

Ucluelet Elementary School Growth Plan 2025/2026



Mr. Cameron Fraser, Principal and Ms. Carly Green, Vice-Principal

Land Statement

Ucluelet Elementary School is located on the traditional territory of the yuuluʔilʔath. Our school community works alongside the greater community, including all nuučaanʉ Nations and other Turtle Island Nations, as well as the Métis Nation of British Columbia, to support the ongoing growth and development of children and youth within the Alberni-Clayoquot region.

Pacific Rim School District is situated on the ʔaʔuuli of the cīšaaʔath, huupačasʔath, ʔaʔuukwiʔath, huuʔiiʔath First Nations and yuuluʔilʔath Government. The district strives to increase awareness, understanding and integration of nuučaanʉ culture, history, and language in all Pacific Rim School District schools. It is part of our collective ongoing commitment to Truth and Reconciliation.



What are the important demographics of our school and community?

Ucluelet Elementary School is blessed to have students and family from a rich and diverse background and origin. Ucluelet Elementary School is located on the traditional territories of the Yuułuᑭᑦᑎᑦᑎᑦ (Ucluelet First Nation), who as part of the larger collective known as the Nuučaanuᑦ Nations, have co-existed in this biosphere for time immemorial. A larger proportion of our school population can be considered “settlers” to this land and represent a great range of cultural backgrounds from around the world. A significant number of non-indigenous families have lived in the town of Ucluelet for multiple generations and consider this their true home. Many people choose to move to this region and adopt Ucluelet as their community, settling for years or a lifetime. Our school typically receives multiple inquiries each school year regarding potential placement, including receiving families immigrating from other countries.

Approximately thirty percent of our school population identify as First Nations and Metis, including families identifying as *yuułuᑭᑦᑎᑦᑎᑦ*, *cīšaaᑦᑎᑦ*, *huupačasᑦᑎᑦ*, *ᑭīškᑦᑎᑦᑎᑦ* and *huuᑭᑦᑎᑦᑎᑦ*, as well as from Heiltsuk, Lillooet, Chemainus, Sechelt, and Westbank nations. We also have families who identify as Fijian, South Asian, Russian, Ukrainian, Asian, Latino, Filipino, and Eastern European. Our collective demographics represent a rich tapestry of culture which our students bring to their understanding of their place and learning about themselves, each other, their community and the greater world. UES also has several students and families that identify as LGBTIQ+, families that we actively welcome and include as part of the fabric of our school community.

At the beginning of the 2025-2026 School Year, Ucluelet Elementary School (UES) had a population of 239 students and close to 30 staff. 13 students have active Individual Education Plans (IEPs) and 10 students are identified as English Language Learners (ELL). Our school is led by a Principal and Vice-Principal team, 17 teachers, 5 Educational Assistants, and 1 Indigenous Support Worker, and is supported by an Administrative Secretary, school counsellor, Yuułuᑭᑦᑎᑦᑎᑦ education worker, Yuułuᑭᑦᑎᑦᑎᑦ elder, and two school custodians.

Our school has experienced a shift in the number of students with neuro-divergent abilities. Our school staff have actively embraced these students and their needs to support integration as well as specialized programming. We value our relationships with the families of our neuro-divergent children (and all families), as it is essential that we work closely to continue to adjust and evolve our practices as we learn and grow together.

At UES we practice the “Four Ps” as part of a positive behaviour program. As a school community we pride ourselves in providing a safe, caring and purposeful environment for learning and growing together. All community members are polite, positive, productive and prepared at Ucluelet Elementary School. We are continuing to build our positive behaviour support program that applies a common language across our school, in all classrooms and on the playground. We learn and celebrate our common culture through regular Monday Morning Meetings where we meet as a whole school.

UES is situated on the traditional lands of the Yuułuʔiłʔatḥ and within the UNESCO designated Clayoquot Sound Biosphere Region. We work closely with the Clayoquot Biosphere Trust, Raincoast Education Society, Yuułuʔiłʔatḥ and other community partners to support our students to learn within and about this rich biosphere. Whether on a walking field trip to the many forests and beaches around our school, or visiting the waterways, beaches, forests and ocean by bus, we are blessed with a rich natural environment to live, work and raise our community children within!

