

**INDUSTRIAL VALLEY
ELEMENTARY SCHOOL**

136672

**O.de Guzman St. Industrial Valley
Complex, Marikina City**

***ENHANCED
SCHOOL
IMPROVEMENT
PLAN***

School Year 2019-2020

MESSAGE

Immersed in an academic environment the school, Industrial Valley Elementary School is set to fulfill the DepEd's vision, mission and core values. As it is a service organization, the School Head together with the internal and external stakeholders are tasked to carry out a continuous improvement process in terms of GOVERNANCE, ACCESS AND QUALITY. Thus, the school came up with of the School Improvement Plan (SIP) which serves as a roadmap to strategic planning so as to identify school needs, organize innovative ways and resources that will lead to pupils' academic success and school improvement. The principle of synergy is made visible through the collaborative effort of the

SCHOOL PLANNING TEAM

ADORACION A. VALDERRAMATeam Leader
MERLINDA C. YALUNG Supreme Pupil Government
RYAN F. MIRA SGC Representative
FERNANDO F. MIRA Brgy.LGU Representative
GLEANDELLE G. MIRADOR GPTA Pres. Parent Representative
SARAH T. PUBLICO Member of SDRRMC
FLORDELIZA S. AZUCENA Faculty Pres. Teacher Representative
ROSE G. PUBLICO SBM/SIP Coordinator
MARITES O. TUYAY SPT Representative
MILAGROS C. VILLANUEVA Member of Child-Protection Committee

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LIST OF ACRONYMS

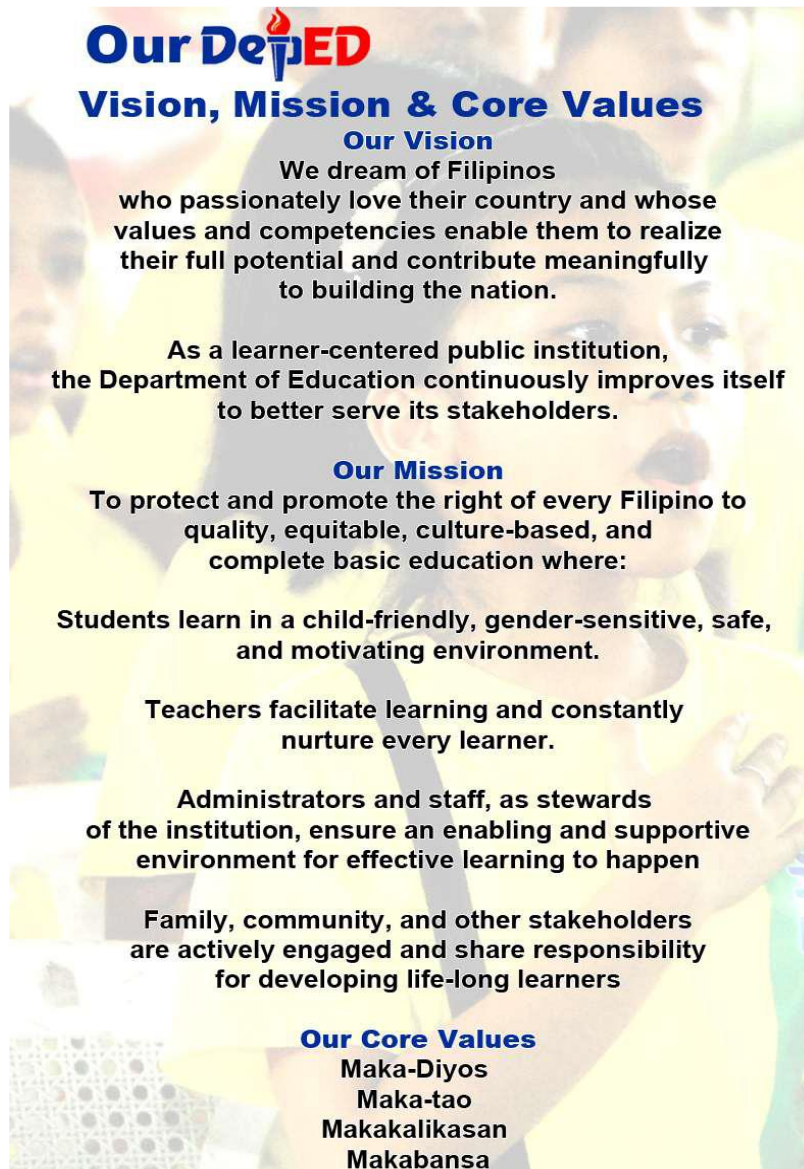
ESIP -Enhanced School Improvement Plan
DEPED -Department of Education
SGC -School Governing Council
GPTA -General Parents-Teachers Association
NGO -Non-Government Organization
LGU -Local Government Unit
DI -Differentiated Instructions
MI -Multiple Intelligences
MAPEH -Music ,Arts, Physical Education, and Health
LMs -Learning Materials
PPST -Philippine Professional Standard for Teachers
RPMS -Result-based management System
MOOE -Maintenance and Other Operating Expenses
SBM -School-based Management
CFSS -Child-Friendly School-based Survey
COT -Classroom Observation Tools
MFAT -Multi-Factored Assessment Tools
MOV -Means of Verification
CI -Continuous Improvement
ImPACT -Improving Pupils' Ability in Comprehension for Grade Three
CEM -Competency Enhancement in Multiplication
REST -RecesS Time
MPS -Mean Percentage Scores
REACH -REAding CompreHension
SDRRMC -School Disaster Risk Reduction Management Center
OFW -Overseas Filipino Worker
I-HEART -Intensify High Enrolment And Reap the Target
Pro-ReAcT -Promote Remediate Accelerate Totally
GAD -Gender and Development
ICT -Information Communication Technology
PARDO -Pupil At Risk of Dropping Out
KNOWSS -KNowing Optimal Ways to Succeed in Science
LAC -Learning Action Cell
HOTS -Higher Order Thinking Skills
ISIP -Istratehiya Sa Independent na Pagbasa
PHIL-IRI -Philippine Informal Reading Inventory
DREAM-C -Division Reading Enhancement And Mentoring Culture
STEM-F2-O -Strategies To Enhance Mathematics' Four Fundamental Operations
LEAP-LMs -Localized Effective Araling Panlipunan Learning Materials
ALERT-C -Allocate Learners' Emergency Response Tracking Center
PK -Parke ng Kalusugan

