

## 2022-2023 - Year 1 School Learning Plan

### 1. GENERAL SCHOOL STORY

Cunningham Elementary is a vibrant and welcoming learning community that proudly upholds its motto - Cunningham CARES: curious, authentic, respectful, enthusiastic and safe. With a student population of around 400, our school site and playground serve as a cornerstone for the community.

Diversity and inclusion are celebrated at Cunningham Elementary, where we embrace the uniqueness of each individual. Our diverse student body includes a significant English Language Learner (ELL) population. Our staff work to foster a supportive and inclusive environment for all, to ensure that every student can thrive academically and socially.

Parent involvement is highly valued at Cunningham Elementary, and we are fortunate to have an engaged Parent Advisory Council (PAC). The PAC strengthens the bond between the school and the community, providing parents with a platform to actively contribute to the school's activities. This collaboration fosters a sense of partnership and ensures that parents' voices are heard and valued.

At Cunningham Elementary, student well-being is of utmost importance. We strive to create a safe and nurturing environment where students can flourish. Our holistic approach to education emphasizes physical activity, social responsibility, and academic excellence. Our students are encouraged to be curious learners, authentic individuals, respectful towards others, and enthusiastic about their education.

Overall, Cunningham Elementary is a vibrant and welcoming learning community that prioritizes student mental and physical well-being combined with academic success.

### 2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Cunningham Elementary has a diverse group of learners with unique strengths and needs. One of the strengths of our learners is their high level of empathy. Empathy is a crucial social and emotional skill that helps individuals understand and relate to others' feelings. Our learners' ability to understand and share the feelings of others foster positive relationships and create a sense of community in the school.

Another strength of our learners is their positive attitude towards school. According to our MDI data 66% of our grade 7 students have a high academic self-concept, which means they believe in their academic abilities. They also feel positive about the school climate and their sense of belonging at the school. This

positive attitude motivates our learners to achieve their academic goals and enhance their overall well-being.

Despite these strengths, our learners also have needs that require attention. The MDI data suggests that most of our learners do not participate in organized activities outside of school hours – 80% of students report never participating in a coached team sport; 86% of students report they do not belong to a youth organization; 74% of students report they do not participate in music or art lessons. Participating in after-school activities such as sports, art, and music classes, or community groups can provide valuable social and emotional experiences. These activities can help learners build relationships, develop skills, and explore new interests.

Moreover, according to our MDI data, most of our students spend their after-school time alone online playing video games or watching digital media - 79% of students report daily use of computer games or videos with 45% reporting two or more hours daily. Excessive screen time can have negative effects on learners' mental and physical health, including poor sleep, and social isolation. It is essential to promote healthy screen time habits and encourage learners to engage in other activities that promote their well-being.

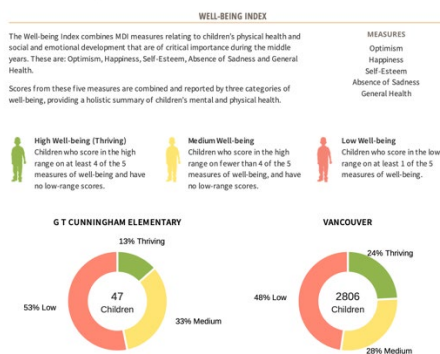
Cunningham Elementary learners have unique strengths and needs. While our learners possess high levels of empathy and positive attitudes towards school, they require more opportunities for after-school activities and less screen time. Understanding the strengths and needs of our learners is critical to creating a supportive learning environment that meets their diverse needs.

### 3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS?

A variety of sources provide evidence to support what we know about our learners. The Middle Years Development Instrument (MDI) data offers valuable insights into students' social and emotional well-being, school connectedness, and overall development. This data helps us to understand students' strengths, challenges, and needs, allowing for personalized approaches to support their learning. We have started our process by looking at the MDI Well-Being Index which compares Cunningham Elementary with Vancouver School District as a whole. We noticed that only 13% of students at Cunningham fit into the Thriving section compared to the district average of 24%.

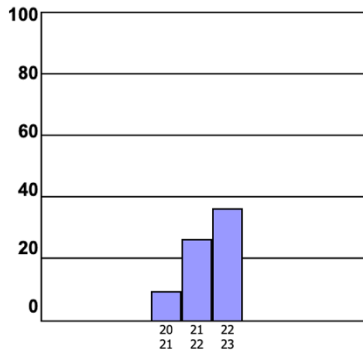
#### WELL-BEING & ASSETS INDICES

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices. This section of the report focuses on results for the Well-being Index and the Assets Index. Learn more about the important relationship between individual measures, the Well-being Index and the Assets Index in the [Discover MDI Field Guide](https://www.discovermd.ca/sites/default/files/2021-03/DiscoverMDI_Field_Guide.pdf) ([https://www.discovermd.ca/sites/default/files/2021-03/DiscoverMDI\\_Field\\_Guide.pdf](https://www.discovermd.ca/sites/default/files/2021-03/DiscoverMDI_Field_Guide.pdf)).

