



2025.2026 School Plan for Student Success

NUKKO LAKE ELEMENTARY

We respectfully acknowledge that Nukko Lake Elementary is nestled in a beautiful space on the unceded ancestral territory of the Lheidli T'enneh First Nation.

SD57 Vision:

All students are prepared for each step of their life journey with the skills, knowledge, options, and choices to be successful.

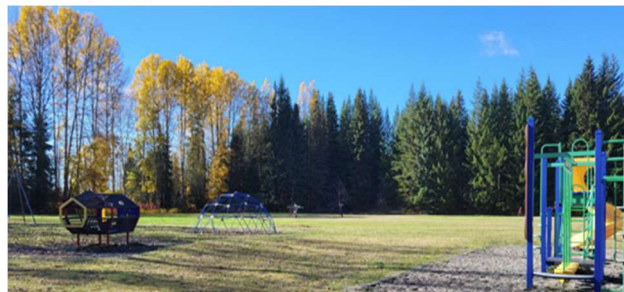
Our Mission

To promote the intellectual, physical, and emotional growth of each student within a safe, healthy, respectful, and inclusive community.

Our Values

We value learning from Tenneh (Community), Lhelhyoo (Diversity) and Whuts'odel'eh and Yunk'ut Whotso'odel'eh (Land-based Learning)

- We focus on the strengths, knowledge, and skills of every person.
- We create a safe, compassionate, respectful, and inclusive learning environment.
- We engage in learning opportunities that are accessible for all, relevant, and fun.



OUR SCHOOL STORY

At Nukko Lake Elementary School (NLES) we learn, grow, and play on the beautiful unceded ancestral *keyoh* of the Lheidli T'enneh First Nations. Our school serves a large rural geographic catchment area and is nestled in the beautiful Lakes Community area 38 km northwest of School District #57 Prince George. Our families enjoy living in this northern landscape, accessing the many lakes and engaging in recreational opportunities in the area. NLES's current enrollment is 115 students. We have five divisions supported by 19 staff members - three primary classes and two intermediate classes, combined grades throughout. Most families in our catchment area rely on bus transportation to and from school.

Nukko Lake School began in 1953 as a portable classroom on land donated by Frank Allen. In 1958, the school expanded to include two classrooms, washrooms, and a workroom, and a bus route was established. In 1972 and 1974, additional classrooms were added, washrooms for teachers, a new office area, a library, and a staffroom were added. A half-gym, changerooms, more washrooms, a Grade 7 classroom, a Kindergarten classroom, and a proper office were added in 1976-1977. The current updated building officially opened in 1996 with a North and South wing, library, a full gym, office, and 10 classrooms.



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WHAT MAKES US UNIQUE?

We are committed to growing NLES as a teaching and learning school, hosting teacher education and education assistant practicums throughout the school year.

As a vibrant rural school, we support early learning through to Grade 7, we host a well-attended StrongStart BC Program that runs Tuesday and Thursday mornings, provide full after-school care on-site for our students/families, and offer engaging and meaningful learning opportunities. Our rural setting allows us to deepen learning in the areas of literacy, numeracy, applied design and skills technology, land-based education, fine arts, extra-curricular sports, our Sus (Bear's) Den, and more.

Our outdoor learning spaces include a school garden and two playgrounds- one of which is designed for accessibility- along with swings, climbing equipment, tennis and basketball courts, a large field, forest, neighbouring Lakes Community beach, and several local farms and growers within 10km radius.

Our students, families, and PAC support many enriched learning experiences each school year, including swimming, skating and/or skiing-snowboards lessons, Home Alone & Baby-Sitting certification. This year we also plan to offer CORE certification to upper intermediate students.

OUR LEARNING GOALS

For each learner, we aim to increase literacy and numeracy proficiency and close the gap for Indigenous learners, children and youth in care, and students with diverse abilities/disabilities. We focus on strengthening learning-growth mindsets and set SMART goals:

- ✓ **Specific:** Focuses on reading and writing fluency, number sense and computation fluency.
- ✓ **Measurable:** Uses pre- and post-assessments to track progress.
- ✓ **Achievable:** Based on grade-level expectations and supported by targeted instruction
- ✓ **Relevant:** Directly tied to literacy and numeracy development.
- ✓ **Time-bound:** Set to be achieved by June, end of school year.

Literacy Goal

Improve reading and writing fluency for all students by implementing a structured literacy intervention model. By June, increase the number of students reading at or above grade level by 10%, and improve writing fluency scores by 10%, as measured by school-wide writing snapshots assessments. Provide targeted instruction for 30 minutes, four times a week, using evidence-based strategies. This goal aligns with the school's literacy improvement plan and supports district-wide efforts to close achievement gaps in foundational literacy skills. Targeted improvements will be achieved by June 2026.