Our School Goals

GOAL 1: Student Achievement - Numeracy

Maintain numeracy as top priority within the school by supporting teachers, support staff and students through implementing best practices. *This goal aligns with the SD70 Strategic Plan for [Student Achievement](#).*

Our strategies:

- Provide collaboration time for teachers and support staff to co-create plans for instruction, assessment and co-teaching.
- Develop and maintain a continual process for tracking school-wide numeracy data using a variety of sources, including FSA, report card marks, district assessments and indicators of success, to target specific interventions.
- Provide space during regular staff meetings to measure and celebrate impact, support collaboration and explore the evolving application of numeracy interventions.
- Focus on opportunities for play-based numeracy learning to develop foundational numeracy skills and to support the practical application of numeracy concepts.

Our School Goals, Continued...

GOAL 2: Student Achievement - Literacy

Maintain literacy as top priority within the school by supporting teachers, support staff and students through implementing best practices. *This goal aligns with the SD70 Strategic Plan for [Student Achievement](#).*

Our strategies:

- Provide collaboration time for teachers and support staff to co-create plans for instruction, assessment and co-teaching.
- Provide space during regular staff meetings to measure and celebrate impact, support collaboration and explore the evolving application of literacy interventions.
- Targeted primary reading interventions focused on grades 2 and 3 students.
- Targeted intermediate reading comprehension interventions focused on grades 4-7 students.
- Develop and maintain a continual process for tracking school-wide literacy data using a variety of sources, including FSA, report card marks, district assessments and indicators of success, to target specific interventions.

School Goals, Continued...

GOAL #3 Positive Behaviour Support

Develop a school-wide positive behaviour support (PBS) program to support a safe and welcoming school environment that nurtures mental health, social-emotional well-being, school participation and success for all UES students. *This goal aligns with the SD70 Strategic Plan for [Mental Health and Social-Emotional Well-being](#) and [Safe, Welcoming and Modern Learning Environments](#).*

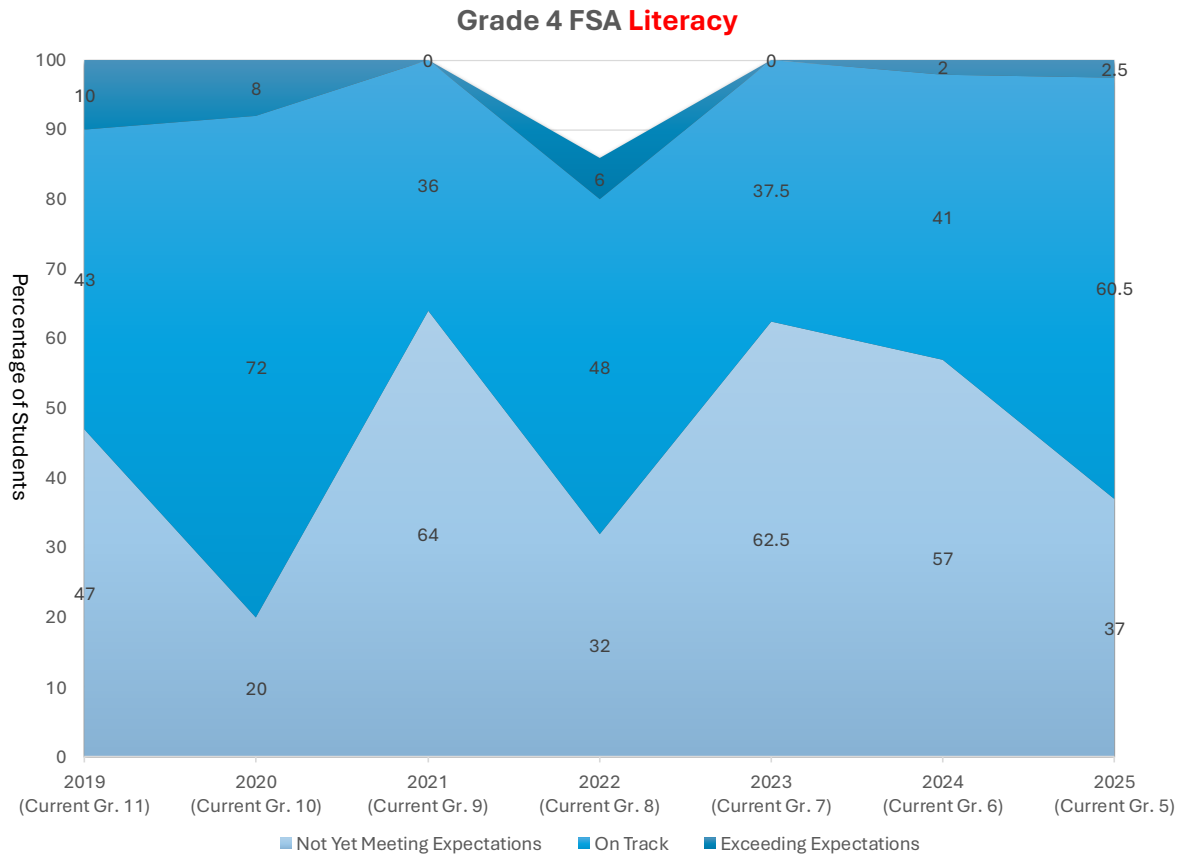
Our strategies:

