

## Accreditation Action Plan Progress 2016-21

### Improve Creative Thinking Through the Implementation of a creative art program

September 2016 - Elementary teachers were encouraged to research creative art programs and introduce creative art projects.

1<sup>st</sup> grade implemented the following changes:

- Introduced more art with shading techniques
- Did more pencil drawings
- Used more oil pastels for drawing

July 2017 the 1<sup>st</sup> grade teachers worked on developing watercolor projects using water color pencils for implementation in the 2017-18 school year.

September – Miss Allison Ritchie was hired to teach junior high and high school art electives

September 2017 - 1<sup>st</sup> grade implemented the following changes to the art curriculum:

- Used Pinterest and links to related sites to find art projects.
- Used [deepspaceparkle.com](http://deepspaceparkle.com) to learn about different techniques and projects.
- Used [handmadekidsart.com](http://handmadekidsart.com) to find different creative art projects.

September 2017 -Teachers were given a lesson plan template to use in recording the art projects they decide to implement. These will eventually be compiled in an art curriculum binder.

September 2017 – The following resources were made available for teachers to consult in developing creative art projects:

- *The Christian Teaching of Art* by Bob Jones University Press
- *Sparkling Student Creativity* by Patti Drapeau
- *Emphasis Art* by Intext Educational Publishers
- *Making Amazing Art* by Sandi Henry
- *With Art in Mind* by Patricia Groebner
- *Champion Creatively Alive Children* by Crayola
- *Visual Manna's Complete Art Curriculum* by Richard and Sharon Jeffus

October 2017 – Teachers were instructed to compile 20 creative art lessons they would like to do with their classes during the year. They were also instructed to keep one completed project for every lesson so that it can be included in the Art Curriculum binder along with the corresponding lesson plan.

January 2018 – Chuck Mason presented an art workshop which focused on the benefits, goals, elements, techniques to be emphasized, and creative aspect of a creative art program.

January 2018 – Teachers met in groups to review the art projects they were interested in including in the art curriculum. The goal was to assure that there was not a duplication of projects, and that the projects were appropriate and creative.

February 2018 – Teachers began submitting art lesson plans along with corresponding art samples to be included in an Art Curriculum binder.

May 2018 – The office staff typed up the art lesson plans using a common lesson plan template, purchased binders and plastic sheet protectors, and compiled the lesson plans and art samples into three curriculum binders.

June 2018 - Teachers received a binder with the art projects for their grade and a complete copy of the entire curriculum was placed in the office for periodic updates.

September 2018 – Teachers reviewed and revised the Art Curriculum for their grade level

September – Mrs. Lisa Adam was hired to teach the high school art elective class.

### **Improve math problem solving ability**

September 2016 - BJU math books were purchased for every elementary teacher to use as resources in supplementing additional problem solving.

September 2016 – Miss Berrey began using IXL in Geometry and Algebra II

September 2016 - Miss Berrey instituted a policy for correcting tests and homework which allows for partial points to be earned back in Geometry, Algebra II, PreCalculus, Calculus, Chemistry and Physics. Students showing convincing explanatory work for all mistakes earned points back on the assessment. This has impacted student grades significantly and increased their understanding greatly, providing a definite improvement both in learning gained from the exercise and student participation in the endeavor.

September 2016 – Miss Berrey began presenting students in Geometry, Algebra II, PreCalculus, Calculus, Chemistry, and Physics with supplementary problem solving examples from the Massachusetts Department of Elementary and Secondary Education released tests.

September 2016 - Mrs.DeLeon began using a video version of her math curriculum in the Talent Development class for students who fell behind.

September 2016 - 1<sup>st</sup> grade instituted the following strategies to improve problem solving ability:

1. Teachers worked through more oral math problems with their students
2. Teachers taught students to write down problems given orally so they could see their work.

3. Teachers used the IXL learning computer program for math.
4. Teachers used the Thinking Cap problems at the end of the arithmetic lessons for practice in thinking out problems. They also used extra story problems throughout the year.

September 2016 - 5<sup>th</sup> grade students were give extra oral story problems.

