



E-SIP

ENHANCED SCHOOL

IMPROVEMENT PLAN

S.Y. 2025 – 2028

MARCELO GREEN ELEMENTARY SCHOOL

37 Dama De Noche St., UPS IV Subdivision, Brgy. Marcelo Green, Parañaque City

SCHOOL I.D: 137127

MESSAGE

I am deeply honored and privileged to work with all our stakeholders at Marcelo Green Elementary School, to wit; pupils, parents, teachers, School-Community Planning Team, Project Teams and barangay, this is the blueprint of our effort and collaboration and our road map the attain our Strategic Goals through Access to Basic Education, Relevant and Liberated Basic Education and Quality Governance. We need good and dedicated stakeholders to support us in our endeavor.

We need everyone to be on board to achieve our Vision, Mission and Goals for us to develop Filipinos in their full potential and participate in building our nation. An African proverb states that “It takes a community to teach a child”, with this is mind, I know and believe that we will all achieve our goals again, my warmest and deepest gratitude to our project teams especially to our School Community Planning Team for the hard worked.

God bless Marcelo Green Elementary School and looking forward to be with you in our Journey.

SUSAN J. CORRO
Principal

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Communication Plan	
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LIST OF ACRONYMS

SPT	School-Community Planning Team
PIA	Priority Improvement Area
SIP	School Improvement Plan
IOS	Intermediate Outcomes
Project READING	Reading Enhances Awareness, Development, Innovation, to Nurture Growth
Project NUMBERS	Nurturing Useful Methods By Employing Rational Strategies
Project SMART	Supplementary Materials and Training Skills for Alternative Learning System
Project EmBrACEd	Emergent Bridge Across Children to Equitable Education
Project HELMET	Hazard-free Learning: Maximizing Educational Tranquility
Project BRAVE	Building Resilience and Advocating for a Violence-free Environment
Project LEAF	Learners' Effective and Safe Environment and Friendly School
Project STEP	Strengthening Teaching through Education and Practice
Project SILAW	Strengthening ICT Learning Access and Wisdom
Project SIKAP	Sama-samang Inisyatibo para sa Kabataang Ayaw magtapos ng Pag-aaral

CHAPTER ONE: INTRODUCTION

INTRODUCTION

The School Improvement Plan (SIP) of Marcelo Green Elementary School for the years 2025-2028 serves as a strategic road-map anchored in the collective vision of fostering a learner-centered, inclusive, and quality-driven educational environment. This SIP is not merely a document but a testament to the unified effort of our school community—composed of our dedicated teachers, resilient learners, supportive parents, engaged stakeholders, and committed partners from the local government and private sector. Grounded in the principles of participatory governance and evidence-based decision-making, the plan was meticulously developed through a series of data-gathering activities, including focused group discussions, learner profiling, classroom observations, performance reviews, and community involvement. These efforts ensured that the plan genuinely responds to the lived realities and educational needs of our learners.

The development of this SIP was guided by the DepEd Order No. 44, s. 2015, which provides a framework for schools to identify, prioritize, and address improvement areas through sustainable, inclusive, and contextualized interventions. Data gathered through School-Based Management (SBM) assessments, Early Language Literacy and Numeracy (ELLN) reports, School Report Cards (SRC), and feedback from our Barangay and PTA assemblies revealed common and unique challenges that hinder optimal learner outcomes and holistic development. These include but are not limited to: learning losses in foundational literacy and numeracy skills, limited parental involvement in learning support at home, gaps in teacher professional development, and inadequate facilities for diverse learners.

This SIP addresses these priority areas through programs, projects and aligned interventions designed to yield high-impact and sustainable results. At its core, the SIP supports the achievement of the organizational goals and key result areas articulated in the Basic Education Development Plan (BEDP) 2030 and the department's Quality, Equitable, Culture-Based, and Relevant Basic Education Framework.

It is our firm belief that by aligning our school's goals with the Division's DEDP (Division Education Development Plan), we contribute meaningfully to the national agenda of improving access to quality basic education for every Filipino child.

Moreover, this plan upholds the principle of inclusive education by ensuring that all interventions are responsive to the needs of diverse learners, including those at risk of dropping out, learners with disabilities, and those from marginalized sectors. Equity is embedded in every aspect of the plan, ensuring that no learner is left behind.

Finally, this SIP is a product of collective ownership and shared responsibility. Every program, project, and intervention outlined herein was deliberated upon, refined, and validated by our School Planning Team (SPT), which represents the diverse voices of our school community. Their insights, commitment, and aspirations have enriched this plan and fortified our resolve to implement it with integrity, collaboration, and sustained accountability.

With this SIP, we confidently embarks on its continuous journey of transformation—equipped with purpose, guided by data, and driven by the shared dream of every child succeeding in life and learning.

DEPED'S VISION, MISSION AND CORE VALUES

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 learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

Mission

To protect and promote the right of every Filipino to quality, equitable, culture-based and complete basic education where:

- Students learn in a child-friendly, gender-sensitive, safe and motivating environment
- Teachers facilitate learning and constantly nurture every learner

- Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen
- Family, community and other stakeholders are actively engaged and share responsibility for developing life-long learners

Core Values

Maka-Diyos, Maka-tao, Makakalikasan, Makabansa

VISION SHARING REFLECTION

Steeped with the ultimate goal of the department and to ensure the access of quality, equitable, culture-based, relevant and liberating basic education for all, the school must act as the major catalytic agent towards the success of this endeavor. Hence, understanding the school's potentials and aspirations as well as its weaknesses through the lenses and viewpoints of individuals in the school of different representations should be necessarily done. By gathering the different members of the school community, a rich discussion of how the school and learners should be and their total learning experience in school happened. Strung together with common desires for the school and for the learners, the achievement of the said goal will be shaped by the roles, responsibilities and commitment each one plays.

Steered by the DepEd's guiding principles, the school journeys to a path where lifelong learners are nurtured and molded to become competent and productive citizens who will make a significant contribution to the society. In the same light, the transcendent values and transversal competence instilled to them will become their stronghold of becoming righteous and virtuous individual in the future.

However, this vision will not materialize without the help of every single individual in the school community. Teachers, school administrators, family, community, and stakeholders must venture together and work hand in hand to nurture our learners — our future. The teachers should facilitate learning and constantly nurture every learner, the school administrators and staff must see to it that the school enables and support effective teaching and learning. Finally, active engagement of the family, community and other stakeholders to extend their resources and support is necessary to develop lifelong

learners. These notions have emanated from the fruitful discussion and sharing among the members of the school community during the vision sharing activity.

Aside from that, the core values must manifest in any possible ways we can do. Learners live their lives in the heaps and bounds of what is morally right and wrong. Moreover, ethical guidelines in setting clear directions in achieving balance development of the mind and body in conjunction with the spirit can strengthen human personality. Inculcation and embodiment of these values depend largely on how they are presented, integrated and demonstrated in the instructional process. Since learning is not only limited to the four corners of the room, but the society also plays an immense role on this specific aspect. Everyone serves as vehicle in transmitting true ideals and meaning of respect for all faiths, importance of character, deep reverence for the environment and true service for the community. In a grander scheme, the aspirations that everyone has perceived should under gird the things we must do, as a school-community, aiding our learners to maximize their full potential which will enable them to contribute to nation building and drive the country to development and progress.

Who and what they will become in the future depends largely on the ideologies we have imparted to them and the genuine principles manifest once they step out in the real world. All of these are an arduous task, but not impossible. Together we shall bring our learners to fruition.

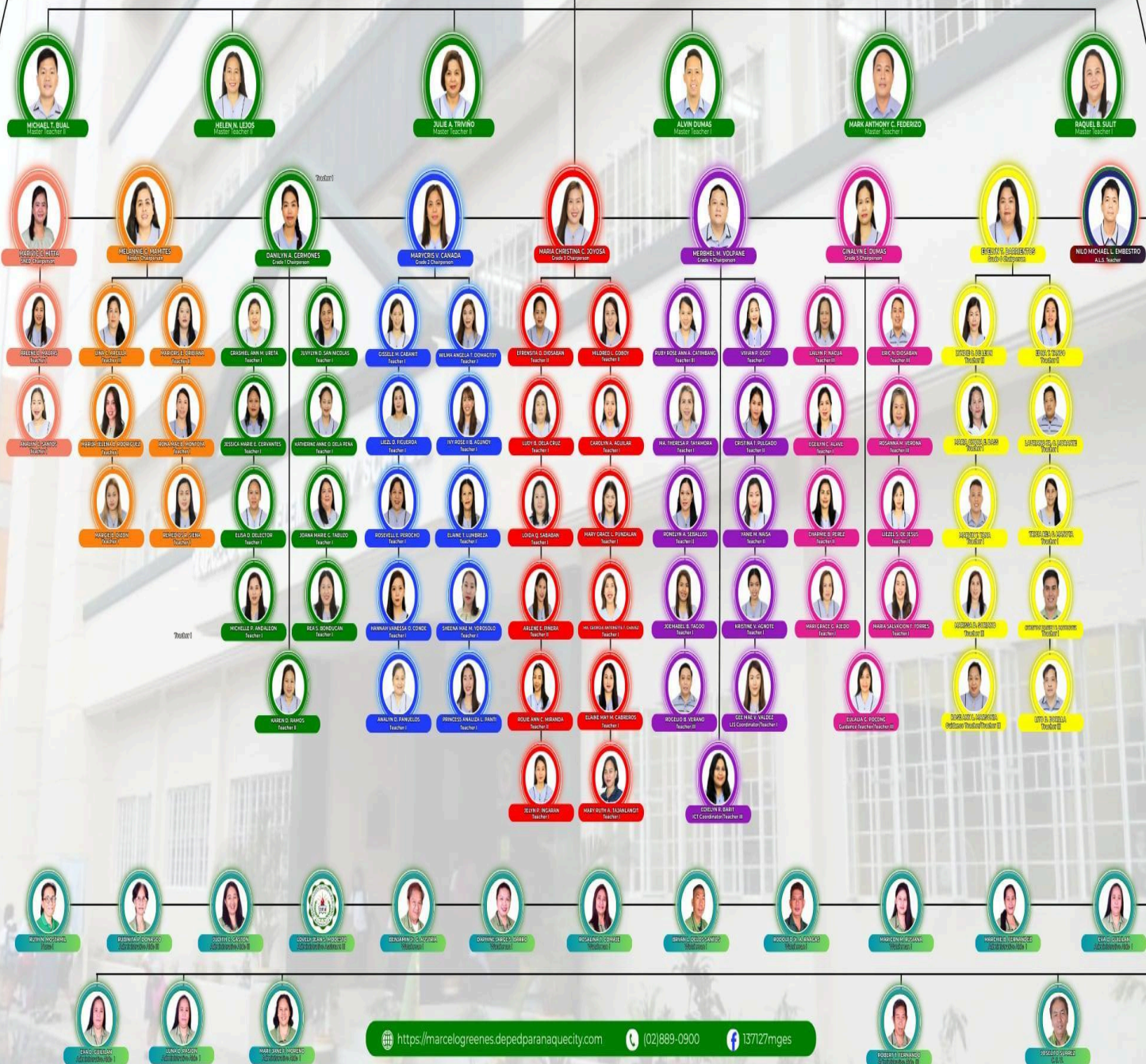
ORGANIZATIONAL STRUCTURE



MARCELO GREEN ELEMENTARY SCHOOL

37 Dama de Noche St. Landscape Area UPS IV, Brgy. Marcelo Green, Parañaque City

ORGANIZATIONAL STRUCTURE



<https://marcelogreenes.depedparanaquecity.com>



(02)889-0900



137127mges

THE SCHOOL PLANNING TEAM

SPT Member Name

Signature

SUSAN J. CORRO, Ed.D.

Team Leader

ALVIN DUMAS

School Governing Council

NOREEN SABABAN

Student Representative

LITO B. BORILLA

Faculty President

JHEMAI DORDAS

Parent Representative

HON. CHRISTIAN VAL V. AGUILAR

Barangay/LGU Representative

SCHOOL-COMMUNITY PLANNING TEAM (SPT) ROLES AND RESPONSIBILITIES

1. **School Head as the Team Leader**

- A. Convenes the School-Community Planning Team (SPT)
- B. Provides leadership and guidance in the development of the plan, clearly explains the SIP planning process to the planning team and helps them understand their role in the process.
- C. Facilitates actual planning workshop.

2. **School Governing Council (SGC) Representative**

- A. Actively participates in the development of the SIP by establishing priorities and setting goals and strategies for the school improvement.
- B. Initiates the formation of the School-Community Planning Team (SPT).

3. **Barangay/LGU Representative**

- A. Share valuable information on the interest of the community in the school improvement and participate in setting the goals, strategies and priorities of the school.
- B. Commit available resources in the implementation of the plan.

4. **Teacher Representative**

- A. Provide needed information relative to teaching and learning process.
- B. Actively participate during the development of the SIP establishing priorities, setting goals and formulating implementation of the plan.

5. **Parent Representative**

- A. Share insights about what their children need to learn and difficulties they face in the school, their aspirations for the school and their children, present other areas of concerns.
- B. Participate in setting goals, strategies, and priorities of the school.
- C. Commit available resources in the implementation of the plan.

6. **Student Representative**

- A. Share insights about their difficulties in the school.
- B. Participate in setting goals, strategies, and priorities of the school.

SIP GENERAL OBJECTIVES AND TARGETS

Rooted in the shared commitment to provide accessible, equitable, quality, and resilient basic education for all learners, this School Improvement Plan (SIP) translates the voices of our school community into targeted and achievable goals. Informed by data from school records, assessments, learner and stakeholder feedback, and community consultations, the SIP directly addresses identified priority improvement areas. These areas—Access, Equity, Quality, and Resilience & Well-being—reflect the core values and strategic directions of the Department of Education at the national, regional, and division levels. Through collaborative planning, this SIP outlines specific objectives and targets that will guide our school in achieving lasting and meaningful progress over the next three years.

Priority Improvement Areas for each Pillar

Access

Dropout Rate General Objectives:

- Reduce learner dropout and promote school completion by addressing barriers to regular attendance and learning continuity.
- Targets: Reduce annual dropout rate by 100% by the end of Year 3. Implement a responsive learner support program (e.g., feeding, home visitations, remediation) with at least 80% coverage of at-risk learners annually.

Equity

Inclusive Education, Talent Development, ICT Integration General Objectives:

- Promote inclusive and equitable education by supporting learner diversity, strengthening talent development programs, and integrating ICT in all learning domains.
- Targets: Ensure 100% participation of learners with special needs or from marginalized groups in school programs by Year 2.
- Establish a functional Inclusive Education Program and learner profiling system by the end of Year 1.
- Increase learner participation in co-curricular and extra-curricular programs by 80% by Year 3.
- Equip at least 50% of classrooms with ICT tools and ensure 100% teacher utilization in lesson delivery by Year 3.

Quality

Literacy, Numeracy, Teacher Development, Standardized Assessments

General Objectives:

- Improve literacy and numeracy outcomes through strengthened instruction, targeted interventions, teacher development, and performance monitoring.
- Targets: Improve results in Literacy and Numeracy by 30% annually.
- Conduct quarterly remedial and enrichment programs with at least 75% learner participation in target grade levels.
- Ensure 100% of teachers receive at least two Learning and Development (L&D) interventions per year, aligned with their Individual Performance and Development Plans (IPDP).
- Institutionalize the use of standardized assessment tools and classroom-based formative assessments across all grade levels by Year 2.

Resilience & Well-Being

Health and Wellness, Safe Environment, Go Green General Objectives:

- Foster a healthy, safe, and environmentally sustainable learning environment that supports learner well-being and school resilience.
- Targets: Implement a comprehensive Health and Wellness Program (mental, physical, and nutritional) benefiting 100% of learners by Year 3.
- Achieve 100% compliance with safety standards for disaster preparedness, child protection, and school facilities.
- Establish a School Go Green Program with yearly environmental projects and at least 80% learner engagement.

These general objectives and targets embody our collective aspiration to transform our school into a nurturing, high-performing, and future-ready learning institution. With clear priorities, measurable outcomes, and the unwavering support of our school community and stakeholders, this SIP serves as our strategic commitment to deliver accessible, equitable, quality, and resilient education for every learner—now and in the years to come.

CHAPTER TWO: SCHOOL'S CURRENT SITUATION

INTRODUCING THE SCHOOL

Marcelo Green Elementary School is situated along the highway and is specifically located at 37 Dama De Noche St., UPS IV, Marcelo Green, Parañaque City. The nearest public elementary school is Masville Elementary School which is one (1) kilometer away and fifteen (15) kilometer away from the division office. There have been incidents of crime and human-induced hazards such as stealing of school properties and personal belongings of the teachers, and fire incident from the nearby establishments for the last 6 years. An incident of natural hazard has been recorded as well, storms which sometimes cause a light flood outside the vicinity of the school. Since then, even with those occurrences the school is yet to be used as an evacuation center.

The school is a 5-storey building with thirty-three (33) Academic Classrooms, (1) Canteen/Feeding room, (1) ICT room, (1) School Clinic, (1) Guidance Office, (1) Gymnasium and one (1) Principal's Office. All grade levels follow the two-shift schedule. With 2,728 total number of pupils and 1163 total number of seats, the learner seat ratio is 82:1.

There are also Water, Sanitation and Hygiene (WASH) facilities made available for pupils' use, a functional local piped water source, and a space for hand washing with soap already available; a total of eight (10) toilets, four (4) for male and four (4) toilets for female which are equally situated in every floor. There are also (1) one toilet in (2) two Kinder rooms in the first floor. Each toilet for male has two (2) bowls and a lavatory; one (1) toilet bowl for male teachers and one (1) toilet bowl for female teachers is apportioned in one of those toilets. However, the number of comfort rooms are not enough compared to the number of populations using the said facilities.

Up to this date, there are eighty-two (82) regular permanent and abled teachers, comprise with one (3) Master Teacher II, three (3) Master Teacher I, eight (8) Teacher III, six (6) Teacher II, and fifty-three (53) Teacher I, delivered and brought a quality education to the learners. The learner-teacher ratio in Kinder is 49:1, Grade I is 37:1, Grade II is 37:1, Grade III is 32:1, Grade IV is 33:1, Grade V is 33:1, and in Grade VI is

26:1. In addition, there are also a total of thirteen (13) Non-Teaching Personnel, five (5) of them are watchmen.

At present, there are no recorded cases of children as victims of abuse and violence, even so, the school have mechanisms to promote safe and protective practices based on DepEd's Policy on Child Protection thru the School's Child Protection Committee in compliance to the implementation of DepEd Order No. 40, s. 2012 and DepEd Order No. 55, s. 2013.

SCHOOL PERFORMANCE ON ACCESS

Students are an essential part of the school. Their involvement and access to quality basic education should be carefully considered and prioritized.

