



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

MEMORANDUM

No. 245, s. 2023

**REORIENTATION AND CRAFTING OF SCHOOL IMPROVEMENT PLAN
(SIP) 2023-2028**

TO: OIC-Assistant Schools Division Superintendent/
Chief Education Supervisor, School Governance and Operations Division
Chief Education Supervisor, Curriculum Implementation Division
Public Elementary and Secondary School Heads/OICs
All Others Concerned

1. In conformity with the DepEd Order No. 24, s. 2022, titled "Adoption of Basic Education Development Plan 2030", dated May 30, 2022, all public schools are required to craft their School Improvement Plan (SIP) 2023-2028. Schools are instructed to mainstream and operationalize the BEDP Strategies and Outputs, as well as the MATATAG Agenda; all of which should lead to the department's shared goals, aspirations and outcomes.

2. The SIP must be able to outline the school's strategies and interventions for improving the teaching and learning process and improving the learning environment in order to safeguard learners' rights with the assistance and support of the community and stakeholders, and it must be completed within six (6) years.

3. The said activity is a pre-requisite for the workshop on the school budget formulation for FY 2024. It shall be carried out in four (4) phases, as detailed in the schedule as follows:

Phase	Description	Person Involved	Venue	Date and Time
I	Reorientation	PSDSs School Heads SIP Coordinators	4 th Floor Activity Area, SDO-Muntinlupa	October 19, 2023 1:30 pm - onwards
II	Data Collection and Writing	PSDSs School Heads SIP Coordinators Schools' Planning Team	School	October 23, 2023 to November 7, 2023
III	Validation and Refinement	ASDS PSDSs School Heads Schools Planning Team SIP Coordinators Division Planning Team	Clustered School	November 8-10, 2023



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Phase	Description	Person Involved	Venue	Date and Time
IV	2-Day Presentation	SDS ASDS PSDSs School Heads SIP Coordinators Division Planning Team	To be announced	November 14-15, 2023
Submission of SIP				November 17, 2023

4. Attached with this Memorandum are the following enclosures, for reference:

- Enclosure No. 1 - BEDP 2030 Results Framework
- Enclosure No. 2 - MATATAG Agenda
- Enclosure No. 3 - SIP 2023 – 2028 Template
- Enclosure No. 4 - SIP 2023 – 2028 Manuscript Outline
- Enclosure No. 5 - Risk Management Plan
- Enclosure No. 6 - 6-Year Indicative Financial Plan Template
- Enclosure No. 7 - Instruction Guide in Filling up Financial Plan
- Enclosure No. 8 - Annual Implementation Plan (AIP)
- Enclosure No. 9 - Communication Plan
- Enclosure No. 10 - SIP 2023 – 2028 Assessment Tools

6. The attendance of the principals and the school SIP coordinators is a must.

7. Queries and concerns relative to the Crafting of SIP 2023-2028 may be directed to *Ms. Phoebe R. Arroyo*, Senior Education Program Specialist - Planning and Research Division at 8829-2308 local 120.

8. Immediate and wide dissemination of, and strict compliance with this Memorandum are directed.


EVANGELINE P. LADINES, CESO V
Schools Division Superintendent

Encl.: As stated
References: As stated
be indicated in the Perpetual Index
Under the following subjects

RESEARCH
SCHOOLS
REPORTS
FUNDS

PRA / REORIENTATION AND CRAFTING OF SCHOOL IMPROVEMENT PLAN (SIP) 2023-2024

245 / October 16, 2023

NUM-2023-245



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BEDP Results Framework

Pillar No. 1 Access

IO#1- All school-age children, out-of-school youth, and adults have access to relevant basic learning opportunities

IO#1.1- All five-year-old children attend school

Strategy #1
Improve access to universal kindergarteneducation

- Expand access to kindergarten program
- Kindergarten facilities within standards provided
- Hiring of Kindergarten teachers
- Schools and stakeholders' capacities on parental engagement at the kindergarten level strengthened
- Tripartite partnership with Barangay LGUs, pre-school centers, and public schools strengthened
- Development of policy in acceleration (assessment based)
- Existing Catchup program for five-year-old children or above not attending kindergarten is reviewed
- Strategy for mapping whereabouts of five-year-old children developed and implemented in schools
- Research studies on effective of stakeholders' involvement in strengthening kindergarten program completed

IO#1.2- All learners stay in school

Strategy#2
Improve learners' access to quality and learner-friendly environment

- Digital materials for all learning areas developed and made accessible to target learners
- All schools have science laboratories
- Schools implement feeding program for targeted learners
- Health and teaching personnel trained on appropriate school health and nutrition standards
- More schools with health and sanitation facilities
- More schools implementing learners' mental health and psychosocial programs
- More schools with ideal classroom to student ratio at the Elementary and Secondary levels

Strategy #3.
Improve capacity to retain learners in schools

- Teachers and learning facilitators capacitated to implement remediation programs and management of learners at risk of dropping out
- More schools implementing school-initiated interventions using flexible learning options
- Schools implemented remediation programs for struggling learners
- Counseling services for all students to address individual concerns provided in all schools.