- Develop shared PBS language and practices to support a consistent cross-school program for supporting positive behaviour.
- Provide collaboration time for teachers and support staff to co-create plans for instruction, assessment and co-teaching.
- Provide space during regular staff meetings to measure and celebrate impact, support collaboration and explore the evolving application of the PBS program.
- Develop and maintain school-wide data using a variety of sources, including observed behaviour, behaviour-responses, attendance, satisfaction surveys and indicators of success, to begin tracking behaviour and target specific PBS interventions.

Data/Evidence

Grades 4 FSA Literacy

Results by Year (current grades 5 – 11 students)



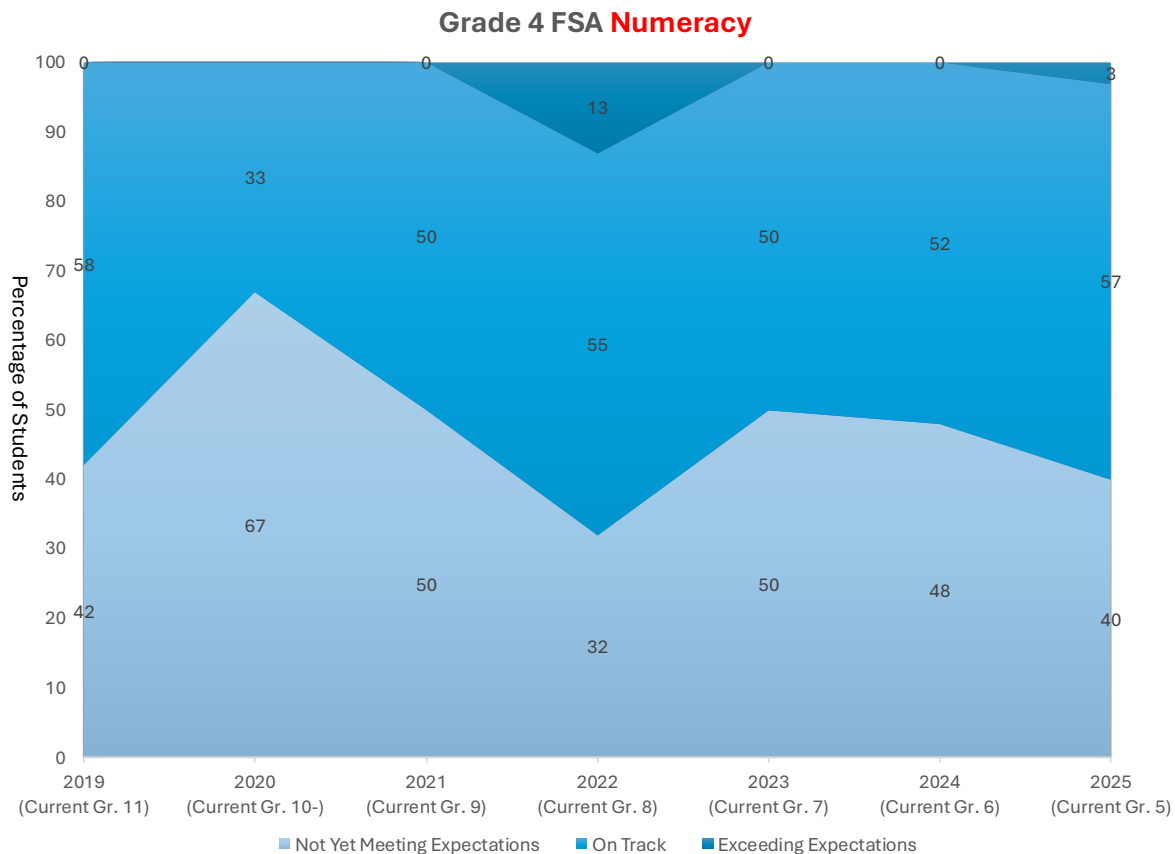
Analysis – Grade 4 Literacy

