

BLYTHE ACADEMY OF LANGUAGES



Dr. Sandra E. Griffin, Principal

THE SCHOOL DISTRICT OF GREENVILLE COUNTY

Dr. W. Burke Royster, Superintendent

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

2013 – 2018

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

Blythe Academy

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 (*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

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		3/23/2016
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Jamie Kaltenbach		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Dr. Sandra Griffin		
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Victoria Salvat		
PRINTED NAME	SIGNATURE	DATE

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 Greenville, SC 29605

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STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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

- | <u>POSITION</u> | <u>NAME</u> |
|---|--------------------------|
| 1. PRINCIPAL _____ | Dr. Sandra Griffin _____ |
| 2. TEACHER _____ | Debbie Carter _____ |
| 3. PARENT/GUARDIAN _____ | Claire Barnett _____ |
| 4. COMMUNITY MEMBER _____ | Karen Mills _____ |
| 5. SCHOOL IMPROVEMENT COUNCIL _____ | Jamie Kaltenbach _____ |
| 6. Read to Succeed Reading Coach _____ | Douglas Sullivan _____ |
| 7. School Read to Succeed Literacy Leadership Team Lead _____ | Victoria Salvat _____ |
| 8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |
| ** Must include the School Read to Succeed Literacy Leadership Team. | |

<u>POSITION</u>	<u>NAME</u>
SRS Literacy Member	Jayne Pellicano
SRS Literacy Member	Michelle McWhorter
SRS Literacy Member	Robyn Ferguson

***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

(Mandated Component)

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 district 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 district 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 district 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 district 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 district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

X **Innovation**

The district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

X **Collaboration**

The district (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 district 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 district 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.

X **Developmentally Appropriate Curriculum for PreK–3**

The district 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 district 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 **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 **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.

TABLE OF CONTENTS

State Department of Education Cover Page	2
State Department of Education Stakeholder Involvement Page	3
State Department of Education Assurances	4
General Table of Contents	6
Introduction	7
Executive Summary	10
School Profile	31
Mission, Vision, Beliefs	70
Data Analysis and Needs Assessment	73
Action Plan	80
Professional Development Plan	103

INTRODUCTION

Blythe Academy of Languages School Portfolio

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

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

School Portfolio Team Members, Roles, and Committees

Executive Summary

Dr. Sandra Griffin – Principal

Victoria Salvat – Instructional Coach

School Profile

Dr. Sandra Griffin – Principal

Victoria Salvat – Instructional Coach

Cecilia Cameron – Assistant Principal

Corey Ehlenbach- Administrative
Assistant

Christy Street – Teacher

Terri Varady – Computer Lab Manager

Pompey Hammontree – Teacher

Tonya Scheibel – Attendance Clerk

Robyn Ferguson – Media Specialist

Claire Barnett – School Counselor

Jane Brice – School Counselor

Mission/Visions/Beliefs

Dr. Sandra Griffin – Principal

Victoria Salvat – Instructional Coach

Data Analysis/Needs Assessment

Dr. Sandra Griffin – Principal

Victoria Salvat – Instructional Coach

All Classroom Teachers

Action Plan

Dr. Sandra Griffin – Principal

Victoria Salvat – Instructional Coach

All Classroom Teachers

Professional Development Plan

Dr. Sandra Griffin – Principal

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

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

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

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

The Staff of Blythe Academy of Languages

EXECUTIVE SUMMARY OF NEEDS

ASSESSMENT FINDINGS

School Profile

Blythe Academy of Languages is located in Greenville, South Carolina. Greenville County has six unique and prosperous municipalities. With a population of 491, 863 in 2015, Greenville County is South Carolina's largest county. Growth rates have averaged 1.8% in Greenville County, 1.2% in Greenville City, and 1.2% in the state of South Carolina (2015 data). The population of the city of Greenville is about 61,397 (2013 data) residents.

In 1995, Blythe was chosen to become one of Greenville County's Select Schools. Blythe's academic focus has broadened to include daily foreign language instruction at all grade levels (K4–5), and the name of the school was changed to Blythe Academy of Languages to reflect its magnet school status. Blythe is currently recognized as one of the elementary schools in the state that offers daily foreign language instruction to all of its students through Spanish FLES (Foreign Language in the Elementary School) or Partial Spanish and French Immersion 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 84 volunteers free of charge to 84+ students once or twice a week. Included in these 84 volunteers are 50 students from Hughes Middle School and four Augustine tutors. Students are identified by classroom teachers as needing extra assistance in the classroom.

In the 2016-2017 school year at Blythe Academy, we have 497 magnet students, 3406 home-based students, and 11 special permission students. Magnet students come from neighborhoods across Greenville County and from out of district. Currently, 50.75% 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.
- Assessments must be fair, varied, and developmentally appropriate. Teachers need to guide every student toward self-assessment.
- The learning environment should be safe, engaging and caring while giving students an equal opportunity.

Student Achievement Summary

We believe that much progress was made toward addressing student performance during the 2016-2017 school year. Several important goals were realized:

- RtI and ERI programs were continued in reading at 5K through grade 2. RtI was extended to grade 3 during the 2015-2016 school year.
- Continued the PTA Parent Volunteer Program (Study Buddies) utilizing 84 adult and student volunteers who served 84+ students weekly for work in reading and/or math skills.
- Continued implementation of regular grade level team meetings with the Instructional Coach and Principal. We have continued with the grade-level planning meeting on “B” weeks.
- Continued protection of instructional time

- Use of district language curriculum in FLES program for grades 3-5
- Continued implementation of guidelines for removing students from Immersion Programs
- Continued to use MAP, SC PASS, SC Ready, and Fountas & Pinnell data to guide instruction
- Continued to implement 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.

PTA successfully continued programs from previous years and implemented new ones during the 2016-2017 school year. PTA continued to implement the parent volunteer tutorial program called "Study Buddies." Eighty four volunteers served 84+ students in reading and/or math. The B.U.G. Club recognized students for bringing up a grade and not dropping in others. Popsicles on the Playground allowed incoming parents and students the opportunity to meet the 5K and Grade 1 teachers, see the building, order supplies, and join PTA prior to the first day of school.

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

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

Blythe Academy teachers have received the second year of training in the Fountas and Pinnell delivery system for balanced literacy. Our district and school moved towards full implementation of this delivery system during the 2015-2016 school year. Our focus during

the 2016-2017 school year has been student centered learning, text dependent analysis, writing, depth of knowledge, and interactive notebooking. Based on feedback from our teachers, our focus for the 2017-2018 school year will be writing, guided math, and classroom management.

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

2017-2018 Next Steps

- Continue the PTA parent volunteer tutorial program (Study Buddies) for students scoring not met on state testing program and for students recommended by teachers.
- Continue to use the Fountas and Pinnell delivery system for reading and writing instruction.
- Continue to provide literacy instruction in all language classrooms.
- Utilize Reading Specialist and Literacy Mentors to model lessons and coach ELA teachers in reading and writing strategies.
- Continue 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, second and third grade students struggling in reading and/or math. Explore possibility of expanding RtI to students in grades 4 – 5.
- Implement a behavior intervention program that aligns more with the culture of Blythe Academy.

- Continue to focus Guidance lessons on core character traits such as respect for self and others and the healthy development of interpersonal relationships and growth mindset in students.
- Learning focused strategies will continue to be used. Data Notebooks will be kept by students and student-led conferences will be held in the fall and spring of 2017-2018.
- Use SC Ready, SC Pass, Fountas & Pinnell, and MAP data during the 2017-2018 school year to better inform and guide our instructional practices. Student MAP scores will continue to be used to form flexible student groups for math and reading instruction.
- PTA and SIC will continue to sponsor parent events that encourage greater family participation in school programs and events. The Blythe Blast, Boosterthon, Culture Night and other events continue to be community favorites and are well supported. The first Blythe Health Fair was held in March 2017.
- Continue regular grade level team meetings. Emphasize focus of improved student achievement. Utilize school and district resources as appropriate for meeting content.
- Continue to use technology to support curriculum instruction.
- Continue participation in the Utah Consortia for Immersion.
- Continue to use the ACTFL (American Council of Teachers of Foreign Languages) AAPPL test (ACTFL Assessment of Performance toward Proficiency in Languages) to grade 5 Immersion students every spring.
- Continue to work with PTA and SIC to recruit parent and business volunteers and tutors.
- Continue to review research based best practices as a part of the Monday Bulletin and daily administrative updates.
- Continue to offer appropriate staff development.

Teacher and Administrator Quality Summary

The certified staff at Blythe ranges in age from the early twenties to the early sixties. The largest group falls within the ages of 41- 50 years. The staff is predominately female with

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

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 (45 teachers). The years of experience spent specifically at Blythe Academy range from one year to thirty-one years. The greatest number of the certified staff at Blythe has been at the school for 1-10 years.

The certified staff at Blythe is not only extremely educated, but they have diverse interests, as is evidenced by their degrees. All of the certified staff have at least a Bachelor's Degree, with many working on, or having earned a Master's Degree or more. Of the 72 certified staff members, 32 have earned their Master's Degree, 9 have a Master's plus 30, 6 are National Board Certified, and 2 have Doctorates.

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

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

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

Next Steps 2017-2018:

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

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

Procedures for Rule Violations at Blythe Academy

Level 1 Behaviors- Minor

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

Level 2 Behaviors- Minor +

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

Level 3 Behaviors- Major

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

Logical Consequences may include the following:

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

The number of students suspended out of school in the 2016-2017 school year was thirty. Eleven of the students suspended this school year are actively involved with our mental health counselor contracted through Greenville Mental Health and Greenville County Schools. The mental health counselor has worked closely with these students and their teachers to help improve their behavior in school. We have also found that 8 of the 30 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. During the spring of 2017, the staff indicated again that components of the PBIS program were not meeting their students' needs. The administration has invited all teachers to participate in an upcoming professional learning community (PLC) focus group to restructure PBIS to better meet the needs of our school.

