

Ucluelet Elementary School Growth Plan 2026/2027



Ms. Julia Jacobs – Principal and Ms. Carly Green – Vice Principal

Land Acknowledgement

łeekoo waamin yuulułiłath, ʔanin hiyath, hiłhłaa mamuuk ʔahkuu nism'aakʔi. - We give thanks to the yuulułiłath - Ucluelet First Nation, on whose traditional territory we live, work and play.

Pacific Rim School District and Alberni Valley schools are situated on the ɥaɥuuli of the cīśaałath and huupačasłath. The School District also operates schools on the ɥaɥaɥuuli of the łaɥuukʷiłath, and huuɥiiłath and acknowledges that we work alongside all nuučaanul Nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.



What are the important demographics of our school and community?

Ucluelet Elementary School (UES) is located on the traditional territories of the Yuułuᑦiᑦᐱᐱᐱ (Ucluelet First Nation), part of the larger Nuučaanuᑦ Nations, who have co-existed within this biosphere since time immemorial. Our school community reflects a diverse range of cultural backgrounds and experiences. While many families have lived in Ucluelet for generations, others have chosen to make Ucluelet their home more recently, including families who have immigrated to Canada from around the world.

Approximately 30% of our students identify as First Nations or Métis, including families connected to Yuułuᑦiᑦᐱᐱᐱ, cīšaaᑦᐱᐱᐱ, huupačasᑦᐱᐱᐱ, ᑲiškʷiiᑦᐱᐱᐱ, huuᑦiiᑦᐱᐱᐱ, Heiltsuk, Lillooet, Chemainus, Sechelt, and Westbank Nations. Our students and families also represent a wide range of cultural backgrounds, including Fijian, South Asian, Russian, Ukrainian, Asian, Latino, Filipino, and Eastern European communities. This diversity contributes to a rich school environment in which students learn about themselves, one another, their community, and the wider world.

UES is a welcoming and inclusive community where students and families are encouraged to contribute their identities, experiences, and perspectives. We recognize and value the diversity within our school community, including families who identify as 2SLGBTQIA+. We strive to create a school environment where every student feels a sense of belonging, connection, and safety.

At the beginning of the 2026–2027 school year, UES served 229 students with a staff of approximately 30. Our community included 13 students with active Individual Education Plans (IEPs) and 10 students identified as English Language Learners (ELL). The school is supported by a collaborative team including administrators, 17 teachers, 3 Educational Assistants, an Indigenous Support Worker, Administrative Secretary, school counsellor, Yuułuᑦiᑦᐱᐱᐱ education worker, and two custodians. This range of expertise and community knowledge supports our commitment to meeting the diverse academic, social, emotional, cultural, and learning needs of our students.



What makes Ucluelet Elementary School such a special place?

Ucluelet Elementary School is a close-knit community where strong relationships among students, staff, families, and community partners are central to our work. We take pride in being a community of **kayuumins** and in fostering a safe, caring, and purposeful environment where students feel a strong sense of belonging.

Our unique location on the traditional lands of the **Yuulʷilʷath** and within the **Clayoquot Sound Biosphere Region** provides rich opportunities for place-based and outdoor learning. Through our natural surroundings and community partnerships, students develop meaningful connections to the land, culture, and community.

Our dedicated staff, engaged families, and supportive community work together to create a positive learning environment where students are known, valued, and encouraged to thrive.

What makes Ucluelet Elementary School truly special is our people. Students, staff, families, and community partners work together to create a welcoming, connected, and inclusive school. We celebrate our shared strengths, listen to student voice, and support one another in helping every child thrive.



Our School Goals

GOAL #1 Health, Wellness and Positive Behaviour

Continue to nurture and evolve our school-wide positive behaviour support (PBS) program. *This goal aligns with the SD70 Strategic Plan for [Mental Health and Social-Emotional Well-being](#), [Indigenous Learner Success and Relationships with First Nations and Metis](#) and [Safe, Welcoming and Modern Learning Environments](#).*

Our strategies:

- Continue to follow and develop our school wide PBIS program
- Follow the First Peoples Principles of Learning 'learning involves recognizing that consequences of one's actions' (**First People's Principles, First Nations Steering Community, 2006**)
- Celebrate student and staff successes.
- Explore initiatives related to increasing student voice to support a positive school climate that nurtures mental health, social emotional well-being, school participation and success

Our School Goals, continued...

GOAL 2: Student Achievement - Numeracy

To increase proficiency in numeracy by implementing best practices,

This goal aligns with the SD70 Strategic Plan for [Student Achievement](#).

Our strategies:

- Explore the application of numeracy learning progressions in support of a school-wide approach to numeracy development across the K-7 span.
- Focus on opportunities for play-based numeracy learning to develop foundational numeracy skills and to support the practical application of numeracy concepts.
- Use Foundational Learning Progressions to guide instruction.

Our School Goals, continued...

GOAL 3: Student Achievement - Literacy

To strengthen student proficiency in writing and increase grade-level proficiency in reading.

This goal aligns with the SD70 Strategic Plan for [Student Achievement](#).

