

<b>School Name:</b>	<b>Cortes Island School -- DRAFT</b>
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## Section 1 – Our Context

The Cortes Island School has been established within the traditional and ancestral territories of the toq qaymıx<sup>w</sup> (Klahoose), łəʔamen qaymıx<sup>w</sup> (Tla'amin), and ʔop qaymıx<sup>w</sup> (Homalco) Nations. We recognize this land and its history, acknowledging the relationship between these First Nations and the land upon which we learn and grow together.

As a remote K-9 school (with “unique geographic factors”) with ~80 students, Cortes Island School is an ecologically minded learning community that reflects the diversity and charm of the land. Our school is enriched by an increasingly flourishing relationship with Klahoose First Nation, and approximately 30% of the school is of Indigenous ancestry. The inclusion of Indigenous perspectives, traditions and experiences within our curriculum and school calendar strengthens our commitment to right relations and supporting a broader Indigenous resurgence within Canadian society.

The school also hosts the Cortes Island Academy (CIA), a Grade 10-12 single-semester program, which, this year, has added ~15 students. The CIA enriches our school community, providing remote and rural students with an expanded academic experience and exploring socially expedient themes like the relationship between climate change, art, and the political imagination.

Our school structure consists of five classes: K-1, Grades 2-3, Grades 4-6, Grades 7-9, and Grades 10-12. We have four full-time teachers 1.0 FTE, a 0.4 FTE Learning Support Teacher, a Prep teacher, two educational assistants, an administrative assistant, and a bus driver/maintenance worker, which brings our staff to eleven core members.

Currently, the school is in the third year of a three-year focus on strengthening foundational skills, incorporating the new SD72 Literacy Framework, enhancing assessment through Successful Learning Traits, and advancing our emerging numeracy program. This groundwork ensures that students acquire essential academic skills while fostering a positive school culture. Looking ahead, the vision for Cortes Island School is to become a leading model for place-based education in British Columbia, a community where learning is deeply connected to the land and informed by meaningful reconciliation.

Through this vision, we aspire to create a learning environment that not only meets academic goals but also supports the holistic development of students as knowledgeable, empathetic, and engaged citizens who are deeply rooted in and responsible to their community, the other-than-human kin we cohabitate with, and this place.

#### Projected Long-Term Plan:

2023-24: Foundations I: Successful Learner Traits

2024-25: Foundations II: SD72 New Literacy Framework (DIBELs, PRESS, UFLI, Flyleaf, etc.)

2025-26: Foundations III: SD72 Literacy Framework & SD72 Numeracy Framework

2026-27: Imaginative Ecological Education I: WC, LiD, WSP (Theme: Wetlands?)

2027-28: Imaginative Ecological Education II: Place-Based Literacy & Backwards Design

2028-29: Imaginative Ecological Education III: Land-Based Learning & Indigenization

2029-2032: Begin a new three-year Whole School Project cycle in alignment with the new iteration of SD72 Strategic Goals

## Section 2 – School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in <b>Cultivating a Culture of Literacy</b>		
Part 1: What would we observe students doing and demonstrating?	S1	Engaged & Joyful Reading Habits: Students will be actively choosing to read during free time, both at school and home. They will demonstrate curiosity and excitement about books and frequently discuss what they're reading with peers and staff. This enthusiasm will extend to exploring a diverse range of genres, authors, and themes. Students will regularly borrow books from the school library (at least one per week), and participate actively in reading circles, class discussions, or literary-based projects.
	S2	Demonstrable Growth in Reading Skills & Confidence: Students will show measurable improvement in reading skills, as reflected in improved scores on DIBELs screeners, PM Benchmarks, and other formal assessments. This will be evident as students advance through "learning pathways" ( <a href="https://curriculum.gov.bc.ca/learning-pathways">https://curriculum.gov.bc.ca/learning-pathways</a> )

		and reading levels by demonstrating an ability to decode, comprehend, and interpret texts with increasing sophistication. Beyond performance metrics, students will also display confidence in their abilities, eagerly reading aloud in class, offering insightful responses during discussions, and tackling challenging texts with resilience and curiosity.
	S3	<b>Regular &amp; Authentic Writing Activities:</b> Writing will be an integrated and enjoyable part of daily life at the Cortes Island School, with students frequently producing both creative and analytic writing across subject areas. From personal journals and short stories to book reviews and reflections, students will express themselves through a variety of forms, developing both technical skills and unique voices. Their writing will reflect engagement with what they read, showcasing connections and insights drawn from literature. Additionally, students will seek out ways to share their writing with others, whether through classroom displays, school publications, or local community events (i.e. book fair, author events, etc.) contributing to a school-wide and island-wide appreciation for written expression.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	<b>Differentiated, Data-Informed Instruction:</b> Teachers will use and reference data from tools like DIBELS, PM Benchmarks, and other assessments (we are currently creating a “master assessment chart” with multiple measures aligned with the new SD72 Literacy Framework) to tailor literacy instruction to meet unique needs. This will be observable through targeted small-group sessions, one-on-one reading interventions, and employing individualized reading materials (or “just right books”) that align with current levels and goals. Teachers will regularly review progress at staff meetings and in “class reviews” (including the LST teacher and administrator), adjust strategies as needed, and seek professional development and resources that are both pedagogically rich on the conceptual level and applicable to their own contexts.
	E2	<b>Creating a Literacy-Rich Environment:</b> Classrooms and hallways will be visually and experientially stimulating in ways that foster a love for

