BLYTHE ACADEMY OF LANGUAGES

Dr. Sandra E. Griffin, Principal

THE SCHOOL DISTRICT OF GREENVILLE COUNTY
Mr. W. Burke Royster, Superintendent

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

2013 – 2018

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Blythe Academy of Languages

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-2016 *(one year)*

Assurances
The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq*. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Matthew Burns		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Dr. Sandra E. Griffin		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 100 Blythe Drive Greenville, South Carolina 29605

SCHOOL'S TELEPHONE: (864) 355-4400

PRINCIPAL'S E-MAIL ADDRESS: segriffi@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

	POSITION	***NAME***
1.	PRINCIPAL:	Dr. Sandra E. Griffin
2.	TEACHER:	Debbie Carter
3.	PARENT/GUARDIAN:	Heather Fortson
4.	COMMUNITY MEMBER:	Lee Yarborough
5.	SCHOOL IMPROVEMENT COUNCIL:	Matthew Burns

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	***NAME***
Assistant Principal	**Cecilia Cameron**
Instructional Coach	**Rebecca Lauder**
Program Coordinator	**Priscilla Hoffman**
PTA Representative	**Lauren McDonald**
SIC Representative	**Marybeth Galbreath**
Parent	**Dee-Ann Lack**
Parent	**Rachel Balck**

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

__X__ **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).

__X__ **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).

__X__ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent 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.

__X__ **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*.

__X__ **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

__X__ **Recruitment**
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 no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, 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.

__X__ 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).

__X__ 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.

__X__ 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, although they may be housed at locations with other grade levels or completely separate from schools.

____ 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.

__X__ Parenting and Family Literacy

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 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-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

__X__ Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

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.

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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 Rebecca Lauder – Instructional Coach
School Profile	Dr. Sandra Griffin – Principal Rebecca Lauder – Instructional Coach Cecilia Cameron – Assistant Principal Carroll Wolfe – Teacher Tracy Rucker – Computer Lab Manager Kathleen Moore – Teacher Mary Jeanfreau – Attendance Clerk Ginger Wesolowski – Media Specialist Claire Barnett – Guidance Counselor Jane Brice – Guidance Counselor
Mission/Visions/Beliefs	Dr. Sandra Griffin – Principal Rebecca Lauder – Instructional Coach
Data Analysis/Needs Assessment	Dr. Sandra Griffin – Principal Rebecca Lauder – Instructional Coach All Classroom Teachers
Action Plan	Dr. Sandra Griffin – Principal Rebecca Lauder – Instructional Coach

Professional Development Plan

All Classroom Teachers
Dr. Sandra Griffin – Principal
Rebecca Lauder – Instructional Coach
Cecilia Cameron – Assistant Principal
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 an estimated population of 379,616 in 2000, Greenville County is South Carolina's largest county. Growth rates have averaged more than 1.7 percent per year since 1990. The population of the city of Greenville has remained stable between 56,000 and 58,000 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 French/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 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 70+ volunteers free of charge to 100+ students once or twice a week. These students are identified by classroom teachers as needing extra assistance in the classroom.

In the 2014-2015 school year at Blythe Academy, we have 445 magnet students, 379 home-based students, and 34 special permission students. Magnet students come from neighborhoods across Greenville County and from out of district. Currently, 51.91% 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.

Mission, Vision, and Beliefs

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.

Purpose

The purpose of Blythe Academy is to ensure that academic achievement is its top priority, and to collaborate with home and community to achieve academic excellence.

Mission

The mission of Blythe Academy of Languages: Inspiring World Class Learners

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 No Child Left Behind

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.
- Assessment 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 2014-2015 school year. Several important goals were realized:

- RtI and ERI programs were continued in both reading and math at 5K, and reading in grades 1and 2.
- Continued the PTA Parent Volunteer Program (Study Buddies) utilizing 70+ adult volunteers who served 100+ 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 added a grade-level planning meeting on “B” weeks.
- Continued protection of instructional time
- Continued use of Kite-ll curriculum in FLES program for grades 3-5

- Continued implementation of guidelines for removing students from Immersion Programs
- Continued to use MAP and PASS data to guide instruction
- 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

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.

School-wide, 88.9% of students scored met or above on PASS English/Language Arts and 82.9% scored met or above on PASS Math. Blythe received an Overall Weighted Points Total of 92.8 and an Overall Grade Conversion of A on the 2014 ESEA/Federal Accountability System.

PTA successfully continued programs from previous years and implemented new ones during the 2014-2015 school year. PTA continued to implement the parent volunteer tutorial program called “Study Buddies.” Seventy volunteers served 100+ 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 received the second year of training in the Fountas and Pinnell delivery system for balanced literacy. Our district has moved towards full implementation of this delivery system during the 2013-2014 school year. We will continue to implement the Balanced Literacy delivery system during the 2015-2016 school year.

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. Stationary laptop labs are used daily. Students utilize computer sources such as Compass Learning, Discus, OPAC, other selected sites on the internet to complete research projects. Each teacher was issued a Dell tablet for instructional use. Fifteen Dell tablets are available for classroom checkout and use. Blythe will replace older technology equipment during the 2015-2016 school year as part of the District's Refresh Program.

2015-2016 Next Steps

- Continue the PTA parent volunteer tutorial program (Study Buddies) for students scoring not met on state testing program.

- Continue to use the Fountas and Pinnell delivery system for reading and writing instruction.

- Continue to provide literacy instruction in all language classrooms.

- Continue the use of Compass Learning software with all students. This particular software program is closely aligned with our state curriculum standards and utilizes MAP data to prepare individual instructional programs for students. This software will be available to all students.

- Continue Response to Intervention Program for identified kindergarten, first, and second grade students struggling in reading and/or math. Explore possibility of expanding RtI to students in grades 3 – 5.

- Continue to implement the Positive Behavior Intervention and Support Program at Blythe in the 2013-2014 school year.

- Focus Guidance lessons on the book <u>The Leader In Me.</u> This book teaches children to utilize Steven Covey's seven habits in order to become more effective students and leaders.

- Learning focused strategies will continue to be used. Data Notebooks will be kept by all students and student-led conferences will be held in the fall and spring of 2015-2016.

- Continue to use ACT Aspire and MAP data during the 2015-2016 school year to better inform and guide our instructional practices. Student MAP scores will continue to be tracked on grade-level/classroom graphs and 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, and other events continue to be community favorites and are well supported.

- 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 and attend training during the summer of 2015.

- Implement the LinguiFolio Jr. Assessment tool for evaluation of student foreign language skill. This will be incorporated into the individual student data notebooks.

- 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.

- 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 three African American members and fifteen Hispanic members. Seventeen Blythe teachers are native speakers of either French or Spanish.

The teaching experience of the certified staff ranges from one year to thirty-nine years with the majority of the experience in the 0–20 year range (50 teachers). The years of experience spent specifically at Blythe Academy range from one year to twenty-seven years. The greatest number of the certified staff at Blythe has been at the school for 1-10 years.

This 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 66 certified staff members, 33 have earned their Master's Degree, 8 have a Master's plus 30, and 3 have doctorate degrees. Blythe Academy has four National Board Certified teachers.

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. Three 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, JD Law, English, History, Religion, Psychology, and Science.

Blythe Academy is also staffed by twelve 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 range in age from 39 to 63. All of the paraprofessionals at Blythe Academy 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 five years. Each year, we have met the attendance requirements for AYP.

Next Steps 2015-2016:

- 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 the ALIVE or Intel Teach to the Future course.
- 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	• Clean your hands • Keep your hands to your self • Eat your own food • Stay in your seat	• 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	• Clean up after yourself (area, throw away trash, spills) • Pick up anything you drop on the floor

Playground	• Share equipment • Display good sportsmanship – include others in activities • Play in the safe areas	• Take turns with others • Keep hands, feet, objects to self • Enter building quietly • Leave nature items on the ground	• Use the playground equipment correctly • Wipe your feet before entering the building
Hallways/Stairwells	• Watch where you are walking • Walk/Hold on to stair rails • Listen for directions • Go straight to your destination	• Keep hands/feet/objects to yourself • Respect others' personal space in line • Silent wave • When walking, stay to the right on the colored tile	• 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	• Use restrooms quickly and quietly • Wash your hands	• Wait your turn • Knock before entering • Use restrooms quietly	• Keep restrooms clean • One paper towel, one squirt of soap • Flush after use
Bus	• 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	• 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	• 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	• Listen and follow directions from the staff member on duty • Use good manners • Keep up with your belongings • Be on time	• 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	• 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
Behaviors that: 1. do not require administrator and 2. do not significantly violate the rights of others and 3. do not appear chronic	• 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	1. Inform student of rule violation 2. Describe expected behavior 3. Contact parent if necessary 4. Debrief and RETEACH school wide expectation 5. Logical consequence- if necessary 6. Complete PBIS Classroom Discipline Report

Level 2 Behaviors- Minor +

Definition	Examples	Procedure
Behaviors that: 1. significantly violate the rights of others or put others at risk or harm or 2. are chronic Level One behaviors	• 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	1. Inform student of rule violation 2. Describe expected behavior 3. Logical consequence 4. Have student complete Behavior Reflection 5. Contact parent, complete PBIS Classroom Discipline Report, and file a copy of all forms (Bounce Back 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	• 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, "Bounce Back"/ Behavior Reflection, telephone call home, detention

The number of students suspended out of school in the 2014-2015 school year was thirty-five, up from nine the previous year. The nine students from last year were frequently referred for behavior issues. We have tracked the data for this year and have found that the number of students has increased but, most of these students have only had one incident this year. We have found that 15 of the 35 students receiving suspensions were new to Blythe within the past year. Seven of these students are classified as homeless and have had a very transient school experience with no consistent models of behavior. We have also found that 31 of the 35 students were involved in physical incidents (hit/kick/push). PBIS has contributed positively to the improvement of behavior for those students who have been enrolled at Blythe for more than a year. Blythe Guidance 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. In March, a full-time mental health counselor was added to Blythe. She will work with students who have been

identified by Mental Health and are already receiving services. During this school year, Blythe has had twenty-four mentors from Mentor Greenville. 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, the School Store, the Green Team, the Chorus and Band, B.U.G. 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 2015-2016

- The Blythe Academy administration, faculty, staff, parents, and community will continue to provide opportunities for students to develop positive social behavior and leadership potential.
- The PBIS Expectations will continue to be enforced by all stakeholders.
- In spring of 2015, we will survey teachers for professional development ideas for the 2015-2016 school year.
- Continue with the partnership with Mentor Greenville.
- Continue with the partnership with Greenville Mental Health and the mental health counselor.

Performance Goals

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in English each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in reading each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall ITBS/CogAT report produced by Riverside Publishing

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Assist the World Language teachers in meeting all of the requirements for state certification to be Highly Qualified under No Child Left Behind. Our goal is for 100% of world language Immersion and FLES teachers to be Highly Qualified beginning in 2008 through 2017. *

ANNUAL OBJECTIVE: Maintain 100% Highly Qualified world language Immersion and FLES teachers annually from 2013 through 2018.

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 78.7% in 2012 to 83.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment.

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 81.4% in 2012 to 87.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who are satisfied with the learning environment.

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 86.7% in 2012 to 91.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually teachers who are satisfied with the learning environment.

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 85.4% in 2012 to 90.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who indicate that their child feels safe at school.

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 84.6% in 2012 to 89.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who feel safe at school during the school day.

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day from 97.7% in 2012 to 97.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain annually teachers who feel safe at school during the school day.

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
- 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, and Balanced Literacy
- Financial/budgetary challenges (loss of funding for early AM tutorial; no funding for RtI and ERI personnel; the need to use EDP and supply funds to help cover personnel needs) A state mandated Literacy Coach was allocated to Blythe in August 2014 as a part time position serving RtI students in grade 1. This needs to be a full time position. Currently, the kindergarten assistants provide ERI instruction to 5K students. Optimally, we would prefer to have a designated person to do this so that the kindergarten assistants are never pulled from their classroom duties.
- Expansion of RtI to grade 3 will require additional personnel.
- 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 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
- Palmetto Gold Awards received for both Excellent ratings, 2012, 2013,2014
- International Spanish Academy School of the Year, 2013
- Safe Schools recognition, 2010, 2011, 2012,2013, 2014
- Healthy Schools recognition, 2013, 2014
- SC State School Report Card Absolute Rating improved from Good to Excellent in 2011.
- Palmetto Silver Awards received spring 2009 & spring 2010

- Finalist for International Spanish Academy School of the Year Award in spring 2011 and spring 2012
- Finalist for SC state level Dick and Tunky Riley Award for School Improvement Council Excellence
- Successful implementation of RtI 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
- 2014 PASS test results show improvement within Disabled student subgroup.
- 2014 PASS test results show percentage of students scoring Exemplary in Math increased over 7 percentage points. Percentage of students scoring Not Met in Math decreased 3.5 percentage points.
- 2014 PASS test results show percentage of students scoring Exemplary in Reading/Research increased 1 percentage point. Percentage of students scoring Not Met in Reading/Research decreased percentage 3.2 percentage points.
- 2014 PASS test results show percentage of students scoring Exemplary in Writing increased 5 percentage points. Percentage of students scoring Not Met in Writing decrease 3.2 percentage points.
- 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 an estimated population of 379,616 in 2000, Greenville County is South Carolina's largest county. Growth rates have averaged more than 1.7 percent per year since 1990. The population of the city of Greenville has remained stable between 56,000 and 58,000 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 not to 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

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.

