PRESEVING THE VISION

CATHOLIC EDUCATION WITHIN THE DIOCESE OF BROOKLYN

ANNUAL REPORT
2014-2015
MISSION STATEMENT

The mission of Catholic education for the Diocese of Brooklyn is to lead those entrusted to its care to find salvation in Jesus Christ.

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Dear Friends in Christ:

When the Diocese of Brooklyn entered the strategic planning process for its elementary schools, *Preserving the Vision*, in September, 2008, the long term goal was to “...perpetuate the mission of Catholic elementary schools by proactively creating a new paradigm of ‘multiple partnerships’ designed to strengthen every aspect of a Catholic elementary school’s life and to transform it into an academy that includes competent lay leadership in its governance.” As we enter the seventh year of the process, this goal continues to be accomplished as fifty-seven academies open their doors this month with Boards of Directors comprised of women and men with expertise from every walk of life.

This *Preserving the Vision Annual Report 2014-2015*, fifth in the series, presents the highlights and accomplishments of the recently completed academic year. Of special note, and following through on the original vision of *Preserving the Vision*, discussions have begun which will transition the role of the *PTV Advisory Board* to an Education Commission with oversight authority for diocesan academies and parish schools. The completion of this initiative should take place during the 2015-2016 school year.

My sincere gratitude is extended to Bishop James Massa, Moderator of the Curia, and Dr. Thomas Chadzutko, Superintendent of Schools, for their creativity and leadership which have enabled the continued success of *Preserving the Vision*. We will continue to strive to make Catholic education accessible to all children who desire to attend a Catholic school with God’s help and the continued support of the faithful of the Diocese of Brooklyn.

Sincerely in Christ,

Most Reverend Nicholas DiMarzio, Ph.D., D.D.
Bishop of Brooklyn
September, 2015

Dear Partners in Catholic Education,

I use the word “partners” deliberately! Since I have been working so closely with Dr. Thomas Chadzutko, the members of the Preserving the Vision Advisory Committee, and the Office of the Superintendent ~ Catholic School Support Services, I have come to realize the dedication and collegiality of all those responsible for Catholic elementary school education with in the Diocese of Brooklyn.

Included with those partners are the Members and Directors of the Academy Boards, the principals of parish schools and academies, teachers, parents, and most importantly, the Staff of the Superintendent’s office. It is so energizing to see the total commitment of those responsible for the administration of parish schools and academies as they work together to achieve high academic achievement and fiscal stability in their respective institutions.

I want to extend my deep gratitude to all those mentioned above for the diligence they show. I look forward to continue working with these partners as we continue the apostolic work of the Church in our parish schools and academies.

In Christ,

+ James Massa

Very Reverend James Massa, Ph.D., D.D., V.E.
Vicar for Evangelization and Higher Education
Moderator of the Curia
September, 2015

Dear Colleagues in Catholic Education,

This fifth Preserving the Vision Annual Report continues to provide information regarding the accomplishments and activities of the diocesan strategic plan for elementary parish schools and academies. The eleven priorities and thirty-one goals remain the same, as the staff of the Office of the Superintendent and its collaborating partners continue to enhance Catholic education within the Diocese of Brooklyn.

The parish schools and academies within the diocese continue to strive for quality education grounded in the Catholic faith. As you read through this report, you will note the activities which continue to support the mission of Catholic education. In September, a memo was sent to all pastors of schools, Directors of academies and principals informing them of the responsibilities of all staff members of the Office of the Superintendent - Catholic School Support Services. Among some accomplishments:

- An Assistant Superintendent of Academy Governance was added to the staff
- The Diocesan Academy Governance Manual was revised
- The Saint Katherine Drexel Professional Development Program for teachers was initiated
- A strategic vision for high schools within the Diocese of Brooklyn was promulgated in the Spring, 2015.
- A Special Education Survey was sent to academy and school principals in March. The results of this survey motivated the need for a study to fully analyze the special needs of diocesan students and plan for their remediation.

Education consultants were contracted to conduct studies of Early Childhood Education and Special Education and to establish a strategic plan for diocesan high schools. These consultants will complete the Special Education Study during the 2015-2016 academic year.

The Superintendent’s staff had discussions concerning the integration of the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools into the priorities and goals of Preserving the Vision. As a result of those discussions, the following staff priorities were established for 2015-2016: 1) Leadership; 2) Professional Development; 3) Special Education; 4) Governance; 5) Early Childhood Education. Instead of listing “Technology” as a separate priority, the staff decided that it would be integrated into all priorities.

A major initiative is in progress to transition the present Preserving the Vision Advisory Committee to an Education Commission. This is being done with encouragement and support from Bishop DiMarzio; Bishop Massa will be part of the transition process as will all members of the Advisory Committee.

Catholic education continues to flourish within the Diocese of Brooklyn because of the commitment of so many. This Annual Report could not happen without the labors of so many pastors, board members and directors, principals, teachers and staff of the Superintendent’s office. To all, a heart felt thank you!

Sincerely,

Thomas Chadzutko, Ed.D.
Superintendent of Schools – Catholic School Support Services
CATHOLIC EDUCATION WITHIN THE DIOCESE OF BROOKLYN

THE DIOCESAN STRATEGIC PLAN ANNUAL REPORT 2014-2015

This is the fifth (5th) Annual Report for Preserving the Vision, the strategic plan for elementary parish schools and academies within the Diocese of Brooklyn and the second (2nd) which reports on the 2013 revision of the original plan.

The original goal of Preserving the Vision remains the same: to establish multiple partnerships which will strengthen the long term viability and stability of parish schools and academies. The fifty-seven (57) academies which will open in September, 2015, reflect the focus with which staff, pastors and principals within the Diocese of Brooklyn have been true to this goal. The multiple partnerships are reflected in the boards of members and directors which govern each academy and which reflect the two-tier governance model. Catholic identity is strengthened through the annual self-assessment process; vigorous marketing initiatives have taken place; financial oversight is of prime importance; and all parish schools and academies take part in ongoing strategic planning.

During the 2014-2015 school year, a series of five Preserving the Vision Newsletters were sent to the parents and guardians of our students concerning the vision and goals of the academy model of governance and the importance of maintaining the Catholic identity of the parish schools and academies. The importance of including qualified lay persons in the governing structure of the academies was emphasized; the needs for increasing enrollment to ensure future viability and to bring in new sources of funding for financial security were highlighted as important goals of Preserving the Vision.

Diocesan staff has adopted the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, published by the Loyola University of Chicago, as criteria for the quality and effectiveness of parish schools and academies.

As mentioned in Dr. Chadzutko’s opening letter, although the eleven priorities of the strategic plan remain the same, emphasis for the 2015-2016 school year will be on five particular aspects of the academic and administrative programs in parish schools and academies. After close observation of the diversity and educational needs of the parish schools and academies by the Superintendent’s staff, and after discussions with school leaders, these aspects are:

1. Leadership – with emphasis on principal recruitment, formation, supervision and evaluation; time management; marketing; and the use of educational and administrative technology.

2) Professional Development for principals and teachers – with emphasis on differentiation of instruction, new approaches in curriculum, and the use of a variety of teaching strategies, including technological advancements.

3) Special Education – with emphasis on evaluating the special education challenges in parish schools and academies and turnkey training for teachers. The use of the RTI model – Response to Intervention – will be used so that the special educational needs of all students will be met.

4) Governance – with emphasis on the particular roles of Members, Directors and principals. Workshops for board members and directors, which have taken place regularly since the initiation of Preserving the Vision, will be enhanced. The role of members and directors in marketing and development will be emphasized. An Academy Governance Advisory Committee was established during the 2014-2015 school year to
provide guidance on key issues related to the academy governance model.

5) Early Childhood Education – with emphasis on the New York City “Pre-Kindergarten for All” program (formerly UPKs). Discussion will take place comparing the New York City program with the present Pre-K 4 programs in parish schools and academies. An analysis of instruction in diocesan Pre-K 3 programs will take place which will include assessment processes. A framework for Pre-K 3, Pre-K 4, and K instructional programs will be produced. The eleven (11) priorities of Preserving the Vision continue to use, serve as guides for the future success of parish schools and academies.

**Priority 1.**
Strengthening the Catholic identity and academic excellence of the parish schools and academies within the Diocese of Brooklyn with particular attention to the implementation of New York State Common Core Learning Standards.

**Priority 2.**
Increasing enrollment through effective marketing and outreach to the diverse communities within the Diocese of Brooklyn.

**Priority 3.**
Attracting new sources of funding to increase the dollars available at the local and diocesan levels for operating revenue and tuition assistance.

**Priority 4.**
Transitioning all schools to academies by 2017 and ensuring that the academies are vibrant institutions providing an excellent Catholic education.

**Priority 5.**
Utilizing up-to-date technology to enhance instruction which will reflect 21st century learning skills, improve marketing efforts and facilitate effective communication with parents and between parish schools and academies and the diocese.

**Priority 6.**
Parish schools and academies within the Diocese of Brooklyn will participate in the diocesan parish strategic planning process, Christ Jesus Our Hope, in order to strengthen the connections between parish schools, academies and the home parishes of their students.

**Priority 7.**
Parish schools and academies within the Diocese of Brooklyn will give strong support to the New Evangelization initiatives of the universal church in order to meet the challenges that today's society and changing cultures are posing to the faith.

**Priority 8.**
Parish school and academy leadership, in partnership with the Superintendent of Schools – Catholic School Support Services, will vigorously participate in political advocacy with state and local officials in order to bring all possible benefits to the Catholic educational community of the diocese.
Priority 9.
Parish school and academy leadership will collaborate with Catholic high school principals and Board Members, as well as with colleagues in higher education, or order to ensure quality Catholic education in the P-16 continuum.

Priority 10.
All school buildings and the learning environments therein will meet the safety needs of students and staff.

Priority 11.
The stability of the infrastructure of parish school and academy buildings within the Diocese of Brooklyn will be diligently maintained.
CATHOLIC EDUCATION WITHIN THE DIOCESE OF BROOKLYN

CATHOLIC IDENTITY

It is important to note that the entire world has been fascinated and intrigued by the charismatic approach to the Catholic faith which is evident in the writings and activities of Pope Francis. The staff of the Office of the Superintendent ~ Catholic School Support Services took the opportunity during this school year to do an in-depth study of the book Pope Francis: Why He leads the Way He Leads, by Thomas Lowney. Pope Francis is seen as a servant leader who is in touch with the world’s joys and sufferings and whose leadership style is grounded in his spirituality. It is the intent of the staff to bring the example of Pope Francis to all who serve in parish schools and academies.

