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**Parent Focus Group Discussion**

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| **Programs of Focus 2018-2019** | **Thoughts & Reflections** | **Ideas Parents would like to see at Mitford School.** |
| **Literacy Program**  Literacy and Numeracy are foundational to the success of life-long learning. As an essential life skill, literacy and numeracy are embedded in all student learning across all curriculum. Students at Mitford School are assessed in literacy and numeracy and programming is individualized to meet the learning needs of individual students.  Literacy Programming includes:   * Fountas and Pinnell and RVS Reading Assessments supports a clear understanding of student reading levels. * Leveled Literacy Intervention supports students with building decoding, fluency and comprehension skills. * Strategies that are learned in LLI are infused into classroom practice. * Literacy strategies are infused within all courses. * Literacy coach to work with staff on literacy across all curriculum. |  |  |
| **Numeracy Program**  Efforts have been focused on addressing the following mathematical processes:   * communicating * connecting * using mental math and estimation * problem solving * reasoning * visualising   Grades 6-8 math teachers collaborated during several professional learning workshops throughout the year, in consultation with Numeracy Specialist, Rosalind Carson. Discussion and learning revolved around the strengths and needs that we are witnessing among our student population. Teachers examined best practice around developing mathematical fluency with conceptual understanding.  Assessment tools are used to provide data to guide programming. Numeracy support using the Jump Math program was used effectively for those students needing to fill in some of the gaps in mathematical reasoning.  Cross-grade planning continues as students are connected for cross-grade activities which encourage further conversations about what they are learning and assisting them with construction of mathematical ideas. |  |  |
| **Comprehensive Wellness Program**  At Mitford School, social and emotional learning builds self-awareness, self-management, social awareness, responsible decision making and relationship skills within the context of the classroom. Our goal this year was to support students in acquiring the understandings, attitudes and skills needed to recognize and manage their emotions, demonstrate care and compassion for others, foster healthy relationships, collaborate to solve issues that support making informed decisions.  Social and emotional learning is fostered by working with students when they are available, supporting reflection on next steps after an issue, and to support positive decision making. Social and emotional learning is essential to support students in becoming self-directed learners and engaged in the schooling process. Student success in school and in life is reinforced as when we supported students develop the following skills:  **Self-Awareness:** identifying and recognizing emotions; accurate self-perception; recognizing strengths, needs, and values; self-efficacy (believing you have the ability to reach a goal)  **Self-Management:** impulse control and stress management; self-motivation and discipline; goal setting and organizational skills  **Social Awareness:** perspective taking; empathy; difference recognition; respect for others  **Relationship Skills:** communication, social engagement, and relationship building; working cooperatively; negotiation, refusal, and conflict management; help seeking  **Responsible Decision-making:** problem identification and situation analysis; problem solving; evaluation and reflection; personal, social, and ethical responsibility. |  |  |
| **CTF Programming**  Exploratory opportunity for students, through an inquiry process, to explore their passions and interest and to form a glimpse of career/workplace possibilities.   * Providing multiple areas and opportunities for students to explore personal areas of interest * Focused on skills, technology and personal career connections development. * Focused on building 21st Century Competencies. * Building Inquiry skills capacity in students. * Build in positive mentorship and networking between “experts” in the related field. * Mentorship connections fostered through personal contacts, advertising in the community and a sign up spot on the school Website. * Development of school resources to support projects such as the Maker Lab. * Field Trips to expose students to postsecondary and career possibilities. |  |  |
| **School Culture**  This year, Mitford has implemented a house program, intended to build positive school culture and a sense of belonging and community. Every member of our school belongs to one of the following houses:   * White Wolf * Yellow Grizzly * Black Raven * Red Fox.   Members can be awarded points (coloured beads) for a variety of reasons, including, but not limited to, the following:   * Leadership * Participation in school events (eg. Intramurals, team activities) * Acts of service/citizenship * Kindness/respect/caring/compassion * Effort & Perseverance – working extraordinarily hard towards goals * Responsibility * Fairness   The house program is building momentum and will continue to grow into the following years as members continue to take ownership and responsibility for their school community. |  |  |
| **Future Programs parents would like to see at Mitford School.** |  |  |