

**BLYTHE ACADEMY
OF LANGUAGES**



Steven Sokohl, Principal

THE SCHOOL DISTRICT OF GREENVILLE COUNTY

Dr. W. Burke Royster, Superintendent

2024-25 through 2028-29

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL NAME: Blythe Academy of Languages

SCHOOL RENEWAL PLAN FOR YEARS 2024-25 through 2028-29 (five years)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2024-25 (one year)

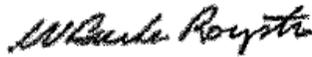
Required Signature Page

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.

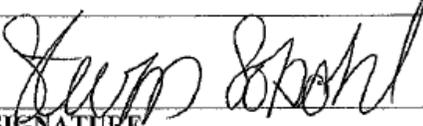
Assurances for the School Renewal Plans

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.

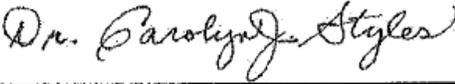
SUPERINTENDENT

Dr. W. Burke Royster		5/1/2024
PRINTED NAME	SIGNATURE	DATE

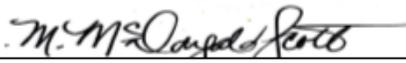
PRINCIPAL

Steven Sokohl		4/26/24
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, BOARD OF TRUSTEES

Dr. Carolyn Styles		5/1/2024
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Dr. Amanda McDougald Scott		4/26/24
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Renee Stokes	<i>Renee Stokes</i>	4/26/24
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
1. Principal	Steven Sokohl
2. Teacher	Johana Raigosa
3. Parent/Guardian	Cat Oliver
4. Community Member	Jeff Brown
5. Paraprofessional	Peggy Booker
6. School Improvement Council Member	Amanda McDougald-Scott
7. Read to Succeed Reading Coach	Renee Stokes
8. School Read To Succeed Literacy Leadership Team Lead	Renee Stokes
9. School Read To Succeed Literacy Leadership Team Member	Douglas Sullivan

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)]

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.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Academic Assistance, PreK-3 The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Academic Assistance, Grades 4-12 The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Parent Involvement The school encourages and assists parents in becoming more involved in their children's education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them; providing parents with their child's individual test results and an interpretation of the results; providing parents with information on the district's curriculum and assessment program; providing frequent, two way communication between home and school; providing parents an opportunity to participate on decision making groups; designating space in schools for parents to access educational resource materials; including parent involvement expectations as part of the principal's and superintendent's evaluations; and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Staff Development The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff

<input type="radio"/> <input checked="" type="radio"/> N/A	development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
<input checked="" type="radio"/> Yes <input type="radio"/> <input type="radio"/> No <input type="radio"/> <input type="radio"/> N/A	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
<input checked="" type="radio"/> Yes <input type="radio"/> <input type="radio"/> No <input type="radio"/> <input type="radio"/> N/A	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
<input checked="" type="radio"/> Yes <input type="radio"/> <input type="radio"/> No <input type="radio"/> <input type="radio"/> N/A	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
<input checked="" type="radio"/> Yes <input type="radio"/> <input type="radio"/> No <input type="radio"/> <input type="radio"/> N/A	Developmental Screening The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.
<input checked="" type="radio"/> Yes <input type="radio"/> <input type="radio"/> No <input type="radio"/> <input type="radio"/> N/A	Half-Day Child Development The school provides half-day child development programs for four-year-olds (some districts fund full-day programs). The programs usually function at primary and elementary schools. However, they may be housed at locations with other grade levels or completely separate from schools.
<input checked="" type="radio"/> Yes <input type="radio"/> <input type="radio"/> No <input type="radio"/> <input type="radio"/> N/A	Developmentally Appropriate Curriculum for PreK-3 The school ensures that the scope and sequence of the curriculum for PreK-3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
<input checked="" type="radio"/> Yes <input type="radio"/> <input type="radio"/> No <input type="radio"/> <input type="radio"/> N/A	Parenting and Family Literacy The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and how to be full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriate education to prepare children for success in school and life experiences (early

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

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INTRODUCTION

Blythe Academy of Languages School Portfolio

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

School Portfolio Team Members, Roles, and Committees

Executive Summary

Steven Sokohl -Principal
Brianna Evans – Instructional Coach

School Profile

Steven Sokohl – Principal
Brianna Evans–Instructional Coach
Chelsea Stewart – Assistant Principal
Jennifer Dixon - Administrative Assistant
Johana Raigosa – Teacher
Sarah Penny – Teacher
Tonya Scheibel – Attendance Clerk
Claire Barnett- School Counselor
Haleigh Palms- School Counselor

Mission/Visions/Beliefs

Steven Sokohl – Principal

School: Blythe Academy of Languages

Brianna Evans- Instructional Coach

Data Analysis/Needs Assessment

Steven Sokohl – Principal
Brianna Evans – Instructional Coach
All Classroom Teachers

Action Plan

Steven Sokohl – Principal
Brianna Evans– Instructional Coach
All Classroom Teachers

Professional Development Plan

Steven Sokohl – Principal
Brianna Evans – Instructional Coach
Chelsea Stewart – Assistant Principal
Jennifer Dixon – Administrative Assistant
Betsy Shouse- 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.