The first Preserving the Vision Annual Report, which reflected the accomplishments of the 2010-2011 academic year, stated clearly that the Catholic identity of the parish schools and academies is at the center of all that happens within our communities of learning. It is important to note that this focus has been enhanced in the succeeding years. The Catholic Identity Assessment Process has been updated; the Seed is the Word of God was revised last year; Living and Leading by Faith continues to provide catechetical training for teachers and principals; the document, Norms for Parish Affiliation, is in the revision process.

The parish schools and academies within the Diocese of Brooklyn continue to be centers of apostolic outreach for their students and families.

GOAL 1.

Each parish school and academy will be an effective vehicle of evangelization as they join with the universal Church in initiatives which support the New Evangelization. They will provide ongoing faith formation for students and their families through the teaching of Catholic doctrine and fostering the development of faith that is living, conscious and active.
Since its inception, the *Preserving the Vision Strategic Plan* has had the Catholic identity of parish schools and academies as its primary objective. All academy and parish school principals are practicing Roman Catholics as well as the majority of teachers. Although there are some non-Catholic teachers in the classrooms, religion is taught only by Catholic teachers. Important to the Catholic identity of parish schools and academies is the expectation that all staff uphold the teachings of the Catholic Church. The *Living and Leading by Faith* program continues to provide catechetical formation for all principals and teachers.

**LIVING AND LEADING BY FAITH**

**DATA FOR 2014-2015**

- Workshops offered in the Diocese – 121
- Major Events – 16
- New Online Participants – 388
- Approved Instructors – 76
- Total Participants – 2,728
- Number completing Initial Formation – 131
- Number completing Ongoing Formation – 41
- Number completing Enrichment Formation

The *Catholic Identity Assessment Process* was revised in the 2013-2014 school year for parish school and academy use. The *Seed is the Word of God*, the religious education guidelines for parish schools and academies, which also was revised in the 2013-2014 school year, continues to be the primary catechetical guide for religious instruction to all grades. The religion textbooks used in all classrooms have been approved by the United States Catholic Conference of Bishops. Educational resources and materials from USCCB have been provided to all principals and teachers for use with the students.

During the 2015-2016 academic year, a new Catholic Identity collaboration with the School of Evangelization will be implemented. Sponsored by the Elizabeth Ann Seton Trust, nine parish schools and academies and two parish religious education programs will pilot the *Catholic Identity Links* program, from the Sadlier Publishing Company. This is a Kindergarten through Grade 8 online program uniquely developed to encourage parish school and academy communities toward the common goal of strengthening their Catholic Identity so that the students follow Jesus Christ. It focuses on fifty-two virtues and values – one for every week of the year – and includes short lessons, homily hints, prayers and Scripture references connected to each virtue and value. The lessons correlate to the liturgical seasons of the Church and are expected to be extended to parish communities.

The *Catechesis for Human Sexuality/Family Life Initiative*, newly approved for use with the Diocese of Brooklyn during the 2013-2014 school year, was implemented in grades 5 through 8 in most of the parish schools and academies. The Diocesan School of Evangelization will continue to implement and monitor that program.

Spiritual renewal for educators within the Diocese of Brooklyn continues to take place. Principals and assistants to the principals participated in an Annual Day of Prayer and Appreciation which began with Eucharistic Liturgy celebrated by Bishop Massa; the Superintendent’s staff participated in a day of spiritual renewal as well. Parish school and academy principals schedule annual retreats and days of prayer for their faculties.

**GOAL 2.**

Parish schools and academies will be valued as an important mission and responsibility of the Diocese of Brooklyn and its parishes.

Parish schools and academies continue to play an important role in the apostolic mission of the Church of Brooklyn. Pastors and parish priests are not only visible in the academies for which they are responsible, but actively participate in liturgical celebrations and sacramental preparation. The parents and families of students are strongly encouraged to actively participate in their religious formation, to be present at school religious activities, and to be active members of their parish communities. On May 12, 2015, the Superintendent of Schools conducted a listening session with diocesan pastors in order to hear opinions and advice concerning the Catholic Identity of the parish schools and academies. The discussion among the pastors resulted in the following possible solutions to their concerns:
• Ensure a clear statement of parish affiliation by academy leadership

• The reception of sacraments by academy students must follow diocesan guidelines and take place in the home parish of each student

• The involvement of each pastor in the academy should be clearly defined

• Create a greater sense of affiliation/belonging between the academies and their aligned parishes

• The academy should be recognized as a ministry of each aligned parish

• Pastors should be the “guarantors” of the Catholic identity of the academy

• All teachers of religion must have diocesan certification

• Strengthen the communication between the aligned parishes and the academy students, families and staff

• Parish alignments with the academies should be reviewed.

**GOAL 3.**

All parish schools and academies will follow the norms of the Diocese of Brooklyn, *Celebration of First Sacraments for Children and Youth.*

Parish school and academy principals continue to work closely with pastors and parish Directors of Faith Formation to ensure that diocesan norms are followed. Parish schools continue to follow the sacramental policies of their parishes; students who attend academies are expected to follow the sacramental policies of the parishes which they attend. In addition, principals of academies submit an annual Request for Pastoral Assistance for the Academy to the members of the board. This request includes an invitation to the pastors to concelebrate scheduled academy Masses, a schedule for the reception
of the Sacrament of Penance for the pastors to participate, an invitation to the academy’s Annual Celebration of Catholic Identity and an invitation to attend special prayer services. Members are particularly invited to visit the Academy regularly and to make classroom visits to speak to the students.

**GOAL 4.**

All parish schools and academies will ensure the implementation of diocesan *Norms for Parish Affiliation* for their students. The March 3, 2014 revision of these norms will be implemented beginning in the 2014-2015 school year.

The *Norms for Parish Affiliation* are a key factor in the role of parish schools and academies in cooperation with parish communities and as instruments of evangelization. Because of their importance, dialogue between and among Superintendent’s staff, pastors and other members of parish pastoral staffs concerning their revision has continued. The implementation date has been postponed while the dialogue continues. The following observations were made at the May meeting with pastors mentioned above:

- The pastor will guarantee the Catholic identity and mission of the Academy by his pastoral presence, while also promoting Catholic education throughout the Diocese of Brooklyn
- Through the Pastoral Assistance Plan facilitated by the principal, the pastor commits himself to celebrating the Eucharist and the sacrament of Reconciliation, as well as offering other priestly services deemed appropriate by pastors and the principal
- As a Member of the academy corporation, and in coordination with the rest of the board of members, each pastor will appoint the directors of the board, ratify the hiring of the principal and ensure effective governance of the board of directors
- In collaboration with the board of members, each pastor will mediate and seek to reconcile issues that arise between directors, between the academy and his parish and between the academy and the Diocese of Brooklyn
- The host pastor of the academy will maintain financial responsibility for the envelope of the academy building and negotiate a usage fee that respects the needs of the parish, academy resources and diocesan guidelines

**GOAL 5.**

While maintaining their distinctive Catholic identity, parish schools and academies will welcome students of other faiths.

It is common practice for parish schools and academies to accept students of other faiths if there are seats available. These students are welcomed and their faiths are respected. However, it is understood that all students will participate in the religion classes, liturgies and prayer services that are part of the mission of Catholic education.
CatholIC educatIon wItHIn tHe diOcEsE oF broOKlyn

AcadEmic exCEllence

The expectation of academic excellence has been a priority of Preserving the Vision from the beginning. Parish schools and academies continually strive to teach a rigorous, faith-based and standards-based curriculum in every classroom. When New York State “raised the bar” by issuing more challenging tests in 2010, the parish schools and academies within the Diocese of Brooklyn welcomed the opportunity and used the resulting data diagnostically to meet the educational needs of all students.

In partnership with Saint John’s University, the Office of the Superintendent ~ Catholic School Support Services created Curriculum Leadership Teams to oversee the implementation of the New York State Common Core Learning Standards.

The Early Childhood Task Force continues to provide guidance in establishing strong early childhood programs within the Diocese of Brooklyn. This has become particularly important as “Pre-Kindergarten for All,” formerly referred to as the Universal Pre-Kindergarten initiative, has become a priority for the New York City Department of Education. In 2014-2015, there were twenty UPK programs in the parish schools and academies with a total of one thousand two hundred forty-five (1245) students; in 2015-2016, thirty-six parish schools and academies will host Pre-K for All with a total of two thousand sixteen (2016) students.

The following chart shows the six (6) year history of these programs within the Diocese of Brooklyn:

*Saints Joseph and Dominic Catholic Academy closed in June, 2013

These programs, free of charge, are for children living within the five boroughs of New York City. The length of the school day, mandated by the New York City Department of Education, is six (6) hours and twenty (20) minutes; most parish schools and academies schedule a religion class for the students either before or after the required attendance time. Students and their families are included in the community life of the parish school or academy.

Parish school and academy Pre-kindergarten programs within the Diocese of Brooklyn follow the New York State Prekindergarten Foundation for the Common Core, written in January, 2011. This document is organized into five broad developmental and interrelated domains. The five distinct domains from the State include:

1. Approaches to Learning – how children become involved in learning and acquiring knowledge.
2. Physical Development and Health – children’s physical health and ability to engage in daily activities.
3. Social and Emotional Development – the emotional competence and ability to form positive relationships.
that give meaning to children’s experiences in the home, school and larger community.


5. Cognition and Knowledge of the World – what children need to know and understand about their world and how they apply what they know. This domain relates to Mathematics.

Catholic faith and identity are interwoven throughout all areas of the Prekindergarten programs sponsored by the parish schools and academies.

Parish Schools and academies within the Diocese of Brooklyn continue to integrate technological resources in their educational programs. SmartBoards and internet connectivity are used to enhance pedagogy in the majority of parish schools and academies. Three technology surveys were sent to the parish schools and academies during the 2014-2015 school year. Each one focused on a specific area of technology and covered such areas as maintenance, internet connectivity, filtering, computers, devices and WiFi. Through these surveys, the superintendent’s staff have been able to better understand the situation in each building and work to expand and increase the use of technology.