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 70+ volunteers serve 100+ students each week.

The Response to Intervention and Early Response to Intervention programs include reading and math at 5K, and reading at grades 1 and 2. Two Interventionists serve students in grades one and two, while teaching assistants conduct the groups in kindergarten.

The total enrollment of Blythe Academy of Languages is 857. Enrollment by grade level is below:

- Pre-K = 39
- 5K = 162
- Grade 1 = 174
- Grade 2 = 157
- Grade 3 = 138
- Grade 4 = 95
- Grade 5 = 92
- Total = 857

Ethnicity information is below:

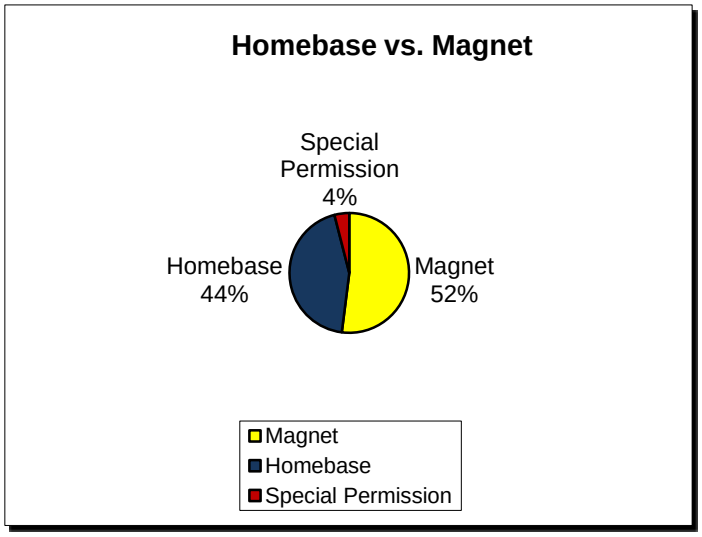
Ethnicity	#	%
Asian	9	1.0%
African-American	331	38.6%
White	318	37.1%
Hispanic	155	18.0%
Other	44	5.1%

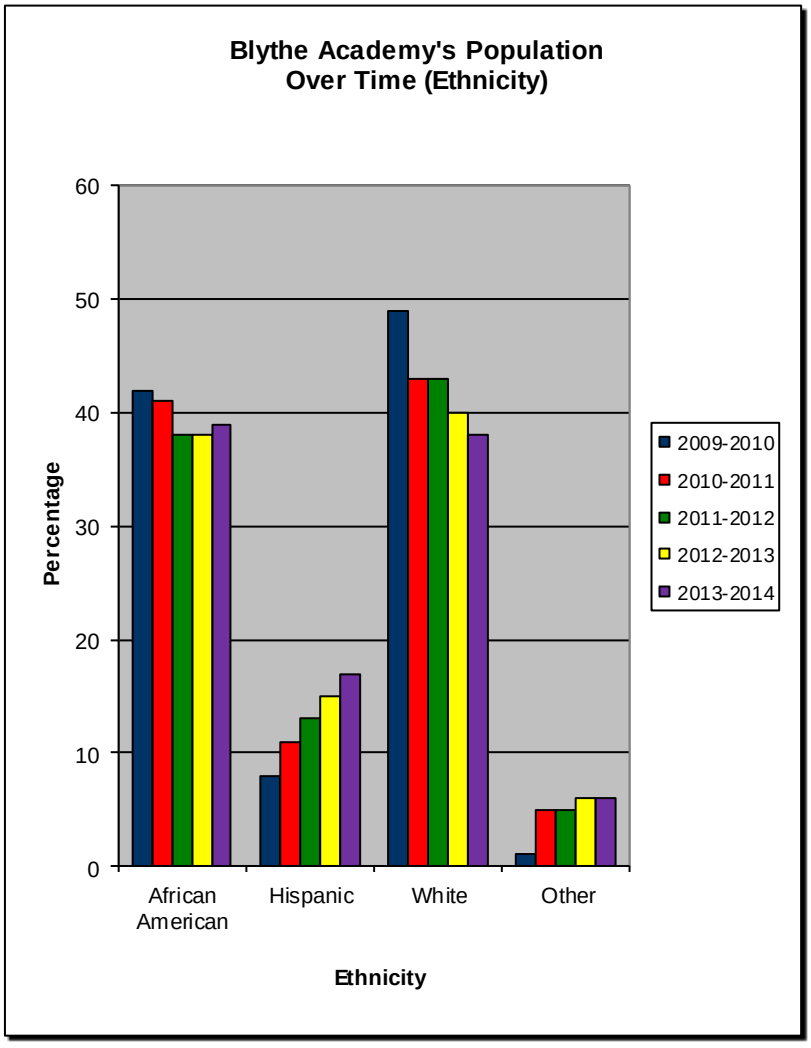
The current poverty index at Blythe is 59.81; last year it was 55.38. The current FARMS (Free & Reduced Meal Student) percentage is 51.91%.

Blythe Attendance Area

In the 2014-2015 school year at Blythe Academy, we have 445 magnet students, 379 home-based students, and 34 special permission students. Magnet students come from neighborhoods across Greenville County, and even from out of district. Currently, 51.91% 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, Principal

Sandra 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, Sandra 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.

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

Sandra'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.

Sandra 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

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

Sandra 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 AYP based upon 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-ll) 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.

- Sandra received her 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 AYP; 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

- 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)

- Interest in the Blythe Immersion program continues to be strong, with wait lists at 5K and Grade 1 every year.

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 received again in 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

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 18 years, she has been instrumental in the formation and implementation of the school-wide writing initiative, the integration of technology into the classroom and the organization of curriculum based field trips. 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.

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.

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 hails a degree in Elementary Administration and Supervision from Furman University in Greenville, South Carolina.

Parent and Community Involvement

Blythe Academy has a very active PTA logging over 27,000 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:

	2014-2015
Instructional Support	$26,800
Media Support	$4,550
Student and School Enrichment	$9,100
Arts and Services	$5,850
Community Relations	$7,725
PTA Membership/Administrative	$8,525

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 a presidents' meeting with the principal, 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 3M Luncheons, Parent Workshops, Grandparents and Special Friends Luncheon, Talent Show, Family Fun Night, Blythe Blast, Study Buddies tutoring program, Red Ribbon Week activities, and Boosterthon Fun Run. PTA continues to implement parent workshops that targeted parents of students in our French and Spanish Immersion programs. Topics included how children learn in immersion programs, what brain research says about early language acquisition, Common Core State Standards, and suggestions for continuing/expanding learning over the summer.

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 Bythe SIC has been named one of five finalists for the state level Dick and Tunky Riley SIC Award two times in the past ten years.

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, 3M luncheons, Red Ribbon Week activities, Math Superstars, SEEDS, Bear Hugs, Family Honor Roll, Study Buddies, Blythe Buddies, Teacher Workroom

The PTA budget for the 2014-2015 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.

Specific goals for SIC in the 2014-2015 school year include:

- Advocacy: Increasing parental and community awareness of advocacy issues that impact public education and Blythe Academy
- Parent Seminars: Implementing parent information sessions of topics of interest
- 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
- Playground: Improving the outdoor playground and school grounds
- 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 "Raising an Emotionally Intelligent Child".

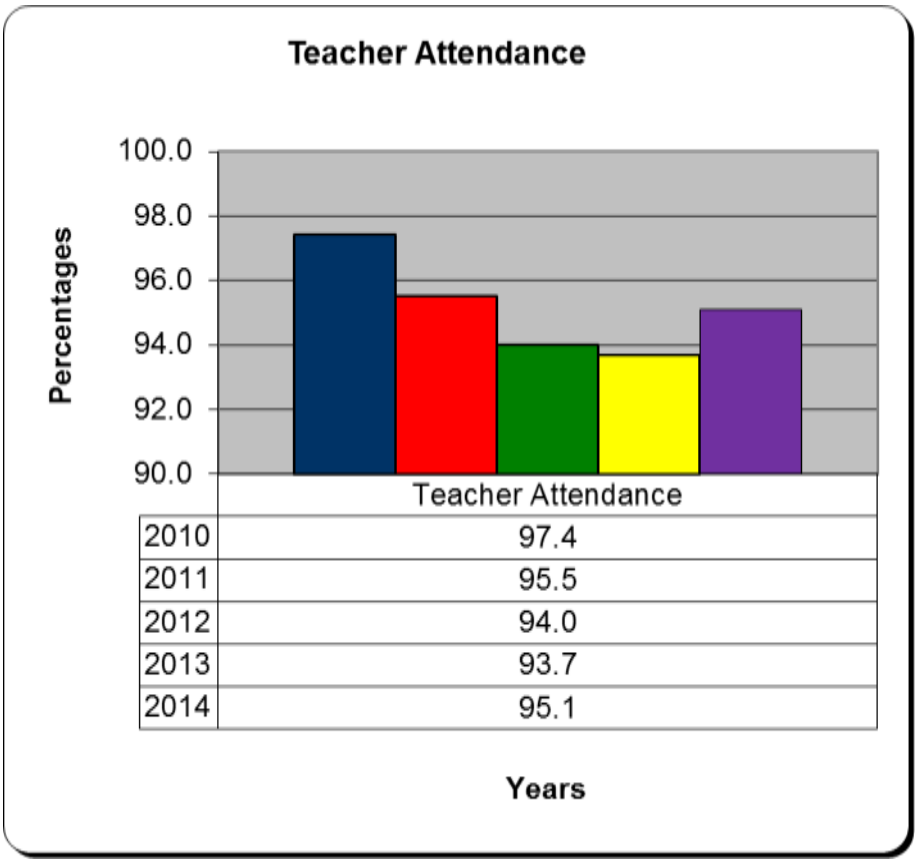
Our community supports our school in a number of ways through Business Partnerships. Papa John's Pizza, Chick-Fil-A, and Gatti Town provide incentives for the children each nine weeks for Perfect Attendance, Honor Roll and Great

Grades. Bi-Lo and Chick-Fil-A team with our school in donations of their products to our school when needed.

Instructional Staff

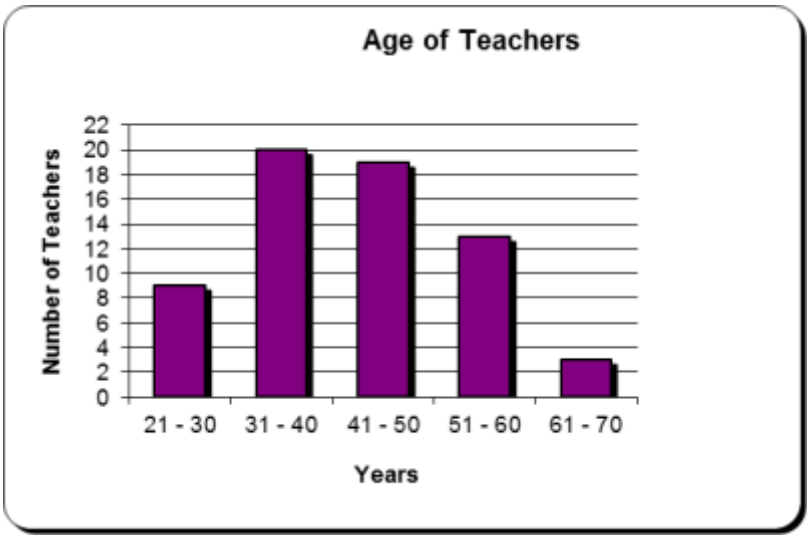
Blythe Academy boasts a certified staff of 66 for the 2014-2015 school year. This certified staff includes administrators, classroom teachers, special education teachers, related arts teachers, and specialty area teachers.