1. Enrollment

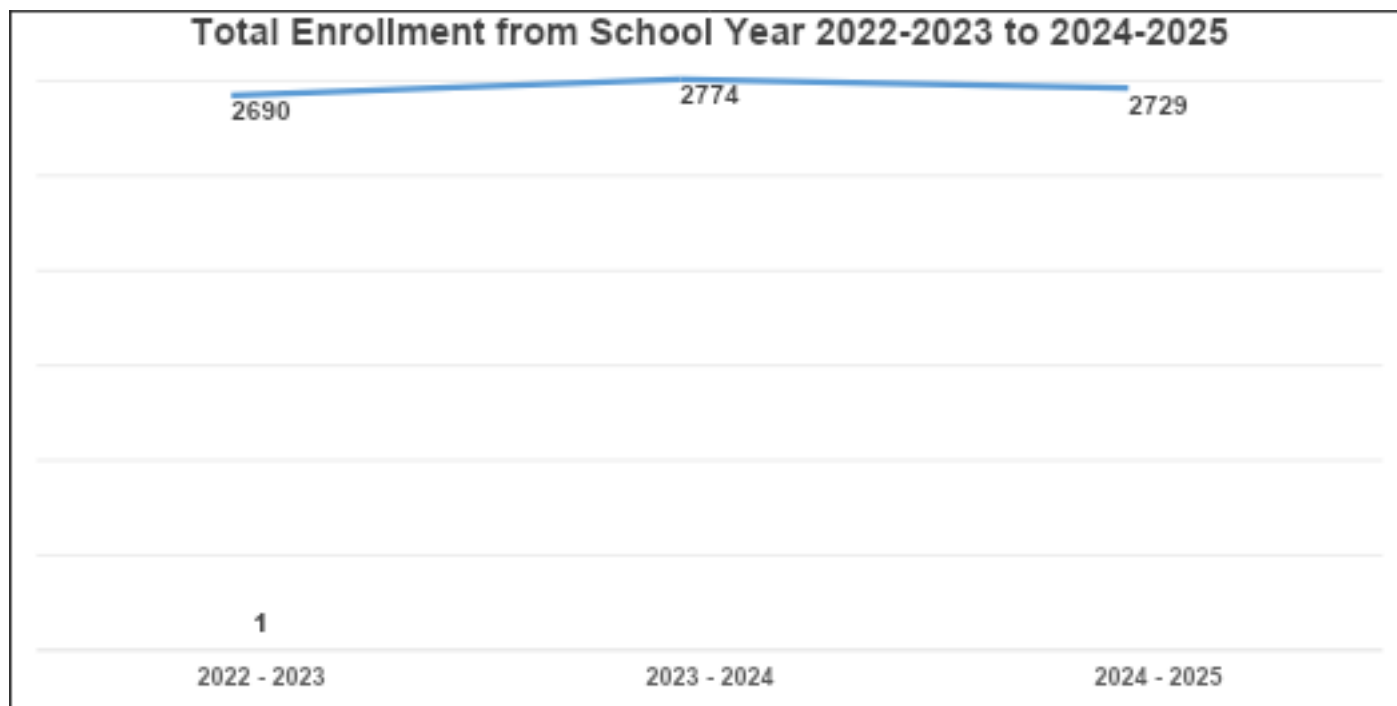
Enrollment refers to the total number of students attending school and other learning centers. It serves as a crucial indicator, significantly contributing to an individual's career stability, personal fulfillment, and capacity to positively influence their community. The table below presents the enrollment figures for Marcelo Green Elementary School, broken down by grade level over the past three (3) years.

Table 1. Frequency Distribution of Enrollment for the past three (3) years.

Grade Level	2022 - 2023	2023 - 2024	2024 - 2025
Kindergarten	394	362	343
Grade 1	440	393	379
Grade 2	367	435	398
Grade 3	387	377	427
Grade 4	427	389	332
Grade 5	391	420	400
Grade 6	284	398	425
SNED			25
ALS			
TOTAL	2690	2774	2729

Table 1 shows the enrollment distribution for the past three (3) years. There is an increase of 84 or 3.03% of enrollment for the school year of 2023-2024. But in the school year of 2024-2025, there is a decrease of 45 or 1.62% in the number of enrolled students in Marcelo Green Elementary School.

Figure 1. Enrollment Rate for the past three (3) years.



The graph shows that from school year 2020 to school year 2025 the level of access to primary education of Marcelo Green Elementary School increased from school years 2022-2023 and 2023-2024 and had a minimal decreased in enrollment for the school year 2024-2025 due to the relocation of the learners' families.

2. Key Performance Indicators

Key performance indicators are essential metrics used to evaluate and track the effectiveness and overall success of a school or educational institution.

A. Access

Universal Access to Kindergarten

The Kindergarten Education Act, also known as RA No. 10157, ensures that all children have equal access to free Kindergarten education. The line graph below illustrates the Gross Enrollment Rate (GER) and Net Enrollment Rate at the Kindergarten level.

Figure 2. Gross Enrollment of Kindergarten Students

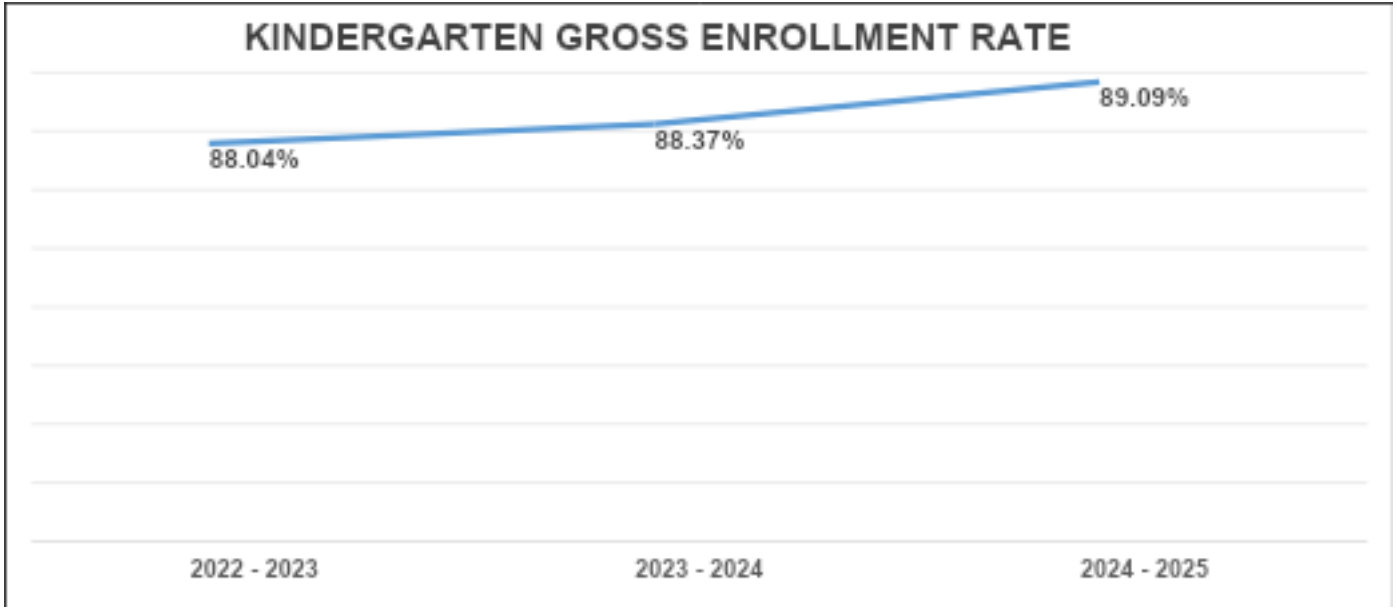


Figure 2 shows that there is a continuous increase in terms of the gross enrollment rate of the Kindergarten level in Marcelo Green Elementary School.

Figure 3. Net Enrollment Rate of Kindergarten Students

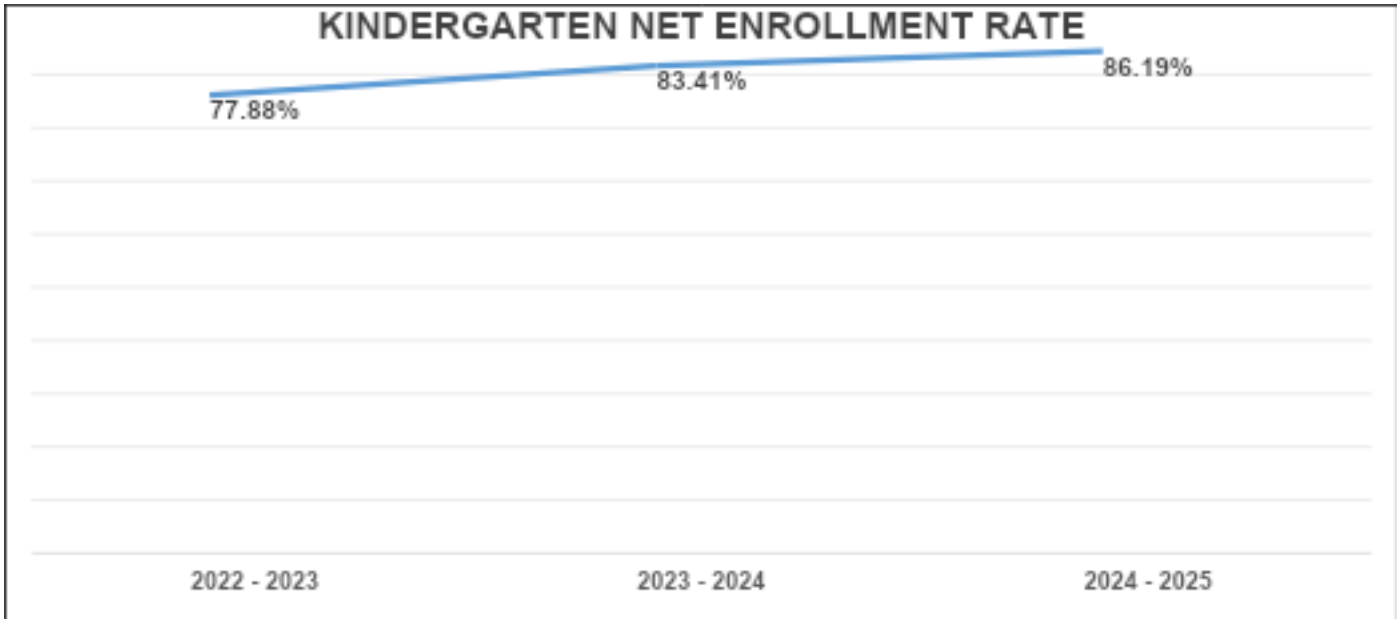


Figure 2 also showcase a consistent rise in the gross enrollment rate at the Kindergarten level.

B. Efficiency: Learners’ Stay in School

Figure 4. Gross Enrollment Rate of Grade 1 to Grade 6.

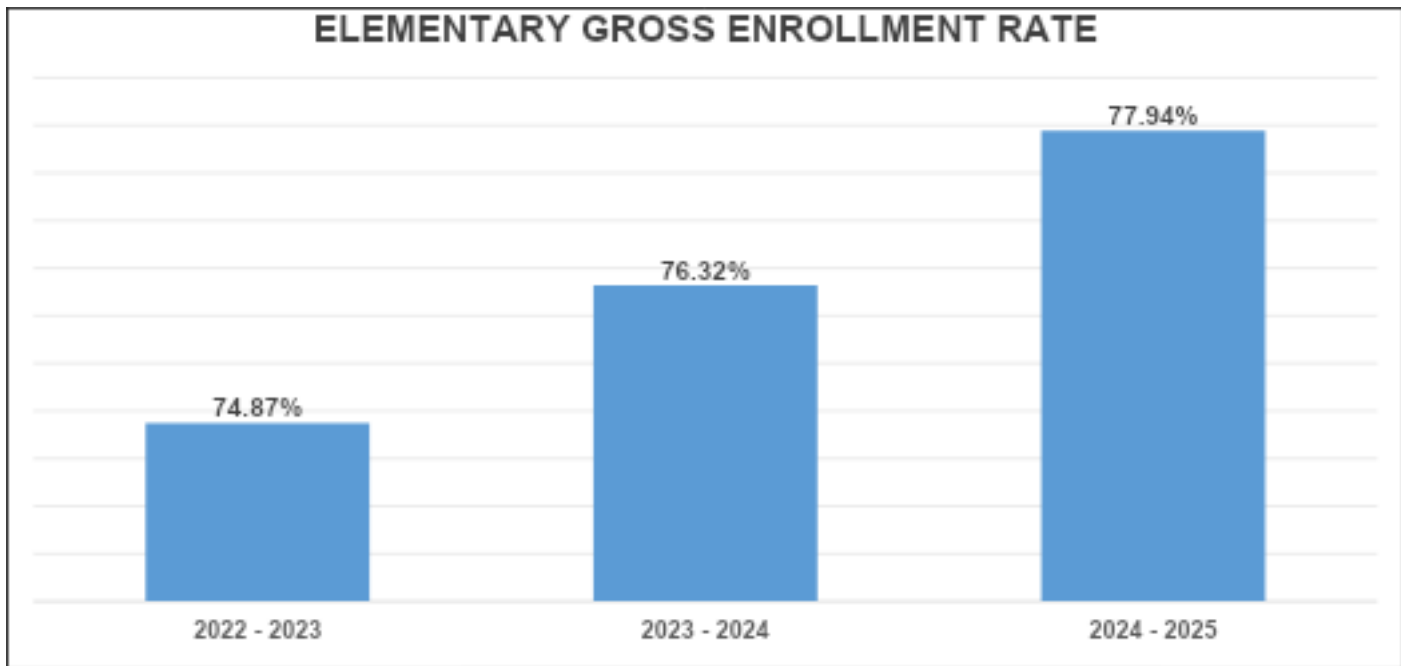


Figure 4 shows the Gross Enrollment Rate of Elementary Level for the past three (3) years with a promising increase of 1.45% for the school year 2023-2024 and a 1.62% increase for school year 2024-2025.

Figure 5. Net Enrollment Rate of Grade 1 to Grade 6

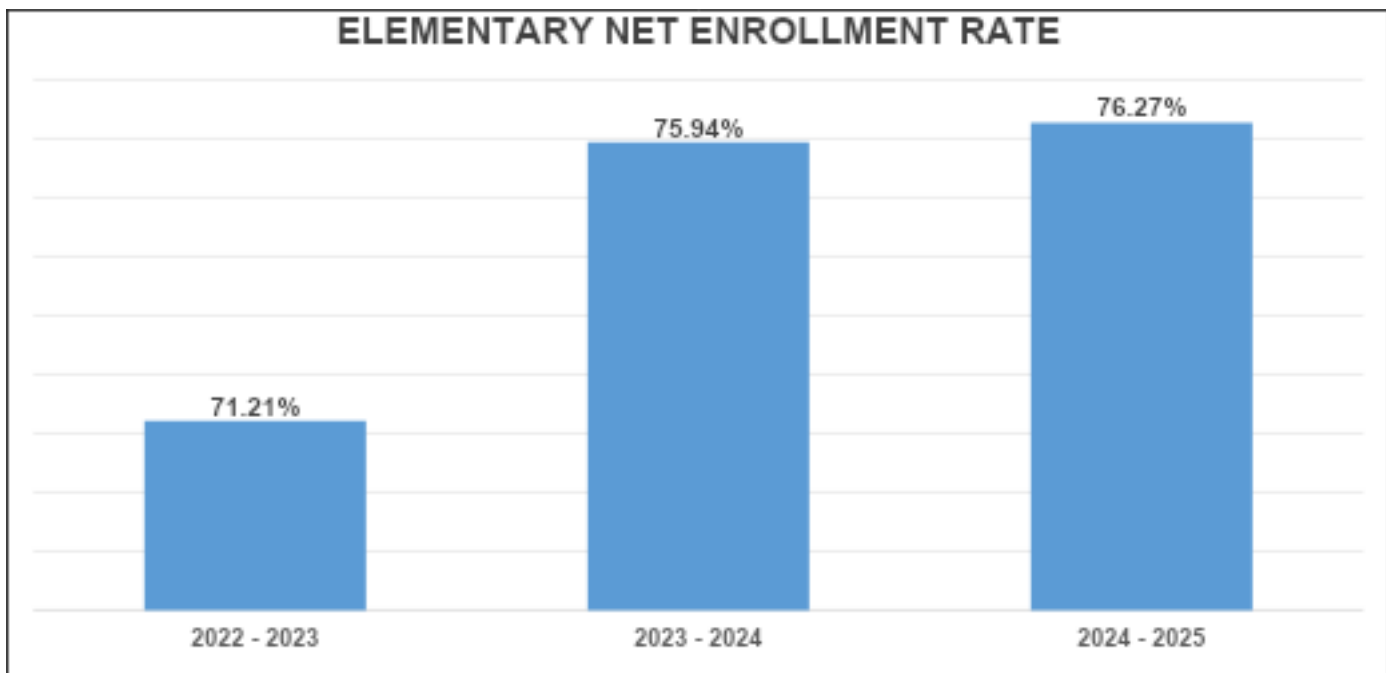


Figure 5 above shows that there is also a huge increase in the Net Enrollment Rate of Marcelo Green Elementary School. There is a 4.73% increase in S.Y 2023-2024 and an increase of 0.33% for the S.Y 2024-2025.

Retention Rate

Retention rate refers to the proportion of students enrolled at the elementary or secondary level during a specific school year who remain enrolled in the education system the following year. The line graph below shows the retention rate in Marcelo Green Elementary School for the past three (3) school years.

Figure 6. Retention Rate for three (3) School Year

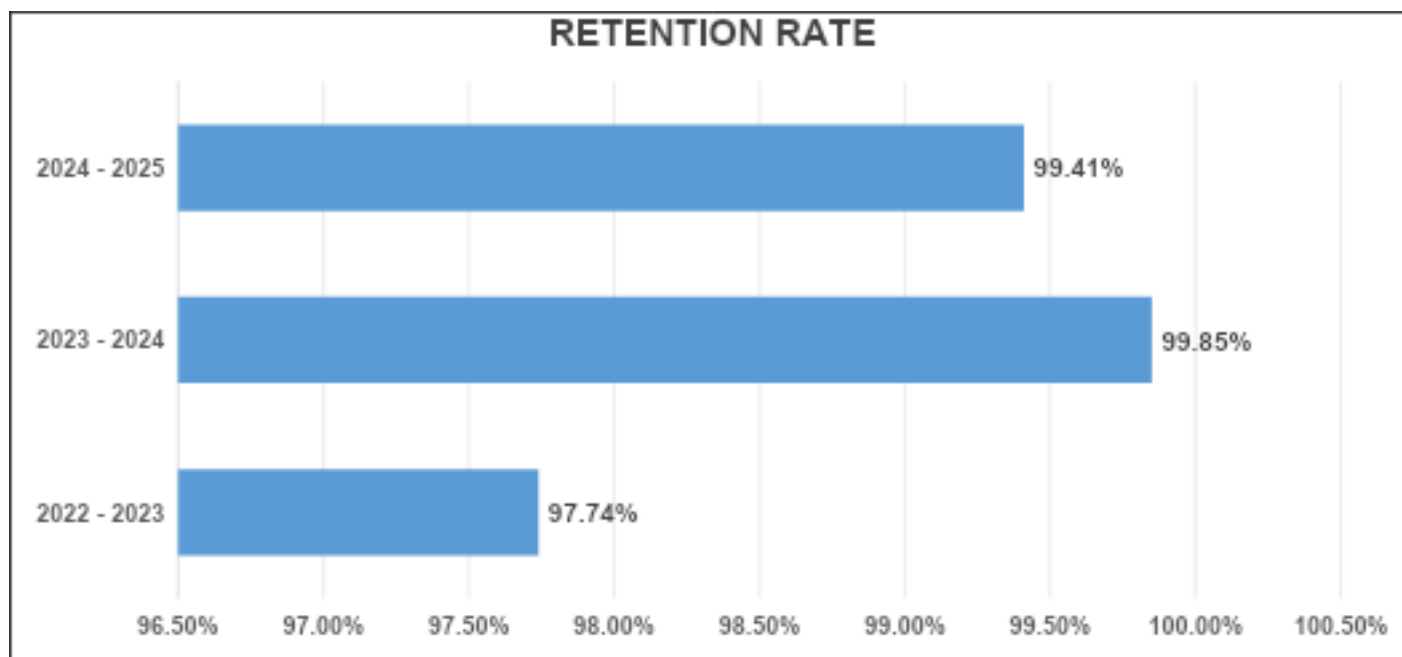


Figure 6 showcase both an increase and decrease of retention rate. There is an increase of 2.11% for the S.Y 2023-2024, while in S.Y 2024-2025 there is a sudden decrease of 0.44% in retention rate in Marcelo Green Elementary School.

School Leaver Rate and Drop-Out Rate

The School Leaver Rate refers to students who complete a grade level but do not enroll in the next one the following year. In contrast, the Drop-out Rate includes students who leave school before completing a specific grade level. The graphs below, showcase the School Leaver Rate and the Drop-Out Rate from S.Y 2022-2023 up to the S.Y 2024-2025.

