



KITALE SCHOOL



OUR FUTURE KITALE SCHOOL 2014-18

(Nursery, Primary and Secondary)



STRATEGIC PLAN 2014 -2018

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LIST OF ACCRONYMS

ACK	Anglican Church of Kenya
BOM	Board of management
CDF	Constituency Development Fund
ECD	Early Childhood Development and Education
FDSE	Free Day Secondary Education
FPE	Free Primary Education
GOK	Government of Kenya
HOD	Head of Department
ICT	Information Communication Technology
KCPE	Kenya Certificate of Education
KCSE	Kenya Certificate of Secondary Education
PTA	Parents Teachers Association
SP	Strategic Plan
SSRE	Social Studies and Religious Education

FORWARD

This Kitale School's 2013 - 2017 Strategic Plan embodies the major aspirations of the key stakeholders of the School for the next five years. After giving the background information of this historic national institution, and analyzing the current state of the School through the use of two analytical tools of PESTEL and SWOT, this Strategic Plan goes on to highlight eight Objectives which point at core areas of focus for the institution in the period under consideration. It also notes the various activities to be undertaken in fulfilling these strategic objectives. The document also provides the monitoring and evaluation mechanisms to ensure successful implementation of these identified strategic objectives and activities.

Allow me to highlight the nine Strategic Objectives or Goals identified in this Strategic Plan that would guide the direction and activities in the implementation of this Strategic Plan:

Objective 1: On Academic Standards, "to ensure the School achieves high academic standards and national examination performances that would match its national status"

Objective 2: On School Discipline and Culture, "to develop institutional culture of positive values, hard work, and disciplined students"

Objective 3: On Information Technology, "to provide adequate resources and broaden the use and integration of technology into the School's teaching and learning processes"

Objective 4: On Socio-Cultural Environment, "to promote spiritual values, student and staff supportive services, and cohesion among the various members and groups of this complex School community"

Objective 5: On Physical Environment, "to promote environmental conservation and awareness by integrating them into the School's curricula and extra-curricula activities"

Objective 6: On Infrastructure, "to provide additional physical facilities that will adequately meet the needs of the ever-growing student population"

Objective 7: On Equipments, "to purchase the Second School bus in order to meet the growing needs of the School"

Objective 8: On Partnerships, "to establish strategic partnerships, both within and outside Kenya, for resource mobilization and exchange programmes for staff and students of the School"

Objective 9: On Human Resource, "to equip and ensure high morale among teaching and non-teaching staff for increased efficiency and service delivery of the School"

On behalf of the Board of Governors, may I register our utmost appreciation for the tireless effort and input offered by the various stakeholders of the School in putting this document together, more specifically, the Strategic Plan Committee members; Management Team; Staff; Students; and PTA members. It is their cooperation and contributions that have led us to the successful completion and launch of this second edition of the School's Strategic Plan.

Finally, it is my prayer that God will grant wisdom and courage to the leadership team of Kitale School, as well as goodwill to all Kitale School stakeholders, so that each can fully play their unique roles in ensuring the successful implementation of the aspirations contained in this Strategic Plan that together we can move Kitale School to a higher level of "excellence".

Rev Dr Emmanuel Chemengich

CHAIRMAN, BOARD OF GOVERNORS

PREFACE

This is the Second Edition of the Kitale School Strategic plan. The 1st having covered the years 2009 – 2013 under the name Kitale Academy. The school changed its name to Kitale School in 2010. We thank God that the 1st Edition helped us move and a lot has been done from the Plan. Investing time and money into the strategic plan was worthwhile. The current Plan is meant to build on the gains made from the first Plan.

The School has grown greatly in every sphere. Population wise, the Primary is moving to 5 streams and the Secondary is currently fully 3 streamed. We have registered positive academic performance both at Primary and Secondary. The increase in population comes with more challenges as the physical facilities need to be increased. As a school, we appreciate the Board of Management, the Parents, Teachers Association, the staff and other stakeholder for the support that enabled the realization of what we had planned in the last 5 years. I urge all to maintain the unity of purpose that has propelled the school in the last 5 years.

In this strategic plan, we have reviewed the K.C.P.E. and K.C.S.E. target for the next 5 years.

KCPE TARGETS 2014 – 2018

YEAR	2014	2015	2016	2017	2018
ENGLISH	72.50	73.50	74.50	75.50	77.80
KISWAHILI	66.00	67.00	68.00	69.00	70.00
MATHEMATICS	68.94	69.54	70.73	71.31	71.85
SCIENCE	67.00	68.00	69.00	70.00	71.00
SSR	68.00	68.50	69.00	69.50	70.00
TOTAL	342.44	346.54	351.23	355.31	360.65
DEVIATION	+5.07	+4.01	+4.68	+4.08	+5.34

