KARURI HIGH SCHOOL

SPONSORED BY ACK

STRATEGIC PLAN
2024-2028

ENDEAVOUR TO CONQUER.

KARURI HIGH SCHOOL

STRATEGIC PLAN 2024-2028

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ABBREVIATIONS AND ACRONYMS

BOM: Board of Management

CDF: Constituency Development Fund

G/C: Guidance and Counselling

HOD: Head of Department

HOS: Head of Subject

ICT: Information and Communications Technology

KNEC: Kenya National Examinations Council

KCSE: Kenya Certificate of Secondary Education

KICD: Kenya Institute of Curriculum Development

PA: Parents Association

PC: Performance Contracting

PESTLE: Political, Economic, Social, Technological, Legal, and Environmental

SIC: School Infrastructure Committee

SMASSE: Strengthening Mathematics and Science in Secondary Education

SSPMEC: School Strategic Plan Monitoring and Evaluation Committee

SWOT: Strengths, Weaknesses, Opportunities, and Threats

TPAD: Teacher Performance Appraisal and Development

TSC: Teachers Service Commission

FOREWORD

A wise man once said that what gets measured gets done. This strategic plan constitutes the yardstick by which the Karuri High School community would like to gauge ourselves in the next five years. It is also the document on the basis of which we shall be held accountable. This in itself sees us place ourselves open to scrutiny, and challenge ourselves on achieving the targets set herein.

I have great faith in all the stakeholders of the Karuri fraternity; students, parents, teachers, the Board of Management, the Ministry of education, and the local community, to work in harmony to realize the goals set out herein. In the final analysis, we remain cognizant of the fact that everything we do as a school is aimed at helping the children in our hands, to realize their full academic, social, physical and even spiritual potential, in line with the school's Mission statement: To provide quality and responsive education by promoting academic excellence, instilling religious and moral values.

On behalf of the BOM, I promise to support the adoption and implementation of this Strategic Plan to the best of my knowledge and ability. The team is dedicated to the success and well-being of the school and together we will make it.

Mr. Samuel Kamiti B.OM

CHAIRMAN BOM

PREFACE

The journey of a thousand miles begins with one step. The journey of the formulation of the 2024-2028 Strategic Plan for Karuri High School, the second of its kind, has finally come to a conclusion.

In this strategic plan, we set out a program of consolidation. Rather than attempting to define or direct the academic life of the school, this plan focuses on reworking the structures on which our academic success depends, and which will help staff and students to thrive in and out of school. The strategic plan sets out plans for investment in the infrastructure, academic and co-curricular activities, to enhance our institutional impact, both externally and internally; to ensure transparency in decision making, including investment for the future; to drive change in education, simplifying where possible in the interests of staff and students; and to prioritize a comprehensive program of service improvements to create a high quality environment for our state of the art curriculum delivery and education.

With the greatest and deepest appreciation to the team that dedicatedly and tirelessly put together this plan; I present to you the third Strategic Plan of Karuri High School. This plan will be the guide against which the school will achieve the set goals and objectives.

The adoption and implementation of the plan cannot happen without the support of each one of us. My office will ensure its dissemination and successful implementation to its completion with the utmost support, commitment and tenacity.
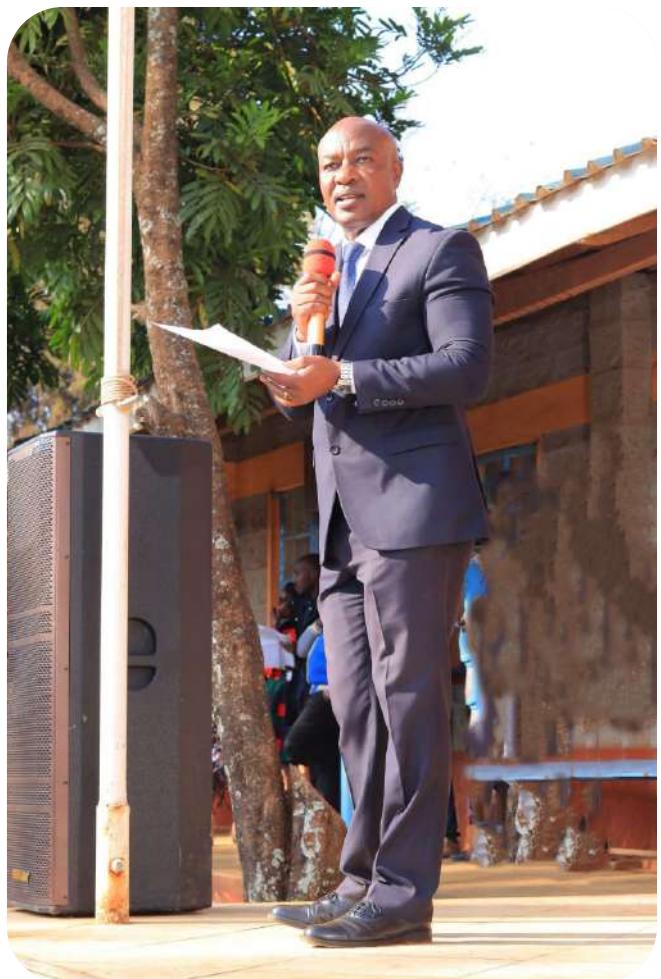
Mr. Sospeter Njenga

PRINCIPAL / SECRETARY BOM

PARENTS ASSOCIATION STATEMENT

Education is the equipping of learners with knowledge, skills, values, beliefs, habits, and attitudes. The education system consists of teaching and non-teaching staff, parents, students, and other stakeholders. At all levels of the educational ecosystem, management is required. This involves planning, organizing, implementing, reviewing, and evaluating activities of the school.

This message is to table my opinion on the revamp of our institution. As the Parents Association, we are glad and pleased with the outcomes both accomplished and those hoped for. We acknowledge the determination and continued support from the teaching, and non-teaching staff as well as the students

Growth is going on both physically and intellectually within the school. This positively affects the morale within the school and the general image from outside our walls. This is a result of the collaboration of the various bodies within us. Growth amongst humans is a continuous process. It is an unfolding that never ends. This means every journey step is as important as any other. In our school, we have made strides and we are yet to make more.

Let us carry on with the same spirit and not be swayed by the challenges that we face.

Mr. Peter Njiri

P.A CHAIRPERSON

CHAPTER 1

INTRODUCTION

1.0 Preamble

This 2024-2028 Strategic Plan of Karuri High School articulates the school's vision for developing academic opportunities and performance. It identifies various activities and resources essential to attaining the vision. The development of this school's strategic plan has been highly motivated by the unanimous desire to offer quality education both at the school and national level. All the stakeholders include but are not limited to the principal, teachers, students, parents, members of the Board of Management (B.O.M), Parents Association (P.A) committee, sponsors, the Ministry of Education (M.O.E), Teachers Service Commission (T.S.C). Provincial administration, Political Leaders, Non-Governmental Organizations (NGOs), etc are highly challenged to rationalize the school systems, operations, and activities towards causing and sustaining quality education and performance. The school Strategic Plan has borrowed significantly in content and format from the Ministry of Education (M.O.E) Strategic Plan. It has emphasized academic issues.

Many resources have been devoted to the establishment of prerequisite facilities including classrooms, a library, science and computer laboratories, water, and electricity. The school also anticipates constructing boarding facilities in the future. The school board and the entire management is focusing on the best performance and the BEST results. The Strategic Plan will enhance result-based management and efficiency. The plan shall form the basis for monitoring performance.

1. 1 Purpose

Strategic Planning is a systematic process that helps the stakeholders to set an ambition for their institution's future and determine how best to achieve it. A Strategic Plan formalizes the school's mission, vision, values, goals, and objectives. During the development of this Strategic Plan, the stakeholders comprehensively focused on all areas of the school's operations to ensure the document is comprehensive. The main purpose of this Strategic Plan is to set overall goals for the institution and to develop a plan to achieve them. The stakeholders outlined and consented to the purpose of this document as follows;

- ✓ Enable the school to align strategic objectives with financial, physical, and human resources.
- ✓ Coordinate development and create a basis for resource allocation and focus to attain set objectives and targets
- ✓ Provide a basis for short-term and long-term evaluation plans with minimum resources through prioritization
- ✓ To improve academic performance
- ✓ To review and reflect on the current internal and external status of the school
- ✓ To provide strategic direction and teamwork to all stakeholders of the school for the achievement of common objectives

1.2   Stakeholders

Stakeholders in education are people who are at the heart of the education system. In the stakeholders lies the resources, information, opportunities, love, care, and wisdom needed to support the goals of the education system. Stakeholders in education, therefore, have a vested interest in ensuring that the educational system is effective and meets the desired needs of all learners. To create effective education systems and effective learning environments, all stakeholders need to come together in a meaningful way, through collaboration and connection. Successful collaboration between all stakeholders means deep listening as well as active doing. Open, and transparent dialogue results in all parties feeling seen, heard, and valued, and in the end, it is the connection and compassion formed through those healthy relationships that create successful teaching and learning outcomes.

The development of Karuri High School Strategic Plan 2024 -2028 is a result of consultations with the school stakeholders. It is a general fact that people who participate in decision-making that affects their work have a higher degree of ownership and commitment to that work and the quality of output is better.

The same is true of this Strategic Planning. The high involvement of stakeholders is expected to generate better outcomes and a greater sense of ownership. In developing this Strategic Plan, the technical committee appointed and used broad engagement strategies to increase stakeholders' participation in the entire process. The stakeholders involved include:

i.	Board of Management (BOM)	v.	Students,
ii.	Parents Association,	vi.	Alumni
iii.	Teachers,	vii.	Donors (Hapal Punia)
iv.	Support staff,		

1.3   Process

A process is a series of actions or steps taken to achieve a particular end. The process is a setup of defined supervised activities that are carried out and use resources to create defined output. Strategic planning entails identifying steps to guide the involvement of stakeholders and the sequence of planned activities and needed resources to ensure the success of the entire process. The process of writing this strategic plan was clear, comprehensive, and inclusive. The process described activities and strategies for correcting, analyzing, and compiling the data required and the resources needed during the entire strategic plan writing period. The process of writing this strategic plan involved sensitization of the stakeholders in a series of meetings on the; meaning, purpose, importance, pitfalls, and technical stages of strategic plan writing. To guide, coordinate, and oversee the process, a strategic plan steering committee was formed which includes the following members;

	Name	Role
1.	Mr.Sam Kamiti	B.O.M Chairman
2.	Mr. Sospeter Njenga	Principal/B.O.M Secretary
3.	Mr.Peter Njiri	P.A Chairman
3.	Mrs Salome Njihia	Deputy Principal Academics
4.	Mr. Geoffrey K. Kimani	Deputy Principal Administration
5.	Mrs Monicah Wahome	Head of Department Q.A.S.O

Students during the school parade

Alumni with the first principal of the school

CHAPTER 2
SCHOOL BACKGROUND AND CURRENT STATUS

2.0 Historical Profile and Location

Karuri High School was established in 1953 to address the need for both boys and girls secondary education in the community. The school started with classes five to seven. The eight-acre piece of land on which the school was built was bought from the late Mr. Cyrus Mwaura Gathunguri. The school construction was done by the members of the Karuri community in February of 1952.