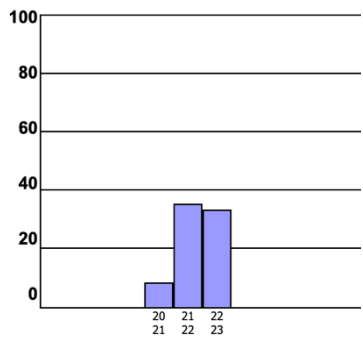


The Student Learning Survey data, which collects feedback from students, covers areas such as engagement, motivation, and teacher-student relationships. Analyzing this data helps identify patterns and areas for improvement, as well as areas where students feel successful. We used this data to confirm our thoughts that students were not participating in outside of school activities. Our grade 4 students have reported a slight increase in participation of outside of school activities from 34% in 2021.2022 to 37% in 2022.2023; however, our grade 7 students have reported a slight decrease from 36% in 2021.2022 to 34% in 2022.2023.

### Grade 4 – Student Learning Survey Data



### Grade 7 – Student Learning Survey Data



In addition, we looked at the Early Development Index (EDI) data which has indicated that 52% of our Kindergarten children are vulnerable on one or more of the EDI scales compared to a district average of 35%.

#### VULNERABLE ON ONE OR MORE SCALES

Reports on the percentage of children who are vulnerable on one or more of the five scales of the EDI.



Furthermore, anecdotal data collected during the Heart and Mind Well-Being workshop, a professional development event, provides firsthand accounts and observations from educators. These anecdotes offer qualitative information about students' behaviors, attitudes, and emotional well-being, contributing to our understanding of their learning preferences and needs.

Lastly, questions posed by students and parents offer direct insights into their perspectives, concerns, and interests. Addressing these questions allows us to gain further understanding of students'

motivations, challenges, and aspirations. By considering the evidence from these various sources, we can form a comprehensive understanding of the learners and use that knowledge to inform our school learning plan.

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#### 4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE?

The focus for our community of learners, based on the evidence, is social-emotional learning and community-based programming to enhance student engagement. We will be focusing on the personal and social core competency. The BC Curriculum states: “the personal and social competency is the set of abilities that relate to students’ identity in the world, both as individuals and as members of their community and society.” By prioritizing social-emotional learning and community engagement, we recognize the importance of the personal and social competency which encompasses what a student needs to thrive as an individual, and how to care about themselves and others. This focus aligns with the Vancouver School Board's Education Plan, particularly in promoting equity. We will strive to create opportunities for all students to actively participate and feel a sense of belonging within our community. Our focus on equity ensures that every student has access to the necessary support and resources to thrive academically and emotionally, contributing to their overall success and well-being in an educational setting.

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#### 5. INQUIRY QUESTION (FOCUSING)

What strategies can be implemented to increase student engagement with community services and social emotional learning, and how do these strategies impact all of our learners’ sense of belonging and mental well-being?

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## 6. WHAT IS OUR PLAN?

### Year 1

- Develop a school-wide social emotional learning (SEL) program that includes curriculum, professional development for teachers, and resources for families, using the Heart and Mind Well-Being Framework.
- Work with community organizations and our community school's team to offer after-school programs that provide students with opportunities to build social connections and participate in community service.
- Work with community partners and outside agencies to provide parent education focused on building strong family relationships and supporting children's emotional development.

### Year 2

- Expand the school wide SEL program to include more targeted interventions and support for students who need additional social and emotional support.
- Establish a peer mentoring program that pairs older students with younger students to support social connections.
- Partner with community organizations to offer additional after-school programs and services, such as art classes, sports teams, and mental health services.
- Host community events that bring together students, families, and staff.

### Year 3

- Evaluate the effectiveness of the SEL program and make necessary adjustments based on feedback from teachers, students, and families.
- Establish a student leadership program that empowers students to take an active role in promoting a positive school culture.
- Partner with local businesses and organizations to provide opportunities for students and build connections between the school and the broader community.

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## 7. WHAT SUPPORTS WILL WE NEED?

Implementing the three-year plan for building community and belonging at Cunningham Elementary using social emotional learning techniques and community services will require several key supports. First and foremost, the school will need dedicated leadership that is committed to prioritizing social emotional learning and community building. This includes allocating resources and time for professional development for teachers and staff and securing community services and programs. We will also need to access District based resources such as the District Resource Team to help explore SEL strategies, techniques and professional development opportunities. The school will also need to build partnerships with local community organizations to provide additional resources and support. Ongoing evaluation and feedback from students, families, and staff will be essential to ensure that the plan is meeting its goals and making a positive impact on the school community. Finally, a strong commitment to equity and inclusion will be necessary to ensure that all students feel valued and supported in the school community.

