



Republic of the Philippines
Department of Education
REGION III – CENTRAL LUZON
SCHOOLS DIVISION OF SAN JOSE DEL MONTE CITY
GRACEVILLE ELEMENTARY SCHOOL
BRGY. GRACEVILLE, SAN JOSE DEL MONTE CITY

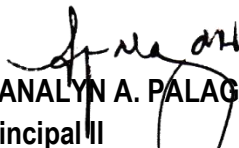
October 14, 2021

SCHOOL MEMORANDUM
No. 093 s.2021

To: Subject Coordinators
Subject Coordinators
Master Teachers
Advisers

**BASIC EDUCATION LEARNING CONTINUITY OPERATIONAL PLAN (BELCOP) PROGRAMS,
PROJECTS, AND ACTIVITIES' ASSIGNMENT OF GVES FACULTY**

1. This office announces the **Basic Education Learning Continuity Operational Plan (BELCOP) Programs, Projects, And Activities' Assignment of School, Subjects, Coordinators, Master Teachers and Advisers SY 2021-2022** implementation, monitoring and evaluation.
2. With this, cascading of PPAs will be on October 19, 2021 at 9:00 AM via MS Teams.
3. Enclosure No.1 and 2 of this memorandum is attached as reference of BELCOP PPA's assignments.
4. For information and guidance.


DIANALYN A. PALAGANAS PhD
Principal II





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SCHOOL MEMORANDUM No. 093 s.2021
Enclosure No. 1

List of BELCOP Program, Projects, and Activities and Assigned Teaching and Non-Teaching in Implementation for SY 2021-2022

Project	Assigned Teaching/Non-Teaching Personnel	Time Frame
1. Leading the Opportunity and Value the Engagement for Learners Success (LOVE)	School Head	September – December 2021 January – June 2022
2. Project Reaching All the Children (ReACh)	DORP Coordinator	September 2021 – June 2022
3. Project Have Opportunities Needed to Ensure and Sustain Trust (HONEST)	School Head	September 2021 – June 2022
4. Project Promote Hygiene and Sanitation in Education to reduce health problems in school (PHaSE)	WINS Coordinator	September 2021 – June 2022
5. Project Stay on Standards for Exemplar Performance (SSEP)	Reading Magic, Mathematics, SIGA, Brigada Eskwela, SBFP, MRF, SBM Coordinators	September 2021 – June 2022
6. Project Women's Environment and Empowerment (WEE)	GAD Coordinator	September 2021 – June 2022
7. Project Habits of Ensuring Learners' Protection (HELP)	School Facility Coordinator	September 2021 – June 2022
8. Protecting YOU mean Protecting our FUTURE	SDRRM Coordinator	September 2021 – June 2022
9. Senyas Espesyal	SPED Receiving Teacher	September 2021 – June 2022
10. Project Let's Be Alive	Madrasah and ALIVE Coordinators	September 2021 – June 2022
11. Project Guided Reading Activities to Strengthen Pupils' Performances (GRASPP)	Reading Magic Coordinator	September 2021 – June 2022





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12. Project Beginners Access to Strengthen Individual Competencies in English (BASIC)	English Coordinator	September 2021 – June 2022
13. Project Partners in Improving Language and Literacy (PILL)	RR Coordinators and Teachers	September 2021 – June 2022
14. Project Endearing Mathematics through Basic Reinforcements, Activities, Creative and Evaluation (EMBRACE)	Mathematics Coordinator	September 2021 – June 2022
15. Project Balik-Asal Ko (BAK)	EsP Coordinator	September 2021 – June 2022
16. Project Access to Relevant Resources on Wireless Server (Arrows)	LR Coordinator	September 2021 – June 2022
17. Project Advance Learning and Enhancing Readiness Techniques (ALERT)	Research Coordinator	September 2021 – June 2022
18. Project Professional Enhancement Activates Connections towards learners' Engagement in class (PEACE)	LAC Coordinator	September 2021 – June 2022
19. Project Learning and Engaging on Adaptative Diversity of Learners (LEAD)	LAC Coordinator	September 2021 – June 2022
20. Project Rejoicing Excellence Works and Achievements through Recognizing Learners' Development (REWARD)	ASP Coordinator	September 2021 – June 2022
21. Parangal sa Natatanging Magulang at Stakeholders (PANAMAS)	ASP Coordinator	September 2021 – June 2022
22. Parangal sa Natatanging Tagumpay ng mga GUro (PANATA)	ASP Coordinator	September 2021 – June 2022
23. Project SUGAR	SPG Adviser	October 2021



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24. Project Secure an Adventurous Yet Friendly Environment	YES-O Coordinator	September 2021 – June 2022
25. Project Katuwang sa Pagpapaunlad ng Ating Sintang Paaralan	GPTA focal Person (Cheryl I. Rodriguez)	September 2021 – June 2022
26. Project Jibble Tracking System (JITS)	ICT Coordinator	September 2021 – June 2022
27. Project VERDE	CI Team	September 2021 – June 2022
28. Project Diminish	MRF Coordinator	September 2021 – June 2022
29. Project Win with Adequate and Tangible Effects of Rainwater (WATER)	School Head	October 2021 – June 2022





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SCHOOL MEMORANDUM No. 093 s.2021
Enclosure No. 2

Basic Education Learning Continuity Operational Plan (BELCOP)



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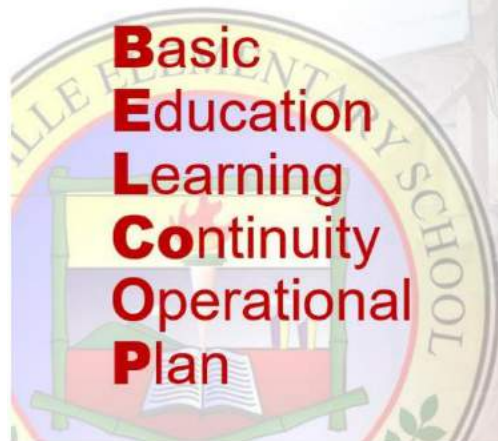




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APPROVAL SHEET BASIC EDUCATION
LEARNING CONTINUITY PLAN SCHOOL YEAR 2021-2022

Submitted by:

DIANALYN A. PALAGANAS
Principal II

Reviewed and Recommended for Approval:

ERLEO T. VILLAROS PhD
Office of the Assistant Schools Division Superintendent
Officer-in-Charge

Approved:

MERLINA P. CRUZ, PhD, CESO VI
Office of the Schools Division Superintendent
Officer-in-Charge



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1. Executive Summary

The COVID-19 pandemic is still going strong, and even new variants have been identified. It had its impact on all our lives, and education is no exception. Learners from different family status, with parental support and desire to learn, made their way past closed school doors to alternative learning deliveries. During the epidemic, the Department of Education (DepEd) continues to work to ensure that children's learning is not disrupted and that they are assured to quality education. Schools must find strategies to continuing promoting quality education despite the threats and uncertainty posed by COVID-19, while also safeguarding the health, safety, and well-being of learners, teaching, and non-teaching personnel.

Basic Education Learning Continuity Operational Plan (BELCOP) was developed with inputs from several Projects and Program Coordinators, subject teachers, and School Head. Based on the national BE-LCOP, this school's BELCOP spelled out the concrete plans of action of Graceville Elementary School along the following four major framework:

- K – K to 12 Curriculum Review and Update
- I – Improvement of the Learning Environment
- T – Teachers' Upskilling and Reskilling
- E – Engagement of Stakeholders for Support and Collaboration

The school followed the following concepts for integrating inputs into the BELCOP:

1. Expand the scope of inclusion initiatives to meet the higher criteria set by the new normal in education, ensuring that all learners have access to K-12 education.
2. Improve the quality and relevance of education in the schools it serves by implementing the K-12 curriculum in its entirety, incorporating the new normal in education's standards, improving teacher quality, expanding the use of technology in learning, and enriching curricula to address cross-cutting issues and foster critical thinking.



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3. Ensure learning continuity by the K-12 curriculum, aligning learning materials, using numerous learning modes, and offering teachers and parents/guardians' trainings.

For School Leadership, Management and operations, various projects and activities are underway to promote shared awareness and support for Graceville Elementary School policies. The school ensures that plans in SIP-AIP, GAD, LAC, Technical Assistance, TIP, APP and even WFP are linked with institutional goals and policies. The goal of Project GRASPP is to improve learners' reading skills through the use of guided reading learning exercises, as well as to provide valid and reliable Pupils' Reading Profiles (PRPs) based on the results of the Phil-IRI and the Reading Performance Program Assessment (SRPA), and to turn slow and non-readers into proficient readers. In terms of school data and information, the school ensures that the database is always up to date using technology as well as the inventory and school development site.

The school creates and implements a checking system that is linked with the school plans' rules and standards to ensure efficient and effective financial management.

For learning environment, the school closely applied WINS, Waste Management, and SDRRM, as well as the IATF's health and safety procedures, to ensure that we continue to provide a safe learning delivery modality. One of the school's top concerns is the health and safety of school workers, as well as parents and learners. Make a safe, magical reading place (Reading Magic Room) and a conducive learning environment by mapping learning situations and types of learners.

Graceville Elementary School may form partnerships with municipal/city government and Division engineers, to conduct regular school building inspections. School Health and Nutrition Unit (SHN) in providing trainings on how to observe associated safety health protocols. For instructional leadership, children with special needs have mental, sensory, neuromuscular, or physical features, social abilities, or numerous handicaps, and/or have a developmental delay that necessitates adapted educational practices or special education programs. To meet the requirements of these



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youngsters, the school offers a special education curriculum and use 'Senyas-Espesyal' to augment the skills of LSENS in communication.

To help teachers and learners in adjusting to the new normal brought by COVID-19, the school offers variety of trainings, including the process of remote learning and alignment of Weekly Home Learning Plan (WHLP) to the Most Essentials Learning Competencies (MELCs) across all learning areas for effective teaching plans. Based on the major obstacles in distant learning, the school devised variety of action research and innovations such as Electronic Strategic Intervention Material (E-SIM), Project GRASPP and ARROW respectively.

For human resource and development, the school personnel attend various webinar with certificate conducted by Department of Education – EdTech Unit and implement a school-based training like School Learning Action Cell (SLAC), LDM, TIP and DAP-ELLN to support school personnel's career advancement and improve learning results. The school also uses Project REWARD, PANAMA and PANATA as award system to acknowledge and motivate learners, parents, stakeholders and teachers for outstanding achievement and/or continuous support.

II. Introduction

In a snap of a finger, everything changes. We shifted from face-to-face classroom set-up into the virtual and contactless world of teaching. As we left the world that we are familiar and comfortable with, our eyes are open to new possibilities and breakthroughs. Graceville Elementary School takes it as a challenge to find ways to continue in providing quality education among our learners.

This BELCOP reflects and responds to the directive of DepEd to ensure health safety, and welfare of all learners, teaching, and non-teaching personnel. This BELCOP also gives guidance to all school personnel on how to deliver



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education at this time of crisis, as well as spearheads out all the plans, projects, and activities necessary to keep basic education operational for School Year 2021-2022 in terms of school governance and operations, curriculum implementation and assessment.

The brains and heart of BELCOP is to bridge education to all the learners of Graceville. It includes all Graceville Elementary School's projects and interventions that fall under five Key result Area (KRA) as such; School leadership, Management and Operations, Learning Environment, Instructional Leadership, Human Resource and Development, Parent Involvement and Partnership.

Everything becomes possible even with the limited face-to-face interaction and health protocols. The plans and programs in creating multi-facets of possibilities in engaging learning in an advanced way- that is the mandate we uphold to our learners, stakeholders, and community.

III. Goals/Objectives

Pandemic change the system of operational management priorities to improve learning modalities using appropriate strategies and approaches. These changes are shifted smoothly through basic education continuity operational plan (BELCOP). Data-driven activities are planned and designed by the following:

1. Continue to wider the communication and involvement of GVES to stakeholders;
2. Maximize the functions of online platforms in sending letters and other information to stakeholders;
3. Capacitate teachers in designing monitoring and implementation plan;
4. Upskilling and re- skilling of teachers based on the consolidated ESAT results, RPMS developmental plans and KRA as such;

*Context knowledge and pedagogy

*Diversity of learners, assessment, and reporting

*Community linkages and professional engagement, personal growth, and professional development



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5. Augment teachers competence and learners' independent learning;
6. Sustain and re- calibrate inspectorate team for an honest and transparent financial management;
7. Strengthen WINS approaches to ensure safe and healthy learning environment adhering policies and guidelines set by DepEd, LGU, DOH and IATF to safeguard the learners, teaching and non- teaching personnel, parents and stakeholders;
8. Adhere advocacies in Gender and Development (GAD) and adding facilities for lactating mothers;
9. Capacitate teachers and learners for basic skills in response to school safety and preparedness against calamities and disasters;
10. Develop quality assured instructional materials, self- learning kit, self-learning modules and learning activity sheets;
11. Augment the skills of receiving teacher and learners with special needs in sign language;
12. Capacitate ALIVE Coordinator and Asatidz in crafting learning resource for Madrasah learners;
13. Sustain and augment best practices in implementing School Reading Program (SRP), Reading Recovery (RR) and Phil-IRI to reduce non-readers from 5.81% to 3% in English and 2.32% to 1% in Filipino;
14. Use feedback mechanism based on RPMS indicators as basis for Technical Assistance (TA);
15. Encourage the teachers to craft learners' interventions as basis for research;
16. Strengthen the advocacy campaign in increasing the number of enrollees from 2450 to 2500;
17. Reduce the number of drop- outs from 1.80% to .80%;
18. Encourage the learner who are capable of enrolling in online distance learning;
19. Sustain 1:1 SLMs/ SLKs/ LAS allocation
20. Provide strategies for effective implementation of Brigada Pagbasa;
21. Strengthen community-partnership through involving them in conferences, crafting reviewing of plans and feedback mechanism;
22. Decrease the number of non and nearly numerates through mastery of four basic facts in Mathematics;
23. Augment Gulayan sa Paaralan implementation to aide the improvement of health status of learners;
24. Establish a well-organize Materials Recovery Facility (MRF) and activities for substantial implementation of the program;
25. Organize SBFP team to sustain and create best practice in implementation;
26. Review teaching strategies to improve the result of school learning assessment;
27. Organize steering committee for Brigada Eskuwela implementation;
28. Capacitate teachers and learners for basic skills in response to school safety and preparedness against calamities and disasters;
29. Conduct reward system for learners, teachers, parents, and stakeholders; and
30. Strengthen the management and involvement of learners' organization, faculty club and parent- teacher association.



