

2023-2024 School Learning Plan

SCHOOL STORY

Sir John Franklin Elementary School was established in 1911 and is situated in the furthest northeastern corner of Vancouver on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tseil-Waututh Nation). It is a warm and welcoming school community set within a diverse, stable and long-established neighborhood.

Upon entering the main entrance of the school students and visitors will see our Welcome Board where staff photos are proudly displayed to welcome visitors to the school. With a staff of 35, comprised of both full and part-time teaching and support staff, we enroll approximately 214 students from Kindergarten through grade seven in 11 classrooms. The student body is diverse including 29 students with diverse Ministry designations which identify their diverse learning needs. In addition, our classes include 52 English Language Learners (ELL) at various stages in their English language acquisition. Our Indigenous students make up 8% of our total student body and add significantly to our population. Currently, we are home to a District Program - The Excellence in Social Emotional Learning (ExSEL) program provides an integrated and supportive classroom setting for students who require intensive support in Social Emotional Learning and Executive Functioning. This program houses less than 10 students and dovetails nicely with our school community of learners. We are phasing out the Intensive French program with 2023-24 being the final year with IF for grade 7 students. We did not have an IF intake at grade 6. Franklin is a part of the Templeton family of schools.

Franklin has a diverse population who speak 23 different languages in addition to English. The English language is the most common language spoken with 73 % of our families identifying this as the language spoken at home. It is followed by Cantonese (7 %), Spanish (4%) Vietnamese (3%) and Dari (2%) as well as a host of many other languages. Our community of passionate learners demonstrates excellent verbal-linguistic skills, has effective communication skills, and celebrates and honours multiple intelligences. Our students are learning how to make friends, how to be kind, to try hard and to enjoy playing, working and expressing themselves in creative ways. We offer many leadership opportunities to students including peer leaders, big buddies, Equipment Monitors, and an Environmental Group. The grade 7 class leads student-centred assemblies where we celebrate our student's strengths. We offer many diverse athletic opportunities for all students such as dancing, rollerblading, gymnastics, and pickleball. The intermediate students have opportunities to participate in extra-curricular sports teams, including cross country, volleyball, basketball, badminton and track and field.

The staff at Franklin are extremely professional and work collaboratively on various projects and programs. To meet the diverse needs of our learners, Franklin is an Early Intervention school which means we target the learning needs of the youngest learners through reading recovery. Our music teacher has a dedicated music room, and all students receive weekly music blocks and collaborate to perform in several performances throughout the year. We have many teacher-sponsored before-school and noon-hour clubs: such as Student Council, Band, Volleyball and Badminton clubs.

Franklin embodies a strong sense of community, fostered through open learning areas and gathering spaces. Post-COVID, parents are beginning to frequent the playground and the hallways before and after school, children walk and cycle to school and annual celebrations put on by the Parent Advisory Council (PAC) include the Halloween Extravaganza and the Family Dance these events have been bringing the community together for years.

For the past 40 years, the Franklin Preschool has been operating on-site, offering programming to 3 to 5-year-old children. Before and after-school care is being offered by the YMCA, which is a great service to the community. Collaboration among these stakeholders is critical to supporting the students and the community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Franklin, we actively focus on enriching academic, artistic, physical, social, and emotional learning. We pride ourselves in the curriculum offered through the joint commitment of staff, parents, and community partners. Franklin students come from many different cultural backgrounds. 25% of our school community are English Language Learners (ELL). Thirty-one of our students have ministry designations to reflect their unique learning needs. Eleven of our students are international students and nine students identify as Indigenous. This year, we had numerous student moves, both in and out, which is an exception for our school. This growing number reflects the changing dynamics of the community as families move into and out of the neighborhood. Franklin School is also a mentorship site for teacher candidates enrolled in the UBC Bachelor of Education program.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place). Students are supported by the Administration, our classroom teachers, our resource and ELL teaching team, our Music Specialist and Teacher Librarian, our Education Assistants (SSAs), our School Counsellor, our Speech Language Pathologist, our School Psychologist, and our Supervision Aide team.

At Franklin, staff take a team approach to support and nurture students. Information from the Student Learning Survey (completed in April 2023) shows that Grade 4 and 7 students have made connections with the adults in the building. When asked if they had 3 trusted adults they could turn to for help, the results were 11% and 9% respectively. When asked if there were 4 or more adults, the number jumps considerably to 32% and 47% respectively for grades 7 and 4.

How Many Adults Do You Think Care About You at Your School?	Don't Know	2 Adults	3 Adults	4 or More
<i>Grade 7s</i>	42%	11%	11%	32%
<i>Grade 4s</i>	29%	9%	9%	47%

Table 1. Caring - Student Learning Survey

Franklin students feel safe at school. They have a sense of belonging and are connected to the adults in the building. From the information gathered in the Student Learning Survey, 61% of our Grade 7s state they have a strong sense of belonging. In grade 4, the number is similar, at 60%.

