



2025-2026 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) & səliwətał (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 216 students from kindergarten through grade seven in 11 classrooms. The Franklin student body is diverse and includes 30 students with Ministry of Education Special Needs Designations, 49 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.

Franklin has a diverse population that speak 25 different languages in addition to English. The English language is the most common language spoken, with 71 % of our families identifying this as the language spoken at home. It is followed by Cantonese (6 %), Vietnamese (4%), Spanish (3%), and Dari (1%), as well as a host of 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-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 has, in the past, been an Early

Intervention school, we have redistributed the staffing to focus the support on our primary students who are at most risk for learning to read. 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, a Board Games Club and Badminton clubs.

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 learning experience 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 and 16 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 - SLS (completed in April 2026) 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 4% and 8% respectively. When asked if there were 4 or more adults, the number jumps considerably to 44% and 32%, respectively, for grades 4 and 7.

How Many Adults Do You Think Care About You at Your School

Caring Adults	Don't Know	1 Adults	2 Adults	3 Adults	4 or More
Grade 7s	36%	4%	12%	4%	44%
Grade 4s	60%	0%	0%	8%	32%

Table 1 - SLS 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%	4%	20%	52%	16%
Grades 4	8%	0%	20%	54%	1%

Table2 - SLS Belonging

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

Resiliency at School	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Grades 7	0%	0%	42%	46%	11%
	Never	Almost Never	Sometimes	Most of the Time	All of the Time
Grades 4	4%	8%	16%	56%	16%

Table 3 - SLS Resiliency

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, 52% of our Grade 7s state they have a strong sense of belonging. In grade 4, the number is similar, at 54%. (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, 60% of our Grade 4 students 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 “until they have succeeded.” (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 a performance by the school Band Club. Throughout the year, professional artists were invited into classrooms to lead engaging workshops in visual arts, drama, and music, 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 which vary year to year, including cross-country, volleyball, basketball, badminton, and track and field. 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 Communicating Student Learning (CSL) Data, Terms 1 and 2, 2025-26

NUMERACY DATA FROM CSL

Numeracy	Emerging	Developing	Proficient	Extending
Grades 4-7	12%	21%	47%	19 %
Grades K-3	1 %	27 %	62 %	9 %

LITERACY DATA FROM CSL

Language Arts	Emerging	Developing	Proficient	Extending
Grades 4-7	8 %	50 %	31%	8 %
Grades K-3	8%	43 %	37 %	10 %

Grade 4 and 7 Student Learning Survey Results (SLS)

I feel that I am getting better at math.

Better at Math	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
Grades 7	0%	0%	20%	48%	28%	4%
Grades 4	4%	4%	32%	36%	24%	4%

Table 4 - SLS Math

I feel I'm getting better at writing.

Better at Writing	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
Grades 7	0%	0%	8%	50%	41%	0%
Grades 4	4%	0%	8%	76%	12%	0%

Table 5 - SLS Writing

Looking at both our student self-reflection surveys and CSL assessment data, we've 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'll be continuing with 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

Improving Student Achievement in Literacy and Numeracy

Our focus on improving student achievement in literacy and numeracy is grounded in collaborative, data-informed, and evidence-based instructional practices. Student Learning Survey results indicate that the majority of students feel they are improving in reading and writing, reflecting strong and consistent literacy instruction across the school. In numeracy, while students generally report progress, a significant number—particularly in the primary grades—express uncertainty about their learning, highlighting the need to strengthen clarity, confidence, and student understanding of their growth. Our approach is designed to build on strengths in literacy while addressing identified needs in both literacy and numeracy.

In literacy, we are strengthening the implementation of **structured literacy practices**, ensuring a systematic, explicit, and evidence-based approach to reading and writing instruction. In the primary grades, all teachers are trained in the use of the **DIBELS screener**, which is administered three times per year to assess early literacy skills such as phonological awareness, decoding, and fluency. For example, students identified as needing support in phoneme segmentation engage in **daily small-group instruction using sound boxes (Elkonin boxes), word chaining, and guided decoding activities**. Teachers use this data collaboratively to form flexible groups and monitor student progress over time, ensuring timely and responsive intervention.

In the intermediate grades, structured literacy practices focus on **explicit instruction in comprehension, vocabulary development, and written expression**. Teachers model strategies such as identifying main ideas, using evidence from texts, and expanding vocabulary through word study routines. Writing instruction is supported through **co-constructed success criteria, use of exemplars, and structured frameworks such as graphic organizers and paragraph scaffolds**, helping students organize and elaborate their ideas. This work is reinforced through our School-Wide Write, where staff collaboratively analyze student writing using common rubrics. For example, teachers may use shared exemplars to highlight features of proficient writing, such as clear topic sentences, supporting details, and effective transitions. In response to School-Wide Write data indicating a need to strengthen writing conventions, we are embedding **explicit instruction in grammar, spelling, and editing strategies** through regular editing routines, checklists, and peer feedback. Students apply these skills in authentic writing tasks, such as revising narratives or informational pieces with a focus on punctuation or sentence structure.

