

2024 – 2029

# E-SIP

ENHANCED SCHOOL IMPROVEMENT PLAN

MASICONG ELEMENTARY SCHOOL



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Masicong, City of San Fernando, La Union

## MESSAGE OF THE SCHOOL HEAD

### A Shared Commitment

In the spirit of collaboration and shared purpose, we dedicate this Enhanced School Improvement Plan to the collective vision that unites us as educators, students, families, and community members towards the dawning of the MaTaTaG Curriculum. This document is not merely a roadmap for academic achievement and institutional growth; it is a testament to the power of working together to inspire and cultivate excellence.

The creation of this plan was rooted in a commitment to inclusivity and equity. Stakeholders from all corners of our school community came together to ensure that every voice was heard, and every perspective valued. The strength of this plan lies in its ability to reflect the aspirations, needs, and dreams of our diverse community.

This dedication extends to every teacher who inspires curiosity and resilience in the classroom; to every student who strives for knowledge and growth; to every family who supports and advocates for their child's education; and to every community member who believes in the transformative power of schools.

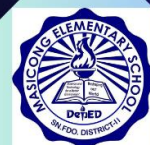
As we embark on this journey, let us hold fast to the belief that our collective efforts will pave the way for a brighter, more inclusive future for all. Together, we will continue to learn, adapt, and thrive, ensuring that our school remains a beacon of opportunity and success.

To all those who contributed their time, energy, and passion to shaping this plan, we thank you. Your dedication serves as a reminder that when we align our efforts, there is no limit to what we can achieve.

With Gratitude and Purpose,

**RAMOEL S. ESPINUEVA**

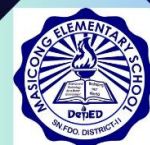
School Head



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## DEPARTMENT OF EDUCATION MISSION, VISION, AND CORE VALUES STATEMENT

### THE DEPED 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.

### THE DEPED MISSION



To protect and promote the right of every Filipino  
to quality, equitable, culture-based,  
and complete basic education where:  
Learners learn in a child-friendly,  
gender-sensitive, safe, and motivating environment.

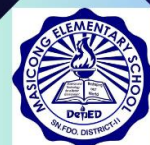
Teachers facilitate learning and constantly nurture every learner.

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.

### OUR CORE VALUES

Maka-Diyos  
Maka-tao  
Makakalikasan  
Makabansa



Masicong Elementary School's operations and behavior are greatly influenced by the Department of Education's (DepEd) Vision, Mission, and Core Values. These components influence the way Masicong Elementary School functions:

**Vision:** The Vision of DepEd outlines the ideal future state or outcome that the education system aims to achieve. This overarching goal provide school with a sense of direction and a shared aspiration. Masicong Elementary School align its activities, policies, and decisions to contribute towards realizing this vision. For example, if the vision emphasizes inclusive education, schools will strive to create an inclusive environment that caters to diverse learners.

**Mission:** The Mission statement articulates the fundamental purpose and goals of DepEd. It defines what the department seeks to accomplish on a day-to-day basis and the primary reason for its existence. School derives its mission from the broader mission of DepEd, which guide in setting priorities, designing curriculum, and implementing educational strategies. For instance, if the mission emphasizes quality education for all, school will focus on improving teaching standards and student outcomes.

**Core Values:** Core Values represent the fundamental beliefs and principles that guide the behavior and decisions of DepEd and, consequently, schools under its jurisdiction. These values shape the organizational culture and define expectations for stakeholders within the education system. School integrates these values into their policies, interactions, and educational practices. For example, if integrity under Makabansa is a core value, schools will prioritize honesty, transparency, and ethical conduct in all their activities.

### **Influence on School**

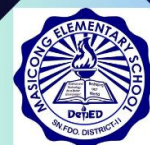
**Alignment:** The School align its goals and activities with the Vision and Mission of DepEd, ensuring coherence and consistency across the education system.

**Prioritization:** The Vision and Mission help the school prioritize initiatives and allocate resources effectively based on the overarching goals of the education department.

**Culture and Climate:** Core Values foster a positive school culture where stakeholders share common beliefs and behaviors, promoting a conducive learning environment.

**Decision Making:** Vision, Mission, and Core Values guide decision-making processes at the school level, ensuring that choices are in line with the strategic direction set by DepEd.

In essence, the Vision, Mission, and Core Values of DepEd serve as guiding principles that influence not only what school does but also how will it do it, ultimately shaping the educational experience and outcomes for learners and stakeholders alike.



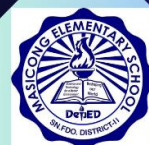
Masicong Elementary School, which is acknowledged as a tiny school and one of the cornerstones in providing high-quality basic education, strives for constant improvement to satisfy the demands of the evolving educational landscape. Our school makes every effort to involve our stakeholders and enlist their commitment to achieving our objective, guided by the DepEd Vision-Mission and Core Values as well as the MATATAG Agenda framework. One important method of involving our stakeholders in the execution of our School Improvement Plan (SIP), which serves as the foundation for our initiatives, programs, and activities, is to communicate and comprehend the DepEd Vision-Mission and Core Values.

Mr. Ramoel S. Espinueva talked about the key stages of SIP at the School-Community Planning Team (SPT) orientation with the target project team leader. The many stages of SIP, including the preparation tasks and the factors to take into account while determining the Priority Improvement Areas (PIAs), were described by Mr. Ramoel. He also acknowledged the new composition of the SPT and talked about its makeup.

The group was reminded that the SIP is not just a program run by the head of the school, department heads, or members of the School Planning Team; rather, it is a program that the entire school community should develop and implement because, as a system, we all have a part to play and contribute, much like a child who requires the education of the entire village.

The DepEd Vision-Mission and Core Values and their significance in the school planning process were discussed at the School-Community Planning Team (SPT) orientation, which was led by Mr. Ramoel S. Espinueva, the School Officer-In-Charge Principal. He emphasized that the DepEd Vision-Mission and Core Values must serve as the foundation for all initiatives, projects, and activities.

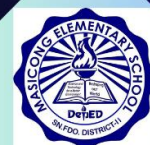
During the meeting, the roles and responsibilities of the SPT Members were also discussed likewise with the SPT schedule which are as follows:



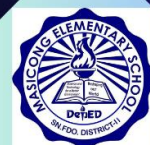
## SCHOOL PLANNING TEAM

**Table 1. List of Roles and Responsibilities of All SPT Members**

SPT Members	Roles and Responsibilities
<p><b>School Head and Team Leader</b> Principal</p>	<ul style="list-style-type: none"> <li>- inform teachers, school council members, parents, and other community members about the improvement process in a way that welcomes their participation.</li> <li>- ensure that at least one representative from each department is part of the planning team, as well as the school council, parents, and other community members who want to participate.</li> <li>- encourage SPT members to offer their valuable perspectives and abilities, teachers will be able to help other members of the team understand data on student achievement as well as the potential value of and challenges involved in various improvement proposals. It is vital that the team be representative of the school's community.</li> <li>- persuade parents who represent a range of the school community's demographic profile to participate in the planning exercise.</li> <li>- make special efforts to ensure that school council members understand the nature of the changes being proposed and are aware of any difficulties that may be encountered in the process.</li> </ul>
<p><b>Teacher Representative</b> Faculty President</p>	<ul style="list-style-type: none"> <li>- participate in establishing priorities and setting goals and strategies for school improvement; regularly encourage parents and other community members (for example, through school council newsletters or at parent meetings);</li> <li>- provide support in the improvement planning process; review the school's progress in</li> </ul>

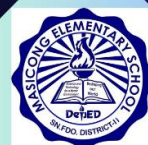


	<p>implementing the plan with the principal;</p> <ul style="list-style-type: none"> <li>- discuss the plan's goals and provide updates on the school's progress at council meetings and in the council's communications with the community;</li> <li>- work in consultation with the school's principal;</li> <li>- build partnerships with social service agencies, recreation departments and facilities, community groups, businesses, and industries to help implement the plan.</li> </ul>
<p><b>LGU Representative</b> Punong Barangay</p>	<ul style="list-style-type: none"> <li>- ensure the barangay councils participation in the School-Based Management support and in the execution of AIP and SIP.</li> <li>- provide assistance in the security and safety of the school properties and roaming vendors by mobilizing the barangay security personnel.</li> <li>- tap barangay health workers and members of the Pantawid Pamilyang Pilipino Program in the cleanliness of the school perimeter areas.</li> <li>- provide updated community data needed in the accomplishment of the Enhanced School Improvement Plan.</li> <li>- assign barangay health workers to help in the child mapping activities</li> <li>- initiate resource generation activities to support various school plans and programs.</li> </ul>
<p><b>PTA Representative</b> SPTA President</p>	<ul style="list-style-type: none"> <li>- ensure that her fellow parents' voices are heard in matters related to their children's education.</li> <li>- work with fellow parents to actively involved in the school improvement planning process to ensure that the priorities of the whole school</li> </ul>

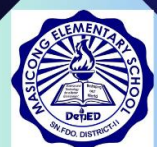




	<p>community are reflected in the school's plan.</p> <ul style="list-style-type: none"> <li>- build partnership with members of the community may be able to offer valuable insights and perspectives, and their participation.</li> <li>- initiate the conduct of fund-raising activities, resources generation in supporting school projects and programs reflected in the SIP/AIP</li> <li>- help in the child mapping activities and support the school plans as advocate of a child friendly school.</li> </ul>
<b>Learner Representative</b> SELG President	<ul style="list-style-type: none"> <li>- encourage fellow student leaders to cooperate in the execution of the school plans.</li> <li>- initiate the conduct of hazard mapping with the guidance and assistance of the SSG advisers and SDRRM coordinator.</li> <li>- ensure participation of the student leaders during the conduct of community outreach programs.</li> <li>- work with the school planning team in the consolidation of the Voice of the Learners</li> </ul>
<b>Member of BDRRMC</b> DRRM Focal Person	<ul style="list-style-type: none"> <li>- spearhead in the hazard mapping activities and coordinate with the school property custodian regarding the status of every room and school building.</li> <li>- initiate plans in the school risks and reduction and management plan and ensure the cooperation of student-led school watching team.</li> <li>- tap the City Disaster Risks Reduction and Management personnel supports and assistance.</li> <li>- work with the Barangay Councils, Local Government Units, Public and Private agencies to improve the school's BDRRMC.</li> </ul>

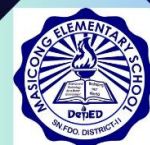


<p><b>Member of School CPP</b></p> <p>School Child Protection Committee Representative</p>	<ul style="list-style-type: none"> <li>- initiate the crafting of the school's handbook involving the teachers, parents, and learners.</li> <li>- ensure the involvement of parents, teachers, and staff in the implementation of school rules and regulations with the assistance of the school head.</li> <li>- coordinate with the school planning team and different department head in the implementation of the Child Protection Policy.</li> </ul>
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**TABLE 2: School Planning Team Timetable**

<b>Activities</b>	<b>Timeframe</b>	<b>Expected Output</b>
<b>PREPARATORY ACTIVITIES</b> 1. Gathering and Organizing 2. Organizing of SPT 3. Orientation and VMV sharing	1st week to 3rd week of January 2023	Completed Data Gathering Tools
<b>PHASE 1: ASSESS</b> 1. Identifying PIA's 2. Analyzing the PIA's	4th week of January to March 2023	Sharing of ideas /opinions
<b>PHASE 2: PLAN</b> 1. Setting general objectives and targets 2. Formulating solutions 3. Developing project design 4. Writing SIP/AIP		List of solutions Project Work Plan Budget Matrix SIP AIP
<b>PHASE 3: ACT</b> 1. Testing the solutions 2. Monitoring and evaluation		Testing Report
Implementation of the SIP  Communicating the SIP to the stakeholders  Monitoring and Evaluation	- June 2024 to May 2029  - 1st week of June 2024, 2025, 202- during the 1st PTA Gen Assembly  - Quarterly or as needed	Data on the Level of Implementation  Highly aware and highly cooperative stakeholders  M&E results; feedbacks, recommendations



<p>NB: For year 2, 3, 4, 5 and 6, January to March will be used for Data Gathering and Feedbacking</p> <p>April to May of year 2 3, 4, 5 and 6 may serve as a review on “what went well and what went wrong” and Project Monitoring</p>		
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### **SCHOOL PLANNING TEAM**

**RAMOEL S. ESPINUEVA, PhD**

School Head/ Team Leader

**BERNADETTE G. TUMBAGA**

Faculty President

**SHARLOTH G. NEFIEL**

SELG President

**JUVY ANN E. JUGO**

SPTA President

**LORETA F. CASUGA**

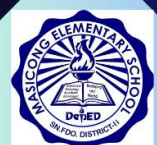
Barangay Captain

**BERNARDO G. CASUGA, JR.**

BDRRMC Representative

**AIVÉE CHARISSE C. RILLERA**

School Child Protection Committee Representative





## EXECUTIVE SUMMARY

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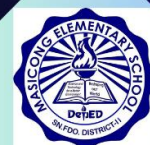
The adoption of the Basic Education Development Plan 2030 by the Department of Education, as a medium-term plan in public schools and the integration of its context in the Enhanced School Improvement Plan, has greatly influenced the way Masicong Elementary School stays faithful to its vision, mission and core values. The ESIP serves as the main vehicle through which our school can effectively and efficiently manage its educational services as mandated in the provision of the new MATATAG Curriculum.

The formulation of ESIP recognizes the collaborative and participatory processes that build and connect the partnership between and among the school and its stakeholders. The school ESIP is carefully crafted and planned that is aligned with the BEDP and "MATATAG Curriculum: Bansang Makabata, Batang Makabansa," the blueprints to the new direction of DepEd and stakeholders in solving basic education challenges. Masicong Elementary School is determined to provide every Fernando and Fernanda learner the quality, responsive and holistic basic education they deserve to the four critical BEDP and MATATAG components, namely;

- **Access and Quality**
  - **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens;
- **Governance**
  - **TA**ke steps to accelerate delivery of basic education facilities and services;
- **Learners Resilience and Well-Being and Access**
  - **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and
- **Quality**
  - **GI**ve support to teachers to teach better.

