

SCHOOL IMPROVEMENT PLAN

of

MYNGKEN CHRISTIAN HIGHER SECONDARY
SCHOOL



MOTTO: 'BE A MAN'

LUMSOHPIENG, BHOIRYMBONG CRC, UMSNING, RI-BHOI DISTRICT,
MEGHALAYA, 793103.

myngkenchss@gmail.com

Mobile no. 9863081333

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1. School Profile

1.1 History, Origin and Evolution

HISTORY OF MYNGKEN CHRISTAIN HIGHER SECONDARY SCHOOL:BHOIRYMBONG.

Myngken Christian Higher Secondary School is located at Bhoirymbong village under the present Bhoirymbong C&RD Block which is formally under the Umsning C&RD block of the Ri Bhoi District of Meghalaya.

The history of existence of the School date way back to the year 1961, in which the first seed of establishment was planned under the leadership of the church Elders of the then Sub-District Bhoirymbong Kyrdem (Church constitutional divisional unit) of the Presbyterian Church along with the village leaders to cater the need of higher education to those young students of the area after they have completed class VI (six) from the Myllem State school later known as Myngken Senior Basic School, which was already established at Bhoirymbong in 1944. The church leaders enthusiastically put efforts to start the school and entrusted the eleven local Presbyterian churches within the jurisdiction of the then Sub-District Bhoirymbong Kyrdem for their financial support for which they generously donated in cash and in kind. With a meagre fund of Rs. 400/- (four hundred), the Proceeding High School was started in the year 1961 with the 7th class at the initial stage. (Late) Shri. Hobel Rynjah the retired Inspector of School govt of Assam, offered his valuable service as the honorary Headmaster. To cater the financial needs of the school, The Jingiaseng Kynthei (women wing) of the Sub-District Bhoirymbong Kyrdem under the leadership Mrs. Rinolis Makhroh, took the initiative to raise fund by donating part of the amount collected from a handful of rice shared by every Christian family and by organising fete in aid of the school in Shillong in collaboration with the Shillong Ri Bhoi Presbytery.

The Education Department of the Govt of Assam granted the opening permission in the year 1963, which was considered as the year of establishment of Myngken Christian High School at Bhoirymbong Ri Bhoi District (the then East Khasi Hills District, under the Government of United Assam). The school leap a giant step under the dynamic leadership of (late) Shri. F.S. Lapang who join the school as its Headmaster in 1966. It was in the year 1969 that the school received Adhoc Grant from the Government of Assam after recognition of the institute' s contribution to the people of the area.

The School received a deficit grant-in-aid from the government of Meghalaya w.e.f 1981. Being better equip, the school was chosen as the examination Centre of all Scholarships Examinations of the State Education Department and the S.S.L.C examination Centre of the Meghalaya Board of School Education from 1993. The school served as a Study Centre for a Certificate Course for Primary Education (CPE) conducted by IGNOU from 2005-2009. It is also a Study centre and an examination centre for the D.El.Ed course conducted by the NIOS during 2017-19, to provide training to the untrained teachers of different Primary and Upper Primary schools of the area. Since then, the school has grown both in terms of infrastructure, strength and performance of the students. In the year 2004, the school took another leap by opening the Higher secondary level in the Arts stream. Since then it was known as the Myngken Christian Higher Secondary School. It was in the year 2013, the golden jubilee year of the school, it widened its scope to Commerce stream in the Higher secondary section. Thus, the school had proved a great blessing to the students and people in general in the area. Besides academic progress, the school took keen interest in games and sports, which produced many sports person who were champion at the district and state level.

1.2 Infrastructure and facilities

Mynqken Christian Higher Secondary School Infrastructure and Facilities

The school has classes from Nursery to class XII.

- a) Proper Classrooms for all classes with desk and benches b) electricity connection c) 2 staff rooms d) computer lab e) Principal' s room e) Vice- Principal' s room f) Office room g) an open playground and a basketball court. Though the School has the basic requirement it is still not up to the mark. Construction is still going on (for another school building, retrofitting work, smart class, underground water drilling, tree plantation in the compound) under the project of ' supporting human capital development' in Meghalaya funded by the ADB which will be handed over to the SMC by 2019.

1.3 School Management and institution

Myngken Christian Higher Secondary School is located in Bhoirybong Village which is about 36 Kms from the City of Shillong, Meghalaya. It is a government Aided Co-educational institution. From class Nursery to class IV (private), from class V to class X (under deficit) and XI and XII (adhoc grant). It is managed by a board of Committee members which consisted of people from different fields of life nominated by the sponsoring body, Teacher' s representatives and parents representatives. The list of the managing committee members are as follows:

LIST OF SCHOOL MANAGING COMMITTEE MEMBERS AND THEIR DESIGNATION

1. President..... Rev.J.S.Muksiar
2. Secretary..... Shri. E. Pyngrope
3. Jt.Secretary..... Ms. M.J.Nongrum
4. Teacher' s Representative..... Ms. P.Kharkulia
5. Teacher' s Representative..... Mrs. M. Mawlong
6. Parents Representative Shri. K. Shadap
7. Parent Representative Smt. B.Mujai
8. Donor' s Representative Shri. R. Rymbai
9. Nominated Member Shri. H. Shadap
10. Nominated Member Shri. A.U.Nongsiej
11. Nominated Member Shri. M. Teron
12. Nominated Member Shri. G.S. Shadap

1.6 Teachers' profile

Teachers' Profile of Myngken Christian Higher Secondary SchoolPRIMARY TEACHERS

Sl.no	Names	Gender	Trained/untrained	Status	ST/SC/OBC
1	W. Shadap	Female	Untrained	Permanent	ST
2	B. Shadap	Female	Untrained	Permanent	ST
3	W. Ramshon	Female	Untrained	Permanent	ST
4	D. Rympei	Female	Untrained	permanent	ST

