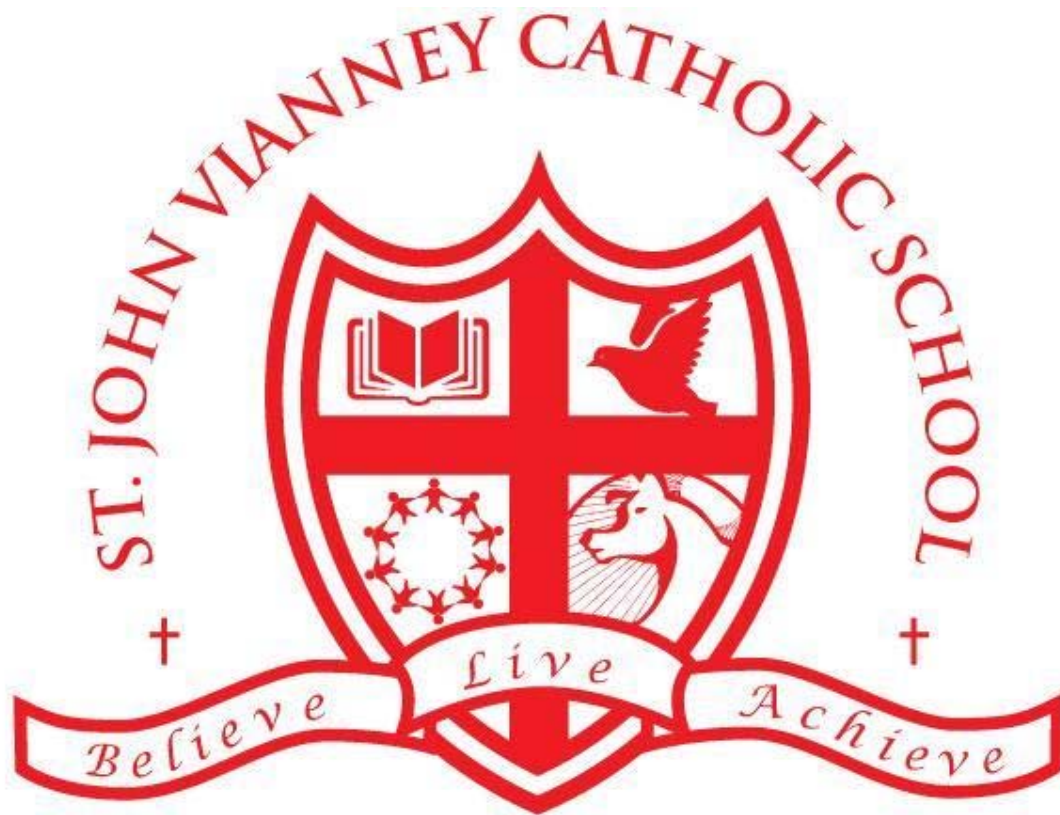


Florida Catholic Conference  
Third-Year Report on Goals  
St. John Vianney  
Diocese of Orlando, Florida  
March 26, 2009



*A Nationally Recognized Blue Ribbon School*

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## **INTRODUCTION**

An Accreditation team of the Florida Catholic Conference conducted an on-site visit to St. John Vianney Catholic School in the Diocese of Orlando on November 7-9, 2005. The school was granted official reaccreditation on November 30, 2005, until December 2013.

Following the on-site visit the School Leadership Team was formed. This team is comprised of representatives from primary, intermediate, middle school, special subject areas, the steering committee, and administration. The Leadership Team members are the following: Sr. Elizabeth Murphy, principal; Victoria Kuethe, assistant principal; Bibianna Fernandez, first grade; Dohrienne Baker, third grade; Nancy Warpenburg, fourth grade; Charlotte Funston, seventh grade; Barbara Truluck, seventh grade; Kathy Foster, eighth grade; Kenneth Hjortsberg, technology coordinator; Gregory Lisi, music; Laurie McRae, guidance; David Parker, physical education. During the 2006-2007 and 2007-2008 school years, the Leadership Team met bi-monthly. During the 2008-2009 school year, the school leadership team met monthly. During the first two years of implementation, the leadership team met primarily with teachers in area meetings to listen to and evaluate implementation plans for the various goals. During the current school year (2008-2009), the leadership team met monthly to review the Action Plan and plan the Third Year Review report and presentation. The Leadership Team reviewed Parent and Teacher Surveys; reviewed the school profile and updated parent demographic information; and reviewed ITBS test results for the past three years examining areas of strengths, weaknesses, and areas of improvement.

During the first year of the implementation of the Action Plan (2006-2007), the faculty and Administration focused on Goal 3: Students will learn conflict management techniques and the Accreditation team recommendation for Desired Results for Student Performance: "To meet the variety of needs of both the students and teachers at St. John Vianney, we concur with the SIP recommendation that a full time resource teacher be added to the faculty to assist in identifying and implementing learning strategies for all learning styles and abilities."

To achieve Goal 3 the Guidance Department developed a Quarterly Bullying Survey and Harassment/Bullying Incident Report forms. The Quarterly Bullying Survey was scheduled for implementation during the 2007-2008 school year. The Harassment and Bullying Incident report forms were explained to the teachers during pre-planning 2006; each teacher received a packet of forms. The Guidance Department continued selecting and training students for the Peer Mediation Team (SAVE: Students Against Violence

Everywhere) and continued teaching conflict resolution techniques during Guidance classes.

A learning specialist was hired for the 2006-2007 school year. The newly hired learning specialist spent the 2006-2007 school year planning the Learning Resource Program to be implemented at St. John Vianney. She visited many other Catholic Schools with fully implemented Resource Programs, attended conferences and workshops, and drew on her years of experience in the public school system to devise a Resource Program that would meet the unique needs of the students at St. John Vianney and follow the current format used by both public and private schools. The first year was also spent working with small groups of students to support academic needs

During the 2006-2007 school year, the faculty prepared for implementation of goals 1 and 2 (Goal 1: Students reflect on and evaluate their learning for the purpose of improvement of their work in all subject areas (authentic assessment). Goal 2: Students demonstrate integrated knowledge and skills in applying multidisciplinary approaches to solving problems or completing tasks (differentiated instruction) through area meetings and professional development and began to incorporate differentiated instruction into their lesson plans. During the 2006-2007 school year, a consultant from ASCD, Karen Austin, facilitated three days of hands on methods for Differentiated Instruction to reinforce techniques learned during professional development during the 2005-2006 school year. The faculty continued implementing the use of Thinking Maps (professional development 2003-2004 and 2004-2005) and began expanding the use of Thinking Maps into their writing instruction (Write from the Beginning for primary grades and Write for the Future for Grades 5-8- professional development 2005-2006).

During the 2007-2008 school year (year 2), the Guidance counselors began administering and tallying the quarterly bullying surveys. Results were reported to the faculty and administration each quarter. The faculty continued using the Harassment and Bullying Incident report forms. The Peer Mediation Program and classroom instruction about conflict resolution continued. The Junior High Advisory Program was reviewed and revised. The students were grouped by grade and gender. The facilitators of the boys used an anti-bullying program: *Surviving Bullies Workbook: Skills to Help Protect You from Bullying* and *100 Things Guys Need To Know*; the facilitators of the girls used *Mean Chicks, Cliques, and Dirty Tricks: A Real Girl's Guide to Getting Through the Day With Smarts and Style* and *The Girl's Friendship Journal: A Guide to Relationships*.

The Learning Resource Specialist implemented the Resource Program uniquely designed for the needs of the students at St. John Vianney but in compliance with state mandates. The second year (2007-2008) was dedicated to building structure, policy, and specific curriculum programs for exceptional students. A specific referral process that included classroom intervention, identification of specific learning difficulties, and detailed documentation was developed. Student accommodations were defined and a Student Support Plan (SSP) was developed to document individual student's disabilities and outline services and accommodations.

Dr. James West (professional development 2007-2008) taught the faculty techniques for handling explosive, rigid, inflexible students and how to diffuse behaviors and calm students. He also provided information on Aspergers Syndrome, Attention Deficit Disorder with and without hyperactivity, and Obsessive Compulsive Behavior.

The teachers continued to incorporate differentiated instruction techniques in their teaching, continued using Thinking Maps and Write from the Beginning and Write for the Future, continued exploring alternative assessment techniques, and began learning curriculum mapping (professional development 2007-2008).

During the 2008-2009 school year (year 3), the Guidance counselors continued to administer and tally the quarterly bullying surveys. The Guidance Department began compiling statistics to determine if there had been a decrease in bullying. Peer Mediators participated once again in their annual training and the program was re-explained to the students.

A Response to Intervention (RTI) model was adopted at the start of the 2008/2009 school year. This model integrates assessment and intervention within a three tiered prevention and identification system. RTI provides intervention to students who struggle with learning at increasing levels of intensity and maximizes student achievement.

- **Tier 1:** Students are identified by the classroom as needing intervention. The teacher uses an intervention checklist to record and monitor classroom interventions.
- **Tier 2:** If the student does not respond to the classroom intervention the student is referred for Tier 2 intervention. This tier utilizes a part time resource teacher that is able to deliver more structured and intense interventions. Students are served in a separate classroom in a group of 2-6 students.
- **Tier 3:** Students that still do not show sufficient progress are referred to Tier 3. Our full time resource teacher then completes a more thorough screening, and works directly on individual skills with specific strategies that fit the student's needs. Students are served in a separate classroom in a group of 1-3 students. This is also when psycho-educational evaluations may be requested to see if a student qualifies for accommodations.

During year 2 (2007-2008) and year 3 (2008-2009), the learning specialist provided staff development during several monthly faculty meetings. The following topics were discussed: the Resource Program Development Plan, What Are Accommodations?, Autism Spectrum Disorders, Response to Intervention, and Motivation Breakthrough by Richard Lavoie (video presentation).

The teachers continue to incorporate differentiated instruction techniques in their teaching, continue using Thinking Maps and Write from the Beginning and Write for the

Future, continue exploring alternative assessment techniques, and continue learning curriculum mapping (professional development 2008-2009).

The parents were surveyed in January 2009 using the NSSE Survey of Organizational and Instructional Effectiveness (see results Addendum 5). In January 2009 the teachers were surveyed using Catholic School Identity Survey (see results Addendum 6B). In February 2009 the faculty completed the Faculty Survey of the Extent of Implementation and Effectiveness of the School Improvement Plan (see results Addendum 6A). Over the past three years, the administration has met informally in small groups with parents to discuss curriculum and future plans for the school.

St. John Vianney School continues to use many methods to keep the parents and community updated on all aspects of life in the St. John Vianney School community: the school website (<http://www.sjvs.org>), Edline (grades posted weekly and Edline email), Points to Observe, What's Up Wednesday weekly folders, Individual Student Weekly Folders (teachers in grades K-4 send home weekly folders containing graded papers, skills/behavior checklists, and anecdotal notes to parents).

## **ACTION PLAN DEVELOPMENT PROCESS**

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 in October 2004. After analyzing the information collected in the surveys the following areas were determined as needing 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 manage and evaluate their behavior as group members. Students deal with disagreement and conflict caused by diversity of opinions and beliefs

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.

On October 25, 2004, parents filled in the NSSE/FCC Survey of Seven Goals for Student Learning. 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.

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 the 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 containing the following goals:

- 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. (Authentic Assessment)

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

## **Instructional Practices**

In the areas of **Curriculum and Assessment** teachers used alternative assessment including rubrics, math journaling, Thinking Maps, and journal writing. Teachers used online resources to research and develop these techniques. They also learned a variety of techniques during the Differentiated Instruction Workshop presented by Karen Austin, a consultant from ASCD, during the 2006-2007 school year.

## Organizational Practices

In the area of **Educational Agenda (Climate/Environment)** a system of "Weekly Papers" continues to be utilized so the administration can comment on and evaluate students' individual improvement.

In the area of **Community Building (Communication)** teachers continue to provide feedback and varied assessment (rubrics, reflective writing, short answers, art projects, skits) throughout a unit to help students evaluate and correct misunderstandings.

Students participate in student teacher conferences in grades K-4 once a quarter to help students to analyze their work for improvement and quality. Students have been taught how to evaluate their own work for quality and accuracy.

In the area of **Culture (Professional Development)**, teachers have learned new forms of alternative assessment to evaluate the students' performance. During faculty meetings time was provided for grade team meetings each quarter to discuss alternate forms of assessment.

