



Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF MISAMIS ORIENTAL

Office of the Schools Division
Superintendent

April 12, 2023

DIVISION MEMORANDUM

No. 222 s. 2023

**CRAFTING AND SUBMISSION OF SCHOOL IMPROVEMENT PLAN
FOR SY 2022-2025**

To: Assistant Schools Division Superintendent
Chief Education Supervisor for SGOD and CID
Division Section Heads and Education Program Specialists
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. Pursuant to DepEd Order No. 022, s.2022 entitled Adoption of the Basic Education Development Plan BEDP 2030, all Public Schools are directed to craft and formulate their School Improvement Plan SY 2022-2025. Schools are directed to mainstream and operationalize the BEDP Strategies and outputs and MATATAG Agenda that should all lead towards achieving the common goals and outcomes of the Department.

2. The SIPs must be able to articulate the school's strategies on making the teaching and learning process more effective and inclusive and strengthening the learning environment to uphold the rights of children and learners. It should also contain strategies on participative management, stakeholders' collaboration, School Governance Councils, and SBM. Every school is expected to practice SBM starting with a School Improvement Plan (SIP), which ensures that each school then becomes responsible for its own outcomes in defining quality education. School-Based Management (SBM) is the overarching governance model for the implementation of school-level policies, programs, and processes to ensure transparency, boost accountability, and promote partnerships.

3. The School Head as acting Chair has the prerogative to designate personnel and relevant stakeholders needed to complete the planning team depending on the situation and context of their respective areas. The recommended composition for the School Planning Team is as follows:

Chair: School Head

Members: Student representative, teacher representative, parent representative, Barangay/LGU representative, member of BDRRMC, member of School Child Protection Committee, Representative from the School Governance Council (SGC) and other relevant stakeholders



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Optional Members: Non-Government Organization (NGO) representative, Alim/Ulama representative, IP representatives, Arabic Language and Islamic Values Education (ALIVE) teachers, and school alumni

Technical Secretariat Lead: Designated Planning Coordinator for the formulation of SIP and AIP

Members: Designated finance officer, Designated Planning Officer, BEIS Coordinator. For implementing units (IUs), disbursing officer and senior bookkeeper shall participate as members of the technical secretariat

Note: In multi-cultural settings, IP and Muslim representation should be considered. In this regard, any of the abovementioned members (e.g. a parent who is an IP or Muslim) may also serve as the IP or Muslim representative

4. To ensure alignment with the DepEd's development objectives, enclosed are the following for your reference:

- Enclosure A: BEDP 2030 Results Framework
- Enclosure B: Education Outcomes per BEDP Pillar
- Enclosure C: MATATAG in BEDP 2030 Strategies – Four Pillars
- Enclosure D: SIP Format
- Enclosure E: Six Year Indicative Financial Plan
- Enclosure F: Annual Improvement Plan

5. Furthermore, the Division will conduct a Virtual Orientation on the Crafting of School Improvement Plan for SY 2022-2025 on April 17, 2023 at 1pm. Zoom meeting link will be sent to all school heads email prior to the activity. The required participants are the School Heads and ICT/BEIS Coordinators.