Due to the increasing demand for Secondary education, a committee was formed in 1963 to start a Harambee school and the late Bishop O. Kariuki of ACK Church was appointed to serve as the sponsor of the school. The required fund amounting to KSHs 40,000 was contributed jointly by the primary schools in the Kiambaa location. The Harambee School became fully operational on 24th June 1964 with a population of 39 students, 31 boys and 8 girls. Mr. Wilfred Ndiho was the first Headmaster and was assisted by a few teachers in running the school. The first members of the School Committee were;

FIRST MEMBERS OF THE SCHOOL COMMITTEE	
Mr. Bedan N. Gathere- Chairman	Samuel K. Waruinge
Mr. William Mbanya Gitagia- Treasure	James Gatoru

William Kagwe-Secretary	Eliud W. Kamukie
Wilfred Ndihio-1st Headmaster	Charles Kariithi
Leonard Njau-Assistant Secretary	Mbugua Kihoro
Jesse Mbugua	Ng'ang'a Muchiri

The school's infrastructure consisted of four classrooms, two workshops, one laboratory, and a store. In 1966 the School Committee bought additional land from Mr. Gachathi and built two teachers' houses. In 1970, it became a government school and the first BOG was appointed. The government provided funds to purchase an additional piece of land from Mr. Karathe. The school developed into two streams with a government and a Harambee class. In 1973 the inaugural committee was phased out and the following year the BOG fully took over the management.

Over the years, the school has continued to expand in infrastructure and student population, preparing candidates well for KCSE examinations. The school has a tradition of continued improvement in the academic and co-curricular activities.

Karuri High School has indeed developed from a humble background to become the leading District Day School in Kiambu County.

Currently, the school has six streams with a population of 1627 students. There are four modern science laboratories, a home science room, a Library, a multipurpose Dinning Hall and a modern administration block. The school also has two School buses, well equipped IT center with 56 Computers and two e-learning centers.

The success of the school is attributed to the commitment and hard work of the school administration, BOM, PA, teaching staff, supporting staff and students.

2.1   Profile of School Principals, BOM, and PA Chairs.

Karuri High School has a long leadership history. The contributions of the present and past leaders have been instrumental in the growth of the school. This Strategic Plan outlines the profiles of the school headship, BOM, and PA chairs. The profiles are outlined in the tables below:

Table 2.1 Principals' Profile

	Name	Year
1.	Mr. Sospeter Njenga	**2024 – To date**
2.	Mr. Njau Mbaka	**2020 - 2023**
3.	Mr. P.W Mathu	**2007-2019**
4.	Mr. David Karani	**1990-2007**
5.	Mr. Wambugu	**1983 - 1990**
6.	Mr. A. Okumu	**1981 - 1982**
7.	Mr. Njoroge Gichoya	**1975 - 1980**
8.	Mr. Mbugua Njoka	**1974 - 1975**
9.	Mr. Ndiho	**1964 - 1974**

Table 2.2 BOM Chairpersons' Profile

	Name	Year
1.	Mr. Samuel Kamiti	**2022 - Date**
2.	Rev. Samuel Ndichu	**2010 - 2022**
3.	Mr. David Gichubi	**2003 - 2009**
4.	Mr. Francis Gichane	
6.	Mr. Njenga Njau	
7.	Mr. David Njau	**1974 - 1976**
8.	The Committee of 1964	**1964 - 1974**

Table 2.3 PA Chairpersons' Profile

	Name	Year
1	Peter Njiri Ruguru	**2022 - Date**
2	Peter Njuguna Njeri	**2016 - 2022**
3	Harrison Gakuru	**2012 - 2016**

2.2   School Enrolment

The Kenyan government's policy of Free Basic Education has led to increased enrolment in public secondary schools. Students' enrolment data is important in determining the school's Strategic Planning. Karuri High School learners' enrolment for the last five years is key in determining the school's strategic direction for the next five years. School enrolment has consistently increased, as the table below shows enrolment from 2019 to 2024.

The school has been attracting more students for the last six years as illustrated in the table below;

Table 2.4 Students' Enrolment

Year	2019	2020	2021	2022	2023	**2024**
Boys	602	691	700	825	848	**979**
Girls	400	467	465	556	637	**678**
Enrolment	**1002**	**1158**	**1165**	**1380**	**1485**	**1627**

2.3   Current School Infrastructure Status

School infrastructure is a key base for learning in schools. It includes classrooms, laboratories for science practical's, the hall and open fields for games, games equipment, sanitation facilities, and others. It is in the classrooms that the other, day-to-day formal teaching and learning take place. Games and other co-curricular activities take place in the hall and the field. More members of staff need to be housed in the school and at the same time need sanitation facilities like toilets, waste disposal services, clean water, etc. For this reason, school

infrastructure is a very important component in ensuring successful education. The current status of infrastructure in Karuri High School is core in determining the future developments to be factored in the 2024 -2028 Strategic Plan. The infrastructure status of the school is outlined in the table below;

Facility	Numbers/Capacity	Status
Land	14 acres	It is adequate.
Classrooms	24	Inadequate
Laboratories	Science – 4 / Computer – 3 / Home science - 1 Workshop - 1	Strained, there is a need for upgrading and construction of more laboratories for future growth.
Kitchen	1	Adequate
Dining Hall	1500 sitting capacity.	The school requires a multipurpose hall
Water Source	Available	Water is adequate; however, rainwater harvesting may be considered because it is not adequately catered for.
Library	1	Strained and needs expansion.
Games Facilities	2	Fields require upgrading and more game equipment.
Sanitary Facilities	Available	However, not adequate.
Administration Offices	Staffroom – 3 Administration – 5 H.O.Ds – 9 Others - 4	H.O.D offices and workrooms are inadequate.More offices and workrooms are required.
Staff Quarters	12	There is a need to increase the number.

2.4 Academic Performance

Year	KSCE mean score
2019	3.906
2020	3.886
2021	4.079
2022	4.089
2023	3.725

Table 2.6 School KCSE Results 2019 -2023

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The school projects improved mean scores in the KCSE in the next five years by increasing the number of students attaining quality grades through the implementation of strategies outlined in this Strategic Plan.

Year	Mean Score
2024	4.00
2025	4.2
2026	4.4
2027	4.6
2028	5.0

2.5   Human Resource

The school currently has 60 teachers as illustrated by the table below.

Gender	T.S.C	B.O.M	Total
Male	19	6	25
Female	33	2	35
Total	52	8	60

Table 2.7 Teaching Staff Gender and population

The school has non-teaching staff employed by the Board of Management as shown in the table below.

Table 2.8 Non-Teaching Staff Population

Category	Male	Female	Total
Bursar	1	-	1
Secretary	-	1	1
Cooks	4	1	5
Computer Lab	1	-	1
Guards	5	1	6
Grounds	1	1	2
Lab Technicians	1	1	2
Cleaner	-	1	1
Librarian	-	1	1
Total	13	7	20

2.6   School Governance Structure

Effective leadership and governance are necessary to promote a more cohesive and collaborative culture and ethics to establish good cooperation with the wider community. Karuri High School's governance structure will give the stakeholders more clarity in their responsibilities and facilitate workflow to ensure all strategic programs are completed on time. The school governance structure is outlined in the figure below.

Figure 1: **School Governance Structure**

```
                         BOM
                          │
                          ▼
                      Principal
                          │
                          ▼
                  Deputy Principal
                          │
         ┌────────────────┴────────────────┐
         ▼                                 ▼
  Senior Masters/H.O.D             NON- TEACHING STAFF
  (Head of  Department)                    │
         │                                 ▼
         ▼                          ACCOUNTS CLERK
    SUBJECT HEADS                         │
  (Heads of Subjects)                     ▼
         │                            SECRETARY
         ▼                                │
     Teachers                            ▼
         │                          SUPPORT STAFF
         ▼
     Students
```
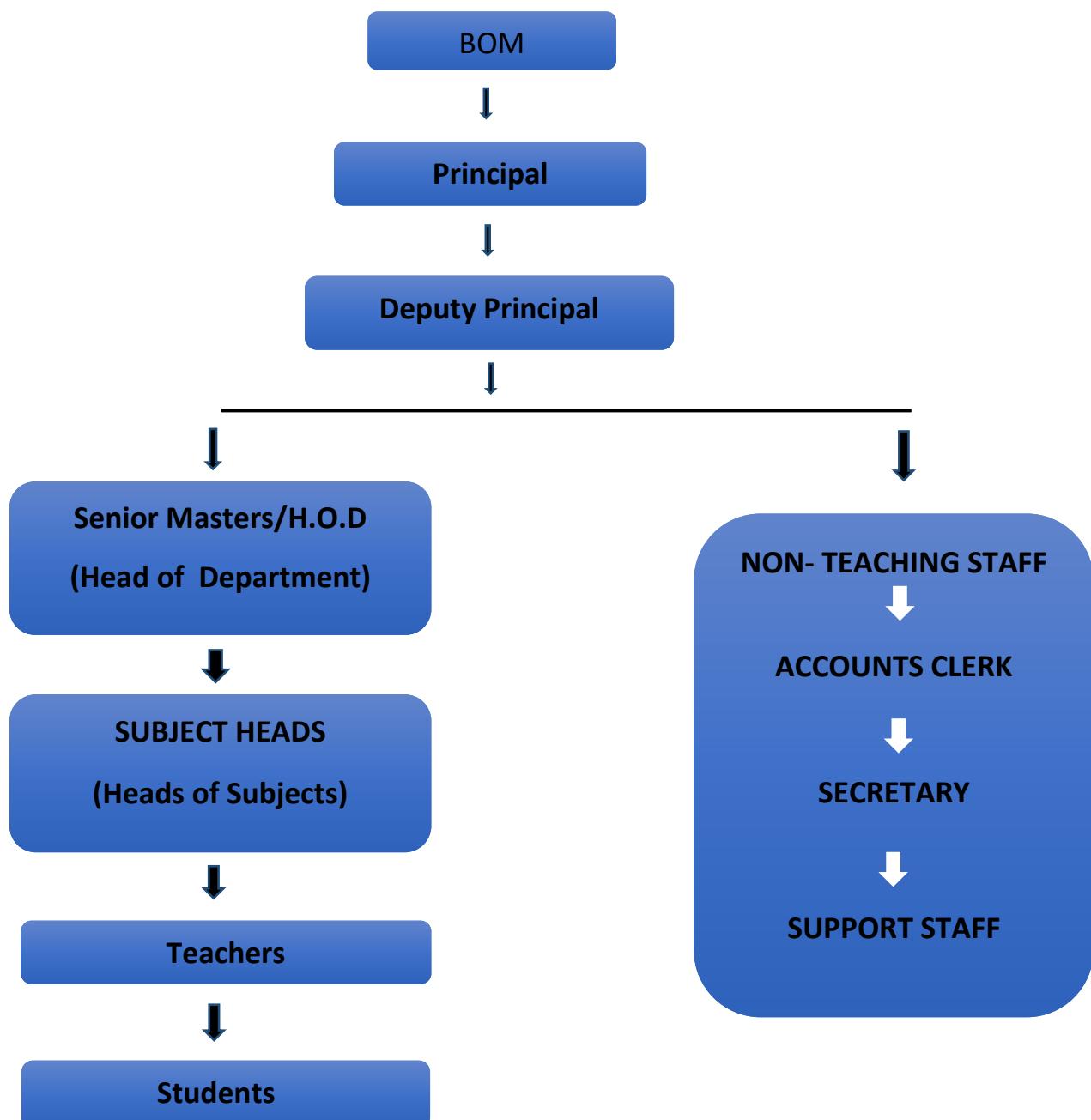
2.7   School Mandate

Our mandate is derived from the broader framework of national education goals and objectives;

1. Foster nationalism, patriotism and promote national unity.
2. Promote the social, economic, technological, and industrial needs for national development.
3. Promote individual development and self–fulfilment.
4. Promote sound moral and religious values.
5. Promote social equity and responsibility.
6. Promote respect for and development of Kenya's rich and varied cultures.
7. Promote international consciousness and foster positive attitudes towards other nations.
8. Promote a good attitude towards good health and environmental protection.

