

# Calgary French & International School

## Education Plan

(2022-23/2023-24/2024-25)



**Calgary French & International School**  
**Education Plan**  
**(2022-23/2023-24/2024-25)**

**Accountability Statement**

The Education Plan for Calgary French & International School (CFIS) Society commencing September 1, 2022, was prepared under the direction of the Society’s Board of Directors in accordance with the responsibilities under the Private School Regulation and the Education 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 Board approved the 2022-23/2023-24/2024-25 Education Plan on May 30, 2022.



Kate Bilson  
Chair  
Calgary French & International School Society

**CFIS Education Plan Structure**

CFIS’s Education Plan continues to be 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).

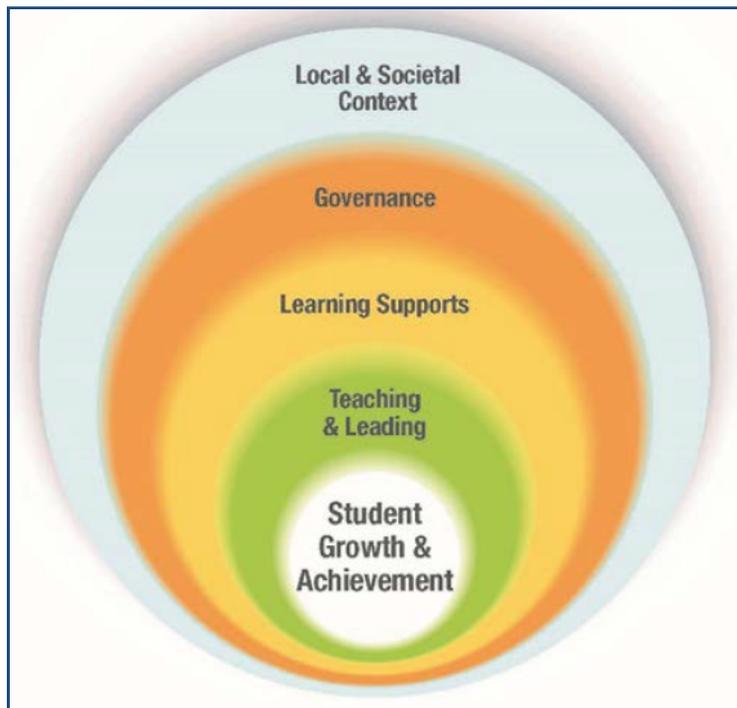
A combination of the strategies and tactics associated with Statements 1 and 2 of the above four statements of strategic direction, along with the annual action plans of our school’s Early Childhood, Elementary, and Secondary Divisions and the Department of Student Learning and Well-Being, were used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

Data which informed the plan was obtained from sources including Alberta Education’s 2021 Assurance surveys of parents, teachers, and students, students’ International Baccalaureate Diploma Programme results from 2021, provincial literacy and numeracy assessments, school-awarded marks, and anecdotal information.

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 2022-23 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 consists of one or more “key elements”. Each of those elements, as they relate to the work of CFIS in 2022-23, 2023-24, and 2024-25, 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 whole-school alignment in scope-and-sequence documentation for programs of study from ECE to Grade 12.
- Review our current assessment practices to ensure that a variety of modalities are used in all subject areas at all grade levels, in both formative and summative assessments.
- Refine our reporting of student learning to include more opportunity for student reflection and goal setting.
- Provide parents with opportunities to experience and better understand what teaching, learning and assessment look like at CFIS.
- Revise and enhance our current planning and reporting of student learning practice to ensure that we are effectively meeting Alberta Education, International Baccalaureate (IB), and Canadian Accredited Independent Schools (CAIS) standards, ensuring that CFIS teacher and administrator workload is manageable.

### **CFIS Strategy: Continue to support and build on 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 collaborate with Secondary Division IB teachers to determine which standards CFIS will reflect and report on. This will inform our Program Development Plan on International Mindedness.
- Use student feedback to "demystify" the IB DP for students, 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, 100% of those students completing a certificate in French, and 80% of them obtaining a second certificate.
- Explore the opportunity to offer IB's Higher Level (HL) Maths courses to our student population.
- Engage our parent community to ensure that they are aware of the advantages that IB provides to their children.

