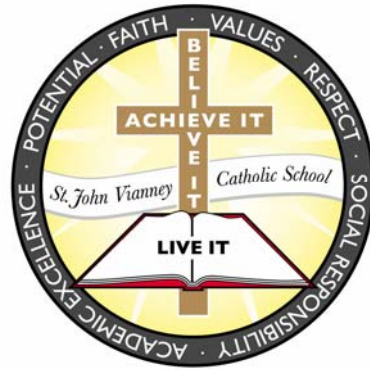


St. John Vianney Catholic School



Diocese of Orlando

6200 South Orange Blossom Trail

Orlando, Florida 32809

Telephone: 407-855-4660

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<http://www.sjvs.org>

Principal: Sr. Elizabeth Murphy

Assistant Principal: Vicki Kuethe

Pastor: Fr. Paul Henry

Parochial Vicars:

Fr. Jose Munoz

Fr. Fernando Ramirez

Steering Committee:

Kathy Foster: Chair

Vicki Kuethe

Sr. Elizabeth Murphy

Nancy Warpenburg: Area 2

Charlotte Funston: Area 3

Celeste Smith: Area 4

Dorrie Baker: Area 5

Barbara Truluck: Area 6

School Improvement Report Completed: August 2005

Accreditation Visitation: November 7, 8, 9, 2005

SAINT JOHN VIANNEY SCHOOL FACULTY/STAFF

2005 - 2006

**Reverend Paul Henry, Pastor
Sister Elizabeth P. Murphy, OSF, Principal
Vicki Kuethe, Vice Principal**

Kindergarten A	-----	Kathy Drake
Teacher Assistant	-----	Maria Brant
Kindergarten B	-----	Kathy Kaiser
Teacher Assistant	-----	Vanessa Colon
First Grade A	-----	Bibiana Fernandez
Teacher Assistant	-----	Linda Phelan
Teacher Assistant	-----	Susan Iwuk
First Grade B	-----	Louise Thompson
Teacher Assistant	-----	Kathy Rebera
Second Grade A	-----	Suzanne Philpot
Teacher Assistant	-----	Vicky Clark
Second Grade B	-----	Debbie Booth
Teacher Assistant	-----	Jennifer Page
Third Grade A	-----	Margo Lisi
Teacher Assistant	-----	Susan Lomas
Third Grade B	-----	Dohrienne Baker
Teacher Assistant	-----	Denise Scammell
Fourth Grade A	-----	Sarah Riney
Fourth Grade B	-----	Nancy Warpenburg
Teacher Assistant	-----	Elva Virginio
Fifth Grade A	-----	Barbara Truluck
Fifth Grade B	-----	Michele Scarlata
Sixth Grade A	-----	Barbara Keneally
Sixth Grade B	-----	Rachel Purdy
Teacher Assistant	-----	Lisa Di Girolamo
Seventh Grade A	-----	Carole Lopez
Seventh Grade B	-----	Charlotte Funston
Teacher Assistant	-----	Aleida Cabrera
Eighth Grade A	-----	Inge Armstrong
Eighth Grade B	-----	Kathy Foster
7th & 8th Grade Math Tutor	-----	Loretta LaPlante
Religion 7-8	-----	Lisa Calpey
Spanish	-----	Maria Martin
Computer	-----	Ken Hjortsberg
Computer Assistant	-----	Kristeen Armstrong
Physical Education K-8	-----	Michael Edwards
Physical Education Assistant K-4	-----	Yvonne Quintana
Music	-----	Gregory Lisi
Art	-----	Linda Bergdoll

Media ----- Carol Curley
Secretary/Bookkeeper-----Beverly Myers
Receptionist/Office Assistant----- Jo Ann Schwencke
Counselor-----Patricia Rampi
Counselor-----Laurie McRae
Math Tutor-----Vilma Kamphaus
Administrative Asst.-----Sr. Maria Gross
Chapter I Reading-----Angela D'Alfonso

Pre School 4----- Celeste Smith
Pre School 4----- Sara Kim
Pre School 3-----Catherine Picton
Teacher Assistants-----Wendy Barghausen
Carol Ponder
Karen Porcellini
Lisa Ruecker
Mia Tiu

CLINIC

Cheryl Nowakowski
Suzanne Frank

ALPHA PROGRAM

Ken Hjortsberg, Director

The School Improvement Plan

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The School Improvement Plan

Acknowledgements

The entire St. John Vianney School community would like to acknowledge the support and guidance of Mr. James Cooney, Assistant Superintendent for the Diocese of Orlando. Mr. Cooney educated our administration, faculty, and staff on the accreditation process through numerous meetings, e-mails, handouts, and resources. He was available to answer all questions and always offered support and encouragement.

We would also like to acknowledge the support of Dr. Harry Purpur, Superintendent of the Diocese of Orlando, and the staff of the Office of Schools. Their guidance, support, and willingness to help was invaluable.



The School Improvement Plan

History: St. John Vianney School

THE HISTORY OF ST. JOHN VIANNEY SCHOOL

Perched in the middle of the hustle and bustle of the infamous Orange Blossom Trail is St. John Vianney Catholic School, a community that grew from the needs of its parishioners and the willingness of the diocese. St. John Vianney has grown from a small mission parish to a beautifully landscaped campus with well kept facilities for all in the community to use.

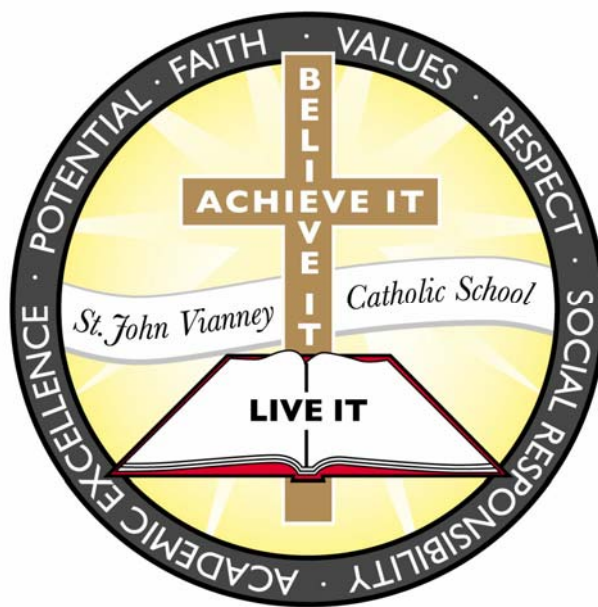
The first Mass at St. John Vianney Parish was celebrated January 5, 1958, by Father Terrence Farrely. Fr. Farrely was the pastor of St. James Catholic Church in downtown Orlando. St. John's was a mission church which grew out of St. James. In August of 1959, Fr. Vincent E. Smith was named the pastor. Plans for St. John's called for the building of a church, rectory, school, and convent. South Orange County was growing rapidly, and the parish community was very supportive of a school. Indeed, the first classrooms were built by members of the parish.

On January 25, 1962, St. John Vianney Catholic School opened its doors with 23 students in grades one through four. A lay staff ran the school although a search was underway to find a religious order of nuns to come in and guide the school.

In 1963 the Sisters of St. Francis of Glen Riddle, Pennsylvania, agreed to assume the administrative and teaching responsibilities of St. John Vianney School. Sr. Mary Euthalia became the principal. Three additional religious arrived to teach. Lay faculty made up the remainder of the teaching staff. By 1966 St. John Vianney Catholic School had two of each grade from kindergarten to eighth grade with an enrollment of over 500 students.

In 1972, after a review by the Florida Catholic Conference, St. John Vianney became a fully accredited school. In 1977 the Alpha after care program began. In 1978 all classrooms were air-conditioned. In 1982 the school hallways were enclosed and the first computer room opened with 18 computers. In 1985 five permanent classrooms replaced five portables. In November of 1990 St. John Vianney was reaccredited. The committee commended "all who were involved in bringing to completion the recommendations made by the visiting committee of 1983." The committee recommended updating texts, updating and replenishing the physical education and playground equipment, and continuing plans for new administrative and multi-purpose facilities. In 1992 the Ministries Building was built along with a new office wing for the school. In 1995 pre-school for three and four year olds opened in the Ministries Building with 90 children.

In November of 1997 St. John Vianney School was once again reaccredited. Among the commendations was the following, “We commend the principal, Sister Elizabeth Murphy...who exemplifies the spirit of St. John Vianney School which is ‘to reach out and touch the Christ in all you meet each day.’ ” The recommendations included development of a pre-school center, a fully equipped science lab, a gymnasium, automation of the library, and installation of computers in the classrooms. In 2001 the new community center/gym, three new pre-school classrooms, and the Science Lab opened along with a renovated church. In August of 2000 the library was fully automated and every classroom had a computer, printer and 37” TV attached to the computer. St. John Vianney continues to grow and expand. In the future St. John’s hopes to have an expanded computer lab and media center



**The School Improvement Plan
Executive Summary
Sr. Elizabeth Murphy-Principal**

St. John Vianney Catholic School completed its most recent accreditation in November, 1997. The three-day assessment of our school under the leadership of Mrs. Maureen Hansma concluded with the following recommendations to foster continued growth and further improvement:

1. That the school continue to expand its spiritual formation by exploring and implementing strategies to enhance the daily prayer life of the school community.
2. That capital improvements should include the following items for consideration:
 - a. development of an early childhood center to include Pre-Kindergarten and Kindergarten students
 - b. expansion and upgrading of Media Center and the development of a fully equipped Science Lab
 - c. construction of Gymnatorium in order to further develop the physical and aesthetic attributes of the parish community
 - d. consultation with faculty in the development of these plans
3. That the school wide technology plan be further implemented to include the following considerations:
 - a. automation of the Media Center
 - b. continuation of installation of computers in classrooms
 - c. inclusion of computers and other forms of technology in daily lessons
 - d. sharing of resource/facilities to meet the technological needs of all students
 - e. purchase of software to enhance student learning
 - f. continuation of in service technology training for teachers in order to further develop the curriculum
4. That the administration and faculty investigate various scheduling possibilities in order to more effectively implement the academic programs.
5. That serious consideration be given to implementing a full-time guidance program to meet the expanding needs of the students.
6. That ongoing opportunities for staff development for teaching assistants be provided in order to more effectively utilize their time in the classroom.

In preparation for renewing St. John Vianney School's accreditation, our steering committee reviewed these recommendations and those we identified in our strategic planning. During the past eight years we have worked diligently to complete the recommendations and to up-grade our school in all areas.

Our Catholic Identity is reflected in all that we are and do throughout each day. "May the Christ in you reach out to touch the Christ in all you meet." This prayer punctuates all communication from the Principal to the students, faculty, staff, parents, and guests. This simple prayer defines who we are. Ours is a school where all are welcome, loved, nurtured, and challenged to be the best.

Teachers are invited to pray and faith-share twice each week. They are encouraged to do the same on a daily basis with their students. Our weekly celebration of Liturgy is the "Center

and Summit” of our life together in this faith community. Our students, our parents, and our faculty know and believe in the power of prayer.

Retreats are scheduled twice each year for the faculty and staff. The spiritual formation of our students, faculty, and staff is central to who we are at St. John Vianney Catholic School.

All prayer ends with a response. Our response to our prayer is seen in our outreach network both locally and globally.

In the spring of 2000, the Parish Community Center (Gymnatorium) was completed and blessed. It was dedicated to the Sisters of St. Francis of Philadelphia. This center is used daily by the students for physical education. It is used for assemblies, scheduled games, school programs, drama, and P.T.O. functions. After hours the Gymnatorium is used by the parish.

In the fall of 2001, the Pre-K 3-4 Center and a fully equipped Science Lab were blessed and opened. These areas have greatly enhanced the education of our students. The up-grading of the Media Center/Computer Lab is under discussion for future development.

During this summer, 2005, major repairs after hurricane damage were completed. A new roof and drainage system, refurbishment of playgrounds, carpet replacement, and painting were completed before school opened on August 8th. Because of water damage, Martin Environmentalists conducted a study for mold in the entire building – we are mold-free.

A study done by the Orange County Fire Department necessitated the up-grading of our fire alarm system and the installation of an egress window in every classroom. We are now up to code.

Since our last accreditation our Technology Lab has become the hub of our school. Two years ago Pentiums were installed in the lab, in each classroom, the Media Center, Science Lab, Clinic, Guidance Office and administration wing, and athletic office. All computers are networked and have access to the Internet. Servers have been installed to allow for a school wide intranet. Monitors and VCR's are wired to the computer system for teaching purposes. Through closed circuit TV the students pray together each day, can view programs from the gym, or receive greetings from the Pastor, Fr. Paul Henry. The library has been automated and all books are logged into the system. Each school year teachers are in-serviced on the use and updating of our technology program. This school year grades 3-8 will use Ed-line for grades, progress reports, and report cards. This is a huge learning curve for faculty and parents.

This year our English/Literature program in grades 7 and 8 has gone wireless. Thirty-five laptops have been installed for the students' use. Their teacher is highly skilled in the use of technology, thus allowing our students this excellent advantage. Other classes have access to these computers during off times in the day.

Many improvements have been initiated in our academic program also. Spanish has been scheduled 3 periods per week for the 8th grade. A part-time math teacher works with students who need individual attention in 7th and 8th grade. To develop our students' critical thinking skills we were trained in the use of Thinking Maps. This program has great possibilities to enable our students to think critically and to enhance writing skills across the curriculum.

The guidance program, initiated in 1999, is an integral part of our school program. Our counselors job share and they have created a seamless program for the benefit of our students and their parents. The Rainbows Program is monitored by the guidance counselors. Advisory

groups for 7th and 8th grades meet each Wednesday morning. These groups are facilitated by faculty and teachers of specials as well as administration. The program is monitored by the guidance office.

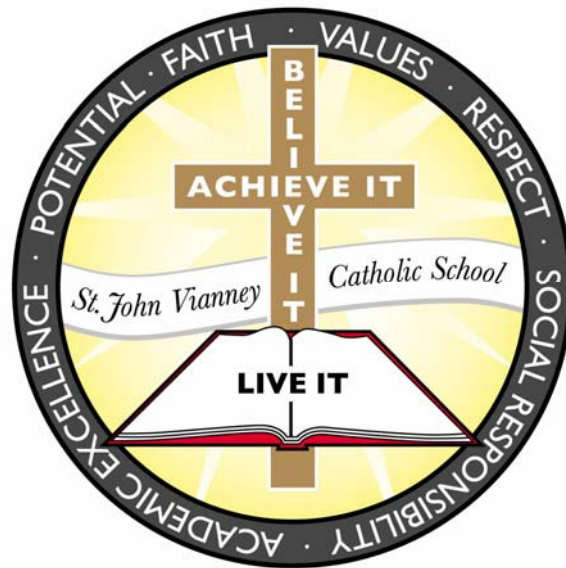
In 2003 the School Advisory Board embarked on a Development Plan under the guidance of Catholic Schools Management. Phase 1, Planning and Phase 2, Communication have been completed. On August 16, 2005 Phase 3, Annual Fund began. This is an exciting time for St. John Vianney School. We are preparing for the future and insuring financial stability and capacity enrollment in a time of changing demographics.

Our pressing challenges at this time are:

- I. The need for space
 - a. Conference room
 - b. Classrooms for resource teacher, religion teacher, art teacher
- II. Central air for classrooms
- III. Replacement of Kindergartens
- IV. Expansion of the Media Center and the Computer Lab
- V. Retention and Recruitment in an area of changing demographics

While many improvements and innovations have been made we are ever aware that School Improvement is for and about our students. We commit ourselves to providing what is best for their spiritual, academic, and emotional growth.

We look forward to examining new ways in which we can continue to improve and grow in providing a Quality Catholic Education at St. John Vianney School.



The School Improvement Plan

Area 1:

The School Profile

Steering Committee:

Kathy Foster: Chair

Vicki Kuethe

Sr. Elizabeth Murphy

Nancy Warpenburg

Charlotte Funston

Celeste Smith

Dorrie Baker

Barbara Truluck

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INTRODUCTION

St John Vianney began the planning phase of the school improvement process in the spring of 2004. The principal of the school appointed a team of 5 faculty members to serve on the steering committee in addition to the vice-principal and the principal. The steering committee chair and the principal and assistant principal attended two meetings at the Diocesan offices with Mr. James Cooney, one on February 26, 2004, and the other on May 17, 2004. At the first meeting the attendees reviewed the overall process and discussed Part 1- the School Profile. At the second meeting the Profile was explained in greater detail. During the post-planning days in May the steering committee chair explained the School Improvement Process to the faculty. Two members of the steering committee attended a training workshop in June of 2004 so that they would better understand the school improvement process and the guidelines of the National Study of School Evaluation (NSSE) School Improvement Plan. The first part of the process was the development of the school profile. In the spring of 2004, the students, teachers, parents, and community were surveyed to determine their perception of St. John Vianney School. During the summer of 2004 and during pre-planning in August, the steering committee met to begin data gathering. The faculty met during the first two days of school in August to work in area groups to discuss St. John Vianney's Catholic identity and the curriculum.

SCHOOL AND COMMUNITY ANALYSIS

CATHOLIC IDENTITY

St. John Vianney Catholic School, a ministry of St. John Vianney Parish, is proud of its Catholic identity. As a parish community and school, St. John's strives to promote spirituality, provide opportunities for service for both parents and students, teach social justice and a Christian response to moral and ethical issues, and share a faith life. The administration, faculty, and staff of St. John Vianney work diligently to develop and promote Catholic values in the students of the school beginning in the pre-school and continuing through the 8th grade. St. John Vianney's Catholic identity is at the very core of the school's mission.

Nowhere does St. John Vianney integrate elements of faith more so than in the school's religion curriculum. Religion, based upon the Catechism of the Catholic Church, is taught at every grade level. The teachers incorporate Liturgical-based activities centered around the liturgical year. Each classroom has a prayer table/corner and a religion bulletin board. Some classes have prayer baskets or prayer intention booklets where students can place requests for prayer. Prayer on a daily basis as an entire community and within the individual classrooms is an integral part of every day at St. John Vianney.

St. John Vianney School provides opportunity for worship on a regular basis. Every Wednesday morning during the school year, all celebrate liturgy in our church. All grades attend the weekly liturgies. (Kindergartners attend holy day liturgies only during the first semester and every Wednesday during the second semester.) Students are prepared to lector and cantor and the choir and chorus add a special dimension to each liturgy. These weekly liturgies are the center of St. John's life as a faith community.

In addition to weekly liturgy, St. John's offers reconciliation and prayer services on a regular basis. Once every month a different class receives the sacrament of reconciliation. Para liturgical services, such as the Liturgy of the Word, are prepared and developed by our students to celebrate special occasions, holidays, and feasts. These services are usually celebrated in the classrooms or in other appropriate places conducive to prayer. In addition, St. John's engages in prayer partnerships with members of families who are ill or in need of special prayer. St. John's

is connected via email to other schools throughout the Diocese of Orlando to engage in intercessory prayer for those in need of prayerful support.

St. John Vianney has an active retreat program for its students and faculty. The 7th and 8th graders leave the premises for a community building retreat usually held in September. This retreat was directed by the associate pastor. The 2005-2006 Junior High Retreat will be directed by the Director of Youth Ministry. The 8th graders attend a retreat prior to graduation in order to help prepare the graduates for the transition to high school. The faculty has two retreat days, one in October and the other in early January. These interactive retreats are prepared by faculty members for faculty members and directed by an appropriate spiritual director. The staff meets every Wednesday and Friday mornings for prayers. Sister Elizabeth also shares inspirational words in her weekly "Food for Thought" in the Week at a Glance communication to staff members.

All are encouraged to proclaim the gospel message through stewardship at the school liturgies. In addition to this stewardship program, St. John Vianney School proclaims the gospel message through a variety of service programs. An annual food drive benefits the St. Vincent de Paul Society, and teachers coordinate monthly visits to nursing homes by the eighth grade students. At all times the students are encouraged to live the gospel message by reaching out to others in need. Students give of their time, talents, and treasure in the service of God's people both locally and throughout the world. The St. John Vianney School community works in tandem with St. Mary's in Medford, NJ, each year to build a house for a needy family in Nicaragua (Una Casa Para Nicaragua). The Student Council also sponsors the Lenten diocesan mission project for the sister diocese, San Juan de la Managua in the Dominican Republic. Additional service opportunities include the following:

- Give Kids the World
- pop tabs for Ronald Mc Donald house
- Christmas Toy Drive for Migrant Farm Workers Children's Services program.

Hospitality is a hallmark of St. John's, and everyone continually encourages the students to welcome all and make them feel at home here. From new teachers, to new students, to visitors all are welcomed and made to feel that they are an important part of this community.

Each year St. John's has a school wide theme. The school community began 10 years ago with the beatitudes-a blueprint for living. Each month the entire school community studied a different beatitude. For the 2003-2004 school year, the theme was JOY-Jesus, Others, You. There was a theme song that was often sung at weekly liturgies. Classroom and hallway bulletin boards reflected that theme. For 2004-2005 the theme was Catch the Spirit with an emphasis on the fruits of the Holy Spirit. Each month the school community studied a different fruit school-wide. This was reflected in the classrooms, in the hallways, and in weekly liturgies. The 2005-2006 theme will be Hand in Hand with God and one another.

Throughout the day in every subject, St. John Vianney's Catholic identity is evident. In Spanish class students study multicultural religious holidays and learn the Sacraments in Spanish. The Spanish bulletin boards reflect school and diocesan themes for the year. Prayers, songs and the parish mission statement are taught in Spanish.

In art class students share their creativity through community service projects, such as crafts for the nursing home, birthday cards for school staff and members of the church community, and making decorations for church and community events. The guidance department puts up bulletin boards covering many positive messages: "Be a Joyful Light to Others- Let Your Light Shine," "Circles of Peace," and "Wreaths of Friendship."

The Catholic identity of Saint John Vianney is an amalgam of people, events, institutions, and spirit drawn together by a common desire to grow in faith, love, and knowledge. St John Vianney's Catholic identity is perhaps best captured by a simple, profound, and by now, widely recognized statement that is heard every day at St. John's at the end of prayers in the morning and other times the St. John Vianney community gathers : "May the Christ in you reach out to touch the Christ in all you meet. May God bless us and keep us in His care."

CURRENT DEMOGRAPHICS

The student population is coeducational. The school has 5 levels: Pre-K, K-2, 3-4, 5-6, and 7-8. Grades Pre-K-2 are self contained. Grades 3 and 4 have two teachers who share the teaching. Grades 5-8 are organized departmentally.

STUDENT DEMOGRAPHIC INFORMATION ENROLLMENT MIX CATHOLICS, NON-CATHOLICS, AND ETHNIC MIX 2003-2004

STUDENT ETHNICITY AND RELIGION			
	Catholic	Non-Catholic	TOTAL
American Indian/Native Alaskan	1	0	1
Asian	60	23	83
Black	10	3	13
Hispanic	161	3	164
Native Hawaiian/Pacific Islander	0	3	3
White	404	21	425
Multi Racial	5	0	5
TOTAL	641	53	694

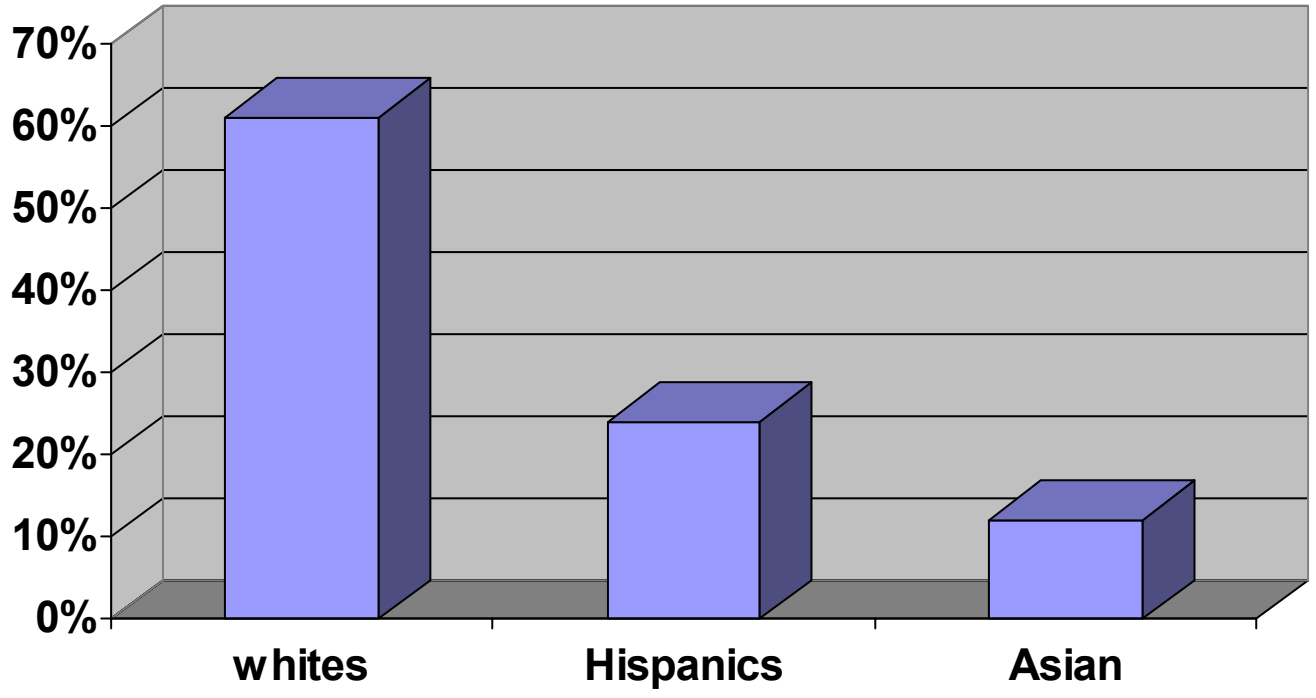
STUDENT DEMOGRAPHIC INFORMATION
ENROLLMENT MIX
CATHOLICS, NON-CATHOLICS, AND ETHNIC MIX
2004-2005

STUDENT ETHNICITY AND RELIGION			
	Catholic	Non-Catholic	TOTAL
American Indian/Native Alaskan	0	0	0
Asian	69	28	97
Black	8	4	12
Hispanic	168	2	170
Native Hawaiian/Pacific Islander	0	2	2
White	372	13	385
Multi Racial	3	0	3
TOTAL	620	49	669

ENROLLMENT BY GRADE LEVEL
2004-2005

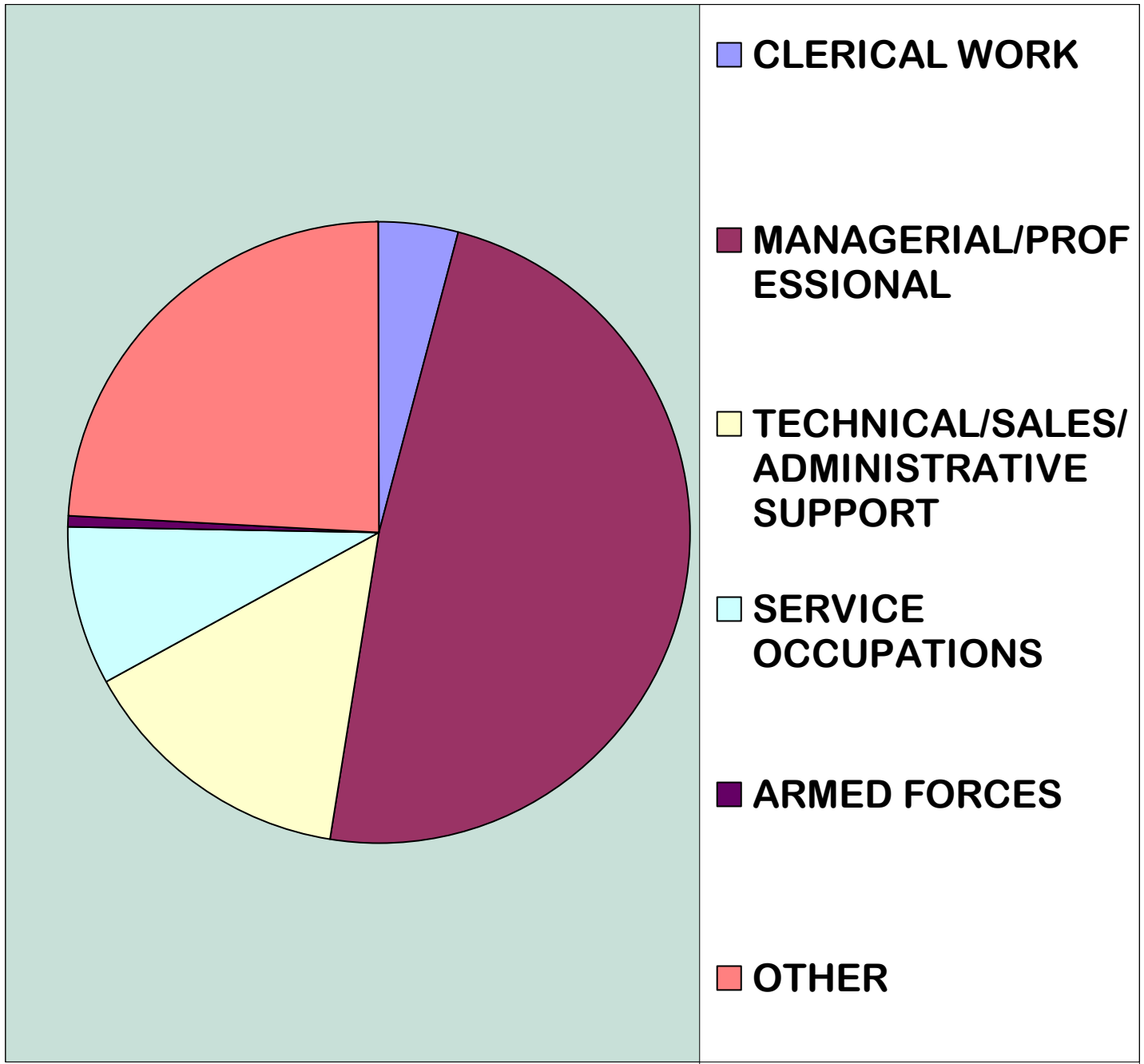
Pre-kindergarten	84
Kindergarten	60
First	59
Second	69
Third	66
Fourth	70
Fifth	66
Sixth	66
Seventh	66
Eighth	63
TOTAL	669

Currently our school is composed of three major ethnic/racial mixes. The largest enrollment is by whites making up 61% of total enrollment. The second largest enrollment is by Hispanics making up 24% of total enrollment. The third largest is by Asian making up 12% total enrollment. The Catholic enrollment for the school year 2003-2004 was 92% of total enrollment.

