



Lakeview Elementary School Growth Plan

2023-2026

School growth plans are aligned with the District's [Strategic Plan](#) with priority measures represented in the Framework for [Enhancing Student Learning Report](#).

Updated September 22, 2025

School District 28 rests on the traditional lands of the Lhtako Dene.



SCHOOL INFORMATION

Some words from the parent community:

"I am grateful for all of the extra efforts made by teachers, and other staff, to enrich the lives of my children while at school. I know teachers help plan a lot of events that require significant preparation, planning, or simply add to their workload each day." – Parent of two students

"I've been grateful for all of my kids experience at Lakeview. The school has always been welcoming and supportive."

PAC

Our PAC is very involved in our school and provides many opportunities and support for our students. From pancake breakfasts and weekly hot lunch to supporting fieldtrips and organizing fun fairs, our PAC does it all.

Arts

Lakeview is home to a very active choir from grades 1-7, a drama club and proud participants of the Speech Arts Competition. We celebrate our music program.

Athletics

Lakeview often excels in district sports including track and field, cross-country running, volleyball and basketball.

OUR SCHOOL THE STORY/JOURNEY

Lakeview Elementary School is located south of Quesnel; a few minutes walk from the western banks of Dragon Lake. Our school hosts over 200 students from Kindergarten through to Grade Seven. The playground weaves its way through tall evergreens whose canopy provides our students with both shade from the elements and a sense of wonderment.

Lakeview families value education and many students attend Lakeview for all eight years of their elementary education. The students are active, welcoming, kind, gently, eager to engage in the many extra-curricular opportunities provided, diverse, and helpful.

Our staff is energetic, inclusive, and function well as a team. They are caring, collaborative and passionate about learning. They work hard to provide an amazing educational community and develop caring relationships with students, families, and colleagues.



SUPPORTIVE SPACES- Personal and Social Wellness

The social and emotional wellbeing of our students is essential. We will provide opportunities for learning, self-reflection and growth through the Core Competencies with the goal of developing respectful and caring educated citizens.

RATIONALE

“Educating the mind without educating the heart is no education at all!”

-Aristotle

We recognize that not all learners are the same, so teachers do their best to provide learning opportunities with which students can find success.

Academic success will come when structures and spaces have been created to make children feel welcomed, heard and valued.

“Young socially anxious children tend to experience a number of physical symptoms such as stomachaches or complaints about feeling ill. In addition, they may cry, whine, freeze, or cling to parents in social situations, begging the parent to stay. These children may even refuse to participate in social activities or attend school.”
(Anxiety Canada)

ACTIONS/STRATEGIES:

We strongly believe that students must feel connected to the adults at the school and their peers to thrive mentally, emotionally and academically. In everything we do, we keep this in focus, always striving to build a strong community.

We recognize that each student is unique and has unique identity. We value and support each student to develop their sense of identity.

We strive to create opportunities for students to develop their skills and abilities through clubs, athletic teams, school jobs, competitions and more.

MEASURES:

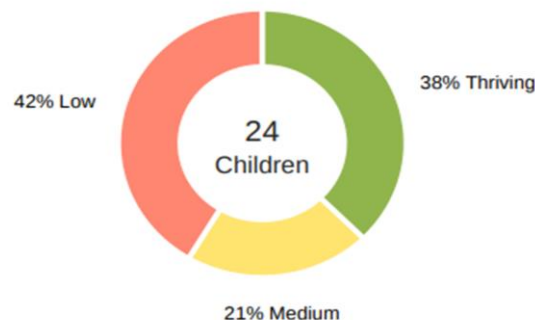
We measure our student well-being through the Middle Years Development Index (MDI) and the Student Satisfaction Survey.

We review this data as a staff and celebrate successes, address concerns and look for ways to improve.

All students complete a school belonging survey each year. The data is analyzed and used to support decision making and initiatives at the school level.

SPEAK TO THE DATA (Grade 6 MDI 2024-2025):

The MDI Well-being index combines physical health, social and emotional development measures including optimism, happiness, self-esteem, absence of sadness and general health.



EQUITY & ENGAGEMENT - LITERACY

Our goal is to continually improve our students' ability to read and write, year after year, with specific attention on our Indigenous students and our students with diverse abilities.

RATIONALE

By encouraging a community of collaborators we strive to learn from one another and adopt a 'best practice' approach.

In all classes there is a wide range of reading and writing abilities and we believe that students are more likely to be successful if they are receiving good fit work at a level with which they can be successful and grow from.

Creating tier 1 (whole class) systems that allow multiple adults to support with side by side reading in the primary classes has been a positive step for our literacy program. We believe that it is critical that our young readers set goals, engage with text and receive direct feedback multiple times per week to help them grow their skills.