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 Needs Assessment or Findings

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

- Increased emphasis on student performance data used to inform instruction and monitor student learning.
 - The Reading Horizons program was continued in K5.
 - The Reading Horizons program was started in Grades 1.
 - RTI programs were continued in reading at K5 through grade 2.
 - Continued implementation of regular grade-level team meetings with the Instructional Leadership Team.
 - Continued protection of instructional time.
 - Continued to use SC READY, Fastbridge, Reading Horizons, Fountas & Pinnell and Progress Monitoring data to guide instruction.
 - Continued implementation of Mastery View Predictive Assessments benchmark to drive instruction and monitor student learning.
 - Use the Pearson EnVision Math textbooks for all our students, including immersion students.
 - Continued use of Learning Palettes to support independent spiral review in math.
 - Continued use of ReThink Ed for Social Emotional Learning
 - Utilization of online softwares such as Dreambox, Reading Horizon, Lexia, NewsELA and Gizmo
 - Strengthen literacy instruction in all language classrooms.
-
- Utilize Reading Specialist and Instructional Coach to model lessons
 - Define and implement a behavior intervention program that aligns with the culture of Blythe Academy.
 - Expand mentor program and support to students in need.
 - Continue to focus counseling lessons on core character traits such as respect for self and others, the healthy development of interpersonal relationships, the development of social and emotional competencies, and a growth mindset in students.

School: Blythe Academy of Languages

- Continue to use the STAMP/AVANT immersion test to grade 3 and 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.
- Continue regular grade level team meetings. Emphasize focus of improved student achievement. Utilize school and district resources as appropriate for meeting content.

Teacher and Administrator Quality Needs Assessment or Findings

- 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 current.
- Continue to support teachers as they work towards Read to Succeed Endorsement.
- Encourage teachers to seek National Board Certification.
- 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 teachers.

School Climate Needs Assessment or Findings

- The Blythe Academy administration, faculty, staff, parents, and community will continue to provide opportunities for students to develop positive social behavior and leadership potential.
- Regular teacher surveys will be given in order to monitor and adjust.
- 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.
- Utilize mentors provided through area churches and ministerial groups for struggling students.
- Continue to expand supports to families and our community as a whole.

Significant Challenges from the Past 3 Years

School: Blythe Academy of Languages

- Transiency of students
- Student tardiness
- Turnover of international staff members; hiring staff who are fluent in French OR Spanish as well as certified in Early Childhood or Elementary education is challenging
- Reaching all ability levels and continuing to lessen the gap for subgroups through small group intervention
- The need to utilize EDP and teacher supply funds to help fund personnel needs.
- Continuing the tradition of high performance on MAP, SCPASS and SCReady testing to reach pre pandemic goals

Significant Awards, Results, and Accomplishments From Past 3 Years

- 2023-2025 Project ADAM Heart Safe School
- 2023-2024 US News Report Elementary Schools to Watch
- 2023-2024 Project ADAM Heart Safe School
- 2023 Special Olympics Unified Champion School
- 2023 Greenville Drive Reading All-Stars Outstanding Achievement Award
- 2022-2023 SC State School Report Card Absolute Rating Good
- 2022-2023 American Heart Association Greenville County Schools First Place in District
- 2022-2023 ELA Met or Exceeded Prepandemis Scores
- 2020-2022 United Way Campaign Award of Excellence
- 2018-2022 National PTA Schools of Excellence Award
- National Board Certified Teachers

School Profile

History of Blythe

Blythe Academy of Languages is located in Greenville, South Carolina. Greenville County has six unique and prosperous municipalities. Greenville County has a population of 72, 310 (2024 source), is South Carolina's largest county, and the fourth fastest growing city in the US.

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 grade levels (K5–grade 5), and the name of the school was changed to Blythe Academy of Languages to reflect its magnet school status.

School: Blythe Academy of Languages

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 a large office area. An office for the instructional coach is located downstairs.

Blythe is currently recognized as one of the elementary schools in South Carolina that offers foreign language instruction to its students. Our Partial Spanish Immersion students receive instruction in Spanish for math, science and health in Kindergarten through fifth grade. Our Partial French Immersion students receive instruction in French for math, science, and health in kindergarten through fifth grade. Students who participate in Partial French and Spanish Immersion receive their math and science instruction in the target language.

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, and Social Studies. Students also receive instruction in Art, Music, STEM 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.

Facilities

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.

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.

