

*Building Capacity From Within*  
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**School Improvement Program**

**School Self-Assessment**

**Packet Contents**

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# **Guidelines for School Self-Assessment**

1. The primary purpose of the self-assessment form is to help the school development committee. This is YOUR tool for continuous improvement.
2. The detailed information in the assessment, and the views and capabilities of each team member, belong to YOU. This information will not be used in any way to judge your performance. It is not part of the MBESC promotion criteria and cannot be used to affect your career.
3. ONLY SUMMARY ratings and requests for assistance are shared with the Circuit and Regional Education Office. Individual teachers, principals, and schools are not identified in the summary statements. These School Reports are a tool for you to communicate with the REO, and a tool for the REO to better support the school.
4. The Circuit and Regional Education Offices will use the School Reports to assess their own success supporting effective schools. They will share summary information with you from the circuit and region to help you assess your progress in relation to your peers.
5. Be as honest as possible – with yourself and with your team members. It will help make a stronger and more effective team. It means that you must trust and support your fellow team members.
6. Be open to everyone's ideas and opinions. Let everyone fully express their opinions before discussing.
7. Make sure that everyone is contributing – and that no one person is dominating the discussion.
8. Remember – the purpose is to help you to improve the quality of your school, your own job performance, and ultimately the future potential of the learners in your school. Keep your focus on that goal.

## **Instructions for Completing the School Self Assessment**

1. There are three sections of this Self-Assessment. These are a) school performance data, which is a short summary of school statistics; b) school self-assessment, which has 11 one-page assessment sheets for different measures of school performance; and c) skills and knowledge assessments for teachers and the principal. The school self-assessment is divided into 11 measures of 4 categories of school quality, as follows:

School Management:	School Climate; Management and Leadership; Professional and Staff Development; and School Planning
Teaching/Learning Practices:	Teacher Attitude; Classroom Management; Learner Centered Education; and Continuous Assessment
Parent Involvement:	School Support for Parent Involvement; and Parent Activities
Outside Support:	Educational System Inputs

2. Select a committee of teachers, parents, and principal to complete the self assessment. It will probably be the school development committee or school board, but this is up to the school.
3. Complete the **School Performance Data** sheet. Before starting the assessment, the Principal and Circuit team will prepare the School Performance Data to discuss with the rest of the school development committee. The Circuit office will input as much of the information as possible. The Principal will complete the data that is not available at the circuit. All of the data should be from the previous school year if possible. Learner Achievement data will be collected from Math and Science classes for grades 1-4.
4. Discuss the school performance data with the rest of the committee. Think about what this tells you about the school performance. Is it good enough for you? What level of excellence do you want for your learners? Try to set your own targets for one or more of these indicators as a measure of school improvement. This is YOUR goal, and will be used only for YOUR purposes of improving the school. The group can decide what goals they want to set, and whether they want to include goals for all of the indicators or only some of them. Write all of the goals on the school report summary sheet. The goals should be: specific, feasible, time limited (within one year, two years, etc.)
5. Make enough copies of the **School Self Assessment** to give one to each member of the assessment committee. There are four sections – Management and leadership, Teaching/learning practices, Parent Involvement, and Outside Inputs. Then make one more copy that you mark as the MASTER Team Assessment, which will be a clean sheet that you can use to record the group agreement on answers.
6. Ask each member of the committee to complete his/her own assessment before meeting as a group. (This can also be done the day before, so that each member can become familiar with the material ahead of time.) Use the rating key below. Please think about why you are rating each question as you are. Be as honest and thoughtful as you can.
7. After each team member has completed an individual rating, please meet as a whole team and compare your ratings. Discuss each area and why you rated the indicator as you did. After you have discussed each topic, try to come to a consensus (one group answer) on a rating for each indicator. Mark the Group Rating on the Master Team Assessment Sheet. If you cannot come to consensus between two points, put in a rating halfway between (i.e. 2.5 if the disagreement is between 2 and 3).
8. Discuss your overall views of strongest and weakest parts of each topic for your team. Record the main comments in the boxes (Section B)
9. In the next section (C. Actions we can take), identify ways that you can improve the team performance in this area. Identify actions that each person can take to improve performance. **Be practical – don't promise more than you can do.**
10. In the final section (D. Assistance needed), identify what support you need from the Circuit, Regional Office, BES II, or other entities to be able to improve your work. (REVIEW THE SAMPLE COMPLETED ASSESSMENT IN THE PACKET))