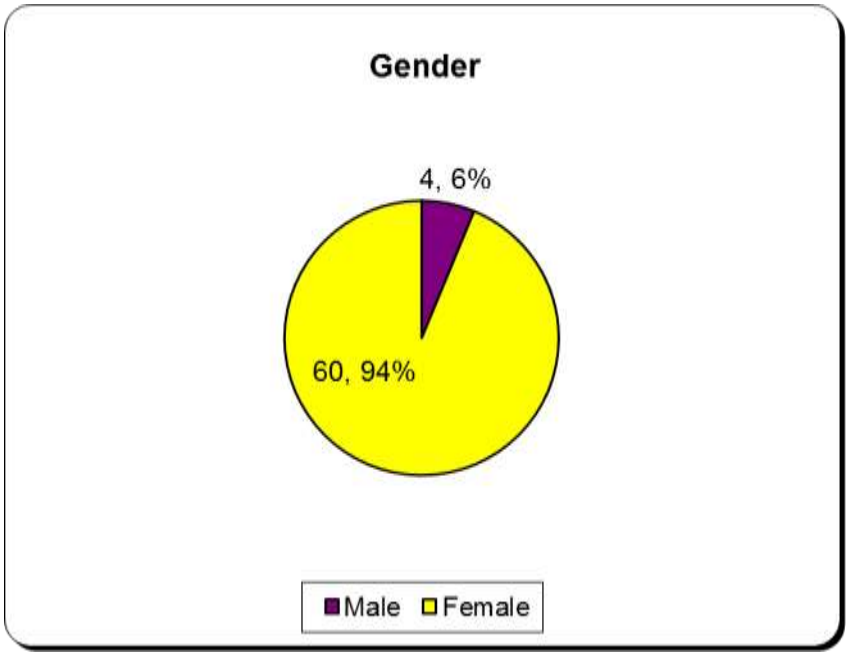
Blythe Academy's staff has had consistent attendance over the last five years. Each year, we have met the attendance requirements for AYP.

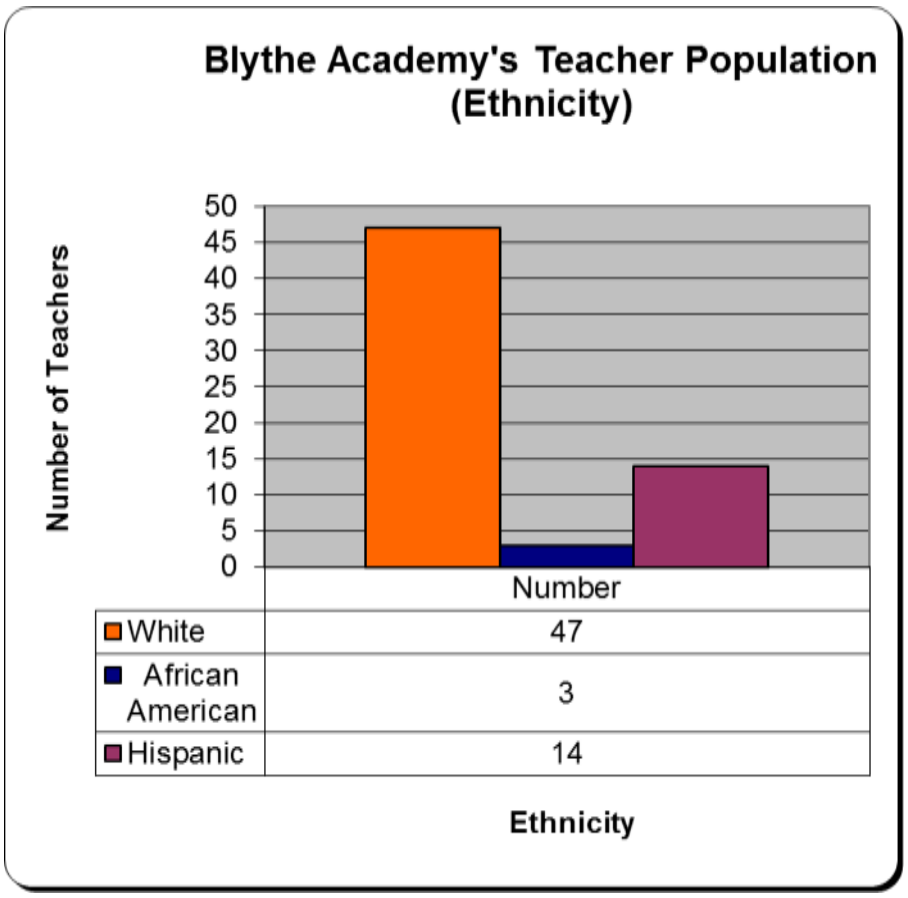


	Teacher Attendance
2010	97.4
2011	95.5
2012	94.0
2013	93.7
2014	95.1

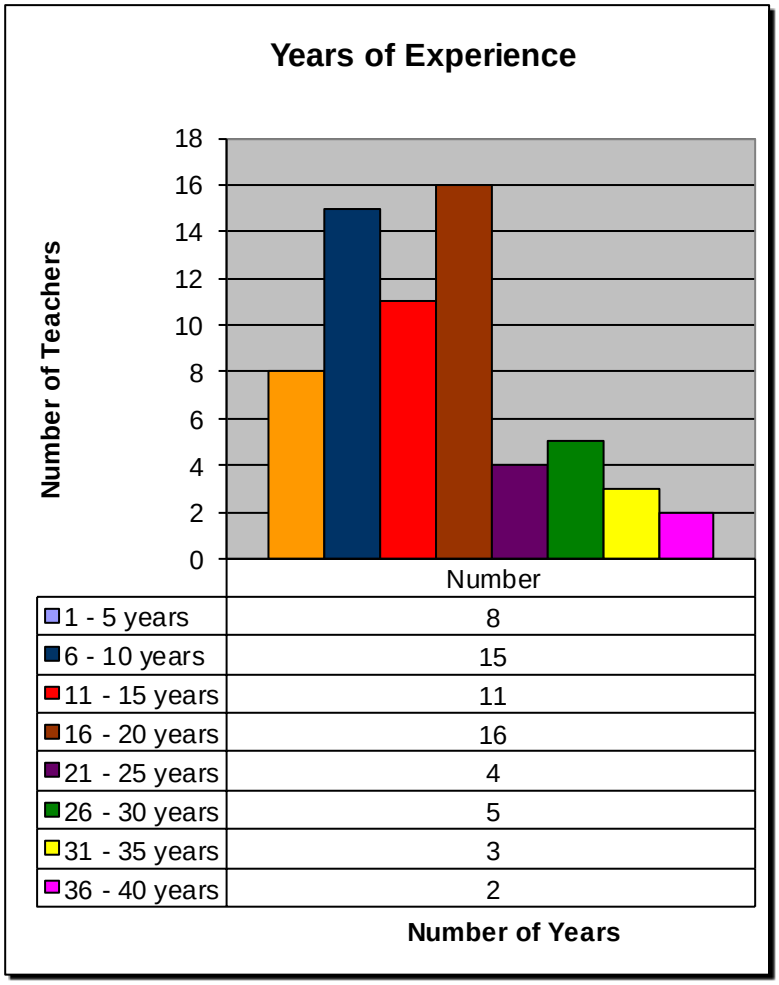
The certified staff at Blythe ranges in age from the early twenties to the early sixties. The largest group falls within the ages of 31 - 40 years. The staff is predominately female with only four male teachers. The majority of the staff is White, but includes three African American members and fifteen Hispanic members. Seventeen Blythe teachers are native speakers of either French or Spanish.


Age of Teachers
Number of Teachers
22
20
18
16
14
12
10
8
6
4
2
0
21 - 30
31 - 40
41 - 50
51 - 60
61 - 70
Years

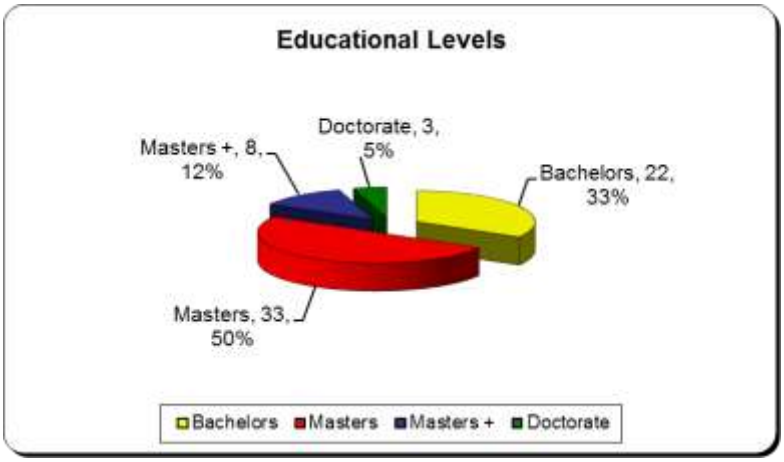

Gender
4, 6%
60, 94%
Male
Female



The teaching experience of the certified staff ranges from one year to thirty-nine years with the majority of the experience in the 0–20 year range (50 teachers). The years of experience spent specifically at Blythe Academy range from one year to twenty-seven years. The greatest number of the certified staff at Blythe has been at the school for 1-10 years.



This 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 66 certified staff members, 33 have earned their Master's Degree, 8 have a Master's plus 30, and 3 have doctorate degrees. Blythe Academy has four National Board Certified teachers.



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. Four 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, JD Law, English, History, Religion, Psychology, and Science.

The current positions held at Blythe Academy are:

1 – Principal
1 – Assistant Principal
0.8 – Program Coordinator
1 – Instructional Coach
1.5 Guidance Counselors
0.8 – 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 – Office Clerk
1.5 – Nurses
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
7.5 – Grade 2 Teachers
7.5 – Grade 3 Teachers
6 – Grade 4 Teachers
4.5 – Grade 5 Teachers
2 – LD/Resource Teachers
1 – Speech Therapist
1 – Spanish FLES Teacher
0.4 – ESOL Teacher

Blythe Academy is also staffed by twelve 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 range in age from 39 to 63. All of the paraprofessionals at Blythe Academy are Highly Qualified. All of the 4K and 5K immersion para-professionals are native Spanish or French speakers.

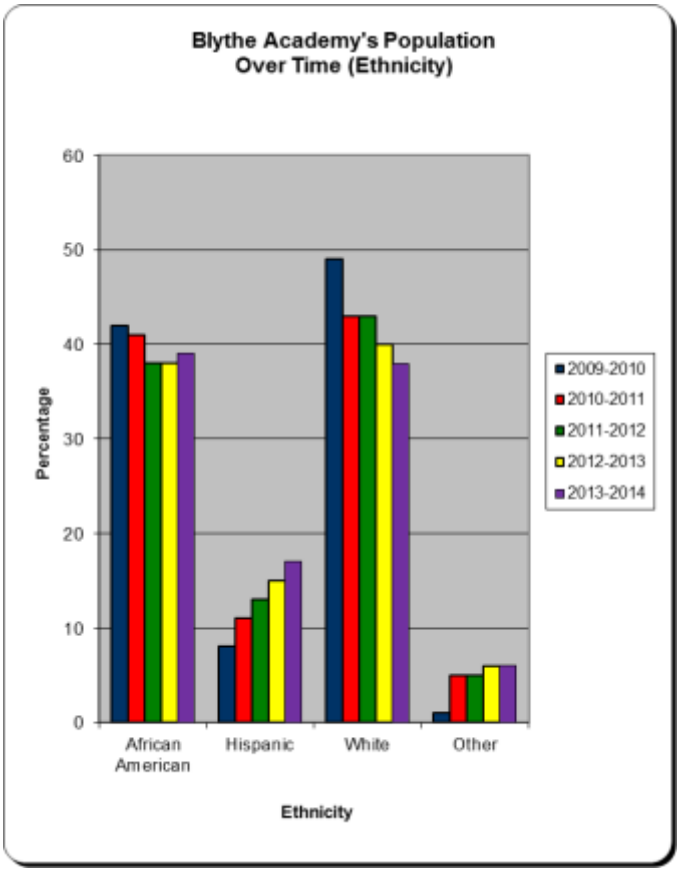
The staff at Blythe Academy is dedicated to lifelong learning and professional development, evidenced by their memberships in a multitude of National, State, and local organizations. Staff affiliations include associations promoting Reading, Math, Science, and Social Studies, as well as the well-being 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 857. Student attendance averages 97%. Racial composition is White 37.1%, African-American 38.6%, Hispanic 18%, Asian 1% and Other 5.1%. A total of 51.91% of our students receive free or reduced lunches. Home-based students (44%) at Blythe Academy are residents of urban and nearby suburban communities. Our magnet students (52%) are residents of urban, suburban, and rural areas throughout Greenville and Pickens counties. Four percent of our population is here on special permission from the central office.