Blythe Academy's PTA and School Improvement Council (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, full board meetings and five general PTA meetings each year. SIC also meets monthly. At each meeting, Blythe's principal provides a principal's report which may include the school program, 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 Popsicles on the Playground, Holiday Market, Blythe Blast, Bingo Night, and Boosterthon Fun Run.

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, 5th Grade Day, Prospective Parents Night, Popsicles on the Playground K5 Welcome, Walk and Wheel to School Day

The PTA budget for the 2023-2024 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. These

School: Blythe Academy of Languages

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 and academic excellence.

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, and managing middle school.

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. Local churches provide backpacks as well weekend food bags for selected students every week.

School Personnel Data

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

The current positions held at Blythe Academy are:

- 1 – Principal
- 1 – Assistant Principal
- 1 – Administrative Assistant

School: Blythe Academy of Languages

1 - Program Coordinator
1- Instructional Coach
2- School Counselors
1 – Challenge Teacher
4.8 – Related Arts Teachers
1 – Secretary
1 – Attendance Clerk
1 -Office Clerk
1– Nurse
1– Media Specialist
1– Media Clerk
2- 4K Teachers
2–4K Assistants
6 – 5K Teachers
6– 5K Assistants
8- 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
2- Self Contained Multi-cat
1 – Speech Therapist
.8 – ESOL Teacher
1– Literacy Specialist
1– Reading Interventionists, certified
2- STEM Lab Managers, non-certified

Teacher allocations are consistent throughout our district and for the 2023-2024 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

Student Population Data

For the 2023-2024 school year, the total enrollment of Blythe Academy of Languages is 870. 422 are magnet students, 448 home-based students, and 1 virtual student. Magnet students come from neighborhoods across Greenville County and from out of district. During the 2023-2024 school year, 100% of Blythe students receive free or reduced meals.

Enrollment by grade level

K4 Brick and Mortar	41 students
K5 Brick and Mortar	135 students
1st Brick and Mortar	155 students
2nd Brick and Mortar	157 students
3rd Brick and Mortar	135 students
4th Brick and Mortar	138 students
5th Brick and Mortar	109 students

School: Blythe Academy of Languages

5th Virtual	1 student
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Enrollment by Ethnicity:

Asian	16 students
Black or African American	244 students
Hispanic/Latino	208 students
American Indian or Alaska Native	2 students
Two or More Races	96 students
Native Hawaiian or Other Pacific Islander	3 students
White	301 students

Retentions

For the 2022-2023 school year, 0 students were retained.

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.

Our gifted and talented population for the 2022-2023 school year was 30.2%.

Student Attendance

School: Blythe Academy of Languages

Student attendance over the past five years has remained very consistent.

School Year	Attendance %
2022-23	94.02
2021-22	94.93
2020-21	94.24
2019-20	96.8
2018-19	96.5

Major Academic and Behavioral Features, Programs, and Initiatives

School Focus	Education Model	Description
Student Achievement: Foreign Language Magnet Program	Partial Language Immersion	As Greenville County School District’s only foreign language magnet school, Blythe Academy offers partial immersion programs where math, science and health are taught in both Spanish and French in Kindergarten through Fifth Grade. English Language Arts and Social Studies are instructed in the English language for all students at Blythe Academy. Our vision is that students achieve academic success, bilingual and bi-literate proficiency, and multicultural competency.
Student Achievement: Reading	Response to Intervention	RTI is taught by a team of reading interventionists. Students who qualify receive intense and specific instruction in small groups. A district curriculum and training are followed by our school interventionists. FastBridge is used to monitor the progress of students. RTI instructors continuously track student progress.

School: Blythe Academy of Languages

Student Achievement: English Language Arts	English Speakers of Other Languages	Blythe's ESOL program groups students according to language fluency levels and/or grade levels where they receive academic assistance from an ESOL instructor in addition to regular classroom instruction. The ESOL instructor provides MLL students with access to Lexia, an online language program to assist in language acquisition, that can be accessed in the classroom and at home.
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Mission, Vision, and Beliefs

Mission Statement

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

Vision Statement

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

Beliefs

- 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.

Data Analysis and Needs Assessment

SDE School Report Card: <https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9MjMwMTAzOA>

School Test Scores: <https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/>

SC Ready ELA and Math Percent Met or Exceeding - School, District, and State

Subject	School	District	State
ELA	69.4%	61.7%	53.9%
Math	63.3%	50.8%	40.9%

SC Ready ELA - by grade level by performance level

Grade	Not Met	Approached	Met	Exceeded
3rd	19.7%	14.8%	21.8%	43.7%
4th	12.8%	15.6%	26.6%	45.0%
5th	20.5%	15.4%	17.9%	46.2%

SC Ready Math - by grade level by performance level

Grade	Not Met	Approached	Met	Exceeded
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School: Blythe Academy of Languages

3rd	18.3%	14.8%	30.3%	36.6%
4th	22.05	18.3%	20.2%	39.4%
5th	24.8%	23.9%	20.5%	30.8%