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CHAPTER 1

Department of Education Mission, Vision, and Core Values Statement



This three-year School Improvement Plan (SIP) of Industrial Valley Elementary School for school year 2019 to 2022 is a means for the Continuing growth of the school as an educational institution.

Industrial Valley Elementary School, is the home of innovation together with its stakeholders, envisions its 21st century learners to be instilled with positive values and be equipped with life-long skills to realize their full potentials for self-advancement towards nation building and global competitiveness.

This is one of the challenges to place Industrial Valley Elementary School's foundation in print, which will serve best to carry its mission towards the realization of its vision.

This plan contains the positive and constructive facts to better off its present status, consequently acknowledging those who have profound interest in upholding the primary end goal of the school.

Industrial Valley is the flagship school for MAKABAYAN, being the "laboratory of life" where pupils are accorded with:

- Child friendly, gender sensitive, protected, safe and motivating learning environment;
- Nurturing, effective committed and dedicated teachers;
- Able administrators and staff for efficacy of governance and the system;
- Supportive stakeholders for shared responsibilities

Furthermore, this is an endeavor of IVES teaching staff headed by the Present administrator, barangay officials, and PTA officials, School Governing Council, Supreme Pupil Government Officers and other Pupil's Organization and Club Officers.

This School Improvement Plan is a product of the collaborative effort of the teachers and the different stakeholders of the school, and the pupils, under the guidance of **MYLEEN M. GACUYA**.

This plan will serve to all teachers and incoming principal to render services in this institution as leaders to implement profoundly gained opportunities for leadership and experienced to apply leadership skills. Likewise by achieving this goal, pupils and other stakeholders will increase their involvement and support for teacher leadership in this school.

Herein are the members of SPT and their corresponding roles and responsibilities.

Stakeholders	Roles and Responsibilities
MYLEEN M. GACUYA Officer In-Charge/Principal	<ul style="list-style-type: none"> -convenes the School Planning Team -provides leadership and guidance in the development of the plan, clearly explain the SIP Planning Process to the Planning Team and helps them understand their roles in the process -facilitates actual planning workshop -informs the team on school program
RYAN F. MIRA School Governing Council (Pres.)	<ul style="list-style-type: none"> -initiates the formation of the School Planning Team -actively participates in the development of the ESIP by establishing priorities in setting goals and strategies for school improvement.
FERNANDO F. MIRA Barangay Capt. IVC	<ul style="list-style-type: none"> -shares valuable information on the interest concerns of the community and school improvement and participates in setting goals and strategies and priorities of the school -commits available resources in the implementation of the plan
FLORDELIZA S. AZUCENA Faculty President /Teachers Representative	<ul style="list-style-type: none"> -provides needed information relative to teaching and learning process and programs -actively participates during the development of the SIP establishing priority setting goals and formulating implementation strategies for the plan
GLEANDELLE G. MIRADOR GPTA Pres./Parents Rep.	<ul style="list-style-type: none"> -shares their children's experiences, their insights about what their children need to learn in the difficulties they face in school, their aspirations for the school and their children: presents other areas of concerns and participates in setting , goals , strategies and priorities in school.

MERLINDA C. YALUNG SPG Pres. /Students' Representative	-shares insights their learning experiences what they enjoy doing what they feel uncomfortable within school or school task where they find difficulties - participates in setting, goals, strategies and priorities in school.
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SCHOOL PLANNING TEAM TIME TABLE

SIP ACTIVITY	TIME FRAME	PERSONS INVOLVED
1. CALL FOR A GENERAL ASSEMBLY (SOSA)	January 2019	School Head, SGC, LGUs, teachers, parents, pupils and GPTA and stakeholders (internal and external)
2. FORM SCHOOL PLANNING TEAM	February 2019	SPT, School Head, SGC, LGUs, teachers, parents, pupils and GPTA and stakeholders (internal and external)
3. GATHER AND ORGANIZE NECESSARY DATA	FEBRUARY-APRIL 2019	SPT, School Head, teachers, parents, pupils and GPTA and stakeholders (internal and external)
4. CONVENE THE SPT FOR ORIENTATION, VISION SHARING AND SCHEDULING	MAY 2019	SPT, School Head, SGC, LGUs, teachers, parents, pupils and GPTA and stakeholders (internal and external)
5. SCHOOL PLANNING (PIA'S AREA OF FOCUS, ROOT CAUSE)	MAY-JUNE 2019	SPT, School Head, teachers, parents, pupils and GPTA and stakeholders (internal and external)school coordinators and Project Teams
6. FORMULATE SOLUTIONS	JUNE 2019	School Heads, School Planning Team, School Project Teams
7. DEVELOP PROJECT/ WRITING THE SIP	JUNE 2019	School Heads, School Planning Team, School Project Teams
8. PRESENTATIONOF SIP TO SGC/STAKEHOLDER S FOR ENDORSEMENT TO THE SDO-MARIKINA for Review and Acceptance	JUNE 2019	SPT, School Head, teachers, parents, pupils and GPTA and stakeholders (internal and external)school coordinators and Project Teams
9. IMPLEMENTATION OF THE SIP PROJECT	JULY 2019-MARCH 2022	School Heads, School Planning Team, School Project Teams, SGC, LGUs, teachers, parents, pupils and GPTA and stakeholders (internal and external)
10. MONITOR THE IMPLEMENTATION OF PROJECT	QUARTERLY	School Planning Team, School Project Team, Division Monitoring and Evaluation Team