KCSE TARGETS 2014 – 2018

Subject	2013	2014	2015	2016	2017
English	8.5	8.9	9.3	9.5	
Kiswahili	8.5	8.8	9.1	9.4	
Mathematics	5.5	6.5	7.2	7.9	8.6
Biology	7.37	7.77	8.17	8.57	
Physics	9.6	10.0	10.5	10.7	11.0
Chemistry	6.2	7.10	7.80	8.20	
History	9.0	9.5	9.8	10.0	
Geography	8.5	8.8	9.0	9.5	
CRE	10.0	10.3	10.5	10.8	
Home science	7.3	7.8	8.2	8.7	9.3
Agriculture	9.0	9.5	9.80	10.00	10.50
Computer	6.6	7.5	8.0	8.5	9.0
Business Studies	7.5	8.0	8.2	8.5	8.8

What was not achieved in the last strategic plan has been incorporated into this edition and it is our prayer that God will help us attain. The loss of the Senior Dining hall through a fire in 2012 was a real drawback and forced our priorities to change. We thank parents, Ministry of Education, Saboti CDF and the entire community of Trans-Nzoia for the support that saw us put up a modern and spacious dining hall. A real blessing to the school and county. The two dining halls in the school have given the school a real boost.

KCPE/KCSE RESULTS: 2012 – 2013

YEAR	2012		2013	
	ENTRY	M.S	ENTRY	M.S
K.C.P.E.	190	325.89	195	337.37*
K.C.S.E.	128	7.34	147	7.89

The KCPE and KCSE results of 2012 and 2013 have been such a motivation in the school and everyone is working to achieve the targets set for the next 5 years.

Finally, I want to thank all that have contributed to this edition of the strategic plan. Special appreciation to Mr. Norbert Wafula who chaired and did so much to produce this edition of the strategic plan

GOD BLESS KITALE SCHOOL.

Margaret Wanyonyi

PRINCIPAL

CHAPTER ONE

INTRODUCTION

1.1 Background

Kitale School is the largest school of its own kind in the region, with nearly 2000 learners in Nursery, primary and secondary sections. Founded in 1929, it is also the oldest school within the region. It has however undergone rapid expansion in recent years. This strategic plan, sets out to define the future of the school in the coming years. It is developed after the previous one which covered the period 2009 to 2013. The Plan outlines our five year blueprint for improving education standards, growth, performance and service delivery. The main aim of the Plan is to articulate our priorities and focus our energies and scarce resources towards attaining desired outcomes.

1.2 The Plan

The Plan is a follow up to the previous Plan which covered the 2009-2013 period. It is developed at a time when there is increased demand for quality education following the introduction of Free Primary Education (FPE) a few years ago. Students who were enrolled under the FPE program in 2003 joined secondary school in 2011. This group will therefore be sitting for the KCSE examination in 2014 thus completing the secondary cycle. This Plan therefore will address three expectations:

- Expansion of available facilities
- Improving quality of education and performance at national examinations
- Creating a modern school that will attract and retain both staff and learners

1.3 Methodology

This plan was developed with involvement of stakeholders through questionnaire, as well as through deliberations of the Board of Management, Parents-Teachers' Association (PTA) and staff. The staff, through a coordination committee helped to coordinate the planning process and provided important support and analysis that helped complete this plan. The Strategic Planning

Committee, comprised of representatives from the Primary and Secondary sections. The committee met three times to review the previous plan and to reflect on the way forward.

1.4 Success of the Plan

The success of this plan is critically dependent on cooperation between members of the Board of Management, Parents, staff students and all stakeholders. Roles for all members of the Kitale School community are outlined.

1.5 Purpose of the strategic plan

The purpose of this plan is

- To provide strategic direction to all stakeholders of Kitale School.
- To coordinate development and create a basis for resource allocation and focus in order to attain set targets.
- To enable the school to align strategic objectives with financial, physical and human resources
- To provide a basis for short term and long term evaluation plans.

CHAPTER TWO

SCHOOL MISSION, VISION, CORE VALUES AND STRATEGIC OBJECTIVES

Vision

To be recognized as a national institution of academic excellence and integrity

Mission

To provide a conducive environment for the provision of quality education and individuals capable of serving nationally and internationally

School motto

Persevere in quest for excellence

Core values

Based on our core beliefs, we commit ourselves to the following values:

- Focusing on **teaching and learning**
- Improving organizational **Efficiency**
- Holding everyone **Accountable** for Educational Excellence
- Transparency
- Punctuality
- Creating an environment where everyone is Valued and Respected and recognized for his/her efforts
- **Humility**: we humble ourselves before God and humankind
- **Integrity**: we commit ourselves to honesty, openness, accountability, and transparency in all our undertakings
- **Professionalism**: we shall ensure that all our activities are conducted in the right way, time and place
- **Teamwork**: we shall endeavour to work as a team of learners, staff, Board of Management, Parents and other stakeholders.

