

Calgary French & International School

Education Plan

(2021-22/2022-23/2023-24)



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Accountability Statement

The Education Plan for Calgary French & International School (CFIS) commencing September 1, 2021, was prepared under the direction of the Society's Board of Directors in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. 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 Board approved the Education Plan for 2021-24 on May 31, 2021.



Peter Forrester
Chair, CFIS Society

CFIS Education Plan Structure

CFIS's Education Plan has been informed by the four statements of strategic direction contained in the CFIS Society Board's 2018-23 strategic plan. The four statements were finalized by the CFIS Society's Board of Directors in the fall of 2018. Those statements are as follows:

- Statement #1 – We will continue to advance the current direction (values, recognize and achieve each student's unique potential - academically and holistically).
- Statement #2 – We will define and amplify the “international” in CFIS, while maintaining our leadership in French immersion education.
- Statement #3 – We will complete the supporting facilities and capabilities for preschool through Grade 12 (32 preschool students; 80 students per grade in junior kindergarten to Grade 6; 60 students per grade in junior high school; and 40 students per grade in senior high school).
- Statement #4 – We will build financial strength for future sustainability (aim to reduce debt, build endowment, review and set applicable tuition and fees).

A combination of the strategies and tactics associated with Statements 1 and 2 of the above four statements of strategic direction, along with the annual action plans of our school's Early Childhood, Elementary, and Secondary Divisions and the Department of Student Learning and Well-Being, were used to create this Education Plan.

Data which informed the plan was obtained from sources including but not limited to the above-noted strategic plan, CFIS's May 2019 parent survey, 2019-20 parent focus groups with the Head of School, student and teacher focus groups, departmental and grade-level meetings, the 2019 and 2020 Alberta Education Accountability Pillar surveys, and the five-year averages of CFIS student results on Alberta Education's Grade 6 and 9 Provincial Achievement Tests (PATs) and Diploma Examinations.

CFIS's Education Plan takes a three-year rolling plan 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 2021-22 funding manual 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."

The five Alberta Education domains are interconnected and interdependent. They are as follows:

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

Each Alberta Education domain is comprised of one or more "key elements". Each of those elements as they relate to the work of CFIS in the 2021-22 and future school years is addressed within this document.



Domain – Student Growth and Achievement

CFIS Student Growth and Achievement Outcome:

Each CFIS student's unique potential will continue to be realized and encouraged, both academically and holistically. CFIS's values will continue to be promoted to students.

Alberta Education Key Element:

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

CFIS Strategy: Implement robust programming and assessment practices for all academic programs of study.

CFIS will implement the following tactics to achieve the above strategy:

- Develop and implement scope and sequence documentation for all programs of study from KG to Grade 12, by developing and implementing an assessment calendar for all Grades 7-12 summative assessments (in 2021-22).
- Develop and implement a school-wide assessment policy, including assessment guidelines by division. (Divisional groupings will continue to refine their practice and reporting of student learning, based on recommendations made by the assessment committee focus groups, which will be comprised of both students and teachers).
- Provide a professional development focus on assessment.
- Refine our reporting of student learning to include more opportunity for student reflection and goal setting. (In Elementary Division report cards, the learner profile will be separate from the academic results.)
- Revise our current reporting of student learning practice to ensure that we are effectively meeting Alberta Education, International Baccalaureate (IB), and Canadian Accredited Independent Schools (CAIS) standards, and that the workload is manageable for teachers and administrators.
- Examine how the faculty collaboration room can be shared with one of our learning strategists, to maximize the use of space for accommodations.
- Provide professional development on how to vary assessment practices for students with learning disabilities.

CFIS Strategy: Improve assessment practices for students with accommodations.

CFIS will implement the following tactics to achieve the above strategy:

- Examine how the faculty collaboration room can be shared with a learning strategist to maximize the use of space for accommodations.
- Provide professional development on how to vary assessment practices for students with learning disabilities.

CFIS Strategy: Support and build on the Secondary Division's increasing successful affiliation with the International Baccalaureate (IB) Diploma Programme (DP).

