

## Preface

One of the fundamental characteristics of our humanity is the need to discern meaning within our experience. That meaning, however tentative, once embraced, seeks expression in such a way that it becomes accessible to others. Critical, then, are the choices that we make around the language we will employ to convey the significance of our experience. As our understanding of our experience changes, it becomes necessary to find other, if not new, ways to express our understanding.

For Catholic educators in Ontario, the introduction of the Ontario Catholic School Graduate Expectations by the Institute for Catholic Education represents such a linguistic shift. As such, it is the purpose of this document to provide Catholic educators with tools by which the connections between these Ontario Catholic School Graduate Expectations and the curricula might be more easily realized. Curricula, in this sense, includes not only the subject specific learning activities in the classroom but all activities in the life of a Catholic school community. In our present Ontario context, such a spanning of this divide will give clearer voice to the genuine distinctiveness that is Catholic education.

For Roman Catholics, the core of life's meaning, and therefore the heart of Catholic education, is always to be found in the relationship between our lived experience and the Paschal Mystery of our Lord Jesus Christ. The milieu of our faith experience, however, has been ever changing. In the twentieth century, the Second Vatican Council marked a series of historic moments in the life of our Church. Our collective experience of the profound changes in our world compelled the Bishops of the Church to review our understanding of the relationship between the Church and the modern world. Indeed, the insights of the Council continue to guide us in the face of continuing and often dramatic changes. To suggest that the impact on Catholic education has been no less profound is an understatement. Within the experience of the post-Vatican II Church, Roman Catholics have witnessed a significant linguistic evolutionary process within a culture of continuous change. As the Bishops of Ontario have noted in their important pastoral letter *This Moment of Promise* (1989),

... although Catholic education must prepare students to live in this culture and to embrace all that is good in it, this effort should not be reduced simply to learning how to adapt to the world. While we are called to be constructive and creative in our contribution to society, we must also be critical of those aspects of our culture which are contrary to the values of our faith tradition. (p. 14)

The need to create a consensus around a Catholic language of education is critical to this effort (see essays in *The Philosophy of Catholic Education*, Caroline DiGiovanni (ed.), Novalis, 1991, especially contributions by Richard L. Laplante (*The Catholic School: A Community with a Changing Language*) and Larry Trafford (*The Evolving Language of Catholic Schools: Its Relationship to the Catholic Community*). Without such a common language, there is a risk that the goals of Catholic education will not be advanced, as they should. Again, as the Ontario Bishops have articulated:

Our students cannot do this alone. We cannot do this alone. We need to be members of a community, which encourages each person in the difficult task of living according to faith values, which are often at odds with the prevailing values of our society. Within a society, which is increasingly secular, there is more need than ever before for an educational community, which stakes its existence on the infinite promise which Jesus Christ, has offered through his death and resurrection. He came that we may have life and have it more abundantly. (p.16)

The Ontario Catholic School Graduate Expectations have come to occupy pride of place in the work to articulate our distinctive Catholic role and identity. The recent and ongoing creation and implementation of

distinctively Catholic curriculum profiles proclaim the unique character of our schools. But herein lies another challenge. With the rapidity of curricular reforms, we must be certain that the manner in which we employ religious language is authentic both in terms of the accuracy with which the teaching of the Church is reflected as well as its pedagogical soundness. In terms of both, Catholic educators must have opportunities to develop for themselves a competent understanding of this new religious linguistic landscape as it points to the truths of our Catholic faith as these appropriately are integrated into all Catholic curricula. Herein again lies the purpose of this resource; to build a bridge, as it were, between the language of the Ontario Catholic School Graduate Expectations and all those curricular contexts, both inside and outside of the classroom, in which the employment of this language proclaims the distinctiveness of Catholic education.

## Why Ontario Catholic School Graduate Expectations?

The dramatic announcement of the government of Premier William Davis in 1984 that it intended to extend provincial funding for Catholic schools to the end of grade 13 generally was received as good news. Two years later on June 24, 1986, Bill 30 was passed into law. When the cheering had subsided somewhat, it became clearer that, if not for the sake of the integrity of our Catholic schools, then as much to respond to those critical of the existence of two fully funded public school systems, Catholics had to, as it were, justify their educational existence. Beyond the constitutional arguments, most agreed that we had to be able to articulate and demonstrate the unique qualities of our Catholic school system. Discussions then became even more focused on what distinguished our schools from other publicly funded ones. To orchestrate these efforts, the Bishops of Ontario established the **Institute for Catholic Education (I.C.E.)** in 1986 with representatives from the associations of Catholic Bishops, teachers, trustees, parents and administrators.

But with a new government came further significant education reform initiatives. ***Transition Years, Grades 7, 8, and 9*** made its impact in 1992, followed in February of 1993 by ***The Common Curriculum, Grades 1 - 9***. As important as these measures may have been at the time, it was not until the government's creation in May of 1993 of a Royal Commission on Learning that the full extent of this reformist tide was beginning to be appreciated. The Commission released its findings, ***For the Love of Learning***, in January 1995. Among its 167 recommendations was #23 - a call for the development of a set of "graduation outcomes" and "that they be subject and skill orientated". The glaring absence of any mention of values reinforced the impression that had already been created by their exclusion from ***The Common Curriculum***. While the province began to reflect upon the broader implications of these initiatives, the Catholic community's collective response was to embrace ***The Catholic Common Curriculum*** (November, 1995) with its explicit inclusion of Catholic values. And while discussions around identifying Catholic graduate outcomes began, I.C.E. also facilitated the publication of two other seminal documents in 1996, ***Writing Curriculum for Catholic Schools - A Framework*** and ***Curriculum Matters - A Resource for Catholic Educators***. The Catholic curriculum house was quickly and effectively assuming a new and more explicitly integrated order.

But the systemic reforms did not end there. Two elections later we moved from *outcomes to expectations*, a change in language that has proven to be more than symbolic of the changes in political regimes. The newly elected Harris government speedily proceeded with the largest overhaul of publicly funded education in the history of Ontario. A particularly acute shock to our collective system came with the arrival late in the summer of 1997 of new elementary curricular documents, the implementation of which was to begin that September. If the sheer breadth of those curricular reforms was not enough, Catholic school boards were faced with the additional task of integrating Catholic values into these initiatives. Needless to say, this challenge was embraced and efforts continue with the able assistance of teachers and administrators, particularly through the work of the three Ontario Catholic Curriculum Cooperatives, OECTA, and even some private publishers (e.g. ***Many Gifts*** by ***Gage***).

In 1998, with educational reforms extending into the secondary level, the province, in response to demands by Catholic school boards, for the first time provided funding to produce distinct curricula for Catholic secondary schools. As further guides to the development of this curricula and related resources, I.C.E. released ***Educating the Soul - Writing Curriculum For Catholic Secondary Schools*** and shortly thereafter the current version of the ***Ontario Catholic School Graduate Expectations***. The result of an intense dialogue involving all of the partners in Catholic education, this guideline (along with the ***Catechism of the Catholic Church***) exists to insure that Catholic school boards throughout the province assume a common starting point for the review, development and implementation of Catholic curricula.

With the ongoing demands of educational reform and the need to in-service a growing cohort of new teachers, the importance of finding meaningful opportunities to reflect upon these graduate expectations remains. Moreover, the sentiment expressed by some that these expectations are the concern of only secondary school teachers still must be addressed. School councils, in general, and parents, in particular,

along with the clergy also must be given ongoing opportunities to become better acquainted with this vision for Catholic education. It is hoped that this resource will advance further these considerations.

## **Why These Twelve Catholic Themes?**

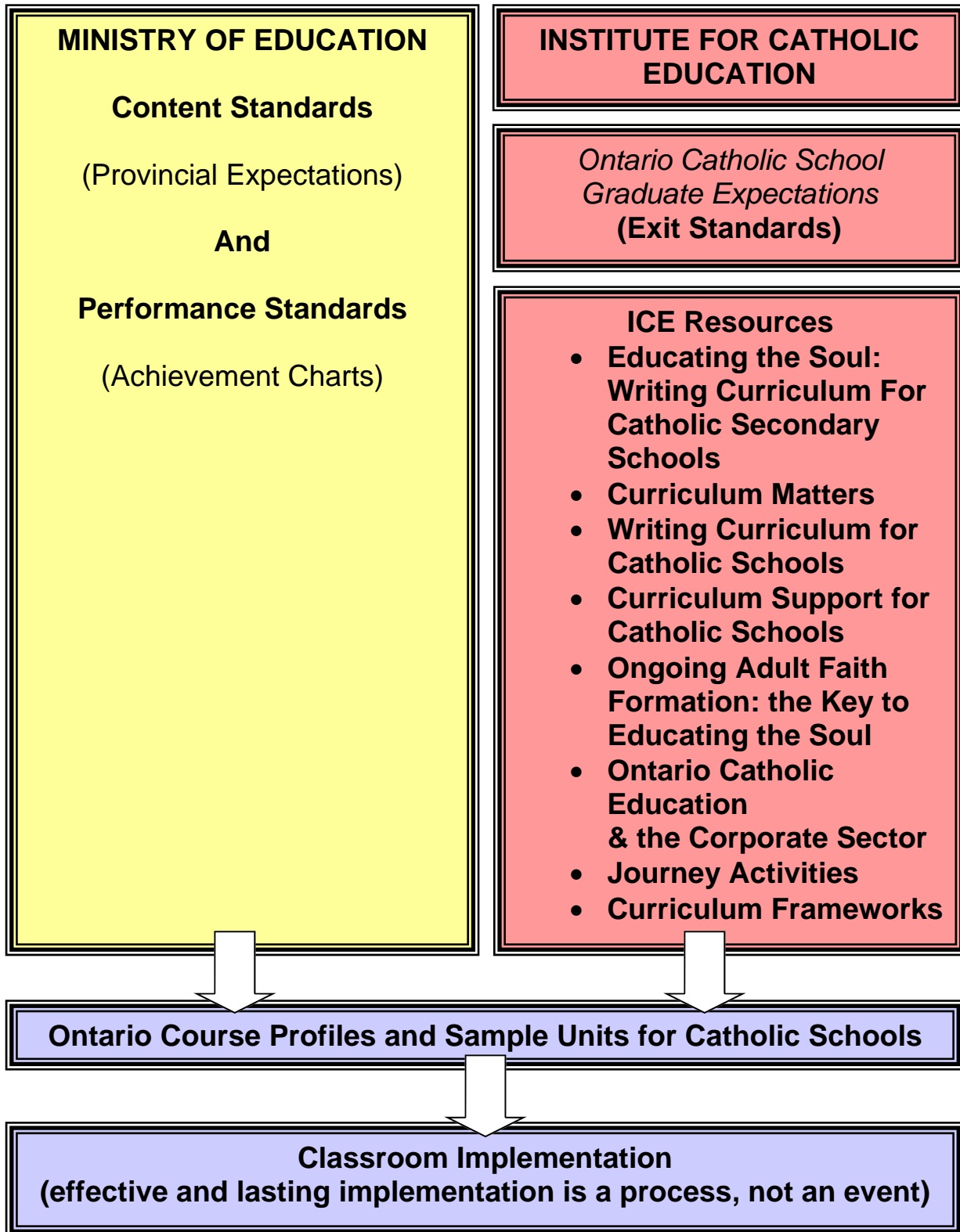
The rationale behind the selection of these particular twelve Catholic Themes is based on a number of considerations. Insofar as the majority of these Themes reflect the Catholic Church's social teaching, they present appropriate opportunities to link the Ontario Catholic School Graduate Expectations more authentically into the broader curricula. It is recognized that these Themes capture only in part the richness of the vision of the Catholic faith. They are expressions of social options derived from our Catholic tradition and rooted in the Gospel. They represent humanizing orientations that defend human dignity and the common good as we make choices in the social, economic, political and cultural milieu as well as in our familial and social relationships. Their selection also recognizes that many of the other critical aspects of this vision are addressed in the religious education curriculum (e.g. redemption, incarnation, conversion, grace, church, forgiveness and eternal life).

## Why Anchor Concepts?

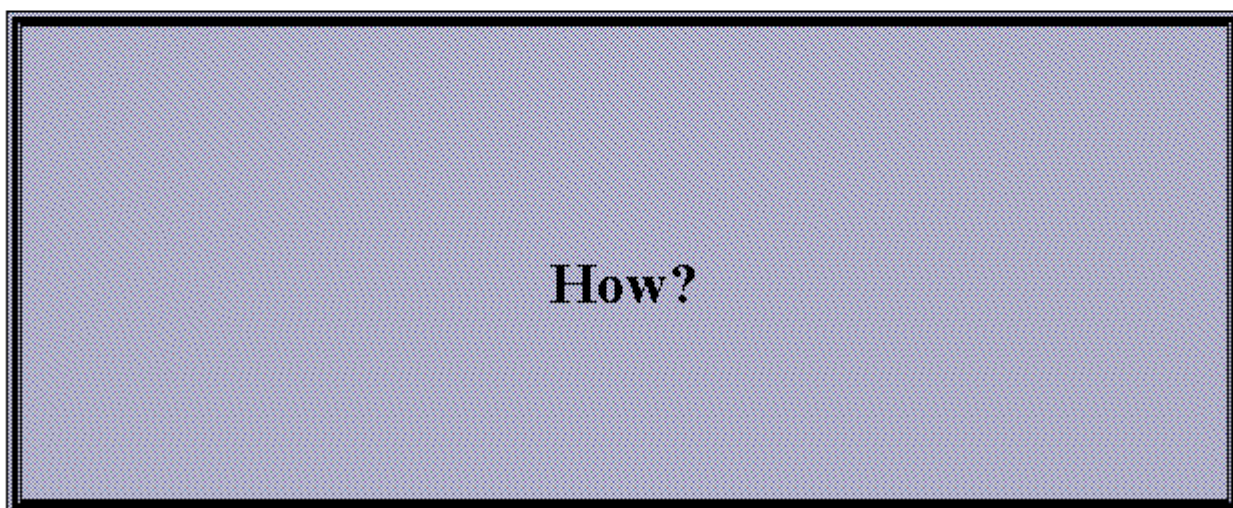
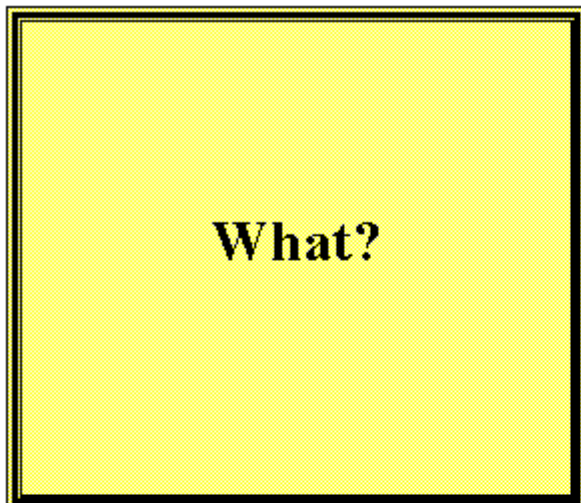
Units of study are useful organizers for the Ministry-mandated learning expectations. Whether an individual unit is built around a central Theme, a specific topic, an issue, problem or a particular genre (such as in a novel study), at the heart of each unit will be some conceptual frame of reference. This is what we will call an Anchor Concept. It can be used to focus subject integrity from a Catholic perspective. The set of twenty-one Anchor Concepts provided in this resource is one other possible entry point for classroom, school and system planning. This list of Anchor Concepts for unit design is rooted in the Ontario Catholic School Graduate Expectations, and thus lies at the heart of the vision for students graduating from Catholic schools. In addition, Anchor Concepts provide important links to the twelve Catholic Themes in this resource, which express key aspects of the overall vision of the Catholic faith. Anchor Concepts for some teachers can serve as the conceptual link between this broader vision of the Catholic Church's faith, as expressed in Scripture and Tradition, and specific Ontario Catholic School Graduate Expectations.



## Curriculum Implementation: A Design Down Model for Catholic Schools - An Overview



**Curriculum Implementation:  
A Design Down Model for Catholic Schools – An Interpretation**





## Essential Elements of the Document

### Catholic Themes Defined

A brief description is provided for each of the twelve Catholic Themes that grounds the entire document.

### Considerations for Incorporating Catholic Themes

This section highlights three proposals governing the approach to central curriculum issues in the contemporary context.

### Three Approaches to Incorporating Catholic Themes

A guideline is provided that reviews three approaches (integration, extension and infusion) to the incorporation of Catholic Themes into both academic and wider school curricula.

### Planning Templates

Several templates are included to assist the educator in their efforts to authentically integrate the Ontario Catholic School Graduate Expectations into the curricula.

- **School Improvement Planning Templates (for Religious Education and Family Life Education)**
  - these templates provide persons responsible for formulating school improvement plans a way to structure such initiatives that are concerned with the implementation of both the religion and family life programs; samples are provided for each of the elementary and secondary panels
- **Continuous School Renewal Planning Template**
  - this template will assist administrators to work with staff to develop long range (2-3 years) school renewal plans, setting these in the context of the faith dimension of the Catholic school using Catholic Themes and Ontario Catholic School Graduate Expectations
- **Curriculum Planning Template**
  - this template provides the space wherein the relationships between the particular curriculum task, the Catholic Themes and the Ontario Catholic School Graduate Expectations are identified and explicitly linked to the classroom.
- **School Activity Planning Templates A & B**
  - these templates will facilitate the planning of activities not directly related to classroom curricula. Examples: Spirit Week, Fundraising, Student Assemblies
- **Liturgical Planning Templates**
  - these two templates provide persons responsible for creating liturgies for their school community structured approaches to designing Eucharistic and non-Eucharistic celebrations; some samples are included.
  - Composing Prayers is a guide for drafting prayers for any occasion.
- **Adult Faith Formation Templates**
  - these templates provide structured approaches to designing faith formation activities which enable one to reflect upon his/her experience in light of the Gospel
  - **Resources for Leadership in Catholic Education** is a list of current information (Church Documents, web sites, articles) that those assuming leadership roles in Catholic education will find useful
  - **Build Bethlehem Everywhere - A Statement on Catholic Education – Discussion Guide** is a set of questions which will support efforts to explore this important resource from the Canadian Catholic Schools Trustees Association

- ***Being the Body of Christ as Communities of Hope*** is a resource developed for schools inspired by the theme for Catholic Education Week 2005 and is included as a separate file on the CD (version 2.0)

## Checklists

- **Catholic Themes Checklist**
  - this list presents the twelve Catholic Themes that are foundational to this curriculum tool.
- **Anchor Concepts Embedded in the Catholic Themes**
  - this list of twenty-one Anchor Concepts is presented with reference to the twelve Catholic Themes
- **Catholic Themes in Relation to Anchor Concepts**
  - this list of twelve Catholic Themes is presented with reference to the twenty-one Anchor Concepts
- **Ontario Catholic School Graduate Expectations and the Anchor Concepts**
  - this chart lists the Ontario Catholic School Graduate Expectations and suggests the degree to which each is related to the twenty-one Anchor Concepts

## Anchor Concepts

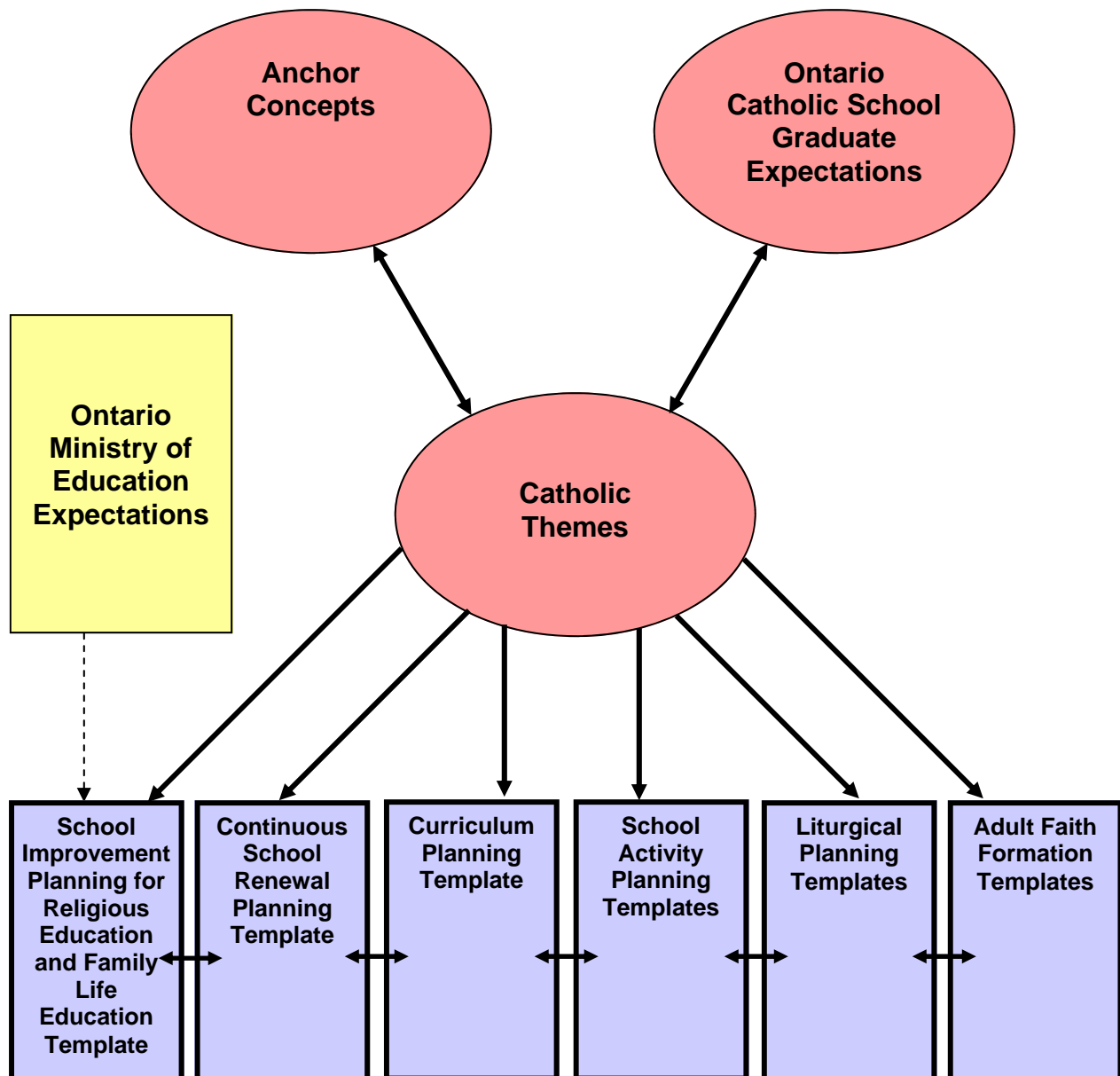
This section of the document focuses on the twenty-one Anchor Concepts. For each concept a brief explanation is provided alongside lists of related concepts and the Ontario Catholic School Graduate Expectations.

