



# Head of School

SEARCH PROSPECTUS



# CARROLLTON SCHOOL OF THE SACRED HEART

MIAMI, FLORIDA

[www.carrollton.org](http://www.carrollton.org)

START DATE – JULY 2022

Partners in Mission School Leadership Search Solutions, LLC





MOTTO

*Caritas  
Vincit Omnia  
— “Love  
Conquers All”*

## ABOUT THE SCHOOL COMMUNITY

### *Sacred Heart Education*

The Society of the Sacred Heart was founded by Saint Madeleine Sophie Barat in 1800 in France. The origins of the Society and its formative years are inextricably bound to the person of Saint Madeleine Sophie, who used her spiritual and intellectual gifts to guide the Society for 65 years.

Saint Madeleine Sophie’s understanding of the purpose and aim of the Society was that of a community rooted in prayer and expressing the love of the Heart of Christ. The means by which the members of the Society would achieve their purpose were by educating girls, educating the poor, providing retreats, and spiritual conversations with lay people. Saint Madeleine Sophie believed that educated women would be empowered to bring about social change – a vision that is as relevant today as it was when she founded the Society in post-Revolutionary France.

In 1818, Saint Madeleine Sophie’s friend and religious sister Saint Rose Philippine Duchesne established the Society in the United States with the opening of a house in St. Charles, Missouri. By the time Saint Madeleine Sophie died in 1865, there were more than 3,500 religious in 89 houses in 17 countries. Today, there are more than 2,000 religious and 150 schools of the Sacred Heart around the world. There are 23 Sacred Heart schools in the United States, and 2 in Canada, which have evolved into the Network of Sacred Heart Schools.

---

While the Network unites schools in a regional association, Sacred Heart schools enjoy an even wider affiliation with the people and institutions associated with the Society of the Sacred Heart in 41 countries across the globe. This international character of Sacred Heart education helps to foster an important global awareness in our students, faculty, and staff.

### ***Carrollton School of the Sacred Heart***

Carrollton School of the Sacred Heart began in 1961, but its original inspiration goes back several months prior to opening day. The founding of Carrollton is actually the fruit of a confluence of events that helped to shape the history of the City of Miami and the Society of the Sacred Heart both in the United States and in Cuba. Those events, which converged then, may now seem clear and connected but during the months in which they occurred, no one could have foretold the ultimate outcome. The events involved alumnae of the Sacred Heart living in Miami in the late '50s and early '60s, the creation of the Diocese of Miami and the expulsion of the Religious of the Sacred Heart from its schools in Havana and Santiago de Cuba.

Since its founding, Carrollton has mirrored the growth and evolution of Miami. Today, the school community enjoys a multi-lingual, multi-cultural community of students, parents, and faculty from all over the world. From its first graduating class in 1964 that included just 12 young women, the school community today enjoys consistent annual enrollment of 850+ students. Intermediate and Upper School students share the Barat campus, while Montessori, Primary, and Junior High School students attend the nearby Duchesne campus. The Barat Campus includes the 1918 El Jardin estate, one of the oldest and best-preserved examples of Mediterranean architecture in South Florida.

Like all of the other Schools of the Sacred Heart across the world, Carrollton focuses on the total education of the student. The girls' spiritual, intellectual, physical, and emotional growth remains at the center of the educational mission. Carrollton's culture and identity are bound inextricably to the vision set forth in the Goals and Criteria of the Sacred Heart. These values form the moral compass that influences the choices made within this community. Learning to draw upon these values during their school days, Carrollton graduates become women of conviction, courage, and confidence.

## **FAST FACTS**



**850+**

Students in  
Montessori 3 – 12th Grade



**324**

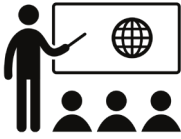
Students in Upper School



**79**

2022 Senior Class

## FAST FACTS



**7:1**

Student to Faculty Ratio



**14**

average class size



**53%**

percent of Upper School faculty and administrative staff holding advanced degrees

### ***Mission Statement***

Carrollton educates young women to assume leadership and to take initiative by promoting the hope, passion, commitment, and compassion necessary to meet the challenges of our complex society. The entire educational program has as its end the formation of balanced and self-assured women who possess the courage and confidence to respond generously, competently, and responsibly to the demands of their lives and to the needs of the world. Through challenging programs, Carrollton hopes to foster in each student an active faith in God, a deep respect for intellectual values, a commitment to social awareness, personal integrity, self-discipline, and the commitment to build community.