		reading, writing and literary culture. Teachers will intentionally curate a diverse and accessible classroom library, rotate in high-interest and culturally relevant books, and prominently display student work, book recommendations, and reading milestones. They will establish routines for daily reading and writing activities, lead engaging discussions around texts, and model their own passion for literature. In this environment, students will be immersed in literacy, perceiving it as a vital, enjoyable, and shared experience within school/island culture.
	E3	<b>Actively Encouraging Student Voice &amp; Choice in Literacy Activities:</b> Teachers will prioritize student agency in literacy, allowing students to choose books and writing topics that resonate with their interests and experiences. This might be observed through student-led reading circles, open-ended writing assignments, and reading challenges that students help to design. Teachers would foster opportunities for students to share their reading experiences, discuss books with peers, and showcase their writing in a variety of formats. This practice not only builds investment in literacy activities but also helps students see reading and writing as powerful tools for self-expression and community connection.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	<b>Project-Based Literacy Tasks Rich in “Cognitive Tools:”</b> Students will be tasked with meaningful, inquiry-based projects that integrate reading and writing in “imaginatively engaging” ways (Egan & Judson, 2015). For example, students might create a magazine or multimedia blog featuring book reviews, opinion pieces, or creative writing that incorporates multiple cognitive tools (e.g. metaphor, binary opposites, story form, humour, etc.) and forms of demonstrating content knowledge. These projects will allow students to apply their literacy

		skills in diverse contexts, encouraging deeper engagement with reading and writing as tools for communication and self-expression.
	T2	<b>Performance-Based &amp; Formative Assessments:</b> Regular formative assessments will be used to track progress in literacy and provide ongoing feedback without a “high-stakes feel.” This might include regular reading conferences, where students discuss a recently read book with the teacher, summarizing key ideas, expressing opinions, and identifying themes. Writing portfolios (based on <i>The Writing Revolution</i> , Hochman & Wexler, 2024) will also be a core assessment component, allowing students to collect, reflect upon, and revise their written work over time. These portfolios will showcase student growth and give teachers and students a clear view of development in both technical skills and creative expression.
	T3	<b>Student-Driven Reflection &amp; Goal-Setting Exercises:</b> Reflection and self-assessment will be an integral part of literacy learning. Students will participate in regular goal-setting and self-reflection activities, such as maintaining reading journals or completing periodic “reading and writing reflections.” These might include tracking books read, setting reading and writing goals, and reflecting on challenges and successes. Students will also participate in peer review sessions where they offer and receive constructive feedback on their writing, fostering a supportive literacy community. These reflective tasks will help students take ownership of their literacy journey, allowing them to monitor their own growth and celebrate their achievements.
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	<b>Providing Consistent Pro D &amp; Collaborative Planning Time:</b> Leaders will ensure that teachers have regular access to professional learning opportunities focused on literacy instruction, assessment tools, and student engagement strategies. This will include workshops

		on data-driven instruction (i.e. DIBELs, PM Benchmarks, training on the SD72 Literacy Framework, sessions on fostering a love of reading, etc.). Admin will also allocate time for teachers to collaborate, plan literacy activities, analyze student data, and share effective practices. By prioritizing professional growth, leaders would empower teachers with the knowledge and tools to implement high-quality literacy instruction consistently across classrooms.
	L2	<b>Modeling a Visible Commitment to Literacy:</b> School leaders will demonstrate their own commitment to literacy by being active and engaged participants in cultivating a literacy culture. This might involve leading school-wide reading challenges, participating in book discussions with students, or showcasing their own love for reading and writing. Leaders might also make a point of regularly visiting classrooms to observe literacy instruction, celebrate student progress, and provide constructive feedback. Through these actions, they would send a clear message that literacy is a valued, collective endeavor, inspiring both teachers and students to prioritize literacy.
	L3	<b>Setting Clear Literacy Goals &amp; Tracking Progress:</b> Leaders will establish and communicate clear, measurable literacy goals for the school, aligning them with the strategic vision. They will regularly monitor progress through data from literacy assessments, classroom observations, and teacher reflections, using this information to provide targeted support where needed. Leaders would celebrate achievements with the school community, sharing positive trends in literacy growth and recognizing individual or group accomplishments. By maintaining focus and accountability on goals, leaders will ensure a consistent, school-wide commitment to literacy improvement.

## Bracketing Our Work – Our Leadership Impact Statement:

“If we...(insert leadership team actions, professional learning actions, calendar, timelines)...

If we develop a culture of literacy, then we will see educators consistently engaging in differentiated, data-informed literacy instruction, creating literacy-rich environments, and encouraging student voice and choice in literacy activities. Leading indicators of this impact will include teachers collaborating regularly in professional learning communities, actively using assessment data to inform and adjust instruction, and integrating diverse, high-interest texts and student-led discussions into daily routines.

