

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

District :

Sector :

School name:

School code :

Phone :

Email :

STRATEGIC SCHOOL IMPROVEMENT PLAN

(Specify the period—long term plan – 3 to 5 year)

Preliminary Pages: These pages include—*Foreword of the head teacher and/or of the school owner, table of contents, list of tables, list of figures, list of acronyms and abbreviations, and executive summary of SIP.*

CHAPTER I. SCHOOL PROFILE

This chapter includes the historical background of the school and disaggregated data about staff and students.

- 1.1. Historical background of the school** (*foundation dates, ownership, location and rationale for foundation, overview of combination offered at the school, student and staff population, etc.*)

1.2. Statistics of the school (disaggregated data about teaching and administrative staff, students' population, students' achievements)

A. Staff population (disaggregated number of staff)

Staff	Level/qualification				Female	Male	Total	
Teaching staff	Pre-Primary (where applicable)	Certificate (A2)		Professional				
				Non-professional				
		Diploma (A1)		Professional				
				Non-professional				
		Bachelor's degree (A0)		Professional				
				Non-professional				
	Primary	Certificate (A2)		Professional				
				Non-professional				
		Diploma (A1)		Professional				
				Non-professional				
		Bachelor's degree (A0)		Professional				
				Non-professional				
	Secondary	Certificate (A2)		Professional				
				Non-professional				
		Diploma (A1)		Professional				
				Non-professional				
		Bachelor's degree (A0)		Professional				
				Non-professional				
	Administrative staff	Positions	Certificate (A2),	Diploma (A1),	Bachelor's degree (A0),	Master's degree		
		HT						

	DoS							
	DoD							
	Bursar							
	Secretary							
	Patron							
	Matron							
	Total:							
SUPPORTING STAFF	Drivers							
	Security guards							
	Cleaners							
	Librarian							
	Cooks							

B. Students' population (*disaggregated number of students*)

Students	LEVEL	Grade	Female	Male	Total	Students with disabilities	
	Primary	P 1					
		P2					
		P3					
		P4					
		P 5					
		P 6					
		Total					
	Secondary	S 1					
		S 2					
		S 3					
		S 4					
		S 5					
		S 6					
Total							
General total							

C. Physical infrastructure

INFRASTRUCTURE	NUMBER	STATUS		
		NEW	MODERATE	OLD
1. Classrooms				
P 1				
P2				
P3				
P4				
P 5				
P 6				
S 1				
S 2				
S 3				
S 4				
S 5				
S 6				
2.TOILETS FOR GIRLS				
3.KICHEN				
4.TOILETS FOR BOYS				
5.GIRLS 'ROOMS				
6.PLAYGROUNDS				
7.WATER				
8.ELECTRICITY				
9. DOMITORY				
10.DINING ROOM				
11.BATH ROOM				

CHAPTER 2: SCHOOL SELF-ASSESSMENT

This chapter answers the question: “**Where are we now?**” It therefore provides the current situation about students’ achievement and other school practices that impact schools learning.

2.1. STUDENTS ACHIEVEMENT DATA

2.1.1. Percentage of students whose performance met proficiency level per subject, level and grade (school assessment-Term 1, district assessment-term 2, REB assessment-term3) .For P6,S3 and S6, consider term 1 &Term 2 only)

A. Primary Level

SUBJECT	Subject Proficiency Level	Total number of students per grade					
		P1	P2	P3	P4	P5	P6
		350					
Percentage of students whose performance met proficiency level							
Kinyarwanda	60%						
Mathematics	60%						
English	60%						
Science and Elementary Technology	60%						
Social and Religious Studies	60%						
Creative Arts	60%						
Physical education	60%						
French	60%						

B. Secondary -Ordinary level

SUBJECT	Subject Proficiency Level	Total number of students per grade		
		S1	S2	S3
		Percentage of students whose performance met proficiency level		
English	60%			
Kinyarwanda	60%			
Mathematics	60%			
Physics	60%			
Chemistry	60%			
Biology and Health Sciences	60%			
ICT	60%			
History and Citizenship	60%			
Geography and Environment	60%			
Entrepreneurship	60%			
Elective subjects				
Religion and Ethics	60%			
Music, Dance and Drama	60%			
Fine arts and Crafts	60%			
Home Sciences	60%			
Farming (Agriculture and Animal husbandry)	60%			
Co-curricular activities (Compulsory)				
Physical Education and Sports	60%			
Library and Clubs	60%			

2. **Secondary-Advanced level:** *The average of comprehensive assessment results will be presented per subject , combination and year of study*

Combination 1:

SUBJECT	Subject Proficiency Level	Total number of students per grade		
		S4	S5	S6
		Percentage of students whose performance met proficiency level		
	60%			
	60%			
	60%			
	60%			
	60%			

Combination 2:

SUBJECT	Subject Proficiency Level	Total number of students per grade		
		S4	S5	S6
		Percentage of students whose performance met proficiency level		
	60%			
	60%			
	60%			
	60%			
	60%			

Combination3:

SUBJECT	Subject Proficiency Level	Total number of students per grade		
		S4	S5	S6
		Percentage of students whose performance met proficiency level		
	60%			
	60%			
	60%			
	60%			
	60%			

➤ National examination results per level of study, subject and aggregate

Primary level

Subject	Candidates	Number of student per aggregate								
		1	2	3	4	5	6	7	8	9
Kinyarwanda										
Mathematics										
English										
Science and Elementary Technology										
Social and Religious Studies										

Secondary -Ordinary level

Subject	Candidates	Number of student per aggregate								
		1	2	3	4	5	6	7	8	9
English										
Kinyarwanda										
Mathematics										
Physics										
Chemistry										
Biology and Health Sciences										
History and Citizenship										
Geography and Environment										
Entrepreneurship										

Secondary-Advanced level

Subject	Number of students per grade						
	A	B	C	D	E	S	F

2.2. SCHOOL PERFORMANCE DATA

*The school data will be collected based on the five professional standards for effective school leadership: **Creating strategic direction, leading learning, leading teaching, managing the school as organization and involving parents and the wider community of the school.** Refer to the SIP training manual on the section: school performance data.*

STANDARD	EXAMPLE OF DATA TO BE COLLECTED	Available or not available (Where applicable)	Number/ Frequency/ Rate/ Percentage (Where applicable)	Observation/ comments (Briefly describe the status of each indicator where applicable)
Setting strategic direction	Schools vision (available, shared, understood,...)			
	Schools mission (available, shared, understood,)			
	Schools values (available, shared, understood,...)			
	Strategic School Improvement Plans			
	Operational annual school Improvement plans.			
Leading learning (3)	Report of analysis of Students' performance level in Sector mocks per subject at all grades (primary and Secondary)			
	Report of analysis of Students' performance level in national examinations per division and aggregate at all levels (primary and Secondary)			
	Students attendance rate at levels (nursery, primary and			

	secondary)			
	Students absenteeism rate at levels (nursery, primary and secondary)			
	Student repetition rate per grade at all levels (nursery, primary and secondary)			
	Student drop-out rate per grade at all levels (nursery, primary and secondary)			
	Students discipline data			
	Students book ratio			
	Students with no scholastic materials			
	Functional students' clubs			
Leading teaching	Teachers qualification at all levels (nursery, primary and secondary)			
	Reports on new teachers' induction			
	Teacher CPD (continuous professional development) conducted			
	Teaching aids			
	Teacher attendance rate			
	Teacher absence rate			
	Number of functional departments/ SBI groups			
	% of teachers who use active methods while teaching			
	Number of classroom observation per teacher per term			

	Turnover of teachers			
	Lateness of teachers			
	Students-teacher ratio			
Managing the school as an organization	Structures that help the school leaders in school management are formed and functional (i e: teachers' council, student council, departments...)			
	Availability of school rules and regulations			
	Availability of reports on implementation of school plans			
	Motivational opportunities for school staff			
Parental involvement	% of parents who attend school meetings at all levels (nursery, primary and secondary)			
	% of parents who attend other school activities at all levels (nursery, primary and secondary)			
	% of parents who visit their children at school at all levels (nursery, primary and secondary)			
	% of parents who avail scholastic materials for their children at all levels (nursery, primary and secondary)			
	Number of NGOs intervening in education at the Sector level			

3. **SWOT ANALYSIS** (*this table will be completed based on the summary of findings from data collected in section 2.2 .Refer to the SIP training manual on the section: SWOT analysis.*)

This section provides the current situation/profile of the schools. It will describe the strength, weakness, opportunities and threats that are facing the school upon which the key priority areas to focus on in order to improve the current situation will base. This will present information that will help understand the current status of the school in terms of learning, teaching, management of school as an organization, involvement of stakeholders, etc.

Performance against the five professional standards for ESL	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Creating strategic direction				
Leading learning				
Leading teaching				
Managing the school as organization				
Involving parents and the wider community of the school				

CHAPTER 3: THE STRATEGIC DIRECTION OF THE SCHOOL

*The information in this chapter is about school **vision statement, mission statement, core values**, and other fundamental statement such as school moto and philosophy. These will be developed on the basis of the dissatisfaction with the current status of the school as has shown by the situational analysis. Refer to the SIP training manual on the section: Setting school strategic direction*

School Vision:

School Mission:

School core values:

CHAPTER 4: KEY PRIORITY AREAS

This chapter describes the key areas of focus in terms of students' performance per subject. Refer to the SIP training manual on the section: Setting school priorities.

- PRIORITIES:**
- 1.
 - 2.
 - 3.