Figure 7. School Leaver Rate

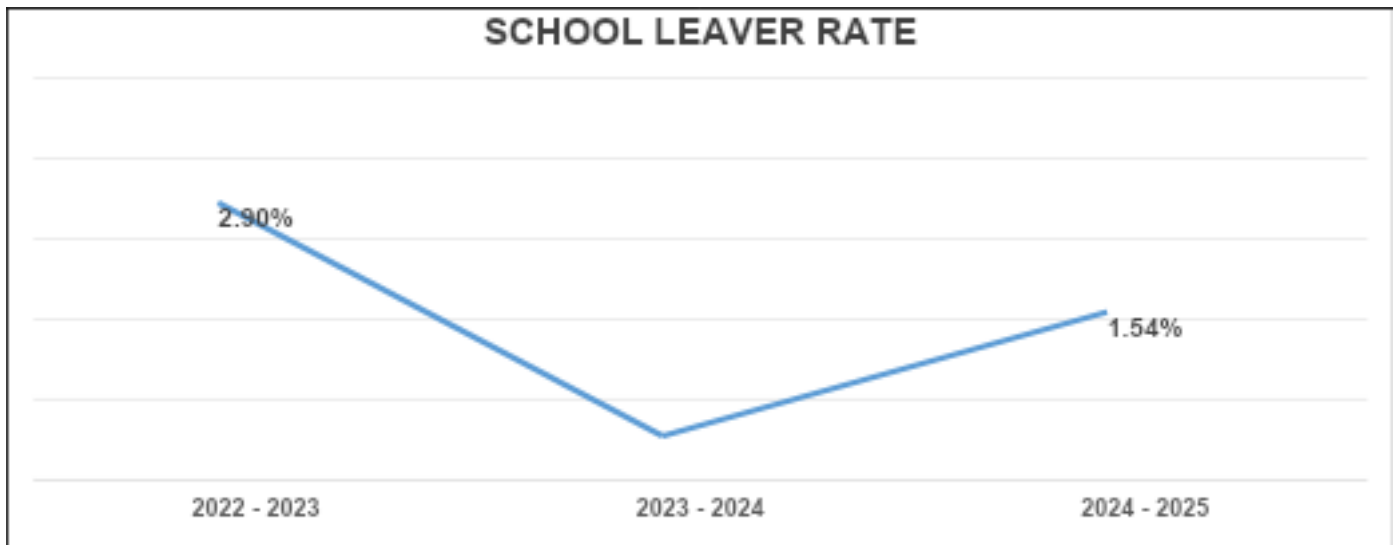


Figure 7 shows that after the 2.90% rate of school leaver in S.Y 2022-2023, the following school year which is the S.Y 2023-2024 has no school leaver at all. Which shows a very promising performance for the school. While in S.Y 2024-2025, there is a sudden increase of 1.54% in the school leaver rate of the school.

Figure 8. Drop-Out Rate

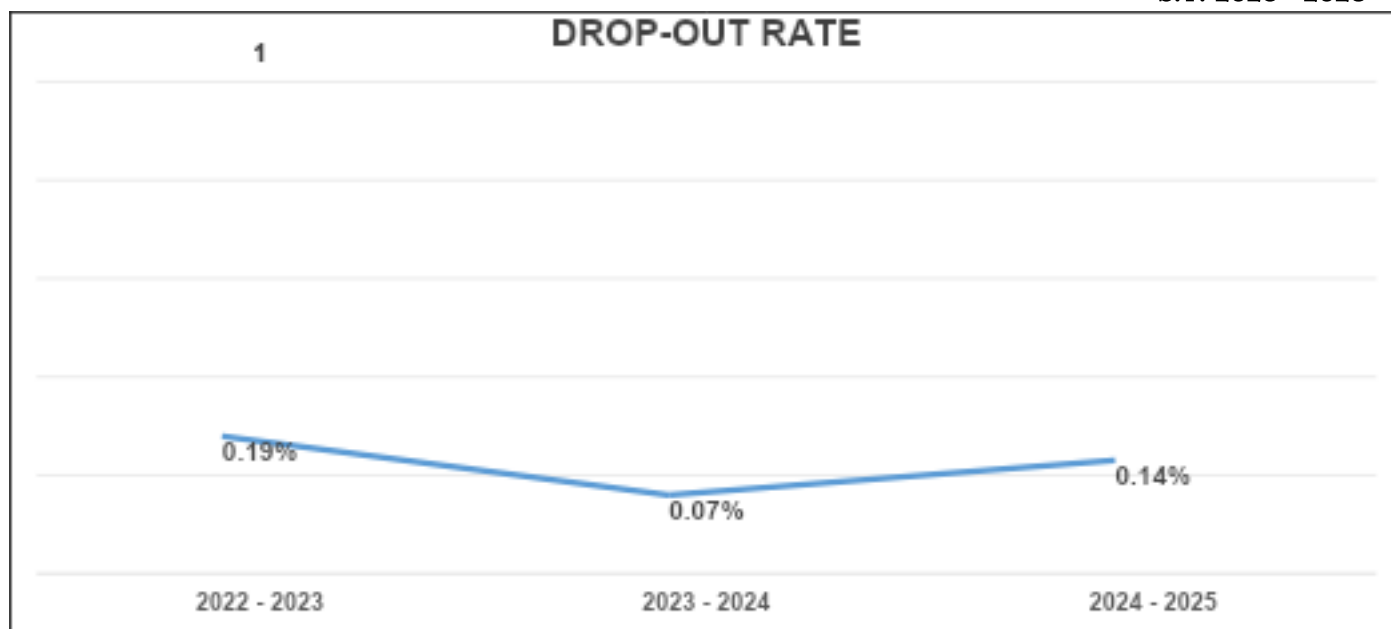


Figure 8 shows that there is a 0.19% of drop-out rate way back S.Y 2022-2023. In the next school year of 2023-2024, the drop-out rate further decreased up to 0.07% and then in the S.Y 2024-2025 the drop-out rate rises to 0.14%.

EQUITY AND INCLUSION

1. Inclusive Education

Table 2. Enrollment Data Reported for Learners with Special Educational Needs

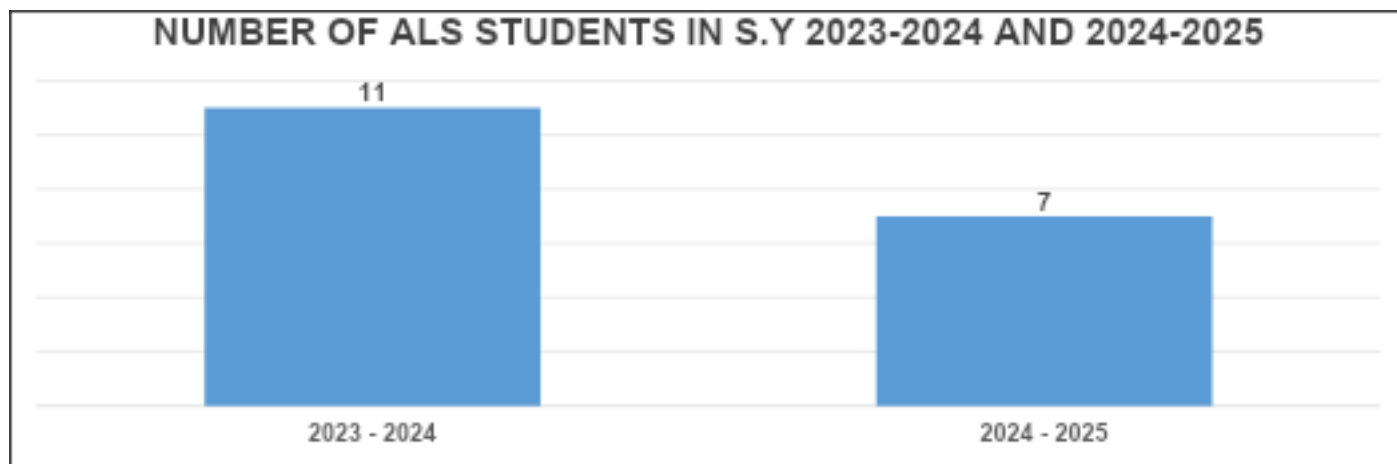
ENROLLMENT			WITH MANIFESTATIONS OF EXCEPTIONALITIES REPORTED AS OF DECEMBER 2022																					
			LEARNING DISABILITY		INTELLECTUAL DISABILITY		ASD		ADHD		EMOTIONAL DISABILITY		CONDUCT DISABILITY		SPEECH DISABILITY		EDICAL IMP.		PHYSICAL IMP.		LOW VISION			
LEVEL	MALE	FEMALE	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Kinder	210	184	0	0	1	0	1	1	3	0	1	1	0	0	1	0	0	0	1	0	1	0	10	
Gr. 1	211	229	0	0	4	2	6	3	5	5	2	0	1	0	2	1	3	1	1	1	0	0	36	
Gr. 2	189	178	0	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	4	
Gr. 3	209	182	0	0	1	0	1	0	1	0	1	0	0	0	1	3	0	0	0	0	2	0	10	
Gr. 4	200	178	1	0	1	0	0	0	2	0	0	0	2	0	1	0	1	0	0	0	0	4	12	
Gr. 5	209	182	0	0	0	0	0	0	0	0	0	0	2	0	1	0	0	0	0	1	4	3	11	
Gr. 6	145	139	0	0	1	0	0	0	0	0	0	0	0	1	0	0	2	0	0	0	3	1	8	
Total			0	0	9	2	9	5	11	5	4	1	6	1	6	4	6	1	2	2	7	8	78	

Table 3 shows the enrolment data of seventy- eight learners reported with manifestations of special educational needs.

2. Alternative Learning System

The Alternative Learning System (ALS) is a parallel educational program designed to offer out-of-school youth and adults (OSYA) the chance to acquire basic and functional literacy skills. It also provides alternative pathways for completing basic education. This program remains ongoing and active.

Figure 9. Number of ALS Students in S.Y 2023-2024 and 2024-2025

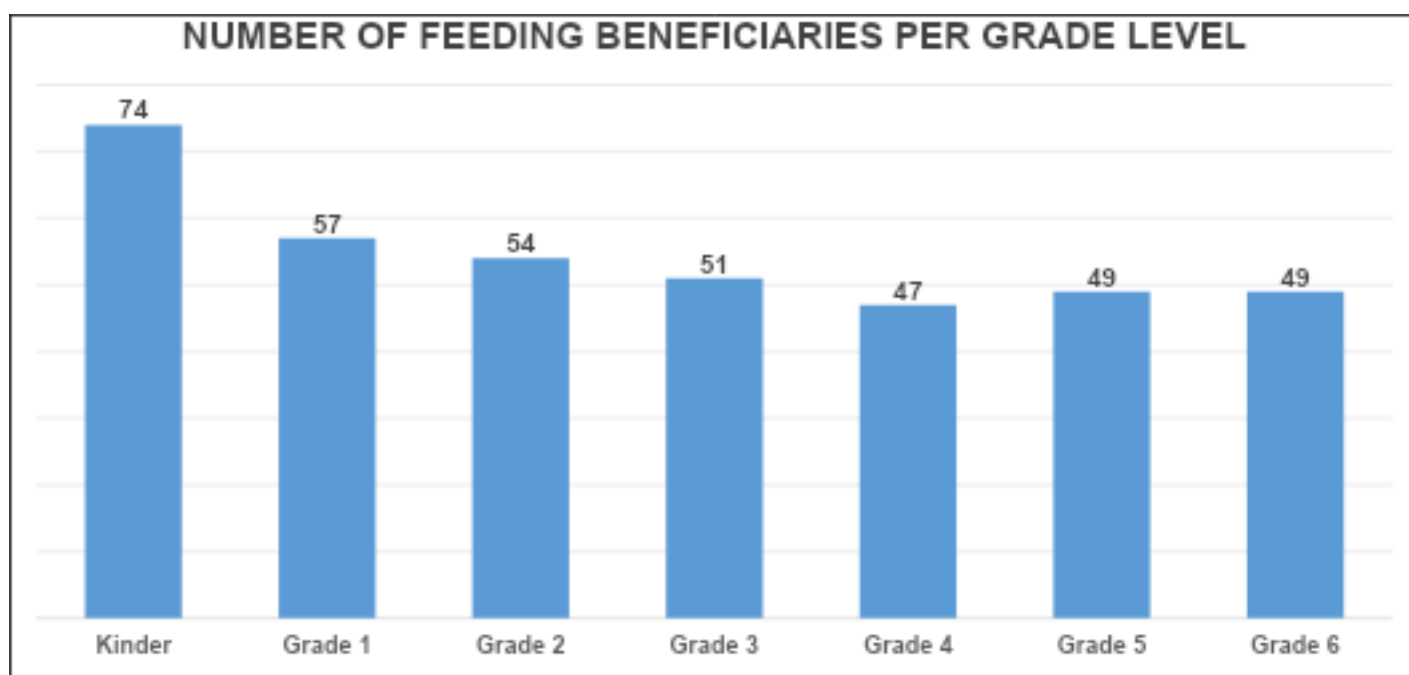


3. Health, Nutrition and Water Sanitation and Hygiene

School-based Feeding Program

In S.Y 2024-2025, Marcelo Green Elementary School has a total of 387 feeding beneficiaries. Learners' who are in feeding received fresh milk as well as nutribun and nutripacks. The grade level with the most number of feeding beneficiaries are Kindergarten, with the total number of 74 learners.

Figure 10. Number of Feeding Beneficiaries per Grade Level



Water, Sanitation and Hygiene

Various aspects of WASH in Schools have been successfully addressed and implemented. Water, sanitation, and hand washing facilities are now available within classrooms. The increased availability of hand soap, toothbrushes, and toothpaste is a result of strong collaboration among stakeholders.

School Concerns on Resilience and Well-being Wellness

Health and nutrition play a vital role in a child's academic performance. In line with this, teachers carefully measured the pupils' weight and height to calculate their Body Mass Index (BMI) and assess their nutritional status. The consolidated data show Kinder to Grade VI. Three-hundred twenty-nine (329) of them are wasted, while fifty-eight (58) of them are severely wasted. This suggests that the existing projects and interventions should be augmented and amplified to reach out these malnourished pupils. In terms of health statistics, the most common ailments and health problems are sore eyes, fever, and headache which could have been caused by poor hygiene.

Table 3. Nutritional Status Report

Grade Levels	Enrollment		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.	%		
Kinder	M	170	170	100%	6	3.53%	25	14.71%	128	72.85%	9	5.29%	7	4.12%	6	3.53%	10	5.88%	152	89.41%	2	1.18%	170	100.00%
	F	172	172	100%	2	1.16%	41	23.84%	128	71.51%	4	2.38%	2	1.16%	0	0.00%	15	8.72%	155	90.12%	2	1.16%	172	100.00%
	Total	342	342	100%	8	2.34%	66	19.30%	246	71.93%	13	3.80%	9	2.63%	6	1.75%	25	7.31%	307	89.77%	4	1.17%	342	100.00%
Grade I	M	186	186	100%	8	4.30%	24	12.90%	145	77.96%	6	3.23%	8	4.30%	0	0.00%	12	6.45%	174	93.55%	0	0.00%	186	100.00%
	F	194	194	100%	8	4.12%	27	13.92%	158	81.91%	9	4.64%	2	1.03%	2	1.03%	10	5.15%	181	93.80%	1	0.52%	194	100.00%
	Total	380	380	100%	6	1.58%	51	13.42%	298	78.42%	15	3.95%	10	2.63%	2	0.53%	22	5.79%	355	93.42%	1	0.26%	380	100.00%
Grade II	M	208	208	100%	4	1.92%	27	12.98%	155	74.52%	16	7.69%	6	2.88%	0	0.00%	16	7.69%	188	90.88%	4	1.92%	208	100.00%
	F	189	189	100%	8	4.23%	20	10.58%	154	81.48%	11	5.82%	1	0.53%	2	1.06%	18	9.52%	172	90.48%	2	1.06%	189	100.00%
	Total	397	397	100%	7	1.76%	47	11.84%	309	77.83%	27	6.80%	7	1.76%	2	0.50%	29	7.30%	360	90.68%	6	1.51%	397	100.00%
Grade III	M	210	210	100%	1	0.48%	28	13.33%	141	67.14%	22	10.48%	18	8.57%	1	0.48%	8	3.81%	196	93.33%	5	2.38%	210	100.00%
	F	228	228	100%	8	3.51%	19	8.33%	181	81.17%	15	6.73%	5	2.24%	1	0.45%	11	4.98%	205	91.98%	6	2.69%	228	100.00%
	Total	438	438	100%	4	0.92%	47	10.85%	322	74.36%	37	8.55%	23	5.31%	2	0.46%	19	4.39%	401	92.61%	11	2.54%	438	100.00%
Grade IV	M	198	198	100%	8	4.04%	28	14.14%	147	74.75%	18	9.13%	2	1.04%	0	0.00%	10	5.13%	182	94.80%	1	0.52%	198	100.00%
	F	178	178	100%	2	1.12%	19	10.67%	146	82.02%	8	4.49%	8	4.49%	0	0.00%	9	5.06%	164	92.18%	5	2.81%	178	100.00%
	Total	376	376	100%	5	1.35%	47	12.52%	293	78.98%	26	7.01%	5	1.35%	0	0.00%	19	5.12%	346	93.26%	6	1.62%	376	100.00%
Grade V	M	201	201	100%	6	2.99%	25	12.44%	145	72.14%	28	13.93%	2	1.00%	8	3.98%	18	8.96%	176	87.56%	4	1.99%	201	100.00%
	F	189	189	100%	8	4.23%	10	5.29%	158	83.60%	11	5.82%	2	1.06%	2	1.06%	16	8.47%	165	87.80%	6	3.17%	189	100.00%
	Total	390	390	100%	14	3.59%	35	8.97%	303	77.69%	34	8.72%	4	1.03%	5	1.28%	34	8.72%	341	87.44%	10	2.56%	390	100.00%
Grade VI	M	202	202	100%	7	3.47%	18	8.91%	148	73.76%	26	12.87%	8	3.96%	2	0.99%	16	7.92%	178	88.12%	6	2.97%	202	100.00%
	F	228	228	100%	5	2.24%	19	8.33%	188	84.80%	11	4.98%	0	0.00%	0	0.00%	16	7.17%	205	91.98%	2	0.90%	228	100.00%
	Total	430	430	100%	12	2.82%	37	8.71%	336	79.06%	37	8.71%	3	0.71%	2	0.47%	32	7.53%	383	90.12%	8	1.88%	430	100.00%
SIBED	M	19	16	84.21%	1	5.26%	4	21.05%	11	57.89%	0	0.00%	0	0.00%	1	5.26%	5	26.32%	9	47.87%	1	5.26%	16	84.21%
	F	5	5	100%	1	20.00%	0	0.00%	4	80.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	80.00%	1	20.00%	5	100.00%
	Total	24	21	87.50%	2	8.33%	4	16.67%	15	62.50%	0	0.00%	0	0.00%	1	4.17%	5	20.83%	13	54.17%	2	8.33%	21	87.50%
Grand Total:	M	1,889	1,886	99.78%	81	4.28%	174	9.25%	1,015	53.81%	120	6.44%	46	2.41%	18	0.94%	95	5.04%	1,255	66.55%	28	1.48%	1,886	99.78%
	F	1,878	1,878	100.00%	27	1.47%	155	8.26%	1,107	60.68%	69	3.68%	15	0.79%	7	0.37%	90	4.84%	1,251	66.71%	25	1.32%	1,878	100.00%
	Total	2,767	2,759	99.89%	58	2.10%	329	11.91%	2,122	76.83%	189	6.84%	61	2.21%	20	0.72%	185	6.70%	2,506	90.73%	48	1.74%	2,759	99.89%

School Performance on Quality

Literacy

Here are the data of the results of test based on the PHIL-IRI Pre-test for the school year 2023-2024. The tables and charts show the progress in reading assessment in Both English and Filipino using the Phil-IRI tool to determine the number of non-readers in every level.