The SDO- City of San Fernando strives to sustain the gains of the post pandemic learning environment with the successful implementation of the Makabagong KKK Program. Dr. Rowena C. Banzon, CESO V, the "pandemic SDS" instituted reforms and initiatives to address the peculiar learning of the most challenging learning environment. As the pandemic raged the socio –economic landscape of the country, the SDO partnered with national, local, NGOs, and POs in the advancement of educational initiatives.

The DEDP for the next six years (2023- 2028) will continue to sustain the gains of Makabagong KKK flagship program of SDS Banzon. This 2023, the KKK 2.0 will be the new, revitalized, and enhanced version. The program will harness all material and human resources in order to realize the set goals and objectives.



The Karunungan pillar will have the following projects:

- Resilient and adaptable curriculum, instruction, and assessment with current industry and emerging global
- Rights-Based Education Through Inclusive Programs
- Outcome-driven curriculum
- Implementation of Reading, Numeracy and Skills (Agbasa ken Agbilang, Abiag)
- Sustain Materials Development

The Kalusugan pillar will feature the following projects:

- Intensive implementation of all the OK sa DepEd programs
- Mental and psychological health nurturing and protection
- Promotion of the learners' physical and socio-emotional skills development

The Kagandahang asal pill will showcase the following projects:

- Learners' Resiliency
- A more intensive integration of DepEd Core Values across the curriculum (Maka-Diyos, Makatao, Makakalikasan, at Makabansa)
- Optimum stakeholders' participation for values enrichment

Every school has its own story to tell. The system in which teaching and learning takes place influences the processes and procedures by which Masicong Elementary School makes decision, this gives the school stakeholders a picture of how the school perceives itself and the process of its continuous improvement.



## INTRODUCTION

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### Rationale

The rationale behind the enhanced school improvement plan encompasses key aspects focused on enhancing the overall quality of education. This includes improving teaching methods, refining curriculum design, and enhancing the overall learning experiences for learners.

The Enhanced School Improvement Plan (ESIP) serves as a strategic tool for schools to align their practices with national or international educational standards, identifying areas where improvements are needed and implementing strategies to meet or exceed the set standards. Moreover, this comprehensive enhanced school improvement plan addresses the diverse academic, social, and emotional needs of learners, fostering a holistic educational environment. It strives to create an inclusive and equitable learning atmosphere, with initiatives to address disparities in access to quality education and promote diversity within the school community.

Furthermore, continuous professional development for educators is prioritized, ensuring that teachers and staff are equipped with the necessary knowledge, skills attitudes and values (KSAVs) to deliver effective and innovative instruction. Put to wit that this enhanced school improvement plan envisions the attainment of the 7-point agenda of the Department of Education, and is aligned with the basic tenets of the MaTaTaG Curriculum of the Department of Education.

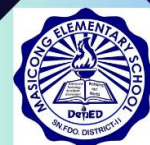
This ESIP emphasizes data-driven decision-making, utilizing data to identify areas for improvement, measure progress, and make informed decisions- a reflection of the need to utilize data for the betterment of the academic institution.

Moreover, stakeholder engagement, including parents and community members, is considered crucial, fostering a sense of shared responsibility for student success. In like manner, efficient resource management, encompassing financial, human, and technological resources, is integral to the plan, with a focus on allocating resources to initiatives that directly contribute to improved educational outcomes.

Finally, the enhanced school improvement plan is viewed as a dynamic document undergoing regular review and revision, reflecting a commitment to continuous improvement and adaptability to changing needs and challenges within the educational system.

### Purpose

The specific purpose of the enhanced school improvement plan is to systematically enhance the overall quality of education within the institution by implementing targeted strategies. This includes improving teaching methods, refining curriculum design, addressing diverse student needs, fostering an inclusive learning atmosphere, prioritizing professional development for educators, utilizing data for informed decision-making,



engaging stakeholders, efficiently managing resources, and committing to continuous improvement. The plan serves as a dynamic tool for aligning school practices with educational standards, ensuring a holistic and equitable educational environment that effectively prepares learners for success.

## **Objectives**

### ***Terminal Objective:***

The terminal objective of the school improvement plan is to enhance the overall quality of education within the educational institution. This involves creating a dynamic, inclusive, and equitable learning environment that addresses the diverse academic, social, and emotional needs of learners.

### ***Specific Objectives:***

#### *Alignment with Educational Standards:*

Be able to implement strategies to align school practices with national or international educational standards, ensuring that the institution meets or exceeds these benchmarks.

#### *Improvement of Teaching Methods:*

Be able to enhance teaching methods to create an effective and innovative instructional approach that caters to diverse learning styles and promotes a positive learning experience.

#### *Refinement of Curriculum Design:*

To refine curriculum design to ensure it is up-to-date, relevant, and responsive to the needs of learners, incorporating best practices in education.

#### *Addressing Diverse Student Needs:*

Develop initiatives that address the diverse academic, social, and emotional needs of learners, fostering a holistic educational environment.

#### *Creation of an Inclusive and Equitable Learning Atmosphere:*

Implement strategies to create an inclusive and equitable learning atmosphere, addressing disparities in access to quality education and promoting diversity within the school community.

#### *Prioritizing Professional Development:*

To prioritize professional development for educators, ensuring that teachers and staff are equipped with the necessary skills and knowledge to deliver effective instruction.

#### *Data-Driven Decision-Making:*

To emphasize data-driven decision-making by utilizing data to identify areas for improvement, measure progress, and make informed decisions that enhance the overall quality of education.



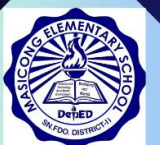


*Stakeholder Engagement:*

Foster stakeholder engagement, including parents and community members, to create a sense of shared responsibility for student success and to ensure collaborative efforts in school improvement initiatives.

*Efficient Resource Management:*

Manage resources efficiently, including financial, human, and technological resources, with a focus on allocating resources to initiatives that directly contribute to improved educational outcomes.



## History of Masicong

Long ago, Aetas and Igorots lived in the barangay. A rich place with vast agricultural land. It is surrounded by mountains with thick trees where wild animals live. In this paradise lives Ikong and Masing, a picture of good husband and wife. They were endowed with virtues and industry, strength and courage. Ikong is a very good blacksmith. He earns a living by hunting wild boars, deers and birds. Masing is the beautiful wife of Ikong who does all the household chores. Their house is the model one in the barangay. It has only one long post just like the house of a dove.

Every time Ikong went out to hunt, he removes the stairs of their house so that nobody could disturb his wife.

The Aetas envied this family very much. They wanted to kill Masing not only because she is a model wife but also possesses some power. She also has an extra-ordinary ladle. The arrows of the Aetas never hit her because the ladle was her shield. The Aetas attacked her whenever Ikong went hunting and whenever she is cooking. Masing then shouted for help and Ikong immediately came to her rescue. The Aetas run away and hid. The incident was repeated many times until finally they decided to leave and transfer to another place.

Years passed the people were civilized. Kerim Dilim, the first man who educated gave the name "Masicong" to this barangay coming from the name of Masing and Ikong, in remembrance of the first couple who lived once in the area.

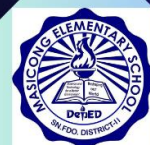
Masicong is situated in the Eastern side of the City of San Fernando with a land area of 295 hectares and 10 kms away from the city proper. Bounded by barangay Cabarsican at the North, Sacyud at the east, barangay Sibuan-Otong at the West and barangay Bancagan, Naguilian, La Union at the South.

Way back on the past years, the school started where classrooms were made from bamboo and cogon grass. At first, the school as a multi-grade class. Later, as enrolment increased, classrooms were concretized and galvanized. As people migrated to the place, enrolment increased to considerable number, thus, buildings were built one after the other. Old and dilapidated buildings were replaced with new ones. Today, the Provincial and City Government, together with the DepEd continue to build and repair classrooms buildings.

School heads of Masicong Elementary School come and go after some years of services in the school. Some of them were Mr. Elpidio Lagasca, Mrs. Jovita A. Lazaro, Miss Rosa G. Casuga, Mrs. Teresita Flores,

## Demographic Profile

Location: 10 kilometers away from the city proper  
 Barangay Boundaries  
 North: Cabarsican  
 West: Sibuan-Otong  
 East: Sacyud  
 South: Bancagan, Naguilian La Union  
 Land Area: 295 hectares  
 Population: 567  
 Voting Population: 310  
 No. of Households: 135  
 Average Household Size: 4 to 5 members per family



Miss Florenda T. Flores, Mrs. Arlene a. Niro, Mrs. Perlita F. Abat, Mrs. Elizabeth G. Gurtiza, Mrs. Maria Cristina D. Nerona, Miss Relyn A. Daganta, Mrs. Gina B. Boado, Mr. William A. Tubera, Mrs. Alma G. Balubar and the current school head is Mr. Ramoel S. Espinueva.

## **SITUATIONAL ANALYSIS**

### ***External Environment***

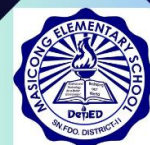
The external environment of Masicong Elementary School is comprised of various factors having a dynamic interplay thereby causing a significant impact in the school's operations specifically in making strategic decisions. The demographic landscape surrounding the school is the primary factor that should be taken into consideration since the community displays diverse socio-economic backgrounds, cultural values, and expectations from the educational sector. It is very important to understand the community's demographics in order to design educational programs that are relevant and responsive to the needs of the local community.

The school's curricular offering, budgeting and operations are directly influenced by the changes in the educational policies and funding or subsidy from the government. To ensure compliance and adaptation to any requirement as a by-product of the implemented changes, a school administrator must be aware of the regulatory changes or activities.

Another factor that affects the school's financial stability and operations is the economic conditions in the community where it is situated. Economic factors such as family income, employment rate, and local economic trends influence the ability of families to send their children to school or to invest in education. As such, the enrollment rate is affected as well as the school's fund-raising initiatives to finance a particularly worthwhile program, project, or activity. Understanding these economic conditions and their impact on education helps a school administrator to effectively allocate resources and plan fiscal management.

The school's reputation and community relationship can be shaped by social and cultural factors such as but not limited to community expectations and values. Establishing community linkage through open communication with the community leaders, parents, and other stakeholders fosters a healthy relationship and encourages support for the school-initiated programs and activities.

With the integration of information and communication technologies in education, schools are also affected by technological advancements. The emergence of technologies and the incorporation of digital tools in instructional delivery have an impact on the choice of appropriate teaching methods, administrative processes, and student engagement. As we embrace technological innovations, we also need to consider the possible challenges that go with them in order to remain competitive and to provide a meaningful learning experience to the learners.



Through having a comprehensive situational analysis of Masicong Elementary School external environment, a thorough understanding of the various affecting school governance and operations, well-informed strategic decisions will be arrived at. As such, Masicong Elementary School will be able to adapt to the constantly changing educational landscape; thereby catering to the needs of the learners and providing better services to the community.

### ***Internal Environment***

The day-to-day operations and overall effectiveness of Masicong Elementary School is being collectively shaped by a complex interaction of various factors that comprise its internal environment.

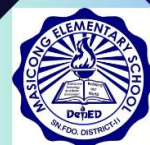
The organizational structure composed of the school head and other school administrators, channels of communication and decision-making processes is a critical component of the school's internal environment. To identify areas of strengths and potential bottlenecks that may affect the school's responsiveness to the changing environment, it is important to have a thorough understanding of its internal structure. The school is headed by Dr. Ramoel S. Espinueva, Master Teacher I, OIC Principal.

The teachers and the support staff serve as the backbone of the school's internal environment. The school is composed of eight teachers and two non-teaching staff. It is important to assess their quality to maintain high standards of education and to foster a harmonious working environment since the quality of education delivered to the learners is influenced by a healthy internal culture of school personnel.

The learners, being the core of the teaching-learning process, are vital components of the school's internal environment. It is very important to consider the diverse learners particularly their needs, learning styles, as well as expectations in order to suit the educational approach to maximize student achievement. Through monitoring of learners' performance and progress, the effectiveness of teaching methods can be assessed thereby arriving at valuable insights that can be used as basis for improvement when necessary.

Another key element of the internal environment of the school is the curricular offering and other educational programs being implemented. Evaluating their relevance, alignment with educational standards and responsiveness to emerging educational trends enables the school to provide significant and appropriate learning opportunities. Provision of adequate resources such as educational facilities, technology and equipment, and learning resources lead to effective instructional delivery.

Fiscal matters also play a critical role in the school's internal environment because effective resource allocation and effective fiscal management contribute to the financial stability and progress of the school. To ensure that the financial aspect is sustainable, there should be a comprehensive analysis of the school's budget, expenditure patterns and steady supply of revenue.





Another contributory factor to the school's distinct identity is the school's internal culture, values and traditions. Assessing their alignment with the school's vision, mission, goals and objectives will contribute to the maintenance of a positive atmosphere. A thorough analysis of the school's internal environment serves as basis for strategic planning and continuous improvement in the school.

### **Key Result Areas in School Improvement**

Several key result areas collectively contribute to the dominating goal of providing high quality of education and promoting a conducive learning environment and this is where the school improvement process at Masicong Elementary School is structured around.

The primary KRA that stands out is academic excellence and this includes learning outcomes, student achievement, and the effectiveness of the curriculum. Valuable insights into the effectiveness of teaching strategies and the alignment of the curriculum with educational standards can be gained through regular assessment and analysis of test results, academic performance, and student feedback.

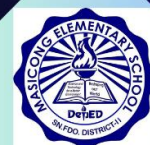
Another critical KRA is faculty professional development and performance since the improvement of the teaching staff directly affects the quality of education delivered. Through constant monitoring of teachers' performance, particularly their effectiveness in instructional delivery, their development needs could be identified and could be addressed through appropriate interventions.

The learners' well-being and holistic development which goes beyond academic achievement is also a KRA that is pivotal to a school's improvement. The impact of education on the learners' lives can be better understood through monitoring their social and emotional well-being, participation in various activities and overall satisfaction.

