Calgary French & International School



Calgary French & International School - Education Plan (2025-26/2026-27/2027-28)

Accountability Statement

The Education Plan for Calgary French & International School (CFIS) commencing August 28, 2025 was prepared under the direction of the CFIS Society's Board of Governors (the Board) in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the 2025-26/2026-27/2027/28 Education Plan on May 28th, 2025.

The plan was submitted to Alberta Education by the May 31, 2025 deadline and was published on the school's website at https://cfis.com under the heading: *"AERR & Education Plans"* where the Annual Education Results Report and Three-Year Education Plans for the current school year and recent past school years can be found.

Kate Bilson
Chair
CFIS Society



CFIS Education Plan Structure

Over the course of the 2022-23 school year, the 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 Board, 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 Canadian Accredited Independent Schools (CAIS) since 2017. Each of CAIS's over 90 schools commits to undergoing a reflective and collaborative school improvement process, meeting CAIS's rigorous national standards, and participating in research and professional learning opportunities. CFIS will be undergoing its next accreditation in 2025. There are twelve standards that must be met, each of which has associated Indicators of Effective Practice. CFIS's robust 2024-27 Education Plan was developed within the lens of CAIS's comprehensive standards and indicators as well as Alberta Education's Education Plan requirements and key elements.

As well, since 2019, CFIS has been authorized to offer the International Baccalaureate (IB) Diploma Programme (DP) to its Grades 11 and 12 students, and in 2023 was authorized to offer the Primary Years Programme (PYP) to all students in preschool through to Grade 5. We will be applying for authorization to provide its Middle Years Programme (MYP) to all Middle School students in 2026. 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 2025-28 Education Plan includes information which was obtained from the following sources:

- Alberta Education's 2024 Assurance surveys
- Results of June 2024 Grades 6 and 9 Provincial Achievement Tests (PATs)
- Results of June 2024 Grade 12 Diploma Examinations
- Results of May 2024 International Baccalaureate Diploma Programme Examinations
- Provincial literacy and numeracy assessments
- 2024 school-awarded marks and anecdotal information
- CFIS Parent Surveys from 2024

CFIS's 2025-28 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.

Assurance Domain – Student Growth and Achievement

Ministry Outcome 1: Alberta Students are successful.
Ministry Outcome 2: First Nations, Métis and Inuit students are successful.

Alberta Education Key Elements:

- Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need, and set new learning goals.
- Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy.
- Students are active, healthy and well.
- Students apply knowledge, understanding and skills in real life contexts and situations.
- Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.
- Students demonstrate understanding and respect for the uniqueness of all learners.

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

CFIS Kindergarten to Grade 5

Early Childhood Education (ECE) Goals:

- ➢ Maintain a dynamic ECE program with changes and enhancements centered on the needs of young learners, and with consistently robust ECE enrolment.
- ➢ CFIS is the school of choice for ECE families as they move up to the Elementary Division.

Elementary Goals:

- ➢ Deliver strong academic programming in an environment that nourishes student wellbeing and individual success.
- ➢ CFIS provides the top recognized French immersion program in Calgary.

OUTCOMES	STRATEGIES
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).	• Revise the report card to align with assessment discussions that have taken place in 2024-2025 and that will further align with new curricula and IB philosophy. • Develop a communication plan to strengthen parent understanding of the report card and assessment measures. • Review CFIS Administrative Procedure on Assessment to ensure alignment with new practices. • Continue to develop and review units of inquiry that focus on strengths and areas of development for each learner, and reinforce that they are living documents. • Continue to provide educators with opportunities to collaborate with the ECE/Elementary Literacy and Curriculum Coordinator

	and PYP Curriculum Coordinator to further align and strengthen assessment practices that reflect the new curricula. ● Provide collaboration opportunities for Professional Learning Communities (PLC) to strengthen alignment between divisions.
Ensure that CFIS ECE students have a strong foundation of early literacy and numeracy.	● Provide educators with professional development/coaching opportunities from experts (including but not limited to CFIS's Literacy & Curriculum Coordinator; and Master Teacher - Early Academics & Curriculum). ● Provide teachers with professional development, collaborative planning time, and coaching, to implement the new curriculum. ● Align scope & sequence for all pre-kindergarten grade levels (Jr-Pre, Pre, JK) with new KG curriculum. ● 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. ● Master Teacher: Early Academics & Curriculum to document assessment practices & protocols for pre-K grade levels.
Increased student engagement and individual achievement in the areas of literacy and numeracy in all subjects.	● Continue to provide teachers with coaching and professional development in the spiral teaching of numeracy. ● Support teachers in the implementation of the Elementary Division's literacy and numeracy scope and sequence. ● Continue to collect data to track student progress in reading and number sense, to provide appropriate targeted instruction. ● Ensure that literacy and numeracy coaches are provided with opportunities to maximize teacher and educational assistant capacity, as well as time to work with small groups of students. ● Continue to develop and implement common math assessment tools in line with the new curriculum to ensure consistency between classes and in order to allow action plans to be supported by the numeracy coaches/learning strategists in a more cohesive manner. ● Provide teachers with professional development, collaborative planning time and coaching to implement literacy and numeracy instruction in unit plans. ● Continue to use common formative and summative assessment tools, to document student growth and program planning. ● Continue to use standardized assessments, along with Alberta Education literacy and numeracy assessments (test de dépistage), to document student growth and program planning.
Strengthened support for our English as an Additional Language (EAL) students to develop their communication skills.	● Continue to provide support to our EAL students through targeted instruction and standardized assessments. ● Provide Grade 1 and 2 students with exposure to English literature and opportunities to develop oral language competencies.

