



# Vancouver School District

## School Plan for Florence Nightingale Elementary

### Year 3 (2017)

#### 1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Florence Nightingale Elementary School is located on Guelph Street on the corner of 12th Avenue, one block East of Kingsway. The neighborhood is a mixture of heritage style homes, apartments and new, upscale condos and townhouses. We have 224 students organized into 11 enrolling classes. This includes our District Program called SEAD (Social, Emotional, Academic, Development). This program houses 10 students and has 3 staff members.

Nightingale promotes a safe, caring, and respectful climate within a neighborhood rich in multicultural diversity. Fifteen different languages are spoken at home and students come from Sixteen different countries of origin. The predominant languages are Tagalog, English, Chinese and Vietnamese. We celebrate these different cultures in a variety of ways throughout the school year and provide opportunities for cultural exchange and learning.

Nightingale is actively involved in the Collaborative Early Literacy Intervention, which targets support for our 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.

Nightingale is a Tier II Enhanced Services school. We run a free Breakfast Program and a Hot Lunch Program and have three additional staff for our most vulnerable students and families: Youth and Family Worker, Neighborhood Worker and a 50% District Literacy Teacher. The team works together to support the three Enhanced Services goals of Language and Literacy Development, Social and Emotional Development and Parent and Community Engagement on a school wide basis. We work closely with our many and various community partners such as: the Sarah McLachlan Music Outreach Program, Super Science, Art Therapy, Arts in our Hearts, Artist-in-Residence, One to One Reading, UBC Faculty of Dentistry, Canuck Autism Network, Blessings in a Backpack. The most unique in-house service we provide our students is a free dental clinic, run by the UBC Faculty of Dentistry. We also offer before and after school care programs such as Mount Pleasant Before & After School Care, KIVAN Boys and Girls Club and KidSafe, which runs during the winter, spring and summer breaks. We host a Strong Start Centre, and run Ready, Set, Learn and Welcome to Kindergarten events.

We have a very supportive and involved Parent Advisory Council (PAC). They organize school wide events such as our Hawks Night and Multicultural Dinner and fundraise to contribute to programs like our school garden.

Our focus of inquiry for the school year 2016-2017 has been the social emotional needs of our diverse learners. The following goals reflect this focus:

- 1) To enhance our shared knowledge and skills in the area of social emotional learning in order to promote self-regulation, self-esteem and active participation within our school and larger community
- 2) To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students

## 2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

As a Tier II Enhanced Services School, our staff researched, developed and implemented a wide range of strategies to support the social and emotional and learning needs of our diverse population:

- Our Code of Conduct was developed based on the specific needs of our learners to maintain a safe, caring and orderly school environment, promoting the development of socially responsible behavior and fostering a safe, respectful and welcoming learning environment for all students, staff and parents.
- Teachers and SSAs worked collaboratively, and modeled appropriate behavior and provided direct instruction around our Code of Conduct and clearly laid out expectations in our behavior matrices.
- We recognized “soaring” HAWKS and reinforced our Code of Conduct through daily PA announcements, assemblies, class instructions and newsletters.
- Parents and Nightingale’s community were encouraged to continue to review the code of conduct and positive behavior support at home through notices, newsletters and PAC meeting presentations.
- Classroom and Resource Teachers, SSAs, Supervisions Aides, SSBs, Administration, itinerate and district staff utilized our School Based Team meetings and worked together to help those students who need more intensive, individualized support.
- The Resource Team met on a weekly basis to review the social emotional and learning needs of our population, and discussed meaningful strategies to support our vulnerable learners.
- Our Enhanced Services Team composed of the Counsellor, Family and Youth Worker, Aboriginal Education Enhancement Worker, District Literacy Teacher, Resource Teacher, Neighborhood Worker and the Principal met on a weekly basis with individual teachers to review students’ performance and specific learning needs in each class, and discussed the best support plans for each learner.
- Staff assessed the needs of students and purchased tools such as count down timers and wiggle cushions to help support self-regulation
- Staff utilized the support and equipment available through our OT, PT, SP, AEEW, MIST TEAM, YFW, ACC, SLP, BC, AC and Set BC
- SSAs developed and enhanced our Sensory Room with self-regulation tools and exercise equipment to support student regulation
- Staff taught programs such as Zones of Regulation, Roots of Empathy, Mind Up, Taming the Worry Dragons, Second Step, Improvisation, Cooking programs and Art Therapy
- The Art and Discovery Studio, an action research project at Nightingale Elementary Involved Kindergarten to grade seven students and teachers, providing a creative space for our students who worked with a long-term Artist in Residence to enhance knowledge and expertise within the visual arts. This studio was supported by The Rennie Foundation, The Betty Wellborn Artistic Legacies Fund and The Learning Journey Grant by The Reggio Consortium Society.