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Then we will observe...

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Educators (leading indicators):

In terms of tasks and assessments, leading indicators will show project-based literacy tasks that connect to the real-world experiences of students, performance-based assessments such as reading conferences and writing portfolios, and regular student-driven reflection and goal-setting activities. These will be designed to cultivate ownership, purpose, and engagement.

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Tasks/Assessments (leading indicators):

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Students (lagging indicators):

Students will demonstrate high levels of engagement with reading and writing as evident by their choices to read for pleasure, explore various genres, and participate in literacy activities. Students will also show increasing confidence in their literacy skills, evidenced by their progress across reading levels, improved ability to discuss and critique texts, and the development of unique voices in their writing.

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And our data/evidence (lagging indicators) will show...”

Our data and evidence will show growth in literacy proficiency metrics, including improvements in DIBELs and PM Benchmark scores, as well as qualitative data reflecting student attitudes toward reading and writing. Classroom observations and literacy data will demonstrate a cohesive literacy culture where every student is supported in developing as an enthusiastic and capable reader and writer.

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### Goal # 1 – Long Term Planning – Monthly Highlights/Syllabus

August:	Click or tap here to enter text.	February:	<p>Reading Conferences &amp; Formative Assessment</p> <p>Goal: Use formative assessments to inform and support literacy growth.</p> <p>Milestones: Teachers conduct individual reading conferences with students to discuss progress, interests, and challenges. Implement reflection exercises and reading/writing goal adjustments based on conferences. Teachers collaborate to discuss formative assessment strategies and student insights.</p>
September:	<p>Launch Literacy Culture &amp; Baseline Assessments</p> <p>Goal: Establish school-wide literacy goals, introduce the literacy culture focus to students, staff, and families.</p> <p>Milestones: Conduct baseline literacy assessments (DIBELs, PM Benchmarks) to understand starting points. Host a whole school “Literacy Launch” event to build excitement and introduce the literacy vision to students. Begin teacher professional development on using data to inform instruction and the new SD72 Literacy Framework</p>	March:	<p>Collaboration &amp; Literacy Group Presentations</p> <p>Goal: Foster student-led literacy activities and peer collaboration.</p> <p>Milestones: Launch student-led literacy groups, with opportunities for peer-led discussions and presentations. Teachers model discussion techniques, guiding students to deepen literary conversations and provide feedback for students to reflect on the book experience.</p>

October:	<p>Begin Establishing a Literacy-Rich Environment &amp; Student Goal Setting</p> <p>Goal: Create literacy-rich classroom and school environments that foster a love for reading and writing.</p> <p>Milestones: Teachers set up literacy stations, diverse classroom libraries, and visual displays celebrating literacy. Students set personal reading and writing goals, with initial reflections in reading journals. Teachers establish routines for daily reading and writing activities.</p>	April:	<p>Book Fair &amp; Community Involvement</p> <p>Goal: Celebrate and expand the literacy culture by involving the wider community in a Book Fair and Literacy event supported by the PAC.</p> <p>Milestone: Co-organize and host a book fair with guest speakers, publishing houses, and family literacy activities. Invite community members (e.g. local authors, parents, artists) to participate in literacy events. Highlight student writing and projects in community newsletters and displays.</p>
November:	<p>Initiate Small-Group Interventions</p> <p>Goal: Implement differentiated instruction strategies to meet diverse literacy needs.</p> <p>Milestones: Begin targeted small-group sessions based on baseline data. Teachers collaborate in planning meetings to review strategies and share successes. Provide formative feedback on student literacy progress.</p>	May:	<p>Assess Growth with Successful Learning Traits</p> <p>Goal: Integrate Successful Learning Traits into literacy instruction to enhance critical thinking.</p> <p>Milestones: Teachers incorporate learning traits like resilience, curiosity, and reflection into literacy activities. Students participate in self-assessment, reflecting on their literacy journey and growth. Conduct an end-of-year student goal reflection to evaluate progress and set final goals.</p>
December:	Celebrate Literacy Progress & Mid-Year Check-In	June:	End-of-Year Literacy Assessment & Celebration

	<p>Goal: Celebrate literacy progress and foster a positive literacy culture.</p> <p>Milestones: 1. Host “Literacy Showcase” where students share favorite books, readings, or written pieces. 2. Mid-year check-in for teachers to review student progress data and adjust instruction. 3. Distribute learning updates to families, highlighting growth in literacy.</p>		<p>Goal: Assess literacy growth and celebrate achievements.</p> <p>Milestones: Administer final literacy assessments (DIBELs, PM Benchmarks) to measure progress. Host an “End-of-Year Literacy Celebration,” where students share projects, writing, and reflections. Review data and prepare preliminary literacy reports for families.</p>
January:	<p>Begin Writing Portfolios &amp; Establish Authentic Literacy Tasks</p> <p>Goal: Introduce and implement writing portfolios and project-based literacy tasks.</p> <p>Milestones: 1. Students begin maintaining writing portfolios, collecting and reflecting on their work. 2. Teachers introduce a long-term project-based literacy task (e.g., school magazine, local research project).</p>	July:	<p>Reflect and Plan for Next Year</p> <p>Goal: Analyze literacy data and refine the literacy plan based on year-end results.</p> <p>Milestones: School admin and teachers review literacy data, identifying successes and areas for improvement. Draft recommendations for next year’s literacy goals, based on reflections and outcomes. Celebrate and recognize staff contributions to the literacy culture.</p>

