

J A A S P  
Jamaica All Age Schools Project  
changing the future

A Guide to  
School Improvement Planning  
A Participatory Approach  
For School & Community Leaders

# **A Guide to School Improvement Planning A Participatory Approach for School and Community Leaders**

**Patt Flett 2004**

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**For further information please contact:**

Centre for International Development and Training  
University of Wolverhampton  
Telford TF2 9NT  
United Kingdom  
Tel: 44 1902 323219  
Email: [cidt@wlv.ac.uk](mailto:cidt@wlv.ac.uk)  
Website: [www.wlv.ac.uk/cidt](http://www.wlv.ac.uk/cidt)

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## **Introduction to School Improvement Planning**

### **Rationale for the School Improvement Planning process**

An effective School Improvement Plan is one that is implemented and leads to improvement in the achievement of the school community. No matter how good the plan looks, if it is not acted upon it will have no impact on the school community.

The process of School Improvement Planning promoted here is designed to foster a close relationship between the school and community through the participation of all stakeholders. Learning Goals that focus on the achievement and personal development of students and community members are set with and by the stakeholders of the school community rather than for them. They work together to develop Action Strategies to ensure that the Learning Goals are achieved.

It is our belief that this approach to planning develops a wider sense of ownership that leads to a greater determination to achieve the goals through motivated implementation of the strategies. It also carries the potential to raise awareness of what it is possible to achieve when everyone works together towards a common vision, and thus mobilise school communities into action beyond the original scope of their plan.

### **Principles of School Improvement Planning**

This guide is intended to support the training that Principals' receive in School Improvement Planning (SIPlanning) and lead them through the process step by step ensuring that core principles of SIPlanning are met, i.e.

- 1 The SIPlan shows how progress may be made towards achieving a clear and Shared Vision.
- 2 Encourages participation of all stakeholders through consultation and delegation.
- 3 Engenders teamwork and collaborative working practices.
- 4 Judgements are made using specific, analysed and validated data.
- 5 Goals are based on required learning outcomes.
- 6 Strategies are realistic and clearly relate to the achievement of goals.
- 7 Records and presents activities and tasks needed to implement Action Strategies in a logical and accessible way.
- 8 Enables monitoring, evaluation and review.
- 9 Prioritises and defines the use of time so as to maximise the use of resources.
- 10 Is a comprehensive and vital management tool.

## Steps in the Process of School Improvement Planning

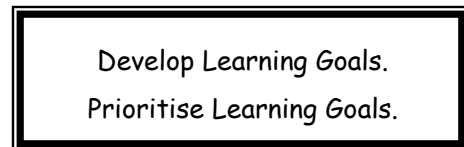
This SIPlanning cycle should begin by the third term in order for the SIPlan to be ready for implementation by the beginning of the new first term in the school; year.

This guide will look at each step of the SIPlanning cycle in turn and give ideas on how each task can be carried out in order to gain as full participation of all stakeholders as possible. The SIPlanning Cycle on page 5 shows the steps of the SIP process that are described below.

The 'bubbles' in the cycle contain the questions that guide us through the planning process.



The rectangles contain the tasks that need to be completed.



The 'dotted lines' link the outcomes of the data analysis not only to the development of Learning Goals, but also ..... to the development of Action Strategies.

## **Task**

As you read through the steps below,  
identify where they fit into the SIPlanning cycle on page 5.

### **Step One:      Ensure stakeholder participation through a Shared Vision**

- Identify the stakeholders and their relationship to the school;
- Ensure the participation of a wide range of stakeholders in developing a Shared Vision;
- Establish a School Improvement Action Group to support the planning process.

### **Step Two:      Develop Learning Goals**

- Analyse data to determine strengths and weaknesses of the school and community;
- Set Learning Goals for the school and community;
- Prioritise Learning Goals;
- Set Indicators of Success and Means of Verification for Learning Goals;

### **Step Three:    Develop Action Strategies to ensure the achievement of Learning Goals**

- Develop Action Strategies;
- Determine efficiency of Action Strategies;

### **Step Four:     Implementation Plan**

- Plan the implementation of each Action Strategy over a three year period;
- Identify forces that will support and hinder our strategies;
- Develop a detailed one year Implementation Plan for each Action Strategy.
- Evaluate SIPlan and SIPlanning process

### **Step Five:      Monitor, Evaluate and Report Progress**

- Develop strategies to monitor, evaluate and report on progress.

Although the Learning Goals and Action Strategies in the SIPlan are written for a three-year period, the plan is reviewed and revised each year and a new plan is produced based on progress made and challenges encountered.

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
---------------	---------------	---------------	---------------	---------------

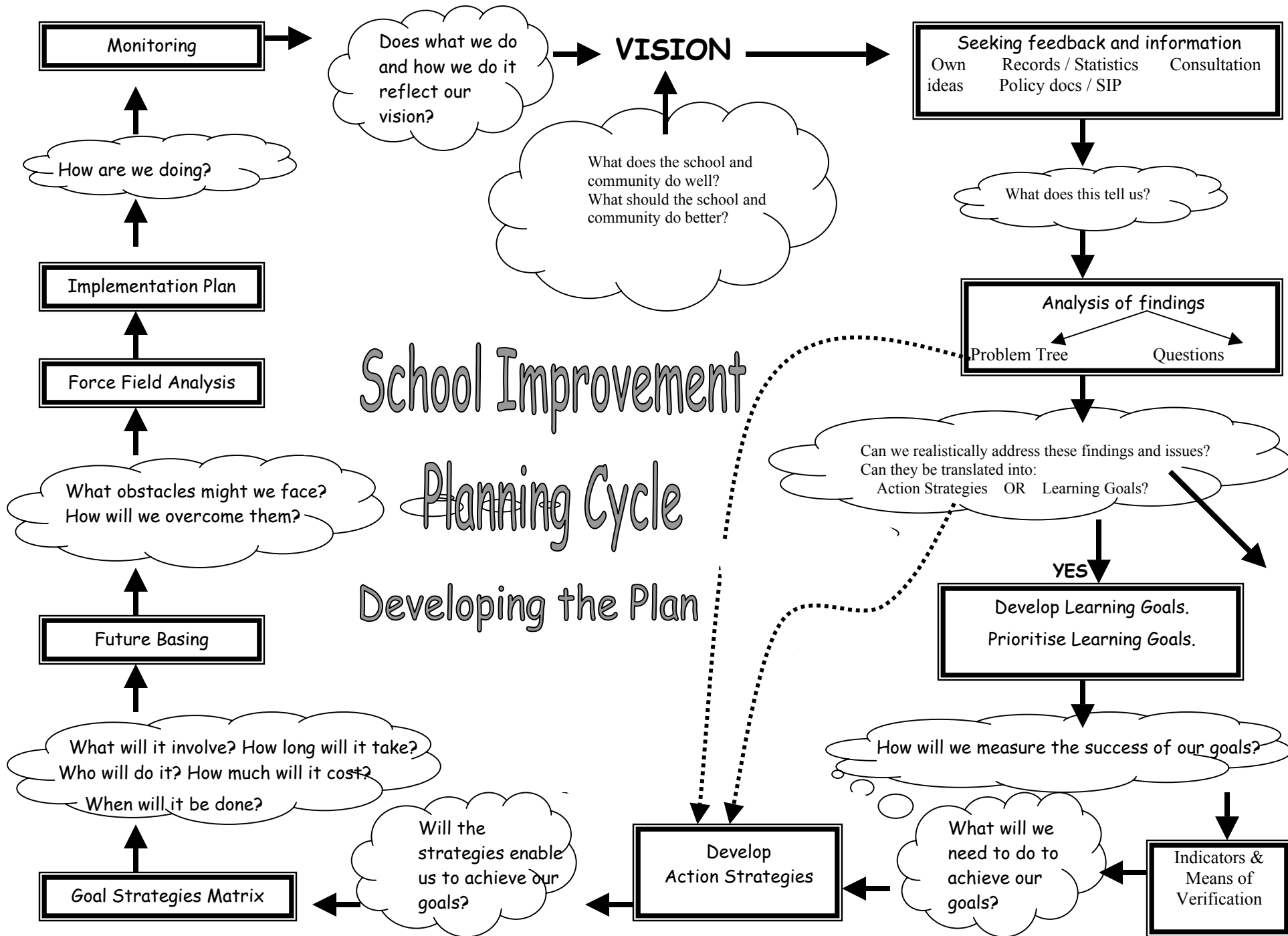
<b>SIPlan One</b>		
-------------------	--	--

<i>Monitor progress</i> <i>Evaluate progress</i> <i>Revise plan</i>	→ <b>SIPlan Two</b>	
---	---------------------	--

<i>Monitor progress</i> <i>Evaluate progress</i> <i>Revise plan</i>	→ <b>SIPlan Three</b>		
---	-----------------------	--	--

<i>Monitor progress</i> <i>Evaluate progress</i> <i>Revise plan</i>	→ <b>SIPlan Four</b>	
---	----------------------	--

<i>Monitor progress</i> <i>Evaluate progress</i> <i>Revise plan</i>	→ <b>SIPlan Five</b>
---	----------------------





## Content areas of the School Improvement Plan

Below is a brief description of each area of the SIPlan. Each area will be developed' depth as you work through the guide.

### Reflection

Identify which content areas of the SIPlan are similar to those in your present plan.

#### 1: Vision & Key Aims

This should include the Shared Vision statement / Mission statement / Motto of the school.

Must be developed with participation of all stakeholders.

Developed before the Learning Goals are set.

Non-time specific, reviewed each year .

#### 2 Learning Goals (outputs) - of students, parents and community members

**Learning Goals are written for two areas:**

- Standards of achievement
- Personal development

for both students and parents and community members.

Broad - span a three-year period.

Clear evidence that Learning Goals are based on analysis of current data.

Evidence that goals have been prioritized to ensure focus is on the most important.

Goals must be RIGHT !

**R** refined as a result of drawing all the desired achievements into realistic statements

**I** identified from interrogating data

**G** gathered from all stakeholders

**H** highlight student achievement and personal development

**T** timed to be completed and maintained within the period of the plan

#### 3 Indicators of Success

Indicators of Success are specific targets for each year of the three-year plan; they should also show separate targets for boys and girls where there is presently a disparity in achievement.

#### *4 Means of Verification*

This states the evidence that will be used to measure whether the goal has been achieved.

Easy to gather from data available or recording processes in place.

The MoVs for student achievement Learning Goals should where appropriate be the results in National exams.

#### *5 Action Strategies (inputs) – strategies needed to achieve the goals*

An Action Strategy should contain at least two of the following four areas:

- learning support (resources, equipment, guidance, welfare, health ...)
- teaching characteristics (methodology, staff development, materials development, curriculum development ...)
- facilities/accommodation (minor works, improvements to facilities)
- management / organization

All clearly defined from goals

Efficient strategies meet more than one goal.

#### **6** *Implementation Plan – action plan for each Action Strategy*

***This will indicate the resources available and the resources needed.***

#### *7 Appendix*

- Supporting documentation
- Results
- Analysis of results
- Evidence relating to development of Learning Goals, Action Strategies and resources.

## Layout of the School Improvement Plan

Below is an outline of the pages of the SIPlan booklet, a full size copy can be found in Appendix One.

<p><b>Reflection</b></p> <p>Identify to what extent the format of the SIPlan is similar to your present plan.</p>
---

<p><i>Endeavour Valley All Age School</i></p> <p><i>School Improvement Plan</i></p>
---

<p><b>Vision</b></p>
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Goals for students: Standards of Achievement		
Learning Goals	Indicators of Success	Means of Verification

Action Strategies for students: Standards of Achievement
Action Strategies

Goals for students: Personal Development		
Learning Goals	Indicators of Success	Means of Verification

Action Strategies for students: Personal Development
Action Strategies

Goals for parents and community members: Standards of Achievement		
Learning Goals	Indicators of Success	Means of Verification

Action Strategies for parents and community members: Standards of Achievement
Action Strategies

Goals for parents and community members: Personal Development			Action Strategies for parents and community members: Personal Development
Learning Goals	Indicators of Success	Means of Verification	Action Strategies

### Implementation Plan

Goal:					Strategy Manager:		
Action Strategy:							
Tasks	Start / Finish	Completed	Person Responsible	Resources Non-MOEYC	J\$		
					Reg grant	Special grant	Maintenance grant
<b>Totals</b>							

The following sections will now guide us through each step of our School Improvement Planning process.

## Step One: Stakeholder participation in developing a Shared Vision

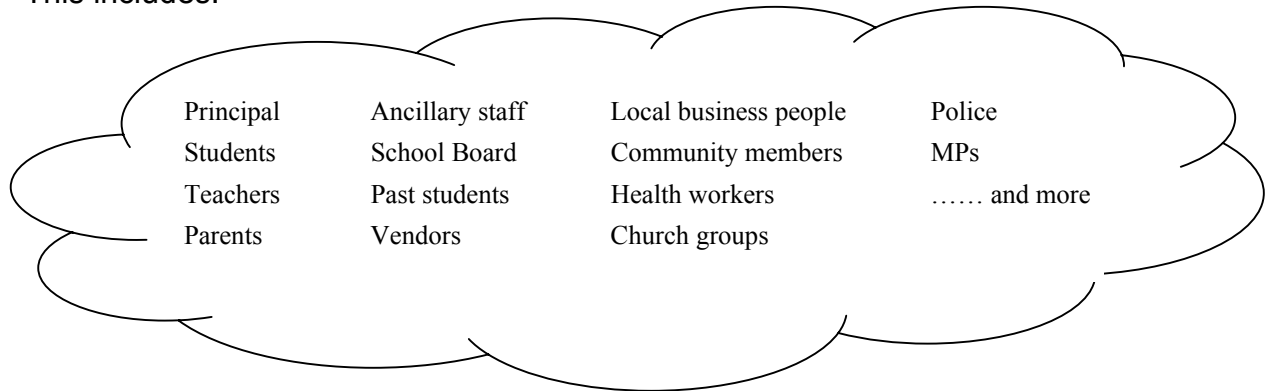
The areas that are involved in Step One are:

- Identify and contact stakeholders
- Hold meetings with stakeholders to:
  - carry out a Stakeholder Analysis
  - develop a Shared Vision
  - establish a School Improvement Action Group to support the planning process

### PREPARATION

#### Identify and contact the stakeholders

Your stakeholders are all the people in your school-community.  
This includes:



Consider carefully how you will ensure the participation of the maximum number of people.