Teacher and Administrator Quality

Professional Development is determined by student achievement, district initiatives, teacher evaluations, and staff surveys. Some offerings are required by the school and/or district, while others are optional in order to meet the needs of individual teachers. A professional development calendar is given to teachers indicating training opportunities offered at our school. This is a condensed version of our final plan, which also includes the presenter as well as date/time of the PD. **This table contains only planned Professional Development opportunities and training sessions. This table does not include orientations, team-building meetings, planning meetings, faculty meetings, PLC meetings, and data meetings. all of which occur on a regular basis.*

Professional Development Calendars for 2024-2025

Title	Correlation to School Goals
Language Essentials for Teachers of Reading and Spelling (LETRS)	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Teacher Led Tuesdays	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment

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Effective Math Strategies and Unit Plannings	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Mentor and Mentee Trainings	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
English Language Arts New Standards Training	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Reading Horizons Training	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Vertical Team Planning	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Multi-Language Learner Collaboration and Planning	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Classroom Management Strategies Training	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment
Science Unit Planning	Goal 1: Academic Achievement Goal 2: Teacher/Admin Quality Goal 3: School Environment

School Climate Needs Assessment

Student Behavior Data

Location	Year	Total Students	1+ Referrals	2+ Referrals
Blythe Academy (086)	20-21	826	43	13
Blythe Academy (086)	21-22	805	83	33
Blythe Academy (086)	22-23	865	119	52

Attendance, absenteeism, and truancy

Student attendance rates at Blythe Academy have remained steady over the past few years. As of March 2024, the year-to-date Attendance Rate was 94.02% for the 2023-24 school year. As of April 2024, percentage of truancy referrals for the 2023-24 school year was 45.42%

Parent / Teacher Conferences

100% of our teachers held parent conferences with families during the fall of 2023.

Volunteer Hours

Our volunteers have currently logged a total of 5,628 hours during the 2023-2024 school year.

Backpack Account / Logins

Backpack Activity						
# Students Attending	# Students with Backpack Contacts	% Students with Backpack Contacts	# Students (30 days)	% Students (30 days)	# Students (60 days)	% Students (60 days)
870	820	94.25%	492	56.55%	607	69.77%
Refresh - Print - Export						

Link to 2022-2023 SDE School Report Card:

<https://screportcards.com/overview/?q=eT0yMDIzJnQ9RSZzaWQ9MjMwMTAzOA>

Action Plan

GOAL AREA 1 – Performance Goal 1

<p>Performance Goal Area: <input checked="" type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)</p>
<p>Performance Goal 1: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase from 63% in 2022-23 to 68% in 2028-29.</p>
<p>Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY Math will increase by 1% annually.</p>

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
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School: Blythe Academy of Languages

SC READY Math SCDE School Report Card			Projected (ES)	64%	65%	66%	67%	68%
	63%	TBD	Actual (ES)					
	60%	TBD	Actual (District)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students acquire prerequisite math skills at each level.					
1. Develop annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Instructional Leadership Team	\$0.00		Continue
2. Design individualized school, teacher, and student goals based on growth and achievement.	2024-2029	· Instructional Leadership Team	\$0.00		Continue
3. Integrate mathematical concepts into other subject curriculum maps, showcasing the interconnectedness of learning (i.e., incorporate math into science experiments, art projects, or literature analysis).	2024-2029	· Instructional Leadership Team · Teachers	\$0.00		Continue
Action Plan for Strategy #2: Ensure math curriculum and instructional delivery meets the needs of all students, with differentiated support for remediation, acceleration, and personalization of learning experiences using the Universal Design for Learning Framework.					
1. Update the GCS Curriculum Maps to leverage power standards, grade-level rigor and pacing and ensure consistent use across all classrooms.	2024-2029	· District Academic Specialists	\$0.00		Continue
2. Ensure GCS Curriculum Maps include real-world, rigorous, project-based strategies and address differentiated needs and supports, as identified (i.e.: manipulatives, mathematical tools, technology).	2024-2029	· District Academic Specialists	\$0.00		Continue

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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
3. Utilize formative and predictive assessment data to design differentiated instruction for all students.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	\$0.00		Continue
4. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations to ensure all students have access to grade-level instruction and standards.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	\$0.00		Continue
5. Track trend data on teacher observations in the district observation tool to plan for professional learning and individualized coaching.	2024-2029	<ul style="list-style-type: none"> · District Personnel 	\$0.00		Continue
Action Plan for Strategy #3: Create and implement professional learning experiences for teachers and staff that support students' mastery of math skills.					
1. Analyze school data to determine professional development and coaching needs for teachers to ensure mastery of math content and skills and ensure high expectations for all students.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	\$0.00		Continue
2. Provide professional development for teachers throughout the year based on teacher input, trend data and observational feedback.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	\$0.00		Continue
3. Ensure ongoing, continuous improvement of student achievement through the	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	\$0.00		Continue

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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Professional Learning Community Process by monitoring for fidelity.					
4. Foster a collaborative relationship between schools and parents.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · Teachers 	\$0.00		Continue
5. Provide resources and workshops to help parents support their children's mathematical development at home.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	\$0.00		Continue

GOAL AREA 1 – Performance Goal 2

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

Performance Goal 2: By 2029, the percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase from 69% in 2022-23 to 74% in 2028-29.