CFIS will implement the following tactics to achieve the above strategy:

- Using the IB's revised 2020 Standards and Practices, CFIS's IB DP coordinator will work collaboratively with other Secondary Division IB teachers to determine which standards CFIS will reflect and report on.
- Use student feedback to "demystify" the IB DP for students, and to ensure that CFIS is providing clear, consistent messaging regarding its approach and IB philosophy, with the goal of having 20% of CFIS's Grades 11 and 12 students enrolled in the full IB bilingual diploma, and 80% of the same students taking at least one IB certificate in addition to French.
- CFIS will explore the opportunity to offer IB's Higher Level Maths and Physics courses to our student population.
- CFIS students will be able to take Spanish IB with their choice of a combination of two IB science courses.
- CFIS will support its teachers to becoming IB content experts for the programs they deliver and for IB's ManageBac tool, through monthly IB meetings, curriculum planning time on P.D. days, and resources.
- CFIS will encourage its IB teachers to become moderators for IB exams.

Alberta Education Key Element:

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

CFIS Strategy: Implement robust program delivery and assessment of student learning for literacy and numeracy.

CFIS will implement the following tactics to achieve the above strategy:

- Develop and implement additional divisionally-aligned scope-and-sequence programming, by means of the following:
 - Review, update, and implement the Elementary Division's numeracy scope and sequence.
 - Secondary Division departmental meetings to include Grade 6 teacher representatives when possible.
 - In 2021-22, shift the focus of the current literacy coach to students in Grades 1 to 3, for more intensive early intervention.
 - In 2022-23, increase the FTE allotment for a Grades 4-7 literacy coach.
 - Provide ECE teachers with opportunities to work with the Elementary Division's literacy and numeracy coaches.
- Revise our current model to ensure that literacy and numeracy coaches are provided with time for coaching to maximize teacher capacity, as well as with time to work with small groups of students.
- Assess each student's reading levels each term, to ensure consistency between report card and data collected.

- Provide opportunities for cross-grade conversations between faculty, on the themes of continuity, program planning, and assessment.
- In September and June of each school year, continue to collect data on student growth via the Math Intervention Programming Instrument.
- Develop and implement common Math assessment tools for each unit, to ensure consistency between classes, in order to allow action plans to be supported by the numeracy coaches in a more cohesive manner.

CFIS Strategy: Ensure excellence in French immersion teaching, learning and leadership, so that CFIS students excel, as attested to by external measures.

CFIS will implement the following tactics to achieve the above strategy:

- Ensure the highest quality of oral and written French (as determined by the percentage of CFIS students who achieve the Standard of Excellence on Grades 6 and 9 Provincial Achievement for French Language Arts) through ongoing development of teachers.
- Explore offering teacher exchange programs to support teacher language development.
- Explore and evaluate opportunities for teacher education (Centres for Excellence). (professional development, research, think tanks, endowed chairs for research).
- All of CFIS's Grade 11 and 12 students will complete the IB's "Level B" French examination.
- Continue to encourage CFIS students to write the annual *Diplôme d'études en langue française* (DELF) exams (DELF is a certification of French-language abilities for non-native speakers), with a goal of 50 percent of eligible CFIS students writing it annually.
- Explore, develop and implement a French immersion summer camp at CFIS.

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

CFIS Strategy: Develop and implement a robust Health and Wellness program.

CFIS will implement the following tactics to achieve the above strategy:

- Determine who will be working on this initiative and next steps.
- CFIS will offer PE 20 and PE 30 with healthy enrolment.
- Offer Career and Life Management (CALM) to all CFIS Grade 10 students.

CFIS Strategy: Provide students with daily physical activity.

CFIS will implement the following tactics to achieve the above strategy:

- Provide daily physical activity (DPA) for all students. This will include 30 minutes outdoors at lunch in the Elementary Division, and a daily outdoor program in the ECE Division. Students in Kindergarten to Grade 3 will participate in daily physical education.

CFIS Strategy: Foster, promote and prioritize health and well-being for students.