PBIS activities used during the 2016-2017 school year included:

- PBIS Rewards
- Class Dojo
- M.O.D. Squad (Men of Distinction)

- PBIS Paradigm Shifters
- P.R.I.D.E. (Positive Results In Discipline Education)

Blythe School Counselors continued to implement character education programs which stress responsible behavior and good decision-making. The focus has continued this year on Steven Covey's, The Leader in Me and the connection to the seven habits and PBIS. During this school year, Blythe has thirty mentors from Mentor Upstate serving 31 students. These mentors work one-on-one with students who are at-risk academically and behaviorally. In addition, Blythe implemented an in-house staff mentoring program in spring 2017. This program targets performance gap students in grades 3-5. Staff members were trained by Mentor Upstate and worked with students one-on-one focusing on behavior, homework, self-esteem, and test preparation.

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

A major focus at Blythe Academy is to provide a positive climate for learning in order to assure student achievement, enhance self-esteem, and develop positive social behavior. To reach this goal, we offer many opportunities for student participation and recognition. The Student Council, Journalism Team, the Patrols, Media Cadets, Yearbook helpers, Garden Club, the Green Team, 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 -2017

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

- Continue the partnership with Greenville Mental Health and the mental health counselor.

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 South Carolina Ready.

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 South Carolina Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by South Carolina Ready.

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 South Carolina Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by South Carolina Ready.

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 South Carolina Ready.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by South Carolina Ready.

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

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

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: Maintain the percent of parents who are satisfied with the learning environment at 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the percentage of parents at 95% who are satisfied with the learning environment.

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who are satisfied with the learning environment at 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the percentage of students at 95% annually 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: Maintain the percent of parents who indicate that their child feels safe at school 95% by 2018.

ANNUAL OBJECTIVE: Maintain the percentage annually at 95% of parents who indicate that their child feels safe at school.

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of students who feel safe at school during the school day at 95% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the percentage annually of students who feel safe at school during the school day at 95%.

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; Closing achievement gaps between student subgroups
- Student tardies
- Turnover of international staff members has stabilized greatly, but does present hiring challenges when new staff members are needed, especially French Immersion teachers.
- Successful implementation of new initiatives such as new SC State Standards, and Balanced Literacy
- Need to expand Rtl personnel to include grades 4 & 5; the need to use EDP and supply funds to help cover personnel needs.
- The immersion programs and the AM/PM flip required by the Utah Immersion Partnership continue to make scheduling very challenging.

Significant Awards, Results, and Accomplishments

- SC State PTA Outstanding Teacher of the Year 2014; Carroll Wolfe
- SC State School Report Card Absolute Rating maintained at Excellent 2011-2014.
- SC State School Report Card Improvement/Growth Rating maintained at Excellent, 2013, 2014 (last year of School Report Card Rating)
- Palmetto Gold Awards received for both Excellent ratings, 2012, 2013, 2014, 2015
- International Spanish Academy School of the Year, 2013
- Safe Schools recognition, 2010, 2011, 2012, 2013, 2014, 2015, 2016
- Healthy Schools recognition, 2013, 2014, 2015, 2016
- SC State School Report Card Absolute Rating improved from Good to Excellent in 2011.
- Palmetto Silver Awards received spring 2009 & spring 2010

- Finalist for SC state level Dick and Tunky Riley Award for School Improvement Council Excellence
- Successful implementation of Rtl in reading and math at grades 1 & 2 using .8 select schools aide position and .5 state mandated Literacy Coach.
- Successful implementation of ERI in reading and math at 5K using 5K teaching assistants
- SC PTA State Support Staff Member of the Year, Tracy Rucker, spring 2011
- Best of the Web School Website Award, 2010
- PTA Gerry Phaeler Grant Award received for the 2011-2012 school year; allowed funding for immersion parent workshops

Blythe Academy of Languages School Profile

Blythe Academy of Languages is located in Greenville, South Carolina. Greenville County has six unique and prosperous municipalities. With a population of 491,863 in 2015, Greenville County is South Carolina's largest county. Growth rates have averaged 1.8% in Greenville County, 1.2% in Greenville City, and 1.2% in the state of South Carolina (2015 data). The population of the city of Greenville is about 61,397 (2013 data) residents.

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

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

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

School: Blythe Academy of Languages 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 84 volunteers serve 84+ students each week.

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

The total enrollment of Blythe Academy of Languages is 949. Enrollment by grade level is below:

- Pre-K = 45
- 5K = 156
- Grade 1 = 179
- Grade 2 = 156
- Grade 3 = 162
- Grade 4 = 135
- Grade 5 = 116
- Total = 949

Ethnicity information is below:

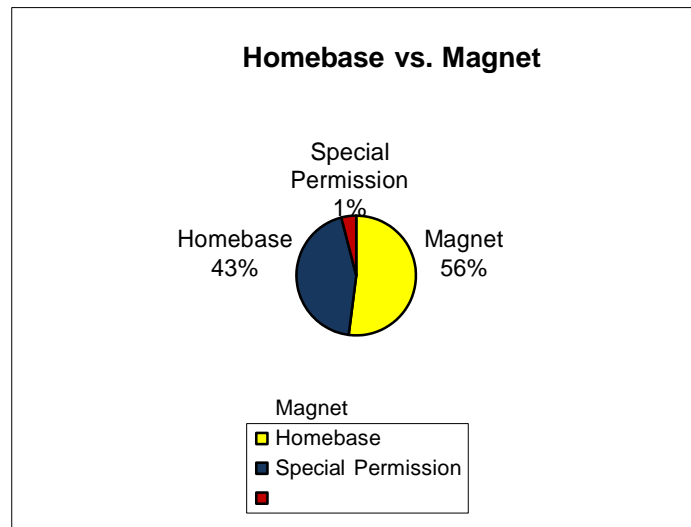
Ethnicity	#	%
African-American	350	37.0%
White	351	37.0%
Hispanic	173	18.0%
Other	16	8.0%

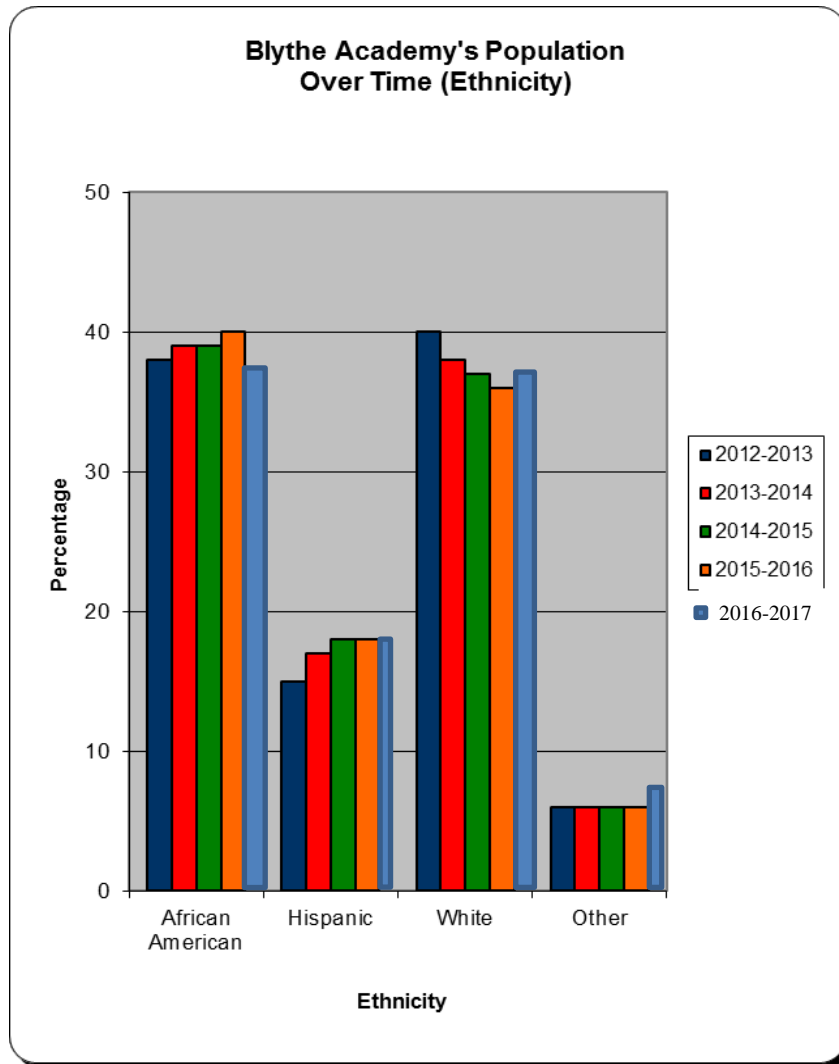
The current FARMS (Free & Reduced Meal Student) percentage is 49.4%.

Blythe Attendance Area

In the 2016-2017 school year at Blythe Academy, we have 497 magnet students, 406 home-based students, and 11 special permission students. Magnet students come from neighborhoods across Greenville County and from out of district. Currently, 49.4% of Blythe students receive free and/or reduced meals.

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





Our Leaders

Sandra E. Griffin, Ph.D. Principal

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

Upon first moving to Greenville, Dr. Griffin opted to stay home with young children and worked as a church organist. She returned to teaching full time in 1985.

Her
36

teaching experience included self-contained positions teaching both learning disabled and emotionally handicapped students at the middle school level, elementary LD resource, and grade 4.

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

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

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

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

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

While at Brushy Creek, Dr. Griffin was recognized by the SC Art Education

Association for Outstanding Performance by a SC Principal (2004).