Interim Performance Goal: The percentage of students scoring Meets Expectations and Exceeds Expectations on SC READY ELA will increase by 1% annually.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
SC READY ELA SCDE School Report Card			Projected (ES)	70%	71%	72%	73%	74%
	69%	TBD	Actual (ES)					
	64%	TBD	Actual (District)					

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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure all students have the skills and supports necessary to be reading on grade level by the end of 3rd grade.					
1. Implement annual academic growth targets based on the Principal and School Goal Setting Process.	2024-2029	· Principal	\$0.00		Continue
2. Provide appropriate resources and support for early learners to ensure all students are reading on grade level by 3rd grade.	2024-2029	· Instructional Leadership Team · Literacy Specialist	\$0.00		Continue
3. Reduce the number of students requiring Tier II and Tier III reading intervention as evidenced by district screeners, summative assessments and classroom observations.	2024 - 2029	· Instructional Leadership Team · Teachers · Literacy Specialist	\$0.00		Continue
4. Offer varying levels of support through scaffolding, intervention, and remediation for struggling students to ensure mastery of critical literacy skills for success while maintaining high achievement expectations for all students.	2024-2029	· Instructional Leadership Team · Teachers · Literacy Specialist	\$0.00		Continue
5. Provide additional enrichment opportunities for students who are meeting and exceeding grade level standards in order to prepare students for advanced level coursework.	2024-2029	· Instructional Leadership Team · Teachers · Literacy Specialist	\$0.00		Continue
Action Plan for Strategy #2: Ensure all students acquire prerequisite ELA skills at each level.					
1. Leverage power standards and address pacing and ensure	2024-2029	· Instructional Leadership Team	\$0.00		Continue

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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
consistent use across all classrooms.		<ul style="list-style-type: none"> • Literacy Specialist 			
2. Identify the areas of strengths and areas of growth each year from summative assessments to ensure curriculum maps and resources fully support student success.	2024-2029	<ul style="list-style-type: none"> • Academic District Personnel • Instructional Leadership Team 	\$0.00		Continue
3. Provide support for implementing data driven reflective conversations to improve teaching practice (district, school, and individual data).	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Literacy Specialist 	\$0.00		Continue
4. Progress Monitor intervention outcomes to determine the most effective strategies for increasing student success.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Literacy Specialist • Teachers 	\$0.00		Continue
5. Implement a range of assessment methods that measure student understanding.	2024-2029	<ul style="list-style-type: none"> • Teachers 	\$0.00		Continue
6. Ensure vertical articulation of grade level content and practices.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Teachers 	\$0.00		Continue
7. Support intentional unit and lesson planning to reflect responsive teaching practices (conferencing, small group instruction, etc.) that meet student needs.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Literacy Specialist 	\$0.00		Continue
8. R43-205 GCS Strategic Plan Strategy	2024-2025	<ul style="list-style-type: none"> • Director of Early Intervention and Student Support 			Waiver

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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>G1.PG2.S2.A8 Investigate the feasibility of expanding PreK programs to serve an increased number of students who qualify.</p> <p>a. Promote school readiness activities in public, private, and faith-based preschool programs through GCS web-based resources and CDC training opportunities.</p> <p>b. Promote school readiness activities with parents and community through GCCS web-based resources.</p> <p>c. Maintain the increased classroom enrollment sizes of 23 students per 4K classroom instead of 20, which was approved by the SCDE in 2016. By adding three students to each class, GCS has been able to increase the number of at-risk students served by 15% annually without any additional funding (the equivalent of adding 11 classrooms) or requirement for facilities. Adding this very small number of students has not impacted program quality or instructional implementation, as evidenced by KRA readiness</p>					