Literacy results for grade 4 UES students have fluctuated significantly over the last seven years; 46% of grade 4 students were not meeting expectations in literacy over this frame of time. UES is currently showing a positive trend toward a reduction in number of grade 4 students considered to not yet be meeting expectations in literacy. UES has seen a positive trend over the last three years, with 60% of UES grade 4 students being on track or exceeding expectations in literacy in the 2024-2025 school year.

Data/Evidence, Continued...

Grades 4 FSA Numeracy

Results by Year (current grades 5 – 11 students)



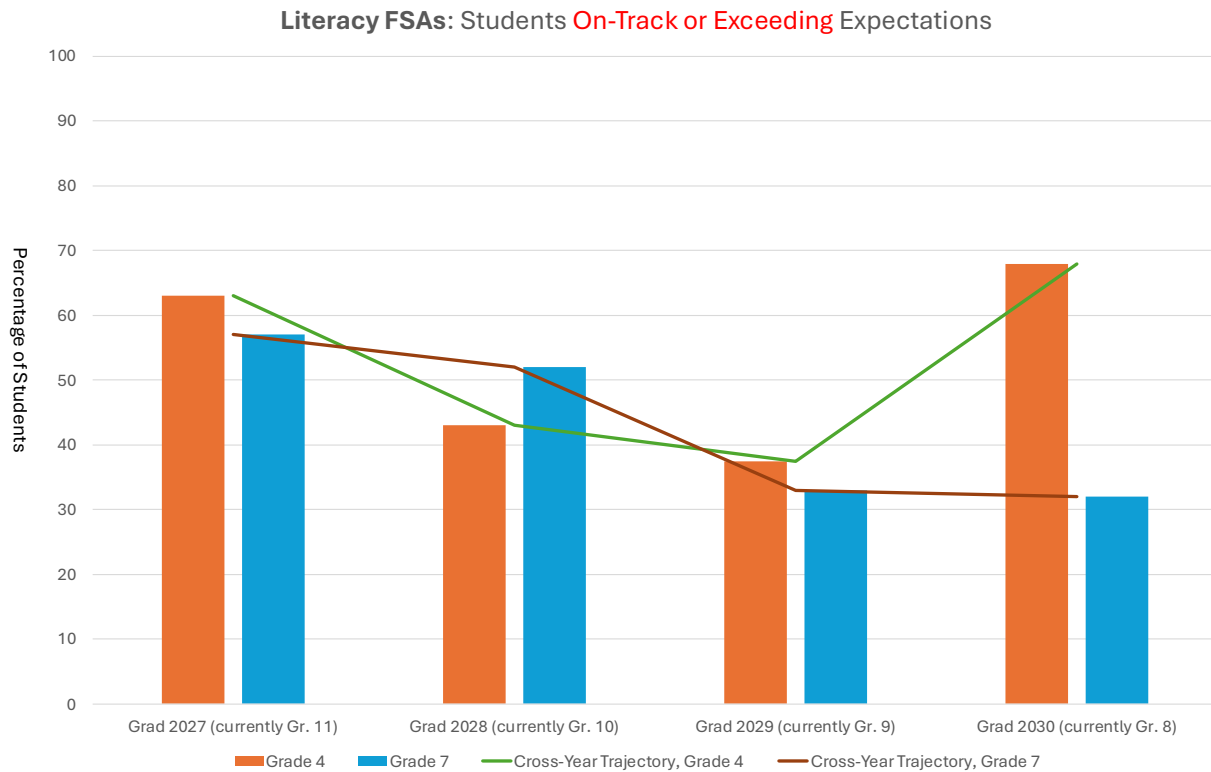
Analysis – Grade 4 Numeracy

Numeracy results for grade 4 UES students have largely seen improvements over the last seven years regarding the number of students not yet meeting expectations in grade 4 numeracy; 47% of grade 4 students were not meeting expectations in numeracy over the seven-years period. 40% of grade four students were considered to not yet be meeting expectations in numeracy in the 2024-2025 school year.