## Catholic Themes

This section of the document focuses on the twelve Catholic Themes. The meaning and relevance of each of the Themes is explored under the following headings:

- **Scripture Story**
  - a story from Scripture that roots the Theme in the Biblical tradition of our faith
- **Supporting Resources**
  - a brief description of the Theme as it relates to the teaching Tradition of the Church as well as how it may relate to other concepts
  - a listing of representative Scripture passages
  - a more extensive listing of relevant Scripture passages in some Themes
  - a listing of relevant linkages to key Catholic Church teachings and documents
  - a listing of relevant linkages to statements by Canadian Bishops' Conferences
  - a listing of relevant quotations
  - a listing of some relevant web sites
- **Ontario Catholic School Graduate Expectations**
  - a listing of the possible linkages to the Ontario Catholic School Graduate Expectations themselves
- **Reflection Questions**
  - this series of reflection questions can be used by educators to deepen their understanding of a particular Theme or as a faith formation activity

## A Conceptual Overview of This Resource



## Catholic Themes

*The following twelve Themes highlight some major aspects of the Catholic faith, with a particular focus on Catholic social teaching. These Themes capture an important part of the richness of our Catholic Tradition.*

### **Faith**

Faith is a divinely bestowed gift that enables human persons to respond to God reaching out to us in love. "Faith is the assurance of things hoped for, the conviction of things not seen." (Heb. 11: 1) At the same time, it is a reasoned assent to revealed truth.

### **Hope**

Hope is that virtue by which we take responsibility both for ourselves and for the world. It is rooted in the fulfillment of God's promises in Christ.

### **Love and Justice**

A necessary condition for Jesus' command of love of neighbour is justice. Charity must manifest itself in actions and structures that must respect human dignity, protect human rights and facilitate human development. To promote justice is to transform the structures that block love. Action of behalf of justice is not an option but a constitutive dimension of the Gospel.

### **Dignity of the Human Person**

Created in the image and likeness of God, all human life is sacred and all people have dignity. Human persons do not lose dignity because of gender, disability, poverty, age, or race.

### **Intimacy and Sexuality**

Since we are created in the image and likeness of the Triune God, all aspects of our humanity are sacred, including sexuality. Human beings are made for relationship, seeking intimacy through friendship, marriage and family.

### **Community and the Common Good**

Created in the image and likeness of our Triune God, human persons are both sacred and social. Their dignity and rights are realized in relationship with others, in community. "If one member suffers, all suffer together with it. If one member is honoured, all rejoice together with it." (1Cor. 12: 26)

### **Preferential Option for the Poor and Vulnerable**

The God of Jesus Christ cares deeply for the poor and marginalized. A distinctly Catholic perspective on the world maintains that we can measure the quality of any society by the way its most poor and vulnerable are treated.

### **Human Rights and Responsibilities**

Catholic teaching on the dignity of the person and the common good imply that all people have a fundamental right to life, food, shelter, health care, education, employment and religious freedom. They have a right to participate in decisions that affect their lives. Corresponding to this is the duty to respect the rights of others in the wider society and promote the Reign of God.

### **Dignity of Work and Service**

The Catholic Church recognizes that human persons carry out their identity as God's image and likeness in work. The call to work is fundamental to our humanity. The book of Genesis portrays God as working six days to bring creation into existence. This tells us there is something holy about work. Whether for securing a livelihood or attending to the needs of others, all work is an important way human persons live out their vocation to holiness bestowed at baptism.

### **Stewardship for Creation**

God's creation is a sacred gift, entrusted to our care. This value has deep biblical roots in both the Hebrew and Christian Scriptures. Those "who practice stewardship recognize God as the origin of life, the giver of freedom and the source of all they have and are and will be. They know themselves to be recipients and caretakers of God's many gifts. They are grateful for what they have received and eager to cultivate their gifts out of love for God and one another." (*Stewardship: A Disciple's Response*, United States Conference of Catholic Bishops, December 1992)

### **Peace**

Peace is the work of justice and the result of love. Much more than the absence of conflict, it speaks of a harmony or shalom which is fundamental to God's original vision for all of creation.

### **Mystery, Wonder and Awe**

When the finitude of our human nature is confronted by the infinite nature of our God, our responses may be as inspired as they may be humbling. Yet humanity is called into an intimate and loving relationship with our Creator. While we may lack a complete understanding of that relationship, nonetheless the experience always presents an opportunity for celebration.

## Considerations for Incorporating Catholic Themes

The following guidelines are useful to consider when incorporating Catholic Themes into both the academic and wider school curricula.

### **First: with regard to the academic curricula, be respectful of the integrity of the subject discipline.**

Authentic Catholic curriculum should not compromise the methodology or the knowledge base of the subject area. Creationism, for example, is an example of a misguided attempt to apply the theological truth of Genesis to the scientific truth of the evolution theory.

### **Secondly: the Catholic dimensions of curriculum need to be explicit, teachable and, where appropriate, assessable.**

The relationships between school, parish and home have changed. Reflecting this change in relationship, Catholic schools need to be more intentional in creating environments where people can experience both a distinctive and authentic Catholic culture. In this regard, then, the Ontario Catholic School Graduate Expectations have to be explicitly integrated into the life of the school. This makes it a requirement to consider the faith dimension at the beginning of the curriculum development process. The faith dimension needs to be spelled out clearly in the rationale, expectations, strategies and evaluation process of the classroom ready materials. It is not acceptable to add on the faith dimension at the end of the process as a kind of afterthought or veneer.

### **Thirdly: there needs to be an intentional dimension to Catholic education that is attentive to the person of the Catholic educator.**

In practical terms, this means that a key priority for Catholic schools is to provide resources for the ongoing faith formation of educators. We endorse the reflection of Rev. James Mulligan:

*We have reached the critical junction in Catholic education. The choice is clear. The future is now. We can work harder to become the authentically alternative education system described in our vision, or we can simply drift, satisfied with the "Catholic" cosmetics, but ultimately merely mimicking public education. If we choose the former, we must get serious about faith formation for all the partners in Catholic education. If we choose the latter, we should close down our system ... .*

***Catholic Education: The Future is Now*** (Novalis, 1999), p. 131

## Three Approaches to Incorporating Catholic Themes in the Academic Curricula

### APPROACH #1

#### Integration:

*The most desirable of the three approaches, **integration** seeks to create a seamless weave between the subject matter and the appropriate dimensions of the Catholic Tradition.*

#### EXAMPLE ONE:

Are there expectations or strategies in the Religious Education or Family Life Education programs that lend themselves to the further development in your subject area? The Religious Education program includes many creative opportunities for integration into the arts, both visual and dramatic. For example, in the teacher manuals for the Grade 7 **Believe in Me**, Grade 8 **Stand By Me** and Grade 9 **Be With Me** Religious Education programs, there are charts that outline extensive integration of Religious Education into Language Arts, Science, Art, Social Sciences, Drama and Music.

The Family Life Education program contains many writing and drama opportunities, particularly in the first two units about personal development and relationship. Could these strategies be incorporated and developed further into the Language Arts or Creative Arts program?

#### EXAMPLE TWO:

Where the starting point is any other subject area, the teacher identifies a specific curriculum expectation. Using this resource, then, the teacher explores how this expectation may relate to the Catholic Tradition using the twenty-one Anchor Concepts and/or the twelve Catholic Themes.

### APPROACH #2

#### Extension:

*Can the topic be **extended** or developed further to include a consideration of Catholic Themes?*

If there are no authentic opportunities for integration, can the area be extended or developed further to include a consideration of Catholic Themes?

#### EXAMPLE:

A science unit that studies ecology is extended further to consider our responsibility, respect and stewardship for all of God's creation.

**EXAMPLE:**

In a novel study of Hemingway's *The Old Man and the Sea*, the discussion of literary techniques is extended to include a consideration of the dignity and value of all persons, including the elderly, the poor and persons in developing nations. This can be related directly back to the Catholic Theme of the Dignity of the Human Person.

Literature is chosen for the opportunities it presents to explore the human, moral and religious dimensions of life.

**APPROACH #3**

**Infusion:**

*Where integration and extension cannot be authentically done, a Catholic Theme is **infused** into teaching strategies.*

**Approach #3 Infusion**

Where integration and extension cannot be authentically done, a Catholic Theme is infused into teaching strategies.

**EXAMPLE:**

A math curriculum might include the explicit promotion of the Catholic Theme of Community and the Common Good. Cooperative strategies are developed to create an experience of Christian community in the class setting. This is done as an explicit and intentional part of the curriculum. The Catholic Theme of Community and the Common Good is infused into the teaching strategies of the curriculum.

**EXAMPLE:**

The Catholic Theme Stewardship for Creation may be infused into teaching strategies of technology courses.

If each of these approaches is considered, one or more of the above approaches will afford opportunities for incorporating the faith dimension into the curriculum development process.

The result will be an authentic Catholic curriculum that will teach and live out the Catholic Themes in all areas of the curriculum.



## **INTRODUCTION TO SCHOOL IMPROVEMENT PLANS FOR RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOLS**

*Then the Lord answered me and said:  
Write the vision; make it plain on tablets,  
So that a runner may read it.  
For there is still a vision for the appointed time;  
It speaks of the end, and does not lie.*  
**Habakkuk 2:2, 3**

The purpose of the School Improvement Plans for Religious Education and Family Life Education is to present and celebrate an overarching vision for the fostering of the religious and spiritual lives of students and staff in the school. The plan considers five areas and includes a summary of the School Year Plan for Religious Education and Family Life Education.

- 1. Religious Education and Family Life Education Programs**
- 2. Adult Faith Formation/Teacher Spirituality**
- 3. Catholicity across the Curriculum**
- 4. The Triad: Home/School/Parish**
- 5. Liturgical Life of the School**
- 6. Summary of School Year Religious Education and Family Life Education Improvement Plans**

### **Structure of the Planning Templates**

There are three categories of templates offered to educators to help in the design of a school-specific plan:

1.
  - a) Sample School Improvement Planning Templates for Elementary Schools
  - b) Sample School Improvement Planning Templates for Secondary Schools
  - c) Sample Summary Template for the Yearly Plan for Religious Education and Family Life Education
2.
  - a) Working School Improvement Planning Templates for Elementary Schools
  - b) Working School Improvement Planning Templates for Secondary Schools
  - c) (Blank) Summary Template for the Yearly Plan for Religious Education and Family Life Education
3. Blank Planning Template

### **1. Sample School Improvement Planning Templates**

Each of these sets of templates – the Elementary and Secondary - serve as examples and aids for Catholic educators to help in the design of their overall Religious Education and Family Life Education School Plan.

### **2. Working School Improvement Planning Templates**

Within the Working School Improvement Planning Templates educators will find the following information already provided:

- Description of Activity

- Goal/Expected Result
- Relevant Catholic Theme(s)
- Ontario Catholic Graduate Expectations
- How will success be determined?

The role of the School Planning Team will be to complete the template by providing information for the following:

- SMART Goal Design
- Resources
- Contributors
- Tasks
- Process Stages
- Details and Considerations
- Effectiveness (degree to which goal has been achieved)
- Follow Up/Next Steps

As well, the Planning Team should complete **Section 6: Summary of School Year Religious Education and Family Life Education Improvement Plans**

### 3. Blank Planning Template

This Planning Template has been provided for those who may wish to design their own process from the very beginning; that is, unlike the Working Templates, no information is included.

## Using the School Improvement Planning Templates

In designing the School Improvement Plans for Religious Education and Family Life Education, Catholic educators should use **either**

- the Working School Improvement Planning Templates (2) **or**
- the Blank Planning Templates (3)

The Sample Elementary and Secondary Plans (1) serve as a model and are intended only as a guide.

Recognizing the differing needs within the school community, the planning team may

- modify the Templates to suit the needs of the school
- add and complete additional templates for initiatives specific to your context that are not included in the Working Templates
- link the Religious Education and Family Life Education Plan with the overall School Improvement Plan, especially in the area of ***Catholicity Across the Curriculum***

It is our hope and recommendation that the School Improvement Plan for Religious Education and Family Life Education ***will not be completed by the school administration alone, but rather will include the participation of staff and students in the school, as well as representatives of the Parish and Parental communities.***

The plan can be designed for a single year or for several years. However, we recommend that the planning process begin each year in the late spring (or if it is a multi-year plan, be reviewed in successive spring seasons), so that by the end of June, the school community will have a vision of what they want to accomplish during the following school year in the areas of Religious Education, Family Life Education, other subject areas, school celebrations, the relationship with the parish and parents, and with the ongoing, adult faith formation of staff.

## **SAMPLE SCHOOL IMPROVEMENT PLANNING TEMPLATES FOR RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION FOR ELEMENTARY SCHOOLS**

- 1. Religious Education and Family Life Education Programs**
  - a) Staffing, Timetable and Teacher In-service
  - b) Texts and Programs
    - Religious Education
    - Family Life Education
    - AIDS
    - Other Programs
    - Assessment
  - c) Student Retreat Program
  - d) Charity/Justice Initiatives
  - e) Religious Education and Family Life Education Protocol
  
- 2. Adult Faith Formation/Teacher Spirituality**
  - a) Professional Development Opportunities within the School
  - b) Professional Development Opportunities outside the School
  
- 3. Catholicity across the Curriculum**

Teacher Awareness of Ontario Catholic School Graduate Expectations/ Weaving the Religious Education and Family Life Education Themes into literacy, numeracy, other subject areas
  
- 4. The Triad: Home/School/Parish**

Relationship with the Parish and the wider Community
  
- 5. Liturgical Life of the School**
  - a) Opening School Year Celebration
  - b) Christmas
  - c) Lent
  - d) Easter
  - e) End of School Year Celebration/Graduation
  
- 6. Summary of School Year Religious Education and Family Life Education Improvement Plans**

## 1.a RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Staffing, Timetable and Teacher In-service</li> </ul>		<b>SMART Goal Design - Is this goal ...</b> <ul style="list-style-type: none"> <li>☐ Specific?</li> <li>☐ Measurable?</li> <li>☐ Attainable?</li> <li>☐ Result-oriented?</li> <li>☐ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• Ensure that Religious Education is taught 30 minutes/day, four times per week</li> <li>• Timetable Family Life 30 minutes per day once per week</li> <li>• Assign teachers to teach each program</li> <li>• Ensure that teachers are in-serviced and supported in the delivery of the program</li> </ul>		<b>Resources</b> <ul style="list-style-type: none"> <li>• Canadian Conference of Catholic Bishops' Religious Education Program</li> <li>• Ontario Conference of Catholic Bishops' Family Life Education Program</li> <li>• <b>Ontario Catholic School Graduate Expectations</b></li> <li>• Board Policy Documents</li> </ul>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1a</b> Illustrates a basic understanding of the saving story of our Christian faith</li> <li>• <b>CGE5g</b> Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• Religious Education and Family Life Education will be visible on teachers' timetables</li> <li>• Correct programs being taught</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
School Administration	<ul style="list-style-type: none"> <li>• Designate teaching responsibilities</li> <li>• Consult Board Religious Education office to find out about program in-service and consultant assistance</li> <li>• Call staff meeting                             <ul style="list-style-type: none"> <li>○ identify importance of subject</li> <li>○ distribute needs assessment regarding texts</li> <li>○ require staff to identify Religious Education and Family Life Education on their timetables</li> <li>○ announce opportunities for in-service, consultant's help</li> </ul> </li> </ul>	
Staff	<ul style="list-style-type: none"> <li>• Collaborate with Administration on timetabling</li> <li>• Identify needs vis-à-vis texts</li> <li>• Familiarize themselves with program</li> <li>• Attend in-service; seek consultant help</li> </ul>	
Board Religious Education and Family Life Department	<ul style="list-style-type: none"> <li>• Make clear the requirements and expectations of the Ontario Conference of Catholic Bishops and of the School Board</li> </ul>	

<b>Process Stages</b>	<b>Details and Considerations</b>	
June (prior year)	<ul style="list-style-type: none"> <li>• Administration arranges teaching assignments</li> <li>• At staff meeting discuss staff needs vis-à-vis texts, professional development and ongoing adult faith formation</li> </ul>	
June	<ul style="list-style-type: none"> <li>• Order texts</li> </ul>	
September	<ul style="list-style-type: none"> <li>• At the opening staff meeting review Bishops'/Board/School requirements vis-à-vis Religious Education</li> </ul>	
September	<ul style="list-style-type: none"> <li>• Review Board's assessment policies with respect to Religious Education and Family Life Education</li> </ul>	
September/ October	<ul style="list-style-type: none"> <li>• Have a representative of the Board's Religious Education department come to the school to meet with new teachers</li> </ul>	
January	<ul style="list-style-type: none"> <li>• Evaluate the above and make necessary adjustments</li> </ul>	
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• Adequate timetabling</li> <li>• Debriefing at staff meeting</li> </ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• Identify needs over and above the program</li> <li>• Brief class visits by administration</li> <li>• Constant communication with Board's Religious Education and Family Life Education department</li> </ul>	

## 1.b RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Texts and Program                             <ul style="list-style-type: none"> <li>○ Religious Education</li> <li>○ Family Life</li> <li>○ AIDS</li> <li>○ Other Programs</li> <li>○ Assessment</li> </ul> </li> </ul>		<b>SMART Goal Design - Is this goal ...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• Ensure that there are sufficient texts and Bibles for Religious Education, Family Life Education, AIDS education, other programs</li> <li>• Build library of additional resources for programs</li> <li>• Ensure teachers are aware of provincial and Board policies on Assessment in Religious Education and Family Life Education</li> <li>• Provide resources on Assessment</li> </ul>		<b>Resources</b> <ul style="list-style-type: none"> <li>• <i>Born of the Spirit</i></li> <li>• <i>Fully Alive</i></li> <li>• <i>In God's Image</i></li> <li>• <i>We Are Strong Together</i></li> <li>• <i>A Catholic Approach to Acquired Immunodeficiency Syndrome</i>, 2<sup>nd</sup> Edition</li> <li>• Assessment Guidelines from the Board's Religious Education Program</li> </ul>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Hope</li> <li>• Love and Justice</li> <li>• Mystery, Awe and Wonder</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1g</b> Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey</li> <li>• <b>CGE4e</b> Sets appropriate goals and priorities in school, and work</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• Sufficient texts, additional resources, assessment resources, unit overviews, lesson plans, teacher in-service, engaged students in class</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
School Administration	<ul style="list-style-type: none"> <li>• Collate needs assessment from staff regarding texts</li> <li>• Consult with Board Religious Education Department regarding necessary texts, suitable additional resources, and program in-services                             <ul style="list-style-type: none"> <li>○ Order texts</li> <li>○ Ensure that administration has up to date policies on assessment on Religious education; contact Board Religious Education department if necessary</li> </ul> </li> <li>• Provide staff with updated assessment materials</li> <li>• Ensure that teachers are familiar with the AIDS program</li> <li>• Contact staff about Special Board Programs (e.g. healthy sexual abuse prevention programs, etc.)</li> <li>• Require staff to submit one page overviews of the units they are teaching approximately 2 weeks before beginning of unit</li> </ul>	
Staff	<ul style="list-style-type: none"> <li>• Familiarize themselves with programs and assessment resources</li> <li>• Attend Board in-services on programs</li> <li>• Contact Board consultants for assistance if required</li> <li>• Submit one page unit overviews</li> </ul>	

Board Religious Education and Family Life Education Department	<ul style="list-style-type: none"> <li>• Be a resource to school</li> </ul>
<b>Process Stages</b>	<b>Details and Considerations</b>
May/June (Prior year)	<ul style="list-style-type: none"> <li>• Administration consults with teachers to assess needs vis-à-vis texts and resources for next year; contact Board's Religious Education department for updates regarding new programs and resources</li> <li>• Timetable Religious Education and Family Life Education programs; assign teaching responsibilities</li> </ul>
Late August	<ul style="list-style-type: none"> <li>• Review Provincial, Board and School Policies regarding Religious and Family Life Education</li> </ul>
December	<ul style="list-style-type: none"> <li>• Re-assess staff and student needs with respect to texts and program</li> </ul>
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• Sufficient texts</li> <li>• Evidence of other resources</li> <li>• Assessment policies</li> <li>• Staff attendance at in-services</li> <li>• Religious Education consultants present in school</li> <li>• One page unit outlines</li> </ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• Identify additional needs</li> <li>• Brief class visits</li> </ul>

### 1.c RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Student Retreat Program</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• Ensure that there is a comprehensive Retreat Program open to all students in the school</li> </ul>		<b>Resources</b> <ul style="list-style-type: none"> <li>• Relevant resources from the Board's Religious Education Department</li> <li>• List of Speakers from                         <ul style="list-style-type: none"> <li>○ The Canadian Catholic Organization for Development and Peace</li> <li>○ Holy Childhood Association</li> <li>○ Free the Children</li> <li>○ National Evangelization Team</li> <li>○ Parish/Diocese/Community</li> </ul> </li> </ul>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Dignity of the Person</li> <li>• Community and the Common Good</li> <li>• Dignity of Work and Service</li> <li>• Stewardship for Creation</li> <li>• Love and Justice</li> <li>• Peace</li> <li>• Hope</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1f</b> Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship</li> <li>• <b>CGE1g</b> Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey</li> <li>• <b>CGE5f</b> Exercises Christian leadership in the achievement of individual and group goals</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• Student Retreat programs offered; enthusiastic student participation</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
School Administration	<ul style="list-style-type: none"> <li>• Designate staff meeting to support current student retreat initiatives or to explore the possibility of establishing a student retreat program</li> <li>• Work with students to understand their needs vis-à-vis time for reflection</li> <li>• Establish school plan</li> </ul>	
Faith Ambassador/ Chaplain	<ul style="list-style-type: none"> <li>• Assist with the organization of the staff meeting</li> <li>• Contact Board Religious Education Department for retreat resources (facilitators, materials) and in-service on how to organize and facilitate a student retreat</li> </ul>	
Staff	<ul style="list-style-type: none"> <li>• Support school initiative</li> </ul>	
Students/ Student Council/ Student Faith Group	<ul style="list-style-type: none"> <li>• Meet and dialogue with Administration, Chaplain and Faith Ambassador and Staff regarding Retreat Program</li> </ul>	



Board's Religious Education Department	<ul style="list-style-type: none"> <li>• Provide resources</li> <li>• Give in-service on how to organize and facilitate a retreat</li> </ul>
<b>Process Stages</b>	<b>Details and Considerations</b>
June (Prior year)	<ul style="list-style-type: none"> <li>• Administration meets with Faith Ambassador, Chaplain, and School Pastoral Team to review the status of the Student Retreat Program. For the next school year discuss the following:             <ul style="list-style-type: none"> <li>○ grade levels for which retreats will be offered</li> <li>○ duration of each retreat</li> <li>○ program</li> <li>○ facilitators</li> </ul> </li> </ul>
September	<ul style="list-style-type: none"> <li>• Review goals and school plan for student retreats with staff</li> <li>• Contact outside facilitators if necessary</li> </ul>
September – June	<ul style="list-style-type: none"> <li>• Implement Retreat Program</li> </ul>
December/June	<ul style="list-style-type: none"> <li>• Evaluate success of program and modify if necessary</li> </ul>
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• School Retreat Plan</li> <li>• Retreats</li> </ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• Various partners (Administration, Faith Ambassador Chaplain, Staff, Students) meet to evaluate Retreat Program and revise school plan if necessary</li> </ul>