Strategic objectives

1. To ensure that the school achieves high academic standards and national examination performance that would match its national status
2. To develop institutional culture of positive values, hard work, and disciplined students
3. To provide adequate resources and broaden the use and integration of technology into the school's teaching and learning process
4. To promote spiritual values, student and staff supportive services, and cohesion among the various members and groups of this complex school community
5. To promote environmental conservation and awareness by integrating them into the school's curricula and co-curricular activities
6. To provide additional physical facilities that will adequately meet the needs of the ever growing student population
7. To purchase a second school bus in order to meet the transportation challenge for the growing needs of the school, and purchase generators to address persistent power outages.
8. To establish strategic partnerships, within and outside Kenya, for resource mobilization and exchange programs for staff and students of the school
9. To equip and ensure high morale among teaching and non teaching staff for increased efficiency and service delivery of the school

Key academic strategies

1. Timely completion of syllabuses
2. Seek services of guest speakers as role models and mentorship of learners
3. Teachers and learners to work towards achieving set targets to achieve a text book ratio of 1:1
4. Build and equip the libraries.
5. Enforce language policy.
6. Motivation of teachers and learners. (e.g Enhanced Jackpot)
7. Team teaching.
8. Achieve 100% lesson attendance policy.
9. To create strategic partnerships with individuals and institutions both within Kenya and outside in order to achieve our strategic objectives

Core functions

Our main functions are generally defined by the Education Act Cap 211 laws of Kenya (Revised 1980), the harmonized Basic Education Act (No. 14 of 2013), the Teachers Service Commission Act (No. 20 of 2012) and seasonal paper number 1 of 2005. Basing on the legislative framework, our core business shall include

1. Curriculum implementation: teaching and learning.
2. Promoting educational activities in the school environment
3. Creating a safe and secure environment for teaching and learning
4. Assessment: Administration of tests and examinations
5. Administration and management of Educational programs in school with assistance of Board of Management and the Parents-Teachers Association (PTA)

CHAPTER THREE

SITUATION ANALYSIS

This chapter presents an analysis of the current operational environment. The school's human and physical resources as well as academic performance are analyzed.

3.1 Human Resources

(a) Pre- school

- Teaching staff 8
- Attendants 2
- Cleaner 1
- Pupils 210

(b) Primary

- Teachers: TSC- 37- BoM – 8-. TOTAL-45-
- Pupils1324
- Non Teaching staff : Cooks -9-; Matron -3-; Watchmen – 4-; Secretaries – 1-; Acc Clerk -1-; Office Messenger – 1-; Technicians -1- ; Artisans – 2-; Gardeners – 1-; Librarian -1-; Cateress -2-; Nurse -1-; Store keeper -1-; Bursar -1-; Others -12-
- *Total Non teaching staff -41*
- BoM -19-
- PTA -33-

(b) Secondary

- Teachers: TSC -21-; BoM -19-; TOTAL.....40
- Pupils663
- Non Teaching staff (a) Cooks -08-.(b) Matron -01-; (c) Watchmen -06- ; (d) Secretaries-02-; (e) Acc Clerk -2-; (f) Office Messenger -1-; (g) Laboratory Technician -1-; (h) Artisans -1-; (i) Gardeners -1-; (j) Librarian -1-; (k) Cateress -1-; (l) Nurse -1-;
- *Total Non teaching staff - 26*
- BoM -19-
- PTA -16-

Remarks: There is a deficit of 9 teachers at the secondary school with a staff establishment of 31 teachers. Teachers employed by the BoM are used to fill this deficit.

3.2 Physical facilities

	Nursery	Primary	Secondary
Classrooms	6	30	12
Laboratories/workshops	Nil	N/A	2
Dining Hall	Nil	2	1
Kitchen	1	2	1
Dormitories	Nil	3	6
Generators	Nil	Nil	1
Bathrooms	2		
Sanitation (Junior Boys)	2	1:25	
Sanitation (Senior Boys)	2		
Sanitation (junior Girls)	2		
Sanitation (Senior girls)			
Sanitation (Staff)	2		4.5:1
Book stores	Nil	1	01
Computer labs	Nil	1	01
Computers (PCs)	Nil	19	
Projectors	Nil	Nil	01
Laptops	Nil	Nil	01
Internet	N/A	N/A	Available
Computer printers	Nil	3	05
Fax machine	Nil	Nil	Nil
Scanners	Nil	Nil	01
Type writers	Nil	-	01
School buses/ vans	Accessible	Accessible	1Bus/ 1 Van
Text book: pupil ratio	1:10	1:2	1:2
Netball pitch	Accessible	1	01
Basket ball	Accessible	1	01
Football	Accessible	2	01
Handball	Accessible	1	01
Hockey	Accessible	1	01
Lawn tennis	Accessible	1	02
Swimming pool	Accessible	1	
Indoor games	Nil	1	
Water tanks (Litres)	Nil		
Offices	1		8
Staff houses	Nil		14
*Accessible – shared by nursery, primary and secondary			

3.3. Academic Performance of the School (Primary)

3.3.1 KCPE Performance (2009-2013)

Year	2009	2010	2011	2012	2013
Entry	132	147	166	190	195
Mean score	319.45	331.37	322.61	325.89	337.37*

* Represents a new record set.

