BLYTHE ACADEMY OF LANGUAGES

Steven Sokohl, Principal

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

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

2018-19 through 2022-23

<p style="text-align:center">**SCHOOL RENEWAL PLAN COVER PAGE**</p>

SCHOOL NAME: Blythe Academy of Languages

SCHOOL RENEWAL PLAN FOR YEARS 2018-19 through 2022-2023 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2022-2023 *(one year)*

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

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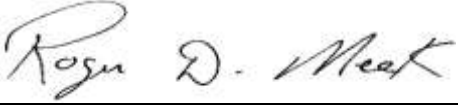
SUPERINTENDENT

Dr. W. Burke Royster	*WBurke Royster*	April 26, 2022
PRINTED NAME	**SIGNATURE**	**DATE**
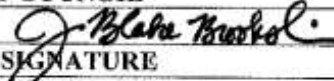
PRINCIPAL

Steven Sokohl	*Steven Sokohl*	2/25/2022
PRINTED NAME	SIGNATURE	DATE
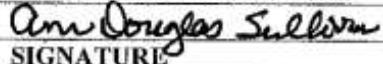
CHAIRPERSON, BOARD OF TRUSTEES

Mr. Roger Meek	*Roger D. Meek*	April 26, 2022
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

J. Blake Brookshire	*J. Blake Brooks*	3/8/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ann Douglas Sullivan	*Ann Douglas Sullivan*	2/25/22
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 100 Blythe Dr. Greenville, SC 29605

SCHOOL TELEPHONE: (864) 355-4400

PRINCIPAL E-MAIL ADDRESS: ssokohl@greenville.k12.sc.us

Stakeholder Involvement for School Renewal

	Position	Name
	Position	Name
1.	Principal	Steven Sokohl
2.	Teacher	Laura Bunce
3.	Parent/Guardian	Caroline Smoak
4.	Community Member	Meg Hooper
5.	Paraprofessional	Kristen Burgess
6.	School Improvement Council Member	Blake Brookshire
7.	Read to Succeed Reading Coach	Douglas Sullivan
8.	School Read To Succeed Literacy Leadership Team Lead	Douglas Sullivan
9.	School Read To Succeed Literacy Leadership Team Member	Renee Stokes

OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.)

** Must include the School Literacy Leadership Team for Read to Succeed

ASSURANCES FOR SCHOOL RENEWAL PLANS

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all federal and state applicable statute and regulation requirements, including those listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances
[S.C. Code Ann §59-139-10 *et seq*. (Supp. 2004)]

✓ **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).

✓ **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).

✓ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the district's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.

✓ **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*.

✓ **Technology**
The district integrates technology in professional development and classroom instruction in order to improve teaching and learning.

✓ **Innovation**
The district funds innovative activities to improve student learning and accelerate the performance of all students.

✓ **Collaboration**

The district (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.

✓ **Developmental Screening**

The district ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.

✓ **Half-Day Child Development**

The district provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.

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

The district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.

✓ **Parenting and Family Literacy**

The district provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes 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; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.

✓ **Recruitment**

The district makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.

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

The district makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.

TABLE OF CONTENTS

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
Steven Sokohl -Principal
Victoria Comey – Instructional Coach

School Profile
Steven Sokohl – Principal
Victoria Comey–Instructional Coach
Cecilia Cameron – Assistant Principal
Chelsea Stewart- Administrative Assistant
Laura Bunce – Teacher
Pompey Hammontree – Teacher
Tonya Scheibel – Attendance Clerk
Polly Shroat – Media Specialist
Claire Barnett- School Counselor
Alice Atkinson- School Counselor

Mission/Visions/Beliefs
Steven Sokohl – Principal
Victoria Comey- Instructional Coach

Data Analysis/Needs Assessment
Steven Sokohl – Principal
Victoria Comey – Instructional Coach
All Classroom Teachers

Action Plan   Steven Sokohl – Principal
                                         Victoria Comey– Instructional Coach
                                         All Classroom Teachers

Professional Development Plan   Steven Sokohl – Principal
                                         Victoria Comey – Instructional Coach
                                         Cecilia Cameron – Assistant Principal
                                         Chelsea Stewart – Administrative Assistant

                                         Julie Marlowe- Program Coordinator
                                         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 increasing student learning—our ultimate outcome.

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

Student Achievement Summary

Due to the Covid-19 pandemic in 2020-21, many changes and adjustments have been made in the classroom.

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

- Due to increased interest in our immersion programs beginning in 4K, and a decline in requests for kindergarten FLES placements, 5K FLES was eliminated in the 2019-2020 school year. FLES now begins in Grade 2. Students in the FLES program receive 30 minutes of Spanish instruction daily from a certified Spanish instructor.

- Increased emphasis on student performance data used to inform instruction and monitor student learning.
- RtI and Reading Horizons programs were continued in reading at 5K through grade 3.
- Interventionist added in January 2021 to target primary and intermediate grades.
- Continued implementation of regular grade level team meetings with the Instructional Coach and Principal.
- 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 SCPASS, SC READY, and Fountas & Pinnell data to guide instruction.
- Continued implementation of TE 21 benchmark to drive instruction and monitor student learning.
- Continued implementation of balanced literacy in reading instruction.

We continue to use 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.

During the 2017-2018 school year, the Blythe SIC worked with school administration to place "learning hubs" in our 6 area hotels that house many of our homeless students. Each hub contained school supplies, books, learning games, and parent resources designed to help students and parents complete homework and project assignments at home. This project was extended during the 2018-2019 school year, working with area ministers and church groups to include personal care

and cleaning supplies, and mentors for homeless students. During the 2019-2020 school year, the number of Blythe students living in local hotels dropped dramatically, even though the number of students classified as homeless remained high. Outreach to the homeless students in the 2020-21 school year included providing laundry vouchers for families, a shoe closet, and a clothing closet.

During the 2018-19 school year, a second Mental Health Counselor was added at Blythe to help support our students in crisis. The second Mental Health Counselor was maintained during the 2019-2020.

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 clips 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. During the 2018-19 school year, Blythe implemented the district's Chromebook initiative, providing Chromebooks for all students in Grades 3-5. This ongoing initiative continues in 2020-21, providing Chromebooks for students in grades K5-5 to use at home and at school, allowing greater use of technology in all content areas and for multiple purposes.

Blythe Academy teachers have completed training in the Fountas and Pinnell delivery system for balanced literacy. Our district and school moved towards full implementation of this delivery system during the 2015-2016 school year. Based on feedback from our teachers, our focus for the 2018-2019 school year professional development was ELA and technology. We have continued to emphasize student centered learning, text dependent analysis, writing, depth of knowledge, and interactive note-booking.

During the 2019-2020 school year, we focused on Social Emotional Learning and the Whole Child. Training included ACES (Adverse Childhood Experiences) training for staff, Introduction to Social Emotional Learning, and a book walk discussion through Ruby Payne's Emotional Poverty in All Demographics book (using a flipped PD model).

Our staff has requested that we continue to focus on Social Emotional Learning and the Whole Child, realizing that the number of our students with trauma and adverse

childhood experiences has increased dramatically in recent years. Coupled with that we will offer professional development in parent communication, literacy instruction, and immersion education.

Students utilize online resources such as Education Galaxy, Discus, OPAC, NEWSELA, Discovery Education, and selected sites. Each teacher received a new Lenovo laptop through refresh in the 2021-2022 school year.

2022-23 Next Steps

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

- Strengthen literacy instruction in all language classrooms.

- Utilize Reading Specialist and Instructional Coach to model lessons and coach ELA teachers in reading and writing strategies.

- Continue Response to Intervention and FastBridge Programs for identified kindergarten, first, second and third grade students struggling in reading.

- Offer Math RtI if funding allows.

- Define and implement a behavior intervention program that aligns with the culture of Blythe Academy.

- Expand mentor program and support to homeless students.

- Continue to focus Counseling lessons on core character traits such as respect for self and others, the healthy development of interpersonal relationships, development of social and emotional competencies, and growth mindset in students.

- Use SCREADY, SCPASS, Fountas & Pinnell, and TE 21 data during the 2021-2022 school year to better inform and guide our instructional practices. Student TE 21 scores will continue to be used to form flexible student groups for math and reading instruction.

- 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 review research based best practices as a part of the 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 three male teachers. We have a very diverse staff that includes Caucasian, African American, Hispanic, and Asian employees. Twenty-two Blythe staff members are native speakers of either French or Spanish. Twenty-eight staff members represent fourteen countries outside of the USA.

The teaching experience of the certified staff ranges from one year to 25+ years with the majority of the experience in the 11-15 year range. The years of experience spent specifically at Blythe Academy range from one year to twenty plus years.

The certified staff at Blythe is not only extremely educated, but they have diverse interests, as is evidenced by their degrees. All of the certified staff have at least a Bachelor's Degree, with many working on, or having earned a Master's Degree or more.

The staff's varied certifications are diverse. 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, Reading, Art, Music, Physical Education, French, Spanish, and Elementary Principal.

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.

In the 2019-2020 school year, two STEM Labs were added, and are staffed by trained paraprofessionals.

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 2022-2023:
- 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 support teachers as they work toward Read to Succeed Endorsement.
- Encourage teachers to seek National Board Certification.
- Continue to encourage all certified teachers to meet the State Technology Proficiency requirement by enrolling in and successfully completing approved coursework such as A.L.I.V.E., or one of the Intel courses.
- Continue to provide the necessary support (mentors) to ensure new hires remain at Blythe Academy and in the teaching profession.
- Offer coaching cycles and/or Instructional Coach supports to new international teachers.

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 in the tables/charts below.

In recent years, we have noticed that the number of students in trauma has increased, presenting new disciplinary challenges in our school. We are now at the point,

where we know that based upon the needs of our students, our school-wide discipline approach needs to change. We know that we must continue to have consequences in place for misbehavior, but that our approach to dealing with our students and parents must change. Therefore, we are currently exploring new and different programs and professional development that will help us to better understand and empathize with our students and families, as well as better address discipline within our classrooms and school. We are working with district level behavioral intervention specialists for recommendations for appropriate professional development, and exploring such programs as CHAMPS (training offered during GCS Summer Academy). We have teachers who are already utilizing Zones of Regulation and Mindfulness with success, and we are considering ways to expand these strategies school wide. PBIS has served our school well in the past, but at this time, we strongly believe that in order to better meet the needs of our students and teachers, we need to explore other options. Logical Consequences may include the following: Redirection, warning, move seats, "Stop & Think"/ Behavior Reflection, telephone call home.

The number of students suspended out of school in the 2017-2018 school year was fifty-three. That number dropped to 32 during the 2018-2019 school year. During the 2019-20 school year, there were 37 students suspended, with 9 of those students transferring to other schools. During the 2020-21 school year, 23 students were suspended.

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

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

PBIS activities used during the 2018-2019 school year included:

- PBIS Rewards

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

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

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

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

Next Steps 2022-2023
- 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 take a serious look at the current PBIS system and make recommendations for changes to a system that is more aligned to the culture of Blythe Academy and the social and emotional needs of our students.
- 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 the partnership with Mentor Upstate.
- Continue the partnership with Greenville Mental Health and the mental health counselors. Expand our partnership with Greenville Mental Health to include a Behavioral Coach at Blythe Academy.
- Utilize mentors provided through area churches and ministerial groups for struggling students.
- Continue to expand supports to homeless families and our community as a whole.

