

2024-2025 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 xWma0kWa9am (Musqueam), Slswwü7mesh Üxwumixw (Squamish Nation) & Salilwata+ (Tsleil-Waututh Nation). It is a warm and welcoming school community set within a diverse, stable and long-established neighborhood. Franklin is part of the Templeton Secondary School family of schools.

With a staff of 31, 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 Franklin student body is diverse and includes 30 students with Ministry Designations for a disability or diverse ability, 64 English Language Learners (ELL) at various stages in their English language acquisition. As well, our Indigenous students make up 8% of the 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 the Franklin community of learners.

Franklin has a diverse population who speak 23 different languages in addition to English. The English language is the most common language spoken with 70 % of our families identifying this as the language spoken at home. It is followed by Cantonese, Vietnamese, Spanish, and Dari as well as a host of many other languages. Our community of passionate learners demonstrates excellent verbal-linguistic skills, 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. 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.

We offer many leadership opportunities to students including peer leaders, big buddies, equipment monitors, and an environmental group. The grade 7 class leads student-centered assemblies where we celebrate our students' strengths, achievements and special events. 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. After-school programs are also available through the school district's Community Schools Team, specifically Game On through the Big Brothers Organization.

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 the Reading Recovery intervention, however next year will be the last year of this program. 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 lunch-hour clubs, such as Student Council, Band, Volleyball, Dungeons and Dragons Club and Badminton clubs. Franklin School is also a mentorship site for teacher candidates enrolled in the UBC Bachelor of Education program.

Franklin embodies a strong sense of community, fostered through open learning areas and gathering spaces. The school's Parent Advisory Council (PAC) is very active in supporting and providing programs, materials and additional learning opportunities for the school. Also, the PAC organizes school community events such as a Halloween Extravaganza and a Family Dance that 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 on site care for Franklin students is offered by the YMCA. 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 on the curriculum offered through the joint commitment of staff, parents, and community partners. 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 2025) shows that Grade 4 and 7 students have made connections with the adults in the building. When asked if they had 4 trusted adults they could turn to for help, the results were 3% and 5% respectively. When asked if there were 4 or more adults, the number jumps considerably to 46% and 47% respectively for grades 4 and 7.

STUDENT LEARNING SURVEY(SLS) DATA

Table 1: How Many Adults Do You Think Care About You at Your School?

Caring Adults	Don't Know	2 Adults	3 Adults	4 or More
Grade 7s	41%	5%	5%	47%
Grade 4s	42%	3%	3%	46%

Table 2: Caring: Is school a place where you feel like you belong?

Belonging at School	Never	Almost Never	Sometimes	Most of the Time	All of the Time
Grades 7	0%	11%	17%	41%	23%
Grades 4	7%	0%	25%	18%	48%

Table 3: Resiliency: When I am facing difficult tasks, I keep trying until I succeed.

Resiliency at School	Sometimes	Most of the Time	All of the Time	Don't Know
Grades 7	23%	64%	5%	0%
Grades 4	20%	44%	32%	4%

As you can see from the above data, 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, 41% of our Grade 7s state they have a strong sense of belonging. In grade 4, the number is similar, at 48% (*Table 2 SLS Belonging*). The survey data from Grades 4 and 7 indicate that while nearly half of the students feel that four or more adults care about them at school, over 40% responded with “Don’t Know,” suggesting a need to make caring relationships more visible and explicit (*Table 2 SLS Caring*). Additionally, while many students report trying their best when faced with challenges, Grade 7 students were less likely than Grade 4s to say they persist “all of the time” (*SLS table 3 Resiliency*). Although primary students were not surveyed, it is reasonable to infer that similar patterns may exist in the early years. Our younger students, who

are still developing self-awareness and communication skills, may also struggle to identify supportive adults or recognize their resilience. To that end, we will prioritize intentional strategies in the primary grades to foster strong adult-student connections and build early awareness of perseverance and belonging through consistent routines, relationship-building, and social-emotional learning.

At Franklin Elementary, we are proud to offer a wide range of opportunities that support student growth in the arts, athletics, and leadership. Our intermediate students explore music through learning instruments such as the recorder, ukulele, and guitar. The Winter Concert, organized by our music specialist, highlights student voices and showcases individual talents, including piano and violin performances. Throughout the year, professional artists are invited into classrooms to lead engaging workshops in visual arts, drama, and Bollywood dance, enriching students’ creative and cultural experiences.