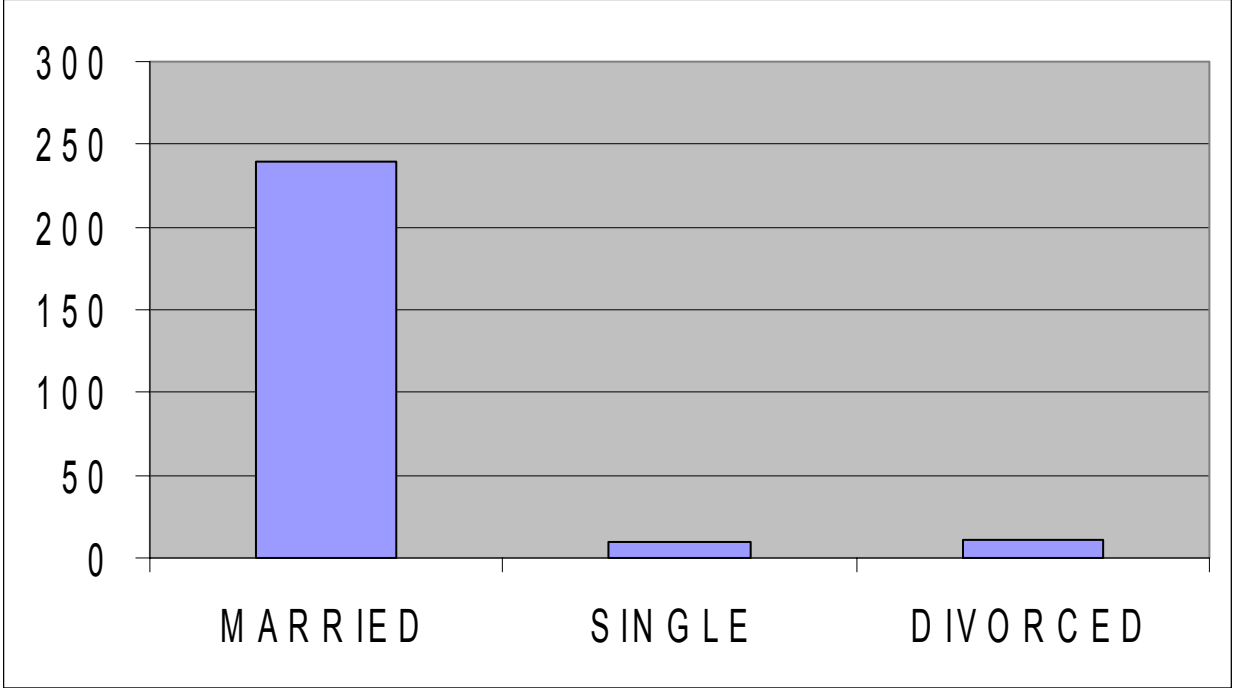


PARENT DEMOGRAPHICS

OCCUPATION



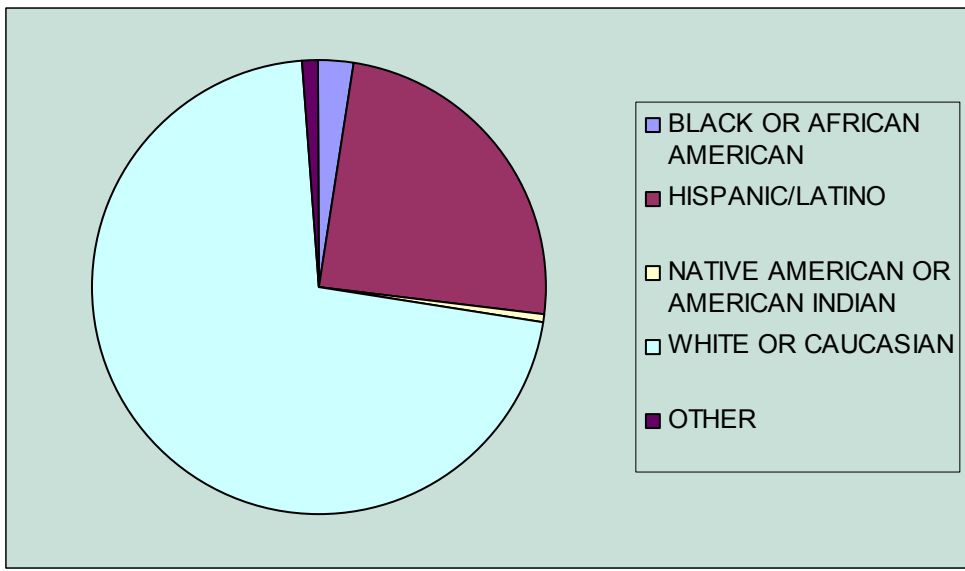
MARITAL STATUS



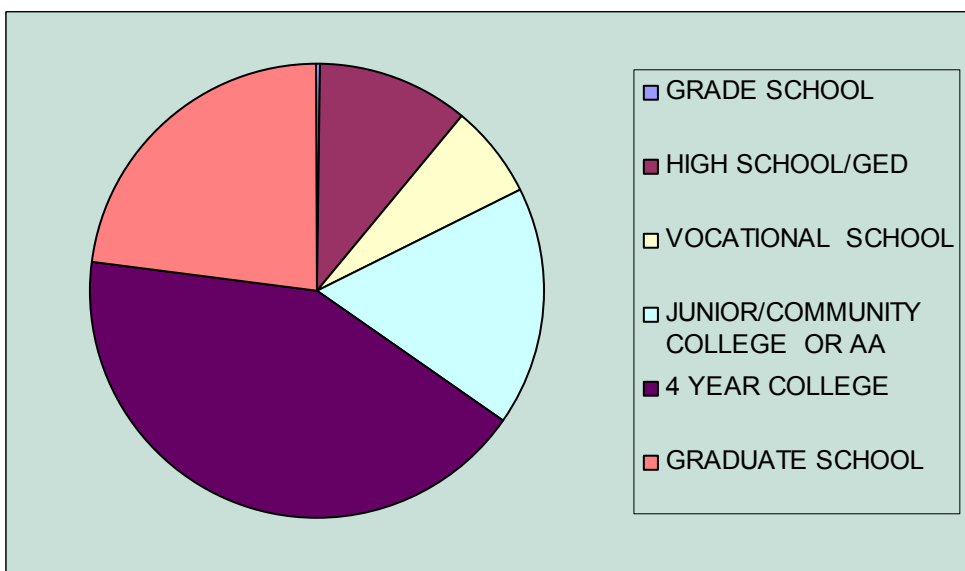
LANGUAGE SPOKEN AT HOME

CANTONESE	1
CHINESE	1
CREOLE	1
ENGLISH	214
ENGLISH/CANTONESE	1
ENGLISH/FRENCH	1
ENGLISH/HINDI	1
ENGLISH/SPANISH	8
ENGLISH/TAGALOG	1
FILIPINO	1
GUJARATI	1
HALEAN	1
PORTUGUESE	3
SPANISH	20
SPANISH/ITALIAN	1
SWEDISH	1
TAGALOG/ENGLISH	3
URDU	1
ASIAN OR PACIFIC ISLANDER	58

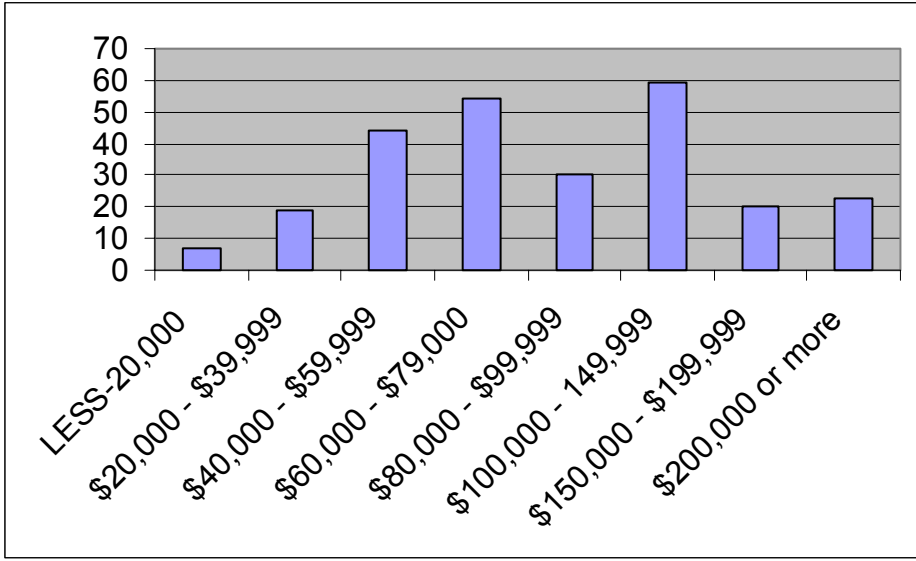
RACIAL OR ETHNIC BACKGROUND



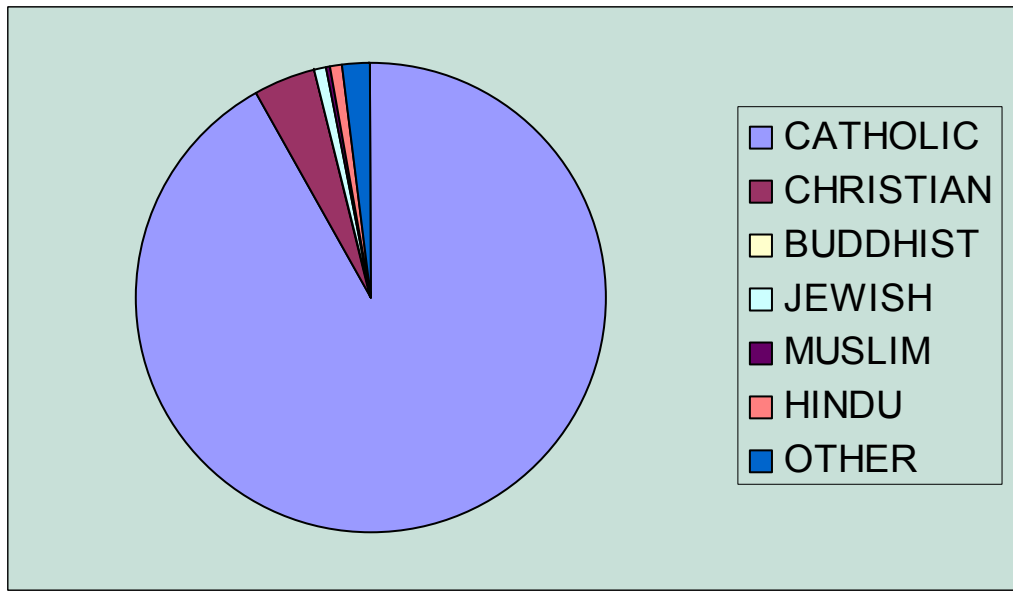
HIGHEST LEVEL OF EDUCATION



GROSS HOUSEHOLD INCOME BEFORE TAXES



RELIGION



ACADEMIC ENRICHMENT PROGRAMS

The students in grades K through 4 participate in Accelerated Reader. Middle school students have the opportunity to participate in Math Counts. Students in grades K-5 who teachers identify as gifted (based on recommendation of the previous teacher, observation, and ITBS test scores) participate in a critical thinking enrichment program.

EXTRA-CURRICULAR PROGRAMS

St. John Vianney School offers its students a wide range of extracurricular activities.

- Students in grades K-4 can participate in CYL sports.
- Students in grades 5-8 may play basketball, soccer, volleyball and join the track team through CMAC (the Catholic Middle School Athletic Commission).
- Students also have the opportunity to qualify for the National Junior Honor Society and run for Student Council office.
- Middle school students can join the Science Club.
- Students in grades 1-8 can join the choir, chorus, the bell choir, and band.
- Students may also volunteer as altar servers.
- Scouting is also available at St. John Vianney School.
- Middle school students can also join the TAG team (Teens in Action Group) which is a social and service organization.
- There is also an annual talent show where fifth through eighth graders can showcase their many talents.
- Saint John Vianney also has a Thespian Society and Drama Club, open to 6-8 grade students. The students perform in both a fall and spring play. In addition to being actors students can also work behind the scenes as the stage crew.

FAMILY SUPPORT SERVICES

St. John Vianney offers both early morning care from 7:00-7:30 A.M. and after school care (Alpha) from dismissal until 6:00 P.M. Early morning care is held in the social hall. At 7:30 students report to their classrooms. Alpha is held in the Alpha room and Youth Room in the Ministries Building. Students check in then are separated by age groups to work on homework. There is also playground time and snack time.

COUNSELING SERVICES

St. John Vianney's guidance department offers a multi-faceted program. A large part of the program is the developmental guidance classes that are taught to all grade levels from kindergarten through the 8th grade. The program is tailored to meet the needs of individual classes addressing problems and concerns unique to that class. Guidance classes cover such topics as developing an understanding of self and others, listening, self esteem, dealing with stress, solving conflicts, study skills, character development, bullying, and sexual harassment.

The guidance department also provides individual short-term counseling on a variety of topics such as friendship issues, pet loss, death, divorce, academic issues, or other personal concerns a student may have. The guidance office also consults with teachers and parents when specific student issues arise. Small group counseling is also available.

An Advisory Program is implemented in the 7th and 8th grades using teachers and staff as facilitators. The guidance department works closely with the middle school team leader planning weekly topics for advisory. Each advisory group has 10-12 students in it. Students have an opportunity to discuss problems and concerns, get to know their peers better, and have an adult that they can trust and confide in if necessary.

The guidance department coordinates the Peer Mediation program (SAVE) and trains the selected peer mediators. The Peer Mediation program consists of students from the 6-8th grades who mediate disputes between students in a supervised atmosphere.

The guidance department provides high school information to the 7th and 8th grade students in large group guidance. Parents and students also come to the guidance office for specific information on an individual basis. The guidance department processes records for high school.

The guidance office publishes a parenting newsletter called "Counselor's Corner" that appears in the "Points to Observe" newsletter distributed weekly in the "What's Up Wednesday" envelope. Many topics have been covered including back to school tips, bullying, homework tips, manners, and developing positive self-concepts.

PARENT EDUCATION PROGRAMS

The PTO has worked diligently to provide informative, practical parent education programs. In the past three years the PTO has brought in Orange County police officers to present information on gangs and drugs. Last year after a wave of children abductions in Central Florida, they sponsored a Safe Kids program. During the 2003-2004 school year, the Sisters of Saint Paul spent a day talking to the students about the media (TV shows, movies, and music that they liked) and then incorporated that in a presentation to the parents that evening. They offered the parents valuable insight into their children and the role media plays in their lives. Two years ago the PTO sponsored a year long series of talks by a nationally recognized speaker. He covered such topics as parenting and marriage and family.

PUPIL SERVICES

St. John Vianney School attempts to meet the needs of all learners. Students who encounter difficulty in reading in grades 1-5 can attend the Reads program. A math tutor is available for students in 1-5 who struggle with mathematics. When teachers think a student may be struggling, he/she uses a variety of evaluation methods to determine the problem: observations, conferences, classroom testing, standardized testing, diagnostic testing. Referrals for additional testing are made to Orange County, Osceola County, private psychologists, or mental health counselors as the need arises. Students may qualify for services at public schools in a dual enrollment process for specific learning disabilities, gifted programs, or speech programs. Classroom teachers, administrators, or counselors attend staffing with parents at public school to formulate IEP's. The annual ITBS testing helps teachers determine individual and class strengths and weaknesses. Teachers then plan strategic techniques to improve performance

DAILY ATTENDANCE RECORD KEEPING

During the 2004-2005 school year, the school office continued to use a computer management program to enter daily attendance. Teachers submitted a daily attendance sheet to the office. The office staff inputs that information into the attendance program. Quarterly reports are distributed

to the teachers. During the 2005-2006 school year, teachers will use the Grade Quick program to record absences and tardies.

DISCIPLINARY/REFERRAL DATA

Conduct cards and detentions are used from fifth grade to eighth grade. Parent, teacher, administration conferences are arranged to discuss students who continually receive behavior detentions.

EDUCATIONAL PROGRAMS

PRE-SCHOOL

The pre-school curriculum at St. John Vianney School is based on the curriculum developed by the Diocese of Orlando, following the guidelines set by the National Association for the Education of Young Children and the Florida Catholic Conference. Science, language arts, math, religion, art, music, and social studies are integrated daily, providing students with a hands-on, developmentally appropriate learning experience.

The day begins with Circle Time. Morning prayers are said, the Pledge of Allegiance is recited, the ABC song is sung, and the calendar weather is discussed, integrating many subject areas.

The preschool's theme-based lessons include lessons on the ocean, the rainforest, transportation, the wooded forest, holidays, space, and letters of the week.

Religion in the curriculum emphasizes God's love for all living things. The students learn to become loving, caring, Christ-centered children through the example of teachers, hands-on activities, friendships, and Bible stories. The children learn to love God and the Holy Family and to realize that they are a precious gift from God.

Language arts skills are developed while learning the letters and sounds of the alphabet. The children develop pre-reading skills through books read in class, plays, puppets, flannel board stories, and art. The children further develop phonemic awareness through story writing and illustrating.

Math concepts developed in the curriculum include learning the geometric shapes, counting and identifying numbers from 1-20, comparison and patterning skills, and learning directional words. These concepts are learned through games, centers, and manipulatives, providing the students with a hands-on learning experience.

Using tools such as scissors, paintbrushes, paint, paper, markers, crayons, and watercolors, the teacher develops the students' fine motor skills and imagination. Children are encouraged and challenged to explore colors and different textures in the theme based art projects.

The children learn about the world of science through hands on experiments, field trips, thematic units, and exploration of air, water, land, plants, animals, and the seasons. Video technology, scales, and microscopes enhance the program, bringing this new world to life for the students.

The students learn about holidays and special events celebrated in the United States and other countries in the world. Cooperative learning activities teach the children about social skills and the importance of acceptance of other cultures and beliefs. The Christmas Around the World Unit is an example of this concept, demonstrating the different traditions celebrated during a holiday celebrated around the world.

The whole child is nurtured, allowing the student to develop spiritually, academically, socially and physically in a loving, safe environment.

GRADES K-8

The school's core curriculum for grades K-8 is based on the benchmarks and objectives that are found in the Diocese of Orlando Curriculum Frameworks. These Curriculum Frameworks were developed by teachers throughout the Diocese who were selected to serve on these committees. Science, social studies, language arts, math, art, music, P.E., and religion have recently been updated.

GRADES K-2

The K-2 curriculum includes many cross curricular correlations. Art lessons correspond to the theme being studied. Music is an important part of the primary grades-instruments, singing prayers, rhyming patterns, phonics songs, and sing along CDs and videos. Social studies and science in grades K-2 coordinates with the school's adopted reading series and is based on themes. The teachers meet in area meetings to insure that themes are not repeated. Power point presentations are used in science, social studies, religion, and language arts. Teachers use overhead projectors and video and digital cameras to enhance their lessons. The students use computer technology-Accelerated Reader, Encarta Encyclopedia, educational computer learning games, and internet searches. Students engage in writing across the curriculum using thinking maps and applied learning through writing in all subject areas (e.g. brainstorming, teacher modeling, and individual writing). The elementary students experience many educational field trips both in and out of school.

The art curriculum for grades K-2 covers the following areas: introducing art terminology and lines and colors; understanding the purpose of art to communicate thoughts ideas and feelings; exploring noted illustrated and books; and exploring shapes and designs.

The Spanish curriculum incorporates a variety of instructional techniques and strategies: posters, flash cards, international music tapes, videotapes, storybooks, songs, and games. From K-2 the students learn basic vocabulary and simple expressions to make the introduction to Spanish interesting and to help the students feel comfortable and willing to participate in class. These concepts are taught through songs and finger plays. The students learn basic vocabulary and expressions essential for everyday communication. They are able to respond to simple questions, statements and commands using words, phrases and occasionally short sentences. Students engage in role playing games, mini-plays, and watch short videos

Grades 3-4

Third and fourth graders engage in critical thinking, problem solving, and logical reasoning. They also participate in Accelerated Reader. The teachers incorporate journals, poetry, creative book reports, book publishing, experiments, models, oral and written reports role playing, art, music, and public speaking into their curriculum. Third graders work on elaborate projects about a chosen country. This study culminates in a huge celebration of International Day. The fourth graders work on a year long Florida history project which is celebrated by a Florida history day and a play performed by the students.

The third and fourth grade art curriculum includes the following: lines that express lines of variation and more complex geometric shapes; positive and negative space; depth of foreground, middle ground and background; formal balance and definition in drawing; introduction to art history.

In Spanish third and fourth graders review the study of the basics: alphabet, colors, numbers, etc. and expand vocabulary through the study of different categories: the community,

occupations, the weather, clothing, parts of the body, time, holidays, animals, etc. Students sing Spanish songs, play games and participate in other classroom activities.

Grades 5-6

The fifth and sixth grades are organized departmentally. Each teacher incorporates a variety of techniques and strategies to meet the individual needs of each student. In social studies, fifth graders study the geography and history of the United States. Fifth graders produce a state report and present their report to the class. Many students use Power Point to produce these projects. Sixth graders review map skills, study ancient civilizations and world history and geography. Sixth graders produce a country report; many also use Power Point for this project.

In science fifth and six grade students study life science, physical science, earth science, and the human body. They learn metric measurement and use the scientific method in experimentation. The fifth and sixth graders benefit from the fully equipped science lab and can engage in many hands on science projects.

Vocabulary, spelling, and reading are taught in fifth and sixth grade. The Open Court Reading Program allows much curriculum integration.

In math the students study place value, whole numbers, fractions, probability, geometry, measurement, consumer math skills, decimals ratio/proportion, and pre-algebra

In English students study grammar using traditional methods as well as analyzing grammar in the context of their personal writing and in literary analysis. Students have numerous writing opportunities: weekly journaling, creative writing assignments, poetry, a research paper, and responding creatively to literature through various forms of writing.

In art, fifth and sixth graders study line, shape, and value; color such as monochromatic and complimentary and warm and cool colors; and drawing to proportion to scale and exaggerated distortion.

In Spanish, fifth grade students review the study of the basics as in third and fourth.

The Spanish curriculum in sixth includes the following: exchanging information about family members, including simple descriptions and comparing cultural family roles in the US and other countries. They study cultural differences among South American countries, language differences, and favorite foods. They learn to express quantities using the numbers 0 -100, prices, and currency from other countries. They role play restaurant meal ordering and menu creations; participate in plays (in class) to already familiar themes: *Goldilocks and the Three Bears*, *The Three Little Pigs*; role play weather newscasts with self made weather boards and play Spanish Hangman, Win, Lose, or Draw, and Pictionary. Many lessons are presented on Power Point. A variety of assessment techniques are used: written and oral testing (short answer, multiple choice, matching, etc); cooperative group work; oral and written reports; and learning games and test review games.

Grades 7-8

In St. John Vianney School, the middle school is made up of seventh and eighth grade. The teachers incorporate a variety of innovative and creative techniques. With ten computers available in the science lab and 35 available in the English classroom, the students have numerous opportunities to use technology.

In math class the students write in math journals. The eighth grade math curriculum allows qualified students to take a high school algebra course. Graphing calculators are used in both algebra and pre-algebra to integrate hand-held technology. Power Point is used to present a daily word problem.

The science curriculum in the middle school has many cross curricular connections.

Students use art techniques and concepts to make murals, models, dioramas, posters, and cartoons. Writing skills are integrated in science by assigning lab reports and writing projects.

Religion is integrated into the science curriculum when environmental stewardship is encouraged. The annual science fair and web quests incorporate English, math, critical analysis, art, and research. Students also use power point, video presentations, games, projects, portfolios, and computer generated programs. Physical science for the eighth graders incorporates math with chemical formulas and computation, solving for motion, pressure, density, etc.

Alternative assessment is used extensively in both science and English. In science, students create power point presentation, dramas, mousetrap cars, and cartoon scripts. In English, students explore Web Quests; create brochures and newsletters; present Power Point presentations; and design websites.

The middle school English curriculum includes grammar, writing and literary analysis. The students study class novels and engage in a variety of projects using art, music, and technology. Seventh graders learn seven types of writing following the Six Traits +1 rubric. Seventh and eighth graders study grammar in the context of writing. The eighth graders complete a multi-genre writing project.

