's Degree, with many working on, or having earned a Master's Degree or more. Of the 68 certified staff members, 32 have earned their Master's Degree, 9 have a Master's plus 30, 6 are National Board Certified, and 2 have Doctorates.

The staff's varied certifications are diverse, as well. All of the regular classroom teachers are certified in Early Childhood or Elementary Education, with many certified in both. Our administrators are certified as classroom teachers. Other certifications held by staff members are: Special Education, Gifted and Talented, Speech, Elementary Guidance, Library Science, Science, Reading, Art, Music, Physical Education, French, Spanish, Elementary Principal, Superintendent, Secondary Social Sciences, Instrumental and Vocal, English as a Second Language, Consumer Service Education, English, History, Religion, Psychology, and Science.

Blythe Academy is also staffed by eleven teaching assistants. These paraprofessionals are employed in kindergarten classes, Response to Intervention Program, the media center, and the computer lab. The paraprofessionals at Blythe are all female and are Highly Qualified. All of the 4K and 5K immersion para-professionals are native Spanish or French speakers.

Blythe Academy's staff has had consistent attendance over the last three years. Each year, we have met the attendance requirements for the State.

Next Steps 2018-2019:

- Continue to provide support to all international teachers to guide them through the process of becoming Highly Qualified.
- Continue to encourage all personnel to keep their certification and Highly Qualified status current.

- Continue to encourage all certified teachers to meet the State Technology Proficiency requirement by enrolling in and successfully completing approved coursework such as A.L.I.V.E., or one of the Intel courses.
- Continue to provide the necessary support (mentors) to ensure new hires remain at Blythe Academy and in the teaching profession.

School Climate Summary

Blythe Academy provides a disciplined, but stimulating, learning climate for students. The climate for learning is enhanced by involved parents. Parents are encouraged to become involved in school communities and councils, to help with homework, and to encourage and honor their child's successes. Student discipline is the responsibility of all Blythe Academy staff members.

At the beginning of school year 2011-2012, Blythe Academy adopted a behavior management system, Positive Behavior Intervention System (PBIS). A PBIS Leadership Team was established to set direction for the school, provide training, collect data, evaluate progress, and determine the appropriate next steps. The details of the program are noted below.

Typical Settings/ Contexts	Blythe Academy School-Wide Rules/Expectations		
	1. Respect Yourself	2. Respect Others	3. Respect Our School
Cafeteria	<ul style="list-style-type: none"> • Clean your hands • Keep your hands to your self • Eat your own food • Stay in your seat 	<ul style="list-style-type: none"> • First 10 minutes of lunch are for eating • Talk to the person beside you using inside voice • Speak politely to cafeteria staff • Walk/Stand silently in line 	<ul style="list-style-type: none"> • Clean up after yourself (area, throw away trash, spills) • Pick up anything you drop on the floor
Playground	<ul style="list-style-type: none"> • Share equipment • Display good sportsmanship – include others in activities • Play in the safe areas 	<ul style="list-style-type: none"> • Take turns with others • Keep hands, feet, objects to self • Enter building quietly • Leave nature items on the ground 	<ul style="list-style-type: none"> • Use the playground equipment correctly • Wipe your feet before entering the building

Hallways/Stairwells	<ul style="list-style-type: none"> • Watch where you are walking • Walk/Hold on to stair rails • Listen for directions • Go straight to your destination 	<ul style="list-style-type: none"> • Keep hands/feet/objects to yourself • Respect others' personal space in line • Silent wave • When walking, stay to the right on the colored tile 	<ul style="list-style-type: none"> • Keep hands/body off of the walls, flags, displays, and door frames • Keep the halls clean • Quietly greet adults with an inside voice (hello, bonjour, hola, etc.)
Restrooms	<ul style="list-style-type: none"> • Use restrooms quickly and quietly • Wash your hands 	<ul style="list-style-type: none"> • Wait your turn • Knock before entering • Use restrooms quietly 	<ul style="list-style-type: none"> • Keep restrooms clean • One paper towel, one squirt of soap • Flush after use
Bus	<ul style="list-style-type: none"> • Place your bookbag on your lap and sit with your back against the seat • Keep your belongings in your bookbag • Follow the directions of the bus driver • Stay alert to avoid delays at your stop 	<ul style="list-style-type: none"> • Keep hands/feet/objects to yourself • Be respectful towards others • Stay in your seat with your feet on the floor • Use an inside voice when speaking to the person next to you 	<ul style="list-style-type: none"> • Follow the bus driver's instructions • Take care of the bus property (seats and equipment) • Remain orderly during arrival and dismissal • Clean up after yourself
Arrivals and Dismissals	<ul style="list-style-type: none"> • Listen and follow directions from the staff member on duty • Use good manners • Keep up with your belongings • Be on time 	<ul style="list-style-type: none"> • Respect others' belongings • Enter and leave quietly as you go to your designated area • When walking, stay to the right on the colored tile • Follow the traffic flow 	<ul style="list-style-type: none"> • Take care of your belongings • Clean up after yourself • Keep hands/feet off of displays • Show pride and care about your environment

Procedures for Rule Violations at Blythe Academy

Level 1 Behaviors- Minor

Definition	Examples	Procedure
<p>Behaviors that:</p> <ol style="list-style-type: none"> do not require administrator and do not significantly violate the rights of others and do not appear chronic 	<ul style="list-style-type: none"> refusing to follow directions crying/yelling talking in class during an individual assignment refusing to do classwork no homework not paying attention using inappropriate language (isolated incident) out of seat 	<ol style="list-style-type: none"> Inform student of rule violation Describe expected behavior Contact parent if necessary Debrief and RETEACH school wide expectation Logical consequence- if necessary Complete PBIS Classroom Discipline Report

Level 2 Behaviors- Minor +

Definition	Examples	Procedure
<p>Behaviors that:</p> <ol style="list-style-type: none"> significantly violate the rights of others or put others at risk or harm or are chronic Level One behaviors 	<ul style="list-style-type: none"> arguing with teacher/talking back arguing/picking on a student misuse of materials no homework on a regular basis refusing to follow directions on a regular basis continued use of inappropriate language talking on a regular basis 	<ol style="list-style-type: none"> Inform student of rule violation Describe expected behavior Logical consequence Have student complete Behavior Reflection Contact parent, complete PBIS Classroom Discipline Report, and file a copy of all forms (Stop & Think Reflection and Classroom Discipline Report)

Level 3 Behaviors- Major

Definition	Examples	Procedure
Behaviors that: 1. violate Greenville County School District policies or violate South Carolina policies or laws or 2. are chronic Level 2 behaviors or 3. require administrator involvement	<ul style="list-style-type: none"> • Throwing objects at others • Purposefully hitting teacher or students • Spitting or biting others • Leaving assigned area • Threatening others • Inappropriate touching of others • Possessing a weapon or look-a-like weapon 	1. Inform student of rule violation 2. Describe expected behavior 3. Complete Office Referral Form 4. Send student to the office with Referral form AND other relevant documentation (Classroom Discipline Reports)

Logical Consequences may include the following:

Redirection, warning, move seats, "Stop & Think"/ Behavior Reflection, telephone call home, After-School reteach

The number of students suspended out of school in the 2017-2018 school year was fifty-three.

PBIS has contributed positively to the improvement of behavior for those students who have been enrolled at Blythe for more than a year. During the spring of 2017, the staff indicated again that components of the PBIS program were not meeting their students' needs. The administration invited all teachers to participate in an upcoming professional learning community (PLC) focus group to restructure PBIS to better meet the needs of our school. This group recommended additional student recognitions that included the following:

- Grade level PBIS 'houses'
- Weekly and quarterly recognition of house earning most points for good behavior
- Quarterly and year-end recognition of all students with no discipline referrals or reflections

PBIS activities used during the 2017-2018 school year included:

- PBIS Rewards
- Class Dojo

- Quarterly house recognitions
- Year-end student recognition
- M.O.D. Squad (Men of Distinction)
- P.R.I.D.E. (Positive Results In Discipline Education)

Blythe School Counselors continued to implement character education programs which stress responsible behavior and good decision-making. The focus has continued this year on Steven Covey's, The Leader in Me and the connection to the seven habits and PBIS. During this school year, Blythe has seventeen mentors from Mentor Upstate serving seventeen students. These mentors work one-on-one with students who are at-risk academically and behaviorally.

The district discipline code is communicated to parents and students through The Parent Express, published each fall, and are also included in the Blythe Academy student/parent handbook along with the school discipline plan.

A major focus at Blythe Academy is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, we offer many opportunities for student participation and recognition. The Student Council, Journalism Team, the Patrols, Media Cadets, Yearbook helpers, Garden Club, the Green Team, Girls on the Run, Chorus and Band, B.U.G. Club, Math Club, and Honor Roll are some of the opportunities that students have to be recognized for their achievement and to enhance their self-esteem.

Next Steps 2018-2019

- The Blythe Academy administration, faculty, staff, parents, and community will continue to provide opportunities for students to develop positive social behavior and leadership potential.
- A Behavior Expectations PLC will continue to look at the current PBIS system and make recommendations for changes to a system that is more aligned to the culture of Blythe Academy.
- Regular teacher surveys will be given in order to monitor and adjust PBIS effectiveness.
- Conduct professional development activities for staff on classroom management strategies to enhance school and class student behavior.
- Each spring, we will survey teachers for professional development ideas for the next school year.
- Continue with the partnership with Mentor Upstate.
- Continue the partnership with Greenville Mental Health and the mental health counselor. Expand our partnership with Greenville Mental Health to include a Behavioral Coach at Blythe Academy.

Significant Challenges

- Transiency of students
- Large homeless student population
- Subsidized Meal population continues to maintain at higher level both in our school and district-wide.
- Meeting the needs of Disabled, Subsidized meals, and African-American subgroups; challenges with curriculum; Closing achievement gaps between student subgroups
- Student tardies
- Turnover of international staff members has stabilized greatly, but does present hiring challenges when new staff members are needed, especially French Immersion teachers.
- Successful implementation of new initiatives such as new SC State Standards, Balanced Literacy, Read to Succeed, etc.
- Need to expand Rtl personnel to include grades 4 & 5; the need to use EDP and supply funds to help cover personnel needs.
- The immersion programs and the AM/PM flip required by the Utah Immersion Partnership continue to make scheduling very challenging.

Significant Awards, Results, and Accomplishments

- SC State Student Teacher of the Year 2017 – Andrea Bishop
- SC State PTA Outstanding Teacher of the Year 2014; Carroll Wolfe
- SC State School Report Card Absolute Rating maintained at Excellent 2011-2014.
- SC State School Report Card Improvement/Growth Rating maintained at excellent, 2013, 2014 (last year of School Report Card Rating)
- Palmetto Gold Awards received for both Excellent ratings, 2012, 2013, 2014, 2015
- International Spanish Academy School of the Year, 2013
- Safe Schools recognition, 2010, 2011, 2012, 2013, 2014, 2015, 2016
- Healthy Schools recognition, 2013, 2014, 2015, 2016
- SC State School Report Card Absolute Rating improved from Good to Excellent in 2011.
- Palmetto Silver Awards received spring 2009 & spring 2010
- Finalist for SC state level Dick and Tunky Riley Award for School Improvement Council Excellence
- Successful implementation of Rtl in reading and math at grades 1 & 2 using .8 select schools aide position and .5 state mandated Literacy Coach.
- Successful implementation of ERI in reading and math at 5K using 5K teaching assistants

School: Blythe Academy of Languages

- SC PTA State Support Staff Member of the Year, Tracy Rucker, spring 2011
- Best of the Web School Website Award, 2010
- PTA Gerry Phaeler Grant Award received for the 2011-2012 school year; allowed funding for immersion parent workshops

Blythe Academy of Languages School Profile

Blythe Academy of Languages is located in Greenville, South Carolina. Greenville County has six unique and prosperous municipalities. With a population of 63,773 in 2015, Greenville County is South Carolina's largest county, and the fourth fastest growing city in the US. Growth rates have averaged as much as 5.8% in Greenville County in recent years. The population of the city of Greenville is about 67,453 (2016 data) residents.

In 1950, land was purchased for \$48,250 to build a public school in the Augusta Road area. Blythe Elementary School was built to alleviate overcrowding in neighboring schools within the city limits. This school was named for local educator and school board member, Edgeworth Montague Blythe. It first opened its doors in the fall of 1951. The growth of the school increased to over 700 students, leading to a building addition, which doubled the number of classrooms. Blythe Elementary School continued to thrive during the 1950's and the first half of the 1960's. In the mid 1960's, with the closing of nearby Donaldson Air Force Base, Blythe lost a significant number of its students, and attendance lines were redrawn to encompass a larger attendance area to the south and east of the school. During the 1970's the administration, faculty, staff, and community continued to work together to create a positive atmosphere emphasizing citizenship, leadership, and challenging academics despite the school's changing demographics and declining enrollment.

In the 1980's, Blythe again faced declining enrollment and discussions were initiated within the school district to determine the fate of the school. Members of the immediate neighborhood walked the streets gathering signatures on petitions to keep the doors of Blythe open in an attempt to preserve the integrity of the neighborhood. The decision was made to not close the school. New instructional programs were instituted, numerous business and community partnerships were forged and cosmetic renovations were made to the physical plant. Blythe Elementary School emerged as a hub of cutting edge academic activity on the district, state and national levels as evidenced by being named one of "Palmetto's Finest" elementary schools and as a state finalist for the US Department of Education's Blue Ribbon School Award.

In 1995, Blythe was chosen to become one of Greenville County's Select Schools. Blythe's academic focus has broadened to include daily foreign

School: Blythe Academy of Languages language instruction at all grade levels (4K–grade 5), and the name of the school was changed to Blythe Academy of Languages to reflect its magnet school status. Blythe is currently recognized as one of two elementary schools in the state that offers daily foreign language instruction to all of its students through Spanish FLES (Foreign Language in the Elementary School) or Partial Spanish and French Immersion program. Our Partial Spanish Immersion students receive instruction in Spanish for math, science and health in grades four-year old Kindergarten through fifth grade. Our Partial French Immersion students receive instruction in French for math, science, and health in five-year old kindergarten through fifth grade.