A. SECONDARY TEACHERS

Sl.no	Names	Gender	Trained/untrained	Status	ST/SC/OBC/General
1	E.Pyngrope	Male	Trained	Permanent	ST
2	M.J Nongrum	Female	Trained	Permanent	ST
3	M.Lyngdoh	Male	Trained	Permanent	ST
4	S.Augustine	Male	Trained	Permanent	General
5	P.Marwein	Male	Trained	Permanent	ST
6	P. Kharkulia	Female	Trained	Permanent	ST
7	M.Mawlong	Female	Trained	Permanent	ST
8	B.Swer	Female	Trained	Permanent	ST
9	E. Kharsyntiew	Female	Trained	Permanent	ST
10	P. Thapa	Male	Untrained	Permanent	General
11	P.Rodborne	Female	Trained	Permanent	ST
12	L.Thongni	Female	Trained	Permanent	ST
13	M.Dohling	Female	Trained	Permanent	ST
14	G.S.Shadap	Male	Untrained	Permanent	ST
15	E. Marbaninag	Female	Trained	Permanent	ST
16	N. Marpan	Female	Untrained	Permanent	ST

B. HIGHER SECONDARY TEACHERS

Sl.no	Names	Gender	Trained/untrained	Status	ST/SC/OBC
1	S.Suting	Male	Trained	Permanent	ST
2	E. Sungoh	Female	Trained	Permanent	ST
3	B.Shylla	Female	Trained	Permanent	ST
4	B. Lyngkhoi	Female	Trained	Permanent	ST
5	I.Nongrum	Female	Untrained	Permanent	ST
6	C.Wahlang	Female	Trained	Permanent	ST

C. NON- TEACHING STAFF

Sl.no	Names	Gender	Designation	Status	ST/SC/OBC
1	F.Marwein	Male	Office staff	Permanent	ST
2	A. Shadap	Male	Chowkidar	Permanent	ST
3	A.War	Male	Peon	Permanent	ST

Academic Committee members of Myngken Christian Higher Secondary School

1. Principal Shri. E. Pyngrupe
2. Mathematics Teacher Shri. S. Augustine
3. Social Studies TeacherMrs. M. Mawlong
4. Language Teacher (English) Mrs. E. Kharsyntiew
5. Language Teacher (Khasi)Mrs. P.Kharkulia
6. Physical Education Teacher Shri. G.S.Shadap
7. Science Teacher Shri. M. Lyngdoh
8. Computer TeacherShri C. Ramshon

PLCs and its members:

Myngken Christian HSS, PLC members of different subjects:

SUBJECTS	PLC MEMBERS
Mathematics	Principal, M.J.Nongrum,B.Swer, P.Rodborne,E.Marbaniang,S.Augustine, L.Thongni
Science	Principal, M.J. Nongrum,M.Lyngdoh, B.Swer, L.Thongni
Social Science	Principal, Vice-Principal,M.Mawlong, M.Dohling, S.Suting, E.Sugnoh, W.Shadap,C.Wahlang,B.Shylla,
Language	Principal, Vice-Principal, P.Kharkulia,P.Marwein, B.Lyngkhoi,N.Marpan, G.S.Shadap,E.Kharsyntiew, I. Nongrum, B.Shadap,D.Rympei,W.Ramshon

Myngken Christian Higher Secondary School, PLCs meeting, 2018

Date and time	Venue	Convener	Chairperson	Agenda
17-5-18 2:30-3.00pm	Staff room	E.Kharsyntiew	Principal	1. Forming of PLCs
31-05-18 2:30-3.00pm	Staff room	M.Mawlong	Vice-Principal	1.Teaching methods (2) Students' progress (3) Formative assessment
14-06-18 1:00-2.00pm	Staff room	B.Swer	M. Lyngdoh	1.Lesson plan on related topics.
28- 06-18 1.00-2.00pm	Staff room	L.Thongni	P.Marwein	1.Internal marks for active participation of students
12-07-18 2:30-3.00pm	Staff room	S.Augustine	Principal	1.Lack of interest in Maths and Science. (2) Ways and means to develop interest in Maths and Science.
26-07-18 2:30-3.00pm	Staff room	P.Kharkulia	Vice-Principal	1.Identify weak/slow learners as per subjects 2. Review on Learner' s performance on Core Subjects. 3. Remedial Classes.
09-08-18 3:00-3.30pm	Staff room	E.Kharsyntiew	M.Mawlong	1.Use of co-curricular activities within classroom teaching- learning process
28-08-18 2:30- 3pm	Staff room	B.Swer	Principal	1.Analyse students' performance from Feb-July,18
13-09-18 2:30-3.00pm	Staff room	P.Marwein	Vice-Principal	1.Teachers' self-evaluation and reflection.

Civil Work Committee/ School Building Committee members:

SCHOOL BUILDING COMMITTEE

- 1.Principal Shri. E.Pyngrope
- 2.Parent' s Representative (Male) Shri. R. Rymbai
3. Parent' s Representative (Female)Smt. B.Mujai
4. One Expert in Civil work Shri. B.Nongshli, B.E.
5. One Audit/Account Shri. H.Shadap
6. One Senior TeacherShri. P.Marwein

1. School Vision

Vision Statement of Myngken Christian Higher Secondary School, Bhoirymbong

Myngken Christian Higher Secondary School aims at imparting holistic education by providing sound formation of values in religious, moral, psychological, social and physical growth to all its pupils so that they become good and responsible citizens of their families, communities and the country at large.

2. Mission Statement

Mission Statement of Myngken Christian Higher Secondary School, Bhoirymbong

Myngken Christian Higher Secondary School endeavours to prepare and equip each student for academic, social and individual achievements through teaching and learning, training in sportsmanship, create interests in various co-curricular activities and develop their leadership qualities.

