



Review of School Effectiveness

(ROSE)

Wakaw School

October 26, 2017



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Acknowledgements

Several Horizon School Division professional staff assisted in the Review of School Effectiveness (ROSE) process at **Wakaw School**, on October 26, 2017. This important process for continued school improvement was initiated and authorized by Kevin C. Garinger, Director of Education and CEO for Horizon School Division, and supported by the Board of Education. The ROSE team appreciated that the review operated in an independent manner, and was open and inclusive. This process illustrates the importance the Horizon Board and its Director place on continued growth and effectiveness of all schools across the Horizon School Division.

Horizon School Division believes that the effectiveness of a school, can be seen as a support to school planning. The **Wakaw School** staff appreciated the commitment that the process was nonjudgmental, open, and inclusive.

Darryl Dickson, principal, was a key player in authorizing the collection of data from parents/caregivers, students, and staff. He worked with the ROSE team leader, Crandall Hrynkiw, to provide the requested school documents. He is to be commended for his support during the ROSE process. Darryl demonstrated professional regard, integrity, enthusiasm, and objectivity.

The staff of **Wakaw School** contributed time and insight about practices and pedagogy through individual Curriculum and Instruction/Assessment (CI/A) interviews and electronic survey completion. Their reflective thoughts and perceptions provided valuable information in understanding the school, its culture, and how it operates.

Parents/Caregivers, students, and staff took advantage of the opportunity to provide their perceptions of the school. Their approach was very open, honest, and direct.

Much appreciation is extended to Crandall Hrynkiw, Superintendent of Learning Services, Jason Neville, Supervisor of Student Services, and Jan B. Paproski, Coordinator of Learning Services, for their efforts in collating the data, and compiling this report and the information contained therein.

Horizon Review of School Effectiveness (ROSE) Model

This model for an effective, student-focused school system is based on the research of Dr. Lawrence W. (Larry) Lezotte where he identifies the conditions that correlate to a school's effectiveness (the 7 Correlates of Effective Schools).

The following stakeholders' roles are implicit to the process:

Board of Education

- Elected every four years;
- Conducts annual self-evaluations to ensure that they are meeting the needs stakeholders;
- Supports a centralized system of resources for all schools;
- Approves budgetary resources based on needs.

Director of Education

- Honours the Board's vision, mission, and values;
- Ensures a system-wide culture of high expectations and accountability;
- Ensures ongoing improvement through such areas as systematic and school improvement planning, implementation of administrative procedures, and Review of School Effectiveness (ROSE);
- Literacy, assessment for learning, and safe and caring school environments are long term priorities for student success;
- Ensures personnel and services are in place to support principals and teachers.

Principals

Must demonstrate professional practice competency in these areas:

- Fostering effective relationships;
- Embodying visionary leadership;
- Leading a learning committee;
- Providing instructional leadership;
- Developing and facilitating leadership;
- Managing school operation and resources;
- Understanding and responding to the larger social context.

Teachers

- Acknowledged, in the school, as having the single most impact on student learning;
- Supported through mentorship, coaching, professional development, and collaborative time;
- Fosters high expectations for individual student learning.

Students

- The system exists to support each student to achieve the highest level of success possible.

Parents/Caregivers

- The first educator;
- Crucial partners with the school in the education of students;
- Supports the school through the SCC and volunteerism.

Horizon Review of School Effectiveness (ROSE) Purpose

A Review of School Effectiveness provides feedback and information to assist in future school planning. As the ROSE process is appreciative in approach, classroom observations, interviews, focus group discussions, and surveys gather data on a wide variety of programs and initiatives that enhance student learning. The ROSE process is designed to provide information regarding the quality of education and gives a picture of the school as perceived by students, parents/caregivers/SCC members, and staff.

The underlying assumptions of the ROSE process are:

1. Regardless of how effective or how good a school is, it can improve.
2. Staff members are committed to continual professional growth.
3. Stakeholders support improvement and growth.
4. Staff should lead the school improvement process under the direction of the principal.

Specifically, the purpose of the ROSE process is to:

1. Celebrate the successes of the school.
2. Provide a picture of the school, as perceived by the various stakeholder groups.
3. Identify areas in which the school is performing well.
4. Identify areas in which the school can improve.
5. Enhance the collaborative efforts of school stakeholders.
6. Provide information to be used in planning for the future.

At the outset, the ROSE Team, comprised of the principal, vice-principal, (where applicable), central office personnel, and visiting principals/vice-principals, are asked to provide rich data to extend collaborative planning for the future of the school. Perceptions of students, parents/caregivers/SCC members, and staff are included to inform the ROSE process. Other school data which is reviewed by the ROSE team includes, but is not limited to: school community council meeting minutes, staff meeting minutes, names of external organizations which support the school, school newsletters, school website, school mission and vision, and current school Learning Improvement Plan (LIP).

Horizon Review of School Effectiveness (ROSE) Process

The Review of School Effectiveness (ROSE) process has been introduced to review the effectiveness of schools within Horizon. The Appreciative Inquiry approach is the foundation of the ROSE process. Appreciative Inquiry is the search for the best in people, their organizations, and the relevant world around them. In its broadest focus, it involves systematic discovery of what gives “life” to a system when it is most effective.

The ROSE process gathers school data related to the Seven Correlates of Effective Schools (Lezotte): Safe and Orderly Environment, Climate of High Expectations for Success, Instructional Leadership, Clear and Focused Mission, Opportunity to Learn and Student Time on Task, Frequent Monitoring of Student Progress, Home-School Relations. Embedded within these seven correlates are Assessment and Literacy.

Schools have the ability to improve and make informed decisions, using data to identify trends, direct learning improvement planning, inform professional practice, and allocate resources. School staff own the data and is charged with its interpretation. Further, all stakeholders need to be part of the ROSE process, as they also influence and support the direction of the school.

The purpose of the ROSE process is two-fold:

- To gather data along school effectiveness correlates and organize it into a report that is ultimately presented to the Director and Board of Education and the school staff. It is shared with SCC members, parents/caregivers, interested community members, and students. The report is then used to guide the school’s Learning Improvement Plan (LIP).
- The ROSE process is designed to provide professional development opportunities for visiting principals, vice-principals, and central office personnel.

The School Effectiveness Correlates

The premise for the ROSE process is based on *The 7 Correlates of Effective Schools* (Lawrence W. Lezotte, 1997)

1. Safe and Orderly Environment

The effective school has a positive, purposeful, businesslike environment, which is free from the threat of physical and emotional harm. Desirable student behaviors are consistently articulated and expectations are clear. Students and teachers help each other and want what is best for all. This environment nurtures interaction between principals/vice-principals, teachers, and students that is collaborative, cooperative, and learner-centered.

2. Climate of High Expectations for Success

The effective school holds high expectations for all---students, parents/caregivers/SCC members, teachers, staff, and principals/vice-principals. In order to meet these high expectations, a school is restructured to be an institution designed for "learning", not "instruction". Learning for all, opens the door to the continued learning of the educators, as well as the students.

3. Instructional leadership

The effective school practices that the principal is the "leader of leaders", not the "leaders of followers". A principal cannot be the only leader in a complex organization, like a school. The leadership function becomes one of creating a "community of shared values". The principal and all staff members must take an active role in instructional leadership.

4. Clear and Focused Mission

The effective school has a clearly articulated mission. The staff shares an understanding and commitment to the mission and instructional goals, priorities, and assessment procedures it projects. The staff accepts responsibility and accountability for promoting and achieving the mission of learning for all.

5. Opportunity to Learn and Student Time on Task

The effective school allocates and protects a significant amount of time for instruction of the essential curricular areas. The instruction must take place in an integrated, interdisciplinary curriculum. Effective instruction time must focus on skills and curriculum content that are considered essential.

6. Frequent Monitoring of Student Progress

The effective school frequently measures academic student progress through a variety of assessment procedures. The monitoring of student learning will emphasize more authentic assessments of curriculum mastery. Assessment results are used to improve individual student performance and also improve instructional delivery. Assessment results will show that alignment must exist between the intended, taught, and tested curricula.

7. Home-School Relations

The relationship between parents/caregivers and the school must be an authentic partnership between the school and the home. The effective school must build enough trust and communication to realize that teachers and parents/caregivers have the same goal and effective school and home for all children.

Wakaw School Review of School Effectiveness Report

The ROSE process is designed to look at the total operation of the school with the purpose of highlighting areas of strength and those areas requiring further attention by the school and its community. There is no intention to evaluate any individuals through this process.

