



SCHOOL OF ST. ALBERT THE GREAT
6667 Wallings Road
North Royalton, Ohio 44133



September 30, 2002

Mr. Louis E. Dalton, Director
Ohio Catholic School Accrediting Association
9 East Long Street, Suite 201
Columbus, Ohio 43215

Dear Louis:

Enclosed is the Year VI School Improvement Plan Progress Report 2 for Saint Albert the Great School. Because of the length and detail of our plan, Form 7.7 provides only summary information of our progress over the past four years. We have addressed our progress on each goal and objective on an action plan basis in the Detailed Report Matrix found at the end this document.

We are most pleased with our overall progress. Although not all elements have been completed in their entirety, we anticipate completing all plans by the end of the school year 2003. Please note that there are some changes and additions to our action plans as we continually reevaluate and address the needs of our students and school community. These are detailed in the report.

This plan has provided us with a number of benefits. First, as you are aware, our school experienced changes in administrative personnel since the beginning of the improvement process. The plan provided continuity, direction, and structure during those times of change. Second, this plan was the basis and driving force behind our successful "National Blue Ribbon School of Excellence" application. It is our belief that we would not have been successful in this endeavor without the insights developed in the planning process and the resulting plan. We anticipate further positive benefits as we complete this plan and begin anew the planning cycle over the next few years.

Should you have any questions, please do not hesitate to contact me at (440)237-1032. We look forward to your reply.

Sincerely,

Thomas C. Brownfield, Principal

cc: Sr. Anne Glaser, SND, Director of School Planning

Progress Report

School: St. Albert the Great School
OCSAAA #: 154-CLE
City: North Royalton, OH
Diocese: Cleveland
Date of Accreditation: 1998/09
Progress 1: 2000/10 **Progress 2: 2002/10**

Check one (from date of application) - Year IV: _____ Year VI: x
(Year 5 for North Central Association)

This report is to be sent to the Diocesan Department of Education and the OCSAA. A school that fails to submit a progress report at the end of Year 4, and the end of Year 6 (Year 5 for the North Central Association Schools) should be subject to revocation of accreditation.

To be completed by the school principal or principal's designee

This report must contain the following:
(please check what is contained in this report)

 x This cover sheet

 x Form 7.7, page 1 for each objective of each goal of your final school improvement plan.

 x Form 7.7, page 2

If you have modified your school improvement plan (changed a goal(s), objective(s), and/or major strategies/steps then you must attach the revised/modified plan and check the two boxes below. A change in time frame does not require a new plan and is reported on Form 7.7, page 1.

 x A copy of the new modified final school improvement plan

 x An explanation of why plan was modified

Cover page

Send two (2) copies of this report

Goal (1). To promote student learning through an integration of technology into all curriculum areas.

Objective (1). Establish a technology improvement plan that will provide students and teachers with computer access.

Timeline

(if timeline changed please explain below)

Essentially completed within appropriate timeline

Documentation

(list the documentation developed for this objective)

Technology Action Plan Evaluation / Report

Progress

(below indicate progress made and/or completed for this objective)

Completed as planned, recognizing that this is an on-going process that is never actually completed. See Detailed Report Matrix (page 1) for specific action plan progress reporting.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) x YES NO

Goal (1). To promote student learning through an integration of technology into all curriculum areas.

Objective (2). To provide faculty and staff with appropriate inservice to effectively utilize technology as an instruction tool.

Timeline

(if timeline changed please explain below)

Essentially completed within appropriate timeline

Documentation

(list the documentation developed for this objective)

Teacher Inservice Agendas / Attendance
Teacher Lesson Plans
Teacher / Student Work Samples
Staff Development Record
Report on Program Evaluation of Staff Development

Progress

(below indicate progress made and/or completed for this objective)

Completed as planned, recognizing that this is an on-going process that is never actually completed. See Detailed Report Matrix (page 2) for specific action plan progress reporting.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) _____x_____ YES _____ NO

Goal (1). To promote student learning through an integration of technology into all curriculum areas.

Objective (3). To provide computer hardware and software in each classroom and instructional area (library) for the completion of teacher and student work assignments.

Timeline

(if timeline changed please explain below)

Essentially completed within appropriate timeline

Documentation

(list the documentation developed for this objective)

Technology Utilization

Software Catalog

Purchase Orders; Technology Allocation Budget; Inventory of Software and Hardware

Purchases; Prioritized List of Hardware/Software Need

Progress

(below indicate progress made and/or completed for this objective)

Completed as planned, recognizing that this is an on-going process that is never actually completed. See Detailed Report Matrix (page 3) for specific action plan progress reporting.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) _____x_____ YES _____ NO

Goal (1). To promote student learning through an integration of technology into all curriculum areas.

Objective (4.) To assess the impact of integrating technology across the curriculum on Student learning at the 5th and 7th grade levels.

Timeline

(if timeline changed please explain below)

Essentially completed within appropriate timeline

Documentation

(list the documentation developed for this objective)

Student Portfolios
Standardized Test Results - Iowa Test of Basic Skills

Progress

(below indicate progress made and/or completed for this objective)

Completed as planned, recognizing that this is an on-going process that is never actually completed. See Detailed Report Matrix (page 4) for specific action plan progress reporting.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) x YES NO

Goal (2). Meet the diverse needs of a growing student body through expanded facilities, increased resources, and differentiated instructional programs/strategies.

Objective (1.) Teachers will differentiate instruction and curriculum to meet students needs based on student readiness, student interests, abilities, and learning strengths.