- Your first meetings will be with your staff, students and School Board. (Following your meeting with the teachers, the teachers can hold the meetings with their students. They can also make contacts with parents to explain what it is all about.)
- It will be easy enough to get your regular group of parents along. How will you encourage a larger number of parents and community members to participate? *e.g. Letters, notices, posters, announcements at church and other meeting places...*

- How will you secure the participation of those parents who don't come to meetings? What strategies can you use to ensure their participation even although they don't attend meetings? *E.g. you (and your teachers) may try to elicit their ideas through home visits; walks through the community to where people gather (youth clubs, football, shop, bar)*

## ACTIVITIES

The purpose of the first meeting with each group will be to ensure that everyone understands the importance and purpose of SIPlanning and the role they can each play. Use the materials in the appropriate Appendix to carry out each of the activities below:

- Discuss the advantages of SIPlanning and what it involves.
- Identify stakeholders and their relationship to the school. (*see below and Appendix 2 - Stakeholder Analysis using a Bammi Diagram*)
- Explore the relationship between the school and community to see what the present relationship is, and what it could be. (*see below and Appendix 3 - Stakeholder Analysis using School-Community diagram*)
- Begin the process of developing a Shared Vision (*see below*)
- Establish a School Improvement Action Group (SIAG) (*see below*)
- Develop strategies to ensure the participation of all stakeholders in the SIPlanning process. (*see 'Identifying and Contacting Stakeholders' above*)

It is important that during these meetings the participants have the opportunity to work in groups to explore their ideas, as this will leave them freer to express themselves than in front of a large group. Ideas on how this can be organized are included in the descriptions of the activities found in the Appendix.

At the end of the first meeting with each group the following should be in place:

- SIAG selected by stakeholders at meetings.
- Strategies for increasing participation identified by stakeholders.
- A 'working' Shared Vision identified; this may be modified during the SIPlanning process as stakeholders develop a deeper understanding of what they want to achieve.
- A date for the next meeting.

### Identify the stakeholders

It is important before starting the SIPlanning process that we know exactly who our stakeholders are and understand how the different stakeholder groups see each other in terms of their importance to and influence on the school. The activity described in *Appendix 2* will help us do that,

### **Explore the school and community relationship.**

The next activity asks us to reflect on how the different stakeholder groups support the school, and how they in turn are supported by the school. It also asks us to think about what we would like that relationship to be. To do this we can use a simple School-Community Relationship diagram (see *Appendix 3*) to show the present relationship and what relationship we would like to have.

### **Develop a Shared Vision**

#### **Reflection**

What does the term 'Shared Vision' mean for you?  
Why is it important to have a 'Shared Vision'?

When principals, staff, students and community members work together to build a shared educational vision, schools are likely to be more successful in achieving their goals. The shared vision helps everyone feel a part of the school and increases the sense of shared responsibility for achieving the goals.

*For an organization, developing a shared vision means that it has:*

- *created a mental picture around which the organization can enthusiastically align itself and its resources,*
- *identified why they as an organization exist, and*
- *identified how they will operate to achieve their goals.*

Kaufhold, G. 2000

In the meetings with the stakeholders, everyone should be asked to imagine the school as they would want it to be and consider these questions:

In the school of our vision:

- What will be the relationship between the school and the community?
- What will be the role of the school in the community?
- How will people behave towards one another? (*students, staff, principal, parents, and all other stakeholders*)
- How will the different groups contribute towards the achievement of the goals?

Answering these questions will begin you on the path of developing both your vision and the mission statement. However, as you progress through the planning process people may suggest changes to your draft vision statement.

## Endeavour Valley All-Age School

*We will provide a safe, secure and stimulating learning environment that respects the individual, and meets the needs of all school-community stakeholders.*

*All students, staff and community members will be empowered to set and achieve challenging and purposeful goals.*

### **Establish a School Improvement Action Group**

School Improvement Planning is a participatory process involving as many of the school community members as possible.

Therefore the School Improvement Action Group (SIAG) should include a representative from the various stakeholder groups:

- ◆ Principal
- ◆ Teacher
- ◆ Student
- ◆ Community member
- ◆ Parent
- ◆ School Board member

The selection of members is crucial to the success of the group and to the SIP process, therefore, who will be recruited needs to be carefully thought out. Members of the group should be selected by the stakeholder groups to ensure that they will be accepted by the groups.

Before raising the question of the SIAG at the stakeholder meetings you should be prepared to discuss / explain the following:

- What characteristics will you look for in a SIAG member?
- What will be the role of the SIAG in ensuring the participation of all stakeholders in SIPlanning?
- What will be the role of the SIAG in other areas of the SIPlanning process?



## Step Two: Developing Learning Goals

The areas that are involved in Step Two are:

- Work with stakeholders to:
  - Share data from students' results
  - Carry out analysis of 'soft' and 'hard' data
  - Develop Learning Goals based on analysis of data
  - Prioritise Learning Goals

### What data do we need?

We can consider data as:

- 'soft' or 'qualitative' data (e.g. stakeholders' perceptions)
- 'hard' or 'quantitative' data (e.g. the students' results)

In order to determine how well your school is doing, the SIAG needs to gather a wide range of 'hard' and 'soft' data: (see also Appendix 4 – Data Analysis)

### ***'Soft' or qualitative data***

- *perceptions of students*
- *perceptions of teachers*
- *perceptions of principal*
- *perceptions of parents*
- *perceptions of School Board*
- *perceptions of community members*

### **'Hard' or quantitative data**

- *Internal test results*
- *Panel Reports*
- *School Goals and targets*
- *Records of achievement*
- *National test results*
- *Regional test results*
- *Strategic Objectives*
- *Standards document*
- *MOEYC Mission statement*
- *Teachers' Code of Conduct*
- *Survey of Living Conditions*
- *Statistical Institute of Jamaica Year Book*
- *White paper*
- *Critical Minimum Targets*

## **PREPARATION**

### **Collate and record results data**

When looking at the students' results we need to consider 2 basic questions:

*How well is our school doing?      How should our school be doing?*

In order to facilitate the analysis of the data, students' results data needs to be collected together and recorded in a way that makes it

- (a) clear and easily understood by everyone
- (b) possible to compare results over a number of years
- (c) possible to compare with other schools and with regional and national results and targets

Results should be recorded in percentages as this makes it possible to compare like with like. It is also important to record the results as they are recorded by the MOEYC and by other schools. This makes it possible to compare the school's results with national results and targets, and with other schools.

Examples of how results can be recorded over a period of time are below.

(See Appendix 5 for blank copies to use in your school.)

**Format for Grades 3 & 4 - Literacy and Numeracy**

Results for **Grades 3 and 4** can be recorded as the percentage of students in each category (e.g. Not at Risk / Uncertain / At Risk).

Year	Not At Risk			Uncertain			At Risk		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2000	15	70	42	39	15	27	46	15	30
2001	17	75	46	45	9	27	38	16	27
2002	19	85	52	51	0	25	30	15	23
2003									
Compare results									
00 with 01	+2	+5	+4	+6	-6	0	-8	+1	-3
01 with 02	+2	+10	+6	+6	-9	-2	-8	-1	-4
02 with 03									

**Format for Grade 6 - Results for Grade 6 should be recorded as the school average.**

Year	Maths			Science			Social Studies			Language Arts			Comm Task		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2000	45	49	47	34	60	47	47	64	55	40	57	48	4.55	6.23	5.39
2001	42	51	46	36	62	49	49	67	58	36	55	45	5.25	7.14	6.19
2002	46	53	49	38	60	49	47	66	56	38	58	48	5.15	6.98	6.06
2003															
<b>Compare results</b>															
1999 with 2000	0	+3	+2	-2	+6	+2	-2	-1	-2	+2	-2	0	+1	+ .6	+7
2000 with 2001	-3	+2	-1	+2	+2	+2	+2	+3	+3	-4	-2	-3	+ 0.7	+ 0.9	+0.8
2001 with 2002	+4	+2	+3	+2	-2	0	-2	-1	-2	+2	+3	+3	-0.1	-0.1	-0.1
2002 with 2003															

**Format for Grade One Inventory - Percentage of students at Mastery**

Year	Visual perception			Visual Motor			Auditory perception			Number / Letter		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2000												
2001												
2002												
2003												
<b>Compare results</b>												
2000 with 2001												
2001 with 2002												
2002 with 2003												

## **Ensure maximum participation**

- How will you ensure that parents and community members attend a number of meetings to analyse the data and develop Learning Goals?
- How can teachers carry out the activities outlined below with their students so that all students in all grades participate in setting goals?
- What strategies will be in place to ensure the participation of stakeholders who do not attend the meeting?

## **ACTIVITIES**

### **Activities that should have taken place previously.**

In the first meetings with the different stakeholder groups they will have been sensitised to the importance of SI Planning and the role they will play. They will have participated in the development of a Shared Vision for the school-community. The SIAG should be appointed and can be officially recognised at this meeting.

### **Activities to be carried out in these meetings**

- Gather people's perceptions of how well the school-community is performing, and how well it should be doing. (see *below & Appendix 6 – Smiley Charts*)
- Analyse the 'soft' data from the activity above using a Problem Tree. (see *below & Appendix 7 – Problem Tree*)
- Share and analyse results from the national exams. (see *below & Appendix 4 & 5 – Data Analysis*)
- Develop Learning Goals based on the analysis of all the data. (see *below & Appendix 8 – Learning Goals and Action Strategies*)
- Prioritise the Learning Goals (see *below & Appendix 9 – Prioritising Goals*)

## **Gather perceptions of the school-community**

First gather the 'soft' data as this will give the stakeholder groups the opportunity to share their own feelings. Split the participants into groups and give each group a sheet of flipchart paper. Ask them to record their answers to these questions:

☺ What does the school do well?

☹ What should the school do better?

☺ What does the community do well?

☹ What should the community do better?

### **What similarities can be found in the problems identified?**

While the groups are displaying and sharing their information, the SIAG can record a summary on the Smiley Chart sheet (*Appendix 6*). These Smiley Chart sheets can also be used to record ideas when consulting with members who do not attend the meetings.

### **Analyse the perceptions of the school-community**

We need to look carefully at the data we have gathered in our 'Smiley Charts' and look for similar problems that have been identified by different school community members. We can then use a Problem Tree to identify the causes and effects of these problems. If we are to succeed in 'solving' these problems we must try where possible to tackle the root causes in our SIPlans.

This information gathered in this activity will help us when we come to develop Learning Goals and Action Strategies.

- First you will need to explain why we use a Problem Tree and demonstrate how to use it (*see Appendix 7 – Problem Tree*) using one of the problems that came up in the previous activity.
- Now ask groups to choose a different problem and make a problem tree for it. One person in each group can draw, while the others suggest ideas.
- When the problem trees are completed display them and discuss:

***What 'effects' can we do something about?***

***What can we do about them?***

- Record the answers to these questions as they will indicate areas that can be targeted in our Learning Goals and Action Strategies for students and community members.

## Analyse the students' results

Display the results so that they are visible to all the participants.  
Use the following questions to lead your discussions:

*How well is our school performing compared to*

- ◆ *previous years?*
- ◆ *similar schools in our region?*
- ◆ *regional results?*
- ◆ *national results?*
- ◆ *national targets?*
- ◆ *our own goals?*

*How well should we be performing?*

The answers to these questions will guide the writing of our Learning Goals and Indicators of Success for students.

## Develop Learning Goals

Once the data has been analysed, Learning Goals can be developed for students and community members. (see *Appendix 8 – Learning Goals*) The data analysis will have indicated which areas are in need of most attention, and at this stage only a broad goal is needed. Further refinement can take place after the meeting. Stakeholders can work in groups to develop goals for each area, i.e.

- student achievement
- student personal development
- parents and community achievement
- parents and community personal development

At this stage each group should develop as many goals as they feel are necessary.

Following the activity, each group can display their goals and browse the goals of other groups to ensure they are RIGHT and to add other goals they feel are missing.

## Prioritise Learning Goals

If a large number of goals have been generated in any one area it will be necessary to prioritise them as it will not be possible to achieve all of them. You need to prioritise so that you focus your energy on those deemed to be most important for the school community. You can do this using a Prioritising Matrix so that everyone can participate (see *Appendix 9*).

At the end of the meeting there will be a large amount of qualitative data in the form of Smiley Charts, Problem Trees and School-Community Relationship Charts. These should be kept as they will be invaluable for further refining the goals and setting Action Strategies.

Stakeholders should be leaving the meeting aware that they have played a valuable and essential role in the SIPlanning process, and have left concrete evidence of this role in the Learning Goals that have been developed.



## **Step Three: Developing Indicators of Success, Means of Verification & Action Strategies**

The areas that are involved in Step Three are:

- Refine the Learning Goals
- Develop:
  - Indicators of Success (IoS) for each goal
  - Means of Verification (MoV) for each goal
  - Action Strategies for each goal

### **PREPARATION**

#### **Display findings from data analysis and Learning Goals**

- How can you display the outputs from the previous meetings at this meeting so that they can support the development of IoS, MoV and Action Strategies?
- How can you convey this information to stakeholders who do not attend the large meetings, so that they too can participate in the development of IoS, MoV and Action Strategies?
- How can you convey the information to each grade so that they too can participate?

#### **Ensure maximum participation**

- How will you ensure that parents and community members attend the meeting?
- How can teachers carry out the activities outlined below with their students so that all students in all grades participate?
- What strategies will be in place to ensure the participation of stakeholders who do not attend the meeting?

### **ACTIVITIES**

#### **Activities that should have taken place previously.**

Learning Goals have been set and prioritised by:

- stakeholders who attended the meetings
- students in each grade
- stakeholders who did not attend the meetings.

### **Activities to be carried out:**

- SIAG refines Learning Goals and records them in the SIPlan (*See below and Appendix 8 – Learning Goals*)
- Develop IoS, MoVs and ideas for activities to support the Learning Goals with relevant groups of stakeholders (*See below and Appendix 10 – IoS and MoV*)
- Meet with stakeholders to share IoS and MoVs, and to develop Action Strategies (*See below and Appendix 11 – Action Strategies*)
- Measure the efficiency of the Action Strategies (*See below and Appendix 12 – Goals/Strategies matrix*)

### **SIAG meet to refine the Learning Goals**

Following the meetings you will have a range of goals developed by the various stakeholder groups. These will have been prioritised so that only those felt to be the most important remain. The SIAG must now meet to refine the goals so that they take into account the needs and wishes of all groups. Use the ideas in Appendix 8 - Learning Goals to ensure that all the goals are Learning Goals and are RIGHT. They can then be recorded in the appropriate section of the SIPlan.