3. School Activities

- a) Curricular, co-curricular, community relationship activities, parent-teacher meeting, health check-up:

Curricular		
Learning outcome evaluation (CCE)	Brief information (if any)	
Formative assessment -- 20% weightage	Oral test, class-test, simple quiz, trivia quiz, extempore, role play, pair and group work, presentation. These activities are carried throughout the year.	
Summative assessment—80%weightage	Half Yearly, Promotion examination	
Co-curricular and extra-curricular		
Name of the Programme/ activity	How often	Brief information (if any)
School Week	Annually	Aug-27-31,2018 Literary, Variety show, children' s games, carrom board,chess, draft,best out of waste craft, flower arrangement,...
Sports	Annually (March, 1 st week, 2018)	Athletic, Football, Jumps, Throws,
Science Exhibition	Annually	Participated in the Non conventional Sources of Energy, Nongpoh
Water conservation,	22 March	Participated in the rally on Water Conservation day.

School Improvement Plan

Community relationship activities		
Name of the Programme/ activity	How often	Brief information (if any)
Cleaning drive in and around the School Campus	Thrice a year	(February , June,and October and as and when needed) Cleaning from classrooms to compound and all the way to the connecting road of our School.
World Environment Day	Annually	5 th June, World Environment Day. *Planted trees in and around the school campus. *Held Competitions: Drawing,Painting, Essays, Poetry,Slogan.
Inter- School Literary programme	11/09/18	As a mark of celebrating World Literacy Day our School took the initiative to host and Invite Schools from in and around Bhoirymbong area to participate in our Literary School Programme which is Funded by the our SMC.
Parent-teachers meeting		
Meeting details	How often	Brief information (if any)
Parents day celebration cum mini concert	Bi-annually	October 1 st week *Organised a special parents' day variety show where Students show case their skills and talents. * Funded by the school SMC
Meet with parents for their child' s performance	Twice a year	*Discuss in detail about the learner' s strengths and weaknesses. *Gather information about the learners from parents. *Advices next step for the learner.
General meeting	Annually	1.To allow the parents to express their views, opinions and expectations. 2.To talk about the general rules, discipline, expectation from learners.
Health check-up		
Name of the Programme/ activity	How often	Collaborating agency
Eye check up	Annually	Bansara eye clinic in collaboration with Nongpoh Civil Hospital
Oral hygiene	Annually	Dr. Mawrie in collaboration with DHS, Shillong
De- worming, Measles Rubella vaccination	Twice a year	National programme in collaboration under NRHM Scheme

School Improvement Plan

a.School calendar

SCHOOL ACADEMIC CALENDER – 2018

Sl.no	ACTIVITIES	DATE	No.of days
1.	Sale of Exercise books for classes IX and X	17 th Jan, 2018	1
2.	Orientation Programme	11 th Feb, 2018	1
3.	Re-opening of the new School session	13 th Feb, 2018	
4.	SSLC Board Exams	1 st week of March, 18	15
5.	During the board exam, the following programme to be conducted are: a) Athletic b) Subroto cup practice c) Division of students into houses	1 st week of March, 18	10
6.	1 st Terminal Exam of Primary Section	11 th - 23 rd of May, 2018	11
7.	Half Yearly Exam of Secondary Section	18 th -29 th of June, 2018	11
8.	Felicitation for classes X and XII passed	4 th June, 2018	1
9.	Celebration of World Environment Day	5 th June, 2018	1
10.	Pre-Selection of class XII	18 ^h -29 th June 2018	11
11.	Summer Vacation	2 nd -10 th July, 2018	6
12.	Re-opening of School	11 th July, 2018	
13.	Submission of Marks	12 th July, 2018	1
14.	Declaration of Half yearly results	16 th July, 2018	1
15.	2 nd Terminal Exam of Primary Section	16 th -24 th Aug, 2018	8
16.	School week	27 th – 31 st Aug, 2018	5
17.	Prize distribution and Teachers' day	7 th Sept, 2018	1
18.	Regular selection test for classes X and XII	9 th - 19 th Oct, 2018	9
19.	Result of the Selection test	31 st Oct, 2018	1
20.	Promotion exam of Primary, Secondary and pre-promotion for XI	16 th -30 th Nov	11
21.	Tabulation of marks	11 th and 12 th , Dec	2
22.	Declaration of results	14 th Dec, 2018	1

4. School Evaluation Dashboard

5.1 DEMOGRAPHIC PROFILE OF LEARNERS

Category	SC	ST	OBC	General	Minority	Total
Number	0	646	0	0	0	646

5.2 CLASSWISE ANNUAL ATTENDANCE RATE

Class	Average Attendance		
	Boy	Girl	Total
I	92.16	95.14	93.65
II	94.08	94.36	94.22
III	94.03	95.42	94.73
IV	87.34	97.06	92.02
V	89.04	93.06	91.05
VI	91.43	96.65	94.04
VII	78.03	90.08	84.06
VIII	92.13	96.54	94.34
IX	80.24	91.40	85.87
X	90.02	96.09	93.06
XI- Arts	98.8	95.52	96.31
XI-Com	93.61	95.73	94.67
XII-Arts	96.4	97.8	97.1
XII-Com	94.27	96.38	95.32