Data/Evidence, Continued...

Grades 4 & 7 FSA Literacy

Results by Grad Cohort (current grades 8 – 11 students)



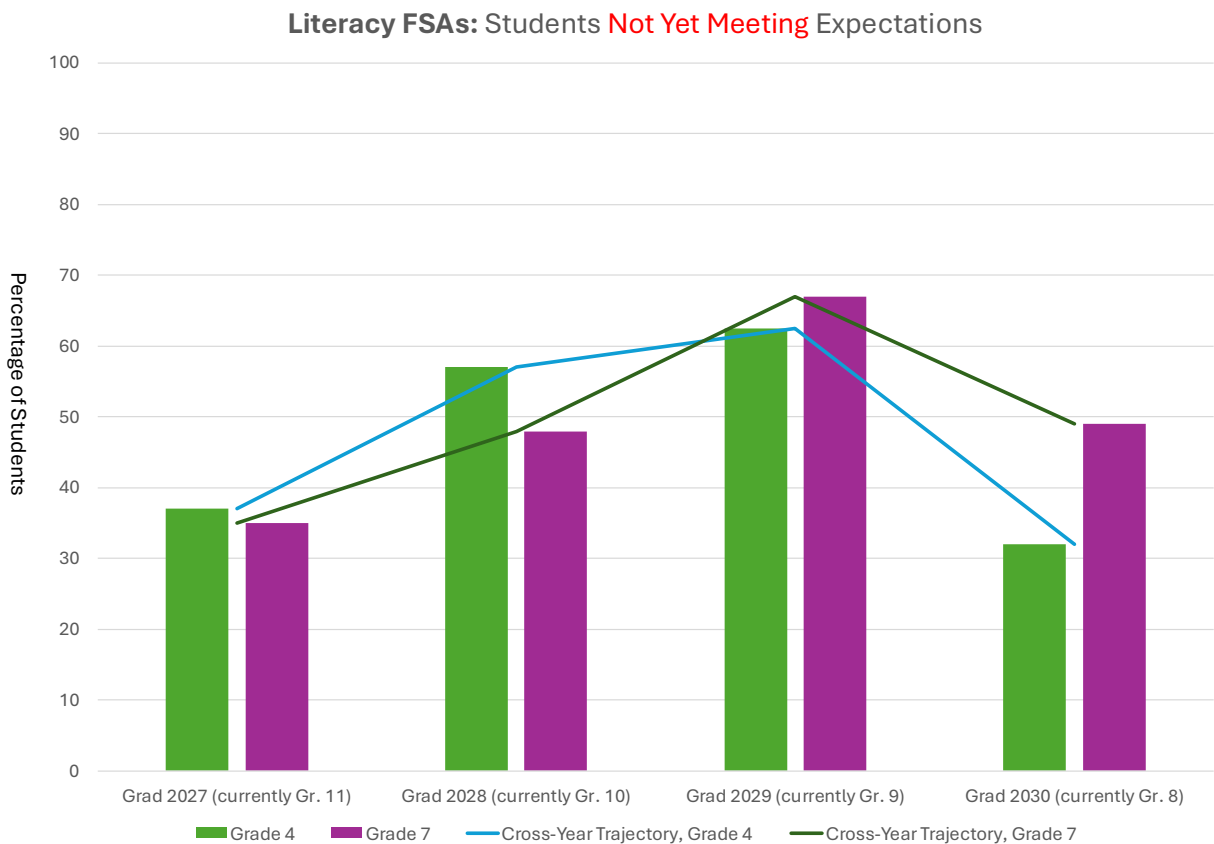
Analysis – On Track or Exceeding in Grade 4 & 7 Literacy

UES grade 4 FSA Literacy assessment results were marked by a trajectory of decreased positive outcomes for three years in a row, until a significant increase in 2022, with 68% of the students being on track or exceeding expectations in grade 4 literacy. Grade 7 FSA literacy assessments were marked by a steady decline in positive outcome over the four years, ending with only 32% of grade 7 students being on track in 2025.

Data/Evidence, Continued...