IO#1.3- All learners transition to the next key stage

Strategy#4
Strengthen schools' capacity to ensure learners' continuity to next stage

- Integrated public schools established in areas where access to JHS and SHS is difficult
- Integrated public schools established in areas where access to JHS and SHS is difficult
- Incomplete primary schools converted into complete multigrade schools
- New secondary schools established
- More private schools participating in the Education Service Contracting scheme
- SHS course offerings within standards
- SHS facilities are within standards
- Scheme for tracing learners' completing basic education is developed and operational
- Elementary and secondary schools capacitate on how to trace learners' whereabouts,
- Trace studies for ALS learners completed
- Coordination mechanism between elementary and secondary schools established;
- Mechanism for strengthening the curriculum link between elementary and secondary established and operational;
- Secondary schools implemented bridging strategies
- Teachers trained on identifying learning gaps and remediation strategies; and,
- Counseling services of schools to address learners' concerns improved

IO#1.4- All out-of-school children & youth participate in formal or non-formal basic education learning opportunities

Strategy#5
Strengthen mechanism for providing access to basic learning opportunities for OOSC and OSY

- ALS literacy mapping strategy for identifying OSC, OSY, and OSA developed and implemented in divisions and districts
- ALS teachers, community ALS implementors and learning facilitators trained to use online teaching platforms
- ALS teachers are deployed in high demand areas
- New community learning centers (CLCs) are operational in high demand areas
- Access to Print and Non-Print Learning Resources in the CLCs Improved
- Selected CLCs are equipped with appropriate learning facilities
- Service contracting and engagement of non-DepEd ALS providers expanded
- ALS internal stakeholders access to training on ALS program implementation Improved
- ALS external stakeholders on ALS program implementation improved
- ALS M&E system and processes developed and operational in all governance levels

BEDP Results Framework

Pillar No. 2 Equity

School-age children and youth, and adults in situations of disadvantage benefited from appropriate equity initiatives

SIO#2.1- All school-age children and youth and adults in situations of disadvantage are participating in inclusive basic learning opportunities and receiving appropriate quality education

Strategy #1 Improve program management and service delivery

- Coordination with LGUs and barangay officials on data gathering and analysis towards explicit solutions to identified barriers to education implemented
- Mechanism for the enrollment of pre-identified children with disabilities in Kindergarten between and among ECCD, DSWD, NGOs, and DepEd implemented
- 10-year Program Assessment of IPed completed
- Baseline information on the needs of all types of learners in disadvantage completed
- Policies, standards, and program management on programs responsive to the needs of all types of learners are developed and implemented
- Learning and Development Plan for the capacity development of personnel involved in IPed implemented
- Rights-based and culture-sensitive planning and M&E at various governance levels for IPed formulated and implemented
- Governance framework and partnership mechanisms for IPed across governance levels developed and implemented
- Program approaches and strategies for various typologies of IPed-implementing schools formulated and implemented
- Monitoring and Evaluation policy and mechanism on inclusive education developed and implemented

Strategy #2 Provide an inclusive, effective, culturally responsive, gender-sensitive and safe learning environment to respond to the situations of disadvantage

- Policies and standards for safe and accessible learning environments for learners with different learning needs are implemented
- Contextualized rural farm schools established
- One Community Learning Center (CLC) per barangay established
- Inclusive Learning Resource Center established
- Learner support services appropriate for learners with different learning needs implemented

Strategy #3 Improve gender-sensitive contextualized curriculum and learning delivery

- Standards, processes and protocols for the contextualization of the curriculum, and learning delivery for inclusive education developed and implemented
- Programs to address gender-disparities among children are developed and implemented

Strategy #4 Enhance DepEd platforms for learning resources

- Standards, processes, and protocols for the contextualization of learning resources of inclusive education implemented
- DepEd ICT platforms and facilities with accessibility features for inclusive education are provided
- Standards, processes, and protocols for the contextualization of the curriculum, learning delivery, and learning resources for IPed (for both formal and ALS) formulated