September 2016 - Supplemental math materials from Bob Jones University Press, Evan Moore Publishers, Sadlier-Oxford, and Purposeful Design were made available for teachers to use in incorporating one additional math problem solving activity each day.

September 2017 – Supplementary problem solving examples from the Massachuettts Department of Elementary and Secondary Education Achievement tests which have been released were distributed to every elementary and math teacher to use as a resource in providing additional practice in the area of math problem solving.

Feb. 17, 2017 Kina Berrey completed an online set of modules put out by AP Central/College Board to prepare for a slight change in focus on the AP Calculus curriculum. It was 8 modules that were worth .2 CU's each or 1.6 CEU's total. She spent about two hours per module completing the task which would be the equivalent of a two-three day workshop.

Sept. 2018 - Teachers continue to present at least one supplemental problem solving problem to their classes each day.

Sept. 2019 – Teachers continue to present at least one supplemental problem solving problem to their classes each day.

### **Effectively expand the use of technology and integrate it into the existing curriculum**

June 2015 – Teachers were given the book *Digital Learning Strategies* by Michael Fisher to read over the summer in preparation for a discussion during in-service training in September.

August 2015 – New computers and monitors were purchased for the computer lab and each classroom. Older computers were transferred to classrooms to further enhance the technological resources available to students in their rooms.

September 2015 – VCA began the second year of its iPad initiative with students in 9<sup>th</sup> and 10<sup>th</sup> grades now being required to buy and use iPads in school.

September 2015 – Teachers discussed the book *Digital Learning Strategies* by Michael Fisher and identified ways to further integrate technology into the learning process and to further teach technological skills to their students. Kina Berrey also instructed teachers in how to use VCA's new Rediker Teacher Plus Software.

January 4, 2016 Matthew Markstone a teacher on assignment in the Santa Maria High School District, whose job is to help the district faculty integrate technology into the classroom, presented a workshop to our K-12 teaching staff on the integration of technology.

2015-16 - Student papers in U.S. History and College Prep were submitted on google docs.

2015-16 - Received audit approval for a revised AP U.S. History class which will lead students into deeper critical thinking skills. One exam includes 9 group projects for presentation in class using PowerPoint and Prezi technology.

2015-16 - Implemented the use of both parent and student portals through Rediker PlusPortal Software.

2015-16 - Teachers began using Redikers TeacherPlus Student Information System Software for email, portal updates for homework, grade entry, and attendance using their school issued iPads.

2015-16 – Use of iPads was expanded in the school to include grades 9 and 10.

2015-16 – All secondary students participated in a homeroom digital video project during Spring Spiritual Emphasis Week.

2015-16- Use of the IXL app school wide, especially in upper elementary and in secondary grades was pioneered by selected teachers.

2015-16– Increased use of technology in the first grade included:

- Using the iPad for correcting papers on the screen.
- Using the iPad for doing math and language drills using the IXL Learning program.
- Using the computer more frequently to show students pictures and give them information about things discussed in class. This was especially true in Science.
- Using the iPad to mark special sounds on Phonics papers
- Using the iPad to review the Phonics charts
- Creating a collage from pictures taken on the iPad during science lab and emailing it to parents
- Using You Tube to show Bible Stories and a movie of the Boxcar Children that had been read as a class.

2015-16 – Students in the Talent Development class used the following types of technology:

- The apps Spelling City, SeterraGeography, and CheggFlashcard
- Typing.com and Moby Max.com
- Microsoft word and PowerPoint to construct book reports.

2015-16 - Students in high school math classes were involved with the following type of technology.

- The use of many PowerPoints
- The use of Zipgrade
- The use of Air server for mathematical pattern games and displaying information

- The use of PlusPortals for email, portal updates of homework, grade entry and attendance.
- The use of relevant You Tube videos

2015-16 – Miss Berrey took part in professional development in technology through online AP Calculus modules and a Vernier Workshop

August 2016 – During teacher in-service week, Chuck Mason presented a workshop on “Goals for Technology”. Topics of discussion related to the integration of technology into the learning process including creating media, showcasing understanding, collaborating with peers, communicating with broad audiences, replacing books, taking assignments, reasoning from biblical and academic evidence, and giving students a choice of how to demonstrate their learning.