Blythe Academy's student population has changed over the past few years. The percentages of African-American and white students have decreased and the

percentage of Hispanic students and those students classified as other ethnicities has 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	20:1
5K	26:1
Grades 1-3	21.5:1
Grades 4-5	25.5:1

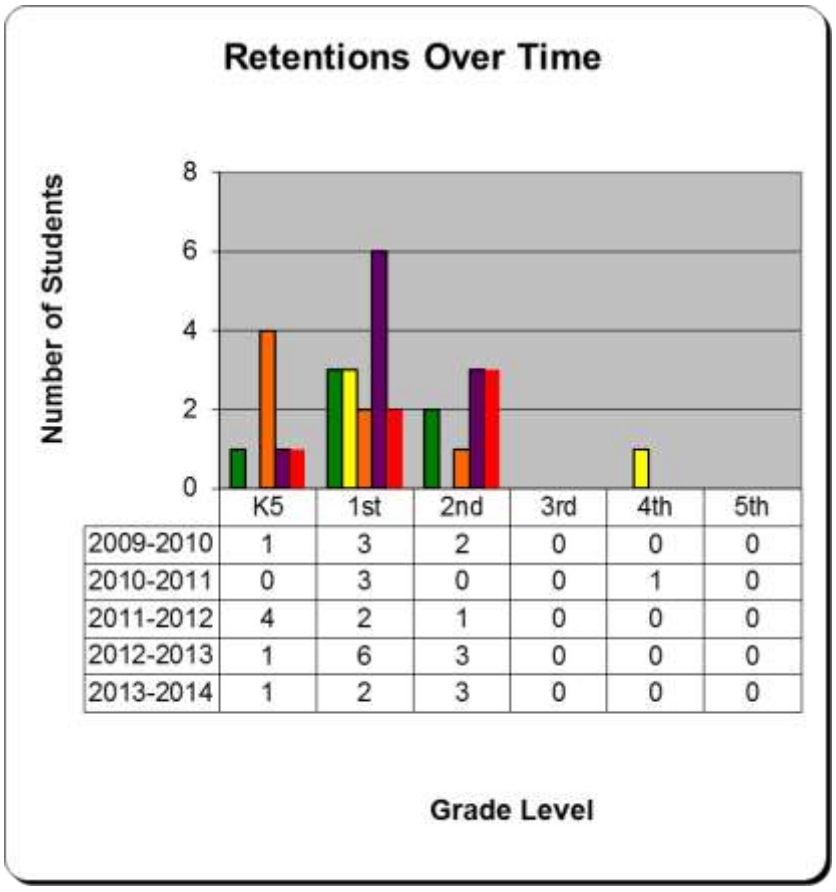
Per Pupil Expenditures

The per pupil allocations for all Greenville County Elementary Schools for the 2014-2015 school year are indicated below:

- Instructional equipment - $3.60
- Instructional materials - $24.40
- Copier maintenance - $4.96
- Media books & materials - $8.12

Retentions

Six students were retained last year. One was retained in Kindergarten, two were retained in grade 1, and three students were retained in grade 2.

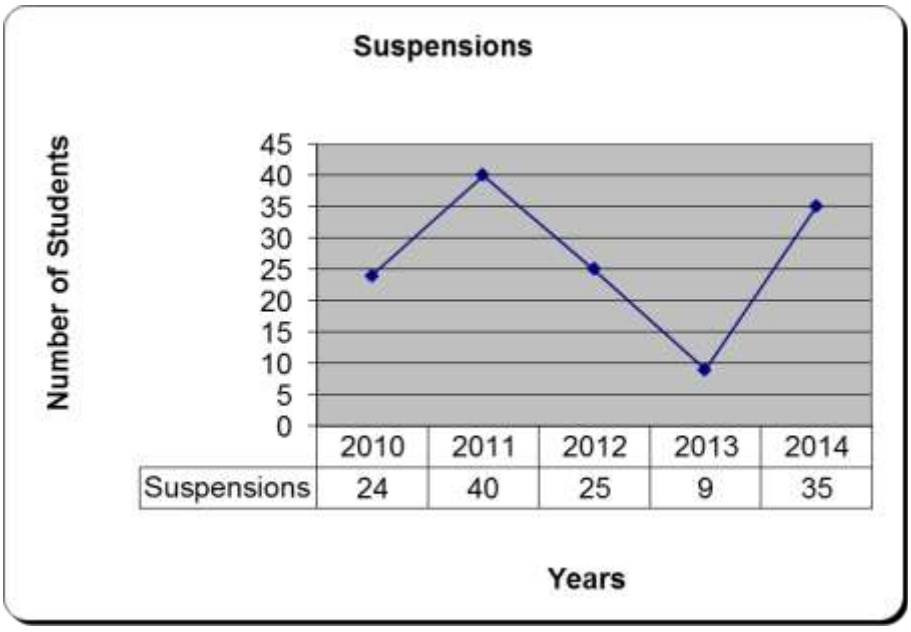


	K5	1st	2nd	3rd	4th	5th
2009-2010	1	3	2	0	0	0
2010-2011	0	3	0	0	1	0
2011-2012	4	2	1	0	0	0
2012-2013	1	6	3	0	0	0
2013-2014	1	2	3	0	0	0

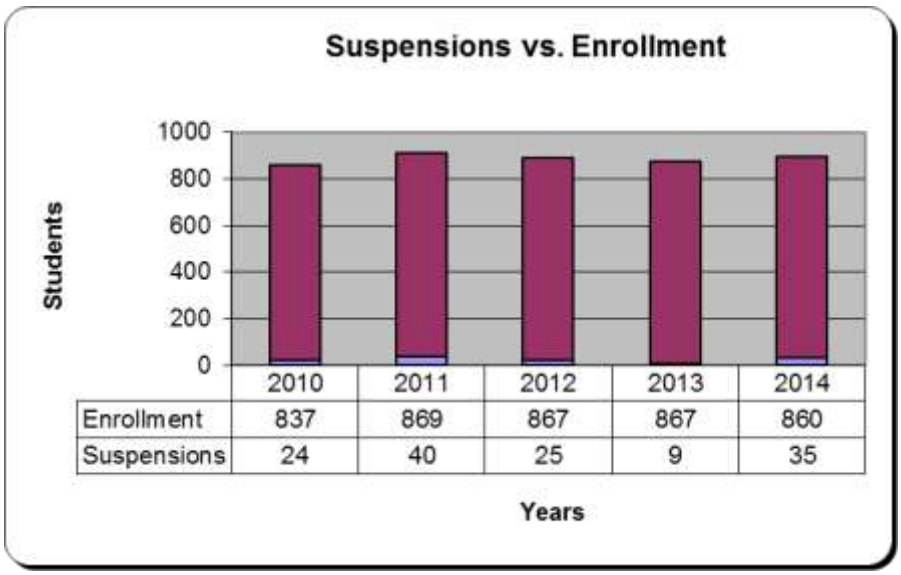
Suspensions

The number of students suspended out of school in the 2014-2015 school year was thirty-five, up from nine the previous year. The nine students from last year were frequently referred for behavior issues. We have tracked the data for this year and have found that the number of students has increased but, most of these students have only had one incident this year. We have found that 15 of the 35 students receiving suspensions were new to Blythe within the past year.

Seven of these students are classified as homeless and have had a very transient school experience with no consist model of behavior. We have also found that 31 of the 35 students were involved in physical incidents (hit/kick/push). PBIS has contributed positively to the improvement of behavior for those students who have been enrolled at Blythe for more than a year. Blythe Guidance 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. In March, a full-time mental health counselor was added to Blythe. She will work with students who have been identified by Mental Health and are already receiving services. During this school year, Blythe has had twenty-four mentors from Mentor Greenville. These mentors work one-on-one with students who are at-risk academically and behaviorally.

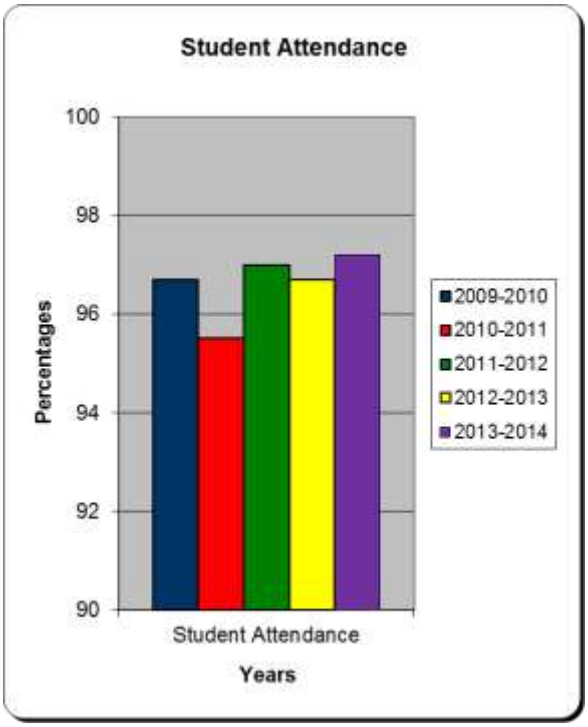


	2010	2011	2012	2013	2014
Suspensions	24	40	25	9	35



Student Attendance

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



Guidance 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, 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 Guidance 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 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 a liaison between volunteers, students, and teachers.

Gifted Education

Blythe Academy has a gifted and talented program (Challenge) for identified students. Currently there are 98 students in grades 3-5 enrolled in the pull-out program which serves students identified by their test scores as gifted and talented. Third grade students receive 125 minutes of Challenge instruction, and fourth and fifth grade students receive 200 minutes. This year the program concentrates on the following units:

	First Semester	Second Semester
Third Grade	***Shakespeare Alive!*** – Interdisciplinary ***Figure It Out*** – Mathematical reasoning and logic	***Shakespeare Alive!*** - continued ***Hands-On Equations*** – Algebraic concepts using manipulatives ***Figure It Out*** - continued
Fourth Grade	***Explorations*** – Interdisciplinary ***Figure It Out*** - Mathematical reasoning and logic ***Hands-On Equations*** – Algebraic concepts using manipulatives	***Hands-On Equations*** – continued ***Figure It Out*** - continued ***Explorations*** – continued, including ***Rube Goldberg*** (research, creative thinking, physics)
Fifth Grade	***Viewpoints: American Art, Architecture, and Monuments*** - interdisciplinary ***Hands-On Equations*** – Algebraic concepts using manipulatives ***Figure It Out***-Mathematical reasoning and logic	***Viewpoints*** - continued ***Figure It Out*** – continued ***Hands-On Equations*** - continued

Student Council

Blythe Student Council continues to provide students with leadership opportunities within the school. We meet on a monthly basis discussing issues and school concerns and try to provide active and productive feedback for the

students and school community. The 2014-15 Council is comprised of thirteen fourth and fifth grade representatives and two advisors. The following school-wide and community projects have been implemented for this school year.

- **The Giving Tree**: A twelve foot Holiday Tree will be placed in the atrium during the month of December. Students will bring in new socks, gloves, hats, and scarves to decorate the tree and all donations will be distributed to local charities serving children. The donated items this year were sent to Hurricane Sandy victims in New York.

- **The Great Paper Caper**: Blythe has partnered with the City of Greenville to collect and recycle all paper items. The city conducted an in-service for Student Council Representatives and recycle containers were provided. Blythe PTA purchased paper bins for every classroom and Student Council collects and deposits the paper weekly. The City of Greenville is responsible for pickup.
- **Luncheon for Custodial / Cafeteria Staff** – In the spring the Student Council will host a special treat for Blythe's custodial and cafeteria staff. They will work as a team to invite, prepare and serve a special snack buffet. The students will also create and hang a banner with messages and compliments of gratitude to these staff members.

- **Salvation Army Toy Drive** – The student council partnered with the Salvation Army to promote and supervise the donation bins for new toys that were given by Blythe students. They organized the toys, placed them in bags for the Salvation Army and made posters and signs for students to be award. Several also spoke on the morning news show to encourage donations.

- **Harvest Food Bank Project** - The student council partnered with Certus Bank in effort to donate canned food items for Harvest Hope. The students advertised the project by speaking to classes and also on the news show. They also collected items, tallied them together and met with the bank representative to discuss the outcome and to see if our goals were met. Certus bank matches their monetary offer with the number of cans which totaled close to 1,000. They did a fabulous job.

- **The Seven Habits of Happy Kids** - This is a school wide project that the Student Council helps to implement throughout the school day. Each

habit is discussed at the monthly meetings along with sharing ideas and examples that the students have experienced.

- **Corresponding with the Volunteers in our School and Community**

  Notes of appreciation were written to out parent volunteers. The students participated in creating a "thank you banner "to display at the annual Volunteer Appreciation breakfast.

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. 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 Self-Selected Reading instruction that builds reading fluency and allows students to read on their independent reading level.

- Conferencing with students during Self-Selected 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 that give the writer an authentic audience because writers write to be read.
- Incorporating journal writing that includes learning logs, writer's notebook, 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.
- Framing elementary reading instruction through Building Blocks, 4 Blocks, and Big Blocks - A Multi-method, Multilevel Framework which includes Guided Reading (Comprehension Strategies and Skills/Vocabulary), Writing (Writing and Language Skills), Working with Words (Phonics) and Self-Selected Reading (Reading Fluency/Listening Vocabulary).
- 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. We created a schedule for use during the 2011-2012 school year. Teachers use an online calendar to sign up for extra time in the lab. 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.

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.

Eighty-six percent of our staff has received training in the Everyday Counts Calendar Math. This program 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.

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, the components specified in the 2000-2001 Exemplary Writing document, and the strategies set forth in the Writing Process. Writing across the curriculum is encouraged in all grade levels and in the related arts with special focus on foreign language integration. Students and teachers use the Student Writing Center computer software to create published writing samples. Published work 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. Writer's Workshop is implemented weekly. Many classrooms use the "author's chair" 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. The students in fifth grade participate in the Lieutenant Governor's Essay Contest each 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).

A resource teacher (2.0) serves students with different disabilities in the "least restrictive environment" to the maximum extent that is appropriate. A "resource room" model is used 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-eight students in the areas of Learning Disabled, Educable Mentally Disabled, Emotionally Disabled, and Other Health Impaired.

