Division Memorandum
No. 0130 s. of 2023

TO: Assistant Schools Division Superintendent
CID and SGOD Chiefs
District Heads
Public Elementary and Secondary Schools Heads
School Heads Research Informants
All others Concerned

FROM: **GAUDENCIO C. ALJIBE JR., PhD, CESO VI**
OIC-Schools Division Superintendent

SUBJECT: **School Improvement Plan (SIP) Orientation for District Heads**

DATE: May 10, 2023

1. Pursuant to DepEd Order No. 24, s. 2022 or the Adoption of the Basic Education Development Plan 2030 and with reference to Regional Memorandum No. 1329 s. 2022 or the 2023 Regional Development Plan, this office, through the Planning and Research Section of the Schools Governance and Operations Division (SGOD) is set to conduct the SIP Orientation on May 15, 2023, 1:00 P.M., at the Bulwagan ng mga Guro, Division Office.

2. This activity aims to orient the forty-six (46) District Heads on the processes of crafting the 2023-2028 School Improvement Plan to quality assure the schools' SIPs and to provide the necessary technical assistance to the school heads and school planning team particularly on the preparation of the school education plan.

3. Travel and other incidental expenses are chargeable to local fund subject to the usual accounting and auditing rules and regulations.

4. This Memorandum shall serve as Travel Order of the Participants.

5. Enclosed is the Inputs in the Formulation of the 2023-2028 School Improvement Plans *(RM No. 301, s. 2023)*.

6. Immediate dissemination and strict compliance of this Memorandum is desired.

Enclosure to RM No. **3 0 1** *, s. 2023*

INPUTS IN THE FORMULATION OF THE 2023-2028 SCHOOL IMPROVEMENT PLANS

The School Improvement Plan (SIP) is a school development plan that defines strategies and interventions that a school, with the help of the community and other stakeholders, undertakes within a period of six (6) consecutive years. It aims to improve the key result areas in basic education: access, equity, quality, resiliency, and well-being including governance. As the six-year development plan developed at the school level, it contains strategic directions and priorities based on a thorough analysis of the prevailing basic education situation. It communicates the results or outcomes the organization wants to achieve and the strategies it will adopt to reach those outcomes.

The strategies or outputs and interventions must be designed to address the challenges affecting the performance of the school and ensure alignment of interventions and synchronicity in execution. The SIP shall be harmonized, relevant, systemic, and systematic with the MATATAG Basic Education Agenda, Basic Education Development Plan (BEDP) 2030, 2023-2028 Regional Education Development Plan (REDP), and Division Education Development Plan (DEDP). The SIP shall be aligned with the overall results framework of BEDP 2030. The four Pillars highlight the major outcomes the basic education sector hopes to achieve. However, the result of the situation analysis shall determine the priorities of the school, the region, and the schools division, depending on the gravity of the challenges. This means that if based on the situation analysis, the major challenge is on quality, not much on other pillars, the plan must be towards addressing the quality problems but without losing sight of more specific issues identified at the local level. Resource mobilization must be aligned to where the priorities are.

Schools shall refer to the BEDP results framework that provides a holistic view on how to address the prevailing challenges confronting basic education at each level of governance and allows deeper contextualization of interventions. To a larger extent, each BEDP pillar cuts across the 4 pillars which require relational analysis of intervention to increase complementation and achieve optimal use of resources. The plan development process should result in an actionable plan with concrete diagnoses of the situation and evidence-based, realistic, and measurable intervention.

The recommended composition of the School Planning Team (SPT) is as follows:

Chair: School Head

Members: Student representative, teacher representative, parent representative, Barangay/LGU representative, member of BDRRMC, member of School Child Protection Committee, Representative from the School Governance Council (SGC), and other relevant stakeholders

Optional Members: Non-Government Organization (NGO) representative, Alim/Ulama representative, IP representatives, Arabic Language and Islamic Values Education (ALIVE) teachers, and school alumni

Technical Secretariat:

> Lead: Designated Planning Coordinator for the formulation of SIP and AIP
>
> Members: Designated finance officer, Designated Planning Officer, BEIS Coordinator. For implementing units (IUs), disbursing officer and senior bookkeeper shall participate as members of the technical secretariat

Note: In multicultural settings, IP and Muslim representation should be considered. In this regard, any of the abovementioned members (e.g. a parent who is an IP or Muslim) may also serve as the IP or Muslim representative

The SIP shall contain the following elements:

	Structure	Minimum Elements (Content)
I	DepEd's Vision, Mission, and Core Values	Articulation of DepEd vision, mission, and core values on how these will influence the school's ways of doing things.
II	School's Current Situation	
	a. Introducing the School	Description of the school which may include but not limited to i. size of the school, ii. curriculum offering, iii. location and catchment areas, iv. environment and socio-economic condition, v. physical environment, vi. immediate community, and vii. linkages.
	b. School Performance on Access	Shows the following: i. enrolment trends (minimum of 4 years of historical data) including its analysis, ii. historical data on a) community intake rate (5-year-old children located in the catchment areas) for the elementary level, b) simple drop-out rate, c) school leaver rate, and d. transition rates, iii. good performing and problematic KPIs (identified per grade or key stage) and corresponding causes (best practices and bottlenecks -internal or external factors), iv. analysis of the strengths or weaknesses of past interventions or programs/projects/activities in relation to access and v. Foreseeable problems if problematic KPIs are not acted upon
	c. School Performance on Quality	i. Reading Proficiencies/Competencies – a) present and describe the level of reading competencies of all learners, b) show the group of high and low performers, c) provide an explanation of causes (internal or external factors), iv. explain the strength or weaknesses of past interventions or programs/projects/activities in relation to reading v. discuss potential problems if performance issues are not addressed (if necessary). ii. Learning Standards/Performance – a) present and describe the latest performance in the National Achievement Test by Subject by group/grade, b) show the group/grade level in high and low performance, c) provide an explanation of causes (internal or external factors), d) explain the strength or weaknesses of past interventions or programs/projects/activities or practice in relation to reading

			e) discuss potential problems if performance issues are not addressed (if necessary). The school may also discuss the performance of regional and division tests (if available), awards and recognition, and performance in ILSAs (International Large-Scale Assessments) (if the school has participated)
	d.	School concerns on Equity and Inclusion	Analysis of issues on inclusion programs or initiatives. Specifically, this section will cover learners in disadvantaged sectors like learners with disabilities, working children and youth, street children, children in conflict, indigenous people, etc. This section will: i. identify and describe these learners in the disadvantaged sector. ii. describe the challenges they face in accessing basic education iii. explain the strength or weaknesses of past interventions or programs/projects/activities or practices in relation to reading iv. discuss potential problems if performance issues are not addressed (if necessary).
	e.	School concerns on Resilience and Well-being	Analysis of the nutritional status of learners, the incidence of bullying, school hazards, and mental and psychosocial conditions including security and peace and order situation
	f.	School concerns on governance	May include school resources analysis on human resources, school resources, and development prospects. Basic ratios may be presented and teacher performance, SBM practice, and partnerships, among others. Discuss in this section the governance issues encountered by the school for the last 3 years.
	g.	Other Unique concerns	It may include very unique issues that are not captured in the 4 pillars.
III	Improvement Plan		School Strategic Plan
	a.	Key Performance Indicators (targets)	6-year realistic targets on access, equity, quality, resilience, well-being, and governance
	b.	strategies/school strategic directions	Priorities that the schools must focus on to address key and immediate challenges and harness opportunities in the next six years.
	c.	Key Interventions	These are specific actions that the school will undertake to accomplish identified strategies. These may be in a form of nationally driven programs and projects, locally initiated interventions to address unique conditions, and specific activities designed to address short-term issues. This shall be converted into an output statement.
IV	Financial Plan		The financial plan provides resources for the key interventions.
	a.	Six-Year Indicative Financial Plan	School Strategic Plan which outlines school priorities in a 6-year cycle. Should include goals, outcomes, strategies, and outputs for the next 6 years.

	b.	Year 1 Annual Improvement Plan	Plan execution document using the standard template for Work and Financial Plan. This outlines the one (1) year plan of the school from January to December.
V		School Monitoring and Evaluation and Adjustments (SMEA)	A systematic process for collection, collation, and analysis of key education data and information that will allow the SGC to determine the progress of SIP implementation based on targets. The main objective of the SMEA is to facilitate decision-making for a more relevant and responsive delivery of basic education services at the school level.
	a.	M&E (monitoring & evaluation) Strategies	This may include tools, information systems and templates identified in DO 44 and other new templates may be useful. The main reference will be the School Report Card (SRC)
	b.	M&E Activities	May include SMEA culmination, regular Program Implementation Review (PIR). Could be monthly, quarterly, semi-annual, or annual.
VI		Risk Management Plan	These must include the registry of identified Risks, their description, and the strategic solutions to mitigate the impact of each identified risk.