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

- National PTA School of Excellence Award recertified for 2007 – 2010.
- Blythe met 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-II) in French and Spanish.
- Guidelines were adopted for removal of students from immersion program.
- PACT results from spring 2008 showed gains in 114 of 180 scores examined.
- Received PhD in Educational Administration from the University of South Carolina in May, 2008.
- Improved SC State Report Card ratings (Absolute rating of Good; Improvement rating of Good in 2010)
- Improved progress toward 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 spring 2012
- Palmetto Gold Awards for Outstanding Student Academic Performance and for Closing the Achievement Gap for 2011-2012 & 2012-2013
- International Spanish Academy School of the Year Award Winner, 2013
- Overall SC State School Report Card rating maintained at Excellent
- Safe Schools Designations again in 2013, 2014, 2015, & 2016
- Palmetto Gold Awards for Overall Student Academic Performance and for Closing the Achievement Gap for 2015

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 20 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. She is also the school's testing coordinator for the administration of CogAT/IOWA, SC Ready and SCPASS.

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

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

Corey Ehlenbach, Administrative Assistant

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

inspire students, teachers, community members, and colleagues to work collaboratively towards student success.

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

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

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

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

Parent and Community Involvement

Blythe Academy has a very active PTA logging 25,865 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:

	2015-2016	2016-2017
Instructional Support	\$29,500	\$28,300
Media Support	\$4,550	\$2,750
Student and School Enrichment	\$6,100	\$8,700
Arts and Services	\$6,000	\$6,200
Community Relations	\$5,015	\$3,240
PTA Membership/Administrative	\$8,725	\$7,490

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

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

PTA and SIC continue to offer many opportunities for families to become more involved in their child's education. PTA sponsors such events as quarterly Grandparents and Special Friends Luncheons, Parent Workshops, Student Talent Show, Family Fun Night, Culture Night, Blythe Blast, Study Buddies tutoring program, Red Ribbon Week activities, and Boosterthon Fun Run. PTA continues to implement parent workshops that 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 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 twice 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 2016-2017 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 2016-2017 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 (Continuing Immersion Programs at the Middle School level – one seminar for Spanish Immersion Middle School, and one for French Immersion Middle School; Homework Help; Parenting Help; etc.)
- Safe Routes to School (SRTS): Ensuring the routes to and from school are safe for children who are walking, biking, and carpooling
- Wellness: Increasing the focus on health and wellness in school activities and routines
- Academic Excellence: Working closely with the PTA to enhance the academic setting for our children to learn

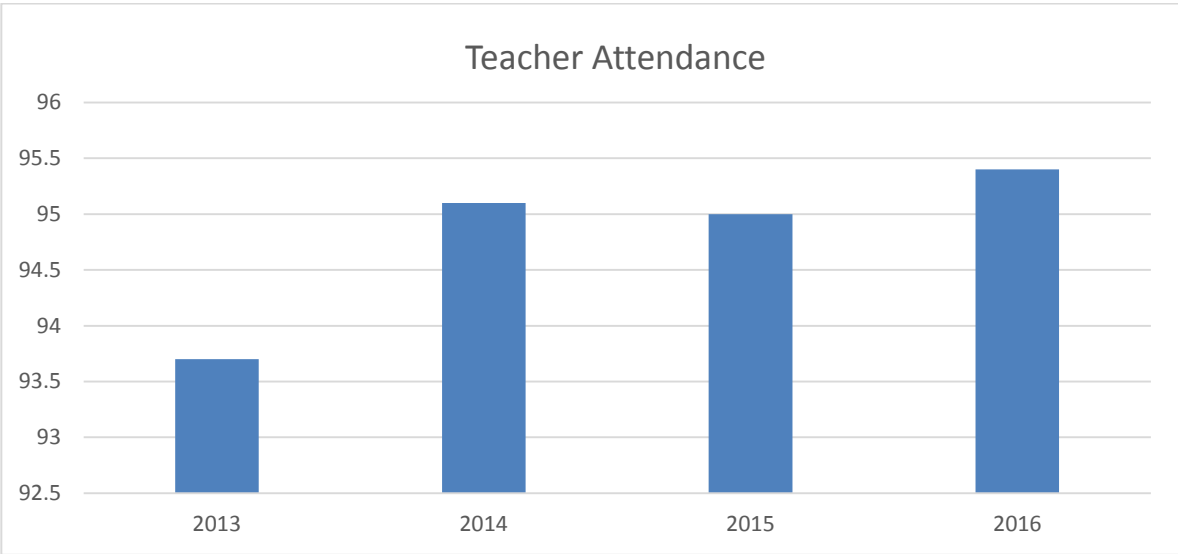
School: Blythe Academy of Languages
Parental involvement is encouraged and enhanced through the Lunch and Learn program. The Guidance Office sponsors speakers, once a quarter, to discuss ways to improve student success. Parents either purchase a school lunch or bring their own and listen to topics such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

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

Instructional Staff

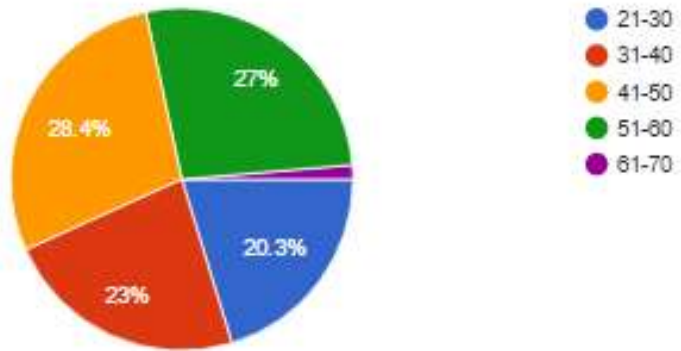
Blythe Academy boasts a certified staff of 72 for the 2016-2017 school year. This certified staff includes administrators, classroom teachers, special education teachers, related arts teachers, and specialty area teachers.

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

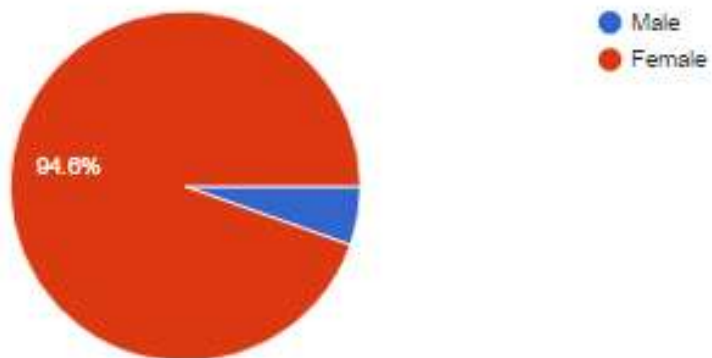


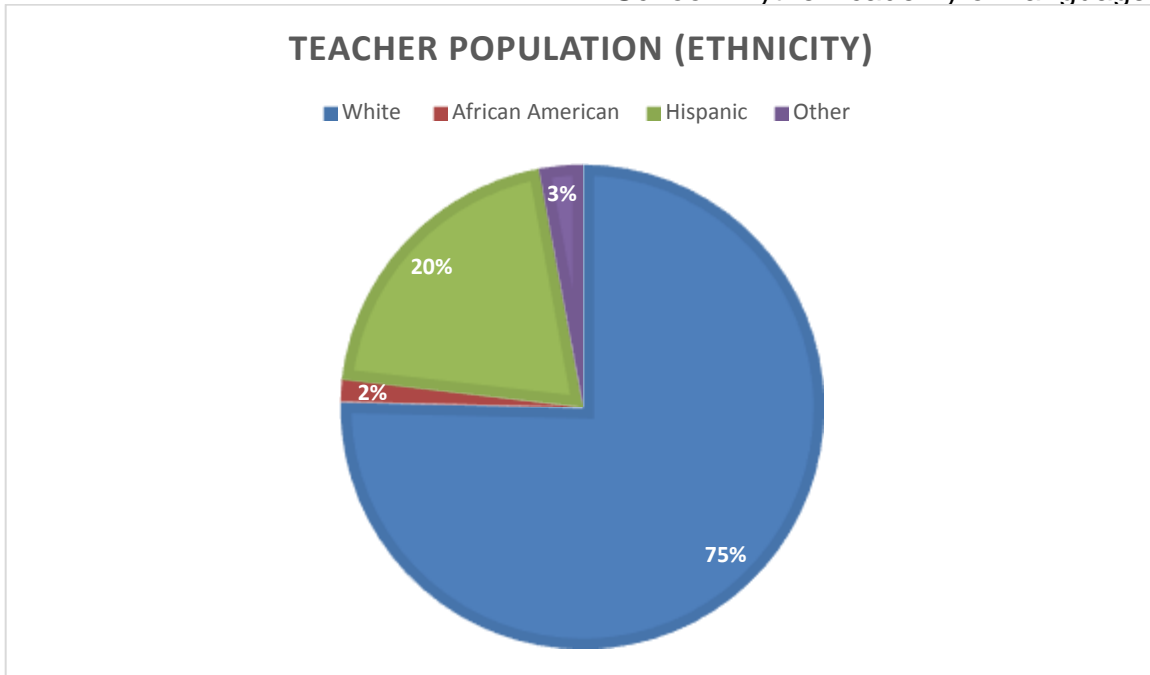
The certified staff at Blythe ranges in age from the early twenties to the early sixties. The largest group falls within the ages of 31 - 50 years. The staff is predominately female with only three male teachers. The majority of the staff is White, but includes two African American members, one American Indian member, one Asian member, and fourteen Hispanic members. Twenty Blythe teachers are native speakers of either French or Spanish and represent eleven countries outside of the USA.

