

2024-2025 School Learning Plan

SCHOOL STORY

Florence Nightingale Elementary School is situated on Guelph Street on the corner of 12th Avenue; one block East of Kingsway is the colourful community of Mount Pleasant. *With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh (Squamish Nation) and səlilwətał (Tsleil-Waututh Nation).*

Nightingale has seen an increase in students and is a dynamic school community with 291 students organized into thirteen enrolling classes. We promote a safe, caring, and respectful climate within a neighborhood rich in multicultural diversity. Families report twenty-one different languages spoken at home with fifteen percent identifying as English Language Learners (ELL). Seventy-nine percent of families report that English is their first language.

Nightingale is actively involved in the Collaborative Early Literacy Intervention, which targets support for early Learners in Kindergarten and Grade One by providing one-to-one support through Reading Recovery, small group instruction and strong classroom practice. We are also involved in the Leveled Literacy Intervention.

We work closely with our many and various community partners such as: Artists who support our Artist-in-Residence Studio Program, City of Vancouver Active Transportation, and Mount Pleasant Neighbourhood House. Students have access to after school care programs based on the availability, such as Mount Pleasant Before & After School Care, KIVAN Boys and Girls Club, This World's Ours, and Kid Safe, which runs during the winter, spring, and summer breaks. Holiday Hampers and Snacks for Kids Firefighter charity are two areas where we have grown in need and welcome these impactful contributions in providing food, nutrition and holiday cheer to our growing families.

In partnership with our Community Schools Team, we have invited more afterschool programs into Nightingale. We were lucky to host *Geering Up* from UBC, a Science and STEM based program and, similarly, a free program from Science World, *The Super Science Club*.

Nightingale participates in various team sports such as cross country, basketball, track and field, and volleyball. In addition to this, we have introduced lunch sports clubs with organizations including Equal Plays girls' soccer and Split-Second basketball. As a result, students have gained

important physical literacy skills and have an increased sense of community and team spirit. Nightingale also has an incredibly supportive and involved Parent Advisory Council (PAC). They organize school wide events such as the annual Hawks Night, Coffee Mornings, The Winter Craft Market and fundraise to contribute to programs like the school garden, the wonderful Artist in Residence Studio (AIRS) Program and the music program. Our school garden is a place where everyone is welcome and encouraged to spend time. With the support of teachers and support staff, it is one of the favourite areas on the school grounds for many students to take walk, have moments of mindfulness and learn about ceremonial Indigenous plants such as tobacco and sage.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners are a diverse group of students who have many strengths. As a group, they are curious, caring, hard-working, persevering and see themselves as readers and mathematicians.

When polled on the *Student Learning Survey*, the majority of Grade 4s and 7s felt they were increasing their Literacy and Numeracy skills.

Student Voice

I continue to get better at reading.	Grade 4s, 76.5%	Grade 7s, 77.8%
I continue to get better at math.	Grade 4s, 80%	Grade 7s, 88.9%
I try my best in learning the lessons taught in school.	Grade 4s, 82.9%	Grade 7s, N/A