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GLIMPSE OF THE PRIORITY NEEDS

For Master Teacher I-IV (Highly Proficient Teachers)						
Upgrade themselves in terms of advising and guiding colleagues in the reflection, organization, development and use of appropriate teaching and learning resources, including ICT to address specific learning goals (PPST indicator 4.5.3). They set this indicator as very high in terms of priority for development.		Modeling the colleagues in setting achievable and challenging learning outcomes that are aligned with learning competences the cultivate a culture of excellence for learners (PPST indicator 4.2.3) labelled as very high on their priority for development.		Strategies in guiding colleagues to strengthen relationships with parents/guardians and the wide school community to maximize their involvement in the educative process (PPST indicator 6.2.3) prioritized by profession teachers has very high for development.		
GVES Post Reading Test Results						
Grade 1 To Grade 6 S.Y. 2020 – 2021						
English		Percentage	Filipino		Percentage	
	Non-Readers	125	5.81%	Non-Readers	50	2.32%
	Slow Readers	405	18.55%	Slow Readers	250	11.60%
	Readers	1627	75.64%	Readers	1854	86%
	Total		2154	Total		2154
GVES Post Project All Numerates Result						
					Percentage	
	Non-Numerates			26	1%	
	Nearly Numerate			416	22%	
	Numerates			1652	76%	
	Total					2094

GLIMPSE OF THE PRIORITY NEEDS

GVES School Learning Assessment Result (SLAR)						
Learning Areas	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MTB	81.51	85.16	85.50			
Filipino	81.49	85.26	85.90	85.00	84.57	84.99
English	80.73	83.87	84.30	83.50	84.15	82.67
Mathematics	81.15	84.57	83.70	83.87	83.91	82.56
Science			85.60	84.25	84.35	82.24
Araling Panlipunan	81.56	85.34	84.90	84.12	85.45	84.81
ESP	82.66	86.96	88.80	86.75	85.81	84.18
EPP/TLE				85.62	86.62	84.85
MAPEH	81.14	85.29	85.60	86.25	86.01	84.82
General Average	81.46	85.21	85.54	84.92	85.11	84.33

With continued support of SDO to schools in LDM, Graceville Elementary School received printed SLMs for MDL learners and support to augment internet connectivity for teachers who are handling ODL classes. GVES received different support services on health and DRRM skills in response to disasters and calamities.

117,454 Delivered Self-Learning Modules	78 DepEd Connectivity Sim Card	65 Globe and 13 smart units Pocket Wi-Fi
253,944 SLMs and LAS procured and printed and distributed		
18 SLMs	18 SLKs	86 Learning Activity Sheets
Quality Assured -LRMDS Inventory, June 2021)		
GVES continued complying with Health and Safety Protocols	1 Functional School Official Facebook Page	41 Issued School Memoranda on Different activities in LDM implementation, Health and Safety Protocols, preparation of classes and other programs (DepEd Website, as of August 2021)





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GLIMPSE OF THE PRIORITY NEEDS

1	2	1	2	1	1
Book Donation Drive- LALABOOK	Grab Gatus volunteers	Search for Best Home Learning Space	TA plans implemented based on SRP and LAC (June 2021)	SBM area for record Filing	Working DRRM plans implemented (DRRM report, August 2021)
Vacant position (SPET I)	Trainings conducted 8 for LAC and 2 INSET	Trainings on SLMs and LAS development	Trainings for health, DRRM and GSP, BSP	Conference with stakeholders	Strong LGU and Barangay supports

STRENGTHS

- Has access in communicating stakeholders and focal persons involved in school plans
- Teachers enrolled the learners on time.
- Learners' information is duly updated as necessary.
- Consistent and open communication amongst teachers to address the problems arises.
- Regular meeting with Grade Leaders for updates and orientation.
- Online submission of learners' credentials.
- Delivery the food or milk door to door to the working parents to ensure that beneficiaries received the food/milk need to improve his/her nutritional status.
- Giving information for the parents, beneficiaries how important nutrition and health of the learners.
- Giving some idea for alternative ways to cook cheaper, but nutritious food for their child.
- Harvest vegetable in Gulayan sa Paaralan.
- Helpful for Gulayan sa Paaralan program.
- It also helps beautify the school.
- Accessibility of hand washing facility
- Availability of SAFE and FREE Drinking water to all learners
- Tested water supply
- Proper disposal of waste
- Raise awareness of COVID-19 signs, symptoms and severity
- Promote good personal and environmental hygiene in order to protect health.
- Availability of deworming tablets with the help of BHW and school nurse representative.
- Proper use of health services.
- Women faculty members were given the opportunity to speak up and get inspired on everyone's story. Women's contribution in the Generation Equality campaign were also reiterated.
- An open forum was conducted where female participants freely shared their thoughts, ideals and success stories as a working and a full-time mom in this trying times.
- To provide basic accommodations for breastfeeding teachers at work.
- To provide comfortable area for breastfeeding parents while at school premise.
- Strictly enforced "No Face Mask, No Face Shield No Entry" policy
- Conduct tracing using QR code and hard copy of help declaration form before entering the school.
- Implementation of IATF and DOH protocols
- Queuing area complied with one meter distance
- Regular disinfection is implemented providing of germicidal soap in all washing facilities
- Using plastic barrier for added protection during the distribution and retrieval of modules
- Sanitation of modules
- Implementing alternative working arrangement (AWA)
- Independent learner

WEAKNESSES

- Inconsistency of communication
- Some teachers have found difficulty in terms of technology.
- Uncooperative parents/guardians in terms of submission of birth certificates and other credentials.
- Unresponsive originating schools in confirming requests and transmitting of credentials
- Parents may depend always for the delivery and always no time to pick up the goods.
- Accessibility of parents.
- Limited numbers of participants for some reason. (single-working parent, nursing mother etc.)
- Allotment of time they will provide is limited.
- Disoriented parents in the proper use of health services
- Disuse of trash bins with cover and labels.
- Lack of toilet/s designated for person with limited mobility
- Limited numbers of students taking deworming tablets.
- Limited access for great speakers to discuss more about the flagship Generation Equality campaign.
- Limited access in reaching out ordinary women to share more about the flagship Generation Equality Campaign especially during this pandemic.
- Lack of budget to pursue the program.
- A type of facemask which is not recommended by DOH
- Difficulty in using QR code
- Watchman are not yet confident in implementing IATF and DOH health protocols. Over powered by school personnel.
- Some of the parents do not follow is scheduled time
- Health hazard effect of disinfecting chemicals
- Plastic barrier is temporary in nature. Not insure durability.
- Time-consuming disinfecting used modules.
- Pending accomplishment of task whenever community status is changed.
- Lack of physical social interaction that is found in typical, traditional classroom, Lack of communication skill development.





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OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> ▪ Brainstormed school plans for better implementation ▪ A lot of messaging platforms can be used to communicate with parents/guardians and originating schools. ▪ MS Office 365, OneDrive, Google Drive, Google forms and Google sheets can be used in storing and gathering necessary data. ▪ Ensuring that the child received the food pack and milk. ▪ Learn about malnutrition and to ensure that serving food to our family is nutritious and ensuring that our child is safe. ▪ It aid to earn points for the Gulayan sa Paaralan program competition. ▪ School community and 4P's members can harvest. ▪ Somehow sustained the nutritious meals of 4P's member. ▪ To gain long life positive behavior ▪ The school environment is kept clean and safe. ▪ Healthy environments facilitate more effective learning. ▪ Improve hygiene and sanitation to prevent spreading the virus. ▪ Reach out ordinary women and get empowered. ▪ Lactating teachers and staff tend to be more productive at work and miss fewer days of absences. ▪ Mothers of breastfed babies tend to maximize the use of the breastfeeding facility while away at home. ▪ Strengthen best practices in compliance to IATF and DOH health protocols. ▪ Sustainability of safe and sanitized learning environment. ▪ Maximize the functions of hand washing. Minimize the threat of COVID-19 virus. ▪ AWA creates less threats of virus exposure. ▪ Professional skills such as the skill of self-study ▪ Time management skills develop. ▪ Creativity and initiative skills are also developed. 	<ul style="list-style-type: none"> ▪ Over-empowered stakeholders and focal persons in decision- making ▪ Internet connection is weak specially in WFH teachers. ▪ There is lack of compatible and up to date gadgets for teachers that are needed in instantaneous reports and as instructional materials for hybrid education. ▪ Delivery riders are exposed to various risks and hazard. ▪ Lack of information of parents how to improve the nutritional status of the child. ▪ Existing of COVID-19 pandemic ▪ Unstable of the Munting Gulayan ng 4P's due to the weaknesses. ▪ Existing of COVID-19 pandemic ▪ Students lack of knowledge in terms of proper hygiene and sanitation ▪ Minimal numbers of students taking deworming tablets. ▪ Misconception of women in terms of Gender equality. ▪ Availability of rooms space to conduct this project. ▪ Difficulty in addressing the person due to the use of face mask and face shields. ▪ Unstable internet connectivity of school area due to bad weather. ▪ Inaccuracy of interpretation of IATF and DOH guidelines. ▪ Different Barangay personnel is in charge of disinfection. A point entry of COVID-19. ▪ Marked are ignored during the distribution and retrieval of modules. ▪ Messy hand washing areas after use. ▪ Remove all plastic barriers. ▪ Staying at home creates fear to GVES personnel preferred for WFH work arrangement. ▪ Insufficient time and awareness of parent facilitator. ▪ Unsafe learning environment.

BASELINE INFORMATION



	Baseline Data	SY 2020-2021
Cohort Survival	99.90%	97.00%
Completion	99.75%	97.00%
School Leaver	0.04%	0.50%
Simple DOR	1.83%	1.80%

In Graceville Elementary School, the baseline data shows percentile indications. Even though it is a pandemic, cohort survival rates have decreased marginally from 99.90% to 97.00%. It means that the number of students enrolling in a grade for the 2020-2021 school year is slightly smaller. In the same way, the completion rate has dropped from 99.75% to 97%. The school leaver rate stands at from 0.04% 0.50%. According to the data, some students have dropped out of school owing to the pandemic, while others have transferred to a nearby school or relocated within their regions. The dropout rate has decreased marginally from the previous year, from 1.83% to 1.80%. Some of the reasons are that there is no guardian who can assist the learners, and some are afflicted by the pandemic.



Indicators	SY 2020-2021
Teacher: Pupil Ratio	1:32
Classroom Ratio	1:50
Seating Ratio	1:1.1

Based on enrollment data and the amount of teaching staff, there are 32 learners per teacher on average, with a classroom ratio of 50 learners per classroom due to a lack of space. And each portion has a seating capacity of one chair per shift.



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Baseline Information	SY 2018 – 2019 Rating Score	SY 2019 - 2020 Rating Score	SY 2020 - 2021 Rating Score
Level of Practice	III 2.6	III 2.51	II 2.47



According to the data presented above, the previous school years (2018-2020) maintained SBM level 3, however the current school year (2020-2021) declined to 2.47. Because the documents in the SBM were damaged owing to onerous rainfall, GVES is classified as category II level of practice. SBM team creates mechanism in record filing.

Figure 1. The Framework of Graceville Elementary School Basic Education Learning Continuity





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Key Result Area: SCHOOL LEADERSHIP MANAGEMENT AND OPERATION									
Objective No. 4: Lead school personnel in communicating school plans to the wider community to strengthen shared understanding and support to school policies, programs, projects, and activities (PILLAR 4)									
Strategies (culled from <i>Sulong Edukasyon</i> or SWOT Analysis)	Program	Project	Activities	Responsible Office/Person(s) Involved	Time Frame	Resources			
						Human	Non-human	Financial Requirement	Funding Source
Continuously communicating and involving the stakeholders and GYES focal persons in planning, crafting, developing and implementation of School Improvement Plans (SIP), BELCOP, WFP, APP and other plans	Communication of School Plans	Project Leading the Opportunity and Valued the Engagement for learners' success (LOVE)	1. Conduct conferences with stakeholders and GYES focal persons in planning, crafting, and developing School Improvement Plan (SIP) and other Plans * Consultative meeting with SPT * Presentation of SIP to Faculty, parents and stakeholders * Coordinators meeting for school programs and projects * Grade Leaders meeting	School Head, School Planning Team (SPT), Subject Coordinators, School Coordinators, Grade Leaders, GPTA Representative, SPG Representatives and other Stakeholders	September 01-30,2021	PSDS	School memorandum, minutes of the meeting, Attendance, Crafted School Plans	N/A	N/A
Communicating SIP, BELCOP WFP and APP to GYES Faculty, SPT, EAC, Inspectorate Team Stakeholders and parents.			2. Set a timeline for review of SIP, BELCOP, WFP and APP for effectiveness of implementation * Online presentation of BELCOP to faculty, parents, and stakeholders * Conduct pre- consultations on crafting of WFP, APP (CSE and Non- CSE) * Conduct Pre-Evaluation of various programs and activities in BELCOP, AIP and SBM * Conduct final consultations on SIP, BELCOP, WFP and APP.	School Head, School Planning Team (SPT), Subject Coordinators, School Coordinators, Grade Leaders, GPTA Representative, SPG Representatives and other Stakeholders	September 01-30,2021	OSDS, SGOD Team	School memorandum, minutes of the meeting, Attendance, Adjusted School Plans	N/A	N/A

Strategic monitoring on BELCOP projects and activities and target accomplishments of teachers			3. Craft Individual Monitoring Evaluation and Adjustment (IMEA) plans for teachers	School head, SMEA Coordinator and Team, Subject, School Coordinators	September, 2021	PSDS, SMEA Div Focal Person	School memorandum, minutes of the meeting, Attendance, Crafted IMEA	N/A	N/A
			4. Validate the crafted IMEA through SQAT team	School head, LR Coordinator, SQAT team	September to October, 2021	SMEA Coordinator, Teachers	School Memorandum, Validated IMEA	N/A	N/A
			4. Meet the involved team of school plans for adjustments and feedback mechanisms * Create breakthrough groups for supervising adjustments * Craft feedback mechanism for adjustments for evaluation	School Head, School Planning Team (SPT), Subject Coordinators, School Coordinators, Grade Leaders, GPTA Representative, SPG Representatives and other Stakeholders	December 01-17,2021	PSDS	School Memorandum, Minutes of the meeting, attendance, Crafted Feedback Mechanisms	N/A	N/A
			5. Quarterly presentation of IMEA as basis for plan adjustments	School Head, School Planning Team (SPT), Subject Coordinators, School Coordinators, Grade Leaders, GPTA Representative, SPG Representatives and other Stakeholders	Quarterly	PSDS	School Memorandum, Minutes of the meeting, Result and feedback on IMEA presentations	N/A	N/A



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			6. Provide Feedback mechanisms and analysis of IMEA presentations and implementation as basis for SMEA adjustments and BELCOP monitoring on Projects and activities included.	School head, SMEA Coordinator and the team, Advisers	Quarterly	School Coordinators, PSDS	School Memorandum, Analysis of IMEA presentation and implementations, Adjusted SMEA percentage of BELCOP implementations	N/A	N/A
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Key Result Area: SCHOOL LEADERSHIP MANAGEMENT AND OPERATION

Objective No. 2: Engaged the school and community in the development and implementation of school plans aligned with institution goals and policies (**PILLAR 4**)

Constant update of the status, posted in an online platform, and sending letters to the stakeholders on the development of programs, projects and activities based on the school plans	Engagement of School and community	Project LOVE	1. Create group chats for communication and update purpose	School Planning Team (SPT), School Head, Subject Coordinators, School Coordinators, Grade Leaders, GPTA Representative, SPG Representatives and other Stakeholders	August 03, 2021	PSDS, ICT coordinator	School Memorandum, Group chats, Minutes of the meeting, Attendance Visual Presentations, Accomplishment Reports	N/A	N/A
			2. Send letter of invitations for meetings/ conferences	School head, Concerned Coordinators	Every quarter for SY 2021-2022	ICT Coordinator	School Memorandum, Invitation letters, Minutes of the meeting, Attendance Visual Presentations, Accomplishment Reports	N/A	N/A

			3. Provide updated status of the school plans for plan adjustments, analysis, and feedback mechanisms	School head, Concerned Coordinators	Every quarter for SY 2021-2022	ICT Coordinator	School Memorandum, Updated status of plan adjustments, Minutes of the meeting, Attendance Visual Presentations, Accomplishment Reports	N/A	N/A
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Key Result Area: SCHOOL LEADERSHIP MANAGEMENT AND OPERATION

Objective No. 3: Led school personnel in designing and implementing monitoring and evaluation plans on needs-based programs and projects in the school that support the development of learners (**PILLAR 1**)