	• Consider other English screening and benchmark tools to be used.
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.	• Develop students' artistic abilities and an appreciation for the arts, through a wide range of activities. • Continue to enhance and leverage Elementary clubs as co-curricular options, with student choice. • Hire an Ed Tech Integrator to review the CFIS digital citizenship continuum and support teachers in its implementation. • Add choir to clubs in upper elementary students.

PERFORMANCE MEASURES

- Collect standardized literacy and numeracy data in KG to Grade 3 to document student growth and share with next year's teachers.
- Update scope & sequence documentation, ensure vertical alignment.
- PAT results - maintain or improve results.
- Continue to assess each student's reading levels each term, to ensure consistency between report cards and data collected.
- Using oral rubrics and scores, gather data that can provide long-term report tracking about individual student improvement in French oral skills on average.
- Continue to use English Language Learner Benchmarks to document student growth and program planning.
- Administer a survey to CFIS Elementary students that includes components about clubs and extracurriculars, to determine student satisfaction.
- Improved student results on Alberta Education Assurance Survey questions about music, art, physical education, and languages.
- Gather anecdotal feedback from parents of the sessions and growth in participation numbers.

CFIS Grades 6 to 12

Middle School Goals:

- ➢ Develop a Middle School that provides a strong academic bridge from Elementary to High School, while focusing on the developmental needs of students.
- ➢ To develop and implement a rigorous academic Middle School program.

High School Goals:

- ➢ Harmonize academic excellence with dynamic co-curricular and social opportunities, with the obtaining of post-secondary entrance and consistently robust retention.
- ➢ Capacity will be full in High School, with students who will reach their individual goals.

OUTCOMES	STRATEGIES
Ensure that CFIS's high school students are well-prepared for success throughout High School and into their post-	• Continue to provide teachers with time to analyze PAT results and develop annual action plans particular to their department and grade levels. • As teachers become more familiar with the MYP program, they will develop units of inquiry where student voice and interests will

secondary studies, and that they are supported in meeting their academic goals.	be more prevalent. ● Implement a new timetable that allows more flexibility for High School Students. ● Continue to gather data to develop a career pathways workshop for Grade 10 and 11 students and families in the fall to further support students in their university applications. ● Continue to provide teachers with time to analyze provincial Diploma Exam (DP) and IB DP exam results, and develop annual action plans particular to their department and grade levels. ● Continue to develop and refine personalized academic counselling sessions for students in Grades 10 to 12. ● Offer the Advanced Bilingual Diploma to interested Grade 11 students. ○ Offer IB Business Management Course ○ Offer French A and French B ● Continue to offer CALM in the timetable. ● Continue to explore and offer different IB courses that may provide students with more transfer credit opportunities for universities. ● Continue to develop dual credit partnerships with post-secondary institutions. ● Complete a feasibility study of offering summer programs to Grade 9 to 11 students. ● Complete a feasibility study of the CAREER branch of IB. ● Continue to provide students with the opportunity to complete their DELE Grade 10 and DELF Grade 11/12 to demonstrate their language proficiency.
Increased student engagement and individual achievement in the areas of literacy and numeracy in all subjects.	● MYP Math, French and English subject leads will collaborate to develop literacy and numeracy continuums and to ensure vertical and horizontal continuity. ● Continue to support faculty in the development and implementation of common math assessment tools for each unit, to ensure consistency between classes in order to allow action plans to be supported by the numeracy coach in a more cohesive manner. ● Continue to develop and implement tools to foster student engagement in both numeracy and literacy. ● Provide time for team teaching in some subjects to support student learning. ● Continue to provide literacy challenges through makerspace lunch projects to students.
Teachers are supported in deepening their knowledge and understanding of the Middle School student.	● Continue to offer House in the timetable to enhance programming around student life, environment sustainability, internationalism and Equity, Diversity, Accessibility and Inclusion (EDIA). ● Provide teachers with support in deepening their knowledge and understanding of the Middle School student.

