



Genesis

A New Beginning for Catholic Schools



Archdiocese of Chicago
Office of Catholic Schools



September 2005

Dear Brothers and Sisters in Christ,

Catholic schools constitute the best school system in Cook and Lake Counties. Those who graduate from elementary school go on to high school. Almost 100 percent of those who enter high school go on to graduate and about 90 percent go on to college. No matter where students are on national tests when they enter the Catholic schools, they move into the 60th, 70th, and 80th percentiles as they move through school.

More important than comparative statistics, however, is the personal formation given in an academic environment shaped by the faith. Catholic schools are free to consider any question that can be asked. They are free to talk about what is most important, about God and human destiny. Catholic schools respect the human dignity of each student by teaching the truth about what is ultimately important.

The Church conducts school because Jesus was a teacher. He revealed to us what is important in this life and the next. In homilies and conferences of all sorts, in well-developed catechetical programs in parishes and youth programs, what Jesus taught is handed on. But Catholic schools are essential to the educational mission of the Church. They provide an environment, along with the family, in which the faith is not only taught but lived.

In recent months, the announcement of recommended Catholic school closings, the subsequent, agonizing process of reconsideration, and finally the realization that some schools found the means to remain open put many, especially the students themselves, through an emotional wringer. We have to find a better way to assure the future of the schools. When closures seemed inevitable, some schools and their communities found more than two million additional dollars to keep their schools open, for which I am most grateful; but it would have been good to have had that money available before we had to speak of closures.

Schools close because students decrease in number, sometimes because a neighborhood no longer has many children, more often because parents cannot afford tuition. They close also because the buildings need major repairs that cannot be paid for by the

parishes that own them. They close because of debts from operations that cannot be paid. It costs over \$550 million a year to run the Catholic schools of the Archdiocese. Parents and others who give money for tuition pay almost \$450 million of that sum. The remaining \$100 million is raised through special events and fund-raisers, through alumni appeals, through the generosity of the companies and individuals who give to the Big Shoulders Fund for inner city schools, through parish and Archdiocesan subsidies. By way of comparison, it would cost over \$1 billion in tax money for the government to educate all the students currently in Catholic schools in the Archdiocese.

For the last several years, plans have been building to create a new pool of funds for tuition assistance and for needed capital improvement in older school buildings. This pool of funds must be large enough, at least \$150 to \$200 million, to generate the assistance necessary to fund tuition for any child whose parents want to send him or her to a Catholic school but who cannot afford to do so. Given the now-heightened understanding of the financial plight of the Catholic schools, I hope we can very soon launch the campaign necessary to raise money for this fund.

At the center of my desires for this Archdiocese is the maintenance of a vibrant, viable, faith-based school system, where quality education is assured for the future and where the vision of our faith shapes not only the curriculum but also the lives of teachers, students and parents. I am most grateful to and want to support as strongly as possible all those involved in maintaining, developing and strengthening Catholic schools: pastors and principals, teachers and school staffs, the superintendent and his staff, parents and donors.

Catholic schools were born of a desire to integrate the young into family, church and community in ways consistent with the faith of their parents. They have been one of the most effective means to strengthen the mission of the Church in our country and to contribute to the building up of a just, peaceful and charitable society.

May God bless you in your important leadership role for the Archdiocese of Chicago.



Sincerely yours in Christ,

Francis Cardinal George

Francis Cardinal George, OMI
Archdiocese of Chicago



September 2005

Dear Friends of Catholic Schools,


Catholic schools are integral to the educational mission of the Church. The bishops have stated repeatedly that our Catholic schools are the best means that the Church has to educate the young people in our faith. The Catholic schools of the Archdiocese of Chicago have a history of success that we want to continually build upon in carrying out the educational mission of the Church. This legacy is the result of heroic efforts on the part of untold numbers of principals, presidents, teachers, pastors, parents, donors, alumni, and church officials for over one hundred fifty years.

At the same time we appreciate all that went before us and celebrate the present, we know that we must begin anew to meet the complexities and challenges of changing times. We are standing on a new threshold for Catholic education that requires us to shape a new day for Catholic schools in the Archdiocese of Chicago.

To support the long-term success of Catholic school students, we are launching an action plan for Catholic schools in the Archdiocese of Chicago entitled, **Genesis: A New Beginning for Catholic Schools**. This plan offers some new directions and goals that will help to modify school governance, improve instruction, update curriculum and utilize networks of educators, constituencies and others to make our schools increasingly more Catholic, excellent and vital. This document articulates a compelling agenda for making Catholic schools available and viable for future generations of students.