Capacitate the team leaders and members in designing the monitoring and implementation plan	Designing and implementing the monitoring and evaluation	Project LOVE	1. Conduct orientations on designing the monitoring and evaluation * Webinar/ Write shop on crafting monitoring and evaluation	School Head, Team Leaders and members on different programs and projects	October 04-29, 2021	LR Coordinator, School Quality Assurance Team (SQAT)	School Memorandum, Minutes of the meeting, Attendance, Matrix of activities, Accomplishment Reports, Validated monitoring and evaluation	N/A	N/A
			2. Validate the crafted monitoring and evaluation of different projects	School Head, Team Leaders and members on different programs and projects	November 2020	LR Coordinator, School Quality Assurance Team (SQAT)	School Memorandum, Minutes of the meeting, Attendance, Matrix of activities, Accomplishment Reports, Validated monitoring and evaluation	N/A	N/A
			3. Give techniques on how to use fairly the designed monitoring and evaluation for better results of the school plans, programs, and activities	School Head, Team Leaders and members on different programs and projects	November 2020	School head, Master teachers, team Leaders of different projects	School Memorandum, Minutes of the meeting, Attendance, Matrix of activities, Accomplishment Reports, Validated monitoring and evaluation	N/A	N/A
Intensify enrolment campaign.	Enrolment	Project Sharing the Secured Remote Enrolment (SSRE)	1. Use remote enrolment in respond to community status	School Head, LIS Coordinator, Class-Advisers	August 10-September 13, 2021	PSDS, Div Planning Officer	Number of learners enrolled, MLESEF, data in LIS	N/A	N/A
			2. Add advocacy campaign in enrolment process such, posting in FB page and GCs	School Head, LIS Coordinator, Class-Advisers	August 10-September 13, 2021	PSDS, Div Planning Officer	Number of learners enrolled, MLESEF, data in LIS	N/A	N/A



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			3. Intensify the mapping remotely by adviser to increase enrollment from 2450 to 2500	School Head, LIS Coordinator, Class-Advisors	August 10-September 13, 2021	PSDS, Div Planning Officer	Number of learners enrolled, MLESEF, data in LIS	N/A	N/A
Monitor school plans, projects, and activities through SMEA team	School Monitoring Evaluation and Adjustment Plan	Project Leading the Opportunity and Valued the Engagement for learners' success (LOVE)	1. Conduct quarterly meeting with SMEA team for strategic monitoring, evaluation and adjustments of school plans, projects, and activities.	School head, SMEA team	Quarterly	Focal persons in school projects	School Memorandum, minutes of the meeting, Number of meetings conducted in one school year	N/A	N/A
			2. Set calendar of activities in monitoring school plans, projects, and activities	School head, SMEA team	Sept. 2021 to May, 2022	Teachers, School and Subject Coordinators	Calendar of activities set	N/A	N/A
			3. Provide monitoring and evaluation for plan adjustments *Submit SMEA and IMEA for teachers quarterly *Conference for plan adjustments (SMEA and IMEA)	School head, SMEA Coordinator and Team, Subject, School Coordinators, SPT, BAC Inspectorate Team	November 02-29, 2021, Quarterly	PSDS, SMEA Div Focal Person	School memorandum, minutes of the meeting, Attendance, Adjusted School Plans	N/A	N/A
			4. Meet the involved team of school plans for adjustments and feedback mechanisms * Create breakthrough groups for supervising adjustments *Craft feedback mechanism for adjustments for evaluation	School Head, School Planning Team (SPT), Subject Coordinators, School Coordinators, Grade Leaders, GPTA Representative, SPG Representatives and other Stakeholders	December 01-17, 2021	PSDS	School Memorandum, Minutes of the meeting, attendance, Crafted Feedback Mechanisms	N/A	N/A
			5. Provide analysis and feedback of the projects	School head, SMEA Coordinator and Team, Master Teachers	Quarterly	Teachers, PSDS, Research Coordinator	Result of the analysis, Research of concerned teachers	N/A	N/A
Key Result Area: SCHOOL LEADERSHIP MANAGEMENT AND OPERATION Objective No. 4: Capacitated school personnel in managing school data and information using technology, including ICT to ensure efficient and effective school operations (PILAR 3)									

Group school personnel according to the consolidated ESAT results to address training needs	Bridging the Gap in ICT	Project Online Monitoring and Guidance in Data Management, Technology, and ICT (OMG)	1. Create a google survey for training needs of school personnel for LAC plan inclusion	School Head, Grade Leaders, Teachers, LAC Coordinator, Master Teacher	November, 2021	PSDS, ICT Experts	DepEd Order and Memorandum for Guidelines, School Memorandum, Minutes of the meeting, Attendance, accomplishment reports, Documentation on applications (Photos or Video Clips)	N/A	N/A
			2. Consolidate the training needs of school personnel	School Head, Grade Leaders, Teachers, LAC Coordinator, Master Teacher	December, 2021	PSDS	DepEd Order and Memorandum for Guidelines, School Memorandum, Minutes of the meeting, Consolidated training needs	N/A	N/A
			3. Craft LAC plan and activities to address the needs	School Head, Grade Leaders, Teachers, LAC Coordinator, Master Teacher	December, 2021	PSDS	DepEd Order and Memorandum for Guidelines, School Memorandum, Minutes of the meeting, Crafted LAC Plan	N/A	N/A
			4. Conduct webinars based on LAC Plans	School Head, Grade Leaders, Teachers, LAC Coordinator, Master Teacher	Year- round	PSDS	DepEd Order and Memorandum for Guidelines, School Memorandum, Minutes of the meeting, Attendance, accomplishment reports, Documentation on application	N/A	N/A
			5. Application process of different projects	School Head, Grade Leaders, Teachers, LAC Coordinator, Master Teacher	Year- Round	PSDS	School Memorandum, Minutes of the meeting, Attendance, accomplishment reports, Documentation on application	N/A	N/A





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			6. Quick count using MLESF E-Form (LIS Enrollment) and tagging for temporary enrolled learners, SBFP, \$Ps beneficiaries and ALIVE	School head, LIS Coordinator, Advisers	Year- Round	Div Planning Officer	Accurate enrolment data	N/A	N/A
			7. Regular and monthly Updating of LIS	School head, LIS Coordinator, Advisers	Monthly	Div Planning Officer	Updated LIS	N/A	N/A
			8. Conduct physical Inventory through NSBI	School Head, Property Custodian, SDRRM Coordinator	Beginning and End Of School Year	Div Property Custodian	Inventory Documents	N/A	N/A
			9. LIS Technical assistance on BOSY and EOSY	School head, LIS Coordinator, Advisers	Year- Round	Div Planning Officer	DepEd Guidelines for Learners Information System	N/A	N/A
			10. O365 Account Orientation on Utilization and maintenance	School head, ICT Coordinator, Advisers	October 2020	ITO Officer	Guidelines on Utilization and maintenance of o365 Account	N/A	N/A
Reduce the % of drop-out from 1.85% to .80%	Drop-out Reduction Program (DORP)	Project Reaching All the Children (ReACh)	1. Remote home visitation	School head, SBFP, GPP Coordinators, Advisers School head, ICT coordinator, Advisers	Year-Round	Division DORP focal person Div ITO	Progress Report Chart, Attendance, Accomplishment Report School Forms	N/A	N/A
			2. Conference with parents	School head, SBFP, GPP Coordinators, Advisers School head, ICT coordinator, Advisers	Quarterly	PSDS	School Memorandum, Minutes of the meeting, Attendance, accomplishment reports	N/A	N/A
			3. Identified as SBFP beneficiaries	School head, SBFP, GPP Coordinators, Advisers School head, ICT coordinator, Advisers	Beginning of School Year	SIIN- Unit	Different Reports needed	N/A	N/A

			4. Community Pantry for PARD0	School Head, BE, APP, SBFP, DORP Coordinators	Year- Round	Div DORP Focal Person	Success Story of each PARD0	N/A	N/A
			5. GPP beneficiaries	School Head, GPP Coordinator, Advisers	Year- Round	Div GPP Focal Person	Nutritional Status of beneficiaries	N/A	N/A
			6. Conduct quarterly assessment in determining potential drop-out	School head, LIS, DORP, Coordinators, Advisers	Quarterly	Div DORP Focal Person	Result of Assessment	N/A	N/A
Creation of systematic record filing for SBM	School- Based Management	Project DeMISSA (Decision-Making and Support System for Advancement)	1.Re- calibrate SBM Chairs in their roles and functions	School Head, SBM Coordinator, SBM Chairs, Subject and School Coordinators, Teachers	October, 2021	PSDS	School Memorandum, Minutes of the Meeting, Designation documents with functions	N/A	N/A
			2. Improve EBEIS/SBM Area	School Head, SBM Coordinator, SBM Chairs, Subject and School Coordinators, Teachers	February, 2022	SGOD Team	Compilation of documents, Proper filing, E-BEIS, SBM Area	Fund Under Repair	MOOE
			3. Establish strategic mechanism on record filing	School Head, SBM Coordinator, SBM Chairs, Subject and School Coordinators, Teachers	Year- Round	PSDS	Compilation of documents, Proper filing, E-BEIS, SBM Area	N/A	N/A
			4. Rigid monitoring on the implementation of school programs and projects as collation of evidence- based data	School Head, SBM Coordinator, SBM Chairs, Subject and School Coordinators, Teachers	Year- Round	PSDS	Accomplishment Reports	N/A	N/A
			5. Strengthen team- work	School Head, SBM Coordinator, SBM Chairs, Subject and School Coordinators, Teachers	Year- Round	PSDS	Year- Round	N/A	N/A

Key Result Area: SCHOOL LEADERSHIP MANAGEMENT AND OPERATION
Objective No. 3: Created and implemented checking mechanism to sustain efficient and effective management of finances while adhering consistently to policies, guidelines, and issuances in allocation, procurement, disbursement, and liquidation aligned with the school plan. (PILAR 2)



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Create poll of Inspectorate to sustain honest and transparent financial management	Transparency among GVES staff and community	Project Have Opportunities Needed to Ensure and Sustain Trust (HONEST)	1. Re-Orient the roles and functions of BAC and Inspectorate Team	Head of Procuring Entity (HOPE), disbursement officer, BAC Team, Inspectorate Team, Property Custodian, Alternate Property Custodian/AO and School Facility Coordinator	September 16, 2021	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	DepEd Order for MOOE expenditures	N/A	N/A
			2. Empower BAC and Inspectorate team in procurement and liquidation process	Head of Procuring Entity (HOPE), disbursement officer, BAC Team, Inspectorate Team, Property Custodian, Alternate Property Custodian/AO and School Facility Coordinator	Year- Round	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	DepEd Order for MOOE expenditures	N/A	N/A
			3. Prepare documents in procurement and liquidation	Head of Procuring Entity (HOPE), disbursement officer, BAC Team, Inspectorate Team, Property Custodian, Alternate Property Custodian/AO and School Facility Coordinator	Year- Round	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	DepEd Order for MOOE expenditures	N/A	N/A
			4. Secure the quantity and quality of goods delivered	Head of Procuring Entity (HOPE), disbursement officer, BAC Team, Inspectorate Team, Property Custodian, Alternate Property Custodian/AO and School Facility Coordinator	Year- Round	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	DepEd Order for MOOE expenditures	N/A	N/A
			5. Revisit WFP for critical and urgent	Head of Procuring	Year- Round	District	DepEd Order for	N/A	N/A

			needs of learners	Entity (HOPE), disbursement officer, BAC Team, Inspectorate Team, Property Custodian, Alternate Property Custodian/AO and School Facility Coordinator		Bookkeeper, COA- Auditor, Finance Service, Division Accountant	MOOE expenditures		
			6. Inspect the good delivered for quantity and quality	Head of Procuring Entity (HOPE), disbursement officer, BAC Team, Inspectorate Team, Property Custodian, Alternate Property Custodian/AO and School Facility Coordinator	Year- Round	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	Notice of Delivery	N/A	N/A
			7. Conduct conferences for financial updates	Head of Procuring Entity (HOPE), disbursement officer, BAC Team, Inspectorate Team, Property Custodian, Alternate Property Custodian/AO and School Facility Coordinator	Year- Round	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	Financial Updates	N/A	N/A
			8. Submit Liquidation reports on or before the cut-off time	Head of Procuring Entity (HOPE), disbursement officer, BAC Team, Inspectorate Team, Property Custodian, Alternate Property Custodian/AO and School Facility Coordinator	Year- Round	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	Liquidation Report	N/A	N/A
			9. File the documents for cash and	Head of Procuring	October, 2021	District	Cash and Physical	N/A	N/A



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		physical exam	Entity(HOPE), disbursement officer, BAC Team, Inspectorate Team, Property Custodian, Alternate Property Custodian/AO and School Facility Coordinator	1	Bookkeeper, COA- Auditor, Finance Service, Division Accountant	Exam Documents		
		10. Post CDR in transparency board	Head of Procuring Entity(HOPE), disbursement officer, BAC Team, Inspectorate Team, Property Custodian, Alternate Property Custodian/AO and School Facility Coordinator	Year- Round	ICT Coordinator	Bulletin Board	N/A	N/A
		11. File fidelity bond of School head	School Head	Annually	ITRs Personnel, Bank Personnel	Guidelines in Fidelity bond	3,375.00	MOOE
		12. Maintain Accountable forms	School Head	As need arises	Bank Personnel	Guidelines in maintaining accountable forms	1,200.00	MOOE
		13. Heighten the security and janitorial services for school facilities and learning environment	School head	Year-round	Disbursing Officer, Division Finance Team, Bank personnel	Guidelines in releasing salaries	537,600.00	MOOE
		14. Augment GPP vegetable plot boxes and Vermi compost pit	School Head	Annually	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	Guidelines in GPP implementation	20,000.00	MOOE/ Donations
		15. Repairs and maintenance of school buildings, grounds, and furniture.	School head	Year- Round	District Bookkeeper, COA- Auditor, Finance Service, Division	Guidelines in Repairs	380,970.00	MOOE/Do nations

		<ul style="list-style-type: none"> * Enhancement of School Stage as primary place of holding area if limited face to face classes is permitted * Repair of Gutters * Repair of classroom ceiling * Replacement of fluorescent bulb of classrooms and hallway of buildings * Enhancement of school floor areas for the safety of the learners * Repair classroom's windows * Enhancement of bleachers for outdoor activities of learners as preparation of limited face to face 			Accountant			
		16. Maintain internet service provider with higher MBPS (50 MBPS)	School head, Utilities, Watchmen	Monthly	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	Guidelines in expenditures for internet connection	43,188.00	MOOE
		17. Procurement of Covid-19 Essentials	School head, GPP Coordinator, teachers	April, 2022	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	Guidelines in procuring Covid-essentials	60,000.00	MOOE
		18. Procurement of Graduation and Recognition Materials	School Head, Graduation and Recognition Focal Person	June, 2022	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	Guidelines in Graduation and recognition expenses	50,000.00	MOOE
		19. Advocacy for Gender and Development and enhancement of Lactation room facilities, individual and communal washrooms	School head, GAD Coordinator, Property Custodian, School Facility Coordinator	Year- Round	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant, District Bookkeeper, COA- Auditor, Finance Service,	Guidelines in Gender and Development	85,400.00	MOOE