CFIS will implement the following tactics to achieve the above strategy:

- Focus, by division, on fostering student social and emotional well-being, through the following activities:
 - Reallocate the 1.0 FTE social-emotional learning strategist solely to the school's Elementary Division;
 - Add a 1.0 FTE Director of Student Learning & Well-Being, whose role will include 0.5 FTE social-emotional learning strategist for the Secondary Division;
 - Revise the Secondary Division's House program;
 - Revise and revamp the timetable in both the Elementary and Secondary Divisions so that it is more aligned with the school's mission, and decreases student and faculty stress;
 - Explore different ways of ensuring that students in middle school are physically active and away from screens during breaks;
 - Emphasize elements of Round Square and the IB Learner Profile goals with faculty to further develop students' soft skills;
 - Provide parent sessions on various topics;
 - Offer monthly workshops on emotional growth for CFIS's senior high students;
 - Include an advisory/homeroom program for students in Grades 7 and 8; and
 - Implement a "success coach" model for students in Grades 9 to 12.

CFIS Strategy: Develop and implement Preschool-to-Grade 12 scope and sequence for student life.

CFIS will implement the following tactic to achieve the above strategy:

- For the 2022-23 school year, budget to hire a 0.5 FTE Diversity and Student Life Coordinator.

CFIS Strategy: Continue to focus on the whole child, by ensuring excellence in performing, visual, and fine arts programming.

CFIS will implement the following tactics to achieve the above strategy:

- Attract and retain faculty to maintain strength in dramatic arts.
- Examine opportunities to offer a more robust drama program in the Elementary Division.

CFIS Strategy: Implement robust co-curricular programming.

CFIS will implement the following tactics to achieve the above strategy:

- Develop and implement a more divisionally aligned scope and sequence for all co-curricular programs from preschool to Grade 12.
- Include Grade 6 students in extracurricular athletic programming.

Alberta Education Key Element:

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

CFIS Strategy: Develop and implement programming that enhances critical thinking, inquiry, concept-based learning, and transdisciplinary approaches, through the acquisition of IB World School accreditation (preschool to Grade 12).

CFIS will implement the following tactics to achieve the above strategy:

- Infuse IB's learner profile language into the CFIS learner profile.
- Work with CFIS's junior high department teams in the development and implementation of more interdisciplinary projects, and support those teachers in the development of their units of inquiry following an IB-friendly template.
- In 2021-22, apply for candidacy as an IB Primary Years Programme (PYP) school and develop a Middle Years Programme (MYP) committee; in 2022-23, prepare an MYP feasibility study; and in 2023-24, apply for candidacy as an MYP school.

CFIS Strategy: Ensure robust alignment with CFIS's mission, vision, values, and experiential learning opportunities.

CFIS will implement the following tactic to achieve the above strategy:

- Continue to provide and enhance robust experiential learning opportunities for students, to include field trips, guest speakers, and travel studies, to ensure that students are learning through authentic and real-life contexts and situations.

Alberta Education Key Element:

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

CFIS Strategy: Develop and implement a continuum of learning for the development and implementation of initiatives involving First Nations, Métis and Inuit peoples and the Reconciliation Act.

CFIS will implement the following tactics to achieve the above strategy:

- Explore the possibility of having a First Nations elder assigned to our school to guide our work on the above strategy.
- Form a committee to encourage more in-depth study and learning, which would then be shared with other faculty and staff to promote and encourage authentic learning opportunities.
- As noted previously, in the 2022-23 school year, budget to hire a 0.5 FTE Diversity and Student Life Coordinator.

Alberta Education Key Element:

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

CFIS Strategy: Raise awareness of what diversity is, and how as a community we should approach it.

CFIS will implement the following tactic to achieve the above strategy:

- Provide all students with a “Discovery Diversity week”, where students participate in developmentally appropriate sessions and workshops.

CFIS Strategy: Develop and implement anti-bias and anti-racism education in our programming.

CFIS will implement the following tactics to achieve the above strategy:

- On Professional Development days, focus on the subjects of anti-bias and anti-racism education.
- Train the Diversity Committee and branch out to develop developmentally appropriate activities for a scope-and-sequence from preschool through to Grade 12.
- For the 2022-23 school year, hire a 0.5 FTE Diversity and Student Life Coordinator, whose responsibilities will include overseeing and coaching teachers in the implementation of CFIS’s anti-bias/anti-racism program planning/scope and sequence.



Domain – Teaching and Leading

CFIS Teaching and Learning Outcome:

CFIS teachers will continue to be recognized as leaders in the field of second language acquisition and bilingual education. CFIS will continue to recruit, select, develop and retain the highest caliber of teachers, and will continue to support CFIS teachers' ongoing professional development.