In August 2003, Blythe Academy moved into its new facility located on the original property designed for a capacity of 1,000 students. The school building contains administrative offices, 35 regular classrooms, six kindergarten classrooms, three self-contained classrooms for special education; one permanent resource classroom, two rooms for speech therapists, a health room, a science lab, a laptop lab, a computer lab, a Challenge room, two art rooms, two music rooms, and a physical education multipurpose room with an office. The administrative offices include an office for the principal, secretary, and attendance/bookkeeper, as well as a reception area, main office area, storage rooms, conference room, two guidance offices, Magnet Coordinator's office, and workroom. The upstairs has two assistant principal offices. Each grade level has a storage room. The media center includes a professional library/conference room, a television production room, teacher resource center, a computer research station and large office area. The thirty-station computer lab is adjacent to the media center. An office for the instructional coach is located downstairs.

There are two play areas and a softball field included on the grounds of Blythe Academy. Kindergarten has a private enclosed playground. Each Kindergarten classroom has a private entrance to their enclosed playground. First through fifth grades share the additional play area and softball field.

Blythe Academy of Languages provides a comprehensive and challenging curriculum to all students. Our curriculum is based on the South Carolina State Standards for all content areas. Students are instructed in Reading, Language, Spelling, Math, Science/Health, Social Studies, and Foreign Language. Students also receive instruction in Art, Music, and Physical Education each week according to the State Departments' Defined Minimum Program (DMP). The DMP is the required instruction time mandated by the South Carolina Department of Education. We offer research and technology instruction every other week.

Each grade has specific technology standards that are implemented with instruction.

School: Blythe Academy of Languages
State and district curriculum standards are in place for all subjects. Teachers prepare a course syllabus that outlines these standards and the timeline for covering them, textbooks and other resources used in the classroom, grading

policies, homework practices, and classroom management plans. Syllabi are shared with all parents at our Open House PTA in early September. Parents who do not attend can reference the syllabus on-line or request a hard copy. Each teacher maintains a web-site which includes the syllabus, weekly classroom updates, and teacher e-mail. Subject matter and courses are reviewed on a regular basis both within the grade level and from one level to the next. Parents are encouraged and welcome to be active participants in our school activities.

In addition, our PTA has continued their Study Buddies volunteer tutorial program this year. A total of 84 volunteers serve 84+ students each week.

The Response to Intervention and Early Response to Intervention programs include reading at 5K through grade 3. Three Interventionists and a Reading Specialist serve students in grades one, two, and three.

The total enrollment of Blythe Academy of Languages is 922 (October 2017 data). Enrollment by grade level is below:

- Pre-K = 42
- 5K = 153
- Grade 1 = 170
- Grade 2 = 158
- Grade 3 = 145
- Grade 4 = 136
- Grade 5 = 119
- Total = 922

Ethnicity information is below:

Ethnicity	#	%
African-American	321	34.81%
White	335	36.33%
Hispanic	174	18.8%
Other	92	10.06%

The current FARMS (Free & Reduced Meal Student) percentage is 48.84%.

Blythe Attendance Area

In the 2017-2018 school year at Blythe Academy, we have 495 magnet students (53.68%), and 427 home-based students (46.32%). Magnet students come from neighborhoods across Greenville County and from out of district. Currently, 48.84% of Blythe students receive free and/or reduced meals.

Currently, 80% of our students are enrolled in the immersion program. Of that number, 63% are in Spanish immersion and 17% are in French immersion.



Our Leaders

Sandra E. Griffin, Ph.D. Principal

Dr. Griffin graduated from Winthrop College in 1975 with a BS Degree in Education, certifying her to teach elementary school and special education students. Her first job was at Bethel Elementary School in Clover, SC as an LD Resource Teacher. After moving to North Carolina, she became the LD Resource Teacher at Fairview Elementary School in Monroe, NC and taught there from 1976 until moving to Greenville, SC in 1982.

Upon first moving to Greenville, Dr. Griffin opted to stay home with young children and worked as a church organist. She returned to teaching full time in 1985. Her teaching experience included self-contained positions teaching both learning disabled and emotionally handicapped students at the middle school level, elementary LD resource, and grade 4.

Dr. Griffin prepared for school leadership by attending Furman University, where she received a Master of Arts Degree in Elementary Administration in 1990.

Dr. Griffin's first administrative experience was at Beck Middle School from 1992-

1995 where she served as Assistant Principal. In August of 1995, she left Beck to become the principal of Hollis Elementary School in Greenville. She was charged with writing the proposal for Hollis to become the first year round school in Greenville County, developing the year round calendar, and obtaining the support of the staff and community. Hollis Academy opened as the district's first year round magnet academy in August of 1996.

Dr. Griffin was transferred to Brushy Creek Elementary School as principal in August 1996, where she served for 11 years. During her time as principal there, Brushy Creek received both state and national level awards and recognitions.

- 2001-2005 Palmetto Gold Award Winner
- 2003 National PTA School of Excellence Award Winner for Parent Involvement
- 2002 Red Carpet Schools Award Winner
- 1998-1999 National Blue Ribbon School of Excellence Award
- 1997-1999 Exemplary Writing Awards
- 1997-1999 SC State Incentive Reward Winner

School: Blythe Academy of Languages

While at Brushy Creek, Dr. Griffin was recognized by the SC Art Education Association for Outstanding Performance by a SC Principal (2004).

Dr. Griffin moved to Blythe Academy in the fall of 2007. Her first year there was one of great opportunity and reward. Many accomplishments were realized.

- National PTA School of Excellence Award recertified for 2007 – 2010.
- Blythe met ESSA requirements based on Spring 2007 student test scores
- Black History Bowl First Place Winner in Greenville County
- Chick-Fil-A Core Essentials School Award Winner (\$250 prize) - one of 10 such awards given nationally.
- Media Center book circulation increased well over 25% which translates into more than 30,000 books read by our students!!
- Media Center checkout records also indicate that our students read a much wider variety of literary genres this year.
- New FLES curriculum implemented in 2007-2008 (Kite-II) in French and Spanish.
- Guidelines were adopted for removal of students from immersion program.
- PACT results from spring 2008 showed gains in 114 of 180 scores examined.
- Received PhD in Educational Administration from the University of South Carolina in May, 2008.
- Improved SC State Report Card ratings (Absolute rating of Good; Improvement rating of Good in 2010)
- Improved progress toward ESSA requirements; not met in Spring 2008 (met 17 of 21 objectives); not met in Spring 2009 (met 19 of 21 objectives); not met in Spring 2010 (met 20 of 21 objectives)
- Palmetto Silver Award Winner based upon Spring 2009 and 2010 test scores

School: Blythe Academy of Languages

- National finalist for the Spanish Embassy's International Spanish Academy School of the Year Award; Elementary Level (one of nine elementary school finalists in the US)

Recent Blythe accomplishments include:

- Improved SC State Report Card ratings (absolute rating of excellent; Improvement/growth rating of excellent)
- Improved accountability rating (96.4% met; new accountability scoring system, 2012)
- Palmetto Gold Award Winner 2011-12; Gold awards won for overall performance and for closing the achievement gap based upon spring 2012 student performance test scores
- Blythe SIC (School Improvement Council) was a finalist for the Dick & Tunky Riley SC State SIC Award of Excellence, spring 2012
- Blythe 5K Teacher Sherryan Yarbrough was named first runner up for district teacher of the year, 2012-13
- Blythe Academy received a \$25,000 Safe Routes to School Grant in 2012
- Safe Schools Designation spring 2012
- Palmetto Gold Awards for Outstanding Student Academic Performance and for Closing the Achievement Gap for 2011-2012 & 2012-2013
- International Spanish Academy School of the Year Award Winner, 2013
- Overall SC State School Report Card rating maintained at Excellent
- Safe Schools Designations again in 2013, 2014, 2015, & 2016
- Palmetto Gold Awards for Overall Student Academic Performance and for Closing the Achievement Gap for 2015
- Interest in the Blythe Immersion program continues to be strong, with wait lists at 5K and Grade 1 every year.

Cecilia H. Cameron, Assistant Principal

Mrs. Cecilia Cameron has been part of the Blythe faculty since 1995. She has served as a classroom teacher, Administrative Assistant, and Assistant Principal.

In the past 23 years, she has been instrumental in the formation and implementation of the school-wide writing initiative, the integration of technology into the classroom, the organization of curriculum based field trips and the further enhancement of world language immersion education. Over the years, she has authored numerous grants for school-wide technology, and continues to assist teachers in the writing of individual grants across the curriculum.

She served on the PAS-A Design Team from 2004-2006 school years. She served on the GCS teacher website software committee from 2005-2007 school years. The committee's goal was to select website software that is user friendly and reflects the vision of Greenville County Schools. In 2013, Mrs. Cameron was selected to participate in the school district's Assistant Principal Institute (API) for the 2013-2014 school year. API trains assistant principals in the various areas of school leadership and prepares them for future leadership opportunities. In 2016, Mrs. Cameron was a co-presenter at the South Carolina Association of School Administrators (SCASA) regarding world language immersion education and how it positively impacts student achievement and school life. During the summers of 2017 and 2018, Mrs. Cameron assisted with hosting the SC World Language Immersion Summer Institute at Blythe Academy.

Her position as Assistant Principal requires her to supervise bus transportation to and from school, inventory and issue textbooks, conduct faculty meetings, assist teachers with instructional planning and moderate parent conferences regarding discipline, attendance and academics. She currently serves on Blythe's Faculty Council, PBIS Committee, Technology Committee, and Assistance Team. She is also the school's testing coordinator for the administration of CogAT/IOWA, SC Ready and SCPASS.

As a school administrator, she stays abreast of current research based curriculum strategies, subscribing to professional journals, attending conferences and taking courses, as well as frequently searching the Internet for innovative strategies to be used by the faculty. This knowledge gained from these resources is used when reviewing teacher lesson plans for learning focus and adherence to state and national standards.

Mrs. Cameron is a 1988 graduate of Southeastern College with a Bachelor's of Arts Degree in Elementary Education. She holds a degree in Elementary Administration and Supervision from Furman University in Greenville, South Carolina.

Corey Ehlenbach, Administrative Assistant

Mr. Ehlenbach has served as a professional educator with Greenville County Schools for ten years and currently holds a Bachelor of Science in Elementary Education from Lander University and a Master of Arts in Educational Leadership from Furman University. Throughout his career he has consistently demonstrated an eagerness to lead and motivate others to reach their maximum potential. As an administrator, his goal is to strive for excellence in Greenville County and inspire students, teachers, community members, and colleagues to work collaboratively towards student success.

Mr. Ehlenbach's first teaching experience came at West Greenville Middle School Alternative School in Greenville, SC, where he served as the 6th, 7th, and 8th grade Science teacher. After working for there for one year, Mr. Ehlenbach transferred to Cherrydale Elementary School, where he taught Co-Ed, Single-Gender Boys, and Single-Gender Girls classes for eight years.

While at Cherrydale Elementary, Mr. Ehlenbach served in multiple capacities, in addition to being a 5th grade classroom teacher. His roles included 5th grade PLC Contact, SC Textbook Manager, Safety Plan Coordinator, PTA Representative, Interview Committee Representative, Professional Development Presenter, Certified School District Mentor, Safety Patrol Committee Chair, Student Council Committee Chair, Family Fitness Committee Member, and Fundraising Event Coordinator.

While serving Cherrydale Elementary School, Mr. Ehlenbach received multiple awards for his hard work and dedication. His awards include the 2013-2014 Cherrydale Elementary School Teacher of the Year Award, 2012-2013 Cherrydale Elementary School PTA Teacher of the Year Award, and the WYFF News Channel 4 Golden Apple Award.

Upon his certification in School Leadership from Furman University, Mr. Ehlenbach left Cherrydale Elementary, at the completion of the 2015-2016 school year, to come to Blythe Academy of Languages, where he currently serves as Administrative Assistant. Mr. Ehlenbach's duties as Administrative Assistant include bus transportation supervision, student arrival and dismissal supervision, textbooks, professional development presentations, instructional support, discipline support, as well as faculty, staff, student, and community support. Mr. Ehlenbach strives to help and encourage all of the members of the Blythe Family in order to help them meet the vision of Greenville County Schools.

Parent and Community Involvement

Blythe Academy has a very active PTA logging 26,622 hours last year. The parents act as mentors for students, serve as room parents, and assist the teachers with instructional needs. Many volunteers serve in various committees that support the school in a variety of ways. The PTA budget this year includes funding for the following:

	2016-2017	2017-2018
Instructional Support	\$28,300	\$26,000
Media Support	\$2,750	\$2,000
Student and School Enrichment	\$8,700	\$19,200
Arts and Services	\$6,200	\$6,250
Community Relations	\$3,240	\$3,740
PTA Membership/Administrative	\$7,490	\$9,390

Blythe Academy's PTA and SIC help to create a community in which students see that everyone values learning. PTA and SIC develop goals each year that are supportive of the school's student achievement goals. Their donations of time and money enable Blythe to enhance programs through the purchase of additional equipment and supplies, providing volunteer assistance to students and teachers, and assisting in special projects throughout the school year.

Monthly PTA meetings include executive board, and full board meetings as well as five general PTA meetings each year. SIC also meets monthly. At each meeting Blythe's principal provides school program and student achievement updates, information on new initiatives, and progress reports on existing projects.

This information is used to guide PTA and SIC planning for their yearly projects and objectives.

PTA and SIC continue to offer many opportunities for families to become more involved in their child's education. PTA sponsors such events as quarterly Grandparents and Special Friends Luncheons, Parent Workshops, Student Talent Show, Family Fun Night, Culture Night, Blythe Blast, Study Buddies tutoring program, Red Ribbon Week activities, and Boosterthon Fun Run. PTA continues to implement parent workshops that target parents of students in our French and Spanish Immersion programs. Topics include how children learn in immersion programs, what brain research says about early language acquisition and suggestions for continuing/expanding learning over the summer.