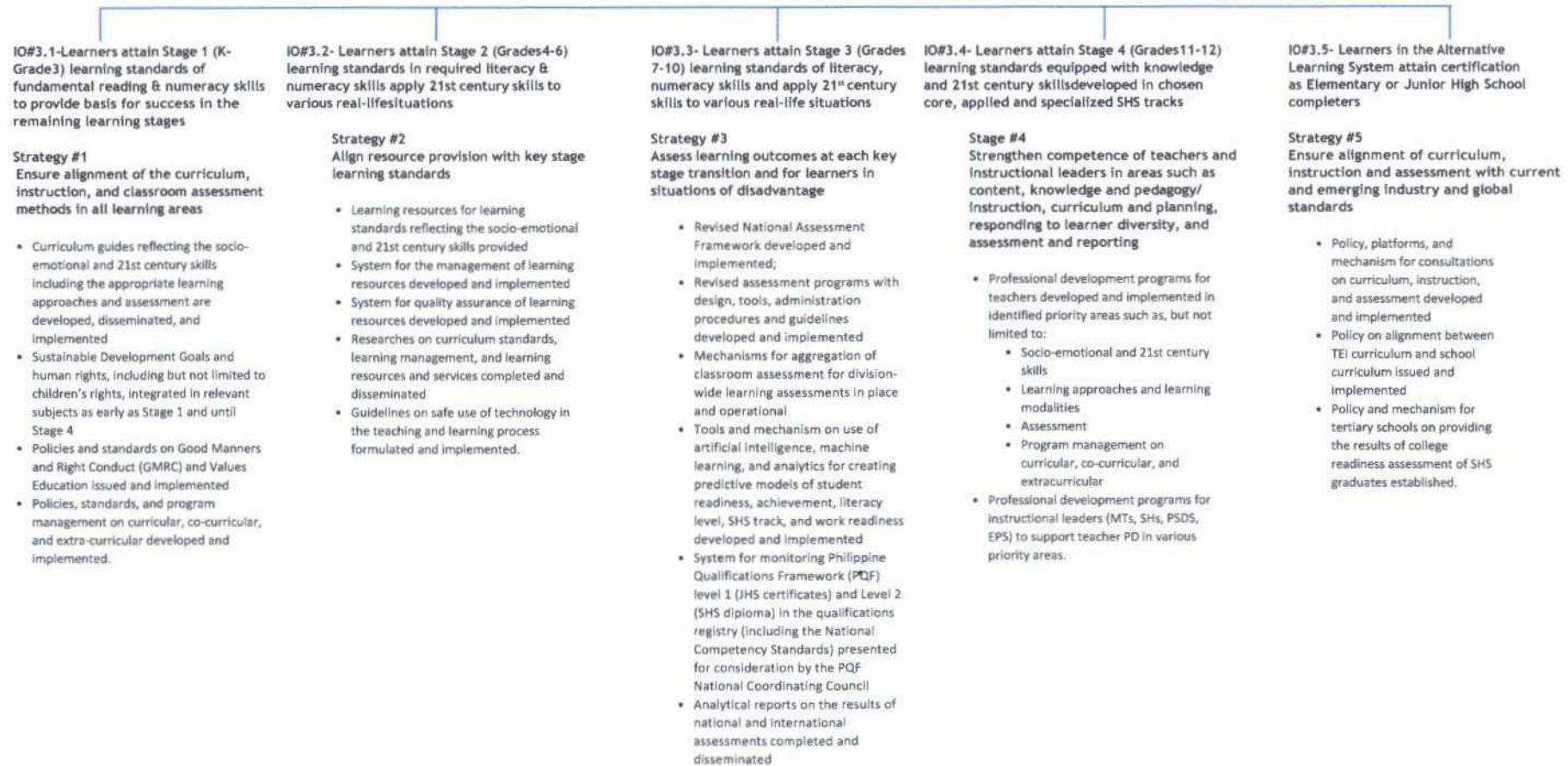
Strategy #5 Promoted partnerships to benefit education for learners in situations of disadvantage

- Communication and advocacy plans for inclusive education are implemented
- Standards and protocols for the engagement of stakeholders in support of inclusive education formulated
- Partnership with external providers of inclusive education forged
- Involvement of the community in the implementation of the different learning modalities

BEDP Results Framework

Pillar No. 3 Quality

Learners complete K-12 basic education having attained all learning standards that equip them with necessary skills and attributes and are confident to pursue their chosen paths



BEDP Results Framework

Pillar No. 4 Learners' Resiliency and Well-Being

Learners are resilient and aware of their rights, and have the life skills to protect themselves and their rights while being aware of their responsibilities as individuals and as members of society

SIO 4.1: Learners are served by a Department that adheres to a rights-based education framework at all levels

Strategy #1: Integrate children's and learners' rights in the design of all DepEd policies, plans, programs, projects, processes, and systems

- Laws, policies, plans, rules, and regulations, contracts, programs, projects, and activities containing commitments towards children's rights according to rights-based education framework implemented
- Rights-based education (RBE) framework adopted and implemented
- Standards and mechanisms on child protection developed and implemented
- M&E mechanism on rights-based education framework and legal obligations and commitments on children's rights implemented
- Child Rights in Education Desk (CREDe) institutionalized
- DepEd personnel and stakeholders trained on child rights/RBE
- Positive discipline measures implemented in schools and community
- Child Protection Unit and Child Protection Committee structures are established
- Child protection policies implemented

Strategy #2: Ensure that learners know their rights and have the life skills to claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being, while also being aware of their responsibilities as individuals and as members of society

- Child rights education (CRE) integrated in the enhanced K-12 curriculum, extra and co-curricular programs, learning environment and culture of the school, learning center and other learning modalities
- Learning resources on children's and learners' rights in education utilized
- School-based guidelines on RBE and CRE implementation developed, with consideration of school-based management, school improvement plan, and school governance council
- School personnel and parents trained on child rights education and child protection
- Mechanism on learners' participation on education and children's rights developed and implemented
- Child protection committee in schools established