Since a conducive physical environment plays a significant role in the education process, infrastructure and facilities are also considered as vital KRAs for school improvement. Regular inventory and assessment of the condition or status of the school's facilities help identify areas for improvement, thereby ensuring that the evolving needs of the teaching and learning community are supported.

The long-term viability of a school is underpinned by financial sustainability which is another critical KRA in school improvement. To ensure that there is efficient allocation of resources, diverse sources of revenue and that the financial standing of the school is in good condition, financial audits, budget reviews, and strategic planning must be conducted regularly.

A situational analysis of the Key Results Areas in school improvement at Masicong Elementary School involves a comprehensive review of certain aspects such as academic excellence, faculty growth and development, learner well-being, infrastructure, community engagement,



and financial sustainability. This analysis will serve as the basis for strategic planning and continuous improvement initiatives that will contribute to the enhancement of educational programs to improve learning outcomes and services for the school and the community.

### School Current Situation

Masicong Elementary School is one of the elementary schools of the District II, Schools Division Office- City of San Fernando, La Union, situated at Barangay Masicong, City of San Fernando, La Union. It is located at a hillside and approximately ten kilometers (10kms.) away from the city proper.

There are three routes going to school: Bagulin-Pao Road (30kms), Cadaclan-Masicong road (10 kms), and Bauang-Naguilian Road (30kms). The safest and most comfortable, though farthest route going to the school is the Bauang-Naguilian route, where it will take 45 to 60 minutes travel, using private vehicles. There are also public vehicles from San Fernando City to Naguilian, but only few tricycles go to school, so it will take longer time in going to the place.

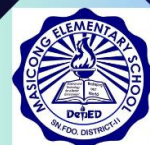
Masicong Elementary School is a complete elementary school composed of 7 classes from Kindergarten to Grade 6. The school is located at the centermost part of the barangay with a total land area of 9, 925 square meters, which is donated by a private individual. It has 6 school buildings with 7 instructional classrooms, 1 non- instructional room, a school canteen, and an office of the school head.

The school has a current enrolment 45 boys and 41 girls, a total of 86 pupils. Some learners are recipients of Conditional Cash Transfer (CCT) or better known as 4Ps. Most of the school children are residents of the barangay and some came from nearby barangays. There are 8 permanent teachers, 1 Administrative Officer and 1 school head.

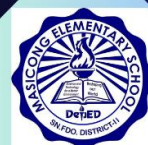
Despite its location situated at the farthest end of the town, the performance of the school in the different academic and extra-curricular activities and competitions in the division is not far beyond the average. The school participates in the different academic and non- academic activities such as athletic competitions and literacy contests that continuously gives honor to the school community, through the full support of the teachers, school head, parents, stakeholders, PTA, LGUs and NGOs.

#### Economic Profile and Physical Facilities

Total No. Of Business Establishments: 2 with business permit  
Products Produced in the Barangay: Agricultural Products (Rice, Tobacco, Vegetables, Corn)  
Barangay Hall: Purok 1  
Barangay Health Center: Purok 1  
Barangay Day care Center: Purok 2  
School: Masicong Elementary School  
Electricity: LUELCO



It is surrounded by the beauty of nature with a vast agricultural land which show that most of its residents are farmers and tenants. Some are tricycle drivers, domestic animal raisers, a handful businessman, OFW and some are professionals. The residents of the barangay are Roman Catholic. They speak Iloco and Filipino



## KEY PERFORMANCE INDICATOR (KPI)

**ACCESS.** It is one of the key result areas in education. This refers to equal opportunity of all learners to education regardless of their social class, gender, ethnicity, background or physical and mental disabilities. As part of the access, school enrolment, dropout rate, retention rate, survival rate, promotion rate, completion rate and graduation rate will be presented.

### School Enrollment

**Table 3a. Enrolment**

Grade Level	2021-2022			2022-2023			2023-2024		
	M	F	T	M	F	T	M	F	T
Kinder	16	8	24	6	4	10	7	6	13
1	7	1	8	16	8	24	5	5	10
2	9	3	12	7	1	8	12	8	20
3	8	13	21	9	3	12	5	0	5
4	9	8	17	8	14	22	8	3	11
5	6	5	11	8	6	14	9	13	22
6	6	8	14	6	5	11	8	6	14
TOTAL	61	46	107	60	41	101	54	41	95

#### Enrollment Trends:

**Overall:** The total number of learners has been decreasing over the years (107 in 2021-2022, 101 in 2022-2023, and 95 in 2023-2024).

**Gender Distribution:** Male learners consistently outnumber female learners across all years, although the difference is relatively small.

#### Grade Level Insights:

**Kindergarten:** The number of learners has varied, dropping from 24 in 2021-2022 to 10 in 2022-2023, and slightly increasing to 13 in 2023-2024.

**Grade 1:** A significant increase in 2022-2023 (24 learners) compared to other years.

**Grade 2 to 6:** Numbers fluctuate, with some grades experiencing a drop in learners (e.g., Grade 3 in 2023-2024).

Overall, the decrease in the number of enrollees was due to change of residency and occupation. This data can be useful for analyzing enrollment patterns, resource allocation, and understanding demographic changes over the specified years.





## Drop – out Rate

**Table 3b. Drop Out Rate**

	2021-2022	2022-2023	2023-2024
ILLNESS	0	0	0
FAMILY ISSUE	0	0	0

The dropout data for the years 2021-2022, 2022-2023, and 2023-2024 shows the number of dropouts due to illness and family issues.

ILLNESS: For all three academic years (2021-2022, 2022-2023, 2023-2024), there were no learners who dropped out due to illness. The data for each year is consistently 0.

FAMILY ISSUE: Similarly, for all three academic years (2021-2022, 2022-2023, 2023-2024), no learners dropped out due to family issues. The data for each year is consistently 0.

In summary, the data indicates that there were no dropouts due to illness or family issues over the three academic years provided.

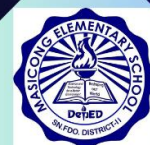
## Retention Rate

**Table 3c. Retention Rate**

Grade Level	2021-2022			2022-2023			2023-2024			2024 - 2025		
	M	F	T	M	F	T	M	F	T	M	F	T
Kinder	16	8	24	6	4	10	7	6	13	2	5	7
1	7	1	8	16	8	24	5	5	10	4	7	11
2	9	3	12	7	1	8	12	8	20	5	5	10
3	8	13	21	9	3	12	5	0	5	11	8	19
4	9	8	17	8	14	22	8	3	11	5	0	5
5	6	5	11	8	6	14	9	13	22	9	3	12
6	6	8	14	6	5	11	8	6	14	9	13	22
TOTAL	61	46	107	60	41	101	54	41	95	45	41	86
RATE				97.10			90.00			100		

The table shows that in

- 2022 to 2023: 97.10%
  - This indicates that 97.10% of learners from 2022 remained in the school in 2023. This is a high retention rate, suggesting good satisfaction or stability.
- 2023 to 2024: 90.00%
  - This shows that 90.00% of learners from 2023 remained in the school in 2024. While still relatively high, this is a



decrease from the previous year's retention rate, suggesting a slight drop in satisfaction or stability.

- 2024 to 2025: 100%
  - This means that 100% of learners from 2024 remained in the school in 2025. This is a perfect retention rate, indicating full satisfaction or stability during this period.

Overall, the retention rates show a high level of retention with a slight dip between 2023 and 2024, followed by a perfect retention rate from 2024 to 2025. This pattern suggests strong engagement and satisfaction overall, with a notable improvement in the final period.

## Promotion Rate

**Table 3d. Promotion Rate**

Grade Level	2020-2021			2021-2022			2022-2023		
Kinder	100%	100%	100%	100%	100%	100%	100%	100%	100%
1	100%	100%	100%	100%	100%	100%	100%	100%	100%
2	100%	100%	100%	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%	100%	100%	100%
6	100%	100%	100%	100%	100%	100%	100%	100%	100%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%

The graph shows the percentage rates of learners who completed the school years for different grade levels (Kinder to 6th grade) over three academic years: 2020-2021, 2021-2022, and 2022-2023. Here are the key points:

- **Consistent Performance:** Each grade level (Kinder through 6th grade) has maintained a 100% rate across all three years.
- **Uniformity Across Grades:** There is no variation among different grade levels; every grade has consistently achieved 100%.
- **Overall Performance:** The total percentage for each year also remains at 100%, indicating that the overall performance, regardless of grade level, has been perfect each year.

This consistent 100% performance across all grades and years suggests that the school or institution has achieved its target metric perfectly for the periods in question.



## Transition Rate

**Table 3e. Transition Rate**

Transition Rate		
School Year	Percentage	
	Kinder to G1	G 1 to G4
2022 - 2023	100	105
2023 - 2024	100	92
2024 - 2025	84.62	100

The graph provided shows the transition rates of learners from one grade level to another over three school years.

Transition Rates:

Kinder to Grade 1:

- 2022 - 2023: 100% - All learners in Kindergarten transitioned to Grade 1.
- 2023 - 2024: 100% - All learners in Kindergarten transitioned to Grade 1 again.
- 2024 - 2025: 84.62% - A lower percentage of learners transitioned from Kindergarten to Grade 1, with only 84.62% making the move.

Grade 1 to Grade 4:

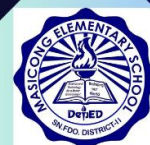
- 2022 - 2023: 105% - More learners transitioned from Grade 1 to Grade 4 than were originally in Grade 1, indicating an increase in the number of learners, possibly due to transfers from other schools.
- 2023 - 2024: 92% - A decrease in the transition rate, with only 92% of learners moving from Grade 1 to Grade 4.
- 2024 - 2025: 100% - All learners from Grade 1 moved to Grade 4, showing a perfect transition rate.

## Graduation Rate

**Table 3f. Graduation Rate**

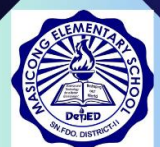
S.Y. 2020 - 2021	S.Y. 2021 - 2022	S.Y. 2022 - 2023
100	100	100

Table 3f presents the data on graduation rate of the past three school years. A 100% graduation rate for each school year indicates that all learners have successfully completed their academic requirements and graduated within the specified time frame. Further, the consistent 100%



graduation rate across the three school years suggests a high level of success and achievement.

A perfect graduation rate is a positive indicator of a supportive educational environment where learners are effectively guided and supported to meet all the necessary academic milestones for graduation. Moreover, the data implies that the quality of instruction, support services, and overall educational structure has been successful in ensuring that all learners meet the graduation requirements.



## QUALITY

Quality as one of the key result areas encompasses a multifaceted approach that goes beyond academic achievements and includes factors that contribute to a well-rounded and effective learning environment. It refers to providing all learners quality education for them to reach their full potential and contribute to the nation.

School Performance in QUALITY refers to the situation that affects learner's performance and the school in general.

**Table 4.a Summary of Reading Level**

Grade Level	Non-Reader		Frustrated		Instructional		Independent		Total		Overall
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
3	0	0	1	0	2	0	2	0	5	0	5
4	0	0	0	0	4	1	4	2	8	3	11
5	0	0	0	0	5	7	4	7	9	14	23
6	1	0	1	0	2	1	4	5	8	6	14
Total	0	0	2	0	13	9	18	14	30	23	53

The table 4.a present data on the reading proficiency levels of male and female students across different grade levels (3rd to 6th grade).

### *Key Observations:*

Grade 3: All students (5 males) fall into one of the proficiency categories, with no female students reported.

Distribution: 1 frustrated, 2 instructional, and 2 independent readers.

Grade 4: There are 8 males and 3 females, totaling 11 students.

Most students are in the instructional and independent categories, with no non-readers or frustrated readers.

Male students (8) significantly outnumber females (3).

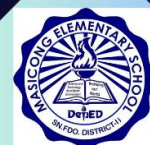
Grade 5: The largest group with 23 students: 9 males and 14 females.

A higher number of females (7 instructional, 7 independent) compared to males (5 instructional, 4 independent).

No non-readers or frustrated readers.

Grade 6: Total of 14 students: 8 males and 6 females.

Includes the only non-readers reported (1 male), as well as some frustrated readers (1 male).





The majority fall under the independent category, with males (4) slightly outnumbering females (5).

*Overall Totals:*

Non-Reader: Only 1 male in grade 6; no females.

Frustrated: 2 males, no females.

Instructional: 13 males and 9 females (total: 22).

Independent: 18 males and 14 females (total: 32).

Grand Total: 53 students, with males (30) outnumbering females (23).

*Insights:*

Gender Disparities: More males are represented across all grade levels (30 males vs. 23 females).

Females tend to perform better in higher grades, with more females in the independent category for grades 5 and 6.

Proficiency Patterns: The number of students in the instructional and independent categories increases with grade level.

Few students are in the non-reader or frustrated categories, indicating overall strong performance.

Grade-Level Trends: Grades 4 and 5 show strong proficiency with no frustrated or non-readers. Grade 6 has the widest range of proficiency, including the only non-readers.

## **National Achievement Test and ELLNA**

- By Mean Percentage Score (MPS)

National Achievement Test was not conducted at the school for the last two (2) school years, 2020 - 2022. Although last School year 2023, National Achievement Test and ELLNA were conducted, result were not yet available.

**Table 4.b Rapid Math Assessment Result**

Rapid Math Assessment (RMA) S.Y. 2023 - 2024								
Grade	Sex	Language Matched (LOI vs Learners)	Number of Learners Assessed	Total Enrolment	Percent of Learners assessed	Percent (%) of Learners at each proficiency level		
						For Intervention	For Consolidation	For Enhancement
1	Male	5	5	5	50%	40%	60%	0%
1	Female	5	5	5	50%	80%	20%	0%
2	Male	12	12	12	60%	50%	25%	25%
2	Female	8	8	8	40%	0%	0%	67%
3	Male	5	5	5	100%	0%	20%	80%
3	Female	0	0	0	0%	0%	0%	0%

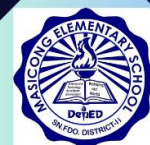


This table represents the results of a Rapid Math Assessment (RMA) for the school year 2023-2024, broken down by grade and sex. The key points in the table are:

1. Language Matched (LOI vs Learners): This column shows the number of learners who were assessed based on the language of instruction (LOI) used in the test and whether it matched the language proficiency of the learners. For each row, the number of learners assessed and the total enrollment are shown.
2. Number of Learners Assessed: This is the count of learners who took the assessment.
3. Total Enrollment: This shows the total number of learners in the class or grade.
4. Percent of Learners Assessed: This is the percentage of enrolled learners who were assessed (Number of Learners Assessed / Total Enrollment).
5. Proficiency Levels:
  - For Intervention: These learners require additional help or interventions based on their math skills.
  - For Consolidation: These learners have a satisfactory level of proficiency but might need some reinforcement of their skills.
  - For Enhancement: These learners excel and might need more challenging material to further develop their math skills.

