

KOOTENAY ORCHARDS



FRAMEWORK FOR ENHANCING
STUDENT LEARNING 2026-2027



SCHOOL CONTEXT

Kootenay Orchards Elementary School is a vibrant community catchment school where most of our students live within walking distance. Our school has a rich history, with the first school with the same name opening in Cranbrook in the early 1900's as a one room schoolhouse. The current building opened its doors 1995 as a replacement to the 10th Avenue School building.

Our school is home to 217 students and 19 dedicated staff members, organized across 10 classrooms. We are proud to have a strong Indigenous representation, with 47 students who identify as having Indigenous ancestry.

Our support team includes Learning Services Teachers, an Indigenous Education Support Worker (four days per week), a School Counsellor (two days per week), a Speech-Language Pathologist (one day per week), a full-time Speech-Language Assistant, and a full-time Youth Care Worker. We are also fortunate to have a qualified Teacher Librarian and a Library Clerk, each available two days per week. The District Resource Centre and the Transformative Learning Teacher operates in the basement of the school.

Every classroom receives music instruction from a qualified and experienced Music Teacher, and our Grade 5 and 6 students participate in band. In addition, all classes have access to a consistent daily gym time, supporting physical wellness and active learning. We also work closely with the University of Victoria's East Kootenay Teacher Education Program, hosting 4 of the courses for our future teachers and welcoming teacher candidates into our classrooms and work with our qualified staff. Our school promotes place-based education, and we value our time outdoors in this beautiful corner of the Kootenays.

Current Highlights and Successes

- Comprehensive and engaging music program, including extra curricular performance opportunities such as the Talent Show, Christmas Concert and Spring Concert.
- Running Club for intermediate students
- Recycling and composting leaders promoting environmental stewardship
- Grade 6 leadership opportunities
- Outdoor rock circle supporting experiential and land-based learning
- Vegetable garden maintained by the grade 4/5 classrooms and families in the summer months.
- Flexible learning spaces in both primary and intermediate wings
- Breakfast Club and snack program available to all students
- Participation in the BC School Fruit and Vegetable Nutritional Program
- Elementary sports opportunities for Grade 6 students, including volleyball, basketball, and track and field

INTELLECTUAL GOAL

Goal: Students will increase their confidence and skills in writing through purposeful and intentional instruction and practice.

We will be using the following strategies to help our students develop as proficient writers:

- Share and celebrate exemplary writing in our school newsletter, assemblies, school bulletin boards, in buddy teams and during morning announcements.
- Provide opportunities to write and reflect upon Indigenous content.
- Obtain and discuss research-based literature regarding best practices in writing instruction.
- Provide collaborative meeting time to discuss best practice strategies and emerging themes.
- Focus on written output and help to boost students' confidence in their written output, whether typed or handwritten.
- Learn about the link to writing output and oral language skills and support students in developing their oral language skills. ([Spencer & Peterson \(2018\)](#))
- Look at our assessment practices to promote targeted instruction, student self-reflection and goal setting with 3 workshops from Karley Alleyn from Accessible Assessment.
- Participate in a year of writing professional development with Adrienne Gear and her book "Powerful Writing Structures".

SOCIAL EMOTIONAL GOAL

Goal: Students will learn skills to manage normal conflict in their friendships and relationships.

Tier 1 Strategies (support for all)

1. Increase the visibility of adult supervisors by providing them with high-visibility vests.
2. Teach students conflict resolution skills through the [Friendology curriculum](#) to all classrooms.
3. Teach emotional regulation strategies in Health lessons through the EASE program ([Everyday Anxiety Strategies for Educators](#)).
4. Learn about [Compassionate Systems Leadership](#) to reframe relational health and behaviour support.

Tier 2 Strategies (support for some)

1. Provide small-group support with help from our Youth Care Worker, Indigenous Support Worker, Learning Services Teachers, Counselling and Administration.
2. Work with families and keep them informed of conflict at school and how students are moving forward in conflict resolution.
3. Teach "Interoception" lessons to identified classrooms with YCW, IESW, and Counsellor.
4. Invite outside agencies such as Canadian Youth Mental Health, PAWS, and the Boys and Girls Club.

Tier 3 Strategies (individual and targeted support)

1. Provide intensive one-to-one support through administration, youth care worker, and counselling for students who find themselves in repeated conflict with others.
2. Use the [ReSet process](#) to help students regulate their nervous systems.

Growth Plan

Year at-a-glance

START UP

Fall Friendology Lessons
100% attendance in
Adrienne Gear Workshop,
personal narrative writing
Karley Alleyn - Assessment



FALL

Adrienne Gear Workshop
Acadience Training
Fall write – identify trends
Compassionate Systems



WINTER

Interception Lessons
Intermediate Intensive
support
Reading groups



SPRING

Spring Friendology Lessons
Science Fair / Heritage Fair
Adrienne Gear Workshop
Karley Alleyn - Assessment



YEAR END

Spring write – celebrate
growth
Data review to support
2027-2028 class comp and
plan next steps.