Age of Teachers



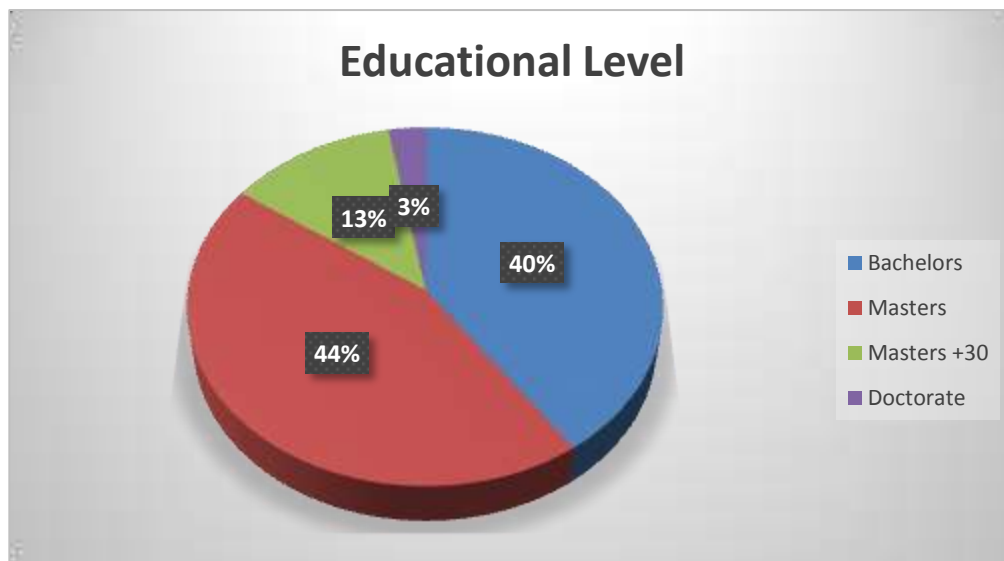
Gender





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 (45 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.

The certified staff at Blythe is extremely educated and they have diverse interests, as evidenced by their degrees. All of the certified staff have at least a Bachelor's Degree, with many working on, or having earned a Master's Degree or more. Of the 72 certified staff members, 32 have earned their Master's Degree, 9 have a Master's plus 30, and 2 have doctorate degrees. Blythe Academy has six National Board Certified teacher.



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

The current positions held at Blythe Academy are:

- 1 – Principal
- 1 – Assistant Principal
- 1 – Administrative Assistant
- 0.8 – Program Coordinator
- 1 – Instructional Coach
- 1.5 Guidance Counselors
- 1.0 – Challenge Teacher
- 4.8 – Related Arts Teachers (1.6 of each area)
- 1 – Computer Lab Mgr. (funded by the Extended Day Program)
- 1 – Secretary
- 1 – Attendance Clerk
- 1 – Office Clerk
- 1.5 – Nurse
- 1 – Media Specialist
- 0.8 – Media Clerk
- 2 – 4K Teachers and 2 – 4K Assistants
- 7 – 5K Teachers and 7 – 5K Assistants
- 9 – Grade 1 Teachers
- 8 – Grade 2 Teachers
- 7 – Grade 3 Teachers
- 8 – Grade 4 Teachers
- 5 – Grade 5 Teachers
- 2.5 – LD/Resource Teachers
- 1.2 – Speech Therapist
- 1 – Spanish FLES Teacher
- 1.2 – ESOL Teacher
- 1.0 – Reading Specialist
- 1.8 – Reading Interventionists

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

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

Our Students

The total enrollment of Blythe Academy of Languages is 927. 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 (47%) at Blythe Academy are residents of urban and nearby suburban communities. Our magnet students (51%) are residents of urban, suburban, and rural areas throughout Greenville and Pickens counties. Two 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 percentage of white students has decreased and the percentages of Hispanic and African American students have increased.

Student-Teacher Ratio

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

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

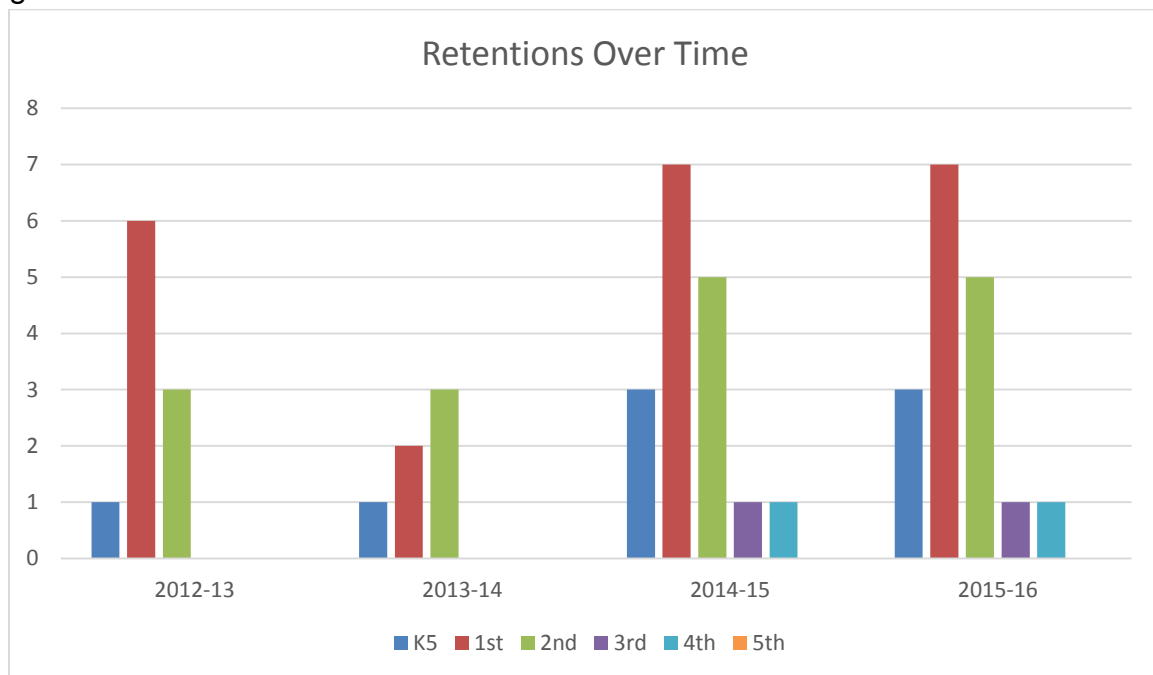
Per Pupil Expenditures

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

- Instructional equipment - \$3.60
- Instructional materials - \$28.40
- Copier maintenance - \$10.16
- Media books & materials - \$8.12

Retentions

16 students were retained last year. Three were retained in Kindergarten, seven were retained in grade 1, five were retained in grade 2, and one was retained in grade 3.



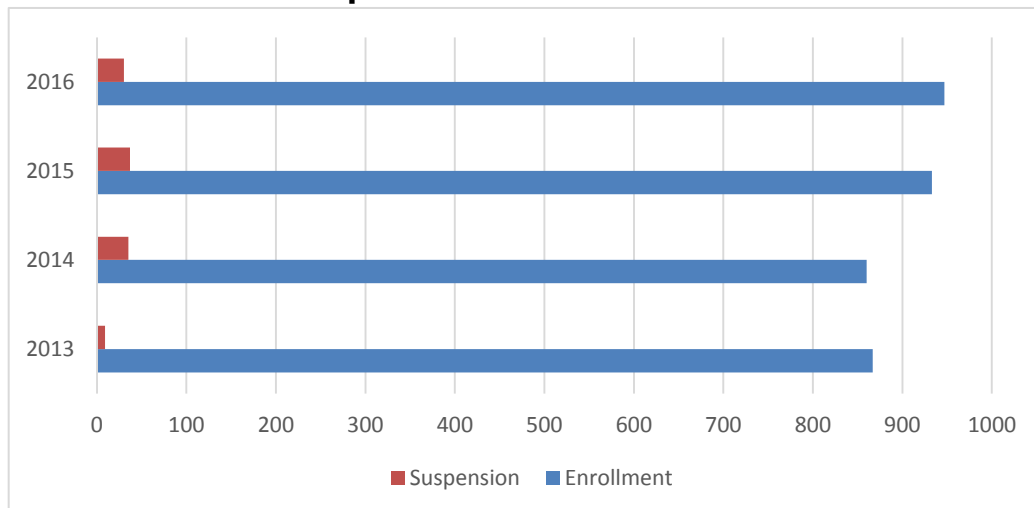
Suspensions

The number of students suspended out of school in the 2016-2017 school year was thirty. Eleven of the students suspended this school year are actively involved with our mental health counselor contracted through Greenville Mental Health and Greenville County Schools. The mental health counselor has worked closely with these students and their teachers to help improve their behavior in school. We have also found that 8 of the 30 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. During the spring of 2017, the staff indicated that components of the PBIS program were not meeting the needs of all their students. The administration has invited all teachers to participate in an upcoming professional learning community (PLC) focus group to restructure PBIS to better meet the needs of our school. PBIS activities used during the 2016-17 school year included the following:

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

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

Suspensions vs. Enrollment



Student Attendance

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

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

School Counseling and Support Structure

Students at Blythe Academy receive support services from 1.5 school counselors. Counselors work closely with parents, teachers, administrators, and community members to provide a comprehensive program of services designed to enhance the personal, social, and emotional development of our students. Each service is aimed at helping children learn and develop to their highest potential. Blythe's counseling program promotes student achievement by assisting students in learning the skills and attitudes that focus on decision-making, skill development, and exploration of future educational and occupational possibilities. The program

also stresses core character traits such as respect for self and others and the healthy development of interpersonal relationships. In addition to the classroom guidance lessons, counselors work with individuals and small groups. Small group topics include friendship and social skills, divorce, grief, self-esteem, study skills, school attendance, and conflict resolution.

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

The School Counseling Department sponsors parent workshops throughout the year. In addition, a resource library with materials on a wide variety of topics is available for parent, teacher, and student check-out. Counselors consult with parents on topics such as 504 plans, the assistance team

process, community agencies, holiday assistance, and mentoring services. The counselors coordinate monthly Bear Hug winners to recognize students demonstrating outstanding character. Counselors also assist fifth grade students in preparing for middle school. Counselors complete course registration for rising sixth graders and coordinate middle school visits.