Significant Challenges

- Covid-19 related trauma & challenges
- Transiency of students
- Largest homeless student population of all district schools
- Subsidized Meal population continues to maintain at higher level both in our school and district-wide.
- Meeting the needs of Disabled, Subsidized meals, and African-American subgroups; challenges with curriculum; Closing achievement gaps between student subgroups
- Student tardies
- Turnover of international staff members has stabilized greatly, but does present hiring challenges when new staff members are needed, especially French Immersion teachers.
- Successful implementation of new initiatives such as new SC State Standards, Balanced Literacy, Read to Succeed, etc.
- 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

- National PTA School of Excellence Award 2004-2007; 2007-2010; & 2018-2021
- Palmetto's Finest Finalist in Special Schools Category, 2019

- SC State Student Teacher of the Year 2017 – Andrea Bishop
- SC State PTA Outstanding Teacher of the Year 2014; Carroll Wolfe
- SC State School Report Card Absolute Rating maintained at Excellent 2011-2014.
- SC State School Report Card Improvement/Growth Rating maintained at excellent, 2013, 2014 (last year of School Report Card Rating)
- Palmetto Gold Awards received for both Excellent ratings, 2012, 2013, 2014, 2015
- International Spanish Academy School of the Year, 2013
- Safe Schools recognition, 2010, 2011, 2012, 2013, 2014, 2015, 2016
- Healthy Schools recognition, 2013, 2014, 2015, 2016
- SC State School Report Card Absolute Rating improved from Good to Excellent in 2011.
- Palmetto Silver Awards received spring 2009 & spring 2010
- Finalist for SC state level Dick and Tunky Riley Award for School Improvement Council Excellence
- 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

School Profile

Blythe Academy of Languages is located in Greenville, South Carolina. Greenville County has six unique and prosperous municipalities. With a population of 68,219 in 2017, Greenville County is South Carolina's largest county, and the fourth fastest growing city in the US. Growth rates have averaged as much as 5.8% in Greenville County in recent years. The population of the city of Greenville is about 68, 563 (2019 data) residents. County population is 506,552 (2020 data).

In 1995, Blythe became 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 changed to Blythe Academy of Languages to reflect its magnet school status. Blythe is one of the elementary schools in the state that offers daily foreign language instruction to all of its students through Spanish FLES (Foreign Language in the Elementary School) or Partial Spanish and French Immersion programs. Our Partial Spanish Immersion students receive instruction in Spanish for math, science, and health in four-year old Kindergarten through fifth grade. Our Partial French Immersion students receive instruction in French for math, science, and health in five-year old kindergarten through fifth grade.

Blythe Academy of Languages provides a comprehensive and challenging curriculum to all students. Our curriculum is based on the South Carolina State Standards. 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 website, 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.

In the 2022-2023 school year at Blythe Academy, we have 465 magnet students, 340 home-based students, and 14 are virtual students. Magnet students come from neighborhoods across Greenville County and from out of district. Currently, 41% of Blythe students receive free or reduced meals. Blythe has 38 students who have declared they meet the federal definition of homeless by living with another family or in a residence hotel.

Currently, 81% of our students are enrolled in the brick and mortar immersion program. Of that number, 70% are in Spanish immersion and 11% are in French immersion.

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 status.Blythe is currently recognized as one of several elementary schools in the state that offers daily foreign language instruction to all of its students through Spanish FLES (Foreign Language in the Elementary School) or Partial Spanish and French Immersion programs. Our Partial Spanish Immersion students receive instruction in Spanish for math, science and health in 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, thirty-five regular classrooms, eight kindergarten classrooms, two permanent resource classrooms, one room for a speech therapist, a health room, a science 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 French and Spanish library books for students, a professional/balanced literacy library room, a television production room, and large office area. 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. All students have a personal Chromebook.

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 previous years, our PTA has implemented the Study Buddies volunteer tutorial program.

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. A fourth interventionist was hired as a part of the Cares Act in order to serve primary and intermediate students.

The total enrollment of Blythe Academy of Languages is 805.

Enrollment by grade level:

Academic Year	Grade	In-Person Students	Virtual Students	All Students
2021 - 2022	K4	37	0	37
	K5	147	0	147
	01	154	6	160
	02	143	2	145
	03	107	0	107
	04	108	2	110
	05	95	4	99
2021 - 2022 Total		791	14	805

Students by Ethnicity
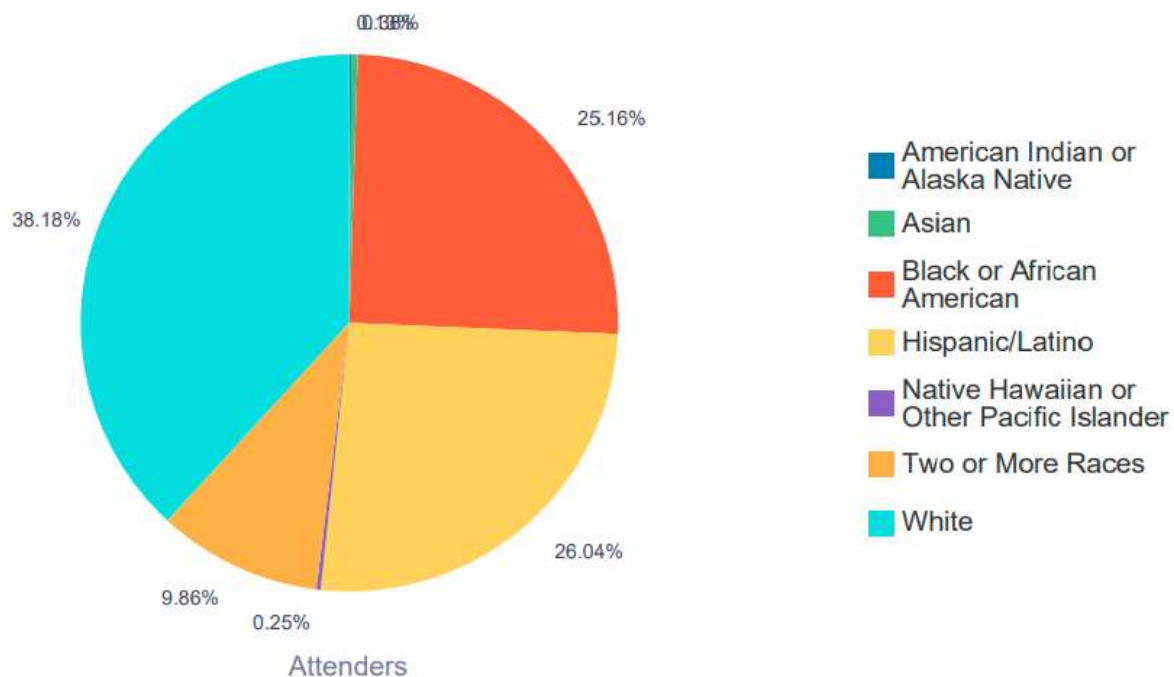
Race/Ethnicity	Attenders Total	% of Total
American Indian or Alaska Native	1	0.1%
Asian	3	0.4%
Black or African American	199	25.2%
Hispanic/Latino	206	26.0%
Native Hawaiian or Other Pacific Islander	2	0.3%
Two or More Races	78	9.9%
White	302	38.2%
Grand Total	791	100.0%

Our Leaders

Steven Sokohl

Words cannot describe how blessed I am to join the Blythe family as its principal for the 2021-2022 school year. Blythe has a rich history of providing a rigorous education grounded in supporting the needs of all students, developing a strong immersion program, and, most importantly, recognizing that family is at the center of who we are and who we wish to become. Growing up, I was blessed to attend schools that challenged me academically, took time to know me as an individual, and prepared me for success beyond the classroom. These experiences, coupled with my passion for making a difference in the lives of future generations, are why I felt called into education from an early age. It is truly my privilege to serve as an educator and to serve the community of Blythe as its principal.

Although my profession is rooted in education, I am first a son, brother, uncle, and friend to those I hold most dear. Having grown up in Lawrenceville, Georgia (Go Dawgs!) with my younger brother Joe and both parents, Ray and Mary Ellen, my adolescent years were spent on the basketball court, baseball field, and at Turner Field cheering on the Braves! I am blessed to be an uncle to my best friends' three-year-old twins, Logan and Lily Grace. Although we are not family by blood, there is no question that we share the same familial bond as our loved ones. When able to, I find myself getting on a plane for a new adventure to experience the beauty that our world has to offer. I am passionate about creating new experiences and am eager to immerse myself in the community of Blythe as well.

Professionally, I have challenged myself to obtain a variety of experiences across Greenville County Schools. I began my career as a 5th-grade teacher at Monarch Elementary in its inaugural year. For five years, I was able to call Monarch my second home as I developed unbreakable relationships with students, parents, and staff. To this day, I remain in touch with many of those former parents, students, and staff. Currently, as the Assistant Principal at Berea Middle, I have watched thousands of students enter our halls as sixth-graders, nervous about the change and excited for the opportunity to soar. Watching our students create their own journey through middle school and depart from us as young adults has brought to light the connectedness of my career experiences and the purpose of a global education.

As we embark on this journey together, my mission is to create relationships built on trust, honesty, and transparency with each of you. I am excited to meet all of our students, staff, and community members over the next few months so that collectively, we can build upon the already established excellence that exists at Blythe. As the transition process unfolds over the next few months, I will be at Blythe to develop and strengthen relationships with the students, staff, and community. I am grateful to Greenville County Schools and the Blythe community for entrusting me with the distinct privilege of serving as its next principal. I know that together, we are One Blythe!

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

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

Her position as Assistant Principal requires her to supervise bus transportation to and from school, inventory and issue textbooks, conduct faculty meetings, assist teachers with instructional planning and moderate parent conferences regarding discipline, attendance and academics. She currently serves on Blythe's Faculty Council, PBIS Committee, Technology Committee, and On Track Team. She serves as the school safety coordinator and workman's compensation coordinator. 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 hails a degree in Elementary Administration and Supervision from Furman University in Greenville, South Carolina.

Chelsea Stewart, Administrative Assistant

Mrs. Stewart has served as a professional educator with Greenville County Schools for 11 years and currently holds a Bachelor of Science in Early Childhood Education from Lander University, Master of Arts in Special Education from Furman University, and an Educational Specialist degree in School Leadership from Clemson University. Throughout her career she has consistently demonstrated an eagerness to lead and motivate others to reach their maximum potential. As an administrator, her goal is to strive for excellence in Greenville County and inspire students, teachers, community members, and colleagues to work collaboratively towards student success.

Mrs. Stewart's teaching career began at Bethel Elementary School. She has taught first and third grades. While serving at Bethel Elementary School, Mrs. Stewart was awarded with Teacher of the Year for the 2019-2020 school year.

Mrs. Stewart currently serves as Administrative Assistant at Blythe Academy of Languages. She has had the opportunity to lead and support initiatives that contribute to the school's vision, including involvement in professional learning communities, data driven meetings, student support, instructional observations, and community relations. Mrs. Stewart works to create a positive school culture through relationships and open dialogue with colleagues, students, and their families. She takes pride in being present and positive with all school stakeholders in order to work collectively towards the school's vision of supporting the academic, social, and emotional well-being of all students.