---

### 3. WERE WE SUCCESSFUL?

- Outline results

As a staff, we believe that promoting self-regulation, self-esteem and active participation within our school and larger community is a continuous process, and we support the whole child development by providing a learning environment that ensures each student is emotionally and physically healthy, safe, and actively engaged, supported, and challenged. Based on our data, observations and conversations, we continue to excel in some areas and improve in others:

- Based on our Problem-Solving Sheets completed by our students when referred to the office, around 8% of our population did not meet expectations concerning the Playground/ Lunchroom/ Washrooms/ Hallways/Gym/Class, and the rest of the population, around 92%, never had a referral to the office in this regard.
- The Middle Years Development Instrument (MDI) is a self-report questionnaire by students in Grade 4 and 7, assessing five areas of development strongly linked to the well-being, health and academic achievement: *Social and Emotional Development, Physical Health and Well-Being, Connectedness, Use of After-School Time and School Experiences*. During school year 2016-2017, due to many provincial and district-wide initiatives, VSB in collaboration with UBC decided to postpone the use of MDI to the following school year. However, a small number of schools including Nightingale had already fully or partially participated in the MDI project. At Nightingale, only a small population of 15 Gr. 7 students (8 boys and 7 girls) answered the questionnaire. Based on the well-being index on this small population, 40% reported high well-being and thriving, 47% medium to high well-being and 13% low well-being. These results, though not representing the entire Gr. 4 and 7 and the school population, will be used to guide conversations around the plans and programs required to embrace the most vulnerable students.
- Our data shows high student involvement in school-based leadership activities, such as lunch monitors, library helpers, morning announcers, and peer counsellors. Our student leadership program has fostered positive personal identity and promoted healthy relationships, service and active participation in the community
- The Arts and Studio Program has proved to impact our students positively, as evidenced through their high participation and engagement and exhibition of their artwork.
- Grade 4 and 7 students completed a Satisfaction/Learning Survey, the results of which will give us directions with regard to development of needs-based activities.

---

### 4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?
  - Information sharing with the parent population through newsletters and school website
  - Information sharing at staff meetings, grade group meetings, lunch and learn and goal setting meetings
  - Celebration of student success at assemblies, through school announcements and individual meetings with Principal
  - Parent Teacher and Student-Led Conferences
  - Arts Exhibition, open houses and musical performances

## 5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

As a staff, while reviewing our school goals and objectives, we had the opportunity to reflect on our individual and collective visions for our school, review our beliefs and look into systems and protocols we had in place to address SEL and behavior. We discussed the strategies we used and implemented throughout the school year to support our diverse learners, as described in our school plan, and created profiles of our students, focusing on their common and specific characteristics. We acknowledged the need of a common language and consistency across grade levels, school level and community, when addressing the diverse social and emotional needs of our learners, and the importance of adopting restorative approaches, when dealing with behavior. We started a conversation around new possibilities, models and programs, that were supported by research, to promote social emotional learning and self-regulation, and increase self-esteem and active participation in our community.

In preparation for next school year, we decided to address SEL and behavior school-wide by reinforcing:

- Code of Conduct
- School motto/logo “Proud to be HAWKS” (Honesty, Awesome Attitude, Working Hard, Kind, Safe)
- WITS to prevent bullying and peer-victimization (Walk away, Ignore, Talk it Out, Seek Help)
- Ethics of Care: Taking care of yourself, Taking Care of Others and Taking Care of This Place
- Restorative Approaches and Dialogues to resolve conflicts and build relationships
- Expectations for hallways, assemblies, washrooms, lunchrooms, lineups and playgrounds as described in matrices developed by staff committees, and aligning them with “I” statements of core competencies
- Effective SEL Programming that promotes SEL school-wide by supporting evidence-based practices that are S.A.F.E (Sequenced activities or steps, Active learning methods, Focus on skill development, Explicitly targeted SEL Skills)
- Community service through a strong leadership program and age-appropriate and engaging extra-curricular activities and clubs Furthermore, we highlighted the importance of mentoring the new staff members at the beginning of each school year regarding protocols/systems/approaches we have embraced in our school, to support the continuity and consistency of our common language and strategies implemented across grade levels, while remaining open to models and experiences that have been successful in other school settings. We have decided to continue with our goal in 2017-2018 with a focus on Social Emotional Learning. We understand that the three-year school plan initiative will provide us with plenty of opportunities to discuss and work on this goal by adopting the Inquiry Process, which allows our entire staff to Scan, Focus, Plan (Developing a Hunch, Learning, Taking Action) and Check our practices on a continuous basis.