The internet filtering survey found that, while the parish schools and academies have differing solutions for security, they are all Children’s Internet Protection Act (CIPA) compliant concerning filtering. This becomes increasingly important since there are a growing number of devices being used in the classrooms. The surveys show that parish schools and academies now have more mobile devices, such as tablets, allowing for more simultaneous use by students. The increase in devices has lead to an increase in internet bandwidth. Based on the data collected, the average internet speed is approximately 50 Mbps. This allows for more stable connections for the increased use of devices. Using the data collected, the superintendent’s staff are reaching out to parish schools and academies who have older, less stable connections to assist in upgrading their connections. They are also helping to expand the number of devices and enhance their use with suggested software, cloud based services and hardware such as SmartTables and TouchBoards.

GOAL 6.
Each parish school and academy will provide a high-quality, holistic Catholic educational program that integrates the Common Core Learning Standards with Church teachings, recognizes the individual needs of students, integrates technology and implements the assessment procedures needed to ensure this goal.
The Office of the Superintendent - Catholic School Support Services is collaborating with various colleges and universities as parish schools and academies continue to pursue excellence in their academic programs. Most parish schools and academies have participated in a year-long program which encourages team work and collaboration between and among principals and teachers. Curriculum Leadership Teams (CLT) were first formed five years ago and, to date, sixty-five parish schools and academies have participated in the program. Seven more parish schools and academies will start the program in the 2015-2016 school year. Teams include the parish school or academy principal, at least one ELA lead teacher and at least one Math lead teacher; they meet for one week in August and then five Saturdays over the course of the school year. University professors and diocesan staff members lead teachers and principals in class work and discussions on such topics as: Common Core in ELA and Math classes; How to Analyze Test Data to Improve Instruction; Writing Units of Study based on the Catholic Identity Curriculum Integration Project (CICI.) The CICI is a partnership of the National Catholic Educational Association, Catholic universities, religious congregations, corporations and sponsorships. The focus of CICI is on the integration of Catholic identity into locally developed, rigorous, standards-based curriculum in dioceses and PK-12 Catholic schools.

Project TIE, a collaboration with Saint John’s University, enables teachers in selected parish schools and academies to continue receiving hands-on training with English and Math professors from the University. A Celebration of Catholic Education held at Terrace on the Park in January, 2015, was attended by seven hundred thirty-two (732) teachers from fifty-three (53) parish schools and academies who participated in the following workshops:

1. New York State, K through 12, Social Studies Update
2. Encouraging Lifelong Learners by Augmenting Cross Discipline Critical Thinking Skills
3. Using TerraNova InView Scores in Grades 3 through 8 to Support Academic Success
4. Developing Mathematical Thinking by Implementing the Standards for Mathematical Practice

5. What is Differentiation?
6. Intermediate Education City
7. How to Write a Unit of Study
8. Effective Teachers Using Option C Tools

Advances in educational technology require parish schools and academies to provide the equipment and training to teachers and students as they compete in a global society. Some parish schools and academies are involved in a pilot program to utilize NYLEARNS which provides practical technological tools and resources which give educators “an edge on instruction.” Teachers and students utilize iPads and Chromebooks in the classroom, go on virtual field trips to places of interest and use various programs for instruction, resource and enrichment.

iPads and Chromebooks were provided to teachers participating in NYLEARNS as well as other professional development opportunities available through various Title programs. Teachers received Chromebooks for use with the ILIT program, a literacy program purchased from Pearson Learning through Title III funds. This resource has over 10,000 novels made available to students on the Chromebooks.

iPads were provided to teachers who attended the Technology Institute in March, 2015. As part of the Institute, teachers were instructed and informed about websites which provide instructional strategies. Teachers may connect and use these iPads with SMARTBOARDS in their classrooms.

A Tech Expo was held in the fall of 2014 which provided updates in technology for both classroom and technology teachers. One-hundred seventy participants within the Dioceses of Brooklyn and Rockville Centre attended, representing forty-nine parish schools and academies from Brooklyn and nine from Rockville Centre. Those who attended participated in Robotics sessions as well as opportunities to imagine, create and design computer programs using skills learned in mechanical drawing, engineering and computer science.

Our students are offered many opportunities for enrichment, from advanced courses offered by Catholic high schools, to individual programs in parish schools
and academies. Particularly gifted students participate in the long-established Aquinas Program which culminates in a gathering of all “Aquinas Scholars” at an event in the spring of each year. The Aquinas Society is an umbrella program within the Diocese of Brooklyn that exists to promote excellence in education by providing intellectually engaging experiences for students who are academically capable of advanced work, as well as those students who are committed to developing their unique gifts and talents. Aquinas members are students who have shown the potential for an exceptional level of performance in one or more areas of expression.

An Aquinas Member is a steward, one who receives God’s gifts gratefully, cultivates them responsibly, shares them in loving justice with others and returns them with joy to the Lord. Diocesan guidelines and criteria of The Diocesan Aquinas Society recognize and challenge the diverse gifts and talents of students from all cultures, racial and ethnic backgrounds and socioeconomic groups.

**GOALS OF AQUINAS SOCIETIES WITHIN THE DIOCESE OF BROOKLYN**

1. Develop student gifts and talents.
2. Enhance academic programs through self directed learning skills.
3. Expand divergent thinking through inquiry based activities.
4. Incorporate thematic teaching.
5. Provide opportunities for enriched learning experiences that help students to interact appropriately with other students, teachers and adults with expertise in areas of interest.
6. Develop interdisciplinary skills.

Go Quest, (The Renzulli Learning Program,) provided through the generosity of the Catholic Foundation, an enrichment program which encourages the development of each student’s gifts and talents, continues to be implemented in twenty-five (25) parish schools and academies.

This program combines the pedagogy of differentiated instruction with project-based learning. The approach is designed to challenge the gifted and talented student while providing a tool for teachers to differentiate instruction for the many and varied learning styles in their classes. The program, though recently enhanced, is based on more than thirty years of research done by Dr. Joseph Renzulli and Dr. Sally Reis from the University of Connecticut.

The ARTIST IN RESIDENCY program is conducted by Stages on the Sound in collaboration with the Office of the Superintendent - Catholic School Support Services. Teaching artists conduct a fifteen week program in selected schools for students in grades four, six and eight. Students in these grades work with the visiting artist to write and produce animating video clips, plays and then perform in their works as well as in Shakespearean plays. The program gives the students first hand experiences in the dramatic arts while enhancing their English and language arts skills. Each program culminates with a parish school/academy assembly for students and parents. Participation in the Artist in Residency program also provides students with tickets to see Stages on the Sound annual Christmas show and its annual Shakespeare production which takes place in the spring. The program has the generous support of the Saint Elizabeth Ann Seton Trust; the balance of the fee is the responsibility of each parish school and academy.
Thirty-seven (37) parish schools and academies now participate in the New York City Universal Pre-K program (now called Pre-Kindergarten for All.) Four UPKs, administered by the New York City Department of Education, are now housed in former parish schools and two are hosted by Catholic high schools within the Diocese of Brooklyn. In addition, the majority of parish schools and academies have Early Childhood programs for three and four year old children. Phase one of a comprehensive study of early childhood education within the Diocese, spear-headed by an outside consultant, took place during the 2014-2015 school year and focused on the Sunset Park and Park Slope neighborhoods. Phase two of the study, approved in the spring of 2015 by Bishop DiMarzio, will take place during the 2015-2016 school year and will concentrate on the Williamsburg and Green Point sections. The goals of these studies are to identify the needs of the Diocese in the area of early childhood education, to identify how the parish schools and academies are meeting those needs and to expand and enrich the programs. The results of this study will allow the Office of the Superintendent - Catholic School Support Services to continue providing guidance to principals in strengthening their early childhood programs.

As Phase two of the study is undertaken, the Office of the Superintendent - Catholic School Support Services will continue to visit the Phase one parish schools and academies, conducting observations in the classrooms throughout the school year. The parish schools and academies will be offered guidance in each of the domains of the Early Childhood Foundations document provided by New York State, as well as the Catholic teachings that are used in Pre-kindergarten. The areas in which the parish schools and academies are located will be evaluated for specific, focused programs that will be a best fit for the community in which the school is located. Such programs may include a Catholic Preschool for the Arts, or a Catholic Preschool focused on STREAM (Science, Technology, Religion, Arts and Math.) These high quality focused academies could be at the higher end of tuition revenue, as the neighborhood allows. The prospect of opening a new academy within the confines of a Catholic school that has closed is also being evaluated and reviewed. In selected locations, the program may warrant a dual language program such as English/Spanish or English/Mandarin. All these areas are part of the analysis of the study.

The following charts show both TerraNova and New York State test results achieved by the students in parish schools and academies during this school year.
This following charts show the results of the New York State Testing Program in which students in grades four, six and eight from parish schools and academies participated in Spring, 2015. Students in parish schools and academies outpaced those in the New York City public schools in all tested areas. As compared to the state, students outperformed in most areas with the exception of Math in grades four and six; however, we are closing the gap when three year test scores are compared.

Because of grass roots efforts concerning dissatisfaction with the Common Core Curriculum and its testing programs, some parents chose to have their children “opt out” of the tests; according to the New York State Education Department, approximately twenty percent (20%) of eligible students did not participate in the 2014-2015 tests state-wide. Only one percent (1%) of students in parish schools and academies did not participate.

The New York State Instructional Data Warehouse (IDW) Reports provide parish school and academy principals and teachers with the results of the New York State tests. These results can be accessed by them in order to analyze and improve areas of strengths and weaknesses in order to improve achievement. The reports link Common Core Learning Standards to test questions which allows teachers to adjust instruction to the needs of the students and enables principals to allocate resources and provide professional development for teachers in specific areas.
TerraNova test reports are a valuable instructional tool which allows principals and teachers to view school, classroom and student test results. Principals can analyze test data in order to evaluate the instructional program in the academy or school and to provide professional development opportunities for teachers. Based on the reports, classroom teachers have the ability to formulate instructional programs and priorities which meet the needs of their students and to meet or exceed state standards.

Test results from both the New York State and TerraNova testing programs are used by diocesan principals and teachers as diagnostic tools to determine the academic needs and abilities of the students; this analysis is then reflected in the content and pedagogy of classroom teaching. Parents are kept well informed concerning how their children perform on these tests and receive individual student results for both testing programs. The results are discussed with parents when necessary or on the request of the parents.