## 1.d RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM - SAMPLE

<p><b>Description of Activity</b></p> <ul style="list-style-type: none"> <li>• Charity/Justice Initiatives</li> </ul>	<p><b>SMART Goal Design - Is this goal...</b></p> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<p><b>Goal/Expected Result</b></p> <ul style="list-style-type: none"> <li>• Establish a yearly plan for community outreach that includes activities centered around both charity and justice</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Documents on Catholic Social Teaching (contact the Board's Religious Education Department)</li> <li>• Canadian Catholic Organization for Development and Peace</li> <li>• Holy Childhood Association</li> <li>• <b>Catholic Education and the Corporate Sector</b> (ICE)</li> <li>• Maquila Solidarity Network</li> <li>• Free the Children</li> <li>• Social Justice Web Site of ALCDSB contains extensive archives of school activities as well as guidelines for student involvement and ethical fundraising <a href="http://www.alcdsb.on.ca/social_justice/">http://www.alcdsb.on.ca/social_justice/</a></li> </ul>
<p><b>Relevant Catholic Theme(s)</b></p> <ul style="list-style-type: none"> <li>• Dignity of the Person</li> <li>• Community and the Common Good</li> <li>• Preferential Option for the Poor</li> <li>• Human rights and Responsibilities</li> <li>• Dignity of Work and Service</li> <li>• Stewardship for Creation</li> <li>• Love and Justice</li> <li>• Peace</li> <li>• Hope</li> </ul>	<p><b>CGE(s)</b></p> <ul style="list-style-type: none"> <li>• <b>CGE1d</b> Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</li> <li>• <b>CGE1h</b> Respects the faith traditions, world religions and the life-journeys of all people of good will</li> <li>• <b>CGE3a</b> Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges</li> <li>• <b>CGE7e</b> Witnesses to Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society</li> </ul>
<p><b>How will success be determined?</b></p> <ul style="list-style-type: none"> <li>• Students and staff participate in charitable activities and justice events</li> </ul>	

<b>Contributors</b>	<b>Tasks</b>
School Administration	<ul style="list-style-type: none"> <li>• Include school outreach as a topic for a staff meeting</li> <li>• Ensure that staff understand what charity means and what justice means in the context of Catholic social teaching</li> <li>• Ensure that student and staff education is a key component of any justice related activity</li> <li>• Brainstorm school activities that would fall into each category</li> <li>• Establish school plan</li> </ul>
Faith Ambassador/ Chaplain	<ul style="list-style-type: none"> <li>• Support administration</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• Participate in the development of a plan</li> </ul>
Students/ Student Council/ Student Faith Group	<ul style="list-style-type: none"> <li>• Participate in the development of a plan</li> </ul>
Board's Religious Education Department	<ul style="list-style-type: none"> <li>• Open to provide in-service on Catholic social teaching and assist school in developing plan</li> </ul>
<b>Process Stages</b>	<b>Details and Considerations</b>
June (Prior Year)	<ul style="list-style-type: none"> <li>• Administration meets with a representative committee of teachers, faith ambassador, chaplain, parish representative, parents and students, to examine the needs of                             <ul style="list-style-type: none"> <li>(a) the school, and</li> <li>(b) the local and global community with respect to fundraising and justice issues</li> </ul> </li> <li>• Draft a tentative plan for the following school year</li> <li>• Ensure that the plan contains both Charity and Justice Initiatives</li> <li>• Ensure that there is a strong educational component to the plan</li> </ul>
September	<ul style="list-style-type: none"> <li>• At a staff meeting outline the Charity/Justice Initiatives Plan</li> <li>• Show how the committee grounded these initiatives in Catholic social teaching</li> <li>• Invite feedback and have committee modify plan if necessary</li> </ul>
September/October	<ul style="list-style-type: none"> <li>• Present plan at School Council meeting</li> </ul>
September - June	<ul style="list-style-type: none"> <li>• Implement Plan</li> <li>• Evaluate at the end of the school year</li> </ul>
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• School involvement in                             <ul style="list-style-type: none"> <li>○ charitable activities</li> <li>○ justice activities</li> <li>○ justice education</li> </ul> </li> </ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• Evaluate plan in light of the activities</li> <li>• Aim for parent involvement</li> </ul>

## 1.e RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM - SAMPLE

<p><b>Description of Activity</b></p> <ul style="list-style-type: none"> <li>Religious Education and Family Life Education Protocol</li> </ul>	<p><b>SMART Goal Design - Is this goal...</b></p> <ul style="list-style-type: none"> <li>☐ Specific?</li> <li>☐ Measurable?</li> <li>☐ Attainable?</li> <li>☐ Result-oriented?</li> <li>☐ Time-bound?</li> </ul>
<p><b>Goal/Expected Result</b></p> <ul style="list-style-type: none"> <li>Awareness of School/Board/Bishops' requirements vis-à-vis Religious Education and Family Life Education</li> <li>Knowledge of Ontario Bishops and School Board Policies regarding a request to withdraw a student from the Religious Education or Family Life Education Program</li> <li>Responding to concerns from pastors and parents</li> <li>Staff awareness and familiarity with Protocol</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Canadian Conference of Catholic Bishops</li> <li>Ontario Conference of Catholic Bishops</li> <li>Institute for Catholic Education</li> <li>Religious Education and Family Life Education Texts</li> </ul>
<p><b>Relevant Catholic Theme(s)</b></p> <ul style="list-style-type: none"> <li>Faith</li> <li>Community and the Common Good</li> </ul>	<p><b>CGE(s)</b></p> <ul style="list-style-type: none"> <li><b>CGE3c</b> Thinks reflectively and creatively to evaluate situations and solve problems</li> <li><b>CGE3d</b> Makes decisions in light of gospel values with an informed moral conscience</li> </ul>
<p><b>How will success be determined?</b></p> <ul style="list-style-type: none"> <li>Knowledge of Protocol</li> <li>Awareness on part of administration and staff of course to follow if there is a parental complaint or a concern expressed by a Pastor about the Religious Education and Family Life Education programs and their delivery; or if there is a request by a parent/guardian for a student to be withdrawn from part or all of the program</li> </ul>	
<p><b>Contributors</b></p>	<p><b>Tasks</b></p>
<p>School Administration</p>	<ul style="list-style-type: none"> <li>Allocate time at a staff meeting early in the year to review the Protocol and ensure that teachers are aware of the responsibilities of each of the following with respect to the Religious Education and Family Life Education Programs</li> <li>Canadian Conference of Catholic Bishops</li> <li>Ontario Conference of Catholic Bishops</li> <li>Institute for Catholic Education</li> <li>School Board</li> <li>Administration</li> <li>Teacher</li> </ul>
<p>Staff</p>	<ul style="list-style-type: none"> <li>Understand the Protocol</li> </ul>
<p>Board Religious Education and Family Life Education Department</p>	<ul style="list-style-type: none"> <li>Ensure that the School Administration is familiar with the Protocol</li> </ul>

<b>Process Stages</b>	<b>Details and Considerations</b>	
September	<ul style="list-style-type: none"> <li>• At opening staff meeting review the Board and school policies with respect to Religious Education and Family Life Education in the following areas:                             <ul style="list-style-type: none"> <li>○ Program requirements</li> <li>○ Policy regarding a parental request to withdraw a student from the program</li> <li>○ Responding to concerns from Pastors and parents</li> </ul> </li> </ul>	
June	<ul style="list-style-type: none"> <li>• At a staff meeting discuss and evaluate policies</li> </ul>	
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• Evaluate how school deals with parental feedback</li> </ul>		<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• Ongoing Adult Faith Formation</li> </ul>

## 2.a ADULT FAITH FORMATION/TEACHER SPIRITUALITY - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Professional Development Opportunities within the School</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>School plan to educate staff in their faith and help them deepen their spirituality</li> </ul>		<b>Resources</b> <ul style="list-style-type: none"> <li>Faith Ambassador</li> <li>Teachers/Administration</li> <li>Board's Religious Education Department</li> <li>Parish Priest</li> <li><b>Ongoing Adult Faith Formation (ICE)</b></li> <li><b>Build Bethlehem Everywhere</b></li> <li><b>The Enduring Gift</b></li> </ul>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Mystery, Awe and Wonder</li> <li>Dignity of work and service</li> <li>Love and Justice</li> <li>Peace</li> <li>Hope</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1c</b> Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures</li> <li><b>CGE4c</b> Takes initiative and demonstrates Christian leadership</li> <li><b>CGE5c</b> Develops one's God-given potential and makes a meaningful contribution to society</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Opportunities within the school setting to foster the spirituality of those working in Catholic education (e.g. staff retreats, prayer, guest speakers, book club)</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
School Administration	<ul style="list-style-type: none"> <li>With the Faith Ambassador and/or Chaplain, and interested staff, develop a plan for in-school Adult Faith Development</li> <li>Implement</li> </ul>	
Faith Ambassador/ Chaplain	<ul style="list-style-type: none"> <li>Coordinate with Administration to develop and implement an ongoing, adult faith formation plan</li> </ul>	
Staff	<ul style="list-style-type: none"> <li>Openness to participate and assist in the ongoing professional development</li> </ul>	
Board's Religious Education and Family Life Education Department	<ul style="list-style-type: none"> <li>Facilitate Adult Faith Development in school</li> </ul>	
<b>Process Stages</b>	<b>Details and Considerations</b>	
September/ October	<ul style="list-style-type: none"> <li>Meet with the Pastoral Team to explore the needs of staff vis-à-vis Adult Faith Development.</li> <li>Examine practical issues (e.g. planning the In-School Faith Day; the possibility of a twilight retreat for staff; using some time at staff meetings for adult faith development; opportunities for staff to come together for prayer, budget)</li> </ul>	
October	<ul style="list-style-type: none"> <li>Present to staff the Ongoing Adult Faith Development Plan for the year</li> </ul>	
October - June	<ul style="list-style-type: none"> <li>Implement plan</li> </ul>	

June	<ul style="list-style-type: none"><li>• Evaluate and being planning for following year</li></ul>
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"><li>• Evidence of Ongoing Adult Faith Development plan and activities for the year</li></ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"><li>• Evaluate plan, celebrate successes, modify for improvements if necessary</li></ul>

## 2.b ADULT FAITH FORMATION/ TEACHER SPIRITUALITY - SAMPLE

<p><b>Description of Activity</b></p> <ul style="list-style-type: none"> <li>Professional development opportunities outside the School</li> </ul>	<p><b>SMART Goal Design - Is this goal...</b></p> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<p><b>Goal/Expected Result</b></p> <ul style="list-style-type: none"> <li>Using resources outside the school to help educate staff in their faith and deepen their spirituality</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li><b>Ongoing Adult Faith Formation</b> (ICE)</li> <li>EOCCC Mid Year Institute</li> <li>EOCCC Conference</li> <li>When Faith Meets Pedagogy Conference</li> <li>Marguerite Retreat Centre (Pembroke)</li> <li>Providence Spirituality Centre (Kingston)</li> </ul>
<p><b>Relevant Catholic Theme(s)</b></p> <ul style="list-style-type: none"> <li>Mystery, Awe and Wonder</li> <li>Dignity of Work and Service</li> <li>Love and Justice</li> <li>Peace</li> <li>Hope</li> </ul>	<p><b>CGE(s)</b></p> <ul style="list-style-type: none"> <li><b>CGE1c</b> Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures</li> <li><b>CGE4c</b> Takes initiative and demonstrates Christian leadership</li> <li><b>CGE5c</b> Develops one's God-given potential and makes a meaningful contribution to society</li> </ul>
<p><b>How will success be determined?</b></p> <ul style="list-style-type: none"> <li>Staff participation in activities related to theology and spirituality (e.g. conferences, board P.A days, retreats, exposure/mission trips, justice activities, parish life)</li> </ul>	
<p><b>Contributors</b></p>	<p><b>Tasks</b></p>
<p>School Administration</p>	<ul style="list-style-type: none"> <li>Encourage and support staff financially to take the OECTA/OCSTA Religious Education A.Q. Courses and participate in conferences and retreats</li> <li>Allow staff time at meetings to share with others what they have learned from outside professional development experiences</li> </ul>
<p>Faith Ambassador/ Chaplain</p>	<ul style="list-style-type: none"> <li>Assist administration in publicizing faith development opportunities</li> <li>Pursuing their own faith development</li> </ul>
<p>Board Religious Education and Family Life Education Department</p>	<ul style="list-style-type: none"> <li>Offer Religious Education A.Q. Courses Parts 1, 2, and 3</li> <li>Organize Board-wide P.A Days</li> <li>Financially support conference opportunities for teachers (e.g. EOCCC Conference, EOCCC Mid Year Institute, When Faith Meets Pedagogy) and retreat opportunities (e.g. Marguerite Centre, Providence Spirituality Centre)</li> </ul>
<p>Staff</p>	<ul style="list-style-type: none"> <li>Assume responsibility for personal ongoing adult faith formation</li> </ul>



<b>Process Stages</b>	<b>Details and Considerations</b>
August/ September	<ul style="list-style-type: none"> <li>• Distribute Board information of OECTA/OCSTA Religious Education A.Q. Parts 1, 2, and 3, Courses</li> </ul>
September/ October	<ul style="list-style-type: none"> <li>• Meet with the Pastoral Team to explore the needs of staff vis-à-vis adult faith development</li> <li>• Examine practical issues: budget, whether the Faith Day is Board or school organized, where to find time during the school year for staff professional development, possibilities for staff to attend conferences</li> </ul>
October	<ul style="list-style-type: none"> <li>• Present to staff the Ongoing Adult Faith Development Plan for the year</li> </ul>
October-June	<ul style="list-style-type: none"> <li>• Implement plan</li> <li>• Allocate time at staff meetings for teachers who have attended conferences to report and distribute resources which might be helpful to colleagues</li> </ul>
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• Evidence of staff participation in ongoing adult faith formation experience outside the school</li> <li>• Sharing at staff meetings</li> </ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• Continue to make staff aware of professional development opportunities and support them in this endeavour</li> </ul>

### 3. CATHOLICITY ACROSS THE CURRICULUM - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Teacher awareness of <i>Ontario Catholic School Graduate Expectations</i></li> <li>• Weaving the Religious Education and Family Life Education themes into literacy, numeracy, other subject areas</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• Teacher Familiarity with the <i>Ontario Catholic School Graduate Expectations</i></li> <li>• Increasing teacher facility with integrating Catholic principles, values and virtues into the curriculum</li> </ul>		<b>Resources</b> <ul style="list-style-type: none"> <li>• <i>Ontario Catholic School Graduate Expectations</i></li> <li>• <i>Educating the Soul</i> (ICE)</li> <li>• <i>Ongoing Adult Faith Formation</i> (ICE)</li> <li>• <i>Catholic Education and the Corporate Sector</i> (ICE)</li> <li>• <i>Curriculum Support for Catholic Schools: Enhancing the Religious Dimension of Catholic Education (EOCCC)</i></li> </ul>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Dignity of the Human Person</li> <li>• Community and the Common Good</li> <li>• Preferential Option for the Poor and Vulnerable</li> <li>• Human Rights and Responsibilities</li> <li>• Dignity of Work and Service</li> <li>• Stewardship for Creation</li> <li>• Love and Justice</li> <li>• Peace</li> <li>• Hope</li> <li>• Faith</li> <li>• Mystery, Wonder and Awe</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1g</b> Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey</li> <li>• <b>CGE2e</b> Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life</li> <li>• <b>CGE7e</b> Witnesses to Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• Catholic values evident in approach to systems of reward and recognition, school discipline, extra-curricular activities</li> <li>• Evidence of student learning that gospel values are integrated and infused into curriculum</li> <li>• School newsletter to parents</li> <li>• Articles in local newspapers</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
School Administration		<ul style="list-style-type: none"> <li>• Invite Board Religious Education and Family Life Education Department to in-service teachers</li> <li>• Establish an in-school or intra school mentorship program</li> </ul>	

<p>Board's Religious Education and Family Life Education Department</p>	<ul style="list-style-type: none"> <li>• Provide professional development opportunities for teachers, either at school staff meetings, meetings with small groups of teachers or Board office in-services, including:             <ul style="list-style-type: none"> <li>○ understanding of the <b>Ontario Catholic School Graduate Expectations</b></li> <li>○ why it is necessary to integrate Religion into other subject areas</li> <li>○ how to use the EOCCC CD <b>Curriculum Support for Catholic Schools: Enhancing the Religious Dimension of Catholic Education</b></li> </ul> </li> <li>• Methods: Integration, Extension, Infusion</li> <li>• Knowledge of best practices as outlines in the ICE document <b>Ongoing Adult Faith Formation: the Key to Educating the Soul</b></li> <li>• Examples of existing curriculum that integrate Catholic Themes</li> <li>• Discuss how this can also be applied to the wider school community</li> </ul>
<p>Staff</p>	<ul style="list-style-type: none"> <li>• Openness to learning new skills and becoming acquainted with Catholic curriculum resources</li> <li>• Willingness to try to create an ethos of right relationship, mutuality, dialogue and respect throughout the school community</li> </ul>
<p><b>Process Stages</b></p>	<p><b>Details and Considerations</b></p>
<p>September/ October</p>	<ul style="list-style-type: none"> <li>• Administration invites a member of the Board's Religious Education department to in-service the staff on the <b>Ontario Catholic School Graduate Expectations</b></li> </ul>
<p>October</p>	<ul style="list-style-type: none"> <li>• Faith Ambassadors attend Board Reflection Day on 'Integrating Catholic Principles throughout the Curriculum'</li> </ul>
<p>November - June</p>	<ul style="list-style-type: none"> <li>• Board's Religious Education Department and Faith Ambassador/ Religious Education Program Leaders in-service staff on <i>Integrating Catholic Themes throughout the Curriculum</i></li> <li>• With the use of the EOCCC CD <b>Curriculum Support for Catholic Schools: Enhancing the Religious Dimension of Catholic Education</b>, teachers will aim to develop a unit of study with the religious dimension integrated into the curriculum</li> </ul>
<p><b>Effectiveness (degree to which goal has been achieved)</b></p> <ul style="list-style-type: none"> <li>• Examine curriculum</li> <li>• Quality of mentorships</li> <li>• Short classroom visits</li> <li>• Conferences with teachers</li> </ul>	<p><b>Follow Up/Next Steps</b></p> <ul style="list-style-type: none"> <li>• Evaluate and celebrate successes</li> <li>• Assess further needs</li> <li>• Develop new strategies</li> </ul>

#### 4. THE TRIAD: HOME/PARISH/SCHOOL RELATIONS - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>To develop a Catholic Education Coalition within the School Community</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>A local Catholic Education Coalition will foster and deepen relationships between home-parish and school and it will encourage positive awareness about Catholic education in the wider community</li> </ul>		<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Enduring Gift</b> video by OCSOA</li> <li>Articles on Catholic education by Dr. Mark McGowan, Msgr. Dennis Murphy, Ontario Conference of Catholic Bishops, Sister Clare Fitzgerald.</li> <li><b>Build Bethlehem Everywhere</b> by Fr. Reichers published by CCSTA</li> </ul>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Faith</li> <li>Hope</li> <li>Community and The Common Good</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE 5e</b> Respects the rights, responsibilities and contributions of self and others.</li> <li><b>CGE 7j</b> Contributes to the common good</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>As a result of the development of a local Catholic Education Coalition, awareness about the nature and the value of Catholic education will be heightened</li> </ul>		
<b>Contributors</b>		<b>Tasks</b>
School Administration		<ul style="list-style-type: none"> <li>Gather a team of representatives from among the staff, students, clergy, parents, local trustees, and other interested ratepayers together to explore the <b>possibility</b> and <b>potential</b> of such a group</li> <li>Ask secretary to complete related tasks</li> </ul>
Catholic School Council		<ul style="list-style-type: none"> <li>Coordinate and host meeting of representatives</li> <li>Identify key representatives from CSC for committee work</li> </ul>
Parish Council		<ul style="list-style-type: none"> <li>Ensure that there are a least two members from the Parish Council (along with the parish priest) on this committee; it could serve as a sub-committee of Parish Council</li> </ul>
<b>Process Stages</b>		<b>Details and Considerations</b>
September		<ul style="list-style-type: none"> <li>First meeting to:                             <ul style="list-style-type: none"> <li>Determine viability of such a group</li> <li>Determine potential of such a group</li> <li>Identify goals to be pursued</li> </ul> </li> </ul>
Mid Term		<ul style="list-style-type: none"> <li>Refine goals</li> <li>Announce the Catholic Education Coalition to larger community</li> <li>Prepare calendar of events to promote awareness; other activities might include a barbeque, guest speaker, retreats, socials, coffee houses, etc.</li> </ul>

Second Term	<ul style="list-style-type: none"> <li>• Focus on Catholic Education Week in May as an opportunity to highlight the work of the Coalition</li> </ul>
May	<ul style="list-style-type: none"> <li>• Celebrate Eucharist together at local parish with focus on Catholic education</li> </ul>
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• Committee will meet to discuss effectiveness of activities as a means to fostering relationships among the home-parish and school</li> </ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• In June the committee will meet to plan for the upcoming school year</li> </ul>

## 5.a LITURGICAL LIFE OF THE SCHOOL: OPENING SCHOOL YEAR CELEBRATION - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Liturgical Celebration to open the school year and introduce the vision or theme for the year</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>The principal will work with staff, students and clergy to prepare the Eucharistic celebration to open the new school year and introduce the vision or theme for the year</li> </ul>		<b>Resources:</b> <ul style="list-style-type: none"> <li>Board Liturgical Calendar</li> <li><i>Living with Christ</i> (complete monthly edition)</li> <li><i>Catholic Book of Worship III</i></li> <li><i>Glory and Praise Volume I, II, III</i></li> <li><i>Rise Up and Sing</i> (Cassettes/CDs with music book)</li> <li><i>Directory for Masses with Children</i></li> <li><i>Children's Lectionary</i></li> </ul>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Faith</li> <li>Hope</li> <li>Mystery, Wonder and Awe</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1a</b> Illustrates a basic understanding of the saving story of our Christian faith</li> <li><b>CGE1c</b> Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>The community will gather to celebrate the Eucharist on the designated day</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
School Administration	<ul style="list-style-type: none"> <li>Gather a Pastoral Team from among the staff together to prepare the liturgy</li> <li>Consult and include parish priest in preparation</li> <li>Ask secretary to complete related tasks</li> </ul>	
School Staff: Teachers, Education Assistants	<ul style="list-style-type: none"> <li>Provide art to decorate the gym</li> <li>Suggest names of students to act as Ministers of the Word</li> <li>Invite qualified staff to volunteer to be Eucharistic Ministers</li> </ul>	
Students	<ul style="list-style-type: none"> <li>Participate in the overall preparation of the liturgy as determined by their teachers' leadership</li> </ul>	
<b>Process Stages</b>	<b>Details and Considerations</b>	
Late June	<ul style="list-style-type: none"> <li>Principal, in consultation with staff, identifies the theme for the next school year, with consideration of the Board theme and that identified by OCSTA for the upcoming Catholic Education Week</li> <li>Book parish priest for Eucharistic celebration</li> </ul>	
Late August	<ul style="list-style-type: none"> <li>Meet with Pastoral Team to assist with preparation of the liturgy</li> <li>Prepare the liturgy</li> </ul>	
Early September	<ul style="list-style-type: none"> <li>Teachers to involve students in preparation of art work consistent with the school theme to be used in the opening celebration</li> <li>Teachers identify students who will be Ministers of the Word</li> <li>Eucharistic Ministers are identified</li> </ul>	
Mid September	<ul style="list-style-type: none"> <li>Immediate preparation, including practicing music and readings</li> <li>Celebration of the opening liturgy</li> </ul>	