6. Submission of final copy of the School Improvement Plan is on or before April 28, 2023.

7. Immediate and wide dissemination of this Memorandum is desired.


EDILBERTO L. OPLENARIA EdD, CESO V
Schools Division Superintendent 

SGOD, ELG

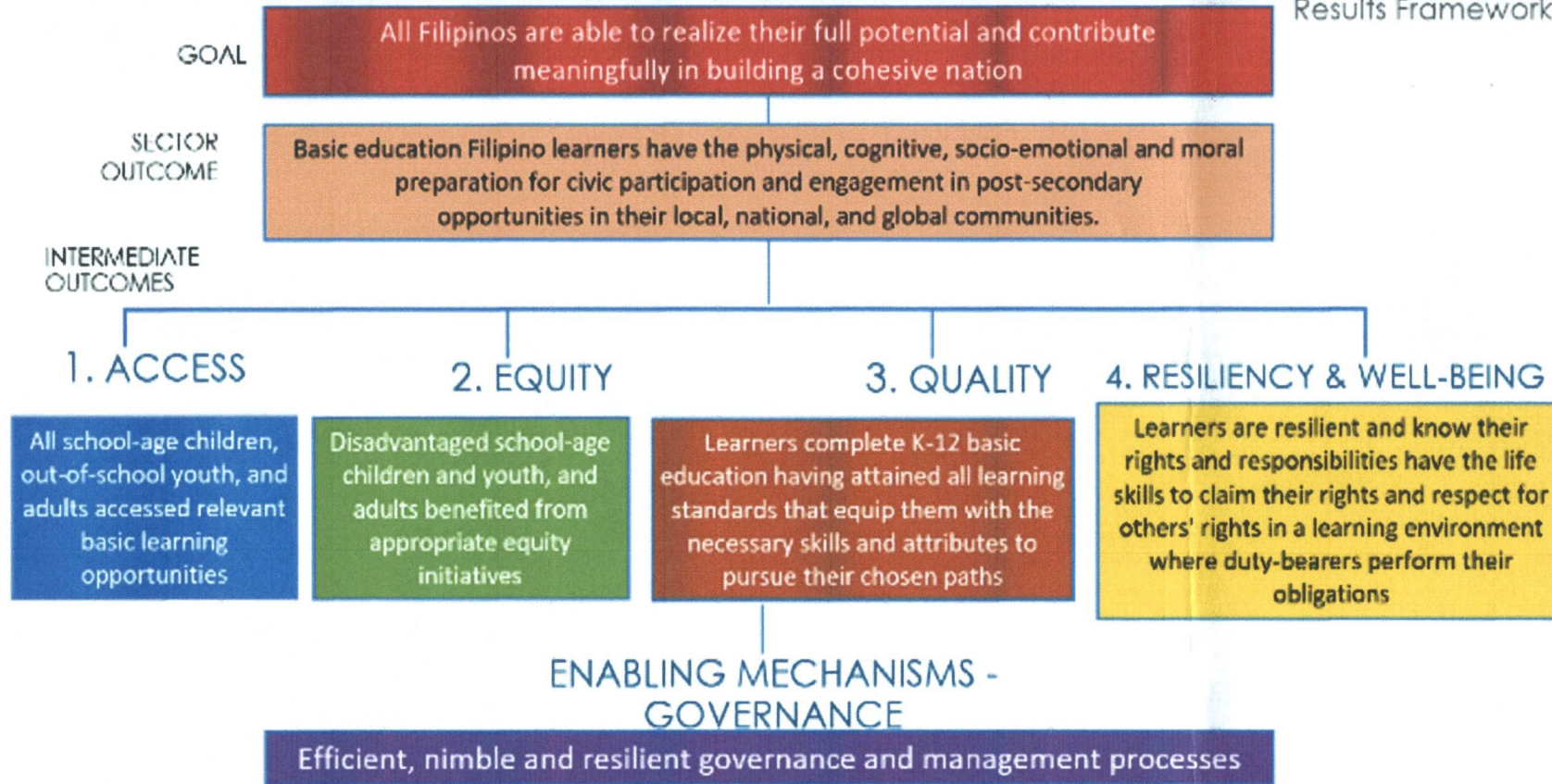


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Enclosure A:

BEDP 2030 Results Framework

BEDP
Results Framework



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Enclosure B:

Education Outcomes per BEDP Pillar

Pillars	Intermediate Outcomes	Sub-Intermediate Outcomes
Pillar 1: Access	All school-age children, outof-school youth, and adults accessed relevant basic learning opportunities.	<ul style="list-style-type: none"> ●All five-year-old children attend school ●All learners transition to the next stage ●All learners stay in school and finish key stages ●All out-of-school children and youth participate and complete formal or nonformal basic education learning opportunities
Pillar 2: Equity	Disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives.	<ul style="list-style-type: none"> ●All school-age children and youth, and adults in situations of disadvantage are participating in inclusive basic learning opportunities and receiving appropriate quality education
Pillar 3: Quality	Learners complete K to 12 basic education, having successfully attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths.	<ul style="list-style-type: none"> ●Learners attain Stage 1 (K-Grade 3) learning standards of fundamental reading & numeracy skills ●Learners attain Stage 2 (Grades 4-6) learning standards in required literacy and numeracy skills and apply 21st century skills to various real-life situations ●Learners attain Stage 3 (Grades 7-10) learning standards of literacy numeracy skills and apply 21st century skills to various real-life situations ●Learners attain Stage 4 (Grades 11-12) learning standards equipped with knowledge



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		<p>and 21st century skills developed in chosen core, applied and specialized SHS tracks</p> <ul style="list-style-type: none"> ●Learners in the Alternative Learning System attain certification as Elementary or Junior High School completers
Pillar 4: Resiliency & Well-Being	<p>Learners are resilient, know their rights, and have the life skills to protect themselves and claim their education related rights from DepEd and other duty-bearers to promote learners' well-being, while being aware of their responsibilities as individuals and as members of society.</p>	<ul style="list-style-type: none"> ●Learners are served by a department that adheres to a rights-based education framework at all levels ●Learners are safe and protected, and can protect themselves, from risks and impacts from natural and human-induced hazards ●Learners have the basic physical, mental, and emotional fortitude to cope with various challenges in life and to manage risks



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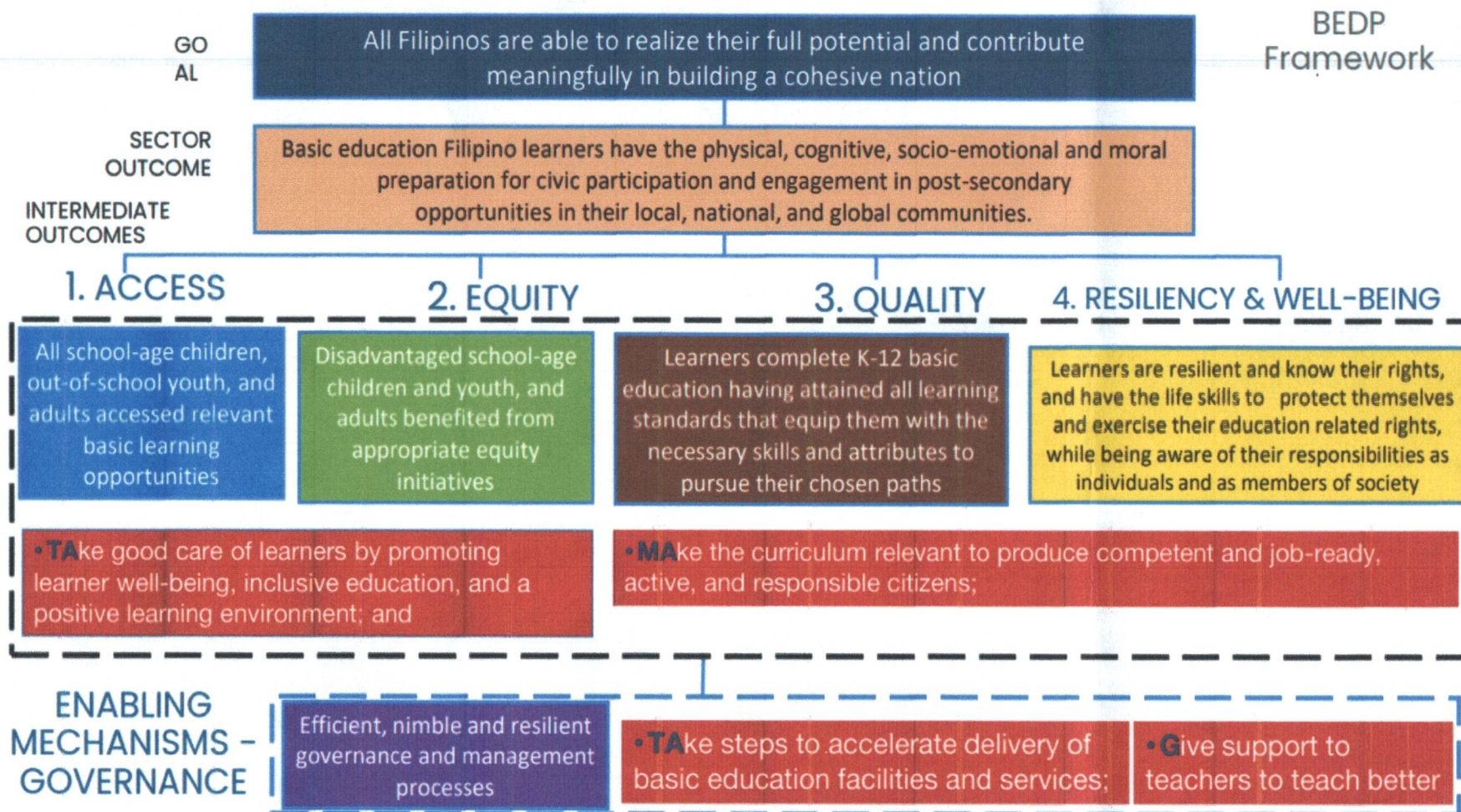
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Enclosure C:

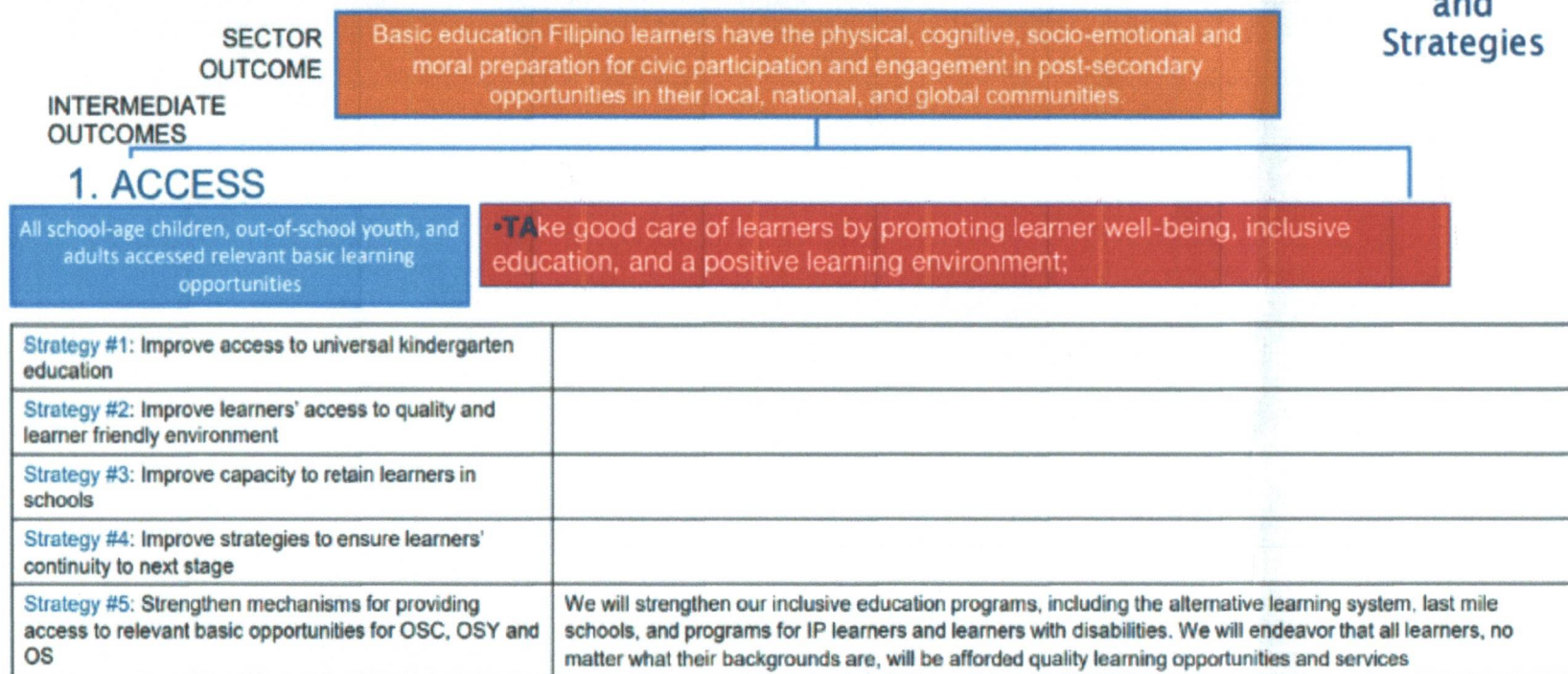
MATATAG in BEDP 2030 Strategies - Four Pillars



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MATATAG in BEDP 2030 Strategies for ACCESS

Outcomes and Strategies



MATATAG in BEDP 2030 Strategies for EQUITY

Outcomes and Strategies

SECTOR OUTCOME

Basic education Filipino learners have the physical, cognitive, socio-emotional and moral preparation for civic participation and engagement in post-secondary opportunities in their local, national, and global communities.