Genesis is the result of two years of research, input, analysis and reflection by hundreds of cross representatives from the Catholic community and elsewhere. How well the various dimensions of this plan operate, separately and in tandem, will determine how well we work together to enact the mission to realize our new vision for students, teachers and schools.

Each of us has a significant leadership role to play in making Genesis a living document. I am confident that through the individual and collaborative efforts of all stakeholders, we will achieve outcomes beyond our imagining. This plan will be at the heart of all that I do as Superintendent of schools and it will be the central focus for the work of the



Office of Catholic Schools. **Genesis: A New Beginning for Catholic Schools** is the new and ongoing plan for ensuring that our students receive the education they need to make a significant place for themselves in the world and make the world a better place.

It is not possible to individually thank all of the people who worked tirelessly to help make Genesis a reality. We are deeply grateful to all of you for your contribution... principals, presidents, pastors, OCS staff, consultants, and, of course, Cardinal George who supported us throughout the planning with his valuable insights.

As a dynamic plan, Genesis will continue to be reviewed, revised and updated based on new data, environmental changes and the emerging needs of students. We want you to continue to give input and constructive recommendations that will further evolve the plan over time. Genesis, like any vital plan, is a work in progress.

Most importantly, thank you for all that you do to support and advance the mission of Catholic schools. The investment and involvement of dedicated leadership at all levels is our greatest hope for a vital future for Catholic schools in the Archdiocese of Chicago.

Sincerely yours,



Nicholas M. Wolsonovich, Ph.D.
Superintendent of Catholic Schools

Our Past

Recognition of the value of Catholic schools in the Archdiocese of Chicago and society continues after 150 years of outstanding service to the Church's mission and the public good of society. For all these years, Catholic schools excelled in providing quality academic education and religious formation to students in all areas of the Archdiocese. They have provided an unparalleled opportunity for our immigrant ancestors to escape poverty, become part of the culture, and be competitive in the marketplace.

Education in this country has undergone substantial change in the latter part of the twentieth century. Society, in general, has moved the values, structures, business practices and operational modes of the industrial revolution into the information age of the technological revolution. Mass education with its lock-step organization often reflects the basis of the industrialized production line.

Historically, Catholic elementary schools have been a significant ministry of parish life. The parish priest was pastor and manager of the school and its site. Members of religious orders, who received minimal compensation for their service, staffed the school. Parents were confident their children were taught catechism, traditional faith practices and devotions, and received preparation for the sacraments. Parent involvement and that of other volunteers did not include decision-making about the vision, direction and operation of the school.

Before 1970, local parishes were the major source of funding for Catholic schools in the Archdiocese of Chicago. This funding structure allowed parents to send their children to Catholic elementary schools without financial burden to the families. Funding for services and materials from the state and federal government became available to supplement educational programs. Parent Advisory Councils became more of a common practice, following the model of Parish Councils. Secondary schools began instituting new governance structures, including lay boards of trustees and a president/principal administrative structure. The Office of Catholic Schools assumed increasing responsibility for staffing requirements, curriculum, religious education standards, school improvement processes, institutional advancement practices and planning for the development of new models for schools.

During the 1970's and 1980's, there was a significant reduction in the number of religious men and women working in Catholic education. Lay people increasingly moved into the schools as teachers and principals. The cost of operating Catholic schools increased over the years. Schools needed to increase tuition to help cover rising costs. Today, the families that use our schools pay for over 75% of the cost of educating children.

Our Present

In addition to the impact of changing interests and societal values of the past 30 years, Catholic schools face many challenges requiring new ways to educate, operate and fund schools. The present world of accelerated change is witnessing the emergence of a new kind of school. This new school is the school of the technological age in a knowledge society. The use of satellites, fiber optics, cable, video-based technologies, virtual reality, digital compression and computer networks has had an impact on society and its schools. Globalization, bio-ethics and technocracy are some of the new terms that are common to this era. Within this current reality, today's Catholic school leaders struggle to maintain Catholic schools in an era of decreasing resources, shifting demographics, competing ministerial needs, other educational options and an unpredictable economy.

One of the greatest challenges facing Catholic schools at this time is the financial capacity of parents to pay tuition. It costs over \$550 million a year to run the Catholic schools of the Archdiocese of Chicago. Parents and others, who give money for tuition, pay in excess of \$450 million of that sum.