Physical activity is a key part of student life at Franklin. We offer a variety of sports and fitness opportunities, including cross-country, volleyball, basketball, badminton, track and field, and field hockey. Events like the Terry Fox Run promote both physical wellness and community spirit.

Leadership and extracurricular involvement are also central to our school culture. Students take on meaningful roles such as Student Council representatives, Library Monitors, and Lunch Monitors. They develop leadership skills by emceeing assemblies, serving as equipment monitors, leading buddy class activities, organizing school events, and supporting initiatives like the “Home for the Holidays” campaign for Covenant House Vancouver. They also help coordinate Remembrance Day poppy sales and other school-wide fundraisers. Among the many extracurricular options, cross-country, track and field, library monitors, basketball, and badminton remain some of the most popular, reflecting our students’ enthusiasm for staying active, engaged, and connected to their school community.

Franklin School CSL Data, Terms 1,2 and 3, 2024-25

NUMERACY DATA FROM CSL

Numeracy	Emerging	Developing	Proficient	Extending
<i>Grades 4-7</i>	12%	18%	46%	23%
<i>Grades K-3</i>	1%	17%	67%	15%

LITERACY DATA FROM CSL

Language Arts	Emerging	Developing	Proficient	Extending
<i>Grades 4-7</i>	7%	27%	53%	12%
<i>Grades K-3</i>	8%	25%	62%	5%

Grade 4 and 7 Student Learning Survey Results (SLS)

Table 4: Math - I feel that I am getting better at math.

Better at Math	Strongly Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Don't Know
Grades 7	0%	27%	50%	22%	0%
Grades 4	7%	3%	50%	23%	11%

Table 5: Writing - I feel I'm getting better at writing.

Better at Writing	Strongly Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Don't Know
Grades 7	0%	22%	38%	27%	5%
Grades 4	0%	0%	53%	26%	15%

Looking at both our student self-reflection surveys and CSL data, we have identified a few key areas to focus on this year. First, we noticed that some of our younger students, especially in Grade 4 aren't always sure if they're improving in math and writing (*SLS Table 4 & 5*). To help with this, we will be introducing more regular check-ins and reflection activities in the primary grades so students can better understand their own progress and feel more confident talking about their learning.

In math, while most students feel they're getting better, about a third of our intermediate learners are still developing or emerging, according to CSL data. To support them, we'll continue offering small-group instruction and targeted support, especially around problem-solving and building a deeper understanding of math concepts.

When it comes to writing, Grade 7 students were a bit less confident than Grade 4s (*SLS Table 2*). To boost engagement and confidence, we'll focus on making writing more meaningful—giving students more choice, chances for peer feedback, and real-world writing tasks and incorporate *School Wide Writes* in the Fall and Spring of the year.

We also want to make sure students clearly understand what success looks like. That means using more student-friendly language in our feedback and involving students in setting goals and co-creating criteria for success. And finally, for students who are already doing really well, we'll be offering enrichment opportunities like math challenges, writing contests, and leadership roles to keep them inspired and growing.

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

At Franklin, we are deeply committed to advancing student achievement in both literacy and numeracy. This dedication is evident in our daily instructional focus and our ongoing efforts to strengthen teaching practices across all grade levels. Our educators engage in continuous professional learning and collaborate in inquiry groups to improve literacy outcomes for students from Kindergarten through Grade 7. Instruction is tailored to meet individual student needs through targeted groupings, frequent practice opportunities, and a strong emphasis on fostering self-belief and a growth mindset. We use strategic assessments to identify students requiring additional support and provide focused instruction to build their confidence, encourage academic risk-taking, and reinforce their identity as capable learners.

Our resource team and primary teachers actively participate in District Literacy Days and collaborate across grade levels to share effective strategies and resources. A cornerstone of our literacy program is the biannual School-Wide Write, which helps assess student writing and guide instructional planning. As a CELI school this past year, we have a Reading Recovery teacher on staff, and our primary educators have been fully engaged in the CELI model. We follow the Response to Intervention (RTI) framework to identify and support struggling learners early with timely and effective interventions.

Monthly Primary Teachers' meetings ensure literacy remains a central focus. These meetings cover topics such as guided reading, levelled texts, assessment tools, reading strategies, and writing instruction. We continue to explore new resources, including the P3P kit and the VSB K-7 Literacy site. Resource teachers work closely with classroom teachers to plan and deliver targeted literacy interventions.