In social studies, the seventh graders learn geographical concepts through map study, reference skills, and Geolab activities. They study the countries of Europe, Asia, and Africa and the continents of Australia and Antarctica and the island nations of New Zealand. Students view videos from globetrekertv.com. Eighth graders study American history from 1877 to the present using historical maps, political cartoons, and historical videos.

The seventh and eighth grade art curriculum includes the following: studying art history; exploring different art techniques and two and three dimensional art with multiple media; engaging in community service projects for community and church events. The students work in cooperative groups, produce oral & written reports, and participate in learning games.

The Spanish curriculum in seventh and eighth grade includes the following: exchanging information about family members, including simple descriptions and comparing cultural family roles in the US and other countries. Students study cultural differences among South American countries, language differences, and favorite foods. They learn to express quantities using the numbers 0 -100, prices, and currency from other countries. They role play restaurant meal ordering and menu creations; participate in plays (in class) to already familiar themes:

Goldilocks and the Three Bears, The Three Little Pigs; role play weather newscasts with self made weather boards and play Spanish Hangman, Win, Lose, or Draw, and Pictionary. Many lessons are presented on Power Point. A variety of assessment techniques are used: written and oral testing (short answer, multiple choice, matching, etc); cooperative group work; oral & written reports; and learning games & test review games. Art and Spanish have integrated many projects such as Cinco de Mayo/Dia de los Muertos/ South American studies, weaving, pottery and display boards.

Library Program

The library curriculum is one which helps students master skills necessary to be information literate. Students learn to utilize all types of resources, print, non-print, and electronic formats and how to access them in the classroom, the media center, and at home. Information literacy is a critical skill and a foundation for all learning. The curriculum also focuses on appreciating literature and developing life-long readers. Students in kindergarten, first and second participate in the Florida Reading Association program and select their favorite book from the list. Students in third, fourth and fifth grade participate in the Florida Sunshine State Program and select their favorite book and voice their opinion on a secret ballot. All grades K – 6 participate in the Accelerated Reader Program.

Music Program

The Music Program at St. John Vianney School introduces students to various aspects of music, composers, instruments, and performing techniques. St. John Vianney has a Christmas Program, which involves the whole school. The band, choir, and chorus perform in many venues (Disney, various local establishments, and Diocesan activities) and produce a spring concert. Student progress is assessed via written demonstration through text as well as group and individual performance. This includes music composition (self-expression) and applied skills (singing, playing recorder flutes, percussion instruments, etc.) Advanced musical performance is encouraged through the learning stages of band (beginning, intermediate, advanced) as well as chorus for vocal.

Physical Education Program

The physical education curriculum introduces the most basic motor/movement skills and progresses through participation in informal individual or team games and races. Students learn to accept, conceptualize, practice, and master increasingly difficult tasks; combine several simple tasks into one complex task; work cooperatively with partners and as part of a team; and compete individually and as a team members

Kindergarten through 3rd grade classes concentrate on skills to improve coordination and teach positive team building and the importance of healthy eating.

In grades 4-5 students refine their sport skills, practice sport activities (soccer, basketball, volleyball, baseball, softball, hockey, lacrosse, and invented games).

The concentration in sixth seventh and eighth grade is on specialized participation-team and individual sports: tennis, golf, handball, and Bocce ball.

Students in all grades participate in the President's Challenge Physical Fitness Program, which includes five events that measure muscular strength/endurance, cardio respiratory endurance, speed, agility, and flexibility. The students are tested twice a year, in the fall and spring.

On field day students have the chance to show their athletic skills in competition, coordination and sportsmanship. The events include tug of war, beanbag toss, ring toss, long distance throwing, and Hula-hoop races.

Through the physical education program students are provided with the skill and training necessary to meet their goals. Students discuss the importance of valuing the spirit of the rules.

PERSONNEL

The administrative staff of St. John Vianney School consists of the principal and vice-principal. They are supported by three administrative assistants. Two guidance counselors job share. An additional 54 employees work with the children in the following roles: 4 full time middle school teachers, 3 preschool teachers, 10 elementary school teachers (K-5), 4 middle school teachers, 1 media specialist, 1 technology teacher, 1 art teacher, 1 Spanish teacher, 1 music teacher, 1 PE teacher, 1 PE instructional assistant, and 19 instructional assistants (2 full time, 17 part time). Class size ranges from 17-35. Each faculty member has a job description on file. New faculty members are interviewed and hired by the administration.

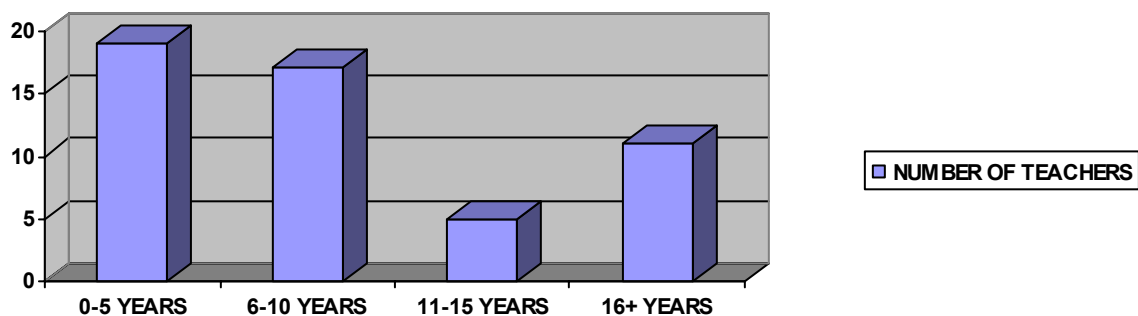
	2004-2005		2003-2004		2002-2003	
Employee Breakdown	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time
Classroom Teachers K-8	0	18	0	18	0	18
Pre-K Teachers	0	3	0	3	0	3
Religion	0	0	0	0	0	1
PE/Athletics	0	1	0	1	0	1
Art	1	0	1	0	1	0
Music	0	1	0	1	0	1
Language	0	1	1	0	1	0
Technology	0	1	0	1	0	1
Media Specialist	0	1	0	1	0	1
Teaching Assistants	17	2	17	2	17	2
Administration	0	2	0	2	0	2
Administrative Assistant	1	0	1	0	0	0
Office Staff	0	2	0	2	0	2
Nurse	2	0	2	0	2	0
Counselor	2	0	2	0	2	0
Cafeteria	2	0	2	0	2	0
Facility (Janitorial and Maintenance)	5	1	5	1	5	1

Athletic Director	1	0	1	0	1	0
Extended Care	8	0	10	0	10	0
Math (Remedial/Enrichment)	1	0	1	0	1	0
Math (Remedial)	1	0	0	0	0	0
Reading Teacher	1	0	1	0	1	0
Total Personnel	42	33	44	32	43	33

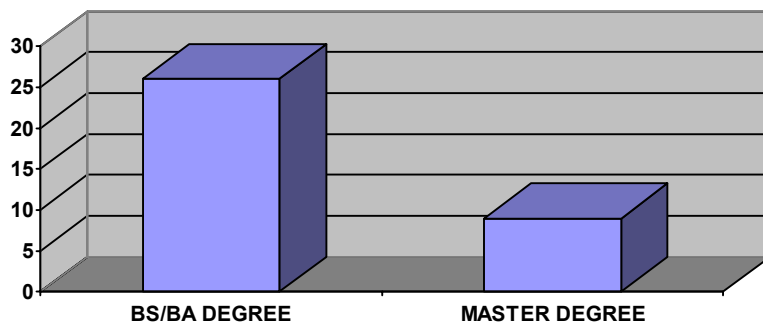
On a formal basis, each faculty member is observed twice a year, once by the principal and once by the assistant principal. The principal and assistant principal are very visible in the school and can often be found in the classrooms on a daily basis. The principal and assistant principal also review plan books on a weekly basis. In the March/April time frame, each faculty member meets with the principal to review the past year and set goals for the coming year.

The full time employees and faculty are offered health care, dental benefits, long term disability insurance, 403B retirement plans, and other AFLAC insurance policies. Each faculty member has an allowance of 10 sick days per year with the ability to accumulate up to 60 (effective August 2004).

YEARS OF SERVICE AT ST. JOHN VIANNEY



DEGREES HELD BY SAINT JOHN VIANNEY FACULTY MEMBERS



PROFESSIONAL GROWTH AND DEVELOPMENT

All teachers participate in the Diocesan Catechetical Program (DCCP). Teachers take a variety of catechetical formation classes covering a variety of topics. The diocese offers both basic and advanced certification. All teachers are required to take the basic level; religion teachers complete three levels-basic, advanced, and master. The faculty also participates in 10 in-service days: four diocesan in-service days (selected from survey information and planned by the diocesan staff development committee) and six school based in-service days (determined by the school administration in conjunction with the faculty and their needs). Money is budgeted to pay for the diocesan in-services. Funds are also used to invite speakers who are experts in selected subjects. In addition to these in-service opportunities, faculty members have attended courses on assessment, technology, exceptionalities, and behavioral models. Teachers are encouraged to take credit hours through local colleges, and attend conferences, workshops, and speeches by national speakers for education and motivation. Teachers have also participated in on-line in-service programs. Two teachers are currently participating in a three-year master teacher program offered by the diocese. (They will be finished in May 2005.)

The teachers of St. John Vianney School subscribe to a variety of journals, belong to a wide variety of professional organizations, and have been nominated for numerous awards. From the early childhood department to the middle school, the teachers subscribe to journals in their fields.

The school also subscribes to a variety of magazines and journals which are available for the teachers.

The teachers of St. John Vianney School belong to numerous professional organizations and have received many awards and recognition. The professional organizations include

- Phi Mu Alpha Sinfonia of America
- the International Reading Association
- the Florida Reading Association
- the National Association for the Education of Young Children
- the Central Florida/Orange County Association for the Education of Young Children
- the Southern Early Childhood Association
- the National Council of Teachers of Mathematics
- the Society of Human Resource Professionals
- the Florida Association for Media in Education
- the Orange County Association of Educational Media
- the National Council of Teachers of English

Teachers at St. John Vianney School. have been nominated for

- Who's Who Among America's Teachers
- the Disney Teacher of the Year Award
- the NCEA Teacher of the Year Award
- the Diocese of Orlando Principal of the Year Award
- the NCEA principal of the year award
- Florida Center for Teachers Florida Humanities Council
- Assistant Band Director Award of Excellence
- National Conference of High School Music Educators Achievement Award
- New Jersey State Music Educators and Composers Achievement Award
- Teacher of the Year on the local level

FACILITIES

The school, Ministries Building, and the Community Center are used by numerous parish and community groups. On Tuesday and Wednesday nights the entire campus is used for religious education and both junior and senior high youth groups. Various community organizations use meeting rooms in the Ministries Building.

HEALTH, SAFETY, AND SECURITY PROVISIONS

SCHOOL SAFETY AND SECURITY PLANS

St. John Vianney School has responded to the need for security with a multi-layered system. The school is monitored through Sonitrol security system. During working hours all doors and access areas are always locked. The school has installed cameras and monitors throughout the facility for added security. The fire alarm system has been updated, and the school practices evacuation plans once a month. The school has met all the safety and security requirements of the diocese.

CAFETERIA AND FOOD SERVICES PROGRAM

The daily lunch program begins at 11:15 A.M. and ends at 1:00 P.M. in the social hall (capacity 300). For the 2004-2005 school year the cost of daily “lunch bucks” increased from \$2.25 to \$2.50. The school manages the lunch program as of the 2004-2005 school year. Monday, Tuesday, Wednesday, and Friday, the students have a variety of menu choices with an emphasis on healthful meals Thursdays the students may purchase Papa John’s pizza.

MAINTENANCE

There is a two man maintenance team that does electrical, air conditioning and repair. There is a school janitor and two additional parish night janitors who maintain the parish buildings other than the school. Large capital improvements and extensive maintenance are scheduled during the summer. Certain sections of the building are selected for refurbishment, painting, or whatever

repairs are necessary. This includes classrooms, bathrooms, and any part of the school that requires work. The work is done according to a rotating repair schedule so that all areas of the school are maintained properly. According to the rotation schedule every classroom is revisited every four years. An internal team completes this regular maintenance work. Daily cleaning of the school is outsourced.

CAPITAL IMPROVEMENTS

CAPITAL NEEDS OR IMPROVEMENT

A capital campaign was launched in 1998 to raise funds to build a Parish Community Center, a preschool, and to renovate and expand the current facilities, such as the science lab. The campaign's motto was "Building Our Future on A Foundation of Love." Parishioners and parents had many different opportunities to donate money and be recognized for it. The pledge of money was paid over a three year period. A total of 4.5 million dollars was raised. All the projects were finished by the time St. John Vianney celebrated its 40th anniversary in 2002.

St. John Vianney inaugurated the pre-school in 1995 and built a new pre-school facility with three classrooms in 2000. The preschool has its own enclosed playground that was renovated in 2001. Another major addition to the school in 1999 was a well equipped community center that serves as a gymnasium and an auditorium for school and community functions. The school also added a fully equipped science lab for the regular use of fifth through eighth grade although all teachers have access to it. In 2003 the school replaced all of its computers with the purchase of 70 new systems with Internet access. All classrooms have their own computers and the computer lab has all new systems.

The school is currently planning to install a new roof for the main buildings (estimated cost \$325,000). Egress windows will also be installed in each classroom (estimated cost \$25,000). Central air conditioning is also being considered (cost for central heating and air \$400,000). The parking lot is also in need of repair (cost to be shared by school and church).

In the future the administrator would like to add a state of the art media center opposite the science lab. Future plans could also encompass a language lab in the media center to serve the needs of 35 students. This language lab would then be available for use by the community classes offering language and computer skills.

SCHOOL-PARENT-COMMUNITY RELATIONSHIPS

PTO

Saint John Vianney has an active and enthusiastic PTO. Each year the PTO has a theme which permeates all they do. For the 2002-2003 year the theme was Widen the Circle; for 2003-2004- Broaden the Vision; for 2004-2005- Catch the Spirit. The PTO coordinates

- room mothers
- school volunteers,
- the Halloween carnival
- Teacher Appreciation
- the Spirit Store (selling a variety of articles with the St. John Vianney School logo)
- Field Day
- the auction and other fund raisers
- parent education (bringing in nationally recognized speakers and programs).

The youngest student in each family takes home a weekly “What’s Up Wednesday” envelope which contains the PTO weekly newsletter “Points to Observe” and other flyers about upcoming events. The school website was revamped the summer of 2004 and now contains numerous links including a principal’s corner and class websites. The PTO has been a dynamic force in the school in fund raising, volunteerism, and spirit. Ninety-eight percent of St. John Vianney families fulfill their 10 hours of service.

SCHOOL ADVISORY BOARD

The St. John Vianney Catholic School Advisory Board currently consists of thirteen members who include the pastor, the principal, and vice-principal along with the president and co-

president of the Parent Teachers Organization. The remaining eight members of the board are parents of children attending the school.

Members of the Board, with the exception of the administrator and PTO representatives, are appointed by the pastor in consultation with the principal. According to the By-Laws of the Board, members may serve two terms in succession of three years each.

The Board serves in an advisory capacity to the principal. Its main function is to provide expertise and advice in any and all areas as requested by the principal. Currently the Board has four standing committees: Finance, Technology, Buildings and Grounds, and Planning. The Board meets once a month during the school year and as needed during the summer. The agenda for the meeting is provided by the president in consultation with the principal. Each year members of the School Board attend an in-service program which is organized by the Diocese of Orlando. Sr. Elizabeth also takes time during the Board meetings to continue the Board's education regarding Diocesan policies and the mission of Catholic education. All Board members also receive publications from the NCEA.

During the past ten years the Board has produced two five year strategic plans for capital needs and improvements, staffing, curriculum goals, student development, faculty development, technology, finance, endowment, and development. The Board has also produced a long range financial plan including goals for teacher salaries and projected tuition. Great strides have been made in most areas of the strategic plan including the addition of the community center/gym, science lab and pre-school, upgrading technology, and financial planning. Progress has been made in staffing, faculty, and student development. There are still goals to be reached in the area of capital improvement that include the building of a media center and larger computer lab.

A planning committee, comprised of 10 school parents was formed in the fall of 2003 to assess the current state of the school. It is in the first phase of a three-year development plan. At the conclusion of year one the planning committee will create three objectives to be met for year two of the development plan.

FINANCIAL AID

There are financial aid opportunities for parents who require it. An outside agency determines the amount of aid a family requires, but St. John Vianney must provide the money. The money is included in the budget.

ALUMNI DATA

An alumni association was formed during the 40th year celebration. There are currently 200 names in the database.

STUDENT PERFORMANCE DATA

ITBS Subtest Scores in National Percentile Ranks

Grades Three Through Eight

Grade 3

YEARS	2001	2002	2003	2004
Vocabulary	76	69	79	79
Reading Comprehension	79	77	80	82
Reading Total	79	75	80	81
Word Analysis	68	62	74	-----
Listening	81	79	79	-----
Spelling	81	80	88	92
Capitalization	84	83	87	90
Punctuation	86	85	86	90
Usage/Expressive Language	82	80	84	81
Language Total	84	83	87	90
Concepts/Estimation	71	66	76	74
Problem Solving/Data Interpretation	77	75	82	76
Computation	63	61	73	62
Math Total	73	71	80	75
Core	81	79	85	85

Grade 4

YEARS	2001	2002	2003	2004
Vocabulary	78	85	76	83
Reading Comprehension	78	87	78	85
Reading Total	80	88	79	85
Spelling	82	87	81	89
Capitalization	79	87	81	87
Punctuation	80	82	83	86
Usage/Expressive Language	76	82	80	84
Language Total	81	87	83	89
Concepts/Estimation	71	83	74	79
Problem Solving/Data Interpretation	70	81	77	80
Computation	70	74	64	72
Math Total	71	83	77	80
Core	78	88	81	87

Grade 5

YEARS	2001	2002	2003	2004
Vocabulary	73	80	85	82
Reading Comprehension	71	78	82	76
Reading Total	73	80	85	80
Spelling	74	79	84	82
Capitalization	80	85	89	83
Punctuation	75	86	88	84
Usage/Expressive Language	73	81	85	77
Language Total	76	86	90	84
Concepts/Estimation	68	72	81	71
Problem Solving/Data Interpretation	66	71	78	72
Computation	76	77	77	81
Math Total	71	71	80	71
Core	74	80	87	79

Grade 6

YEARS	2001	2002	2003	2004
Vocabulary	66	74	75	80
Reading Comprehension	66	68	69	80
Reading Total	66	71	72	82
Spelling	69	69	75	72
Capitalization	76	77	78	78
Punctuation	80	79	85	84
Usage/Expressive Language	74	75	77	79
Language Total	77	78	82	82
Concepts/Estimation	71	77	76	85
Problem Solving/Data Interpretation	69	74	75	80
Computation	78	80	87	91
Math Total	74	75	75	83
Core	74	77	80	84

Grade 7

YEARS	2001	2002	2003	2004
Vocabulary	76	75	77	78
Reading Comprehension	79	76	77	79
Reading Total	79	77	78	81
Spelling	78	73	73	77
Capitalization	81	80	75	78
Punctuation	82	79	76	80
Usage/Expressive Language	76	75	75	79
Language Total	82	80	78	82
Concepts/Estimation	68	75	74	76
Problem Solving/Data Interpretation	70	78	76	72
Computation	66	87	80	84
Math Total	70	76	75	74
Core	80	80	79	81

Grade 8

YEARS	2001	2002	2003	2004
Vocabulary	83	79	74	78
Reading Comprehension	83	81	76	82
Reading Total	84	81	76	81
Spelling	80	78	71	75
Capitalization	84	80	79	81
Punctuation	85	81	82	78
Usage/Expressive Language	83	79	79	80
Language Total	87	83	81	82
Concepts/Estimation	82	71	79	79
Problem Solving/Data Interpretation	82	72	76	76
Computation	88	74	72	77
Math Total	87	72	79	79
Core	89	81	81	83

Table 1
Test Results for Iowa Test of Basic Skills (ITBS)
Comparison of Results from October 2001 Through October
2004
Grades Third Through Eighth

October 2001					
Grade	No. of Students	Reading NPR	Language NPR	Math NPR	Core NPR
3	66	79	84	73	81
4	67	80	81	71	78
5	68	73	76	71	74
6	67	66	77	74	74
7	64	79	82	70	80
8	65	84	87	87	89

October 2002					
Grade	No. of Students	Reading NPR	Language NPR	Math NPR	Core NPR
3	70	75	83	71	79
4	69	88	87	83	88
5	68	80	86	71	80
6	66	71	78	75	77
7	68	77	80	76	80
8	65	81	83	72	81

October 2003

Grade	No. of Students	Reading NPR	Language NPR	Math NPR	Core NPR
3	65	80	87	80	85
4	70	79	83	77	81
5	70	85	90	80	87
6	63	72	82	75	80
7	62	78	78	75	79
8	64	76	81	79	81

October 2004

Grade	No. of Students	Reading NPR	Language NPR	Math NPR	Core NPR
3	62	81	90	75	85
4	67	85	89	80	87
5	64	80	84	71	79
6	64	82	82	83	84
7	64	81	82	74	81
8	60	81	82	79	83

Table 2
Test Results for Iowa Test of Basic Skills (ITBS)
Comparison of Mean Scores for Grades Third Through Eight
in
National Percentile Ranks

Year	No. of Students	Reading	Language	Math	Core
2001	398	66	66	66	66
2002	399	76	78	73	76
2003	394	78	83	76	82
2004	381	81	86	77	83

Table 3
Test Results from Iowa Test of Basic Skills (ITBS)
Comparison of Results from March 2002 Through March 2005
Grade 2 Scored in National Percentile Rank

Year	Grade	No. of Students	Reading NPR	Language NPR	Math NPR	Core NPR
March 2002	2	70	69	73	65	70
March 2003	2	69	80	81	73	80
March 2004	2	66	81	81	73	80
March 2005	2	69	84	81	77	82

Table 4
Test Results for Cognitive Abilities Test (CogAt)
Comparison of Results from October 2001 Through October 2004
Grades Third and Seventh Scored in National Percentile Rank

Year	Grade	No. of Students	Verbal	Quantitative	Non-verbal	Composite Score
2001	3	66	63	55	61	60
2002	3	70	66	56	68	65
2003	3	67	78	60	71	72
2004	3	66	76	55	73	71
2001	7	66	73	61	69	69
2002	7	67	70	70	68	71
2003	7	65	68	68	57	65
2004	7	65	70	65	69	69

Table 5
NCEA Assessment of Catholic Religious Education (ACRE)
Group Average (All Students)

Year	No. of Students	No. of Catholic Students	No. of Returning Students	Creed	Liturgy and Sacrament	Morality	Prayer
2003	65	61	61	64%	78%	78%	82%
2004	65	59	63	70%	89%	81%	91%
2005	63	59	59	80%	88%	84%	87%

PLACEMENT OR ASSESSMENT INSTRUMENTS

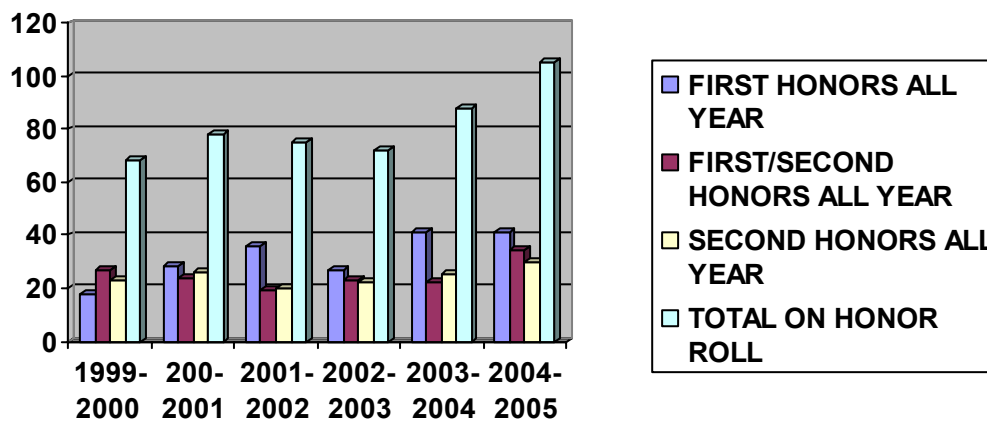
There are numerous placement and assessment instruments used at St John Vianney School. In addition to paper and pencil tests (written & oral testing-short answer, multiple choice, matching, etc), teachers use alternative assessment techniques such as thinking maps, song and skit writing, art projects, Power Point, newsletters, websites, Web quests, etc..

ACADEMIC AWARDS

The middle school has an honor roll. For first honors students must obtain a 93 average and have 1s and O's in effort and conduct; for second honors students must have an 85 average and nothing lower than a 3 in effort and an S in conduct. At the annual Awards Night, students are recognized for their honor roll placement. Two students receive the Principal's Award, given to the students who show the greatest effort despite challenges they may have. Other academic accomplishments are also recognized such as Math Counts and Florida Math League participants, the Duke University TIP participants recognized in Gainesville, and other contest winners. At Awards Night students are also recognized for their participation in band, chorus, and the thespian society.

Number of Students on the Honor Roll from 1999-2004

YEARS	1999-2000	200-2001	2001-2002	2002-2003	2003-2004	2004-2005
FIRST HONORS ALL YEAR	18	28	36	27	41	41
FIRST/SECOND HONORS ALL YEAR	27	24	19	23	22	34
SECOND HONORS ALL YEAR	23	26	20	22	25	30
TOTAL ON HONOR ROLL	68	78	75	72	88	105



Each year our seventh graders participate in Duke University's TIP program (Talent Identification Program). Approximately 25-30 seventh grade students participate each year. The 2004-2005 school year was our 12th year of participation. To qualify, students must be in the 95th percentile or better in certain categories of the ITBS (some, like computation and punctuation, do not count). Between 1-5 students are recognized annually in Gainesville at the University of Florida. Six to seven students over the years have qualified for recognition at Duke University. During the 2004-2005 school year 5 students were recognized in Gainesville.

The students are encouraged to participate in local, state, and national contests. Students in fifth and sixth grade have had poetry chosen for the Creative Communication poetry contest. St. John Vianney School students excel in the annual DAR (Daughters of the American Revolution) essay contest. For the past two years students have submitted essays for the Father of the Year state contest. In the 2003-2004 year one student received honorable mention. The middle school students participate in the annual law day poster and essay contest. Students consistently place in the top three.

Students in the seventh and eighth grade can qualify for membership for the National Junior Honor Society. Students must have a 94.5 average and exhibit the qualities of scholarship, citizenship, service, character, and leadership

Each year St. John Vianney School has the opportunity to nominate a sixth grader and an eighth grader for Disney's Doers and Dreamers award. Students in the middle school also take the Florida Math League exam and participate in Math Counts. The Knights of Columbus sponsor a yearly spelling bee open to students in grades five through eight. Throughout the year, students participate in the President's Challenge Physical Fitness Program.

PROMOTION AND RETENTION CRITERIA

Students are promoted upon successful completion of the grade. Students who fail two major subjects may be retained or required to attend summer school. The possibility of retention is discussed by the teacher, principal, and parents.

COMMUNITY DEMOGRAPHICS

The metro population projection for the year 2005 is approximately 1.8 million, of which nearly 900,000 will reside in Orange County proper. The population is expected to surpass 2 million by the year 2008.

