



**OHIO CATHOLIC SCHOOL  
ACCREDITING ASSOCIATION**

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5/24/2006

Thomas Brownfield  
**St. Albert the Great School**  
6667 Wallings Road  
North Royalton, OH 44133

**OCSAA# 154-CLE**

Dear Thomas :

Thank you for being part of the OCSAA accreditation process. *Your School Profile, Mission and Beliefs Statements, The Preliminary School Improvement Plan, the Report on Organizational Effectiveness, the Report of the External Validation Team and the Final School Improvement Plan* were submitted to the OCSAA Review Committee on May 7, 2006

On May 17, 2006 the Commission of the OCSAA granted **St. Albert the Great School , Full Accreditation, in the Ohio Catholic School Accrediting Association.**

Congratulations to you and all the school community for all the hard work and effort you put into this process. In the next years the benefits of the school improvement plan will be the continuous improvement of education for the students you serve so well.

You will receive a wooden plaque instead of a paper certificate this cycle of accreditation. The plaque will be distributed through your diocesan school office.

Wishing you the best in all your efforts for Catholic education.

Gratefully,

Louis E. Dalton  
Director

cc: Superintendent of Schools

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

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| 5. Develop and implement a school-wide service program.  | August 2008-June 2010   | Service Committee Chairperson *<br>Grade Level Moderators<br>Student Council Moderator                                   | Parent Volunteers<br>Education Committee<br>Students / Student Council<br>Catholic Charities<br>Parish Outreach Program<br>Parish Ministry Personnel |
| 6. Develop and implement a school-wide program incorporating quarterly Catholic social justice themes. | August 2009 - June 2010 | Religion Committee Chairpersons *<br>Principal, Assistant Principal<br>Grade Level Moderators<br>Pastor and Associate(s) | Diocesan Social Action Office<br>Other Diocesan Resources  |
| 7. Incorporate selected quarterly social justice theme into student liturgical celebrations.           | August 2009 - June 2010 | Religion Committee Chairpersons *<br>Pastor and Associate(s)   | Diocesan Social Action Office<br>Other Diocesan Resources  |
| 8.   |                         |  |  |
| 9.   |                         |  |  |
| 10.  |                         | * denotes lead person for each step  |  |

| Means of Assessing the Goal  | Documentation of Assessment |
|--|-----------------------------|
| Analyze results from the ACRE test<br>Survey students' attitudes concerning service and social justice after completion of service projects.<br>Analyze annual surveys of all students, parents, faculty and staff | ACRE test<br>Surveys        |

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## 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><br><i>(number each one)</i>  | <b>Timeline</b>            | <b>Person(s) Responsible</b>   | <b>Resources</b>   |
|---|----------------------------|--|--|
| 1. Research and provide professional development regarding cross-curricular writing strategies, holistic writing assessment, vocabulary development, and rubric creation (effective writing). | August 2006 - May 2009     | Principal *<br>Language Arts Chairperson   | ASCD<br>In-service and In-house speakers<br>Funding sources: Grants, PTO, Education Committee, School Funds<br>Annual anticipated expenditure: \$3,000 |
| 2. Research, select and implement an objective assessment tool to determine student writing proficiency.  | August 2006 - May 2007     | Principal<br>Language Arts Chairperson *<br>Technology Coordinator<br>Faculty              | Riverside Publishing or other educational testing supplier<br>Funding sources: Auxiliary Funds<br>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.                                      | April 2007 - June 2008     | Grade Level Moderators<br>Language Arts Chairperson *<br>Faculty                           | Professional development educational resources<br>In-service materials<br>Minimal annual anticipated expenditures                                      |
| 4. Develop cross-curricular instructional strategies and integrated technologies for effective written communications.  | April 2007 - June 2008     | Grade Level Moderators<br>Language Arts Chairperson *<br>Curricular Committee Chairpersons | Professional development educational resources<br>In-service materials<br>Minimal annual anticipated expenditures                                      |
| 5. Implement teacher assessment of student writing using developed rubric.  | September 2008 - June 2010 | Assistant Principal *<br>Language Arts Committee<br>Faculty                                | Faculty provided training<br>No anticipated expenditures   |

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|--|---|---|---|
| <p>6. Implement peer editing and student self-assessment of written work.</p> <p>7. Standardize student writing portfolios to incorporate teacher and student assessment as developed in steps five and six</p> <p>8.</p> <p>9.</p> <p>10.</p>   | <p>September 2008 - June 2010</p> <p>September 2008 - June 2010</p> | <p>Assistant Principal *<br/>Language Arts Committee<br/>Faculty</p> <p>Principal *<br/>Grade Level Moderators<br/>Faculty</p> <p>* denotes lead person for each step</p>   | <p>Faculty provided training<br/>No anticipated expenditures</p> <p>Portfolio<br/>Funding Source: School Funds, Auxiliary Funds<br/>Annual anticipated expenditure: \$1,000</p> |
| <p align="center"><b>Means of Assessing the Goal</b></p> <p>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.<br/>Portfolio Assessment: Compare and analyze student writing samples for evidence of growth and improvement. Student self-analysis of portfolio contents.</p> |   | <p align="center"><b>Documentation of Assessment</b></p> <p>Baseline test results from objective assessment and ITBS.<br/>Annual test results from objective assessment and ITBS.<br/><br/>Results of portfolio analysis by faculty and students.</p> |   |

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