

2015-2016 ANNUAL SUMMARY REPORT TO COMMUNITY

BLYTHE ACADEMY OF LANGUAGES
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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

The mission of Blythe Academy is to inspire world class learners. Our purpose is to ensure that academic achievement is our top priority, and to collaborate with home and community to achieve academic excellence.

SCHOOL AND PTA THEME FOR 2015-2016 - "The Land of Literature....."

Blythe Academy Goals, 2015-2016 (as aligned with the Education Plan of The School District of Greenville County)

Goal #1: Raise the academic challenge and performance of each student.

PERFORMANCE GOAL 1:

PERFORMANCE 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 ACT Aspire.

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

PERFORMANCE 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).

ACT Aspire Data: Spring 2015

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

PASS Science

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

PASS Social Studies

	Blythe % Met	District % Met	State % Met
Spring, 2013			
Grade 3	91.1%	83.5%	79.8%
Grade 4	90.6%	85.3%	81.8%
Grade 5	68.4%	78.3%	71.7%
Spring, 2014			
Grade 3	78.3%	81.7%	77.2%
Grade 4	97.9%	87.5%	83.7%
Grade 5	80.4%	79.3%	72.0%
Spring, 2015			
Grade 3			
Grade 4	90.8%	88.6%	85.3%
Grade 5	76.2%	78.0%	71.4%

Historical REPORT CARD data: (NO Report Card rating for 2015)

	2008	2009	2010	2011	2012	2013	2014
Absolute Rating	Good	Good	Good	Excellent	Excellent	Excellent	Excellent
Growth Rating	Good	Average	Good	Good	Excellent	Good	Excellent

Strategies:

1. Utilize State Standards in ELA and Mathematics.
2. Utilize PASS, MAP, ACT Aspire, and ITBS scores to determine strengths and weaknesses in instruction.
3. Utilize MAP data to differentiate instruction in classrooms. Chart student MAP scores on graphs on each grade level hallway (instead of posting on RIT Band Boards) for ELA and Math. Use RIT Bands for flexible student groups for instruction.
4. Provide additional instructional support to students scoring not met on state testing program through PTA parent volunteer tutoring program (Study Buddies).
5. 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.

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

**AAPPL Testing
Spring 2015
Spanish**

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

Goal #2: Ensure quality personnel in all positions.

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

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

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 which includes state standards, district curriculum guides, PAS-T information, and lesson plan templates.
6. Utilize support services provided by international placement agencies such as Visiting International Faculty (VIF), FACES, the French Embassy, and the Spanish Embassy.

Goal #3: Provide a school environment supportive of learning.

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

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

	2010-11	2011-12	2012-2013	2013-2014	2014-2015	2015-2016
Projected Performance	94%	94%	94%	95%	95%	95%
Actual Performance	96.7%	97%	96.7%	96.9%	96%	

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. Ensure that policies and rules are fair and are communicated to all
10. Maximize time-on-task with high levels of student engagement
11. 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
12. Incorporate school-wide discipline guidelines and Code of Conduct in compliance with district policies
13. Encourage development of students' personal and social responsibility through character education programs and participation in charitable causes, such as Chick-Fil-A Core Essentials Program and Bear Hug Program.
14. Continue to offer leadership opportunities such as safety patrol, school store worker, library helper, journalism team, Green Team, Student Council, band, and chorus for students.

Goal #4: Effectively manage and further develop necessary financial resources.**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: Improve public understanding and support of public schools.**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. Teacher websites
5. Ongoing communication with parent community (weekly folders, newsletters, parent conferences, notes, telephone conferences, e-mail, etc.)
6. Regular monthly meetings with PTA Board; PTA general meetings and events throughout the year
7. Monthly School Improvement Council meetings
8. Family Fun Night, Blythe Blast, etc.
9. Lunch & Learn parent workshops
10. Utilize parent volunteers in Study Buddies Program
11. Implement Mentoring Program through the Frazee Center
12. Provide parent workshops on Common Core State Standards