Timeline

(if timeline changed please explain below)

Essentially completed within appropriate timeline

Documentation

(list the documentation developed for this objective)

Report on teacher evaluation of In-service experiences
Teachers lesson plan samples
Use of In-service strategies on meeting diverse needs
Individual Assistance Team Records
Learning Disabilities Tutor Schedule
Comparative Employee Rosters showing additions of Aides
Mobile Unit Schedules
Published "Entry Criteria" for Enrichment Reading Program
Enrichment Committee recommendation for Accelerated Math Purchases
Accelerated Math Program hardware and software available for visual inspection as well as sample student products.

Progress

(below indicate progress made and/or completed for this objective)

Completed as planned, recognizing that this is an on-going process that is never actually completed. See Detailed Report Matrix (page 5-6) for specific action plan progress reporting.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) x YES NO

Goal (2). Meet the diverse needs of a growing student body through expanded facilities, increased resources, and differentiated instructional programs/strategies.

Objective (2). Develop a School-wide Guidance plan for grade K-8 with particular focus on grades 5-8.

Time line

(if timeline changed please explain below)

Some elements of this have been delayed; project not yet completed. Will be completed by end-of-school year 2003. Details are provided in the Detailed Report Matrix (page 7).

Documentation

(list the documentation developed for this objective)

Log of Student Guidance Contacts
Guidance Counselor Classroom Schedule
Group Guidance (Quest) - Teacher Lesson Plans
Guidance Evaluation Report

Progress

(below indicate progress made and/or completed for this objective)

Not yet completed. See Detailed Report Matrix (page 7) for specific action plan progress reporting.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) _____ YES ___x___ NO

Goal (2). Meet the diverse needs of a growing student body through expanded facilities, increased resources, and differentiated instructional programs/strategies.

Objective (3). Develop, organize, and evaluate a cross-age tutoring program to improve achievement in Reading for grades 1-4.

Timeline

(if timeline changed please explain below)

Some elements of this have been delayed; project not yet completed. Will be completed by end-of-school year 2003. Details are provided in the Detailed Report Matrix (page 8).

Documentation

(list the documentation developed for this objective)

Data Evaluation - comparison of Stanford Tests Scores on Form A (10/98) and Form B (3/98) - NOTE THAT WE WILL USE IOWA AND CAT SCORES INSTEAD OF STANFORD TEST SCORES

Reading Progress Data (Pages Read / Words Mastered per Tutee)

Progress

(below indicate progress made and/or completed for this objective)

Not yet completed. See Detailed Report Matrix (page 8) for specific action plan progress reporting.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) _____ YES ___x___ NO

Goal (2). Meet the diverse needs of a growing student body through expanded facilities, increased resources, and differentiated instructional programs/strategies.

Objective (4). Develop a middle school program to better serve the developmental needs of students in grades 6-8.

Timeline

(if timeline changed please explain below)

After carefully researching concept, have elected not to implement middle school program as originally defined. Therefore, timeline will not be met. Details are provided in the Detailed Report Matrix (page 9).

Documentation

(list the documentation developed for this objective)

Report on Middle School Surveys - WILL NOT BE AVAILABLE
Analysis of IOWA Tests of Basic Skills - Grade 7
Review Student Report Cards - Grades 6-8
Grade 7 and 8 Mathematics Class Schedules

Progress

(below indicate progress made and/or completed for this objective)

Essentially completed. After careful research and consideration, have elected NOT to implement Middle School Program. Instead, are implementing other tools for serving the developmental needs of our students. See Detailed Report Matrix (page 9) for specific action plan progress reporting.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) x YES NO
(Note that all elements of original documentation will not be available).

Goal (2). Meet the diverse needs of a growing student body through expanded facilities, increased resources, and differentiated instructional programs/strategies.

Objective (5). Provide school revisions to address the growing needs of our increasing enrollment.

Timeline

(if timeline changed please explain below)

Essentially completed within appropriate timeline

Documentation

(list the documentation developed for this objective)

Comparisons of room sizes in New School Facility and Existing Facility
Class Lists / Student Enrollment
Library Schedule of Classes and Circulation Records
Hot Lunch Schedules / Percentage of Lunches Purchased per Month
Survey Results on Hot Lunch Evaluation
Visual Inspection of New Mobile Unit

Progress

(below indicate progress made and/or completed for this objective)

Completed, except for full reduction in class size. See Detailed Report Matrix (pages 10-11) for specific action plan progress reporting.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) YES NO

Goal (2). Meet the diverse needs of a growing student body through expanded facilities, increased resources, and differentiated instructional programs/strategies.

Objective (6). Develop a five year financial plan to expand the school's funding base to cover the cost of operation and capital maintenance and improvement needs.

Timeline

(if timeline changed please explain below)

Some elements of this have been delayed; project not yet completed. Will be completed by end-of-school year 2003. Primary reason for the delay relates to the fact that our finances have been in tremendous flux due to the constant capital improvements and growth in the number of personnel. Therefore, we addressed each year's finances, budgeting, and forecasting independently. After the 2001-2002 school year, most of these elements became constant enough to have a stable set of historical financial data to ensure accurate financial forecast modeling. That modeling process is in progress, with completion pending final issuance of the final audited financial statements for the 2001-2002 school year. As stated previously, all elements of this objective should be completed by end-of-school year 2003, with updates on a regular basis.

Documentation

(list the documentation developed for this objective)

Document - Financial Plan

Year End Elementary School Budget Balance Sheets including Income/Expenses

Progress

(below indicate progress made and/or completed for this objective)

Not yet completed. See Detailed Report Matrix (page 12) for specific action plan progress reporting.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) _____ YES ___x___ NO

Goal (2). Meet the diverse needs of a growing student body through expanded facilities, increased resources, and differentiated instructional programs/strategies.

Objective (7). Develop an enrichment program to better service those students who are academically talented.