Our strategies:

- Target writing as a school-wide goal from Kindergarten to grade 7.
- Continue targeted primary reading interventions focused on grades 2 and 3 students.
- Continue targeted intermediate reading comprehension interventions focused on grades 4-7 students.
- Explore the application of the literacy learning progressions and literacy framework in support of a school-wide approach to literacy development across the K-7 span.
- Expand the use of augmentative alternative communication (AAC) devices

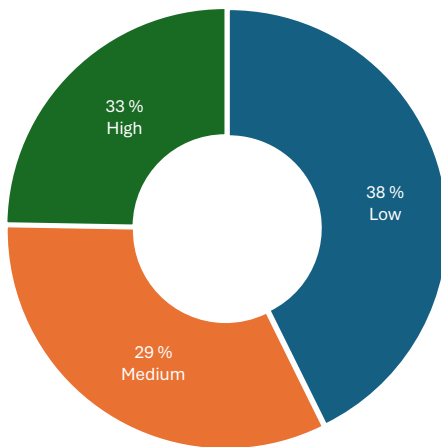
Data/Evidence – Goal #1

Grades 4 & 7 Middle Years Indicators Data

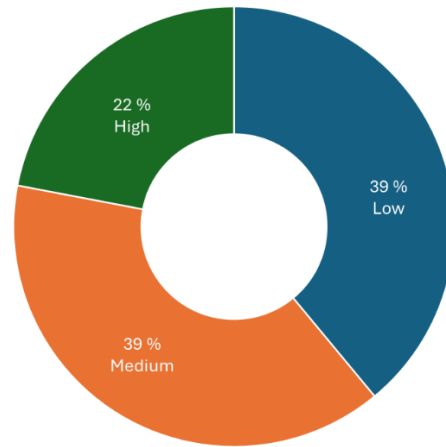
Results for the 2025/2026 Year (current grades 5 and 8 students)

MDI Well-Being Index

Grade 4 Overall Well-being



Grade 7 Overall Well-being



Initial Summary:

The MDI Well-being Index represents a holistic summary of children's mental and physical health based on five measures: optimism, happiness, self-esteem, absence of sadness and general health. 38.5 % of UES grade 4 and 7 students indicate low overall well-being on the MDI Well-being index.

Initial Analysis:

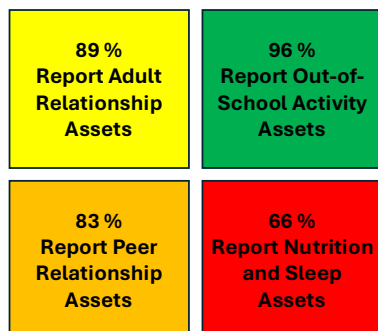
As two of every five UES grade 4 and 7 students identify as having a low sense of overall well-being, our school and staff should consider strategies for promoting social and emotional competencies. Tier 1 supports could be directed toward all students in classrooms and as a whole-school to improve the well-being of those rating as low and medium levels of well-being. UES is very justified in developing strategies related to continuing and increasing the Positive Behaviour Intervention program, as positive school experiences will increase the overall student health and well-being.

Data/Evidence

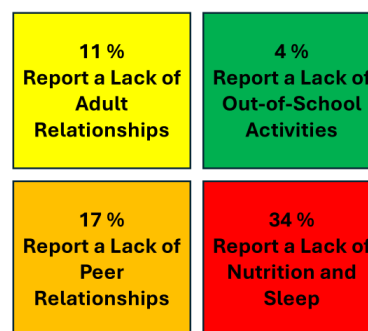
Grades 4 & 7 Middle Years Indicators Data, continued

MDI Health Assets Index

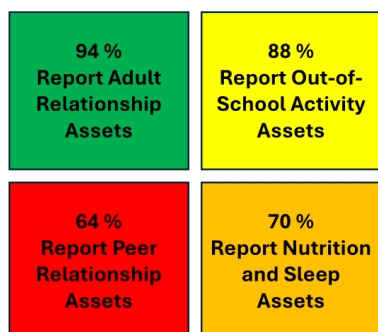
Grade 4 Health Assets



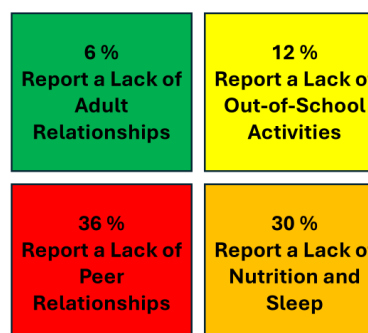
Grade 4 Health Assets Lacking



Grade 7 Health Assets



Grade 7 Health Assets Lacking



Initial Summary:

The MDI Assets Index combines measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Assets are considered actionable, meaning that schools and communities can focus efforts in these areas to create conditions and contexts where children can thrive. From a perspective of areas for strategies to improve conditions and contexts where children can thrive, one can look at areas where "health assets [are] lacking". 32 % of UES grade 4 and 7 students identified a lack of nutrition and sleep and grade 7. 17 % of UES grade 4 students and 36 % of grade 7 students indicated a lack of peer relationships.

Initial Analysis:

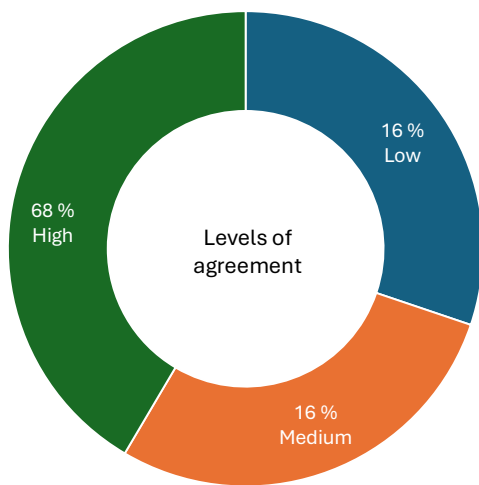
UES could work with community partners to improve nutritional options for UES students, including providing nutritional breakfast and lunch to all students who require them. UES could develop strategies to improve nutrition and sleep hygiene education for students and families to improve health outcomes for students. There is a clear need for a focus on supporting UES students to develop peer relationships, justifying a focus on interpersonal interactions strategies and continued strategies with the Positive Behaviour Support Initiative.