Table 2. Phil-IRI pre-test result in SY 2023-2024

PHIL-IRI PRE-TEST RESULT (FILIPINO)

Grade Level	ENROLLMENT			TEST TAKERS			TOTAL
	Male	Female	Total	Male	Female	Total	
Grade 3	206	178	384	202	173	375	79
Grade 4	202	229	431	183	206	389	2
Grade 5	210	182	392	203	179	382	10
Grade 6	145	139	284	136	133	269	5
	763	728				1415	96

PHIL-IRI PRE-TEST RESULT (ENGLISH)

Grade Level	ENROLLMENT			TEST TAKERS			TOTAL
	Male	Female	Total	Male	Female	Total	
Grade 4	202	229	431	183	206	389	2
Grade 5	210	182	392	203	179	382	18
Grade 6	146	139	285	136	133	269	5
	558	550				1040	23

The above table shows the result of the Phil-IRI Test in Filipino and English. These show the number of Enrollment data in Grades 3 to Grade 6 wherein there are 384 in Grade 3, 431 in Grade 4, 203 in Grade 5, and 284 in Grade 6. The number of Pre-test takers in both Filipino and English is 375 in Grade 3, 389 in Grade 4, 382 in Grade 5, and 269 in Grade 6.

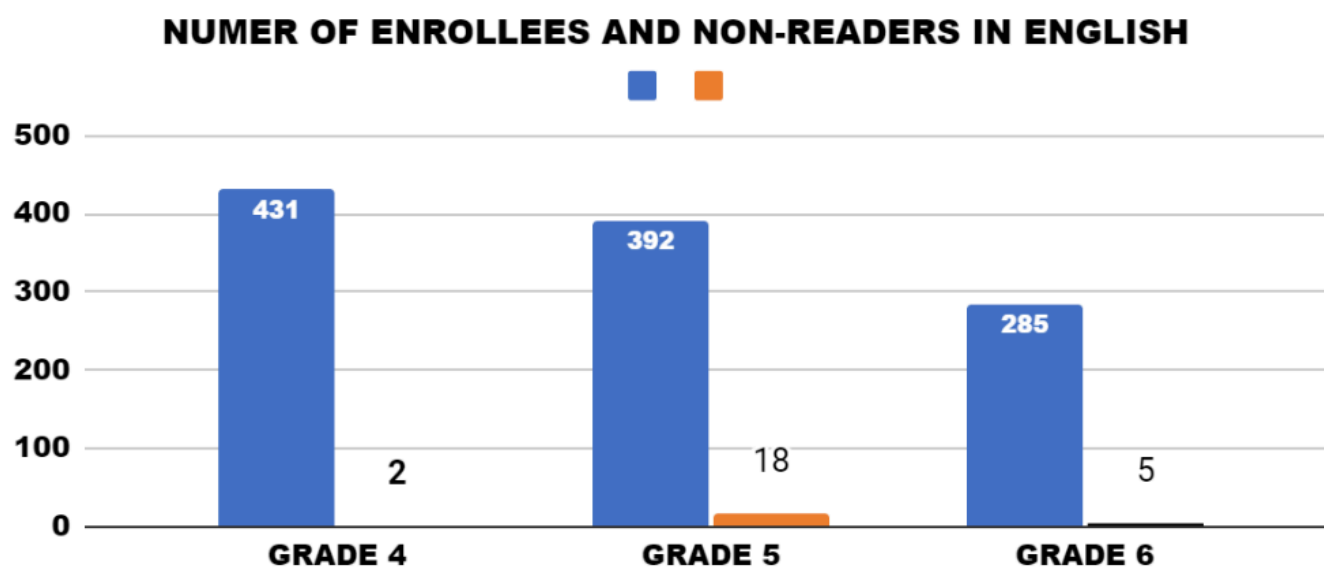
Figure 6. Number of Enrollees and Non-readers in Filipino

NUMBER OF ENROLLEES AND NON-READERS IN FILIPINO



The above data shows the percentage of non-readers in Filipino out of the total number of the enrollees per level wherein the percentage is 21% in Grade 3; .5% in Grade 4; 3% in Grade 5; 2% in Grade 6.

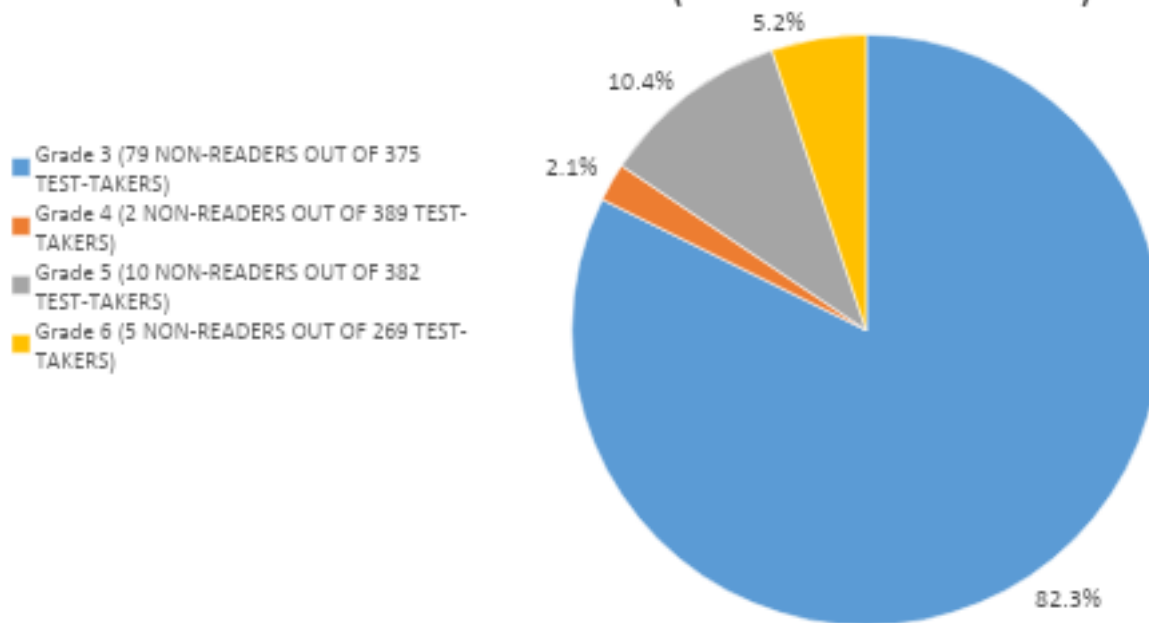
Figure 7. Number of Enrollees and Non-readers in English



The above data shows the percentage of non-readers in English out of the total number of the enrollees per level wherein the percentage is .5% in Grade IV; 5% in Grade V; 1.8% in Grade VI.

Figure 8. Number of non-readers in Filipino

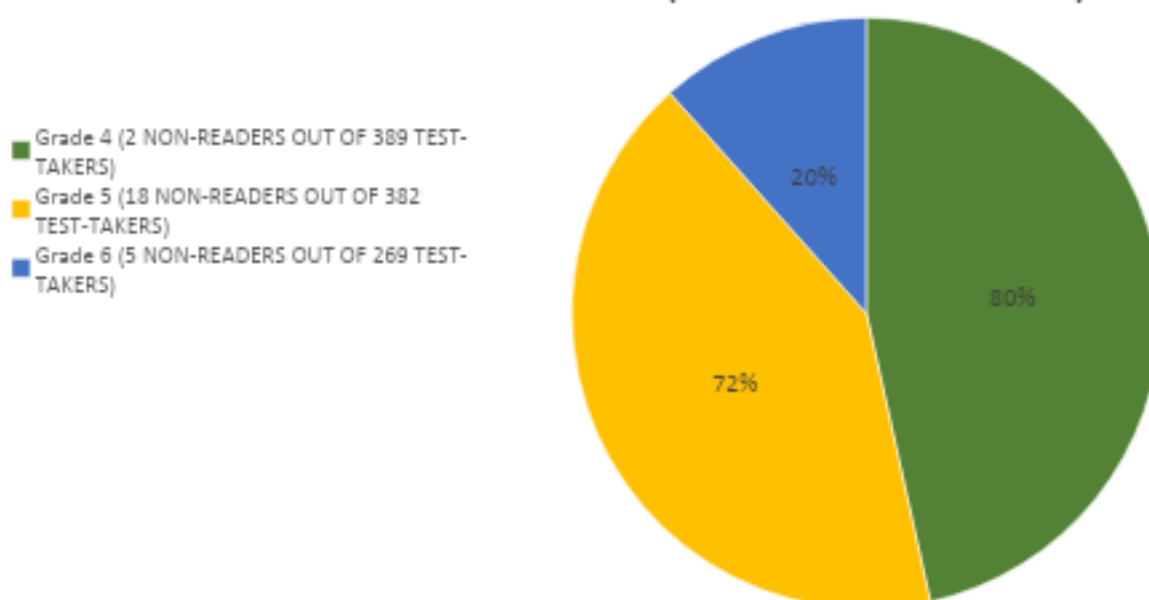
96 NON-READERS IN FILIPINO (PHIL-IRI PRE-TEST RESULT)



The above data shows the result of the Phil-IRI Pre-test in FILIPINO wherein the results came out that there are 79 non-readers out of 375 test-takers in Grade 3; 2 non-readers out of 389 test-takers in Grade 4; 10 non-readers out of 382 test-takers in Grade 5; 5 non-readers out of 269 test-takers in Grade 6.

Figure 9. Number of non-readers in English

25 NON-READERS IN ENGLISH (PHIL-IRI PRE-TEST RESULT)



The above data shows the result of the Phil-IRI Pre-test in ENGLISH wherein the results came out that there are 2 non-readers out of 389 test-takers in Grade 4; 18 non-readers out of 382 test-takers in Grade 5; 5 non-readers out of 269 test-takers in Grade 6.

NUMERACY

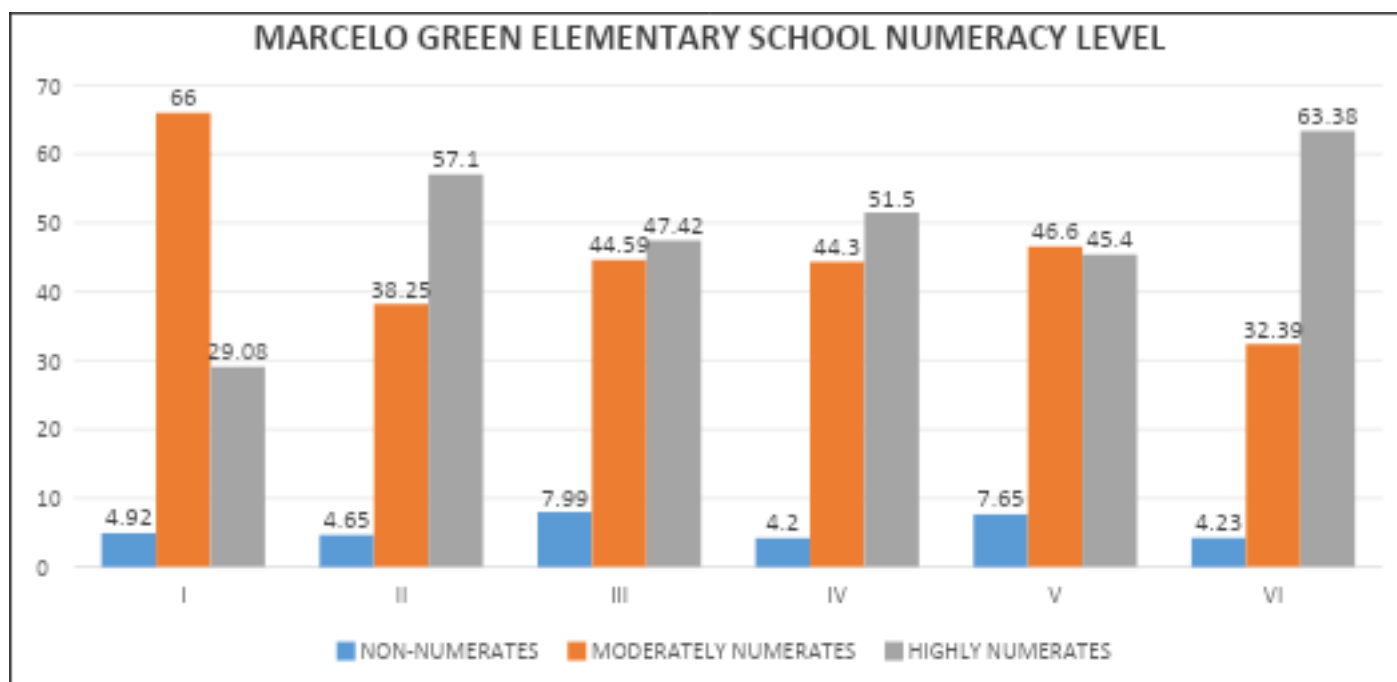
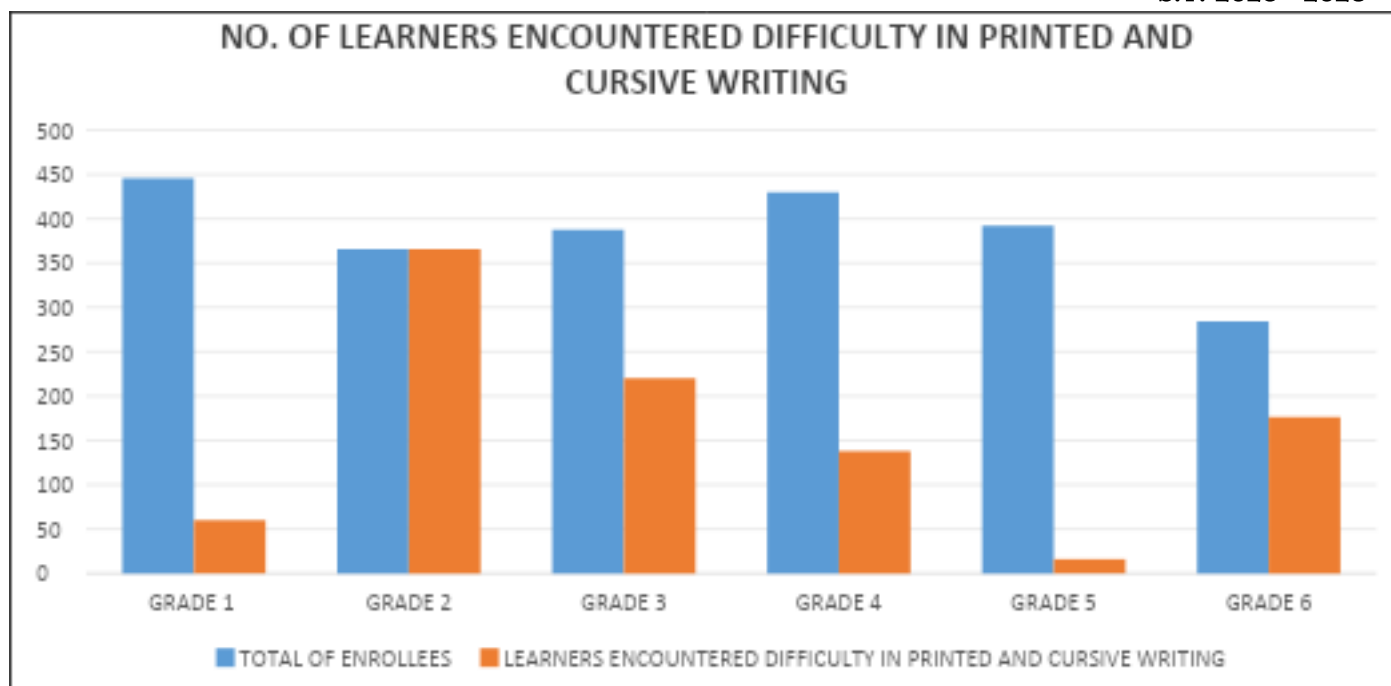


Table above shows the Marcelo Green Elementary School Learners' Numeracy Level Pre-Test for the school year 2024-2025. It is noted that out of 2,304 total school population, there are 47.8 % or 1,101 learners belong to the Highly Numerates level and 46.6 % or 1,073 learners belong to Moderately Numerates level. However, there is a significant number of learners that belong to non-numerates constituting of about 5.6% or 130 learners out of the school entire population.

Moreover, Grade VI has the greatest number of *Highly Numerates* as compared to other grade levels comprising 63.38 % or 180 learners of 284 grade VI population. Likewise, Grade III has the highest percentage of *non-numerates* constituting of almost 8 % or 31 learners out of 388 Grade III population.

HANDWRITING



The above data shows the number of enrollment data from Grade I to Grade VI and number of learners encountered difficulty in printed and cursive writing. There are 15% from Grade I learners encountered difficulty in printed writing while 49% from Grade II to VI encountered difficulty in cursive writing.

Table 3.2 Medical Assessment

EXCEPTIONALITIES	LD	ID	ASD	ADHD	E.D	C.D	S.D	TOTAL
WITH MANIFESTATIONS	1	11	14	16	4	7	10	63
WITH MED. ASSESS	1	10	3	8	1	1	2	26

OTHERS

EXCEPTIONALITIES	PHYSICAL IMP.	LOW VISION
WITH MANIFESTATIONS	3	15
WITH MED. ASSESS	3	1

Table 1.2 shows the total number of LSENS with and without medical assessment. The above information summarizes that there are 48 out of 78 learners with special educational needs must undergo medical assessment.

Table 4. Learning Delivery

Inclusive Education Resource Room	1
SPED Teacher	1
Total Number of LSENS	63
Total Number of Receiving Teachers	23

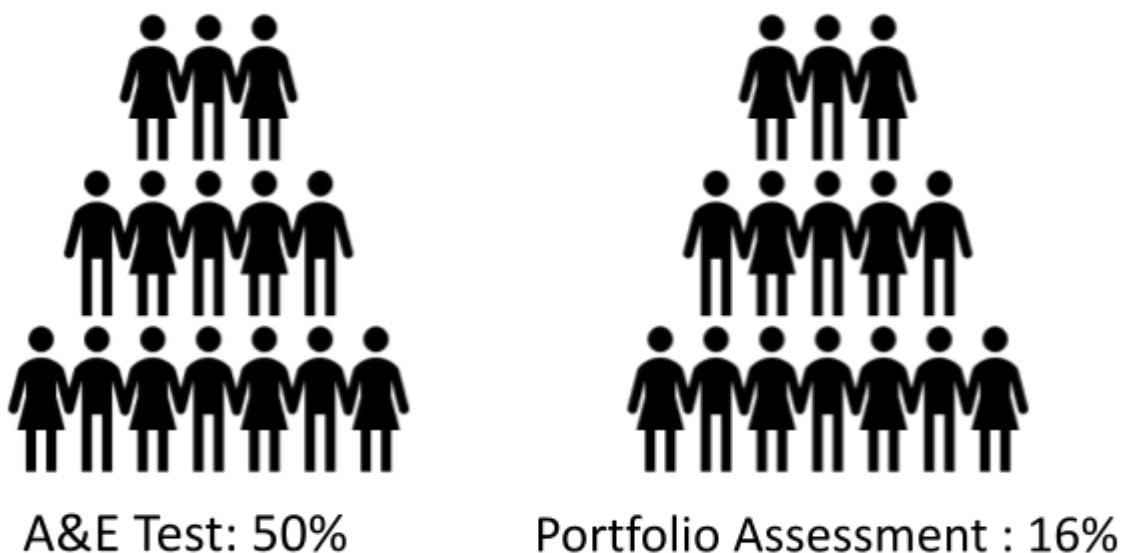
Table 4 shows the total number of resource room, SPED teacher

Table 5. Seminars for Inclusive Education

TITLE	TOTAL NO. OF TEACHERS	TOTAL NUMBER OF ATTENDEES
Retooling of the Administration of MFAT		5
Upskilling of Session of K-3 Teachers		7
NEAP Inclusive Education		15

Figure 10 shows the enrollment data of Alternative Learning System for Elementary and Junior High School

Figure 11. ALS Completers through A & E and Portfolio Assessment



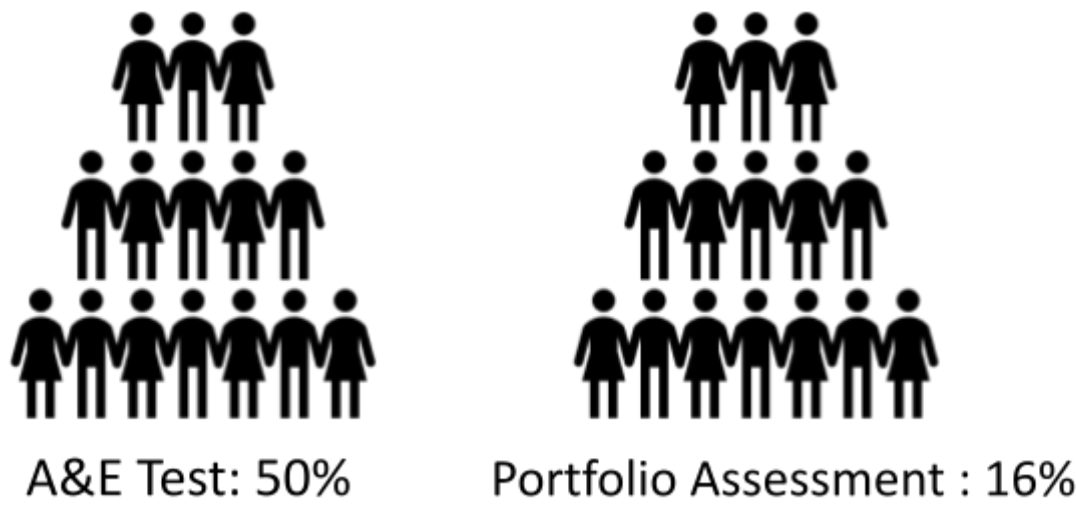
The above information summarizes that ALS through A&E Test has most numbers of passers than passers on Portfolio assessment.