Is School a Place Where You Feel Like You Belong?	Most of the time	All of the time
<i>Grade 7s</i>	50%	11%
<i>Grade 4s</i>	32%	28%

Table 2. Belonging - Student Learning Survey

When students were asked if they felt welcome and safe at school, their responses were similar to the previous results. 53% of our Grade 7 students felt welcome at school while 79% of our Grade 4 students identified they felt welcome at school most of the time. While 32% of our Grade 7 students indicated that they felt safe at school all the time, our Grade 4 students seemed more comfortable here indicating 39% felt safe all the time while at school.

Do You Feel Welcome at School?	Most of the time	All of the time
<i>Grade 7s</i>	37%	16%
<i>Grade 4s</i>	36%	43%

Table 3. Welcoming - Student Learning Survey

Do You Feel Safe at School	Most of the time	All of the time
<i>Grade 7s</i>	42%	32%
<i>Grade 4s</i>	42%	39%

Table 4. Safety - Student Learning Survey

We certainly would like to have a better response in these two areas, and this will be a focus moving forward.

LITERACY and NUMERACY:

The VSB and School Goal focus is on Increasing literacy, numeracy, and deep, critical, and creative thinking At Franklin, our teachers work in Primary and Intermediate teams, meeting regularly to discuss student outcomes and to support student learning.

The Primary team is currently working on a Collaborative Inquiry looking at improving literacy using the Haggerty Phonics Program. They are looking at developing a consistent way of teaching Language Arts skills across the K-2 grades to strengthen reading confidence. They are focusing on two programs; Heggerty (an intensive phonics program) and UFLI (University of Florida Institute) which is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The UFLI program is designed for core instruction in the primary grades or for intervention with struggling students in any grade.

Our Intermediate Team explores world events to enhance student connection and learning. Students create and build in small groups to strengthen their understanding of the world. Incorporating outdoor education with weekly visits to the Hastings Park Sanctuary.

Teachers combine LA, Math, Science, Socials, ADST and Career Education for inquiry-based learning. Students can produce multi-modal projects shared with parents and the school community.

Our school's targeted focus continues to be Numeracy. Based on CSL, Student Learning Survey and FSA results, there is room for continued focus on Numeracy.

STUDENT LEARNING SURVEY: GRADES 4 & 7

Getting Better at Math	Agree	Strongly Agree
Grade 7s	44%	33%
Grade 4s	43%	28%

Table 5. Numeracy (SLS)

Getting Better at Reading	Agree	Strongly Agree
Grade 7s	56%	17%
Grade 4s	42%	33%

Table 6. Reading (SLS)

Franklin School CSL Data, Terms 1 and 2, 2023-24

NUMERACY DATA FROM CSL

Numeracy	Emerging	Developing	Proficient	Extending
Grades 4-7	13%	20%	54%	13%
Grades K-3	3%	16%	64%	16%

Table 9

LITERACY DATA FROM CSL

Language Arts	Emerging	Developing	Proficient	Extending
Grades 4-7	14%	46%	33%	6%
Grades K-3	6%	47%	38%	8%

Table 10

FSA: LITERACY DATA (2024)

	Emerging	On Track	Extending
Grade 4	24%	44%	1%
Grade 7	5%	75%	15%

Table 11

FSA: NUMERACY DATA (2024)

	Emerging	On Track	Extending
Grade 4	32%	40%	0%
Grade 7	25%	50%	20%

Table 12

In terms of numeracy, Franklin students have varying levels of exposure to mathematics, ranging from limited experience, working with tutors and participation in programs like Kumon. Furthermore, students struggle to demonstrate proficiency in applying grade-level math concepts, with 54% of grade 4-7 students and 64% of K- 3 students respectively, demonstrating proficiency in numeracy. On the Foundation Skills Assessment, 40% of our grade 4 students and 50% of our grade 7 students have demonstrated they are on track with numeracy.

Staff have identified a considerable number of our primary students enter upper grades without a solid foundation in math facts. This street-level data poses in strong contrast to the information relayed through the 2024 Student Satisfaction Survey where Grade 4 (44%) and Grade 7 (43%) students felt that they continued to get better in mathematics this past year. Yet, as indicated by data collected from report card proficiency indicators, we still have many students struggling to demonstrate proficiency in this subject area.

PHYSICAL AND MENTAL WELL-BEING AND BELONGING

Franklin staff have identified factors such as student dysregulation, limited perseverance, reduced confidence in the older grades, and weak automaticity in basic facts, which contribute to challenges in accessing higher-level math skills. Consequently, weak skills lead to students avoiding math, both in class and during homework, resulting in more negative attitudes. This is shown in the table below where students in grade 4 indicated they were likely to persevere at a task when they had difficulty in about 42 percent of the cases. While our grade 7 students indicated that they were slightly more eager to persevere at a difficult task in just under 50 percent of the cases.