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

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

Gifted Education

Blythe Academy has a gifted and talented program (Challenge) for identified students. Currently there are 107 students in grades 3-5 enrolled in the pull-out program which serves students identified by state criteria as gifted and talented. Third grade students receive 125 minutes per week of Challenge instruction, and fourth and fifth grade students receive 200 minutes per week. This year the program concentrates on the following unit.

	First Semester	Second Semester
Third Grade	<i>Shakespeare Alive!</i> – Interdisciplinary <i>Figure It Out</i> – Mathematical reasoning and logic	<i>Shakespeare Alive!</i> - continued <i>Hands-On Equations</i> – <i>level 1</i> - Algebraic concepts using manipulatives
Fourth Grade	<i>Explorations</i> – Interdisciplinary <i>Figure It Out</i> - Mathematical reasoning and logic <i>Hands-On Equations</i> – <i>level 2</i> - Algebraic concepts using manipulatives	<i>Figure It Out</i> - continued <i>Hands-On Equations</i> – <i>level 2</i> <i>Figure It Out</i> - continued <i>Explorations</i> – continued, including <i>Rube Goldberg</i> (research, creative thinking, physics)
Fifth Grade	<i>Viewpoints: American Art, Architecture, and Monuments</i> - Interdisciplinary <i>Hands-On Equations</i> – <i>level 3</i> - Algebraic concepts using manipulatives <i>Figure It Out</i> -Mathematical	<i>Viewpoints</i> - continued <i>Figure It Out</i> – continued <i>Hands-On Equations</i> - <i>level 3</i>

Student Council

Blythe Student Council seeks to provide students with leadership opportunities within the school. Meetings are held monthly to discuss school issues and concerns, and to provide active and productive feedback for the students and school community. The 2016-17 Council is comprised of 13 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 is placed in the atrium during the month of December. Students and staff donate new socks, gloves, hats, and scarves to decorate the tree and all donations are distributed to local charities serving children.
- **The Great Paper Caper**: Blythe has partnered with the City of Greenville to collect and recycle all paper items. The city conducted an inservice for Student Council Representatives and recycle containers were provided. The City of Greenville is responsible for pick up.
- **Fall Food Drive** - Partnering with the district's social work department, the student council led a school wide event for students. All were asked to bring one can food item. The response was over 900 cans or nonperishable food items.
- **Luncheon for Custodial / Cafeteria Staff** – Each spring the Student Council hosts a special treat for Blythe's custodial and cafeteria staff. They work as a team to invite, prepare, and serve a special snack buffet. The students also create and hang a banner with messages and compliments of gratitude to these staff members.
- **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.

It is evident that the Student Council efforts are providing leadership that brings together parents, school, and community to make positive changes.

Major Academic and Behavioral Features, Programs, and Initiatives

Balanced Literacy

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

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

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

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

Inquiry-based Science

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

Funding for our science lab instructor was eliminated for the 2010-2011 school year. The lab continues to be available for teachers on an as-needed basis, and is often used for group experiments and rotational science activities. District science kits are used by the classroom teachers. Students benefit from conducting experiments in the lab and taking that experience to the classroom to strengthen their understanding of the standards. As in all academic

School: Blythe Academy of Languages
areas students make stronger connections when they “experience” what they are learning and make connections between concrete and abstract learning.

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

Mathematics Instruction

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

Many of our staff members have received training in the Everyday Counts Calendar Math. 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.

Eighty percent of Blythe students receive math instruction in their target language of Spanish or French. The remaining twenty percent receive math instruction in English. Number Talks was introduced during the 2016-2017 school year as another strong instructional tool for teachers. We find it particularly complimentary

to our immersion programs as students are required to verbally explain how they solve math problems mentally in their target languages. This program strengthens their math understanding, and their language proficiency.

The Writing Process

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

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

The intermediate grades use many different materials and methods when teaching writing. The teachers develop lessons using writer's notebooks and the writing process. A mini-lesson is taught at the beginning of the lesson and the students use

the acquired skills to write in their writing notebooks. The intermediate grades also complete several novel studies throughout the year. 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 (2.5) serves students with different disabilities in the "least restrictive environment" to the maximum extent that is appropriate. Most special education students receive their services in an inclusion model. A "resource room" model is used as needed for kindergarten through fifth grade where students receive direct specialized instruction in a specific content area outside the classroom for one, two, or three periods daily. The resource teachers serve approximately forty-nine students in the areas of Learning Disabled, 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 50 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 skills that are critical for reading success. RTI teachers in first through third grades use the Soar to Success program by Houghton Mifflin, supplemented by various balanced literacy resources shared within grade levels. Kindergarten students use the Early Reading Intervention (ERI) program, My Sidewalks by Scott Foresman. These programs systematically introduce sounds and decoding strategies in fast-paced lessons that provide instruction, practice and application of these skills. Children also read a variety of fiction and non-fiction text and learn a set of core high-frequency words.

Aimsweb Universal Screenings are administered to all kindergarten, first, second, and third grade students in September, January and May. These screenings identify the “at risk” students who will be served through the Rtl/ERI programs. Kindergarten screenings can include letter naming fluency, letter sounds fluency and phoneme segmentation. First grade student screenings can include phoneme segmentation, nonsense word fluency and oral reading fluency. Second grade screenings include oral reading fluency. MAP testing is used to universally screen

students in third grade. MAP Testing is also administered three times during the school year. “At risk” students receive extra help in small groups with a teacher or an

assistant using the SOAR to Success or My Sidewalks reading intervention programs.

Student progress is monitored by the Aimsweb program, a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to teachers, parents, and administrators via a web-based data management and reporting system to determine response to intervention. Students are progress monitored every eleventh 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.

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

In May, all kindergarten, first, and second graders are evaluated again using the end of year benchmark goals. Third grade students use MAP reading goals as an end of the year benchmark.

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

First Steps Program for K4

“First Steps is a results-oriented, statewide, early childhood education initiative designed to ensure that South Carolina children arrive at first grade healthy and ready to succeed” (<http://scfirststeps.org/public/index.htm>). Blythe Academy began a K4 program during the 2006-2007 school year. We currently have two classes of 21/22 students each. Many of the students are “at-risk.” Our 4K program is Spanish Partial Immersion. Children receive math instruction in Spanish.

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

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

Foreign Language/Magnet Program

Blythe Academy of Languages has two successful program models that move students toward proficiency in a language other than English. All Blythe Academy

School: Blythe Academy of Languages
students receive daily language instruction through the Foreign Language in the Elementary School (FLES) or the Partial Immersion programs.

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

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

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

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

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

Our school was also honored by France with a Memorandum of Understanding. This relationship with Claremont-Ferrand, France supports our French Partial Immersion classroom instruction through joint projects, shared resources, video-

School: Blythe Academy of Languages
taped lessons, and long distance teleconferencing of classroom activities between Blythe Academy and L'Ecole des Martes de Veyre.

During the 2013-2014 school year, Blythe Academy joined the Utah Consortium for Immersion. We have utilized professional development opportunities, text books, and resources through this program. Literacy instruction is now a part of planning and instruction in all immersion classrooms. Beginning in 2014-2015, we tested our 5th grade Immersion students with the AAPPL proficiency test. The students were tested in Listening/Speaking, Reading, and Listening. Our students scored Novice High to Intermediate Mid in Listening/Speaking, Novice High to Intermediate High in Reading, and Novice High to Intermediate High in Listening. These scores were within our end-of-fifth grade expectations for proficiency. AAPPL test scores from spring 2016 were even stronger. One hundred percent of French, and ninety-two percent of Spanish immersion students scored at Novice 4 or higher in all areas. This testing will be conducted with our fifth grade Immersion students each year during the spring semester.

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 installed in the 2010-2011 school year an Alexander Calder style mobile in the entrance of Blythe Academy. Art teachers developed lessons on Calder that included K5- 5th. Blythe Academy is the only school in South Carolina that can boast this accomplishment.

School: Blythe Academy of Languages

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

The Physical Education program has physical fitness, team sports, gymnastics, tumbling, and dance as a part of the program. Field Day is held once a year in May. Students also participate in Jump Rope for Heart to promote healthy living and to support the American Heart Association.

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

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

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

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

Technology Integration

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

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

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

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

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

Students attend the computer lab every other week for 45 minutes of training, as well as receiving tech instruction during their weekly library time. Instruction is based on state technology and curriculum standards, and the national ISTE standards.

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

Media Center Collection Development Plan

The Blythe Academy Library Media Center is the hub of exciting activities for information and literacy for the entire school community. District funding for media centers is based upon student enrollment. The total funding this year for our library is approximately \$12,000. The annual fall book fair and PTA support provide about \$5000 of that \$12,000. Funds are used to update the traditional book collection, expand new library activities/ technologies, purchase magazine subscriptions, and to support the SC Children's book award program purchases.

As children's reading desires change, books and other materials must be appealing and current. District emphasis is on the currency and visual appeal of the collection and correlation to the State Standards. A book collection that is visually attractive and appealing to staff and students, leads to increased circulation and reading. About 42% of the circulated books are information (non-fiction) titles which lead to an increased vocabulary and reading skills based on MAP and SC Ready testing. There are books in the library available in English, Spanish, and French to support the school's concept of foreign immersion.

Currently, the Blythe Academy Media Center has 19,359 copies. Based on an enrollment of 927 students, the number of books per student is 20. This number meets the SASISACS requirement and exceeds the South Carolina state exemplary standard of 15 books per student.

Overall, the book collection represents proficiency in terms of numbers and recommended percentages. To meet the high circulation demand, both the fiction and nonfiction collections continue to be weeded and then updated on an ongoing basis. Over 600 titles have been added to the general collection so far this school year.

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

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

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

Public Education Partners donated books to each student in Pre-K4 through Grade 3 in spring 2017. Book Fairs are held in the fall and spring to provide further opportunities for students to get books in their hands and in their homes.