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						Division Accountant			
		20. Provide teachers' need in supplies and other materials	School head, Health, WINs Coordinator	June, 2022	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	Guidelines in procurement	190,000.00	MOOE	
		21. Postage and courier for learners who transferred to other schools	School head, In-charged for records	Year-Round	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	Supporting documents in mailing.	10,000.00	MOOE	
		22. Enhance PWDs facilities and advocacies	School head, Receiving Teacher, BAC, Inspectorate Team, Property Custodian, Physical Facility Coordinator	February 2022	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	PWD Annual Plans, Guidelines in enhancing facilities	17,800	MOOE	
		23. Procurement of Semi-Expandable	School head, Property Custodian, Grade Leaders, Coordinators	January, 2022	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	Request materials from Grade Leaders and Coordinators	104,537	MOOE	
		24. Printing of Learning Activity Sheets/Learning Materials to sustain 11	School head, Property Custodian, Grade Leaders, Coordinators	Year-Round	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	Request materials from Grade Leaders	70,000	MOOE	
		25. Provide sufficient water and electricity supplies	School Head, Property Custodian, BAC and Inspectorate Team	Year-Round	District Bookkeeper, COA- Auditor, Finance Service, Division Accountant	Official receipt as basis for payment	144,000	MOOE	
		26. Provide feedback mechanism and analysis on the implementation of Project HONEST	School Head, Property Custodian, BAC and Inspectorate	Year-Round	Master Teachers	Feedback mechanism and result of analysis	N/A	N/A	

Team									
Key Result Area: LEARNING ENVIRONMENT									
Objective No. 1: Implemented school health protocol standards, WINs to ensure safe, conducive learning environment for continuous delivery for instruction. (PILLAR 2)									
Strategies (culled from <i>Sikang Edukalidad</i> or SWOT Analysis)	Program	Project	Activities	Responsible Office/Person(s) Involved	Time Frame	Resources			
						Human	Non-human	Financial Requirement	Funding Source
Ensure the protection of learning environment by securing proper sanitation	Sustainability of friendly environment	Project Promote Hygiene and Sanitation in Education to reduce health problems in school (PHASE)	1. Updating of facilities needed *Provide a systematic and feasible path for operation within the pandemic environment	School Head WinS, Solid Waste Coordinators, Teachers/Advisors	July 2021- May 2022	SDO- SHN Unit, Designated School Nurse	Guidelines for WINs Implementation	Under Repair fund	MOOE
			* Complete the number of faucets for hand washing areas	School Head WinS, Solid Waste Coordinators, Teachers/Advisors	January 2022	SDO- SHN Unit, Designated School Nurse	Guidelines for WINs Implementation	Fund under repair	MOOE
			*Monthly inspection of water supply	School Head WinS, Solid Waste Coordinators, Teachers/Advisors	Monthly	SDO- SHN Unit, Designated School Nurse	Guidelines for WINs Implementation	N/A	N/A
			2. Sustain the cleanliness of comfort rooms, handwashing areas	School Head WinS, Solid Waste Coordinators, Teachers/Advisors	Year-Round	SDO- SHN Unit, Designated School Nurse	Guidelines for WINs implementation	N/A	N/A
Discuss and explain the precautionary procedure in proper of waste disposal.			3. Conduct orientations for proper waste disposal using video conferencing. 4. Complete the number of faucets for hand washing areas	School Head WinS, Solid Waste Coordinators, Teachers/Advisors	Every quarter	SDO- SHN Unit, Designated School Nurse	Guidelines for WINs implementation	N/A	N/A
Raise awareness of COVID-19 signs, symptoms, and	Battling the Effect of COVID-19	Project PHASED (Promote hygiene and sanitation in	1. Conduct a frequent hand washing activity and sustainability of facility	School Head WinS, Solid Waste	Year-Round	SDO- SHN Unit, Designated School Nurse	Materials for handwashing and disinfections	Under Repair Fund	MOOE



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severely		education to reduce health problems in school)		Coordinators, Teachers/Advisers, Utilities					
Promote good personal and environmental hygiene to protect health			2.Strictly compliance to Health protocols	School Head, Winal, Solid Waste Coordinators, Teachers/Advisers, Utilities	Year- Round	SIDO- SHN Unit, Designated School Nurse	Guidelines for WINS Implementation	N/A	N/A
			3.Disinfection and sanitation of classroom/school Area, learning materials (SLMs, SLGs, LAS) religiously	School Head, Winal, Solid Waste Coordinators, Teachers/Advisers, Utilities	Year- round	SIDO- SHN Unit, Designated School Nurse	Guidelines for WINS Implementation	N/A	N/A
Benchmarking of Best Practices	Send request to school for online Benchmarking of Best Practices	Project Stay on Standards for Exemplar Performance (SSEP)	1. Conduct online benchmarking in the following areas: * SIGA * HOPE/ SWAP * Grab Galas and Busugin ang Isipan- Putatagin Ang Kahusogan (BI-PAK) * Waste for Change * DeMSSA * DiMinSHI	School Coordinators, School head, Team of the specific projects	October to November, 2021	Concerned focal Persons from other schools	School Memorandum, minutes of the meeting, proof of the conduct of benchmarking	N/A	N/A
Adaptation of Benchmarked Best Practices in the different areas of School Projects	Monitoring on the implementation of the following: *Reading, Literacy, Numeracy * SIGA * HOPE/ SWAF * Grab Galas and Busugin ang Isipan- Putatagin Ang Kahusogan (BI-PAK) * Waste for Change * DeMSSA * DiMinSHI	Projects: Rags to Riches Subject Garden (SoGar) SWAP (Switching Waste for Agricultural Plots) HOPE (Hands On in Protecting the Environment) Caring gatas and BI-PAK Waste for Change, Decision -Making and Support System for	Set schedule for monitoring on the implementation of the projects.	Concerned Coordinators, Advisers	Year- round	Learners, parents	School Memorandum, minutes of the meeting, Accomplishment Reports, proof of evidence of project completion	N/A	N/A

		Advancement (DeMSSA)							
Key Result Area: LEARNING ENVIRONMENT									
Objective No. 2: Led maintenance of a learner-friendly, inclusive, and healthy learning environment to achieve improved learning outcomes (PILLAR 2)									
Designate an area for lactating mother	Gender and Development Program	Project Women's Environment and Empowerment (WEE)	Development of Lactation Room for Nursing teachers/mothers	School Head, GAD Coordinator, Physical Facility Coordinator, Property Custodian	October 2021	Division engineer, BAC and Inspectorate Team, Health and WINS Coordinators	Materials for the development Lactation Room, Guideline for procurement until completion of work	60,450.00	5% of the annual MOOE(2021 Fund)
Augment the facilities of lactation room	Gender and Development Program	Project Women's Environment and Empowerment (WEE)	Providing an augmented facilities for lactation room	School Head, GAD Coordinator, Physical Facility Coordinator, Property Custodian	October 2021	BAC and Inspectorate Team, Health and WINS Coordinators, SIDO- SHN Unit	Proof of Evidence for completion of Work, Accomplishment Reports, Photos, Inspections	Under GAD Fund	5% of the Annual MOOE
Women's Empowerment	Gender and Development Program	Project Women's Environment and Empowerment (WEE)	1. Intensify the equality and leadership among women amidst COVID 19. 2. Conduct a Webinar on "Women in Leadership: Achieving an equal future in a COVID-19 world"	School Head, GAD Coordinator, Grade Leaders, LAC Coordinator, Master Teacher	February – March 2022	PSDS	School Memorandum, Minutes of the Meeting, Attendance, matrix of Activities, Program, Accomplishment Report with photos	N/A	N/A
Ensure a safe classroom for the learners	Conducive learning Environment	Project Habits of Ensuring Learners' Protection (HELP)	Repair of ceiling for Grade VI classrooms.	School Head, GAD Coordinator, Physical Facility Coordinator, Property Custodian	March, 2022	Division Engineer, BAC and Inspectorate Team, Health, WINS, and SDRRM Coordinators	Materials for repair of ceiling, Proof of Evidence for completion of Work, Accomplishment Reports, Photos, Inspections	Under repair Fund	MOOE
			Augment rip- rap to control floods	School Head, GAD Coordinator, Physical Facility Coordinator, Property Custodian	April, 2022	Division Engineer, BAC and Inspectorate Team, Health, WINS, and SDRRM Coordinators	Materials for rip-rapping, Proof of Evidence for completion of Work, Accomplishment Reports, Photos, Inspections	Under Repair Fund	MOOE, Brgy Support
			Enhance the floor and bleachers for	School Head, GAD	May 2022	Division Engineer,	Materials for	Under	MOOE and



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			holding area in case face to face is permitted	Coordinator, Physical Facility Coordinator, Property Custodian		BAC and Inspectorate Team, Health, WINS, and SDRRM Coordinators	enhancing the floor and bleachers for holding area. Proof of Evidence for completion of Work, Accomplishment Reports, Photos, Inspections	repair fund	support from stakeholders
Key Result Area: LEARNING ENVIRONMENT									
Objective No. 3: Strengthened effective School Disaster Risk Reduction Plan to mitigate natural and man-made calamities (PILLAR 2)									
Craft DRRM plans for guidelines of activities	School Disaster Risk Reduction Management Program	Protecting YOU, means PROTECTING our FUTURE.	Conduct meeting for setting SDRRM plans	School Head, SDRRM Coordinator, Grade Leaders	September, 2021	DRRM Division Focal Person, Division Engineer	SDRRM Plans and activities, DepEd Order for DRRM guidelines and implementation, School Memorandum, Minutes of the meeting, attendance, Accomplishment Report	N/A	N/A
Send a letter of invitation to Division Engineer and City Government Office for building inspections	School Disaster Risk Reduction Management Program	Protecting YOU, means PROTECTING our FUTURE.	Inspection of school building	School Head, SDRRM Coordinator, Grade Leaders	December 2021	DRRM Division Focal Person, Division Engineer, City Engineering Office	Assessment and Inspection Report	N/A	N/A
Engagement to stakeholders	School Disaster Risk Reduction Management Program	Protecting YOU, means PROTECTING our FUTURE.	Conduct orientation and webinars for school safety and preparedness	School Head, SDRRM Coordinator, Grade Leaders	Every quarter	DRRM Division Focal Person	School Memorandum, Minutes of the Meeting, matrix of Activities, attendance, Accomplishment Report	N/A	N/A
			Orientation on Mental Health and Psychosocial Support (MHPSS) and Homeroom Guidance	School Head, Guidance Coordinator, Teachers, Learners	September, 2021	Div MHPSS Focal Person	School Memorandum, Minutes of the Meeting, matrix of	N/A	N/A

			Conduct Virtual Earthquake, Fire and Lock down Drill	School Head, SDRRM Coordinator, Grade Leaders, learners	Every Quarter	Div DRRM Focal Person	School Memorandum, Minutes of the Meeting, matrix of Activities, attendance, Accomplishment Report, Photos, video clip	N/A	N/A
			Assist the disinfection and sanitizing of the school environment	School Head, WINE Coordinator, Grade Leaders, learners	Year- Round	SHN Unit	Documents as proof of disinfections	N/A	N/A
Key Result Area: INSTRUCTIONAL LEADERSHIP									
Objective No. 1: Led K to 12 implementation including promotion of Inclusive education and special curriculum (SPED, MADRASAH/ALIVE, Reading Program) to address the needs of the learners in the community (PILLAR 1)									
Strategies (called from <i>Sulong Edukasyon</i> or SWOT Analysis)	Program	Project	Activities	Responsible Office/Person(s) Involved	Time Frame	Resources			
						Human	Non-human	Financial Requirement	Funding Source
Develop instructional materials that incorporate self-help skills and psychosocial values as well as Learning Activity Sheets (LAS) as supplementary resources for LSENS	Special Education Program	Senyars Espesyal	Conduct Webinars / Trainings in the development of instructional and learning materials	School Head, SPED Teacher in-charge, LR Coordinator, SQAT, LAC Coordinator	January, 2022	PSDS, Division SPED Focal Person	School Memorandum, Minutes of the Meeting, Matrix of the Webinar, Accomplishment Report, Output of Webinar	N/A	N/A
			Conduct Write shop in the development of instructional and learning materials.	School Head, SPED Teacher in-charge, LR Coordinator, SQAT, LAC Coordinator	January, 2022	PSDS, Division SPED Focal Person	School Memorandum, Minutes of the Meeting, Matrix of the Webinar, Accomplishment	N/A	N/A



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							Report, Validated Output of Webinar		
Engagement of parents	SPED program	Senyas Espesyal	Constantly encouraging learners and parents to learn sign language to improve total communication. Conduct Sign Language sessions	SPED Teachers, learners, and parents	Year-round	Division SPED Focal Person	WHLP of SPED Teacher, inclusion during class session, photos, and video clips	N/A	N/A
Participate in National, Regional, Division and School webinars for crafting learners' materials for ALIVE	MADRASAH/ALIVE Program	Project Let's Be Alive (LBA)	1. Developing Self- learning materials to address the learning needs of ALIVE learners	School Head MADRASAH Coordinator, ASATIDZ, Lit Coordinator	Year- Round	Division MADRASAH/ALIVE Focal Person	School Memorandum, Crafted and Self-learning materials	N/A	N/A
			2. Validate the developed self-learning materials	School head, Asatidz, ALIVE Coordinator	Year round	LR Coordinator, SQAT	School memorandum, Validated self-learning materials	N/A	N/A
Increase public awareness on ALIVE program	MADRASAH/ALIVE Program	Project Let's Be Alive (LBA)	Promote advocacy campaign of MEF in school.	School head, Asatidz ALIVE Coordinator	Year round	Parents, Learners	Files, online promotion,	N/A	N/A
Strengthen partnership with Muslim community leaders	MADRASAH/ALIVE Program	Project Let's Be Alive (LBA)	Conduct caravan, forum and orientation	School head, Asatidz ALIVE Coordinator	October, 2021	Parents, learners	School Memorandum, Minutes of the meeting orientations	N/A	N/A
Improve reading Level of ALIVE learners	MADRASAH/ALIVE Program	Project Let's Be Alive (LBA)	Conduct online storytelling to ALIVE learners	School head, Asatidz ALIVE Coordinator	Once a Month	Parents, learners	School Memorandum, narrative report	N/A	N/A
Bring together school, children, families, and community in a common endeavor	MADRASAH/ALIVE Program	Project Let's Be Alive (LBA)	Sustain ALIVE Garden	School head, Asatidz ALIVE Coordinator	Year- round	Parents, learners	Accomplishment reports, and proof of documentations	N/A	N/A
Reduce the number of slow and non-readers	BASAHUSAY, Reading Recovery, Phil-IRI	Project Guided Reading Activities to Strengthen Pupils' Performance (GRASPP), Project Beginners Access to Strengthen Individual Competencies in English (BASIC), Project Partners in Improving	Ensure to conduct quarterly reading assessment Conduct orientation on the implementation of quarterly assessment Integrate the big Six components of reading in teaching.	Phil-IRI Coordinator, Reading Recovery, Reading Magic Team, English Coordinator	Year- Round	EPS- English, PSDS, Master Teachers	School memorandum, minutes of the meeting, attendance, Accomplishment Report, Photos, video clips.	N/A	N/A