## Evaluating the Target Area Goals-Goal 1

This goal was originally to be accomplished through the use of student portfolios. We changed the approach to authentic assessment based on Brother John's recommendations:

- We recommend that, since the administration and faculty have already identified differentiated instruction and authentic assessment as areas for professional development, that these arrears be used as the basis for two of the goals in the action plan.
- We recommend that the schools faculty and administration re-examine the implementation steps in order to:
  1. More narrowly focus the scope of the plan
  2. Utilize identified faculty needs in the implementation of this plan

We initially looked at portfolios, but there were no plans for staff development, and the faculty was in agreement that the focus should be on alternative assessment at this time. Therefore the plans for evaluating this goal were changed. In addition to formative assessment of this goal (administration and teacher observation, anecdotal reports, and shared experiences during area meetings), summative assessment was provided by comparing the last three years' ITBS scores with 2004-2005 as the baseline data. (See Addendum 1)

## Action Plan #2

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

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

### Instructional Practices

In the area of **Curriculum** higher level thinking skills were introduced into the curriculum (Daily Bites- a critical thinking program). The use of thematic units/integrated curriculum is continuing in grades Pre-K-4. Teachers continue to allow students to select presentation techniques from available options presented by the teacher: songs, skits, videos, poems, etc. Teachers continue to use critical thinking in Open Court Reading to reflect on ideas, evaluate/ solve problems, think logically, express thoughts, see alternative views, be open to new ideas, see connections, and use knowledge from other disciplines to enhance reading.

In the area of **Instructional Design**, students 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. Students continue to use various learning styles to meet their needs including skits, songs, graphs, Thinking Maps, and discussion groups. Teachers continue to use questioning techniques that encourage students to use higher level thinking. Students engage in cooperative learning in all subject areas. Students continue to use Thinking Maps to help distinguish between fact and opinion, comparing and contrasting, sequencing, and making observations based on logic and evidence. The use of Thinking Maps has been expanded into the writing curriculum for grades 1-8.

Write from the Beginning and Write for the Future in-service was provided by Thinking Maps Inc. facilitators (professional development 2005-2006).

### Organizational Practices

In the area of **Educational Agenda (Climate/Environment)**, cross-grade-level interaction (science buddies, reading buddies, Bible buddies) have been continued and encouraged to allow students the opportunity to work with older/younger students. Teachers and students continue to provide activities open to whole school participation: science and reading buddies, International Day, Florida Fair, Stations of the Cross, Science Fair, etc.

In the area of **Community Building (Communication)** parents have been provided with information about the curriculum to encourage continuous learning through Edline email.

Homework and other important curricular information is posted on the school website. During the 2008-2009 school year, the Junior High students began using virtual “lockers” on Edline allowing them to upload work from school and home. The students can complete class assignments at home. The parents can see the assignments and projects.

In the area of **Culture (Professional Development)**, staff development has provided teachers with a variety of multidisciplinary techniques (For example: alternative assessments, PowerPoint, Word, Publisher, multiple intelligences, and Thinking Maps) (Differentiated Instruction Workshop presented during the 2006-2007 school year.)

## **Evaluating the Target Area Goals-Goal 2**

The following measures were used to evaluate the target area goals for Action Plan 2:

- pre- and post- teacher and administration observation and lesson plan review to identify increased use of PowerPoint.
- classroom observations and review of lesson plans (monthly) by the administration to ensure continued use of Power Point by teachers and students.
- increased student performance on the ITBS in reading comprehension, math. 2004-2005 ITBS scores in reading comprehension and math were used as the baseline data. Score comparisons were made for the first three school years of implementation. (See Addendum 1)

## **Action Plan #3**

**Desired Result:** Students will learn conflict management techniques.

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

### **Instructional Practices**

In the area of **Curriculum** the following programs were implemented:

- Kindness and courtesy are taught throughout the curriculum in all classes. A program has been implemented through Chick-Fil-A to reinforce good values, proper etiquette and manners. This program is reinforced monthly with reward coupons and stickers. This is being offered in all grade levels but is used primarily in Grades K-4.
- Respect for all people is taught in guidance classes as well as in religion class. International Day is an annual event that celebrates cultural diversity.

- Guidance classes in conflict management are taught in the 4<sup>th</sup>- 8<sup>th</sup> grade. Sunburst guidance materials are used. The Conflict First Aide Program is taught in 1<sup>st</sup> grade and manners are discussed in kindergarten. In the 2<sup>nd</sup> grade, a program called “Free the Horses” talks about having a positive attitude, cooperation, and decision making. Bullying and conflict management is discussed with all class grades and bibliotherapy was implemented to help illustrate and better understand the issue in the younger grades.
- Students are put into groups to problem solve and discuss various issues in guidance class. Students are asked to report on and defend their positions on various issues discussed including conflict situations and bullying problems.

In the area of **Instructional Design** the following steps were taken:

- Peer Mediators have made “Steps to Resolve Conflicts” posters for every classroom.
- Peer mediators explain the steps to conflict management and resolution to every class.
- Junior High students have been taught positive character development through guidance classes and weekly Advisory meetings that focus on character development and the treatment of others.

In the area of **Assessment** the following methods have been implemented:

- Teachers are kept apprised of student behavior through a quarterly bullying survey. Each teacher is given results of his/her grade level and the results are discussed.
- Students in Junior High keep a journal in religion class that reflects changes in their attitudes and behaviors. Some of the attitudes that are examined are aspects of spirituality, prayer habits, and view of God. Behaviors that are looked at are decision-making, study habits, ways to be a better friend, and helping others.
- Students take the ACRE assessment Values Section in the 5<sup>th</sup> and 8<sup>th</sup> grade religion class every year in February. These results are analyzed and discussed each year.

### **Organizational Practices**

In the area of **Educational Agenda (Climate/Environment)** the following are provided:

- Monthly bulletins are placed in the halls describing different values. These displays are changed monthly.
- Teachers have been provided with an active listening handout to review listening skills needed when helping students resolve conflicts.
- Sr. Elizabeth gives daily public acknowledgment of students' personal accomplishments after morning prayers on the announcements and after Mass on Wednesdays as warranted.
- A quarterly values survey for the students has been developed (to be implemented in the 2009-2010 school year), and teachers will be given the results of the survey after each quarter.
- In addition to students signing up for a guidance appointment, the guidance department verbally reminds students during large group guidance classes that the counselors are available to help with conflict resolution. This is also stressed during the beginning of the school year introductions in all classes.
- The Administration intervenes in bullying situations because of the bullying incident reports that are filled out, and counseling is provided for the students involved.

In the area of **Community Building (Communication)** the Guidance Department is in the process of expanding the "Points to Observe" section in the "Counselor's Corner" (in the Weekly "What's Up Wednesday" folder) to include more information on conflict resolution and character development.

In the area of **Culture (Professional Development)**, the following are being developed:

- The Guidance Department is in the process of disseminating information to all teachers on active listening and interviewing skills. Additional materials are available in the guidance office on these topics and are available to all teachers.
- Ongoing research is being done on trends in behavioral development and new programs and this information is made available to the teachers through presentations and a lending library.
- Counselors present teachers with online videos through United Streaming/Discovery Channel on Conflict Management that can be viewed at their convenience.
- Counselors will continue to attend any character education workshops, including online classes and videos on this topic.

### Evaluating the Target Area Goals-Goal 3

- A quarterly bullying survey was developed and distributed to all grade levels K- 8 during year two (2007-2008) and year three (2008-2009).
  - In grades 6-8 in the 2007-2008 school year there was a 15% increase in bullying from quarter one to quarter two, a 10% decrease in bullying from quarter two to quarter three and a 2% decrease in bullying from quarter three to quarter four.
  - In grades 3-5 in the 2007-2008 school year there was 15% increase in bullying from quarter one to quarter two, a 17% decrease in bullying from quarter two to quarter three and a 30% decrease in bullying from quarter three to quarter four.
  - Results indicate that bullying in grades K-2 had a 7% increase from quarter one to quarter two, a 3% increase from quarter two to quarter three and a 2% decrease from quarter three to quarter four in the 2007-2008 school year.
- Students are seen by the guidance department for bullying issues. Teachers fill out bullying incident reports for any bullying that occurred in the classroom or recess that was brought to their attention. Over the past three years there has been a decline in the number of students that have requested help with issues involving bullying. In cases from 2004-2005 to 2005-2006, there was a 28% increase in cases seen regarding bullying. From 2005-2006 to 2006-2007, there was a 25% increase in cases seen for bullying. Finally, in cases from 2006-2007 to 2007-2008, there was a 50% decrease in bullying cases that were seen by the counselor or reported in teacher incident reports. (See graphs Addendum 2)
- A peer mediation team is in place to assist students with issues of conflict. Over the past three years there has been a decline in students' requesting help with conflicts and use of peer mediation.
- Teachers are all given Harassment/Bullying Incident Report forms. They are filled out any time an instance of bullying is observed or reported. Over the past three years, there has been an overall decline in the number of cases that teachers are observing and that are being reported to them.
- Overall there has been a decline in bullying behaviors through all of these assessment areas.
- A quarterly assessment survey is being developed to administer to teachers to rate the behavioral changes they see in their classrooms.

## **COMPLIANCE WITH ACCREDITATION STANDARDS**

St. John Vianney Catholic School is in compliance with all accreditation standards. (See Addendum 3-ARCA reports for past three years)

## **REFLECTIONS OF LESSONS LEARNED**

The following reflections and insights are based on the results of the Faculty Survey of the Extent of Implementation and Effectiveness of the School Improvement Plan. In the area of authentic assessment the teachers felt that allowing students a variety of presentation techniques and the use of technology for instruction and practice improved student learning significantly. The widespread use of technology throughout our school, the extensive science lab, and the automation of the library has helped improve student learning. Also, the ongoing instruction in using new technology (for both students and teachers) has improved student learning. Thinking Maps have had a significant impact on the students' critical thinking skills. The application of thinking maps to the writing program (Write from the Beginning, Write for the Future) has improved student writing throughout the grades.

In the area of Differentiated Instruction, using a variety of teaching strategies learned through Differentiated Instruction professional development has enabled the teachers to reach children at different stages of development.

Having to submit examples of authentic assessment and differentiated instruction has kept the faculty focused on the goals and encouraged research, discussion, and sharing to discover new techniques.

Despite the statistics that show a decrease in bullying, there seems to be a discrepancy between the Guidance Department's perception and the faculty's. There were several responses indicating that bullying was still a problem and conflict resolution and conflict management techniques had not been successful.

As mentioned earlier, the use of portfolios was not implemented. Teachers did not engage in staff development on portfolio assessment. The faculty felt that they were already engaged in several new techniques and did not have the time or knowledge to implement portfolios successfully and correctly. After much discussion and consideration, changes were made to the action plans at the end of year 1 (2006-2007).

Out of 387 students in grades 3-8, 321 students achieved above average stanine scores of 7, 8, or 9. (2008-2009 ITBS results)

## **Plans for the Continuation and Completion of the Action Plan**

During the 2007-2008 and 2008-2009 school years, the faculty participated in Curriculum Mapping professional development. Through curriculum mapping, the faculty is assuring both horizontal and vertical alignment of the curriculum by becoming more aware of the skills taught on the various grade levels. The process of “map and talk” increases the dialogue within grade levels and among grade level teachers. It also provides for an exchange of ideas as teachers share resources and assessment they have used teaching and assessing various skills. This will also promote a more integrated curriculum in grades five through eight. Curriculum mapping will be an important tool as we continue to implement the Action Plan for goals one and two. During the 2007-2008 and 2008-2009 school years, curriculum mapping has focused on math. The math teachers are in the process of creating a consensus map delineating the math skills taught in every grade. This is being done in conjunction with an analysis of ITBS math scores. During the 2009-2010 school year, the focus will turn to Reading. This will provide us with baseline data on skills, resources, and assessment as we continue to implement authentic assessment and differentiated instruction.

Staff development will continue to provide teachers with demonstrations and/or workshops to increase their knowledge and understanding of authentic assessment and differentiated instruction. The learning specialist will continue to provide the faculty with professional development geared toward meeting the needs of special needs students. The teachers continue to do coursework on PD360 which is professional development on demand. Teachers are also availing themselves of even more professional development through <http://www.pbs.org/teacherline/> that offers graduate credits and Masters in Service points for completed coursework. This year teachers have continued their personal professional development by attending the following conferences and institutes:

- Florida Association for Media in Education (FAME)
- Florida Council for Exceptional Children Conference
- American Council on the Teaching of Foreign Languages
- Florida Educational Technology Conference
- Association of School Curriculum Development Conference
- International Reading Association Convention
- Holocaust Institute for Educators

The faculty will continue to meet in grade level meetings to review and discuss the Action Plan and goals to offer support, encouragement, suggestions, and feedback. The faculty will continue to implement multidisciplinary techniques (including cooperative groups, skits, Web Quests, Thinking Maps, etc.) as a means of increasing higher level thinking. This will be measured by student performance on the ITBS tests in reading comprehension, math, social studies, and science. For years one through three, only the scores in reading comprehension, language, and math were compared. A comparison of social studies and science ITBS test scores will be added during the next three years.

Because of the discrepancy between the Guidance Department and faculty regarding conflict resolution and conflict management, the faculty under the direction of the Guidance Department will develop a strong anti-bullying program with help from the peer mediators (students). Once developed, the program will be presented to the faculty, students, and parents. The Guidance Department will meet with the faculty once a month to review quarterly surveys, to discuss conflict management techniques taught to the students, to review the referral process, and to provide staff development on current issues regarding conflict resolution. School counselors will increase their presence on the playground during recess to experience first hand what is written in bullying reports.