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. Immersion teachers use Compass Math in the target languages. Teachers in kindergarten through grade 5 utilize Compass in both math and language arts.

The Compass lab is opened to struggling students each morning before school. Gap students in grades 3-5 are targeted in order to improve their academic skills by working in their individualized learning folders.

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 6th year of implementation of Positive Behavior Intervention System (PBIS) for the 2016-2017 school year. Our teachers use various components of PBIS to enhance their classroom discipline. During the spring 2016 meeting, the decision was made to use Class Dojo to aid with classroom management and parent communication. Positive and negative behavior were identified. Students are recognized quarterly for receiving adequate positive points and/or no behavioral referrals. During the spring of 2017, the staff indicated again that components of the PBIS program were not meeting their needs. The administration has invited all teachers to participate in an upcoming professional learning community (PLC) focus group to restructure PBIS to better meet the needs of our school. Professional development in classroom management will be offered in the 2017-2018 school year.

Blythe Bears are paws-itively gRRReat!

Arrival and Dismissal Expectations

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

Cafeteria Expectations

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

Hallway and Stairwell Expectations

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

Restroom Expectations

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

Bus Expectations

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

Playground Expectations

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

Procedures for Rule Violations at Blythe Academy

Level 1 Behaviors- Minor

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

Level 2 Behaviors- Minor +

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

Level 3 Behaviors- Major

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

Logical Consequences may include the following:

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

Blythe Academy of Languages Mission, Vision, and Beliefs

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

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 6 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

Strategies to Increase Student Learning

Blythe Academy continues to focus on closing achievement gaps that exist between groups of students. ERI and RTI have shown great success in reading in 5K – Grade 3. A .8 Select Schools funded teacher assistant provides ERI instruction in reading to 5K students. The Reading Specialist works with grade 1 students in Rtl. A district funded reading interventionist works with grade 2 students in Rtl. Beginning with the 2015-2016 school year, a .75 flex position was granted to Blythe and an Rtl interventionist was hired to work with students who qualify in third grade. All programs continue to show significant results.

The results are:

- **Kindergarten:** A total of thirty-seven students were served in Reading. Nine reading students were released after winter screening; three of the Reading students transferred to other schools; all students showed measurable growth.
- **Grade 1:** Fifty-six students were served in Reading. Eleven students were released after winter screening. Two students transferred to other schools; all students showed measurable growth.
- **Grade 2:** A total of thirty-seven students were served in RTI Reading. Seven students were released from RTI after winter screening and no students have transferred to other schools. All students showed measurable growth.

- **Grade 3:** During Fall 2016, forty-three students were served. Four children moved away during the school year. Six of the forty-three students were released in January 2017, based on December Reading MAP scores.

We offer Response to Intervention (RTI) for students in first who qualify using the AIMSWeb program. MAP testing is used to screen students in 3rd grade. Four 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 Rtl Interventionist serves these 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 Rtl in order to serve more students.

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

We are pleased that scores in Reading and Math 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.

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

SC Ready ELA Scores; Spring 2016

Grade Level	Blythe Academy Scores				Greenville County Scores				State Scores			
	Does Not Meet Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Does Not Meet Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Does Not Meet Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation
3	16.78 %	31.46 %	31.46 %	20.02 %	18%	32%	32%	19%	22.2%	34.1%	29.3%	14.4%
4	15.5%	33.6%	22.95 %	27.86 %	19%	30%	32%	19%	24.2%	32.4%	28.8%	14.6%
5	22%	30%	33%	15%	19%	32%	31%	17%	23.9%	34.9%	27.9%	13.3%

SC Ready Math Scores; Spring 2016

Grade Level	Blythe Academy Scores				Greenville County Scores				State Scores			
	Does Not Meet Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Does Not Meet Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Does Not Meet Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation
3	25.5%	24.8%	27.58%	22.06%	16%	23%	35%	26%	21.5%	24.9%	33.7%	20.0%
4	14.8%	27%	22.13%	36.05%	16%	28%	27%	29%	22.7%	30.6%	24.9%	21.8%
5	24%	25%	30%	21%	18%	30%	27%	25%	22.9%	32.9%	25.4%	18.9%

ELA & Writing Strand data; SC Ready spring 2016

Weakest areas by grade levels

Grade 3	Informational Text - Meaning & Context	Writing - Language
Grade 4	Informational Text - Meaning & Context	Writing - Language
Grade 5	Reading - Literary Text	Writing - Meaning, Context, & Craft

Strongest areas by grade level

Grade 3	Reading - Informational Text	Writing - Meaning, Context, & Craft
Grade 4	Informational Text - Language, Craft, & Structure	Writing - Meaning, Context, & Craft
Grade 5	Literary Text - Language, Craft, & Structure	Writing - Language

Math Strand data; SC Ready spring 2016

Weakest area by grade level

Grade 3	Number Sense & Base Ten Measurement & Data Analysis
Grade 4	Algebraic Thinking & Operations
Grade 5	Algebraic Thinking & Operations

Strongest area by grade level

Grade 3	Number Sense & Operations - Fractions
Grade 4	Number Sense & Operations - Fractions
Grade 5	Geometry

015 ACT Aspire Test Scores by Grade Level

Column Legends:

- A) Total number of students tested
- B) Percentage of students scoring In Need of Support
- C) Percentage of students scoring Close
- D) Percentage of students scoring Ready
- E) Percentage of students scoring Exceeding
- F) Percentage of students scoring In Need or Close
- G) Percentage of students scoring Ready or Exceeding
- H) Mean (scale score) for the group of students
- I) Standard deviation (scale score) for the group of students

English

	A	B	C	D	E	F	G	H	I
3	137	5.8	24.8	29.9	39.4	30.7	69.3	416.4	6.3
4	98	5.1	13.3	27.6	54.1	18.4	81.6	422.7	6.9
5	93	5.4	18.3	24.7	51.6	23.7	76.3	425.0	7.4

Mathematics

	A	B	C	D	E	F	G	H	I
3	138	11.6	24.6	34.8	29.0	36.2	63.8	413.9	4.3
4	98	3.1	33.7	25.5	37.8	36.7	63.3	418.1	4.4
5	92	4.3	30.4	23.9	41.3	34.8	65.2	421.0	6.1

Reading

	A	B	C	D	E	F	G	H	I
3	137	38.0	16.8	26.3	19.0	54.7	45.3	413.1	5.9
4	98	23.5	22.4	33.7	20.4	45.9	54.1	416.8	5.9
5	93	29.0	21.5	23.7	25.8	50.5	49.5	418.7	6.7

Writing

	A	B	C	D	E	F	G	H	I
3	127	33.1	45.7	20.5	0.8	78.7	21.3	422.2	6.1
4	97	5.2	63.9	30.9	0.0	69.1	30.9	425.6	4.1
5	93	19.4	53.8	24.7	2.2	73.1	26.9	424.6	5.5

South Carolina contracted with ACT Aspire for state testing of Common Core standards during the 2014-2015 school year. Beginning in the school year, 2015-2016, South Carolina will assess using South Carolina Ready. Since ACT Aspire was only used one year, there is no comparison data.

ACT Aspire Data: Spring 2015 (given only 1 year)

	English	Math	Reading	Writing
Blythe School-Wide	75% Ready	64% Ready	49% Ready	26% Ready
GCS District	73% Ready	54% Ready	43% Ready	28% Ready
Grade 3:				
Blythe	69% Ready	64% Ready	45% Ready	21% Ready
GCS	70% Ready	67% Ready	39% Ready	19% Ready
State	65.1% Ready	58% Ready	31.8% Ready	16.2% Ready
Grade 4:				
Blythe	82% Ready	63% Ready	54% Ready	31% Ready
GCS	71% Ready	58% Ready	39% Ready	23% Ready
State	67.2% Ready	49.4% Ready	32.8% Ready	18.7% Ready
Grade 5:				
Blythe	76% Ready	65% Ready	49% Ready	27% Ready
GCS	73% Ready	56% Ready	40% Ready	21% Ready
State	67.6% Ready	48.2% Ready	33.6% Ready	16.9% Ready

AAPPL End-of-Fifth Grade Testing

LANGUAGE PROFICIENCY ASSESSMENTS:

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

AAPPL Testing; French – Spring 2016

AAPPL Testing Spring 2016 French							
Listening			Reading			Speaking	
A			A			A	
I5			I5			I5	
I4	6	37.5%	I4	7	43.75%	I4	43.75%
I3	3	18.75%	I3	4	25%	I3	31.25%
I2	2	12.5%	I2	4	25%	I2	
I1	3	18.75%	I1	0		I1	25%
N4	2	12.5%	N4	1	6%	N4	
N3			N3			N3	
N2			N2			N2	
N1			N1			N1	
Below N4			Below N4			Below N4	
Below N1			Below N1			Below N1	
Total Students Tested = 16							

AAPPL Testing; Spanish – Spring 2016

AAPPL Testing Spring 2016 Spanish							
Listening			Reading			Speaking	
A			A			A	
I5			I5			I5	
I4	11	21.57%	I4	7	13.73%	I4	9.80%
I3	13	25.49%	I3	12	23.53%	I3	11.76%
I2	12	23.53%	I2	16	31.37%	I2	13.73%
I1	11	21.57%	I1	11	21.57%	I1	27.45%
N4	2	3.92%	N4	2	3.92%	N4	27.45%
N3	2	3.92%	N3	2	3.92%	N3	7.84%
N2			N2			N2	
N1			N1	1	1.96%	N1	
Below N4			Below N4			Below N4	
Below N1			Below N1			Below N1	
Total Students Tested = 51							