Alberta Education Key Element:

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

CFIS Strategy: Continue to explore and implement ways to enhance teaching and learning.

CFIS will implement the following tactics to achieve the above strategy:

- Provide robust professional development training in IB's Primary and Middle Years Programmes to all faculty from kindergarten through to Grade 12.
- Provide all non-faculty staff members with a comprehensive overview about the IB's programmes in a professional development day information session.
- Continue to offer CAIS and IB teacher training to teachers and leaders.
- Leverage the role of the Elementary Division's numeracy and literacy coaches to build teacher capacity.
- Continue to provide teachers with regular feedback via classroom walk-through visits and formal observations.

CFIS Strategy: Explore, design and implement a late French immersion program that will meet unique learning needs and provide students in grades higher than kindergarten with the opportunity to learn French.

CFIS will implement the following tactics to achieve the above strategy:

- Examine existing research and develop partnerships with applicable universities and school boards currently offering this type of program.
- Pedagogical leadership team to work collaboratively with the school's Enrolment, Marketing & Communications department to promote the benefits of this program to the broader community.

CFIS Strategy: CFIS teachers will be recognized as leaders in the field of second language acquisition and bilingual education.

CFIS will implement the following tactics to achieve the above strategy:

- Communicate CFIS's research/knowledge/expertise in French immersion education, via publications and social media meant for both internal and external audiences.
- Ensure excellence in French immersion teaching, learning and leadership.

- Ensure the highest quality of spoken and written French, through selection and ongoing development of teachers.
- Members of the leadership team and faculty will present at conferences.
- Efficiently explore the best French-language resources and training opportunities to enrich the development of our teachers and the delivery of our programs.
- Train more program administrators and teachers in the bilingual IB DP.
- Continue to collaborate with universities to further develop and understand best practice in second language education.

Alberta Education Key Element:

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

CFIS Strategy: Pedagogical leadership team members engage in ongoing dialogue with every member of faculty, regarding growth, supervision, and evaluation.

CFIS will implement the following tactics to achieve the above strategy:

- Teachers set three goals and meet with their direct supervisor three times per school year.
- Walk-through visits, formal observations and conversations are ongoing.
- Staff receive yearly performance appraisals.

CFIS Strategy: CFIS will recruit, select, develop and retain the highest caliber of teachers.

CFIS will implement the following tactics to achieve the above strategy:

- Focusing on the social-emotional wellness of CFIS faculty and staff members, by embedding wellness into P.D. days, offering flexibility to staff for additional tasks and events, offering small ongoing initiatives for staff morale, and remaining mindful of the value of time, by using meeting time mindfully, and cancelling meetings when they are not needed.
- Focusing on the growth and development of all staff, by ensuring that supervisors have at least three support discussions per year with each of their direct reports.
- Providing new teachers with mentorship and training, which includes providing time in new teachers' schedules for mentorship and coaching, and providing monthly meetings with a member of Administration to ensure that expectations are outlined.
- Members of the pedagogical leadership team will take part in at least two educators' job fairs per year.
- Work directly with universities' Faculties of Education to mentor practicum students, and in particular, welcome the Universities of Calgary and Alberta's practicum students to CFIS.
- Broaden our recruiting scope for experienced teachers to include job fairs and universities in the Maritime provinces.
- Ensure that the annual budget includes funds for a teaching intern in each division, and then mentor and guide these teacher interns to ensure they are top candidates for any anticipated positions at CFIS.

Alberta Education Key Element:

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

CFIS Strategy: Teachers are aware of their professional obligations and their supervisors' expectations.

CFIS will implement the following tactics to achieve the above strategy:

- A faculty handbook will be shared with all teachers.
- The faculty expectation checklist will be shared with teachers at the beginning of the year and referred to during conversations about performance and growth

Alberta Education Key Element:

Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.

CFIS Strategy: Provide teachers with opportunities to collaborate and reflect on their practice, and to participate in networks with other independent schools with the goal of enhancing teaching and student learning.

CFIS will implement the following tactics to achieve the above strategy:

- Collaborative team meetings (led by curriculum leaders and learning strategists).
- P.D. days to focus on opportunities for collaboration.
- Provide time for networking and collaboration in teachers' timetables.
- Principals and members of the pedagogical leadership team to encourage individual teacher participation in teaching networks associated with organizations such as AISCA, IB, SEBIQ, CAIS, Round Square, and UNESCO.
- Provide opportunities for teachers to showcase learning in action, through student-led conferences and exhibitions and faculty sharing sessions during professional development days.