5.3 PERFORMANCE IN KEY SUBJECTS (UNIT/TERMINAL /ANNUAL)

Class	Subject	Total Students	Percentage of students in each grade					Persistent low performance in the following subject(s)
			A	B	C	D	E	
VIII	Language – I	43	0	0	11.06	69.76	18.06	Mathematics and Science
	Language – II	43	0	4.65	37.02	55.08	2.32	
	Math	43	0	0	2.32	58.13	39.53	
	Science	43	0	4.65	13.95	65.01	16.27	
	Social Science	43	0	2.32	6.97	25.58	65.11	
IX	Language – I	92	2.17	2.17	7.60	32.60	58.69	Mathematics Science and Social Science
	Language – II	92	0	6.52	53.26	25	7.60	
	Math	92	0	0	3.26	7.60	88.05	
	Science	92	0	0	3.26	4.34	91.30	
	Social Science	92	0	4.34	10.86	38.05	45.65	
X	Language – I	52	0	0	6.03	29.07	64	Mathematics Science and Social Science
	Language – II	52	0	7.69	17.89	19.23	5.76	
	Math	52	0	0	0	4.07	95.03	
	Science	52	0	0	0	6.03	93.07	
	Social Science	52	0	0	3.01	12.05	84.04	
XI- Arts	English	100	0	0	3	18	79	
	MIL (Khasi)	99	0	0	43.43	53.53	3.03	
	Alternative English	1	0	0	100	0	0	
	Political Sc	98	0	0	7.14	20.40	72.44	
	Economics	51	0	0	0	11.76	88.23	
	Education	100	0	0	18	31	51	
	History	58	0	0	3.44	32.75	63.79	
Elective Khasi	91	0	0	17.58	39.56	42.85		
XI- Commerce	English	14	0	0	57.14	14.28	28.57	
	MIL(Khasi)	12	0	0	75	16.66	8.33	
	Alternative English	2	0	100	0	0	0	
	Economics	14	0	0	28.57	35.71	35.71	
	Accountancy	14	0	0	35.71	28.57	35.71	
	Business Studies	14	0	0	71.42	21.42	7.14	
	Entrepreneurship	14	0	14.28	64.28	14.28	7.14	
XII-Arts	English	89	0	8.89	41.5	35.95	13.48	
	MIL (Khasi)	78	2.56	28.20	56.4	8.97	3.84	
	Alternative English	11	0	18.18	63.63	18.18	0	
	Political Sc	88	0	3.40	13.63	32.95	50	
	Economics	61	0	1.63	3.27	1.63	93.44	
	Education	89	0	3.37	20.22	22.47	53.93	
	History	52	0	3.84	17.30	17.30	61.53	
	Elective Khasi	65	0	35.38	64.64	0	0	
XII- Commerce	Khasi	11	0	0	36.36	63.63	0	
	English	11	0	9.09	36.36	54.54	0	
	Economics	11	0	0	27.27	63.63	9.09	
	Accountancy	11	0	0	18.18	45.45	36.36	
	Business Studies	11	0	0	81.81	9.09	9.09	
	Entrepreneurship	11	0	0	72.72	27.27	0	

Note: Grading Key

School Improvement Plan

Grade A: 81-100 marks

Grade B: 61-80 marks

Grade C: 41-60 marks

Grade D: 33-40 marks

Grade E: 00-32 marks

5.4 LEARNING OUTCOMES (ANNUAL)

Class	Percentage of students who scored in respective percentage range							
	<33	33-40	41-50	51-60	61-70	71-80	81-90	91-100
I	9.09	0	18.02	9.09	18.02	18.02	2.03	0
II	20	0	16	32	16	12	4	0
III	15	30	25	15	15	0	0	0
IV	5.26	36.84	47.37	5.26	0	5.26	0	0
V	16.06	45.08	16.06	12.05	0	4.16	4.16	0
VI	40.74	22.22	7.40	14.81	11.11	0	0	3.07
VII	51.02	18.06	16.03	11.06	0	0	0	0
VIII	11.62	67.44	13.95	2.32	4.65	0	0	0
IX	44.56	39.13	7.69	5.43	0	0	0	0
X	76.09	15.04	7.07	0	0	0	0	0
XI-Arts	57	36%	7%	0	0	0	0	0
XI- Com	14.28	42.85	35.71	7.14	0	0	0	0
XII-Arts	8.98	21.34	55.05	11.23	1.12	2.24	0	0
XII-Com	18.18	0	0	27.27	54.54	0	0	0

5.5 TRAINED - UNTRAINED TEACHERS

Male		Female		Total	
Trained	Untrained	Trained	Untrained	Trained	Untrained
5	2	13	6	18	8

5.6 Teacher Attendance & Type of Leave

Type of Leave	No. of teachers who availed
Long (more than one month)	0
Short (up to one week)	0

5.7 School Evaluation Composite Matrix

	Core Standards	Level (1/ 2/ 3)				Prioritised Area of Improvement	*No. of Core Standards in each Level
		Availability & Adequacy		Quality & Usability			
		Self	External	Self	External	Low/ Medium/ High	Availability & Adequacy
DOMAIN – 1 Enabling Resources of School: Availability, Adequacy & Usability 12 Core Standards	1. School Premises	2		3		M	5 <input type="checkbox"/> Level 1
	2. Playground & Sports Equipment/Materials	3		2		M	
	3. Classrooms & other rooms	2		2		M	
	4. Electricity & Gadgets	2		2		M	1 <input type="checkbox"/> Level 3
	5. Library	1		1		H	Usability
	6. Laboratory	1		1		H	
	7. Computer (where provisioning exists)	2		2		H	
	8. Ramp	2		2		M	4 <input type="checkbox"/> Level 1
	9. Mid-Day Meal, Kitchen & Utensils	NA		NA		NA	6 <input type="checkbox"/> Level 2
	10. Drinking Water	1		1		H	1 <input type="checkbox"/> Level 3
	11. Hand Wash Facilities	1		2		M	
	12. Toilets	1		1		H	
DOMAIN – II Teaching Learning & Assessment 9 Core Standards	1. Teachers’ Understanding of Learners	2				M	0 <input type="checkbox"/> Level 1 8 <input type="checkbox"/> Level 2 1 <input type="checkbox"/> Level 3
	2. Subject & Pedagogical Knowledge of Teachers	2				M	
	3. Planning for Teaching	2				M	
	4. Enabling Learning Environment	2				M	
	5. Teaching Learning Process	2				M	
	6. Class Management	2				M	
	7. Learners’ Assessment	2				M	
	8. Utilisation of Teaching Learning Resources	2				M	
	9. Teachers’ Reflection on their own Teaching-learning Practice	3				L	
DOMAIN – III Learners Progress, Attainment & Development 5 Core Standards	1. Learners’ Attendance	3				L	1 <input type="checkbox"/> Level 1 2 <input type="checkbox"/> Level 2 2 <input type="checkbox"/> Level 3
	2. Learners’ Participation & Engagement	2				H	
	3. Learners’ Progress	1				H	
	4. Learners’ Personal & Social Development	3				L	
	5. Learners Attainment	2				H	
DOMAIN – IV Managing Teacher Performance & Professional Development 6 Core Standards	1. Orientation of new teachers	2				M	0 <input type="checkbox"/> Level 1 2 <input type="checkbox"/> Level 2 4 <input type="checkbox"/> Level 3
	2. Teachers’ Attendance	2				M	
	3. Assigning Responsibilities & Defining Performance Goals	3				L	
	4. Teachers’ Preparedness for Changing Curricular Expectations	3				L	
	5. Monitoring of Teacher Performance	3				L	
	6. Teachers’ Professional Development	3				L	