### ***Goals and Criteria***

- A personal and active faith in God
- A deep respect for intellectual values
- A social awareness which impels to action
- The building of community as a Christian value
- Personal growth in an atmosphere of wise freedom

### ***Administrative Team***

In order to assure fidelity to the Goals and Criteria of Sacred Heart education, to promote unity within and among all the areas of the school, and to facilitate communication, the members of the Carrollton administration espouse a team model of administrative leadership in a highly collaborative environment. The Administrative Team will consist of the President, Head of School, Division Heads, Director of Teaching Learning and Educational Programs, Business Manager, Director of Enrollment Management, Director of Advancement, Director of Technology, Director of Formation to Mission, Director of Social Awareness and Community Relations, and the Director of Athletics.







### **Board of Trustees**

The Board of Trustees at Carrollton is composed of 19 lay and religious members, with an additional Trustee Emerita. It is responsible for major policies affecting the school and overall advancement of its mission. The Board establishes tuition, hires, and evaluates the Head of School and President, and makes broad policy to guide the administration. Working through a robust committee structure, it strives to see that Carrollton educates towards the Goals and Criteria of Sacred Heart Schools. The dedication, hard work, and wisdom of the Board of Trustees are indispensable gifts to the growth of Carrollton. Members are elected by the Board.

### **FAITH LIFE**

As a School of the Sacred Heart, Carrollton holds that Jesus Christ is at its core. It believes that an informed, lively faith is the fruit of reading the Gospels and encountering the person of Jesus Christ as He is presented in the Scriptures.

Students become effective leaders. Nothing short of excellence prepares them to assume such leadership. The key to such excellence is faithfulness to St. Madeleine Sophie's vision. Central to the school's vision and practice of education is its belief in God, as revealed in and through the person of Jesus Christ. This education of both heart and mind enables graduates to be successful women, because they come to know who they are and whose they are. They understand how their God loves them, and they feel compelled to treat others with respect, because they believe each person is known and valued by God.

## **FAST FACTS**



**8%**

percent of Upper School faculty and administrative staff holding doctorate degrees



**\$28M+**

annual operating budget



**\$3.5M+**

annual financial aid and scholarships awarded

## FAST FACTS



**\$1.5M+**

annual advancement  
dollars raised



**2,500+**

active and engaged alumnae  
around the world



**18**

Advanced Topics (AT)  
courses offered

The school's greatest hope is that the Carrollton graduate has developed her interior life so that she is one who trusts the Spirit dwelling within. This habitual instinct – to choose God – takes time and energy to develop. Carrollton graduates will know that a life rooted in prayer has both fullness and integrity.

## ACADEMIC PROGRAMS

### *Montessori Program (Ages 3 – 5)*

Children in the Montessori program learn through experience with hands-on material. Each of the three Montessori classes is composed of children ages three to five. In the spirit of Maria Montessori, emphasis is placed on training in independence and self-motivation, as students are encouraged to choose and complete various learning activities. The program provides for the emotional and intellectual needs of each child and fosters the child's growth in self-awareness as well as an understanding and consideration of the needs of others. Group activities are designed to help the child see herself as a member of the school community.

The Montessori program seeks to develop the child's sense of self-worth as an active learner and member of the school community. Each child learns to assume responsibility, master skills, and solve problems. The classroom environment is designed to stimulate the child's natural sense of wonder and curiosity through opportunities for fun, friendship, vigorous activity, adventure, and quiet reflection. A rich and varied curriculum, including language arts, mathematics, science, and social studies, supports and promotes students' intellectual development.