### **Develop Indicators of Success & Means of Verification**

Once the goals have been refined the IoS and MoV for each goal can be developed. Appendix 10 - Indicators of Success and Means of Verification explains how these should be written.

The activities to support the achievement of Learning Goals need to take into account all the challenges and achievements of the school and community. This information can be found in the Problem Trees, Smiley Charts and analysis of students' results that took place previously.

#### ➤ **Students**

#### ***IoS and MoV***

First, teachers can meet with their respective classes and share the prioritised and refined goals for student achievement and personal development with them. Using the results for their grade in the particular goal areas they can help students set challenging but realistic IoS and MoV for their grade over a three year period, e.g. the present grade 4 will set IoS and MoVs for the Grade 4 classes in that year and the following two years based on the results of the previous years.

If students are given the responsibility for setting goals, loS and MoVs for their own achievement and personal development this will increase their motivation to work towards them.

The loS for each grade will then be shared among the teachers and the SIAG. The teachers will work with the SIAG to refine all the loS and MoV developed by students and determine how they will be recorded in the SIPlan. It may be that not all loS are recorded in the plan, but only those relating to the grades that sit national exams. Then the loS and MoV for all grades can be displayed within the school and in individual classrooms.

*Note:* A further step, after setting class loS, is for students to set personal loS, these can then be displayed in the classroom so that students can be reminded of what they are working towards. This presents the opportunity for all students to gain a sense of achievement as they compare themselves not with the 'best in the class' but with where they started. A gain of 20% for a student moving from 15% to 35% is a far greater achievement than a gain of 5% from 70% to 75%.

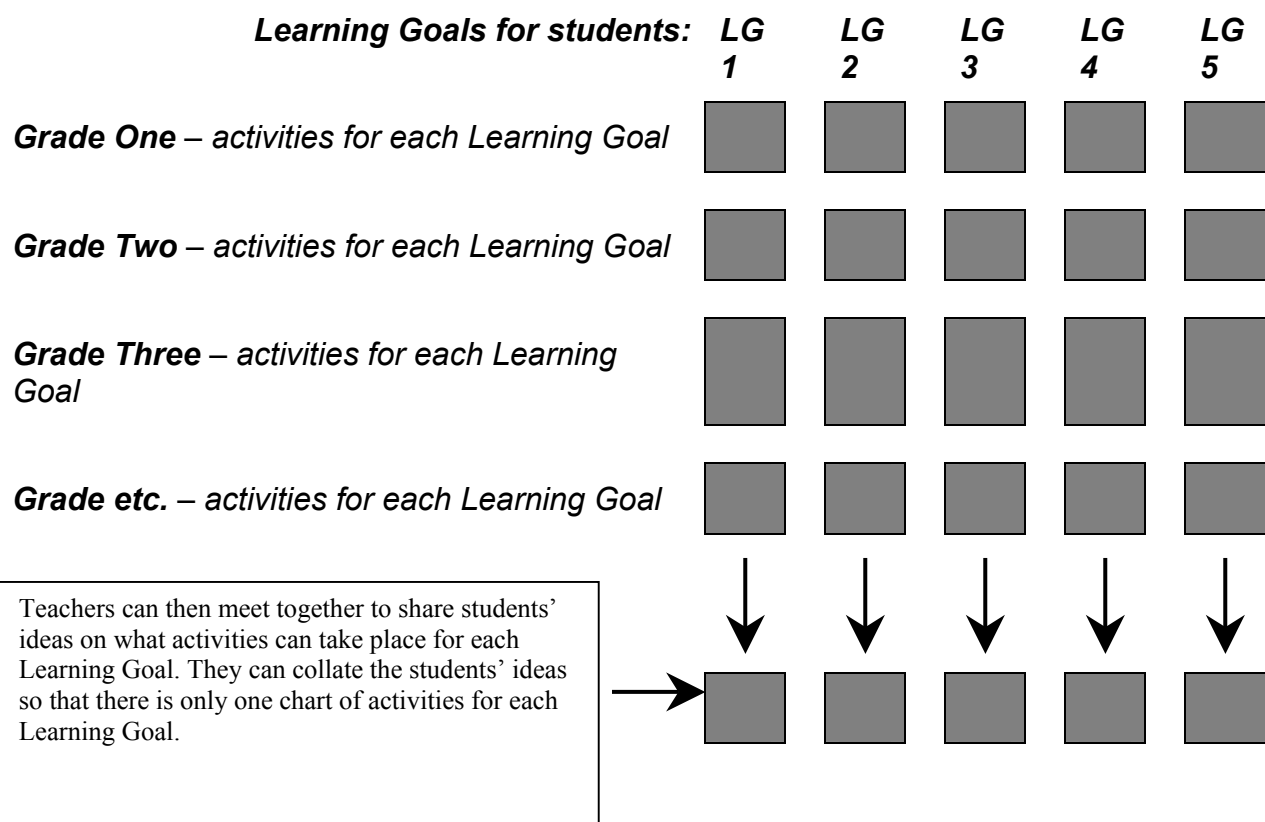
### ***Developing the Action Strategies***

Once students have determined their grade and personal loS they can begin to think about what they will do to achieve their goals, and what support they will need. Ideas will need to be brainstormed for each goal separately. (see Appendix 11 – Action Strategies & Tasks)

Brainstorm tasks/activities for one Learning Goal with students so that they understand what to do. Then divide the students into groups and give each group a different Learning Goal to work with. They should brainstorm all the different tasks/activities they feel will be necessary to achieve the goal.

When the groups have finished, display the activities suggested by each group and ask other groups to browse the displays and add other ideas they feel are important.

At the end of this activity, each class teacher will have a set of tasks/activities for each Learning Goal as illustrated in the table below:



Taking the students' ideas into account, teachers should then brainstorm further activities for each Learning Goal. In order to do this they will need access to the results of the data analysis from the previous meetings, i.e. Problem Trees, Smiley Charts and students results in order to identify the problems within the school and community

The collated ideas from students and from the teachers' meeting can be displayed at the larger meeting with the ideas from other stakeholders, and used to develop the Action Strategies for each Learning Goal. This will also serve to ensure that no ideas are forgotten at that time.

### **Parents & Community members**

#### ***IoS, MoV and activities for the Action Strategies***

Once the community goals have been established the SIAG can work with community members to develop the IoS, MoV and gather ideas for the activities needed to support the achievement of each goal. (see Appendix 10 – IoS & MoV, and Appendix 11 – Action Strategies) This can be done through small meetings and informal contact at community meeting places, e.g. shops, youth club, church, workplace, citizen's council, street, homes and bar.

As with the students' and teachers' ideas, these will be displayed at the larger meeting held to develop the Action Strategies.

At this stage of the planning process, the SIAG should also help to build small groups to lead the implementation of Action Strategies for each of the community goals. This will ensure a greater sense of ownership by community members and lead to higher participation.

### **Hold meeting to determine tasks/activities to support the goals**

Before the meeting begins ensure that all the information that has been gathered up to now is displayed for all to see:

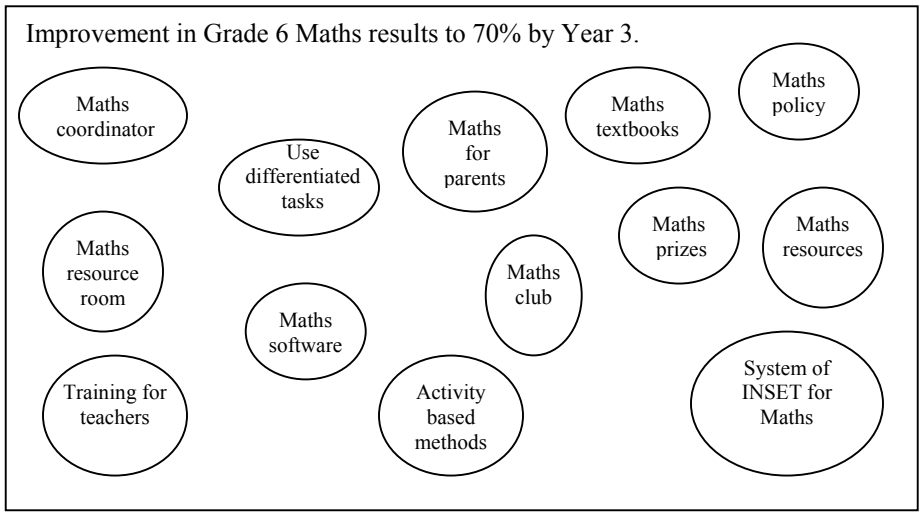
- Stakeholder analysis
  - Bammi Diagrams
  - School/Community Relationship Diagram
  - Smiley Charts
  - Problem Tree
- Learning Goals, Indicators of Success & Means of Verification

This information will be needed to help focus the Action Strategies on the problems identified by the school and community. Explain to everyone who the displayed information has come from and give them time to browse the displays. Follow with a brief discussion of the Learning Goals, IoS and MoV to ensure understanding and consensus in these areas.

### ***Developing the Action Strategies***

Ideas have been gathered from the students and teachers, now it is time for the community members present at the meeting to add to these ideas. These ideas will later be refined into Action Strategies. ( see Appendix 11 – Action Strategies & Tasks)

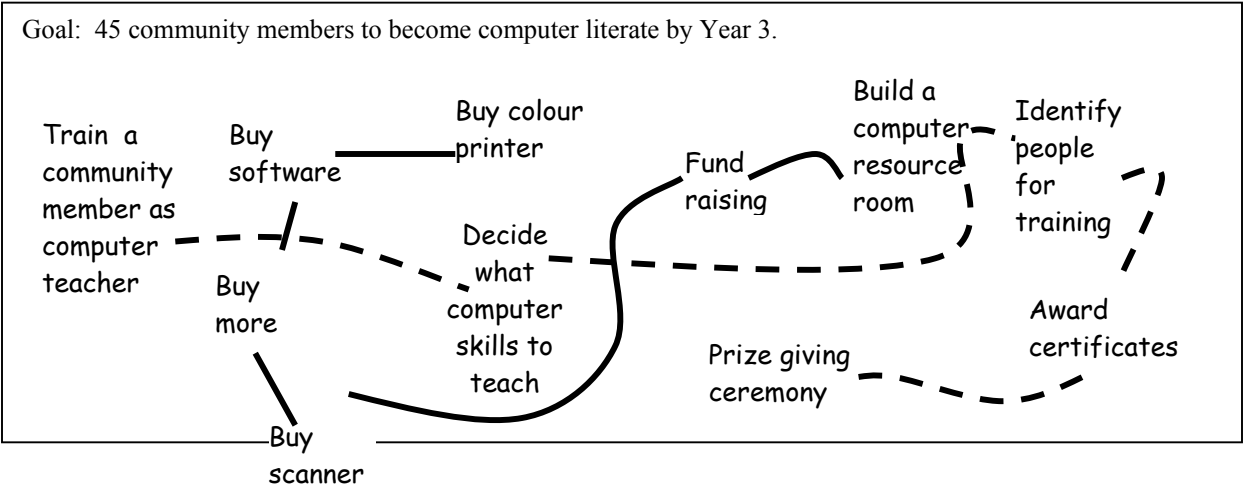
As with the students, brainstorm tasks/activities for one Learning Goal with the parents and community members so that they understand what to do. Then divide them into groups and give each group a different Learning Goal to work with. They can brainstorm all the different tasks/activities they feel will be necessary to achieve the goal. They can display their brainstorm as below: (they could write a list but that will make the next task more difficult)



**SIAG refine the tasks/activities into Action Strategies**

Display the ideas suggested by each group, and also display the ideas generated by the students and teachers so that all the tasks/activities for a particular Learning Goal are grouped together. Refining all these activities into larger Action Strategies can be done by the SIAG.

Looking at all the tasks/activities for a Learning Goal, make links between those that are part of a bigger strategy. Some of the linked 'tasks/activities' may be Action Strategies while others may need to be rewritten to make them 'bigger', e.g.



By linking these tasks we have made two distinct strands that can be rewritten as Action Strategies:

- - - Develop a programme for training community members in appropriate computer skills.
- Build and resource a computer lab for students and community members. (This will probably also be an Action Strategy for students.)

Repeat this activity for all the remaining Learning Goals.

**Task**

Look at the ideas for tasks/activities for the Grade 6 Maths Learning Goal above and make links between them to develop Action Strategies.

**Measure the efficiency of the Action Strategies**

Efficient strategies are those which will work towards the achievement of a number of goals. We can use a Goals/Strategies Matrix to measure how efficient our strategies may be. (See *Appendix 12 – Goals/Strategies Matrix*)

At this point the Action Strategies can be written up in the SIPlan.

## **Step Four: Developing an implementation plan**

The areas that are involved in Step Four are:

- Determine the resources available, and those needed
- Carry out Future Basing
- Identify hindering and helping forces – Force Field Analysis
- Develop Implementation Plan
- Evaluate SIPlan and SIPlanning process

### **PREPARATION**

#### **Display the content of the SIPlan and tasks/activities brainstormed**

- How can you display the information to support planning so that each Learning Goal is beside its related Action Strategies along with the activities brainstormed for each Action Strategy?
- How can you convey this information to stakeholders who do not attend the large meetings, so that they too can participate in planning the implementation of the Action Strategies?
- How can you convey the information to each grade so that they too can participate?

#### **Ensure maximum participation**

- How will you ensure that parents and community members attend the meeting?
- How can teachers carry out the activities outlined below with their students so that all students in all grades participate to some extent?
- What strategies will be in place to ensure the participation of stakeholders who do not attend the meeting?



## ACTIVITIES

### **Activities that should already have taken place**

- Learning Goals, IoS, MoV and Action Strategies have been refined and written in the SIPlan.