PTA has several sub-committees that focus on specific tasks. These include:

- Ways and Means: membership, fund-raising events, school spirit days, business partnerships
- Communication: newsletter, outdoor beautification, publicity, website, Chamber of Commerce liaison, Hispanic Outreach, Sip & Sob
- Arts and Services: National PTA Reflections Contest, teacher appreciation, hospitality, homeroom parents, Grandparents and Special Friends luncheons, Red Ribbon Week activities, Math Superstars, SEEDS, Bear Hugs, Family Honor Roll, Study Buddies, Blythe Buddies, Teacher Workroom

The PTA budget for the 2017-2018 school year contains special funding for technology and instructional support, media center, teacher and school mini-grants, classroom support and student scholarships. These funding allocations are proof of PTA's commitment to our school goals.

SIC initiatives have focused on school safety, grounds beautification and improvement, health and wellness, and technology support. SIC also assists the principal in preparing the annual report to the community. Special areas of interest in the past three years include legislative awareness and advocacy, academic excellence, and health and wellness. For their efforts, the Blythe SIC has been

named one of five finalists for the state level Dick and Tunky Riley SIC Award twice in the past ten years.

Specific goals for SIC in the 2017-2018 school year included:

- Advocacy: Increasing parental and community awareness of advocacy issues that impact public education and Blythe Academy

School: Blythe Academy of Languages

- Parent Seminars: Implementing parent information sessions of topics of Interest (Continuing Immersion Programs at the Middle School level – one seminar for Spanish Immersion Middle School, and one for French Immersion Middle School; Homework Help; Parenting Help; etc.)
- Safe Routes to School (SRTS): Ensuring the routes to and from school are safe for children who are walking, biking, and carpooling
- Wellness: Increasing the focus on health and wellness in school activities and routines
- Academic Excellence: Working closely with the PTA to enhance the academic setting for our children to learn

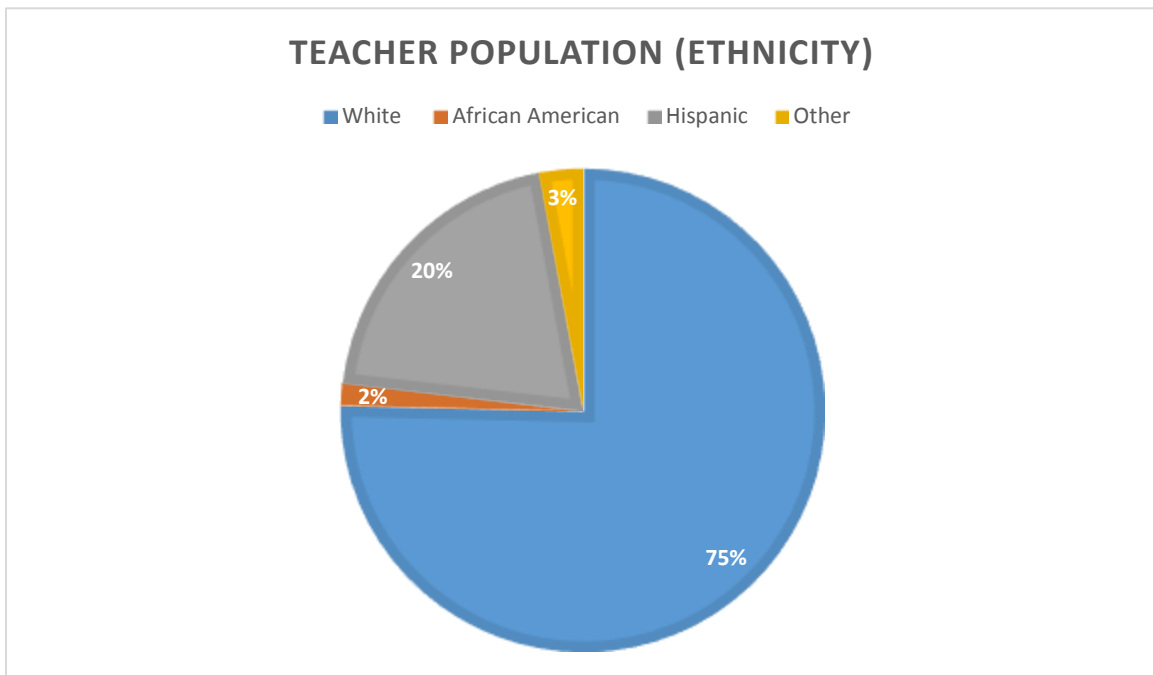
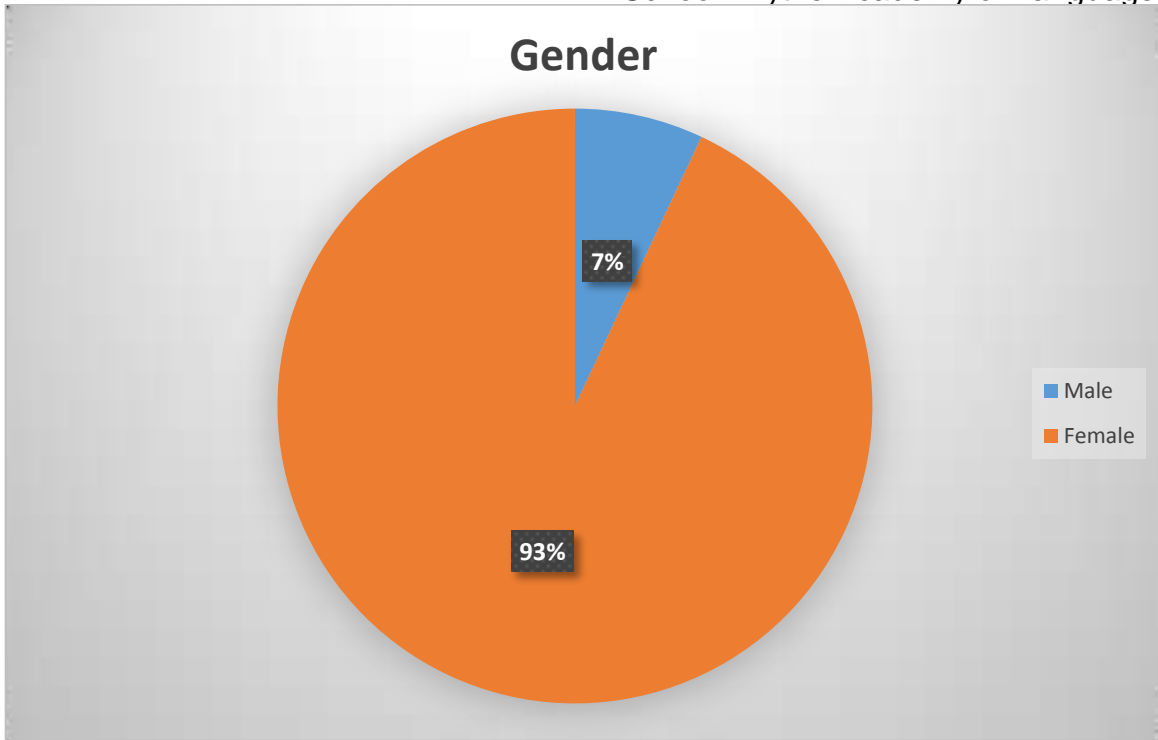
Parental involvement is encouraged and enhanced through the Lunch and Learn program. The Guidance Office sponsors speakers, once a quarter, to discuss ways to improve student success. Parents either purchase a school lunch or bring their own and listen to topics such as “Finding Quiet in a Chaotic Day”.

Our community supports our school in a number of ways through business partnerships. Papa John’s Pizza, Bank of Travelers Rest and Chick-Fil-A, provide incentives for the children each nine weeks for Perfect Attendance, Honor Roll and Great Grades. Bi-Lo, Bank of Travelers Rest, and Chick-Fil-A team with our school in donations of their products to our school when needed.

Instructional Staff

Blythe Academy boasts a certified staff of 68 for the 2017-2018 school year. This certified staff includes administrators, classroom teachers, special education teachers, related arts teachers, and specialty area teachers.

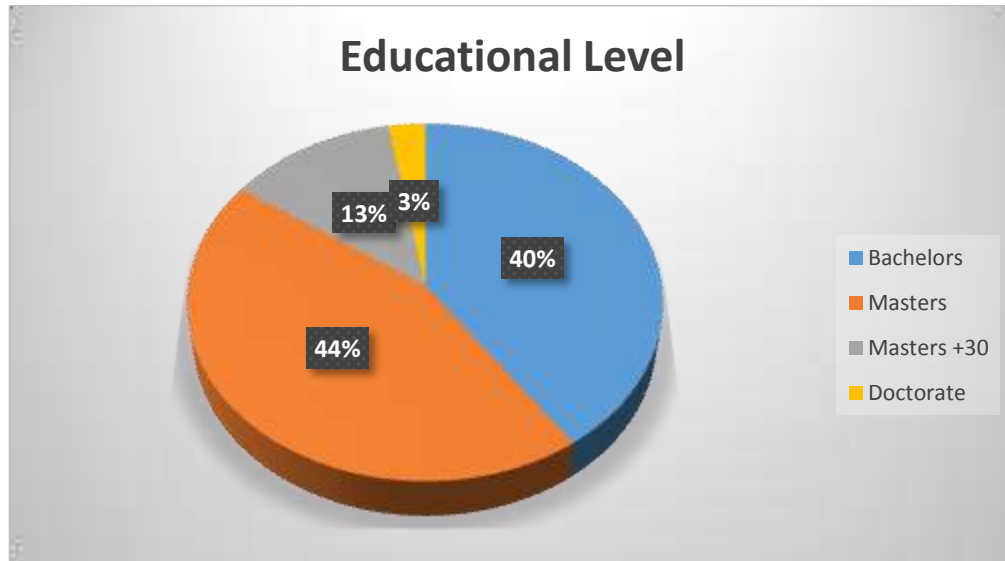
The certified staff at Blythe ranges in age from the early twenties to the early sixties. The largest group falls within the ages of 31 - 40 years. The staff is predominately female with only four male teachers. The majority of the staff is White, but includes two African American members, one Asian member, and fourteen Hispanic members. Twenty-two Blythe teachers are native speakers of either French or Spanish and represent eleven countries outside of the USA.



The teaching experience of the certified staff ranges from one year to twenty-five+ years with the majority of the experience in the 4-6 year range. The years of experience spent specifically at Blythe Academy range from to sixteen+ years .

School: Blythe Academy of Languages

The certified staff at Blythe is extremely educated and they have diverse interests, as evidenced by their degrees. All of the certified staff have at least a Bachelor's Degree, with many working on, or having earned a Master's Degree or more. Of the 68 certified staff members, 32 have earned their Master's Degree, 9 have a Master's plus 30, and 2 have doctorate degrees. Blythe Academy has six National Board Certified teacher.



The staff's varied certifications are diverse, as well. All of the regular classroom teachers are certified in Early Childhood or Elementary Education, with many certified in both. Our administrators are certified as classroom teachers. Six of our teaching staff are Nationally Board Certified. Other certifications held by staff members are: Special Education, Gifted and Talented, Speech, Elementary Guidance, Library Science, Science, Reading, Art, Music, Physical Education, French, Spanish, Elementary Principal/Administrator/Supervisor, Superintendent, Secondary Social Sciences, Instrumental and Vocal, English as a Second Language, Consumer Service Education, English, History, Religion, Psychology, and Science.

The current positions held at Blythe Academy are:

- 1 – Principal
- 1 – Assistant Principal
- 1 – Administrative Assistant
- 0.8 – Program Coordinator
- 1 – Instructional Coach
- 1.5 Guidance Counselors
- 1.0 – Challenge Teacher
- 4.8 – Related Arts Teachers (1.6 of each area)
- 1 – Computer Lab Mgr. (funded by the Extended Day Program)
- 1 – Secretary

1 – Attendance Clerk
1.9-Office Clerk
1.5 – Nurse
1 – Media Specialist
0.8 – Media Clerk
2 – 4K Teachers and 2 – 4K Assistants
7 – 5K Teachers and 7 – 5K Assistants
9 – Grade 1 Teachers
8 – Grade 2 Teachers
7 – Grade 3 Teachers
8 – Grade 4 Teachers
5 – Grade 5 Teachers
2.0 – LD/Resource Teachers
1.0 – SPED Assistant
1.2 – Speech Therapist
1 – Spanish FLES Teacher
1.2 – ESOL Teacher
1.0 – Reading Specialist
2.0 – Reading Interventionists

Blythe Academy is also staffed by eleven teaching assistants. These paraprofessionals are employed in kindergarten classes, Response to Intervention Program, the media center, and the computer lab. The paraprofessionals at Blythe are all female and are Highly Qualified. All of the 4K and 5K immersion para-professionals are native Spanish or French speakers.

The staff at Blythe Academy is dedicated to lifelong learning and professional development, evidenced by their memberships in a multitude of National, State, and local organizations. Staff affiliations include associations promoting Reading, Math, Science, and Social Studies, as well as the well-being of children. Non-classroom staff members are affiliated with associations specific to their areas of expertise.

Our Students

The total enrollment of Blythe Academy of Languages is 922. Student attendance averages 97%. Racial composition is White 36.33%, African-American 34.81%, Hispanic 18.8%, Asian and Other 10.06%. A total of 48.84% of our students receive free or reduced lunches. Home-based students (46.32%) at Blythe Academy are residents of urban and nearby suburban communities. Our magnet students (53.68%) are residents of urban, suburban, and rural areas throughout Greenville and Pickens counties.

Blythe Academy's student population has changed over the past few years. The percentage of white students has decreased and the percentages of Hispanic, African American, and other ethnicity students have increased.

