Director of Student Learning 7-12



Learning Services

Oct 21, 2026

ACKNOWLEDGING AND HONOURING THE LAND

The Foothills School Division Board of Trustees acknowledges the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Homeland of the Métis.

We honour and promote our responsibility to stewardship of the land, from the prairie grasslands that fold into the rolling foothills, to the Big Rock, "oh koto'ksko" and the buffalo jumps; through the cottonwood trees that grow along the Highwood and Sheep Rivers, "ispitsi", to the eastern slopes of the mountains. We acknowledge the land as an act of reconciliation that honors the truths of the Indigenous Peoples.

In our commitment to placing education at the center of a flourishing community, the Board of Trustees continues to advance educational opportunities that support reconciliation.



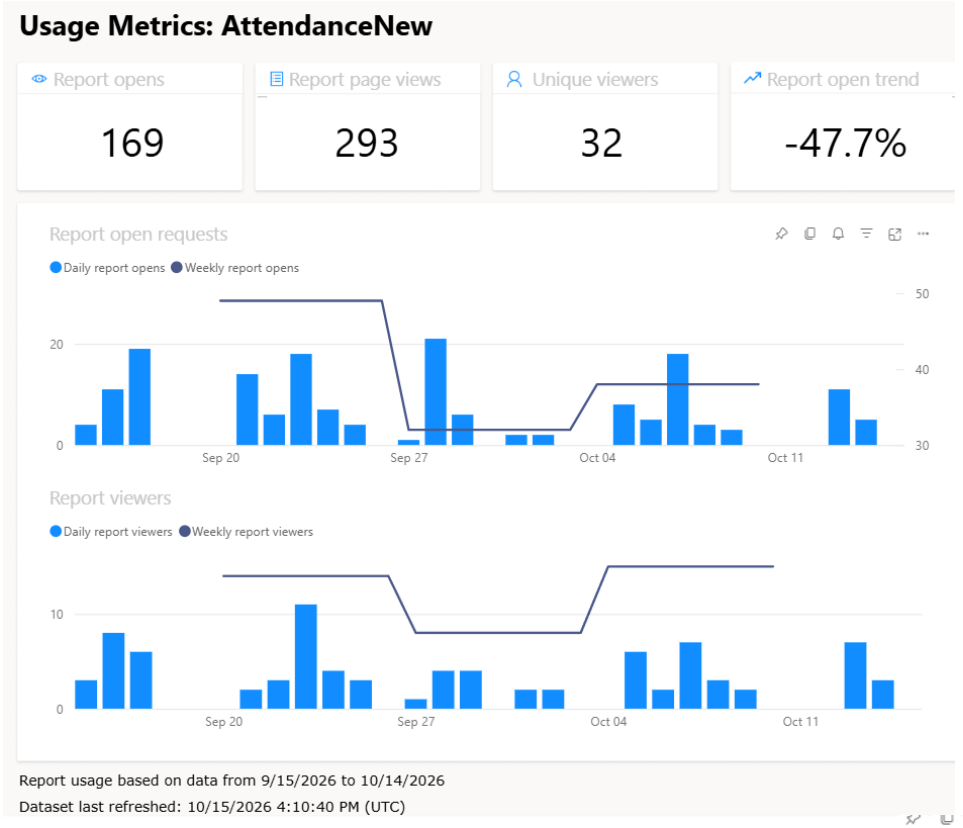
Core areas of responsibility

- **Advancing Continuous Improvement and Assurance**
  - **Strategy 1:** Evidence-Informed decision-making
    - Explore
    - Develop
    - Take Action
    - Evaluate
  - **Strategy 2:** Engagement
  - **Strategy 3:** Learning and Capacity Building

- **Advancing Innovation and Design**
  - **Strategy 1:** Embed deep and transferrable learning to enhance thinking and career exploration
  - **Strategy 2:** Advance career education and provide learners with real world experiences
  - **Strategy 3:** Grow community, industry, and educational partnerships that provide student access