Job opportunities in Central Florida are a major factor that continues to draw people to the region. With tourism making a steady rebound from the events of September 11, 2001, the local unemployment rate remains steady at 2.6%, well below the national average, and is predicted to remain so for the next 12-18 months. The median family income in Orange County is approximately \$41,000.00, with the majority of families earning a dual income in order to meet their financial goals. It should be noted that nearly 9% of all families in Orange County live at or below the poverty level and that the job opportunities, although plentiful, are not those that can sustain private/parochial school tuition.

The ethnic breakdown is roughly 51% white, 18% black or Afro-American, 19% Hispanic, with 6% making up all others (Asians being in the majority). The male to female ratio is nearly one to one and the median age is 33 years. School age children compose 21.5% of the population, of which 14% are in the K-8 range.

The ethnic profile of the students in the area that St. John Vianney serves reflects that the majority of students are of Hispanic descent, followed by Black or Afro-American, then White. The enrollment is projected to increase only slightly in the immediate area due to a lack of residential development in an already saturated housing plan. There are no new elementary or middle schools planned for the 2004-2005 school year.

SCHOOL AND COMMUNITY PERCEPTIONS

In order to measure the specific opinions of stakeholders, the steering committee surveyed parents, teachers, students, and the community by means of the NSSE Opinion Inventories.

For all four groups the average item responses within each topic were above the national pattern- Quality of the Instructional Program, Support for Student Learning, School Climate/Environment for Learning, School Organization and Administration and Composite.

HIGHEST AVERAGE RESPONSES

On the teacher surveys the following areas received the highest average response:

- All students and staff at our school are treated with respect regardless of race, religion, or gender (4.97).
- Substance abuse (e.g. drug alcohol) is not a problem in our school. (4.97)
- Our school is doing a good job teaching language arts (reading, writing, speaking, listening) (4.94).
- The education offered to students at our school is of high quality. (4.94)
- Teachers hold high expectations for student learning. (4.91).

On the parent surveys the following areas received the highest average response:

- The education offered to students at our school is of high quality. (4.74)
- Our school is doing a good job teaching language arts (reading, writing, speaking, listening)(4.71)

- For the most part I am satisfied with our school (4.69)
- Cheating is strongly discouraged in our school (4.69)
- Parents feel welcome at our school (4.67)

On the student surveys the following areas received the highest average response:

- Substance abuse (e.g. drug alcohol) is not a problem in our school(4.68)
- Up-to date computers and other technologies are used in our school to help students learn (4.64)
- Teachers are willing to give me individual help outside of class time. (4.61)
- Cheating is strongly discouraged in our school. (4.60)
- I have an opportunity to participate in the activities that interest me (e.g., clubs, sports, music). (4.55)

On the community surveys the following areas received the highest average response:

- The education offered to students at our school is of high quality.(4.84)
- All students in our school have equal access to quality education.(4.83)
- Teachers hold high expectations for student learning. (4.80).
- Our school ranks well academically when compared to other schools. (4.80)
- Our school provides a safe and orderly environment for learning. (4.80)

LOWEST AVERAGE RESPONSES

On the teacher surveys the following areas received the lowest average response

- There are no problems with bullies at our school. (3.30)
- Class sizes at our school are appropriate for effective learning. (3.42)
- Our school is doing a good job teaching career/vocational education. (3.50)
- Our school is doing a good job teaching physical education.(3.91)
- Our school is doing a good job teaching health education. (4.00)

On the parent surveys the following areas received the lowest average response

- Our school is doing a good job teaching career/vocational courses. (3.41)
- Class sizes at our school are appropriate for effective learning.(3.43)
- There are no problems with bullies at our school. (3.64)
- A counselor/advisor is available to help my child select classes and provide guidance in planning for the future. (3.75)
- Our school is doing a good job teaching foreign languages.(3.86)

On the student surveys the following areas received the lowest average response

- There are no problems with bullies at our school. (3.13)
- Students help our school activities. (3.37)
- Students' opinions are considered when important school decisions are made. (3.43)

- I look forward to going to schools each day. (3.49)
- The amount of homework I am given helps me succeed in my studies. (3.64)

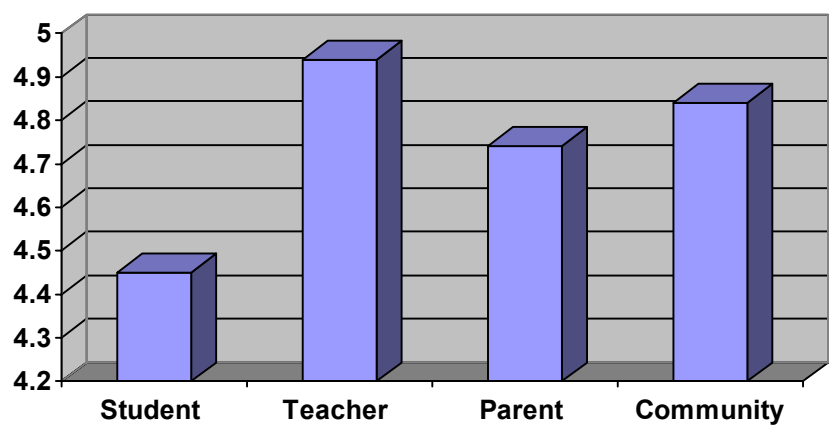
On the community surveys the following areas received the lowest average response

- The quality of schools influenced my decision to live in this community. (3.38)
- The school keeps local media current on events at the school. (3.63)
- There are no problems with bullies at our school. (3.74)
- School-sponsored activities are open to members of community. (3.90)
- Community members' opinions are considered when important school decisions are made. (3.90)

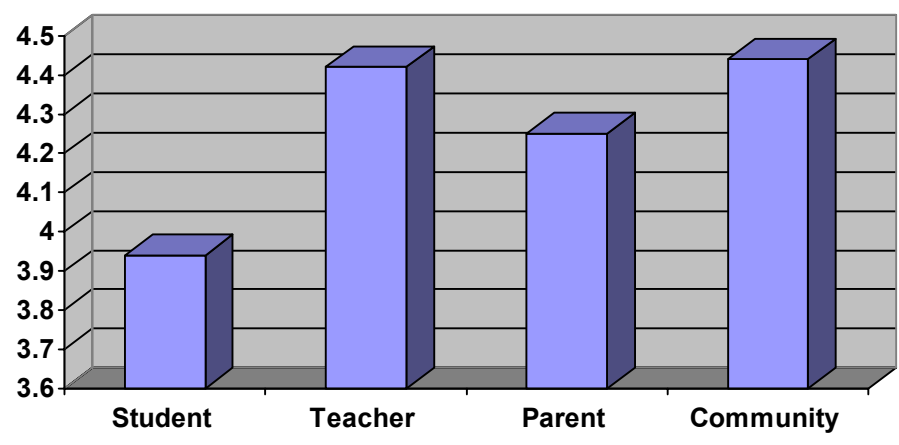
Comparison of Average Responses for The Common Items

The following represents the responses of all stakeholders (community, parents, faculty, students) to the seven items common to all four surveys.

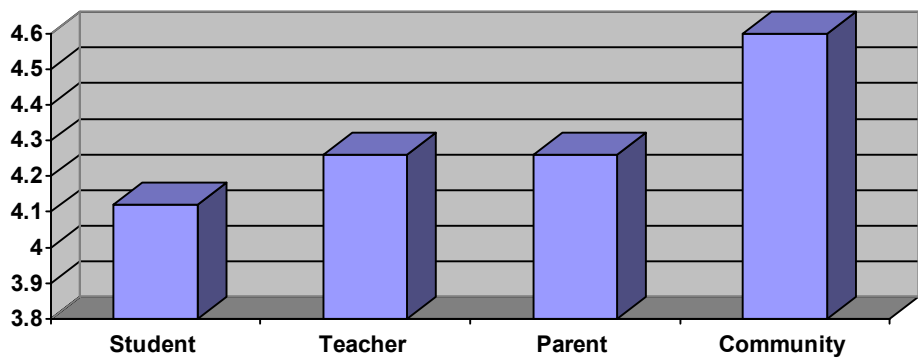
The education offered to students at our school is of high quality.



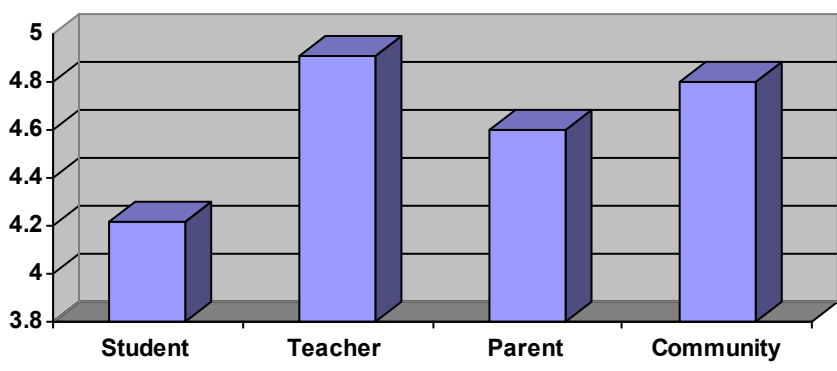
Students see a relationship between what they are studying and their everyday lives.



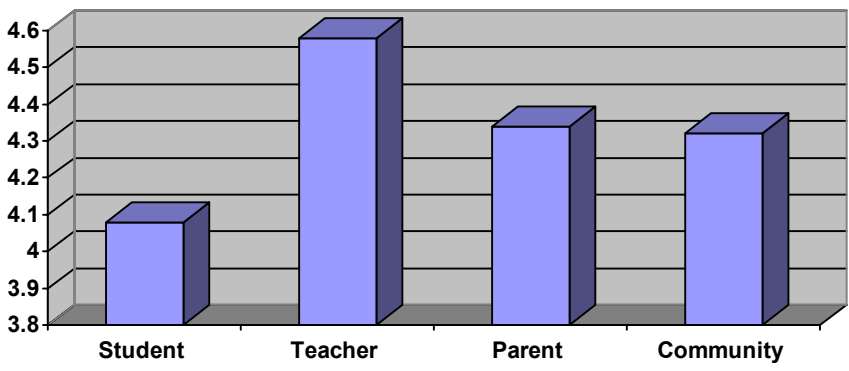
Our school is preparing students to deal with issues and problems they will face in the future.



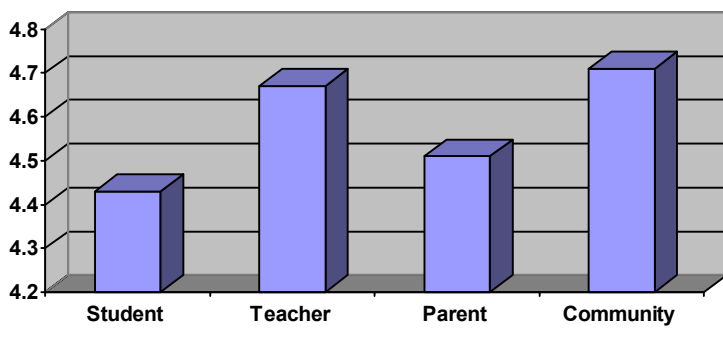
Teachers hold high expectations for student learning.



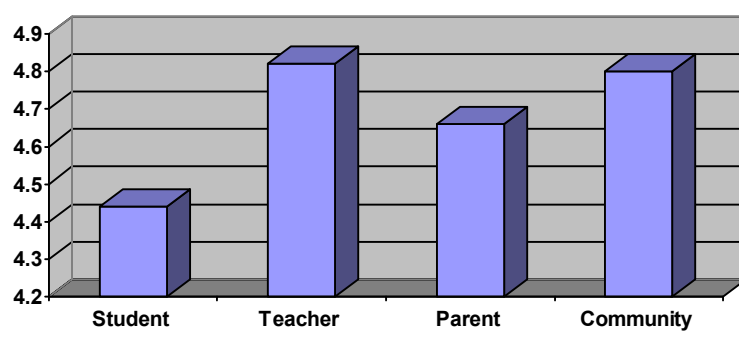
Our school's facilities are adequate to support students' learning needs.



In our school, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.



Our school provides a safe and orderly environment for learning.



APPENDIX A

ADDENDUM

A Note from Sister

June 29, 2005

Dear Parents,

Peace and all good!

We have come to the end of a Great year. We have accomplished so much together because you “Widened Our Circle” and you “Caught the spirit.”

We had a Vision

We voiced our Vision

and

We sang the same Song

We worked in Harmony

I am so proud to be the Principal of St. John Vianney School. Our students are truly the reflection of God’s love and of you. How proud you, too, must be!

This school year we have been stretched beyond our expectations. With the stretching there has been pain – the pain of growth and the pain of change. All of us suffered through hurricanes and others suffered sickness, death, or job loss. No life or family was left untouched. Through it all God’s love and grace filled us and kept us bonded together.

Our school is filled with faith and prayer. We believe in miracles. We pray for many intentions and for many parents and children who are ill. Our greatest miracle is Shannon Snowton who was restored to life. We look forward to her return to 1st grade for the 2005-2006 school year.

The following report will give you a glimpse of all we have accomplished together this year.

OUTREACH

Students in St. John Vianney School are very conscious of the needs of others. Their generosity touches many in our Parish Community as well as globally.

St. Vincent de Paul

- Donations \$3990
- Food throughout the year
- Winn Dixie Scrip cards \$1000

Dimes for Nicaragua \$1800

Tsunami Collection for UNICEF \$3200

Toys for Farm Workers at Christmas time

Sister Diocese Lenten Project

\$1600 for Bishop Moore's Coach Graham Fund

Tithing - \$1800

Outreach is also shown in the service hours our students give to:

- Westminster Nursing Home
- Give Kids the World
- Fish Fry during Lent
- Set-ups for many Parish functions
- Art projects for Westminster and Parish events
- Healing Mass and Reception

ACADEMICS

- Students achieved 70% or greater in all subject areas tested in the Iowa Test of Basic Skills.
- 25 seventh grade students took the SAT Exam this year. Five of these students received recognition at UF in Gainesville.
- The Mathcounts Team received the 4th place award with Philip Nguyen receiving an award for excellence in math – Philip is in 7th grade. St. John Vianney School was one of 35 participating schools.
- 6th grade ranked 24th in the State in the Florida Math League – the only Catholic School recognized.
- Sara Silva, a 7th grader received 3rd place for her project at the Florida Science Fair.
- A.J. Jones received 1st place for her prayer entered in the Columban Mission Contest.
- A.J. also received 1st place for her Law Day entry.
- 5 students went to Leadership School in Washington, D.C. during the month of April.
- 21 seventh graders were inducted into the National Junior Honor Society in January. This year 40 students were in the society.
- Jared Bergdoll received 1st place in the Diocesan Art Exhibit at Leu Gardens. Our school also received 2 honorable mentions.
- 64 eighth graders were graduated this year, 2005.
- 19 students will go to Bishop Moore. 16 of these students will be in honors classes.

- 4 students will be in honors classes at Pine Castle Christian Academy.
- All other students will attend public high schools – Boone, Edgewater, Cypress Creek, Freedom, Dr. Phillips, and Olympia. Of these 41 students, 35 will be in Magnet or honors programs.

This was an exceptional 8th grade class. These students were outstanding achievers with very high expectations of themselves.

BLUE RIBBON AWARD

This year we applied for the Blue Ribbon Award of Excellence. This is a National Recognition for schools that have achieved 90% or above in the Core subject areas for 3 years. Our school met those criteria. Presently we are one of 50 private schools in the nation in the final phase of acceptance in the department of Education in Washington, D.C. We are proud of this honor. Distinguished schools will be named in September.

PTO

This year our PTO received a National Award from the National Catholic Education Association. This award was given for outstanding service to the teachers, students, and parents of St. John Vianney School. Eight PTO Board members went to Philadelphia to accept the award. This Board also visited the Motherhouse of the Sisters of St. Francis who have administered the school for 43 years.

The PTO under the leadership of Lisa Haramboure and Renee Holder did an outstanding job. Every project undertaken helped create a larger and more diverse circle. The spirit of our PTO was caught by everyone. It is little wonder that the coveted prize, the Maxine Blader Donahue Award, was bestowed on them for distinguished service.

In review the following was accomplished:

- New dismissal procedure
- Movie/Pizza Night
- Lunch Program – in-house
- Screen for community Center
- New orientation process
- End of year family dinner
- Annual 50/50 drive
- Dress for desks
- Successful Sally Foster Drive

AUCTION

The auction, "A Night at the Oscars," was an all-time success. Special thanks to Tom and Angie Klote and to Linda Zanfardino and Kathy Sadler for their extraordinary work. It surely was a gala to remember. The profit exceeded \$100,000. Thank you, parents, for Everything – you are outstanding.

Thank you, Lisa, Renee, Lynn, Peggy, Lisa Calpey, Ann, Carol, and all board members for an extraordinary year. You are Wonderful.

SCHOOL ADVISORY BOARD

This Board under the leadership of Paul Noland has continued to set new direction for our school. Two years ago the Board initiated a Development process using Catholic School Management as our consultants. The process has exceeded our expectations.

Ron Conte continues to lead us into the 3rd year phase, "Annual Giving." You will continue to hear more about this phase as we begin our new school year, 2005-2006. What great things are in store!

FACULTY AND STAFF

Our teachers and staff deserve much praise for accomplishing their goals despite many inconveniences due to hurricanes and roofing. Their morale was always high and often led to joyous peals of laughter in the lounge and hallways. Parents, your support, encouragement, and affirmation gifted their days. Special thanks to Janet Collins and her many parents who surprised us with goodies and special treats. We are all so grateful for this. Thank you, teachers and staff, for a wonderful year.

REACCREDITATION

The Faculty, Staff, Administration, Parents, and Students of SJV have completed an 18 month evaluation of the school. This School Improvement Plan will set the direction for the next seven years. The process was chaired by Mrs. Kathy Foster. During October or November a visiting team will review our school and then recommend that we receive full accreditation by the Florida Catholic Conference and the Florida Department of Education

SCHOOL RENOVATIONS FOR THE SUMMER

Presently much work is in progress in the school:

- The roof is nearing completion.
- 10 classrooms have had acoustical tiles removed. Walls will be refinished and painted.
- Halls will be stripped and new carpet installed.
- Teachers' Lounge is being re-modeled.

- New fire alarm system has been installed.
- Alpha playground is being refurbished according to code.

Thanks to Father Paul Henry, the Facilities Committee, Ruben and his staff, Al Izzo, and so many others who are helping us spearhead and finance these projects this Summer.

Our children have progressed in their respect of self and others. They have grown in wisdom and in grace. I am proud of their achievements and accomplishments. Thank you for allowing us to be your partners in their education.

After a safe and healthy Summer we look forward to the children's return for the 2005-2006 school year. Careful consideration and planning have gone into the development of new class placements. The teachers and administration have worked diligently to create the best possible learning environment for your child/ren. With this in mind no changes to the class lists will be made.

Parents, you are the Best. You are an integral part of all that makes St. John Vianney School such an outstanding child's place. I thank you for who you are and for all that you do to make us Shine.

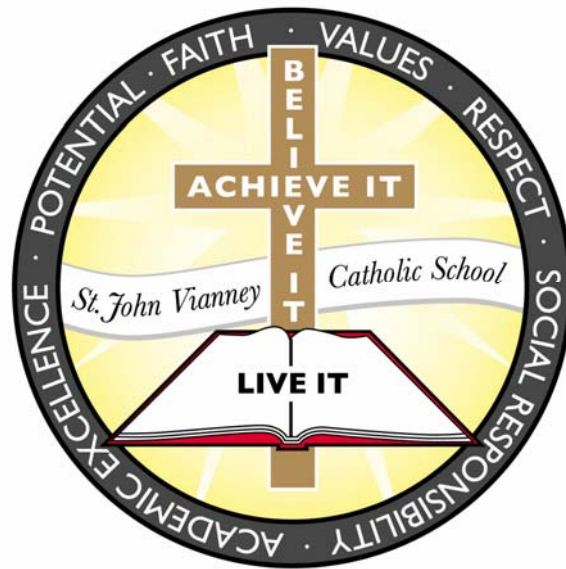
In conclusion, a very special thanks to Fr. Paul for his full support of our school and for his presence to the children and to you, their parents.

We look forward to hearing from you via postcards throughout the Summer. May God's blessings be yours in abundance.

May the Christ in you reach out to touch the Christ in all you meet. May God bless and keep you in His care.

In Christ,

Sr. Elizabeth



The School Improvement Plan

Area 2:

Beliefs and Mission

Committee Members:

Nancy Warpenberg Chair

Sarah Riney

Bibi Fernandez

Carole Lopez

Narrative Description of the Process of Defining the Beliefs and Mission

The Area 2 Committee-Beliefs and Mission- met and reviewed the process for defining the beliefs and mission of Saint John Vianney School. The committee distributed the NSSE/FCC School Beliefs Inventory to the following stakeholders: the administration, faculty, parents, students, and community. The responses from these 271 surveys were averaged and analyzed. The Area 2 Committee drafted belief statements based on the survey results and research conducted by the faculty on current trends in education. The draft of the belief statements was presented to the stakeholders for review and comments.

During the 2003-2004 school year, the entire St. John Vianney School community reviewed and revised the school's mission statement. This process involved meetings of the School Board, the faculty, the Parish Council, and the Administration. These groups were instructed in the process of developing a mission statement, and each group brainstormed ideas for the new mission statement. Drafts of the statement were sent to parents for their review and comment. After this year long process, the new mission statement was finalized.

The Area 2 committee and the faculty reviewed the mission statement to ensure its compliance with the survey results and belief statements. At that time, the committee asked for suggestions for a slogan to accompany the mission statement. The faculty met again to finalize the beliefs and mission statements that are included in this report. They also chose a slogan: Believe It. Achieve It. Live It.; a logo; and a mission statement prayer.

Statement of Beliefs by St. John Vianney School

1. Each student is a unique child of God.
2. Catholic faith and values are integrated into everyday learning and life experiences.
3. Pastors, principals, teachers, parents, advisory organizations, and members of the parish share the responsibility for creating a healthy learning environment.
4. An innovative environment based on mutual respect and academic excellence challenges students to reach their full potential.
5. A safe and supportive environment fosters successful learning.
6. Accepting cultural diversity contributes towards an appreciation of and respect for the dignity of others.
7. Christian values of social justice and peace are integral parts of a wholesome learning environment.
8. Ongoing evaluation and improvement of the curriculum are crucial to the development of a sound educational program.
9. Working in active partnership with parents, who are the primary educators of their children, is essential for the development of the whole child.
10. Developing the students' talents promotes creativity and service and enhances their self respect.

St. John Vianney School Mission Statement

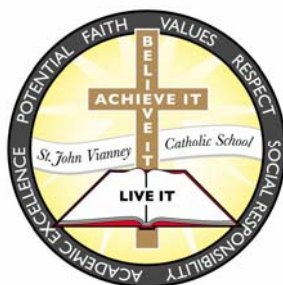
St. John Vianney Catholic School, a ministry of St. John Vianney parish, is a diverse community that challenges students to reach their full potential through a living faith in God. Within an innovative environment based on mutual respect and academic excellence, we inspire and empower our students by expanding their minds, fostering social responsibility, instilling Catholic values, and nourishing the soul.

St. John Vianney School Mission Statement Prayer

Heavenly Father,

We are the family of St. John Vianney Catholic School, a communion of cultures united in the love of Christ. Help us to believe in God the Father, Son and Spirit; help us to achieve our full potential as we use our many gifts and talents; and help us to live faith-filled lives as we reach out in service to all. We ask this through Christ our Lord, Amen

Believe It. Achieve It. Live It.



FCC SCHOOL BELIEFS INVENTORY RESULTS

Highest/Lowest Scores on School Beliefs Inventory

Highest

- 4.84 6. Each student is a unique child of God.
- 4.75 7. Student learning is a priority in this school.
- 4.68 8. Students learn in a variety of ways.
- 4.67 1. Catholic education is an integral part of the Church's mission to proclaim the gospel message of Jesus, to build faith communities, to celebrate through worship and to serve others without distinction.

Lowest

- 4.28 13. Meeting student learning styles and special needs is primary in the development of programs, curriculum, and instruction.
- 4.33 10. Students apply their learning in meaningful ways.
- 4.42 12. Each student is recognized and valued as a unique child of God in his/her social, emotional, and academic needs.
- 4.42 14. A variety of instructional approaches challenge students to demonstrate their full potential and individuality.

FCC SCHOOL BELIEFS INVENTORY

PART I

For Part 1, please use the following categories to record your opinion adjacent to each statement: below.

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

4.67 1. Catholic education is an integral part of the Church's mission to proclaim the gospel message of Jesus, to build faith communities, to celebrate through worship and to serve others without distinction.

4.65 2. A Catholic school reflects the integration of Catholic faith and values with learning and life.

4.52 3. Christian formation is at the heart of Catholic education.

4.46 4. Parents are the primary educators of their children.

4.55 5. Students experience faith-based traditions as part of their educational formation in Catholic schools.

4.84 6. Each student is a unique child of God.

4.75 7. Student learning is a priority in this school.

4.68 8. Students learn in a variety of ways.

4.48 9. Students are actively involved in the learning process.

4.33 10. Students apply their learning in meaningful ways.

4.49 11. Students are challenged to demonstrate an understanding of essential knowledge and skills with evidence of active problem-solving and quality work ethic.

4.42 12. Each student is recognized and valued as a unique child of God in his/her social, emotional, and academic needs.

4.28 13. Meeting student learning styles and special needs is primary in the development of programs, curriculum, and instruction.

4.42 14. A variety of instructional approaches challenge students to demonstrate their full potential and individuality.

4.66 15. A healthy learning environment is everyone's responsibility.

4.61 16. The opportunity for success is an important component of student learning.

4.44 17. Cultural diversity increases the student's understanding of different religions, peoples, and cultures.

4.57 18. A supportive and challenging learning environment increases a student's potential for responsible decision making.

4.61 19. A safe and comfortable learning environment promotes learning and success.

4.56 20. Ongoing evaluation and improvement of the curriculum is crucial to the development of a sound educational program.

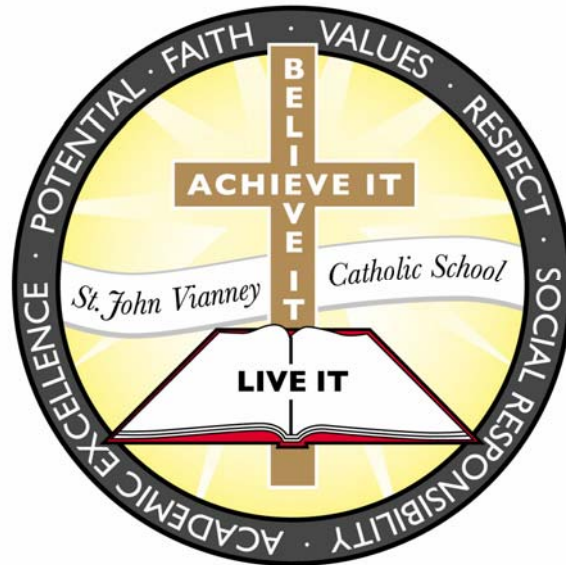
4.46 21. The curriculum furnishes instruction in Catholic truths and moral values that are an integral part of the school program.

4.60 22. The school program reflects Christian values of social justice and peace.

4.55 23. The success of a school is measured by the participation and ownership of the stakeholders.

4.64 24. Pastors, principals, teachers, parent advisory organizations, and members of the parish share responsibility for the mission of the school.

4.58 25. Mutual respect among and between the students and staff creates a wholesome learning environment.