STUDENT RESILIENCE

When I am Facing Difficult Tasks, I Keep trying Until I Succeed	Sometimes	Agree	Strongly Agree
Grade 7s		50%	13%
When You Have Trouble Doing Something Do You Keep Trying?			
Grade 4s	31%	42%	19%

This data tells us that we have more work to do in reaching those students who do not feel confident that they can experience success in mathematics and what we can do collectively to increase the resiliency of those students who don't believe that math is something they can be good at.

Our school prioritizes mental well-being with school-based counselling and social-emotional programs. Through daily messages reinforcing our code of conduct, students learn concrete examples of how to care for themselves, others, and their environment. Teachers also weave a growth mindset into their lessons to reinforce resiliency.

Our school offers a diverse range of artistic opportunities. Intermediate students learn to play the recorder, ukulele, and guitar. The Winter Concert is organized by our music specialist, showcasing student voices and

talent the students bring to the school such as violin, and piano. Teachers also bring in professional artists to lead students through enhanced art and drama activities throughout the year.

Students have shown us they like to stay active and involved. We offer many physical activities and team sports like cross-country running, the Terry Fox run, volleyball, basketball, badminton, track-and-field, and ultimate frisbee. Additionally, we bring in expert instructors for squash, cycling and pickleball sessions. Our students are involved in many extracurricular clubs and activities. They love to explore their interests and give back to the school community. We offer Student Council, Library Monitors, and Lunch Monitors. Develop leadership skills through opportunities such as being student MCs for school assemblies, serving as equipment monitors during recess and lunch, leading assemblies, participating in buddy classes, organizing student council events, coordinating Remembrance Day Poppy sales, and supporting fundraisers like the “Home for the Holidays” Campaign to benefit a Covenant House of Vancouver.

Students enjoy participating in extracurricular activities: X Country, Track and Field, Library Monitors and Basketball being the most popular.

TEAMS/CLUBS/LEADERSHIP OPPORTUNITIES

TEAM / CLUB	NUMBER OF STUDENTS
Assembly Student MCs	12
Library Monitors	12
Intermediate Band Club	10
Cross Country Running	66
Track and Field	43
Volleyball	12
Basketball	23
Badminton	22
Ultimate Club	18

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 school is steadfastly committed to improving student achievement in literacy and numeracy. This commitment is reflected in our daily focus on enhancing teaching practices in these areas. Our teachers are engaged in continuous professional development and participate in inquiry groups, with the goal of enhancing the literacy skills of all students from Kindergarten to Grade 7.

We employ a variety of strategies to achieve this goal. Students are grouped based on their specific skill needs, provided with ample practice opportunities, and encouraged to believe in their potential. We strategically assess and target instruction for students with lagging literacy skills, aiming to boost their confidence, risk-taking abilities, and sense of belonging as capable learners.

Our resource team and primary teachers have participated in the District Literacy Days and are actively collaborating with staff across all grades to share new strategies and resources. A key activity in our literacy enhancement program is the School-Wide Write, conducted biannually to assess and inform our teaching practices regarding students' writing abilities.

As a CELI school, we have a Reading Recovery teacher on staff, and our primary teachers are committed to the CELI model. We adhere to the Response to Intervention (RTI) approach, which allows us to identify struggling learners early and provide effective interventions.

At Franklin, we hold monthly Primary Teachers' meetings where literacy is a standing agenda item. These meetings cover a range of topics, including guided reading, levelled books, assessments, reading strategies, and writing improvement methods. We explore and utilize new resources like the P3P kit and the VSB K-7 Literacy site. Our resource teachers work collaboratively with classroom teachers to plan and support those needing literacy intervention.

In our Kindergarten classes, students receive in-class and small group pull-out support from resource teachers, focusing on improving phonological awareness and alphabetic skills. In January, the Kindergarten Protocol was administered to all kindergarten students, with at-risk students receiving targeted small-group instruction.

Teachers monitor students' reading progress using the Benchmark Assessment System (BAS) and the Phonological Awareness, Phonemic Awareness, Phonics Protocol and Resource (P3P).

In September 2024, we will continue our monthly Primary Team meetings (as per CELI requirements) to review our June reading data and discuss literacy-related topics teachers want to explore further. Classroom and resource teachers will continue to collaborate to support all learners, and teachers will be encouraged to attend professional development opportunities offered by the District Literacy Team and to explore the VSB Literacy site.