Timeline

(if timeline changed please explain below)

Some elements of this have been delayed; project not yet completed. Will be completed by end-of-school year 2003. Details are provided in the Detailed Report Matrix (pages 13-14).

Documentation

(list the documentation developed for this objective)

Annual evaluation report based on Enrichment surveys and Evaluations

Progress

(below indicate progress made and/or completed for this objective)

Not yet completed. See Detailed Report Matrix (pages 13-14) for specific action plan progress reporting. Note that current research does not support the originally structured action plans; the plans have been modified accordingly.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) _____ YES ___x___ NO

Goal (3). To facilitate and nurture the growth of our Catholic identity at St. Albert the Great School, enabling students to live the Gospel message of Jesus in today's world.

Objective (1). Teachers of religion will hold religious certification, improving knowledge and skills in religious instruction to provide for the faith growth of our students.

Timeline

(if timeline changed please explain below)

Some elements of this have been delayed; project not yet completed. Will be completed by end-of-school year 2003. Details are provided in the Detailed Report Matrix (page 15).

Documentation

(list the documentation developed for this objective)

Certification Certificates in Teacher Personnel Files
Surveys to be kept in Self-Study File
Report on Surveys of Teacher Inservice Needs
Teacher Lesson Plan File

Progress

(below indicate progress made and/or completed for this objective)

Not yet completed. See Detailed Report Matrix (page 15) for specific action plan progress reporting.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) x YES NO

Goal (3). To facilitate and nurture the growth of our Catholic identity at St. Albert the Great School, enabling students to live the Gospel message of Jesus in today's world.

Objective (2). To increase the involvement of our parish priests in the religious instruction of students through a commitment of teachers to invite them to present lessons on specific religion topics.

Timeline

(if timeline changed please explain below)

Essentially completed within appropriate timeline

Documentation

(list the documentation developed for this objective)

Report on Evaluations (NOT NECESSARY DUE TO DIOCESAN CURRICULUM REVISION)

Calendar-log of priests visits including List of Topics addressed by grade level.

Progress

(below indicate progress made and/or completed for this objective)

Completed. See Detailed Report Matrix (page 16) for specific action plan progress reporting.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) x YES NO
(Note that all elements of original documentation will not be available).

Goal (3). To facilitate and nurture the growth of our Catholic identity at St. Albert the Great School, enabling students to live the Gospel message of Jesus in today's world.

Objective (3). To strengthen and diversify the current methods of religious instruction to provide a more dynamic and spiritual evangelization of our students.

Timeline

(if timeline changed please explain below)

Essentially completed within appropriate timeline

Documentation

(list the documentation developed for this objective)

Teacher Religion Schedules
Religion Certification / Personnel Files; Teacher In-service Record
List of Clubs and Service Activities Completed
School Schedule

Progress

(below indicate progress made and/or completed for this objective)

Completed. See Detailed Report Matrix (page 17) for specific action plan progress reporting.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) x YES NO

Goal (4). To facilitate improved student learning through attention to professional development in instruction, assessment and management.

Objective (1). To develop individual professional development plans for certified faculty and staff.

Timeline

(if timeline changed please explain below)

Essentially completed within appropriate timeline

Documentation

(list the documentation developed for this objective)

Approved individual plans

Progress

(below indicate progress made and/or completed for this objective)

Completed. See Detailed Report Matrix (page 18) for specific action plan progress reporting.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) YES NO

Goal (4). To facilitate improved student learning through attention to professional development in instruction, assessment and management.

Objective (2). To seek financial resources to fund the approved individual professional development plans.

Timeline

(if timeline changed please explain below)

Essentially completed within appropriate timeline

Documentation

(list the documentation developed for this objective)

PTO Budget Reports
Scholarship Awards

Progress

(below indicate progress made and/or completed for this objective)

Completed. See Detailed Report Matrix (page 19) for specific action plan progress reporting.

This documentation is complete and in the school file (to be reviewed by the external validation team the next accreditation cycle) YES NO

PROGRESS REPORT

I. Describe overall impact this effort of the school improvement plan has made on your school community.

The effort of the school improvement plan has been a positive experience for the community of St. Albert the Great School. The process provided a complete assessment of the needs of our students, teachers, parents, and administration and reenergized our focus on our vision and mission as a school. The final product of the self-study process, the written school improvement plan, has provided a direction and continuity for our school, especially as we experienced changes in administrative personnel. Having a written plan is empowering, and provides a united strategy for best meeting the needs of all members of our community. Also, this plan served as the backbone and driving force behind our successful Blue Ribbon Schools application.

As was observed by the Accreditation Team, this is a very large and complicated plan. As a result, we were not able to accomplish all elements fully within the original time table. However, even though it has taken a bit longer than originally planned to accomplish all of our goals, we continue to have a shared vision and direction for our school. This process has taken the best of business planning principles and applied them to our school community. It has also allowed all stakeholders to provide input and shared responsibility for the successful growth and development of our school organization.

Specifically, the plan has provided the structure to accomplish our goals in the best way possible. This is most evident with the successful completion of our technology goal, which was effectively completed ahead of schedule. Having the plan in place allowed us to proceed and take advantage of funding opportunities in a timely fashion.

II. Describe how progress has been reported to the school community (Standard I)

Progress on our plan has been communicated through both written and oral communications. Written communications include the monthly School newsletter, the monthly Parish Newsletter, the local news media, meeting notes and summaries, published financial reports, grant reports, and internal faculty communications (memos and e-mail). Oral communications include the "Meet the Teacher Night" address by the Principal, school announcements, PTO meetings, and formal and informal faculty, staff, and parent meetings. The overall plan goals are reiterated to parents, teachers, and students as part of our annual Satisfaction Surveys which assist us in assessing how our school community perceives our effectiveness in meeting our goals. Survey results are published annually. Also, the plan was continually referred to in our Blue Ribbon application communications, including posting the full application on our Internet website. We plan to post this final report on our website as well. Additionally, we are presently preparing a Power Point presentation on our overall goals and achievements to date which will be presented to teachers, parents, and other members of our school community.

