To Evaluate the Effect of School Improvement Plan Implemented at Army Public School & College (Zamzama) Senior

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Abstract

After completion of Army Public School & College System (APSACS) Staff Development Diploma Course, the researcher was supposed to select an area of development of a school as a training project of Action Research. Being a new principal of the school, the researcher chose the area of school improvement plan where all the aspects of school/student improvement covered in appropriate manner. Evaluation of School Improvement Plan (key to success in school management) helped the researcher to implement the SIP in true sense, monitor the process religiously and engage the entire stakeholder in the process of achieving the goals. Objectives of the study were i) To analyse the level of achievements after putting considerable efforts through school improvement plan, ii) To identify the hindering factors using school improvement plan, iii) To determine the use of helping factors in implementing school improvement plan, iv) To conclude the degree of involvement of stakeholders in achievement of common goals. All students (1160) of Army Public School & College System APS&CS (Zamzama) Senior were selected for study. Data was collected from students using convenient sampling method. Questionnaire was developed for data collection. To measure the performance, the collected data was analyse using statistical technique i.e percentage (%). Areas for improvement have been identified.

Keywords: *School Improvement Plan, Development Diploma Course, Training Project*

1. Introduction

Evaluation is a process that critically examines a program. It involves collecting and analysing information about a program's activities, characteristics, and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness, and/or to inform programming decisions (Patton, 1987). There are several types of evaluations that can be conducted. Some of them include the following:-

a. **Formative evaluation**

Ensures that a program or program activity is feasible, appropriate, and acceptable before it is fully implemented. It is usually conducted when a new program or activity is being developed or when an existing one is being adapted or modified.

b. **Process/implementation evaluation**

Determines whether program activities have been implemented as intended.

c. **Outcome/effectiveness evaluation**

Measures program effects in the target population by assessing the progress in the outcomes or outcome objectives that the program is to achieve.

d. **Impact evaluation**

Assesses program effectiveness in achieving its ultimate goals.

School Improvement Plan (SIP) is a road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made. These changes can be identified through findings of previous year observations. School improvement plan is the first step in improving the quality of education that it provides.

Army Public School & College System School Improvement Plan (APSACS SIP) and Self Evaluation Framework (SEF) it is often seen when a strong principal or leadership team leaves a school, it reverts back to its previous practices and lose ground. To solve this issue, bring cohesion and device a system of support to sustain the efforts of the management team, APSACS has designed a comprehensive document of SIP&SEF which consist of 5 domain in 2018.This document is following the concept of Four Domains for Rapid School Improvement A Systematic Framework designed by WestEd in collaboration with the Academic Development Institution and University of Virginia released in 2017 (Antholis, 2017).

1.1 Statement of the Problem
School improvement plan is an effective method for evaluation in Education. The process of evaluation in Education is characterizing and appraising some aspect/s of an educational process. The purpose of this study is to evaluate the effecti School improvement plan at army public school and college.

1.2 Objectives
The research study aimed at:
- To analyse the level of achievements after putting considerable efforts through school improvement plan.
- To identify the hindering factors using school improvement plan.
- To determine the use of helping factors in implementing school improvement plan.
- To conclude the degree of involvement of stakeholders in achievement of common goals.

2. Related Researches
The development of a school improvement plan (SIP) has become an integral part of many school reform efforts. However, there are almost no studies that empirically examine the effectiveness of SIPs. The few studies examining the planning activities of organizations have generally focused on the private sector and have not provided clear or consistent evidence that such planning is effective. Systemic school improvement Systemic school improvement interventions focus on building school and teacher capacity to increase student achievement by addressing various interrelated and interdependent components of an education system (Hargreaves, Halász & Pont, 2007). Among other components, these may include a school's curriculum, professional development opportunities, instructional practices, and assessment procedures (Supovitz & Taylor, 2005). Efforts to improve one of the system's components will often instigate changes in other components, as well as changes in the system as a whole. This, in turn, can contribute to greater school and teacher capacities and improvements in student achievement (Hallinger & Heck, 2010). A systemic approach to school improvement considers the local context of education systems and acknowledges that the specific needs, focus areas, and capacities for improvement vary from school to school. Therefore, rather than concentrating on a particular project or narrowly defined prescriptive intervention, effective systemic school improvement interventions have differential emphases on school structures, processes, and capacities depending on particular schools' needs (Herman et al., 2008). This alignment with individual school needs is critical to facilitating change that will lead to sustained student academic growth (Hall & Hord, 1987). Within a systemic approach to school improvement, districts and schools operate uniquely to organize and facilitate decision making about creating, implementing, and sustaining fundamental school improvement efforts most relevant to their specific needs (Adelman & Taylor, 2007). Implementing systemic change is rarely easy and requires multiple levels of support, as decades of research have shown (Sashkin & Egermeier, 1993; Kannapel, 2000; Ellsworth, 2000). Many school administrators do not have the skills, experience, or time to accomplish the daunting task of school reform. Facilitating the change process involves many individuals at different levels within a school system including district 2 administrators, principals, and teachers (Goertz, Floden & O'Day, 1996; Datnow, Lasky, Stringfield & Teddlie, 2005). Research suggests that internal or external change agents, or a combination of both, can be effective in assisting schools in building capacity for change and navigating the road to