### Maintaining Momentum – Our Ongoing Check-In/Reflection Plan

In order to ensure we are moving forward, and our staff is receiving the support they need, we will make ongoing staff learning visible by doing the following. **Note:** *What are your checkpoints? What protocols will you use to ensure that the staff is moving forward? This is an opportunity to outline when you will check-on with teams, protocols you will use (i.e., 4S Heat Check, or others), peer learning partners/triads you will set up and how often you will check in)*

To maintain momentum and ensure progress, we will implement a structured reflection and check-in plan involving regular staff collaboration and support. Checkpoints will occur bi-weekly (during our staff meetings), with designated time for discussion and assessment. These sessions will provide opportunities for updates, feedback, and troubleshooting, ensuring everyone remains aligned and supported.

We will use the *4S Heat Check* protocol to gauge staff engagement and identify areas needing attention. This tool will allow staff to express their current status—Struggling, Surviving, Sustaining, or Succeeding—and guide discussions on actionable next steps. Reflection prompts and goal-setting exercises will help ensure each staff member has clear objectives and a plan to address challenges.

Our Internal, School-Based Celebrations of Impact Date(s): June 13<sup>th</sup> 2025

Link to learning log(s): N/A

Our District Celebration of Impact Date: N/A

## School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in <b>Establishing a “cognitive tool” approach to curricular design (i.e. Imaginative Education) and incorporating arts-based pedagogy and techniques</b>		
Part 1: What would we observe students doing and demonstrating?	S1	<b>Engaging Deeply with Story-Form &amp; Narrative Across Subjects:</b> Students will demonstrate an awareness of the “cognitive tools” (metaphor, imagery, humour, etc.) of story-forms (i.e. Mythic and Romantic Understanding, see Egan, 1997) and an ability to employ cognitive tools and narrative in their work across subjects. For example, they might personify elements in the water cycle, create historical “diaries” from diverse perspectives, or design metaphors to understand ecological systems. This demonstrates an ability to connect abstract ideas with tangible, emotionally resonant narratives, which is a hallmark of the Imaginative Education approach (see The Center for Imagination in Culture, Research and Education: <a href="https://circe-sfu.ca">https://circe-sfu.ca</a> ).
	S2	<b>Creative Collaboration &amp; Expression Via Arts-Based Methods:</b> Students will actively use arts-based techniques—drama, visual arts, music, etc.—to explore curricular content and communicate their learning. This will entail an “interdisciplinary” approach—designing murals to depict historical stories, using drama to explain scientific phenomena, or composing music inspired by literary themes—as the arts and imagination apply to the meaningful development of all subject areas. Such activities would show their ability to blend creative expression with academic content, fostering both personal and collaborative learning.
	S3	<b>Demonstrating Curiosity, Wonder, &amp; Critical Thinking:</b> Students will show a heightened sense of curiosity by asking thoughtful questions, proposing innovative ideas, and engaging in reflective and critically reflexive discussions. For example, they might explore “what if” scenarios, connect their learning to larger societal or ecological issues, or reflect on how their creative work impacts their understanding of the world.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	<b>Facilitating Imaginative &amp; Story-Centered Learning Experiences:</b> Educators will engage in professional development to help them design lessons that center on imaginative frameworks to make abstract concepts vivid and relatable for students. They will integrate techniques from the Imaginative Education model, such as evoking wonder by way of essential questions or encouraging students to see themselves as active participants in historical, scientific, or literary narratives.

	E2	<b>Encouraging &amp; Supporting Creative Expression Across the Curriculum:</b> Teachers will actively incorporate arts-based strategies into lessons. They will provide tools, guidance, and space for students to experiment with these methods while ensuring all students feel confident and supported in expressing their ideas. Educators will scaffold these activities to align with curricular outcomes, making connections between creative projects and deeper learning goals.
	E3	<b>Engaging in Reflective Practice &amp; Whole-School Collaboration:</b> Educators will consistently reflect on the effectiveness of their approaches, seeking feedback from colleagues to refine their methods. They will collaborate to co-create interdisciplinary and innovative lesson plans, share successes, and troubleshoot challenges. By engaging in professional development and learning communities (such as those inspired by CIRCE’s principles: <a href="https://circe-sfu.ca">https://circe-sfu.ca</a> ), they will deepen their understanding of Imaginative Education and arts integration, ensuring the approach remains dynamic and impactful for every student.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	<b>Narrative Assessments:</b> Students will create and present projects that use the cognitive tools of the story-form as a framework for demonstrating their understanding. For example, in social studies, they might write and perform a historical monologue from the perspective of a historical figure or group. Or, in science, they could compose a “day in the life” story of a cell or a natural element. These assessments would evaluate their ability to synthesize content knowledge with imaginative thinking, creativity, and communication skills.
	T2	<b>Arts-Integrated Performance Tasks:</b> Assessments will include tasks such as creating visual art, music, or dramatic performances to explore and communicate key concepts.
	T3	<b>Reflective &amp; Inquiry-Based “Journaling” (or Planners):</b> Students will engage in reflective journaling at the intermediate and senior level (or reflecting in their planners at younger levels) that combines inquiry-based prompts with imaginative exploration. For example, prompts might ask them to explore speculative scenarios, develop metaphors for complex ideas, or practice the “humanization of meaning” to increase retention. These assessments would gauge critical thinking, personal connection to the material, and the depth of their understanding of curricular content.

Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	<b>Providing Targeted Professional Development &amp; Resources:</b> Leaders will organize ongoing professional development sessions focused on Imaginative Education and arts-based teaching methods. They will connect educators with experts from CIRCE or related organizations, provide access to instructional materials, and share examples of successful implementation. Administrators will allocate time for staff to explore, practice, and integrate these strategies into their lesson plans, fostering confidence and capability in using imaginative and creative approaches.
	L2	<b>Creating a Collaborative &amp; Reflective Culture:</b> Leaders will facilitate regular meetings and professional “discourse communities” where educators can share ideas, challenges, and best practices. They will encourage collaboration via peer mentoring, where teachers can observe each other’s lessons, provide feedback, and co-develop interdisciplinary projects. Administrators will model reflective practices by engaging in discussions about how the school as a whole is evolving toward this goal and encourage open dialogue to continuously improve efforts.
	L3	<b>Offering Ongoing Support &amp; Celebrating Success:</b> Administrators will conduct regular classroom visits to observe, support, and provide feedback on imaginative and arts-based practices. They will ensure educators have the resources and time needed to implement these approaches effectively, such as access to art supplies, planning periods, or additional supports. Leaders will also celebrate successes, highlighting innovative projects and student achievements in staff meetings, newsletters, or community events, creating momentum and reinforcing the importance of this transformative goal.

## Bracketing Our Work – Our Leadership Impact Statement:

“If we...(insert leadership team actions, professional learning actions, calendar, timelines)...

If we established a “cognitive tool” approach to curricular design (i.e. Imaginative Education) and incorporated arts-based pedagogy and techniques, then we would observe a school culture alive with creativity, deep engagement, and meaningful connections across subject areas. Students and educators would embrace curiosity, wonder, and storytelling as central to learning, fostering a more imaginative, emotionally-resonant, and academically engaging environment.

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Then we will observe...

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Educators (leading indicators):

We would see educators designing lessons that integrate “cognitive tools”—such as narrative, metaphor, and powerful imagery—into diverse subjects, creating cross-curricular connections and opportunities for artistic expression. Teachers would collaborate regularly to share innovative practices, reflect on their progress, and co-create interdisciplinary projects. They would confidently use arts-based techniques to bring curricular concepts to life, actively cultivating creative and critical thinking.

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Tasks/Assessments (leading indicators):

The tasks and assessments would look like performance-based projects that are shared throughout the school. Assessments would emphasize process, creativity, and conceptual understanding.

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Students (lagging indicators):

Students would be deeply engaged in learning, demonstrating curiosity, critical thinking, and collaboration. They would confidently use storytelling, art, and imagination to explore and communicate complex ideas, showing heightened cultural awareness and emotional connection to their work.

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And our data/evidence (lagging indicators) will show...”



Our data and evidence will show increased student engagement, improved academic performance in interdisciplinary tasks, and higher levels of creative and critical thinking as demonstrated in student reflections, portfolios, and assessments. Surveys and feedback from students, staff, and parents would reveal a greater sense of fulfillment, connection, and enthusiasm for learning, affirming that this approach is cultivating both academic excellence and personal growth.

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## Goal # 2 – Long Term Planning – Monthly Highlights/Syllabus

August:	Click or tap here to enter text.	February:	<p>Mid-Year Review</p> <p>Milestones: Review progress and data with staff (e.g. share sample projects). Revisit professional development needs based on observations. Adjust implementation plans if necessary.</p> <p>Goals: Celebrate successes thus far and address barriers to implementation.</p>
September:	<p>Visioning &amp; Planning</p> <p>Milestones: Host an initial staff meeting to share the goal and its purpose with staff. Engage a facilitator (e.g. CIRCE representative or arts-based pedagogy expert—Gillian Judson, Mark Fettes, etc.) for professional development. Develop an implementation team to oversee progress and provide support. Define success criteria and key metrics (engagement, creativity, arts-based techniques, etc.).</p> <p>Goals: Build shared understanding of a cognitive tool approach to curriculum design and arts-based pedagogy. Establish timeline and roles for staff.</p>	March:	<p>Extending Interdisciplinary Projects</p> <p>Milestones: Launch larger, school-wide or cross-classroom interdisciplinary projects. Provide opportunities for peer-to-peer teaching and learning among students.</p> <p>Goals: Promote collaboration and creativity on a larger scale.</p>
October:	<p>Professional Development</p> <p>Milestones: Conduct professional development session(s) focused on the principles of Imaginative Education and integrating arts into the curriculum. Share examples of best practices, successful projects, and ideal tasks. Start reviewing pedagogy at staff meetings.</p>	April:	<p>Prepare Arts-Integration Showcase</p> <p>Milestones: Guide students in preparing for a showcase of their arts-based projects. Conduct peer and teacher feedback cycles for refinement.</p> <p>Goals: Highlight the creative process and achievements. Foster a sense of ownership and pride in student work.</p>

