

### School Address

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### Principal

Inga Upeslaciis

### Administrative Office Staff

Wilma Thorpe  
Nancy Dorkin

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### School Council Chair(s)

Mirka Macalik

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### Ward 15 Trustee

Cathy Dandy  
(416) 397-3083

### Superintendent

Jill Worthy  
(416) 394-2048

### Director of Education

Chris Spence

## OUR SCHOOL

Frankland Community School is situated on Logan Avenue just south of Danforth Avenue in north Riverdale, near Withrow Park. The school first opened in 1910. In 1980, it was rebuilt and expanded to include a swimming pool, a daycare, a double gymnasium and a community centre. The school is a shared-use facility and works in partnership with the Community Centre and Frankland Daycare.

Frankland Community School strives to provide a safe and caring learning environment where each child has the opportunity to reach a high level of achievement and develop the knowledge, skills, and values to become a responsible member of our Canadian society. We are proud of the unique community culture and sense of belonging fostered within our school, and encourage participation in a wide variety of activities. In focusing on academic excellence, responsible self-esteem, and respect for all members of society, our students are encouraged and guided to reach their full potential. At Frankland we honour the partnership between school, home, and community. We believe that together we can make a difference for the future of our children.

## School Focus For This School Year

✦ In 2008-2009, we will have three specific areas of focus:

1. Literacy: Our goal is to improve student achievement in writing, specifically through explicit instruction and the use of the writer's workshop model.

2. Mathematics: Our goal is to improve student achievement in Geometry and Measurement, specifically using a three-part lesson strategy.

3. Equity and Character Development: "Making a Difference" will be the theme to integrate activities that promote eliminating discrimination and standing up for what is right into all areas of the curriculum. Together with the implementation of Tribes™ and regular recognition of social skills, this overall theme supports our guidance goals of building community, developing personal responsibility, respecting differences and celebrating diversity, and developing awareness of global connectedness.

✦ We continue to build on the success of the Early Years Literacy Project, in which Frankland participated (2000-2004) with a school-wide commitment to high quality balanced literacy programming across the curriculum. We believe that highly developed literacy skills are essential for the lifelong learner.

## OUR STUDENTS (As of spring 2008)

	<u>No.</u>	<u>Percent</u>
✦ Total number of students:	<b>344</b>	
Junior Kindergarten - Grade 3	200	
Grade 4 - Grade 6	144	
✦ Gender:		
Female	150	44%
Male	194	56%
✦ Primary language other than English:	50	15%*
✦ Students born outside of Canada:		
Students living in Canada for 2 years or less	5	1%
Students living in Canada for 3 - 5 years	5	1%

\* Calculation does not include students for whom language information is missing.

## THE SCHOOL BOARD PROVIDES:

The Toronto District School Board (TDSB), in partnership with students, parents, teachers and all our communities, is committed to taking responsibility for continuous improvement of schools. This is achieved through:

- ✦ **Relevant Curriculum**
- ✦ **Equity**
- ✦ **Accountability**

### Regular Instructional Programs

- ✦ Languages - English, English as a Second Language, and French
- ✦ Mathematics, Science and Technology
- ✦ Arts - Music, Visual Arts, Drama and Dance
- ✦ Social Studies, Health and Physical Education

### Special Education Programs

A variety of special education programs and services are offered to meet the needs of all students, including students with exceptionalities, such as behavioural, communication, intellectual, physical and multiple learning disabilities. Students' exceptionalities are identified through a formal review process undertaken by an Identification, Placement and Review Committee (IPRC).

## OUR SCHOOL ALSO OFFERS:

### Co-Curricular

#### Arts Programs

- ✦ Dance:  
Folk Dancing, Modern
- ✦ Music:  
Band, Choir, Music Concerts / Performances, Music Workshops, Recorder, School-wide musical with actors, dancers, and choruses, Strings
- ✦ Visiting Artists:  
Dance, Drama, Music, Prologue to the Performing Arts
- ✦ Visual Arts:  
School-wide Art and Poetry Show, Stage design

#### Athletic Teams

- ✦ Basketball
- ✦ Cross Country
- ✦ Slo-Pitch
- ✦ Soccer
- ✦ Swimming
- ✦ Track and Field

#### Clubs

- ✦ Boy's Reading
- ✦ Environmental
- ✦ French Club
- ✦ Skipping Club
- ✦ Sound, Light and Stage Crew

#### Leadership

- ✦ Student Leadership:  
Student council, Free the Children, Ambassadors/ Office assistants

### Community, Culture and Caring

#### Community - Tutoring

- ✦ School Based:  
Homework Clubs

#### Culture/Caring

- ✦ Caring:  
Free The Children
- ✦ Fundraisers:  
Terry Fox Run
- ✦ Safe & Caring Schools:  
Let's Stop the Bullying: Bully Prevention Program
- ✦ Social Skills:  
Tribes

#### Equity

- ✦ Assemblies

Information about the success of our programs comes from a wide variety of student assessments. These assessments are based on clear expectations for all learners, consistent with those described in *The Ontario Curriculum*.

