



Ucluelet Elementary School Plan 2022/2023



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 Yuułuʔiłʔatḥ First Nation. 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?

Our Mission

To educate students in safe, inclusive and engaging learning environments where every student develops the knowledge, skills and abilities to be a lifelong learner and productive member of our global society.

Located above the Wild Pacific Ocean, Ucluelet Elementary School is situated on the traditional territories of the Yuułu?ił?ath First Nation. With a student population of 221 and staff composition of 26, 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 celebrated. We often have visitors compliment our students on how kind, curious and inclusive they are.

Having recently undergone a seismic upgrade and being located on a high point of the surrounding land, UES is a natural hub for the community. Our proximity to Ucluelet Secondary School allows 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.

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.

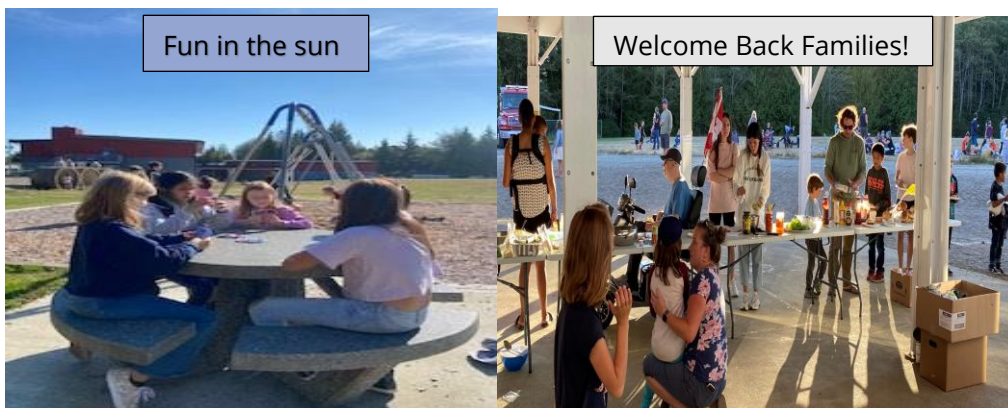
We celebrate the positive, connective working relationship we have with the Yuułu?ił?ath First Nation thru both in-school and in-community based shared learnings. UES and Yuułu?ił?ath First Nation are continually working together to support learners as we adhere to Truth and Reconciliation Calls to Action and BC Educators Standard #9. Through language and culture learnings and in-class teachings, all students who attend UES know they are cared for. It is an honour to have had the opportunity to work with both our local Yuułu?ił?ath First Nation and PAC School Planning Council on this School Plan.

What are the important demographics of our school and community?

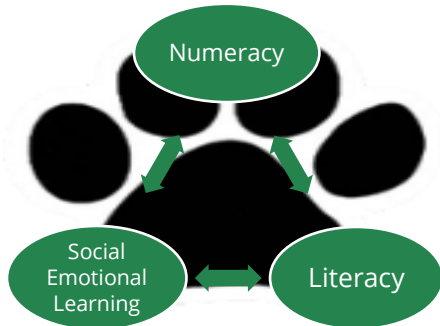
Ucluelet the town and Ucluelet Elementary the school comprise a diverse, culturally rich community and school situated in an ethnically diverse town. Over the past few years many people have been relocating to Ucluelet and our school often receives multiple inquiries throughout the school year regarding 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 witnessed a 43% increase in Real Estate costs over the past two years alone.

At present we have 221 students registered with close to 30% of our total student population being Indigenous. The UES community includes indigenous students from YFN, TFN, Ahousaht, Toqhuat, NTC, Hesquiaht, Heiltsuk, Lillooet, Chemainus, Sechelt, Westbank and Metis. UES fully embraces the diversity of our school communities varied sexual and gender identification, ethnic and cultural backgrounds and wide-ranging family and student needs.

UES is pleased to find post-COVID families returning to being back in schools as volunteers in a variety of capacities. From our exceptionally well-attended Welcome Back BBQ to family members volunteering, our school is growing increasingly busier and welcoming every day!



Our School Goals



Ucluelet Elementary School's goals directly align with the Board of Education's Strategic Plan. We agree that Social-Emotional Learning, Numeracy and Literacy are key goals for our school to continue working on. We want to see our students reach 100% of their capacity in these three important realms therefore no one is of any greater importance than the other. In fact, if our students feel a greater connection to others in our building, they will be more willing to take risks with their learning than they would if they didn't feel that connection.

1. Improve Numeracy Skills for all students
2. Improve Literacy Skills for all students
3. Improve Student Social Emotional Well-being



Data/Evidence

UES uses data collected through SD70 Pacific Rim district Assessment requirements including Island Numeracy, Early Learning Numeracy, PM Benchmarks, Reading Assessment 4-7 and Grade Wide Writes.

