



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

April 21, 2008

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

Dear Mr. Dalton:

Enclosed is the Progress Report I – Year 4 for St. Albert the Great School. All report elements have been completed.

I am pleased to report that we are on track with our School Improvement Plan and have met all timelines to date. The Plan has been a positive force as we work to provide the best possible educational experiences for our students. All stakeholders have been advised as to our progress in completing this plan.

Thank you in advance for all of your efforts on behalf of St. Albert the Great School. I look forward to your response.

Sincerely,

Thomas C. Brownfield  
Principal

Cc: Ms. Margaret Lyons  
Secretary for Education / Superintendent for the Diocese of Cleveland

Enclosure

**OCSAA Progress Report**

School Name	St. Albert the Great School				
Address	6667 Wallings Road				
City	North Royalton	State	Ohio	Zip	44133
OCSAA #	154-CLE				
Date	04/21/08				

**Please check one of the following:**

**Progress Report I Year 4:**

**Progress Report II Year 6:**

- 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 is subject to revocation of accreditation.
- This report is to be completed by the school principal or principal's designee.
- This report must contain the following: (Please check what is contained in the report.)
  - This cover sheet.
  - Form 7.1A for each goal of your Final School Improvement Plan.
  - Form 7.1B

**If you have modified your School Improvement Plan (changed a goal(s) and/or major strategies/steps), then you must attach the revised/ modified plan and check the two boxes below. A change in timeline does not require a new plan and is reported on Form 7.1 page 1.**

- A copy of the new modified Final School Improvement Plan or only those sections with revisions.
- An explanation of why plan was modified.

## Form 7.1A

### **Progress Report** *Please complete one form for each goal*

**Goal #** 1 **Title** Catholicity: Students will demonstrate understanding of Catholic Social Justice Principles through student centered service to others.

	Item	Response (Table cell will expand to accommodate text)
<b>1.</b>	<i>Timeline (check one)</i>	<input checked="" type="checkbox"/> <i>Met</i> <input type="checkbox"/> <i>Changed</i>
<b>2.</b>	<i>List the documentation developed for this goal.* (List documentation that matches assessment piece and then list additional or new documentation.)</i>	<p data-bbox="560 640 836 667">Please see attached detail.</p> <hr/> <p data-bbox="560 903 1323 997"><b>*The documentation is complete and in the school file (to be reviewed by the External Validation Team during the next accreditation cycle).</b>      <input type="checkbox"/> <b>Yes</b>   <input checked="" type="checkbox"/> <b>No</b> (Click box to check)</p>
<b>3.</b>	<i>Indicate progress made and/or completed for this goal.</i>	This goal is scheduled to begin in August 2008, therefore, no progress has yet been made and no documentation has been completed. Please see attached detail.

## Final School Improvement Plan

**Target Area:** Catholicity

**Goal: # 1. Students will demonstrate understanding of Catholic Social Justice Principles through student centered service to others.**  
(one goal per page)

Steps (Strategies or Interventions) <i>(number each one)</i>	Timeline	Person(s) Responsible	Resources
1. Objectively assess student understanding and attitudes toward Catholic social justice teachings.	August 2008-June 2010	Religion Committee Chairpersons Pastor and Associate(s) Principal *	ACRE Test Surveys Funding Sources: School Funds Annual Anticipated Expenditure: \$1500
2. Research and provide professional development on cross-curricular integration of Catholic social justice themes.	August 2008-June 2009	Religion Committee Chairpersons Assistant Principal * Curricular Committee Chairpersons	Diocesan Social Action Office Other Diocesan Resources Inservice and In-house speakers Funding Sources: Education Committee (PTO) Diocesan Grant Sources Anticipated Expenditure: \$1500
3. Research and provide to teachers and students Catholic social justice teaching resources and learning tools.	August 2008-June 2009	Religion Committee Chairpersons Education Committee Chairperson * Curricular Committee Chairpersons	Diocesan Social Action Office Other Diocesan Resources Funding Sources: Education Committee (PTO) Foundation Grants School Funds Anticipated Expenditure: \$1200
4. Foster and promote the importance of incorporating Catholic social justice teaching into all curricular areas.	August 2008-June 2010	Principal, Assistant Principal Technology Coordinator Curricular Committee Chairpersons *	Rubicon Atlas Curriculum Mapping Tool
5. Develop and implement a school-wide service program.	August 2008-June 2010	Service Committee Chairperson * Grade Level Moderators Student Council Moderator	Parent Volunteers Education Committee Students / Student Council