- Ensure that all CFIS IB teachers are infusing International Mindedness into all curricula.
- Empower students taking Creativity, Activity, Service (CAS) to branch out into the wider community for their activities and projects.
- In 2023-24, provide IB professional development for CFIS's science teachers to learn their new curriculum.
- Continue CFIS's affiliation with SÉBIQ (*Société des écoles du monde du BI du Québec*).
- Ensure that the workload of CFIS's IB DP coordinator allows for his continued service as the executive chair, DP South, of the Alberta Association of International Baccalaureate World Schools (ABIBS).

**CFIS Strategy: Become an accredited International Baccalaureate (IB) Primary Years Programme (PYP) school in the spring of 2024, following on CFIS's acceptance as a PYP candidate school in spring 2022.**

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

- Provide all Early Childhood and Elementary staff and faculty with IB PYP training.
- Refine and implement all six transdisciplinary units of inquiry from preschool to Grade 5.
- Refine the Grade 5 student learning showcase so that it aligns with IB's exhibition requirements.
- Identify a PYP team leader for each grade from preschool through to Grade 5, and provide time in their schedules to work alongside the PYP coordinator. The grade-level PYP leaders, in conjunction with the PYP coordinator, will then facilitate parent engagement sessions.

**CFIS Strategy: Complete the International Baccalaureate (IB) MYP (Middle Years Programme) feasibility study, with the intent of applying for MYP candidacy in 2024.**

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

- Provide key faculty with IB MYP training.
- Establish an MYP committee to address and complete the feasibility study.
- Budget for a 0.7 FTE MYP coordinator for the 2023-24 school year and beyond.
- Budget for a 0.7 FTE design teacher/educational technology coach for the 2023-24 school year and beyond.

**Alberta Education Key Element:**

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

**CFIS Strategy: Develop and implement a robust academic program that focuses on 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 so that it is aligned to the new Alberta Education program of studies for KG-Grade 3.
- Provide opportunities for the Grade 6 teachers to collaborate with the Grade 7 teachers to refine their numeracy and literacy programs to allow for smoother transitions for students going into Grade 7.
- Develop and implement a student learning portfolio for Grades 6 to 8 that aligns with the attributes of the learner profile.
- In 2022-23, provide an additional 0.2 FTE to the Elementary numeracy coach, to allow for support to continue for students in Grade 7.
- In 2023-24, move the Grade 4-7 numeracy coach from 0.6 FTE to 1.0 FTE, and the Grade 1-3 numeracy coach from 0.4 FTE to 0.8 FTE.
- Continue to collect data to track student progress in reading and number sense, to provide appropriate targeted instruction.
- In 2023-24, introduce a 1.0 FTE Grade 4-7 literacy coach.
- In 2022-23, provide an additional 0.3 FTE for programming for English Language Learners (ELLs).
- Provide ECE teachers with opportunities to work with the Elementary Division’s literacy and numeracy coaches.
- Use professional development time to ensure that literacy and numeracy coaches are provided opportunities to maximize teacher capacity, as well as with time to work with small groups of students.
- Continue to assess each student’s reading levels each term, to ensure consistency between report cards and data collected.
- Continue to 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 to guide planning on student growth via numeracy and literacy.
- Continue to 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.

**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:

- Identify a leader of this initiative and next steps;
- Develop and implement a Health and Wellness scope and sequence, from preschool through to Grade 12, that includes Alberta Education’s newly released Health program.

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

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

- Develop a Health scope and sequence that reflects the new curriculum in K-3 and that continues to Grade 12.

- Focus, by division, on fostering student social and emotional well-being, through the following activities:
  - Incorporate more days in which the students celebrate their school pride in exciting and fun ways.
  - Infuse IB's learner profile language into the CFIS learner profile, allowing for student reflections.
- Reallocate the 1.0 FTE social-emotional learning strategist solely to the school's Elementary Division.
- Allocate a 0.6 FTE social-emotional learning strategist to the Secondary Division, so that the current 1.0 FTE social emotional learning strategist can focus on Elementary (Grades 1-6).
- Revise 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:
  - Collect qualitative data from the students regarding their wellness and well-being in order to support them further.
  - Develop a middle school model to strengthen students' sense of identity and belonging.
  - Consider implementing a Grade 9 homeroom model.
- Provide parent sessions on various topics relating to student health and well-being.
- Offer monthly workshops on emotional growth for CFIS's senior high students.

**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 and extra-curricular programs from preschool to Grade 12.
- Provide more opportunities for students to access specialists during club time.
- Develop a timetable that allows for intramurals to occur in the elementary gymnasium during lunch times.
- Explore opportunities to leverage different types of programming in our ECE and Elementary Division after-school care program.