SIO 4.2: Learners are safe and protected, and can protect themselves from risks and impacts from natural and human-induced hazards

Strategy #3: Protect learners and personnel from death, injury, and harm brought by natural and human induced Hazards

- DepEd personnel and learners capacitated on providing MHPSS
- ESD, DRRM, CCAM, and peacebuilding competencies in the K to 12 curriculum integrated
- Personnel and stakeholders equipped on DRRM, CCAM, and peacebuilding
- Safety and emergency supplies and equipment provided to DepEd offices and schools
- Early Warning Systems (EWS) in DepEd offices and schools established.

Strategy #4: Ensure learning continuity in the aftermath of a disaster or emergency

- Internal and external partners for response, rehabilitation, and recovery mobilized
- Access to relevant responses, rehabilitation, and recovery-related datasets from school enhanced
- Information, education, and communication (IEC) materials in the aftermath of a disaster or emergency developed and disseminated
- Guidelines on immediate response interventions for learning continuity developed
- MPHSS Interventions, including referral mechanisms, for learners and personnel affected by disasters and emergencies are provided
- DepEd inter-agency Comprehensive Rehabilitation and Recovery Plan (CRRP) for disaster and emergency developed
- Regions, divisions, and schools equipped in leading multi-stakeholder groups for the implementation of response, rehabilitation, and recovery
- Major repair and reconstruction of infrastructure and replacement of non-infrastructure damages due to disasters/ emergencies for rehabilitation and recovery completed
- Feedback and accountability mechanisms for learners on emergency interventions established

Strategy #5: Protect education investments from the impacts of natural and human-induced hazards

- Risk assessment data for DRRM, CCAM, and peacebuilding established
- DRRM, CCAM, and peacebuilding plans; contingency plans; and public service continuity plans in all governance levels developed
- DRRM, Peacebuilding, and Climate change-related programs, projects, and activities (PPAs), and budget in DepEd offices and schools annual plans developed
- Functional DRRM Team organized in all governance levels
- DRRM, CCAM, and peacebuilding researches published
- Regular programs for structural and non-structural hazard prevention and mitigation measures implemented.

SIO 4.3: Learners have the basic physical, mental, and emotional fortitude to cope with various challenges in life and to manage risks

Strategy #6: Provide learners with basic health and nutrition services

- Guidelines on health and safety of learners and school personnel, including prevention of COVID-19 developed and implemented
- Post COVID-19 tracking of learners' health and nutrition conditions in schools implemented
- Health personnel and program coordinators trained on management of risky behavior and child protection issues
- Schools' health facilities including WASH and clinics provided
- School-community coordination mechanisms for health and safety of learners in schools established
- Policies, guidelines and standards on prevention of COVID-19, health & nutrition, and adolescent health and development implemented

Strategy #7: Nurture and protect learners' mental and psychosocial health

- Study on effects of student workloads, deadlines and other learning activities completed
- Teachers trained in handling students experiencing mental and psychosocial health issues
- DepEd personnel and learners capacitated on providing MHPSS.

Strategy #8: Promote learners' physical and socio-emotional skills development

- School sports and fitness development program framework developed
- Standards for school sports and competition programs developed and implemented
- Teaching and non-teaching DepEd personnel trained on after-school sports programs

BEDP Results Framework

Governance and Management

Efficient, agile, and resilient governance and management processes

EM #1: Education leaders and managers practice participative, ethical, and inclusive management processes

- Competency-based hiring and promotion system adopted and implemented
- SBM policy revised and implemented
- Policy guidelines for the decentralization of PAPs formulated and implemented
- Basic education situation analysis and plans submitted to LSBs/RDC and other stakeholders
- Policy on synchronized planning and budgeting issued and implemented
- Revised SIP policy developed and implemented
- Policy on M&E framework and system issued and implemented

EM #2: Ensure human resources in all governance levels are sufficient, resilient, competent, and continuously improving

- NEAP transformation deepened and further institutionalized
- Professional standards linked to employee assessment, development, rewarding, and recognition
- Employee welfare and benefits standards are developed and implemented
- DepEd personnel trained on responsive management processes that uphold inclusive and rights-based education
- Learning and Development plan developed and implemented under NEAP leadership

EM #3: Ideal learning environment and adequate learning resources for learners ensured

- Standards for a quality and inclusive learning environment for different learner groups for the new normal post COVID-19 adopted and implemented;
- Standards for the integration of educational technology in teaching and learning developed and implemented;
- Standards for learning resource development accessible to all types of learners formulated and implemented; and
- System for granting access to learning resources developed and implemented

EM #4: Improve and modernize internal systems and processes for a responsive and efficient delivery of basic education services

