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"As One Body. . .

We Celebrate. . .

We Challenge"

**A Strategic Plan for the Catholic Schools
of the Archdiocese of Baltimore**



**As One Body . . .
We Celebrate . . .
We
Challenge .**

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The Mission of Catholic Schools of the Archdiocese of Baltimore

The Catholic Schools of the Archdiocese of Baltimore are rooted in the richness of Catholic tradition and teachings.

Impelled by our commitment to advocate for children and youth we affirm that our mission is to provide an education that:

- ❖ Forms all students to be active participants in a living faith community;**
- ❖ Instills in our students the capabilities of applying Gospel values to all aspects of their life experiences: spiritual, educational, social, emotional or physical;**
- ❖ Equips students to be life long learners grounded in academics, the arts and technology.**

We pursue our mission on behalf of children, youth, and their families in partnership with:

- ❖ Pastors and parishioners**
- ❖ Parents and families**
- ❖ Administrators and teachers**
- ❖ Archdiocesan departments and divisions**
- ❖ Institutions of higher learning**
- ❖ Business and civic communities**
- ❖ Government**
- ❖ Public and other school systems**

PREFACE

PREFACE

The Planning Process

The Strategic Planning process for Catholic Schools in the Archdiocese of Baltimore has its roots in the development and implementation of ***Renewing the Vision***, the Archdiocesan effort that took place in 1997 to plot out a renewal program for the Archdiocese. A central component in the mission priorities of **Renewing the Vision** dealt with education and one of its action imperatives consisted of the development of a comprehensive plan for Catholic schools.

In November 1998, the Administrative Team of the Division of Catholic Schools formed a collaborative network with four professionals focused on educational change. Headed by Dr. Theodore J. Wallace, Executive Director of the Mathile Family Foundation, the partnership consisted of: Ms. Donna Fyffe, President of Community Works Inc.; Dr. James Biddle, Director of Doctoral Studies, University of Dayton; and Mr. Collin Minert, CEO, Minert Associates, Marketing and Development. These four individuals became the *Design Team* associated with the Mathile Family Foundation in Dayton, Ohio.

The Design Team and the Administrative Team of the Division of Catholic Schools formed a unique partnership that accepted the challenge laid out in **Renewing the Vision**. Both teams committed themselves to confront the penetrating issues that warrant the deep change that will solidify and secure Catholic education in the Archdiocese of Baltimore. This partnership had a twofold purpose: *first*, to design a strategic plan that reflects our entrance into the third millennium; *second*, to develop a partnership where the expertise and resources of the Design Team, in close association with the Mathile Family Foundation, would assist the Division of Catholic Schools in the execution of the plan.

The Strategic Plan Process for the Division of Catholic Schools consists of four phases: **Taking Stock and Building Ownership; Inquiry; Development of the Strategic Plan; and Implementation and Evaluation.**

The Collection of Data

A significant dimension of the **Taking Stock and Building Ownership Phase** engaged key stakeholders throughout the Archdiocese in dialogue about the current status of our schools.

The gathering of pertinent data relied on broad participation at all levels. From March 1999 to September 1999 interviews were conducted with the Cardinal, Vicar Bishops, and the Archdiocesan Management Team. From September to November 1999, twenty-eight (28) focus groups, as well as open forums, were conducted throughout all three (3) Vicariates of the Archdiocese. Approximately three hundred (300) people participated in these dialogue sessions. The stakeholders included students, alumni, parents, teachers, school staff, principals, board members, priests, directors of religious education, youth ministers, members of the business community and ecumenical leaders.

The areas addressed in the focus groups and forums fell into the following categories:

- Strengths and challenges facing Catholic schools and the ramifications for educational leaders
- Expectations of graduates from Catholic schools, best schools practices, criteria for selecting schools and identification of return on investments;
- Impact on the faith formation of students and the relationship of schools to parishes and parishes to schools
- Role and image of Catholic schools in the broader church/civic community

The methodology used for these focus groups and forums was based on qualitative research using focused questions to gather perceptions about different aspects of our Catholic schools. Consistent questions were asked of all the groups with variations pertinent to each group's expertise and/or linkage with Catholic schools. This data was compiled and analyzed to determine patterns of perceptions, questions and concerns.

Summary of Patterns, Perceptions and Concerns

The overall responses from the stakeholders indicated that the Catholic schools in the Archdiocese of Baltimore are identifiable as institutions of strong faith. Catholic identity was seen as the core of our existence and one that needs continued maintenance and witness. Other assets of our Catholic schools'

operation, which received strong affirmation, were in the quality of education being offered, the focus on character formation and teaching of values, the care and dedication of its teachers and the safe environment for our students.

The stakeholders were quite direct in identifying the challenges that face Catholic schools across the Archdiocese. The concern surrounding finances included affordable tuition, teacher salaries and benefits, effective use of resources, aging buildings and facilities and the management of growth.

On curricular matters responses focused on curriculum and technology, provisions for special needs and professional development of teachers. There were serious concerns raised about recruitment and retention of teachers and administrators. Finally, there surfaced in all three Vicariates a strong observation that parents need to be more connected to the schools and with the Archdiocese. Parents felt the need for more effective parental involvement.

Taking Stock and Building Ownership

Two levels of analysis were done for the dimension of **Taking Stock** and **Building Ownership**. The first level focused on ascertaining a deep knowledge of the current status of the Catholic schools. The second level projected the long-term effects of the continuation of the current conditions. These two analyses identified the type of inquiry needed for the **Inquiry Phase**.

From December 1999 to January 2000 the Administrative Team, in collaboration with the Archdiocesan Management Team, identified sixty (60) prospective candidates to form the *Visioning Team*. The *Visioning Team's* charge was to review and synthesize the **Taking Stock** report. From the pool of sixty (60) candidates representing the stakeholders who participated in the focus groups and open forums, forty-five (45) individuals were identified as the *Visioning Team*.