In numeracy, we are incorporating **Marian Small's Numeracy Readiness Checks** as a key component of our school-wide assessment and instructional framework. These checks are used at multiple points throughout the year to assess students' readiness in foundational areas such as number sense, place value, and operations. In primary classrooms, readiness tasks may include **subitizing using dot cards, representing numbers with ten frames, or explaining addition strategies using concrete materials**. In intermediate grades, tasks may include **representing fractions on number lines, solving multi-step problems, or demonstrating flexible multiplication strategies**.

Teachers use readiness check data to inform **targeted small-group instruction**, ensuring that students develop essential skills before moving to more complex concepts. For example, students who require additional support in place value may work with **base-ten blocks to build and decompose numbers**, while participating in daily number talks to share and compare strategies (e.g., decomposing numbers to solve addition problems). Students developing fact fluency may engage in **daily practice routines such as skip counting, fact families, and math games** designed to build automaticity in an engaging manner.

Across both literacy and numeracy, a key focus is making learning visible. Teachers work with students to develop **clear "I can" statements and co-created learning goals**, such as "I can add details to support my ideas" or "I can explain how I solved a math problem." Students regularly reflect on their learning through journals, conferences, and self-assessment, helping them better understand their progress and next steps. This directly addresses survey data showing that some students are unsure of their growth, particularly in mathematics.

To support consistency and coherence, staff are collaborating to develop and implement a **comprehensive K–7 assessment framework** in both literacy and numeracy. This includes the use of DIBELS, School-Wide Writes, Numeracy Readiness Checks, and classroom-based formative assessments to monitor progress and inform instruction. Ongoing collaboration through team meetings and inquiry cycles ensures that instructional practices remain responsive to student needs.

Through the intentional integration of structured literacy practices and numeracy readiness approaches, we aim to ensure that all students develop strong foundational skills, are able to articulate their learning, and are supported in progressing from developing to proficient and extending levels.

Our goal is for all learners to experience success, build confidence, and see themselves as capable readers, writers, and mathematicians.

Improve equity

Our commitment to belonging extends beyond the classroom through a wide range of extracurricular opportunities in athletics, fine arts, and after-school programs, which support students in building friendships, developing confidence, and fostering resilience. In partnership with the Franklin Parent Advisory Council (PAC), we actively work to strengthen connections between home and school. The PAC plays a vital role in creating inclusive community experiences by organizing accessible events such as movie nights, school dances, and hot lunch programs, with subsidies in place to ensure all families can participate. These events, along with ongoing communication and collaboration between families and staff, help build a culturally responsive and connected school community.

Through these collective efforts, we are fostering an environment where all students feel acknowledged, included, and supported, and where equity, well-being, and belonging are central to every aspect of school life.

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

As a school community, we are continuing our journey toward reconciliation by deepening the integration of Indigenous perspectives across all areas of learning in ways that are meaningful, consistent, and connected to students' experiences. Student Learning Survey data indicates that while many students report learning about Indigenous Peoples, this learning is often experienced as occasional rather than ongoing, with some students—particularly in the primary grades—uncertain about when or how this learning occurs. In response, we are prioritizing greater clarity, consistency, and visibility in how Indigenous perspectives are embedded across the curriculum.

Our work is guided by the First Peoples Principles of Learning and is reflected in the following key practices:

- **Embedding Indigenous Perspectives Across the Curriculum:**
 - Integrating Indigenous content, stories, and ways of knowing across subject areas
 - Introducing age-appropriate learning experiences early in the primary grades to build foundational understanding
 - Connecting learning to place, identity, and community
- **Focusing on the First Peoples Principles of Learning:**
 - Engaging students in a school-wide focus on the First Peoples Principles, introduced weekly through student-led morning announcements
 - Supporting classroom discussions and reflections on each Principle to deepen understanding
 - Re-introducing and revisiting the First Peoples Principles at the beginning of the school year to reinforce shared understanding
- **Strengthening Authentic Learning Through Collaboration:**

- Partnering with Indigenous educators, artists, and Knowledge Keepers to support culturally grounded learning experiences
- Providing opportunities for students to engage in authentic inquiry, storytelling, and creative expression
- **Supporting Ongoing Staff Learning:**
 - Engaging in professional development focused on Indigenous history, perspectives, and pedagogical practices
 - Collaborating as a staff to share resources and build confidence in embedding Indigenous learning
- **Amplifying Student Voice and Engagement:**
 - Gathering student feedback through surveys and discussions to better understand their experiences
 - Creating opportunities for students to reflect on their learning and make connections to their own identities and communities
- **Building Community Connections and Cultural Understanding:**
 - Strengthening relationships with local Indigenous communities
 - Engaging in shared learning experiences and recognizing important cultural events

As part of this work, we completed a collaborative school-wide mural project led by Indigenous artist Jerry Whitehead, which now serves as a visible and lasting representation of our commitment to truth and reconciliation. The mural stands as a permanent tool for ongoing discussion and reflection, reminding our community of the importance of reconciliation. Classes engaged in dialogue about reconciliation and collaboratively identified a word that represented what reconciliation means to them; these words were intentionally embedded into the mural as it was created. Students were actively involved in painting these ideas into the artwork, deepening both their understanding and sense of ownership.