improvement (Hall & Hord, 1987; Sun, Creemers & de Jong, 2007; Herman et al., 2008). External pressure and high expectations for student performance from community, state, or national representatives can help catalyze the improvement process. Internal motivators such as empowered school leadership and success with short-term goals can help educators sustain improvement efforts (Fullan & Smith, 1999).

2. Hypothesis
The hypothesis was as:
$H_0 1$.   All the domains of School improvement plan showed no improvement.

3. Method and procedure
3.1 Population
Population of the study comprised of all the students of Army Public School & Colleges in Khyber Pakhtunkhwa Province.

3.2 Sample
To conduct the research all the students of Army Public School & College Zamzama Senior campus was selected as sample of the study. These students were selected by Systematic Random sampling method.

3.3 Research Design
The type of research used in the study is "Action Research "The time allotted for this project was 8 months.

3.4 Research Instrument
Questionnaires were designed and used for this study. APSACS School Improvement Plan is consist of 5 domains due to which 5 questionnaires were used to evaluate these domains.

3.5 Tasks
a. **Task1:** Training of the teachers .workshops were arranged to make the teachers part of this study .vision and mission of the school was discussed and short term goals were identified .the process and objectives of the study was sheared and discussed with the study
b. **Task 2**: School's student council body was involved by arranging seminar and give them awareness about SIP in their routine CCA period Head Boy & Head Girl were directed to maintain a proper record for all their meeting points, duties, problems and their follow up.
c. **Task 3**:   Different orientation meetings were arranged for parents to evolve them in student's activities, grooming and other areas of their learning.
d.   **Task 4:**   All the APSACS holistic programs, CCA activities and ECA were conducted, analysed and evaluated after completion in true sense.

3.6 Collection of Data
Data was collected by systematic random sampling method. Initially the method was applied in gathering class wise data and then data gathered from whole school.

4. Data Analysis
Data was analyzed through percentage (%). The scores were used to identify the overall perception of the students about the institute while using School improvement plan.
$H_0 1$. All the domains of School improvement plan showed no improvement

Table 1 The School improvement plan was consisting on five domains and the results carried out by these domains were calculated in percentage as under

Domain No.1: School Culture and Ethos	Percentage	
	Yes	No
Q.1: Do you feel excited while coming to school?	90.0	10.0
Q.2: Do you put school ID card?	80.0	20.0

Q.3:	Have you ever faced a corporal punishment?	35.0	65.0
Q.4:	Do you interact with section head/Principal?	45.0	55.0
Q.5:	Does your teacher take time to assist individual student that need help?	75.0	25.0
Q.6:	Does your principal visit your class?	90.0	10.0
Q.7:	Have you ever witnessed bulling in the school?	30.0	70.0
Q.8:	Have you ever been teased inside the school?	25.0	75.0
Q.9:	Does your school use various strategies to improve unity & Discipline?	50.0	50.0
Q.10:	Do you find opportunity to be part of Morning assembly presentation?	70.0	30.0
Q.11:	Are you actively participating in different Co-Curricular activity?	55.0	45.0
Q.12:	Do you find the school environment friendly?	90.0	10.0
Q.13:	Is there sufficient light in your classroom?	45.0	55.0
Q.14:	Do you find the sports equipment's sufficient?	25.0	75.0
Q.15:	Is the computer lab sufficiently equipped?	65.0	35.0
Q.16:	Is the school furniture in a satisfactory condition?	55.0	45.0
Q.17:	Are the class cupboards big enough for your needs?	70.0	30.0
Q.18:	Are the white boards in good condition?	50.0	50.0
Q.19:	Are you satisfied with the food quality in the canteen?	65.0	35.0
Q. 20:	Are you a good leader?	85.0	15.0

