# RUBRIC FOR THE SCHOOL IMPROVEMENT PLAN

**Level 1:** EXCEEDS THE CRITERIA

**Level 2:** MEETS THE CRITERIA

**Level 3:** DOES NOT MEET THE CRITERIA

| DOMAINS | CRITERIA | Level 1 | Level 2 | Level 3 | EVIDENCE |
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| **SCHOOL IMPROVEMENT PLANNING TEAM** | SIP is done by a team | There is a formed team whose members are highly skilled in planning and participate equally in the planning process | There is a formed team whose team members have basic skills in planning and are able to produce quality plans when guided | There is no team | A list of SIP team members |
| | The SIP team was formed by consensus of all school community members | SIP team members are selected by school community members with an agreement and after assessing the skills of candidates in planning | SIP team members are selected by their colleagues with an agreement and after assessing that candidates have basic skills in planning | There is no agreement in selecting SIP team members and members are selected based on friendship . | Minutes of the meeting that appointed SIP team members |
| | The SIP team reflects all categories of the school community | The SIP team consists of teachers, students, parents, school administrative staff, local | The SIP team consists of teachers, students, parents | Only the Head teacher does the plan | List of SIP team members with their positions |

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| | (Teachers, parents, students, …) | authorities, and other influential people in the community | , school administrative staff and any other resource person in the community | | |
| | The number of the team members is suitable for effective planning process | SIP team consists of 8 -12 members | SIP team consists of 6-10 members or more than 12 members | SIP team consists of 1-3 members | Number of SIP team members |
| **DATA COLLECTION** | Different techniques were used during data collection | Data collection used techniques mainly observation, discussion and documentation | Two techniques were used in collecting data | One or no specified technique was used while collecting data | Data collection tools used |
| | Data are collected and kept in a way that helps reference during SIP process | Two sets of data (School performance data and student achievement data) are prepared, organized and presented in a way that helps SIP process | Two sets of data (School performance data and student achievement data) are recorded but not organized in a way that facilitates easy reference | There is no record of data to justify the developed SIP | Record of collected data (School performance data and student achievement data) |
| **SCHOOL SELF-REVIEW** | The planning team made analysis of every data collected | The planning team members carefully organize , analyze, interpret and get meaningful information from the data | The planning team organizes, analyzes and interprets data and information is obtained from this analysis. | The planning team does not organize, analyze and interpret data so as to get information from them | Table, and charts used while analyzing data |

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| | The planning team highlighted major problems of the school | The planning team members highlight major problems of the school and analyzes its root causes and assess its consequences once they are not addressed | The planning team members highlight the problems of the school and analyze its root causes but no analysis of possible effects was done. | The planning team members listed the problems of the school but did not analyze their causes before addressing them. | List of major problems identified and their root causes |
| | The planning team has made a SWOT analysis during the planning process | The planning team makes a comprehensive SWOT analysis. This analysis was done in line with different school areas (As per five standards for effective school leadership) | The planning team makes a SWOT analysis without clearly referring to different school areas (As per five standards for effective school leadership) | The planning team does not make the SWOT analysis | SWOT analysis table |
| **SETTING SCHOOL STRATEGIC DIRECTION** | The SIP team members reviewed the school vision, mission and values. | The planning team members reviewed the school mission, vision and values before the planning process | The school vision, mission and values are in place but the SIP team members have not reviewed them before the SIP process | School vision, mission and values are not in place | Clearly stated school Vision, mission and values highlighted in the SIP document |
| **SETTING SCHOOL PRIORITIES** | School priorities were decided by the whole planning team | All SIP team members participated in the selection of priorities to deal with and understand | Priorities are selected by a small number of | Priorities are decided by the Head teacher only | List of SIP team members involved in |

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| | | well why these priorities are chosen | SIP team members | | settingSIP priorities |
| | School priorities were selected as problems that mostly impact teaching and learning | There are two to four high-leverage priorities, which are the problems having high impact on students' learning compared to others. | The selected priorities are problems having high impact on students' learning but their number is not considered | School priorities are not problems that mostly affect teaching and learning | A list of SIP priorities |
| | Prioritization took into account the existing resources | Selected priorities match with the existing resources and SIP Team members assess available resources to ensure that they will cover these priorities | Selected priorities are aligned with the existing resources but no assessment of existing resources was done | Selected priorities are not in line with existing resources | Amount allocated to a given school priority campared to the available amount in School budget |
| **SETTING GOALS AND OBJECTIVES** | Goals are set from the identified problems | The goals are set from the identified problems set as school priorities and define the expected change when the problem is addressed. | The goals are set to address the identified problem without considering priorities | The set goals have no relationship with the identified problem | List of goals and objectives set |
| | Objectives are set from identified root causes of the problems | The objectives are defined in a way that describes the desired change as a given cause of the problem is removed. They are aligned with school performance data | The objectives are set by anticipating the solution of a given cause of the problem without necessarily | The objectives are set without referring to the causes of problems. | List of objectives set in relation with the identified root causes of problems |

