

Calgary French & International School



Calgary French & International School - Education Plan (2024-25/2025-26/2026-27)

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Accountability Statement

The Education Plan for Calgary French & International School (CFIS) commencing September 1, 2024, was prepared under the direction of the CFIS Society's Board of Governors (the Board) in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan, and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2024-25/2025-256/2026-27 Education Plan on May 22, 2024.

The plan was submitted to Alberta Education by the May 31, 2024 deadline and was published on the school's website at <https://cfis.com> under the heading: "AERR & Education Plans" where the Annual Education Results Report and Three-Year Education Plans for the current school year and recent past school years can be found.



Kate Bilson
Chair
Calgary French & International School Society



CFIS Education Plan Structure

Over the course of the 2022-23 school year, the CFIS Society Board, in collaboration with the Head of School, developed a strategic plan for the five-year period of 2023 to 2028. The development of the strategic plan occurred in collaboration with all stakeholders (CFIS employees, parents of CFIS students, and the students themselves). CFIS's five new strategic priorities are as follows:

Priority #1: Grow vibrant school divisions (ECE, Elementary, Middle School, and High School) within a full French immersion and international context.

Priority #2: Engage our diverse community.

Priority #3: Value and celebrate our staff.

Priority #4: Strengthen our financial health.

Priority #5: Enhance and communicate our brand and value proposition.

The above five priorities have been used to inform the education plan that is laid out in the following pages.

The goals and strategies that were developed for each priority were produced through the collaboration of the CFIS Society's Board of Governors, the Head of School, and the members of the school's Senior Leadership Team. As well, all faculty and staff participated in engagement sessions in which they contributed to specific strategies and tactics associated with each goal. Parents and student focus groups were also provided with opportunities to contribute directly to the plan.

CFIS has been an accredited member of CAIS (Canadian Accredited Independent Schools) since 2017. Each of CAIS's over 90 schools commits to undergoing a reflective and collaborative school improvement process, meeting CAIS's rigorous national standards, and participating in research and professional learning opportunities. CFIS will be undergoing its next accreditation in 2025. There are twelve standards that must be met, each of which has associated Indicators of Effective Practice. CFIS's robust 2024-27 Education Plan was developed within the lens of CAIS's comprehensive standards and indicators as well as Alberta Education's Education Plan requirements and key elements.

As well, since 2019, CFIS has been authorized to offer the International Baccalaureate (IB) Diploma Programme (DP) to its Grades 11 and 12 students. In 2021, CFIS also obtained IB candidacy to provide its Primary Years Programme (PYP) to all students in Kindergarten through to Grade 5. CFIS is anticipating being authorized by September, 2024. We will be applying for IB candidacy in June 2024 to provide its Middle Years Programme (MYP) to all Middle School students. The IB's programmes are designed within a consistent framework to enable teachers to

develop knowledgeable, inquisitive, and caring students who have future-ready skills and can take ownership of their own learning.

Together, the new CFIS Society's Strategic Plan, Alberta Education requirements, CAIS standards, and the IB framework form a comprehensive foundation for educational excellence, which is reflected in the following pages.

CFIS's 2024-26 Education Plan includes information which was obtained from the following sources:

- Alberta Education's 2023 Assurance surveys
- Results of June 2023 Grades 6 and 9 Provincial Achievement Tests (PATs)
- Results of June 2023 Grade 12 Diploma Examinations
- Results of May 2023 International Baccalaureate Diploma Programme exams
- Provincial literacy and numeracy assessments
- 2023 school-awarded marks and anecdotal information
- CFIS Parent and Staff Surveys from 2023

CFIS's Education Plan takes a three-year rolling format, and follows the framework of Alberta Education's five "assurance domains". Alberta Education defines a domain as an area of activity where education partners have specific responsibilities for which they are accountable and for which they are required to provide assurance to their stakeholders.

The five Alberta Education domains are as follows:

- Student Growth and Achievement;
- Teaching and Leading;
- Learning Supports;
- Governance; and
- Local and Societal Context.

Alberta Education's 2024-25 funding manual explains the interconnected and interdependent nature of the above domains. It states, "Student growth and achievement is the primary purpose of the education system and is the core outcome domain for the assurance framework. The domains of Teaching and Leading, Learning Supports, and Governance support and enable Student Growth and Achievement. Local and Societal Context, while a separate domain, operates across and is integrated into the others."

Domain – Student Growth and Achievement

Alberta Education Key Element 1:

Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need, and set new learning goals.

CFIS Priority 1:

Grow vibrant school divisions within a full French immersion and international context.

ECE Goal:

Maintain a dynamic ECE program with changes and enhancements centered on the needs of young learners, and with consistently robust ECE enrolment.

Elementary Goal:

CFIS provides the top recognized French immersion program in Calgary.

Middle School Goal:

Develop a Middle School that provides a strong academic bridge from Elementary to High School, while focusing on the developmental needs of students.

High School Goal:

Harmonize academic excellence with dynamic co-curricular and social opportunities, with the obtaining of post secondary entrance and consistently robust retention.

OUTCOMES AND STRATEGIES FOR ALBERTA EDUCATION KEY ELEMENT 1		
DIVISION	OUTCOMES	STRATEGIES
ECE and Elementary	CFIS's ECE and Elementary Division students will achieve educational success and meet Alberta Education outcomes through the framework of the IB Primary Years Programme (PYP).	<ul style="list-style-type: none">● Review the report card to develop an action plan that will further align with new curricula and IB philosophy.● Continue to develop and review modules of inquiry that focus on strengths and areas of development for each learner.● Provide grade-level teams time to reflect on their units with the PYP Curriculum Coordinator.● Provide educators with opportunities to collaborate with the ECE/Elementary Literacy and Curriculum Coordinator and PYP Curriculum Coordinator to further align and strengthen assessment practices that reflect the new curricula.

Middle School	The Alberta Education and International Baccalaureate curricula will be effectively implemented.	<ul style="list-style-type: none"> • Hire a 0.5 FTE IB MYP coordinator who will assist teachers in the alignment of Alberta curricula and IB subject curricula. • Provide key teachers and leaders with professional development on IB MYP. • Provide all Middle School teachers with PD: Developing the MYP (Category 1). • Consider offering Grade 8 workshops in addition to continuing personalized Grade 9 parent/student meetings. • Revise the Middle School report card to reflect new Alberta curricula and IB philosophy. • Prepare for MYP authorization (2 years). • Allocate 0.8 FTE for MYP Subject leaders.
High School	Ensure that CFIS's high school students are well prepared for success throughout High School and into their post-secondary studies, and that they are supported in meeting their academic goals.	<ul style="list-style-type: none"> • The Principal of Secondary will continue to meet weekly with CFIS's Learning Strategists to ensure that plans are in place to support each student. • Hire a 0.5 FTE Academic Guidance Counsellor to provide personalized academic counselling to students in grades 10-12. • CALM is to be offered in the timetable and Grade 10 students will be provided with an internship program. • Explore offering different IB courses that may provide students with more transfer credit opportunities for universities. • Explore dual credit partnerships with post-secondary institutions.