CHAPTER 2

Assess

2.1 Industrial Valley Elementary School has 21 instructional rooms and 9 non-instructional rooms, which are all powered by electrical grid. The school has 1,374, (680 male and 694 female) pupils enrolled (As of October 2018 enrolment) and a class size of around 45 pupils per class. An increase of 0.21% or 1,374 SY 2018-2019 from 1,371 pupils of SY 2017-2018 did not suffice the number of enrolment the school is targeting, which is 1,400 pupils annually.

Classes are conducted into two shifting, morning (Grade I, III, and VI) and afternoon sessions (Grade II, IV and V) which best fit for the availability of classrooms. Shifting of classes were also applied in Kindergarten indicated in the Government Elementary School Profile (GESP) report. The health and nutritional status of pupils reach to 167 beneficiaries both wasted and severely wasted. The result indicates that the male pupils are dominant compare to female pupils, thus most of them are wasted. The school has enough learner materials for the pupils to use, based on the school report card books were almost one is to one for the learners, except for the Grade I MAPEH and English LMs and Grade VI LMs. In addition, the school utilizes its funding resources thru MOOE, canteen funds, donors, and local government units as noticeable. School awards and recognition have been an evident; in fact the school received various awards in district, division and regional level competitions. The school has 36 teaching personnel under the nationally-funded as of June 2019 having the plantilla positions. Teacher assignments for nationally-funded teachers working in this school were given ancillary services rendered as a guidance teacher, librarian, property custodian, office clerk, canteen manager and coordinators. Mayleen M. Gacuya is the newly assigned officer-in-charge of the school, acting as the School Principal.

School's Current Situation

SCHOOL PROFILE

Industrial Valley Elementary School is situated in Industrial Valley Complex which is located along Marcos Highway which is very accessible going to Quezon City, Antipolo and Rizal. The complex is composed of Cinco Hermanos Subd., Monte Vista, Industrial Valley Subd., and Olandes, where IVES is exactly located.

Olandes was part of Barangay Calumpang before. It was in 1986 that this was separated from Calumpang and became part of Barangay Industrial Valley Complex along with the other subdivisions mentioned above. Today, Olandes has become thickly populated due to the relocatees and renters coming from different places of Metro Manila, Rizal and other provinces. Ms.

Aurora V. Galsin, the former Barangay Captain of Sitio Olandes, founded the Industrial Valley Elementary School. The National Housing Authority donated a 2,286 square meter-site for the school to start with a two-unit three classroom building. Classes in IVES formally opened on July 18, 1983 with 245 grades one to four pupils and six teachers namely; Miss Lourdes Agustin, Miss Cynthia Sumaylo, Ms. Angelita T. Publico, Ms. Marlene B. Lactaotao, Mr. Florentino Alvarez and Mr. Fabian R. Elale. Two year later, it became a complete elementary school and had graduated its first set of graduates. The school population gradually increased and more buildings were constructed. IVES boasts of its strong leaderships under different terms of school heads namely, Mr. Ely Valeroso (1983-1984), Dr. Myrna R. Alberto (1984-1986), Dr. Carmelita L. Palabay (1986-1989), Dr. Gloria P. Ramos (1989-1992), Dr. Zenaida S. Callope (1992-1994), Mr. Romulo T. Cruz (1994-1996), Ms. Carolina F. Garcia (1994-1998), Dr. Ismaelita Rivera (1998-2000), Ms. Zenaida C. Santos (2000-2003), Ms. Bella M. Zaballa (2003-2004), Dr. Adora S. Marcelo (2004-2005), Dr. Aurora O. Divino (June to Aug. 2005 - OIC), Ms. Generosa T. Victorino (Sept. 2005 to June 12, 2006), Ms. Saada M. Jalmaani (June 13, to Nov. 22,

2006), Ms. Emma R. Cruz (Nov. 23, 2006 to Jan. 04, 2009), Mr. Regino M. Pagtama (Jan.05, 2009 to July 01, 2010), Ms. Bernardita C. Bautista (July 01, 2010 to May 2011), Ms. Zenaida S. Munar (May 2011 to Aug. 2012), Ms. Anna A. Japone (Aug. 2012 to August 2014), Ms. Elena M. Santos (August 29, 2014 to April 16, 2015), Mr. Regino M. Pagtama, Jr. April 16, 2015, Adoracion Valderrama, September 2016 and Myleen M. Gacuya June 24, 2019 up to present.

At present, Industrial Valley is committed to develop, and implement programs and projects for the delivery of quality, relevant and inclusive basic education aligned with K to 12 Curriculum nurturing Filipino learners who become future leaders imbued with values and competencies.

On this day, the administrator, teachers, parents, community, NGO's LGU's and stakeholders of Industrial Valley Elementary School commit to the continual improvement of the school and the Division Office through compliance with the K to 12 Curriculum Standards and are still actively linking up to achieve its goals and mission to provide basic quality education for all through our loyal and target sustainable stakeholders.

Performance Indicator Target

1. ENROLMENT

There was an increase of enrolment for the previous three years due to the schools continuous local partnership with the Barangay and coordination with the private schools catering Preschools within the community, and effective advocacy campaign for enrolment. However, the school will still intensify the implementation of the previous program to cater more enrollees for the next three years to achieve the projected 1,400 pupils every school year and to reach the Division Target of 110% Enrolment Rate. The school needs to increase at least 2% or 26 pupils to reach the target.