		Language and Literacy (PLL)							
			Craft or adopt from reading recovery materials to cater learners in MDL/ODL		Year- Round	EPS- English, PSDS, Master Teachers	WHLP, Observation Tool, Photos, Video Clips	N/A	N/A
			Embrace the 21st century knowledge and skills to improve reading skills of Gracevillian Learners.	Phil-IRI Coordinator, Reading Recovery, Reading Magic Team, English Coordinator	Year- Round	EPS- English, PSDS, Master Teachers, LR Coordinator, SQAT	Crafted or adopted reading materials and validated by SQAT	Under Printed learning materials	MOOE
			Attend SLAC/Webinar that will equip us educators with the 21st century knowledge and skills to teaching appropriate reading strategies	Phil-IRI Coordinator, Reading Recovery, Reading Magic Team, English Coordinator	Year- Round	EPS- English, PSDS, Master Teachers, LR Coordinator, SQAT	Video presentations, Validated reading materials online and hard copies, EPS- English, PSDS, Master Teachers, LR Coordinator, SQAT	N/A	N/A
			Conduct Virtual story- telling	Phil-IRI Coordinator, Reading Recovery, Reading Magic Team, English Coordinator	Year- Round	EPS- English, PSDS, Master Teachers, LR Coordinator and SQAT	Virtual story telling sessions	N/A	N/A
			Administering Diagnostic Test	Advisers, Subject Coordinators	Once a Year	EPS of all Subjects	Test Results and analysis basis for Interventions and Research	N/A	N/A
			Administration of School Achievement Test	Advisers, Subject Coordinators	Once a Year	EPS of all Subjects	Test results and analysis	N/A	N/A
			Administer Pre and Post- test to all grade levels Prepared devices such as Flashboard, chart, drill card, meta card, e-games and math worksheet	Phil-IRI Coordinator, Reading Recovery, Reading Magic Team, English Coordinator	Twice a year	EPS- English, PSDS, Master Teachers	Result of Phil-IRI pre and posttest and analysis Sample of	N/A	N/A
			Use appropriate teaching techniques. Attend training, webinar / SLAC	LAC Coordinator, school head	Year- Round	PSDS, Master Teachers, School Head	School Memo, Minutes of the Meeting, Attendance AR	N/A	N/A
Easy approaches in	Project All	Project Endorsing	Implementation every week practicing	Mathematics	Year- Round	PSDS, Master	Project AN Results	N/A	N/A



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Mathematics to reduce the number of nearly and non-numerates	Numerates (AN)	Mathematics through Basic Reinforcements, Activities and Creative and Evaluation (EMBRACE)	window card w/ time limit and OPAW One problem solving a week	Coordinator, Adviser School Head		teachers, School Head, EPS Mathematics	and analysis		
Key Result Area: INSTRUCTIONAL LEADERSHIP									
Objective No. 2: Provided technical assistance to teachers on LDMs (ODL/MDL), Most Essential Learning Competencies (MELC) within and across learning areas to improve their teaching practices (PILLAR 3)									
Use feedback mechanisms based on Observation Tools as basis for technical assistance	Learning Delivery Modalities (LDM)	Project Happy in Engaging Activities for Reviving Top qualities of learners. (Hear)	1. Re-orient the teachers in handling ODL and MDL.	Advisers, LAC Coordinator, Grade Leaders, Master Teachers	Year- Round	PSDS	WHLP, Observation Tools, TA plans, DepEd order for Guidelines in LDM implementation, Filled TA forms	N/A	N/A
			2. Conduct observations based on RPMS indicators	Advisers, LAC Coordinator, Grade Leaders, Master Teachers	Year- Round	PSDS	WHLP, Observation Tools, TA plans, DepEd order for Guidelines in LDM implementation, Filled TA forms	N/A	N/A
			3. Collate feedbacks after observations	Advisers, LAC Coordinator, Grade Leaders, Master Teachers	Year- Round	PSDS	WHLP, Observation Tools, TA plans, DepEd order for Guidelines in LDM implementation, Filled TA forms	N/A	N/A
			4. Provide inputs for enhancement and reinforcement of handling ODL and MDL	Advisers, LAC Coordinator, Grade Leaders, Master Teachers	Year- Round	PSDS	WHLP, Observation Tools, TA plans, DepEd order for Guidelines in LDM implementation, Filled TA forms	N/A	N/A
			5. Provide technical assistance to teachers who are handling MDL/ODL	Advisers, LAC Coordinator, Grade Leaders, Master Teachers	Year- Round	PSDS	WHLP, Observation Tools, TA plans, DepEd order for Guidelines in LDM implementation, Filled TA forms	N/A	N/A



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			8. Align MELC to WHLP of teachers	Advisers, LAC Coordinator, Grade Leaders, Master Teachers	Year- Round	PSDS	WHLP, Observation Tools, TA plans, DepEd order for Guidelines in LDM implementation, Filled TA forms	N/A	N/A
Key Result Area: INSTRUCTIONAL LEADERSHIP									
Objective No. 3: Provided technical assistance to teachers on Learners' Intervention in different learning modalities (PILAR 3)									
Parade of learners' intervention via MS Teams	Learning Delivery Modalities and Interventions	Project (ReACh) Reaching All Children, Project Balik-Asal Ko (BAK), Project Encouraging Mathematics through Basic Reinforcements, Activities and Creative Evaluation (EMBRACE)	1. Conduct orientation on learners' interventions	Teachers, Subject and School Coordinators, Master teachers, LR Coordinator, SQAT teachers	Year- Round	PSDS, EPS, - LR, School Research Coordinator	Learners' Interventions, School- Based Research	N/A	N/A
			2. Provide Technical Assistance on the conduct of various trainings. *DAF-ELLN *TIP *LDM	Teachers, Subject and School Coordinators, Master teachers, LR Coordinator, SQAT teachers	Year- Round	PSDS, EPS, - LR, School Research Coordinator	Learners' Interventions, School- Based Research	N/A	N/A
			3. Conduct write shop on crafting learners' intervention	Teachers, Subject and School Coordinators, Master teachers, LR Coordinator, SQAT teachers	Year- Round	PSDS, EPS, - LR, School Research Coordinator	Learners' Interventions, School- Based Research	N/A	N/A
			4. Finalization and validation of crafted learners' intervention	Teachers, Subject and School Coordinators, Master teachers, LR Coordinator, SQAT teachers	Year- Round	PSDS, EPS, - LR, School Research Coordinator	Learners' Interventions, School- Based Research	N/A	N/A
			5. Assess the effectiveness of learners' intervention based on impact in terms of academic achievements	Teachers, Subject and School Coordinators, Master teachers, LR Coordinator, SQAT teachers	Year- Round	PSDS, EPS, - LR, School Research Coordinator	Learners' Interventions, School- Based Research	N/A	N/A
			6. Encourage the teachers to craft school- based research based on interventions	Teachers, Subject and School Coordinators,	Year- Round	PSDS, EPS, - LR, School Research Coordinator	Learners' Interventions, School- Based on	N/A	N/A



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				Master teachers, LR Coordinator, SQAT teachers			Research		
Providing E-learning materials on Wireless Server	Learning Resource	Project ARROWS (Access to Relevant Resources on Wireless Server)	1. Conduct meetings for concerned teachers in preparation of the implementation of project arrows	School head, LR Coordinator, SQAT	School Year 2021-2022	LR-EPS, master teachers	School Memorandum, minutes of the meeting, attendance	N/A	N/A
			2. Conduct series of webinars for process of implementation	School head, LR Coordinator, SQAT	School Year 2021-2022	LR-EPS, master teachers	School Memorandum, Narrative reports	N/A	N/A
			3. Monitor the implementation using IMEA	School head, LR Coordinator, SMEA team and Coordinator	Every Quarter	Master Teachers, SPMT	School Memorandum, Result of monitoring	N/A	N/A
			4. Provide feedback mechanism and analysis of the result of implementation	School head, LR Coordinator, SMEA team and Coordinator	Every Quarter	Master Teachers, SPMT	School Memorandum, Result of feedback mechanism and analysis of result.	N/A	N/A
Key Result Area: INSTRUCTIONAL LEADERSHIP									
Objective No. 4: Utilized relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance (PILLAR 1)									
1. Organization of School Research Management Team 2. Determine the most concern area for improvement inside their classroom and start collecting data	Research Program	Project Advance Learning and Enhancing Readiness Techniques (ALEKT)	1. Orientation on Research Legal Basis and Process	School Head, School Research Management Team and Researchers	Year- Round	PSDS, Division Research Focal Person	DepEd Order for Research Guidelines and Implementation, School memorandum, minutes of the meeting, accomplishment report, Research output	N/A	N/A
			2. Reflective discussion among colleagues about problem arises in their respective classes	School Head, School Research Management Team and Researchers	Year- Round	PSDS, Division Research Focal Person	DepEd Order for Research Guidelines and Implementation, School memorandum, minutes of the meeting,	N/A	N/A





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							accomplishment report, Research output		
			3. Monitoring and consultation among School Research Management Team	School Head, School Research Management Team and Researchers	Year- Round	PSDS, Division Research Focal Person	DepEd Order for Research Guidelines and Implementation, School memorandum, minutes of the meeting, accomplishment report, Research output	N/A	N/A
			4. Providing Technical Assistance to Researchers	School Head, School Research Management Team and Researchers	Year- Round	PSDS, Division Research Focal Person	DepEd Order for Research Guidelines and Implementation, School memorandum, minutes of the meeting, accomplishment report, Research output	N/A	N/A
			5. Write school-based Research from different projects implemented using analysis of results in the implementation.	School Head, School Research Management Team and Researchers	Year- Round	PSDS, Division Research Focal Person	DepEd Order for Research Guidelines and Implementation, School memorandum, minutes of the meeting, accomplishment report, Research output	N/A	N/A
			6. Sustain effective implementation of projects based on the result of School – based action research	School head, Research management team	Year- round	Master Teachers	Output of Projects and research	N/A	N/A
Key Result Area: HUMAN RESOURCE AND DEVELOPMENT Objective No. 1: Initiated professional networks to upgrade knowledge and skills and up to enhance practice (PILAR 3)									
Strategies (culled from <i>Salong Patak</i> or SWOT Analysis)	Program	Project	Activities	Responsible Office/ Person(s) Involved	Time Frame	Resources			
						Human	Non-human	Financial Requirement	Funding Source



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Invited experts as speakers for the included RPMS professional needs of teachers	RPMS, IPCR, Class Observations,	Project Professional Enhancement Activates Connections towards learners' Engagement in class (PEACE)	1. Conduct assessment on the noted RPMS development of teachers	School Head, LAC Coordinator, Master Teachers, Concerned Teachers	Year- round	PSDS, Invited speakers,	School memorandum, minutes of the meeting, attendance, Matrix of activities, accomplishment report, Assessment Tool, Class Observation Tool, Conferencing of activities, accomplishment report, Assessment Tool, Class Observation Tool, Conferencing	N/A	N/A
			2. Craft LAC activities for webinars	School Head, LAC Coordinator, Master Teachers, Concerned Teachers	Year- round	PSDS, Invited speakers,	School memorandum, minutes of the meeting, attendance, Matrix of activities, accomplishment report, Assessment Tool, Class Observation Tool, Conferencing of activities, accomplishment report, Assessment Tool, Class Observation Tool, Conferencing	N/A	N/A
			3. Conduct LAC and INSET webinars address to the RPMS professional development of teachers	School Head, LAC Coordinator, Master Teachers, Concerned Teachers	Year- round	PSDS, Invited speakers,	School memorandum, minutes of the meeting, attendance, Matrix of activities, accomplishment report, Assessment Tool, Class Observation Tool, Conferencing of activities, accomplishment report, Assessment	N/A	N/A



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			4. Invite speakers to discuss RPMS professional needs	School Head, LAC Coordinator, Master Teachers, Concerned Teachers	Year-round	PSDS, Invited speakers,	Tool, Class Observation Tool, Conferencing	N/A	N/A
Key Result Area: HUMAN RESOURCE AND DEVELOPMENT Objective No. 2: Implemented performance management system with a team to support the career advancement of school personnel to improve learning outcomes (PILAR 3)									
Group the teachers according to RPMS Developmental Plans	Learning Action Cell Program	Project Learning and Engaging on Adaptive Diversity of learners (Lead)	1. Conduct virtual training based on professional needs of teachers	School Head, LAC Coordinator, Master Teachers, Teachers	Year-Round	PSDS	School Memorandum, minutes of the meeting, Accomplishment Reports, proof of evidence of project completion Lessons of Teachers	N/A	N/A
Assess the learners' need in each learning area			2. Develop contextualize lessons	School Head, LAC Coordinator, Master Teachers, Teachers	Year-Round	EPS- LR, PSDS	School Memorandum, minutes of the meeting, Accomplishment Reports, proof of evidence of project completion Lessons of Teachers	N/A	N/A
			3. Conduct learners' offline /online interview to check learners' background	School Head, LAC Coordinator, Master Teachers, Teachers	Year-Round	PSDS	Result of interview	N/A	N/A
			4. Develop localize WHLP and	School Head, LAC	Year-Round	EPS- LR, PSDS	Developed localize	N/A	N/A



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			instructional materials and LAS	LR Coordinators, Master Teachers, Teachers			WULP		
			5. Align pupils' task on learning competencies	School Head, LAC, LR Coordinators, Master Teachers, Teachers	Year- Round	PSDS	Aligned task on learning	N/A	N/A
			6. Develop appropriate assessment tool for the learners	School Head, LAC, LR Coordinators, Master Teachers, Teachers	December, 2021	EPS- LR, PSDS	Assessment tools	N/A	N/A
Key Result Area: HUMAN RESOURCE AND DEVELOPMENT Objective No. 3: Implemented a school rewards system to recognize and motivate learners, school personnel and other stakeholders for exemplary performance and/or continued support (PILLAR 4)									
Set guidelines for school rewards system	Rewards System Program	Project Rejoicing Excellent Works and Achievements through Recognizing Learners' Development (REWARD) PArangal sa NATatanging MAgulang at Stakeholders (PANAMAS) PArangal sa NATatanging TAgumpay ng mga Guro (PANATA)	1. Craft comprehensive guidelines for Reward System	School Head, Master Teachers, Subject and School Coordinators	November, 2021	PSDS	School Memorandum, minutes of the meeting, Crafted Guidelines for teachers and parents, DepEd Order for assessment of learners, Accomplishment Reports, proof of evidence of project completion	N/A	N/A
Assess learners, parents and teachers based on the given guidelines									
Conduct Validation based on the set guidelines									
			2. Create a timeline for this program	School Head, Master Teachers, Subject and School Coordinators	November 2021	PSDS	School Memorandum, minutes of the meeting, Crafted Guidelines for teachers and parents, DepEd Order for assessment of learners, Accomplishment Reports, proof of evidence of project completion	N/A	N/A
			3. Validation of the pertinent papers for	School Head, Master	Every Month	PSDS	School	N/A	N/A



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			teacher only	Teachers, Subject and School Coordinators, Teachers			Memorandum, minutes of the meeting, Crafted Guidelines for teachers and parents, DepEd Order for assessment of learners, Accomplishment Reports, proof of evidence of project completion		
			4. Awarding every quarter for the learners and parents, monthly for the teachers	School Head, Master Teachers, Subject and School Coordinators, Teachers	Every Quarter	PSDS	School Memorandum, minutes of the meeting, Crafted Guidelines for teachers and parents, DepEd Order for assessment of learners, Accomplishment Reports, proof of evidence of project completion	N/A	N/A
Key Result Area: PARENT INVOLVEMENT AND COMMUNITY PARTNERSHIP									
Objective No. 1: Managed school organization, such as learner organizations faculty clubs and parent-teacher associations by applying relevant policies and guidelines to support the attainment of institutional goals (PILLAR 4)									
Strategies (culled from <i>Sulong Pagkakatulad</i> or SWOT Analysis)	Program	Project	Activities	Responsible Office/Person(s) Involved	Time Frame	Resources			
						Human	Non-human	Financial Requirement	Funding Source
Organization of YES-O, SPG Officers, Math Club	School-CLUB	Project Rags to Riches, Project SUGAR	Online election of YES-O and SPG Officers	Concerned Club Advisers	September, 2021	Aspiring Club Officers	School Memorandum, Result of the online election, attendance	N/A	N/A