The Alberta Education and IB curricula will be effectively implemented.	• Continue to provide teachers with time to meet with the MYP IB coordinators to assist in the alignment of Alberta curricula and IB subject curricula and building interdisciplinary units of study. • DP IB coordinator will continue to mentor MYP Coordinator. • Continue to train subject lead teachers in Middle Years IB. • Strengthen the French Language continuum by moving from French Acquisition up to Grade 8 to Language and Literature in Grades 9 to 12. • Invite Grade 9 parents and students to a fall IB evening to begin to learn about course selection and opportunities with IB. • Host an IB course and Alberta Education course selection evening in November for Grade 10 students. • Continue to revise the Middle School report card to reflect the new Alberta curricula and IB philosophy, as well as alignment to upcoming changes in Elementary report cards. • Apply for MYP authorization in 2025-2026. • Hire a 0.6 Design teacher to lead this area of MYP. • Develop and implement a design program for Middle School students.
Through global education programming, empower students with the skills to act against prejudice and/or discriminatory actions.	• Continue to support CFIS students' equity, diversity and inclusivity clubs to empower students to continue to lead and support these initiatives at CFIS. (continue new Middle School club) • Providing House periods in the timetable will allow House leaders and students to infuse EDIA learning.
Set the foundation for global mindedness, through developmentally appropriate education around diversity, equity, accessibility and inclusion (DEIA), and justice.	• Build teacher capacity and confidence to further develop and implement lesson plans to teach age-appropriate and developmentally appropriate anti-bias and anti-racism themes. Professional Development (PD) was offered this year. • ECE unit plans will include celebrations of students' unique interests and talents. • Provide teachers with monthly workshops on empathy, anti-racism, and anti-bias education.
Build faculty and staff capacities and skills on the themes of empathy, anti-racism, and anti-bias education.	• Principal of Secondary to meet weekly with social-emotional learning strategists to identify needs and possible resources. • Teachers will work more collaboratively with students on scheduling assessment and project dates. • Provide students with engagement opportunities to implement spirit days and intramurals and enhance student life. • Implement a new timetable that allows more flexibility and course options for students.
Students are provided with a personalized high school experience.	• Continue to develop and provide students with different local possibilities for experiential learning during travel weeks. • Through monthly meetings with the Head of School, the Student Prefect Committee will allow students to contribute to the identity

	and development of what the CFIS high school experience will entail. ● Support students to lead initiatives in order for them to reach the immediate and larger school community. ● Provide students with dual credit and personalized internship opportunities.
Develop leadership skills in High School students that will support them to become advocates for change.	● Continue to support CFIS students' EDIA and Pride clubs through the student committee model to empower students to continue to lead and support these initiatives at CFIS (e.g. GSA Alberta conference). ● Work with the Student EDIA Committee to improve our reporting process on identifying incidents of racism and/or discrimination. (Student survey administered, action plan to be developed by Administration). ● 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. (Assemblies, EDIA workshops), workshops held on DaVinci days. ● Give students opportunities to take part in school and student conferences on the theme of EDIA, including YYC Pluralism club and Round Square conferences.

PERFORMANCE MEASURES

- Administer a survey to CFIS Middle School students that includes a component on executive functioning and how prepared students feel regarding study skills, planning, self-monitoring, self-control, working memory, time management, and organization, to measure student satisfaction.
- In November and April, administer a survey to CFIS secondary students that includes questions about the House program, extracurriculars, and options, to gather feedback and gauge progress.
- Completed scope/sequence documentation within a common framework.
- Achieve a Grade 9 to 10 retention rate of 72%.
- MYP authorization in 2025-2026.
- Develop common summative assessment tools for each subject using Alberta Education outcomes and that align with the MYP framework.
- PAT results - maintain or improve results.
- Continue to track student progress through summative grades, to document student growth, student support and program planning.
- Alberta Education DP Exams - maintain or improve results.
- IB DP exams - maintain or improve results.
- Collect monthly qualitative data from High School students regarding their wellness and well-being to determine if additional supports are needed and to support them further, if required.

CFIS Priority 2:
Engage our diverse community.

School-Wide Goals:

- ➢ CFIS students are valued and active participants in strengthening our school community.
- ➢ Create a community of belonging.
- ➢ CFIS parents are active partners in building a caring, connected and thriving school community.

OUTCOMES	STRATEGIES
Build a culture where students have a voice in leading change and where they have opportunities to lead various initiatives.	● Provide students in Grades 9 to 12 with the opportunity to submit proposals to lead student-driven options for Elementary and Middle School students. ● Continue to build and strengthen the structure and guidelines around student leadership committees: supporting student growth, leadership and voice with the support of a designated staff advisor. ● Prefect committees: further define membership, and responsibilities of committee chairs/ prefects. ● Provide more opportunities for cross-divisional partnerships, initiatives, and events. ● Student committees' structure will change next year so that the responsibilities of the Chair are specific.
Set the foundation for global mindedness through developmentally appropriate education around EDIA and justice.	● Develop and implement common initiatives between the Staff EDIA, Student EDIA, and Parent EDIA Committees to work alongside one another. ● Include parent, student and staff reps on a Board EDIA Steering Committee to determine next steps and an action plan in EDIA work. ● Apply for the Alberta Culture Days grant in order to develop events that will recognize and celebrate our community's cultural diversity. ● Develop more cross-divisional opportunities for peer support and student partnerships. ● Implement an evergreen PD model that continues to address anti-bias and anti-racism education. ● Enhance our library workshops to include anti-bias and anti-racism programming. ● 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. ● Provide teachers with time and opportunities to strengthen their Health and Wellness programs addressing healthy friendships, student conflict, and bullying.

