Republic of the Philippines
Department of Education

29 SEP 2015

DepEd ORDER
No. 44, s. 2015

GUIDELINES ON THE ENHANCED SCHOOL IMPROVEMENT PLANNING (SIP) PROCESS AND THE SCHOOL REPORT CARD (SRC)

To : Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public Elementary and Secondary Schools
All Others Concerned

1. Pursuant to Republic Act No. 9155 known as *Governance of Basic Education Act of 2001*, this policy aims to strengthen School-Based Management (SBM) by further devolving the governance of education to schools, empowering school teams and personnel, expanding community participation and involvement, and making the delivery of education services to the learners more responsive, efficient, and effective through an enhanced school planning and communication process.

2. The School Improvement Plan (SIP) is a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, will undertake within a period of three consecutive school years. The implementation of development activities integral to it are in the school such as projects under the Continuous Improvement Program (CIP), the creation and mobilization of Learning Action Cells (LACs), and the preparation of the School Report Card (SRC). SIP seeks to provide those involved in school planning an evidence-based, systematic approach with the point of view of the learner as the starting point. Ultimately, it is envisioned to help schools reach the goal of providing access to quality education.

3. The SRC is a tool for advocating and communicating the school situation, context, and performance to internal and external stakeholders. Its objective is to increase the participation and involvement of the community and other stakeholders in making the school a better place for learning.

4. The **School Improvement Plan (SIP) Guidebook** is provided which details the procedure in preparing the enhanced SIP and SRC. The enclosed guidelines and the Guidebook shall serve as the official reference in the preparation and implementation of the SIP and SRC. Concerned offices, local government units (LGUs), and development partners are urged to conform to these guidelines as they implement projects and activities related to school planning in DepEd schools.

5. Schools shall begin a new SIP cycle using the enhanced planning process in these guidelines by January 2016 (the start of the SIP cycle). The regional offices (ROs) and schools division offices (SDOs) are expected to create support mechanisms for the schools and to orient them before January 2016. Schools are asked to begin using the SIP Guidebook to update their current Annual Improvement Plan (AIP) and to create the SRC.

6. The participation and involvement of the school head, teachers, and staff in the planning and implementation of the SIP and SRC may be included in the Results-Based Performance Management System (RPMS) as performance objectives under corresponding Key Result Areas. It can be incorporated in the Individual Performance Commitment and Review Form (IPCRF) of teachers and staff or in the Office Performance Commitment and Review Form (OPCRF) of the school head.

7. Planning and implementation of school improvement projects that address problems related to the teaching-learning processes should involve the members of the school's LACs. In the same way, activities of LACs should be aligned to the SIP or AIP. LAC members may also include reports of their activities in the SRC.

8. By virtue of this Order, this Department authorizes the conduct of activities related to the preparation and implementation of the SIP and SRC. Concerned offices and development partners should align their training programs and activities to these guidelines. The training design and learning package should be according to the training program standards set by the National Educators Academy of the Philippines (NEAP). The NEAP, through its ROs, is tasked to ensure the quality of these trainings.

9. All existing Orders and Memoranda inconsistent with this Order are rescinded. These guidelines shall remain in effect, unless sooner repealed, amended, or rescinded.

10. For more information and inquiries, all concerned may contact the **Chief, School Effectiveness Division-Bureau of Human Resource and Organizational Development–(SED-BHROD)**, Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone no.: (02) 633-7257 or through email address bhrod.sed@deped.gov.ph.

11. Immediate dissemination of and strict compliance with this Order is directed.

BR. ARMIN A. LUISTRO FSC
Secretary

Encls.: As stated

Reference: DepEd Order No. 23, s. 2015

To be indicated in the Perpetual Index
under the following subjects:

POLICY
PROGRAMS
RULES AND REGULATIONS
SCHOOLS

R:Alma/ DO Guidelines on the Enhanced School Improvement Planning Process and the School Report Card (SRC)
0563-August 27, 2015

(Enclosure to DepEd Order No. 44, s. 2015)

GUIDELINES ON THE ENHANCED SCHOOL IMPROVEMENT PLANNING PROCESS AND THE SCHOOL REPORT CARD (SRC)

I. RATIONALE

The School Improvement Plan (SIP) and the School Report Card (SRC) are important elements of the Department of Education's (DepEd) School-Based Management (SBM) thrust. In the spirit of shared governance, the school with its stakeholders collaboratively prepares the SIP after a thorough analysis of their school and learner situation. Likewise, the SRC is vital in SBM for it serves as a communication and advocacy tool to inform the stakeholders of the school status and to encourage and inspire them to take an active role in planning, managing, and improving the school.

Based on a comprehensive review of the 2009 SIP and the SRC, including consultations with various stakeholders, enhancements were made to the school improvement planning process. These enhancements build on the policies and processes already in place – strengthening the relationship between the SIP and SRC and harmonizing the planning process with the Continuous Improvement (CI) process. It thereby provides a more evidence-based, responsive, systematic approach that aids the school in planning with their learners' perspective in mind.

It is hoped that through this policy, the vision of the Department to develop a learner-centered organization that continuously improves to better serve the learner will be realized.

II. LEGAL BASIS

This policy emanates from the Governance of Basic Education Act of 2001 (RA 9155), which mandates the State to empower schools and learning centers to make decisions on what is best for the learners they serve. RA 9155 also entrusts to the school heads the authority, accountability, and responsibility to develop school education programs and the SIP. Furthermore, school heads are tasked to establish school and community networks and to encourage active participation of teachers' organizations, non-academic personnel of public schools, and parents-teachers-community associations, especially in doing local initiatives for the improvement of the school.

The SIP and the use of the SRC are means by which RA 9155 is actualized as the school continuously develops itself for its learners.

III. SCOPE AND APPLICATION

This DepEd order shall apply to all public schools. It is not mandatory for Non-DepEd schools to implement these guidelines.

Included in these guidelines are the policy objectives, minimum data/information required, and procedure for the preparation, implementation, reporting, monitoring of both SIP and SRC and the roles and responsibilities of the different DepEd offices with regard to these.

IV. DEFINITION OF TERMS

Continuous Improvement (CI) Process - a methodology to continually assess, analyze, and act on the performance improvement of key processes and service delivery, focusing on both stakeholder needs and the desired performance.[1]

Continuous Improvement (CI) Projects - projects that revolve around the continuous improvement of an identified school process and service delivery related to access, quality, or governance, with the end view of improving learning outcomes.[2]

Evidence-based - the needs identified are supported by school-community data and the proposed solutions are tested and proven to be effective.

Priority Improvement Areas (PIAs) - selected areas in school management, operations, and service delivery that need to be changed to improve the three key result areas in basic education: access, quality, and governance. A PIA is prioritized based on disparity with Division goals, strategic importance, urgency, magnitude, and feasibility.

School-Based Management (SBM) - the decentralization of decision-making authority from central, regional, and division levels to the individual schools, with the intent of bringing together school heads, teachers, students, as well as parents, the local government units, and the community at large to improve learning outcomes through effective schools.[3]

V. POLICY STATEMENT

Successful planning and implementation are factors essential to effective governance. A school that is governed well results in the effective delivery of basic education services. Essentially, an effective school contributes to the attainment of three key result areas. It helps ensure that 1) every Filipino has access to complete basic education (access); 2) every graduate is prepared for further education and the world of work (quality); and 3) there is effective, transparent, and collaborative governance of basic education (governance).

Looking at the bigger picture, the contributions of the schools together with the different DepEd offices help the Department in achieving its organizational outcome of improving access to quality basic education. By doing this, DepEd ultimately contributes to the government's long-term goal of inclusive growth and poverty reduction in the Philippines.

It is with this view that DepEd recognizes that at the heart of the delivery of education services is the school. The efforts of the Schools Division Offices (SDO), Regional Offices (RO), and Central Office should then be directed towards helping the schools become more effective in achieving the key result areas and in implementing education reforms, particularly the K to 12 Basic Education Program. This policy actualizes this recognition of schools and the support that should be given in terms of planning and implementation.

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[1] School Improvement Project Learning Guide

[2] School Improvement Planning (SIP) Guidebook

[3] DepEd Order No. 55, s. 2011 *Guidelines on School-Based Management (SBM) Grants*

A. The School Improvement Plan

Formulated in collaboration with the community, the SIP is a roadmap that lays down the school's specific solutions to corresponding identified Priority Improvement Areas (PIAs) covering a period of three years. It aims to improve the three key result areas in basic education: access, quality, and governance. It is evidence-based, results-based, and child or learner-centered. The SIP is the basis for the school's Annual Implementation Plan (AIP) and other specific plans such as the Child Protection plan, Disaster Risk Reduction Management (DRRM) plan, and Learning Action Cell (LAC) action plan, among others.

In addition, the SIP must contribute to the attainment of the goals of the Division Education Development Plan (DEDP). In turn, the synthesis of all SIPs within a school district aids the DepEd representative(s) in advocating the needs of the schools and learners to the Local School Board and other planning venues at the municipal or city level.

1. The Enhanced SIP

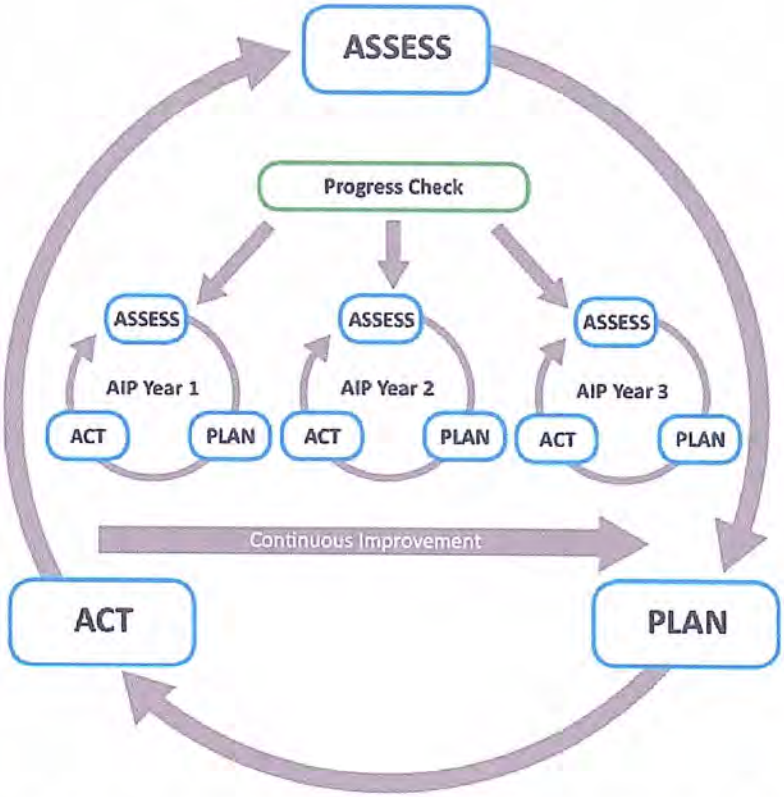
The enhancements made on the SIP build on the strengths of the existing planning process. The guiding principles are the same: learner-centered, standards-based, evidence-based, participatory, with a systems thinking approach. However, the planning process has become more responsive using the tools in the Continuous Improvement process. The CI Process was initially applied to target schools that, upon undergoing the process, were able to accurately determine and subsequently address the root cause of their problems. As a result, school and learning outcomes were seen to have improved.

Most of the steps in CI are not new to schools but there is more emphasis on analyzing qualitative and quantitative data by listening to the voice of the learners and other stakeholders, re-examining the school processes, and doing root cause analysis.

2. Steps in the enhanced SIP cycle

The enhanced planning process is made to be more systematic. Thus, it is best to follow the steps sequentially. However, some steps especially in the Assess phase can be repeated to validate data and information (e.g. Listening to the voice of the learner can be done at various stages of the process).

The enhanced SIP development and implementation cycle follow three phases: Assess, Plan, and Act. The AIP, which is the year-by-year plan, likewise undergoes these three phases with each year's implementation being checked for its progress to ensure continuous improvement.



The Assess phase is where the identification of the PIAs is done and the general objectives of the SIP are set. This phase includes listening to the voice of the learners and other stakeholders and analyzing the school data and processes to determine the root cause of each PIA.

The Plan phase involves the preparation and writing of the SIP and AIP. It is when the formulation of solutions and development of project designs are done.

The Act phase involves small-scale testing then implementation of the solutions. Constant checking of the implementation progress is done in this phase as well.

As the school proceeds to plan their AIP for year 2 or 3, the process goes back to Assess where the School-Community Planning Team (SPT) analyzes the impact of solutions that were implemented to check for progress. After this, the SPT reviews its AIP and SIP – re-analyzing data and revisiting the root cause to ensure that projects continue to address existing needs and will contribute to the general objectives stated in the SIP. The AIP for the next year of implementation should contain the adjustments and lessons learned from the previous implementation.

Specific details for the activities in each phase will be further explained in the attached SIP Guidebook.

Once the SIP is prepared, it shall be signed by all the SPT members to ensure its ownership and accuracy.

3. Reporting

The school provides the SDO a copy of its SIP on the first year of the three-year cycle. A copy of the AIP for year 1 and the Project Monitoring Report forms for year

3 (of the previous SIP cycle) should be attached to this. For years 2 and 3, only the AIP needs to be passed to the SDO together with the accomplished Project Monitoring Report forms of the previous implementation plan.

SIP cycle	What needs to be passed to SDO
Year 1	SIP + AIP (Y1) + Project Monitoring Report Forms (Y3) + year-end SRC
Year 2	AIP (Y2) + Project Monitoring Report Forms (Y1) + year-end SRC
Year 3	AIP (Y3) + Project Monitoring Report Forms (Y2) + year-end SRC

**Note that the year-end SRC is also submitted each year to provide the SDO a summary of the progress of project implementation and the status of the school.*

These documents are expected to be collected no later than the **second week of May** to give sufficient time for the SDO to coach and mentor the schools before they launch their projects for the school year. Documents passed to the SDO are for their reference as they coach the schools and monitor the implementation of the SIP.

4. Monitoring

The SDO, through the School Governance and Operations Division (SGOD), shall have an independent monitoring and evaluation team to check the progress of the SIP and AIP in each school. They will conduct a summative evaluation of the SIP at the end of every cycle. Public Schools District Supervisors (PSDS), together with trained principals and teachers from model schools, shall serve as coaches to guide the schools in crafting and implementing the SIPs in their area.

The Bureau of Human Resource and Organizational Development–School Effectiveness Division (BHROD-SED) in coordination with the Office of Planning Service (OPS) of the Central office shall monitor the progress of SIP implementation quarterly and evaluate the effectiveness of the enhanced process annually.

B. The School Report Card

The SRC is a report that provides stakeholders a snapshot of the school's current condition and performance. It is a tool for advocating and communicating the school situation, context, and performance to internal and external stakeholders to involve them in making the school a better place for learning.

The SRC is a comprehensive yet concise reporting tool. It has three parts: 1) school profile; 2) performance indicators measuring aspects of access, quality, and governance; and 3) status of school projects. In consideration of the unique needs and context of each school, other information aside from those indicated in these guidelines may be included according to what the school thinks is necessary to share to its stakeholders.

It must be emphasized that the SRC is not for planning and accountability; it is a communication and advocacy tool intended for internal and external stakeholders. Hence, while the information in the SRC are aligned with the indicators for the Performance-Based Bonus (PBB), the SRC itself shall not be used as basis for the PBB.

1. Creating the SRC

The school may refer to the School-Community Data Template, Enhanced Basic Education Information System (EBEIS), SBM reports, CI reports, the Child-friendly School Survey (CFSS) and other reports from the Project Teams and other stakeholders to create its SRC.

The School-Community Data Template in the SIP Guidebook is where most of the information are found. Codes to mark the data included in the SRC are found in the School-Community Data Template for easy reference of the school.

SRC information should be presented through graphs and charts with corresponding interpretations below to help the stakeholders understand these better. The interpretation should be written using the language most easily understood by the stakeholders. The chapter on Communicating to Stakeholders, as well as the SRC Summary of Information and the SRC Template found in the SIP Guidebook, provide a more detailed guide in creating the SRC.

The school may produce their SRC in the form of a booklet, brochure, or any form they want as long as the SRC is visually appealing and comprehensible and the minimum indicators are presented.

Once the SRC is prepared, it shall be signed by the School Head, Parents-Teachers Association (PTA) President, Student Body President, Teacher Representatives or Teacher Club President, and the School Governing Council Chair to ensure its ownership and accuracy.

2. Integration to SIP

As mentioned above, the SRC is not a planning tool. However, it is used in the school planning process to communicate the status of the school to the SPT, which should help them in the identification or review of the PIAs.

Project Teams may also utilize the SRC to encourage internal and external stakeholder participation in their activities and to inform the stakeholders, including the SPT and the SDO, of their project implementation status.

3. Reporting

At the minimum, the SRC shall be presented twice: during the mid-year (October) and year-end (March) general assemblies. The information to be reported for mid-year and year-end are listed in the SRC Summary of Information found in the SIP Guidebook. The schools are encouraged to disseminate copies of the SRC to the general public through different means (e.g., on bulletin boards, school website, and in school newsletters).

As mentioned, the school provides the SDO a copy of the year-end SRC for them to better determine the appropriate support and guidance they should give to the school.

4. Monitoring

Given that the SRC is already integrated with the SIP process, the publication and reporting periods of the SRC are monitored together with the SIP and AIP by the SDO through the SGOD and by the Central Office through BHROD-SED and OPS.

VI. ROLES AND RESPONSIBILITIES OF THE DIFFERENT DEPED OFFICES

The ***School*** shall prepare and implement the SIP, AIP, and SRC following the processes articulated in the SIP Guidebook.

The ***Schools Division Offices*** shall provide copies of their division plans to guide the schools in objectives and targets setting; provide technical assistance such as training, coaching, mentoring, and report preparation; and conduct regular progress monitoring to address gaps and identify initial gains during implementation.

The ***Regional Offices*** shall undertake research and policy studies to contextualize this policy in their own regions. They shall formulate and disseminate the regional strategic plan to the SDO; assure the quality of the SIP implementation across their regions; identify, through research, the enablers and barriers affecting implementation in their context; and provide technical assistance to the SDO in the performance of their functions in the SIP development, when necessary.

The ***Bureau of Human Resource and Organizational Development-School Effectiveness Division*** at the Central Office shall ensure effective SIP implementation in schools through issuance of policies and guidelines and will be the main office that will respond to inquiries and clarifications regarding these guidelines and the attached SIP Guidebook.

VII. ORIENTATION AND TRAINING

For School Year (SY) 2015-2016, a series of orientations on the enhanced SIP and SRC will be given to the ROs and SDOs by the Central Office through the BHROD-SED, NEAP, and other development partners.

ROs and SDOs shall, in turn, provide orientation seminars to schools and ensure their understanding of the enhanced SIP process.

Simultaneously, coaches and trainers will also be identified and trained to provide better technical assistance to schools.

These activities are done as preparation before the schools begin a new SIP cycle in January 2016.

VIII. MANDATORY PROVISIONS

All schools shall begin a new cycle of the SIP in accordance to these guidelines starting January 2016. All schools are expected to understand and to begin using the enhanced school planning process and SRC found in these guidelines by this school year.

IX. SPECIAL PROVISION

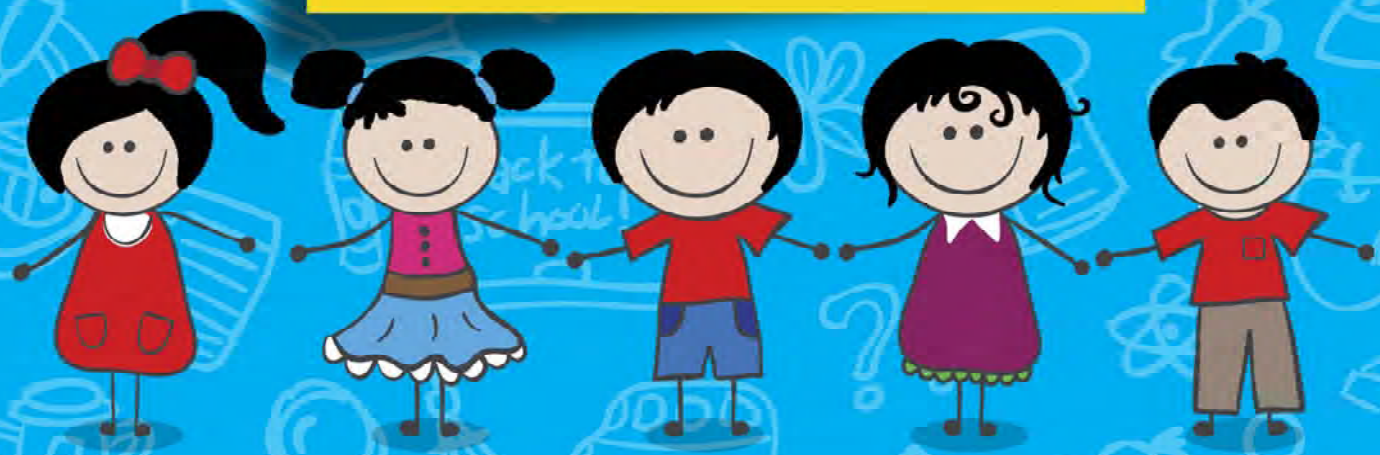
Funding to implement this policy shall be charged against local funds. Activities related to training on school planning, CI, monitoring, evaluation, research, and policy studies shall be charged against the budget of the concerned office.

X. EFFECTIVITY

This policy shall take effect fifteen (15) days after its publication in the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.

Enhanced 2015

THE SCHOOL IMPROVEMENT PLAN (SIP) GUIDEBOOK



KAGAWARAN NG EDUKASYON
REPUBLIKA NG PILIPINAS

Republic of the Philippines
Department of Education

Tanggapan ng Kalihim
Office of the Secretary

MESSAGE

It is my greatest pleasure to present to you the enhanced School Improvement Plan Guidebook. We dedicate this to our learners as much as we dedicate it to you: our School Heads, teachers, and other stakeholders. May every initiative be planned well, every process significantly improved, and every successful activity in your schools greatly benefit our learners.

The education sector is a field of hurdles and challenges. The Department of Education, along with you, our primary movers of reform, continues to surmount these by working hand-in-hand. You–who are very familiar with these problems especially in your own school context–have the capability to think of and implement solutions to these challenges. I strongly believe in your capacity to transform your schools to become more effective.

Key to this whole process is to listen to our learners; to get to know their perspective. We cannot assume that the solutions we know are the ones that can address the problems of our schools. We have to listen to our learners, we have to look at data, we have to be patient enough to dig deeper and be open to what else we might find—and only then can we think of solutions. These are what the School Improvement Plan Guidebook encourages you to do.

As you read the pages of this Guidebook, may you feel our guiding presence journeying with you. I am excited to see the improvements that you will do in your schools. Together, let us build a better Department of Education for our learners.

BR. ARMIN A. LUISTRO FSC
Secretary

Acknowledgement

The Department of Education wishes to thank all DepEd Officials and personnel who gave their valuable feedback on this enhanced SIP Guidebook. Their comments made the enhanced SIP more responsive to schools and aligned to the thrusts of the Department. Also worth recognizing are the efforts of the previous SBM Technical Working Group under the Basic Education Sector Reform Agenda (BESRA) who led the development of the 2009 SIP Manual and the Office of Planning Service (OPS) who worked on its initial enhancements in 2013, including all the schools that participated in field testing. Truly, the enhancements were made possible because of the hard work and dedication of these groups and individuals.

This Department would also like to thank the United Nations Children's Fund (UNICEF) in the Philippines for extending its expertise and resources during the development of this Guidebook and its initial roll out. Schools that implemented the Continuous Improvement (CI) Program also deserve special mention because their experiences of success provided the tools necessary to improve the school planning process.

Finally credit should be extended to school heads, various education supervisors, teachers, parents, community stakeholders, local government units (LGUs), and the students themselves who are the real force in changing our nation through education.

Table of Contents

Definition of Terms	**2**
Glossary of Acronyms	**3**
About this Guide	**4**
The SIP Process Flowchart	**5**
Introduction	**6**
What is a School Improvement Plan	**6**
The SIP Development and Implementation Process	**6**
PREPARATORY ACTIVITIES	**8**
Step 1. Prepare for SIP Development	**8**
1.1 Gather and organize the necessary data	**8**
1.2 Form the SPT	**9**
1.3 Convene the SPT for orientation, vision sharing, and scheduling	**10**
PHASE 1: ASSESS	**14**
Step 2. Identify/Review Priority Improvement Areas	**14**
2.1 Present and discuss the information gathered during the preparatory activities	**14**
2.2 Identify/Review the Priority Improvement Areas	**15**
Step 3. Analyze the Priority Improvement Areas	**16**
3.1 Set General Objectives	**16**
3.2 Organize the Project Teams	**16**
3.3 Listen to the voice of the learners and other stakeholders	**17**
3.4 Analyze the school process	**18**
3.5 Select Area of Focus	**19**
3.6 Do Root Cause Analysis	**20**
3.7 Present Root Cause to SPT	**21**
PHASE 2: PLAN	**22**
Step 4. Review General Objectives and Targets	**22**
Step 5. Formulate Solutions	**22**
Step 6. Develop Project Designs	**23**
Step 7. Write the School Improvement Plan	**24**
Step 8. Prepare the Annual Implementation Plan	**24**
PHASE 3: ACT	**26**
Step 9. Test the Solutions	**26**
Step 10. Roll out the Solutions	**27**
BACK TO ASSESS	**28**
Step 11. Check Progress of AIP	**28**
COMMUNICATING TO STAKEHOLDERS	**29**

Annexes	
1A	School-Community Data Template
1B	Child Mapping Tool
2A	Child-Friendly School Survey
2B	Child Protection Policy Implementation Checklist
2C	Student-led School Watching and Hazard Mapping
3	Gap Analysis Template
4	Identifying Priority Improvement Areas
5	Planning Worksheet
6	Guidelines in Listening to the Voice of the Learners and Other Stakeholders
7	Walk the Process Guidelines
8	Root Cause Analysis Overview
9	Project Work Plan and Budget Matrix
10	Annual Implementation Plan Template
11	SRC Summary of Information
12A	Basic SRC Template
12B	Advanced SRC Template

Policy References	
DepEd Child Protection Policy	DO. No. 40 s. 2012
SBM Assessment	DO. No. 83 s. 2012
Early Registration	DO. No. 1 s. 2015
Results-Based Performance Management System	DO. No. 2 s. 2015
Student-Led School Watching and Hazard Mapping	DO. No. 23 s. 2015

Figures	
The SIP Process Flowchart	p. 5
Summary of the SIP Cycle	p. 7

Definition of Terms

The following are the key concepts/terms found in this SIP Guide. In applying these concepts/terms, the user should bear in mind the following corresponding definitions:

Child labor	Employment of children in any work that (a) is mentally, physically, socially or morally dangerous and harmful to children, and (b) interferes with their schooling by depriving them of the opportunity to attend school, obliging them to leave school prematurely, or requiring them to attempt to combine school attendance with excessively long and heavy work.[1]
Children	Persons below 18 years old. In line with DO No. 40, s. 2012, the term also refers to those over 18 years old but unable to fully take care of themselves from abuse, neglect, cruelty, exploitation, or discrimination because of a physical or mental disability or condition.
Continuous Improvement (CI) Process	A methodology to continually assess, analyze, and act on the performance improvement of key processes and service delivery, focusing on both stakeholder needs and the desired performance.[2]
Continuous Improvement (CI) Projects	Projects that revolve around the continuous improvement of an identified school process and service delivery related to access, quality or governance, with the end view of improving learning outcomes.
Community	Barangay where the school is located. However, it may also be expanded to refer to the following: • Adjacent barangays where a significant number of children enrolled in the school come from • Municipality • City • Ancestral domain
Disaster Risk Reduction and Management (DRRM)	The concept and practice of reducing disaster risks through systematic efforts to analyze and reduce the causal factors of disasters. Reducing exposure to hazards, lessening vulnerability of people and property, wise management of land and the environment, and improving preparedness and early warning for adverse events are all examples of disaster risk reduction and management.[3]
Hazard map	A map illustrating the areas at risk of natural disasters such as sediment-related disasters, floods, tsunamis, storm surges, and volcanic eruptions. Hazard maps produced by municipal governments usually contain the following information in addition to the areas at risk of disasters: sketches of evacuation routes and shelters, evaluation of disaster possibility and frequency, a warning and evacuation system, and disaster-related basic information.[4]
Learner	An individual who attends classes in any level of the basic education system, under the supervision and tutelage of a teacher or facilitator.
Priority Improvement Areas (PIA)	Selected areas in school management, operations, and service delivery that need to be changed to improve the three key result areas in basic education: access, quality, and governance. A PIA is prioritized based on disparity with Division goals, strategic importance, urgency, magnitude, and feasibility.

[1] International Labour Organization. Note: For indigenous people, child-related activities that are part of their cultural and historical education-cum-learning are not considered as "child labor". For example, supporting/joining on-farm agricultural activities and related activities within their ancestral domain are considered as life-long education and learning. For the indigenous peoples and their children, their "real classroom" is their ancestral domain, since they considered an education continuum not just confined to the formal four-wall corners of a classroom.

[2] School Improvement Project Learning Guide

[3] United Nations International Strategy for Disaster Reduction (UNISDR)

[4] International Sabo Network

Process Owner/s	The concerned stakeholder/s – a person or group of people responsible for ensuring the efficiency of the process, who has the ability to make changes in the process and is/are highly involved in the project.[5]
Project Team	A school team that implements improvement projects, reports on project status, outputs and outcomes, and prepares and maintains project documentation and records.[6] The members of the Project Team are drawn from the community, teachers, and learners with at least one member coming from the SPT.
School-Community Planning Team (SPT)	A team composed of internal and external stakeholders organized for the purpose of identifying school concerns and issues, and strategically coming up with appropriate interventions through a collaborative process.
School Report Card (SRC)	A report that provides stakeholders a snapshot of the school's current condition and performance. It is a tool for advocating and communicating the school situation, context, and performance to internal and external stakeholders to involve them in making the school a better learning place for the learners.