Data/Evidence

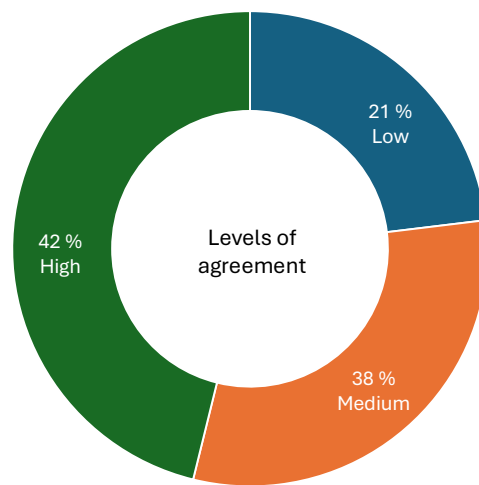
Grades 4 & 7 Middle Years Indicators Data, continued

MDI Self-Regulation Index

Grade 4 Self-Regulation
“I can calm myself when I am excited or upset”



Grade 7 Self-Regulation
“I can calm myself when I am excited or upset”



Initial Summary:

The MDI Index for Social and Emotional Development includes the ability to understand and manage emotions, develop care and empathy for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively.

18.5 % of grade 4 and 7 UES students rate themselves as low in self-regulation skills when when are excited or upset.

Initial Analysis:

This “low-rating group” can be considered at-risk both for school and their future and interventions are required. Tier 1 supports could be directed toward all students in classrooms and as a whole-school to further develop self-regulation skills. In addition, Tier 2 supports should be directed toward this demographic with strategies linked to developing greater self-regulation and opportunities for co-regulation with trusted adults.

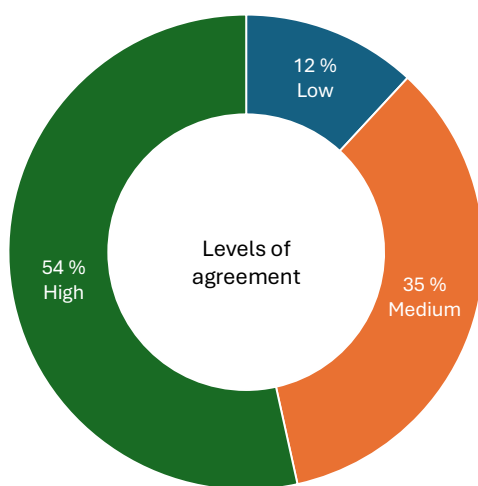
Data/Evidence

Grades 4 & 7 Middle Years Indicators Data, continued

MDI General Health Index

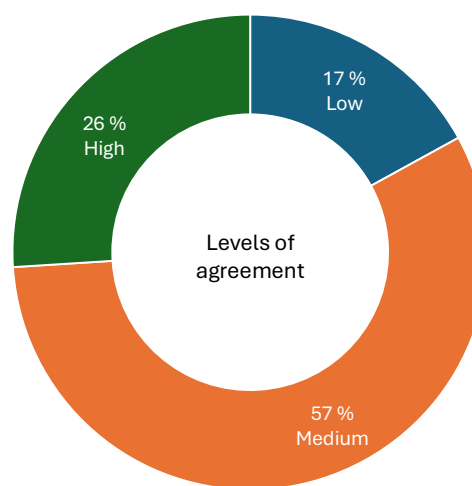
Grade 4 General Health

“In general, how would you describe your health?”



Grade 7 General Health

“In general, how would you describe your health?”



Initial Summary:

The MDI Index for Physical Health and Well-Being includes a student self-rating related to general health. 89 % of grade 4 UES students identify having medium to high level of general health, with 54 % rating their general health as high. There is a significant drop in the high rating for general health among the grade 7 students, with only 26 % of grade 7 students identifying themselves as having high general health. In addition, more grade 7 students identify as having low general health. On average, 14.5 % of UES grades 4 & 5 students identify as having low general health.

Initial Analysis:

One in every six grade 4 & 7 UES student identified as having low general health, as well as 60.5 % if grade 4 and 7 UES students rate their general health as medium or low. These general health ratings are a concern as “children who feel healthy are more likely to be engaged in school, feel a connection to their teachers, perform better academically, and are less likely to be bullied or bully others (Forrest et al., 2013). Tier 1 supports could be directed toward all students in classrooms and as a whole-school to further develop general health practices, including a robust focus on physical health and nutrition. In addition, Tier 2 supports could be directed toward students who rate as low in general health, with strategies linked to additional supports for this demographic, potentially including alternative physical health activities, including land-based learning.

Data/Evidence

Grades 4 & 7 Middle Years Indicators Data, continued

MDI Connectedness With Adults Index

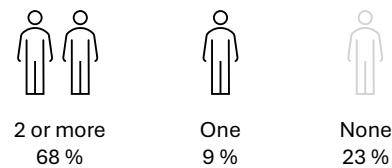
Grade 4 – Connectedness with Adults

“Number of important adults at school”



Grade 7 – Connectedness with Adults

“Number of important adults at school”



Initial Summary:

The MDI Index for Connectedness includes a student self-rating related to connectedness with adults in school, and includes a rating for students to rate the number of important adults at school. 74.5 % of UES grade 4 and 7 students identify as having 2 or more important adults at school and conversely 25.5 % of grade 4 and 7 students do not identify as having 2 important adults at school, with 18 % of grade 4 and 7 students identify as not having any important adults at school.