2.8   Our Stakeholders

Our stakeholders in the realization of this Strategic Plan include;

1. Students
2. Parents
3. Donors
4. Alumni
5. Ministry of Education
6. Teachers Service Commission
7. Institutions of higher learning
8. Development Partners
9. Public, Private, and Non-Governmental sector agencies
10. Other Government ministries such as the Ministries of Interior, Public Works, Health, Agriculture, etc.
11. County Government / Local leaders
12. The Media
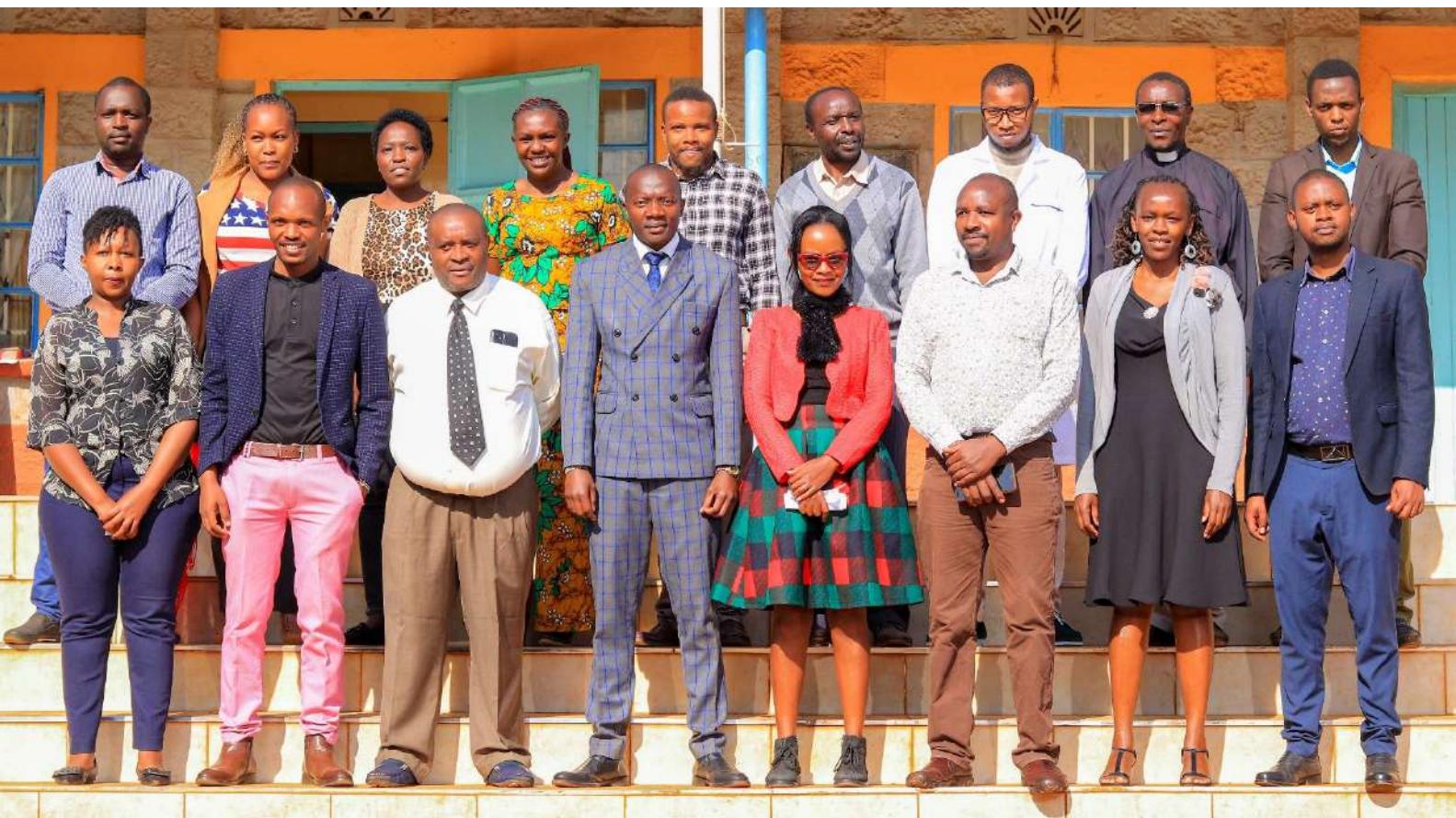
CHAPTER 3

SITUATIONAL ANALYSIS

3.0   Introduction

This chapter presents an analysis of the current operational environment at Karuri High School. The situational analysis identifies the key issues that have been considered in formulating the strategies to be employed. The SWOT analysis is important because the internal operational environment has a strong bearing on the school's performance.

The realization of the school goals will depend on how the identified strengths will be enhanced, opportunities utilized and weaknesses managed. The external environment of the school, comprised of socio-economic and political factors may have a direct impact on the school operations. This creates a challenge of external threats that the Strategic Plan should address for the school to achieve its objectives.

3.1   SWOT Analysis

Through consultative departmental meetings, the school stakeholders conducted a SWOT analysis of the school. Their findings are outlined as follows;

STRENGTHS	WEAKNESSES
• Committed staff	• Reading culture among students is wanting
• Firm-focused and friendly administration	• Low level of student-teacher consultation
• Easy accessibility to the school	• Lack of a multipurpose hall for integrated activities (social facilities)
• Proximity to universities, colleges, and other resource centre's Theatre, Nairobi International Trade Fair, KICD, and National Library.	• Inadequate staffing in some departments
• Modern ICT facilities	• Time management among students is not fully ingrained
• Modern Security Surveillance system (cctv)	• Inadequate disaster preparedness
• Conducive learning environment	• An underutilized alumni association.
• Teamwork among stakeholders	• Lack of adequate rooms to set up HOD offices, counselling rooms, and stores.
• Government funding through CBF, FSE	• Lack of sufficient staff houses
• High level of discipline among students	• Congestion in classes
	• Lack of a school van
	• Porous fence

OPPORTUNITIES	THREATS
• Establish a functional Alumni association • Unexploited time resources • Untapped talents among students • Increased participation by stakeholders • Strategic partnership and linkages • A 100% transition to secondary schools • Increased government capitation	• Security threat • Drug and substance abuse • Rising cost of living and inflation • Negative influences from print and electronic media • Slow pace in adopting emerging technological changes • Unstable families

NB: Opportunities available to the school are operational potentials and external factors that the school will exploit to enhance the ability to achieve the set objectives.

Threats to the school are external operational challenges that constrain the school from realizing its objectives.

3.2 Pestle Analysis

PESTLE stands for **Political, Economic, Social cultural, Technological, Legal, and Environmental factors**. It was used to analyze the external environment of Karuri High School so that awareness is taken care of when executing its plan. During the sensitization meetings, the participants discussed the factors that are likely to affect Karuri High School work both negatively and positively.

3.2.1 Political factors

1. Government introduction of CDF funding bringing government to the grassroots.
2. Government credibility leading to international aid agencies which are q likely to give donations.
3. Improvement of roads making the school more accessible
4. Government getting rid of corruption hence having more money to spend on development.
5. Political uncertainty and instability may hinder learning

3.2.2 Economic factors

i. Poor performance of the Kenyan economy may affect government funding for the school
ii. Lack of employment and low wages may affect many parents' ability to sustain students in school

3.2.3 Socio-cultural factors

i. Media influence making students disinterested in education
ii. Families are stretched financially and thus unable to pay school fess for their children
iii. Drugs and substance abuse

iv.   Retrogressive cultural practices that are against education

3.2.4 Technological factors

i.   Accounting reports are fully computerized
ii.   There is need for continued training of teachers on ICT integration
iii.   Technology poses threat especially if the content is not adequately checked. Schools should put in place safe guards to forestall any adverse effects.

3.2.5 Legal factors

i.   The school operates within the framework of the Basic Education Act (2013), and the Teachers Service Commission Act (No 20 of 2012) alongside other legal tools.
ii.   Frequent change in government policies creates inconsistencies in the running of the school.
iii.   Delay in disbursement of Free Secondary Education (FSE) funds.

3.2.6 Environmental factors

i.   The school heavily depends on wood fuel. There is a need to source for cheaper, more environmentally friendly cooking technology
ii.   Unpredictable weather conditions/ patterns.
iii.   The school will endeavor to promote environmental conservation through various activities such as, tree planting, cleaning up campaigns and collaborations with environmental organizations and agencies.

4

CHAPTER 4

FUNDAMENTAL STATEMENTS

4.0   Introduction

This chapter deals with the Fundamental statements and beliefs of Karuri High school. They help the school to effectively execute its mandate. It also includes, strategic direction which refers to the plans that must be implemented for the school to progress toward its vision and fulfil its goals. Strategic direction formalizes the school mission, vision, motto, and logo to enable the stakeholders to voice and agree on the same priorities and focus on the same path to improvement.

The outlined fundamental statements highlight Karuri High School's core *values*, and core *functions,* for the 2024 -2028 period. The main strategic concerns of the school include; *leadership and management*, *academic, infrastructure, and human resource development.* Strategic direction highlights specific strategic objectives, actions to be done, performance indicators, and projected time frame for accomplishments.

4.1   SCHOOL VISION, MISSION, MOTTO AND LOGO

Karuri High School's strategic direction will be informed and guided by the following Vision, Mission, Motto and Logo;

VISION

To be a leading learning centre in provision of quality education for self-reliance and responsible citizen.

MISSION

To efficiently and competitively produce a holistic citizen through provision of quality education.

MOTTO

Endeavour to conquer.