Our focus on numeracy is aligned with the VSB Education Plan. Our staff participates in ongoing professional development and collaborates well with each other. As a school community, we are actively engaged in improving students' numeracy skills and have had productive sessions with experts like Carole Fullerton, Janet Novakowski, and Mariam Small. Based on teacher requests, we have purchased numerous hands-on manipulatives and resources. While it's too early to measure the impact of these new teaching methods and strategies on numeracy skills, our staff has started implementing new ideas and resources. Conversations with students reveal excitement about these new approaches. We are working to adopt a regular formative assessment tool in numeracy to gauge understanding and identify areas for improvement. To that end, we will be working with Sandra Fox in our first Professional Development in September of 2024 to select an assessment that meets our needs K to 7. To reinforce foundational skills, we incorporate fact practice drills, focusing on times tables and fact families. Our approach includes hands-on manipulatives to effectively teach core math concepts, with daily math activities covering topics in the BC Curriculum.

Improve equity

In our commitment to equity, we recognize both academically successful students and those who may be struggling. We employ Universal Design for Learning (UDL) strategies, which manifest in various ways within our classrooms. Examples include Passion Projects, small group work, and established routines. Small group practices, particularly in literacy and numeracy, allow personalized support. Formative and summative assessments occur regularly, providing feedback and promoting self-reflection. Additionally, we prioritize self-regulation through initiatives like Sharing Circles in all classrooms to help all students have a voice and make connections with their peers. We will continue to provide opportunities for students to take leadership opportunities during monthly assemblies which are supported by individual classes or groups of classes. Our overarching goal is to foster a positive school culture that acknowledges, accepts, and supports all learners. We offer diverse opportunities, including athletics, fine arts, and after-school programs, to strengthen skills, build friendships, and enhance community resilience.

We will continue to connect with the Franklin School Parent Advisory Council (PACs) to support the vital role they play in promoting community cultural connections, understanding, and collaboration among all families. The PAC's role in recognizing and celebrating each family's unique strengths fosters a sense of belonging, cultural pride and facilitates dialogue between families, educators, and school administration, encouraging open conversations about equity, educational goals, and community needs. Regular meetings and events create opportunities for collaboration. Additionally, PAC-sponsored activities, such as hot lunches and fundraising events, involve all families, breaking down barriers and reinforcing a sense of community. We will continue to involve our Franklin PAC as a bridge, connecting families from diverse backgrounds and ensuring that everyone has a voice in shaping the school community.

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

RECONCILIATION:

The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

As we continue our Reconciliation journey, students are learning the value of respect. In our monthly assemblies, for example, students refer to our three host nations using traditional pronunciations to acknowledge the land we are on. They are also capable of saying the land acknowledgement independently at school events and assemblies. Students use the First Peoples Principles of Learning to guide their learning and understanding of the land we are learning on.

Student Learning Survey

At School are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada	Sometimes	Most of the Time	All of the Time
Grade 7s	53%	21%	11%
Grade 4s	61%	3.8%	19%

Moving forward into the 2024-2025 school year we will continue to work collaboratively with our Indigenous Education Worker/Indigenous Education Department to help guide us in the journey of Equity and Reconciliation to create a culturally safe space for all who spend time in our building.

One of the main talking points that emerged from the Franklin Staff during discussions on the Indigenous Focus Day was a commitment to: “Change the mural. It is the first thing people see. It reinforces colonialism, exploration, and white supremacy.”

To that end, our staff has expressed a desire to remove a long-standing mural that covers the entrance to the school gym and has a prominent location in the school’s main Foyer. We have connected with a well-known Indigenous Artist – Jerry Whitehead who is interested in helping us design a mural honouring our commitment to truth and reconciliation. We continue to work with The Vancouver School Board, the Indigenous Education Department, and our School Community to remove and re-create a more fitting mural in the space. The project will continue through next year and provide opportunities for students to participate in different aspects.



Franklin Foyer Mural at Gym Entrance

The Franklin Staff feel that this project will be an important step in our truth and reconciliation journey by providing a way to integrate Indigenous knowledge and teaching methods into our classrooms and in doing so, building student capacity for intercultural understanding, empathy, and mutual respect (Call to Action 63)

HOW WILL WE KNOW WE’RE ON TRACK?

The first steps in the mural project are underway. Working with the District, we have been able to paint out the old mural and have a blank canvas on which to create our new mural



Franklin Foyer as of April 2024

Our school is steadfast in its commitment to fostering a culture of collaboration, with opportunities for whole school, small group, and topic-focused discussions being a constant feature. This culture of collaboration extends to our teachers who are deeply reflective in their planning and execution of literacy and numeracy instruction across all grades. They are proactive in collecting a variety of reading and writing data to inform and guide their instruction. This data includes information gleaned from written learning updates, Foundation Skills Assessment (FSA), student learning surveys (SLS), School Wide Writes, MDI, EDI, and CELI Data. As a staff, we continually review this data to identify areas that may require additional focus. This iterative and data-driven approach ensures that our instruction is always aligned with our students' needs and allows us to adjust our focus as necessary.