- Guidelines on modern financial management systems and processes developed and implemented
- Major management processes (planning, budgeting, procurement, M&E, human resource) are integrated, synchronized, and coordinated in all governance levels
- Guidelines for performance management and quality assurance systems developed and implemented
- Disaster risk reduction and response mechanisms established
- Policy and research agenda formulated and implemented
- Human Resource Information System (HRIS) in all governance levels developed and implemented
- Internal Control System (ICS) framework, guidelines and standards adopted and implemented
- Guidelines for QMS developed and implemented
- Asset Management System implemented;
- Helpdesk support system for field procurement operations created
- DepEd integrated logistics management system implemented
- Organic procurement units and plantilla positions for procurement officers created
- Contract management system developed and implemented
- Standards on procurement processes, forms, and documents developed and implemented
- Supplier's Registry established
- Transparency mechanism developed and implemented
- Guidelines on third-party participation in procurement developed and implemented
- Guidelines on customized procurement for selected major programs developed and implemented

EM #5: Strengthen active collaboration with key stakeholders

- Framework for stakeholder engagement developed and implemented
- Guidelines on the use of SEF revised and implemented
- School Governing Council policy revised and implemented
- Policy on the use of partnership information system issued and implemented
- Multisectoral youth development alliances established and operationalized in support of ALS implementation
- Educ Forum actively engaged as multi-stakeholder platform for consultation, collaborative research and analysis, and high-level advice on strategic basic education policy

EM #6: Enhance and strengthen public and private education complementarity

- Public-private complementarity framework is developed and implemented;
- Manual of regulations for private schools enhanced and implemented; and
- Organizational and human resource support to qualified personnel in private schools are in place.

MATATAG AGENDA

MATATAG

Bansang Makabata  Batang Makabansa

MATATAG: *Bansang Makabata, Batang Makabansa*

- **MA**ke the curriculum relevant to produce competent, job-ready, active, and responsible citizens.
- **TA**ke steps to accelerate the delivery of basic education facilities and services.
- **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.
- **G**ive support to teachers to teach better

MAke the curriculum relevant to produce competent, job-ready, active, and responsible citizens.

- Revise the K to 12 Curriculum to make them more responsive to our aspiration as a nation
- Reduce the number of learning areas to focus on foundational skills
- Strengthen our literacy and numeracy programs
- Revitalize our Reading, Science and Technology, and Math programs
- Improve English proficiency while recognizing linguistic diversity
- Review the implementation of the Mother Tongue-based Multilingual Education Policy

MAke the curriculum relevant to produce competent, job-ready, active, and responsible citizens.

- Intensify the values formation of learners in curriculum and teaching
- Embed the culture of peace in our curriculum
- Be transparent with curriculum guides and test scores
- Share test items with schools and teachers to strengthen the use of assessment
- Engage with CHED and TESDA, and various industry partners to address the issue of skills mismatch

TAke steps to accelerate the delivery of basic education facilities and services.

- Created the School Infrastructure and Facilities Strand
- Build more resilient schools and classrooms
- Close the remaining gaps in school infrastructure with policies to eliminate corruption
- Establish fully-functional library hubs
- Provide schools with electricity
- Provide e-classroom packages for teaching and learning
- Digitize our essential processes, including our national assessments

TAke steps to accelerate the delivery of basic education facilities and services.

- Launch our National Education Portal
- Strengthen the complementarity between public and private schools
- Work closely with Congress in pushing for the expansion of GASTPE coverage to include kindergarten and elementary learners.
- Support BARMM School Building Program and GASTPE direction.
- Creation of the Procurement Strand

TAke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.

- Provide education to children and youth in situations of disadvantage
- Strengthen and institutionalize the reintegration program for adolescent mothers, Children at Risk (CAR), and Children in Conflict with the Law (CICL)
- Strengthen the mechanism in safeguarding our learners against all forms of discrimination and dangers
- Seek out mental wellness experts to form interventions at the school level
- Strengthen inclusive education programs, including the alternative learning system, last mile schools, and programs for IP learners and learners with disabilities

TAke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.

- Establish of Inclusive Learning Resource Centers
- Provide assessment assistive mechanisms to students with disabilities
- Eradicate illiteracy through relevant policy issuances, and community literacy program interventions.
- Involve our parents and guardians in the education of our children.

Give support to teachers to teach better.

- Provide professional development programs
- Provide support in terms of innovative, responsive, and inclusive teaching approaches following the Philippine Professional Standards for Teachers (PPST).
- Capacitate our teachers and learners in utilizing technology in remote learning to maximize the benefits of digital learning.
- Provide training and other learning and development interventions for school leaders
- Fast-track the implementation of the career progression policy
- Implement the Merit Selection Policy

Give support to teachers to teach better.

- Make the new Teacher Education Council and Secretariat fully functional
- Advocate for additional benefits for our teachers
- Implement the policy on the distribution of teacher workload and payment of teaching overload
- Expand the coverage for the grant of Special Hardship Allowances
- Address issues affecting the net-take-home pay of teachers
- Work with DOH for free annual physical examinations for teachers
- Coordinate with the GSIS for an improved and superior benefits package for all DepEd personnel
- Provide a free legal assistance facility for teachers on matters concerning loan contracts and obligations.