	2016-201	2017-2018	2018-2019
MALE	698	703	680
FEMALE	638	668	694
TOTAL	1336	1371	1374

Table 1. Enrolment Data for three consecutive years

2. HEALTH AND NUTRITION STATUS

Nutritional Status of the pupils from Kinder to Grade VI shows that male has the most number of severely wasted pupils and so with the number wasted pupils. Fortunately, there was a decrease in the number of severely wasted and wasted pupils due to the religious School-Based Feeding Program implementation and monitoring. From 365 pupils down to 167. The remaining 167 pupils will still need to be lessen by additional sustainable Feeding Program like Gulayan sa Paaralan, propagating 50 malunggay trees.

WASTED & SEVERELY WASTED PUPILS 2018-2019			
	WASTED	SEVERELY WASTED	
MALE	69	29	
FEMALE	53	16	
TOTAL	122	45	

Table 2. Male and Female Nutritional Status (Wasted and Severely Wasted

3. LEARNERS MATERIALS

With the new K-12 Curriculum, IVES moderately adopts its special feature on the spiral approach. The combination of DI-MI strategies make the pupils more interactive in the learning process. Learners' materials on different subject areas were provided by the Department of Education with 1:1 ratio, except for the following;

- No English and MAPEH LM's for Grade I
- No LM's for Grade VI in English, Filipino, Science , Araling Panlipunan and Physical Education.

	ENG	FIL	MATH	SCI	AP	MT	ESP	M&A	PE & H	EPP	MAPEH
GRADE 1	0	262	266	0	266	266	266	0	0	0	
GRADE 2	196	185	183	0	186	186	188	0	0	0	189
GRADE 3	234	242	238	224	204	242	247	0	0	0	242
GRADE 4	207	205	216	217	206	0	210	208	205	210	0
GRADE 5	226	229	232	227	231	0	230	229	232	230	0
GRADE 6	0	0	186	0	0	0	184	184	0	184	0

Table 3. Learners Materials

4. TEACHERS' PROFESSIONAL DEVELOPMENT

100% or 35 IVES teachers had attended the different trainings issued and mandated by DepEd. Series of trainings/seminars workshops were conducted in the school/district/division to enhance and upgrade teachers' competencies on the different subject areas and School Heads Development Project for management and supervision using the new assessment tool of the Philippine Professional Standard for Teachers (PPST)/Result-Based Management System (RPMS).

5. FUNDING SOURCE

The biggest fund sources is coming from the MOOE which is spent on mandatory expenses such as utilities, repair and maintenance , curriculum materials, trainings and seminars, with the support of the school local fund (canteen share), LGU's and, GPTA fund shows the least contributor of the school funds.

MOOE	720,000
CANTEEN	39,605.51
GPTA	12,895.00
LGU	11,200

Table 4. Funding Sources

6. SCHOOL AWARDS AND RECOGNITION

In 2017, IVES journalist were able to win different awards during the Division Press Conference which made them to be a Regional Conference Qualifier and continuously soar its wings to harvest more awards. In 2018, IVES' That's My KAB Iskawt delegate was able to win the Grand Champion during the Division Contest and made his way to the Regional Level. Athletics is one of the best Sports IVES can compete, which made Cherish Federis the Gold Medalist during the NCR Palaro and became the representative of NCR for the Palarong Pambansa.

7. NUMBER OF DROPOUTS BY CAUSE

The school has a target of zero dropout rates by the year 2019 as indicated in this plan. Based on the school report card, the highest number of dropout rate of 2.33% or 32 out of 1,371 pupils comes from the SY 2017- 2018. The main cause is the family problem (specifically parents involved in drugs). Several factors have trigger and affect the performance of the school. However, these factors indicated and needed to resolve for the sustainability and accessible to all stakeholders who

	Enrolment	No.of Drop Outs	Percentage
2016-2017	1336	15	1.12
2017-2018	1371	32	2.33
2018-2019	1374	10	0.73
AVERAGE	1.39		

Table 5. Number of Drop-Outs By Cause

8. PERCENTAGE OF LEARNERS WHO COMPLETED THE SCHOOL YEAR (PROMOTION RATE)

The promotion rate of the school fortunately reached to 99.85% completed the school year (SY 2018-2019) which almost hit the Division Target to achieve 100% promotion rate. The increment of each year average to 0.84%based on the actual percentage of learners who completed in the previous school years.(from 2016-2019)

PROMOTION RATE 2017-2018				
	ENROLMENT	FAILURE	PROMOTED	PERCENTAGE
KINDER	199	0	199	100%
GRADE 1	180	2	178	98.88%
GRADE 2	173	0	173	100%
GRADE 3	211	0	211	100%
GRADE 4	219	0	219	100%
GRADE 5	201	0	201	100%
GRADE 6	188	0	188	100%
AVERAGE	99.84%			

PROMOTION RATE 2018-2019				
	ENROLMENT	FAILURE	PROMOTED	PERCENTAGE
KINDER	166	0	166	100%
GRADE 1	213	3	210	99.98%
GRADE 2	182	0	182	100%
GRADE 3	174	2	172	99%
GRADE 4	215	0	215	100%
GRADE 5	125	0	125	100%
GRADE 6	199	0	199	100%
AVERAGE	99.85%			

Table 6 & 7 Promotion Rate SY 2017-2018 & SY 2018-2019

9. MPS of PERIODIC TEST RESULT

Quarterly Examination Test Result for the School-Year 2018-2019 evidently showed increase performance of pupils.

