

Calgary French & International School - Education Plan (2023-24/2024-25/2025-26)

Accountability Statement

The Education Plan for Calgary French & International School (CFIS) Society (“the Society”) commencing September 1, 2023, was prepared under the direction of the Society’s Board of Governors 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 CFIS Society 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 CFIS Society Board approved the 2023-24/2024-25/2025-26 Education Plan on May 17, 2023.



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 2023-26 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 and will be applying for authorization in 2024. 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 2023-26 Education Plan includes information which was obtained from the following sources:

- Alberta Education’s 2022 Assurance surveys
- Results of June 2022 Grades 6 and 9 Provincial Achievement Tests (PATs)
- Results of June 2022 Grade 12 Diploma Examinations
- Results of May 2022 International Baccalaureate Diploma Programme exams
- Provincial literacy and numeracy assessments
- June 2022 school-awarded marks and anecdotal information
- CFIS Parent and Staff Surveys from 2022

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 2023-24 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:

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:

CFIS provides the top recognized French immersion program in Calgary.

Middle School Goal:

Middle School: 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 learner profile section of the report card to allow for developmentally appropriate reflection. ● Continue to develop and review modules of inquiry that focus on strengths and areas of development for each learner. ● Provide grade-level teams with 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 to further align and strengthen assessment practices that reflect the new curricula. ● Continue to review and refine the implementation of the IB PYP at CFIS, with a view to achieving authorization.
Middle School	The Alberta Education and International Baccalaureate curricula will be effectively implemented.	<ul style="list-style-type: none"> ● Hire a Director of Teaching and Learning who will oversee the development of a Middle School curriculum framework that aligns the Alberta Education learning continuum from ECE through to Grade 12 and that serves as a bridge from the IB PYP to the IB DP. ● Provide key teachers and leaders with professional development on assessment in IB's MYP (Middle Years Programme) to determine future feasibility of the MYP. ● Enhance current academic counselling offerings to include Grade 8 workshops and personalized Grade 9 parent/student meetings. ● Allocate an additional Learning Strategist to the Middle School, to allow the current Secondary Learning Strategist to focus on High School. ● Develop a Middle School report card that includes student reflection and goal setting in the framework. ● If it is determined that the MYP is feasible, develop a timeline for MYP candidacy. ● Allocate 0.6 FTE for a Middle School Curriculum Coordinator. ● Allocate 0.6 FTE for a Design and Technology coach/champion in the Secondary Division.

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 meet weekly with CFIS’s Learning Strategists to ensure that plans are in place to support each student. • The Assistant Principal/Academic Guidance Counsellor will liaise with other Independent School Guidance Counsellors and explore possible enhancements to the academic guidance program. • Finalize the development of a new timetable that will provide more support to students to attain their goals.
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PERFORMANCE MEASURES FOR ALBERTA EDUCATION KEY ELEMENT 1	
DIVISION	PERFORMANCE MEASURES
ECE and Elementary	<ul style="list-style-type: none"> • Completed Learner Profile section in each divisional report card that illustrates continuity between divisions. • Three 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 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 and Curriculum Coordinator). ● Provide teachers with professional development, collaborative planning time, and coaching, to implement the new curriculum.
Elementary	Increased student engagement and individual achievement in the areas of literacy and numeracy in all subjects.	<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 KG-Grade 3. ● Continue to collect data to track student progress in reading and number sense, to provide appropriate targeted instruction. ● 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 for each unit, to ensure consistency between classes and in order to allow action plans to be supported by the numeracy coaches 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 Language Learners (ELL) to develop their communication skills.	<ul style="list-style-type: none"> ● Continue to provide support to our ELL 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.
Middle School	Increased student engagement and individual achievement in the areas of literacy and numeracy in all subjects.	<ul style="list-style-type: none"> ● Provide opportunities for Grade 6 teachers to collaborate with Grade 7 teachers to refine their numeracy and literacy programs, to allow for smoother transitions for students going into Grade 7. ● Following the addition of the Director of Teaching and Learning position, support faculty in the development and implementation of common math assessment tools for each unit, to ensure consistency between classes in order to allow action plans to be supported by the numeracy coach in a more cohesive manner.
High School	Increase student engagement and individual achievement in all subject areas.	<ul style="list-style-type: none"> ● Reallocate the current Secondary Learning Strategist's FTE to focus on students in Grades 8 to 12. ● Monthly grade-level meetings with the Student Learning & Wellness (SLW) team.
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.