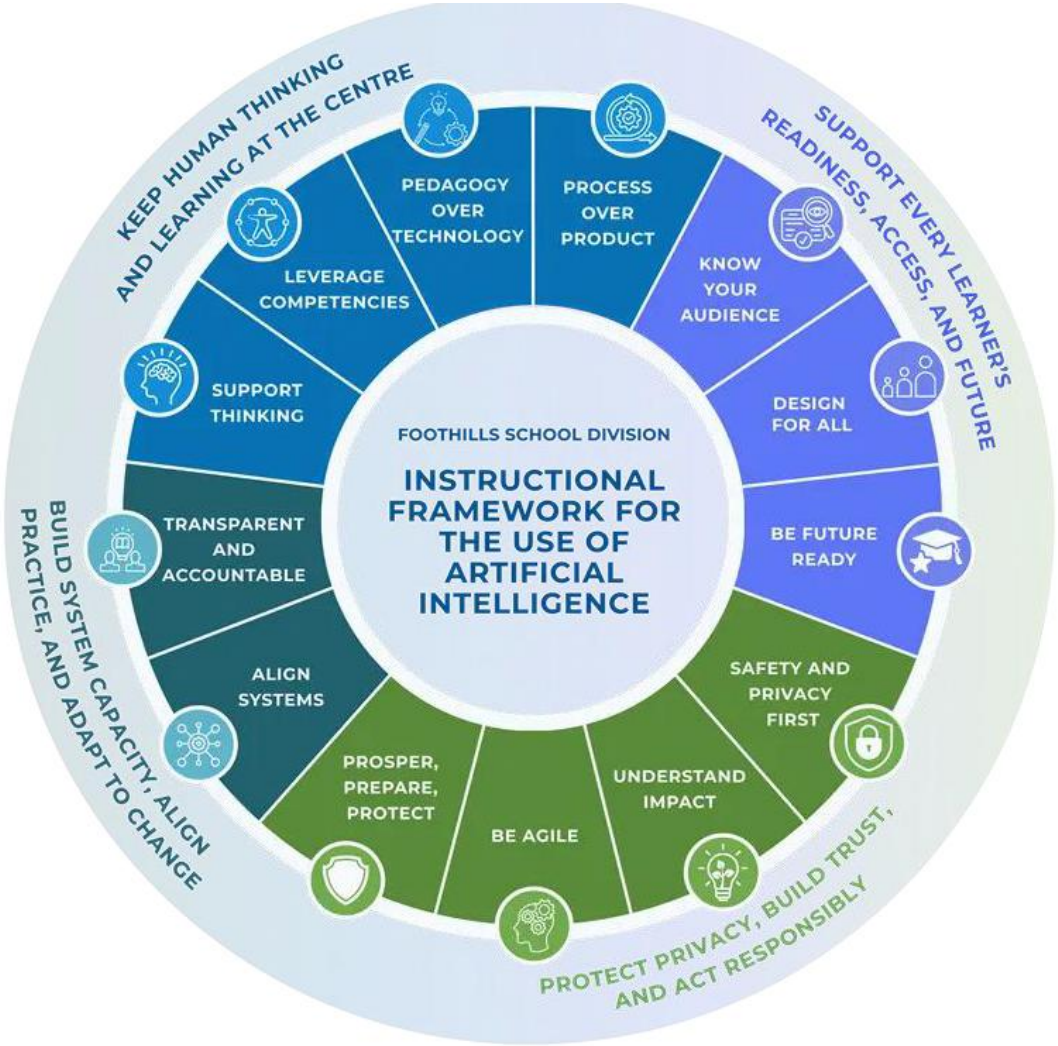
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Report	Views	Views %	Users	Days	View trend
AttendanceNew	169	58%	32	20	-48%
SOS-Q	24	8%	7	10	-100%
EICS2025	16	5%	5	6	-22%
AssuranceReportDataDashboard2026	15	5%	9	6	-85%
Student IE	15	5%	4	6	-75%
PL2024	11	4%	4	6	20%
Primary Assessments	9	3%	4	4	-71%
EICS2026	7	2%	5	5	33%

Core areas of responsibility



- **Advancing Innovation and Design**
  - **Strategy 1:** Embed deep and transferrable learning to enhance thinking and career exploration
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  - **Strategy 3:** Grow community, industry, and educational partnerships that provide student access

Core areas of responsibility

CREATIVITY AND INNOVATION

LEARNING TARGETS

- I can use AI to get new ideas and new points of view.
- I can plan and test a new project by combining AI-made text, pictures, or sound with my own work.
- I can use AI as a brainstorm partner to come up with new creative ideas, while making sure the final idea is still mine and generated through my own skills.

