



Juniper Ridge Elementary School
Annual School Learning Plan
2024-2025

Revised June 2025



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/Clinton 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.

Learning Goals

In creating the educated citizen for the twenty-first century, it is integral that continuous improvement be achieved through professional learning and discourse. Staff will journey through a transformation about student learning. They will identify their beliefs about student learning and pivot these beliefs into an understanding of what the twenty-first learner needs. This will be done through staff meetings, professional development days, and the implementation and analysis of learning cycles, with a focus of ongoing reflection and improvement of classroom practices.

BC's curriculum has provided staff with the opportunity to focus on the educated citizen and dive deeper into areas of passion, allowing for increased student engagement and agency in their schooling. The redesigned curriculum has also both encouraged and empowered educators to make significant paradigm shifts in key educational areas such as:

- be flexible to better enable teachers to innovate;
- focus on higher-order learning;
- address Core Competencies;
- integrate Indigenous world views and knowledge;
- respect the unique nature of disciplines while supporting cross-curricular learning.

Consultation with staff and stakeholders began in the 2022-2023 school year and will continue into 2025-2026.

The transition to this focus in our school learning plan from the previous School Learning Plan is viewed as a building block and stepping stone and natural progression. Our previous SLP focused on intellectual and human development. In literacy, we worked to help close the gap of students who were not achieving at a proficient level, and in numeracy we focused on assisting students to develop a growth mindset and to persevere with challenging tasks. In the area of human development, we focused on social

emotional learning, specifically looking at regulating emotions, promoting strategies for big emotions such as worries/anxieties, and understanding trauma, specifically how it manifests differently in individuals.

Our collaborative work with the curriculum and best practice in relation to the design of learning experiences, equity, assessment and a focus on literacy and numeracy, will allow us to collectively grow together as a staff, as well as individually within our profession. It will honour our individual strengths and stretches and allow us to determine important individual and collective next steps.

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:

Kindergarten Survey: Expressive and receptive language, phonological awareness, and print awareness are important factors in developing early literacy skills.

- Expressive and Receptive Language sub-assessment data (Sound Speech Production, Expressive Grammar, Following Directions, and Understanding Concepts) shows that students at JRES are achieving above District average in each of these areas.
- Phonological Awareness sub-assessments (Identifies Rhyme, Generates a Rhyme, Segments into Syllables, Segments First Sounds, Segments into Phonemes, and Blends Phonemes) shows that students at JRES are achieving above District average in each of these areas, however, our males are lower in each subsection than our female students.
- Print Awareness sub-assessments (Upper Case Letters, Lower Case Letters, and Letter Sounds) shows that our male students are significantly lower than our female students.
- Our Indigenous learners are achieving higher than District average and similar to their grade level peers.
- We have three Diverse Learners in kindergarten this year. One student has limited communication skills, so his assessment was incomplete. The other two Diverse Learners were performing at levels similar to their peers.

Primary Reading Assessment:

- Data shows that our Grade 1, 2 & 3 students are out-performing the district in the percentage of students who are proficient and/or extending grade level expectations.
- Our Indigenous Learners in Grade 1 and 2 are 100% proficient. This number drops to 50% in Grade 3.

Nonfiction Reading Assessment (Overall Category)

- Approximately 75% of Grade 4 and 7 students performed at a developing or higher level.
- Approximately 90% and 95% of Grade 5 and 6 students respectively performed at a developing or higher level.
- Our Indigenous learners performed as well as or better than all learners.
- Our Diverse learners performed as well as or better than all learners.
- This year we did not do NFRA schoolwide in the Spring.

Foundational Skills Assessment:

- Our 2023/24 FSA data shows that our Grade 4s are performing lower than the district averages. This group of students is performing 8% lower than our grade 4s did in the 2023/24 school year.
- We have 33% of our Indigenous learners on track. There are two diverse learners within our Grade 4 cohort, both of which are not on track.
- Our grade 7s are performing lower than the district averages by 5% and are now 2% lower than the provincial averages.
- Our Diverse and Indigenous learners are performing higher than the rest of their peers at Juniper Ridge.
- 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 (phonological awareness, phonics, comprehension, fluency, vocabulary, and morphology). This will be done through pro-d day work, and staff meetings.
 - As a school, we will focus on a scope and sequence from an approved district resource (UFLI)
- Review district Literacy Assessments (K Survey, PRAs, NFRAs) and how to administer consistently. Work with the District literacy team to use district literacy assessments that measure student growth in phonological awareness and phonics.

- Collaboratively mark district assessment (NFRA) & 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.
- Realign our classroom support with reading - work in 6 week cycles to platoon into classrooms with a specific focus on:
 - Term 1 - grades 2 and 3
 - Term 2 - grades 1 and 2
 - Term 3 - kindergarten and grade 1
- Use assessment to drive instruction - review assessments before deciding on how to group students
- Collaborative meetings and conversation at staff meetings focusing on literacy.

Areas to Grow:

- As a school, we still need to focus on supporting our Indigenous, Diverse, and other students at the margins learners in literacy by differentiating literacy instruction.
- Create a consistent and strategic vision amongst staff regarding early intervention for students needing early intervention.
- 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.
- Our grade 4 and 7 students performed significantly lower than the District and Province in the literacy portion of the FSA. Our grade 7s are lower than the District average in literacy as well.
- Reduce the gap between how males and females are performing in literacy. Females are out performing 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 Rtl 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 Trend by Grade. At this time, it is fluctuating up and down.
- Using the School District Phonics Assessment from year to year.

AREAS TO CELEBRATE:

- Juniper Ridge's primary students have been consistently slightly above district averages.

- Our kindergarten students are performing higher than the district in all literacy areas of the Kindergarten Survey.
- Generally 75% or more of our students are proficient or extending as documented on their learning updates.
- Exploration of the UFLI Reading Program / Scope and Sequence.
- Teachers have been given the opportunity to mark the NFRA that it created a more equitable system for assessment.

Goal 2: *Students will develop strong foundational number sense skills.*

SCHOOL RESULTS ANALYSIS:

Juniper Ridge wants students to develop a positive mindset about mathematics. Through conversations with teachers and analyzing assessment data, we recognize the need to work on the instructional practices of teachers. Gaps in student performance continue in some areas for our Indigenous and Diverse learners, and there is a discrepancy between report card data and assessment results. Number sense is the common theme when assessing numeracy data and staff are in agreement that students need to have a strong foundational core in order to have success.

Kindergarten Survey: Number sense is an important factor in developing early numeracy skills.

- 1:1 Counting, More, Less, Subitizing, Decomposition, and Ways to Make 5 shows that Kindergarten students at JRES are achieving about District average in each of these areas.
- Our Indigenous learners are achieving higher than the district average for Indigenous learners in the Kindergarten Survey.
- This year, we had three students who fit into the Diverse Learners category all of whom demonstrated good number sense.

Number Sense Assessment:

- Grade 1, 2, and 3 students at JRES are achieving above district average.
- Grade 1, 2, and 3 Indigenous Students at JRES slightly out-performed non-Indigenous students.
- Grade 1, 2, and 3 Diverse Learners are not performing as strongly as Non-Diverse learners.

FSA Data:

- Grade 4 students at JRES are performing 10% higher than the district and 11% above the province.
- 33% of Grade 4 Aboriginal Students are 'On-Track' and 0% of Grade 4 Diverse Learners are 'On-Track.'
- Grade 4 performance trends are better than the previous year.
- Grade 7 students at JRES are 12% lower than the district.
- Grade 7 Aboriginal Students at JRES are performing better than the district, but JRES has seen decline over the years in Aboriginal results.
- JRES Diverse Learners are performing lower than the district.
- There has been a general decline in Grade 7 FSA results over the past few years.

