

Ruth King 2026-27 School Growth Plan

School Context:

Ruth King Elementary School, located in central Langford on the traditional lands of the Esquimalt and Songhees Nations, is a vibrant and caring learning community where relationships are at the heart of all that we do. With approximately 80 dedicated, compassionate, and professional staff members supporting 20 divisions, we are proud to serve a diverse and wonderful community of students and families.

At Ruth King, we believe that every child who walks through our doors brings with them unique strengths, gifts, experiences, and dreams. Our greatest responsibility is to know our students, value who they are, and create the conditions in which they can learn, grow, and flourish. We work intentionally to create a school where every child feels safe, welcomed, included, and genuinely known.

Our staff takes great pride in supporting the whole child. We recognize that meaningful learning happens when students feel a strong sense of belonging and when they know that the adults around them believe in their potential. Through collaboration, compassion, creativity, and a deep commitment to our students, we continually strive to meet their diverse needs and help each learner discover their own path to success.

We also recognize that our students' success is strengthened through strong relationships with families. We are grateful for the trust families place in us and believe that education is a partnership built on communication, respect, and a shared belief in what is possible for every child.

Together, we strive to create more than a place where children come to learn. We strive to create a community where children feel that they belong, where they are encouraged to take risks, where their voices matter, and where they are inspired to become the very best versions of themselves.

At Ruth King Elementary, we feel incredibly fortunate to be part of each child's journey. Our hope is that every student who comes through our doors leaves knowing that they mattered here, that they were valued here, and that they were surrounded by people who believed in them.

Student Voice:

As the principal of this beautiful school, I plan to facilitate several strategies that will intentionally highlight **student voice** in relation to our school goals. As an elementary school, I have tried to select approaches that are age-appropriate, engaging, and meaningful, while providing students with authentic opportunities to share their experiences and perspectives.

One of the important sources of information we will utilize is the data collected through our **Learning Survey**. This information will help us better understand our students' experiences and perspectives and will serve as one of the tools we use to guide future decisions and identify areas for continued growth.

In addition, I would like to introduce a strategy known as a **Feedback Audit**. These are essentially school climate surveys adapted for younger learners, using accessible tools such as emojis, visual scales, and simple questions. Students would have opportunities to provide feedback on areas such as their sense of safety and belonging, as well as their experiences in spaces such as the classroom, playground, lunchroom, and during recess. This will allow us to hear directly from students about the aspects of school that are working well and the areas where they feel we could improve.

I would also like to initiate **Listening Walks** with a variety of students across different grade levels. These would be informal tours of the school alongside students, providing them with an opportunity to point out and discuss the environmental, social, and cultural aspects of our school that influence their daily experiences. Rather than simply asking students what they think, the Listening Walks would allow us to see our school through their eyes and better understand how different spaces and experiences impact their learning, sense of belonging, and overall well-being.

Together, these strategies will help us create meaningful opportunities for students to have a voice in the direction of our school. Most importantly, I want students to see that when they share their thoughts and experiences, **we listen, we reflect, and we take action**. Student voice should not simply be something we collect—it should be an important part of how we understand our school community and determine how we can continue to make it an even better place for every child.

Goal #1: Literacy—Strengthen Foundational Literacy Skills

- Promote evidence-aligned literacy instruction in the K-2 levels
- Target reading fluency for students in Grade 3-5 with the goal for our students to demonstrate and increased oral reading fluency and comprehension

Actions/Strategies:

- Further explore our recently piloted Literacy Intervention strategy/program that targets later-learners
- Find some collaboration time for our same-grade teams
- Provide our EA's with the skills and necessary training to support the literacy initiatives present in each of our classrooms
- Use diagnostic assessments to identify specific student needs and inform targeted interventions across all grades.
- Continue to collaborate in grade teams and liaise with the Curriculum Coordinators around Literacy Instruction
- Continue to work with community partners, i.e. Costco Readers and Rotary Club, in providing extra- reading with students who have been identified through our diagnostic assessments as students who would benefit from this additional support.
- Continue to focus on schoolwide Literacy Learning i.e. Literacy Week; collaboration with our Teacher Librarian and LIT teachers.
- Develop information/learning to help families support their children at home with reading.

Data/Evidence of Impact:

- Screening Data K-5—following the new guidelines being prescribed to our K-3 teachers and looking to spread that influence throughout Grad 4-5
- Year End-Data (Term 3 Summative Reports)
- Grade 4 FSA Data
- Learning Support Reports – themes and trends
- Classroom Teacher “Observational Data”

Goal #2: Literacy – Develop Comprehensive Writing Skills

Support students in planning and creating texts for different purposes and audiences.

Actions/Strategies:

- Restart the practice of schoolwide writes: Dates to be determined...

- **Fall Focus**- writing to communicate ideas and information
- **Winter Focus** – personal writing (descriptive writing, personal voice)
- **Spring Focus** – narrative writing
- Each grade will have a specific focus that aligns with curricular competencies and expectations
- Continue with collaborative assessments/markings of schoolwide writes using the BC Performance Standards/Quick Scales/Learning Progressions
- Continue teacher collaboration at grade levels on writing instruction.

Data/Evidence of Impact:

- Schoolwide Write Data – 3 times a year with teacher support
- Year-End Data (Term 3 Summative Reports)
- Student Literacy Portfolios
- Grade 4 FSA Data
- Classroom Teacher “Observational Data”

Goal #3: Numeracy – Deepen Number Sense and Increase Computational Fluency Skills

- Students will use efficient, flexible, and accurate methods for computation, choosing appropriate strategies and explaining their thinking.

Actions/Strategies:

- Use diagnostic assessments to identify specific student needs and inform targeted interventions across all grades.
- Use diagnostic assessments to identify student/grade needs and inform instruction K-5.
- Establish a plan for teacher collaboration and professional learning.
- Seek collaboration with the Curriculum Transformation Department and other elementary schools.
- Identify instructional resources and materials needed to assist staff and students—we will continue to highlight the usefulness of the recently introduced Numeracy Booklets, which are courtesy of our Curriculum Transformation Team—so good!

Data/Evidence of Impact:

- Screening Data K-5
- Year End-Data (Term 3 Summative Reports)
- Learning Assistance Reports – themes and trends
- Grade 4 FSA Data
- Classroom Teacher “Observational Data”

2025-26 Reflections:

The 25-26 school year has allowed me much time for observation, reflection, and assessment for the purpose of growth, in all realms of school life here at Ruth King. Being new to the role of principal here at Ruth King, I have taken the necessary time needed to observe, evaluate processes, and encourage the staff in ways that both fit the needs of this beautiful school but also align with my own values and approach to leadership. I can honestly declare that Ruth King is a great place to learn, love and grow—for students and adults alike.

Throughout the course of the school year, we have moved forward with several initiatives—initiatives which align both with our SD62 Strategic Plan, and the goals created as part of our School Plan. Our Literacy team will continue to push us forward, and I look forward to establishing a strong Numeracy team to help us stay current with our goals in this vital realm of the curriculum.

We have a motto developing here at Ruth King: “Together We Achieve”. As part of a summer project, our team is working to identify and clarify the processes which define all that defines the educational experience here at Ruth King. As a vital piece of the equation, we aim to realistically include our families as impactful contributors on this educational journey. Year 1 has seen us enjoy so many successes, and I look forward to the road ahead!

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