Student-Teacher Ratio

Teacher allocations are consistent throughout our district and for the 2014-2015 school year are based upon the following student-teacher ratios:

Grade Level	Ratio
4K	23:1
5K	26:1
Grades 1-3	21.5:1
Grades 4-5	25.5:1

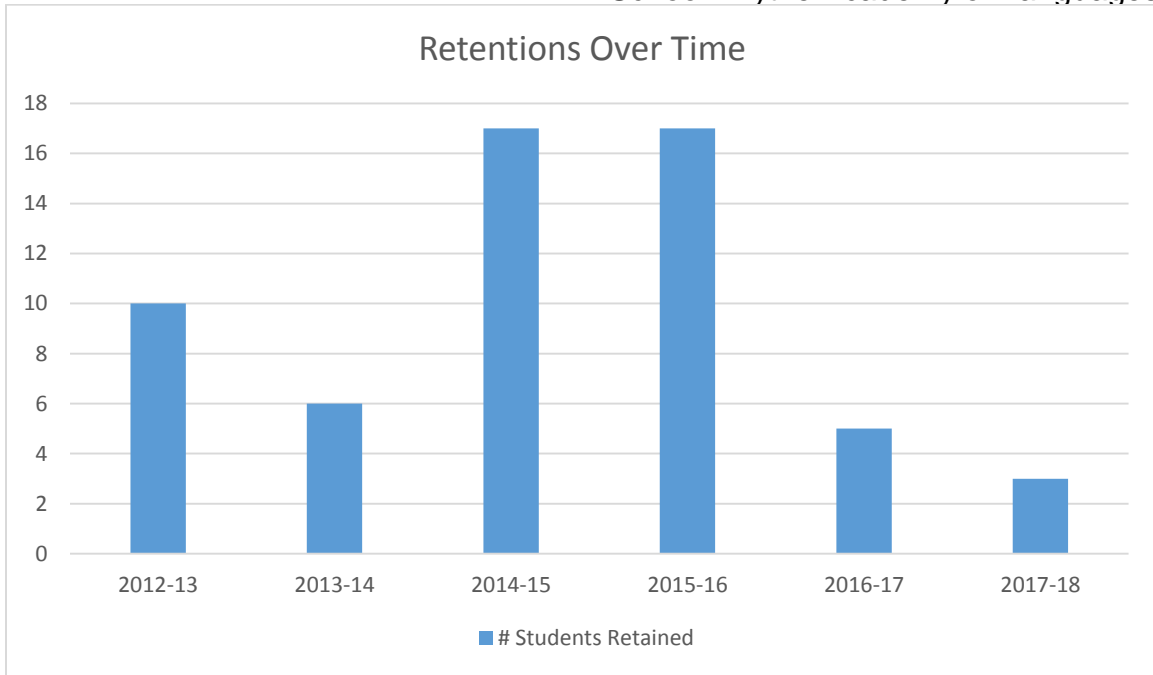
Per Pupil Expenditures

The per-pupil allocations for all Greenville County Elementary Schools for the 2016-17 school year are indicated below:

- Instructional equipment - \$3.60
- Instructional materials - \$24.40
- Copier maintenance - \$10.16
- Media books & materials - \$8.12

Retentions

Three students were retained last year. The table below shows retention data at Blythe Academy since 2012-2013.



Suspensions

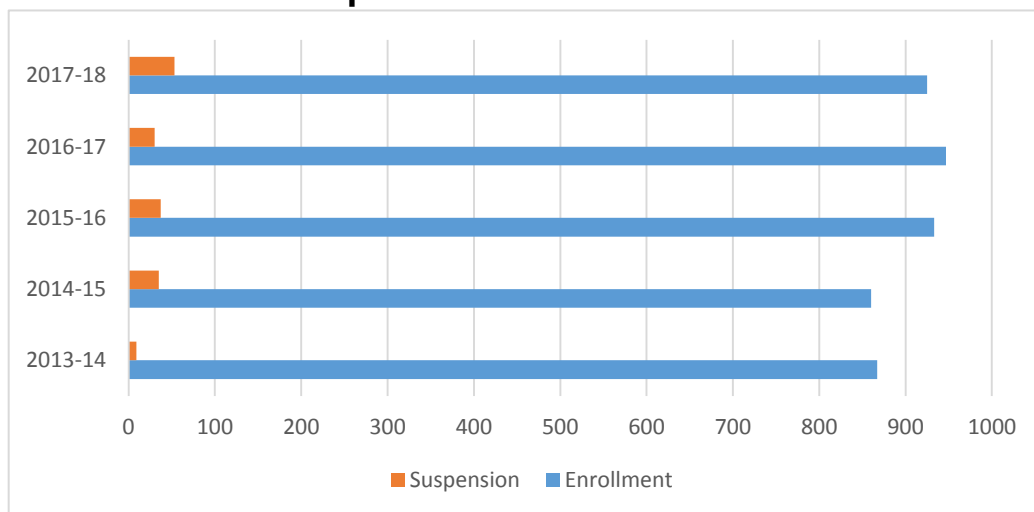
The number of students suspended out of school in the 2016-2017 school year was fifty-three. PBIS has contributed positively to the improvement of behavior for those students who have been enrolled at Blythe for more than a year. During the spring of 2017, the staff indicated that components of the PBIS program were not meeting the needs of all their students. The administration invited all teachers to participate in an upcoming professional learning community (PLC) focus group to restructure PBIS to better meet the needs of our school.

PBIS activities used during the 2017-18 school year included the following:

- Class Dojo
- PBIS Reward System
- Mod Squad
- PBIS Paradigm Shifters

Blythe School Counselors continued to implement character education programs which stress responsible behavior and good decision-making. The focus has continued this year on Steven Covey's, The Leader in Me and the connection to the seven habits and PBIS. During this school year, Blythe has had thirty mentors from Mentor Upstate. These mentors work one-on-one with students who are at-risk academically and behaviorally.

Suspensions vs. Enrollment



Student Attendance

Student attendance over the past five years has remained very constant. Blythe Academy has met the 94% attendance requirement.

School Year	Attendance %
2017-18	96.3
2016-17	96.3
2015-16	96.4
2014-15	96.4
2012-13	96.07

School Counseling and Support Structure

Students at Blythe Academy receive support services from 1.5 school counselors. Counselors work closely with parents, teachers, administrators, and community members to provide a comprehensive program of services designed to enhance the personal, social, and emotional development of our students. Each service is aimed at helping children learn and develop to their highest potential. Blythe's counseling program promotes student achievement by assisting students in learning the skills and attitudes that focus on decision-making, skill development, and exploration of future educational and occupational possibilities. The program also stresses core character traits such as respect for self and others and the healthy development of interpersonal relationships. In addition to the classroom guidance lessons, counselors work with individuals and small groups. Small group topics include friendship and social skills, divorce, grief, self-esteem, study skills, school attendance, and conflict resolution.

Counselors are also available for individual counseling sessions to help children deal with issues of conflict or change at home and school.

The School Counseling Department sponsors parent workshops throughout the year. In addition, a resource library with materials on a wide variety of topics is available for parent, teacher, and student check-out. Counselors consult with parents on topics such as 504 plans, the assistance team process, community agencies, holiday assistance, and mentoring services. The counselors coordinate monthly Bear Hug winners to recognize students demonstrating outstanding character. Counselors also assist fifth grade students in preparing for middle school. Counselors complete

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course registration for rising sixth graders and coordinate middle school visits.

In 2014, a new mentor program was started at Blythe for students who need extra encouragement and support. Trained volunteers are matched with students with whom they work throughout the school year on a weekly basis. Goals of the mentor program are to help improve academic success, promote positive behavior, and enhance student confidence and self-esteem. Counselors organize the mentor program and serve as the liaison between volunteers, students, and teachers.

In addition to school counselors, a full-time school-based counselor, employed by The South Carolina Department of Mental Health, is based at Blythe. The school-based counselor provides a wide range of services to children and families, including individual counseling, group counseling, family counseling, assessments, crisis intervention, behavior modification, and referrals to medication services that might be needed.

Gifted Education

Blythe Academy has a gifted and talented program (Challenge) for identified students. Currently there are 103 students in grades 3-5 enrolled in the pull-out program which serves students identified by state criteria as gifted and talented. Third grade students receive 125 minutes per week of Challenge instruction, and fourth and fifth grade students receive 200 minutes per week. This year the program concentrates on the following unit.

	First Semester	Second Semester
Third Grade	<i>Shakespeare Alive!</i> – Interdisciplinary <i>Figure It Out</i> – Mathematical reasoning and logic	<i>Shakespeare Alive!</i> - continued <i>Hands-On Equations – level 1</i> - Algebraic concepts using manipulatives
Fourth Grade	<i>Explorations</i> – Interdisciplinary <i>Figure It Out</i> - Mathematical reasoning and logic <i>Hands-On Equations – level 2</i> - Algebraic concepts using manipulatives	<i>Figure It Out</i> - continued <i>Hands-On Equations – level 2</i> <i>Figure It Out</i> - continued <i>Explorations</i> – continued, including <i>Rube Goldberg</i> (research, creative thinking, physics)

Fifth Grade

Viewpoints: American Art, Architecture, and Monuments - Interdisciplinary Hands-On Equations – level 3 - Algebraic concepts using manipulatives
Figure It Out-Mathematical

Viewpoints - continued
Figure It Out – continued
Hands-On Equations - level 3

Student Council

Student Council

Student Council is a leadership organization comprised of thirteen fourth and fifth grade students and two advisors. Its purpose is to give students an opportunity to develop leadership skills by organizing and carrying out service projects in the school and community. In addition to planning events that contribute to school spirit and community welfare, Student Council is the voice of the student body. The following school-wide and community projects have been implemented this school year:

Weekly Recycling

Blythe has partnered with the City of Greenville to collect and recycle paper and plastic items. Each classroom has a recycle bin and Student Council representatives collect contents weekly.

Hurricane Relief

Partnering with Harvest Hope Food Bank, Student Council spearheaded a food collection drive in Fall 2017 to donate to victims of hurricanes affecting the southeast.

Giving Tree

A twelve-foot holiday tree adorns the atrium during the month of December. Students and staff donate new socks, gloves, hats, and scarves to decorate the tree. Student Council donates these items to Blythe students as well as local charities serving children.

Valentines for Children's Hospital

Student Council members led a school-wide effort to collect valentine cards for children in the hospital. Students in all grades designed cards and wrote messages of encouragement.

Special Olympics Volunteers

In April 2018, Student Council representatives volunteered at Greenville County's Special Olympic Games held at Furman University. Students volunteered at "Olympic Town", a carnival provided for Special Olympic athletes. Representatives designed and built a booth with games for the athletes and also ran a water station.

It is evident that Blythe's Student Council efforts are providing leadership that brings together school and community to make positive changes.

Major Academic and Behavioral Features, Programs, and Initiatives

Balanced Literacy

Blythe Academy's teachers believe that a balanced literacy program is an important part of each student's academic day. All teachers received training in the Fountas and Pinnell model for Balanced Literacy during the summer of 2013 and during the 2013-2014 and 2014-2015 school years. During the 2015-2016 year, a primary and intermediate literacy mentor was identified for Blythe. The two teachers and the

Instructional Coach received extensive training in Balanced Literacy – The Next Step. The district believes in the following best practices:

- Integrating the language arts as opposed to teaching them in isolation.
- Focusing on the application not mere recognition level of the strategies and skills in all areas of the language arts.
- Engineering instruction and practice that focuses on real reading and real writing.
- Reading aloud daily at all grade levels.
- Creating daily experiences with poetry, jokes, riddles, quality children's and young adult literature, and other real world texts.
- Providing guided reading instruction that focuses on comprehension strategies and skills.
- Incorporating word study in conjunction with literature instruction.
- Instilling strategies that aid the reader to activate prior knowledge, predict and infer, monitor their own understanding, determine the importance in the reading, question themselves, the author and the text, and summarize within and between texts.
- Incorporating both fiction and informational text in the reading selections that students encounter throughout the year.
- Providing daily Independent Reading instruction that builds reading fluency and allows students to read on their independent reading level.
- Conferencing with students during Independent Reading to assess their progress and hold them accountable for their reading.

- Implementing Writer's Workshop that includes the mini-lesson, student writing/teacher conferencing, and students sharing.
 - Engineering opportunities to give the writer an authentic audience because writers write to be read.
 - Incorporating journal writing that includes writer's notebook, interactive notebooks, response journals, and dialogue journals.
 - Incorporating the student's choice of topic within the teacher directed writing instruction.
 - Allotting time for daily writing instruction.
 - Modeling by the teacher of the writing process, writer's craft, and conventions of writing through the "Writer's Handbook."
 - Responding to student writing by teachers, administrators, and peers.
 - Instructing students to become effective evaluators of their writing.
 - Creating a print-rich environment that supports the learner in the areas of reading, writing, and spelling.
 - Integrating language arts into other content areas.
 - Incorporating authentic assessments that include rubrics, running records, writing samples, learning logs, story retellings, portfolios, etc.
 - Incorporating traditional assessments that include a combination of multiple choice, written response, and extended response.
-
- Seeking educational opportunities to refine and update classroom practices through graduate studies and attendance at professional development opportunities provided by The School District of Greenville County.

Inquiry-based Science

Blythe Academy teachers use inquiry-based instruction in science to teach the state science standards. We believe that students who learn science with hands-on experiments and activities learn science much better than those students who are only taught with a textbook. ("The Einstein Project Effectiveness Study", Kundin, 1999). The school district provides science kits during the school year to enhance the learning of key science concepts. We believe that all students must be provided instruction in their own learning style. Many of our students need visual and kinesthetic experiences. Using the science kits and science experiments to teach the standards provides these modalities for our students. The PTA has provided monetary support for many teacher-requested materials to supplement the lab. The lab is equipped with an Internet connected computer with printer, a presentation television, a Promethean board, and a Flex-cam projector.

Funding for our science lab instructor was eliminated for the 2010-2011 school year. The lab continues to be available for teachers on an as-needed basis, and is often used for group experiments and rotational science

School: Blythe Academy of Languages activities. District science kits are used by the classroom teachers. Students benefit from conducting experiments in the lab and taking that experience to the classroom to strengthen their understanding of the standards. As in all academic areas students make stronger connections when they “experience” what they are learning and make connections between concrete and abstract learning.

Science Interactive note-booking has become a valuable tool for teachers and students.

Mathematics Instruction

We believe that students must understand the mathematics principles behind the algorithms. Teachers use manipulatives to allow students to explore mathematical concepts on a concrete level. We know that Best Practices in Mathematics (Best Practice: Standards for Teaching and Learning in America’s Schools, Zemelman, Daniels, and Hyde, 1998) encourages the use of manipulative materials, cooperative group work, and justification of thinking. Literature, authentic problems, and problem solving are consistently integrated into the mathematics curriculum.

Many of our staff members have received training in the Everyday Counts Calendar Math, Guided Math, and Number Talks. Calendar Math involves supplemental math instruction that revolves around an interactive bulletin board with a variety of components. Students’ observations and critical thinking are the driving force behind this program. Guided Math allows students to continue to spiral review of concepts along with hands-on engaging activities.