The value of Catholic schools has long been recognized for outstanding services. Today, however, there is another major challenge that is impacting that recognition. While many Catholics today seek a Catholic education and cannot afford it, there are many who can afford it and are not choosing it – despite the benefits.

Our Future

Catholic schools evolved from a past in which they served well the Catholic community of the Archdiocese of Chicago and the public good. Catholic school leaders know that to rest on the accomplishments of the past would jeopardize the future of Catholic schools. The next generation of educational leadership within Catholic schools and the Office of Catholic Schools must look very different. Identifying assets and resources to create new networks, possibilities and alternative models will be essential attributes of leaders for ensuring a vital and viable future for Catholic schools. The responsibility for advancing Catholic schools in a world that is forever changing must be shared by the total Catholic community in new and vital ways.

Genesis: A New Beginning for Catholic Schools provides clear direction and strong challenges for realizing a future of vital Catholic schools. For this plan to have a strong, desired effect, it must be utilized continuously as a means of determining appropriate responses to situations affecting Catholic schools. As the plan becomes a basis for decision-making and action, it is likely schools will become increasingly more vital and viable across the Archdiocese of Chicago..

The Future of Catholic Schools rests with a strong commitment to the mission of Catholic schools by leadership at all levels of the Archdiocese . Genesis becomes the impetus for focusing the commitment on the three areas of the mission:

Catholic Identity
Academic Excellence
School Vitality

You are holding in your hands not only an outline of the future direction for our schools but also the future of our children.

For I know the plans I have for you, says the Lord... to give you a future and a hope

- Jeremiah 29: 11

Vision of Archdiocesan Catholic Schools

The Catholic school educated graduate, a disciple of Christ, is a leader and community builder in church and society. As a life-long learner, the graduate acts with faith, integrity, and competency in the pursuit of truth to contribute to a better world. The graduate lives and works as a responsible global citizen, seeking justice to create unity of all persons with God, each other, and all of creation.

Catholic school principals and teachers as leaders, give witness to Gospel living, spiritual and intellectual development, justice for all persons, and a quest for educational excellence. These educators provide a curriculum that supports, challenges, and prepares students for their future. Catholic school educators continuously deepen their faith-life and strengthen their leadership to build a faith-learning community with a visible Catholic identity.

All **Catholic school communities** evangelize and educate students and families with the support, guidance, and spiritual leadership of bishops and pastors. In the spirit of inclusiveness, Catholic schools involve parents and other persons as partners to advance the mission of Catholic schools. These partners collaborate and make decisions that actively strengthen the long-term viability of Catholic schools in Lake and Cook Counties.

*Write down this vision,
inscribe it clearly to be easily read,
since this vision is for its time only:
eager for its own fulfillment. It will
not disappoint: if it comes slowly,
wait, for it will come, without fail*

- Habakkuk 2: 2-4

Mission of Archdiocesan Catholic Schools

Catholic schools exist primarily to evangelize and to educate students for the Church's mission in the world. All are welcome who seek to live by values in harmony with the Gospel and its preferential option for the economically poor and neglected. Catholic schools provide students an opportunity for educational **Excellence** in the Catholic intellectual tradition. Catholic faith-learning communities commit to help each student develop his or her potential for living consciously, acting responsibly, forming healthy relationships and serving as leaders for the common good. Catholic school communities act as faithful stewards to make schools **Vital**, affordable, and accessible across the Archdiocese.

The students can come to a more mature understanding of all this is implied in the concept of person: intellect and will, freedom and feelings, the capacity to be an active and creative agent, a being endowed with rights and duties, capable of interpersonal relationships, called to a specific mission in the world

- The Religious Dimension of Education in a Catholic School

Faith Foundation for Catholic Schools

The policies and practices of the school community embrace the following principles. These principles are the foundation for helping youth and adults to make meaning of their lives and model Catholic Christian living to the broader community:

- The school community recognizes that **parents/guardian are the primary educators** of their children in the Catholic faith.
- The school community witnesses, proclaims and teaches the **good news of salvation** in Jesus Christ.
- The school community develops a strong **Catholic identity** as an integral part of the evangelizing mission of the local church.
- The school community works together to promote **human dignity**, combat racism, challenge injustice and transform the world.
- The school community prepares students for **discipleship** through active practice of their faith and responsible citizenship in light of Catholic social teachings.
- The school community fosters personal and communal **prayer**, and invites its members to worship and celebrate the feasts of the liturgical calendar.
- The school community reflects a culture of continuous, effective and meaningful **learning** appropriate to the needs of all its members.
- The school community thrives through the **stewardship** of the local and broader community.

