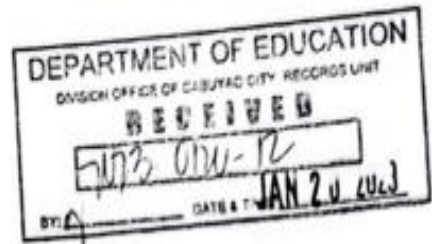




**MARINIG SOUTH
ELEMENTARY SCHOOL
108245
Marinig, City of Cabuyao, Laguna**



**ENHANCED
SCHOOL
IMPROVEMENT
PLAN**

Fiscal Year 2023-2025



Purok Singko, Brgy. Marinig, Cabuyao City, Laguna 4025



DepEd Tayo Marinig South ES-Cabuyao City



108245@deped.gov.ph



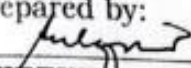


ENDORSEMENT

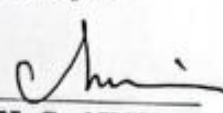
The undersigned takes pride and honor in endorsing to your good office the completed Enhanced School Improvement Plan of Marinig South Elementary School. This is a product of collaborative effort of school's personnel, pupils, parents and community leaders. For your kind approval and acceptance.

Signed on _____ day of _____ 2023 at Marinig, Cabuyao City.

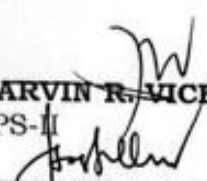
Prepared by:


AURENE O. ALOQUIN
Principal

Noted:



RAQUEL C. AUSTRIA
PSDS-In-Charge

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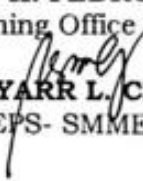

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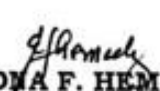

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Schools Division Superintendent





MESSAGE



Marinig South Elementary School has produced a number of professionals in the past 68 years of service and existence as an elementary school. It has 2,015 learners in the current academic year headed by an Elementary School Principal I who's consistent with the mandate of the School Base Management together with the 46 total number of competent and productive mind educating the minds of the pupils.

The Enhanced School Improvement Plan of Marinig South Elementary School (MSES) was conceptualized and framed in response to and in adherence to RA 9155 also known as the Governance of Basic Education Act of 2001.

Good school governance entails great responsibility pursuing for greater possibilities of improvement. The formulation of Enhanced School Improvement Plan caters the total development and improvement of the school through shared responsibilities with the community it serves. It is along this line that the school tapped all the stakeholders for a collaborative endeavor to attain the standards set by School Planning Team (SPT) among and between the pupils, teachers, parents, school head and the community.

This was prepared in thorough consultation with the above-mentioned stakeholders in a meeting. They painstakingly identified the school situation through why- why diagram and other methods, identified the school's goals and objectives, and the schools' priorities in the next three years.

Moreover, E-SIP shall serve as the guide in managing the school, taking into consideration the different goals and objectives in every area of the educational system. This is also good source of information for the stakeholders to extend assistance to the school. Through this, we are gearing towards quality education because "Batang MSES, siguradong maabot ang success".

Aurene O. Aloquin
AURENE O. ALOQUIN
Principal I





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LIST OF ACRONYMS

DepEd	- Department of Education
SIP	- School Improvement Plan
E-SIP	- Enhanced School Improvement Plan
EGRA	- Early Grade Reading Assessment
AIP	- Annual Improvement Plan
APP	- Annual Procurement Plan
DRRM	- Disaster Risk Reduction Management
DLL	- Daily Lesson Plan
DLP	- Daily Lesson Plan
SDRRM	- School Disaster Risk Reduction Management
MSES	- Marinig South Elementary School
MPS	- Mean Percentage Score
Phil- IRI	- Philippine Informal Reading Inventory
I-STRETCH	- Improving Struggling Readers Towards Comprehension
LENS	- Leveraging Enhancement of Numeracy Skills
PDAT	- Professional Development for Aspiring Teachers
SAFE CI	- Secretary’s Award for Excellence in Curriculum and Instruction
URL- TECH	- Utilization of Resources for Learners using Technology
TRAP-RID	- Tracking, Recording, and Assessing Pupil at Risk in Dropping Out





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CHAPTER 1

Department of Education Mission, Vision, and Core Values Statement

Every school has its own story to tell. Each has its own strengths and challenges by which the context of teaching and learning influences the processes and procedures of the school in making decisions around curriculum, instruction, and assessment. These decisions play a vital role in aligning each school in the vision and mission of Department of Education.

MSES has maintained effective, efficient and harmonious relationship with the community to build a better school for their children. Parents are involved in the school planning, activities and celebrations of triumphs and also given recognition for their sacrifices and efforts. With the cooperation of teachers and community, support from stakeholders, effective and efficient school leadership through SBM, technical assistance from Division Office and support of Department of Education, the school build its commitment and quality education for all.

The SPT composed of teachers, representative from the pupils, parents and the Barangay Chairman conducted several meetings. After data analyses, the SPT finalized the plan to cater the needs of the school and the learners through different programs and projects to bridge learning gaps. In connection to this, E-SIP was crafted for the next three (3) school years.

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Illustration 1. Meeting and consultation with the member of SPT and SDO Cabuyao Management Team





VISION

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.

As a learner-centered public institution, the Department of Education continuously improve itself to better serve its stakeholders.

MISSION

To protect and promote the right of every Filipino to quality, equitable, cultured-base, and complete basic education where:

Students learn in a child-friendly, gender-sensitive, safe and motivating environment.

Teachers facilitate learning and constantly nurture every learner.

Administrators and staff, as stewards of the institution, ensure environment for effective learning to happen.

Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

CORE VALUES

Maka-Diyos

Maka-tao

Maka-kalikasan

Makabansa





Enhanced School Improvement Plan MSES 108245

2023- 2025



The table below shows the different projects that lead to Basic Education Education Development Plan 2023 which basically address the challenges fall to **access, equity, quality, resiliency and well- being.**

ACCESS, EQUITY, QUALITY, WELL-BEING and RESILIENCY	
Intermediate Outcomes	Project
ACCESS	
IO1: Learners are in school and learning center	TRAP- RID V2
EQUITY	
IO5: Learners attain learning standards	LENS I-STRETCH CUM FLASH KO! BASA MO! URL- TECH
QUALITY	
IO2: Internal systems and processes needed for continues improvement in place	PDAT
RESILIENCY AND WELL- BEING	
IO3: Learners enjoy learner-friendly environment IO6: Learners are well-rounded, happy and smart	DREAM



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SPT Members	Designation	Roles/ Responsibilities
Aurene O. Aloquin	School Head	Convenes the School Planning Team, provides leadership and guidance in the development of the plan, clearly explain the SIP planning process to the planning team and help them understand their role in the process. Actual planning workshop facilitated by the head of the planning team.
Leila F. Javier Doris D. Herbosa Catherine N. Anabo	Teachers Representative	Provide need information related to teaching and learning process. Actively participates during the development of the SIP establishing priorities setting goals and formulating implementation strategies for the plan.
Lucas S. Lugatiman	Student Representative	Share their insights about their difficulties in the school and participate in the setting of goals, strategies and priorities of the school. Commit available resources in the implementation of the plan.
Nelson J. Delfinado	Parent Representative	Commit available resources in the implementation of the plan. Share their insights about what their children need to learn and the difficulties they face in the school, their aspiration for the school and their children, present other areas or concerns; and participate in the setting of goals, strategies and priorities of the school.
Emiliano T. Lirio	School Governing Council Representative	Initiate the formation of School Planning Team. Actively participates in the development of the SIP establishing priorities, setting goals and formulating implementation strategies for the plan
Juanito G. Mancilla	Barangay Councilor- Committee on Education	Share valuable information on the interest of the community in school improvement and participate in setting of goals, strategies and priorities of the school. Commit available resources in the implementation of the plan.
Juan Mario P. Yumena	School DRRM Coordinator	Give early warning and carry out recovery activities to the most vulnerable sector- the children to respond to their needs, strengthen cooperation, coordination with other LGU's and DRRM partners
Maria Eda C. Lapidez	School Child Protection Policy Vice Chairperson- Guidance Coordinator	Establish a system for identifying students suffering from significant harm based on any physical, emotional or behavioral signs, accomplish an Intake Sheet to assess both the victims & the offenders & report actions taken on the case.

Table 1. Roles and Responsibilities of School Planning Team (SPT)





Enhanced School Improvement Plan

2023- 2025

MSES 108245



Date	Activities	Objectives	Persons Involved	Remarks
May 2022	Preparatory Activity Organizing data using the School Community Data Template	Organize SPT with their representation	School Head, Teachers, SPT members	Organized SCDT
May 2022	Phase 1 Assess Discussion/forum focusing on the Priority plan	Discuss the priority plan	School Head, Teachers, SPT members	Accomplished priority plan
May 2022	Phase 2 Plan Forming the SPT, Convene the SPT for orientation, vision and sharing	Form the SPT, to be oriented and shared vision	School Head, Teachers, SPT members	Formed SPT
June 2022	Write the SIP	Craft the SIP	School Head, Teachers, SPT members	Crafted SIP
June 2022	Brainstorm solutions	Gather ideal and feasible solutions	School Head, Teachers, SPT members	Identified and listed solutions
July–October 2022	Phase 3 Act: Start pilot test Discussion of preparation for the roll-out	Roll out ideal and feasible solutions	School Head, Teachers, SPT members	Rolled out solutions

Table 2. SPT Phases and Time Table



Purok Singko, Brgy. Marinig, Cabuyao City, Laguna 4025



DepEd Tayo Marinig South ES-Cabuyao City



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CHAPTER 2

Assess

School's Geography

Marinig South Elementary School is located at Purok 5, Barangay Marinig. This barangay is one of the eighteen urbanized barangays comprising the progressive City of Cabuyao in the province of Laguna. It is located at the western portion of Laguna de Bay, the country's largest lake. This school has a total lot area of 3,136 sq.m and has a distance of 3 kilometers away from division office. It has a population of 43,315 inhabitants making it rank as the second largest barangay in Cabuyao. The school catered most of the pupils coming from different subdivisions. People living in this place has a different ways of livelihood such as fishing, farming, driver, factory worker, OFW, businessman, professionals and other are unemployed.

School's Learning Environment

MSES has six buildings namely: Hemedez building, Aguillo building, PPP building, DPWH 1 and 2 building, TSL building and Chipeco building. There is a school canteen, 6 wash areas, clinic, library, guidance office, SBM room, computer room, 3 stock rooms, Principal's office, garden, covered court and stage to cater the needs of the pupils and teachers.

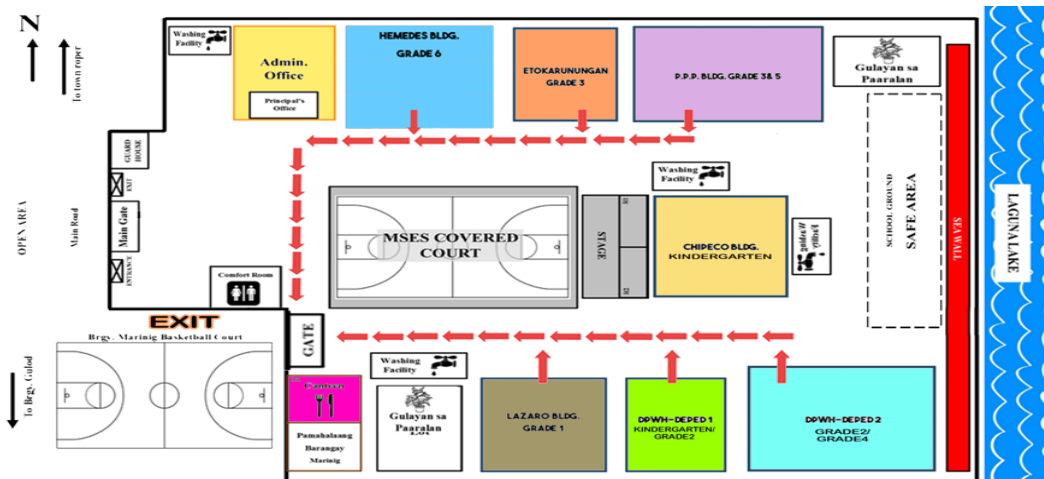


Illustration 2. School Map

School's Current Situation

A Principal I together with forty-six (46) teachers are the pillar of the school. The current structures of the school are as follows:



● **Teachers' Situation**

POSITION	MALE	FEMALE	TOTAL
Principal 1	0	1	1
Master Teacher I	0	4	4
Teacher III	2	3	5
Teacher II	0	3	3
Teacher I	2	32	34
Clerk (LSB)	0	1	1
Administrative Officer II	0	1	1
Admin Aide/utility (LSB)	2	3	5
Security Guard	1	0	1
TOTAL	7	48	55

Table 3. Number of Teachers and Designation

● **Teacher's Educational Attainment**

The data revealed that most of the teachers are Bachelor's Degree holder. Below shows the educational qualification of teachers in MSES. Based from the data, it indicates that MSES teachers should enroll Masteral degree to grow and develop professionally.

Degree	Male	Female	Total
Bachelor's Degree	2	30	32
Master Units	0	6	6
Masteral Degree	1	2	3
Doctoral Units	1	2	3
Doctoral Degree	0	1	1
TOTAL	4	42	46

Table 4. Educational Qualification of Teachers

● **Enrolment**

Every child has the right to education. MSES tried its best to realize the mandate of DepEd that every child must be in the school to get quality education. The school has an average enrolment of 1,919, 1.08% drop- out rate and 99.46% promotion rate in the past three (3) years. This school year, a total of 2,015 learners are enrolled with 1,045 male and 970 females. From the table, it signifies that every school year increases its total number of enrolments.

Performance Indicator			
Year	Enrolment	Promotion Rate	Drop- out Rate
2019- 2020	1649	99.88	0.61
2020-2021	1992	99.30	1.31
2021- 2022	2116	99.20	0.24

Table 5. Performance Indication for the Last Three Years

* Number and Rate of Drop-Out by Cause

Constant effort of internal and external stakeholders in reaching the students at risk on dropping out through Project TRAP- RID, an average of 0.23% decrease was recorded for the last three (3) school years. The project is one of the pillar mission that made an impact to lessen the school’s drop- out rate as it caters and target the student’s needs. Thus, it signifies that that dropout number decreases with the intervention of the project.

School- Year	Enrolment	Drop Out
2019- 2020	1649	10
2020-2021	1992	13
2021- 2022	2116	5

Table 6. Enrolment and Drop Out per School Year

- **Children Health and Safety**

Currently, 50 and 87 learners belong to severely wasted and wasted with regards to school’s Nutritional Status this year or 2.45% and 4.26% of total enrolment. With this, School Feeding Program through School Canteen was continuously done to lessen malnourish learners. Moreover, in the recent conducted monitoring of SDRRM, MSES achieved 93 points that shows school’s successful input to safety and policy development initiative.

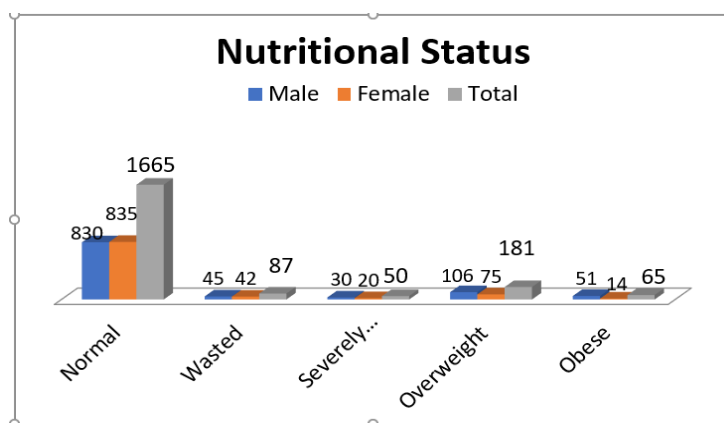


Illustration 3. Nutritional Status

Activities Conducted for Safety Precaution
1. Posting of signage to different
2. Symposium to Learners about Fire Prevention
3. Hazards Mapping
4. Advertisement through Social Media

Table 7. SDRRM Conducted Activities

- **Learning Materials**

In SY 2021-2022, a shortage of 4,577 SLM’s in Filipino, English, Math, Science and EPP-TLE was noted that can affect students’ ability to gather learning and commitment.



*Literacy Level

Current data shows from EGRA and Phil-IRI Filipino results that 224 Grades 1-3 pupils are non-readers while 2 pupils came from Grades 4-6. In addition, a total of 306 pupils from Grade 1-6 are non-readers in English. To address the problem, reading remediation is constantly done to cater the needs of our learners. This indicates that the school should strengthen and intensify the intervention and remediation to address the literacy.

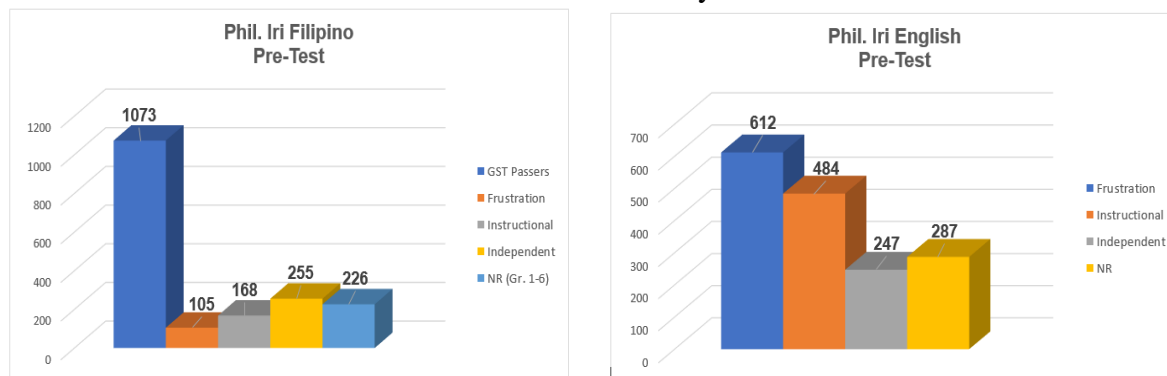


Illustration 4. EGRA and PHIL- IRI Results

*Teacher’s Professional Development

Teachers training focuses on online teaching- learning strategies, mental health and assessment to address current situation. These brings additional professional development to teachers during pre and post pandemic learning state. Moreover, an average of 4.33 (Very Satisfactory) rating in IPCRF was achieved by teachers on SY 2021-2022. This data shown that teachers should perform high to reach outstanding level.