3.3.2 Subject performance (2009-2013)

Subject	Year	Entry	Mean	Deviation	
ENGLISH	2009	132	68.88	+0.62	
	2010	147	69.44	+0.52	
	2011	166	69.54	+0.10	
	2012	190	70.17	+0.63	
	2013	195	71.78	+1.61	
KISWAHILI	2009	132	57.89	-8.12	
	2010	147	68.10	+10.21	
	2011	166	63.49	-4.61	
	2012	190	63.22	-0.27	
	2013	195	64.51	+1.29	
MATHEMATICS	2009	132	66.48	+1.97	
	2010	147	64.97	-1.51	
	2011	166	60.99	-3.98	
	2012	190	62.99	+2.00	
	2013	195	68.91	+5.95	
SCIENCE	2009	132	64.37	+2.41	
	2010	147	64.24	-0.13	
	2011	166	62.64	-1.60	
	2012	190	65.09	+3.45	
	2013	195	64.98	-0.11	
SSRE	2009	132	61.81	-1.31	
	2010	147	64.67	+2.86	
	2011	166	66.04	+1.37	
	2012	190	64.42	-1.62	
	2013	195	67.15	+2.73	

3.4. Academic Performance of the School (Secondary)

3.4.1 School KCSE mean For the last Four Years

Year	2009	2010	2011	2012	2013
Entry	91	98	107	128	147
Mean score	6.96	6.70	6.77	7.34	7.89

3.4.2 Individual subject mean (2009-2013)

Subject	Year	Entry	Mean	Deviation
101 English	2009	91	8.12	
	2010	98	7.34	-0.791
	2011	107	8.21	+0.88
	2012	128	7.64	-0.57
	2013	147	8.55	+0.92
102 Kiswahili	2009	91	7.82	`
	2010	98	7.36	-0.47
	2011	107	7.03	-0.327
	2012	128	8.17	+1.14
	2013	147	8.91	+0.74
121 Mathematics	2009	91	3.91	-0.59
	2010	98	4.05	+0.14
	2011	107	4.08	+0.03
	2012	128	4.72	+0.64
	2013	147	6.18	+1.46
231 Biology	2009	91	6.07	
	2010	98	5.87	-0.20
	2011	107	5.82	-0.05
	2012	128	6.79	+0.97
	2013	147	7.33	+0.54
232 Physics	2009		3.86	
	2010		5.04	
	2011		5.15	
	2012		6.02	
	2013		9.66	+3.64

Subject	Year	Entry	Mean	Deviation
233 Chemistry	2009	91	4.87	
	2010	98	4.60	
	2011	107	4.76	
	2012	128	5.88	
	2013	147	4.86	-0.99
311 History	2009		7.22	
	2010		7.33	
	2011		6.87	
	2012		8.86	
	2013		9.24	+0.38
312 Geography	2009		6.39	
	2010	30	6.07	
	2011		7.29	
	2012		6.23	
	2013		8.52	+1.95
313 CRE	2009	91	9.13	
	2010	98	9.46	
	2011	107	9.66	
	2012	128		
	2013	147	9.09	-0.77
441 H.Sc	2009		7.95	
	2010	16	8.06	
	2011		6.25	
	2012		7.12	
	2013		7.03	-0.09
443 Agric	2009		9.74	+0.71
	2010	24	9.50	-0.24
	2011		8.49	-0.01
	2012	39	8.13	-0.36
	2013		9.37	+1.24
451 Computer	2009		4.00	
	2010	11	5.64	
	2011		5.40	
	2012		4.06	
	2013		6.60	+2.54
562 B.St	2009		6.28	
	2010	40	6.63	
	2011		6.70	
	2012		7.64	
	2013		9.59	+1.95

3.5 (a) Projections for KCPE Mean Scores (2013-2018) –Primary

Subject	Record (Year)	2014	2015	2016	2017	2018
Mathematics	68.94 (2013)	68.94	69.54	70.73	71.31	71.85
English	77.6 (1999)	72.50	73.50	74.50	75.50	77.80
Kiswahili	68.10 (2010)	66.0	67.0	68.0	69.0	70.0
Science	66.78 (2004)	67.00	68.00	69.00	70.00	71.00
SSt.RE	67.43 (1997)	68.00	68.50	69.00	69.50	70.00
Target score	337. (2013)	342.44	346.44	350.14	353.94	358.80
Deviation	+5.07	+4.01	+4.01	+4.68	+4.08	+5.34

3.5 (b) Projections for KCSE Mean Scores (2014-2018) -Secondary

Subject		2013	2014	2015	2016	2017
English		8.5	8.9	9.3	9.5	9.8
Kiswahili		8.5	8.8	9.1	9.4	9.7
Mathematics		5.5	6.5	7.2	7.9	8.6
Biology		7.37	7.77	8.17	8.57	9.0
Physics		9.6	10.0	10.5	10.7	11.0
Chemistry		6.2	7.10	7.80	8.20	8.60
History		9.0	9.5	9.8	10.0	10.5
Geography		8.5	8.8	9.0	9.5	9.8
CRE		10.0	10.3	10.5	10.8	11.0
Home science		7.3	7.8	8.2	8.7	9.3
Agriculture		9.0	9.5	9.80	10.00	10.5
Computer		6.6	7.5	8.0	8.5	9.0
Business Studies		7.5	8.0	8.2	8.5	8.8

