



Ucluelet Elementary School Plan 2023/2024



Ms. Robyn Ross Acting Principal and Ms. Carly Green Acting Vice Principal

Land Statement

Ucluelet Elementary School is located on the traditional territory of the Yuułuꞑiꞑath. As a school community we acknowledge that we work alongside all Nuu-chah-nulth nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.

The Pacific Rim School District strives to increase awareness, understanding and integration of Nuu-chah-nulth culture, history and language in all SD70 schools. It is part of our ongoing commitment to Truth and Reconciliation.



Our School Story

What are the unique, positive characteristics that we celebrate in our school/community?

Located above the Wild Pacific Ocean, Ucluelet Elementary School is situated on the traditional territories of the Yuułuꞵiꞵꞵath. With a student population of 226 and staff composition of 30, Ucluelet Elementary School is an inclusive and cohesive learning community for all who attend. Adhering to the Principles of 21st Century Learning and the Core Curricular Competencies we aim to elevate our learning. Ucluelet Elementary School is a wonderful place where diversity is appreciated and celebrated. We often have visitors compliment our students on how kind, curious and inclusive they are.

UES is a natural hub for the community. Our proximity to Ucluelet Secondary School provides students in kindergarten to grade 12 unique opportunities to interact with one other in positive ways. From high school students supporting younger students on site, UES students accessing the USS track, to high school students accessing our gym for sports practice, UES is an all-around welcoming building full of kind and caring adults and children.

At UES we are proud of our school community and the wonderfully inclusive things we do such as our vibrant breakfast program. Most staff take part in this awesome morning student meet and greet and serve a variety of nutritionally sound food options. From scrambled eggs and pancakes to yogurt fruit cups, we serve about 25 students most mornings. Students love having tea with elder Donna Jack and to watch Ms. Rithaler and Ms. Green get creative in the kitchen!

UES has the privilege of being an elder in-residence school. Our Yuułuꞵiꞵꞵath elder Donna Jack brings a warmth and connection to community for all our students and staff. Under Donna's direction, we were honoured to take part in a traditional salmon bake to go along with our Indigenous themed Spring Fest. We are delighted with the positive, connective working relationship we have with the Yuułuꞵiꞵꞵath thru both in-school and in-community based shared learnings. UES and Yuułuꞵiꞵꞵath are continually working together to support learners as we adhere to Indigenous ways of knowing and being, Truth and Reconciliation Calls to Action and BC Educators Standard #9. Through language and culture learnings and in-class teachings, all students who attend UES know they are cared for.



What are the important demographics of our school and community?

Ucluelet the town and Ucluelet Elementary the school comprise a diverse, culturally rich community and school situated in an ethnically diverse town. Over the past few years many people have been relocating to Ucluelet and our school often receives multiple inquiries throughout the school year regarding potential placement. Ucluelet remains a socio-economically varied community with extremes on either end and as the word continues to get out to the world about how incredible it is to live here, this divide continues to grow. Our community has experienced a significant increase in Real Estate costs over recent years.

At present we have 226 students registered with 11 students on IEP's and 6 designated ELL. Our Indigenous student population comprises close to 30% of our total student population including YFN, TFN, Ahousaht, Toquaht, NTC, Hesquiaht, Heiltsuk, Lillooet, Chemainus, Sechelt, Westbank and Metis.

We have several students and families identifying as LGBTIQ+, Fijian, South Asian, Russian, Ukrainian, Asian, Latino, Filipino, and Eastern European. Our daily attendance varies due to excused and unexcused lates and absences with 0.01% chronically late or absent.

With an active PAC and several dedicated volunteers who support our school in a variety of capacities, our staff and students benefit from some great interactive opportunities. From our exceptionally well-attended annual Welcome Back BBQ, Beach Day, Emergency Vehicle display day, Spring Fest and our blooming school garden, our school grows increasingly more welcoming every day!



Our School Goals

1. Fostering individual student academic success
2. Honouring Indigenous ways of knowing and being
3. Creating an environment that acknowledges and supports student mental health and social-emotional learning

UES prides itself on fostering all students having a greater connection to others in our building. As a school community we fundamentally believe that students and staff will flourish under an umbrella of diversity, inclusion and caring for each other and the natural environment.