Upgrading of the Media Center/Computer Lab is still on St. John Vianney's wish list. However after a recent needs assessment was completed by the School Board and the Parish Facilities Committee, a decision was made to install central air conditioning in the school. This was prompted by an air quality study completed by an independent company that indicated the air quality was poor. Also the noise level of the individual room air conditioning units interferes with both teacher instruction and student participation. Therefore plans are underway to install central air conditioning during the 2009-2010 school year.

## **ADDENDUM**

Addendum 1: **ITBS SCORES YEARS 1, 2, 3**

Addendum 2: **BULLYING SURVEYS**

Addendum 3: **RECOMMENDATIONS RELATED TO STANDARDS**

Addendum 4: **RECOMMENDATIONS of the VISITING TEAM**

Addendum 5: **PARENT SURVEY RESULTS**

Addendum 6: **TEACHER SURVEY RESULTS**

**A. Faculty Survey of the Extent of Implementation and Effectiveness of the School Improvement Plan**

**B. Catholic School Identity Survey**

Addendum 7: **ARCA REPORTS FOR THE LAST 3 YEARS**

Addendum 8: **DEMOGRAPHICS**

Addendum 9: **Technology Update**

Addendum 10: **FIRST YEAR PROGRESS REPORT**

## ADDENDUM 1: ITBS TEST RESULTS

**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 1**  
**Test Results for Iowa Test of Basic Skills (ITBS)**  
**Comparison of Results from October 2005 Through October**  
**2007**  
**Grades Third Through Eighth**

October 2005					
Grade	No. of Students	Reading NPR	Language NPR	Math NPR	Core NPR
3	69	83	92	83	89
4	61	87	91	81	89
5	69	86	88	73	84
6	69	72	81	77	79
7	68	84	85	85	87
8	65	84	87	87	89

October 2006					
Grade	No. of Students	Reading NPR	Language NPR	Math NPR	Core NPR
3	58	76	87	71	82
4	67	86	92	80	89
5	61	86	85	72	82
6	69	79	81	79	82
7	60	80	83	81	84
8	62	84	88	87	88

October 2007					
Grade	No. of Students	Reading NPR	Language NPR	Math NPR	Core NPR
3	56	82	90	81	87
4	60	84	87	78	84
5	65	86	88	77	85
6	61	80	78	79	81
7	66	84	84	80	85
8	59	76	84	82	85

October 2008					
Grade	No. of Students	Reading NPR	Language NPR	Math NPR	Core NPR
3	59	80	90	78	86
4	50	84	88	74	84
5	60	82	81	69	78
6	68	81	82	82	84
7	65	83	82	80	84
8	64	85	87	79	86

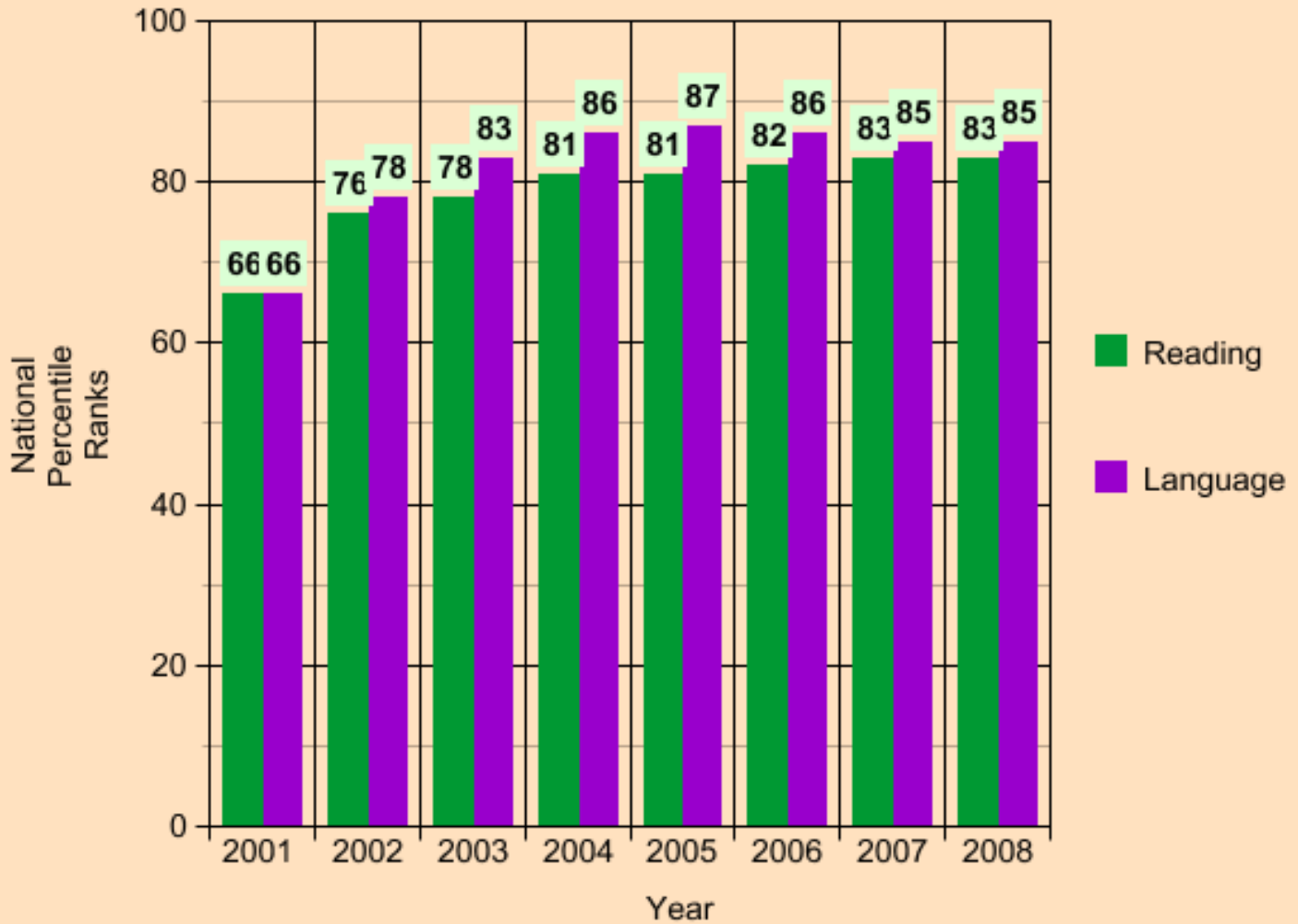
**Table 2**  
**Test Results for Iowa Test of Basic Skills (ITBS)**  
**Comparison of Mean Scores for Grades Third Through Eight in**  
**National Percentile Ranks**

Year	No. of Students	Reading	Language	Math	Core
2005	402	81	87	80	85
2006	399	82	86	78	85
2007	394	83	85	80	85
2008	366	83	85	77	84

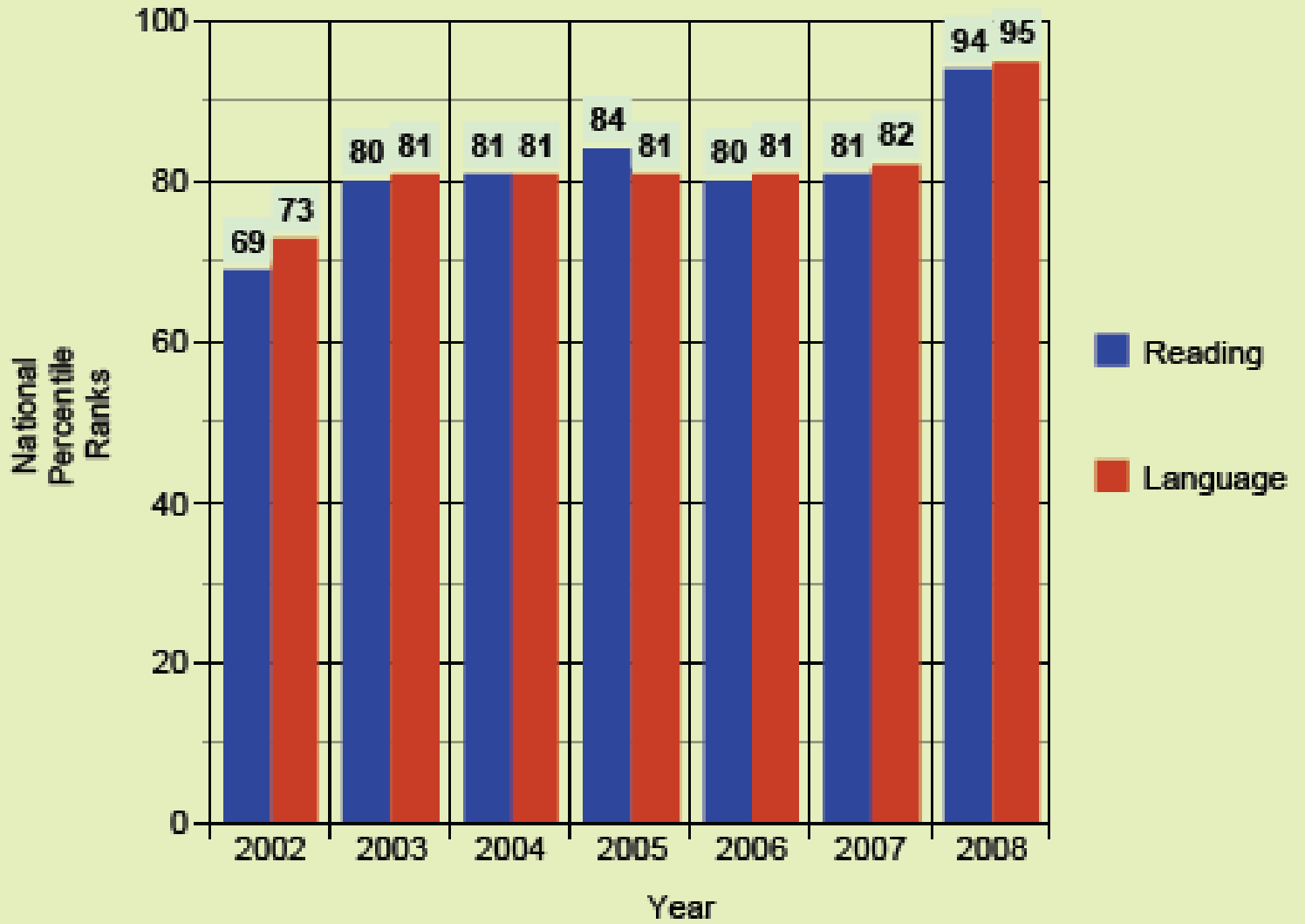
**Table 3**  
**Test Results from Iowa Test of Basic Skills (ITBS)**  
**Comparison of Results from March 2006 Through March 2008**  
**Grade 2 Scored in National Percentile Rank**

Year	Grade	No. of Students	Reading NPR	Language NPR	Math NPR	Core NPR
March 2006	2	63	80	81	65	77
March 2007	2	62	81	82	73	80
March 2008	2	63	94	95	87	94
March 2009	2					