The primary purpose of student assessment is to improve learning. Assessment has the greatest potential to improve learning when it is an integral part of classroom activities. Teachers assess student progress towards achieving the expectations on an ongoing basis by using strategies such as projects, class presentations, homework assignments, classroom observations, portfolios of student work, and tests.

Schools use assessment information and information from other sources to make informed decisions for school improvement planning. Schools identify areas of strength as well as areas that require improvement. Input is obtained from a variety of sources such as student assessments, teacher feedback, parent feedback, and community surveys. In this way, schools monitor, celebrate and improve their efforts in providing a supportive and challenging learning environment for all their students.

## WHAT OUR SCHOOL IS PLANNING FOR THIS YEAR

Frankland Community School is committed to ensuring that student achievement is our first priority. We strive to provide high quality programs to ensure the success of all students at all levels. We are proud of our positive school environment where curiosity and risk taking are encouraged and individual learning styles and differences are honoured. Our student achievement in both daily learning and the Gr. 3 and Gr. 6 EQAO testing results consistently demonstrate that together we are addressing the needs of our students. We have developed the following plans for this year:

### Classroom Learning

- ✦ Students will focus on clear and effective writing: organization of ideas and content, voice, word choice and descriptive language, and sentence fluency.
- ✦ Students will develop strategies to effectively plan, write drafts, and revise.
- ✦ Students will learn to effectively edit their writing for language conventions and presentation.
- ✦ Students will understand the reciprocal nature of reading and writing. Students will be encouraged to use authors as mentors for their writing.
- ✦ Students will develop strategies to produce writing in all standard written forms.
- ✦ Students will be provided with opportunities to produce writing that is original and interesting and that reflects their capacity for independent critical thought.
- ✦ Students will be explicitly taught effective writing strategies across all curriculum areas.
- ✦ The Writer's Workshop format will be implemented at least three times a week K-6.
- ✦ Students will integrate information and multimedia technology into everyday learning.
- ✦ A priority will be placed on a balanced approach to teaching all strands of math to ensure concept development and higher level thinking skills; to ensure this we will structure lessons consistently in three parts with direct instruction, group and individual work, and class discourse.
- ✦ Students will consistently use mathematics

manipulatives and Nelson math texts, supplemented by JumpMath for at-risk students.

- ✦ We will ensure that Geometry and Measurement get taught as thoroughly as other strands and that students value learning in these areas.
- ✦ We will ensure that equity education, character development, and global education are interwoven into all areas of the curriculum, and highlighted at monthly assemblies.
- ✦ In all subjects, the focus will be not only on developing knowledge and understanding, but also developing critical and creative thinking skills, communicating knowledge and understanding through various forms, and using knowledge and skills to make connections to other contexts.
- ✦ We will honour our parents'/guardians' outstanding involvement in their children's learning and nurture this exemplary partnership.

### Professional Development

We believe in the importance of on-going job-embedded professional development for all teachers. We will:

- ✦ examine specific teaching and assessment strategies to inform precise teaching to address specific needs in student writing.
- ✦ use Van de Walle as resource to support ongoing implementation of three-part math lessons.
- ✦ create/ identify common assessment tools across grades and divisions.
- ✦ engage in moderated marking as a tool for identifying and meeting students' needs as well as examining and critiqueing our own practice.
- ✦ collaboratively develop a K-6 continuum of key skills in Writing, Geometry, and Measurement.
- ✦ ensure all staff are trained in Tribes™ and have a working knowledge of the TDSB Equitable Schools document and Let's Stop Bullying document.

