Calgary French & International School



Education Plan

2026-27 / 2027-28 / 2028-29



Accountability Statement

The 2026-2029 Education Plan for Calgary French & International School (CFIS) was prepared under the direction of the CFIS Society's Board of Governors (the "Board") in accordance with the responsibilities under the Independent 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 reviewed and approved the 2026/2027 Education Plan on May 19, 2026.

The plan was submitted to Alberta Education and Childcare by the May 31, 2026 deadline and was published on the school's website at *https://cfis.com* as *"2026-2029 Education Plan"* 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

Founded in 1969 as Calgary's first French immersion school, Calgary French & International School (CFIS) has grown into one of Alberta's leading independent schools, serving students from early childhood through Grade 12 on a purpose-built campus in southwest Calgary.

CFIS currently serves 859 students from Junior Preschool to Grade 12. The student population includes 91 students identified as English as an Additional Language (EAL) learners, reflecting the school's international and multilingual context. Additionally, 5 students self-identify as First Nations, Métis, or Inuit.

At this midpoint of the 2023–2028 strategic plan, CFIS has made significant progress in advancing its key priorities.

CFIS's five strategic priorities are as follows:

Priority #1: Grow vibrant school divisions (Early Childhood, Primary, Middle School, and Senior 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.

In response to sustained and growing enrolment demand, CFIS is now operating at full capacity and continues to attract a diverse population of local and internationally minded families from across Calgary and surrounding communities. Located in a rapidly growing and densely populated area, CFIS has experienced increasing demand for its bilingual and globally focused programs, including its EMBARK late-entry French immersion model and full International Baccalaureate (IB) Bilingual Continuum.

As a direct outcome of the strategic plan, and in alignment with its priorities, CFIS has announced plans for a campus expansion. This expansion will create an additional 160 Kindergarten to Grade 12 student spaces, with the new facility scheduled to open in September 2027.

The goals and strategies that were developed for each priority were produced through the collaboration of the Board, the Head of School, and 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. Parent and student

focus groups were also provided with opportunities to contribute directly to the plan through engagement sessions, local surveys and through committee work.

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

CFIS's 2026-29 Education Plan includes information which was obtained from the following sources:

- Alberta Education and Childcare's 2025 Assurance surveys
- Results of June 2025 Grades 6 and 9 Provincial Achievement Tests (PATs)
- Results of June 2025 Grade 12 Diploma Examinations
- Results of May 2025 IB Diploma Programme (DP) Examinations
- Provincial literacy and numeracy assessments
- 2025 school-awarded marks and anecdotal information
- CFIS Parent Surveys from December 2025
- CFIS Student and staff in November 2025
- CAIS standards of effective practice evaluation
- IB Programme standards and evaluations

CFIS's 2026–29 Education Plan follows a three-year rolling cycle and aligns with the Alberta Education and Childcare framework built around five "assurance domains." Alberta Education and Childcare defines an assurance domain as an area of responsibility in which education partners are accountable and must demonstrate assurance to stakeholders.

In addition to the AERR assurance surveys conducted in February and March, CFIS gathers ongoing feedback through local surveys completed by students and staff in November and by parents in December. Student prefects also meet monthly with administration, while parents are encouraged to participate in "Les Amis" committee meetings to share input and perspectives on school strategies. Feedback collected from all stakeholder groups informs the annual action plans developed by each division and department, which in turn guide the implementation of the school's strategic plan and our Education Plan.

Key Insights from Results Analysis

Drawing on the 2024/25 Annual Education Results Report, the data sources listed on page 3, and the priorities of the CFIS Strategic Plan, the following key insights informed this Education Plan. CFIS considered provincial achievement results, assurance measures, school-based assessments and surveys, stakeholder feedback, and IB and CAIS programme evaluations in identifying its priorities.

Strengths:
CFIS continues to demonstrate strong education quality, supported by consistently positive Diploma and IB Diploma Programme results and strong literacy and numeracy achievement. Assurance-survey results are generally at or above provincial measures. The continued expansion of the EMBARK late-entry French immersion program also reflects growing demand for flexible entry pathways into CFIS's bilingual programming.

