Franklin Elementary School's Educational Project 2023-2027

Franklin Elementary School
1410 Route 202 | Franklin J0S 1E0
www.franklin.nfsb.qc.ca
An elementary school of the New Frontiers School Board
www.nfsb.qc.ca

1. An introduction to our Educational Project

Franklin Elementary School is a 4-year-old Kindergarten to Cycle 3 Year 2 (Grade 6) elementary school located in Franklin, QC. We offer a bilingual program to our students. A highlight of our school is a learning environment which incorporates a significant amount of outdoor learning. Students benefit from an integrated approach in which all students needing particular resources or support in the classroom have access to such accommodations. The main goal is to teach students throughout their elementary school years, to independently apply various learning strategies so they can use them to overcome both social and academic challenges in secondary school.

Our educational project emphasizes the success and well-being of our students, staff, and families. The objectives aim to address academic success, as well as social-emotional well-being and a sense of belonging to our school and community.

This Educational Project between Franklin Elementary School and the New Frontiers School Board is written within the framework of the Education Act.

2. Who we are at Franklin Elementary School

Our Vision

Franklin Elementary School is an inclusive community school committed to success for all, by engaging students and fostering them to be lifelong learners.

Our Mission

To fulfill our vision, Franklin Elementary School's Mission is to:

- Offer a bilingual education program from K4/K5 to grade 6;
- Focus on authentic and experiential learning experiences;
- Have a community model to increase student engagement and promote their development into good citizens; and
- Create a welcoming learning environment where everyone feels they belong and are appreciated.

Franklin Elementary School's (FES) territory stretches from "Havelock Corners" in the municipality of Havelock to "Herdman Corners" in the municipality of Hinchinbrooke. To the North our territory borders Ormstown and St-Chrysostome and to the South it borders the United States.

The school is located in a rural community with agriculture and agro-tourism being the basis of economic activity. The closest centers are Ormstown and Huntingdon, each located approximately 25 kilometers from the school. Franklin is a small village with a post office, corner store, other small businesses in Saint-Antoine-Abbé, and a major employer specializing in the agri-food industry with over 250 employees. Our school building is more of a schoolhouse with its hardwood floors and six classrooms, it is valued as a community centre by citizens of all ages and is used for a variety of local events. Franklin's Community Learning Centre (C.L.C.) coordinator supports us in building partnerships with the community and finds the goods and services available to help us realize our school initiatives. Franklin is a zone 8 school on the Indices de Défavorisation scale (formerly known as N.A.N.S. scale), with most of the financial allocation dedicated to literacy development initiatives.

Most students frequenting Franklin Elementary School speak English at home (62% English, 33% English and French, 4% French, 1% English and other). Within our inclusive education model, all students from the 4-year-old and 5-year-old Kindergarten (K4/K5) and grades 1 through 6 are taught according to the bilingual model with 50% English and 50% French curriculum. This ensures that students, upon entering secondary school, have developed their oral communication, reading and writing competencies in both English and French.

At Franklin we focus largely on a differentiated approach to instruction which promotes progress for all students, resulting in success for all our students as 100% of our grade 6 students are promoted to secondary school. Based on the Universal Design for Learning (UDL) framework, we design our instruction to best meet the needs of our diverse learners. Since we are a small school, there are many opportunities for us to follow-up on students' academic and social-emotional well-being. As well, true to the UDL framework, our intimate setting offers many occasions for staff to:

- Provide students various ways of acquiring information and knowledge;
- Provide students alternatives for demonstrating what they know; and
- To tap into their interests, challenge them appropriately, and motivate them to learn.

In addition, we value our natural surroundings and are continuously working to develop our Outdoor Classroom and looking for ways to incorporate nature into our everyday teaching. Our active partnership with Blair's neighbouring farm allows us to extend our outdoor exploration. The neighbouring farm and land on school property and surrounding the school contributes to our effort to raise healthy children. It permits more opportunities for physical education and fitness, and we seize the historic and science-rich learning opportunities it provides for all students.

Being a relatively small teaching staff, we are fortunate to pursue Professional Development opportunities in which the whole staff participates. In recent years, our focus has been on Outdoor Education, the Responsive Classroom approach, and social emotional approaches to learning such as the work of Dr. Gordon Neufeld. We incorporate the six pillars of character education (citizenship, responsibility, caring, respect, trustworthiness, and fairness) and we continue to honour our Outstanding Citizens.

Our Students & Staff	Pre-School	Elementary
Number of students	13	43
Number of teachers	2	4
Number of support staff	1	4
Number of non-teaching professionals	3	3
Our socio-economic index	8 (Indices de Défavorisation / N.A.N.S. School)	
Our budget statement @ June 30		

3. Educational Project Committee Members

Carla Shaw	Principal	Michelle Blair	Teacher
Tamara Stevenson	Teacher	Monika Van Vliet	Teacher
Amanda Raithby	Teacher	Virginie Chevarie	Teacher
Melanie Robidoux-Bayard	Teacher	Karine Bonneville	Governing Board Chair

4. Consultation Process

In the development of our Educational Project, the following consultations were undertaken:

Group	Date	Format	Notes
Teaching Staff	November 2, 2023 December 5, 2023 January 15, 2024 March 28, 2024	School Council	
Support Staff & Professionals			
Students	February 22, 2024	Student Coalition	
Parents	October 26, 2023 January 17, 2024	Governing Board	
Community Representatives			
The School Board	October 24, 2023 October 26, 2023 December 7, 2023 February 27, 2024	AMC Meeting Meeting with Senior Advisor, Rob Buttars AMC Meeting AMC Meeting	

5. Some of our Challenges

Strengthening Employee Engagement is one of NFSB's orientations for it's Commitment to Success Plan. For NFSB to be successful in meeting their objectives, each school and centre must contribute to employee engagement. Franklin Elementary has a strong team with a family feeling among staff. However, it is particularly important to maintain a focus on employee engagement, particularly due to sharing a Principal with another school. With the Principal's leadership in two locations, it may be easier for employee engagement to diminish. In addition, our small school environment makes teamwork and support even more important. Staff members go above and beyond in their efforts. Feeling supported and taking pride in our unique school ensures continued satisfaction and in return the best learning environment for our students. Therefore, our Educational Project reflects the importance of our employee engagement.

Franklin Elementary believes academic success is possible when students' needs are cared for, including their physical, social-emotional and mental health. Academic struggles and exam performance may indicate issues related to stress, anxiety, self-regulation, a sense of belonging, mindfulness attitudes, etc. The Our School Survey has given us data with respect to Social-Emotional Outcomes which we can use as our target areas. NFSB's promotion of REDI (Reconciliation, Equity, Diversity, Inclusion) and focus on effective use of data compels us to dig deeper and look at solution-oriented strategies. Therefore, in addition to best practices and support in literacy and math, we aim to approach student success also from the perspective of SEL, mental health, and REDI initiatives.

Our small community-based school thrives when our relationships and partnerships are strong. We have noticed a decrease in the number of parents and community members involved in school initiatives. Franklin Elementary prides itself on a sense of community, both inside and outside the school. We are committed to bringing families into our school and fostering a sense of belonging for our students, families, and community. We value their presence and involvement as it enriches opportunities for our students. Franklin Elementary aims to highlight the successes of our students and uniqueness of our school and community, with the intention of fostering relationships and partnerships that enhance student learning.

6. Our Plan

In line with the aforementioned challenges, we will focus on the following areas to improve student achievement:

Orientations	Objectives	Targets	Indicators	Results
1. Strengthen Employee Engagement	Continue to develop a system of support where teachers and support staff feel satisfied and supported in their work.	All staff identify an overall atmosphere of support that fosters team building. All staff feel there is transparency in decision making and that communication is a priority. All staff take ownership and pride in our school's uniqueness. All staff feel they both give and receive support for success in their work. Staff ideas are implemented for group and/or personalized professional development, in response to the needs of staff and the school.	End of year surveys: Administer survey questions to assess level of confidence and comfort with support and satisfaction. Level of use and communication with professionals to meet students' needs. Level of use and communication with subject area and other consultants, and CLC agent for advice, support, and resources. Organized and spontaneous social and team building activities. Regular communication in-person, memos, and bulletins. Number and type of professional development activities.	

2. Leverage the Power of Data	Increase student success through initiatives in SEL, mental health, and REDI.	Gap between class and final exam results at less than 15%. 80% of students at level in English & Math by the end of cycle 3, and 70% of students at level in French by the end of cycle 3. Increase the number of students with a high positive sense of belonging from 53% in 2023-2024 to at least the Canadian norm of 75%. Increase the number of students with positive behaviour at school, particularly the number of boys who, in 2022-2023, identify themselves as having positive behaviour from 54% to 75%. Decrease the number of students with moderate to high levels of anxiety in 2023-2024 from 47% to no more than the Canadian norm of 26%. Maintain the 81% level from 2022-2023 for students who feel Franklin School gives them the help and support they need to be a successful student.	PM Benchmark assessment GRADE assessment GB+ assessment New CFA for Mathematics D-Vision & Power BI Our School Survey Tracking student intervention initiatives related to SEL, mental health, and REDI.	

3. Foster Relationships & Partnerships, and Develop Global Perspectives	Build a greater sense of community both in school and the local community.	Increase parent involvement in school (communication, events, workshops, etc.). Increased outreach to families and the community to highlight our school, both currently and our alumni. Maintain and build on community partnerships (e.g. collaboration with CLC Agent). Students take pride in the uniqueness of our school and community.	Our School Survey Administer survey questions to families. Track attendance and volunteer efforts. Track partnerships and grant applications. Use of neighbouring farm partner and use of land on school property and surrounding the school.	

7. Alignment & Accountability

Our Educational Project is in alignment with the Commitment to Success Plan of the New Frontiers School Board, and the priorities of the Quebec Ministry of Education.

This Educational Project will be evaluated on a regular basis and the results will be presented to our community. We will analyse our results and determine the degree of success in the attainment of our targets. With the view to continuous improvement, this evaluation is the occasion to examine high-impact teaching strategies and to put them into practice.

8. Signatures

Signed at Franklin Centre, Quebec this 03 day of April 2024

Carla Shaw, Principal Franklin Elementary School	Karine Bonneville, Chair Franklin Elementary School Governing Board

I, Mike Helm, Director General, confirm that this plan is in line with the Commitment to Success Plan of the New Frontiers School Board, and is in conformity with our timeline:	