Numeracy Goal

By June, students will demonstrate increased number sense and computation fluency by 10%, shown through improvements in accuracy and efficiency on solving grade-level math assessments. Progress will be measured by pre- and post-assessments administered in the fall, winter, and spring.



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STRATEGIES & RESOURCES

Structural and System Change; Adult Learning; Student Learning:

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Early Literacy (essential) Skills Profile, Performance Standards, Level B Assessments/Screeners
- Strength-Based Student Learning Profiles, neuro-affirming approach to support learners
- Targeted Intervention blocks (in addition to whole class instruction)
- Continuum of Support each Friday afternoon
- Comprehensive Tool Kits for Literacy & Numeracy
- Collaborative teaching and learning
- Empowering students with agency and opportunities to grow
- Triangulation of Evidence of Learning: Observations-Conversations-Product/Artifacts

MONITORING and EVALUATION

Areas to Celebrate, Literacy

Our Grade 4 and 7 Literacy Foundation Skills Assessment results show a positive trend with (75-80%), students on-track, including Indigenous students. Based on Student Learning Surveys, 75-90% of our Grade 4&7 students feel that are “getting better at reading”. Students in all grades show improved personal writing skills in fluency, meaning, and form based on our seasonal writing snapshots and the BC Performance Standards. Our students express enjoyment in writing, share creative stories, increase their writing output with accommodations (e.g., speech-to-text), and view themselves as writers.

Testimonials Gr. 7 Student, C. Oliver

“Before I felt embarrassed about my writing level. It was below everyone else’s standards. I thought I wasn’t smart. Some things that helped me included technology. I learned to use speech to text in Gr. 5. This learning tool helped me to express my ideas, thinking, and see myself as a better writer. Each year I am assigned a computer, allowed to use speech to text, while still practicing improving my writing and writing conventions without computer support. I really appreciate everyone being patient with me and helping me see my strengths. Now I feel proud of how far I have improved. I am even getting better at spelling! I am grateful for my teachers, Ms. McGowan, Mr. Parkinson, and Mrs. Hagblom, for helping me to become more confident. I understand how I learn best and what supports I need, like I need help with spelling practice, working on my writing voice to communicate my ideas and thinking.”

Areas to Grow, Literacy

Our school-based team reviews fall classroom, district, and provincial assessment results to identify learners who are not on track, and to design literacy intervention priorities for both primary and intermediate grades. Based on FSA results, 20-25% of our Gr. 4 & 7 students are not on-track for literacy. Students identified as not on track in reading and/or writing are monitored continuously through Student Learning Plans or Individual Education Plans. Our school team collaborates closely with Inclusive Education Extended Team to support learners through multi-sensory approaches, including moderate and intensive “high impact” instructional intervention strategies.



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Areas to Celebrate, Numeracy

Our Grade 4 and 7 Numeracy Foundation Skills Assessment results show a positive trend, with 70-75% of students on track, including for Indigenous students. Based on our seasonal SNAP Number Sense assessments, students in all grades continue to show strengths in representing and connecting number, understanding and problem solving. Classroom Assessment Data for our Gr. 6 student cohort, indicates high engagement and strong competency in advanced math tasks involving concept area, patterns, and algebra. Students are beginning to see themselves as mathematicians, and are showing readiness, confidence, and enthusiasm. Many students are now self-assessing and monitoring progress in mathematical thinking - know, do and understand through manipulatives and practical application strategies for solving two-step equations.

Areas to Grow, Numeracy

Our school-based team reviews fall classroom, district, and provincial assessment results to identify all learners who are not on track and to design numeracy intervention priorities for both primary and intermediate grades. We continue to monitor students' sense of confidence and their belief that they are "getting better at math". We trend with around 9% showing negative responses. Our goal is to have our students viewing themselves as mathematical thinkers. Based on FSA results, 20-25% of our Gr. 4 & 7 students are not on-track. These students not yet on track are monitored continuously through Student Support Learning Plans (non-designate) or Individual Education Plans (designated). Our school team works closely with Inclusive Education Extended Team to provide multi-sensory supports, including moderate and intensive high impact math instructional intervention strategies.

SUCCESS MEASURES for Student Learning

- ♦ Focus on data dialogue and collaboration so that ongoing student assessment and the data gathered informs actions.
- ♦ Review class profiles and student learning plans during the fall, winter, and spring seasons to ensure responsive supports.
- ♦ Strengthen work on triangulation of learning evidence through observations, conversations, and student products (for/as/of learning and assessment).
- ♦ Provide collaborative time for enrolling teachers to explore high-yield instructional strategies, assessment tools, and interventions that deepen literacy and numeracy knowledge, skills, and understanding.
- ♦ Continue to implement evidence-based, multi-sensory interventions for individuals, small groups, and whole classes using recommended responsive instructional resources and tools.