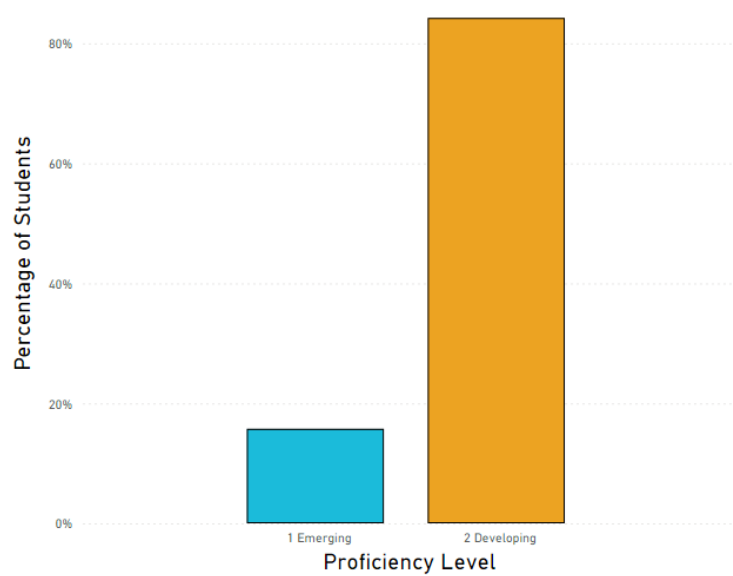
Nightingale staff recognize that learning can only occur if students feel a deep sense of belonging in a safe school setting. Therefore, staff are committed to focusing on inclusivity, diversity, problem-solving, self-regulation, mindfulness, and enhancing social skills. Student voice continues to inform our trajectory, and it is impressive to discover that the majority of grade 4 and 7 students felt safe and supported at school and note a strong sense of belonging. When polled during the Student Learning Survey, students indicated:

Do you feel welcome at school	Grade 4s, 79.4 %	Grade 7s, 83.3%
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Nightingale is committed to our active journey toward Truth and Reconciliation. Students and staff continue to work on Call to Action #14, with specific attention to clause *i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.* Students and staff have been actively working on the pronunciation of the 3 Host Nations and have been learning to use the Hul'q'umi'num' language during our morning announcements Huy ch q'u for thank you and 'Uy' skweyul for good day. Many staff have taken part in workshops with their class *beyond the land acknowledgement* and have participated in staff meetings centered on this important topic. A recent poll revealed that 72% of our students feel they are being taught about Indigenous Peoples. However, we are striving to increase the number of students who are actively engaged in learning Indigenous languages. Currently, only 11% of our grade 7 students report being taught about Indigenous languages, and we are committed to improving this figure.

Nightingale has experienced a significant increase in the support required for families due to rising food costs and inflation. More families are now relying on our services, including the VSB Food for Schools program, Snacks for Kids Charities, and three different Winter Hamper programs. Additionally, there has been a noticeable rise in the need for seasonal attire for students, as well as subsidies for supplies and field experiences.

As individuals, students range in need, with 11% identified as having a ministry designation and 44 % of students are at the Ministry Emerging and Developing Proficiency combined in English Language Arts which is an increase from 33% of students in term three of 2024 in the same category. We are a Collaborative Early Intervention (CELI) School, and target support for early learners in Kindergarten and Grade 1 by providing one-to-one support through Reading Recovery, small group instruction and strong classroom practice.



FSA Data

Grade 7 Literacy 2024-2025

Participation Rate – Writers Only	%
Emerging	16
On Track	83

Grade 4 Literacy 2024-2025

Participation Rate – Writers Only	%
Emerging	27
On Track	66

At first glance, our Foundational Skills Assessment Data shows that 66% of our grade 4 students and 83% of our grade 7 students are On Track. However, it's important to note that our participation rates were lower than expected, and students performed better in reading compared to writing. Moving forward, we can focus on increasing participation and broadening the diversity of our assessment measures.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

As our data suggests, students feel well connected to their school community and are supported through explicit Social Emotional Learning programs such as Mind-Up, A little SPOT of feelings, Mindful Mondays and Second Step to name a few.

Moreover, Nightingale continues to work on building capacity in the area of literacy, more specifically in writing. Staff continue to explore and delve deeper into the Science of Reading, Adrienne Gear Writing and Reading Power. During staff collaboration, it was noted that teachers were interested in the meta-cognition behind writing and using writing as a tool for thinking. Staff will look at ways to help students organize their thinking, gather their ideas and ask impactful questions that, ultimately, translate into powerful writing.

- Staff will utilize *learning walks* within our school to observe active writing lessons.
- We will explore the Responsive Literacy Framework to visit strategies in oral language, storytelling, and representing knowledge in different ways.
- We will notice trends in student data and find ways to bridge learning.
- Staff will continue to teach with the end in mind and utilize the Universal Design for Learning framework.