School Improvement Plan

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	Core Standards	Level (1/ 2/ 3)		Prioritised Area of Improvement	*No. of Core Standards in each Level
		Availability & Adequacy			
		Self	External		
DOMAIN – V School Leadership & Management 4 Core Standards	1. Building Vision & Setting Direction	2		M	0 <input type="checkbox"/> Level 1 1 <input type="checkbox"/> Level 2 3 <input type="checkbox"/> Level 2
	2. Leading Change & Improvement	3		L	
	3. Leading Teaching-learning	3		L	
	4. Leading Management of School	3		L	
DOMAIN – VI Inclusion, Health & Safety 5 Core Standards	1. Inclusive Culture	3		L	1 <input type="checkbox"/> Level 1 1 <input type="checkbox"/> Level 2 3 <input type="checkbox"/> Level 2
	2. Inclusion of Children With Special Needs	1		H	
	3. Physical Safety	2		H	
	4. Psychological Safety	3		L	
	5. Health & Hygiene	3		L	
DOMAIN – VII Productive Community Participation 5 Core Standards	1. Organization & Management of SMC/SDMC	3		L	1 <input type="checkbox"/> Level 1 2 <input type="checkbox"/> Level 2 2 <input type="checkbox"/> Level 3
	2. Role in School Improvement	3		L	
	3. School Community Linkages	2		M	
	4. Community as Learner Resource	1		H	
	5. Empowering Community	2		L	

5.8 ACTION FOR CONTINUOUS SCHOOL IMPROVEMENT PLAN

<p>Mission Statement: <u>Mission Statement of Myngken Christian Higher Secondary School, Bhoirymbong</u> Myngken Christian Higher Secondary School endeavours to prepare and equip each student for academic, social and individual achievements through teaching and learning, training in sportsmanship, create interests in various co-curricular activities and develop their leadership qualities.</p>			
Area of Improvement under the seven Domains focussing on specific Core Standards	Proposed Action	Support Needed	Action Taken
<p>1.School premises 2. Library 3. Laboratory 4. Toilets 5. Drinking water 6. Hand wash facilities</p>	<p>1 Pucca boundary wall to be constructed along the school premises. 2. To set up a library by mobilising to start a book collection drive. 3. To set up a Science laboratory. 4. To construct proper toilets. 5. To get a source of water supply. 6. construct wash basins with running water.</p>	<p>1.Seek support from MP and MLA where schemes can be obtained to help complete the wall. 2. Support needed from the SMC 3.Supported need from SMC, Atal Innovative Mission (AIM) to establish the Atal Tinkering Lab through Niti Ayog government of India through the district administration Ri-Bhoi District Laboratory Scheme. 4-6. Support from the SMC and the local representatives (MLA and MP), PHE department</p>	<p>1.Set up appointments with the MP and MLA where the need of complete fencing is presented. 2. Started the book collection drive by contacting friends and well wishers all over the world. 3. Applied online to NITI, Aayog govt. of India, HRD Dept. government Central Scheme. 4-6. Memorandum submitted to the local representatives to help in availing proper toilets, drinking water facilities and handwash facilities. Temporary toilets re being used, while the construction is going on. Estimated time to complete the toilets, drinking water and handwash basin facilities is within 2019.</p>
<p>1. Learner' s assessment</p>	<p>To use formative assessment on a regular basis.</p>	<p>SMC, teachers' collaborative effort and parent' s efforts.</p>	<p>Conducting oral questioning in each and every class, quiz, monthly written tests, classroom work like individual, pairing, and group work.</p>
<p>1. Learner' s progress</p>	<p>To identify and monitor the problems of different learners and their progress.</p>	<p>SMC, Teachers and parents.</p>	<p>Teachers are assigned to identify students who lack progress, talk to them to find out their problems.</p>

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			Discuss with the Principal and parents of the learner.
<ol style="list-style-type: none"> 1. Orientation of new teachers 2. Teachers' attendance 	<ol style="list-style-type: none"> 1.To orient new teachers about rules, roles and responsibility. 2.Maintain strict and punctual attendance 	<ol style="list-style-type: none"> 1 SMC 2.SMC, teachers 	<ol style="list-style-type: none"> 1.Principal does the orientation at the beginning and as and when needed. 2.School maintain daily attendance records, monitor unreported absence and takes action.
<ol style="list-style-type: none"> 1. Building vision and setting direction 	To have a sense of vision and direction. To take stock of where we are and where we want to be in the future.	SMC, Staff	To provide quality education to the rural learners which will be at par with the learners in the city, with minimum financial expenditure from parents of the learners.
<ol style="list-style-type: none"> 1. Inclusion of children with special needs 2. Physical safety 	<ol style="list-style-type: none"> 1.To include children with special needs in our school. 2.To enhance life skills on learners. 	<ol style="list-style-type: none"> 1.SMC, teachers, trained teacher for Students with special needs 2 SMC, teachers, Disaster Management department 	<ol style="list-style-type: none"> 1.Create a general awareness on the support needed by children with special needs. (We do not have children with special needs till date) 2.Conducts disasters management skills.
<ol style="list-style-type: none"> 1. Community as learner resource 	Integrate local community knowledge and skills in the teaching – learning process.	SMC, teachers, Community	<ol style="list-style-type: none"> A) Field trip to CHC, Bhoirymbong for gathering information regarding mission Indradhanush, National Disease control programmes. B) How to culture mushroom by themselves in their own place with the help of ICAR experts.

