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| **SCHOOL IMPROVEMENT ACTION PLAN** | |
| School Name |  |
| EMIS Number |  |
| **1. Teacher Recruitment and Development** | |
| **Focuses from WSE:** Are educators knowledgeable about the subjects? Does the school provide development opportunities for educators? | |
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| **Provide your plan for teacher recruitment, retention and development.**  Provide a list of activities / interventions educators attended or will attend including courses offered by CTLI. Distinguish between classroom practice enhancement and management activities  **ACTION PLAN:** Action strategies to deal with the Summary of QA8a. | |
| **2. Learning Programme** | |
| **Focuses from WSE:** How well do educators plan and do they have high enough expectations? • Do the educators employ appropriate teaching strategies to accommodate all learners? • Do the educators use resources appropriately? • Do the educators manage the class well and create a good learning environment? • Do the educators assess learners in such a way as to help their teaching to be effective? • Do the educators make good use of homework? • Do schools use the correct notional time? Have the educators any means of evaluating the success of the lesson? • Does the school curriculum follow the national curriculum requirements? • Is planning for the curriculum well structured and effective? • Do the various assessment tasks grow from the curriculum and are they used to assist planning? Does the school make provision for the support and care for learners, sensitivity to diversity, including those experiencing barriers to learning? • Does the school provide co-curricular and extra-curricular activities to enhance the curriculum? • Are learners reaching the expected outcomes for their age and ability in the different subjects and phases of the school system? • Are learners learning effectively and making as much progress as could be expected in light of their known prior achievements? Are learners encouraged and supported to participate in extra-mural activities? · Are the policies of the governing body helping the school to attain its aims and contributing to learners’ learning? How well do parents respond and do they contribute to learners’ learning? | |
| **Provide your plan for academic performance improvement. It could include plans to ensure curriculum coverage; assessment and moderation; homework policy and implementation; extra support; involvement of SGB, learners and parents in target setting and reaching of targets**  **ACTION PLAN:** Identify activities the school will implement to improve academic results. Provide an indication of the plans to enhance the involvement of educators, school management and parents in the learning process | |
| **3. Resourcing** | |
| **Focuses from WSE:•** Is the curriculum supported by appropriate resources? • Has the school adequate resources e.g. finance, staff, accommodation, learning materials, equipment and access to support services? Are they used efficiently? • What systems are there for monitoring and evaluating the use and maintenance of the school’s total resources and the quality of education provided? • What systems are in place to register, maintain, retrieve and repair stock? • Are resources and facilities accessible to learners and staff? Are boarding arrangements for learners suitable? | |
| **Provide your plan for resource provision and management.**  Some questions to guide thinking: Did all the learners receive textbooks in grades 1-6? Were top-ups ordered and delivered?  Does the school have 10 books per learner in its library? Does the school have a shortage of readers in grades 1-3, 4-6? Did the school buy textbooks from their N&S for LO? Does the school have a retrieval policy in place? What was the return-rate (retrieval) of textbooks in grades1-3 and 10 during 2012? When does the school conduct an audit of needs and order for furniture and equipment? Is the write-off policy in place? Has the school done a maintenance assessment and budgeted accordingly?  **ACTION PLAN**: Provide your notes on each of the above | |
| **4. Systems** | |
| **Focuses from WSE**: Does the school have appropriate policies and procedures in place to enable it to run smoothly? Are the policies and procedures helping the school to attain its aims?• Does the school have appropriate, policies, regulations and procedures designed to protect learners and staff?• Does the school have appropriate procedures and regulations to ensure the health and safety of the learners and staff? Does the school have effective procedures for dealing with absence, lateness and truancy? • Do learners respond to the school in a positive way, contributing to an ethos that is orderly and work oriented? • How well behaved are learners? • Does the school have clear direction? • Are the leaders operating at various levels fully utilized? • Does the school management communicate their intentions clearly to all stakeholders? •How effectively does the school communicate with parents? • Are parents involved in the management of the school? • Does the school provide any education for the parents?• What does the school do to improve its link with the community? • To what extent does the school encourage its learners to respect the local environment? • To what extent does the school serve the needs of the local community?• What does the school do to improve its links with other schools and the community? • Does the School Governing Body (SGB) have a constitution? • Is the governing body properly constituted?• Has the SGB received training in its roles and responsibilities?• Does the governing body provide the school with clear strategic direction?• What mechanisms do governors have for monitoring the quality of education provided by the school?• What systems do the SGB have for managing and monitoring the human and financial resources of the school? | |
| **Provide your plan for school governance and management matters.**  List the training sessions the SGB will attend.  What areas will the SGB monitor/support to improve the functionality of the school? Is there a management plan for the reduction of absenteeism by staff and learners? Has the school got system to ensure that learning takes place when teachers are absent? | |
| **Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Chairperson SGB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **IMG Manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |