

Lakewood 2025-26 School Plan

School Context:

Lakewood Elementary is nestled at the base of Bear Mountain, a community made up of single-family homes (some with suites) and multi-family buildings. Located near Florence Lake, our school enjoys an urban setting enriched by a small forest and pond, which provide valuable outdoor learning opportunities.

We currently serve 461 students from Kindergarten to Grade Five, supported by over sixty dedicated staff members. As part of a rapidly growing school district, we are experiencing increasing pressure on our facilities and resources. Despite this, we are fortunate to have a highly supportive Parent Advisory Committee that actively fundraises to enhance learning experiences for all students.

Our school was originally built in 1995, with a later addition that now houses our Kindergarten classrooms—affectionately known as “the Den.” A few years ago, our students and staff collaborated to create a school-wide Code of Citizenship. This code is displayed proudly throughout the school and is referenced regularly during daily announcements, helping to guide our school culture.

Our student population is diverse. Currently, 4.3% of our students self-identify as having Indigenous ancestry. Approximately 10% have a Ministry designation indicating exceptionalities that require social-emotional, academic support, and/or accommodations. Additionally, 13.5% of our students are English Language Learners who benefit from targeted interventions.

Our families reflect a wide range of socio-economic backgrounds—from renters living in suites to homeowners in single-family homes and condos. Many families face challenges balancing work and home life, particularly those with dual working parents, which can make it harder to support learning at home. At the same time, others can offer a variety of enriching experiences for their children.

Like many schools, we have observed a post-pandemic learning gap—particularly in reading, writing, and math. Additionally, our older students are showing increased challenges with social problem-solving, which we are working to support through intentional programming and staff guidance.

91.14% of our eligible students wrote the FSA's. Of those, in literacy 5.56% were extending, 45.83% were on track and 48.61% were emerging. In numeracy 0% were extending, 52.11% were on track and 45.47.89% were emerging.

Student Voice Data:

GRADE Student voice	What do you like at Lakewood?	See more of?	See less of?
Common Themes	<ul style="list-style-type: none"> • Friends x4 • Kind/Friendly/Supportive Teachers x6 • Sports & Active Play (hockey, baseball, gaga ball, PE, recess sports) x6 • Fun Events (pizza days, spirit days, pie in the face, fun days, floor hockey) x5 • Gaga Ball x3 • Tetherball x2 • Recess / Playing Time x3 • Drawing / Art x2 • Positive Environment (safe, cheerful, supportive staff) x3 	<ul style="list-style-type: none"> • Clubs at Recess x3 • Spirit / Theme Days (pajama days, fun days, spirit days) x3 • Hot Lunch Variety / Pizza x3 • Sports Opportunities (top field sports, real hockey/baseball) x4 • Drawing / Crafts / Creative Activities x2 • Kindness x2 • Technology Use (Chromebooks, school toys/games) x2 • More Teachers / Fewer Kids x2 	<ul style="list-style-type: none"> • Bullying / Targeting / Exclusion x4 • Swearing / Bad Language x4 • Fighting / Physical Aggression x3 • Garbage / Litter / Messiness x3 • Mean or Rude Behaviour / Name Calling x2 • Too Much Paperwork / Boredom x2 • People Touching Others' Belongings (e.g., bikes/scooters) x1
5	Pizza days PE Friendly teachers	Recess time Art Subjects	Litter Math Work

	Friends x2 French Gaga Ball Tetherball Bump Hockey Breaks Books (non-fiction) Math Paper Drawing Activities (fun days) every month Sports at recess x2 Great teachers	Map stuff (geography) Science like dissecting frogs History Playing time Older grades Sports (outside of school) Clubs at recess x2 More Cromebook time Freedom – bus kids at the back of school Hot lunch options x2	Fighting – hitting at recess Bullying x3 (picking on and targeting) Swearing x3 Lots of arguing (at recess)
4	Baseball, hockey, sports at recess Sports at the top field x3 Gaga ball Clubs at recess Ms. Grieve – kind teachers The teachers are always nice Everything! My friends Teachers rarely send to the office Athletic school Cheerful Friends and teachers Lakewood and the lake Classrooms are kind and safe environment (most of the time) EAs and teachers are always there for you.	Fair teams at soccer or the field More clubs Spirit days Vending machine Actual hockey & baseball Friday floor hockey (kids vs teachers) Hot lunch other than pizza Pie in the face staff Field trips More pajama days / spirit days Pizza Kindness More teachers less kids More Ms. Katz More garbage cans More school (Arlo)	People touching bikes and scooters once at school No targeting in games Pizza more other food Bullies (feeling upset) x2 Less kids more teachers Less garbage and caterpillars Killing bugs and stuff Fighting and rudeness Garbage on the top field Math Calling people names
3	Lots of nice teachers and people Paperwork (sometimes)	Gage ball or tetherball days	Bad words and hitting (physicality) Less using paper

	Balance of hard work and fun Gathering up stuff for kids (like lost and found) Drawing, reading, Choice stuff from the school (toys and games) Friends	More activities like drawing or making bracelets (crafts) More kindness Play balls Treated fairly	Less boredom (will stop rudeness)
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Goal #1:

To continue encouraging an inclusive culture of connection and belonging for our learners – connecting students with mindfulness and land based experiential learning.

Actions/Strategies:

- Continuing to provide resources, and First Nation's Elders/Knowledge Keepers to provide lessons and instruction on land-based learning.
- Continue to provide mindfulness instruction after recess.
- Provide mindfulness at the end of morning movement (outside if possible)

Data/Evidence of Impact:

Data from the Na'tsa'maht budget – what is being accessed.

Number of teachers taking their students outside to learn on the land.

Mindfulness – how many students are accessing.

Indigenous bulletin board

Goal #2: *improve numeracy 'on track' rates*

Actions/Strategies:

Use Learning Services to provide targeted intervention

Encourage participation in District instruction

Offer release time for group collaboration

Encourage common assessment like the DNA

Data/Evidence of Impact:

FSA data

How many staff access district resources

How many staff participate in group collaboration