Wakaw School Staff

Darryl Dickson – 0.90 FTE Principal - Physical Education 4

Nadine Jennison – 0.30 FTE Vice-Principal – 0.70 FTE Kindergarten on Days 1/3/5, grade 1 literacy support, and Health Guidance 7

Jody Thiemann - 0.55 FTE - Pre-Kindergarten

Diane Kozak - Homeroom Grade 1 - teaches all subjects

Kim Scharf (mat leave for Jennifer Frie) - Homeroom Grade 2 - teaches all subjects

Katlyn Dale (mat leave for Angel Godart) - Homeroom Grade 3 - teaches all subjects

Sandra Mellesmoen - Homeroom Grade 3 - All grade 3 subjects, except Physical Education, grade 2/3 literacy support

Donna Michayluk - Homeroom Grade 4 - All grade 4 subjects, grade 4/5 literacy support

Kristal Dunville - 0.80 FTE - Homeroom Grade 4 - 0.8 FTE grade 4 subjects, not Physical Education

Trisha Mourot - 0.8 FTE - Homeroom Grade 5 - grade 5 subjects - not Math

Darlene Bergerman - Homeroom Grade 6 - teaches all subjects, except Physical Education

Darla Oleksyn - Homeroom Grade 7 - English Language Arts 7, Math 7, Math 8, Social 8, and Health Guidance 8

Luke Strueby - Homeroom Grade 8 - Physical Education 7/8, Physical Education 9, Wellness 10, Physical Education 20/30, PAA 8, 9 & 10, Health Science 20, and Biology 30

Jackie Duford - 0.70 FTE - Art 8, 9, Visual Art 10, Visual Art 20, PAA 8, PAA 9, and PAA 10

Corey Biccum - Homeroom Grade 9 - Science 7, 8, 9, 10, Physical Science 20, Chemistry 30, Physics 30, and Physical Education 5 & 6

Erin Ellis - Homeroom Grade 10 - English Language Arts 8, English Language Arts A 10, English Language Arts B 10, Social 7, English Language Arts 20, History 10, Art 7, and Health Guidance 9

Carter Haryett - Homeroom Grade 11 - Math 9, Workplace and Apprenticeship Mathematics 10, Foundations of Mathematics & Pre-Calculus 10, Foundations of Mathematics 20, Foundations of Mathematics 30, Pre-Calculus 20, Pre-Calculus 30, Communications Studies 10, and Psychology 20 (shared)

Kristin Loeffelholz - Homeroom Grade 12 - Social 9, English Language Arts 9 History 20, 30, Psychology 30 (shared), Creative Writing 20, English Language Arts A 30, and English Language Arts B 30

Brandi Rae Hanson – 0.80 FTE Learning Resource Teacher - Grade 5 Math

Arnold Simon - 0.848 Caretaker

Rosemarie St. Germaine - 1.0 FTE Caretaker

Sandra Hessdorfer - 1.0 FTE Educational Assistant
Jacqui Kurtenbach - 1.0 FTE Educational Assistant
Ellen McKay - 0.50 Educational Assistant
Paulette Michayluk - 1.0 FTE Educational Assistant
Carla Orenchuk - 0.50 FTE Educational Assistant
Amanda Peacock - 0.50 Educational Assistant
Marion Shulhan - 1.0 FTE Educational Assistant
Bernie Thomas - 1.0 FTE Educational Assistant
Norma Kusch - 1.0 Secretary
Darcy Doepker-Dieno - 0.25 FTE Secretary
Peggy Becker - 1.0 Librarian

Christie Baumann - Career Counsellor
Sean Pratchler - Speech Language Pathologist
Leia Thirsk - Student Counselor

School Community Council Members

Chairperson - Amanda Peacock

Vice-Chairperson - Amanda Holm

Treasurer - Darcy Doepker-Dieno

Secretary - Angela Vallee

Community Rep – Nadine Jennison

Parent Reps - Stephanie Green, Ashley Jeffery, and Erin Standish

Student Reps – Jensen Beaudoin, Brooke Matkowski, and Jaedyn Rudichuk

Staff – Donna Michayluk

Principal - Darryl Dickson

Names of External Organizations/Partnerships Supporting the School

Wakaw Recorder

Mann Motors in Prince Albert

Wakaw EMS

RCMP

Social Services

Mental Health

PARTNERS Family Services

Saskatoon Health Region

Autism Services

ABI Sask (Acquired Brain Injury)

ACCESS – hearing

Alvin Buckwold Center

Visiting Administrators:

Eric Anderson - Principal - Viscount Central School
Carol Baade - Principal - Imperial School
Lianne Borstmayer - Principal - Bruno School
Shaun Gardiner - Vice-Principal - Humboldt Collegiate Institute
Kendra Gray - Vice-Principal - St. Brieux School
Amber Kraus - Principal - Cudworth School

Central Office Personnel:

Kevin Garinger, Director of Education/CEO
Todd Gjevre, Superintendent of Human Resources
Crandall Hrynkiw, Superintendent of Learning Services
Katherine Oviatt, Supervisor of Literacy and Early Learning Services
Jason Neville, Supervisor of Student Services
Darrell Paproski, Superintendent of Student Services
Jan B. Paproski, Coordinator of Learning Services

Procedures and Data Collection

The following procedures were used to gather information for the ROSE process (listed and described below).

Preliminary Site Visit

On Wednesday, September 27, 2017, an initial meeting was held with the **Wakaw School** staff, to explain and discuss the ROSE process---the focus, philosophy, Dr. Lezotte's Effective School Correlates, Appreciative Inquiry, Dr. Lezotte's Effective School Correlates, Appreciative Inquiry, the ROSE Classroom Observation Tool, (which is based on John Hattie's Research in Visible Learning and examples from Teacher Expectations and Student Achievement (TESA) model), expectations, and timelines of the ROSE process. Methods for collecting data from students, parents/caregivers/SCC members, and staff were also discussed at this time.

ROSE Site Visit

In order to obtain an understanding of the operation of **Wakaw School**, the ROSE team members, met at **Wakaw School**, prior to 8:00 am, on Thursday, October 26, 2017. Darryl shared his perspective about the school, and what made it unique. Following that, the ROSE team had the opportunity to familiarize themselves with the facility.

Throughout the day, ROSE Team members completed classroom observations, interviewed teaching staff in regard to Curriculum and Instruction/Assessment, and conducted Focus Group interviews with the students and support staff.

During the evening of October 26, 2017, members of the ROSE Team met with eight (8) parents/caregivers to explain the rationale for the ROSE process and to conduct a Focus Group session.

Classroom Observations

Classroom observations are a major part of the ROSE process. Visiting principals and Horizon central office personnel collected data using the ROSE Classroom Observation Tool, which is a non-evaluative tool that gathers information on five types of positive interactions between classroom teachers and their students. These five areas are defined as: Feedback, Quality Teaching, Peer Influences, Teacher-Student Relationships, and Classroom Climate.

Classroom visits were approximately thirty minutes in length, which was enough time for the observer to get an impression of the positive classroom interactions, and record the information on the ROSE Classroom Observation Tool.

Each classroom was not visited a minimum of three times by different ROSE Team members. After each classroom visit was completed, the ROSE Classroom Observation Tool was put into a file folder in the meeting room. At the end of the school day, a photocopy was made for the ROSE leader, and the original documentation was given to the classroom teacher. The photocopy was used in the writing of this ROSE report.

Curriculum and Instruction Interviews

In addition to classroom observations, the ROSE Team leader conducted Curriculum and Instruction/Assessment (CI/A) interviews with teachers. During each interview, the responses of the teacher were recorded verbatim by a member of the ROSE Team. Topics for the CI/A interviews were sent to each teacher the week prior to the ROSE process. Teachers were invited to bring their copy of their notes to the interview.

Focus Groups

Focus Groups are open discussions that members of the ROSE Team have with numerous groups in the school. These discussions take place with students, support staff, parents/caregivers, SCC members, and community members. The Director of Education led the discussion regarding the established questions. Responses were recorded verbatim and used in the writing of this report.

Electronic Surveys

Electronic surveys are an integral part of the ROSE process. Jan B. Paproski, Coordinator of Learning Services, sent the electronic survey link to the staff. Principal, Darryl Dickson sent the link for the electronic surveys to students, parents/caregivers, and interested members of the community. The results of the surveys were collected and used in the writing of this report. All surveys addressed school effectiveness correlates, but the number of items and wording varied according to student maturity level. The electronic surveys opened for students, parents/caregivers, staff, and community members on October 27, 2017. All surveys were closed on Wednesday, November 8, 2017.