Form 5.2(F)

<p>6. Develop and implement a school-wide program incorporating quarterly Catholic social justice themes.</p> <p>7. Incorporate selected quarterly social justice theme into student liturgical celebrations.</p>	<p>August 2009 - June 2010</p> <p>August 2009 - June 2010</p>	<p>Religion Committee Chairpersons * Principal, Assistant Principal Grade Level Moderators Pastor and Associate(s)</p> <p>Religion Committee Chairpersons * Pastor and Associate(s)</p> <p>* denotes lead person for each step</p>	<p>Catholic Charities Parish Outreach Program Parish Ministry Personnel</p> <p>Diocesan Social Action Office Other Diocesan Resources</p> <p>Diocesan Social Action Office Other Diocesan Resources</p>
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<p style="text-align: center;"><b>Means of Assessing the Goal</b></p> <p>Analyze results from the ACRE test Survey students' attitudes concerning service and social justice after completion of service projects. Analyze annual surveys of all students, parents, faculty and staff</p>	<p style="text-align: center;"><b>Documentation of Assessment</b></p> <p>ACRE test Surveys</p>
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(Use "File | Save As" to give this file a new name reflecting the target area and goal number BEFORE entering data. Create a separate file for each goal.  
If more than one page is required per goal, create a second file for that goal.)

## Form 7.1A

### **Progress Report** Please complete one form for each goal

**Goal #** 2 **Title** Student Learning: Students will improve written communication in all curricular areas.

	Item	Response (Table cell will expand to accommodate text)
<b>1.</b>	<i>Timeline (check one)</i>	<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Changed</b>
<b>2.</b>	<i>List the documentation developed for this goal.* (List documentation that matches assessment piece and then list additional or new documentation.)</i>	<p>Please see attached detail. Per the timeline, only one segment of the documentation has been completed to date. These are the baseline test results from the Riverside Writing Assessment and ITBS. These results are available for review by the External Validation Team, however, the other segments of the documentation have not yet been completed per the initial timeline.</p> <hr/> <p><b>*The documentation is complete and in the school file (to be reviewed by the External Validation Team during the next accreditation cycle).</b>      <input type="checkbox"/> <b>Yes</b>   <input checked="" type="checkbox"/> <b>No</b> (Click box to check)</p>
<b>3.</b>	<i>Indicate progress made and/or completed for this goal.</i>	Please see attached detail.

## Final School Improvement Plan

**Target Area:** Student Learning

**Goal: # 2.** Students will improve written communication in all curricular areas. (one goal per page)

<b>Steps (Strategies or Interventions)</b> <i>(number each one)</i>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Resources</b>
<p>1. Research and provide professional development regarding cross-curricular writing strategies, holistic writing assessment, vocabulary development, and rubric creation (effective writing).</p>	<p>August 2006 - May 2009</p> <p>Status as of 4/21/2008: IN PROCESS; PARTIALLY COMPLETED</p> <p>Grade 1 teachers completed "Beginning Writing Using the 6-Trait Writing Process" - 11/7/06</p> <p>1/2 day staff professional development program with Rebecca Zullo on "Writing Across the Curriculum" 1/19/07</p> <p>Grades 5-8 Math Teachers completed a Bureau of Education &amp; Research program entitled "Writing About Mathematics: An Essential Skill in Developing Math Proficiency" 3/2/07.</p> <p>Received grant to fund in-house Professional Development on Internet tools to support writing process. Faculty training completed 5/07.</p> <p>Half day in-house Vocabulary Development In-service</p>	<p>Principal * Language Arts Chairperson</p>	<p>ASCD In-service and In-house speakers Funding sources: Grants, PTO, Education Committee, School Funds Annual anticipated expenditure: \$3,000</p>

Form 5.2(F)

	for all faculty K-8. Presented by Principal and Language Arts Teachers 4/23/08 and 5/9/08.		
2. Research, select and implement an objective assessment tool to determine student writing proficiency.	<p>August 2006 - May 2007</p> <p>Status as of 4/21/2008: COMPLETED</p> <p>Language Arts Committee selected and purchased Riverside Publishing's Iowa Writing Assessment to use as objective assessment tool of student proficiency. Students completed baseline test Spring 2007. 2008 test has been administered with results pending. Test will be administered annually beginning in October 2008 per Diocesan directive.</p>	Principal Language Arts Chairperson * Technology Coordinator Faculty	Riverside Publishing or other educational testing supplier Funding sources: Auxiliary Funds Annual anticipated expenditure: \$9,000
3. Develop school-wide guidelines and a rubric to define effective student writing at all grade levels, recognizing age-appropriate student development.	<p>April 2007 - June 2008</p> <p>Status as of 4/21/2008: IN PROCESS; PARTIALLY COMPLETED</p> <p>Grade level faculty teams began creation of guidelines and rubrics 5/07. Most grade levels have completed guidelines and rubrics. Process will continue through 6/10/08.</p>	Grade Level Moderators Language Arts Chairperson * Faculty	Professional development educational resources In-service materials Minimal annual anticipated expenditures
4. Develop cross-curricular instructional strategies and integrated technologies for	<p>April 2007 - June 2008</p>	Grade Level Moderators Language Arts Chairperson *	Professional development educational resources

<p>effective written communications.</p>	<p>Status as of 4/21/2008: IN PROCESS; PARTIALLY COMPLETED</p> <p>Teachers have developed strategies and technologies and will continue to do so through 6/10/08. Implementation of these will continue to be reflected in 2007-08 and future curriculum maps.</p>	<p>Curricular Committee Chairpersons</p>	<p>In-service materials Minimal annual anticipated expenditures</p>
<p>5. Implement teacher assessment of student writing using developed rubric.</p>	<p>September 2008 - June 2010</p>	<p>Assistant Principal * Language Arts Committee Faculty</p>	<p>Faculty provided training No anticipated expenditures</p>
<p>6. Implement peer editing and student self-assessment of written work.</p>	<p>September 2008 - June 2010</p>	<p>Assistant Principal * Language Arts Committee Faculty</p>	<p>Faculty provided training No anticipated expenditures</p>
<p>7. Standardize student writing portfolios to incorporate teacher and student assessment as developed in steps five and six</p>	<p>September 2008 - June 2010</p>	<p>Principal * Grade Level Moderators Faculty</p>	<p>Portfolio Funding Source: School Funds, Auxiliary Funds Annual anticipated expenditure: \$1,000</p>
		<p>* denotes lead person for each step</p>	

**Means of Assessing the Goal**

Establish a school wide baseline for writing proficiency based on the results from the objective assessment tool described in step two and the ITBS and compare results annually to determine student growth.

Portfolio Assessment: Compare and analyze student writing samples for evidence of growth and improvement. Student self-analysis of portfolio contents.

**Documentation of Assessment**

Baseline test results from objective assessment and ITBS. COMPLETED.  
Annual test results from objective assessment and ITBS.

Results of portfolio analysis by faculty and students.

(Use "File | Save As" to give this file a new name reflecting the target area and goal number BEFORE entering data. Create a separate file for each goal.  
If more than one page is required per goal, create a second file for that goal.)

## Form 7.1B

### **Progress Report** **One Form per Progress Report**

	Item	Response (Table cell will expand to accommodate text)
<b>I.</b>	<i>Describe overall impact this effort of the School Improvement Plan has had on your school community</i>	<p>This School Improvement Plan has had a positive effect on our school community. Because the faculty developed the plan, they have been very diligent about working on all of its elements. We are currently focusing on the Student Learning Goal which specifically targets cross-curricular writing. All faculty have participated in a number of professional development programs; and all have incorporated writing into the educational process in all curricular areas. The baseline writing assessment tests have been completed and analyzed, and all stakeholders are eagerly awaiting the current test results for comparative analysis. All stakeholders are aware of our focus on cross-curricular writing during this segment of the plan. We will work on the next plan segment related to Catholicity beginning in the next school year, as originally scheduled.</p>
<b>II.</b>	<i>Describe how progress has been reported to the school community.</i>	<p>Progress has been reported to the school community primarily through our website, our principal means of stakeholder communication. Prior to this Progress Report, which has been posted on the website with access from both public and private links (privately linking it to each student's individual access as well as publicly on our main website), we posted an updated Progress Report on 8/15/07. This information has also been posted on our private faculty access website for ease of faculty reference.</p> <p>Progress was also reported to parent stakeholders via our in-house broadcast system during the "Meet the Teacher Nights" (August and September 2007). Progress was similarly reported to faculty during the beginning of the year in-services in August 2007. Students have been made aware of our efforts by their teachers as they work on related classroom activities.</p> <p>In addition, we are currently measuring "progress" on our annual survey, which is available to students, parents and faculty. All stakeholders are answering specific questions related to the implementation of our School Improvement Plan, with results published on our website for both private and public viewing. The current survey closes on 4/30/08 and results will be published in May 2008.</p>