THE SCHOOL LOGO

SYMBOL	REPRESENTATION
Computer	Centre of excellence in ICT
Graduation Crown	Academic excellence
Pen Colour - Green	Old students
Pen Colour - Blue	Current Students
Pens	Abundance of tools of work in academics
THE SCHOOL COLOURS	
Blue	Growth and new beginnings
Green	Inspired, stable and wisdom
Golden	Ssuccess
Grey	Balanced

THE SCHOOL ANTHEM

1. Lord, we thank you for your mercy
    And this greatest day,
    Bless our school of better choice
    Karuri our future life
    Education is the key to a better me and you
    We endeavor and ever to conquer.

    CHORUS
    Karuri, Karuri our school of choice
    Our home away from home
    Our fountain of knowledge,
    Forever we treasure and adore.

2. School mission to be
    A holistic citizen

Self-values and morals
With high competitive
Education quality
Is our target aim it
We endeavor and ever to conquer.

3. School vision is the king
    To be a leading institute
    Our culture to achieve
    Grades of higher excellence
    We are here to achieve
    And to get certified
    We endeavor and ever to conquer.

Composed by: Pius Mwirigi 4P
You Tube: Shibli Mwiri

6

THE SCHOOL SERVICE CHARTER

SERVICES	REQUIREMENTS	CHARGES	TIMELINE
VISITORS	• Clearance at the Gate • During Week Days and Working Hours	Free	8:00am-5:00pm
RECEPTION	• Receiving Visitors and Attending to all Enquiries • Directing Visitors to the Right Offices	Co-operation	Immediate
FORM 1 ADMISSION	• Certified Leaving Certificate • Three Passport Photos • Copy of Birth Certificate	Subject to MOEST & PA Instructions	2 Weeks
FORM 1 ORIENTATION	• Co-operation from Students	Free	1 Week
GUIDANCE & COUNSELING	• Co-operation from Clients • Orientation Program	Free	Ongoing
TEACHING & LEARNING	• The Approved MOEST Syllabus • Teaching & Learning Resources • Co-operation among the Stakeholders	Subject to MOEST & PA Instructions	Ongoing
INTERNAL EVALUATION	• Content Covered • Availability of Resources • Co-operation between Students and Teachers	Free	Ongoing
ISSUANCE OF TERMLY ACADEMIC REPORT	• Cats Marks and End Term Exams Result • Rats (Random Assessments Tests)	Free	Immediately the Result are Out
ISSUANCE OF LEAVING & ACADEMIC CERTIFICATES	• Fully Signed Clearance Form • Students Request	Free	Half Day/ 1 Day
K.C.S.E REGISTRATION	• Birth Certificate • K.C.P.E Certificate	Subject to KNEC Instructions	I Week
TRANSFER OF STUDENTS INCOMING OUTGOING	• Certified KCPE result slip • Clearance Letter from Former School • Clearance from Sub County Education Office • Orientation • Fully Signed Clearance Form • Parent's/Guardian's Report	Free	Half Day/ 1 Day
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4.2   School Core Values

A focused school has its own culture that expresses shared values and expectations for the students, teachers, managers, parents, and support staff. Karuri High School's core values communicate; its story, mission, standards, and desired outcomes. The outlined core values provide a foundation for building a conducive operational environment to foster the realization of the set Strategic Plan objectives by creating a cohesive school community. The core values will keep the stakeholders united as they work toward realizing this Strategic Plan.

CORE VALUES	DESCRIPTION
Transparency, Accountability and Integrity	We are committed to delivering services in an open, answerable and honest manner.
Professionalism	We will observe the highest professional standards and ethics in provision of services.
Teamwork	We will embrace organized cooperation and collaboration amongst all stakeholders on service delivery.
Social Responsibility	We will actively promote social equity and positive attitude towards work. We will also be courteous when dealing with our clients. We will actively combat drugs and substance abuse and campaign against HIV/AIDS and other pandemics.
Confidentiality	We are guided by the principle of safe guarding information in service delivery.
Continual Improvement	We are committed to continually improve in all spheres of service delivery.
Efficiency	We will strive to give the highest output from utilization of all available resources.
Diligence	We will embrace handwork, industry and commitment in performance of duties.
Responsiveness	We are committed to offering a pro-active approach to issues.

4.3   School Core Functions

As a social institution, the school represents the society outside its walls, in which life can be learned by living. The school, therefore, aspires to develop social consciousness in the child. Karuri High School as a model mixed day school will focus on the holistic development of the learners in all its programs. To achieve this objective, Karuri High School will be guided by well-stipulated core functions derived from government legislation and policies. They include;

    i.   Enhancing psycho-socio and spiritual growth.
   ii.   Promoting innovations and creativity among learners through ICT integration.
  iii.   Offering a broad curriculum to enable learners to be globally competitive.
  iv.   Cultivating good and productive working relations among the stakeholders.
   v.   Enhancing stakeholders' competencies through capacity-building initiatives.

vi. Enhancing learner protection, safety, security, and hygiene.

vii. Inculcating national values such as loyalty and patriotism.

viii. Identifying and nurturing students' talents.

ix. Providing the learner with opportunities to acquire the necessary knowledge, skills, and attitude for self-development and the nation's

x. Setting a firm foundation for further education and training.

xi. Making learning an enjoyable experience.

4.4. Key Strategic Concerns

Karuri High School will focus on five major strategic directions which are drawn from the situational analysis. These include; *improved academic performance*; *high discipline standards*; *staff development*; *infrastructure development* and *resource mobilization*.

4.4.1 Academic performance

The school aspires to improve the school mean score to 4.0 by 2028. To achieve the projected KCSE mean, the school will focus on the following strategic objectives and activities;

OBJECTIVES	STRATEGIC ACTIVITIES	PERFORMANCE INDICATORS	TIME FRAME				
			2024	2025	2026	2027	2028
Improve time management	• Strict adherence to school program • Embrace the effective 40 teaching policy • Enhanced supervision of Teaching/Learning activities • Embrace movement by running policy	• Timely coverage of the syllabus • Timely response to bells	√		√	√	√
Ensure syllabus coverage by September in (*Form 1-3*) and by June in form 4	• Embrace team teaching • Remedial teaching • Increase student-teacher contact time • Empower learners with effective study skills	• Syllabus covered on time • Improved performance in KCSE exams • Improved mastery of content by students		√	√	√	√
Improve academic performance in languages	• Discourage use of vernacular and 'sheng'/coded language • Essay competitions • String marking in all subjects.	• Improved performance in the languages. • Fluency in spoken and written English and Kiswahili • Less grammatical errors in all subjects.	√	√		√	√

			√	√	`		`
Improve self-drive among students	• Supervised revision • Student participation supervised in class/group discussions	• Reduced noise making during preps • Timely completion of assignments. • Improvement in individual performance	√	√	`		`
Improve students discipline	• Invite resource persons through the Guidance and Counseling department • Enhanced supervision of Teaching/learning • Impromptu check-ups to curb drug abuse • Involvement of parents in the management of students' discipline	• Reduced discipline cases involving drugs and substance abuse • A record indicating parents' involvement and follow-up of learners • Record of supervision of students' work and class attendance	√	√	`		`
Ensure consistent tracking of learners' academic performances	• Train teachers on academic tracking models • Train teachers on effective learners' assessment and mentorship	• Exam results data showing learners improved performance with quality grades	√	√	`		`

4.4.2 Projected subject's mean scores from 2024 to 2028

Goal setting is fundamental to long-term success. After all, it is difficult to get to the desired destination before you have clearly defined where that destination is. Goals help students to focus on the journey to a collection of set achievements, meaning they allocate their resources and time more efficiently and can access motivation during times when they may feel like giving up.

From an academic perspective, goals improve performance by ensuring learners remain accountable for their failures and successes, propelling themselves forward through a selection of small achievements designed to break down a larger purpose. Setting and achieving goals translates to feelings of success and confidence for students and teachers. Karuri High School aspires to be a model day school in academic excellence. The projected subject mean scores will keep the learners and the teachers inspired, motivated, and focused on the desired standards in academic achievements. The projected subjects' mean scores lead to the school's projected mean score each year up to 2028. The mean scores are outlined in the table below;

Table 4.1 School Projected KCSE Results, 2024-2028

Subject	Projected Mean Score				
	2024	2025	2026	2027	2028
English	5.5	5.7	5.9	6.1	6.3
Kiswahili	5.5	5.6	5.8	6.0	6.4
Mathematics	3.5	4.0	4.5	5.0	5.0
Biology	2.90	3.10	3.30	3.50	3.80
Physics	3.00	3.25	3.50	3.75	4.00
Chemistry	2.50	2.85	3.20	3.30	3.43
C.R.E	5.5	6.5	6.5	6.7	7.0
History	5.0	5.3	5.6	6.00	6.5
Geography	4.5	5.00	5.5	6.0	6.5
Agriculture	4.20	5.20	5.5	6.05	6.20
Business studies	3.5	4.0	4.5	4.7	5.0
Computer	7.00	7.05	8.00	8.20	8.50
Homescience	9.3	9.50	9.8	10.00	10.01
Mean score					

4.4.3 Infrastructure development

School infrastructure is a key base for learning in schools. This includes classrooms, laboratories for science practical, halls and open fields for games, games store, kitchen and dining hall, sanitation facilities, staff houses, and others. Karuri High School is a fast-growing institution in a highly populated catchment area. This justifies the need for the expansion of infrastructures to accommodate the increasing enrolment of learners and increasing number of staff members. To achieve the intended infrastructure growth by 2028, the school will focus on the strategic objectives and activities outlined in the table below;

OBJECTIVES	STRATEGIC ACTIVITIES	PERFORMANCE INDICATORS	TIME FRAME				
			2024	2025	2026	2027	2028
Ease congestion in the classroom and in laboratories	• Construction of an additional classroom	• Completed structure in place		√	√	√	
Reinforcement of the perimeter wall	• Construct a perimeter wall	• Complete structure in place		√	√		
Renovation and expansion of the dinning to a 3000 capacity	• Construction of the multipurpose hall	• Site assessment report • Design and B/Q • Report of mobilized funds • Work progress reports • Complete structure in place.	√	√	√		
Facelift of the library	• Renovation of the library	• Site assessment report • Design and B/Q • Report of the mobilized funds • Work in progress report				√	√
Ensure there is security in school	• Installation of CCTV	• A complete surveillance system in place	√				√

OBJECTIVES	STRATEGIC/ ACTIVITIES	PERFORMANCE INDICATORS	2024	2025	2026	2027	2028
Beautification of the compound	• Planting of flowers and grass • Cabro installation	• A Beautiful compound	√	√	√		
Increase the staff toilets	• Construction of the staff toilets	• Compete structures in place		√			

4.4.4 Human Resource Development

Karuri High School believes in the value of the human resource in the realization of its strategic objectives. Every organization needs people to perform tasks and get work done. To ensure the school has a focused and motivated workforce, the following strategies and activities will be used in human resource management to realize anticipated growth and mean score in KCSE by 2028.