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| | | | basing on analysed school performance data | | |
| | Goals and objectives are SMART | Goals and objectives are SMART, realistically and strategically support improvement needs, define a reasonable date of attainment and demonstrate that data is used as the basis for establishing and evaluating the improvement target(s) | Goals and objectives are SMART. The baseline highlighted in SMART goals and objectives are not a clear indication of the current stutus | Goals and objectives are randomly stated in a way that can not facilitated the evaluation of the achievement | List of SMART goals and objectives set |
| | The objectives contribute to goals achievement | The objectives are set in a way that their achievement contributes to a certain level of goal achievement | The achievement of objectives leads to goal achievement | The set objectives are independent to the goals | List of Goals and their corresponding objectives |
| **CONSTRUCTING THE SIP** | The SIP comprises all elements (Output, indicator, baseline, target, activities timeline, responsible, budget) | The SIP template comprise all the important elements and these are arranged in a logical order. | All the important elements appear in the SIP template | Some important elements lack in the SIP template and arrangement is done | A SIP template with all major elements(Output, indicator, baseline, target, activities timeline, responsible, budget) |
| | The targets are measurable and lead to improvement | The targets are clearly set and show a reasonable progress towards the goal or objective achievement. | The targets are measurable and defined in a reasonable period of time | Targets are either absent or not clearly defined | Targets set |

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| | Activities are related to set objectives | The set activities are specific and directly contribute to the achievement of a given objective | Activities contribute to the set objective | Some activities are random and have no clear link with the objective | Planned activities in relation with objectives set |
| | There is a reasonable time allocation | Each activity has a specific time for completion taking into consideration the amount of the work involved. | The time allocation considers the amount of the task | There is no timeline for activity or illogical allocation of the time. | Time allocation in relation with planned activities |
| | The budget is effectively allocated to planned activities | The budget is allocated to specific activities and take into account the activities that mostly contribute to teaching and learning. The source of the budget is also specified. | The allocation of the budget considers teaching and learning -related activities among the priorities in the plan | The allocation of the budget is done | School budget |
| **SHARING THE SIP** | The SIP team shared the plan with the larger community of the school | Everyone in the school community is communicated about the SIP and the role of each member in implementing the plan is known. | Every member of the school community is aware of the plan | The plan is known by a very small number of people in the school | Minutes of the meeting conducted to share SIP and list of participants |
| | Inputs were gathered to amend the plan | Inputs were collected from all the categories in the school community and incorporated in the drafted plan, and the plan was communicated to the wider community to | The drafted plan was released to the school community for inputs | The wider school community was not given room for inputs in the plan. | Inputs provided by school community members to amend the SIP |

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| | | ensure that all inputs are catered for. | | | |
| | The local authorities have a copy of the school plan | Local authorities (Mainly the sector) were given a copy of the plan to ensure the plan complies with the sector education priorities, and the inputs were incorporated | The plan was communicated to the local authorities for approval | The plan was not communicated to the local authorities. | A copy of shared SIP with stamps of local authorities |
| **IMPLEMENTATION OF THE SIP** | The school has developed an annual SIP | There is an annual SIP that is shared to all people responsible for each activity, with a well structured work breakdown. | There is an annual SIP to implement the strategic SIP with specific people responsible for activities | No annual SIP was developed in accompaniment with the SIP | A developed annual SIP |
| | The annual SIP relates to the strategic SIP | The action plan is developed in reference to the SIP ,Each goal of SIP to be achieved is highlighted in the Annual SIP | The annual SIP is developed from the action plan | The annual SIP doesn't reflect any relationship with the strategic SIP | Annual SIP is drawn from Strategic SIP |
| | There is a plan for monitoring | Provisions for evaluation components of an action plan and a process of making mid-course adjustments are described and the people in charge of monitoring are identified | Provision for evaluation of the progress is highlighted in the action plan | There is no clear provision for evaluation of the progress in the plan. | A developed SIP Monitoring Plan |

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