Data/Evidence

UES uses data collected through SD70 Pacific Rim district Assessment requirements including Coast Mountain Numeracy, PM Benchmarks, Reading Assessment 4-7 and Grade Wide Writes, FSA's and Student Learning Surveys. For 23-24 SD70 is utilizing the Carol Fullerton Numeracy and moving into year 3 of our consistent district academic data collection. Having this data collected over time indicates to us what direction we should be taking in any academic discipline and we continue to observe positive changes in attendance, SEL, academics and staff assessment practices.

PM Bench Mark Data Grade 1-3 Fall 2021

| | | | | |
|----------|---------|----------|----------|--|
| Beg. 37% | Dev. 8% | App. 23% | Ext. 32% | |
|----------|---------|----------|----------|--|

PM Bench Mark Data Grade 1-3 Spring 2022

| | | | | |
|----------|----------|----------|----------|--|
| Beg. 32% | Dev. 15% | App. 28% | Ext. 25% | |
|----------|----------|----------|----------|--|

PM Benchmark Data Grade 1-3 Fall 2022

| | | | | |
|----------|---------|----------|----------|--|
| Beg. 12% | Dev. 9% | App. 33% | Ext. 46% | |
|----------|---------|----------|----------|--|

PM Benchmark Data Grade 1-3 Spring 2023

| | | | | |
|----------|----------|---------|----------|--|
| Beg. 37% | Dev. 13% | App. 6% | Ext. 44% | |
|----------|----------|---------|----------|--|

GWW Data Grade 1-7 Fall 2021

| | | | | |
|----------|----------|----------|---------|--|
| Beg. 20% | Dev. 43% | App. 32% | Ext. 5% | |
|----------|----------|----------|---------|--|

GWW Data Grade 1-7 Spring 2022

| | | | | |
|---------|----------|----------|---------|--|
| Beg. 7% | Dev. 43% | App. 42% | Ext. 9% | |
|---------|----------|----------|---------|--|

GWW Data Grade 1-7 Fall 2022

| | | | | |
|----------|----------|----------|---------|--|
| Beg. 27% | Dev. 36% | App. 35% | Ext. 2% | |
|----------|----------|----------|---------|--|

GWW Data Grade 1-7 Spring 2023

| | | | | |
|----------|----------|----------|---------|--|
| Beg. 14% | Dev. 34% | App. 47% | Ext. 6% | |
|----------|----------|----------|---------|--|

Early Numeracy Data Grade K-3 Fall 2021

| | | | | |
|---------|----------|----------|----------|--|
| Beg. 2% | Dev. 19% | App. 66% | Ext. 14% | |
|---------|----------|----------|----------|--|

Early Numeracy Data Grade K-3 Spring 2022

| | | | | |
|------|---------|----------|------|--|
| Beg. | Dev. 8% | App. 92% | Ext. | |
|------|---------|----------|------|--|

Early Numeracy Data Grade 1-3 Fall 2022

| | | | | |
|----------|----------|----------|---------|--|
| Beg. 14% | Dev. 37% | App. 41% | Ext. 8% | |
|----------|----------|----------|---------|--|

Early Numeracy Data Grade K-3 Spring 2023

| | | | | |
|---------|---------|----------|----------|--|
| Beg. 5% | Dev. 8% | App. 49% | Ext. 38% | |
|---------|---------|----------|----------|--|

Island Numeracy Assessment Grade 4-7 Fall 2021

| | | | | |
|----------|----------|----------|---------|-----------------|
| Beg. 48% | Dev. 23% | App. 28% | Ext. 1% | Num A |
| Beg. 60% | Dev. 25% | App. 14% | Ext. | Num B |
| Beg. 59% | Dev. 24% | App. 8% | Ext. | Comp FI |
| Beg. 25% | Dev. 46% | App. 30% | Ext. 1% | Patterns |

Island Numeracy Assessment Grade 4-7 Spring 2022

| | | | | |
|----------|----------|----------|----------|--|
| Beg. 27% | Dev. 20% | App. 27% | Ext. 26% | |
| Beg. 44% | Dev. 35% | App. 16% | Ext. 1% | |
| Beg. 41% | Dev. 26% | App. 25% | Ext. 7% | |
| Beg. 20% | Dev. 25% | App. 41% | Ext. 19% | |