Breakdown by Grade and Gender:

- Grade 1:
  - Male:
    - 5 learners assessed out of 5 enrolled.
    - 50% of learners were assessed.
    - 40% of learners need intervention, 60% require consolidation, and 0% are in the enhancement group.
  - Female:
    - 5 learners assessed out of 5 enrolled.
    - 50% of learners were assessed.
    - 80% need intervention, 20% require consolidation, and 0% are in the enhancement group.
- Grade 2:
  - Male:
    - 12 learners assessed out of 12 enrolled.
    - 60% of learners were assessed.



- 50% need intervention, 25% need consolidation, and 25% require enhancement.
- Female:
  - 8 learners assessed out of 8 enrolled.
  - 40% of learners were assessed.
  - 0% need intervention, 0% need consolidation, and 67% require enhancement.
- Grade 3:
  - Male:
    - 5 learners assessed out of 5 enrolled.
    - 100% of learners were assessed.
    - 0% need intervention, 20% need consolidation, and 80% require enhancement.
  - Female:
    - No data (0 learners assessed and 0 enrolled).

Interpretation:

- Grade 1 Males are more balanced in needing intervention or consolidation, while Grade 1 Females show a higher percentage needing intervention.
- Grade 2 Females have a significant portion in the enhancement category (67%), while Grade 2 Males have a mix across all categories.
- Grade 3 Males have a large percentage in the enhancement category (80%), while Grade 3 Females have no data recorded.

This data highlights varying levels of proficiency in math across different grades and genders, with some groups needing more targeted interventions than others.



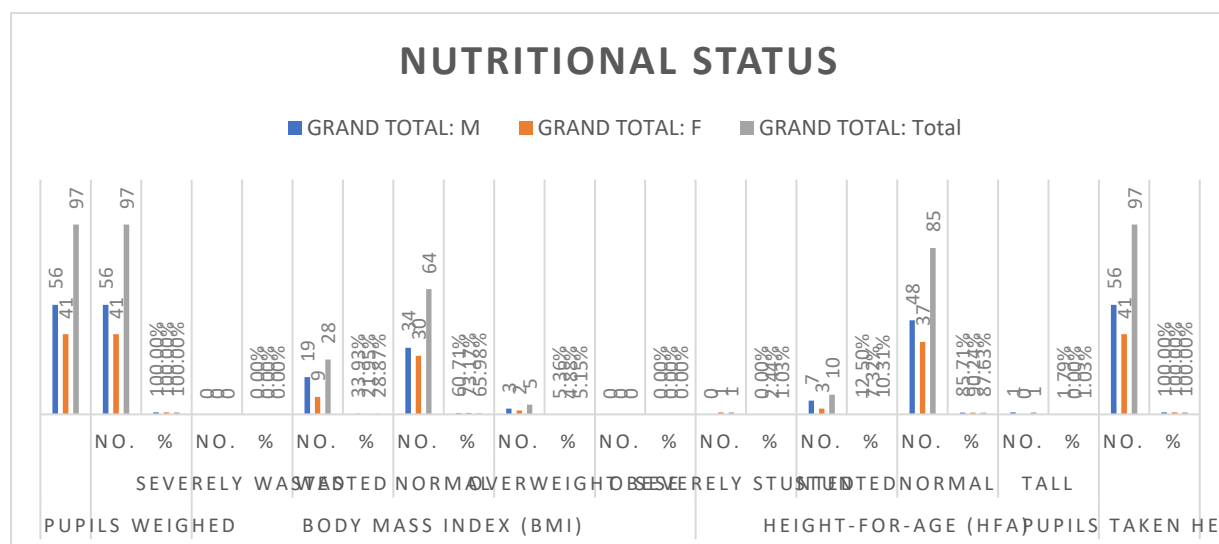
## RESILIENCY AND WELL-BEING

Resiliency and well-being of learners refers to the capacity of learners to bounce back from challenges, adapt positively to stress, and maintain a state of overall well-being. This part includes the nutritional status of the learners.

### Nutritional Status

**Table 5. 1 Health and Nutritional Status of Learners SY 2023 -2024**

Grade Levels	Enrolment			Pupils Weighed		BODY MASS INDEX (BMI)										HEIGHT-FOR-AGE (HFA)										Pupils Taken Height	
						Severely Wasted		Wasted		Normal		Overweight		Obese		Severely Stunted		Stunted		Normal		Tall					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%					
GRAND TOTAL:	M	56	56	100.00%	0	0.00%	19	33.93%	34	60.71%	3	5.36%	0	0.00%	0	0.00%	7	12.50%	48	85.71%	1	1.79%	56	100.00%			
	F	41	41	100.00%	0	0.00%	9	21.95%	30	73.17%	2	4.88%	0	0.00%	1	2.44%	3	7.32%	37	90.24%	0	0.00%	41	100.00%			
	Total	97	97	100.00%	0	0.00%	28	28.87%	64	65.98%	5	5.15%	0	0.00%	1	1.03%	10	10.31%	85	87.83%	1	1.03%	97	100.00%			



The graph provides data on the Body Mass Index (BMI) and Height-for-Age (HFA) status of learners categorized by gender (Male "M" and Female "F").

### Enrolment and Pupils Weighed

- Total Enrollment: 97 learners (56 males, 41 females).
- Pupils Weighed: All enrolled learners were weighed (100% for both males and females).

### Body Mass Index (BMI)

- Severely Wasted:
  - No learners (0%) were severely wasted.
- Wasted:
  - 19 males (33.93%) and 9 females (21.95%) were wasted.
  - Total: 28 learners (28.87%).
- Normal:

- 34 males (60.71%) and 30 females (73.17%) had a normal BMI.
- Total: 64 learners (65.98%).
- Overweight:
  - 3 males (5.36%) and 2 females (4.88%) were overweight.
  - Total: 5 learners (5.15%).
- Obese:
  - No learners (0%) were obese.

#### Height-for-Age (HFA)

- Severely Stunted:
  - 1 female (2.44%) was severely stunted. No males were severely stunted.
  - Total: 1 student (1.03%).
- Stunted:
  - 7 males (12.50%) and 3 females (7.32%) were stunted.
  - Total: 10 learners (10.31%).
- Normal:
  - 48 males (85.71%) and 37 females (90.24%) had normal height-for-age.
  - Total: 85 learners (87.63%).
- Tall:
  - 1 male (1.79%) was tall. No females were tall.
  - Total: 1 student (1.03%).

#### Summary

- The majority of learners (65.98%) have a normal BMI, but a significant portion (28.87%) are wasted, indicating undernutrition.
- In terms of height-for-age, most learners (87.63%) are within the normal range, but a small percentage (10.31%) are stunted, indicating chronic undernutrition.

This data provides insight into the nutritional status of the learners, highlighting areas of concern, particularly the proportion of learners who are wasted and stunted.



## GOVERNANCE

School Concerns on GOVERNANCE refers to the areas where school addresses situations to be improved and the quality of school management. Governance in schools plays a crucial role in providing effective leadership, strategic direction, and oversight to ensure the institution operates efficiently and delivers quality education.

### School-Based Management Assessment Level

Table 6a. SBM Level of Practice

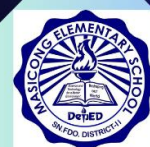
SBM-LEVEL	Qualitative Interpretation:
<b>II</b>	<b>Maturing</b>

Table 6a shows the data gathered on SBM level of practice for the past three school years. SBM levels typically represent the maturity and effectiveness of a school's management practices. In this case, "Level 2 - Maturing" suggests that the school's management system is evolving and progressing but may not yet have reached a fully mature and advanced stage.

The data reveals consistency in the SBM level, with the school maintaining a "Level 2 - Maturing" status across all three school years. The repeated classification suggests a steady and ongoing process of improvement and development within the school's management structure.

A "Maturing" designation indicates that the school is actively working towards enhancing its management practices. It suggests a commitment to continuous improvement and an acknowledgment that the school is progressing in its journey toward more advanced management practices.

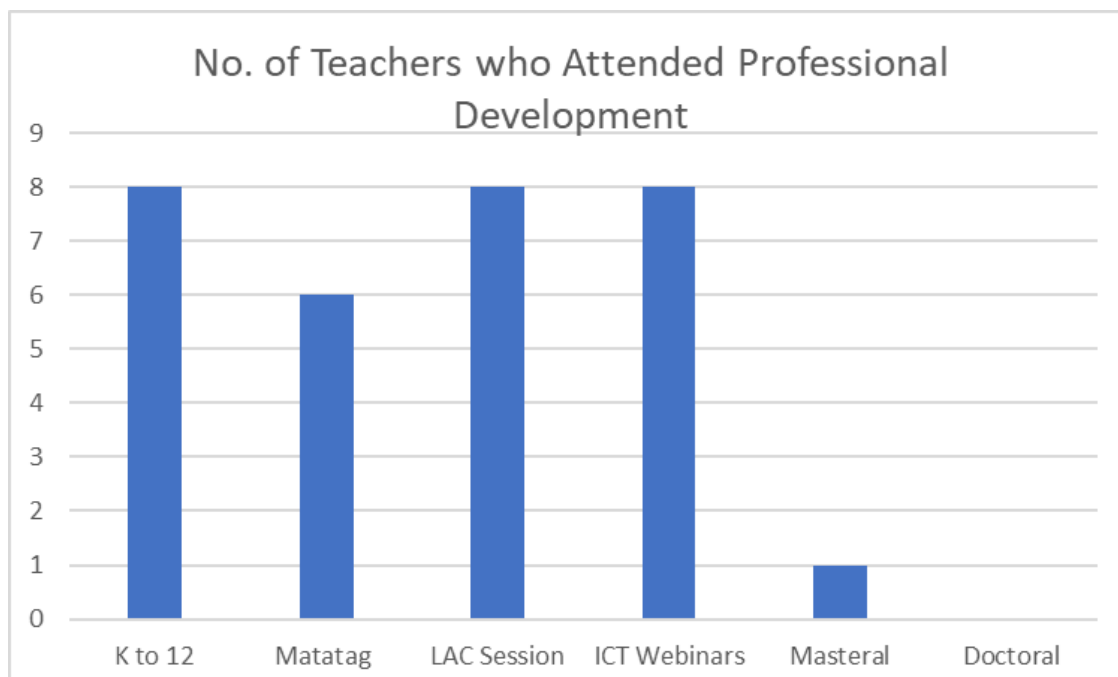
In conclusion, the data indicates a commendable commitment to the improvement of School-Based Management practices, as reflected by the consistent "Level 2 - Maturing" classification. It sets the stage for continuous growth and development, and the school can leverage this information to identify specific areas for enhancement and plan for further advancement in its management practices.





## Professional Development of Teachers

Table 6b. Teacher's Professional Development



- The K to 12 training, LAC sessions, and ICT webinars had the highest attendance, with 8 teachers each.
- The Matatag training had slightly lower attendance, with 6 teachers.
- Only 1 teacher finished a masteral program, and none attended a doctoral program.

### Implications:

- There is strong participation in the general professional development activities (K to 12, LAC sessions, and ICT webinars).
- Advanced degree programs (masteral and doctoral) have low participation, suggesting possible barriers such as time, cost, or perceived relevance.

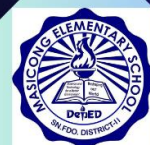
## Source of Funds

Table 6c. Sources of Fund

Funds	Amount
MOOE	297,000
PTA	9,400
Canteen	8,920
Other	15,000

### Breakdown:

- MOOE (Maintenance and Other Operating Expenses): 297,000
- PTA (Parent-Teacher Association): 9,400
- Canteen: 8,920



- Other: 15,000

#### Analysis:

- MOOE has the largest allocation of funds with 297,000, indicating a significant investment in the maintenance and operational expenses of the institution.
- PTA funds amount to 9,400, which may be used for activities and initiatives led by the Parent-Teacher Association.
- Canteen funds are 8,920, likely for the operation and maintenance of the school's canteen.
- Other funds total 15,000, which could be allocated for miscellaneous expenses not covered by the other categories.

#### Implications:

- The high amount allocated to MOOE suggests a priority on maintaining and operating the school's facilities and resources.
- The relatively small amounts allocated to PTA and Canteen indicate more modest funding needs for these areas.
- The "Other" category, while not as large as MOOE, still has a notable amount, suggesting there are additional needs or projects that require funding.

This information can be useful for understanding the financial priorities and ensuring that funds are being allocated effectively to meet the school's operational and programmatic needs.

### Child-Friendly School System Survey

Table 6d. SBM Level of Practice

SBM-LEVEL	Qualitative Interpretation:
<b>33</b>	<b>Outstanding CFS</b>

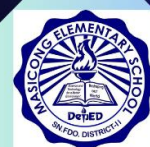
The school got a score of 33 points in the Child-Friendly school survey, making Masicong Elementary School an Outstanding Child-Friendly School.

#### *Stakeholders' Participation*

Stakeholders support the school in every single activity, a manifestation that the community and the school have a good relationship.

#### *Learner-Teacher Ratio*

The ratio of learner to teachers is 12:1. All classes are below the average class size or lower than the recommended learner-teacher ratio.



*Learner- Classroom Ratio*

The ratio of learner to classroom is 12:1. All classes are below the average class size or lower than the recommended learner-classroom ratio.