Alberta Education Key Element:

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

CFIS Strategy: Continue to support CFIS teachers in ongoing professional development.

CFIS will implement the following tactic to achieve the above strategy:

- Build a teacher scholarship program for participation in higher education.

Alberta Education Key Element:

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

CFIS Strategy: Ensure that CFIS teachers are using valid data to inform their practices.

CFIS will implement the following tactic to achieve the above strategy:

- Continue to use standardized assessments, such as GB+, Benchmarks, and MIPI (Math Intervention/Programming Instrument), to document student growth.
- Continue to use Reflex Math, Reading Theory, Membean, and other formative assessment tools to document student growth.



Domain – Learning Supports

CFIS Learning Supports Outcome:

CFIS will continue to be a welcoming, caring, safe and respectful learning environment that offers an engaging and inspirational approach for each of its students. Each CFIS student is empowered to achieve his or her full and unique potential.

Alberta Education Key Element:

Learning environments are welcoming, caring, respectful and safe.

CFIS Strategy: Ensure that CFIS is a physically and emotionally safe and secure school for students and employees.

CFIS will implement the following tactics to achieve the above strategy:

- Implement Hour Zero protocols.
- Conduct a risk audit once every three years.
- Conduct a health and safety audit once every three years.
- Ensure appropriate policies are enacted to protect the physical and virtual security of students and proprietary organizational data.
- 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 classrooms, hallways, libraries, and cafeterias, and at the entrances to the school).
- Provide workshops, developed by the school's social-emotional learning strategist and consulting psychologist, for students, faculty, and parents, on the topic of emotional safety.

Alberta Education Key Element:

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

CFIS Strategy: Continue to explore and implement our repertoire of teaching and learning strategies.

CFIS will implement the following tactics to achieve the above strategy:

- Further develop our understanding of the “Response to Intervention” (RTI) model of student intervention, by:
 - Providing time during P.D. days to develop an understanding of the RTI model.
 - Learning strategist to meet with grade-level teams every six weeks to revise tiered supports and determine next steps.
 - Implement a whole-school student referral system.
 - Monthly meetings between division principal and Coordinator of Student Learning and Well-Being to review new referrals and determine next steps.

- Refine our coaching and co-teaching model to leverage learning
- Increase capacity of ECE assistant teachers to support language acquisition for all students (Francization).
- Leverage Tier 2 supports, by refining our coaching and co-teaching model to leverage learning, and by revising the timetable to allow for targeted instruction within the school day.
- Build familiarity with the IB's Approaches to Teaching & Learning (ATL) model and vocabulary through professional development sessions. (IB's approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the teaching and learning environment, to enhance student learning and assist student preparation for DP assessment and beyond.)
- Implement a school-wide peer support program, coordinated by CFIS's Coordinator of Student Learning & Well-Being.

Alberta Education Key Element:

Education partners fulfil their respective roles with a shared understanding of an inclusive education system.

CFIS Strategy: Implement the elements of the Universal Design for Learning (UDL) to our teaching and learning approach.

CFIS will implement the following tactics to achieve the above strategy:

- Hire an additional 0.5 FTE learning strategist.
- Provide professional development and coaching on UDL to all CFIS teachers, coordinated by the Coordinator of Student Learning and Well-Being.
- Expand Kvasir to include a variety of supports and strategies that enhance both academic student well-being.
- Develop a "middle school" area in the current Core cafeteria, for CFIS students in Grades 6 to 8.
- Allocate the school's "Kvasir" room as an extra-curricular option for teachers in Grades 6 to 12.
- Finalize CFIS's Diversity and Inclusion policy and handbook.

Alberta Education Key Element:

Students and their families work in collaboration with education partners to support learning.

CFIS Strategy: Implement a centralized tool that will support the RTI model and track student progress and communication between various stakeholders.

CFIS will implement the following tactic to achieve the above strategy:

- Continue to build capacity in the We-Collab tool and with teachers.

CFIS Strategy: Provide an area in the school where members of the CFIS community can meet to connect, collaborate, and communicate.