WHAT IT MIGHT LOOK LIKE IN PRACTICE

Div I: Grades 1-3

- *Idea stretch:* Students add details, endings, or new twists to an idea.
- Mix and make: Students combine words, pictures, movement, or materials to create something new.
- Ownership talk: Students explain how their creation shows their own ideas.

Div II: Grades 4-6

- *Guided* brainstorming: Students compare their own ideas with teacher-guided AI suggestions.
- Simple prototype: Students create and revise a first draft, design, or model.
- Keep, revise, reject: Students choose which ideas improve the work.
- Originality *reflection:* Students explain how the final product is still their own.

Div III: Grades 7-9

- *Idea generation:* Students use AI to explore options for writing, design, or project work.
- Prototype and revise: Students improve drafts through feedback, testing, and reflection.
- Creative risk-taking: Students try a new approach and explain what they learned.
- *Attribution check:* Students acknowledge AI support and protect originality.

Div IV: Grades 10-12

- *Concept development:* Students use AI to test, strengthen, and extend original ideas.
- Multi-modal creation: Students combine formats intentionally for authentic products.
- Process evidence: Students document how iteration shaped the final work.
- *Ethical originality:* Students make clear decisions about authorship and authenticity.

- **Advancing Innovation and Design**
  - **Strategy 1:** Embed deep and transferrable learning to enhance thinking and career exploration
  - **Strategy 2:** Advance career education and provide learners with real world experiences
  - **Strategy 3:** Grow community, industry, and educational partnerships that provide student access

Core areas of responsibility

- 3 new dual credit opportunities for students, including a professional kitchen at Highwood High School
- Supporting and aligning to CEFL & PEW curriculum
- Exploring new career pathways
- Continuing to grow off campus opportunities
- Expanding existing programs through new partnerships





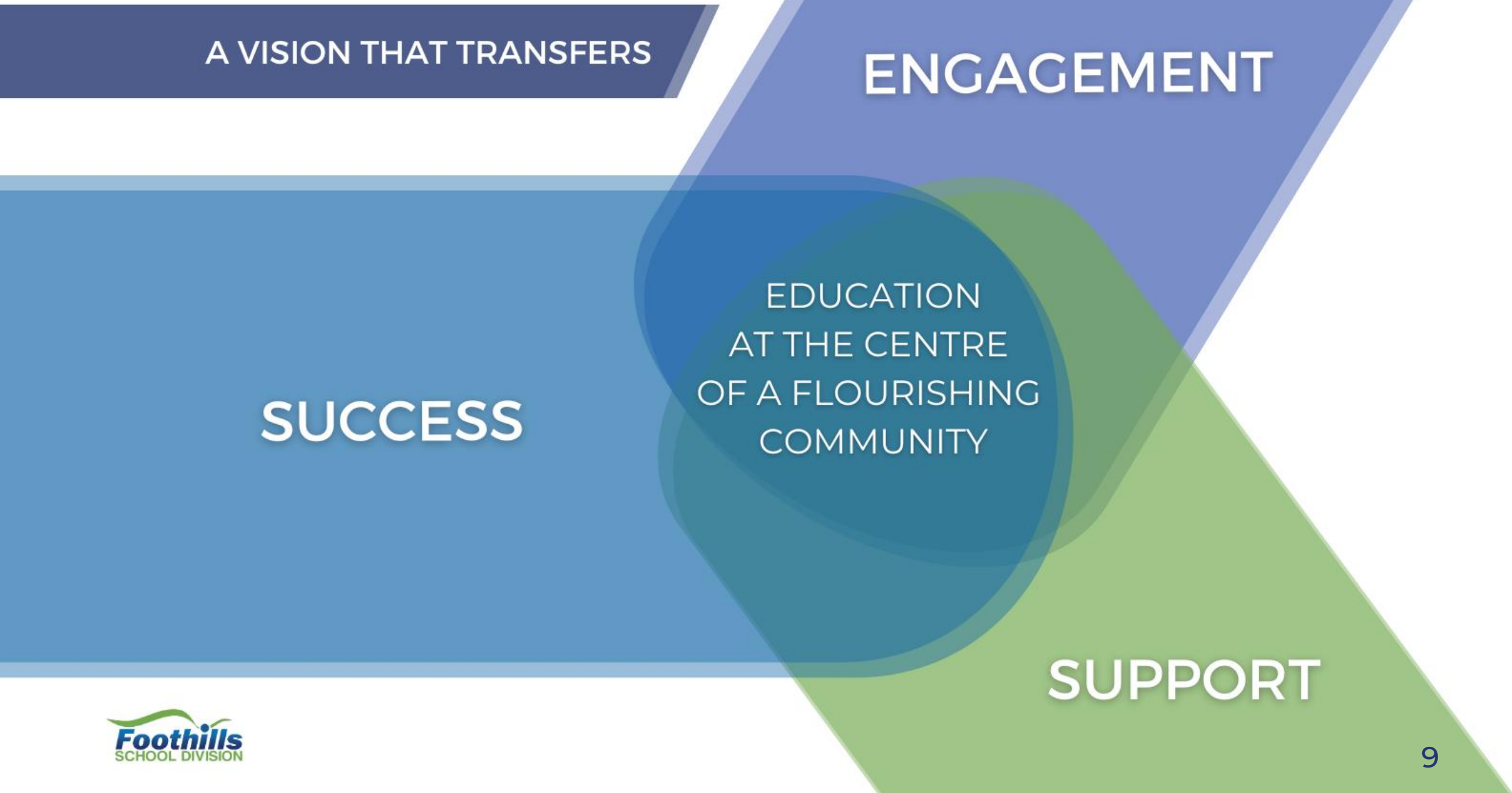
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ADVANCING CONTINUOUS IMPROVEMENT