	2016-2017	2017-2018	2018-2019	TOTAL	
FIL	78.65	74.35	77.78	77.78%	Project focus in PHIL-IRI
MATH	76.88	71.91	72.7	72.70%	GRADE V Least Mastered Skills
ENG	76.94	68.54	72.46	72.46%	GRADE V Least Mastered Skills
AP	78.12	74.31	76.63	76.35%	Grade IV MPS in AP is 74.42 in 3 years
SCI	76.92	72.65	73.15	74.24%	GRADE V Least Mastered Skills
MAPEH	78.42	72.97	77.76	77.76	

Table 8. Periodic Test MPS

10. LITERACY LEVEL

The table shows that Reading Level of Grade V Pupils under Frustration Level is much higher than that of the other Grade Levels, thus need to be solved

FILIPINO

PHIL-IRI POST-TEST SY 2018-2019					TEST TAKERS
	FRUS	INS	IND		
GRADE 3	42	81	46	174	
GRADE 4	25	62	125	212	
GRADE 5	9	33	182	227	
GRADE 6	41	85	70	196	

PHIL-IRI POST-TEST IN ENGLISH SY 2018-2019					TEST TAKERS
	FRUS	INS	IND	NON-READER	
GRADE 4	13	100	94	4	211
GRADE 5	33	57	131		221
GRADE 6	17	18	160		195

Table 9. PHIL-IRI POST-TEST

11. SCHOOL-BASED MANAGEMENT ASSESSMENT LEVEL

The School Based Management (SBM) of the school is still on its developing level or Level I (1.32). Based on the assessment tool, principle 1 on Leadership and Governance, the school will strengthen partnership on the active involvement with community as stakeholders to support the financial programs and projects of the school. However, changes have occurred from the past three years as the school changes its leadership of the principal. The target of the school is to alleviate into Level II by the year 2022.

12. CHILD-FRIENDLY SCHOOL SURVEY RESULT

The school has an outstanding Child-Friendly Environment, with the rate of **32 points**, after conducting a survey to all our stakeholders. Moreover, though administrator changes; the school maintains the good practices as a child-friendly school based on the CFSS survey result for the three consecutive school year. Findings also show that there were no severe cases violating the Child Protection Policy and Anti-Bullying Law. Project Smile Program also helps everyone in the school to display happy faces and create a school-friendly environment. The school is effectively implementing what the K to 12 Curriculum offers to our learners. Differentiated Instructions (DI) and Multiple

Intelligences (MI) is evidently shown in the Classroom Observation Tools (COT) during the classroom observation of the School Head and Master Teacher. Inclusion of pupils with special needs will be intensified using the new Multi-Factored Assessment Tools (MFAT) so as not to deprive every learner who wish to regularly enroll in our school.

13. STAKEHOLDERS' PARTICIPATION

IVES stakeholders continuously support the school throughout the school-year. Foreign stakeholder gradually increase number of pupils who are recipients of their Educational Assistance Program. These pupils were given benefits from head to toe including their meals in school. The stakeholders' participation and contribution still in adaptable with the rate of 97% of the total attendance in extra-curricular, 90% in co-curricular, 93% meetings and 100% assemblies. The target of the school is to achieve 100% participation by the year of 2022, to get this target, an increment of 6.66 % each year would apply. Fortunately, some of the school's financial needs were remarkably supported by the city government (LGU) during the closing program. Undeniably, volunteer hours during scouting, contests, sports and other activities have limited financial assistance from the stakeholders. To resolve this, the school still has manageably create local funding sources for the sustainability of the school projects. Luckily, during

the Brigada Eskwela volunteers from different organizations public and private wholeheartedly contributed their time, efforts, and resources.

14. LEARNER-TEACHER RATIO

The learner-teacher ratio in each grade level has a very good indicator to maintain the standards of the department with an average ratio of 1 is to 25 for kinder, 1 to 45 for Grade One to Grade Three , 1 is to 50 for Grade IV to Grade VI pupils.

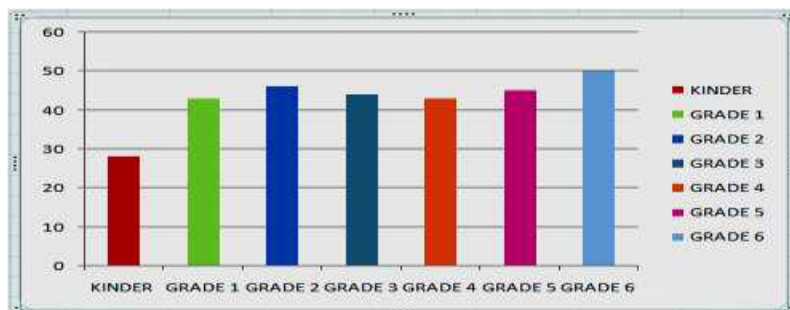


Table 10
Learner-Teacher Ratio

15. LEARNER-CLASSROOM RATIO

Learner-classroom ratio met the standard number of learners per class. 1:45

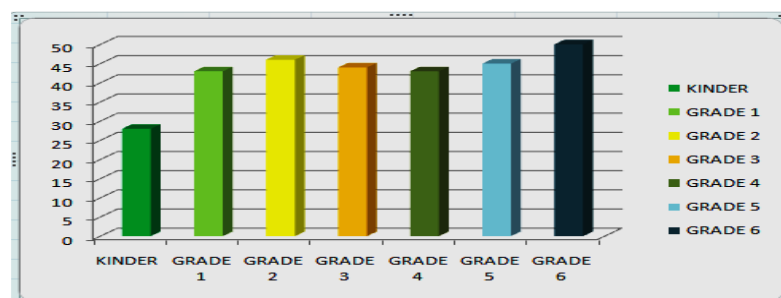


Table 11.
Learner-Classroom Ratio

16. LEARNER-TOILET RATIO

The school has enough comfort rooms and toilets. Each toilet bowl can accommodate the average of 63 pupils.