Areas for improvement:
Results and stakeholder feedback indicate a need to strengthen student engagement and the relevance of learning experiences. They also identify opportunities to improve satisfaction with access to programs, student supports, and services.

Emerging growth trends:
CFIS is operating at or near full capacity and continues to experience sustained demand for its bilingual and internationally focused programming. Enrolment growth and increasing learning diversity require deliberate planning for staffing, facilities, student services, and program continuity across divisions. The growing English as an Additional Language population is also contributing to greater linguistic, academic, and program diversity across the school.

Developing needs:
The results highlight the importance of supporting student wellbeing by strengthening peer respect, personal responsibility, and shared expectations for behaviour and belonging. They also identify the need for a consistent, school-wide approach to assessing and tracking French oral-language proficiency across divisions.

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 and Childcare 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.

- ➢ Deliver rigorous, evolving academic programming.
- ➢ Strengthen bilingual and multilingual competencies.
- ➢ Foster well-rounded students at all ages.

OUTCOMES	STRATEGIES
Students will achieve educational success and meet Alberta Education and Childcare outcomes through the framework of the IB framework.	• Continue onboarding new staff with IB Professional Development and Philosophy. • Continue to provide teachers with time to meet with the IB coordinators to assist in the alignment of Alberta curricula and IB subject curricula and building interdisciplinary units of study. • Training for subject lead teachers in Middle Years IB. • Strengthen the implementation of inquiry-based teaching to support student curiosity, independence, and engagement. • 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 and Childcare course selection evening in the fall for Grade 10 students. • Apply for MYP authorization in 2026-2027. • Pilot new Grade 7-9 curricula: Social Studies, Math, PE & Wellness.

	• Review and update the school-wide IB Policies to ensure alignment across all divisions. ○ Admissions Policy; Inclusion Policy; Assessment Policy; Language Policy; Academic Integrity Policy.
Review and implement a cohesive assessment and reporting framework (Preschool–Grade 12) that ensures consistency and alignment with curriculum, while strengthening student agency and meaningful feedback.	• Adopt and implement a new LMS tool, Toddle. • Revise the current report card to reflect the new Alberta curricula and align with the IB assessment rubric and philosophy. • Develop a communication plan to strengthen parent understanding of the report card and assessment measures. • Develop comprehensive rubrics to ensure horizontal alignment of assessment practices. • Master Teacher: Early Academics & Curriculum to document assessment practices & protocols for pre-K grade levels. • Continue to provide educators with opportunities to collaborate with their teams, IB coordinators and other learning leaders to further align and strengthen assessment practices that reflect the new curricula. • Establishing common assessment principles and practices across divisions (e.g., alignment with outcomes, use of success criteria, balanced assessment approaches). • Enhancing the quality and consistency of feedback to students, with an emphasis on next steps for learning. • Strengthening student self-assessment and goal-setting to build ownership of learning.

Increased student engagement and individual achievement in the areas of literacy and numeracy in all subjects.	• Provide teachers with professional development, collaborative planning time and coaching to implement literacy and numeracy instruction in unit plans.
	  ○ Best instructional practices for young learners including intentional play experiences and small group instruction.
	  ○ Provide teacher training in the area of Lecture Interactive.
	  ○ Intentionally planning center activities to enhance literacy and numeracy skills.
	• Continue to use standardized assessments, along with Alberta Education and Childcare's literacy and numeracy