Data Snapshot

A VISION THAT TRANSFERS



Foothills SCHOOL DIVISION

A VISION THAT TRANSFERS

ENGAGEMENT

SUCCESS

EDUCATION
AT THE CENTRE
OF A FLOURISHING
COMMUNITY

SUPPORT

Foothills
SCHOOL DIVISION



ADVANCING CONTINUOUS IMPROVEMENT AND ASSURANCE

ADVANCING CONTINUOUS IMPROVEMENT AND ASSURANCE

Foothills SCHOOL DIVISION

AEAM Summary

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

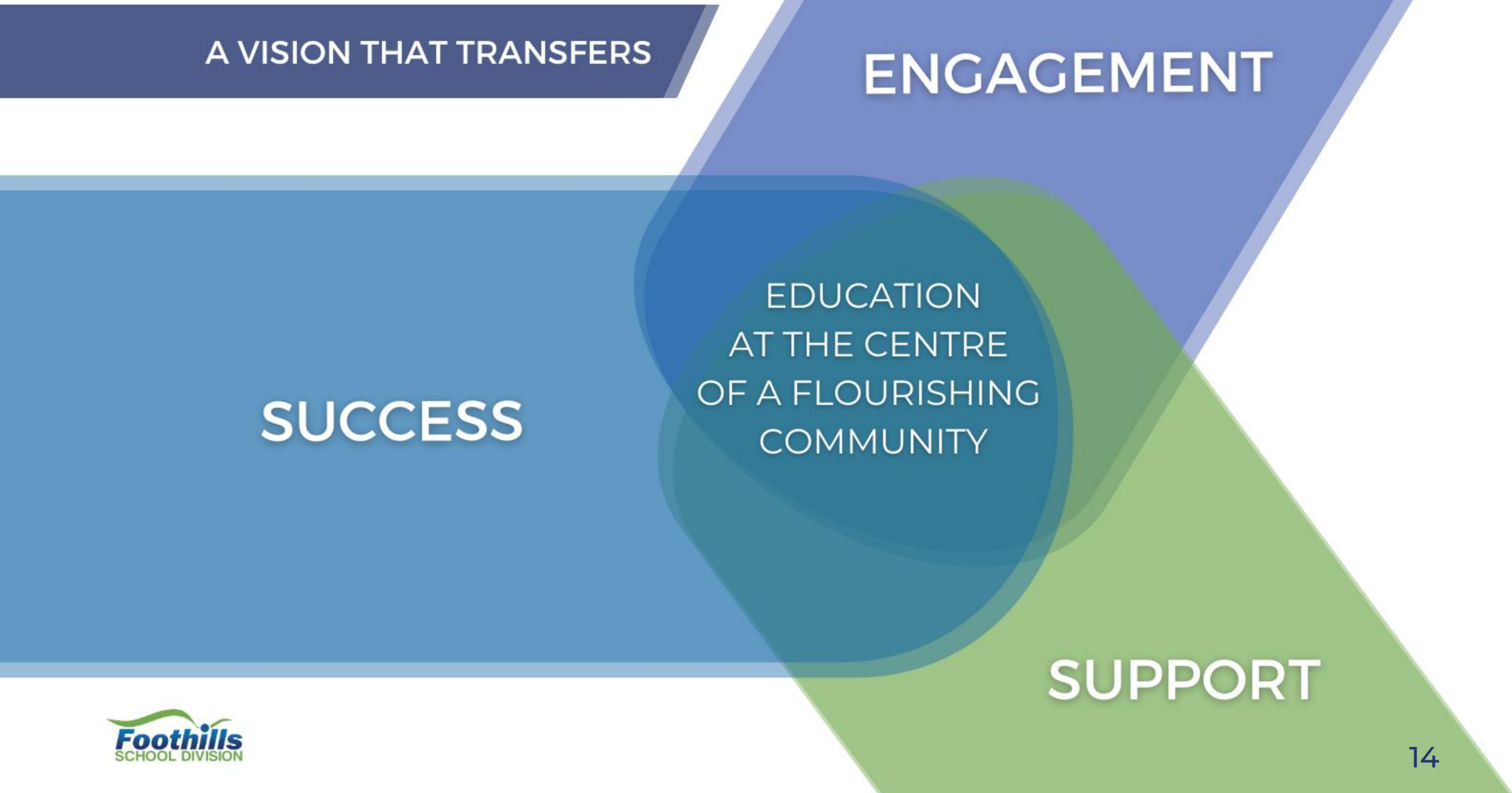
Assurance Measures - Overall	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2022-2023 (FSD) *(n=286 parents – 5% of families)*	81.0	75.6	86.2	82.8	76.0	75.7	69.2
2022-2023 (Prov)	84.4	80.3	88.1	84.7	80.6	79.1	75.2
2023-2024 (FSD) *(n=335 parents – 5% of families)*	79.7	74.7	84.5	81.8	73.7	74.4	69.2
2023-2024 (Prov)	83.7	79.4	87.6	84.0	79.9	79.5	75.8
2024-2025 (FSD) *(n=119 parents – 2% of families)*	78.9	73.2	83.2	80.6	70.6	73.7	66.7
2024-2025 (Prov)	83.9	79.8	87.7	84.4	80.1	80.0	76.6
2025-2026 (FSD) *(n=522 parents – 9% of families)*	79.5	75.5	85.0	82.8	71.0	71.6	68.1
2025-2026 (Prov)	84.2	81.2	87.8	85.8	79.5	79.9	76.3
Evaluation (Achievement)	Very Low	Intermediate	Intermediate	Low	Very Low	Low	Low
Evaluation (Improvement)	Maintained	Maintained	Maintained	Improved	Declined Significantly	Declined	Maintained

ADVANCING CONTINUOUS IMPROVEMENT AND ASSURANCE

FSD Assurance Survey (Parent): Parent attitudes to learning in the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2021-2022 *(n=2830 parents – approx. 31% families)*	91%	84%	96%	84%	81%	74%	55%
2022-2023 *(n=2608 parents – approx. 31% families)*	90%	80%	94%	80%	75%	72%	56%
2023-2024 *(n=1789 parents – approx. 23% families)*	88%	86%	85%	91%	84%	75%	73%
2024-2025 *(n=1789 parents – approx. 23% families)*	87%	86%	85%	91%	79%	74%	71%

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CONTINUUM OF SUPPORTS, WELLNESS AND WELL-BEING

CONTINUUM OF SUPPORTS WELLNESS AND WELL-BEING

FSD SOS-Q Student Survey (**S**tudent **O**rientation to **S**chool **Q**uestionnaire)**:** This survey is used to identify student's degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses.