Blythe also provides itinerant services to students with speech-language, vision, fine-motor, or hearing disabilities. Approximately 59 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 use the Soar to Success program by Houghton Mifflin, supplemented by various balanced literacy resources shared within grade levels. This program 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 text and learn a set of core high-frequency words. Kindergarten students are also served using the Early Reading Intervention (ERI) program. The Kindergarten assistants see those students who qualify for 30 minutes a day using My Sidewalks by Scott Foresman Reading Street.

AIMSweb benchmarks in letter naming and letter sounds are administered to all kindergarteners at the beginning of the year. AIMSweb benchmarks for nonsense words, phoneme segmentation and oral fluency are administered to first graders in the Fall and oral fluency benchmarks measure second graders progress. These measures help identify students that may be “at risk” for reading failure. AIMSweb is 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.

All data is entered into the AIMSweb tracking program. The fall benchmark test screens for knowledge in the following areas: letter identification, sound identification, nonsense word fluency, phoneme segmentation and oral fluency depending on the grade being tested. “At risk” students receive extra help in small groups with a teacher in the SOAR to Success reading intervention program. These students are progress monitored every eleventh instructional day. When students meet the benchmarks, they are eligible for dismissal from the reading intervention program. The AIMSweb 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.

The same benchmark tests from the Fall are administered mid-year to all kindergarten, first, and second graders in January, with the exception of phoneme segmentation for first grade. Students who are identified as “at risk” at this time begin receiving reading help with the reading intervention teachers. These students continue to be progress monitored in the program until they meet the goals or until the end of the school year. Students that have made significant progress, and meet grade level goals are dismissed from the program. The reading intervention teachers strategically monitor those students to ensure that they continue to make progress. Conversations regarding students that are in, or dismissed from the SOAR program take place continually between the reading interventionists and the classroom teachers.

In May, all kindergarten, first, and second graders are evaluated again using the end of year benchmark goals. Final data is entered into the AIMSweb tracking program which gives teachers an overview of yearly progress of all benchmarked students.

Early Math Intervention

Teachers in Kindergarten use the SRA Numbers World program for Math Intervention instruction. This program is designed to identify students with math deficiencies that have not responded to reteaching strategies offered during regular classroom instruction. Numbers World provides an intensive focus on developing foundational understanding and skills. It provides explicit, scientifically based instruction in five areas: understanding, computing, applying, reasoning/problem solving, and engagement. This instruction is aligned with South Carolina Academic Standards.

Greenville County Schools (GCS) benchmark tests are administered to all kindergarten, first and second graders at the beginning of the school year for identification of those students that may be “at risk”. Students are also benchmarked in the winter and spring. GCS assessment and tracking program is a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to teachers, parents, and administrators to determine response to intervention.

All data is recorded. The benchmark tests screen for knowledge in the following areas: oral counting, number identification, quantity discrimination, missing number, computation, and concepts and applications depending on the grade

that is being tested. “At risk” students in Kindergarten receive extra help in small groups with a teacher assistant. These students are progress monitored every two weeks. When students meet the benchmarks, they are dismissed from the intervention program. Progress monitor data provides teachers with a measure to determine if students are on track to meet end of year goals.

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/indes.htm). Blythe Academy began a K4 program during the 2006-2007 school year. We currently have two classes of 20 students each. Eighty percent of the students are “at-risk.” Our 4K program is Spanish Partial Immersion and is mainly offered to home-based families. One-half of the children’s day is spent in English and one-half of their day is spent 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 to 3 conference times 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. They are also encouraged to attend four family activities and three parent meetings during the school year. Parents receive one point, involvement hours, for every hour of involvement in the program’s family learning component. Each parent with 12 participation points will receive a certificate from the school district’s Early Childhood Department at the end of the school year. 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. FLES teachers work with the classroom teachers so that a broad range of curriculum standards are reinforced during language instruction. Our Kindergarten FLES students receive twenty minutes of instruction daily in French or Spanish, and our first through fifth grade students receive thirty minutes per day. Spanish FLES is offered from K-5 through 5th grade.

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. Our school district piloted two four year old kindergarten Spanish Partial Immersion classes for our non-magnet, home base population two years ago. The program has been successful. In addition, we are pleased that the district has recognized Blythe's success and is working toward 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 and Science and L'Ecole des Martres de Veyre are committed to providing financial assistance and tangible resources to assist with classroom instruction in the target languages. These international agencies support our efforts to teach students a second language and offer information and collegial assistance when needed. 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, 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.

Our school was also honored by France with a Memorandum of Understanding. This newly formed relationship with Claremont, France will impact 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.

Cultural and Related Arts Programs

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 recently installed an Alexander Calder style mobile in the entrance of Blythe Academy. Art teachers developed lessons on Calder that

included K5- 5th. Blythe Academy is the only school in South Carolina that can boast this accomplishment.

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 band instruction for fourth and fifth graders. Students are a part of either the beginning band or after a year of experience, they can move up to advanced band. Chorus is also available for fourth and fifth graders. These students perform in two major musicals per school year. One performance in the fall and the other performance is in the spring. Fifth grade students are encouraged to audition for the annual Spring Sing. Students perform at least two musicals throughout the year, involving singing, acting, and choreography. Fourth and Fifth grades are also encouraged to audition for the annual Talent Show in February. Third graders perform music which showcases our state's history through speaking and song. 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. Every student participates in activities outside along with physical activity in the morning or afternoon via television. Students also participate in Jump Rope for Heart to promote healthy living and to support the American Heart Association.

> 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

There are five student desktop computers in each of our kindergarten and first grade classrooms. Each of our second and third grade language/math/science classrooms have been equipped with three student desktop computers and each of our second and third grade ELA classrooms have been equipped with five student laptops. All of our fourth and fifth grade classrooms have five student laptops as well. All of our classrooms have Promethean Boards and over the

years we have acquired 11 sets of ActivExpressions and 4 sets of ActiVotes to be shared among the grade levels in conjunction with the ActivInspire software and Promethean boards. Blythe Academy also has a computer lab with 30 NComputing stations, a Promethean Board, and NetSupport software to enhance the learning process. We have eighteen NComputing stations in our Media Center. Our Production Room is equipped with a Promethean Board and green screen, along with state of the art production video equipment for our morning broadcast and other school-wide projects. We have two more permanent labs at Blythe, each of which has 30 student computers and a Promethean Board. Over the last few years, we have also acquired video equipment along with software that has allowed us to work with students with green screen video effects and incorporate those videos into Prezi, and MovieMaker. We have a set of 30 Flip cameras for students to use as well. In addition, we have a mobile Promethean Board, which is primarily used in our Media Center. Our cafeteria/auditorium is equipped with a 12 x 12 electric projection screen and a projector. This system is used for various meetings, virtual tours, one of which was to Australia, and several other school-related functions. Our Science Lab is equipped with a Promethean Board and microscope that can be connected to the computer and board. Classes visit the Computer Lab and Media Center on a regular basis to receive instruction in the district's technology standards and state curriculum standards. Students use the Internet for research and then use multimedia software for presenting their research. The lab is also used for reinforcing standards through the use of curriculum software.

All district personnel are required to demonstrate technology knowledge and application. Greenville County has chosen to use the Intel Teach to the Future Course as the proficiency requirement. Blythe Academy has one Intel Master Teacher on staff. As of spring 2015, about 85% of our certified staff has completed this requirement.

Blythe Academy teachers are fully integrating technology into their instruction to enhance the overall learning environment for their students. Promethean Boards are used daily by teachers; United Streaming is used to supplement and enhance curriculum areas. Active Inspire, PowerPoint Presentations, and Publisher are used to capture students' attention and foster learning. Students also create their own PowerPoint presentations and Publisher documents for classroom and homework assignments. All certified teachers maintain web pages to help connect our parents to the learning that goes on in each classroom. Blythe Academy teachers post newsletters, announcements, calendars, homework assignments, and pictures on their sites weekly.

During the spring of 2013, each teacher received a Dell Latitude 10 tablet for instructional use. We have digitally upgraded all of the equipment in the media production room. Thirteen Dell Latitude 10 tablets have been purchased for student use in the classroom.

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, together with federal and state collection development funds have increased collection monies for books to nearly $20,000. The annual fall book fair and PTA support provide over $10,000 renewing the traditional book collection, expanding new reading technology and e-books, and providing programs, such as the Blythe Comic Book Club, to excite students about reading books.

As children's reading habits are changing quickly, 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 Common Core Standards. A book collection that is visually attractive and appealing to staff and students, leads to increased circulation and reading. Nearly half of the circulated books are information (non-fiction) titles which lead to an increased vocabulary and reading skills based on MAP and PASS testing. Books in the library are available in English, Spanish and French to support the school's concept of foreign immersion.

Currently, the Blythe Academy Media Center has 16,530 titles. Based on an enrollment of 875 students, the number of books per student is 19. This number meets the SASISACS requirement and exceeds the South Carolina state standard of 15 books per student.

Overall, the book collection represents proficiency in terms of numbers and recommended percentages and meets or exceeds the standards for Common Core library collections. To meet the high circulation demand, both the fiction and nonfiction collections continue to be weeded and then updated on an ongoing basis. In fact, 235 new nonfiction titles were recently added to the general collection. Graphic novels, as well as titles of high interest and low levels have been added to the collection to entice reluctant readers.

The Balanced Literacy Library was put into place last year and 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. This year the Blythe Comic Book Club was created for readers in 2nd-5th grade. There are 235 members! Students must have parent permission to join the club. Participants check out comic books and participate in activities. Many of the members have found a talent in art and writing, as they have begun to create their own comics.

Book clubs have also been created due to student interest and need. A group of 2nd grade girls have participated in a lunch book club, while some 4th grade students have requested a book club to include titles that will challenge their level of reading.

Reading programs such as the Greenville Drive Reading All-Stars and the Summer Reading Program give students a chance to be recognized for their reading. Book fairs, held in the fall and spring, provide students with additional selection and choice in their reading.

Compass Learning

District Title I funds provided Blythe Academy with Compass Learning Odyssey software five years ago. This particular software program is closely aligned with our state curriculum standards and utilizes MAP data to prepare individual instructional programs for students.

Compass Learning provides:

- Multi-dimensional assessment: Allows teachers to quickly assess each student's achievement level, learning style, interests, and expression style.
- Personalized learning paths: Based on the student's achievement level, not just their grade level, teachers prescribe personalized learning paths for each child. Learning paths contain activities which support scaffolding and spiraling to provide both intervention and enrichment. Alignment with Common Core and other state and national standards is built-in.

- Engaging, interactive curriculum: Teachers then use Compass Learning's research-based, educator-developed coursework to instruct their students and augment lesson plans. Anywhere-anytime accessibility means students can learn not just at school, but at home or on-the-go.
- Real-time reporting: Teachers can monitor student progress in real-time, to immediately identify the skills and concept mastery of each student. Utilizing the vast array of customizable reports, educators are empowered to make data-driven decisions, and can track student, class, and school achievement.
- Dynamic refinement tools: Teachers can easily modify student-specific lesson plans based on each student's individual progress. This facilitates immediate intervention for underperforming students, and keeps high-achieving students engaged.

Compass Learning Odyssey is available to all students at Blythe Academy. The Spanish version of the math software is available to all Immersion students.

PBIS

Blythe is in its 4th year of implementation of Positive Behavior Intervention System (PBIS) for the 2014-2015 school year. A PBIS Leadership Team meets to set direction for the school, provide training, collect data, evaluate progress, and determine next steps. The details of the program are noted below.

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 *if you need help cleaning up*

Hallway and Stairwell Expectations

Respect Yourself	Walk on the line	Listen for directions	Be safe
Respect Others	Hands and feet to self	Arms 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

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	• 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	• 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	• 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	• 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 (Bounce Back 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	• 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	• 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, “Bounce Back”/ Behavior Reflection, telephone call home, detention

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.

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.

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.

Purpose

The purpose of Blythe Academy is to ensure that academic achievement is its top priority, and to collaborate with home and community to achieve academic excellence.

Mission

The mission of Blythe Academy of Languages: Inspiring World Class Learners

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 No Child Left Behind

Shared Vision:

The following are the curriculum, instruction, assessment, and environment factors that support effective learning for Blythe Academy students:

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

School-wide, 88.9% of students scored met or above on PASS English/Language Arts and 82.9% scored met or above on PASS Math. Blythe received an Overall Weighted Points Total of 92.8 and an Overall Grade Conversion of A on the 2014 ESEA/Federal Accountability System. We posted growth in all sub-groups.

The tables below show a comparison of Blythe's 2011, 2012, 2013, and 2014 PASS data to district and state data. The percentage of Blythe students meeting or exceeding standard was above district and state levels in some areas.