	<ul style="list-style-type: none"> ● Improved results on relevant questions from Alberta Education Assurance Survey. ● Teacher responses to professional development opportunities.
Elementary	<ul style="list-style-type: none"> ● Continue to use standardized assessments, such as GB+, Benchmarks, and MIPI (Math Intervention/Programming Instrument), as well as Alberta Education literacy and numeracy assessments (<i>test de dépistage</i>), to document student growth and program planning. ● Provincial Achievement Test (PAT) results - maintained or improved 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 ELL Benchmarks to document student growth and program planning.
Middle School	<ul style="list-style-type: none"> ● Common summative assessment tools for each subject. ● Provincial Achievement Test (PAT) results - maintained or improved 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 - maintained or improved results. ● International Baccalaureate (IB) exams - maintained or improved 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. ● Explore a new model of psychological support services, to support student mental health in all divisions.
Elementary	Development of the whole student, in the areas of languages, music, art, and physical education, and communication of the importance of the above elements in student development.	<ul style="list-style-type: none"> ● Approach physical education with a wide range of activities in order to develop physical literacy and that reflects the new Alberta Program of Studies. ● 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. ● Reframe and leverage Elementary clubs as co-curriculars. ● Explore a new model of psychological support services, to support student mental health in all divisions.
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 understanding middle school students. ● Develop a consistent, comprehensive, and progressive model of homeroom for students in Grades 6 to 8, where executive functioning skills ("Approach To Learning", or ATL) are explicitly taught. ● Provide Middle School students with intramurals over the lunch hour.
	Guidelines and student experiences are specific to the needs of middle school students.	<ul style="list-style-type: none"> ● The Director of Teaching & Learning will collaborate with faculty to revise the CFIS digital citizenship program.

		<ul style="list-style-type: none"> ● Redevelop the House program to be unique to Middle School students. ● Provide students with opportunities to participate in student focus groups to assist leadership to broaden Middle School options. ● Incorporate more days during which the students can celebrate their school pride in exciting and fun ways. ● Develop and implement administrative guidelines and student experiences that are specific to the needs of Middle School students. ● Explore a new model of psychological support services, to support student mental health in all divisions. ● Implement a renewed digital citizenship program. ● Provide students with a renewed Options program that reflects our school mission. ● Provide a current staff member with training on the MYP Design and Innovation course. ● Allocate an additional 0.6 FTE Design & Technology teaching position.
High School	Student mental health is supported, to assist students to meet their goals.	<ul style="list-style-type: none"> ● Principal of Secondary to meet weekly with social-emotional learning strategists to identify needs and possible resources. ● Three additional faculty to be trained in mental health first aid, to better support students. ● A Secondary Division working group will develop a new timetable that will provide students with more opportunity for balance. ● Teachers will work more collaboratively on scheduling assessment dates. ● Provide students with engagement opportunities to implement spirit days and intramurals, to improve student life. ● Explore a new model of psychological support services, to support student mental health in all divisions. ● Implement a new timetable that reflects community time in the schedule as an opportunity for balance/community.

	<p>Students are provided with a personalized high school experience.</p>	<ul style="list-style-type: none"> ● Continue to develop and provide students with different local possibilities for experiential learning during travel weeks. ● Explore the possibility of independent studies/work experience. ● Through student advisory committees, empower students to contribute to the identity and development of what the CFIS high school experience will entail.
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<p align="center">PERFORMANCE MEASURES FOR ALBERTA EDUCATION KEY ELEMENT 3</p>	
<p align="center">DIVISION</p>	<p align="center">PERFORMANCE MEASURES</p>
<p>ECE</p>	<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.
<p>Elementary</p>	<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 with these and establish a baseline.
<p>Middle School</p>	<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 and establish a baseline for these areas. ● 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.
<p>High School</p>	<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">● Develop and implement a scope and sequence that captures and broadens off site learning opportunities 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.● Include various experiential and travel experiences as part of the requirements to achieve a 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.● Provide more opportunities for cross-divisional partnerships, initiatives, and events.