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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
<p>data. Each 4K class includes one early childhood certified teacher and one instructional aide, both of whom receive annual training specific to high quality early childhood programming. The increase of classroom size from 20 to 23 is well under the SDE 5K maximum class size of 30 and is lower than the GCS maximum 5K class size of 26. In addition, the SC Child Care Licensing Standards have an even higher staffing ratio of one adult for 17 children.</p>					
<p>Action Plan for Strategy #3: Ensure ELA curriculum design meets the needs of all students, with differentiated support for remediation, acceleration, and personalization while maintaining the expectation of grade level mastery.</p>					
<p>1. Monitor data to ensure a guaranteed and viable curriculum (pacing, content, resources and strategies, etc.).</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> • Instructional Leadership Team 	<p>\$0.00</p>		<p>Continue</p>
<p>2. Integrate disciplinary literacy, targeting informational texts, tasks, and talk across all subject areas.</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> • Instructional Leadership Team • Literacy Specialist • Teachers • Media Specialist 	<p>\$0.00</p>		<p>Continue</p>
<p>3. Utilize resources for differentiated support and acceleration for all students.</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> • Teachers 	<p>\$0.00</p>		<p>Continue</p>
<p>4. Utilize formative and predictive assessment data to design unit and lesson plans' instructional delivery.</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> • Teachers 	<p>\$0.00</p>		<p>Continue</p>

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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Provide actionable feedback on instructional delivery and the student experience using learning walks, instructional rounds, and classroom observations.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Literacy Specialist 	\$0.00		Continue
6. Provide diverse and multimedia-rich materials for teaching language arts, including audio, visuals, and interactive texts to accommodate various learning styles.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Teachers • Literacy Specialist • Media Specialist 	\$0.00		Continue
Action Plan for Strategy #4: Create and implement professional learning experiences for teachers and staff that support student mastery of ELA skills.					
1. Ensure that professional learning and coaching help all teachers develop the knowledge and skills to support all students in building necessary reading skills.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Literacy Specialist 	\$0.00		Continue
2. Establish peer support groups, mentors and/or networks for teachers to share experiences, resources, and strategies for success.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team 	\$0.00		Continue
3. Build capacity for consistent implementation of the GCS Secondary ELA Instructional Framework.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Literacy Specialist • Teachers 	\$0.00		Continue
4. Monitor students' needs in order to determine and use the best	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Literacy Specialist 	\$0.00		Continue

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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
instructional practices to achieve mastery of ELA skills.		<ul style="list-style-type: none"> • Teachers 			
5. Provide professional learning opportunities on instructional strategies for diverse learners using the Universal Design for Learning Framework.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team 	\$0.00		Continue

GOAL AREA 2 – Performance Goal 1

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 1: 100% of classroom teacher positions will be filled on the first day of school by highly qualified educators (through 2029).
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	100%	100%	100%	100%	100%
	100%	TBD	Actual (District)					
			Projected (School)	100%	100%	100%	100%	100%
	100%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Further community partnerships to encourage early interest in education among diverse student and community groups.					
1. Share with students and community members on pathways and alternative pathways to education.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team · School Counselors · Teachers 	\$0.00		Continue
2. If applicable, partner with Clemson University on an ongoing basis to host the Call Me Mister showcase, Express Way to Tiger Town, Student Teacher placements and other opportunities for a path to education.	2024-2029	<ul style="list-style-type: none"> · Instructional Leadership Team 	\$0.00		Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #2: Identify and expand community outreach programs that have been most successful in recruiting highly qualified candidates.					
1. Ensure elementary school career programs include teaching as a choice.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team School Counselors 	\$0.00		Continue

GOAL AREA 2 – Performance Goal 2

Performance Goal Area: <input type="checkbox"/> Student Achievement* <input checked="" type="checkbox"/> Teacher/Administrator Quality* <input type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)
Performance Goal 2: Reduce teacher turnover by 0.5 percentage points annually through 2029.
Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Human Resources Department			Projected (District)	11.60%	11.10%	10.60%	10.10%	9.60%
	12.10%	TBD	Actual (District)					
			Projected (School)	7.5%	7.0%	6.5%	6.0%	5.5%
	8%	TBD	Actual (School)					

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Continuation of building level Mentor and Mentee Programs to support all newly highly qualified educators.					
1. Meet monthly with mentors and mentees and provide them an opportunity to peer observe one another through the school year.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team 	\$0.00		Continue

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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
		• Teacher Mentors			
2. Provide mentors and mentees an opportunity to peer observe one another through the school year.	2024-2029	• Instructional Leadership Team • Teacher Mentors	\$0.00		Continue
Action Plan for Strategy #2: Continuation of highly effective Professional Development appropriate to their instructional assignments.					
1. Seek input and feedback and staff n professional development interests throughout the school year through multiple modes of communication.	2024-2029	• Instructional Leadership Team • Literacy Specialist • Teachers	\$0.00		Continue
2. Align professional growth opportunities to the priority practices of GCS elementary schools.	2024-2029	• Instructional Leadership Team • Literacy Specialist	\$0.00		Continue

GOAL AREA 3 – Performance Goal 1

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

Performance Goal 1: Ensure an environment where positive relationships, consistent behavior expectations, consequences, and interventions foster healthy student and adult interactions, resulting in, by 2029, a 10-point decrease in the percentage of students receiving more than one incident referral in a single school year.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
ETS - Incidents			Projected (District)	58.5%	56.5%	54.5%	52.5%	50.5%
Students referred for Behavior Incidents	60.5%	TBD	Actual (District)					
			Projected (School)	TBD	TBD	TBD	TBD	TBD

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after their first referral*	TBD	TBD	Actual (School)					
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*On average, 21% of all students have misbehavior resulting in a disciplinary referral. Of those students, 60.5% receive additional behavior referrals.