September 2016 – The iPad initiative entered its third year with students in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades now being required to buy and use iPads in school.

September 2016 – A site license was purchased to allow the entire staff to use IXL in their efforts to improve student math problem solving skills as well as for other instructional purposes.

September 2016 – Purchased *Trajectory* a computer curriculum published by Globalacademics.com to teach our K-8 students to effectively use Microsoft Office software. We also use *Learning Microsoft Office* textbooks published by Pearson in the 8<sup>th</sup> grade Computer Applications class.

2016-17-Increased use of technology in kindergarten included

- The use of BrainPopJr.com to introduce and build on class concepts, as well as to take interactive quizzes.
- The use of the *Puppet Pals* app to make simple presentations using pictures, illustrations, and stock photos with voice over.
- The use of the ThingLink app to expand on topics by clicking on existing, relevant images to see expanded multimedia; and to enable students to create images and link their own content.
- The use of the Skitch app to take an image and impose text over it as well as to create storyboards and build maps

2016-17– Increased use of technology in first grade included:

- Students using the iPad to play IXL, Fresh Pick, and Splash Math when they were finished with their seatwork papers.
- Students using the computer to work on math and language skills on a daily basis.U
- Using the computer and projector:
  - To do daily math problems
  - To take a pretend trip across America and around the world in history
  - To show YouTube footage of the places visited
  - To show pictures of art and artists that were being studied
  - To illustrate Bible stories that were presented

- To watch science experiments on YouTube
- To teach students how to draw animals that they wrote about in their writing lessons
- To answer random questions that students posed.

2016-17– Increased use of technology in second grade included:

- Viewing Bible story presentations on YouTube
- Presenting Bible verse visuals using PowerPoint as an aid to memorization and understanding.
- Accessing song visuals and audio, using PowerPoint and Windows Media Player to aid in understanding the meaning of the words of the song, and to help the students with timing as they sang.
- Using an online thermometer to allow students to adjust the thermometer temperature.
- Using math tutorials on YouTube to teach subtraction with regrouping, weight, volume, and the *Counting by Threes* song.
- Using online storybooks from Barnes & Noble Online Storytime Online, Storyline Online, Storytime Online, Storynory, and 2<sup>nd</sup> Grade Stories
- Teaching state facts by using visuals from Google Images, as well as by using videos from YouTube.
- Teaching cowboy songs via YouTube
- Using the I'm an animal series found on the BrownBag Films channel on YouTube
- Using Plickers for assessment
- Using the BJU Press web app to practice math facts
- Using Spelling City to practice spelling lists.

2016-17– Increased use of technology in third grade included:

- Using PowerPoints for reviewing addition, subtraction, multiplication and division math facts, as well as for teaching language concepts.
- Using IXL in math, science, and history
- Using YouTube in science, history, and to teach Pilgrim's Progress
- Using Sushi Monster on the iPad for teaching math
- Using Splash Math on the iPad
- Using Spelling City.com for learning spelling words
- Using the iPad for attendance and grades.
- Using the computer to write stories
- Using the computer to draw pictures
- Learning to put names in charts
- Making PowerPoint presentations
- Putting pictures into borders.

2016-17 – Increased use of technology in fourth grade included:

- Using IXL for classroom drill in math, language, history, and science

- Using IXL for individual free time activity
- Using YouTube videos for history and science:
- Using Quizlet for reviewing in science and history
- Projecting information and pictures from the computer for Bible, history, and science.

2016-17 – Increased use of technology in fifth grade included:

- Using online resources for the Iowa Assessment test preparation
- Using the iTooch app to teach language arts and math
- Using Bible quiz 3D and the Scripture Typer Memorization System apps
- Using IXL
- Using math cards app
- Using the Comparing Decimals app
- Using Quizlet to review for tests and quizzes.
- Using the 5<sup>th</sup> Grade Math Fun, Multiplication, Fraction, and More app
- Producing a 3-5 minute slideshow presentation on a bird in conjunction with the science curriculum.