Table 1 indicate that 90 percent students were feel excited while coming to school, 80 percent students put school ID card, 35 percent students faced a corporal punishment, 45 percent students interact with section head/Principal, according 75 percent of students, teacher take time to assist individual student that need help, according 90 percent of students, principal visit classroom, 30 percent students witnessed bulling in the school, 25 percent students teased inside the school, 50 percent students summarize that the school use various strategies to improve unity & Discipline, 70 percent students were find opportunity to be part of Morning assembly presentation, 55 percent students were actively participating in different Co-Curricular activity, 90 percent students find the school environment friendly, according 45 percent students there were sufficient light in classroom, 25 percent students find the sports equipment's sufficient, 65 percent students were find computer lab sufficiently equipped, 55 percent students find school furniture in a satisfactory condition, 70 percent students find class cupboards big enough for student's needs, according 50 percent students white boards in good condition, 65 percent students satisfied with the food quality in the canteen, 85 percent students feel that they are good leaders.

Table 2

Domain No.2: Leadership and Management		Percentage	
		Yes	No
Q.1:	Are you a good leader?	65.6	34.4
Q.2:	Did you get any lesson from school vision & mission statement?	65.6	21.9
Q.3:	Do you agree with the school leadership, mission and core values fulfill all aspects of leadership?	65.6	34.4
Q.4:	Are you satisfied from teaching staff interaction? If no write down the reason please.	100	0
Q.5:	Is student centered methodology beneficial for you or it is spoiling your learning process?	78.1	21.9
Q.6:	Do you find beneficial current teaching methodology?	78.1	21.9
Q.7:	Do you have any idea about the school's handshake program?	34.4	65.6
Q.8:	Is school mentorship program beneficial for you and school?	68.8	31.3
Q.9:	Did you get guidance from any mentor member of your mentor school?	43.8	56.3

Q.10:	Have you been contributing to the school's vision and mission?	75.0	25.0
Q.11:	Is there a healthy interaction with teaching staff of the school?	96.9	3.1
Q.12:	How many times do you plan your lessons following the students centered methodology?	81.3	18.8

Table 2 indicates that 65.6 percent students were feel they are good leader, 65.6 percent students get any lesson from school vision & mission statement, 65.6 percent students agree with the school leadership, mission and core values fulfill all aspects of leadership, 100 percent students satisfied from teaching staff interaction, according 78.1 percent of students, centered methodology beneficial for you or it is spoiling your learning process, 78.1 percent students find beneficial current teaching methodology, 34.4 percent students have idea about the school's handshake program, 68.8 percent students were find mentorship program beneficial for students and school, 43.8 percent students get guidance from any mentor member of mentor school, 75 percent students feel that they are contributing to the school's vision and mission, according 96.9 percent students there is healthy interaction with teaching staff of the school, 81.3 percent students plan their lessons following the students centered methodology.

Table 3

Domain No.3: Curriculum Implementation		Percentage	
		Yes	No
Q.1	Do you find the teaching methodology effective for learning?	95.0	5.0
Q.2	Do you know about critical thinking?	70.0	30.0
Q.3	Are your notebooks checked vigilantly?	95.0	5.0
Q.4	Do you mostly communicate in English during school hours?	45.0	55.0
Q.5	Does the class test help you in your term exam?	90.0	10.0

Below questions total quantity is 23		Percentage	
		Yes	No
Q.6	Do you think we are qualified professionally in education to understand the basic principles of child's learning?	87.0	13.0
Q.7	How often are we adopting modern teaching methodologies to teach our students?	21.7	78.3
Q.8	Do you focus on incorporating 21st century skills into main stream teaching?	78.3	21.7
Q.9	Do you agree that AFL is an ongoing process of curriculum implementation?	78.3	21.7
Q.10	Have you been adopting any specific AFL methodologies in your daily lesson plan?	100.0	0.0
Q.11	Do you develop reading culture among students?	95.7	4.3
Q.12	Do you find science and computer labs well equipped to cater the students needs?	91.3	8.7
Q.13	Do you think our school library is well equipped to cater the the students'	43.5	56.5

	academic needs?		
Q.14	Does school leadership and teachers exhibit high expectation for students' learning?	95.7	4.3

Table 3 depicts that 95 percent students find the teaching methodology effective for learning, 70 percent students know about critical thinking, 95 percent students notebooks checked vigilantly, 45 percent students mostly communicate in English during school hours, according 90 percent of students, class test help in term exam, 87 percent students find we are qualified professionally in education to understand the basic principles of child's learning, 21.7 percent students we adopting modern teaching methodologies to teach our students, 78.3 percent students focus on incorporating 21st century skills into main stream teaching, 78.3 percent students agree that AFL is an ongoing process of curriculum implementation, 100 percent students adopting any specific AFL methodologies in your daily lesson plan, according 95.7 percent students they develop reading culture among students, 91.3 percent students find science and computer labs well equipped to cater the students' needs. 43.5 percent students think our school library is well equipped to cater the students' academic needs, 95.7 percent students feel school leadership and teachers exhibit high expectation for students' learning.