11. Repeat the process in each section.
12. **Skills and Knowledge Assessment.** Make copies of the skills and knowledge assessment for teachers and the principal. As many teachers as possible should fill out the teacher skills assessment. Instructions for completing this are included in the packet. The purpose of this assessment is to help the Circuit to identify training needs.
13. After each person has completed his/her own skills assessment, transfer the scores to the summary sheet (Please see the SAMPLE for an illustration). When everyone has put in the data, the principal can complete the summary sections and the group can identify the training needs. Follow the instructions for completing the summary form.
14. Transfer the Performance Data, Summary Rating (A) and the Assistance Needed (D) to the School Report. Include a copy of the Skills and Knowledge Summary and submit the SUMMARY to the Regional Office. Fill in the Self-Assessment Graphic and Commitments and post it in your school to remind everyone of your goals, if you wish.

#### **Ratings Key**

**1 = Poor or none.** The indicator is seldom or never found in the classrooms or the school. It is not a day to day norm, nor is it an impression that people would take away from a visit to this school.

**2 = Fair.** The indicator is found in some classes, and sometimes in the school. It is not regular or frequent – most classes do not demonstrate this. It is the exception, not the norm. (Sometimes, some of the people). A visitor would be unlikely to get this impression of the school

**3 = Good.** The indicator is found in most classes and most times throughout the school. This is the norm in the school – not the exception. (Almost everyone, frequently, commonly).

**4 = Excellent.** This indicator is found in all classes and throughout the school at all times. Any visitor to the school will recognize this quality. (Always, everyone,)

***School Performance Data (from previous year):***

Performance Indicator	Measure		School Performance Previous Year	School Performance This year	School Goal
Teacher Attendance	Average daily teacher attendance				
Learner Attendance	Average daily attendance - % of learners enrolled who are in school each day				
Learner Dropout Rate	% of enrolled learners who dropout	Grade 1			
		Grade 2			
		Grade 3			
		Grade 4			
Promoted to upper primary	% of learners who are promoted to grade 5.				
Continue to secondary	Percentage of grade 7 learners who are promoted.				
Learner Achievement	% of learners with C (3) or better grade in Math and Science classes	Grade 1			
		Grade 2			
		Grade 3			
		Grade 4			

## Category 1: School Management and Leadership

### A. School Climate

A. Indicators	1	2	3	4	Total
1. The school community (teachers, principal, parents, learners) show respect for each other.					
2. Principal, teachers, and parents regularly express confidence in learners' ability to succeed.					
3. The school promotes learner achievement through regular awards, announcements, and activities.					
4. Learners and parents report that the school is a caring place					
5. Teachers demonstrate that they are dedicated to the school and to the learners.					
6. Principals and teachers talk to learners outside of the class, demonstrating concern.					
7. School has displays of learners and school achievement.					
8. The principal is dedicated to the general success of the school.					
9. School facilities and premises are clean and orderly.					
10. Principal and teachers respect and adhere to rules on punctuality, attendance, and class timetables.					
11. Parents demonstrate that they are dedicated to the school.					
Total (sum of each column, then add points in the TOTAL column)					
<b>Summary Score – School Climate (divide total by 11)</b> <i>(Write score in summary sheet)</i>					

### B. Discussion of School Climate

What are the aspects of school climate that we are most proud of?	What are the aspects of school climate that we most need to work on?

**C. Actions we can take.** What three things can we do this year that will most improve our school climate?

Principal

Teachers

Parents

Learners

**D. Assistance Needed.** What do we need from the Circuit Support Team?

## B. School Management Practices

A. Indicators	1	2	3	4	Total
1. The school has a written mission statement.					
2. The mission statement is shared and understood by learners, parents, teachers, principal, and community member.					
3. School has clear standards of academic success that are known by teachers, learners, and community members.					
4. The school has clear rules and regulations that are shared and understood by teachers, principal, learners, and parents					
5. The rules and regulations are consistently and fairly applied to everyone					
6. Principal, teachers, and school board explain the school goals to parents and learners.					
7. School time is managed to have maximum time on task, with minimal disruptions for assemblies and breaks.					
8. Classes are held on all days, consistent with the school calendar					
9. Classes start on time, with both teachers and learners present.					
10. Discipline procedures are routine and focused on learner behavior.					
11. Discipline procedures for teachers are routine					
12. The management regularly visits classrooms.					
Total (sum of each column, then add points in the TOTAL column)					
<b>Summary Score – School Climate (divide total by 12)</b> <i>(Write score in summary sheet)</i>					

## B. Discussion of School Management Practices

What are the aspects of school management that we are most proud of?	What are the aspects of school management that we most need to work on?