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Ensure a safe and welcoming atmosphere conducive to teaching and learning, with consistent expectations for behavior, appropriate consequences for misbehavior, and support to develop self-direction, integrity, and responsible decision-making in PreK through 12th grades.					
1. Implement district framework based on student-centered behavioral and disciplinary expectations and practice aligned with district policy, with a representative multi-disciplinary steering team of school and district-level leaders to monitor and continuously improve an aligned system across all schools.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team 	\$0.00		Continue
2. Establish consistency in teaching and reinforcing expectations and building positive relationships, while allowing custom, school-based programming to meet this goal.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team Teachers 	\$0.00		Continue
3. Create a sense of safety, stability, and belonging for all students, staff, and families, using developmentally appropriate, trauma-informed, school-wide practices and expanded opportunities for family engagement.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team Teachers 	\$0.00		Continue
4. Utilize training and support on classroom management and relationship building to new teachers and additional support and coaching for school staff with a higher proportion of behavior incidents.	2024-2029	<ul style="list-style-type: none"> Instructional Leadership Team Teachers 	\$0.00		Continue

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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
5. Ensure full implementation of the Early Warning Response System and measures of well-being to monitor, report, and resolve behavioral health needs.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Teachers 	\$0.00		Continue
6. Teach interpersonal skills to students, including self-direction, integrity, responsible decision-making, and well-being. Involve family and student input regarding lesson content and structure.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Teachers 	\$0.00		Continue
Action Plan for Strategy #2: Improve school-home connections and parent involvement and enhance communication across stakeholders involved with student well-being.					
1. Make home-school relationships a priority through frequent connection and communication.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Teachers 	\$0.00		Continue
2. Ensure school employees exhibit understanding and appreciation of all students and families and use best-practice communication strategies to connect with those families.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Teachers 	\$0.00		Continue
3. Discuss social, emotional, and behavioral development within parent/teacher/student conferences.	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • School Counselors • Teachers 	\$0.00		Continue
Action Plan for Strategy #3: Expand student access and opportunities to activities related to interpersonal and leadership development, particularly for students characterized as Pupils in Poverty.					
1. Make opportunities for students to participate in clubs and extracurricular activities more accessible through	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team • Teachers 	\$0.00		Continue

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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
transportation, scholarships for fees/trips, etc.		• School Counselors			
2. Increase leadership opportunities within the school during the school day.	2024-2029	• Instructional Leadership Team • Teachers • School Counselors	\$0.00		Continue
3. Continue and expand community partnerships to provide mentors and out-of-school time activities for students.	2024-2029	• Instructional Leadership Team • Teachers • School Counselors	\$0.00		Continue
Action Plan for Strategy #4: Reduce disparities among students in a subset of behavior incidents influenced by relationships and school culture: Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior.					
1. Establish common understanding among students and adults of the expectations and meaning of disrespect, disruption, disobedience/defiance, and inappropriate behavior.	2024-2029	• Instructional Leadership Team • Teachers	\$0.00		Continue
2. Identify and address the underlying need communicated in incidents of Disrespect, Disrupting Class, Refusal to Obey/Defiant, and Inappropriate Behavior, while maintaining accountability for these actions.	2024-2029	• Administration	\$0.00		Continue
3. Establish standard and reliable classroom practice and developmentally appropriate consequences to lessen the incidence of these offenses and their impact on the order and productivity of the learning environment.	2024-2029	• Administration • Teachers	\$0.00		Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
4. Teach productive behaviors, emotional control, and interpersonal skills including listening to and understanding diverse perspectives.	2024-2029	<ul style="list-style-type: none"> Teachers School Counselors 	\$0.00		Continue
5. Provide student-centered interventions and resources for students who repeat detrimental behaviors and strengthen in-class and on-site response to develop healthy regulation and decision-making skills.	2024-2029	<ul style="list-style-type: none"> Administration Teachers School Counselors 	\$0.00		Continue

GOAL AREA 3 – Performance Goal 2

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

Performance Goal 2: By 2029, reduce the percentage of students who are chronically absent* by 10 points.

Interim Performance Goal: Meet annual targets below.

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Student Services			Projected (District)	22%	20%	18%	16%	14%
	24%	TBD	Actual (District)					
			Projected (School)	6%	5%	4%	3%	2%
	7%	TBD	Actual (School)					

*A student is chronically absent when they miss 10% or more of the days they are enrolled at a school site, no matter the reason.