2016-17 – Increased use of technology in 6<sup>th</sup> grade included:

- Using a Smart board, iPad, computer and camera
- Using the following apps, programs and websites
- Glo Bible – digital Bible
- Teacher Plus – online teacher grade book
- PlanbookEdu – online lesson planner
- ClassDojo – classroom management tool
- Pinterest – collection of online teaching ideas and projects
- Microsoft Word – word processing tool
- PowerPoint – presentation tool for vocabulary, review, and quizzes
- Sushi Monster – addition and multiplication game for practicing and reinforcing math fact fluency
- Multiplication Genius 19x19 – multiplication facts practice
- IXL – interactive introduction and practice of math and language concepts
- Quiz My Grammar – Quiz game for learning and practicing parts of speech
- Grammar Expert – grammar study and quizzing
- Grammar Express – lessons explaining parts of speech and grammar rules
- State Puzzles – interactive puzzle for learning US geography and state capitals
- SpellingCity – personalized spelling practice, games, tests, and teacher reports
- Pixabay – copyright free photos, clip art, illustrations, and videos.
- RefME – Bibliography formatting tool
- BrainPOP – animated movies and quizzes in all subject areas
- Quizlet – classroom reviews; student study tool
- FlipQuiz – gameshow-style board for classroom reviews

- Smilebox – digital scrapbook
- Tagul – digital art projects
- ViewPure – website tool for viewing YouTube videos without comments, ads, and inappropriate content
- Doing a research paper using online research and pictures
- Doing a science project using online research, word processing, chart and graph creation and pictures.
- Doing Adjective Word Art – a word art design using shape, font, color, and layout

2016-17 - Increased use of technology in science included:

- Physics students were paired with 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade classes to complete a digital lab experiment using Vernier LabQuests
- The use of Vernier LabQuests for various labs was continued and expanded
- The use of the website ThePhysicsClassroom.com was continued and expanded
- The digital project involving blogging progress and completion of Mousetrap cars was continued and expanded

2016-17– Increased use of technology in Algebra II included:

- Continued and expanded use of IXL
- Expanded use in organization and communication. Pictures were taken of everything. Lots of screen shots, email, homework notebook, calendar
- The StudentPlus app for checking both homework and grades was used.

2016-17– Increased use of technology in Geometry included:

- Continued and expanded use of IXL
- Organization and communication – pictures of everything. Lots of screen shots, email, homework notebook, calendar.
- The StudentPlus app was used for checking homework and grades.

2016-17– Increased use of technology in PreCalculus included:

- Continued and expanded use of IXL
- The StudentPlus app was used for checking both homework and grades
- The use of graphing calculators was continued and expanded.
- Organization and communication – pictures of everything – lots of screen shots, email, homework notebook, calendar.

2016-17– Increased use of technology in Calculus included:

- Continued and expanded use of graphing calculators

2016-17 – Increased use of technology in 10<sup>th</sup> grade Geography includes:

- Regularly using Power Point to make and present country presentations
- Using world maps on the iPad to allow students to review country, capital, and city locations of places in the world.
- Using Google Earth to look up locations of world landmarks

2016-17 – Increased use of technology in Spanish includes:

- Using the app Duolingo to help enrich the language learning experience

2016-17 – Increased use of technology in English includes:

- 9-12<sup>th</sup> English students submitting assignments by email
- 10<sup>th</sup> grade English used iPads to find sources from local library websites for an author research paper.

October 2016 - 7<sup>th</sup> graders used iPads to Face time class with a student who was at home with a broken ankle

January 2017 – Daniel List was hired to be our new IT Director. Under the direction of Thad Lewis who is retiring from that position, Daniel is becoming familiar with our network and will be making recommendations for changes to allow for its expansion.

January 2018 - Wayne Dueck initiated a U.S. Government Project: Updating Civil Rights Chapter 19. Nine pairs and one lone student researched Supreme Court cases since 2000 (especially during the last 5 to 60 years) to discover and present the status of Civil Rights/Liberties in America since 9-11

June 2019 – Jennifer and Chris Sallee attended a ten hour AACCS Continuing Education Seminar titled “Using G Suite for Education, Google Classroom and Chromebooks Effectively by Dr. David Warren.