	<p>More opportunities for inquiry, problem solving, and critical thinking are infused into all subject and specialist areas.</p>	<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.
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<p align="center">PERFORMANCE MEASURES FOR ALBERTA EDUCATION KEY ELEMENT 4</p>	
<p align="center">DIVISION</p>	<p align="center">PERFORMANCE MEASURES</p>
<p>School-Wide</p>	<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 with a First Nations elder to guide our work toward the outcome of deepening students' foundation knowledge of the First Nations experience. • 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.

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"> ● Build in-class lesson plans that will be utilized by teachers to teach age-appropriate and developmentally-appropriate anti-bias and anti-racism themes. ● Continue to offer professional development to teachers to improve their comfort levels with & knowledge of DEI, by regular discussion of these themes at team & staff meetings. ● 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.	<ul style="list-style-type: none"> ● Build in-class lesson plans that will be utilized by teachers to teach age-appropriate and developmentally-appropriate anti-bias and anti-racism themes. ● Continue to offer professional development to teachers to improve their comfort levels with & knowledge of DEI, by regular discussion of these themes at team & staff meetings. ● Elementary unit plans will include celebrations of students' unique interests and talents.
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 DEI. ● House leaders to infuse DEI themes in some key activities and at assemblies. ● Build a peer support group to help with reported incidents of racism and/or discrimination.
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' EDI and Pride clubs, and empower students to continue to lead and support these initiatives at CFIS.

		<ul style="list-style-type: none"> ● Connect students with community leaders to deepen their learning and engagement on these subjects. ● 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 DEI, 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 staff DEI, student DEI, and parent DEI committees to work alongside one another. ● Support the continued growth and involvement of the parent anti-bias and anti-racism group. ● CFIS community members will be invited to share family, cultural, and religious traditions in classrooms and speaking events, by the new CFIS community relations associate (a part-time position). ● Develop more cross-divisional opportunities for peer support and student partnerships. ● Parent hub for resources on the CFIS parent portal.
	Set the foundation for global-mindedness through developmentally appropriate education around DEI 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, DEI, 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.

	Develop leadership skills in high school students that will support them in becoming advocates for change.	<ul style="list-style-type: none"> ● Empower students with the skills to act against prejudice and/or discriminatory actions, through global education programming. ● Support students to lead initiatives financially 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.
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. • Continue to provide team teaching time so that a second adult is in the room to allow for more flexible grouping. • 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. • Hire a Grade 5 to 7 Learning Strategist to assist with 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). • Review Period 7 and make necessary adjustments.
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.

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 MIPI (Math Intervention/Programming Instrument) 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.

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	<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.

	plans and meaningful professional evaluations.	
	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 Moncton, Ottawa, and Quebec. • Strengthen our partnerships with <i>l'association canadienne des professionnels de l'immersion</i> (ACPI) and IB. • In March, provide suitable practicum students with teaching contracts for September, contingent on successful internships in May and June.
	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. • All staff will complete an annual HR Module on 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 enable optimum learning.

CFIS Priority 3:

Value and celebrate our staff.

School-Wide Goal:

CFIS will be recognized as the employer of choice among 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 a common collaborative planning time by grade level or department in teacher timetables. ● 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. ● The new Director of Teaching & Learning will engage with faculty during collaborative team meeting time to prepare for the CAIS accreditation review and to ensure continued progress is made toward CFIS becoming an IB World Continuum School. ● 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 3 intervention groups and programming.
Elementary	Increased student engagement and individual achievement in	<ul style="list-style-type: none"> ● Continue to use Reflex Math and Reading Theory, as well as other common formative

	the areas of literacy and numeracy in all subjects.	and summative assessment tools, to document student growth and program planning.
	Uniformity in assessment, parent reporting, and academic standards.	<ul style="list-style-type: none"> Continue to use standardized assessments, such as GB+, Benchmarks, and MIPI (Math Intervention/Programming Instrument), 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.
High School	Ensure uniformity in assessment, parent reporting, and academic standards.	<ul style="list-style-type: none"> Continue to provide teachers with time to analyze provincial Diploma Exam and IB 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 new administrative guidelines, and establish protocols to address student conduct and bullying. ● Develop peer support and student partnerships. ● 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. ● Develop a specific Middle School House program that improves school spirit and sense of community.

		<ul style="list-style-type: none"> ● Provide Secondary Division students with materials for more social interactions.
High School	Continue to provide students with a personalized experience.	<ul style="list-style-type: none"> ● Support mental health in our students as they push themselves to meet their goals.
	Develop leadership skills through extra-curricular activities that will support students in becoming advocates for change.	<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. ● Purchase a foosball or air hockey table for the Secondary cafeteria.
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. ● 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.