	assessments (test de dépistage), to document student growth and program planning. ○ Yearly standardized assessments of early literacy and numeracy competencies will be shared with the next year's teachers. ● Educators will continue to gather data through observation and interaction with students to inform instruction. ● Continue to provide teachers with coaching and professional development in the spiral teaching of numeracy. ● 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 curriculum coordinators/learning strategists in a more cohesive manner. ● MYP Math, French and English subject leads will collaborate to develop literacy and numeracy continuums and to ensure vertical and horizontal continuity. ● Provide time for team teaching in math, when possible, to support student learning.
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 benchmark assessments. ○ Include benchmarking on year end report cards. ● Provide Early Childhood children, and Grade 1 and 2 students with exposure to English literature and opportunities to develop oral language competencies. ● Communicate goals and progress with parents each reporting term.
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.	● Enhancing physical literacy opportunities and teacher capacity in Early Childhood; outdoor learning, gross motor, risky play. ● Develop students' artistic abilities and an appreciation for the arts, through a wide range of activities. ● Continue to enhance and leverage Primary clubs as co-curricular options, with student choice. ● Increase FTE of Ed Tech Integrator to review the CFIS

	digital citizenship continuum and support teachers in its implementation. ● Add choir to clubs in upper Primary students. ● Provide collaboration opportunities for Professional Learning Communities (PLC) to strengthen alignment between divisions. (specialists). ● Develop and implement a design program for Middle School students.
Ensure that CFIS's Middle School and Senior School students are well-prepared for success throughout Senior School and into their post-secondary studies, and that they are supported in meeting their academic goals.	● As teachers become more familiar with the MYP program, they will develop units of inquiry where student voice and interests will be more prevalent. ● Continue to 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 PAT, 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 10-12. ● Promote the Advanced Bilingual Diploma to interested Grade 11 students. ○ Offer IB Business Management Course. ○ Offer French A and French B. ● Expand dual credit partnerships with post-secondary institutions. ● Complete a feasibility study of offering summer programs to Grade 9-11 students. ● Revamp the HPLS program to include Career Education and executive function skills. ● Complete a feasibility study of the CAREER branch of IB.
Develop leadership skills in Senior School students that will support them to become advocates for change.	● Work with the Student EDIA Committee to improve our reporting process on identifying incidents of racism and/or discrimination. ● Connect students with community leaders to deepen their learning and engagement on these subjects. ● Provide experiential learning opportunities on DaVinci days through assemblies and conferences to enhance student skills and learning. ● Give students opportunities to take part in school and

	student conferences, including YYC Pluralism club and Round Square conferences.

PERFORMANCE MEASURES

- Collect standardized literacy and numeracy data in K-Grade 5 to document student growth, and share with next year's teachers.
- 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 Primary students that includes components about clubs and extracurriculars, to determine student satisfaction.
- Improved student results on Alberta Education and Childcare's Assurance Survey questions about music, art, physical education, and languages.
- Gather anecdotal feedback from parents of the sessions and growth in participation.
  - Twice a year, administer a survey to CFIS Middle School and Senior School students that includes:
    - questions about the House program, extracurriculars, and options, to gather feedback and gauge progress.
    - component on executive function and how prepared students feel regarding study skills, planning, self-monitoring, self-control, working memory, time management, and organization, to measure student satisfaction.
  - MYP authorization in 2026-2027.
  - Develop common summative assessment tools for each subject using Alberta Education and Childcare outcomes and that align with the IB (PYP, MYP, DP) 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 and Childcare & IB DP Exams - maintain or improve results.

CFIS Priority 2: Engage our diverse community.

- ➢ 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
Sustain a culture where students have a voice in leading change and where they have opportunities to lead various initiatives.	• Provide students in Grades 9-12 with the opportunity to submit proposals to lead student-driven options for Primary 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. • Continue to provide opportunities for our student committees to partner with our parent committees for the planning of community events and celebrations.
Build faculty and staff capacities and skills on the themes of empathy, anti-racism, and anti-bias education.	• Implement an evergreen professional development model that continues to address anti-bias and anti-racism education. • 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. • Provide teachers with monthly workshops on empathy, anti-racism, and anti-bias education. • Divisional directors to meet weekly with social-emotional learning strategists to identify needs and possible resources. • Provide teachers with time and opportunities to strengthen their Health and Wellness programs addressing healthy friendships, student conflict, and bullying.
Elevate opportunities for parents to be active partners in building a caring, connected and thriving school community.	• Restructure parent committees around school values and separate into 3 specific mandates: Build (Future Development), Belong (Inclusion and Service), Connect (Family and Student Experience).
Set the foundation for global-mindedness,	• Early Childhood unit plans will include celebrations of students' unique interests and talents.