Title	Division	Regional	National
Pansangay na Oryentasyon sa Pagsasagawa ng pagsasagawa ng Pagtatasa para sa Elementarya at Sekondarya (PASATAF)			23
E-Raise UP Employees Reskilling Advocacy ,Initiatgive ,Support for Excellence and Upskilling		6	
Division Webinar in Project Edtech: Educational	8		
Division Orientation on the Screening and Selection of Learning Resource Evaluators	1		
Flex2Learn K-3 Region IA Batch	3		
SEAMEO		1	



Disaster Preparedness Webinar for Persons with Disabilities	3		
---	---	--	--

Table 8. Teacher’s Professional Development Program

***SBM Level of Practice**

School- Based Management (SBM) provides internal and external stakeholders a greater control over education process by giving them shared decision making to improve educational process. Currently, MSES is a proud SBM Level III (Advance Level of Practice) recipient with 2.78 rating which results in ensuring the production of intended outputs/ outcome and meeting all standards of a fully integrated educational system. This put the school in one of the Region’s Top 10 Best SBM Implementer and DepEd’s Semi- Finalist for SAFE CI.

***Stakeholders Participation**

During Brigada Eskwela 2022, MSES has recorded 2,619 groups and individual volunteers and bagged the Division Best Brigada Implementer. This indicate the high level of internal and external stakeholders’ participation for school’s progress and improvement during post pandemic situations. From this data, MSES should sustain the partnership with other stakeholders.

***Achievement Rate**

The school continue to soar high as a result of school head, teachers, pupils and community involvement and partnership. Below are the results of school’s achievements:

ACHIEVEMENT RATE		
School Year	MPS	Percentage of Increase
2019- 2020	77.94	0.97
2020- 2021	78.91	0.98
2021- 2022	77.54	-1.37
Average	77.84	0.19

Table 9. School Achievement Rate

The table revealed an average MPS of 77.84 was achieved by the school for 3 consecutive school years. This shows a good indication in moving towards mastery level.



*Prestigious Awards and Recognition

MSES continue to provide quality education to all as the school together with the learners and teachers achieved outstanding recognition and exemplary performance that bring pride and honor to the school.

Title of Award	Award Giving Body	Level (International, National, Region, Division, School Level)	Category of Awards (Student, Teacher, School Head, School)
2022			
Gawad Galing Cabuhenyo Best Performing school (Nominee) Best Researcher (Nominee) Service Award	DepEd Cabuyao	Division	Teacher, School
Gawad Uhay Best SBM Coordinator Best BE Coordinator Best CI implementer Best ASP Coordinator Best ARH Coordinator Best Property Custodian Best SBFP Coordinator Natatanging Dalubguro (Nominee) Project VAS VeG FB Exemplary Award	DepEd Cabuyao	District Level	Teacher, School
3 rd Placer Tagisan ng mga Math-Titinik 2022	DepEd Cabuyao	Division Level	Student
2 nd Place DFOT 2022 Recycled	DepEd Cabuyao	Division Level	Student
2021			
2 nd Place Battle of Nuerons	DepEd Cabuyao	Division Level	Student
Regional Qualifier Sports Writing Pagsulat ng Balitang Agham	DepEd Cabuyao	Division Level	Student
Best SBM Implementer- Level III	DepEd Region	Regional Level	School
SAFE CI Awardee	DepEd Central	Central	School

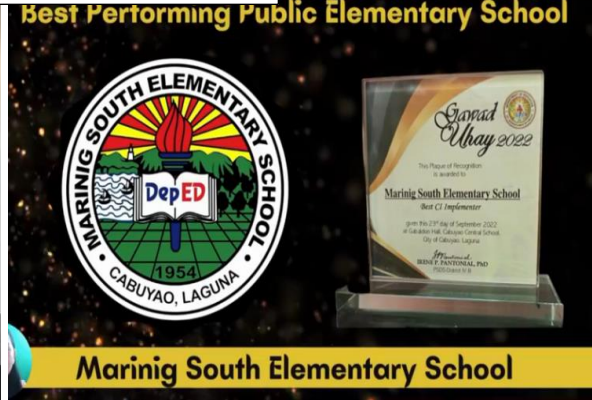
Table 10. School Awards and Recognition



Regional SBM Awarding and Validation



2022 Brigada Eskwela Awarding



Marinig South Elementary School



2021 Division MATH-Titinik



Illustration 5. MSES Success Story
DFOT 2021
2nd Placer in Recycled Product Category



- **Priority Area and Planning Worksheet**

Based from the result of series focus group discussion, consultation from different stakeholders and voices of the customers, the team came up with these priority areas for improvement. This is to address and to give better impact to the entire institution.

PRIORITY IMPROVEMENT AREAS						
Improvement Areas	Criteria				Average Rating	Interpretation
	<i>Strategic Importance</i>	<i>Urgency</i>	<i>Magnitude</i>	<i>Feasibility</i>		
Increase number of non- readers	5	5	5	4	4.75	Very High Priority
Increase of non-numerates in every grade level	5	5	5	4	4.75	Very High Priority
Low number of professional development and promotion of teachers	5	5	5	4	4.75	Very High Priority
Perennial drop- out	5	4	5	4	4.5	Very High Priority
Increase additional MELC and technology-based learning resources	4	4	5	5	4.5	Very High Priority
Lack of classrooms and teachers	4	4	5	5	4.5	Very High Priority
Natural disasters and calamities	4	5	5	4	4.5	Very High Priority