Initial Analysis:

UES can celebrate the high percentage of students who identify as having one or more important adults at school, and could seek to understand behaviours and actions that support students to have a sense of connection to adults at school. UES staff could intentionally apply these as Tier 1 strategies across the school and within classrooms to increase connections with adults for all UES students.

UES staff could also seek to identify students who staff do not feel they have personal connections with (as represented by 25.5 % of above grade 4 and 7 students), to establish Tier 2 strategies for ensuring each UES student feels they have connectedness to two or more adults. In addition, UES could articulate one or more strategies for Tier 3 interventions (e.g., counselling, external services, etc.) directed at students who identify as having no important adults at school. Research shows that having a minimum of 2 adults at school who believe they will be a success is a significant indicator of school success and positive life outcomes.

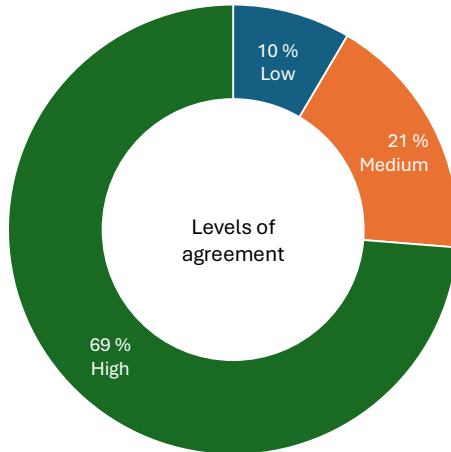
Data/Evidence, Continued...

Grades 4 & 7 Middle Years Indicators Data, continued

MDI Connectedness With Peers Index

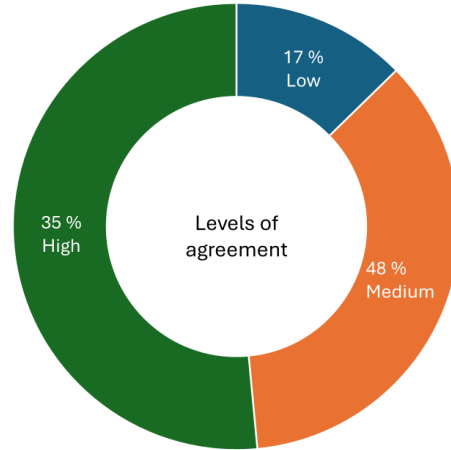
Grade 4 Connectedness With Peers

“When I am with other kids my age, I feel I belong.”



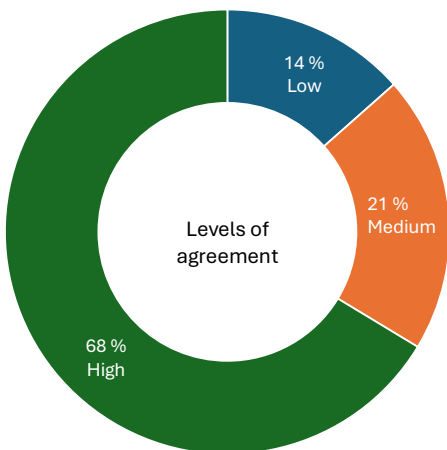
Grade 7 Connectedness With Peers

“When I am with other kids my age, I feel I belong.”



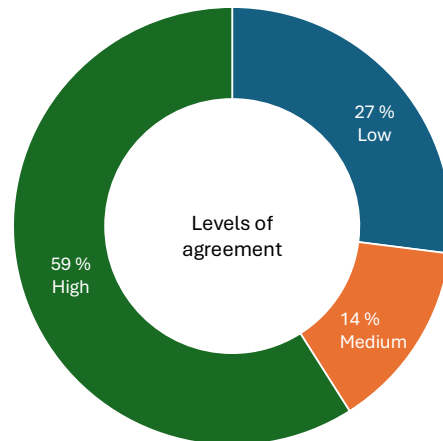
Grade 4 Connectedness With Peers

“I have friends I can tell everything to.”



Grade 7 Connectedness With Peers

“I have friends I can tell everything to.”



Initial Summary:

The MDI Index for Connectedness includes a student self-rating related to connectedness with peers in school, and includes ratings for students' sense of belonging with other kids at school as well as friend intimacy (as represented in the four charts above). 13.5 % of grade 4 and 7 UES students rate a low sense of belonging at school in relation to other students. 21.5 % of grades 4 and 7 students identify as having a low sense of agreement that they “have a friend they can tell everything to.”

Data/Evidence, Continued...

Grades 4 & 7 Middle Years Indicators Data, continued

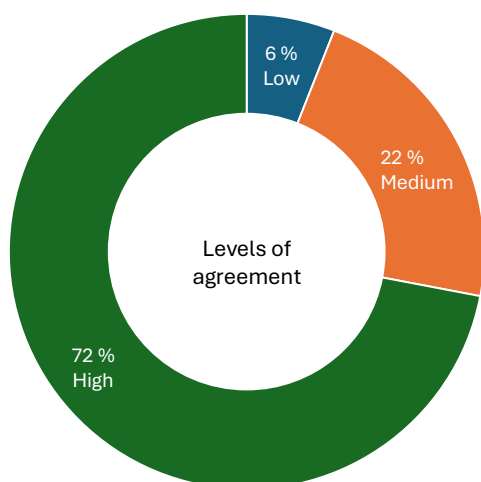
MDI Connectedness with Peers Index, continued...