## OUR COMMUNITY PARTNERS

### Parent And Community Involvement

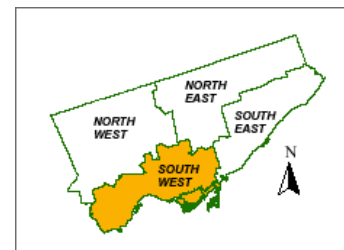
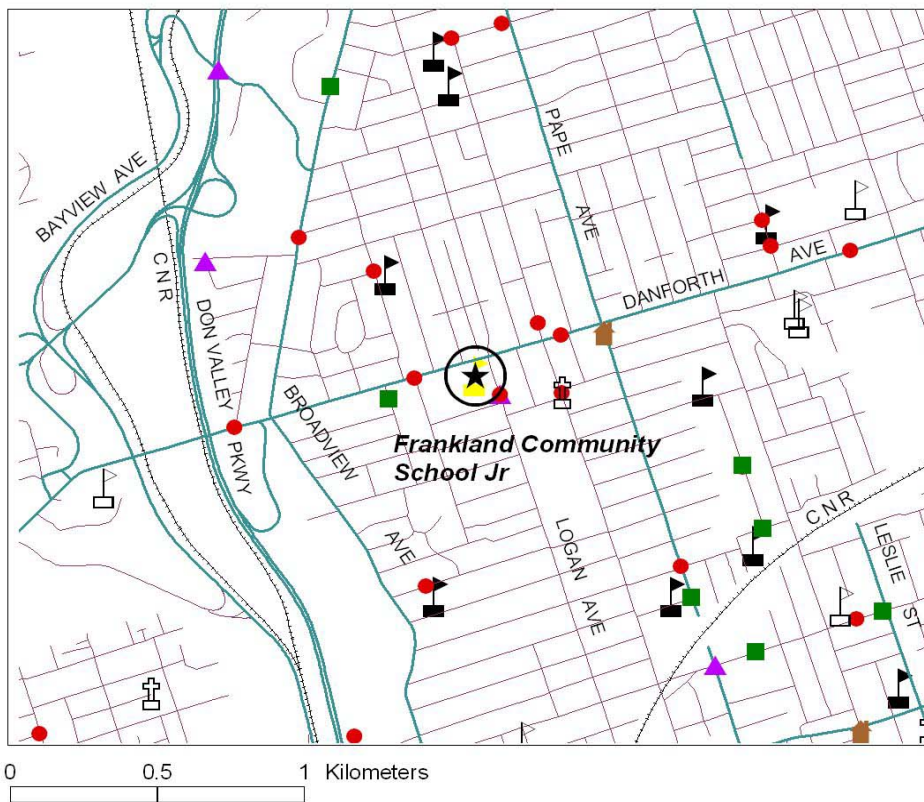
#### Parent Involvement:

- ✦ Frankland School Council meets first Wednesday of each month. Childcare available.
- ✦ Extensive parent volunteers - in classrooms, library, Scientists in the Schools, Field trips, Safe Arrival Program, Read-a-Thon, Book Fair, Fun Fair, Co-curricular activities, Greening
- ✦ Parents assisting literacy programming (adult reading partners)-PALS
- ✦ Extensive committee work: Safe Schools, Equity and Anti-bullying, Advocacy, Communications, Parental Involvement, Graduation, Playground Revitalization and Active Playgrounds, Greening Team
- ✦ Fundraising: Magazine Drive, Silent Auction, Book Fair, Cookie Dough, Frankland clothing, Readathon, Danceathon, Fun Fair
- ✦ Community Events: Welcome Back Breakfast, Curriculum Night, Silent Auction, Skating Party, Gr.6 presentations, Family Math Night, Music Nights, Musical -Pinochio, Fun Fair, Arts Show, Graduation (Kindergarten and Gr.6)

#### Community Links:

- ✦ Community partnerships with Community Centre, Daycare Centre, University of Toronto-OISE, Local Public Library, Public Health Department, Social Agencies, local Business Associations
- ✦ Community events - Taste of the Danforth, Earth Day Community Clean-Up, participation in Riverdale Share Concert.

### OUR NEIGHBOURHOOD



- ★ OUR SCHOOL
- ▣ TDSB Elementary School
- ▣ TDSB Secondary School
- ⊕ Separate School
- Daycare/Nursery School
- Family Resource/ Parenting Centre
- ▲ Community/ Recreation Centre
- 🏠 Public Library

Notes: The map shows the locations of local schools, community and social service facilities. For more information about these locations please contact the school. Sources: TDSB - Academic Accountability, Facility Services; City of Toronto - Children's Services, Toronto Land Information Services.