On March 20 and 21, 2000, members of the *Visioning Team* met to identify the negotiable and non-negotiable items addressed in the **Taking Stock** report, as well as the direction that the Strategic Plan would take with the key issues that were raised. On March 21st, chairs from the *Visioning Team* were named to oversee committees that discussed the issues in light of the trends needing strategic intervention. The chairs and selected committee members formed the *Inquiry Task Force*. Committees were formed according to the Key Issues identified and affirmed by the *Visioning Team*.

Inquiry

The *Inquiry Task Force* met from March to June 2000 developing goals and action plans surrounding the Key Issues. On June 24 and 25, 2000, the *Inquiry Task Force* met with the Design Team and the Administrative Team of the Division of Catholic Schools. Discussions centered on the central themes of the *Inquiry Task Force's* analysis of the initiatives that the strategic plan would undertake.

Development of the Plan

From June to October 2000 the Division of Catholic Schools assumed the responsibility of synthesizing all of the data and began the work of authoring the Strategic Plan as well as its promulgation. A detailed marketing plan identifying the form of the presentations, the recipients of the document, as well as timelines, plays an integral part in the distribution of the Strategic Plan.

Implementation and Evaluation

The implementation of the Strategic Plan will take place over a period of four years, beginning in March 2001, and ending in June 2006. The Strategic Plan will follow the academic calendar. Part of the implementation will include an aggressive marketing effort to educate and communicate to all stakeholders the direction that the Strategic Plan will take.

It is important that in communicating the chartered course of the Strategic Plan a sense of ownership be created so that all feel connected to the mission and goals set for Catholic education in the Archdiocese of Baltimore. Included with the promulgation of the Strategic Plan will be the evaluation of its execution. Yearly reports will be distributed to all constituencies indicating progress and achievements as well as challenges associated with the Strategic Goals and Program Initiatives.

The Plan's Structure

The plan sets forth the Division of Catholic Schools' essential agenda for academic years 2001 through 2005. It is organized within the framework of five (5) Key Issues. Each Key Issue comprises a need statement, the trends/background within Catholic education, and strategic goals. Each strategic goal defines an issue, gives form and substance to the need statement, and sets forth a significant intended outcome. Beneath each strategic goal specific program initiatives form actions necessary to implement the goal.

The Strategic Direction

The Strategic Plan will address the spiritual as well as the temporal well being of our Catholic school communities. The direction of the Strategic Plan will incorporate the basic premise of the pursuit of excellence within the context of the Gospel message that drives the ministry of Catholic education. This will be accomplished by addressing the five **Key Issues** that are equal in value and importance:

- Catholic Identity
- Diversity
- Finances
- Human Resources
- Technology in Service of Curriculum (TisC)

Desired Outcomes

The issues that have been identified in this plan are reflective of the concerns and expectations articulated by the Cardinal Archbishop, his Vicar Bishops and all major stakeholders. It will be the responsibility of the Division of Catholic Schools to expedite and implement this plan with the appropriate evaluations.

The Division of Catholic Schools recognizes that success in reaching these goals will come about through collaboration with other departments and divisions within the Archdiocese, as well as the continued working relationships with the principals and administrators of our Catholic schools. Working with the local administrators as well as with the collegial efforts of Management Services, Human Resources, Development Office, Religious Education and Youth and Young Adult Ministries, the desired outcomes will be realized.

This Strategic Plan will also become the template for Catholic schools across the Archdiocese of Baltimore to pattern their own individual strategic plans. This will bring about more cohesiveness within the Archdiocese as well as unify our efforts in maintaining and enhancing our continued pursuit of excellence and good stewardship.

Execution of the Plan

It has been the long-standing premise of the Division of Catholic Schools that moral leadership is predicated on effective collaboration and a shared vision. The principals of the Archdiocese of Baltimore form a collegial body that accents a shared ministry. The uniqueness of our educational apostolate is manifested by the administration of different and diverse schools. Yet, as we celebrate the local autonomy of our educational institutions we also realize that we are an integral part of the Church of Baltimore.

The Division of Catholic Schools recognizes a special need and reliance upon the principals and administrators throughout the Archdiocese of Baltimore in the execution of the Strategic Plan. Their leadership and understanding in the implementation of the plan at the local level will prove invaluable. It will be the principals and administrators who will help to hold us accountable to the integrity of the plan and its process.

Bringing About Deep Change

The Division of Catholic Schools strongly believes that deep change can only occur when we challenge the status quo and allow our thinking to go beyond the boundaries. Change is only effective if there is conviction and ownership of those actions that will elevate and bring the institution to a higher level.

It is the premise of the Division of Catholic Schools that the strategic goals and program initiatives listed in the Strategic Plan must be enhanced by complementary initiatives that will create the environment and excitement for substantive change.

These complementary initiatives will work in concert with the overall Strategic Plan. They will insure that the process is inclusive, as well as create the synergy that will allow the Strategic Plan to be life giving and vital in strengthening Catholic education

Listed below are the synergistic initiatives to complement the Strategic Plan:

- **Development of an Archdiocesan Catholic Schools Children and Youth Cabinet.** This newly formed concept will be devoted to the advocacy for children and youth. The Children and Youth Cabinet will establish indicators that reflect and gauge the general well being of the children and youth we serve in the Catholic schools of the Archdiocese of Baltimore. The

Cabinet will be composed of individuals from varied backgrounds and experiences whose sole focus and interest will center on children and youth.