PERFORMANCE MEASURES FOR ALBERTA EDUCATION KEY ELEMENT 1	
DIVISION	PERFORMANCE MEASURES
ECE and Elementary	<ul style="list-style-type: none"> • Completed report card that illustrates continuity between divisions. • Four completed units of inquiry for ECE. • Six completed units of inquiry for Elementary.
Middle School	<ul style="list-style-type: none"> • Completed scope/sequence documentation within a common framework. • Grade 9 to 10 retention rate of 50%. • Increased student scores on Alberta Education Assurance Survey questions pertaining to student supports. • MYP candidacy.
High School	<ul style="list-style-type: none"> • Increased student scores on Alberta Education Assurance Survey questions pertaining to student supports and academic counselling.

Alberta Education Key Element 2:

Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.

CFIS Priority 1:

Grow vibrant school divisions within a full French immersion and international context.

ECE Goal:

ECE delivers an excellent French immersion early education program as the foundation for success at CFIS.

Elementary Goal:

Provide the top recognized French immersion program in Calgary.

Middle School Goal:

Develop and implement a rigorous academic middle school program.

High School Goal:

Harmonize academic excellence with dynamic co-curricular and social opportunities, with the obtaining of post secondary entrance and consistently robust retention.

OUTCOMES AND STRATEGIES FOR ALBERTA EDUCATION KEY ELEMENT 2		
DIVISION	OUTCOMES	STRATEGIES
ECE	Ensure that CFIS Early Childhood Education students have a strong foundation of early literacy and numeracy.	<ul style="list-style-type: none">• Demonstrate to families how a play-based approach leads to success in literacy and numeracy.• Provide educators with professional development/coaching opportunities from experts (including but not limited to CFIS’s Literacy & Curriculum Coordinator; and Master Teacher - Early Academics & Curriculum).• Provide teachers with professional development, collaborative planning time, and coaching, to implement the new curriculum.• Align scope & sequence for all pre-kindergarten grade levels (Jr-Pre, Pre, JK) with new KG curriculum.
Elementary	Increased student engagement and individual achievement in the areas of	<ul style="list-style-type: none">• Review, update, and implement the Elementary Division’s literacy and numeracy scope and sequence, so that it is aligned to the new Alberta Education program of studies for

	literacy and numeracy in all subjects.	<p>KG-Grade 6. Collaborate with Middle School for alignment.</p> <ul style="list-style-type: none"> ● Continue to collect data (ex. GB+, F&P, Test de Dépistage) to track student progress in reading and number sense, to provide appropriate targeted instruction. ● Research and select an appropriate tool to be used as a screening tool in numeracy in Grades 4 and 5. ● Use professional development time to ensure that literacy and numeracy coaches are provided opportunities to maximize teacher and teacher assistant capacity, as well as time to work with small groups of students. ● Continue to develop and implement common math assessment tools in line with the new curriculum to ensure consistency between classes and in order to allow action plans to be supported by the numeracy coaches/learning strategists in a more cohesive manner. ● Provide teachers with professional development, collaborative planning time and coaching to implement the new curriculum.
	Improved French language proficiency.	<ul style="list-style-type: none"> ● Provide faculty with professional development opportunities to further develop their own language proficiency. ● Develop a standardized assessment tool and continuum for student oral language proficiency.
	Strengthened support for our English as an Additional Language (EAL) students to develop their communication skills.	<ul style="list-style-type: none"> ● Continue to provide support to our EAL students through targeted instruction and standardized assessments. ● Provide Grade 1 and 2 students with exposure to English literature and opportunities to develop oral language competencies. ● Consider other English screening and benchmark tools to be used.
Middle School	Increased student engagement and individual achievement in the areas of literacy and numeracy in all subjects.	<ul style="list-style-type: none"> ● MYP Math, French and English subject leads will collaborate to develop literacy and numeracy continuums and to ensure vertical and horizontal continuity. ● Continue to support faculty in the development and implementation of common math assessment tools for each unit, to ensure consistency between classes in order to allow

		<p>action plans to be supported by the numeracy coach in a more cohesive manner.</p> <ul style="list-style-type: none"> ● Continue to develop and implement tools to foster student engagement in both numeracy and literacy. ● Provide time for team teaching in some subjects to support student learning.
High School	Increase student engagement and individual achievement in all subject areas.	<ul style="list-style-type: none"> ● Facilitate monthly grade-level meetings with the Student Learning & Wellness (SLW) team. ● Provide an individualized approach to DP IB where students are encouraged to take courses of interest to them. ● Continue to explore different DP IB courses that are of interest to our students.
School-Wide		<ul style="list-style-type: none"> ● Develop the continuum of both the Alberta Education and IB curricula, ensuring that they complement and augment each other.

PERFORMANCE MEASURES FOR ALBERTA EDUCATION KEY ELEMENT 2	
DIVISION	PERFORMANCE MEASURES
ECE	<ul style="list-style-type: none"> ● Gather anecdotal feedback from parents of the sessions and growth in participation numbers. ● Collect standardized literacy and numeracy data in KG to document student growth, and share with Grade 1 teachers. ● Improve results on relevant questions from Alberta Education Assurance Survey. ● Teacher responses to professional development opportunities. ● Update scope & sequence documentation for pre-KG programs.
Elementary	<ul style="list-style-type: none"> ● Continue to use standardized assessments, such as GB+, Benchmarks, as well as Alberta Education literacy and numeracy assessments (<i>test de dépistage</i>), to document student growth and program planning. ● Identify a numeracy tool to be used for screening in Grades 4-6. ● Provincial Achievement Test (PAT) results - maintain or improve results. ● Continue to assess each student's reading levels each term, to ensure consistency between report cards and data collected. ● Using oral rubrics and scores, gather data that can provide long-term report tracking about individual student improvement in French oral skills on average. ● Continue to use English Language Learner Benchmarks to document student growth and program planning.

Middle School	<ul style="list-style-type: none"> • Develop common summative assessment tools for each subject. • PAT results - maintain or improve results.
High School	<ul style="list-style-type: none"> • Continue to track student progress through summative grades, to document student growth, student support and program planning. • Alberta Education Diploma Exams - maintain or improve results. • IB DP exams - maintain or improve results.
School-Wide	<ul style="list-style-type: none"> • CFIS student scores on report cards and standardized provincial assessments.

Alberta Education Key Element 3:
Students are active, healthy, and well.

CFIS Priority 1:

Grow vibrant school divisions within a full French immersion and international context.

ECE Goal:

Deliver an excellent French immersion early education program to 192 students, where the foundation for success at CFIS begins.

Elementary Goal:

CFIS students are happy, healthy, safe, and balanced.

Middle School Goal:

Develop a middle school model where student experiences are appropriate to the needs of the 11-14-year-old students, and where students feel connected.

High School Goal:

Offer a unique high school experience.