<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"><li>• Teachers will engage students in a reflection on the liturgy after it has been celebrated. The purpose of this will be to reflect on the school year theme, etc.</li></ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"><li>• Pastoral Team meets with principal to assess liturgy</li></ul>
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## 5.b LITURGICAL LIFE OF THE SCHOOL: CHRISTIMAS - SAMPLE

<p><b>Description of Activity</b></p> <ul style="list-style-type: none"> <li>• Christmas Mass in early January</li> </ul> <p><b>N.B.</b> As with all Liturgical Celebrations they must be celebrated within their own season. Advent is celebrated before the Christmas holidays but Christmas may be celebrated in the first week back to school in January. Consult liturgical calendar for dates associated with the Christmas Season.</p>	<p><b>SMART Goal Design—Is this goal...</b></p> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<p><b>Goal/Expected Result</b></p> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the liturgical celebration for Christmas</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Board Liturgical Calendar</li> <li>• <i>Living with Christ</i> (complete monthly edition)</li> <li>• <i>Catholic Book of Worship III</i></li> <li>• <i>Glory and Praise Volume I, II, III</i></li> <li>• <i>Rise Up and Sing</i> (Cassettes/CD's with music book)</li> <li>• <i>Directory for Masses with Children</i></li> <li>• <i>Children's Lectionary</i></li> </ul>
<p><b>Relevant Catholic Theme(s)</b></p> <ul style="list-style-type: none"> <li>• Peace</li> <li>• Hope</li> <li>• Faith</li> <li>• Mystery, Wonder and Awe</li> </ul>	<p><b>CGE(s)</b></p> <ul style="list-style-type: none"> <li>• <b>CGE1a</b> Illustrates a basic understanding of the saving story of our Christian faith</li> <li>• <b>CGE7d</b> Promotes the sacredness of life</li> </ul>
<p><b>How will success be determined?</b></p> <ul style="list-style-type: none"> <li>• The community will gather in early January to celebrate Christmas in a Eucharistic Celebration</li> </ul>	
<p><b>Contributors</b></p>	<p><b>Tasks</b></p>
<p>School Administration</p>	<ul style="list-style-type: none"> <li>• Gather the Pastoral Team from among the staff together to prepare the liturgy</li> <li>• Discuss the nature of the liturgical year with staff to acknowledge that celebrations ought to be in keeping with the season, i.e. Advent, Christmas, Lent, etc</li> <li>• Ask secretary to complete related tasks</li> <li>• Invite a member of the clergy to assist Pastoral Team in preparation of liturgy and to preside at the celebration</li> </ul>
<p>School Staff: Teachers, Education Assistants</p>	<ul style="list-style-type: none"> <li>• Provide art to decorate the gym</li> <li>• Suggest names of students to act as Ministers of the Word</li> <li>• Invite qualified staff to volunteer to be Eucharistic Ministers</li> </ul>
<p>Students</p>	<ul style="list-style-type: none"> <li>• Participate in the overall preparation of the liturgy</li> </ul>
<p><b>Process Stages</b></p>	<p><b>Details and Considerations</b></p>
<p>Mid to late December</p>	<ul style="list-style-type: none"> <li>• Prepare liturgy</li> <li>• Identify music so students can practice well in advance</li> <li>• Practice readings, skits, etc. with students</li> </ul>
<p>First Week of January (or first week back to school in Christmas Season)</p>	<ul style="list-style-type: none"> <li>• Confirm attendance of clergy</li> <li>• Practice readings and music with students</li> <li>• Prepare art for display</li> <li>• Eucharistic Celebration</li> </ul>



<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"><li>• Teachers will engage students in a reflection on the service to determine understanding</li></ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"><li>• Pastoral Team meets with principal to assess liturgy</li></ul>
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## 5.c LITURGICAL LIFE OF THE SCHOOL: LENT - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Liturgical Celebrations for the Season of Lent</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>☐ Specific?</li> <li>☐ Measurable?</li> <li>☐ Attainable?</li> <li>☐ Result-oriented?</li> <li>☐ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>Classroom teachers will assist their students in the preparation of Lenten Liturgies that will be celebrated with the school community once/week in December</li> <li>Incorporated into these liturgies will be a focus on social justice awareness activities</li> </ul>		<b>Resources:</b> <ul style="list-style-type: none"> <li>Board Liturgical Calendar</li> <li><i>Living with Christ</i> (complete monthly edition)</li> <li><i>Catholic Book of Worship III</i></li> <li><i>Glory and Praise Volume I, II, III</i></li> <li><i>Rise Up and Sing</i> (Cassettes/CD's with music book)</li> <li>Supplementary Lenten resources</li> <li><i>Children's Daily Prayer</i></li> <li><i>Directory for Masses with Children</i></li> </ul>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Mystery, Wonder, Awe</li> <li>Faith</li> <li>Community and the Common Good</li> <li>Love and Justice</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1j</b> Recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and the cross, the ultimate sign of forgiveness is at the heart of redemption” (Witness to Faith)</li> <li><b>CGE4a</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Students and staff will demonstrate an understanding of Lent as a time of conversion, sacrifice and almsgiving</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
School Administration	<ul style="list-style-type: none"> <li>Provides leadership and resources to enable staff to reflect on the Lenten Season with their students</li> </ul>	
Teachers	<ul style="list-style-type: none"> <li>Plan using resources from Religious Education Program and supplementary resources on the season of Lent to prepare weekly liturgies of the word</li> </ul>	
Students	<ul style="list-style-type: none"> <li>Contribute art work, learn songs and prepares special readings, skits, etc.</li> </ul>	
<b>Process Stages</b>	<b>Details and Considerations</b>	
February	<ul style="list-style-type: none"> <li>Principal works with staff to plan activities appropriate to the Lenten Season</li> </ul>	
Mid February	<ul style="list-style-type: none"> <li>Designated classes begin to prepare Liturgy of the Word to be celebrated at Friday assemblies</li> </ul>	
Friday Assembly	<ul style="list-style-type: none"> <li>Each Friday throughout the season of Lent all students and staff participate in the Friday assembly which focuses on the theme of Lent</li> </ul>	
Ash Wednesday (beginning of Lent)	<ul style="list-style-type: none"> <li>Principal and members of the staff meet with parish priest to prepare an Ash Wednesday Service</li> </ul>	
Reconciliation Service (late Lent)	<ul style="list-style-type: none"> <li>Principal and members of the staff meet with parish priest to prepare a Reconciliation Service</li> </ul>	

**Effectiveness (degree to which goal has been achieved)**

- Teachers will engage students in a reflection on the service to determine understanding

**Follow Up/Next Steps**

- Pastoral Team meets with principal to assess liturgy

## 5.d LITURGICAL LIFE OF THE SCHOOL: EASTER: SAMPLE

<p><b>Description of Activity</b></p> <ul style="list-style-type: none"> <li>• Mass to Celebrate Easter</li> </ul>	<p><b>SMART Goal Design—Is this goal...</b></p> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<p><b>Goal/Expected Result</b></p> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the Eucharistic celebration to celebrate Easter</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Board Liturgical Calendar</li> <li>• <i>Living with Christ</i> (complete monthly edition)</li> <li>• <i>Catholic Book of Worship III</i></li> <li>• <i>Glory and Praise Volume 1,11, 111</i></li> <li>• <i>Rise Up and Sing</i> (Cassettes/CD's with music book)</li> <li>• Supplementary Easter resources</li> <li>• <i>Directory for Masses With Children</i></li> </ul>
<p><b>Relevant Catholic Theme(s)</b></p> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Hope</li> <li>• Mystery, Wonder and Awe</li> </ul>	<p><b>CGE(s)</b></p> <ul style="list-style-type: none"> <li>• <b>CGE1b</b> Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story</li> <li>• <b>CGE1c</b> Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures</li> </ul>
<p><b>How will success be determined?</b></p> <ul style="list-style-type: none"> <li>• The community will gather to celebrate the Eucharist on the designated day</li> </ul>	
<p><b>Contributors</b></p>	<p><b>Tasks</b></p>
<p>School Administration</p>	<ul style="list-style-type: none"> <li>• Gather a Pastoral Team from among the staff together to prepare the liturgy</li> <li>• Invite a member of the clergy to assist Pastoral Team in preparation of liturgy and to preside at the celebration</li> <li>• Ask secretary to complete related tasks</li> </ul>
<p>School Staff: Teachers, Education Assistants</p>	<ul style="list-style-type: none"> <li>• Provide art to decorate the gym</li> <li>• Suggest names of students to act as Ministers of the Word</li> <li>• Invite qualified staff to volunteer to be Eucharistic Ministers</li> </ul>
<p>Students</p>	<ul style="list-style-type: none"> <li>• Participate in the overall preparation of the liturgy</li> </ul>
<p><b>Process Stages</b></p>	<p><b>Details and Considerations</b></p>
<p>Mid Lent</p>	<ul style="list-style-type: none"> <li>• Gather the Pastoral Team from among the staff together to prepare the liturgy</li> <li>• Discuss the nature of the liturgical year with staff to acknowledge that celebrations ought to be in keeping with the season, i.e. Advent, Christmas, Lent, etc.</li> <li>• Ask secretary to complete related tasks</li> <li>• Invite a member of the clergy to preside at the liturgy</li> </ul>
<p>Late Lent</p>	<ul style="list-style-type: none"> <li>• Meet with Pastoral Team to assist with preparation of the liturgy</li> <li>• Prepare the liturgy</li> </ul>
<p>Early Easter</p>	<ul style="list-style-type: none"> <li>• Teachers to involve students in preparation of art work consistent with the liturgical time (e.g. cross draped in white) to be used in the opening celebration</li> <li>• Teachers identify students who will be Ministers of the Word</li> <li>• Eucharistic Ministers are identified</li> </ul>

Easter Week	<ul style="list-style-type: none"> <li>• Immediate preparation, including practicing music and readings</li> <li>• Celebration of the liturgy</li> </ul>
<p><b>Effectiveness (degree to which goal has been achieved)</b></p> <ul style="list-style-type: none"> <li>• Teachers will engage students in a reflection on the liturgy after it has been celebrated. The purpose of this will be to reflect on the school year theme etc.</li> </ul>	<p><b>Follow Up/Next Steps</b></p> <ul style="list-style-type: none"> <li>• Pastoral Team meets with principal to assess liturgy</li> </ul>

## 5.e LITURGICAL LIFE OF THE SCHOOL: END OF THE SCHOOL YEAR CELEBRATION/GRADUATION - SAMPLE

<p><b>Description of Activity</b></p> <ul style="list-style-type: none"> <li>• Mass to celebrate Closing of the School Year</li> </ul>	<p><b>SMART Goal Design—Is this goal...</b></p> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<p><b>Goal/Expected Result</b></p> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the Eucharistic celebration to celebrate the closing of the school year/graduation</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Living with Christ</i> (complete monthly edition)</li> <li>• <i>Catholic Book of Worship III</i></li> <li>• <i>Glory and Praise Volume I, II, III</i></li> <li>• <i>Rise Up and Sing</i> (Cassettes/CD's with music book)</li> <li>• <i>Directory for Masses With Children</i></li> <li>• <i>Children's Daily Prayer</i></li> </ul>
<p><b>Relevant Catholic Theme(s)</b></p> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Community and the Common Good</li> <li>• Hope</li> <li>• Dignity of the Human Person</li> </ul>	<p><b>CGE(s)</b></p> <ul style="list-style-type: none"> <li>• <b>CGE3b</b> Creates, adapts, evaluates, new ideas in light of the common good</li> <li>• <b>CGE3e</b> Adopts a holistic approach to life by integrating learning from various subject areas and experience</li> </ul>
<p><b>How will success be determined?</b></p> <ul style="list-style-type: none"> <li>• The community will gather to celebrate the Eucharist on the designated day</li> </ul>	
<p><b>Contributors</b></p>	<p><b>Tasks</b></p>
<p>School Administration</p>	<ul style="list-style-type: none"> <li>• Gather a Pastoral Team from among the staff together to prepare the liturgy</li> <li>• Invite a member of the clergy to assist Pastoral Team in preparation of liturgy and to preside at the celebration</li> <li>• Ask secretary to complete related tasks</li> </ul>
<p>School Staff: Teachers, Education Assistants</p>	<ul style="list-style-type: none"> <li>• Provide art to decorate the gym</li> <li>• Suggest names of students to act as Ministers of the Word</li> <li>• Invite qualified staff to volunteer to be Eucharistic Ministers</li> </ul>
<p>Students</p>	<ul style="list-style-type: none"> <li>• Participate in the overall preparation of the liturgy as determined by their teachers leadership</li> </ul>

<b>Process Stages</b>	<b>Details and Considerations</b>
Mid May	<ul style="list-style-type: none"> <li>• Gather the Pastoral Team from among the staff together to prepare the liturgy</li> <li>• Discuss the reasons that we celebrate the end of the school year and/or graduation to determine focus for décor, etc.</li> <li>• Invite a member of the clergy to preside at the liturgy</li> </ul>
Early June	<ul style="list-style-type: none"> <li>• Meet with Pastoral Team to assist with preparation of the liturgy</li> <li>• Prepare the liturgy</li> </ul>
Mid June	<ul style="list-style-type: none"> <li>• Teachers to involve students in preparation of art work consistent with the liturgical season to be used in the celebration</li> <li>• Teachers identify students who will be Ministers of the Word</li> <li>• Eucharistic Ministers are identified</li> </ul>
End of June	<ul style="list-style-type: none"> <li>• Immediate preparation to include practicing music and readings</li> <li>• Celebration of the End of Year Mass/Graduation</li> </ul>
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• Teachers will engage students in a reflection on the liturgy after it has been celebrated. The purpose of this will be to reflect on the school year theme etc.</li> </ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• Pastoral Team meets with principal to review liturgy</li> </ul>

<p><b>6. Summary of School Year Religious Education and Family Life Education Improvement Plans</b></p> <p><b>School Board</b> _____</p> <p><b>School</b> _____</p> <p><b>Principal</b> _____</p> <p><b>Date</b> _____</p>	
<p><b>Religious Education and Family Life Education Program</b></p> <p><b>Major Initiatives:</b></p> <ul style="list-style-type: none"> <li>• Devise a plan to ensure that Religious Education is timetabled 30 minutes per day, four times per week and Family Life Education 30 minutes per day, once per week</li> <li>• Work in conjunction with Board's Office staff to supply proper Religious Education and Family Life Education textbooks for each student</li> <li>• Promote Fair Trade Education and Products in School</li> <li>• Provide PD support and mentors for new teachers in the areas of Religious Education and Family Life</li> </ul>	<p><b>Timeline:</b></p> <ul style="list-style-type: none"> <li>• August/September</li> <li>• Two year plan</li> <li>• September –June</li> <li>• September - June</li> </ul>
<p><b>Adult Faith Formation/ Teacher Spirituality</b></p> <p><b>Major Initiatives:</b></p> <ul style="list-style-type: none"> <li>• Plan Retreat for School Staff for February P.A. Day</li> <li>• Support two teachers each to attend                         <ul style="list-style-type: none"> <li>○ When Faith Meets Pedagogy Conference</li> <li>○ EOCCC Conference</li> </ul> </li> </ul>	<p><b>Timeline:</b></p> <ul style="list-style-type: none"> <li>• October – January</li> <li>• October</li> <li>• April</li> </ul>
<p><b>Catholicity across the Curriculum</b></p> <p><b>Major Initiatives:</b></p> <ul style="list-style-type: none"> <li>• Allow time at four Staff Meetings for teachers to learn how to use the EOCCC CD</li> </ul> <p><b><i>Curriculum Support for Catholic Schools: Enhancing the Religious Dimension of Catholic Education</i></b></p>	<p><b>Timeline:</b></p> <ul style="list-style-type: none"> <li>• October, December, March, May</li> </ul>
<p><b>The Triad: Home/School/Parish</b></p> <p><b>Major Initiatives:</b></p> <ul style="list-style-type: none"> <li>• Develop Catholic Education Coalition within the local school community</li> </ul>	<p><b>Timeline:</b></p> <ul style="list-style-type: none"> <li>• October – June</li> </ul>



<p><b>Liturgical Seasons and Special Celebrations</b></p> <p><b>Major Initiatives:</b></p> <ul style="list-style-type: none"><li>• Highlight Catholic Education Week with School Eucharist and Celebration for Students, Parents, Parish and Community</li><li>• Plan special celebration for the feast day of the School's Patron Saint</li><li>• Begin a tradition of a Memorial Mass for students and staff who have died</li></ul>	<p><b>Timeline:</b></p> <ul style="list-style-type: none"><li>• Planning: November – April/Celebration: May</li><li>• Planning: as appropriate/Celebration: as per Liturgical Calendar</li><li>• Planning: October/Celebration: All Saints/All Souls (November)</li></ul>
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## **WORKING SCHOOL IMPROVEMENT PLANNING TEMPLATES FOR RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION FOR ELEMENTARY SCHOOLS**

- 1. Religious Education and Family Life Education Program**
  - a) Staffing, Timetable and Teacher In-service
  - b) Texts and Program
    - Religious Education
    - Family Life Education
    - AIDS
    - Other Programs
    - Assessment
  - c) Student Retreat Program
  - d) Charity/Justice Initiatives
  - e) Religious Education and Family Life Education Protocol
  
- 2. Adult Faith Formation/ Teacher Spirituality**
  - a) Professional development opportunities within the school
  - b) Professional development opportunities outside the school
  
- 3. Catholicity across the Curriculum**

Teacher awareness of *Ontario Catholic School Graduate Expectations*/Weaving the Religious Education and Family Life Education themes into literacy, numeracy and other subject areas
  
- 4. The Triad: Home/School/Parish**

Relationship with the Parish and the wider community
  
- 5. Liturgical Life of the School**
  - a) Opening School Year Celebration
  - b) Thanksgiving
  - c) Patron Saint Celebration
  - d) Remembrance Day
  - e) Advent
  - f) Christmas
  - g) Lent
  - h) Easter
  - i) Catholic Education Week
  - j) End of School Year Celebration/Graduation
  
- 6. Summary of School Year Religious Education and Family Life Education Improvement Plans**

**1.a RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM – WORKING TEMPLATE**

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Staffing, Timetable and Teacher In-service</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• Ensure that Religious Education is taught 30 minutes/day, four times per week</li> <li>• Timetable Family Life Education 30 minutes per day once per week</li> <li>• Assign teachers to teach each program</li> <li>• Ensure that teachers are in-serviced and supported in the delivery of the program</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1a</b> Illustrates a basic understanding of the saving story of our Christian faith</li> <li>• <b>CGE5g</b> Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• Religious Education and Family Life Education will be visible on the teachers' timetables</li> <li>• Correct programs being taught</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

**1.b RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM – WORKING TEMPLATE**

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Texts and Program                             <ul style="list-style-type: none"> <li>○ Religious Education</li> <li>○ Family Life Education</li> <li>○ AIDS</li> <li>○ Other Programs</li> <li>○ Assessment</li> </ul> </li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• Ensure that there are sufficient texts and bibles for Religious Education, Family Life Education, AIDS education, other programs</li> <li>• Build library of additional resources for programs</li> <li>• Ensure teachers are aware of provincial and board policies on Assessment in Religious Education and Family Life Education</li> <li>• Provide resources on Assessment</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Hope</li> <li>• Love and Justice</li> <li>• Mystery, Wonder and Awe</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1g</b> Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey</li> <li>• <b>CGE4e</b> Sets appropriate goals and priorities in school, and work</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• Sufficient texts, additional resources, assessment resources, unit overviews, lesson plans, teacher in-service, engaged students in class</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

**1.c RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM – WORKING TEMPLATE**

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Student Retreat Program</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• Ensure that there is a comprehensive Retreat Program open to all students in the school</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Dignity of the Person</li> <li>• Community and the Common Good</li> <li>• Dignity of Work and Service</li> <li>• Stewardship for Creation</li> <li>• Love and Justice</li> <li>• Peace</li> <li>• Hope</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1f</b> Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship</li> <li>• <b>CGE1g</b> Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey</li> <li>• <b>CGE5f</b> Exercises Christian leadership in the achievement of individual and group goals</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• Student retreat programs offered; enthusiastic student participation</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

**1.d RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM - WORKING TEMPLATE**

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Charity/Justice Initiatives</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>Establish a yearly plan for community outreach that includes activities centered around both charity and justice</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Dignity of the Person</li> <li>Community and the Common Good</li> <li>Preferential Option for the Poor</li> <li>Human Rights and Responsibilities</li> <li>Dignity of Work and Service</li> <li>Stewardship for Creation</li> <li>Love and Justice</li> <li>Peace</li> <li>Hope</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1d</b> Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</li> <li><b>CGE1h</b> Respects the faith traditions, world religions and the life-journeys of all people of good will</li> <li><b>CGE3a</b> Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges</li> <li><b>CGE7e</b> Witnesses to Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Students and staff participate in charitable activities and justice events</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

**1.e RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM – WORKING TEMPLATE**

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Religious Education and Family Life Education Protocol</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>Awareness of School/Board/Bishops' Requirements vis-à-vis Religious Education and Family Life Education</li> <li>Knowledge of Ontario Bishops and School Board Policy regarding a request to withdraw a student from the Religious Education or Family Life Education Program</li> <li>Responding to concerns from Pastors and Parents</li> <li>Staff Awareness and Familiarity with Protocol</li> </ul>		<b>Resources</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Faith</li> <li>Community and the Common Good</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE3c</b> Thinks reflectively and creatively to evaluate situations and solve problems</li> <li><b>CGE3d</b> Makes decisions in light of gospel values with an informed moral conscience</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Knowledge of Protocol; awareness on part of administration and staff of course to follow if there is a parental complaint or a concern expressed by a Pastor about the Religious Education and Family Life Education programs and their delivery; or if there is a request by a parent/guardian for a student to be withdrawn from part or all of the program</li> </ul>		
<b>Contributors</b>		<b>Tasks</b>
<b>Process Stages</b>		<b>Details and Considerations</b>
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>

## 2.a ADULT FAITH FORMATION/ TEACHER SPIRITUALITY – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Professional development opportunities within the school</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>School plan to educate staff in their faith and help them deepen their spirituality</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Mystery, Wonder and Awe</li> <li>Dignity of Work and Service</li> <li>Love and Justice</li> <li>Peace</li> <li>Hope</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1c</b> Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures</li> <li><b>CGE4c</b> Takes initiative and demonstrates Christian leadership</li> <li><b>CGE5c</b> Develops one's God-given potential and makes a meaningful contribution to society</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Opportunities within the school setting to foster the spirituality of those working in Catholic education (e.g. staff retreats, prayer, guest speakers, book club)</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	