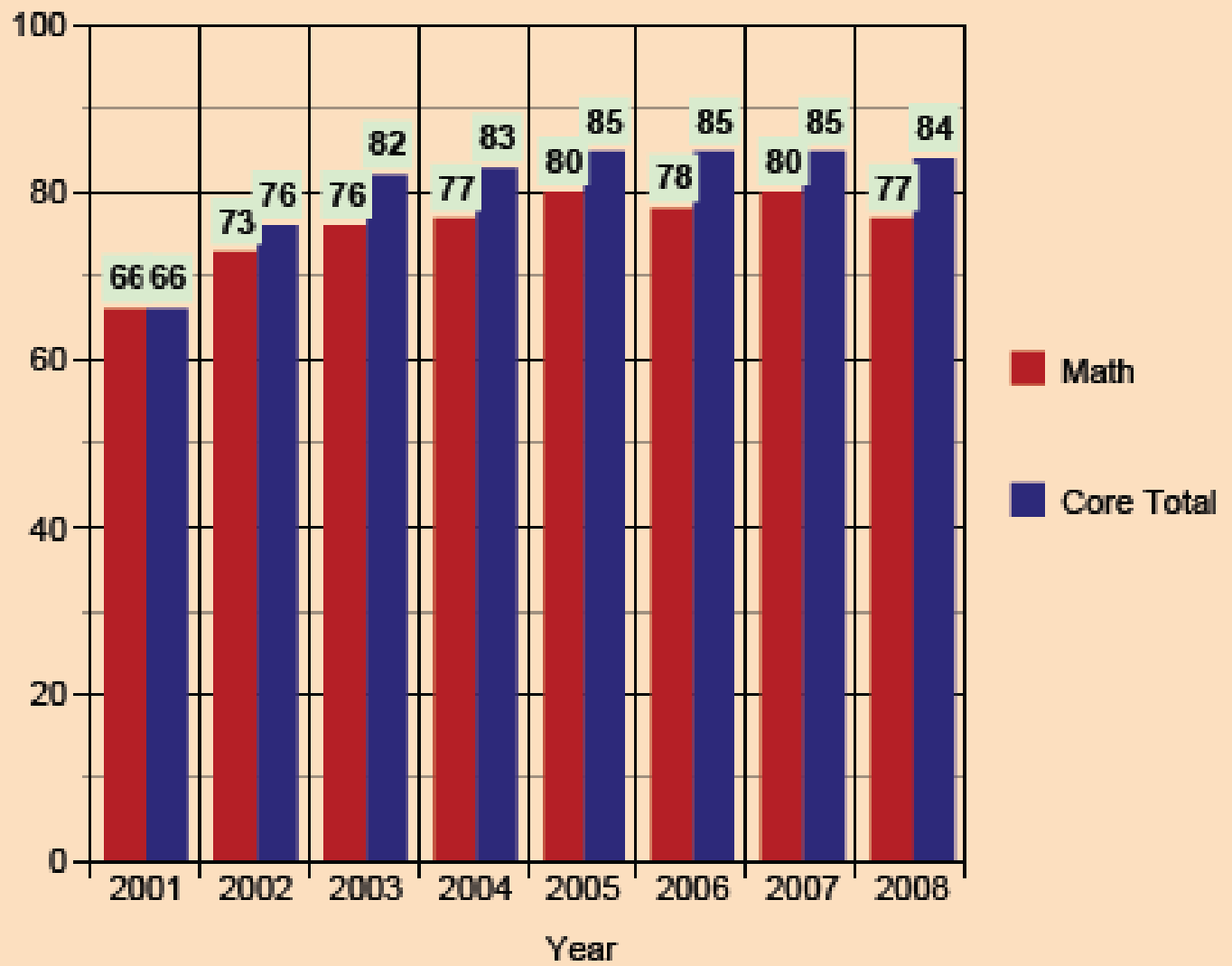
Comparison of Mean ITBS Scores for Reading and Language for Grades 3-8



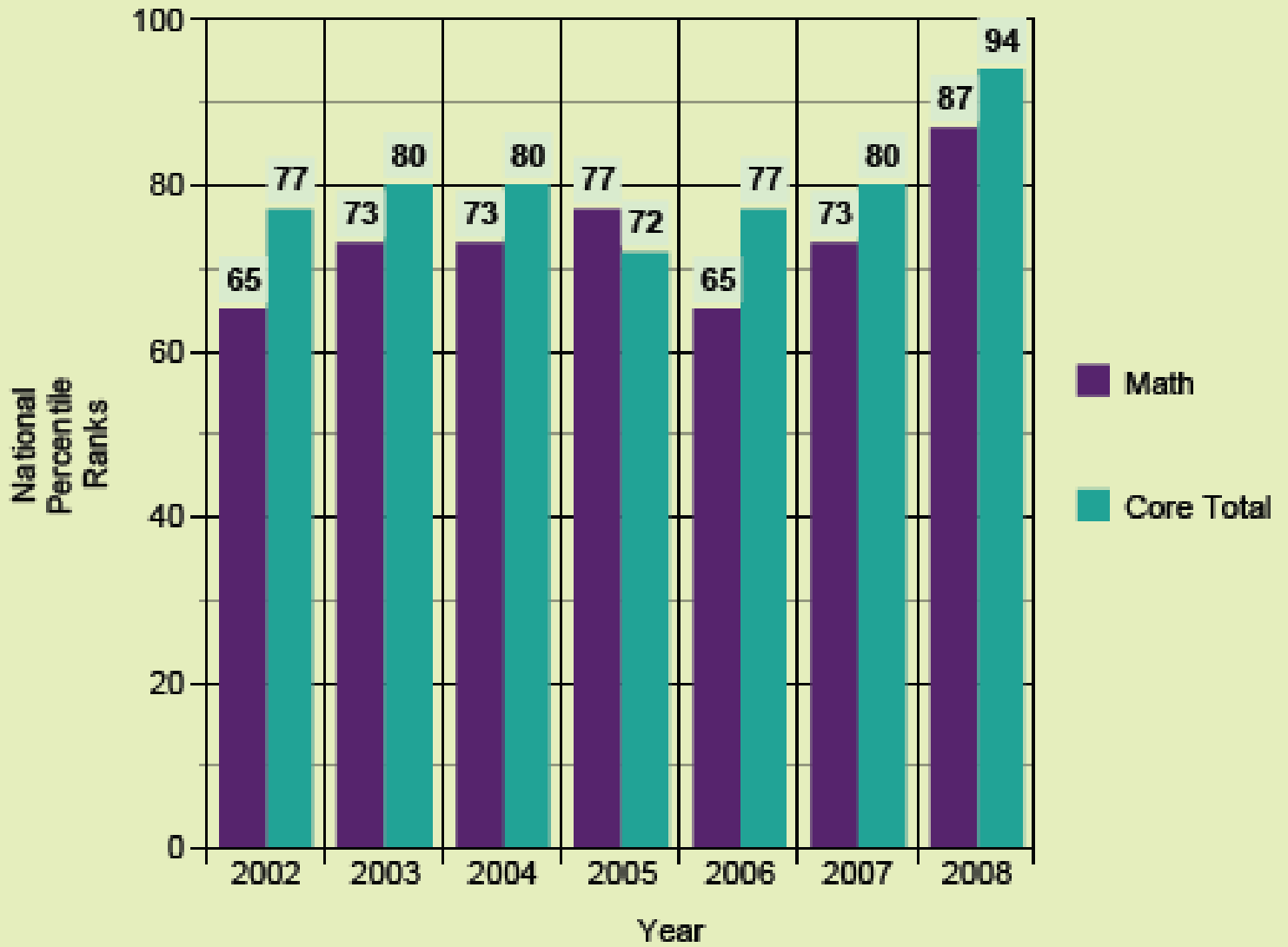
Comparison of Mean ITBS Scores for Reading and Language for Grade 2