OBJECTIVES	STRATEGIC/ ACTIVITIES	PERFORMANCE INDICATORS	TIME FRAME				
			2024	2025	2026	2027	2028
Organize induction programs for form ones, prefects, and peer counselors	• Induction programs for form ones, prefects, and peer counselors	• Improved student-to-student mentorship • Improved school discipline	√	√	√	√	√
Ensure teachers' competency is enhanced	• Sponsoring internal and inter-school teachers' capacity-building workshops and seminars	• Improved competency and productivity of the teachers	√	√	√	√	√
Enhance school community mental health	• Organizing psycho-social support programs through the Guidance and Counseling Department	• Minimized stress among the members of the school community • Improved school discipline	√	√	√	√	√
Improve service delivery	• Employ more staff • Follow up with the TSC for employment of more teachers	• Manageable workloads • Improved academic performance	√	√	√	v	√

4.4.5 Resource mobilization

Resource mobilization refers to all activities involved in securing new and additional resources for the school. It involves making better use of and maximizing the existing resources. Karuri High School will be proactive in mobilizing resources to facilitate the improvement of school

infrastructure, academic performance, learners' discipline, and character development by the year 2028. This initiative will be guided by the following strategic objectives and activities.

OBJECTIVES	STRATEGIC ACTIVITIES	PERFORMANCE INDICATORS	ANNUAL TIME FRAME				
			2024	2025	2026	2027	2028
Ensure maximum utilization of school land	• Introduce income-generating projects (pig, Sheep/goat rearing)	• Record of generated income	√	√	√	√	√
Source for CDF funding from the Ministry of Education	• Involvement of parents • Involvement of CDF office • Involvement of the BOM	• Record of the money sourced	√	√	√	√	√
Apply for funding from the Ministry of Education	• Compliance with NEMIS	• Funds released to the school on time	√	√	√	√	√
Organizing fundraising/funding from donors/ sponsors/ NGOs, BOM / well-wishers	• Identification of guests, donors, sponsors, BOM, and well-wishers • Establishment of an organizing committee	• Records of the sourced funds • List of the working committee members' names	√	√	√	√	√
Effective collection of school fees	• Involvement of class teachers /accounts clerk • Involvement and communication with parents • Involvement of the PA	• Records of cleared school fee balances	√	√	√	√	√

4.4.6 Leadership and Management

The best-formulated strategies may not succeed in producing a greater performance for the organization if they are not successfully executed. This justifies why the implementation of the Karuri High School Strategic Plan requires dedicated leadership and management. It is the responsibility of the leadership to put a monitoring system in place, analyze the data that will be generated during the implementation, and make any necessary changes to enable the implementation of this Strategic Plan more efficiently. To empower and strengthen the school leadership and management the following strategies and activities will be used.

OBJECTIVES	STRATEGIC ACTIVITIES	PERFORMANCE INDICATORS	TIME FRAME				
			2024	2025	2026	2027	2028
Improve leadership and management	• Induction and capacity building of BOM and PA members	• Effective leadership and management of school resources • List of the BOM members' names inducted	√			√	
	• Capacity building HODs and HOS	• Effective implementation and supervision of curriculum and improved time management • Record of the teachers' participation in internal and external capacity-building programs.	√	√	√	√	√
	• Induction of student leaders on leadership skills	• Improved coordination amongst the students, • Improved time management, • Improved cleanliness • Improved discipline • Record of the student leader training programs	√	√	√	√	√
	• Identification of student leaders and nurturing them	• Strong prefecture team • Report on prefects' assessment	√	√	√	√	√

CHAPTER 5

STRATEGY IMPLEMENTATION FRAMEWORK

5.0   Introduction

Strategy is exciting and it has the power to unify and give purpose to teams, units, divisions, and the entire organization. It is where school businesses can rise or fall to their peril. Strategy is a never-ending integrated process fed by continued reassessment, re-formulation, re-implementation, and re-execution. In a strategic implementation, leaders take their vision and strategies beyond the boardroom into a structured process to begin shaping project portfolios and control systems to ensure the set Strategic Plan objectives are achieved. The stakeholders need to know that, a careful strategy implementation process requires an alignment between strategic objectives and resources. Karuri High School's strategic implementation framework assumes that all proposed strategies will be implemented to achieve the set institutional objectives between 2024 and 2028. The implementation plan is organized in a logical framework with specific strategies, actions, system requirements, performance indicators, and responsible persons. The performance indicators are observable and will provide the basis for monitoring and evaluation. Karuri High School Strategic Plan implementation matrix is summarized as follows;

5.4   Academics

Objective: To attain progressive academic excellence where all are inspired to realize their highest potential

STRATEGY	ACTION REQUIRED	SYSTEM REQUIREMENTS	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
Improve the school mean progressively to - by 2028	- Early syllabus coverage - Reinforce the effective 40-time management policy - Extensive and comprehensive revision - Identification and monitoring of weak students through academic clinics - Inspiring learners through counseling and motivational talks - Benchmarking with better-performing schools - Cultivate a positive reading culture - Weekly Random Continuous Tests (RATs)	- Teamwork among stakeholders - Prudent time management - Provision of funds - Effective supervision and monitoring of curriculum implementation - Effective motivation strategies - Involvement of parents in academic programs - Effective academic guidance programs focusing on low-performing students - Integration of ICT in teaching - Ensure efficiency in marking student's work and giving feedback	- A significant rise in school mean in KCSE results - Progressive reduction of weak grades - Adherence to school routines - Improvement in examination skills - Inspired learners, teachers, and support staff - Improved school administrative processes by examining processes and models at other schools and adapting their techniques and approaches where applicable - Improved reading culture in the school - Minimal value erosion among the students in relation to their KCPE entry behavior	- BOM, PA - Principal - HODs - HOS -Teachers, Parents -Lab technicians -Students

	- Increase the use of audio-visual teaching aids - Close monitoring and tracking of learners' academic performance - In - servicing of teachers on ICT - Installation of reliable internet in the school - Embracing TPAD and PC - Create more teacher/student contact time - Objective teaching about KNEC and KICD syllabus - Embrace team teaching -Embracing peer teaching program - Organizing learning programs outside the classroom - Organizing educational trips - Upgrading the Internet and ICT facilities - Participation in symposia and contests - Forming subject-based clubs - Development of clear teaching and evaluation policies	- Minimal interruption of the school tuition program -Teachers' adherence to professional ethics and standards - Coordinated remedial programs - Teachers' proficiency in the use of ICT -Balanced and supervised school routine	- Report on the teachers' participation in competency-based programs -Well maintained and analyzed exam results data - Copies of KNEC and KICD syllabuses -Updated and checked records of workbooks - Improved teachers' competency in ICT - Increased enrolment of students - Data of documented students' projects, club activities, symposia, contests, and academic trips -Report on the stakeholder involvement and participation - Updated report of the motivation programs for learners - Copy of clear teaching and evaluation policies - Comprehensive benchmarking report	

ENDEAVOUR TO CONQUER.

5.1.1 English

STRATEGY	ACTION REQUIRED	SYSTEM REQUIREMENTS	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
Improvement English mean to 6.3 by 2028	- Watching live performances of set books - Thorough revision of content covered - Timely completion of the syllabus - Emphasis on language policy - Internal and external contests - Equip learners with KNEC examination skills - Increase the frequency of assessment - Form effective study groups - Participation in internal and external contests - Identifying and mentoring subject representatives - Enhance teachers' competency - Identifying and mentoring weak students - Embracing TPAD and PC - Increasing teacher-student contact time - Giving extra work to students	-Provision of fund - Avail adequate teaching and learning resources - Adherence to professional ethics - Teamwork among the stakeholders - Inviting examiners - Team teaching and evaluation - Avail quality examinations - Sponsor teachers' attendance in professional workshops and seminars - Ensure minimal interruption of the learning programs - Effective supervision of study groups.	- A significant improvement in quality grades and subject mean -Progressive reduction of weak grades - Improved content mastery - Maintained data on curriculum implementation, assessment, and evaluation - Improved competency in exam skills - Record of learning activities; symposia, contests, academic trips, etc. - Record of the availed teaching and learning materials -Improved working relations -Improved subject competency among teachers - Operational study groups -Report on the stakeholder involvement and participation -Well-maintained lesson attendance record -Maintained and supervised record of workbooks	-Principal -HOD - HOS -Teachers - Parents -Students - Librarian.

5.1.2 Kiswahili

STRATEGY	ACTIONS REQUIRED	SYSTEM REQUIREMENTS	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
Improve Kiswahili means progressively to 6.4 by 2028	- Timely completion of syllabus - Exposure to live set book performances - Emphasis on language policy - Administering regular Random Assessment Tests (RATs) - Inviting resource persons to address students on how to excel in Kiswahili - Organizing internal and external contests and symposia - Increasing teacher-student contact time - Embracing TPAD	- Provision of funds -Minimal interruptions of tuition programs -Avail learning and teaching resources - Students change of attitude toward Kiswahili - Teamwork in the department. - Efficiency marking students' work and giving feedback - A clear language policy with stipulated consequences for lack of adherence -Setting and provision of quality exams	- Improvement in both spoken and written Kiswahili. - Improved grades and subject mean score - Progressive reduction of weak grades - Well-maintained inventory of learning and teaching resources -Report on the stakeholder involvement and participation - Maintained and supervised record of workbooks - Record of students' analyzed results both in internal and KNEC exams	- BOM - Principal -HOS - HOD -Teachers -Students - Parents - Librarian -BOM

5.1.3 C.R.E.

STRATEGY	ACTION REQUIRED	SYSTEM REQUIREMENTS	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
To improve CRE mean to 7.0 by 2028	- Timely completion of syllabus - Forming effective, supervised discussion groups - Thorough revision of content covered - Increase the frequency of assessment - Inviting resource persons - Organizing more internal contests and symposia - Embracing TPAD	- Teamwork among stakeholders - Adequate learning materials - Minimal absenteeism - Ensure the teacher-student ratio does not compromise quality teaching - Cooperation among the learners - Conducive learning environment - Efficiency in supervising and monitoring curriculum implementation and evaluation	- A significant rise in the subject's mean grades in both internal and national exams -Maintained and supervised record of workbooks - Report on the stakeholder involvement and participation - Inventory of available teaching and learning resources - Record of updated analyzed assessment and evaluation data - Record of the invited resource persons - Record of contests and symposia	-BOM Principal - HOD - HOS - Teachers - Students

5.1.4 History

STRATEGY	ACTIONS REQUIRED	SYSTEM REQUIREMENTS	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
Progressively improve History mean to 6.5 by 2028	- Completion of the syllabus on time - Form and monitor the History Club -Form monitored discussion groups - Plan systematic revision schedules -Train learners on KNEC examination skills - Increase the frequency of assessment by administering more exams - Organizing more internal contests and symposia - Embracing TPAD	- Teamwork in the department - Provision of funds - Provision of teaching and learning resources - Minimal absenteeism by both teachers and students - Adequate teachers - Inspired and motivated learners - Setting of quality exams -Efficiency in marking learners' work and giving feedback - Efficiency in monitoring curriculum implementation and evaluation -Invite the subject examiner - Develop clear history club policies	-Progressive improvement in the subject mean - Record of teaching and learning resources available - Student's lesson attendance data - Maintained, updated, and supervised record of workbooks - Record of teaching load distribution - Maintained and updated records of analyzed exam results and administered assignments - Inventory on subject activities and action plans (*symposia, contests, educational tours, etc.*) - Record showing History club membership and accomplished activities -Report on the stakeholder involvement and participation	-Principal - HOD - HOS - Teachers - Students - Parents