Student/Family Demographics at Wakaw School

Number of Family Units = 140

Number of Students by Grade = 278 students

Pre-Kindergarten - 16

Kindergarten - 22

Grade 1 - 21

Grade 2 - 12

Grade 3 - 29

Grade 4 - 30

Grade 5 - 22

Grade 6 - 19

Grade 7 - 20

Grade 8 - 15

Grade 9 – 15

Grade 10 – 19

Grade 11 – 22

Grade 12 – 16

Table 1: Survey Returns for Each Responding Group

Electronic Survey	Number of Eligible Participants	Number of Responses	Percentage of Surveys Completed
Grade 4-6 students	71	63	89%
Grade 7-9 students	50	40	80%
Grade 10-12 students	57	47	82%
Total students	178	150	84%
Parents/Caregiver (Family Units)	140	30	21%
Staff	31	31	100%
Grand Total	349	211	60%

From the information in **Table 1**, it is evident that students and staff were adequately represented, whereas parents/caregivers were not. Electronic surveys were used for all Grade 4-12 students, parents/caregivers, and staff at **Wakaw School**. The parents/caregivers response was further supported by the Parents/Caregivers Focus Group that was conducted on the evening of October 26, 2017.

Interviews

Individual Curriculum and Instruction/Assessment (CI/A) interviews were held with 15 teachers; there are presently 17 teachers on staff, at **Wakaw School**. Throughout the school day, Focus Group interviews were held with students and support staff. During the evening, parents/caregivers/SCC members had the opportunity to attend a Focus Group interview. In total, 74 individuals participated in the CI/A (15) and Focus Group (59) interviews. The interviews were structured in such a way that the interview questions were common to all members of each group. Individual participants were able to explain and/or elaborate on the questions, concerning their own experiences and views about the school.

Table 2: Number of Participants in Each Focus Group Interview

Focus Group	Total number of Participants
Grade 1-3	10 students
Grade 4-6	10 students
Grade 7-9	10 students
Grade 10-12	10 students
Support Staff	11 Support Staff
Parents/Caregivers	8 Parents/Caregivers
Grand Total of Focus Group Participants	59

Document Review

Information pertaining to classroom and school populations, staff and parents/caregivers/SCC members, school programs, procedures and policies were derived from documents supplied by the principal. These documents were valuable in supplementing and clarifying the picture of “life at” **Wakaw School**, which was captured in the CI/A interviews, Focus Group interviews, and electronic surveys.

Documents obtained for the ROSE process included:

- Mission and vision
- Wakaw School Learning Improvement Plan (LIP)
- Staff meeting agendas
- School Community Council (SCC) minutes

All of the above documents were examined prior to writing this document.

Wakaw School raises money by having fundraisers that provide a service or they sell tickets. As a school, they have taken part in the Grey Cup Lottery, as well as the “All in to Win” lottery, with Football Sask. This year, the SCC organized the Drive a Buick fundraiser.

As a school, they “pursue” grants. For the last two years, they have received funding from Saskatchewan Alliance for Youth and Community (SAYCW), for a total of \$13,000, Mosaic for a total of \$10,000, SaskWater for a total of \$2,500, and Breakfast for Learning for a total of \$3,000.

Wakaw School currently communicates with their stakeholders by sending newsletters, mass emails, and the school website. The local newspaper, Wakaw Recorder, promotes the school by covering all activities at the school. The Wakaw staff are looking into taking both Facebook and Twitter to the next consistent level. Teachers use a variety of methods with their classes and sports teams such as SeeSaw, Remind App, and Facebook.

One of the Wakaw teachers and the school secretary update the website, which can be found at this link: <https://www.horizonsd.ca/school/wakaw/About/Message/Pages/default.aspx>

Data Analysis and Presentation

Administered survey data was collected by the ROSE Extractor program, written by Kyle Lamont, Horizon's Database Specialist and analyzed by Supervisor of Learning, Jason Neville and Coordinator of Learning Service, Jan B. Paproski. The results were presented in the form of frequencies and percentages for each statement and category. Students in Grade 4-12 were asked for responses to the survey questions, using a four point Likert scale, ranging from "Strongly Agree" to "Strongly Disagree" and included an additional category for "Don't Know". Each group was asked questions at an appropriate level for their grade. This scale was also used for staff and parents/caregivers. The "Strongly Agree" and "Agree" rankings were aggregated for each statement, as were the "Strongly Disagree" and "Disagree" categories.

As a general guide to interpreting responses to each of the statements in the survey, when more than 70% of respondents indicated "Strongly Agree" and "Agree", it was assumed that there was strong agreement with that statement. A percentage of less than 50% indicated a lack of agreement with that statement. "Don't know" percentages were also recorded.

Information from the interviews, Focus Groups and written comments were collated thematically, analyzed, and combined to provide a review of the school, according to each school effectiveness correlate. Other documents were subjected to content analysis. A number of verbatim comments from the respondents are included in this report. These comments, selected from the verbatim responses, individual interviews, and Focus Group data, were used to illustrate the perceptions of respondents and to provide additional perspectives on the survey data.

Safe and Orderly Environment

A safe and orderly environment is paramount in the creation and maintenance of an effective school. *“If teachers and students do not feel safe, they will not have the necessary psychological energy for teaching and learning.”* (Marzano, R., 2003) This speaks to the importance of school rules and consistent school discipline along with solid relationships between parents/caregivers, staff, and students.

Table 3 contains a summary of the survey responses of parents/caregivers, staff, and students at **Wakaw School** regarding various aspects of the school environment.

Table 3: Indicators of Safe and Orderly Environment

Item	Parents/Caregivers			Staff			Grade 4-6			Grade 7-9			Grade 10-12		
	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK
Positive relationships between staff and students enhance learning in this school.	90	3	7	94	6	0	96	2	2	80	8	12	76	11	13
All staff demonstrate that they care about students.	67	30	3	87	10	3	96	2	2	82	8	10	57	34	9
Staff members treat students with respect.	80	17	3	91	6	3	95	3	2	75	17	8	73	21	6
Students treat staff members with respect.	67	20	13	75	19	6	94	3	2	72	20	8	61	30	9
This school is warm and inviting.	90	7	3	97	0	3	95	5	0	85	10	5	77	21	2
This school has clearly stated behavioral expectations for students.	77	17	7	74	23	3	96	2	2	75	15	10	81	15	4
School discipline is carried out in a fair and consistent manner.				68	23	9	95	5	0	70	22	8	61	30	9
It appears that students feel safe going to and from school, whether they are walking or riding the bus.	97	3	0	100	0	0	89	5	6	87	8	5	78	11	11
It appears that students feel safe attending this school.	100	0	0	91	6	3									
I feel safe at school each day.				94	6	0	95	3	2	82	10	8	87	11	2

SA/A – Strongly Agree/Agree

D/SD – Disagree/Strongly Disagree

DK – Don’t Know

Item	Parents/Caregivers			Staff			Grades 4-6			Grades 7-9			Grades 10-12		
	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK
Students take pride in the appearance of the school.	80	13	7	68	29	3	96	2	2	68	20	12	57	30	13
The school building is clean.				58	42	0	90	8	2	78	10	12	75	23	2
The staff room is a comfortable place in this school.				55	39	6									
This school creates an environment where all students are celebrated and feel welcome.	80	10	10	91	6	3	94	3	3	90	5	5	68	26	6

SA/A – Strongly Agree/Agree

D/SD – Disagree/Strongly Disagree

DK – Don't Know

Students feeling safe at school each day is definitely an area of celebration highlighted by the survey data. **Table 3** also indicates that **Wakaw School** has a warm and inviting climate, which should be celebrated with the entire school community. A closer examination of the survey data regarding the staff room being a comfortable place may be necessary, as the data shows staff have concerns in this area. Survey responses from all stakeholders in regards to students treating staff with respect and school discipline being carried out in a fair and consistent manner could also be investigated further.

Additional comments about **Wakaw School's** safe and orderly environment are outlined below.