CHAPTER 5: CAUSES OF FAILING IN IDENTIFIED PRIORITY SUBJECT

Refer to the SIP training manual on the section: Root cause effect analysis

Priority subjects/ Learning area	Causes of failure
Problem 1(subject)	- - - - -
Problem 2 (subject)	- - - - -
Problem 3 (subject)	- - - - -

STRATEGIC SCHOOL IMPROVEMENT PLAN LOGICAL FRAMEWORK

Goal 1 (priority1): In.....years from 2020, the number of ... (grade) students scoring.....(reference mark) in(subject) will increase fromto 100%.											
Outcome: Performance inis increased, students are able to											
Objectives	Outputs	Indicators	Baseline	Target			Activities	Timeline	Budget	Responsible	Means of verification
				Y1	Y2	Y3					
Objective 1						-					
Objective 2											
Objective 3											

Goal 2 (priority 2):In.....years from 2020, the number of ... (grade) students scoring.....(reference mark) in(subject) will increase fromto 100%.											
Outcome:											
Objective	Outputs	Indicators	Baseline	Target			Activities	Timeline	Budget	Responsible	Means of verification
				Y1	Y2	Y3					
Objective 1											
Objective 2											

Objective 3										

Goal 3 (priority 3): In.....years from 2020, the number of ... (grade) students scoring.....(reference mark) in(subject) will increase fromto 100%.

Outcome :											
Objectives	Outputs	Indicators	Baseline	Target			Activities	Timeline	Budget	Responsible	Means of verification
				Y1	Y2	Y3					
Objective 1											
Objective 2											
Objective 3											

SIP team members

NAMES	POSITIONS/ROLE	SIGNATURE
1.		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

APPENDICES

APPENDICE 1: MONITORING AND EVALUATION PLAN OF THE IMPLEMENTATION OF SIP

Indicator	Information to be collected	Data source	Methods/ approach of data collection and analysis	Needed resources	When?: -Weekly -Monthly -Quarterly - Annual Etc.	By who (Responsible for collecting the information)
E.g: % of students with enough scholastic materials	-Number of students with and without scholastic materials -Reasons for not having scholastic materials	Teacher, students, Parents	Interview Observation Documentation	- 2 hours - 6 Pens - 6 Block notes	Monthly	Deputy in charge of studies.

APPENDICES 2: MONITORING AND EVALUATION OF THE IMPLEMENTATION OF SIP REPORT

The information in this chapter are about how we are progressing in implementing what we have planned”.

Planned Activity	Estimated budget	Achievement /Implemented activities <i>(At the end of the year)</i>	Used budget	Date of completion	Responsible	Concerns/ Challenges encountered <i>(why we are not on track)</i>	Actions to be taken

Appendix 3: EXAMPLES OF TABLES FOR PRESENTING STUDENT ACHIEVEMENT DATA
(NB: Marks of all classes should be available as per the provided example in the tables below)

3.1. For Primary

Class: P5											
AVERAGE SCORE FOR TERM I,II&III											
N#	STUDENT NAME	SUBJECT									
		MATH /100	KINYARWANDA /100	ENGLISH /100	SS /100	SET /100	FRENCH /100	CREATIVE PERFORMANCE /100	PHYSICAL ED /100	TOTAL	%
1	DAVID	75	60	80	70	65	78	90	87	605	75.6
2	MARRY	55	70	10	70	55	83	88	88	519	64.9
3	PETER	75	68	82	70	36	74	78	98	581	72.6
4	ROSE	45	79	40	70	76	98	93	91	592	74.0

3.2. For O' Level

Class: S1											
AVERAGE SCORE FOR TERM I,II&III											
N #	STUDENT NAME	SUBJECT									
		MATH /100	KINYARWANDA /100	ENGLISH /100	SS /100	SET /100	FRENCH /100	CREATIVE PERFORMANCE /100	PHYSICAL ED. /100	TOTAL	%
1	DAVID	75	60	80	70	65	78	90	87	605	75.6
2	MARRY	55	70	10	70	55	83	88	88	519	64.9
3	PETER	75	68	82	70	36	74	78	98	581	72.6
4	ROSE	45	79	40	70	76	98	93	91	592	74.0

3.3. For A'Level

S4

AVERAGE SCORE FOR TERM I,II&III

N#	STUDENT NAME	SUBJECT									
		MATH /100	KINYARWANDA /100	ENGLISH /100	SS /100	SET /100	French /100	Creative performance /100	Physical Ed. /100	Total	%
1	DAVID	75	60	80	70	65	78	90	87	605	75.6
2	MARRY	55	70	10	70	55	83	88	88	519	64.9
3	PETER	75	68	82	70	36	74	78	98	581	72.6
4	ROSE	45	79	40	70	76	98	93	91	592	74.0