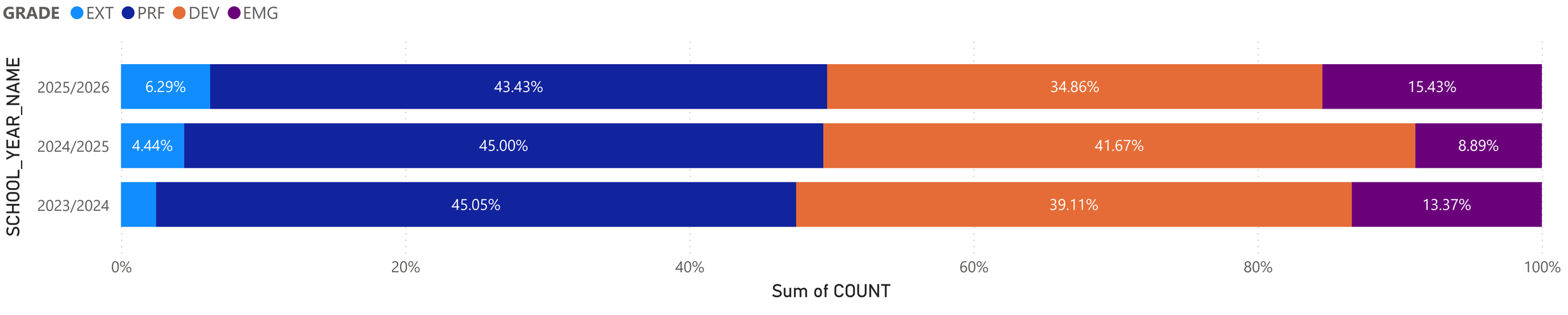
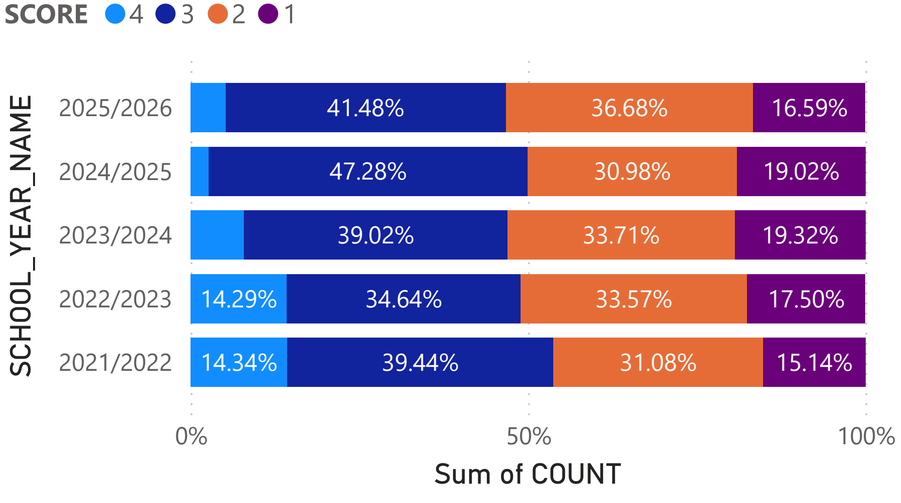
School