OUTCOMES AND STRATEGIES FOR ALBERTA EDUCATION KEY ELEMENT 3		
DIVISION	OUTCOMES	STRATEGIES
ECE	The needs of young learners are met.	<ul style="list-style-type: none"> • Provide support for educators and students’ families, by offering a series of parent sessions on various topics that touch on the needs of young learners. • Expand contracted SLP & OT services to enhance availability of these services to children who would benefit.
Elementary	Development of the whole student, in the areas of languages, music, art, and	<ul style="list-style-type: none"> • Approach physical education with a wide range of activities in order to develop

	physical education, and communication of the importance of the above elements in student development.	<p>physical literacy, and that reflects the new Alberta Program of Studies.</p> <ul style="list-style-type: none"> ● Provide the Physical Education faculty members and the grade-level team (Health and Wellness) with professional development opportunities about the new program of studies. ● Develop students’ artistic abilities and an appreciation for the arts, through a wide range of activities. ● Continue to enhance and leverage Elementary clubs as co-curricular. ● The Director of Teaching & Learning and Director of Global Education and Experiential Learning will work collaboratively with principals to update and implement the CFIS digital citizenship continuum.
Middle School	Teachers are supported in deepening their knowledge and understanding of the Middle School student.	<ul style="list-style-type: none"> ● Provide teachers with professional development on the subject of better understanding the Middle School student. ● Reallocate a 0.25 FTE for Head of Student Life to develop House curriculum (student life, environment sustainability, internationalism and Equity, Diversity and Inclusion who will oversee the content of House programming in MS.
Middle School	Teachers are supported in deepening their knowledge and understanding of the Middle School student (continued)	<ul style="list-style-type: none"> ● Develop a consistent, comprehensive, and progressive model for students in Grades 6 to 8, where executive functioning skills and “Approach To Learning” are explicitly taught. ● Continue to explore ways to develop more opportunities for Middle School students to have access to a gymnasium outside of instructional time. ● Consider avenues to develop athletic competitions for Grade 6 students with other schools.
	Guidelines and student experiences are specific to the needs of Middle School students.	<ul style="list-style-type: none"> ● The Director of Teaching & Learning and Director of Global Education and Experiential Learning will work collaboratively with principals to update and implement the CFIS digital citizenship continuum.

		<ul style="list-style-type: none"> ● Incorporate 5 Da Vinci days when students will explore interdisciplinary and inquiry projects in an experiential manner. ● Select annual House captains to champion their House and represent their peers in determining areas of focus and wants for their division and House meetings.
High School	Student mental health is supported, to assist students to meet their goals.	<ul style="list-style-type: none"> ● Reallocate 0.25 FTE for Head of Student Life who will serve as an advisor for the student Grade 9-12 student Life committee. ● Secondary Leadership group to meet monthly and include student mental health as part of the agenda. ● Principal of Secondary to meet weekly with social-emotional learning strategists to identify needs and possible resources. ● Teachers will work more collaboratively with students on scheduling assessment dates. ● Provide students with engagement opportunities to implement spirit days and intramurals, to improve student life. ● Implement a new timetable that reflects community time in the schedule as an opportunity for balance/community. ● The Director of Teaching & Learning and Director of Global Education and Experiential Learning will work collaboratively with principals to update and implement the CFIS digital citizenship continuum.
	Students are provided with a personalized high school experience.	<ul style="list-style-type: none"> ● Continue to develop and provide students with different local possibilities for experiential learning during travel weeks. ● Provide an additional 0.1 FTE to the Community Relations Coordinator position to oversee the implementation of an internship for Grade 10 students. ● Through monthly meetings with the Head of School, the Student Prefect Committee will allow students to contribute to the identity and development of what the CFIS high school experience will entail. ● Academic meetings and university selection and applications are done 1:1 with students and parents.

PERFORMANCE MEASURES FOR ALBERTA EDUCATION KEY ELEMENT 3	
DIVISION	PERFORMANCE MEASURES
ECE	<ul style="list-style-type: none"> ● Gather anecdotal feedback from parents of the sessions and growth in participation numbers. ● Students are provided with supports earlier, based on the number of referrals. ● Reduced need for specialized supports (speech/OT) as students complete ECE and move on to Elementary.
Elementary	<ul style="list-style-type: none"> ● Improved student results on Alberta Education Assurance Survey questions about music, art, physical education, and languages. ● Revised scope/sequence. ● Administer a survey to CFIS Elementary students that includes components about clubs and extracurriculars, to determine student satisfaction.
Middle School	<ul style="list-style-type: none"> ● Administer a survey to CFIS Middle School students that includes a component on executive functioning and how prepared students feel regarding study skills, planning, self-monitoring, self-control, working memory, time management, and organization, to measure student satisfaction. ● In November and April, administer a survey to CFIS Middle School students that includes questions about the House program, extracurriculars, and options, to gather feedback and gauge progress.
High School	<ul style="list-style-type: none"> ● Collect monthly qualitative data from High School students regarding their wellness and well-being, to determine if additional supports are needed, in order to support them further, if required. ● In November and April, administer a survey to CFIS High School students that includes components about experiential learning, travel, extracurriculars, and options, to gather feedback and gauge progress.

Alberta Education Key Element 4:

Students apply knowledge, understanding, and skills in real-life contexts and situations.

CFIS Priority 1:

Grow vibrant school divisions within a full French immersion and international context.

ECE Goal:

ECE delivers an excellent French immersion early education program to 192 students where the foundation for success at CFIS begins.

Elementary Goal:

CFIS provides the top recognized French immersion program in Calgary.

Middle School Goal:

Develop and implement a rigorous academic middle school program.

High School Goal:

CFIS offers a unique high school experience.

OUTCOMES AND STRATEGIES FOR ALBERTA EDUCATION KEY ELEMENT 4		
DIVISION	OUTCOMES	STRATEGIES
School-Wide	Deepen experiential learning through off-site learning experiences.	<ul style="list-style-type: none"> ● Implement the revised overnight offsite Global Education Experiences and assess its impact on student learning and growth. ● Develop and implement a scope and sequence that captures and broadens experiential learning for preschool-Grade 12 and that is directly connected to our mission, vision and values. ● Include time for pre- and post-experience learning and reflections as part of global and experiential learning. ● Implement the CFIS Global Distinction certificate (bronze, silver, gold, platinum).
	Build a culture where students have a voice in leading change and where they have opportunities to lead various initiatives.	<ul style="list-style-type: none"> ● Provide students in Grades 9 to 12 with the opportunity to submit proposals to lead student-driven options for Elementary and Middle School students. ● Continue to build and strengthen the structure and guidelines around student leadership committees: supporting student growth, leadership and voice with the support of a designated staff advisor. ● Prefect committees: further define membership, and responsibilities of committee chairs/ prefects. ● Provide more opportunities for cross-divisional partnerships, initiatives, and events.
	More opportunities for inquiry, problem solving, and critical thinking are infused into all subject and specialist areas.	<ul style="list-style-type: none"> ● Grade-level teams will enhance their units of inquiry to strengthen opportunities for real-life connections through the “provocation” component at the beginning of each unit. ● Professional development for preschool to Grade 10 will focus on Inquiry.

PERFORMANCE MEASURES FOR ALBERTA EDUCATION KEY ELEMENT 4

DIVISION	PERFORMANCE MEASURES
School-Wide	<ul style="list-style-type: none"> ● In November and April, administer a survey to CFIS students that includes questions about satisfaction with field trips and travel opportunities, and satisfaction with options, to gather student feedback and gauge progress. (Intentionally embed time in the timetable for this survey.) ● Track the proportion of students who sign up for the Global Distinction certificate. ● Student results on Alberta Education Assurance Surveys will increase, on questions that relate to a feeling of belonging. ● Completed units of inquiry.

