



USS School Plan 2023-2024

Land Statement

Ucluelet Secondary School is situated on the ha-houlthee of the Yuułu?if?ath and 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 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 and the 94 Calls To Action.



Our School Story

Mission Statement:



“USS in partnership with our communities is committed to encouraging students to achieve their maximum potential in academic, social, and cultural endeavours, producing responsible, knowledgeable, and involved citizens.”

USS serves students in grades 8-12 across the social-economic spectrum. Our school enrolment has steadily increased in the last five years with a current student population of 255 of which 37% are Indigenous Learners. Our communities of Yuułuʔiłʔatḥ, District of Ucluelet, Tla-o-qui-aht (Esowista, Ty- Histanis, Opitsaht) and the District of Tofino are similar yet distinct e.g., embrace learning in and through nature, integration of nuu chah nultḥ culture (Barkley and Central dialects), living in isolation (self and community reliance).

The 2022-2023 school year was very exciting for our school community on many fronts. First, we had an entire year to try on our new school spaces from our completed seismic upgrade and new build. While there were some growing pains, akin to breaking in a new pair of shoes, the overall positivity, engagement, and community mindedness was unmistakable as you entered our main learning commons and walked our halls.

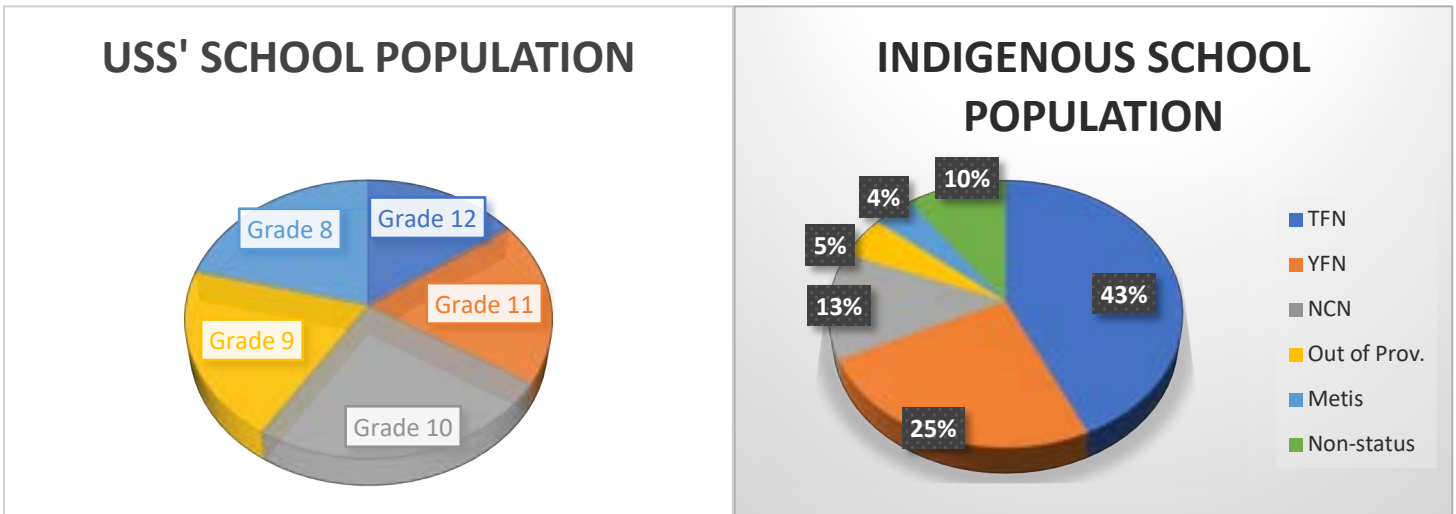
Going into our second year in our new building, we are looking forward to build upon last year’s success in creating a solid social-emotional and academic foundation for our learners and connections with our communities.



What are the important demographics of our school and community?

Our current school enrolment sits at 253 students. Of these learners 95 identify as Indigenous. As a rural school many of our students rely upon boat and bus transportation to get to and from school: 141 out of 253 students are bused and/or boat to school five days a week. This is 81km per day which equates to 15,147km per school year.