- Retrieved on May 15, 2017 from <http://www.casel.org/>



*District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.*

---

## 6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

We currently have 21 students with Aboriginal ancestry at our school, 10 students at the primary level (4 in KF, 3 in Gr. 1, 1 in Gr 2, 3 in Gr. 3), and 11 students at the intermediate level (3 in Gr. 5, 4 in Gr. 6, 3 Gr. 7). Six of our students have individual education plans developed to meet their special needs. Two of our students are peer counselors, who have been trained to mediate and do conflict resolution with peers at recess and lunch.

---

## 7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

- Reciting our Aboriginal acknowledgement at assemblies and morning announcements
- Used our Aboriginal literature, guided readers, novel sets and DVDs, access to new Aboriginal resources in the library
- Integrated Aboriginal perspectives and history into the curriculum through books, discussion of residential schools, Aboriginal technology, Aboriginal Focus Day, Oral Language, Current events (Raven Tales), Canadian heroes, WITS program with an Aboriginal section, circles, Project of heart, Read-aloud, baking (bannock), science and social studies, singing and drumming
- Used Aboriginal artwork, such as our school logo, gym art and lunchroom murals
- In-class activities, such as the salmon enhancement program and visits to The Museum of Anthropology
- Guests such as: Elders, Carvers and Story Teller, Aboriginal Story Telling during School Wide Literacy Event
- Team monitoring of student attendance
- Worked closely with High School Teams to support smooth transition and placement of student
- Worked in collaboration with our Aboriginal Education Enhancement Worker
- 3 of our students attended the Aboriginal Graduation Celebration 2016-2017, with Principal attending the celebration to support them
- Special performances with an Aboriginal focus, such as drumming
- Some staff attended Aboriginal PSA conferences, Blanket activity on ProD
- Worked with outside agencies to build empathy and understanding through an Aboriginal mentorship program (UNYA)
- PAC provided the entire school population, students and staff with T-shirts with School Aboriginal logo

---

## 8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives
  - Continue to integrate Aboriginal perspectives into teaching and learning by identifying and locating appropriate and relevant resources for teaching and learning of Indigenous storytelling traditions, that respectfully represent the diversity, knowledge and worldviews of Indigenous peoples and include appropriate teaching and learning strategies, activities or visuals.
  - Invite Elders and/or Aboriginal performers who lead school-wide assemblies
  - Promote Aboriginal Artwork and songs
  - Encourage place-based projects that are aligned with local Aboriginal traditions

---

## 9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice
  - All of our 3 students in Gr. 7 are graduating from elementary school and will start secondary school in September 2017.
  - Each term, the classroom teachers meet with the Principal and Aboriginal Education Enhancement Worker to complete the “Aboriginal Success Plan” for each student and discuss the student progress, strengths, areas needing improvement and the support students require. The Data entered into AIMS online informs teaching and directs support for each student.
  - Our students with IEP receive academic and emotional support from the classroom and resource teachers and the Aboriginal Education Enhancement Worker. Their progress is continuously monitored.
  - The Aboriginal Education Enhancement Worker is invited to classrooms and help the teachers to integrate Aboriginal perspectives, knowledge and traditions into teaching and learning. For example, he was invited by the art teacher to the Art Studio to do some storytelling session with the Gr. 1 class, leading into their art project on “Birds”. He spoke about three birds significant to First Nation Peoples and shared stories and legends. These were: Eagle, Raven and Thunderbird. Students and Art Teacher were very pleased and engaged. He goes once a week to a Gr. 4/5 class focusing on First Nations’ content and curriculum through storytelling and hands on activities.