### **Activities to be carried out:**

- SIAG and school community members carry out Resource Audit
- SIAG work with stakeholders to carry out Future Basing:
  - visioning
  - develop tasks for each Action Strategy
  - organise tasks into a logical framework for each Action Strategy
- SIAG work with stakeholders to identify helping and hindering forces
- SIAG develop an Implementation Plan for each Action Strategy based on Future Basing
- SIAG and small group evaluate SIPlan, before submission for formal approval
- Establish a monitoring system to evaluate implementation of Action Strategies

### **Carry out Resource Audit**

The SIAG can work with the teachers to conduct a resource audit. (See *Appendix 13 – Resource Audit*) The completed resource audit will help in the planning process as all resources available and future needs will have been identified.

### **Work with stakeholders to develop tasks for each Action Strategy**

Before the meeting begins ensure that all the information that has been gathered up to now is displayed for all to see:

- Learning Goals, Indicators of Success & Means of Verification
- Brainstormed tasks for Action Strategies
- Action Strategies

This information will be needed to help focus the Future Basing on the tasks identified to achieve each Learning Goal, and the Action Strategies that were developed from the tasks.

## ***Future Basing***

First use Appendix 14 – Future Basing as a guide and work through Steps 1, 2 & 3 with the participants, Step 1 can be done in groups while Steps 2 and 3 can be done as a plenary to familiarise them with the activity. While working through the steps, refer to the brainstormed tasks for Action Strategies.

Following this, participants can complete Steps 2 and 3 in groups, each group working on a different Action Strategy. They can display their Future Basing so that ideas can be shared.

Once all the Future Basing are displayed encourage participants to consider who should be responsible for the implementation of each task, and responsible for monitoring the implementation of each Action Strategy. Aim to get as wide a delegation of responsibility as possible.

This activity will give teachers and community members the opportunity to develop a commitment to the implementation of the strategies as they will have developed the plan. It will also provide the necessary information to ensure that the implementation plan has a logical and sufficient sequence of activities.

## ***Identify helping and hindering forces***

Our SIPlans are of little use unless we implement them effectively. To do this we need to be aware of problems we may meet before they happen so that we can avoid them or minimise their impact before they have a damaging effect. A Force Field Analysis is a tool that can help us identify problem areas and think of solutions.

Ask the participants to choose an Action Strategy or task that they feel will be particularly difficult to achieve. Work through the activities in Appendix 15 – Force Field Analysis with the whole group. This may give you further tasks that will support the implementation of your strategies.

The participants can now work in groups, each working on an Action Strategy or task from the Future Basing they completed to identify helping and hindering forces. They can then add tasks they feel are vital to support the implementation to their Future Basing charts.

### **Refine tasks and complete Implementation section of the SIP**

Following the Future Basing and Force Field Analysis the tasks for each Action Strategy need to be written up in the implementation section of the SIPlan.

The SIAG should meet and use the information developed from the Future Basing and Force Field Analysis to complete the Implementation Plan. This plan will be for a one year period only and will focus on the tasks outlined for that year in the Future Basing.

There should be a separate plan for each Action Strategy and the tasks should follow a logical order and be sufficient to ensure implementation of the strategy. People should be consulted to encourage a range of people taking responsibility for the strategies and tasks.

### **Evaluation of the SIPlan**

The SIAG with the support of a small group of School Board members, teachers and community members should evaluate the plan before it is submitted for official approval. Use the guidelines in *Appendix 16 – Evaluation of the SIPlan* to support this evaluation.

Following this the plan should be submitted to the School Board for official approval. A copy should also be sent to your Education Officer.

## Monitoring implementation of Action Strategies

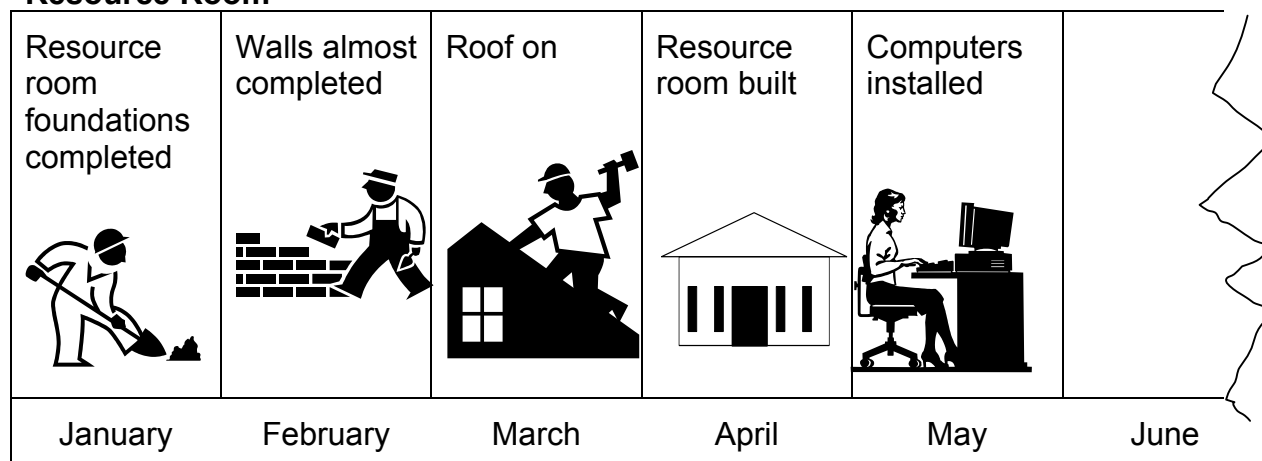
The SIAG should set up a monitoring system to ensure the tasks are implemented effectively within the time frame.

- Each Action Strategy (AS) should have a Strategy manager (SM) and people responsible for the different tasks.
- The SM should ensure they receive regular progress reports from the people responsible for the different tasks
- The SM should give regular reports to the SIAG

The SIAG is then responsible for collating these reports and using them to make an overall progress report of all AS (including the ones behind target) available to all stakeholders. This report can be in the form of:

- entry in the school log book
- display of photographs
- drawings made by students and community members
- public diary that everyone may write in
- a public display such as a time line using photographs or drawings made by students and community members, e.g.

## Resource Room



At this stage your SIPlan is completed, and once approved the implementation of the strategies should begin. It is anticipated that the plan will be developed and approved in time for the beginning of each new school year.

Monitoring of the effectiveness of the Action Strategies will take place throughout the year.

The four planning steps that have been worked through are the complete cycle. It is likely that after the first or second complete cycle you will not go through the entire detailed process each year. However, it is important to ensure a participatory approach to the planning process and particularly the participation of students and community members.

## **Step Five: Monitor, Evaluate and Report Progress**

This step will take place towards the end of the yearly SIP cycle and the feedback from the review will be used to inform the development of the new plan.

The areas that are involved in Step Five are:

- Review the SIPlanning process (see Appendix 18)
- Measure extent Learning Goals were achieved (see Appendix 19 & 20)
- Measure extent Action Strategies helped achieve the Learning goals

### **PREPARATION**

#### **Display all information to support evaluation of Learning Goals**

What information can you display?

- Students recent test results and other relevant evidence identified as a MoV
- All other reports kept related to Personal Development goals.
- All evidence from community projects: attendance register, records of work completed, samples of output

*How can you display the information to ensure as wide access as possible?*

#### **Ensure maximum participation**

- How will you ensure that parents, teachers and community members can participate?
- What strategies will be in place to ensure the participation of stakeholders who do not attend a meeting?
- How can teachers carry out some of the activities with their students so that all students in all grades participate?

## ACTIVITIES

### **Activities that should already have taken place**

- Tasks in the Implementation Plan should be completed or near completion

### **Activities to be carried out:**

- Carry out review of SIPlanning process (*see Appendix 18*)
- Analyse all relevant data to measure progress towards goals
- Record results of analysis for display (*see Appendix 19*)
- Evaluate effectiveness of Action Strategies for each goal (*see Appendix 20*)

### **Reviewing the process**

Before beginning a new SIPlanning cycle the SIAG should consult with a wide range of stakeholders to determine levels of participation, appropriate use of the tools and ways to improve the process.

Students from Grade 4 upwards can also be involved through looking both at their own participation and by interviewing their parents and community members using questionnaires.

The findings from this activity should be used to improve the planning and implementation process in the new cycle. Use *Appendix 18 - Reviewing the Process*) to guide this activity.

### **Meeting of stakeholders to analyse and record progress towards goals**

For this activity you will need to have available all the results / outputs related to every MoV in the SIPlan, plus all the Learning Goals, IoS, MoV, Action Strategies and Implementation Plan.

Look at each goal in turn and discuss to what extent it has been achieved. Record the progress towards the goal on an Anansi Web. (See Appendix 19) This web can then form a permanent display in the school.

### **Evaluate effectiveness of Action Strategies for each goal**

Make available all evidence from the monitoring of Action Strategies looked at in Step 4: Developing an Implementation Plan. This should give a clear indication of which activities/tasks have taken place, and those which have not.

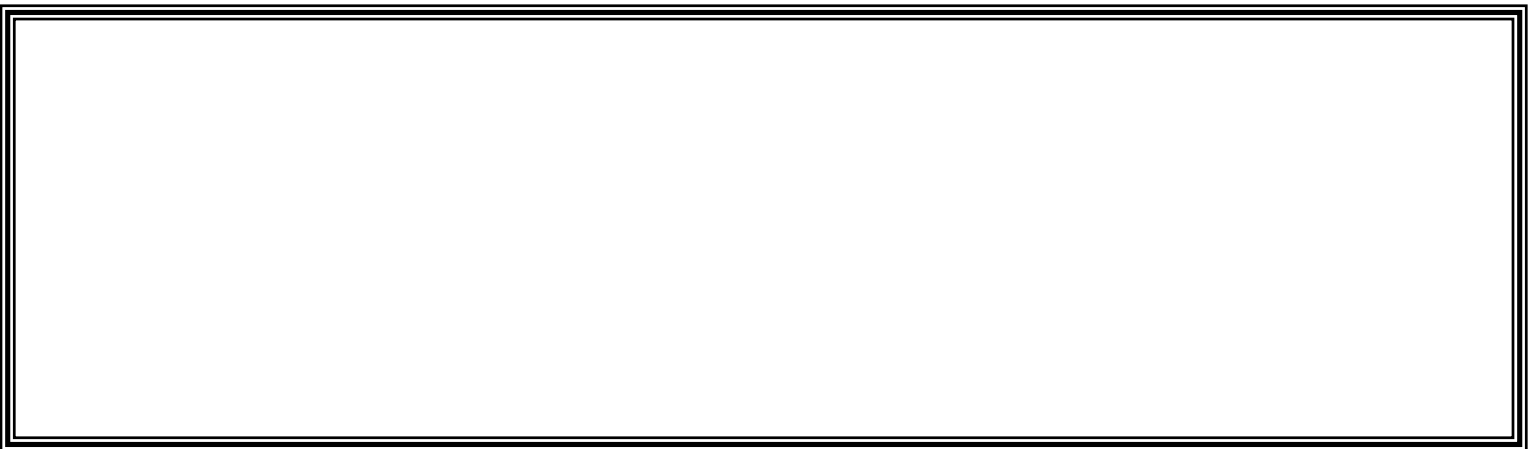
Participants can discuss:

- to what extent the strategy supported the goal
- why it was successful / not successful
- what other strategies / tasks would have been more effective

There should be a general discussion of any Action Strategies found to be particularly successful, and any that has not been implemented that they feel would have helped, or perhaps should be 'dropped' in future.

Following these activities the SIAG should meet to complete the Goal and Strategies Review sheet to form a more detailed report. This will also enable them to reflect on how to make the new SIPlan more effective.





# School Improvement Plan 2002 - 2005

# Vision

Goals for students: Standards of achievement

<i>GOAL</i>	<b>Indicators of Success</b>	<b>Means of Verification</b>

Action Strategies for students: Standards of achievement

<b>Action Strategies</b>

**Goals for students: Personal Development**

<i>GOAL</i>	<b>Indicators of Success</b>	<b>Means of Verification</b>

Action Strategies for students: Personal Development

<i>Action Strategies</i>

**Goals for parents and community members: Standards of achievement**

<b>GOAL</b>	<b>Indicators of Success</b>	<b>Means of Verification</b>

Action Strategies for parents and community members: Standards of achievement

**Action Strategies**



**Goals for parents and community members: Personal Development**

<i>GOAL</i>	<b>Indicators of Success</b>	<b>Means of Verification</b>

Action Strategies for parents and community members: Personal Development

**Action Strategies**


Goal:

Strategy Manager:

Action Strategy:

<b>Tasks:</b> (Accommodation & facilities + Staff Development & Staffing + Physical Resources & Equipment + Management & Organisation)	<b>When</b>  Start / Finish	<b>Completed?</b>	<b>Person</b> Responsible	<b>Non MOEYC</b> resources Human and financial	<b>J\$</b>		
					Reg Grant	Special Grant	M'nance Grant
<b>Totals</b>							

## Appendix 2 Stakeholder Analysis using a Bammy Diagram

### **WHAT?**

A 'Bammy Diagram' is a diagram that helps you to analyse the relationship between all members of the school community.