Parent and Community Involvement

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

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Instructional Support	$28,300	$26,000	$24,300	$29,000	$9,250	$11,750
Media Support	$2,750	$2,000	$2,750	$500	$250	$250
Student and School Enrichment	$8,700	$19,200	$43,000	$12,100	$2,450	$4100
Arts and Services	$6,200	$6,250	$7,200	$9,950	$6,500	$10500
Community Relations	$3,240	$3,740	$4,840	$5300	$1,700	$5600
PTA Membership/Administrative	$7,490	$9,390	$8,650	$8,550	$2,900	$7350

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
Parent Workshops (virtually and in person), Student Talent Show, Holiday Market, Culture Night, Blythe Blast, Study Buddies tutoring program, and Boosterthon Fun Run. PTA continues to implement parent workshops that target parents of students in our Immersion program. Topics include how children learn in immersion programs, what brain research says about early language acquisition, and suggestions for continuing/expanding learning over the summer.

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

- Ways and Means: membership, fund-raising events, school spirit days, business partnerships
- Communication: newsletter, outdoor beautification, publicity, website, translation, social media, website, lost and found, hospitality, legislative advocacy
- Arts and Services: teacher appreciation, homeroom parents, VIP luncheons, Bear Hugs, Study Buddies, Bringing Up Grades Club, Chorus and Talent Show, 5th Grade Day, Prospective Parents Night, Popsicles on the Playground K5 Welcome, Walking and Wheeling Wednesdays

The PTA budget for the 2021-22 school year contains special funding for technology and instructional support, media center, teacher and school mini- grants, classroom support, student scholarships, and support of children at Blythe with critical needs via Blythe Giving. These funding allocations are proof of PTA's commitment to our school goals.

SIC initiatives have focused on school safety, grounds beautification and improvement, health

and wellness, and technology support. SIC also assists the principal in preparing the annual report to the community. Special areas of interest in the past three years include legislative awareness and advocacy, academic excellence, and health and wellness.

Parental involvement is encouraged and enhanced through Parent Workshops sponsored by the School Counseling office. Guest speakers share ways to improve student success on topics such as: understanding learning differences, internet safety, managing middle school, etc.

In recent years, our SIC has worked with school administration to place Learning Hubs in the residence hotels that house many of our homeless students. These bins contained books donated from the Greenville County Public Library system, and educational games and materials, and family fun night games for check-out. This project grew to include personal care items and laundry vouchers this past year. Due to the decline in homeless students residing in these residence hotels, our outreach focus for the future is shifting to become more inclusive of our homebased homeless students residing in multi-family dwellings.

The Greenville community supports our school in a number of ways through community partnerships. Local area churches work closely with Blythe. From providing food and hygiene products to school supplies and clothing, these churches help support our families in need. Augusta Heights Baptist Church provides backpacks as well as Thanksgiving meals to families. Buncombe Street United Methodist Church donates supplies and coordinates appreciation events for the staff. St. Michael Lutheran Church provides weekend food bags for approximately 15 students every week, many of whom are homeless and living in hotels. The Bank of Traveler's Rest recognizes our year-long perfect attendance students with a commemorative coin each year.

Instructional Staff

The certified staff at Blythe ranges in age from the early twenties to the sixties. The staff is predominately female. There are 3 male instructional staff members. We have a very diverse staff that includes Caucasian, African American, Hispanic, and Asian employees. Many members are native speakers of either French or Spanish. Twelve countries outside of the United States are represented by our staff.

The teaching experience of the certified staff ranges from one year to 25+ years with the majority of the experience in the 11-15 year range. The years of experience spent specifically at Blythe Academy range from one year to twenty plus years.

Staff by Gender

7.62%

F
M

92.38%
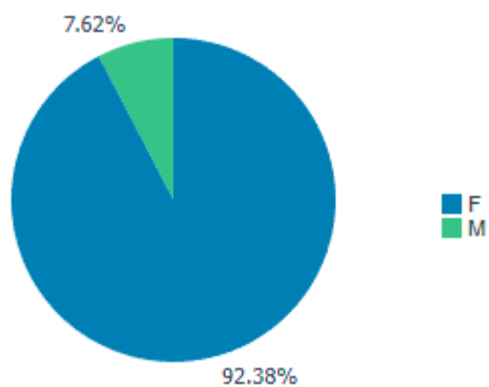
Employed

Staff by Ethnicity

3.81% 2.86%   8.57%

16.19%

African American
Caucasian
Hispanic
Latino
Other

68.57%
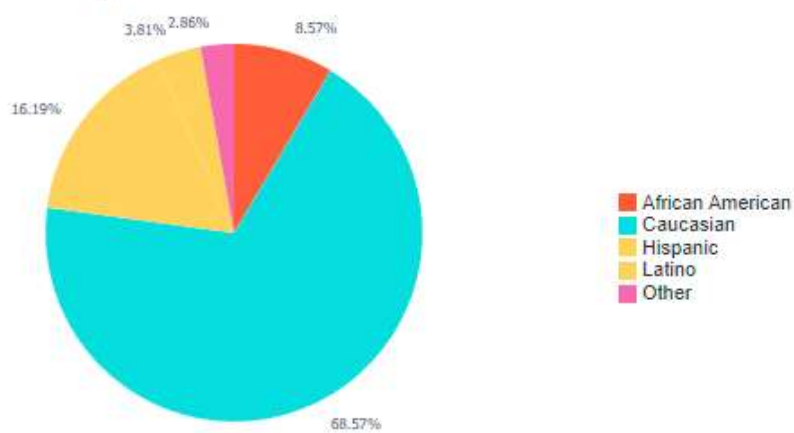
Employed

The current positions held at Blythe Academy are:

1 – Principal
1 – Assistant Principal
1 – Administrative Assistant
1 - Program Coordinator
1- Instructional Coach
1.5- School Counselors
1 – Challenge Teacher
4.8 – Related Arts Teachers (1.6 of each area)
1 – Secretary
1 – Attendance Clerk
1.9-Office Clerk
1– Nurse
1 – Media Specialist
1– Media Clerk
2 - 4K Teachers
2–4K Assistants
6 – 5K Teachers
6– 5K Assistants
9 – Grade 1 Teachers
8 – Grade 2 Teachers
6 – Grade 3 Teachers
6– Grade 4 Teachers
5.5 – Grade 5 Teachers
1.5 – LD/Resource Teacher
1- Self Contained Multi-cat
1 – Speech Therapist
1 – Spanish FLES Teacher
.8 – ESOL Teacher
1– Reading Specialist
2 – Reading Interventionists, certified
1   – Reading Interventionist, non-certified
1.5 - ESSR Interventionist, certified
2   - STEM Lab Managers, non-certified

7.0 – Blythe Teachers taught in the GCS Virtual School Program during the 2020-21 school year. These include 1 SPED teacher and 6 general education teachers.

Our Students

The total enrollment of Blythe Academy of Languages is 805. Student attendance averages 94%. Racial composition is White 38.1%, African-American 25.4%, Hispanic 25.9%, and Other 10.6%. A total of 41% of our students receive free or reduced lunches. Home-based students (42%) at Blythe Academy are residents of urban and nearby suburban communities. Our magnet students (58%) are residents of urban, suburban, and rural areas throughout Greenville and Pickens counties.

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

Student-Teacher Ratio

Teacher allocations are consistent throughout our district and for the 2021-2022 school year are based upon the following student-teacher ratios:

Grade Level	Ratio
4K	23:1
5K	26:1
Grade 1	17:1
Grades 2-3	21.5:1
Grades 4-5	25.5:1

Per Pupil Expenditures

Prior fiscal year State & Local Personnel Per Pupil Expenditure	$7,885	Up from 7684
Prior fiscal year Federal Personnel Per Pupil Expenditure	$795	Up from 497
Prior fiscal year State & Local Non-Personnel Per Pupil Expenditure	$562	Down from 772
Prior fiscal year Federal Non-Personnel Per Pupil Expenditure	$259	Down from 315
Prior fiscal year Total State & Local Per Pupil Expenditure	$8,447	Down from 8456

Prior fiscal year Total Federal Per Pupil Expenditure	$1,054	Up from 812
Prior fiscal year Total Per Pupil Expenditure	$9,501	Up from 9268

Retentions

The table below shows retention data at Blythe Academy since 2012-2013. Currently, there are zero students who are recommended for retention for the 2021-22 school year.
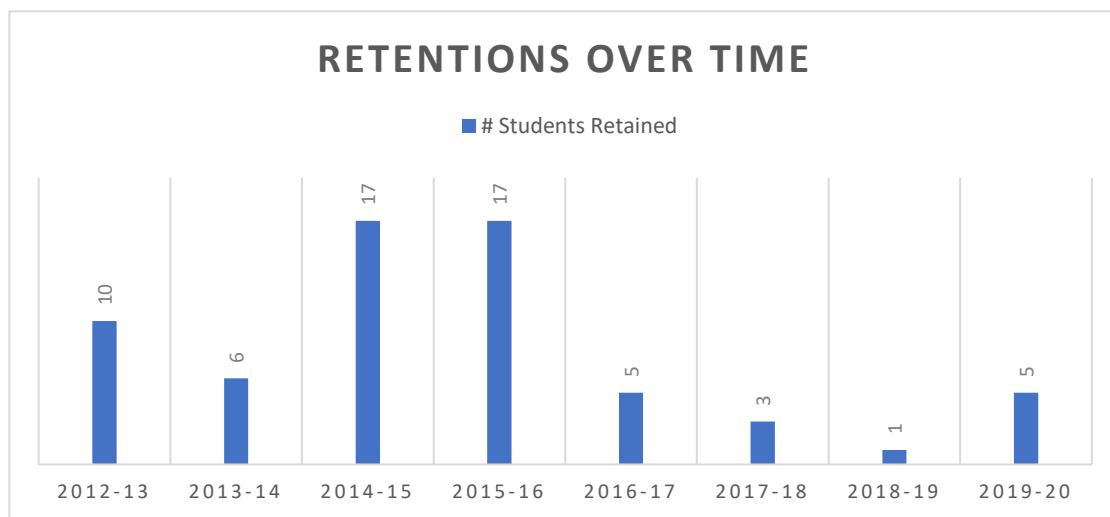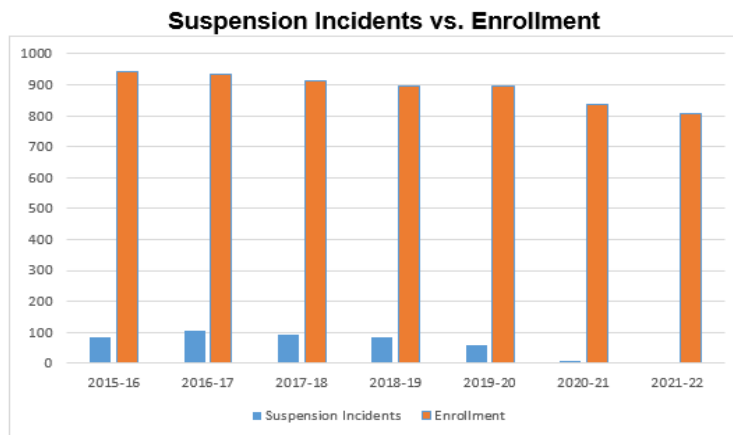
RETENTIONS OVER TIME

■ # Students Retained

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
10	6	17	17	5	3	1	5

Suspensions

Suspension Incidents vs. Enrollment

PBIS has contributed positively to the improvement of behavior for those students who have been enrolled at Blythe for more than a year. However, we find that more and more of our students present with multiple ACES (adverse childhood experiences) and respond better to social-emotional and whole child strategies and techniques. Therefore, we are working with our PBIS leadership team to explore options other than PBIS that are more aligned with and better address the needs of our changing student population.