Initial Analysis:

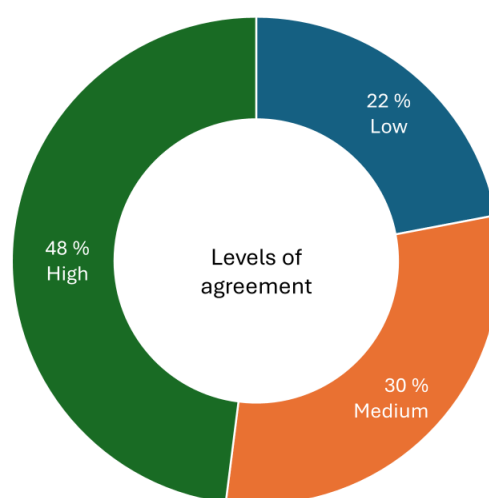
UES could identify Tier 1 strategies to support the entire student body to develop a greater sense of connectedness across peer interactions as part of Positive Behavior Intervention initiatives. In addition, UES could identify students who demonstrate limited peer connections and could establish Tier 2 strategies that support these students to develop relationships with peers, inclusive of developing self-awareness and sharing their feelings with a trusted peer.

MDI School Climate Index

Grade 4 School Climate
“People care about each other in this school.”



Grade 7 School Climate
“People care about each other in this school.”



Initial Summary:

The MDI Index for School Experiences includes a student self-rating related to school climate. 72 % of grade 4 students identify a high level of agreement regarding the notion that people care about each other at UES, compared to 48 % of grade 7 students. 6 % of grade 4 students and 22 % of grade 7 students identify as having a low level of agreement with the idea that people care about each other at UES.

Initial Analysis:

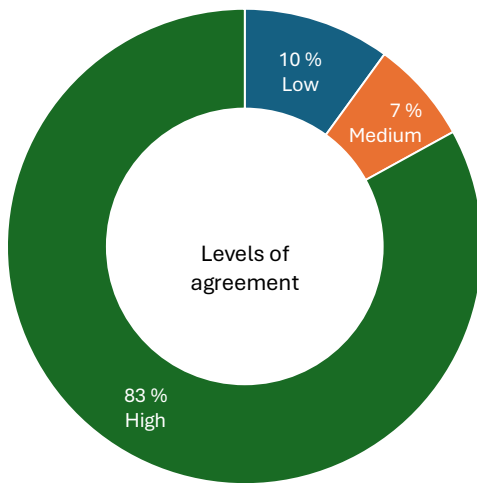
UES could identify Tier 1 strategies aimed at increasing the positive school climate through further initiatives around the Positive Behaviour Intervention program, with attention to caring peer to peer and adult to adult behaviours, with particular intention to increase the number of grade 7s who rate the school as being a place where people care about each other.

Data/Evidence, Continued...

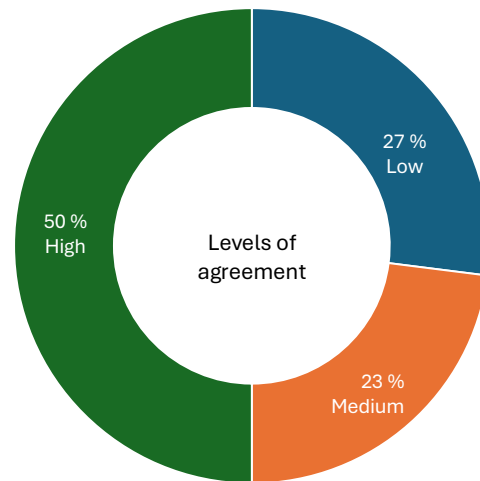
Grades 4 & 7 Middle Years Indicators Data, continue

MDI School Belonging Index

Grade 4 School Belonging “I feel like I am important to this school.”



Grade 7 School Belonging “I feel like I am important to this school.”



Initial Summary:

The MDI Index for School Experiences includes a student self-rating related to school belonging. 83 % of grade 4 students identify a high level of agreement regarding their feeling important at UES, compared to 50 % of grade 7 students. 10 % of grade 4 students and 27 % of grade 7 students identify as having a low level of agreement with the idea that they feel important at UES, with an average of 18.5 % of grade 4 and 7 students as having a low sense of importance at school.

Initial Analysis:

UES could identify Tier 1 strategies aimed at increasing student sense of importance, including providing more opportunity for student voice related to school initiatives, programs and decisions. UES staff could also explore strategies for demonstrating student importance through the Positive Behaviour Intervention program.

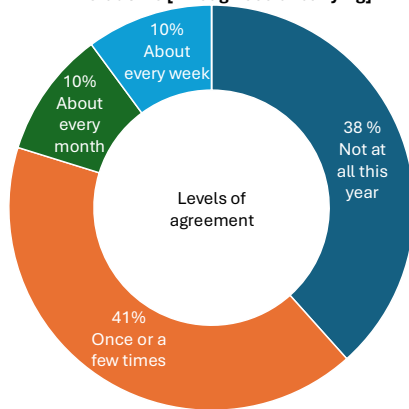
Data/Evidence, Continued...