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Proposing Projects of School Club	School- Club	Project Rags to Riches, Project SUGAR	Proposal of School- Club's Projects	Concerned Club Advisers	Sept – October 2021	School- Club Officers	School Memorandum, Minutes of the Meeting, Copies of Project Proposals	N/A	N/A
Distribute hard and E-copies of the crafted Pupils' Handbook and YES- O by LAWS	Child Protection Policy (CPP) YES-O- GPTA	Project Secure an Adventurous yet Friendly Environment (SAFE)	1.Re- orientation on the content of pupils' handbook and YES- O by laws	CPP, YES-O Coordinators, GPTA Focal Person School Head, Members, and stakeholders	Year-round	EPS-Science, PSDS, Division GPTA focal Person	Pupils' Handbook/Improved YES- BY Laws	N/A	N/A
			2. Craft feedback mechanism as reflections of implementation	CPP, YES-O Coordinators, GPTA Focal Person School Head, Members, and stakeholders	December 2021	LR Coordinator, SQAT	Feedback Mechanism	N/A	N/A
Provide feedback mechanism on the Handbook and By LAWS implementation Strengthen parent-teacher partnership Reinforce the engagement with GPTA and stakeholders		Project Kabilang SA MAgpapalubog ng Ating Sining Pasaran (KASAMA)	1.Conduct a virtual meeting in crafting GPTA Action Plan	GPTA Focal Person School Head, Members, and stakeholders	November 2021	DIV GPTA Focal Person	DepEd Order for GPTA Functions School Memorandum, minutes of the meeting, Accomplishment Reports, proof of evidence of project completion	N/A	N/A
			2. Monitoring and Evaluation on the Action Plan	GPTA Focal Person School Head, Members, and stakeholders	Year- Round	DIV GPTA Focal Person	DepEd Order for GPTA Functions School Memorandum, minutes of the meeting, Accomplishment Reports, proof of evidence of project completion	N/A	N/A
			3. Conduct virtual GPTA meeting/orisntation on Learning Delivery option during the Oplan Balik Eskwela	GPTA Focal Person School Head, Members, and stakeholders	September 08, 2021	PSDS	DepEd Order for GPTA Functions School Memorandum, minutes of the	N/A	N/A





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							meeting, Accomplishment Reports, proof of evidence of project completion		
			4. Virtual Homeroom PTA meetings for parents/pupils consultation	GPTA Focal Person School Head, Members, and stakeholders	Quarterly	PSDS	DepEd Order for GPTA Functions School Memorandum, minutes of the meeting, Accomplishment Reports, proof of evidence of project completion	N/A	N/A
Key Result Area: PARENT INVOLVEMENT AND COMMUNITY PARTNERSHIP Objective No. 2: Maintained communication platforms, to facilitate information sharing, collaboration, and support. (PILLAR 4)									
Strategies <i>(called from Salung Pagkakaisad or SWOT Analysis)</i> Update School FB page and Website Implement Tracking System for contactless communication among Teaching and non-teaching personnel	E-Comm Program	Project Jibble Tracking System (JTS)	1. Orient the learners and parents on the functions and importance of online platforms	ICT Coordinator, School head, GVES staff	Year- Round	Division ITO	Link for FB page and Website	N/A	N/A
			2. Update School Fb page by uploading latest activities, announcement, and news relevant to learning	ICT Coordinator, School head, GVES	Year- Round	Division ITO	Link for FB page and Website	N/A	N/A
			3. Update school website by uploading school memoranda and other announcement	ICT Coordinator, School head, GVES	Year- Round	Division ITO	Link for FB page and Website	N/A	N/A
			4. Track GVES staff for contactless communication	ICT Coordinator, School head, GVES	Year- Round	Division ITO	Guidelines for tracking system	N/A	N/A
			Key Result Area: PARENT INVOLVEMENT AND COMMUNITY PARTNERSHIP Objective No. 3: Initiate partnership with the community, such as parents, alumni, authorities, industries, and other stakeholders to strengthen support for learner development, as well as school and community improvement (PILLAR 4)						
Strategies <i>(called from Salung Pagkakaisad or SWOT)</i>									





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Analysis									
Intensify engagement to Stakeholders	BE, ASP, GPP, Solid Waste Management, GPTA	Project Hands On in Protecting the Environment (HOPE), Switching Waste for agricultural Plastics (SWAP), Diminish: Do, Involve, Minimize, Share in Collaboration of Project VERDE	1. Encourage stakeholders to collaborate on the implementation of these projects	School Head, BE, ASP, GPP, Solid Waste Management Coordinators, GPTA officers and members, stakeholders	Year- round	Div BE Focal Person	Guidelines for Project Implementation, School Memorandum, Minutes of the meeting, attendance, accomplishment Report, Completion of Projects, Deed of Donations	N/A	N/A
			2. Gather donations for continuously implementation of the projects	School Head, BE, ASP, GPP, Solid Waste Management Coordinators, GPTA officers and members, stakeholders	Year- Round	Div BE Focal Person	Guidelines for Project Implementation, School Memorandum, Minutes of the meeting, attendance, accomplishment Report, Completion of Projects, Deed of Donations	Donations from Stakeholders	N/A
			3. Augment Brigada Pagbasa implementation through 'Book donation Drive', through LALABOOK Project	School head, Reading Magic Team, RR Teachers, Master Teachers	Year- Round	Div BE Focal Person	School Memorandum, Minutes of the Meeting, attendance, Accomplishment Report	Donations from stakeholders	N/A
			4. Search for Best Home Learning	School head, Reading Magic Team, RR Teachers, Master Teachers	September, 2021	Div BE Focal Person	School Memorandum, Minutes of the Meeting, attendance, Guidelines for Best Home Learning, Accomplishment Report	N/A	n/A
			5. Augment GPP implementation to improve the health status of learners	School Head, GPP, SPG, YES-O	Year- Round	City Agriculture Department	School Memorandum	N/A	N/A





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				Coordinators, Advisers			Minutes of the Meeting, attendance, Guidelines for Best Home Learning, Accomplishment Report		
			6. Use color-coded separator for well-organize MRF	School Head, MRF Coordinator	Year- Round	PSDS	Accomplishment Report	From Donations	N/A
			7. Include waste management in valuing concepts in all subject areas	School Head, Master Teachers, Advisers	Year- Round	PSDS	Class Observations	N/A	N/A
			8. Encourage stakeholders to support school needs for health and sanitation	RE, WINS, Health Coordinators, School Head, Advisers	Year- Round	PSDS	Accomplishment Reports	N/A	N/A
			9. Conduct awarding and recognition for supportive stakeholders	Awarding Committee, School Head, parents, Advisers	Quarterly	PSDS	Documentation in Awarding Ceremony	N/A	N/A
			10. Provide feedback mechanisms and analysis of the result on the projects stated	School head, Concerned coordinators	Year- round	Master Teachers	Feedback and analysis	N/A	N/A

VII. Monitoring Plan

Objective: Ensure the proper and timely implementation of all programs, projects and activities towards quality, accessibility, and equity.

Key Result Area			
SCHOOL LEADERSHIP, MANAGEMENT AND OPERATIONS			
Objective 1. Led school personnel in communicating school plans to the wider community to strengthen shared understanding and support to school policies, programs, projects, and activities			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?





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Project Leading the Opportunity and Valued the Engagement for learners' success 1. Conduct conferences with stakeholders and GVES focal persons in planning, crafting, and developing school plans *Consultative meeting with the SPT *Presentation of SIP to Faculty, parents, and stakeholders	*7 members of the SPT	*100% of the members attended Meetings were conducted on the specified schedule.	*School, School Head, 7 Members of the school planning Team
*Coordinator meeting on the school programs and projects *Grade Leaders Meeting	*4 meetings with 1 School Head and 39 Coordinators *4 meetings with school head and 7 Grade leaders	*100% of the members attended Meetings were conducted on the specified schedule.	* School Head, 39 Coordinators
*Presentation of SIP to Faculty, parents, and stakeholders	1 presentation to faculty, parents, and stakeholders	90-100% of attendance in meeting	Faculty, parents and stakeholders
2. Set a timeline for review of school plans and effectiveness of implementation	*7 Grade leaders at least once a month meeting	*Meetings were conducted on the specified schedule	*Grade leaders from grade 1 -6
* Online presentation of BE-ICOP to faculty, parents, and stakeholders *Conduct pre-consultations on crafting of WFP, APP (CSE and Non-CSE) *Conduct Pre-Evaluation of various programs and activities in BELCOP, AIP and SBM	75 Teaching and 5 Non-Teaching personnel and stakeholders attended the presentation 75 Teaching and 5 Non-Teaching personnel and stakeholders attended the presentation 75 Teaching and 5 Non-Teaching personnel and stakeholders attended the presentation	100% attendance of the participants *100% of the projects and programs were evaluated 90-100% attendance in consultation 90-100% attendance	* Teaching, Non-Teaching personnel and stakeholders *Coordinators, School Head, SMEA Team Property Custodian, School head Coordinators, SMEA Team, Property Custodian, school head





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*Conduct final consultations on SIP, BELCOP, WFP and APP.	75 Teaching and 5 Non-Teaching personnel and stakeholders attended the presentation	90-100% attendance in the final consultation	Coordinators, SMEA Team, Property Custodian, school head
3. Strategic monitoring on BELCOP projects and activities and target accomplishments of teachers * Craft Individual Monitoring Evaluation and Adjustment (IMEA) plans for teachers	75 Crafted IMEA of Teaching and 1 IMEA for non- teaching	100% Crafted IMEA	Teaching and non- teaching personnel
4. Meet the involved team of school plans for adjustments and feedback mechanisms	* Create breakthrough groups for supervising adjustments *Craft feedback mechanism for adjustments for evaluation	7 Groups created for supervision 1 feedback mechanism each project	Teaching personnel Master teachers, /Grade leaders
5. Provide Feedback mechanisms and analysis of IMEA presentations and implementation as basis for SMEA adjustments and BELCOP monitoring on Projects and activities included.	Feedback mechanism and analysis of results each project included in BELCOP	90-100% accomplishments in BELCOP activities	Teaching and non- teaching
*Conference for plan adjustments	*29 Coordinators who are in Charge in school Projects joined plan adjustments	*100% participation	School Head, Coordinators, SMEA Team
	* four conferences with Coordinators conducted for plan adjustments	*100% of conferences conducted	School Head, Coordinators, SMEA Team
	*Five groups for better results	100% adjusted the projects	





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Key Result Area SCHOOL LEADERSHIP, MANAGEMENT AND OPERATIONS			
Objective 2. Engaged the school and community in the development and implementation of school plans aligned with institution goals and policies			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Project Leading the Opportunity and Valued the Engagement for learners' success	Sustainability of five Group chats	100% sustainability of five group chats	School Head, Teachers
1.Create group chats for communication and update purposes 2.Send letter of invitations for meetings/ conferences 3.Provide updated status of the school plans for plan adjustments and feedback mechanisms	10 invitation letters and acknowledged by receivers 5 conferences with coordinators, 10 posted updates on bulletin boards	100% invitation letters sent and acknowledged	School Head, participation of invited concerned faculty and stakeholders
Key Result Area SCHOOL LEADERSHIP, MANAGEMENT AND OPERATIONS			
Objective 3. Led school personnel in designing and implementing monitoring and evaluation plans on needs-based programs and projects in the school that support the development of learners			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Project Leading the Opportunity and Valued the Engagement for learners' success	2 sessions of webinar/ write shop,	100% webinar/ write shop	Coordinator- implementers of school



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1. Conduct orientations on designing the monitoring and evaluation	school head, SMEA team, 29 coordinators attended	conducted and attended by participants	projects
* Webinar/ Write shop on crafting monitoring and evaluation	2 sessions of validation with SQA/T	100% validated monitoring and evaluation	Coordinator- implementers of school projects
2. Validate the crafted monitoring and evaluation	*Appropriate techniques on using monitoring and evaluation crafted by School head, SMEA Team and 29 Coordinators	100% effectiveness of techniques	SMEA Team
	*Remote enrolment implemented by 75 teachers	*100% implementation of agreed remote enrolment	76 teachers
3. Give techniques on how to use fairly the designed monitoring and evaluation for better results of the school plans, programs, and activities	*5 advocacy campaigns posted in School Website, FB page and GCs	*100% effectiveness of advocacy campaign	Increase of enrolment
4. Use remote enrolment in respond to community status 5. Add advocacy campaign in enrolment process such, posting in School website, FB page and GCs 6. Intensify the mapping remotely by adviser to increase enrolment from 2450 to 2695	*Increase of enrolment at least 1%	80-100% attained the set increase of enrolment	Increase on enrolment
Key Result Area			
SCHOOL LEADERSHIP, MANAGEMENT AND OPERATIONS			
Objective 4. Capacitated school personnel in managing school data and information using technology, including ICT to ensure efficient and effective			



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school operations			
II. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Project Online Monitoring and Guidance in Data Management, Technology, and ICT (OMG)	*Consolidated results from google survey as basis for LAC plan	*100% consolidated results from google survey as basis for LAC plan	*Submitted results from ICT
1.Create a google survey for training needs of school personnel for LAC plan inclusion	*Prioritization of training needs *Crafted LAC plan and activities	*100% prioritized trainings were conducted *100% of crafting LAC plan and activities	*Followed schedule of trainings *LAC Coordinator
2.Consolidate the training needs of school personnel 3.Craft LAC plan and activities to address the needs 4.Conduct webinars 5.Hands-on activities 6.Application process	*1 INSET, 8 LAC, 75 teachers attended *5 output from INSET and LAC *Impact of outputs in their respective classes	*100% conduct of 2 INSET, 8 LAC and 76 teachers attended *100% accomplishment of 5 output from INSET and LAC *100% Improved SLAR	*LAC Coordinator and 76 teachers * Teacher- in charge in INSET and LAC * Result of SLAR from advisers *School Head, LIS Coordinator, teachers
7. B-Enrol (LIS Enrollment) and ELESF tagging	* 75 Classes were enrolled in the system	* 100% of the pupils were enrolled in the system	* LIS Coordinator, Teachers
8. Regular and monthly Updating of LIS	* 10 months report submitted by 75 advisers to School Head and LIS Coordinator	* 100% of the reports were submitted and updated	School Head, Property Custodian, SDRMM coordinator, Physical Facilitator Coordinator * School head, LIS Coordinator, teachers
9. Conduct physical Inventory through NSBI	* 1 NSBI report	*NSBI report submitted	* LIS Coordinator, Teachers, Pupils *School head, ICT, SBFP,GPP and



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			Advisers
10. LIS Technical assistance on BOSY and EOSY 11. O365 Account Orientation on Utilization and maintenance Project Reaching All the Children (ReAch) the SARDO Reduce the % of drop- out from 1.80% to .80% 12. Remote home visitation 13. Conference with parents	* 2 Technical assistances meeting of 76 teachers * 2610 O365 Account maintained *Attendance of PARDO *Attendance of parents and family situation of PARDO *Improve nutritional status of PARDO *Aide the needs of PARDO	*100% of the activities were done in the specified schedule *95-100% of the account were maintained and utilized 100% accomplishments 80-100% reduce the drop out	Teachers, parents, learners DORP Coordinator, Advisers, LIS coordinator, School head
14. Identified as SBFP beneficiaries 15. Community Pantry for PARDO 16. GPP beneficiaries 17. Conduct quarterly assessment in determining potential drop- out Creation of systematic record filing for SBM Project DeMSSA (Decision-Making and Support System for Advancement) * Re- calibrate SBM Chairs in their roles and functions	*Aide the needs of PARDO *Save the PARDO 1 session	80-100% helping and saving the PARDO 100% conduct of re-calibration and attendance	School head, DORP Coordinator, Advisers SBM Team, School Head
*Improve EBEIS/SBM Area	Improvement of EBEIS/ SBM area	100% improvement	SBM Team, School Head