I have come that they might have life and have it to the full

- John 10: 10-11

Catholic Identity

The Catholic school, as integral to the mission of the Archdiocese of Chicago, has a strong Catholic identity providing for students an apprenticeship in Christian living. This is evident in the learning organization centered on the essential goals of Catholic education: worship, message, community and service. The Catholic school collaborates with the Archdiocese in teaching a unified, systematic and cohesive religion curriculum. To make the education in the faith effective, principals and teachers develop competencies as certified coordinators of religious education and catechesis. They participate in ongoing adult faith formation locally in parish life and centrally in services provided by the Office of Catholic Schools. Parishes collaborate with the Archdiocese of Chicago in sustaining the mission of Catholic schools so that parents/guardians have access to a Christian learning environment that supports the faith life of the family.

Parishes and schools cooperate in the evangelization of families by encouraging participation in the life of the Church – especially, weekly Eucharistic liturgy. Non-parochial schools sponsored by other approved entities promote the mission of the Church through their organizational structures, policies and guidelines. Parent organizations and boards support the Catholic mission of the school in all aspects of their services.

The Catholic school finds its true justification in the mission of the Church: it is based on an education philosophy in which faith, culture, and life are brought into harmony.

- The Religious Dimension of Education in a Catholic School

Apprenticeship in Christian Living

Goal 1: As members of the Catholic Church, students make a life-long commitment to living the Gospel of Jesus Christ.

School life activities (inclusive of learning) center on worship, message, community and service as guided by the National Catechetical Directory (2005).

Worship – Weekly Eucharistic liturgy, sacramental participation and prayer experiences that help students to grow in their relationship with the Triune God.

Message – instruction in the Gospel, Catholic faith and moral living.

Community – culture and climate of the school that support a commitment to faith development and caring respect for each person.

Service – opportunities for service to others and action for justice based on education in the social teaching of the Church and mission to the world.

Objectives:

- Implement specific ways to infuse the core components of Catholicism into the total educational experience
- Inform constituencies of Catholic identity and mission
- Provide a Catholic education to all Catholic and non-Catholic families wanting to enroll their children in a Catholic school
- Support integration of students into parish life
- Sustain the Catholic identity of Catholic schools as integral to the mission of the Church when sponsored by agencies or entities other than parishes
- Promote the mission of the Church in area schools and other alternative models of Catholic Schools

Curriculum for Catechesis

Goal 2: Implement the Archdiocesan Religion Curriculum as a unified systematic approach to conveying the truths of the Gospel and the Catholic faith.

Objectives:

- Develop the components of the religion curriculum
- Implement the religion curriculum

Religion Curriculum Assessment

Goal 3: Determine the effectiveness of the Religion Curriculum in achieving its intent.

Objectives:

- Design a system-wide assessment tool
- Implement the assessment tool
- Analyze the assessment data
- Make curriculum decisions based on data

Professional Development

Goal 4: Expand competencies of principals, school boards, faculties and staffs through professional development, spiritual formation and faith practice.

Objectives:

- Provide ongoing forums for professional development
- Offer opportunities for spiritual formation to deepen the faith of principals, school boards, faculty and staff of Catholic schools

Catechetical Certification

Goal 5: Provide archdiocesan catechetical certification of teachers and principals.

Objectives:

- Establish a program of certification for principals as Coordinators of Religious Education.
- Implement the Journey in Faith program of certification of teachers as catechists

Academic Excellence

Catholic school principals and teachers serve as faith leaders, role models and active learners who communicate knowledge as reflective practice. They keep a multifaceted focus on academic excellence, demonstrating coherence and alignment in curriculum, effective instruction, relevant staff development and the appropriate assessments. As educational leaders, principals and teachers personify life-long learning by keeping abreast of latest developments and by networking with colleagues to collaborate in projects of leading, learning and teaching that impact student achievement. As curriculum leaders, teachers develop and deliver learning plans for students through challenging goals, engaging instruction, effective feedback, and sustained professional development.