**C. Actions we can take:** What three things can we do this year that will most improve our school management?

Principal

Teachers

Parents

Learners

**D. Assistance Needed:** What do we need from the Circuit Support Team or other sources?

### C. Professional Development

<b>A. Indicators – Teacher Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>
1. The school has a regular schedule for in-school teacher meetings, including phase, grade, and subject meetings.					
2. The school adheres to the meeting schedule.					
3. The school has a regular schedule for cluster meetings.					
4. The school adheres to the cluster meeting schedule					
5. All teachers participate in professional development activities at least four times a year.					
6. The teachers actively identify pedagogical/methodological issues and seek support from their colleagues.					
7. All of the teachers are qualified, or are upgrading/pursuing qualification.					
8. Teachers informally share ideas and support each other.					
Total (sum of each column, then add points in the TOTAL column)					
<b>Summary Score – Professional Development (divide total by 8)</b> <i>(Write score in summary sheet)</i>					

<b>B. Indicators – Principal Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>
1. The school has a regular schedule for circuit or cluster principal CPD meetings.					
2. The principal adheres to the meeting schedule.					
3. The principal receives the CPD modules.					
4. The principal reads and completes the CPD module assignments.					
5. The principal participates in circuit CPD reviews.					
6. The principal actively identifies pedagogical issues and seeks support from his/her colleagues.					
Total (sum of each column, then add points in the TOTAL column)					
<b>Summary Score – Professional Development (divide total by 6)</b> <i>(Write score in summary sheet)</i>					

### B. Discussion of professional and staff development

What are the aspects of professional development that we are most proud of?	What are the aspects of professional development that we most need to work on?

**C. Actions we can take:** What three things can we do this year that will most improve our professional development activities?

**D. Assistance Needed:** What do we need from the Circuit Support Team?



## D. School Planning

A. Indicators	1	2	3	4	Total
1. The school has a completed School Improvement Plan developed with active participation of teachers, parents, principal, and learners.					
2. The school and community are actively implementing the SDP plan.					
3. The school committee regularly monitors implementation progress.					
4. The school committee reviews and updates the SDP each year.					
5. The school actively requests assistance from the circuit team.					
6. The school board/management has a good understanding of how to improve school activities.					
8. The SDP action plan is focused on actions that will improve the quality of education.					
9. The SDP helps everyone in the school to focus on what we are doing to improve school teaching and learning.					
10. The SDP helps us to gain more active support and commitment from the community.					
Total (sum of each column, then add points in the TOTAL column)					
<b>Summary Score – School Planning (divide total by 10)</b> <i>(Write score in summary sheet)</i>					

## B. Discussion of school planning

What are the aspects of school planning process that we are most proud of?	What are the aspects of the school planning process that we most need to work on?

## C. Actions we can take: What three things can we do this year that will most improve our planning?

Principal

Teachers

Parents

Learners

## D. Assistance Needed: What do we need from the Circuit Support Team?

## Category 2: Parent and Community Support

### A. School Support for Parent involvement

A. Indicators	1	2	3	4	Total
1. The school has a regular schedule for parent activities.					
2. The school complies with its scheduled plans of activities					
3. The school has a variety of activities to involve parents (parent-teacher, school activities, school committee, school-community activities)					
4. The community values and appreciates the school.					
5. The principal has regular means of communication with parents					
6. The teachers have regular means of communication with parents					
7. A system exists for communicating about learner problems to parents					
8. The principal encourages an atmosphere that welcomes parent visits					
9. Teachers welcome and encourage parent involvement.					
10. The school has regularly scheduled parent-teacher consultation.					
Total (sum of each column, then add points in the TOTAL column)					
<b>Summary Score – School Support (divide total by 10)</b> <i>(Write score in summary sheet)</i>					

### B. Discussion of Community Participation

What are the aspects of community participation that we are most proud of?	What are the aspects of community participation that we most need to work on?

**C. Actions we can take:** What three things can we do this year that will

## B. Community and Parent Activities

A. Indicators	1	2	3	4	Total
1. Parents are active members of the school development committee					
2. Parents and community provide money, materials and resources					
3. Parents/community help out in the school (cleaning, special events, maintenance)					
4. Parents/community help out in the classroom (general support, recess, other)					
5. Parents/community help teach in the classrooms when asked.					
6. Parents encourage their children to do well in school					
7. Parents make sure that their own children attend each day					
8. Parents monitor attendance, volunteers visit homes of absent learners					
9. Parents provide learners with time and space for homework					
10. More than 20% of parents are involved in the school in some way.					
Total (sum of each column, then add points in the TOTAL column)					
<b>Summary Score – Parent and Community Participation (divide total by 10)</b> <i>(Write score in summary sheet)</i>					

## B. Discussion of Community Participation

What are the aspects of community participation that we are most proud of?	What are the aspects of community participation that we most need to work on?