through developmentally-appropriate education around inclusion.	• Include parent and staff reps on a newly created Belong committee, which seeks to involve our larger community in various service and inclusion initiatives. • Continue to support CFIS students equity, diversity and inclusivity clubs to empower students to continue to lead and support these initiatives at CFIS. • Apply for the Alberta Culture Days grant in 2027 in order to develop events that will recognize and celebrate our community's cultural diversity. • Develop more cross-divisional initiatives and opportunities for peer support and student partnerships. • 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. • Provide students and parents with workshops.
Deepen experiential learning through off-site learning experiences.	• Implement our CFIS scope and sequence that captures and improves 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. • Explore external learning opportunities and possibilities for high school credit. • Introduce an outdoor education program for our Grade 10 students in partnership with Outward Bound. • Develop more opportunities and partnerships for internship programs.
Implement a Career & Pathways program for Middle School and Senior School.	• Expand Dual Credit opportunities and partnerships. • Build a comprehensive scope & sequence of career exploration & skill development from Grades 6-12. • Complete a feasibility study of the IB Careers program. • Explore applying for Collegiate School status. • Apply for year-round schooling with options for summer courses and work-experience credits.

Staff and students' knowledge of First Nations, Métis, and Inuit cultures is strengthened.	• Adapting our whole-school Social Studies scope-and-sequence with regard to teaching about First Nations, Métis, and Inuit cultures to align with new curricular outcomes in Grades 7-9. • Build & sustain a strong and lasting connection with an elder or indigenous knowledge keepers. • Holistic learning model for professional development to include continuous progress in Indigenous education for pedagogical and operational staff. • Build a statement on CFIS' commitment to reconciliation as a senior leadership team.

PERFORMANCE MEASURES

- Twice a year, administer a survey and lead focus group discussions with CFIS students that includes questions about satisfaction with field trips and travel opportunities, and satisfaction with options, to gather student feedback and gauge progress.
- Student results on Alberta Education and Childcare's Assurance Surveys will increase, on questions that relate to a feeling of belonging.
- Evidence of active and engaged student leadership clubs with increased membership.
- Decrease in number of reported incidents and anecdotal evidence of discrimination and bullying.
- Improved results on student and parent surveys (the CFIS in-house survey, and the Alberta Education and Childcare's 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 and Childcare Key Elements:

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

- 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.
- University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for 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 is the school of choice for Early Childhood families as they move up to the Primary School.
- ➢ CFIS provides the top recognized French immersion program in Calgary.
- ➢ To develop and implement a rigorous academic Middle School program.
- ➢ Capacity will be full in Senior School, with students who will reach their individual goals.

OUTCOMES	STRATEGIES
Young learners' needs are met, through the provision of support for educators and families.	• Master Teacher - Early Academics & Curriculum to support teachers in aligning instructional strategies, assessment practices and collaboration with outside agencies. • Offer workshops or information sessions for families on child development, literacy, numeracy, fine/gross motor and socio-emotional learning strategies. • Enhance staff capacity around age appropriate fine motor development.
Teaching and learning is enhanced through differentiation.	• Leverage the team-teaching and time with educational assistant time to provide targeted student or small group instruction. • 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 IB 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. • Support the ongoing development of teachers' mathematical knowledge to ensure effective and consistent teaching across the grades, with an emphasis on spiral planning.
Improved French language proficiency.	• Collaborate with the French Language Coordinator regarding instructional practices in oral language development. • 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. • Build a shared understanding of best practices in language immersion settings for the various ages of learners. • Enhance our late French immersion program (Embark) opportunities by introducing Embark Grade 7 (2026-2027). • French Language Coordinator to lead the development and implementation of French language competencies and expectations across divisions. • Strengthen partnership with the francophone board to provide students with more exposure to French activities outside of school.