The School Improvement Plan

Area 3:

Desired Results

for

Student Learning

(Student Performance)

Committee Members

Charlotte Funston Chair

Susie Philpot

Margo Lisi

Carol Curley

Debbie Booth

Faculty Committees for Area 3

1. FAITH FORMATION

SR. MARIA
LORETTA LA PLANTE
SARAH RINEY
CAROL CURLEY

2. LEARNING-TO-LEARN

MIKE EDWARDS
KEN HJORTSBERG
DEBBIE BOOTH
KATHY DRAKE
SARA KIM

3. EXPANDING AND INTEGRATING KNOWLEDGE

CHARLOTTE FUNSTON
MARIA MARTIN
GREG LISI
CELESTE SMITH

4. COMMUNICATION SKILLS

MARGO LISI
BIBI FERNANDEZ
KATHY KAISER
BARBARA KENEALLY

5. THINKING AND REASONING SKILLS

KATHY FOSTER
SUSIE PHILPOT
BARBARA TRULUCK
SHARON CRUZ

6. INTERPERSONAL SKILLS

DORIE BAKER
CHERYL SAVAGE
INGE ARMSTRONG
LINDA BERGDOLL

7. PERSONAL AND SOCIAL RESPONSIBILITY

CAROL LOPEZ
MICHELE SCARLATA
NANCY WARPENBURG
LOUISE THOMPSON

Narrative Description of the Process for Defining the Desired Results of Student Learning

In May of 2004 the faculty members of St. John Vianney were placed into seven groups based on the Seven Goals for Student Learning: faith formation, learning to learn skills, expanding and integrating knowledge, communication skills, thinking and reasoning skills, interpersonal skills, and personal and social responsibility. Their task for the summer was to research their assigned goal, find three articles dealing with that goal and current trends in learning, and write a summary of the three articles. Their summaries were to include theories and strategies to implement their assigned goal. In August of 2004 the faculty met in their small groups to share their research and to create Power Point presentations for their assigned goal. The articles and summaries are contained in a notebook entitled Educational Research. All power points are on the S Drive on the school server.

On October 15 the steering committee chairperson met with the committee members and chair for Area 3: Desired Results for Student Learning (Student Performance). The committee reviewed the seven goals, discussed the task of tabulating and analyzing the survey data, discussed the need for continued research, and planned when and how to present the findings to the stakeholders. Plans were made to continue research at the November 5 faculty meeting. Teachers were told to work in area groups researching the “latest findings of research and future trends that have implications for student learning.”

On Friday, October 15, the faculty as a whole also met, and each group presented its power point presentation on the assigned learning goal. These seven Power

Point presentations were later edited and revised to create two new Power Point presentations: one to be presented to a parent focus group on October 25 and one to be presented to the fifth, sixth, seventh, and eighth graders on October 28. The revised Power Points included definitions and examples of the seven goals as well as pictures of students from grades Pre-K to 8 engaged in learning activities illustrating the various goals. On October 25, 2004, 164 parents attended the focus group, viewed the Power Point presentations, and filled in the NSSE/FCC Survey of Seven Goals for Student Learning. Seven faculty members participated in the Power Point Presentation—one representative from each of the seven groups that researched the seven goals for student learning. On Thursday, October 28, the steering committee chair presented a modified version of the power point to the fifth and sixth graders (as a group) and the seventh and eighth graders (as a group). Following the presentation, 221 fifth, sixth, seventh and eighth grade students filled out the survey. That same week 49 faculty members completed the NSSE/FCC Survey of Seven Goals for Student Learning. The Area 3 committee spent several weeks tabulating the data. They compiled a report containing tables and graphs for all results from teachers, parents, and students. They noted all comments and sorted and tabulated them. They emailed all results to the faculty for a presentation and discussion at the December 7 faculty meeting.

At the November 5 faculty meeting the teachers met in area groups (Pre-school, K-2, 3-5, 6-8) to share their articles and discuss their findings on current trends in learning and on faith formation in preparation for the December 7 faculty meeting where the results of the NSSE/FCC Survey of Seven Goals for Student Learning were to be presented and analyzed. Prior to this meeting, the teachers also reviewed national standards in all subject areas and the Expectations of Student Performance in the Diocese of Orlando from the Diocese of Orlando Curriculum Frameworks.

The faculty met on December 7 to review all data gathered thus far. They reviewed the school profile surveys (Area 1), the FCC School Beliefs Inventory results (Area 2), and the results and comments from Area 3: Desired Results for Student Learning (Student Performance). The faculty discussed the strengths and weaknesses revealed in these various surveys. They viewed a Power Point Presentation showing trends that evolved from the various surveys. The following charts and evidence present the findings.

Analysis of Student Learning Needs: Performance Indicators for Areas of Strength

After analyzing the information collected in the surveys the following areas were determined as strengths.

Faith Formation	<ul style="list-style-type: none"> ▪ Students demonstrate knowledge of Catholic faith and tradition ▪ Students make a commitment to Christian service
Learning to Learn	<ul style="list-style-type: none"> ▪ Students connect knowledge and experience from different subject areas. ▪ Students use what they already know to acquire new knowledge, develop new skills, and expand understanding.
Communication Skills	<ul style="list-style-type: none"> ▪ Students integrate the use of a variety of communication forms and use a wide range of communication skills.
Thinking and Reasoning Skills	<ul style="list-style-type: none"> ▪ Students gather and use information effectively to gain new information and knowledge, classify, and organize.
Interpersonal skills	<ul style="list-style-type: none"> ▪ Students work with others in a variety of situations to set and achieve goals.

Evidence of Strengths in the Aforementioned Areas

Faith Formation
Students demonstrate knowledge of Catholic faith and tradition.
<ul style="list-style-type: none"> ▪ Students willingly participate in Liturgy, answering questions.
<ul style="list-style-type: none"> ▪ Student performance on the ACRE test is excellent
<ul style="list-style-type: none"> ▪ Students make posters of the Stations of the Cross during Lent.
<ul style="list-style-type: none"> ▪ Students prepare weekly liturgies and explain the symbols of the Jesse Tree.
<ul style="list-style-type: none"> ▪ Students make Fruit of the Spirit books explaining the Fruits of the Spirit with Bible verses & scripture.
<ul style="list-style-type: none"> ▪ Students attend Sacramental Classes at night
<ul style="list-style-type: none"> ▪ Progressive Easter Egg Hunt
<ul style="list-style-type: none"> ▪ Reenact the Last Supper
<ul style="list-style-type: none"> ▪ Bible Stories – using hands on Arts/Crafts for each story read and discussed.

Faith Formation
Students make a commitment to Christian service
<ul style="list-style-type: none"> ▪ Students collected money for Tsunami Relief.
<ul style="list-style-type: none"> ▪ Students tithe at weekly school liturgies.
<ul style="list-style-type: none"> ▪ Students strongly support our various community outreach programs: Thanksgiving Food Drive, Migrant Farm Worker Christmas Toy Drive, Sister Diocese Lenten Project, monthly Una Casa Para Nicaragua Collections, Monthly St. Vincent De Paul Food Collections.
<ul style="list-style-type: none"> ▪ Various grades conduct their own service projects:
<ul style="list-style-type: none"> ~Third graders and fourth graders hold a bake sale and donate the money to a selected charity.
<ul style="list-style-type: none"> ~Fifth graders save money in mite boxes during Lent then shop for St. Vincent De Paul.
<ul style="list-style-type: none"> ~Second graders participated in 100 Acts of Kindness, 100 cans of food, \$100 for the tsunami victims
<ul style="list-style-type: none"> ~Junior High Students sold candy grams and donated money to provide Christmas gifts for the soldiers in Iraq
<ul style="list-style-type: none"> ~Eighth graders visit a nursing home monthly
<ul style="list-style-type: none"> ~The TAG team (Teens in Action Group) provides junior high students with opportunities for service.

Learning to Learn
Students connect knowledge and experience from different subject areas.
<ul style="list-style-type: none"> ▪ Kindergarten, first, and second grade students use art as a means of communicating about books they enjoy.
<ul style="list-style-type: none"> ▪ Students perform well in the reading in the content areas like social studies and science because of their strong reading skills as evidenced in ITBS scores.
<ul style="list-style-type: none"> ▪ Students use their sequencing skills from reading to construct a time line for Florida History showing Ponce de Leon’s explorations.
<ul style="list-style-type: none"> ▪ Students use interviewing skills learned in language arts and history learned about in Florida History to video a fictional “resident of St. Augustine” and let him/her tell of life in the 1600s.
<ul style="list-style-type: none"> ▪ 5th grade students learn about stars, the sun, and living in space from science class and textbook. Students then use this knowledge during an in-school field trip lead by NASA expert Barbara Lambert.
<ul style="list-style-type: none"> ▪ The students use their knowledge from the math class to help out with their science class (physics)
<ul style="list-style-type: none"> ▪ Students apply math measurement skills to science.
<ul style="list-style-type: none"> ▪ Fourth grade reading units are integrated with science.
<ul style="list-style-type: none"> ▪ Fourth grade students do some type of research on each reading unit.
<ul style="list-style-type: none"> ▪ Students use their knowledge when discussing current events after viewing Channel One.
<ul style="list-style-type: none"> ▪ Students use vocabulary words learned from prior years to enable them to complete their current vocabulary work.
<ul style="list-style-type: none"> ▪ Students apply their history knowledge from grades 4-5-6 to understand history in the 8th grade.
<ul style="list-style-type: none"> ▪ Students apply all that they learn in religion class-the beatitudes, the Corporal and Spiritual Works of Mercy, the gifts and fruits of the Spirit etc. to their lives both in and out of the classroom through the various service projects sponsored by the school. ▪ Students are invited daily to “let the Christ in you reach out to touch the Christ in all you meet.”

Learning to Learn
Students use what they already know to acquire new knowledge, develop new skills, and expand understanding.
<ul style="list-style-type: none"> ▪ During library class, fourth grade students used their knowledge of computers to research Christmas customs in other counties to expand their understanding.
<ul style="list-style-type: none"> ▪ The math curriculum is spiral, using known concepts to learn new.
<ul style="list-style-type: none"> ▪ Students expand their knowledge of subtraction, multiplication and division facts to incorporate an understanding of long division.
<ul style="list-style-type: none"> ▪ Students use their knowledge of plant parts to build an understanding of photosynthesis.
<ul style="list-style-type: none"> ▪ 5th & 6th grade science students use the Scientific Method during Science Labs. Students use information from class and apply newly learned knowledge to tests and experiments. For example, students learned about Bases and Acids in physical science class. They then tested samples of food and household cleaners with indicators to see the color changes. From this experiment students can see which substances are an acid and which are bases.
<ul style="list-style-type: none"> ▪ Students use their knowledge of graphs, charts, and diagrams learned in grades 5-6 to help them understand data interpretation in grades 7 and 8.
<ul style="list-style-type: none"> ▪ Students use thinking maps to organize and review knowledge in various subject areas.

Communication Skills
Students integrate the use of a variety of communication forms and use a wide range of communication skills.
<ul style="list-style-type: none"> ▪ During library class, fifth grade students created Book Talks on favorite books. These were taped and shown to other fifth grade classes.
<ul style="list-style-type: none"> ▪ During library class, fifth grade students created Power Point presentations to present information about authors.
<ul style="list-style-type: none"> ▪ Students give oral presentations on topics that they have researched.
<ul style="list-style-type: none"> ▪ Students use various computer-based presentation methods to communicate their knowledge.
<ul style="list-style-type: none"> ▪ Students write letters to their pen pals.
<ul style="list-style-type: none"> ▪ Students use Publisher to create a newspaper from St. Augustine telling about the building of The Castillo de San Marcos.
<ul style="list-style-type: none"> ▪ Students create a brochure on the computer advertising their choice of a Florida county.
<ul style="list-style-type: none"> ▪ Students perform a play showing Florida History during our Florida Fair Day.
<ul style="list-style-type: none"> ▪ 6th grade science students learn about Newton's Three Laws of Motion. Students write two page research papers about Sir Isaac Newton's life and accomplishments. Then students demonstrate in front of the class one of Newton's Three Laws of Motion.
<ul style="list-style-type: none"> ▪ Students share original stories orally and are beginning to peer edit
<ul style="list-style-type: none"> ▪ Kindergarten parents come in as guest readers.
<ul style="list-style-type: none"> ▪ Kindergarten students create their own subject/theme books with their own drawings and fill in the missing words to complete the sentence.
<ul style="list-style-type: none"> ▪ Homework web page for the parents.
<ul style="list-style-type: none"> ▪ Show and Tell
<ul style="list-style-type: none"> ▪ On the weekends, the kindergarten girls have Dolly the Dog, and the kindergarten boys, Ranger the Bear. There is a journal to write in. Most parents send in photos.

Thinking and Reasoning Skills
Students gather and use information effectively to gain new information and knowledge, classify, and organize.
<ul style="list-style-type: none"> ▪ During library class fifth, grade students created dictionaries in the following manner:
Looked at dictionary to see proper set up (use information)
Created definitions of invented words (new information)
Following dictionary example, they decided upon pronunciation of words, decided whether it was noun, verb, adjective. (classify)
They put words in correct order, typed and printed them (organize)
<ul style="list-style-type: none"> ▪ During library class, fifth grade students used the Internet::
To answer questions about authors. (gain new information).
They created Power Point Presentations to present the information to the class. (classify and organize)
<ul style="list-style-type: none"> ▪ Students take pictures of animals and classify and organize them according to different criteria. ▪ Math questions-story problems to read. ▪ Science activities in cooking. ▪ Students make wide use of the internet when working on projects. ▪ “Twenty Question” box ▪ Grammar skills taught are transferred to their writing ▪ Thinking maps are used to help students gather information in a way that makes sense to them ▪ Note taking is taught and encouraged ▪ Students engage in a wide variety of lab experiences in the science lab forming hypotheses, gathering data, and drawing conclusions.

Interpersonal skills
Students work with others in a variety of situations to set and achieve goals.
<ul style="list-style-type: none"> ▪ 5th & 6th grade science students worked in cooperative groups during Science labs. One student is the group facilitator making sure each student plays a role in their lab. One student is data recorder, one student gathers materials, and one student conducts the experiment. Students must work together as a team to complete a given Lab.
<ul style="list-style-type: none"> ▪ Students work in groups to discuss what the Christian solution would be to various situations written about in their religion book.
<ul style="list-style-type: none"> ▪ Trying to encourage “I” message and taking responsibility
<ul style="list-style-type: none"> ▪ Students learn to work as team members and learn to respect each other through the advisory classes.
<ul style="list-style-type: none"> ▪ Small and large group instruction is used.
<ul style="list-style-type: none"> ▪ Cooperative learning is used
<ul style="list-style-type: none"> ▪ Student council classroom representatives work with the Student Council Executive Board to discuss problems and suggestions for improvement and to coordinate service projects.

Analysis of Student Learning Needs: Performance Indicators for Areas That Indicate a Need for Improvement

After analyzing the information collected in the surveys the following areas were determined as needing improvement.

Learning To Learn	<ul style="list-style-type: none"> ▪ Students reflect on and evaluate their learning for the purpose of improvement
Expanding and Integrating Knowledge	<ul style="list-style-type: none"> ▪ Students demonstrate integrated knowledge and skills in applying multidisciplinary approaches to solving problems or completing tasks.
Interpersonal Skills	<ul style="list-style-type: none"> ▪ Students manage and evaluate their behavior as group members ▪ Students deal with disagreement and conflict caused by diversity of opinions and beliefs

Evidence of Need for Improvement in the Aforementioned Areas

Learning to Learn
Students reflect on and evaluate their learning for the purpose of improvement
<ul style="list-style-type: none"> ▪ Students are not asked to fill out surveys on what they have learned and how they felt about it
<ul style="list-style-type: none"> ▪ Students do not take the time to correct most errors unless the teacher says it is “for a grade.”
<ul style="list-style-type: none"> ▪ Students need to look through weekly work folder and decide on what area they can show improvement. This could be written on the folder.
<ul style="list-style-type: none"> ▪ Students are too fixated with obtaining “good grades.” They do not understand that what they are learning has a purpose beyond the grading stage. This drive is fostered at home and driven by their need to please their parents.
<ul style="list-style-type: none"> ▪ Students especially in the Junior High, need to spend more time reflecting on their work/accomplishments. This could perhaps be achieved through some type of portfolio assessment process.

Expanding and Integrating Knowledge-
Students demonstrate integrated knowledge and skills in applying multidisciplinary approaches to solving problems or completing tasks.
<ul style="list-style-type: none"> ▪ Students often come to the library and have a difficult time finding books or information without help. They often are unable to use the information found on Athena to locate books.
<ul style="list-style-type: none"> ▪ Students resist applying one subject while studying another.
<ul style="list-style-type: none"> ▪ Subjects are taught as separate entities.
<ul style="list-style-type: none"> ▪ Students sometimes limit themselves to the “easy way” out.
<ul style="list-style-type: none"> ▪ More in school field trips, guest speakers, and other outside sources need to be used.
<ul style="list-style-type: none"> ▪ Our students approach their classes as isolated units. Many fail to see the connection among the subjects and therefore do not apply different problem solving techniques.

Interpersonal Skills
Students manage and evaluate their behavior as group members.
<ul style="list-style-type: none"> ▪ Group members sometimes complain about the work habits of other group members.
<ul style="list-style-type: none"> ▪ Peer mediation is not used effectively.
<ul style="list-style-type: none"> ▪ Students are not encouraged to express opinions in a democratic environment.
<ul style="list-style-type: none"> ▪ Students tend to group themselves with friends and avoid those that are not in their group.
<ul style="list-style-type: none"> ▪ Students sometimes will not participate in a groups that the teacher puts them in.
<ul style="list-style-type: none"> ▪ Students need to be taught how to work in a group.
<ul style="list-style-type: none"> ▪ Guidance Counselors should be at recess periodically to teach and model conflict resolution.
<ul style="list-style-type: none"> ▪ Students need to work together on the playground without arguing.
<ul style="list-style-type: none"> ▪ We only see the school counselor the first 9 weeks of school for 30 minutes.
<ul style="list-style-type: none"> ▪ Our students usually think of themselves on an individual basis. Their behavior is driven by the “me” rather than the “us.”
Students deal with disagreement and conflict caused by diversity of opinions and beliefs.
<ul style="list-style-type: none"> ▪ Students in library classes must share supplies; this often causes conflict, which they do not deal with effectively.
<ul style="list-style-type: none"> ▪ Students will avoid some students with different beliefs and talk about them to others.
<ul style="list-style-type: none"> ▪ Bullying and ostracizing students continue to be serious problems.
<ul style="list-style-type: none"> ▪ Many student fail to understand different points of view. They refuse to give other points of view any relevance. This lack of understanding usually is followed up with disagreements and physical altercations.
<ul style="list-style-type: none"> ▪ Children react to situations quickly and without pausing to reflect on a better solution to the problem.
<ul style="list-style-type: none"> ▪ Some children continue to feel unaccepted –“different.”

CORRELATION AMONG THE DATA COLLECTED FROM THE THREE SURVEYS

(School Profile Survey, FCC School Beliefs Inventory NSSE/FCC Survey of Seven Goals for Student Learning):

- **On the teacher, parent, and student school profile survey, “Class sizes at our school are appropriate for effective learning” was in the lowest average response category. (The following scale was used: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.) Of the seven common items on the school profile survey, “In our school, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries” scored 4.4 for students and 4.5 for parents. On the FCC School Beliefs Inventory, “Meeting student learning styles and special needs is primary in the development of programs, curriculum, and instruction.” (4.28) ranked as one of four weaknesses. Twenty-six comments on the NSSE/FCC Survey of Seven Goals for Student Learning indicated the need for a resource teacher.**
- **On the school profile survey one item in the seven common items category “Students see a relationship between what they are studying and their everyday lives,” showed a lower perception by students and parents than teachers and the community. Students scored this as 3.9 and parents as 4.3, below the teacher and community perception. On the NSSE/FCC Survey of Seven Goals for Student Learning, item 8 in Learning to Learn Skills was a low area: “Students reflect on and**

evaluate their learning for the purpose of improvement.” The level of priority table and graph also reflected this need.

- **On the FCC School Beliefs Inventory, two items “Students apply their learning in meaningful ways.”(4.33) and “A variety of instructional approaches challenge students to demonstrate their full potential and individuality.” (4.40) were two of four lower areas. This corresponds to item 11 in Expanding and Integrating Knowledge: “Students demonstrate integrated knowledge and skills in applying multidisciplinary approaches to solving problems or completing tasks. This was a lower area in Part 1 of the FCC School Beliefs Inventory: Level of Student Achievement and in Part 2: Level of Priority for Improvement.**

- **On the teacher, parent, student, and community surveys, “There are no problems with bullies at our school” was in the lowest average response category. This correlated with one of the lower average responses on the FCC School Beliefs Inventory; “Each student is recognized and valued as a unique child of God in his/her social, emotional, and academic needs (4.42). This in turn correlated with the learning goal of Interpersonal Skills (items 19 and 20). “Students manage and evaluate their behavior as group members.” And “Students deal with disagreement and conflicts caused by diversity of opinions and beliefs.” The level of priority table and graph also reflected this need.**

GOALS

Therefore based upon an analysis of the survey results from all stakeholders, as well as additional discussions with teachers, the following three goals were determined:

- **Goal 1: Learning to Learn:**
Students reflect on and evaluate their learning for the purpose of improvement.
- **Goal 2: Expanding and Integrating Knowledge:**
Students demonstrate integrated knowledge and skills in applying multidisciplinary approaches to solving problems or completing tasks.
- **Goal 3: Interpersonal Skills:**
Students deal with disagreement and conflict caused by diversity of opinions and beliefs.

Table 1
Results: Survey of Goals for Student Learning
Part 1

LEVEL OF STUDENT ACHIEVEMENT

LEGEND

- 5 = Exemplary level of achievement
 4 = Fully competent level of achievement
 3 = Evidence of some progress, but not fully competent
 2 = Low level of achievement
 1 = No evidence of achievement

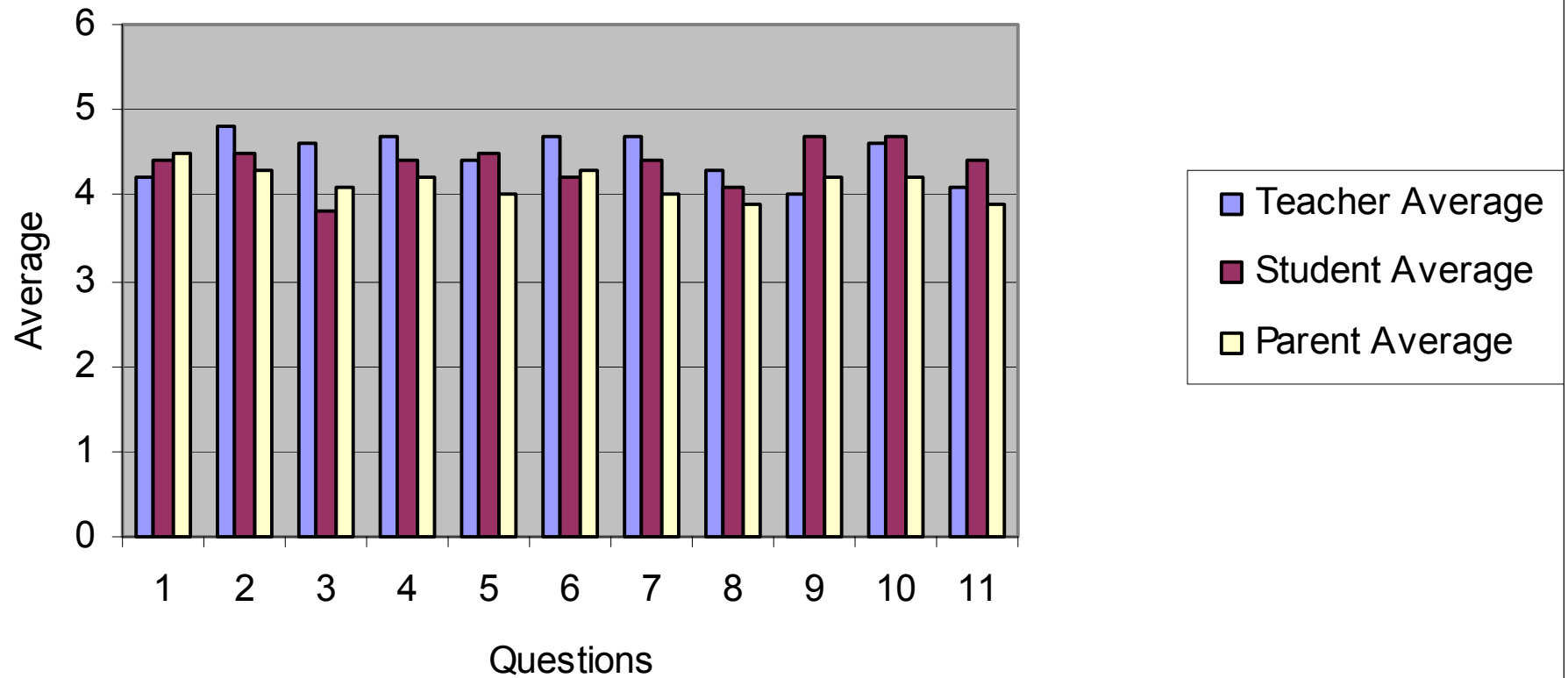
Number of respondents per group	49	221	164
Faith Formation	Teacher Average	Student Average	Parent Average
1. Students understand God's role in their lives.	4.2	4.4	4.5
2. Students demonstrate knowledge of Catholic faith and traditions.	4.8	4.5	4.3
3. Students apply their faith and Christian values to their lives.	4.6	3.8	4.1
4. Students recognize the value and dignity of all human life.	4.7	4.4	4.2
5. Students make a commitment to Christian service.	4.4	4.5	4
Learning - to - Learn Skills	Teacher Average	Student Average	Parent Average
6. Student make a commitment to creating quality work and striving for excellence.	4.7	4.2	4.3
7. Students use a variety of learning strategies, personal skills, and time management skills to enhance learning.	4.7	4.4	4
8. Students reflect on and evaluate their learning for the purpose of improvement.	4.3	4.1	3.9

Number of respondents per group	49	221	164
Expanding and Integrating Knowledge	Teacher Average	Student Average	Parent Average
9. Students connect knowledge and experience from different subject areas.	4	4.7	4.2
10. Students use what they already know to acquire new knowledge, develop new skills, and expand understanding.	4.6	4.7	4.2
11. Students demonstrate integrated knowledge and skills in applying multidisciplinary approaches to solving problems or completing tasks.	4.1	4.4	3.9
Communication Skills	Teacher Average	Student Average	Parent Average
12. Students communicate with clarity, purpose and understanding of audience.	4.1	4.7	3.5
13. Students integrate the use of a variety of communication forms and use a wide range of communication skills.	4.7	4.6	4.3
14. Students recognize, analyze, and evaluate various forms of communication skills.	3.6	4.5	4.2
Thinking and Reasoning Skills	Teacher Average	Student Average	Parent Average
15. Students gather and use information effectively to gain new information and knowledge, classify, and organize.	4.7	4.5	4.3
16. Students utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.	4.6	4.4	4.1
17. Students generate new and creative ideas by taking considered risks in a variety of contexts.	4.5	4.3	4.1

Table 1			
Results: Survey of Goals for Student Learning			
Part 1			
LEVEL OF STUDENT ACHIEVEMENT			
on a scale of 1-5 with 5 being the highest level of achievement			
Number of respondents per group	49	221	164
Interpersonal Skills	Teacher Average	Student Average	Parent Average
18. Students work with others in a variety of situations to set and achieve goals.	4.5	4.7	4.6
19. Students manage and evaluate their behavior as group members.	3.8	4	4.1
20. Students deal with disagreement and conflict caused by diversity of opinions and beliefs.	4.2	3.9	3.9
Personal and Social Responsibility	Teacher Average	Student Average	Parent Average
21. Students take responsibility for personal actions and act ethically (demonstrate honesty, fairness, and integrity).	4.3	3.9	4.3
22. Students respect themselves and other, and understand and appreciate the diversity and interdependence of all people.	4.3	4.1	4.3
23. Students demonstrate an understanding of and responsibility for global and environment issues.	4.3	4.1	4.2
24. Students act as responsible citizens in the community, state, and nation.	4.4	4.2	4.4

APPENDIX B

Level of Student Achievement (Questions 1-11)



NSSE/FCC SURVEY OF SEVEN GOALS FOR STUDENT LEARNING

Faith Formation:

1. Students understand God's role in their lives.
2. Students demonstrate knowledge of the Catholic faith and traditions.
3. Students apply their faith and Christian values to their lives.
4. Students recognize the value and dignity of all human life.
5. Students make a commitment to Christian service.

