



Blythe Academy of Languages

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2013-2014 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

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 2013-2014
"The Great Outdoors..."

Blythe Academy Goals, 2013-2014

(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: The percentage of students scoring Met and above on the PASS Reading/Research test will increase from 81.1% in 2012 to 85.1% in 2018.

PASS – English Language Arts

	Blythe % Met	District % Met	State % Met
Spring, 2011			
Grade 3	85.3	83.7	80.0
Grade 4	80.5	80.8	78.0
Grade 5	73.6	81.3	78.3
Spring, 2012			
Grade 3	80.0	83.6	80.3
Grade 4	86.4	82.6	78.2
Grade 5	74.5	79.8	76.5
Spring, 2013			
Grade 3	84.7	86.1	82.9
Grade 4	87.2	83.3	79.0
Grade 5	83.9	85.4	82.0

PERFORMANCE GOAL 2: The percentage of students scoring Met and above on the PASS Writing test will increase from 76.4% in 2012 to 81.4% in 2018.

PASS - Writing

	Blythe % Met	District % Met	State % Met
Spring, 2011			
Grade 3	Not tested	Not tested	Not tested
Grade 4	Not tested	Not tested	Not tested
Grade 5	73.8	79.0	77.7
Spring, 2012			
Grade 3	Not tested	Not tested	Not tested
Grade 4	Not tested	Not tested	Not tested
Grade 5	76.4	78.5	73.5
Spring 2013			
Grade 3	82.9	75.9	70.3
Grade 4	82.2	78.5	74.4
Grade 5	79.5	79.5	74.5

PERFORMANCE GOAL 3: The percentage of students scoring Met and above on the PASS Math test will increase from 77.1% in 2012 to 82.1% in 2018.

Note: 80% of Blythe students are in the Spanish and French immersion programs and receive math content instruction in the target languages.

PASS - MATH

	Blythe % Met	District % Met	State % Met
Spring, 2011			
Grade 3	74.3	75.8	70.4
Grade 4	90.3	83.5	79.4
Grade 5	71.9	77.8	75.3
Spring, 2012			
Grade 3	71.9	77.8	72.6
Grade 4	85.4	83.6	78.4
Grade 5	75.5	81.6	76.1
Spring 2013			
Grade 3	73.0	75.4	69.8
Grade 4	87.2	83.5	79.8
Grade 5	77.0	81.1	76.3

OTHER PERFORMANCE AREAS:

PASS – SCIENCE

Note: 80% of Blythe students are in the Spanish and French immersion programs and receive science content instruction in the target languages.

PASS - SCIENCE

	Blythe % Met	District % Met	State % Met
Spring, 2011			
Grade 3	60.4	65.6	60.8
Grade 4	83.2	75.8	70.9
Grade 5	48.3	68.8	64.9
Spring, 2012			
Grade 3	64.7	68.0	60.7
Grade 4	82.5	79.4	73.8
Grade 5	59.3	76.0	71.7
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

PASS – SOCIAL STUDIES

	Blythe % Met	District % Met	State % Met
Spring, 2011			
Grade 3	87.5	80.6	76.6
Grade 4	89.4	82.2	77.1
Grade 5	70.5	75.2	70.4
Spring, 2012			
Grade 3	85.1	80.7	74.6
Grade 4	85.4	84.4	80.9
Grade 5	85.7	76.9	69.9
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

ADEQUATE YEARLY PROGRESS

	2011	2012	2013
AYP Status	Not Met	Grade = A	Grade = B
Objectives Met	18 of 21	96.4 of 100 points	84.6 of 100 points
Subgroups Not Met	Math & ELA - Disabled ELA - FARMS	Math & ELA Disabled	ELA – Disabled; Math – African-American, FARMS & Disabled; Science – African American, Disabled & FARMS; Social Studies – African-American; Disabled & FARMS

REPORT CARD

	2011	2012	2013
Absolute Rating	Excellent	Excellent	Excellent
Growth Rating	Good	Excellent	Good

Strategies:

1. Monitor alignment of instruction and assessments (PASS) with district and state curriculum standards.
2. Utilize PASS scores to determine strengths and weaknesses in instruction.
3. Focused training for teachers trained reading, writing, and math strategies.
4. Work with Assistance Team, school nurse, school psychologist, and social worker to provide needed services to students
5. Staff development (including team planning meetings, collaboration, and vertical articulation) that focuses on improved instructional techniques
6. Use more inquiry-based instruction
7. Use learning focused instructional strategies.
8. Focused training for teachers in specific reading strategies
9. Implement Response to Intervention Program and Early Response to Intervention (both reading and math) with identified students in primary grades.

10. Implement technology through software programs such as Compass Learning
11. Utilize MAP scores to guide instruction and to establish flexible student groups for specific skill instruction.
12. Continue use of district wide writing/editing rules and vocabulary
13. Focus on improved student performance in thinking and reasoning skills as measured by district achievement testing and teacher observation
14. Provide additional support to students scoring not met on state testing program through PTA parent volunteer tutoring.

Goal #2: Ensure quality personnel in all positions.

PERFORMANCE GOAL 4: 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 2012-2018. * Currently, 100% are Highly Qualified.

*All world language teachers who come to Blythe are considered Highly Qualified in their native countries. Most teachers come to the US with several years of teaching experience. According to the South Carolina SDE guidelines, these teachers are considered first year teachers and must pass the PRAXIS exam (in English) in their content area (elementary and/or early childhood) and language (French or Spanish).

Strategies:

1. Implement a school-wide staff development plan for all certified staff
2. Administration to participate in district Leadership Training (as appropriate and as offered)
3. PAS-T (teacher evaluation program) used to evaluate teachers; Provide staff development in PAS-T
4. Classroom walk-throughs by administration to monitor teaching and learning
5. Annual, formal teacher observations of all teachers
6. Yearly Performance Goals written by all teachers
7. All staff members evaluated annually
8. Provide mentors for teachers new to the profession and to the building
9. Conduct quarterly meetings for mentors and new teachers
10. Provide teachers with access to GCS Portal, which includes state standards, district curriculum guides, PAS-T information, and lesson plan templates.
11. Utilize support services provided by international placement agencies such as VIF, FACES, EPI, French and Spanish Embassies.

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

PERFORMANCE GOAL 5: The number of students suspended out-of-school will decrease from 40 in 2012 to 42 in 2018

2011-12	2012-13	2013-14
40	25	9

PERFORMANCE GOAL 6: Maintain at least a 94.0% attendance rate for all students and all student subgroups from 2012- through 2018.

	2010-11	2011-12	2012-2013
Projected Performance	94%	94%	94%
Actual Performance	96.7%	97%	96.7%

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

Blythe Academy of Languages Inspiring World-Class Learners

**Sandra E. Griffin, Principal
Mary Green, SIC Co-Chair
Joni Young, SIC Co-Chair**