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Establish strategic mechanism on record filing	Created record filing (Hard and soft copies)	100% establishment of record filing	SBM Team, School head
Key Result Area SCHOOL LEADERSHIP, MANAGEMENT AND OPERATIONS			
Objective 5. Created and implemented checking mechanism to sustain efficient and effective management of finances while adhering consistently to policies, guidelines, and issuances in allocation, procurement, disbursement, and liquidation aligned with the school plan.			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Project Have Opportunities Needed to Ensure and Sustain Trust (HONEST)	*Meeting with School Head and 8 BAC Committee, 4 Inspectorate participated.	* Meeting conducted in the specified schedule	School head, BAC and inspectorate team
1.Re-Orient the roles and functions of BAC and Inspectorate Team 2.Empower BAC and Inspectorate team in procurement and liquidation process 3.Prepare documents in procurement and liquidations	*Implement the correct process of liquidation *12 Completed documents for procurement and liquidation reports	*100% correct process of liquidation *100% completeness of documents for procurement and liquidation reports	School head School head, BAC, Inspectorate Team
4.Secure the quality of goods delivered	*Regular Inspections of delivered goods with Notice of delivery	*100% inspections	School head, BAC, Inspectorate Team
5.Revisit WFP for critical and urgent needs of learners	*Revisited WFP	100% allocation on urgency needs	School Head
6.Inspect the goods delivered for quantity and quality	*Inspected goods delivered with correct quantity and good quality with notice of delivery	100% inspection by Inspectorate team	School head, inspectorate team





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7. Conduct conferences for financial updates	*4 conferences conducted for financial updates	100% conferences conducted	School head
8. Submit Liquidation reports on or before the cut-off time	*10 submitted liquidation reports on-time	100% submitted liquidation reports on time	School head
9. File the documents for cash and physical exam	*Filed liquidation documents for cash physical exam	*100% filed liquidation documents	School head
10. Post CDR in transparency board	* 1 transparency board and suggestion box provided	*Updated transparency board and suggestion box provided	School head
11. File fidelity bond of School head	* Filing of transparency bond	*Up to date filing	School Head
12. Maintain Accountable forms	*Correct usage of accountable forms	* Minimal cancelled checks	School Head
13. Heighten the security and janitorial services for school facilities and learning environment	*safety of school- children, environment and facilities	*Safe learning environment, sustained facilities	School head, property custodian, school physical facilities
14. Augment GPP vegetable plot boxes and Vermi compost pit	*GPP enhancement	* Improved GPP area	GPP Coordinator, School Head
15. Repairs and maintenance of school buildings, grounds, and furniture	* Accomplishment of repairs	* Number of repaired and accomplished facilities	School head, property custodian. School physical facilities
16. Maintain internet service provider with higher MBPS (50 MBPS)	*Fast and easy access to internet	*Quality of service	Service provider





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17. Procurement of Covid-19 Essentials	*safety of teaching and non-teaching personnel	*No Covid victims	Teaching and non- teaching personnel
18. Procurement of Graduation and Recognition Materials	*Recognition of exemplar school-learners	*Number of recognized learners	School head, advisers
19. Advocacy for Gender and Development and facilities	*Boost women's confident and empowerment. Facilities development	* Number of activities conducted, and facilities augmented	School head, GAD coordinator
20. Provide teachers' need in supplies and other materials	*Support to teachers' needs	*Number of distributed materials	School head, property custodian,
21. Postage and courier for learners who transferred to other schools	*On- time sending of learners documents	*Number of delivered SF10 on-time	In- charge of records
22. Enhance PWDs facilities and advocacies	*Enhancement of PWDs facilities	* Facilities improved	School Head, receiving teacher
23. Procurement of Semi-Expandable	* Process of procurement and usage of materials	*Number of semi- expandable procured and distributed to teachers	School head, property custodian
24. Printing of Learning Activity Sheets/Learning Materials	*Printed LAS and LMs	*Number of printed LAS and Learning materials	School head, Property custodian, LR Coordinator
25. Provide sufficient water and electricity supplies	* No shortage of water and electricity supplies	* No disconnection notice	School Head
Key Result Area			
LEARNING ENVIRONMENT			
Objective 1. Implemented school health protocol standards, WINS to ensure safe, conducive learning environment for continuous delivery for instruction			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring	Indicator	Who are the target



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	and evaluating?		office/clients/group you should be monitoring?
Project Promote Hygiene And Sanitation in Education to reduce health problems in school (PHASE) 1. Updating of facilities needed	Signages promoting health protocols	100% promotion of health protocols using signages	WINS Coordinator, teachers, learners, and parents
*Provide a systematic and feasible path for operation within the pandemic environment * Complete the number of faucets for hand washing areas *Monthly inspection of water supply	Completed 5 faucets for hand washing operation	100% completeness of faucets	WINS, Physical Facility Coordinators, Property Custodian
2.Sustain the cleanliness of comfort rooms, handwashing areas	Sustained 20 comfort rooms, 36 individual and 4 group handwashing facilities	100% sustainability of comfort rooms and hand washing facilities	WINS Coordinator, teachers, learners
3. Conduct orientations for proper waste disposal using video conferencing.	4 video conferencing	100% conduct of video conferencing	WINS Coordinator, teachers, learners, parents
4. Conduct a frequent hand washing activity and sustainability of facility	2450 learners with their advisers	100% conduct of simultaneous and frequent handwashing	Teachers, learners
5.Strictly compliance to Health protocols	Teaching, Non- teaching personnel, learners, parents, stakeholders	100% compliance of health protocols	Teaching, Non- teaching personnel





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6. Disinfection and sanitation of classroom/school Area, learning materials (SLMs, SLKs and LAS) religiously	38 classrooms, school ground, Time of retrieval of learning materials	100% disinfected classrooms and learning materials	WINS, SDRRM Coordinators, teachers
Benchmarking of Best Practices *Send request to school for online Benchmarking of best Practices	Send 4 request letters	100% accomplishment	Reading Magic Team, Math , BE, GPP, SBM, SBFP Coordinators
Adaptation of Benchmarked Best Practices in the different areas of School Projects	Adapted and applied 4 Best practices of other schools	100% adaptation and application	Reading Magic Team, Math , BE, GPP, SBM Coordinators
Key Result Area			
LEARNING ENVIRONMENT			
Objective 2. Led maintenance of a learner-friendly, inclusive, and healthy learning environment to achieve improved learning outcomes			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Project WEE (Women's Environment and Empowerment) 1. Development of Lactation Room for nursing teachers/mothers and augment facilities for lactation room 2. Intensify the equality and leadership among women amidst COVID 19.	Developed Lactation Room and augment facilities for nursing teachers/mothers	100% development of lactation room	School head, GAD Coordinator, Property Custodian, Physical Facility Coordinator, BAC, and Inspectorate team
*Conduct a Webinar on "Women in leadership: Achieving an equal future in a COVID-19 world"			School Head, GAD Coordinator, Teachers





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Project Habits of Ensuring Learners' Protection (HELP)	2 Webinars in intensifying equality and leadership among women	100% webinars conducted	School Head, GAD Coordinator, Property Custodian, Physical Facility Coordinator, BAC, and Inspectorate team
4. Repair of ceiling for Grade VI classrooms	Repaired ceiling of 6 classroom	100% repaired ceiling	School Head, GAD Coordinator, Property Custodian, Physical Facility Coordinator, BAC, and Inspectorate team, Brgy Office
5. Augment rip- rap to control floods	Augmented rip- rap	80% augmented rip rap	School head, GAD Coordinator, Property Custodian, Physical Facility Coordinator, BAC, and Inspectorate team
6. Enhance the floor and bleachers for holding area in case face to face is permitted	Enhanced floor and bleachers for holding area	100% enhancement of floor and bleachers for holding area	
7. Ok sa DEPED Celebration	Conducted an event for OK sa DepEd Celebration	100% conducted an event	School head, WINS, Health Coordinators, Teachers, learners
Key Result Area			
LEARNING ENVIRONMENT			
Objective 3. Strengthened effective School Disaster Risk Reduction Plan to mitigate natural and man-made calamities			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Protecting YOU, means PROTECTING our FUTURE	2 Meetings conducted	100% conducted meetings	School head, SDRRM Coordinator, teachers
1. Conduct meeting for setting SDRRM plans 2. Inspection of school building 3. Conduct orientation and webinars for school safety and preparedness	1 hazard mapping	100% of the activity was done on the specified schedule	School head, SDRRM Coordinator, teachers





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4. Orientation on Mental Health and Psychosocial Support (MHPSS) and Homeroom Guidance	1 MPHSS Orientation with 76 informed/oriented teachers	95-100% of the activity was done on the required schedule	School Head, SDRRM Coordinator, Teachers
5. Conduct Virtual Earthquake, Fire and Lock down Drill	4 Virtual Earthquake Drill	100% of the activity were done on the required schedule	School Head, SDRRM Coordinator, Teachers, Pupils, and parents
6. Assist the disinfection and sanitizing of the School environment	Once a week disinfection of the school ground	95-98% Disinfected School Environment	School Head, SDRRM Coordinator, Teachers, Pupils, and parents

Key Result Area			
INSTRUCTIONAL LEADERSHIP			
Objective 1. Led K to 12 implementation including promotion of Inclusive education and special curriculum (SPED, SSED, MADRASAH/ALIVE, Reading Program, SPJ, SPS) Implementation to address the needs of the learners in the community			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Project Senyas -Espesyal Conduct Webinars / Trainings in the development of instructional and learning materials	3 webinars for development of instructional and learning materials	100% webinars conducted	School head, LR Coordinators, teachers, SQAT
Conduct Write shop in the development of instructional and learning materials.	76 instructional and learning materials	80%- 100% crafted instructional and learning materials	School head, LR Coordinators, teachers, SQAT
Constantly encouraging learners and parents to learn sign language to improve total communication.	Application of sign language to 12 non-Graded and 7 Graded LSENS	60%-80% application of sign language among LSENS	Receiving Teacher, LSRNS, parents



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Conduct Sign Language sessions	4 sessions for sign language	100% conducted and applied sign language	
Project Let's Be ALIVE (LBA) Developing learning materials to address the learning needs of ALIVE learners Ensure to conduct quarterly reading assessment	4 learning materials	100% development of learning materials	Receiving Teacher, LSENS, parents
Promote advocacy campaign of MEP in school.	3 advocacy campaign strategies	80-100% implementation	ALIVE Coordinator, ASATIDZ and School Head
Conduct caravan, forum and orientation	2 Orientations Conducted	100% conduct of orientations	ALIVE Coordinator, ASATIDZ and School Head
Conduct online storytelling to ALIVE learners	4 online story telling conducted	80-100% accomplishment	ALIVE Coordinator, ASATIDZ and School Head, Reading Magic Coordinator
Sustain ALIVE Garden	1 functional ALIVE garden	100% accomplishment	ALIVE Coordinator, ASATIDZ and School Head, GPP
Conduct orientation on the implementation of quarterly assessment	4 reading assessments	100% of reading assessment conducted	School head, Asatidz, ALIVE, LR Coordinators
Integrate the big Six components of reading in teaching	One orientation on the implementation of quarterly assessment	100% orientation conducted	Reading Magic Team, RR, Phil-IRI, English, Filipino and Reading Coordinators, teachers
Craft or adopt from reading recovery materials to cater learners in MDI/ODL	Big six integration into 8 subjects	100% of integration	Reading Magic Team, RR, Phil-IRI, English, Filipino and Reading Coordinators, teachers



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Embrace the 21st century knowledge and skills to improve reading skills of Gracevillian Learners. * Conduct Virtual story- telling	Utilization of reading materials from reading recovery	80%-100% utilization of reading materials	Reading Magic Team, RR, Phil-IRI, English, Filipino and Reading Coordinators, teachers
Attend SLAC/Webinar that will equip us educators with the 21st century knowledge and skills to teaching appropriate reading strategies	6 Virtual story- telling	100% conduct of 6 virtual story telling	Reading Magic Team, RR, Phil-IRI, English, Filipino and Reading Coordinators, teachers
Administering Diagnostic Test	2 LAC for reading strategies	100% conduct of LAC	Reading Magic Team, RR, Phil-IRI, English, Filipino and Reading Coordinators, teachers
Administer Pre and Posttest to all grade levels	1 Diagnostic Test administer	100% Administration	School Head, LAC Coordinator, Reading Magic Team, RR, Phil-IRI, English, Filipino and Reading Coordinators, teachers
Prepared devices such as Flashcard, chart, drill card, meta card, e-games, and math worksheet	Administration of 1 Pre- Test and 1 Post -test in Mathematics	100% of administration	Advisers
Use appropriate teaching techniques.	20 prepared devices	100% prepared devices	Mathematics Teachers and Coordinators
Attend training, webinar / SLAC	2 class Observations each teacher for the whole School Year	100% class observations	School Head, Mathematics teachers and Coordinator
Implementation every week practicing window card w/ time limit and OPAW One problem solving a week	* 8 LAC attended	100% attended	School Head, Mathematics Teachers and Coordinator



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	72 classes practicing window cards and OPAW	60%-100% of implementation	School Head, Mathematics Teachers and Coordinator School Head, Mathematics Teachers and Coordinator
Key Result Area			
INSTRUCTIONAL LEADERSHIP			
Objective 2. Provided technical assistance to teachers on LDMs (ODL/MDL), Most Essential Learning Competencies (MELC) within and across learning areas to improve their teaching practices			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Project Happy in Engaging Activities for Reviving Top qualities of learners (Heart)	An Orientation of teachers in handling ODL and MDL	100% conduct of orientation	School head, teachers
1. Re- orient the teachers in handling ODL and MDL			
2. Conduct observations based on RPMS indicators	2 class observations per teacher	100% conduct of observations	School head, master teachers, teachers
3. Collate feedbacks after observations	2 post- conferences each teacher	100% conduct of conference	School head, master teachers, teachers
4. Provide inputs for enhancement and reinforcement of handling ODL and MDL	Conduct technical assistance as need arises	100% conduct of technical assistance	School head, master teachers, teachers
5. Provide technical assistance to teachers who are handling MDL/ODL			





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6. Align MELC to WHLP of teachers	Checking of WHLP of teachers	100% checking of WHLP	School head, master teachers, teachers
Key Result Area			
INSTRUCTIONAL LEADERSHIP			
Objective 3. Provided technical assistance to teachers on Learners' Intervention in different learning modalities			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Project (ReACh) Reaching All Children, Project Balik-Asal Ko (BAK), Project Endearing Mathematics through Basic Reinforcements, Activities and Creative Evaluation (EMBRACE) 1. Conduct orientation on learners' interventions	76 teachers attended orientations	100% attendance and participation	School head, teachers
*Provide Technical Assistance in the conduct of various trainings. *DAP-ELLN *PRIMALS *TIP *LDM	Provision of Technical Assistance for teachers with no trainings of DAP-ELLN/PRIMALS/TIP/LDM	100% TA given	School head, ELLN, TIP, PRIMALS and LDM coordinators
2. Conduct write shop on crafting learners' intervention 3. Finalization and validation of crafted learners' intervention	2 write shop sessions 2 sessions for finalization and validation	100% conduct of write shop	School head, LR Coordinator, teachers
4. Assess the effectiveness of learners' intervention based on impact in terms of academic achievements	Development of School Learning Assessment Results (SLAR) by quarter	100% finalized and validated	School head, LR Coordinator, teachers
5. Encourage the teachers to craft school-based research based on interventions	3 Crafted school-based research	60%-80% development of SLAR results	School head, teachers