Table 11. Annex 4 Priority Improvement Areas



Enhanced School Improvement Plan

MSES 108245

2023- 2025



PLANNING WORKSHEET					
Improvement Areas	General Objectives	Root Causes	Time Frame		
			SY 2022-2023	SY 2023- 2024	SY 2024-2025
EQUITY					
Increase number of non and struggling readers	To improve the reading level of pupils in Grade Two (SY 2021 – 2022) from Struggling to Instructional / Independent Readers by 75% in three years.	Increase number of non- and struggling readers	/	/	/
Increase of non-numerates in every grade level	Strengthen and improve numeracy skills of 50 % Grade Five non-numerates learners' through intervention activities.	Low number and counting knowledge, computation and reasoning.	/	/	/
QUALITY					
Low number of professional development and promotion of teachers	To meet the standards of 10 beginning teachers to become proficient teacher by the end of school year 2022-2023.	Embrace innovation	/	/	/
Increase additional MELC and technology- based learning resources	To achieve 60% of teachers that utilize learning resources using technology in class by SY 2024-2025	Learning gap cause by post pandemic and transition of learning modality	/	/	/
ACCESS					
Perennial drop- out	To continuously reduce the number of 3 dropped out by the school year 2024-2025	Perennial drop- out	/	/	/
Lack of classrooms and teachers	To have at least two to three additional classrooms and teachers in 3 years	Increase number of enrollees every year	/	/	/
RESILIENCY AND WELL-BEING					
Disaster awareness and preparedness within the school	To improve learners' level of understanding on the hazards and potential risk within the school by 75% by SY 2024-2025	Continuous calamities and disasters prevalent in the locality.	/	/	/



Table 12. Annex 5 Planning Worksheet

CHAPTER 3

Plan

Project Work Plan & Budget Matrix

In attaining the DepEd vision, Marinig South Elementary School acknowledged the areas to be the focus based on the intermediate outcome that resulted from the analytical and evaluative process as root causes for the identified PIA's, the SPT goals to achieve and definitely to have a better outcome in three years. Each indicated project aims to provide solution by addressing the identified root causes of the PIA's and other affecting factors relevant to the access, quality and efficiency in delivering the education to the primary clientele.

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Root Causes	Solutions
Increase number of non- and struggling readers	PROJECT I – STRETCH: Improving Struggling Readers Towards CompreHension cum ABAKADA
Increase of non- numerates in every grade level	PROJECT LENS (Leveraging the Enhancement of Numeracy Skills)
Embrace innovation	Project PDAT
Increase additional MELC and technology- based learning resources	Project URL-TECH (UTILIZATION OF RESOURCES FOR LEARNERS USING TECHNOLOGY)
Perennial drop- out	Project TRAP- RID V.2
Natural calamities and disasters	Project DREAM

Table 13. List of Solutions



Enhanced School Improvement Plan

2023- 2025

MSES 108245



Project Title: PROJECT I – STRETCH: Improving STruggling REaders Towards CompreHension cum ABAKADA

Project Problem Statement: There are 594 or 99.16 % learners from Grade One and Grade Two identified as low level performance in reading.

Project Objectives: To decrease number of the low level performance in reading of Grade One and Grade Two learners from 594 to 149 by the end of SY 2024-2025.

Year 1: To decrease the number of the low-level reading performance of Grade One and Grade Two from 594 to 416 by the end of SY 2022-2023.

Year 2: To decrease the number of the low-level reading performance of Grade One and Grade Two from 416 to 268 by the end of SY 2023-2024.

Year 3: To decrease the number of the low-level reading performance of Grade One and Grade Two from 268 to 149 by the end of SY 2024-2025.

Root Causes: No follow-up reading at home, Parents have no time, Lack of reading materials at home

Activities	Output	Date of Implementation	Person Responsible	Budget	Budget Source
Reading assessment	Report on Grade One and Two Reading Level	January to March 2022	I-STRECH team Grade One and Two teachers	0	-
Distribution of Reading materials (ABAKADA booklet)	All pupils will have their own copy of the materials	April 2022	I-STRECH team Grade One and Two teachers	10,000 (Printer, ink and bond paper)	MOOE
Parents' Orientation	Well-informed parents regarding their child's reading level and ways on how to help their child to read	May 2022	I-STRECH team	0	-
School Year-End Reading Assessment	Report on the reading status of incoming Grade 3 pupils	June 2022	I-STRECH team Grade One and Two teachers	1,500 (Bond paper and ink)	MOOE



Enhanced School Improvement Plan

2023- 2025

MSES 108245



Distribution of Reading materials (Basic sight words and CVC word family)	All pupils will have their own copy of the materials. (This will be their reading practice materials during the vacation)	June 2022	I-STRECH team Grade One and Two teachers	1,500 (Bond paper and ink)	MOOE
Pre - Reading Assessment S.Y. 2022-2023	Report on the reading status of incoming Grade 3 pupils	August to September 2022	I-STRECH team Grade One and Two teachers	1,500 (Bond paper and ink)	MOOE
Facilitation of Reading Intervention (both online and face-to-face)	Improved reading skills of pupils	October to November 2022	I-STRECH team	3,000 (Bond paper and ink)	MOOE
Reading Assessment S.Y. 2022-2023	Report on the reading status of the pupils	December 2022	I-STRECH team Grade One and Two teachers	1,500 (Bond paper and ink)	MOOE
Facilitation of Reading Intervention (both online and face-to-face)	Improved reading skills of pupils	January to March 2023	I-STRECH team	3,000 (Bond paper and ink)	MOOE
Reading Assessment S.Y. 2022-2023	Report on the reading status of the pupils	April to May 2023	I-STRECH team Grade Three teachers	1,500 (Bond paper and ink)	MOOE
Distribution of Reading materials (Stories and graphic organizers)	All pupils will have their own copy of the materials. (This will be their reading practice materials during the vacation)	June 2023	I-STRECH team Grade Three teachers	3,000 (Bond paper and ink)	MOOE
Pre - Reading Assessment	Report on the reading status of incoming	August to September 2023	I-STRECH team	1,500 (Bond paper and ink)	MOOE