Number Talks was introduced during the 2016-2017 school year as another strong instructional tool for teachers. Eighty percent of Blythe students receive math instruction in their target language of Spanish or French. The remaining twenty percent receive math instruction in English. We find Number Talks particularly complimentary to our immersion programs as students are required to verbally explain how they solve math problems mentally in their target languages. This program strengthens their math understanding, and their language proficiency.

The Writing Process

We believe that our emphasis on writing is of central importance to our curriculum vision and goals. Research shows us that exemplary writing instruction is critical in improving student achievement. (Classrooms That Work: They Can All Read and Write, Cunningham and Allington, 2003) Teachers in all grade levels design instructional lessons using the approaches outlined in the District Language Arts Curriculum Guide. Writing across the curriculum is encouraged in all grade

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levels and in the related arts with special focus on foreign language integration.
Published student writing is displayed throughout the building.

Children's literature is used as a basis for writing instruction in the primary grades. Teachers develop lessons involving reading, speaking, and writing. Specific skills are taught within the context of this material. In primary grades, the emphasis is on sentence structure and paragraph development. In the intermediate grades, assignments in the curriculum areas are designed to demonstrate understanding of content material through activities such as comparing, contrasting, webbing, note-taking, and researching information. Writing in the content areas serves as a powerful reinforcement for the concepts to be mastered in all subject areas. During the 2016-2017 school year teachers received professional development in text dependent analysis and writing. Writer's Workshop is implemented weekly. Opportunities are provided for students to share and respond to the writings of others.

The intermediate grades use many different materials and methods when teaching writing. The teachers develop lessons using writer's notebooks and the writing process. A mini-lesson is taught at the beginning of the lesson and the students use the acquired skills to write in their writing notebooks. The intermediate grades also complete several novel studies throughout the year. Writing is integrated in all content areas.

Special Education Models

Blythe offers services for students identified as having disabilities that meet criteria under the guidelines of Individuals with Disabilities Education Act (IDEA). Resource teachers (2.0) serve students with different disabilities in the "least restrictive environment" to the maximum extent that is appropriate. Many special education students receive their services in an inclusion model. A resource pull-out model is used as needed for kindergarten through fifth grade where students receive direct specialized instruction in a specific content area outside the classroom for one, two, or three periods daily. The resource teachers serve approximately forty-nine students in the areas of Learning Disabled, Developmentally Delayed, Emotionally Disabled, and Other Health Impaired. One Special Education Assistant provides support service to identified special education students.

Blythe also provides itinerant services to students with speech-language, vision, fine-motor, or hearing disabilities. Approximately 60 students receive speech therapy services in the areas of articulation training, language disorders, medically-diagnosed voice disorders, and/or fluency training.

Response to Intervention

RTI is a research-based reading program that targets phonemic awareness, phonics and fluency skills that are critical for reading success. RTI teachers in first through third grades use the Soar to Success program by Houghton Mifflin, supplemented by various balanced literacy resources shared within grade levels. Kindergarten students use the Early Reading Intervention (ERI) program, My Sidewalks by Scott Foresman. These programs systematically introduce sounds and decoding strategies in fast-paced lessons that provide instruction, practice and application of these skills. Children also read a variety of fiction and non-fiction text and learn a set of core high-frequency words.

FastBridge Universal Screenings are administered to every kindergarten, first grade and second grade student in September, December and May. These screenings identify the “at risk” students who will be served through the Rtl/ERI programs. “At risk” students receive extra help in small groups using the SOAR to Success or My Sidewalks reading intervention programs.

Kindergarten screenings include letter naming fluency, letter sounds fluency and word segmentation. First grade student screenings include word segmentation, nonsense word fluency and oral reading fluency. Second grade screening includes oral reading fluency.

Third grade students screened were those new to Blythe, those below grade level at the end of grade two, and those recommended by teachers as possibly “at risk”. The entire grade level was not screened. Screenings included oral reading fluency and comprehension.

Student progress is monitored by the FastBridge program, a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to teachers, parents, and administrators via a web-based data management and reporting system to determine response to intervention. Students are progress monitored every eleventh to sixteenth instructional day, depending on the grade level. When students meet the benchmarks, they are eligible for dismissal from the reading intervention program. The FastBridge progress monitor program provides teachers with data showing individual student progress in each area tested and allows teachers to see if students are on target for meeting end of the year goals.

During mid-year benchmarking, all students in grades kindergarten through third grade are assessed to determine their progress. Additional students can be identified as “at risk” at this time. These students begin receiving reading intervention services with the Rtl/ERI teachers. Students who have made significant progress and meet grade level goals can be dismissed from the program. The reading intervention teachers strategically monitor those students to ensure that they continue to make

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progress. Conversations regarding students who are in or dismissed from the Rtl/ERI programs take place continually between the reading interventionists and the classroom teachers.

In May, all kindergarten, first grade and second grade students are evaluated again using the end of year benchmark goals. Third grade students that have been receiving RTI instruction are benchmarked using the end of the year reading goals.

Presently, Blythe Academy has a full-time Literacy Specialist who serves as the interventionist for first grade students. There is a .8 certified teacher and a .2 teacher that are the third grade interventionists. The second grade interventionist is a full time certified teacher. All kindergarten ERI students are served by a .9 para professional.

First Steps Program for K4

“First Steps is a results-oriented, statewide, early childhood education initiative designed to ensure that South Carolina children arrive at first grade healthy and ready to succeed” (<http://scfirststeps.org/public/index.htm>). Blythe Academy began a K4 program during the 2006-2007 school year. We currently have two classes of 23 students each. Many of the students are “at-risk.” Our 4K program is Spanish Partial Immersion. Children receive math instruction in Spanish.

Each class is staffed with a certified teacher and a paraprofessional who are trained in the use of the High Scope Curriculum. The students are exposed to a wide range of learning activities through large group, small group, center time, and field trips. The students are also given time to explore and experience the world around them. The teacher and paraprofessional schedule 2 conferences per year. Parents attend an introduction to 5K program and informational meeting with the teachers and paraprofessionals at the end of the school year. Parents are also invited to the classroom to participate in learning activities or to observe their child in the learning environment.

Research shows that “low income children participating in quality early childhood programs have higher academic achievement , reduced need for special education, lower dropout, and are less likely to commit juvenile crimes.” (Journal of the American Medical Association, May 9, 2002) We want to monitor the achievement of our students who participate in our K4 program and stay with us throughout their elementary school years. We feel that our K4 program is a wonderful addition to the educational opportunities offered at Blythe Academy.

Foreign Language/Magnet Program

Blythe Academy of Languages has two successful program models that move students toward proficiency in a language other than English. All Blythe Academy students receive daily language instruction through the Foreign Language in the Elementary School (FLES) or the Partial Immersion programs.

The primary goals of the FLES model are language acquisition and cultural awareness. The FLES teacher works with the classroom teachers so that a broad range of curriculum standards are reinforced during language instruction. Our 5K FLES students receive thirty minutes of instruction daily in Spanish, and our first through fifth grade students receive thirty minutes per day.

The goal of the Partial Immersion program is that students become academically proficient in two languages. The French and Spanish Partial Immersion curriculum is aligned to the state standards in math, science, and health. The Partial French Immersion program is offered in 5K through fifth grade. The Spanish Immersion program is offered in 4K through fifth grade.

We are pleased that the district has recognized Blythe's success and guarantees the continuation of Partial Immersion instruction beyond the elementary years into middle and high school.

Each year, Blythe must secure grade appropriate and subject specific texts in French or Spanish for our Partial Immersion students. This need is met by funding provided by the district within our Select School budget. In addition, the Spanish Ministry of Education provides limited tangible resources to assist with classroom instruction in Spanish language, as well as limited teacher education opportunities. From the onset of our world language program, our local PTA has enthusiastically embraced the importance of learning a second language at an early age. They have demonstrated this by purchasing computer software, French and Spanish trade books, and sponsoring fund raising activities that raise money to further the teaching of world languages.

In 2006-2007, the Spanish Ministry of Education and Science granted Blythe status as an International Spanish Academy. Blythe continues to be the only such school in South Carolina. As an International Spanish Academy school, our Spanish Partial Immersion students will be able to continue the Partial Immersion program through designated middle and high school programs within our district. This designation also provides additional resources to Blythe in terms of materials and teacher training opportunities.

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Our school was also honored by France with a Memorandum of Understanding. This relationship with Claremont-Ferrand, France supports our French Partial Immersion classroom instruction through joint projects, shared resources, video-taped lessons, and long distance teleconferencing of classroom activities between Blythe Academy and L'Ecole des Martes de Veyre.

During the 2013-2014 school year, Blythe Academy joined the Utah Consortium for Immersion. We have utilized professional development opportunities, text books, and resources through this program. Literacy instruction is now a part of planning and instruction in all immersion classrooms. Beginning in 2014-2015, we tested our 5th grade Immersion students with the AAPPL proficiency test. This testing is administered to all fifth grade Immersion students each year during the spring semester. Scores in the areas of listening, reading, and speaking in the first year of administration showed that speaking was not as high as we anticipated. Further investigation indicated that the test was more conversational in nature, whereas our students' vocabulary in the target language is more academic. Therefore, we made intentional efforts to increase our conversational interactions with students and saw a marked improvement the next year. Scores in all tested areas continue to be very strong. The district goal for students leaving the immersion program at Blythe is mid/upper novice to low intermediate in all areas. Scores from spring 2015-2018 are found in the tables below.

AAPPL Testing – French – 2015 - 2018

AAPPL Testing FRENCH	2015	2016	2017	2018
Listening	100% N4 or above	100% N4 or above	100% I1 or above	100% I1 or above
Reading	93.75% N3 or above	100% N4 or above	91% N3 or above	100% N3 or above
Speaking	100% N4 or above	100% I1 or above	100% I1 or above	100% I1 or above

AAPPL Testing – Spanish – 2015 - 2018

AAPPL Testing SPANISH	2015	2016	2017	2018
Listening	84.31% N4 or above	96.08% N4 or above	91% N4 or above	97% N4 or above
Reading	84.32% N4 or above	94.12% N4 or above	94% N3 or above	88% N3 or above
Speaking	96.08% N4 or above	92.16% I1 or above	92.5% N4 or above	97% N3 or above

Cultural and Related Arts Programs

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Integration of the arts is evident throughout the school. Art teachers develop lessons for each grade level that are relevant and are based on South Carolina Visual Arts and National Art Standards. Students are involved in various competitions at the local and state level. Students are encouraged to participate in the annual PTA Reflections Contest, SCAEA Western Region Youth Art Month, and the South Carolina Arts Education Fall Conference Art Show. All students participate in an annual Spring Art Show. Proceeds from the art show help supplement the Art Department's funding for art supplies and extracurricular activities.

In our front atrium, artists of French and Spanish origins are represented with famous reproductions as a permanent art collection for Blythe. In addition, our hallways, offices, and common areas showcase student work that is part of our permanent art collection and includes work students are producing in the current school year. Displays of student art work in our hallways reflect language as well as cultural appreciation. PTA provides funds for an artist in residence yearly.

The art department installed in the 2010-2011 school year an Alexander Calder style mobile in the entrance of Blythe Academy. Art teachers developed lessons on Calder that included K5- 5th.

Music is an integral part of the academic program offered at Blythe Academy and is incorporated into the curriculum. The school is the only elementary school in the district that offers beginning and advanced band instruction for fourth and fifth graders. Beginning band serves first year band students. Advanced bands serves students with one or more years of band experience. Chorus is also available by audition for fourth and fifth graders. These students perform in two major musicals per school year, involving singing, acting, and choreography. Fifth grade students are encouraged to audition for the annual Spring Sing. Fourth and Fifth graders are also encouraged to audition for the annual Talent Show in February. Musicians in residence are enlisted to teach students about the history of world music and instruments.

The Physical Education program has physical fitness, team sports, gymnastics, tumbling, and dance as a part of the program. Field Day is held once a year in May. Students also participate in Jump Rope for Heart to promote healthy living and to support the American Heart Association. During the 2016-2017 school year, the Blythe CATCH team started a Health Fair for students and families. The team brought in local Greenville vendors to help educate students and families on health habits and active lifestyle choices. The second Health Fair was held in April 2018.

During the 2015-2016 school year, Girls on the Run and a Boys Running Club were added at Blythe.

During the 2016-2017 school year, the Blythe Physical Education Department introduced a new initiative to teach students healthy habits. Based on research

showing that active children focus and learn better, this program encourages students to spend extra time walking and/or running daily. Teachers and students track and record laps. Incentives are given based upon distance walked or run.

Schools that incorporate music, art, drama, dance, and creative writing into the basic curriculum have found that it has a significant effect on overall success in school. The arts are closely associated with important ideas and events in history, therefore, students who have a good background in the arts are likely to have a richer source of information and insight to draw upon, compared to those who do not study the arts. (The College Board, *Profile of SAT and Achievement Test Takers*, 1995)

Technology Integration

It is important to keep technology current for teachers and students at Blythe Academy. Teachers and students have access to various equipment from computers to Promethean Boards. Staff development is offered throughout the year for teachers on various tech topics, and both teachers and students are currently being trained in Google Apps for Education.

All teachers at Blythe have access to a Dell Latitude E 5450 laptop, recently provided in January 2016. Promethean Boards are available in all classrooms, the science lab, and the media center. ActivExpressions and ActiVotes and Promethean Slate Tablets are available to teachers to be used with the Promethean Boards. Promethean projectors were upgraded in 2016.

Students have access to three Dell Laptops in K-4, K-5, and 1st grade classrooms. Students in each of the 2nd -5th grade classrooms have access to four ChromeBooks. Dell Tablets are also available in the media center to be checked out to teachers for classroom use. A cart of 20 Chrome Books is available for classroom use.

As a part of the Greenville County School's one-to-one initiative, Blythe students will receive personal devices in fall 2018.

Video conferencing equipment and speakers were installed in the Science Lab in 2015 for virtual field trips. The cafeteria is equipped with a 12x12 electronic projection screen and a projector, and is used for various meetings throughout the year. The Blythe Production Studio is equipped with 2 video cameras, a Green

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Screen, and broadcasting software and equipment allowing a digital broadcast to classrooms.