**2.b ADULT FAITH FORMATION/ TEACHER SPIRITUALITY - WORKING TEMPLATE**

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Professional development opportunities outside the school</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>€ Specific?</li> <li>€ Measurable?</li> <li>€ Attainable?</li> <li>€ Result-oriented?</li> <li>€ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>Using resources outside the school to help educate staff in their faith and deepen their spirituality</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Mystery, Wonder and Awe</li> <li>Dignity of Work and Service</li> <li>Love and Justice</li> <li>Peace</li> <li>Hope</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1c</b> Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures</li> <li><b>CGE4c</b> Takes initiative and demonstrates Christian leadership</li> <li><b>CGE5c</b> Develops one's God-given potential and makes a meaningful contribution to society</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Staff participation in activities related to theology and spirituality (e.g. conferences, board P.A days, retreats, exposure/mission trips, justice activities, parish life)</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

### 3. CATHOLICITY ACROSS THE CURRICULUM – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Teacher Awareness of Catholic Graduate Expectations</li> <li>• Weaving the Religious Education and Family Life Education themes into literacy, numeracy, other subject areas</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• Teacher Familiarity with the Ontario Catholic School Graduate Expectations</li> <li>• Increasing teacher facility with integrating Catholic principles, values and virtues into the curriculum</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Dignity of the Human Person</li> <li>• Community and the Common Good</li> <li>• Preferential Option for the Poor and Vulnerable</li> <li>• Human Rights and Responsibilities</li> <li>• Dignity of Work and Service</li> <li>• Stewardship for Creation</li> <li>• Love and Justice</li> <li>• Peace</li> <li>• Hope</li> <li>• Faith</li> <li>• Mystery, Wonder and Awe</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1g</b> Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey</li> <li>• <b>CGE2e</b> Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life</li> <li>• <b>CGE7e</b> Witnesses to Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• Catholic values evident in approach to systems of reward and recognition, school discipline, extra-curricular activities</li> <li>• Evidence of student learning that gospel values are integrated and infused into curriculum</li> <li>• School newsletter to parents</li> <li>• Articles in local newspapers</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

#### 4. THE TRIAD: HOME/SCHOOL/PARISH RELATIONS – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>To develop a Catholic Education Coalition within the School Community</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>A local Catholic Education Coalition will foster and deepen relationships between home-parish and school and it will encourage positive awareness about Catholic education in the wider community</li> </ul>		<b>Resources:</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Faith</li> <li>Hope</li> <li>Community and The Common Good</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE5e</b> Respects the rights, responsibilities and contributions of self and others</li> <li><b>CGE7j</b> Contributes to the common good</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>As a result of the development of a local Catholic Education Coalition, awareness about the nature and value of Catholic education will be heightened</li> </ul>		
<b>Contributors</b>		<b>Tasks</b>
<b>Process Stages</b>		<b>Details and Considerations</b>
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>

**5.a LITURGICAL LIFE OF THE SCHOOL: OPENING SCHOOL YEAR CELEBRATION  
– WORKING TEMPLATE**

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Liturgical Celebration to open the school year and introduce the vision or theme for the year</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the Eucharistic celebration to open the new school year and introduce the vision or theme for the year</li> </ul>		<b>Resources:</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Hope</li> <li>• Mystery, Wonder and Awe</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1a</b> Illustrates a basic understanding of the saving story of our Christian faith</li> <li>• <b>CGE1c</b> Actively reflects on God’s Word as communicated through the Hebrew and Christian Scriptures</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• The community will gather to celebrate the Eucharist on the designated day</li> </ul>		
<b>Contributors</b>		<b>Tasks</b>
<b>Process Stages</b>		<b>Details and Considerations</b>
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>

**5.b LITURGICAL LIFE OF THE SCHOOL: THANKSGIVING –WORKING TEMPLATE**

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Mass to Celebrate Thanksgiving</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the Eucharistic celebration to celebrate Thanksgiving</li> </ul>		<b>Resources</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Stewardship for Creation</li> <li>• Dignity of Work and Service</li> <li>• Hope</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1g</b> Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey</li> <li>• <b>CGE2e</b> Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• The community will gather to celebrate the Eucharist on the designated day</li> </ul>		
<b>Contributors</b>		<b>Tasks</b>
<b>Process Stages</b>		<b>Details and Considerations</b>
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>

**5.c LITURGICAL LIFE OF THE SCHOOL: PATRON SAINT CELEBRATION – WORKING TEMPLATE**

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Prayer Service or Mass to commemorate the school's saint or patron</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>The principal will work with staff, students and clergy to prepare a prayer service or Eucharistic Celebration to commemorate the school's saint or patron</li> </ul>		<b>Resources:</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Faith</li> <li>Hope</li> <li>Mystery, Wonder and Awe</li> <li>Love and Justice</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE4a</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</li> <li><b>CGE5c</b> Develops one's God-given potential and makes a meaningful contribution to society</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>The community will gather to celebrate the Eucharist on the designated day</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

### 5.d LITURGICAL LIFE OF THE SCHOOL: REMEMBRANCE DAY – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Liturgical Celebration to mark Remembrance Day</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>The principal will work with staff, students and clergy to prepare the Remembrance Day Memorial</li> </ul>		<b>Resources:</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Peace</li> <li>Dignity of the Human Person</li> <li>Human Rights and Responsibilities</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1d</b> Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</li> <li><b>CGE7a</b> Acts morally and legally as a person formed in Catholic traditions</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>The community will gather on November 11 (or closest day if on a weekend) to commemorate Remembrance Day</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

**5.e LITURGICAL LIFE OF THE SCHOOL: ADVENT – WORKING TEMPLATE**

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Liturgical Celebrations for the Season of Advent</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>Classroom teachers will assist their students in the preparation of Advent Liturgies which will be celebrated with the school community once/week in December. Incorporated into these liturgies will be a focus on social justice awareness activities</li> </ul>		<b>Resources</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Mystery, Wonder and Awe</li> <li>Faith</li> <li>Community and the Common Good</li> <li>Hope</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1f</b> Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship</li> <li><b>CGE4a</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Student and staff will demonstrate an understanding of Advent as a hopeful time of waiting and expectation</li> </ul>		
<b>Contributors</b>		<b>Tasks</b>
<b>Process Stages</b>		
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>



**5.f LITURGICAL LIFE OF THE SCHOOL: CHRISTMAS – WORKING TEMPLATE**

<p><b>Description of Activity</b></p> <ul style="list-style-type: none"> <li>• Christmas Mass in early January</li> </ul> <p><b>N.B.</b> As with all Liturgical Celebrations, they must be celebrated within their own liturgical season. Advent is celebrated before the Christmas holidays but Christmas may be celebrated in the first week back to school in January. Consult liturgical calendar for dates associated with the Christmas Season.</p>		<p><b>SMART Goal Design—Is this goal...</b></p> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<p><b>Goal/Expected Result</b></p> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the liturgical celebration for Christmas</li> </ul>	<p><b>Resources</b></p>	
<p><b>Relevant Catholic Theme(s)</b></p> <ul style="list-style-type: none"> <li>• Peace</li> <li>• Hope</li> <li>• Faith</li> <li>• Mystery, Wonder and Awe</li> </ul>	<p><b>CGE(s)</b></p> <ul style="list-style-type: none"> <li>• <b>CGE1a</b> Illustrates a basic understanding of the saving story of our Christian faith</li> <li>• <b>CGE7d</b> Promotes the sacredness of life</li> </ul>	
<p><b>How will success be determined?</b></p> <ul style="list-style-type: none"> <li>• The community will gather in early January to celebrate Christmas in a Eucharistic Celebration</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
<b>Process Stages</b>	<b>Details and Considerations</b>	
<p><b>Effectiveness (degree to which goal has been achieved)</b></p>	<p><b>Follow Up/Next Steps</b></p>	

**5.g LITURGICAL LIFE OF THE SCHOOL: LENT – WORKING TEMPLATE**

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Liturgical Celebrations for the Season of Lent</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>Classroom teachers will assist their students in the preparation of Lenten Liturgies which will be celebrated with the school community once a week throughout Lent. Incorporated into these liturgies will be a focus on social justice awareness activities</li> </ul>		<b>Resources</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Mystery, Wonder and Awe</li> <li>Faith</li> <li>Community and the Common Good</li> <li>Love and Justice</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1j</b> Recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption (Witnesses to Faith)</li> <li><b>CGE4a</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Students and staff will demonstrate an understanding of Lent as a time of conversion, sacrifice and almsgiving</li> </ul>		
<b>Contributors</b>		<b>Tasks</b>
<b>Process Stages</b>		<b>Details and Considerations</b>
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>

**5.h LITURGICAL LIFE OF THE SCHOOL: EASTER – WORKING TEMPLATE**

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Mass to Celebrate Easter</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the Eucharistic celebration for Easter</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Hope</li> <li>• Mystery, Wonder and Awe</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1b</b> Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story</li> <li>• <b>CGE1c</b> Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• The community will gather to celebrate the Eucharist on the designated day</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

**5.i LITURGICAL LIFE OF THE SCHOOL: CATHOLIC EDUCATION WEEK – WORKING TEMPLATE**

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Mass to celebrate Catholic Education Week</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the Eucharistic celebration to mark Catholic Education Week</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Community and the Common Good</li> <li>• Hope</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE2a</b> Listens actively and critically to understand and learn in light of gospel values</li> <li>• <b>CGE4c</b> Takes initiative and demonstrates Christian leadership</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• The community will gather to celebrate the Eucharist on the designated day</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

**5.j LITURGICAL LIFE OF THE SCHOOL: END OF SCHOOL YEAR CELEBRATION/GRADUATION – WORKING TEMPLATE**

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Mass to celebrate Closing of the School Year</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the Eucharistic celebration to mark the closing of the school year/graduation</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Community and the Common Good</li> <li>• Hope</li> <li>• Dignity of the Human Person</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE3b</b> Creates, adapts, evaluates new ideas in light of the common good</li> <li>• <b>CGE3e</b> Adopts a holistic approach to life by integrating learning from various subject areas and experience</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• The community will gather to celebrate the Eucharist on the designated day</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

<b>6. Summary of School Year Religious Education and Family Life Education Improvement Plans</b> School Board _____ School _____ Principal _____ Date _____	
<b>Religious Education and Family Life Education Program</b> <b>Major Initiatives:</b>	<b>Timeline:</b>
<b>Adult Faith Formation/Teacher Spirituality</b> <b>Major Initiatives:</b>	<b>Timeline:</b>
<b>Catholicity across the Curriculum</b> <b>Major Initiatives:</b>	<b>Timeline:</b>
<b>The Triad: Home/School/Parish</b> <b>Major Initiatives:</b>	<b>Timeline:</b>
<b>Liturgical Seasons and Special Celebrations</b> <b>Major Initiatives:</b>	<b>Timeline:</b>

## **SAMPLE SCHOOL IMPROVEMENT PLANNING TEMPLATES FOR RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION FOR SECONDARY SCHOOLS**

- 1. Religious Education and Family Life Education Program**
  - a) Staffing, Timetable and Teacher In-service
  - b) Texts and Program
    - Religious Education
    - Family Life Education
    - AIDS
    - Other Programs
    - Assessment
  - c) Student Retreat Program
  - d) Charity/Justice Initiatives
  - e) Religious Education and Family Life Education Protocol
  
- 2. Adult Faith Formation/ Teacher Spirituality**
  - a) Professional development opportunities within the school
  - b) Professional development opportunities outside the school
  
- 3. Catholicity across the Curriculum**

Teacher Awareness of *Ontario Catholic School Graduate Expectations*, Weaving the Religious Education and Family Life Education themes into literacy, numeracy, other subject areas
  
- 4. The Triad: Home/School/Parish**

Relationship with the Parish and the wider community
  
- 5. Liturgical Life of the School**
  - a) Opening School Year Celebration
  - b) Christmas
  - c) Lent
  - d) Easter
  - e) End of School Year Celebration/Graduation
  
- 6. Summary of School Year Religious Education and Family Life Education Improvement Plans**

## 1.a RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Staffing, Timetable and Teacher In-service</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• Decide which Religious Education programs will be offered</li> <li>• Timetable</li> <li>• Assign teachers to teach each program</li> <li>• Ensure that teachers are in-serviced and supported in the delivery of the program</li> <li>• Ensure each student in the school is fulfilling the board/school requirements vis-à-vis studying Religious Education</li> </ul>		<b>Resources</b> <ul style="list-style-type: none"> <li>• <i>Religious Education: Ontario Catholic Secondary Curriculum Policy Document</i> (ICE)</li> <li>• <i>Ontario Catholic School Graduate Expectations</i></li> <li>• Board policy documents</li> </ul>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1a</b> Illustrates a basic understanding of the saving story of our Christian faith</li> <li>• <b>CGE5g</b> Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• Religious Education and Family Life Education will be visible on teachers' and students' timetables</li> <li>• Correct programs being taught</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
School Administration	<ul style="list-style-type: none"> <li>• Designate teaching responsibilities</li> <li>• Consult Board Religious Education office to find out about program in-service and consultant assistance</li> <li>• Call Religious Education Department Meeting</li> <li>• Identify importance of subject</li> <li>• Distribute needs assessment regarding texts</li> <li>• Announce opportunities for in-service, consultant's help</li> <li>• Require to submit one page unit overviews of Religious Education and Family Life Education Units (throughout the year)</li> </ul>	
Staff	<ul style="list-style-type: none"> <li>• Collaborate with Administration on timetabling</li> <li>• Attend in-service; seek consultant help</li> </ul>	
Board Religious Education and Family Life Department	<ul style="list-style-type: none"> <li>• Make clear the requirements and expectations of the Ontario Conference of Catholic Bishops and of the School Board</li> </ul>	
<b>Process Stages</b>	<b>Details and Considerations</b>	



May/June (Prior year)	<ul style="list-style-type: none"> <li>• School administration determines student needs vis-à-vis course offerings and staffing</li> </ul>
June - September	<ul style="list-style-type: none"> <li>• Administration hires new teachers/Program Leader if necessary. Priority should be given to candidates who are qualified in Theology, committed to the practice of their faith and can relate and communicate with young people</li> </ul>
June	<ul style="list-style-type: none"> <li>• Develop schedule for Religious Education Department</li> <li>• Administration meets with department to discuss schedule, budget, school/board policies with respect to students taking Religious Education and needs vis-à-vis texts and professional development</li> </ul>
September	<ul style="list-style-type: none"> <li>• Religion department should develop a plan for their own professional development</li> </ul>
January	<ul style="list-style-type: none"> <li>• Administration and Religion Department should evaluate progress on the above and make necessary adjustments for semester 2</li> </ul>
<p><b>Effectiveness (degree to which goal has been achieved)</b></p> <ul style="list-style-type: none"> <li>• Adequate timetabling</li> <li>• Open communication with the school Religious Education department</li> </ul>	<p><b>Follow Up/Next Steps</b></p> <ul style="list-style-type: none"> <li>• Identify needs over and above the program</li> <li>• Constant communication with board's Religious Education and Family Life Education department</li> </ul>

## 1.b RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM – SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Texts and Program <ul style="list-style-type: none"> <li>○ Religious Education</li> <li>○ Family Life</li> <li>○ AIDS</li> <li>○ Other Programs</li> <li>○ Assessment</li> </ul> </li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• Ensure that there are sufficient texts and bibles for Religious Education, Family Life Education, AIDS education, other programs</li> <li>• Build library of additional resources for programs</li> <li>• Ensure teachers are aware of provincial and board policies on Assessment in Religious Education and Family Life Education</li> <li>• Provide resources on Assessment</li> </ul>		<b>Resources</b> <ul style="list-style-type: none"> <li>• Texts and Manuals used by Schools</li> <li>• Texts Recommended in the Course Profiles</li> <li>• Assessment Guide from Board's Religious Education Department</li> </ul>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Hope</li> <li>• Love and Justice</li> <li>• Mystery Awe and Wonder</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1g</b> Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey</li> <li>• <b>CGE4e</b> Sets appropriate goals and priorities in school, and work</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• Sufficient texts, additional resources, assessment resources, course profiles, lessons plans, teacher in-service, engaged students in class</li> </ul>		
<b>Contributors</b>		<b>Tasks</b>
School Administration		<ul style="list-style-type: none"> <li>• Collate needs assessment from Religious Education department regarding texts</li> <li>• Consult with Board Religious Education Department regarding Guidelines, Course Profiles, necessary texts, suitable additional resources and program in-services</li> <li>• Order texts</li> <li>• Ensure that administration has up to date policies on assessment on Religious education; contact Board Religious Education department if necessary</li> <li>• Provide staff with updated assessment materials</li> <li>• Ensure that teachers are familiar with the AIDS program</li> <li>• Contact both school Religious Education Department and Chaplaincy about Special Board Programs (e.g. third world development education/mission trips, etc.)</li> <li>• Require Religious Education department to submit course outlines for each Religious Education course</li> </ul>
Staff		<ul style="list-style-type: none"> <li>• Familiarize themselves with programs and assessment resources</li> <li>• Attend Board in-services on programs</li> <li>• Contact Board consultants for assistance if required</li> <li>• Submit course outlines</li> </ul>

Board Religious Education and Family Life Education Department	<ul style="list-style-type: none"> <li>• Be a resource to school</li> </ul>
<b>Process Stages</b>	<b>Details and Considerations</b>
May/June (Prior year)	<ul style="list-style-type: none"> <li>• Administration consults with teachers to assess needs vis-à-vis texts and resources for next year; contact Board's Religious Education department for updates regarding new programs and resources</li> <li>• Timetable Religious Education and Family Life Education programs; assign teaching responsibilities</li> </ul>
Late August	<ul style="list-style-type: none"> <li>• Review Provincial, Board and school policies regarding Religious Education and Family Life Education</li> </ul>
December	<ul style="list-style-type: none"> <li>• Re-assess staff and student needs with respect to texts and program</li> </ul>
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• Sufficient texts</li> <li>• Evidence of other resources</li> <li>• Course profiles</li> <li>• Assessment policies</li> <li>• Staff attendance at in-services</li> <li>• Religious Education consultants present in school</li> </ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• Identify additional needs</li> <li>• Brief class visits by administration</li> </ul>

### 1.c RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM - SAMPLE

<p><b>Description of Activity</b></p> <ul style="list-style-type: none"> <li>• Student Retreat Program</li> </ul>	<p><b>SMART Goal Design - Is this goal...</b></p> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<p><b>Goal/Expected Result</b></p> <ul style="list-style-type: none"> <li>• Ensure that there is a comprehensive Student Retreat Program open to all students in the school</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Relevant resources from the Board's Religious Education department</li> <li>• List of Speakers from:             <ul style="list-style-type: none"> <li>○ The Canadian Catholic Organization for Development and Peace</li> <li>○ Free the Children</li> <li>○ National Evangelization Team</li> <li>○ Parish/Diocese/Community</li> </ul> </li> </ul>
<p><b>Relevant Catholic Theme(s)</b></p> <ul style="list-style-type: none"> <li>• Dignity of the Person</li> <li>• Community and the Common Good</li> <li>• Dignity of Work and Service</li> <li>• Stewardship for Creation</li> <li>• Love and Justice</li> <li>• Peace</li> <li>• Hope</li> <li>• Mystery, Wonder and Awe</li> </ul>	<p><b>CGE(s)</b></p> <ul style="list-style-type: none"> <li>• <b>CGE1f</b> Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship</li> <li>• <b>CGE1g</b> Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey</li> <li>• <b>CGE5f</b> Exercises Christian leadership in the achievement of individual and group goals</li> </ul>
<p><b>How will success be determined?</b></p> <ul style="list-style-type: none"> <li>• Student Retreat programs offered; enthusiastic student participation</li> </ul>	
<p><b>Contributors</b></p>	<p><b>Tasks</b></p>
<p>School Administration</p>	<ul style="list-style-type: none"> <li>• Designate staff meeting to support current student retreat initiatives or to explore the possibility of establishing a Student Retreat Program</li> <li>• Work with students to understand their needs vis-à-vis time for reflection</li> <li>• Establish school plan</li> </ul>
<p>Faith Ambassador/ Chaplain</p>	<ul style="list-style-type: none"> <li>• Assist with the organization of the staff meeting</li> <li>• Contact Board Religious Education Department for Retreat resources (facilitators, materials) and in-service on how to organize and facilitate a student retreat</li> </ul>
<p>Staff</p>	<ul style="list-style-type: none"> <li>• Support school initiative</li> </ul>
<p>Students/ Student Council/ Student Faith Group</p>	<ul style="list-style-type: none"> <li>• Meet and dialogue with Administration, Chaplain and Faith Ambassador and Staff regarding Student Retreat Program</li> </ul>
<p>Board's Religious Education Department</p>	<ul style="list-style-type: none"> <li>• Provide resources</li> <li>• Give in-service on how to organize and facilitate a retreat</li> </ul>

<b>Process Stages</b>	<b>Details and Considerations</b>	
June (Prior year)	<ul style="list-style-type: none"> <li>• Administration meets with Faith Ambassador, Chaplain, and School Pastoral Team to review the status of the Student Retreat Program; for the next school year discuss the following:                             <ul style="list-style-type: none"> <li>○ grade levels for which retreats will be offered</li> <li>○ duration of each retreat</li> <li>○ program</li> <li>○ facilitators</li> </ul> </li> </ul>	
September	<ul style="list-style-type: none"> <li>• Review goals and school plan for Student Retreat Program with staff</li> <li>• Contact outside facilitators if necessary</li> </ul>	
September -June	<ul style="list-style-type: none"> <li>• Implement Student Retreat Program</li> </ul>	
December/June	<ul style="list-style-type: none"> <li>• Evaluate success of program and modify if necessary</li> </ul>	
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• Student Retreat Program</li> <li>• Retreats</li> </ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• Various partners (Administration, Faith Ambassador Chaplain, Staff, Students) meet to evaluate Student Retreat Program and revise school plan if necessary</li> </ul>	