5.1.5 Geography

STRATEGY	ACTION REQUIRED	SYSTEM REQUIREMENTS	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
Progressively improve Geography mean-score to 6.8 by 2028	- Form effective, supervised study groups - Covering syllabus on time - Intensive revision of content covered - Organizing fieldwork and excursions - Increasing the frequency of assessment - Inviting resource persons - Organizing more internal contests and symposia - Developing strategies of monitoring weak students in the subject -Forming and monitoring Geography Club - Embracing TPAD	- Teamwork among stakeholders - Provision of funds - Provision of adequate learning and teaching materials - Ensure learners' consistent lesson attendance - Employment of adequate subject teachers - Inviting examiners - Efficiency in supervision and marking of students' work - Efficiency in curriculum implementation and evaluation -Developing clear Geography Club policies	- Progressive improvement of the subject mean and reduction of weak grades - Updated and checked the record of workbooks - Records of students' lesson attendance -Records of teachers' lesson attendance - Data showing assignments given and teachers' feedback -Improved teacher students' ratio -Record showing learning activities accomplished such as field work, excursions, symposia, and contest - Data showing resource persons invited and work covered -Updated and analyzed data for both internal and external exams - Record of Geography Club members and accomplished activities -Report on the stakeholder involvement and participation	-Principal - HOD - HOS - Teachers - Students - Parents

5.1.6 Chemistry

STRATEGY	ACTION REQUIRED	SYSTEM REQUIREMENTS	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
Progressively improve Chemistry mean to 3.43 by 2028	- Timely completion of the syllabus - Thorough revision of the content covered - Motivating students to love the subject - Bench-marking with better performing schools - Educational tours - Weekly topical quizzes - Equip students with Exam techniques - Form students' ability groups for easy mentorship - Inviting resourceful persons - Organize subject symposiums and contests -Increase the number of practical's done - Embracing TPAD - Increasing teacher Student contact hours	- Ensure learners' consistent lesson attendance - Provision of funds - Teamwork among the stakeholders - Employment of adequate Lab technicians and subject teachers - Minimal interruption of school tuition programs - Improve teachers students' ratio for quality teaching and mentorship - Identify schools for bench-making visits - Provide enough chemicals and apparatus - Prepare a comprehensive benchmarking questionnaire -Administer KCSE model practical's - Organizing remedial teaching	- Improved subject mean and reduction of weak grades - Updated and endorsed record of workbooks - Data showing motivation action plan implementation - Record showing accomplished learning activities such as educational tours, symposium, contests, and science fairs - Record of invited resource persons and work covered - Record of lesson distribution - Analyzed report on bench-marking visits - An updated record of analyzed students' assessment and evaluation - Record of remedial sessions - Record of the stakeholders' involvement and participation	- Principal - BOM - HOD - HOS - Teachers - Students - Lab technicians - Parents

5.1.7 Biology

STRATEGY	ACTIONS REQUIRED	SYSTEM REQUIREMENTS	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
Progressively improve Biology mean to 3.8 by 2028	- Timely completion of the syllabus - Organizing remedial teaching - Organizing educational tours, symposia, and contests - Enhancing students' competence in the exam and practical skills -Embracing TPAD - Benchmarking with better performing schools - Enhancing teachers' subject competency - Inviting resource persons	- Monitoring students' lesson attendance - Provision of funds - Teamwork among the stakeholders - Utilization of ICT resources in learning and teaching - Setting and administering quality exams - Provision of learning and teaching resources - Inviting subject examiners - Attendance of subject-based workshops and seminars by teachers - Identifying schools for benchmarking - Preparing benchmarking questionnaire - Exposing learners to frequently supervised practical's	- Improved subject mean an increase in quality grades in KCSE results - Updated and supervised record of work inventories - Record of learners' lesson attendance -Record of teachers' lesson attendance and recovery - Record of available teaching and learning resources - Analysed benchmarking report - Updated and analyzed students' assessment and evaluation - Record of invited resource persons and work covered - Report on the stakeholder involvement and participation - Record of teachers' professional workshops and seminars attendance - Record of remedial teaching sessions, symposia, contests, educational tours, and science fairs	- Principal -HOD - HOS - Teachers - Students - Parents - Laboratory technicians

5.1.8 Mathematics

STRATEGY	ACTIONS REQUIRED	SYSTEM REQUIREMENTS	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
Progressively improve subject mean to 5.0 by 2028	- Covering the syllabus on time	- Minimal interruption of school learning calendar	- Improvement in KCSE mean in Mathematics	- Students - Teachers
	- Identifying and monitoring weak students in Mathematics	- Continuous monitoring of learner performance in mathematics and formation of ability groups	-Improved learners' attitude toward mathematics - Improved performance in mathematics	-Students - Teacher
	- Forming and strengthening learner groups	- Conducive environment for cooperative learning	- Improvement in overall performance in the subject - Improved study habits	- Teachers
	- Improve learners' motivation	- Sustained reward program for high performance, most improvement and value addition	- Enhanced learner interest in mathematics activities	- Principal -Learner -BOM
	- Intensify learners' assessment and evaluation	- Schedule for standardized assessment and prompt feedback using a programmed evaluation calendar	- Analysed data of learners' assessments and evaluations	- HOS - Teacher - Deputy Principal
	- Administration and following-up of assignments	- Policy of assignments and programmed assignments	-Improved learner self-study	- Teacher HOS
	- Enhance learners' competency in national examination	- Invite subject examiners	- Improved learner performance in KCSE Examination	-Principal -HOD
	-Provision of adequate teaching and learning resources	- Purchase and improvisation of locally available materials	- Improved learner motivation and participation in class	-Principal - Teacher
	- Enhancement of teacher examination skills - Improving learners' interest	- Attending subject-based seminars and workshops	-Improved learner preparation for national examination	-Principal - Teacher
		- Inclusion of ICT in learning and teaching	-Enhanced learner interest in mathematics	-BOM - Learner

5.1.9 Physics

STRATEGY	ACTION REQUIRED	SYSTEM REQUIREMENTS	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
Improvement of Physics mean score to 4.00 by 2028	-Timely completion of the syllabus	- Teamwork among the teachers - Increased teacher-student contact time	- Improved mean score - More quality grades - Value addition in most students	-Teachers - Students
	- Increased practical sessions	- Avail teaching/ learning materials for more practical's - Acquisition of practical manuals	-Record of practical sessions - Improved performance in paper 3	- Principal -Teachers - H.O.S - Students -Teachers
	- Organizing internal Contests and symposiums	- Schedules for the contests to be held	- Record of contests and symposiums held	
	- Make discussion groups more active	- Schedule for preparing discussion questions	-Vibrant discussion groups Reduced weak grades	-Tteachers - Students
	- Organizing field trips/excursions	-Invitation letters -Fieldwork questionnaire - Finances	-Records of field trips attended	-Teachers -H.O.S -Principal
	- Embrace digital content through internet and visual books	-Visual books -Finances List of educational platforms with quality content	-Records of lessons taught with I.C.T integration	-Principal - H.O.S

5.1.10 Business studies

STRATEGY	ACTION REQUIRED	SYSTEM REQUIREMENTS	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
Improve subject mean score to 5.0 by 2028	- Timely Coverage of the syllabus - Embrace teamwork - Forming learners' study groups - Inviting resource persons to guide the students and teachers - Enhancing learners' competency in exam skills - Enhancing teachers' competency in teaching and evaluation –Integration of ICT in the teaching process -Organizing educational field study trips -Participation in symposia and contests	- Allocate more time to remedy weak students - Involvement of learners in learning - Team teaching - Workshops - Motivational talks - Consistent monitoring of learners' lesson attendance - Provision of teaching and learning resources - Inviting subject examiners - Setting and administration of quality exams - Administration of quality and supervised assignments	- Improvement of the subject mean score in KCSE -Duty allocation -Minutes of subject meetings - Report of the resource persons invited and work done -An updated record of work inventory - Record of analyzed assessments and evaluations - Report on the stakeholder involvement and participation - Report on teachers' participation in subject-based competency workshops and seminars -Report on the learners' participation in field trips, symposia, and contests	- Principal - HOD - HOS -Teachers -Students - Parents

5.1.11 Agriculture

STRATEGY	ACTION REQUIRED	SYSTEM REQUIREMENTS	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
Improve Agriculture mean score to 6.2 by 2028	- Adequate coverage and completion of syllabus - Engage students in intensive revision - Identify and mentor weak students - Benchmarking with better-performing schools - Increase teacher-student contact time - Use both KNEC and KICD syllabuses - Engage learners in more practical lessons -Integrating ICT in teaching and learning - Participation in symposia and contests - Enhancing students' competency in exam skills - Start and maintain agriculture projects for practical learning - Organize field study trips - Form and support the Young Farmers Club	- Efficiency in supervising curriculum implantation and evaluation - Programmed supervised revision - Planned and supervised remedial program - Identifying schools for benchmarking visits - Preparing benchmarking questionnaires - Provision of teaching and learning resources - Teamwork among stakeholders - Availability of funds - Availability of KNEC and KICD syllabuses - Setting and administration of quality exams - Engage learners in practical projects in Agriculture.	- Improved subject mean score in KCSE - An updated record of work - Increased enrolment of learners in the subject - Report on the available agriculture projects in the school - Detailed report of remedial, revision, programs - Analyzed report of benchmarking visits - Data of the available teaching and learning resources - Availability of hard copies of KNEC and KICD syllabuses -Record of analyzed learners' assessment and evaluation - Report on the stakeholder involvement and participation	- BOM - Principal - HOS - HOD - Teachers - Students - Parents

Co-curricular Activities

Objective: To promote students' participation and success in co-curriculum activities

STRATEGY	ACTION REQUIRED	SYSTEM REQUIREMENTS	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
teams' performance at National, County& Sub -County levels competitions	- Effective supervision and training of the teams - Participation in tournaments - Capacity building of coaches - Identifying and mentoring of talented learners - Enhance proper storage of games and sports equipment -Participation in Music and Drama	- Cooperation of the stakeholders - Ensure minimal interruptions of school co-curricular programs - Planned and supervised training schedules - General form one induction - Provision of Games equipment - Provision of funds -Provision of costumes	- Report of the teams' participation in competitions - Availability of Certificates and trophies awarded - Complete and equipped games store - Complete and equipped games office and changing room. - An updated record of the available game and sports equipment -Audit of games store - Report of the stakeholders' involvement and contributions - Record of the teams and tournaments attended	- BOM - Principal - HOD - Team patrons and coaches - Students - Parents

5.3 Guidance and Counselling Department

Objective: To increase awareness of the mental health issues and reduce stigma through programs and workshops