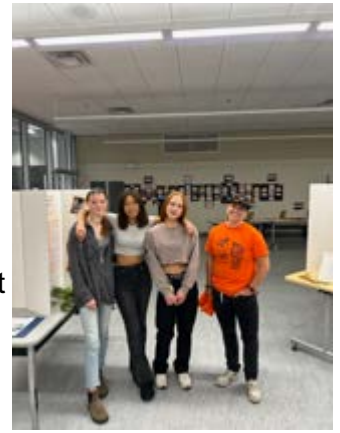
Staff: 17 teaching staff, 9 support staff, and 2 administrators



Our School Goals

Indigenous Learners Success & Relationships with First Nations

As shared in our mission statement, USS is a reflection of our communities and therefore it is of utmost importance to our school community that this reflection is truthful and accurate regarding our Indigenous partners e.g., language, culture, and traditional knowledge within our curriculum and entire school.



- embed cultural and social-emotional supports with our EAs, Indigenous Support Teachers, Indigenous Support Workers, and Nuu-Chah-Nulth Education Worker.
- communicate academic and social-emotional wellbeing data through our Indicators of Success to our Indigenous partners.
- collaborate with Yuułuʔiłʔatḥ and Tla-o-qui-aht Nations on the raising of the čiiñuḥ and our school grand opening.
- For the past five years we have worked with the Clayoquot Biosphere Trust and Legacy of Hope Foundation collaborating on teachings and learnings around Truth and Reconciliation and the 94 Calls To Action:

-students and staff spend the month of September researching Truth and Reconciliation creating artifacts of learning to complement the Legacy of Hope display e.g., student created orange t-shirts, published poetry books, researched explanations around the 94 Calls To Action.

-survivors and local knowledge holders came to share their stories and guidance with classrooms and staff.

-leading up to our National Day for Truth and Reconciliation our school host events for our local Nations, local elementary schools, and is open to the public on the weekend.

*This year our students' artifacts of learning and Legacy of Hope display will be showcased at the Tourism Tofino Centre.

Our goal is to continue to build upon the above successes with our school community (students, staff, families, and Indigenous partners) creating an even more holistic environment. Through these inclusive practices, we look forward to seeing a continued increased in the academic and social-emotional well-being of our Indigenous learners.



Mental Health & Social-emotional Wellbeing

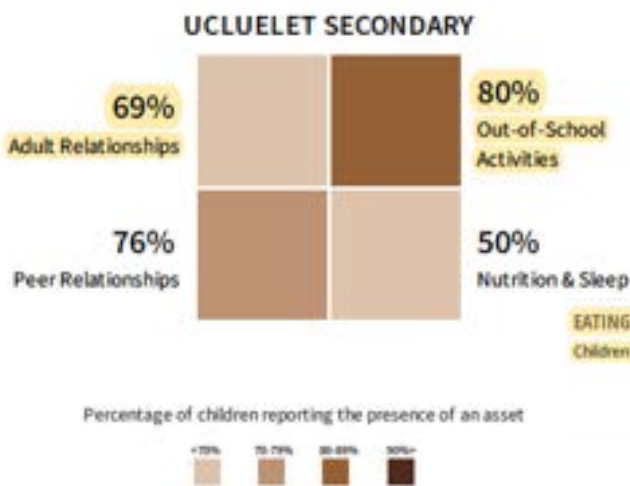
USS' Priority Objective – Increase students' social and emotional wellbeing.

Rationale - Studies show that when students experience developmental relationships (express care, challenge growth, provide support, share power, expand possibilities) with their teachers, key social and emotional competencies, such as motivation and responsible decision-making are strong and risk behaviors become less common, even in the most challenged and unmotivated students (Search Institute).

At USS we recognize the pivotal foundation of students having a strong social-emotional foundation. This is even more paramount for our Indigenous learners' success, and we are focused on continuing to develop and integrate Indigenous language and culture throughout our classrooms in partnership with local First Nations and Metis communities tied into our school district's strategic plan.

Strategies: professional development around holistic pedagogy e.g., Circle of Courage, student voice (student council), student-centered surveys (MDI, YDI, Satisfaction Survey), Wellness Wednesdays, breakfast for learning (relational and nutritional experiences), homework hall, extracurricular activities, partnerships with outside agencies including Yuułu?if?ath and Tla-o-qui-aht Nations, formatively designed yearly social-emotional calendar of events by USS' Youth Mental Health Team.