INTERMEDIATE OUTCOMES

2. EQUITY

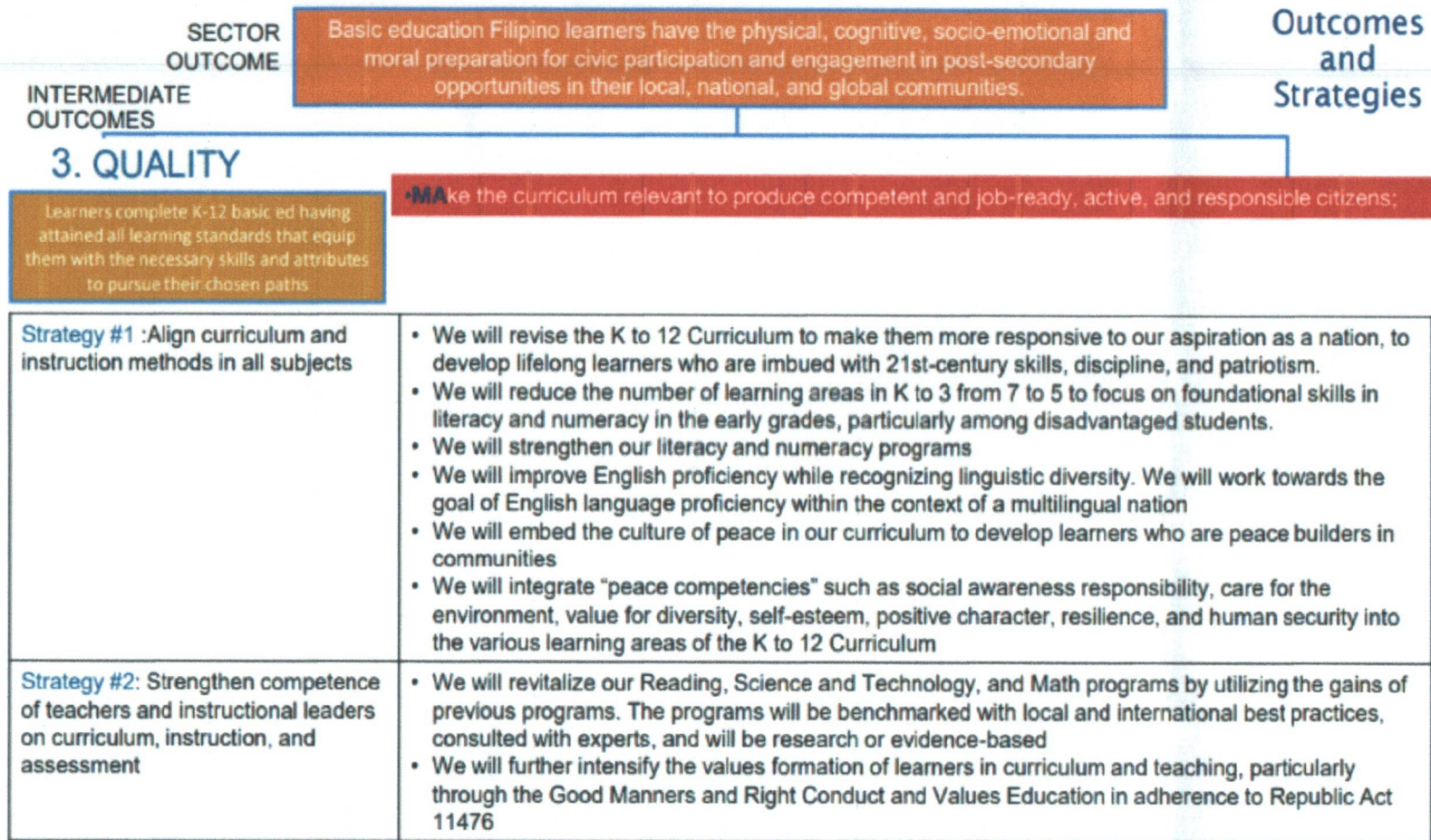
Disadvantaged school-age children and youth, and adults benefited from appropriate equity initiatives

• Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and

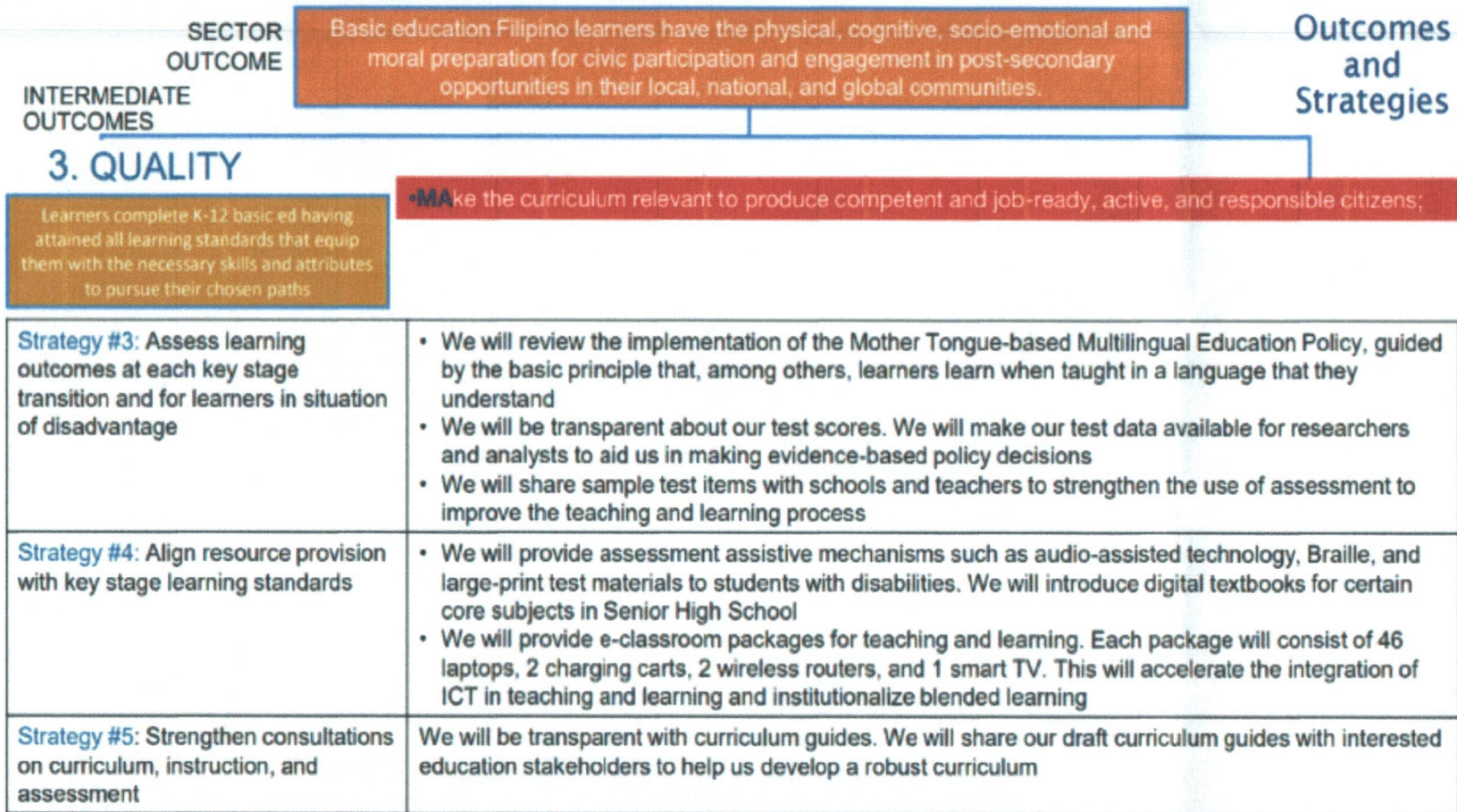
Strategy #1 : Improve program management and service delivery	
Strategy #2 : Provide an inclusive, effective, culturally responsive, gender-sensitive, and safe learning environment to respond to the situations of disadvantage	<ul style="list-style-type: none"> • DepEd reaffirms its pledge to ensure that all school- age children and youth, and adults in situations of disadvantage are participating in inclusive basic learning opportunities and receiving appropriate quality education • We will undertake initiatives to provide schooling to many more children and youth in situations of disadvantage, regardless of gender, abilities, psycho-emotional and physical conditions, cultural and religious identity, and socio-economic standing • We will strengthen our inclusive education programs, including the alternative learning system, last mile schools, and programs for IP learners and learners with disabilities. We will endeavor that all learners, no matter what their backgrounds are, will be afforded quality learning opportunities and services
Strategy #3 : Improve gender-sensitive contextualized curriculum and learning delivery	We will strengthen and institutionalize the reintegration program for adolescent mothers, Children at Risk (CAR), and Children in Conflict with the Law (CICL) by developing inclusive models and mechanisms applicable to both formal and non-formal learning
Strategy #4 : Enhance DepEd platforms for learning resources	
Strategy #5 :Promote partnerships to benefit education for learners in situations of disadvantage	