**Alberta Education Key Element:**

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

**CFIS Strategy: Develop and implement programming that aligns with CFIS' goal of becoming an IB World Continuum School through the development of 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:

- The PYP coordinator will mentor and coach grade-level PYP leads, who will then promote and model these concepts in their teams, engage their team members, and continually reflect on their practices.

- Work with CFIS’s junior high teams in the development and implementation of more interdisciplinary projects, and support those teachers in the development of their units of inquiry.
- Provide two 45-minute blocks on a six-day rotation to grade-level curriculum leaders in both the ECE and Elementary Divisions, for these leaders to work directly with the PYP coordinator on enhancing and implementing their unit plans.
- In 2022-23, prepare an IB MYP feasibility study, with the assistance of Administrators, IB coordinators, and faculty, and in 2023-24, apply for candidacy as an MYP school.
- In the 2023-24 school year, apply for authorization as an IB PYP school.
- Continue to provide time in our IB DP teachers’ schedules to meet with the DP curriculum leader.

**CFIS Strategy: Ensure robust alignment between CFIS’s mission, vision, values, and experiential learning opportunities.**

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

- Create a 0.7 FTE Associate Director of Global Education and Experiential Learning position, to oversee the continued development and implementation of robust experiential learning opportunities for students, to ensure that students are learning through authentic and real-life contexts and situations.
- Promote international mindedness education, through local and global initiatives.
- Infuse the learner profile attributes throughout the community - students, faculty and staff, parents, and visitors.
- Create and facilitate opportunities at the school for cross-divisional partnerships, initiatives, and events.

**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.
- Provide students with programming and leadership opportunities.
- Develop a scope and sequence to document the above continuum.

**Alberta Education Key Element:**

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

**CFIS Strategy: Raise awareness of the importance of diversity, and how as a community we should approach the subject of diversity.**

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

- Develop and implement an experiential learning continuum from preschool to Grade 12 that encompasses global citizenship, sustainable development, peace and human rights, leadership, diversity, equity, inclusion and justice.
- Plan and implement a global education week on intercultural learning for students from preschool through to Grade 12.
- Continue to provide professional development on diversity during professional development days.

**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, continue to focus on anti-bias and anti-racism education.
- The Associate Director of Global Education and Experiential Learning will oversee the Diversity Committee’s work in the advancement of key initiatives.



## **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 calibre 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 regarding IB's PYP, MYP, and DP programmes to all faculty from kindergarten through to Grade 12.
- During a professional development day information session, provide all non-faculty staff members with a comprehensive overview about the above IB programmes.
- 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.
- Allocate a 0.7 FTE Middle Years Programme coordinator in the 2023-24 and beyond.
- Provide time for grade-level curriculum leaders to work directly with the PYP coordinator.
- Continue to provide teachers with regular feedback via ongoing classroom walk-through visits, formal observations, conversations, and annual performance appraisals.
- Continue to encourage faculty to engage in ongoing dialogue with their supervisors regarding growth, supervision, and evaluation.
- Teachers will set three goals and meet with their direct supervisor three times per school year.

### **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.
- Teachers receive yearly performance appraisals.

**CFIS Strategy: CFIS will recruit, select, develop and retain the highest calibre of faculty and staff.**

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 faculty and 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 clear.
- Work directly with various 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 partnerships with universities in Moncton, Ottawa, and Quebec.
- Attend virtual job fairs with "Apply to Education" and "Education Canada".
- Add our job postings to websites hosted by ACPI, IB, and the Universities of Quebec and Montreal.
- In March, provide suitable practicum students with teaching contracts for September, contingent on successful internships in May and June.
- Explore a teacher referral incentive program for current faculty and staff.

**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 their counterparts from 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.
- Allocate a 0.6 FTE in the 2023-24 budget for an MYP Coordinator.
- Ensure that professional development days focus on opportunities for collaboration.
- Provide time for networking and collaboration in teachers' timetables.
- Principals and members of the pedagogical leadership team will encourage individual teacher participation in teaching networks associated with organizations such as AISCA, IB, SEBIQ, CAIS, Round Square, ABIBS, 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:

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 tactics 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:

- Reallocate our current social-emotional learning strategist's role to focus only on the Elementary Division.
- Add an additional 0.6 FTE social-emotional learning strategist to the Secondary Division.
- Continue to implement Hour Zero protocols.
- 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.
- In the Secondary Division cafeteria, develop a “middle school” area for students in Grades 6 to 8.
- Provide a monthly workshop, developed by the school's social-emotional learning strategist and consulting psychologist, for students, faculty, and parents, on the topic of emotional safety.
- Develop and implement a Health and Wellness program that addresses student conflict and bullying.