**1.d RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM - SAMPLE**

<p><b>Description of Activity</b></p> <ul style="list-style-type: none"> <li>• Charity/Justice Initiatives</li> </ul>	<p><b>SMART Goal Design - Is this goal...</b></p> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<p><b>Goal/Expected Result</b></p> <ul style="list-style-type: none"> <li>• Establish a yearly plan for community outreach that includes activities centered around both charity and justice</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Documents on Catholic social teaching (contact the Board's Religious Education Department)</li> <li>• Canadian Catholic Organization for Development and Peace</li> <li>• <b>Catholic Education and the Corporate Sector</b> (ICE)</li> <li>• Maquila Solidarity Network</li> <li>• Free the Children</li> <li>• Social Justice Web Site of ALCDSB contains extensive archives of school activities as well as guidelines for student involvement and ethical fundraising <a href="http://www.alcdsb.on.ca/social_justice/">http://www.alcdsb.on.ca/social_justice/</a></li> </ul>
<p><b>Relevant Catholic Theme(s)</b></p> <ul style="list-style-type: none"> <li>• Dignity of the Person</li> <li>• Community and the Common Good</li> <li>• Preferential Option for the Poor</li> <li>• Human rights and Responsibilities</li> <li>• Dignity of Work and Service</li> <li>• Stewardship for Creation</li> <li>• Love and Justice</li> <li>• Peace</li> <li>• Hope</li> </ul>	<p><b>CGE(s)</b></p> <ul style="list-style-type: none"> <li>• <b>CGE1d</b> Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</li> <li>• <b>CGE1h</b> Respects the faith traditions, world religions and the life-journeys of all people of good will</li> <li>• <b>CGE3a</b> Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges</li> <li>• <b>CGE7e</b> Witnesses to Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society</li> </ul>
<p><b>How will success be determined?</b></p> <ul style="list-style-type: none"> <li>• Students and staff participate in charitable activities and justice events</li> </ul>	

<b>Contributors</b>	<b>Tasks</b>
School Administration	<ul style="list-style-type: none"> <li>• Include school outreach as a topic for a staff meeting</li> <li>• Ensure that staff understand what charity means and what justice means in the context of Catholic social teaching</li> <li>• Ensure that student and staff education is a key component of any justice related activity</li> <li>• Brainstorm school activities that would fall into each category</li> <li>• Establish school plan</li> </ul>
Faith Ambassador/ Chaplain	<ul style="list-style-type: none"> <li>• Support administration</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• Participate in the development of a plan</li> </ul>
Students/Student Council/ Student Faith Group	<ul style="list-style-type: none"> <li>• Participate in the development of a plan</li> </ul>
Board's Religious Education Department	<ul style="list-style-type: none"> <li>• Open to provide in-service on Catholic social teaching and assist school in developing plan</li> </ul>
<b>Process Stages</b>	<b>Details and Considerations</b>
June (Prior Year)	<ul style="list-style-type: none"> <li>• Administration meets with a representative committee of teachers, Faith Ambassador, Chaplain, parish representative, parents and students, to examine the needs of the school, and the local and global community with respect to fundraising and justice issues</li> <li>• Draft a tentative plan for the following school year</li> <li>• Ensure that the plan contains both charity and justice initiatives</li> <li>• Ensure that there is a strong educational component to the plan</li> </ul>
September	<ul style="list-style-type: none"> <li>• At a staff meeting outline the charity and justice initiatives plan</li> <li>• Show how the committee grounded these initiatives in Catholic social teaching</li> <li>• Invite feedback and have committee modify plan if necessary</li> </ul>
September/ October	<ul style="list-style-type: none"> <li>• Present plan at School Council meeting</li> </ul>
September - June	<ul style="list-style-type: none"> <li>• Implement plan</li> <li>• Evaluate at the end of the school year</li> </ul>
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• School involvement in:                             <ul style="list-style-type: none"> <li>○ charitable activities</li> <li>○ justice activities</li> <li>○ justice education</li> </ul> </li> </ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• Evaluate plan in light of the activities</li> <li>• Aim for parent involvement</li> </ul>

## 1.e RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Religious Education and Family Life Education Protocol</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>Awareness of School/Board/Bishops' Requirements vis-à-vis Religious Education and Family Life Education</li> <li>Knowledge of Ontario Bishops and School Board Policy regarding a request to withdraw a student from the Religious Education or Family Life Education Programs</li> <li>Responding to concerns from Pastors and Parents</li> <li>Staff Awareness and Familiarity with Protocol</li> </ul>		<b>Resources</b> <ul style="list-style-type: none"> <li>Policies of the Canadian Conference of Catholic Bishops</li> <li>The Ontario Conference of Catholic Bishops</li> <li>The Institute for Catholic Education</li> <li>Religious Education and Family Life Education Texts</li> </ul>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Faith</li> <li>Community and the Common Good</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE3c</b> Thinks reflectively and creatively to evaluate situations and solve problems</li> <li><b>CGE3d</b> Makes decisions in light of gospel values with an informed moral conscience</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Knowledge of Protocol; awareness on part of Administration and staff of course to follow if there is a parental complaint or a concern expressed by a Pastor about the Religious Education and Family Life Education programs and their delivery; or if there is a request by a parent/guardian for a student to be withdrawn from part or all of the program</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
School Administration	<ul style="list-style-type: none"> <li>Allocate time at a staff meeting early in the year to review the Protocol and ensure that teachers are aware of the responsibilities of each of the following with respect to the Religious Education and Family Life Education Programs:                             <ul style="list-style-type: none"> <li>Canadian Conference of Catholic Bishops</li> <li>Ontario Conference of Catholic Bishops</li> <li>Institute for Catholic Education</li> <li>School Board</li> <li>Administration</li> <li>Teacher</li> </ul> </li> </ul>	
Staff	<ul style="list-style-type: none"> <li>Understand the Protocol</li> </ul>	
Board Religious Education and Family Life Education Department	<ul style="list-style-type: none"> <li>Ensure that the school Administration is familiar with the Protocol</li> </ul>	



<b>Process Stages</b>	<b>Details and Considerations</b>	
September	<ul style="list-style-type: none"> <li>• At opening staff meeting review the Board and School Policies with respect to Religious Education and Family Life Education in the following areas:                             <ul style="list-style-type: none"> <li>○ program requirements</li> <li>○ policy regarding a parental request to withdraw a student from the program</li> <li>○ responding to concerns from Pastors and parents</li> </ul> </li> </ul>	
June	<ul style="list-style-type: none"> <li>• At a staff meeting discuss and evaluate Policies</li> </ul>	
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• Evaluate how school deals with parental complaints</li> </ul>		<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• Ongoing Adult Faith Development</li> </ul>

## 2.a ADULT FAITH FORMATION/ TEACHER SPIRITUALITY - SAMPLE

<p><b>Description of Activity</b></p> <ul style="list-style-type: none"> <li>Professional Development Opportunities within the School</li> </ul>	<p><b>SMART Goal Design - Is this goal...</b></p> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<p><b>Goal/Expected Result</b></p> <ul style="list-style-type: none"> <li>School plan to educate staff in their faith and help them deepen their spirituality</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Faith Ambassador</li> <li>Chaplain</li> <li>School's Religious Education Department</li> <li>Teachers in Other Departments</li> <li>Board's Religious Education Department</li> <li><b>Ongoing Adult Faith Formation (ICE)</b></li> <li><b>Build Bethlehem Everywhere</b></li> <li><b>The Enduring Gift</b></li> </ul>
<p><b>Relevant Catholic Theme(s)</b></p> <ul style="list-style-type: none"> <li>Mystery, Awe and Wonder</li> <li>Dignity of Work and Service</li> <li>Love and Justice</li> <li>Peace</li> <li>Hope</li> </ul>	<p><b>CGE(s)</b></p> <ul style="list-style-type: none"> <li><b>CGE1c</b> Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures</li> <li><b>CGE4c</b> Takes initiative and demonstrates Christian leadership</li> <li><b>CGE5c</b> Develops one's God-given potential and makes a meaningful contribution to society</li> </ul>
<p><b>How will success be determined?</b></p> <ul style="list-style-type: none"> <li>Opportunities within the school setting to foster the spirituality of those working in Catholic education (e.g. staff retreats, prayer, guest speakers, book club)</li> </ul>	
<p><b>Contributors</b></p>	<p><b>Tasks</b></p>
<p>School Administration</p>	<ul style="list-style-type: none"> <li>With the Faith Ambassador and/or Chaplain, and interested staff, develop a plan for in-school adult faith development</li> <li>Implement plan</li> </ul>
<p>Faith Ambassador/ Chaplain</p>	<ul style="list-style-type: none"> <li>Coordinate with Administration to develop and implement an ongoing adult faith formation plan</li> </ul>
<p>Staff</p>	<ul style="list-style-type: none"> <li>Openness to participate and assist in the ongoing professional development</li> </ul>
<p>Board's Religious Education and Family Life Education Department</p>	<ul style="list-style-type: none"> <li>Facilitate Adult Faith Development in school</li> </ul>

<b>Process Stages</b>	<b>Details and Considerations</b>
September/October	<ul style="list-style-type: none"> <li>• Meet with the Pastoral Team to explore the needs of staff vis-à-vis adult faith development</li> <li>• Examine practical issues (e.g. planning the in-school faith day, the possibility of a twilight retreat for staff, using some time at staff meetings for adult faith development, opportunities for staff to come together for prayer, budget)</li> </ul>
October	<ul style="list-style-type: none"> <li>• Present to staff the Ongoing Adult Faith Development Plan for the year</li> </ul>
October/June	<ul style="list-style-type: none"> <li>• Implement plan</li> </ul>
June	<ul style="list-style-type: none"> <li>• Evaluate and being planning for following year</li> </ul>
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• Evidence of ongoing adult faith development plan and activities for the year</li> </ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• Evaluate plan, celebrate successes, modify for improvements if necessary</li> </ul>

## 2.b ADULT FAITH FORMATION/ TEACHER SPIRITUALITY - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Professional Development Opportunities outside the School</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>Specific?</li> <li>Measurable?</li> <li>Attainable?</li> <li>Result-oriented?</li> <li>Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>Using resources outside the school to help educate staff in their faith and deepen their spirituality</li> </ul>		<b>Resources</b> <ul style="list-style-type: none"> <li><b>Ongoing Adult Faith Formation</b> (ICE)</li> <li>EOCCC Mid Year Institute</li> <li>EOCCC Conference</li> <li>When Faith Meets Pedagogy Conference</li> <li>High School Forum</li> <li>Marguerite Retreat Centre (Pembroke)</li> <li>Providence Spirituality Centre (Kingston)</li> </ul>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Mystery, Awe and Wonder</li> <li>Dignity of Work and Service</li> <li>Love and Justice</li> <li>Peace</li> <li>Hope</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1c</b> Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures</li> <li><b>CGE4c</b> Takes initiative and demonstrates Christian leadership</li> <li><b>CGE5c</b> Develops one's God-given potential and makes a meaningful contribution to society</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Staff participation in activities related to theology and spirituality (e.g. conferences, board P.A. days, retreats, exposure/mission trips, justice activities, parish life)</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
School Administration		<ul style="list-style-type: none"> <li>Encourage and support financially staff to take the OECTA/OCSTA Religious Education A.Q. Courses and participate in conferences and retreats</li> <li>Allow staff time at meetings to share with others what they have learned from outside professional development experiences</li> </ul>	
Faith Ambassador/ Chaplain		<ul style="list-style-type: none"> <li>Assist Administration in publicizing faith development opportunities</li> <li>Pursue their own faith development</li> </ul>	
Board Religious Education and Family Life Education Department		<ul style="list-style-type: none"> <li>Offer OECTA/OCSTA Religious Education A.Q. Courses Parts 1, 2, and 3</li> <li>Organize Board-wide P.A. Days</li> <li>Financially support conference opportunities for teachers (e.g. EOCCC Conference, EOCCC Mid Year Institute, When Faith Meets Pedagogy, High School Forum and retreat opportunities)</li> </ul>	
Staff		<ul style="list-style-type: none"> <li>Assume responsibility for personal ongoing adult faith formation</li> </ul>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
August/September		<ul style="list-style-type: none"> <li>Distribute Board information regarding OECTA/OCSTA Religious Education A.Q. Parts 1, 2, and 3 Courses</li> </ul>	
September/October		<ul style="list-style-type: none"> <li>Meet with the Pastoral Team to explore the needs of staff vis-à-vis adult faith development</li> <li>Examine practical issues (e.g. budget, whether the Faith Day is Board or school organized, where to find time during the school year for staff Professional Development, possibilities for staff to attend conferences)</li> </ul>	

October	<ul style="list-style-type: none"> <li>• Present to staff the Ongoing Adult Faith Development Plan for the year</li> </ul>
October/June	<ul style="list-style-type: none"> <li>• Implement plan</li> <li>• Allocate time at staff meetings for teachers who have attended conferences to report and distribute resources which might be helpful to colleagues</li> </ul>
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• Evidence of staff participation in ongoing adult faith formation experiences outside the school</li> <li>• Sharing at staff meetings</li> </ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• Continue to make staff aware of professional development opportunities and support them in these endeavours</li> </ul>

### 3. CATHOLICITY ACROSS THE CURRICULUM - SAMPLE

<p><b>Description of Activity</b></p> <ul style="list-style-type: none"> <li>• Teacher Awareness of Ontario Catholic School Graduate Expectations</li> <li>• Weaving the Religious Education and Family Life Education Themes into other subject areas</li> </ul>	<p><b>SMART Goal Design - Is this goal...</b></p> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<p><b>Goal/Expected Result</b></p> <ul style="list-style-type: none"> <li>• Teacher familiarity with the <i>Ontario Catholic School Graduate Expectations</i></li> <li>• Increasing teacher facility with integrating Catholic principles, values and virtues into the curriculum</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Ontario Catholic School Graduate Expectations</i></li> <li>• <i>Educating the Soul</i> (ICE)</li> <li>• <i>Ongoing Adult Faith Formation</i> (ICE)</li> <li>• <i>Catholic Education and the Corporate Sector</i> (ICE)</li> <li>• <i>Curriculum Support for Catholic Schools: Enhancing the Religious Dimension of Catholic Education</i> (EOCCC)</li> </ul>
<p><b>Relevant Catholic Theme(s)</b></p> <ul style="list-style-type: none"> <li>• Dignity of the Human Person</li> <li>• Intimacy and Sexuality</li> <li>• Community and the Common Good</li> <li>• Preferential Option for the Poor and Vulnerable</li> <li>• Human Rights and Responsibilities</li> <li>• Dignity of Work and Service</li> <li>• Stewardship for Creation</li> <li>• Love and Justice</li> <li>• Peace</li> <li>• Hope</li> <li>• Faith</li> <li>• Mystery, Wonder and Awe</li> </ul>	<p><b>CGE(s)</b></p> <ul style="list-style-type: none"> <li>• <b>CGE1g</b> Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey</li> <li>• <b>CGE2e</b> Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life</li> <li>• <b>CGE7e</b> Witnesses to Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society</li> </ul>
<p><b>How will success be determined?</b></p> <ul style="list-style-type: none"> <li>• Catholic values evident in approach to systems of reward and recognition, school discipline, extra-curricular activities</li> <li>• Evidence of student learning that gospel values are integrated, extended and infused into curricula</li> <li>• School newsletter to parents</li> <li>• Articles in local newspapers</li> </ul>	

<b>Contributors</b>	<b>Tasks</b>
School Administration	<ul style="list-style-type: none"> <li>• Invite Board Religious Education and Family Life Education Department to in-service teachers</li> <li>• Establish an in-school or intra-school mentorship program</li> </ul>
Board's Religious Education and Family Life Education Department	<ul style="list-style-type: none"> <li>• Provide professional development opportunities for teachers, either at school staff meetings, meetings with small groups of teachers or Board office in-services, including:                             <ul style="list-style-type: none"> <li>○ understanding of the <b>Ontario Catholic School Graduate Expectations</b></li> <li>○ why it is necessary to integrate religion into other subject areas</li> <li>○ how to use the EOCCC CD <b>Curriculum Support for Catholic Schools: Enhancing the Religious Dimension of Catholic Education</b></li> </ul> </li> <li>• Methods: Integration, Extension, Infusion</li> <li>• Knowledge of best practices as outlined in the ICE document <b>Ongoing Adult Faith Formation</b></li> <li>• Examples of existing curricula that integrate Catholic Themes</li> <li>• Discuss how this can also be applied to the wider school community</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• Openness to learning new skills and becoming acquainted with Catholic curriculum resources</li> <li>• Willingness to try to create an ethos of right relationship, mutuality, dialogue and respect throughout the school community</li> </ul>
<b>Process Stages</b>	<b>Details and Considerations</b>
September/December	<ul style="list-style-type: none"> <li>• Administration invites a member of the Board's Religious Education department to in-service the staff on the Ontario Catholic School Graduate Expectations</li> </ul>
October	<ul style="list-style-type: none"> <li>• Faith Ambassadors/ Religion Department Program leaders attend Board reflection day on <i>Integrating Catholic Principles Throughout the Curricula</i></li> </ul>
November/June	<ul style="list-style-type: none"> <li>• Board's Religious Education Department and Faith Ambassador/ Religious Education Program Leaders in-service staff on <i>Integrating Catholic Themes Throughout the Curricula</i></li> <li>• With the use of the EOCCC CD <b>Curriculum Support for Catholic Schools: Enhancing the Religious Dimension of Catholic Education</b>, teachers will aim to develop a unit of study with the religious dimension integrated into the curriculum</li> </ul>
<b>Effectiveness (degree to which goal has been achieved)</b>	<b>Follow Up/Next Steps</b>
<ul style="list-style-type: none"> <li>• Examine curriculum</li> <li>• Quality of mentorships</li> <li>• Short classroom visits</li> <li>• Conferences with teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and celebrate successes</li> <li>• Assess further needs</li> <li>• Develop new strategies</li> </ul>

#### 4. THE TRIAD: HOME/PARISH/SCHOOL RELATIONS - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>To develop a Catholic Education Coalition within the school community</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>A local Catholic Education Coalition will foster and deepen relationships between home-parish and school and it will encourage positive awareness about Catholic education in the wider community</li> </ul>		<b>Resources:</b> <ul style="list-style-type: none"> <li><b>The Enduring Gift</b> video by OCSOA</li> <li>Articles on Catholic education by Dr. Mark McGowan, Msgr. Dennis Murphy, Ontario Conference of Catholic Bishops, Sister Clare Fitzgerald</li> <li><b>Build Bethlehem Everywhere</b> by Fr. Reichers published by CCSTA</li> </ul>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Faith</li> <li>Hope</li> <li>Community and The Common Good</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE5e</b> Respects the rights, responsibilities and contributions of self and others</li> <li><b>CGE7j</b> Contributes to the common good</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>As a result of the development of a local Catholic Education Coalition, awareness about the nature and the value of Catholic education will be heightened</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
School Administration	<ul style="list-style-type: none"> <li>Gather a team of representatives from among the staff, students, clergy, parents, local trustees, and other interested ratepayers together to explore the <i>possibility</i> and <i>potential</i> of such a group</li> <li>Ask secretary to complete related tasks</li> </ul>	
Catholic School Council	<ul style="list-style-type: none"> <li>Coordinate and host meeting of representatives</li> <li>Identify key representatives from CSC for committee work</li> </ul>	
Parish Council	<ul style="list-style-type: none"> <li>Ensure that there are at least two members from the Parish Council (along with the parish priest) on this committee; it could serve as a sub-committee of Parish Council</li> </ul>	
<b>Process Stages</b>	<b>Details and Considerations</b>	
September	<ul style="list-style-type: none"> <li>First Meeting to:                             <ul style="list-style-type: none"> <li>Determine viability of such a group</li> <li>Determine potential of such a group</li> <li>Identify goals to be pursued</li> </ul> </li> </ul>	
Mid Term	<ul style="list-style-type: none"> <li>Refine Goals</li> <li>Announce the Catholic Education Coalition to larger community</li> <li>Prepare calendar of events to promote awareness; other activities might include: barbeque, guest speaker, retreats, socials, coffee houses, etc.</li> </ul>	
Second Term	<ul style="list-style-type: none"> <li>Focus on Catholic Education Week in May as an opportunity to highlight the work of the coalition</li> </ul>	
May	<ul style="list-style-type: none"> <li>Celebrate Eucharist together at local parish with focus on Catholic education</li> </ul>	



<p><b>Effectiveness (degree to which goal has been achieved)</b></p> <ul style="list-style-type: none"><li>• Committee will meet to discuss effectiveness of activities as a means to fostering relationships among the home-parish and school</li></ul>	<p><b>Follow Up/Next Steps</b></p> <ul style="list-style-type: none"><li>• In June the committee will meet to plan for the upcoming school year</li></ul>
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## 5.a LITURGICAL LIFE OF THE SCHOOL: OPENING SCHOOL YEAR CELEBRATION - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Liturgical Celebration to open the school year and introduce the vision or theme for the year</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>The principal will work with staff, students and clergy to prepare the Eucharistic celebration to open the new school year and introduce the vision or theme for the year</li> </ul>		<b>Resources</b> <ul style="list-style-type: none"> <li>Board Liturgical Calendar</li> <li><i>Living with Christ</i> (complete monthly edition)</li> <li><i>Catholic Book of Worship III</i></li> <li><i>Glory and Praise Volume I, II, III</i></li> </ul>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Faith</li> <li>Hope</li> <li>Mystery, Wonder and Awe</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1a</b> Illustrates a basic understanding of the saving story of our Christian faith</li> <li><b>CGE1c</b> Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>The community will gather to celebrate the Eucharist on the designated day</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
School Administration	<ul style="list-style-type: none"> <li>Gather a Pastoral Team from among the staff together to prepare the liturgy</li> <li>Consult and include priest Chaplain in preparation</li> <li>Ask secretary to complete related tasks</li> </ul>	
School Staff: Teachers, Education Assistants	<ul style="list-style-type: none"> <li>Provide art to decorate the gym</li> <li>Suggest names of students to act as Ministers of the Word</li> <li>Invite qualified staff to volunteer to be Eucharistic Ministers</li> </ul>	
Students	<ul style="list-style-type: none"> <li>Participate in the overall preparation of the liturgy as determined by their teachers' leadership</li> </ul>	

<b>Process Stages</b>	<b>Details and Considerations</b>	
Late June	<ul style="list-style-type: none"> <li>• Principal, in consultation with staff, identifies the theme for the next school year, with consideration of the Board theme and that identified by OCSTA for the upcoming Catholic Education Week</li> <li>• Book (parish) priest for Eucharistic celebration</li> </ul>	
Late August	<ul style="list-style-type: none"> <li>• Meet with Pastoral Team to assist with preparation of the liturgy</li> <li>• Prepare the liturgy</li> </ul>	
Early September	<ul style="list-style-type: none"> <li>• Teachers to involve students in preparation of art work consistent with the school theme to be used in the opening celebration</li> <li>• Teachers identify students who will be Ministers of the Word</li> <li>• Eucharistic Ministers are identified</li> </ul>	
Mid September	<ul style="list-style-type: none"> <li>• Immediate preparation, including practicing music and readings</li> <li>• Celebration of the opening liturgy</li> </ul>	
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• Teachers will engage students in a reflection on the liturgy after it has been celebrated. The purpose of this will be to reflect on the school year theme, etc.</li> </ul>		<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• Pastoral Team meets with principal to assess liturgy</li> </ul>