To improve in number sense skills, we will work on the following:

- Explore additional instructional strategies to teach number sense. This would include providing more opportunities for hands-on learning activities and deeper learning of concepts (less questions, more in-depth learning).
- Provide learning opportunities that have an access point for all students.
- Prioritize conceptual understanding (real world applications).
- Continue to use the Number Sense and District Numeracy Assessments as a means to assess numeracy.
- Participate in math talks to strengthen number sense and fluency.
- Give multiple strategies for students to access to create an efficient math student which may look different for all students.
- Continue to build the foundational skills especially in primary.
- Provide multiple strategies that students are comfortable with and remember that math needs to be taught with the whole mind.
- Move away from worksheets to more play based and hands on learning and games.

To improve classroom practices, we will (PD strategies):

- Build teacher capacity through professional development and collaborative opportunities (staff meetings, collaboration time).
- Collaboratively mark/analyze District Assessments (DNA, Primary Number Sense Assessment). Analyze results for trends in both strengths and stretches.
- Use class reviews, common tasks, and district assessments to gather classroom data and analyze and plan for next steps.
- Provide professional learning opportunities for primary and intermediate staff through district facilitated sessions.
- Collaborate with the District Numeracy Team.

To improve in grade-to-grade transitions:

- Use information from the NSA and NFRA to guide professional conversations between teachers. This will be done early in the year so that they can work collaboratively on planning throughout the year.
- Collaborative professional development for teachers will develop common language, goals, and strategies for effective classroom instruction.
- Explore the possibility of hosting schoolwide numeracy days and/or parent events.

Areas to Grow:

- Improve number sense across all grade levels.

- Develop cohesive instructional practices and develop strong teacher pedagogy in number sense.
- Increase UDL strategies for Diverse Learners.
- Reduce the gap between how males and females are performing in numeracy. Females are out performing the males.
- Improve performance of Indigenous and Diverse learners in the upper intermediate grades (Grade 7).

Areas to Celebrate:

- Primary students are performing higher than district averages.
- Grade 4 Indigenous learners are performing well in numeracy.
- Results are remaining relatively consistent throughout the years.
- LART was able to provide some numeracy interventions this year.

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 (2023 - 2024 Data):

- Students consistently indicated that they feel connected to Juniper Ridge Elementary School
- Juniper Ridge saw an increase in 4 Grade Indigenous students feeling welcome, but a decrease in Grade 7 Indigenous students feeling welcome.
- 100% of Grade 4 Diverse Learners feel welcome.
- JRES has had a slight decrease in students feeling a sense of belonging.
- Students at JRES generally feel safe.
- There has been a steady increase by both Grade 4 and Grade 7 Indigenous students feeling that adults care.
- There is a continual increase in students feeling that adults care throughout all demographics of the school.

AREAS TO CELEBRATE:

- An acronym was created for what sense of belonging truly means at Juniper Ridge. This was a collaborative process that involved students and staff. CARES was the acronym (Connected / Accepted / Respected / Shown Empathy / Safe).
- Staff collaborated on and then administered a Social Emotional Learning (SEL) survey to all students. Staff worked as a team to collate the data and use this data to move the learning forward.
- 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 (Feeding Futures) was developed - this provided a little to no cost lunch for all students.
- JRES has an active SOGI group.
- We introduced the CARES slip which highlighted students who were caught showing CARES behaviour (Connected / Accepted / Respected / Shown Empathy / Safe).
- We began the year doing CARES rotations and this set the intention and theme for the year (Connected / Accepted / Respected / Shown Empathy / Safe). During these rotations students had the opportunity to interact with all staff members.
- Staff are noticing that participation in days such as Orange Shirt Day and Pink Shirt Day are creating a sense of unity and belonging.
- 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.

AREAS TO GROW:

- Reword some of the Social Emotional Learning (SEL) survey questions to ensure accuracy of the data.
- Improve Leadership Activities to make them more meaningful and increase student engagement and investment.
- Staff would like to see more recognition for students' achievement throughout the year, including awards and certificates.
- More reteaching of expected behaviours throughout the year.
- Staff would like to see more specific data collected from students who indicated that they did not feel safe, as to why they do not feel safe at school.

- The staff are motivated to do more clubs to appeal to other interests and strengths other than athletics (Dance Club, Knitting Club, and Baking Club are some of the suggestions).

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 we had a lunch time LEGO club run by a parent volunteer.
- Re-establish a Social Emotional working group that will support planning for Tier 1 schoolwide instructional practices.
- Foster an understanding of what it means to belong.
- Rework the ROARS matrix to align with the 7 Grandfather Teachings.
- Incorporate monthly themes of Connected / Accepted / Respected / Shown Empathy / Safe.
- Continue to partner with community stakeholders.
- Develop School Spirit where students will have the opportunity to participate in or lead activities that promote whole school pride and spirit. Each teacher will pick a month to organize school spirit activities.
- Our SOGI group will continue to meet throughout the year (lunch club and after school events).
- Develop an assessment that can be used at the primary level since all of our data is from intermediate.
- Explore ways to increase our sense of belonging (develop more clubs for the students not involved in sports).

WHAT FURTHER SUPPORT TO WE NEED:

- Learn more about how to get SEL going across the school - Self awareness, self management, responsible decision making
- 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

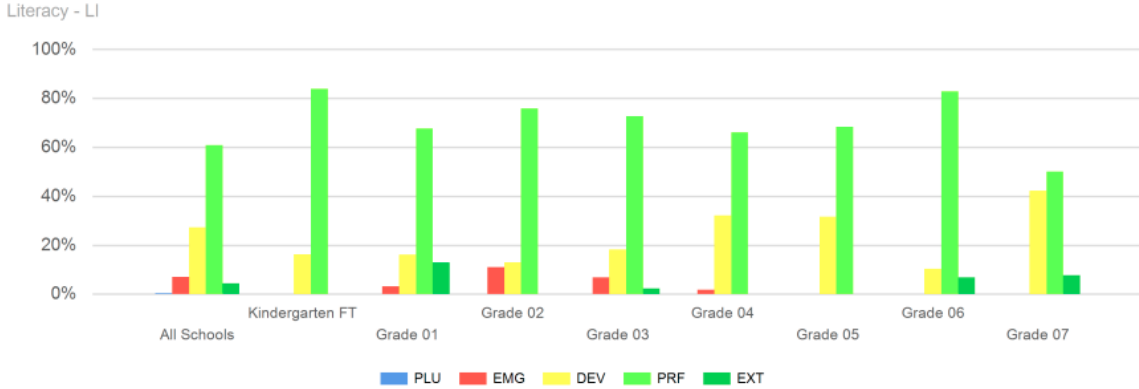
Share how you have used, or plan to use, this information to create positive change:

- 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 learnings, varied strategies (breaks, alternative seating, movement, differentiation).
- Lesson content that aligns with and includes Indigenous perspectives

DATA APPENDIX

LITERACY

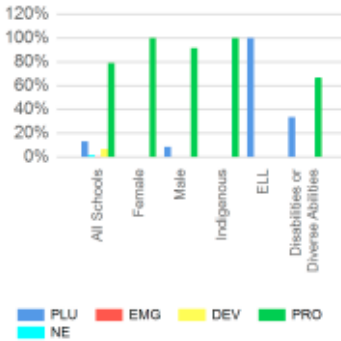
2024-2025 Literacy Report Card Data



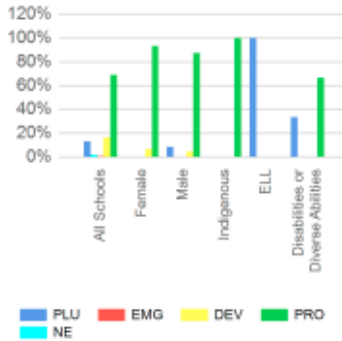
2024-2025 Kindergarten Survey (Literacy Components - Spring Results)

