ENGAGEMENT

Local and Societal Context

Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social, and economic circumstances of all students.

GOALS *Desired Result*	**OUTCOMES** *Measurable statements of what FSD seeks to achieve*	**INDICATORS** *Indicators of achieving outcomes*

Advance stakeholder engagement and communications
 	
Advancing stakeholder engagement practices and communication strategies will ensure FSD is responsive to local needs, it increases stakeholder understanding of education matters and improves decision-making. It will provide stakeholders with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and division priorities of engagement, support, and success for each learner.
	• Actively engage stakeholders to inform the development of local priorities and plans drawing upon a variety of sources to measure engagement:
	  ○ What stakeholders were involved?
	  ○ How were they engaged?
	  ○ How their input informed local priorities?
	  ○ School board's actions to meet its obligations under section 12 of the School Councils Regulation to provide opportunity for School Councils to be involved in developing School Education Plans.
	• Education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding.
		• Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement.
		• Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division.

Governance

Governance refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

GOALS *Desired Result*	**OUTCOMES** *Measurable statements of what FSD seeks to achieve*	**INDICATORS** *Indicators of achieving outcomes*
Advance evidence-based continuous improvement and assurance Learners will communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	• Establish a system of accountability practices which include guiding principles for assurance at a division and school level. • Use results to improve the quality and effectiveness of education programs provided to students and to improve student learning and achievement. • Sustained culture of continuous improvement and collective responsibility. • A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. • Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. • Legislation, policy, and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.	• Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement (explore, develop, take action, and evaluate). • The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. • FSD provides accountability to the Department of Education that we are fulfilling our responsibilities of providing education programs for K-12 students. • FSD provides assurance to local stakeholders and the public that we are fulfilling our responsibilities and that students are successful. • AERR data is analyzed, local and societal context considered, insights developed,

	• Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity. • Engagement of parents, students, staff, and other key stakeholders on board matters and plans contribute to shared governance.	and conclusions drawn to inform education plans. • Governance responsibilities reflect a student-centered focus and principles of inclusiveness, fairness, diversity, and excellence.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Parent Involvement (AEAM):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AEAM)**: Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education (AEAM)**: Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.

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

Assurance Measures	Education Quality	Parental Involvement	School Improvement
2022-2023	94%	84%	77%
2023-2024	100%	75%	50%
2024-2025	89%	62%	82%
2025-2026	93%	80%	67%
Evaluation	**Very High**	**Maintained**	**Very High**

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.

Provincial Performance Measure	Education Quality	Parental Involvement	School Improvement
2022-2023 (FSD)	92.6	N/A (n<6)	85.7%
2022-2023 (Prov)	88.1%	79.1%	75.2%
2023-2024 (FSD)	93.5	N/A (n<6)	86.4%
2023-2024 (Prov)	87.6%	79.5%	75.8%

2024-2025 (FSD)	86.8	N/A (n<6)	79.4%
2024-2025 (Prov)	87.7%	80.0%	76.6%
2025-2026 (FSD)	74.5%	69.4%	58.5
2025-2026 (Prov)	87.8%	79.9%	76.3%
Evaluation (Achievement)	Very Low	Very Low	Very Low
Evaluation (Improvement)	Maintained	N/A	Maintained

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- School improvement is very high.
- Staff, parents, and students feel the quality of education at Longview is also very high.

Areas for Growth

- We need to encourage more parent involvement in our divisional surveys to see better data.

Next Steps

- Continue on the journey of continous improvement across all domains.
- Encourage parents via news letters and teacher weekly updates to complete surveys.