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, including Alberta Education and Childcare's literacy and numeracy assessments (*test de dépistage*).
- Improved results on Alberta Education and Childcare's Assurance Survey.
- Improve results on teacher responses to professional development opportunities questions from Alberta Education and Childcare's Assurance Survey.

- Increased teacher satisfaction with internal and external 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.

➢ 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
CFIS will provide a competitive compensation and benefit package to all employees.	• Annual budget to include 1% increase in pay above the CBE teachers salary grid.
Teachers are supported by supervisors in the development and implementation of their annual professional growth plans and meaningful professional evaluations.	• Streamline the performance management system to ensure consistency across divisions and departments. • Create a cross functional working committee that works collaboratively with an HR firm in the development of processes and tools to drive the system. • Build peer feedback into the performance management system.
Stronger partnerships developed with universities and professional organizations, to further support the professional growth of teachers and staff.	• Continue to work directly with various universities' Faculties of Education to mentor practicum students, and in particular, welcome University of Calgary and University of Alberta (UofA) Campus Saint Jean, Calgary, practicum students to CFIS. • 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). • Offer probationary and continuous contracts to successful temporary and probationary faculty by the winter break. • In February, 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. • Implement a 4-year rotation on holistic community areas of focus • Evergreen some PD workshops into the professional development plan on EDIA and workplace violence and harassment training. • Engage staff in the development of a holistic community and culture model so that non-academic priorities are spread out on a 4-year rotation. • Provide 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.

	• Divisional directors 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 and Childcare's Assurance survey.
- Increased retention of strong teachers on temporary or probationary contracts.

Assurance Domain – Learning Supports

Alberta Education and Childcare 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.

➢ Maintain a dynamic Early Childhood program with changes and enhancements centered on the needs of young learners.

- ➢ To deliver strong academic programming in an environment that nourishes student well-being and individual success.
- ➢ 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 Primary to Senior School, while focusing on the developmental needs of students.
- ➢ Harmonize academic excellence with dynamic co-curricular and social opportunities, with the obtaining of post-secondary entrance and consistently robust retention.

OUTCOMES	STRATEGIES
Enhance outdoor spaces for ages 2-5.	• Continue to build outdoor learning competencies in to Early Childhood scope and sequence. • Add mud kitchens to the Early Childhood playground.
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. • 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. • Provide timetable opportunities for grade-level teacher meetings, where learning strategists are invited to attend to provide strategies. • Bi-weekly meetings between the divisional director and learning strategists to review new referrals, current services being provided, and determine next steps. • Provide students with the explicit teaching of executive function 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. • Offer students a rich, needs-based program, drawing on a deep understanding of giftedness, high achieving learners, and the impact of associated challenges.
Support mental health in our students as they push	• Allocate social emotional support to students by a full-time secondary youth worker and Primary SEL strategist..

themselves to meet their goals.	• 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.
	  ○ 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 committees.
	• Conduct monthly prefect meetings, hear student feedback and problem solve areas with students where they would like to see change.
	• Review and update the assessment policy and student handbook, while exploring approaches to better distribute weekly assignments to support balanced student workload.

Develop and embed a comprehensive Digital Citizenship and Responsible AI framework that equips students and staff to use technology ethically, safely, and critically to enhance learning.	• Define and implement a vertically aligned Digital Citizenship and AI scope and sequence across all divisions. • Integrate explicit instruction on ethical use, academic integrity, bias, privacy, and digital wellbeing into classroom practice. • Provide ongoing professional learning for staff on effective and responsible AI use in teaching, assessment, and operations. • Establish clear guidelines and expectations for student and staff use of AI tools, aligned with school values and administrative procedures.