Comparison of Mean ITBS Scores for Math and Core Total for Grades 3-8

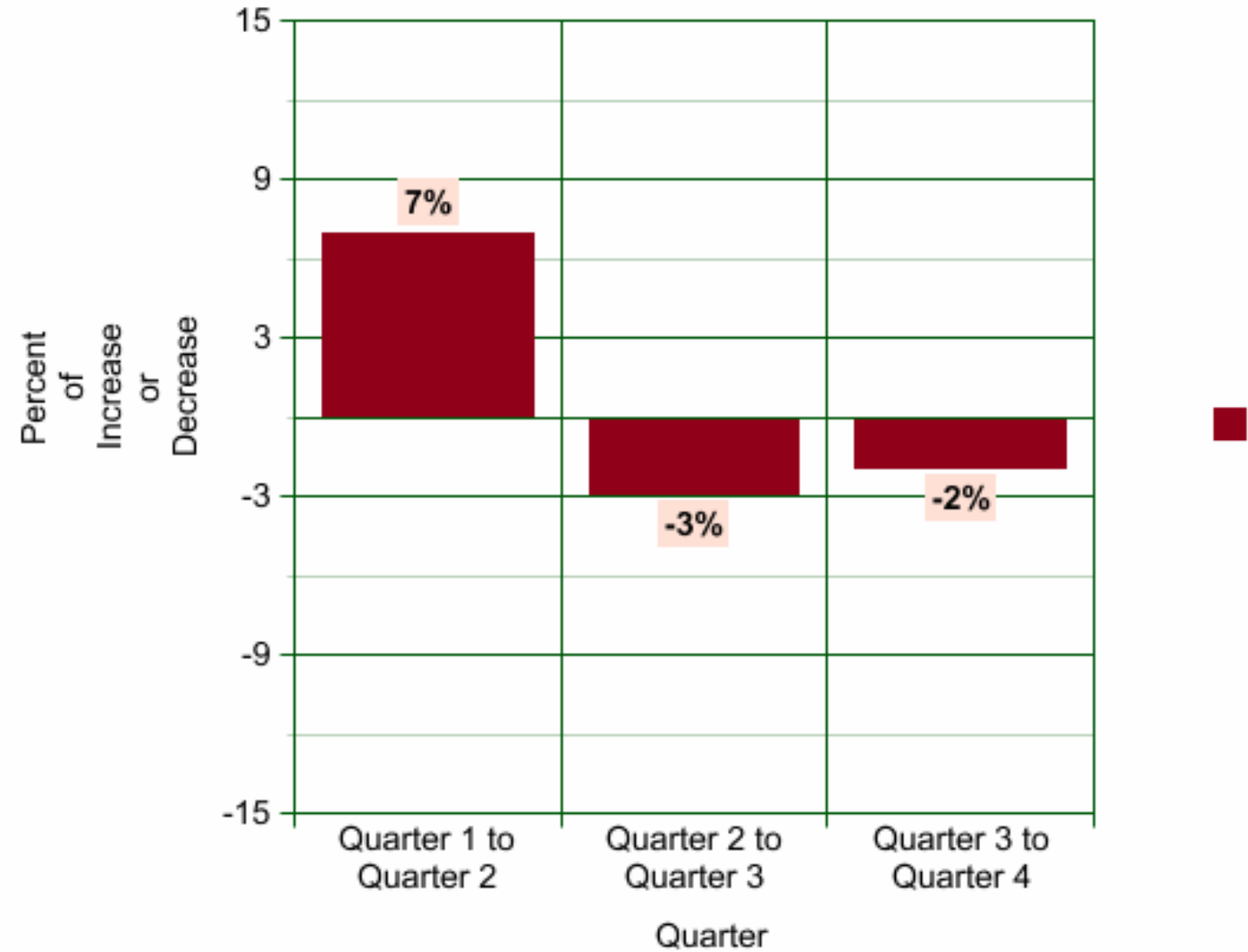


Comparison of Mean ITBS Scores for Math and Core Total for Grade 2

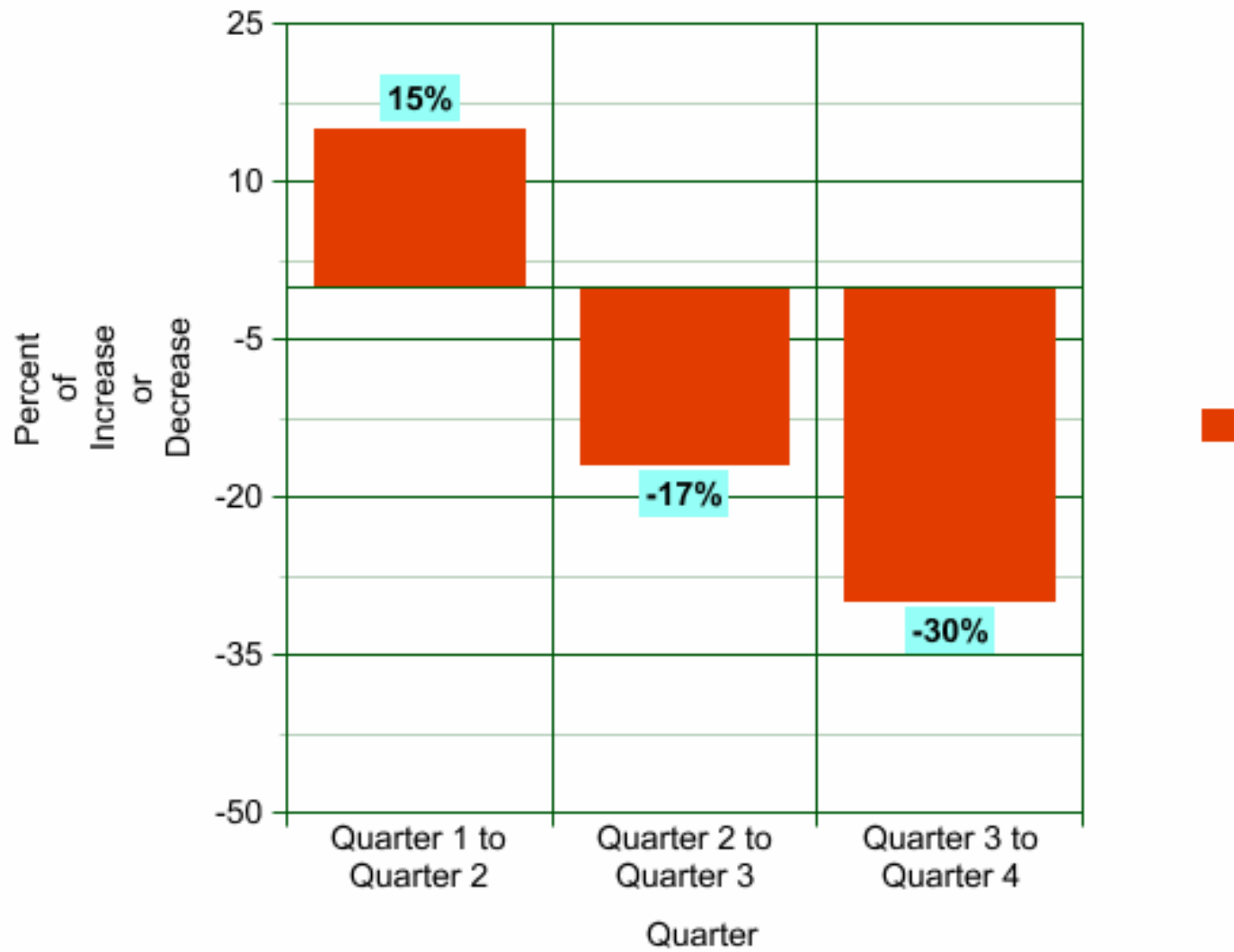


**ADDENDUM 2: BULLYING SURVEYS**

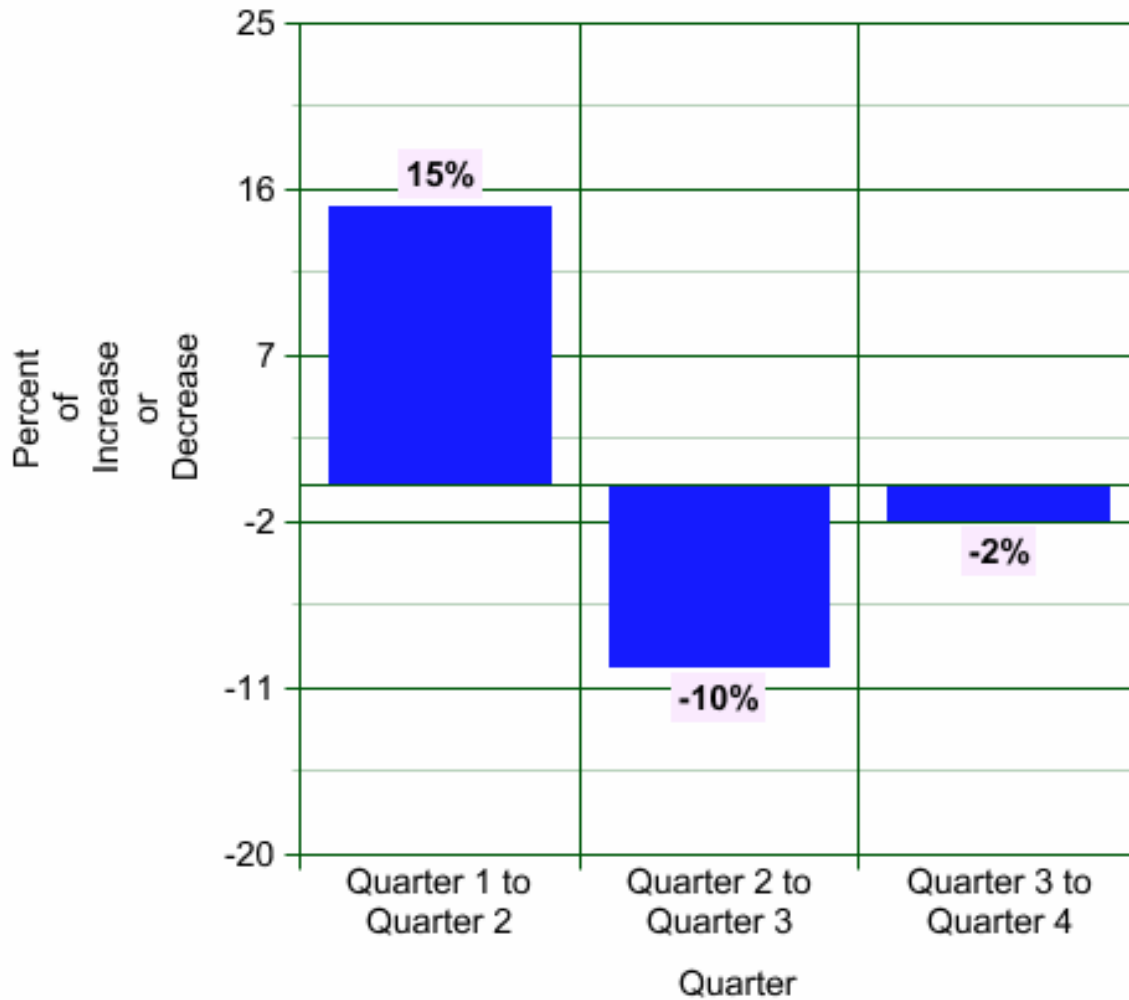
Grades K-2 Quarterly Report of Increase or Decrease of Bullying for 2007-2008



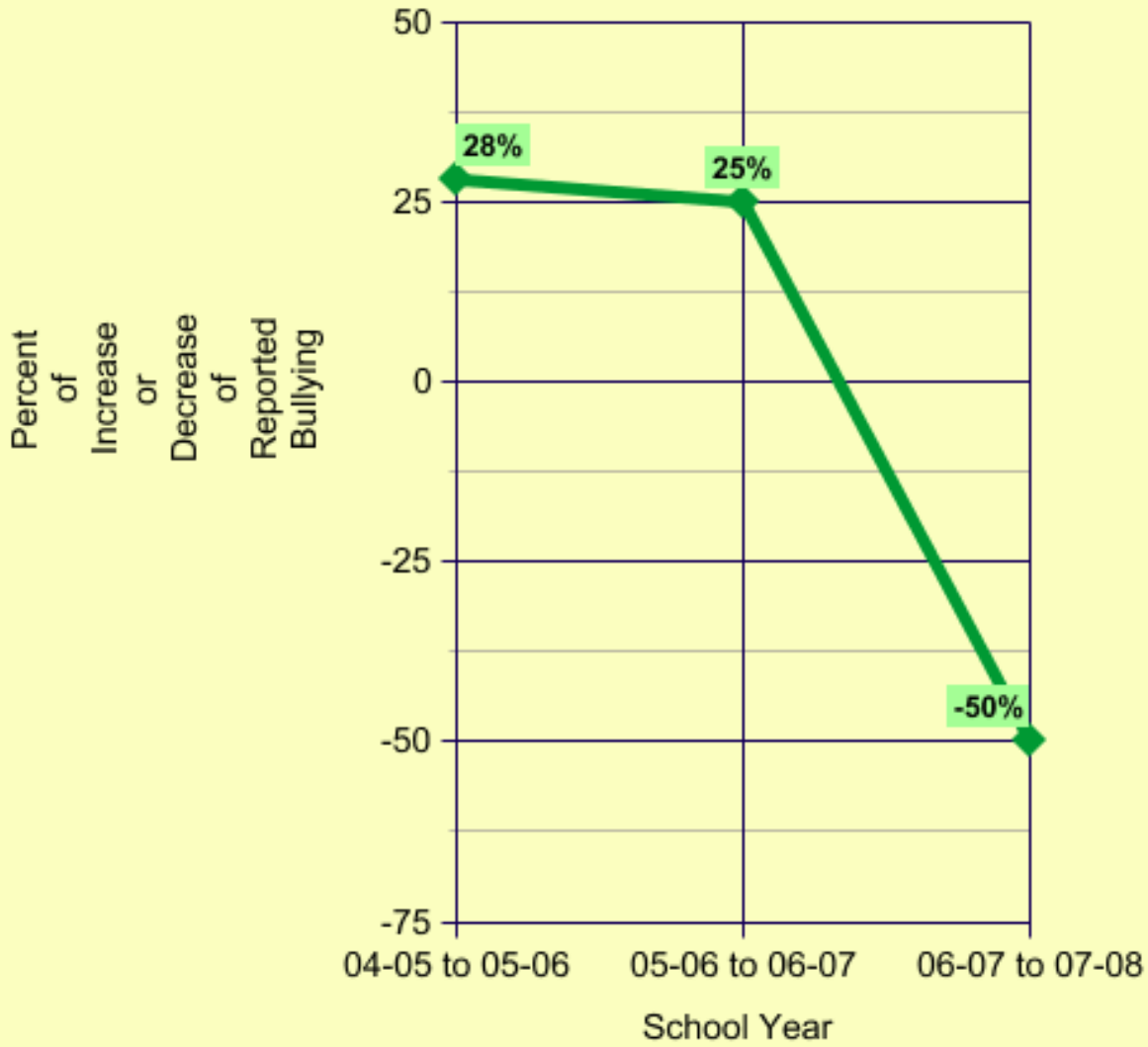
### Grades 3-5 Quarterly Report of Increase or Decrease of Bullying for 2007-2008



Grades 6-8 Quarterly Report of Increase or Decrease of Bullying for  
2007-2008



### Students Seen by Guidance Department for Bullying



## **ADDENDUM 3: RECOMMENDATIONS RELATED TO STANDARDS**

### **Area H-7 Plant and Facilities:**

- It is recommended that the school continue to work cooperatively with the School Advisory Board to address the need for expanded art facilities and media/technology center.

This is cost prohibitive at this time but is still an area of need being considered by the School Advisory Board.

## **ADDENDUM 4: RECOMMENDATIONS of the VISISTING TEAM**

### **Missions and Beliefs:**

- Rephrase Belief Statement # 7 to specifically address the school belief that students are to treat one another with compassion, forgiveness, and cooperation.

**CHANGE:** Christian values of social justice and peace are integral parts of a wholesome learning environment where students treat one another with compassion, forgiveness, and cooperation.

### **Desired Results for Student Performance:**

- To meet the variety of needs of both the students and teachers at St. John Vianney, we concur with the SIP recommendation that a full time resource teacher be added to the faculty to assist in identifying and implementing learning strategies for all learning styles and abilities.
- The faculty should continue to explore the use of alternative assessments including portfolios to promote student self reflection and student achievement.
- The faculty should continue in-servicing in the area of differentiated instruction and make application of these strategies throughout the curriculum to enhance student learning.
- It is recommended that the faculty continue to discover and implement teaching strategies which will address the varied learning needs of students in the regular classroom setting.

### **Action Plan:**

- We recommend that, since the administration and faculty have already identified differentiated instruction and authentic assessment as areas for professional development, that these arrears be used as the basis for two of the goals in the action plan.
- We recommend that the schools faculty and administration re-examine the implementation steps in order to:
  1. More narrowly focus the scope of the plan
  2. Utilize identified faculty needs in the implementation of this plan

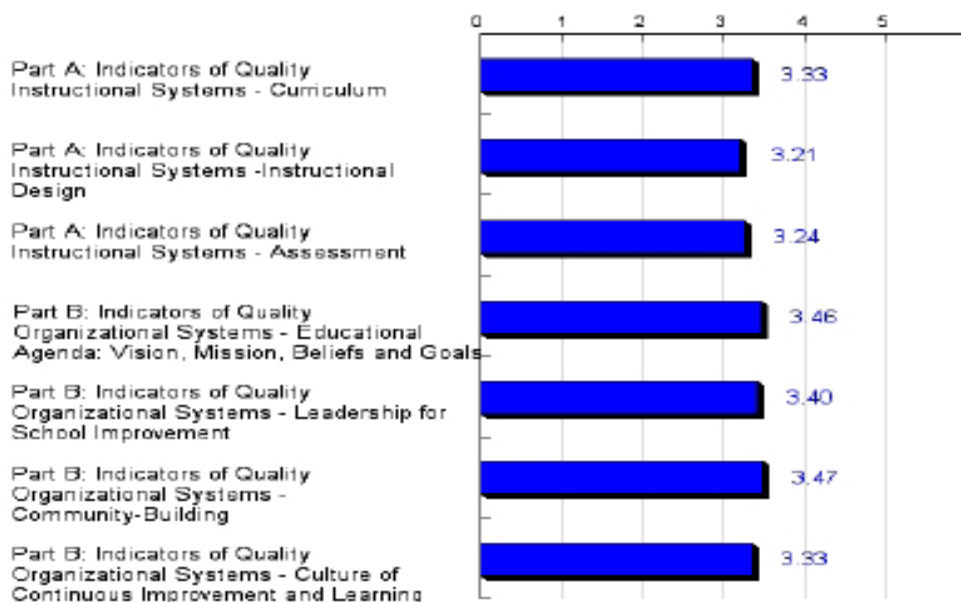
# Addendum 5: Parent Survey: Survey of Instructional and Organizational Effectiveness



## Survey of Instructional and Organizational Effectiveness

Number of Respondents: 131

### Topic Averages



EX - Exemplary Level - 4  
 FF - Fully Functioning and Operational - 3  
 EV - Evidence of Progress, but not Fully Operational - 2  
 LL - Low Level of Development and/or Implementation - 1  
 NE - No Evidence of the Indicators of Quality - 0

(Note: score of 3 or above indicates neutral to positive opinions.)