### **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 teaching and learning strategies, and implement those suitable.**

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

- Provide 0.3 FTE additional teaching support to allow for more timely and regular intervention for our English Language Learners (ELL).
- Further develop our understanding of the Universal Design for Learning and its link to the “Response to Intervention” model:

- Learning strategist to continue to meet with elementary grade-level teams every six weeks to revise support strategies.
  - Provide opportunities in the Grade 7 and 8 timetables for grade-level teacher meetings, where learning strategists are invited to attend to provide strategies.
  - Monthly meetings between each division principal and the Coordinator of Student Learning and Well-Being, to review new referrals, current services being provided, and determine next steps.
- Increase the capacity of our assistant teachers to support language acquisition and learning support for all students.
  - Leverage Tier 2 supports for students in the Secondary Division by revising the timetable to allow for targeted instruction within the school day.
  - Leverage the coaching and team teaching model in the Elementary Division to provide targeted support to all students.
  - Coordinator of Student Learning and Well-Being will attend a Level 3 International Baccalaureate course on Learning Diversity and Inclusion, to ensure that we continue to grow in the development and implementation of our practices.
  - Continue to ensure universal access to technology and innovation systems, across grade levels and divisions.
  - Champion the use of rich digital learning environments to support positive educational outcomes.
  - Increase the democratization of technology, to ensure the appropriate devices are available to learners at all times.

**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:**

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 education professionals with access to reliable and timely technology and educational technology supports.**

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

- Develop a plan to ensure access to reliable and timely support for technology problems.
- Develop a staffing plan to ensure knowledgeable and qualified faculty can lead student learning in the area of educational technology and design.
- Ensure staffing levels in Educational Technology and Information Technology support the mission of the school by supporting and further driving tech integration into the classroom.

- 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 institution and the growth of the student base.

**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.
- Clarify the roles and responsibilities of teachers in delivering digital citizenship programs.



## **Domain – Governance**

### **CFIS’s Governance Outcome:**

As an independent school, the CFIS Society’s Board of Directors (“Governors”) is made up almost exclusively of parents of current CFIS students, unlike large public school boards. At present, 16 of the 17 CFIS Society Board members are parents of current CFIS students.

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.

### **CFIS Strategy: Provide opportunities for the CFIS Society’s Board of Governors to interface with all stakeholder groups.**

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

- Identify opportunities for members of the Board of Governors to bring greetings from the Board to various gatherings of CFIS stakeholders.
- Pedagogical leadership will be members of the Board’s Academic Committee.

### **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 diversity, equity and inclusion.**

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

- In the 2022-23 school year, the Board will develop a 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:**

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 strategy: Continue to ensure fiscal responsibility.**

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

- In the fall of 2022-23, develop and finalize a strategic financial plan.

**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:

- o Values from partner organizations, including UNESCO, Round Square, and the IB, will continue to be infused into CFIS’s teaching of the Alberta Education curriculum.



## **Domain – Local and Societal Context**

### **CFIS Local and Societal Context Outcome:**

CFIS will continue to define and amplify the “international” in “Calgary French & International School” 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 the importance of respecting and celebrating diversity, at the student, faculty, staff, and community levels.**

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

- Continue with the school-wide “Global Education Week” undertaking, where students participate in developmentally appropriate sessions and workshops on intercultural understanding and appreciating diversity.
- Empower the student-led Equity, Diversity & Inclusion (EDI) Committee to continue to raise awareness of the importance of the subject.

### **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.
- The library team will continue to explore and promote different novels that showcase a variety of diversity to the literacy teachers.
- The library team will continue to enhance and promote diversity and anti-bias education throughout their programming.
- The school’s Diversity Committee will branch out to develop developmentally appropriate activities for a scope-and-sequence from preschool through to Grade 12.

### **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.
- All CFIS students will participate in a “Discovery Week” with developmentally appropriate opportunities and various levels of participation.