Grades 4 & 7 Middle Years Indicators Data, continued

MDI Victimization and Bullying Index

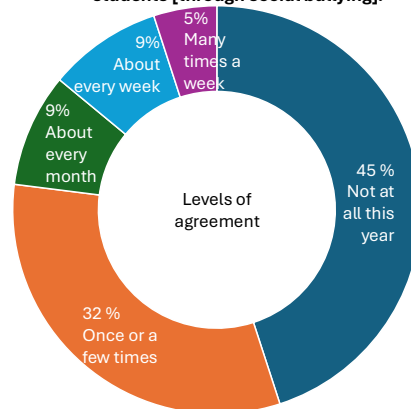
Grade 4 Victimization and Bullying At School

“During this school year, how often have you been bullied by other students [through social bullying].”



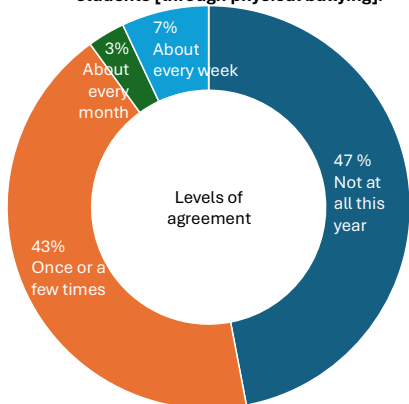
Grade 7 Victimization and Bullying At School

“During this school year, how often have you been bullied by other students [through social bullying].”



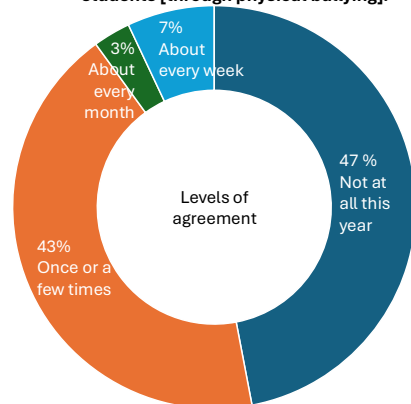
Grade 4 Victimization and Bullying At School

“During this school year, how often have you been bullied by other students [through physical bullying].”



Grade 4 Victimization and Bullying At School

“During this school year, how often have you been bullied by other students [through physical bullying].”



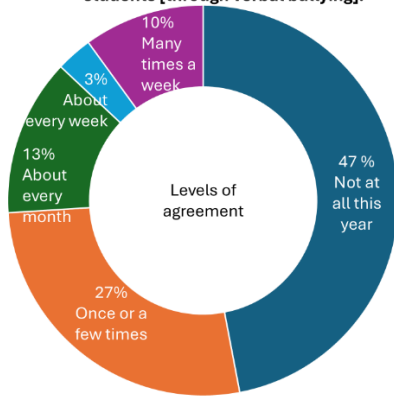
Data/Evidence, Continued...

Grades 4 & 7 Middle Years Indicators Data, continued

MDI Victimization and Bullying Index, continued...

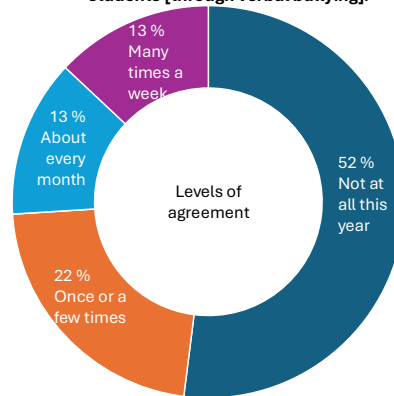
Grade 4 Victimization and Bullying At School

"During this school year, how often have you been bullied by other students [through verbal bullying]."



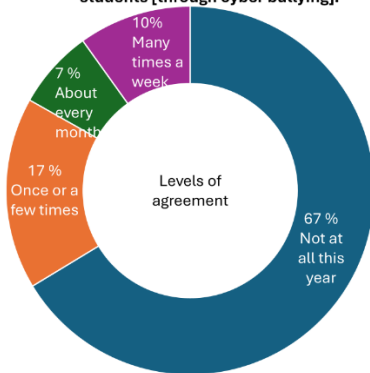
Grade 7 Victimization and Bullying At School

"During this school year, how often have you been bullied by other students [through verbal bullying]."



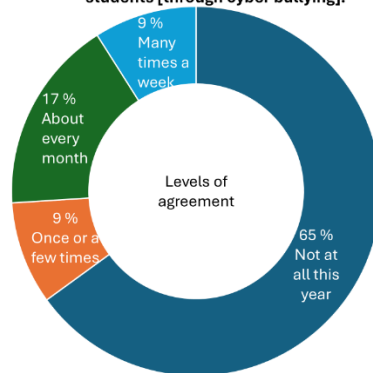
Grade 4 Victimization and Bullying At School

"During this school year, how often have you been bullied by other students [through cyber bullying]."



Grade 7 Victimization and Bullying At School

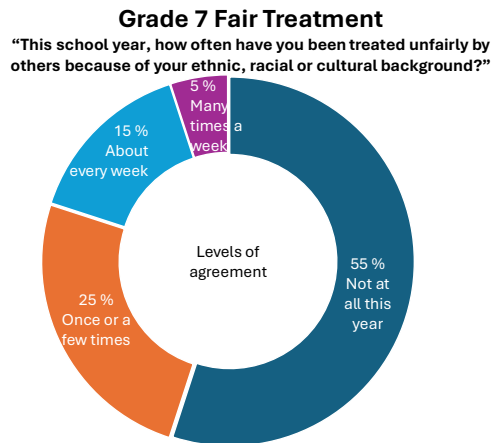
"During this school year, how often have you been bullied by other students [through cyber bullying]."



Data/Evidence, Continued...