ENGAGEMENT

- SEASONAL & ongoing: staff dialogue, student dialogue, parent/caregiver dialogue
- Student Learning Survey Gr. 4 & 7 families
- Additional district assessments
- Community and school events: Student-led conferences, Open House, Welcome to Kindergarten, Principal's SPSS dialogue with Parent Advisory Counsel, School-Based Team & Extended School-Based Team Meetings



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REPORTING

Our continuous improvement cycle includes student-teacher-parent conferencing, communicating student learning progress report, and making seasonal and ongoing adjustments based on evidence of what is working, what is not yet working, and what needs to come next. This reflective process guides our continuum of support framework and ensures that student learning remains at the core of all decisions.

Evidence of student engagement and joyful learning at Nukko Lake Elementary!



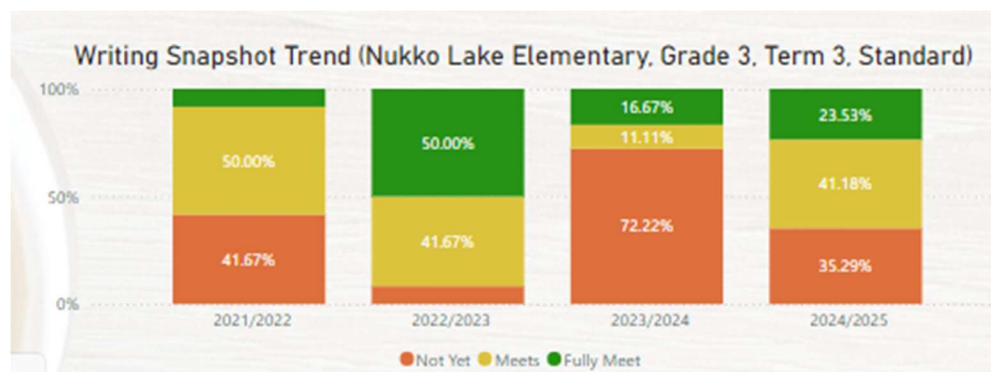


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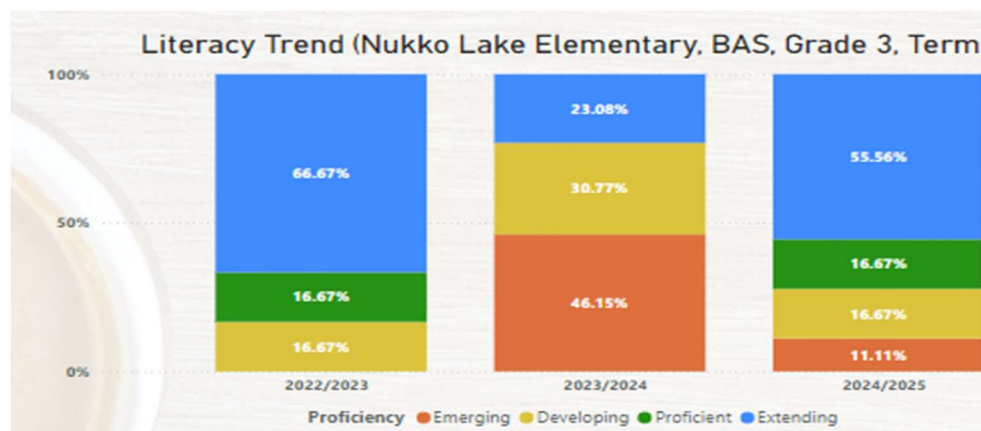
Cohort Reading Data is monitored yearly, students not yet at grade level receive targeted intervention, are on Individual Education Plans (designated) or Student Support Learning Plans (non-designated)

Grade 1		Grade 2		Read Naturally	Grade 3		Read Naturally	Grade 4		Read Naturally
2022	2023	2023	2024		2024	2025		2025	2026	
Fall	Spring	Fall	Spring		Fall	Spring		Fall	Spring	
NA	NA	NA	NA	NA	N	S	4			4
A	B									
B	E	G	M	3	M	T	done			5.6
B	C	D	G	NA	G	P	4			4
A	D	H	M	3	M	T	5.6			5.6
B	C	E	J	1.5	J	P	3			3
A	B	C	E	NA	E	L	2			2
NA	NA	NA	NA	NA	D	J	2			2
A	C	C	K	NA	K	R	5			5
NA	NA	NA	NA	NA	Q	T	done			5.6
E	L	O	R	6	R	U	done			5.6
A	B	D								
A	E	H	M	NA	M	Q	done			5.6
E	K	O	Q	4.5	Q	T	done			5.6
A	B									
A	C									
NA	NA		H	NA	H	Q	3			3
E	H	M	P	3.5	P	T	5.6			5.6
A	A	A	A	NA	A	B	PAZ			0.8
A	C	E	J	1.5	J	Q	4			4
NA	NA	NA	NA	NA	A	D	1.5			1.5

Performance Standards, Personal Writing – meaning, style, form and conventions.