CFIS will implement the following tactics to achieve the above strategy:

- Provide parents and students with regular access to supportive materials and resources.
- Provide parents with sessions by members of our team, on topics such as social-emotional wellness.

Alberta Education Key Element:

The school community applies the resources needed to support First Nations, Métis and Inuit student achievement.

CFIS does not currently have any students who have self-identified as either First Nations, Métis, or Inuit, and therefore there are no strategies or tactics for this element.

Alberta Education Key Element:

Cross-ministry initiatives and wraparound services enhance the conditions required for optimal learning.

CFIS Strategy: Build our capacity and understanding of what initiatives and services are available, and then build and implement a Response to Intervention system that includes outside agencies and supports.

CFIS will implement the following tactics to achieve the above strategy:

- Coordinate supports with parents in response to recommendations in psychoeducational reports.
- Maintain communication with affiliated government resources and agencies.
- Participate in CAIS's Student Support and Well-Being network.

Alberta Education Key Element:

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

CFIS Strategy: Provide CFIS all teachers, administrators, students, and educational professionals with access to reliable and timely technical support and educational technology support.

CFIS will implement the following tactics to achieve the above strategy:

- Ensure staffing levels in the Information Technology Department support the mission of the school by maintaining an excellent support experience.
- Ensure staffing levels in Educational Technology support the mission of the school by supporting and further driving tech integration into the classroom.
- Ensure access to reliable and timely technical support.
- Implement systems and processes to facilitate and track support ticketing throughout the organization.

- Leverage student leadership opportunities and clubs/options to integrate the student body into the support process.
- 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 growth of the student base and institution.

CFIS Strategy: Provide learner-centered environments equipped with technology and learning resources to meet the individual and diverse needs of all learners.

CFIS will implement the following tactics to achieve the above strategy:

- Implement innovative virtual and physical learning environments.
- Consider the development of an innovation lab, to be used by all CFIS students (preschool through to Grade 12).
- Continue to ensure universal access to technology and innovation systems across grade levels and divisions.
- Increase the democratization of technology, to ensure the correct devices are available to learners at all times.
- Champion the use of rich digital learning environments to support positive educational outcomes.
- Evaluate opportunities to migrate to a Bring Your Own Device (BYOD) structure across the Secondary and Elementary Divisions.

CFIS Strategy: Enhance the integration of educational technology into program delivery.

CFIS will implement the following tactics to achieve the above strategy:

- Develop technology-enriched learning opportunities that enable individual curiosities, goals, and progress.
- Include Information and Communication Technology (ICT) outcomes in unit plans to allow for proper implementation and assessment.
- Develop and implement a robotics and coding scope/sequence, for kindergarten through to Grade 12, that aligns with Alberta Education's ICT outcomes.
- Budget for a full-time educational technology coach in Elementary (the position is currently 0.5 FTE.) and hire a Secondary Division educational technology coach.



Domain – Governance

CFIS's Governance Outcome:

CFIS's vision, mission, and values will continue to resonate with CFIS parents.

Alberta Education Key Element:

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

It should be noted that as an independent school, the CFIS Society's Board of Directors is comprised almost exclusively of parents of current CFIS students, unlike large public school boards. At present, 15 of the 16 CFIS Society Board members are parents of current CFIS students.

CFIS Strategy: Continue to promote the CFIS Society Board's vision for academic excellence, as evidenced in the goal of 50% of CFIS students achieving the Alberta Education Standard of Excellence on Provincial Achievement Tests (PATs) and Diploma Exams, and 100% of CFIS students achieving the Acceptable Standard on those same tests.

CFIS will implement the following tactics to achieve the above strategy:

- Continue to support the pedagogical leadership team's strategies and tactics for both academic and French language immersion excellence.
- In 2021-22, the Society Board will re-establish a Strategic Planning Committee, comprised of a combination of Board members and members of the school's senior leadership team.

Alberta Education Key Element:

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

CFIS Strategy: Finalize a CFIS Society Board policy on the subjects of diversity, equity and inclusion.

CFIS will implement the following tactic to achieve the above strategy:

- In the 2021-22 school year, the Board will finalize its diversity, equity and inclusion policy, which will then flow into an update of the codes of conduct for students and faculty/staff.