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## 8. HOW WILL WE KNOW WE'RE ON TRACK?

To determine whether the three-year plan for building community and belonging at Cunningham Elementary using social emotional learning techniques and community services is on track, it is important to establish clear benchmarks and measurable outcomes. These include things like changes in student behavior and engagement, increased participation in community projects, and positive feedback from students, families, and staff. Ongoing evaluation and data collection will be essential to assess progress towards these outcomes and make any necessary adjustments to the plan. Tools that may be used are the MDI, EDI, and the DESSA-mini. Additionally, regular communication and collaboration among all stakeholders will be key to ensuring that everyone is working together towards the shared goal of building a strong and supportive school community.

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## 9. HOW WILL WE SHARE THIS INFORMATION?

Sharing information regarding the success of the three-year plan at Cunningham Elementary will be important to celebrate achievements and keep all stakeholders informed. There are several ways to share this information, including regular updates via email, our school website, presentations at school, parent-teacher conferences, school open houses and celebrations of learning.



*District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.*

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## 10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

The curricular integration of Indigenous worldviews is an important aspect of education at Cunningham Elementary. The school recognizes the significance of incorporating Indigenous perspectives and knowledge systems into the curriculum to promote understanding and appreciation of Indigenous cultures. This year, one example of such integration was the Weaving Indigenous Storywork Early Learning Conference, which provided educators at Cunningham Elementary with the opportunity to learn about Indigenous story work and its application in early learning programs. In addition, drumming workshops were also offered, providing students with an understanding of the significance of drumming in Indigenous cultures. The Fraser River Discovery Centre was another valuable resource used by Cunningham Elementary to teach students about the history and ecology of the Fraser River from an Indigenous perspective. Cunningham Elementary also worked with VSB Indigenous enhancement workers

to ensure that Indigenous knowledge and perspectives were integrated into the curriculum in a meaningful and respectful way. Through these initiatives, Cunningham Elementary has created an inclusive learning environment that promotes respect for Indigenous cultures and knowledge systems.

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## **11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY?**

At Cunningham Elementary, evidence of understanding of Indigenous worldviews and knowledge is fostered within the school community through various initiatives. One way this is achieved is by embedding Indigenous perspectives into the curriculum across different subjects, such as incorporating Indigenous literature, art, history, and some language into lessons. For instance, teachers use books written by Indigenous authors, display Indigenous artwork in the classroom, and teach about the history of Indigenous peoples in the local area.

Cultural activities and events are also important for fostering an understanding of Indigenous worldviews and knowledge. Cunningham Elementary invites Indigenous speakers to speak to students, hosts traditional food tastings, and organizes field trips. These activities provide students with a firsthand experience of Indigenous culture and help to develop a deeper understanding and respect for Indigenous worldviews.

Furthermore, Cunningham Elementary works with VSB Indigenous enhancement workers who provide guidance and support for teachers to integrate Indigenous perspectives and knowledge into the curriculum in a respectful and meaningful way. They also help to create an inclusive and welcoming learning environment for all students. Through these initiatives, Cunningham Elementary is fostering a greater understanding and appreciation of Indigenous cultures and knowledge systems within the school community.

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## **12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?**

To sustain and enhance the understanding of Indigenous perspectives and knowledge at Cunningham Elementary, the school will continue to incorporate Indigenous perspectives into the curriculum and create a welcoming and inclusive learning environment. This will be achieved through ongoing professional development for teachers and staff to deepen their knowledge and understanding of Indigenous cultures and knowledge systems.

Cunningham Elementary will also continue to collaborate with local Indigenous communities to develop and implement initiatives that promote cultural exchange and understanding. The school will invite Indigenous elders and community members to participate in school events and provide guidance on cultural practices and traditions.

In addition, the school will continue to work with VSB Indigenous enhancement workers who can provide ongoing support and guidance for teachers to integrate Indigenous perspectives and knowledge into the curriculum. They can also facilitate workshops and training sessions for staff, students, and parents to promote a greater understanding of Indigenous cultures and knowledge systems.

Another way to sustain and enhance understanding is to continue to hold cultural events and activities, and field trips. These events can help to build relationships between students and local Indigenous communities, deepen students' knowledge of Indigenous cultures, and promote a greater appreciation for the diversity of perspectives and knowledge systems.

Overall, by continuing to incorporate Indigenous perspectives into the curriculum, collaborating with local Indigenous communities, working with VSB enhancement workers, and holding cultural events and activities, Cunningham Elementary will sustain and enhance the understanding of Indigenous perspectives and knowledge within the school community.