Figure 12. Learning Delivery



The figure shows the total number of resource room and ALS teacher.

Figure 13. Number of Passers



CHAPTER THREE: IMPROVEMENT PLAN

Alignment and Relevance of Priority Improvement Areas to Intermediate Outcomes (IOS)

Based on the current situational analysis of the school, the following Intermediate Outcomes will be focused on to achieve the Vision, Mission, and Core Values of the Department.

ACCESS and QUALITY (Key Stage 1 and 2)

IO1: Learners are in school and learning centers.

IO2: Learners access programs responsive to their needs and consistent with their interests and aptitudes.

IO3: Learners enjoy learner-friendly environment.

IO4: Learners actively participate in their learning environment.

IO5: Learners attain learning standards.

IO6: Learners are well-rounded, happy, and smart.

GOVERNANCE

IO1: Education leaders and managers practice participative and inclusive management process.

IO2: Internal systems and processes needed for continuous improvement in place.

IO3: Growing number of stakeholders actively participate and collaborate in convergence mechanisms.

LIST OF PRIORITY IMPROVEMENT AREAS (PIAs)

Table 6. List of Priority Improvement Areas (PIAs)

IMPROVEMENT AREA	STRATEGIC IMPORTANCE	URGENCY	MAGNITUDE	FEASIBILITY	AVERAGE RATING	INTERPRETATION
1. ACCESS Enrollment	5	5	4	4	4.5	Very High Priority
2. EQUITY Learners at Risk of	5	5	3	5	4.5	Very High Priority

Dropping Out						
3. QUALITY Numeracy Skills	5	5	5	5	5	Very High Priority
Reading Literacy	5	5	5	5	5	Very High Priority
Increase the accessibility of the ICT	5	4	4	4	4.25	High Priority
Increase the academic performance	4	5	4	4	4.5	Very High Priority
4. RESILIENCE AND WELL-BEING Environment and Safety	4	4	4	5	4.25	High Priority
Teacher's Proficiency and Wellness	5	5	5	5	5	Very High Priority
Health, Sanitation and Wellness	5	4	4	4	4.25	High Priority

The table shows the alignment and relevance of Priority Improvement Areas (PIAs) to the Intermediate Outcomes. It shows the rate of each improvement area based on five criteria using a 5-point scale described as; strategic importance, urgency, magnitude, feasibility where; 5 - very high priority, 4 - high priority, 3 - moderate, 2 - low, 1 - very low priority. There are 9 identified areas that need to focus on. There are 6 identified areas that are Very High Priority and 3 areas with High Priority.

Table 7. Results of the Prioritization of Root Causes

These are the priority areas and the root causes based on conducted interviews, root cause analysis.

IMPROVEMENT AREAS	GENERAL OBJECTIVES	ROOT CAUSES
1. ACCESS Enrollment	To increase enrollment rate from: 91% to 92% by 2023 92% to 94% by 2024 94% by 96% by 2025 96% to 98% by 2026 98% to 99% by 2027 99% to 100% by 2028	• Bullying among learners • Parents are not satisfied with teaching strategies among teachers • Parents transferred their children to other school because insufficient fare/high fare • Parents lack knowledge on how to register online/offline the birth certificate of their child • Absenteeism among teachers • Delay adviser/teacher's response regarding the update status of the enrollment • Transition of distance learning from face-to-face is difficult
2. EQUITY Learners at Risk of Dropping out	To reduce the number of learners who are at risk with the following factors health problems, bullying, financial problems and teacher's factor from .28%	• Health Problem • Financial Problem • Bullying

	to 0% in 2028.	
3. QUALITY Reading literacy	To increase reading literacy rate from 61% to 100% by 2028	• Lack of teacher-pupil interaction during the teaching-learning process due to Covid-19 pandemic • Lack of in-depth knowledge and commitment among teachers in teaching reading. • Lack of parent's shared responsibility and participation in the reading literacy of learners
4. Numeracy Skills	To increase the numeracy skills of learners who needs more major support by 20% from 12.32% to 100% where: • Application and connecting skills from 8.36% to 28.36% • Conjecturing and reasoning skills from 7.68% to 27.68% • Proving and decision making from 6.42% to 26.42% • Representing and communicating skills from 4.66% to 24.66% by the end of 2028	• Poor study habit • Lack of parent's time and support in their studies • Teacher is tough and strict in teaching Math • Teaching style is not suitable to the needs of the learners • Problem in art of questioning

5. Increase the accessibility of the ICT	To increase the number of users from 256 or 40% to 1973 or 100% by 2028	• Lack of teaching and learning experience • Lack of knowledge/learning difficulty • Functional but lacking in space • Poor internet connection • Lack of interest • Lack of functional gadget
6. Increase the academic performance of learners	To decrease the number of pupils who did not meet expectations or got the GPA of 70-74 from 7.22% to 0% by 2028	• Hardly read and comprehend • Lack of engaging activities during teaching-learning process • Transition from distance learning to face to face classes is difficult • Poor feedback mechanisms • Poor learning readiness among learners • Poor study habits • Lack of parents' support • Lack of strategies in teaching • Absenteeism among learners • Lack of interest in learning the lesson
7. RESILIENCE AND WELL-BEING	To increase the accessibility and	• Lack of space • Lack of skills

Environment and safety	functionality of non instructional room rooms and maintain school safety	• Lack of monitoring devices • Availability of equipment
8. Health, Sanitation and Wellness	To increase the number of pupils and teachers who have full knowledge of wellness and safety precautions from 50% to 100% by 2028	• Lack of knowledge and skills • Limited space • Behavioral/Attitude problems of teachers and learners • Availability of equipment and materials • Leakage of waterlines
9. Teacher's Proficiency and Wellness	To increase the proficiency level of teachers from 13 or 20.63% to 35 or 37.14% by 2023; 36 or 57.14% by 2024; 43 or 68.25% by 2025; 51 or 80.95% by 2026; 61 or 96.82% by 2027; 71 or 100% by 2028	• Lack of knowledge and skills • Time management • Health Problems • Attitude towards work

The table shows result of the prioritization of root causes under each pillar, Access, Equity, Quality and Resilience and Well-being.

Table 8. KEY INTERVENTIONS AND POSSIBLE SOLUTIONS TO THE IDENTIFIED PIAS

IMPROVEMENT AREAS	ROOT CAUSES	POSSIBLE SOLUTIONS
1. ACCESS Enrollment	Bullying among learners	☐ Conduct of Child Protection Policy seminar
	Parents are not satisfied with teaching strategies among teachers	☐ Upskill teachers on the conduct of training about teaching strategies

		☐ Intensified LAC Session ☐ Technical Assistance
	Parents transferred their children to other school due to transportation	☐ Adopt-A-Learner
	Parents lack knowledge on how to register online/offline the birth certificate of their child	☐ Oplan REHISTRO
	Absenteeism among teachers	☐ Professionalism Seminar/Code of Ethics ☐ LAC Session ☐ Technical Assistance
	Delay adviser/teacher's response regarding the update status of the enrollment	
	Transition of distance learning from face-to-face is difficult	☐ Conduct Orientation
2. EQUITY Learners at Risk of Dropping Out	Health Problem	☐ Provision of snacks for identify learners ☐ Provide emergency first aid, assist students on medication with correctly and regularly taking said medication, and to determine if/when a student is ill enough to be sent home ☐ Have a full-time nurse in the school ☐ Feeding Program from school canteen

	Financial Problem	☐ Feeding Program from school canteen ☐ Subsidy from the local government
	Bullying	☐ Conduct assessment in school ☐ Develop a policy in consultation with key stakeholders ☐ Implement the school rules policy in the school ☐ Monitor and evaluating the policy ☐ Counselling and follow up
3. QUALITY Reading Literacy	Lack of parents' shared responsibility and participation in the reading literacy of learners	☐ Provide children with critical foundation for early learning, language growth and emergent literacy
4. Numeracy Skills	Lack of interest among teachers, learners and parents	☐ Through daily guided reading. Daily individualized reading practice gives students the opportunity to read books of choice on their independent reading level and grow as readers
	Lack of parent's time and support in their studies	☐ Constant communication with parents and learners
	Teacher is tough and strict in teaching Math	☐ Conduct workshops and trainings on how to deal with students

	Teaching style is not suitable to the needs of the learners	☐ Examine the learners' backgrounds ☐ Provide training on various teaching strategies ☐ Teachers who are math experts were assigned
	Problem in art of questioning	☐ Reorientation on Bloom's taxonomy of learning
Academic Performance	Hardly read and comprehend	☐ Administer regular reading phrases, sentences, paragraphs to speed up reading
	Lack of engaging activities during teaching-learning process	☐ Use different strategies in teaching
	Transition from distance learning to face to face classes is difficult	
	Poor feedback mechanisms	☐ Give feedbacks on learners' progress/performance in school as needed
	Poor learning readiness among learners	☐ Conduct Oral Reading Test quarterly to enhance pupil's reading abilities.
	Poor study habits	☐ Remedial Teaching after class to establish their study habit
	Lack of parents' support	☐ Involve parents in the learning process of their kids

	Lack of strategies in teaching	☐ Make use of gathered Best Practices in teaching ☐ Give varied exercises to ensure the mastery of the lesson ☐ Remedial teaching after class to establish their study habit
	Absenteeism among learners	☐ Use appropriate motivational technique
	Lack of interest in learning the lesson	☐ Encourage pupils to participate in the different school reading program and activities that would motivate them to study more
5. RESILIENCE AND WELL-BEING Environment and Safety	Problem of water supply	☐ Assessment of Water System. Putting up another water tank and installing another water pump
	Lack of teachers information and dissemination on wellness and safety precautions	
	Could not satisfy the 7 healthy habits	Prepared activities from the ESP Coordinator/Guidance Teacher 7 Healthy Habits with DepEd Dance exercise
	Do not know the rules on	☐ Seminar on environmental

	the proper disposal of garbage	issues (Earth Day) care of MRF Coordinator and WINS ☐ Importance of 3Rs Program
	Bullying and oppressing among pupils still exist	☐ Re-Orientation of “How to Stop Bullying” - for teachers - for grades 4,5,6 Seminar on classroom management for teachers
Knowledge in ICT	Lack of teaching and learning experience	☐ Trainings for teachers and learners
	Lack of knowledge/learning difficulty	☐ Conduct an assessment
	Functional but lacking in space	☐ Expansion of ICT inside the classrooms
	Poor internet connection	☐ Strengthen the internet connectivity inside the school
	Lack of interest Lack of gadget	☐ Orientation/Advocacy campaign
		☐ Engage the assistance of stakeholders, LGUs, and NGUs
		☐ Procurement of Gadgets ☐ Upgrade of educational gadgets

CHAPTER FOUR: FINANCIAL PLANS

Six-Year Indicative Plan

PILLAR 1: ACCESS				
LEARNING STAGE	DEPED INTERMEDIATE OUTCOMES	PRIORITY IMPROVEMENT AREA	GENERAL OBJECTIVE/S	ROOT CAUSE/S
Key Stage 1 and 2	IO1. All school aged children accessed relevant basic learning opportunities	The number of learners at -risk of dropping out	To reduce the number of student at-risk of dropping out through an intervention program.	1. Individual Related Factors -illness -undernourished -poor academic performance -lack of interest 2. Domestic related factors -family problem -had to take care of siblings 3. Geographic/ Environment Related Factors -distance between home and school -calamities/ disasters 4. School Related Factors -peer influence -physical condition of classroom 5. Financial Related Factors -child labor -work 6. Teacher Factor
EQUITY (PILLAR 2)				
	IO1: Learners	Parental	To strengthen the	Low community

			ensuring it contributes to at least 30% of the school's nutrition program.	
	IO3: Learners Life-Skills and community involvement	Real-world application of digital literacy	Develop digital literacy and ICT skills for real-world applications	Minimal practical ICT usage Lack of industry-based learning exposure Insufficient digital resources
	IO4: Learners actively participate in their learning environment	Inclusion VS Segregation	To intensify support systems through developing tailored programs and interventions to meet the diverse learning needs of children with special needs.	Learners with special needs struggle with behavior regulation and lack of structured support and intervention plans.
	IO5: Learners attain learning standards	Integration of ICT in lesson delivery Problem-solving activities with digital tools	Integration of ICT in lesson delivery Enhance problem-solving and creativity through ICT-enhanced activities	Limited availability of ICT tools Lack of digital skills among students Insufficient teacher training Traditional teaching methods Lack of digital problem-solving resources Minimal integration of ICT in the curriculum
	IO6: Learners are well-rounded, happy and smart	Behavior and Social Challenges of Learners with Special	To address behavioral and social challenges by implementing programs that	Learners with special needs struggle with behavior regulation and lack of

		Needs	foster social skills, emotional regulation, and positive peer interactions among children with special needs.	structured support and intervention plans.
	IO#2 – School age children and youth, and adults in situations of disadvantage benefited from appropriate equity initiatives.			
	IO#2.2 – All learners in situations of disadvantage receive an appropriate quality education.	An inclusive, effective, culturally responsive, gender-sensitive, and safe learning environment to respond to situations of disadvantage.	To provide 65% of an inclusive, effective, culturally responsive, gender-sensitive, and safe learning environment to respond to situations of disadvantage.	Shortage of infrastructures and educational facilities.
		Appropriately and enhanced contextualized lessons and learning delivery and learning resources.	To crop 70% appropriate and enhanced and contextualized lessons and learning resources and learning delivery.	
		Promote partnerships to benefit education for learners in situations of disadvantage.	80 % partnerships to benefit education for learners in situations of disadvantage.	

PLANNING WORKSHEET for QUALITY (PILLAR 3)

	IO3.2. Learners attain Stage 2 Learning Standards of Literacy Skills and Apply 21 st -century skills to various situations	High Percentage in Literacy of the following: (Non-readers) Full Refreshers (Frustration) Moderate Refreshers	To reduce the number of students reading below grade level. ● Full Refresher readers by at least 80% to 100% among identified FR readers ● Moderate Refresher readers by at least 80% to 100% among identified MR readers ● To enhance vocabulary and comprehension skills in early readers.	Student Factors Teacher Factors Parental Involvement Socioeconomic and Environmental Factors Cognitive Psychological Factors School Classroom Environment
	IO3.2. Learners attain Stage 2 Learning Standards of Numeracy Skills and Apply 21 st century skills to various situations By 2025-2026,	High percentage of non-numerates (NUMERACY)	To reduce the number of non-numerates by	Math anxiety & Laziness Parents' unavailability Transition medium instruction

	85% of non-numerate s should be able to become numerates By 2026-2027, 100% of non-numerate s should be able to become numerates By 2027-2028, 100% of non-numerate s should be able to become numerates		at least 85% among learners identified as non-numerates	
Key Stage 1 & 2				
PLANNING WORKSHEET for RESILIENCE AND WELL-BEING (PILLAR 4)				
	IO#4. Learners are resilient and aware of their rights and have the life skills to protect themselves and their rights.	Learners' safety and well-being	Objective: To involve 100% of students and staff in regular DRRM drills, activities, and educational campaigns to raise awareness on disaster preparedness and safety. Measurable Outcome: Conduct at least 4 disaster preparedness drills (fire, earthquake, flood, and lockdown) each school year with a 100% participation rate from students and staff. Materials Recovery Facility (MRF) and	Insufficient programs and activities Involvement of learners, staff, and other stakeholders in different DRRM related programs of the school.

	2 .Learners feel safe and protected in schools and CLCs.	School Facilities (Waste Segregation)	Waste Segregation: To implement an effective waste segregation system involving 100% of students, staff, and parents, ensuring waste is sorted correctly and disposed of in a sustainable manner. Measurable Outcome: Achieve a 90% or higher rate of correct waste segregation (biodegradable, non-biodegradable, recyclables) by students and staff, as measured by monthly waste audits. - Reduce school waste by at least 30% by 2028 and 10% by the end of every school year, with a corresponding increase in recyclables and composted materials.	
	IO#4.2 Learners are safe and protected and can protect themselves from risks and impacts from natural and human-induced hazards.	School facilities	To increase the functional toilet and handwashing facilities of the school by 2028 Repair 100% of broken windows by 2028	Substandard work and materials used in the toilet facilities
	IO4.3 Learners	Health and	To ensure that	- Poor participation

	have the basic physical, mental, and emotional fortitude to cope with various challenges in life 7. Percentage of students with improved health statistics 8. Percentage of learners with improved physical fitness level	Nutrition	100% of identified undernourished learners are included in the Wellness and SBFP, promoting better health and nutrition through active involvement from learners, teachers, and parents. Measurable Outcome: Monitor and track the improvement in nutritional status of at least 90% of students participating in the SBFP, aiming for a 10% reduction in the number of undernourished students by the end of the school year. Conduct quarterly wellness workshops and surveys with at least 75% of student and parent participation to promote better eating habits and physical activities.	of the school stakeholders - Level of implementation of the different school programs - Space intended for the materials and facilities
Key Stage 2	Intermediate Outcome (IO) #4. Learners are resilient and aware of their rights and have the life skills to protect themselves and their rights. 1. Percentage of affected and	Plan for a healthy transition back to school for all learners in line with national and local guidance from 94.97 % to 100%	Build strategies and practical applications for children and families to become more resilient and support their mental health.	Non-commitment of parent to health program Learners are hooked on online gaming Peer influence Lack of participation of learners to different school projects, programs and activities

	displaced learners retained 2. Percentage of learners that feel safe and protected in schools and CLCs 3. Percentage of learners that are happy with their basic education experience per school year IO4.1 Learners are served by a department that adheres to a rights-based education framework at all levels 4. Percentage of learners that are aware of their rights in education IO4.3 Learners have the basic physical, mental, and emotional fortitude to cope with various challenges in life 7. Percentage of students with improved health statistics 8. Percentage of learners with improved physical fitness level	Improvement in Grade 4-Grade 6 health and wellbeing to 100%. Improvement of MGES learners and Teaching and Non-Teaching Personnel's health and wellbeing from 75% to 80%.	To provide practical support for children to reflect on their own wellbeing. To acknowledge lockdown experiences and explore the differences in how if affected the learners and Teaching and Non-Teaching Personnel's health and wellbeing.	because of 2 years lockdown No buildable space for school Realignment of budget in response to blended learning.
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Solutions/Interventions

The SPT presented the list of solutions for the identified problem and its root causes. These identified solutions are those that have met the criteria provided in step 5 of the ESIP Guidebook (page 23). Each project has one project design.