The school is in compliance with all the OCSAA Standards Yes No

Date: September 30, 2002

Thomas C. Brownfield, Principal

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
1. To promote student learning through an integration of technology into all curriculum areas.	1. Establish a technology improvement plan that will provide students and teachers with computer access.			
		Establish committee	September 1998	Completed.
		Assess current technology use	1st Semester 98-99	Completed.
		Research, study current technology trends	2nd Semester 98-99	Completed.
		Draft preliminary plan	March 1999	Completed.
		Review draft plan with faculty, parents	Spring 1999	Completed.
		Finalize plan	October 1999	Completed.
		Create yearly evaluation instrument	May 1999	Completed. Technology Committee reviews Technology Plan on a regular basis and makes revisions accordingly based upon technological advances, determined needs, and available resources.
		Provide for yearly evaluation and revision of Technology Plan.	Spring 2002-2003	Have revised plans as needed on a regular basis. Have hired part-time Technology Coordinator for 2002-2003 school year. Responsibilities include evaluation, revision, and implementation of Technology Plan as an on-going process.
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>		
Review of finalized technology plan by faculty, committee, Diocesan Education Office	Technology Action Plan Evaluation / Report	Detailed and Approved Revised Technology Plan is available. In addition, two associated finalized grant reports that detail successful accomplishment of the plan are available. The latest plan for the 2002-2003 school year is presently under construction.		

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
1. To promote student learning through an integration of technology into all curriculum areas.	2. To provide faculty and staff with appropriate inservice to effectively utilize technology as an instruction tool.			
		Develop Training Needs Assessment based on - task to be accomplished; Usage/Purpose; Degree of Need; Specific Programs: Focus on training with programs that are accessible and usable	November 1999-2003 Annually; February	In progress. Training needs assessment is an on-going process. As discussed previously, have hired part-time Technology Coordinator whose responsibilities include completing needs assessment and assisting with training. Have developed and used assessment tool since 2001 to evaluate staff understanding and use of technology. Documenting staff development and progress.
		Develop Annual Technology Staff Development Plan including: Topic, Trainer, Date, Time, Place, Outcome	1998-2003	Have offered both in-house and outside training on a regular basis. On-going process. Technology Staff also receives specific training on a regular basis, including but not limited to attendance at TIP meetings sponsored by BCL.
		Technology Staff Development Day	March 1999-2003	On-going process; have regularly provided Technology Development Days on an annual basis. For the 2002-2003 school year, have elected to implement individualized instruction using the Technology Coordinator. Staff indicated need for more individualized instruction rather than group instruction by outside consultants. In addition, have implemented in-house training after/during faculty meetings on a periodic basis addressing technological issues and specific computer programs that we have installed.
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>		
Teacher Inservice Workshops Outlines and Materials	Teacher Inservice Agendas / Attendance	Available		
Use of technology as an instructional tool / Review of Teacher Classroom Evaluation	Teacher Lesson Plans	Available; also have grade specific grant report with completed computer instruction objectives by discipline		
Teacher Classroom Evaluation	Teacher / Student Work Samples	Available		
	Staff Development Record	Available		
In-Service Program Evaluation by Staff	Report on Program Evaluation of Staff Development	Available		

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
1. To promote student learning through an integration of technology into all curriculum areas.	3. To provide computer hardware and software in each classroom and instructional area (library) for the completion of teacher and student work assignments.			
		Inventory existing technology software and hardware.	1st semester 1999-2002	Completed.
		Meet with Technology Committee to develop hardware and software assessment instrument.	February 2000	Completed.
		Teacher / Staff complete hardware and software assessment instrument.	March 2000	Completed.
		Finalize / Prioritize technology hardware and software purchases	May 2000	Completed. Have successfully updated computer lab and have completed full school computerization project. All classes have computers with Internet access and television linked monitors. Have successfully met the requirements of the technology plan. Most recently, have continued with hardware and software evaluation and purchases. In August 2001, replaced network server. In April 2002, replaced all computers in lab, thus providing two up-to-date computers in each classroom. For the 2002-2003 school year, are presently installing wireless infrastructure throughout the school, with plans to purchase laptop computers to enable existence of "mobile" computer lab. Also completed purchase and installation of "Accelerated Math" program hardware and software for grades five through eight.
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>		
Technology Financial Plan	Technology Utilization	Available		
Analysis of Technology Implementation	Software Catalog	Available		
Analysis of Teacher Hardware/Software Assessments	Purchase Orders; Technology Allocation Budget; Inventory of Software and Hardware Purchases; Prioritized List of Hardware / Software Need	Available		