*Learner- Toilet Ratio*

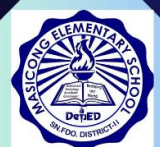
(85 Pupils: 10 Toilets) 9:5

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

*Learner- Seat Ratio*

(95 Pupils: 95 Seats) 1:1

The seats are enough for school enrolment.



### ***Challenges in Basic Education***

- Access (TA) MAKE the curriculum relevant to produce competent and job-ready, active, and responsible citizens;
- Quality (MA, G) MAKE the curriculum relevant to produce competent and job-ready, active, and responsible citizens; Give support to teachers to teach better.
- Learners Resilience and Well- Being (TA 2) TAKE good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and
- Governance (TA1) TAKE steps to accelerate delivery of basic education facilities and services;

### **ACCESS**

Goal #1 All school –age children, youth and adults have access to relevant basic learning opportunities.

The enrolment has significantly decreased. With the decreasing number of enrolments, there are, learners who are at risk of dropping out. The following reasons for absenteeism were cited: health and nutrition, financial matter, family problems and distance of school from home.

### **EQUITY**

Goal #2: School-age children and youth, and adults in situations of disadvantage benefitted from appropriate equity initiatives.

The availability of updated data of the number school children in the school's service area provides a clearer picture of the school strong desire and advocacy for inclusive education. And establish PPAs for ALS and SPED programs.

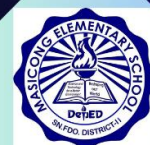
### **QUALITY**

Goal #3: Learners complete Kto12 basic education having attained all learning standards that equip them with the necessary skills and attributes and are confident to pursue their chosen paths.

As an institution of learning, the school adheres to the Department of Education's aim to protect the right of Filipino to quality basic education that is equitable, culture-based, and complete.

Reading level and Rapid Math Assessment Result results show an improvement in the learners' literacy. The effectiveness of remedial instruction and peer Reading are just some of the interventions needed by the remedial teachers to improve the reading level of the learners.

Based on the findings of curriculum experts the DepEd curriculum content is congested and some prerequisites of identified essential learning competencies are missing or misplaced.



There is a need to upskill and reskill teachers to improve the teaching methods of our teachers in addressing 21st-century skills.

### **Learners Resilience and Well- Being**

Learners are resilient and know their rights, and have life skills to protect themselves and exercise their education related rights, while being aware of their responsibilities as individuals and as members of society.

### ***Malnutrition***

The public school has struggled to make significant improvements in stunting rates, a persistent issue over the course of several school years. It is well understood that early childhood nutrition plays a direct role in cognitive development.

### ***Learning***

Parents reported that their children are not learning adequately due to limited resources/educational technologies, poor learning environments, and insufficient and sub-standard school buildings to accommodate the growing number of learners in schools.

Lack of basic fundamental values or soft skills, such as hard work, resiliency, teamwork, and respect - skills needed in the workplace. It is therefore no surprise that graduates are oftentimes rejected by industry due to the lack of these fundamental skills.

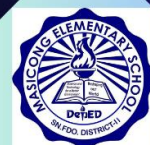
### **Governance**

Goal #5: Efficient, nimble and resilient governance and management processes

The lack of school infrastructure and resources to support the ideal teaching process is the most pressing issue pounding the basic education, there is a need to build, repair, and maintain school infrastructures to accommodate the growing number of learners in schools.

Urgent need for teachers to “return to the classrooms and they must teach. This will only be made possible if “backbreaking and time-consuming administrative tasks” are lifted off their shoulders.

School-Based Management level of practice as evidence to the existing Modes of Verifications (MOVs) through this, school operations and processes can be identified.



## STRATEGIES (PPAs)

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### ACCESS

**Goal #1: All School –age children, youth and adults have access to relevant basic learning opportunities**

**Strategies:**

1. Strategy: Improve access to learners to promote inclusivity accessible education by developing essential skills that stimulate critical thinking and expand their horizons and adapt to their individual needs

Interventions:

- a. Increase enrolment rate in all grade levels.
- b. Leadership Training for the Future Leaders.
- c. Intensify School Leaders and stakeholders' participation.

2. Strategy: Improve learners' access to quality and various strategies and instructions to enhance the quality education and ensure the best possible learning experiences and performance

Interventions:

- a. Promote the rights of learners to appropriate healthy foods to offer.
- b. Provision of internet connection for the learners.

3. Strategy: Improve learning outcome of learners through the implementation of DepEd Issuances and orders, and school programs, projects and innovations

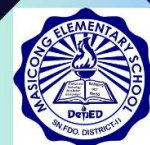
Interventions:

- a. Capacitate teachers/ learning facilitators on the implementation of Remediation Program and Numeracy Program at Risk of Dropping out.
- b. Increase the performance level of learners in the quarterly assessments.
- c. Raise the reading comprehension level of learners and numeracy level by 2% for five (5) consecutive school years.
- d. Intensify the implementation of the Drop-Out Reduction Program (DORP) and Homeroom Guidance Program (HGP).

4. Strategy: Strengthen the capacity to ensure learners' continuity to next stage.

Interventions:

- a. Establishing the optimal learning environment supporting academics risk embedded strategy instruction building collaborative relationship with parents such as:





## EQUITY

**Goal #2: School-age children and youth, and adults in situations of disadvantage benefitted from appropriate equity initiatives.**

### Strategies:

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

Intervention:

Cater the needs of learners in the inclusive education with appropriate support learning materials.

2. Strengthening instruction supervision of inclusion initiatives.

## QUALITY

**Goal #3: Ensure learners to attain all learning standards that equip them with the necessary skills and attributes and are confident to pursue their chosen paths.**

### Strategies:

1. Strategy: Ensure the implementation of the curriculum, instruction, and classroom assessment methods in all learning areas.

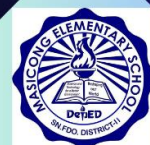
Interventions:

1. Alignment of the Curriculum Budget Plans in all learning areas reflecting the appropriate learning approaches and assessment are disseminated and implemented.
2. Integration of SDG Goals, Human and Children's Rights in relevant subjects.
3. Integration of Value Focus, Gender and Development, Comprehensive Sexuality Education in various learning areas aligned with the competencies.
4. Implementation of Policies and Standards in Values Education, curricular and co- curricular and extra-curricular.
2. Strategy: Assess learning outcomes at each key stage transition and for learners in situations of disadvantage.

Interventions:

Provide mechanism for monitoring and assessment in all learning areas.

3. Strategy: Strengthen the competence of teachers and instructional leaders in areas such as content knowledge and pedagogy/instruction, curriculum and planning, responding to learner diversity, and assessment and reporting.



Interventions: Intensify the professional development programs for teaching and non-teaching personnel through:

- a. Provision of Monthly SLAC.
- b. Provision Inservice Training not limited to online/virtual trainings.
- c. Information dissemination on the invitation of Division/Regional/National Trainings for personnel.

## **RESILIENCY AND WELL-BEING**

**Goal #4: Learners are resilient and know their rights, and have life skills to protect themselves and exercise their education related rights, while being aware of their responsibilities as individuals and as members of society**

### **Strategies:**

1. Strategy: Protect learners and personnel from death, injury, and harm brought by natural and human-induced hazards

Intervention:

Strengthen the provision for safe environment through awareness, capacity building and structuring of risk reduction mechanism.

2. Strategy: Nurture and protect learners' mental and psychosocial health

Interventions: Intensify the coping mechanism of learners that will promote healthy and positive outlook in learning

- a. GAD Integration and Training
- b. Homeroom Guidance Program

3. Strategy: Promote learners' physical and socio-emotional skills development

Interventions: Revitalized sports and other activities that will promote psycho-social skills of learners

## **GOVERNANCE**

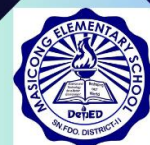
**Goal #5: Efficient, nimble and resilient governance and management processes**

### **Strategies:**

1. Strategy: Ensure all organization leaders and managers practice participative, ethical, and inclusive, management processes

Intervention:

1. Increase or elevate the SBM level of practice in school and identify the level which needs improvement.



2. Sustain or expand the functionality level of practice of SGC and initiate intervention programs that strengthen partnership and community engagement.

3. Harmonize and modernize the collection of documents, reports and issuances that is accessible, efficient and organize.

2. Strategy: All personnel are resilient, competent, and continuously improving

Interventions:

1. Continuous capacity building and professional development of Teaching and Non-Teaching Personnel.

2. Strengthen areas of supervision, monitoring and coaching across four Quarters

3. Initiate action research to improve instruction and academic performance.

3. Strategy: Ideal learning environment and adequate learning resources for learners

Interventions:

1. Strengthen school-community partnership

2. Update and improve the functionality of school library and learning resources by creating a shared community practices and concerns.

3. Acquisition of textbooks and procurement of teaching materials; learning modules; supplementary tools for learners; and printing materials.

4. Strategy Improve and modernize internal systems and processes for a responsive and efficient financial resource management.

Interventions:

1. Organize a school team in-charge of the financial processes on liquidation, procurement and donations.

2. Consistency management of budget and revenues is set appropriately in five years to ensure and safety and feasible financial operation.



# MONITORING AND EVALUATION PLAN

MONITORING & EVALUATION (M&E) PLAN										
<b>School:</b>	<b>MASICONG Elementary School</b>								<b>Period Covered:</b>	<b>2024-2029</b>
<b>School Head:</b>	<b>RAMOEL S. ESPINUEVA, PhD</b>								<b>District:</b>	<b>II</b>
Program/ Project/ Activities	Specific Objectives	Deliverables (Performance Indicators)			Physical Accomplishment			Financial Target		
		Efficiency	Quality	Timeliness	Target	Actual	Remarks	Target	Actual	Remarks
Child Mapping (Oplan Hanap)	Increased Enrolment from 1% of SY 2024-2025 to 2.5% at the end SY 2025-2026.	No. of Learners (Mapped and Enrolled)	% of enrolment increase	conducted as scheduled	2.5%			5,000.00		
ICT: Intensive Curriculum Teaching	To improve the MPS of all subject areas in every quarter to at least 2%	Identified causes of low MPS	Improved MPS	conducted as scheduled	2%			16,500.00		



“AHA” (Away from Habitual Absenteeism)	To reduce the number of absentees by 2%	Identified learners - PARDOs	Decreased PARDOs	conducted as scheduled	75%			6,000.00		
OTTER (Our Time to Enhance Reading)	To reduce the number of non-reader/ frustration level by 75%.	Identified learners who are struggling	Decreased number of learners who are struggling	conducted as scheduled	75%			8,400.00		
CAMP (Comprehension, Accuracy, Measurement, Pictures)	To reduce the number of non-numerates by 75%.	Determined factors hindering the low numeracy	Improved numeracy	conducted as scheduled	75%			4,700.00		
SSS: School Sewer System	To construct drainage system around the covered court and pathway of the school	Identified potential donors	Constructed drainage	conducted as scheduled	— sq m			250,000.00		



ESA: Emergency Safe Area	To construct an evacuation area	Identified potential donors	Constructed drainage	conducted as scheduled	1			150,500.00		
Installation of 2 more additional Closed-Circuit Television	To ensure the safety and security of school personnel, learners, facilities and equipment, by activating and installing 2 more additional Closed-Circuit Television	Ensured safety and conducive learning space	Installed 2 CCTVs	conducted as scheduled	2			10,000.00		
ICE: Inclusive Culture of Education	To strengthen awareness of the public on	Mapped out and enrolled potential	Increased enrollment by 2%	conducted as scheduled	2%			8,000.00		





	various SNED programs	SNED learners								
Zero Waste Management	To increase the awareness of the learners on waste segregation / Manage- ment and 3Rs.	Improved awareness on waste manage- ment/ decreased burning of garbage	Crafted products from materials which can be reused/ recycled.	conducted as scheduled	50%			8,000.00		
Masaganang Gulayan Para Sa Malusog Na Kabataan.	To strengthen the implemen- tation of Gulayan sa Paaralan and planting malunggay	Free vegetables for feeding programs	Increased production of vegetables for Feeding programs	conducted as scheduled	75%			12,500.00		



BBM-IG: Bawat Bata Malakas sa Inuming Gatas	To strengthen the implementation of drinking milk	Identified potential donors	Increased awareness of milk benefits awareness to child academic performance	Conducted as scheduled	80%			10,000.00		
Water Break	To strengthen the implementation of drinking water.	Identified benefits of water	Increased awareness of water benefits awareness to child academic performance	Conducted as scheduled	90%			5,000.00		
PROJECT SAFE	Construct School wall and vehicular pathway	Identified potential donors	Make the school safe by constructing walls and pathway	Conducted as schedules	80%			1,000,000.00		



## RISK MANAGEMENT PLAN

Identified Risk				Mitigation Strategies
	<b>Probability</b>	<b>Impact</b>	<b>Overall Rate</b>	
	<b>High/Medium/Low</b>	<b>High/Medium/Low</b>		
<i>Institutional Risks – potential risks that may affect the organization in achieving its objectives</i>				
Support from DepEd Officials	Medium	Medium	Medium	Proper communication and coordination  Crafting of project proposals for funding/endorsement
<i>Operational Risks – potential risks caused by flawed or failed processes, policies, systems, or events that disrupt the organization's operations</i>				
Overlapping of Division and School activities	High	High	High	Calendar activities, close coordination with the Division Calendar  Prepare plans A, B C
Policy revision	Low	Low	Low	Keep updated on the existing policies.
<i>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</i>				



Potential donors/ stakeholders	High	High	High	Conduct fund raising activities thru SPTA  Forge strong and long- lasting partnership
Capacity Risks – <i>risks that may hinder the capacity of the organization's units and personnel to perform duties in achieving shared goals</i>				
Motivation and capability of the personnel on the PPAs	Low	Low	Low	Frequent conduct of capability activity  Conduct team building activity to forge camaraderie and cooperation between and among the personnel, parents and stakeholders.
Environmental Risks – <i>risks posed by environmental hazards, either natural or man-made</i>				
Typhoon, Flood, Fire, Earthquake	Medium	Medium	Medium	Prepare plans A, B C  Prepare mitigation plans