In Kindergarten, students receive both in-class and small group support from resource teachers, with a focus on phonological awareness and alphabetic knowledge. In January, we administered the Kindergarten Protocol to all students, and those identified as at-risk received targeted small-group instruction.

Student progress in reading is monitored using the Benchmark Assessment System (BAS) and the P3P protocol, which includes assessments in phonological awareness, phonemic awareness, and phonics.

Looking ahead to September 2025, we will resume our monthly Primary Team meetings to review June reading data and explore literacy topics of interest to teachers. Collaboration between classroom and resource teachers will continue, and staff will be encouraged to participate in professional development opportunities offered by the District Literacy Team and to utilize the VSB Literacy site.

Our numeracy focus aligns with the VSB Education Plan. Staff engage in ongoing professional development and collaborate to enhance math instruction. We continue building on the information collected from the sessions with experts such as Carole Fullerton, Janet Novakowski, and Marian Small, and have invested in hands-on manipulatives and resources based on teacher feedback.

While it is still early to measure the full impact of these new strategies, staff have begun implementing them, and student feedback reflects enthusiasm for the new approaches. To better monitor student growth in numeracy, our staff will be collaborating throughout the 2025–2026 school year to design and implement a comprehensive K–7 math assessment tool. This tool will be:

- Aligned with the BC Curriculum, ensuring consistency with provincial learning standards.
- Developmentally appropriate, with differentiated components for primary, intermediate, and upper intermediate levels.
- Formative in nature, providing timely feedback to guide instruction and support student learning.
- Focused on key numeracy competencies, including number sense, operations, problem-solving, and mathematical reasoning.
- Flexible and teacher-informed, allowing for classroom-based observations, performance tasks, and student self-assessments.

This collaborative effort will ensure that our assessment practices are meaningful, manageable, and responsive to the diverse needs of our learners.

To reinforce foundational math skills, we incorporate daily fact practice drills, focusing on multiplication tables and fact families. Our math instruction includes hands-on learning and daily activities aligned with the BC Curriculum, ensuring students build a strong conceptual understanding.

Improve equity

At Franklin, our commitment to equity means recognizing and supporting the diverse needs of all learners, those who are thriving academically and those who may require additional support. Throughout the 2025–26 school year, we will continue to embed Universal Design for Learning (UDL) principles into our classrooms. These strategies ensure that all students can access learning in ways that are meaningful to them.

UDL is reflected in practices such as:

- Passion Projects that allow students to explore their interests and strengths.
- Small group instruction in literacy and numeracy, providing personalized support.
- Consistent classroom routines that foster predictability and independence.

We use both formative and summative assessments to guide instruction, provide timely feedback, and promote student self-reflection. In addition, we prioritize self-regulation and social-emotional learning through initiatives like Sharing Circles, which are held in many classrooms to ensure every student has a voice and can build meaningful connections with peers.

To nurture leadership and a sense of belonging, students will continue to take on active roles in our monthly assemblies, which are led by individual classes or groups. These gatherings celebrate student learning, foster school spirit, and provide opportunities for students to lead and contribute to our school culture.

Our goal is to cultivate a positive, inclusive school environment where every learner feels acknowledged, accepted, and supported. We offer a wide range of opportunities—including athletics, fine arts, and after-school programs to help students develop skills, build friendships, and strengthen community resilience.

We will continue to work closely with the Franklin School Parent Advisory Council (PAC), recognizing the vital role they play in fostering cultural connections, understanding, and collaboration among families. The PAC's efforts to celebrate each family's unique strengths help build a sense of belonging and cultural pride within our school community.

The PAC organizes a variety of events that are inclusive and barrier free to ensure equity of access to participation, including:

- **Movie Nights** that bring families together in a relaxed, fun environment.
- The annual **Halloween Dance**, a beloved tradition that encourages creativity and community spirit.
- **Hot Lunch Programs**, which provide convenient meal options and support school fundraising.
- **Diversity Workshops** that promote cultural awareness and inclusivity. Diversity Workshops, including sessions led by Dr. Lisa Gunderson of One Love Consulting, with a focus on kindness, inclusion, and cultural understanding.
- **Online Safety Presentations** to support families in navigating digital spaces safely.

Importantly, the PAC is committed to subsidizing these events to ensure that all families can participate, regardless of financial circumstances.

Through regular meetings and events, the PAC facilitates open dialogue between families, educators, and school leadership. These conversations support shared understanding around equity, educational goals, and community needs. PAC-sponsored initiatives help break down barriers and reinforce a strong sense of community. We will continue to involve our PAC as a bridge between home and school, ensuring that all families have a voice in shaping the Franklin experience.