Kindergarten Survey - K Survey Spring

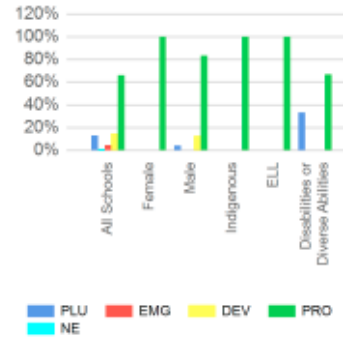
Speech Sound Production



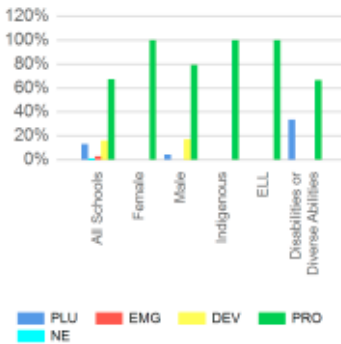
Expressive Grammar



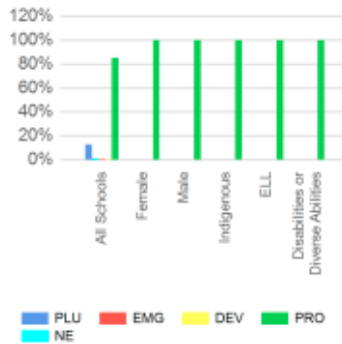
Following Directions



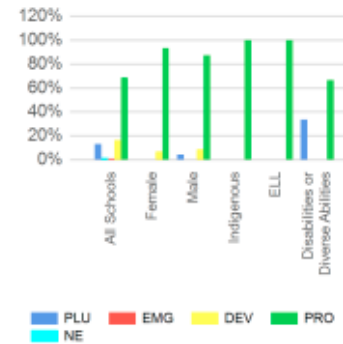
Understanding Concepts



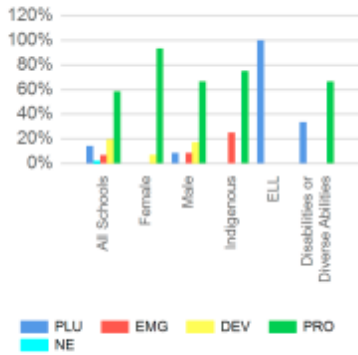
Recognizes Own Name



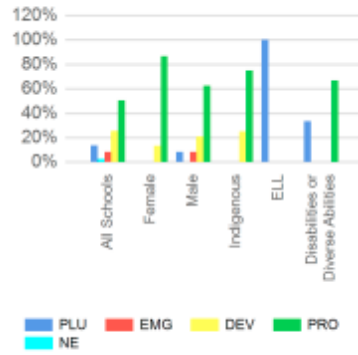
Prints Own Name



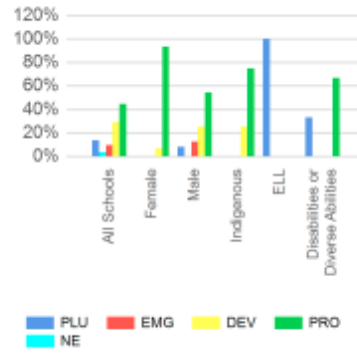
Upper Case Letters



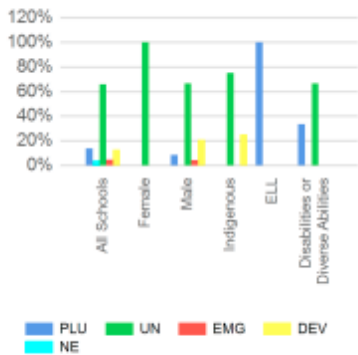
Lower Case Letters



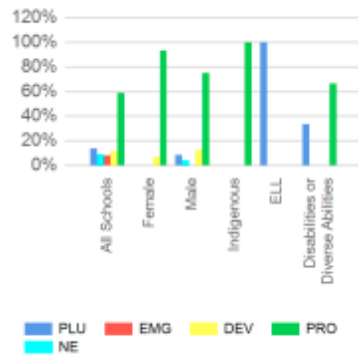
Letter Sounds



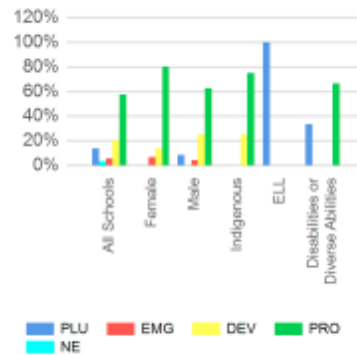
Identifies a Rhyme



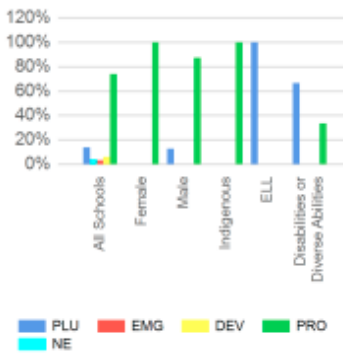
Generates a Rhyme



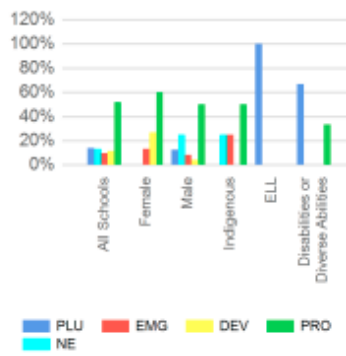
Segments Into Syllables



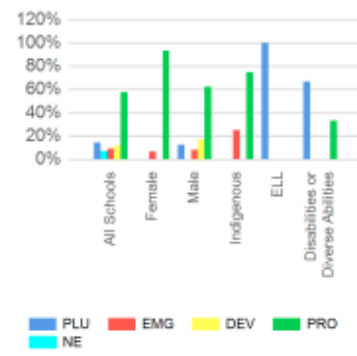
Segments First Sound



Segments into Phonemes



Blends Phonemes

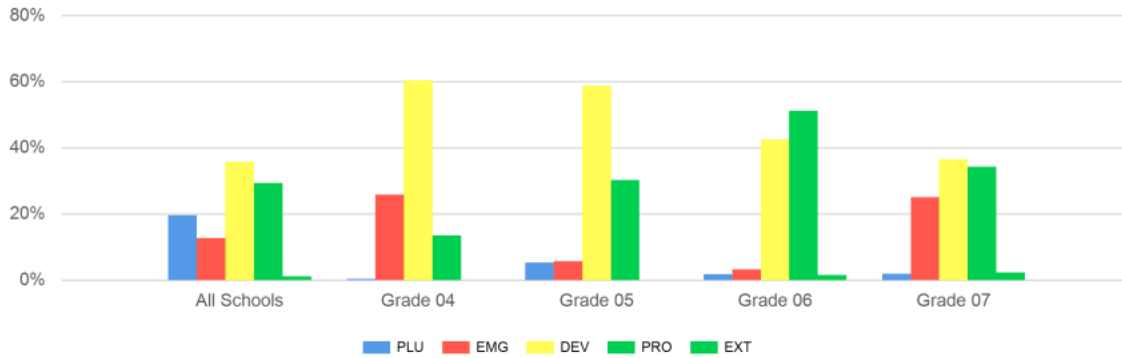


Primary Reading Assessment - June							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 Year Avg	3 Year +/-
Juniper Ridge Gr 1	51%	75%	66%	68%	84%	73%	9%
District Gr 1	44%	62%	53%	58%	60%	57%	4%
Juniper Ridge Indigenous Gr 1	49%	40%	25%	33%	100%	53%	38%
District Indigenous Gr 1	34%	30%	41%	42%	41%	41%	0%
	2020/21	2021/22	2022/23	2023/24	2024/25		
Juniper Ridge Gr 2	71%	77%	89%	78%	80%	82%	-5%
District Gr 2	58%	66%	61%	67%	65%	64%	2%
Juniper Ridge Indigenous Gr 2	78%	75%	67%	75%	100%	81%	17%
District Indigenous Gr 2	44%	47%	49%	54%	50%	51%	1%
	2020/21	2021/22	2022/23	2023/24	2024/25		
Juniper Ridge Gr 3	75%	94%	92%	96%	80%	89%	-6%
District Gr 3	58%	71%	66%	70%	73%	70%	4%
Juniper Ridge Indigenous Gr 3	72%	100%	100%	50%	50%	67%	-25%
District Indigenous Gr 3	43%	72%	57%	64%	58%	60%	1%