The following interventions were carefully crafted in order to address the identified problems:

Table 10: Summary of Key Interventions per PIA

Pillar	Priority Improvement Areas (PIAs)	Project SIKAP:
ACCESS	Dropout Rate	Project SIKAP
EQUITY	Inclusive Education	Project EMBRACED
	Curricular, Co-Curricular, and Extra-Curricular Talent Development	Project TALENT
	ICT	Project SILAW
QUALITY	Numeracy	Project FINE
	Literacy	Project READING
	Learning and Development	Project STEP
	Improved Student Learning Outcomes (Assessment)	Project NSAP
RESILIENCE AND WELL-BEING	Safe and Secure Learning Environment	Project HELMET
	Health and Wellness	Project BRAVE
	Go Green	Project LEAF

Table 11. Project Design for Pillar 1 (Access)

PROJECT DESIGN FOR Project SAGIP					
Project Title: Project SIKAP: Sama-samang Inisyatibo para sa Kabataang Ayaw magtapos ng Pag-aaral					
Problem Statement: Increasing Number of Student At-Risk of Dropping Out: Its Intervention					
General Objective: To reduce the number of dropouts through an intervention program. Specific Objective: To reduce the number of dropouts by 0.2% of the total population through an intervention program for the next three years.					
Root Causes: The root causes of this problem are: domestic-related factors, individual-related factors, school-related factors, geographical/environmental factors, financial related factors and teacher related factors.					
Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
1. Intensive enrolment campaign and child mapping	Increased number of enrolments	January 2024 – June 2025	School Principal All Teachers Guidance	Php 5000	MOOE

			Teachers Parents Stakeholders		
2. Create a list/profile of learners who are: a. frequently absent b. display academic and behavioral problem c. those that have previous history of family problem	a. Learner's Profile b. Accomplished School Form 2 c. Monitoring Form for Learner's At-Risk of Dropping-Out	June 2025 – March 2026	All Teachers	Printer/ Bond paper/ ink PhP 17000	MOOE
3. Conduct one-on-one interview/counseling with prospective learners	Accomplished Pupil's Data Form	July 2025 - March 2026	All Teachers Guidance Teachers	Bond paper/ink Php 1500	MOOE
4. Interaction with parents/guardians either by personal meeting or home visitation	1. Teachers were able to talk to the parents and pupils 2. Accomplished Home Visitation Form	Quarterly	All teachers Guidance Teachers	Bond Paper/ink/ball pen Load/Transportation Allowance PhP 5000/quarter Php 15, 000	MOOE/ Canteen Fund
4. Create a list of causes of drop-out gathered from interaction with both learners and parents/guardians	Causes of drop-out were identified and properly addressed	August 2025 – March 2026	ALL teachers Guidance Teachers	NA	NA
5. Strict monitoring of attendance	Accomplished SF2 Form	June 2025 – March 2026	ALL Teachers Guidance Teachers	N/A	N/A
6. Provision of free snacks/lunch through	Learners were provided with daily meals	August 2025 - March 2026	School Feeding Teacher	PhP 30 000	Feeding/Canteen Fund

Feeding Program for indigent learners at-risk					
7. Provide Catch-UP lessons for missed classes	Provided remediation/ catch-up lessons	June 2025 – March 2026	All Teachers	Bond paper/ink/ball pen PhP 5000	MOOE
8. Send tutorial videos about the lesson to the FB messenger group/modular	Video lessons on the missed lessons/ least mastered lessons were sent to the learners/give modules	June 2025 to March 2026	All Teachers	N/A	N/A
9. Conduct Values Education Seminar for both parents and learners	Both pupils and parents/guardians were properly educated	Sembreak and Year-End	Guidance Teachers Master Teachers Speaker	Token Manual Snacks P 5, 000	MOOE

Table 12. Project Design for Pillar 2 (Equity)

PROJECT DESIGN FOR Project EmBrACEd	
Project Title: EmBrACEd (Emergent Bridge Across Children to Equitable Education)	
Problem Statement: Children with special needs at Marcelo Green Elementary School face significant barriers to accessing quality education. These challenges include a limited support system tailored to diverse learning needs, behavioral and social difficulties that lead to bullying and being misunderstood, gaps in teacher training, interest in handling learners with special needs, and inadequate staff preparation for inclusive education. Additionally, issues such as integrating special needs learners into general education, insufficient funding and resources, and lack of community involvement and partnerships further hinder the effectiveness of inclusive education. Addressing these barriers is crucial to ensuring equitable learning opportunities for all students.	
Objective: The Emergent Bridge Across Children to Equitable Education aims to enhance the quality and accessibility of special education at Marcelo Green Elementary School. This will be achieved by:	
1. Addressing Behavioral and Social Challenges by implementing programs that foster social skills, emotional regulation, and positive peer interactions among children with special needs. 2. Strengthening the community partnership through engaging parents, local organizations, and stakeholders to create a strong support linkage for inclusive education. 3. Advocacy for fundraising and resources for additional financial and budget allocation for materials and to improve special education services. 4. Promoting Inclusive Education – Facilitating the successful integration of learners	

with special needs into general education settings through appropriate accommodations and support.

5. Enhancing the teachers' parents' and staff through training and workshops to uplift their interests in handling learners with special needs by providing development opportunities with the help of professionals, parents, and NGO advocates to equip them with the skills, knowledge, and confidence to handle special needs learners effectively.

Root Causes:

1. Behavior and Social Challenges of Learners with Special Needs
2. Inclusion VS Segregation
3. Teacher's Interest & Staff Training
4. Parental Challenges
5. Linkages
6. Funding & Financial Support

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
National Learning Camp for Learners with Special Needs	Learners with Special Needs	June 2025	School Head, SNED Teachers	P5,000.00	MOOE
Teachers and Staff Training in Inclusive Educ.	Application through modified strategies in inclusive education.	May 2025	All teachers & Staff	P3,000.00	MOOE
Parents & Guardians Symposium	Awareness of their child's rights, available services, and available programs in school.	June 2025	Parents guardians, SNED, Accepting teachers and guidance teachers	P1,000.00	Sponsors
Unified Sports for gen. ed and learners with disabilities	Trained LSENS will join Paralympics	June 2025	SNED Coaches LSENS Gen. Ed Learners. Coaches and Accepting Teachers	P5,000.00	MOOE
Identify LSENS for Inclusive Ed.	Assessment Result: MFAT,	August 2025	MFAT Coors. Class	P2,000.00	MOOE

	PSI, other allied services		Advisers		
Monthly Celebration Activities • National Disability Prevention and Rehabilitation Week • Brain Attack Awareness Week • National Epilepsy Awareness Week • Cerebral Palsy Awareness & Protection Week • National Mental Week • National Attention Deficit/Hyperactivity Disorder (AD/HD) Awareness Week	Learners Exposure to Different Activities	August 2025-April 2026	Parents guardians, SNED, Accepting teachers and guidance teachers	P10,000.00	

PROJECT DESIGN FOR SILAW

Project Title: Project SILAW: Strengthening ICT Learning Access and Wisdom

Problem Statement: The lack of ICT integration in public elementary schools has resulted in low student engagement, limited access to digital learning resources, and challenges in tracking and improving literacy and numeracy performance. Many teachers lack proper ICT training, and schools face insufficient infrastructure, limiting students' ability to develop digital literacy and 21st-century skills.

Objective: To improve student learning outcomes and engagement by integrating ICT into teaching and learning processes, enhancing digital literacy among students and teachers, and ensuring that schools have the necessary ICT infrastructure to support modern education.

Root Causes:

Limited ICT training for teachers, inadequate access to digital devices and internet connectivity, lack of interactive digital learning materials, minimal implementation of digital assessments and gamified learning, and insufficient funding for ICT infrastructure development.

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
ICT Training for Teachers	Teachers trained in ICT-based teaching	April 15 – June 14, 2025	School ICT Coordinator, Trainers	Php5,000	MOOE

Procurement of ICT Equipment	Laptops, tablets, Internet boosters, modem, and projectors acquired	SY 2025-2026 SY 2026 – 2027 SY 2027 – 2028	School Administration & Procurement Team	Php200,000	MOOE/ Donations
Student Digital Literacy Program	Students equipped with digital skills	SY 2025-2026 SY 2026 – 2027 SY 2027 – 2028	ICT Trainers & Teachers	Php10,000	MOOE
Internet Connectivity Improvement	Enhanced internet access in schools	SY 2025-2026 SY 2026 – 2027 SY 2027 – 2028	Internet Service Providers	Php20,000	MOOE
Implementation of Online Assessment Tools	Online assessments integrated in curriculum	SY 2025-2026 SY 2026 – 2027 SY 2027 – 2028	Master Teachers, School ICT Coordinator, Grade Level ICT Coordinator, Subject Coordinators	Php10,000	MOOE
Gamification of Learning Activities	Gamified lessons for student engagement	SY 2025-2026 SY 2026 – 2027 SY 2027 – 2028	Master Teachers, School ICT Coordinator, Grade Level ICT Coordinator, Subject Coordinators	Php10,000	MOOE
Establishment/Enhancement of ICT-integrated Classrooms	Fully functional ICT-enhanced classrooms	SY 2025-2026 SY 2026 – 2027 SY 2027 – 2028	School Administration	Php200,000	MOOE/ Local Government & Private Sponsorships

Table 13. Project Design for Pillar 3 (Quality)

PROJECT DESIGN FOR Project READING					
Project Title: Project “READING” Reading Enhances Awareness, Development, Innovation, to Nurture Growth					
Problem Statement: Based on the Phil-IRI Pre-test results 96 pupils out of 901 in Filipino and 25 out of 813 in English were identified as non-readers.					
General Objective: To reduce the number of non-readers by at least 85% among identified non-readers. To improve reading fluency To enhance comprehension skills To expand vocabulary To strengthen phonemic awareness To boost confidence in reading To encourage reading engagement To promote consistent reading habits					
Root Causes: The root causes of this problem are behavioral difficulties, absenteeism, minimal parental involvement, and lack of appropriate reading materials.					
Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
Planning on a follow-up on the SPL class	Result of Phil-IRI Pre-test	May 2025	- Learners K – Grade 3 - Grade 4 - 6 - Parents Involved - Volunteers - Teachers - Reading Coordinator - Master Teachers - School Head	500	MOOE Canteen Fund
Meeting with the Advisers	List of identified non-reader s learners	June 2025	- Learners K – Grade 3 - Grade 4 - 6 - Parents Involved - Volunteer	2,000	MOOE Canteen Fund

			- rs • Teachers • Reading Coordinator • Master Teachers • School Head		
Meeting with the parents	Attendance of the parents	June 2025	Class Advisers, parents of identified non-readers	2,000	MOOE Canteen Fund
Capacity Building for the SPL Teachers	Attendance Sheet	June 2025	• Learners K – Grade 3 • Grade 4 - 6 • Parents Involved • Volunteers • Teachers • Reading Coordinator • Master Teachers • School Head	4,000	MOOE Canteen Fund
Program Implementation	Progress Chart	July 2025	• Learners K – Grade 3 • Grade 4 - 6 • Parents Involved • Volunteers • Teachers • Reading Coordinator • Master Teachers • School Head	10 000	MOOE
Oral Reading Test	Result of Oral Reading	February 2025	Master Teachers All Teachers	3, 000	MOOE

	Test		Learners		
Phil-IRI Post-Test	Result of Phil-IRI Post Test	April 2025	Grade 3 to Grade 6 (teachers and learners)	4,000	MOOE

PROJECT DESIGN FOR Project NUMBERS

Project Title: Project NUMBERS (**N**urturing **U**seful **M**ethods by **E**mploying **R**ational Strategy)

Problem Statement: Based on the Pre-Test result of the Amplified Numeracy Program almost 100% of the school population are considered non-numerates

General Objective: To reduce the number of non-numerates by at least 85% among learners identified as non-numerates

Specific Objectives:

- Promotes learners from non-numerates and nearly numerates to numerates
- Remediate/Decline the difficulties of the learners in all aspects of four fundamental operations through intervention materials.
- Improve their knowledge and skills in applying the fundamental operations a real-life situation.
- Enhance the instructional materials in teaching and learning Mathematics.

Root Causes:

Math anxiety, short attention span, parents' follow-up, peer influence, insufficient learning materials, non-conducive learning environment, transition of medium of instruction from Mother Tongue to English.

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
Pre-Test Amplified Numeracy Assessment (ANA)	Result of Pre-Test (ANA)	June 2025	*Grades 1-6 Teachers	₱1,000	MOOE
Set-up Math Corner	Learning station that help learners to practice various math skills	June 2025	*Grades 1-6 Teachers	₱6,000	MOOE
Conducting of remediation class Level 1-5 - Four Fundamental Operations	Improved Assessment Result	July 2025	*Grades 1-6 Teachers *Grades 1-6 Learners	₱3,000	MOOE
Administration of Window cards (A1-A3, S1-S3, M1-M3, D1-D3)	Learners improved their Mathematical skills	July 2025-February 2026	*Grades 1-6 Teachers *Grades 1-6 Learners	₱100,000	MOOE

	in 4 basic operations in whole numbers				
Conduct LAC session/s with focus on teaching strategies and preparation of instructional materials suited to teaching Mathematics lesson	Enhanced instructional materials and strategies in teaching and learning Mathematics	September 2025	*School Head *Master Teachers *Grades 1-6 Teachers	₱3,000	MOOE/ Canteen Fund
Assessment of pupil's numeracy level by giving Post-Test & Interpretation of data	Improved Assessment Result	February 2025	*Grades 1-6 Teachers *Grades 1-6 Learners	None	None
Processing Improvement of Program for the next cycle of implementation		February 2025	*School Head *Master Teachers *Grades 1-6 Teachers	₱3,000	MOOE/Canteen

PROJECT DESIGN FOR Project STEP

Project Title: PROJECT STEP: Strengthening Teaching through Education and Practice

Problem Statement: Despite ongoing efforts to enhance teaching and learning outcomes, there is an evident gap in the consistency, relevance, and impact of professional learning and development (PLD) opportunities for educators. Many teachers report limited access to sustained, job-embedded professional development that aligns with their instructional needs, school improvement goals, or student learning outcomes. As a result, the potential for professional growth, instructional innovation, and improved student achievement is not being fully realized. A more strategic, collaborative, and data-informed approach to PLD is required to ensure that all educators are equipped with the skills, knowledge, and support needed to drive meaningful school improvement.

General Objective: To strengthen teaching practices by providing teachers with regular, relevant, and collaborative professional learning opportunities. Through targeted training, peer support, and ongoing reflection, the program will help educators build the skills and confidence needed to improve student learning and support school improvement.

Root Causes: Limited Teacher Training

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
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Individual Teacher Needs Assessment	Consolidation of Teacher Needs Assessment	April 15 – June 14, 2025	Master Teachers	Php. 5000	MOOE
In-Service Training for Teachers	Training Matrix, Documentation, Evaluation and Outputs	SY 2025-2026 SY 2026 – 2027 SY 2027 – 2028	- School Head - Master Teachers - Grade Level Chairpersons	Php 500,000 in every School year	MOOE
Monthly Learning Action Cell for Proficient Teachers	Training Matrix, Documentation, Evaluation and Outputs	SY 2025-2026 SY 2026 – 2027 SY 2027 – 2028	- Master Teachers - Grade Level Chairpersons	Php. 14,000.00 monthly	MOOE
Monthly Learning Action Cell for Highly Proficient Teachers	Training Matrix, Documentation, Evaluation and Outputs	SY 2025-2026 SY 2026 – 2027 SY 2027 – 2028	- School Head - Master Teachers	Php. 10,000.00	MOOE
Annual Teachers' Progress Evaluation	Consolidation of Teachers Progress Evaluation and MOV's	SY 2025-2026 SY 2026 – 2027 SY 2027 – 2028	- School Head - Master Teachers	Php. 10,000.00	MOOE

Table 12. Project Design for Pillar 4 (Resilience and Well-being)

PROJECT DESIGN FOR Project HELMET	
Project Title: (Hazard-free Environment for Learning: Maximizing Educational Tranquility)	
Problem Statement: Learners in schools are considered one of the potential groups who are vulnerable to natural disasters and human-induced hazards. Failure to consider the safety and security of the learners during school planning would result to possible hazardous incidents. Without a proper and consistent system of assessments, evaluations, recommendations to mitigate and prevent human-induced emergencies, learners' and all school personnel's safety and security will be compromised. Thus, Marcelo Green Elementary school is committed to secure the safety of its learners and its staff, and to minimize accidents and other forms of human-induced incidents. Project HELMET is purposely crafted to provide prompt, immediate and consistent assessment, evaluation, and recommendation to mitigate and prevent human-induced and hazardous materials, facilities, equipment, and events in the vicinity of the school.	
General Objective: Consistently assess and evaluate the entire school learning	

environment to mitigate and prevent possible hazardous incidents and spearhead programs based on the results of the assessment and evaluation in order to provide a safe space for students and secure learning environment that enable them to maximize their learning potentials.

Root Causes:

lack of consistent and prompt assessment and evaluation systems to immediately address concerns on learners' and personnel's safety and security, insufficient information to manifest the importance of self-awareness and proper actions and response related to human-induced, calamities, and hazardous materials/facilities and incidents

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
Initial Assessment and Evaluation of Possible Hazardous Materials/Equipment / Facilities/Events/Incidents	Accomplished Student-Led Hazard Mapping Checklist	June 2025	Project Team, SPG Officers	500	MOOE
Listening to the Voice of the Customers Data Sources (Triangulation) -From Learners -From Parents -From Teachers	Accomplished Interview Questionnaires for Learners, Parents, and Teachers 4S Survey (Safety, Security, School climate, and Subjective well-being)	July 2025	Project Team, SPG Officers	2000	MOOE
Interpretation of Gathered Data (Identification of Immediate Actions based of the gathered data)	Identified priority hazard project	July 2025	Project Team, SPG Officers	500	MOOE
HAZARD MAPPING (Monthly conducted) -random interviewed teachers, students, and parents	Accomplished student-led hazard mapping checklist and the 4S survey form for teachers, students, and parents. 4S Form -safety	JULY 2025 1,	PROJECT TEAM SELG OFFICERS	3000	MOOE

	-security -school climate -subjective well-being				
Conduct Psychosocial Activities	Psychosocial support through seminar First aid seminar	JULY 1,2025	DEPED, SCHOOLHEAD, SDRRM Coordinator, Guidance Counselor, school nurse and teacher	5000	MOOE

PROJECT DESIGN FOR Project BRAVE

Project Title: BRAVE: Building Resilience and Advocating for a Violence-free Environment

Problem Statement: Despite efforts to reduce bullying, factors such as lack of awareness, inadequate reporting mechanisms, limited teacher training, and cyberbullying contribute to the persistence of bullying in schools.

General Objective:

To achieve zero bullying cases by increasing awareness, improving reporting mechanisms, enhancing teachers' training, strengthening mental and psychosocial activities, and showing support for victims and at-risk students.

Root Causes:

Bullying persists in schools due to a lack of awareness, limited staff training, peer pressure, low parental involvement, cyberbullying, emotional challenges, and overcrowded classrooms.