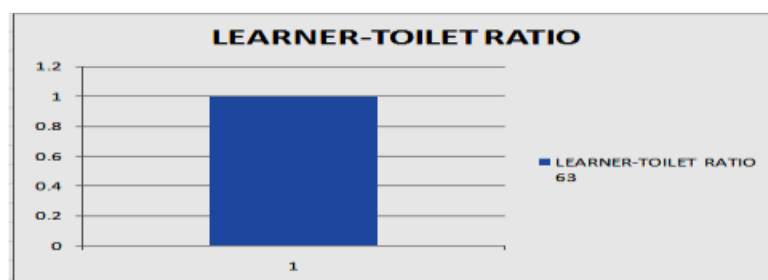


Table 12. Learner Toilet Ratio

17. LEARNER-SEAT RATIO

Learner-seat ratio has met the standard requirement. Since the school has opposite sessions, classroom is utilized by two different grade levels. Ratio of 1:1

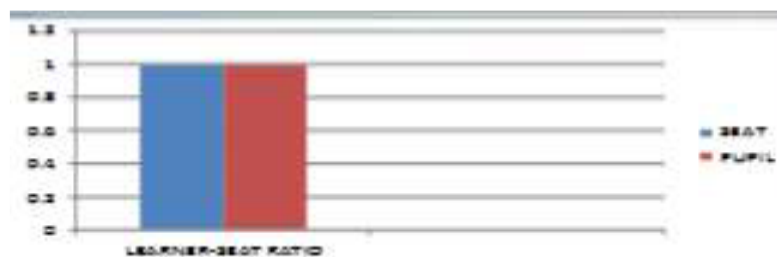


Table 13.
Learner-
Seat Ratio

18. STATUS OF CONTINUOUS IMPROVEMENT (CI) PROJECTS

IVES has completed three CI Projects from 2014 to 2018 as follows;

- ☐ First wave- Project ImPACT (Improving Pupils' Ability in Comprehension for Grade Three (Filipino Literacy)
- ☐ Second Wave- Project C.E.M. (Competency Enhancement in Multiplication-Grade III pupils)
- ☐ Third Wave- Project REST-(ReceSs Time)
- ☐ SHDP Project- GL-Mass (Galaxy of Least Mastered Skills in Science)

19. OTHER STAKEHOLDERS ACCOMPLISHMENT

The beginning of the school -year 2019-2020 has been a fortunate year for the school. Stakeholders (internal and external) are starting to grow in IVES. Some big stakeholders have been loyal to the school and continue to support its programs and projects. Two of the stakeholders Toyota Marikina (local) and Arts Meet Education (German Foundation) are generously giving Educational Assistance to our indigent pupils.

2.2 With the help of the School Governing Council and School Planning Team the following areas showed alarming data that need to be prioritized. Enrolment data is increasing every year but still did not meet the annual target of the school. In 2017-2018, the school Dropped-Out Rate has reached to 2.30% year, though it lowered to 0.73% in 2018-2019 the data is still alarming. Least Mastered Skills of Pupils across all learning areas need most of the attention in school improvement plan based on the Periodic Test Result MPS. The school has not reached the Division Target of 75% in all the major subjects. The school also has struggled in the Literacy domain as shown in the PHIL-IRI Post-Test Result. 24% or 42 pupils of the 174 Grade III test takers are under the frustration level, while there 15% or 33 pupils of the 221 Grade V test takers are also in the frustration level that needed to be levelled up in the next three years. Gulayan sa Paaralan also suffered a lot because of its location. It has been revived from time to time due to flooding. At present the school is hoping to convert fleshy vegetable garden into fruit bearing trees and malunggay trees to sustain the school feeding program and continue to lessen the number of pupils who are malnourished. The school is situated near the West Valley Fault and prone to flooding, so the urgency of SDRRMC project is very timely. The needs of disaster emergency room and equipment are prioritized.

PRIORITY IMPROVEMENT AREAS

A. LIST OF IDENTIFIED PRIORITY IMPROVEMENT AREAS

The following problems were identified formulated and prioritized after analyzing the school data;

- ☐ Enrolment
- ☐ Dropped Out Rate
- ☐ Least Mastered Skills (Periodic Test Result) by Mean Percentage Scores (MPS) Across All Learning Areas
- ☐ PHIL-IRI Frustration Level of Grade III Pupils incoming Grade IV
- ☐ Project REACH (REAding CompreHension) (Literacy)
- ☐ Gulayan sa Paaralan
- ☐ SDRRMC