Table 4

Domain No.4: Assessment		Percentage	
		Yes	No
Q.1:	Do you have access to AIS?	46.3	53.7
Q.2:	Is it comfortable to attempt the checkpoints/Assessments?	86.8	13.2
Q.3:	Do you find enough time to attempt your checkpoints/Assessments?	74.7	25.3
Q.4:	Do you need extra coaching class before appearing in the Detention/Term examination?	54.7	45.3
Q.5:	Do you find any complaints from your parents regarding PTM?	22.6	77.4
Q.6:	Are you satisfied with internal invigilation system during examination/Checkpoints/Assessments?	75.8	24.2
Q.7:	Should we have prize distribution ceremony on Annual basis?	81.1	18.9
Q.8:	Are you satisfied with internal marking system?	68.4	31.6
Q.9:	Do you agree with the policy of official cutting during Examination/Checkpoints/Assessments?	49.5	50.5
Q.10:	Do you look forward to attend APS College after your matriculation?	61.1	38.9

Table 4 indicate that 46.3 percent students have access to AIS, 86.8 percent students comfortable to attempt the checkpoints/Assessments, 74.7 percent students find enough time to attempt your checkpoints/Assessments, 54.7 percent students need extra coaching class before appearing in the Detention/Term examination, 22.6 percent students find any complaints from your parents regarding PTM, 75.8 percent students satisfied with internal invigilation system during examination/Checkpoints/Assessments, 81.1 percent students have prize distribution ceremony on Annual basis, 68.4 percent students satisfied with internal marking system, 49.5 percent students agree with the policy of official cutting during Examination/Checkpoints/Assessments, 61.1 percent students look forward to attend APS College after your matriculation.

Table 5

Domain No.5: Holistic Development		Percentage	
		Yes	No
Q.1:	Are you interested in community service e Program?	64.2	35.8

Q.2:	Is career council program profitable for you?	55.8	44.2
Q.3:		75.8	24.2
	Do you think you can achieve the targets setup by read & write program?		
Q.4:	Is school house system makes you leader in the future?	72.1	27.9
Q.5:	Do you want to become a member of any club or society?	74.7	25.3
Q.6:		57.4	42.6
	Are you engaged in any school Co-curricular activity?		
Q.7:		60.5	39.5
	Do you get any benefit from school CCA?		
Q.8:		81.6	18.4
	Are you interested in any sports activity?		
Q.9:		75.3	24.7
	Is school sports activity make you feel healthy?		
Q.10:	Are you a responsible person to perform your school duties honestly?	85.3	14.7

Table 5 shows that 64.2 percent students interested in community service e Program, 55.8 percent students career council program profitable for you, 75.8 percent students think they can achieve the targets setup by read & write program, 72.1 percent students school house system makes you leader in the future, 74.7 percent students want to become a member of any club or society, 57.4 percent students engaged in any school Co-curricular activity, 60.5 percent students get any benefit from school CCA, 81.6 percent students interested in any sports activity, 75.3 percent students school sports activity make students feel healthy, 85.3 percent students responsible person to perform your school duties honestly.

5. Conclusions

All five domains are hypothetically show improvement. It means that significant improvement has been shown due to some helping factors like supportive formation, extraordinary infrastructure, good repute, fool proof security, spacious classrooms, well equipped labs, skilled leadership & management, few motivated and experienced teachers, enthusiastic students. However, if we follow the school overall grade key mentioned in the APSACS SIF & SEF document and consider 40% achievement as bottom line for all questionnaires, following areas still need improvement:-

1. Domain - 1
a. Furniture
b. Insufficient light in classrooms
c. Insufficient sports equipment
d. Barely satisfactory condition of white boards
e. Inadequate interaction between Principal/Section Heads and students

2. Domain - 2
a. Insufficient knowledge and lesser involvement of teachers in school handshake and mentor mentee programmes.
b. Insufficient interaction with mentor school.

3. Domain - 3
a. Feeling shy in English conversation.
b. Insufficient space and lowly equipped library.
c. Improper checking of notebooks.

4. Domain - 4
a.Inadequate use of APSACS Information System (AIS) by students.

b. The areas of improvement were hindered by multiple factors, including; majority of untrained teachers, rapid changeover of teachers and heterogeneous culture of the students.

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