5. Detailed School Action Plan Dashboard (MSIP)

6.1 Action Plan for Improving Learners' Outcome

Class: VIII, IX, X		Subject: Mathematics					
Current situation	Improvement targets	Issues/ Problems	Required Action	Persons Responsible (Team leader) and team members	Monitoring Method	Timeline	Evidence of success (% success from baseline data)
<p>1. Class VIII Date: 18.6.18 to 29.6.18 Exam: Half-yearly exams Performance: approx. 15% score above 33% marks (poor performance)</p>	<p>1. Create interest in the subject. 2. Build understanding in basic mathematical concepts.</p>	<p>*Lack of interest. *Low retention. *Difficulty in understanding mathematical concepts.</p>	<p>*Activity based assignments. *Weekly revision *Remedial classes. *All this is to be done with the support of the SMC</p>	<p>(i) Team leader: S. Augustine (ii) Team members: a) M. Lyngdoh b) L. Thongni b) B. Swer</p>	<p>i) Plan, co-ordinates, the actions and convene PLC. ii) a) Observation b) Counselling c) Report and discuss issues in the PLC.</p>	<p>Planning and preparation starts from 13.07.18 and keeps going till 9.11.18</p>	<p>Final Exams report: Approx. 61% scored above the 33% marks.</p>
<p>2. Class IX Date: 18.06.18 to 29.6.18 Exam: Half-yearly exams Performance: approx. 0.5% score above 33% marks (poor performance)</p>	<p>1. Create interest in the subject. 2. Improve level of concentration and understanding of mathematical concepts.</p>	<p>*Lack of interest. *Lack of focus. *Difficulty in understanding Mathematical concepts.</p>	<p>*Use activity-based approach. *Practical sessions through group work, think, pair and share. *Remedial classes. All this to be</p>	<p>(i) Team leader: B. Swer (ii) Team members: a) M. Lyngdoh b) P. Marwein c) S. Augustine</p>	<p>i) Plan, co-ordinates the actions and convene PLC. ii) a) Observation b) Counselling c) Report and discuss issues in the PLC</p>	<p>Planning starts from 13.07.18 and keeps going till 9.11.18</p>	<p>Final Exams report: Approx. 12% scored above the 33 % marks.</p>

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			done with the support of the SMC				
<p>3. Class X Date: 18.6.18 to 29.6.18 Exam: Half-yearly exams Performance: approx. 0.2% score above 33% marks (poor performance)</p>	<p>1.Create interest in the subject. 2.Improve application skill on mathematical concepts.</p>	<p>*Lack of interest. *Lack of focus. *Difficulty in understanding Mathematical concepts.</p>	<p>*Use activity-based approach such as jigsaw, think-pair, brainstorm. *Practice sessions through group work and presentation. *Remedial class. All this to be done with the support of SMC</p>	<p>(i) Team leader: M.J.Nongrum (ii) Team members: a) S.Augustine b) B.Swer c) L.Thongni</p>	<p>i)Plan, co-ordinates the actions and convene PLC. ii)a) Observation b) counselling c) Report and discuss issues in the PLC</p>	<p>Planning starts from 13.07.18 and keeps going till 13.12.18</p>	<p>Final Exams report: Approx. 16% scored above the 33% marks.</p>

Class: VIII, IX, X		Subject: SCIENCE					
Current situation	Improvement targets	Issues/ Problems	Required Action	Persons Responsible (Team leader) and team members	Monitoring Method	Timeline	Evidence of success (% success from baseline data)
<p>1. Class VIII Date: 18.6.18 to 29.6.18 Exam: Half-yearly exams</p>	<p>1.Create interest in the subject.</p>	<p>*Lack of interest. *Low retention. *Difficulty in understanding</p>	<p>*Activity-based assignments. *Weekly revision.</p>	<p>(i) Team leader: L.Thongni (ii) Team members: a) M.Mawlong b) E.Sugnoh</p>	<p>i) Plan, co-ordinates the actions and convene PLC II) a) Observation b) Counselling c) Report and discuss</p>	<p>Planning and preparation starts from</p>	<p>Final Exams report: Approx. 33% scored above the 33% marks.</p>

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Performance: approx. 7% score above 33% marks (poor performance)	2. Build understanding of terms and concepts of Science.	of terms and Concepts related to Science.	*Remedial classes for very weak students. To be done with the support of the SMC.	c) M.J Nongrum	issues in the PLC	26.07.18 and keeps going till 9.11.18	
2. Class IX Date: 18.6.2018 to 29.6.18 Exam: Half-yearly exams Performance: approx. .2% score above 33% marks (poor performance)	1.Create interest in the subject. 2. Improve level of understanding of terms and concepts related to Science.	*Lack of interest. *Lack of understanding of terms and Concepts related to Science. *Difficulty in applying of scientific concepts.	*Use activity-based approach. *Demonstration and discussion through group work activities and assignments. *Remedial class for very weak students. To be done with the support of the SMC	(i) Team leader: B. Swer (ii) Team members: a) M.Lyngdoh b) L. Thongni c) S.Augustine	i) Plan, co-ordinates the actions and convene PLC II) a) Observation b) Counselling c) Report and discuss issues in the PLC	Planning and preparation starts from 26.07.18 and keeps going till 9.11.18	Final Exams report: Approx. 10% scored above the 33% marks
3. Class X Date: 18.6.2018 to 29.6.18 Exam: Half-yearly exams Performance: approx. 0.8% score above 33% marks (poor performance)	1.Create interest in the subject. 2. Improve application skill.	*Lack of interest. *Lack of focus. *Difficulty in understanding of applications of scientific concepts.	*Use activity-based approach such as jigsaw, brainstorming, etc. *Demonstration and discussion through	(i) Team leader: M.J. Nongrum (ii) Team members: a) M.Lyngdoh b) B.Swer c) L.Thongni	i) Plan, co-ordinates the actions and convene PLC II) a) Observation b) Counselling c) Report and discuss issues in the PLC	Planning and preparation starts from 26.07.18 and keeps going till 12.12.18	Final Exams report: Approx. 10% scored above the 33% marks.