	• Develop a scope and sequence of skills related to AI use for academic purposes. • Engage students in critical thinking about AI (e.g., evaluating outputs, understanding limitations, responsible creation). • Partner with families to build awareness and shared understanding of digital citizenship, social media and AI use. • Non-tech lunch hours for Middle School students and consider ways to have non-tech lunch hours for Senior School students. • Enhance on-campus risk management for online safety. • Review and adapt practices annually in response to emerging technologies and educational best practices.
Ensure students are well prepared for success throughout Senior School and into post-secondary, and that they are supported in meeting their academic goals.	• Provide students with opportunities that allow them to improve their skills and increase their confidence. • Enhance experiential and career-connected learning opportunities that prepare students for post-secondary pathways and evolving workforce demands. • Complete the feasibility of an IB Careers program and implement it if beneficial to CFIS students. • Increase student support in the secondary division. • Streamline student service programs and delivery by assigning a coordinator per division. • Provide Grade 9 to 12 students with an academic counselor and an individualized post-secondary academic planning experience beginning in Grade 9. • Conduct Bi-weekly meetings between divisional directors and learning strategists to review new referrals and current services being provided, and to determine next steps.
PERFORMANCE MEASURES	
• Increased student satisfaction on CFIS student experience survey. • Increased student satisfaction on Alberta Education and Childcare's Assurance survey. • Increased student scores on Alberta Education and Childcare's Assurance Survey questions pertaining to student supports. • Consistently strong student growth, student support, and program planning, as tracked and documented through performance. • Increased student scores on Alberta Education and Childcare's Assurance Survey questions pertaining to student supports and academic counselling.	

Assurance Domain – Governance

Ministry Outcome 4: Alberta's K-12 education system and workforce are well-managed.

Alberta Education and Childcare Key Elements:

- Members of the governing body provide for, where appropriate, the engagement of 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.

- ➢ 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 to fund future school enhancements.

OUTCOMES	STRATEGIES
The Board effectively oversees the development and implementation of the School's strategic plan.	• Implement the new Board structure and gather feedback through an improved governance survey. (On January 28, 2026, the Board moved to reducing the number of standing committees to four (Executive, Finance & Audit, Governance, and People), replacing ad hoc committees with Task Forces, and splitting the CFIS Society Secretary-Treasurer position into two distinct roles: a CFIS Society Secretary and a CFIS Society Treasurer.)

	• Revise roles and responsibilities of key governance roles to strengthen accountability and ensure necessary skills and aptitudes of the governance body.
	• Continue to receive updates from the Head of School across all outcomes and strategies in the existing plan.
	• Provide the Head of School with feedback to support the drafting of the 2028-2033 Strategic Plan through:
	  ○ Discussions with committee and task force chairs.
	  ○ Board retreats with Senior Leadership.
	  ○ Engagement with the broader parent community.
	  ○ Completion of 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.
	• Facilitate discussions informed by data which include an assessment of satisfaction with the delivery of the vision, mission and values.
	• 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 Head of School.
	• 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 long-term Financial 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 FAC with direct interface with the CFIS Director of Finance and Director of Business Services. • 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 FAC aims to ensure strategies to achieve the mission and 2023-28 Strategic Plan, strategic enhancements, capital projects and facilities maintenance are funded. • The Renovation and Expansion Task Force maintains strong oversight on the budget and spend of new capital projects and reports to the full Board monthly. • 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 after school programs, child care for professional development days, and summer camps.
Ensure that the school's physical infrastructure remains in good repair and is consistently fully available for student learning.	• Plan and implement the building expansion plan. • Plan for and implement the school's lifecycle and capital needs to outline five-year, ten-year, and twenty-year maintenance and capital requirements.
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.	• In light of the feedback from the Board survey, different types of risk will be discussed at the Board orientation, retreats and continue to be at the end of all committee and Board meetings. • Ensure the Board consists of members with risk expertise in different areas. • 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 on a regular basis.

	• Continue to conduct risk training as well as post mortem and incident analysis to support senior leaders in assessing and mitigating risk.