All parish schools and academies continue to implement the New York State Common Core Learning Standards. The Office of the Superintendent - Catholic School Support Services sponsored one hundred sixty-five (165) professional development workshops for principals and teachers to reinforce concepts and practices necessary to the success of the academic program. Over one thousand five hundred (1500) teachers and principals participated in these workshops. In addition, the New York City Department of Education sponsored 16 workshop opportunities for 1046 participants.

Discussion has begun on a new initiative within the Diocese of Brooklyn to enrich the knowledge of principals and teachers; the Katherine Drexel Professional Development Program will be implemented during the 2015-2016 school year and will be focused on helping the diverse student population in parish schools and academies to achieve academic success.

Providing professional development opportunities for the principals and teachers is an important and necessary function of the Office of the Superintendent - Catholic School Support Services. As Catholic educators we strive “to teach as Jesus did” by infusing the Gospel message in our daily lives and those of our students. The objective of professional development programs within the Diocese of Brooklyn is to stimulate and promote the professional growth of educators. Its purpose is to assist the educator to better meet the individual needs of their students, to engage them in meaningful activities and to assist in building a carefully planned and well-executed curriculum program.
It is incumbent upon the individual educator to ensure that all learning activities reflect the Catholic identity and values of parish schools and academies.

THE BENEFITS OF ONGOING STAFF DEVELOPMENT ARE:
- student learning is improved at all levels
- allows staff to adapt their instruction
- staff are more effective in their roles
- staff work together to maximize use of resources for students
- staff feel valued and show commitment
- we continue to attract and keep highly qualified staff
- students see positive role models for life-long learning

TO BE SUCCESSFUL, WE ORGANIZE PROFESSIONAL DEVELOPMENT BASED ON THE FOLLOWING PRINCIPLES:
- professional development improves student performance
- professional development shows the connection among and between curriculum, instruction and assessment
- all staff, as life-long learners, share a personal responsibility for individual and organizational growth
- all professional staff are expected to be involved
- professional development will be rewarding and worthwhile
- professional development will be offered on a flexible time basis
- professional development is based on proven practice and respects adult learning styles
- professional development is planned, ongoing, systematic and sustained
- internal resources are valued and used effectively
- collaboration and trust are essential
- programs include evaluation and communication of results

All professional development is connected to the New York State Common Core Learning Standards and the parish schools’ and academies’ Educational Planning Document (Middle States Action Plan.) Both should be seen as part of the broader implementation of professional development within each parish school and academy.

Our aim is to foster many forms and levels of engagement, ownership and participation in learning and teaching development. In practice, this means that structures and opportunities are provided for staff to share examples of good practice, and address curricular and cross-curricular concerns in learning and teaching. There is a particular focus on providing opportunities for collaborative problem solving, curriculum development and resource sharing.

Realizing their responsibility to remain aware of educational trends, the staff of the Superintendent’s office attended twenty-six (26) conferences and workshops on the local, state and national level provided by such professional organizations as the National Catholic Educational Association, the American Educational Research Association and the Association for Supervision and Curriculum Development.

GOAL 7.
Parish schools and academies will provide programs for students with a wide range of learning abilities.

In order to continue to teach to the needs of all students who attend parish schools and academies, the Diocese of Brooklyn has begun to implement a philosophy of
“Response to Intervention.” This model of teaching, familiarly known as RTI, utilizes various assessment and diagnostic techniques to reach all students – those who need extra support as well as the intellectually gifted. Professional development workshops will continue to train teachers and administrators in this model. These workshops took place during the summer of 2015, as well as during the regular school year. Through collaboration with Molloy College, twelve academies and schools are participating in a pilot program of intense staff development with professors from Molloy.

Starting with the Early Childhood Extravaganza, in the 2015-2016 school year, six professors from Molloy College will offer workshops to teachers in grades one through three in the areas of Differentiation in Math, Differentiation in Literacy, Cultural/Linguistic Diversity and Disabilities and Universal Design for Learning. Teachers focus on these early grades to determine how RTI can assist them in making sure that the educational needs of students who are English Language Learners are addressed through early literacy help and in differentiation. Teachers will be instructed in how to perform a functional behavior analysis to consider why a student behaves in a certain way. Differentiation of instruction in an ELA classroom allows the teacher to address vocabulary, fluency and intervention with specific remediation techniques. Math teachers will focus on using formative assessment and data analysis in creating both specific and remedial lessons. The visiting professors will create a checklist of OBSERVATIONS FOR PRINCIPALS to assist them in knowing what to look for in an RTI classroom.

The mission of the Saint Catherine Laboure Program, existing within the Diocese of Brooklyn for a number of years, has been to educate children with developmental needs. A Special Education Survey sent to principals in March, 2015, and observations of Superintendent’s staff, have highlighted the increased number of students in parish schools and academies who might have learning disabilities, be speech or language delayed, or be on the autism spectrum. The RTI model, mentioned above, is an ideal approach for classrooms which have students with disparate learning needs.

During this school year, principals attended a professional development day which focused on students with special educational needs. Presenters at this day included professors from Molloy College, Saint Joseph’s College, the College of New Rochelle and the C.W. Post College of Long Island University. These visiting professors spoke on:

1) how to determine whether a child is an English Language Learner and/or Learning Disabled
2) the referral process and how to collate the required documentation and collaborate with parents
3) principals were “walked through” the model of RTI and its educational approach
4) a presentation focused on Differentiation in an Early Literacy class.

Early Childhood teachers met together for a professional development day at which professors from Saint Joseph’s College spoke on special education, creativity in the classroom and best practices in reading and math curriculum. This gathering allowed the early childhood teachers to participate in similar presentations as had been to the principals at their meeting. This is part of a three (3) year plan to allow principals and teachers to learn about, understand and implement the process of Response to Intervention across all grade levels in the parish schools and academies.
Parish schools and academies within the Diocese of Brooklyn continue to receive federal and state services for students who need extra help in reading and math. The following chart lists the professional development programs made available to principals and teachers and the value of each.

**TITLE I**

<table>
<thead>
<tr>
<th>Name of Workshop</th>
<th>Cost from Federal Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to Intervention</td>
<td>$390,720.00</td>
</tr>
<tr>
<td>Math Classroom Strategies</td>
<td>$134,393.20</td>
</tr>
<tr>
<td>Math and Technology</td>
<td>$293,925.00</td>
</tr>
<tr>
<td>Math and Literacy</td>
<td>$65,120.00</td>
</tr>
</tbody>
</table>

**TITLE IIA**

<table>
<thead>
<tr>
<th>Name of Workshop</th>
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</tr>
</thead>
<tbody>
<tr>
<td>School Building Leadership</td>
<td>$127,281.13</td>
</tr>
<tr>
<td>UFT Graduate Courses</td>
<td>$44,556.40</td>
</tr>
<tr>
<td>Go Math</td>
<td>$88,000.00</td>
</tr>
<tr>
<td>Technology Institute</td>
<td>$155,650.00</td>
</tr>
<tr>
<td>Technology Coaching</td>
<td>$43,200.00</td>
</tr>
<tr>
<td>Literacy First for ELL</td>
<td>$23,514.00</td>
</tr>
<tr>
<td>Literacy Coaching</td>
<td>$16,280.00</td>
</tr>
<tr>
<td>PD in Focus</td>
<td>$206,474.00</td>
</tr>
<tr>
<td>Teachscape</td>
<td>$29,392.50</td>
</tr>
<tr>
<td>Teachscape License Renewal</td>
<td>$29,000.00</td>
</tr>
<tr>
<td>Harry Wong</td>
<td>$73,260.00</td>
</tr>
<tr>
<td>Robert Marzano</td>
<td>$32,560.00</td>
</tr>
</tbody>
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**TITLE III**

<table>
<thead>
<tr>
<th>Name of Workshop</th>
<th>Cost from Federal Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tequipment SmartBoard PD</td>
<td>$310,863.00</td>
</tr>
<tr>
<td>ILit – Chromebooks</td>
<td>$216,970.00</td>
</tr>
<tr>
<td>Literacy First</td>
<td>$133,125.00</td>
</tr>
<tr>
<td>Tech4Learning Software and PD</td>
<td>$152,292.40</td>
</tr>
<tr>
<td>Handwriting</td>
<td>$15,901.22</td>
</tr>
</tbody>
</table>

Parish schools and academies within the Diocese of Brooklyn benefited from $2,582,477.85 in federal funding for principal and teacher staff development.
GOAL 8.
Technology will be integrated throughout the curriculum to instruct, communicate, collaborate, produce, publish, research and create, thus expanding the educational opportunities offered to the students.

With the approval of Bishop DiMarzio, a Coordinator of Educational Technology and Data became a member of the Superintendent’s staff in September, 2014. The Coordinator is a resource for parish school and academy principals in the best use of both administrative and educational technology, as well as being responsible for collecting and organizing data from the New York State and TerraNova testing programs. As mentioned above, parish school and academy principals continue to use these tools to improve instruction through the identification of student strengths and areas in need of additional support. Through the Instructional Data Warehouse, the New York State Education Department provides on-line instructional reports which principals and teachers can access to identify areas of academic strengths and weaknesses for each student. Of particular help to the Superintendent’s staff are the state test reports which provide diocesan comparisons, item analyses and individual student profile reports.

The Diocesan Technology Committee continues to work with the Superintendent’s staff to oversee policy and professional development in the area of educational technology. The 2014-2015 goals for the Committee focused on providing guidance to parish schools and academies and teachers on the integration of mobile technology in the curriculum; expanding the scope of group sharing among teachers’ “TECHNOLOGY CIRCLES”; and utilizing the expertise of Committee members for professional development. The Technology CIRCLES will be expanded during the 2015-2016 school year to include technology coordinators from parish schools and academies. The CIRCLES will focus on topics and discussions which help the coordinators in their roles within each academy or school. In addition these TECHNOLOGY CIRCLES for teachers will be focused on topics which assist teachers in integrating technology into their daily lessons.

The Diocesan Technology Committee continues to coordinate the annual Tech Expo mentioned in Goal 6. As stated in previous Reports, parish schools and academies are expected to have a written technology plan which conforms to the guidelines provided in the Diocesan Technology Plan.

The Diocese of Brooklyn is utilizing audio/video conferencing to enhance professional development in technology, Common Core Learning Standards and specific subjects for principals and teachers. The Office of
the Superintendent - Catholic School Support Services has begun to create a library of Webinars for parish school and academy use and will continue to add to the content of these Webinars. Presently available content of these Webinars include Common Core Standards Learning Standards, specific academic subjects and technology. At this time, diocesan staff are working toward offering live webinars.