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performance)			group work activities and presentation. *Remedial class for very weak learners. All these to be done with the support of the SMC.				
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Class: IX		Subject: SOCIAL SCIENCE					
Current situation	Improvement targets	Issues/ Problems	Required Action	Persons Responsible (Team leader) and team members	Monitoring Method	Timeline	Evidence of success (% success from baseline data)
1. Date: 18 .06 to 29.06,2018 Exam: Half-yearly exams Performance : approx. 20% scored above 33% marks (poor performance)	1.To improve basic skills of learners for further application economics as subject. Teacher aims at helping the learners to examine the importance of diversification of economic activities (such as low production, distribution,	1.No basic knowledge, skills of learners relating to the new terms and concepts. 2.Lack of learning materials(library) to make students more aware of the situation and concepts. 3.Lack of understanding	1.Collect some simple study material by teachers to make them learn better with regards to their topic. 2.Teacher has to use other strategies like showing the actual food product and have group discussions on how the product reached our homes. This will make them understand the concept of how these economic activities work together to satisfy our wants in our day to day life. Summary writing of what they had learnt at the end of	(i) Team leader: E. Pyngrope (ii) Team members: a) M.Mawlong b) M.Dohling c) E. Sungoh	i) Discuss with team members about the targets and check if the goals are achievable. ii)a) Procure the materials needed for teaching. Give written work and follow up. b) Convene and report in the PLC. c) Observation.	Preparation -1 day Explanation , written work- 2 days 17 th July to 20 th July	After reviewing teaching methods, we see an improvement by approx.55% who scored above 33% in the Final Exams report.

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	consumption, exchange of goods that takes place) to sustain livelihood and relate this concept to real life situation.	of what they study in school in connection to real or actual life.	the class				
2.Half yearly examination.	<p>1.Make the learners aware, accept new terms and information</p> <p>2.Demonstrating the key concepts relating to production (land, labour, capital, organisation) and their importance.</p> <p>3. Improving the level of concentration</p>	<p>1.Difficulty of learners to comprehend new terms and information.</p> <p>2.Low concentration level due to traditional was of teaching.</p> <p>3.Over-crowded classroom.</p> <p>4. Absence of media (available but not working)</p>	<p>1.Show flash card on the important characteristic of the different factors of production separately for land, labour, capital and organisation and describe how these resources are used for production.</p> <p>2. Help to determine the meaning of these phrases as they are being used differently in lower classes and from general terms.</p> <p>3. Rehearse the new terms, concept asking them to understand, by heart, then write.</p>	<p>Team leader: E.Pyngrope</p> <p>(ii) Team members: a)M.Mawlong b)M. Dohling c)S.Suting</p>	<p>i) Motivates team and check on the progress of the team based on the above first target.</p> <p>li) a) Prepare flash card, lecture, demonstration, for class.</p> <p>b) Observe and follow up of learners' progress.</p> <p>c) Convene and Report in PLC meeting.</p>	<p>Card making and consultation with team members and colleagues- 1 day.</p> <p>Collection of material and preparation -1 day</p> <p>Class-lecture- and presentation, follow up- 2 days</p> <p>23rd July to 26th July</p> <p>Guidance on project work-1 day. (27th,30th, 31st July)</p> <p>Completion of project work- 6th August.</p>	

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<p>3.Half yearly</p>	<p>1.To inculcate in learners the habit of reasoning, analysing, problem solving, improve their participatory spirit and contribution of thoughts and ideas of what they have learnt in the chapter (importance of economic activities, its elements and factors required for production) , its relevance to in their own village, market, creating a link, connection of what is taught in the class and actual situation. (Project work on the factors of production in their own village)</p>	<p>1.Learners have issue with language so cannot express (both speaking and writing) their opinion in English. 2. Lack of confidence to participate in class discussion. 3.Lack of exposure; no reading habits because of the absence of library.</p>	<p>Use pictures related to their lesson. Learners can identify the pictures, note in their notebooks as to which category they belong to-land, labour, capital and entrepreneurship. The use of pictures can break the language barrier and promote a spirit of participation, expression of views, increase their confidence level. The use of question probing will also help the learners. **All the above activities need the support of the SMC and team members.</p>	<p>(i) Team leader: E. Pyngrope (ii) Team members: a) M.Mawlong b) M.Dohling c) E.Sungoh</p>	<p>i) Gives suggestions to enhance learners' progress. ii) a) Prepares question based on charts to stimulate learners' participation. Guide and five project work. b) Monitor if learners are able to meet target and have learnt something. Gives feedback. Check and follow up the project work. c) Convene and report issues in the PLC meeting.</p>		
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Class: X		Subject: SOCIAL SCIENCE					
Current situation	Improvement targets	Issues/ Problems	Required Action	Persons Responsible (Team leader) and team members	Monitoring Method	Timeline	Evidence of success (% success from baseline data)
<p>1.Half-yearly exam: date: 18th to 29th June,18</p> <p>9% scored above the 33% marks. (poor performance)</p>	<p>To show curiosity on several tools, concepts, vocabulary, terms such as Per Capita Income (PCI), Real Per Capita Income (RPCI), Human Development Index (HDI), Infant Mortality Rate (IMR), Sex ratio, Life expectancy.</p>	<p>Difficulty to remember, differentiate the economic terms such as PCI</p>	<p>1.Learning and remembering with understanding. 2. Rehearsal, repetition, reading together several times, write and check. 3.Stick notes on terms, definition on charts. 4.learners record in their notebooks 5. Play one-word game</p>	<p>(i) Team leader: E.Pyngrope</p> <p>(ii) Team members: a) M.Mawlong b) M.Dohling c) E. Sungoh</p>	<p>i) *Sees that the action is executed practically. *Convene and discuss issues in PLC meeting. ii) a) Lecture and explain the economic terms and concepts. b) *Check notebooks of learners that they should all have important notes. *Learners are given reading and memorising and writing work over the taught lesson. C) Conduct activity on one-word game</p>	<p>July 17th,18th, 19th, 20th,23rd 17th &18th - explanation 19th- recapitulation , rehearsal, reading together. 20th -writing down what they have learnt and checking their work. 23rd- activity class</p>	<p>After reviewing teaching methods, we see an improvement by approx. 16% who scored above 33% in the Final Exams report.</p>

