



Blythe Academy of Languages

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2018-2019 ANNUAL SUMMARY REPORT TO COMMUNITY

INTRODUCTION

In accordance with the South Carolina Finance Act of 1977, Blythe Academy submits an annual school report. Each year we set goals and objectives that will enable us to continue to enhance our educational program. Through the cooperative efforts of parents, students, faculty and administration, Blythe Academy has continued to experience positive growth in many areas.

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

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

SCHOOL AND PTA THEME FOR 2018-2019

"Where Will Reading Take You?"

Blythe Academy Goals, 2018-2019

(as aligned with the Education Plan of the
School District of Greenville County)



Goal #1: Student Success: Deliver high-quality curriculum, instruction, and interventions that meet the needs of each student.

PERFORMANCE GOAL STATEMENT:

Meet the state and federal accountability objectives for all students and subgroups in writing, English, reading, & mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing, English, reading, & mathematics as measured by SC Ready.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing, English, reading, & mathematics as measured by SC Ready.

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

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

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

SC Ready; Spring 2016 – Spring 2018 ELA Scores

SC Ready ELA	Blythe 2016	District 2016	Blythe 2017	District 2017	Blythe 2018	District 2018
Does Not Meet	18%	19%	21%	22%	17%	22%
Approaches	32%	31%	28%	32%	27%	29%
Meets	29%	32%	30%	30%	32%	27%
Exceeds Expectation	21%	18%	20%	17%	24%	21%

By Grade Level 2018	Does Not Meet	Approaches	Meets	Exceeds	Meets & Exceeds
Grade 3	14%	26%	31%	28%	59%
GCS	18%	28%	32%	23%	55%
Grade 4	26%	22%	22%	30%	52%
GCS	22%	25%	27%	26%	53%
Grade 5	21%	22%	31%	26%	57%
GCS	21%	32%	30%	17%	47%

SC Ready; Spring 2016 – Spring 2018 Math Scores

SC Ready Math	Blythe 2016	District 2016	Blythe 2017	District 2017	Blythe 2018	District 2018
Does Not Meet	22%	17%	23%	22%	16%	22%
Approaches	25%	27%	26%	31%	19%	26%
Meets	24%	30%	25%	24%	26%	24%
Exceeds Expectation	28%	26%	25%	23%	39%	28%

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

PASS - Science

	Blythe % Met	District % Met	State % Met
Spring, 2015			
Grade 3			
Grade 4	78.7%	74.6%	69.9%
Grade 5	71.9%	74.1%	66.3%
Spring, 2016			
Grade 3			
Grade 4	71%	71.4%	65%
Grade 5	63%	71.7%	65.7%
Spring, 2017			
Grade 3			
Grade 4	63.9%	53%	48.4%
Grade 5	40.5%	54%	46.1%
Spring, 2018			
Grade 3			
Grade 4	54%	60%	49.8%
Grade 5			

PASS – Social Studies

	Blythe % Met	District % Met	State % Met
Spring, 2015			
Grade 3			
Grade 4	90.8%	88.6%	85.3%
Grade 5	76.2%	78%	71.4%
Spring, 2016			
Grade 3			
Grade 4	86.2%	85.4%	81.3%
Grade 5	68.3%	77%	71.5%
Spring, 2017			
Grade 3			
Grade 4	94.5%	86%	80.8%
Grade 5	72.6%	79%	70.9%
Spring, 2018			
Grade 3			
Grade 4			
Grade 5	83%	78%	69.9%

Strategies:

1. Utilize State Standards in ELA and Mathematics.
2. Utilize SC Ready and IOWA scores to determine strengths and weaknesses in instruction.
3. Utilize Mastery Connect data to differentiate instruction in classrooms. Use flexible student groups for instruction.

(Goal #1 Strategies cont.)

4. Provide additional instructional support to students scoring not met on state testing program through PTA parent volunteer tutoring program Study Buddies, St. Augustine tutors, etc.
5. Continue to implement Response to Intervention Program with identified Grade 1 -3 students and ERI for 5K.
6. Focused training for teachers on specific reading/writing strategies used in the Fountas and Pinnell delivery system (literacy specialist and literacy mentors).
7. Use assessments that are aligned with state testing programs (authentic assessment; rubrics, etc.).
8. Update/expand technology in classrooms as funds allow. (Reflex Math, Newslea, etc.).
9. Integrate technology through software programs (MobyMax pilot, RAZ kids, Brain Pop, etc.).
10. Provide workshops designed to look at research-based strategies in instruction. Share best practices through peer-led workshops and learning labs.
11. Implement research-based strategies in all content areas.
12. Share best practices and research through various platforms including e-mail, Google Classroom flipped PD, etc.
13. Provide Study and Preparation Tips for students prior to State Testing Program in spring.
14. Encourage classroom observations of colleagues at Blythe Academy.
15. Hold grade level/team meetings weekly with 5K – Grade 5 teachers, and monthly with 4K, Special Ed., Related Arts and others. Focus on instructional practices and student achievement.
16. Collaborate with the media specialist regarding selections to support SC state standards.
17. Grade level teams will brainstorm and implement strategies that are developmentally and academically appropriate for their students.
18. Monthly vertical articulation meetings by content areas of ELA and Math. Present Guided Math and Interactive Notebooking Workshops during Math/Science meetings. Study new writing rubrics during ELA/SS Meetings.

