



2026-27 School Plan for Student Success Nukko Lake Elementary School



PREAMBLE:

Nukko Lake Elementary School is located on the unceded ancestral territory of the Lheidli T'enneh First Nation. We are grateful to learn, work, and play on this land and to build respectful relationships with Indigenous peoples and Ways of Knowing.

Nukko Lake Elementary is a rural K-7 school serving 118 students northwest of Prince George. The school is known for its strong sense of community, supportive relationships, and commitment to inclusive practices that help all learners experience success.

Our strengths include:

- Strong collaboration among staff to support student learning.
- A caring and inclusive school culture where students feel connected and supported.

Context: Our staff regularly review student achievement data to identify learners who may require additional support or intervention. This information is used to guide instruction, allocate supports, and monitor student growth over time.

SCHOOL LEARNING GOAL: To strengthen foundational literacy skills so that all students become more confident, accurate, and fluent readers.

Through high-quality, responsive classroom instruction, targeted intervention, and regular review and use of data, staff will work together to identify student needs, monitor growth, and provide timely support.

Success will be measured through DIBELS benchmark and progress-monitoring assessments administered throughout the school year, with students demonstrating growth in foundational literacy skills such as phonemic awareness, decoding, accuracy, and reading fluency.

RATIONALE

School-based assessment data and classroom observations indicate that some students continue to require additional support in foundational literacy skills including phonemic awareness, decoding, oral reading fluency, and reading comprehension. DIBELS provides a consistent measure of early literacy development and helps staff identify students who may benefit from strategic or intensive intervention. A school-wide focus on literacy will help ensure all learners receive timely support and opportunities for growth.



STRATEGIES to ACHIEVE the SCHOOL LEARNING GOAL

Tier 1: Universal Supports

- Explicit structured literacy instruction in all classrooms.
- Daily reading instruction focused on phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Use of high-quality literacy resources aligned to the science of reading.
- Regular classroom-based formative assessment.

Tier 2: Targeted Supports

- Small-group literacy intervention for students identified through assessment data.
- Additional guided reading and fluency practice.
- Frequent progress monitoring for students requiring additional support.

Tier 3: Intensive Supports

- Individualized intervention plans for students significantly below benchmark.
- Collaboration with Inclusive Education staff and district support personnel.
- Increased frequency of progress monitoring and instructional adjustments.

Responsive Supports for Learners

- Strength-based approaches that recognize student assets and cultural identities.
- Regular review of achievement data for Indigenous learners and students with diverse abilities/disabilities.
- Collaboration with families and support teams to remove barriers to learning.

MONITORING for IMPACT – Student Learning Change

Timeline	Assessment Tools	Evidence of Learning	Adjustments
October	DIBELS Universal Screening	Benchmark, strategic, intensive data.	Identify intervention groups.
January	DIBELS Mid-Year Assessment	Student growth and movement between categories.	Adjust intervention intensity and groupings.
March	DIBELS Progress Monitoring	Fluency and foundational skill growth.	Refine instructional strategies.
June	DIBELS End-of-Year Assessment	Percentage of students meeting benchmark.	Identify successes and next steps.

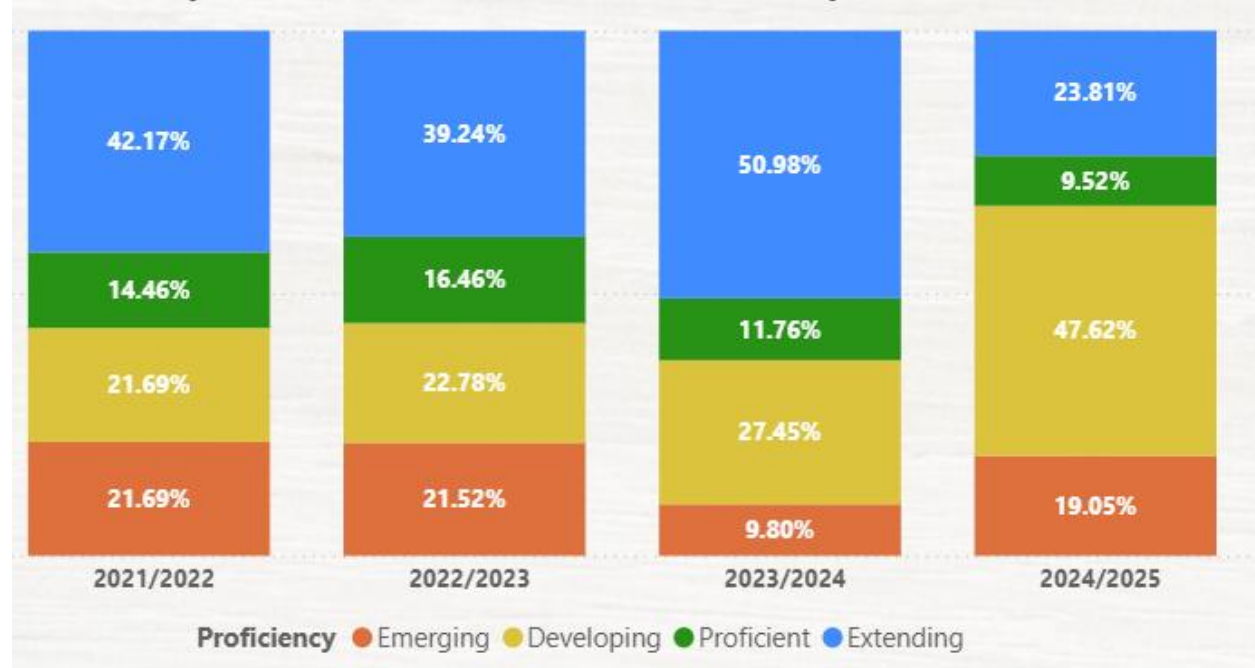
Additional Evidence: Classroom reading assessments, teacher observations, student work samples, student learning profiles.

REFLECTIONS and OUTCOMES

Questions for June Reflection:

- What changes were observed in student literacy achievement?
- How did DIBELS data inform instruction and intervention?
- Which strategies had the greatest impact on student learning?
- How effective were supports for students who required additional intervention?
- What should continue, be adjusted, or be added next year?

Literacy Trend (Nukko Lake Elementary, BAS, Term 3)



Writing Snapshot Trend (Nukko Lake Elementary, Term 3, Standard)