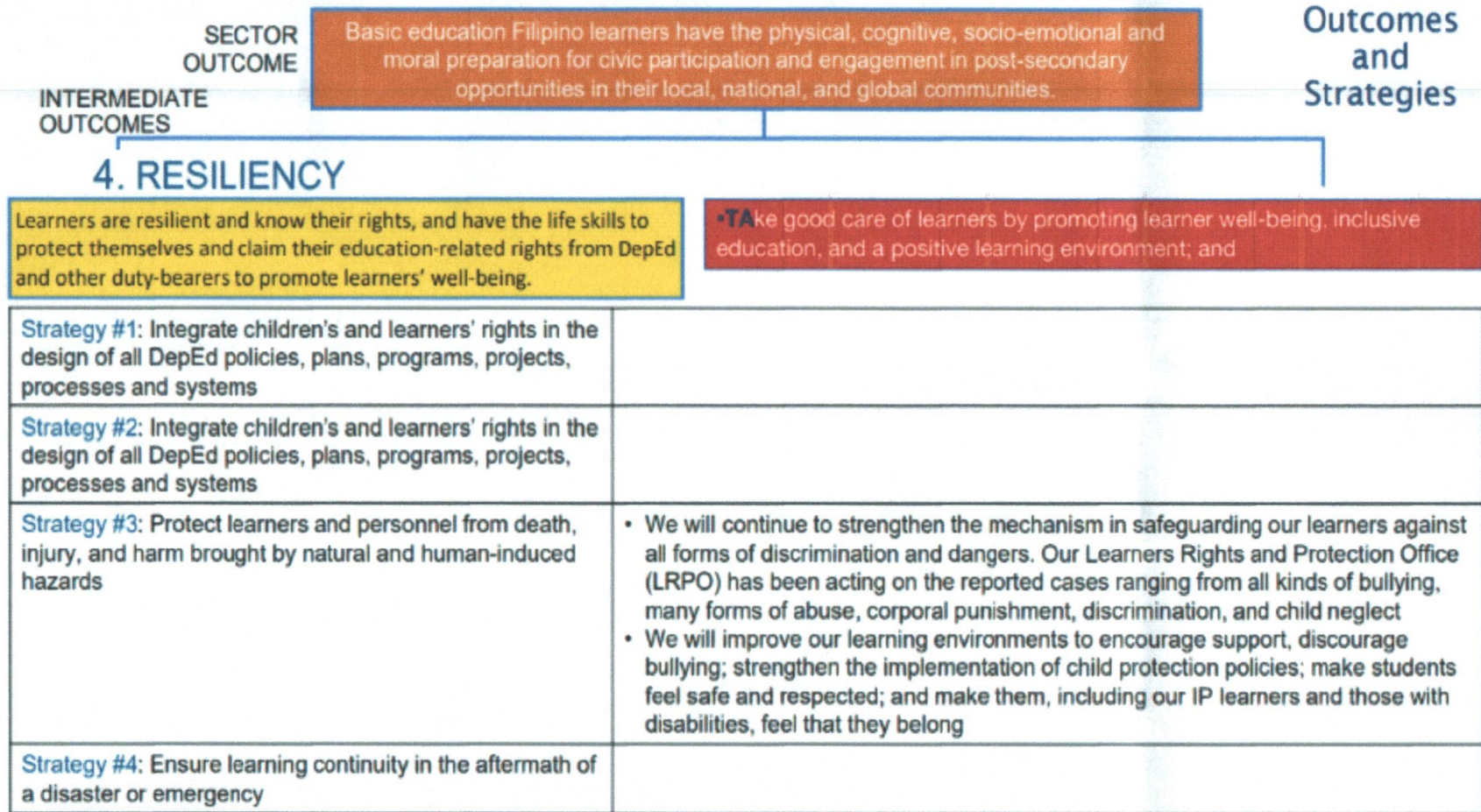
MATATAG in BEDP 2030 Strategies for QUALITY (1)