	• Provide students and parents with workshops on the administrative guidelines and establish protocols to address student conduct and bullying. • Continue to develop opportunities for more cross-divisional initiatives and connections.
Deepen experiential learning through off-site learning experiences.	• Develop and implement a scope and sequence that captures and broadens experiential learning for preschool to Grade 12 students 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.
Ensure that CFIS is a safe and secure school.	• 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.
Staff and students' knowledge of First Nations, Métis, and Inuit cultures is strengthened.	• 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 lasting connection with an elder or indigenous knowledge keeper. • Explore a full day immersive learning experience with indigenous leaders for our entire staff community. • Build a statement on CFIS' commitment to reconciliation as a senior leadership team.

PERFORMANCE MEASURES

- 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.
- 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.
- 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 diversity, equity, accessibility, and inclusion (EDA) and anti-bias/anti-racism education.
- Increased faculty and staff confidence to deliver DEI-themed lessons.
- Decrease in number of reported incidents and anecdotal evidence of discrimination and bullying.
- 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.

Assurance Domain – Teaching and Leading
Ministry Outcome 1: Alberta's students are successful

Alberta Education Key Elements:

- Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.
- Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation.
- Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.
- All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice.
- 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.

CFIS Kindergarten to Grade 5

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.

OUTCOMES	STRATEGIES
Young learners' needs are met, through the provision of support for educators and families.	• Coordinator of Early Learning & Development to provide coaching and strategies to educators, to meet social-emotional needs of young students. • Master Teacher - Early Academics & Curriculum to support teachers in aligning instructional strategies and assessment practices. • Leverage consistent two-way communication channels (e.g., newsletters, Seesaw updates, parent meetings, informal chats) to keep families informed about learning goals and student needs. • Offer workshops or information sessions for families on child development, literacy, numeracy, and socio-emotional learning strategies. • Connect families to community resources such as speech therapists, psychologists, or family support agencies. • Continue to 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.

Teaching and learning are enhanced through differentiation.	● Support teachers in planning lessons that offer multiple entry points, flexible grouping, and tiered assignments based on readiness, interests, and learning profiles. ● Encourage tasks to allow for student voice and choice in how they demonstrate learning. ● Provide professional development on how technology can reduce barriers and extend opportunities for all students. ● Develop a common understanding of roles and responsibilities between the coordinators and administration. ● 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. ● Schedule collaborative planning time so that educators can share strategies, problem-solve together, and align support for learners.
Improved French language proficiency.	● Provide faculty with professional development opportunities to further develop their own language proficiency. ● Research a standardized assessment tool and continuum for student oral language proficiency. ● Hire a French Language Coordinator to oversee our late French immersion program (Embark) and lead the development and implementation of French language competencies. ● Explore a partnership with the francophone board to provide students with more exposure to French activities outside of school.

CFIS Grades 6 to 12

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	STRATEGIES
Ensure students are well prepared for success and that they are supported in meeting their academic goals.	● Continue to hold monthly grade-level meetings to discuss student needs and share successful strategies. ● Learning Strategist to lead Individual Program Plans (IPP) and build teacher capacity to lead 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).
Students receive a personalized high school experience.	● 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. ● Provide parents and students with a Spring workshop session on: ○ Grades 9 and 10: Academic Planning ○ Grades 11 and 12: Post Secondary Application and Scholarships
PERFORMANCE MEASURES	
● Anecdotal feedback from parents from engagement sessions, and an increase in participation in these sessions. ● Increased parent satisfaction results on the CFIS parent survey on the theme of community engagement. ● Student growth documented via standardized literacy and numeracy data, such as GB+, Benchmarks, and Math Intervention and Alberta Education literacy and numeracy assessments (*test de dépistage*). ● Improved results on Alberta Education's Assurance Survey. ● Improve results on Teacher responses to professional development opportunities questions from Alberta Education 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.	

CFIS Priority 3:
Value and celebrate our staff.

School-Wide Goals: ➢ One hundred percent of CFIS faculty and staff members feel valued and supported. ➢ CFIS will be recognized as the employer of choice amongst French immersion schools in Alberta.	
OUTCOMES	**STRATEGIES**
Teachers are supported by supervisors in the development and implementation of their annual professional growth plans and meaningful professional evaluations.	● Teachers set three goals and meet with their direct supervisor three times per school year. ● Ongoing walk-through visits, formal observations and conversations. ● Teachers receive annual performance reviews.

Stronger partnerships developed with universities and professional organizations, to further support the professional growth of teachers and staff.	• Work directly with various universities' Faculties of Education to mentor practicum students, and in particular, welcome University of Calgary and University of Alberta (UofA) practicum students to CFIS. • Develop a partnership with UofA Campus Saint-Jean, Calgary Campus. • Continue to support the UofA in their Skills and Experience Development Initiative, to transition newcomers into the economy. • Broaden our recruiting scope for experienced teachers to include job fairs and partnerships with universities in British Columbia, Moncton, Ottawa, and Quebec. • Strengthen our partnerships with *l'association canadienne des professionels de l'immersion* (ACPI) and IB. • Offer probationary and continuous contracts to successful temporary and probationary faculty by the winter break. • In March, provide suitable practicum students with teaching contracts for September, contingent on successful internships in May and June. • Add an FTE for a full-time substitute position for a new graduate.
A strengthened safe, collaborative and supportive culture.	• Divisional and department annual implementation plans will include a focus on staff appreciation and wellness. • Evergreen some PD workshops into the professional development plan on EDIA and workplace violence and harassment training. • Teachers will be provided with collaboration time on professional development days and in weekly schedules as possible.
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.	• Continue to ensure that time is given on professional development days for collaboration. • Continue to provide faculty with optimum in-house and external professional development opportunities. • Continue to 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 Middle Management with leadership training. • Principals and members of the pedagogical leadership team will encourage individual teacher participation in teaching networks associated with professional organizations such as AISCA, IB, Société des écoles du monde du BI du Québec et de la Francophonie (SEBIQ), CAIS, Round Square, Alberta Association of International Baccalaureate World Schools (ABIBS), Global Education Benchmark Group (GEBG) and United Nations Educational, Scientific and Cultural Organization (UNESCO).