Grades 4 & 7 Middle Years Indicators Data, continued

MDI Fair Treatment Index



Initial Summary of Victimization, Bullying and Fair Treatment at School:

The MDI Index for Victimization and Bullying at School include four subsets: Social, Physical, Verbal and Cyber Bullying. 54 % of UES grades 4 and 7 students identified that they experienced some form of social, physical or verbal bullying during the school year. 9.5 % of grade 4 and 7 students identified as experiencing social bullying on a monthly basis and 9.5 % identified as experiencing social bullying on a weekly basis. 11 % of UES grade 4 and 7 students reported experiencing some form of physical bullying at least every month. 26 % of grade 4 and 7 UES students reported experiences with verbal bullying at least every month during the school year. 20 % of grade 7 UES students reported that they experienced being treated unfairly because of their ethnic, racial or cultural background during the school year on a weekly basis.

21.5 % of grade 4 & 7 students reported experiences with cyber bullying at least every month during the school year.

Initial Analysis:

1 out of every 2 grade 4 and 7 UES students reported experiences with social, physical and/or verbal bullying during the school year, with 1 of 10 students reporting:

- Social bullying on at least a weekly basis,
- Physical bullying on at least a weekly basis, and
- Verbal bullying many times a week.

1 out of every 4 students reported experiences with unfair treatment because of their ethnic, racial or cultural background on a weekly basis.

Data/Evidence, Continued...

Grades 4 & 7 Middle Years Indicators Data, continued

MDI Victimization and Bullying and Fair Treatment Indexes, continued...

Initial Analysis, contined...

The UES staff could identify Tier 1 strategies to support the entire student body to develop greater understanding of social, physical and verbal bullying and improve intercultural awareness, understanding, and appreciation. This could align with strategies aimed at supporting the development of alternative behaviours, in alignment with Positive Behavior Intervention (PBS) initiatives. Specifically, the UES staff could develop strategies around using PBS initiatives to highlight and celebrate positive peer to peer interactions. UES could also focus on bullying reporting and response initiatives with aims to decrease the rate of social, verbal and physical bullying, as part of Tier 1, 2 and 3 responses. These could include strategies for supporting to students who engage more regularly in social, verbal and physical bullying, including additional social skills development, counselling and increased responses to repeated incidents of verbal bullying.

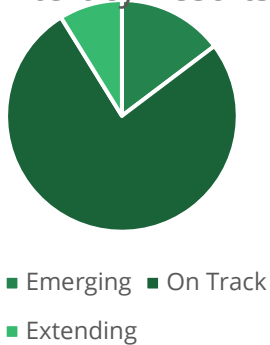
Since 1 out of every 3 UES students reported experiences with cyber bullying during the school year, and 1 out of 5 students reported such experiences at least every month, UES is very justified in targetting strategies at reducing the rate of cyber bullying and increasing the rate of positive online interactions between peers. UES could identify Tier 1 strategies to support the entire student body to develop greater understanding of cyber bullying and positive peer interactions. UES could also focus on bullying reporting and response initiatives with aims to decrease the rate of social bullying, as part of Tier 1, 2 and 3 responses.

Data/Evidence

Grades 4 & 7 FSA Literacy

Results for the 2025/2026 Year (current grades 5 and 8 students)

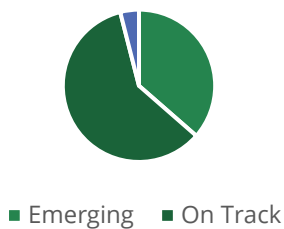
Grade 4 FSA
Literacy Results



5 Emerging
26 On Track
3 Extending

The results indicate that the majority of grade 4 students (**26**) are **On Track**, demonstrating that most students are meeting expected learning outcomes in literacy. **Five students are Emerging**, suggesting that targeted support and continued monitoring may be beneficial. **Three students are Extending**, demonstrating achievement beyond the expected level. Overall, the data reflects a strong level of proficiency, with a focus on supporting students who are Emerging while providing continued opportunities for those who are Extending.

Grade 7 FSA
Literacy



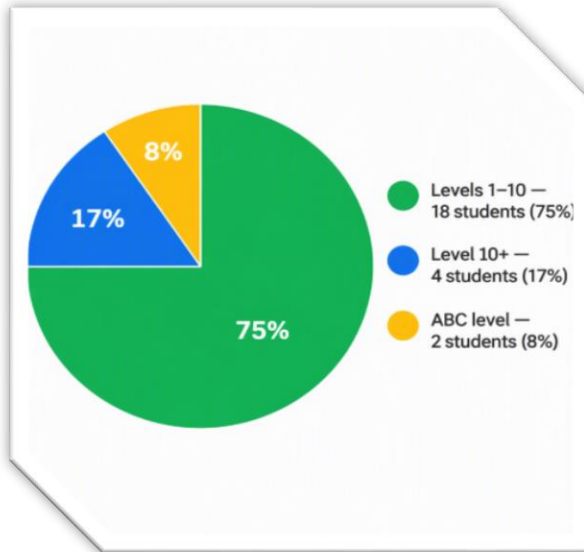
11 Emerging
18 On Track

Most students (62%) are currently **On Track**, while 38% are **Emerging**. This indicates a solid foundation of students meeting expectations, with a significant group requiring targeted instruction and support to move toward grade-level proficiency.