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
Peer Support Program "Be a Buddy, Not a Bully" Campaign	Increased awareness among students	June- March 2025-2026	School Administration, All Teachers, Guidance Office Student Leaders	Printed materials, bond paper/ink Php 15,000	MOOE
Parent Engagement Seminars	Improved parental involvement in prevention	Quarterly/PTC June- March 2025-2026	PTA, All Teachers, Counselors	Handouts, Printer/Bond paper/ink PhP 8,000	MOOE

Seminar for Teachers	Workshop/seminars on handling and reporting bullying cases	June- March 2025-2026	All teachers, Resource Speakers	Token for Resource Speaker/s certificates, and snacks Php 30,000	MOOE
Design and develop functional metal detector capable of identifying the presence of metallic objects	provide a cost-effective portable, and efficient security screening/individual bag checking	June-March 2025-2026	School Head, Teachers, Non Teaching Staffs, Guards	Metal Detector P3,000.00	MOOE
Strengthened Guidance Counseling Services	One-on-one, better emotional support for students	June- March 2025-2026	All Teachers, School Counselors	Bond paper/ink/snacks Php 2,500	MOOE
Cyberbullying Awareness Sessions	Increased awareness of online safety	June- March 2025-2026	ICT Department, All Teachers	N/A	-
Strengthening mental health and well-being programs	Improved student mental health and emotional resilience	June- March 2025-2026	School Counselors, Health Personnel, All Teachers	Php 20,000 – Materials for activities, snacks, speaker honorarium	MOOE

PROJECT DESIGN FOR Project LEaF

Project Title: Project LEaF (Learners' Effective and Safe Environment and Friendly School)

Problem Statement: Despite the presence of various school programs aimed at improving student well-being, environmental responsibility, and disaster preparedness, there is a lack of consistent and active participation from learners, parents, and other stakeholders. This results in underutilized resources, limited impact of initiatives such as school gardening, feeding programs, disaster preparedness, and waste management, and missed opportunities to create a safer, healthier, and more engaged school environment. Project LEaF addresses these challenges by promoting collaborative, measurable, and sustainable community involvement in key school-based programs.

General Objective:

Project LEaF (Learners' Effective and Safe Environment and Friendly School) aims to create a holistic, engaging, and supportive school environment by fostering the active

participation of students, parents, teachers, and stakeholders in four key areas: school gardening, wellness and supplementary feeding, disaster risk reduction and management, and sustainable waste management. Through community collaboration and measurable targets, the project seeks to enhance student well-being, strengthen environmental consciousness, improve disaster preparedness, and promote a culture of shared responsibility within the school community.

The goal of Project LeAF is to foster consistent and active participation from learners, stakeholders, and the school community in school projects and activities, with clear, measurable outcomes in key areas:

Gulayan sa Paaralan (School Gardening Program):

Objective: To engage at least 80% of students, teachers, and parents in the Gulayan sa Paaralan initiative, contributing to the cultivation and maintenance of the school garden.

Measurable Outcome:

Achieve a 25% increase in the number of students participating in planting and gardening activities by the end of the school year.

Increase the production of school-grown produce by 20% each term, ensuring it contributes to at least 30% of the school's nutrition program.

Wellness and Supplementary Feeding Program (SBFP):

Objective: To ensure that 100% of identified undernourished learners are included in the Wellness and SBFP, promoting better health and nutrition through active involvement from learners, teachers, and parents.

Measurable Outcome:

Monitor and track the improvement in nutritional status of at least 90% of students participating in the SBFP, aiming for a 10% reduction in the number of undernourished students by the end of the school year.

Conduct quarterly wellness workshops and surveys with at least 75% student and parent participation to promote better eating habits and physical activities. Disaster Risk Reduction and Management (DRRM):

Objective: To involve 100% of students and staff in regular DRRM drills, activities, and educational campaigns to raise awareness on disaster preparedness and safety.

Measurable Outcome:

Conduct at least 4 disaster preparedness drills (fire, earthquake, flood, and lockdown) each school year with a 100% participation rate from students and staff.

Achieve a 90% or higher pass rate in a post-drill knowledge quiz, demonstrating increased awareness and understanding of safety protocols.

Materials Recovery Facility (MRF) and Waste Segregation:

Objective: To implement an effective waste segregation system involving 100% of students, staff, and parents, ensuring waste is sorted properly and disposed of in a sustainable manner.

Measurable Outcome:

Achieve a 90% or higher rate of correct waste segregation (biodegradable, non-biodegradable, recyclables) by students and staff, as measured by monthly waste audits.

Reduce school waste sent to landfills by 30% by the end of the school year, with a corresponding increase in recyclables and composted materials.

Root Causes:

1. Gulayan sa Paaralan (School Gardening Program)

Observed Issues:

Low participation from students and parents.

Inconsistent garden upkeep.

Lower-than-target yield of produce.

Root Causes:

Lack of awareness or understanding of the program's benefits among students and parents.

Insufficient tools or gardening space available to accommodate large participation.

Scheduling conflicts with academic activities limit time for gardening.

No clear incentive system to motivate continued involvement from students.

2. Wellness and Supplementary Feeding Program (SBFP)

Observed Issues:

Difficulty reaching full participation from undernourished students.

Low engagement in quarterly wellness workshops.

Slow or minimal nutritional improvements.

Root Causes:

Stigma or embarrassment among students labeled as undernourished.

Lack of flexible scheduling for parents and students to attend wellness sessions.

Limited communication and coordination between health officials, teachers, and parents.

Inadequate or monotonous meal plans reduce student interest in the feeding program.

3. Disaster Risk Reduction and Management (DRRM)

Observed Issues:

Some students do not take drills seriously.

Low retention of safety protocols.

Uneven engagement during drills.

Root Causes:

Drills feel repetitive or unengaging, leading to low retention.

Infrequent or last-minute drills compromise full participation.

Insufficient teacher training on how to conduct engaging and educational drills.

Lack of real-life context provided during drills, making them feel disconnected from actual emergencies.

4. Materials Recovery Facility (MRF) and Waste Segregation

Observed Issues:

Improper segregation in classrooms and common areas.

Limited recycling output.

Confusion around waste categories.

Root Causes:

Inadequate student and staff training on proper segregation techniques.

Lack of clearly labeled bins or insufficient quantity in key areas.

Minimal integration of MRF lessons into the school curriculum.

No consistent monitoring or feedback loop to reinforce proper waste segregation behavior.

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
Gulayan sa Paaralan (School Gardening Program)					
Garden site preparation & soil enrichment	100% of identified areas prepared	June – July 2025	School Head GO Green Coordinator, EPP/TLE Teachers	₱5,000	MOOE / School Canteen
Distribution of seeds	All participants	July 2025	School Head	₱1,000	MOOE

& tools	receive starter kits/ Seeds		GO Green Coordinator, EPP/TLE Teachers SPTA		/ School Canteen
Weekly gardening activities	80% participation rate from the intermediate learners	July 2025 – Mar 2026	EPP/TLE Teachers Students Parents	₱2,000 (for supplies)	MOOE / School Canteen
Harvesting and integration into feeding program	20% increase in produce; used in feeding program	Sept – March 2025	School Head GO Green Coordinator SBFP Coordinator Learners Parents	₱1,500	MOOE / School Canteen
Wellness and Supplementary Feeding Program (SBFP)					
Identification of undernourished learners	100% of target beneficiaries identified	June 2025	School Nurse, Teachers Learners	₱0	
Daily feeding sessions	90% attendance rate	July 2025 – March 2026	Feeding Coordinator s, School Nurse Volunteers Learners	₱30,000	MOOE / School Canteen
Nutritional tracking & reporting	10% reduction in undernourished students	Quarterly	School Nurse, Health Coordinator	₱2,000	MOOE / School Canteen
Wellness seminars for students/parents	75% attendance per session	Quarterly	School Nurse, Guest Speakers	₱5,000	MOOE / School Canteen
Materials Recovery Facility (MRF) and Waste Segregation					
Installation of waste bins per area	100% of key areas equipped	July 2025	School Head, YES-O Coordinator	₱10,000	MOOE / School Canteen

			Eco Saver Coordinator Learners		en
Conduct waste segregation orientation	90% correct segregation rate (via audit)	July & Nov 2025	MRF Team, Science Teachers Eco Saver Coordinator Learners	₱1,000	MOOE / School Canteen
Monthly waste audit and tracking	30% reduction in landfill waste	Monthly	YES-O Club EPP/ TLE Teachers Students	₱2,000	MOOE / School Canteen
Composting and recycling workshops	Participation from all grade levels	August 2025 & January 2026	YES-O Club, GO GREEN Team Eco savers Club	₱2,000	MOOE / School Canteen
Disaster Risk Reduction and Management (DRRM)					
Conduct of 4 disaster drills	100% student and staff participation	Quarterly	DRRM Coordinator, Teachers Learners	₱2,000	MOOE / School Canteen
Orientation on safety protocols	100% student and staff participation	July 2025 & January 2026	School Head DRRM Team LGU Partner Teachers Learners	₱1,500	MOOE / School Canteen
First-aid and fire safety training	100% of core team trained	August 2025	School Head DRRM Team Red Cross, LGU, BFP Teachers	₱5,000	MOOE / School Canteen
DRRM posters and campaign materials	Increased awareness through visual reminders	Ongoing	School Head DRRM Team YES-O Club Araling Panlipunan	₱1,500	MOOE / School Canteen

			Teachers		en
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Annual Improvement Plan

Table 13. Year 1 - Annual Improvement Plan
AIP for Pillar 1: Project SIKAP

ANNUAL IMPLEMENTATION PLAN							
SCHOOL IMPROVE MENT PROJECT TITLE	PROJECT OBJECTI VE	OUTPUT FOR THE YEAR	ACTIVITIES	PERSON(S) RESPONSI BLE	SCH EDUL E/ VENU E	BUD GET PER ACTI VITY	BUD GET SOU RCE
Project SIKAP: Sama – samang Inisyatibo para sa Kabataan g Ayaw magtapos ng Pag - aaral	The Increasing Number of Student At-Risk of Dropping Out: Its Interventio n	To reduce the number of dropouts through an interventio n program.	1. Intensive enrolment campaign and child mapping	School Principal All Teachers Guidance Teachers Parents Stakehol ders	Janu ary 2024 – June 2025	Php 5000	MOO E
			2. Create a list/profile of learners who are: a. frequently absent	All Teachers	June 2025 – Marc h 2026	Pri nte r/ Bo nd pa per / 	MO OE

			b. display academic and behavioral problem c. those that have previous history of family problem			ink PhP 1700 0	
			3. Conduct one-on-one interview/co unselling with prospective learners	All Teachers Guidance Teachers	July 2025 - March 2026	Bond paper /in k PhP 1500	MOOE
			4. Interaction with parents/guardians either by personal meeting or home visitation	All teachers Guidance Teachers	Quarterly	Bond Paper /in k/ ball pen Load/ Transportation Allowance PhP 5000 /quarter PhP 15,000	MOOE / Canteen Fund
			4. Create a list of causes of	ALL teachers Guidance	August 2025	NA	NA

			drop-out gathered from interaction with both learners and parents/guardians	Teachers	– March 2026		
			5. Strict monitoring of attendance	ALL Teachers Guidance Teachers	June 2025 – March 2026	N/A	N/A
			6. Provision of free snacks/lunch through Feeding Program for indigent learners at-risk	School Feeding Teacher	August 2025 – March 2026	Php 30 000	Feeding/Canteen Fund
			7. Provide Catch-UP lessons for missed classes	All Teachers	June 2025 – March 2026	Bond paper /ink/ ball pen Php 5000	MOOE
			8. Send tutorial videos about the lesson to the FB messenger group/modular	All Teachers	June 2025 to March 2026	N/A	N/A
			9. Conduct Values Education Seminar for both parents and learners	Guidance Teachers Master Teachers Speaker	Semreak and Year-End	Token Manual Snacks P 5, 000	MOOE
			1. Intensive	School	Janu	Php	MOO

Project EMBRACED and Project BRAVE

MARCELO GREEN ELEMENTARY SCHOOL PAGE * MERGEFORMAT I

		Parent and Community Involvement: Invite parents and local professionals (e.g., occupational therapists, SPED teachers) for occasional joint sessions.	pairs or small groups encourage teamwork. Conduct mini-seminars on supporting emotional and social development at home and in the community.	Teachers Gen.Ed Teachers SNED Teachers Parents Learners	with community involvement (e.g., local therapists, volunteers, parents).	2000.00 (Token of Appreciation for the invited Speaker, Snack Provisions for participating Teachers)	
BRAVE : Building Resilience and Advocating for a Violence-free Environment	Achieve zero bullying cases by increasing awareness, improving reporting mechanisms, strengthening teacher training, and enhancing support for victims and at-risk students.	Increased awareness, improved teacher capacity, strengthened guidance services, and enhanced parental involvement.	Peer Support Program "Be a Buddy, Not a Bully" Campaign	School Administration, All Teachers, Guidance Office Student Leaders	June - March 2025-2026 /School	Print materials, bond paper / ink Php 15,000	MOOE
			Parent Engagement Seminars	PTA, All Teachers, Counselors	June - March 2025-2026 /School	Handouts, Printer/ Bond paper / ink Php 18,000	MOOE

						0	
			Seminar for Teachers	All teachers, Resource Speakers	June - March 2025-2026 /School	To ken for Res our ce Spe ake rs cer tifi cat es, an d sna cks Php 30,000	MOOE
			Strengthened Guidance Counseling Services	All Teachers, School Counselors	June - March 2025-2026 /School	Bo nd pa per /in k Ph p 2,500	MOOE
			Cyberbullyin g Awareness Sessions	ICT Departmen t, All Teachers	June - March 2025-2026 /School	N/A	
			Laro ng Lahi *Kinder Festival of Talents	School Counselors , Health Personnel, Teachers Kinder Teachers	Augu st Buwa n ng Wika	Php 20,000 – Mater ials for activi ties/	MOOE

					June - March 2025- 2026 /School	program, snacks, speaker honoriu m	
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AIP for Pillar 3: Project READING and Project NUMBERS, Project STEP

ANNUAL IMPLEMENTATION PLAN							
SCHOOL IMPROVE MENT PROJECT TITLE	PROJECT OBJECTI VE	OUTPUT FOR THE YEAR	ACTIVITIES	PERSON(S) RESPONSI BLE	SCH EDUL E/ VENU E	BUD GET PER ACTI VITY	BUD GET SOU RCE
Project NUMBERS	To reduce the number of non-nume rates by at least 85% among learners identified as non-nume rates	Positive Result of the School-ba sed Numeracy Program	Pre-Test Amplified Numeracy Assessment (ANA)	*Grades 1-6 Teachers	June 2025 / MGE S	₱1,00 0	MOO E
			Set-up Math Corner	*Grades 1-6 Teachers	June 2025 / MGE S	₱6,00 0	MOO E
			Conducting of remediation class Level 1-5 - Four Fundamenta l Operations	*Grades 1-6 Teachers	July 2025 -Feb 2025 / MGE S	₱3,00 0	MOO E
			Administrati on of Window cards (A1-A3, S1-S3, M1-M3, D1-D3)	*Grades 1-6 Teachers	July 2025 -Feb 2025 / MGE S	₱100, 000	MOO E
			Conduct LAC session/s with focus on teaching	*School Head *Master Teachers	July 2025 -Feb 2025 / 	₱3,00 0	MOO E/Ca nteen Fund

			strategies and preparation of instructional materials suited to teaching Mathematics lesson	*Grades 1-6 Teachers	MGE S		
			Assessment of pupil's numeracy level by giving Post-Test & Interpretation of data	*Grades 1-6 Teachers *Grades 1-6 Learners	July 2025 -Feb 2025 / MGE S	None	
			Processing Improvement of Program for the next cycle of implementation	*School Head *Master Teachers *Grades 1-6 Teachers	July 2025 -Feb 2025 / MGE S	₱3,000	MOOE/Canteen Fund
READING	To reduce the number of non-readers by at least 85% among identified non-readers.	Reduced number of non-readers by the end of the school year	Planning on creating a follow-up on the SPL class	School Head, Master Teachers, Reading Coordinators, Chairpersons	June 2025 School	500	MOOE Canteen Fund
			Meeting with the Advisers	Grade Level Chairpersons, Advisers	July 2025 School	2,000	MOOE Canteen Fund
			Meeting with the parents	Class Advisers, parents of identified non-readers	July 2025 School	2,000	MOOE Canteen Fund

			Capacity Building for the SPL Teachers	Reading Coordinators Project Literacy Team SPL Teachers Speaker	July 2025 School	4,000	MOOE Canteen Fund
			Program Implementation	Class Advisers, parents of identified non-readers	July 2025-Feb 2026 School Classroom	2,000	MOOE/Canteen
			Oral Reading Test	Master Teachers All Teachers Learners	March 2025 School	10 000	MOOE
			Phil-IRI Post-Test	Grade 3 to Grade 6 (teachers and learners)	March 2025 School	4,000	MOOE

ANNUAL IMPLEMENTATION PLAN

SCHOOL IMPROVE MENT PROJECT TITLE	PROJECT OBJECTIVE	OUTPUT FOR THE YEAR	ACTIVITIES	PERSON(S) RESPONSIBLE	SCHEDULE/ VENUE	BUDGET PER ACTIVITY	BUDGET SOURCE
PROJECT STEP (Strengthening Teaching through Education and Practice)	To strengthen teaching practices by providing teachers with regular, relevant, and collaborative professional learning opportunities	Teachers are capacitated based on the Needs Assessment	Teacher Needs Assessment	- Master Teachers - Teacher Mentees	April 15 – June 14, 2025	Php 5,000.00	MOOE
			In Service Training for Teachers	- School Head - Master Teachers	SY 2025-26	Php. 100,000.00	MOOE
			Annual School Team Building	- School Head - Faculty	June 6, 2025	Php. 100,000.00	MOOE & Facul

	ies. Through targeted training, peer support, and ongoing reflection, the program will help educators build the skills and confidence needed to improve student learning and support school improvement.			Club Officers			ty Fund
			Monthly Learning Action Cell for Proficient Teachers	- Master Teachers - Grade Level Chairpersons - Proficient Teacher	SY 2025 - 26	Php. 14,000.00 monthly	MOOE
			Monthly Learning Action Cell for Highly Proficient Teachers	School Head Master Teachers	SY 2025 - 26	Php. 10,000.00 monthly	MOOE

ANNUAL IMPLEMENTATION PLAN

SCHOOL IMPROVEMENT PROJECT TITLE	PROJECT OBJECTIVE	OUTPUT FOR THE YEAR	ACTIVITIES	PERSON(S) RESPONSIBLE	SCHEDULE/ VENTURE	BUDGET PER ACTIVITY	BUDGET SOURCE
(NSAP) National Success Assessment Project	To intensify learners' performance in NAT and other assessment through an Intervention.	Conduct a baseline assessment to identify strengths and weaknesses.	1. Diagnostic Pre-test	School Principal All Teachers	June 2025 /MGES	Php 5000	MOOE
		Encourage students to teach and learn from each other.	2. Peer Tutoring and Study Groups	All Teachers Parents	July 2025 - March 2026 /MGES	Bond paper /ink/ pencils Php 1500	MOOE
		Organize focused review	3. Subject-Specific Review	All teachers	Daily (5 minu	Bond paper /ink/	MOOE

		classes on Math, Science, English, AP, and Filipino.	Sessions		tes before class) /MG ES	pencils Php 1500	
		Train students on how to analyze different types of questions and apply test-taking strategies.	4. Questions Analysis Workshop	ALL teachers	August 2025 – March 2026 /MG ES	NA	NA
		Teach students how to plan their study schedules effectively.	5. Study Habits and Time Management Training	ALL Teachers	June 2025 – March 2026	N/A	N/A
		Use online tools, flashcards, and games to make learning engaging.	6. Interactive Learning (Gamification and Quizzes)	All Teachers	August 2025 - March 2026 /MG ES	Php 1500	MOOE
		Stimulate the actual test environment with time constraints.	7. Mock NAT Exam	All Teachers	March 2026 /MG ES	Bond paper / ink PhP 1700	MOOE
		Conduct a baseline assessment to identify strengths and weaknesses.	1. Diagnostic Pre-test	School Principal All Teachers	June 2025 /MG ES	Php 5000	MOOE