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
1. To promote student learning through an integration of technology into all curriculum areas.	4. To assess the impact of integrating technology across the curriculum on Student learning at the 5th and 7th Grade levels.			
		Identify performance tasks required of 5th and 7th graders in the area of technology usage and annual technology curriculum focus.	August 2000 (Language Arts, 2000); (Math, 2001); (Science, 2002);(Social Studies 2003)	Developed curriculum mapping matrix for technology instruction for grant proposals. Specific performance tasks are defined for all grade levels on a weekly basis in the technology lesson planning process. Technology teacher regularly consults with classroom teachers to coordinate technology lessons with core curriculum. Following Diocesan recommendations on minimum competencies for students at all grade levels. Presently creating technology curriculum strand mapping documentation.
		Develop performance based assessment gr 5 & 7.	October 2000 (yearly bi-annual curricular emphasis)	Technology teacher regularly assesses student performance at all grades levels, including both formal and informal performance evaluations as grade-appropriate.
		Collect student performance samples.	Spring 2001	Samples of student work are stored in individual student computer folders on school network server. Samples include sixth grade PowerPoint Country Reports (Social Studies); eighth grade PowerPoint Book Reports (English); fifth grade HyperStudio Animal Reports (Science); grades one through three software achievement scores using Interactive Math Journey (Math); seventh grade Allegro Music Compositions (Music); grades one through eight Accelerated Reader Achievement Log (Reading). Other curriculum connected software projects are included as well.
		Review and revise performance based Assessment Program.	May 2001-2003	Completed on a regular basis.
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>		
Analysis of Student	Student Portfolios	Available		
Analysis of Technology Implementation	Standardized Test Results - Iowa Test of Basic Skills	Available		

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
2. Meet the diverse needs of a growing student body through expanded facilities, increased resources, and differentiated instructional programs/strategies.	1. Teachers will differentiate instruction and curriculum to meet students needs based on student readiness, student interests, abilities and learning strengths.			
		Provide in-service experiences in the following area: Differentiation Instruction in Mixed Ability Classrooms; Teaching to Multiple Intelligences; Grouping Strategies in the Classroom; Alternative Assessment Strategies; Teaching to Emotional Intelligence	October 1998; October 1999; January 2000; October 2001; October 2002	Faculty has received instruction on Teaching to Multiple Intelligences (Seminary on Motivation: Brain Compatibility Teaching with speaker Ann Anzalone). Attended Diocesan sponsored inservices on assessment (August 20, 2002) with plans to attend in-service on February 14, 2003. Have provided additional in-service experiences (both formal and informal) on other topics - including distribution of "Teaching Gifted Kids in the Regular Classroom" materials. Also, at many faculty meetings, in-services have been offered by trained school personnel (psychologist/guidance counselor, LD Tutors, etc.) on differentiating instruction in the classroom.
		<i>2000 REVISION: Set up Individual Assistance Team to identify students with learning disabilities.</i>	<i>Begin Fall Quarter 2000</i>	<i>Successful implementation and operation of program. Full implementation of program began with 2000-2001 school year. Team includes Teachers, Administrators, Learning Disabilities Tutor and School Psychologist.</i>
		<i>2000 REVISION: Improve school's inclusion program for those students in need.</i>	<i>Begin Fall Quarter 1999</i>	<i>Moved Learning Disabilities Tutor from Modular Unit into school classroom to improve student self-esteem and facilitate communication between classroom teacher(s) and the LD Tutor. The majority of student instruction occurs in the classroom with remediation support provided by the LD tutor.</i>
		<i>2000 REVISION: Provide classroom aides for grades K-3 to ensure greater individual attention.</i>	<i>Begin Fall Quarter 1999</i>	<i>Additional classroom aides have been hired for grades K and 1 (1999-2000). Aides have been hired for grades 2 and 3 for the 2000-2001 school year. 2001-2002 addition of classroom aides for grade 4, computer, and art. 2002-2003 addition of aide for grade 5.</i>
		<i>2000 REVISION: Continue to offer mobile unit instruction for those students in need of math/reading enrichment; remedial tutoring; speech, language or psychological services.</i>	<i>1999-2003 and beyond</i>	<i>Personnel in the mobile unit continue to offer assistance for those students with special needs not met in the daily classroom (math/reading enrichment; remedial tutoring; speech, language and psychological services).</i>
		<i>2000 REVISION: Develop and implement specific "entry" criteria to ensure that those students who will most benefit are enrolled in the school's present enrichment reading program.</i>	<i>1999-2000 school year</i>	<i>Developed and applied criteria including IOWA test scores, reading assessment test and teacher recommendation. The top 20% of students meeting this criteria have been enrolled in enrichment reading.</i>

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
		<i>2002 REVISION: Develop and implement plan to provide classroom based individualized instruction and curriculum for mathematics education for grades 5-8 using Accelerated Math program.</i>	<i>2002-2003 school year</i>	<i>Working with the Enrichment Committee, have purchased and installed Accelerated Math software and associated hardware for 2002-2003 school year. Presently working on program implementation in classroom, with expectations to have program fully implemented by November 1, 2002. Mathematics teachers in grades 5 through 8 will attend inservice in December 2002.</i>
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>		
Teacher Evaluation of Educational In-Service Programs	Report on Teacher Evaluation of In-service experiences	Available		
Teacher Lesson Plans / Provisions / Strategies for Diversity	Teacher lesson plan samples	Available		
Assessment Strategies used in the Classroom	Use of In-service strategies on meeting diverse needs	Available		
	<i>2000 REVISION: Individual Assistance Team Records</i>	<i>Available</i>		
	<i>2000 REVISION: Learning Disabilities Tutor Schedule</i>	<i>Available</i>		
	<i>2000 REVISION: Comparative Employee Rosters showing additions of Aides</i>	<i>Available</i>		
	<i>2000 REVISION: Mobile Unit Schedules</i>	<i>Available</i>		
	<i>2000 REVISION: Published "Entry Criteria" for Enrichment Reading Program</i>	<i>Available</i>		
	<i>2002 REVISION: Enrichment Committee recommendation for Accelerated Math purchases.</i>	<i>Available</i>		
	<i>2002 REVISION: Accelerated Math Program hardware and software available for visual inspection as well as sample student products.</i>	<i>Available</i>		