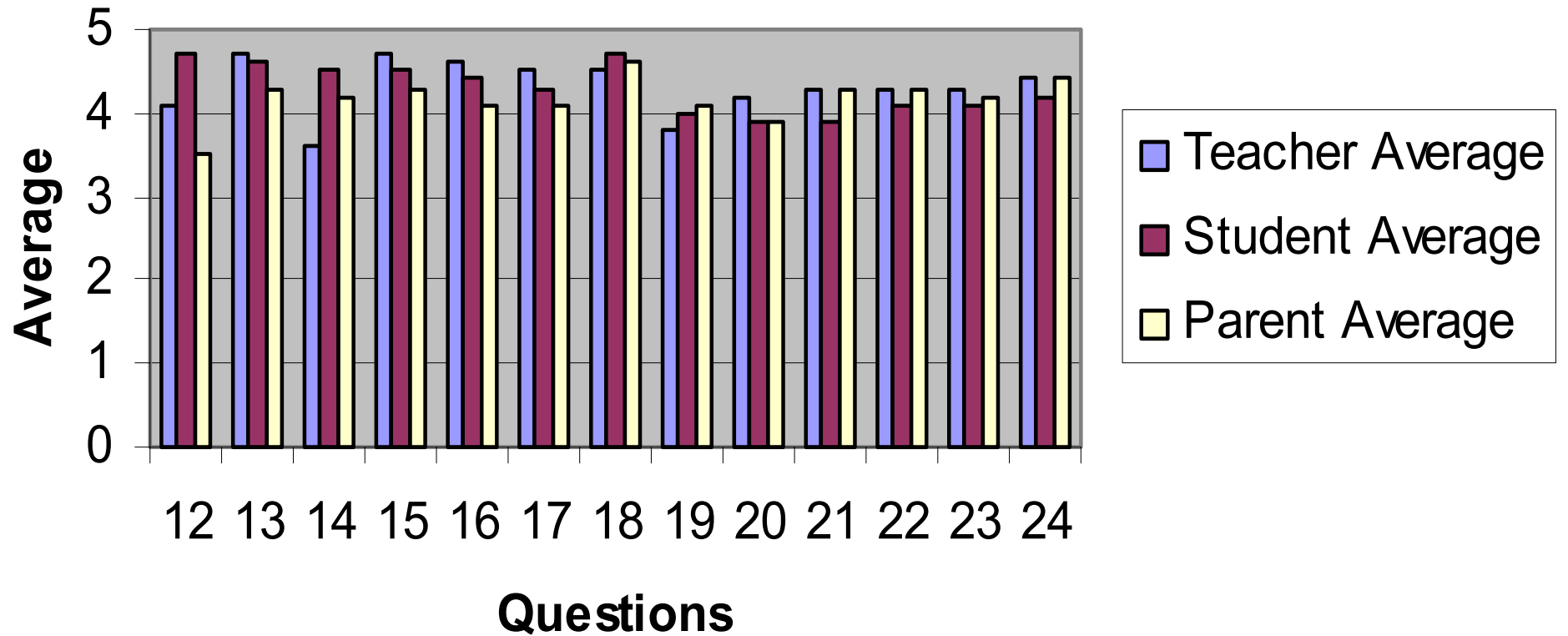
Learning-to-Learn Skills:

6. Students make a commitment to creating quality work and striving for excellence.
7. Students use a variety of learning strategies, personal skills, and time management skills to enhance learning.
8. Students reflect on and evaluate their learning for the purpose of improvement.

Expanding and Integrating Knowledge:

9. Students connect knowledge and experience from different subject areas.
10. Students use what they already know to acquire new knowledge, develop new skills, and expand understanding.
11. Students demonstrate integrated knowledge and skills in applying multi disciplinary approaches to solving problems or completing tasks.

Level of Student Achievement (Questions 12-24)



Communication Skills:

- 12. Students communicate with clarity, purpose, and understanding of audience.
- 13. Students integrate the use of a variety of communication forms and use a wide range of communication skills.
- 14. Students recognize, analyze, and evaluate various forms of communication.

Thinking and Reasoning Skills:

- 15. Students gather and use information effectively to gain new information and knowledge, classify, and organize.
- 16. Students utilize, evaluate, and refine the use of multiple strategies to solve a variety of types of problems.
- 17. Students generate new and creative ideas by taking considered risks in a variety of contexts.

Interpersonal Skills:

- 18. Students work with others in a variety of situations to set and achieve goals.
- 19. Students manage and evaluate their behavior as group members.
- 20. Students deal with disagreement and conflict caused by diversity of opinions and beliefs.

Personal and Social Responsibility:

- 21. Students take responsibility for personal actions and act ethically (demonstrate honesty, fairness, and integrity).
- 22. Students respect themselves and others, and understand and appreciate the diversity and interdependence of all people.
- 23. Students demonstrate an understanding of and responsibility for global and environmental issues.
- 24. Students act as responsible citizens in the community, state, and nation.

Table 2
Results Survey of Goals for Student Learning
Part 2

LEVEL OF PRIORITY FOR IMPROVEMENT

LEGEND

4 = Greatest need for improvement

3 = Needs improvement

2 = Needs some improvement

1 = Needs little or no improvement

Number of respondents per group	49	221	164
Faith Formation	Teacher Average	Student Average	Parent Average
1. Students understand God's role in their lives.	1.2	1.4	1.2
2. Students demonstrate knowledge of Catholic faith and traditions.	1.2	1.6	1.3
3. Students apply their faith and Christian values to their lives.	1.3	1.9	1.6
4. Students recognize the value and dignity of all human life.	1.2	1.7	1.4
5. Students make a commitment to Christian service.	1.3	1.6	1.7
Learning - to - Learn Skills	Teacher Average	Student Average	Parent Average
6. Student make a commitment to creating quality work and striving for excellence.	1.2	1.8	1.5
7. Students use a variety of learning strategies, personal skills, and time management skills to enhance learning.	1.3	1.6	1.7
8. Students reflect on and evaluate their learning for the purpose of improvement.	1.5	1.7	1.8

Table 2
Results Survey of Goals for Student Learning
Part 2

LEVEL OF PRIORITY FOR IMPROVEMENT

on a scale of 1-4 with 4 being the greatest need for improvement

Communication Skills	Teacher Average	Student Average	Parent Average
12. Students communicate with clarity, purpose and understanding of audience.	1.4	1.4	1.6
13. Students integrate the use of a variety of communication forms and use a wide range of communication skills.	1.2	1.4	1.5
14. Students recognize, analyze, and evaluate various forms of communication skills.	1.3	1.5	1.6
Thinking and Reasoning Skills	Teacher Average	Student Average	Parent Average
15. Students gather and use information effectively to gain new information and knowledge, classify, and organize.	1.2	1.5	1.6
16. Students utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.	1.4	1.6	1.8
17. Students generate new and creative ideas by taking considered risks in a variety of contexts.	1.4	1.7	1.8

Number of respondents per group	49	221	164
Expanding and Integrating Knowledge	Teacher Average	Student Average	Parent Average
9. Students connect knowledge and experience from different subject areas.	1.3	1.5	1.6
10. Students use what they already know to acquire new knowledge, develop new skills, and expand understanding.	1.2	1.5	1.5
11. Students demonstrate integrated knowledge and skills in applying multidisciplinary approaches to solving problems or completing tasks.	1.4	1.6	1.8

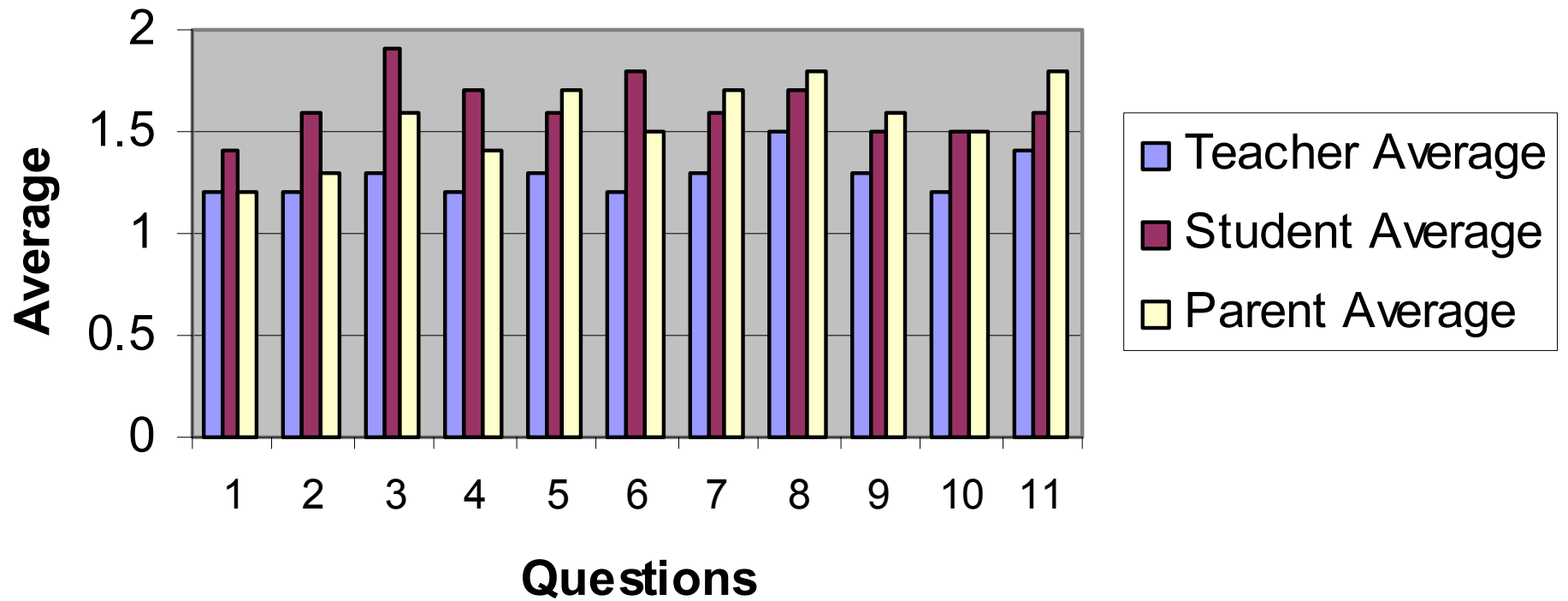
Table 2
Results Survey of Goals for Student Learning
Part 2

LEVEL OF PRIORITY FOR IMPROVEMENT

on a scale of 1-4 with 4 being the greatest need for improvement

Number of respondents per group	49	221	164
Interpersonal Skills	Teacher Average	Student Average	Parent Average
18. Students work with others in a variety of situations to set and achieve goals.	1.3	1.4	1.5
19. Students manage and evaluate their behavior as group members.	1.4	1.8	1.8
20. Students deal with disagreement and conflict caused by diversity of opinions and beliefs.	1.5	1.9	1.9
Personal and Social Responsibility	Teacher Average	Student Average	Parent Average
21. Students take responsibility for personal actions and act ethically (demonstrate honesty, fairness, and integrity).	1.6	2	1.7
22. Students respect themselves and other, and understand and appreciate the diversity and interdependence of all people.	1.5	1.9	1.6
23. Students demonstrate an understanding of and responsibility for global and environment issues.	1.5	1.8	1.6
24. Students act as responsible citizens in the community, state, and nation.	1.3	1.7	1.5

Level of Priority for Improvement (Questions 1 - 11)



PART II - LEVEL OF PRIORITY FOR IMPROVEMENT

Faith Formation:

1. Students understand God's role in their lives.
2. Students demonstrate knowledge of the Catholic faith and traditions.
3. Students apply their faith and Christian values to their lives.
4. Students recognize the value and dignity of all human life.
5. Students make a commitment to Christian service.

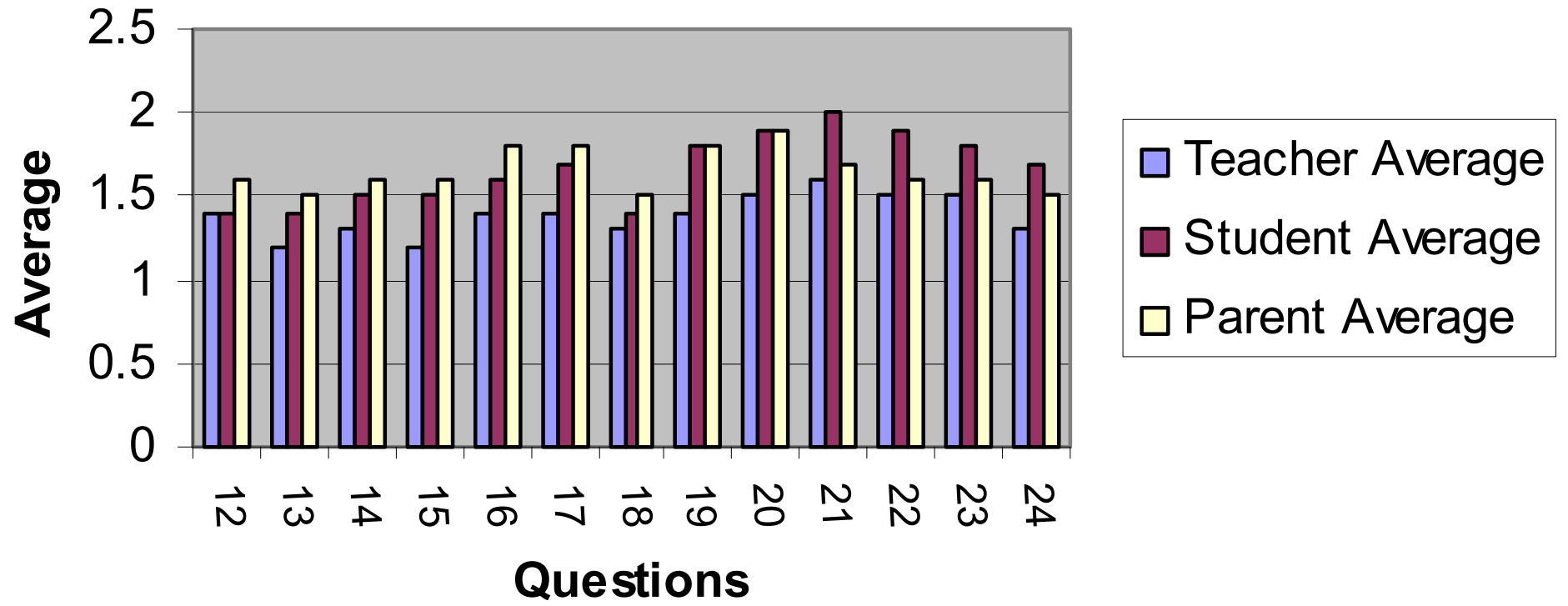
Learning-to-Learn Skills:

6. Students make a commitment to creating quality work and striving for excellence.
7. Students use a variety of learning strategies, personal skills, and time management skills to enhance learning.
8. Students reflect on and evaluate their learning for the purpose of improvement.

Expanding and Integrating Knowledge:

9. Students connect knowledge and experience from different subject areas.
10. Students use what they already know to acquire new knowledge, develop new skills, and expand understanding.
11. Students demonstrate integrated knowledge and skills in applying multi disciplinary approaches to solving problems or completing tasks,

Level of Priority for Improvement (Questions 12 - 24)



Communication Skills:

12. Students communicate with clarity, purpose, and understanding of audience.
13. Students integrate the use of a variety of communication forms and use a wide range of communication skills.
14. Students recognize, analyze, and evaluate various forms of communication.

Thinking and Reasoning Skills:

15. Students gather and use information effectively to gain new information and knowledge, classify, and organize.
16. Students utilize, evaluate, and refine the use of multiple strategies to solve a variety of types of problems.
17. Students generate new and creative ideas by taking considered risks in a variety of contexts.

Interpersonal Skills:

18. Students work with others in a variety of situations to set and achieve goals.
19. Students manage and evaluate their behavior as group members.
20. Students deal with disagreement and conflict caused by diversity of opinions and beliefs.

Personal and Social Responsibility:

21. Students take responsibility for personal actions and act ethically (demonstrate honesty, fairness, and integrity).
22. Students respect themselves and others, and understand and appreciate the diversity and interdependence of all people.
23. Students demonstrate an understanding of and responsibility for global and environmental issues.
24. Students act as responsible citizens in the community, state, and nation.

Strengths for Area 3:**Desired Results for Student Learning**

172 Religion Faith Formation
34 Going to Mass
16 Stewardship
6 Priests
4 Prayers
27 Good Learning Environment
46 Use of Technology
27 Curriculum
3 Extra Curricular Activities
2 Field Trips
7 Homework
83 High Academics/Expectations
169 Good Teachers/Staff
5 Students
10 Parents
29 Administration
44 Teachers help students understand
6 Up to date Textbooks
39 Communication
7 Enrichment/Tutoring
35 Discipline/Good Behavior
20 Integrated Learning
2 Consistency
1 Neatness
5 Hard Workers
5 After School activities
1 Study Skills
16 Math Curriculum
26 English
15 Science//Lab
1 Social Studies
9 Reading
3 Guidance
3 Good Special Classes
8 P.E.
17 Sports/Coaches
4 Library
3 Art

Strengths continued

1 Drama
1 Christmas Play
4 Projects
18 Group Work
3 Students enjoy school
11 Hands-on learning
17 Academic Games/Fun Learning
57 Variety of Learning strategies
7 Time Management/Organization
57 Social Skills
6 Thinking & Reasoning
3 Expanding/Integrate Knowledge
2 Tests
17 Students get along well
36 Respect for others
10 Self-respect
10 Caring
1 Trust people in school
1 Class size
1 Desks
3 Uniforms
1 Safety
1 Value Structure
1 Tradition
4 Conflict Resolution
2 Things improve quickly
1 Honor Society
1 Student Council
1 Thanksgiving Lunch
1 Report Cards/Progress Reports
2 Good Note takers
3 Creativity of students
8 Diversity
3 Class Participation
2 TV news
3 Having longer classes
2 Comprehension
1 Accelerated Reading testing
1 Dismissal
2 Lockers

Strengths continued

- 1 Dances
- 2 Switching Classes
- 1 Exterior of the school
- 1 Bathrooms
- 5 Good Lunch food
- 17 Students learn responsibility
- 1 Time to socialize
- 1 Silent
- 1 Opportunity to advance in life
- 8 Family/Community

Weaknesses for Area 3:

Desired Results for Student Learning

- 43 Larger Computer Lab with more computers
- 15 More updated technology
- 1 Too much technology (use of computers)
- 1 Keyboard skills
- 2 Need laptops
- 3 Need speech therapist
- 1 Art
- 1 Need larger art room
- 2 Music
- 2 Need instruments in music class
- 1 Activity book in music
- 1 Need orchestra
- 1 Add time for band(not done at recess)
- 14 Spanish
- 2 Guidance
- 4 Specials
- 16 More PE classes for older students
- 16 PE program and equipment
- 22 Need more sports
- 1 More Sex Education
- 4 Need Foreign Languages
- 2 Grades 5-8 Fine Arts
- 1 Cooking
- 3 Yoga
- 1 Geography
- 8 Social Studies program in 7th&8th
- 6 Science
- 2 Need more Science labs
- 1 Need Debate Team
- 1 Leadership Courses
- 1 Market Curriculum
- 6 Math
- 1 Use of calculators
- 1 More clarity of structures & formulas in Algebra
- 1 More Sex Education
- 1 English
- 1 Reading
- 1 Texts-stories are too lengthy

Weaknesses continued

9 Electives

4 Accelerated Reading

1 More reading time

10 More Enrichment

5 More after school help

4 More Remediation

3 Need more 1-1 tutoring

6 Need longer classes

8 More fun in work

7 More group work/projects

6 More fun projects

3 More time to do work

1 Need more homework

22 Too much homework

1 Pop quizzes should only be given when the teacher knows students are ready

1 No Monday testing

1 More pretests

2 Too many tests in one day

6 Too many tests

4 More review time

1 Progress Reports should show all grades

1 More feedback between marking periods

1 Academic Goals

1 Check students' goals more frequently

1 Note taking and understanding subjects

1 SJVS website needs more

1 Need more study skills taught

1 Parents do at home projects (ex. International Day)

1 3rd grade teaching study skills; should begin in 4th

1 children need to read coming into 1st grade

6 Integrated curriculum

6 Teach more time management/organizational skills at a younger age

1 Study for test attitude; not enough cumulative evaluation

1 Identify learning problems(lack of understanding) earlier

26 Need Resource Teacher(for LD students)

18 Communication

7 Tougher Curriculum

6 Critical Thinking

11 Varied Learning Strategies

3 Expanding & Integrating Knowledge

Weaknesses continued

- 15 Interpersonal Skills
- 20 More personal & Social responsibility
- 1 Knowledge of Catholic Tradition
- 5 More prayer time
- 7 More community service
- 2 Children need to apply Christian values/morals outside of school
- 1 Holy Days of Obligation
- 1 Need to teach more Religion
- 1 Teach the whole world isn't Catholic/Christian thinking
- 2 More involvement in Mass
- 2 Respect/learn from other countries
- 1 Understanding being a Catholic
- 1 Communicating our Christ to others
- 2 More individuality
- 2 Opportunities to shine in all areas
- 1 Consistency in Goals
- 1 Lack of grouping
- 1 Self-confidence
- 12 Need more after school activities
- 1 More dances
- 1 After school sports for younger students
- 22 Need more recess or free period
- 16 More educational field trips
- 1 Football at recess
- 5 Boys & girls can play together at recess
- 1 Need to play on field at Alpha
- 2 Need more to do at Alpha
- 1 Better Alpha help
- 2 Need better playgrounds at Alpha
- 1 Need well built playground
- 1 Need playground for younger students
- 1 Game Boys at Alpha
- 2 Need better(nicer) coaches
- 1 Better sportsmanship
- 1 Promote athletics
- 1 Pep Rallies
- 2 Need better bleachers on field (with pads)
- 1 Need basketball court outside
- 3 More balls at recess

Weaknesses continued

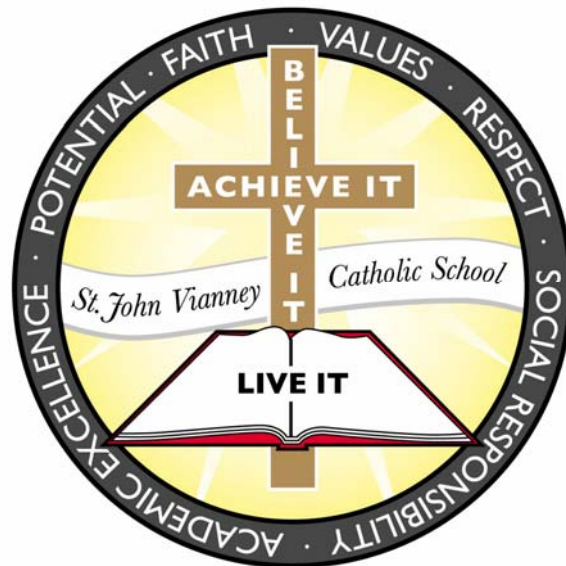
- 1 Volleyball net outside all year
- 2 Need track around the field
- 1 More guest speakers
- 1 More independence
- 1 Morning announcements too long
- 3 Tuition too high
- 3 Need more instructional assistants
- 14 Smaller class size
- 1 Need more loving teachers
- 1 Teachers need to be at a higher level
- 7 Need to be nice to students without yelling
- 1 Teacher's lack of awareness or cliques unacceptable symbols' meaning
- 1 Some teachers are disorganized
- 1 Reliance on video/TV for instruction
- 1 Need more energy
- 1 Expectations of students vary from grade to grade
- 2 Shouldn't be pushed to the limit
- 1 Evaluate teachers' curriculum (Do veteran teachers stay current?)
- 6 Give more positive feedback
- 1 All students taught at same level
- 8 Better explanations (clarity)
- 1 Teachers need to be less assuming to stereotypes
- 3 Be more open-minded to student opinions
- 1 Teachers need more planning time
- 1 More confidence boosters
- 2 Motivation
- 5 Teach more needed for the real world
- 1 Faculty cuts into students' time for themselves
- 1 Less emphasis on work's appearance
- 1 In depth writing of historical facts
- 1 Parent Education
- 3 Parental Partnering to ensure school stays GREAT
- Lunches
- 2 Too Expensive
- 15 Need better food
- 5 Need larger portions
- 12 Longer lunchtimes
- 7 More choices
- 1 Food too healthy
- 3 Need healthier food

Weaknesses continued

- 1 Need better tables
- 1 Need better table manners
- 1 New lunchroom assistants
- 15 Dismissal not organized
- 1 Too much emphasis on fundraising
- 2 Need colder water in fountains
- 1 Need swimming pool
- 1 Update courtyard
- 1 Parents (7th) allowed to sit in on classrooms
- Behaviors/Discipline
- 6 Less Discipline
- 11 More discipline
- 11 Students need to follow rules better
- 1 Understand words/Actions affect others
- 15 Fights/Bullying/Verbal Abuse
- 32 Showing Kindness/Respect
- 6 Cheating/Honesty
- 2 Fairness
- 1 Conduct Cards
- 1 Girls should have conduct cards signed
- 8 Students manage & evaluate behavior as group members
- 1 Students need to appreciate what they have at SJV
- 1 Improve background checks on parents/students
- 3 "Problem student" behaviors need to be addressed
- 2 Dress code rules
- 7 Free dress all the time
- 3 Need updated uniforms
- 2 Uniform non-compliance
- 2 Limited funds for technology
- 11 Media Center with a better selection
- 5 Need to expand facilities (library, clinic)
- 1 Use of resources
- 2 More TVs
- 3 AV equipment updated
- 1 Audio equipment needed
- 3 New chalkboards/whiteboards
- 10 Improvement of Facilities (A.C., desks, etc., social hall)
- 1 Video Organization in Library
- 1 Need more library time
- 1 Need more printers

Weaknesses continued

- 6 More books in classes
- 1 Environment/Decorations
- 5 Cleanliness
- 5 Better bathrooms
- 3 Larger classrooms
- 3 Political views should not be displayed
- 1 More school wide educational events
- 1 Lack of "roller book bags"
- 1 Lack of Career Day
- 4 School starts too early
- 2 Too many school days
- 1 Average student gets pushed too hard
- 1 Lack of Student Publishing Program
- 1 Less Church time
- 1 Lack of space for growth
- 1 Need more government funding for Teacher In-Service
- 1 Early Dismissal (Wed.) like Public Schools
- 2 More half-days
- 3 Halloween Carnival/Haunted House
- 1 Don't learn much in 5th-8th grade teams
- 1 Sign Language
- 2 New Roof
- 1 Stranger Defense System
- 1 Newspapers for current events
- 1 Lockers for 6th grade
- 1 More time to switch classes
- 2 Student Opportunities
- 2 Involvement of older students with younger
- 1 Watching Channel 1 News



The School Improvement Plan

Area 4: Analysis of Instructional and Organizational Effectiveness

Committee Members

**Celeste Smith Chair
Barbara Keneally
Loretta LaPlante
Kathy Drake
Ken Hjortsberg
Linda Bergdoll**

Narrative for Area 4: Analysis of Instructional and Organizational Effectiveness

This section of the School Improvement Plan provides an overview of the analysis of instructional and organizational effectiveness conducted to identify St. John Vianney Catholic School's strengths and limitations. This information was utilized to identify ways to build on St. John's strengths as well as address the limitations as St. John Vianney developed the school improvement plan.