## Addendum 6: TEACHER SURVEY RESULTS

### 6. A. Faculty Survey of the Extent of Implementation and Effectiveness of the School Improvement Plan

St. John Vianney Catholic School  
February 2009

#### QUESTIONS TO FACULTY:

- 5 Fully Knowledgeable    4 Somewhat Knowledgeable**  
**3 Less than Somewhat Knowledge    2 Very Little Knowledge**  
**1 No Knowledge**

1. Extent of awareness of goals for the school improvement plan

**5-13    4-3    3-1    2    1**

2. Extent of opportunity to contribute to the process of establishing the goals

**5-12    4-3    3-4    2    1**

3. Extent of opportunity to provide feedback on the plan and strategies to achieve the goals

**5-10    4-6    3-3    2    1**

4. Extent of awareness of the action plan that depends on your support and involvement in implementing the strategies

**5-9    4-8    3-2    2    1**

5. Extent of sufficient support you have received in order to implement the strategies

**5-11    4-5    3-2    2    1**

Use this scale for question 6.

**5 Fully Implemented    4 Still a Work in Progress    3 Just Beginning    4 Not at all 1**  
**What School Improvement Plan???**

6. Extent that you have implemented the strategies to improve student learning for each of these goal areas:

## 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

5-7      4-8      3-4      2      1

## 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

5-9      4-8      3-2      2      1

## Action Plan #3

**Desired Result:** Students will learn conflict management techniques.

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

5-10      4-6      3-2      2-1      1

**Which strategies of the school improvement plan have you found to be most effective in improving student learning?**

- Allowing students a variety of presentation techniques
- Allowing students a variety of teaching strategies to reach children at different stages of development
- Thinking Maps and Differentiated Instruction with writing samples to keep track of growth
- Differentiated Instruction and new techniques
- Incorporating technology into the classroom
- DI has had the best effect on student learning—3 responses
- Technology improvements
- Teacher training
- Hiring of resource teacher

- Action Plan #2. We have used this in Math and I have seen an improvement in problem solving
- Differentiated Instruction and Mapping-3responses
- Thinking maps, differentiated activities for different learning styles, and the use of technology for instruction and practice
- Integrated curriculum
- Implementing various techniques to deal with bullying
- Action Plan #2
- The widespread use of technology throughout our school, the extensive Science lab and the library being automated has helped improve student learning. Also, the ongoing instruction in using new technology have improved student learning.

**Which strategies of the school improvement plan have you found to be less effective in improving student learning?**

- Conflict management
- Reflecting on learning process due to young age of children
- Portfolios
- Bullying surveys have done least—3 responses
- Action Plan #1, but only because I have not fully implemented
- Bullying Surveys
- I continue to work with students in an effort to reduce or stop bullying. I am not content with the results to date.
- I believe it is all effective
- Changing the verbiage in the belief statements
- Action Plan #3

**What recommendations would you like to suggest strengthening the school improvement plan?**

- Demonstration and/or workshop to help modify and apply the strategies for relevance and usefulness at different grade levels
- Continue to meet in grade level meetings and revisit SIP
- Adjust SIP if original goal does not seem to be improving student learning

- Providing more information to staff for improvement areas
- Need a strong anti-bullying program and do a great job communicating it to parents and the community—3 responses
- Opportunities for staff development for teacher assistants
- Upgrading of the Media Center/Computer Lab
- Need more professional development geared toward meeting the needs of special needs students
- Make it a topic of discussion at a Faculty meeting or grade level meetings...check our progress
- I think we need to be more resolved to implementing our zero tolerance policy for bullying. The students feel that no one is truly held to any serious consequences.
- The faculty and staff might try meeting with small groups of students and work on formulating an active plan to address the continued bullying problems.
- Continued meetings between grades to ensure consistency and easy transition from one grade to the next
- Seeing school counselors on the playground during recess and alpha to experience first hand what is written in bullying reports
- Continuing what is currently being proposed and worked on will strengthen the school improvement plan.
- To have a copy available of the plan
- Ways to help Leadership team

# Addendum 6: TEACHER SURVEY RESULTS

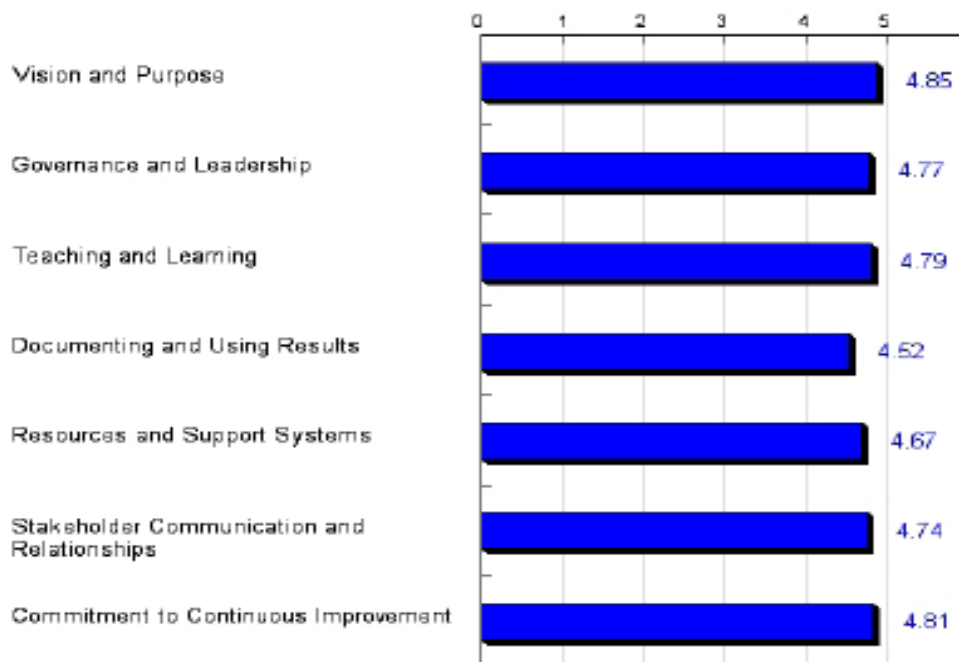
## 6. B. Catholic School Identity Survey



Catholic School Identity Survey

Number of Respondents: 50

### Topic Averages



SA - Strongly Agree - 5  
 A - Agree - 4  
 N - Neutral - 3  
 D - Disagree - 2  
 SD - Strongly Disagree - 1  
 NA - Does Not Apply or Do Not Know - No Weight

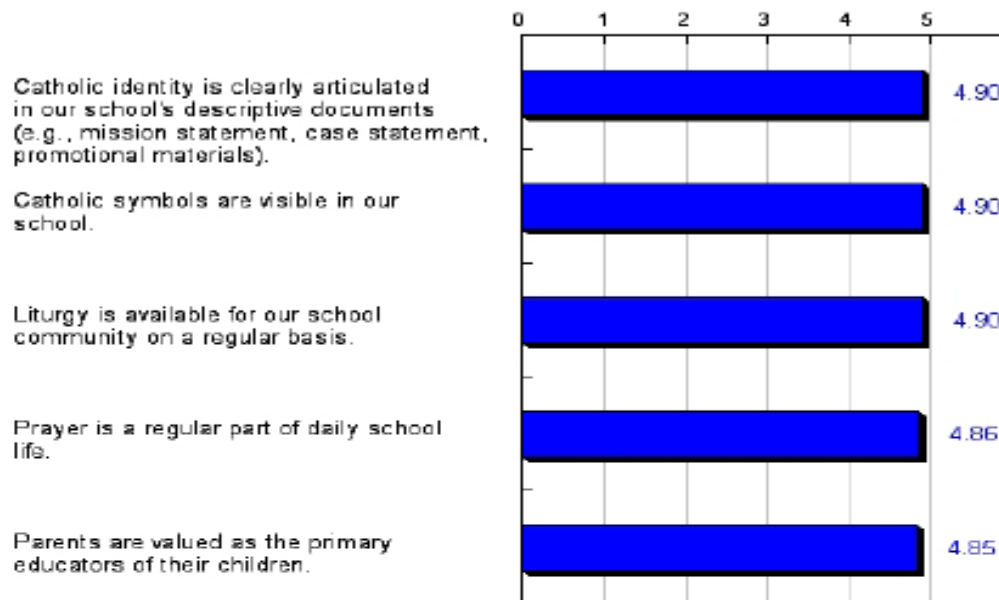
(Note: score of 3 or above indicates neutral to positive opinions.)



## Catholic School Identity Survey

Number of Respondents: 50

## Top 5 Items



SA - Strongly Agree - 5  
 A - Agree - 4  
 N - Neutral - 3  
 D - Disagree - 2  
 SD - Strongly Disagree - 1  
 NA - Does Not Apply or Do Not Know - No Weight

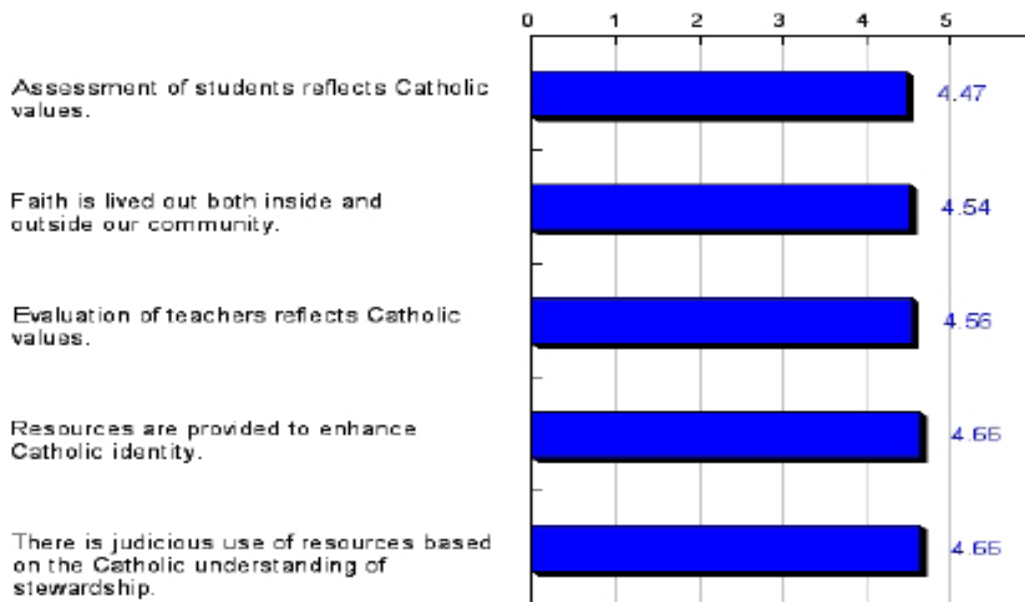
(Note: score of 3 or above indicates neutral to positive opinions.)



Catholic School Identity Survey

Number of Respondents: 50

Bottom 5 Items



SA - Strongly Agree - 5  
 A - Agree - 4  
 N - Neutral - 3  
 D - Disagree - 2  
 SD - Strongly Disagree - 1  
 NA - Does Not Apply or Do Not Know - No Weight

(Note: score of 3 or above indicates neutral to positive opinions.)

Catholic School Identity Survey  
 Total Number of Respondents: 50

Page 1 Saint John Vianney School 1/15/2009

**Open Ended Items**

**What are the strengths of Catholic identity at our school?**

We truly live our faith every day.

The Faith life that is truly lived by Sister Elizabeth. She truly looks for the Jesus in each child or adult she encounters each day.

At SJVS we understand that every child has unique gifts, interests, goals and strengths. We provide an opportunity for each child to learn and grow at our school through faith.

The Administration and the cooperation of the Pastor. School masses are definitely a factor, as are morning announcements with daily prayer.

Our mission statement reflects Catholic identity as well as our incorporation of daily prayer.

Having a sister for our principal is a huge part of our identity as a Catholic school. Her presence is a constant reminder that we are here as Catholics. There is also a supportive, prayerful atmosphere in our school.

Providing students with a catholic identity allows them to learn, problem solve, get along, understand, reach out, and even teach as Jesus did. It allows them the tools to live by and create a better world.

a welcoming spirit special prayer for teachers/administrators 2 mornings a week before school starts social justice projects

Daily Prayer and to Teach as Jesus did.

Anyone who comes into our school is welcomed. Every classroom shows evidence with projects, bulletin boards, papers and their attitudes. Students and teachers live their faith.

We continue to enhance our community through St. Vincent dePaul and the various way our Junior High TAG team approaches activities that help our community and the people in it that are less privileged.

LITURGY, RELIGION TAUGHT DAILY, ADMINISTATOR

Feeling of welcoming, belonging, acceptance Emphasis on spirituality and need for quiet

Reflection

Beautiful weekly liturgies

Daily prayer

Students belief in the power of prayer

Catholic identity is focused on across all grade levels in all classes not just religion. Daily prayer and readings begin each day and classes pray throughout the day. Service projects are continual and are focused on and talked about with the students. Weekly Mass is attended by all. A sense of catholic identity is very strongly present here.

We have a strong religion program. Faith is discussed daily.