PERFORMANCE MEASURES
● 85% satisfaction on CFIS Staff survey. ● 85% satisfaction CFIS Parent Survey. ● Increased results on the PD portion of the Alberta Education Assurance survey. ● Increased retention of strong teachers on temporary or probationary contracts.

Assurance Domain – Learning Supports

Alberta Education Key Elements:

- Learning environments are welcoming, caring, respectful and safe.
- Learning environments are adapted as necessary to meet learning needs, emphasizing a sense of belonging and high expectations for all.
- Education partners fulfil their respective roles with a shared understanding of an inclusive education system.
- Students and their families work in collaboration with education partners to support learning.
- The school community applies the resources needed to support First Nations, Métis and Inuit student achievement.
- Cross-ministry initiatives and wraparound services enhance conditions required for optional learning.
- Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.

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

CFIS Kindergarten to Grade 5

ECE Goals:

- ➢ Maintain a dynamic ECE program with changes and enhancements centered on the needs of young learners, and with consistently robust ECE enrolment.
- ➢ ECE delivers an excellent French immersion early education program to students where the foundation for success at CFIS begins.

Elementary Goal:

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

OUTCOMES	STRATEGIES
Enhance outdoors spaces for ages 2-5.	● Add mud kitchens to the ECE playground.
The needs of young learners are met, through the provision	● Increase the capacity of assistant teachers to support language acquisition and learning support for their students.

of support for educators and the learners' families.	• Leverage assistant teachers to provide support with EAL instruction.
Teaching and learning is enhanced through the implementation of differentiation.	• Revise the student support model to ensure that we are addressing student needs efficiently and build teacher capacity. • Redefine roles and responsibilities, to ensure consistency in our approach and in the coordination of support. • Provide PD to faculty and staff to develop their understanding of universal design for learning. • Pedagogical leadership team and learning strategist to meet bi-weekly to discuss new referrals and update implementation plans. • On a monthly basis, learning strategist and relevant teachers to update parents of students at risk and discuss strategies. • Increase the capacity of faculty and assistant teachers to support language acquisition and learning support for all students • Report card assessment data to be reviewed to drive the creation of Tier 2 and Tier 3 intervention groups and programming.
PERFORMANCE MEASURES	
• Increased student satisfaction on CFIS student experiences survey. • Increased student satisfaction on Alberta Education Assurance survey. • Increased student scores on Alberta Education Assurance Survey questions pertaining to student supports. • Consistently strong student growth, student support, and program planning, as tracked and documented through performance.	

CFIS Grades 6 to 12

Middle School Goals:

- ➢ To create a model where student experiences are appropriate to the needs of 11-14-year-old students, and where students feel connected.
- ➢ Strengthen a middle school that provides a strong academic bridge from Elementary to High School, while focusing on the developmental needs of students.

High School Goals:

- ➢ To offer a unique high school experience.
- ➢ Harmonize academic excellence with dynamic co-curricular and social opportunities, with the obtaining of post-secondary entrance and consistently robust retention.

OUTCOMES	STRATEGIES
Develop and implement administrative guidelines and student experiences that reflect the needs of a Middle School student	• Provide students with opportunities that allow them to improve their skills and increase their confidence. • Review administrative guidelines and protocols to address student conduct and bullying. • Consider ways to encourage Middle School students to have non-tech lunch hours. • Develop a specific Middle School House program that improves school spirit and sense of community.