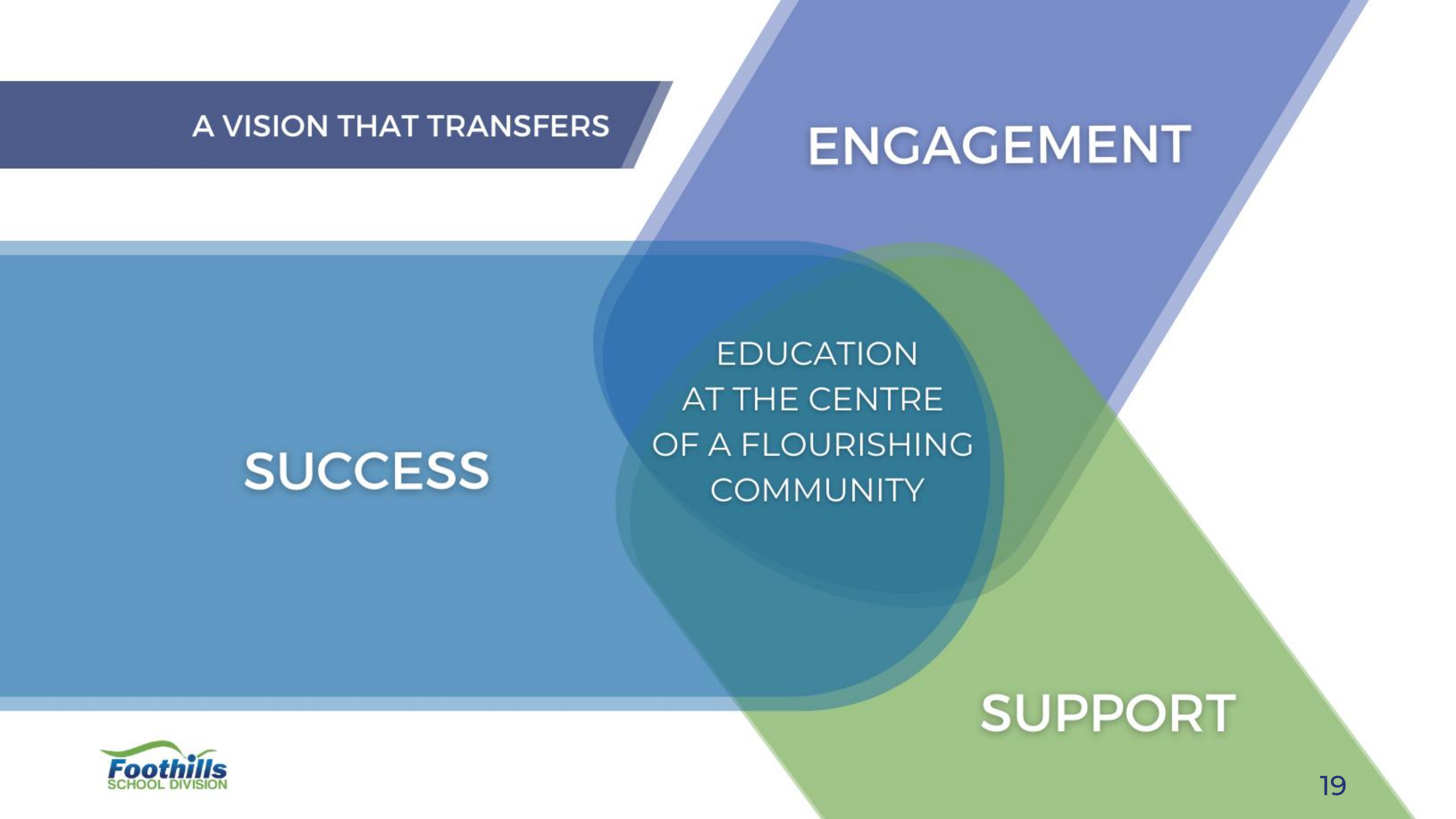
above national norm					
	Safe & Caring	**External Resilience**	**Self Confidence**	**Internal Resilience**	**Peer Relations**
2022-2023	88.0%	80.5%	74.5%	68.5%	86.5%
2023-2024	88.5%	76.0%	81.0%	71.0%	86.5%
2024-2025	86.5%	80.5%	73.0%	71.0%	86.5%
2025-2026	87%	81%	72%	69%	87%