[5] Basic Continuous Improvement Trainer's Guide
[6] Continuous Improvement Policies and Procedures Guide

Glossary of Acronyms

ADM	Alternative Delivery Mode
AIP	Annual Implementation Plan
ALIVE	Arabic Language and Islamic Values Education
ALS	Alternative Learning System
BC	Barangay Council
BDP	Barangay Development Plan
BDRRMC	Barangay Disaster Risk Reduction and Management Council
CBMS	Community-Based Monitoring System
CCA	Climate Change Adaptation
CFSS	Child-Friendly School Survey
CI	Continuous Improvement
DEDP	Division Educational Development Plan
DepEd	Department of Education
DRRM	Disaster Risk Reduction and Management
EBEIS	Enhanced Basic Education Information System
FGD	Focus Group Discussion
IP	Indigenous People
LGU	Local Government Unit
MOOE	Maintenance and Other Operating Expenses
NAT	National Achievement Test
NCBTS	National Competency-Based Teacher Standards
NGO	Non-Government Organization
OSC	Out-of-School Children
PAP	Programs, Activities, Projects
PHIL-IRI	Philippine Informal Reading Inventory
PI	Performance Indicator
PIA	Priority Improvement Area
PTA	Parents-Teachers Association
RPMS	Results-based Performance Management System
SBM	School-Based Management
SGC	School Governing Council
SIP	School Improvement Plan
SPT	School-Community Planning Team
SRA	Student-Led Risk Assessment
SRC	School Report Card
SWM	Solid Waste Management
SY	School Year
WASH	Water, Sanitation, and Hygiene

About this Guide

This guide is made with you – our school heads, teachers, school staff, and other school stakeholders – in mind. In crafting this guide, we consulted with planning experts and experts from the field – principals, supervisors, and teachers – to ensure that school improvement planning becomes easier and effective for you.

We hope that by improving our planning and implementation processes, our schools will also improve. In this guide we encourage you to first, listen to your learners and stakeholders and second, to base your plans on evidence – on quantitative data you have collected and qualitative data from interviews with your learners and stakeholders. We encourage you not to rush to the solutions. As they say, the planning is just as important as the plan. We believe that you know the context of your schools and learners better. Therefore, we trust that the best solutions will come from your efforts in determining the root causes of your own problems and from planning your activities well.

In following this guide, you will find that the SIP cannot be done without working in teams. We imagine that by building these teams, relationships within your school will be nourished and community spirit will be strengthened.

For those practicing the Continuous Improvement (CI) program, you will find that the tools used in the CI process are incorporated in this guide.

We created some features to help you follow the steps and activities:

- A process flowchart is made for your easy reference. It is found at the beginning of this guide (p.7)
- Group icons have been placed under each step or activity for you to know who is the team in-charge:

- All templates, worksheets, and other guides are written in bold and italics
- All notes are highlighted by placing it in boxes
- An output check is placed at the end of each activity for the team to take note of their deliverables

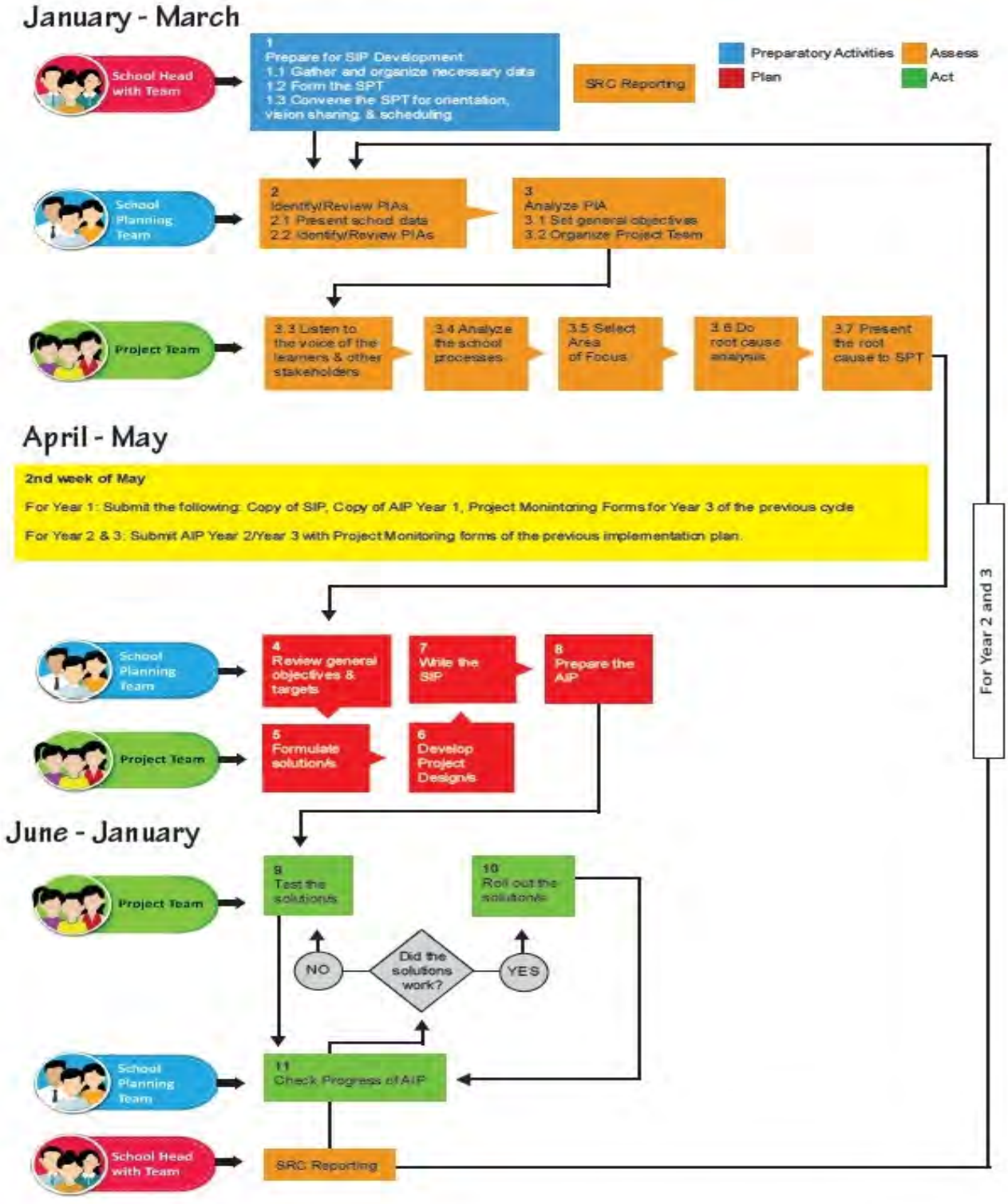
Our greatest desire is that your schools will improve so that learning outcomes will also improve. If there is one thing that a school is made for, it is for learning. And we shall do our best to provide you with tools to make this happen for our learners.

Please do not hesitate to let us know how we can make this guidebook better.

All the best in your efforts toward continuously improving your school!

The SIP Team

The SIP Process Flowchart



Note:
It must be noted, however, that the duration of the implementation of school projects may vary depending on the timelines set for each identified PIA.
Thus, the implementation may be as short as three months or may last until two or three years, if necessary.
Data gathering for year 2 and 3 shall be done from January to March.

Introduction

What is a School Improvement Plan (SIP)?

A **School Improvement Plan (SIP)** is a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, undertakes within a period of three (3) consecutive school years. It aims to improve the three key result areas in basic education: access, quality, and governance. It is evidence-based, results-based, and child or learner-centered. The SIP is central in School-Based Management (SBM) and is prepared by the School-Community Planning Team (SPT). It is the basis for the school's Annual Implementation Plan.

> The year-by-year plan for the Priority Improvement Areas (PIAs) is the **Annual Implementation Plan (AIP).** It contains the specific activities, outputs, required resources, schedule, and individual/s who will be accountable for the said PIA. You will find the timeline for the preparation of the SIP and AIP in the attached flowchart (p.7).

The SIP Development and Implementation Process

MANDATE

In accordance to the Governance of Basic Education Act of 2001 (Republic Act 9155)[7], the Department of Education (DepEd) promotes shared governance through SBM. Under this mandate, school heads are tasked to develop the SIP.

GUIDING PRINCIPLES

The development and implementation of the SIP shall be guided by the following principles:

1. The SIP shall be anchored on the DepEd vision, mission, core values, strategies, and on Central, Regional, Division, and school goals.
2. The SIP shall be evidence and results-based, child and learner-centered.
3. The development of SIP requires innovative and systems thinking, and a mindset of continuous improvement
4. The formulation and implementation of the SIP shall involve the active participation of all education stakeholders in the school and community such as the school heads, teachers, parents, community leaders, and the learners themselves, among others.

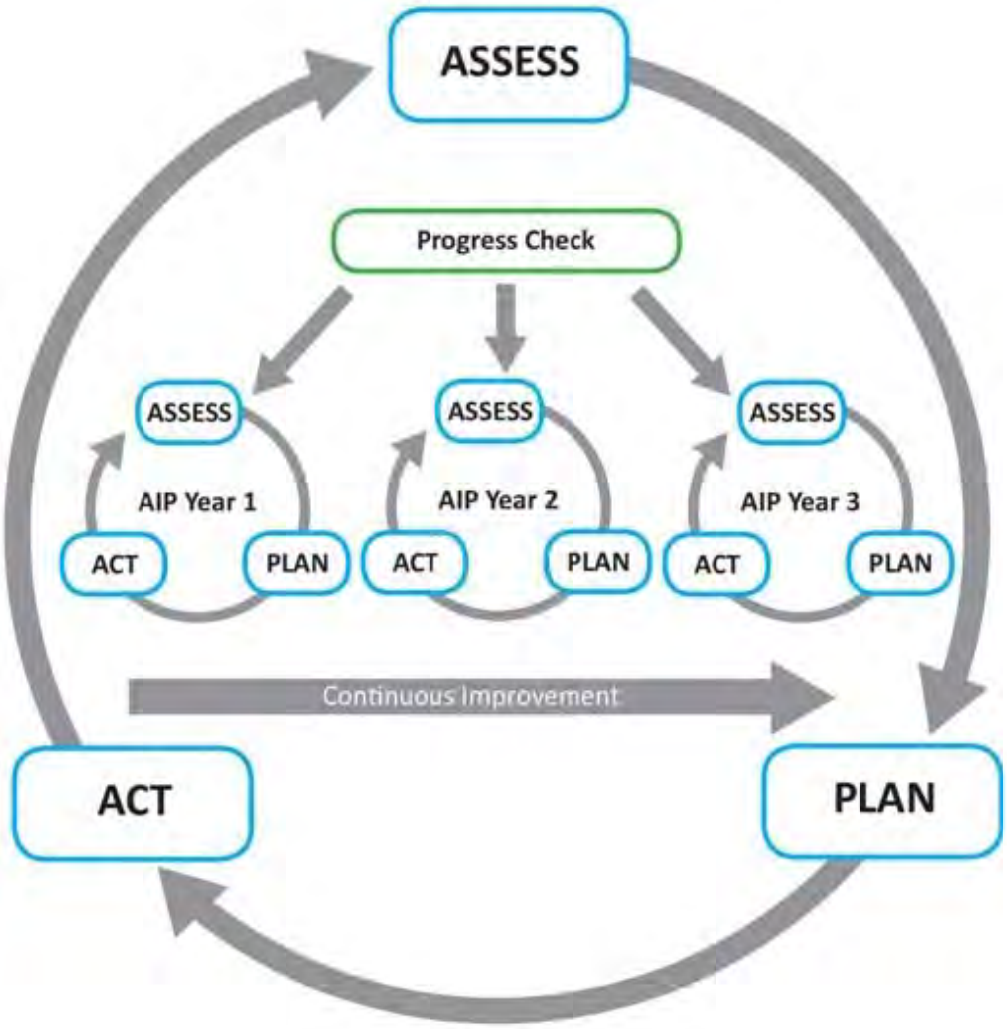
OVERVIEW OF THE SIP CYCLE

SIP development and implementation cover a period of three years and follow three phases: Assess, Plan, and Act. The AIP, which is the year-by-year plan, likewise undergoes these three phases with each year's implementation being checked for its progress to ensure continuous improvement.

The SPT, with the help of school stakeholders, shall ensure that the improvements done during implementation will be further developed and enhanced. Thus, it is a "continuous improvement cycle".

The figure below shows the summary of the SIP-AIP cycle. Specific details for the activities in each phase will be further explained in the subsequent sections of this guidebook.

[7] RA 9155, Chapter 1, Section 7.D.4, Governance of Basic Education, 2001



The SIP Cycle

The cycle begins with the Assess phase where the identification of the PIAs is done and the general objectives of the school for the SIP are set. This phase includes listening to the voice of the learners and other stakeholders and analyzing the school data and processes to determine the root cause of each PIA.

The Plan phase involves the preparation and writing of the SIP and AIP. It is when the formulation of solutions and development of project designs are done.

The Act phase involves small-scale testing then implementation of the solutions. Constant checking of the progress of implementation is done in this phase as well.

As your school proceeds to plan their AIP for year 2 or 3, the process goes back to Assess where the SPT analyzes the impact of solutions that were implemented to check for progress. The SPT then reviews their AIP – re-analyzing data and revisiting the root cause to ensure that projects continue to address existing needs and will contribute to the general objectives stated in the SIP. The AIP for the next year of implementation should contain the adjustments and lessons learned from the previous implementation.

Reporting the progress of implementation to stakeholders is important and is done using the School Report Card (SRC) and other reporting forms.

Preparatory Activities

Objectives:

1. To gather information on the situation of children and learners in terms of their access to quality basic education and the situation of the school in terms of governance
2. To begin the SIP process by mobilizing the School-Community Planning Team (SPT)

Step 1. Prepare for SIP Development

Activity 1.1: Gather and organize the necessary data

Before the start of the planning session, the school head and a selected team are responsible for the conduct of preparatory activities like gathering and consolidating data and information, and the preparation of the profile of the school and its environment. The estimated duration for this is two weeks.

The school head shall lead in profiling, data gathering and, depending on data needs, shall conduct meetings with other stakeholders when necessary.

As a quick guide, your school team should gather data on access, quality, and governance. The ***School-Community Data Template*** found in **Annex 1A** should be able to help you organize all the existing data you have. This template will also give you an idea of what data are important to have.

In preparation for your meeting with the SPT, create the SRC according to the minimum information found in the ***SRC Summary of Information*** in **Annex 11.** Most of the information needed to create the SRC are already found in the ***School-Community Data Template.*** You just have to turn them into graphs or charts (see ***SRC Templates*** in **Annex 12A** and **12B**). You can add more information in the SRC according to what else you think are necessary to report to your SPT. More detailed instructions in making the SRC can be found in the chapter on **Communicating to Stakeholders** found in page 29 of this guidebook.

Some Tips on Data Gathering:

- Orient your team on what data should be gathered. Refer to the ***School Community Data Template*** in **Annex 1A** for this.
- Group the data that will come from similar sources and assign teams for each data source.
- To save time, check what you already have in the Enhanced Basic Education Information System (EBEIS), and in other forms and documents.
- School and community-based meetings should be maximized in gathering primary and secondary data for school planning.
- For specific concerns, the school may also engage experts to provide sufficient data, e.g. consulting the Barangay Disaster Risk Reduction and Management Council (BDRRMC) for information on disasters, risks, and hazards in the community.
- To be able to have a solution that is evidence-based, always ensure the accuracy of the data you have gathered.
- The data you will gather and organize will be immense and varied. Devise a system to consolidate all the gathered data into the ***School Community Data Template*** in **Annex 1A**. This template is created so you can have a single 'container' to put all your data, but feel free to use whatever tool or system is available to help you better organize your data (if you already have an efficient system of organizing data, you can use that instead).

The number of 4-17 year old children enrolled and the number of out of school are some of the most important basic information used in planning. These are used to anticipate enrollment for the coming School Years, to develop mechanisms for actively seeking children not in school, and to give them

access to education. You are usually exposed to these data when your school campaigns for early registration, which also happens in January.

Since you are already going around your communities with volunteers from the barangay and civic organizations to promote early registration, you can already harness the data that is available in your community using the ***Child Mapping Tool*** found in **Annex 1B**. The tool provides you with a template that will help you gather essential data during your early registration campaign that you can also use for planning.

You should do child mapping together with early registration activities at least every 3 years (preferably at the start of the SIP cycle), assuming that there are no major changes in the population of your community. After events causing major population changes (e.g. disasters or demolitions), child mapping should be conducted to account for the children in your community.

Other tools provided for you in this Guidebook are the ***Child-Friendly School Survey*** in **Annex 2A** to help you check how child-friendly your school is (this is required information in the SRC) and the ***Child Protection Policy Implementation Checklist*** in **Annex 2B**. These are important tools to help your school reflect on and improve your status as a learner-centered institution.

In relation to school governance, you should also gather data on your school's vulnerability to risks and disasters, following the policy on ***Student-led School Watching and Hazard Mapping*** as stated in ***DepEd Order No. 23 series of 2015***. We have attached the procedure for this and its accompanying checklist as **Annex 2C**.

Data gathering may seem like a lot of work but it is a fundamental step in school planning. Be patient. If your data is not accurate, it can result to objectives and solutions that are not responsive to the real needs of your learners and your school.

Note:

If you are planning to do child mapping during your early registration activities and there are other schools in your barangay, it is best to coordinate with your District or Division so you can cover more ground by working with other schools. Just make sure to set clear expectations and delegate tasks fairly. If you do this, it will also be easier to consolidate and share the information between schools and between communities (if you found children who go or plan to go to schools in another barangay).

If you have questions on early registration you can refer to ***DepEd Order No. 1 series of 2015***.

Activity 1.2: Form the SPT

Invite at least 7 stakeholders to become members of the SPT. The SPT should have good gender balance and should be composed of the following:

Output check

Your team should be able to accomplish the following:

- ☐ School-Community Data Template [Annex 1A]
- ☐ Child Mapping Tool [Annex 1B]
- ☐ School Report Card
- ☐ Child-Friendly School Survey [Annex 2A]
- ☐ Child Protection Policy Implementation Checklist [Annex 2B]
- ☐ School Watching Checklist and Hazard Map [Annex 2C]

School head as the Team leader
Student representative
Teacher representative
Parent representative
Barangay/LGU representative
Member of BDRRMC
Member of School Child Protection Committee

Please note that at least one of your members should be a member of the School Governing Council (SGC). The school head may opt to add more members to its SPT as deemed necessary such as, but not limited to, the following: Non-Government Organization (NGO) representatives, Alim/Ulama, Indigenous People (IP) representatives, Arabic Language and Islamic Values Education (ALIVE) teachers, and school alumni.

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.

Representatives from communities adjacent to the one where your school is located may be included as members, especially if there is a significant number of existing/potential enrollees coming from these communities.

If more members are added, make sure that the total number is still an odd number to prevent voting deadlocks. More than 50% of existing SPT members must be present to reach quorum and conduct official business. When a member needs to be absent from a meeting, s/he may send a substitute who can speak for him/her as long as the substitute has the same representation as the member.

Note:
In cases where the teacher representative is also the School Head (such as in small schools), additional seat may be given to parent representatives.

Output check
Your team should be able to accomplish the following:
- ☐ List of members for the SPT with their representations

Activity 1.3: Convene the SPT for orientation, vision sharing, and scheduling

Here is the suggested agenda for a one-day activity when you convene the SPT:

Morning Session
1. Orientation of the SIP Process
2. Vision sharing

Afternoon Session
3. Scheduling

Note:
Before the meeting, make sure that you have a copy of the DepEd Vision-Mission, Core Values, and the Division goals. You may also use your school's strategic goals if it is available but please ensure that this is still aligned with the Division goals.

Activities can engage your SPT more and can help foster camaraderie. We encourage you to think of activities for this step aside from what is listed in this guidebook. We are sure that the SPT will appreciate that you have planned for activities rather than just having a discussion with them. Feel free to include some teambuilding activities on top of vision sharing activities if that will help strengthen your working relationship with your SPT.

Orientation

1. SPT members should be informed about the following:
    - Mandate of DepEd on the SIP
    - SIP key features and principles
    - SIP development and implementation cycle and phases

    With these, discuss why the SIP and AIP are important for the school and the learners.

2. Discuss and agree on the roles and responsibilities of the SPT chair and members
    - During this part of the orientation, ask a member of the SPT to facilitate the brainstorming of roles and responsibilities of each member.
    - Give everyone a chance to share their ideas.
    - Have the facilitator synthesize the ideas and let the SPT comment on or approve what has been discussed.

Vision sharing

Help the SPT internalize the DepEd Vision-Mission and Core Values. They should also be informed of the Division goals and, if available, the school's strategic goals. You can turn this into a reflective activity for your SPT if it will help you draw out their insights more.

- Lift the first paragraph of the DepEd Vision and ask,
  "What does this mean for us? What are our own dreams for the children of our school? How do our dreams relate to DepEd's Vision?"

- Read the second paragraph of the DepEd Vision and ask,
  "What does being 'learner-centered' and 'continuously improving' mean for us?"

- Do the same for the DepEd Mission. At the end of the discussion ask,
  "How can we contribute to this? What is the role of each one?"

- For the DepEd Core Values ask,
  "What values do we possess that support the core values? How should we be (what should our thoughts and actions be) so we can demonstrate these core values? How will these values help us fulfill the vision and mission?"

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 improves itself to better serve its stakeholders.

Mission

To protect and promote the right of every Filipino to quality, equitable, culture-based, 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 an enabling and supportive 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, Makakalikasan, Makabansa

Scheduling

Based on the SIP Process Flowchart found at the beginning of this guide, discuss and create a simple timetable that the SPT will follow in preparing the SIP as well as the AIP. See suggested format below (examples are not exhaustive and are used for illustration purposes only):

SPT TIMETABLE

ACTIVITIES	SCHEDULE
PREPARATORY ACTIVITIES	Suggested time frame for this phase is 1 month. Pls. specify the dates.
Examples: Secure the CBMS from the LGU Organize data using the School-Community Data Template	 January 12 January 28-30
PHASE 1: ASSESS	Suggested time frame for this phase is 2 months. Pls. specify the dates.
Examples: Conduct Dyad, Triad, FGD, or survey Discuss the root cause	 February 9 March 11-13
PHASE 2: PLAN	Suggested time frame for this phase is 1 month.
Examples: Write the SIP	 April 4-8

Brainstorm solutions	May 4
PHASE 3: ACT	Time frame for this phase will depend on the projects to be implemented and is spread out within the SY
Examples: Start pilot test Discuss preparations for roll out	 June-August (1st quarter) September 3

Output check

Your team should be able to accomplish the following:

- ☐ Documentation of vision sharing
- ☐ List of SPT Roles and Responsibilities
- ☐ SPT Timetable

PHASE 1: ASSESS

Objectives

1. To identify and analyze the Priority Improvement Areas
2. To set general objectives
3. To listen to the voice of the learners and other stakeholders
4. To analyze school processes
5. To determine the root cause/s of the PIAs

Step 2. Identify/Review Priority Improvement Areas

Activity 2.1: Present and discuss the information gathered during the preparatory activities

As a summary of the data you have gathered in the ***School-Community Data Template***, present the SRC to your SPT to initiate a discussion about the status of your school. Aside from this, you should also look into how the school contributes to the overall performance of your Division (by now, you should have a copy of the Division targets which will help you do this). You can assess the gap between your school data and the Division targets for the next 3 years by using the ***Gap Analysis Template*** found in **Annex 3** of this guidebook. Areas where there are gaps between the school status and Division targets should be included in your initial list of improvement areas.

After presenting the school data and status, you may ask the following questions to the SPT:

What surfaced as the most pressing need/problem?
For indicators with three-year data, what trends surfaced from your data for the last three years?
Did your school improve? Stagnate? Worsen?
What is alarming from the data?
What needs most improvement?

Gather and write down the results of the discussion and add to your initial list. Areas with no accompanying Division targets but are pressing, alarming, stagnating, or worsening should also be included in your list of improvement areas. From your list, group the problems which are related to each other.

After your first year of AIP implementation, begin with this step in planning for year 2 or year 3. Present to the SPT the data you have collected from monitoring the progress of your prior implementation. You can show them the most recent SRC and other relevant information to help the SPT assess remaining gaps and needs. For this, you may again use the ***Gap Analysis Template*** found in **Annex 3** and the guide questions provided above. From the discussions, review the list of improvement areas in the SIP.

Note:
It is important for you to document all the meetings and activities through minutes of meetings, pictures, log books, etc. This is to make reporting easier and to also have a record of the processes you have done during planning which will inform your succeeding projects and activities.

Output check
Your team should be able to accomplish the following:
- ☐ Documentation of the discussion and initial list of improvement areas
- ☐ Gap Analysis Template [Annex 3]

Activity 2.2: Identify/Review the Priority Improvement Areas (PIAs)

Based on the results of the discussions done in the previous activity, prioritize the improvement areas: these will be your PIAs.

The PIAs are selected areas in school management, operations, and service delivery that need to be changed to improve the three key result areas in basic education: access, quality, and governance. However, PIAs are not just limited to issues within the school. It can also be a community situation affecting the school and learners which needs to be addressed and brought to the attention of stakeholders such as flooding and unsafe school water source.

To help you determine which among the improvement areas you should prioritize, you can refer to the rubrics below. A template that you can use with these rubrics can be found in **Annex 4: *Identifying Priority Improvement Areas***. For an illustration of how this is used, a sample matrix is also shown below.

Rubrics

Criteria	Description	Scale
Strategic Importance	The number of other areas that will benefit when the improvement area is addressed	5 – Very High 4 – High 3 – Moderate 2 – Low 1 – Very Low
Urgency	The urgency or need to improve the area as soon as possible	
Magnitude	The number of learners that will benefit when the improvement area is addressed	
Feasibility	The degree to which the improvement area is within the school's mandate and control	

Sample Matrix

Improvement Areas	Strategic Importance	Urgency	Magnitude	Feasibility	Average	Interpretation
High absenteeism	5	5	3	5	4.5	Very High Priority
Lack of Professional Development	2	3	3	5	3.25	Moderate Priority
High dropout	2	5	4	4	3.75	High Priority
Low intake of 5 year old children in Kindergarten	3	3	4	4	3.5	High Priority
Flooding	3	5	5	5	4.5	Very High Priority

Interpretation:

4.5 – 5.0	Very High Priority
3.5 – 4.49	High Priority
2.5 – 3.49	Moderate Priority
1.5 – 2.49	Low Priority
1.0 – 1.49	Very Low Priority

Indicate these PIAs in the first column of the ***Planning Worksheet*** in **Annex 5**.

Please note that PIAs have varying difficulties – some can be addressed within a year and some can span for three years. If a school, for example, determined flooding as one of their PIAs, it is possible that this could be addressed in a year's time. High dropout, on the other hand, may take a longer time to resolve.

In planning for your year 2 or year 3 AIP, review the PIAs listed in the Planning Worksheet. In cases where the PIA has already been addressed, choose another PIA to take on from the ones you have

already identified. In the process of selecting another PIA, you may find that the context of your school has changed. You can again use the template in ***Identifying PIAs*** found in **Annex 4** to check if these are the same areas you will prioritize for the 2nd or 3rd year of implementation.

Output check

Your team should be able to accomplish the following:

- ☐ PIA Template [Annex 4]
- ☐ First column of the Planning Worksheet [Annex 5]

Step 3. Analyze the Priority Improvement Areas

Activity 3.1: Set General Objectives

From your identified PIAs, formulate general objectives for your 3-year plan. General objective statements are what you want to achieve. If, for example, your school has a problem in student tardiness, the general objective can be 'to reduce student tardiness.' The second column of the ***Planning Worksheet*** in **Annex 5** is where you write your general objectives and where you check the appropriate box to note when they should be done.

Revisit the objectives set in the ***Planning Worksheet*** if you are in your year 2 or year 3 AIP. Check if objectives have been met and if there are objectives that need to be revised.

Output check

Your team should be able to accomplish the following:

- ☐ Objectives and Year columns in the Planning Worksheet [Annex 5]

Activity 3.2: Organize the Project Teams

Organize a Project Team for each PIA that you will address for the current year. Depending on the size of the school and number of PIAs identified, a Project Team may be formed to work on more than one PIA. The members of the Project Team may be drawn from the community, teachers, and learners, with at least one member coming from the SPT.

For priority improvement areas related to the teaching-learning process, it is best to organize the Project Team from members of the Learning Action Cells (LACs) so that their tasks will not be different from the activities they do in the LACs.

The SPT shall turn over relevant data, which were gathered and discussed during the preparatory activities, to the assigned Project Teams for each PIA.

The Project Team shall agree on the role of its members (e.g. Project Team Leader, Asst. Team Leader, Scribe, etc.). For documentation purposes, you may use the following template:

Project Member	Role	Responsibilities

Each Project Team should discuss their assigned PIA and list down the possible factors that affect their PIA. Factors are different from solutions. They will then validate these factors through the succeeding activities.

For year 2 or year 3 AIP, the Project Teams assigned to PIAs that span for more than a year will have to continue managing the projects they have started in the first year. Project Teams from year 1 can be tapped to work on other PIAs for year 2 or 3 if they have already addressed their PIA in the first year of the SIP. In these cases, the SPT can also form new Project Teams.

Note:
The Project Team can gather more data related to their PIAs if necessary.

Output check

Your team should be able to accomplish the following:

- ☐ Project Team member list with roles and responsibilities or Team Charter
- ☐ List of possible factors affecting your assigned PIA

Activity 3.3: Listen to the voice of the learners and other stakeholders

While we may have the school data, it is still important to validate these and get more information by talking to the faces behind the numbers. Thus, your Project Team should talk to the learners and stakeholders who are relevant to your assigned PIAs. By doing this, the real needs and problems of the learners and stakeholders can be identified.

Aside from digging deeper into your learners' or stakeholders' problems, this step is also a good opportunity to ask the learners or stakeholders on how they were helped by your school. If your school has existing interventions, you can also check how they feel about and how they view these interventions. With this, you will get an insight on what current school process you need to analyze in the succeeding activity.

We want to emphasize that listening to the voice of the learners and stakeholders is crucial in the SIP and should not be skipped.