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
2. Meet the diverse needs of a growing student body through expanded facilities, increased resources, and differentiated instructional programs/strategies.	2. Develop a Schoolwide Guidance Plan for grades K-8 with particular focus on grades 5-8.			
		Form a Guidance Advisory Committee	1st semester, 1999-00	Established committee. Implemented Bullying Program as first major project.
		Continue to implement Quest Program K-8 in Health Curriculum	1998-2003	Continuing as planned.
		Develop and Implement Teacher In-Service on Diocesan Guidance Plan	2nd semester, 1999-00	Not yet completed.
		Add an Elementary Guidance Counselor to the Auxiliary Service Staff	August 2000	Hired as of 2000-2001 school year.
		Create a semi-annual evaluation of the Guidance Program; develop Guidance Program Evaluation Instrument	2nd semester, 2000-2001	Not yet completed.
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>		
Teacher Plans to Implement Quest Program	Log of Student Guidance Contacts	Available		
Student / Teacher Surveys of Guidance Program	Guidance Counselor Classroom Schedule	Available		
Guidance Advisory Committee Evaluation Instrument	Group Guidance (Quest) - Teacher Lesson Plans	Available		
	Guidance Evaluation Report	Not yet available		

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>	
2. Meet the diverse needs of a growing student body through expanded facilities, increased resources, and differentiated instructional programs/strategies.	3. Develop, organize, and evaluate a cross-age tutoring program to improve achievement in Reading for grades 1-4.				
		Analyze Iowa Test of Basic Skills (Reading) to identify students at risk in grades 1 & 3.	Spring 1999	Completed on an annual basis.	
		Faculty orientation meeting to explain program and obtain faculty endorsement.	August 1999	Committee has been established to research and recommend specific tutoring strategy and program.	
		Select students in grades 2 & 4 who are at risk in Reading; Begin training students on Tutoring Strategy/Method	October 1999	Not yet completed.	
		Permission forms distributed to parents of tutors at risk students	November 1999	Not yet completed.	
		Training students in grades 3 & 4 as tutors	January 2000	Not yet completed.	
		Develop Tutoring Schedules	February 2000	Not yet completed.	
		Implement Tutoring Program	Spring 2000	Do presently use individual student reading tutors. Also have program in which sixth grade students work with second graders on reading skills. Full program implementation pending completion of above tasks.	
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>			
Pretest/ Posttest of tutors and tutees using Sanford Achievement Test, Analyze Progress	Data Evaluation - Comparison of Stanford Test Scores on Form A (10/98) and Form B (3/98)	Not yet available; rather than Stanford Achievement Tests, school plans to use IOWA and CAT tests and scores.			
	Reading Progress Data (Pages Read / Words Mastered per Tutee)	Not yet available			

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
2. Meet the diverse needs of a growing student body through expanded facilities, increased resources, and differentiated instructional programs/strategies.	4. Develop a middle school program to better serve the developmental needs of students in grades 6-8.			
		Schedule and Provide In-Service for teachers in grades 6-8 (Middle School Concept, Block Scheduling, Team Planning, Interdisciplinary Learning)	October - January 2000-01	All faculty has been asked to do team planning to ensure interdisciplinary teaching. Some faculty have attended inservices on noted topics.
		Site Visits to local Middle Schools	Spring 2001	Completed during 2000-2001 school year (St. Columbkille, Trinity High School, St. Francis of Assisi - Medina)
		Implement Middle School Program; (1) Orientation - Parents; (2) Orientation - Students	2001-02 August 2001 August 2001	After researching the concept, have elected NOT to implement Middle School Program. This decision was made after careful consideration of our class size, and split research as to program effectiveness. This decision was made in conjunction with the faculty that would be most effected by this program.
		<i>2000 REVISION: Offer additional levels of mathematics education for students in grades 7 and 8 in order to better serve student developmental needs.</i>	<i>1999-2003 and beyond</i>	Have successfully offered two levels of math instruction for grade eight. Have elected not to offer two levels of instruction for grade seven due to scheduling complications. Instead will implement the Accelerated Math program in grades 5 though 8, thus addressing individual student needs while not offered "tracked" classroom experiences for grade 7.
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>		
Teacher, Student, Parent Surveys	Report on Middle School Surveys	Will not be made available due to above cited decision not to implement Middle School Program.		
Middle School Handbook	Analysis of Iowa Tests of Basic Skills - Grade 7	Available		
Audit Scheduling, Planning Meetings	Review Student Report Cards - Grades 6-8	Available		
	<i>2000 REVISION: Grade 7 and 8 Mathematics Class Schedules</i>	<i>Available</i>		
Review Teacher Lesson Plans - Interdisciplinary Learning		Available		

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
2. Meet the diverse needs of a growing student body through expanded facilities, increased resources, and differentiated instructional programs/strategies.	5. Provide school revisions to address the growing needs of our increasing enrollment.			
		Provide nine classrooms to house Gr. 6-8 in larger rooms	August 1998-99	Completed. All classrooms are presently utilized.
		Expand the school library to accommodate an entire class for book selection / research / Internet access	1st semester 1999-00	Completed.
		Reduce class sizes to a maximum of 30 students per class within five years by adding one classroom per grade level	August 2000-03	Have added a minimum of one grade level per year (grade 8 pending). Have successfully achieved class size reduction in some grades, however, enrollment has outpaced original estimates, therefore 30 student class size unlikely within five years. Reduction in Kindergarten class sizes will have effect of reducing all grade levels over nine years.
		Implement a hot lunch program for grades K-8 to be housed in a full service kitchen / cafeteria	October 1998-99	Completed.
		<i>2000 REVISION: Purchase and install a new, larger mobile unit to better accommodate the number of students in need of services. Locate the unit closer to the school building to reduce "travel" time and promote better unit/classroom communication. Construct walkway between building and unit.</i>	<i>1999-2000</i>	<i>REVISION: Completed. Secured state government funding in the amount of over \$128,000 for this project. Unit has been fully installed, walkway has been constructed. Unit is located behind cafeteria. Daily student use of unit began in 2000-2001 school year.</i>