## COMMUNICATION PLAN

COMMUNICATION PLAN									
<b>School:</b>	<b>MASICONG Elementary School</b>							<b>Period Covered:</b>	<b>SY 2024-2029</b>
<b>School Head:</b>	<b>RAMOEL S. ESPINUEVA, PhD</b>							<b>District:</b>	<b>II</b>
<b>Program/ Project/ Activities</b>	<b>Objectives</b>	<b>Person/s Involved</b>	<b>Time Frame</b>	<b>Deliverables (Performance Indicators)</b>			<b>Mode of Verifications (MOV's)</b>	<b>Funding Requirements</b>	<b>Source of Funds</b>
				<b>Quality</b>	<b>Efficiency</b>	<b>Timeliness</b>			
1. Pre-Opening Faculty General Assembly	Increase awareness, consciousness, interest of teachers in the content of SIP for buy-in	All School Personnel	Yearly as schedules	Number of Personnel attended	Satisfaction rating of personnel	Conducted as planned	Attendance Form/ Satisfaction Survey Tool/ Narrative report, Photo Documentation	5,000.00	MOOE/ Canteen
2. Stakeholders Assembly/ Orientation	Increase awareness, consciousness, interest of parents and stakeholders in the content of SIP for buy-in	SGC, Teachers SPTA, parents and stakeholders	Yearly as schedules	Number of attendees	Satisfaction rating of attendees	Conducted as planned	Attendance Form/ Satisfaction Survey Tool/ Narrative report, Photo Documentation	5,000.00	MOOE/ Canteen



3. Oplan Balik-Eskwela/ Brigada Eskwela Convergence	<p>Increase awareness, consciousness, interest of parents and stakeholders in the content of SIP for buy-in</p> <p>Renew the commitment and cooperation of the parents and stakeholders</p>	SGC, Teachers SPTA, parents and stakeholders	Yearly as schedules	Number of attendees	Satisfaction rating of attendees	Conducted as planned	Attendance Form/ Satisfaction Survey Tool/ Narrative report, Photo Documentation	5,000.00	MOOE/ Canteen
4. Presentation of School Report Card	Make the school personnel, parents and stakeholders aware of the ongoing and upcoming projects	SGC, Teachers SPTA, parents and stakeholders	Yearly as schedules	Number of attendees	Satisfaction rating of attendees	Conducted as planned	Attendance Form/ Satisfaction Survey Tool/ Narrative report, Photo Documentation	5,000.00	MOOE/ Canteen





5. State of the School Address (SOSA)	Inform the school personnel, parents and stakeholders of the achievements and victories of the school	SGC, Teachers SPTA, parents and stakeholders	Yearly as schedules	Number of attendees	Satisfaction rating of attendees	Conducted as planned	Attendance Form/ Satisfaction Survey Tool/ Narrative report, Photo Documentation	5,000.00	MOOE/ Canteen
6. School Education Summit/ Forum	Celebrate and showcase the contribution of the school personnel, parents and stakeholders on various programs, projects and activities (PPAs) in the school.	SGC, Teachers SPTA, parents and stakeholders	Yearly as schedules	Number of attendees	Satisfaction rating of attendees	Conducted as planned	Attendance Form/ Satisfaction Survey Tool/ Narrative report, Photo Documentation	10,000.00	MOOE/ Canteen, Donation



### Project Work Plan & Budget Matrix

**Project Title: Child Mapping (Oplan Hanap)**

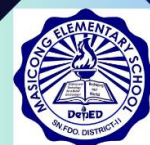
**Problem Statement:** To address the low enrolment rate by implementing strategies aimed at increasing enrolment.

**Project Objective Statement:** Increased Enrolment from 1% of SY 2024-2025 to 2.5% at the end SY 2025-2026.

**Root Cause/s:**

- a. Financial Issues
- b. Distance of Residence to the School
- c. Peer Pressure
- d. Family Issues
- e. Attitude/Behavior of the learners

Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Briefing and orientation	Well oriented and motivated remediation team	Every start of the school year SY 2023-2029	SH, All Teachers Concerned, PARDO Coordinator, Parents, Learners	500.00	Donation/ MOOE
Gathering of needed data (Identification of PARDOs)	List of least learned competencies per learning areas listed	Semi-annual per school year	SH, All Teachers Concerned, PARDO Coordinator	1,500.00	MOOE/ Canteen
Identification of Strategies	List of Strategies in teaching and LMS to be used	Quarterly or as the need arises	SH, All Teachers Concerned, PARDO Coordinator	500.00	MOOE/ Canteen
Implementation of the Workplan	Results of the Strategies Implemented	Every start of the school year SY 2023-2029	SH, All Teachers Concerned, PARDO Coordinator, Parents, Learners	2,500.00	MOOE/ Canteen
Monitoring and Evaluation	Accomplished Monitoring and Evaluation	Quarterly every School Year	SH, All Teachers Concerned,	500.00	MOOE/ Canteen



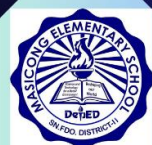
	Report		PARDO Coordinator		
Feedbacking and Reporting	Accomplishment Report	Every end of the SY	SH, All Teachers Concerned, PARDO Coordinator	500.00	MOOE/ Canteen

**Project OPLAN HANAP Team**

Chair : Sharaneh C. Balicha

Co-Chair : Mark James J. Casuga

Members : All Advisers



### Project Work Plan & Budget Matrix

**Project Title: Project ICT (Intensive Curriculum Teaching)**

**Problem Statement:** Increase Learners' MPS and Level of Mastery in all subjects.

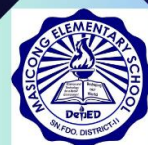
**Project Objective Statement:** To improve the MPS of all subject areas in every quarter to at least 2%.

To make data-driven decisions to improve instruction.

**Root Cause/s:**

- a. Short span of attention of the learners,
- b. Lukewarm attitude of the learners towards learning,
- c. High number of struggling readers,
- d. Availability of learning materials, and
- e. Poor study habits.

Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Briefing and orientation	Well oriented and motivated remediation team	June 2024 June 2025 June 2026 June 2027 June 2028 June 2029	SH, All Teachers Concerned, Parents, Learners	500.00	MOOE, Donation
Gathering of needed data	List of least learned competencies per learning area	Every end of the quarter per school year	SH, All Teachers Concerned, Parents, Learners	1,500.00	MOOE/Canteen
Identification of Strategies and LMs to be used	List of Strategies in teaching and LMs to be used.	Weekly or as the need arises	SH, All Teachers Concerned	500.00	MOOE/Canteen
Coaching and Mentoring of the teachers concerned	Change in behavior/ attitude in TL process Capacitated and motivated	Every start of the school year Every MPRE	SH, All Teachers Concerned	2,500.00	MOOE/Canteen



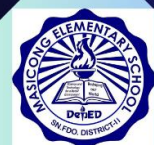
	teachers				
Development / localization of IMs/ remediation materials	Digitized and Printed copy of IMs/ remediation materials	Year-round	SH, All Teachers Concerned, Parents, Learners	4,000.00	MOOE, PTA Fund
Conduct of remediation using varied strategies/ technique	Improved MPS	2-3 times per week	SH, All Teachers Concerned, Parents, Learners	3,000.00	MOOE, Canteen Fund
Peer review on the innovative teaching techniques/ LMs in the TL process	Results of the peer review	Weekly	SH, All Teachers Concerned,		Donation/ MOOE/ Canteen
Assessment on the conducted remediation and TL	Results of the remediation and TL	Every end of the quarter per school year	SH, All Teachers Concerned, Parents	1,500.00	MOOE/ Canteen
Analysis of the results of the quarterly assessment	MPS per learning area	Every end of the quarter per school year	SH, Teachers	1,500.00	MOOE/ Canteen
Monitoring and evaluation	Monitoring and evaluation reports	Quarterly every School Year	SH, All Teachers Concerned, Parents	1,500.00	MOOE/ Canteen

### Project ICT Team

Chair : Karen Wilma C. Pimentel

Co-Chair : Aivee Charisse C. Rillera

Members : All Advisers/Teachers



### Project Work Plan & Budget Matrix

**Project Title: “AHA” (Away from Habitual Absenteeism)**

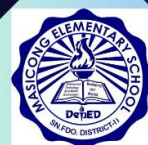
**Problem Statement:** A significant number of learners who are frequently absent in their classes.

**Project Objective Statement:** To reduce the number of absentees by 2%

**Root Cause/s:**

- a. Financial Issues
- b. Distance of Residence to the School
- c. Peer Pressure
- d. Family Issues
- e. Attitude/Behavior of the learners

Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Briefing and orientation	Well oriented and motivated remediation team	Every start of the school year SY 2024-2029	SH, All Teachers Concerned, PARDO Coordinator, Parents, Learners	500.00	Donation/ MOOE
Gathering of needed data (Identification of PARDOs)	List of least learned competencies per learning areas listed	Semi-annual per school year	SH, All Teachers Concerned, PARDO Coordinator	1,500.00	MOOE/ Canteen
Identification of Strategies	List of Strategies in teaching and LMS to be used	Quarterly or as the need arises	SH, All Teachers Concerned, PARDO Coordinator	500.00	MOOE/ Canteen
Implementation of the Workplan	Results of the Strategies Implemented	Every start of the school year SY 2024-2029	SH, All Teachers Concerned, PARDO Coordinator, Parents, Learners	2,500.00	MOOE/ Canteen





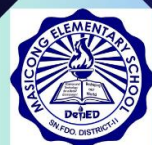
Monitoring and Evaluation	Accomplished Monitoring and Evaluation Report	Quarterly every School Year	SH, All Teachers Concerned, PARDO Coordinator	500.00	MOOE/ Canteen
Feedbacking and Reporting	Accomplishment Report	Every end of the SY	SH, All Teachers Concerned, PARDO Coordinator	500.00	MOOE/ Canteen

### **Project AHA Team**

Chair : Mark James J. Casuga

Co-Chair : Sharaneh C. Balicha

Members : All Advisers



### Project Work Plan & Budget Matrix

#### Project Title: OTTER (Our Time to Enhance Reading)

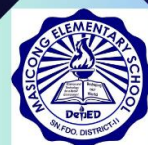
**Problem Statement:** Based on the reading assessment, from Grades 1 to 6, out of 86, 28 are identified as struggling readers, those with slow reading ability and low reading comprehension.

#### Project Objective Statement:

- a. To reduce the number of struggling readers/frustration level by 75%.
- b. Enhance reading skills and literacy among the target audience through effective programs and resources.
- c. Provide access to reading resources using technology and peer tutoring (advance readers-struggling readers).
- d. Promote reading culture in the school community through events and initiatives.

- Root Cause/s:**
- a. Health and Physical Factors;
  - b. Low competence of teachers in teaching beginning reading;
  - c. Language Barriers;
  - d. Availability of LMs;
  - e. Poor study habits;
  - f. Appropriate teaching strategies
  - g. low parental support/follow-up

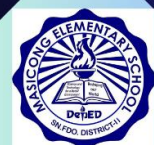
Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Briefing and orientation	Well oriented and motivated remediation team	Every start of the school year SY 2023-2029	SH, School Reading Coordinator, Advisers, Parents, learners	500.00	Donation/ MOOE
Pre test assessment (Phil-Iri) (CRLA)	Pre-test results analysis and reporting	Every start of the school year	SH, School Reading Coordinator, Advisers, learners	500.00	MOOE/ Canteen
Resource Development	Develop or source reading materials and tools through LAC Sessions	As the need arises All year round if possible	SH, School Reading Coordinator, Advisers	1000.00	MOOE/ Canteen



Development/ localization of IMs/ remediation materials	Digitized and Printed copy of IMs/ remediation materials	Monthly or as the need arises	SH, School Reading Coordinator, Advisers,	3,000.00	MOOE/ Canteen
Conduct of remediation using varied strategies/ technique	Decreased number of non- numerates	Daily during vacant/ free time of the concerned learners	SH, School Reading Coordinator, Advisers, Parents, learners	1,000.00	MOOE/ Canteen
Reading Sessions	Improved reading skills among participants (progress tracked monthly)	Conduct weekly reading sessions for participants.	Volunteers	1000.00	MOOE/ Canteen
Monitoring of the implementation	Properly filled out monitoring form	Quarterly every School Year	SH, School Reading Coordinator, Advisers,	400.00	MOOE/ Canteen
Post test assessment	Post-test results analysis and reporting	Every end of the school year	SH, School Reading Coordinator, Advisers, learners	500.00	MOOE/ Canteen
Assessment of the conducted remediation	Accomplishment Report	Every end of the SY	SH, School Reading Coordinator, Advisers,	500.00	MOOE/ Canteen

### **Project OTTER Team**

Chair : Aivee Charisse C. Rillera  
 Co-Chair : Karen Wilma C. Pimentel  
 Members : Mark James J. Casuga  
               : Sharaneh C. Balicha  
               : Juvilyn M. Castañeda



**Project Work Plan & Budget Matrix**  
**Project Title: CAMP**  
**(Comprehension, Accuracy, Measurement, Pictures)**

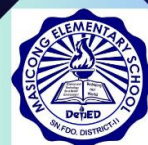
**Problem Statement:** Based on the assessment, out of 86 enrollment, 35 of the are tagged as non-numerates. Poor Reading Comprehension.

**Project Objective Statement:** To reduce the number of non numerates by 75%. To demonstrate the ability to comprehend visual data by accurately interpreting and measuring information from pictures, graphs, and diagrams.