Alberta Education Key Element 5:

Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.

CFIS Priority #1:

Grow vibrant school divisions within a full French immersion and international context.

CFIS Priority #2:

Engage our diverse community.

ECE Goal:

To deliver an excellent French immersion early education program to 192 students where the foundation for success at CFIS begins.

Elementary Goal:

Students are happy, healthy and balanced.

Middle School Goal:

To develop a middle school model where student experiences are appropriate to the needs of the 11-14-year-olds, and where students feel connected.

High School Goal:

To offer a unique high school experience.

OUTCOMES AND STRATEGIES FOR ALBERTA EDUCATION KEY ELEMENT 5		
DIVISION	OUTCOMES	STRATEGIES
School-Wide	Deepen students' foundational knowledge of First Nations, Métis and Inuit experiences so that age-appropriate and developmentally-appropriate growth in understanding and knowledge is achieved.	<ul style="list-style-type: none"> • Develop a partnership and a budget to work with a First Nations elder or knowledge keeper to guide our work toward the outcome of deepening students' foundation knowledge of the First Nations experience. • Provide the wider community with learning opportunities for Truth & Reconciliation on September 30th. • Develop an action plan towards reconciliation which includes professional development for all CFIS staff with the Senior Leadership Team. • Revise our scope-and-sequence, and provide students and teachers with sample activities and lessons that are aligned with each grade. • Provide students with authentic learning opportunities (both on-site and off-site) to acquire and apply foundational knowledge.

PERFORMANCE MEASURES FOR ALBERTA EDUCATION KEY ELEMENT 5	
DIVISION	PERFORMANCE MEASURES
School-Wide	<ul style="list-style-type: none"> • Gathered through anecdotal evidence from students following learning activities. • The establishment of a lasting relationship with an elder or knowledge keeper.

Alberta Education Key Element 6:

Students demonstrate understanding of and respect for the uniqueness of all learners.

CFIS Priority 1:

Grow vibrant school divisions within a full French immersion and international context.

ECE Goal:

To deliver an excellent French immersion early education program to 192 students where the foundation for success at CFIS begins.

Elementary Goal:

Students are happy, healthy, safe, and balanced.

Middle School Goal:

To develop a middle school model where student experiences are appropriate to the needs of the 11-14-year-olds, and where students feel connected.

High School Goal:

To offer a unique high school experience.

OUTCOMES AND STRATEGIES FOR ALBERTA EDUCATION KEY ELEMENT 6		
DIVISION	OUTCOME	STRATEGIES
ECE	Set the foundation for global-mindedness, through developmentally-appropriate education around diversity, equity, inclusion (DEI), and justice.	<ul style="list-style-type: none"> ● Infuse library workshops to support anti-bias and anti-racial themes into PYP outcomes. ● Build teacher capacity and confidence to further develop and implement lesson plans to teach age-appropriate and developmentally-appropriate anti-bias and anti-racism themes. ● ECE unit plans will include celebrations of students' unique interests and talents.
Elementary	Build faculty and staff capacities and skills on the themes of empathy, anti-racism, and anti-bias education.	
Middle School	Through global education programming, empower students with the skills to act against prejudice and/or discriminatory actions.	<ul style="list-style-type: none"> ● Continue to support CFIS students' education, diversity and inclusivity (EDI) and Pride clubs, and empower students to continue to lead and support these initiatives at CFIS. ● Continue to offer professional development to teachers to improve their comfort levels with and knowledge of EDI. ● Providing House periods in the timetable will allow House leaders and students to infuse EDI learning.
High School	Develop leadership skills in High School students that will support them to become advocates for change.	<ul style="list-style-type: none"> ● Continue to support CFIS students' EDIA and Pride clubs through the student committee model to empower students to continue to lead and support these initiatives at CFIS. ● Work with the Student EDI Committee to improve our reporting process on identifying incidents of racism and/or discrimination. ● Connect students with community leaders to deepen their learning and engagement on these subjects.

		<ul style="list-style-type: none"> ● Provide learning opportunities (experientially, and through assemblies and conferences) to enhance student skills and learning. ● Give students opportunities to take part in school and student conferences on the theme of EDI, including YYC Pluralism club and Round Square conferences.
School-Wide	Create a community of belonging.	<ul style="list-style-type: none"> ● Raise awareness of the importance of diversity, and how as a community we should approach the subject of diversity, by connecting the sStaff EDIA, Student EDIA, and Parent EDIA Committees to work alongside one another. ● Include parent, student and staff reps on a Board EDIA Steering Committee to determine next steps and an action plan in EDIA work. ● Apply for the Alberta Culture Days grant in order to develop events that will recognize and celebrate our community’s cultural diversity. ● Develop more cross-divisional opportunities for peer support and student partnerships.
	Set the foundation for global-mindedness through developmentally appropriate education around EDI and justice.	<ul style="list-style-type: none"> ● Director of Global Education and Experiential Learning will work with faculty to develop and implement a scope-and-sequence, for preschool through to Grade 12, that encompasses global citizenship, sustainable development, peace, human rights, leadership, EDI, and justice. ● Invest in books and literature for the learning commons that represent the diverse CFIS population, and continue to identify gaps in representation via thorough inventories. ● Explore novel studies that complement diversity. ● Implement an evergreen professional development model that continues to address anti-bias and anti-racism education. ● Enhance our library workshops to include anti-bias and anti-racism programming.
	Develop leadership skills in high school students that will	<ul style="list-style-type: none"> ● Empower students with the skills to act against prejudice and/or discriminatory

	support them in becoming advocates for change.	actions, through global education programming. <ul style="list-style-type: none"> • Support students to lead initiatives in order for them to reach the immediate and larger school community.
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**PERFORMANCE MEASURES FOR
ALBERTA EDUCATION KEY ELEMENT 6**

DIVISION	PERFORMANCE MEASURES
High School	<ul style="list-style-type: none"> • Evidence of active and engaged student leadership clubs with increased membership. • CFIS becomes recognized in Calgary as a hub for student learning and leadership on DEI and anti-bias/anti-racism education.
School-Wide	<ul style="list-style-type: none"> • Increased faculty and staff confidence to deliver DEI-themed lessons. • Decrease in number of reported incidents and anecdotal evidence of discrimination and bullying. • Diversity, Equity, and Inclusion (DEI) scope-and-sequence developed and implemented. • Improved results on student and parent surveys (the CFIS in-house survey, and the Alberta Education Assurance Survey) on questions pertaining to feeling safe and belonging.

Domain – Teaching and Leading

Alberta Education Key Element 7:

Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all.

CFIS Priority 1:

Grow vibrant school divisions within a full French immersion and international context.

ECE Goal:

CFIS is the school of choice for ECE families as they move up to the Elementary Division.

Elementary Goal:

CFIS provides the top recognized French immersion program in Calgary.

Middle School Goal:

To develop and implement a rigorous academic middle school program.

High School Goal:

Capacity will be full in High School, with students who will reach their individual goals.

