

Self Evaluation Form



2014-2015

Blythe Contact Information



Blythe Self Evaluation Form

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|---|--------------------------|------------------------|---|
| School: | Blythe Elementary School | Courier Number: | 442 |
| Address: | 12202 Hambricht Rd | Phone Number: | 980-343-5770 |
| | Huntersville, NC 28078 | Fax Number: | 980-343-5766 |
| Learning Community: | North Learning Community | School Website: | http://schools.cms.k12.nc.us/blytheES/Pages/Default.aspx |
| Principal: | Leora Itzhaki | | |
| Learning Community Superintendent: | Dr. Matthew Hayes | | |

| | | # | | % | |
|---------------------------------|--|------|--------|------|--------|
| | | Male | Female | Male | Female |
| Total Students Enrolled: | | | | | |
| Race | Non-Hispanic | 418 | 405 | 38.8 | 37.6 |
| | Hispanic | 136 | 117 | 12.6 | 10.8 |
| Ethnicity | African American | 184 | 185 | 17.1 | 17.1 |
| | American Indian | 3 | 2 | .2 | .1 |
| | Asian | 19 | 24 | 1.7 | 2.2 |
| | More Than One | 8 | 15 | .7 | 1.3 |
| | Pacific Islander | 0 | 0 | 0 | 0 |
| | White | 205 | 177 | 19.1 | 16.4 |
| Exceptionality | General Education Students: | 400 | 426 | 37.1 | 39.5 |
| | Exceptional Children Students: | 71 | 25 | 6.5 | 2.3 |
| | Academically Intellectually Gifted Students | 35 | 27 | 3.2 | 2.5 |
| | Limited English Proficient Students: | 48 | 44 | 4.4 | 4.0 |
| McKinney Vento | | 4 | 0 | .3 | 0 |
| 504 Plans | | 6 | 3 | .5 | .2 |
| Suspensions: | | 26 | 3 | 2.4 | .1 |
| Retentions: | | 7 | 3 | .6 | .2 |

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What is distinctive about your school?

We are a CMS magnet as an International Baccalaureate candidate school, implementing the Primary Years Programme. Our student body is diverse, with 36% white, 34% African-American, 23% Hispanic, and the remaining 7% a mix of other backgrounds. We have also had a successful implementation of balanced literacy for the past 2 years along with successful implementation of the RTI process for academics. Our school has a variety of extra-curricular programs, including chess, science and math Olympiad, engineering club (which took nearly 50 students to Space Camp at NASA), Spanish, and plant and share club. In 2013-14 we were named a Magnet School of Excellence. We also were awarded the Magnet School Merit Award for New and Emerging Magnet programs. We have a large number of nationally board certified teachers and a low turnover of staff each year.

How effective is your school?

For the past 2 years (not counting 2013-14 as we are still awaiting data), we have been a school of high growth, meeting all AMOs/AYP. This past year we increased the number of students proficient in reading and math.

- **How do you know?**

EOG and MAP data

- **What are your school's notable strengths?**

Implementation of inquiry-based IB units; caring, knowledgeable, and motivated staff; third grade reading program (increased proficiency from 35% to 71%, BOG to EOG in reading—only 18 students of 204 third graders did not meet Read to Achieve benchmark),

- **What are your school's main areas for improvement?**

Increasing number of students who read on grade level, particularly in grades 4-5; decreasing the achievement gap between EC/ESL and non-disabled peers; Continuing to refine the inquiry process in stand alone units which are not incorporated into our IB units



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1. How effective is your school in ensuring high quality achievement for students in all grades, especially in the core subjects?

Blythe students have achieved high growth in 2011-12 and 2012-13. We are awaiting EOG data for 2013-14. Based on MAP and Reading 3D, Blythe teachers increased student achievement in reading and math.

- **How do you know?**

MAP data, EOG data

- **In which subjects and grades do students do best, and why?**

Third grade reading, third grade math, fifth grade math

- **In which subjects and grades is improvement needed, and what action is currently being taken?**

Reading, grades 3-4, science (subgroups), increased participation via EC/ESL vocabulary front loading, new literacy facilitator being hired; system of pre assessments being implemented to drive instruction more effectively

- **Is there evidence of disparities in student achievement by subgroups? If so, what action is being taken?**

ESL—increased focus on vocabulary front loading, especially in content areas. Being built into planning. EC students are not growing at the same rate as their non-disabled peers. Data is regularly monitored and we have begun implementation of FLEX and Letterland, two research based programs to support literacy.

- **How is your school addressing the specialized needs of EC and LEP students?**

Increasing literacy integration into Connect Classes; creating a vocabulary list for each IB unit for Connect, ESL, and EC teachers to front load vocabulary more strategically; Seeking additional ESL PD

- **How does your school use student performance data to take and adjust actions to improve student achievement?**

Using data to reteach skills not mastered; using the RTI block to systematically hit areas not mastered; Reading 3D data used to create small strategy and guided reading groups. Workshop model in core subjects.

- **How does your school allocate available resources to improve student learning and achievement?**

Assistants will focus on K-2 to ensure maximum literacy growth; third grade half time assistant to be hired; math and literacy facilitator will support data use in RTI and pull small groups; RTI process mapped out by month to ensure efficient implementation of research based interventions



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2. How effective is your school in providing a relevant and appropriate curriculum for all students, grades and sub-groups?