CHAPTER FOUR

SWOT AND PESTEL ANALYSIS

4.1 SWOT ANALYSIS

An analysis of the school's strengths, weaknesses, opportunities and threats (SWOT) was conducted. The school's internal and external environments were examined. PESTEL model framework was used to analyze the impact of the external environment on the school. The SWOT analysis conducted for the Preschool section identified unique challenges for that section, hence the need to present them separately.

4.1.1 Preschool

Strengths

1. The staff is well trained, experienced and adequate for the learners.
2. The classrooms are adequate.
3. There is a conducive learning environment.
4. There is a school culture that is well established, and focused
5. The school feeding program is well organized and ensures retention of learners in school.
6. Parents and the school administration is quite supportive.
7. The school has a bus and van which are available for school trips.
8. Grounds for expansion are available.

Weaknesses

1. The transport system for learners is private, haphazard and not well coordinated.
2. There is need for a stand for arrival and departure especially during the rains.
3. The sewage system passes through the nursery school. When blocked, it disrupts learning activities besides being a health hazard.
4. There is need for a dining hall for preschool learners.
5. Although the number of classrooms is adequate, the classrooms are small in size.

Threats

1. Competition from private institutions.
2. High staff turnover
3. Abrupt changes in policies including set books

4.1.2 Primary and Secondary Sections

a. Strengths

1. Dedicated, experienced and very qualified teaching staff
2. Very supportive Board of Management (BoM) and Parents teachers association (PTA)
3. Available land for expansion
4. Availability of facilities including a swimming pool and computers
5. ICT integration in teaching and learning process
6. Adequate catchment area
7. Motivated students
8. Availability of good boarding facilities at both primary and secondary sections
9. Focused learners
10. Good student entry behavior at the secondary school
11. The school is connected to basic amenities including electricity and water, is quite accessible from all directions.

b. Weaknesses

1. Understaffing: the school is understaffed and lacks nine teachers.
2. Non-payment and irregular payment of school fees
3. Poor implementation of strategies and agreed policies
4. Lack of knowledge in ICT by staff
5. Poor time management
6. Absenteeism of learners especially day scholars at lower primary
7. Lack of cooperation from some parents
8. The school alumni association is inactive

c. Opportunities

1. Proximity to Kitale town, Eldoret town, main road, and institutions of higher learning including Moi University, University of Eldoret, and other satellite campuses.
2. Large catchment area

3. Support from the line Ministry of education
4. Goodwill from the business community in Kitale

d. Threats

1. Competition from private primary schools
2. Allegations of availability of question papers in advance to competitors (Leakage)
3. Abrupt changes in the curriculum by planners.
4. Child labour
5. Retrogressive cultural practices that are against education
6. Restrictive policies from the ministry eg ban on tuition.
7. High staff turnover

4.2 PESTEL ANALYSIS

We recognize that realization of our objectives is critically dependent on a number of external factors. Key external (macro-environmental) factors include Political, economic, social, technological, environmental and legal (PESTEL) issues. An audit of how macro-environment affects the school was conducted and the results are presented below.

Political

1. Free primary education (FSE) and the free day secondary education (FDSE) programs of the central government have greatly contributed to improvement of infrastructure.
2. The constituency development fund (CDF) has previously assisted in construction of physical facilities.
3. The rapidly changing political environment which was brought about by the new constitution will certainly bring with it challenges. While the school enjoyed a good relationship with the central government, there is need to cultivate and/or nurture the cordial relationship with the newly created devolved government.

Economic

1. The counties' economy is agriculture based. This affects the school's cash flow
2. Price fluctuations affect the school's budget
3. Irregular fees payment and high defaulter rate affect implementation of school's programs and budgets

4. The transition to devolved government structures may affect the government's funding of both FPE and FDSE programs

Social

1. Occurrence of pilferage by some members of the school community
2. The school endeavors to instill strong religious values in all learners.

Technological

Improved technology has affected learning in the following ways:

1. Availability of computers has made learning more interesting
2. All learners in Forms 1 and 2 are taught compulsory basic computer knowledge in partnership with Computer For schools Kenya (CfSK)
3. Innovations in technology have made the work environment better
4. Improved record keeping both in the school records and finances. (Receipts are generated by computer hence improved efficiency)

Environmental

1. The school heavily depends on wood fuel. There is need to source for cheaper, more environmentally friendly cooking technology
2. The school has made deliberate efforts in tree planting. As a result, there are forests within the school.
3. The school has made efforts to harvest rain water.