PASS – English Language Arts

	Blythe % Met	District % Met	State % Met
Spring, 2011			
Grade 3	85.3%	83.7%	80.0%
Grade 4	80.5%	80.8%	78.0%
Grade 5	73.6%	81.3%	78.3%
Spring, 2012			
Grade 3	80.0%	83.6%	80.3%
Grade 4	86.4%	82.6%	78.2%
Grade 5	74.5%	79.8%	76.5%
Spring, 2013			
Grade 3	84.7%	86.1%	82.9%
Grade 4	87.2%	83.3%	79.0%
Grade 5	83.9%	85.4%	82.0%
Spring, 2014			
Grade 3	80.8%	83.3%	78.9%
Grade 4	90.6%	80.8%	76.6%
Grade 5	93.8%	84.7%	80.1%

PASS – Writing

	Blythe % Met	District % Met	State % Met
Spring, 2011			
Grade 3	Not tested	Not tested	Not tested
Grade 4	Not tested	Not tested	Not tested
Grade 5	73.8%	79.0%	77.7%
Spring, 2012			
Grade 3	Not tested	Not tested	Not tested
Grade 4	Not tested	Not tested	Not tested
Grade 5	76.4%	78.5%	73.5%
Spring 2013			
Grade 3	82.9%	75.9%	70.3%
Grade 4	82.2%	78.5%	74.4%.
Grade 5	79.5%	79.5%	74.5%
Spring, 2014			
Grade 3	82.2%	81.9%	78.1%
Grade 4	83.8%	81.3%	77.1%
Grade 5	89.2%	84.9%	80.8%

PASS – MATH

	Blythe % Met	District % Met	State % Met
Spring, 2011			
Grade 3	74.3%	75.8%	70.4%
Grade 4	90.3%	83.5%	79.4%
Grade 5	71.9%	77.8%	75.3%
Spring, 2012			
Grade 3	71.9%	77.8%	72.6%
Grade 4	85.4%	83.6%	78.4%
Grade 5	75.5%	81.6%	76.1%
Spring 2013			
Grade 3	73.0%	75.4%	69.8%
Grade 4	87.2%	83.5%	79.8%
Grade 5	77.0%	81.1%	76.3%
Spring, 2014			
Grade 3	75.8%	78.6%	71.6%
Grade 4	81.3%	80.3%	75.4%
Grade 5	89.3%	81.8%	75.5%

Strategies to Increase Student Learning

Blythe Academy continues to focus on closing achievement gaps that exist between groups of students. RTI has shown great success in reading in 5K, Grade 1, and Grade 2. When federal stimulus money was no longer available to hire an RTI teacher for 2nd grade, flexibility in school personnel assignment allowed Blythe to employ a full time RTI interventionist at Grade 2 (instructional aide position), and magnet school funding provided funds for an instructional aide to implement the program at Grade 1. Kindergarten aides have implemented reading ERI in their classrooms. All programs continue to show significant results.

The results are:

- Kindergarten: A total of thirty-seven students were served in Reading. Eighteen reading students were released after winter screening; two of the Reading students transferred to other schools; all students showed measurable growth.
- Grade 1: Thirty-nine students were served in Reading. Five students were released after winter screening. (Two attained an "Established" benchmark score but were retained after talking with classroom teachers and parents). Two students transferred to other schools; all students showed measurable growth.
- Grade 2: A total of forty-two students were served in RTI Reading. Eleven students were released from RTI after winter screening and two students transferred to other schools. All students showed measurable growth.

We offer Response to Intervention (RTI) for students in first and second grade who qualify using the AIMSWeb program. Two RTI interventionists implement the program. RTI is a research-based reading program that targets phonemic awareness, phonics, and fluency skills that are critical for reading success. RTI interventionists use the Soar to Success program by Houghton Mifflin, supplemented by various balanced literacy resources 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. Kindergarten students are served using the Early Reading Intervention (ERI) program. The Kindergarten assistants see those students who qualify for 30 minutes a day using My Sidewalks by Scott Foresman Reading Street.

We are continuing to explore the possibility of expanding RtI into grades 3,4 and 5 using existing Blythe personnel.

Our Blythe Buddies, parent volunteer program was implemented early in the school year. This volunteer program includes 50+ volunteers who serve 100+ children, providing extra assistance in reading and/or math.

We are pleased that scores in Reading/Research and Math are more closely aligned than in the past. Math scores at Blythe have traditionally been significantly higher than Reading. We are proud that the reading scores have risen and believe that is testament to our 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

MAP data has proven most valuable in helping us better inform our instructional practices and meet the individual learning needs of our students. The information provided from MAP testing tells us exactly what skills our students are lacking and where their strengths lie. Student scores are reported as exact numbers and as a performance band (called a RIT band) for specific curriculum strands. This allows us to match our instruction to the child's exact performance level. It also provides the opportunity to group students by their scores for focused instruction on specific skills. These groups are flexible, changing with each curriculum strand. MAP also gives each student an individual growth target based upon the current performance level. These become the basis for individual student performance growth goals. Teacher and school goals are also written based upon percentages of students meeting their growth targets. MAP also provides curriculum support through the DesCartes Continuum of Learning which is closely aligned with SC Curriculum Standards at all grade levels.

PASS testing has provided more thorough information than we have had in the past. We now receive grade level and individual student data that include performance levels for all strands at each subject area tested. This provides the information teachers need in order to tailor their instruction to better meet student needs. This data also provides a focus for professional development. Our district research department has compiled PASS information from schools across the state, ranking GCS schools by performance levels based upon the top,

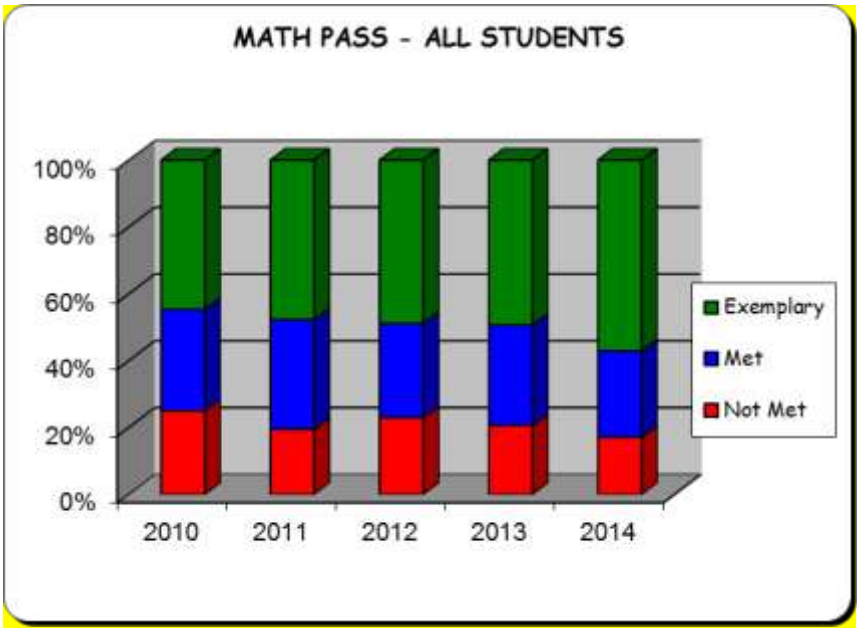
median, and lowest performing schools in SC. In spring 2014, 88.9% of Blythe students met standard in PASS ELA and 82.9% met standard in PASS Math.

During this school year, the State of South Carolina chose the ACT Aspire test for end-of-year testing. The Common Core State Standards will be tested this year using this test. Next year, all of the schools in South Carolina will use new state standards that have been created and approved during the 2014-2015 school year. It remains to be seen what test will be used to measure progress with the new standards.

Overall 2014 Palmetto Assessment of State Standards Results

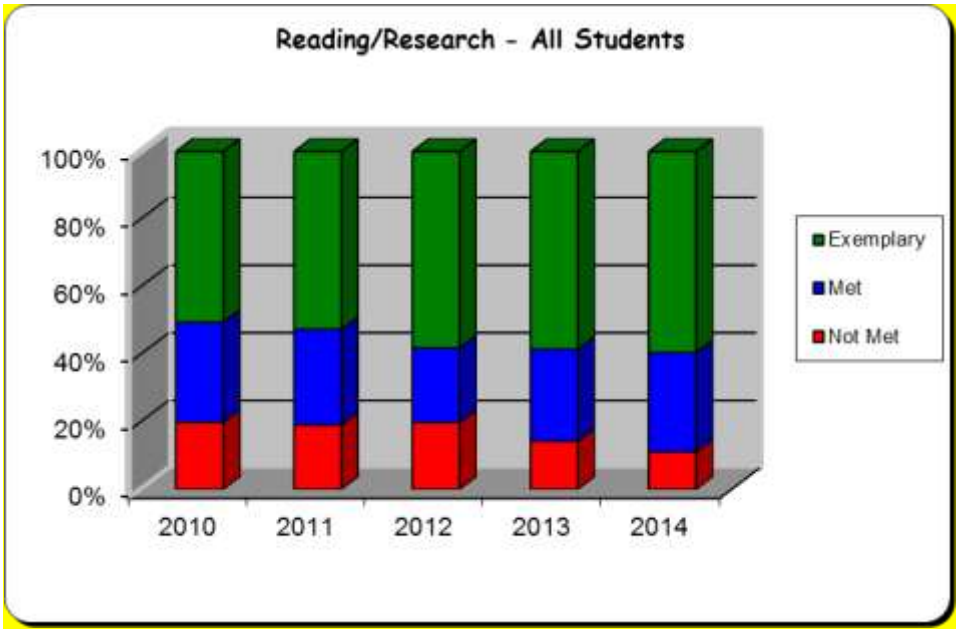
Below are graphs that show the breakdown of results of all students, over time, using PASS Performance Level scores for Math, Reading/Research, and Writing.

Math



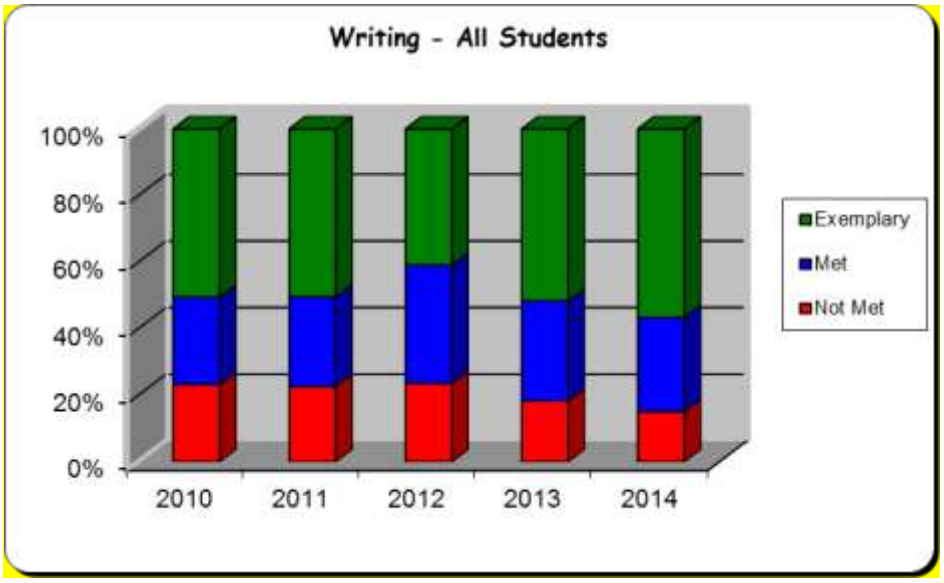
	ALL STUDENTS		
	Not Met	Met	Exemplary
2010	25.0	30.4	44.6
2011	19.5	32.8	47.7
2012	23.0	28.2	48.9
2013	20.6	30.1	49.3
2014	17.1	25.9	57.0

Reading/Research



	ALL STUDENTS		
	Not Met	Met	Exemplary
2010	19.9	29.6	50.5
2011	19.1	28.3	52.6
2012	19.8	22.1	58.0
2013	14.3	27.2	58.5
2014	11.1	29.4	59.5

Writing



All Students - Writing			
	Not Met	Met	Exemplary
2010	23.2	26.2	50.5
2011	22.6	27.0	50.4
2012	23.6	35.5	40.9
2013	18.3	30.1	51.6
2014	15.1	28.3	56.6

- The percentage of all students scoring exemplary on PASS Math increased from 49.3% to 57.0% from 2013 to 2014.
- The percentage of all students scoring met on PASS Math decreased from 30.1% to 25.9% from 2013 to 2014`.
- The percentage of all students scoring not met on PASS Math decreased from 20.6% to 17.1% from 2013 to 2014.
- The percentage of all students scoring exemplary on PASS Reading/Research increased from 58.5% to 59.5% from 2013 to 2014.
- The percentage of all students scoring met on PASS Reading/Research increased from 27.2% to 29.4% from 2013 to 2014.

- The percentage of all students scoring not met on PASS Reading/Research decreased from 14.3% to 11.1% from 2013 to 2014.
- The percentage of all students scoring exemplary on PASS Writing increased from 51.6% to 56.6% from 2013 to 2014.
- The percentage of all students scoring met on PASS Writing decreased from 30.1% to 28.3% from 2013 to 2014.
- The percentage of all students scoring not met on PASS Writing decreased from 18.3% to 15.1% from 2013 to 2014.