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>		
Review of Building Facilitation / Implementation Plan (Obj. A, B, D)	Comparisons of room sizes in New School Facility and Existing Facility	Available		
On-Site visit to Lunch Program	Class Lists / Student Enrollment	Available		
Student Enrollment per Classroom grades K-8 (Obj. C)	Library Schedule of Classes and Circulation Records	Available		
Analysis of Library Schedule (Obj. B)	Hot Lunch Schedules / Percentage of Lunches Purchased per Month	Available		
	Survey Results on Hot Lunch Evaluation	Available		
	<i>2000 REVISION: Visual Inspection of New Mobile Unit</i>	<i>Available</i>		

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
2. Meet the diverse needs of a growing student body through expanded facilities, increased resources, and differentiated instructional programs/strategies.	6. Develop a five year financial plan to expand the school's funding base to cover the cost of operation and capital maintenance and improvement needs.			
		Create a School Financial Committee. Meet with Parish Treasurer to compile current and Historical financial data. Meet with Pastor to prioritize School Endowment goals/purpose/usage	1999 - January 2nd semester 2000	Presently in progress.
		Construct a five year financial plan for meeting the financial obligations of the school	Summer 2000	Presently in progress. Completing financial forecasting model for parish and school to provide capability for long-range budgetary forecast and "what-if" analysis.
		<i>2000 REVISION: Computerize School Accounts / Budget</i>	<i>1998-1999</i>	<i>Completed.</i>
		Pursue usage of school for rental as satellite facility	2nd semester 2000-01	Rental of school's computer lab for instructional classes since 1999-2000.
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>		
Yearly School Budget	Document - Financial Plan	Not yet available		
Comparative study of year end budget and accounts to Projected Financial Plan	Year End Elementary School Budget Balance Sheets including Income/Expenses	Available		

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
2. Meet the diverse needs of a growing student body through expanded facilities, increased resources, and differentiated instructional programs/strategies.	7. Develop an enrichment program to better service those students who are academically talented.			
		Form a planning committee; develop philosophy & mission statement; set program goals, objectives, criteria for student participation; develop program content/curriculum; Provide for staff development; Plan for on-going evaluation	1st semester, 2001-02	Committee of parents, teachers, and administrators established. Documented current enrichment opportunities available both in and out of classroom. Maintain on-going research effort to keep abreast of developments in this field. Rejected "pull-out" enrichment model as originally envisioned in the plan, therefore, criteria for participation and development of a curriculum are no longer relevant. Focused on developing co-operation with faculty and stimulating interest in meeting the needs of gifted students within the regular classroom. Implemented pilot projects using the reading specialists and interested classroom teachers. Provided resources to entire teaching staff in the form of Susan Winebrenner's "Teaching Gifted Kids in the Regular Classroom". Worked to implement Accelerated Math program in grades 5 to 8. Formal philosophy and mission statement remain to be articulated as well as plan for on-going evaluation.
		Site visits to local Gifted/Talented or Enrichment Programs	2nd semester 2001-02	Completed.
		Study the concept of a "Learning Center Lab" to meet enrichment needs for students	1st semester, 2002-03	Completed. Attempted to determine what original planners meant by "Learning Center Lab" but was not successful. Site visits revealed some opportunities to study what could be called "learning centers" in other schools. Potential exists for providing opportunities for individualized learning within the library/computer lab configuration as it currently exists.
		<i>2000 REVISION: Purchase resources that emphasize & develop higher cognitive processes & critical thinking</i>	<i>1998-2003</i>	<i>Completed / on-going. The committee has facilitated the purchase of material that will assist in developing higher cognitive processes and critical thinking. These include the above mentioned "Teaching Gifted Kids in the Regular Classroom" and the Accelerated Math program for grades 5 through 8.</i>
		Finalize a written Enrichment Program Plan	2nd semester, 2002-03	Not yet completed. A formal enrichment plan has not yet been articulated, although a clear direction for enrichment activities has been established.
		Hiring Enrichment teacher	Spring 2003	Not yet completed. The hiring of an enrichment teacher, functioning in a parallel way to the Reading Specialist, has been rejected by the committee. The committee continues to consider the hiring of an enrichment teacher to assist the regular classroom teachers in developing appropriate curriculum compacting and differentiation opportunities for gifted students in the regular classroom.

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>		
Annual review of Enrichment Program by Planning Committee through evaluation by teachers, parents and students.	Annual evaluation report based on Enrichment Surveys and Evaluations	Not yet available.		

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
3. To facilitate and nurture the growth of our Catholic Identity at St. Albert the Great School, enabling students to live the Gospel message of Jesus in today's world.	1. Teachers of religion will hold religious certification, improving knowledge and skills in religious instruction to provide to the faith growth of our students.			
		Survey teachers to determine best time of year and days to hold certification classes	1998-2003 August of each year	Survey completed May 2001.
		Provide diocesan religious education classes in or near our school on a convenient day and time	1st semester 1998-2003	Offered June 2001 and August 2001 at St. Albert the Great.
		Make available to teachers a summary and copy of "The Challenge of Catholic Youth Evangelization" and "Religious Education in the Catholic Schools"	1st semester 1998	Not yet completed.
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>		
Progress can be measured by the numbers of teachers holding religious certification	Certification Certificates in Teacher Personnel Files	Available		
Teacher evaluations of inservice meetings	Surveys to be kept in self-study file	Available		
Analysis of teacher surveys to determine inservice needs	Report on surveys of teacher inservice needs	Online survey of teacher needs available.		
Review of teacher lesson plans after inservice	Teacher lesson plan file	Available		