2.3. General Objectives

The School Planning Team arrived the following general objectives for the different projects in each particular domain. In the **Access domain**, the **Project I-HEART** (Intensify High Enrolment and Reap the Target) aims to increase at least 30% (52 pupils) enrolment rate of Kinder pupils for next School Year. In the **Efficiency Domain**, **Project-DOCTOR** (Dropped Out Children Target of Rescuing) aims to lessen the number of dropped out from .73% or 10 pupils SY 2018-2019, of at least .50% of the Division Target in three years (2019-2022). **Quality Domain** focus all across learning areas; **Project (KNOWSS)** - KNowing Optimal Ways to Succeed in Science aims to increase the percentage of mastery in Science Least Mastered Skills of Grade V in three years from 68.96% to 75% in 2022. **Project ISIP-Filipino**-(Istratehiya sa “Independent na Pagbasa”-sa Filipino) aims to increase the Grade III pupils Filipino Reading Comprehension Level of 13.21% (23 pupils) tested SY 2018-2019 from Frustration to the next level SY 2019-2020. Project **STEM-F2-O**-(Strategies To Enhance Mathematics’ Four Fundamental Operations) aims to increase the percentage of mastery in Four Fundamental Operations in Mathematics V from 64.89 % Periodic Test Result to 75% in three years from 2019-2022. **LEAP-LMs**- (Localized Effective Araling Panlipunan Learning Materials) aims to increase the Average Percentage of Mastery in Araling Panlipunan IV which is 74.42% lower than .58% of the 75% Division Target by producing localized learning materials and intensify the knowledge and skills of teachers in the teaching and learning process. **Project ReaCh**: Reading Comprehension aims to increase the average percentage of mastery in English Periodic Test Result from 69.95% to 75% in 2022. For the **Governance Domain**, **Project ALERT-C** (Allocate Learners’Emergency Response Tracking Center) aims to establish SDRRM Room and Equipment. **Project Parke ng Kalusugan** aims to re-establish and intensify the school garden by propagating 50 malunggay trees which will serve as supplementary source of food to sustain the school-based feeding program.

2.4 To achieve the general objects in each specific project, the SPT set the steps to be undertaken in the Annual Implementation Plan year 1 to 3. **Project I-HEART** will be implementing the following activities for three consecutive years. Early Registration during the last week of January, Posting Tarp, Brgy. Family Mapping, Child-Mapping, and distribution of flyers. This is to intensify the enrolment rate and to be able reach the set target.

Project-DOCTOR will start the year right by intensifying programs on parenting in cooperation with GAD Programs that would help parents motivate and inspire children to go to school. To be able to determine the cause, the SPT will identify learners who are at risk of dropping/failing in different grade levels. Meet the parents, get the cause for absenteeism that leads to dropping out from school and trade an agreement on how to

address the problem. Constant monitoring on the child's personal and academic needs by linking them to stakeholders who can provide Sponsorship (Educational Assistance).

The three-year plan also caters projects which will prioritize the quality and performance of the school especially in academics. Moreover, the SPT conceptualized the following projects across learning areas. **Project (KNOWSS)** will identify the Least Mastered Skills in Science through Item Analysis based on the Periodic Test Result every quarter. Conduct LAC Session to come up with appropriate strategies and methodologies in teaching the Least Mastered Skills, proper handling of science equipment/ tools, write shop in making classroom- based research and investigatory project, seminars on different teaching strategies and methodologies, write shop making HOTS- based questions in summative/ item bank/ periodic/ ISLA. **Project ISIP-Filipino** will intensify the School-based Reading Program by identifying learners of Grade IV pupils SY 2019-2020 under frustration level in Grade III SY 2018-2019 through PHIL-IRI Post-test. This will also enjoin Advisers as Remedial Reading Teachers to handle Intensive Reading Remediation to identified learners and LAC session in conducting Corrective Reading. **Project STEM-F2-O** is MATH SPT's project to utilize the four fundamental operations to problem solving to provide feedback and differentiate instruction for all students by; producing manipulative materials, use of mathematical fluency strategies in the classroom teaching, and conduct write shop/LAC Sessions on effective and simplified activities focusing on Four Fundamental Operations. AP's **Project LEAP-LMs** will map all AP teachers, tap teachers to permanently teach AP and attend seminars, conduct cultural mapping for the production and utilization of localized materials/modules during LAC session.

Project ReaCh, is an intensive school-based reading program that would help both 21st Century teacher and learner their fluency to English as a second language. Curriculum mapping, unpacking of identified least mastered skills, remediation focusing on identified pupils with poor performance based on the Quarterly test result, utilizing CI-projects, and inspirations on the part of the mentors through class observation, are activities to achieve the goals of this priority areas.

In the part of the Governance, **Project ALERT-C and Parke ng Kalusugan** are SPT's identified priority areas. ALERT-C will focus on Scouting of stakeholders to provide/donate needed materials for the establishment of SDRRM Room and purchasing of SDRRM Equipment, and conduction or participation on training/seminar workshops on disaster risk management system for teachers and pupils. Mentions, are urgent needs of the school when it comes to disaster preparedness since the school and the children are at stake. **Parke ng Kalusugan** is the school's most unstable project due to its location. The area where gulayan sa paaralan is situated is very prone to flood and the possibility of planting fleshy vegetables is at far. To refrain from this repeated incidents the SPT will tap stakeholders to help re-establish the school garden, plant fruit bearing trees and 50 malunggay trees and other non-fleshy vegetable garden. Since the soil is not good for gardening, refilling of garden soil will also be done.

2.5 Identifying the root causes of all these priority areas was the hardest part during the planning. To arrive at a final conclusion, the SPT keenly analyzed each problem whether or not to be given special attention into this three-year plan. In the **Access**, failure to meet the Division Enrolment rate target of 110% is shown in the Child Mapping data that there are few numbers of children ages 5 years old within the community qualified for kinder enrolment under the K to 12 System due to population in the community change over time. The visibility of accredited private schools within the school area also lessen the number of kinder enrollees. Children whose age is 5 to 6 are under the custody of DSWD due to the government's War on Drugs Law. Parents of the said children were put behind bars, change of residence, and fear on natural disasters. In the **Efficiency**, retention of pupils until the end of the school year due to constant absences is caused by the factors; inability of parents to cooperate, computer shops versus school, Financial Matters, Child Labor, Health Problems, Absences of pupils due to family, problems or parents involved in