STRATEGY	ACTION REQUIRED	SYSTEM REQUIREMENTS	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
Provide quality school-wide guidance and counseling services	- Enhance teachers' competency in Guidance and Counselling skills - Establishing a strong peer counsellors' movement - Advocacy for utilization of counseling services by learners - Developing guidance programs to address the emerging issues affecting learners - Build/create a guidance and counseling room - Enhance learners' competency in leadership skills - Invite resource persons - Empower parents on parenting and their role in school - Involvement and empowerment of class teachers - Promote welfare issues	- Provision of funds - Teamwork among the stakeholders - Planning regular and supervised class meetings - Conducting a school needs assessment to inform programs - Provision of a Guidance and Counselling notice board - Selection and training of peer counselors -Selection and training of student's leaders - Cooperation of the stakeholders - Plan competency enhancement programs for teachers - Planning school psycho-social support programs - Inviting resource persons -Form welfare committee	- Updated data of the students utilizing the services - Report on the teachers' attendance in competence enhancement programs - Data of the trained peer counsellors and students' leaders - Report of the stakeholders' involvement and contributions - Planned and supervised school psycho-social program - Record of the available guidance and counseling resources - Report of the guidance and counseling committee - Availability guidance and counseling notice board - Report of the regular class meetings - Existence of needy students' kitty - Clear record of the peer counsellors club and accomplished activities - Existence of a vibrant welfare committee with clear policies	- BOM - Principal - HOD - Teachers - Students - Parents

5.4 Information and Communications Technology (ICT)

Objective: Embrace use of ICT in all key areas of the institution

STRATEGY	ACTION REQUIRED	SYSTEM REQUIREMENT	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
Integration of ICT in school management	• Installation of relevant software for key functions (financial management, stores, and general administration)	• Provision of funds	• Record of purchased computers and software	• BOM • Principal
Introduce E-learning	• Train users (teachers, storekeeper, accountant etc.) on the new applications • Buy and generate e-learning materials. • Teachers attend in-service training. • Rollout E-learning activities. • Introduction of basic computer skills to students. (CBC requirement)	• Engaging trainers to continuously train the staff. • Operational e-learning in school • Record of students trained	• Record of teachers trained	• Principal • BOM • HOD • HOS • Teachers

5.5 Parents Involvement

Objective: Strengthen relationships among stakeholders for quality and responsive education

STRATEGY	ACTION REQUIRED	SYSTEM REQUIREMENT	PERFORMANCE INDICATORS	RESPONSIBLE PERSON
Encourage positive interaction between the parents and the school	• Hold academic clinics annually. • Invite parents/guardians in case of indiscipline of their children • Parents' participation during the prize-giving ceremonies. • Holding Parents' Day annually	• Provision of funds	• Record of parents' participation/involvement. • Minutes of parents/teachers' meetings	• BOM • Principal • Deputy Principal • Dean of Studies • Teachers
Life skill counseling to students and parents	• Host motivational speakers on a termly basis • Talk to parents about parenting and discipline during regular meetings • Train teacher counsellors to be counselling both the parents and students	• Identifying resource persons in life skills • Identifying a trainer for teachers and parents	• Record of teachers trained • Record of invited resource persons • Record of parents' empowerment meetings • Record of the trained teachers	• Principal • HOD • Teachers

STRATEGY	ACTIVITY	SYSTEM REQUIREMENTS	PERFORMANCE INDICATORS	RESPONSIBILITIES
To improve students' class attendance rate to 95% **To improve student monitoring** **Improve time management** **Improve teacher's lesson attendance**	- Ensure timely payment of school fees. - Eliminate girls dropping out due to early pregnancies through sex education. - Follow up on absenteeism. - Installation of CCTV surveillance system. -Enhance teacher lesson attendance record - Setting deadlines for various activities. - Students to have personal timetables. - Planning supervised daily routine programs. - Enhancing efficiency in the supervision of prepared duty rota for teachers and non-teaching staff. - Adherence to the TPAD and PC	- Provide quality class registers. - Support guidance programs. - Ensure frequent supervision of class registers. - Engage Parents in monitoring learners' school attendance. -Provision of funds for the installation of CCTV. -Effective supervision. - Avail clocks in the classes and staffroom. - Preparing the school timetable and duty rota for teachers and staff. Provide the TPAD tool. - Supervise the Implementation of TPAD tool. - Appointment of discipline committee among the teachers - Printing of lesson attendance and recovery sheets	-Well maintained and frequently checked class registers. -Record of paid school fees. -Improved academic performance. -Record and report parents' involvement. -CCTV cameras installed -Improved students' discipline. - Records of syllabus coverage. - Copy of school block timetable. - Student's prompt response to bells. - Weekly report on teachers'/ staff execution of the duties - Comprehensive report on teachers' TPAD assessment. - Operational discipline committee - Report of the stakeholders' involvement and contributions - A copy of a comprehensive discipline policies	- BOM - PA - Principal -Deputy Principal - Teachers - HODs - HOSs - TODs - Parents

Enforce school discipline policy	- Marking of teacher's lesson attendance register - Improve lesson recovery - Establishing a discipline committee - Establish a strong working relationship with the guidance and counseling department - Plan and implement parents' involvement and empowerment programs	- Appointing BOM discipline committee - Keeping records of discipline cases - Identifying resource persons to offer guidance on emerging student discipline issues -Provision of funds	- Records of teacher's lesson attendance and recovery - Report of the programs put in place to enhance school discipline - Report on the teachers' participation in competency enhancement program on discipline - Record of the new students and teachers induction
Capacity building of HODs and teachers	-Enhancing teachers' professional competency in handling learners' discipline - Organize internal capacity building for teachers to improve their knowledge and skill in handling indiscipline cases. - Identify emerging discipline issues and develop intervention programs	- Identifying resource persons to facilitate teachers' training. - Provision of funds.	- Record of the invited resource persons and program facilitated - Detailed report of the discipline committee
Effective students' mentorship	- Developing a clear discipline policy - Selection and empowerment of students leaders - Train class teachers on effective class management and mentorship of students.		- Record of training conducted. - Updated data of the teachers trained.

5.7 Finance and Resource Management

STRATEGY	ACTIVITY	SYSTEM REQUIREMENTS	PERFORMANCE INDICATOR	RESPONSIBLE PERSON
Improve fees payments	• Analyze problems faced by individual parents by summoning chronic fees defaulters to the BOM • Develop a way that can make parents pay fees in good time • Provide school supplies and labor • Seek other sources of funding • Engage professionals in financial management to talk to parents annually • Keeping our books of accounts updated	• Appoint a staff to follow up on chronic fees defaulters • Appoint a task force to explore effective strategies for collecting fees • Identifying resource person with competencies in financial management • Putting in place efficient and effective school funds management systems	• Record of summoned parents • Updated financial record of fees payment • Amount sourced over time • Record of the parents' meeting held • Updated financial records	- Principal -Accounts clerk - PA - BOM - Teachers -BOM - Principal -BOM -Principal -Principal Accounts clerk
Introduce New Income generating Projects	• Form a committee to identify and oversee the implementation of the most viable projects	• Appoint a task force to explore and identify income-generating projects	• Record of income-generating projects implemented	-Principal
Rain Water Harvesting	• Buy more plastic water tanks before the on-set of long rains	• Provision of funds	• Record of plastic tanks purchased and installed	-Principal -PA
Seek funds from well-wishers &NGOs	• Write proposals for funding	• Appoint a task force to write fund sourcing proposals	• No. of proposals developed/ funded	-BOM

CHAPTER 6

MONITORING AND EVALUATION

The goal of the monitoring and evaluation strategy is to understand the extent to which the partnership is achieving, and ultimately will have achieved, the objectives of the Karuri High School 2024– 2028 Strategic Plan. This will help the stakeholders learn and make decisions based on data. The monitoring and evaluation committee should be independent and objective. The committee will develop a strategic management framework that is based on the new Strategic Plan and that includes a results framework, monitoring plan, formal feedback mechanisms, and an evaluation plan. Within the framework of this strategy, monitoring and evaluation have three main purposes:(a) to *strengthen accountability* for stakeholders' work; (b) to *stimulate learning* and *improved performance* across the partnership, and (c) to *facilitate organizational decision-making* by the school Board of Management. Monitoring and Evaluation are central pillars in ensuring **results-based management** and will provide useful information about the level of risk in the school operations. The Strategic Plan Monitoring and Evaluation will be organized into four main streams of work:(a) *results monitoring*, (b) *grant monitoring*, (c)*evaluation*, and (d) *dissemination* and *learning*.

Karuri High School Strategic Plan Monitoring and Evaluation review process will facilitate the continuous assessment of the extent to which education policy objectives aligned to the set school targets have been achieved. This will be a consolidated approach from the Quality Assurance and Standards, performance in internal and external exams, and delivery of curriculum and performance auditing. Auditing will involve monitoring the progress of the programs and activities by all the BOM, PA, Principal, Heads of departments, Teachers, Support Staff, and Students.

The monitoring process will focus on key policy performance indicators as outlined in this plan, and timely and reliable data collection and analysis. The monitoring process will be carried out as follows:

- Kenya National Examinations Council (KNEC) will provide for examination performance, while the Kenya Institute of Curriculum Development (KICD) provides the curriculum.
- Teachers Service Commission (TSC) will provide for the staffing of teachers.
- The Education Office will be responsible for program impact monitoring.
- Ministry of Education Quality Assurance and Standards and Policy will be responsible for sector performance monitoring, while the Finance, Accounting, and School Audit will monitor financial management.
- The School Strategic Plan Monitoring and Evaluation Committee (SSPMEC) will ensure effective implementation and monitor progress at the level of the school. The School Strategic

Plan Monitoring and Evaluation Committee (SSPMEC) will consist of the following members:

i. School Principal
ii. Chair, Board of Management
iii. Chair, Parents Association
iv. Deputy Principal
v. Heads of Departments
vi. Heads of Subjects
vii. A representative from the Education Office
viii. Representative of non-teaching staff

The terms of reference for the Committee will be as follows:

- To make available and implement the school Strategic Plan.
- To inform and educate the school on the Strategic Plan and its implementation.
- To prepare a standard appraisal and evaluation tool with performance indicators.
- To regularly submit substantive reports on the implementation of the Strategic Plan.
- Submitting a critical and objective review of the Strategic Plan after every five months.

Karuri High School BOM will apply both quantitative and qualitative techniques to monitor the planned performance of the various actors. The major techniques of monitoring and evaluation that shall be used are variance and budgetary control.

i. **Variance Analysis**: The Board shall simply compare the performance targets with the actual results and any variance identified. As a consequence of variance analysis and identification of causes, the Board shall take appropriate remedial actions.

ii. **Budgetary Control**: Under this Monitoring and Evaluation process, actual results will continually be checked against planned results and budgets. Any variances will be investigated. If necessary, action plans will be reviewed so that they are brought in line with the budgeted results or the budget will be amended to take account of new developments.

iii. **Monitoring and Evaluation (M&E) Framework**: It is envisaged that the Academic Committee will be responsible for the M&E function. The M&E system, which will work in tandem with the implementation Matrix, is designed to ensure the following:

   a. Establishment of clear reporting schedules, channels, and feedback mechanisms on an ongoing process requiring time and commitment of all;
   b. Candid specifications of the roles of individuals submitting or receiving the documents taking into consideration internal progress reports and an annual report card; and
   c. Clear statement and definition of an action plan to be taken on specified monitoring results in terms of resource adjustment, change of strategy, or review of program/activity.