To assist in identifying the strengths and limitations of St. John Vianney Catholic School, the St. John Vianney School Faculty completed the NSSE's Survey of Instructional and Organizational Effectiveness at a faculty meeting on Friday, February 4. The steering committee chair presented a power point on the NSSE research that led to the 12 principles for instructional effectiveness and the 12 principles for organizational effectiveness listed in the survey. The power point also included the additional principles for Catholic schools. After viewing the presentation for Part 1: Instructional Effectiveness, the teachers filled in Part 1. The faculty then viewed the information for Part 2 and filled in Part 2 Organizational Effectiveness and the comment section.

The results of part one of the survey-Instructional Effectiveness- indicated that two areas of curriculum were high: Develops a Quality Catholic Curriculum and Ensures Effective Implementation and Articulation of the Curriculum. In the area of instructional design, Aligns Instruction with the Goals and Expectations for Student Learning and Actively Engages Students in Their Learning were high. In the area of assessment three areas were high: Clearly Defines the Expectations for Student Learning to Be Assessed, Selects the Appropriate Method of Assessment, and Develops Fair Assessments and Avoids Bias and Distortion. However there were areas in each section of Instructional Effectiveness that were lower (although the lowest score was 3.5). The following were lower: Evaluates and Renews the Curriculum, Employs Data-Driven Instructional Decision Making, Expands Instructional Support for Student Learning, Establishes the Purpose of the Assessment, and Collects a Comprehensive and Representative Sample of Student Achievement.

The second part of the survey –Organizational Effectiveness-indicated that St. John's greatest strength was in Educational Agenda: Vision, Beliefs, Mission, and Goals Climate/Environment. There were areas of strength within some of the other areas as well. In the area of Leadership for School Improvement Structure, the following were strengths:

- The school promotes quality instruction by fostering an academic learning climate and actively supporting teaching and learning.
- The school provides skillful stewardship by ensuring management of the organization, operations and resources of the school for a safe, efficient, and effective Catholic learning environment.

In the area of Community - Building (Communication), the following two areas were strengths:

- The school fosters community building conditions and working relationships within the school, the parish, and the broader community was a strength.
- The school leadership - pastors, principal, teachers, parent advisory group - share responsibility for the mission of the school.

The areas in need of improvement in Part 2: Organizational Effectiveness included the following:

- The school develops school wide plans for improvement focused on student performance.
- The school extends the school community through collaborative networks of support for student learning.
- The school builds skills and capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement.

In light of this survey the faculty met on Friday, March 4 to collect evidence pertaining to those areas identified as strengths and limitations. A summary of these findings is provided on the following pages.

Based upon the analysis of the instructional and organizational effectiveness of St. John Vianney Catholic School, the faculty identified priorities for improvement. Those priorities were based on the following three goals:

- To build on the school's strengths
- To address identified limitations and areas in need of improvement
- To strengthen the alignment and coherence of the school's instructional and organizational practices.

INSTRUCTIONAL EFFECTIVENESS

Summary of Strengths and Supporting Evidence

CURRICULUM

Develops a Quality Catholic Curriculum	Supporting Evidence
<p>1. The school's curriculum furnishes instruction in Catholic truths and moral values that are an integral part of the school program.</p>	<ul style="list-style-type: none"> • Daily religious instructions with emphasis on truths and values. • Teaching manners • Awareness of appropriate behavior and rewards for good behavior • Stations of the Cross and other Catholic traditions related to the liturgical year • Weekly Mass • Yearly school theme • Outreach and fundraising • Daily scripture/prayer • Family Life Curriculum • Religion Textbooks • Literature based moral teachings • Bible Stories • Scripture study • Liturgy supports our religious curriculum (i.e. the corporal works of mercy, the beatitudes, and the Fruits of the Spirit) • Liturgical songs • Lenten goals • Advisory program in the junior high • Guidance program
<p>2. The school's curriculum is based on clearly defined standards for student learning and is focused on supporting and challenging all students to excel in their learning.</p>	<ul style="list-style-type: none"> • Instruction provided at different levels to meet individual child's abilities • Address multiple intelligences in lesson planning • Compliance with Diocese of Orlando curriculum guidelines • Grade level meetings • Challenge Folders • Workshops • Self assessment for continuous improvement • Math Enrichment/Remedial Math • Catapult (Title 1) • Cooperative learning • Peer tutoring • Technology • AR • Educational field trips • Participation in Florida Math League • Math Counts • Science Fair

INSTRUCTIONAL EFFECTIVENESS
Summary of Strengths and Supporting Evidence
INSTRUCTIONAL DESIGN

Aligns Instruction with the goals and Expectations for Student Learning	Supporting Evidence
<p>5. Daily planning activities incorporate developmentally appropriate instruction in Catholic truths and moral values.</p>	<ul style="list-style-type: none"> • Teacher models to the students • Reinforcement of good moral decisions by students. • Ten Commandments books • Liturgical season booklets • Stations of the Cross • Rosary • Law of Love • Sacraments • Morning, midday, and afternoon prayers • Yearly theme reflected in bulletin boards and monthly discussions/projects. • Weekly liturgy prepared by students • Age appropriate texts and activities
<p>6. Instructional strategies and learning activities are aligned with the goals and expectations for student learning.</p>	<ul style="list-style-type: none"> • Activities are geared toward auditory, visual, and tactile learners meeting all students' needs. • Teachers research and implement new ways to teach concepts. • Remedial and enrichment is available in math and reading • Special accommodations for individual needs • Rubrics • Multiple assessment strategies • Projects • Presentations • Reports • Technology integrated in all subject areas

INSTRUCTIONAL EFFECTIVENESS

Summary of Limitations and Supporting Evidence

CURRICULUM

Evaluates and Renews the Curriculum	Supporting Evidence
<p>4. There is a systematic process in place for monitoring, evaluating, and renewing the curriculum that reflects a commitment to continuous improvement.</p>	<ul style="list-style-type: none"> • Need for more group meetings to evaluate teaching strategies. • Need for more teacher sharing of ideas that work and ones that need improvement. • Need for more grade area meetings and departmental meetings

INSTRUCTIONAL EFFECTIVENESS

Summary of Limitations and Supporting Evidence

Instructional Design

Employs Data-Driven Instructional Decision Making	Supporting Evidence
<p>7. The instructional and assessment functions of the teaching process are integrated to support data-driven instructional decision-making.</p>	<ul style="list-style-type: none"> • Limited use of ITBS results to improve student learning

Expands Instructional Support for Student Learning	Supporting Evidence
<p>9. Students are provided with a variety of opportunities to receive additional assistance to improve their learning, beyond initial classroom instruction.</p>	<ul style="list-style-type: none"> • Need for a resource teacher • Need more professional development geared toward meeting the needs of special needs students.

INSTRUCTIONAL EFFECTIVENESS
Summary of Limitations and Supporting Evidence
Assessment

Establishes the Purpose of the Assessment	Supporting Evidence
11. Assessments arise from and are specifically designed to serve instructional purposes specified by the users	<ul style="list-style-type: none"> • Need more use of alternative assessment. • Need for portfolio assessment
Collects a Comprehensive and Representative Sample of Student Achievement	Supporting Evidence
13. The student learning assessment system provides for the collection of a comprehensive and representative sample of student performance that is sufficient in scope to permit confident conclusions about student achievement and yield generalizable results.	<ul style="list-style-type: none"> • Need for portfolio assessment

ORGANIZATIONAL EFFECTIVENESS

Summary of Strengths and Supporting Evidence

Educational Agenda: Visions, Beliefs, Mission and Goals (School Climate)	Supporting Evidence
<p>15. The school facilitates a collaborative process in developing the school's vision, beliefs, mission and goals that engages the school community in an in-depth study and assessment of important information sources (e.g. student assessment data, demographic data, environmental scanning, future trend information, workplace expectations, etc.)</p>	<ul style="list-style-type: none"> • Faculty meetings • In-service meetings • Surveys • Grade level group meetings • Faculty written mission statement that was approved by the parish community, and parents. • Parent Update and Input Meetings • Faculty meetings • Grade level meetings • Week-at-a-Glance • Morning prayer • Retreats • The mission statement is reviewed annually and revised every 5 years (with parent/community input). • Teachers set yearly goals. • Meet twice yearly with the principal to discuss issues, strengths, and weaknesses. • On-sight professional development programs offered.
<p>16. The school develops a shared vision, beliefs and mission that define a compelling purpose and direction for the school.</p>	<ul style="list-style-type: none"> • Christ centered environment • Faculty met to plan vision, belief and mission that was compelling • Community service projects for Fish Fry and nursing home visits • Stewardship • Outreach program for Sister Diocese in the Dominican Republic • Bake sales • Box Tops for Education • Mission statement displayed prominently in the classroom and reviewed yearly. • Parish mission statement prayer is prayed at weekly school liturgies • Special speakers
<p>17. The school's mission is to proclaim the gospel message of Jesus, to build faith communities, to celebrate through worship and to serve others without distinction.</p>	<ul style="list-style-type: none"> • Daily prayers (morning, lunch, snacks) • Outreach programs • Music • Stations of the Cross • Weekly Mass • Yearly school theme • Outreach and fundraising • Daily scripture/prayer

	<ul style="list-style-type: none">• Family Life Curriculum• Religion Textbooks• Literature based moral teachings• Bible Stories• Scripture study• Teachers and students prepare weekly Liturgy• Wednesday and Friday morning prayer for faculty• Healing of the Sick Mass and reception• Sacraments
<p>18. The school defines measurable goals focused on improving student learning.</p>	<ul style="list-style-type: none">• Alternative assessments• Parent-teacher conferences• SEP Assessment• S.T.A.R. Tests• Implementing Thinking Maps in all subject areas• Critical thinking exercises• Quarterly evaluation of the learning process• Consistently strong performance on ITBS in all areas and on all grade levels.

ORGANIZATIONAL EFFECTIVENESS

Summary of Strengths and Supporting Evidence

Leadership for School Improvement (Structure)	Supporting Evidence
<p>19. The school promotes quality instruction by fostering an academic learning climate and actively supporting teaching and learning.</p>	<ul style="list-style-type: none"> • Bright, inviting classroom settings • Display of children’s work • In Service Presentations • Professional Affiliations • Professional Magazines available in Teacher’s Lounge • Guest Speakers • Students are encouraged to use their planners • Positive reinforcement used • Good behavior rewarded • Honor roll • Honor Society
<p>22. The school provides skillful stewardship by ensuring management of the organization, operations and resources of the school for a safe, efficient and effective Catholic learning environment.</p>	<ul style="list-style-type: none"> • Clean classrooms • Children clean up after themselves • Roof repair • Egress windows • Compliance with Fire Code • Safe Playground • Fenced property • Security cameras • Badges • Fingerprinted volunteers sign-in when on premises • Locked doors • The entire school takes responsibility for the cleaning and upkeep of the school.

ORGANIZATIONAL EFFECTIVENESS

Summary of Strengths and Supporting Evidence

Community-Building Communication	Supporting Evidence
24. The school leadership - pastors, principal, teachers, parent advisory group - share responsibility for the mission of the school..	<ul style="list-style-type: none"> • All share a common goal for the students to achieve their highest level of academic achievement • Deacon and wife spoke at In-Service • PTO • Parish council • School Board • PTO • All work together in a supportive and affirming atmosphere. • Communication is ongoing through frequent meetings

ORGANIZATIONAL EFFECTIVENESS

Summary of Limitations and Supporting Evidence

Leadership for School Improvement (Structure)	Supporting Evidence
20. The school develops school wide plans for improvement focused on student performance.	<ul style="list-style-type: none"> • Need to make better use of feedback and action plan from Reaccreditation and Self Study to improve. • More opportunities to observe and learn from each other • More opportunities to talk to area teachers • Not enough use of ITBS results

<p>25. The school extends the school community through collaborative networks of support for student learning.</p>	<ul style="list-style-type: none"> • More consistency with Reading Buddies • Increased opportunities to collaborate older/younger grades. • Have Open House at the beginning of the year for each grade. • Need to make greater use of community resources to provide in school field trips • Need to provide more services to the local community such as ESOL classes or computer classes
<p>Culture of Continuous Improvement and Learning (Professional Development)</p>	<p>Supporting Evidence</p>
<p>26. The school builds skills and capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement.</p>	<ul style="list-style-type: none"> • Create more opportunities for paid professional development programs. • Need to work together as a faculty to decide on year long goals

Analysis of the Overall Instructional and Organizational Effectiveness From a Systems Perspective

Overall, the instructional practices and organizational conditions of St. John Vianney Catholic School are remarkably congruent and appropriately aligned with the school's mission and beliefs. The three major areas that need to be strengthened include the following:

1. Provide students with a variety of opportunities to receive additional assistance to improve their learning, beyond initial classroom instruction.
2. Review the process for monitoring, evaluating, and renewing the curriculum that reflects a commitment to continuous improvement.
3. Insure that the instructional and assessment functions of the teaching process are integrated to support data-driven instructional decision-making and provide for the collection of a comprehensive and representative sample of student performance that is sufficient in scope to permit confident conclusions about student achievement and yield generalizable results.

Priorities for Improvement

To build on St. John Vianney's strengths:

- **A quality Catholic curriculum (Instructional-Curriculum)**
- **Instruction aligned with the goals and expectations for student learning (Instructional-Instructional Design)**
- **Vision, beliefs, goals, and mission shared by all stakeholders (Organizational-Educational Agenda)**

To address limitations and areas in need of improvement

- **Meet the needs of all students especially the gifted and those with learning differences. (Instructional)**
- **Employ data driven instructional decision making (Instructional)**
- **Review the process for monitoring, evaluating, and renewing the curriculum. (Instructional)**

NSSE/FCC SURVEY OF INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS OF THE SCHOOL PROGRAM

PART I- INDICATORS OF QUALITY INSTRUCTIONAL SYSTEMS:

Curriculum, Instruction, and Assessment

For Part I, Questions 1-14, please use the following categories to respond to each statement:

4 = Exemplary level

3 = Fully functioning and operational level

2 = Evidence of progress, but the indicators of quality are not fully operational

1 = Low level of development and implementation

0 = No evidence of the indicators of quality

CURRICULUM

Develops a Quality Catholic Curriculum

3.9 1. The school's curriculum furnishes instruction in Catholic truths and moral values that are an integral part of the school program.

3.8 2. The school's curriculum is based on clearly defined standards for student learning and is focused on supporting and challenging all students to excel in their learning.

Ensures Effective Implementation and Articulation of the Curriculum

3.8 3. The school's curriculum implementation plan ensures the alignment of teaching strategies and learning activities, instructional support and resources, and assessment of student learning with the curriculum. The coordination and articulation of the curriculum leads to a shared vision of student learning held by teachers at each grade level, and parents and community members.

Evaluates and Renews the Curriculum

3.6 4. There is a systematic process in place for monitoring, evaluating, and renewing the curriculum that reflects a commitment to continuous improvement.

INSTRUCTIONAL DESIGN

Aligns Instruction with the Goals and Expectations for Student Learning

3.9 5. Daily planning activities incorporate developmentally appropriate instruction in Catholic truths and moral values.

3.9 6. Instructional strategies and learning activities are aligned with the goals and expectations for student learning.

Employs Data-Driven Instructional Decision Making

3.6 7. The instructional and assessment functions of the teaching process are integrated to support data-driven instructional decision making.

Actively Engages Students in Their Learning

3.8 8. Students' engagement in their learning is maximized by employing effective classroom management and organizational strategies, by establishing a positive academic learning climate, and by emphasizing both essential knowledge and skill for student learning and higher order thinking skills.

Expands Instructional Support for Student Learning

3.5 9. Students are provided with a variety of opportunities to receive additional assistance to improve their learning, beyond initial classroom instruction.

ASSESSMENT

Clearly Defines the Expectations for Student Learning to be Assessed

3.8 10. Assessments of student learning are aligned with clearly specified and appropriate achievement expectations.

Establishes the Purpose of the Assessment

3.7 11. Assessments arise from and are specifically designed to serve instructional purposes

specified by the users of the results of the assessments.

Selects the Appropriate Method of Assessment

3.8 12. Assessments are developed using a method that can accurately reflect the intended goals for student achievement and serve the intended purpose.

Collects a Comprehensive and Representative Sample of Student Achievement

3.6 13. The student learning assessment system provides for the collection of a comprehensive and representative sample of student performance that is sufficient in scope to permit confident conclusions about student achievement and yield generalizable results.

Develops Fair Assessments and Avoids Bias and Distortion

3.8 14. Assessments are designed, developed, and used in a fair and equitable manner that eliminates any source of bias or distortion which might interfere with the accuracy of results.

PART II - INDICATORS OF QUALITY INSTRUCTIONAL SYSTEMS: Climate/Environment, Structure, Communication, Professional Development

For Part II - Questions 15-27, please use the following categories to respond to each statement:

4 = Exemplary level

3 = Fully functioning and operational level

2 = Evidence of progress, but the indicators of quality are not fully operational

1 = Low level of development and implementation

0 = No evidence of the indicators of quality

EDUCATIONAL AGENDA: VISION, BELIEFS, MISSION, AND GOALS

CLIMATE / ENVIRONMENT

3.9 15. The school facilitates a collaborative process in developing the school's vision, beliefs, mission and goals that engages the school community in an in-depth study and assessment of important information sources (e.g. student assessment data, demographic data, environmental scanning, future trend information, workplace expectations, etc.)

4.0 16. The school develops a shared vision, beliefs and mission that define a compelling purpose and direction for the school.

3.9 17. The school's mission is to proclaim the gospel message of Jesus, to build faith communities, to celebrate through worship and to serve others without distinction.

3.9 18. The school defines measurable goals focused on improving student learning.

LEADERSHIP FOR SCHOOL IMPROVEMENT

STRUCTURE

3.9 19. The school promotes quality instruction by fostering an academic learning climate and actively supporting teaching and learning.

3.7 20. The school develops school wide plans for improvement focused on student performance.

3.8 21. The school monitors progress in improving student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection.

3.9 22. The school provides skillful stewardship by ensuring management of the organization, operations and resources of the school for a safe, efficient and effective Catholic learning environment.

COMMUNITY-BUILDING

COMMUNICATION

3.8 23. The school fosters community building conditions and working relationships within the school, the parish, and the broader community.

4.0 24. The school leadership - pastors, principal, teachers, parent advisory group - share responsibility for the mission of the school.

3.7 25. The school extends the school community through collaborative networks of support

for student learning.

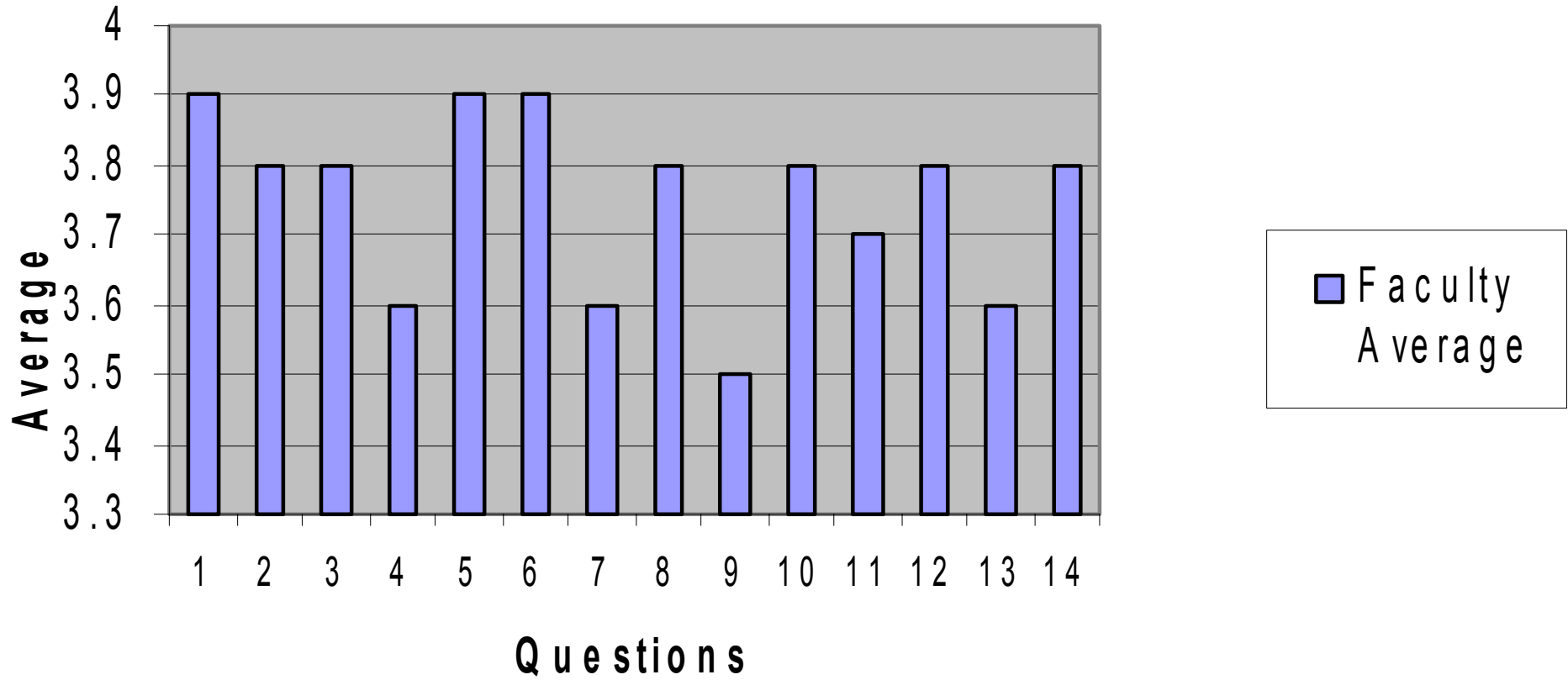
**CULTURE OF CONTINUOUS IMPROVEMENT AND LEARNING
PROFESSIONAL DEVELOPMENT**

3.7 26. The school builds skills and capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement.

3.8 27. The school creates the conditions that support productive change and continuous improvement.

APPENDIX C

Analysis of Instructional Effectiveness



PART I- INDICATORS OF QUALITY INSTRUCTIONAL SYSTEMS:

Curriculum, Instruction, and Assessment

CURRICULUM

Develops a Quality Catholic Curriculum

1. The school's curriculum furnishes instruction in Catholic truths and moral values that are an integral part of the school program.
2. The school's curriculum is based on clearly defined standards for student learning and is focused on supporting and challenging all students to excel in their learning.

Ensures Effective Implementation and Articulation of the Curriculum

3. The school's curriculum implementation plan ensures the alignment of teaching strategies and learning activities, instructional support and resources, and assessment of student learning with the curriculum. The coordination and articulation of the curriculum leads to a shared vision of student learning held by teachers at each grade level, and parents and community members.

Evaluates and Renews the Curriculum

4. There is a systematic process in place for monitoring, evaluating, and renewing the curriculum that reflects a commitment to continuous improvement.

INSTRUCTIONAL DESIGN

Aligns Instruction with the Goals and Expectations for Student Learning

5. Daily planning activities incorporate developmentally appropriate instruction in Catholic truths and moral values.
6. Instructional strategies and learning activities are aligned with the goals and expectations for student learning.

Employs Data-Driven Instructional Decision Making

7. The instructional and assessment functions of the teaching process are integrated to support data-driven instructional decision making.

Actively Engages Students in Their Learning

8. Students' engagement in their learning is maximized by employing effective classroom management and organizational strategies, by establishing a positive academic learning climate, and by emphasizing both essential knowledge and skill for student learning and higher order thinking skills.

Expands Instructional Support for Student Learning

9. Students are provided with a variety of opportunities to receive additional assistance to improve their learning, beyond initial classroom instruction.

ASSESSMENT

Clearly Defines the Expectations for Student Learning to be Assessed

10. Assessments of student learning are aligned with clearly specified and appropriate achievement expectations.

Establishes the Purpose of the Assessment

11. Assessments arise from and are specifically designed to serve instructional purposes specified by the users of the results of the assessments.

Selects the Appropriate Method of Assessment

12. Assessments are developed using a method that can accurately reflect the intended goals for student achievement and serve the intended purpose.

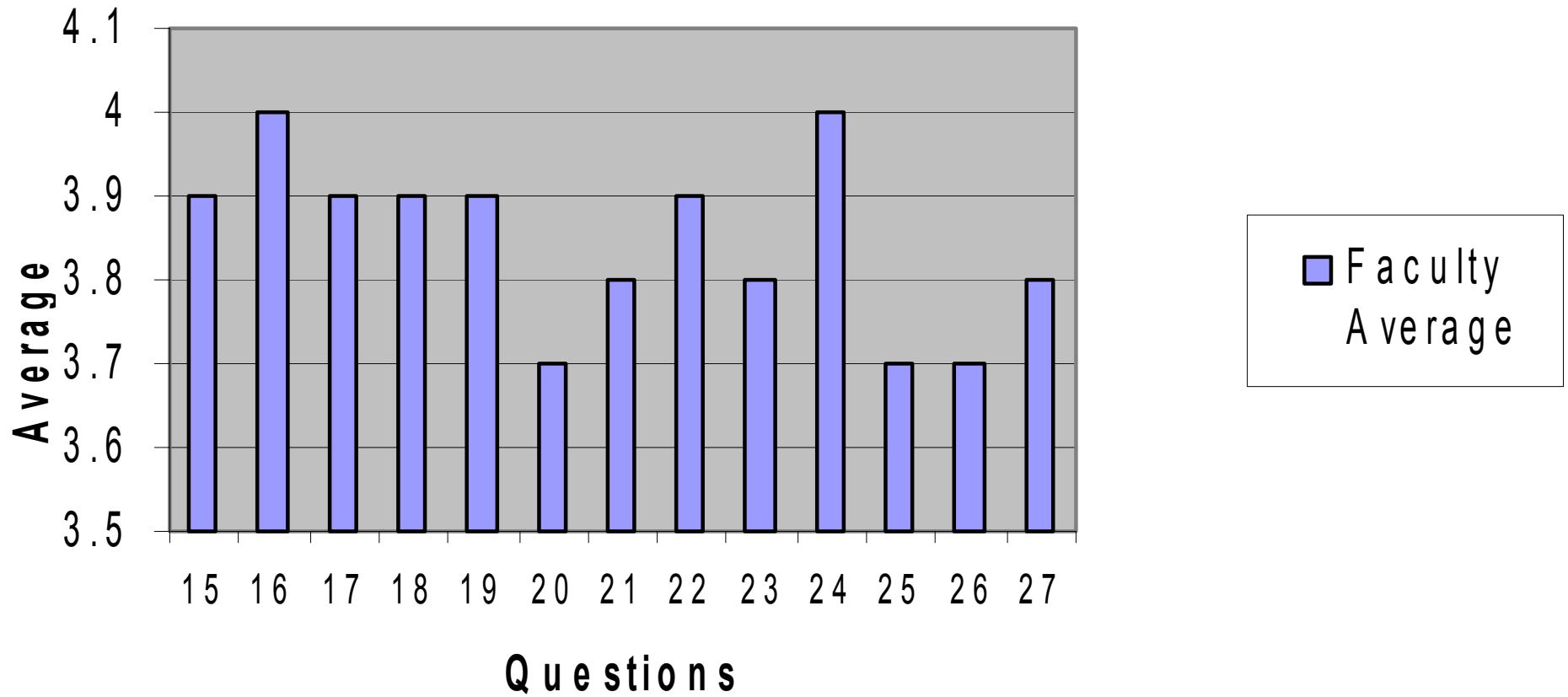
Collects a Comprehensive and Representative Sample of Student Achievement

13. The student learning assessment system provides for the collection of a comprehensive and representative sample of student performance that is sufficient in scope to permit confident conclusions about student achievement and yield generalizable results.