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<p>2.Half yearly Exam. Date: 18th - 29th June, 2018</p>	<p>Develop skills of critical thinking, communicating effectively and relate to students the current situation and challenges faced by our country and case study</p>	<p>1.Difficult to relate, interpret data, facts and figures from the table for HDI, PCI, IMR, etc of different states. 2.Lack experience with real life situation.</p>	<p>1. Teacher gives an overview of the concept scenario by linking the economic situations of the present status to past legacy. Thus, presenting a holistic picture of the economy. 2. Ask students to collect data about livelihood, basic schooling, health status of at least 10 families in their localities. *learners compile and frame a table. * Help and teach them to interpret the table.</p>	<p>(i) Team leader: E. Pyngrope (ii) Team members: a) M.Mawlong b) M.Dohling c) E.Sungoh</p>	<p>1.Motivates the teachers and learners and assess the performance of both teachers and students. ii) a) Teaches on the scenario of present and past legacy of India. b) Teach learners to collect data and compilation work. *Make the learners understand and link the information collected with table in the text. c) Convene and discuss issues in the PLC.</p>	<p>July 26th -31st Collection of data and help them to compile. 31st August- Help them to interpret the data and table they have collected and link it with what is in the textbook.</p>	
<p>3.Half yearly Exam. Date 18th - 29th June, 2018</p>	<p>1.To help learners analyse the necessary steps in order to bring up the HDI of the country and to help them understand and have a clear idea of the three concepts of HDI (longevity, standard of living, knowledge and</p>	<p>Incapability of learners to predict future effects and implications of HDI on development. *Problem to understand the inter-connection of the three aspects of HDI</p>	<p>Divide learners into groups for group discussion on each indicator or aspects on HDI. *Expression of views, active participation on the improvement of the HDI of the country by learners. *Relating and demonstrating through real life situation by teacher. *Pair learners and assign them to find the rank on HDI of different countries and make a chart to hang in class.</p>	<p>(i) Team leader: E.Pyngrope (ii) Team members: M.Mawlong M.Dohling E.Sungoh</p>	<p>i) Provides suggestions, ideas and how discussions should be carried on. ii)a) * Gives a gist about and what should be done and how to go about it. *Jot down important points and check the adaptation of students with regards to the activity. Show the map of India. b) Conduct the discussion and guide the students.</p>	<p>August,2018. 1st,2nd, 3rd, 6th – application till the end of the year. 1st Aug- Divide learners into groups and explain in short what is to be done. Warm up session. 2nd & 3rd- Discussion by groups.</p>	

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	to teach them about sustainability. 2.Ability to make a striking difference or contrast in the performance of two countries.		** All these activities are to be carried out with the support of the SMC and Parents.		c) Observation and discuss findings.	6 th -Feedback from teacher to learners.	
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6.2 Area of Improvement under the seven Domains focussing on specific Core Standards

Main areas requiring improvement/ Current situation	Improvement targets	Issues/ Problems	Required Action	Person Responsible (Team leader) and team members	Monitoring Method	Timeline	Evidence of success
1.(a) Library	To collect 1000 or more books	No fund	smc support .Do a Book collective drive from friends and well-wishers.	(i) Team leader: E. Kharsyntiew (ii) Team members: a) M.J.Nongrum b) M.Mawlong c) L.Thongni	i)To contact people, to write and give the details of our school to those who want to know about our school. li) a) To go pick up the books from people' s houses and post office. b) To catalogue the books. c) To Arrange the books.	2 months Dec- January	Was able to collect About 1000 books and set up the Library.
2. Learners'	To improve	*Lack of motivation and	Use innovative ways to teach:	(i) Team leader: M.J Nongrum	i)To procure necessary materials needed for	1 month (August)	*Has a positive impact on the

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Assessment	the overall performance of learners	focus *Language barrier	a) activity based b) out of classroom learning c) group work d) Brainstorm	(ii) Team members: a) P.Marwein b) S.Augustine c) B.Swer	innovative teaching. *Convene PLC meeting. ii) a) Observation of behavioural change in learners. b) Follow up with concerned teachers. C)Follow up learners' performance.	for behavioural change. 3 months for	majority of the learners. *Learners are more involved and excited to present their work. *Learners learn to think independently and work in groups. *Enhances their individual reading skills.
3.Teachers' Attendance	Punctuality of teachers and their accountability	Complacency	School strictly maintains a daily attendance register	(i) Team leader: E. Pyngrope (ii) Team members: a) M.J Nongrum b) M. Lyngdoh c) P. Kharkulia	i) Checks punctuality and attendance of teachers. ii) Senior teachers help in recording and maintaining attendance register.	All year round on a daily basis	Teachers attendance results in punctuality, accountability and regularity.