Morning prayers together, Mass weekly, Religion classes daily, all activities stressed to "do unto others...", presence of Priests

A strong administration that leads through example and the constant support of our pastor.

There are many items outside the classrooms and down the hallways reminding us of our faith. The children are always participating in activities relating to religion

Our identity is interwoven in all that we do.

OUR ACTUAL PRACTICE OF OUR FAITH EVERYDAY AS TEACHERS AND ADMINISTRATORS REPRESENTS US AS ROLE MODELS FOR THE STUDENTS.

It is evident everywhere you look. The principal and vice principal lead by example.

The demonstration of catholic values through the normal everyday communication and actions between our faculty, staff, students and parents.

\*Weekly Liturgy is provided.\*Prayer occurs before school starts, before each class and lunch, and at the end of the school day\* There is on-going faith instruction according to the teachings of the Church.\* The faculty prays together and openly cares about each member's welfare.\* Consistent encouragement is provided to the students to foster self-respect and respect for others.\* There are on-going outreach activities throughout the year that provide for actually living out the Gospel.

THE STRENGTHS OF CATHOLIC IDENTITY ARE EVIDENT THROUGHOUT THE CURRICULUM, IN CHURCH, PRAYER AND SERVICE IN THE COMMUNITY.

Our students live out their Catholic identities both on and off campus. The effect that our Catholic teaching has on the children is evident even many years after graduation.

daily prayer, Catholic symbols visible everywhere, weekly liturgy, student participation in liturgy Prayer, Mass on Wed. Classrooms displaying prayer tables and bulletin boards relating to God and how he loves the children.

WELCOMING ATMOSPHEREVALUES ARE DISPLAYED IN ACTIONS BY TEACHERS AND STUDENTSRELIGIOUS PICTURES AND STATUES ARE DISPLAYEDWEEKLY MASSDAILY SCRIPTURE

Our catholic identity is evident in all we do. I feel that we live by our faith, we truly love and care for each other as staff and faculty and we care for our students. I believe that they feel safe loved and confident in catholic teachings.

Catholic identity is everywhere on our school campus, we hold ourselves as educators to such a high standard in the Catholic Community. We are always reaching out to broaden the faith. Our children are caring and concerned for the needy and know the value of giving, and truly recognize that there are people less fortunate. They have the Catholic value instilled in their daily life, the evidence is the programs by Student Council and how they motivate the children of our school to donate and by educating and making them aware.

The Staff and students strive to share their time, talents and treasures.

Sr. Elizabeth as principal, close association with church, theology integrated into other subjects,

Sr. Maria, symbols and pictures throughout the school

Diversity helps us see more of a understanding for each other

The children are encouraged to reach out in the community and to serve those in need and less fortunate than themselves. The children are made aware of the sacrifice their parents have made to send them to SJV. They are taught the philosophies of Jesus and to treat others in a way that would please Jesus.

All visuals exhibited throughout the entire school, as well as, the warmth that is felt when you are among the faculty, staff, and students while you are at S.J.V.

Weekly school mass, opportunities for school children to go to reconciliation, religion classes for each grade, prayers said at various times every day.

Strengths of Catholic identity- Catholic symbols displayed throughout the school, Catholic presence within the classrooms, mission & vocation of school

The children are involved in the liturgy every week in our School and Parish. We have a youth group to welcome them back to the parish after they leave and the students that have graduated are a big part of that.

Outreach to families in time of need Participation in Mass Respect for all and Love one another are constant themes

Faculty and Staff engage in Faith sharing regularly. .Outreach in both the local and global community is a hallmark of our Catholic identity

**End-What are the strengths of Catholic identity at our school?**

## **What improvements can be made to enhance Catholic identity at our school?**

I believe we should have parent meeting explaining what we believe in and how to incorporate Catholic identity at home and at school.

None that I can think of

unsure

encouraging parents who do not even take their children to church

To continue to make improvements and enhancements as the we move forward in our journey.

I think our school does an excellent job and can think of any major improvements.

More evening activities on the weekend for the kids to take part in. They really enjoy working at the Fish Fry during the Lenten season. Perhaps we could have another type of function during the year, like a spaghetti dinner to raise awareness of cultural issues in our community, as well as raising money for other school activities.

Continue to encourage families to participate in Sunday liturgy

I can't think of any.

I feel we are doing a good job.

I would be nice if the First Communion Classes were given in school during Religion time.

A stronger emphasis on equality on all members of the school community.

NONE

I cannot think of any.

More Diocese of Orlando get together where the students and their families can experience how many people are involved and to enhance the feeling of belonging to something bigger than just our one school.

Provide more opportunities for the classes to interact with one another and to share what they know about our faith. (ie. Bible Buddies with 6th and 2nd graders)

I FEEL THAT IT IS PRETTY WELL COVERED.

Have visual depictions of what the students see as their identity as Catholics, and incorporate into signage around our school.

none

I feel that it is everywhere in our school. We live it everyday through prayer and teaching the children.

I AM HAPPY WITH THE CURRENT IDENTITY- DON'T KNOW WHAT I WOULD IMPROVE ON we are constantly striving to improve our selves. Perhaps a junior high teacher could teach religion class to a younger group and vice versa, that would be fun for the kids and they could see that we all have the same beliefs

I'm not sure any improvements are needed.

more integration into other subjects, opportunities for parents like a Bible study class

This is a tough question as there is so much already in place. We see, we pray, we reach out to the community. I would think as a teacher's aide, I constantly try to be a catholic example to our students. So it is always my goal to be an example of being a good Christian and always looking for ways to bring Jesus into our daily learning and playing. So the answer to the question would be, finding new and innovative ways to make myself (staff) a better Christian. I feel that there should be opportunities for parents to attend faith/parental formation workshops.

This would be beneficial and rewarding in the upbringing and partnership in their child's education.

We all know as God's children we are one with all people of every religious background, but it would be nice to teach the school children a sense of pride to be CATHOLIC. The one true church handed down by Christ to the Apostles. That identity sets us apart, even though all are loved by God.

Strengthen partnership with parents on a daily basis

To TEACH children HOW to be evangelists. Teaching them about evangelist s is good and we do that but then we need to teach from pre school to Jr.High HOW to be an evangelist.

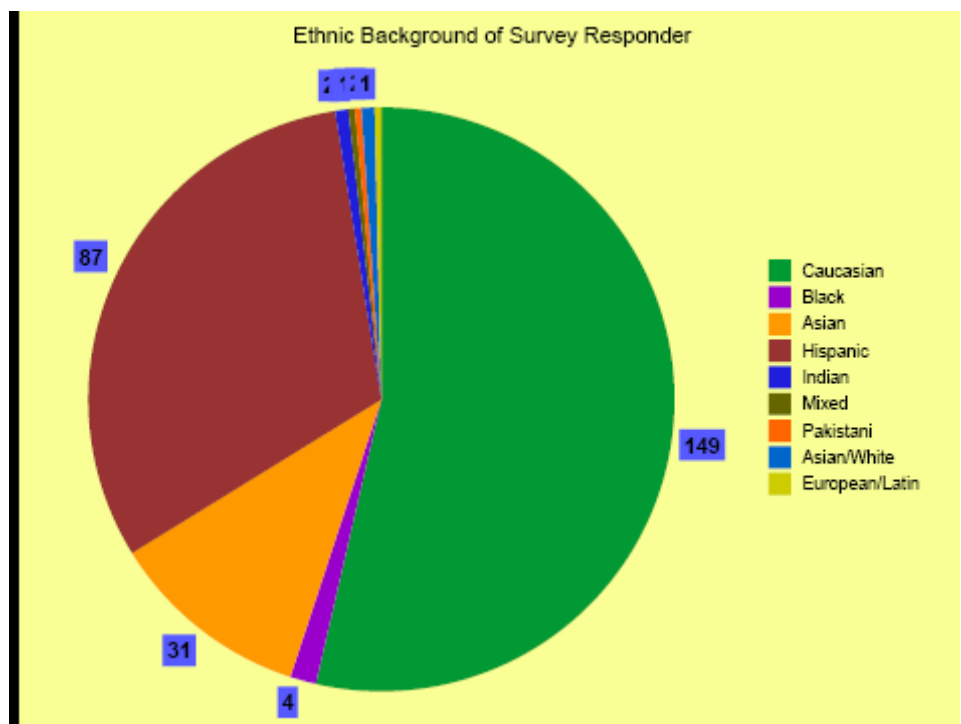
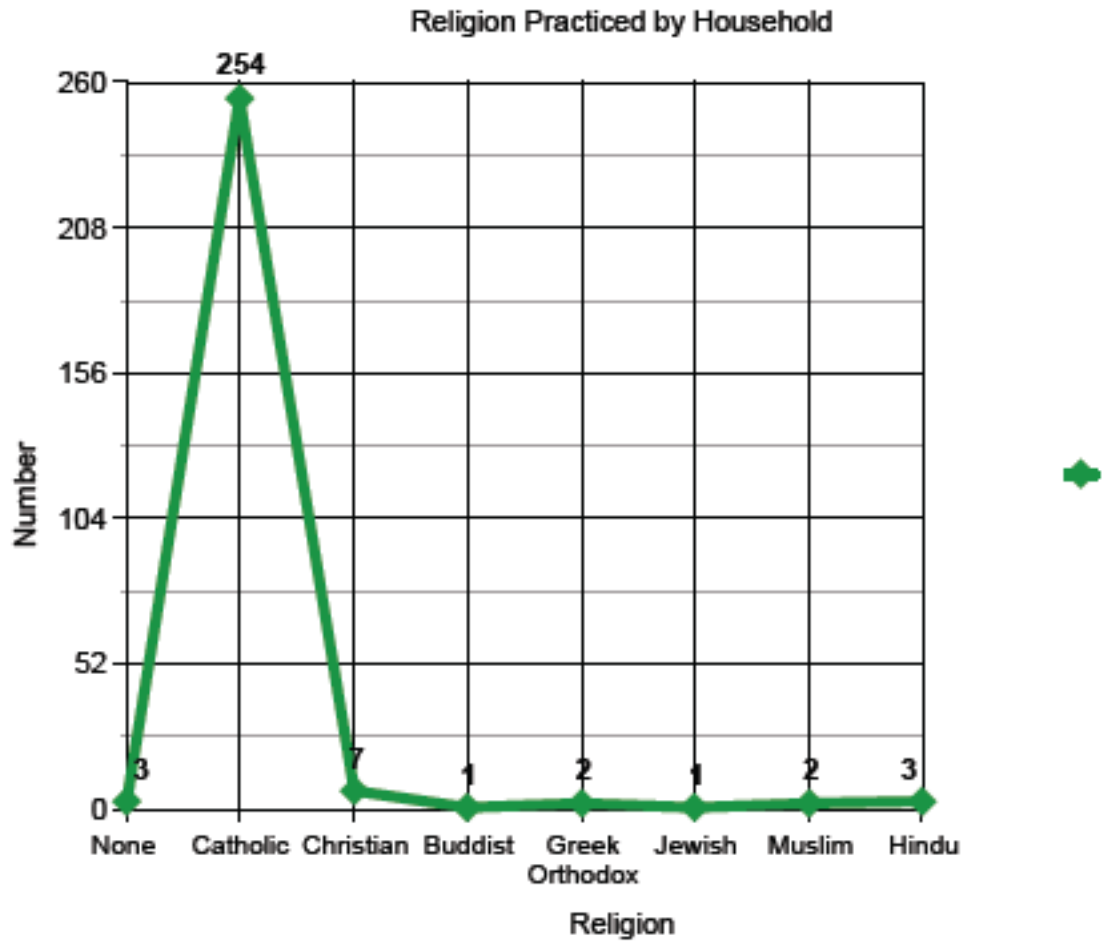
I can think of none

I am confident that our Catholic identity is well recognized in our Parish community and beyond