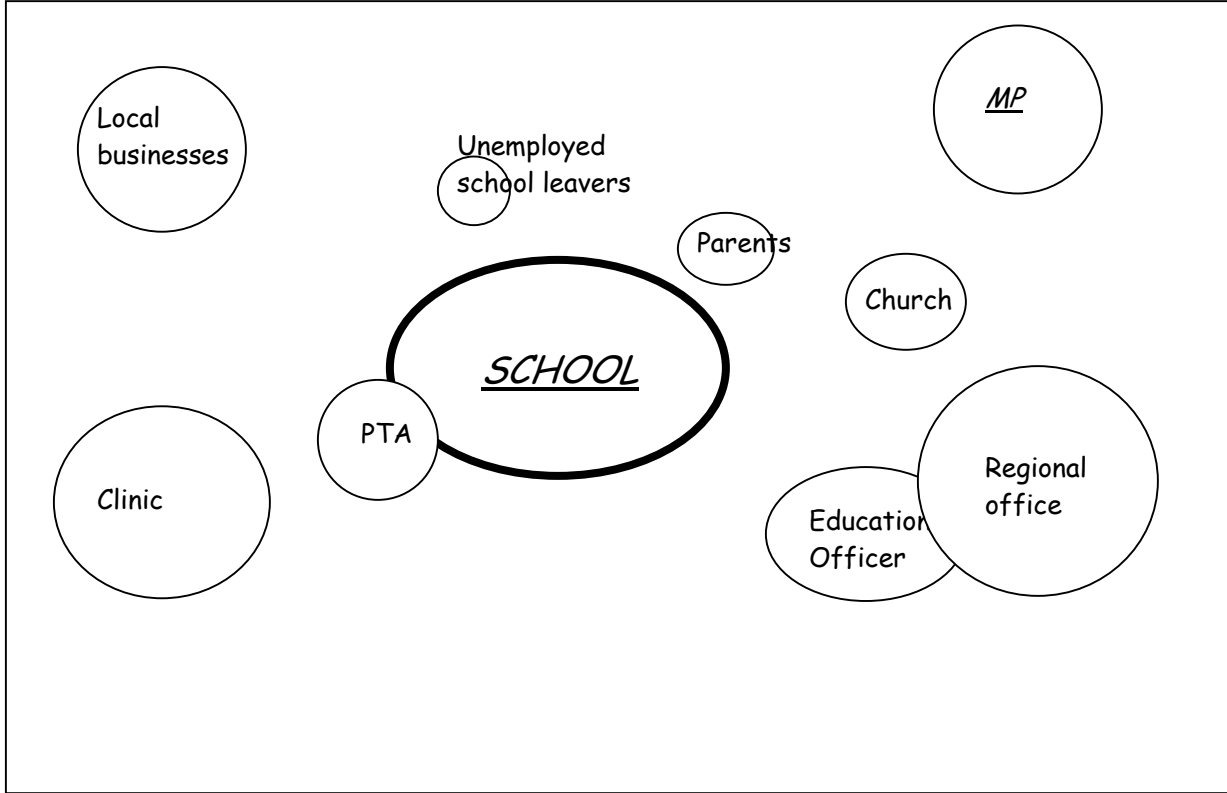
### **WHY?**

Analysing the relationships within the school community helps us to see how different groups impact on the school community, and the links and constraints that exist. Using this diagram also helps us to see how various groups have different perceptions of the roles and relationships of school community members. For example, the local member of parliament may be seen as important but not influential by teachers but be viewed as both by community members.

The Bammy Diagram is also a very visual way of displaying these relationships.

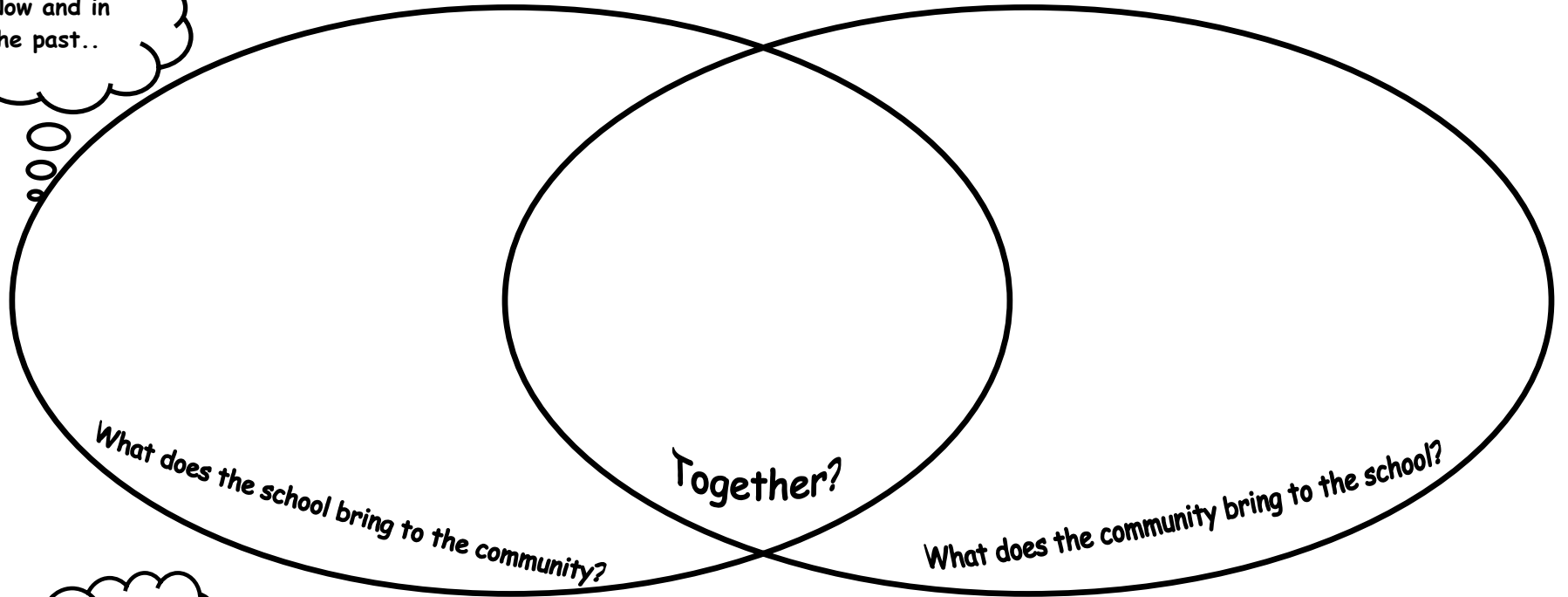
- Brainstorm a list of all the community groups in the area, e.g. MP, Church, local businesses, farmers, parents, Education Officers, Regional Office, .....
- Draw a large circle in the centre of the paper and label it 'School'.
- Decide how **influential** and **important** each of the different community groups are:
  - (a) The **size** of the circle shows **importance**: the bigger the circle the more important the group, the smaller the less important it is.
  - (b) The **distance** from the school shows the level of **influence** the group has on the school (both negative and positive): the closer to the school the more influential it is; the farther away the less influence it has.
- Decide on the importance and influence of a community group, then draw a circle on the paper to represent the group using the size of the circle to represent its importance and distance from the school to show the level of influence. Write the name of the group in the middle. Do this for all the groups.
- Once the diagram is complete, it can be used to discuss why groups are perceived differently, how the different groups could be brought closer to the school, and what benefit that would bring to the school.

Below is an example of a Bammy Diagram (incomplete) that could have been made by community members who see the Education Officer and Regional Office as having little influence in the school (far away), although the Regional Office is perceived to be powerful (big circle). Teachers and principals would probably view these groups quite differently.

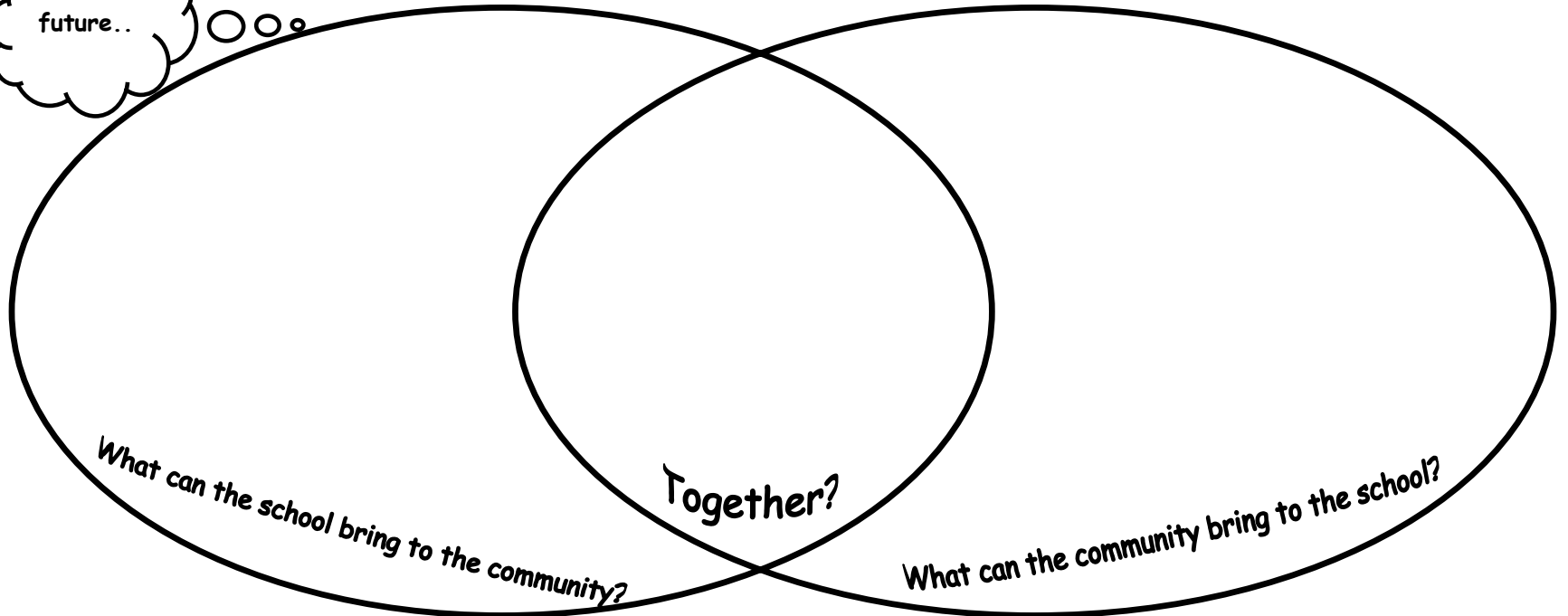


*The School-Community Relationship*

Now and in  
the past..



In the  
future..



## Appendix 4 Data Analysis

### **WHY?**

We need to analyse data in order to set Learning Goals that are challenging but achievable; to do that we need to be aware of our present situation.

### **WHAT?**

As part of the process of setting Learning Goals, it is important to analyse all the data available. This will include the Smiley Charts, Problem Trees and data collected (and targets set) by schools, regional offices and national offices relating to:

#### **School and community**

- ◆ Academic achievement
- ◆ Attendance
- ◆ Beliefs
- ◆ Attitude
- ◆ Health and Nutrition
- ◆ Facilities and Amenities
- ◆ Literacy Levels
- ◆ Access to Education
- ◆ Access to Employment
- etc

### **WHO?**

The SIPlanning process seeks the participation of as many school community members as possible, particularly those members who do not usually work closely with the school. We need to enable a range of members to participate in both collecting and questioning the data:

- ◆ Students
- ◆ Parents and community members
- ◆ PTA and School Board members
- ◆ Teachers
- ◆ Principal
- ◆ *and others* .....

### **HOW?**

Before we begin to analyse data we need to have a clear idea of what we are looking for. Without a set of questions our analysis will be arbitrary and we may not carry out a comprehensive analysis. We need to look not only at our own school community, but compare it to other similar communities and to national results and targets. Some possible generic questions are:

How well is our school (and community) performing compared to:

- ◆ previous years?
- ◆ similar schools in our region?
- ◆ regional results?
- ◆ national results?
- ◆ national targets?
- ◆ our own goals?

## Blank Results Sheets

Grade Four Literacy: percentage of students:

Year	Mastery			Near Mastery			Non Mastery		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1999									
2000									
2001									
2002									
2003									
2004									
2005									
Compare results									
1999 with 2000									
2000 with 2001									
2001 with 2002									
2002 with 2003									
2003 with 2004									
2004 with 2005									



**Grade Six: School average percentage**

Year	Maths			Science			Social Studies			Language Arts			Comm Task		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1999															
2000															
2001															
2002															
2003															
2004															
2005															
<b>Compare results</b>															
1999 with 2000															
2000 with 2001															
2001 with 2002															
2002 with 2003															
2003 with 2004															
2004 with 2005															

### Grade One Inventory - Percentage of students at Mastery

Year	Visual perception			Visual Motor			Auditory perception			Number / Letter		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1999												
2000												
2001												
2002												
2003												
2004												
2005												
<b>Compare results</b>												
1999 with 2000												
2000 with 2001												
2001 with 2002												
2002 with 2003												
2003 with 2004												
2004 with 2005												



**Grade Three Diagnostic - Numeracy: percentage of students:**

Year	Mastery			Near Mastery			Non Mastery		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1999									
2000									
2001									
2002									
2003									
2004									
2005									
Compare results									
1999 with 2000									
2000 with 2001									
2001 with 2002									
2002 with 2003									
2003 with 2004									
2004 with 2005									

**Appendix 6 Smiley Charts**  
**Perceptions of school-community members**

☺ What does the school do well?	☹ What should the school do better?
☺ What does the community do well?	☹ What should the community do better?

## Appendix 7 Problem Tree

### **WHAT?**

A 'Problem Tree' is a type of diagram that helps to analyse the causes and effects of a problem, and how they relate to one another.

### **WHY?**

Analysing the causes of a problem helps us to focus and see the problem at different levels and from different points of view. It also helps us to identify practical and realistic solutions.

For example, the problem of 'low school enrolment', although a problem for the principal, may not be considered a problem by poor parents. However, by doing a problem tree we can find that some parents do not send their child to school because they don't have enough money or they do not see the value of education. These are problems at the level of the parents and solutions to these problems must be found in order to solve the 'higher order' problem of low enrolment.

A school may decide that although it can't tackle 'lack of money', that it can work with parents to help them see the value of education. It may also provide free lunches or run a breakfast programme. The Problem Tree can help us to focus on strategies that can alleviate the causes and effects of problems.

Also, by analysing the effects of the problem we can see the problem in a wider context and the longer term consequences of not addressing the problem.