Develops Fair Assessments and Avoids Bias and Distortion

14. Assessments are designed, developed, and used in a fair and equitable manner that eliminates any source of bias or distortion which might interfere with the accuracy of results.

Analysis of Organizational Effectiveness



PART II - INDICATORS OF QUALITY INSTRUCTIONAL SYSTEMS:

Climate/Environment, Structure, Communication, Professional Development

EDUCATIONAL AGENDA: VISION, BELIEFS, MISSION, AND GOALS

CLIMATE / ENVIRONMENT

15. The school facilitates a collaborative process in developing the school's vision, beliefs, mission and goals that engages the school community in an in-depth study and assessment of important information sources (e.g. student assessment data, demographic data, environmental scanning, future trend information, workplace expectations, etc.)

16. The school develops a shared vision, beliefs and mission that define a compelling purpose and direction for the school.

17. The school's mission is to proclaim the gospel message of Jesus, to build faith communities, to celebrate through worship and to serve others without distinction.

18. The school defines measurable goals focused on improving student learning.

LEADERSHIP FOR SCHOOL IMPROVEMENT

STRUCTURE

19. The school promotes quality instruction by fostering an academic learning climate and actively supporting teaching and learning.

20. The school develops school wide plans for improvement focused on student performance.

21. The school monitors progress in improving student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection.

22. The school provides skillful stewardship by ensuring management of the organization, operations and resources of the school for a safe, efficient and effective Catholic learning environment.

COMMUNITY-BUILDING

COMMUNICATION

23. The school fosters community building conditions and working relationships within the school, the parish, and the broader community.

24. The school leadership - pastors, principal, teachers, parent advisory group – share responsibility for the mission of the school.

25. The school extends the school community through collaborative networks of support for student learning.

CULTURE OF CONTINUOUS IMPROVEMENT AND LEARNING

PROFESSIONAL DEVELOPMENT

26. The school builds skills and capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement.

27. The school creates the conditions that support productive change and continuous improvement.

Strengths for Area 4:

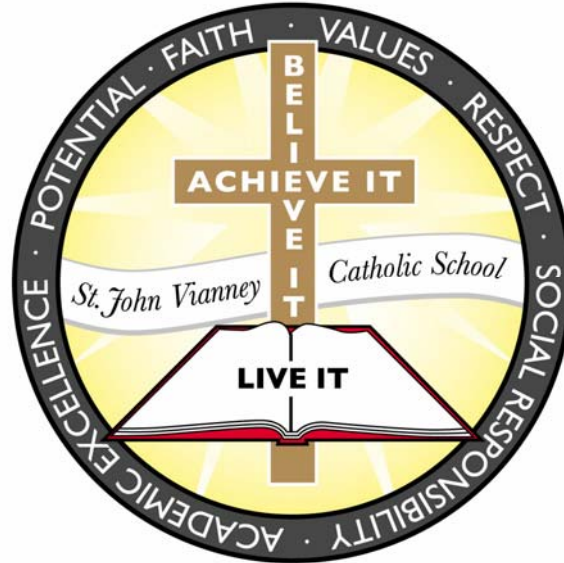
Instructional and Organizational Effectiveness

NUMBER	COMMENTS
22	Supportive administration/pastor
15	Dedicated to growth in faith/evident in students
12	Christ centered/God present in school/classrooms
12	Truly caring teachers go the extra mile for students
9	Community outreach programs/stewardship
8	Excellent academic program
8	High expectation of student performance
8	Strong community
7	Great faculty/highest quality
6	Parent involvement
6	Friendly, caring safe environment for teachers, students, volunteers
5	Supportive PTO
5	Communication regarding curriculum b/t teachers and grade levels
5	Technology available throughout school
4	Each child is valued, is equal, can learn, feels special, enjoys school
4	Faculty cares for one another
4	Communication b/t leaders and faculty
4	Continuing plans for improvement (vision for the future)
3	Administration aware of all school operations
2	Dedicated to growth to improve professionally
2	Low teacher turnover
2	Great assistants
2	Prepares students for high school/college
2	Strong discipline
1	Weekly mass
1	Continuity and similarity b/t classes/grade levels regarding curriculum
1	Great students
1	Teacher loyalty
1	Strong standardized test scores
1	Students demonstrate strong writing ability
1	Students enjoy reading for pleasure
1	AR program promotes reading
1	Subject integration between classes
1	Incorporate technology in all subjects-not just computer class
1	Have Enrichment to challenge bright students
1	Class available for students needing additional help (math)

Weaknesses for Area 4:

Instructional and Organizational Effectiveness

NUMBER	COMMENT
14	CLASS SIZE
10	Extra help for child who is struggling/ need enrichment
6	More money or classes offered for teacher education
5	Enforce school policies more strictly/student accountability
3	Need more resource material available, especially for remediation
3	Larger media center and updated books/additional help
3	Lack of classroom technology for students to do large group activities
3	Improve PE program to include information about nutrition, (more structure)
3	Student expectations are not continuous through all grades
3	Maintenance staff needs improvement (make playgrounds safe for students)
2	More room for extras (art)
2	Discipline compromised over student's financial/parent involvement time status
2	Specials need to meet scheduled classes on time
2	Lack of room for expansion
2	Help for students with emotional problems
2	Need to have more electives for 8th graders
2	Too much homework-especially in 1st grade
2	Gaps in subject areas between grades
1	Too many interruptions during academic time
1	Need faculty technology classes to promote growth
1	Need assistants at all grade levels for each teacher
1	Need upgraded textbooks & grade appropriate books
1	Need more alternative assessments- too many tests
1	Lack of planning time
1	Need more arts programs: performances/musicals/art displays
1	More emphasis on world geography/foreign languages
1	Music curriculum needs variation (folks songs, patriotic music)
1	Students motivated by grades instead of love of learning
1	Lack of involvement in science clubs: Young Naturalist, Young Inventors)
1	Lack of consistency between grades regarding discipline
1	PE teacher needs to dress professionally and respect students
1	Need central heat/air throughout school
1	Too much yelling in middle school-promotes low self esteem
1	Need more positive reinforcement in all grades
1	Bullying
1	Better integration of learning b/t specials/academics
1	Learning environment is too loud, old desks, leaking ceilings
1	Stronger wheel needed- more selections
1	Need language requirement to be part of core curriculum
1	Learning environment is negative at times
1	Lack of ability to test for learning disabilities
1	Need tutoring available in grades 6-8
1	Lack of funds to help academically challenged students
1	More area meeting needed between grades
1	Need to use assessment info to plan curriculum
1	Science/S.Studies need more emphasis in lower grades
1	Need to improve problem solving skills
1	Religion in grades 5 & 6 need to be consistent with upper grades
1	More emphasis on math facts in lower grades so children are better prepared
1	Too much technology used- not enough hands on learning & research
1	Need to connect protected walkways
1	Need to coordinate multi purpose rooms/ (school/parish)



The School Improvement Plan

Area 5: The Action Plan

Committee Members

Dorrie Baker Chair
Michele Scarlata
Inge Armstrong
Maria Martin
Sara Kim
Greg Lisi

Narrative Description of the Process of Writing the Action Plan

The 18-month self-study process culminated in an Action Plan for the St. John Vianney Catholic School community. The survey from the Desired Results for Student Learning (Area 3) indicated three target goals in need of improvement:

Learning to Learn	Students reflect on and evaluate their learning for the purpose of improvement.
Expanding and Integrating Knowledge	Students demonstrate integrated knowledge and skills in applying multidisciplinary approaches to solving problems or completing tasks.
Interpersonal Skills	Students deal with disagreement and conflict caused by diversity of opinions and beliefs.

An Action Plan committee was created to determine the action steps, timeline, estimated resources, and persons responsible for each goal. The committee reviewed the information from the School Profile (Area 1), Belief and Mission statements (Area 2), the Desired Results for Student Learning (Area 3), and the results from the Instructional and Organizational Effectiveness surveys (Area 4) in order to ensure alignment of the Action Plan with each area of the school improvement process.

After the Action Plan committee designed the first draft, copies were provided to faculty and staff for review to ensure that the plans were consistent with St. John's mission and beliefs statements. Suggestions were reviewed by the Steering Committee and final revisions were incorporated. A final Action Plan was developed

- to provide the students with opportunities to reflect on and evaluate their learning,
- to more effectively teach the students to see the relationship between subjects and to use a variety of approaches to solve problems and accomplish their goals,
- to encourage students to deal with disagreement and conflict.

Action Plan #1

Desired Result: Students reflect on and evaluate their learning for the purpose of improvement of their work in all subject areas.

Link to NSSE School-wide Goal for Student Learning: Learning to Learn

I. Instructional Practices

Action Steps	Timeline	Estimated Resources	Person(s) Responsible
I A. Curriculum			
<ul style="list-style-type: none"> Teachers will use alternative assessment including rubrics, math journaling, portfolios, Thinking Maps, and journal writing. 	10/05- Ongoing	Staff development Journal articles Online resources	Faculty Differentiated Instruction Workshop presenters (ASCD)
I B. Instructional Design			
<ul style="list-style-type: none"> Students will produce a yearly portfolio 	8/05- Ongoing	Staff development	Faculty/students
I C. Assessment			
<ul style="list-style-type: none"> Portfolios will be created to help students evaluate their work in math, writing, handwriting, science labs, and map skills. (Currently portfolios are not used) Portfolio assessment will be implemented as a form of assessment. (Not currently used) 	8/06-6/07 8/07-6/08	\$500 (materials fee) \$500 (staff development)	Faculty Administration Students Faculty

Organizational Practices			
II A. Educational Agenda (Climate/Environment)			
<ul style="list-style-type: none"> Students will keep portfolios to allow them to compare and properly evaluate their work. 	8/07-6/08	\$500 (materials fee)	Teachers Students
<ul style="list-style-type: none"> The system of "Weekly Papers" will continue to be utilized so the administration can comment on and evaluate students' individual improvement 	9/05- Ongoing	Student work	Administration Teachers Students
II C. Community Building (Communication)			
<ul style="list-style-type: none"> Teachers will continue to provide feedback and varied assessment throughout a unit to help students evaluate and correct misunderstandings. 	9/05– ongoing	Various assessment instruments (rubrics, portfolios, reflective writing, short answers, drawing, skits)	Faculty
<ul style="list-style-type: none"> Students will participate in student teacher conferences in grades K-4 once a quarter to help students to analyze their work for improvement and quality 	9/05- Ongoing	N/A	Faculty Students
<ul style="list-style-type: none"> Students will be taught how to evaluate their own work for quality and accuracy. 	9/05- Ongoing	Teacher modeling (overhead, WORD)	Faculty Students

II D. Culture (Professional Development)			
<ul style="list-style-type: none"> Teachers will learn new forms of alternative assessment to evaluate the students' performance. 	8/06-6/07	\$2,500-\$4,00 plus expenses	In-service Facilitators (to be determined) Faculty Administration
<ul style="list-style-type: none"> Faculty meetings will allow time for grade team meetings each quarter to discuss alternate forms of assessment. 	8/05-6/06	N/A	Faculty
<ul style="list-style-type: none"> Grade level meetings will be scheduled each quarter for review and discussion of the students' success with portfolios. 	8/05- Ongoing	N/A	Faculty
<ul style="list-style-type: none"> Teachers will engage in staff development on portfolio assessment. 	8/06-6/07	\$2,000	In-service Facilitators (to be determined) Administration Faculty

Plan for Evaluating the Target Area Goals

The following evidence will serve to determine if the targeted goals for Goal 1 (Students reflect on and evaluate their learning for the purpose of improvement) have been achieved:

- The use of student self-evaluation for the means of assessment will increase by 20% as measured by teacher observation, conferencing and portfolio assessment each quarter.

~Pre-Assessment: Currently students do not reflect on their learning as determined by teacher observation and NSSE surveys.

~Assessment: Students will complete reflection papers throughout the school year. For example, they will respond to questions about their success and challenges at progress report and report card time and develop goals and plans for improvement. They will also reflect on the work in their portfolios. Surveys will be given to teachers each semester to evaluate growth and improvement.

~Post –Assessment: Students will show evidence of an increase of 10% in the quality of their work as measured by teacher observation.

- The use of portfolio assessment will increase by 10% as measured by the increase in the number of portfolios produced by the students. (compare school year 2005-2006 with 2006-2007)

~Pre-Assessment: Based on the NSSE surveys and teachers comments and observations, it was determined that little portfolio assessment was employed at St. John Vianney School

~Assessment: Through professional development, teachers will learn about portfolio assessment and begin implementing this process during the 2006-2007 school year. Teachers will gather statistics on the number of portfolios used as they implement this program.

~Post-Assessment: Comparison of the number of portfolios used in 2005-2006 with the number used in 2006-2007. Teachers and students will be surveyed on their use of portfolios and how effective they were in helping students evaluate and reflect upon their work.

Action Plan #2

Desired Result: Students demonstrate integrated knowledge and skills in applying multidisciplinary approaches to solving problems or completing tasks.

Link to NSSE School-wide Goal for Student Learning: Expanding and Integrating Knowledge

I. Instructional Practices

Action Steps	Timeline	Estimated Resources	Person(s) Responsible
I A. Curriculum			
<ul style="list-style-type: none"> Implement higher level thinking skills into the curriculum (Daily Bites- a critical thinking program) 	8/05- Ongoing	\$400 <i>Daily Bites</i> transparencies	Faculty
<ul style="list-style-type: none"> Continue the use of thematic units/integrated curriculum in grades Pre-K-4 	10/05- Ongoing	N/A	Faculty Students
<ul style="list-style-type: none"> Increase the use of integrated curriculum in Grades 5-8 	8/06- Ongoing	N/A	Faculty Students
<ul style="list-style-type: none"> Continue to allow students to select presentation techniques from available options presented by the teacher: songs, skits, videos, poems, etc. 	10/05- Ongoing	Technology, arts and crafts materials, examples of project ideas	Faculty Students
<ul style="list-style-type: none"> Continue to use critical thinking in Open Court Reading to <ul style="list-style-type: none"> ~reflect on ideas, ~evaluate/ solve problems, ~think logically, ~express thoughts ~see alternative views ~be open to new ideas, ~see connections ~use knowledge from other disciplines to enhance reading 		Open Court curriculum	Faculty Students

I B. Instructional Design			
<ul style="list-style-type: none"> Students will continue to use technology as a tool to enhance their learning in language arts, social studies and science through Power Point presentations, graphs, and Web Quests. 	8/05-Ongoing	Internet Costs (\$925 per month)	Administration Faculty Students
<ul style="list-style-type: none"> Students will continue to use various learning styles to meet their needs including skits, songs, graphs, Thinking Maps, and discussion groups. 	8/05-Ongoing	Thinking Maps Technology Arts and Crafts materials Examples of project ideas Open Court curriculum	Faculty Students
<ul style="list-style-type: none"> Continue to use questioning techniques that encourage students to use higher level thinking. 	8/07-Ongoing	Professional Publications Online resources Staff development	Faculty Students Workshop Presenters
<ul style="list-style-type: none"> Students will engage in cooperative learning in all subject areas. 	8/05-Ongoing	Professional Publications	Faculty Students
<ul style="list-style-type: none"> Students will continue to use Thinking Maps to help distinguish between fact and opinion, comparing and contrasting, sequencing, and making observations based on logic and evidence. 	8/05-Ongoing	<i>Thinking Maps: Tools for Learning</i> (Thinking Maps curriculum)	Faculty Students
<ul style="list-style-type: none"> Expand the use of Thinking Maps into a writing curriculum for grades 1-8. 	February 2006	<i>Write from the Beginning and Write for the Future</i> \$3,000	Faculty Students In-service provided by Thinking Maps Inc. facilitators

I C. Assessment			
<ul style="list-style-type: none"> Provide students with a wide variety of assessment tools for a unit of study using the multiple intelligences. 	8/06-Ongoing	Howard Gardner's Multiple Intelligences Theory Professional publications Staff development (\$2,500-\$4,000)	In-Service facilitators (to be determined) Faculty
Students and teachers will complete surveys at the beginning and end of the school year about the use of an integrated curriculum.	8/06-Ongoing	N/A	Faculty, students
The survey results will be compared looking for attitude changes.	8/06-Ongoing	N/A	Faculty, students
Organizational Practices			
II A. Educational Agenda (Climate/Environment)			
<ul style="list-style-type: none"> Cross-grade-level interaction (science buddies, reading buddies) will be continued and encouraged to allow students the opportunity to work with older/younger students. 	8/05-Ongoing	Science and reading buddies	Faculty Students
<ul style="list-style-type: none"> Teachers and students will continue to provide activities open to whole school participation. 	8/05-Ongoing	International Day, Florida Fair, Stations of the Cross, etc.	Faculty Students

II C. Community Building (Communication)			
<ul style="list-style-type: none"> • Provide parents with information about the curriculum to encourage continuous learning. 	Aug. 2005 – ongoing	Letters to parents explaining units of study School website	Parents Faculty
II D. Culture (Professional Development)			
<ul style="list-style-type: none"> • Enhance staff development in a variety of multidisciplinary techniques (For example: alternative assessments, PowerPoint, Word, Publisher, multiple intelligences, and Thinking Maps) • Teachers will participate in a literature study group to learn about new educational strategies. 	8/05-6/06 8/06-6/07	\$7,500 plus expenses \$1,000 for professional publications	Faculty Administration Differentiated Instruction Workshop presenters Administration Faculty

Plan for Evaluating the Target Area Goals

The following evidence will serve to determine if the targeted goals for Goal 2 (Students demonstrate integrated knowledge and skills in applying multidisciplinary approaches to solving problems or completing tasks).have been achieved:

- The use of Power Point by students and teachers to enhance lessons will increase by 60% as measured by pre- and post- teacher and administration observation and lesson plan review.

~Pre-Assessment: Classroom observation and review of teachers' lesson plans by the administration noting use of Power Point by teachers and students to establish baseline data.

~Assessment: Continue classroom observation and review of teachers' lesson plans (monthly) by the administration comparing use of Power Point by teachers and students and noting increases.

~Post-Assessment: Continue classroom observations and review of lesson plans (monthly) by the administration to ensure continued use of Power Point by teachers and students.

- Multidisciplinary techniques (including cooperative groups, skits, Web Quests, Thinking Maps, etc.) as a means of increasing higher level thinking will be increased by 30% as measured by student performance on the ITBS in reading comprehension, math, social studies, and science.

~Pre-Assessment: 2004-2005 ITBS scores in reading comprehension, math, social studies, and science. (2004-2005 scores will be used as the baseline data.)

~Assessment: Administer ITBS in October 2005 (3-8) and March 2006 (2).

~Post-Assessment: Compare 2004-2005 ITBS scores with 2005-2006 scores. Continue score comparison for the next three school years.

Action Plan #3

Desired Result: Students will learn conflict management techniques.

Link to NSSE School-wide Goal for Student Learning: Personal and social responsibility

I. Instructional Practices

Action Steps	Timeline	Estimated Resources	Person(s) Responsible
I A. Curriculum			
<ul style="list-style-type: none"> Conflict management skills will continue being taught and implemented using a variety techniques already included in the Guidance Program 	Sept. 2005 – ongoing	Guidance office resources	Guidance counselors and Faculty
I B. Instructional Design			
<ul style="list-style-type: none"> Posters listing steps in conflict management will be posted in all classrooms. Conflict resolution will be addressed by the already existing peer mediation team (SAVE). 	Sept. 2005-ongoing Sept. 2005-ongoing	\$300 SAFE Peer Mediation Program	Teachers Guidance Counselors Administration Guidance Counselors Students Peer Mediators
I C. Assessment			
<ul style="list-style-type: none"> Quarterly review of student behavior (based on detentions, referrals, teacher observations) and interaction will occur during designated faculty meetings. 	Oct. 2005 Jan. 2006 April 2006	Faculty Meeting	Administration Faculty

Organizational Practices

II A. Educational Agenda (Climate/Environment)			
<ul style="list-style-type: none"> Guidance department will administer a quarterly conflict management survey to be taken by students K-8. 	Sept. 2005-Ongoing	Sunburst Technologies	Guidance Counselors K-8 students

<ul style="list-style-type: none"> Faculty will review conflict management survey results Continue use of guidance counseling services for student conflict resolution. Administration will intervene and assist in identifying bullying problems (through referrals) and refer them to counseling/guidance department 	<p>Sept. 2005- Ongoing</p> <p>Aug. 2005 – ongoing</p> <p>Aug. 2005 - ongoing</p>	<p>Completed surveys</p> <p>SAFE Peer Mediation Program</p>	<p>Faculty Students</p> <p>Guidance Counselors Faculty Students Peer Mediators</p> <p>Administration Guidance Counselors</p>
<p>II C. Community Building (Communication)</p>			
<ul style="list-style-type: none"> Guidance will expand their weekly home – school segment in “What’s Up Wednesday.” focusing on conflict resolution (parent education). 	<p>Aug. 2005 – ongoing</p>	<p>N/A</p>	<p>Guidance Counselors and parents</p>
<p>II D. Culture (Professional Development)</p>			
<ul style="list-style-type: none"> Conflict management videos will be viewed during designated faculty meetings. 	<p>Jan. 2006</p>	<p>\$1000</p>	<p>Administration Faculty</p>

Plan for Evaluating the Target Area Goals

The following evidence will serve to determine if the targeted goals for Goal 3 (Students will act ethically, respect themselves, and others and manage disagreement and conflict by incorporating their Catholic Christian values, learning conflict management skills and taking personal responsibility for their actions) have been achieved:

- 25% decrease in bullying activity as measured by number of referrals. (A system of referrals will be instituted in September 2005 to establish baseline data.)
- 15% fewer referrals that bring teachers and administration in to intervene in student disagreements. (A system of referrals will be instituted in September 2005 to establish baseline data.)

~Pre-Assessment:

- Analysis of detention and referral forms pre- and post- implementation of programs.
- NSSE's Survey of Goals for Student Learning (Personal and Social Responsibility) (pre and post analysis). (Baseline data established during 2004-2005 school year will be compared to future NSSE surveys).

~Assessment: Quarterly assessment surveys to teachers regarding classroom behavior/group dynamics.

~Post-Assessment:

- Analysis of detention and referral forms each year. (comparing number and types of referrals from one year to the next).
- Analysis and comparison of quarterly value surveys taken by students in grades K-8.
- NSSE's Survey of Goals for Student Learning (Personal and Social Responsibility) (pre and post analysis). (Baseline data established during 2004-2005 school year will be compared to future NSSE surveys).



The School Improvement Plan

Area 6: Accreditation Standards Review

Committee Members:

Vicki Kuethe Chair
Sr. Elizabeth Murphy
Sr. Maria Gross
Jo Anne Schwencke
Beverly Myers
Kathy Foster

Accreditation Standards Review

The purpose of the Standards review committee is to determine if the school is in compliance with the standards of the FCC Accreditation Program.

In June of 2005 the committee met and reviewed the two most recent ARCA Survey reports which are prepared by the administration each school year in October. The committee then reviewed the FCC manual *Florida Catholic Conference Principles and Standards Elementary Schools (PK-8)*. The committee used the FCC Standards Checklist to ensure that St. John Vianney Catholic School met all of the standards. The school is in compliance with the standards of the Florida Catholic Conference.

Area A: Beliefs and Mission

The committee determined that the school meets all standards in this area.

Area B: School and Community

The committee determined that the school meets all standards in this area.

Area C: Program of Learning

Part 1: Instructional Design

The committee determined that the school meets all standards in this area, but has several recommendations.

For item 7, “Each school shall seek to provide reasonable accommodations within an appropriate learning environment for students with special needs” the committee agreed that St. John’s does this well for Grades K-5 providing both remediation and enrichment through Catapult Learning and a math and enrichment tutor. However the addition of a full time resource teacher by the 2006-2007 school year will meet the needs of all students from Pre-K-8.

For item 9 “The school shall make an effort to provide enrichment and accelerated programs/ activities for those students who meet stated criteria.” The committee felt that for students in grades 6-8 the criteria for enrichment and advanced placement needed clarification.

Area C: Program of Learning

Part 2: Curriculum

The committee determined that the school meets all standards in this area. However items 8. “The curriculum shall present a variety of educational strategies and materials which, while adaptable to the students’ learning styles and ability, also capitalize on the students’ spontaneity and intellectual excitement” and 10. “The curriculum shall include a plan for accelerated, enrichment, and remedial programs which may include individualization or small group instruction to meet the particular needs of the students” are two areas addressed in the action plan-multidisciplinary techniques and a resource teacher.

Area C: Program of Learning

Part 3: Assessment

The committee determined that the school meets all standards in this area. However item 3 “In determining student growth and achievement, the school shall employ a variety of assessment techniques and instruments which include, but are not limited to, a defined grading and reporting system, portfolio assessment, conferencing, diagnostic evaluations, and a standardized testing program” represents an area covered in the action plan.

Area C: Program of Learning

Part 4 Age Entry Date

The committee determined that the school meets all standards in this area.

Area D: Personnel

- The newly hired pre-K 3 teacher has a Limited Term of Endorsement. She has a B.A. in elementary education from Rollins College (2003) She has a temporary certificate valid until 2007. She will be taking the GENERAL KNOWLEDGE TEST and K-6 WITH ADDEND OF PRE-K 3 TEST.

- The Religion Teacher for grades 7-8 is a new hire for the 2005-2006 school year. She is a Catholic, has a bachelor's degree, and has 80 hours towards certification.
- The Educational Media Specialist completed a Masters degree program in May of 2005 and has applied for state certification.
- The Art teacher and the Spanish teacher have letters of qualification.
- The math tutor/enrichment teacher is grandfathered-in based on her Title I employment and experience.
- The newly hired Computer Instructional Assistant has an A.S. in Computer Science with a specialty in networking and programming.

The committee determined that the school meets all standards in the following areas:

- **Area E: Administration**
- **Area F: Learning Media Services**
- **Area G: Pupil Services**
- **Area H: School Plant and Facilities**

Conclusion:

The Area 6 Committee found that the school is in compliance with the standards of the FCC with recommendations for improvement in some areas which are addressed in the Action Plan.