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. Blythe has had 13 mentors from Mentor Upstate. These mentors work one-on-one with students who are at- risk academically and behaviorally. Blythe has also partnered with local pastors in the Blythe attendance area to participate in a lunch buddy/reading buddy program. The local pastors are also working with their churches to help with personal care items for our students who reside in neighboring hotels in the Blythe attendance area.

Student Attendance

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

School Year	Attendance %
2021-22	94.93
2020-21	94.24
2019-20	96.8
2018-19	96.5
2017-18	96.3
2016-17	96.3

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 aims to help children learn and develop to their highest potential.

Blythe's counseling program promotes student achievement by assisting students in learning th e skills and attitudes that focus on decision-making, soft skill development, and exploration of future educational and occupational paths. Social emotional learning is at the core of all counseling services with an emphasis on kindness, empathy, conflict resolution, mindfulness, and growth mindset. In addition to classroom lessons, counselors work with individuals and small groups. Small group topics include friendship, social skills, divorce, grief, self-esteem, study skills, school attendance, and conflict resolution. Counselors are available for individual sessions as well to help children deal with issues at home and school.

Counselors organize parent workshops throughout the year on topics such as brain development, positive parenting, and middle school preparation. 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, community agencies, holiday assistance, and mentoring services.

Counselors coordinate monthly Bear Hug winners to recognize students that demonstrate outstanding character. During the spring semester, counselors assist fifth

grade students in preparation for middle school. They complete course registration for rising sixth graders and coordinate middle school visits.

In 2014, a mentor program was started at Blythe for students who would benefit from extra encouragement and support. School counselors organize the mentor program and serve as the liaison between volunteers, students, and teachers. Trained volunteers are matched with students identified by teachers and parents as good candidates for one-on-one support. Mentors visit their mentees at lunch on a weekly basis throughout the school year. Goals of the mentor program are to help improve academic success, promote positive behavior, and enhance student confidence and self-esteem.

Blythe has partnered with local churches to provide assistance with food and personal care items for students who reside in neighboring hotels in the Blythe attendance area. In addition, a shoe and clothing closet is housed at school for students in need.

In addition to school counselors, a full-time school-based mental health counselor is employed by Greenville Mental Health. 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.

Student Council
Students Council was not implemented in 2020-21 due to Covid-19.
Student Council is a leadership organization comprised of fourteen fourth and fifth grade students and three advisors. Its purpose is to give students an opportunity to develop leadership skills by organizing and carrying out service projects in the school and community. In addition to planning events that contribute to school spirit and community welfare, Student Council is the voice of the student body. The following school-wide and community projects have been implemented this school year:

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

Fall Food Drive
Student Council spearheaded a food collection drive in Fall 2019 to donate to the school district's Homeless Department. These items provide food to families in our school and district in times of need.

<u>Giving Tree</u>
A twelve-foot holiday tree adorns the atrium during the month of December. Students and staff donate new socks, gloves, hats, and scarves to decorate the tree. These items are provided to Blythe students as well as local charities serving children.

<u>Valentines for School Custodial/Cafeteria/Support Staff</u>
Student Council members provided sweet treats for support staff at Blythe. Students designed cards with messages of encouragement and baked homemade treats. This project was organized to foster the value in serving others.

<u>Special Olympics Volunteers</u>
In April 2020, Student Council representatives will volunteer at Greenville County's Special Olympic Games held at Furman University. Students will volunteer at "Olympic Town", a carnival provided for Special Olympic athletes. Representatives will design and build a booth with games for the athletes.

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

Gifted Education

Blythe Academy has a gifted and talented program (Challenge) for identified students. Students in grades 3-5, identified by state criteria, are enrolled in the pull-out program and attend weekly. 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 units:

	First Semester	Second Semester
Third Grade	*Shakespeare Alive!* – Interdisciplinary *Figure It Out* – Mathematical reasoning and logic	*Shakespeare Alive!* - continued *Hands-On Equations – Level 1* - Algebraic concepts using manipulatives
Fourth Grade	*Explorations* – Interdisciplinary *Figure It Out* - Mathematical reasoning and logic *Hands-On Equations – Level 2* - Algebraic concepts using manipulatives	*Figure It Out* - continued *Hands-On Equations – Level 2* *Figure It Out* - continued *Explorations* – continued
Fifth Grade	*Viewpoints: American Art, Architecture, and Monuments* - Interdisciplinary *Hands-On Equations – Level 3* - Algebraic concepts using manipulatives *Figure It Out*-Mathematical reasoning and logic	*Viewpoints* - continued *Figure It Out* – continued *Hands-On Equations* - L*evel 3*

Major Academic and Behavioral Features, Programs, and Initiatives

Blythe Academy's teachers believe that a balanced literacy program is an important part of each student's academic day. All teachers received training in the Fountas and Pinnell model for Balanced Literacy during the summer of 2013 and during the 2013-2014 and 2014-2015 school years. The Read to Succeed (R2S) Act requires that all certified educators earn the

appropriate R2S Endorsement(s) for their field(s) as part of their regular certificate renewal cycles. The goal of the R2S Act is to ensure that every educator at every grade level in every school and subject area is committed and able to support the reading development of the South Carolina students they serve. Blythe teachers and staff begin work on these endorsements in 2015.

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 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, riddles, quality children's and young adult literature, and other real world texts.
- Providing guided reading instruction that focuses on comprehension strategies and skills.
- Incorporating word study in conjunction with literature instruction.
- Instilling strategies that aid the reader to activate prior knowledge, predict and infer, monitor their own understanding, determine the importance in the reading, question themselves, the author and the text, and summarize within and between texts.
- Incorporating both fiction and informational text in the reading selections that students encounter throughout the year.
- Providing daily Independent Reading instruction that builds reading fluency and allows students to read on their independent reading level.
- Conferencing with students during Independent Reading to assess their progress and hold them accountable for their reading.
- Implementing Writer's Workshop that includes the mini-lesson, student writing/teacher conferencing, and students sharing.
- Engineering opportunities to give the writer an authentic audience because writers write to be read.
- Incorporating journal writing that includes writer's notebook, interactive notebooks, response journals, and dialogue journals.
- Incorporating the student's choice of topic within the teacher directed writing instruction.
- Allotting time for daily writing instruction in various subject areas.
- 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. 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 our two STEAM labs.

District science kits are used by the classroom teachers. Students benefit from conducting experiments to strengthen their understanding of the standards. As in all academic areas, students make stronger connections when they "experience" what they are learning and make connections between concrete and abstract learning.

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

Mathematics Instruction

We believe that students must understand the mathematics principles behind the algorithms. Teachers use manipulatives to allow students to explore mathematical concepts on a concrete level. Students use manipulative materials, cooperative group work, and justification of thinking. Literature, authentic problems, and problem solving are consistently integrated into the mathematics curriculum.

Many of our staff members have received training in the Everyday Counts Calendar Math, Guided Math, and Number Talks. Calendar Math involves supplemental math instruction that revolves around an interactive bulletin board with a variety of components. Students'

observations and critical thinking are the driving force behind this program. Guided Math allows students to continue to spiral review of concepts along with hands-on engaging activities.

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

Writing is taught under the Balanced Literacy framework and contains the components of writing workshop. 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. 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 the Individuals with Disabilities Education Act (IDEA).
Two full-time and one part-time special education teachers provide specialized services for students with disabilities in their least restrictive environment to the maximum extent that is appropriate. Students with Individualized Education Plans (IEPs) in K-5th grade may receive specialized services through an inclusion model, where direct instruction is provided through co-teaching strategies. Students with IEPs may receive specialized services through a pull-out model to provide direct specialized instruction in a specific content area in the small group setting of the special education support room. Students with IEPs may also receive direct specialized services in a multi-categorical special education classroom. Indirect services are provided for students with IEPs who require monitoring and collaborative services between general and special education teacher. Students' service time(s) vary depending on the specialized needs of the students as projected in their Individual Education Plans. The resource teachers serve approximately 45 students. 9 students are enrolled in the multi-categorical self-contained classroom. Students are eligible for service under the categories of Specific Learning Disability, Developmental Delay, Autism, Language Impairment, Visual Impairment, and Other Health Impairment.
Blythe also provides direct/itinerant services to students with speech-language, vision, fine-motor, or hearing disabilities. Approximately 50 students receive speech therapy services for articulation/phonological impairments, language disorders, medically-diagnosed voice disorders, and fluency disorders.

Response to Intervention

RTI is a research-based reading program that targets phonemic awareness, phonics, fluency skills and comprehension, which are critical for reading success. RTI teachers in first through third grades use the Leveled Literacy Intervention Systems by Fountas & Pinnell, supplemented by various balanced literacy resources. Kindergarten students are instructed using Reading Horizons. These programs systematically introduce sounds and decoding strategies through fast-paced lessons that provide application of skills. Children also read a variety of fiction and non-fiction texts and learn a set of core high-frequency words.

FastBridge Universal Screenings are administered to every kindergarten and first grade student in August, December and May. These screenings identify the "at risk" students that will be served in the RtI program.
"At risk" students receive extra, targeted instruction in small groups using the Leveled Literacy Intervention Program or the Reading Horizons program. Kindergarten screenings can include letter naming, letter sounds, word segmentation, onset sounds, decodable words and sight words. First grade student screenings can include decodable words and oral reading fluency.

Second grade FAST screening include oral reading fluency. Not all second graders are screened. We review various data sources to determine who will be screened using FAST in the Fall. These data sources include prior FAST scores and Fountas and Pinnell levels. Teacher

recommendation is also taken into consideration. Any students new to Blythe are screened using FastBridge.

Third graders are all benchmarked using the Fountas and Pinnell benchmarking system at the beginning of the school year to determine F&P reading levels. Students assessed at Instructional L and lower were then assessed using the FAST screening system. Students <u>also</u> scoring "at high/some risk" ($\leq 25^{th}$ %)
in FAST can be enrolled in RTI.

The FastBridge program is also a progress monitoring system composed of direct, frequent, and continuous student assessment. The results indicate the student's response to intervention and are reported to teachers, parents, and administrators. Students are progress monitored approximately every tenth instructional lesson. When a student meets or exceeds the projected scores needed to reach their individual goal, three or more consecutive times, the student may be released from the reading intervention program. The progress monitor system program provides data showing individual student progress in each area tested. Data allows teachers to see if students are on target for meeting end of the year-individualized goals.

Students who have made significant progress and are on target to meet grade level goals may be dismissed from the program. The reading intervention teachers monitor those students to ensure that they continue to make progress. During mid-year benchmarking, additional students can be identified as "at risk". Conversations regarding students who are served or dismissed from the RtI program take place continually between the reading interventionists and the classroom teachers.