AIP for Pillar 4: Project LEAF and Project HELMET

ANNUAL IMPLEMENTATION PLAN							
SCHOOL IMPROVE MENT PROJECT TITLE	PROJECT OBJECTIVE	OUTPUT FOR THE YEAR	AIVITIES	PERSON(S) RESPONSIBLE	SCH EDUL E/ VENU E	BUD GET PER ACTI VITY	BUD GET SOU RCE
Project LEaF – Learners’ Effective and Safe Environm ent and Friendly School	Gulayan sa Paaralan To establish a functionin g school garden with active participati on from stakeholde rs	Garden establishe d; 80% participati on	1) Garden site preparation, 2) seed/tool distribution, 3) planting schedule, 4) student / parent involvement	School Head Go Green Coordinato r EPP/TLE Teachers Learners Parents	1) June 2025 Scho ol Gulay an 2) June & July 2025 Scho ol Funct ion Room / Gym 3) July & Augu st 2025 Scho ol Gulay an 4) July 2025 – April 2026 Scho ol Gulay an	1) ₱ 5,000 2) ₱ 10,00 0 3) ₱ 3,000 4) ₱ 0 Total ₱18,0 00	MOOE / Scho ol Cant een
	SBFP & Wellness Program	100% identified learners fed;	1)Beneficiary identificatio n,	School Head SBFP Coordinato	1) June 2025 Scho	1) ₱ 0 2) ₱	MOOE / Scho ol

	To implement feeding program and wellness education for undernourished learners	quarterly wellness sessions	2) daily feeding, 3) wellness sessions, 4) nutrition monitoring	r School Nurse Teachers Learners	ol Clinic 2) July 2025 – April 2026 Scho ol Feedi ng Room 3) Every last Frida y of the Mont h from June 2025 – April 2026 4) Quart erly from June 2025 – April 2026	30,000 3) ₱ 5,000 4) ₱ 2,000 Total ₱37,000	Canteen
Project LEaF – Learners' Effective and Safe Environment and Friendly School	DRRM To build awareness and readiness through drills and orientation	4 drills conducted ; 90% quiz pass rate	1) Fire/earthquake drills, 2) students and teachers orientation, 3) DRRM posters & materials	School Head DRRM Coordinator Teachers Learners	1) Quarterly from June 2025 – April 2026 2) July 2025 Scho ol Gym	1) ₱2,000 2) ₱1,500 3) ₱1,000 Total ₱4,500	MOOE / School Canteen

					3) June 2025 – April 2026		
	Waste Managem ent (MRF) To initiate proper segregatio n and reduce waste	70% segregatio n rate; MRF installed	1) Install bins, 2) MRF setup, 3) segregatio n training, 4) monthly waste monitoring	School Head Go Green Coordinato r Ecosavers Club YES-O Club Teachers Learners	1) June 2025 Class room 2) July – Augu st 2025 Scho ol Vaca nt Space 3) July – Septe mber 2025 4) Every Last Frida y of the Mont h from June 2025 – April 2026	1) ₱10,0 00 2) ₱2,00 0 3) ₱1,00 0 4) ₱0 Total ₱13,0 00	MOO E / Scho ol Cant een
	Gulayan sa Paaralan To	Garden establishe d; 80% participati on	1) Garden site preparation,	School Head Go Green Coordinato r	1) June 2025 Scho ol	1) ₱ 5,000	MOO E / Scho ol Cant

	establish a functionin g school garden with active participati on from stakeholde rs		2) seed/tool distribution, 3) planting schedule, 4) student / parent involvement	EPP/TLE Teachers Learners Parents	Gulay an 2) June & July 2025 Scho ol Funct ion Room / Gym 3) July & August 2025 Scho ol Gulay an 4) July 2025 – April 2026 Scho ol Gulay an	2) ₱ 10,000 3) ₱ 3,000 4) ₱ 0 Total ₱18,000	een
PROJECT HELMET (Hazard-free Environm ent for Learning: Maximizin g Education al Tranquil ity)	Consistent ly assess and evaluate the entire school learning environme nt to mitigate and prevent possible hazardous incidents and	Accomplis hed Student-L ed Hazard Mapping Checklist	Initial Assessment and Evaluation of Possible Hazardous Materials/E quipment/Facilities/Events/Inciden ts	Project Team, SPG Officers		500	MOO E
		• Accompli shed Interview Question	Listening to the Voice of the Customers • Data	Project Team, SPG Officers		2000	MOO E

	spearhead programs based on the results of the assessment and evaluation in order to provide a safe space for students and secure learning environment that enable them to maximize their learning potentials.	naires for Learners, Parents, and Teachers 4S Survey (Safety, Security, School climate, and Subjective well-being)	Sources (Triangulation) -From Learners -From Parents -From Teachers				
		Identified priority hazard project	Interpretation of Gathered Data (Identification of Immediate Actions based of the gathered data)	Project Team, SPG Officers		500	MOOE
		Localized Video Presentation (Awareness Campaign)	Simultaneous Awareness Campaign Thru Video Presentation	Project Team, SPG Officers		500	MOOE
		Accomplished Student Led Hazard Mapping Checklist Accomplished Teacher Led Hazard Mapping Accomplished 4S Survey Assessed	Monthly Hazard mapping (Inside and Outside the School Vicinity) -(monthly conducted by SPG Officers) and Random Interview of Learners, Parents, and Teachers) -Dropbox	Project Team, SPG Officers		3000	MOOE

		forms from the drop box					
		Identified priority hazard project	Interpretation of Gathered Data (Identification of Immediate Actions based of the gathered data for each month)	Project Team, SPG Officers		1000	MOOE
		Accomplished Recommendation Form	Finalization of Recommendations	Project Team, SPG Officers		1000	MOOE
		Accomplished Follow up Form	Follow up	Project Team, SPG Officers		1000	MOOE
		Proposed additional exit gate	Immediate and urgent project based on the initial assessment results (Might cause stampede due to overcrowding during transitions)	Project team, school head, SBAC		60,000	MOOE

ANNUAL IMPLEMENTATION PLAN

SCHOOL IMPROVE MENT PROJECT TITLE	PROJECT OBJECTIVE	OUTPUT FOR THE YEAR	ACTIVITIES	PERSON(S) RESPONSIBLE	SCHEDULE/ VENU E	BUDGET PER ACTIVITY	BUDGET SOURCE
Project SILAW: (Strengthening ICT Learning Access	To improve access to and effective use of ICT		Orientation on ICT Integration for Teachers	Master Teachers, School ICT Coordinator	School Library	Php10,000	MOOE

and Wisdom)	tools in classroom instruction and learning support systems at Marcelo Green Elementar y School by capacitati ng teachers, equipping learning spaces with digital infrastruct ure, and promoting ICT-integr ated teaching and learning strategies.		Procurement of ICT Tools and Software	School Head, BAC		Php5 0,000	MOO E/LG U/Do natio ns
			Training Workshop on Digital Literacy	School ICT Coordinator	ICT Room	Php1 0,000	MOO E
			Developmen t of Digitized /Gamified Learning Materials	Master Teachers, Subject Teachers, ICT Team (School & Grade Level ICT)	ICT Room / Scho ol Libra ry	Php5, 000	MOO E
			Launch of e-Learning Platform (Pilot Testing)	ICT Team, Pilot Teachers	Grad es 4-6 Class room s	Php5, 000	MOO E
			Mid-Year Evaluation on ICT Usage	Master Teacher s, ICT Team	ICT Room	Php5, 000	MOO E
			Roll-out of ICT Integration for K-3 Levels	ICT Team, Grade Level Coordin ators	K-3 Class room s	Php5, 000	MOO E

CHAPTER FIVE: MONITORING AND EVALUATION

SCHOOL MONITORING, EVALUATION AND ADJUSTMENTS

Monitoring and Evaluation Strategies

Monitoring and evaluation strategies are designed to provide feedback on the effective implementation of PPAs.

1. Preparation of Annual Accomplishment Report
2. Quarterly conduct of Performance Implementation Review (PIR)
3. Submission of Plan of Adjustment
4. Craft Project Management Information System
5. Regular update of Project Management Information System
6. Strengthen capabilities of Master Teachers/Teacher III on Mentoring and Evaluation

Table 14. Project Monitoring Report Form

Project Name	Objectives	Target	Date of Monitoring	Accomplishment Status	Issues	Recommendation	Signature of SPT and Project Owner
1. ACCESS							
Project SIKAP Sama-sa mang Inisyatib	To reduce the number of drop-outs by 0.2% of the	Sama-sa mang Inisyatibo para sa Kabataan g Ayaw	October 2022 to July 2023				

o para sa Kabataan g Ayaw magtapos ng Pag-aaral	total population through an intervention program for the next three years.	magtapos ng Pag-aaral					
2. EQUITY							
Project EmBrAC Ed Emergent Bridge Across Children to Equitable Education	Aims to enhance the quality and accessibility of special education	Emergent Bridge Across Children to Equitable Education	October 2022 to July 2023				
Project SILAW Strengthening ICT Learning Access Wisdom	To improve student learning outcomes and engagement by integrating ICT into teaching and learning processes, enhancing digital literacy among students and teachers.	Strengthening ICT Learning Access Wisdom	October 2022 to July 2023				
3. QUALITY							
Project READING Reading Enhancers	To reduce the number of non-readers by at least 85%	Reading Enhancers Awareness, Development,	October 2022 to July 2023				

Awareness, Development, Innovation, to Nurture Growth	among identified non-readers	Innovation, to Nurture Growth					
Project NUMBER S Nurturing Useful Methods by Employing Rational Strategy	To reduce the number of non-numerates by at least 85% among learners identified as non-numerates	Nurturing Useful Methods by Employing Rational Strategy	October 2022 to July 2023				
Project STEP Strengthening Teaching through Education and Practice	To strengthen teaching practices by providing teachers with regular, relevant, and collaborative professional learning opportunities	Strengthening Teaching through Education and Practice	October 2022 to July 2023				
4. RESILIENCE AND WELL-BEING							
Project HELMET Hazard-free Environment for Learning: Maximizing Education	Consistently assess and evaluate the entire school learning environment to mitigate and	Hazard-free Environment for Learning: Maximizing Educational Tranquility	October 2022 to July 2023				

nal Tranquili ty	prevent possible hazardous incidents.						
Project BRAVE Building Resilience and Advocating for a Violence-free Environment	To achieve zero bullying cases by increasing awareness, improving reporting mechanisms, enhancing teachers' training, strengthening mental and psychosocial activities, and showing support for victims and at-risk students.	Building Resilience and Advocating for a Violence-free Environment	October 2022 to July 2023				
Project LEaF Learners' Effective and Safe Environment and Friendly School	To create a holistic, engaging, and supportive school environment by fostering the active participation of student, parents, teachers and	Learners' Effective and Safe Environment and Friendly School	October 2022 to July 2023				

	stakeholders.						
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CHAPTER SIX: RISK MANAGEMENT PLAN

Risk Management Plan

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

Identified Risk	Severity			Mitigation Strategies
	Probability (High/ Medium /Low)	Impact (High/ Medium /Low)	Over-all Rate	
A. INSTITUTIONAL RISKS				
Electrical Hazard	Low	Low	Low	- Install with adequate guarding system or raceways - Regular inspection of electrical cables, computers, and printers - Regular cleaning of aircon units, rest rooms, and cabinets
Illumination	Low	Low	Low	- Install suitable & sufficient lighting fixtures - Replacing non-functional light bulbs
B. OPERATIONAL RISKS				
Illumination	Medium	Medium	Medium	Install suitable and sufficient

				lighting fixtures • Regular inspection of electrical cables, computers and printers • Regular cleaning of aircon units, comfort room and cabinets
• Electrical	Low	Low	Low	• Install with adequate guarding system or raceways
• Stacking and Storing	Low	Low	Low	• Label all office documents
• Telephone and Computer cable/cord connections	Low	Low	Low	• Remove unserviceable exposed cables
C. FINANCIAL RISKS				
• Illumination	Medium	Medium	Medium	• Install suitable and sufficient lighting fixtures • Regular inspection of electrical cables, computers and printers • Regular cleaning of aircon units and cabinets
• Electrical	Medium	Medium	Medium	• Install with adequate raceways • Regular inspection of electrical cables, computers and printers • Regular cleaning of aircon units, rest rooms and cabinets
D. ENVIRONMENTAL RISKS				
Conference Room				

• Illuminati on	Low	Low	Low	• Install suitable and sufficient lighting fixtures • Replacing non-functional light-bulbs
• Electrical	Low	Low	Low	• Install with adequate guarding system or raceways • Regular inspection of electrical cables, computers and printers • Regular cleaning of aircon units, rest rooms and cabinets
Clinic Room				
• Electrical	Low	Low	Low	• Install with adequate guarding system • Regular inspection of electrical cables, computers and printers • Regular cleaning of aircon units, rest rooms and cabinets
Supply Room				
• Illuminati on	Low	Low	Low	• Install suitable and sufficient lighting fixtures • Replacing non-functional light bulbs
• Electrical	Low	Low	Low	• Install with adequate guarding system or raceways • Regular inspection of electrical cables, computers and printers • Regular cleaning of

				aircon units, rest rooms and cabinets
• Stacking and storing	Low	Low	Low	• Label all office documents
Canteen Room				
• Illuminati on	Low	Low	Low	• Install suitable and sufficient lighting fixtures • Replacing non-functional light bulbs
• Stacking and storing	Low	Low	Low	• Label all office documents
Feeding Room				
• Illuminati on	Low	Low	Low	• Install suitable and sufficient lighting fixtures • Replacing non-functional light bulbs
• Stacking and storing	Low	Low	Low	• Label all office documents
ICT Room				
• Illuminati on	Low	Low	Low	• Install suitable and sufficient lighting fixtures • Replacing non-functional light bulbs
• Electrical	Low	Low	Low	• Install with adequate guarding system or raceways • Regular inspection of electrical cables, computers and printers • Regular cleaning of aircon units, rest rooms and cabinets
• Stacking and storing	Low	Low	Low	• Label all office documents
Library Room				
• Illuminati	Low	Low	Low	• Install suitable

on				and sufficient lighting fixtures • Replacing non-functional light bulbs
• Electrical	Low	Low	Low	• Regular inspection of electrical cables, computers and printers • Regular cleaning of aircon units, rest rooms and cabinets
• Stacking and storing	Low	Low	Low	• Label all office documents
Corridor/Hallway				
• Illuminati on	Low	Low	Low	• Install suitable and sufficient lighting fixtures • Replacing non-functional light bulbs
Stairs				
• Illuminati ons	Low	Low	Low	• Install suitable and sufficient lighting fixtures • Replacing non-functional light bulbs • Narrow steps

THREAT	RISK	L	I	RISK RATING
Illuminations	Visual fatigue, and poor concentration	2	5	10
Electrical	Electric shock, burns, fire, and arc flash hazard risk	3	5	15
Ventilation	Airborne contaminants	2	3	6
Stacking and storing	Less range of motion	2	2	4

Risk Mitigation Measures

Risk mitigation measures can be classified as controls that are physical, technical, procedural, or compliance based. SDRRM coordinator identified the potential risks and provided mitigation measures for all school activities.

Risk Mitigation

- All stakeholders' perspectives are important for developing a comprehensive, holistic risk mitigation strategy.
- SDRRM must communicate the value, attitudes and beliefs surrounding risk and compliance from the top down. It is important for every employee to have risk awareness in their own unit.
- Risk awareness must be strong throughout the entire school so facilitating communication of new, high impact risks is important to keep everyone up to speed. All schools must have a clear communications strategy with the SDRRM on the school's risk not only during the climate disturbances.
- Ensure risk management policy is clear so employees are able to follow it. Roles and responsibilities should be clearly defined for each personnel.
- Continuously monitor possible risks in the school. Risk monitoring practices should also be clearly defined and implemented to continuously improve the risk mitigation plan. The role of the school head SDRRM focal person and the school in monitoring possible risks in schools must be communicated.

CHAPTER SEVEN: COMMUNICATION PLAN

Communication Plan

STRATEGY	ACTIVITY	PERSON INVOLVED	TIMELINE	DESIRED OUTCOME
Communicate SIP to learners, teachers and stakeholders	Information dissemination during meeting	School Head, School Planning Team	November 2022	Disseminated the SIP
Mainstream Information Officers to realize their important role in informing the public on SIP	- Information dissemination from media (print media, broadcast, flyers, social media campaigns) - Produce IEC materials (AVPs, Campaign slogans on REDP)	Information Officers, Media	November 2022	- Initiated the campaign on REDP through IOs - Produced IEC materials on REDP
Communicate SIP to Local Government Unit's Local Chief Executives	Forum/Conferences	LGU-LCEs	November 2022	Included SIP discussions in various LGU planning and activities
Communicate and highlight the significant role of government agencies in the attainment of the SIP	Forum/Conferences	NGOs, NGAs	November 2022	Presented SIP to partner agencies
Information dissemination to teachers/educators of the SIP	Include the SIP in the training of the teachers	Teachers/Educators (including K-12 teachers)	November 2022	Conducted symposia to all teachers

PROCESS OWNERS

1. Literacy

Team Leaders – Elaine May Cabrereros
Princess Analiza Panti

Team Members:

Marija Jelena Rodriguez
Carolyn Aguilar
Ludy Dela Cruz
Liezal Figueroa
Rea Bonducan
Ginalyn Dumas
Loida Sababan
Maria Chona Dass
Project Adviser/Manager: Alvin Dumas

2. Numeracy

Team Leader – Rogelio Verano

Team Members:

Efrensita Diosaban
Wilma Domagtoy
Juvylyn San Nicolas
Ronelyn Seballos
Eric Diosaban
Christian Joseph Rodriquez
Remedios Siena
Hannah Vanessa Conde
Project Adviser/Manager: Michael Bual

3. Curricular and Extra Curricular Talent Development

Team Leader – Ruby Rose Catimbang

Team Members:

Lauriano Morante Jr.
Danilyn Germones
Margie Dizon
Maria Christina Joyosa
Kristine Agnote
Joemabel Tagoo
Rona Mae Montoya
Cristina Pulgado
Project Adviser/Manager: Michael Bual

4. Learning and Development

Team Leader – Merbhel Volpane

Team Members:

Lina Arcilla

Mary Ruth Tajanlangit

Ma. Georgia Antonette Chavez

Arlene Pinera

Joan Tabuzo

Project Adviser/Manager: Julie Trivino

5. ICT

Team Leader – Edielyn Barit

Team Members:

Yannie Naisa

Jessica Cervantes

Gissele Mawirat

Michelle Andaleon

Mary Grace Punzalan

Project Adviser/Manager: Julie Trivino

6. Health and Wellness

Team Leader – Maria Salvacion Torres

Team Members:

Liezel De Jesus

Melannie Mamites

Karen Ramos

Analyn Panuelos

Ma. Theresa Tayamora

Rosevelle Perocho

Project Adviser/Manager: Helen Lejos

7. Enrollment and Dropout

Team Leaders – Eulalia G. Pocong

Rose Ann Marsonia

Team Members:

Gee Mae Valdez

Mariciris Oribiana

Elisa Delector

Vivian Ogot

Rosanna Verona

Project Adviser/Manager: Helen Lejos

8. School Safety/DRRM/Facilities

Team Leader – Marvin Tana

Team Members:

Charmie Perez

Mildred Goboy

Katherine Dela Pena

Rouie Ann Miranda

Sheena Mae Ydrosolo

Marycris Cañada

Grashiel Ann Ureta

Project Adviser/Manager: Mark Anthony Federizo

9. GO Green

Team Leader – Lito Borilla

Team Members:

Egeilyn Alave

Evelyn Barrientos

Lailyn Nacua

Elaine Lumbreza

Jelyn Ingaran

Maricris Oribiana

Project Adviser/Manager: Mark Anthony Federizo

10. SNED

Team Leader – Marivic Hitta

Team Members:

Arlene Malpas

Analyn Gagabuan

Ivy Agunoy

Project Adviser/Manager: Raquel Sulit

11. ASSESSMENT RESULTS' IMPROVEMENT

Team Leader – Mariz Soriano

Team Members:

Lyndie De Leon

Edna Tango

Tricia Rea Manota

Mari Grace Ajedo

Project Adviser/Manager: Raquel Sulit