## 5.b LITURGICAL LIFE OF THE SCHOOL: CHRISTIMAS - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Christmas Mass in early January</li> </ul> <p><b>N.B.</b> As with all Liturgical Celebrations they must be celebrated within their own season. Advent is celebrated before the Christmas holidays but Christmas may be celebrated in the first week back to school in January. Consult liturgical calendar for dates associated with the Christmas Season</p>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the liturgical celebration for Christmas</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• Board Liturgical Calendar</li> <li>• <i>Living with Christ</i> (complete monthly edition)</li> <li>• <i>Catholic Book of Worship III</i></li> <li>• <i>Glory and Praise Volume I, II, III</i></li> <li>• Supplementary resources for Advent/Christmas</li> </ul>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Peace</li> <li>• Hope</li> <li>• Faith</li> <li>• Mystery, Wonder and Awe</li> </ul>	<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1a</b> Illustrates a basic understanding of the saving story of our Christian faith</li> <li>• <b>CGE7d</b> Promotes the sacredness of life</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• The community will gather in early January to celebrate Christmas in a Eucharistic Celebration</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
School Administration	<ul style="list-style-type: none"> <li>• Gather the Pastoral Team from among the staff together to prepare the liturgy</li> <li>• Invite a member of the clergy to assist Pastoral Team in preparation of liturgy and to preside over the celebration</li> <li>• Discuss the nature of the liturgical year with staff to acknowledge that celebrations ought to be in keeping with the season (i.e. Advent, Christmas, Lent, etc.)</li> <li>• Ask secretary to complete related tasks</li> </ul>	
School Staff: Teachers, Education Assistants	<ul style="list-style-type: none"> <li>• Provide art to decorate the gym</li> <li>• Suggest names of students to act as Ministers of the Word</li> <li>• Invite qualified staff to volunteer to be Eucharistic Ministers</li> </ul>	
Students	<ul style="list-style-type: none"> <li>• Participate in the overall preparation of the liturgy as determined by their teachers' leadership</li> </ul>	
<b>Process Stages</b>	<b>Details and Considerations</b>	
Mid to late December	<ul style="list-style-type: none"> <li>• Prepare liturgy</li> <li>• Identify music so students can practice well in advance</li> <li>• Practice readings, skits, etc. with students</li> </ul>	
First Week of January (or first week back to school in Christmas Season)	<ul style="list-style-type: none"> <li>• Confirm attendance of clergy</li> <li>• Practice readings and music with students</li> <li>• Prepare art for display</li> <li>• Eucharistic Celebration</li> </ul>	
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>• Teachers will engage students in a reflection on the service to determine understanding</li> </ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>• Pastoral Team meets with principal to assess liturgy</li> </ul>	

## 5.c LITURGICAL LIFE OF THE SCHOOL: LENT - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Liturgical Celebrations for the Season of Lent</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>Classroom teachers will assist their students in the preparation of Lenten Liturgies which will be celebrated with the school community once/week during Lent</li> <li>Incorporated into these liturgies will be a focus on social justice awareness activities</li> </ul>		<b>Resources</b> <ul style="list-style-type: none"> <li>Board Liturgical Calendar</li> <li><i>Living with Christ</i> (complete monthly edition)</li> <li><i>Catholic Book of Worship III</i></li> <li><i>Glory and Praise Volume I, II, III</i></li> <li>Supplementary Lenten resources</li> </ul>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Mystery, Wonder and Awe</li> <li>Faith</li> <li>Community and the Common Good</li> <li>Love and Justice</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1f</b> Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship</li> <li><b>CGE4a</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Students and staff will demonstrate an understanding of Lent as a time of deepening conversion, sacrifice and almsgiving</li> </ul>		
<b>Contributors</b>		<b>Tasks</b>
School Administration		<ul style="list-style-type: none"> <li>Provides leadership and resources to enable staff to reflect on the Lenten Season with their students</li> </ul>
Teachers		<ul style="list-style-type: none"> <li>Plan using resources from Religious Education Program and supplementary resources on the season of Lent to prepare weekly liturgies of the word</li> </ul>
Students		<ul style="list-style-type: none"> <li>Contribute art work, learn songs and prepares special readings, skits etc.</li> </ul>
<b>Process Stages</b>		<b>Details and Considerations</b>
February		<ul style="list-style-type: none"> <li>Principal works with Pastoral Team and staff to plan activities appropriate to the Lenten Season</li> </ul>
Mid February		<ul style="list-style-type: none"> <li>Designated classes begin to prepare Liturgy of the Word to be celebrated at Friday Assemblies</li> </ul>
Friday Assembly		<ul style="list-style-type: none"> <li>Each Friday throughout the season of Lent all students and staff participate in the Friday assembly which focuses on the theme of Lent</li> </ul>
Ash Wednesday (beginning of Lent)		<ul style="list-style-type: none"> <li>Pastoral Team prepares Ash Wednesday Service</li> </ul>
Reconciliation Service (late Lent)		<ul style="list-style-type: none"> <li>Pastoral Team prepares Reconciliation Service(s); contact clergy as required</li> </ul>
<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"> <li>Teachers will engage students in a reflection on the service to determine understanding</li> </ul>		<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"> <li>Pastoral Team meets with principal to assess liturgy</li> </ul>

## 5.d LITURGICAL LIFE OF THE SCHOOL: EASTER - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Mass to Celebrate Easter</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the Eucharistic celebration to celebrate Easter</li> </ul>		<b>Resources</b> <ul style="list-style-type: none"> <li>• Board Liturgical Calendar</li> <li>• <i>Living with Christ</i> (complete monthly edition)</li> <li>• <i>Catholic Book of Worship III</i></li> <li>• <i>Glory and Praise Volume I, II, III</i></li> <li>• Supplementary Easter resources</li> </ul>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Hope</li> <li>• Mystery, Wonder and Awe</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1b</b> Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story</li> <li>• <b>CGE1c</b> Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• The community will gather to celebrate the Eucharist on the designated day</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
School Administration	<ul style="list-style-type: none"> <li>• Gather a Pastoral Team from among the staff together to prepare the liturgy</li> <li>• Invite a member of the clergy to assist Pastoral Team in preparation of liturgy and to preside at the celebration</li> <li>• Ask secretary to complete related tasks</li> </ul>	
School Staff: Teachers, Education Assistants	<ul style="list-style-type: none"> <li>• Provide art to decorate the gym</li> <li>• Suggest names of students to act as Ministers of the Word</li> <li>• Invite qualified staff to be Eucharistic Ministers</li> </ul>	
Students	<ul style="list-style-type: none"> <li>• Participate in the overall preparation of the liturgy as determined by their teacher's leadership</li> </ul>	
<b>Process Stages</b>	<b>Details and Considerations</b>	
Mid Lent	<ul style="list-style-type: none"> <li>• Gather the Pastoral Team from among the staff together to prepare the liturgy</li> <li>• Discuss the nature of the liturgical year with staff to acknowledge that celebrations ought to be in keeping with the season (i.e. Advent, Christmas, Lent, etc.)</li> <li>• Ask secretary to complete related tasks</li> <li>• Invite a member of the clergy to preside at the liturgy</li> </ul>	
Late Lent	<ul style="list-style-type: none"> <li>• Meet with Pastoral Team to assist with preparation of the liturgy</li> <li>• Prepare the liturgy</li> </ul>	
Early Easter	<ul style="list-style-type: none"> <li>• Teachers to involve students in preparation of art work consistent with the liturgical time (e.g. cross draped in white) to be used in the opening celebration</li> <li>• Teachers identify students who will be Ministers of the Word</li> <li>• Eucharistic Ministers are identified</li> </ul>	

Easter Week	<ul style="list-style-type: none"> <li>• Immediate preparation, including practicing music and readings</li> <li>• Celebration of the Easter Mass</li> </ul>
<p><b>Effectiveness (degree to which goal has been achieved)</b></p> <ul style="list-style-type: none"> <li>• Teachers will engage students in a reflection on the liturgy after it has been celebrated. The purpose of this will be to reflect on the school year theme etc.</li> </ul>	<p><b>Follow Up/Next Steps</b></p> <ul style="list-style-type: none"> <li>• Pastoral Team meets with principal to assess liturgy</li> </ul>

## 5.e LITURGICAL LIFE OF THE SCHOOL: END OF SCHOOL YEAR CELEBRATION/GRADUATION - SAMPLE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Mass to celebrate Closing of the School Year</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the Eucharistic celebration to celebrate the Closing of the School Year/Graduation</li> </ul>		<b>Resources</b> <ul style="list-style-type: none"> <li>• Board Liturgical Calendar</li> <li>• <i>Living with Christ</i> (complete monthly edition)</li> <li>• <i>Catholic Book of Worship III</i></li> <li>• <i>Glory and Praise Volume I, II, III</i></li> </ul>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Community and the Common Good</li> <li>• Hope</li> <li>• Dignity of the Human Person</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE3b</b> Creates, adapts, evaluates, new ideas in light of the common good</li> <li>• <b>CGE3e</b> Adopts a holistic approach to life by integrating learning from various subject areas and experience</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• The community will gather to celebrate the Eucharist on the designated day</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
School Administration	<ul style="list-style-type: none"> <li>• Gather a Pastoral Team from among the staff together to prepare the liturgy</li> <li>• Invite a member of the clergy to assist Pastoral Team in preparation of liturgy and to preside at the celebration</li> <li>• Ask secretary to complete related tasks</li> </ul>	
School Staff: Teachers, Education Assistants	<ul style="list-style-type: none"> <li>• Provide art to decorate the gym</li> <li>• Suggest names of students to act as Ministers of the Word</li> <li>• Invite qualified staff to be Eucharistic Ministers</li> </ul>	
Students	<ul style="list-style-type: none"> <li>• Participate in the overall preparation of the liturgy as determined by their teachers' leadership</li> </ul>	
<b>Process Stages</b>	<b>Details and Considerations</b>	
Mid May	<ul style="list-style-type: none"> <li>• Gather the Pastoral Team from among the staff together to prepare the liturgy</li> <li>• Discuss the reasons that we celebrate the end of the school year and or graduation to determine focus for décor etc.</li> <li>• Invite a member of the clergy to preside at the liturgy</li> <li>• Meet with Pastoral Team to assist with preparation of the liturgy</li> </ul>	
Early June	<ul style="list-style-type: none"> <li>• Prepare the liturgy</li> </ul>	
Mid June	<ul style="list-style-type: none"> <li>• Teachers to involve students in preparation of art work consistent with the liturgical season to be used in the celebration</li> <li>• Teachers identify students who will be Ministers of the Word</li> <li>• Eucharistic Ministers are identified</li> </ul>	
End June	<ul style="list-style-type: none"> <li>• Immediate preparation to include practicing music and reading</li> <li>• Celebration of the End of the Year mass/graduation</li> </ul>	



<b>Effectiveness (degree to which goal has been achieved)</b> <ul style="list-style-type: none"><li>• Teachers will engage students in a reflection on the liturgy after it has been celebrated. The purpose of this will be to reflect on the school year theme etc.</li></ul>	<b>Follow Up/Next Steps</b> <ul style="list-style-type: none"><li>• Pastoral Team meets with principal to assess liturgy</li></ul>
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<b>6. Summary of School Year Religious Education and Family Life Education Improvement Plans</b> School Board _____ School _____ Principal _____ Date _____	
<b>Religious Education and Family Life Education Program</b>  <b>Major Initiatives:</b> <ul style="list-style-type: none"> <li>• Purchase new Grade 12 Texts and implement the new program</li> <li>• Chaplaincy to develop and implement Grades 9 and 10 Retreat Program</li> <li>• Promote Fair Trade Education and Products in School</li> <li>• Provide PD Support and Mentors for new Religious Education teachers</li> </ul>	<b>Timeline:</b> <ul style="list-style-type: none"> <li>• September</li> <li>• September - October</li> <li>• September - June</li> <li>• September - June</li> </ul>
<b>Adult Faith Formation/ Teacher Spirituality</b>  <b>Major Initiatives:</b> <ul style="list-style-type: none"> <li>• Plan Retreat for School Staff for February P.A. Day</li> <li>• Support two teachers each to attend:                             <ul style="list-style-type: none"> <li>○ When Faith Meets Pedagogy Conference</li> <li>○ High School Forum</li> </ul> </li> </ul>	<b>Timeline:</b> <ul style="list-style-type: none"> <li>• October - January</li> <li>• October</li> <li>• May</li> </ul>
<b>Catholicity across the Curriculum</b>  <b>Major Initiatives:</b> <ul style="list-style-type: none"> <li>• Allow time at four Staff Meetings for teachers to learn how to use the EOCCC CD <i>Curriculum Support for Catholic Schools: Enhancing the Religious Dimension of Catholic Education</i></li> </ul>	<b>Timeline:</b> <ul style="list-style-type: none"> <li>• October, December, March, May</li> </ul>
<b>The Triad: Home/School/Parish</b>  <b>Major Initiatives:</b> <ul style="list-style-type: none"> <li>• Develop Catholic Education Coalition within the local school community</li> </ul>	<b>Timeline:</b> <ul style="list-style-type: none"> <li>• October - June</li> </ul>

<p><b>Liturgical Seasons and Special Celebrations</b></p> <p><b>Major Initiatives:</b></p> <ul style="list-style-type: none"><li>• Highlight Catholic Education Week with School Eucharist and Celebration for Students, Parents, Parish and Community</li><li>• Plan special celebration for the feast day of the School's Patron Saint</li><li>• Begin a tradition of a Memorial Mass for students and staff who have died</li></ul>	<p><b>Timeline:</b></p> <ul style="list-style-type: none"><li>• Planning: November – April/Celebration: May</li><li>• Planning: as appropriate/Celebration: as per Liturgical Calendar</li><li>• Planning: October/Celebration: All Saints/All Souls (November)</li></ul>
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## **WORKING SCHOOL IMPROVEMENT PLANNING TEMPLATES FOR RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION FOR SECONDARY SCHOOLS**

- 1. Religious Education and Family Life Education Program**
  - a) Staffing, Timetable and Teacher In-service
  - b) Texts and Program
    - Religious Education
    - Family Life
    - AIDS
    - Other Programs
    - Assessment
  - c) Student Retreat Program
  - d) Charity/Justice Initiatives
  - e) Religious Education and Family Life Education Protocol
  
- 2. Adult Faith Formation/ Teacher Spirituality**
  - a) Professional Development Opportunities within the School
  - b) Professional Development Opportunities outside the School
  
- 3. Catholicity across the Curriculum**

Teacher Awareness of *Ontario Catholic School Graduate Expectations*, Weaving the Religious Education and Family Life Education Themes into Literacy, Numeracy, Other Subject Areas
  
- 4. The Triad: Home/School/Parish**

Relationship with the Parish and the wider Community
  
- 5. Liturgical Life of the School**
  - a) Opening School Year Celebration
  - b) Thanksgiving
  - c) Patron Saint Celebration
  - d) Remembrance Day
  - e) Advent
  - f) Christmas
  - g) Lent
  - h) Easter
  - i) Catholic Education Week
  - j) End of School Year Celebration/Graduation
  
- 6. Summary of School Year Religious Education and Family Life Education Improvement Plans**

## 1.a RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Staffing, Timetable and Teacher In-service</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• Decide which Religious Education programs will be offered</li> <li>• Timetable</li> <li>• Assign teachers to teach each program</li> <li>• Ensure that teachers are in-serviced and supported in the delivery of the program</li> <li>• Ensure each student in the school is fulfilling the board/school requirements vis-à-vis studying Religious Education</li> </ul>		<b>Resources</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1a</b> Illustrates a basic understanding of the saving story of our Christian faith</li> <li>• <b>CGE5g</b> Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• Religious Education will be visible on teachers' and students' timetables</li> <li>• Correct programs being taught</li> </ul>		
<b>Contributors</b>		<b>Tasks</b>
<b>Process Stages</b>		<b>Details and Considerations</b>
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>

## 1.b RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Texts and Program                             <ul style="list-style-type: none"> <li>○ Religious Education</li> <li>○ Family Life</li> <li>○ AIDS</li> <li>○ Other Programs</li> <li>○ Assessment</li> </ul> </li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• Ensure that there are sufficient texts and bibles for Religious Education, Family Life, AIDS education, other programs</li> <li>• Build library of additional resources for programs</li> <li>• Ensure teachers are aware of provincial and board policies on assessment in Religious Education and Family Life Education</li> <li>• Provide resources on assessment</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Hope</li> <li>• Love and Justice</li> <li>• Mystery Awe and Wonder</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1g</b> Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey</li> <li>• <b>CGE4e</b> Sets appropriate goals and priorities in school, and work</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• Sufficient texts, additional resources, assessment resources, course profiles, lessons plans, teacher in-service, engaged students in class</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

## 1.c RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM– WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Student Retreat Program</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• Ensure that there is a comprehensive Retreat Program open to all students in the school</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Dignity of the Person</li> <li>• Community and the Common Good</li> <li>• Dignity of Work and Service</li> <li>• Stewardship for Creation</li> <li>• Love and Justice</li> <li>• Peace</li> <li>• Hope</li> <li>• Mystery, Wonder and Awe</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1f</b> Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship</li> <li>• <b>CGE1g</b> Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey</li> <li>• <b>CGE5f</b> Exercises Christian leadership in the achievement of individual and group goals</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• Student Retreat programs offered; enthusiastic student participation</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

## 1.d RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM– WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Charity/Justice Initiatives</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>Establish a yearly plan for community outreach that includes activities centered around both charity and justice</li> </ul>		<b>Resources</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Dignity of the Person</li> <li>Community and the Common Good</li> <li>Preferential Option for the Poor</li> <li>Human Rights and Responsibilities</li> <li>Dignity of Work and Service</li> <li>Stewardship for Creation</li> <li>Love and Justice</li> <li>Peace</li> <li>Hope</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1d</b> Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</li> <li><b>CGE1h</b> Respects the faith traditions, world religions and the life-journeys of all people of good will</li> <li><b>CGE3a</b> Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges</li> <li><b>CGE7e</b> Witnesses to Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Students and staff participate in charitable activities and justice events</li> </ul>		
<b>Contributors</b>		<b>Tasks</b>
<b>Process Stages</b>		<b>Details and Considerations</b>
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>



## 1.e RELIGIOUS EDUCATION AND FAMILY LIFE EDUCATION PROGRAM

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Religious Education and Family Life Education Protocol</li> </ul>		<b>SMART Goal Design -Is this goal...</b> <ul style="list-style-type: none"> <li>☐ Specific?</li> <li>☐ Measurable?</li> <li>☐ Attainable?</li> <li>☐ Result-oriented?</li> <li>☐ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>Awareness of School/Board/Bishops' Requirements vis-à-vis Religious Education and Family Life Education</li> <li>Knowledge of Ontario Bishops and School Board Policy regarding a request to withdraw a student from the Religious Education Program</li> <li>Responding to concerns from Pastors and Parents</li> <li>Staff awareness and familiarity with Protocol</li> </ul>		<b>Resources</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Faith</li> <li>Community and the Common Good</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE3c</b> Thinks reflectively and creatively to evaluate situations and solve problems</li> <li><b>CGE3d</b> Makes decisions in light of gospel values with an informed moral conscience</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Knowledge of Protocol</li> <li>Awareness on part of Administration and Staff of course to follow if there is a concern expressed about the Religious Education program and its delivery or if there is a request by a parent/guardian for a student to be withdrawn from part or all of the program</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
<b>Process Stages</b>	<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>	<b>Follow Up/Next Steps</b>	

## 2.a ADULT FAITH FORMATION/ TEACHER SPIRITUALITY – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Professional Development Opportunities within the School</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>School plan to educate staff in their faith and help them deepen their spirituality</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Mystery, Awe and Wonder</li> <li>Dignity of Work and Service</li> <li>Love and Justice</li> <li>Peace</li> <li>Hope</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1c</b> Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures</li> <li><b>CGE4c</b> Takes initiative and demonstrates Christian leadership</li> <li><b>CGE5c</b> Develops one's God-given potential and makes a meaningful contribution to society</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Opportunities within the school setting to foster the spirituality of those working in Catholic education (e.g. staff retreats, prayer, guest speakers, book club)</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

## 2.b ADULT FAITH FORMATION/ TEACHER SPIRITUALITY – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Professional Development Opportunities outside the School</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>Using resources outside the school to help educate staff in their faith and deepen their spirituality</li> </ul>		<b>Resources</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Mystery, Wonder and Awe</li> <li>Dignity of Work and Service</li> <li>Love and Justice</li> <li>Peace</li> <li>Hope</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1c</b> Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures</li> <li><b>CGE4c</b> Takes initiative and demonstrates Christian leadership</li> <li><b>CGE5c</b> Develops one's God-given potential and makes a meaningful contribution to society</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Staff participation in activities related to theology and spirituality (e.g. conferences, board P.A days, retreats, exposure/mission trips, justice activities, parish life)</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
<b>Process Stages</b>	<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>	<b>Follow Up/Next Steps</b>	

### 3. CATHOLICITY ACROSS THE CURRICULUM – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Teacher awareness of Ontario Catholic School Graduate Expectations</li> <li>• Weaving the Religious Education and Family Life Education Themes into other subject areas</li> </ul>		<b>SMART Goal Design - Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• Teacher familiarity with the Ontario Catholic School Graduate Expectations</li> <li>• Increasing teacher facility with integrating Catholic principles, values and virtues into the curricula</li> </ul>		<b>Resources</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Dignity of the Human Person</li> <li>• Intimacy and Sexuality</li> <li>• Community and the Common Good</li> <li>• Preferential Option for the Poor and Vulnerable</li> <li>• Human Rights and Responsibilities</li> <li>• Dignity of Work and Service</li> <li>• Stewardship for Creation</li> <li>• Love and Justice</li> <li>• Peace</li> <li>• Hope</li> <li>• Faith</li> <li>• Mystery, Wonder and Awe</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1g</b> Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey</li> <li>• <b>CGE2e</b> Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life</li> <li>• <b>CGE7e</b> Witnesses to Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• Catholic values evident in approach to systems of reward and recognition, school discipline, extra-curricular activities</li> <li>• Evidence of student learning that gospel values are integrated, extended and infused into curricula</li> <li>• School newsletter to parents</li> <li>• Articles in local newspapers</li> </ul>		
<b>Contributors</b>		<b>Tasks</b>
<b>Process Stages</b>		<b>Details and Considerations</b>
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>

## 4. THE TRIAD: HOME/SCHOOL/ PARISH RELATIONS – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>To develop a Catholic Education Coalition within the school community</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>A local Catholic Education Coalition will foster and deepen relationships between home-parish and school and it will encourage positive awareness about Catholic education in the wider community</li> </ul>		<b>Resources:</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Faith</li> <li>Hope</li> <li>Community and The Common Good</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE5e</b> Respects the rights, responsibilities and contributions of self and others.</li> <li><b>CGE7j</b> Contributes to the common good</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>As a result of the development of a local Catholic Education Coalition, awareness about the nature and the value of Catholic education will be heightened</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
<b>Process Stages</b>	<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>	<b>Follow Up/Next Steps</b>	

## 5.a LITURGICAL LIFE OF THE SCHOOL: OPENING SCHOOL YEAR CELEBRATION – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Liturgical Celebration to open the school year and introduce the vision or theme for the year</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>The principal will work with staff, students and clergy to prepare the Eucharistic celebration to open the new school year and introduce the vision or theme for the year</li> </ul>		<b>Resources</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Faith</li> <li>Hope</li> <li>Mystery, Wonder and Awe</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1a</b> Illustrates a basic understanding of the saving story of our Christian faith</li> <li><b>CGE1c</b> Actively reflects on God's Word as communicated through the Hebrew and Christian Scriptures</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>The community will gather to celebrate the Eucharist on the designated day</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
<b>Process Stages</b>	<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>