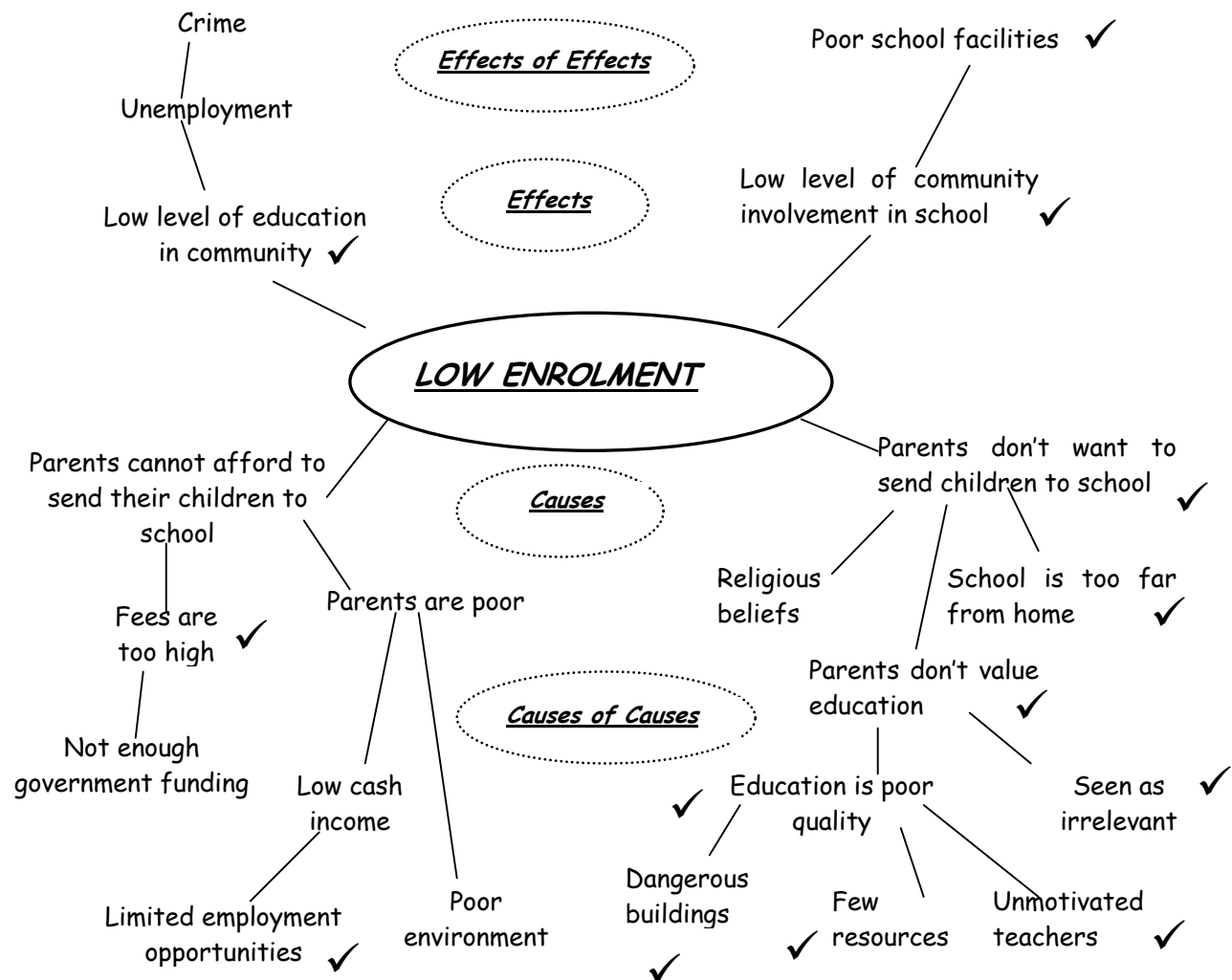
- ◆ **Problem:** Write (or draw a picture/symbol to represent) the problem in the middle of the page. This problem should be one identified by stakeholders.
- ◆ **Causes:** Ask for as many possible causes of the problem and write/represent them below the problem, connected by lines.
- ◆ **Causes of causes:** Ask for the 'causes of the causes' and write them below, indicating the links.
- ◆ Continue until you have reached the 'root' cause(s) of the problem.
- ◆ **Effects:** Next, ask for as many possible effects of the main problem and write them above the problem, connected by lines.
- ◆ **Effects of effects:** Elicit the 'effects of the effects' and write them above, indicating the links.
- ◆ Continue as far as necessary.
- ◆ The problem tree can be used as a starting point for discussion of the problems.

Below is an example of a problem tree (incomplete).

As you can see, sometimes the same problems appear in different places and causes and effects may be the same (indicating a cycle).

✓ indicates a cause or effect that the school may be able target in its SIP

**N.B The causes and effects are themselves problems. The end result is therefore a web of interrelated problems.**



## Appendix 8 Learning Goals

- 1 A learning goal describes the desired student and adult community members' performance over a one to three year period.
- 2 Learning goals will be set for all these learners in **TWO** areas.

### **Standards of Achievement** and **Personal Development**

A **Standards of Achievement** Learning Goal focuses on 'academic' learning e.g.

- 75% of students in Grade 4 achieve mastery levels by Year 3.
- All Grade Four, Five and Six students can use the computer to perform tasks at their grade level by 2005
- All parents of Grade 1 to 4 students have a literacy level to be able to read stories to their children by Year 3.
- 30 community members are able to sew a range of clothing and household items.

A **Personal Development** Learning Goal focuses on changes in values, attitudes and beliefs, not students' actions. Improvement in students' attendance is not a Learning Goal, we have to look at what changes there must be in students' values, attitudes and beliefs that will lead to a change in this area, e.g..

- All students take increased responsibility for their school work by the end of Year 3.
- All students are able to express themselves through Art, Music or Drama by end of Year 3.
- 24 fathers take increased responsibility for their children's personal development and academic achievement by end Year 2.
- 70 parents will develop a positive attitude towards the school and the education of their children by Year 3.

- 3 **Learning goals** should be written as **RIGHT** goals:

- R** - refined as a result of drawing all the desired achievements into realistic statements
- I** - identified from interrogating data (analysis of exam results, attendance and other data / Smiley Charts / Problem Trees)
- G** - gathered from all stakeholders
- H** - highlight student achievement and personal development
- T** - timed to be completed and maintained within the period of the plan



## Which of the following are Learning Goals?

Write LG in the left hand column of those you believe are Learning Goals, then check your results on the following page.

	Establish a structured reading programme.
	30% increase in the Maths average in all grades.
	15 fathers are involved in leading extra-curricular activities.
	All teachers trained in appropriate techniques for teaching reading.
	All students will develop self esteem and respect for others.
	The curriculum will be made more relevant, skills-based and appealing to students.
	75% of students will be involved in extra-curricular activities.
	There will be 50% more community involvement in curriculum design and delivery.
	All students will take increased responsibility for their own education.
	All 13 - 20 year olds will be aware of measures to protect themselves from STDs, HIV/AIDS, and pregnancy.
	All students make use of the reading resource room.
	50% of fathers attend parenting classes.
	All parents of Grade 1 children will be trained in a range of techniques to support their childrens' learning.
	75% students achieve Mastery in Literacy in Grade 4 national tests.
	All Grade 5 – 9 students will participate in mixed-gender classroom group activities and extra-curricular activities.
	All Grade 7 – 9 students will have access to SSTP textbooks through the rental scheme.
	80% of Grade 6 students will achieve 65% or above in all subjects.
	20 fathers will have developed the mentoring skills needed to mentor boys with absent or abusive fathers.
	95% of students will complete their homework on time.
	School policies for absenteeism, gender, literacy and numeracy will be developed with the participation of all school community members.
	The average attendance for each class will be at least 90%.
	30 community members will have computer literacy skills that enable them to use the computer to complete a range of literacy and numeracy tasks.

Only the following are **Learning Goals**, because only these tell us what will be LEARNED by the students or community members:

- 30% increase in the Maths average in all grades.
- All students will develop self esteem and respect for others.
- All students will take increased responsibility for their own education.
- All 13 - 20 year olds will be aware of measures to protect themselves from STDs, HIV/AIDS, and pregnancy.
- 75% students achieve Mastery in Literacy in Grade 4 national tests.
- 80% of Grade 6 students will achieve 65% or above in all subjects.
- 20 fathers will have developed the mentoring skills needed to mentor boys with absent or abusive fathers.
- 30 community members will have computer literacy skills that enable them to use the computer to complete a range of practical tasks requiring literacy and numeracy skills.

## **Appendix 9    Prioritising Matrix**

### ***WHAT?***

This ranking matrix can be used to prioritise a wide range of things, for example what sports students want for their extra curricular activities, problems identified by the community as needing attention, and in the case of this exercise – Learning Goals.

### ***WHY?***

Ranking activities enable us to prioritise issues in a way that takes the different opinions of different people into account. They give equal weight to different voices.

### ***HOW?***

- ◆ Write the goals to be prioritised in the left hand column.
- ◆ Take two goals at a time asking the participants which is more urgent/important. First compare Goal A with Goal B, then with Goal C, then Goal D etc. writing the letter for the preferred goal in the cell. Once you have finished comparing Goal A with the other goals, compare Goal B with all the goals, and so on until the matrix is completed. (The matrix on the next page will help you with the order)
- ◆ Once the matrix is complete count the number of times each goal has been chosen and record this in the 'Score' column.
- ◆ In the 'Rank' column record the position of each goal; the goal with the highest number of points will be 1<sup>st</sup> – most important.
- ◆ Repeat the process with a number of different groups, e.g. teachers, parents, students and community members, and record their responses. In this way you will see the different priorities of the various groups.

## PRIORITISING

### WHAT ARE YOUR MOST IMPORTANT LEARNING GOALS?

Learning Goal	Goal A	Goal B	Goal C	Goal D	Goal E	Goal F	GOAL	SCORE	RANK
<b>Goal A</b> 75% students achieve Mastery in Literacy in Grade 1, 3 and 4 national tests by the end of Year 3, and the average for Grade 6 rises to 65%		A	A	A	A	-	A	4	1 <sup>st</sup>
<b>Goal B</b> 80% of Grade 6 students will achieve 65% or above in Science and Social Studies by end of Year 3			C	B	E	-	B	1	4 <sup>th</sup>
<b>Goal C</b> 30% increase in the Maths results in all grades by end Year 3.				C	C	-	C	3	2 <sup>nd</sup>
<b>Goal D</b> By end of Year 3, all Grade 9 students will have a vocational skill.					E	-	D	0	5 <sup>th</sup>
<b>Goal E</b> All students will be able to use the computer to complete tasks at their grade level by end of Year 3.						-	E	2	3 <sup>rd</sup>

Compare Goal A with Goal B

## Appendix 10 Indicators Of Success & Means Of Verification

When writing goals for the school improvement plan it is helpful to think about how those goals will be measured and to set clear indicators of success. It is also important to consider the ways in which that success is demonstrated or recorded. This will make the review/evaluation process much simpler.

### Setting Indicators of Success

Indicators are the conditions that signal success; the yardstick against which you can measure the extent to which the goals have been achieved.

Sometimes the goal can be directly measured and the indicator is then simply a more precise restatement of the goal, for example:

**GOAL:**

Improvement in Grade 6 students results for mathematics to 70% by 2005.

**INDICATORS:**

The Grade 6 average for mathematics will rise from 42% for boys and 55% for girls in 2002 to 70% for boys and 75% for girls by 2005. By 2005 no student will score less than 40%.

Year One: Boys – 50% Girls – 61%

Year Two: Boys – 60% Girls – 68%

Year Three: Boys - 70% Girls – 75%

However, sometimes the goals, particularly when they refer to personal development, are more difficult to measure. They may require a number of indirect indicators to measure different aspects of the change. For example – there is no direct way of measuring *attitude*. Some of the indirect indicators often used include:

**GOAL:**

Improvement in students' attitude towards education and the school.

**INDICATORS:**

Improvement in attendance from 52% for boys and 72% for girls in 2002 to 85% for boys and 90% for girls by 2005.

Increase in number of students submitting homework on time from 58% for boys and 65% for girls in 2002 to 95% for both boys and girls by 2005

Increase in number of students participating in extra-curricular activities from 38% in 2002 to 66% by 2005  
(see detailed example following)

In general indicators should be **SMART**:

**S**pecific  
**M**easurable  
**A**chievable  
**R**ealistic  
**T**imed

They should also be **cost-effective**, in terms of time and money. If it is going to cost money, or be particularly time-consuming to measure the change against the indicators, think about other possible indicators.

### **Means of Verification**

When setting the indicators, it is useful to think about where and how you will obtain the information necessary to measure progress towards achieving the goal. For example – are the required statistics on Grade 6 pass rates readily available? Are there statistics on attendance, homework submission, extra curricular activities? These will be needed to ascertain the present situation and to set the indicator by which success will be measured. In order to have access to the information required for verification will it be necessary to set up a system through which information on disciplinary offences or late submission of homework is gathered? How will this information be reported back to students, staff and other school community members?

So, in identifying means of verification, think about:

WHAT information is required ?

WHERE / HOW can it be obtained ?

WHEN will it be needed?

BY WHOM?

## SETTING INDICATORS AND MEANS OF VERIFICATION: EXAMPLE

Goals	Indicators of Success	Means of Verification
Improvement in Grade 6 students results for mathematics by 2005.	<p>The Grade 6 average for mathematics will rise from 42% for boys and 55% for girls in 2002 to 70% for both boys and girls by 2005.</p> <p>No student will score less than 40% by 2005.</p> <p>Year One: Boys – 50%    Girls – 61%</p> <p>Year Two: Boys – 60%    Girls – 68%</p> <p>Year Three: Boys – 70%    Girls – 75%</p>	Grade 6 results
Improvement in students' attitude towards education and school	<p>Improvement in attendance from 52% for boys and 72% for girls in 2002 to 85% for boys and 90% for girls by 2005</p> <p>Year One: Boys – 63%    Girls – 78%</p> <p>Year Two: Boys – 74%    Girls – 84%</p> <p>Year Three: Boys – 85%    Girls – 90%</p> <p>Increase in number of students submitting homework on time from 58% for boys and 65% for girls in 2002 to 95% for both boys and girls by 2005.</p> <p>Year One: Boys – 70%    Girls – 75%</p> <p>Year Two: Boys – 82%    Girls – 85%</p> <p>Year Three: Boys – 95%    Girls – 95%</p> <p>Increase in number of students participating in extra-curricular activities from 38% of boys and 32% of girls in 2002 to 66% by 2005.</p> <p>Year One: Boys – 48%    Girls – 43%</p> <p>Year Two: Boys – 58%    Girls – 54%</p> <p>Year Three: Boys – 66%    Girls – 66%</p>	<p>Attendance register</p> <p>Homework register</p> <p>Register of attendance at extra curricular activities.</p>

## Appendix 11 Action Strategies and Tasks

### A Strategy is....

“ a long term (at least a year) approach to moving towards a goal. It will be broad in scope and envisage activity in a number of interlocking areas - including two or more of learning support, teaching characteristics, facilities/accommodation, and management.”