In May, all kindergarten and first grade students are evaluated again using the end of year benchmark goals. Second and third grade students that have been receiving RTI instruction are benchmarked using the end of the year reading goals in Fastbridge and F&P.

K4 Program

Blythe Academy's at-risk 4K program is the first stop for many children on their way to becoming better graduates with Greenville County Schools. Our commitment is to ensure our children receive quality early childhood experiences that develop pre-literacy, pre-math, and school readiness skills needed for future academic achievement. Blythe Academy began a K4 program during the 2006-2007 school year. We currently have two classes of 23 students each. 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 virtual field trips. The students are also given time to explore and experience the world around them. The teacher and paraprofessional schedule 2 conferences per year. Parents attend an

introduction to 5K program and informational meeting with the teachers and paraprofessionals at the end of the school year. Parents are also invited to the classroom to participate in learning activities or to observe their child in the learning environment.

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

Foreign Language/Magnet Program

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

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

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

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

Cultural and Related Arts Programs

Due to Covid-19, much of our cultural and related arts programs have followed the social distancing guidelines and have been limited to their abilities in implementing the usual programs and activities for our students. In the previous years, our programs have provided the following to our Blythe students.

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 grade.

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 band serves students with one or more years of band experience. These students will perform a December holiday concert for the school and parents. Both beginning and advanced bands will perform in an annual Spring Band concert to perform their newly acquired skills and techniques on their instruments. This performance contains tunes that are familiar to the students and the audience.

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 the Kids Heart Challenge to promote healthy living and to support the American Heart Association. During the 2016-2017 school year, the Blythe CATCH team

started a Health Fair for students and families. The team brought in local Greenville vendors to help educate students and families on health habits and active lifestyle choices. The second Health Fair was held in April 2018.

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

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 utilizing Google Apps for Education.

All core curriculum classroom teachers at Blythe have a Lenovo ThinkPad laptop, which was newly acquired in January 2019. Promethean Boards are available in all classrooms, the science lab, and the media center. Promethean Slate Tablets are available to teachers to be used with the Promethean Boards. Our Promethean Boards have been updated during the 2020-21 school year.

As a part of the Greenville County School's one-to-one initiative, all Blythe students, in K5-5th, received personal Dell Chromebooks. Students have access to I-pads, laptops and Chromebooks for classroom use in 4k through grade 2.

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 in 5K attend the computer lab for 30 minutes and students in grades 1-5 attend for 45 minutes using either a monthly or bi-monthly schedule, as well as receiving technology instruction during their scheduled 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 2017, 88% of Blythe's teachers were at proficiency. In spring 2019, 73% 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 $8600. The annual fall book fair and PTA support provide about $2000. Funds are used to update the traditional book collection, expand new library activities/ technologies, update furnishings, purchase magazine subscriptions, and to support the SC Children's book award program purchases.

As children's reading interests 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 6,000 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 language immersion.

Currently, the Blythe Academy Media Center has 14,526 copies. Based on an enrollment, the number of books per student is 17. 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 updated on an ongoing basis. Over 650 titles have been added to the general collection so far this school year.

The Balanced Literacy Library has now been in place for 4 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. The Greenville Drive Reading All-Star Program offers incentives to students returning competed reading logs. SCASL SC Book Award books are purchased and promoted throughout the year. The Battle of the Books team reads ten titles and competes in a regional trivia 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 as they read create, and share.

In 2020-21, we developed a new Code of Conduct.

In this school....
We do second chances. We apologize.
We forgive. We respect each other.
We keep our promises. We never give up.
We encourage one another. We laugh often.
We belong.....
We are a family.

Blythe Bears are paws-itively gRRReat!

Arrival and Dismissal Expectations

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

Cafeteria Expectations

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

Hallway and Stairwell Expectations

Respect Yourself	Walk on the line	Listen for directions	Be safe
Respect Others	Hands and feet to self	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	• refusing to follow directions • crying/yelling • talking in class during an individual assignment • refusing to do classwork • no homework • not paying attention • using inappropriate language (isolated incident) • out of seat	• Inform student of rule violation • Describe expected behavior • Contact parent if necessary • Debrief and RETEACH school wide expectation • Logical consequence- if necessary • Complete PBIS Classroom Discipline Report

Level 2 Behaviors- Minor +

Definition	Examples	Procedure
Behaviors that: significantly violate the rights of others or put others at risk or harm or are chronic Level One behaviors	- arguing with teacher/talking back - arguing/picking on student - misuse of materials - no homework on a regular basis - talking on a regular basis - refusing to follow directions on a regular basis - continued use of inappropriate language	- Inform student of rule violation - Describe expected behavior - Logical consequence - Have student complete Behavior Reflection - Contact parent, complete PBIS Classroom Discipline Report, and file a copy of all forms (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	• Throwing objects at others • Purposefully hitting teacher or students • Spitting or biting others • Leaving assigned area • Threatening others • Inappropriate touching of others • Possessing a weapon or look-a-like weapon	• Inform student of rule violation • Describe expected behavior • Complete Office Referral Form • Send student to the office with Referral form AND other relevant documentation (Classroom Discipline Reports)

Logical Consequences may include the following:

Redirection, warning, move seats, "Stop & Think"/ Behavior Reflection, telephone call home,

After–school reteach, discipline report, isolated recess, silent lunch, referral.

Mission, Vision, and Beliefs

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

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

Values and Beliefs

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

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

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

We believe…

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

Goals:

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

2. To meet district language proficiency projections for immersion students at the end of the fifth grade year.

3. 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.

4. Maintain 100% of highly certified teachers/administrators to meet district and state requirements.

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 all students an equal opportunity to succeed.
- 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
- Common
- Varied
- Formal/Peer Assessment
- Used to drive classroom instruction as opposed to just tracking students
- Considerate of diverse learning styles
- 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
- Considerate of Physical and emotional safety
- Challenging, engaging, relevant, exciting and active teaching

Data Analysis and Needs Assessment

Student Achievement Needs Assessment

- SDE School Report Card website:

  https://screportcards.com/ and https://ed.sc.gov/data/test-scores/

Blythe Academy continues to focus on closing achievement gaps in reading
that exist between groups of students. ERI and
RTI have shown great success in reading in 5K – Grade 3. A full time, non-certified ERI
Interventionist serves kindergarten students. The Literacy Specialist works with the
majority of grade 1 students. A district funded reading interventionist works with grade
2 students in RtI. Beginning with the 2015-2016 school year, a .75 flex position was
granted to Blythe and an RtI interventionist was
hired to work with students who qualify in third grade. The flex position was increased
to full time in 2018-2019 for third grade. In 2021 an additional RTI position was funded
to work with at risk students in 5K, first, fourth and fifth grades. All programs
continue to show significant results.

Kindergarten: During the 2020 – 2021 school year, Blythe did not begin serving Kindergarten
students until after the Winter Benchmarking period. This was the direction given by the GCSD
due to students going virtual at the end of the 2020 school year. Twenty-four students are served
in reading. Progress Monitoring is showing consistent growth in letter name and letter sound
recognition. Reading Horizons is being implemented as the 2021-2022 Kindergarten
Intervention program.

Grade 1: Sixty-one students are being served through the RtI program for the Fall 2021-2022
school year. Forty-nine students were being served through the RtI program for the 2020 – 2021
school year. Of the sixty-one students, sixteen were released after the winter universal screening
and seven students were added. Released students will be progress monitored throughout the
school year to ensure continued growth. Two students completed the On Track process and have
qualified for additional services. Two students that were in RtI in the Fall moved to different
schools after the Winter Benchmarking period. All students but two have shown measurable
growth to date on the FastBridge assessments and/or on F&P levels.

Grade 2: Second grade RTI began the 2021 -2022 school year serving 29 students. Second
grade RTI began the 2020-2021 school year serving 24 students. In January, all current RtI
second grade students were reassessed using the FastBridge reading assessment. Four students
were released from RTI, two students moved to resource and ten new students were added to
RTI. The current enrollment for 2nd grade is 29 students. All but five students have shown
significant growth measured by the FastBridge reading assessment. Three students have changed

schools.

Grade 3: Third grade RTI began the 2021 - 2022 school year serving 26 students. Third grade RTI began the 2020-2021 school year serving 24 students. Three students withdrew from Blythe. In January, five students were dismissed and four additional students enrolled in RTI. The current enrollment of third grade RTI is 22 students. As of January, all but one student made progress as measured by Fastbridge benchmarking, and all but one student made significant progress measured by Fountas and Pinnell benchmarking.

We offer Response to Intervention (RTI) to students who qualify using the FAST assessments (through FastBridge). FAST assessments are norm-referenced, evidence-based tools with high levels of reliability and validity. FAST is an approved screener for the SC Department of Education. Students in Grades 2 & 3 are identified by a combination of data sources. RtI is a research-based reading program that targets phonemic awareness, phonics, fluency skills and comprehension, which are critical for reading success. Kindergarten students are served using the Reading Horizons program. Interventionists in Grades 1 – 3 use the Level Literacy Intervention System by Fountas and Pinnell. The LLI program systematically introduces sounds and decoding strategies through fast-paced lessons that provide instruction, practice, and application of skills. Children also read a variety of fiction and non-fiction texts and learn a set of core high frequency words. All interventionists serve students for 30 minutes daily, five days a week.

Using Student Achievement Data

 During the 2015-2016 school year, the state chose South Carolina Ready to assess the new ELA and Math South Carolina State Standards. Science and Social Studies was assessed in 4th and 5th grades thru PASS until spring 2019. Beginning in spring 2020, Social Studies is no longer be assessed. Grade 4 students will continue to be assessed in Science.

Percentage of All Students who scored Met or Above on SC READY in Reading

School Year	District	Blythe
2017-18	49%	57%
2018-19	55%	62%
2020-21	50%	61%

Percentage of All Students who scored Met or Above on SC READY in Math

School Year	District	Blythe
2017-18	53%	65%
2018-19	55%	66%
2020-21	44%	56%

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

SCPASS SCIENCE

	Blythe % Met	District % Met	State % Met
Spring 2017			
Grade 4	**63.9%**	**53%**	**48.4%**
Grade 5	**40.5%**	**54%**	**46.1%**
Spring 2018			
Grade 4	**54%**	**60%**	**49.8%**
Spring 2019			
Grade 4	**68.4%**	**64%**	**52%**
Spring 2021			
Grade 4	**64%**		

Percentage of All Students who scored Met or Above on SC PASS in Science by Grade Level by Performance Level

Grade	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
4	16.8%	18.8%	33.7%	30.7%

SCPASS SOCIAL STUDIES

	Blythe % Met	District % Met	State % Met
Spring 2017			
Grade 4	**94.5%**	**86%**	**80.8%**
Grade 5	**72.6%**	**79%**	**70.9%**
Spring 2018			
Grade 5	**83%**	**78%**	**80.8%**
Spring 2019			
Grade 5	**86%**	**86%**	**70.1%**

Students Exceeding Expectations on State Assessments

	Reading	Math	Science	Social Studies
3rd Grade	33% (39 of 118)	29% (34 of 118)	NA	NA
4th Grade	45% (45 of 99)	29% (29 of 99)	31% (30 of 98)	NA
5th Grade	30% (39 of 128)	33% (42 of 128)	NA	NA

Students Meeting Expectations and Above on State Assessments

	Reading	Math	Science	Social Studies
3rd Grade	65% (77 of 118)	59% (70 of 118)	NA	NA
4th Grade	65% (64 of 99)	58% (57 of 99)	64% (63 of 98)	NA
5th Grade	53% (68 of 128)	51% (65 of 128)	NA	NA

Students Approaching Expectations and Above on State Assessments

	Reading	Math	Science
3rd Grade	83% (98 of 118)	81% (95 of 118)	NA
4th Grade	81% (80 of 99)	82% (81 of 99)	84% (82 of 98)
5th Grade	74% (95 of 128)	73% (94 of 128)	NA

Students Scoring 'Not Met' on State Assessments

	Reading	Math	Science	Social Studies
3rd Grade	17% (20 of 118)	19% (23 of 118)	NA	NA
4th Grade	19% (19 of 99)	18% (18 of 99)	16% (16 of 98)	NA
5th Grade	26% (33 of 128)	27% (34 of 128)	NA	NA

AAPPL End-of-Fifth Grade Testing

2014-2015 was the first year that Blythe used the AAPPL 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 Novice High to Intermediate Low.

