

Nakusp Elementary School
School Growth Plan 2026-2027



School Context
Nakusp Elementary School (NES) is a small, rural K–7 school located in the close-knit community of Nakusp, British Columbia. Our school serves students from Nakusp and surrounding rural areas, and we are fortunate to have strong connections with families, local organizations, and the broader community. Our student population is 183, with 38 self-identified Indigenous Students, and 23 students with diverse needs. Our student-to-teacher ratio in classrooms is roughly 20:1. As a small school, we know our students and families well, allowing us to build meaningful relationships and provide responsive, individualized support. At the same time, our rural context can present unique challenges, including access to specialized services, staffing and resource limitations, and opportunities that may be more readily available in larger communities. NES is committed to creating a safe, caring, inclusive, and respectful environment where every student feels a sense of belonging and has the opportunity to thrive. We value our strong school community and continue to look for creative, collaborative ways to support student learning, well-being, and connection.
Strategic Plan Priority:
This goal supports the district's Health priority by building the emotional self-awareness that underlies the mindfulness and conflict-resolution skills which is a focus for student wellness and resiliency.
Health Inquiry and Goal:
This cohort charted a majority of office referrals last year. We hope to see a decline by being proactive educating on emotions and how to deal with them. Our Goal: By June 2027, 85% of Grade 2–3 students will be able to identify and name their emotions using age-appropriate vocabulary (e.g., happy, sad, angry, worried, excited, frustrated). Additionally, 80% of students will be able to identify and use at least two self-regulation strategies to guide themselves through their emotions, as measured by student self-assessment checklists, teacher observation rubrics, and student reflection journals.
Strategies and Actions:
• Done through whole group exercises. • Explicit instruction using the Open Parachute and MindUP curriculum resources. • Daily morning check-ins using emotion wheels or colour-coded feeling charts. • Role-play and puppet scenarios to practise naming emotions and choosing strategies. • Co-created class calm-down corner with visual strategy posters.





- Integration into literacy (emotion word walls in writing) and physical education (mindful movement).
- Small-group support for priority learners with the school counsellor and learning support teacher.
- 100% of team members can articulate the connection between the student SEL target and their daily instructional choices.
- Team members report increased confidence in supporting students during emotional dysregulation (pre/post survey).
- Monthly team meetings to review student data, share successes, and problem-solve challenges.
- Teacher access to online modules (e.g., ERASE bullying/SEL resources, BC School Counsellors Association webinars, specialist association ProD and Podcasts).
- Access to school counsellor to aid in teaching age appropriate emotions.

Data to Inform/ Support Goal:

- Teachers should be able to gauge if students are able to regulate themselves more consistently than seen before.
- Student self-assessment checklists completed monthly (Can I name my emotion? Did I use a strategy?).
- Teacher observation rubrics tracking frequency of emotion naming and strategy use during conflict or transitions.
- Student reflections with drawings and sentence frames (e.g., 'I felt ____ so I ____').
- This cohort charted a majority of office referrals last year.

Data Analysis Review and Reflection:

Data Analysis will include:

- Student self-assessment, teacher baseline observations
- Monthly checklists and journal samples
- Street Data- Student voice and journals
- Observation rubrics- Emotions checklist
- Final student assessments, student survey, team reflection
- Office referrals

Reflection questions will be:

- Which strategies are students using most independently?
- Did office referrals go down for the targeted cohort?
- How has our own practice shifted as a result of this plan?
- What will we carry forward into next year's plan?