These comments provide interesting confirmation and elaboration on the data described above:

- *Whenever I walk through the doors of the school, the staff is happy and smiling. (Student)*
- *The kids always seem to be happy to be at school. (Staff Member)*
- *The teacher has created a safe space for her students and great relationships have been developed. (ROSE Observer)*
- *One of the best qualities is the breakfast program because it does not discriminate. Anyone who comes in our doors is able to eat a healthy breakfast free of charge. (Staff Member)*
- *I just moved here and the students are very accepting. (Student)*
- *Excellent food is available in the canteen for students who may for whatever reason not have a lunch or snack. (Multiple Parents/Caregivers)*
- *There is a positive atmosphere for learning. (Staff Member)*
- *Staff care if students are at school or not and they communicate that with students to make sure to make them feel valued and wanted. (Staff Member)*
- *It would be nice to see pictures, upcoming events, birthday announcements, etc. on the television screen in the hallway. (Parent/Caregiver)*

- *Teacher-student support is above average. (Parent/Caregiver)*
- *I love coming to work, to see everyone. It is a great place. (Staff Member)*
- *As far as I have seen, most kids enjoy going to school and most of the staff is wonderful. (Parent/Caregiver)*
- *It is nice to have a Breakfast program in our school. (Multiple Students)*
- *Our teachers always have nice smiles, so when I come to school in the morning, it brightens up my day. (Student)*
- *Staff genuinely care about the students. (Multiple Staff Members)*
- *If students speak up and bring the issue to a staff member, that member will deal with the situation. (Student)*
- *I am in support of the doors being locked when classes start. I would almost prefer the main doors be locked as well, as they are not monitored. Maybe a camera and buzzer to allow people in. (Parent/Caregiver)*
- *Bullying through social media is difficult to control; we need to talk about this more. (Multiple Students)*
- *There is good collaboration amongst staff to ensure student success. (Staff Member)*
- *We have great student/staff relationships. (Staff Member)*
- *The small staffroom splits the staff because it is used mostly by the elementary staff members. (Staff Member)*
- *Staff care if students are at school or not and they communicate that with students to make sure to make them feel valued and wanted. (Staff Member)*
- *It would be nice to have a student lounge for the high school students. It would give us a place to go during breaks, and a place to interact with others. (Multiple Students)*
- *We support each other as a staff. We have been through a lot together, and it seems like we are a family. (Staff Member)*
- *Kids need to learn the difference between teasing and bullying. (Multiple Students)*
- *I believe there is a general respect between students in this school. There are definitely instances and issues that come up from time to time, but they are dealt with in a timely manner. (Staff Member)*
- *The mood and tone in this school is very warm and welcoming. I always feel accepted and I also feel everyone else does as well, no matter their race, ethnic background, culture, or religion. (Student)*
- *The school could really use a face-lift. (Multiple Staff Members, Students, and Parents/Caregivers)*
- *Everyone practiced the bus evacuation whether you ride the bus to school or not. (Student)*

- *Many staff members go above and beyond to help kids be successful, happy, well fed, and working to do their best. (Staff Member)*
- *The fire drills and lockdown drills make me feel safe at school. (Multiple Students)*
- *We have started “Character Counts” and we work on different virtues. (Staff Member)*
- *I like how clean our school is. (Student)*
- *We are lucky to have a school Counselor. (Student)*
- *I understand why the “hands off rule” was made but it seems to have gone too far. You can’t play tag or give your friend a hug if she is upset. (Multiple Students)*
- *When the students know you care about them, they want to please you. (Staff Member)*
- *I can’t hear the lockdown announcement outside. (Student)*
- *The lack of respect (between some teachers and some students) is more of a problem than bullying. (Student)*
- *The students enjoy being at school because they know that the teachers care about them and want them to be successful when they are at school. (Staff Member)*
- *The student counsellor is a valuable resource. (Parent/Caregiver)*
- *I enjoy the environment and how kind everyone is. (Student)*
- *I like that the doors are locked all day. (Student)*
- *At this age, it is very important for the students to know they are loved and needed at the school. (Staff Member)*
- *We need to have a plan if there is a lockdown during recess. (Student)*
- *Teachers handle behavior and make it clear that there are consequences for bad behavior. (Student)*

Climate of High Expectations for Success

Creating a climate of high expectations is necessary if a school is looking for students to experience significant academic gains. Effective schools stand out because they create environments where students see and feel anything is possible. *“Students have been shown to achieve more when they believe their teachers and society expect that they will achieve at high levels.”* (Steven Farr, 2010)

Table 4 provides data pertaining to the climate of high expectations at **Wakaw School** and the priority placed on student achievement by school staff.

Table 4: Indicators of Climate of High Expectations

Item	Parents/Caregivers			Staff			Grade 4-6			Grade 7-9			Grade 10-12		
	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK
This school expects students to do their best.	97	3	0	97	0	3	98	0	2	94	2	4	90	6	4
This school promotes an academic learning environment by establishing high expectations for all students.	83	17	0	94	3	3	95	2	3	88	8	4	72	19	9
All staff communicate the belief that every student can learn.	70	23	7	84	10	6	100	0	0	84	8	8	81	13	6
This school encourages students to take responsibility for their learning.	94	3	3	91	6	3	94	3	3	90	2	8	87	9	4
This school provides effective programming to ensure learning success for all students.	70	30	0	77	10	13	92	5	3	80	12	8	64	23	13
Staff use a variety of strategies to promote student learning.	70	13	17	90	0	10	97	3	0	80	12	8	73	21	6
Students are encouraged to learn new things.	90	10	0	94	3	3	97	3	0	80	12	8	83	6	11
Students are given the opportunity to work on collaborative learning projects.	87	0	13	87	0	13	85	10	5	82	10	8	79	15	6
Teachers are available to help students outside of class time.	43	20	37	87	3	10	95	5	0	75	15	10	83	8	9
It appears that homework expectations are reasonable.	90	7	3	81	0	19	95	3	2	78	18	4	79	17	4

SA/A – Strongly Agree/Agree

D/SD – Disagree/Strongly Disagree

DK – Don’t Know

All stakeholders clearly feel that the school expects students to do their best, as illustrated in **Table 4**. All stakeholders also agree that **Wakaw School** “encourages students to take responsibility for their learning”. The survey data highlights some concerns regarding the school providing programming that ensures the success of all students and this item should be examined further.

Many comments were made in surveys and interviews concerning the high expectations at **Wakaw School**. These provided valuable insight on the data described above:

- *The teachers are very focused on helping my son get the best education possible and everything he needs to succeed. (Parent/Caregiver)*
- *The teachers challenge you to do your best work. (Student)*
- *Students are excited to share their ideas with their teacher and classmates. (ROSE Observer)*
- *There should be "practice finals" for the grade 9 students. Then we would know what to expect and be better prepared for the rest of high school. (Multiple Students)*
- *The teachers are dedicated to the needs of their students. We collaborate with each other, trying to find strategies that would be effective to meet the needs of the students. (Staff Member)*
- *I like how some of the teachers try their best to teach and help students. (Student)*
- *Older students helping younger students in group projects, helps to foster good friendships among various age groups. (Staff Member)*
- *Very strong independent learning behavior and skills are displayed by students in this class. (ROSE Observer)*
- *More support in the classrooms would be appreciated as the needs are growing. (Multiple Staff Members)*
- *Students/Teams should be recognized in the school when they accomplish something. For example, silver and bronze Provincial banners should be hung....not just the gold banners. (Parent/Caregiver)*
- *You see so many staff members going over and above what is expected. (Staff Member)*
- *We need more help in finding post-secondary education information. (Multiple Students)*
- *It would be great to have a student lounge and a commons area for students to be able to do group work (library needs to be quiet). (Parent/Caregiver)*
- *If there is a concept that I don't understand, one of my teachers is always willing to help during noon. This really helps me. (Multiple Students)*
- *Small class sizes are great. Students have better opportunities to learn. (Multiple Parent/Caregivers)*
- *I like how the teachers help you after school hours if you need it. (Multiple Students)*

- *Parents and staff are heading many clubs and teams for students after school. (Staff Member)*
- *We need more of a variety of online courses. (Student)*
- *It would be wonderful, although difficult, to be given an opportunity to have more one-to-one time with individual students (outside of assessments). (Staff Member)*
- *Teacher-student support is above average. (Parent/Caregiver)*
- *The teachers are committed to assisting students outside of class time to ensure their success. (Staff Member)*
- *My teacher tells me to keep going and never give up. (Student)*
- *Students need access to online classes. (Multiple Parents/Caregivers)*
- *I like how you can trust a teacher and talk to them if you have any problems at school or at home. (Student)*
- *It is great when we get time to work on our projects. (Student)*
- *There should be resources available for students and parents to be able to decide which courses are needed for their future. (Parent/Caregiver)*
- *I like when a teacher expects homework to be done on time. (Student)*

Instructional Leadership

Effective schools incorporate a shared mission, vision, and values as part of the culture of the school. A school's mission and primary goals are well articulated, understood, and widely shared by all stakeholders---principal, teachers, support staff, students, and parents/caregivers/SCC members.

Those engaged in the day-to-day life of the school seek to build communities of student and parent/caregiver support, while keeping their common purpose paramount at all times. In essence, an effective school always keeps student learning as the focus of its work. In Harvey Alvy and Pam Robbins’s research, entitled Learning from Lincoln: Leadership Practices for School Success, (2010) *“the leader’s task is to organize the school...to support collaborative work, create those conditions that will allow it to occur, and ensure that the collaboration is purposeful for those involved.”* Effective instructional leadership not only organizes collaborative efforts, but continually monitors those teacher efforts that result in improved student learning.