Alberta Education Key Element:

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

CFIS Strategy: Continue to ensure that CFIS teaches an enhanced curriculum in addition to the mandated Alberta Education curriculum.

CFIS will implement the following tactic to achieve the above strategy:

- Values from partner organizations, including UNESCO, Round Square, and the IB Diploma Programme, continue to be infused into our teaching of the Alberta Education curriculum.

Alberta Education Key Element:

Governors of school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.

CFIS strategy: Continue to ensure fiscal responsibility.

CFIS will implement the following tactic to achieve the above strategy:

- In the fall of 2021-22, finalize and then implement the strategic financial plan, and update on an annual basis.



Domain – Local and Societal Context

CFIS Local and Societal Context Outcome:

CFIS will continue to define and amplify the “international” in CFIS and maintain its leadership in French immersion education.

Alberta Education Key Element:

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

CFIS Strategy: Raise awareness of what diversity is, and how as a community we should approach it.

CFIS will implement the following tactic to achieve the above strategy:

- Provide all students with a “Discovery Diversity week”, where students participate in developmentally appropriate sessions and workshops.

CFIS Strategy: Develop and implement anti-bias and anti-racism education in our programming.

CFIS will implement the following tactics to achieve the above strategy:

- On Professional Development days, focus on the subjects of anti-bias and anti-racism education.
- Train the Diversity Committee and branch out to develop developmentally appropriate activities for a scope-and-sequence from preschool through to Grade 12.
- For the 2022-23 school year, hire a 0.5 FTE Diversity and Student Life Coordinator, whose responsibilities will include overseeing and coaching teachers in the implementation of CFIS’s anti-bias/anti-racism program planning/scope and sequence.

CFIS Strategy: Establish a safe, enriching and lasting global education program that expands students’ intercultural, linguistic and international understanding, to allow CFIS students to fully develop their global competencies.

CFIS will implement the following tactics to achieve the above strategy:

- Create developmentally appropriate global education programs that promote the development of active citizenship and the whole child.
- Each Secondary Division student will participate in a minimum of one “global experiential education” week per school year.
- Implement a sustainability project for students in Grades 9 and 10.
- All CFIS students will participate in a “Discovery Week” with developmentally appropriate opportunities and various levels of participation.
- Ensure that the CFIS Travel Studies program is a differentiator.
- Build programming with teachers to ensure that curricula are embedded and that learning is authentic.

- Partner with organizations where the learning is intentional and where reflection is a key component.
- Continue to build strong connections between CFIS’s international programming and our educational framework (whole-school, Alberta Education curriculum, UNESCO, IB, and Round Square).

CFIS Strategy: Create intentional connections between divisions with our international programming.

CFIS will implement the following tactics to achieve the above strategy:

- Initiate a “traveling Viking” storytelling tradition between Travel Studies program students and students in a lower grade.
- Provide opportunities for older students to share their experiences with younger students during “Discover” week.
- Facilitate connections between students who go on an international exchange and an ECE or Elementary Division class.

Performance Measures

The following performance measures will be utilized to assess the effectiveness of the strategies and tactics contained within the CFIS 2021-24 Education Plan:

- June 2022 Provincial Achievement Tests – maintained or improved results
- June 2022 Diploma Exams – maintained or improved results
- May 2022 International Baccalaureate tests – maintained or improved results
- January/February 2022 Alberta Education Assurance surveys of parents, teachers, and students – maintained or improved results
- September 2021 Annual parent and teacher surveys by CFIS

2021-22 Budget Overview

CFIS 2021-2022 Budget		
<u>Revenue</u>		
Tuition & Fees	11,207,118	67%
Government Funding	3,879,046	23%
Business Units	524,000	3%
School Programs	441,534	3%
Donations & Fundraising	598,000	4%
Other	46,500	0%
	<u>16,696,198</u>	<u>100%</u>
<u>Expenses</u>		
Teaching Salaries & Benefits	9,513,661	56%
Teaching Expenses	553,245	3%
General & Administration	3,661,855	22%
Lease	1,200,000	7%
Maintenance	768,588	5%
Business Units	383,386	2%
School Programs	350,000	2%
Fundraising Expense	493,200	3%
	<u>16,923,935</u>	<u>100%</u>
<u>Capital Purchases</u>		
Furniture, Fixtures & Equipment	20,000	12%
Computer Equipment	130,000	79%
Leasehold Improvements	15,000	9%
	<u>165,000</u>	<u>100%</u>