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Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Implement the model framework set forth by the district for proactive monitoring, communication, and intervention for students with chronic absenteeism.					
1. Implement the updated parent note requirements and examine the impact of disciplinary consequences on the chronic absenteeism rate.	2024-2029	<ul style="list-style-type: none"> · Attendance Clerk · Administration 	\$0.00		Continue
2. Implement the model framework and ensure the implementation of strategies.	2024-2029	<ul style="list-style-type: none"> · Administration 	\$0.00		Continue
Action Plan for Strategy #2: Increase the percentage of completed Attendance Intervention Plans.					
1. Implement Backpack and School Messenger to track, flag, and follow-up on individual Attendance Intervention Plans.	2024-2029	<ul style="list-style-type: none"> · Attendance Clerk · Administration 	\$0.00		Continue
2. Provide ongoing training for Attendance Clerks or Interventionists.	2024-2025	<ul style="list-style-type: none"> · District Power School Managers 	\$0.00		Continue
Action Plan for Strategy #3: Implement a proactive approach to increase attendance rates.					
1. Communicate to students, parents, and caregivers about the impact of chronic absenteeism, truancy, and missed days on achievement.	2024-2029	<ul style="list-style-type: none"> · Attendance Clerk · Administration 	\$0.00		Continue
2. Engage community partners to share the message and help address barriers for families, including increased access to services and support.	2024-2029	<ul style="list-style-type: none"> · Attendance Clerk · Administration 	\$0.00		Continue
3. Distribute materials throughout the year to reinforce the policies	2024-2029	<ul style="list-style-type: none"> · Attendance Clerk 	\$0.00		Continue

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
and guidelines for when to send students to school and when not to send them (ex. fever, lice, etc.).		<ul style="list-style-type: none"> • Nurse • Administration 			

GOAL AREA 3 – Performance Goal 3

<p>Performance Goal Area: <input type="checkbox"/> Student Achievement* <input type="checkbox"/> Teacher/Administrator Quality* <input checked="" type="checkbox"/> School Climate (Parent Involvement, Safe & Healthy Schools, etc.)* (* required)</p>
<p>Performance Goal 3: Increase connection between families and school personnel, and ensure engagement in the academic success of children, as measured in a composite of data on parent/teacher conferences, volunteer hours, and Backpack check-ins, such that by 2029, the baseline engagement measured will increase by 10-percentage points.</p>
<p>Interim Performance Goal: Meet annual targets below.</p>

Data Source(s)	SY23 Baseline	SY24 Planning	Data Designation	2024-25	2025-26	2026-27	2027-28	2028-29
GCS Education Technology Support (ETS)			Projected (District)	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	Actual (District)					
			Projected (School)					
	TBD	TBD	Actual (School)	TBD	TBD	TBD	TBD	TBD

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
Action Plan for Strategy #1: Increase parent engagement with district communication platforms.					

School: Blythe Academy of Languages

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Increase parent and guardian utilization of Backpack.	2024-2029	· Attendance Clerk	\$0.00		Continue
2. Implement a plan to increase parent and guardian awareness of communication methods, involvement opportunities, and resources for students.	2024-2025	· Instructional Leadership Team · Attendance Clerk · Teachers	\$0.00		Continue
3. Provide ongoing access to technology and support to parents and guardians at school locations.	2024-2029	· Instructional Leadership Team · Media Specialist	\$0.00		Continue
Action Plan for Strategy #2: Recruit representative parent and community volunteers and community partners to address potential barriers to engagement and to increase opportunities for students to see and interact with diverse leaders in their community.					
1. Identify community partners (businesses, pediatrics, health departments, nonprofits, faith-based, and community organizations) to encourage and promote parent and community involvement in schools.	2024-2029	· Principal	\$0.00		Continue
2. Develop collaborative partnerships focused on addressing barriers to student and family engagement, understanding of school expectations, and student opportunities.	2024-2029	· Principal	\$0.00		Continue
3. Develop a wide variety of opportunities to engage parents in the school setting through internal and external partnerships.	2024-2029	· Instructional Leadership Team	\$0.00		Continue
Action Plan for Strategy #3: Increase two-way parent engagement at the school level.					

School: Blythe Academy of Languages

Activity	Timeline	Person(s) Responsible	Estimated Cost	Funding Source	Indicators of Implementation <i>C=Continue, M=Modify, F=Finish</i>
1. Provide support to reduce potential barriers to parent and guardian engagement (including those related to language, transportation, and event or conference timing).	2024-2029	<ul style="list-style-type: none"> • Instructional Leadership Team 	\$0.00		Continue
2. Develop best practice guidelines and strategies that increase parent and guardian attendance at school events.	2024-2026	<ul style="list-style-type: none"> • Instructional Leadership Team • Attendance Clerk 	\$0.00		Continue
3. Each school will assemble a School Improvement Council that reflects the diversity (e.g. socioeconomic, ethnic, and academic) present in the school community.	2024-2029	<ul style="list-style-type: none"> • Principal 	\$0.00		Continue