Nesika Elementary

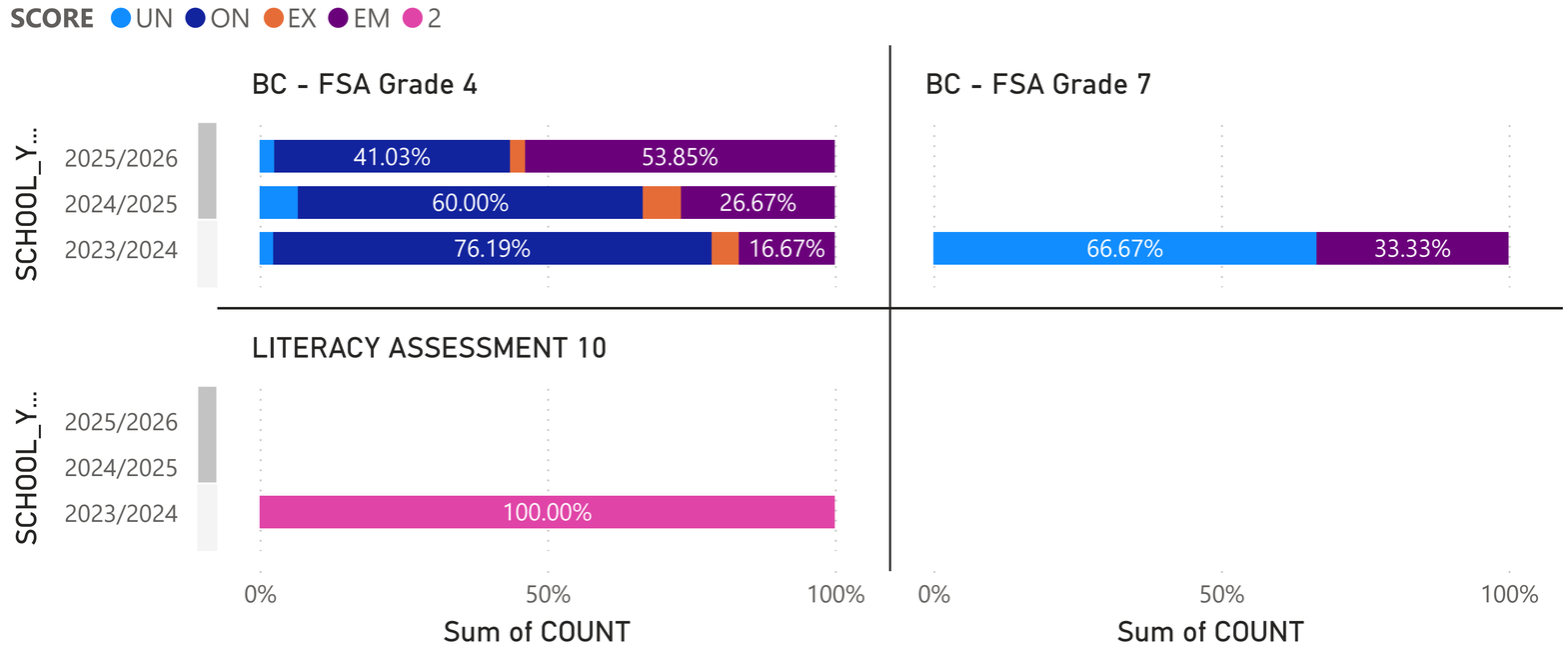
Course Marks



EPRA / DART



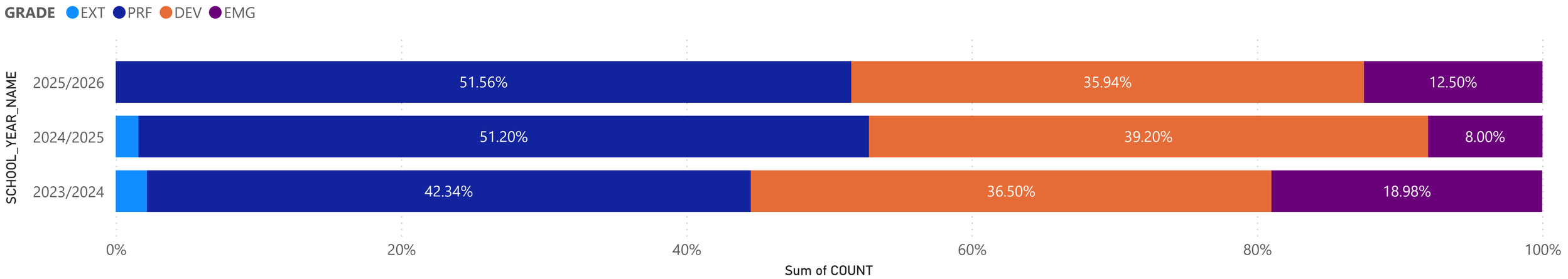
Provincial Assessments



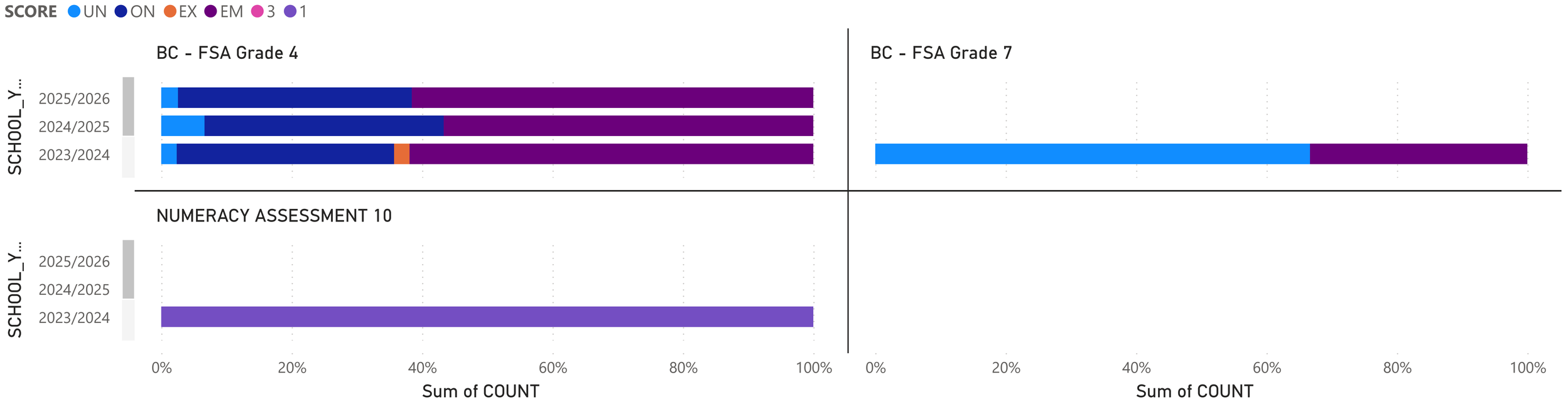
School

Nesika Elementary

Course Marks



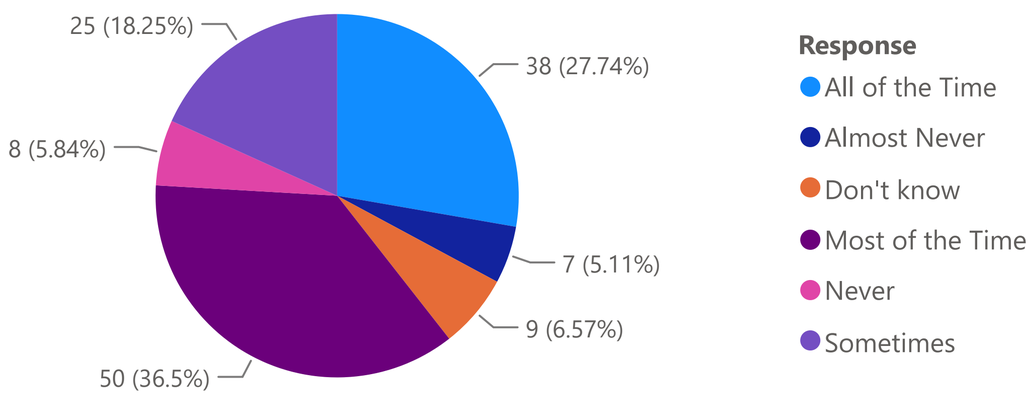
Provincial Assessments



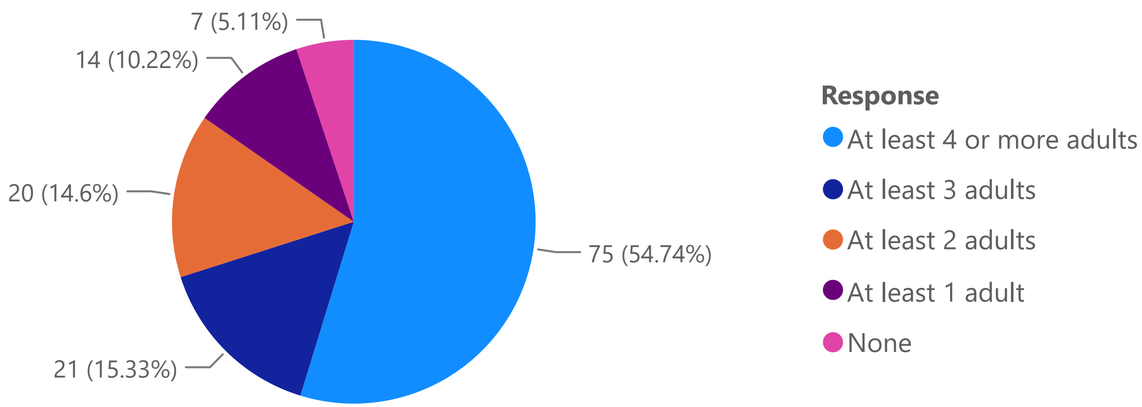
School

Nesika Elementary

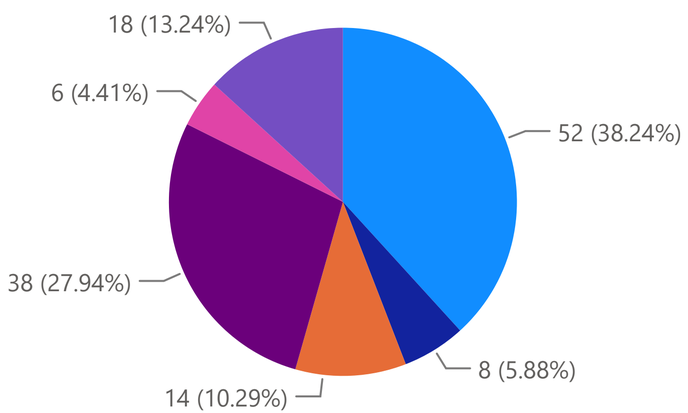
Sense of Belonging



Adults that Care



Feel Welcome at School



Attendance

SCHOOL_YEAR_NAME	PERCENT_OF_COHORT	ATTENDANCE_GROUP
2025/2026	22%	<80
2025/2026	37%	80+
2025/2026	41%	90+
2024/2025	17%	<80
2024/2025	39%	80+
2024/2025	44%	90+
2023/2024	24%	<80
2023/2024	36%	80+
2023/2024	40%	90+
Total	**100%**	

Cariboo-Chilcotin School District

School Plan for Student Success

School: Nesika Elementary

School Year: 2026/2027

Literacy Results Analysis

Approximately 50% of our students are proficient or exceeding in literacy. Results are similar across all assessments and learning updates.

Literacy Successes or Growth

-students have solid understanding of foundational skills like letter knowledge by the end of grade one and basic decoding skills by the end of grade 3 -assessments are being used to note gap areas now which is allowing us to plan for targeted instruction -there has been an overall improvement in School Wide Write (SWW) scores across all grade levels from the 2024-25 to the 2025-26 school year.

Literacy Areas for Improvement

There is a core group of students who have a good foundational understanding across the grades but are generally not moving beyond that. For example, our early primary students have a good grasp of letter knowledge and basic decoding of simple words but are lacking phonemic awareness. Our intermediate students are reading (decoding) the text at grade level and have solid simple retell skills, but are lacking in deeper level thinking skills like inferring, locating main ideas etc to move them into the proficient range. We also have a small group of students who are not reading or are well below grade level in reading (more than 2 years behind).