	● Provide Secondary Division students with materials for more social interactions.
Continue to implement ways to enhance teaching and learning through differentiation.	● Review student referral system (self, teacher, and parent referrals). ● Learning Strategist to continue to meet with grade-level teams every six weeks to revise support strategies. ● Provide timetable opportunities for grade-level teacher meetings, where Learning Strategists are invited to attend to provide strategies ● Bi-weekly meetings between the Principal and Learning Strategists to review new referrals, current services being provided, and determine next steps. ● Provide students with the explicit teaching of skills such as making a study plan, chunking, writing and organizing class notes, keeping track of multiple deadlines, making choices that lead to a productive study session (managing phone/music distractions). ● On a monthly basis, learning strategist and relevant teachers to update parents of students at risk.
Support mental health in our students as they push themselves to meet their goals.	● Allocate social emotional support to students by a full-time secondary youth worker. ● Gather bi-monthly data from the student population on their emotional wellbeing and implement action plans accordingly.
Develop leadership skills through extracurricular activities and student committees that will empower them to be advocates for student mental health.	● Ensure that all Grade 10 students participate in a CALM retreat at the beginning of the school year, to develop new friendships. ● Schedule extracurricular activities in a way that allows students to participate in more than one. ● Provide students with opportunities to lead student committees and extracurricular activities that include Middle School students and that allow for a sense of belonging within the secondary division. ● Continue to have student representation on the Board's EDIA Steering Committee.
Ensure students are well prepared for success throughout High School and into post-secondary, and that they are supported in meeting their academic goals.	● Support students as they push themselves to meet their goals, by teaching them specific skills such as making a study plan, "chunking" their work, writing and organizing class notes, keeping track of multiple deadlines, and making choices that lead to productive study sessions. ● Provide Grade 9 to 12 students with an academic counselor and an individualized post-secondary academic planning experience beginning in Grade 9. ● Bi-weekly meetings between principal and learning strategists to review new referrals and current services being provided, and to determine next steps.
PERFORMANCE MEASURES	
● Increased student scores on Alberta Education Assurance Survey questions pertaining to student supports and academic counselling.	

School-Wide Goal: ➢ Create a Community of Belonging.	
OUTCOME	**STRATEGIES**
Staff and students' knowledge of First Nations, Métis, and Inuit cultures is strengthened.	● Continue to provide faculty with PD 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 lasting connection with an elder or indigenous knowledge keeper. ● Explore a full day immersive learning experience with indigenous leaders for our entire staff community.
PERFORMANCE MEASURES	
● Full school participation of students and employees, across all divisions, in the celebration of First Nations, and in all truth and reconciliation educational events and opportunities. ● Use of EDIA statement to guides the work of teachers and students.	

<u>Assurance Domain – Governance</u>
Ministry Outcome 4: Alberta's K-12 education system and workforce are well-managed

Alberta Education Key Elements:

- Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for success.
- Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.
- Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.
- Governors in school authorities and in governments employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.

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

CFIS Priority 4:
Strengthen our financial health.

School-Wide Goals:

- ➢ Ensure the long-term success and sustainability of CFIS.
- ➢ Enhance our fundraising initiatives to develop a culture of philanthropy and grow reserves.
- ➢ Maintain a multiyear financial plan that includes capital and lifecycle requirements and strives for a surplus budget and fund future school enhancements.

OUTCOMES	STRATEGIES
The Board effectively oversees the development and implementation of the School's strategic plan.	• Review metrics in the 2023-28 Strategic Plan to monitor whether the mission, vision and values are being met. • Delegate formulation, planning and review of the Strategic Plan to The Strategic Planning Committee (SPC) composed of members of the SLT, HOS and Board, which reports regularly to the Board, although much of the work of this committee is completed offline. The collaborative nature of the SPC enables the Board to be fully engaged in the development and establishment of the strategic priorities and provide feedback on the goals and strategies implemented by the Senior Leadership Team (SLT) to drive priorities and the metrics identified by the SLT to monitor progress. • Facilitate discussions informed by data which include an assessment of satisfaction with the delivery of the vision, mission and values. • Complete a SWOT analysis comparison with peer independent schools regularly, to assess if the mission, vision and values are appropriate and, where appropriate, differentiated, and the results discussed by the Board. • Formally interface with stakeholders at school, community and CFIS employee events as well as casual interaction with stakeholders and provide feedback on community reactions on school performance and programs to the Board or HOS. • Review of quarterly and annual financial statements, the annual budget and quarterly budget movements by the Finance & Audit Committee (FAC) ensure alignment with the Strategic Plan, and the Strategic Financial Planning Committee (SFPC) focus on the long-term Financial Plan and alignment with the Strategic Plan.
The Board focuses on both the current financial stability of the School as well as the School's long-term strength and permanence.	• Board members with financial expertise comprise the Finance & Audit Committee (FAC) with direct interface with the CFIS Director of Finance (DOF). The FAC meets regularly to receive financial updates and review financial reports in accordance with the annual work plan, give feedback and recommend a course of action to the Board. The FAC receives the audited financial statements, a presentation of findings and in camera time with the auditors annually.

	● The Strategic Financial Planning Committee (SFPC) of the Board focuses on the medium- and long-term financial planning of the School and is composed of Board members with financial expertise, Head of School (HOS), Senior Manager of Business Services (SMBS) and members of the SLT, as required. The SFPC aims to ensure strategies to achieve the mission and 2023-28 Strategic Plan, strategic enhancements, capital projects and facilities maintenance are funded. ● The Board effectively maintains and reviews bylaws and policies that conform to legal requirements and guide Board functioning.
Maximized auxiliary revenues and alternative revenue streams.	● Continue to provide and enhance alternative mission-aligned programs, such as adult French classes, childcare 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.	● Plan for and implement the school's lifecycle and capital needs to outline five-year, ten-year, and twenty-year maintenance and capital requirements. ● Plan and complete renovations, including a secondary student hub and two design labs. ● Complete expansion plans.
Develop our capacity within advancement to ensure we capitalize on the potential.	● Establish and execute strategic priorities for annual and major gift fundraising and community engagement. ● Set and meet fundraising goals. ● Support the Development team in establishing relationships within the school community that foster meaningful donor and volunteer engagement. ● Identify and cultivate Major Gift donors.
The Board actively ensures that the School has an effective system in place for identifying, managing and mitigating risks.	● Highlight risk at the Board orientation. ● Have a risk item at the end of all committee and Board meetings. ● Ensure the Board consists of members with risk/expertise in different areas. ● Provide the SLT with a Risk Management and Tolerance Matrix that assists in assessing and addressing risk. ● Review and provide feedback to the annual risk advisory report provided by the Head of School and participate in the identification of possible new risks for the upcoming year.
PERFORMANCE MEASURES	
● Balanced budget. ● Meet annual fundraising goals. ● The annual Board Self-Evaluation Survey is completed by all Board members.	