Percentage of Students Meeting Expectations (June)

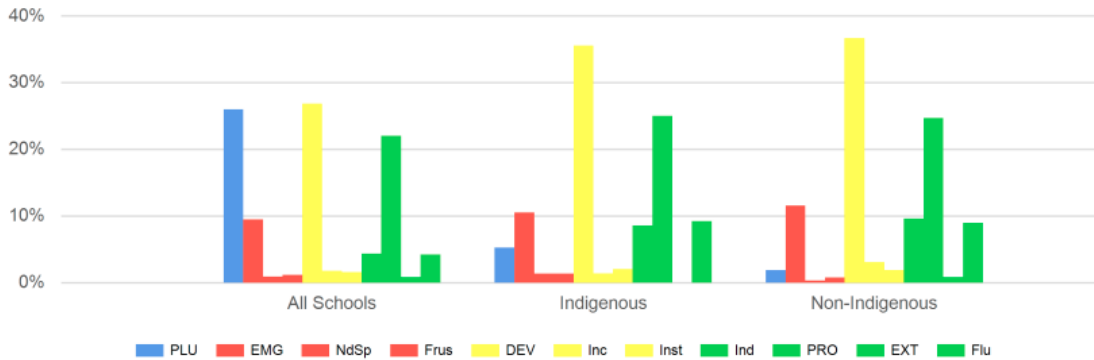
Fall 2024 Nonfiction Reading Assessment

Nonfiction Reading Assessment - NFRA FALL



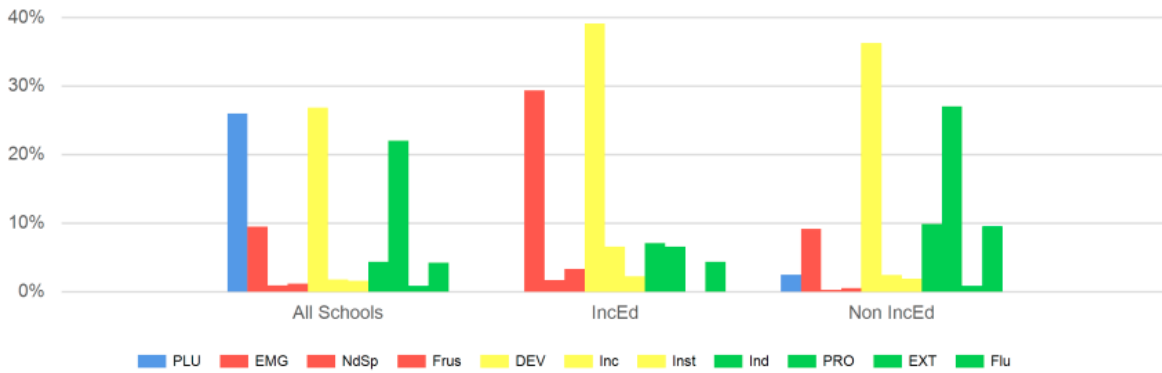
Fall 2024 Nonfiction Reading Assessment - Indigenous Learners

Nonfiction Reading Assessment - NFRA FALL



Fall 2024 Nonfiction Reading Assessment - Diverse Learners

Nonfiction Reading Assessment - NFRA FALL



Grade 4 FSA Literacy Data

Literacy Foundation Skill Assessment Grade 4							
Positive Response Rate	2021/22	2022/23	2023/24	2024/25	2025/26	3 year avg	3 year +/-
Juniper Ridge All	75%	89%	67%	59%		72%	-15%
Juniper Ridge Indigenous	67%	89%	100%	33%		74%	-28%
Juniper Ridge Non-Indigenous	75%	89%	64%	61%		71%	-14%
Juniper Ridge Diverse	100%	60%	100%	0%		53%	-30%
Juniper Ridge Non Diverse	74%	92%	66%	62%		73%	-15%
SD73 All	74%	75%	72%	64%		70%	-6%
SD73 Indigenous	60%	60%	66%	53%		60%	-4%
SD73 Diverse	54%	56%	60%	53%		56%	-2%
Province ALL	75%	74%	72%	63%		70%	-6%
Province Indigenous	60%	59%	58%	47%		55%	-6%
Province Diverse	59%	59%	59%	51%		56%	-4%

Percentage of Students Proficient and Extending

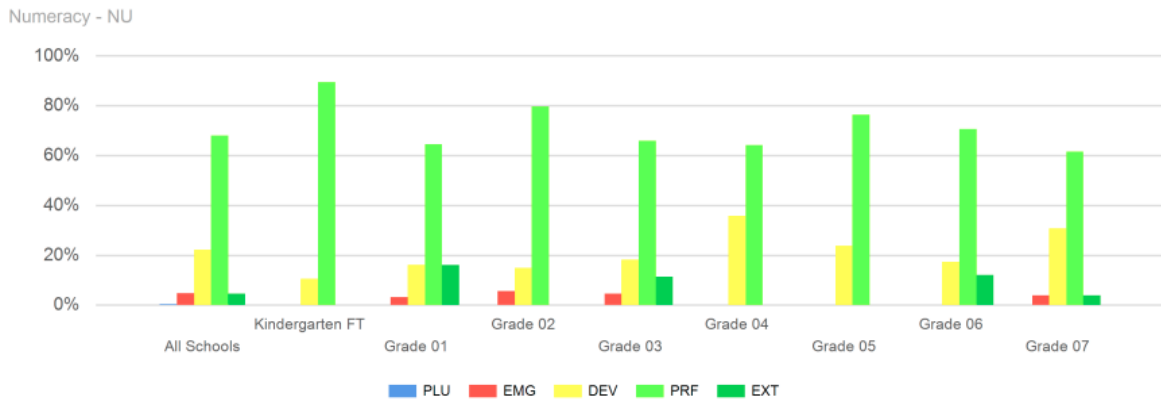
Grade 7 FSA Literacy Data

Literacy Foundation Skill Assessment Grade 7							
Positive Response Rate	2021/22	2022/23	2023/24	2024/25	2025/26	3 year avg	3 year +/-
Juniper Ridge All	90%	71%	71%	58%		67%	-7%
Juniper Ridge Indigenous	94%	44%	58%	75%		59%	16%
Juniper Ridge Non-Indigenous	89%	76%	74%	56%		69%	-10%
Juniper Ridge Diverse	67%	20%	55%	13%		29%	-4%
Juniper Ridge Non Diverse	92%	76%	75%	66%		72%	-5%
SD73 All	73%	69%	73%	70%		71%	1%
SD73 Indigenous	63%	60%	65%	53%		59%	-4%
SD73 Diverse	52%	45%	51%	47%		48%	1%
Province ALL	74%	68%	71%	67%		69%	-1%
Province Indigenous	47%	38%	55%	49%		47%	6%
Province Diverse	57%	54%	51%	48%		51%	-3%