The Office of Catholic Schools provides multiple opportunities for the spiritual, educational and instructional leadership growth of principals and teachers. Ongoing and continuous activities provide the support necessary to develop and implement relevant curriculum, developmentally appropriate instructional practices, quality resources, aligned assessments and the integration of current technology in teaching and learning.

Catholic educators encourage each student to claim excellence as a personal standard in the pursuit of life-long learning. Principals and teachers provide curriculum, instruction and resources to address the evolving and diverse needs of youth, enabling them to be leaders and influence a world of increasing complexity and accelerated change. Teachers, especially, are key to students acquiring the knowledge, skills and values needed to assume significant roles and responsibilities and, at the same time, transform the world.

...in addition to persons well-informed and well-equipped, this world with data, skills, techniques, and procedures, this fragile universe needs persons who hunger for roses as well as bread, persons who will not be satisfied with less than a full measure of their human dignity and the full measure of everyone else's human dignity

- Helen Marie Burns, RSM
Catholic Education: Toward the Third Millennium

Curriculum Development

Goal 1: Implement a systematic, research-based curriculum that enables students to master and integrate intellectual and practical skills.

Objectives:

- Implement a systemic curriculum for Science in 2005–2006
- Develop a systemic curriculum for Language Arts in 2005–2006
- Develop a systemic curriculum for Fine Arts in 2005–2006
- Develop a systemic curriculum for Social Studies in 2006–2007
- Implement the Math curriculum in 2005–2006
- Implement the Health curriculum in 2005–2006
- Establish opportunities for principals and teachers to consider instructional resources

Teaching and Learning

Goal 2: Catholic school teachers utilize interactive teaching and learning strategies to optimize all student-learning experiences.

Objectives:

- Research instructional models that incorporate “best practices” for effective teaching, learning, and thoughtful reflection
- Implement instructional models that incorporate “best practices” for effective teaching, learning, and thoughtful reflection
- Support the implementation of technology integration in teaching and learning
- Implement models of optimal allocation of instructional time

Professional Development

Goal 3: Catholic school principals, teachers, and staff participate in the ongoing development of professional knowledge and skills.

Objectives:

- Provide ongoing learning experiences for principals through professional organizations, colleges and universities and successful practitioners
- Provide ongoing learning experiences for teachers and staff using professional organizations, colleges and universities, and successful practitioners
- Utilize professional development to increase assessment literacy among teachers and principals
- Adjust the annual calendar over three years to provide a minimum of ten (10) days of professional development for teachers

Student Assessment

Goal 4: Utilize a variety of assessments as a means of developing more effective instructional programs to enhance student achievement.

Objectives:

- Apply a continuum of assessments that help understand teacher efficacy and student learning
- Provide timely student test information to students, parents, teachers, local school principals, and the community
- Implement student-screening practices (entrance, late entrance, transfer)

School Evaluation

Goal 5: Strengthen school improvement through a comprehensive, systemic assessment process

Objectives:

- Revise the current School Improvement Plan (SIP), inclusive of the following elements: Catholic identity, teaching and learning, professional development, school administration and organization, school viability, and accountability
- Implement the new plan for continuous school improvement in 2007-2008
- Evaluate the effectiveness of the revised School Improvement Process

Inclusive Education

Goal 6: Implement the practice of inclusion of students of varying abilities, differing learning needs and styles within the regular education classroom.

Objectives:

- Provide system support for students with differing learning needs
- Provide local school support for students with differing learning needs
- Provide professional development workshops for school staff to support successful student learning within and outside the classroom

Teachers take advantage of every opportunity to encourage and strengthen themselves in those areas which will help to achieve the goals of the educational process... which must always be understood to include academic achievement, moral behavior, religious formation.

- The Religious Dimension of Education in a Catholic School

School Vitality

...the work of the school is irreplaceable and the investment of human and material resources in the school becomes a prophetic choice

- The Catholic School On The Threshold of the Third Millennium

The challenges facing school leaders have never been greater than they are currently. School leaders find themselves addressing two goals simultaneously. The first goal focuses on making schools affordable to the greatest number of families; the second, pushes for a continuous offering of high quality educational programs. To meet these challenges requires inventive leadership and good stewardship. All leaders are responsible for taking an active leadership role in promoting stewardship as a way of life. "What is the Christian Steward? One who receives God's gifts gratefully, cherishes and tends them in a responsible and accountable manner, shares them in justice and love with others and returns them with increase to the Lord." (The Bishop's Pastoral Letter on Stewardship).