AAPPL End-of-Fifth Grade Testing Spring 2015 French								
Listening/Speaking			Reading			Listening		
A			A			A		
I5			I5			I5		
I4	4	25%	I4	2	12.5%	I4	3	18.75%
I3	1	6.25%	I3	3	18.75%	I3	4	25%
I2	2	12.5%	I2	7	43.75%	I2	5	31.25%
I1	6	37.5%	I1	0		I1	1	6.25%
N4	3	18.75%	N4	2	12.5%	N4	3	18.75%
N3			N3	1	6.25%	N3		
N2			N2			N2		
N1			N1			N1		
Below N4			Below N4			Below N4		
Below N1			Below N1	1	6.25%	Below N1		
Total Students Tested = 16								

AAPPL End-of-Fifth Grade Testing Spring								
Listening/Speaking			Reading			Listening		
A			A			A		
I5			I5			I5		
I4	1	1.96%	I4	3	5.88%	I4	12	23.53%
I3	0		I3	4	7.84%	I3	20	39.22%
I2	5	9.8%	I2	19	37.25%	I2	12	23.53%
I1	12	23.53%	I1	8	15.69%	I1	3	5.88%
N4	25	49.02%	N4	9	17.65%	N4	2	3.92%
N3	7	13.73%	N3	3	5.88%	N3	2	3.92%
N2	1	1.96%	N2	4	7.84%	N2		
N1			N1	1	1.96%	N1		
Below N4			Below N4			Below N4		
Below N1			Below N1			Below N1		
Total Students Tested = 51								

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

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

Measures of Academic Progress Student Growth Summary

Three Year MAP Data Blythe ES three year average

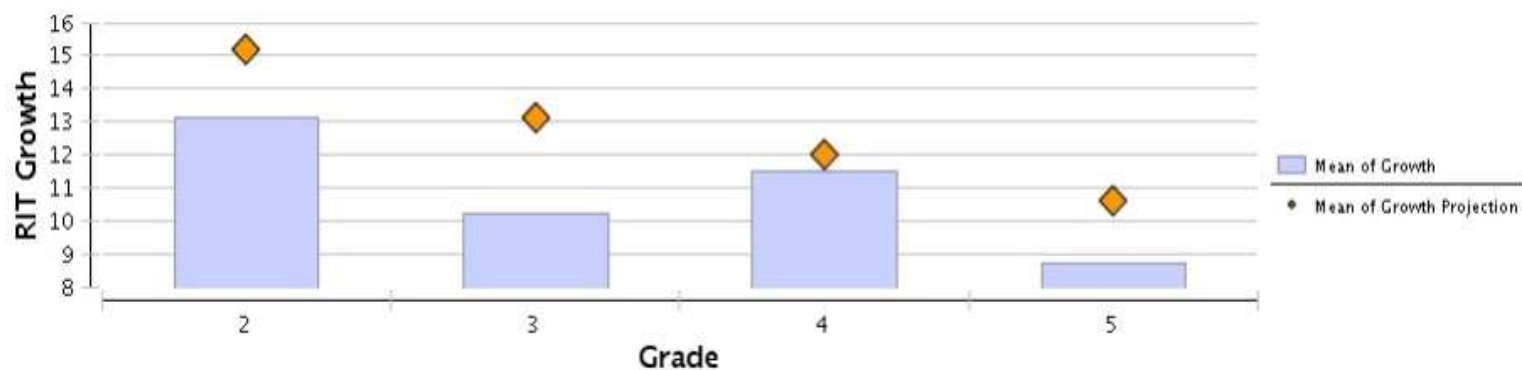
Year	Mathematics – Count	Mathematics – Count Meeting Growth Projection	Percent Meeting Growth Projection	Reading – Count	Reading – Count Meeting Growth Projection	Percent Meeting Growth Projection
2014	473	211	44.6%	473	248	52.4%
2015	466	249	53.4%	367	250	53.5%
2016	521	245	47.0%	519	246	47.4%
Total	1460	705	48.3%	1459	744	51.0%

BLYTHE ACADEMY

Mathematics

Grade (Spring 2015)	Growth Count†	Achievement Status						Growth						
		Fall 2014			Spring 2015			Grade Level					Comparative	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
2	154	177.0	12.5	51	190.1	11.7	38	13.1	1.4	15.2	54	35	-0.80	21
3	135	192.3	10.3	63	202.5	12.5	44	10.2	1.4	13.1	39	29	-1.30	10
4	95	206.8	13.0	79	218.3	13.1	75	11.5	1.9	12.0	50	53	-0.20	41
5	90	217.8	14.7	82	226.5	16.5	74	8.7	2.3	10.6	36	40	-0.70	23

Mathematics



South Carolina continues to use SC PASS for assessing science and social studies. The following tables show SC PASS results for the years from 2013-2016.

PASS – Social Studies

	Blythe % Met	District % Met	State % Met
Spring, 2013			
Grade 3	91.1%	83.5%	79.8%
Grade 4	90.6%	85.3%	81.8%
Grade 5	68.4%	78.3%	71.7%
Spring, 2014			
Grade 3	78.3%	81.7%	77.2%
Grade 4	97.9%	87.5%	83.7%
Grade 5	80.4%	79.3%	72.0%
Spring, 2015			
Grade 3			
Grade 4	90.8%	88.6%	85.3%
Grade 5	76.2%	78%	71.4%
Spring, 2016			
Grade 3			
Grade 4	86.2%	85.4%	81.3%
Grade 5	68.3%	77%	71.5%

PASS - Science

	Blythe % Met	District % Met	State % Met
Spring, 2013			
Grade 3	74.5%	72.8%	67.8%
Grade 4	85.5%	78.9%	73.1%
Grade 5	71.9%	77.0%	73.0%
Spring, 2014			
Grade 3	66.7%	70.1%	63.5%
Grade 4	79.2%	75.1%	69.9%
Grade 5	80.4%	77.1%	68.4%
Spring, 2015			
Grade 3			
Grade 4	78.7%	74.6%	69.9%
Grade 5	71.9%	74.1%	66.3%
Spring, 2016			
Grade 3			
Grade 4	71%	71.4%	65%
Grade 5	63%	71.7%	65.7%

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 SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by SC Ready.

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

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

Baseline data to be established in 2015-16.

SC READY 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 SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in reading as measured by SC READY.

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X		
School Actual	51.42%		
District Projected	X	53	56
District Actual	50		

Baseline data to be established in 2015-16.

SC READY 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 SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

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

	Baseline 2015-16	2016-17	2017-18
School Projected	X		
School Actual	54.28%		
District Projected	X	59	63
District Actual	56		

Baseline data to be established in 2015-16.

SC READY % 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 SC READY.

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

DATA SOURCE(S): ESSA 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	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

*SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 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): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	80.9			
District Projected	X	73.9	74.9	75.9
District Actual	72.9	71.4		

*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): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual	92.6			
District Projected	X	82.2	83.2	84.2
District Actual	81.2	78.8		

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

☒ 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	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	64 th percentile	62 nd percentile		

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
School Actual Performance	48 th percentile	44 th percentile		

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	60 th percentile	62 nd percentile		

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50 th percentile	50 th percentile	50 th percentile	50 th percentile
District Actual Performance	52 nd percentile	51 st percentile		

Fall 2014 students began taking a new form of the ITBS

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
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 South Carolina Ready, 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, South Carolina Ready, and ITBS
3. Utilize MAP data to differentiate instruction in classrooms. Chart student MAP scores on graphs on each grade level hallway or track in student data notebooks 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	Data Analysis of PASS, MAP, ACT Aspire, and ITBS
5. Implement Response to Intervention Program with identified Grade 1, 2, and 3 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

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
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

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
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 ACT Aspire 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 2013 through 2018. *

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%	100%	100%	
Actual	100%	100%	100%	100%	100%	100%	

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
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

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
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	96.5	96.6		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

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	97.9	86.1		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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	98.9	87.6		
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	83.9	83.8		

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	85.8	86.9		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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	98.0	100.0		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7	91.7		

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	97.7	96.7		
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3	91.1		

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	95.3	100		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
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 two AED drills.	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. Amend and update as needed.	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

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

**Blythe Academy of Languages
Meeting and Professional Development Calendar
2017-2018**

**Main areas of focus: Writing; Guided Math, Interactive Note-taking (continuing);
Classroom Management**

Surveys of Blythe Teachers/Staff have indicated the following areas of interest for professional development during the 2017-2018 school year:

- **Writing – work with Kristy Jennings to schedule staff development and/or have IC & Principal present material shared at IC/P meetings**
- **Guided Math – work with Stephanie Burdette to schedule staff development**
- **Interactive Note-Booking continued – schedule Jessica Morgan for 3 follow-up workshops; one in each of the first 3 quarters of the school year**
- **Classroom Management continued; working with Amanda Turner, Amanda Howayeck, and Mental Health Counselor Candin Phillips to schedule professional development. Will also explore Poverty training for staff.**

Meeting schedule will be as indicated below:

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

**Blythe Academy of Languages
Meeting and Professional Development Calendar
2016-2017**

Main areas of focus: Science; Technology; Classroom Management

Date/Time	Meeting/Workshop	Presenter(s)
August 9, 2016	Opening Meeting # 1	Sandra Griffin
August 11, 2016	Opening Meeting # 2 Rotational Sessions: <ul style="list-style-type: none"> • Updates from principals operational meeting, inc. academics/instruction • ABCs of Blythe Academy; administrative expectations; non-negotiables • Financial record keeping, collection & receipt of money • Whole group conclusion - Sandra 	Sandra Griffin Victoria Salvat Cecilia Cameron Corey Ehlenbach Joanne Smith
August 12, 2016	Meet the Teacher	
August 13, 2016	PBIS Workshop & Introduction of Class Dojo as discipline tracking tool (2 hrs.)	Kristin Stageberg Sally Middleton (PBIS Chairs)
August 15, 2016	Teacher Workday #5	
August 24, 2016	MAP Training	Victoria Salvat Corey Ehlenbach
August 31, 2016	GAFE Training #1 (2 hrs.)	Lori Larsen
September 6, 2016	New Teachers/Mentors Meeting <ul style="list-style-type: none"> • Open House PTA/Syllabus • Rubicon • Grading • Power School/Power Teacher • Concerns/need to meet 	Sandra Griffin Victoria Salvat
September 7, 2016	Faculty Council Meeting <ul style="list-style-type: none"> • New Volunteer Guidelines • Michelin Proposal for Science Fun Days • Updates on Language Word Walls and Writing Prompts • Immersion Workshop for Parents • Climate and PBIS check 	Sandra Griffin
September 14, 2016	GAFE Training # 2 (2 hrs.) Boosterthon Staff kick-off	Lori Larsen
September 19, 2016	Grade Level Team Meetings <ul style="list-style-type: none"> • Literacy Library Needs • Spending district funds • GC Source 	Sandra Griffin Victoria Salvat Chris Burras