OUTCOMES AND STRATEGIES FOR ALBERTA EDUCATION KEY ELEMENT 7		
DIVISION	OUTCOMES	STRATEGIES
ECE	Young learners’ needs are met, through the provision of support for educators and families.	<ul style="list-style-type: none"> ● Literacy curriculum coordinator to work with ECE educators to improve knowledge and understanding of best practices in pre-literacy. ● Coordinator of Early Learning & Development to provide coaching and strategies to educators, to meet social-emotional needs of young students. ● Master Teacher - Early Academics & Curriculum to support teachers in aligning instructional strategies and assessment practices.
Elementary	Teaching and learning is enhanced through differentiation.	<ul style="list-style-type: none"> ● Provide the support team with coaching from the Literacy and Numeracy Curriculum Coordinator. ● Develop a common understanding of roles, responsibilities and structure for coaches, and student support. ● Develop a common understanding of roles and responsibilities between the coordinators. ● Continue to provide team teaching time so that a second adult is in the room to allow for more

		<p>flexible grouping.</p> <ul style="list-style-type: none"> When planning and reflecting on PYP units, teachers will ensure that components of differentiation are in place.
Middle School	Ensure students are well prepared for success and that they are supported in meeting their academic goals.	<ul style="list-style-type: none"> Hold monthly grade-level meetings to discuss student needs and share successful strategies. Restructure student supports to properly align with roles and responsibilities as well strengths. Learning Strategist to lead Individual Program Plans (IPP) and build teacher capacity in differentiation, through classroom visits and observation. Publish a schedule for students needing support or review of key aspects of the curriculum (Tier 2).
High School	Students receive a personalized high school experience.	<ul style="list-style-type: none"> Provide students with academic courses and extracurricular activities that will enable their university applications to stand out. Provide all students with at least one leadership opportunity per year during their time in High School. Provide each student with the opportunity to sit on an advisory committee of interest to them. Plan annual events that bring in students from other schools, and provide opportunities for our students to lead discussions, network and connect with peers. During Grade 9 individual parent meetings, the (CALM) career project and academic counsellor presentation will be shared, as well as the internship program. These presentations then guide students throughout their High School.

PERFORMANCE MEASURES FOR ALBERTA EDUCATION KEY ELEMENT 7	
DIVISION	PERFORMANCE MEASURES
School-Wide	<ul style="list-style-type: none"> Anecdotal feedback from parents from engagement sessions, and an increase in participation in these sessions. Increased parent satisfaction results on the CFIS parent survey on the theme of community engagement. Student growth documented via standardized literacy and numeracy data, such as GB+, Benchmarks, and Math Intervention and Alberta Education literacy and numeracy assessments (<i>test de dépistage</i>). Improved results on Alberta Education’s Assurance Survey. Increased teacher responses to professional development opportunities. Consistently strong student growth, student support, and program planning, as

	tracked and documented through summative grades.
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Alberta Education Key Element 8:

Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.

Alberta Education Key Element 9:

All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.

Alberta Education Key Element 10:

University teacher education, university leadership education, and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice.

CFIS Priority 3:

Value and celebrate our staff.

School-Wide Goal:

One hundred percent of CFIS faculty and staff members feel valued and supported.

OUTCOMES AND STRATEGIES FOR ALBERTA EDUCATION KEY ELEMENTS 8, 9, AND 10		
DIVISION	OUTCOMES	STRATEGIES
School-Wide	Teachers are supported by supervisors in the development and implementation of their annual professional growth plans and meaningful professional evaluations.	<ul style="list-style-type: none"> ● Teachers set three goals and meet with their direct supervisor three times per school year. ● Ongoing walk-through visits, formal observations and conversations. ● Teachers receive annual performance reviews.
	Stronger partnerships developed with universities and professional organizations, to further support the professional growth of teachers and staff.	<ul style="list-style-type: none"> ● Work directly with various universities' Faculties of Education to mentor practicum students, and in particular, welcome University of Calgary and University of Alberta practicum students to CFIS. ● Broaden our recruiting scope for experienced teachers to include job fairs and partnerships with universities in British Columbia, Moncton, Ottawa, and Quebec. ● Strengthen our partnerships with <i>l'association canadienne des professionnels de l'immersion</i> (ACPI) and IB.

		<ul style="list-style-type: none"> ● In March, provide suitable practicum students with teaching contracts for September, contingent on successful internships in May and June. ● Add an FTE for a full-time substitute position for a new graduate.
	A strengthened safe, collaborative and supportive culture.	<ul style="list-style-type: none"> ● Divisional and department annual implementation plans will include a focus on staff appreciation and wellness. ● Evergreen some PD workshops into the professional development plan on EDI and workplace violence and harassment training. ● Teachers will be provided with collaboration time on professional development days and in weekly schedules as possible.
	New teachers are successful in their first year at CFIS.	<ul style="list-style-type: none"> ● Provide new teachers with mentorship and training, including providing time in new teachers' schedules for mentorship and coaching, and arranging monthly meetings with a member of Administration to ensure clear expectations.

PERFORMANCE MEASURES FOR ALBERTA EDUCATION KEY ELEMENTS 8, 9, AND 10	
DIVISION	PERFORMANCE MEASURES
School-Wide	<ul style="list-style-type: none"> ● 85% satisfaction on CFIS Staff survey ● 85% satisfaction CFIS Parent Survey ● Increased results on professional development portion of Alberta Education Assurance survey

Alberta Education Key Element 11:
 Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.

CFIS Priority 3:
 Value and celebrate our staff.

School-Wide Goal:
 CFIS will be recognized as the employer of choice amongst French immersion schools in Alberta.

**OUTCOMES AND STRATEGIES FOR
ALBERTA EDUCATION KEY ELEMENT 11**

DIVISION	OUTCOMES	STRATEGIES
School-Wide	Student learning and teacher job satisfaction at all grade levels is optimized through diverse opportunities for teachers to refine their teaching practice, collaborate with other professionals, and engage in professional development..	<ul style="list-style-type: none"> ● Ensure that professional development days focus on opportunities for collaboration. ● Provide faculty with optimum in-house and external professional development opportunities. ● Provide time for networking and collaboration in teachers’ timetables. ● Provide opportunities for teachers to showcase learning in action, through student-led conferences and exhibitions and faculty sharing sessions during professional development days. ● Provide common collaborative planning time per IB requirements. ● Revise expectations around extra-curricular commitment and teaching loads. ● Ensure that time allotted for teachers’ collaborative planning is comparable to other independent IB schools and greater than that of public schools. ● Principals and members of the pedagogical leadership team will encourage individual teacher participation in teaching networks associated with professional organizations such as AISCA, IB, SEBIQ, CAIS, Round Square, ABIBS, GEBG and UNESCO. ● Prepare for the CAIS and IB accreditation. ● Allocate an 0.6 FTE MYP coordinator.

**PERFORMANCE MEASURES FOR
ALBERTA EDUCATION KEY ELEMENT 11**

DIVISION	PERFORMANCE MEASURES
School-Wide	<ul style="list-style-type: none"> ● Decrease in number of HR complaints. ● Increase in positive results on CFIS staff survey and Alberta Education Accountability survey. ● Increased retention of strong teachers on temporary or probationary contracts.

Alberta Education Key Element 12:

Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.

CFIS Priority 1:

Grow vibrant school divisions within a full French immersion and international context

ECE Goal:

CFIS is the school of choice for ECE families as they move up to the Elementary Division.