Students in 5K attend the computer lab for 30 minutes and students in grades 1-5 attend for 45 minutes every other week for training, as well as receiving tech instruction during their weekly library time. Instruction is based on state technology and curriculum standards, and the national ISTE standards.

Greenville County teachers are required to demonstrate initial technology proficiency with the completion of a district approved class. After initial proficiency, teachers renew with 30 technology hours every five years. By spring 2016, 88% of Blythe's teachers were at proficiency. In spring 2017, 91% were at proficiency.

Media Center Collection Development Plan

The Blythe Academy Library Media Center is the hub of exciting activities for information and literacy for the entire school community. District funding for media centers is based upon student enrollment. The total funding this year for our library is approximately \$13,000. The annual fall book fair and PTA support provide about \$4000 of that \$13,000. Funds are used to update the traditional book collection, expand new library activities/ technologies, purchase magazine subscriptions, and to support the SC Children's book award program purchases.

As children's reading desires change, books and other materials must be appealing and current. District emphasis is on the currency and visual appeal of the collection and correlation to the State Standards. A book collection that is visually attractive and appealing to staff and students, leads to increased circulation and reading. About 424 of the circulated books are information (non-fiction) titles which lead to an increased vocabulary and reading skills based on MAP and SC Ready testing. There are books in the library available in English, Spanish, and French to support the school's concept of foreign immersion.

Currently, the Blythe Academy Media Center has 19,715 copies. Based on an enrollment of 907 students, the number of books per student is 21. This number meets the SASISACS requirement and exceeds the South Carolina state exemplary standard of 15 books per student.

Overall, the book collection represents proficiency in terms of numbers and recommended percentages. To meet the high circulation demand, both the fiction and nonfiction collections continue to be weeded and then updated on an ongoing basis. Over 700 titles have been added to the general collection so far this school year.

The Balanced Literacy Library has now been in place for 3 years, and still continues to increase in titles for teacher access. Titles are available to address students at each Fountas and Pinnell level. Books are available in English, Spanish, and French.

A wide variety of literacy activities and events are available to promote reading for students. The Blythe Academy library program provides the opportunity for students to participate in several reading promotions. Greenville Drive Reading All-Star Program and Read Your Way to the Big Game through the SC Education Oversight Committee offer incentives to students returning completed reading logs. SCASL SC Book Award books are purchased and promoted throughout the year. Blythe's Battle of the Books team met weekly to prepare for the county-wide reading competition, and placed second in the district competition.

A corps of student media cadets volunteers each morning to assist in the preparation and decoration of the library facility. Students use Google Products to create book ads that are used in the library. The intention of each activity is to give students as many reasons to read as possible.

PBIS

Blythe is in its 7th year of implementation of Positive Behavior Intervention System (PBIS) for the 2017-2018 school year. Our teachers use various components of PBIS to enhance their classroom discipline. In the fall of 2017, Blythe introduced grade level "houses" and expanded the use of Class Dojo. The grade level houses allowed us to recognize grade levels who earned the most points each week, each quarter, and for the year. Each grade level house was assigned house colors, and those colors were worn by staff and students to recognize houses at various times during the school year. Quarterly celebrations recognized students who earned PBIS points and had no disciplinary referrals. A year-end celebration included an inflatable party, and recognized the grade level with the most points earned throughout the year. Class Dojo was introduced in 2016 to aid with classroom management and parent communication. It has been positively received by our parent community and its use continues to grow. A school-wide PBIS committee, with representation from all grade levels, continues to meet quarterly, study feedback from teacher surveys and data from student disciplinary reports in order to make recommendations to refine and improve our PBIS program.

Blythe Bears are paws-itively gRRReat!

Arrival and Dismissal Expectations

Respect Yourself	Listen and follow directions	Keep up with your belongings	Be on time
Respect Others	Walk on the line	Walk quietly	Watch out for others and their belongings
Respect Our School	Go straight to your designated area	Pick up trash	Keep it clean

Cafeteria Expectations

Respect Yourself	Clean your hands	Hands to yourself & eat only your food	Stay in your seat
Respect Others	Walk or stand silently in line	Eat without talking for 10 minutes	Use inside voice during talk time
Respect Our School	Say "please" and "thank you" to staff in the cafeteria	Keep the cafeteria clean	Find a custodian <i>if you need help cleaning up</i>

Hallway and Stairwell Expectations

Respect Yourself	Walk on the line	Listen for directions	Be safe
Respect Others	Hands and feet to self	Arm's length away	Wait for others
Respect Our School	Walk quietly	Whisper and wave to greet others	Keep it clean

Restroom Expectations

Respect Yourself	Use restroom quickly & quietly	Wash your hands	
Respect Others	Wait your turn	Knock before entering	Keep quiet
Respect Our School	Flush after use	Only one squirt of soap & one paper towel	Keep the restroom clean

Bus Expectations

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Respect Yourself	Listen to the bus driver	Sit safely	Be safe with your things
Respect Others	Keep hands and feet to yourself	Talk quietly to the person sitting next to you	Watch for your stop
Respect Our School	Take care of the bus	Keep the bus clean	Line up safely to load and unload

Playground Expectations

Respect Yourself	Be safe & play in safe areas	Be a good sport	Look at nature & leave it there
Respect Others	Take turns & share equipment	Keep hands and feet to yourself	Include others
Respect Our School	Use playground equipment correctly	Wipe your feet before you come inside	Enter the school quietly

Procedures for Rule Violations at Blythe Academy

Level 1 Behaviors- Minor

Definition	Examples	Procedure
Behaviors that: do not require administrator and do not significantly violate the rights of others and do not appear chronic	<ul style="list-style-type: none"> • refusing to follow directions • crying/yelling • talking in class during an individual assignment • refusing to do classwork • no homework • not paying attention • using inappropriate language (isolated incident) • out of seat 	<ul style="list-style-type: none"> • Inform student of rule violation • Describe expected behavior • Contact parent if necessary • Debrief and RETEACH school wide expectation • Logical consequence- if necessary • Complete PBIS Classroom Discipline Report

Level 2 Behaviors- Minor +

Definition	Examples	Procedure
Behaviors that: significantly violate the rights of others or put others at risk or harm or are chronic Level One behaviors	<ul style="list-style-type: none"> • arguing with teacher/talking back • arguing/picking on student • misuse of materials • no homework on a regular basis • talking on a regular basis • refusing to follow directions on a regular basis • continued use of inappropriate language 	<ul style="list-style-type: none"> • Inform student of rule violation • Describe expected behavior • Logical consequence • Have student complete Behavior Reflection • Contact parent, complete PBIS Classroom Discipline Report, and file a copy of all forms (Stop & Think Reflection and Classroom Discipline Report)

Level 3 Behaviors- Major

Definition	Examples	Procedure
Behaviors that: violate Greenville County School District policies or violate South Carolina policies or laws or are chronic Level 2 behaviors or require administrator involvement	<ul style="list-style-type: none"> • Throwing objects at others • Purposefully hitting teacher or students • Spitting or biting others • Leaving assigned area • Threatening others • Inappropriate touching of others • Possessing a weapon or look-a-like weapon 	<ul style="list-style-type: none"> • Inform student of rule violation • Describe expected behavior • Complete Office Referral Form • Send student to the office with Referral form AND other relevant documentation (Classroom Discipline Reports)

Logical Consequences may include the following:

Redirection, warning, move seats, "Stop & Think"/ Behavior Reflection, telephone call home, After-school reteach, discipline report, isolated recess, silent lunch, referral.

Blythe Academy of Languages Mission, Vision, and Beliefs

The staff of Blythe Academy has long understood the importance of a vision that is truly shared by all stakeholders. A visioning process was used to clarify our values and beliefs, purpose, mission, vision, and goals.

Vision and mission statements were re-visited during the 2017-2018 school year in order to better address our language programs. All teachers and parent representatives were included in the process. As a result, new vision and mission statements were adopted.

Values and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we think it should operate. Staff was asked to brainstorm independently before we produced our core beliefs about what instruction, curriculum, and assessment will increase our students' learning.

Mission Statement:

Our mission is to work together with stakeholders to teach our students the knowledge, skills, and strategies needed to become productive and responsible citizens in an ever-changing global society through instruction that includes language immersion education in French and Spanish.

Vision Statement:

At Blythe Academy, students will achieve academic success, bilingual and bi-literate proficiency, and multicultural competency.

We believe...

- All students possess talents that should be nurtured.
- All students should be challenged to reach their highest potential.
- All students learn best in a safe and positive environment.

Goals:

1. High academic achievement for every student is expected to raise performance

2. Provide a school environment that is safe, challenging, and supportive of learning and provide an ongoing pattern of communication that promotes public understanding and support of Blythe Academy
3. Maintain 100% of highly certified teachers/administrators to meet qualifications of ESSA

Shared Vision:

- Curriculum must be progressive, designed to help every student meet standards.
- Instruction must be specific, clear, and structured with various strategies to achieve student ownership.
- Assessments must be fair, varied, and developmentally appropriate. Teachers need to guide every student toward self-assessment.
- The learning environment should be safe, engaging and caring while giving students an equal opportunity.

Curriculum must be progressive, designed to help student meet standards.

- Curriculum content is designed to achieve long-range goals for children in all domains.
- Curriculum addresses the development of knowledge and understanding processes and skills.
- Curriculum addresses a broad range of content that is relevant, engaging, and meaningful to children.
- Curriculum goals are realistic and attainable for most children in the designated age range for which they were designed.
- Curriculum incorporates a wide variety of learning experiences, materials, and equipment and instructional strategies to accommodate a broad range of children's individual differences in prior experiences, maturation rates, styles of learning, needs, and interests.
- Curriculum respects and supports individual, cultural, and linguistic diversity.
- Curriculum supports and encourages positive relationships with children's families.
- Curriculum emphasizes the development of children's thinking, reasoning, decision-making, and problem-solving abilities.
- Curriculum emphasizes the value of social interaction to learning in all domains and provides opportunities to learn from peers

Instruction must be specific, clear, and structured with various strategies to achieve student ownership.

- Direct instruction
- Modeling
- Guided discussions
- Questioning
- Analysis
- Simulations
- Dramatizations
- Discovery
- Problem solving
- Group investigations
- Cooperative learning
- Observations
- Direct reading/ thinking
- Experiences
- Pair Share
- Manipulatives
- Role Playing
- Use of Technology
- Student self-monitoring of progress

Assessment must be authentic, fair, varied, and developmentally appropriate. Teachers need to guide every student toward self-assessment.

- Ongoing
- Authentic
- Varied
- Formal/Peer Assessment
- Used to drive classroom instruction as opposed to just tracking students
- Consider a diverse learning style
- Appropriate to content
- Easy to understand (teacher/student/parent/community)
- Purposeful
- Related to and drive classroom instruction
- Rubrics
- Projects
- Presentations
- Portfolios

The learning environment should be safe, engaging and caring while giving students an equal opportunity.

- Safe
- Positive
- Inviting
- Structured
- Stimulating/Motivational

- Nurturing
- Mentoring relationships are available for all students
- Protective and caring climate
- Physical and emotional safety
- Challenging, engaging, relevant, exciting and active teaching

Data Analysis and Needs Assessment

Blythe Academy of Languages

Strategies to Increase Student Learning

Blythe Academy continues to focus on closing achievement gaps that exist between groups of students. ERI and RTI have shown great success in reading in 5K – Grade 3. The Reading Specialist works with grade 1 students in Rtl. A district funded reading interventionist works with grade 2 students in Rtl. Beginning with the 2015-2016 school year, a .75 flex position was granted to Blythe and an Rtl interventionist was hired to work with students who qualify in third grade. The flex position was increased to full time in 2018-2019. All programs continue to show significant results.

The results are:

- **Kindergarten:** A total of thirty-seven students were served in Reading. Nine reading students were released after winter screening; three of the Reading students transferred to other schools; all students showed measurable growth. A Select Schools funded teacher assistant provides ERI instruction in reading to 5K students.
- **Grade 1:** A total of fifty-five students were served through the 1st grade Rtl program for the 2017-2018 school year. Of these students, eight were released after the winter universal screening and sixteen students were added to Rtl. By the end of the school year, three students had transferred to different schools. Ten students had completed the A-team process. Eight of which qualified for additional services. The additional two A-Team students will be monitored for growth. All students showed measureable growth on the end of the year FastBridge assessments and on their F&P levels. The State Funded Literacy Specialist served the majority of 1st graders. One group was served by the 5K Interventionist and one student worked one on one with the 3rd grade interventionist.
- **Grade 2:** During the 2017 – 18 school year, a total of 43 students were served in 2nd grade Rtl. The school year began with 37 students. Over the course of the year, one student moved schools, six students were released (one due to A-Team) and six students were added to Rtl after the winter benchmarking period. The year-end total was thirty-seven students. All students showed measureable growth from their Fall Benchmark scores. A district funded reading interventionist worked with grade 2 students.

- **Grade 3:** : During the 2017 – 2018 school year, a total of 39 students were served in 3rd grade Rtl. The school year started with 30 students. During the school year, six students moved away, one students was released, and nine students were added to Rtl. The year-end total was 32 students. All students showed measureable growth based on F&P levels and FastBridge assessments. A full time flex position shared by two certified teachers served the third grade reading students. This position was first added during the 2015-2016 school year as a .75 allocation and was increased to full time in 2017-2018.

We offer Response to Intervention (RTI) or Early Reading Intervention (ERI) for students who qualify using the FastBridge program and/or by using a student's Fountas and Pinnell levels. RTI/ERI are research-based reading programs that targets phonemic awareness, phonics, and fluency skills that are critical for reading success. Kindergarten students are served using the Early Reading Intervention (ERI) program entitled "My Sidewalks" by Scott Foresman. Interventionists in Grades 1 – 3 use the "Soar to Success" program by Houghton Mifflin, supplemented by various balanced literacy sources shared within the grade levels. "Soar to Success" systematically introduces sounds and decoding strategies in fast-paced lessons that provide instruction, practice, and application of these skills. Children also read a variety of fiction and non-fiction texts and learn a set of core, high frequency words. All interventionists serve the students for 30 minutes daily.