Grades 4 & 7 FSA Literacy

Results by Grad Cohort (current grades 8 – 11 students)



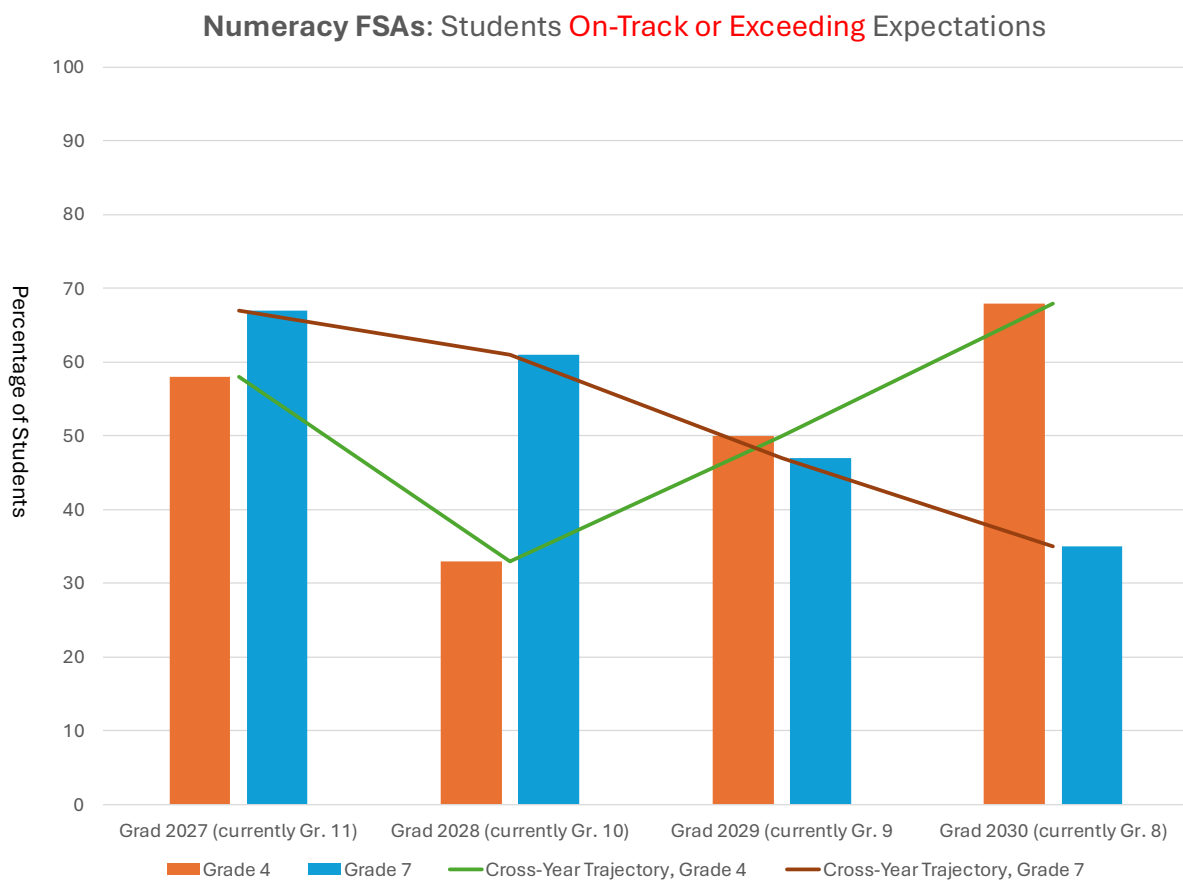
Analysis – Not Yet Meeting Expectations in Grade 4 & 7 Literacy

The 2030 grad cohort was part of a positive adjustment in trajectory in both 2022 (their grade 4 year) and 2025 (their grade 7 year), with a reduction in the number of students not yet meeting expectations for grades 4 and 7 literacy. Over the four years, an average of 47% of grade 4 students and 50% of grade 7 students were not yet meeting grade level expectations in literacy at UES.

Data/Evidence, Continued...