August 2019 – Jennifer and Chris Sallee present an In-service workshop on Google Suite to the secondary faculty.

September 2019 – a decision was made to purchase two Google Chromebooks to use with two high school students this year. If successful VCA may switch from requiring students to purchase iPads in ninth grade to the school purchasing Chromebooks and renting them to the students. The potential advantage being assessed is whether they can be locked down more effectively thereby protecting students from improper use.

### **Determine a sequence for curricular review**

The following sequence of curricular review was adopted.

Art/Technology	2015-16
Math Problem Solving	2016-17

Science (Lab Experiments)	2017-18
English/Writing	2018-19
History	2019-20
WASC year	2020-21

Sept. 2016 – Teachers reviewed the following math textbooks and filled out evaluation forms:

- *Math* by Bob Jones University Press
- Purposeful Design
- Progress in Mathematics by Sadlier-Oxford

April 2018 – Kina Berrey reviewed and adopted for the coming year *The Physics Classroom* from physicsclassroom.com

February and March 2019 – Teachers reviewed the following books and filled out evaluation forms

- *Elevate Science* by Pearson Education, Inc.
- *Science* by Purposeful Design
- *Science* by Bob Jones University Press (This series was adopted for the 2019-20 school year)
- Two workshops were presented by Richard Terhune of BJU Press to familiarize the faculty with these texts and materials.
- *Spelling Plus* by Purposeful Design
- *Literature* by MosDos Press
- Implications in Literature by Text Word Press
- American Republic by ABeka Book
- World History and Cultures by ABeka Book
- World History, Culture and Geography by McGraw Hill
- U.S. History and Geography: Continuity and Change by McGraw Hill
- American History: Connecting with the Past by McGraw Hill

### **Continue to improve campus security, student safety and student supervision**

September 2016 - Mr. Mason began helping direct cars during car line dismissal

January 4, 2016 - Officer Shane Armstrong of the Santa Maria Police Department presented a workshop to all K-12 teachers on how to respond if an active shooter were to be on campus. He introduced the faculty to ALICE Training procedures.

September 2016 - A safety patrol program was instituted using 6<sup>th</sup> grade students. The goals of the program are to teach biblical leadership principles and skills, and to improve campus security. Students are on patrol before and during car line dismissal.

September 24, 2016 - Mr. Brian Barriga, a parent and an officer in the California Highway Patrol, addressed the parents at one of our Family Foundation Seminars regarding car line drop off and dismissal safety.

May, 2018 - Two new AED machines were purchased bringing the total on campus to four. These will be placed in the auditorium, school office, library and gym

September 2018 – Daniel List distributed a new app called WhatsApp to help facilitate communication in the event of an emergency.

October, 2018 – Daniel List added a siren to our lock down alarm as a further deterrent in the event of an active shooter incident.

November, 2018 – The fire alarm system was serviced by Ron Smith of Smith Alarms

April 2019 – The gym floor was resurfaced by Gary Flooring of San Diego to assure that it is smooth, flat, and not cupped so as to minimize tripping hazards.

July 2019 – Wall to wall floor mats were installed in the weight room as a result of a donation by Roger Young Construction.

August 2019 – Sergeant Rob Morris SWAT Team Leader for the Santa Maria Police Department presented a three hour ALICE Training Seminar to the entire faculty. As a result the faculty will be informed prior to all fire drills so they know they are only drills. Any other time that the fire alarm is activated teachers will first look and evaluate the situation to see if there is actually a fire or if an intruder may instead have activated the alarm system to draw students out into the open.

September 2019 – Daniel List met with the faculty and reviewed how to use WhatsApp as a communication tool in the event of an emergency.

### **Raise teacher salaries**

December 10, 2015 -The Finance Committee and Deacon Committee both approved a \$3000 base salary increase.

September 2019 - The base salary was raised to \$33,828 which resulted in each teacher receiving a \$5,328 raise.