- **Establishment of a consortium among the three Catholic colleges of Maryland.** These colleges are: The College of Notre Dame of Maryland, Loyola College, and Mt. St. Mary's College and Seminary. This consortium will work with the Division of Catholic Schools to create a partnership that will address the recruitment of teachers, the development of professional growth programs specific for Catholic educators and the training for future Catholic administrators.
- **Establishment of an Archdiocesan Parent Conference.** The Parent Conference will meet once every two years to address the issues of parenting and educating children. The Conference will act as a catalyst to strengthen on-going partnerships and communications among parents, schools and the Division of Catholic Schools.
- **Establishment of an Archdiocesan Symposium for Priests.** The Symposium for Priests will be held once every two years to address Catholic school issues that affect parish life. The conference will help to forge and strengthen on-going working relationships between the Division of Catholic Schools and the presbyterate of the Archdiocese.
- **Establishment of Pastor and Principal Meetings.** The purpose of these gatherings will be to provide a forum for pastors and elementary school principals to discuss and explore common issues of education that affect school and parish life. These meetings will focus on pastoral, ministerial and administrative concerns that affect both pastors and principals. Meetings will be conducted at least once a year.
- **Establishment of a supportive network for Home Schooling parents.** The Strategic Plan for Catholic education recognizes the varied choices that parents exercise in determining the best educational environment for their children. Many Catholic parents in their role as primary educators elect to *home school* their children. The Division of Catholic Schools recognizes that such a decision is very much part of the teaching mission of the Church and is committed to providing the support and guidance to these parents when requested. The Division will continue its dialogue with parents to assist them in the educational and spiritual formation of their children.

- **Establishment of a continued working partnership with the Mathile Family Foundation.** The fullness of the implementation of the Strategic Plan rests with a unique relationship between the Archdiocese of Baltimore and the Mathile Family Foundation. This partnership has as its core the common goal to make a marked difference in Catholic education. The continued relationship will provide a significant resource in the execution of The Strategic Plan.

Finally, this strategic plan echoes the Vatican Council's Declaration on Christian Education:

... it is the special function of the Catholic school to develop in the school community an atmosphere animated by a spirit of liberty and charity based on the Gospel ... the Catholic school so directs the whole of human culture to the message of salvation that the knowledge which the pupils acquire of the world, of life and of humanity is illumined by faith. Thus the Catholic school, open as it should be to modern developments, prepares its pupils to contribute effectively to the welfare of humanity and to work for the extension of the kingdom of God... (8, 25-26)

How Should This Document Be Used?

As One Body...We Celebrate...We Challenge ... is designed as a resource and a guide for those persons directly responsible for local Catholic school planning and the implementation of such plans. This could include principals, pastors, school boards and other persons engaged in long-range planning.

Some of the strategies in this plan are clearly system-wide and are the responsibility of the Cardinal Archbishop, Bishops, Superintendent of Schools and various archdiocesan offices. Other recommendations and strategies clearly fall within the jurisdiction of our local schools. Some reaffirm directions already being pursued; others call for a new emphasis and new activities.

Whether the recommendation or strategy is a reaffirmation or a new direction, challenges await us at all levels. Each of us has an obligation to use our resources and make decisions in ways that will best advocate for our children and youth. This document is intended to help meet the challenges and inform those decisions that affect the viability of Catholic school education.

**KEY ISSUE:
CATHOLIC IDENTITY**

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NEEDS STATEMENT: To develop, deliver, and sustain a distinctively Catholic Identity in all schools within the Archdiocese.

Catholic Identity combines commitment to the tenets of Catholic faith: community-building; social, spiritual, and religious growth; rigorous academics; and life long learning. Furthermore, these precepts should pervade the operation of Catholic schools as strong faith communities and be exhibited by boards, administrators, faculties, staffs and students. Catholic identity should be evident in every phase of the school environment, particularly through Gospel-based pedagogy and methodologies and social and interpersonal relationships that address students holistically and contribute to their development as whole Christian beings.

Adapted from The Vatican Council's Declaration on Christian Education

TRENDS/BACKGROUND

Catholic schools in the United States flourished in the late nineteenth and early twentieth centuries because of a reaction to deep religious persecution in the United States. The national mandate from the Council of Baltimore in 1884 implored each parish to build its own school in order to insure that the Catholic faith would be taught to all its children.

Enrollment in Catholic elementary and secondary schools in the United States reached its peak in 1962 with more than 5.5 million students. As the twentieth century concluded, Catholic schools enrolled around 2.5 million students and were only educating about 16% of the Catholic school age children as compared to 52% in 1962. Much of this loss has been attributed to the suburbanization trend that engulfed many Catholic families, who increased their participation in the community's public schools. Both costs and tuition rates of Catholic education soared during the same period, primarily due to the loss of vowed religious teachers who had contributed their services at levels well below the average pay of lay teachers.

Current and future challenges affecting the enrollment of Catholic schools include the growth of home schooling and the introduction of charter public (free) schools.

In addition, the Archdiocese finds its mission expanded to provide schools that serve student populations that are predominately Catholic as well as student populations that are predominately not Catholic. About 22% of the students in Catholic schools in the Archdiocese are not Catholic, which is up more than 5% since 1980. This is about 10% more than the national average. The schools with

predominately Catholic children draw their students from more than one parish. About 12% of the elementary schools are incorporated as interparish schools; the others, while under a single parish's jurisdiction, serve children of more than one parish. Secondary schools, including those under parish jurisdiction, serve students from multiple parishes and civic communities.

Families from a variety of religious traditions enroll their children in Catholic schools because of their safe and caring environment, Catholic Christian values, discipline and excellent academic programs. The Division of Catholic Schools of the Archdiocese of Baltimore is committed to ensuring that all schools have a strong Catholic Identity and strive to improve the degree to which they provide an excellent education.

