



Juniper Ridge Elementary School

Annual School Learning Plan 2026-2027

Revised September 2026



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People.

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Canton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with [Tk'emlúps te Secwépemc through our Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#)

SCHOOL CONTEXT

Through the Big Ideas, Curricular and Core Competencies and Content in BC's Curriculum, Juniper Ridge Elementary focuses on the development of strong foundations in literacy, numeracy, and nurturing the whole child. Focusing on Communication, Thinking, and Personal and Social Competencies, Juniper Ridge seeks to create a welcoming space that appreciates diversity and inclusion for all. Engaging our community stakeholders in the Juniper Ridge School Learning Plan will continue through our Parent Advisory Council Meetings, Staff Meetings, Professional Development Days, and incorporating student voice collected through a variety of student data. Throughout the year, district staff work with Juniper Ridge educators to support the implementation of best practice in instruction.

As part of the Valleyview Family of Schools, Juniper Ridge is one of five schools which feeds into Valleyview Secondary School. Located in the community of Juniper Ridge, the school is a part of a well-connected community with an association that seeks to support and enhance the entire community.

Our Parent Advisory Council is very active. PAC runs many fundraisers and initiatives to improve the school experience for all. Working tirelessly to strengthen school resources and materials, our Parent Advisory Council plans two-year initiatives, carefully reflecting on making a positive impact for all students. Our students come from supportive homes who provide a solid foundation and partnership in building our leaders of tomorrow.

INTELLECTUAL GOALS

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

Goal 1: *Students will develop competencies to meet or exceed literacy expectations for each grade.*

SCHOOL RESULTS ANALYSIS:

Our focus in literacy will be on writing for the next few years. While we will continue to monitor data on the Primary Reading Assessment, and the Non-Fiction Reading Assessment, we will use data from the primary Dibels screener beginning in September of 2026, the FSA's and school wide writes to guide tier 1 and tier 2 supports in the classroom. Tier 3 supports will continue to be supported by our Learning Assistance Teachers who will use Level B and Level C assessments to guide more intensive interventions.

School Wide Write: Students are provided with a common prompt and given time to brainstorm before being asked to respond to the prompt.

- Students used the visual cues around the classroom
- Lots of great ideas, students did not say "I don't know what to write about"
- Students were able to follow the criteria
- Students continue to need support with Canadian Conventions
- Students continue to develop their style and need to develop clear direct language and variety in their writing.
- 98% of our diverse learners were able to participate in the school wide write with scaffolded supports and multiple entry points but do not attain Proficiency Levels at the same rate as non-diverse learners.

- 100% of our Indigenous learners were able to participate in the school wide write and attain Proficiency Levels at the same rate as non-indigenous students
- Staff and the LART are able to use the individual results to target Tier 1, 2, & 3 supports for individual students

Foundational Skills Assessment:

- Our 2024/25 FSA data shows that our Grade 4s and our Grade 7s are performing lower than the district averages. This group of students is performing lower than we did in the 2023/24 school year.
- Our Indigenous learners are scoring at the same levels as our non-indigenous learners. However, our diverse learners continue to score lower than our non-diverse learners.
- Indigenous learners are also performing higher than both district and provincial averages.

To improve in literacy, we will work on the following understandings/skills during staff meetings and professional development:

- Continue to build on understanding and teaching the components of an effective structured literacy program with a focus on writing. This will be done through pro-d day work, and staff meetings.
 - As a school, we will focus on working with the District Literacy Coordinator to look at current best practice resources
- Review district Literacy Assessments, Provincial Assessments and School Based Assessments (Dibels, FSAs, School Wide Write) and how to administer consistently. Work with the District literacy team to support Tier 1 & 2 literacy - writing interventions.
- Collaboratively mark our school wide write & analyze and plan for next steps, including Whole Class Reviews.
- Expand our knowledge of best practice in literacy intervention (Tier 1 and 2) at the classroom level and (Tier 2 & 3) at the LART level.
- Use assessment to drive instruction - review assessments before deciding on how to group students
- Increase opportunities to write in class using pen/pencil and paper
- Increase the visibility of writing in the school through fun school wide activities (ex. Telephone story, Student aren't allowed to talk for a day but can pass notes, Literacy game day...)