'Listening' can be done through one-on-one or dyads/triads interviews, surveys, or Focus Group Discussions (FGD) with learners, parents, and other stakeholders. These are necessary to gather their views/concerns on the identified PIA. It might be good to read the ***Guidelines in Listening to the Voice of the Learners and Other Stakeholders*** in **Annex 6**.

This step should still be done when analyzing the PIAs for year 2 or 3 because the context, needs, and views of learners and stakeholders might have changed over time.

Note:
In some instances when the learners or other stakeholders who are important to your assigned PIA cannot come to school (e.g. students who are habitually absent), home visits are necessary.

Output check

Your team should be able to accomplish the following:

- ☐ Documentation from FGDs, interviews, or home visits

Activity 3.4: Analyze the school processes

From the concerns, needs, and problems that were raised by your learners and stakeholders, look into what specific critical school processes are related to these to understand further why and where the needs and problems exist.

A school process is a set of activities arranged together in order to deliver a service (e.g. Mathematics Periodical Test Process or Enrollment Process). We need to understand processes in order to know how a stakeholder's needs or wants are being met. A process must also be simple enough to be repeatable and replicable. This means that how a certain process is done should be known by everyone and should not rely on just one person to work. This is why it is important for us to map the process.

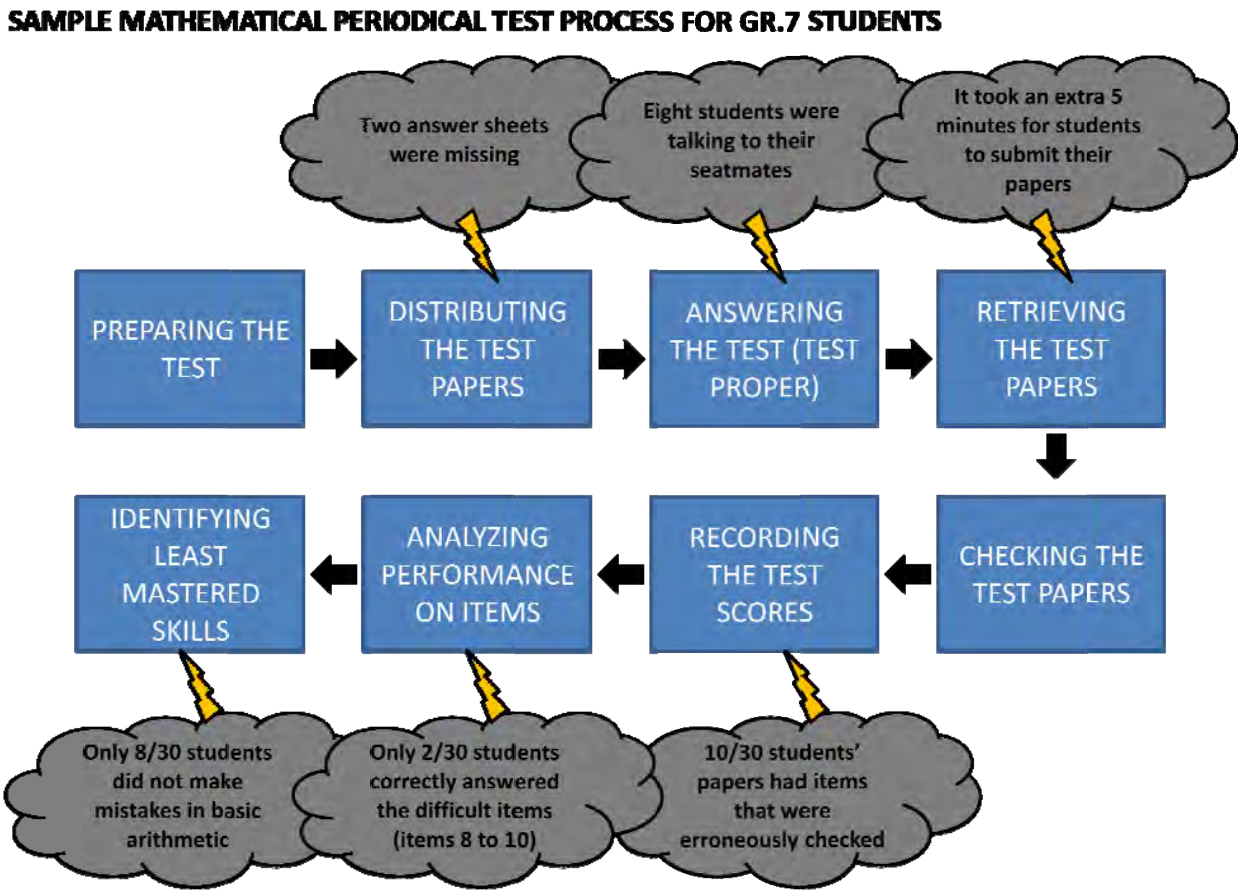
The use of a process map can be a tool to help communicate how the process works in order to have a consistent and reliable performance. Process mapping is the technique of using flowcharts to illustrate the detailed flow of inputs, activities, and outputs to identify opportunities for improvement.

Your Project Team should map out the processes involved in your assigned PIA by creating a flowchart of what is currently happening in each step of the process and NOT what the process should be. The common mistake is combining the present state with the desired outcome. You "walk through" the process by brainstorming with the people who are involved in the process or by doing interviews or direct observations to understand what is currently happening in each step.

We suggest that you read the ***Walk the Process Guidelines*** found in **Annex 7** which will provide you with more detailed instructions in walking the process with your team. It is important to know that brainstorming and interviews alone are not enough to map out a process. Direct observations are a must if you want to validate how the process works.

When you do direct observations, you will notice problems arising in specific activities in the current process. These are what we call 'storm clouds' – it helps you locate where the issues reside. Storm clouds are specific, measurable, and observable.

As an example, when you walked through the Mathematics Periodical Test Process, you might find that 10 out of 30 students' test papers had items that were erroneously checked. This is a storm cloud which you will write on the activity where you discovered it – in this case, during the recording of the test scores. Note that more than one storm cloud may be observed in an activity (e.g. there can be three storm clouds during the test proper).



The careful identification of critical storm clouds in the process enables you to look at a smaller, more targeted, and more focused problem that contributes to the broader school issue. Selecting an area of focus for your root cause analysis will be discussed in the next activities.

The same thing should be done for the PIAs of year 2 or year 3. For projects that will continue for the next years, you can keep doing this activity to review the process that you have improved.

Output check

Your team should be able to accomplish the following:

- ☐ Flowchart of the school processes relevant to each PIA with storm clouds
- ☐ Documentation of interviews or observations

Activity 3.5: Select Area of Focus

You have to select a specific storm cloud, called an area of focus, from among your storm clouds so you can aim your improvement efforts on a particular problem rather than attempting to solve all the problems at once. Focusing on a problem allows you to deal with fewer issues which you can deeply analyze. This, in turn, makes it easier to think of solutions or improvements. Improvements in your area of focus may contribute in addressing the bigger issues in school and consequently will improve school performance in time. In selecting your area of focus, **choose the one which, when addressed, will clearly affect the PIA**.

Having identified your area of focus from the storm clouds, formulate it into a problem statement. This statement includes information on the following questions:

What is the magnitude of the problem?
How often is it happening?
Where is it happening?
When does it happen?

Going back to our example on the Mathematics Periodical Test Process, your focused problem statement can be:

During the first quarter, ten out of thirty Mathematics Periodical Test papers of Grade 7 students had items that were erroneously checked.

From your focused problem statement, you should now determine the root cause of this problem.

Repeat this activity when analyzing a new PIA for year 2 or 3. For PIAs that span for more than a year, you can review the storm clouds you have identified and look at what other areas were not addressed. This can be your area of focus for the next years.

Output check

Your team should be able to accomplish the following:

- ☐ Problem statement based on your area of focus

Activity 3.6: Do Root Cause Analysis

The root cause is the deepest underlying cause of the problems within any process. Thus, it is necessary that your Project Team conducts root cause analysis to uncover the real source of your focused problem. This root cause should be observable and measurable. Analyze your area of focus by using problem analysis tools like the Fishbone diagram/Ishikawa, Why-why diagram, and Problem Tree.

The root cause is not the solution – but only after the identification of the real root cause can appropriate, relevant, and workable solutions be developed to help address the focused problem. Otherwise, creating solutions may only address the symptoms and the problems will resurface eventually.

A focused problem can have several root causes. In cases like this, you have to prioritize which root cause or root causes to address. See the ***Root Cause Analysis Overview***[8] found in **Annex 8** for a guide on prioritizing root causes and for conducting root cause analysis.

For year 2 or year 3 AIP, the Project Team should revisit and review the root cause they had already determined in the ***Planning Worksheet*** [**Annex 5**]. Conduct root cause analysis again if your team is addressing a new PIA or if you have selected a new area of focus.

[8] Based from Continuous Improvement Guide

Output check

Your team should be able to accomplish the following:

- ☐ Diagrams showing the root cause

Activity 3.7: Present Root Cause to SPT

After you have determined the root cause, your Project Team should present it to the SPT. You should not just show the diagram of your root cause analysis but you should also present the following:

- Results of your FGDs and interviews with the learners and stakeholders (and other relevant quantitative data)
- The flowchart of the particular school process you observed, including the storm clouds
- Area of focus (focused problem statement)

Output check

Your team should be able to accomplish the following:

- ☐ Presentation (in PowerPoint or hard copy) of the root cause, with the supporting data, process flowchart, and area of focus

PHASE 2: **PLAN**

Objectives

1. To review the general objectives and targets
2. To formulate solutions
3. To develop and write the project designs, SIP, and AIP

Step 4. Review General Objectives and Targets

Now that you know the root cause for each area of focus, review the initial general objectives you have set at the beginning. Encode the root cause and the changes in your general objectives (if there are any) in the ***Planning Worksheet*** found in **Annex 5**. Aside from making sure that the general objectives are aligned with your root cause, this step highlights the importance of always going back to your general objectives so you will never lose sight of your targets.

If you are planning for your year 2 or year 3 AIP, revisit the objectives in the ***Planning Worksheet*** taking note of the root cause that was reviewed by the Project Team.

Output check

Your team should be able to accomplish the following:

- ☐ Root Cause column in the Planning Worksheet [Annex 5]

Step 5. Formulate Solutions

The assigned Project Team/s for the identified PIAs will then brainstorm solutions based on the root cause. Several solutions can be formulated for a single root cause. If the Project Team prioritized more than one root cause, several solutions can be formulated for each one of these as well.

Keep in mind five considerations in formulating solutions:

- Should address the root cause/s
- Should be within the control of the school
- Should be economical
- Should be sustainable
- Should have the support of the concerned stakeholders/process owners

Output check

Your team should be able to accomplish the following:

- ☐ List of possible solutions

Step 6. Develop project designs

Your Project Team will now develop project designs for your solutions, using the format in **Annex 9: *Project Work Plan and Budget Matrix***. One project design should contain only one solution.

To help you in filling up this template, remember the following definitions:

- **Problem Statement:** The selected area of focus phrased as a problem (the output of **Activity 3.5: Select Area of Focus**)
  (e.g. During the first quarter, 10 out of 30 Mathematical Periodical Test papers of Grade 7 students had items that were erroneously checked)

- **Project Objective Statement:** What you want to achieve and by how much*
  (e.g. To reduce the incidence of erroneously checked Mathematical Periodical Test papers of Grade 7 students by 100%)
  *Reminder: Objective statements should be SMART – specific, measurable, attainable, realistic, time-bound. Targets to be set should be discussed and agreed upon by the SPT based on the school context.

- **Activities:** The activities you need to do to implement your solution
  (e.g. meet with teachers to discuss the new process of checking Periodical Test papers)

- **Output:** The concrete, tangible products that results from undertaking an activity
  (e.g. teacher attendance during discussion of the new process on checking Periodical Test papers)

For PIAs that span for more than a year, set incremental targets for each year. If, for example, your PIA is on literacy, your project objective statement on your first year can be 'to increase the number of independent readers by 5%' then you can increase your targets for year 2 and year 3.

How long a project will take can vary depending on the timelines set for each identified PIA. But it is important to make the projects manageable to provide the team with immediate results which they can celebrate (if these are successful) or improve (if these do not meet the target). In cases where there are major projects that would need a long time to implement, the Project Team should subdivide this into smaller, more manageable projects.

Each project will have to be monitored at least twice by the SPT – during the middle and during the end of the implementation period (longer projects will be monitored more than twice). You will have to set the dates when the SPT will monitor your project. Include these dates in the ***Project Work Plan and Budget Matrix***.

After preparing the ***Project Work Plan and Budget Matrix***, submit this to the SPT so they can use it to write the SIP and AIP.

Note for School Heads, teachers, and staff:
Your contribution in planning and implementing the SIP and AIP should be included in the Results-based Performance Management System (RPMS). You can write these as Performance Objectives under the corresponding Key Result Areas in your Individual Performance Commitment and Review Form (IPCRF). Make sure it is aligned with the objectives and targets of the projects in the SIP and AIP.

Output check
Your team should be able to accomplish the following:
- ☐ Project Work Plan and Budget Matrix

Step 7: Write the School Improvement Plan

Write the SIP document using the structure below:

SCHOOL IMPROVEMENT PLAN
(Name of School)
SY____ to SY ____

I. DepEd Vision, Mission, and Core Values Statement

II. School's Current Situation
(a narrative based on the *School-Community Data Template* [Annex 1A] and the *School Report Card* [p. 23-24])

III. Planning Worksheet

IV. Monitoring and Evaluation
(include a brief description of the Monitoring and Evaluation arrangements in the implementation of the SIP. Refer to the Check Progress part of this SIP guide)

Prepared by the School-Community Planning Team composed of the following:

SPT Member Name	Signature
_____	_____
_____	_____
_____	_____

All the SPT members shall sign the SIP then the school shall submit it to the Schools Division Office (SDO). You only need to submit this at the beginning of the three-year SIP cycle.

Output check

Your team should be able to accomplish the following:

☐ SIP with signatures of SPT members

Step 8. Prepare the Annual Implementation Plan

From the general objectives set in the SIP, the SPT shall prepare the AIP. If this is your first year of implementation, you just have to make the AIP for year 1. The ***Annual Implementation Plan Template*** found in **Annex 10** should be able to help you craft your AIP.

Please attach a copy of the project designs to the AIP so you can easily go back to it when you review the implementation of your AIP for years 2 and 3.

Note:
Notice that your AIP for years 1 to 3 are based on the general objectives and targets set in the SIP, while the SIP is aligned to the objectives and targets of the Division goals, which in turn tries to actualize the DepEd Vision-Mission. Check this alignment before you proceed to the next steps.

Output check
Your team should be able to accomplish the following:

- ☐ AIP Template

PHASE 3: ACT

Objectives

1. To test and review the proposed solutions
2. To roll out the solutions

Step 9. Test the Solutions

Before you implement the solutions (written as projects) in your AIP, test it first on a small population to reduce the risk of failure and so you can make necessary adjustments in the implementation (you can choose, for example, a section out of an entire grade level). Your Project Team may opt to test all the identified solutions and then choose the most effective one to roll out.

Compare your data before and after testing the solution. If the solution is not effective, revisit the implementation process to see where improvements should be done.

If successful, communicate the initial implementation results to the concerned stakeholders (process owners). For example, if the project team made improvements to the Grade 6 attendance checking process, the concerned stakeholders or process owners would be the Grade 6 class advisers because they are the ones who check the attendance of students. It is important to get the feedback, acceptance, and support of the concerned stakeholders so they can become fully engaged in implementing the solution. This ensures that solutions will continue to be carried out even after the project period is done.

For solutions that address problems or issues in the teaching and learning process, the project team may communicate the improved process through the school's Learning Action Cells (LACs). Make sure that your LAC action plans are aligned to your implementation plans as well.

Note:
Because each school will have different needs and problems, it follows that solutions will vary. There are some solutions which you cannot test especially if your project deals with facilities and infrastructure. If this is the case, you may skip this step.

Output check

Your team should be able to accomplish the following:

- ☐ Data from testing the solutions
- ☐ Communication plan to concerned stakeholders (process owners)

Step 10. Roll out the Solutions

After successful testing, the project can now be implemented and rolled out to the rest of the school, not by the Project Team, but by the concerned stakeholders (process owners). This is because the concerned stakeholders are the ones who will actually use the solution.

In our previous example of improving the attendance checking process, the Grade 6 class advisers who went through the pilot test are the concerned stakeholders. Experiencing the improved process, they are the best people to share the process to class advisers in other grade levels. You as the Project Team, however, will continue to guide the concerned stakeholders as they implement the solution. You may provide training and other interventions to aid the process owners in the implementation of the solution.

Do not forget to create a venue for the concerned stakeholders (process owners) to constantly give you feedback and to work with them so the process will continuously improve.

Note:
For small schools, the Project Team may also be the process owner.

Output check

Your team should be able to accomplish the following:

- ☐ Training plan and other interventions to roll out your solutions
- ☐ Plan to gather feedback from concerned stakeholders

Back to **ASSESS**

At the end of ACT for both SIP and AIP, the cycle goes back to ASSESS where data collected in the checking of progress will be used as input in succeeding planning. The school's monitoring and evaluation system takes note of the performance indicators set for each PIA to ensure that implementation is properly reviewed for continuous improvement.

Step 11. Check Progress of AIP

Depending on the timelines set by the Project Team in their project designs, the SPT will monitor progress at the middle and end of the implementation period. For longer projects, the SPT will have to monitor more than twice. Indicate the scheduled dates on the **Project Monitoring Form**. Aside from this, the SPT should guide and help the Project Teams in resolving problems especially during the early stage of the project implementation.

To help inform the SPT of the status of their projects, the Project Team will submit a progress report using the suggested template below. Both the SPT and the Project Team will discuss the Recommendations/Action Points based on the results of the monitoring done by the SPT.

Project Monitoring Report Form

Scheduled Dates of Monitoring
Mid-year: _____ Year-end: _____

(1) Name of Project	(2) Project Objectives and Targets	(3) Date of Monitoring	(4) Accomplishments/ Status to Date	(5) Issues/Problems/ Challenges	(6) Recommendations/ Action Points	(7) Signature of SPT and Project Team Leader
----------To be filled by Project Team----------					To be discussed by SPT and Project Team	

The progress reports shall be consolidated to serve as inputs to the **SRC,** which shall be presented to the stakeholders during midyear and yearend. Update the previously reported SRC using the data from project and annual progress reports and other relevant data sources. As indicated in the ***SRC Summary of Information*** found in **Annex 11**, the period of reporting of some information is done only once.

The ***Project Monitoring Report*** is submitted to the SDO to help them in monitoring the progress of your projects in school. Based on the recommendations/action points, the Project Team and SPT can now adjust, modify, and write the AIP for the following year. In starting the next AIP, the Project Team assigned may begin by collecting, organizing, and analyzing the required school data for the PIAs to be tackled in the next AIP.

The cycle for the next AIP begins with **Step 2: Identify/Review PIAs**.

After year 3, the SPT can now prepare the SIP for the next cycle. During this time, your SDO will conduct a visit to your school to do a summative evaluation of your SIP.

Output check

Your team should be able to accomplish the following:

- ☐ Project Monitoring Report Form
- ☐ Updated SRC based on results and reports

Communicating to Stakeholders

Stakeholder participation is one of the important features of SBM. Studies confirm that involvement and participation of multiple stakeholders contribute to better management of schools (Bruns, Filmer, & Patrinos, 2011[9]). Hence, it is important to advocate and communicate to them the situation, context, and performance of our schools.

One of the tools to do this is the School Report Card (SRC). The SRC is not for planning – we have the ***School-Community Data Template*** [**Annex 1A**] to help you plan; it is also not for accountability (it is not used for the Performance-Based Bonus) – we have the RPMS for this. The SRC is for communication and advocacy.

The objective of the SRC is to increase community participation and involvement in school operations and activities by providing your stakeholders a snapshot of the status of the school and advocating for areas that need their involvement. It is recommended that the reporting of the SRC to stakeholders should be done at least twice in a school year: during midyear and yearend.

What are the data included in the SRC?

The SRC has three parts: 1) school profile; 2) performance indicators measuring aspects of access, quality, and governance; and 3) status of school projects. A mix of quantitative and qualitative data is reported to provide the stakeholders a snapshot of the school situation, context, and performance. To help you in making your SRC, you should note that majority of the SRC data are already contained in the ***School-Community Data Template*** [**Annex 1A**]. We have included codes (ex. [SRC.1.]) in the template so you will know which data sets you can use for the SRC. In the code, the number corresponds to the item found in the ***SRC Summary of Information*** in **Annex 11**.

Other data and information can be gathered from the EBEIS, forms, and project monitoring reports from your Project Teams and other stakeholders like the LACs, Parents-Teachers Association (PTA), Teacher's Club, and Student Government.

The list of information covered by the SRC is shown below. For a complete description and template for these information, please refer to **Annexes 11**, **12A**, and **12B**. Other information aside from those indicated in these guidelines may be included according to what your school thinks is necessary to share to your stakeholders.

SCHOOL PROFILE
1. Enrollment 2. Health and nutritional status 3. Learners materials 4. Teachers' professional development 5. Funding sources 6. School awards and recognitions
PERFORMANCE INDICATORS
ACCESS 7. Number and rate of dropouts by cause QUALITY 8. Percentage of learners who completed the School Year (Promotion Rate) 9. National Achievement Test (NAT) – by Mean Percentage Score (MPS) 10. Literacy level GOVERNANCE 11. School-Based Management Assessment Level

[9] Bruns, B., Filmer, D., & Patrinos, H.A. (2011). *Making Schools Work: New Evidence on Accountability Reforms*. World Bank Publications.

12. Child-Friendly School Survey result 13. Stakeholders' participation 14. Learner-Teacher ratio 15. Learner-Classroom ratio 16. Learner-Toilet ratio 17. Learner-Seat ratio
STATUS OF SCHOOL PROJECTS
18. Status of Annual Improvement Plan (AIP)/Continuous Improvement (CI) projects 19. Other stakeholders' accomplishments

To check how child-friendly your school is, we have included a copy of the ***Child-Friendly School Survey*** in **Annex 2A**. This is included in the SRC under 'Performance Indicators: Governance' and should be accomplished during the preparatory phase of the SIP process.

What are the steps in preparing the SRC?

The development of the SRC has three steps:

1. Using the ***SRC Summary of Information*** as reference, the SPT extracts the data from the ***School Community Planning Template***, ***Child-Friendly School Survey***, EBEIS, and reports from the Project Teams and other stakeholders.
2. The SPT analyzes the data and writes the interpretation below the graph or chart using the language most easily understood by stakeholders. The mother-tongue may be used.
3. Lay out the graphs, charts, and interpretation using the suggested ***SRC Template***. You have the option to create an SRC with a basic layout ***(Annex 12A)*** or a more advanced one ***(Annex 12B)*** depending on your resources and skills. Once the SRC is finalized, the School Head, PTA President, Student Body President, and Teacher Representative will sign the SRC to certify its accuracy.

It is important that the SRC be disseminated to stakeholders. The dissemination of SRC could be done through the following:

- Presentation to stakeholders during School Meetings and Assemblies (October and March).
- Posting of SRC in school or Division websites, bulletin boards, and in other public areas.
- Allocating space in the School Journal or Newsletter for SRC Updates.
- Reproduction of enough copies for distribution to the general public.

Note:

If you want to include other information which you think are necessary, please make sure that it falls on the appropriate SRC section:

- ***Profiles*** – information that describes your school (e.g. enrollment – just describes how many learners you have)
- ***Performance Indicators*** – reports your school performance in terms of access, quality, and governance (e.g. promotion rate – tells you the percentage of learners who successfully completed the school year, which is a good indicator of school quality)
- ***Status of School Projects*** – captures the progress of implementation of various school projects (e.g. AIP project on raising the literacy rate of the learners)

Output check

Your team should be able to accomplish the following:

☐ SRC

ANNEX 1A School-Community Data Template

I. SCHOOL PROFILE/DATA

Instruction: Please input required data/information in unshaded cells. Fill-in only the grade levels that are applicable to your school. This template aims to organize existing school and community data from different sources. If you find it useful to lift data from other templates and transfer it here, you may do so. Otherwise, you can just attach the other data templates to this form.

IDENTIFYING INFORMATION

School ID: _____ **Name of School:** _____
Address: _____ **Barangay:** _____
District: _____ **Municipality:** _____
Division: _____ **Region:** _____

A. GEOGRAPHY

A.1 Location of the School. *Check the appropriate description.*

☐ Along the highway ☐ Near a river or waterway ☐ On top of a mountain
☐ Near the coastline ☐ By the hillside

A.2 Relative Distance of the School

	Distance in km	Mode of Transportation
a. From the poblacion		
b. From the nearest public elementary school		
c. From the nearest private elementary school		
d. From the nearest public secondary school		
e. From the nearest private secondary school		
f. From the District Office		
g. From the Division Office		

A.3 Incidence of crimes and other human-induced hazards

A.3.1 Check if there have been incidences of the following in the last 3 years.

☐ Armed conflict as a result of organized crime (terrorism, siege, etc.)
☐ Crime against school head/s (murder/homicide, physical injury, rape, sexual harassment, etc.)
☐ Crime against school property (theft, robbery, arson)
☐ Crime against student/s (murder/homicide, physical injury, rape, sexual harassment, etc.)
☐ Crime against teacher/s (murder/homicide, physical injury, rape, sexual harassment, etc.)
☐ Fire (Electrical wiring failure, etc.)
☐ Health Threat (i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)
☐ Oil Spill
☐ Security threat as a result of civilian violence (bomb threats, kidnapping threats, hostage taking, shooting, etc.)
☐ Structural collapse (as a result of engineering failures)
☐ Others. Pls. Specify: _____

A.3.2 What are the 3 most frequent crimes/human-induced hazards?

1st most frequent: _____
2nd most frequent: _____
3rd most frequent: _____

A.4 Incidence of natural hazards

A.4.1 Check if there have been incidences of the following in the last 3 years.

☐ Drought
☐ Earthquake
☐ Fire (includes forest fires and fires due to natural disasters)
☐ Flood
☐ Landslide
☐ Storm surge
☐ Tropical Cyclones (Storm, Typhoon, Tropical Depression, etc.)
☐ Oil Spill
☐ Tsunami
☐ Volcanic eruption
☐ Others. Pls. specify: _____

A.4.2 What are the 3 most frequent natural hazards?

I. SCHOOL PROFILE/DATA

Instruction: Please input required data/information in unshaded cells. Fill-in only the grade levels that are applicable to your school. This template aims to organize existing school and community data from different sources. If you find it useful to lift data from other templates and transfer it here, you may do so. Otherwise, you can just attach the other data templates to this form.

IDENTIFYING INFORMATION

School ID: _____ **Name of School:** _____
Address: _____ **Barangay:** _____
District: _____ **Municipality:** _____
Division: _____ **Region:** _____

A. GEOGRAPHY

A.1 Location of the School. *Check the appropriate description.*

☐ Along the highway ☐ Near a river or waterway ☐ On top of a mountain
☐ Near the coastline ☐ By the hillside

A.2 Relative Distance of the School

	Distance in km	Mode of Transportation
a. From the poblacion		
b. From the nearest public elementary school		
c. From the nearest private elementary school		
d. From the nearest public secondary school		
e. From the nearest private secondary school		
f. From the District Office		
g. From the Division Office		

A.3 Incidence of crimes and other human-induced hazards

A.3.1 Check if there have been incidences of the following in the last 3 years.

☐ Armed conflict as a result of organized crime (terrorism, siege, etc.)
☐ Crime against school head/s (murder/homicide, physical injury, rape, sexual harassment, etc.)
☐ Crime against school property (theft, robbery, arson)
☐ Crime against student/s (murder/homicide, physical injury, rape, sexual harassment, etc.)
☐ Crime against teacher/s (murder/homicide, physical injury, rape, sexual harassment, etc.)
☐ Fire (Electrical wiring failure, etc.)
☐ Health Threat (i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)
☐ Oil Spill
☐ Security threat as a result of civilian violence (bomb threats, kidnapping threats, hostage taking, shooting, etc.)
☐ Structural collapse (as a result of engineering failures)
☐ Others. Pls. Specify: _____

A.3.2 What are the 3 most frequent crimes/human-induced hazards?

1st most frequent: _____
2nd most frequent: _____
3rd most frequent: _____

A.4 Incidence of natural hazards

A.4.1 Check if there have been incidences of the following in the last 3 years.

☐ Drought
☐ Earthquake
☐ Fire (includes forest fires and fires due to natural disasters)
☐ Flood
☐ Landslide
☐ Storm surge
☐ Tropical Cyclones (Storm, Typhoon, Tropical Depression, etc.)
☐ Oil Spill
☐ Tsunami
☐ Volcanic eruption
☐ Others. Pls. specify: _____

A.4.2 What are the 3 most frequent natural hazards?

1st most frequent: _____

2nd most frequent: _____

3rd most frequent: _____

A.5 Result of disaster incidents

☐ School used as an evacuation center in the last 3 years

B. LEARNING ENVIRONMENT

B.1 Classrooms and seats

B.1.1 Classroom quantity [SRC.15.]

Level	Total Enrollment, Current SY	No. of Classrooms			
		In Good Condition	For Repair/ Rehabilitation	Total	Learner:classroom ratio [1]
Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					
TOTAL					

[1] Learner:classroom ratio = Total enrollment divided by the total number of classrooms

B.1.2 Classroom seat quantity [SRC.17.] ***Indicate the total number of seats in all classrooms.***

Number	Learner:seat ratio [2]

[2] Learner:seat ratio = Total enrollment divided by the total number of seats

B.2 Water, Sanitation and Hygiene (WASH) facilities

B.2.1 Water supply/source. ***Check as appropriate.***

☐ Local piped water ☐ Rainwater catchments ☐ Without available water supply

☐ Water well/deep well ☐ Natural source

Is the main source of water functional at present?

☐ YES ☐ NO Pls. cite reasons why: _____

B.2.2 Handwashing. ***Is there space for handwashing?***

☐ YES If YES: ☐ with soap ☐ without soap

☐ NO

B.2.3 Functional toilets [SRC.16.]