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S.Y. 2023-2024	Grade 4 pupils		Grade Four teachers		
Facilitation of Reading Intervention (both online and face-to-face)	Improved reading skills of pupils	October to November 2023	I-STRECH team	3,000 (Bond paper and ink)	MOOE
Reading Assessment S.Y. 2022-2023	Report on the reading status of the pupils	December 2023	I-STRECH team Grade Four teachers	1,500 (Bond paper and ink)	MOOE
Facilitation of Reading Intervention (both online and face-to-face)	Improved reading skills of pupils	January to March 2024	I-STRECH team	3,000 (Bond paper and ink)	MOOE
Reading Assessment S.Y. 2023-2024	Report on the reading status of the pupils	April to May 2024	I-STRECH team Grade Four teachers	1,500 (Bond paper and ink)	MOOE
Distribution of Reading materials (Stories and graphic organizers)	All pupils will have their own copy of the materials. (This will be their reading practice materials during the vacation)	June 2024	I-STRECH team Grade Four teachers	3,000 (Bond paper and ink)	MOOE
Pre - Reading Assessment S.Y. 2024-2025	Report on the reading status of incoming Grade 4 pupils	August to September 2024	I-STRECH team Grade Five teachers	1,500 (Bond paper and ink)	MOOE
Facilitation of Reading Intervention (both online and face-to-face)	Improved reading skills of pupils	October to November 2024	I-STRECH team	3,000 (Bond paper and ink)	MOOE
Reading Assessment S.Y. 2024-2025	Report on the reading status of the pupils	December 2024	I-STRECH team Grade Five teachers	1,500 (Bond paper and ink)	MOOE



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Total budget needed by the project		46,000	MOOE
Budget per year (total / 3 years)		15, 333.33	MOOE

Project Team Leaders: Mariane L. Cidro and Princess Glorie R. Sanchez

Members: Meriam A. Labonete

Karen Rose T.Rayel

Arlene P. Chan

Marieta C. Tayo

Rosefe B. Bernabe



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2023- 2025



Project Title: PROJECT LENS (Leveraging the Enhancement of Numeracy Skills)

Project Problem Statement: There are 104 or 33.33% of Grade Five learners assessed as non-numerates

Project Objectives: To decrease the number of non-numerates of Grade Five learners from 104 to 20 by the end of SY 2024-2025.

Year 1: To decrease the number of non-numerates of Grade Five learners from 104 to 84 by the end of SY 2022-2023.

Year 2: To decrease the number of non-numerates of Grade Five learners from 84 to 50 by the end of SY 2023-2024.

Year 3: To decrease the number of non-numerates of Grade Five learners from 50 to 20 by the end of SY 2024-2025.

Root causes: Low number and counting knowledge, computation and reasoning, Lack of follow up at home,

Activities	Output	Date of Implantation	Person Responsible	Budget	Budget Source
Administration of Pre-test assessment to validate the results of post-test	Report on Grade Five to be submitted to school coordinator	March 14, 2022 to September 5, 2022	Grade level/ subject teacher	3,500.00	MOOE
Distribution of activity sheets	All learners have their own copy of materials	September 8, 2022	Project LENS team	10,000 (Printer, ink and bond paper)	MOOE
Remedial class (blended)	Increased mathematics facts and proficiency	Whole year round	Grade level/ subject teacher	5,000.00	MOOE
Drills	Increased mathematics facts and proficiency	Whole year round	Project LENS team	10,000	MOOE
Integration of mathematics facts across curriculum	Increased mathematics facts like Table of Multiplication and proficiency	Whole year round	Project LENS team	8,000.00	MOOE
Facilitation of follow-up	Increased involvement	Whole year round	Project LENS team/	5,000.00	MOOE



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activities	as regards to their paced of learning		Adviser/ subject teacher and parents		
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Project Team Leader: Juan Mario P. Yumena

Members: Kim Alden O.Aidalla

Doris D. Herbosa

Julia B. Rizaldo



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2023- 2025



Project Title: (URL- TECH) Utilization of Resources for Learners Using Technology

Project Problem Statement: There are 46 teachers have no innovation of MELC based Learning resources using technology.

Project Objectives: To increase the MELC based learning resources using technology innovation of the teachers from 0 to 23 at the end of SY 2024-2025.

Year 1: To increase the MELC based learning resources using technology innovation of the teachers from 0 to 14 at the end of SY 2022-2023.

Year 2: To increase the MELC based learning resources using technology innovation of the teachers from 14 to 18 at the end of SY 2023-2024

Year 3: To increase the MELC based learning resources using technology innovation of the teachers from 18 to 23 at the end of SY 2024-2025

Root Causes: Insufficient workshop and training on developing LR using technology, Lack of motivation and unavailability of school-based monitoring scheme on developed LR using technology ,

ACTIVITY	OUTPUT	DATE OF IMPLEMENTATION	PERSON RESPONSIBLE	BUDGET	BUDGET SOURCE
Workshop/ SLAC on developing LR resources using technology in all grade level	Capacitate and encouraging teachers to create video/ online lesson in their grade level	November 2022 - February 2023	School Head Teachers	7,000	MOOE
Monitoring of teacher's made-localized LRs	Educate and enhance teachers knowledge in developing and quality assurance of LR	All year round	School Head Teachers Learners	40,000	MOOE
Parents' and Teacher Conference	Parents orientation regarding the project	End of every quarter	School Head Teachers Learners Parents	3,000	MOOE
Management of learning resources per grade level	Proper compilation of all files related to LR for easy and fast access	All year round	School Head Teachers	10,000	MOOE



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Project Team Leader: Doris D. Herbosa

Members: Leonida O.Abaño

Catherine N.Anabo

Maricel B. Suma-oy

Villa A. Cerda



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Project Title: PDAT (Professional Development for Aspiring Teachers)

Project Problem Statement : There 10 beginning teachers need to capacitate in becoming a proficient teacher.