ABC ELEMENTARY SCHOOL

School ID No.: _____

Address: _____

SCHOOL IMPROVEMENT PLAN

2023-2028

MESSAGE



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APPENDICES

LIST OF ACRONYMS

DepEd – Department of Education
SIP – School Improvement Plan
AIP – Annual Implementation Plan
.....and so on.

CHAPTER 1

EXECUTIVE SUMMARY

CHAPTER 2

INTRODUCTION

CHAPTER 3

SCHOOLS'S CURRENT SITUATION

CHAPTER 4

IMPROVEMENT PLAN

CHAPTER 5

FINANCIAL PLANS

CHAPTER 6

SCHOOL MONITORING AND EVALUATION AND ADJUSTMENTS

CHAPTER 7

RISK MANAGEMENT PLAN

CHAPTER 8

COMMUNICATION PLAN

CHAPTER 9

THE SCHOOL PLANNING TEAM (SPT)

Chairperson: SCHOOL HEAD

Members:

1. Representative from the Faculty
2. Representative from the Pupils/Students
3. Representative from PTA
4. Representative from the Barangay (BDRRMC)
5. School Child Protection Policy Coordinator
6. School DRRM Coordinator
7. Other, whom the SPT may wish to include.

SIP 2023-2028 Manuscript Outline

SCHOOL IMPROVEMENT PLAN (2023-2028)

I. EXECUTIVE SUMMARY

- ✓ (An **executive summary**) is also known as a management summary. It is usually a 'not more than a page document' or section of a document that summarizes the entire SIP so that readers can rapidly become acquainted with a large body of material without having to read it all.)

II. INTRODUCTION

- Drive your Introduction to cover the following:
- ✓ DepEd Vision
- ✓ DepEd Mission
- ✓ DepEd Core Values

III. SCHOOL'S CURRENT SITUATION (Basic Education Situational Analysis)

A. Introducing the School

Description of the school which may include but is not limited to school's physical environment, immediate community, and linkages.

B. School Performance on Access

This may include analysis of enrollment, Intake rate, completion retention, transition, dropout.

C. School Performance on Quality

May include performance in national achievement tests, regional and division tests (if available), awards and recognition, performance in ILSAs (International Large-Scale Assessments) (if the school has participated)

D. School Concerns on Equity and Inclusion

Analysis of issues on inclusion programs or initiatives

E. School Concerns on Resilience and Well-Being

Analysis of the nutritional status of learners, the incidence of bullying, school hazards, mental and psychological conditions including security and peace and order situation

F. School Concerns on Governance

It may include school resources analysis on human resources, school resources, and development prospects. Basic ratios may be presented and teacher performance, SBM practice, and partnerships, among others.

G. Other Unique Concerns

It may include very unique issues that are not captured in the 4 pillars or Enabling Mechanisms – Governance

IV. IMPROVEMENT PLAN (School Strategic Plan)

- A. Key Performance Indicators (targets)
- B. Priority Improvement
 - Description of the school which may include but is not limited to the school's physical environment, immediate community, and linkages.
- C. Key Interventions
 - These may be in the form of nationally driven programs and projects, locally initiated interventions to address unique conditions, and specific activities designed to address short-term issues.

V. FINANCIAL PLANS

- A. *Six-Year Indicative Financial Plan*
School Strategic Plan which outlines school priorities in a 6-year cycle. Should include goals, outcomes, strategies, and outputs
- B. *Year 1 (Annual Implementation Plan)*
Plan execution document using the standard template for Work and Financial Plan

VI. SCHOOL MONITORING AND EVALUATION AND ADJUSTMENTS

- A. *Monitoring and Evaluation Strategies*
This may include tools, info systems, and templates identified in DO 29, s. 2022 (BEMEF Policy) and other new templates may be useful.
- B. *Monitoring and Evaluation Activities*
May include SMEA culmination, regular Program Implementation Review (PIR). Could be monthly, quarterly, semi-annual, and annual

VII. RISK MANAGEMENT PLAN

These must include the registry of identified Risks, their description, and the strategic solutions to mitigate the impact of each identified risk.

VIII. COMMUNICATION PLAN

This outlines the critical information that will be distributed to stakeholders. It also specifies who will get the communication, how that communication will be sent, when that communication will be delivered, and how frequently that communication will be delivered.

IX. THE SCHOOL PLANNING TEAM (SPT)

(Present below the SPT indicating their names and positions

RISK MANAGEMENT PLAN

Risk Management is the process of identifying, assessing, responding to, monitoring, and reporting risks. This Risk Management Plan defines how risks associated with the REDP, DEDP, and SIP will be identified, analyzed, and managed. It outlines how risk management activities will be performed, recorded, and monitored throughout the lifecycle of the project and provides templates and practices for recording and prioritizing risks.