Male		Female	
Number	Ratio [3]	Number	Ratio [3]

B.2.4 Toilet bowls

Male		Female	
Number	Ratio [4]	Number	Ratio [4]

[3] Learner:toilet ratio = Total enrollment divided by number of toilets

[4] Learner:toilet bowl ratio = Total enrollment divided by number of toilet bowls

B.3 Textbooks. Indicate number of textbooks per grade level and subject [SRC.3.]

Level	*Subject: _____*		*Subject: _____*		*Subject: _____*		*Subject: _____*		*Subject: _____*	
	Number	**Ratio**	**Number**	**Ratio**	**Number**	**Ratio**	**Number**	**Ratio**	**Number**	**Ratio**
Kindergarten										
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Grade 7										
Grade 8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										
TOTAL										

B.4 Library:

No. of books: _____

No. of tables: _____

No. of chairs: _____

Give additional information and qualitative descriptions of the library (on the lighting, space, other fixtures present, etc.)

_____

_____

B.5 Other learning facilities/materials *(Example: computers, science equipment. Insert new rows if necessary.)*

Facility/Material	Number	Qualitative description/condition

B.6 Availability of electrical supply. What is the school's source of electricity?

- ☐ Grid supply
- ☐ Off-grid supply
  - ☐ Solar power
  - ☐ Generator
  - ☐ Others. Pls. specify: _____
- ☐ No source of electricity

B.7 Internet connectivity

B.7.1 Are there Internet service providers in the area?

☐ YES ☐ NO

If YES, check the appropriate Internet service provider/s servicing the area:

☐ BAYANTEL ☐ GLOBE ☐ SMART ☐ WIT Global (Satellite)

☐ DIGITEL ☐ PLDT ☐ SUN ☐ Others. Pls. specify: _____

B.7.2 Does the school subscribe to any of the Internet service provider/s listed above?

☐ YES ☐ NO

B.7.3 Are there Internet café/shops/WiFi-enabled stations in the area?

☐ YES Pls. specify: _____

☐ NO

C. TEACHERS

C.1 Number of teachers [SRC.14.]

C.1.1 Number of nationally-funded teachers (current SY)

Male	Female	TOTAL	Learner:teacher ratio [5]

[5] Learner:teacher ratio = Total enrollment divided by number of nationally-funded teachers

C.1.2 Number of locally-funded teachers and subsidized/volunteer teachers (current SY):

No. of Locally-funded Teachers: _____

No. of Subsidized/ Volunteer Teachers: _____

C.2 Quality of teachers

C.2.1 Number of master teachers

Position	Number	Carries Full-Time Class Teaching Load (YES/NO)	Assigned Grade Levels	Assigned Part-Time to Class Teaching (YES/NO)	Assigned Full-Time to Ancillary Services (YES/NO)
Master Teacher IV					
Master Teacher III					
Master Teacher II					
Master Teacher I					

C.2.2 Number of teachers meeting the desired competencies based on NCBTS

	SY Before Previous SY: _____	Previous SY: _____	Current SY: _____
Total No. of Teachers			
No. of Teachers meeting the standards			
% meeting the standards			

C.2.3 Projects/interventions implemented to improve basic competencies of teachers

	YES	NO	If YES, please describe
a. Does the school have mechanisms for sustained school-based training?			
b. Does the school use the result of the NCBTS-Teacher's Strength and Needs Assessment as basis for planning?			
c. Are there other interventions implemented to improve competencies of teachers?			

C.2.4 If the response to C.2.3.b is YES, list down the top 3 training needs mentioned and indicate the number of teachers trained on these [SRC.4.]

Training Needs	SY Before Previous SY: _____		Previous SY: _____		Current SY: _____	
	No. of Teachers trained	% of teachers trained	No. of Teachers trained	% of teachers trained	No. of Teachers trained	% of teachers trained
Top 1: _____						
Top 2: _____						
Top 3: _____						

C.2.5 If teachers weren't trained based on identified needs (as seen in C.2.4), cite reasons for the lack of training.

D. CHILDREN HEALTH AND SAFETY

D.1 Nutritional status [SRC.2.]

D.1.1 Number of malnourished children for the current SY

Level	Wasted			Severely Wasted		
	Total	Male	Female	Total	Male	Female
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total						
Percent of Total						

D.1.2 Projects/interventions implemented in the previous SY addressing malnourished children (insert new rows if necessary)

Project/intervention	Number of Children Covered

D.2 Health status [SRC.2.]

D.2.1 Number of children who have other health problems for the current SY. Indicate common ailments and corresponding number of children per type of ailment based on results of physical and dental examinations. Insert new columns if necessary.

Level	Types of Ailments (Current SY)								
	Ailment: ____	*Ailment: ____*	*Ailment: ____*	*Ailment: ____*	*Ailment: ____*	*Ailment: ____*	*Ailment: ____*	*Ailment: ____*	*Ailment: ____*
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									

D.2.2 Projects/interventions implemented in the previous SY addressing needs of children with other health problems (insert new rows if necessary)

Project/intervention	Number of Children Covered

D.3 Children reported as victims of abuse and violence

D.3.1 Number of children who were recorded victims of abuse and violence (physical, verbal, and sexual). Should be supported by data from the Guidance Office/teachers.

Level	Previous SY ___			Current SY ___		
	Total	Male	Female	Total	Male	Female
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
TOTAL						
Percent of Total						

D.3.2 Projects/interventions implemented for children that were victims or suspected victims of abuse

	YES	NO	If YES, please describe the mechanisms	Number of Children Covered
a. Does the school have mechanisms to promote safe and protective practices based on DepED's Policy on Child Protection in School?				
b. Other interventions implemented for children that were victims or suspected victims of abuse (insert new rows if necessary)				

E. STATUS OF PRIORITY IMPROVEMENT PROJECTS OR CI PROJECTS [SRC.18. & SRC.19.]

These projects include those implemented by the school and other stakeholders. Insert new rows if necessary.

Implementer	Program/Project Title	Duration		Target	Status/Accomplishments
		Start	End		*Indicate progress of the program/ project, and its effect/impact on children's access to quality education.*

F. STAKEHOLDER SUPPORT TO EDUCATION [SRC.13.]

Indicate the amount of contributions made by parents/guardians and other stakeholders for co-curricular activities, extra-curricular activities, and other major activities (such as meetings and assemblies), as well as stakeholder attendance during these activities.

Activity	Contributions			Attendance		
	Volunteer hours	Cash	In Kind	No. of attendees	No. invited	Attendance rate
Co-Curricular Activities						
Extra-curricular Activities						
Other Major Activities						

G. FUND SOURCES [SRC.5.]

Fund Source	Amount
General Appropriations Act (School MOOE)	
General Appropriations Act (Subsidy for Special Programs)	
Local Government Unit funds	
Canteen funds	
Donations	

II. SITUATION OF CHILDREN / LEARNERS: ACCESS - IN AND OUT OF SCHOOL

Instruction: Please input required data/information in unshaded cells. Fill-in only the age groups/grade levels that are applicable to your school.

1. CHILDREN NOT IN SCHOOL

1.1 Population of children in the barangay where school is located (current SY)

Age	Total Population			No. of children NOT in School			% of children NOT in School		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
GRAND TOTAL									

1.2 Reasons for not attending school in the current SY [6]

Age	No. of school-aged children not in school	No. of children NOT in school according to reasons							
		Financial Matters	Health and Nutrition	Child Labor	Distance of School from Home	Affected by Disaster	Affected by Conflict	Disability	Other Reasons
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
TOTAL									
Percent of Total									

[6] School Project Teams are encouraged to conduct interviews or focus group discussions with parents/guardians/community members to probe deeper on reasons cited

1.3 Number of children in the barangay NOT in school the last two SYs, depending on data availability

Age	SY Before Previous SY _____			Previous SY _____			No. of Out-of-school Children Attending Other Forms of Learning in Previous SY		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
TOTAL									

1.4 Projects/interventions implemented to ensure that out-of-school children are reached or mainstreamed in school

	YES	NO	If YES, please describe the mechanism/ intervention used by the school-community
a. Does the school-community have a mechanism to actively seek out children not in school and give them access to education (e.g., family mapping, Community-Based Management System, etc)?			
b. Did the school use interventions in the previous SYs to ensure that out-of-school children have access to education?			

2. CHILDREN ENROLLED IN SCHOOL [SRC.1.]

2.1 Enrollment for the last 3 SYs

Level	SY Before Previous SY: _____			Previous SY: _____			Current SY: _____		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									
Percent of Total									

2.2 Number of children with disabilities by type of disability (insert new columns if necessary)

Level	No. of Children with Disabilities	Type of Disability (Current SY)							
		Disability: _____	*Disability: _____*	*Disability: _____*	*Disability: _____*	*Disability: _____*	*Disability: _____*	*Disability: _____*	*Disability: _____*
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									
Percent of Total									

2.3 Other data

Level	No. of Over-aged Learners	No. of IP Learners	No. of Muslim Learners	No. of 4Ps Learner-recipients
Kindergarten				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				
TOTAL				

III. SITUATION OF CHILDREN / LEARNERS: ACCESS - ATTENDANCE AND RETENTION

Instruction: Please input required data/information in unshaded cells. Fill-in only the grade levels that are applicable to your school.

3. ATTENDANCE

3.1 Number of children regularly attending classes (at least 90% attendance) for the last three SYs [7]

Level	SY Before Previous SY ___			Previous SY ___			Current SY ___		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									
Percent of Total									

3.2 Percentage of children regularly attending classes (at least 90% attendance) for the last three SYs [7]

Level	SY Before Previous SY: _____			Previous SY: _____			Current SY: _____		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
OVERALL									

[7] no. of children regularly attending classes divided by the total enrollment x 100

3.3 In the previous SY, how many children were frequently absent (below 90% attendance) and how many of them were recipients of the Conditional Cash Transfer Program (Pantawid Pamilya) of DSWD?

Level	Total Enrollment in Previous SY	Number of children who were frequently absent			Number of frequently absent students that were recipients of Pantawid Pamilya		
		Total	Male	Female	Total	Male	Female
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
TOTAL							
Percent of Total							

3.4 What were the reasons why children were frequently absent in the previous SY? Please indicate number of children who are frequently absent according to reasons.

Level	Total No. of Children who were Frequently Absent in Previous SY	Number of children who are frequently absent according to reasons [8] (Previous SY)						
		Financial Matters	Health and Nutrition	Child Labor	Distance of School from Home	Affected by Disaster	Affected by Conflict	Other Reasons
Kindergarten								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Grade 7								
Grade 8								
Grade 9								
Grade 10								
Grade 11								
Grade 12								
TOTAL								

[8] School Project Teams are encouraged to conduct interviews or focus group discussions with parents/guardians/community members to probe deeper on reasons cited

3.5 Projects/interventions implemented to address needs of children who are frequently absent (insert new rows if necessary)	Number of Children Covered

4. DROPOUT [SRC.7.]

4.1 Number of dropouts for the last three SYs

Level	SY Before Previous SY: _____			Previous SY: _____			Current SY: _____		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									

4.2 Dropout rates for the last three SYs

Level	SY Before Previous SY: _____			Previous SY: _____			Current SY: _____		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
OVERALL									

4.3 Number of dropouts by cause (insert new columns if necessary)

Level	Total No. of Dropouts (Current SY)	Number of Dropouts by Cause (Current SY)							
		Cause: _____	*Cause: _____*	*Cause: _____*	*Cause: _____*	*Cause: _____*	*Cause: _____*	*Cause: _____*	*Cause: _____*
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									
Percent of Total									

4.4 Projects/interventions implemented for children at risk of dropping out

4.4.a Does the school have mechanisms to:	YES	NO	If YES, please describe the mechanisms used by the school
- track attendance and identify children at risk of dropping out and failing and design remedies to keep them in school?			
- anticipate and minimize disruptions of classes especially with respect to emergencies (disaster and conflict)?			
- track teachers' attendance and ways of ensuring their regular presence based on CSC policy?			

4.4.b What are the interventions implemented for children at risk of dropping out? Insert new rows if necessary.	Number of Children Covered

IV. SITUATION OF CHILDREN / LEARNERS: QUALITY

Instruction: Please input required data/information in unshaded cells. Fill-in only the grade levels that are applicable to your school.

5. PROMOTION/GRADUATION RATES [SRC.8.]

5.1 Number of promoted learners/graduates by grade level, for the last three SYs

Level	SY Before Previous SY: _____			Previous SY: _____			Current SY: _____		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									

5.2 Promotion/graduation rates for the last three SYs [9]

Level	SY Before Previous SY: _____			Previous SY: _____			Current SY: _____		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
OVERALL									

[9] Promotion rate: no. of promoted learners divided by the total enrollment x 100;
Graduation rate: no. of graduates divided by the total enrollment x 100

6. MEAN PERCENTAGE SCORES (based on National Achievement Tests for Grades 3 and 6) [SRC.9.]

6.1 Mean Percentage Scores of NAT Grade 3 and 6 (or Grade 8 and Grade 10 for the Secondary Level), per subject for the last three SYs

Level	SY Before Previous SY: ____				
	English	Filipino	Math	Science	HEKASI
Grade 3/8					
Grade 6/10					
Level	**Previous SY: ____**				
	English	Filipino	Math	Science	HEKASI
Grade 3/8					
Grade 6/10					
Level	**Current SY: ____**				
	English	Filipino	Math	Science	HEKASI
Grade 3/8					
Grade 6/10					

6.2 Projects/interventions implemented to improve basic competencies of learners (insert new rows if necessary)

7. LITERACY LEVEL [SRC.10.]

7.1 Number of learners who are in the frustration, instructional, and independent levels for the current SY (ENGLISH) [10]

Level	Frustration Level			Instructional Level			Independent Level		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
	Pre-Test Results								
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Level	Post-Test Results								
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									

[10] Based on Phil-IRI pre-test results

7.2 Number of learners who are in the frustration, instructional, and independent levels for the current SY (FILIPINO) [10]

Level	Frustration Level			Instructional Level			Independent Level		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
	Pre-Test Results								
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Level	Post-Test Results								
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									

7.3 Projects/interventions implemented to improve reading skills of children (insert new rows if necessary)

8. AWARDS/RECOGNITIONS (TOP 3) [SRC.6.]

List down the awards/recognitions received by the school, the school head, teachers, and students. Insert new rows if necessary.

Category of Awardees	Title	Year	Award-giving Body (Please identify)				
			District	Division	Regional	National	International
Student							
Teacher							
School Head							
School							

ANNEX 1B Child Mapping Tool

Before you go around your community to conduct your early registration activities, coordinate with the District or Division office and your barangay. If there are other schools in your barangay, coordinate with them as well.

Distribute this child mapping tool to your team of teachers and volunteers. They should fill this up as they move from house to house in the barangay. This will help you get important basic information on the status of 4-17 year old children in your community which you can use in school planning. You only need to cover your barangay unless majority of your students come from nearby communities, in which case, you need to conduct child mapping in those barangays as well. If there are no schools in a barangay, the District or Division office will initiate the child mapping in that area (following DO. No. 1 s. 2015).

Child mapping should be done at least every 3 years (preferably at the start of the SIP cycle), assuming that there are no major changes in the population of your community. After events causing major population changes (e.g. disasters), child mapping should be conducted to account for the children in your community.

Barangay: _____ **Division:** _____
Municipality: _____ **Region:** _____

TOOL FOR MAPPING OF 4-17 YR. OLD CHILDREN

NAME			DEMOGRAPHIC INFORMATION				RESIDENCE			DISABILITY		ECCD (FOR 4YO CHILDREN)		EDUCATIONAL STATUS					FUTURE ENROLLMENT		
Last	First	Middle	Gender	Age	Date of birth	With Birth Certificate? (YES/NO)	Present address	Number of years in present address	Is residence permanent?[1] (YES/NO)	Has a disability? (YES/NO)	If YES, specify type of disability[2]	Provided with ECCD Services? (YES/NO)	If YES, specify ECCD facility	Educational attainment[3]	Currently studying? (YES/NO)	If YES, specify name of school	If NO, state reason for not studying	If studying through ADM, specify type of ADM	Planning to study next school year? (YES/NO)	If YES, specify the name of prospective school	If NO, state reason for not planning to study next school year

[1] **ASK: "Is the child a permanent resident?" (YES/NO) If YES, follow up "do the residents plan on moving out?"**

[2] **TYPES OF DISABILITIES:** ***(see DepED Order No. 2, s 2014 for detailed descriptions)***

1- Visual Impairment
2- Hearing Impairment
3- Intellectual Disability
4- Learning Disability
5- Speech/language impairment
6- Serious emotional disturbance
7- Autism
8- Orthopedic impairment
9- Special health problems
10- Multiple disabilities

[3] **EDUCATIONAL ATTAINMENT:**

CK- Completed Kindergarten
C1- Completed Grade 1
C2- Completed Grade 2
C3- Completed Grade 3
C4- Completed Grade 4
C5- Completed Grade 5
C6- Completed Grade 6
C7- Completed Grade 7
C8- Completed Grade 8
C9- Completed Grade 9
C10- Completed Grade 10
C11- Completed Grade 11
C12- Completed Grade 12
SK- Some Kindergarten
S1- Some Grade 1
S2- Some Grade 2
S3- Some Grade 3
S4- Some Grade 4
S5- Some Grade 5
S6- Some Grade 6
S7- Some Grade 7
S8- Some Grade 8
S9- Some Grade 9
S10- Some Grade 10
S11- Some Grade 11
S12- Some Grade 12

_____
INTERVIEWER NAME AND SIGNATURE

_____
DATE OF INTERVIEWS

NAME			DEMOGRAPHIC INFORMATION				RESIDENCE			DISABILITY		ECCD (FOR 4YO CHILDREN)		EDUCATIONAL STATUS					FUTURE ENROLLMENT		
Last	First	Middle	Gender	Age	Date of birth	With Birth Certificate? (YES/NO)	Present address	Number of years in present address	Is residence permanent?[1] (YES/NO)	Has a disability? (YES/NO)	If YES, specify type of disability[2]	Provided with ECCD Services? (YES/NO)	If YES, specify ECCD facility	Educational attainment[3]	Currently studying? (YES/NO)	If YES, specify name of school	If NO, state reason for not studying	If studying through ADM, specify type of ADM	Planning to study next school year? (YES/NO)	If YES, specify the name of prospective school	If NO, state reason for not planning to study next school year

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8- Orthopedic impairment
9- Special health problems
10- Multiple disabilities

[3] EDUCATIONAL ATTAINMENT:

CK- Completed Kindergarten
C1- Completed Grade 1
C2- Completed Grade 2
C3- Completed Grade 3
C4- Completed Grade 4
C5- Completed Grade 5
C6- Completed Grade 6
C7- Completed Grade 7
C8- Completed Grade 8
C9- Completed Grade 9
C10- Completed Grade 10
C11- Completed Grade 11
C12- Completed Grade 12
SK- Some Kindergarten
S1- Some Grade 1
S2- Some Grade 2
S3- Some Grade 3
S4- Some Grade 4
S5- Some Grade 5
S6- Some Grade 6
S7- Some Grade 7
S8- Some Grade 8
S9- Some Grade 9
S10- Some Grade 10
S11- Some Grade 11
S12- Some Grade 12

CONTENTS

I. INTRODUCTION

How did you like school?
What is a school?
What makes up a school?
Who provides the learning environment?
When can a school be called a 'Child-friendly School'?
What exactly is a Child-friendly School and how can our school become one?
What should a Child-friendly School aim to achieve?

II.SELF-ASSESSMENT TOOL

How should our school go about achieving the goals of the Child-friendly school?
Accomplishing specific targets
How our school scored
So, is our school Child-friendly?

How did you like school?

Many of us look at school as a place for serious learning but rarely as a place for one to enjoy learning activities and have a say in what one needs and wants to learn.

When you were in school, were you ever consulted as to what you wanted to learn and how you wanted to learn them? If you were lucky enough to have been asked, were you able to freely suggest ways and activities by which you could learn more effectively?

Rights and enjoyment are perhaps words often left out of any student handbook or school circular. Now that you are a teacher, principal or parent, are you the type who believes that being 'soft' on children will only make them learn or study less? Or that giving them 'choices' and allowing them to express themselves freely will only diminish discipline – discipline to make them sit up and listen to their lessons?

Each of us probably has his or her own idea or approach to education and how we can make children 'learn'. Regardless of the differences in our opinions, many of us would probably agree that SCHOOL IS FOR CHILDREN. Perhaps, we could further firm up this agreement by coming up with some common definitions...

What is a school?

Let us consult our dictionaries. Do you have one in your school? All dictionaries would probably contain any or some of the following definitions: 1) an institution devoted primarily to imparting knowledge or developing certain skills; 2) the building or buildings in which instruction is given; 3) any sphere or means of instruction.

What makes up a school?

Since it is safe to agree that 'school' is for those needing or seeking knowledge or instruction, it should be primarily composed of learners or **pupils.**

Where there are pupils, there should also be teachers who care for children, provide for their learning needs, and nurture their interests.

Then, there is the **physical school** – the school building and its facilities – classrooms, gymnasium or activity area, grounds for young children to romp and play, toilet facilities, drinking fountains, and the like.

Did we miss anything? Well, yes there's still one more and probably the most important one of all. It's all people and things that we've mentioned combined...and more. It is called the **learning environment.** The learning environment is more than just the sum total of all these – people (pupils and teachers) and things around them – parents, brothers, sisters, other relatives, and other people and things in the community where the school is located.

When all these INTERACT, and interact FAVORABLY with each other, a lot of wonderful things can happen to the child's learning. Remember that learning does not only occur within the four walls of a classroom. Learning continues when the pupil returns from school to his or her family, mingles with the neighbors and playmates, runs an errand to the sari-sari store, attends with his or her family a religious service at their place of worship, and does tens of other things. A healthy learning environment not only enhances the child's academic achievement but also ensures his or her physical, psychological, social, and emotional growth.

Who provides the 'learning environment'?

School principals, teachers, parents and families, community institutions such as your local barangay council, other community members and the children themselves support each other in creating and enhancing the 'learning environment'.

When can a school be called a 'Child-friendly School'?

A Child-friendly School is more than just a place for formal learning. Foremost, it is an institution that recognizes and respects the range of rights of children, and not just their right to be educated. These rights also include their rights to be healthy, to be given opportunities for play and leisure, to be protected from harm and abuse, to express their views freely, and to participate in decision-making according to their evolving capacities.

While upholding children's rights, a Child-friendly School also instills in children the resposibilities that go with their rights. Among these are to respect the rights of others, respect diversity, practice equality, and resolve differences without resorting to violence.

Just as important, a Child-friendly School takes the lead in shaping a learning environment that enables children to learn as much as their intellectual faculties could take. It is a kind of environment that allows them to grow healthy, equips them with knowledge and skills that they can use throughout life, and enables them to become responsible and productive members of their community and society.

What exactly is a 'Child-friendly School' and how can our school become one?

A 'Child-friendly School' has the following five traits:

1. **A Child-friendly School is inclusive, gender-sensitive, and non-discriminating.**
   It is said to be inclusive, gender-sensitive, and non-discriminating when it...
   - does not turn away any child from enrolling and attending classes for whatever reason
   - gives boys and girls equal learning opportunities
   - treats all children equally, regardless of gender, social status, cultural origin or religious belief.

2. **A Child-friendly School is effective with children.**
   It is said to be effective with children when it...
   is child-centered
   - has the best interest of the child in mind in all its learning activities
   - has a curriculum that addresses the child's learning needs as well as those of the community and society
   - employs teaching methods that are suited to the child's age, abilities, and ways of learning

- encourages children to think and decide for themselves, ask questions, and express their opinions

promotes quality learning
- makes sure that children master the basic skills of writing, reading, speaking (and listening), mathematics, and the necessary skills that they can use through life
- encourages children to learn by doing and by doing things with others
- makes sure that teachers are qualified to teach and continue to become better teachers
- makes sure that teachers and other staff are physically fit, adequately paid, and highly motivated.

encourages children to participate in school and community activities
- encourages children to work together to solve problems and achieve what they aim to do
- encourages children to express their feelings through the arts – music, drawing, drama, and other forms

3. A Child-friendly School is healthy for children.

It is said to be healthy for children when it...
- promotes children's health
- guarantees that school buildings, grounds, and facilities are safe, clean, healthy, and with adequate water and sanitary facilities
- has written policies and regular practices that promote good health
- integrates health education and life skill development in its curriculum
- hosts regular health services for children, such as immunization

4. A Child-friendly School is caring and protective of all children

It is said to be caring and protective of all children when it...
- safeguards and provides security for children
- helps defend and protect children from harm and abuse
- encourages children to care for each other
- does not tolerate physical punishment on children
- has clear guidelines for conduct between students and does not allow bullying

5. A Child-friendly School involves children's families and the community

It is said to involve families and the community when it...

works closely with children's families
- consults parents and invites their opinions regarding school policies and activities
- holds regular dialogues with parents regarding their children's learning progress
- collaborates with parents to encourage their children to practice at home what they are learning in school
- cares as much as parents that children get enough nutrition and are in good health
- cares about the children's safety not only within the school premises but also on their way to and from school

engages the support and interaction of community institutions and other indviduals
- enlists the support of community institutions and individuals for its projects and activities for children
- acts on behalf of and upholds the interests of children in community assemblies

WHAT SHOULD A CHILD-FRIENDLY SCHOOL AIM TO ACHIEVE?

A Child-friendy School should aspire for these seven (7) goals:

(1) Encourage children's participation in school and community
(2) Enhance children's health and well-being
(3) Guarantee safe and protective spaces for children
(4) Encourage enrolment and completion
(5) Ensure children's high academic achievement and success
(6) Raise teacher's morale and motivation
(7) Mobilize community support for education

How should our school go about achieving these goals?

The following checklist contains **action items** that will guide you through what you need to have or need to do towards accomplishing the seven goals of the Child-friendly School.

See how many of the action items listed under each goal you have accomplished or are doing on a regular basis. Tick the box before each action item if you have accomplished this. Add up and write your total in the box after each goal. By checking what your school already has and what it is doing regularly, you will be able to track your progress towards becoming a Child-friendly School.

You may already be well along the way to becoming a Child-friendly School! Remember though that you have to be honest with your answers!

Here's one other advice... Please accomplish this checklist first before moving on to the next section.

GOAL #1: Encourage children's participation in school and community

What your school should have or should be doing:

- ❑ Your school has a working student government.
- ❑ Your school involves students in meetings and planning sessions that concern their well-being.
- ❑ Your school involves students in the organizing, planning, and execution of the disaster preparedness and response plan.
- ❑ Your school encourages its students to get involved in community work.
- ❑ Your school has a mechanism or mechanisms – such as a school publication, students' bulletin board, or opinion box – for pupils to express their opinions about school and community issues.

☐ Total number of action items checked for this goal

GOAL # 2: Enhance children's health and well-being

What your school should have or should be doing:

- ❑ Your school maintains and regularly updates a health record of each pupil.
- ❑ Your school holds annual weighing and health examination of your pupils.
- ❑ Your school holds annual dental examination of your pupils.
- ❑ Your school treats or refers pupils with health problems.

- ❑ Your school treats pupils with decayed teeth.
- ❑ Your school has a feeding program for malnourished children.
- ❑ Your school serves or sells healthy and nutritious food in your premises.
- ❑ Your school practices proper waste disposal.
- ❑ Your school has a steady supply of clean and safe drinking water.
- ❑ Your school has separate toilet facilities for boys and girls consisting of urinals and lavatories that are regularly maintained and kept clean.
- ❑ Your school has a functional clinic.

☐ Total number of action items checked for this goal.

GOAL # 3: Guarantee safe and protective spaces for children

What your school should have or should be doing:

- ❑ Your classrooms have proper ventilation and lighting and enough space for 45-50 pupils.
- ❑ Your classroom desks and other furniture are sized to the age of the pupils. In the case of shared desks, each pupil has enough space to do seatwork.
- ❑ Your classrooms' layout and furniture allow pupils to interact and do group work.
- ❑ Your classrooms have a bulletin board or a corner that displays helpful learning materials such as posters, illustrations, newspaper and magazine clippings, and your pupils' own works.
- ❑ Your classrooms, facilities, and premises are regularly maintained and kept clean.
- ❑ Your school has safe facilities in place to address hazard threats (e.g. fire exits, fire extinguishers, appropriate electrial wirings).
- ❑ Your school has identified and prepared alternative learning spaces in cases of emergencies.
- ❑ Your school has adequate emergency/first aid kits that are readily available.
- ❑ Your school conducts regular evacuation drills for earthquake, fire, flooding, or tsunami.
- ❑ Your school has a library for reading and for study.
- ❑ Your school has facilities and equipment for recreation and sports.
- ❑ Your school has sufficient lawn space and vegetation.
- ❑ Your school has duly assigned personnel in charge of securing its premises, its properties, and those of its pupils and teachers.
- ❑ Your school coordinates with the barangay and local authorities to ensure the safety and protection of your pupils.
- ❑ Your school has a policy against discrimination with regard to gender, cultural origin, social status, religious belief, and others.
- ❑ Your school has a program for children with special needs.
- ❑ Your teachers use non-threatening styles of discipline.

☐ Total number of action items checked for this goal.

GOAL # 4: Encourage enrollment and competition

What your school should have or should be doing:

- ❑ Your school has a master list of all school-age children in the community, whether enrolled or not.
- ❑ Your school regularly coordinates with the local barangay council to identify school-age children who are out of school, for the purpose of bringing them to school.

- ❑ Your school conducts campaigns to encourage parents to enroll their children.
- ❑ Your school has a system to regularly check on the attendance of its pupils and address problems concerning non-attendance.

☐ Total number of action items checked for this goal.

GOAL # 5: Ensure children's high academic achievement and success

What your school should have or should be doing:

- ❑ Your school has a clear vision/mission statement that is prominently displayed and adequately explained to all school personnel.
- ❑ The principal and teachers are familiar with child-centered and child-friendly principles.
- ❑ Your school provides each student a complete set of textbooks.
- ❑ Teachers regularly prepare their lesson plans.
- ❑ Your school encourages and promotes cooperative and "hands-on" learning ("learning by doing").
- ❑ The principal has data on the school's past three years performance in the division, regional or national tests for the purpose of improving its current year performance.
- ❑ Teachers regularly monitor and assess their pupils' academic performance, with the view of improving their performance.
- ❑ The school provides students access to ADM, ALS, and/or other learning materials for their use during emergencies.