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		100% submission to the Division Congress	School head, Teachers
Project ARROWS (Access to Relevant Resources on Wireless Server) * 1. Conduct meetings for concerned teachers in preparation of the implementation of project arrows	1 meeting session	100% accomplishment	LR Coordinator, Grade Leaders, School Head
2. Conduct series of webinars for process of implementation	4 series of webinar conducted	80-100% accomplishment of webinars	LR Coordinator, Grade Leaders, School Head
3. Monitor the implementation using IMEA	4 quarters monitoring of implementation	80-100% monitored	LR Coordinator, Grade Leaders, School Head,
4. Provide feedback mechanism and analysis of the result of implementation	1 feedback mechanism and 1 analysis of result	100% accomplishment of feedback mechanism and analysis of results	LR Coordinator, Grade Leaders, School Head
Key Result Area			
INSTRUCTIONAL LEADERSHIP			
Objective 4. Utilized relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Project Advance Learning and Enhancing Readiness Techniques (ALERT) 1.Orientation on Research Legal Bases and Process 2. Reflective disension among colleagues about problem arises in their respective classes	76 teachers attended an orientation	100% attendanee of teachers	School head, Research Coordinator, Teachers Research Management Team School head, Research Coordinator, Teachers Research Management Team





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3. Monitoring and consultation among School Research Management Team			
4. Providing Technical Assistance to Researchers 5. Write school-based Research	76 reflective notes of teachers	100% assessed problems	School head, Research Coordinator, Teachers Research Management Team
	Once a month consultation	80%-100% improvement of crafting school-based research	School head, Research Coordinator, Teachers Research Management Team
	Once a month provision of TA 3 Action Research	100% TA provision	School head, Research Coordinator, Teachers Research Management
		80%-100% crafted research	School head, Research Coordinator, Teachers Research Management
Key Result Area			
HUMAN RESOURCE AND DEVELOPMENT			
Objective 1. Initiated professional networks to upgrade knowledge and skills and up to enhance practice			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Project Professional Enhancement Activates Connections towards learners' Engagement in class (PEACE)	76 assessed RPMS development of teachers	100% assessment	Teachers, master teachers
1. Conduct assessment on the noted RPMS development of teachers			
2. Craft LAC activities for webinars	LAC plan	100% LAC plan submitted and implemented	LAC Coordinator, Teachers
3. Conduct LAC and INSET webinars	8 LAC and 2 INSET sessions	100% sessions conducted	School head, LAC Coordinator,





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address to the RPMS professional development of teachers			teachers
4. Invite speakers to discuss RPMS professional needs	RPMS discussions	100% in-depth understanding on RPMS	School head, IAC Coordinator, teachers
Projects: Rags to Riches Subject Garden (SuGar) Switching Waste for Agricultural Plants (SWAP) Hands On in Protecting the Environment (HOPE) Grab Gatas Waste for Change 5. Set schedule for YES-O meeting and election of officers	Conduct of meeting and scheduled election	100% meeting conducted and held election	School head, YES-O Coordinator, teachers, learners,
6. Virtual YES-O Meeting	Meeting conducted	100% meeting conducted	School head, YES-O Coordinator, teachers, learners
7. Contact SK Chairman to set schedule for the Tree-Planting, vegetation, and environmental activities	1 Tree planting, 1 vegetation	100% accomplishment of activities	School head, YES-O Coordinator, teachers, learners
8. Promotes the creation of nursery of different flowering plants in school.	Nursery in school	80% of nursery accomplishment	School head, YES-O Coordinator, teachers, learners
9. Sustain environmental consciousness among learners and community with the values of unity, teamwork, and volunteerism	5 activities promoted values of unity, teamwork, and volunteerism	100% accomplishment of activities	School head, YES-O, GPP, Coordinator, teachers, learners





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10. Promote stronger awareness about malnutrition and importance of nutritious food for learners of GVES.	GPP improvement BMI of learners	80%- 100% improved GPP implementation, weighed 2450 learners	Health Coordinator, advisers
Key Result Area			
HUMAN RESOURCE AND DEVELOPMENT			
Objective 2. Implemented performance management system with a team to support the career advancement of school personnel to improve learning outcomes			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Project Learning and Engaging on Adaptive Diversity of learners (LEAD)			
1. Conduct virtual training based on professional needs of teachers	8 LAC and 2 INSET	100% accomplished virtual trainings	School head, LAC Coordinator, teachers
2. Develop contextualize lessons	76 contextualized lessons	100% accomplished contextualized lessons	School head, LR Coordinator, SQAT, Teachers
3. Conduct learners' offline /online interview to check learners' background	Checking learners' background	100% checked learners' background	School head, IIS Coordinator
4. Develop localize WHLP and instructional materials, SLMs and LAS	76 localized WHLP, instructional materials, SLMs and LAS	80%-100% accomplishment	School head, LR Coordinator, SQAT and teachers
5. Align pupils' task on learning competencies	1 assessment tool each learning area	60%-100% accomplishment	School head, LR Coordinator, SQAT and teachers
6. Develop appropriate assessment tool for the learners	1 session of re-calibration	100% session conducted	School head, SBM Coordinator, SBM Chairs





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7. Re- calibrate SBM Chairs in their roles and functions	One systematic record filing	100% systematic record filing	School head, SBM Coordinator, SBM Chairs
8. Mechanism on record filing	Monitoring and Evaluation	100% utilization of M&E	School head, Master teachers
9. Rigid monitoring on the implementation of school programs and projects 10. Strengthen team- work	2 LAC sessions about team- work	100% sessions conducted	School head, LAC Coordinator, teachers
Key Result Area HUMAN RESOURCE AND DEVELOPMENT			
Objective 3. Implemented a school rewards system to recognize and motivate learners, school personnel and other stakeholders for exemplary performance and/or continued support			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Project Rejoicing Excellent Works and Achievements Through Recognizing Learners' Development (REWARD) PArangal sa NAtatanging MAgulang (PANAMA) PArangal sa NAtatanging TA gumpay ng mga Guro (PANATA) 1. Craft comprehensive guidelines for reward system	1 Guidelines for Reward System	100% crafted of Guidelines and implementation	School head, Master Teachers, teachers, learners, parents
2. Create a timeline for this program	Unified timeline	100% following the set timeline of activities	School head, Master Teachers, teachers





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3. Validation of the pertinent papers	Validation of papers	100% validated papers	Potential Awardees
4. Awarding every quarter for the learners and parents, monthly for the teachers	Awarding every quarter and monthly	100% awarding every quarter and monthly	School head, Master Teachers, Teachers, Learners, parents
Key Result Area			
PARENT INVOLVEMENT AND COMMUNITY PARTNERSHIP			
Objective 1. Managed school organization, such as learner organizations faculty clubs and parent-teacher associations by applying relevant policies and guidelines to support the attainment of institutional goals			
II. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Project Secure and Adventurous Friendly Environment (SAFE)			
1. Re-orientation on the content of pupils' handbook and YES- O by laws	Process of Orientation	100% the activities were completed on or before the specified schedule	School head, YES-O Coordinator, YES-O Officers, learners
2. Craft feedback mechanism as reflections of implementation of all projects and activities	Utilization of crafted feedback mechanism	80%- 100% provisions of feedback	School head, Subjects, LR Coordinators, SQAT Proponents of Projects, Master Teachers
Project KAbilang SA MAgppapaunlad ng Atang Sintang Pauralan (KASAMA)	Crafting of GPTA action Plan	100% crafted and implemented	School Head, GPTA Coordinator, GPTA Officers and members School Head, GPTA Coordinator, GPTA Officers and members





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3. Conduct virtual meeting in crafting GPTA Action Plan	Monitoring and evaluation of GPTA Action Plan	100% monitored and evaluated GPTA Action Plan	School Head, GPTA Coordinator, GPTA Officers
4. Monitoring and Evaluation on the Action Plan	Conduct of GPTA meeting	Listed minutes of the meeting for actions	School Head, GPTA Coordinator, GPTA Officers and members and members
3. Conduct GPTA meeting/orientation on Learning Delivery option during the Oplan Balik Eskwela 4. Virtual Homeroom PTA meetings for parents/pupils consultation	4 Virtual Homeroom PTA meetings and consultation each section for the whole year	100% conduct	

Key Result Area			
PARENT INVOLVEMENT AND COMMUNITY PARTNERSHIP			
Objective 2. Maintained communication platforms, to facilitate information sharing, collaboration, and support.			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Project Jibble Tracking System (JITS)			
1. Orient the learners and parents on the functions and importance of online platforms	1 Orientation of learners	100% conduct of orientation	School head, teachers, learners
2. Update School Pp page by uploading latest activities, announcement, and news relevant to learning	Uploaded relevant, activities announcements and news	100% updated posting in FB page	School head, ICT coordinator





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3. Update school website by uploading school memoranda and other announcements	Uploaded memoranda and announcements	100% updated posting in school website	School head, ICT coordinator
4. Track GVES staff for contactless communication	Tracking system	100% implementation of tracking system	School head, ICT Coordinator, teachers
Key Result Area			
PARENT INVOLVEMENT AND COMMUNITY PARTNERSHIP			
Objective 3. Initiate partnership with the community, such as parents, alumni, authorities, industries, and other stakeholders to strengthen support for learner development, as well as school and community improvement.			
I. Purpose and Scope			
Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target office/clients/group you should be monitoring?
Project Hands On in Protecting the Environment (HOPE), Switching Waste for Agricultural Plants (SWAP), Diminish: Do, Involve, Minimize, Share 1. Encourage stakeholders to generate investments and strengthen partnership to ensure that learning continues even in the time of COVID-19	Repairing and repainting for school facilities	95-100% of the objectives/activities were	School Coordinators, School Head, CI TEAM, Stakeholders, Teachers
2. Gather donations for continuously providing quality education	Donations from stakeholders	completely accomplished on or before the specified schedule	School head, ASP Coordinator, learner- beneficiaries School head, Master Teachers, English, Filipino, Reading, RR, BE Coordinators, teachers





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3. Augment Brigada Pagbasa implementation through 'Book donation Drive', and Brigada Pagbasa through LALABOOK headed by BE steering committee	Impact of the activities	Deed of Donations, 2% from the total population of learners as beneficiaries for school supplies and covid essentials	School head, Master Teachers, English, Filipino, Reading, RR, BE, Coordinators, teachers, parents
4. Search for Best Home Learning	Implementation	Lessen the percentage of non-readers from 5.81% in English into 3% and 2.32% into 1% in Filipino	GPP, SBFP Coordinators, teachers, learners
5. Augment GPP implementation to improve the health status of learners	Improvement of GPP implementation	100% implemented	MRF Coordinator, teachers
6. Use color-coded separator for well-organize MRF	Organization of MRF area	100% recorded GPP improvement and shared vegetables to the learners	School head, Master teachers, Teachers
7. Integrate waste management in all subject areas	2 Class Observations per adviser	100% utilization of color-coded separator	School, School Head, Stakeholders, Teachers
6. Encourage stakeholders to support school needs for health and sanitation	COVID essentials for pupils, teaching and non-teaching personnel	100% observations and integration	School, School Head, Stakeholders, teachers
7. Conduct awarding and recognition for supportive stakeholders	Awarding of stakeholders	95-100% of the objectives/activities were completely accomplished on or before the specified schedule 100% of accomplishments will be recognized	





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II. DATA COLLECTION AND MANAGEMENT								
What are the data that you will collect?	Possible sources of data	Who (office/personnel) is responsible in data collection?	How will you collect the data during monitoring?	When you collect this data?	How frequent will you collect this data?	How will you organize the collected data?	Where do you store the organized data?	Who are the possible users of data (internal and external) and what are the possible uses of these data?
Inventory of modules	Grade Leaders	School Custodian LRMDS Coordinator SBM Coordinator	Google Sheet	After the end of the school year	Once in school year	Google sheets data	Google Drive	School, SBM, LRMDS, School Custodian
Inventory of Quality Assured Learning Materials	Learning Resource	LR Coordinator	Google Sheet	Quarterly	4 times a school year	4 times a school year	Google drive	School, SBM, LRMDS, School Custodian
Number of Conducted /attended by teachers Training/LAC Enrolment Data	School LAC coordinator School Administrative officer	LAC Coordinator	Shared Google drive	Quarterly	4 times a school year	Google sheets	Google drive	LAC Coordinator School Administrative officer
Pupils Q365 Account	BEIS/LIS	LIS Coordinator	Google Sheet	Quarterly	4 times a school year	Google sheets	Google drive	LIS/BEIS Coordinator
Report on School-Based Feeding Program	SBFP Coordinator	SBFP Coordinator	Google Sheet, Gmail, GC	Every end of the activity	Once a month after the distribution	Google sheets	Google Drive	SBFP Coordinator, Teachers Reference for next school year





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Result of Training Needs based on E-SAT	Teachers	ICT Coordinator, Master Teachers	Google sheet	3 days after the meeting	Every after the meeting	Google sheets	Google Drive	Teachers, ICT Coordinators, Master Teachers Reference for training needs of teachers
Accomplishment report / outputs to improve learning performance	Coordinators, Grade Leaders	SBM Team	Google sheet	3 days after the meeting	Every after the meeting	Google sheets	Google Drive	Coordinators, Grade Leader, SBM Team Reference for SBM validation
List of Donations and Active School Stakeholders	Teachers, BE Coordinator	Adopt-A-School Coordinator	Google sheet	2 days after the meeting	Every after the meeting	Google sheets	Google Drive	Adopt-A-School Coordinator Reference for Human Resource and Management
Result of School Learning Assessment Rate (SLAR)	Grade Leaders, Teachers	Subject, ICT Coordinators	Based on Advisers' records	End of School Year	Quarterly/Once a Year	Google sheets	Google Drive	School head, Subject Coordinators, Teachers
Reading Assessment Result	Teachers, Grade Leaders,	Phil- IRI, Reading Coordinators	Phil-IRI Data	BOSY and EOSY	Twice a year	Soft Copy of Documents	Google Drive	Teachers, Reading Coordinator
Percentage of Drop Out	Teachers	School Head, LIS and ICT Coordinators	Learners' Information System	Quarterly	Every Quarter	LIS	SRC	School Head, Teachers
Project AN Result	Teachers	School Head, Mathematics Coordinator	Google Sheet	BOSY and EOSY	Twice a Year	Data Bank System	Google Drive	School Head, Advisers, Math Coordinator
III. DATA ANALYSIS								



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How will you process and analyze the data that you have collected?	Who are responsible in data analysis?	How often do you conduct data analysis?	To whom will you communicate the M&E results? (Identifying type of stakeholder/audience)	How will you communicate the results? What is communication / reporting strategies / reporting strategies will you employ?	When do you report M&E results?
Through the following steps: <ul style="list-style-type: none">• Recognize the concerns for collecting data and priority needs• Choose problems and solutions and establish objectives• Look for appropriate strategy, approach and methods• Collect data Analyze and interpret data• Applicable action for the data findings	School Head/ School Leaders LIS/BEIS Coordinator Monitoring and Evaluation Team	Quarterly	School Head, Master Teachers, Monitoring and Evaluation Team, Teachers, stakeholders, parents, LGUs, NGOs, community	Conduct conference with the concern person. Establish strategies and methods Set a procedure that are transparent, and reasonable to the stakeholders.	Quarterly