- All committee terms of reference are reviewed annually and changes approved by the Board.
- Each active committee has a minimum of one annual and achievable objective.
- 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.
- Each member of the school's SLT continues to be a member of at least one Board committee.
- At least one Board representative will attend each accreditation debrief meeting with representatives from Alberta Education and CAIS, and the IB authorization debrief meeting.
- The CFIS Society's Chair or Vice-Chair attends the annual CAIS Heads & Chairs Conference.

Assurance Domain – Local and Societal Context

Ministry Outcome 3: Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.

Alberta Education Key Elements:

- 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.

School-Wide Goal:

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

OUTCOMES	STRATEGIES
Reduce barriers to entry.	• Develop programming to support remote learning for High School students while on exchanges. • Extend our late French immersion entry point to include Grade 4 and Grade 7 (2026-27).

PERFORMANCE MEASURES

- 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.
- Full (100%) of students meet acceptable criteria in non-traditional programs.

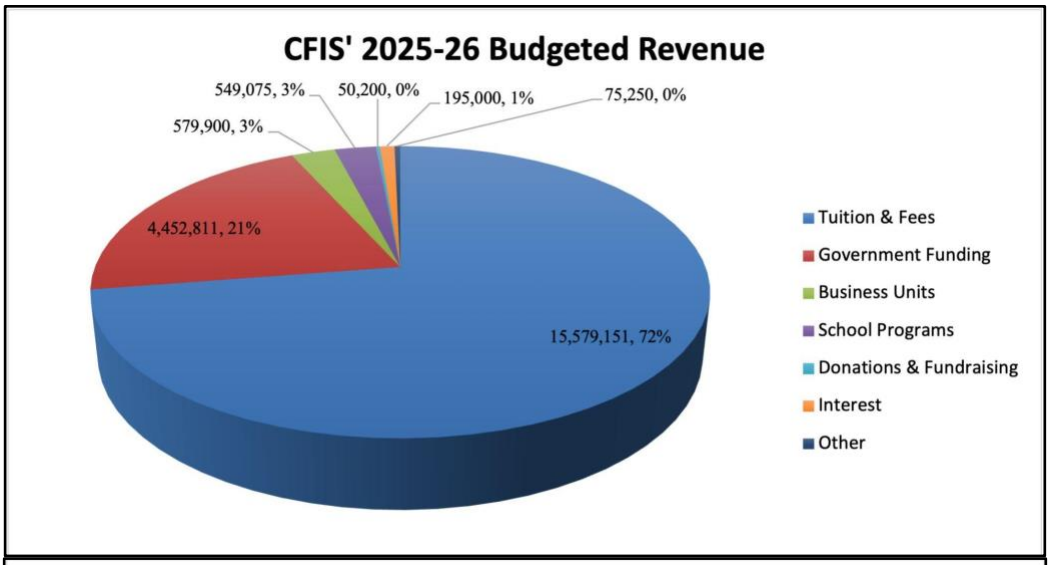
CFIS 2025-26 Budget

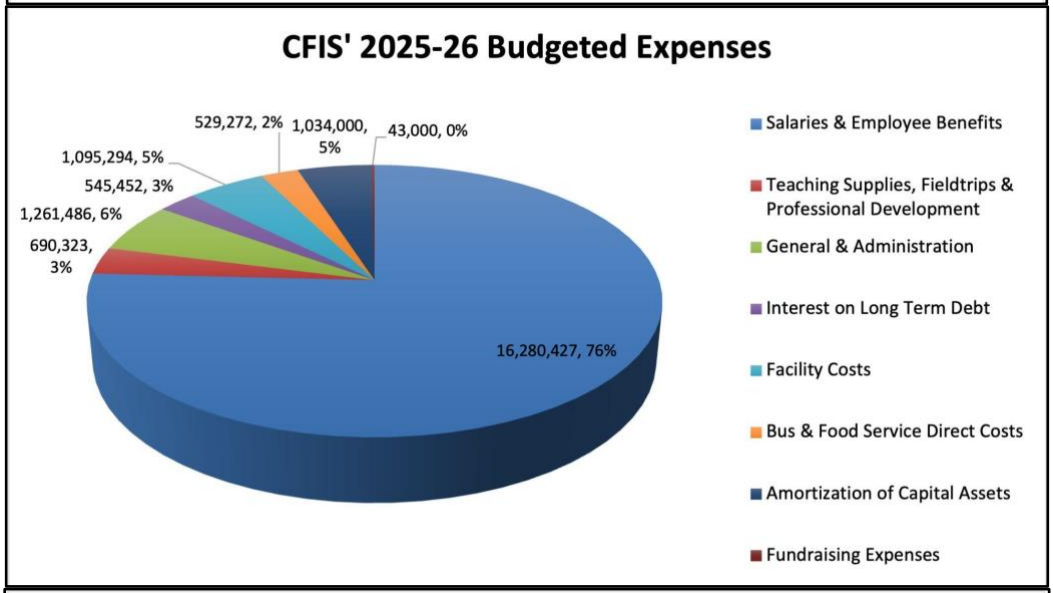
Revenue		
Tuition & Fees	15,579,151	73%
Government Funding	4,452,811	21%
Business Units	579,900	3%
School Programs	549,075	3%
Donations & Fundraising	50,200	0%
Interest	195,000	1%
Other	75,250	0%
	21,481,387	100%
Expenses		
Salaries & Employee Benefits	16,280,427	76%
Teaching Supplies, Field trips and Professional Development	690,323	3%
General & Administration	1,261,486	6%