Grades 4 & 7 FSA Numeracy

Results by Grad Cohort (currently grades 8 – 11 students)



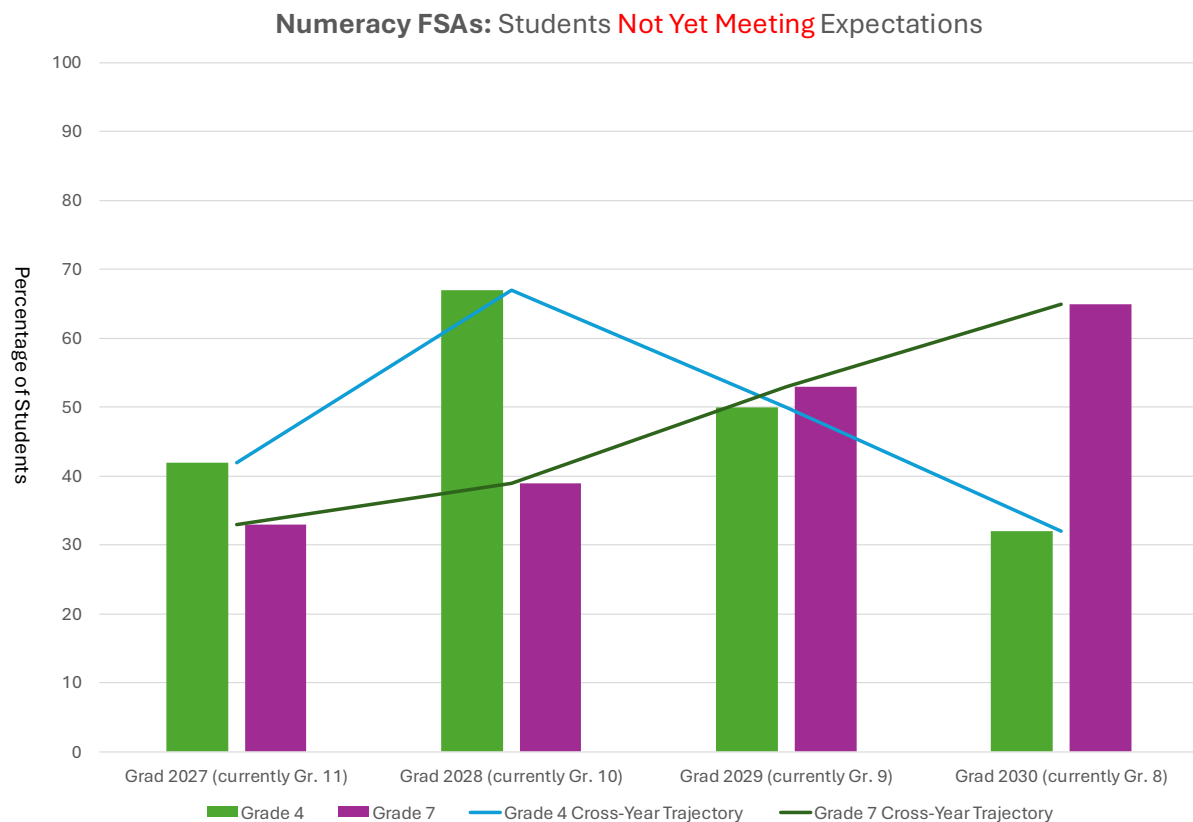
Analysis – On Track or Exceeding in Grade 4 & 7 Numeracy

The number of grade 4 students being on track or exceeding expectations significantly decreased during Covid (2019 and 2020). In 2021 and 2022, UES students demonstrated increased positive outcomes, with 68% of students being on track or exceeding expectations in grade 4 literacy in 2022. Over the four-year term, UES grade 7 students demonstrated a trajectory of decreasing positive outcomes, with 35% of UES students on track or exceeding in numeracy in 2025 (an average of 52% on track or exceeding over the total four-year period).

Data/Evidence, Continued...

Grades 4 & 7 FSA Numeracy

Results by Grad Cohort (currently grades 8 – 11 students)



Analysis – Not Yet Meeting Expectations in Grade 4 & 7 Numeracy

The number of grade 4 students not yet meeting expectations in numeracy decreased between 2020 and 2022, to 32% in 2022. The number of grade 7 students not yet meeting expectations in numeracy dramatically increased over the four-year term; 65% of UES students were not yet meeting expectations in grade 7 numeracy in 2025 (compared to an average of 48% on track over the four-year period).

School-Wide Positive Behaviour Support

Data will begin to be collected during the 2025-2026 school year related to the developing Positive Behaviour Support program.