

# SCHOOL PLAN

## Lakeview Elementary

### *Our Story*

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#### Who we are?

We are a diverse and dynamic elementary school community of roughly 290 students, characterized by rich linguistic and cultural diversity and a commitment to inclusive learning. Our population includes 127 English Language Learners, 12 refugee students, and 7 Indigenous students, reflecting a wide range of backgrounds and experiences. We support students with varied learning profiles, including 26 students with Ministry designations across low incidence, high incidence, and behaviour categories.

Our achievement data shows areas of both growth and continued focus: the number of students emerging in ELA has increased from 21 in 2024-2025 to 24 in 2026, and in Math from 11 to 12, highlighting a need to strengthen core literacy outcomes. February class profile data further identifies students requiring targeted support in writing (55), reading (35), math (20), executive functioning (62), and social-emotional learning (55). Attendance remains an important area for growth, with 96 students absent more than 10% of the time. Together, this data reflects a caring, resilient, and equity-focused school community committed to improving outcomes and supporting the success of every learner.

School Wide Write Results:

November 2025- Emerging and Developing: 162; Proficient and Extending: 107

April 2026- Emerging and Developing: 110; Proficient and Extending: 169

Grade	Em. Nov 2025	Em. April 2026	Dev. Nov 2025	Dev. April 2026	Prof. Nov 2025	Prof. April 2025	Ex. Nov 2025	Ex. April 2026	Total Nov 2025	Total April 2026
K	9	2	12	7	11	25	1	0	33	34
1	9	5	11	10	11	15	0	1	31	31
2	7	3	10	13	9	12	2	1	28	29
3	3	3	17	9	10	19	0	4	30	35
4	9	4	21	12	5	18	0	0	35	34
5	6	4	23	13	12	21	0	5	41	43
6	1	1	14	12	21	19	0	4	36	36
7	1	1	9	11	24	19	1	6	35	37
Total	45	23	117	87	103	148	4	21	269	279

## What are we doing well?

At Lakeview, we are dedicated to fostering a safe, inclusive, and nurturing environment where students feel valued and supported. Our school is a lively community, enriched by student engagement in a wide variety of learning opportunities and special events. We offer a range of extracurricular programs designed to appeal to many interests, encouraging each learner to discover activities that spark curiosity, connection or passion.

Over the past several years, our focused approach to math instruction has led to improved student achievement as well as increased teacher confidence and effectiveness in this area. Additionally, our three-year, school-wide emphasis on growth mindset has helped establish a strong foundation for student resilience and a positive outlook toward learning, making mistakes, and taking risks.

As students continue to demonstrate relative strength in numeracy, our School Plan shifted in the 2024-2025 school year to emphasize Writing and Executive Functioning skills. Through this work, we have established a School Wide Write process to monitor student progress and adjust how we are teaching. We remain committed to meeting the varied academic and social-emotional needs of our learners through purposeful writing supports, including participation in professional learning opportunities, collaborative communities of practice, and ongoing partnerships with district staff such as literacy enhancement, literacy intervention, and district learning support teachers.

Our staff share a strong commitment to welcoming new students, nurturing learning, and strengthening our sense of community. At Lakeview, we strive to be a place where every child is supported can experience success in learning.

# Our *Focus*

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## **1. To increase students' ability to express themselves in writing.**

*How does the direct teaching of specific writing strategies impact the yearly growth in proficiency of students who are currently emerging or developing in writing?*

## **2. To develop self-regulated learnings through teaching a variety of executive function skills.**

*How does a focus on teaching targeted executive functioning skills at each grade level support calm classrooms?*

Executive functioning plays a critical role in writing development because writing is a complex task that requires students to manage multiple cognitive processes at the same time. Skills such as planning, working memory, organization, self-monitoring, and inhibitory control help children generate ideas, sequence them logically, stay focused on the task, and revise their work. As executive functions develop, students become better able to plan what they want to write, hold ideas in mind while composing sentences, organize their thoughts into clear structures, and regulate their attention and effort. Difficulties with executive functioning can therefore impact writing fluency, organization, and completeness, even when students have strong oral language or ideas to share.

# Goal 1: Writing

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To increase students' ability to express themselves in writing.

*How does the direct teaching of specific writing strategies impact the yearly growth in proficiency of students who are currently emerging or developing in writing?*

## Data Considerations

Question	Details
<i>How is your school using data to identify students who are struggling?</i>	Report Card data is reviewed at the beginning of the year and in February as part of our Class Profile meetings. We also review School Wide Write data together in November and in April at staff meetings.
<i>How is your school explicitly identifying these students in your school plan and goals?</i>	By focusing on students emerging and developing in the areas writing and working to bring them forward.
<i>How are teachers able to identify struggling students who may not show in the data?</i>	Through collaborative conversations in School Based Team and Class Profile meetings, teachers are able to share the concerns regarding students that may not be directly reflected in the hard data.