---

### *Primary School (Grades 1 – 3)*

The Primary School is a self-contained village, that provides a caring environment where girls are encouraged to develop a deep love of learning and a respect for others. The Primary School builds the foundation for a child's learning habits, social skills, and faith-life. Here, faculty prepare the children to receive the sacraments of First Holy Communion and Reconciliation. The low student-faculty ratio enables each child to receive a high level of individual attention. The faculty also works closely with one another to develop each child's talents and strengths. Learning levels are flexible, and special assistance is available to children who may need help in a specific area. By the time a child leaves the Primary School, she will have solid academic skills and responsible study habits.

### *Intermediate School (Grades 4 – 6)*

The Intermediate School provides a structured, highly interactive environment in which girls learn to apply their skills. During this time, girls gain confidence, and their abilities are brought to fruition. Students are given the opportunity to practice prayer and espacio, take part in reconciliation, attend class and school Masses, and become closer to God as they learn about the Roman Catholic faith. Integrated technology is an important part of the Intermediate School program. Students work with laptops and apply sophisticated technology skills across all disciplines. Intermediate students also study art, music, a second language, math, science, social studies, language arts, and religion. Girls participate in team and individual sports. Students have weekly library periods scheduled into their language arts program during which they are exposed to classics in literature and the application of research skills. Students gradually learn to take greater responsibility for their own learning. Special attention is given to the development of critical thinking skills and the ability to communicate both orally and in writing.

### *Junior High School (Grades 7 & 8)*

The Junior High provides a unique environment at a time when girls are beginning to forge their own identities. Housed at the Duchesne campus with its own dedicated faculty and staff, the Junior High has a rigorous academic schedule that is designed to prepare the girls for the greater demands of Upper School life. The faculty gear structured and unstructured class time to the individual developmental needs of each student. Academic counseling is an important part of academic life, and students are encouraged to begin thinking about college in specific terms. The school encourages students to develop their own identities and emphasizes the need to take responsibilities for their actions.



## FAST FACTS



**20**

Advanced Placement (AP)  
courses offered



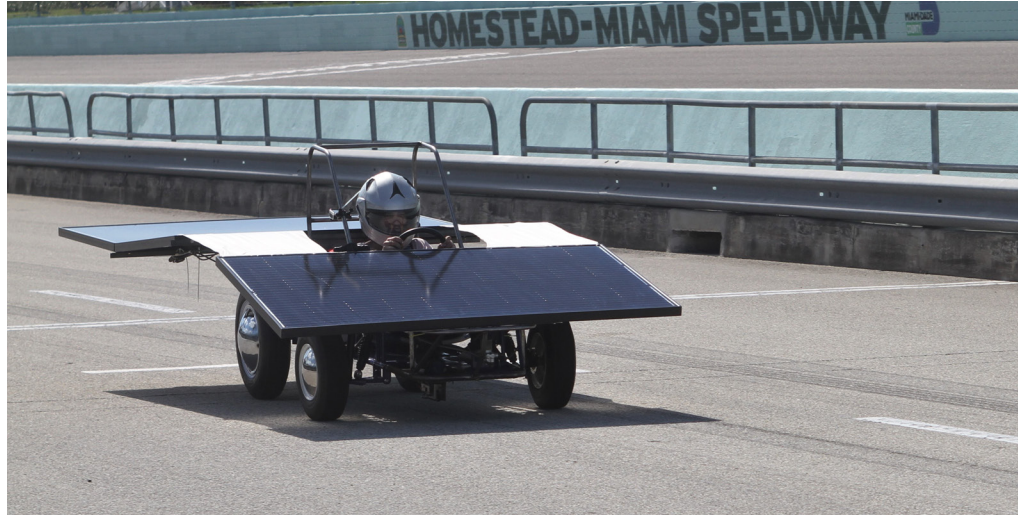
**25**

International Baccalaureate  
(IB) courses offered



**22**

Honors courses offered



### *Upper School (Grades 9 – 12)*

The Upper School's robust curriculum offers advanced courses in all disciplines. High caliber faculty members are experts in their fields and provide a differentiated learning experience for each student. Guided by the Sacred Heart Goals and Criteria, faculty and staff inspire thoughtful introspection in its students and encourage them to find balance and joy in the engaged act of learning. Students leave Carrollton prepared not only for their continued education at the university level but also for the lives that await them outside of institutional gates.