   For effective implementation of this plan, therefore, the following working teams of the School Strategic Plan Monitoring and Evaluation Committee (SSPMEC) will be constituted:

   a) The management team comprising the principal and heads of department will meet regularly to discuss and coordinate the implementation of the plan.
   b) The Departmental team comprising heads of departments will meet frequently to discuss departmental plan implementation, tasks, and strategies, and to feed its deliberations into the management team meetings.
   c) The BOM Executive Committee handles specific cross-cutting issues through various sub-committees.
   d) The Technical Strategic Plan Implementation and Review Committee to keep track of progress on planned activities and prompt action in case of delays or gaps in the Strategic Plan. The committee will advise the Board on remedial measures to ensure the strategy remains on course.

iv. Progress Reports: Quarterly progress reports will be prepared by the implementing departments for presentation to the Board for information and necessary action. The reports will describe actions taken by departments towards achieving specific outcomes and strategies of the plan and may include costs, benefits, performance measures, and progress to date.

v. Annual Report Card: At the end of each year, a report will be prepared and presented to the Board. It will evaluate the year's activities and indicate the extent to which the Board has implemented the plan.

vi. Linking M&E to Performance Management and Staff Appraisal: For the implementation of the Plan to be effective, the M&E will be an integral part of the Board's performance management system and will be linked to staff appraisal and consequent reward. The teaching staff and Departments that meet or exceed their plan targets will be given commendations and rewarded accordingly.

NOTE

The Committee and sub-committees shall be constituted immediately following the launch of the Strategic Plan and will meet regularly to review its implementation process

6.1 Evaluation Instrument

Key target areas	Key indicators	Deliverables	Performance rating scale 0-4	Remarks
Academics	Improved mean score	2024-2028		
Land and infrastructure	Enhance teaching and learning resources	• Fully equipped library • New labs and classes • Additional workrooms • CCTV installation by • Adequate counselling rooms • Perimeter wall reinforced • Cabro installed		
ICT	Improved internet access by teachers and students Develop school website	Internet access within the school Achieved operational website		
Capacity building	Ensure capacity enhancement	• Stakeholders • Teachers' admin • Students council • ICT teacher		
Finance resources	Improve fees collection	Bursaries, etc		

CHAPTER 7

STAKEHOLDERS' ROLES

The involvement of stakeholders in appropriate monitoring actions and evaluation exercises furthers the objective of promoting participatory development in a school. Stakeholders have the right and the responsibility to know what is happening in the school programs or projects that need corrective action. This includes; knowing what the results are, and which lessons can be learned and shared, but that they should not simply be recipients of monitoring and evaluation reports. One effective way for stakeholders to contribute to the achievement of programs or project objectives is to be directly involved in the monitoring and evaluation process, the formulation of critical questions, and the collection and analysis of data. This enables them to participate directly in the assessment of the relevance, performance, and success of the programs or projects and in recommending how to improve the quality of current and future interventions. In the implementation of this Strategic Plan, the school identified various stakeholders, their duties, responsibilities, and the implementation of strategic obligations.

STAKE HOLDER	DUTIES AND RESPONSIBILITIES	STRATEGIC OBLIGATIONS TO THE SCHOOL
MOE	• Provision of Funds. • Policy Guidance	• Quality Assurance and Standards
TSC	• Provision of teachers. • Policy Guidance	• Quality teaching and optimal utilization of teachers
BOM	• Management • Resource mobilization • Strategic Planning • Provision of supportive staff.	• Resource mobilization • Strategic Plan Implementation, Monitoring & Evaluation • Promote good management • Enhance student's discipline

		• Provide guidance and counselling to the students.
PA	• Provision of funds • Sensitization of parents	• Mobilization of funds • Awareness creation among parent
Parents	• Payment of fees • Support school discipline • Support academic performance	• Payment of fees • Provision of students' basic needs • Support discipline policies • Participate in guidance of the students
Principal	• Administration • Execution	• Supervision of implementation of curriculum and other school activities and programs. • Examine and deliver as per the required quality, following the laid down procedures
Deputy Principal	• Maintain discipline in school • Monitor curriculum implementation • Draw school timetable • Planning the school routines.	• Promote discipline • Ensure that school programs and activities are followed as scheduled.
HODs	• Supervision on curriculum implementation • Planning and supervision of co-curricular programs • Planning and supervision of school guidance and counselling programs	• Monitoring curriculum implementation • Planning, implementation, and coordination of the co-curricular activities. • Implementing and coordinating school guidance and counselling programs.
Teachers	• Curriculum implementation • Enhance discipline • Provision of guidance and counselling to students • Provision of individualized support to learners	• Teaching • Maintaining discipline • Guidance and counselling of students • Tracking students' academic performances to ensure value addition. • Curriculum monitoring and implementation.
Non-Teaching Staff	• Support in administrative duties • Support the implementation of school programs. • Support students' welfare	• Perform assigned duties • Supporting discipline policies
Students	• Participate in education activities • Attend all classes • Cultivate and develop good character. • Discover, nurture and utilize their talents. • Set personal targets in academics	• Participate in educational activities/programs • Attend all classes • Adhere to the school rules and regulations • Tracking personal academic performances
Sponsor	• Support school administration • Spiritual and character development	• Spiritual nourishment • Policy guidance and planning
Community	• Provide labour • Support discipline of the students outside the school	• Support school administration
Alumni	• Provide career guidance to the learners	• Support the school administration in funding some children.

CHAPTER 8

STRATEGIC PLAN COST IMPLICATION AND FINANCING

This chapter captures the cost of this Strategic Plan as per the agreed-upon strategies and activities for Karuri High School. This is an important budget control tool. It may also be used to solicit extra funding from various stakeholders; interested development partners; communities, individuals and organizations. These funds will be directed at the identified school program and activities that have been prioritized as key strategies.

The major school activities include: improving academic performance through remedial teaching; inviting guest speakers; bench marking, holding symposium for various subjects; and participation at the County, and national science congress; drama; and music festivals. The budget plan also includes aspects of school development such as equipping the laboratories, and school library; building extra classrooms and laboratory.

DEPARTMENT	ACTIVITY	ANNUAL COST IMPLICATION IN (KSH)	ESTIMATED COST IN (KSH)
Languages	• Symposiums and contests. • Live set book performances. • Reference materials. • Workshops and seminars	80,000	400,00
Mathematics	• Teachers' training. • Organizing and attending symposiums • Buy more revision teaching materials • Benchmark visits to performing schools • Inviting resource persons • Grid board	80,000	400,000
Science Department	• Buy grid boards • Participation in science fairs • Purchase of chemicals and equipment	250,000	1,250,000
Humanity Department	• Symposium & contests. • Inviting resource persons. • Buying teaching and learning materials. • Teachers' competency enhancement programs • Watching the St. Luke's Gospel. • Academic trips. • Wall maps	50,000	250,000
Technical and Applied Department	• Attending symposiums and contests. • Inviting resource persons • Organizing field trips. • Attending subject-based seminars and symposiums. • Organizing, supervising, and reporting KNEC Projects	75,000	375,000
Other academic programs	• Motivation programs	50,000	250,000
TOTAL COST FOR ACADEMIC ENHANCEMENT			
Games Department	• Fields preparation. • Purchase of more equipment and uniforms • Training of the coaches • Attending exposure tournaments • Attending interschool competitions	150,000	750,000
Guidance And Counselling Department	• Inviting competent resource persons • Attending capacity-building seminars and workshops • Purchase of guidance and counseling resources • Training of students' leaders and peer counselor	50,000	250,000
Drama And Music	• Training the teams in music and drama. • Participation in music and drama festivals • Purchase of costumes • Attending inter-school contests	150,000	1,250,000

Discipline Department	• Inviting resource persons. • Disciplinary committee meetings	50,000	250,000
Project to be undertaken in the 2024-2028 period	Cconstruction of an additional classroom Construct a perimeter wall Construction of the multipurpose hall Renovation of the library Installation of CCTV Planting of flowers and grass Cabro installation Construction of the staff toilets	1,000,000 3,500,000 8,000,000 3,000,000 750,000 150,000 3,000,000 800,000	20,200,000
GRAND TOTAL			25,625,000

Table: 8.1 Projected Revenue 2024-2028

Resource Mobilization

1. G.O.K - M.O.E,FSE, CDF Allocations

2. School Fees and development levies- Fees collection has to be elevated to 90% to meet deficit experienced

3. Donors - Karuri High School recognizes the critical role that will be played by the development parties in realizing the proposed activities.

4. Alumni - They are specifically targeted to give back to their former school financially and in kind.

5. Fundraising - For this a fundraising committee shall be put to place to organize specific fundraising projects.

SOURCE	2024	2025	2026	2027	2028	TOTAL
PA	837,000	750,000	1,500,000	1,705,000	1,850,000	6,642,000
GOK GRANTS	3,600,000	3,200,000	3,750,000	4,150,000	4,283,000	18,983,000
						25,625,000

The grand total of the estimated income: 2024 – 2028: KSH 25,625,000

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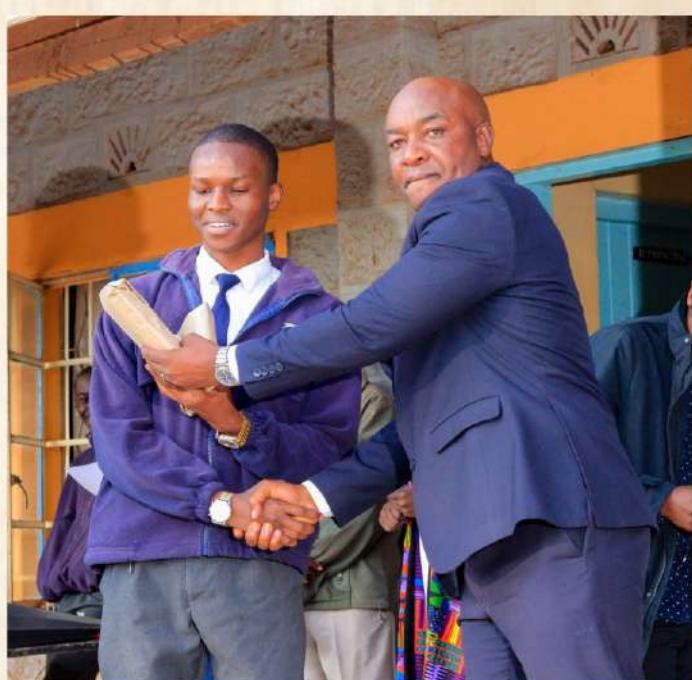
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