School: Blythe Academy of Languages

	Interactive Notebooking (2 hrs.)	
September 21, 2016	GAFE Training # 3 (2 hrs.) United Way kick-off Related Arts Team Meeting	Lori Larsen Jane Brice Sandra Griffin
September 26, 2016	Grade level team planning meetings – 5K, Grades 2 & 4	Sandra Griffin Victoria Salvat
September 28, 2016	Math & Science Vertical Articulation Meeting New Science Standards	Sandra Griffin Victoria Salvat
October 3, 2016	Grade Level Team Meetings PAS-T SLOs	Sandra Griffin Victoria Salvat
October 5, 2016	Faculty Council Meeting	Sandra Griffin
October 10, 2016	Grade Level Team Meetings; Grades 1,3,5	Sandra Griffin Victoria Salvat
October 12, 2016	GAFE training # 4 (2 hrs.) Annual Challenge Presentation	Lori Larsen Pompey Hammontree
October 13-14, 2016	Teacher Workdays/Exchange Day Option	
October 17 2016	Grade Level Team Meetings <ul style="list-style-type: none"> Fall Website Checks Interactive Notebooking (2 hrs.)	Sandra Griffin Victoria Salvat Chris Burras
October 19, 2016	GAFE Training # 5 Related Arts Team Meeting	Lori Larsen Sandra Griffin Victoria Salvat
October 24, 2016	Grade Level Team Meetings; 5K, Grades 2 & 4	Sandra Griffin Victoria Salvat
October 26, 2016	ELA & SS Vertical Articulation Meeting	Sandra Griffin Victoria Salvat
October 31, 2016	Grade Level Team Meetings <ul style="list-style-type: none"> Climate and PBIS check Book-keeping review Spending from district accounts 	Sandra Griffin Victoria Salvat
November 2, 2016	Faculty Council Meeting	Sandra Griffin
November 7, 2016	Grade Level Team Meetings; grades 1,3,5	Sandra Griffin Victoria Salvat
November 9, 2016	GAFE Training # 6 (2 hrs.)	Lori Larsen
November 14, 2016	Grade Level Team Meetings New Teachers & Mentors Meeting <ul style="list-style-type: none"> PAS-T Instructional Pacing Mid-year Goal updates Rubicon Financial record keeping review 	Sandra Griffin Victoria Salvat
November 16, 2016	Related Arts Team Meeting Math & Science Vertical Articulation Meeting	Sandra Griffin Victoria Salvat
November 21, 2016	Grade Level Team Meetings – 5K, grades 2 & 4	Sandra Griffin Victoria Salvat

School: Blythe Academy of Languages

November 28, 2016	Grade Level Team Meetings Kristy Jennings – Norming Overview	Sandra Griffin Victoria Salvat Kristy Jennings
November 30, 2016	Managing Escalating Behaviors (2 hrs.)	Amanda Turner
December 5, 2016	Grade Level Team Meetings; Grades 1,3,5	Sandra Griffin Victoria Salvat
December 7, 2016	Faculty Council Meeting	Sandra Griffin
December 12, 2016	Grade Level Team Meetings <ul style="list-style-type: none"> • Letters of Intent • 17-18 Theme • 17-18 Committee & duty sign-ups • Climate and PBIS checks 	Sandra Griffin Victoria Salvat
December 14, 2016	Related Arts Team Meeting Faculty Council Meeting	Sandra Griffin Victoria Salvat Sandra Griffin
January 2, 2017	Grade Level Team Meetings Kristy Jennings	Sandra Griffin Victoria Salvat Kristy Jennings
January 4, 2017	Faculty Council Meeting	Sandra Griffin
January 9, 2017	Grade Level Team Meetings	Sandra Griffin Victoria Salvat
January 11, 2017	General Faculty Meeting Mobile Devices Technology Training (2 hrs.)	Sandra Griffin District Presenter
January 13, 2017	Teacher Workday/Exchange Day Option	
January 18, 2017	ELA & SS Vertical Articulation Meeting	Sandra Griffin Victoria Salvat
January 23, 2017	Grade Level Team Meetings <ul style="list-style-type: none"> • GCS Overview/Review • Mid Year Goal Updates • Standardized Testing Preparation 	Sandra Griffin Victoria Salvat
January 25, 2017	Related Arts Team Meeting General Faculty Meeting Integrating Class Dojo Data into Parent Communications (1 hr.)	Sandra Griffin Victoria Salvat Corey Ehlenbach
January 30, 2017	Grade Level Team Meetings; Grades 1,3,5	Sandra Griffin Victoria Salvat
February 1, 2017	Faculty Council Meeting	Sandra Griffin
February 6, 2017	Grade Level Team Meetings <ul style="list-style-type: none"> • Climate & PBIS checks Interactive Notebooking (2 hrs.)	Sandra Griffin Victoria Salvat Chris Burras
February 8, 2017	General Faculty Meeting Proactive Solutions for Problematic Students (2 hrs.)	Sandra Griffin Candin Phillips Amanda Howayek
February 13,	Grade Level Team Meetings; 5K, Grades 2 & 4	Sandra Griffin

School: Blythe Academy of Languages

2017	New Teachers & Mentors Meeting <ul style="list-style-type: none"> • Spring Testing Preparation • PAS-T Portfolios • Grading • Looking Toward End of Year • Immersion Items 	Victoria Salvat
February 15, 2017	Math & Science Vertical Articulation Meeting	Sandra Griffin Victoria Salvat
February 22, 2017	Related Arts Team Meeting General Faculty Meeting Mobile Devices Technology Training (2 hrs.)	Sandra Griffin Victoria Salvat District Presenter
February 27, 2017	Grade Level Team Meetings; Grades 1,3,5 Planning	Sandra Griffin Victoria Salvat
March 1, 2017	Faculty Council Meeting <ul style="list-style-type: none"> • Student Assignment Cards 	Sandra Griffin
March 6, 2017	Grade Level Team Meetings <ul style="list-style-type: none"> • PBIS & Climate Checks Interactive Notebooking (2 hrs.)	Sandra Griffin Victoria Salvat Chris Burras
March 8, 2017	General Faculty Meeting Mobile Devices Technology Training (2 hrs.)	Sandra Griffin District Presenter
March 13, 2017	Grade Level Team Meetings; 5K, Grades 2 &4 Planning	Sandra Griffin Victoria Salvat
March 15, 2017	ELA & SS Vertical Articulation Meeting	Sandra Griffin Victoria Salvat
March 20, 2017	Grade Level Team Meetings <ul style="list-style-type: none"> • Spring Website Checks • Climate & PBIS checks • Begin work on Grade 5 Awards 	Sandra Griffin Victoria Salvat
March 22, 2017	Related Arts Team Meeting General Faculty Meeting	Sandra Griffin Victoria Salvat Sandra Griffin
March 27, 2017	Grade Level Team Meetings; Grades 1,3,5 Planning	Sandra Griffin Victoria Salvat
March 29, 2017	General Faculty Meeting Mobile Devices Technology Training (2 hrs.)	Sandra Griffin District Presenter
April 3, 2017	Grade Level Team Meetings Interactive Notebooking (2 hrs.)	Sandra Griffin Victoria Salvat Chris Burras
April 5, 2017	Faculty Council Meeting	Sandra Griffin
April 19, 2017	General Faculty Meeting Mobile Devices Technology Training (2 hrs.)	Sandra Griffin District Presenter
April 24, 2017	Grade Level Team Meetings	Sandra Griffin Victoria Salvat
April 26, 2017	Related Arts Team Meeting Math & Science Vertical Articulation Meeting	Sandra Griffin Victoria Salvat
May 1, 2017	Grade Level Team Meeting; Grades 1,3,5 New Teachers & Mentors Meeting	Sandra Griffin Victoria Salvat

School: Blythe Academy of Languages

	<ul style="list-style-type: none"> • End of Year Checklist • Closing Classrooms for Summer • Student Permanent Records • Spring Tet Administration • AAPPL Testing Explanation & Parent Reporting • Proficiency Goals • Successes! 	
May 3, 2017	Faculty Council Meeting	Sandra Griffin
May 8, 2017	Grade Level Team Meetings <ul style="list-style-type: none"> • Climate & PBIS Checks • Finalize list of departing employees & plan year end events 	Sandra Griffin Victoria Salvat
May 10, 2017	Related Arts Team Meeting General Faculty Meeting Mobile Devices Technology Training (2 hrs.)	Sandra Griffin Victoria Salvat Sandra Griffin District Presenter
May 17, 2017	ELA & SS Vertical Articulation Meeting	Sandra Griffin Victoria Salvat
May 24, 2017	General Faculty Meeting	Sandra Griffin
June 5-6, 2017	Final Teacher Workdays	

2016-2017 Professional Development

Balanced Literacy, math, social studies, and science trainings will be scheduled when information regarding district level trainings is release. Our focus for the 2016-2017 school year will be in the areas of technology, writing, and classroom management. We are finalizing the details and will place the trainings on the calendar in place of general faculty meetings.

Immersion and ELA teachers will attend the SC Summer Immersion Institute June 13-16, 2016.