## Strategies

### 1. School Wide Write

- Fall and Spring Write
- Common protocol across the school with visual prompt, pre-writing, and writing process clearly outlined
- Development of rubrics for shared understanding
- Collaborative assessment and discussion around trends

### 2. School Based Professional Development

- Focus on identifying trends and common strategies for classroom teachers to implement with students
- How to support English language learners further development their writing skills

### 3. Team support

- Literacy Enhancement Teacher and DLIT collaboration
- School Based Literacy Team
- Team Teaching with Teacher Librarian
- Collaboration opportunities for grade like staff
- Teacher pro-growth sharing and opportunities to observe, reflect and team teach

Question	Details
<p><i>How are interventions identified and prioritized for your school?</i></p>	<p>Tier 1 strategies are identified through analyzing whole school trends from the School Wide Write. We discuss those trends as a Literacy Committee and then with the whole staff at staff meetings. Further Tier 2 and Tier 3 interventions are discussed as a School Based Team through Class Profile Meetings.</p>
<p><i>What is your school doing to adapt and/or adjust interventions to support student success?</i></p>	<p>We meet weekly as a School Based Team and regularly monitor students receiving Tier 2 and Tier 3 supports. We do a second round of Class Profile meetings in February to review all student progress and address any emerging concerns, class wide trends, and students not progressing as we would expect given previously identified interventions. In addition, we have a follow up School Wide Write in April to assess how we are progressing with our writing goal.</p>
<p><i>How is your school providing opportunities for staff to participate in collaborative conversations, share promising practices and learn from one another?</i></p>	<p>At each staff meeting, we have a portion of time dedicated to staff discussion around school plan areas. We also provide time to collaboratively mark the School Wide Write and discuss what trends are emerging. Staff are encouraged to look for what they can pull from the data to inform their teaching and next steps. We prioritize topics related to our school goals for our school based professional development days.</p>

# Goal 2: Executive Functioning

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To develop self-regulated learnings through teaching a variety of executive function skills.

*How does a focus on teaching targeted executive functioning skills at each grade level support calm classrooms?*

## Data Considerations

Question	Details
<i>How is your school using data to identify students who are struggling?</i>	Report Card data is reviewed at the beginning of the year and in February as part of our Class Profile meetings. Trends are identified through collaborative conversations, and teachers identify specific students who they know are struggling.
<i>How is your school explicitly identifying these students in your school plan and goals?</i>	We have identified how many students have been brought forward as needing additional supports in this area.
<i>How are teachers able to identify struggling students who may not show in the data?</i>	Through collaborative conversations in School Based Team and Class Profile meetings, teachers are able to share the concerns regarding students that may not be directly reflected in the hard data.

## Strategies

### 1. Target classroom strategies

- implementation of "Get Ready, Do, Done" and "Match the Picture" across all classes in different ways
- Everyday Speech available to every teacher for in class lessons, small group or 1:1

### 2. School Based Professional Development

- Focus on Tier 1 strategies and universal supports

### 3. Team support

- SLP, Counsellor and LSS provide in class lesson
- DLST support with target classes to teach specific routines

Question	Details
<i>How are interventions identified and prioritized for your school?</i>	Tier 1 strategies are identified through analyzing whole school trends from the Class Profile Meetings. We discuss those trends with the whole staff at staff meetings. Further Tier 2 and Tier 3 interventions are discussed as a School Based Team through Class Profile Meetings.
<i>What is your school doing to adapt and/or adjust interventions to support student success?</i>	We meet weekly as a School Based Team and regularly monitor students receiving Tier 2 and Tier 3 supports. We do a second round of Class Profile meetings in February to review all student progress and address any emerging concerns, class wide trends, and students not progressing as we would expect given previously identified interventions.
<i>How is your school providing opportunities for staff to participate in collaborative conversations, share promising practices and learn from one another?</i>	At each staff meeting, we have a portion of time dedicated to staff discussion around school plan areas. Teachers who would like additional support can also work directly with the LST, DLST, Counsellor or SLP. We prioritize topics related to our school goals for our school based professional development days.

## Student Populations

How does your school plan address educational outcomes for indigenous students, students with disabilities or diverse abilities, and children and youth in care?

Through Class Profile meetings, we ensure that targeted and explicit supports are prioritized for these student populations. This process also allows us to continuously monitor student progress. Our Annual Indigenous Plan aligns with our school goals, targeting what specific supports Indigenous students receive above and beyond what is happening for rest of the population. We also ensure that each student we are concerned about has a direct connection with members of our School Based Team and a case manager is assigned (regardless of identification).

# How do we know?

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We collect data regarding both academic and social emotional learning needs through Individual Learner Profiles and tracked year over year. That data includes report card data connected to literacy, numeracy, designations, ELL, and supports that students access. This information is reviewed with the classroom teachers and School Based Team twice a year through Class Profile Meetings.

In the fall and spring, classroom teachers gather with the School Based Support team to discuss class profiles where we look at the strengths and stretches of each class as well as individual learning needs. This gives us an in-depth understanding of where our focus needs to be regarding universal, targeted, and intensive supports. These meetings are used to identify students requiring additional supports in areas of academics, social-emotional learning, behaviour and accessibility.

This structure allows us to continuously reassess how we are doing at each level and be responsive to the needs of students. This also ensure that we are closely monitoring our target learning groups.

We review this data together as a full staff during monthly staff meetings and make collaborative decisions on where to target supports and teaching.