

## DIRECTIONS 2025: ACTION PLAN FOR LEARNING

### Cape Horn Elementary

2024-2025



## Intellectual Development

Goal: Scaffold students to develop critical thinking to support reading and writing

### Rationale:

Through intentional interventions and conversations as a school, staff feel that students would benefit from a focus on how to be critical thinkers when engaging in reading and writing.

### Planned Actions:

Continuing with the resource, "Shifting the Balance" we will look to consolidate knowledge to develop a clearer scope and sequence across the primary grades, scaffolding essential building blocks. In intermediate we look to begin learning through a book study using "Shifting the Balance" for Intermediate, growing our knowledge of the brain and the science of learning to read.

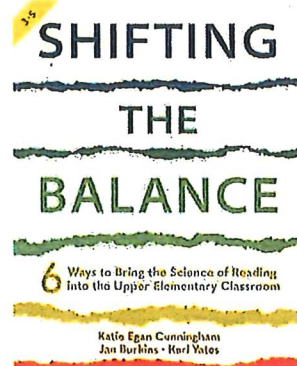
### Indicators of Success:

As a staff we will measure our own professional learning through conversations and shifts in practice. Our students will show an increase in critical thinking skills and their growth will be documented and discussed through assessment and observation. Teachers will talk about current critical thinking skills in reading and writing and have opportunities for professional conversations allowing for insight into next steps.

### School Community Engagement Process:

Critical thinking, reading and writing opportunities will be available through PAC initiatives such as the school-wide read-a-thon. Links and resources will be shared with families via the school newsletter and classroom teacher communication. Opportunities for critical thinking will be intentionally brought into the school.

Students will be encouraged to create stories through guided structures such as sphere story-telling.

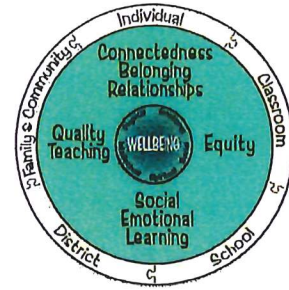


## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

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### Human and Social Development

#### Area of focus:

Building Resilience and Co-Regulation individually, student to student, student to teacher, teacher to teacher, parent to child using a variety of strategies both indoor and outdoor.

#### Planned Actions:

Cape Horn will continue with WITS and review and explore methods of self regulation to come up with a common language to help students, teachers and parents communicate emotions. Primary and Intermediate levels will come together to identify the fundamental skills that will be taught over the course of the year. As a school we will work on building emotional vocabulary, recognizing body cues in ourselves and others, learning how to shift from one emotion to another and learning what emotions are beneficial for different situations.

#### Indicators of Success:

Increase in students using SR strategies independently  
Increase in time that all students are able to remain in the learning environment and engage in unstructured time with peers successfully  
Increase in self-advocacy from students for what they need to regulate  
Increased ability for students to recognize body cues of others  
Increase in common understanding of emotions, recognition of body cues, how to shift emotions and ability to articulate beneficial emotions for different situations.

#### School Community Engagement Process:

Staff will come together at the beginning of the year with an SEL theme for each month.  
Staff will talk during staff meetings about a progression of self regulation skills for the classroom.  
Staff will start by identifying different emotions and create lessons to deliver in the classroom to create a cohesive Cape Horn SEL language.



## DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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### Indigenous Learners and Indigenous Ways of Learning

#### Area of focus:

Connecting to the land - delving deeper into FPPOL with a focus on connectedness, reciprocal relationships, story-telling and place-based learning

#### Planned Actions:

Staff resource sharing - what can we share with one another.  
Continue with building up outside spaces for self regulation and exploration of the land.  
Bring in guests where possible - Indigenous dancing and music performances;  
Indigenous plant cards  
Potential for school-wide read.

#### Indicators of Success:

More students being able to talk at school and at home about Indigenous Learning.  
Students being able to make connections to FPPOL.

#### School Community Engagement Process:

Invite parents with ancestry into the school to share with the school, read, teach.  
Reach out to Indigenous Education for school-wide opportunities  
Connect with the Nation through staff and Indigenous youth worker to create opportunities for learning.

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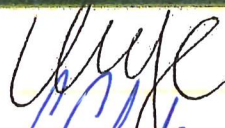

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## Reflection

## Signatures

Title	Name	Signature	Date
Principal	Lindsay Goodridge		June 28/24
Assistant Superintendent	Carey Chute		June 28 2024

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