


2021-2022 State of the School Report

<p>BLYTHE ELEMENTARY</p>	 <p>BLYTHE ELEMENTARY IB WORLD SCHOOL</p>
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Principal Name	Felicia Simpson
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	38.2	33.8	27.5	83.3	29.3	14.3
	CCR	22.4	25.4	9.8	33.3	12.2	<5
Grade 4	GLP	51.9	52.5	34.5	78.6	23.5	30.8
	CCR	35.1	37.5	17.2	57.1	17.6	15.4
Grade 5	GLP	45.8	47.5	29.4	58.3	<5	25.0
	CCR	31.4	29.5	23.5	50.0	<5	<5
School	GLP	44.9	44.8	29.8	73.7	20.8	21.7
	CCR	29.2	31.1	15.8	47.4	10.4	<5

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	40.6	35.1	28.8	75.0	39.0	23.8
	CCR	17.4	17.6	<5	41.7	9.8	<5
Grade 4	GLP	29.8	30.0	20.7	42.9	11.8	30.8
	CCR	17.6	15.0	10.3	42.9	<5	15.4
Grade 5	GLP	45.8	49.2	32.4	58.3	15.8	33.3
	CCR	28.0	31.1	14.7	41.7	5.3	<5
School	GLP	38.6	37.2	27.8	57.9	27.3	28.3
	CCR	20.5	20.5	8.7	42.1	6.5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	47.4	54.1	21.9	66.7	16.7	10.0
	CCR	34.5	36.1	18.8	50.0	5.6	10.0

EOG School Composite 2020-21	42.5
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

By June 2022, all kindergarten through second-grade students will demonstrate more than one year of growth in reading as measured by the MAP Assessment. (A2.04; A4.01; A4.06)

By June 2022, all third through fifth-grade students will demonstrate a 5% point increase (from 29.2% to 34.2%) in reading (College and Career Readiness) as measured by our performance composite score at end of the grade testing (A2.04; A4.01; A4.06)

By June 2022, all third through fifth-grade students will demonstrate a 5% point increase (from 24.5% to 29.5%) in math (College and Career Readiness) as measured by Blythe Elementary's performance composite score end of the grade testing (A2.04; A4.01; A4.06).

III. CHIEF CHALLENGES

Blythe Elementary's chief challenges that impede progress on our school improvement goals are as follows:

- We have a great number of students below grade level and many of them need support across multiple content areas. Additionally, there is a lack of human capital to address the varying needs of our students.
- State level required professional development requires a substantial amount of time. More time for planning and school-based professional development is needed.
- Chronic absenteeism and tardiness continue to be an ongoing problem despite efforts to engage and communicate with parents the importance of attendance and the impact to student achievement.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Blythe Elementary's high leverage actions/strategies as follows:

1. Increased use of data to plan for small group instruction and interventions. We have incorporated an intervention time within our Master Schedule in an effort to provide students with the additional support that is needed to close gaps.
2. The use of high leverage strategies such as Higher Order Thinking questions, unpacking of daily learning targets with progress monitoring throughout the lesson and student discourse (Language Dives, Conversation Cues etc.)
3. Monitoring of instruction through Core Action Learning Walks, Informal Walk-throughs and Formal Observations to provide meaningful feedback that will have a positive impact on teacher practice.