	Goals: Equip educators with foundational knowledge and techniques. Encourage reflective discussions and collaboration.		
November:	<p>Curriculum Integration</p> <p>Milestones: Teachers begin piloting one lesson or unit using imaginative and arts-based strategies. Collect initial feedback from educators on implementation challenges.</p> <p>Goals: Start embedding imaginative education principles into daily teaching. Build confidence in applying new techniques.</p>	May:	<p>Showcase &amp; Community Engagement</p> <p>Milestones: Host a community event to display student projects (e.g. performances, exhibits, exemplars, etc.). Collect feedback from parents, community members, and students.</p> <p>Goals: Celebrate student creativity and achievement. Build stronger school-community connections.</p>
December:	<p>Collaborative Reflection &amp; Expansion</p> <p>Milestones: Hold a reflection session (first staff meeting of the month) for educators to share experiences and refine strategies. Introduce interdisciplinary collaboration opportunities (e.g. co-teaching).</p> <p>Goals: Identify successes and areas for improvement. Expand imaginative techniques into multiple subjects.</p>	June:	<p>Reflection &amp; Documentation</p> <p>Milestones: Conduct reflection exercises with educators and students. Gather documentation of the process (photos, videos, student reflections, assessment data, etc). “Document your successes” (Cale Birk)</p> <p>Goals: Capture learning and progress for future reference. Identify areas to sustain and improve.</p>
January:	<p>Student-Centered Focus</p> <p>Milestones: Begin student-led projects integrating arts-based and cognitive tools. Administer formative assessments to gauge engagement and learning outcomes.</p> <p>Goals: Shift focus to empowering students to apply cognitive tools independently.</p>	July:	<p>Planning for Sustainability</p> <p>Milestones: Develop a long-term plan to sustain the approach, including professional development, expanding resources, and curriculum design updates.</p> <p>Goals: Ensure the cognitive tool approach and arts-based pedagogy become embedded practices. Celebrate progress and set goals for the next year.</p>

## Maintaining Momentum – Our Ongoing Check-In/Reflection Plan

In order to ensure we are moving forward, and our staff is receiving the support they need, we will make ongoing staff learning visible by doing the following. **Note:** *What are your checkpoints? What protocols will you use to ensure that the staff is moving forward? This is an opportunity to outline when you will check-on with teams, protocols you will use (i.e., 4S Heat Check, or others), peer learning partners/triads you will set up and how often you will check in)*

To maintain momentum and ensure progress, we will implement a structured reflection and check-in plan with clear checkpoints and supportive protocols. Bi-weekly staff meetings will include dedicated time for reflection using the *4S Heat Check* protocol to assess areas of Strength, Struggle, Stretch, and Support, ensuring that challenges are identified and addressed promptly.

Our Internal, School-Based Celebrations of Impact Date(s): June 13<sup>th</sup> 2025

Links to learning log(s): N/A

Our District Celebration of Impact Date: N/A

## School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in <b>Become one of the leading place-based education (i.e. Imaginative Ecological Education) schools in the province and a model for how to move towards meaningful reconciliation with First Nations by way of land-based learning.</b>		
Part 1: What would we observe students doing and demonstrating?	S1	<b>Deep Emotional &amp; Imaginative Engagement with Local Ecology &amp; Place:</b> Students will demonstrate a strong emotional connection to their local ecology and place, expressed through active curiosity and a growing sense of interconnectedness with the living world as observed in comments, discussions and student work.
	S2	<b>Activeness &amp; Thoughtful Interaction with the Land:</b> Students will engage in purposeful, reflective activities in the living world, such as sit spots, tending to gardens, or exploring local ecosystems via nature journals or “The Walking Curriculum” (Judson, 2018). This would include moments of quiet reflection or mindfulness, where they connect somatically and emotionally