The Catholic Identity of a Catholic School entering the 21st century reflects the direction of documents from Vatican II, from the Sacred Congregation for Catholic Education, from United States Catholic Conference, and from the research of the National Catholic Educational Association. Such documents and other resources, e.g. The Catholic School, The Religious Dimension of Education in a Catholic School, The General Directory for Catechesis, A Primer on Educational Governance in the Catholic Church and The Formation and Development of Catholic School Leaders, indicate that a school's Catholic Identity must pervade its functions, its relationship to the parish(s) and its relationship to the broader Church.

The essential elements of Catholic Identity are the Six Tasks of Catechesis:

1. Word (knowledge of the Faith)
2. Worship (liturgical education, experiences, and teaching to pray)
3. Service/Christian living (works of mercy and action for social justice)
4. Community (building community and understanding the Church as communal life)
5. Moral formation (interior choice making and living out the choices)
6. Missionary initiation (living as disciples in one's personal, social, and cultural setting)

Adapted from the General Directory of Catechesis #85; Archdiocese of Baltimore Religion Curriculum Guidelines, 1999

In each Catholic School of the Archdiocese, these essential elements should permeate its spiritual, educational and administrative life.

STRATEGIC GOALS

- 1. In collaboration with the Division of Religious Education and the Division of Youth and Young Adult Ministry, the Division of Catholic Schools will promote the integration of the six essential elements of Catholic Identity in the spiritual, educational and administrative aspects of each school.**

Program Initiatives:

- a. Review the integration of the essential elements of Catholic Identity present in the Archdiocesan Course of Study, School Board Manual, and direction for Home School Association and revise as necessary.
 - b. Review the *Principal Search Committee Manual* for integration of the essential elements of Catholic Identity and revise as necessary in conjunction with the Division of Human Resources.
 - c. Review the guidelines for hiring of staff for integration of the essential elements of Catholic Identity and revise as necessary in conjunction with the Division of Human Resources.
 - d. Review and develop, where necessary, the assessment and monitoring processes for ensuring the Catholic Identity of each school.
 - e. Establish policies as needed in the Elementary/Middle and Secondary School Policy Manuals to support the integration of the essential elements of Catholic Identity in all aspects of the school.
- 2. In collaboration with other appropriate divisions, the Division of Catholic Schools will train the local school community leadership (administrators, pastors, boards, and parents) in recognizing and maintaining the school's Catholic Identity in its spiritual, educational, and administrative (stewardship) aspects.**

Program Initiatives:

- a. Design/develop, in collaboration with other appropriate Divisions/ Departments, ways for supporting the best practices on a local level in school management (facilities, finances, development, etc.) in the stewardship aspect of Catholic Identity.
 - b. Integrate the focus on Catholic Identity explicitly in School Board trainings and meetings.
 - c. Integrate the focus on Catholic Identity explicitly as a component of parent partnerships as well as Home School Association trainings and meetings.

- d. Collaborate with local school leadership for the use of processes that assess and monitor the integration of the essential elements of Catholic Identity in a school.

3. In collaboration with the Divisions of Religious Education and the Division of Youth and Young Adult Ministry, the Division of Catholic Schools will establish staff requirements concerning catechetical formation and will support needed staff development processes for administrators and faculty.

Program Initiatives:

- a. Establish the requirement that all Catholics who teach in a Catholic elementary /middle school, regardless of the discipline they teach:
 - Have catechist certification if they teach grades K-5.
 - Have youth ministry/adolescent catechesis certification if they teach grades 6-8.
 - Hold appropriate levels of certification based on the individual's role in the school as described in *Faith Lived Faith Shared and Rooted in the Vision*.
- b. Encourage all Catholics who teach in a Catholic secondary school to have youth ministry/catechist certification, regardless of the discipline they teach. Consult *Rooted in the Vision* or *Faith Lived Faith Shared* for certification levels appropriate to their roles.
- c. Establish the requirement that any non-Catholic teacher who teaches in a Catholic elementary school completes a program on the basics of the Catholic faith, spiritual development of children/youth and appropriate pastoral issues.
- d. Include the catechetical and youth ministry formation requirements for administrators and faculty in the Elementary/Middle and Secondary School Policy Manuals.
- e. Develop staff development formats and programs to fulfill catechetical and youth ministry formation requirements.
- f. Provide staff development experiences for the integration of Catholic Identity across all curriculum areas.

4. In collaboration with the leadership of parish and school communities, the Division of Catholic Schools will develop processes that foster an atmosphere of mutual respect and support between schools and their associated parishes.

Program Initiatives:

- a. Research, develop and regularly review underlying assumptions for the role of the school in the parish in collaboration with Division of Planning, Research and Collegial Services; Office of Clergy Personnel; Hispanic Ministry Office and African American Catholic Ministries Office.
 - b. Work, in collaboration with Archdiocesan offices, to use processes and trainings that renew, affirm or initiate the collegial role of schools in various ministries of parish life.
 - c. Work with the Division of Religious Education to foster collaboration among the Catholic school, the parish religious education program and other parish catechetical programs.
 - d. Integrate emphasis on the collegial role of schools in various models of parish life in School Board manuals, Home School Associations materials, and Principal Appraisal process.
 - e. Initiate regular meetings with priests and seminarians of the Archdiocese to enable them to embrace their role as leaders in developing and supporting mutual relationships between schools and their associated parishes.
 - f. Assess and monitor processes to evaluate changes in parish-school relationships.
5. **The Division of Catholic Schools will initiate ways for each school community to more fully assume its responsibility for evangelization.**

*Although every ministry in a parish is an evangelizing ministry,
Catholic Schools have a unique and a grave responsibility to evangelize.*
(Pope John Paul II, Ecclesia in America)

Program Initiatives:

- a. Work in collaboration with the Division of Religious Education to clarify to the various members of the school community the threefold direction of evangelization.
- b. Support school-wide plans to more explicitly integrate the focus of evangelization within the context of the school's Catholic Identity.
- c. Work with Office of Vocations to identify and implement ways to highlight the call to the priesthood and religious life within the context of the threefold direction of evangelization.