**Root Cause/s:**

- a. Attitudes of learners;
- b. Low competence of teachers in teaching beginning reading;
- c. Availability of LMs;
- d. Poor study habits;
- e. Appropriate teaching strategies
- f. low parental support/follow-up

Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Briefing and orientation	Well oriented and motivated remediation team	Every start of the school year SY 2024-2029	SH, School Math Coordinator, Advisers, Parents, learners	500.00	Donation/ MOOE
Development/ localization of IMs/ remediation materials	Digitized and Printed copy of IMs/ remediation materials	Monthly or as the need arises	SH, School Math Coordinator, Advisers,	2,000.00	MOOE/ Canteen
Pre test/ assessment	Pre-test results analysis and reporting	Every start of the school year SY 2024-2029	SH, School Math Coordinator, Advisers, learners	300.00	MOOE/ Canteen
Conduct of remediation using varied strategies/ technique	Decreased number of non-numerates	Daily during vacant/ free time of the concerned learners	SH, School Math Coordinator, Advisers, Parents, learners	1,000.00	MOOE/ Canteen



Post test/ assessment	Post-test results analysis and reporting	End of the school year SY 2024- 2029	SH, School Math Coordinator, Advisers, learners	300.00	MOOE/ Canteen
Monitoring of the implementation	Properly filled out monitoring form	Quarterly every School Year	SH, School Math Coordinator, Advisers,	300.00	MOOE/ Canteen
Assessment of the conducted remediation	Accomplishment Report	Every end of the SY 2024-2029	SH, School Math Coordinator, Advisers,	300.00	MOOE/ Canteen

**Project CAMP ( Comprehension, Accuracy, Measurement,  
Pictures ) Team**

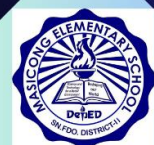
Chair : Milagros R. Cadaoas

Co-Chair : Edralin Obando

Members : Mark James Casuga

: Bernadette Tumbaga

: Karen Wilma Pimentel



### Project Work Plan & Budget Matrix

**Project Title: "SSS: School Sewer System"**

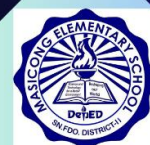
**Problem Statement:** Masicong Elementary School lacks a proper drainage

system, leading to water accumulation around the covered court and pathways, creating unsafe conditions for students and staff.

**Project Objectives Statement:** To construct drainage system around the covered court and pathway of the school. To improve water flow management to prevent future water accumulation. To ensure that the new drainage system improves safety and accessibility for students and staff, reducing the risk of accidents during rainy weather.

**Root Cause/s:** a. Low financial resources/capacity; and  
b. low resource mobilization

Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Meeting and Forming of Team	Well oriented and motivated team members	October 2024	SH, Teachers, PTA, Brgy Officials, SPG Officers	3,500.00	PTA Fund
Briefing/ Strategizing	Roadmap in attaining the objective	November 2024	SH, Teachers, PTA, Brgy Officials	1000.00	PTA Fund
Drafting of communications and solicitation letters/resolutions	Resolutions and Solicitations letters	January 2025	SH, Teachers	2000.00	MOOE
Distribution of the letters and resolutions and follow up	List of prospect partners/ donors	March 2025 and as needed	SH, Teachers, PTA, Brgy Officials	2000.00	Donations
Conduct of Fund-raising activity	Conducted meeting and success conduct of fund raising activity	April 2024 to May 2024 As needed until whole of the target drainage will be constructed	SH, Teachers, PTA, Brgy Officials	2500.00	Donations



Collection and reporting	Update and report on the solicitations and resolutions	Quarterly or as needed	SH, Teachers, PTA, Alumni Association , Brgy Officials	1000.00	PTA Fund
Construction of drainage	Constructed drainage	Year round	Construction workers, SH and Teachers, SPTA Officers	235,000.00	Donations
Awarding of the constructed drainage and pathways	Necessary documents	August 2029	SH, Teachers, PTA, Alumni Association , Brgy Officials	3000.00	MOOE and PTA Fund

### **Project ""SSS: School Sewer System"**

#### **Team**

Chair : Juvilyn E. Marquez  
 Co-Chair : Aivee Charisse Rillera  
 Members : Bernadeth G. Tumbaga  
               : Milagros R. Cadaoas  
               : Edralin Obando





### Project Work Plan & Budget Matrix

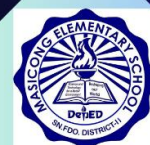
**Project Title:** Project ESA: "Emergency Safe Area"

**Problem Statement:** No available evacuation in the school.

**Project Objective Statement:** To construct an evacuation area.

**Root Cause/s:** a. Low financial resources/capacity; and  
b. low resource mobilization

Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Meeting and Forming of Team	Well oriented and motivated team members	August 2024	SH, Teachers, PTA, Alumni Association, Brgy Officials, SPG Officers	500.00	PTA Fund
Briefing/ Strategizing	Roadmap in attaining the objective	October 2024	SH, Teachers, PTA, Alumni Association, Brgy Officials	500.00	PTA Fund
Drafting of communications and solicitation letters/resolutions	Resolutions and Solicitations letters	November 2024	SH, Teachers	1000.00	MOOE
Distribution of the letters and resolutions and follow up	List of prospect partners/ donors	January 2024 and as needed	SH, Teachers, PTA, Alumni Association, Brgy Officials	2000.00	Donations
Collection and reporting	Update and report on the solicitations and resolutions	Quarterly or as needed	SH, Teachers, PTA, Alumni Association, Brgy Officials	500.00	PTA Fund



Construction of evacuation area	Constructed evacuation area	February 2024 to April 2029	Construction workers, SH and Teachers	1,000,000.00	Donations
Awarding of the constructed evacuation area	Necessary documents	May 2029	SH, Teachers, PTA, Alumni Association, Brgy Officials	2000.00	MOOE and PTA Fund

**Project ESA: "Emergency Safe Area"**

Chair : Karen Wilma C. Pimentel

Co-Chair : Juvilyn M. Castaneda

Members : Mark James J. Casuga

: Sharaneh C. Balicha

: Aivee Charisse C. Rillera



### Project Work Plan & Budget Matrix

**Project Title:** “MASAGANANG GULAYAN PARA SA MALUSOG NA KABATAAN”

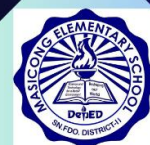
**Problem Statement:** The Gulayan sa Paaralan (GSP) is not maintained, thus low number of vegetables are being propagated and grown.

**Project Objective Statement:** To strengthen the implementation of Gulayan sa Paaralan and Planting Malunggay.

**Root Cause/s:**

- a. Attitudes of learners;
- b. Low guidance and monitoring of the teachers;
- c. Low awareness on the facets of GSP;
- d. low integration on the lesson

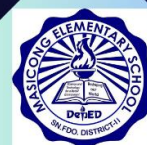
Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Meeting and Forming of Team	Well oriented and motivated team members	August 2024	SH, School GSP Coordinator, Advisers, Parents, learners	1,500.00	MOOE/ Canteen
Briefing and orientation	Well oriented and motivated team	Every start of the school year SY 2024-2029	SH, School GSP Coordinator, Advisers, Parents, learners	1,500.00	Donation / MOOE
Lecture-demonstration of the GSP	Improved knowledge, skills and attitude on GSP	Twice in every school year SY 2024-2029	SH, School GSP Coordinator, Advisers, Parents, learners	1,000.00	Donation /MOOE
Land preparation and transplanting of vegetables	Planted varied vegetables	Every start of the school year SY 2024-2029	SH, School GSP Coordinator, Advisers, Parents, learners	4,000.00	Donation /MOOE



Integration of GSP in the lesson	Evident in the DLL	Daily	SH, School GSP Coordinator, Advisers, Parents, learners		
Launching and conduct of search for most functional garden	Mechanics of the search and results of the activity	Every start and end of the school year SY 2024-2029	SH, School GSP Coordinator, Advisers, Parents, learners	1,500.00	Donation /MOOE
Celebrate GSP-Harvest day	Conducted GSP-Harvest day	Once in every school year SY 2024-2029	SH, School GSP Coordinator, Advisers, Parents, learners	1,500.00	Donation /MOOE
Monitoring of the implementation	Properly filled out monitoring form	Quarterly every School Year	SH, School GSP Coordinator, Advisers, Parents, learners	500.00	MOOE/ Canteen
Assessment of the conducted remediation	Accomplishment Report	Every end of the SY	SH, School GSP Coordinator, Advisers, Parents, learners	100.00	MOOE/ Canteen

**Project “MASAGANANG GULAYAN PARA SA MALUSOG NA KABATAAN” Team**

Chair : Mark James J. Casuga  
 Co-Chair : Milagros C. Cadaoas  
 Members : Bernadette G. Tumbaga  
               : Sharaneh C. Balicha  
               : Edralin G. Obando



### Project Work Plan & Budget Matrix

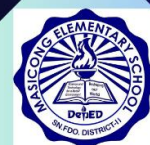
**Project Title: Project ESA: "Emergency Safe Area"**

**Problem Statement:** No available evacuation in the school.

**Project Objective Statement:** To construct an evacuation area.

**Root Cause/s:** a. Low financial resources/capacity; and  
b. low resource mobilization

Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Meeting and Forming of Team	Well oriented and motivated team members	August 2024	SH, Teachers, PTA, Alumni Association, Brgy Officials, SPG Officers	500.00	PTA Fund
Briefing/ Strategizing	Roadmap in attaining the objective	October 2024	SH, Teachers, PTA, Alumni Association, Brgy Officials	500.00	PTA Fund
Drafting of communications and solicitation letters/resolutions	Resolutions and Solicitations letters	November 2024	SH, Teachers	1000.00	MOOE
Distribution of the letters and resolutions and follow up	List of prospect partners/ donors	January 2024 and as needed	SH, Teachers, PTA, Alumni Association, Brgy Officials	2000.00	Donations
Collection and reporting	Update and report on the solicitations and resolutions	Quarterly or as needed	SH, Teachers, PTA, Alumni Association, Brgy Officials	500.00	PTA Fund



Construction of evacuation area	Constructed evacuation area	February 2024 to April 2029	Construction workers, SH and Teachers	1,000,000.00	Donations
Awarding of the constructed evacuation area	Necessary documents	May 2029	SH, Teachers, PTA, Alumni Association, Brgy Officials	2000.00	MOOE and PTA Fund

**Project ESA: "Emergency Safe Area" Team**

Chair : Karen Wilma C. Pimentel

Co-Chair : Juvilyn M. Castaneda

Members : Mark James J. Casuga

: Sharaneh C. Balicha

: Aivee Charisse C. Rillera



## Project Workplan And Budget Matrix

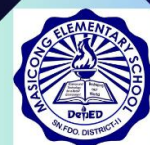
**Project Title: Installation of 2 more additional Closed-Circuit Television**

**Problem Statement:** The school has installed 4 Closed-Circuit Television (CCTV) and still be needing to install additional 2 more.

**Project Objective Statement:** To ensure the safety and security of school personnel, learners, facilities and equipment by activating and installing 2 more additional closed-circuit television. Parents may feel more comfortable knowing that their children are being monitored in school

**Root Causes:** a. Low financial resources/capacity; and  
b. low resource mobilization

Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Meeting and Forming of Team	Well oriented and motivated team members	September 2024	SH, Teachers, PTA, Alumni Association, Brgy Officials, SPG Officers	500.00	PTA Fund
Briefing/ Strategizing	Roadmap in attaining the objective	December 2024	SH, Teachers, PTA, Alumni Association, Brgy Officials	500.00	PTA Fund
Crafting and submission of the project	Crafted and submitted Project Proposal	February 2025	School Head, Teachers, Learning facis and parents	1000.00	MOOE
Distribution of the letters and resolutions and follow up	List of prospect partners/ donors	April 2025 and as needed	SH, Teachers, PTA, Alumni Association, Brgy Officials	1500.00	Donations





Collection and reporting	Update and report on the solicitations and resolutions	Quarterly or as needed	SH, Teachers, PTA, Alumni Association, Brgy Officials	500.00	PTA Fund
Implementation of the Work Plan	Approved Work Plan	June-August, 2025	SH, Teachers, EPS in English/Filipino Learning facis and parents	500.00	PTA Fund
Activation and Installation of 2 CCTVs	Activated and Installed 2 CCTVs	December 2025-February 2026	Installing workers, SH and Teachers	5,000.00	Donations
Monitoring and Evaluation	Accomplished Progress Report	April-June, 2029	SH, Teachers, PTA, Alumni Association, Brgy Officials	500.00	MOOE and PTA Fund

**Project Title: Installation of 2 more additional Closed-Circuit Television Team**

Chair : Bernadette G. Tumbaga  
 Co-Chair : Aivee Charisse C. Rillera  
 Members : Mark James J. Casuga  
               : Karen Wilma C. Pimentel  
               : Sharaneh C. Balicha



### Project Work Plan & Budget Matrix

**Project Title:** ICE-Inclusive Culture of Education

**Problem Statement:** The school has only 5 SPED learners and low awareness on SNED programs.

**Project Objective Statement:** To strengthen awareness of the public on various SNED programs. To foster an inclusive culture in schools that embraces diversity and supports the needs of all learners.

**Root Cause/s:**

- a. Attitudes of learners/parents;
- b. Low competence of teachers in teaching SPED;
- c. Availability of LMs;
- d. low child mapping
- e. Appropriate teaching strategies
- f. low parental support/follow-up

Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Briefing and orientation	Well oriented and motivated team	Every start of the school year SY 2024-2029	SH, SNED Coordinator/ Teacher, Advisers, Parents, learners, Brgy Officials	1,500.00	Donation /MOOE
Conduct of assessment	Results analysis and reporting	Every start of the school year SY 2024-2029	SH, SNED Coordinator/ Teacher, Advisers, Parents, learners, Brgy Officials	1,300.00	MOOE/ Canteen
Development/ localization of IMs/ materials	Digitized and Printed copy of IMs/ materials	Monthly or as the need arises	SH, SNED Coordinator/ Teacher, Advisers, Parents, learners, Brgy Officials	2,000.00	MOOE/ Canteen
Conduct of child mapping and advocacy campaign	List of potential learners in SPED Improved	Monthly or as needed Yearly or as	SH, SNED Coordinator/ Teacher, Advisers, Parents,	4,000.00	MOOE/ Canteen



	awareness of the public	needed	learners, Brgy Officials		
Attendance to training, coaching and mentoring on various strategies in teaching SPED	Improved teaching capability	Every start of the school year or as needed SY 2024-2029	SH, SNED Coordinator/Teacher, Advisers, Parents, learners, Brgy Officials	5,000.00	MOOE/C anteen
Monitoring of the implementation	Properly filled out monitoring form	Quarterly every School Year	SH, School Math Coordinator, Advisers,	300.00	MOOE/C anteen
Assessment of the conducted activity	Accomplishment Report	Every end of the SY	SH, School Math Coordinator, Advisers,	1,500.00	MOOE/C anteen

**Project ICE-Inclusive Culture of Education Team**

Chair : Sharaneh C. Balicha

Co-Chair : Mark James J. Casuga

Members : All Advisers



### Project Work Plan & Budget Matrix

#### Project Title: ZERO WASTE MANAGEMENT

**Problem Statement:** Based on the assessment, learners are not segregating their garbage properly, and low awareness on 3Rs

**Project Objective Statement:** To increase the awareness of the learners on waste segregation/management and 3Rs. To Promote sustainable practices to reduce the production of waste at the source.