- ◆ learning support (resources, guidance, welfare, health .....
- ◆ teaching characteristics (methodology, staff development, materials development, curriculum development .....
- ◆ facilities/accommodation (minor works, improvements to facilities)
- ◆ management / organisation

### A Task is....

“a defined area of action relating to a specific area of provision and/or practice. It will be timed and when combined with other related tasks form part of a schedule which should accurately cover all aspects of implementing the strategy including the delivery of learning experiences.”

Below is a list of Action Strategies with **a few** of the tasks associated with them.

Action Strategies	Tasks
Establish extra-curricular activities based on the interests of the students.	<ul style="list-style-type: none"> <li>◆ Level the playing field behind the school, and provide goal posts and playing lines.</li> <li>◆ Purchase sports gear and equipment for football, netball and cricket.</li> </ul>
Improve the health and hygiene conditions for staff and students.	<ul style="list-style-type: none"> <li>◆ Install new water tank and water pipes.</li> <li>◆ Set up a breakfast programme to support the nutritional needs of students.</li> </ul>
Implement a structured Mathematics Window which provides opportunities for active and practical learning.	<ul style="list-style-type: none"> <li>◆ Identify maths resource person in school and cluster to support training of teachers.</li> <li>◆ Develop training programme.</li> <li>◆ Organise training for teachers.</li> <li>◆ Provide mathematics equipment to support practical activities.</li> </ul>



<b>Action Strategies</b>	<i>Tasks</i>
Improve the physical classroom conditions to create a secure and stimulating learning environment.	<ul style="list-style-type: none"> <li>◆ Build partitions between the classrooms to reduce noise and disturbance.</li> <li>◆ Provide shelves for storage and display of materials.</li> <li>◆ Build display boards in classrooms.</li> <li>◆ Build a resource centre to use for computers and practical activities.</li> </ul>
Implement a system of INSET to improve teaching skills and support teachers' professional development.	<ul style="list-style-type: none"> <li>◆ Identify a coordinator for INSET activities.</li> <li>◆ Identify resource persons in the region to support training.</li> <li>◆ Organise training of coordinator.</li> <li>◆ Develop reflective self evaluation procedures to determine training needs.</li> <li>◆ Organise peer observation and peer mentoring sessions.</li> <li>◆ Develop programme for teacher development.</li> </ul>

<b>Task</b>
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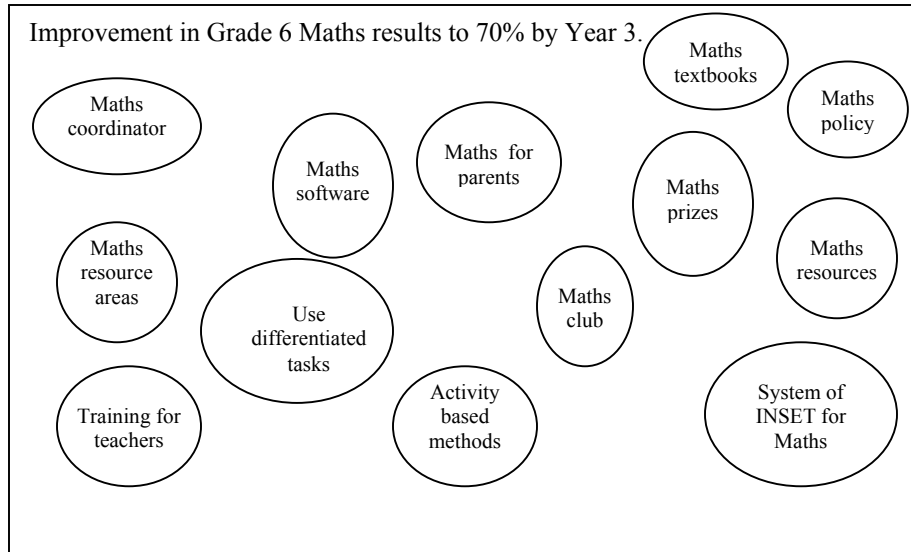
(a) Look at the 'tasks' above and determine which area they belong to

- ◆ *learning support*
- ◆ *teaching characteristics*
- ◆ *facilities/accommodation*
- ◆ *management / organisation*

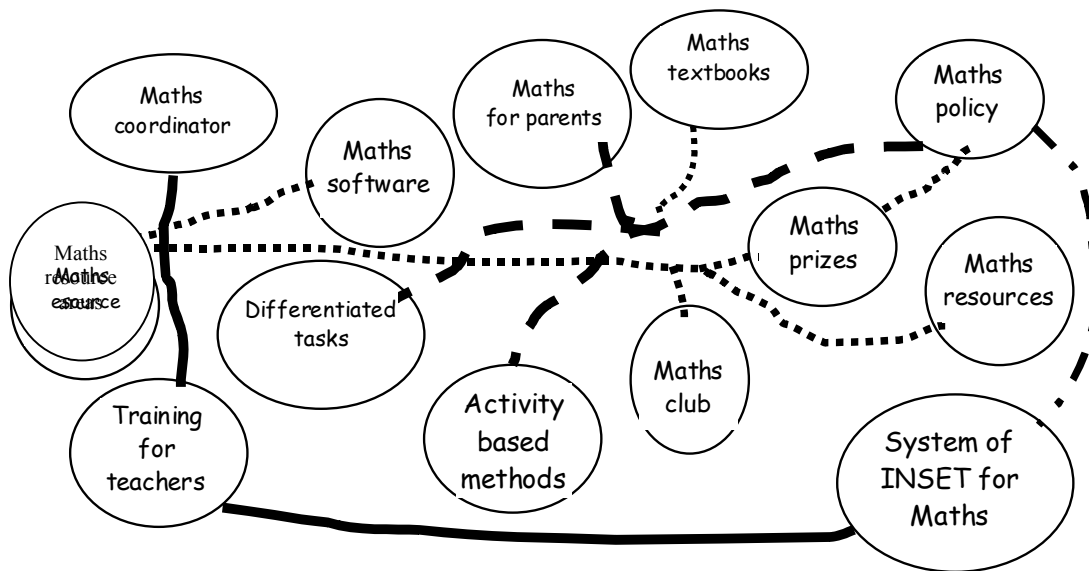
(b) What verbs have been used in the Action Strategies and Tasks? What other verbs could be used in each of the areas?

(c) What other 'tasks' are needed to ensure each Action Strategy will succeed?

**Step One** Brainstorm all the ‘tasks’ or activities that will be needed to achieve each goal.



**Step Two** Link all the ‘tasks’ to form Action Strategies.



- Set up a system of INSET for Maths.
- ..... Increase students’ interest and motivation in Maths.
- . - . - . Develop a learner centred approach to teaching Maths.

## Appendix 12            Goals / Strategies Matrix

### **WHAT?**

The Goals/Strategies Matrix is a table where you show the impact of our Action Strategies on the Learning Goals they have been developed to meet.

### **WHY?**

It helps to identify which goals will work towards the achievement of a number of goals and those which will have limited impact. For example, we may find that some of our strategies impact on all our achievement goals, as well as our personal development, while another impacts on only one goal.

- ◆ Draw a table like the one on the next page, you may need more rows for strategies
- ◆ Write one goal in each cell of the top row.
- ◆ Write one strategy in each cell of the left hand column.
- ◆ Indicate to what extent the strategy will impact on the goal. This can be done by shading the cell or drawing a line using its thickness to portray the strength of its impact.
- ◆ The more goals a strategy impacts on the more efficient it is likely to be.
- ◆ The stronger the impact of a strategy on a range of goals the more efficient it is likely to be.

This activity can be found in *Planning for Performance*, Chambers, Baxter, & Borthwick, 1996, TLO, Bristol

## GOALS/STRATEGIES MATRIX

What is the potential impact of our strategies on our goals?

Goals			Goal 3	Goal 4	Goal 5	Goal 6
Strategy 3						
Strategy 4						
Strategy 5						
Strategy 6						

This tool can help us see what impact each strategy will have on our goals. Draw a line through a cell to show how much the strategy will impact on a goal.

= major impact

= middling impact

= low impact

Strategies which impact on a number of goals are the most efficient to use. Which of the above strategies would you choose?

## Areas of a Resource Audit

Areas:	Present provision	Future needs	How can we achieve future needs?
<b>Accommodation and Facilities</b>	<ul style="list-style-type: none"> <li>◆ What accommodation and facilities are available to us?</li> <li>◆ How sufficient are they for our needs?</li> <li>◆ How effectively do we use them? What more could we do?</li> </ul>	<ul style="list-style-type: none"> <li>◆ What will our future needs be?</li> <li>◆ What maintenance/improvement work will be needed over the next few years?</li> </ul>	<ul style="list-style-type: none"> <li>◆ What can be done to secure finance/labour/materials to improve and maintain the accommodation and facilities?</li> </ul>
<b>Staff &amp; resource personnel</b>	<ul style="list-style-type: none"> <li>◆ Profile of each teacher: experience / specific skills / training</li> <li>◆ How effectively are staff skills used as a resource for our school and cluster?</li> <li>◆ What resource people/skills are available in the community?</li> </ul>	<ul style="list-style-type: none"> <li>◆ What will future staffing needs be? (numbers and skills)</li> <li>◆ What changes in staffing will occur in the next few years?</li> </ul>	<ul style="list-style-type: none"> <li>◆ What can be done to ensure that there is suitable staff/resource people to meet the needs of students/community members?</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>◆ What training takes place at school, cluster and national level?</li> <li>◆ How effective is the present system of in-service development organised within the school?</li> </ul>	<ul style="list-style-type: none"> <li>◆ What will future needs be for the professional development of the staff?</li> </ul>	<ul style="list-style-type: none"> <li>◆ What can be done to ensure that all staff members have access to the professional development needed to ensure quality education for students?</li> </ul>
<b>Curriculum Resources and Equipment</b>	<ul style="list-style-type: none"> <li>◆ What curriculum resources and equipment are available at present? <i>(do not have to be in the school itself)</i></li> <li>◆ How effectively are the resources used?</li> </ul>	<ul style="list-style-type: none"> <li>◆ What resources will teachers and students need in order to support effective teaching and learning?</li> </ul>	<ul style="list-style-type: none"> <li>◆ How will we ensure that all teachers and students have access to materials and equipment that are used effectively to support learning?</li> </ul>

## **Appendix 14    Future Basing**

This activity can be found in *Planning for Performance*, Chambers, Baxter, & Borthwick, 1996, TLO, Bristol

Future Basing is a very visual activity that can be used to organise your tasks for an Action Strategy over any time frame. In this example we are using the three-year time frame of a SIPlan, but some Action Strategies may be planned over a year.

### **Step 1    *In groups, imagine a vivid picture of your school community in the future.***

- ♦ Draw a picture of what is happening in the school and community. Draw the learners and the teachers. Where are they and how are they behaving? What impact is the school having in the community? Is there anybody else involved? What resources are they using? Can you picture what they are doing and how they are feeling?

### **Step 2    *How did your Action Strategy help you to get to where your picture takes you?***

Choose one of your Action Strategies. Imagine that the strategy you want to put in place has been achieved.

- ♦ What things did you do to make this happen?
- ♦ What resources were necessary, i.e. resources and equipment, staff or individual development, accommodation and facilities?
- ♦ What consultation or organisation did you have to undertake?

### **Step 3    *Sequence the change***

- ♦ Place your picture on the floor a little way from you and lay down several large sheets of paper. (See illustration on next page)
- ♦ When you have decided what date you want to achieve the picture write it beside the picture.
- ♦ Working back towards you mark on the next sheets the dates leading back to the present time. For example if you want to achieve your strategy by 2005 write that date on the paper below the picture. Then write 2004 on the next one, and 2003 on the one closest to you.
- ♦ Begin with the date/sheet furthest away and write down what you want to achieve by then. Then move back to the next sheet - and write what you want

- ♦ to achieve by then and so on until you get back to the present time. Think about all the things you have to do – accommodation and facilities, resources and equipment, staffing and staff development, management and organisation.
- ♦ If you wish, when you have finished, you can make a separate list of all the activities needed under the separate headings: accommodation and facilities, resources and equipment, staffing and staff development, management and organisation

## Future Basing over three years

1<sup>st</sup>

**End of Year 3**



Draw a picture of how your school will look and function when all the Action Strategies have been achieved.

**Then for each Action Strategy separately:**

2<sup>nd</sup>

Write all the tasks that will be completed by the final year in the appropriate place.

<b>Resources and equipment</b> (needed for learning support)	<b>Staff development &amp; Staffing</b> (closely related to areas for teaching characteristics)
<b>Yr 3</b>	
(maintaining, improving, building, securing) <b>Accommodation and facilities</b>	(developing policies, setting up systems, consulting, ensuring implementation, monitoring, evaluation) <b>Management and Organisation</b>

3<sup>rd</sup>

Write all the tasks that will be completed by the end of the second year in the appropriate place.

<b>Resources and equipment</b>	<b>Staff development &amp; Staffing</b>
<b>Yr 2</b>	
<b>Accommodation and facilities</b>	<b>Management and Organisation</b>

4<sup>th</sup>

Write all the tasks that will be completed by the end of the first year in the appropriate place.

<b>Resources and equipment</b>	<b>Staff development &amp; Staffing</b>
<b>Yr 1</b>	
<b>Accommodation and facilities</b>	<b>Management and Organisation</b>



## Appendix 15 Force Field Analysis

This is a visual way of representing the forces that may hinder or support our implementation of Action Strategies and Tasks.

### **What to do**

- ◆ Choose an Action Strategy or task you want to achieve but that you know will be difficult.
- ◆ Draw a line down the middle of a piece of flipchart paper. (*See diagram on following page*)
- ◆ Write the headings “Helping Forces” and “Hindering Forces” at the top of the columns you have made.
- ◆ Brainstorm a list of things that will help or hinder what you are trying to do. The more precise you are the better. Write the things in a well spaced list in the appropriate column
- ◆ For each helping or hindering force draw an arrow pointing towards the central line. Use different thicknesses to indicate the strength of the force, the thicker the arrow, the greater the force.