LANGUAGE PROFICIENCY ASSESSMENTS
Assessment of Performance toward Proficiency in Languages (AAPPL) Test by the American Council of Teachers of Foreign Languages (ACTFL)
District goal for exiting grade 5 students is Novice High (N3-4) to Intermediate Mid (I3-4).

AAPPL Testing – French – 2015 - 2021

AAPPL Testing FRENCH	2015	2016	2017	2018	2019	2020	2021
Listening	**100% N4 or above**	**100% N4 or above**	**100% I1 or above**	**100% I1 or above**	**100% N3 or above**	**No data**	**91% N3 or above**
Reading	**93.75% N3 or above**	**100% N4 or above**	**91% N3 or above**	**100% N3 or above**	**91% N3 or above**	**No data**	**91 % N3 or above**
Speaking	**100% N4 or above**	**100% I1 or above**	**100% I1 or above**	**100% I1 or above**	**100% N3 or above**	**No data**	**91 % N3 or above**

AAPPL Testing – Spanish – 2015 - 2021

AAPPL Testing SPANISH	2015	2016	2017	2018	2019	2020	2021
Listening	**84.31% N4 or above**	**96.08% N4 or above**	**91% N4 or above**	**97% N4 or above**	**97% N3 or above**	**No data**	**99% N3 or above**
Reading	**84.32% N4 or above**	**94.12% N4 or above**	**94% N3 or above**	**88% N3 or above**	**94% N3 or above**	**No data**	**98% N3 or above**
Speaking	**96.08% N4 or above**	**92.16% I1 or above**	**92.5% N4 or above**	**97% N3 or above**	**87% N3 or above**	**No data**	**88% N3 or above**

Teacher and Administrator Quality

**Surveys of Blythe Teachers/Staff indicated the following areas of interest
for professional development during the 2021-2022 school year:**

- **Meeting the needs of the Whole Child**
- **Communicating Effectively with Parents (including a look back at the work of Ruby Payne in Framework for Understanding Poverty)**
- **Mindfulness and Restorative Practices**
- **Immersion Training for Language Teachers**
- **Appropriate academic curriculum trainings (writing, balanced literacy, etc.)**

Blythe Academy of Languages
Professional Development Plan
2021-2022
"Inspiring World Class Learners"

Steven Sokohl, Principal   Victoria Comey, Instructional Coach
Cecelia Cameron, Assistant Principal   Julie Marlowe, Program Coordinator
Chelsea Stewart, Administrative Assistant

	DATE	TIME	TOPIC & INSTRUCTIONAL FOCUS	AUDIENCE	Points/ Exchange Hours
AUGUST	August 10	9:00-11:00	Balanced Literacy Overview (Comey)	Full Faculty	2 (Credit only)
SEPTEMBER	September 6 - No School: LABOR DAY HOLIDAY				
	September 8	3:00-4:00	Faculty Council	Administration, Faculty Council Members	
	September 15	3:00-4:00	General Faculty What is Guided Reading? How do I fit it into my classroom?	Full Faculty	1
	September 22	3:00-4:00	PLCs	Administration, IC, Grade Levels	1

	September 29	3:00-4:00	Mentor & Mentee Meeting (Sokohl & Comey) (M&M Meeting)	Administration, New Teachers & Mentors	1
OCTOBER	October 6	3:00-4:00	Faculty Council	Administration, Faculty Council Members	
	October 13	3:00-4:00	General Faculty	Full Faculty	1
	October 20	3:00-4:00	PLCs	Administration, IC, Grade Levels	1
	October 19	8:30-10:30	Trauma Informed- Ellen Hampshire	Full Faculty	2
	October 27	3:00-4:00	Mentor & Mentee Meeting (M&M Meeting)	Administration, New Teachers & Mentors	1
			Teacher Choice PD *Possible Topics:* *Mastery Connect Assessments* *Interactive Read Alouds* *Accountable Talk* *Utilizing data for instruction* *Writing Workshop* *Nearpod* *Google Suite*		
	October 18- No School: Exchange Days #1				
NOVEMBER	November 3	3:00-4:00	Faculty Council	Administration, Faculty Council Members	

	November 10	3:00-4:00	General Faculty	Full Faculty	1
	November 17	3:00-4:00	PLCs	Administration, IC, Grade Levels	1
	November 24-26 - No School: THANKSGIVING BREAK				
DECEMBER	December 1	3:00-4:00	Mentor & Mentee Meeting	Administration, New Teachers & Mentors	
	December 8	3:00-4:00	General Faculty: Holiday Activity	Full Faculty	1
	December 15	3:00-4:00	PLCs	Administration, IC, Grade Levels	1
	December 20-31 - No School: WINTER BREAK				
JANUARY	January 5	3:00-4:00	Faculty Council	Administration, Faculty Council Members	
	January 12	3:00-4:00	General Faculty	Full Faculty	1
	January 14		Teacher Professional Development Day-Teacher Self Care	Full Faculty	1
	January 19	3:00-4:00	PLCs	Administration, IC, Grade Levels	1
	January 26	3:00-4:00	Mentor & Mentee Meeting (M&M Meeting)	Administration, New Teachers & Mentors	1
	January 17 - No School: MLK HOLIDAY				
FEBRUARY	February 2	3:00-4:00	Faculty Council	Administration, Faculty Council Members	
	February 9	3:00-4:00	General Faculty	Full Faculty	1

	February 16	3:00-4:00	PLCs	Administration, IC, Grade Levels	1
	February 23	3:00-4:00	Mentor & Mentee Meeting (M&M Meeting)	Administration, New Teachers & Mentors	1
	February 18 -Student/Teacher Holiday				
	February 21 - No School: PRESIDENTS' DAY				
			Teacher Choice PD *Possible Topics:* *Mastery Connect Assessments* *Interactive Read Alouds* *Accountable Talk* *Guided Math or Math Strategies* *Guided Reading* *Utilizing data for instruction* *Writing Workshop* *Nearpod* *Google Suite*		
	February 4: Student ½ Day				
MARCH	March 2	3:00-4:00	Faculty Meeting	Administration, Faculty Council Members	
	March 9	3:00-4:00	General Faculty	Full Faculty	1
	March 16	3:00-4:00	PLCs	Administration, IC, Grade Levels	1
	March 23	3:00-4:00	Mentor & Mentee Meeting (M&M Meeting)	Administration, New Teachers & Mentors	1

	March 17: Student ½ Day				
	March 18- No School: Exchange Day #2				
	March 21-25- No School: SPRING BREAK				
APRIL	April 6	3:00-4:00	Faculty Council	Administration, Faculty Council Members	
	April 13	3:00-4:00	General Faculty	Full Faculty	1
	April 20	3:00-4:00	PLCs	Administration, IC, Grade Levels	1
	April 27	3:00-4:00	Mentor & Mentee Meeting (M&M Meeting)	Administration, New Teachers & Mentors	1
	April 15 & 18 - No School: Student/Teacher Holiday				
	April 29: Student ½ Day				
MAY	May 4	3:00-4:00	Faculty Council	Administration, Faculty Council Members	
	May 11	3:00-4:00	General Faculty	Full Faculty	1
	May 18	3:00-4:00	PLCs	Administration, IC, Grade Levels	1
	May 25	3:00-4:00	Mentor & Mentee Meeting (M&M Meeting)	Administration, New Teachers & Mentors	1
	May 30- No School: MEMORIAL DAY HOLIDAY				
	June 2 & 3: Student ½ Days				
	June 3: Last Student Day				
	June 6: Last Teacher Workday				

Mondays

Faculty Council (school-wide input)
General Faculty Meetings after Principals' mtg (Team Building/Professional Development)
across grade levels, SEL, treat   3-4:30pm
PLCs the week after Principal/IC meetings (Grade levels plan together with Immersion/ELA
teachers to integrate Science/SS)
Mentor/Mentee (treats/music)

Wednesdays
During common planning: Grade Level Team Planning

October 19th 8:30-10am   Ellen Hampshire: Trauma Informed Practices
Balanced Literacy (one for the first week); grade level planning or Horizontal PLCs
Optional: Techno Tuesday
Google Calendar
Nearpod
Flipgrid

General Faculty & Mentor/Mentee Meetings
Begin with Team Building

School Climate Needs Assessment

- SDE School Report Card website: https://ed.sc.gov/data/report-cards/

- Blythe Academy 2020-21 SDE School Report Card:

  https://screportcards.com/overview/?q=eT0yMDIxJnQ9RSZzaWQ9MjMw

  MTAzOA

Action Plan

Impact of COVID-19:

On March 27, 2020, the U.S. Department of Education approved the SC Department of Education's request to waive statewide assessment, accountability, and reporting requirements of in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to COVID-19.

For spring 2020, South Carolina did not administer any of the following assessment programs:
- SC READY (English language arts and mathematics in grades 3–8);
- SCPASS (science in grades 4 and 6);
- End-of-Course Examination Program (English, Algebra, Biology, United States History
- and the Constitution) the requirement that these examinations count 20 percent has been
- waived;
- Prekindergarten assessments – 4-year-old kindergarten (Phonological Awareness
- Literacy Screening (PALS Pre-K™), Individual Growth and Development Indicators
- (myIGDIs™), and Teaching Strategies® GOLD); and
- Alternate Assessments – some students have already taken the alternate assessments.

The following assessments were unable to be administered due to COVID-19 and required a waiver
- Grade 10 PSAT
- Ready to Work
- ACT, SAT
- AP, IB, Cambridge International

Performance Goal Area: ☒Student Achievement* ☐Teacher/Administrator Quality* ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)* ☐District Priority *Gifted and Talented Requires*☐Gifted and Talented: Academic ☐ Gifted and Talented: Artistic ☐ Gifted and Talented: Social and Emotional *1 Academic Goal and 1 Additional Goal* ☐Gifted and Talented: Other

PERFORMANCE GOAL 1: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from __50___% in 2016-17 to __65___% in 2022-23.