An on-line survey was utilized to ascertain both the technology resources and their use in each academy and school. The results of this survey indicate that the most pressing need among parish schools and academies is adequate wireless and wired network infrastructures. The Superintendent’s staff is collaborating with the DeSales Media group and other diocesan officials to make use of the new E-Rate Category 2 which might fund these wireless network infrastructures; eleven (11) parish schools and academies participated in this pilot during 2014-2015. The goal is for all parish schools and academies to install wireless connectivity within the five (5) year window for this program.

Participation of parish schools and academies in the federal e-rate program resulted in requests amounting to $2,527,065.02 for the 2014-2015 school year; to date of this Report’s publication, $589,155.85 have been received by them.

No official word was given by the New York State Education Department concerning the state-wide transition to on-line testing for its Common Core testing programs although some public school pilots will take place during the 2015-2016 school year.

GOAL 9.
Each parish school and academy will evaluate student achievement and the effectiveness of their academic programs by utilizing multiple measures of evaluation and the reporting tools made available by the Office of the Superintendent - Catholic School Support Services.

The Diocese continues to recognize the importance of using a variety of assessments in the class-rooms.
From its earliest days, the financial viability of parish schools and academies has been a top priority for *Preserving the Vision*. The Diocesan Office of Fiscal Management has given invaluable guidance to Board Chairs, pastors and principals in budget preparation and is available to advise on strategies for both income and expenditures. The financial planning template developed by the Peter J. Tobin College of Business of Saint John’s University has been implemented and enables parish schools and academies to do long term planning. Many parish schools and academies have established Tuition Assistance Committees in order to make full use of the scholarship assistance provided by the Diocese of Brooklyn. The diocesan Futures in Education Office has prepared a Development Plan to assist parish schools and academies and, building on the foundation established by the Catholic Alumni Partnership, the office assists individual parish school and academy fund raising efforts.

During the 2014-2015 school year, grants were received from the Catholic Foundation ($250,000) for Greek and Latin Roots, the METLA Program with Fordham University, Renzulli Learning and Classroom Connect. From the Achilles Foundation we received $75,000 in a grant for Hispanic Outreach; Fidelis Care awarded us a grant of $90,000 for professional development for teachers and principals.

**GOAL 10.**

A five-year financial plan will be developed and updated annually to ensure the financial stability of each parish school and academy, which will use this plan to develop an annual budget.

The financial plan template, developed by faculty of the Peter J. Tobin College of Business of Saint John’s University, which was piloted by three academies during the 2013-2014 school year, was implemented in additional academies during 2014-2015 and proved to be a valuable tool for financial analysis and budget preparation. This cohort of academies participated in the planning process and accountants assisted in developing five year financial forecasts implementing the initiatives of their respective strategic plans. In addition, the forecast allowed these academies to gauge the impact of tuition and expense increases, and enrollment on each academy.

Tuition Assistance Committees continue to be formed in parish schools and academies in order to fully utilize the scholarship assistance provided by the Diocese of Brooklyn. Each Committee has the responsibility to monitor and collect tuition arrears if necessary and is empowered to recommend a partial deferment of tuition for families with demonstrated financial need or who face unforeseen extraordinary circumstances. The Tuition Assistance Committee establishes the tuition policies for its parish school or academy. These policies include the tuition schedule, the method and due dates of payment, fees and ancillary costs associated with enrollment which would include fund-raising responsibilities for each family.
GOAL 11.
Parish schools and academies will strengthen their development efforts in order to realize at least 30% of operating revenue from advancement efforts by 2017.

The leadership of parish schools and academies are fully aware of the importance of strong and active development programs. The goal of reaching 30% of operating revenue from advancement efforts has not been attained by any parish school or academy but strong efforts continue to reach it by 2017. Development Committees have been formed at many parish schools and academies and are tasked with joining or continuing to participate in the Catholic Alumni Partnership (CAP), providing leadership in cultivating non-tuition revenue, interfacing with alumni of the legacy school(s) and nurturing relationships with the business community. Several academies have initiated annual fund campaigns to augment revenue. Development Committees have been working with Futures in Education to prepare for the hiring of a development director as well as preparing grants for submission to foundations.

GOAL 12.
All parishes within the Diocese of Brooklyn will continue to contribute to the financial support of Catholic education on an annual basis through the Saint Elizabeth Ann Seton Trust.

All parishes within the Diocese of Brooklyn contributed to the Saint Elizabeth Ann Seton Trust during the 2014-2015 school year. The mission of the Trust is to strengthen the mission of Catholic elementary school education in any way deemed appropriate by respective school authorities. Special consideration is given to assist Catholic students enrolled in the parish schools or academies of their choice. Trust administrators continue to allocate scholarship funds to parish school and academy families based on need.

In addition to scholarship assistance, the Trust allocates financial assistance to designated “Mission Schools.” These are parish schools or academies which serve a disproportionate number of underprivileged children and
are deemed essential to the overall Diocesan commitment to provide Catholic education to the poor. The Mission School designation is reviewed annually.

**GOAL 13.**
The Office of the Superintendent - Catholic School Support Services and parish school and academy leadership within the Diocese of Brooklyn will continue to advocate and fully utilize city, state and federal funding for students and programs available to religiously affiliated schools.

The Superintendent of Schools and the Associate Superintendent for Government Programs and Services continue to meet regularly with representatives from the Departments of Education for New York City and New York State to make sure that all possible benefits come to parish schools and academies. The amount of reimbursements from the New York State Mandated Services Program amounted to $4,715,424; $1,476,988 was received from the Comprehensive Attendance Program for 2013-2014 and $1,693,698 from three previous years of the Comprehensive Attendance Program.

As indicated in the Chart under **GOAL 7**, direct services from the federal Title I program, administered by the New York City Department of Education, amounted to over $22,000,000. Professional development programs were provided for principals and teachers through federal Title I, IIA and III programs. The cost of these programs, covered by federal funding, was $2,582,477.85.
The future of parish schools and academies is directly related to the number of students who attend. Enrollment has been a major priority of *Preserving the Vision* since its promulgation in 2008. The Diocese of Brooklyn has provided strong scholarship support for qualified students; the Superintendent’s office continues to provide seminars and workshops for Board Directors, pastors and principals concerning enrollment strategies. The revision of the *Preserving the Vision Strategic Plan* in 2014 updated enrollment goals to reflect marketing as a means to meeting these goals. A comprehensive marking plan and “Marketing Toolbox” gives practical advice to parish school and academy communities.

**GOAL 14.**

A 10% annual increase in enrollment for parish schools and academies that have not reached capacity will be a priority for all involved in Catholic education within the Diocese of Brooklyn.

Total elementary school enrollment for 2014-2015 was 28,391; the enrollment for the previous year, 2013-2014 was 29,322, a decrease of 1.3%.

**GOAL 15.**

Each parish school and academy will maximize retention among current students by increasing satisfaction among parents and students.

Parish school and academy principals continue to dialogue with their parent communities to address the needs and wants of the families. Before school breakfast programs, free and reduced price lunches, comprehensive after-school programs and summer schools are some of initiatives which address the needs of both single parent families and those in which both parents work during the day.

As noted in the Academic Excellence section of this Report, thirty-six (36) parish schools and academies, ten (10) in Brooklyn and twenty-six (26) in Queens, now host the New York City Department of Education sponsored Pre-Kindergartens for All.


**GOAL 16.**

**Sufficient tuition assistance will be available to enable students from less economically advantaged families to enroll.**

As the graph below indicates, and thanks to the Diocesan Futures in Education Program, $8,352,242 in scholarship funds were awarded to five thousand six hundred forty-four (5,644) students, an increase in scholarship amount and decrease in number of students from the previous year.

The research conducted by Hispanic Research, Inc., during the 2013-2014 school year, continued to assist the Superintendent’s staff in conducting outreach to Hispanic families within the Diocese of Brooklyn. The Hispanic Promotional Team, a combination of the Madrinas and Latino Leaders programs, continues to work with parish school and academy principals in communicating the value of Catholic education in their communities. The graph below indicates Hispanic enrollment in parish schools and academies since the 2011-2012 school year.

As can be noted, the increase since 2011 is twenty-six percent (26%).

Five-hundred thirty eight (538) graduating eighth (8th) graders were offered $8,838,220 in merit based scholarships to attend Catholic high schools within the Diocese of Brooklyn, also a decrease from the previous year.

The Futures Program also awarded $785,700 to one hundred forty-nine (149) students in diocesan high schools. The three year program for Religious Education Grants, initiated during 2013-2014, continued this year.

Several neighborhoods in Brooklyn and Queens have seen a dramatic increase in the number of Chinese immigrants settling in their areas over the past several years. Of particular note is Flushing. Since September, 2013, Most Holy Redeemer Catholic Academy in Flushing, where fifty percent (50%) of the students are Chinese, has incorporated a dual-language program into its curriculum. The Two-Way Immersion Network for Catholic Schools (TWIN_CS) is coordinated by the Graduate Department of Education at Boston College. The initiative at Most Holy Redeemer started with Kindergarten and advances a grade each year. The curriculum is delivered in two languages, English and Mandarin.

**GOAL 17.**

**Recognizing that the New Evangelization calls for enculturation as well as the proclamation of the Gospel in urban contexts, each parish school and academy will recognize and reach out to the cultural diversity of the geographic area and surrounding parishes.**
CATHOLIC EDUCATION WITHIN THE DIOCESE OF BROOKLYN

MARKETING

Marketing initiatives for parish schools and academies need to be addressed on both a global and local level. Parish schools and academies in need of assistance on those levels have received individualized marketing plans which include many free resources provided by the Diocese of Brooklyn. The Coordinator of Marketing for the Superintendent’s office has worked collaboratively with DeSales Media and Elisa Viesta & Co. to facilitate these projects. Parish schools and academies participate in the New York Daily News global marketing campaign. “Back to School” radio ads on Pandora and 1010 WINS have aired which utilized the newly redesigned electronic Catholic Elementary Parish Schools and Academy Guide which new families can use to find a parish school or academy that best meets their needs.

GOAL 18.
The Diocese of Brooklyn will communicate a cohesive narrative that positions its parish schools and academies around a moral-centric brand promise that is relevant and differentiating, thereby developing a strong educational brand and helping to meet enrollment goals.