**End - What improvements can be made to enhance Catholic identity at our school?**

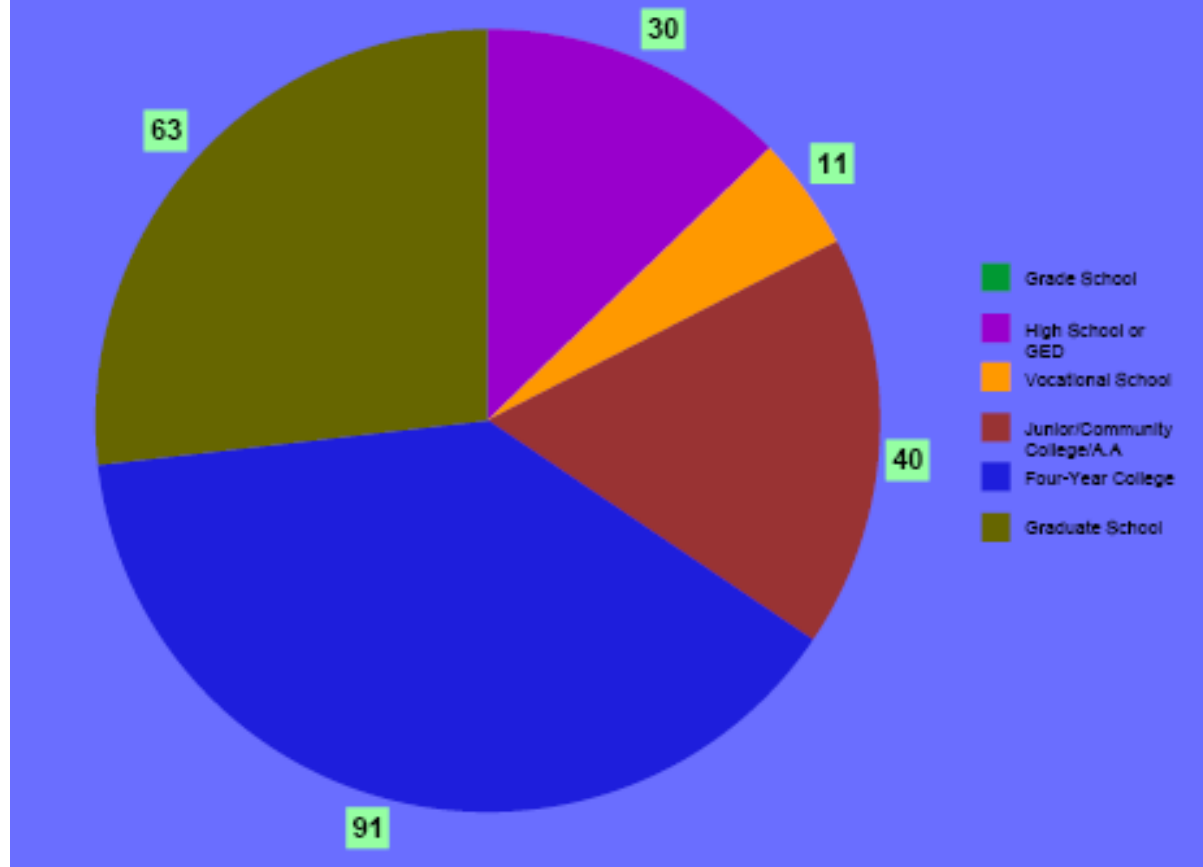
**ADDENDUM 7:  
ARCA REPORTS  
FOR THE LAST 3  
YEARS**

### ADDENDUM 8: DEMOGRAPHICS

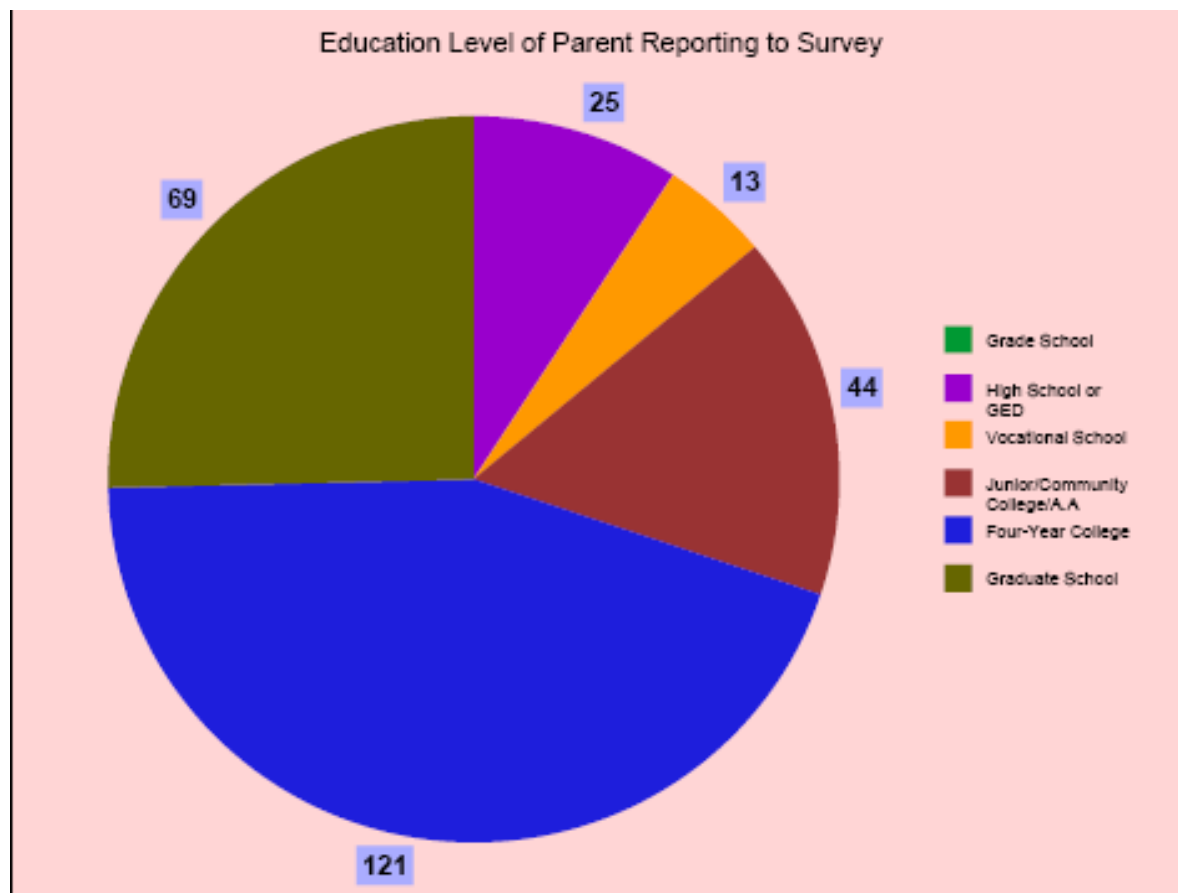


Education Level of Spouse of Parent Reporting to Survey

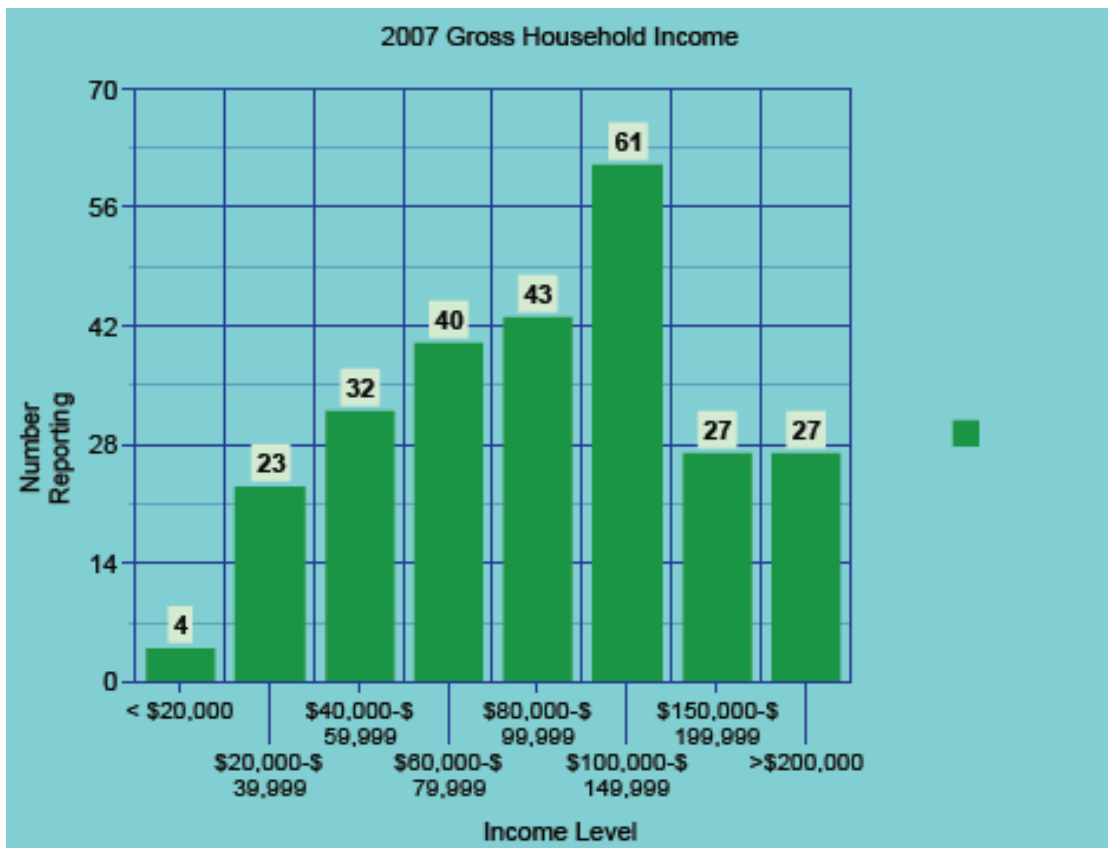
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Education Level of Parent Reporting to Survey



8



## **ADDENDUM 9: TECHNOLOGY UPDATE**

### **2006/2007 Technology Improvements:**

- **Purchase of 18 Desktops in the Science Lab to facilitate half the class using technology while the other half is performing lab experiments.**
- **Place the older remaining 9 desktops in the media center to expand the technology to 18 desktops allowing for half the class to use technology in the Media Center.**
- **Purchase 18 laptops to be placed on a Laptop Cart to be shared between the third and fourth grades.**
- **Process of retrofitting 4 (experiment) classrooms (3B, 4B, 5A, & 7A) with a Tablet PC, Projector, Screen and DVD/VCR to be viewed in the front of the classroom to allow for an interactive technology supplement to the core curriculum. Closed circuit television providing morning announcements as well as cable in the classroom can be viewed on the projector screen as well as the classroom television.**

- **Expanding the school network into a wireless infrastructure allowing the purchases of tablets and laptops to perform on the network seamlessly and without a physical network wire connection – “WIRELESS”**

### **2007/2008 Technology Improvements:**

- **Upgrade of (3) Servers and backup devices to implement a “fail-safe plan” to the SJVS network to include minimal downtime and provide a complete backup system of the entire network in case of catastrophic failure.**
- **New Hardware Internet Firewall to replace the Software Firewall. This allows for stricter web filtering and prevention of Spam to enter into the SJVS network environment.**
- **Retrofit remaining classrooms (Kindergarten – 8<sup>th</sup> grade) with a Tablet PC, Wireless Mouse, Projector, Screen and DVD/VCR to be viewed in the front of the classroom to**

**allow for an interactive technology supplement to the core curriculum. Closed circuit television providing morning announcements as well as cable in the classroom can be viewed on the projector screen as well as the classroom television.**

- **Purchase of 30 Teacher desktops to keep up with technology turnover and provide the teachers with the latest in technology. The replaced machines were utilized in the lower grades (K-4) to allow more computers for Accelerated Reading and other smaller group projects. Each of these classrooms was outfitted with a computer table and chairs as well as wiring to be supported on the SJV network.**
- **All classrooms were outfitted with a Color Laser Printer to replace the DeskJet's and Inkjets. This will lead to savings in printing costs in the long run.**
- **Network expansion to include the new resource center and junior high math teacher through fiber optics connection.**

- **United Steaming –An online video resource for all classroom teachers to enhance their curriculum and supplement the teacher’s daily lessons.**
- **BrainPOP online software to aid in the instruction with out Kindergarten – 3 graders.**

### **2008/2009 Technology Improvements:**

- **Replenish and replace 35 laptops in the Junior High English room to keep a high critical area of the school up to date with the latest technology.**
- **The excess 35 laptops have been split - half go the Science lab to now provide 35 computers total (18 Desktops/17 Laptops) in the Science Lab and the other 18 to go to third grade to eliminate the sharing between the third and fourth grades.**
- **A new 52 inch LCD panel TV hooked to a Tablet PC for experiments and other technology supplements in the Science Lab.**

- **Replace the Exchange Server allowing for up to date technology with all faculty email accounts and using the remaining server solely as our Web Server to host [www.sjvs.org](http://www.sjvs.org)**
- **Retro-fit the Music room to include a Tablet, Projector, Screen, and DVD/VCR all connected to a Stereo Sound System throughout the room to supplement technology along with the music curriculum.**
- **Retro fit the 5<sup>th</sup>/6<sup>th</sup> Grade English Room with 18 Laptops for 5th/6<sup>th</sup> grades classes to simulate the Junior High English Lab.**
- **Purchase of a Media Center Apple Desktop to prepare for new technologies with video Announcements throughout the school.**
- **Place Color Laser Printers all throughout the school to replace all DeskJet and Inkjet printers.**

- **Purchase of an Apple iPod to be utilized throughout the grades for reading and listening to books online.**
- **Running of Fiber optics to include the Ministries Building on the SJVS network. This eliminated a poor wireless connection to the Music Room and that part of campus.**

**ADDENDUM 10:  
FIRST YEAR  
PROGRESS  
REPORT**