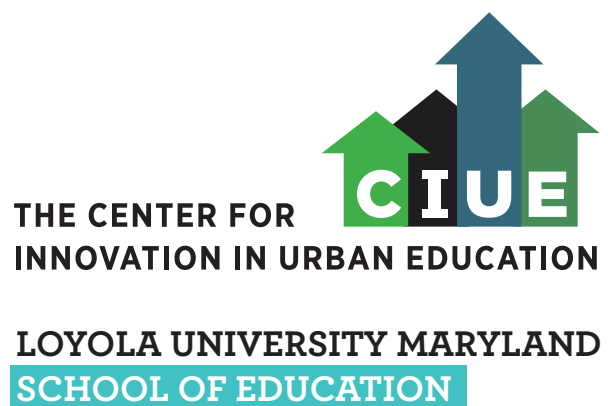


# UNIVERSITY-ASSISTED CATHOLIC COMMUNITY SCHOOLS

A COLLABORATION BUILT ON RESPECT, COMMITMENT,  
AND PLANNING FOR THE FUTURE





## WHAT IS THE INSTITUTE FOR URBAN CATHOLIC EDUCATION (IUCE)?

The IUCE embraces a communal approach to supporting the students, teachers, administrators, and families associated with urban Catholic schools. Our primary focus to date has been working with the four Community Schools of the Archdiocese of Baltimore: Archbishop Borders, Cardinal Shehan, Holy Angels, and Saints James & John. As the landscape of Catholic education in Baltimore has changed, there are numerous opportunities for the Institute for Urban Catholic Education to not only support students academically, but to also animate the Jesuit commitment to *cura peronalis*—care for the whole person. By combining the tenets of university-assisted Community Schools and research, Loyola University Maryland, the Archdiocese of Baltimore, and the Women’s Education Alliance are collaborating to transition the four urban Community Schools from “good to great.”

Through innovative afterschool programming, school-based professional development, and community-engaged activities with parents and local organizations, the IUCE facilitates the transformation of school buildings to become vibrant community spaces where students and families thrive academically, socially, and emotionally. The work and outcomes associated with this important initiative will create a framework for developing and maintaining university-assisted community school models in urban Catholic schools beyond Baltimore.

## OUR GENEROUS SUPPORTERS

IUCE has been supported by generous financial support from the Raskob Foundation, the Archdiocese of Baltimore, the Dean’s office in Loyola University Maryland’s School of Education, and in-kind contributions from the Center for Innovation in Urban Education (CIUE).

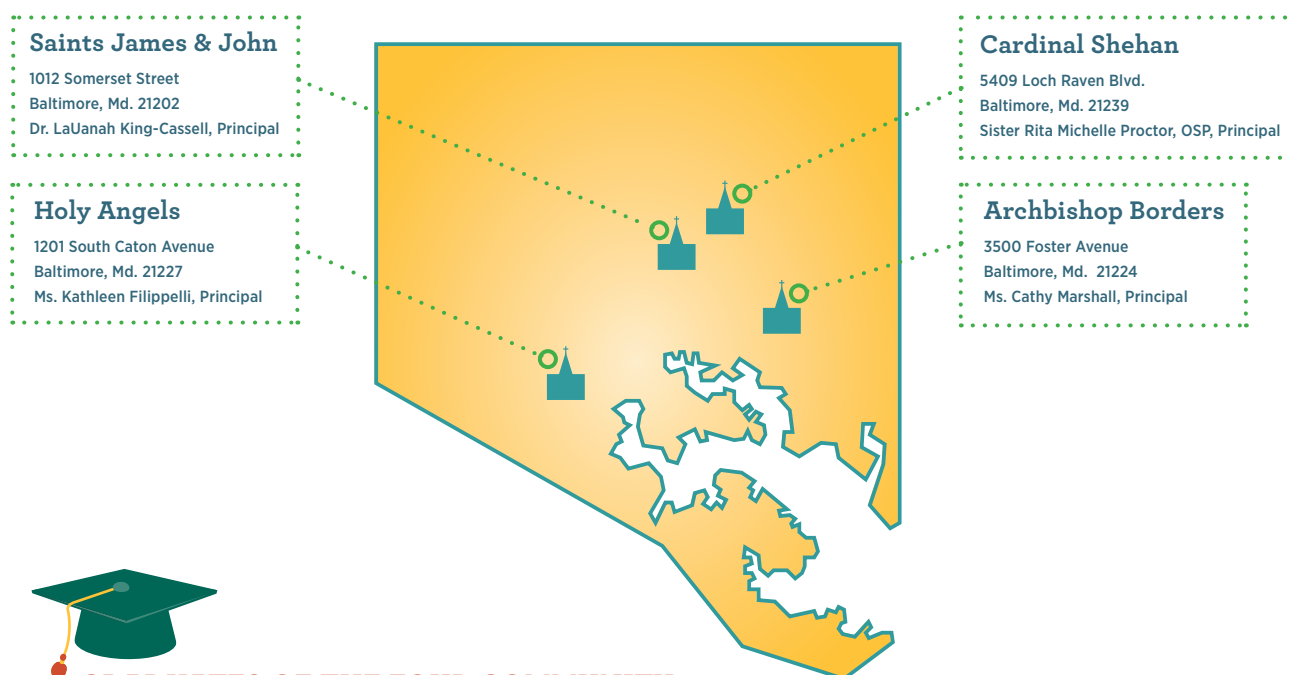
The Women’s Education Alliance (WEA) is a long-time supporter of the four Community Schools. Through their innovative ideas and contagious energy, their efforts have provided scholarships for children attending the schools since 2006. WEA has engaged the principals in better understanding immediate programming needs in the areas of technology and co-curricular activities. Their approach is unique in that more than 200 amazing women have dedicated time and treasure to help fill in the gaps currently not supported by operating budgets at each of the four schools. The goal is to not only provide access to a quality educational experience for young people attending the four Community Schools, but also support the teachers, administrators, and staff.

