

Lakewood Elementary 2026-27 School Growth Plan

School Context:

Lakewood Elementary is located at the base of Bear Mountain in Langford, British Columbia, serving a diverse and rapidly growing community that includes single-family homes, secondary suites, townhouses, condominiums, and multi-family developments. The school is situated near Florence Lake and is surrounded by a small forest and pond, providing students with meaningful opportunities for outdoor learning, environmental education, and place-based experiences that enrich the curriculum. Built in 1995, with a later addition housing our Kindergarten classrooms, affectionately known as "the Den", Lakewood currently serves approximately 461 students from kindergarten to Grade 5 and is supported by more than sixty dedicated teachers, educational assistants, support staff, and administrators.

As one of the larger elementary schools in a rapidly growing district, we continue to experience increasing enrolment pressures that place demands on classroom space, staffing, and student support services, while remaining committed to providing high-quality learning experiences for every child. Our highly engaged Parent Advisory Committee plays a significant role in our school community through fundraising initiatives that enhance classroom resources, support extracurricular opportunities, and enrich learning experiences for all students.

Lakewood's student population reflects the diversity of our community, with approximately 5.3% of students self-identifying as Indigenous, about 12.5% receiving Ministry-designated supports for exceptional learning, behavioural, or developmental needs, and approximately 14.7% identified as English Language Learners who benefit from targeted language instruction and intervention. Our families represent a broad range of socio-economic backgrounds, and while many parents balance the demands of dual careers and busy family schedules, they remain committed partners in supporting student success and contributing to our positive school culture.

School-wide data indicate that literacy, numeracy, and social problem-solving continue to be areas of focus, particularly among our intermediate students, with 91.% of eligible grade four students participating in the Foundation Skills Assessment (FSA); in literacy, , 52.11% as On Track, and 47.88% as Emerging, while in numeracy, 60.6% were On Track and 37.8% were Emerging, informing our ongoing efforts to strengthen instructional practices, targeted interventions, and social-emotional learning across the school.

Student Voice: *How is this plan informed by student voice?*

We work on surveying students – here is our student voice for this year

What Helps Grade 5 Students Learn Best

- Quiet, calm learning spaces
- Movement breaks (running laps, playground breaks, stretching)

- Access to fidgets, headphones, and other self-regulation tools
- Opportunities to take breaks when needed
- Learning supports such as visual reminders and number lines
- Working with friends and collaborative learning when appropriate
- Time for drawing, creativity, and choice activities
- Caring teachers who show genuine interest in students
- Consistent opportunities for free time and play

Sense of Belonging at Lakewood

- Most students feel they belong at Lakewood
- Strong friendships are the biggest reason students feel connected
- Students appreciate that most people are welcoming, kind, and inclusive
- Long-term connections to the school and family history at Lakewood strengthen belonging
- Teachers help students make friends and feel included
- Students value the school's "homey" atmosphere
- A few students noted occasional unkind behaviour, but generally described the school culture as positive

Suggestions to Improve Lakewood

- More playground space and accessible equipment for all students
- Improved playground surfaces (e.g., turf, better cushioning)
- Longer recess and snack breaks
- More opportunities for movement and outdoor spaces
- More special school-wide events and spirit days
- Greater variety in hot lunch options
- Increased access to technology and equitable tech use across classes
- More opportunities for drawing, creativity, and student choice
- Additional school beautification and seasonal decorations
- Small goal-setting supports for younger students

Key Themes Across Responses

- Students value **friendships, belonging, and kindness**
- Students learn best when they can **self-regulate through movement, breaks, and sensory supports**
- Students want **more play, outdoor opportunities, and accessible recreation spaces**
- Students appreciate **teachers who build strong relationships**
- Students are interested in **more engaging experiences**, including technology, special events, and creative activities.

Goal #1:

Strengthen an inclusive culture of connection and belonging by engaging learners in equity-based and land-based learning experiences that foster meaningful relationships,

elevate student voice, and create a welcoming environment where every learner feels valued and included.

Actions/Strategies: Continue to encourage participation in the Equity team, remind staff of our Indigenous learning bins, continue to promote our Indigenous Day. Providing a budget for outdoor learning resources.

Data/Evidence of Impact: How many staff purchase and use outdoor learning resources, how many staff take out the bins for practice in the classroom, how many staff participate in the Equity team.

Goal #2: Develop and support adaptable learners by deepening instructional practice in literacy through collaborative professional learning, collaborative inquiry, and evidence-informed instructional practices that strengthen reading, writing, oral language, and communication skills for all learners.

Actions/Strategies: continue with our collaborative practices within the building and continue support in the use of UFLI across the grade

Data/Evidence of Impact: FSA and grade level MyEd data, universal screening data.

Goal #3: Develop and support adaptable learners by strengthening instructional practice in numeracy through collaborative professional learning, data-informed decision-making, and the implementation of high-impact instructional strategies that build mathematical thinking, problem-solving, and confidence in all learners.

Actions/Strategies:

Continue to provide support for number sense booklets and snap assessments. We use Snap assessment to level students within the classroom. Teachers use ongoing formative/summative assessments. Continue with collaborative teacher groups to implement common language and approaches.

Data/Evidence of Impact: Fsa data and MyEd grade data and summative assessments.

2025-26 Reflections:

As we reflect on our 2025–2026 School Continuous Improvement Plan, we are proud of the work we have accomplished together while recognizing there is still more to do. Over the past year, we have continued to strengthen our focus on building an inclusive school community where students feel connected, valued, and supported.

Through mindfulness, land-based learning opportunities, and our continued emphasis on positive relationships, we have seen students develop a stronger sense of belonging within our school community. At the same time, our work in numeracy has provided valuable opportunities for staff to collaborate, examine student data, share effective instructional practices, and strengthen learning for our students.

Our learning this year has reinforced that continuous improvement is exactly that, continuous. As we looked at student achievement data, classroom evidence, and student voice, we recognized both our strengths and the areas where we can continue to grow. While we have made positive strides, we know there is still important work ahead in strengthening literacy and numeracy instruction while continuing to support students' social-emotional development and overall sense of belonging.

Rather than changing direction, we see this year's work as the foundation for our next steps. The collaborative structures we have established, the professional learning we have engaged in, and the relationships we have built position us well to deepen our practice. Moving forward, we will continue to strengthen instructional practice in literacy and numeracy through collaborative professional learning and inquiry while expanding opportunities for equity-based and land-based learning that foster connection, belonging, and student voice.

We remain committed to learning together, reflecting on our practice, and responding to the needs of our students. By continuing to use evidence to guide our work and maintaining a focus on every learner, we are confident that we will continue to grow as a staff and improve outcomes for all students.