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

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by ___3__% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SDE website and School Report Card	50 % Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary**	53	56	59	62	65
		School Actual Elementary 56	61.2	*waiver*	60.6		
SC READY ELA SDE website and School Report Card	49% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary 52**	52	55	58	61	64
		District Actual Elementary 52	58	*waiver*	52		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1.Implement Balanced Literacy with fidelity across all schools.	2018-2023	Teachers Instructional Coach Literacy Specialist Administration	$0		Observations, anecdotal notes, and lesson plans. Instructional Observations and Instructional Rounds Increased number of students reading on grade level by 3rd grade
2. Coach teachers in	2018-23	Instructional	$0		Consistent implementation of

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
instructional best practices using the district coaching framework		Coach Literacy Specialist Administration			coaching events during a coaching cycle with grade level teams and reflective practices
3.Implement the MTSS framework and intervention guidelines with fidelity	2018-23	Literacy Specialist RtI Interventionists Teachers	$0		Formative and summative assessments to inform about the focus, duration, and effectiveness or the intervention.

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority *Gifted and Talented Requires*☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

PERFORMANCE GOAL 2: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from ___50__% in 2016-17 to __69___% in 2022-23.

INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by __3-5___% annually.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY Math SDE website and School Report Card	50 % Meets Expectations and Exceeds Expectations (2016-17)	**School Projected Elementary**	55	60	63	66	69

		School Actual Elementary 65	65.4	*waiver*	55.7		
SC READY Math SDE website and School Report Card	54% Meets Expectations and Exceeds Expectations (2016-17)	**District Projected Elementary** 57	**62**	**64**	**66**	**68**	**69**
		District Actual Elementary 60	63	*waiver*	53		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement tasks that promote reasoning and problem solving	2018-23	Teachers Instructional Coach Administration	$0		Observations of problem solving and reasoning
2. Enhance student understanding of mathematical concepts through intentional and authentic use of content vocabulary	2018-23	Teachers Instructional Coach Administration	$0		Observations, lesson plans, professional development, classroom evidence of content vocabulary instruction
3. Use the GCSD Instructional Protocol to	2018-23	Teachers Instructional	$0		Evidence of collaborative planning, evidence documented from classroom

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
guide instructional planning and delivery		Coach Administration			observations, specific feedback given to teachers for instructional improvement , sustainability

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority *Gifted and Talented Requires*   ☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other
PERFORMANCE GOAL 3: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will meet or exceed the state and federal accountability standard annually from 2018-19 through 2022-23.
INTERIM PERFORMANCE GOAL: The percentage of students scoring Meets Expectations and Exceeds Expectations on SCPASS Science will increase by __3___% annually.

DATA SOURCE(s):			2018–19	2019–20	2020–21	2021–22	2022–23
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**School Projected Elementary** 57	60	63	66	69	
		School Actual Elementary 54	68.4	*waiver*	64.4		
SCPASS Science SDE website and School Report Card	Baseline will be established in 2017-18 Grade 4 only	**District Projected Elementary** 63	66	69	72	75	
		District Actual Elementary 60	64	*waiver*	56		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide professional learning opportunities to support teachers' development of learning targets and strategies that promote rigor	2018-23	Instructional Coach GCS Academic Specialist Teachers Administration	$0		Evidence of learning targets tied to standards as observed in classroom walkthroughs and Instructional Rounds
2. Implement coaching cycles to improve common planning and instruction	2018-23	Instructional Coach Teachers Administration	$0		Coaching Cycle artifacts and coaching cycle schedule from schools
3. Expand the use of Mastery Connect to monitor student performance at higher Depth of Knowledge (DOK) levels.	2018-23	Instructional Coach Teachers Administration	$0		Mastery Connect reports

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

Requires☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other
PERFORMANCE GOAL 4: Annually increase learning outcomes for traditionally underperforming student demographic groups across the performance goals as measured by gap data for standardized tests in English Language Arts and Math (Hispanic – Hispanic/Latino, AA - Black/African-American, SWD - Disabled, LEP - Limited English Proficient, SIP - Students in Poverty).
INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC READY ELA SC SDE Website	50% Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	50.83	51.66	52.49	53.32	54.15
SC READY ELA SC SDE Website		**School Actual Hispanic** 51	59	*waiver*	61		
SC READY ELA SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected Hispanic** 36	**36**	**39**	**42**	**45**	**48**
SC READY ELA SC SDE Website		**District Actual Hispanic** 34	40	*waiver*	36		
SC READY ELA SC SDE Website	23 % Meets Expectations and Exceeds Expectations	**School Projected AA**	25.33	27.63	29.93	32.23	34.53
SC READY ELA SC SDE Website		**School Actual AA** 32	40	*waiver*	32		

SC READY ELA SC SDE Website	22% Meets Expectations and Exceeds Expectations	**District Projected AA** `25`	**25**	**28**	**31**	**34**	**37**
SC READY ELA SC SDE Website		**District Actual AA** `25`	`31`	*waiver*	`28`		
SC READY ELA SC SDE Website	8 % Meets Expectations and Exceeds Expectations	**School Projected SWD**	11.17	14.34	17.51	20.68	23.85
SC READY ELA SC SDE Website		**School Actual SWD** `11`	`21`	*waiver*	26		
SC READY ELA SC SDE Website	11% Meets Expectations and Exceeds Expectations	**District Projected SWD** `14`	**14**	**17**	**20**	**23**	**26**
SC READY ELA SC SDE Website		**District Actual SWD** `12`	`21`	*waiver*	`19`		
SC READY ELA SC SDE Website	29 % Meets Expectations and Exceeds Expectations	**School Projected LEP**	31	33	35	37	39
SC READY ELA SC SDE Website		**School Actual LEP** `45`	`53`	*waiver*	45		
SC READY ELA SC SDE Website	32% Meets Expectations and Exceeds Expectations	**District Projected LEP** `35`	**35**	**38**	**41**	**44**	**47**

SC READY ELA SC SDE Website		**District Actual LEP** 33	44	*waiver*	32		
SC READY ELA SC SDE Website	37 % Meets Expectations and Exceeds Expectations	**School Projected PIP**	38	39	40	41	42
SC READY ELA SC SDE Website		**School Actual PIP** 37	41	*waiver*	41		
SC READY ELA SC SDE Website	35% Meets Expectations and Exceeds Expectations	**District Projected PIP** 38	**38**	**41**	**44**	**47**	**50**
SC READY ELA SC SDE Website		**District Actual PIP** 33	45	*waiver*	37		
SC READY Math SC SDE Website	50 % Meets Expectations and Exceeds Expectations	**School Projected Hispanic**	51.05	52.10	53.15	54.2	55.25
SC READY Math SC SDE Website		**School Actual Hispanic** 60	63	*waiver*	61		
SC READY Math SC SDE Website	36% Meets Expectations and Exceeds Expectations	**District Projected Hispanic** 39	**39**	**42**	**45**	**48**	**51**
SC READY Math SC SDE Website		**District Actual Hispanic** 42	43	*waiver*	41		

SC READY Math SC SDE Website	45 % Meets Expectations and Exceeds Expectations	**School Projected AA**	32.16	34.32	36.48	38.64	40.8
SC READY Math SC SDE Website		**School Actual AA** 45	47	*waiver*	28		
SC READY Math SC SDE Website	24% Meets Expectations and Exceeds Expectations	**District Projected AA** 27	27	30	33	36	39
SC READY Math SC SDE Website		**District Actual AA** 28	30	*waiver*	25		
SC READY Math SC SDE Website	15 % Meets Expectations and Exceeds Expectations	**School Projected SWD**	18	21	24	27	30
SC READY Math SC SDE Website		**School Actual SWD** 13	23	*waiver*	26		
SC READY Math SC SDE Website	15% Meets Expectations and Exceeds Expectations	**District Projected SWD** 18	18	21	24	27	30
SC READY Math SC SDE Website		**District Actual SWD** 16	20	*waiver*	24		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**School Projected LEP**	36.88	38.76	40.64	42.52	44.4

SC READY Math SC SDE Website		**School Actual LEP** 53	53	*waiver*	47		
SC READY Math SC SDE Website	37% Meets Expectations and Exceeds Expectations	**District Projected LEP** 40	**40**	**43**	**46**	**49**	**52**
SC READY Math SC SDE Website		**District Actual LEP** 42	46	*waiver*	40		
SC READY Math SC SDE Website	50 % Meets Expectations and Exceeds Expectations	**School Projected PIP**	51	52	53	54	55
SC READY Math SC SDE Website		**School Actual PIP** 50	48	*waiver*	36		
SC READY Math SC SDE Website	33% Meets Expectations and Exceeds Expectations	**District Projected PIP** 36	**36**	**39**	**42**	**45**	**48**
SC READY Math SC SDE Website		**District Actual PIP** 38	43	*waiver*	38		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Provide professional learning opportunities for	2018-23	Administration Instructional Coach	$1000	District granted PD funds	Evidence of strategies for diverse learners being used in

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
instructional strategies and social-emotional support for all learners		GCS Academic Specialist Consultant Beth Templeton (Poverty Simulation Training for staff)			classrooms as indicated by classroom observations and Instructional Rounds Professional Development offerings on diverse learner strategies.
2. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2018-23	GCS Academic Specialists Instructional Coach Administration	$0	NA	Evidence of data driven conversations from district and school meetings (Principal meetings, Principal/IC meetings, etc.)
3. Implement Professional Learning Community support in schools	2018-23	Instructional Coach Administration Teachers	$0	NA	Strong implementation of professional learning communities as evidenced by observations, lesson plans and Instructional Rounds

Performance Goal Area: ☒Student Achievement*   ☐Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority *Gifted and Talented Requires*☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	**School Projected**		Kindergarten through Grade 5 =76%	Kindergarten through Grade 5 =78%	Kindergarten through Grade 5 =80%	Kindergarten through Grade 5 =82%
	Meets and Exceeds	**School Actual**	Kindergarten through Grade 5 =74%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	Kindergarten through Grade 5 =64%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	**School Projected**		Kindergarten =38% Grade 1 =59%	Kindergarten = 40% Grade 1 =61%	Kindergarten = 42% Grade 1 =63%	Kindergarten = 44% Grade 1 = 65%
	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read words per minute (40th percentile)	**School Actual**	Kindergarten = 36% Grade 1 =57%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	Kindergarten = 21% Grade 1 =65%		
MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**School Projected**		Grade 2 – 40 % Grade 5 – 47 %	Grade 2 – 40 % Grade 5 – 47 %	Grade 2 – 40 % Grade 5 – 47 %	Grade 2 – 40 % Grade 5 – 47 %

South Carolina MAP Linking Study – February 2018	2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile	**School Actual**	Grade 2 – 40 % Grade 5 – 47 %	Grade 2 – 55 % Grade 5 – 43 %	Grade 2 – 49 % *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.*	Grade 2 – 43 % *5th grade data point not available - School Board decision to waive 5th grade testing*	
Fountas and Pinnell Kindergarten through Grade 5	Criterion Reference Measure	**District Projected**		K-5 71% or above	K-5 73% or above	K-5 75% or above	K-5 77% or above
		District Actual	K-5 69%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	K-5 57%		
FastBridge Kindergarten and Grade 1	Norm Reference Measure	**District Projected**		5K – 52% or above Grade 1 – 57% or above	5K – 54% or above Grade 1 – 59% or above	5K – 56% or above Grade 1 – 61% or above	5K – 58% or above Grade 1 – 63% or above
	K5 criteria 41 or more accurate sounds per minute (40th percentile) Grade 1 criteria 71 or more accurately read words per minute (40th percentile)	**District Actual**	5K – 50% Grade 1 – 55%	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	5K –28 % Grade 1 – 46 %		