Middle Years Development Instrument (MDI)



EATING BREAKFAST Breakfast for Learning Success
Children are asked, "How often do you eat breakfast?"

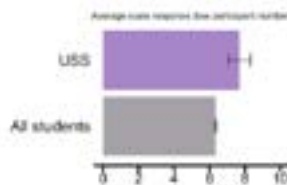


Youth Development Instrument (YDI)

SUPPORTIVE ADULTS AT SCHOOL*

Youth's level of agreement with statements about how supported they feel by the adults at their school.

e.g., "At my school, there is an adult who really cares about me"

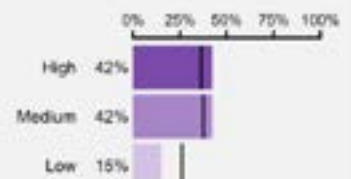


SCHOOL CONNECTION

SCHOOL BELONGING*

Youth's level of agreement with statements about their sense of belonging at school.

e.g., "I feel like I belong in this school"



Student Achievement: Numeracy & Literacy

USS – Increase percentage of students meeting, applying, or exceeding grade level expectations on the Provincial grade 10 Numeracy Assessment and District Math Assessments.

- strategically set up our grade 8s and 9s and 10s for success with appropriate staffing and timetabling to meet their needs (in response to the unique challenges of each grade) e.g., linear Math 8.
- foster an understanding that numeracy skills support their learning in other subjects.
- create opportunities for students to experience real-life math skills.
- support the professional development (through district numeracy leads, collaboration, staff meetings, and department meetings) for staff teaching math to consider and implement current instructional and assessment approaches.
- ensure the embedment of cross-curricular content to support numeracy skills.
- offer opportunities for students previously unsuccessful in math 8/9 to ensure readiness in math 10.
- collaborate on a district level in learning networks (such as Numeracy leads) and on district assessments.

Literacy

USS – Increase percentage of students meeting or exceeding grade level expectations on the Provincial grade 10 and 12 Literacy Assessments.

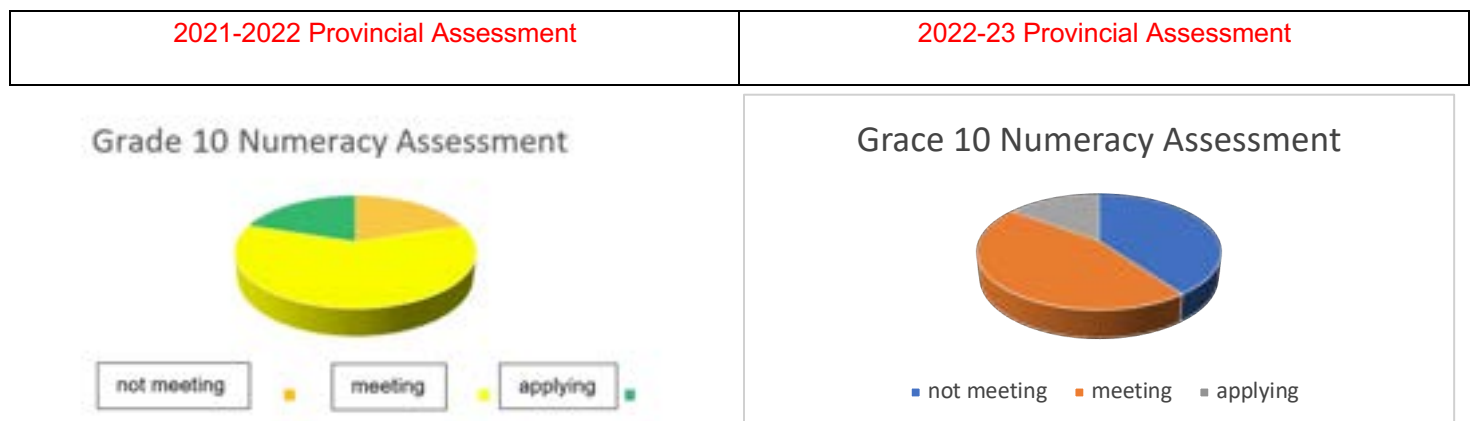
Strategies: continue to utilize school district literacy leads, student shared exemplars, Indigenizing our English curriculum through resources, course offerings, and community connections.