Project Objectives: To increase the number of capacitated teachers from 0 to 10 by the end of the SY 2024-2025

Year 1: To increase the number of capacitated teachers from 0 to 5 by the end of the SY 2024-2025

Year 2: To increase the number of capacitated teachers from 5 to 8 by the end of the SY 2023-2024

Year 3: To increase the number of capacitated teachers from 8 to 10 by the end of the SY 2024-2025

Root causes: newly hired teachers, insufficient orientation, training and workshop on the alignment of public teachers tasks

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
DLL Checking using the monitoring tool	All teachers were checked and monitored	Year round	Teachers/Master Teachers School Head	42,000	MOOE
Giving Technical Assistance	100% done	Year round	Teachers/Master Teachers School Head	5,000	MOOE
SLAC on Innovative Strategies using Technology	All teachers attended the SLAC	Year round	Teachers/Master Teachers School Head	5,000.00	Canteen/M OOE
Crafting Simplified Strategies(2C21R)	All teachers attended the seminar/training/DLL/DLP	Year round	Teachers/Master Teachers School Head	10,000.00	Canteen/M OOE
Crafting Localized materials using Simplified Strategies	100% teachers attended the Learning Workshop	Year round	Teachers/Master Teachers School Head	10,000.00	Canteen/M OOE
Focus Group Discussion	100% teachers were trained	Year round	Teachers/Master Teachers School Head	5,000.00	Canteen/M OOE
Giving Post Technical Assistance on the Monitored and Validated Strategies	All teachers attended the seminar	Year round	Teachers/Master Teachers School Head	10,000.00	Sponsor from Stakeholder



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Submission of the Compilation of DLL	100% Submitted	Year round	Teachers/Master Teachers School Head	10,000.00	MOOE
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Project Team Leader: Leila F. Javier
 Members: Maria Eda C. Lapidez
 Doris D. Herbosa
 Edelene T. Escalante



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Project Title: TRAP -RID V2 (Tracking, Recording and Assisting Pupils at Risk in Dropping out)

Project Problem Statement: There are 5 dropouts recorded from SY 2021-2022

Project Objectives: To decrease the dropout from 5 to 0 by the end of SY 2024-2025

Year 1: To decrease the dropout from 5 to 4 by the end of SY 2022-2023.

Year 2: To decrease the dropout from 4 to 2 by the end of SY 2023-2024

Year 3: To decrease the dropout from 2 to 0 by the end of SY 2024-2025

Root causes: Family problem, low level interest ,parent’s involvement

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
Project TRAP RID orientation	Have been reduced the number of dropped out	Whole year round	School Head, , Teachers and Learners Parents	1,000	Canteen fund, MOOE and School fund
Close Monitoring of Attendance through TRAP Card and TRAP RID Register	Monitored attendance of each classes	Whole year round	School Head, Subject Coordinator, Teachers and Learners	5,000.00	Canteen fund, MOOE and School fund
Pre –career Guidance	Exhibited of learners outfit based on what they will become in the future	4 th quarter of the school year	School Head, Teachers, Learners and Parents	₱ 1000.00	Canteen fund, MOOE and School fund
Mandatory Home Visitation	Agreement with the parents and other means of verification	whole year round	School Head, Teachers and Learners Parents	5,000.00	Canteen fund, MOOE and School fund
Close Conference of Parent/guardian	Attendance of the conference ,agreement form	whole year round	School Head, Teachers and Learners Parents		
Special Feeding Program	Inclusion of the PARDO in the feeding program,MOV's during feeding	whole year round	School Head, Teachers and Learners Parents	2,000.00	Canteen fund, MOOE



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					and School fund
Improved Attendance Award (Reward System for the PARDO learners)	Certificates	Year Round	Teachers-advisers	5,000	Canteen fund, MOOE and School fund

Project Team Leader: Maria Eda C. Lapidez

Members: Jhenelyn B. Villegas

Myrna B. Bonagua

Imie Diann C. Pajares

Mary Ann C. Cancisio



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Project Title: (DREAM) Disaster Resilience Education and Advocacy for MSES

Project Problem Statement: There are 122 or 39.86% of Grade Four learners have low level of understanding on the hazards, awareness on safety and preparedness of potential risk.

Project Objectives: To decrease the number of Grade Four learners have low level of understanding on the hazards, awareness on safety and preparedness of potential risk from 122 to 10 by the end of SY 2024-2025

Year 1: To decrease the number of Grade Four learners have low level of understanding on the hazards, awareness on safety and preparedness of potential risk from 122 to 80 by the end of SY 2022-2023

Year 2: To decrease the number of Grade Four learners have low level of understanding on the hazards, awareness on safety and preparedness of potential risk from 80 to 40 by the end of SY 2023-2024

Year 3: To decrease the number of Grade Four learners have low level of understanding on the hazards, awareness on safety and preparedness of potential risk from 40 to 10 by the end of SY 2024-2025

Root causes: lack of orientation, insufficient training for the learners, limited simulation activities.

Activities	Output	Date of Implantation	Person Responsible	Budget	Budget Source
Purchased of Emergency Kit/ Materials	Purchased of materials that they could use during drills and simulation activities and more importantly during in times of emergencies	Whole year round	DRRM coordinator, School head, Administrative Officer II, School property custodian	60, 000	MOOE
Organizing taskforce/ committee members and officers	List of members and officers	January 2023	SDRRM coordinator, School head, learners, teaching and non-teaching personnel and GPTA	2, 000	MOOE



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Conducted Quarterly Hazard drills and Hazard mapping	Conducted Quarterly Hazard drills and Hazard mapping	Every quarter	SDRRM Team, Teaching and non-teaching personnel	500	-
SDRRM School-Based Disaster Awareness/ Symposium	Delivered the school-based symposium about Disaster and preparedness	First Quarter of 2023	SDRRM Team/ coordinator, School head, learners, teaching and non-teaching personnel and GPTA	5, 500	-
Training and capacity building for Safety Precautions and other DRRM activities for Teaching/ Non-teaching	Conducted training of safety precautions and other DRRM activities	Third Quarter of 2023	SDRRM coordinator, School head, learners, teaching and non-teaching personnel	75, 000	-
Crafting of school-based contingency and management plan	Delivered the program on how to craft and revisit school-based policies about contingency and management plan	Third Quarter of 2023	SDRRM Team coordinator, School head, teaching and non-teaching personnel, GPTA and Barangay Local Government Unit	6, 000	-
Evaluate DRRM Activities	Accomplishment report and Adjusted plan	July 2023- August 2023	SDRRM Team coordinator, School head, Master teachers and focal persons	2, 000	-