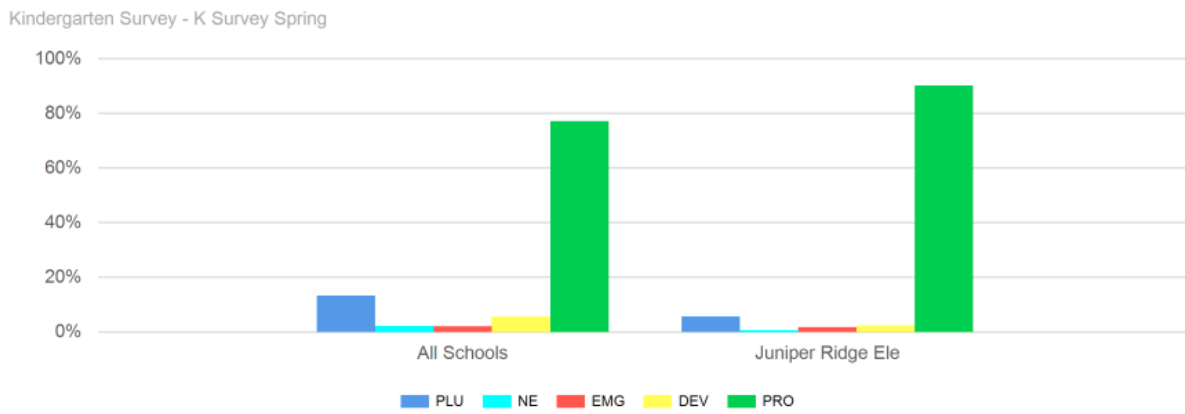
Percentage of Students Proficient and Extending

NUMERACY

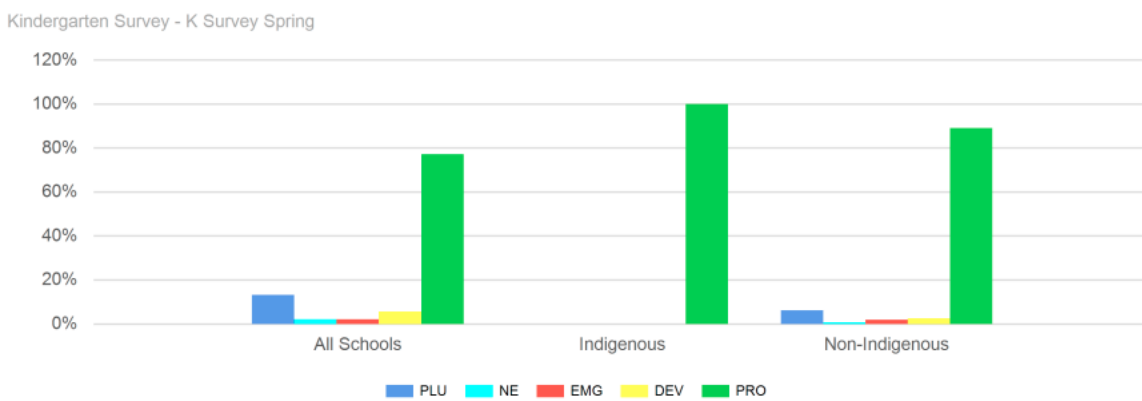
2024-2025 Numeracy Report Card Data



2024-2025 Kindergarten Survey - Numeracy Components - All Learners

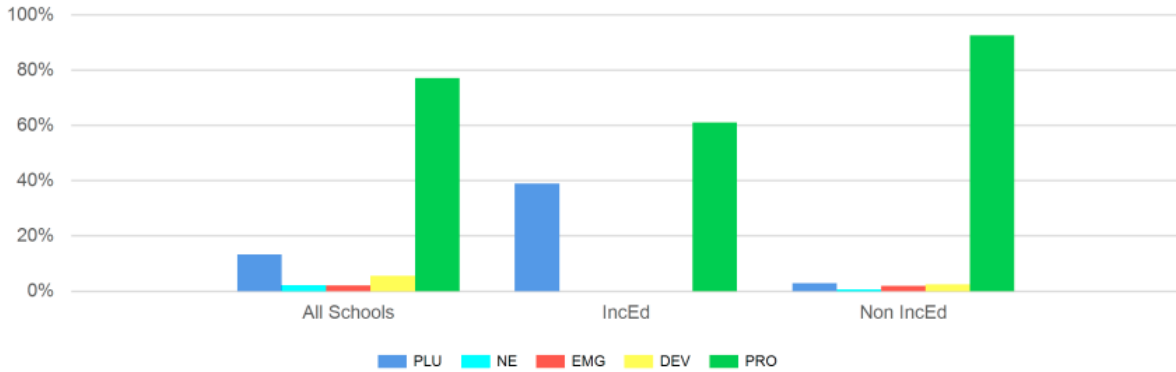


2024-2025 Kindergarten Survey - Numeracy Components - Indigenous Learners



2024-2025 Kindergarten Survey - Numeracy Components - Diverse Learners

Kindergarten Survey - K Survey Spring



2024-2025 FSA Numeracy Results

Numeracy Foundation Skill Assessment Grade 4							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
Juniper Ridge All	79%	64%	83%	62%	76%	74%	-4%
Juniper Ridge Indigenous	79%	33%	75%	100%	33%	69%	-21%
Juniper Ridge Non-Indigenous	80%	68%	85%	58%	78%	74%	-3%
Juniper Ridge Diverse	50%	0%	40%	100%	0%	47%	-20%
Juniper Ridge Non Diverse	81%	67%	88%	61%	79%	76%	-5%
SD73 All	72%	64%	63%	60%	66%	63%	2%
SD73 Indigenous	67%	46%	46%	48%	51%	48%	3%
SD73 Diverse	61%	39%	34%	45%	54%	44%	10%
Province ALL	72%	66%	63%	63%	65%	64%	1%
Province Indigenous	56%	45%	43%	45%	48%	45%	3%
Province Diverse	60%	52%	47%	52%	52%	50%	3%

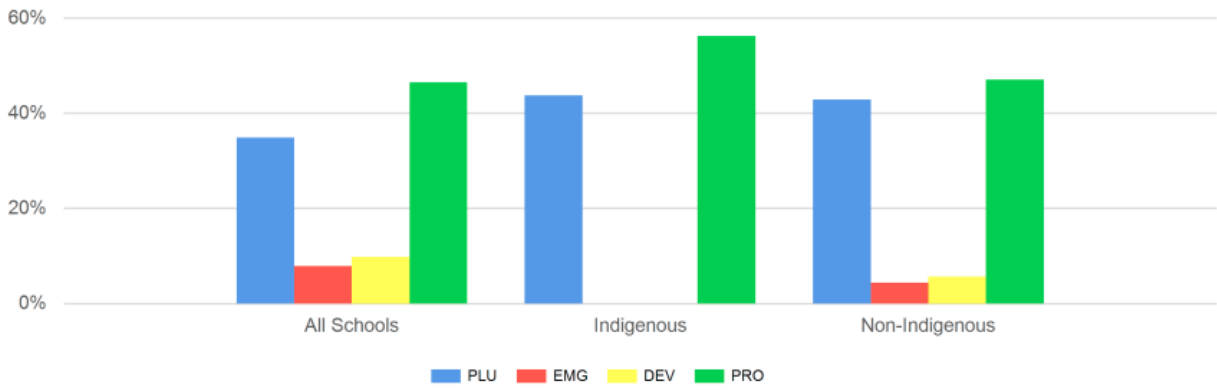
Percentage of Students Proficient and Extending