Planning for the long-term viability of Catholic schools is the most significant decision-making that will be done by school leaders in the next decade. Schools in the Archdiocese of Chicago will become strong or diminish based on their capacity to move toward total viability. To secure the future for Catholic schools, leadership must be shared with multiple constituents in all areas of the Archdiocese. This shared leadership must include responsibility for continually improving fiscal management and accountability, promoting innovative financing and instituting new models of schools. Principals and pastors are called to be responsible stewards by operating schools in a cost-effective manner with long-range fiscal plans that include development and management systems articulating current best practices. Strategic management that includes ongoing planning at all levels, provides data essential to the decision-making and action-taking needed to make schools vital and viable.

The Archdiocese has a strong and enduring commitment to make equitable educational options accessible to the economically poor. Organizational and financial structures and practices must continually evolve and change to meet the increasing demands of schools and families for financial assistance. School leaders must work with constituents to develop new strategies that demonstrate good stewardship and effective fiscal management to sustain, strengthen and expand Catholic school opportunities for all families who want the choice of a Catholic education.

Among the many variables that affect Catholic schools in the Archdiocese of Chicago, financial solvency and enrollment are the most critical at this time. The Office of Catholic Schools promotes stewardship and the sharing of resources, while providing mentoring assistance in the skillful practice of development, budgeting, fiscal management, planning, marketing, recruitment and effective alumni investment. OCS monitors and supports schools in striving to attain the standards stated in the Financial Accountability Criteria for Catholic Schools in the Archdiocese of Chicago.

While the essential role that Catholic schools play in the Archdiocese is the mission of the Church, many decisions about schools are financially driven. For this reason, Catholic schools must move toward a solvency and vitality that allows them to sustain their unique and vital place in the life and mission of the Church. Pastors, principals and all who actively support Catholic schools have a great opportunity to be leaders and agents of change in reinventing Catholic education in the Archdiocese of Chicago.

Stewardship

Goal 1: Promote stewardship as a spiritual way of life for all parishes.

Objectives:

- Study stewardship as essential to faith and action
- Collaborate with the Department of Development and Stewardship in promoting practices of stewardship
- Strengthen the instruction of stewardship in all of our schools
- Promote stewardship practices in the school and parish
- Assess the growth and integration of stewardship practices in the Catholic school community

Fiscal Management

Goal 2: Assist local school leadership in the fiscal management of the schools.

Objectives:

- Implement the Office of Catholic Schools' Financial Accountability Criteria that strengthens schools fiscal viability
- Implement the structure of an Accounting Office for schools under the jurisdiction of the Superintendent of Schools
- Recommend to the Cardinal and the Finance Council a more just model of compensation for teachers and principals

The gift you have received, give as a gift

- Matthew 10:8

Financial Challenges

Goal 3: Institute new revenue streams from external sources to ensure the accessibility and affordability of Catholic schools

Objectives:

- Initiate a Catholic School Endowment Fund campaign to fund capital improvement needs, student scholarships, and special initiatives
- Establish a tuition assistance fund
- Jointly, with Big Shoulders, identify schools eligible to become patron schools
- Make transitional grants to schools in need of temporary financial assistance
- Utilize a percentage of money raised from the Catholic School Endowment Fund to subsidize capital improvements for selected schools
- All parishes initiate ways to support Catholic schools
- Advocate for a state educational opportunity scholarship program that promotes parental choice in education

Governance

Goal 4: Establish Boards of Limited Jurisdiction to increase the participation of laity in the decision-making and ownership for Catholic schools.

Objectives:

- Identify a person in the Office of Catholic Schools to serve as a consultant for the establishment of boards of limited jurisdiction
- Establish a governance model that defines the authority and the operational responsibilities of a board of limited jurisdiction
- Conduct orientation sessions for pastors and principals regarding the role and responsibilities of Boards of Limited Jurisdiction
- Design a process for the selection of board members
- Implement Boards of Limited Jurisdiction at pilot schools
- Assess the implementation of Boards of Limited Jurisdiction at pilot schools

The Church, therefore is willing to give lay people charge of the school that it has established, and the laity themselves established schools. The recognition of the schools, however, is always reserved to the competent ecclesiastical authority

- Canon Law. Can. 803.3

Area Schools

Goal 5: Establish new vital forms of Catholic elementary schools across the Archdiocese at strategically located sites

Objectives:

- Identify sites for Area Schools as one form of a vital model based on criteria set by the Office of Catholic Schools
- Research appropriate models of governance and sponsorship for Area Schools
- Institute Area Schools at strategic locations
- Assess the effectiveness of Area Schools in demonstrating a Catholic identity, Excellence and Fiscal Vitality
- Implement decisions based on assessment data

Consortium of Schools

Goal 6: Establish a consortium of select schools operating in the city of Chicago.