Annual Measurable Objectives

Blythe's 2013-2014 PASS mean scores are above the projected mean performance for All Students, Male, Female, White, Hispanic and LEP in Math, ELA, Science, and Social Studies. Science appears to be the lowest of our achievement areas. Although progress has been made, the performance of our Disabled students continues the trend of being our lowest performing group. The next lowest performing groups are the African-American and the Subsidized Meals groups. Writing scores showed improvement and are above both school projected and district actual scores.

Math

Math - Blythe	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	664.4	667.7	667.6				
Male	661.5	664.2	665.9				
Female	666.9	671.1	669.2				
White	687.5	695.3	691.9				
African-American	635.7	632.1	630.0				
Hispanic	670.2	673.0	668.2				
Disabled	603.9	599.8	595.6				
LEP		677.9	669.9				
Subsidized Meals	631.1	634.1	626.4				

ELA

ELA - Blythe	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	678.7	680.4	666.3				
Male	672.0	673.1	653.9				
Female	684.5	687.3	678.2				
White	707.1	708.9	691.9				
African-American	643.2	647.7	630.0				
Hispanic	688.3	677.2	668.2				
Disabled	609.7	613.2	611.0				
LEP		680.3	669.9				
Subsidized Meals	639.5	647.1	626.2				

Writing

Writing - Blythe	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	77.4	78.4	79.4	80.4	81.4
School Actual	76.4	81.8	84.9				
District Projected	X	X	78.8	79.8	80.8	81.8	82.8
District Actual	77.8	79.8	79.9				

Baseline data from 2011-12 is based upon 5th and 8th grade scores only. Projected performance is based upon 3rd through 8th grade scores. *Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.*

Social Studies

Social Studies - Blythe	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	663.9	665.1	667.1				
Male	661.1	662.0	667.8				
Female	666.6	668.4	666.3				
White	689.7	690.5	690.4				
African-American	632.8	632.3	638.8				
Hispanic	666.5	676.9	661.9				
Disabled	615.2	608.5	NA				
LEP		680.5	NA				
Subsidized Meals	630.4	631.2	636.2				

Science

Science - Blythe	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	630	635	640	645	650	655	660
Actual Performance							
All Students	631.9	639.9	634.9				
Male	630.0	642.4	630.3				
Female	633.5	637.7	639.2				
White	657.8	666.3	655.3				
African-American	601.1	605.6	604.5				
Hispanic	635.8	636.6	635.4				
Disabled	581.0	576.1	NA				
LEP		637.2	NA				
Subsidized Meals	602.5	609.9	606.5				

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE ENGLISH

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in English each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE READING

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in reading each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in reading as measured by ACT Aspire.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE MATH

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by ACT Aspire.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT ASPIRE % TESTED

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on ACT Aspire.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

% Tested Math – District – Grades 3-5	**Baseline 2014-15**	**2015-16**	**2016-17**	**2017-18**
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

SCPASS SCIENCE

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

SCPASS SOCIAL STUDIES

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

ITBS

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall ITBS/CogAT report produced by Riverside Publishing

Reading	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	64th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	48th percentile			

Fall 2014 students began taking a new form of the ITBS

Reading	**2014-15**	**2015-16**	**2016-17**	**2017-18**
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile			

Fall 2014 students began taking a new form of the ITBS

Mathematics	**2014-15**	**2015-16**	**2016-17**	**2017-18**
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile			

Fall 2014 students began taking a new form of the ITBS

STRATEGY **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
1. Utilize State Standards in ELA and Mathematics.	2013 –2018	Teachers Principal Assistant Principals Instructional Coach	No Cost	None	Lesson Plans Classroom Observations Syllabus Webpage
2. Utilize ACT Aspire, MAP, and ITBS scores to determine strengths and weaknesses in instruction.	2013 – 2018	Teachers Principal Assistant Principal Instructional Coach	No Cost	None	Data Analysis of PASS, MAP, and ITBS
3. Utilize MAP data to differentiate instruction in classrooms. Chart student MAP scores on graphs on each grade level hallway (instead of posting on RIT Band Boards) for ELA and Math. Use RIT Bands for flexible student groups for instruction.	2013 – 2018	Teachers Principal Assistant Principals Instructional Coach	None	None	Data Analysis of MAP Testing following each administration
4. Provide additional instructional support to students scoring not met on state testing program through PTA parent volunteer tutoring	2013 – 2018	Teachers Principal IC PTA Volunteers	None	None	PASS ITBS MAP Data
5. Implement Response to Intervention Program with identified Grade 1 & 2 students and ERI for 5K.	2013 – 2018	Intervention Specialists Principal Instructional Coach	None	Materials provided by district	MAP Data AIMS Web Data Universal Benchmarking Data
6. Focused training for teachers on specific reading/writing strategies used in the Fountas and Pinnell delivery system.	2013 – 2018	District ELA Coordinator Principal Instructional Coach	None	None	Professional Development Calendar

STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
7. Use assessments that are aligned with state testing programs (authentic assessment; rubrics, extended response, etc.).	2013 – 2018	Teachers Principal Assistant Principals Instructional Coach	None	None	Lesson Plans Classroom assessments
8. Update/expand technology in classrooms as funds allow.	2013 – 2018	Principal PTA	$5000 District Refresh Money	PTA Budget	Fixed Assets Report Technology Inventories
9. Integrate technology through software programs. Implement COMPASS Learning software school wide as well as implementing the use of COMPASS in Spanish for Immersion classes.	2013 – 2018	Teachers Principal Assistant Principals Instructional Coach	$500	PTA Budget District Title I funding for Compass Learning software	Lesson Plans Observations
10. Provide workshops designed to look at research-based strategies in instruction. Share best practices through peer-led workshops.	2013 – 2018	Principal Assistant Principals Instructional Coach District and Agency personnel teachers	None	None	Workshop Calendar
11. Implement research-based strategies in all content areas	2013 – 2018	Teachers Principal Assistants Principal Instructional Coach	None	None	Lesson Plans Observations

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
12. Share best practices and research through Monday Bulletin.	2013 – 2018	Principal	None	None	Monday Bulletin
13. Provide Study and Preparation Tips for students prior to State Testing Program in spring.	2013 – 2018	Principal Guidance Counselors Instructional Coach Teachers	None	None	Monday Bulletin Weekly Newsletters to Parents
14. Encourage classroom observations of colleagues at Blythe Academy	2013 – 2018	Principal Instructional Coach	None	None	Teacher Summaries
15. Hold grade level/team meetings weekly with 5K – Grade 5 teachers, and monthly with 4K, Special Ed., Related Arts and others. Focus on instructional practices and student achievement.	2013 – 2018	Instructional Coach Principal	None	None	MAP Data PASS Data RtI Data ERI Data
16. Collaborate with the media specialist regarding selections to support Balanced Literacy and the new South Carolina State Standards.	2013 – 2018	Instructional Coach Principal Media Specialist	$1,500	Collection Development Money	Meeting Minutes
17. Grade level teams will brainstorm and implement strategies that are developmentally and academically appropriate for their students.	2013 – 2018	Instructional Coach Principal Assistant Principal Classroom Teachers	None	None	Team Meeting Minutes

PROFESSIONAL DEVELOPMENT

☐Student Achievement ☒Teacher/Administrator Quality ☐School Climate ☐Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Assist the World Language teachers in meeting all of the requirements for state certification to be Highly Qualified under No Child Left Behind. Our goal is for 100% of world language Immersion and FLES teachers to be Highly Qualified beginning in 2008 through 2013. *

ANNUAL OBJECTIVE: Maintain 100% Highly Qualified world language Immersion and FLES teachers annually from 2013 through 2018.

DATA SOURCE(S): District Annual Printout

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100%	100%			
Actual	100%	100%	100%	100%			

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. Provide mentors for new teachers to the profession and to the building	2013 – 2018	Administrators	None	None	List of mentors
2. Provide a school professional development program that supports teacher certification requirements and requests	2013 – 2018	Administrators Instructional Coach	None	None	Professional Development calendar

STRATEGY **Activity**	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
3. Conduct quarterly meetings for mentors, new teachers to the profession, and new teachers to the building.	2013 – 2018	Administrators Instructional Coach	None	None	Meeting Minutes
4. Provide training on the PAS-T instrument and process	2013 – 2018	Administrators Instructional Coach District ADEPT/PAS-T Personnel	None	None	Meeting Agenda
5. Provide teachers with access to Rubicon which includes state standards, district curriculum guides, PAS-T information, and lesson plan templates.	2013 – 2018	Instructional Coach	None	None	Electronic Folders on Staff Drive
6. Utilize support services provided by international placement agencies such as Visiting International Faculty (VIF), FACES, the French Embassy, and the Spanish Embassy.	2013 – 2018	Principal	None	None	Documentation of support contacts

STUDENT ATTENDANCE

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	97.0	96.5	97.2				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

PARENT SATISFACTION – LEARNING ENV.

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 78.7% in 2012 to 83.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	79.7	80.7	81.7	82.7	83.7
School Actual	78.7	81.0	92.4				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – LEARNING ENV.

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 81.4% in 2012 to 87.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	82.4	83.4	85.4	86.4	87.4
School Actual	81.4	88.0	93.0				
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6				

TEACHER SATISFACTION – LEARNING ENV.

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 86.7% in 2012 to 91.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	87.7	88.7	89.7	90.7	91.7
School Actual	86.7	94.1	96.5				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 85.4% in 2012 to 90.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	86.4	87.4	88.4	89.4	90.4
School Actual	85.4	97.7	96.2				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 84.6% in 2012 to 89.6% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85.6	86.6	87.6	88.6	89.6
School Actual	84.6	93.6	92.9				
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2				

TEACHER SATISFACTION – SAFETY

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day from 97.7% in 2012 to 97.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.7	97.7	97.7	97.7	97.7
School Actual	97.7	100.0	96.5				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
1. Annually, evaluate and update the school's safety plan.	2013-2018	Principal Assistant Principal Plant Engineer School Safety Team	None	None	Updated School Safety Plan
2. Continue to conduct required fire, earthquake, tornado, and lock-down drills.	2013-2018	Principal Assistant Principal Plant Engineer School Safety Team Teachers	None	None	Required drill reports
3. Annually conduct an AED drill.	2013-2018	First Responders Principal Assistant Principal	None	None	Required drill reports
4. Fully implement Safe Routes to School Grant.	Awarded – 2012 Site revisions/construction to be completed 2013-2014	SIC Principal	$25,000	Safe Routes to School Grant	Safe Routes to School Reports
5. Implement new security measures as directed by the district.	2013-2018	Principal	Evaluated as needed	District Funds	District Reports
6. Continue to implement PBIS school-wide.	2013-2018	PBIS Team Principal Assistant Principal Teachers	None	None	PBIS Reports
7. Communicate safety measures and procedures to stakeholders through monthly PTA newsletter and school website.	2013-2018	Principal	None	None	Newsletters

Blythe Academy of Languages
Meeting and Professional Development Calendar
2014-2015

Date/Time	Meeting/Workshop	Presenter
August 12 8:30-11:30 1:00-3:00	Faculty Meeting PBIS Training for all teachers and assistants CATCH Updates and Next Steps Training	 PBIS Team CATCH Team
August 13 8:30-10:30	Technology Training – Tablets/Window 8	Becky Lauder Sandra Griffin
August 14 8:30-10:30	Balanced Literacy/Common Core Training	Becky Lauder Sandra Griffin
August 15 11:30-1:00 4:30-6:00	Meet the Teacher	
August 27 3:00-4:00	MAP Testing Workshop A Team/B Team Overviews	Becky Lauder Mary Wilcox
September 3 3:00-4:00	Faculty Council	
September 8 8:10-2:20	Grade Level Team Meetings Required Safety Training Documentation Balanced Literacy and Common Core Training	Becky Lauder Sandra Griffin
September 10 3:30-4:30	General Faculty Meeting Boosterthon Staff Meeting	
September 17 3:00-4:00	New Teacher/Mentor Discussion PAS-T Process, Portfolio, Rubicon, websites, and SmartFind. Discussion of concerns, questions, and policies with Principal, Assistant Principal, and Instructional Coach	Sandra Griffin Becky Lauder
September 22 8:15-2:20	Grade-Level Team Meetings Balanced Literacy and Common Core Training Grade Level Updates	Becky Lauder Sandra Griffin