PERFORMANCE MEASURES

- Balanced budget.
- Meet annual fundraising goals.
- A Board Self-Evaluation Survey is completed regularly.
- Committee terms of reference are reviewed regularly and changes approved by the Board.
- Each standing committee has a minimum of one annual and achievable objective.
- 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 standing committee, Parent Committee or Task Force.
- At least one Board representative will attend each accreditation debrief meeting with representatives from Alberta Education and Childcare and CAIS, and the IB authorization debrief meeting.
- The CFIS Society's Chair or delegate attends the annual CAIS Heads & Chairs Conference.

<u>Assurance Domain – Local and Societal Context</u>
Ministry Outcome 3: Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.

Alberta Education and Childcare Key Elements:

- School authorities anticipate local and societal needs and circumstances based on stakeholder feedback and respond with flexibility and understanding.

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

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

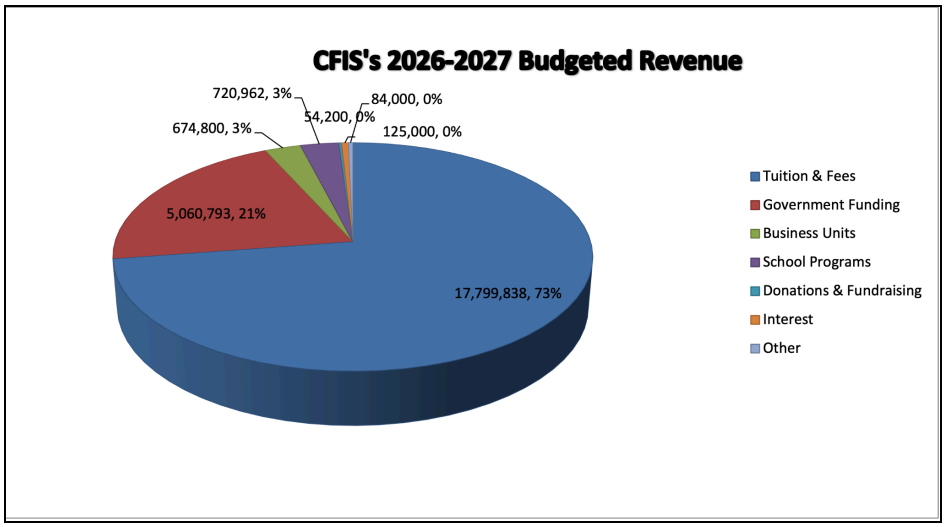
OUTCOMES	STRATEGIES
Reduce barriers to entry.	• Revise current structure to reflect the growth in Middle School and Senior School. • Develop and implement summer programming. • Develop programming to support remote learning for Senior School students while on exchanges.

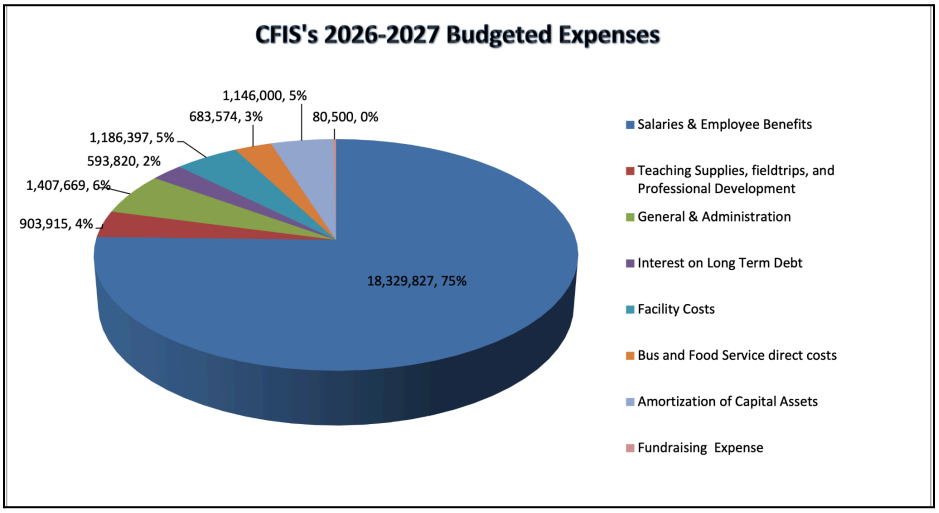
	• Extend our late French immersion entry point to include Grade 7. • Complete feasibility on Collegiate schools, apply and implement if favourable. • Complete feasibility on IB Careers, apply and implement if favourable. • Enhance internship program.
PERFORMANCE MEASURES	
• Year-over-year growth in Early Childhood. • 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.	