Parents/Caregivers, staff and student perceptions of the extent to which these characteristics are represented at **Wakaw School** are summarized in **Table 5**.

Table 5: Indicators of Instructional Leadership

Item	Parents/Caregivers			Staff			Grade 4-6			Grade 7-9			Grade 10-12		
	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK
Students have adequate input into school decisions that affect them.	47	20	33	68	22	10									
I have opportunities to provide my input and give ideas into some school decisions.	56	37	7	71	29	0	77	10	13	70	20	10	62	30	8
All staff are encouraged to become involved in school life.	57	10	33	90	10	0									
All staff are encouraged to take on a leadership role.	50	3	47	71	29	0									
All staff are encouraged to attend personal professional development (PD) opportunities.				94	6	0									
This school has an environment of success and high expectations for all staff.	53	20	27	84	13	3									
Teachers are adequately supported to meet the diverse needs of students.	27	36	37	61	36	3									

SA/A – Strongly Agree/Agree

D/SD – Disagree/Strongly Disagree

DK – Don’t Know

Survey responses show that school staff support the idea that “all staff are encouraged to attend person professional development opportunities”. Some staff and parents/caregivers expressed concern regarding how teachers are supported to meet the diverse needs of students. The survey data also shows that a portion of all stakeholder groups do not feel they are given the opportunity to provide input into school decisions.

Table 5 Comments:

- *The SRC will host pep rallies in support of our sports teams. It really brings us closer. (Student)*
- *I feel that some major changes happened in our school, without parent or community input; for example, Grad and Color Awards. (Parent/Caregiver)*
- *We need to work together to have better collaboration and communication among staff. (Multiple Staff Members)*
- *Many teachers actively volunteer to provide a wide assortment of extra-curricular activities and events for our children. (Parent/Caregiver)*
- *I appreciate that we are encouraged to participate in Professional Development. (Staff Member)*
- *The high school end and elementary end just seems to be two separate schools. We really don't have anything to do with each other. (Staff Member)*
- *Current principal seems to be an action man - making some very positive physical changes in the school such as renovations to update bathrooms, gym floor, and new appliances in the Home Ec lab. (Parent/Caregiver)*
- *I feel that the school has improved tremendously since I have been here and I look forward to what the future holds as I believe it will continue to improve. (Staff Member)*
- *We have an amazing principal who takes our school needs into consideration. He is great with staff. (Staff Member)*
- *The Principal walks in the hallways and interacts with children and staff. (Parent/Caregiver)*
- *Communication and input into school decisions of school expectations/policies, discipline issues/concerns and other pertinent information for staff members needs to improve. (Staff Member)*
- *Our admin has done a lot to improve our school. (Staff Member)*
- *Although the football program is thriving and has been such a positive program for our school, it would be nice to have more extracurricular sport activities, particularly for the boys, such as volleyball and basketball. (Parent/Caregiver)*
- *I really like that some of the support staff volunteer their time to help before and after school. This is more than a job to them. (Staff Member)*

- *Sometimes communication is lacking between the administration and the staff, as well as between staff. (Multiple Staff Members)*
- *We need to allow the students to have more of a voice within the school. (Staff Member)*
- *It would be nice for staff to be added to the mailing list of any information that is being sent out to parents and guardians, so everyone is on the same page. (Staff Member)*
- *We need time to meet with our fellow teachers and discuss a cohesive plan of what is happening in our classrooms. (Staff Member)*
- *The Principal is doing a fabulous job dealing with all the tough situations that occur in our school. (Parent/Caregiver)*
- *I find that the process that the Principal has asked teachers to follow, in regards to students being late or being absent, makes parents aware, so that it does not become a reoccurring problem that causes the students to fall behind or not be able to catch up in the work they missed. (Staff Member)*
- *I would like to see administration in the hallways more during breaks and at the beginning of the day. (Staff Member)*
- *I know the Principal is there if I need him for support. (Staff Member)*
- *I like that we are trying to make our school a better place by asking students for their opinion. (Student)*
- *I feel that the school has improved tremendously since I have been here and I look forward to what the future holds, as I believe it will continue to improve. (Staff Member)*
- *When new ideas are brought up it would be nice to have all or most of the staff members on board other than just those that bring it up. This would support staff relationships and model to students, community, and parents that we are all in this together and on board to try something new. (Multiple Staff Members)*

Clear and Focused Mission

Mission statements are tools used to create a shared understanding and a sense of purpose for the members of the school community. In working towards school goals, it is important that all staff members identify with the school’s mission and feel empowered to move the school in that direction. The ROSE process gathered data relating to a clear and focused mission at **Wakaw School** which is displayed in **Table 6** below.

Table 6: Indicators of Clear and Focused Mission

Item	Parents/Caregivers			Staff			Grade 4-6			Grade 7-9			Grade 10-12		
	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK
This school is committed to developing student leadership.	70	7	23	91	3	6	96	2	2	87	5	8	68	21	11
The vision and mission of our school is clearly communicated to students, staff, and community.	53	20	27	71	23	6	91	3	6	75	15	10	79	17	4
There is collaboration among staff and the school community council (SCC), before setting the goals for the Learning Improvement Plan (LIP).	36	17	47	68	19	13									
All staff are committed to this school's goals.				71	10	19									
A safe and caring environment is promoted throughout this school's classes and school activities.	80	13	7	97	0	3	98	2	0	87	8	5	74	15	11
I am aware of the school's goals.	40	43	17	84	16	0	87	5	8	70	18	12	55	30	15

SA/A – Strongly Agree/Agree

D/SD – Disagree/Strongly Disagree

DK – Don’t Know

Wakaw School’s Mission:

“Our vision is to create and maintain an environment that promotes lifelong learning. As a team, we will empower all individuals of the school community to reach their potential and become a positive, contributing member of society.”

The above mission was illustrated in the observation notes made by the ROSE Team on its visit to the school. Survey data shows that a high number of stakeholders are in agreement that a safe and caring environment is promoted throughout the school’s classes and school activities. The communication of the school’s mission and vision as well as collaboration with the school community when setting school goals could be two areas worth exploring.

The following comments reflect the sense of mission at **Wakaw School**:

- *I make sure to know what is happening in my students' lives so that they know I care. (Staff Member)*
- *It is fairly easy to make appointments with administrators or teachers. (Parent/Caregiver)*
- *Literacy is a goal of our school and we try to help our students achieve the best they can. (Staff Member)*
- *Assemblies are well organized by the SRC. (Student)*
- *There are teachers who encourage leadership by finding conferences, workshops and resources for the students. (Parent/Caregiver)*
- *The teachers know how to differentiate material that is being taught so that all students can learn at their current ability levels. (Staff Member)*
- *We don't get to see what the results of the "Tell Them From Me" survey and nothing seems to change. (Student)*
- *Our goal is to provide a safe and caring environment that teachers respect. (Staff Member)*
- *They have a good after school safety patrol for the crosswalks. (Parent/Caregiver)*
- *I would love to have more time to be able to work with the different staff in our school, and to connect with each other. (Staff Member)*
- *Working on our LIP together as a staff was a great day. (Multiple Staff Members)*

Opportunity to Learn and Student Time on Task

Effective schools work to create an environment where teachers focus their instructional time on key curricular areas and look to maximize the time they have with their students. *“While we must realize that children’s homes and backgrounds influence failure and success, we must also realize that what happens in classrooms minute by minute, day after day, determines what and how much will be learned by how many children.”* (Richard Allington, 2009) Details regarding opportunity to learn and student time on task at **Wakaw School** is contained in Table 7.

Table 7: Indicators of Opportunity to Learn and Student Time on Task

Item	Parents/Caregivers			Staff			Grade 4-6			Grade 7-9			Grade 10-12		
	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK
The school library effectively supports student learning needs.	83	0	17	97	0	3	97	3	0	80	12	8	81	13	6
This school has sufficient instructional materials to meet the needs of all students (books, science equipment, phys ed equipment, manipulatives).	53	27	20	45	42	13	94	3	3	85	10	5	74	26	0
Class time is not interrupted very often (ie: with announcements, school personnel).				65	32	3	81	16	3	50	40	10	60	38	2
Students are encouraged to use technology to enhance their learning.	93	0	7	84	10	6	98	2	0	77	15	8	70	26	4
Students are encouraged to become involved in school life.	73	7	20	97	0	3	97	0	3	84	8	8	90	6	4
There are sufficient opportunities for students to be involved in athletic (intramural) activities.	57	36	7	91	6	3	94	6	0	75	20	5	77	19	4
There are sufficient opportunities for students to be involved in non-athletic activities.	50	30	20	84	10	6	87	7	6	75	15	10	55	28	17

SA/A – Strongly Agree/Agree

D/SD – Disagree/Strongly Disagree

DK – Don’t Know

The majority of stakeholders agreed that “students are encouraged to use technology to enhance their learning”. As well, support was shown by all groups regarding the school library effectively supporting the learning needs of students. These items should be celebrated by the school staff. The availability of sufficient instructional materials to meet all students’ needs and the interruptions to class time are definitely two items worth exploring.