### THE ARTS

Carrollton School of the Sacred Heart celebrates many forms of art. Opportunities abound for students to discover their artistic talents — in the visual arts, music, chorus, drama, and dance. In addition to attending regular classes, students often work in small groups, or individually, with teachers who specialize in the field. Academic classes frequently collaborate with the arts department on projects, creating opportunities for interdisciplinary thematic work. Students also showcase their talents regularly through both performance and exhibition.

### ATHLETICS

Athletics provides students the opportunity for physical, social, and emotional growth through interscholastic competition. Student-athletes, coaches, and parents are called upon to work together in a spirit of sportsmanship to assist in creating an environment in which they remain faithful to the philosophy of the Sacred Heart education.

The "Cyclones" field teams in the following sports: Beach Volleyball, Basketball, Cross Country, Golf, Soccer, Softball, Swimming and Diving, Tennis, Track and Field, and Volleyball.



---

In the Upper School, the program competes as a member of the Florida High School Athletic Association. In the 6th grade and Junior High, the program competes as a member of the South Florida Middle School Conference.

Additionally, Sailing is an independent sports option in the Upper School.

The sports program in the earlier grades is designed to introduce girls to the various sports offered at Carrollton. The focus is on individual skills required to participate and to be successful in a given sport.



## **CLUBS AND ACTIVITIES**

There are numerous co-curricular activities that foster personal growth and leadership qualities. Of special note is the school's Debate Program. Carrollton School of the Sacred Heart is the only nationally competitive all-female policy debate program in the nation. Alums of the program have gone on to debate for Harvard, Wake Forest, Northwestern, Michigan, and other institutions of higher learning. More importantly, young women emerge from the debate program with a strong sense of social responsibility and the courage to act on that responsibility.

## **TRANSITION TO A NEW LEADERSHIP MODEL**

Earlier this year, Carrollton's current Head of School advised the board that he would retire at the end of the 2021-22 school year. As the Board of Trustees contemplated a succession plan, much consideration was given to the complexity of the traditional role of Head of School in today's environment. A group of constituents and stakeholders was subsequently convened to consider other school leadership models in an effort to define the best organizational structure

---

for Carrollton going forward. The result identified this new relationship-driven and collaborative model for school leadership, affording the school community a unique opportunity to expand the breadth and depth of expertise at the highest level of the organization.

Under this new leadership structure, senior executive functions are aligned around two distinct facets of school life: institutional capacity (President) and instructional leadership (Head of School). The President and Head of School have autonomous responsibilities based on the scope of their respective roles. However, the Board of Trustees anticipates that the success of this new model will rely on the collaboration and cooperation of the President and Head of School as co-leaders of the Carrollton community.

## **OVERVIEW OF POSITION RESPONSIBILITIES**

With this transition, the President will bear responsibilities for all non-educational facets of school operations and external relationships while serving as the chief strategic officer of the school community. The Head of School will be responsible for the educational aspects and internal relationships while serving as the chief academic officer.

The Head of School will serve as the instructional leader for the school and ensures a high-quality student experience through the effective functioning of school operations. S/he is responsible for building instructional leadership through academic and student life program development and innovation, as well as the recruitment and retention of outstanding faculty talent. The Head of School is accountable for determining and resourcing the academic priorities of the school as well as ensuring the quality of its educational programs.





Meanwhile, the President will serve as the chief strategic officer of the school and should be an entrepreneurial leader with a passion for advancing the mission of the school community. S/he is responsible for building institutional capacity resources in the areas of philanthropy, community and stakeholder engagement, and financial stewardship. In collaboration with the Board and the Head of School, the President will be responsible for strategic planning.

In their respective roles as mission advancement and instructional leaders, the President and Head of School will lead distinct areas of the school's overall management and performance, and they will also share responsibilities related to Board and Network relations, mission integrity, community engagement, and strategic planning as follows:

<i>Head of School</i>	<i>Shared</i>	<i>President</i>
Curriculum & Instruction Faculty Hiring, Development, and Performance Metrics Academic Resources/ Services College Counseling Student Life Athletic, Art and Extra- Curricular Programs Emergency Procedures	Board Relations Strategic Planning Education to Mission (SHCOG) Social Justice, Inclusion & Diversity Accreditation Human Resources Community Engagement Admissions and Financial Aid	School Advancement Financial Stewardship Facilities and Infrastructure Public Relations Relationship with Provincial and Archdiocese Marketing Alumnae Relations

---

## FAST FACTS



**60+**

leadership opportunities beyond  
sports team captains



**2X**

overall winner in the FGCU  
SunChase Solar Car Challenge

## QUALITIES AND CHARACTERISTICS

We seek inspiring academic leaders who will think strategically while inspiring and motivating teachers, students, and parents to advance the vision of educational excellence based on the Society of the Sacred Heart beliefs and mission.