Objectives:

- Determine the administrative structure of a consortium of schools
- Establish a two-tier board structure whose primary roles are to govern and to raise funds to sustain the consortium
- Implement the consortium of schools plan
- Monitor the implementation of the plan
- Evaluate the consortium on an annual basis

Marketing

Goal 7: Implement strategic marketing and communication strategies designed to support Catholic schools.

Objectives:

- Enhance the perception of Catholic schools as strong, viable, accessible and affordable
- Assist Catholic schools in increasing and/or maintaining enrollment
- Establish a brand image for Catholic schools in the Archdiocese of Chicago

Leadership

Goal 8: Demonstrate leadership competencies that support school vitality.

Objectives:

- Research leadership competencies related to the development of vital schools
- Generate a professional development plan to increase leadership skills and competencies in the area of school vitality
- Implement leadership development programs to strengthen school vitality
- All principals participate in leadership development programs for school vitality
- Assess the effectiveness of leadership development programs in addressing the needs of participants
- Assess the impact of leadership skills on school vitality based on criteria from Office of Catholic schools

Leading the Way Through Partnership

If you have an interest in becoming a partner in Catholic school education, you can help support initiatives at the local school and Archdiocese level. You might consider starting with a visit to your local Catholic school to learn how you can help us lead the way through partnership.

There are many ways of demonstrating stewardship. Here are a few examples.

- Offering your time as a volunteer in various ministries
- Serving as a member of the school advisory board
- Serving as a member of any number of other committees
- Supporting school programs
- Being an active member of a boosters group

You also can be supportive financially by making donations or monetary contributions to:

- Planned giving
- Local Catholic school projects
- Local tuition assistance funds

At the Archdiocesan level, you might want to serve as a member of a task force or work group. Or, you might inquire if there are any new task forces or work groups looking for lay participation. You also might want to consider financial giving as another form of stewardship. There are a number of ways to contribute, such as:

- Becoming a patron and aligning yourself with a particular Catholic school
- Making donations to the Catholic school endowment fund
- Making contributions to Big Shoulders to assist with scholarship assistance or capital campaign development

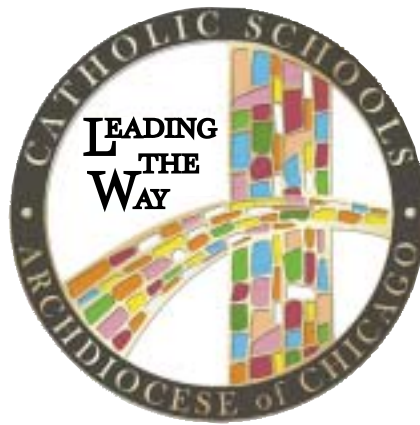
For more information contact:

Office of Catholic Schools
155 E. Superior St.
Chicago, IL 60611-2980
Phone: (312) 751-5200
Fax: (312) 751-5295
www.archchicago.org

Acknowledgement

A number of individuals have made a tremendous commitment of time, insight, and knowledge to produce a comprehensive strategic plan for Catholic schools. With this planning and implementation effort, Catholic schools are able to move forward in their mission of becoming increasingly more Catholic, Excellent, and Vital.

A very heartfelt thank you goes out to the many individuals who gave of their time, talent, and skills toward defining the future of Catholic education in the Archdiocese of Chicago



References

- Bryson, J. Strategic Planning for Public and Nonprofit Organizations. San Francisco, CA, 1995
- Cauley, J. Vision for Catholic School Education in the Archdiocese of Chicago: A Draft. Chicago, IL, 2004
- Meitler, N. Situation Analysis and A Case for Change. Hales Corners, WI, 2004.
- Meitler, N. Strategic Plan for Catholic Schools. Hales Corners, WI, 2005
- Pasmore, W. Designing Effective Organizations. New York, John Wiley and Sons, 1988.

Leading the Way

*Our greatest contribution is to be sure
there is a teacher in every classroom
who cares that every student learns, grows
and becomes more Christ-like everyday.*

Archdiocese of Chicago
Office of Catholic Schools
2005