## VISION

Our collective vision is for the four urban Community Schools of Baltimore to become THE choice elementary schools in the City of Baltimore. This will take several years and will occur in stages. The first stage involves increasing enrollments through tuition support, further educating the teaching staff via school-based professional development, and creating a strategic planning board that will help set the collective short-term and long-term goals. The second stage focuses on communicating the value of the university-assisted Catholic Community School model, and creating partnerships with local businesses and high schools. The result of these efforts will be Blue Ribbon for Improvement designation for all four Community Schools.

## COMMUNITY SCHOOLS OF THE ARCHDIOCESE OF BALTIMORE

Rooted in Catholic values and teachings, the four Community Schools of the Archdiocese of Baltimore currently provide a safe environment and excellent educational experience for pre-K through 8th grade children. The schools are symbols of care and compassion and have the potential to revitalize and strengthen their neighborhoods.



### GRADUATES OF THE FOUR COMMUNITY SCHOOLS ATTEND NUMEROUS PRESTIGIOUS PUBLIC AND PRIVATE SCHOOLS

- *Baltimore Polytechnic Institute* • *Cristo Rey Jesuit High School* • *Mercy High School*
- *Calvert Hall College High School* • *Seton Keough High School* • *Institute of Notre Dame*



### THE CENTER FOR INNOVATION IN URBAN EDUCATION

The IUCE is a critical component of the Center for Innovation in Urban Education (CIUE), a collaborative space for those concerned with the educational experiences of students, families, and educators in urban schools. Through our research, program development, and community engagement—grounded in Baltimore, but extending to other urban communities in the United States—our vision is to work collaboratively to ensure equity in schools in urban communities.







## SUPPORTING STUDENTS, TEACHERS, AND ADMINISTRATORS

The university-assisted school model recognizes that all stakeholders are essential to improve teaching and learning. The collaboration supports the growth of students, their families, teachers, and administrators. Teachers and administrators should have an opportunity to participate in meaningful professional development whereby their voices are central to understanding areas for continuous improvement. Therefore, much of the professional development takes place in the school and is developed in response to specific needs of teachers and administrators.

### IUCE PROFESSIONAL DEVELOPMENT MODEL

**LARGE-SCALE PROFESSIONAL DEVELOPMENT:** Twice per year teachers in the four Community Schools gather for a full-day professional development workshop covering topics such as literacy, working with a diverse student population, development of professional learning communities, mission and visioning, and project-based learning.

**SCHOOL-SPECIFIC PROFESSIONAL DEVELOPMENT:** All four Community Schools regularly receive professional development that is focused on their school community. These school-specific sessions are offered based on concerns identified during Loyola faculty's one-on-one collaboration with the teachers and participation at grade level meetings.

**ONE-TO-ONE PROFESSIONAL DEVELOPMENT:** A Loyola School of Education faculty member, supported by graduate students, works individually with teachers to improve instruction, interpret student learning data, and implement new pedagogical strategies.

A needs assessment conducted with all four schools revealed a common desire for afterschool programs that complement the school day. In response, we developed afterschool and within-school day programs that focus on the academic and social-emotional needs of the students.