Make space for student voice in tailor made surveys across all grades that extend past the SLS.

- Continue to use story workshop and writer's workshop to develop ideas for students that are unique to them.
- Make use of graphic organizers and digital learning apps.
- Activate prior knowledge by providing mini-lessons and review before new concepts.
- Teach and encourage Peer review and editing.
- Co-construct *success criteria* in assignments that are clear and concise.
- Be intentional with our teaching and learning.

Improve equity

Nightingale staff will keep in mind that the most important work we can do is to increase equity and narrow the gaps that challenge marginalized members of our community. We will continue to provide our students with the capacity to be impactful and interconnected individuals contributing to group success as a community. We are committed to serving each other and ourselves. We will:

- Monitor the gaps for priority learners.
- Continue to understand the distinction between Equality vs. Equity.
- Examine equity in assessments and continue to improve cultural responsiveness.
- Use collaboration to focus on calibrating our proficiency when examining the proficiency index.
- Provide low barriers, no cost opportunities for students in music, science, sports and after school programming.
- Always ensure activities are accessible and inclusive of all students.
- Ensure students feel represented in the fabric of our school.

Continue on our journey of reconciliation with First Nations, Metis, and Inuit

As a school we are committed to *Call to action 8* in addressing the educational gaps for Indigenous learners.

In the Aboriginal Education Enhancement Agreement one of the tenets states: a focus on Belonging to increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools. We will continue to provide all opportunities for students to be seen and heard as individuals through an equitable lens. Classrooms are working to embed Indigenous content and First Peoples Principles of Learning into the daily activities and across curricular areas such as weaving, salmon study, field studies in land-based learning, and inviting wisdom keepers into our school.

Nightingale staff, after viewing our CSL data for vulnerable learners and SLS data on Indigenous learning, is committed to an increased level of awareness to continue to provide explicit teaching in First Peoples' Principles to share *learning that is embedded memory, history and story*. Inviting traditional healers or Elders that may hold valuable oral histories and knowledge into the school community is vital to creating awareness and then, accountability.

- Nightingale continues to work on deep and impactful work during the Indigenous Focus Day as a team of dedicated educators.
- Nightingale dedicates a month-long in-depth student of residential schooling, Truth and Reconciliation Day, and Indigenous Excellence in September.
- Staff is working on developing their own Land Acknowledgements that represents their commitment to Truth and Reconciliation and the Calls to Action.
- Staff continues to collaborate with our community Elders to integrate customs, traditions, texts, art and teachings into the classroom.
- Staff are committed to Call to Action #14 and preserving Indigenous languages.

HOW WILL WE KNOW WE'RE ON TRACK?

It is evident that at Nightingale, students feel a deep sense of belonging to their school community. The Social Emotional Learning (SEL) programs run effectively throughout the school and support our learners. In Literacy, there is a strong focus on improving writing through an interest in

metacognition and viewing writing as a tool for thinking. Teachers are interested in the organization of thoughts and the art of asking meaningful questions. Nightingale has a strong focus on equity practices for our priority learners with a commitment to inclusion, representation of student voice, monitoring learning gaps and cultural responsiveness in assessment. Nightingale is committed to Truth and Reconciliation with specific focus on Calls to Action #8 and #14. We are embedding Indigenous content and First Peoples Principles of Learning across the curriculum. Moreover, we have made a concerted effort to align our professional and classroom practices with the integration of Indigenous knowledge and traditions.

Our next steps will include:

- Continue learning walks to reflect on writing instruction in action
- Implement strategies from the Responsive Literacy Framework
- Co-construct clear success criteria with students
- Use strategies to activate the retrieval process of information while learning
- Monitor data and create action plans for our priority learning groups
- Ensure assessments are equitable
- Provide inclusive, low-barrier extracurricular activities
- Ensure all students feel represented and included
- Expand Indigenous-focused events and learning opportunities in authentic ways