BLYTHE ACADEMY OF LANGUAGES   **Sandra E. Griffin, Ph.D., Principal**
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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 2016-2017 - "Set Sail!"

Blythe Academy Goals, 2016-2017   (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).

SC Ready ELA Scores; Spring 2016

Grade Level	Blythe Academy Scores				Greenville County Scores				State Scores			
	Does Not Meet Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Does Not Meet Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Does Not Meet Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation
3	16.78%	31.46%	31.46%	20.02%	18%	32%	32%	19%	22.2%	34.1%	29.3%	14.4%
4	15.5%	33.6%	22.95%	27.86%	19%	30%	32%	19%	24.2%	32.4%	28.8%	14.6%
5	22%	30%	33%	15%	19%	32%	31%	17%	23.9%	34.9%	27.9%	13.3%

SC Ready Math Scores; Spring 2016

Grade Level	Blythe Academy Scores				Greenville County Scores				State Scores			
	Does Not Meet Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Does Not Meet Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation	Does Not Meet Expectation	Approaching Expectation	Meets Expectation	Exceeds Expectation
3	25.5%	24.8%	27.58%	22.06%	16%	23%	35%	26%	21.5%	24.9%	33.7%	20.0%
4	14.8%	27%	22.13%	36.05%	16%	28%	27%	29%	22.7%	30.6%	24.9%	21.8%
5	24%	25%	30%	21%	18%	30%	27%	25%	22.9%	32.9%	25.4%	18.9%

ACT Aspire Data: Spring 2015 (given only 1 year)

	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%
Spring, 2016			
Grade 3			
Grade 4	71%	71.4%	65%
Grade 5	63%	71.7%	65.7%

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%	71.4%
Spring, 2016			
Grade 3			
Grade 4	86.2%	85.4%	81.3%
Grade 5	68.3%	77%	71.5%

Historical REPORT CARD data: (NO Report Card rating since 2014)

	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 SC Ready, MAP, and Iowa scores to determine strengths and weaknesses in instruction.
3. Utilize MAP data to differentiate instruction in classrooms. 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.
7. Use assessments that are aligned with state testing programs (authentic assessment; rubrics, etc.).
8. Update/expand technology in classrooms as funds allow.
9. Integrate technology through software programs. Implement COMPASS Learning software school wide and implement the use of COMPASS in Spanish for Immersion classes.
10. Provide workshops designed to look at research-based strategies in instruction. Share best practices through peer-led workshops.
11. Implement research-based strategies in all content areas
12. Share best practices and research through Monthly Bulletin.
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 5teachers, 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 new 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 Note-booking Workshops during Math/Science meetings. Study new writing rubrics during EL/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; French – Spring 2016

AAPPL Testing Spring 2016 French							
Listening			**Reading**			**Speaking**	
A			A			A	
I5			I5			I5	
I4	6	37.5.%	I4	7	43.75%	I4	43.75%
I3	3	18.75%	I3	4	25%	I3	31.25%
I2	2	12.5%	I2	4	25%	I2	
I1	3	18.75%	I1	0		I1	25%
N4	2	12.5%	N4	1	6%	N4	
N3			N3			N3	
N2			N2			N2	
N1			N1			N1	
Below N4			Below N4			Below N4	
Below N1			Below N1			Below N1	
Total Students Tested = 16							

AAPPL Testing; Spanish – Spring 2016

AAPPL Testing Spring 2016 Spanish							
Listening			**Reading**			**Speaking**	
A			A			A	
I5			I5			I5	
I4	11	21.57%	I4	7	13.73%	I4	9.80%
I3	13	25.49%	I3	12	23.53%	I3	11.76%
I2	12	23.53%	I2	16	31.37%	I2	13.73%
I1	11	21.57%	I1	11	21.57%	I1	27.45%
N4	2	3.92%	N4	2	3.92%	N4	27.45%
N3	2	3.92%	N3	2	3.92%	N3	7.84%
N2			N2			N2	
N1			N1	1	1.96%	N1	
Below N4			Below N4			Below N4	
Below N1			Below N1			Below N1	

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.

	2011-12	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Projected Performance	94%	94%	95%	95%	95%	95%
Actual Performance	97%	96.7%	96.9%	96%	96.6%	

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. Continue to conduct required fire, earthquake, tornado, and lock-down drills.
10. Ensure that policies and rules are fair and are communicated to all.
11. Maximize time-on-task with high levels of student engagement.
12. 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.
13. 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.
14. 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.
15. 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.
16. Continue to implement Safe Routes to School Grant; Walk & Wheel to School Days, etc.
17. Quarterly Climate Surveys administered to staff.

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 SC State Curriculum Standards
13. Use Class Dojo to communicate with parents regarding student behavior and classroom performance.