☐ Total number of action items checked for this goal.

GOAL # 6: Raise teachers' morale and motivation

What your school should have or should be doing:

- ❑ Teachers undergo continuing and advance professional training at least once a year.
- ❑ Teachers are regularly trained in new and effective teaching-learning strategies.
- ❑ Teachers have their own lounge and/or work area.
- ❑ Teachers are given annual medical check-up.
- ❑ The principal provides strong direction and leadership guided by a written supervisory plan.
- ❑ The principal regularly monitors teachers' performance and provides needed support.
- ❑ Teachers support their co-teachers by sharing teaching techniques and experiences.
- ❑ Your school provides annual medical examination to your teachers and other staff.

☐ Total number of action items checked for this goal.

GOAL # 7: Mobilize community support for education

What your school should have or should be doing:

- ❑ Your school has a Parent-Teacher Association (PTA) that has elected leaders, meets regularly, and has a written plan of action.
- ❑ Your school coordinates with barangay institutions to identify children who are physically or sexually abused or are made to do hard physical labor, for the purpose of identifying their special needs.
- ❑ Your school coordinates with the barangay and local institutions to enroll illiterate parents in literacy programs.
- ❑ Your school takes the lead in conducting literacy programs for illiterate parents.
- ❑ Your school enlists the support of community organizations to help raise funds and resources for learning.
- ❑ Your school invites parents to discuss with your teachers the learning experiences and progress of their children.
- ❑ Your school consults parents in the drafting of its policies, and in the planning and implementation of school activities.
- ❑ Your school has organized and capacitated the School Disaster Risk Reduction and Management Committee (SDRRMC).
- ❑ Your school has strong partnerships with external stakeholders in order to address disaster risk reduction and the CCA-related needs of the school (i.e. data and statistics, capacity building, resources, etc).

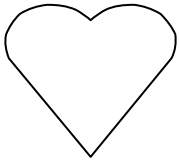
☐ Total number of action items checked for this goal.

Rating your school for action items done

Goal # 1: Encourage children's participation in school and community

The Goal has 5 action items. If you scored 3 points, give yourself a blue heart; if you scored 4 points, give yourself a purple heart; if you scored 5 points, give yourself a red heart. If you scored lower than 3 points, don't color the heart. But take heart (pardon the expression), there are still six goals to assess and you might just do better with the next ones.

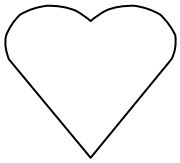
(Note: If you do not have crayons or color pens or pencils, you can just mark the inside of the heart with a B for Blue, P for Purple, or R for Red)



Color this heart!

Goal # 2: Enhance children's health and well-being

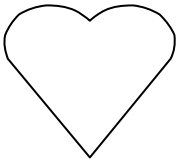
This Goal has 11 action items. If you scored 7 points, give yourself a blue heart; if you scored 8-9 points, give yourself a purple heart; if you scored 10-11 points, give yourself a red heart. If you scored lower than 7 points, don't color the heart, if your score is lower than desired, try again with the other goals. You have five more to go!



Color this heart!

Goal # 3: Guarantee safe, protective spaces for children

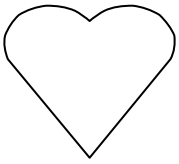
This Goal has 17 action items. If you scored 10-11 points, give yourself a blue heart; if you scored 12-14 points, give yourself a purple heart; if you scored 15-17 points, give yourself a red heart. If you scored lower than 10 points, don't color the heart. Did you do better this time?



Color this heart!

Goal # 4: Encourage enrollment and completion

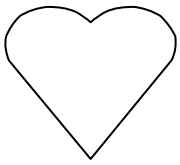
This Goal has 4 action items. If you scored 2 points, give yourself a blue heart; if you scored 3 points, give yourself a purple heart; if you scored 4 points, give yourself a red heart. If you scored lower than 2 points, don't color the heart. We're midway through the test. Let's see how you score with the rest!



Color this heart!

Goal # 5: Ensure children's high academic achievement and success

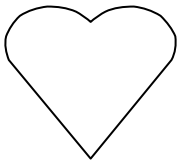
This Goal has 8 action items. If you scored 6 points, give yourself a blue heart; if you scored 7 points, give yourself a purple heart; if you scored 8 points, give yourself a red heart. If you scored lower than 6 points, don't color the heart. Hope you're racking up those points!



Color this heart!

Goal # 6: Raise teachers' morale and motivation

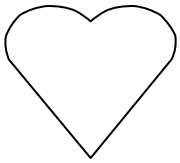
This Goal has 8 action items. If you scored 4-5 points, give yourself a blue heart; if you scored 6-7 points, give yourself a purple heart; if you scored 8 points, give yourself a red heart. If you scored lower than 4 points, don't color the heart. Do you think you'll be a Child-friendly School by the end of this test?



Color this heart!

Goal # 7: Mobilize community support for education

This Goal has 9 action items. If you scored 7 points, give yourself a blue heart; if you scored 8 points, give yourself a purple heart; if you scored 9 points, give yourself a red heart. If you scored lower than 7 points, don't color the heart. That's it! Hope you did well!



Color this heart!

Accomplishing Specific Targets

The preceding sections outlined the actions that we need to take towards establishing a Child-friendly School. However, this is just the first step. We must also ensure that our actions are effective enough to help us realize desired outcomes for children in the context of the Child-friendly School System.

We may also call these desired outcomes 'targets.' The following are the targets set for itself by the Department of Education (DepEd). The ideal, of course, is to aim for universal coverage or 100% attainment of these targets.

- All school-age children in your community are served by the school (ages 5-11 in ES, 12-15 in JHS, 16-17 in SHS).
- All children in your school who enrolled in Kinder six years ago finish Grade 6/ enrolled in Grade 7 three years ago finish Grade 10/ enrolled in Grade 11 finish Grade 12.
- All your Grade 6 pupils/Grade 10/Grade 12 students pass the division, regional, or national tests or assessments.

In addition are targets relating to the promotion of proper health and nutrition among schoolchildren and school personnel. This follows the principle that a healthy and well-nourished child is more ready for learning than a sickly one.

The additional targets are as follows:

- All schoolchildren are well nourished.
- All schoolchildren are healthy.
- All schoolchildren have good dental health.

How much of these targets has your school accomplished?

The following are the standards by which you are asked to rate your school:

Enrollment and academic achievement targets for school year (SY) _____:

1. All school-age children in your community are served by the school (ages 5-11 in ES, 12-15 in JHS, 16-17 in SHS).

(Please check)

☐ Less than 95%	Poor	0 point
☐ 95-96%	Fair	1 point
☐ 97-98%	Good	2 points
☐ 99-100%	Outstanding	3 points

Your Score: _____point/s

2. All children in your school who enrolled in Kinder six years ago finish Grade 6/ enrolled in Grade 7 three years ago finish Grade 10/ enrolled in Grade 11 finish Grade 12.

(Please check)

☐ Less than 77%	Poor	0 point
☐ 77-79%	Fair	1 point
☐ 80-90%	Good	2 points
☐ 91-100%	Outstanding	3 points

Your Score: _____point/s

3. All your Grade 6 pupils/Grade 10/Grade 12 students pass the division, regional, or national tests or assessments.

(Please check)

☐ Less than 50%	Poor	0 point
☐ 50-74%	Fair	1 point
☐ 75-90%	Good	2 points
☐ 91-100%	Outstanding	3 points

Your Score: _____point/s

Health and nutrition targets:

4. All your pupils/students are well nourished.

(Please check)

☐ Less than 70%	Poor	0 point
☐ 70-80%	Fair	1 point
☐ 81-90%	Good	2 points
☐ 91-100%	Outstanding	3 points

Your Score: _____point/s

5. All your pupils/students are healthy.

(Please check)

☐ Less than 75%	Poor	0 point
☐ 75-80%	Fair	1 point
☐ 81-90%	Good	2 points
☐ 91-100%	Outstanding	3 points

Your Score: _____point/s

6. All your pupils/students have good dental health.

(Please check)

☐ Less than 75%	Poor	0 point
☐ 75-80%	Fair	1 point
☐ 81-90%	Good	2 points
☐ 91-100%	Outstanding	3 points

Your Score: _____point/s

How our school scored

On these pages, you will tally your scores in the two assessment categories.

To rate yourself for Action Items done (pages __), assign the following points to your colored hearts:

Blue heart-	one (1) point
Purple heart-	two (2) points
Red heart -	three (3) points
Uncolored heart-	no (0) point

Now add up those points.

Action Items / Goals	Colored Hearts	Points
1. Encourage children's participation in school and community		
2. Enhance children's health and well-being		
3. Guarantee safe and protective spaces for children		
4. Encourage enrollment and completion		
5. Ensure children's high academic achievement and success		
6. Raise teacher's morale and motivation		
7. Mobilize community support for education		
SCORE		

Enter and add up your scores for Accomplishing Specific Targets (pages __) here.

Progress toward specific targets	Points
1. All school-age children in your community are served by the school (ages 5-11 in ES, 12-15 in JHS, 16-17 in SHS).	
2. All children in your school who enrolled in Kinder	

six years ago finish Grade 6/ enrolled in Grade 7 three years ago finish Grade 10/ enrolled in Grade 11 finish Grade 12.	
3. All your Grade 6 pupils/Grade 10/Grade 12 students pass the division, regional, or national tests or assessments.	
4. All your pupils are well nourished.	
5. All your pupils are healthy.	
6. All your pupils have good dental health.	
SCORE	`

Now, tally your scores in the two categories.

Action Items / Goals	
Progress toward Targets	
TOTAL SCORE	

So, is your school Child-friendly?

If you got a total of at least 25 points but lower than 30 points, you are a CHILD-FRIENDLY SCHOOL!
If you got at least 30 points but lower that 35 points, you are an OUTSTANDING CHILD-FRIENDLY SCHOOL!!
If you got 35 points or higher, you are indeed a VERY OUTSTANDING CHILD-FRIENDLY SCHOOL!!!
To all of you who made it, CONGRATULATIONS!!! To those who didn't, you can try to do better next school year.
Now make sure that you do this every school year to see if you are keeping with or improving your performance.
Thank you for answering this little test. Until next time when we include other action items and targets in our list! Becoming a Child-friendly School is easy, don't you agree?

_____

(name of your school)
is a
CHILD-FRIENDLY SCHOOL!!!

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School-Based Child Protection / Anti-Bullying Policy Implementation Checklist

Name of School: _____
Address: _____
District/Division/Region: _____

Instruction:	This checklist is designed to monitor and evaluate the compliance of the school/s in the implementation of DepEd Order No. 40, s. 2012 and DepEd Order No. 55, s. 2013. Tick the appropriate box that corresponds to your observation. P – Present or In Place A – Absent or Not In Place Findings will be based simply on the presence or absence of the requirement as stated in each item and shall be the basis for a plan of action by the school and the Division Office.

	P	A
1. The school has a written school-based child protection and/or anti-bullying policies.		
2. There is a code of conduct incorporated in the school-based child protection or anti-bullying policy for the following:		
a. Students		
b. School Administrators		
c. Non-Teaching Personnel (guards, maintenance, etc.)		
d. Teachers		
e. Visitors (Parents, alumni etc.)		
f. Off-Campus activities such as field trip, camping etc.		
3. The code of conduct has specific provisions to address potential risks to students such as:		
a. Disregarding abusive situation or behavior against children;		
b. Employing children as house helper or asking students to care for teacher's children while in school;		
c. Relating with children in private for personal matters like student-teacher as "text mates" or face book friends;		
d. Going out with students after school such as watching movies;		
e. Using green jokes or jokes with double meaning in the class; and		
f. Cultural Beliefs (marrying children because it is acceptable based on one's culture/religion, amicable settlement on child abuse cases).		
4. Promotion or information dissemination of the school-based child protection and/or anti-bullying policies is done during school opening for:		
• Students		
• Teachers		
• Non-Teaching personnel		
• Parents		
5. There are written procedures to guide in conducting disciplinary proceedings in cases of offenses committed by pupils, students, or learners.		
6. The school has adopted a conflict resolution mechanism that respects the rights of indigenous peoples, provided that they conform to child's rights and the Department issuances on child protection.		
7. There is an established system for identifying students who may be suffering from significant harm based on physical, emotional, or behavioral signs.		
8. Has developed and implemented a school-based referral and monitoring system		

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to address child abuse and bullying cases.		
9. There is an existing record of all proceedings related to bullying and child abuse cases using the Intake Sheet (Annex B of DO 40, s. 2012 or Appendix B or DO 18, s. 2015) as appropriate.		
10. Records related to complex cases of child abuse and bullying using the Intake Sheets (Annex A of DO 40, s. 2012 or Appendix B of DO 18, s. 2015) are well-kept and separate from simple cases.		
11. The school has submitted its consolidated reports on bullying and child abuse cases to the Division Office a week after the opening of each school year.		
12. Has mapped out available resources in their community for possible linkages or networking for cases needing referrals etc.		
13. Has an active coordination with WCPD, DSWD, and other government and Non-Government Organizations (NGO).		
14. Has a clear policy on the use of positive and non-violent discipline for children.		
15. There is an organized Child Protection Committee (CPC) in the school.		
16. There is an annual capacity building activities for the members of the CPC: • Guidance Counselor/Designated Guidance Teacher		
• Representative of the Students		
• Representative of the Parents		
• Representative of the Barangay		
• Representative of the Teachers		
17. The CPC is meeting regularly to discuss appropriate interventions and/or responses to school problems on bullying and child abuse cases and other concerns.		
18. The school with its CPC has initiated information dissemination programs and organized activities for the protection of children from abuse, exploitation, violence, harm, and bullying.		
19. There is a strong student participation in the promotion of child protection and anti-bullying policies of the school.		
20. There is a feedback mechanism in the school to monitor the implementation of the Child Protection and/or Anti-Bullying policies.		
(Total Number of P and A multiplied the total number of items divided by 100)		
Overall Scores		
General Description:		
Recommendation:		

Prepared by:

_____
Signature over Printed Name

_____
Designation

_____
Date

Received by:

_____
Signature over Printed Name

_____
Designation

_____
Date

Student-led School Watching and Hazard Mapping

(Lifted from DO. No. 23 s. 2015)

PROCEDURES

A. Organizing and Preparing the School Watching Team

- The school head shall designate a moderator to facilitate a student-led school watching and hazard mapping activity. The moderator is preferably a DRRM-trained school personnel who is familiar with the hazards and risks in the school or anyone who has previous/current involvement in any DRRM activity.
- The School Watching Team (SWT) should compromise of at least 10 members. For medium and big schools, organizing various students' organizations and/or student leaders for a school watching activity is preferred to maximize engagement. For very small schools (i.e. with less than five classes), teachers could integrate school watching in their respective lessons as an outdoor activity. For very big schools, more than one team could be organized to ensure that all grade levels, sections, and groups are represented.
- The Supreme Student/Pupil Government (SSG/SPG) shall aid in the identification of SWT members. The team members could be student leaders of youth clubs, academic and/or non-academic clubs such as boy/girl scouts, Red Cross, or representatives from various grade levels and/or sections.
- The moderator is encouraged to redesign the process, if necessary, to ensure appropriateness to the composition of the SWT. Preferably SSG/SPG shall also participate in this activity.
- It is important that the moderator presents the guidelines in the language that the SWT is most familiar and comfortable with.
- The moderator could prepare a timeline on the conduct of this activity to ensure that this will not disrupt regular school activities and/or classes of SWT members.
- The moderator will prepare the route for the school watching, designate stops and provide a **School Watching Checklist** (see attached) to Team members for guidance in the observation of hazards.
- Designate a start and end point for the school watching activity.
- The moderator shall orient the SSG/SPG on school watching and hazard mapping before convening the SWT.

B. School Watching and Hazard Mapping

- The moderator should ensure that all SWT members have a pen and notebook for note taking during the school watch.
- The moderator shall orient the SWT on the background and purpose of this activity, and level-off with the Team on the conduct of this activity.
- Walk through each building, classroom, office, laboratory, workshop, play area, garden, and any open area of the school.
- At each point, give a 3-5-minute stop for the Team to observe and take down notes in every building, classroom, office, laboratory, workshop, play area, garden, and any open area.
- Use the School Watching Checklist as a basic guide in identifying hazard factors and/or at risk areas in the school. The Team members are encouraged to add other risk

factors based on their observation, experience, and appreciation of the condition of the school environment/facilities.

- After walking around the school premises, the moderator will facilitate the processing of the information noted by the SWT.
- Then, materials such as cartolina, pens, crayons, coloured papers or any drawing material will be distributed to the SWT to map and plot the identified hazards and/or risk areas in the school.
- Allow the SWT to discuss the plotted hazard areas in the map to enhance the initially placed markings.
- Finalize the hazard map based on the SWT discussion and prepare for a presentation to the School-Community Planning Team (SPT).

School Watching Checklist

- ☐ Broken window
- ☐ Slippery pathway
- ☐ Blocked corridor
- ☐ Heavy objects mounted on top of cabinets/shelves
- ☐ Flooded area
- ☐ Busted plugs/light bulbs/electrical facilities
- ☐ Exposed electrical wires
- ☐ Protruding nails in chairs and tables
- ☐ Broken door knobs
- ☐ Warning sign: Slippery pathways/corridors
- ☐ Plants mounted on the building railings
- ☐ Flooding
- ☐ Exposed chemicals and liquids
- ☐ Lack/absence of storage for equipment
- ☐ Unlabeled chemicals
- ☐ Dripping ceiling
- ☐ Open pit
- ☐ Stagnant water
- ☐ Unpruned trees/bushes/shrubs
- ☐ Open/clogged canals
- ☐ No ramps for elevated school buildings or other facilities
- ☐ Swing-in doors
- ☐ Broken/dilapidated ceiling
- ☐ Open/incomplete perimeter fence
- ☐ Presence of stray animals inside the school campus
- ☐ Presence of electrical post/transformer near or within the school perimeter
- ☐ No system of release to parents during emergencies
- ☐ No posted emergency hotlines around the school
- ☐ Garbage area (segregation of biodegradable and non-biodegradable)
- ☐ Detached or peeled off GI sheet
- ☐ Broken toilet bowl and/or sinks
- ☐ Broken chairs/desks/tables
- ☐ Blocked/no emergency exits
- ☐ Unmounted cabinets/shelves
- ☐ Medical kits in every classrooms
- ☐ Bells/alarms
- ☐ Condemnable building (i.e. very old structure, collapsing building and/or prominent cracks on classroom walls)
- ☐ Others (*List as many as possible)*

SCHOOL IMPROVEMENT PLANNING

GAP ANALYSIS TEMPLATE

REGION: _____

DIVISION: _____

DISTRICT: _____

BARANGAY: _____

SCHOOL: _____

Instruction: Use the matrix on the next page as a guide in assessing the gap between your Division Targets (A) and school performance (B). In particular, you can fill out the matrix by answering the following questions for each Division Target:

B1. Data needed – What data do we need to assess our school performance against this Division Target?

B2. Currently contributing – Is our current school performance contributing to the attainment of this Division Target? How is it contributing or not contributing? Explain.

B3. Inhibiting Factors – If contributing, what are the factors that prevent us from contributing further to this Division Target? If not contributing, what are the factors that prevent us from contributing to this Division Target? Include the most pressing needs or problems from available data.

B4. Projects implemented – What school projects being implemented are geared towards the attainment of this Division Target? If no such projects are being implemented, leave it blank.

B5. Groups that require attention – Are there groups in our school that require specific attention concerning the attainment of this Division Target? (e.g., considering gender, socio-economic status, ethnicity).

_____

DATE ACCOMPLISHED

ANNEX 3 Gap Analysis Template

A. DIVISION TARGETS	B. SCHOOL PERFORMANCE					
	B1. DATA NEEDED	B2. CURRENTLY CONTRIBUTING		B3. INHIBITING FACTORS	B4. PROJECTS IMPLEMENTED	B5. GROUPS THAT REQUIRE ATTENTION
		YES/NO	EXPLANATION			
Example 1. Zero Dropout	1. Dropout rates over the previous three years 2. Reasons for dropping out	No	Dropout rates over the last three years have been greater than 2%.	High dropout rates due to the following: - financial matters - health problems - child labor	1. New strategy on attendance monitoring 2. Teacher counseling of students	Disadvantaged students
Example 2. Attain basic literacy by Grade 3	Basic literacy rates by grade level over the past three years	Yes	All students over the past three years have attained basic literacy by Grade 3.	Basic literacy can be attained earlier (e.g., by Grade 1): - focusing on the **male students** in Grades 1 and 2 that fall behind - determining the reasons why male students in Grades 1 and 2 fall behind	Oplan Tutok Basa	Male students

SCHOOL IMPROVEMENT PLANNING

IDENTIFY PRIORITY IMPROVEMENT AREAS

Instruction: Using the matrix on the next page, please rate each improvement area on five criteria using a 5-point scale as described below.

Criteria	Description	Scale
Strategic Importance	The number of other areas that will benefit when the improvement area is addressed	5 – Very High 4 – High 3 – Moderate 2 – Low 1 – Very Low
Urgency	The urgency or need to improve the area as soon as possible	
Magnitude	The number of learners that will benefit when the improvement area is addressed	
Feasibility	The degree to which the improvement area is within the school's mandate and control	

Afterwards, compute the average rating of each improvement area and interpret the results as follows:

Average Rating	Interpretation
4.5 – 5.0	Very High Priority
3.5 – 4.49	High Priority
2.5 – 3.49	Moderate Priority
1.5 – 2.49	Low Priority
1.0 – 1.49	Very Low Priority

ANNEX 4 Identifying Priority Improvement Areas

Improvement Areas	Strategic Importance	Urgency	Magnitude	Feasibility

SCHOOL IMPROVEMENT PLANNING
PLANNING WORKSHEET

Instruction: For each priority improvement area, write the general objectives and root causes using the root cause diagram as reference. Afterwards, identify the year when the root cause will be addressed.

PRIORITY IMPROVEMENT AREAS	GENERAL OBJECTIVE/S	ROOT CAUSE/S	TIME FRAME		
			SY___	SY___	SY___
			□	□	□
			□	□	□
			□	□	□
			□	□	□
			□	□	□
			□	□	□
			□	□	□
			□	□	□
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			□	□	□
			□	□	□
			□	□	□

GUIDELINES IN LISTENING TO THE VOICE OF THE LEARNERS AND OTHER STAKEHOLDERS (based on the School Improvement Project Learning Guide)

Different types of stakeholders have different needs that they want to satisfy. It is important to understand stakeholder differences in order to satisfy their different needs.

FACILITATING AND PROBING

It is critical to have the stakeholders themselves help in identifying their own needs. When stakeholders tell us in their own words what their needs or issues are, we may be able to pick up new ideas and acquire a deeper understanding of their situation.

Stakeholders have different ways of saying what they need. We have to learn how to scrutinize and understand what they truly mean. The real needs of the stakeholders may have to be inferred or extracted from what they actually say during interviews. While they may identify the things they need, it is critical to determine why they need these things.

Oftentimes, stakeholders are unable to directly voice out what they need or want. As such, it is important to ask follow-up questions to identify stakeholders' needs that are important to them. In terms of gathering qualitative data on your identified priority improvement area, your learners and other stakeholders should also be asked about interventions done by teachers or the school to address their existing problem.

NEEDS AND WANTS

When gathering the voice of our stakeholders, we must be careful in determining whether something is a need or a want. Needs are what stakeholders expect to receive from a concept or service. Wants are preferences of a stakeholder on how to receive a concept or service. Needs are more likely common across our stakeholders. Wants may vary from stakeholder to stakeholder even if they share the same needs. We have to make sure to address the needs first before the wants. However, wants are important to create a balance on what we deliver and how we deliver our service to our stakeholders.

DATA GATHERING TOOLS

There are different tools that can be used in gathering the voice of the learners and other stakeholders. The most common way is by conducting interviews or Focus Group Discussions (FGDs). It is critical to allow our stakeholders to elaborate on their responses in order to infer the specific needs that are critical for them. After gathering data through interviews, we can conduct surveys to quantify and verify the responses from the interviews. In most cases, tools need to be used in combination.

Interview questions should be open-ended. When necessary, follow-up the questions to delve further into the stakeholder issues. In such cases, we should allow the stakeholders to talk. We must avoid biased, leading, or loaded questions. Our questions should be clear, and the way we word the questions should not be ambiguous.

PROCESSING

How do we analyze the responses of the learners and other stakeholders? We have to transcribe the learners' and other stakeholders' responses verbatim, or word for word. The use of their own language is important. We have to read through these interview transcriptions and highlight any statements that you think are relevant to our PIA. It might be good to group their responses to help you classify their needs, issues, or suggestions.

Walk the Process Guidelines
How to Create Flowcharts?

A flowchart shows the relationship between inputs, activities, and outputs that constitute a process. When creating a flowchart, people who are involved in the process can work as a group to have multiple viewpoints. For example, if you want to look into the parent-teacher dialogue process, walk the process with Grade 6 parents and teachers. Let them create the process flowchart with you because they are the ones who are involved in the process (see flowchart at the next page). The following guidelines should help you in walking the process with them:

1. Brainstorm

- Initially, it is more beneficial to brainstorm or think of the inputs, activities, and outputs that constitute a process rather than to conduct interviews or more hands-on approaches to identify process elements. This will provide you with the big picture of the process and this can also serve as your reference when validating the process map through interviews and, ultimately, direct observations.

- For brainstorming, it is better to use flipchart and self-stick notes. You can easily write down ideas on stick notes as soon as it is said and post it on the flipchart. The group can then give immediate feedback. If there will be corrections, you can easily move the stick notes and proceed with the discussion.

- Walk the process from the very start. Then, think of each activity that happens as you move along the process. In your flowchart, arrange these activities in sequence using appropriate flowchart symbols. Be consistent in the direction flow: time should always flow from top to bottom, or from left to right.

- The flowchart/s should map what is really happening in the process. However, process maps can also be used/viewed in different perspectives:

    - What you think the process is – the team's perspective of what is happening in the process
    - What the process really is – what is actually happening in the process, validated through interviews and direct observations
    - What the process should be – the actual future state of the process based on learners' or stakeholders' requirements

  But remember to do these separately from each other. Do not combine elements of what you think a process is and what the process should be. Each one should have a different process map. For now, you will only have a map of the first one (what you think the process is).

- If the team is having difficulties in mapping their process, it could mean that the sequence of their process is unclear or is undefined. An unclear or undefined process usually results in inconsistent performance (e.g. some teachers in the grade level have very good documentation of parent and teacher dialogues while others do not – this inconsistency affects the performance of the whole grade level).

2. Conduct interviews

- Interviews can be conducted 1) to identify missing elements of the process (including decision points) and 2) to validate the elements conceived during brainstorming.

- You should interview the people that are involved in the process as necessary, especially if there are unclear or undefined elements in the process. For example, in the Mathematical Periodical Test process, checking and recording

the test scores are activities that the teacher may perform at home. Instead of directly observing the teacher, you can verify these elements by asking the teachers if they do these at home, for how long, producing what output, what problems they encounter, what other related activities they do, etc.

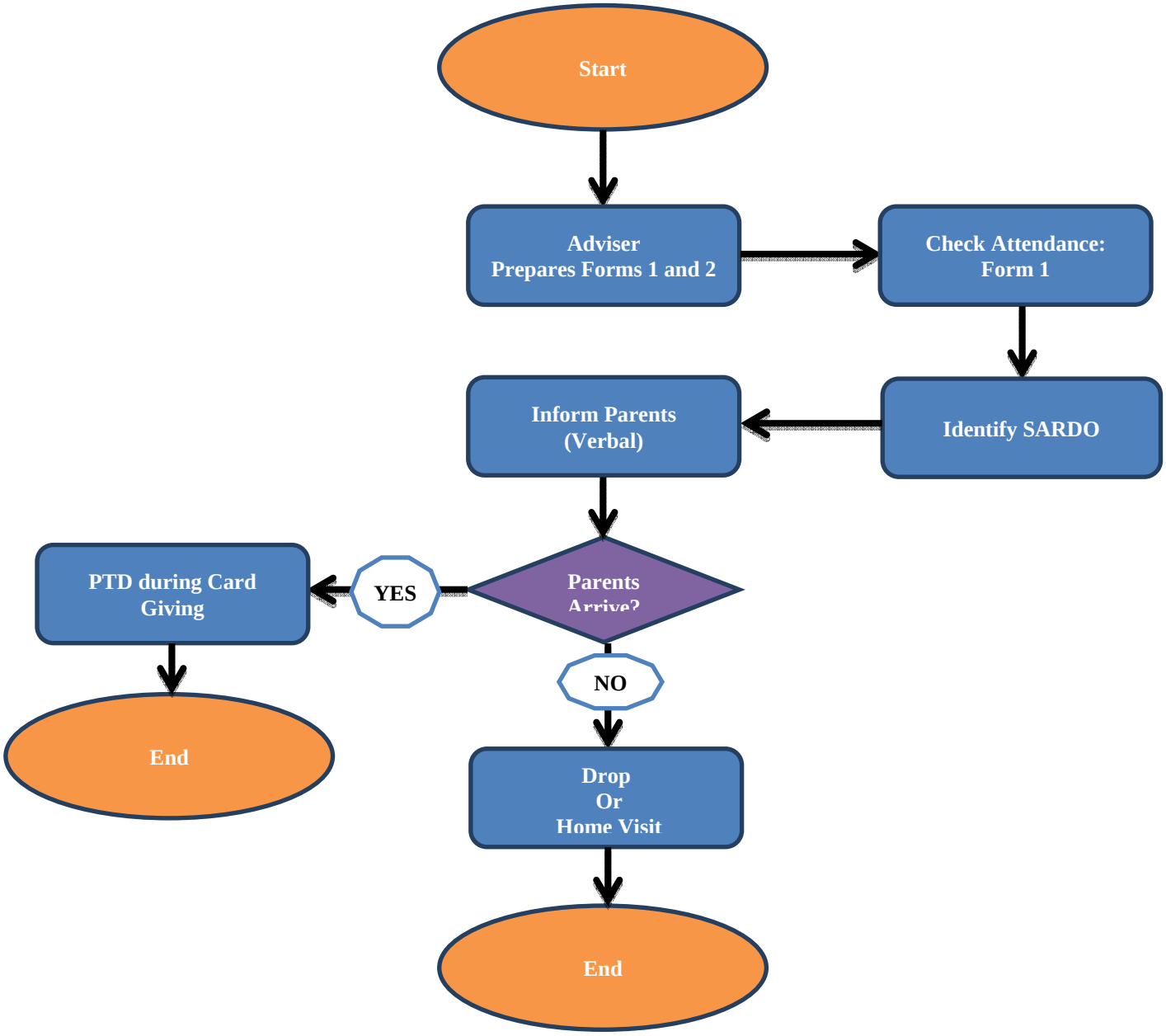
3. Directly observe the process

- Direct observations allow you to determine what the process really is from what you think the process is. This allows you to check for missing elements and, more importantly, to validate the elements identified during brainstorming and interviews.