Numeracy Foundation Skill Assessment Grade 7							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
Juniper Ridge All	85%	78%	60%	53%	49%	54%	-5%
Juniper Ridge Indigenous	83%	81%	56%	50%	25%	44%	-16%
Juniper Ridge Non-Indigenous	86%	81%	56%	54%	51%	54%	-2%
Juniper Ridge Diverse	88%	33%	0%	27%	25%	17%	13%
Juniper Ridge Non Diverse	85%	82%	66%	60%	53%	60%	-6%
SD73 All	72%	57%	58%	54%	61%	58%	2%
SD73 Indigenous	57%	42%	46%	41%	41%	43%	-3%
SD73 Diverse	48%	31%	29%	34%	31%	31%	1%
Province ALL	65%	65%	57%	56%	59%	57%	1%
Province Indigenous	46%	40%	36%	36%	34%	35%	-1%
Province Diverse	29%	45%	40%	38%	39%	39%	-1%

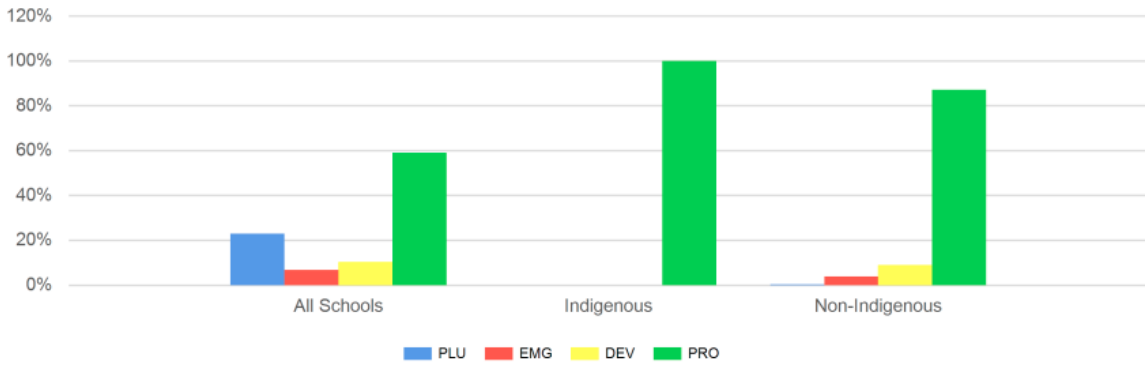
Percentage of Students Proficient and Extending

2024-2025 NSA (Number Sense Assessment Data) - Grade 1

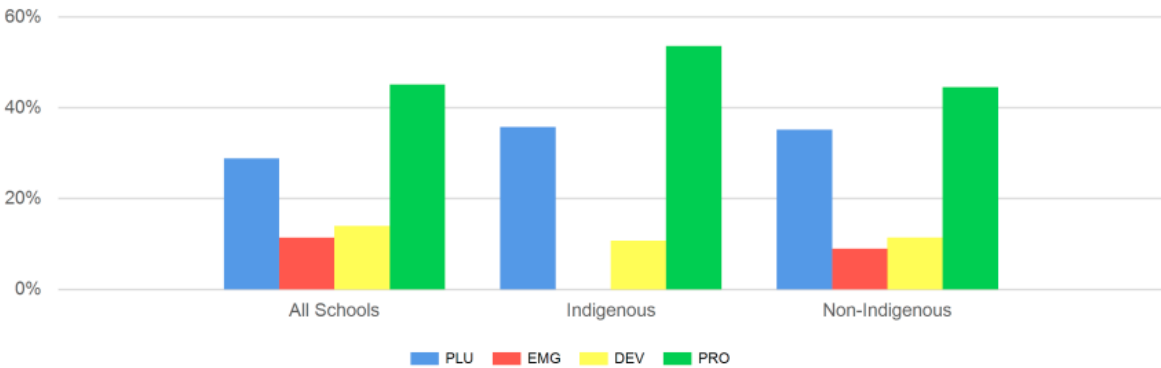
Number Sense Assessment Gr 1 - NSA Gr 1 Part 1



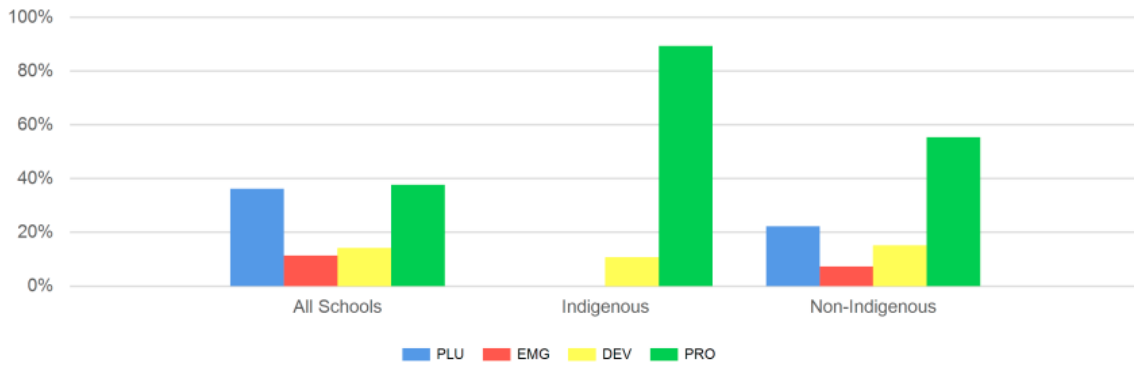
Number Sense Assessment Gr 1 - NSA Gr 1 Part 2



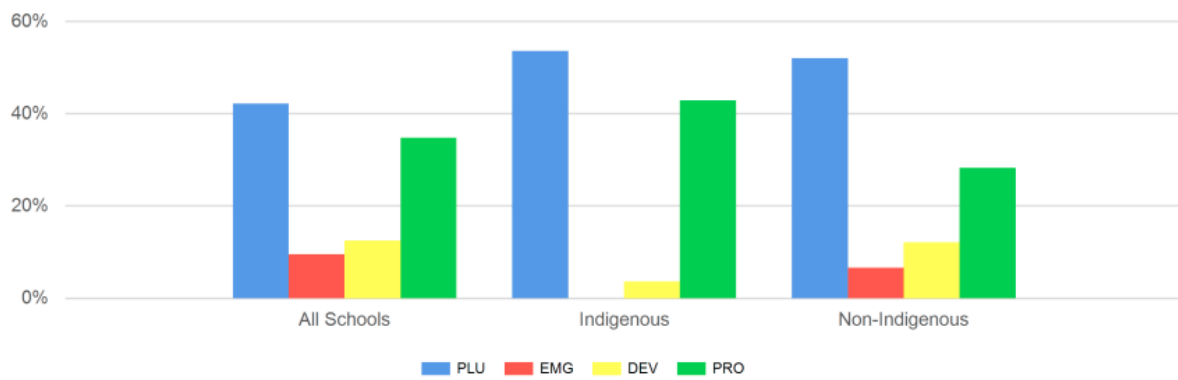
Number Sense Assessment Gr 2 - NSA Gr 2 Part 1