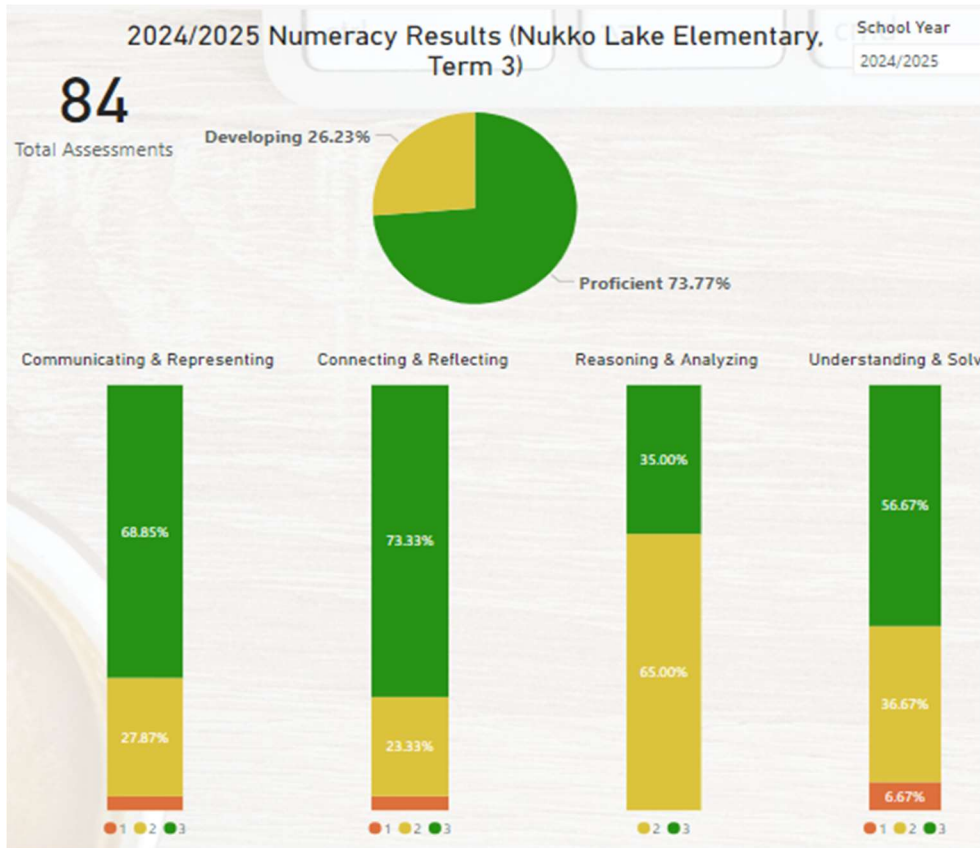
Benchmark Assessment Reading Fluency and Comprehension Results



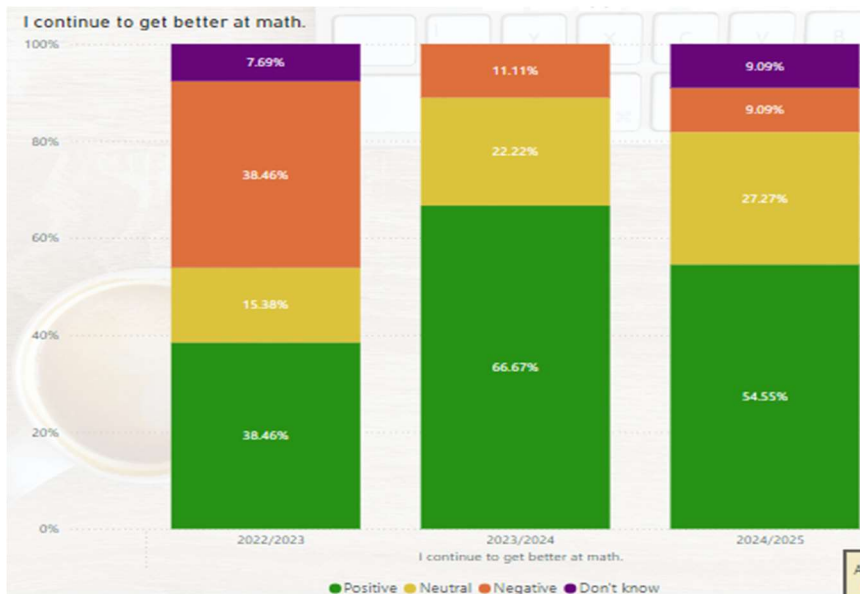


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SNAP Student Numeracy Assessment Practice



Student Learning Survey Gr. 7, spring data, *trends fewer students responding negative





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Foundation Skills Numeracy Trend