Legislative

1. Land that was initially set aside for agricultural purposes was allocated to a private developer leading to legal tussle
2. The school operates within the framework of the Basic education act (2013), the Teachers Service Commission Act (No 20 of 2012) alongside other legal tools. It is essential for staff to be familiar with these legal tools.

CHAPTER FIVE

STRATEGIC OR CRITICAL SUCCESS FACTORS

5.1 Introduction

The Plan identifies nine strategic objectives which are critical in its implementation. Objectives under each target area are also provided.

Objective One:

To ensure that the school achieves high academic standards and national examination performance that would match its national status

- The core business of the school is teaching and learning. Efforts will therefore be made to attract and retain high quality staff and students
- The staff commits itself to effective and efficient utilization of resources in order to achieve high academic standards. Wastage of resources including time will not be condoned.
- Every student joining Kitale School is expected to abide by the school code of conduct, and work hard to achieve her potential.
- The school commits itself to empowering graduates to be academically competitive and marketable. The school further aims to guide students to fit into competitive university courses and careers.

Objective Two:

To develop institutional culture of positive values, hard work, and disciplined students

- The school desires to nurture students to develop high self esteem and to be self reliant.
- Positive values that have characterized the school culture will be upheld.
- Students will be expected to maintain high standards of discipline in and out of school.

Objective Three:

To provide adequate resources and broaden the use and integration of technology into the school's teaching and learning process

- The school shall continue to invest resources into information technology. Specifically, provision of a projector/ overhead for both Primary and secondary sections, and increasing the number of computers at the Primary section are crucial targets.
- Other targets include construction of a computer laboratory in order to separate computer from ICT rooms at the secondary section.

Objective Four:

To promote spiritual values, student and staff supportive services, and cohesion among the various members and groups of this complex school community

- The Plan envisages increased cooperation with the Anglican Diocese of Kitale. Through this cooperation, more support shall be given to the Chaplaincy.
- Guidance and Counseling activities will be strengthened in the school.
- The school programs aim at fostering cohesion and interactions that will promote national unity in line with the broad national goals of education.

Objective Five:

To promote environmental conservation and awareness by integrating them into the school's curricula and co-curricula activities

The school will endeavour to improve the physical environment. Key activities in this area include:

- Increasing environmental awareness programs through activities such as tree planting.
- Increase water conservation efforts by investing resources in harvesting and storage of rain water.

Objective Six:

To provide additional physical facilities that will adequately meet the needs of the ever growing student population

The plan envisages increased government support as a result of the increase in the number of students. Specifically, government support has been in the following areas: bursaries, infrastructure (eg, through CDF) and the free Day Secondary Education programs. As a result more resources are expected to be allocated in the following target areas:

- Construction of administration block (secondary)
- Purchase of standby generator (primary-1 and secondary-1)
- Construction of dormitory (Secondary -1, Primary -1)
- Construction of classrooms: (Secondary -4 and Primary -3)
- Construct the school chapel in conjunction with the Anglican Diocese of Kitale and donors

Objective Seven:

To purchase a second school bus in order to meet the transportation challenge for the growing needs of the school, and purchase generators to address persistent power outages.

- A second school bus would be purchased by the school. Funds for this project would be shared between the Primary and Secondary sections the proportion of pupils in both sections of the school.
- Both sections of Kitale School will purchase standby generators to address persistent power outages in the school.

Objective Eight:

To establish strategic partnerships, within and outside Kenya, for resource mobilization and exchange programs for staff and students of the school

- To establish and strengthen the school alumni
- To establish links with partner schools within and outside Kenya
- To foster relationships with donors and create strategic partnerships with potential financiers for purposes of fundraising.
- To establish income generating activities for the schools
- Drawing of and seeking approval for building plans for hostels for the school

Objective Nine:

To equip and ensure high morale among teaching and non teaching staff for increased efficiency and service delivery of the school

- To establish a taskforce that will prepare a human resource manual for the school
- To establish a motivational scheme that will reward top performers.

5.2 Funding

The success of the plan depends heavily on availability of funds. The main sources of funding for the school projects are:

- Parents, through the PTA
- Ministry of Education (through bursaries, and grants)
- The Constituency Development Fund (CDF)
- Trans nzoia County Government
- Donations from well wishers and strategic partners including financial institutions.
- Competitive loans from financial institutions.

It is assumed in this plan that the government will continue to support the school financially through the FPE and FDSE programs.