**KEY ISSUE:
DIVERSITY**

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NEEDS STATEMENT: To recognize, serve, promote and embrace diversities among students, teachers and parents inclusive of their social, ethnic, religious, intellectual, teaching and learning style differences.

TRENDS/BACKGROUND

The changing demographics of the enrollment of many of the Archdiocese's schools have broadened the range of student ability and academic experience. Many of the students coming to Catholic schools have had several years of inadequate educational experiences. In addition, about 22% of the students in Catholic schools in the Archdiocese are not Catholic, which is up more than 5% since 1980. This is about 10% more than the national average.

These changes have expanded the ever increasing challenges facing each school. Teachers must be further trained to meet the growing demands for students to be life-long learners. At the same time, teachers must effectively proclaim the Catholic faith to all students, particularly those who are unfamiliar with its teachings and traditions.

The Archdiocese of Baltimore Catholic schools, as stated in their mission, are committed to serve students with diverse backgrounds and needs. To do so, however, requires that many schools expand curricular offerings and broaden the capability of their staffs to address a wider range of student needs.

Many families being served by Catholic schools have experienced negative consequences from a variety of familial issues. Catholic schools must expand their outreach to these families and more effectively identify and serve those children who have suffered, and in many cases, still do suffer from family hardships.

One issue of particular concern to the Archdiocese is children with Special Needs. *The 1978 Pastoral Statement of United States Catholic Bishops on People With Disabilities, The Rehabilitation Act of 1973 and The American With Disabilities Act of 1990* challenge all schools to guarantee equity, dignity, and inclusion. Rooted as we are in the gospel that invites all children to come to Jesus, Catholic schools are called to welcome and include students with learning disabilities to the extent that it is appropriate.

As we move toward more inclusive membership in our schools, a learning disability will be defined as a disorder in one or more of the basic processes involved in understanding spoken or written language as evidenced in a student's struggle to listen, speak, read, write, spell, or do math despite average or above average intelligence.

STRATEGIC GOALS

- 1. Each school will establish a Plan of Action that educates, promotes, develops and executes a program, which responds to the ethnic, economic and educational needs of the population of the community it serves.**

Program Initiatives:

- a. Ensure an outreach service program to the neighboring community.
- b. Develop a recruitment plan to ensure diversity.
- c. Devise a tuition assistance plan based on its economic diversity targets.
- d. Have the Division of Catholic Schools review the progress of each school's Plan of Action.

- 2. The Division of Catholic Schools, in collaboration with the Office of African American Ministries, Office of Hispanic Ministries and Department of Human Resources will develop a current and diverse target list for the recruitment of qualified teachers who represent the diversity of the population of the Archdiocese of Baltimore.**

Program Initiatives:

- a. Establish a working relationship with institutions of learning that reflect the cultural, racial and ethnic populations of the Archdiocese of Baltimore for the purpose of recruitment of teachers and the development of faculty.
- b. Actively recruit, on a regular sustained basis, at historically Black universities in Maryland and surrounding states.
- c. Initiate an inter-diocesan dialogue on recruitment of teachers and administrators that represent the diversity of the populations of the respective dioceses.

3. The curriculum and instructional methods of every Catholic school in the Archdiocese of Baltimore will meet the needs of a diverse student body.

Program Initiatives:

- a. Update the Course of Study to promote equity: high expectations and strong support for all students regardless of age, gender, disability and cultural or ethnic background.
- b. Provide instructional accommodations in all classrooms for students with diverse needs.
- c. Provide, through the Media Center in conjunction with the Curriculum Committee, a list of textbooks, library collections and learning materials, which reflect multicultural content and illustrations.
- d. Work toward expansion of the Division of Catholic Schools to include a full-time curriculum specialist.
- e. Educate school boards, faculties and parents regarding the Archdiocesan commitment to serving students with diverse needs.

4. The Division of Schools will initiate, develop, and maintain a coordinated program of services and related activities to maximize the inclusion of students with disabilities.

Program Initiatives:

- a. Appoint a Special Needs Curriculum Committee to provide strategies and materials that will assist administrators and faculties in identifying and addressing the following disabilities: Dyscalculia, Dysgraphia, Dyslexia, Dysnomia and Dyspraxia.
- b. Advise all elementary schools on the institution of on-site Child Consult Teams.
- c. Develop a manual for the Child Consult Team that explains its purpose, membership and procedures.
- d. Partner with the College of Notre Dame of Maryland in designing a graduate certificate program for the training of Child Consult Teams.
- e. Initiate a dialogue with Catholic secondary schools of the Archdiocese on the admission, placement, and servicing of Special Needs students.
- f. Expand the PRIDE Program with respect to geographic availability.
- g. Provide ongoing professional development and periodic symposiums on contemporary research and practices via the Archdiocese of Baltimore Conference for Catholic Education.

- 5. Schools will implement an age appropriate Disability Awareness Curriculum to prepare the future leaders of our church and community to interact with persons with disabilities in a knowledgeable and sensitive manner.**

Program Initiatives:

- a. Charge the Special Needs Curriculum Committee with the task of designing a Disability Awareness Curriculum for kindergarten-eighth grade.
- b. Initiate dialogue with Catholic secondary schools on the incorporation of related issues for student discussion.