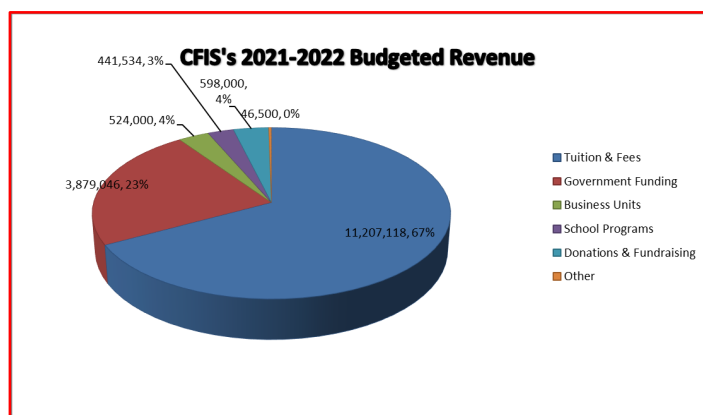
CFIS 2021-22 Budget Highlights

No strategic enhancements are planned for the 2021-22 school year, due to the ongoing difficult economic environment. There are still many areas of uncertainty related to the potential impacts of COVID-19.

For the 2021-22 school year, tuition was increased from 2020-21 levels by 4.5%.

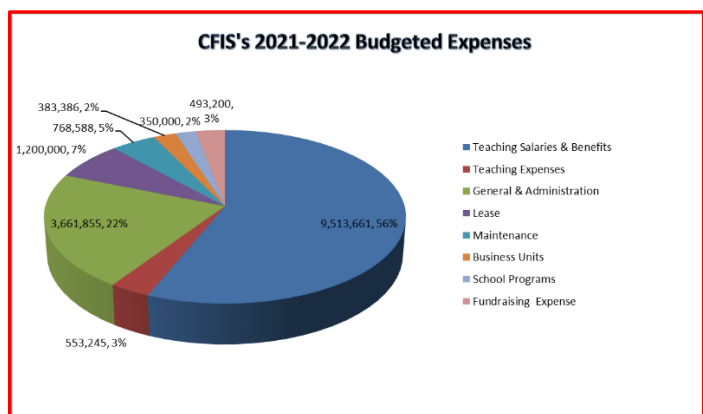
For 2021-22, CFIS's funding from Alberta Education is expected to be \$3,751,173.

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 (extension 134).



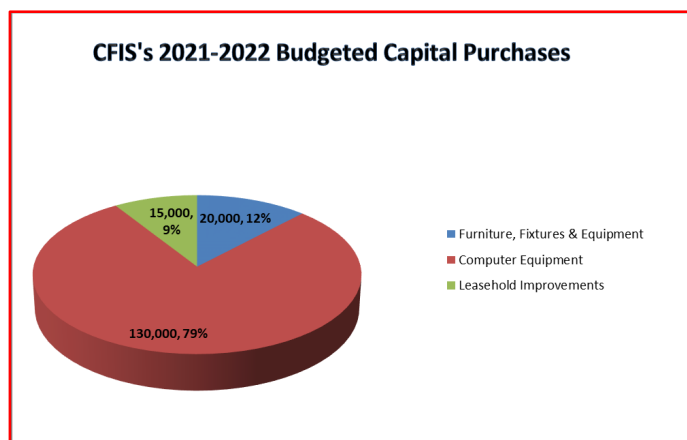
Revenues Chart:

Tuition & Fees	11,207,118	67%
Government Funding	3,879,046	23%
Business Units	524,000	3%
School Programs	441,534	3%
Donations & Fundraising	598,000	4%
Other	46,500	0%



Expenses Chart:

Teaching Salaries/Benefits	9,513,661	56%
Teaching Expenses	553,245	3%
General & Administration	3,661,855	22%
Lease	1,200,000	7%
Maintenance	768,588	5%
Business Units	383,386	2%
School Programs	350,000	2%
Fundraising Expense	493,200	3%



Furniture, Fixtures & Equipment	20,000	12%
Computer Equipment	130,000	79%
Leasehold Improvements	15,000	9%