CHAPTER SIX

IMPLEMENTATION PLAN

6.1 LOGICAL FRAMEWORK MATRIX

a) Primary Section

Narrative Summary	Who	Timeframe	Resources	Sources of Funds	Performance indicators	Assumptions
1. Construct a dormitory	PTA, BoM	2015 – 2017	KSh 12,000,000	-PTA -Well wishers -donations	-Minutes of tender committee -Complete dorm -AGM Reports	-CDF, donors will contribute to the project
2. Construct classrooms	PTA, BoM	2015-2017	KSh 2,400,000	-PTA -Well wishers -donations	-Minutes of tender committee - complete classroom -AGM Reports	-CDF, donors will contribute to the project
3. Purchase a generator	PTA, BoM, Tender committee	2014	KSh 900,000	-PTA	-Minutes of Tender committee -Generator -AGM Reports	-PTA accepts the project as urgent

Narrative Summary	Activities	Who	Performance indicators
4. Improved KCPE performance	<ul style="list-style-type: none"> -Teamwork/ team teaching and pool marking - Timely completion of syllabuses in Class 7&8 (Target July) - Insha/ compositions given weekly - Use of classroom libraries/ science room and science kit in teaching - Use of more teaching aids 	<ul style="list-style-type: none"> -Teachers/ learners -Subject heads -School admin 	-Improvement in KCSE Index

b) Secondary Section

Narrative Summary	Activities	WHO	TIME FRAME	RESOURCES	SOURCES OF FUNDS	SUCCESS INDICATORS
1. Construction of Administration block/ library	<ul style="list-style-type: none"> -Building plans from Public works - Bill of quantities - Engage a contractor 	PTA/BoM	2015-2016	(KsH) 12.0 million	<ul style="list-style-type: none"> -PTA -Donations 	-completed administration block
2. Purchase a generator	<ul style="list-style-type: none"> - Advertise tender -short listing -purchase generator 	<ul style="list-style-type: none"> - PTA - BoM - Tender committee 	2014	(KSh 900,000)	- PTA Funds	<ul style="list-style-type: none"> -Minutes of tender committee -Availability of the Generator
3. Construct a dormitory	<ul style="list-style-type: none"> -building plans from Public works - Bill of quantities - engage a contractor 	<ul style="list-style-type: none"> -PTA BoM Tender committee Contractor 	2014 - 2016	KSh 5.7 Million	<ul style="list-style-type: none"> -PTA Funds -Donations 	<ul style="list-style-type: none"> -Minutes of tender committee -Complete Dormitory

Narrative Summary	Activities	WHO	TIME FRAME	RESOURCES	SOURCES OF FUNDS	SUCCESS INDICATORS
4. Construct 4 No. classrooms	- building plans from Public works - Bill of quantities - engage a contractor	-PTA -BoM -Tender committee -Contractor	2015-2018	KSh 2.4 Million	PTA Funds, CDF, GoK	-Minutes of tender committee -Receipts -Completed classrooms

c) Joint Primary/ Secondary Projects

Narrative Summary	Activities	WHO	TIME FRAME	RESOURCES	SOURCES OF FUNDS	SUCCESS INDICATORS
1. Purchase a second bus	- Advertise tender -purchase	-PTA -BoM -Tender committee	2014-2016	KSh 11 Million	PTA Funds	-Minutes of tender committee -Receipts Availability of the bus
2. Construction of School chapel	- source funds in conjunction with the sponsor -building plans, engage contractor, commence works	-BoM, sponsor	2015-	KSh 15 Million	-Anticipated sponsorship -PTA	-Receipts -Constructed chapel
3. Development of Residential and commercial flats for rental Phase 1	-Identify potential project financiers/ partners -draw structural and floor plans - Competitive bidding for building contractors	-PTA -BoM -School Tender committee	2015 – 2017	KSh 31.7 Million	-Strategic partners -Financial institutions/ banks	-54 Rooms with utilities

Academic performance matrix (Secondary)

Narrative Summary	Activities	Who?	Timeframe	Resources	Output indicators	Funds	Assumptions
Improved academic performance	1. Timely completion of syllabuses 2. Lesson attendance 100% 3. Team teaching 4. Use of guest speakers 5. Intensive use of past papers	- Teachers/ learners -HODs	-September deadline for Form 1,2,3 -March deadline for Form 4	- Records of work - Schemes of work -Teaching Learning materials	Improved KCSE Mean scores as follows: 2013- 8.5 2014 – 9.0 2015 – 9.3 2016 – 9.6 2017 – 9.9	-PTA (motivation) - availability of T/L materials	- availability of teachers / learners

APPENDIX 1: Academic Performance Targets

(a) Targets for KCPE Mean Scores (2014-2018) – Primary:

Subject	Record (Year)	2014	2015	2016	2017	2018
Mathematics	68.94 (2013)	68.94	69.54	70.73	71.31	71.85
English	77.6 (1999)	72.50	73.50	74.50	75.50	77.80
Kiswahili	68.10 (2010)	66.0	67.0	68.0	69.0	70.0
Science	66.78 (2004)	67.00	68.00	69.00	70.00	71.00
SSt.RE	67.43 (1997)	68.00	68.50	69.00	69.50	70.00
Target score	337. (2013)	342.44	346.44	350.14	353.94	358.80
Deviation	+5.07	+4.01	+4.01	+4.68	+4.08	+5.34

(b) Targets for KCSE Mean Scores (2013-2017) - Secondary:

Subject	2013	2014	2015	2016	2017
English	8.5	8.9	9.3	9.5	9.8
Kiswahili	8.5	8.8	9.1	9.4	9.7
Mathematics	5.5	6.5	7.2	7.9	8.6
Biology	7.37	7.77	8.17	8.57	9.0
Physics	9.6	10.0	10.5	10.7	11.0
Chemistry	6.2	7.10	7.80	8.20	8.60
History	9.0	9.5	9.8	10.0	10.5
Geography	8.5	8.8	9.0	9.5	9.8
CRE	10.0	10.3	10.5	10.8	11.0
Home science	7.3	7.8	8.2	8.7	9.3
Agriculture	9.0	9.5	9.80	10.00	10.5
Computer	6.6	7.5	8.0	8.5	9.0
Business Studies	7.5	8.0	8.2	8.5	8.8

APPENDIX 2: Implementation Timeframes

a) Primary

Narrative Summary	Est. cost (KSh)	2014	2015	2016	2017	2018
1. Build one dormitory	12,000,000					
2. Build 3No. classrooms	2,400,000					

b) Secondary

Activity	Est. cost (KSh)	2014	2015	2016	2017	2018
1. Construct administration block	12,000,000					
2. Purchase a standby generator	900,000					
3. Construct a dormitory	5,700,000					
4. Construction of classrooms (4No.)						

c) Joint Primary/ Secondary Projects

Narrative Summary	Est. cost (KSh)	2014	2015	2016	2017	2018
1. Purchase of a school bus	11,000,000					
2. Construction of Chaplaincy	15,000,000					
3. Phase 1 of Kitale school Enterprise (KSE) Building	31,700,000					

APPENDIX 3

Members of the Board of Management (BoM)

- | | |
|---------------------------------|--|
| 1. Rev. Dr. Emmanuel Chemengich | Chairman |
| 2. Mrs. Margaret Wanyonyi | Secretary |
| 3. Mr. Alfred Busolo | Member |
| 4. Mr. Okutoyi W. Satia | Member |
| 5. Mrs. Halima Ali | Member |
| 6. Mrs. Dorcas Kiteshuo | Member |
| 7. Mr. Aggrey Namisi | PTA Chairman (Secondary) / Member |
| 8. Mrs. Sally Lukuyu | PTA Representative (Primary) / Member |
| 9. Mr. Isaac Mutirithia | (Representative of Provincial administration/ Chief) |
| 10. Ven. Kabiru Mbugua | Member |
| 11. Mrs. Florence Lihavi | ECD Representative |
| 12. Mr. Robert Sagala | Member |
| 13. Rev. Peter Chege | (Education Secretary, ACK) |
| 14. Mr. Ronald Jumbe | Member |
| 15. Mrs. Mary Muttai | Member |
| 16. Mr. Peter Kiarie | Member |
| 17. District Education Officer | |

Parents Teachers Association (Primary) 2014

1. Beatrice W. Simiyu	1X
2. Enock Juma	1Y
3. Benjamin Omasete	1Z
4. Calistus Wachana	2X
5. Isaac Sabuni	2Y
6. Zipporah Kamau	2Z
7. Dr. Shitote Kevin	3X
8. Sally Lukuyu	3Y
9. Esther Kitiyo	3Z
10. Roselyne Kiptoo	4X
11. Bernard Masanja	4Y
12. Wafula Mbovi	4Z
13. Francisca Nasimiyu	5W
14. Nancy Huko	5X
15. Tom Mulati	5Y
16. Mercy Muthuri	5Z
17. Patrick Walubengo	6V
18. Benard Madegwa	6W
19. Eliud Weche	6X
20. Stanley Akinala	6Y
21. Jane Bett	6Z
22. Wepukhulu Lazarus	7W
23. Tamina Ondieki	7X
24. Hon. Jullie Ego	7Y
25. Esther Kimaiyo	7Z
26. Benson Chesus	8W
27. Charles Ongeso	8X
28. John Njoroge Mwangi	8Y
29. Lucas Wanyonyi	8Z
30. Mrs. Margaret Wanyonyi	Principal/ Secretary
31. Mr. H. M. Ngaira	Head teacher

32. Mr. Joseph Wamalwa	Teachers' Representative
33. Rev. Wainaina Joseph	Chaplain

Parents Teachers Association (Secondary) 2014

1. Gabriel Komba	4X
2. Margaret Maumbe	4Y
3. Fred Wekesa	4Z
4. Lindah Ndimu	3X
5. Aggrey Namisi	3Y
6. Jane Lusweti	3Z
7. Pst. Joan Kisaka	2X
8. Mr. Bruce Mavali	2Y
9. Mr. Laban Biwott	2Z
10. Mrs. Scholastic Wekhuyi	1X
11. Mr. John Odanga	1Y
12. Mr. John Kiprono Ngiososi	1Z
13. Mrs. Margaret Wanyonyi	Principal/ Secretary

The Strategic Planning Committee

1. Mrs. Margaret Wanyonyi
2. Mr. Norbert Wafula
3. Mrs. Caroline Wamela
4. Mr. Stephen Maringa
5. Mr. Paul Njillo
6. Mr. Isaac Makokha