

Framework for Enhancing Student Learning

KOOTENAY ORCHARDS ELEMENTARY SCHOOL

Cranbrook BC

2025-2026



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SCHOOL CONTEXT

Kootenay Orchards Elementary School is a vibrant community catchment school where the majority of our students live within walking distance. This year, we proudly celebrate the 30th anniversary of our current building, which opened its doors in 1995.

Our school is home to 238 students and 31 dedicated staff members, organized across 11 classrooms. We are proud to have a strong Indigenous representation, with 49 students who identify as having Indigenous ancestry.

Our support team includes a Learning Services Teacher (Monday–Thursday), 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 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 Music Teacher, and our Grade 5 and 6 students participate in band. In addition, all classes have access to daily gym time, supporting physical wellness and active learning. 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 a yearly 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 class
- 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

PRIMARY LITERACY

GOAL: ALL PRIMARY STUDENTS READING AT OR ABOVE GRADE LEVEL

With this being the 5th year in our growth plan with this goal, we have explored the following strategies:

-Purchased more non-fiction literature.

-Consultation and training with the District Literacy Support Teacher and shared research-based literature that addresses building confidence for struggling readers.

In the 2025-2026 school year we will:

Tier 1 (Support for all)

- Continue to support school-wide reading initiatives such as Flashlight reading, DEAR (drop everything and read), and Literacy Events in the school.
- Promote the use of a [consistent, evidence-based, district-wide assessment tool](#) to identify struggling readers,
- Promote the use of evidence-based literacy instructional strategies, such as [UFLI](#)
- Promote community literacy supports and [resources for parents.](#)

Tier 2 (support for some)

- Support structures that allow teachers to provide tier 2 interventions to their emerging and developing readers.
- Work with Learning Services teacher to create small group intervention programs.

Tier 3 (intensive, targeted support)

- Consultation and therapy with the Speech Language Pathologist and Speech Language Assistant.
- One-to-One support with Learning Services Teacher

INTERMEDIATE WRITING

GOAL: INTERMEDIATE STUDENTS WRITING AT OR ABOVE GRADE LEVEL

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

- Share and celebrate exemplary writing in our school newsletter, 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 (Seravallo, [Gear](#), Bright).
- Provide collaborative meeting time to discuss best practice strategies and emerging themes.
- Provide collaborative meeting time with students (one to one / small groups) to discuss strengths, strategies and stretches for next steps.
- 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 \(2018\)](#))

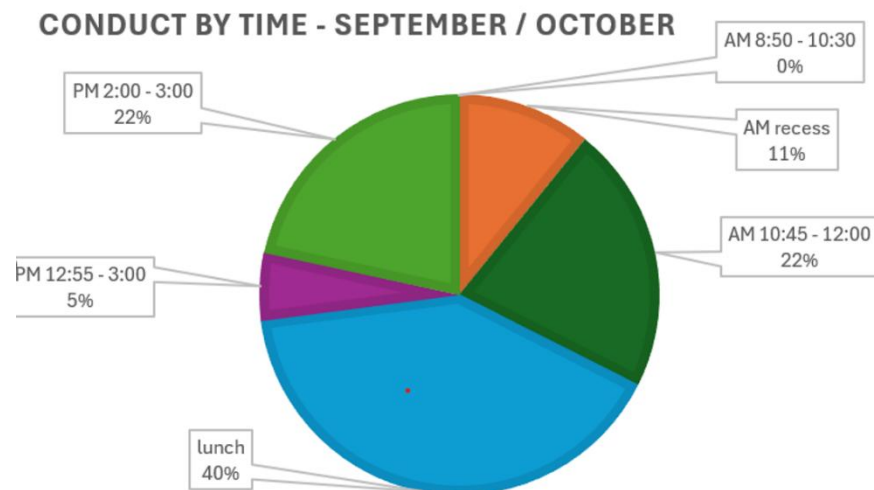


Typing Pal, available through our Transformative Learning Department.

[The Science of Reading and Handwriting](#)

SOCIAL EMOTIONAL

GOAL: DECREASE 75% IN CODE OF CONDUCT INFRACTIONS BY SPRING



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. [Implement Compassionate Systems Leadership](#) to reframe relational health and behaviour support.

Tier 2 Strategies (support for some)

1. Provide small-group support through Youth Care Worker, Indigenous Support Worker, Learning Services and Counselling.
2. Work with families and keep them informed of conflict at school.
3. Teach "Interoception" strategies to identified classrooms with YCW and Counsellor.

Tier 3 Strategies (individual and targeted support)

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

NUMERACY

GOAL: INCREASE STUDENT CONFIDENCE AND ENGAGEMENT IN MATH

As a school, we will be using the following strategies to help our students develop their confidence in math

-Work with Nicole Fulton, District Numeracy Support Teacher, to implement a screener to help identify students who are missing foundational grade-level knowledge.

-Learn from Janice Novocosky, math specialist, as a staff to come up with a scope and sequence that would best prepare our students for middle and high school.

-Provide varied, enriching and real-world math tasks that help to build confidence and increase engagement.