In addition, our outdoor learning space has been revitalized to include a diverse range of Indigenous plants, strengthening opportunities for place-based learning and connection to local ecosystems. These include traditional and local species such as tobacco, sweetgrass, salal, red columbine, Oregon grape, echinacea, camas, strawberries, flowering currant, nodding onion, pearly everlasting, yarrow, kinnikinnick, plantain, self-heal, calendula, woolly sunflower, sage, and miner's lettuce. Classes worked alongside our Indigenous Education Enhancement Worker to select and learn about these plants, deepening their understanding of Indigenous knowledge systems and the relationship between people, land, and environment.

Through these intentional and connected actions, we are working to ensure that Indigenous education is not experienced as occasional but as an integral and meaningful part of students' learning, supporting a stronger sense of identity, belonging, and respect for all members of our school community.

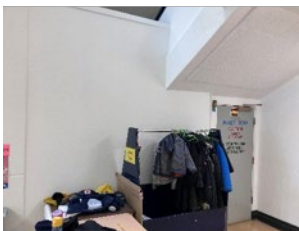
HOW WILL WE KNOW WE'RE ON TRACK?

To address areas identified through Student Learning Survey, CSL data, and School-Wide Write data, we will focus on increasing clarity of learning in numeracy, strengthening writing instruction to move students from developing to proficient, and improving writing conventions. At the same time, we will enhance student belonging by ensuring every learner can identify a trusted adult, expanding student voice, and embedding inclusive and culturally responsive practices. We will also deepen the integration of Indigenous perspectives across the curriculum. Through consistent, school-wide approaches to instruction, assessment, and relationship-building, we aim to improve both student achievement and overall well-being.

We will know we are making progress when students are meaningfully engaged in learning that reflects their identities, amplifies their voices, and deepens their understanding of truth and reconciliation through authentic, shared experiences.

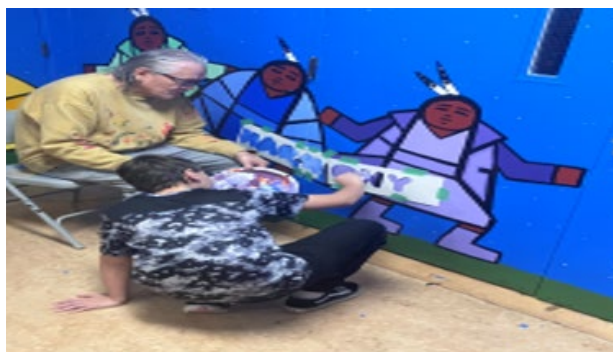
A key measure of success is the extent to which students demonstrated voice, ownership, and participation in culturally responsive learning. This was exemplified through a school-wide mural transformation project that focused on replacing an image that reflected colonial narratives with a new design that embodies our school's values and commitment to truth and reconciliation.

Franklin Foyer Before



This month-long project was guided by renowned Indigenous artist Jerry Whitehead and actively involved students in meaningful and collaborative ways. Every class contributed by identifying one word that represented what reconciliation meant to them. Students then visited the mural space and, with guidance from the artist, painted their chosen word into the mural—co-creating a piece that reflects both cultural respect and collective student voice.

Student Voice



As part of this process, selected Indigenous students took on leadership roles by interviewing Jerry Whitehead. This conversation was recorded by the VSB Communications Department, further validating and elevating student voice. The strongest evidence of learning emerged through this collaboration, as students demonstrated confidence, inquiry skills, and cultural understanding.

The completed video is now featured on the VSB website ([link](#)), extending the impact of this learning to a broader audience. It was also shared at our year-end assembly, where the students involved were recognized. The visible pride on their faces, along with the positive response from the school community, provided powerful evidence of belonging, engagement, and success.

Additional indicators that we are on track include:

- Increased student voice and leadership in school-wide learning
- Student ability to reflect on and communicate their understanding of reconciliation
- Active participation in culturally meaningful and community-connected experiences
- Collaborative staff practices aligned with the First Peoples Principles of Learning
- Positive feedback from students, families, and community partners

Franklin Foyer With Mural



Together, these measures will help us monitor progress and ensure that learning remains authentic, inclusive, and connected to identity, place, and community.