

RUTH KING 2025-26 School 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 inclusive learning community. We have a team of approximately 75 dedicated, caring, and professional staff members who support the school's 20 divisions and serve a diverse population of students and families. As a school community, Ruth King Elementary is committed to fostering a respectful, nurturing environment where all learners are valued. The staff takes great pride in their ability to meet the varied needs of their students, working collaboratively to ensure every child feels supported, engaged, and empowered to succeed.

Goal #1: Literacy - Strengthen Foundational Literacy Skills

- Ensure all K-2 students receive evidence-aligned phonics instruction demonstrating proficiency in nonsense word fluency.
- Improve reading fluency for students in grades 2-5 so that students demonstrate increasing oral reading fluency and comprehension.

Actions/Strategies:

- Use diagnostic assessments to identify specific student needs and inform targeted interventions across all grades.
- Administer the *Words Their Way Primary Spelling Inventory*. We intend to administer this every June to track student progress K- 5.
- Continue to collaborate in grade teams and liaise with the Curriculum Coordinators around Literacy Instruction; i.e. CARS (Collaborative Action Research Study) for reading fluency and accuracy; PRPS (Partner Reading Paragraph Shrinking) to be able to articulate the main idea, build comprehension and synthesizing.
- 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

The screening measures used are as follows:

Kindergarten	First Sound Fluency (FSF) – SD62
	Letter Sound Fluency (LSF) - DIBELS
Grade 1	Nonsense Word Fluency (NWF) – SD62
	Phoneme Segmentation Fluency (PSF) - DIBELS
Grade 2	Oral Reading Fluency (ORF) – SD62
Grade 3	Oral Reading Fluency (ORF) – SD62
Grade 4	MAZE Assessment/ORF - DIBELS
Grade 5	MAZE Assessment/ORF– DIBELS
K-5	Word Their Way Primary Spelling Inventory

- 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: *Provide some strategies you will pursue and actions you will be taking toward this goal.*

- Restart the practice of schoolwide writes: September, February and May.
Fall Focus- writing to communicate ideas and information
Winter Focus – personal writing (descriptive writing, personal voice)
Spring Focus – narrative writing
(each grade has 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: *Describe what comparative data sources and evidence you will use to demonstrate a desired impact on student success. How will you know?*

- 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, for example OCHRE which is an evidenced based curriculum resource.

Data/Evidence of Impact: *Describe what comparative data sources and evidence you will use to demonstrate a desired impact on student success. How will you know?*

- 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”