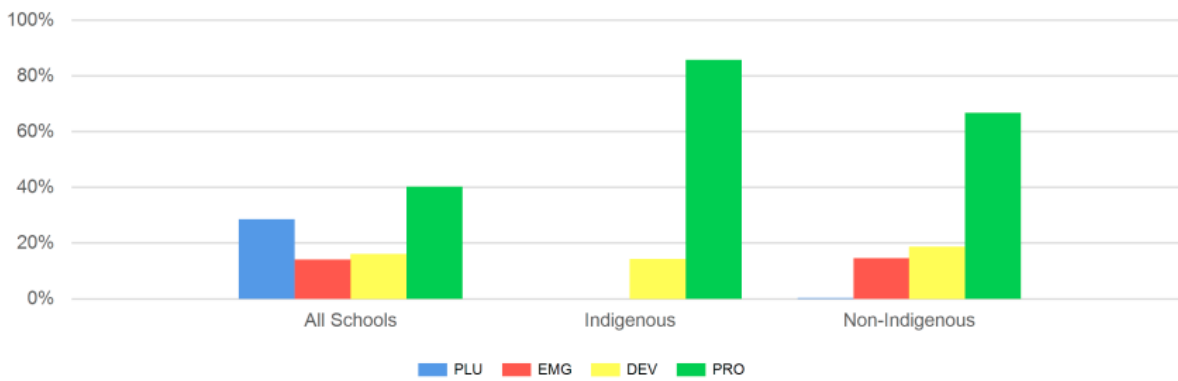
Number Sense Assessment Gr 2 - NSA Gr 2 Part 2



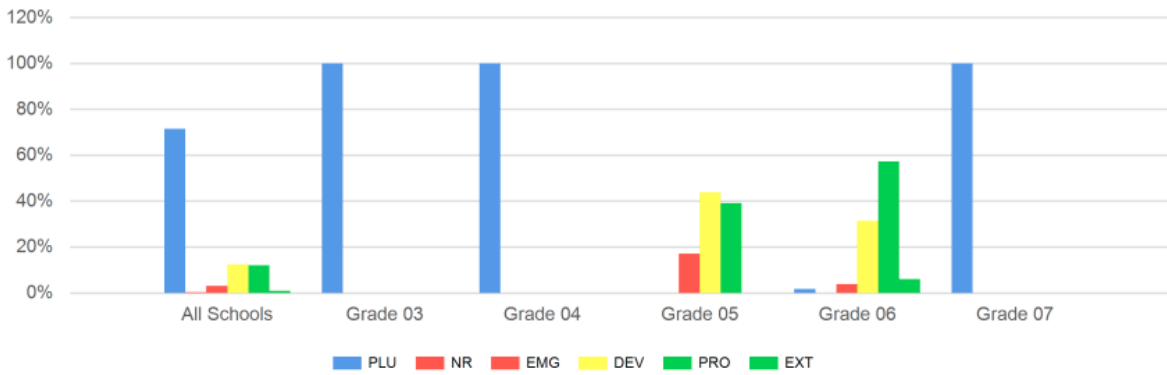
Number Sense Assessment Gr 3 - NSA Gr 3 Part 1



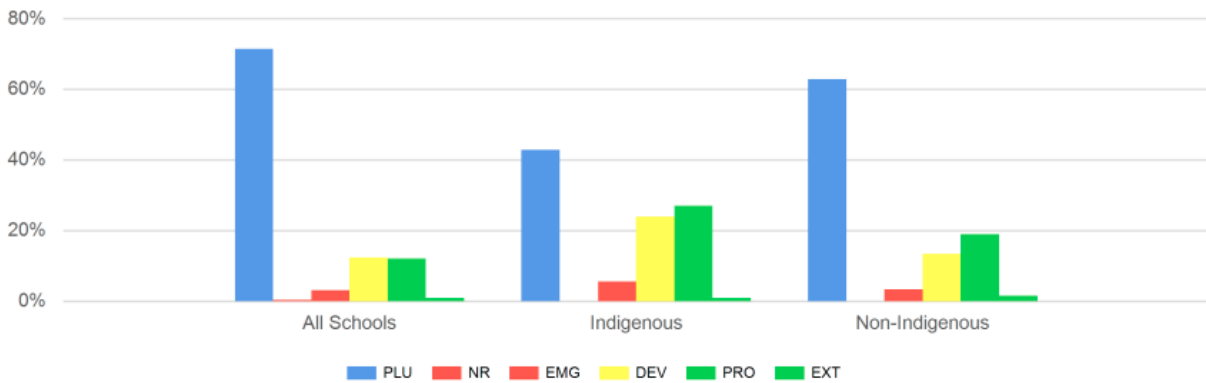
Number Sense Assessment Gr 3 - NSA Gr 3 Part 2



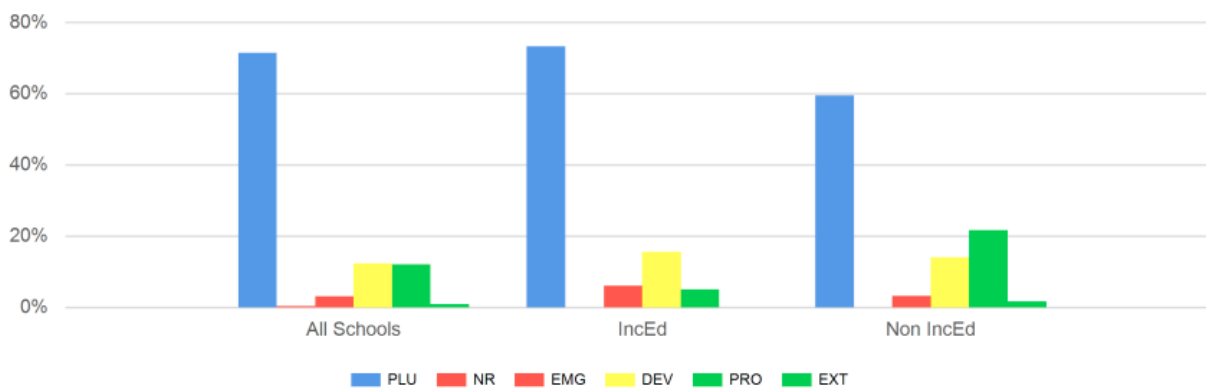
District Numeracy Assessment - DNA (District)



District Numeracy Assessment - DNA (District)



District Numeracy Assessment - DNA (District)



STUDENTS FEEL WELCOME, SAFE, AND CONNECTED TO OUR SCHOOL

Student Learning Survey Feel Welcome							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Juniper Ridge All	79%	71%	80%	77%	77%	78%	-2%
Juniper Ridge Indigenous	76%	67%	89%	74%	64%	76%	-13%
Juniper Ridge Non-Indigenou	79%	72%	79%	77%	79%	78%	0%
Juniper Ridge Diverse	100%	64%	67%	63%	55%	62%	-6%
Juniper Ridge Non Diverse	77%	72%	79%	78%	80%	79%	1%
SD73 All	67%	65%	66%	68%	69%	68%	2%
SD73 Indigenous	62%	58%	61%	62%	63%	62%	1%
SD73 Diverse	55%	63%	66%	59%	64%	63%	-1%
Province ALL	68%	67%	65%	72%	71%	69%	3%
Province Indigenous	60%	61%	64%	64%	64%	64%	0%
Province Diverse	60%	62%	65%	65%	65%	65%	0%

Student Learning Survey Feel Welcome						
Grade 4	2020-21	2021-22	2022-23	2023-24	3 year avg	3 year +/-
Juniper Ridge Gr 4	78%	70%	80%	82%	77%	6%
Juniper Ridge Gr 4 Indigenous	78%	80%	86%	67%	78%	-7%
Juniper Ridge Gr 4 Diverse	67%	60%	67%	100%	76%	20%
SD73 Gr 4	77%	73%	76%	75%	75%	1%
SD73 Gr 4 Indigenous	81%	66%	71%	68%	68%	1%
Sd73 Gr 4 Diverse	67%	62%	66%	73%	67%	6%
Grade 7	2020-21	2021-22	2022-23	2023-24		
Juniper Ridge Gr 7	65%	88%	74%	72%	78%	-8%
Juniper Ridge Gr 7 Indigenous	50%	93%	63%	64%	73%	-15%
Juniper Ridge Gr 7 Diverse	63%	86%	60%	38%	61%	-24%
SD73 Gr 7	61%	69%	69%	65%	68%	-2%
SD73 Gr 7 Indigenous	54%	58%	62%	58%	59%	0%
Sd73 Gr 7 Diverse	61%	65%	63%	60%	63%	-3%