Head of School candidates should exhibit many of the following qualities and characteristics qualifications:

- Practicing Catholic with a vibrant faith who has a genuine respect for religious and intellectual freedom and the faith and religious beliefs of others.
- Capacity to comprehend the value of a Catholic community imbued by the charisma of St. Madeleine Sophie Barat and the spirit of the Society of the Sacred Heart as captured in the Goals and Criteria; ability to embrace, model, and promote the School's commitment to Sacred Heart values and the Goals and Criteria.
- Enthusiastic and articulate advocate for the advantages of all-girls education, best practices for teaching girls, and standards of excellence in programming for girls.
- Commitment to and skill in building a diverse and inclusive community consistent with a Catholic identity and the ability to navigate diverse cultural and social situations with ease.
- Minimum of five years of teaching experience and instructional leadership, preferably in an independent school; minimum of five years of administrative experience is preferred.
- Experience integrating research, data analysis, and metrics to help define and achieve desired outcomes or benchmarks of excellence.
- Executive presence with demonstrated distinction in a wide variety of areas involved with successfully leading a school: teacher recruitment, development, evaluation, and retention; curriculum review and evaluation; co-curricular activities; college placement; volunteer management; facilities management; student support services; enrollment management and financial management.
- Hands-on leadership and management experience that demonstrates vision and courage and the ability to communicate and lead effective change.
- Self-motivated individual with excellent ability to work collaboratively in a dual leadership model and with the full range of school constituencies.
- Track record of success in recruiting, developing, and retaining high performing and diverse faculty and staff; works to support and facilitate collaboration and pursuit of professional excellence.



- 
- Capacity and desire to develop trusted, personal relationships with students and to be a consistent presence and role model in their lives at school and beyond.
  - Experience developing effective working relationships with Board of Trustees members.
  - Excellent oral and written communications skills and a record of effective interaction with parents, students, teachers, and administrators. Excellent presentation skills when addressing students, faculty and staff, parents, and the community in general.

## APPLICATION PROCEDURE

- To apply, please submit the following four documents, confidentially, and as one combined PDF attachment.
  - » Letter of Interest that aligns your experiences and skill sets with the current needs of the school community as you understand them.
  - » Catholic education philosophy statement.
  - » Current resume with all appropriate dates included.
  - » List of five references to include name, relationship, phone number and email address. No references will be contacted without your knowledge and approval.
- Please include Carrollton School the Sacred Heart in the subject field.



***Assemble all of the application materials in one email to:***

Michael Furey, Partner  
mikefurey@partnersinmission.com  
Partners in Mission School Leadership Search Solutions, LLC  
8 Nicklaus Way | Mashpee, MA 02649  
570-730-2655 (Cell) | 877-738-4810 (Office)  
www.partnersinmissionslss.com



Partners in Mission School Leadership Search Solutions is the retained search division of Partners in Mission, the nation's leading full-service consulting firm focused exclusively on developing excellence in Catholic school advancement and leadership. As partners among ourselves and with our clients' missions, we value, understand, and embrace the importance of Catholic education in our personal and professional lives — and remain committed to ensuring its strength and vitality for years to come. Engaged by religious and school communities, boards and dioceses, our team of dedicated search consultants have identified and secured mission-driven professionals to serve in a myriad of diverse Catholic school and diocesan leadership positions from Massachusetts to Hawaii.

[WWW.PARTNERSINMISSIONSLSS.COM](http://WWW.PARTNERSINMISSIONSLSS.COM)

Partners in Mission School Leadership Search Solutions  
124 Sycamore Drive, Westwood, MA 02090