ACTIONS/STRATEGIES:

- **Universal access to learning:** Staff are committed to designing instruction that is flexible and provides students with assignments that are well suited to their ability. LA and ELT teachers provide support.
- **Collaboration:** Staff are provided with opportunities to collaborate and share best practices.
- **Consistency:** Students engage with text daily in a variety of ways to grown their skills, knowledge and understanding.
- We believe in a blend of balanced literacy and science of reading approaches.
- **Meaningful learning:** Our student driven school newspaper is an example of making reading and writing meaningful

MEASURES:

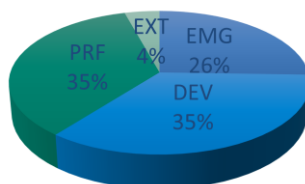
- FSA Results (grade 4s and 7s)
- Report Card data
- PM Benchmarks & Fountas and Pinnell reading assessments
- Performance Standards and classroom assessments

SPEAK TO THE DATA (June 2025):

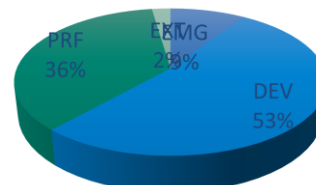
Our data shows that, by the intermediate stage, most students are developing or proficient in literacy. We aim to have more students become proficient. Teachers continue to explore best practices and collaborating to incorporate effective strategies, successful resources and experiences. This year we will engage with developing an early literacy screening tool and expand our measures to include Fountas and Pinnell for intermediates.



Primary Literacy



Intermediate Literacy



EQUITY & ENGAGEMENT - NUMERACY

Our goal is to continually improve our students' competency in numeracy year over year, with specific attention on our Indigenous students and our students with diverse abilities.

RATIONALE

Developing proficiency in numeracy is a priority at Lakeview. We value providing universal access to students so all students have an entry point in order to gain confidence and understanding in mathematics.

Direct instruction and working towards mastery of basic math facts is valued and helpful in building mental math strategies.

We encourage building independence and confidence in math by using tools or manipulatives effectively when solving problems.

Numeracy skills are needed in many career fields and in every day life.

ACTIONS/STRATEGIES:

- Learning through game play
- Daily Practice and working towards mastery of basic facts
- Teacher collaboration
- Support through the use of technology, tools and manipulatives
- Built in adaptations
- Big buddies/little buddies
- Daily numeracy instruction daily to best build understanding and proficiency.

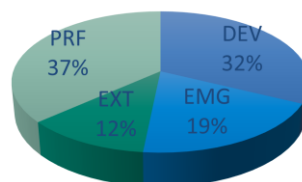
MEASURES:

- FSA Results
- Report Card Data
- SNAP (Student Numeracy Assessment and Practice)

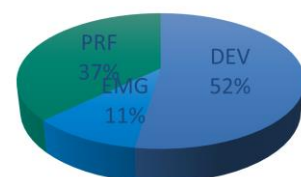
SPEAK TO THE DATA (June 2025):

This is the first year of the SNAP.

Primary SNAP



Intermediate SNAP



CULTURAL COLLABORATION

Our goal is to create safe and welcoming spaces that honour and represent the First Peoples. We strive to create connections and a strong sense of belonging amongst students and staff.

RATIONALE

Reconcili-action is an approach we have taken at Lakeview. We value finding opportunities to connect with the Lhtako community through school walks to the Lhtako band office and reserve lands, honouring survivors with art which we proudly display.

UNDRIP Article 15 1.

“Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.”

We strive to ensure that our Indigenous learners have equity in education and a sense of belonging, purpose and connection at school.



ACTIONS/STRATEGIES:

We are continuing to build connections with the Lhtako Dene Nation that is within walking distance of our school

Our actions and strategies are developed through embracing the First People's Principles of Learning and holding all learners to the highest expectation of achievement. These principles are embedded in all that we do.

Our annual Honour Your Health initiative has created learning opportunities on the Nuxalk Grease Trail and physical wellness. Our gardening club is revamping our school garden as an indigenous garden, filled with varieties of plants that are native to this area.

We are moving forward with Calls to Action 62 and 63 by incorporating Indigenous knowledge, curriculum on residential schools, Indigenous contributions to Canada and integrating Indigenous knowledge and teaching methods into classrooms. We are also working towards UNDRIP.

MEASURES:

Students will feel welcome, safe and connected to their school community. We will continue to analyse data collected in the provincial Student Learning Survey and Lakeview student survey.

Students will see cultural representation in the hallways in the form of collaborative Indigenous art. We emphasize the work that all of us truth and reconciliation in many ways including school assemblies and the annual Memorial Walk.

SPEAK TO THE DATA:

Belonging Survey Data: 95% of students have 3 or more adults they feel care about them.

Number of adults who care about me