- 6. The Division of Catholic Schools will take deliberate steps to reflect the diverse composition of our schools in order to systematically influence legislation for learning disabled students in Catholic schools.**

Program Initiatives:

- a. Develop a directory of Catholic schools that profiles each school's available resources, plans and programs to address Special Needs.
- b. Solicit the expertise and assistance of the Archdiocesan Division of Information Services in creating a program for storing Special Needs data and tabulating related statistics.
- c. Establish a consortium with the Association of Jewish Schools and other agencies in seeking government services and funding for Special Needs.

- 7. The Division of Schools will name the Special Needs Advocacy Committee of the Archdiocesan Catholic Schools Children and Youth Cabinet to promote the philosophy of Catholic inclusive education and to pursue a network of services and support.**

Program Initiatives:

- a. Become a clearinghouse for information and advocacy for parents, educators and students with diverse learning needs.
- b. Provide parents of special needs students with directives in seeking out available assistance from local school districts in which they reside to gain support for occupational, physical and speech therapy etc.
- c. Collaborate with the Division of Religious Education in providing inclusion forums and study groups to assist parents in acquiring skills to advocate for their children's gifts as well as their needs.
- d. Investigate the feasibility of the pro-bono services of local professionals and agencies in providing diagnostic testing and intervention for students at risk.

**KEY ISSUE:
FINANCES**

KEY ISSUE: FINANCES

NEEDS STATEMENT: To generate and properly steward the resources necessary to meet the present and future needs of our Catholic schools.

TRENDS/BACKGROUND

Improving compensation, providing technology, enhancing/upgrading aging facilities and tuition affordability present major challenges for the future of Catholic schools in the Archdiocese of Baltimore. A cohesive plan is needed that integrates strategies that would expand dramatically the resources available for schools, assure affordable tuition rates, provide tuition assistance, significantly improve competitive compensation, and provide safe, well-maintained facilities. In addition, strategies for viable locations of Catholic schools, new and existing, and the attendant costs of implementation must be included.

Multiple strategies must also be developed to address just how the necessary resources will be generated and stewarded. The roles of schools, parishes, local communities and business leadership will need to be defined. And certainly, funding efforts for Catholic schools must be integrated with the future needs and resource prospects of all ministries included within the scope of operation of the Archdiocese of Baltimore.

STRATEGIC GOALS:

- 1. The Division of Catholic Schools, in collaboration with various Archdiocesan offices, will establish a support network to generate the resources necessary to ensure the vitality and viability of Catholic schools beyond the year 2006.**

Program Initiatives:

- a. Create a position, in collaboration with the Archdiocesan Department of Development, for an individual who is solely responsible for institutional advancement/development for Catholic schools.
- b. Promote the establishment of an Office of Institutional Advancement in each Catholic school.
- c. Provide on-going development training in collaboration with the Archdiocesan Department of Development.

- d. Encourage a mentoring network to assist Catholic schools in the Archdiocese in the ways and means of successful institutional advancement to raise/increase funds for technology, tuition assistance, capital improvements, staffing, endowment, etc.
- e. Explore, in collaboration with the Archdiocesan Department of Development, the avenues for partnership and financial support between the corporate community and Catholic schools.
- f. Increase, through diverse sources of funding, the Catholic schools' marketing and public relations budget to assist in sustaining visibility/awareness.
- g. Assess the possibility of a transportation program to enhance recruitment and increase enrollment.
- h. Identify, support, maintain and increase the advocacy for public funds from grassroots to legislative levels.

2. The Division of Catholic Schools, in collaboration with various Archdiocesan offices, will establish and implement guidelines and procedures for effective stewardship that ensures vital and viable Catholic schools beyond the year 2006.

Program Initiatives:

- a. Maintain, in collaboration with the Division of Fiscal Services, a process of fiscal accountability that would assess and track fiscal viability on a local and Archdiocesan level through a required, timely and uniform reporting process.
- b. Develop, in collaboration with the Department of Management Services, a formula for per-pupil cost for viable financial planning.
- c. Provide on-going training, in collaboration with the Division of Fiscal Services, in sound fiscal management; i.e. establishment of tuition rates, need-based tuition assistance, and budget development, maintenance, projection and reporting.
- d. Establish, in collaboration with the Department of Management Services, a protocol for Catholic schools' facilities management/capital projects.
- e. Develop criteria that determine the viability of a Catholic school; i.e. Catholic identity, effective leadership, qualitative education programs, fiscal health, enrollment potential and the cost effectiveness of a facility.
- f. Provide training and information for schools to take advantage of the purchasing power of the Archdiocese as well as federal and state funding.

**KEY ISSUE:
HUMAN RESOURCES**

KEY ISSUE: HUMAN RESOURCES

NEEDS STATEMENT: To attract, form, and retain teachers and administrators who are capable of and willing to further the mission of our Catholic schools.

TRENDS/BACKGROUND

The percentage of vowed religious in professional positions in Catholic schools in the United States and the Archdiocese of Baltimore has decreased from 85% in the 1960's to less than 5% in 2000. This reality poses two major challenges to Catholic schools: 1) affordability for families due to higher wages for staffing, and 2) attracting and retaining faculties that continue to know, model and teach the Catholic faith to students.

Historically, as more lay teachers were hired, Catholic schools failed to offer competitive compensation. Today, the effects of this are being felt more and more due to a current teacher shortage in public and private schools in the United States. In October 2000, the National Educational Association noted that a historic turnover in the teaching profession is imminent. More than one (1) million veteran teachers are nearing retirement; there is an increasing percentage of teacher attrition; and there will be increased student enrollment. Both the National Educational Association and the U.S. Department of Education predict there will be a need for approximately three (3) million new teachers in the next decade of which over one half million will be needed for private schools.