September 2021 was the first September start-up in two years that we had the vast majority of our student population back with us for in-person learning. This gave us a good baseline of Data.

PM Bench Mark Data Grade 1-3 Fall 2021

Beg. 37%	Dev. 8%	App. 23%	Ext. 32%	
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PM Bench Mark Data Grade 1-3 Spring 2022

Beg. 32%	Dev. 15%	App. 28%	Ext. 25%	
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PM Benchmark Data Grade 1-3 Fall 2022

Beg. 12%	Dev. 9%	App. 33%	Ext. 46%	
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PM Benchmark Data Grade 1-3 Spring 2023

Beg.	Dev.	App.	Ext.	
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GWW Data Grade 1-7 Fall 2021

Beg. 20%	Dev. 43%	App. 32%	Ext. 5%	
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GWW Data Grade 1-7 Spring 2022

Beg. 7%	Dev. 43%	App. 42%	Ext. 9%	
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GWW Data Grade 1-7 Fall 2022

Beg.	Dev.	App.	Ext.	
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GWW Data Grade 1-7 Spring 2023

Beg.	Dev.	App.	Ext.	
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Early Numeracy Data Grade K-3 Fall 2021

Beg. 2%	Dev. 19%	App. 66%	Ext. 14%	
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Early Numeracy Data Grade K-3 Spring 2022

Beg.	Dev. 8%	App. 92%	Ext.	
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Early Numeracy Data Grade 1-3 Fall 2022

Beg. 14%	Dev. 37%	App. 41%	Ext. 8%	
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Early Numeracy Data Grade K-3 Spring 2023

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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.	Dev.	App.	Ext.	
Beg.	Dev.	App.	Ext.	
Beg.	Dev.	App.	Ext.	
Beg.	Dev.	App.	Ext.	

Reading Grade 4-7 SD70 Fall 2021

Beg. 60%	Dev. 25%	App. 13%	Ext. 2%	
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Reading Grade 4-7 SD70 Spring 2022

Beg. 2%	Dev. 33%	App. 62%	Ext. 2%	
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Reading Grade 4-7 SD70 Fall 2022

Beg. 10%	Dev. 73%	App. 17%	Ext.	
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Reading Grade 4-7 SD70 Spring 2023

Beg.	Dev.	App.	Ext.	
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Why Literacy, Numeracy and Social Emotional Learning as our key goals?

Our pedagogical practice is guided by our assessment data and by comparing data from fall to spring and year to year, we are better able to focus and provide more intensive supports where we recognize a need. From our fall and spring data in 2021-2022 we saw significant positive change in both literacy and numeracy which we attribute to our intensive 6-week initiatives. In comparison to our recently collected fall 2022 data, it is evident that these intensive 6-week guided reading and numeracy initiatives are improving our overall student success.

From a thorough review of our EDI and MDI (Early and Middle Development Indexes) many students have concerns, are anxious and feeling stressed. These results tell us that we must continue building on our student support initiatives both in the classroom and through connection activities such as Breakfast Club

Our School Celebration Story

Having gathered a respectable amount of data from 2021-2022 to 2022-2023, we are very pleased to see such overall improvement at UES. Our school is on an upward trajectory and how better could that be?

After gathering our Fall 2021 Numeracy and Literacy data it was evident that we needed to put in some extra focus to move more students along from Beginning and Developing to Applying and at times Extending. What we witnessed in the Spring of 2022 was an incredible transformation in overall student learning. We were curious what we would observe in our Fall 2022 data collection because of our coordinated efforts. We were very pleased to see that our data indicates continued forward growth and development.

What isn't included in the Data/Evidence page are excerpts from the EDI and MDI (Early and Middle Development Indexes) which indicate that many students have concerns, are anxious and feeling stressed. We can surmise that this is very likely due to COVID times. What this tells us is that we need to intensify our extra daily efforts around inclusion, safety and care and in so doing, we would hope to see good, positive change overall. As a staff, UES believes that having adults available and present for students to talk to, connect with and just spend some time with, is of great value.

Our thriving Breakfast program is one of the ways that we interact with dozens of kids in a different way than in the classroom. Seeing sleepy, hungry faces in the morning and getting a smile and sense of connection and calm from them first thing in the morning is a good thing to be part of.

Our school garden is also a great place to see students in a light opposite that of the classroom. 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 makes our day that much brighter.

Our Indigenous Support Team is another excellent opportunity to support learners for all 3 school goals. Once a month we meet with the District Principal of Indigenous Education and plan out continually evolving and better ways to support learners. This dynamic team along with having a self-reflective staff willing to look at assessment data, examine pedagogy and think critically about how to effect positive change makes UES a continuous betterment of itself. It is just a wonderful journey to be part of. We look forward to more ups than downs and more hurrahs 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.