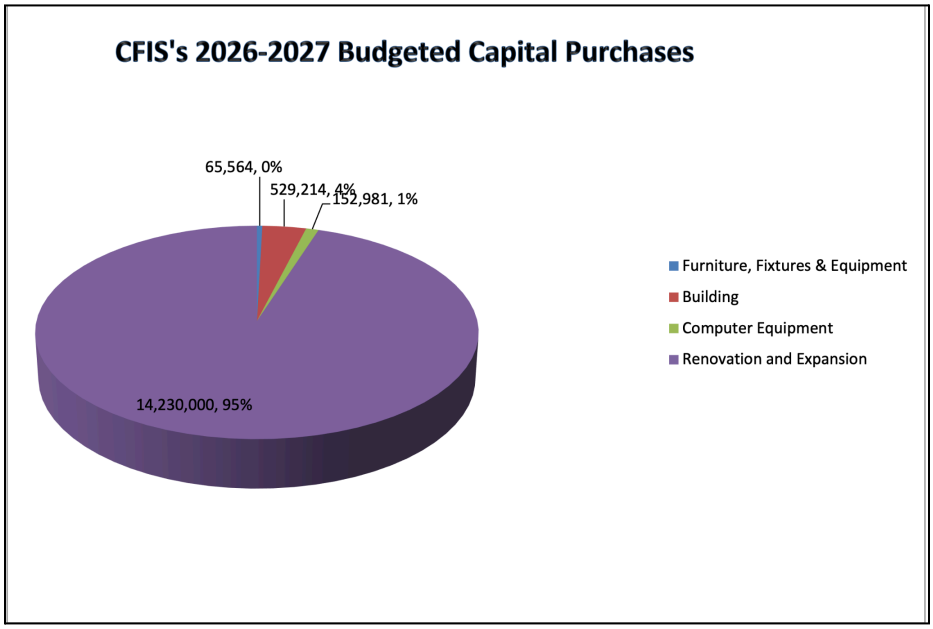
CFIS 2026-2027 Budget Highlights

- CFIS continues with its bus, extended programming, camps and facility rental activities.
- Enrolment continues to rise. CFIS completed a renovation in 2026 and will commence with building expansion plans.
- 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 2026-27.
- For 2026-27, our Alberta Education and Childcare funding is expected to be $4,960,793.

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


CFIS's 2026-2027 Budgeted Revenue
720,962, 3%
84,000, 0%
54,200, 0%
674,800, 3%
125,000, 0%
5,060,793, 21%
17,799,838, 73%
Tuition & Fees
Government Funding
Business Units
School Programs
Donations & Fundraising
Interest
Other


CFIS's 2026-2027 Budgeted Expenses
1,146,000, 5%
683,574, 3%
80,500, 0%
1,186,397, 5%
593,820, 2%
1,407,669, 6%
903,915, 4%
18,329,827, 75%
Salaries & Employee Benefits
Teaching Supplies, fieldtrips, and Professional Development
General & Administration
Interest on Long Term Debt
Facility Costs
Bus and Food Service direct costs
Amortization of Capital Assets
Fundraising Expense


CFIS's 2026-2027 Budgeted Capital Purchases
65,564, 0%
529,214, 4%
152,981, 1%
14,230,000, 95%
Furniture, Fixtures & Equipment
Building
Computer Equipment
Renovation and Expansion