Process. The planning teams of each governance level shall ensure that the risks are accurately identified, analyzed, and managed throughout the duration of the strategic plan to determine appropriate mitigation measures in minimizing the impact. Using the matrix below, planning teams shall conduct an analysis of the probability and impact of each identified risk:

Risk Analysis Matrix on Risk Severity

		Risk Analysis Matrix on Impact and Probability		
IMPACT	High	3	4	5
	Medium	2	3	4
	Low	1	2	3
		Low	Medium	High
		PROBABILITY		

The matrix below uses identified risks in the BEDP 2030 document for reference. Kindly remove before or after filling up.

Identified Risk	Severity			Mitigation Strategies
	Probability High/Medium/Low	Impact High/Medium/Low	Overall Rate	
Institutional Risks – potential risks that may affect the organization in achieving its objectives				
- Limited coordination between DepEd and other agencies for interventions related to equity, empowerment, and resilience	Medium	Medium	3	Activate existing joint committees and memoranda of agreement, and create more as needed
-				
Operational Risks – potential risks caused by flawed or failed processes, policies, systems, or events that disrupt the organization's operations				
- Teachers and support staff who are already coping with new initiatives have low morale and confidence to implement BEDP 2030 priorities	Medium	High	4	Enhance provision of nondigital modes for areas and schools without sufficient connectivity
-				
Financial Risks – risks connected to failures in meeting the financial requirements for the organizations' programs and projects, as well as risks in under-utilized education investments				
- Local governments have competing priorities in spending the Special Education Fund	Medium	High	4	Work towards issuing an updated joint circular from DepEd, DILG, and DBM (and others as needed) to define education priorities and eligible expenses based on BEDP 2030 Institute mechanisms for greater equity so that schools in poorer LGUs get more funding
-				
Capacity Risks – risks that may hinder the capacity of the organization's units and personnel to perform duties in achieving shared goals				
- Procurement performance continues to languish	Medium	High	4	Increase capabilities of financial managers per office and advance procurement timelines and release of program guidelines
-				
Environmental Risks – risks posed by environmental hazards, either natural or man-made				
- Natural disasters cause a breakdown in telecommunication access	Medium	High	4	Make special provisions to ensure that remote and isolated communities are well-resourced with reliable IT access
-				

Note: *The provisions in the table are samples only. Kindly delete prior to filling up.*

[illegible]

[illegible]

[illegible]

Instruction Guide in Filling up the Financial Plan

The Financial Plan complements the crafted development plans of each governance level. This includes detailing the respective pillar an identified strategy belongs to, the intermediate outcome to which it contributes, the output it produces and its performance indicator, baseline performance, and the physical and financial targets for six (6) years.

<i>Particulars</i>	<i>Description</i>
A. Pillar	Refers to the BEDP Pillars namely: Access, Equity, Quality, Resiliency and Well-being, and the Enabling Mechanisms – Governance. Groups the basic education situation into key thematic areas for a more focused intervention.
B. Intermediate Outcome	Describes the conditions and characteristics of the learners the organization wants to produce – what we want our learners to be after completing basic education. DepEd, in all governance level, shall adopt the intermediate outcomes in the BEDP Results Framework.
C. Strategy	A method for defining specific actions to achieve desired results. In this instance, planning teams may refer to Annex 2 on the Results Framework of the DepEd Order for the strategies. Strategies identified in the BEDP may be adopted, however, flexibility is also given to adjust or produce a specific strategy that will suit the situation or context in the area.
D. Output	Refers to the deliverable/s to be produced. May likewise refer to Annex 2 for adoption
E. Performance Indicator	Refers to the “yardsticks” that measure the performance on achieving the targets.
F. Baseline	Refers to the level of performance based on previous year data (2021).
G. Programmed (Current)	Refers to the programmed targets for implementation in the current year (2022)
H. Physical Targets	Refers to the number of outputs targeted to be produced based on the given performance indicator.
I. Financial Targets	Refers to the financial requirements needed to achieve the physical targets
J. Funding Source	How will this be funded? If through GAA, to which PREXC Program? Which PPA Line Item?
K. Office Accountable	Refers to the identified office in-charge of the delivery of the expected end outcome
L. Assumptions and Risks	Refers to the assumptions made for the delivery of the expected end output. Includes risks foreseen that may affect its delivery.

(School Letterhead)

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

Prepared by: _____

Approved by: _____

COMMUNICATION PLAN						
PROGRAM/ PROJECT/ ACTIVITIES	OBJECTIVES	PERSON/S INVOLVED	TIME FRAME	DELIVERABLES	MEANS OF VERIFICATION (MOVs)	CONCERNED STAKEHOLDERS

Prepared by:

School Planning Team

School Planning Team

School Planning Team

School Planning Team

School Planning Team

School Planning Team

SIP QUALITY ASSESSMENT TOOL

CHARACTERISTIC	BELOW EXPECTATION	MEETS EXPECTATION	EXCEEDS EXPECTATION
EXECUTIVE SUMMARY			
Clarity and Completeness of discussion on Executive Summary	The Executive Summary is stated in a simple manner	The Executive Summary clearly provides brief description of each of the chapter	The Executive Summary clearly provides precise major points, insights , findings, and plans per chapter
INTRODUCTION - DEPED VMV			
Clarity and Completeness of discussion on DepED VMV	The chapter "simply" states the DepEd VMV	The chapter clearly articulates the SPT’s understanding of the VMV and their aspirations for the school and learners; and states their roles and responsibilities that will contribute to the attainment of the school goals where all members collaborate.	The chapter clearly stipulates the SPT's understanding of the VMV and their aspirations for the school and learners; and commits to perform their roles and responsibilities for the attainment of the school goals where all members collaborate.

