



2025-2026 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 xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish Nation) and səliwətaʔ (Tsleil-Waututh Nation).

Nightingale has seen an increase in students and is a dynamic school community with 297 students organized into fourteen 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 sixteen 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 Leveled Literacy Intervention and strong classroom TIER 1 practice.

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 Coding, Drama and Big Sisters' mentorship.

Nightingale participates in various team sports such as cross country, basketball, track and field, and volleyball. In addition to this, we run a mixed group mentorship style basketball program from grades 5-7. 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 writers, 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.

Students responded to the following statements:

"I feel I am getting better at reading."

Grade 4: 67% agree

Grade 7: 50% agree

"I feel I am getting better at math."

Grade 4: 89% agree

Grade 7: 82% agree

"I feel I am getting better at writing."

Grade 4: 91% agree

Grade 7: 72% agree

Nightingale staff recognize that optimal learning occurs when students experience a strong sense of belonging within a safe and supportive environment. As such, staff remain committed to fostering inclusivity, diversity, self-regulation, mindfulness, problem-solving, and the development of social skills.

Student voice continues to guide our work, and results from the Student Learning Survey indicate that the majority of Grade 4 and Grade 7 students feel safe, supported, and demonstrate a strong sense of belonging at school.

Students responded to the statement:

"I feel welcome at school."

Grade 7: 82% agree

Grade 4: 81% agree

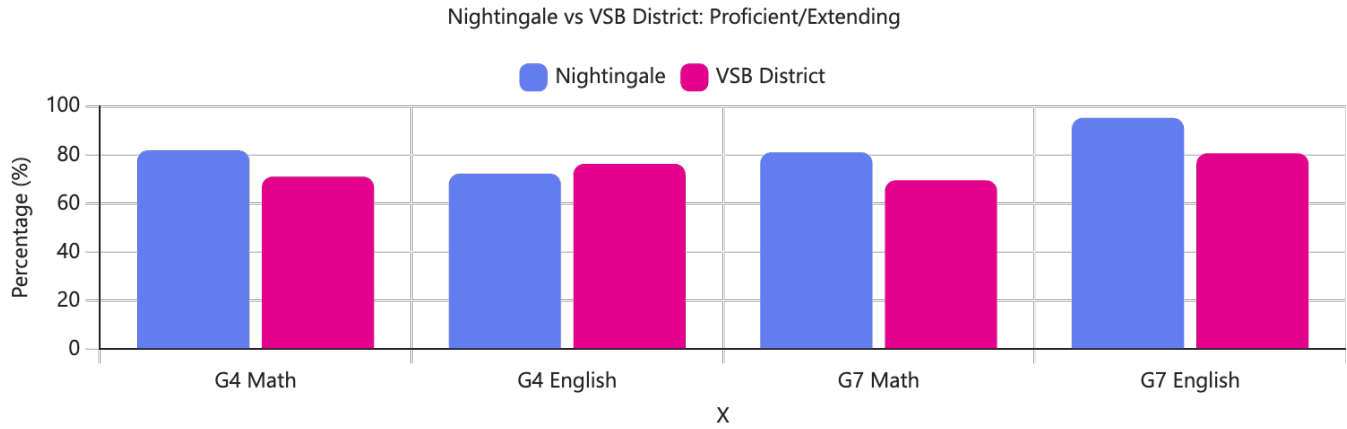
Nightingale continues its active commitment to Truth and Reconciliation. Students and staff are engaged in ongoing work aligned with Call to Action #14, with specific attention to clause i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them

As part of this work, students and staff are learning the pronunciation of the three local Host Nations and incorporating Hul’q’umi’num’ language into daily practice through morning announcements, including phrases such as *Huy ch q’u* (thank you) and *’Uy’ skweyul* (good day). Staff have continued to deepen this learning, with colleagues attending the VSB Indigenous Focus Day. Three team members also facilitated workshops on *Musqueam Timelines* and *Building Relationships With The Land At School*. We were honoured to have a Nightingale teacher give the opening Land Acknowledgement.

Student voice data reflects positive progress, with 72% of students reporting that they are learning about Indigenous Peoples as noted in the Student Learning Survey. Additionally, there has been significant growth in Indigenous language learning. Currently, 50% of Grade 7 students report learning about local First Nations’ language(s), **an increase from 11% last year**. While this demonstrates meaningful progress, the school remains committed to further expanding opportunities for students to actively engage in Indigenous language learning.

Nightingale has seen a marked increase in the level of support needed for families as a result of rising food prices and inflation. A growing number of families are accessing our services, including the VSB Food for Schools program, Snacks for Kids Charities, and three separate Winter Hamper programs. There has also been an increased demand for seasonal clothing for students, along with support for school supplies and field trips. Recently, once per week we have added fresh whole fruit available to all students who may need an extra snack throughout the day with positive feedback.

Florence Nightingale is making significant improvements in Literacy and Numeracy with reference to district baseline data measured across schools for students who are Proficient and or Extending:



CSL Data 2025-2026

Key takeaways:

In examining the data; Nightingale has improved significantly in the domains of Math and English and is above the District thresholds in most areas. Moreover, there is work to be done to improve our Grade 4 English outcomes. Given the strong focus on Literacy this year, this benchmark can improve.

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

Our data indicates that students feel connected to their school community and are supported through Social Emotional Learning programs such as MindUP, A Little SPOT of Feelings, Mindful Mondays, Schoolwide Quiet Reading and Second Step.

Nightingale continues to build staff capacity in literacy, with a focus on writing. Educators are deepening their understanding of Structured Literacy, Science of Reading, UFLI and Adrienne Gear's Reading and Writing Power.

Student voice will be strengthened through tailored surveys and opportunities such as Story Workshop and Writer's Workshop. Classroom strategies will include graphic organizers, digital tools, mini-lessons, peer review, and co-constructed success criteria to help students organize ideas and produce meaningful writing

Improve equity

Nightingale is committed to improving equity for our learners in the following ways:

- 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?

At Nightingale, students clearly experience a strong sense of belonging within their school community. Social-Emotional Learning (SEL) programs are consistently and effectively implemented, providing meaningful support for learners. In literacy, there is a focused effort to strengthen writing, with an emphasis on metacognition and understanding writing as a tool for thinking. Teachers are exploring ways to help students organize their ideas and develop the skill of posing thoughtful, purposeful questions.

Nightingale maintains a strong commitment to equity for priority learners, emphasizing inclusive practices, elevating student voice, closely monitoring learning gaps, and ensuring culturally responsive assessment. The school is also deeply committed to Truth and Reconciliation, with particular attention to Calls to Action #8 and #14. Indigenous content and the First Peoples Principles of Learning are being thoughtfully embedded across the curriculum, alongside ongoing efforts to align both professional and classroom practices with Indigenous knowledge and traditions.

Next Steps:

- Continue learning walks to observe and reflect on writing instruction in practice
- Apply strategies from the Responsive Literacy Framework
- Co-create clear success criteria with students
- Use strategies that support retrieval and consolidation of learning
- Monitor data and develop targeted action plans for priority learners
- Ensure assessments are equitable and responsive
- Provide inclusive, low-barrier extracurricular opportunities
- Foster an environment where all students feel represented and included
- Expand authentic Indigenous-focused events and learning experiences