- Continue to participate in Round Square regional and global conferences.
- Ensure that the CFIS Travel Studies program is a differentiator for CFIS, by exploring expansion of the group exchange program with Round Square schools:
  - 2022: Le Salésien (Sherbrooke, Qc) for Grades 8 and 9 students
  - 2023: Le Salésien (Sherbrooke, Qc) for Grade 8 students
  - 2023: Exchange with Ivanhoe Grammar School students (Melbourne, Australia)
  - Explore group exchange with École Alsacienne (Paris, France)
- 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:

- In 2022-23, initiate a “traveling Viking” storytelling tradition between Travel Studies program students and students in lower grades.
- Provide opportunities for older students to share their experiences with younger students during “Discovery Week”.
- Facilitate connections between students who go on international exchanges 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 2022-24 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
- June 2022 - parent and teacher surveys by CFIS

## 2022-23 Budget Overview

CFIS 2022-23 Budget		
<b><u>Revenue</u></b>		
Tuition & Fees	11,641,327	71%
Government Funding	3,879,046	24%
Business Units	144,000	1%
School Programs	561,370	3%
Donations & Fundraising	110,500	1%
Other	75,000	0%
	16,411,243	100%
<b><u>Expenses</u></b>		
Salaries & Employee Benefits	12,333,672	74%
Teaching Supplies, Field trips and Professional Development	600,714	4%
General & Administration	971,700	6%
Facility Costs	947,198	6%
Interest on Long term Debt	381,241	2%
Bus	350,000	2%
Amortization of Capital Assets	973,000	6%
Fundraising Expense	80,500	0%
	16,638,025	100%
<b><u>Capital Purchases</u></b>		
Furniture, Fixtures & Equipment	110,000	52%
Computer Equipment	100,000	48%
	210,000	100%

### 2022-23 Budget Highlights

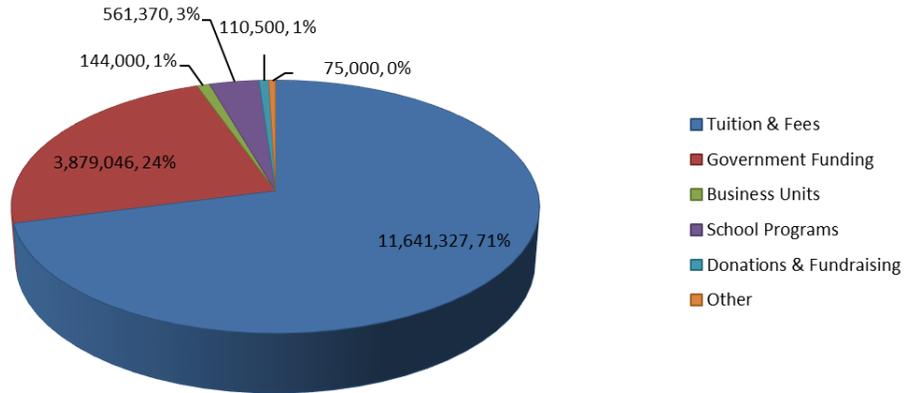
CFIS has not planned any strategic enhancements, due to the difficult economic environment. For 2022-23, there are still many areas of uncertainty related to the potential impact of COVID-19 and a decline in enrolment.

Tuition was increased from 2021-22 levels by 5.5% for the 2022-23 school year.

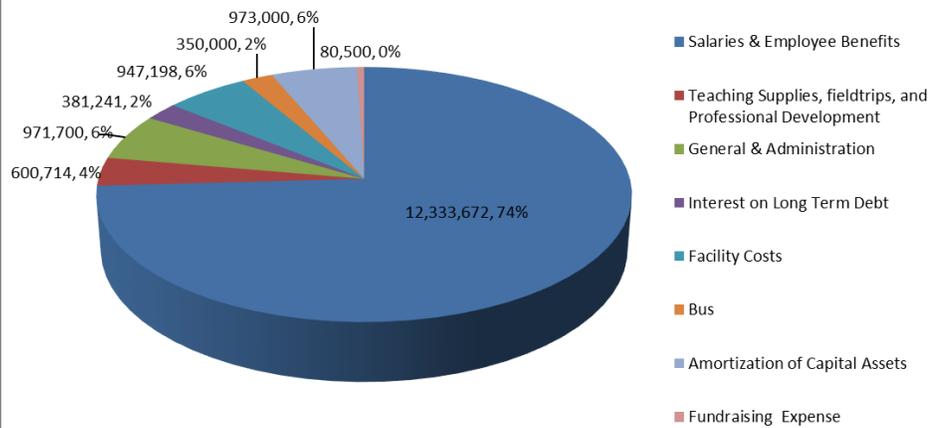
For 2022-23, CFIS's funding from Alberta Education is expected to be \$3,751,173.

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

### CFIS's 2022-2023 Budgeted Revenue



### CFIS's 2022-2023 Budgeted Expenses



### CFIS's 2022-2023 Budgeted Capital Purchases