Data/Evidence

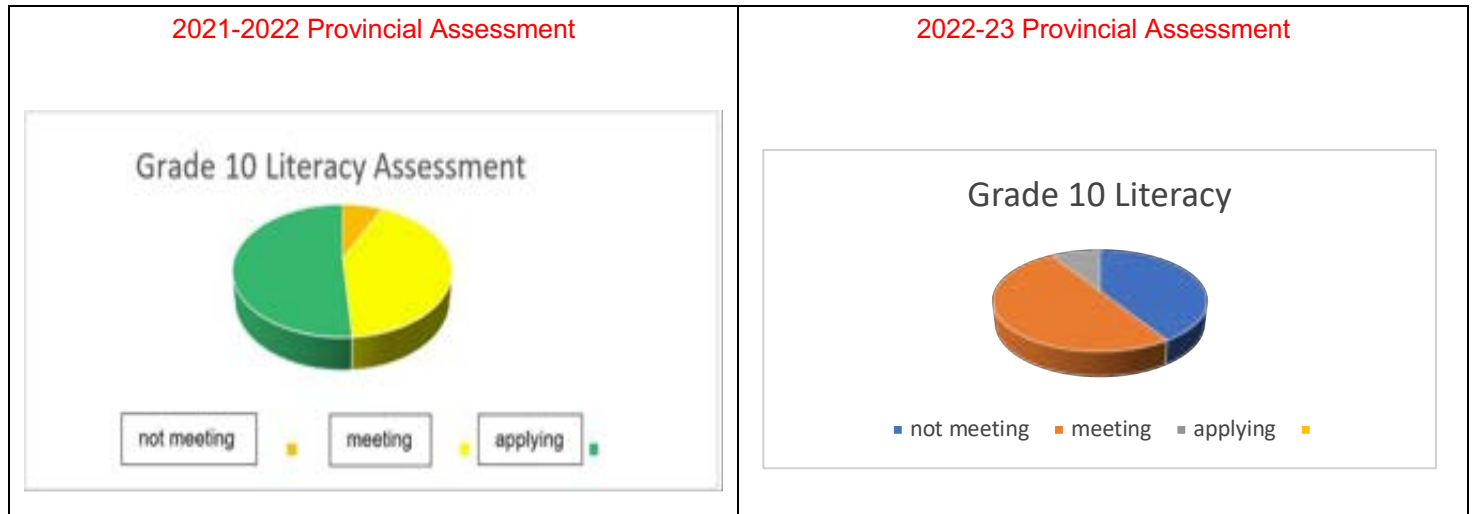
Social-emotional Wellbeing

MDI, YDI, Satisfaction Survey, BC Adolescent Health Survey, Clayoquot Biosphere Trust Vital Statistics Survey. *See above examples of the MDI and YDI survey results which will continue to be anchors in guiding our social-emotional practices through the course of this school year.

Numeracy



Literacy



Our School Celebration Story

- Embedding Truth and Reconciliation, Calls To Action, and Indigenous Principles of Knowledge consistently across the curriculum.
- Having strong relationships with our community partners.
- Creating and maintaining a sense of belonging for students, staff, and families through communication, opportunities for direct impact with school build e.g., Indigenous artistic elements, Breakfast for Learning, Open House events.
- Staff's continued desire to professionally develop in trauma-informed practices and embedding the curricular and core competencies at the high school level.
- Connecting with district Literacy and Numeracy leads.
- Continue to support the initiatives we have in place which has improved our literacy and social-emotional resiliency data points (data examples above).
- Using data to reflect upon practices and refine programs, strategies, and overall pedagogy to better support our learners academically and social-emotionally. (YDI, Safe Online, Reclaiming Youth At Risk)

THIRD EDITION

RECLAIMING YOUTH AT RISK

Futures of Promise



Larry A. Green, goodreads.com, Steve Van Bockern

Safe  Online
INFO that CLICKS!