The following comments were made regarding opportunity to learn and student time on task at **Wakaw School**:

- *Students talked about the following events that made them feel happy or proud to be part of Wakaw School:*
 - *Warrior of the Month Assemblies*
 - *Character Counts*
 - *Cleanest Classroom Award*
 - *Terry Fox Run*
 - *Walk-A-Thon*
 - *Christmas and Valentine's Dance*
 - *Senior and Junior SRC*
- *We have some big classrooms coming into the high school and we are struggling to get enough textbooks. (Staff Member)*
- *We need better computers in our school since today's standards expect us to know and use technology. (Multiple Students)*
- *I love doing woodwork and hands on stuff. (Student)*
- *The environment was set up in such a way that children could interact freely with one another. (ROSE Observer)*
- *Programs such as Safety Patrol, Cross Country, and Marafun, for our elementary students, are wonderful programs to help them get involved, show commitment, and leadership. (Parent/Caregiver)*
- *I would like more clubs, even some for the little kids. (Student)*
- *Great use of Smartboard to make corrections right on student's work, using the class's input. (ROSE Observer)*
- *Effective use of shared resources (library, computer lab, Chromebooks). (Staff Member)*
- *We need a longer lunch hour. Maybe then we could bring back intramurals. (Multiple Students)*
- *It is evident the students are used to working together in how easily they transitioned from individual to group activities. (ROSE Observer)*
- *We need more opportunities to participate in different clubs. (Multiple Students)*
- *I would love to see a true Drama elective, a Cosmetology course, and Band being taught in our school. (Staff Member)*
- *Our school provides many extra-curricular opportunities for students to participate which fosters student-teacher and student-student relationships and comradery. (Staff Member)*
- *Access to Wi-Fi, for our personal devices, would be greatly appreciated. (Multiple Students)*

- *Sometimes the classroom is very noisy and that makes it difficult to concentrate. (Multiple Students)*
- *More opportunities for younger students to have extra-curricular activities. (Parent/Caregiver)*
- *The existing time that is allotted for lunchtime is not enough time for students to eat. (Multiple Parents/Caregivers)*
- *It would be nice to have mirrors in the washrooms. (Multiple Students)*
- *The teachers allow you to be yourself and socialize as long as you get your work done. (Student)*
- *It is difficult to participate in school activities when they are held after school, and our parents cannot drive in to pick us up. (Multiple Students)*
- *I would like to change the library, as it is very small and it doesn't have enough books. (Multiple Students)*
- *I don't think that our top priority should be sports. There seems to be a lot of money spent on sports. (Multiple Students)*
- *There are multiple school sports to participate in. (Multiple Students)*
- *I would like to add more Art programs. (Multiple Students)*
- *Students need more up to date equipment in the Science lab, in order to be better qualified for post-secondary schooling. (Multiple Parents/Caregivers and Students)*
- *We really need more microwaves in our school. (Multiple Students and Multiple Parents/Caregivers)*

Opportunities to Learn and Student Time on Task (Literacy Practices)

In the area of literacy, effective schools create a school wide emphasis on reading and literacy where students are reading for enjoyment and for practical purposes. There must be a strong support for reading from the school principal and a balanced approach to literacy instruction. Students should have a good choice of quality books available to them in the classroom and library. In early Grade, success in school is virtually synonymous with success in reading. Research has shown *that a child's reading level at the end of third grade is a more accurate predictor of school success than any other variable – including family income, educational attainment of parents, ethnic or cultural identity or home language* (Carter, L.F., 1984). Data related to the literacy practices at **Wakaw School** is contained in **Table 8**.

Table 8: Indicators of Effective Literacy Practices

Item	Parents/Caregivers			Staff			Grade 4-6			Grade 7-9			Grade 10-12		
	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK
During class time, students have the opportunity to read books that they have chosen.	87	0	13	90	0	10	98	2	0	82	8	10	81	17	2
During class time, students have opportunities to discuss what they are reading with their teacher, as well as other class mates.	50	3	47	78	3	19	80	14	6	55	35	10	51	45	4
Students are taught different strategies to help them become better readers.	67	0	33	90	0	10	98	2	0	78	15	8	62	36	2
At this school students are encouraged to read.	93	0	7	100	0	0	94	4	2	80	15	5	91	9	0
Students are given time every day to read in school.	83	0	17	100	0	0	96	2	2	93	2	5	94	6	0

SA/A – Strongly Agree/Agree

D/SD – Disagree/Strongly Disagree

DK – Don't Know

An overwhelming majority of stakeholders agree that they are encouraged to read and are given time every day to read at **Wakaw School**. These are definitely two literacy items that should be celebrated with all stakeholders. In saying this, it should be noted that there is a significant number of students who do not feel they are given time to discuss what they are reading. This item could be a point for further discussion.

The following comments about the literacy practices at **Wakaw School** further illustrate the survey findings:

- *Literacy is a huge accomplishment at this school and I appreciate that. (Parent/Caregiver)*
- *I used to read 2 or 3 books a week, but now I cannot find any interesting books in the library that I haven't read. (Student)*
- *We read to our partners and they give us feedback. (Student)*
- *If I introduce a new reading strategy, I model it first and then the students practice it immediately after I am done. (Staff Member)*
- *The "read to self" activity allowed the teacher to confer individually with one student. (ROSE Observer)*
- *The librarian will ask us what kinds of books we like and then she tries to order them. (Student)*
- *If I were principal, I would keep some of the books in the library but I would order lots of new ones. (Student)*
- *There are literacy programs in the evening where parents, children and teachers are invited to share an evening of fun together. (Staff Member)*
- *It would be nice to have more up to date and new books in our library. (Multiple Students)*
- *I try to conference with every student once a month by doing a running record with them. (Staff Member)*
- *I would like to have the literacy team come to our school and provide us with ideas and then help make a plan to carry it out. (Staff Member)*
- *I wish we had more reading time. (Multiple Students)*
- *You can reserve the book you want if it is out. That way you don't need to wait until your next library period. (Student)*
- *I like to read the books that I have chosen. (Student)*
- *Rather than shortening our lunch for DEAR time, we could read for 15 minutes during our fourth period class. (Student)*
- *Teachers allow us to read on our phones and I really like that. (Student)*
- *We have Literacy Bingo. When you complete an ELA project, you can mark off a spot on the Bingo sheet. When we get a line we can pick a prize. (Student)*
- *Staff is working together to improve literacy throughout the school. (Staff Member)*

Frequent Monitoring of Student Progress

Effective schools keep parents/caregivers informed of student progress and work with them to ensure learning success. Continual monitoring of student progress will inform the effective teacher’s practice, and result in more individualized and authentic learning opportunities for all students. Furthermore, students become actively involved in their own learning. Data on student progress monitoring at **Wakaw School** is presented in **Table 9**.

Table 9: Indicators of Frequent Monitoring of Student Progress

Item	Parents/Caregivers			Staff			Grade 4-6			Grade 7-9			Grade 10-12		
	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK
Teachers know the learning needs of each of their students.	67	23	10	84	10	6	92	3	5	80	15	5	72	19	9
Interesting learning environments are created for students.	86	7	7	77	13	10	92	3	5	75	20	5	62	32	6
Teachers encourage students to take responsibility for completing assignments and homework.				94	0	6	95	0	5	85	10	5	83	13	4
There is communication regarding student achievement, with parent/caregivers, between reporting terms.	70	23	7	88	6	6	90	0	10	78	10	12	70	26	4
Homework, when assigned, supports student learning.	83	7	10	90	0	10	89	3	8	63	22	15	59	30	11

SA/A – Strongly Agree/Agree

D/SD – Disagree/Strongly Disagree

DK – Don’t Know

School staff and students supported the idea that teachers encourage students to take responsibility for completing assignments and homework. As well, parent/caregivers and school staff agreed that homework supports student learning. Grade 7-12 students expressed concerns with “interesting learning environments are created” and this is work investigating.