The Superintendent’s office launched a pilot project in the Bay Ridge, Brooklyn area, forming the Bay Ridge Strategic Planning Council. Three (3) academies received a full rebranding which included new letterhead, envelopes, updated registration forms and new brochures. The goal was to create a streamlined and cohesive identity for each individual academy. The Bay Ridge Strategic Planning Council also worked collaboratively to participate in community events and ad placement, such as The Ragamuffin Parade and Open Houses during Catholic Schools week, to express unity and signify that Catholic Education is thriving in Bay Ridge. A joint logo which clearly represents all three (3) academies was created for group marketing efforts. Ad placements, printed materials or outreach efforts that included all three (3) academies cost the individual academy about thirty-three percent (33%) of the total, helping to cut costs and provide the most exposure in a timely and cost effective manner.

GOAL 19.
Parish schools and academies will utilize appropriate use of technology (i.e., school website, social networking, etc.) for recruitment, marketing and communication with all constituencies.

During the 2014-2015 school year, the Diocese partnered with De Sales Media to launch a complete redesign of parish school and academy websites. DeSales worked closely with each principal, Board Chair and pastor to
ensure that the parish school or academy was properly represented and their information was clear and concise. DeSales offered an introductory workshop to explain the process and then began an individualized plan to secure a new domain name and an email address associated with that domain name in order to ensure end-user ease and navigation on the new website. Each site offers scrolling images of the parish school or academy, students and the high resolution logo. Several also offer e-commerce allowing the public to make donations as well as allowing current families to pay tuition.

**GOAL 20.**

Each parish school and academy will utilize and be empowered by tools provided to them to develop and execute an enrollment management and marketing plan. The plan will include specific strategies and tactics for promotion, marketing, recruitment and retention in order to meet enrollment goals.

During the Fall/Winter of 2014, the program called Generations, Branding and Communications for Non-profits conducted sixteen (16) research interviews with seven (7) Catholic academy board members. Attendees include three (3) board directors, four (4) principals, two (2) vicars and one (1) teacher. The findings of this report follow:

- “As neighborhoods change and evolve (sometimes as fast as within one generation), an identity is needed in order to appeal to local families beyond the parish pipeline.”

- Demonstrated outcomes are also needed to combat the ongoing feeling that schools are not being transparent with what students have gained upon graduation, i.e., test scores, high school placements and institutional rankings. Without this data, schools are not able to make the case that they are better academically. In a broader sense, it is also important to talk about outcomes and generations of successful Catholic school alumni.

- “The way to compete with free educational options is to find and tell the stories of valuable outcomes. The values and success rates for kids who are a bit challenged are especially phenomenal. Getting that message out there is hard because the schools don’t have the administrative power.”

The Alliance for Catholic Education conducted a study, Latino Initiative: An Assessment of Madrinas Program Implementation in Select Schools in the Diocese of Brooklyn. The study examined parish schools and academies that participate in the Madrinas Program which involves training parents or other parish school or academy community members to recruit and facilitate enrollment for new families. The Madrinas are given information about their parish school or academy and about financial assistance and are provided with suggestions and support for identifying and reaching out to prospective families. Because the Madrinas are members of the local communities, they have knowledge and connections that help to personalize the outreach efforts and make them responsive to specific community dynamics.

The findings of this report were based on onsite interviews and focus groups conducted with a group of four (4) parish schools and academies in 2013. Principals were asked to participate in an online survey in 2014. The results of these interviews and surveys are: What is most clear from this initial exploration is that enrollment success depends on clear and obvious indicators of school quality in terms of academics, enrichment, faith formation, and community. With that in place, the Madrinas program can be a solid method for introducing potential families to the welcoming environment. The volunteers need additional guidance and support to ensure their efforts are efficient and effective. Such assistance can be made readily available from the diocese, their peers, and consultation with more established Madrinas programs.

Utilizing the information from both Generations and the Alliance for Catholic Education, the Diocese of Brooklyn has made continued efforts to apply these findings through marketing and outreach initiatives.
Mandates for Preserving the Vision were established by Bishop DiMarzio for implementation in every parish school and academy during 2014-2015.

THESE INCLUDE:

- Each parish school and academy must develop and maintain an enrollment management and marketing plan
- The concept of “non-affiliated tuition” for Catholic students is prohibited; a differential for non-Catholic students may be charged
- Each parish school and academy must be in full compliance with all diocesan-mandated safe environment regulations as outlined in the USCCB Charter for the Protection of Children and Young Persons.
- Each parish school and academy that hosts a Universal Pre-Kindergarten Program must be in compliance with Diocesan norms concerning fiscal management
- Each parish school and academy must be in compliance with the diocesan Participation Agreement
- Each parish school and academy must follow a uniform timeline for financial planning
- Each parish school and academy is required to establish a Tuition Assistance Committee which follows the guidelines issued by the Superintendent’s Office
- Each parish school and academy is required to adopt the strategic planning process as stipulated by the Office of the Superintendent ~ Catholic School Support Services
- Each parish school and academy is required to maintain accreditation status through the Middle States Association
- Each parish school and academy will adopt the diocesan Teacher Personnel Template and Teachers Personnel Manual
- Each parish school and academy will adopt the diocesan Principal Handbook Template
- Each parish school and academy will formally adopt the diocesan Administration Manual
- Each parish school and academy will post an annual calendar for review and approval by the Office of the Superintendent
- Each parish school and academy must have an approved Crisis Management Plan and adhere to the required elements of such plan
- Each parish school and academy is expected to participate in all government programs to the fullest extent possible

The original goal of Preserving the Vision to transition all parish elementary schools to the academy model by 2017 is on target. Thirty-two (32) academies were in place during 2014-2015 with fifteen (15) more scheduled to open in September, 2015. The Process to Form an Academy was completed in May, 2015, and is now in use; to date, the process evolves over eighteen months and the steps remain the same as in previous years, as indicated here:

1. Beginning the incorporation process which results in a Charter being awarded to the new academy by the New York State Board of Regents.
2. The Members and Directors of the new academy are
identified by the Moderator of the Curia and approved by Bishop DiMarzio.

3. Orientation sessions take place for the approved Directors during which the academy by-laws are explained and sub-committees formed.

4. Meetings take place with the host pastor of the new academy.

5. The academy principal and faculty members are recruited and recommended to the Board for approval.

6. Parents are informed about the academy and registration procedures for students are explained.

7. Six months of orientation meetings for Directors take place during which they receive instruction on the Manual for Directors.

8. The principal and faculty members are hired.

9. The new academy opens; the Directors meet with faculty, staff and parents; sub-committees are fully established; a Board Mentor is assigned; and the strategic planning process begins.

10. On-going participation in the Saint Vincent de Paul Program is required.

Boards of Directors of all academies are invited to a Fall and Spring Convocation which provides attendees with information and direction on best practices for administering a school. The Saint Vincent de Paul program, a partnership with Saint John's University, is an integral part of these Convocations.

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**Academy Governance Model**

- **Board of Members**
  - Functions as the governing body of the academy. They appoint the Directors and ensure the overall Catholic Identity and its programs.

- **Board of Directors**
  - The instructional, educational and spiritual leader of the academy and chief educational operating officer.

- **Academy Principal**
  - The teachers and staff members fulfill the mission of the academy. The teachers plan, guide and evaluate the learning process of the students for whom the teachers are responsible within the framework of the academy’s philosophy, organization and curriculum. The staff implements the mission through their assigned responsibilities.

- **Home/Academy Association**
  - Serves to support and enrich the educational and formational endeavors of the academy and works to promote a connection from home to academy.
Forty-two (42) academies have been established since the start of *Preserving the Vision*. Thirteen (13) of these completed strategic planning processes by the end of the 2014-2015 school year. Fifteen (15) new academies will open in September, 2015.

**ACADEMIES AS OF SEPTEMBER, 2015**

Ave Maria Catholic Academy  
* Blessed Sacrament Catholic Academy  
Divine Mercy Catholic Academy  
Divine Wisdom Catholic Academy  
* Good Shepherd Catholic Academy  
Holy Angels Catholic Academy  
Holy Child Jesus Catholic Academy  
* Holy Family Catholic Academy  
Holy Trinity Catholic Academy  
* Immaculate Conception Catholic Academy  
* Mary Queen of Heaven Catholic Academy  
Midwood Catholic Academy  
Most Holy Redeemer Catholic Academy  
Notre Dame Catholic Academy  
Our Lady’s Catholic Academy  
* Our Lady of Grace Catholic Academy  
Our Lady of Lourdes Catholic Academy  
Our Lady of Mercy Catholic Academy  
Our Lady of Perpetual Help Catholic Academy *(Queens)*  
Our Lady of Perpetual Help Catholic Academy *(Brooklyn)*  
Our Lady of Sorrows Catholic Academy  
Our Lady of the Angelus Catholic Academy  
Our Lady of Trust Catholic Academy  
* Our Lady Queen of Martyrs Catholic Academy  
* Queen of All Saints Catholic Academy  
Queen of the Rosary Catholic Academy  
Sacred Heart Catholic Academy  
* Salve Regina Catholic Academy  
* Saint Andrew Avellino Catholic Academy  
Saint Anselm Catholic Academy  
* Saint Bartholomew Catholic Academy  
* Saint Bernard Catholic Academy  
Saint Brigid Catholic Academy  
Saint Camillus Catholic Academy  
Saint Catherine of Genoa-Saint Therese of Lisieux Catholic Academy  
Saint Clare Catholic Academy  
Saint Elizabeth Catholic Academy  
Saint Frances Cabrini Catholic Academy  
Saint Francis de Sales Catholic Academy  
Saint Francis of Assisi Catholic Academy  
Saint Francis Xavier Catholic Academy  
Saint Gregory the Great Catholic Academy  
Saint Helen Catholic Academy  
Saint Joseph Catholic Academy *(Long Island City)*  
Saint Joseph the Worker Catholic Academy  
Saint Kevin Catholic Academy  
* Saint Leo Catholic Academy  
* Saint Mary Gate of Heaven Catholic Academy  
Saint Mel Catholic Academy  
* Saint Nicholas of Tolentine Catholic Academy  
Saint Patrick Catholic Academy  
Saint Peter Catholic Academy  
Saint Rose of Lima Catholic Academy  
Saint Saviour Catholic Academy  
Saint Stanislaus Kostka Catholic Academy  
Saint Thomas the Apostle Catholic Academy
GOAL 21.
All parish schools will transition to academies by 2017.