Facility Costs	1,095,294	5%
Interest on Long term Debt	545,452	3%
Bus and Food Services direct costs	529,272	2%
Amortization of Capital Assets	1,034,000	5%
Fundraising Expense	43,000	0%
	21,479,254	100%
Capital Purchases		
Furniture, Fixtures & Equipment	63,654	1%
Building	479,820	5%
Computer Equipment	228,546	3%
Renovation and Expansion	8,000,000	91%
	8,772,020	100%

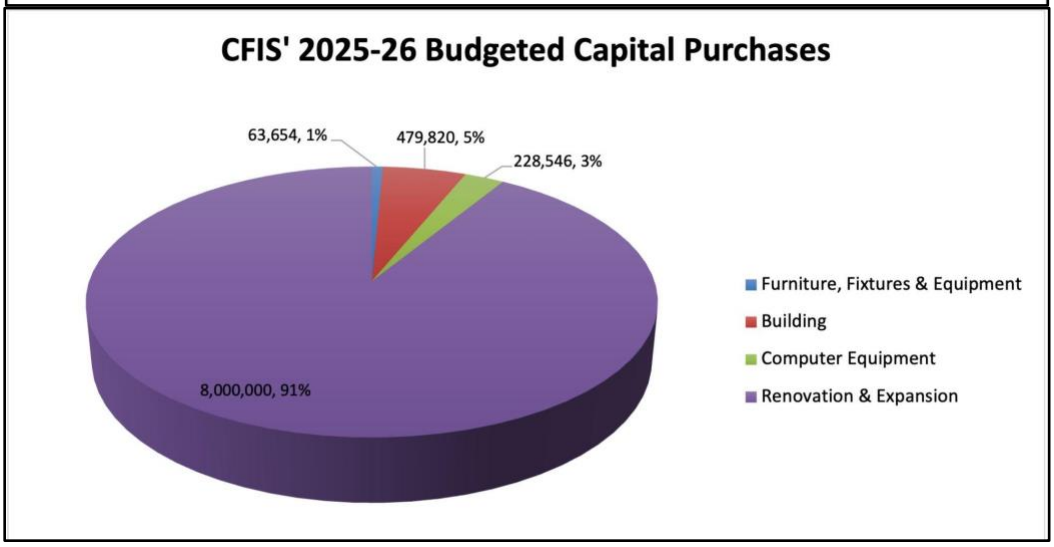
CFIS 2025-2026 Budget Highlights

CFIS continues with its bus, extended programming, camps and facility rental activities.
Enrolment continues to rise.
CFIS is commencing with renovation and expansion plans to upgrade the facility and to assist with the growing enrolment at CFIS.
The School plans to continue with its in-house food service options for Grades 1-12.
Tuition Fee increases of 5.5% were noted for 2025-26.
For 2025-26, our funding with Alberta Education is expected to be $4,209,922.

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.


CFIS' 2025-26 Budgeted Revenue
549,075, 3%
50,200, 0%
195,000, 1%
75,250, 0%
579,900, 3%
4,452,811, 21%
15,579,151, 72%
Tuition & Fees
Government Funding
Business Units
School Programs
Donations & Fundraising
Interest
Other


CFIS' 2025-26 Budgeted Expenses
529,272, 2%
1,034,000, 5%
43,000, 0%
1,095,294, 5%
545,452, 3%
1,261,486, 6%
690,323, 3%
16,280,427, 76%
Salaries & Employee Benefits
Teaching Supplies, Fieldtrips & Professional Development
General & Administration
Interest on Long Term Debt
Facility Costs
Bus & Food Service Direct Costs
Amortization of Capital Assets
Fundraising Expenses


CFIS' 2025-26 Budgeted Capital Purchases
63,654, 1%
479,820, 5%
228,546, 3%
8,000,000, 91%
Furniture, Fixtures & Equipment
Building
Computer Equipment
Renovation & Expansion