- This step is especially important when you identify storm clouds, or problems arising in specific activities in the process. Storm clouds have to be observable, measurable, and specific.

SAMPLE FLOWCHART

A. Parent-teacher Dialogue Flowchart



Root Cause Analysis Overview

Steps	What you will need	Tools	Outputs
1. Synthesize identified possible root causes	✓ School and community data ✓ Flowchart of the school processes relevant to each PIA ✓ Documentation from FGDs, interviews or home visits	Any of the following: • Fishbone Diagram • Why-why Diagram • Problem Tree	A diagram showing the possible root causes for each PIA
2. Prioritize root causes	✓ Step 1 Output	Prioritization Rubrics	List of priority root causes for each Area of Focus

STEP 1

In this step, we will identify the root causes of each area of focus. The root cause is the deepest underlying cause of problems within any process. This process of identification is important because the solutions to be formulated depend on the correct diagnosis of the root causes. Kindly take note that there are two (2) different causes, namely:

a. Direct Cause – a cause that directly affects an event or condition. Example: Fever causes Absenteeism. This type of cause is what we want to address.
b. Indirect Cause – a cause that affects the direct cause which by itself is not sufficient to affect the event or condition. Example: Poverty contributes to high malnutrition.

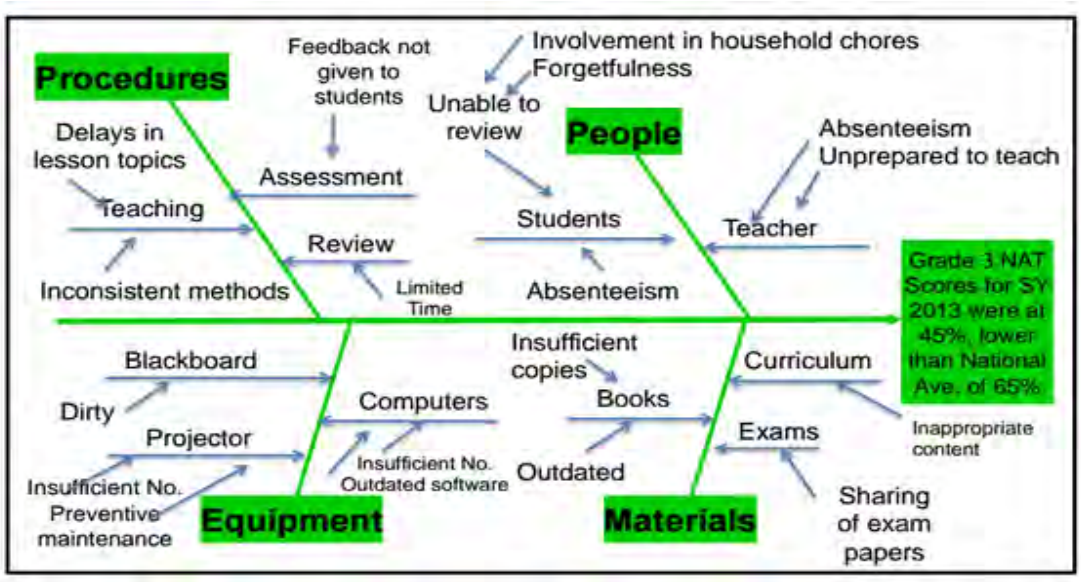
The usual approach to problem solving used by many is to come up with solutions based on preconceived ideas and assumptions about the existence of the problem. Solutions may temporarily provide improvement but the problem eventually resurfaces since the root cause was not properly addressed. Thus, the root cause analysis approach is necessary in meaningfully addressing the problem.

Root Cause Analysis is a structured and thorough review of the problem designed to identify and verify what is causing the problem. Performing Root Cause Analysis requires transparency and no predetermined assumptions. Otherwise, it may lead you to ignore the real causes of the problem.

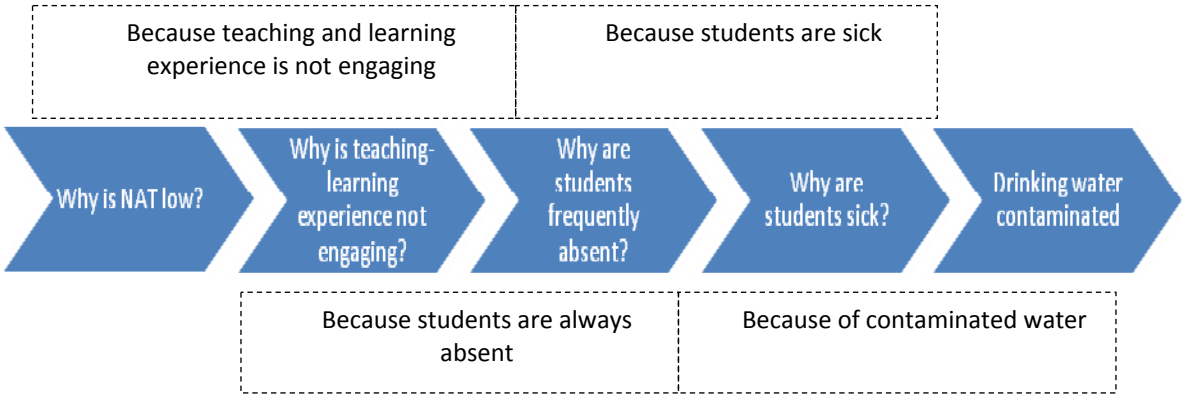
Once you have analyzed the performance indicators, school processes, and interviews with learners and stakeholders, you now have a validated list of root causes. Congratulations! Once the root causes are identified, we organize these causes into a diagram. We suggest that you only use one tool to make the diagram.

Sample problem:
A school wants to determine the root causes of their low performance in Grade 3 NAT. Below are examples of the application of the various suggested tools:

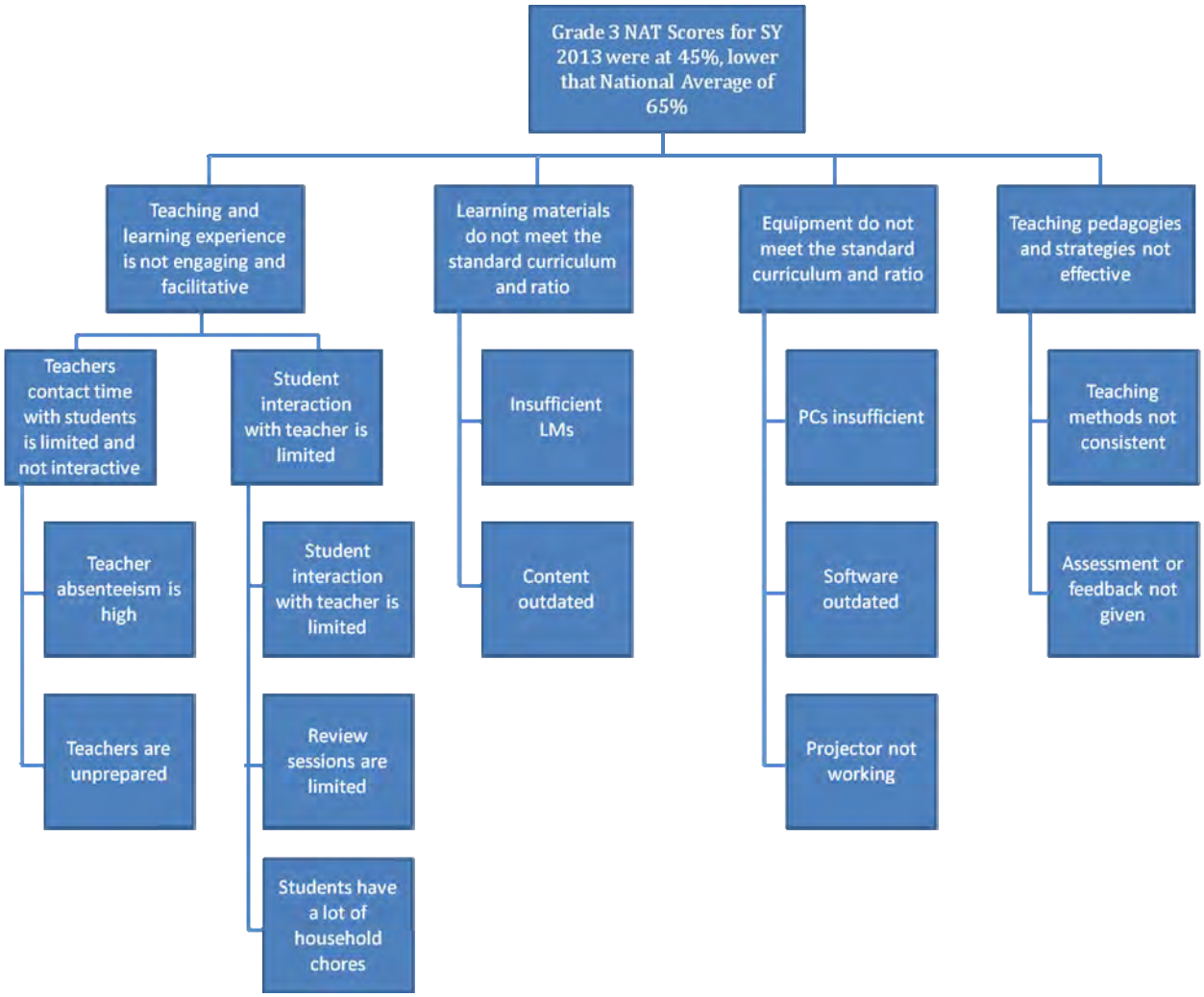
1. **Fishbone Diagram**



2. **Why-why Diagram**



3. Problem Tree



STEP 2

You can now synthesize these root causes to help you decide which root cause to prioritize and address. We suggest two techniques to synthesize the root causes.

Tallying
This technique is the simplest and is easily understood by stakeholders. The synthesis can be done by counting the frequency of occurrence of a root cause. A high frequency count is a sign that there is high prevalence of the root cause.

Triangulation
The Triangulation Technique can be used alone or together with Tallying. In Triangulation, we take advantage of different sources of data to support validity of the root causes, if three or more data sources (e.g. EBEIS, Interview with the Child, FGD with Parents) identify the cause as direct, then we have confidence that this cause is the possible cause of the area of focus. Please take note that you do not have to repeat the data analysis, interview, and FGD for this technique.

Also, you can also use the checklist below to help you prioritize a root cause:

Checklist

- **Is the root cause within your control?**
- **Does the root cause cut across different PIAs?**
- **Does solving the root cause result to school-wide improvement?**
- **Do you have enough resources to address the root cause?**
- **Is there sufficient time to think about the solution of the root cause?**

If your answer is yes, you should probably prioritize this root cause.

ANNEX 9 Project Work Plan and Budget Matrix

Project Title:

_____

Problem Statement:

_____

Project Objective Statement:

_____

Root Cause:

_____

Project Work Plan and Budget Matrix

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source

Note: Please record also the date of monitoring per project
Please attach this form to the AIP template

ANNUAL IMPLEMENTATION 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

ANNEX 11 SRC Summary of Information

School Profile	Description	Remarks	Period of Reporting	Data Presentation	Data Source / Forms
1. Enrolment	● Total number of learners enrolled o By gender o Last 3 years	● **Optional:** *If the school has special programs, they can also present in a separate graph the enrolment number of the different types of learners by program (e.g. SPED, ADM, ALS, IPEd, ALIVE) of the current year – schools can show the total for each type of learner*	Mid-year (BoSY data) Year-end (EoSY data)	Stacked bar graph by gender per year For types of learners, a pie graph can be used Year-End data can be a comparison with the Mid-Year data (line on bar graph)	SF-1: School Register; EBEIS
2. Health and nutritional status	• Number of learners who are severely wasted/wasted • By gender • For every key stage • (K-3, 4-6, JHS, SHS) • Current year	● No. of severely wasted or wasted	Mid-year Year-end	Stacked bar graph by gender per key stage	Nutritional Status Report
3. Learners materials*	● The count of shortages/excess learners materials per grade level based on what the students are using during the School Year ● Only subjects which have shortage/excess learners materials will be listed per grade level ● Current year		Year-end	Table per grade level that shows the number of shortage/excess learners materials (by subject)	SF-3: Books Issued and Returned; Physical Count of Inventories

4. Teachers' professional development*	● Number of teachers who attended training/further studies ● By kind/type of professional development (e.g. ICT, Further studies, INSET, LAC, etc) ● Current year		Mid-year Year-end	Bar graph by kind/type of professional development	Accomplishment report
5. Funding sources*	● Funding amount and sources (MOOE, LGU, canteen, donors, etc.) ● Current year		Mid-year Year-end	Pie graph by funding source	Financial reports; Monthly liquidation reports
6. School awards and recognitions*	● Top 3 awards/ recognition from award-giving bodies duly recognized by DepEd ● Listing by title, award-giving body, level (school, division, regional, national, international) ● Categorized into student, teacher, school head, and school awards ● Current year		Mid-year Year-end	Table	Accomplishment report

**Data not found in the EBEIS*

ANNEX 11 SRC Summary of Information

Performance Indicators	Description	Remarks	Period of Reporting	Data Presentation	Data Source/Forms
ACCESS					
7. Number and rate of dropouts by cause	● Count and percentage of learners who do not finish a particular grade level. (It does not capture learners who finish a grade level but do not enrol in the next grade level the following school year) ● Look at the five (5) major causes of dropout in the school ● Last 3 years		Year-end	Stacked bar graph by cause per year; percentage can be shown through a line graph over the bar graph	SF-4: Monthly Learner's Movement and Attendance; SF-2: Daily Attendance Report of Learners; EBEIS
QUALITY					
8. Percentage of learners who completed the School Year (Promotion Rate)	● Percentage of learners who completed the school year ● Number of promoted learners over number of total learners x 100 ● Per grade level ● Current year		Year-end	Bar graph	EBEIS: Enrolment data; SF-6: Summarized Report on Promotion and Level of Proficiency
9. National Achievement Test (NAT) – by Mean Percentage Score (MPS)	● MPS per subject ● Grade 6/10 results for complete schools ● Grade 3/8 results for incomplete schools ● Current year	● In the absence of NAT scores, school can use the School Readiness Year-End Assessment (SReYA) in Elementary OR the general average of pupils in the highest grade level offering	Year-end	Bar graph by MPS of each subject	Report from NETRC
10. Literacy level	● Total number of learners who are in the frustration, instructional, and independent levels for English and Filipino (oral and silent reading) ● Should show pre and post test results ● If PHIL-IRI is used, will cover grades 2-6 only ● Current year	● In the absence of a tool to measure literacy, schools can use PHIL-IRI results or any existing tool to measure literacy	Mid-year Year-end	Bar graphs showing oral and silent reading results (one for English and Filipino)	Philippine Informal Reading Inventory (PHIL-IRI); McCall-Crab Reading Comprehension Examination or its equivalent

ANNEX 11 SRC Summary of Information

GOVERNANCE					
11. School-Based Management Assessment Level	• School level based on SBM Assessment	• Use SBM Assessment	Year-end	SBM Level and its corresponding qualitative interpretation	SBM Assessment
12. Child-Friendly School Survey result*	• Survey to be accomplished by the School Planning Team • Based on CFSS point system: o 25-29 points: Child-Friendly School o 30-34 points: Outstanding Child-Friendly School o 35 and above points: Very Outstanding Child-Friendly School • Current year	• Use Child-Friendly School Self-Assessment Guide	Year-end	Points and status	Child-Friendly School Self-Assessment
13. Stakeholders' participation*	There will be two (2) data sets: 1. Percentage (number of attendees over those invited) of parents/guardians and other stakeholders who attend during: o Co-curricular activities (Science month, Reading month, contests, etc.) o Extra-curricular activities (Boy Scouts, Brigada Eskwela, sports fests, etc.) o Meetings and Assemblies (SIP, CI, General PTA, etc.) • Current year 2. Total contribution (in kind, man-hours, etc.) of stakeholders which are accounted • Current year • By reporting period (Mid-year and Year-end)		Mid-year Year-end	For percentage: stacked bar graph by activity (co-curricular, extra-curricular, meetings/ assemblies) per stakeholder For total contribution: stacked bar graph by type of contribution per reporting period, with total	Attendance sheets; DepEd order 18: School Calendar

14. Learner-Teacher ratio	● Comparison of the actual ratio of learners to teachers against the standard: o Kinder (25:1) o Grades 1 & 2 (40:1) o Grades 3 to 10 (45:1) o SHS (40:1) ● Per grade level ● Current year		Year-end	Ratio per grade level shown as bar graph; Standard can be shown as line graph over the bar graph	SF-7: School Personnel Assignment List and Basic Profile; SF-1: School Register; EBEIS
15. Learner-Classroom ratio	● Comparison of the actual ratio of learners to classrooms against the standard: o Kinder (25:1) o Grades 1 & 2 (40:1) o Grades 3 to 10 (45:1) o SHS (40:1) ● Per grade level ● Current year		Year-end	Ratio per grade level shown as bar graph; Standard can be shown as line graph over the bar graph	EBEIS: Facilities and Structures
16. Learner-Toilet ratio	• Comparison of the actual ratio of learners to functional toilets against standards (50:1) • Total number • By gender • Current year		Year-end	Line graph	EBEIS: Facilities and Structures
17. Learner-Seat ratio	● Comparison of the actual ratio of learners to seats against the standard (1:1) ● Total number ● Current year		Year-end	Line graph	Consolidated Report on Desk/Armchairs for ES and SS; EBEIS

Note: CFS – Child-Friendly School (The Child-Friendly School Assessment was made by UNICEF. The concept for establishing a Child-Friendly School System (CFSS) in the Philippines was introduced in 1999 and is currently being reviewed so it can be utilized/integrated in school planning, monitoring and evaluation).
SF – School Forms
**Data not found in the EBEIS*

ANNEX 11 SRC Summary of Information

Status of School Projects	Description	Remarks	Period of Reporting	Data Presentation	Data Source / Forms
18. Status of Annual Implementation Plan (AIP)/Continuous Improvement (CI) Projects*	● The progress of CI projects ● Data sets may differ depending on what the school wants to present ● Current year	● The school will decide which major projects to put in the SRC but our recommendation is to report the top 3 priority projects ● Include the report on baseline, and also the endline when applicable	Mid-year Year-end	Graphs may differ	
19. Other stakeholders' accomplishments*	● Reports done by other stakeholders on their initiatives/activities independent from the PIA/CI projects (e.g. activities of the SGC, SPG/SSG, etc.) ● Data sets may differ depending on the initiatives/activities of the stakeholders ● Current year	● The school may choose the top 3 stakeholder accomplishments/initiatives/activities	Mid-year Year-end	Graphs may differ	

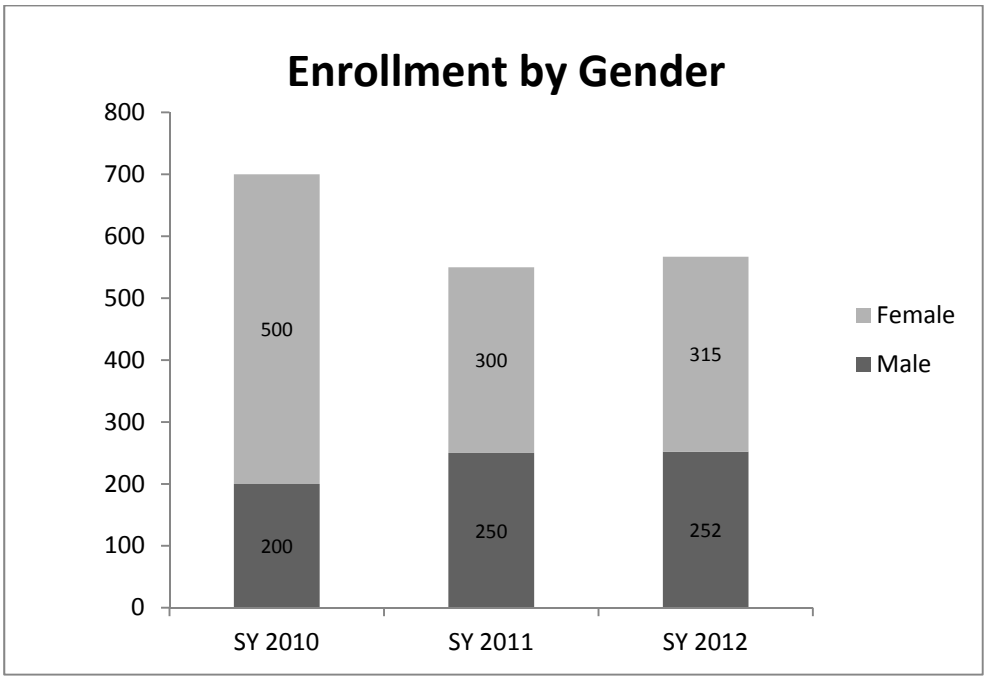
**Data not found in the EBEIS*

Name of School: School ID:
Address:
School Head:
Contact Number:
Email Address:

Insert Picture of Learners doing school activities

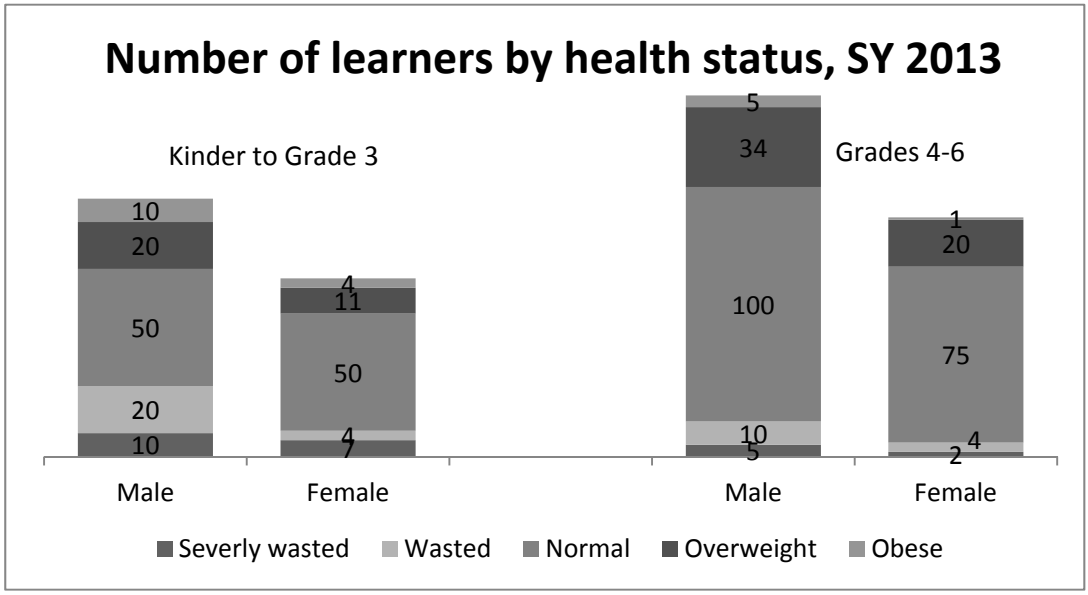
School Profile

1. Enrollment



Write interpretation of the data.

2. Health and nutritional status



Write interpretation of the data.

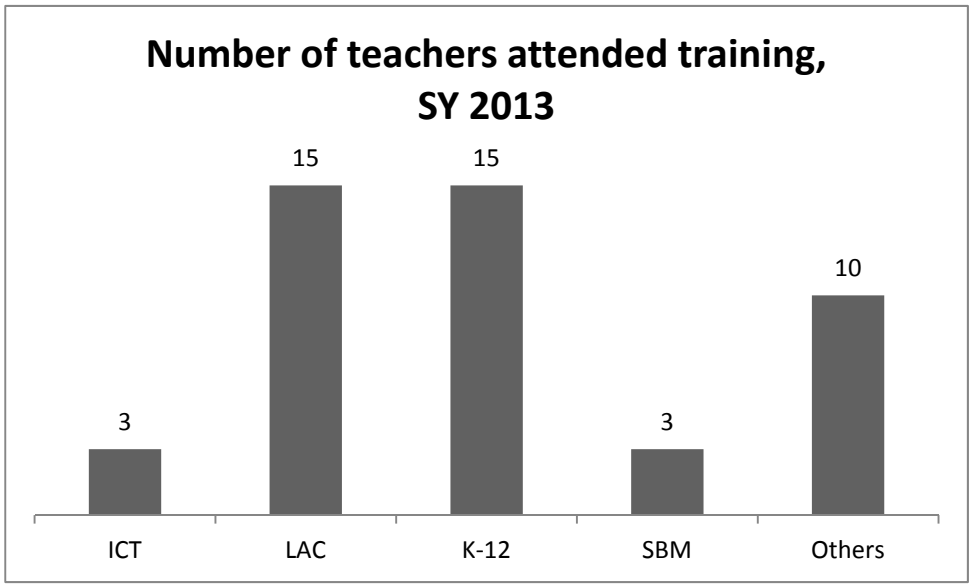
3. Learners materials

		Excess	Shortage
Textbook	**Subject**		
	English 3		
	Mathematics 5		
	Science 6		

		Number
Library	Books	
	Tables	
	Chairs	
Computer	Computers	
Science Equipment*		

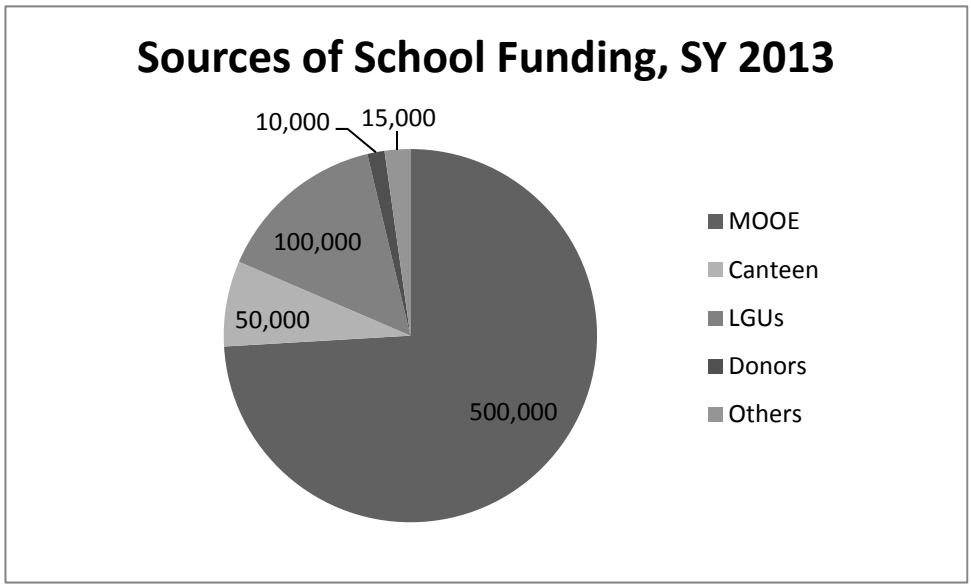
**Please enumerate existing science equipment in school.*

4. Teachers' professional development



Write interpretation of the data.

5. Funding sources



Write interpretation of the data.

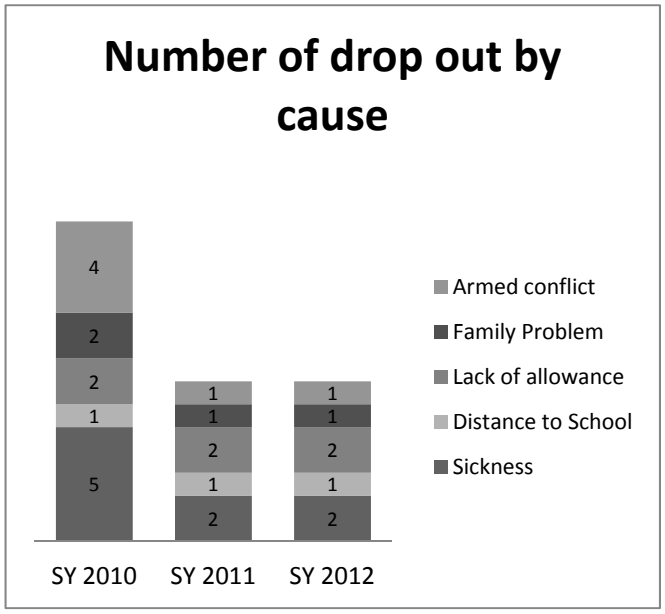
6. School awards and recognitions

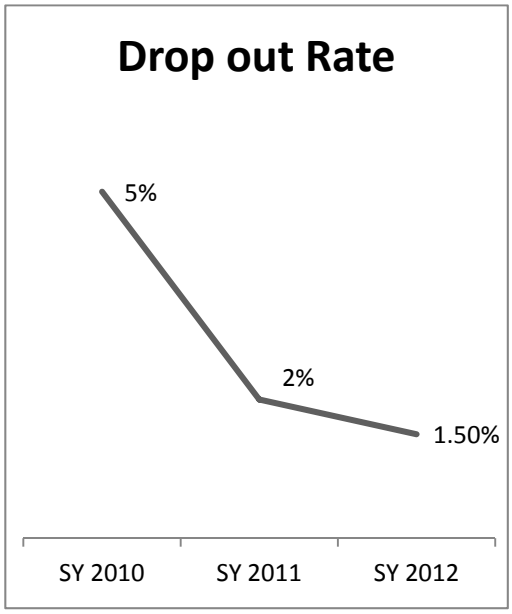
Title of Award	Award Giving Body	Level (International, National, Region, Division or School level)	Category of Awardee (Student, Teacher, School Head, School)
Best Performing School	Division Office of Ilocos Sur	Division	School
Over-all Champion in Sports Contest	Vigan City LGU	Division	Student
Hall of Famer Brigada Eskwela Awardee	DepEd Central Office	National	School

Performance Indicators

Access

7. Number and rate of dropouts by cause

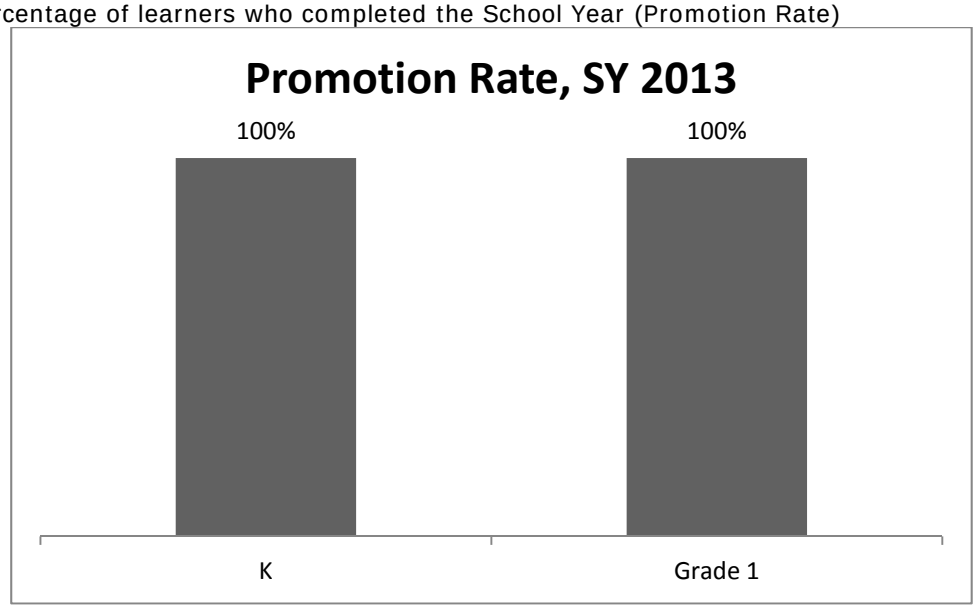




Write interpretation of the data.