Project Team Leader: Mary Jane R. Marquez

Members: Juan Mario P. Yumena

Edgar G. Aquino

Maria Shiela SJ Venecio

Vilma R. Dorol



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ANNUAL IMPLEMENTATION PLAN FY 2023

School Improvement Project Title	Objectives	Strategies	Time Frame	Resources Needed			Sources of Fund	Expected Output/Outcomes	Sustainability
				Fund	Human	Materials			
ACCESS									
Drop-out Rate (TRAP- RID V2) (Tracking, Recording and Assisting Pupils at Risk in Dropping Out) Version 2	-Reduce drop-out rate from 0.23% to 0% in the SY 2022-2023	-Forum with Parents -Home Visitation using the DORP Form in saving pupils at risk of dropping-out in school! -Engaging pupils on risk of dropping out in school activities. -Close Monitoring -special Feeding program	Whole year round	19,000.00	Principal Teacher Parents SPTA Officers	DORP Form Camera Agreement Form TRAP RID Card, TRAP TID Register Bond paper Food for the special feeding File organizer, long folders and fasteners	Canteen Fund, MOOE Sponsorship from external stakeholders	Saving pupils who are at risk of dropping out of school	Forum with pupils and parents in every quarter importance of daily attendance in school and close monitoring of the PARDO
EQUITY									
Project I-STRETCH (Improving Struggling Readers Towards Comprehension)	To decrease the number of English non – reader and struggling reader of Grade Three learners from .29 % to .24%	-Reading assessment -Parents' orientation -Reproduction and Distribution of Reading Materials	Whole year round	15,350.00	Principal Teachers Parents	Bond paper, ink, file organizer/box	MOOE	Reduce non-readers and struggling readers	Use of reading materials produced for struggling and non-readers and continue project monitoring

Project Flash KolBasa Mo	To reduce non-readers in Grade One by 34% at the end of SY 2022-2023	-Reading Pre-assessment -- Parents orientation -Reading materials development and production -Parents and teachers Training -Remedial reading using Flash Cards -Recognition of parents and learners	Whole year round	21,000.00	Principal Teachers Parents	Bond paper, ink Hard paper for the flash cards , laminating materials	MOOE	Reduce non-readers in Grade One	Use the developed materials and intensify the remedial reading
Project URL-TECH (Utilization of Resources for Learners Using Technology	To achieve 40% of teachers utilize learning resources in the class at the of SY 2022-2023	-SLAC -Monitoring on teachers' made -localized LRs -Management of LRs per grade level	Whole year round	60,000	Principal Teachers	-External Hard Drive - Flash Drive -Laptop	MOOE	Increase number of Localized LRs made by the teachers	Monitoring of Teachers' made localized LRs and Recognition
QUALITY									
Project LENS (Leveraging the Enhancement of Numeracy Skills)	Improve numeracy skills of 50% in Grade Five non-numerates learners in SY 2022-2023	-Pre-Test Assessment administration -Activity sheets reproduction and distribution -Remedial class	Whole year Round	41,500.00	Principal Teacher Parents	Printer, ink, bond paper	MOOE	Increase the number of numerates in Grade Five learners	Intensify the drills and remedial activity and monitoring of the project
Project PDAT (Professional Development for Aspiring Teachers)	To meet the standards of 10 beginning teachers in becoming proficient teachers by the end of SY 2022-2023	-DLL checking -TA giving -SLAC -crafting localized LMs with 2C211R integration -FGD -Close monitoring -DLL Compilation submission	Whole year round	97,000.00	Principal Master Teachers Teachers	Bond paper, ink	MOOE, Canteen Fund, LGU	Met the standard as a proficient Teacher	Continuously doing TA during DLL checking and giving of awards and recognition for full motivation and continuing developing oneself



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RESILIENCY & WELL-BEING

Project DREAM (Disaster Resilience Education and Advocacy for MSES)	80 % of MSES personnel will be fully capacitated in DRRM at the end of the SY 2022-2023	-purchasing EK materials -Taskforce committee organizing -Hazard drills and Mapping -School personnel Capacity Building -Awareness/Symposium Drive	Whole year round	155,500.00	Principal Teachers Non-Teaching Personnel SPTA Officers	DRRM Emergency Kit, Bond paper, ink, printer	MOOE, Canteen Fund, LGU, Stakeholders	DRRM Capacitated MSES personnel	Close monitoring of the project as per indicated activities and subject for evaluation for the improvement purposes.
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Prepared by:

Noted:

Recommending Approval:

Approved:

AURENE O. ALOQUIN
Principal I

RACQUEL C. AUSTRIA, EdD
Public School District Supervisor

JERICA CLARA S. MACHADO
Attorney III

HEREBERTO JOSE D. MIRANDA, CESO VI
Schools Division Superintendent

Table 14. Annual Implementation Plan (AIP) 2023



Purok Singko, Brgy. Marinig, Cabuyao City, Laguna 4025



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CHAPTER 4

Monitoring and Evaluation

The School Planning Team is prime player when it comes to planning for the betterment of the school. The team analyze the areas that need to improve by setting every goals and objectives to satisfy the set standards of educational system. With this, Project Monitoring and Evaluation Form have a vital role in monitoring the programs and projects imposed by the School Planning Team (SPT). This will assist the team to look forward of the school’s endeavor in the coming years. Moreover, Project Monitoring and Evaluation Form shall facilitate the team so as the students to achieve quality education. This plan covers the name of the projects, project objectives and targets, date of monitoring, accomplishment or status of date, issues/problems and challenges, recommendation and action points.

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MONITORING AND EVALUATION TOOL

SY _____

Month _____ Project Name _____ Project Leader _____

Project Objectives	LEVEL OF ACHIEVED TARGET					Issues, problems, and challenges encountered	Recommendation/ action taken
	Poor	Average	Good	Better	Excellent		

Prepared by:
_____ Project Leader

Monitored by:
_____ M& E Coordinator

Noted:
_____ School Head



Sample Certificate of Acceptance


 Republic of the Philippines
Department of Education
 Region _____
 DIVISION _____
awards this
Certificate of Acceptance
to

 (NAME OF SCHOOL)
 for having successfully complied and met the requirements
 and standards
 of the Department of Education as mandated by DepEd
 Order 44, s. 2015.

 Schools Division Superintendent