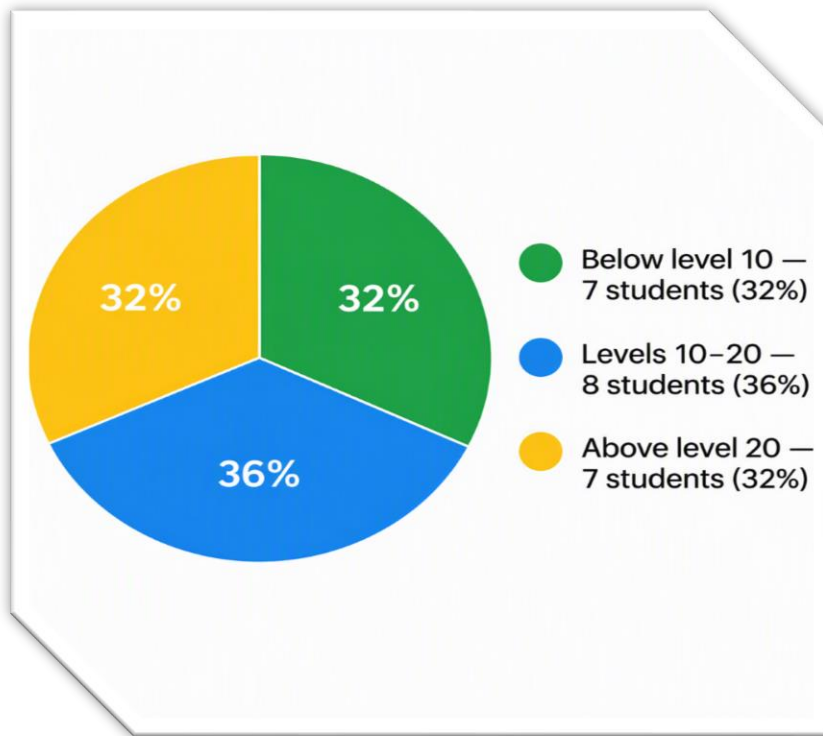
Data/Evidence

Grades 1 & 2 PM Benchmark Literacy Data

Results for the 2025/2026 Year (current grades 2 and 3 students)



The 2025–2026 reading data indicates a range of reading proficiency across grades 2 and 3. In grade 2, 18 of 24 students (75%) are reading within the 1–10 range, while 4 students (17%) are reading at 10+ and 2 students (8%) are at the ABC level. End-of-Grade 1 meeting expectations is level 12–14, the data suggests that a considerable number of grade 2 students are beginning the year below expected reading proficiency and will benefit from targeted early literacy support. UES will continue to dedicate early reading intervention support to this specific grade level to increase overall reading proficiency.



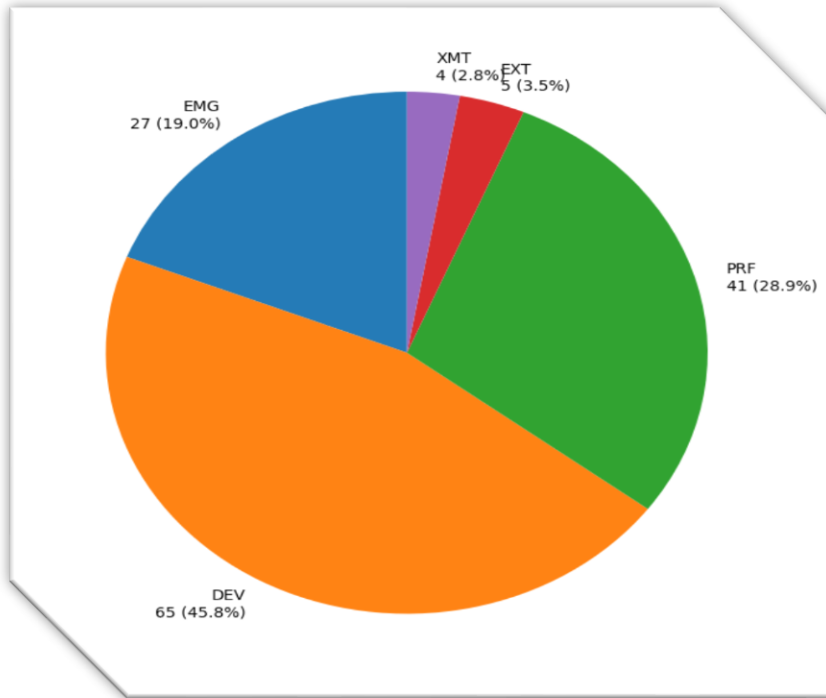
In **Grade 3**, 7 of 22 students (32%) are reading below level 10, 8 students (36%) are between levels 10–20, and 7 students (32%) are reading above level 20. This indicates a considerable range of reading abilities within the cohort, with approximately one-third of students demonstrating reading skills at or above level 20 while another third requires additional support to develop foundational reading skills.

Across both first and second grades, the data highlights the need for a school wide focus on strengthening foundational reading skills. Further, improvement of overall reading comprehension and fluency. UES will continue to focus on the integration of the primary literacy framework, directly focusing on providing a whole literacy approach.

Data/Evidence

Grades 1 -7 School-Wide Write

Results for the 2025/2026 Year (current grades 2 - 8 students)



The largest group of students, 45.8% are developing (DEV), indicating that nearly half of students are not quite at expected proficiency level. **28.9%** are proficient (PRF), while **3.5%** are extending (EXT), meaning approximately one-third of students are currently demonstrating proficiency or extending beyond expectations. **19.0%** of students are emerging (EMG) identifying a group requiring additional support. UES could provide more opportunities to share student writing exemplars and purposefully create school-wide opportunities for students to engage in writing blocks. This would help highlight the importance of writing, celebrate student growth, and build a stronger school-wide culture of writing.