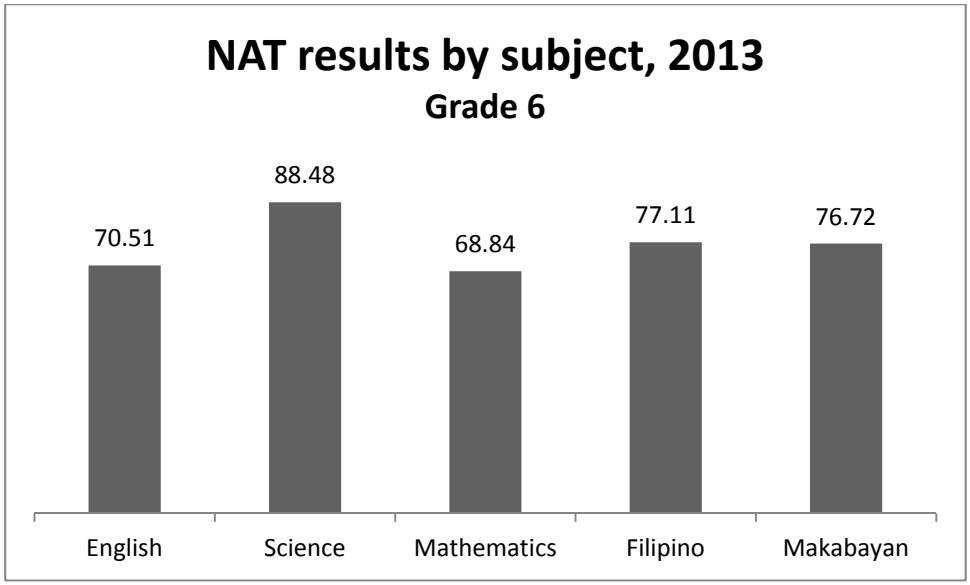
Quality

8. Percentage of learners who completed the School Year (Promotion Rate)



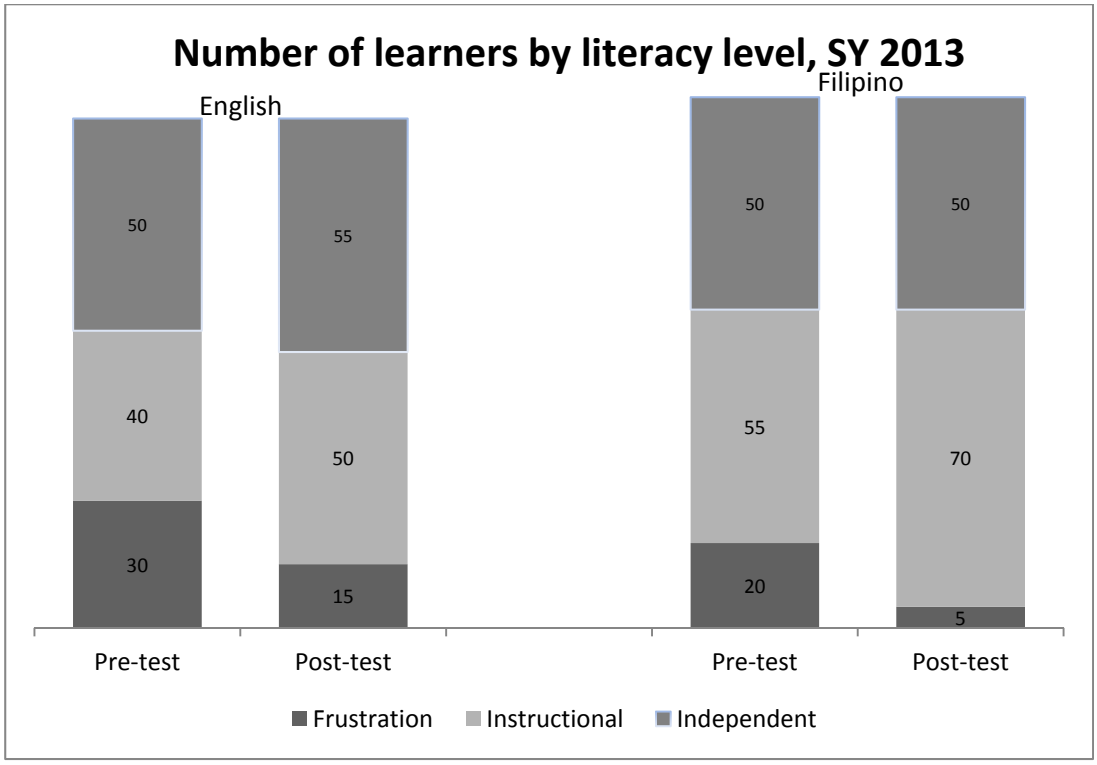
Write interpretation of the data.

9. National Achievement Test (NAT) – by Mean Percentage Score (MPS)



Write interpretation of the data.

10. Literacy level



Write interpretation of the data.

Governance

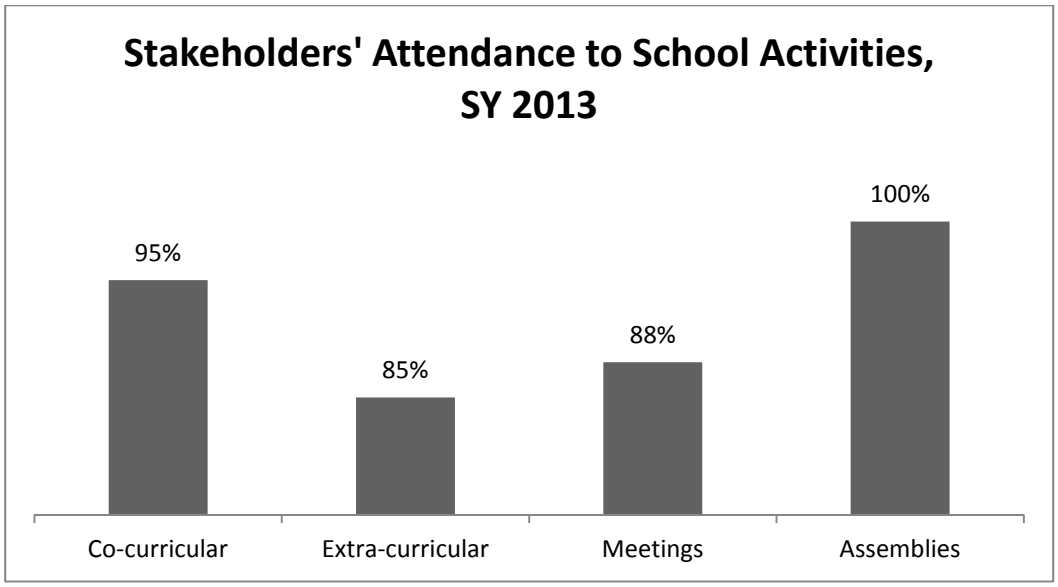
11. School-Based Management Assessment Level

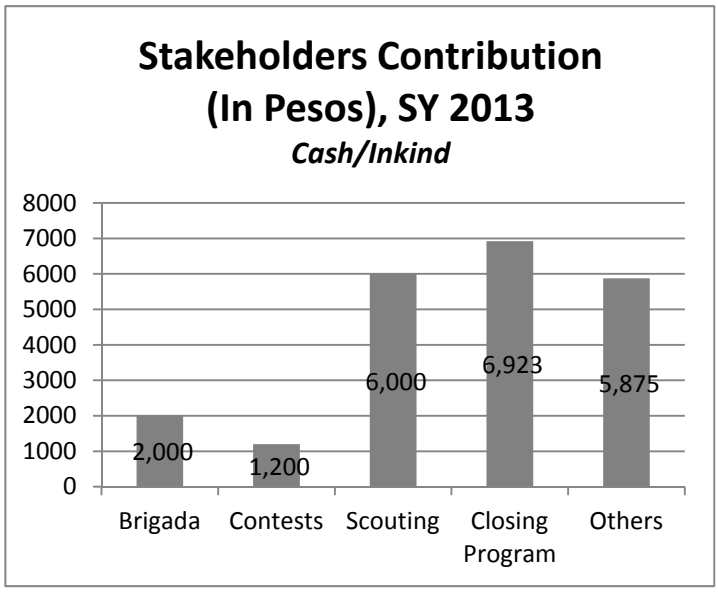
SBM Level	Qualitative Interpretation:
I	Developing

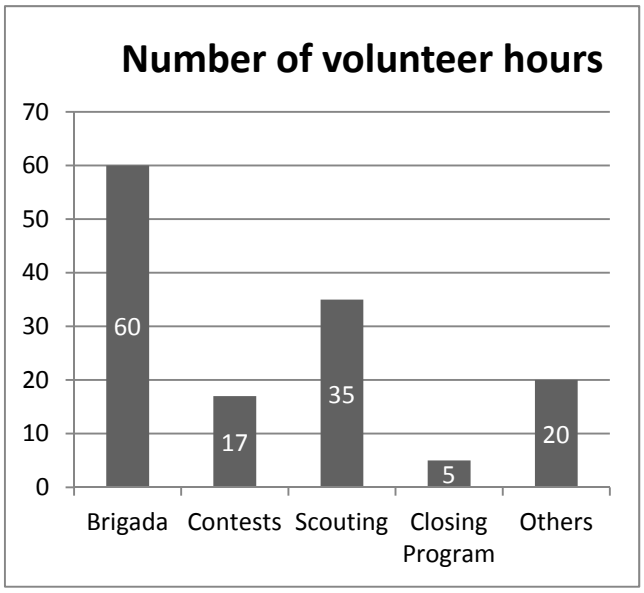
12. Child-Friendly School Survey result

CFSS Points:	Qualitative Interpretation:
33	Outstanding

13. Stakeholders' participation

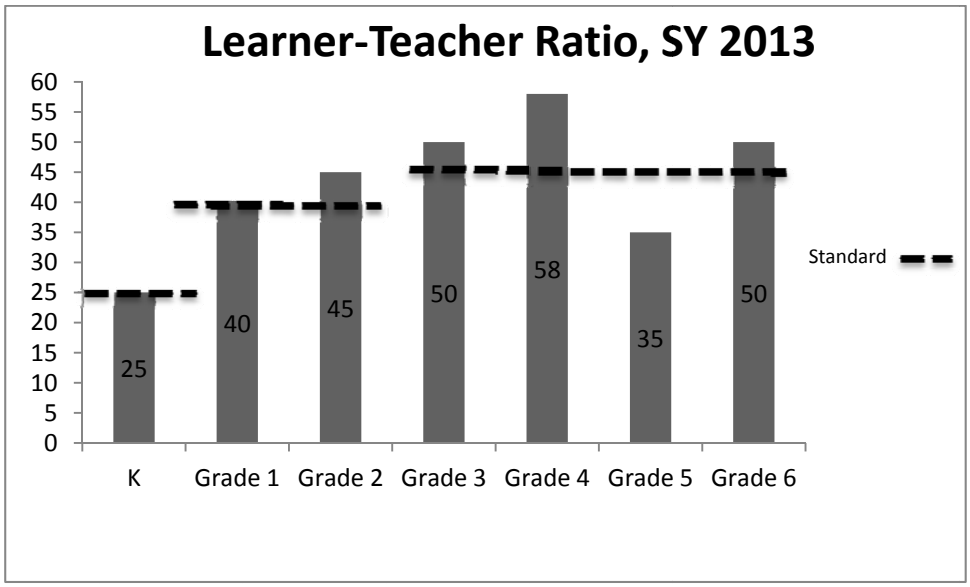






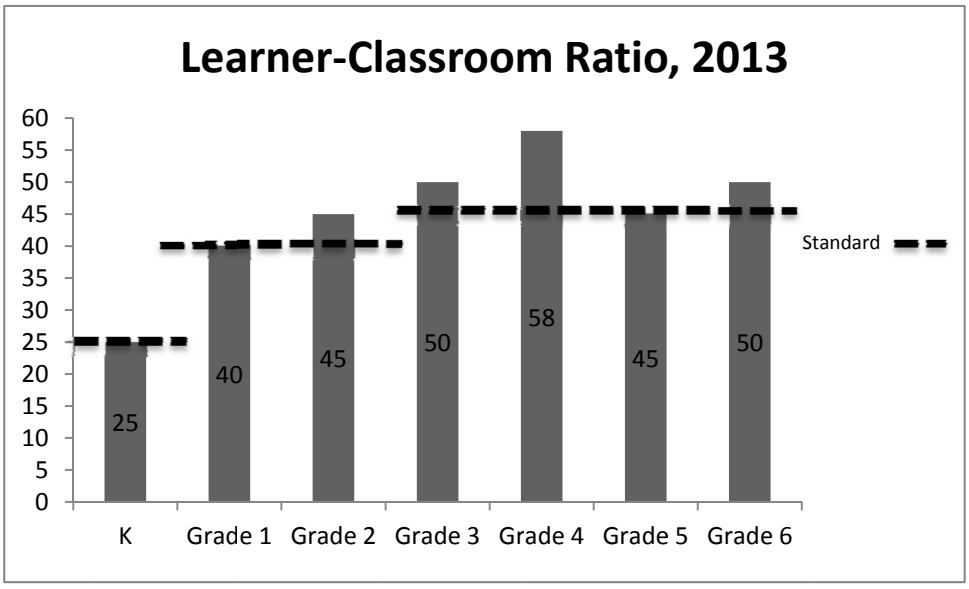
Write interpretation of the data.

14. Learner-Teacher ratio



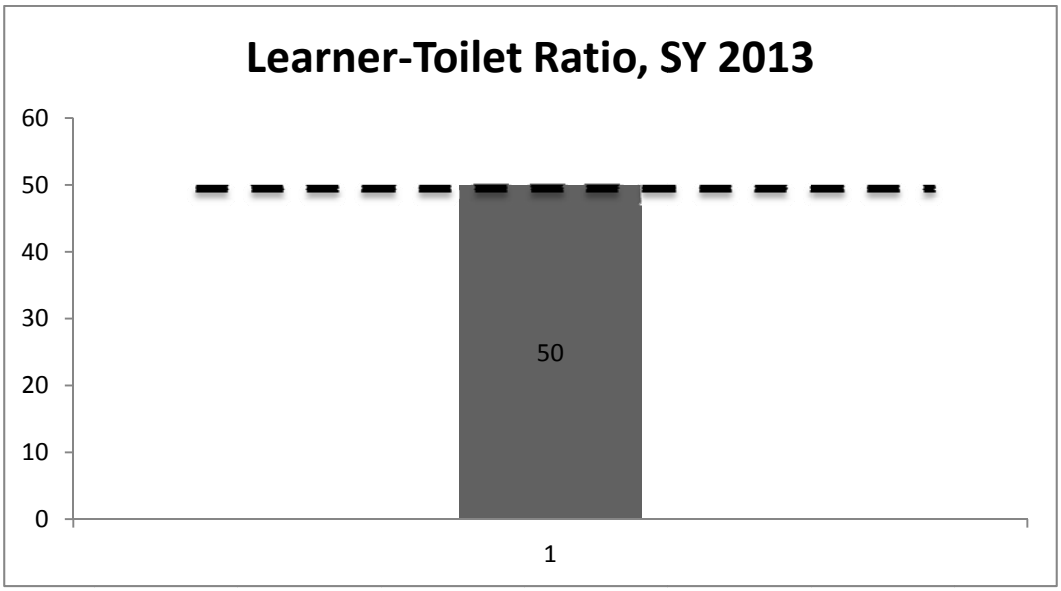
Write interpretation of the data.

15. Learner-Classroom ratio



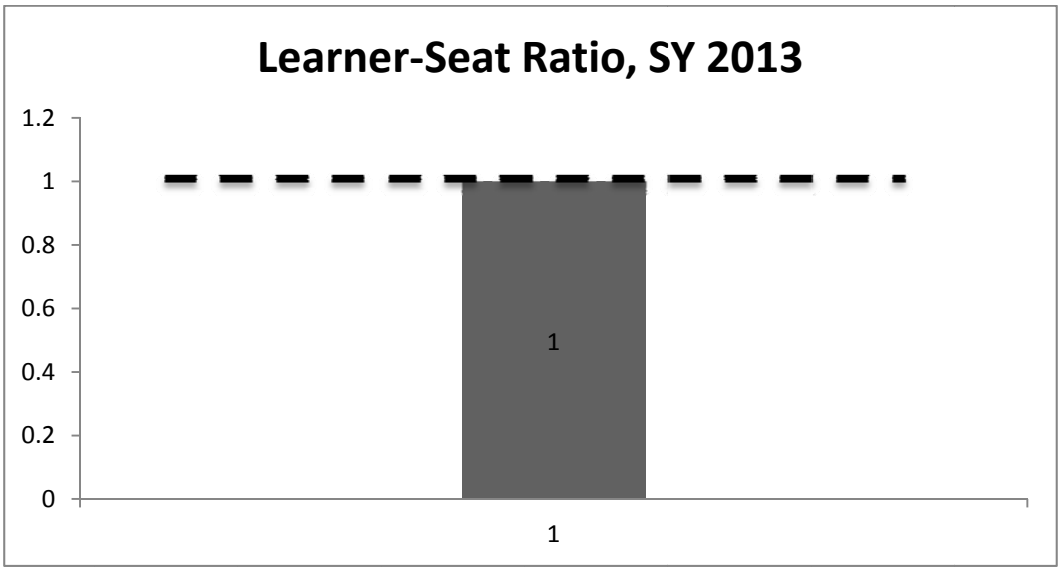
Write interpretation of the data.

16. Learner-Toilet ratio



Write interpretation of the data.

17. Learner-Seat ratio



Write Interpretation of the data.

Status of School Projects

18. Status of Continuous Improvement (CI) projects

*Presentation of Tables or Graphs depends on the School

Write interpretation of the data.

19. Other stakeholders' accomplishments

*Presentation of Targets or Graphs depends on the School

Write interpretation of the data

Certified Accurate:

_____
School Head

_____
Teacher Representative

_____
PTCA President

_____
Student Government President

Annex 12B SRC Template (Advanced)

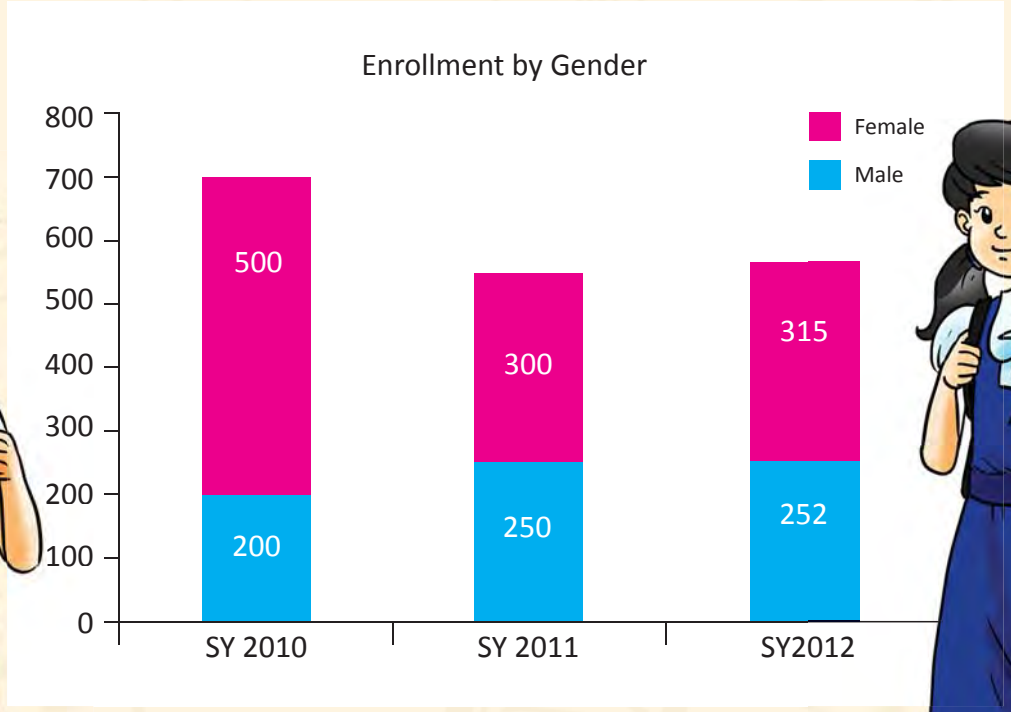
School Report Card

General Roxas Elementary School

Brgy. Roxas District, QC

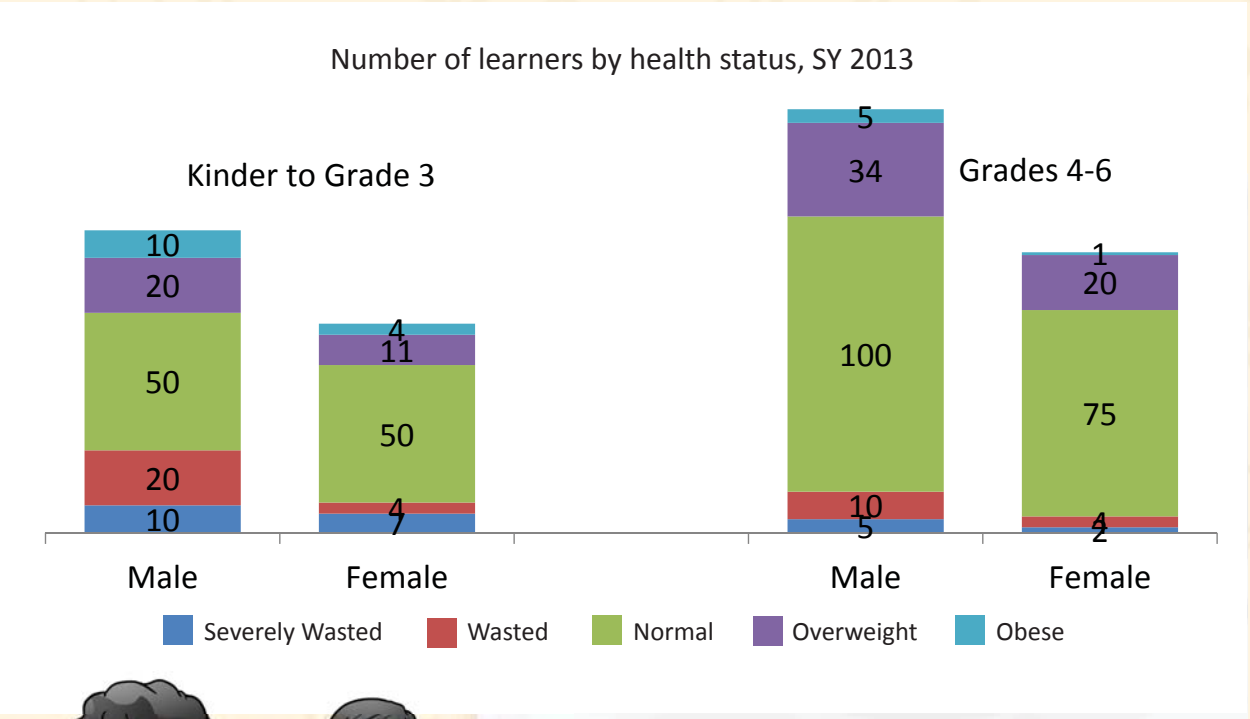
School Profile

1. Enrollment



From 2010, the number of male enrollees have significantly increased, while the number of female enrollees have decreased. This can be attributed to ….

2. Health and nutritional status



In the primary grades, 46% (86 out of 186) of the learners fall outside the normal health status. On the other hand, only 32% of Grades 4-6 students fall outside the normal health status.

3. Learners' materials

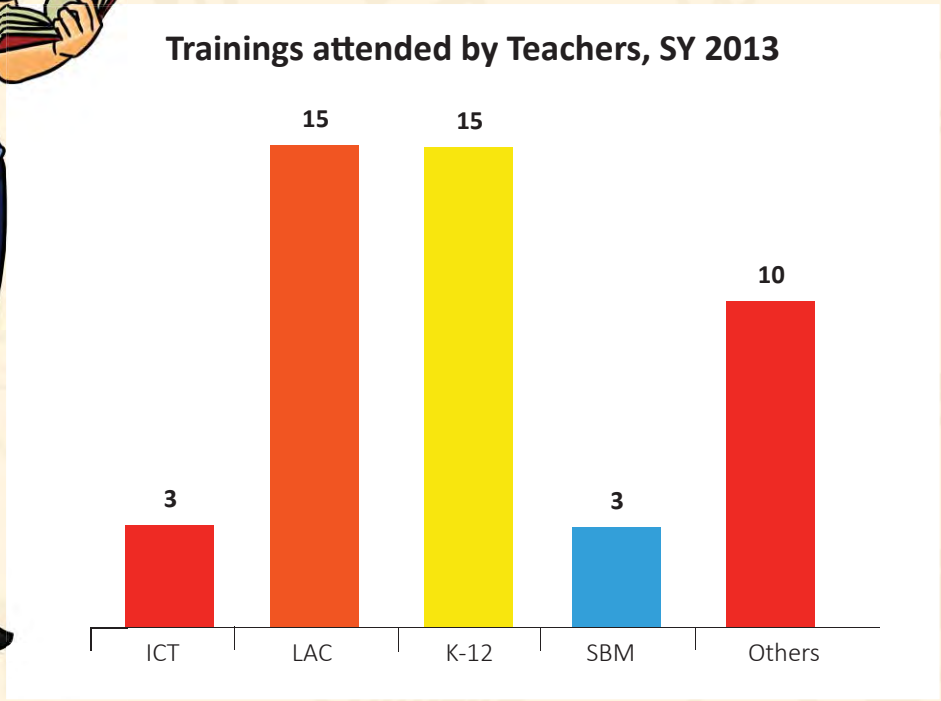
	Subject	Excess	Shortage
Textbook	English 3		
	Mathematics 5		
	Science 6		

		Number
Library	Books	
	Tables	
	Chairs	
Computer	Computers	
Science Equipment*		

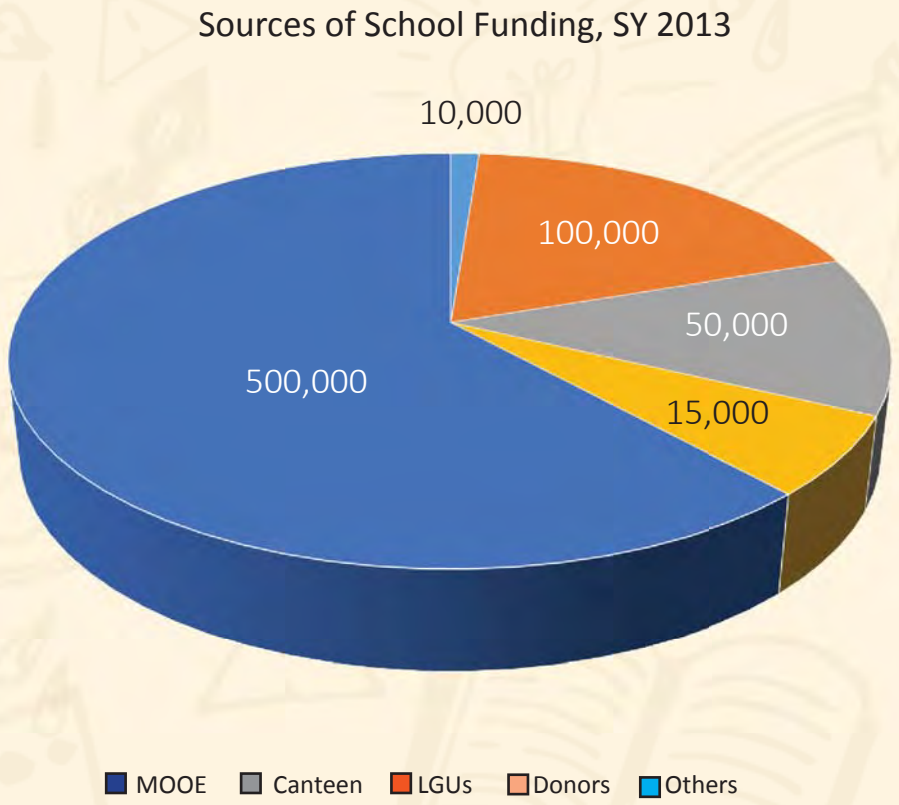
At the end of the school year, there was an excess of x number of textbooks in these subject areas: English and Mathematics.