Elementary Goal:

CFIS provides the top recognized French immersion program in Calgary.

Middle School Goal:

To develop and implement a rigorous academic middle school program.

High School Goal:

Capacity will be full in High School, with students who will reach their individual goals.

OUTCOMES AND STRATEGIES FOR ALBERTA EDUCATION KEY ELEMENT 12		
DIVISION	OUTCOMES	STRATEGIES
ECE	Provide an individualized program to ECE students.	<ul style="list-style-type: none"> ● Educators will continue to gather data through observation and interaction with students. ● Yearly standardized assessments of early literacy and numeracy competencies of kindergarten students will be shared with the Grade 1 teaching team. ● Report card assessment data to be reviewed to drive the creation of Tier 2 and Tier 3 intervention groups and programming. ● Master Teacher: Early Academics & Curriculum to document assessment practices & protocols for pre-K grade levels.
Elementary	Increased student engagement and individual achievement in the areas of literacy and numeracy in all subjects.	<ul style="list-style-type: none"> ● Continue to use Reflex Math and Reading Theory, as well as other common formative and summative assessment tools, to document student growth and program planning.
	Continue to implement ways to enhance teaching through differentiation.	<ul style="list-style-type: none"> ● Explore and select an assessment tool that reflects the new curriculum in numeracy. ● Continue to use standardized assessments, such as GB+, Benchmarks, along with Alberta Education literacy and numeracy assessments (<i>test de dépistage</i>), to document student growth and program planning.

Middle School	Increased student engagement and individual achievement in the areas of literacy and numeracy in all subject areas.	<ul style="list-style-type: none"> • Continue to provide teachers with time to analyze Provincial Achievement Test (PAT) results and develop annual action plans particular to their department and grade levels. • As teachers become more familiar with the MYP program, they will develop units of inquiry where student voice and interests will be more prevalent. • Continue to provide literacy challenges through makerspace lunch projects to students.
High School	Ensure students are well-prepared for success.	<ul style="list-style-type: none"> • Continue to provide teachers with time to analyze provincial Diploma Exam and IB DP exam results, and develop annual action plans particular to their department and grade levels.

**PERFORMANCE MEASURES FOR
ALBERTA EDUCATION KEY ELEMENT 12**

DIVISION	PERFORMANCE MEASURES
School-Wide	<ul style="list-style-type: none"> • Consistently strong student growth, student support, and program planning, as tracked and documented through performance.

Domain – Learning Supports

Alberta Education Key Element 13:

Learning environments are welcoming, caring, respectful, and safe.

CFIS Priority 1:

Grow vibrant school divisions within a full French immersion and international context.

ECE Goal:

Early Childhood Education (ECE): Maintain a dynamic ECE program with changes and enhancements centered on the needs of young learners, and with consistently robust ECE enrolment.

Elementary Goal:

To deliver strong academic programming in an environment that nourishes student well-being and individual success.

Middle School:

To create a model where student experiences are appropriate to the needs of 11-14-year-old students, and where students feel connected.

High School Goal:

To offer a unique high school experience.

OUTCOMES AND STRATEGIES FOR ALBERTA EDUCATION KEY ELEMENT 13		
DIVISION	OUTCOMES	STRATEGIES
ECE	Enhance outdoors spaces for ages 2-5.	<ul style="list-style-type: none">● Add mud kitchens to the ECE playground.
Elementary	Build capacities and skills around empathy, anti-racism and anti-bias education.	<ul style="list-style-type: none">● Provide teachers with time and opportunities to strengthen their Health and Wellness programs addressing healthy friendships, student conflict, and bullying.● Provide students and parents with workshops on the administrative guidelines, and establish protocols to address student conduct and bullying.● Develop peer support and student partnerships.

		<ul style="list-style-type: none"> ● Continue to develop opportunities for more cross-divisional initiatives and connections. ● Provide classrooms with funds to create warm and welcoming classroom libraries.
Middle School	Develop and implement administrative guidelines and student experiences that reflect the needs of a Middle School student.	<ul style="list-style-type: none"> ● Provide students with opportunities that allow them to improve their skills and increase their confidence. ● Review administrative guidelines and protocols to address student conduct and bullying. ● Consider ways to encourage Middle School students to have non-tech lunch hours. ● Develop a specific Middle School House program that improves school spirit and sense of community. ● Provide Secondary Division students with materials for more social interactions.
High School	Support mental health in our students as they push themselves to meet their goals.	<ul style="list-style-type: none"> ● Allocate social emotional support to students by a full-time secondary youth worker. ● Gather bi-monthly data from the student population on their emotional wellbeing and implement action plans accordingly.
	Develop leadership skills through extracurricular activities and student committees that will empower them to be advocates for student mental health.	<ul style="list-style-type: none"> ● Ensure that all Grade 10 students participate in a CALM retreat at the beginning of the school year, to develop new friendships. ● Schedule extracurricular activities in a way that allows students to participate in more than one. ● Provide students with opportunities to lead student committees and extracurricular activities that include Middle School students and that allow for a sense of belonging within the secondary division. ● Continue to have student representation on the Board's EDIA Steering Committee.
School-Wide	Ensure that CFIS is a safe and secure school.	<ul style="list-style-type: none"> ● Ensure that Hour Zero protocols continue to be a priority. ● Conduct a risk audit once every three years.

		<ul style="list-style-type: none"> ● Conduct a health and safety audit once every three years. ● Promote and model digital etiquette and responsible social interactions related to the use of technology and information. ● Create welcoming spaces, indoors and outdoors, including in the entrances, hallways, libraries, and cafeterias.
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PERFORMANCE MEASURES FOR ALBERTA EDUCATION KEY ELEMENT 13	
DIVISION	PERFORMANCE MEASURES
School-Wide	<ul style="list-style-type: none"> ● Increased student satisfaction on CFIS student experience survey. ● Increased student satisfaction on Alberta Education Assurance survey.

Alberta Education Key Element 14:

Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.

CFIS Priority 1:

Grow vibrant school divisions within a full French immersion and international context.

ECE Goal:

ECE delivers an excellent French immersion early education program to 192 students where the foundation for success at CFIS begins.

Elementary Goal:

Deliver strong academic programming in an environment that nourishes student well-being and individual success.

Middle School Goal:

Develop a middle school that provides a strong academic bridge from Elementary to High School, while focusing on the developmental needs of students.

High School Goal:

Harmonize academic excellence with dynamic co-curricular and social opportunities, with the obtaining of post-secondary entrance and consistently robust retention.