		to their surroundings, illustrating a deep sense of “activeness” (see Arne Naess for more) as described in IEE.
	S3	<b>Collaboration &amp; Leadership in Land-Based Learning:</b> Students will work collaboratively to create projects that honor Indigenous perspectives and practices. This could include leading initiatives, such as restoration projects or community events, where they confidently share their learning and insights, demonstrating a profound understanding of their role in promoting reconciliation and ecological ways of being.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	<b>Fostering Emotional &amp; Imaginative Engagement:</b> Teachers will foster imaginative engagement by designing lessons and activities that spark curiosity, wonder and emotional resonance. They will incorporate storytelling, metaphor, and vivid imagery to deepen connections with the curriculum and the living world. Teachers will model their own sense of awe and respect for the living world and Indigenous cultures, sharing personal reflections and fostering a classroom culture of openness and exploration. By creating a safe and supportive environment, they will encourage students to express and cultivate imaginative connections with the land.
	E2	<b>Facilitating Activeness &amp; Thoughtful Interaction with the Land:</b> Teachers will facilitate activeness and thoughtful interactions with the land by leading frequent, purposeful outdoor activities, such as walking the land, sensory observations, and participating in projects that assist other-than-human beings. These activities will emphasize mindfulness and reflection, with students pausing to document their experiences through journaling, sketching, or discussions. Educators will encourage curiosity-driven inquiry, helping students connect their observations to larger ecological and cultural themes, and inspiring a deeper understanding of place.
	E3	<b>Modeling Collaboration &amp; Respect for Klahoose (&amp; other Indigenous) Perspectives:</b> Educators will model collaboration and respect for Klahoose worldview(s) by actively partnering with Klahoose knowledge keepers and integrating authentic teachings into the curriculum. They will demonstrate respect, humility, and curiosity, modeling these attitudes for their students. Through these actions, teachers will empower students to engage in collaborative, student-driven projects that promote leadership, creativity, and responsibility in addressing ecological and cultural challenges, ensuring

		each student feels connected, inspired, and capable of making meaningful contributions to their human and ecological community.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	<b>Narrative-Based Projects:</b> Students will create and share stories that explore their relationship with a specific natural element or place. These stories will incorporate cognitive tools like vivid imagery, metaphor, and the recognition of mystery to foster emotional and imaginative engagement. Assessments will focus on how effectively students express their connection to the living world and incorporate ecological understanding into their narratives.
	T2	<b>Place-Making Activities:</b> Students will identify “sit spots” to develop a deeper relationship with place. They might, for example, build small shelters or create symbolic markers to represent their connection to these spaces. Assessment will consider their ability to articulate the significance of the place and reflect on their integration with the living world.
	T3	<b>Experiential Reflection Tasks:</b> During outdoor explorations, students will engage in sensory observations and reflective pauses, documenting their experiences through journals, sketches, or photo essays. Assessments will evaluate their ability to employ somatic and emotional awareness to describe their interconnectedness with the living world.
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	<b>Fostering Support &amp; Vision:</b> Administrators will actively champion the principles of Imaginative Ecological Education (IEE) by ensuring the vision of the school aligns with its practices. They will lead by example, prioritizing professional development opportunities that deepen understanding of IEE and Indigenous cultural “resurgence.” Administrators will consistently communicate the importance of engaging with the living world and land-based learning to staff, students, and the wider community.
	L2	<b>Ensuring Resources &amp; Opportunities for Land-Based Learning:</b> Administrators will demonstrate their commitment by allocating resources—both financial and logistical—to support land-based activities. This could involve developing partnerships with local Indigenous communities, Friends of Cortes Island, or the Cortes Island Museum, ensuring access to outdoor learning spaces, and providing materials for experiential projects. They will also manage scheduling to ensure that students and staff have regular opportunities to engage meaningfully with the living world, removing barriers to outdoor and interdisciplinary learning.

	L3	<p><b>Modeling Community Collaboration &amp; Accountability:</b> Administrators will actively build and sustain relationships with Klahoose First Nation, ecologically-minded organizations, and local stakeholders to strengthen the school's connection to its place. They will be visible participants in land-based learning activities, modeling respect, humility, and curiosity. Regular assessments of the school's progress will be conducted through community feedback, staff reflections, and student outcomes. These insights will be used to adapt and improve practices while celebrating milestones publicly, demonstrating a dedication to continuous growth and meaningful reconciliation.</p>
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### **Bracketing Our Work – Our Leadership Impact Statement:**

“If we...(insert leadership team actions, professional learning actions, calendar, timelines)...

If we were to become one of the leading place-based education (i.e. Imaginative Ecological Education) schools in the province and a model for how to move towards meaningful “reconciliation” with First Nations by way of land-based learning, then we would observe a school-wide culture deeply engaged with the living world. Teachers, students, and the community would collaborate meaningfully to develop a shared sense of interconnection with the land and respect for Klahoose and other Indigenous perspectives.

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- Click or tap here to enter text.

Then we will observe...

- Click or tap here to enter text.
- Click or tap here to enter text.

Educators (leading indicators):

We would see our teachers designing and delivering interdisciplinary lessons that integrate land-based learning with emotional, imaginative, and somatic engagement. They would consistently foster curiosity and creativity by using storytelling, reflection, and experiential activities that connect students to their local environment and Indigenous ways of knowing.

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- Click or tap here to enter text.

Tasks/Assessments (leading indicators):

We would see tasks and assessments that encourage students to explore their relationship with the land, such as reflective journaling, collaborative ecological projects, and place-based storytelling. These would prioritize emotional connections, critical thinking, and an awareness of sustainability and reconciliation.