Literacy Next Steps/Actions

UNIVERSAL STRATEGIES Gaining deeper understanding of the BC Ministry of Education literacy progressions so that teachers have a good understanding of what students are expected to know by the end of each grade level. Work as a team to create a structure that targets direct instruction of targeted needs: targeted directed reading instruction time one

time a week for 30 minutes where each classroom has two adults in it. All staff will be involved in this. Use of literature circle structure for comprehension skill development. Use of University of Florida Literacy Institution (Ufli) and Heggerty programs (phonological awareness, phonics) for foundational skill development in grades K-2. TARGETED STRATEGIES Dive into deeper assessment of students who are below grade level to determine what the gaps are using the Literacy Screener data. Use of University of Florida Literacy Institution (Ufli) and Heggerty programs (phonological awareness, phonics) for foundational skill development in grades 3-6. Use of University of Florida Literacy Institution (UFli) "word origins" program in grade 4/5 to target foundational skills in the intermediate grades - targeting one class this year to monitor progress using this tool. INTENSIVE STRATEGIES Through weekly SBT check-ins we will monitor the students who are in the emerging realm to monitor growth and assess on a more regular basis.

Numeracy Results Analysis

There is a discrepancy between FSA scores and report cards where FSAs show 48% of students are emerging but report cards show only 11% are emerging. Teacher observations indicate that students have a general understanding of foundational numeracy concepts. However, there is a need to strengthen mathematical fluency and develop the deeper conceptual understanding and critical thinking skills required for more complex mathematical tasks.

Numeracy Successes or Growth

Number awareness is strong across all grades. Work done with Carolle Fullerton and her resources is linked to gains we are seeing in number composition and decomposition. Primary students have shown to have a strong understanding of what makes ten.

Numeracy Areas for Improvement

Across all grades, vocabulary development remains an area of need. Although students can complete simple mathematical equations, many have trouble understanding the vocabulary and language associated with mathematical higher level concepts. Students demonstrate a general understanding of foundational mathematical concepts; however, many have not yet developed the fluency and quick recall needed to confidently tackle more complex problems.

Numeracy Next Steps/Actions

UNIVERSAL STRATEGIES - Gain a deeper understanding of the BC Ministry of Education progressions of learning in Numeracy so teachers understand skills that students are expected to know at the end of each grade level. - Work on building understanding of numeracy language/vocabulary through explicit teaching and the use of common word walls (using vocabulary straight from the BC Curriculum). - Daily math fluency practice will be implemented in each classroom. - Use of Carolle Fullerton instructional and assessment materials to dive into number knowledge. TARGETED STRATEGIES - Students who require additional support below grade level content will be provided with drills/daily practice at their level. INTENSIVE STRAGETIES - Pull out supports from LST to target foundational number awareness knowledge.

Human & Social Results Analysis

Attendance rates have remained consistent over the past 4 years, with approximately 19% of our population attending less than 80% of the time. Last school year, We had approximately 49% of our students who maintained 90% attendance throughout the school 2025-2026 year. A few students attended less that 60% of the year; these students also struggle with connecting with peers.

Human & Social Successes or Growth

We found success with a few key students who regularly missed 3-4 days per week through the first half of the school year and began attending on a more regular basis by the end of the school year. Deeper connections with families and communities have helped us bring kids to school more regularly.

Human & Social Areas for Improvement

There is a need to further strengthen and expand our family and community engagement strategies to support consistent school attendance for all students, with a particular focus on those who are currently attending irregularly. There is a need to strengthen connections here at school for students who attend infrequently.

Human & Social Next Steps/Actions

UNIVERSAL STRATEGIES Revamping how we do attendance check-ins: rather than phoning home or writing home that we have noticed absences, connecting home about the exciting things happening that are coming up; setting goals with individual students about their attendance. TARGETED STRATEGIES Dedicated and assigned staff check-ins for students we have attendance concerns with. Dedicated group work with students who have minimal peer connections through lunch-time groups with our YEW. INTENSIVE STRATEGIES Direct and regular check-ins with our 2 students with highest absence rates from previous school year.