SCHOOL'S CURRENT SITUATION

Clarity and completeness of discussion on School's CURRENT SITUATION	The chapter presents accurate and updated school and community data based on the status of the 4 pillars and enabling mechanism but the discussion on its connection to the school's current situation is not clear.	The chapter presents accurate and updated school and community data on the status of the 4 pillars and enabling mechanism with clear discussion on its connection to the school's current situation. It also presents general objectives that are broken down into annual targets and aligned with the proposed solutions.	The chapter presents accurate and updated school and community data on the status of the 4 pillars and enabling mechanism with clear discussion on its connection to the school's current situation, highlighting alarming data that need to be prioritized for improvement. It also presents general objectives that are broken down into realistic annual targets and aligned with the proposed solutions.
Utilization of ROOT CAUSE ANALYSIS (RCA)	The chapter presents the root causes but there is no evidence of the RCA process.	The chapter presents the root causes with evidence of the RCA process.	The chapter presents the root causes with evidence of the RCA process, which were thoroughly deliberated by the SPT; and with concise discussion on why such root causes were identified.

IMPROVEMENT PLAN

Alignment and Relevance of PRIORITY IMPROVEMENT AREAS (PIAs) to Intermediate Outcomes (Ios, and Feasibility of the Targets	The chapter presents PIAs based on the situational analysis, but are not aligned to IOs. It also presents general objectives but does not have annual targets	The chapter presents PIAs that are aligned to IOs based on situational analysis; and uses the prescribed rubric.	The chapter presents PIAs that are aligned to IOs based on situational analysis; and uses the prescribed rubric; with concise discussion on why such PIAs were selected.
Responsiveness of the GENERAL OBJECTIVES to PIAs	The chapter presents objectives that are not responsive to PIAs.	The chapter presents "SMART" objectives that are responsive to PIAs.	The chapter presents "SMART" objectives that are responsive to PIAs and are aligned with the Division targets.
Appropriateness of the major activities in the identified SOLUTION(s)	The chapter presents the major activities for each project but do not address the root cause/s.	The chapter presents major activities for each project that address the root cause/s; which are within the school's control, economical, sustainable, and with support and commitment from the process owners.	The chapter presents major activities for each project that address several root causes; which are within the school's control, economical, sustainable, and with support and commitment from the process owners

FINANCIAL PLAN

Comprehensiveness of the 6-Year Indicative Financial Plan and Annual Improvement Plan (AIP)	The 6-Year Indicative Financial Plan and AIP have incomplete data and information	The 6-Year Indicative Financial Plan and AIP have complete data and information with activities supporting the attainment of the school objectives.	The 6-year Indicative Financial Plan and AIP have complete data and information with activities supporting the attainment of the school objectives and are aligned with the OPCRF
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SCHOOL MONITORING AND EVALUATION

Completeness of the MONITORING PLAN	The chapter presents incomplete monitoring plan	The chapters presents a monitoring plan using the Project Monitoring Report Form (PMRF) with the following information: project name, objectives and targets, and schedule of monitoring for the year of implementati	The chapters presents a monitoring plan using the PMRF with the following information; project name, objectives and targets, and schedule of monitoring for the year of implementation, with reporting and feedback mechanism to stakeholders
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RISK MANAGEMENT PLAN

Appropriateness of the RISK MANAGEMENT PLAN	The chapter presents incomplete risk management plan	The chapters presents a risk management plan using the prescribed template with the following information: identified risk, severity and mitigation strategies	The chapters presents a risk management plan using the prescribed template with the following information: identified risk, severity and mitigation strategies, with reporting and feedback mechanism for stakeholders
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COMMUNICATION PLAN

Appropriateness of the COMMUNICATION PLAN	The chapter presents incomplete communication plan	The chapters presents a communication plan using the prescribed template with the following information: PPAs, objectives, person/s involved, time frame, deliverables, means of verification , and concerned stakeholders	The chapters presents a communication plan using the prescribed template with the following information: PPAs, objectives, person/s involved, time frame, deliverables, means of verifications , and concerned stakeholders, with reporting and feedback mechanism for stakeholders
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BELOW EXPECTATION:
Revise the whole chapter/ section

MEETS EXPECTATION:
Proficient but must continue to strive for excellence

EXCEEDS EXPECTATION:
Influence other schools