**OUTCOMES AND STRATEGIES FOR
ALBERTA EDUCATION KEY ELEMENT 14**

DIVISION	OUTCOMES	STRATEGIES
ECE	The needs of young learners are met, through the provision of support for educators and the learners' families.	<ul style="list-style-type: none"> ● Increase the capacity of assistant teachers to support language acquisition and learning support for their students. ● Leverage assistant teachers to provide support with EAL instruction.
Elementary	Teaching and learning is enhanced through the implementation of differentiation.	<ul style="list-style-type: none"> ● Revise the student support model to ensure that we are addressing student needs efficiently and build teacher capacity. ● Redefine roles and responsibilities, including SLW team and faculty, to ensure consistency in our approach and in the coordination of support. ● Provide professional development to faculty and staff to develop their understanding of universal design for learning. ● Pedagogical leadership team and learning strategist to meet bi-weekly to discuss new referrals and update implementation plans. ● On a monthly basis, learning strategist and relevant teachers to update parents of students at risk and discuss strategies. ● Increase the capacity of faculty and assistant teachers to support language acquisition and learning support for all students.
Middle School	Continue to implement ways to enhance teaching and learning through differentiation.	<ul style="list-style-type: none"> ● Review student referral system (self, teacher, and parent referrals). ● Learning Strategist to continue to meet with grade-level teams every six weeks to revise support strategies. ● Provide timetable opportunities for grade-level teacher meetings, where Learning Strategists are invited to attend to provide strategies. ● Bi-weekly meetings between the Principal and Learning Strategists to review new referrals, current services being provided, and determine next steps. ● Provide students with the explicit teaching of skills such as making a study plan, chunking, writing and organizing class notes, keeping track of multiple deadlines, making choices that lead to a productive study session (managing phone/music distractions).

		<ul style="list-style-type: none"> On a monthly basis, learning strategist and relevant teachers to update parents of students at risk.
High School	Ensure students are well prepared for success throughout High School and into post-secondary, and that they are supported in meeting their academic goals.	<ul style="list-style-type: none"> Support students as they push themselves to meet their goals, by teaching them specific skills such as making a study plan, “chunking” their work, writing and organizing class notes, keeping track of multiple deadlines, and making choices that lead to productive study sessions. Provide Grade 9 to 12 students with an academic counselor and an individualized post-secondary academic planning experience beginning in Grade 9. Bi-weekly meetings between principal and learning strategists to review new referrals and current services being provided, and to determine next steps.

PERFORMANCE MEASURES FOR ALBERTA EDUCATION KEY ELEMENT 14	
DIVISION	PERFORMANCE MEASURES
School-wide	<ul style="list-style-type: none"> Student growth documented via standardized literacy and numeracy data and student grades overall.

Alberta Education Key Element 15:
The school community applies the resources needed to support First Nations, Métis and Inuit student achievement.

CFIS Priority #1:
Grow vibrant school divisions within a full French immersion and international context.

CFIS Priority #2:
Engage our diverse community.

OUTCOMES AND STRATEGIES FOR ALBERTA EDUCATION KEY ELEMENT 15		
DIVISION	OUTCOMES	STRATEGIES
School-Wide	Staff and students’ knowledge of First Nations, Métis, and Inuit cultures is strengthened.	<ul style="list-style-type: none"> Continue to provide faculty with professional development opportunities to learn about First Nations, Métis, and Inuit cultures. Continue to develop our curricular resources and whole-school scope-and-sequence with

		<p>regard to teaching about First Nations, Métis, and Inuit cultures.</p> <ul style="list-style-type: none"> ● Build a strong and lasting connection with an elder or indigenous knowledge keeper ● Explore a full day immersive learning experience with indigenous leaders for our entire staff community. ● Build a statement on CFIS’ commitment to reconciliation as a senior leadership team.
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PERFORMANCE MEASURES FOR ALBERTA EDUCATION KEY ELEMENT 15	
DIVISION	PERFORMANCE MEASURES
School-Wide	<ul style="list-style-type: none"> ● Full (100%) school participation of students and employees, across all divisions, in the celebration of indigeneity, and in all truth and reconciliation educational events and opportunities. ● A completed statement that guides the work of teachers and students.

Alberta Education Key Element 16:

Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.

CFIS Priority 4:

Strengthen our financial health.

Goal 1:

CFIS will develop a multi-year strategic financial plan that strives for a surplus budget to fund future school enhancements and which includes capital and lifecycle requirements.

ALBERTA EDUCATION KEY ELEMENT 16	
OUTCOMES	STRATEGIES
Maximized auxiliary revenues and alternative revenue streams.	<ul style="list-style-type: none"> ● Advertise rental space. ● Continue to provide and enhance alternative mission-aligned programs, such as adult French classes, child care for professional development days, and summer camps.
Ensure that the school’s physical infrastructure remains in good repair and is consistently fully available for student learning.	<ul style="list-style-type: none"> ● Conduct an assessment of the school’s lifecycle and capital needs to outline five-year, ten-year, and twenty-year maintenance and capital requirements.

<p>Ensure reliable and timely access to information technology and educational technology and supports.</p>	<ul style="list-style-type: none"> ● Implement ongoing improvements to network infrastructure, to support the growing demands on CFIS’s systems and processes, by continually evaluating system performance in relation to the institution and the growth of the student base. ● Develop a staffing plan to ensure knowledgeable and qualified faculty can lead student learning in the area of educational technology and design.
<p>PERFORMANCE MEASURES</p>	
<ul style="list-style-type: none"> ● Balanced budget 	

Domain – Governance

Alberta Education Key Element 17:

Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success.

CFIS Priority 2:

Engage our diverse community.

CFIS Goal 1:

CFIS students are valued and active participants in strengthening our school community.

CFIS Goal 2:

CFIS parents are active partners in building a caring, connected and thriving school community.

CFIS Goal 4:

Create a community of belonging.

About Governance at CFIS

As an independent school accredited by Alberta Education, the CFIS Society’s Board of Governors is largely composed of parents of current CFIS students. At present, 16 of the 17 CFIS Governors are parents of current CFIS students.

The CFIS Board of Governors recently updated the school’s strategic plan, with a view to ensuring that the CFIS vision, mission, and values continue to resonate with CFIS parents, now and into the future.

ALBERTA EDUCATION KEY ELEMENT 17	
OUTCOMES	STRATEGIES
Develop a shared understanding about what Diversity, Equity, Inclusion and Accessibility (DEIA) means in our school, and develop tactics to identify and implement DEIA best practices.	<ul style="list-style-type: none">• Through collaboration with Student, Parent, and Staff EDIA Committees, the CFIS Society Board will develop an EDIA Statement for CFIS that will complement our school’s mission statement by providing language to describe the kind of human community that distinguishes our school and supports its educational purposes.• The Pedagogical leadership and the Board’s EDIA Steering Committee will identify EDIA best practices and make recommendations on their implementation.

Community events are hosted that celebrate the diversity in our school community and nourish relationships and connections.	<ul style="list-style-type: none"> Continue to identify opportunities for Governors to engage with CFIS stakeholders.
Lead CFIS stakeholders with regard to best practice in diversity, equity and inclusion.	<ul style="list-style-type: none"> Continue to build a CFIS Society Board that is representative of the diversity in our community.
Build a culture where students have a voice in leading change and where they have opportunities to lead various initiatives.	<ul style="list-style-type: none"> The Board's Strategic Planning Committee and Governors with relevant expertise will continue to partner with Jörð (the CFIS Student Environmental Committee) to come up with sustainable initiatives that will enhance the school's grounds and ecological footprint.
PERFORMANCE MEASURES	
<ul style="list-style-type: none"> The DEIA Statement is written, approved by the Board, implemented, communicated to the CFIS community, and presented to the community at the Board's 2024 AGM. The DEIA Statement then serves as an umbrella for governance and operational decision-making. Each Governor will attend a minimum of three school events annually. The composition of the CFIS Society Board continues to reflect the diversity within the CFIS community. At least one environmental initiative or objective proposed by Jörð is completed annually. 	