**C. Actions we can take:** What three things can we do this year that will most improve

### Category 3. Learning/Teaching Practices

#### A. Teacher Attitude and Motivation

A. Indicators	1	2	3	4	Total
1. Teachers have confidence in their abilities and knowledge					
2. Teachers are committed to their profession.					
3. Teachers show respect for learners at all times.					
4. Learners believe that teachers care about them personally					
5. Teachers recognize and reward good achievement in obvious ways					
6. Teachers are dedicated to the school					
7. Teachers set and model high standards of work and behavior					
8. Teacher absenteeism is low.					
9. The teacher knows the learners names and interests..					
10. Teachers regularly start classes on time.					
Total (sum of each column, then add points in the TOTAL column)					
Summary Score – Teacher Attitude (divide total by 10)					

#### B. Discussion of Teacher Attitude

What are the aspects of teacher attitude that we are most proud of?	What are the aspects of teacher attitude that we most need to work on?

**C. Actions we can take:** What three things can we do this year that will most improve classroom management?

Principal

## B. Teaching and Classroom Management Practices

A. Indicators	1	2	3	4	Total
1. All teachers know and understand the syllabus and basic competencies and goals for the grade.					
2. All teachers have easy daily access to the syllabus and materials.					
3. All teachers use the basic competencies to prepare lesson plans.					
4. Every teacher has a prepared lesson plan.					
5. All teachers have good mastery over the subject matter that they teach.					
6. Teachers adapt the curriculum to learner needs.					
7. Classes start on time, and move quickly to instructional activities.					
8. The classroom has displays of learner achievement and instructional materials.					
9. All teachers develop their own materials for the class.					
10. All teachers help learners to prepare materials for class.					
Total (sum of each column, then add points in the TOTAL column)					
<b>Summary Score – Classroom Management Practices (divide total by 10)</b> <i>(Write score in summary sheet)</i>					

## B. Discussion of Teacher Attitude

What are the aspects of classroom management that we are most proud of?	What are the aspects of classroom management that we most need to work on?

**C. Actions we can take:** What three things can we do this year that will most improve teacher attitude?

### C. Learner Centered Education

A. Indicators	1	2	3	4	Total
1. Teachers are confident in their ability and understanding of LCE					
2. Teachers use a variety of teaching techniques					
3. Teachers effectively use group work					
4. Teachers effectively use pair work					
5. Teachers effectively use individual assignments					
6. Teachers use a variety of questioning techniques.					
7. Teachers use mixed ability grouping (learners help learners)					
8. Learners are actively engaged in classroom activities.					
9. Learners easily and often move into groups or pairs.					
10. Teachers use games and role-play for learning.					
11. Learners are actively engaged most of the time in class.					
12. Learners talk and act more than listen in the classes.					
13. Learners learn by doing.					
14. Learners have responsibilities for housekeeping in the classroom					
15. Learners check each others work.					
16. Lessons are based on learners existing knowledge and experience.					
17. Teachers give frequent feedback to learners.					
18. Homework is regularly assigned.					

**C. Actions we can take:** What three things can we do this year that will most improve teacher attitude?

Principal	Teachers	Parents	Learners
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**D. Assistance Needed:** What do we need from the Circuit Support Team?

## D. Continuous Assessment

A. Indicators	1	2	3	4	Total
1. Teachers are confident in ability to implement CA					
2 Teachers assess learners in the learning objectives.					
3. Teachers include assessment activity in each lesson plan					
4. Teachers can accurately describe the class achievement for selected basic competencies at any time.					
5. Teachers can accurately describe the ability of each learner in the class for selected basic competencies.					
6. Teachers regularly and immediately give feedback to learners on achievements and responses					
7. Teachers use assessments to adapt teaching plans					
8. Teachers keep timely and accurate records of informal and structured assessments for each learner.					
9. Teachers use a variety of assessment strategies.					
10. Teachers monitor learners/groups progress.					
Total (sum of each column, then add points in the TOTAL column)					
<b>Summary Score – Continuous Assessment (divide total by 10)</b> <i>(Write score in summary sheet)</i>					

## B. Discussion of Continuous Assessment

What are the aspects of continuous assessment that we are most proud of?	What are the aspects continuous assessment that we most need to work on?