## ARCHBISHOP BORDERS TEACHER NAMED 2014 LOYOLA LITERACY EDUCATOR OF THE YEAR



Sixth grade teacher Ms. Kristina Collins was named the 2014 Loyola Literacy Educator of the Year. The award honors Maryland teachers for their contributions to literacy education in their teaching, support for the literacy learning of all students, and collaborative work within the school community. One of many accomplishments of Ms. Collins includes working with others to secure the addition of a Dr. Ben Carson Reading Room at Archbishop Borders School. The Reading Room will have a positive effect on countless students today and for years to come.

## INNOVATIVE IN-SCHOOL AND AFTERSCHOOL PROGRAMMING

**PARENT UNIVERSITY:** Parent University is an afterschool and within-school day program where parents and school staff offer courses that focus on the academic and social-emotional development of the students. The program provides opportunities for parents to lead sessions in résumé writing, college readiness, and be connected with local community resources. Keeping in mind the African proverb that says, “It takes a village to raise a child,” the IUCE recognizes parents and staff members as equal and essential partners in this metaphorical village. The development of a parent university program aims not only to engage parents as partners in their child’s academic journey but also create a space whereby parents co-facilitate meaningful dialogue with all members of the school community. This collaboration, in which parents are teachers and teachers become students, allows for a healthy dialogue that embraces all of our roles as members of a village responsible for raising young people attending the four Community Schools.

## ADDITIONAL PROGRAMMING

In collaboration with undergraduate student members of Urban Needs in Teacher Education (UNITE), the IUCE provided all of the teachers with supply boxes at the beginning of the 2013-2014 academic year. The supplies in all of the boxes were constructed based on the individual needs of the schools.

## WOMEN’S EDUCATION ALLIANCE

The Women’s Education Alliance (WEA) supports the four Community Schools through scholarships and school support services that enhance the total learning experience for students while also supporting the teachers, administrators, and staff. Working closely with the principals of each school, WEA identifies and provides a wide variety of supplies, materials, and other services needed to revitalize the schools and create stronger ties within their communities.

BACK TO SCHOOL SUPPLIES

INDOOR/OUTDOOR GAMES

PLAYGROUNDS

BASKETBALL HOOPS AND  
PLAYGROUND EQUIPMENT

CLASSROOM FURNISHINGS

SUMMER READING PROGRAM

CARSON READING ROOM

TECHNOLOGY EQUIPMENT AND SUPPORT

WEBSITE DEVELOPMENT

SCHOOL/STUDENT VIDEOS

CULTURAL PROGRAMS:  
MUSIC/ART/CERAMICS/DRAMA

TUTORING/MENTORING

TEACHER APPRECIATION LUNCHES

FIELD TRIPS



## PROFESSIONAL DEVELOPMENT

“Dr. Jones has brought some light to the educational experience at Saints James & John...she has given us a little spark. Teachers feel like—that’s something I can do!”

Dr. King-Cassell, Principal



## COLLABORATIVE RESEARCH

The ICUE is focusing on two areas: quality practices in professional development in Catholic schools in urban communities and effective partnerships between Catholic universities and K-8 Catholic schools. Results of the work will first and foremost be shared with the principals, superintendent of the Archdiocese, and Community School strategic planning board in order to inform budgetary and instructional decisions. Additionally, formal academic publications will be disseminated via disciplinary conferences, research, and practice journals.

## OUR FUTURE

The Institute for Urban Catholic Education has a vision for the future. As we continue to support the four Community Schools in Baltimore, we are looking to learn from other similar collaborations in places like Los Angeles, Boston, and Milwaukee. Additionally, we are looking forward to working with colleagues around the country to disseminate our insights into Catholic education in urban communities.





## DESTINATION IMAGINATION

Destination Imagination is a non-profit volunteer-led educational organization that gives students the chance to learn and experience the creative process from imagination to innovation. The IUCE sponsors a Destination Imagination team of seven students at Archbishop Borders. The team meets every Monday for 90 minutes to co-construct their solution to Science, Technology, Engineering, and Math (STEM). The program is facilitated by three Loyola faculty members and two undergraduate students. The goal is for students to embrace their identity as scholars and critical thinkers, and to prepare to be competitive for regional and state Destination Imagination competitions. For example, for the first competition, the Archbishop Borders' team selected the "scientific challenge" and will present a story about surviving in an extreme condition.