Our Blythe Study Buddies, parent volunteer program was implemented early in the school year. The program has grown to include a large number of students from Hughes Middle School and Greenville High School as tutors. This volunteer program includes 84 volunteers who serve 84+ children, providing extra assistance in reading and/or math. This program focuses on serving Grade 2 Blythe students.

We are pleased that scores in Reading and Math have been more closely aligned than in the past. Math scores at Blythe have traditionally been significantly higher than Reading, and the 2018 state testing data shows that once again. Therefore, we will need to have a strong emphasis upon improving reading performance.

All certified staff members are evaluated using the district Performance Assessment System which is based upon student performance goals and requires analysis of test data to set goals and monitor progress.

Using Student Achievement Data

During the 2015-2016 school year, the state chose the test South Carolina Ready to assess the new ELA and Math South Carolina State Standards. Science and Social Studies will continue to be assessed in 4th and 5th grades with PASS.

SC Ready ELA	Blythe 2016	District 2016	Blythe 2017	District 2017	Blythe 2018	District 2018
Does Not Meet	18%	19%	21%	22%	20%	22%
Approaches	32%	33%	28%	32%	24%	29%
Meets	29%	31%	30%	30%	28%	27%
Exceeds Expectation	21%	18%	20%	16%2	28%	21%

2018 By Grade Level	Does Not Meet	Approaches	Meets	Exceeds	Meets & Exceeds
Grade 3	14%	26%	31%	28%	59%
GCS	17%	27%	32%	24%	56%
Grade 4	26%	22%	22%	30%	52%
GCS	22%	25%	27%	26%	53%
Grade 5	21%	22%	31%	26%	57%
GCS	21%	32%	30%	17%	47%

SC Ready Math	Blythe 2016	District 2016	Blythe 2017	District 2017	Blythe 2018	District 2018
Does Not Meet	22%	20%	23%	22%	16%	22%
Approaches	25%	31%	26%	31%	19%	26%
Meets	24%	26%	25%	24%	26%	24%
Exceeds Expectation	28%	23%	25%	23%	39%	28%

2018 By Grade Level	Does Not Meet	Approaches	Meets	Exceeds	Meets & Exceeds
Grade 3	14%	18%	28%	40%	68%
GCS	16%	20%	32%	33%	65%
Grade 4	19%	21%	28%	32%	60%
GCS	17%	24%	24%	36%	60%
Grade 5	14%	19%	21%	46%	67%
GCS	19%	25%	27%	29%	56%

AAPPL End-of-Fifth Grade Testing

LANGUAGE PROFICIENCY ASSESSMENTS:

AAPPL Test - ACTFL (American Council of Teachers of Foreign Languages) Assessment of Performance toward Proficiency in Languages; district goal for exiting grade 5 students is novice high (N3-4) to intermediate mid (I 3-4).

AAPPL Testing – French – 2015 - 2018

AAPPL Testing FRENCH	2015	2016	2017	2018
Listening	100% N4 or above	100% N4 or above	100% I1 or above	100% I1 or above
Reading	93.75% N3 or above	100% N4 or above	91% N3 or above	100% N3 or above
Speaking	100% N4 or above	100% I1 or above	100% I1 or above	100% I1 or above

AAPPL Testing – Spanish – 2015 - 2018

AAPPL Testing SPANISH	2015	2016	2017	2018
Listening	84.31% N4 or above	96.08% N4 or above	91% N4 or above	97% N4 or above
Reading	84.32% N4 or above	94.12% N4 or above	94% N3 or above	88% N3 or above
Speaking	96.08% N4 or above	92.16% I1 or above	92.5% N4 or above	97% N3 or above

2014-2015 was the first year that Blythe used the AAPL assessment to measure language proficiency. We assess our immersion students using the subtests:

Listening/Speaking, Reading, and Listening. Our students scored between Novice High to Intermediate Mid in the area of Listening/Speaking, Novice High to Intermediate High in Reading, and Novice High to Intermediate High in Listening. Our proficiency target for immersion students at the end of fifth grade is Intermediate Low.

South Carolina continues to use SC PASS for assessing science and social studies. The following tables show SC PASS results for the years from 2013-2017.

PASS Science	Blythe % Met	District % Met	State % Met
Spring 2015			
Grade 4	78.7%	74.6%	69.9%
Grade 5	71.9%	74.1%	66.3%
Spring 2016			
Grade 4	71%	71.4%	
Grade 5	63%	71.7%	
Spring 2017			
Grade 4	63.9%	53%	48%
Grade 5	40.5%	54%	46%
Spring 2018			
Grade 4	54%	60%	

PASS Social Studies	Blythe % Met	District % Met	State % Met
Spring 2015			
Grade 4	78.7%	74.6%	69.9%
Grade 5	71.9%	74.1%	66.3%
Spring 2016			
Grade 4	71%	71.4%	65%
Grade 5	63%	71.7	65.7%
Spring 2017			
Grade 4	94.5%	86%	80%
Grade 5	72.6%	79%	71%
Spring 2018			
Grade 5	83%	78%	

Link to School Report Card: <https://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?y=2016&d=2301&t=E&s=038>

School Renewal Plan

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 1 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from __50__% in 2016-17 to __65__% in 2022-23.

Per SBE Regulation 43-261, measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by __3__% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations	School Projected Elementary	53	56	59	62	65
	50 (2016-17)	School Actual Elementary	56				
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations	District Projected Elementary	52	55	58	61	64
	50 (2016-17)	District Actual Elementary	48				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement Balanced Literacy with	2018-2023	Teachers Instructional	\$0		Observations, anecdotal notes,

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
fidelity across all schools.		Coach Literacy Specialist & Mentors Administration			and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3 rd grade
2. Coach teachers in instructional best practices using the district coaching framework	2018-2023	Instructional Coach Literacy Specialist & Mentors Administration	\$0		Consistent implementation of coaching events during a coaching cycle with grade level teams and reflective practices
3. Implement the MTSS framework and intervention guidelines with fidelity	2018-2023	Literacy Specialist RtI Interventionists Teachers	\$0		Formative and summative assessments to inform about the focus, duration, and effectiveness of the intervention.

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Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 2 The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 50 % in 2016-17 to 69 % in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 3-5 % annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations	School Projected Elementary	55	60	63	66	69
	50 (2016-17)	School Actual Elementary	65				
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations	District Projected Elementary	57	60	63	66	69
	54 (2016-17)	District Actual Elementary	52				

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Implement tasks that promote reasoning and problem	2018-2023	Teachers Instructional Coach Administration	\$0		Observations of problem solving and reasoning

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
solving					
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-2023	Teachers Instructional Coach Administration	\$0		Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
3. Use the GCSD Instructional Protocol to guide instructional planning and delivery	2018-2023	Teachers Instructional Coach Administration	\$0		Evidence of collaborative planning, evidence documented from classroom observations, specific feedback given to teachers for instructional improvement , sustainability

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 3 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by ____% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	School Projected Elementary	TBD	TBD	TBD	TBD	TBD
	54%	School Actual Elementary					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grade 4 only	District Projected Elementary	TBD	TBD	TBD	TBD	TBD
	60%	District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional development	2018-2023	Instructional	\$0		Evidence of learning targets tied to

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
<p>nal learning opportunities to support teachers' development of learning targets and strategies that promote rigor</p>		<p>Coach</p> <p>GCS Academic Specialist</p> <p>Teachers</p> <p>Administration</p>			<p>standards as observed in classroom walkthroughs and Instructional Rounds</p>
2. Implement coaching cycles to improve common planning and instruction	2018-2023	<p>Instructional Coach</p> <p>Teachers</p> <p>Administration</p>	\$0	NA	Coaching Cycle artifacts and coaching cycle schedule from schools
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	<p>Instructional Coach</p> <p>Teachers</p> <p>Administration</p>	\$0	NA	MasteryConnect Reports

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Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* <i>required</i>) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 4 The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will meet or exceed the state and federal accountability standard from 2018-19 through 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Social Studies will increase by ____% annually.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	School Projected Elementary	TBD	TBD	TBD	TBD	TBD
	83%	School Actual Elementary					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grade 5 only	District Projected Elementary	TBD	TBD	TBD	TBD	TBD
	78%	District Actual Elementary					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-2023	GCS Academic Specialists Instructional Coach Administration	\$0		Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-2023	Instructional Coach Teachers Administration	\$0		Coaching Cycle artifacts and coaching cycle schedule from schools
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-2023	Instructional Coach Teachers Administration	\$0		MasteryConnect Reports

School: Blythe Academy of Languages

Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 5 Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for each standardized test (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected Hispanic	50.83	51.66	52.49	53.32	54.15
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 50% (2016-17)	Actual Hispanic					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected AA	25.33	27.63	29.93	32.23	34.53
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 23% (2016-17)	Actual AA					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected SWD	11.17	14.34	17.51	20.68	23.85
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 8% (2016-17)	Actual SWD					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected LEP	31	33	35	37	39

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SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations 29% (2016-17)	Actual LEP					
SC READY ELA SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected SIP					
SC READY ELA SC READY test data file	Baseline will be established based upon 17-18 data	Actual SIP					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected Hispanic	51.05	52.10	53.15	54.2	55.25
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 50% (2016-17)	Actual Hispanic					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected AA	32.16	34.32	36.48	38.64	40.8
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 30% (2016-17)	Actual AA					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected SWD	18	21	24	27	32
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 15% (2016-17)	Actual SWD					
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected LEP	36.88	38.76	40.64	42.52	44.4
SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations 35% (2016-17)	Actual LEP					

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SC READY Math SC READY test data file	% Meets Expectations and Exceeds Expectations (2016-17)	Projected SIP					
SC READY Math SC READY test data file	Baseline will be established based upon 17-18 data	Actual SIP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected Hispanic	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	40% meets or exceeds	Actual Hispanic					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected AA	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	28% meets or exceeds	Actual AA					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected SWD	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	0% meets or exceeds	Actual SWD					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected LEP	TBD	TBD	TBD	TBD	TBD
SCPASS Science SCPASS test data file	Baseline will be established based upon 17-18 data	Actual LEP					
SCPASS Science SCPASS test data file	Baseline will be established in 2017-18 Grades 4 only	Projected SIP	TBD	TBD	TBD	TBD	TBD

School: Blythe Academy of Languages

SCPASS Science SCPASS test data file	Baseline will be established based upon 17-18 data	Actual SIP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected Hispanic	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	81% met or exemplary	Actual Hispanic					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected AA	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	73% met or exemplary	Actual AA					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected SWD	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	25% met	Actual SWD					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected LEP	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file		Actual LEP					
SCPASS Social Studies SCPASS test data file	Baseline will be established in 2017-18 Grades 5 only	Projected SIP	TBD	TBD	TBD	TBD	TBD
SCPASS Social Studies SCPASS test data file	Baseline will be established based upon 17-18 data	Actual SIP					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Provide professional learning opportunities for instructional strategies for diverse learners	2018-2023	Administration Instructional Coach GCS Academic Specialist Consultant Beth Templeton (Poverty Simulation Training for staff)	\$1000	District granted PD funds	Evidence of strategies for diverse learners being used in classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.
2. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-2023	GCS Academic Specialists Instructional Coach Administration	\$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)
3. Implement Professional Learning Community support in schools	2018-2023	Instructional Coach Administration Teachers	\$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds

School: Blythe Academy of Languages

Performance Goal Area: ☒ Student Achievement* ☐ Teacher/Administrator Quality* ☐ School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 6 Annually increase the percentage of K-5 students reading on grade level as defined by Fountas and Pinnell, Fastbridge, MAP, and other measures.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
	Baseline will be established based upon 17-18 data	School Actual					
Fastbridge	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
	Baseline will be established based upon 17-18 data	School Actual					
MAP	TBD	School Projected	TBD	TBD	TBD	TBD	TBD
	Baseline will be established based upon 17-18 data	School Actual					
Fountas and Pinnell	TBD	District Projected	TBD	TBD	TBD	TBD	TBD

School: Blythe Academy of Languages

		District Actual					
Fastbridge	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
	Baseline will be established based upon 17-18 data	District Actual					
MAP	TBD	District Projected	TBD	TBD	TBD	TBD	TBD
	Baseline will be established based upon 17-18 data	District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1 Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Administration Instructional Coach Literacy Specialist & Mentors Teachers	\$0	NA	Classroom libraries offer a wide selection of texts that reflect students' interests and needs. Teachers lead focused reading conferences and small group work. Students can articulate and demonstrate progress toward their reading goal(s).
2 Scaffold student	2018-2023	Administration	\$0	NA	Evidence of teacher modeling and think

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
thinking through modeling, think alouds, and/or guided practice to support stamina, decision making, and understanding of content.		n Instructional Coach Literacy Specialist & Mentors Teachers			alouds Evidence of scaffolds for thinking including visuals, thought prompts, and question stems Students articulate and use scaffolds to answer questions and solve problems
3 Coach teachers in instructional best practices for Tier 2 and Tier 3 classroom interventions	2018-2023	Administration Instructional Coach Literacy Specialist & Mentor GCS Academic Specialists	\$0	NA	Implementation of coaching events with grade level teams and reflective practices. Evidence of Tier 2 and Tier 3 interventions within classrooms as noted by observations and Instructional Rounds

School: Blythe Academy of Languages

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 1 The school will have qualified, diverse teachers (gender and ethnicity) by 2023.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
Employment report	% of diverse teachers 2017-18	School Projected	TBD	TBD	TBD	TBD	TBD
	2017-2018 30.89%	School Actual					
Employment report	% of diverse teachers 2017-18	District Projected	TBD	TBD	TBD	TBD	TBD
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Create a plan to support teachers to work with diverse	2018-2023	GCS Academic Specialists Instructional	\$1000	GCS offered PD funds	Professional Development opportunities targeting student diversity.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
student populations		Coach Literacy Specialist & Mentors Administration Consultant Beth Templeton (Poverty Simulation Training)			
2 Identify locations / grade levels where there is limited or no diversity .	2018-2023	Administration	\$0	NA	Ongoing focus
3. Work with HR to identify quality candidates who are diverse.	2018-2023	HR Recruiters Administration	\$0	NA	Ongoing identification of candidates

School: Blythe Academy of Languages

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority	
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other	
PERFORMANCE GOAL: 1 Achieve and maintain a rate of 90% among parents, students, and teachers who agree or strongly agree that they feel safe during the school day on the South Carolina Department of Education Survey.	
INTERIM PERFORMANCE GOAL: Meet annual targets below.	