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

To support our commitment to reconciliation and inclusive education, we are prioritizing the integration of Indigenous perspectives throughout our curriculum. Recent student survey data from Grades 4 and 7 reveals that while a majority of students report learning about Indigenous Peoples (First Nations, Inuit, and Métis), only a small percentage feel this learning occurs “all of the time.” Notably, 11% of Grade 4 students indicated they “don’t know” if they are being taught about Indigenous Peoples, suggesting a need for clearer and more consistent instruction, especially in the earlier grades.

Table 6: Indigenous Focus -

At School are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada

Indigenous Education at School	Sometimes	Most of the Time	All of the Time	Don't Know
Grades 7	50%	44%	5%	0%
Grades 4	46%	23%	7%	11%

To strengthen our commitment to reconciliation and inclusive education, our school is implementing a multi-faceted strategy to ensure Indigenous perspectives are meaningfully integrated throughout the learning experience. This includes:

- **Curriculum Integration:** Incorporating Indigenous content across all subject areas, with age-appropriate stories, language, and cultural teachings introduced early in the primary grades.
- **Collaborative Learning:** Partnering with Indigenous educators and Knowledge Keepers to co-create authentic, culturally grounded lessons.
- **Professional Growth:** Providing ongoing professional development for staff focused on Indigenous history, culture, and pedagogy.
- **Student Voice:** Actively seeking student input through surveys and discussions to inform and guide our practices.
- **Community Engagement:** Building strong relationships with local Indigenous communities and celebrating significant cultural events together.

During a previous Indigenous Focus Day, staff identified the need to replace the existing mural in our main foyer, which was seen as reinforcing colonial narratives. We have now finalized plans to create a new mural that reflects our values and commitment to truth and reconciliation. Renowned Indigenous artist Jerry Whitehead will lead this **month-long project**, with students actively involved in its development.

Goals for the Mural Project:

1. **Reflect Indigenous Worldviews:** Center Indigenous voices, stories, and symbolism—particularly from local Nations—through collaborative design.
2. **Foster Student Engagement:** Involve students in the creative process to deepen their understanding of Indigenous culture and artistic traditions.
3. **Promote Cultural Safety:** Replace colonial imagery with artwork that welcomes and affirms all members of our school community.
4. **Support Reconciliation:** Create a lasting visual representation of our school's commitment to truth, reconciliation, and respectful relationships.
5. **Celebrate Community:** Strengthen connections with Indigenous artists, Elders, and families through shared storytelling and artistic expression.

Students have also engaged in meaningful cultural learning, including painting drums with Coast Salish animal designs and learning about West Coast art. The students then presented their drums in a whole school assembly where they had the opportunity to explain what they had learned and their inspiration for the animal they chose.



Franklin Painted Drums

Primary classes participated in workshops and dance instruction for **Hoobiye**, the Nisga'a New Year celebration, culminating in performances at the Hoobiye Festival held at the PNE, which is in the Franklin Elementary neighbourhood.

These are but a few initiatives which reflect our continued dedication to creating a school environment where Indigenous education is not only present but deeply valued and understood.

HOW WILL WE KNOW WE'RE ON TRACK?

We will monitor progress through a combination of student voice, assessment data, and staff reflection. For math confidence and engagement, we will track student responses on the Student Learning Survey, analyze results from our school-developed K-7 math assessment, School Wide Writes, K-3 Literacy Screeners and gather teacher feedback on student participation and confidence. Evidence of increased student reflection, goal setting, and engagement in math and writing-related activities will also indicate progress.

For belonging and resiliency, we will look for a decrease in "Don't Know" responses on questions related to caring adults and an increase in students reporting positive responses such as "all of the time." Staff will observe and document student participation in classroom discussions, sharing

circles, and leadership opportunities. In the primary grades, anecdotal records and classroom-based observations will help assess students' sense of connection and perseverance.

Our school is dedicated 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 collaborative culture extends to our teachers, who are deeply reflective in their planning and instruction across all grades. They proactively collect and review a wide range of data—including written learning updates, Foundation Skills Assessment (FSA), Student Learning Surveys (SLS), School Wide Writes, MDI, EDI, and CELI data—to guide instruction. As a staff, we regularly analyze this data to identify areas requiring additional focus. This iterative, data-driven approach ensures our teaching remains responsive to student needs and allows us to adjust our focus as necessary.