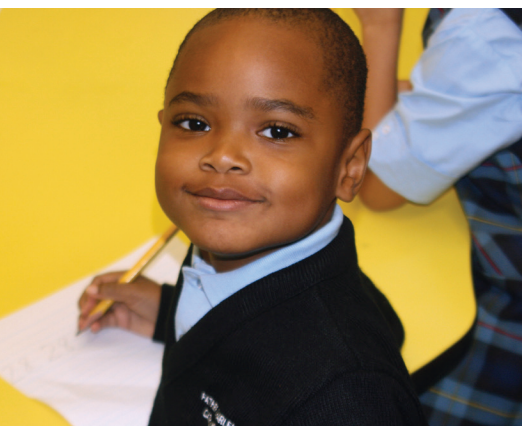


## DESTINATION IMAGINATION

"As principal, I wanted to honor the students' minds with a challenge! I know that the students feel honored to be part of Destination Imagination. I have witnessed their excitement, their interaction with each other, and their ability to 'think outside of the box.' The dedicated team leaders from Loyola are committed to DI because they believe in the students. This is the first program brought to Archbishop Borders that makes a statement to the students that they have great intellectual potential. The outside world thinks of a city school only as 'remedial.' Loyola sees the students as possibilities and potential. We are excited for the competition!"

Cathy Marshall, Principal  
Archbishop Borders School





## AFTERSCHOOL MATH CLUB

"The Loyola students who come every Wednesday and meet with our 3rd, 4th, and 5th graders have been amazing. Seeing students get excited for math is great. The Loyola students have put so much thought and effort into their lessons with our students. Our teachers have said they can see a change in the students' performance, engaging in math class more during the school day."

Meghan Cosgrove, Assistant Principal  
Intermediate Science Teacher  
Holy Angels Catholic School



### **CARDINAL SHEHAN: *ONE-TO-ONE MENTORING***

Through classroom observation of teachers and consistent feedback, the one-on-one personalized professional development model at Cardinal Shehan brings teachers and Loyola faculty together in a unique way. The program involves formal and informal observations in a wide variety of content areas including, but not limited to, religion, mathematics, English language arts, Spanish, and science. The Loyola faculty and Cardinal Shehan teachers have post-observation conferences to unpack classroom instruction. The one-to-one mentoring model at Cardinal Shehan has allowed teachers to receive non-evaluative feedback about their teaching so that instructional time can be maximized.

### **HOLY ANGELS: *AFTERSCHOOL MATH CLUB***

Led by a Loyola mathematics education faculty member, the afterschool math club is developed by Loyola seniors and juniors who have experience with diverse strategies for teaching mathematics. The afterschool math club at Holy Angels takes place once per week for three hours. The Loyola students meet with small groups of Holy Angels students and work on math skills appropriate for their grade level. Using lessons designed to specifically address individual needs of the students, the goal of the afterschool math club is to help improve students' academic performance in mathematics as well as their desire to engage critically with math concepts. The mentoring model will be implemented at the other Community Schools next year.

### **SAINTS JAMES & JOHN: *PROFESSIONAL DEVELOPMENT - EARLY CHILDHOOD EDUCATION***

A professional development session based on Repeated Interactive Read Alouds was delivered to build on students' background knowledge in order to scaffold oral language development, vocabulary, content and conceptual knowledge, and comprehension. Participants in the session were shown a video of a model interactive read aloud that utilized accountable talk. The short video was followed by a model shared repeated interactive read aloud, and then participants were asked to work in small groups to explore the full range of opportunities and avenues to extend the read aloud.

The workshop required active participation to identify best practices and extensions for the use of a single read aloud text. Session participants reported that the workshop confirmed existing practice and helped accelerate their implementation by examining new ways to tap into pre-reading strategies.

### **ARCHBISHOP BORDERS: *IMMERSION PROGRAM***

Archbishop Borders utilizes a dual-language model to empower students to become not only bilingual but also bi-literate in a dual-language Spanish immersion program designed by Boston College. As the only bilingual parochial school in Baltimore, Archbishop Borders provides students in grades pre-K through 2 with a welcoming learning environment with wrap-around services to support students and families. Each participating school is required to use bilingual assessment measures for grades pre-K through 2; however, leadership at Archbishop Borders has decided to implement formative assessments for all students. Loyola faculty, working as mentors, helped to establish goals and create an action plan to help students reach their goals. The mentors have trained all teachers on using formative assessments to guide instruction. The Loyola mentor meets weekly with teachers to discuss the data and set and monitor goals for professional development.



## INSTITUTE FOR URBAN CATHOLIC EDUCATION

Through collective actions, efforts, and fundamental principles of the Jesuit commitment to *cura personalis*—caring for the whole person—discover our commitment to the academic, social, and emotional development of students in urban Catholic school communities.



For more information on the Center for Innovation in Urban education and the Institute for Urban Catholic Education, visit [Loyola.edu/IUCE](http://Loyola.edu/IUCE).



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School of Education