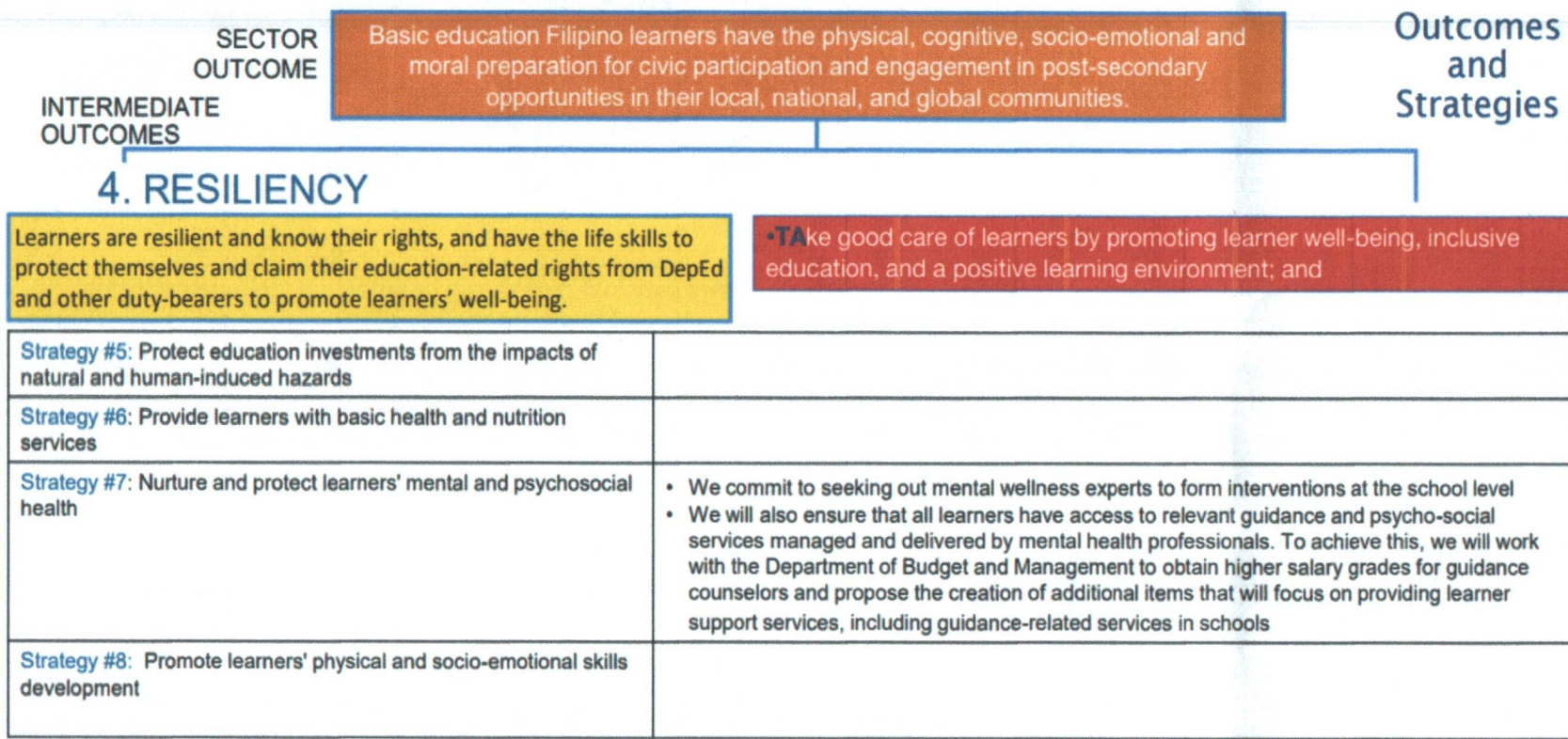
MATATAG in BEDP 2030 Strategies for QUALITY (2)