CONTINUUM OF SUPPORTS WELLNESS AND WELL-BEING

Continuum of Support Questions from the Student Intellectual Engagement Survey As a component of the Student Intellectual Engagement Survey, Foothills School Division asks students grades 4-12 about their experience and understanding around the Continuum of Supports

above national norm			
	Overall Measure	**My school provides a continuum of supports and services for students experiencing difficulties in areas beyond their learning and schoolwork.**	**My teacher(s) provide a continuum of supports to help me when I have difficulties with my learning.**
2022-2023	76.0%	72.0%	80.0%
2023-2024	78.0%	74.0%	83.0%
2024-2025	77.0%	73.0%	81.0%
2025-2026	77.0%	71.0%	84.0%

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INNOVATION AND DESIGN LEARNING THAT TRANSFERS

INNOVATION AND DESIGN
LEARNING THAT TRANSFERS

FSD Intellectual Engagement Survey: Measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). Measures domains of high Expectations for student success, Relevance of learning experiences, Academic Rigor, Student Effort, and Flow.

Students responding Agree or Strongly Agree to at least half of the questions each factor below						Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"		
Performance Measures	**high Expectations**	**Relevance**	**Rigor**	**Effort**	**Support**	**ELA/FLA/SS**	**Math/Science**	**CTS/CTF**
2021-2022	92.0%	65.0%	65.0%	79.0%	74.0%	48.0%	56.0%	57.0%
2022-2023	93.0%	67.0%	81.0%	86.0%	78.0%	49.0%	56.0%	57.0%
2023-2024	92.0%	65.0%	78.0%	85.0%	77.0%	47.5%	55.0%	61.0%
2024-2025	89%	64%	78%	83%	77%	50.5%	52%	55%



LITERACY AND NUMERACY

LITERACY AND NUMERACY

Provincial Literacy/Numeracy Assessments: Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), Grade 1-3 Numeracy Screening Assessments

Summary of Support Strategies:
The Foothills School Division intervention funding dollars were used systemically to hire additional staff (certificated and uncertificated), to work directly with students. The staff was trained in using the Literacy and Numeracy intervention program provided by Alberta Education. The targeted and individualized support for students has been very successful. Divisionally we were also able to offer professional learning in the foundations of literacy and numeracy for our teaching staff as well. Learning Coaches in our schools were key in the roll out and support for implementation to attend to our at-risk students.

Literacy:

Grade	Number of students assessed by initial assessment	Number of students requiring additional supports by initial assessment	Number of students requiring additional supports at end of school year (Grades 1-3 Only)
2022-2023			
EC	n/a	n/a	n/a
1	563	95 (17%)	67 (12%)
2	574	127 (22%)	95 (17%)
3	566	135 (24%)	102 (18%)
2023-2024			
EC	n/a	n/a	n/a
1	505	75 (15%)	67 (13%)
2	578	106 (18%)	88 (15%)
3	595	122 (21%)	100 (17%)
2024-2025			
EC	473	83 (18%)	n/a
1	465	78 (17%)	73 (16%)
2	524	85 (16%)	73 (14%)
3	591	128 (22%)	105 (18%)
2025-2026			
EC	360	31 (8.6%)	n/a
1	463	18 (3.9%)	23 (5%)
2	456	30 (6.6%)	29 (6%)
3	501	40 (8.0%)	36 (7%)