**Root Cause/s:**

- a. Attitudes of learners;
- b. Low guidance and monitoring of the teachers;
- c. Poor waste management habits;
- d. low integration on the lesson and
- e. low parental support/follow-up

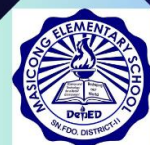
Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Meeting and Forming of Team	Well oriented and motivated team members	August 2024	SH, School Science and YES-O Coordinator, Advisers, Parents, learners	2,000.00	MOOE/ Canteen
Briefing and orientation	Well oriented and motivated team	Every start of the school year SY 2024-2029	SH, School Science and YES-O Coordinator, Advisers, Parents, learners	1, 500.00	Donation/ MOOE
Lecture-demonstration of the 3Rs	Improved knowledge, skills and attitude on 3Rs	Twice in every school year SY 2024-2029	SH, School Science and YES-O Coordinator, Advisers, Parents, learners	2,000.00	Donation/ MOOE
Integration of proper waste management in the lesson	Evident in the DLL	Daily	SH, School Science and YES-O Coordinator, Advisers, Parents,		



			learners		
Celebrate world environment day	Conducted world environment day	Once in every school year SY 2024-2029	SH, School Science and YES-O Coordinator, Advisers, Parents, learners	1,500.00	Donation/ MOOE
Monitoring of the implementation	Properly filled out monitoring form	Quarterly every School Year	SH, School Science and YES-O Coordinator, Advisers, Parents, learners	500.00	MOOE/ Canteen
Assessment of the conducted remediation	Accomplishment Report	Every end of the SY	SH, School Science and YES-O Coordinator, Advisers, Parents, learners	500.00	MOOE/ Canteen

**Project ZERO WASTE MANAGEMENT Team**

Chair : Edralin G. Obando  
 Co-Chair : Sharaneh C. Balicha  
 Members : Mark James J. Casuga  
               : Karen Wilma  
               : Milagros R. Cadaoas



### Project Work Plan & Budget Matrix

**Project Title:** “MASAGANANG GULAYAN PARA SA MALUSOG NA KABATAAN”

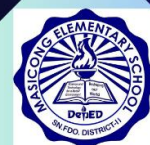
**Problem Statement:** The Gulayan sa Paaralan (GSP) is not maintained, thus low number of vegetables are being propagated and grown.

**Project Objective Statement:** To strengthen the implementation of Gulayan sa Paaralan and Planting Malunggay.

**Root Cause/s:**

- a. Attitudes of learners;
- b. Low guidance and monitoring of the teachers;
- c. Low awareness on the facets of GSP;
- d. low integration on the lesson

Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Meeting and Forming of Team	Well oriented and motivated team members	August 2024	SH, School GSP Coordinator, Advisers, Parents, learners	1,500.00	MOOE/ Canteen
Briefing and orientation	Well oriented and motivated team	Every start of the school year SY 2024-2029	SH, School GSP Coordinator, Advisers, Parents, learners	1,500.00	Donation /MOOE
Lecture-demonstration of the GSP	Improved knowledge, skills and attitude on GSP	Twice in every school year SY 2024-2029	SH, School GSP Coordinator, Advisers, Parents, learners	1,000.00	Donation /MOOE
Land preparation and transplanting of vegetables	Planted varied vegetables	Every start of the school year SY 2024-2029	SH, School GSP Coordinator, Advisers, Parents, learners	4,000.00	Donation /MOOE

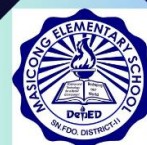


Integration of GSP in the lesson	Evident in the DLL	Daily	SH, School GSP Coordinator, Advisers, Parents, learners		
Launching and conduct of search for most functional garden	Mechanics of the search and results of the activity	Every start and end of the school year SY 2024-2029	SH, School GSP Coordinator, Advisers, Parents, learners	1,500.00	Donation /MOOE
Celebrate GSP-Harvest day	Conducted GSP-Harvest day	Once in every school year SY 2024-2029	SH, School GSP Coordinator, Advisers, Parents, learners	1,500.00	Donation /MOOE
Monitoring of the implementation	Properly filled out monitoring form	Quarterly every School Year	SH, School GSP Coordinator, Advisers, Parents, learners	500.00	MOOE/ Canteen
Assessment of the conducted remediation	Accomplishment Report	Every end of the SY	SH, School GSP Coordinator, Advisers, Parents, learners	100.00	MOOE/ Canteen

**Project “MASAGANANG GULAYAN PARA SA MALUSOG NA KABATAAN”**

**Team**

Chair : Mark James J. Casuga  
 Co-Chair : Milagros C. Cadaoas  
 Members : Bernadette G. Tumbaga  
               : Sharaneh C. Balicha  
               : Edralin G. Obando





### Project Work Plan & Budget Matrix

**Project Title:** BBM-IG: Bawat Bata Malakas sa Inuming Gatas

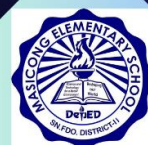
**Problem Statement:** Based on the Nutritional Status from Grades 1 to 6 and current studies, there are learners who need to acquire several other vitamins and minerals essential for growth and development.

**Project Objective Statement:**

- a. To strengthen the implementation of drinking milk
- b. Increased awareness of milk benefits awareness to child academic performance.
- c. Promote health and nutrition among children by providing access to milk and nutrition education to enhance their overall well-being.
- d. Ensure at least 90% of participating children consume milk daily over 6 months.
- e. Improve the nutritional status of 500 children within the project duration.

- Root Cause/s:**
- a. Marketing and Availability of Sugary Beverages;
  - b. Attitudes of learners;
  - c. Financial Problems;
  - d. Low awareness on the facets of drinking milk;
  - e. low integration on the lesson

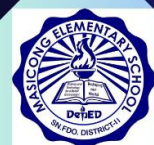
Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Meeting and Forming of Team	Well oriented and motivated team members	August 2023	SH, School BBMIG Coordinator, Advisers Parents, learners	1,500.00	MOOE/ Canteen
Briefing and orientation	Well oriented and motivated team	Every start of the school year SY 2023-2029	SH, School BBMIG Coordinator, Advisers Parents, learners	2,000.00	Donation /MOOE
Baseline Nutrition Assessment	Assess the initial nutritional status of	Every start of the school year	SH, School BBMIG Coordinator, learners	500.00	MOOE/ Canteen



	children.		Feeding and Clinic Teacher		
Lecture-demonstration of the BBM-IG	Improved knowledge, skills and attitude on BBMI-IG	Twice in every school year SY 2023-2029	SH, School BBMIG Coordinator, Advisers Parents, learners	2,000.00	Donation /MOOE
Launching of the BBM-IG-Milk Distribution Program	Drinking of Milk Beverages	Every start of the school year SY 2023-2029	SH, School BBMIG Coordinator, Advisers Parents, learners	1,500.00	Donation /MOOE
Integration of BBM-IG in the lesson	Evident in the DLL	Daily	SH, School BBMIG Coordinator, Advisers, learners	500.00	Donation /MOOE
Monitoring of the implementation	Properly filled out monitoring form	Quarterly every School Year	SH, School GSP Coordinator, Advisers, Parents, learners	1,000.00	MOOE/ Canteen
Assessment of the conducted remediation	Accomplishment Report	Every end of the SY	SH, School BBMIG Coordinator, Advisers Parents, learners	1,000.00	MOOE/ Canteen

### **Project BBM-IG Team**

Chair : Aivee Charisse C. Rillera  
 Co-Chair : Bernadette G. Tumbaga  
 Members : Mark James J. Casuga  
               : Edralin G. Obando  
               : Milagros R. Cadaoas



### Project Work Plan & Budget Matrix

**Project Title:** Water Break

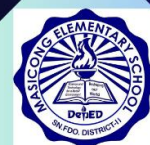
**Problem Statement:** Learners may experience dehydration, fatigue, and reduce concentration due to the unavailability of drinking water.

**Project Objective Statement:** To strengthen the implementation of drinking water.

**Root Cause/s:**

- a. Limited Knowledge About Hydration;
- b. Not prioritize drinking water during breaks or while engaged in activities.
- c. Peer pressure may discourage regular water intake.

Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Meeting and Forming of Team	Well oriented and motivated team members	August 2024	SH, Teachers, PTA, Brgy Officials, SPG Officers	1,000.00	PTA Fund
Briefing/ Strategizing	Roadmap in attaining the objective	September 2024	SH, Teachers, PTA, Brgy Officials	500.00	PTA Fund
Drafting of communications and solicitation letters/resolutions	Resolutions and Solicitations letters	November 2024	SH, Teachers	500.00	MOOE
Distribution of the letters and resolutions and follow up	List of prospect partners/ donors	January 2025 and as needed	SH, Teachers, PTA, Brgy Officials	800.00	Donations
Conduct of Fund-raising activity	Conducted meeting and success conduct of fund raising activity	November 2024 to January 2025 As needed until whole of the target drainage will be	SH, Teachers, PTA, Brgy Officials	1,000.00	Donations



		constructed.			
Monitoring of the Implementation	Update and report on the Implementation	Quarterly or as needed	SH, Teachers, PTA, Brgy Officials	500.00	PTA Fund
Assessment of the conducted remediation	Accomplishment report	Every End of SY	Learners, SH and Teachers, SPTA Officers	700.00	MOOE/ Canteen Fund

### **Project Water Break**

Chair : Edralin G. Obando  
 Co-Chair : Mark James J. Casuga  
 Members : Aivee Charisse C. Rillera  
               : Bernadette G. Tumbaga  
               : Juvilyn M. Castañeda



### Project Work Plan & Budget Matrix

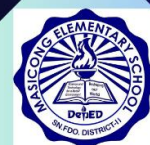
**Project Title:** Project Safe: “Constructing and Enhancing School wall and Vehicular pathway”

**Problem Statement:** The wall lacks sufficient height and strength to protect the school from external threats, while the pathway is outdated and fails to efficiently accommodate the increasing volume of vehicles.

**Project Objective Statement:** To design and construct a secure, durable school wall and a well planned vehicular pathway

**Root Cause/s:** a. Low financial resources/capacity; and  
b. low resource mobilization

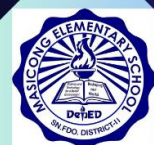
Activity	Output	Date of Implementation	Person/s Responsible	Budget	Budget Source
Meeting and Forming of Team	Well oriented and motivated team members	August 2024	SH, Teachers, PTA, Alumni Association, Brgy Officials, SPG Officers	500.00	PTA Fund
Briefing/ Strategizing	Structure/ Roadmap in attaining the objective	October 2024	SH, Teachers, PTA, Alumni Association, Brgy Officials	500.00	PTA Fund
Drafting of communications and solicitation letters/resolutions	Resolutions and Solicitations letters	January 2025	SH, Teachers	500.00	MOOE
Distribution of the letters and resolutions and follow up	List of prospect partners/ donors	February 2025 and as needed	SH, Teachers, PTA, Alumni Association, Brgy Officials	1,000.00	Donations
Collection and reporting	Update and report on the solicitations and resolutions	Quarterly or as needed	SH, Teachers, PTA, Alumni Association	500.00	PTA Fund



			on, Brgy Officials		
Construction of school wall and vehicular pathway	Constructed school wall and vehicular pathway	April 2026 to April 2029	Construction workers, SH and Teachers	1,000,000.00	Donations
Awarding of the constructed school wall and vehicular pathway area	Necessary documents	May 2029	SH, Teachers, PTA, Alumni Association, Brgy Officials	1500.00	MOOE and PTA Fund

**Project Safe: “Constructing and Enhancing School wall and Vehicular pathway” Team**

Chair : Milagros R. Cadaoas  
 Co-Chair : Aivee Charisse Rillera  
 Members : Edralin Obando  
               : Bernadette Tumbaga  
               : Sharaneh C. Balicha



## **ACKNOWLEDGEMENTS**

The development and implementation of our Enhanced School Improvement Plan (ESIP) is a collaborative effort between and among various stakeholders.

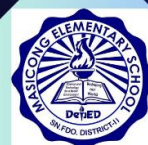
It is truly inspiring to witness the collective impact of our stakeholders in crafting a roadmap for the future success of our school. Your active engagement, whether through participation in working groups, providing feedback, or sharing your experiences, has contributed to a plan that resonates with the diverse perspectives within our community.

As we embark on the implementation phase, I am confident that the seeds of positive change sown during the planning process will bear fruit. The enhanced School Improvement Plan stands as a testament to the collective wisdom and commitment of our stakeholders, and I am genuinely grateful for the collaborative spirit that has defined this journey.

Throughout this journey, your tireless efforts have not gone unnoticed. Whether through thoughtful feedback, constructive suggestions, or active participation in planning sessions, you have played a pivotal role in shaping a vision that aligns with our shared goals and values.

With this, accept our profound gratitude to all your efforts in making this ESIP a reality. Let's continue working together to nurture a positive learning environment and ensure ongoing success.

**School Planning Team**





**SCHOOL PLANNING TEAM****RAMOEL S. ESPINUEVA, PhD**

School Head/ Team Leader

**BERNADETTE G. TUMBAGA**

Faculty President

**SHARLOTH G. NEFIEL**

SELG President

**JUVY ANN E. JUGO**

SPTA President

**LORETA F. CASUGA**

Barangay Captain

**BERNARDO G. CASUGA, JR.**

BDRRMC Representative

**AIVÉE CHARISSE C. RILLERA**

School Child Protection Committee Representative