4. Teachers' professional development

In the last year, majority of the trainings attended by our teachers were about K to 12 and LACs.



5. Funding sources



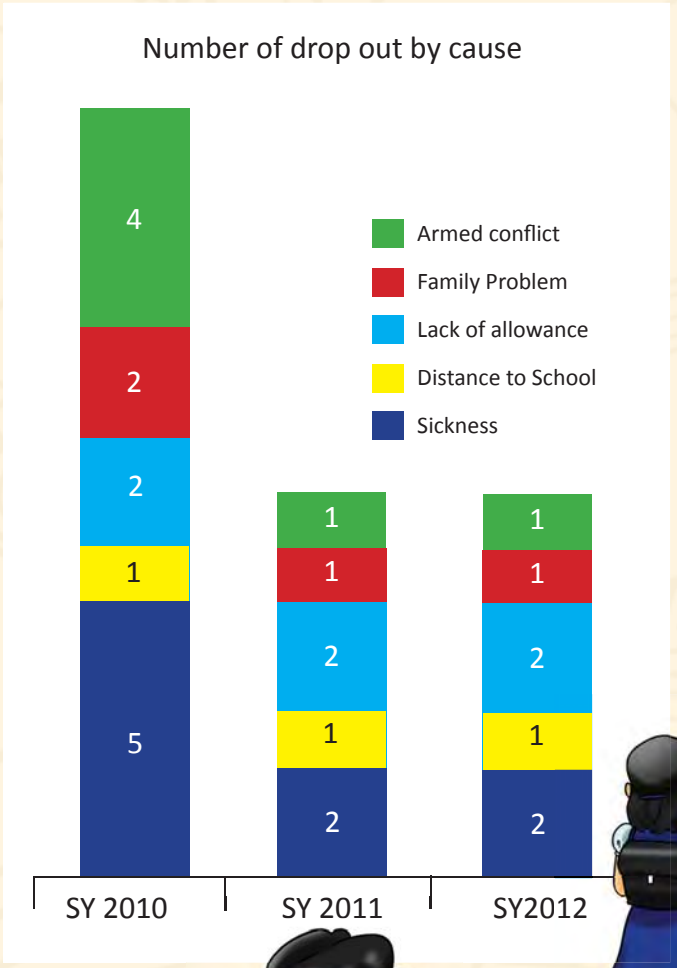
The biggest source of school funding come from the MOOE. Other sources are canteen fund, LGUs, and donors.

6. School awards and recognition

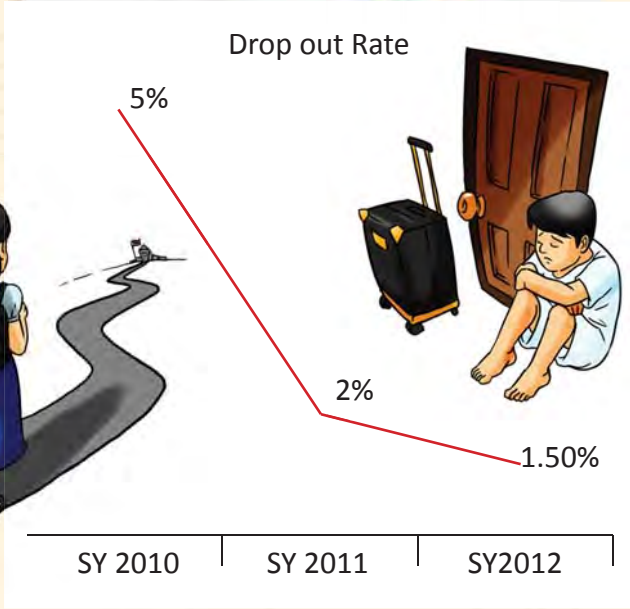
Title of Award	Award Giving Body	Level (International, National, Region, Division or School level)	Category of Awardee (Student, Teacher, School Head, School)
Best Performing School	Division Office of Ilocos Sur	Division	School
Over-all Champion in Sports Contest	Vigan City LGU	Division	Student
Hall of Famer Brigada Eskwela Awardee	DepEd Central Office	National	School

Performance Indicators: Access

7. Number and rate of dropouts by cause



The dropout rate of the school decreased by 3.5% in just 2 years. The main cause of the dropout of the students remain to be sickness



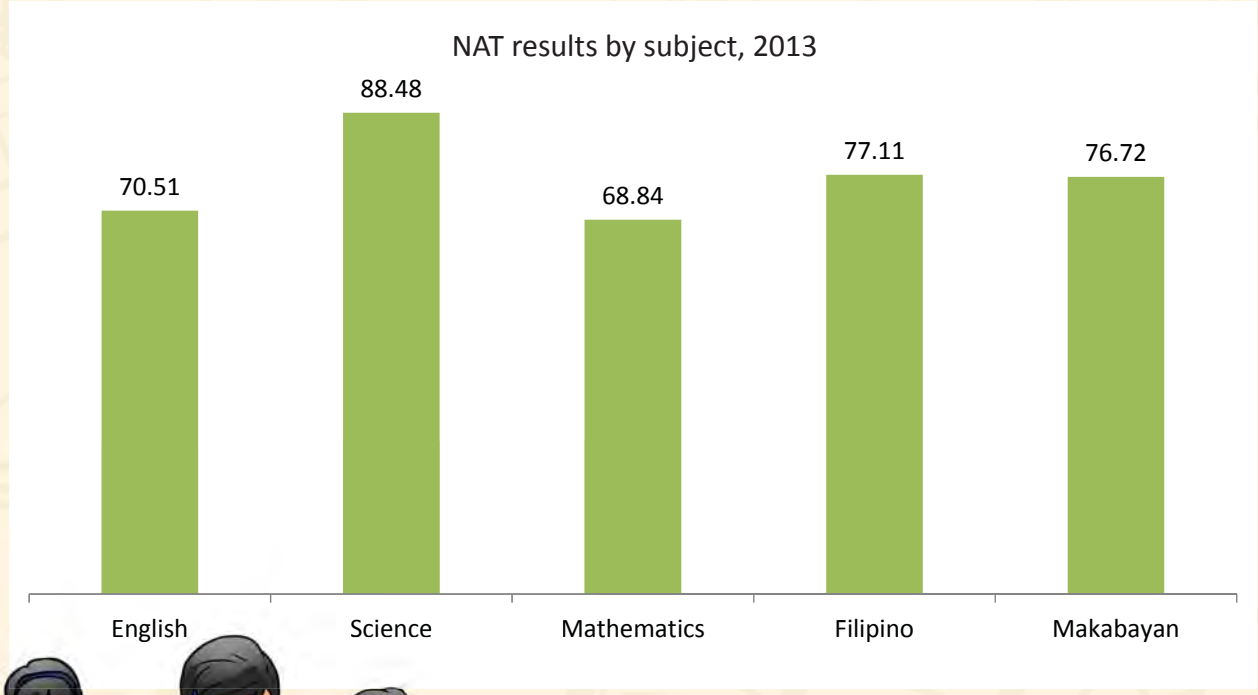
Performance Indicators: Quality

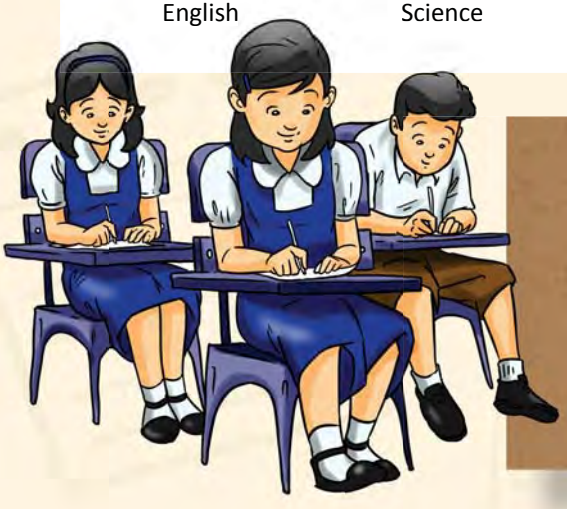
8. Percentage of learners who completed the School Year (Promotion Rate)

The promotion rate was successfully maintained at 100%.

Performance Indicators: Quality

9. National Achievement Test (NAT) – by Mean Percentage Score (MPS)

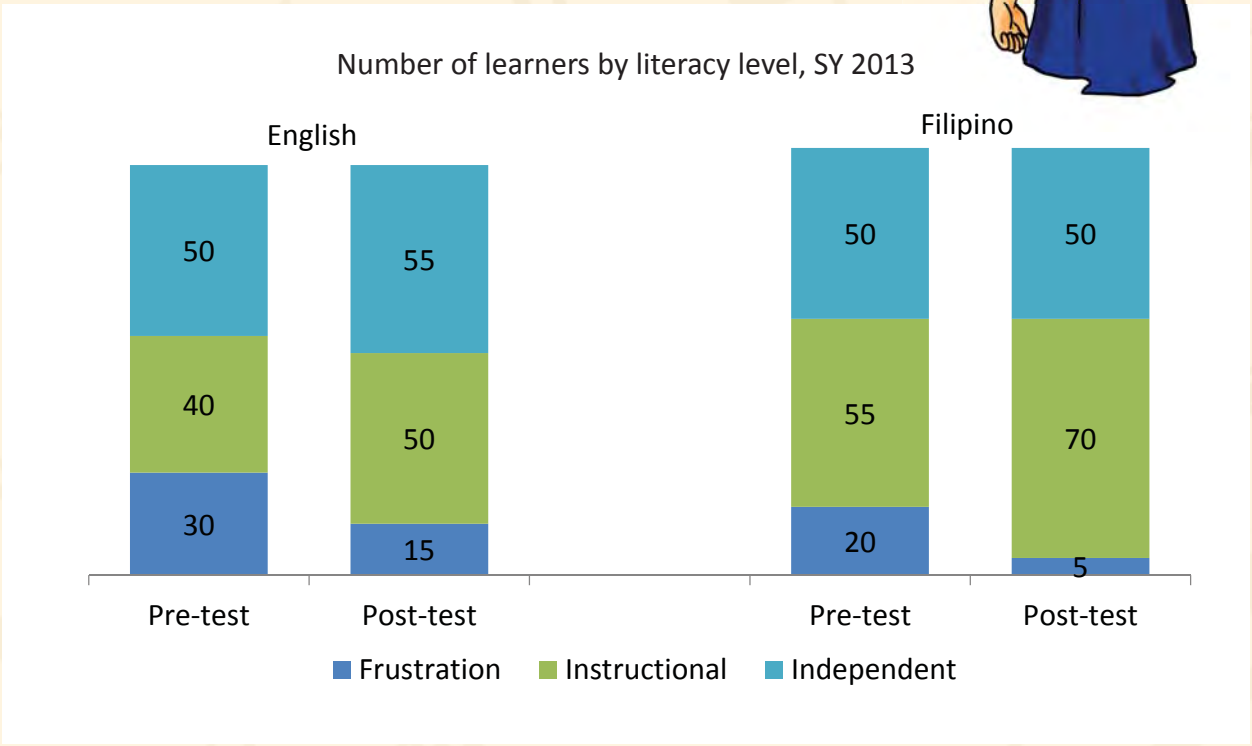




In the recent NAT, students performed well in Science, Filipino, and Makabayan. Interventions maybe needed to help the students in the areas of English and Mathematics.

10. Literacy level

PHIL-IRI results show an improvement in the students' literacy. More students have moved from frustration level to instructional level in both English and Filipino.



Performance Indicators: Governance

11. School-Based Management Assessment Level

SBM Level	Qualitative Interpretation:
1	**Developing**

12. Child-Friendly School Survey result

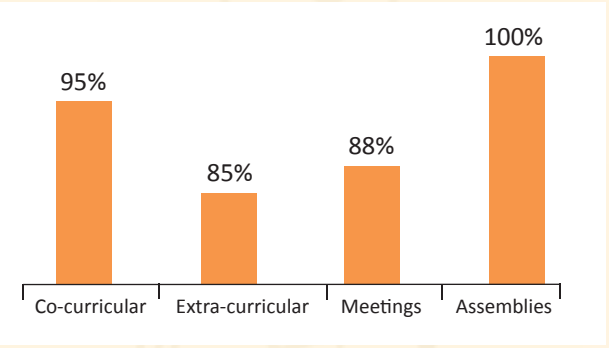
CFSS Points:	Qualitative Interpretation:
33	**Outstanding**

The school got a score of 33 points in the Child-friendly school survey, making us and Outstanding Child-Friendly School.

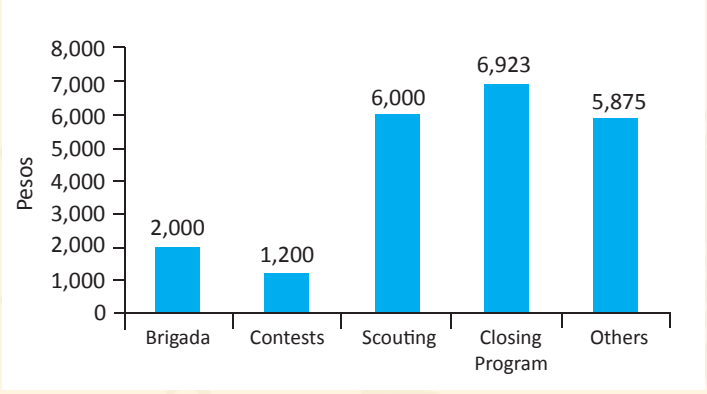
13. Stakeholders' participation

Stakeholders have shown notable participation in the numerous undertakings of the school.

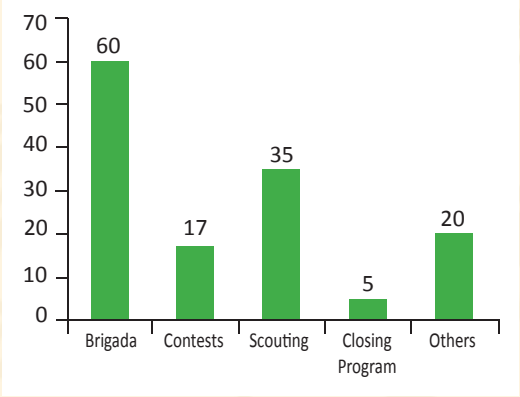
Stakeholders' Attendance to School Activities, SY 2013



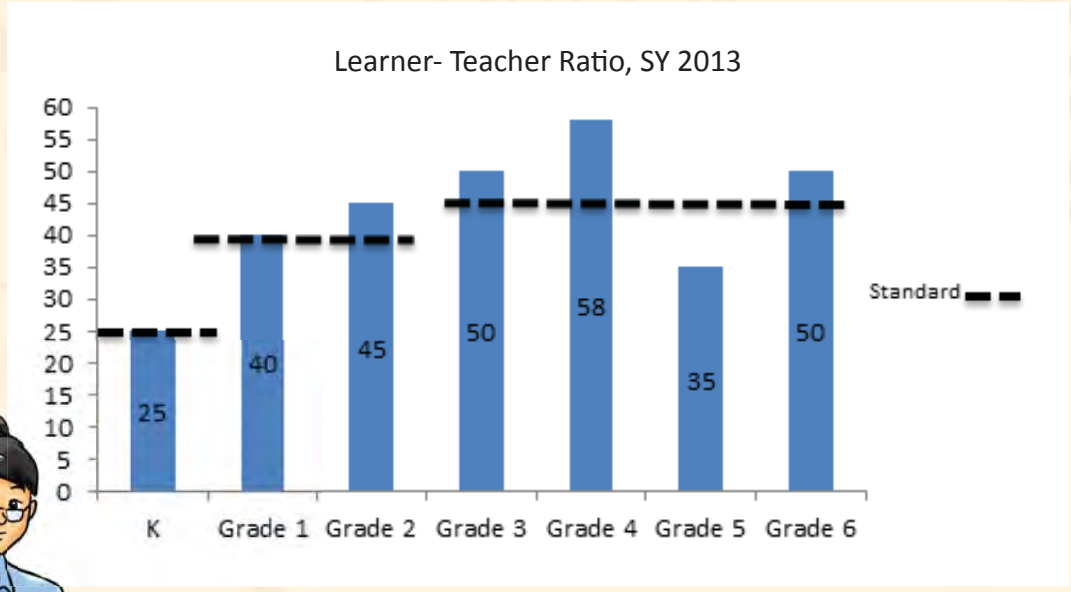
Stakeholders Contribution, SY 2013
Cash/Inkind



Number of volunteer hours



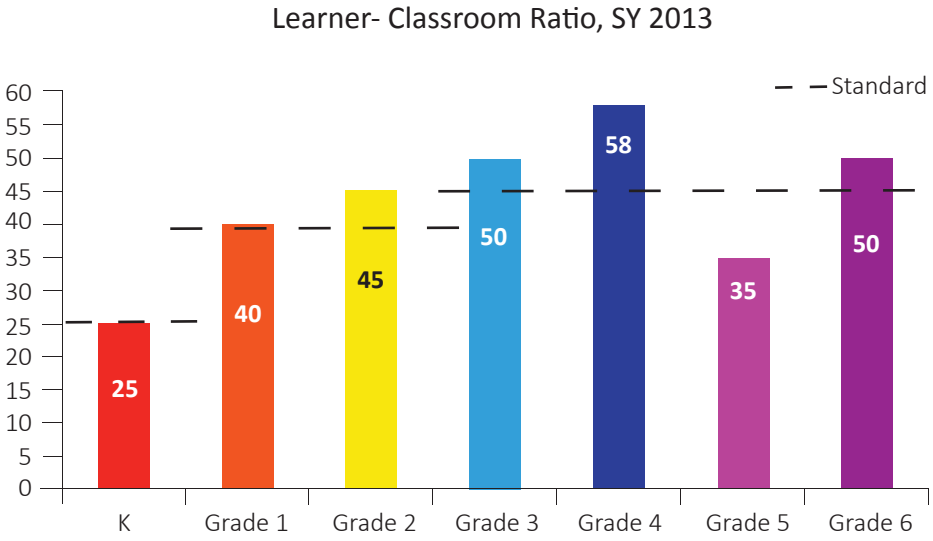
14. Learner-Teacher ratio



Except for Grades 1 & 5, all levels have a general class size bigger than the recommended pupil-teacher ratio.

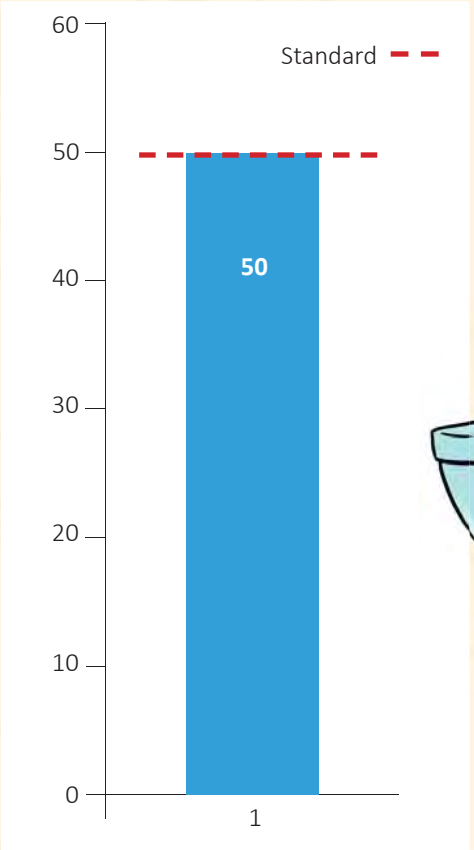
15. Learner-Classroom ratio

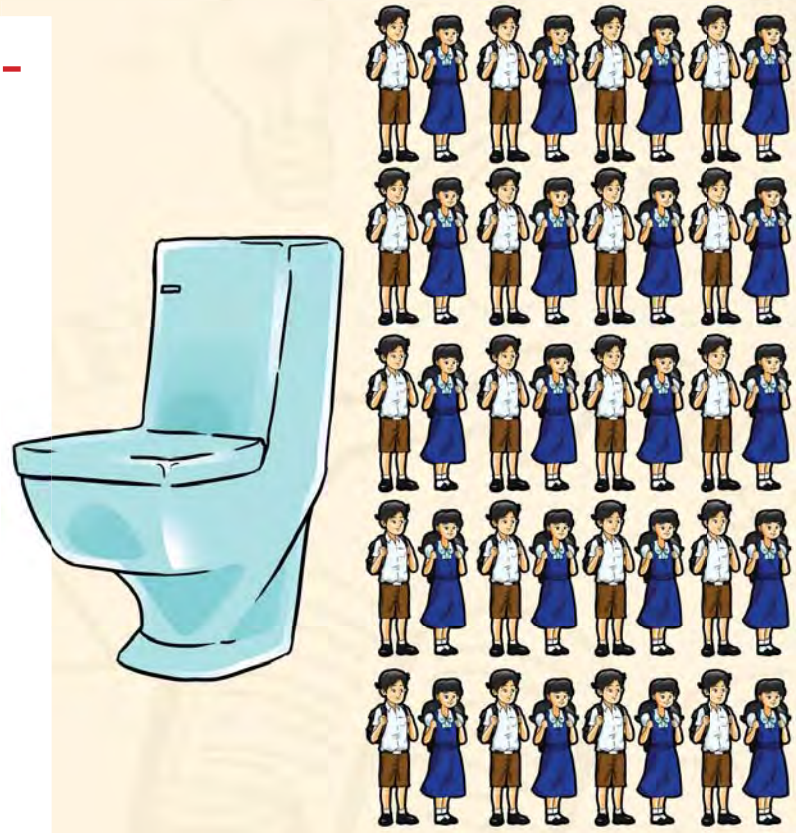
Except for Kinder, Grade 1, and Grade 5, all levels have a general class size bigger than the recommended pupil-classroom ratio. This means that a lot of classrooms are still overcrowded.



16. Learner-Toilet ratio

Learner-Toilet Ratio, SY 2013

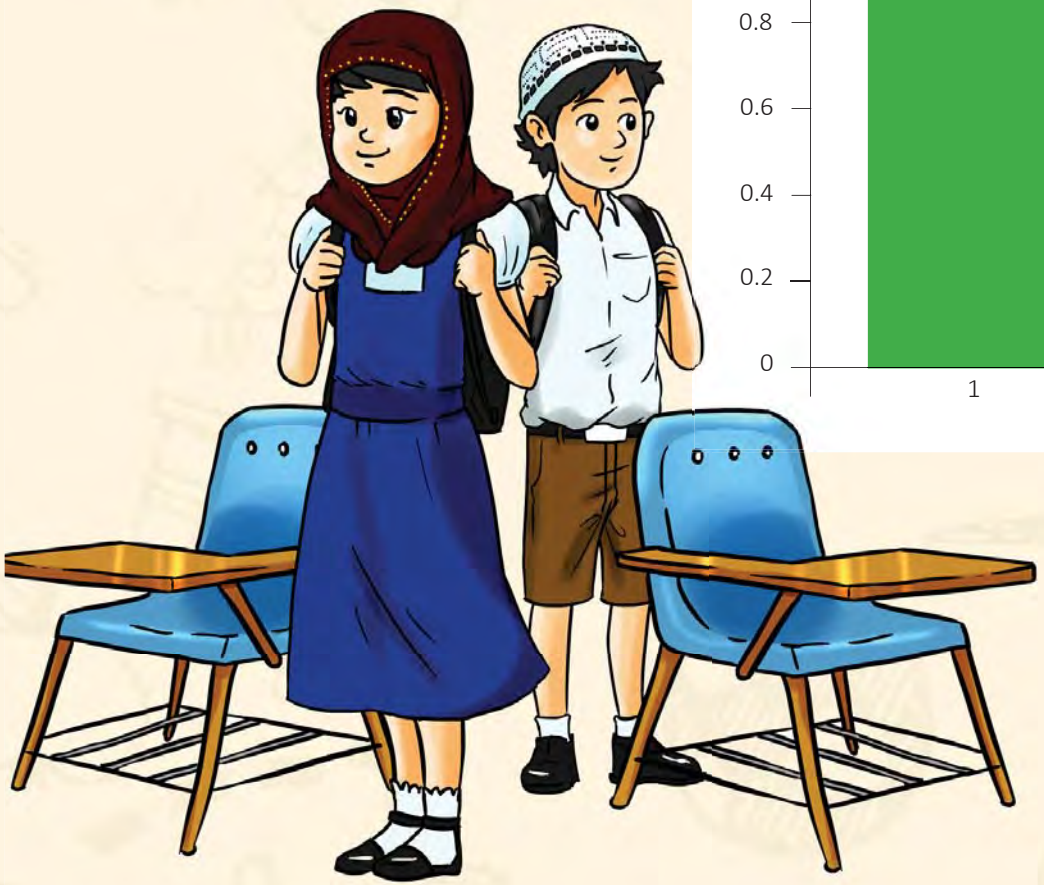




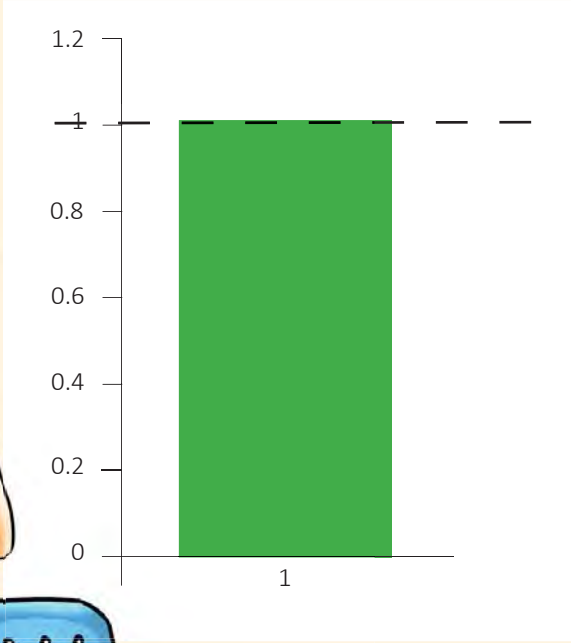
There are enough toilets to accommodate all students while maintaining an acceptable cleanliness level of the bathrooms.

17. Learner-Seat ratio

There are currently enough seats for all our students.



Learner-Seat Ratio, SY 2013



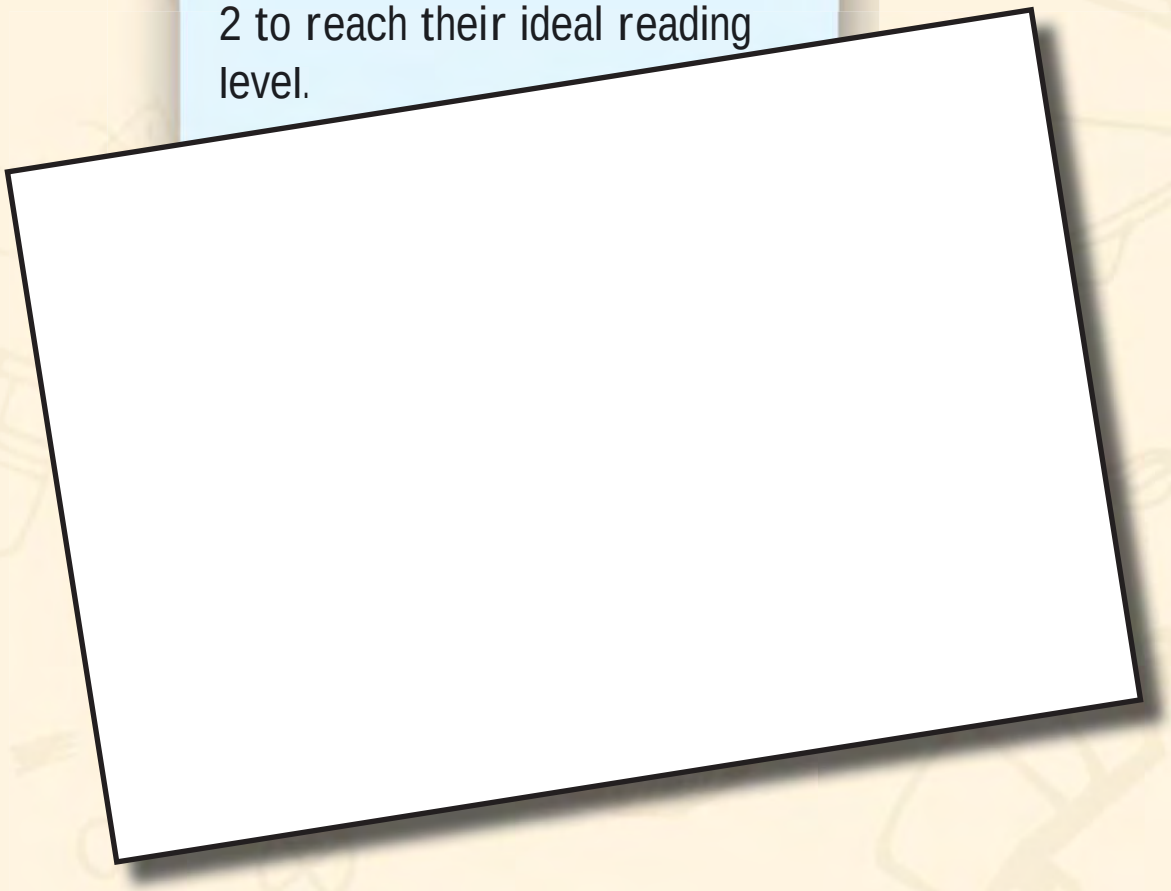
Projects

18. Status of Continuous Improvement (CI) projects

The GPTA held a successful school wide clean up drive last February.
It was attended by 125 parents and 150 students.

19. Other stakeholders' accomplishments

A current reading intervention program is being implemented to help 15 non-readers in Grade 2 to reach their ideal reading level.



School logo here
Division logo here
KAGAWARAN NG EDUKASYON
REPUBLIKA NG PILIPINAS