LITERACY AND NUMERACY

Numeracy:			
Grade	**Number of students assessed by initial assessment**	**Number of students requiring additional supports by initial assessment**	**Number of students requiring additional supports at end of school year (Grades 1-3 Only)**
2022-2023			
EC	n/a	n/a	n/a
1	569	144 (25%)	123 (22%)
2	576	180 (31%)	154 (27%)
3	568	124 (22%)	104 (18%)
2023-2024			
EC	n/a	n/a	n/a
1	507	132 (26%)	84 (17%)
2	580	121 (21%)	84 (14%)
3	584	83 (14%)	55 (9%)
2024-2025			
EC	468	83 (18%)	n/a
1	473	115 (24%)	109 (23%)
2	522	124 (24%)	88 (17%)
3	594	100 (17%)	67 (11%)
2025-2026			
EC	360	57 (16%)	n/a
1	463	92 (20%)	41 (9%)
2	456	63 (14%)	55 (12%)
3	501	35 (7%)	36 (7%)

LITERACY AND NUMERACY

Common Numeracy Assessment: Grade 4-9 EICS Numeracy Assessment (% of Students identified as only requiring Universal Supports)						
Grade	**4**	**5**	**6**	**7**	**8**	**9**
2021-2022	Different assessment used prior to curriculum renewal					
2022-2023						
2023-2024						
2024-2025	74.0%	68.0%	74.0%	72.0%	68.0%	70.0%
2025-2026	73.0%	66.0%	70.0%	74.0%	70.0%	64.0%

Common Literacy Assessment: Grade 4-9 Common Literacy Assessment						
Grade	**4**	**5**	**6**	**7**	**8**	**9**
2021-2024	Different assessment used prior to curriculum renewal					
2024-2025	Not administered due to job action					
2025-2026	86	78	69	62	76	89



FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

SOS-Q Student Survey (Student Orientation to School Questionnaire): **First Nations, Métis, and Inuit Students**

Above National Norm					
Performance Measure	**Safe & Caring**	**External Resilience**	**Self Confidence**	**Internal Resilience**	**Peer Relations**
2021-2022	88.0%	78.0%	72.0%	65.0%	85.0%
2022-2023	67.0%	67.0%	42.0%	70.0%	69.0%
2023-2024	82%	73%	64%	62.5%	83.5%
2024-2025	81%	76%	67%	68%	86%

FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

Foothills SCHOOL DIVISION

Cultural Perspectives Survey

% Students (4-12) Reporting Agree or Strongly Agree																		
Performance Measures	**Cultural Belonging**		**Comfortable Sharing Culture**		**Encouraged and Accepted Sharing Culture**		**School Priority of Truth and Reconciliation**		**Personal Importance of Truth and Reconciliation**		**Cultural Infusion Across All Subject Areas**		**Understand Multiple Perspectives**		**Understand Truth and Reconciliation**		**Teachers Share Indigenous Perspectives**	
All Students (All) vs. Self-Identified Indigenous (SI)	**All**	**SI**	**All**	**SI**	**All**	**SI**	**All**	**SI**	**All**	**SI**	**All**	**SI**	**All**	**SI**	**All**	**SI**	**All**	**SI**
2022-2023	61.0%	68.0%	56.0%	57.0%	60.0%	63.0%	68.0%	71.0%	80.0%	95.0%	64.0%	69.0%	78.0%	90.0%	81.0%	87.0%	75.0%	79.0%
2023-2024	64.0%	68.0%	55.0%	66.0%	55.0%	72.0%	67.0%	73.0%	78.0%	79.0%	65.0%	74.0%	76.0%	80.0%	79.0%	83.0%	72.0%	73.0%
2024-2025	61%	61%	54%	53%	55%	59%	65%	83%	77%	83%	65%	69%	74%	74%	78%	83%	73%	69%
2025-2026	62%	59%	54%	55%	54%	62%	64%	60%	76%	81%	61%	60%	73%	81%	78%	84%	68%	65%



TEACHING AND LEADING

TEACHING AND LEADING

New FSD Professional Learning Survey (2025): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge
2022-2023	Measured by previous "FSD Professional Learning Survey" (Above)			
2023-2024	77.0%	81.0%	73.0%	75.0%
2024-2025	73.0%	85.0%	73.0%	78.0%
2025-2026	78.0%	75.0%	74.0%	75.0%

QUESTIONS?



Fawn lounging beside the entrance to FSD Summer School



STAY CONNECTED

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