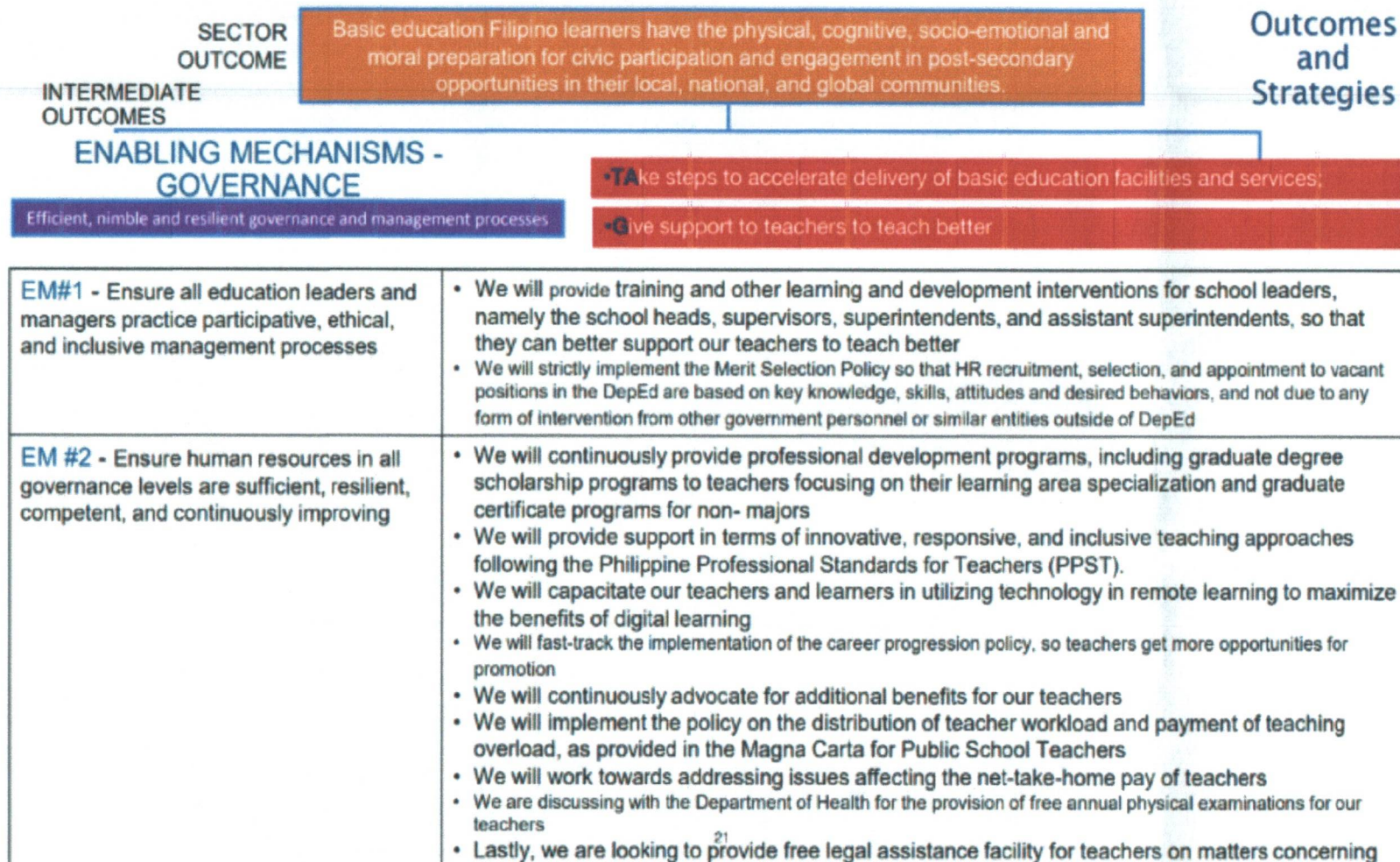
MATATAG in BEDP 2030 Strategies for RESILIENCY (1)



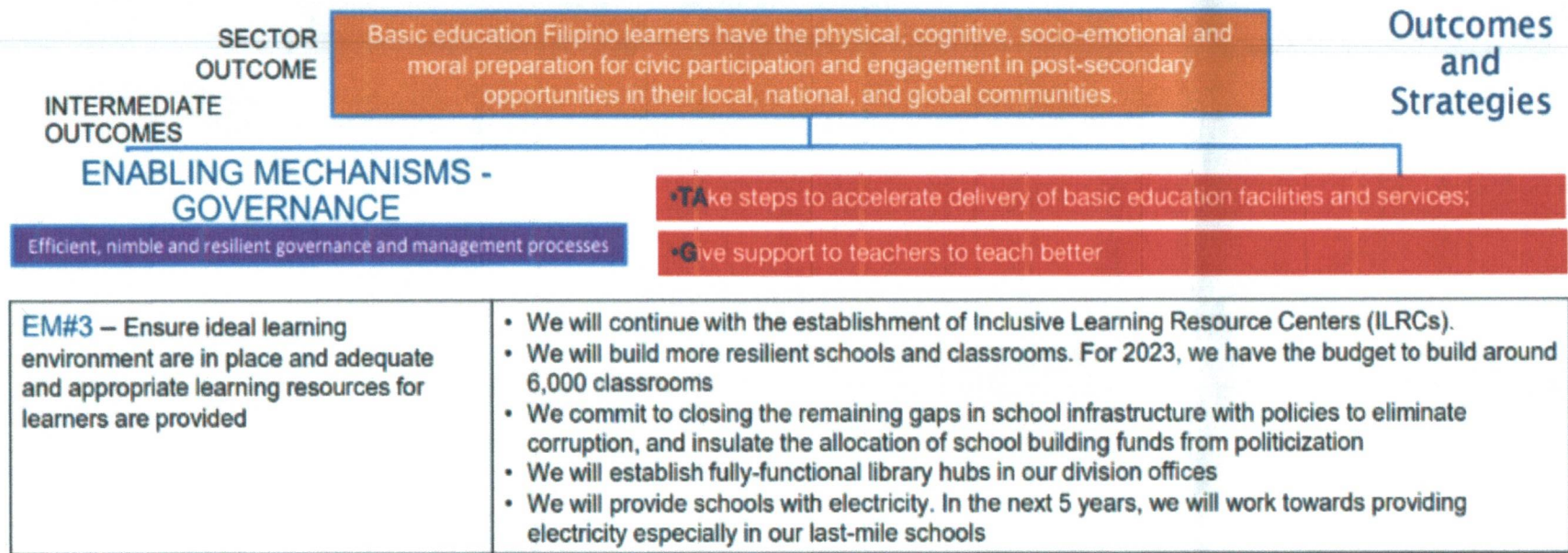
MATATAG in BEDP 2030 Strategies for RESILIENCY (2)



MATATAG in BEDP 2030 Strategies for GOVERNANCE (1)



MATATAG in BEDP 2030 Strategies for GOVERNANCE (2)



Enclosure D:

The SIP shall contain the following key elements:

	STRUCTURE	Minimum Elements (Content)
I	DepEd's Vision, Mission, and Core Values	Articulation of DepEd vision, mission, and core values on how these will influence the school ways of doing things.
II	School's Current Situation	
	a. Introducing the School	Description of the school which may include but not limited to i. size of school, ii. curriculum offering iii. location and catchment areas, iv. environment and socio-economic condition, v. physical environment, vi. Immediate community, and vii. linkages.
	b. School Performance on Access	Shows the following: i. enrolment trends (minimum of 4 years historical data) including its analysis, ii. historical data on: a) community intake rate (5-year-old children located in the catchment areas) for the elementary level, b) simple drop-out rate, c) school leaver rate, and d. transition rates, iii. good performing and problematic KPIs (identified per grade or key stage) and corresponding causes (best practices and bottlenecks -internal or external factors), iv. analysis of the strengths or weaknesses of past interventions or programs/projects/activities in relation to access and v. Foreseeable problems if problematic KPIs are not acted upon
	c. School Performance on Quality	i. Reading Proficiencies/Competencies – a) present and describe the level of reading competencies of all learners, b) show the group of high and low performers, c) provide explanation of causes (internal or external factors), d). explain the strength or weaknesses of past interventions or programs/projects/activities in relation to reading e. discuss potential problems if performance issues are not addressed (if necessary). ii. Learning Standards/Performance –