Date/Time	Meeting/Workshop	Presenter
September 24 3:00-5:00		Becky Lauder Sandra Griffin Cecilia Cameron Priscilla Hoffman
October 1 3:00-4:00	Faculty Council	
October 6 8:15-2:20	Grade-Level Team Meetings Balanced Literacy and Common Core Training Fall Website Checks	Becky Lauder Sandra Griffin
October 8 3:00-4:00	General Faculty Meeting Required District Updates from Challenge and ESOL	Kathleen Moore Sarah Carter
October 15 3:00-5:00	General Faculty Meeting	Becky Lauder Sandra Griffin
October 16 7:45-2:45	Professional Development/ Employee Workday	Teacher Conferences
October 17 7:45-2:45	Employee Workday/FLEX Day	
October 20 8:10-2:20	Grade-Level Team Meetings Balanced Literacy and Common Core Training PAS-T Performance Goals	Becky Lauder Sandra Griffin
October 29 3:00-5:00	World Language Teachers' Meeting Sharing from State Level Workshops Sharing from the Utah Department of Ed Partnership Sharing from the District Level Meetings Immersion Professional Development	
November 3 8:10-2:20	Grade-Level Team Meetings Balanced Literacy and Common Core Training	Becky Lauder Sandra Griffin
November 5 3:00-4:00	Faculty Council	
November 12 3:00-5:00	General Faculty Meeting	Becky Lauder Sandra Griffin

Date/Time	Meeting/Workshop	Presenter
November 17 8:10-2:20	Grade-Level Team Meetings Balanced Literacy and Common Core Training	Becky Lauder Sandra Griffin
November 19 3:00-4:00	New Teacher/Mentor Discussion Using MAP data to guide instruction; assessments Discussion of concerns, questions, and policies with Principal, Assistant Principal, and Instructional Coach	Becky Lauder Sandra Griffin
December 1 8:10-2:20	Grade-Level Team Meetings Balanced Literacy and Common Core Training	Becky Lauder Sandra Griffin
December 3 3:00-4:00	Faculty Council	
December 10 3:00-5:00	General Faculty Meeting	Becky Lauder Sandra Griffin
January 7 3:00-4:00	Faculty Council	
January 12 8:10-2:20	Grade-Level Team Meetings Balanced Literacy and Common Core Training	Becky Lauder Sandra Griffin
January 14 3:00-4:00	General Faculty Meeting	Becky Lauder Sandra Griffin
January 16 8:00-3:00	Employee Workday/Flex Day	
January 21 3:00-4:00	New Teacher/Mentor Discussion PASS preparation, mid-year student performance goals updates; Discussion of concerns, questions, and policies with Principal, Assistant Principal, and Instructional Coach	Becky Lauder Sandra Griffin
January 26 8:10-2:20	Grade Level Team Meetings Balanced Literacy and Common Core Training PAS-T Midyear Updates	Becky Lauder Sandra Griffin

Date/Time	Meeting/Workshop	Presenter
January 28 3:00-5:00	World Language Teachers' Meeting Sharing from State Level Workshops Sharing from the Utah Department of Ed Partnership Sharing from the District Level Meetings Immersion Professional Development	
February 4 3:00-4:00	Faculty Council	
February 9 8:10-2:20	Grade-Level Team Meetings Balanced Literacy and Common Core Training	Becky Lauder Sandra Griffin
February 11 3:00-5:00	General Faculty Meeting	Becky Lauder Sandra Griffin
February 23 8:10-2:20	Grade-Level Team Meetings Balanced Literacy and Common Core Training	Becky Lauder Sandra Griffin
February 25 3:00-5:00	World Language Teachers' Meeting Sharing from State Level Workshops Sharing from the Utah Department of Ed Partnership Sharing from the District Level Meetings Immersion Professional Development	
March 4 3:00-4:00	Faculty Council Student Assignment Cards	
March 9 8:10-2:20	Grade-Level Team Meetings Balanced Literacy and Common Core Training	Becky Lauder Sandra Griffin
March 11 3:00-5:00	General Faculty Meeting	Becky Lauder Sandra Griffin

Date/Time	Meeting/Workshop	Presenter
March 18 3:00-4:00	New Teacher/Mentor Discussion Year-end responsibilities; closing bulletin; student permanent records; professional development Discussion of concerns, questions, and policies with Principal, Assistant Principal, and Instructional Coach	Becky Lauder Sandra Griffin
March 23 8:15-2:20	Grade-Level Team Meetings Balanced Literacy and Common Core Training Spring Website Check	Becky Lauder Sandra Griffin
March 25 3:00-5:00	World Language Teachers' Meeting Sharing from State Level Workshops Sharing from the Utah Department of Ed Partnership Sharing from the District Level Meetings Immersion Professional Development	
April 8 3:00-4:00	Faculty Council	
April 13 8:15-2:20	Grade-Level Team Meetings Balanced Literacy and Common Core Training Year-End Student Awards	Becky Lauder Sandra Griffin
April 15 3:00-4:00	General Faculty Meeting Spring Teacher Website Check	Becky Lauder Sandra Griffin
April 27 8:15-2:20	Grade-Level Team Meetings Balanced Literacy and Common Core Training PD Hours PTA Events Year-end Goals Due	Becky Lauder Sandra Griffin

Date/Time	Meeting/Workshop	Presenter
April 29 3:00-5:00	World Language Teachers' Meeting Sharing from State Level Workshops Sharing from the Utah Department of Ed Partnership Sharing from the District Level Meetings Immersion Professional Development	
May 6 3:00-4:00	Faculty Council	
May 11 8:10-2:20	Grade-Level Team Meetings Balanced Literacy and Common Core Training	Becky Lauder Sandra Griffin
May 13 3:00-4:00	General Faculty Meeting	Becky Lauder Sandra Griffin
June 8 7:45-2:45	Teacher Workday/Flex Day	
June 9 7:45-2:45	Teacher Workday/Flex Day	

2014-2015 Professional Development

Balanced Literacy and Common Core trainings will be scheduled when information regarding district level trainings is release.

Utah Consortium training will take place during the summer of 2014 and will be scheduled during the school year when dates are available.

Blythe Academy of Languages
Meeting and Professional Development Calendar
2015-2016

Date/Time	Meeting/Workshop	Presenter
August 11 8:00-10:00	Opening Meeting 1	Sandra Griffin
August 12 8:00-10:00	Opening Meeting 2	Sandra Griffin
August 13 12:00-2:00 4:00-6:00	Meet the Teacher	
August 14	Teacher Workday	
August 17	Teacher Workday	
August 26 3:00-4:00	MAP Testing Workshop A Team/B Team Overviews	Becky Lauder
September 2 3:00-4:00	Faculty Council	
September 9 3:00-4:00	General Faculty Meeting Special Ed Inclusion Workshop	
September 16 3:00-4:00	Vertical Articulation Meeting – Math/Science Teachers	Sandra Griffin Becky Lauder Cathy Hale
September 21 8:10-2:20	Grade-Level Team Meetings Week A	Becky Lauder Sandra Griffin
September 28 8:10-2:20 3:00-4:00	Grade-level Planning Week B Various Grade -Levels New Teachers/Mentors Rubicon PAS-T, Observations, and Portfolio; Student Performance (Goals)	Becky Lauder Sandra Griffin
October 5 8:10-2:20	Grade-Level Team Meetings Week A Fall Website Checks	Becky Lauder Sandra Griffin
October 7 3:00-4:00	Faculty Council	

Date/Time	Meeting/Workshop	Presenter
October 12 8:10-2:20	Grade-level Planning Week B Various Grade-Levels	Becky Lauder Sandra Griffin
October 14 3:00-4:00	General Faculty Meeting Required District Updates from Challenge and ESOL Special Ed Inclusion Workshop	
October 15 7:45-2:45	Professional Development/ Employee Workday	Teacher Conferences
October 16 7:45-2:45	Employee Workday/FLEX Day	
October 19 8:10-2:20	Grade-Level Team Meetings Week A PAS-T Performance Goals	Becky Lauder Sandra Griffin
October 21 3:00-4:00	Vertical Articulation – ELA/SS Teachers	Becky Lauder Sandra Griffin
October 26 8:10-2:20	Grade-level Planning Week B Various Grade-Levels	Becky Lauder Sandra Griffin
November 2 8:10-2:20	Grade-Level Team Meetings Week A	Becky Lauder Sandra Griffin
November 4 3:00-4:00	Faculty Council	
November 9 8:10-2:20	Grade-level Planning Week B Various Grade-Levels	Becky Lauder Sandra Griffin
November 11 3:00-4:00	General Faculty Meeting	Becky Lauder Sandra Griffin
November 16 8:10-2:20	Grade-Level Team Meetings Week A	Becky Lauder Sandra Griffin
November 18 3:00-4:00	Vertical Articulation Meeting – Math/Science Teachers	Sandra Griffin Becky Lauder Cathy Hale
November 23 8:10-2:20 3:00-4:00	Grade-level Planning Week B Various Grade-Levels New Teachers/Mentors Mid-year Goal Updates Pacing of Content	Becky Lauder Sandra Griffin

Date/Time	Meeting/Workshop	Presenter
November 30 8:10-2:20	Grade-Level Team Meetings Week A	Becky Lauder Sandra Griffin
December 2 3:00-4:00	Faculty Council	
December 7 8:10-2:20	Grade-level Planning Week B Various Grade-Levels	Becky Lauder Sandra Griffin
December 9 3:00-5:00	General Faculty Meeting	Becky Lauder Sandra Griffin
December 14 8:10-2:20	Grade-Level Team Meetings Week A	Becky Lauder Sandra Griffin
December 16 3:00-4:00	Vertical Articulation – ELA/SS	Becky Lauder Sandra Griffin
January 4 8:10-2:20	Grade-level Planning Week B Various Grade-Levels	Becky Lauder Sandra Griffin
January 6 3:00-4:00	Faculty Council	
January 11 8:10-2:20	Grade-Level Team Meetings Week A	Becky Lauder Sandra Griffin
January 13 3:00-4:00	General Faculty Meeting	Becky Lauder Sandra Griffin
January 15 8:00-3:00	Employee Workday/Flex Day	
January 20 3:00-4:00	Vertical Articulation Meeting – Math/Science Teachers	Sandra Griffin Becky Lauder Cathy Hale
January 25 8:10-2:20 3:00-4:00	Grade Level Team Meetings Week A PAS-T Midyear Updates New Teachers/Mentors Standardized Test Prep Portfolio	Becky Lauder Sandra Griffin
February 1 8:10-2:20	Grade-level Planning Week B Various Grade-Levels	Becky Lauder Sandra Griffin
February 3 3:00-4:00	Faculty Council	
February 8 8:10-2:20	Grade-Level Team Meetings Week A	Becky Lauder Sandra Griffin

Date/Time	Meeting/Workshop	Presenter
February 10 3:00-5:00	General Faculty Meeting	Becky Lauder Sandra Griffin
February 17 3:00-4:00	Vertical Articulation – ELA/SS	Becky Lauder Sandra Griffin
February 22 8:10-2:20	Grade-Level Team Meetings Week A	Becky Lauder Sandra Griffin
February 29 8:10-2:20	Grade-level Planning Week B Various Grade-Levels	Becky Lauder Sandra Griffin
March 2 3:00-4:00	Faculty Council Student Assignment Cards	
March 7 8:10-2:20	Grade-Level Team Meetings Week A	Becky Lauder Sandra Griffin
March 9 3:00-5:00	General Faculty Meeting	Becky Lauder Sandra Griffin
March 14 8:10-2:20	Grade-level Planning Week B Various Grade-Levels	Becky Lauder Sandra Griffin
March 16 3:00-4:00	Vertical Articulation Meeting – Math/Science Teachers	Sandra Griffin Becky Lauder Cathy Hale
March 21 8:15-2:20 3:00-4:00	Grade-Level Team Meetings Week A Spring Website Check New Teachers/Mentors End-of-year tasks Year-end goal updates	Becky Lauder Sandra Griffin
April 4	Grade-Level Team Meetings Week A	Becky Lauder Sandra Griffin
April 6 3:00-4:00	Faculty Council	
April 11 8:15-2:20	Grade-level Planning Week B Various Grade-Levels	Becky Lauder Sandra Griffin
April 13 8:15-2:20	Grade-Level Team Meetings Week A	Becky Lauder Sandra Griffin
April 13 3:00-4:00	General Faculty Meeting	Becky Lauder Sandra Griffin

Date/Time	Meeting/Workshop	Presenter
April 18 8:15-2:20	Grade-Level Team Meetings Week A Year-end Goals	Becky Lauder Sandra Griffin
April 20 3:00-5:00	Vertical Articulation – ELA/SS	Becky Lauder Sandra Griffin
April 25 8:10-2:20	Grade-level Planning Week B Various Grade-Levels	Becky Lauder Sandra Griffin
May 2	Grade-Level Team Meetings Week A	Becky Lauder Sandra Griffin
May 4 3:00-4:00	Faculty Council	
May 9 8:10-2:20	Grade-level Planning Week B Various Grade-Levels	Becky Lauder Sandra Griffin
May 11 3:00-4:00	General Faculty Meeting	Becky Lauder Sandra Griffin
May 16 8:10-2:20	Grade-Level Team Meetings Week A	Becky Lauder Sandra Griffin
May 18 3:00-4:00	Vertical Articulation Meeting – Math/Science Teachers	Sandra Griffin Becky Lauder Cathy Hale

2015-2016 Professional Development

Balanced Literacy and South Carolina State Standards trainings will be scheduled when information regarding district level trainings is release.

Utah Consortium training will take place during the summer of 2015 and will be scheduled during the school year when dates are available.