Student Learning Survey School Belong							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Juniper Ridge All	68%	49%	71%	66%	57%	65%	-7%
Juniper Ridge Indigenous	59%	40%	68%	66%	43%	59%	-13%
Juniper Ridge Non-Indigenou	70%	51%	72%	66%	61%	66%	-6%
Juniper Ridge Diverse	75%	43%	42%	80%	27%	50%	-8%
Juniper Ridge Non Diverse	67%	51%	74%	68%	63%	68%	-6%
SD73 All	53%	54%	53%	57%	56%	55%	2%
SD73 Indigenous	46%	49%	46%	53%	52%	50%	3%
SD73 Diverse	46%	47%	48%	50%	48%	49%	0%
Province ALL	65%	64%	56%	56%	57%	56%	0%
Province Indigenous	57%	56%	47%	47%	49%	48%	1%
Province Diverse	57%	58%	47%	49%	50%	49%	2%

Student Learning Survey School Belong						
Grade 4	2020-21	2021-22	2022-23	2023-24	3 year avg	3 year +/-
Juniper Ridge Gr 4	62%	68%	63%	67%	66%	-1%
Juniper Ridge Gr 4 Indigenou	56%	80%	57%	67%	68%	-7%
Juniper Ridge Gr 4 Diverse	50%	60%	na	33%	47%	#VALUE!
SD73 Gr 4	62%	55%	65%	63%	61%	4%
SD73 Gr 4 Indigenous	63%	48%	59%	59%	55%	6%
Sd73 Gr 4 Diverse	59%	52%	57%	54%	54%	1%
Grade 7	2020-21	2021-22	2022-23	2023-24		
Juniper Ridge Gr 7	38%	74%	69%	50%	64%	-12%
Juniper Ridge Gr 7 Indigenou	17%	64%	75%	36%	58%	-14%
Juniper Ridge Gr 7 Diverse	38%	29%	100%	25%	51%	-2%
SD73 Gr 7	46%	54%	57%	56%	56%	1%
SD73 Gr 7 Indigenous	43%	45%	53%	47%	48%	1%
Sd73 Gr 7 Diverse	42%	48%	49%	52%	50%	2%

Student Learning Survey Feel Safe							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Juniper Ridge All	82%	71%	83%	85%	82%	83%	-1%
SD73 All	71%	71%	74%	75%	76%	75%	1%
Province ALL	73%	74%	78%	77%	77%	77%	-1%

Student Learning Survey Feel Safe						
Grade 4	2020-21	2021-22	2022-23	2023-24	3 year avg	3 year +/-
Juniper Ridge Gr 4	76%	73%	86%	82%	80%	5%
SD73 Gr 4	80%	74%	79%	78%	77%	2%
Province Gr 4	80%	79%	78%	79%	79%	0%

Grade 7	2020-21	2021-22	2022-23	2023-24	3 year avg	3 year +/-
Juniper Ridge Gr 7	69%	91%	84%	81%	85%	-5%
SD73 Gr 7	66%	73%	74%	71%	73%	-1%
Province Gr 7	71%	76%	75%	76%	76%	0%

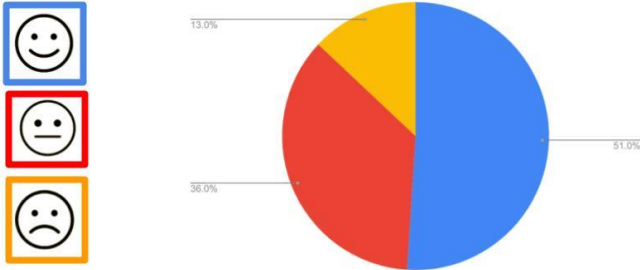
Student Learning Survey Adults Care							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Juniper Ridge All	66%	65%	63%	62%	70%	65%	4%
Juniper Ridge Indigenous	71%	60%	66%	80%	79%	75%	7%
Juniper Ridge Non-Indigenou	66%	66%	64%	60%	68%	64%	2%
Juniper Ridge Diverse	100%	71%	42%	80%	64%	62%	11%
Juniper Ridge Non Diverse	64%	64%	67%	61%	71%	66%	2%
SD73 All	67%	63%	69%	65%	67%	67%	-1%
SD73 Indigenous	63%	60%	67%	60%	66%	64%	-1%
SD73 Diverse	68%	65%	68%	65%	65%	66%	-2%
Province ALL	66%	62%	62%	63%	63%	63%	1%
Province Indigenous	65%	63%	63%	64%	63%	63%	0%
Province Diverse	67%	66%	66%	66%	65%	66%	-1%

Student Learning Survey Adults Care						
Grade 4	2020-21	2021-22	2022-23	2023-24	3 year avg	3 year +/-
Juniper Ridge Gr 4	66%	64%	63%	71%	66%	4%
Juniper Ridge Gr 4 Indigenou	78%	60%	71%	67%	69%	4%
Juniper Ridge Gr 4 Diverse	100%	40%	100%	67%	77%	14%
SD73 Gr 4	67%	68%	69%	72%	69%	2%
SD73 Gr 4 Indigenous	67%	64%	68%	70%	67%	3%
Sd73 Gr 4 Diverse	72%	59%	69%	72%	68%	7%
Grade 7	2020-21	2021-22	2022-23	2023-24		
Juniper Ridge Gr 7	65%	64%	62%	70%	65%	3%
Juniper Ridge Gr 7 Indigenou	33%	71%	88%	82%	69%	6%
Juniper Ridge Gr 7 Diverse	50%	43%	60%	63%	54%	10%
SD73 Gr 7	64%	58%	61%	60%	61%	1%
SD73 Gr 7 Indigenous	59%	50%	53%	56%	55%	3%
Sd73 Gr 7 Diverse	63%	59%	64%	55%	60%	-2%

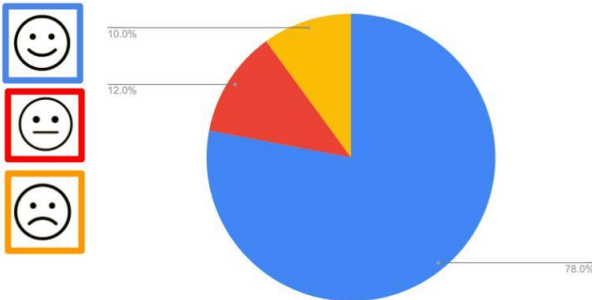
SCHOOL-DEVELOPED QUESTIONS

Kindergarten to Grade 3 - Sense of Belonging Questions

How do you feel about school? (K-3)



Is there a teacher you can talk to if something bothers you? (K-3)



Grades 3 to 7 - Sense of Belonging Questions

WELLBEING

DEWRS - STUDENTS WITH A POSITIVE SENSE OF BELONGING 2019-2025

(Discontinued in the 2024-2025 school year.)

Fall 2023		Spring 2023		Spring 2024					
Girls	Boys	Girls	Boys	Girls	Boys				
74%	84%	69%	66%	67%	70%				

Fall 2019		Spring 2020		Fall 2020		Spring 2021		Fall 2021		Spring 2022	
Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
83%	79%	60%	54%	78%	86%	72%	77%	77%	83%	67%	77%