## Category 4: Outside support from school system

A. Indicators	1	2	3	4	Total
1. The school has enough textbooks for all learners					
2. Textbooks and materials arrive in time for classes.					
3. Every teacher has a syllabus for every subject.					

# Building Capacity From Within

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### SIP Summary School Report

Circuit: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

## **Requests for Assistance from Circuit or Region**

**Priority Training Needs.** *(Please include both the name of the skill and the NUMBER)*

**- Teachers:**

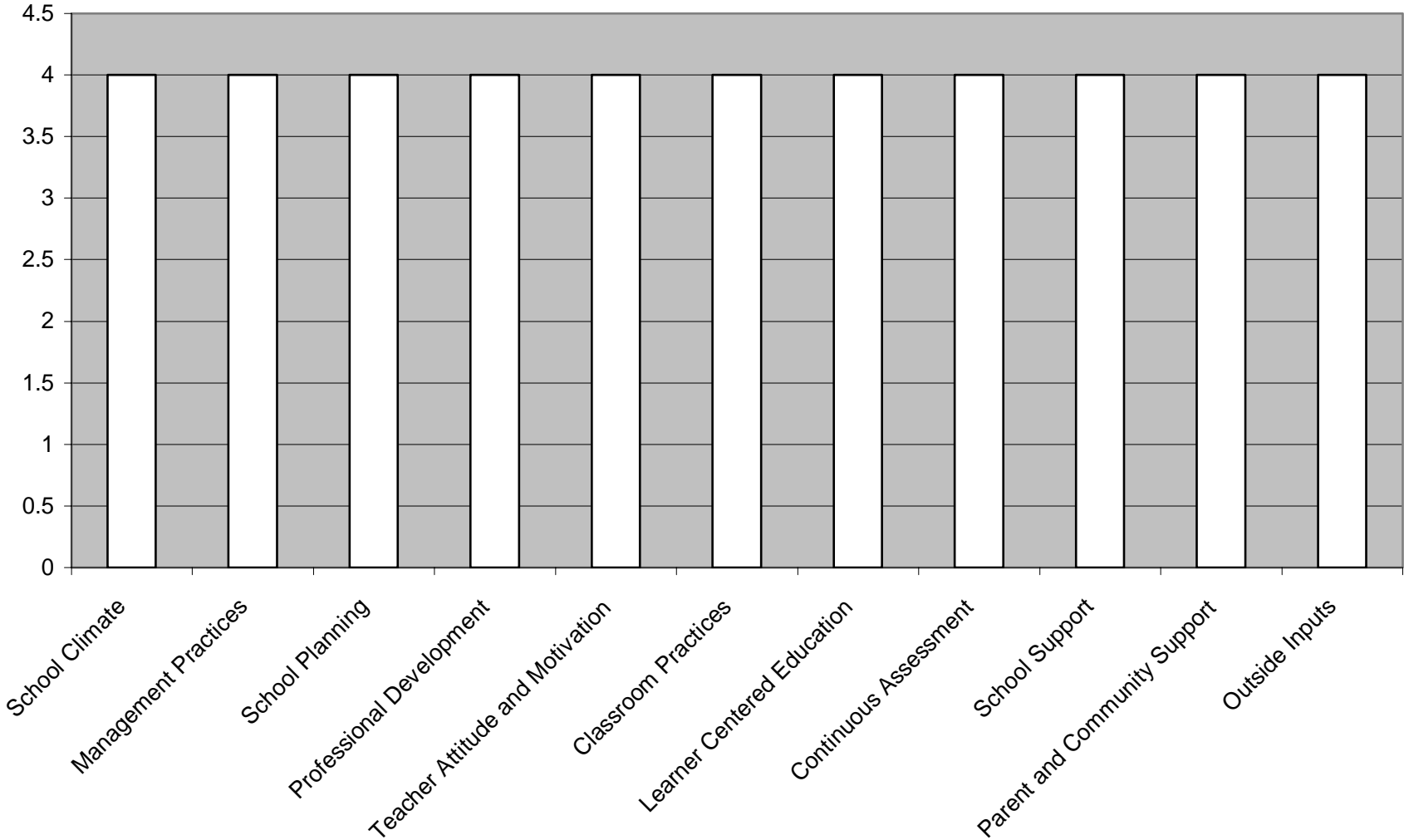
1.

2.

# SAMPLE COMPLETED FORMS

# School Self Assessment

□ 2002



# SAMPLE    Category 1: School Management and Leadership    SAMPLE

## School Climate

A. Indicators	
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important resource for the community.	award program to recognize learner excellence.
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**C. Actions we can take.** What three things can we do this year that will most improve our school climate?