### **Overcoming the issues**

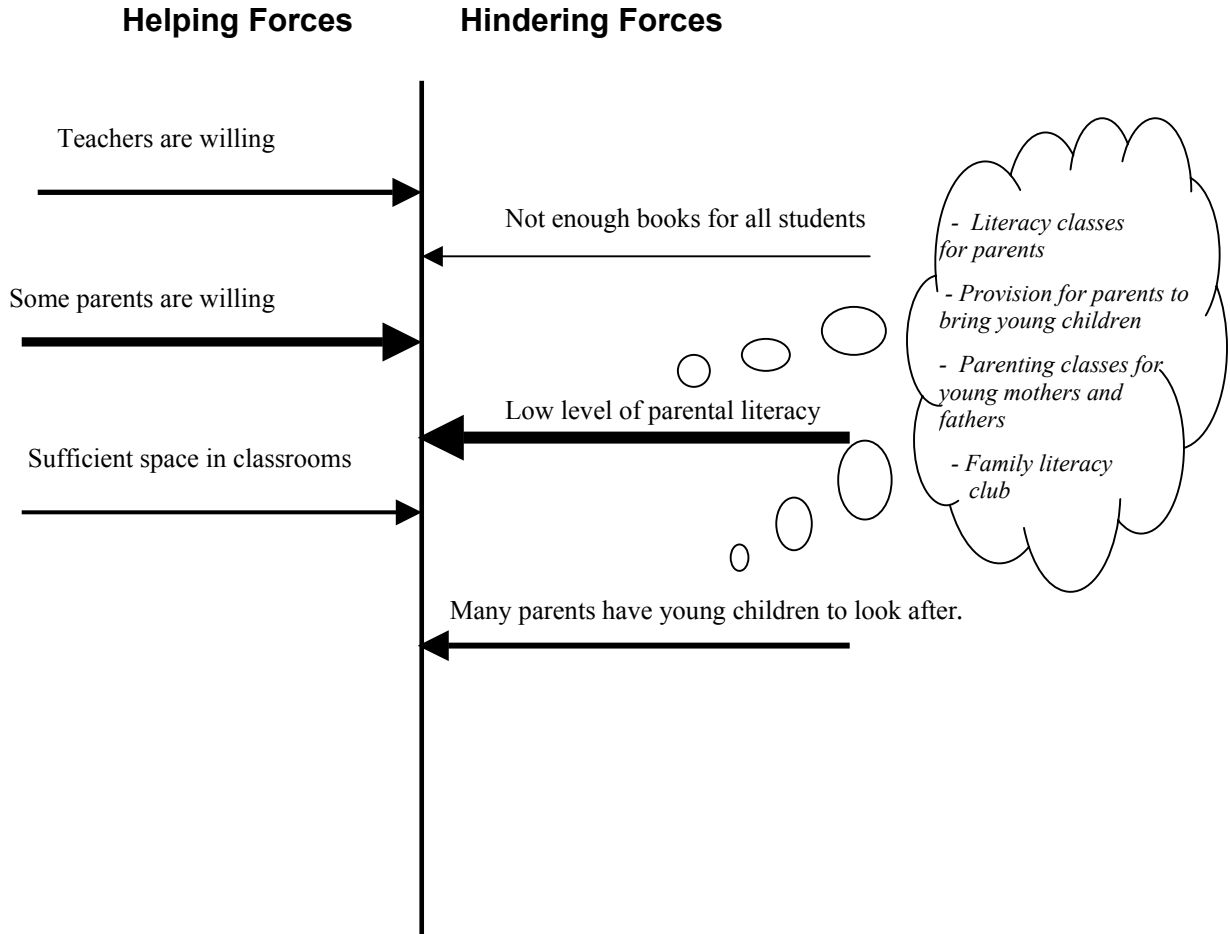
- ◆ Now look down the arrows on the “Hindering Forces” side. What can you do to reduce or weaken them? Write down the changes you would like to make. Is it to do with changing people’s attitudes, or changing organisational things, or getting more resources for something? You may find this leads to new tasks or reinforces the need for tasks already identified.
- ◆ List the things you must do to overcome these hindering forces. If you want to change attitudes or behaviour who might help you?
- ◆ Now look at the list of things that help. What can you do to build these up and strengthen them? Write down what you might do and who might help you.

### **Moving things forward**

- ◆ Using the lists you have made enlist the help of supportive others to concentrate on developing solutions that tackle the major issues that are hindering you.

Example of a Force Field Analysis diagram: (incomplete)

**Action Strategy: Involve parents in their children's literacy development**  
**Task: Parents listening to students reading in class**



**The thicker the arrow, the stronger the force.**

## **Appendix 16**

### **Evaluation Of the SIPlan and SIPlanning process**

This section requires going through the SIPlan and the SIPlanning process carefully to ensure that it has been completed to the desired standard. This will happen before the plan is submitted for approval, and this will also be the criteria used by the School Board and Education Officer.

#### ***Level of Participation***

##### ***Areas***

**Check that there is evidence of the participation of staff, students and a wide range of community members in:**

- ◆ identifying successes and problems and identifying causes of problems
- ◆ setting goals based of the causes of the problems identified
- ◆ prioritising goals
- ◆ determining action strategies
- ◆ prioritising action strategies
- ◆ planning the implementation

##### ***Questions e.g.***

To what extent were the community /students/teachers involved in... (see areas above)?

What role did they play?

How did you enable school community members to share their feelings about the school?

Who will be involved in the implementation?

How could more people be involved?

What changes will you make to the process to increase school community participation?

## **Goals / IoS / MoV**

### **Areas**

#### **Check that goals for:**

- ◆ Students' achievement highlight learning and focus on the areas that relevant data shows needs to be strengthened.
- ◆ Students' personal development highlight changes in attitude and beliefs. (responsibility, self-esteem, self-respect, motivation, etc.)
- ◆ Community members' achievement strengthen the community as a whole and seek to address causes of problems identified by the school community members.
- ◆ Community members' personal development highlight changes in attitude and beliefs.

#### **Check that IoS are:**

**Specific**            **Realistic**  
**Measurable**      **Timed over 3 years**  
**Achievable**

#### **Check that MoVs are:**

**Easy to access**  
**Specific to the IoS**

### **Questions e.g.**

How did the data analysis help you set these Learning Goals and IoS? What exactly did you find out?

Tell me about this goal. How does it highlight learning? (where it is not a LG but an Action Strategy )

How realistic are your Learning Goals and IoS?

How are the MoVs appropriate to the IoS? How easy are they to access?

## **Action Strategies**

### **Areas**

#### **Check that each Action Strategy is:**

Clearly related to the achievement of the goal.

'BIG" i.e. requires activity in at least 2 of the following:

Learning characteristics

Teaching characteristics

Accommodation & facilities

Management & organisation

Planned to last for at least a year.

### **Questions**

e.g.

How will your AS achieve the goal?

Why do you think this is an Action Strategy rather than a Task?

How could we combine these tasks to form a comprehensive Action Strategy?

## **Implementation Plan**

### **Areas**

#### **Check that:**

Tasks are written in a logical order

Tasks are sufficient to achieve the AS

Timing is realistic and appropriate

People chosen to do tasks are appropriate

A range different persons involved

Estimates of costs are realistic

Plan is within budget

Calculations are correct

### **Questions**

e.g.

How will these tasks help you achieve the Action Strategy?

Why would you do the tasks in this order?

What other tasks may be needed to achieve the AS?

How have you ensured that a range of people are involved?

What have you done to check how realistic your estimates are?

How have you checked through your budget to see if it all correct and in budget?

## **Appendix 17      Reviewing The Process**

### **WHY?**

The purpose of this review is to find out how well the planning process worked for all concerned in order to improve it where necessary during the next planning cycle.

### **WHAT?**

As part of the process of evaluating and refining the School Development Plan, it is important to undertake a review of the process and methodology used. This could include questions about:

#### ***Levels of involvement***

- ◆ Who was involved?
- ◆ At which stages of the process they were involved?
- ◆ In what ways were they involved?
- ◆ How do they feel about their level of involvement in the process?

#### ***Appropriate use of tools and techniques for planning***

- ◆ How useful were the tools and techniques to the process?
- ◆ To what extent did different stakeholders understand and gain something from the tools and techniques.
- ◆ To what extent did the tools and techniques yield valuable information?

#### ***Ways to improve the process***

- ◆ How could the process be improved next time?

### **WHO?**

Just as the SDP process was consultative, it is important that the review also seeks the views of as many of those involved in the planning process as possible. This will mean asking questions of:

- ◆ The Principal
- ◆ Teachers
- ◆ PTA and School Board members
- ◆ Parents and community members
- ◆ Students
- ◆ *and others .....*

### **HOW?**

The starting point for the review is a checklist of questions. These may differ for different stakeholder groups. The checklist can then be used in a number of different ways depending on which is the most appropriate for the given situation and target group. Some possible methods for collecting responses include:

- ◆ interviews
- ◆ focus group discussions
- ◆ community meetings
- ◆ questionnaires etc.

## **SAMPLE QUESTIONS FOR REVIEW**

### ***Levels of involvement***

- ◆ Were you involved in the school development planning process?
- ◆ In what way were you involved in the SIP process?
- ◆ Did you feel you had sufficient opportunity to share your feelings about the school?
- ◆ How do you feel about the process and your contribution to it?
- ◆ *etc.*

### ***Appropriate use of tools and techniques for planning***

- ◆ Which tools were used as part of your SIP process.
- ◆ Why were those tools used?
- ◆ What kind of information did they yield?
- ◆ Which tools did you find most useful, and why?
- ◆ Which tools did you find least useful and why?
- ◆ Were any problems encountered when preparing the plan?
- ◆ If so, what were they?
- ◆ How did you overcome them?
- ◆ *etc*

### ***Ways to improve the process***

- ◆ How could more people be involved in the process?
- ◆ What changes could be made to the process to make it work better for you?
- ◆ How could the overall process be improved next time round?
- ◆ *etc*

## Appendix 18 Anansi Web

### WHAT?

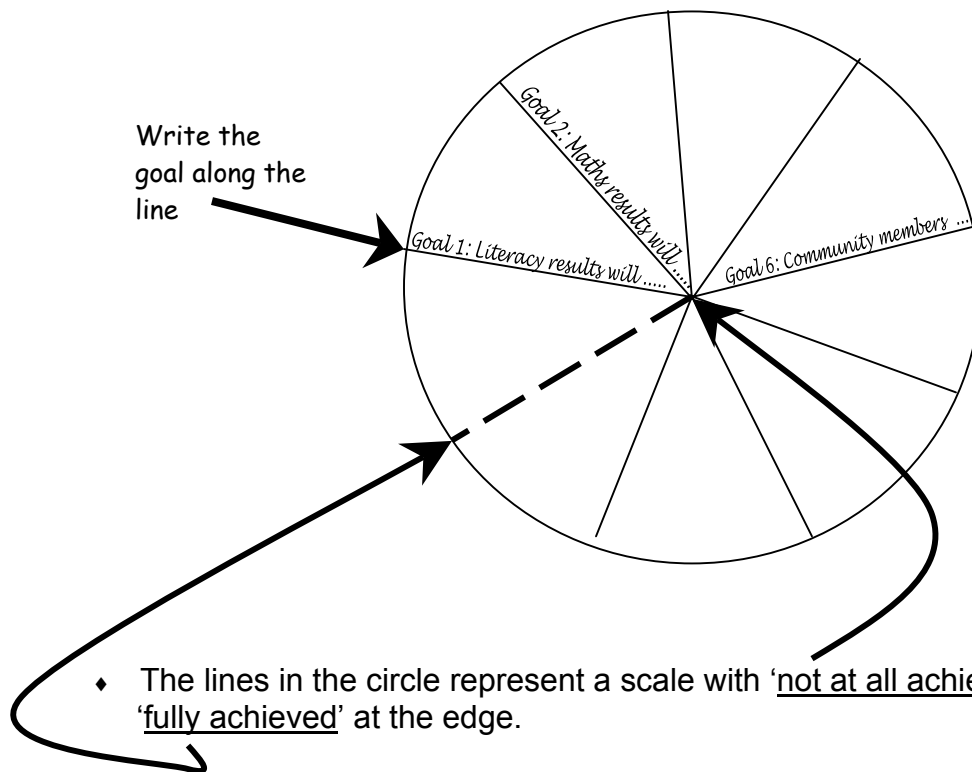
The 'Anansi Web' is a very visual way of representing the extent to which goals have been achieved. It is a simple diagram that can be used in a participatory way, as part of a discussion with community members or other stakeholders, to record the results

### WHY?

It is important to involve as many SIP stakeholders as possible in the process of reviewing and charting progress towards goals. It is also important that progress, or lack of progress is communicated so that decisions can be taken about goals for future SIPs. This should be done as visually as possible, and in such a way that changes can be shown as they happen.

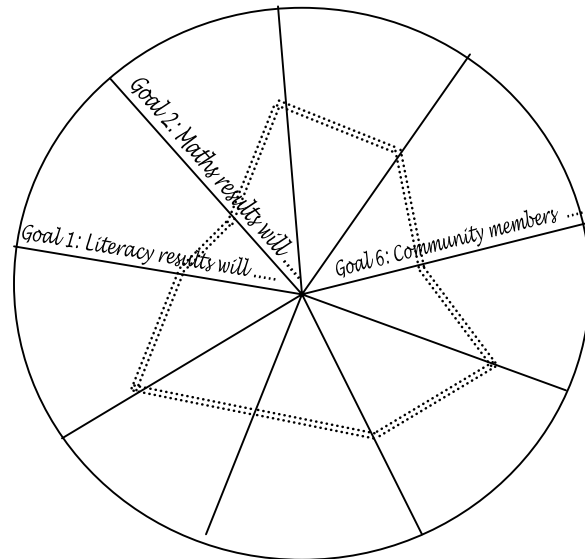
### HOW?

- ◆ Draw a large circle with a number of lines going from the centre of the circle to the edge (like the spokes of a wheel).
- ◆ The number of lines should correspond with the number of goals set in the SIP, and these should be written along each line, as shown below.





- ◆ Participants/Stakeholders can then be asked to indicate, by making a mark, or placing a pin on the line, the extent to which they feel each goal has been achieved.
- The points on the lines can then be joined (by other lines, or a piece of string) and the resulting shape will give an 'at a glance' picture of progress towards goals (see below).



N.B. Joining the marks/pins with string means that the same web can be used to monitor progress over time of a number of goals.

### Goal And Strategies Review

<b>Existing Goal:</b>				
	To what extent was the goal achieved?	What challenges did we face with this goal?	Was it an appropriate goal?	Was it a RIGHT goal?
Findings				
How will it be different next year?				
To what extent did our Action Strategies help to achieve the goal?				