The conversion of parish elementary schools to an academy with a two-tiered governing Board continues on schedule and will be completed as the 2017-2018 school year begins.

Diocesan officials continue to implement the transition with particular emphasis placed on the identification, recruitment and training of Board Directors. Potential Directors are identified through articles and ads in The Tablet as well as by the proverbial “word of mouth.” Directors are expected to be Catholic lay people who are committed to Catholic education and who bring particular skills to a well-functioning Board.

As mentioned above, the Saint Vincent de Paul program is designed to provide information and training to Board Directors. In addition, the Superintendent’s office provides regular meetings for Board chairs, treasurers and secretaries. The Marketing section of this Report indicates the resources available to the Board sub-committees responsible for this task. The Members of each Board participate in the mandated Annual Meeting, and are always available for consultation and to provide support.

The Board Mentor Program, initiated in September, 2014, partners the Boards with professional educators who monitor the functioning of the two-tiered structure which governs each academy. The mentor serves as advisor to the Board of Directors, ensures that the Directors follow diocesan procedures and norms, oversees the Board Assessment Program and is responsible for Board professional development. The mentor liaises with the Superintendent’s office, and other diocesan agencies, to ensure that the academy is receiving all relevant services provided by the Diocese.

GOAL 22.
Each parish school will have an active advisory board.

Existing parish schools are still expected to have active Advisory Boards which will provide pastors and principals with advice and support. Participants in these Boards can also be considered as Board Directors when the parish school converts to academy status.

GOAL 23.
Each parish school and academy will regularly update its strategic plan.

All parish elementary schools completed strategic plans during the 2012-2013 school year. These are used in the regular school evaluation process and can be used to form a foundation for the more comprehensive strategic plan which will be completed after they become academies.

As mentioned previously, thirteen academies (13) have competed strategic plans.

GOAL 24.
The Bishop of the Diocese of Brooklyn will identify areas of accountability for all parish schools and academies to be included in the Participation Agreement with the Office of the Superintendent – Catholic School Support Services to ensure academic excellence and a comprehensive faith formation program.

All parish schools and academies have signed the Participation Agreement which include the following:

A) THE OFFICE OF THE
SUPERINTENDENT – CATHOLIC
SCHOOL SUPPORT SERVICES WILL
SUPPLY THESE SERVICES AS NEEDED
AND REQUESTED BY A PARISH
SCHOOL OR ACADEMY

1) Catholic Identity Assessment, Faith Formation
   Curriculum and Catechist Formation for Principals
   and Teachers

2) Governance Structures and Professional
   Development of Members and Directors in the
   Academy Model of Governance
3) Curriculum Development Assistance
4) Annual Review of the Academy and its Programs
5) Principal Personnel Matters (recruitment, mentoring, professional development, grievances, principal specific leave of absence guidelines, self-assessment process and evaluation)
6) Teacher Personnel Matters (recruitment, mentoring, professional development, grievances, teacher specific leave of absence guidelines, self-assessment process and teacher aide personnel matters)
7) Marketing, Retention and Public Relations Assistance
8) Diocesan Scholarship Process (Futures in Education)
9) Student Assessment and Program Evaluation
10) Educational Technology Initiatives
11) Government Programs for Students, Teachers and Principals
12) Strategic Planning and Accreditation Processes
13) Partnerships with Catholic Secondary Schools, Colleges and Universities
14) Legal Consultation and Services as needed with Wingate, Kearney & Cullen, LLP
15) Educational Responsibility of the Corporation
16) Other services and Consultations as related to the Educational Mission

**B) THE DIOCESAN OFFICE OF FISCAL MANAGEMENT WILL SUPPLY THE FOLLOWING SERVICES, AS NEEDED AND REQUESTED BY A PARISH SCHOOL OR ACADEMY**

1) Overall Review of the Current Accounting System, Accounts Payable, Payroll, Tuition Collection and Provide Recommendations for Improving the System for Accounts Payable and Payroll
2) Tuition Collection Process as per Diocesan Internal Controls
3) Annual Financial Statement for the Fiscal Year
4) Budget of Revenue and Expenditures
5) Quarterly Financial Reports
6) Bookkeepers with Necessary Training as Requested

C) THE DIOCESAN HUMAN RESOURCES OFFICE WILL SUPPLY THE FOLLOWING SERVICES, AS NEEDED AND REQUESTED BY A PARISH SCHOOL OR ACADEMY

1) Employee Relations: HR will provide guidance to all parties and provide requisite forms for employee relations as they relate to all employee benefits and policies (Benefits Administration)

2) Background Screening: HR will provide all necessary documents, conduct screening and notify the employer and applicant, if applicable, of the outcome

3) Employer Requirements: HR, in compliance with various government entities, will provide required employer labor law posters

4) Benefits: HR will provide information, guidance and documentation to employer and employees as they relate to all Benefits

5) HR will provide consultation and Advice on all Non-Contracted Employee Matters to an Academy’s Board of Directors

D) THE DIOCESAN OFFICE OF INFORMATION SERVICES WILL SUPPLY THE FOLLOWING SERVICES, AS NEEDED AND REQUESTED BY A PARISH SCHOOL OR ACADEMY

1) DioNet (First Class) Installation and Configuration
2) On-site Training and Day-to-Day Support for DioNet Including Remote Access
3) Day-to-Day Support and Coordination with Student Information Systems
4) Archival Services
5) Coordination of the Annual Census

The Participation Agreement also requires that the following items be adopted as policy by parish schools and academies:

1) The Diocesan Administrative Manual
2) The Principal Personnel Manual Templates
3) The Teacher Personnel Manual Templates
4) The Mandates Associated with Preserving the Vision issued September, 2015
5) Academic and Administrative Calendars
6) Preserving the Vision Strategic Planning Guidelines
7) Option C (the Diocesan Student Information System)
GOAL 25.

The Office of the Superintendent - Catholic School Support Services will be adequately staffed to provide the oversight and service needed to effectively implement the Strategic Plan.

The Office of the Superintendent - Catholic School Support Services continues to have staff which can adequately provide oversight which will effectively implement the *Preserving the Vision Strategic Plan*.

GOAL 26.

The *Preserving the Vision Advisory Committee* will provide advice and counsel to the Office of the Superintendent - Catholic School Support Services, especially in the areas of strategic planning, marketing, institutional advancement, communication and financial planning.

The *Preserving the Vision Advisory Committee* continues to meet six (6) times during the school year with membership which comes with a broad spectrum of skills in business and education. Five (5) sub-committees continue to enhance the work of the Committee: strategic planning, finance, marketing, development and academic excellence.

Building on the success of the past seven (7) years, and after consultation with Bishop DiMarzio, the *Advisory Committee* has engaged in a dialogue which will transition its role from an advisory body to that of a *Diocesan Education Commission*. Given proper planning and groundwork, that transition should take place during the 2015-2016 school year.
The success of any institution depends on the abilities and dedication of those in positions of leadership, so strong leadership is expected of all those responsible for the parish schools and academies within the Diocese of Brooklyn. We work with a multi-tiered leadership model, Boards of Members and Directors, pastors and principals. This section is concerned with the expectations which the Diocese holds for its principals. These are expected to be thoroughly professional in their own academic preparation and their approach to education; they must be strong practicing Catholics who are exemplary role models for teachers, students and parents; they must be well informed concerning the New York State Common Core Learning Standards, mandated testing programs and other forms of assessment, differentiated instruction and various pedagogical methodologies. In particular, they must oversee an instructional program which is infused with Catholic teachings and values.

GOAL 27.
The Diocese of Brooklyn will recruit parish school and academy administrators and provide professional support to enable them to exercise effective spiritual and academic leadership.

The staffing of parish schools and academies with qualified and effective principals is a major priority of the Office of the Superintendent - Catholic School Support Services. The designation of an Associate Superintendent solely for this task is an indication of the importance of the goal.

All parish school and academy principals and assistant principals must be practicing Roman Catholics and have the appropriate credentials recognized by the New York State Board of Regents. The search process for qualified candidates includes the use of college and university partnerships, local and national advertising and on-line job sites. Applications from candidates who meet the educational and certification requirements are reviewed and those considered qualified are invited to a screening interview with the Principal Screening Committee. This Committee will then recommend candidates for the “Approved Candidate List” which is available to pastors and Board Chairs as they conduct local searches. Principals are hired by the parish school pastor or the academy Board Chair.

The Superintendent of Schools meets on a regular basis with the Pastors’ Advisory Committee (PAC) and the Elementary Principals’ Advisory Committee (EPAC) which provide consultation on key issues facing Catholic education within the Diocese of Brooklyn.

PAC is comprised of twelve (12) pastors from within the Diocese of Brooklyn and serves in an advisory capacity to the Superintendent and staff. Appointed by Bishop DiMarzio for a term of two years, these pastors represent parishes with schools, parishes without schools and parishes that host an academy. During 2014-2015, PAC has provided guidance on the following:

- Teacher and Principal Salary Guidelines
- The Secondary School Strategic Plan
- The Diocesan Enrollment, Marketing and Retention Plan
- The Preserving the Vision Education Commission
- Revisions to the Preserving the Vision Strategic Plan

The guidance and support of the Pastors’ Advisory Committee is essential in providing key information on pastoral issues which face the pastors. Of major importance during 2014-2015 was the guidance of the PAC members in developing the questionnaire used at the Pastors’ Meeting of May 12, 2015.

EPAC represents the elementary parish school and academy principals within the Diocese of Brooklyn and serves as a direct line of communication between them and the Superintendent of Schools and staff. Nine EPAC members represent the diocesan Deaneries; in addition there are three special consultants to the Commission. EPAC representatives are appointed by the Superintendent for a one-year term. They are expected to maintain communication with the parish school and academy principals whom they represent and provide minutes of local principal meetings to the Superintendent.

The Saint Frances Cabrini Leadership Institute — Aspiring Principals’ Discernment Program is key in identifying teachers who already work in parish schools and academies and have qualities of leadership. The Discernment Program encompasses a colloquium that is specifically designed for introducing, preparing and developing prospective leaders for parish school and academies within the Diocese of Brooklyn. A goal-oriented program, it is a prerequisite for those educators who have not yet begun graduate course work.