Comments related to the data in **Table 9** are below:

- *You can always ask your teacher if you don’t understand something. (Student)*
- *The teacher moved among the children making sure they all had access and time with her. (ROSE Observer)*
- *Resources are readily available for students with higher needs, to help them meet the goals in their LIP. (Parent/Caregiver)*
- *I use data to breaks the students into guided reading groups. (Staff Member)*

- *We get to learn different things in fun ways. (Student)*
- *The new photocopy machines have color options to make student handouts and report cards look more professional. (Parent/Caregiver)*
- *It appears the teacher knows her students well. (ROSE Observer)*
- *I did a self-evaluation with my students where they had to look at their strengths and weaknesses and set goals for the next term. (Staff Member)*
- *Report cards should be given earlier than parent teacher interviews so that conversations can be streamlined into proactive, rather than reactive. (Parent/Caregiver)*
- *The teacher takes time with each student, listens to each questions and asks follow up questions. (ROSE Observer)*
- *If you are sitting at your desk and your teacher notices you are upset, they will ask if they can help. (Student)*
- *I like the way teachers teach and give feedback. (Student)*
- *My students have access to the rubric I will be using from the start so that they know what is expected. (Staff Member)*
- *The teachers show encouragement and inclusion of all, whether it is athletic or scholarly. (Parent/Caregiver)*
- *Teacher provided exemplars for students to refer to while working on their assignment. (ROSE Observer)*
- *The teacher always tells us to do our best and also tells us what do before tests and assignments. (Student)*

Frequent Monitoring of Student Progress (Assessment Practices)

Teachers in effective schools are aware that their assessment practices have the potential not only to measure and report learning, but also to promote it. Assessment data gathered should be specific, personalized, and timely, which will then be able to guide both instruction and learning. **Table 10** provides data regarding the effective assessment practices currently taking place at **Wakaw School**.

Table 10: Indicators of Effective Assessment Practices

Item	Parents/Caregivers			Staff			Grade 4-6			Grade 7-9			Grade 10-12		
	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK
Teachers show students different ways to accomplish a learning outcome.	50	17	33	87	0	13	95	2	3	77	15	8	72	28	0
Students are given multiple opportunities to demonstrate their learning.	63	7	30	88	6	6	94	4	2	75	17	8	72	24	4
Prior to instruction, learner outcomes are communicated to students.	50	0	50	81	0	19	93	2	5	80	12	8	74	13	13
When assignments are given, students know how their learning will be assessed.	64	3	33	88	6	6	81	5	14	70	18	12	81	13	6
Teachers clearly communicate their expectations for achievement to students.	56	7	37	84	10	6	89	8	3	85	5	10	77	21	2
Teachers give frequent feedback that helps students to improve their learning.	56	14	30	84	10	6	98	2	0	66	22	12	68	26	6
Teachers use common assessment language (formative/summative), when discussing assignments or tests, with students.	50	3	47	71	6	23	89	6	5	73	15	12	72	17	11
Parent/Teacher interviews or 3-way Conferences focus on student attainment of learning outcomes.	80	7	13	97	0	3	89	3	8	77	15	8	64	19	17
This school is effective in the early identification of student needs that affect learning.	50	10	40	87	3	10									

SA/A – Strongly Agree/Agree

D/SD – Disagree/Strongly Disagree

DK – Don't Know

Support was shown from school staff and a large number of students for the item “teachers clearly communicate their expectations for achievement to students”. A significant number of grade 4-6 students also supported the idea that students are given multiple opportunities to demonstrate their learning. Teachers giving frequent feedback that helps to improve learning and parent/teacher interviews focus on student attainment of learning outcomes are two areas that are a concern to grade 10-12 students.

Additional comments regarding the **Wakaw School** assessment practices are listed below:

- *Teachers write a note on tests to let you know how you are doing. (Student)*
- *It would be nice if teachers could put a plan for their class on the board. Some teachers do it already and I really like it. (Student)*
- *I believe that the teachers should use Maplewood daily for high school students. I want to know my child's marks and want to be able to ensure that I know what is going on now, and not only at report card time and parent teacher interviews. (Parent/Caregiver)*
- *We should never have to wait 3 weeks to get a test back. (Multiple Students)*
- *Teachers should be communicating with parents before interviews/reporting period if their child is having a large decline in their marks/studies. (Parent/Caregiver)*
- *We need to be taught different ways to complete the work so that we can comprehend what is going on. (Multiple Students)*
- *Teacher-Parent information sharing is improving. (Parent/Caregiver)*
- *Students need to feel comfortable with asking questions and they should never be made to feel stupid for asking for help. (Multiple Students)*
- *I am very proud of our school and how inclusive the students and staff are. (Parent/Caregiver)*
- *I appreciate the teachers that explain what needs to be done and what areas need improvement. (Multiple Students)*
- *My teacher will write a comment in my journal about my work. (Student)*
- *The teacher took time at the beginning of class to provide 1-to-1 feedback specific to last day's outcome. (ROSE Observer)*
- *We need to receive "immediate" feedback in our assignments and on our tests. (Multiple Students)*
- *I would like if teachers could review completed assignments, or mark them with us as a group, so that we could have the chance to recognize our mistakes and to better understand concepts. (Multiple Students)*

Home-School Relations

Learning rates of children are higher when their parent/caregivers, teachers, and community members work together to support their educational needs. This not only benefits children academically but also helps them to develop socially. Parents/Caregivers are able to provide outside points of view on educational issues that can help to improve them. Data reflecting home-school relations at Wakaw School is presented in Table 11.

Table 11: Indicators of Home-School Relations

Item	Parents/Caregivers			Staff			Grade 4-6			Grade 7-9			Grade 10-12		
	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK	SA/A	D/SD	DK
Teachers celebrate student accomplishments, with parents/caregivers.	54	43	3	87	10	3	79	5	16	58	24	18	41	38	21
Home/school partnerships are actively used to support individual student learning needs.	50	37	13	74	13	13	90	5	5	68	17	15	53	26	21
Parents/Caregivers are kept informed about school activities and programs.	67	33	0	87	10	3	92	3	5	80	8	12	68	21	11
Parents/Caregivers actively volunteer in this school.	63	20	17	74	20	6	92	5	3	70	12	18	62	23	15
This school ensures that parents/caregivers/SCC members feel welcome in this school.	90	7	3	88	6	6	96	2	2	80	10	10	72	15	13
The opinions of parents/caregivers are valued in this school.	50	37	13	84	10	6	92	3	5	60	15	25	64	23	13
This school encourages and helps students to interact, in various ways, with the community (ie: senior citizen homes, town library, volunteer activities, skating/hockey rink, curling rink).	60	20	20	88	6	6	87	3	10	78	12	10	62	23	15
Parents/Caregivers have the opportunity to provide input into some school decisions.	33	37	30	61	29	10	81	6	13	60	20	20	57	28	15
The School Community Council (SCC) has meaningful involvement, in this school.	57	20	23	91	3	6	87	3	10	68	15	17	55	23	21

SA/A – Strongly Agree/Agree

D/SD – Disagree/Strongly Disagree

DK – Don't Know

Positive feedback was received from the majority of stakeholders regarding parents/caregivers/SCC members feeling welcome in **Wakaw** School. As well, school staff and grade 4-9 students agree that parents/caregivers are kept informed about school activities and programs. Two items that could be researched further are how home/school partnerships are used to support student learning needs and the opportunities the parents/caregivers have to provide input into some school decisions.

The following comments illustrate more fully how respondents felt about home-school relations at **Wakaw School**:

- *I like when classrooms host potlucks or reward days, as it is a great way to meet parents and get a sense of the environment my child is in. (Parent/Caregiver)*
- *The community likes to support the school with our fundraisers and sports teams. (Staff Member)*
- *There is great communication from the teacher to the parents. (Parent/Caregiver)*
- *Our school has an open door policy where parents feel comfortable to come and communicate with the teachers, either about the children or the community itself. (Staff Member)*
- *It would be appreciated if the teachers would send any type of communication home with students regarding upcoming exams, or events, or any information regarding what is going on in their classrooms. (Parent/Caregiver)*
- *Parents are actively involved in literacy and athletics. (Staff Member)*
- *Teachers are easy to communicate with. (Parent/Caregiver)*
- *We have good communication with parents in regards to whether a child is missing class/assignments. (Staff Member)*
- *The Build our Kids Success (BOKS) program has started so that students have a place to go in the mornings. (Staff Member)*
- *I like "Warrior of the Month". It recognizes students who are putting in a lot of effort. (Parent/Caregiver)*
- *The newsletter has been started up again this year. (Staff Member)*
- *Phone calls are more appreciated than a note sent home. (Parent/Caregiver)*
- *Communication with parents is key. They need to know what is happening at school. (Staff Member)*
- *They teachers are very focused on helping my son get the best education possible and everything he needs to succeed. (Parent/Caregiver)*
- *Communication to the parents regarding activities and events at the school, including a current newsletter and an up to date website, with information on current and future happenings in the school is so important. This would help with communication. (Multiple Parents/Caregivers)*
- *I send home a monthly classroom newsletter. (Staff Member)*
- *There are teachers who commit to communicating on a daily/weekly basis through notes, day planners and apps. (Parent/Caregiver)*
- *We have a very supportive SCC. (Staff Member)*

- *Email communication and newsletters are a good way to receive info. (Parent/Caregiver)*
- *I am very happy about having the canteen in the school and the Kids in the Kitchen program. (Parent/Caregiver)*
- *Our kids are not very involved with the community. They don't go out and do things in the community. The school invites the community to the school. Perhaps the kids could spend time in the nursing home or volunteering for things like delivering meals on wheels. (Parent/Caregiver)*
- *Our community is very involved in our school. (Staff Member)*

Major Themes and Priorities for Action

This area includes a summary of major themes derived from the data presented in terms of an overall rating of the school and a summary of the major strengths. It also includes areas for enhancement identified in the comments and the survey data, as well as considerations for action resulting from the data, interviews, and survey comments.

