



Republic of the Philippines  
**Department of Education**

Region X  
 SCHOOLS DIVISION OFFICE OF EDUFILESPH  
**EFILES NATIONAL HIGH SCHOOL**

**SCHOOL ACTION PLAN FOR KINDERGARTEN**  
**School Year 2026-2027**

<b>OBJECTIVES</b>	<b>ACTIVITIES / STRATEGIES</b>	<b>RESOURCES NEEDED</b>	<b>TIME FRAME</b>	<b>PERSONS INVOLVED</b>	<b>SUCCESS INDICATOR</b>
Determine the developmental level, readiness, interests, and needs of Kindergarten learners.	<ul style="list-style-type: none"> <li>• Conduct beginning-of-school-year assessment using ECD Checklist / teacher-made readiness tools</li> <li>• Observe learners during play, routines, and classroom interaction</li> <li>• Prepare individual learner profiles</li> </ul>	ECD Checklist, anecdotal records, learner profile forms, observation tools	Term 1 / BoSY	Kindergarten Teacher, Learners, Parents/Guardians, School Head	Baseline developmental data and learner profiles are prepared
Provide a safe, child-friendly, inclusive, and developmentally appropriate learning environment.	<ul style="list-style-type: none"> <li>• Organize learning corners such as reading, numeracy, art, manipulative, pretend play, and discovery corners</li> <li>• Establish classroom routines and safety reminders</li> <li>• Prepare child-friendly visual schedules and classroom rules</li> </ul>	Learning corner materials, posters, labels, manipulatives, storybooks, classroom rules chart	Term 1 and continuing throughout the year	Kindergarten Teacher, Learners, Parents, School Head	Classroom is organized, safe, print-rich, and suitable for play-based learning
Develop learners' self-awareness, family awareness, and positive self-concept.	<ul style="list-style-type: none"> <li>• Conduct activities on self-introduction, family sharing, name recognition, and "All About Me" tasks</li> <li>• Use songs, stories, drawings, role-play, and conversation circles</li> <li>• Integrate values of respect, kindness, and care for family members</li> </ul>	Pictures, storybooks, art materials, name cards, activity sheets	Term 1	Kindergarten Teacher, Learners, Parents	Learners can identify themselves, describe family members, and participate confidently in class activities

Strengthen communication, early literacy, and emergent reading skills.	<ul style="list-style-type: none"> <li>• Conduct storytelling, shared reading, rhymes, songs, oral language games, and picture talk</li> <li>• Develop print awareness, listening comprehension, vocabulary, and phonological awareness</li> <li>• Provide home reading activities with parent support</li> </ul>	Big books, storybooks, flashcards, picture cards, reading logs, audio materials	Term 1 to Term 3	Kindergarten Teacher, Learners, Parents/Guardians, Reading Coordinator	Learners show improved listening, speaking, vocabulary, and emergent literacy skills
Develop early numeracy, problem-solving, and logical thinking skills.	<ul style="list-style-type: none"> <li>• Use counting games, sorting, matching, patterning, comparing, measuring, and number recognition activities</li> <li>• Use manipulatives and real objects during play-based lessons</li> <li>• Integrate numeracy in daily routines such as attendance, calendar, and snack time</li> </ul>	Counters, blocks, number cards, puzzles, manipulatives, real objects	Term 1 to Term 3	Kindergarten Teacher, Learners, Parents/Guardians	Learners demonstrate improved counting, matching, sorting, comparing, and basic problem-solving skills
Promote physical development, health habits, and motor skills.	<ul style="list-style-type: none"> <li>• Conduct indoor and outdoor play, movement songs, games, exercises, and fine motor activities</li> <li>• Practice proper hygiene, handwashing, toothbrushing reminders, and healthy eating habits</li> <li>• Integrate health and safety routines in daily activities</li> </ul>	Play materials, balls, crayons, clay, scissors, hygiene posters, health charts	Whole School Year	Kindergarten Teacher, Learners, School Health Personnel, Parents	Learners show improved gross motor, fine motor, hygiene, and health practices
Develop social-emotional skills and appropriate classroom behavior.	<ul style="list-style-type: none"> <li>• Teach routines on greetings, sharing, taking turns, saying "thank you," apologizing, and following directions</li> <li>• Use role-playing, puppet play, positive reinforcement, and classroom responsibility charts</li> <li>• Provide guidance to learners with adjustment or behavior concerns</li> </ul>	Routine charts, puppets, behavior checklist, reward system, classroom job chart	Whole School Year	Kindergarten Teacher, Learners, Parents/Guardians, Guidance Designate	Learners demonstrate improved social interaction, self-control, respect, and responsibility
Deepen learners' awareness of school, community, culture, and country.	<ul style="list-style-type: none"> <li>• Conduct activities about school helpers, community helpers, Filipino traditions, symbols, songs, and celebrations</li> </ul>	Pictures, community helper cards, costumes, flags, songs, art materials	Term 2	Kindergarten Teacher, Learners, Parents, School Community	Learners identify community helpers, school roles, and simple Filipino cultural practices

