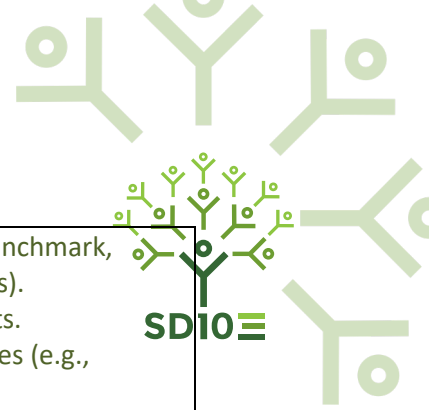


Nakusp Elementary School
School Growth Plan 2026-2027



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 sits at 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 Competency priority by building a core numeracy skill that contributes to students' overall academic competence, in line with the plan's stated purpose of ensuring strong academics for all students.
Numeracy Inquiry and Goal:
The recent push on Literacy has helped bump our scores. Over time we are now seeing a decline in Numeracy. We hope to correct this current provincial and local trend. Our Goal: By June 2027, 80% of Grade 4 students will demonstrate proficiency in subtracting double-digit numbers with regrouping (borrowing).
Strategies and Actions:
• Hands on approach using base-ten blocks, place value mats, and drawn representations before abstract algorithms. • Explicit teaching of partitioning: Students will break numbers into tens and ones to solve subtraction problems (e.g., $45 - 28 = 45 - 20 - 8$). • Shared school math language: Consistent use of vocabulary across classrooms (e.g., 'regrouping', 'take away') with visual word walls and anchor charts. • Daily number talks focusing on subtracting and regrouping of numbers to build flexibility. • Explicit modelling of the regrouping process with think-alouds and anchor charts showing each step.





- Targeted intervention: Small-group and one-to-one support for students below benchmark, using diagnostic data to pinpoint specific gaps (e.g., place value vs. procedural errors).
- Math games and stations (e.g., 'Stamp Game') to build fluency in engaging contexts.
- Integration with word problems using real-world contexts relevant to students' lives (e.g., money, sports scores, distances).
- Peer collaboration and math talks where students explain their thinking and compare strategies using the shared school math language.

Data to Inform/ Support Goal:

We see a discrepancy between FSA and School based data which requires examination. While school data indicates greater student proficiency, qualitative data says this skill needs examination. As we work through the process, we will develop both quantitative and qualitative data to demonstrate growth with these specific skills.

NES has intentionally considered Street Data alongside more traditional forms of assessment data. Street Data focuses on the lived experiences, observations, voices, and day-to-day realities of students and educators.

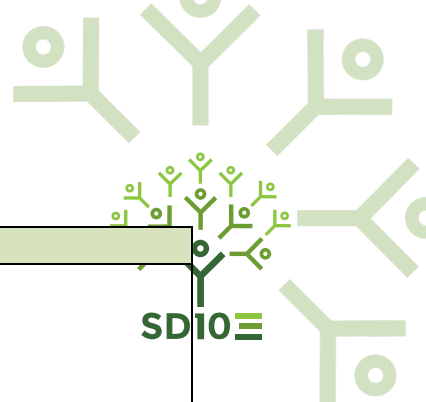
Teachers in the intermediate grades shared observations about students experiencing difficulty with subtraction when regrouping was required. Rather than viewing these challenges as isolated to individual classrooms or particular students, we connected these observations with conversations with teachers in the higher grades and at the secondary level. These educators described seeing similar gaps in students' ability to confidently and accurately apply foundational computation strategies, including subtraction with regrouping, as they encountered increasingly complex mathematics.

The concern was not simply that students were getting questions wrong on an assessment; it was that educators who work with students later in their educational journey were telling us that foundational numeracy gaps were continuing to show up beyond the primary and intermediate years.

Other Data:

- Baseline assessment (October 2026): Diagnostic tool assessing place value understanding and double-digit subtraction with regrouping to identify gaps, inform targeted intervention groupings, and establish starting points.
- Formative checkpoints: Monthly assessments tracking progress on specific regrouping skills and word problem application... SNAP?
- Student work samples: Regular collection of solved problems showing strategy use and written explanations of thinking.
- Observation checklists: Teacher tracking of student use of manipulatives, participation in math talks, and independence in choosing strategies.
- Summative assessment (May 2027): Comprehensive assessment including multi-digit subtraction with regrouping and multi-step word problems.
- Student self-assessment: Students reflect on which strategies they find most helpful and where they still need support.
- School Based Data with focus on Learning Progressions





Data Analysis Review and Reflection:

We will use:

- Summative assessment
- SNAP
- student work
- team reflection
- Steet Data (the lived experiences, observations, voices, and day-to-day realities of students and educators).

The Reflections questions will be:

- Are our instructional strategies (manipulatives, math talks, games) engaging students and building understanding?
- How effectively are we using assessment data to adjust our teaching in real time?
- What will we carry forward into next year's numeracy plan?