Somewhat effective, still working on improving achievement of ESL students and EC students, still an achievement gap with Hispanic/A-A students to their white peers

- **How do you know?**

EOG, MAP data

- **How is alignment with the Common Core and Essential Standards ensured?**

All IB Units were developed via the NCSCOS/CCS. This was placed on a year-long calendar with stand alone units to ensure all objectives are being addressed.

- **How does your school ensure a broad range of learning experiences?**

IB Units; team planning to bring in a variety of ideas; IB facilitator in planning to ensure inquiry based lessons and projects are an integral part of the taught curriculum. All teachers (except one new teacher) are now IB trained, which supports their level of expertise in planning those units. Field trips have been added to the curriculum (minimum of 2 per grade level each year). These especially support our ESL students and students of poverty. We offer a variety of extra-curricular clubs and experiences. In addition, as a school we have several programs that support literacy, math, and the arts at Blythe.



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3. How effective is the quality of teaching and instruction in ensuring high quality learning, progress and achievement?

Effective, with varying levels of expertise in the core subjects. Many of our teachers have shown tremendous growth as teachers of reading/writing since the implementation of Balanced Literacy.

- **How do you know?**

Observations of administrative team and facilitators; school data shows high growth on MAP and in previous years on EOG.

- **Which are the strongest features of teaching and learning and why?**

Reading skills via the mini lesson (deliberately planned during PLC time); integrated IB units (discussed and reviewed regularly during planning); RTI process has reduced the amount of students going to Tier 3 because progress monitoring is showing growth. Reading stamina across the school has increased due to the emphasis placed on it, particularly at the beginning of the year.

- **What aspects of teaching and learning most need improvement and what action is being taken?**

Consistency of instruction across teams; increasing reading proficiency; refining our inquiry learning experiences.

- **How do teachers assess students' achievement of learning objectives and adjust instruction with assessment information?**

Common assessments, MAP, Reading 3D, exit tickets



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4. How effective is your school in ensuring high quality leadership and management?

Effective—new admin team includes principal who was our former AP (leads to consistency in the academic program), 2 experienced Aps, one of whom has extensive experience in a high poverty school with a large number of LEP students, the other a former literacy facilitator and middle school administrator.

- **How do you know?**

Survey data, informal comments from staff and families;

- **Which are the strongest aspects and why?**

Leadership is visible and they are approachable. IB Coordinator effectively supporting planning; New PTA leadership is outgoing and positive; SLT is already meeting and participating in the needs and development of our school plan; Partnerships with community members is strong and has already resulted in gran money, food and supplies for students, and teacher appreciation.

- **What most needs improvement and what action is being taken?**

Principal is new and still refining her practice; APs are building relationships with students, staff, and families; Continue to offer a variety of opportunities to staff for leadership!



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5. How effective is the school in creating a high quality learning environment?

Effective--

- How do you know?**

Very few interruptions during the instructional day—focus on instruction; increasing the amount of books in the classroom (book drive with community partners, grant money); safety has been a focus—camera system, ID badges, new sign in system; increased technology—wifi in mobiles, projectors in all rooms without a SMART board; IB—inquiry tables and boards, learner profiles and key attributes posted in all classrooms; Right Moves ensure orderly transitions throughout the building; focus on establishing procedures to support learning and high engagement;

- Which are the strongest aspects and why?**

Scheduling blocks of time for core subjects, safety, high expectations and IB integration

- What most needs improvement and what action is being taken?**

More books for classrooms (book drives by community partners, writing grants), more individualized technology in classrooms (Lowe’s partnership, E2D program),



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6. How effective is the school in establishing a high quality partnership with parents, other schools and the community?

Effective

• How do you know?

Currently have 10 community partnerships, many of whom were represented at the summer partnership breakfast; high quality school website; new PTA board which has focused on increasing visibility and membership (new PTA parent center!)

• Which are the strongest features of communication between home/school about the school’s work and about each student’s achievement? Why?

Most effective—parent/teacher conferences—personal factor. Detailed progress reports sent home (including Reading 3D and MAP information) so parents are aware of their students’ progress; parent portal

• What most needs improvement and what action is being taken?

Ensuring clear understanding of sometimes confusing school-isms, especially on the part of our ESL families.

• What aspects of the school’s work to involve parents/guardians and the community in the life of the school work best? Why?

Teachers reaching out to families for support. Increased visibility of our families (especially our dads with MIB) at events and via the new parent center.

• What needs improvement and what action is being taken?

Continuing to improve outreach to involve all families, especially ESL families. ESL team currently supports with bilingual part of curriculum nights and events.



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Guidance on completing the form:

- Please be evaluative, rather than descriptive, and make your focus outcomes for students.
- Include references to where the evidence of your self-evaluation can be found, e.g., "excellent boys' results in state math tests as shown in annual report to the state", "parents' questionnaires from 2010".
- Be concise; (for example, use bullet points or note form).
- Aim to confine your response to no more than eight pages.
- Please place an X against the grade (1-4), which most accurately reflects your judgment of overall quality in response to the questions.
- ***You are advised to complete section B last, as this section is summative.***
- Please omit sections where you feel that you are not in a position to respond.

What approach should we take?

Schools have adopted different approaches.

In some schools the principal and the leadership team have completed the form as a part of one of their regular meetings.

Other schools have devoted part of a faculty meeting as a way of involving all members of staff; this is highly recommended as a means of engaging the whole staff, helping them to prepare for the review and gathering evidence which reflects the work of the whole school.

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