Competition for teachers is fierce, especially in urban areas. Principals in the Archdiocese of Baltimore indicated that they have experienced a significant change in the number of qualified applicants, especially in the past two to three years. Teachers who participated in the Focus Groups stated that the lack of competitive compensation is the most significant challenge facing the Catholic schools in the next five to ten years. Excellent Catholic school teachers are being recruited by local public schools that offer higher salaries and enhanced benefits, especially retirement.

Catholic schools' difficulty in attracting and retaining the best teachers and administrators threatens the very mission of our schools. The ability to be selective in choosing qualified teachers and administrators is important to any school. However, Catholic schools also need to attract and retain enough teachers and administrators who can effectively impart the Catholic faith. Though currently in a less than competitive position at a time of a nationwide shortage of licensed

teachers, Catholic schools must boldly move to improve their ability to hire from among the best educators.

STRATEGIC GOALS:

1. The Division of Catholic Schools, in collaboration with the Department Human Resources, will develop new models to attract qualified teachers and administrators.

Program Initiatives:

- a. Create a position for an individual who is solely responsible for Catholic school personnel.
- b. Initiate inter-diocesan dialogue on teacher and administrator recruitment and retention.
- c. Develop and implement a marketing campaign aimed at attracting Catholic school personnel.
- d. Explore the portability of benefits for employees who move into the Archdiocese of Baltimore.
- e. Form a consortium with Catholic colleges and universities to develop and establish a program to recruit and prepare college graduates for careers as teachers in Catholic schools.
- f. Enhance the Catholic School Leadership Program in partnership with Loyola College.

2. The Division of Catholic Schools will intensify its efforts to assist schools providing for professional development for personnel in the areas of Catholic identity, diversity and inclusion, and curriculum and technology.

Program Initiatives:

- a. Partner with Goucher College and other educational institutions and agencies to develop programs to meet the identified needs.
- b. Establish and maintain a close working relationship with certification specialist (s) at the Maryland State Department of Education to expedite the certification process and thus increase the number of certified teachers within the Archdiocese.
- c. Explore creative options for using technology to provide professional development opportunities for Catholic school teachers.
- d. Provide a directory of resources for professional development of school personnel.
- e. Work with both the Division of Religious Education and the Division of Youth and Young Adult Ministry to implement staff development programs in the areas of Catholic identity and catechetical formation.

3. The Division of Catholic Schools, in collaboration with the Department of Management Services, the Department of Human Resources, the Department of Development and all schools will develop and implement plans to retain Catholic school personnel

Program Initiatives:

- a. Address, on the Archdiocesan and local levels, issues of compensation such as salary, health insurance and pension benefits.
- b. Dialogue with national non-profit organizations in an effort to establish varied incentives to retain school personnel.
- c. Initiate a contributory fund to provide for retention incentives for school personnel.
- d. Continue to work with all schools to preserve the faith-oriented communities and supportive environments that attract personnel to Catholic schools.

**KEY ISSUE:
TECHNOLOGY IN THE
SERVICE OF CURRICULUM
(TisC)**

KEY ISSUE: TECHNOLOGY IN THE SERVICE OF CURRICULUM (TisC)

NEEDS STATEMENT: To guide and assist all schools in becoming technology enriched environments for the delivery, assessment and communication of curriculum and student learning

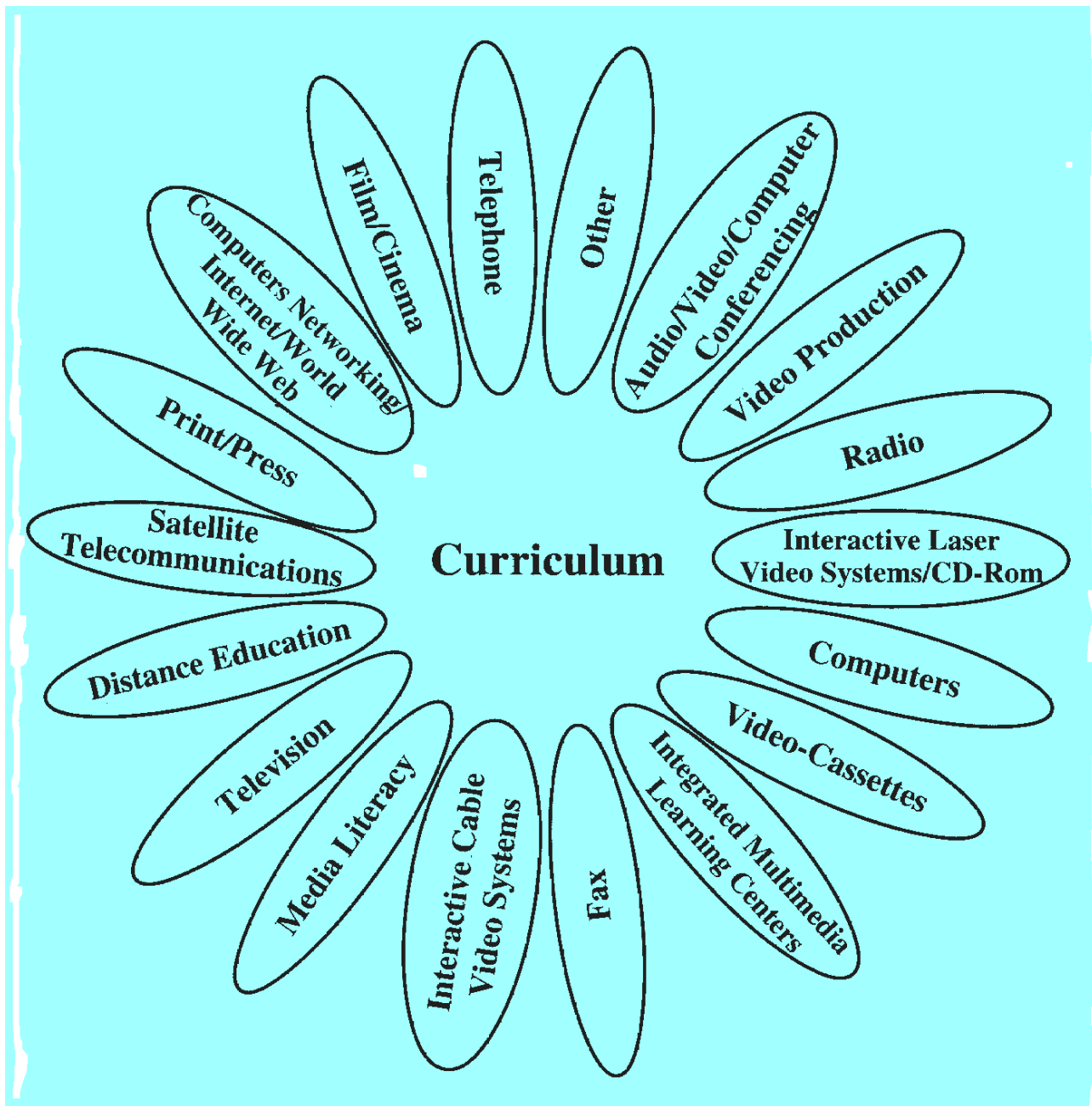
TRENDS/BACKGROUND:

The Vatican documents, *Redemptoris Missio* and *Aetatis Novae*, emphasize that new world culture is emerging. Catholic education has a moral, religious, social and educational responsibility to engage in the formation of this new culture on all levels. In this new culture, learners find themselves immersed in a sea of new and rapidly revealing information. New locations and styles of learning communities are emerging inviting learners to deeper understandings of global and interdisciplinary collaboration for learning. New leadership and administrative skills are challenging all to re-think the school environments: classrooms, diverse centers of information and administrative infrastructures. Technology appropriately integrated into all levels of the educational environment provides educators and learners with diverse techniques to plumb new depths of education in order to assure optimum learning experiences for all in the school community.

The State of Technology in Catholic Schools Report 2000 indicates that U.S. Catholic schools are embracing educational technology. The average student to computer ratio is better than 8:1 with virtually all Catholic schools having Internet access. While LAN (Local Area Network) is growing, Catholic schools lag in owning and using other diverse forms of technology. Teacher training for the integration of technology in all forms across the curriculum needs significantly more attention. Technical support for curriculum instruction, administrative use and hardware maintenance vary; cost, availability and the limited research on best practices are hindrances.

In April 1996, the Archdiocese of Baltimore published its first Strategic Plan for Technology in Education. The plan provided strategies and tactics for curriculum applications, faculty and staff education, facilities planning and administrative infrastructures. Emerging technologies plus assessment and evaluation are foundational for the Division of Catholic Schools and for local school technology planning.

Inherent in the vision of the Archdiocese is the belief that each and every form of technology is valid and must be considered. The wheel image shown here is important and critical because in the high pitch and hype of any single technology, other technologies that continue to be significant to the culture can be ignored in the educational sphere due to the “tyranny of the either/or” syndrome. A careful study of this wheel of innovation (New Frontiers, 1997:23) accents the diverse technologies that must be integrated into learning and schools today.



Reference: New Frontiers, 1997. page 23

STRATEGIC GOALS:

- 1. In collaboration with the Division of Information Services, the Division of Catholic Schools will create and maintain a regular analysis of the Archdiocesan-wide School Technology Plan and its system-wide implementation.**

Program initiatives:

- a. Establish regular, on-going evaluation of the Archdiocesan School Technology Plan and its revisions and implementation.
- b. Assess regularly the current state of all schools in relation to the Archdiocesan technology planning.
- c. Support and provide clear expectations for local school technology plan development and revision.
- d. Make on-going training available on how to write and execute an effective local school technology plan.

- 2. In collaboration with the Division of Information Services and other appropriate persons, the Division of Catholic Schools will secure professional vendor(s) for local school administration of student information and will support the implementation of this effort.**

Program initiatives:

- a. Select professional vendor(s) for administration of student information.
- b. Establish a timeline, processes and resources for implementation and funding of this effort from local, Archdiocesan and government sources.
- c. Provide the necessary training and support for administration of student information.

- 3. The updating of each curriculum area will include goals that integrate the use of diverse technologies to deliver instruction and assess student learning.**

Program initiatives:

- a. Integrate of the use of diverse technologies in the updated editions of each discipline (curriculum area).
- b. Use teacher recertification courses to aid in integration of technologies.
- c. Challenge all schools to join national curriculum associations for maintaining knowledge and participation in training of contemporary direction for technology in the curriculum.
- d. Establish alliances with colleges and institutes of technology in Maryland to provide staff development for teachers.

- e. Provide particular staff development for administrators to evaluate appropriate integration of technology in the delivery and assessment of learning.

4. The Division of Catholic Schools will model a technology- enriched environment in its operations and relationships with the school communities.

Program initiatives:

- a. Increase and enhance electronic methods for regular communications with school administrators and communities.
- b. Use appropriate diverse technology for delivery of services to and communication with its constituencies.
- c. Work closely with the Division of Information Services to raise and sustain awareness of data needed for the interdependence of information analysis, communication and services to all constituencies.

GLOSSARY

Glossary

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“As One Body. . .

we can truly **celebrate** the gift of our Catholic
schools and. . .

As One Body. . .

we will meet the **challenges** that will strengthen the
great legacy of Catholic education.”

*- Dr. Ronald J. Valenti
Superintendent of Catholic Schools*