Alberta Education Key Element 18:

Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.

Alberta Education Key Element 19:

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.

ALBERTA EDUCATION KEY ELEMENTS 18 AND 19	
OUTCOMES	STRATEGIES
Ensure that the Board structure aligns with the current and future needs of the school	<ul style="list-style-type: none"> A Board evaluation survey is completed annually, and the results are used at the Board's annual retreat to inform decision-making. Ensure the size of the Board is appropriate. Identify gaps in skills, diversity, and expertise on the Board. A Board Committee Chairs meeting is held at the start and end of each school year to review past activities, set objectives and strategies, and consider the appropriate committee structure required to achieve them. Ensure Board committees' terms of reference are aligned and follow best practice and CAIS guidance.

CFIS remains accredited by Alberta Education and CAIS.	<ul style="list-style-type: none"> ● Develop annual goals for each committee which align with the CFIS Society’s strategic plan and meet legislative, statutory, and CAIS accreditation requirements. ● Develop a position description for Committee Chairs. ● Identify educational opportunities for Board members and record participation of Board members in continuous education. ● Review the CFIS Society’s documentation to ensure compliance with CAIS accreditation requirements. ● Stay abreast of all legislative and statutory changes.
Enhance effective communication with all stakeholders.	<ul style="list-style-type: none"> ● Board members communicate a consistent message while engaging the community.
PERFORMANCE MEASURES	
<ul style="list-style-type: none"> ● The annual Board Self-Evaluation Survey is completed by all Board members. ● All committee terms of reference are annually reviewed and any amendments approved by the Board. ● Each active committee has a minimum of one annual and achievable objective. ● Any gap or overlap in the activities of committees has a strategy to rectify the situation. ● Committee Chairs meet twice a year. ● All committees and committee chairs are evaluated annually. ● Each Governor participates in at least one educational opportunity each year. ● The CFIS Society’s policies are regularly reviewed by the Board’s Governance Committee, and amendments are made in response to legislative and statutory changes. ● There is a strategy and time frame in place to address any gaps in documentation required for Alberta Education and CAIS Accreditation. ● The Board’s Advancement Committee will provide talking points for Board members. 	

Alberta Education Key Element 20:

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.

CFIS Priority 4:

Strengthen our financial health.

CFIS Goal 1:

CFIS will develop a multi-year strategic financial plan that strives for a surplus budget to fund future school enhancements, and which includes capital and lifecycle requirements.

ALBERTA EDUCATION KEY ELEMENT 20	
OUTCOMES	STRATEGIES

Continue to ensure fiscal responsibility.	<ul style="list-style-type: none"> Regularly review the strategic financial plan to ensure it aligns with school enhancements and capital and lifecycle requirements.
PERFORMANCE MEASURES	
<ul style="list-style-type: none"> Finalize a strategic financial plan to support the implementation of the 2023-28 Strategic Plan. The Board approves and implements a strategic financial plan. 	

Alberta Education Key Element 21:

Curriculum is relevant, clearly articulated, and designed for implementation within local contexts.

CFIS Priority 1:

Grow vibrant school divisions within a full French immersion and international context.

ALBERTA EDUCATION KEY ELEMENT 21	
OUTCOMES	STRATEGIES
Ensure that the Alberta Education and IB curricula are effectively implemented and that values from partner organizations continue to be infused into CFIS’s teaching of the Alberta Education curriculum.	<ul style="list-style-type: none"> The Board’s Executive Committee continues to review monthly Head of School reports with respect to alignment with the CFIS Society’s Strategic Plan, mission, vision, and values. The Board continues to engage in partnerships with CFIS leadership and staff, through involvement with Board committees and other opportunities. The CFIS Society Chair, member of the Board’s Executive Committee, or other Board member, as appropriate, will meet with Alberta Education, CAIS, and IB representatives when they are visiting the school, to be involved in the exchange of information and debrief meetings. Ensure that either the CFIS Society’s Chair or Vice-Chair attend the annual CAIS Heads & Chairs conference.
PERFORMANCE MEASURES	
<ul style="list-style-type: none"> Each member of the school’s senior leadership team continues to be a member of at least one Board committee. Successful accreditation with Alberta Education and CAIS, and IB authorization achieved. At least one Board representative will attend each accreditation debrief meeting with representatives from Alberta Education and CAIS, and the IB authorization debrief meeting. The CFIS Society’s Chair or Vice-Chair attends the annual CAIS Heads & Chairs Conference. 	

Domain – Local and Societal Context

Alberta Education Key Element 22:

Education partners anticipate local and societal needs and circumstances, and respond with flexibility and understanding.

CFIS Priority 5:

Enhance and communicate our brand and value proposition.

CFIS Goal 2:

Leverage opportunities that will broaden our scope in making CFIS more accessible.

ALBERTA EDUCATION KEY ELEMENT 22	
OUTCOMES	STRATEGIES
Increased enrolment, and removal of barriers to entry.	<ul style="list-style-type: none"> ● Evaluate the feasibility of offering programming to international students for High School. ● Evaluate the feasibility of a remote learning model for High School. ● Develop a scholarship program to attract top mission-appropriate students.
PERFORMANCE MEASURES	
<ul style="list-style-type: none"> ● Year-over-year growth in the ECE division. ● Year-over-year growth from new students in Grades 1 to 12. ● Year-over-year growth of enrolment identified by non-traditional programs. ● One hundred percent of students meet acceptable criteria in non-traditional programs. 	

CFIS 2024-25 Budget		
Revenue		
Tuition & Fees	14,034,928	71%
Government Funding	4,192,284	21%
Business Units	524,456	3%
School Programs	578,514	3%
Donations & Fundraising	54,700	0%
Interest	300,000	2%
Other	34,000	0%
	<u>19,718,882</u>	<u>100%</u>
Expenses		
Salaries & Employee Benefits	14,799,638	76%
Teaching Supplies, Field trips and Professional Dev	685,537	4%
General & Administration	1,209,420	6%
Facility Costs	1,153,642	6%
Interest on Long term Debt	340,000	2%
Bus and Food Services direct costs	483,839	2%
Amortization of Capital Assets	870,000	4%
Fundraising Expense	34,500	0%
	<u>19,576,576</u>	<u>100%</u>
Capital Purchases		
Furniture, Fixtures & Equipment	41,827	12%
Building and Parking Lot	90,000	26%
Computer Equipment	215,000	62%
	<u>346,827</u>	<u>100%</u>

CFIS 2024-2025 Budget Highlights

CFIS continues with its bus, extended programming, camps and facility rental activities. Enrolment decline predominantly due to Covid19 has now reversed. New programs continue for late immersion entry at Grades 1 to 4, as well as a junior preschool program with two classrooms.

The School plans to continue with its in-house food service options for Grades 1-12.

Tuition Fee increases of 5.5% were noted for 2024-25.

For 2024-25, our funding with Alberta Education is expected to be \$3,856,990.

To access additional budget information please contact Julie Thomson, CFIS Director of Finance, by email at jthomson@cfis.com or by phone at (403) 240-1500 ext. 134.