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.
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 principals are the first point of contact for faculty and parent concerns about student academic/social-emotional growth. ● 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), and communicate results of review to CFIS parents, employees, and students. ● 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. ● The Director of Teaching and Learning will lead monthly meetings with the SLW teams to share

		<p>strategies and seek input on student needs in their respective divisions.</p> <ul style="list-style-type: none"> ● 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) ● 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' mental health 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 8. ● 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 regard to teaching about First Nations, Métis, and Inuit cultures. ● Build a strong and enduring connection with an elder or indigenous community leader.

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.

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.

	<ul style="list-style-type: none"> 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.
Ensure reliable and timely access to information technology and educational technology and supports.	<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.
PERFORMANCE MEASURES	
<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, and Inclusion (DEI) means in our school, and develop tactics to identify and implement DEI best practices.	<ul style="list-style-type: none"> ● Through collaboration with student, parent, and staff DEI committees, the CFIS Society Board will develop a DEI 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 Board’s Governance and Academic Committees will identify DEI best practice and make recommendations on implementation.
Community events are hosted that celebrate the diversity in our school community and nourish relationships and connections.	<ul style="list-style-type: none"> ● 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"> ● Inform Governors about DEI best practice at the 2023 Board retreat. ● 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 Building and Grounds Committee 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 DEI Statement is written, approved by the Board, implemented, communicated to the CFIS community, and presented to the community at the Board’s 2023 AGM. The DEI 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 reflects 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. ● Identify possible gaps or overlap in the activities of Board committees during the annual review of committee terms of reference.
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 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 and Communications Committees 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"> ● Develop and finalize a strategic financial plan to support the implementation of the 2023-28 Strategic Plan.
PERFORMANCE MEASURES	
<ul style="list-style-type: none"> ● 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
<p>Ensure that the Alberta Education and International Baccalaureate curricula are effectively implemented and that values from partner organizations continue to be infused into CFIS’s teaching of the Alberta Education curriculum.</p>	<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 such as the Academic Committee and other opportunities. ● The CFIS Society Chair, member of the 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 Board Chair or Vice Chair attend the annual CAIS Heads & Chairs conference.
PERFORMANCE MEASURES	
<ul style="list-style-type: none"> ● Each request for additional information or amendment to the Head of School’s report is recorded as an action item in the Executive Committee’s meeting minutes, and completion of that action item noted. ● Each member of the senior leadership team is 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. ● One member of the Board’s Executive Committee will attend each 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"> ● Develop and implement a toddler program for children younger than preschool age. ● Develop and implement a transitional French immersion model for Elementary students. ● Evaluate the feasibility of a hybrid model for High School. ● Evaluate the feasibility of accepting international students. ● 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. 	

2023-24 Budget Overview

CFIS 2023-24 Budget		
Revenue		
Tuition & Fees	12,005,070	70%
Government Funding	4,050,047	24%
Business Units	180,000	1%
School Programs	460,351	3%
Donations & Fundraising	45,000	0%
Interest	270,000	2%
Other	39,000	0%
	17,049,468	100%
Expenses		
Salaries & Employee Benefits	12,897,213	76%
Teaching Supplies, Field trips and Professional D	640,989	4%
General & Administration	969,240	6%
Facility Costs	1,010,000	6%
Interest on Long term Debt	360,000	2%
Bus	287,000	2%
Amortization of Capital Assets	865,000	5%
Fundraising Expense	15,000	0%
	17,044,442	100%
Capital Purchases		
Furniture, Fixtures & Equipment	3,000	1%
Building and Parking Lot	151,700	60%
Computer Equipment	100,000	39%
	254,700	100%

2023-24 Budget Highlights

CFIS continues with its bussing, extended programming, and facility rental activities, with the goal of returning to pre-COVID19 levels.

New programs have been initiated for late-immersion entry at Grade 1 and Grade 2, along with a new junior preschool program.

CFIS has not planned any strategic enhancements for 2023-24, and continues to explore food service options.

Tuition fee increases of 5.5% above 2022-23 levels are noted for the 2023-24 school year.

For 2023-24, funding from Alberta Education is expected to be \$3,763,561.

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