Overall Rating of Wakaw School

Parents/Caregivers, staff, and students were asked to rate **Wakaw School** by giving it an overall rating of Very Effective, Effective, Somewhat Effective or Not Effective. The ratings are summarized on **Table 12**.

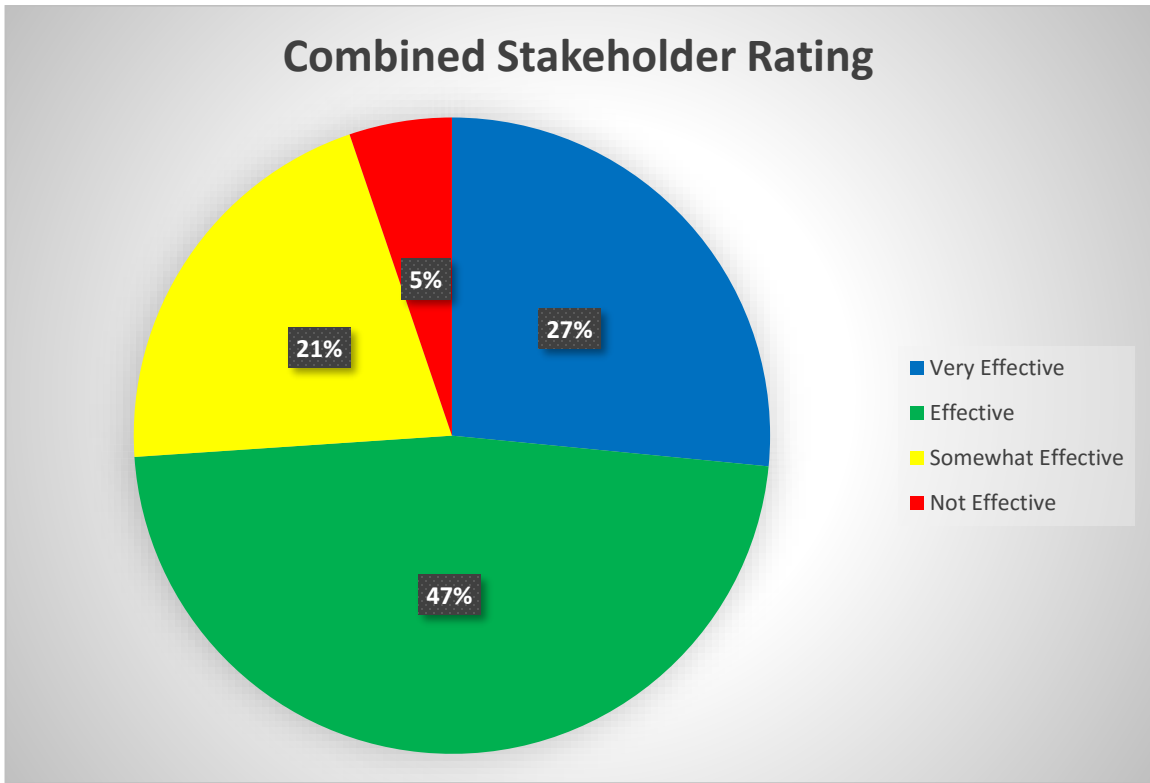
Table 12: Overall Ratings of Wakaw School

Student learning in this school is:

Rating	Parents/Caregivers	Staff	Grade 4-6	Grade 7-9	Grade 10-12
Very Effective	13	10	52	28	11
Effective	64	74	22	47	53
Somewhat Effective	23	16	13	20	34
Not Effective	0	0	13	5	2
Total	100	100	100	100	100

As illustrated in **Table 12**, 100% of the Parents/Caregivers and Staff, 87% of Grade 4-6 students, 95% of Grade 7-9 students, and 98% of Grade 10-12 students found the learning at **Wakaw School** to be “Very Effective”, “Effective”, or “Somewhat Effective”.

The graph below illustrates the combined survey data from all stakeholders, regarding the overall rating of **Wakaw School**:



Major Themes

The purpose of this ROSE process is to provide those interested, with a picture of **Wakaw School**, in regard to the perceived quality of schooling, by its various stakeholders. This picture has been designed by students, parents/caregivers, and staff, as well as the observing ROSE Team. An integral part of the ROSE process is the provision of clear information that can be used in planning for the future.

A summary of major themes have resulted from the data analysis of the classroom observations, individual and Focus Group interviews, survey data, which includes comments. These themes are presented in terms of an overall appreciative summary of the major strengths and areas for enhancement/considerations for action.

Table 13 represents the themes that emerged from all stakeholder comments and survey data that was collected with respect to **Wakaw School**:

Table 13: Major Themes Found in ROSE Data

Areas of Strength - Wakaw School		
Theme #1	School Expects Students to do Their Best	Identified by All Groups
Theme #2	Students are Encouraged to Read	Identified by All Groups
Theme #3	Safe and Caring Environment is Promoted Throughout the School	Identified by All Groups
Theme #4	School Creates an Environment Where All Students Feel Celebrated and Welcome	Identified by Parents/Caregivers, Staff, and Most Students
Areas for Enhancement - Wakaw School		
Theme #1	Communication	Identified by All Groups
Theme #2	Sufficient Instructional Materials and Library Books	Identified by Parents/Caregivers, Staff, and Many Students
Theme #3	Opportunities for Stakeholders to Provide Input into School Decisions	Identified by All Groups
Theme #4	Opportunities for Non-athletic Activities	Identified by All Groups

Synergy

The data highlights certain areas of synergy where all stakeholders agreed. These themes illustrate stakeholders' appreciation in the great things happening daily at **Wakaw School**.

ENCOURAGED TO CONTINUE

1. Create a learning environment where students are encouraged to read.
2. Establishing an environment where students feel safe at school every day.
3. Communicate your desire for students to do their best.
4. Encouraging students to take responsibility for their own learning.
5. Building an environment where parents/caregivers/SCC Members feel welcome.
6. Provide students with time every day to read.

Contemplations

ENCOURAGED TO CONSIDER

1. Working collaboratively with all stakeholders to analyze the data contained in this report.
2. Using the information contained within this report, when developing strategies for the school's Learning Improvement Plan.
3. Sharing this document with the larger community in order to invite outside responses.

Concluding Comments

The ROSE process provides an opportunity for students, parents/caregivers/SCC members, and staff to become involved in thinking about the school and its future state. The information is appreciative and left with the school to address what is there, and what may be missing, in relation to their context.

The focus on literacy was reflected in the survey data where over 90% of stakeholders surveyed, recognized that students are encouraged to read at **Wakaw School**. A student comment that illustrates the school's literacy focus:

“You can reserve the book you want if it is out. That way you don't need to wait until your next library period.”

Wakaw School continues to focus on its mission to empower all individuals to reach their potential and become a positive, contributing member of society. One student provided evidence of this mission with the statement:

“My teacher tells me to keep going and never give up.”

The ROSE Team members were impressed by the warm reception provided by the students and staff at **Wakaw School**. It was apparent that the staff were very proud of their work and were willing to openly share thoughts, ideas, and issues with ROSE Team members.

The ROSE Team would like to express their gratitude to **Wakaw School**, its administration, staff, students, and parents/caregivers for their willingness to be part of this important process and for continuing with the meaningful work begun in this process.

A ROSE Observer summed up what we saw during our visit to **Wakaw School** quite nicely:

“The teacher has created a safe space for her students and great relationships have been developed.”