MAP Winter Reading	% students with Winter Reading RIT at or above criteria for scoring Meets Expectations or Exceeds Expectations on SC READY ELA	**District Projected**		Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above	Grade 2 – 36% or above Grade 5 – 32% or above
South Carolina MAP Linking Study – February 2018 and July 2020	2018 2nd grade criteria RIT = 190 64th percentile 5th grade criteria RIT = 217 68th percentile 2020 2nd grade criteria RIT = 188 72nd percentile 5th grade criteria RIT = 227 65th percentile	**District Actual**	Grade 2 – 38% Grade 5 – 39%	Grade 2 – 38% Grade 5 – 41%	Grade 2 – 37% *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.*	Grade 2 – 37 % *5th grade data point not available - School Board decision to waive 5th grade testing due to Act 142 testing requirements.*	

Note. All students participate in MAP testing except for students with disabilities on an alternate curriculum.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. R43-205 Greenville County Schools requests a waiver to increase the number of students served in each 4K class from 20 to 23. The current state maximum class size is 20 students. By adding three students to each	2020-21	Director of Early Intervention and Student Support			Waiver

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
class, we can increase the number of at-risk students served by 15% without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students will not impact program quality or instructional implementation.					
2. Provide intentional support for consistently scheduled, sustained independent reading	2018-2023	Administration Instructional Coach Literacy Specialist Teachers	$0	NA	Classroom libraries offer a wide selection of texts that reflect students' interests and needs. Teachers lead focused reading conferences and small group work. Students can articulate and demonstrate progress toward their reading goal(s).
3. Scaffold student thinking through modeling, think alouds, and/or guided practice to support stamina, decision	2018-2023	Administration Instructional Coach Literacy Specialist Teachers	$0	NA	Evidence of teacher modeling and

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
making, and understanding of content					think alouds Evidence of scaffolds for thinking including visuals, thought prompts, and question stems Students articulate and use scaffolds to answer questions and solve problems

Performance Goal Area: ☐Student Achievement*   ☒Teacher/Administrator Quality*   ☐School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority *Gifted and Talented Requires*☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional
1 Academic Goal and 1 Additional Goal   ☐Gifted and Talented: Other

PERFORMANCE GOAL 1: The school will have qualified, diverse teachers (gender and ethnicity) by 2023.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Employment report		**School Projected**			**Gender Diversity = yes Increase or Maintain Ethnic Diversity = Increase or Maintain**	**Gender Diversity = yes Increase or Maintain Ethnic Diversity = Increase or Maintain**	**Gender Diversity = yes Increase or Maintain Ethnic Diversity = Increase or Maintain**
GCS Human Resources Department	Baseline established in 2019-2020	**School Actual**		Gender Diversity =yes Ethnic Diversity = yes	Gender Diversity =yes Ethnic Diversity = yes	Gender Diversity =yes Ethnic Diversity = yes	
Employment report		**District Projected**	Gender Diversity = 92% Ethnic Diversity = 92%	Gender Diversity = 94% Ethnic Diversity = 94%	Gender Diversity = 96% Ethnic Diversity = 96%	Gender Diversity = 98% Ethnic Diversity = 98%	Gender Diversity = 100% Ethnic Diversity = 100%
GCS Human Resources Department	Baseline established in 2017-2018	**District Actual** Gender Diversity = 99% Ethnic Diversity = 90%	Gender Diversity = 96% Ethnic Diversity = 91%	Gender Diversity = 99% Ethnic Diversity = 96%	Gender Diversity = 100% Ethnic Diversity = 97%	Gender Diversity = % Ethnic Diversity = %	

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Create a plan to support teachers to work with diverse student populations (Poverty Simulation	2018-23	GCS Academic Specialists Instructional Coach Literacy Specialist	$1000	GCS offered PD funds	Professional Development opportunities targeting student diversity

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
Training; Social-Emotional Learning training; Emotional Poverty training)		Administration Consultant: Beth Templeton (Poverty Simulation Training) Blythe Counselors Mental Health Counselor			
2. Identify locations / grade levels where there is limited or no diversity	2018-23	Administration	$0	NA	Ongoing focus
3. Work with HR to identify quality candidates who are diverse	2018-23	HR Recruiters Administration	$0	NA	Ongoing identification of candidates

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

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
SC SDE School Report Card Survey	91.6	**School Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Students 94.5	97.2	*waiver*	97.1		
SC SDE School Report Card Survey	100	**School Projected Teachers**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Teachers 100	100	*waiver*	98.2		
SC SDE School Report Card Survey	91.9	**School Projected Parents**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		School Actual Parents 93.2	97	*waiver*	97		
SC SDE School Report Card Survey	92	**District Projected Students**	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Students 86	89	*waiver*	93		

SC SDE School Report Card Survey	98	District Projected Teachers	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Teachers 97	97	*waiver*	98		
SC SDE School Report Card Survey	91	District Projected Parents	≥ 90	≥ 90	≥ 90	≥ 90	≥ 90
		District Actual Parents 88	89	*waiver*	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Communicate clearly and effectively with all stakeholder s that district-wide emergency response plans are in place and include explanation s of the training and drills that take place at each location	2018-2023	Principals Teachers	$0	NA	Newsletters, Social Media Posts, SIC, and PTA agendas
2. Take a proactive approach by periodically pushing out information	2018-2023	Administration Teachers	$0	NA	Safety stories on web, social media, etc.

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

Performance Goal Area: ☐Student Achievement*   ☐Teacher/Administrator Quality*   ☒School Climate (Parent Involvement, Safe and Healthy Schools, etc.)* *(* required)*   ☐District Priority *Gifted and Talented Requires*☐Gifted and Talented: Academic   ☐ Gifted and Talented: Artistic   ☐ Gifted and Talented: Social and Emotional   *1 Academic Goal and 1 Additional Goal*   ☐Gifted and Talented: Other

PERFORMANCE GOAL 2: The school will proactively address student behavior so the percentage of students recommended for expulsion each year is maintained at less than 1% of the total student population.

PERFORMANCE GOAL 3: The school will continue to contribute to a safe school environment and positively impact student behavior as indicated by an annual expulsion rate of less than .07 %.

INTERIM PERFORMANCE GOAL: Meet annual targets below.

Percent Recommended for Expulsion

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23

	(2016-17) 0	**School Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		**School Actual** 0	0	0	0		
	(2016-17) 0.7	**District Projected**	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
GCS Expulsion Report		**District Actual** 0.8	1.5	0.9	0.3		

Annual Expulsion Rate

DATA SOURCE(s):	2016-17	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 0	**School Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**School Actual** 0	0	0	0		
	(2016-17) .04	**District Projected**	≤ .07	≤ .07	≤ .07	≤ .07	≤ .07
GCS Expulsion Report		**District Actual** .04	.10	.03	.004		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Increase awareness of community based resources that families can reach out to for guidance and support.	2018-23	Counselors Mental Health Counselors Teachers Administration	$0	NA	Information disseminated and utilized
2. Disseminate through student handbooks, websites, PTA, and other means enhanced communication regarding the consequence s of level III infractions.	2018-23	Administration GCS Publications School Webmaster Teachers	$0	NA	Information disseminated and utilized
3. Educate students, teachers, and parents so they are able to identify changes in behavior for themselves and peers, which may signify a need for intervention.	2018-23	Principal Director of CE	TBD	TBD	

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

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

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

INTERIM PERFORMANCE GOAL: Meet annual targets below.

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	88.3	89.3	90.3	91.3	92.3
		School Actual 87.3	80	90	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	90	90	90	90	90
		District Actual 89	90	92	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expand mentoring program for students	2018-23	School Counselors	TBD	Local	Students assigned to an adult at the school.

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-23	Administration Counselors Mental Health Counselors	TBD	Local	Community feedback Professional development documentation
3. Establish protocols among all adults to communicate positively with students	2018-23	School Team	$0	NA	Documentation of communicating protocol to staff

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

DATA SOURCE(s):	AVERAGE BASELINE	2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
	(2016-17) 96.3	**School Projected**	95	95	95	95	95

180th day Attendance Report		School Actual 96.3	96.5	97.4	94.5		
(2016-17) 95		District Projected	95	95	95	95	95
180th day Attendance Report		District Actual 95	95	96	92		

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Expand mentoring program for students	2018-23	School Counselors	TBD	Local	Students assigned to an adult at the school.
2. Enhance professional development to increase staff awareness and understanding of community being served	2018-23	Administration Counselors Mental Health Counselors	TBD	Local	Community feedback Professional development documentation
3. Establish protocols among all adults to communicate positively with students	2018-23	School Team	$0	NA	Documentation of communicating protocol to staff

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

DATA SOURCE(s):		2017-18	2018–19	2019–20	2020–21	2021–22	2022–23
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**School Projected**	**Afraid ≤ 6% Lonely ≤ 16% Angry ≤ 15%**	**Afraid ≤ 6% Lonely ≤ 16% Angry ≤ 15%**	**Afraid ≤ 6% Lonely ≤ 15% Angry ≤ 15%**	**Afraid ≤ 6% Lonely ≤ 15% Angry ≤ 14%**	**Afraid ≤ 6% Lonely ≤ 14% Angry ≤ 13%**
		School Actual Afraid – 6% Lonely – 16% Angry – 15%	Afraid ≤6% Lonely ≤17% Angry ≤16%	Afraid ≤ Lonely ≤ Angry ≤	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*
Cognia Climate & Culture Student Survey	Baseline established in 2017-18	**District Projected**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 9 Angry ≤ 7**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 8 Angry ≤ 6**	**Afraid ≤ 5 Lonely ≤ 7 Angry ≤ 5**
		District Actual Afraid – 5% Lonely – 10% Angry – 8%	**Afraid – 5% Lonely – 10% Angry – 8%**	**Afraid – 5% Lonely – 10% Angry – 7%**	*Data point not available due to state-wide school closures on March 17, 2020 - COVID-19 pandemic.*	*Note: Cognia surveys have been discontinued.*	*Note: Cognia surveys have been discontinued.*

ACTION PLAN FOR STRATEGY #1:					EVALUATION
ACTIVITY	**TIMELINE** (Start and End Dates)	**PERSON RESPONSIBLE**	**ESTIMATED COST**	**FUNDING SOURCE**	**INDICATORS OF IMPLEMENTATION**
1. Implement relationship-building programs/strategies in schools (e.g., PBIS, Capturing Kids' Hearts, Compassionate Schools, Love and Logic, Social-Emotional Learning, Conflict Resolution, Mindfulness, Zones of Regulation)	2018-23	Counselors Principals Teachers Mental Health Counselors	TBD	TBD	Programs implemented with fidelity
2. Educate students on appropriate vs. inappropriate behaviors and the impact of their choices	2018-23	Administration Teachers Counselors Mental Health Counselors	$0	NA	Discipline Consequence Highlighted in materials for distribution
3. Implement character education program which addresses bullying behaviors	2018-23	Counselors	TBD	TBD	Appropriate programs utilized by schools