## 5.b LITURGICAL LIFE OF THE SCHOOL: THANKSGIVING – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Mass to Celebrate Thanksgiving</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the Eucharistic celebration to celebrate Thanksgiving</li> </ul>		<b>Resources</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Stewardship for Creation</li> <li>• Dignity of Work and Service</li> <li>• Hope</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1g</b> Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey</li> <li>• <b>CGE2e</b> Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• The community will gather to celebrate the Eucharist on the designated day</li> </ul>		
<b>Contributors</b>		<b>Tasks</b>
<b>Process Stages</b>		<b>Details and Considerations</b>
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>

## 5.c LITURGICAL LIFE OF THE SCHOOL: PATRON SAINT CELEBRATION – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Prayer Service or Mass to commemorate the school's saint or patron</li> </ul>		<b>SMART Goal Design-Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>The principal will work with staff, students and clergy to prepare a prayer service or Eucharistic Celebration to commemorate the school's saint or patron</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Faith</li> <li>Hope</li> <li>Mystery, Awe, and Wonder</li> <li>Love and Justice</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE4a</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</li> <li><b>CGE5c</b> Develops one's God-given potential and makes a meaningful contribution to society</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>The community will gather to celebrate the Eucharist on the designated day</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	



## 5.d LITURGICAL LIFE OF THE SCHOOL: REMEMBRANCE DAY – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Liturgical Celebration to mark Remembrance Day</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>The principal will work with staff, students and clergy to prepare the Remembrance Day Celebration</li> </ul>		<b>Resources</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Peace</li> <li>Dignity of the Human Person</li> <li>Human Rights and Responsibilities</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1d</b> Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</li> <li><b>CGE7a</b> Acts morally and legally as a person formed in Catholic traditions</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>The community will gather on November 11<sup>th</sup> (or the closest school day) to commemorate Remembrance Day</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
<b>Process Stages</b>	<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>	<b>Follow Up/Next Steps</b>	

## 5.e LITURGICAL LIFE OF THE SCHOOL: ADVENT – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Liturgical Celebrations for the Season of Advent</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>Classroom teachers will assist their students in the preparation of Advent Liturgies which will be celebrated with the school community once/week during Advent. Incorporated into these liturgies will be a focus on social justice awareness activities</li> </ul>		<b>Resources</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Mystery, Wonder, Awe</li> <li>Faith</li> <li>Community and the Common Good</li> <li>Hope</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1f</b> Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship</li> <li><b>CGE4a</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Students and staff will demonstrate an understanding of Advent as a hopeful time of waiting and expectation</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
<b>Process Stages</b>	<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>	<b>Follow Up/Next Steps</b>	

## 5.f LITURGICAL LIFE OF THE SCHOOL: CHRISTMAS – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Christmas Mass in early January</li> </ul> <p><b>N.B.</b> As with all Liturgical celebrations they must be celebrated within their own season. Advent is celebrated before the Christmas holidays but Christmas may be celebrated in the first week back to school in January; consult liturgical calendar for dates associated with the Christmas Season</p>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the liturgical celebration for Christmas</li> </ul>		<b>Resources</b>
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Peace</li> <li>• Hope</li> <li>• Faith</li> <li>• Mystery, Wonder and Awe</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1a</b> Illustrates a basic understanding of the saving story of our Christian faith</li> <li>• <b>CGE7d</b> Promotes the sacredness of life</li> </ul>
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• The community will gather in early January to celebrate Christmas in a Eucharistic celebration</li> </ul>		
<b>Contributors</b>	<b>Tasks</b>	
<b>Process Stages</b>	<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>	<b>Follow Up/Next Steps</b>	

## 5.g LITURGICAL LIFE OF THE SCHOOL: LENT – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>Liturgical Celebrations for the Season of Lent</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>☐ Specific?</li> <li>☐ Measurable?</li> <li>☐ Attainable?</li> <li>☐ Result-oriented?</li> <li>☐ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>Classroom teachers will assist their students in the preparation of Lenten Liturgies which will be celebrated with the school community once/week during Lent. Incorporated into these liturgies will be a focus on social justice awareness activities</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>Mystery, Wonder, Awe</li> <li>Faith</li> <li>Community and the Common Good</li> <li>Love and Justice</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li><b>CGE1f</b> Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship</li> <li><b>CGE4a</b> Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>Students and staff will demonstrate an understanding of Lent as a time of deepening conversion, sacrifice and almsgiving</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

## 5.h LITURGICAL LIFE OF THE SCHOOL: EASTER – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Mass to Celebrate Easter</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the Eucharistic celebration to celebrate Easter</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Hope</li> <li>• Mystery, Wonder and Awe</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE1a</b> Illustrates a basic understanding of the saving story of our Christian faith</li> <li>• <b>CGE1c</b> Actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• The community will gather to celebrate the Eucharist on the designated day</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

## 5.i LITURGICAL LIFE OF THE SCHOOL: CATHOLIC EDUCATION WEEK – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Mass to celebrate Catholic Education Week</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the Eucharistic celebration to celebrate Catholic Education Week</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Community and the Common Good</li> <li>• Hope</li> <li>• Mystery, Wonder and Awe</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE2a</b> Listens actively and critically to understand and learn in light of gospel values</li> <li>• <b>CGE4c</b> Takes initiative and demonstrates Christian leadership</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• The community will gather to celebrate the Eucharist on the designated day</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

## 5.j LITURGICAL LIFE OF THE SCHOOL: END OF SCHOOL YEAR CELEBRATION/GRADUATION – WORKING TEMPLATE

<b>Description of Activity</b> <ul style="list-style-type: none"> <li>• Mass to celebrate Closing of the School Year</li> </ul>		<b>SMART Goal Design—Is this goal...</b> <ul style="list-style-type: none"> <li>£ Specific?</li> <li>£ Measurable?</li> <li>£ Attainable?</li> <li>£ Result-oriented?</li> <li>£ Time-bound?</li> </ul>	
<b>Goal/Expected Result</b> <ul style="list-style-type: none"> <li>• The principal will work with staff, students and clergy to prepare the Eucharistic celebration to celebrate the Closing of the School Year/Graduation</li> </ul>		<b>Resources</b>	
<b>Relevant Catholic Theme(s)</b> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Community and the Common Good</li> <li>• Hope</li> <li>• Dignity of the Human Person</li> <li>• Mystery, Wonder and Awe</li> </ul>		<b>CGE(s)</b> <ul style="list-style-type: none"> <li>• <b>CGE3b</b> Creates, adapts, evaluates new ideas in light of the common good</li> <li>• <b>CGE3e</b> Adopts a holistic approach to life by integrating learning from various subject areas and experience</li> </ul>	
<b>How will success be determined?</b> <ul style="list-style-type: none"> <li>• The community will gather to celebrate the Eucharist on the designated day</li> </ul>			
<b>Contributors</b>		<b>Tasks</b>	
<b>Process Stages</b>		<b>Details and Considerations</b>	
<b>Effectiveness (degree to which goal has been achieved)</b>		<b>Follow Up/Next Steps</b>	

<p><b>6. Summary of School Year Religious Education and Family Life Education Improvement Plans</b></p> <p>School Board _____</p> <p>School _____</p> <p>Principal _____</p> <p>Date _____</p>	
<p><b>Religious Education and Family Life Education Program</b></p> <p><b>Major Initiatives:</b></p>	<p><b>Timeline:</b></p>
<p><b>Adult Faith Formation/ Teacher Spirituality</b></p> <p><b>Major Initiatives:</b></p>	<p><b>Timeline:</b></p>
<p><b>Catholicity across the Curriculum</b></p> <p><b>Major Initiatives:</b></p>	<p><b>Timeline:</b></p>
<p><b>The Triad: Home/School/Parish</b></p> <p><b>Major Initiatives:</b></p>	<p><b>Timeline:</b></p>
<p><b>Liturgical Seasons and Special Celebrations</b></p> <p><b>Major Initiatives:</b></p>	<p><b>Timeline:</b></p>



## BLANK TEMPLATE

<b>Description of Activity</b>	<b>SMART Goal Design—Is this goal...</b>  £ Specific? £ Measurable? £ Attainable? £ Result-oriented? £ Time-bound?
<b>Goal/Expected Result</b>	<b>Resources</b>
<b>Relevant Catholic Theme(s)</b>	<b>CGE(s)</b>
<b>How will success be determined?</b>	
<b>Contributors</b>	<b>Tasks</b>
<b>Process Stages</b>	<b>Details and Considerations</b>
<b>Effectiveness (degree to which goal has been achieved)</b>	<b>Follow Up/Next Steps</b>

CONTINUOUS SCHOOL RENEWAL PLANNING TEMPLATE

SCHOOL YEAR:

Major Goal:

Catholic Theme(s): (choose one or two Catholic Themes that best reflect the major goal)

Ontario Catholic School Graduate Expectations: (choose at least 4 or 5 CGE's that best express the Catholic Theme(s))

AREA OF FOCUS: OUR CATHOLIC SCHOOL

<p><b>GOALS</b></p> <p>SMART GOAL DESIGN: Is this goal . . . SPECIFIC? MEASURABLE? ATTAINABLE? RESULT ORIENTED? TIME BOUND?</p>	<p><b>TARGETS</b></p> <p>The Attainable – The demonstrated result or performance level we aspire to achieve.</p>	<p><b>STRATEGIES</b></p> <p><u>Staff</u>: Professional Learning Community Activities; Divisional Teams; Professional Development Activities</p> <p><u>Student</u>: Program/Instructional Strategies</p> <p>(identify WHO is involved in brackets beside the strategy)</p>	<p><b>INDICATORS OF SUCCESS</b></p> <p>To determine baseline, gaps and growth of school community learning.</p> <p>Staff Learning</p> <p>Student Learning</p> <p>(Measurement tools shown in brackets)</p>	<p><b>PROCESS FOR REVIEW</b></p> <p>(Timeline shown in brackets)</p>	<p><b>MODIFICATIONS</b></p> <p>. . . to the plan as an outcome of the review and evaluation process</p>
<p>OUR CATHOLIC SCHOOL</p>					
<p>RESOURCES</p>					

CONTINUOUS SCHOOL RENEWAL PLANNING TEMPLATE

SCHOOL YEAR:

Major Goal:

Catholic Theme(s): (choose one or two Catholic Themes that best reflect the major goal)

Ontario Catholic School Graduate Expectations: (choose at least 4 or 5 CGE's that best express the Catholic Theme(s))

AREA OF FOCUS: LITERACY

<p><b>GOALS</b></p> <p>SMART GOAL DESIGN: Is this goal . . . SPECIFIC? MEASURABLE? ATTAINABLE? RESULT ORIENTED? TIME BOUND?</p>	<p><b>TARGETS</b></p> <p>The Attainable – The demonstrated result or performance level we aspire to achieve.</p>	<p><b>STRATEGIES</b></p> <p><u>Staff</u>: Professional Learning Community Activities; Divisional Teams; Professional Development Activities</p> <p><u>Student</u>: Program/Instructional Strategies</p> <p>(identify WHO is involved in brackets beside the strategy)</p>	<p><b>INDICATORS OF SUCCESS</b></p> <p>To determine baseline, gaps and growth of school community learning.</p> <p>Staff Learning</p> <p>Student Learning</p> <p>(Measurement tools shown in brackets)</p>	<p><b>PROCESS FOR REVIEW</b></p> <p>(Timeline shown in brackets)</p>	<p><b>MODIFICATIONS</b></p> <p>. . . to the plan as an outcome of the review and evaluation process</p>
LITERACY					
RESOURCES					

CONTINUOUS SCHOOL RENEWAL PLANNING TEMPLATE

SCHOOL YEAR:

Major Goal:					
Catholic Theme(s): (choose one or two Catholic Themes that best reflect the major goal)					
Ontario Catholic School Graduate Expectations: (choose at least 4 or 5 CGE's that best express the Catholic Theme(s))					
AREA OF FOCUS: NUMERACY					
GOALS	TARGETS	STRATEGIES	INDICATORS OF SUCCESS	PROCESS FOR REVIEW	MODIFICATIONS
SMART GOAL DESIGN: Is this goal . . . SPECIFIC? MEASURABLE? ATTAINABLE? RESULT ORIENTED? TIME BOUND?	The Attainable – The demonstrated result or performance level we aspire to achieve.	<b>Staff:</b> Professional Learning Community Activities; Divisional Teams; Professional Development Activities  <b>Student:</b> Program/Instructional Strategies  (identify WHO is involved in brackets beside the strategy)	To determine baseline, gaps and growth of school community learning.  Staff Learning  Student Learning  (Measurement tools shown in brackets)	         (Timeline shown in brackets)	. . . to the plan as an outcome of the review and evaluation process
NUMERACY					
RESOURCES					

CONTINUOUS SCHOOL RENEWAL PLANNING TEMPLATE

SCHOOL YEAR:

Major Goal:

Catholic Theme(s): (choose one or two Catholic Themes that best reflect the major goal)

Ontario Catholic School Graduate Expectations: (choose at least 4 or 5 CGE's that best express the Catholic Theme(s))

AREA OF FOCUS: PATHWAYS

GOALS  SMART GOAL DESIGN: Is this goal . . . SPECIFIC? MEASURABLE? ATTAINABLE? RESULT ORIENTED? TIME BOUND?	TARGETS  The Attainable – The demonstrated result or performance level we aspire to achieve.	STRATEGIES  <u>Staff</u> : Professional Learning Community Activities; Divisional Teams; Professional Development Activities  <u>Student</u> : Program/Instructional Strategies  (identify WHO is involved in brackets beside the strategy)	INDICATORS OF SUCCESS  To determine baseline, gaps and growth of school community learning.  Staff Learning  Student Learning  (Measurement tools shown in brackets)	PROCESS FOR REVIEW          (Timeline shown in brackets)	MODIFICATIONS  . . . to the plan as an outcome of the review and evaluation process
PATHWAYS					
RESOURCES					

## Curriculum Planning Template

<p><b>What?</b> (content: knowledge and skills) Learning Expectations:</p>	<p><b>Why?</b> (greater purpose)Anchor Concept(s):</p> <p>1. _____</p> <p>2. _____</p> <p>Reflection Questions:</p> <p>1. In general what do these concepts mean?</p> <p>2. How might these concepts relate to the curriculum?</p> <p>3. How do we make these concepts visible in this curriculum?</p> <p><b>CGE(s):</b></p> <p>Select the Catholic Theme(s) that best illuminates the identified anchor concept(s).</p>
<p><b>Evidence of Learning?</b> (assessment plan)</p>	
<p><b>How?</b> (sequence of learning activities)</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p>	
<p><b>Supporting Resources:</b> (content)</p>	<p><b>Supporting Resources:</b> (Catholic perspective)</p>

## Sample Curriculum Planning Template: Unit of Study for Grade 4 Social Studies

<p><b>What?</b> (content: knowledge and skills)</p> <p>Social Studies: Medieval Times</p> <p>Learning Expectations:</p> <ul style="list-style-type: none"> <li>• identify the distinguishing features of medieval society</li> <li>• describe the various roles of people in medieval society\</li> <li>• describe some design and construction methods of medieval buildings</li> <li>• use appropriate vocabulary to describe their inquiries and observations</li> <li>• locate relevant information from a variety of sources</li> <li>• communicate information using media works, oral presentations, written notes and descriptions and drawings</li> <li>• compare medieval community to their own community</li> <li>• describe the influence of Christianity on medieval society</li> </ul>	<p><b>Why?</b> (greater purpose) <b>Anchor Concept(s):</b> Community</p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> <li>• What was community life like in medieval times?</li> <li>• What role did the Catholic Church play in medieval society?</li> <li>• How does this compare to community life in present times?</li> </ul> <p><b>CGE(s):</b></p> <ul style="list-style-type: none"> <li>• <b>CGE5a</b> works effectively as an interdependent team member</li> <li>• <b>CGE5g</b> achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others</li> <li>• <b>CGE7g</b> respects and understands the history, cultural heritage and pluralism of today's contemporary society</li> </ul> <p>Catholic Theme: Community and the Common Good</p>
<p><b>Evidence of Learning?</b> (assessment plan)</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• plan and build a model of a typical medieval community</li> <li>• write and present a report that describes life in a medieval community and compares it to present life in their own community</li> </ul> <p>Assessment tools will include:</p> <ul style="list-style-type: none"> <li>• rubric (for both coaching and scoring)</li> <li>• checklist and comment sheet (teacher observation and feedback)</li> <li>• feedback sheet (visitor feedback)</li> </ul>	
<p><b>How?</b> (sequence of learning activities)</p> <ol style="list-style-type: none"> <li>1. Diagnostic Task to Activate Prior Learning (community study, model building, report writing and presentation skills)</li> <li>2. Visit to a local museum to study examples of professional models and displays</li> <li>3. Develop a coaching rubric (with student participation) and distribution of group tasks so that each group contributes to the production of the finished medieval community and so that within each group there is a fair division of labour</li> </ol>	

<ol style="list-style-type: none"> <li>4. View video presenting aspects of life in medieval communities and the construction techniques used to build castles and cathedrals</li> <li>5. Research of Medieval Times</li> <li>6. Build models and assemble medieval community and prepare written report "A Day in the Life of ...." based on samples found by students or provided by teacher</li> <li>7. Teacher, peer and self assessment of work using coaching rubric</li> <li>8. Revise community as needed in order to improve presentation prior to public display</li> <li>9. Public display/presentation and formative feedback from visitors</li> <li>10. Final evaluation by teacher followed by conferencing and goal setting with students</li> </ol>	
<p><b>Supporting Resources:</b> (content)</p> <ul style="list-style-type: none"> <li>• <b><i>Many Gifts</i></b>, Grade 4 (Gage Educational Publishing)</li> <li>• <b><i>Discovering Castle Days</i></b> (Oxford University Press)</li> <li>• <b><i>The Time Traveller Book of Knights and Castles</i></b> (Usborne Hayes Publishing)</li> <li>• <b><i>World Civilizations: A Comparative Study</i></b> (Oxford University Press) - teacher reference</li> </ul>	<p><b>Supporting Resources:</b> (Catholic perspective)</p> <ul style="list-style-type: none"> <li>• Teacher's Guide for <b><i>Many Gifts</i></b>, Grade 4 (Gage Educational Publishing)</li> <li>• <b><i>Community and the Common Good</i></b> in EOCCC CD <b><i>Curriculum Support for Catholic Schools: Enhancing the Religious Dimension of Catholic Education</i></b></li> </ul>



## **Using Catholic Themes and the Ontario Catholic School Graduate Expectations to Focus and Affirm**

The School Planning Templates (A&B) may be useful to you when planning school activities such as the following:

- Staff and School Council meetings
- Assessment plan
- Letter of reference
- Morning prayers
- Awards for discipleship and service
- Education week
- Student assemblies and community events
- Fundraising activities

## Blank School Activity Planning Template (A)

<b>Description of Activity</b>	<b>Expected Result</b>
<b>Facilitator(s)/Leader(s)</b>	<b>Audience/Context</b>
<b>Stage</b>	<b>Details and Considerations</b>
Awareness	
Illumination	
Design	
Articulation	
Integration	
Documentation	
Celebration	
<b>Effectiveness</b>	<b>Follow up</b>

## School Activity Planning Template (A) - An Interpretation

<b>Description of Activity</b>	<b>Expected Result</b>
<b>Facilitator(s)/Leader(s)</b>	<b>Audience/Context</b>
<b>Stage</b>	<b>Details and Considerations</b>
Awareness	<ul style="list-style-type: none"> <li>• In what respects is this activity related to the introduction of a particular CGE to our school community?</li> </ul>
Illumination	<ul style="list-style-type: none"> <li>• How will this activity raise the profile of particular Catholic values named by the CGEs and likely already present in the life of our school community?</li> </ul>
Design	<ul style="list-style-type: none"> <li>• Beginning with the end in mind (i.e. a particular CGE), how will our plan for this activity unfold particularly in identifying the desired results?</li> </ul>
Articulation	<ul style="list-style-type: none"> <li>• In what respects does the language of the CGE(s) provide us with a natural, authentic and accurate validation of the Catholic values inherent in this activity?</li> </ul>
Integration	<ul style="list-style-type: none"> <li>• In what respects might this activity inspire opportunities for the natural extension of its inherent Catholic value(s) into other aspects of the life of the school community without being seen as an "add on"?</li> </ul>
Documentation	<ul style="list-style-type: none"> <li>• What will the Catholic values expressed by the CGE(s) actually look like when it/they is/are successfully demonstrated by members of our school community in this activity?</li> </ul>
Celebration	<ul style="list-style-type: none"> <li>• How will our school community formally recognize the achievements that flow from this activity?</li> </ul>
<b>Effectiveness</b>	<b>Follow up</b>

## Sample School Activity Planning Template (A)

<b>Description of Activity</b> Writing letters of reference for students and staff		<b>Result Expected</b> <ul style="list-style-type: none"> <li>• Well written letter specific to the individual applicant</li> <li>• Affirmation of personal qualities valued by the Catholic community and universally</li> </ul>
<b>Facilitator(s)/Leader(s)</b> <ul style="list-style-type: none"> <li>• Principal, vice-principal, department head and teacher</li> </ul>		<b>Audience/Context</b> <ul style="list-style-type: none"> <li>• Promoting the qualities of community members to encourage their acceptance by others</li> </ul>
<b>Stage</b>	<b>Details and Considerations</b>	
Awareness	<ul style="list-style-type: none"> <li>• Review CGEs to help focus thinking prior to drafting a personalized (rather than generic) letter</li> </ul>	
Illumination	<ul style="list-style-type: none"> <li>• A candidate exhibiting the qualities envisioned for a Catholic graduate would make a positive contribution to any association or group willing to accept them</li> </ul>	
Design	<ul style="list-style-type: none"> <li>• Select specific descriptors from the CGE document to describe the personal qualities and strengths of the applicant to complement and extend comments about academic achievements and community service</li> </ul>	
Articulation	<ul style="list-style-type: none"> <li>• Write letter to confirm the applicants demonstration of specific qualities envisioned for a Catholic graduate while a member of your school community</li> </ul>	
Integration	<ul style="list-style-type: none"> <li>• Where appropriate, incorporate phrases from CGE descriptors into the letter as specific qualities demonstrated by the applicant</li> </ul>	
Documentation	<ul style="list-style-type: none"> <li>• Final letter serves to confirm effectiveness of collective efforts to educate mind, body and soul, as well as to confirm the supportive nature of the school community</li> </ul>	
Celebration	<ul style="list-style-type: none"> <li>• Keep letters for successful applicants on file; check their progress periodically; acknowledge publicly the achievements of (former) students and staff</li> </ul>	
<b>Effectiveness</b> <ul style="list-style-type: none"> <li>• Feedback from selection committee and/or applicant</li> </ul>		<b>Follow up</b> <ul style="list-style-type: none"> <li>• Track progress of successful applicants</li> <li>• Compare letters written by others</li> </ul>