	<ul style="list-style-type: none"> <li>• Include simple activities related to Buwan ng Wika, National Children's Month, and other school-based celebrations</li> <li>• Use storytelling, role-play, art, music, and movement</li> </ul>				
Encourage care for the environment and responsible classroom habits.	<ul style="list-style-type: none"> <li>• Conduct clean-up time, waste segregation, watering plants, nature walk, and simple recycling activities</li> <li>• Integrate stories and songs about caring for plants, animals, and surroundings</li> <li>• Assign simple classroom responsibilities</li> </ul>	Cleaning materials, plant materials, recycling bins, posters, storybooks	Term 2 to Term 3	Kindergarten Teacher, Learners, Parents, School Personnel	Learners show care for classroom materials, plants, animals, and surroundings
Provide early intervention and learning support for learners needing additional assistance.	<ul style="list-style-type: none"> <li>• Identify learners needing support based on observation and assessment results</li> <li>• Provide one-on-one or small group support in language, numeracy, social behavior, and motor skills</li> <li>• Coordinate with parents and refer learners for further assessment when necessary</li> </ul>	Intervention plan, monitoring sheets, activity cards, learner portfolio, parent conference notes	Term 1 to Term 3	Kindergarten Teacher, Parents/Guardians, School Head, Guidance Designate	Learners needing support receive documented intervention and show observable progress
Strengthen parent involvement in Kindergarten learning and development.	<ul style="list-style-type: none"> <li>• Conduct parent orientation on Kindergarten routines, attendance, home support, and learning through play</li> <li>• Provide home-based activities for reading, numeracy, hygiene, and values formation</li> <li>• Maintain regular communication through conferences, logs, or group updates</li> </ul>	Parent orientation materials, home activity sheets, communication log, reading/numeracy logs	Whole School Year	Kindergarten Teacher, Parents/Guardians, School Head	Parents actively participate in home learning support and school activities
Monitor learner progress and document development across learning domains.	<ul style="list-style-type: none"> <li>• Maintain learner portfolios, anecdotal records, progress checklists, and sample outputs</li> <li>• Conduct regular formative assessment through observation and performance tasks</li> </ul>	Learner portfolio, checklists, sample outputs, conference forms, class records	Every Term	Kindergarten Teacher, Learners, Parents, School Head	Learner progress is documented and shared with parents/guardians

	<ul style="list-style-type: none"> <li>• Provide feedback to parents every term</li> </ul>				
Evaluate the overall Kindergarten program implementation and learner readiness for Grade 1.	<ul style="list-style-type: none"> <li>• Conduct end-of-school-year assessment</li> <li>• Review learner portfolios and progress records</li> <li>• Prepare accomplishment report and Kindergarten moving-up / culminating activity</li> <li>• Provide transition notes for Grade 1 teachers</li> </ul>	EoS assessment tools, learner portfolios, accomplishment report template, certificates	Term 3 / EoS	Kindergarten Teacher, School Head, Parents, Learners	Learners demonstrate readiness for Grade 1 and program accomplishment report is completed

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