In partnership with Fordham and Saint John’s Universities, graduate level courses are provided in such areas as Catholic identity, supervision of instruction, curriculum development, strategic planning, school administration and other topics which relate to the smooth and efficient operation of an elementary school. A Master’s Degree in School Building Leadership is conferred on the participant by the attended university at the completion of the required course of study.

Furthermore, the Cabrini Leadership Institute embraces three cohorts for newly appointed principals that span a three year period: Cohort I is designed to acquaint the novice administrator with the fundamental workings within the Office of the Superintendent; Cohorts II and III focus on the areas of supervision and instructional leadership within the framework of the Standards developed in partnership between the Diocese and Fordham University. A certificate of completion is granted by Fordham to participating principals. Supplementary workshops are offered by the Superintendent’s staff based on the results of the Principals’ Needs Assessment Survey which was administered this year. Experienced principals are invited to join in this program as they wish.

All principals and assistant principals are expected to participate in the Saint John Neumann Principals’ Professional Development days that are held three/four times throughout the year, one day of which is a Principals’ Day of Prayer.

After considerable consultation with members of the Pastors’ Advisory Committee and the Elementary
Principals’ Advisory Commission, it was decided that the Interstate School Leaders Licensure (ISLLC) Standards would be adopted to reflect the demands of excellence within the parish schools and academies. These Principal Leadership Standards will be the framework by which the job description for each principal will be developed. This job description is part of the contract that each principal signs.

**PRINCIPAL LEADERSHIP STANDARDS**

1. The Principal as Spiritual Leader collaborates with all stakeholders to develop, articulate and implement the mission of the parish school or academy in fostering a strong Catholic identity.

2. The Principal as Instructional Leader provides for ongoing professional development of the faculty that promotes the success of every student by facilitating a Catholic school culture through a comprehensive curriculum based upon the New York State Learning Standards.

3. The Principal as Administrator ensures the effective management of the parish schools’ or academies’ operations, resources and facilities providing a safe, efficient and effective learning environment.

4. The Principal as Pastoral Partner and Communicator responds to diverse community needs by mobilizing community resources. The principal facilitates effective communication between and among faculty, staff, parents, pastor/Board and community.

5. The Principal as Mediator and Facilitator is consistent with the faith and morals of the Catholic Church.

6. The Principal as Community Leader promotes the understanding of, responding to and influencing of the political, social, economic, legal and cultural environment.

Concentrating on the six (6) Leadership Standards, considered as priorities by the Superintendent’s staff, a five (5) year professional development plan was developed during 2014-2015. As an initiative of the Saint John Neumann Professional Development Program for Principals, speakers from local colleges and universities as well as nationally known educators have addressed the principals during the school year. Robert Marzano, Ph.D presented practical translations of the most current research and theory into classroom strategies noting accessible instructional strategies to enhance supervision.

Sister Mary Angela Shaughnessy, SCN, a national expert on Catholic and private education, Church ministry and civil law addressed the principals concerning various legal issues relating to parish school and academy situations.

Sister Mary Angela Shaughnessy, SCN, a national expert on Catholic and private education, Church ministry and civil law addressed the principals concerning various legal issues relating to parish school and academy situations.

Principals met twice during the school year for Convocations which concentrated on the New York State Common Core Learning Standards with emphasis on Early Childhood Education and the education of children with special needs. To further these initiatives, the Response to Intervention (RTI) approach was the focus of the second Convocation in order to initiate a three year plan for implementation.

**GOAL 28.**

The leadership standards for parish school and academy administrators have been developed and will continue to be implemented.

Diocesan leadership standards for principals, revised during the 2013-2014 school year were implemented this year. The Catholic identity of the parish schools and academies, the National Standards and Benchmarks for Effective Catholic Elementary Schools and the New York State Common Core Learning Standards continue to be used and form solid foundations for excellent Catholic education in the parish schools and academies.

Amended guidelines for Principal and Teacher Personnel Handbooks were issued to pastors, Board Chairs and principals in April, 2015. These included revised guidelines for faith and moral behaviors, leaves of absence, sick day policy and professional development requirements. After considerable research and consultation, the Personnel Committee created the Teacher Performance Standards from national and local resources. It was decided that these standards would be adopted to reflect the demands
of excellence within parish schools and academies. These Standards will be the framework for the diocesan Teacher Evaluation Process and the formation of individual teacher goals.

The diocesan Principal Self-Assessment Tool enables practicing parish school and academy leaders to assess their administrative practices compared with the expectations for principals established for the Diocese of Brooklyn. Using this self-assessment as a starting point, school leaders can identify areas for professional growth and give further thought and planning to the development of their own Annual Growth Plan. The goal of this tool is to develop reflective practitioners who can lead schools toward academic excellence and solid faith formation.

GOAL 29.
The Diocese of Brooklyn will continue to develop parish school and academy leaders by providing special programs for assistant principals.

Assistant principals frequently participate in Cohort I of the Cabrini Leadership Institute at the discretion of his or her principal.

As previously noted, the Saint Frances Cabrini Institute exists to offer programs and workshops for assistant principals in parish schools and academies. The goal is to encourage and train qualified administrators in the Catholic tradition.

Principals are required to observe all teachers on a regular basis; a formal written evaluation is conducted annually for every teacher. The current Principal Evaluation Process is now being reviewed by a Committee of diocesan educators. The goal is for implementation in January, 2016.
The importance of political advocacy in the lives of Catholic school educators and parents was not formally recognized by Preserving the Vision until its revision of 2013-2014. Parish schools and academies, by law, receive certain services from public funds. These include such things as textbooks, library books, computer hardware and software as well as services for students with remedial needs and, in some situations, bus transportation. Parish schools and academies are reimbursed for performing state mandated activities, such as taking enrollment and administering tests. The federal E-Rate program provides reimbursement for selected technological and communication advances. However, the benefits coming to parish schools and academies are far fewer than those which go to public schools. The Catholic school community, both in New York State and on the federal level, has become more active in challenging elected officials for benefits which are equitable with those provided to the public school community.

The 2014-2015 enacted New York State budget provided a $4.5 million appropriation for safety equipment for non-public schools provided under the SAFE act. Parish schools and academies have been provided with these funds to ensure that our students attend safe and secure buildings.

**GOAL 30.**

The Office of the Superintendent - Catholic School Support Services will continue to collaborate with the Office of the Vicar for Communications to continue to engage in political advocacy and outreach to members of city, state and federal legislators to raise their awareness concerning the role of parents and parish school and academy students as tax paying citizens. Parish schools and academy communities will be expected to participate in these initiatives.

The Catholic educational community suffered a serious disappointment this year on the issue of Education Investment Tax Credits. In spite of a vigorous public relations campaign which included rallies and visits to state legislators led by Bishop DiMarzio, the legislation did not pass although initial promises had been made by legislators and the governor.

The Associate Superintendent for Government Programs and Services continues to serve as liaison between and among the diocesan educational community and various government agencies and officials. The Superintendent’s office continues to work closely with the New York State Catholic Conference which represents the Catholic community of New York State in Albany. The Diocese of Brooklyn sends representatives to the annual Public Policy Day hosted by the NYSCC in our state capital. Meetings with legislators are arranged for that day.

The Superintendent and his staff continue to work closely with the New York City Department of Education in any matter which will benefit the students in our parish schools and academies. There are also regular meetings with officials from other religious denominations to discuss and act on matters of mutual interest – both on the local and state levels.
School Safety was added to the Preserving the Vision Strategic Plan in its 2013-2014 revision. Keeping parish school and academy buildings safe and in good repair has become an increasing challenge to Board Chairs and pastors of parish schools and academies. The Diocese of Brooklyn continues to require background checks and VIRTUS training for all employees and volunteers.

**GOAL 31.**
The Diocese of Brooklyn will continue to oversee the safety of students and staff by maintaining structurally reliable buildings and ensure that safety is a priority for all in the parish school and academy communities.

As parish schools are transitioned to the academy model, building audits continue to take place to determine the condition, both interior and exterior, of each building. These reports are important in the discussions which take place during the transition process. Periodic visits to all parish school and academy buildings continue to be done by Rocklyn Realty to ensure their safety and verify that they meet codes expected by the New York City Department of Health, the New York City Buildings Department and the New York City Fire Department. Each parish school and academy has developed a Crisis Management Plan.

There is zero tolerance for bullying and cyber-bullying in parish schools and academies. Policies and procedures concerning this issue are in place and are referenced in Parent Handbooks.

All staff and volunteers in parish schools and academies continue to be required to follow diocesan Safe Environment protocols which include background checks, adhering to the diocesan Code of Conduct and completion of VIRTUS training.

Approximately ninety percent (90%) of parish schools and academies have a school nurse provided by the New York City Department of Education. Skilled nursing services are provided to students with documented need as well as to the general population of students.

The school nurses provide ongoing case management for students with identified acute and chronic health problems in order to verify that these students are receiving prescribed services. Health education services are provided to students with asthma through Open Airways for Schools which is offered by the school nurse twice a year. In addition he/she follows the Managing Asthma in School (MAS) program which provides a guide for the nurses and attending doctors to ensure controlled asthma management for the students.

School nurses implement the Healthy Options and Physical Activity Program (HOP) to assist children and families in developing healthy lifestyles. Within the scope of his/her duties, the school nurse helps to provide families of students with a Body Mass Index (BMI) greater than ninety-nine percent (99%) with clinical assessment, health education, counseling and referrals to available resources in the community.

The school nurse continues to provide ongoing prevention and/or containment of communicable disease or environmental threats to the city’s school children. Their work is essential to the health and well being of the students attending parish schools and academies.
CONCLUSION

This Annual Report contains an extensive review of the accomplishments of Preserving the Vision during the 2014-2015 academic year. It reflects the diligence practiced by Catholic educators within the Diocese of Brooklyn in fulfilling the vision of the Strategic Plan for Catholic elementary education in its sixth (6th) year of implementation. The Plan is a dynamic and growing entity which has responded to the needs of parish schools and academies.

In the concluding paragraphs of the Annual Report for 2010-2011 it was written:

Through the creation of multiple partnerships with colleges and universities, and through the ongoing emphasis on strategic planning for vitality and viability, the initiatives associated with Preserving the Vision have been successful.

Now, six (6) years later, the partnerships have grown and strategic planning continues to be a key initiative for each parish school and academy. This growth is a reflection of the dedication of all Catholic educators within the Diocese of Brooklyn; all deserve deep appreciation for what has been, and will continue to be, accomplished.

Ad Multos Annos!
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