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- Click or tap here to enter text.

Students (lagging indicators):

We would see students actively engaging with the land, demonstrating awe, curiosity, and stewardship. They would show a deepening understanding of their place within the living world and their role in supporting reconciliation through thoughtful and respectful practices.

- Click or tap here to enter text.

And our data/evidence (lagging indicators) will show...”



Our data and evidence would show increased student engagement, teacher confidence in delivering IEE, and a positive impact on relationships with Indigenous communities. Feedback from students, teachers, and community partners would highlight the school as a transformative leader in place-based and land-based education.

- [Click or tap here to enter text.](#)

### Goal # 3 – Long Term Planning – Monthly Highlights/Syllabus

August:	Click or tap here to enter text.	February:	<b>Deepening Land-Based Engagement</b>  February will be centered on organizing immersive outdoor activities and field trips that align with IEE principles, emphasizing emotional connections to the living world. Teachers will collaborate on interdisciplinary projects involving multiple classes to deepen the frequency and impact of land-based learning experiences.
September:	<b>Laying the Foundation</b>  The school will host an initial meeting to align staff with the vision of Imaginative Ecological Education (IEE) and reconciliation through land-based learning. Partnerships with Indigenous knowledge keepers and local organizations will be established. Baseline data will be gathered by assessing staff understanding of IEE principles and reconciliation through discussions and reflections. The focus this month is on building a shared understanding of goals and identifying professional development needs and community resources.	March:	<b>Mid-Term Community Showcase</b>  The school will host a mid-year student showcase featuring projects and reflections on land-based learning. This event will celebrate progress and maintain momentum while building broader community awareness and support.
October:	<b>Building Staff Capacity</b>  October will be dedicated to conducting professional development workshops on IEE principles, cognitive tools, and integrating land-based learning across disciplines. Peer learning “action research groups” will be initiated to support collaborative lesson planning. The aim is to equip teachers with the tools and confidence to start implementing IEE in their classrooms.	April:	<b>Expanding Student Leadership</b>  Student-led ecological or reconciliation initiatives, such as restoration projects or community events, will be launched. Planning for the final year-end showcase will also begin, with a focus on empowering students to take ownership of their learning and community contributions.

November:	<b>Curriculum Integration</b>  Teachers implement their first few place-based, land-based lesson plans, emphasizing storytelling and somatic engagement. A reflective session (at a staff meeting) will allow staff to share successes and challenges. The focus will be on beginning cross-curricular alignment to ensure IEE principles are integrated into every subject.	May:	<b>Consolidating &amp; Sharing Learning</b>  Teachers will finalize assessments of student growth, focusing on ecological understanding, creativity, and reconciliation practices. Materials for the final showcase, including student projects and data on progress, will be prepared. The focus will be on reflecting the culmination of learning and the transformative impact of the initiative.
December:	<b>Strengthening Community Collaboration</b>  December will see the school host a “teacher-parent” engagement event to share the vision and invite participation in land-based projects. Student-led initiatives, such as exploring “sit spots” or creating nature journals, will begin. This month will focus on fostering stronger relationships with Indigenous communities and local stakeholders.	June:	<b>Celebrating Achievements &amp; Planning Ahead</b>  The year will conclude in June with a year-end showcase, inviting community members, partners, and families to celebrate student work and the school’s progress. A comprehensive review of the year’s successes and challenges will be conducted, gathering data and feedback to guide future planning. This month will highlight the year’s achievements and establish a roadmap for continuous improvement in place-based and land-based education.
January:	<b>Reflection &amp; Adjustment</b>  A mid-year review will take place in January, using staff and student feedback to identify areas for improvement. Lesson plans and goals will be adjusted based on these insights. The focus will be on ensuring the initiative is on track and addressing any barriers to success.	July:	Click or tap here to enter text.

### Maintaining Momentum – Our Ongoing Check-In/Reflection Plan

In order to ensure we are moving forward, and our staff is receiving the support they need, we will make ongoing staff learning visible by doing the following. **Note:** *What are your checkpoints? What protocols will you use to ensure that the staff is moving forward? This is an opportunity to outline when you will check-on with teams, protocols you will use (i.e., 4S Heat Check, or others), peer learning partners/triads you will set up and how often you will check in)*

To maintain momentum with our third goal of becoming a leading place-based education school and a model for reconciliation, we will implement a structured reflection and check-in plan to ensure progress and provide ongoing support for staff. Monthly staff meetings will include dedicated time for reflection, using protocols such as the 4S Heat Check (Strengths, Struggles, Stretches, and Support) to identify areas of growth and address challenges. These meetings will create space for open dialogue and collective problem-solving.

Peer learning teams will be established to foster collaboration and shared accountability among staff. These groups will meet bi-weekly to exchange ideas, share lesson experiences, and co-develop strategies for integrating Imaginative Ecological Education (IEE) principles into the curriculum.

Our Internal, School-Based Celebrations of Impact Date(s): June 13<sup>th</sup> 2025

Links to learning log(s): N/A

Our District Celebration of Impact Date: N/A