Areas to Grow:

- As a school, we still need to focus on supporting our Diverse, and other students at the margins in writing by differentiating literacy instruction.
- Create a consistent and strategic vision amongst staff regarding early intervention for students needing early intervention in Canadian Conventions and Writing Style.
- Work to add Indigenous content that aligns with the First Peoples Principles of Learning to literacy programming.
- Implement cycles of literacy intervention (approximately six weeks) that align with best practices and assessment.
- Reduce the gap between how males and females are performing in literacy. Females are outperforming the males.

To improve grade-to-grade transitions:

- Continue to focus on the components of an effective structured literacy program, ongoing administration of district assessments, and understanding of different levels of RTI to support students. This will also allow for a greater responsiveness for those learners who are demonstrating lagging skills in literacy.
- We would like to see continuous growth in Achievement Trends by Grade. At this time, it is trending downward.

AREAS TO CELEBRATE:

- Juniper Ridge's primary students have been consistently slightly above district averages.
- Generally 75% or more of our students are proficient or extending as documented on their learning updates.
- Staff are using staff meetings to collaborative mark assessments and discuss how the results will impact their teaching moving forward

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

School Goal 3: *Every student will feel welcome, safe, and connected to our school.*

SCHOOL RESULTS ANALYSIS:

Student Learning Survey (2024 - 2025 Data):

- Students generally feel welcome but we are seeing a declining trend over time especially at grade 7
- Overall positive results for the perception of strong adult support with almost 70% showing a positive connection. However, a high rate of uncertainty (nearly 30%) indicates many students don't know if adults care about them
- 70% of student have a positive sense of belonging with grade 7s being the lowest group.

AREAS TO CELEBRATE:

- Staff committed to identifying Indigenous, Diverse, and At Margin students and made plans to increase connectedness for these students.
- Student concerts and performances where students had opportunities to shine, including our diverse and complex learners.

- Tasty Tuesday & Wednesday Wonders (Feeding Futures) was expanded- this provided a little to no cost lunch for all students.
- A variety of theme days were held throughout the year bringing fun and some silliness.
- Explicit teaching of the 7 Grandfather Teachings.
- Open houses, Junior Entrepreneurs, and Movie Nights have been identified as areas to celebrate.
- Feeling connected to the school and feeling that adults care are areas to celebrate.
- Majority of students report positives experiences at school
- Monthly assemblies to recognize our accomplishments and review our expectations

AREAS TO GROW:

- Students feel generally good—but not strongly connected
- Grade 7 is a key pressure point
- Belonging and relationships are the leverage areas for improvement

SCHOOL STRATEGIES:

To foster a sense of feeling welcome, safe and connected to their school, Juniper Ridge will:

- Use buddies and plan activities that allow for multiple classes to come together.
- During the winter months, run a lunch time LEGO club run by a parent volunteer.
- Foster an understanding of what it means to belong.
- Explore ways to increase our sense of belonging (develop more clubs for the students not involved in sports).
- Survey the grade 7 students to better understand the declining sense of being welcome at school
- Continue to celebrate our successes during monthly assemblies
- Continue to share a monthly slideshow where students can see themselves at school during the monthly assemblies

WHAT FURTHER SUPPORT TO WE NEED:

- Continue/re-teach students to learn what a sense of belonging means
- Continue to explore ways to make our staff and students feel like they belong.

STREET DATA STRATEGY:

Current equity-centred inquiry question:

How does our school team work together to create a sense of belonging at Juniper Ridge where students at the margins (including Indigenous and diverse learners) engage at levels equitable with all learners?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Indigenous and Diverse Learners

State one or two actions taken by staff to understand these learners' school experience:

- Spend time building trusting relationships with individual students (and families)
- Check in with students, scaffolding learning, and meeting students where they are (differentiating instruction)
- Communicating and working with families

Share how you have used, or plan to use, this information to create positive change:

- Through the building of relationships, students build confidence in themselves and have a sense of belonging which improves participation and achievement.
- A variety of strategies are used which makes students feel included in the lessons (variety of entry points for diverse learners, varied strategies (breaks, alternative seating, movement, differentiation).
- Lesson content that aligns with and includes Indigenous perspectives