Island Numeracy Assessment Grade 4-7 Fall 2022

| | | | | |
|----------|----------|----------|----------|-----------------|
| Beg. 23% | Dev. 17% | App. 45% | Ext. 16% | Num A |
| Beg. 11% | Dev. 28% | App. 34% | Ext. 4% | Num B |
| Beg. 31% | Dev. 22% | App. 39% | Ext. 7% | Comp FI |
| Beg. 10% | Dev. 22% | App. 63% | Ext. 6% | Patterns |

Island Numeracy Assessment Grade 4-7 Spr. 2023

| | | | | |
|----------|----------|----------|----------|--|
| Beg. 18% | Dev. 24% | App. 55% | Ext. 3% | |
| Beg. 13% | Dev. 40% | App. 44% | Ext. 3% | |
| Beg. 25% | Dev. 37% | App. 32% | Ext. 6% | |
| Beg. 11% | Dev. 42% | App. 36% | Ext. 11% | |

Reading Grade 4-7 SD70 Fall 2021

| | | | | |
|----------|----------|----------|---------|--|
| Beg. 60% | Dev. 25% | App. 13% | Ext. 2% | |
|----------|----------|----------|---------|--|

Reading Grade 4-7 SD70 Spring 2022

| | | | | |
|---------|----------|----------|---------|--|
| Beg. 2% | Dev. 33% | App. 62% | Ext. 2% | |
|---------|----------|----------|---------|--|

Reading Grade 4-7 SD70 Fall 2022

| | | | | |
|----------|----------|----------|---------|--|
| Beg. 15% | Dev. 57% | App. 21% | Ext. 2% | |
|----------|----------|----------|---------|--|

Reading Grade 4-7 SD70 Spring 2023

| | | | | |
|----------|----------|----------|---------|--|
| Beg. 12% | Dev. 27% | App. 58% | Ext. 3% | |
|----------|----------|----------|---------|--|

Our School Celebration Story



Having gathered a respectable amount of data from 2021-2022 to 2022-2023, and onto 2023-2024, we are very pleased to share ongoing positive improvement at UES. Our school continues an upward trajectory and how better could that be!

Through a thoughtful examination of our assessment data, our school staff work collaboratively with our Yuułuᖅᖅᖅ elder Donna Jack, Education Manager Karen Severinson, teacher Kira de Lueew and Learning Support team to focus on and target areas of need for both indigenous and non-indigenous students. Our collective efforts and intensive concentrated supports for learners in all grades has aided in some exciting and positive improvements to Numeracy and Literacy scores. Our team is excited to see where we will be with our upcoming Fall 2023 data collection in comparison to where we left off in the spring. Overall, we remain delighted to see our data continuing to demonstrate forward growth and development overall.

UES is also excited to have the addition of a library commons model this year. The library learning commons model will provide students and staff more options for intensive research, cooperative learning opportunities and a fresh alternate space to work and play in. The library is also where students gather for several student lead initiatives such as Bear Club, Chess Club, Drawing Club and Dinosaur Club.

Breakfast at UES feels like sitting at home with family. This is one of the ways that we interact with dozens of kids in a different way other than in the classroom or on the playground. Seeing sleepy hungry faces in the morning, getting a smile and sense of connection and calm from students first thing in the morning makes your day that much better.

Our school garden is also a great place to spend time with students rather than just in the classroom. Our staff provide opportunities for all students to connect with the environment learning to take care of the soil and grow their own food. Each teacher has a spot in the garden and share the commons which includes a greenhouse and firepit. The smell of the dirt, the pulling of weeds and the reaping of fruit and veggies is always a treat. Dirt covered hands and faces coming back into the school encourages us that our students will continue to strive take care of the environment.

Our dynamic and self-reflective team is always willing to look at assessment data, examine pedagogy and think critically about how to effect positive change. It is just a wonderful journey to be part of, and as we carry on through the years, we look forward to more ups than downs and more hurray's than nays as we move forward with our whole school community of learners. We are proud of who we are and reflecting on who we are makes us full of pride to call UES our community school.

Robyn and Carly