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		<p>a) present and describe latest performance in the National Achievement Test by Subject by group/grade,</p> <p>b) show the group/grade level in high and low performance,</p> <p>c) provide explanation of causes (internal or external factors),</p> <p>d). explain the strength or weaknesses of past interventions or programs/projects/activities or practice in relation to reading</p> <p>e). discuss potential problems if performance issues are not addressed (if necessary).</p> <p>The school may also discuss the performance regional and division tests (if available), awards and recognition, performance in ILSAs (International Large-Scale Assessments) (if the school has participated)</p>
	d. School concerns on Equity and Inclusion	<p>Analysis of issues on inclusion programs or initiatives. Specifically, this section will cover learners in disadvantaged sectors like learners with disabilities, working children and youth, street children, children in conflict, indigenous people's etc. This section will:</p> <p>i. identify and describe these learners in disadvantaged sector.</p> <p>ii. describe the challenges they are face in accessing basic education</p> <p>iii. explain the strength or weaknesses of past interventions or programs/projects/activities or practice in relation to reading</p> <p>iv. discuss potential problems if performance issues are not addressed (if necessary).</p>
	e. School concerns on Resilience and Well-being	<p>Analysis of nutritional status of learners, incidence of bullying, school hazards, mental and psychosocial condition including security and peace and order situation</p>
	f. School concerns on governance	<p>May include school resources analysis on human resources, school resources, and development prospects. Basic ratios may be presented and teacher performance, SBM practice, and partnerships, among others. Discuss in this section the governance issues encountered by the school for the last 3 years.</p>
	g. Other Unique concerns	<p>It may include unique issues that are not captured in the 4 pillars.</p>



III	Improvement Plan	School Strategic Plan
	<p>a. Key Performance Indicators (targets)</p>	<p>6-year realistic targets on access, equity, quality, resilience, well-being, and governance as follows:</p> <ul style="list-style-type: none"> • Objectives setting and targeting. Includes defining the desired outcomes for learners in the next six years. Include targets on enrollment, and learners' performance and achievements, and desired outcomes on governance or desired organization performance. • Defining the Strategic Directions. Involves identifying priority key stage/s, school segments, geographical areas, target groups, and programs and projects that will provide the most impact to learners' access to quality basic education; • Strategy, Initiative, and Intervention Identification. Alignment of strategies to BEDP based on the context of governance level and identification of initiatives and interventions per strategic direction. (Example, if school or division x has an access challenge and the strategy cited in BEDP is applicable to the content of the said school or division, they may use the same strategy and define initiative/s and intervention/s appropriate to their need and mandate. They may also identify additional strategy/ies including their interventions if necessary).
	<p>b. strategies/school strategic directions</p>	<p>Priorities that the schools shall focus to address key and immediate challenges and harnessing opportunities in the next six years.</p>
	<p>c. Key Interventions</p>	<p>These are specific actions that school will undertake to accomplish identified strategies. These may be in a form of nationally driven programs and projects, locally initiated interventions to address unique conditions, and specific activities designed to address short-term issues. This shall be converted into output statement.</p>



IV	Financial Plan	The financial plan provides resources to the key interventions.
	a. Six Year Indicative Financial Plan	School Strategic Plan which outlines school priorities in 6-year cycle. Should include goals, outcomes, strategies, and outputs for the next 6 years. Please refer to Enclosure 2 for the suggested format.
	b. Year 1 Annual Improvement Plan	Plan execution document using the standard template for Work and Financial Plan. This outline the one (1) year plan of the school from January to December. Please refer to Enclosure 3 for the suggested format.
V	School Monitoring and Evaluation and Adjustments	A systematic process for collection, collation, and analysis of key education data and information that will allow the SGC to determine the progress of SIP implementation based on targets. The main objective of the SMEA is to facilitate decision-making for a more relevant and responsive delivery of basic education services at the school level. Pending the issuance of a monitoring and evaluation manual, schools may still use the SRC as a platform/way of communicating the results of school M&E to school stakeholders, provided that the minimum KPIs required in this policy are covered. In monitoring and evaluating the SIP, Mid-year and end-term assessment shall be conducted. May include SMEA culmination and regular Program Implementation Review (PIR as a platform for communicating/reporting of monitoring results. Could be done monthly, quarterly, semi-annually, and annually. M&E strategies and activities shall be aligned with DO 29, s. 2022 or the BEMEF Policy.
VI	Risk Management Plan	These shall include the registry of identified Risks, its description, and the strategic solutions to mitigate the impact of each identified risk.



Enclosure E

Six Year Indicative Financial Plan

Goals	Outcomes	Strategies	Output	Program	Activities	Output Indicators	YEAR						Focal Person	Particular	Total Cost (6-years)	Source of Funds
							2023	2024	2025	2026	2027	2028				
PILLAR 1: ACCESS																
<i>Goal:</i>																
PILLAR 2: EQUITY																
<i>Goal:</i>																
PILLAR 3: RESILIENCY AND WELL-BEING																
<i>Goal:</i>																
PILLAR 4: GOVERNANCE																
<i>Goal:</i>																



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Enclosure F:

Annual Improvement Plan
School Year _____

Instruction: List down the activities that are required in each school year to implement the school improvement projects. Indicated for every activity are the schedule and venue, budget, and the person (s) responsible.

School Improvement Project Title	Project Objective	Output for the Year	Activities	Person (s) Responsible	Schedule/Venue	Budget Per Activity	Budget Source

NOTE: You may add rows when necessary