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

AAPPL Testing – 2015-2018

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

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



Goal #2: Premier Workforce: Recruit, retain, and develop exemplary personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Assist the World Language teachers in meeting all of the requirements for state certification to be Highly Qualified under No Child Left Behind. Our goal is for 100% of world language Immersion and FLES teachers to be Highly Qualified beginning in 2013 through 2018.
ANNUAL OBJECTIVE: Maintain 100% Highly Qualified World Language Immersion and FLES teachers annually from 2013 through 2025.

Strategies:

1. Provide mentors for new teachers to the profession and to the building.
2. Provide a school professional development program that supports teacher certification requirements and requests.
3. Conduct quarterly meetings for mentors, new teachers to the profession, and new teachers to the building.
4. Provide training on the PAS-T instrument and process.
5. Provide teachers with access to Rubicon and Mastery Connect, which includes state standards, district

(Goal #2 Strategies cont.)

curriculum guides, PAS-T information, and lesson plan templates.

6. Utilize support services provided by international placement agencies such as EPI (Educational Partners Inc.), visiting International Faculty (VIF), FACES (Foreign Academic and Cultural Exchange Services, Inc.), the French Embassy, and the Spanish Embassy.



Goal #3: Caring Culture and Environment: **Provide a safe and healthy environment that promotes learning and respectful relationships.**

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

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

See Attendance Statistics Table on next page.

Strategies:

1. Recognition of perfect attendance at year-end awards ceremonies.
2. Period recognition of classes with perfect attendance.
3. Conferences held with parents after three consecutive student absences.
4. Attendance referrals to district attendance office as warranted.
5. Daily monitoring of student absences and tardies.
6. Maintain equipment and learning spaces so that tasks may be completed safely.
7. Revise safety and evacuation plans as needed.
8. Provide refresher training for first aid responders (first aid, adult & child CPR training).
9. Conduct required safety drills (AED/CPR).
10. Continue to conduct required fire, earthquake, tornado, and lock-down drills.
11. Ensure that policies and rules are fair and are communicated to all.
12. Maximize time-on-task with high levels of student engagement.
13. Show district discipline video to students in grades 3, 4, & 5, with follow-up question and answer time conducted by Assistant Principal and/or Guidance Counselors.

(Goal #3 Strategies cont.)

14. Incorporate school-wide discipline guidelines under school-wide PBIS plan, and Blythe Academy Code of Conduct in compliance with district policies. Use Class Dojo as tool for tracking points earned by students and for parent communication.
15. Encourage development of students' personal and social responsibility through character education programs and participation in charitable causes such as Bear Hug Program.
16. Continue to offer leadership opportunities such as safety patrol, library helper, journalism team, Green Team, Student Council, band, and chorus for students.
17. Continue to implement Safe Routes to School Grant, Walk & Wheel to School Days, etc.
18. Quarterly Climate Surveys administered to staff.



Goal #4: Resource Stewardship: Ensure use of resources through effective management and development

Strategies:

1. Use of alternate funding sources to employ computer lab manager
2. Work with PTA to promote use of funds for needs associated with school programs
3. Continue/expand Extended Day Program to include enrichment opportunities. Utilize profits from EDP as needed to support instructional programs.



Goal #5: Community Engagement and Communications: Generate support and system effectiveness through partnerships, communications, and recognitions.

Strategies:

1. Increase community and parent involvement in school activities.
2. Maintain and update parent resource library.
3. Provide course syllabi to all parents.
4. Update teacher websites regularly.

Attendance Statistics Table

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Projected Performance	94%	95%	95%	95%	95%	95%
Actual Performance	96.7%	96.9%	96%	96.6%	96%	96.3%

(Goal #5 Strategies cont.)

5. Provide ongoing communication with parent community (weekly folders, newsletters, parent conferences, notes, telephone conferences, e-mail, etc.)
6. Hold regular monthly meetings with PTA board; PTA general meetings and events throughout the year.
7. Monthly School Improvement Council meetings.
8. Implement Family Fun Night, Blythe Blast, etc.
9. Offer Lunch & Learn parent workshops.
10. Utilize parent volunteers in Study Buddies program.
11. Implement Mentoring Program through Mentor Upstate.
12. Provide parent workshops on SC State Curriculum Standards.
13. Use Class Dojo to communicate with parents regarding student behavior and classroom performance.
14. Recognize and celebrate student success.