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
3. To facilitate and nurture the growth of our Catholic Identity at St. Albert the Great School, enabling students to live the Gospel message of Jesus in today's world.	2. To increase the involvement of our parish priests in the religious instruction of students through a commitment of teachers to invite them to present lessons on specific religion topics.			
		Meet with religion teachers to analyze areas within the religion program that may be addressed by Parish Priests	August 1998, Yearly (98-03)	Religion committee established. Principal and Director of Religious Education meet on quarterly basis. Meetings are also held with parish priests several times during the year, including the August-September planning meeting.
		Develop a sequence of topics to be taught across grades K-8	September 1998-2003 of each year.	Completed as planned. Using revised Diocesan curriculum.
		Meet with Parish Priests and Religion teachers to finalize grade level topics and assignments	October 1998-2003 of each year.	Completed.
		Integrate Family Life / Human Sexuality Program within topics to be planned for grades 6-8	October 1999	Completed.
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>		
Teacher, Priests Evaluation Forms	Report on Evaluations	With the revised curriculum provided by the Diocese, evaluations were not necessary. Therefore, this documentation is not available.		
Student Evaluation to Religion Program	Calendar-log of priests visits including List of Topics addressed by grade level	Available; Lesson Plans include list of information to be addressed by Priests.		

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
3. To facilitate and nurture the growth of our Catholic Identity at St. Albert the Great School, enabling students to live the Gospel message of Jesus in today's world.	3. To strengthen and diversify the current methods of religious instruction to provide a more dynamic and spiritual evangelization of our students.			
		Expand the work of the special religion teacher to grades 3-8.	1st semester 1998	Continuing to provide instruction by special religion teacher in grades 3-6. Purchased and using the "Come and See" Mission Program to develop social justice consciousness among students. Established committee to review religious education needs. Hired full time religious education instructor for grades 7-8.
		Provide teacher inservice on infusion of Gospel values into the secular curriculum	1st semester 1999	September 27, 1999 in-service on new Religion Curriculum. OCEA meetings on October 7 and 8, 1999. OCEA meetings in Columbus - October 2001. Winter 2002 school sponsored inservice on including Social Justice into all areas of the curriculum. Faculty are registered to attend Diocesan sponsored program on "Traits of a Healthy Spirituality" on October 11, 2002.
		Develop a program for after and out of school activities for students that emphasize the nurturing of religious values.	1st semester, 2000	All students involved in confirmation program are responsible for 20 hours of volunteer service as a means of nurturing religious values. Have implemented Traveling Mary program which invites students to bring a statue of Mary and information about the rosary and Mary's appearances into their homes for family devotions. Implemented Junior Legion of Mary Program (2001-2002). Continuing to implement/improve existing social service program which matches classrooms with social service organizations (nursing homes, hospitals, etc.) and requires student creation of items/letters for assigned organization during class parties.
		<i>2000 REVISION: Provide additional opportunities for worship and understanding of our Catholic faith, including its traditions and history.</i>	<i>Implemented Fall 1999</i>	<i>Provide weekly school masses in addition to class masses (2/year); bi-monthly eucharistic devotions; developed prayer booklet to use during devotions; opening and closing school prayers including the rosary (Oct/May); reading of lives of saints each morning</i>
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>		
Schedule of Special Religion Teacher	Teacher Religion Schedules	Available		
Teacher Evaluations of Inservice Activities	Religion Certification / Personnel Files; Teacher In-Service Record	Available		
Calendar of Service Activities Grades K-8	List of Clubs and Service Activities Completed	Available		
	<i>2000 REVISION: School schedule</i>	<i>Available</i>		

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
2000 REVISION: 4. To facilitate improved student learning through attention to professional development in instruction, assessment and management.	<i>1. To develop individual professional development plans for certified faculty and staff.</i>			
		<i>Certified faculty and staff will develop individual professional development plans.</i>	<i>October 1999</i>	<i>Completed.</i>
		<i>Faculty and staff members will meet with principal to discuss plans and revise as necessary.</i>	<i>October 1999</i>	<i>Completed.</i>
		<i>Present plans to LPDC (Local Professional Development Committee) for approval.</i>	<i>November 1999</i>	<i>Completed.</i>
		<i>Annually evaluate individual plans for progress and revision; continue with principal/LPDC approval process.</i>	<i>June 2000 - September 2000; each year thereafter</i>	<i>Completed.</i>
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>		
<i>Annual review of professional development plans.</i>	<i>Approved individual plans.</i>	<i>Available.</i>		

<u>Goal</u>	<u>Objective</u>	<u>Action Plans</u>	<u>Time Table</u>	<u>Status as of September 2002</u>
2000 REVISION: 4. To facilitate improved student learning through attention to professional development in instruction, assessment and management.	2. To seek financial resources to fund the approved individual professional development plans.			
		Approach PTO for funding.	August 1999; every year hereafter	Completed. \$15,000 in funding was committed by the PTO for this program. Funds were first received in September 1999. PTO has continued annually to allocate \$500 per teaching / administrative staff member for professional development. Will continue to seek funds on an annual basis.
		Seek grant / scholarship sources of funding for professional development. Notify teachers of scholarship opportunities.	1999-2003	Completed. Three teachers received TARGET scholarships in 1999. Teachers have also applied for and received CEET funds. Researched individual grant opportunities, however, available funding of this sort has not been identified. Will continue to seek funds on an annual basis. Have successfully included professional development in one element of overall school program grant to improve mathematics program at school.
<u>Assessment of Objective</u>	<u>Documentations of Assessment</u>	<u>Status of Documentation</u>		
Actual securing of funds.	PTO Budget Reports	Available.		
	Scholarship awards.	Available.		