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
SDE School Report Card Survey		School Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	2016-2017 91.6%	School Actual Students					
		School Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	2016-2017 100%	School Actual Teachers					
		School Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
	2016-2017 91.9%	School Actual Parents					
SDE School Report Card Survey	91	District Projected Students	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90

School: Blythe Academy of Languages

		District Actual Students					
	94	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers					
	88	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Communicate clearly and effectively with all stakeholders that district-wide emergency response plans are in place and include explanations of the training and drills that take place	2018-2023	Principals Teachers	\$0	NA	Newsletters, Social Media Posts, SIC and PTA Agendas

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
at each location					
2. Take a proactive approach by periodically pushing out information about the safety measures that we take at each school	2018-2023	Administration Teachers	\$0	NA	Safety stories on web, social media, etc.
3. Continue to utilize social media, tip lines, phone blasts and media outlets to encourage parents, students, teachers and community members to report any concerns or issues	2018-2023	Administration PTA SIC Teachers	\$0	NA	Tips received from multiple stakeholder groups

School: Blythe Academy of Languages

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 2 The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.
PERFORMANCE GOAL: 3 The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
	0	School Actual					
ESSA Federal Accountability and SDE School Report Card	(2016-17) 0.7	District Projected	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
		District Actual					

Annual Expulsion Rate

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17)	School Projected	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
	0	School Actual					

School: Blythe Academy of Languages

ESSA Federal Accountability and SDE School Report Card	(2016-17)	District Projected	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$	$\leq .07$
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Increase awareness of community based resources that families can reach out to for guidance and support.		Counselors Mental Health Counselors Teachers Administration	\$0	NA	Information disseminated and utilized
2. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequences of level III infractions.		Administration GCS Publications School Webmaster Teachers	\$0	NA	Information disseminated through various formats
1. Educate students,		Dir. of ce	TBD	TBD	Training implemented

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
teachers and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention.	2018-2023	Principals			

Performance Goal Area: ☐ Student Achievement* ☐ Teacher/Administrator Quality* ☒ School Climate
(Parent Involvement, Safe and Healthy Schools, etc.)* (* required) ☐ District Priority

Gifted and Talented Requires ☐ Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal ☐ Gifted and Talented: Other

PERFORMANCE GOAL: 4 The school will demonstrate a caring environment as indicated by an increase in the percent of elementary students who describe their teacher as caring on the AdvancED Culture and Climate Survey.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
				School: Blythe Academy of Languages			
AdvancED Culture & Climate Surveys		School Projected					
	Baseline will be established in 2018-2019.	School Actual					
AdvancED Culture & Climate Surveys	89	District Projected	90	90	90	90	90
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Expand mentoring program for students	2018-2023	School counselors	TBD	Local	Students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-2023	Administration Counselors Mental Health Counselors	TBD	Local	Community feedback Professional development documentation
3. Establish protocols among all	2018-2023	School team	\$0	NA	Documentation of communicating

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
adults to communicate positively with students.					protocol to staff

School: Blythe Academy of Languages

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 5 Achieve and maintain a student attendance rate of 95% or higher.
INTERIM PERFORMANCE GOAL: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
ESSA Federal Accountability and SDE School Report Card	(2016-17) 96.3%	School Projected	95	95	95	95	95
	96.3%	School Actual					
	(2016-17) 95	District Projected	95	95	95	95	95
		District Actual					

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
1. Promote attendance with students and parents as an important component	2018-2023	School team	\$0	NA	Teacher/school direct contact with parents.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
of school success					
2. Improve school-level interventions related to attendance	2018-2023	School Social Worker Attendance Team	TBD	General Fund	Parental participation in interventions
1. Increase staff awareness and understanding of the community served by the school	2018-2023	School team	TBD	TBD	Visit to community and/or in-house professional development

School: Blythe Academy of Languages

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate nt Involvement, Safe and Healthy Schools, etc.)* (* required) <input type="checkbox"/> District Priority
<i>Gifted and Talented Requires</i> <input type="checkbox"/> Gifted and Talented: Academic <input type="checkbox"/> Gifted and Talented: Artistic <input type="checkbox"/> Gifted and Talented: Social and Emotional <i>1 Academic Goal and 1 Additional Goal</i> <input type="checkbox"/> Gifted and Talented: Other
PERFORMANCE GOAL: 6 The school will create and sustain an environment that supports mental and social/emotional health, as indicated by an annual decrease in the percent of elementary students who, on the AdvancED Climate and Culture Survey, report feeling afraid, lonely, or angry while they are at school.
INTERIM PERFORMANCE GOAL: Meet annual targets below.

TA SOURCE(s):	AVERAGE BASELINE		2018–19	2019–20	2020–21	2021–22	2022–23
AdvancED Culture & Climate Surveys	Afraid – Lonely – Angry –	School Projected	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
	Baseline will be established in 2018-19.	School Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤
AdvancED Culture & Climate Surveys	Afraid – 5% Lonely – 10% Angry – 8%	District Projected	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6	Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5
		District Actual	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤	Afraid ≤ Lonely ≤ Angry ≤

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
3. Implement relationship-building programs/strategies in schools (e.g., PBIS, Capturing Kids' Hearts, Compassionate Schools, Love and	2018-2023	Counselors Principals Teachers Mental Health Counselors	TBD	TBD	Programs implemented with fidelity

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	TIMELINE (Start and End Dates)	PERSON RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE	INDICATORS OF IMPLEMENTATION
Logic)					
2. Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018-2023	Administration Teachers Counselors Mental Health Counselors	\$0	NA	Discipline consequences highlighted in materials for distribution
3. Implement character education program addresses bullying behaviors	2018-2023	Counselors	TBD	TBD	Appropriate programs utilized by schools

School: Blythe Academy of Languages
Blythe Academy of Languages
Meeting and Professional Development Calendar
2018-2019

Main areas of focus:

Surveys of Blythe Teachers/Staff have indicated the following areas of interest for professional development during the 2018-2019 school year:

- **Poverty training for staff (interest indicated by staff)**
- **Science**
- **ELA/Writing**
- **Technology**

Meeting Schedule:

- **First Wednesday of month – Faculty Council**
- **Second Wednesday of month – General Faculty and/or Professional Development**
- **Third Wednesday of month – Vertical Articulation Meetings (alternating months; ELA/SS and Math/Science)**
- **Fourth Wednesday of month – Professional Development as needed**

Professional Development Plan 2018-2019

Blythe Academy of Languages
Meeting and Professional Development Calendar
2018-2019

Main areas of focus:

Surveys of Blythe Teachers/Staff have indicated the following areas of interest for professional development during the 2018-2019 school year:

- **Poverty training for staff (interest indicated by staff)**
 - **Poverty Simulation training**
- **Science**
 - **Trainings will focus on active, hands-on learning opportunities for students and increased rigor in science instruction**
- **ELA/Writing**
 - **GCS is also offering continued support for Balanced Literacy by providing targeted workshops for teachers, literacy specialists, reading interventionists instructional coaches, and administrators**
- **Technology**
 - **Trainings will focus on implementation of Personalized Learning Initiative at Blythe in fall 2018; classroom management with personal devices, etc.**

Meeting Schedule:

- **First/Second Wednesday of month – Faculty Council**

- **Second/Third Wednesday of month – General Faculty and/or Professional Development**
- **Third Wednesday of month – Vertical Articulation Meetings (alternating months; ELA/SS and Math/Science)**
- **Fourth Wednesday of month – Professional Development as needed**
- **Thursdays – Grade Level Team Meetings – A Weeks; Grade Level Planning Meetings – B Weeks**

Blythe Professional Development Plan 2018-2019

Date/Time	Meeting/Workshop	Presenter(s)
June 11-13, 2018	South Carolina State Immersion Conference	Lynn Fulton Archer & others
June 14, 2018	1:30-4:30 Coaching Conversations for Administrators	District workshop (All Blythe Administrators)
June 17-20, 2018	SCASA Innovative Ideas Institute	
July 26, 2018	New Teacher Orientation (school-level)	Sandra Griffin Victoria Salvat
July 30 - 31, 2018	Induction Teacher Institute Summer Session	GCS
July 31, 2018	Coaching for Improved Instructional Practice	Diane Sweeney (district offered) Principal Instructional Coach
August 7, 2018	5:00 New Parent Orientation	Sandra Griffin
August 13, 2018	Opening Meeting # 1	Sandra Griffin
August 14, 2018	Opening Meeting # 2 Rotational Sessions: <ul style="list-style-type: none"> • Updates from principals operational meeting, including academics/instruction • ABCs of Blythe Academy; administrative expectations; non-negotiables • Information Security • Safety Drills & Updates • Backpack • Financial record keeping, collection & receipt of money; Attendance • Whole group Active Shooter Video Conclusion 	Sandra Griffin Victoria Salvat Cecilia Cameron Corey Ehlenbach School Secretary; Attendance Clerk Sandra Griffin
August 16, 2018	Meet the Teacher 11:30-12:30 and/or 5-6 PM	
August 17, 2018	General Faculty Meeting (brief) Meet Horace Mann	

	Personalized Learning Initiative	
August 29, 2018	3:00-5:00 Poverty Workshop & Simulation	Beth Templeton, presenter
September 5, 2018	3:15 Faculty Council Meeting PADEPP Orientation For SEG	
September 12, 2018	3:15 General Faculty Meeting Boosterthon Pep Rallies Management in the Digital Classroom, part 1	Stephanie Williams, presenter (1 hour)
September 17, 2018	3:15 New Teachers & Mentors Meeting	Principal Instructional Coach
September 19, 2018	3:15 Math/Science Vertical Articulation Meeting Standards Review in small groups with all grade levels represented	Instructional Coach Principal
September 27, 2018	What Great Principals Do Differently Todd Whitaker, presenter; Upstate Consortium	Principal
October 1, 2018	Coaching for Improved Instructional Practice	Diane Sweeney (district offered) Principal Instructional Coach
October 3, 2018	3:15 Faculty Council Meeting AP/AA Coaching Session with Dianne Sweeney	Sandra Griffin Dianne Sweeney
October 10, 2018	3:15 General Faculty Meeting	Principal
October 17, 2018	General Faculty Meeting Management in the Digital Classroom, part 2	Stephanie Williams, presenter (1 hour)
October 24, 2018	3:15 ELA/SS Vertical Articulation Writing Workshop	Shasta Looper & Victoria Salvat
October 25, 2018	Digital Portfolios: 4K-Grade 2 AND Grades 3-5, part 1 See Saw & Google Classroom	Stephanie Williams, presenter (1 hour) during grade level team meetings
November 1, 2018	Reaching the Wounded Student Joe Hendershott, presenter; Upstate Consortium	Administration Counselors
November 7, 2018	3:15 Faculty Council Meeting	Principal
November 19, 2018	3:15 New Teachers & Mentors Meeting	Principal Instructional Coach
November 28, 2018	3:15 General Faculty Meeting OR Math/Science Vertical Articulation Meeting SCIENCE WORKSHOP (Rigor)	Jessica Morton, presenter
December 5, 2018	3:15 Faculty Council Meeting	Principal

December 6, 2018	Digital Portfolios: 4K-Grade 2 AND Grades 3-5, part 2 See Saw and Google Classroom	Stephanie Williams, presenter (1 hour) during grade level team meetings
December 12, 2018	ELA/SS Vertical Articulation Meeting Standards Review in small groups with all grade levels represented	Sandra Griffin Victoria Salvat
January 15, 2019	Coaching for Improved Instructional Practice	Diane Sweeney (district offered) Principal Instructional Coach
January 16, 2019	3:15 Faculty Council Meeting	Principal
January 23, 2019	3:15 General Faculty Meeting Reaching the Wounded Student (sharing from Consortium workshop)	Counselors (1 hour)
January 28, 2019	3:15 New Teachers & Mentors Meeting	Principal Instructional Coach
January 30, 2019	3:15 Math/Science Vertical Articulation Meeting	Instructional Coach Principal
January 30, 2019	Reading and Writing to Make a Difference Katie Kelly, presenter; Upstate Consortium	Administration Instructional Coach ELA teachers from all grade levels
January 31, 2019	Digital Portfolios: 4K-Grade 2 AND Grades 3-5, part 3 See Saw & Google Classroom	Stephanie Williams, presenter (1 hour) during grade level team meetings
February 13, 2019	3:15 Faculty Council Meeting	Principal
February 20, 2019	3:15 General Faculty Meeting	Principal
February 27, 2019	3:15 ELA/SS Vertical Articulation Consortium Attendees will share from Katie Kelly workshop	Consortium Attendees will share from Katie Kelly workshop (1 hour)
February 28, 2019	Digital Portfolios: 4K-Grade 2 AND Grades 3-5, part 4 See Saw & Google Classroom	Stephanie Williams, presenter (1 hour) during grade level team meetings
March 13, 2019	3:15 Faculty Council Meeting	Principal
March 19, 2019	Student-Centered Coaching Diane Sweeney, presenter; Upstate Consortium	Administration Instructional Coach
March 18, 2019	3:15 New Teachers & Mentors Meeting	Principal Instructional Coach
March 19, 2019	Coaching for Improved Instructional Practice	Diane Sweeney (district offered) Principal Instructional Coach
March 20,	3:15 General Faculty Meeting	Principal

2019		
March 27, 2019	3:15 Math/Science Vertical Articulation Meeting SCIENCE WORKSHOP Hands-on Approach to Teaching Standards	Jessica Morton, presenter
April 2, 2019	3:15 Faculty Council Meeting	Principal
April 10, 2019	3:15 General Faculty Meeting	Principal
April 24, 2019	3:15 ELA/SS Vertical Articulation Meeting Writing Workshop	Shasta Looper & Victoria Salvat
May 8, 2019	3:15 Faculty Council Meeting	Principal
May 15, 2019	3:15 General Faculty Meeting	Principal