drugs (due to Operation Tokhang), Child Custody, No permanent shelter . **Quality** suffers a lot because of the root causes mentioned above, apart from problems encountered by pupils in school. Root causes identified in the planning on pupils' failure to meet the standard academic performance do not limit on the school's and teachers' inability to sustain the quality but due to different problems the child encountered at home. The school was only an extension and contributing factor leaves no choice but to "**HELP THE CHILD**" bring out the best in them. Examples are; poor study habits due to many distractions ex: computer shops, pupils poor/limited vocabulary due to less reading habit, lack of skills/creativity in preparing reading materials, pupils are not immersed to English, *no follow ups at home, low educational background of parents to be able to assist their child, pupils are forced to work for extra income, no time for study, family feud, absences of pupils due to family problems, both parents of pupils under the Remedial Reading Program are working, some are OFWs (only grandmothers took care of their kids).* These factors are beyond control. In effect, the school has to find causes which can be given solutions. Strategies, Methodologies and Pedagogies which are hid behind the hands of the teachers, will now make a difference. Sustainability in the management of the school depends on the effective and safe **Governance**. It was known to everyone that Philippine Government intensifies the disaster preparedness cooperated and coordinated by different agencies private and public, not exempting Department of Education. This year IVES will push its desire to complete the necessary requirements to provide safeties and preparedness to our pupils. The school is lack of the following; room for SDRRMC and SDRRM equipment (Ex: hard hats, Warning signals, Radio, Rescue tools). Gulayan sa Paaralan also is to be re-established. The school cannot the sustain the school-based feeding program without the supplement of Gulayan sa Paaralan.

With all these root causes, SPT is committed to achieve each goals and objectives to realize the role of the school in developing our young to grow a responsible citizens of this country and to the world.

CHAPTER 3

Plan

A. Project Work Plan & Budget Matrix

A.1 PROJECT TITLE: **I-HEART-** Intensify High Enrolment and Reap the Target

PROBLEM STATEMENT: Kinder Enrolment Rate for the S.Y. 2018 – 2019 decreases 16% (172 out of 205) lower than that of last year.(SY 2017-2018)

PROJECT OBJECTIVE STATEMENT: The Team aims to increase at least 30% (52 pupils) enrolment rate of Kinder pupils for next School Year.

ROOT CAUSE:

- Child Mapping Shows that there are few numbers of Children ages 5 years old within the community qualified for kinder enrolment under the K to 12 System.
- The visibility of accredited private schools within the school area also lessen the number of kinder enrollee
- Children whose age is 5 to 6 are under the custody of DSWD due to the governments War on Drugs Law. Parents of the said children were put to jail.
- Change of Residence
- Fear on Natural Disaster
Ex. West Valley Fault

ACTIVITIES	OUTPUT	DATE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	BUDGET	BUDGET SOURCE
* Early Registration last week of January * Posting Tarp * Brgy. Family Mapping * Child - Mapping * Distribution of flyers	Report on BOSY data showing increase of enrolment *Reaching out children of school age to enrol and attend school	January 2018 to June 2019	* Marketing and Enrolment Committee Teams Kinder & Grade I- Teachers, School Head, Master Teacher, SGC	Php 5000	MOOE

A.2 PROJECT TITLE: Project-DOCTOR (Dropped Out Children Target of Rescuing)

PROBLEM STATEMENT: Decrease the Percentage of Dropped Out Rate from .73% or 10 pupils SY 2018-2019, of at least .50% of the Division Target in three years (2019-2022)

PROJECT OBJECTIVE STATEMENT: The Team aims to lessen the number of dropped out from .73% or 10 pupils SY 2018-2019, of at least .50% of the Division Target in three years (2019-2022)

ROOT CAUSE:

-Child's readiness due to parents' lack of cooperation and interest despite all encouragement and teachers' follow-up and regular home visitation

Ex:

- Ma'am, gusto n'ya po paggala-gala na lang.

- Uulit na lang po s'ya

- Ayaw po eh..may baon naman po

- Financial Matters

- Child Labor

- Health Problems

- Absences of pupils due to family problems or parents involved in drugs (due to Operation Tokhang)

- Child Custody

- No permanent shelter (nakatira sa ilalim ng tulay)

ACTIVITIES	OUTPUT	DATE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	BUDGET	BUDGET SOURCE
Intensify Programs on Parenting in cooperation with GAD Programs	Attendance of parents responded and participated the program	Year-Round (August 2019-to March 2020)	Parents Teachers GPTA, SGC, NGOs. School Head GAD Focal Person, LGUs Religious Org. Catechist	P10,000	MOOE& GAD Fund
Identify learners who are at risk of dropping/failing in	Identified PARDOs and pupils risk of failing		Parents Teachers School Head Guidance Teacher NGOs		Stakeholders

different grade levels	Pupils under Sponsorship Program				
Meet the parents, get the cause for absenteeism that leads to dropping out from school and trade an agreement on how to address the problem	Identified caused of absenteeism and traded agreement to address the problem		Parents Teachers School Head Guidance Teacher	none	Stakeholders
Constant monitoring on the child's personal and academic needs by linking them to stakeholders who can provide Sponsorship (Educational Assistance)					

A.3 PROJECT TITLE: (KNOWSS) - KNowing Optimal Ways to Succeed in Science

PROBLEM STATEMENT: Average Percentage of Mastery in Science V Periodic Test Result SY 2018-2019 is 68.96% lower than 3.28% of 2017-2018.

PROJECT OBJECTIVE STATEMENT: To increase the percentage of mastery in Science Least Mastered Skills of Grade V in three years from 68.96% to 75% in 2022

ROOT CAUSE:

- Teaching strategies and methodologies of teachers are ineffective
- Knowledge in handling materials/ equipment and tools are limited
- Classroom- based research/ investigatory project are not well- implemented
- Limited interactions and contact with the pupils
- Strategic intervention materials/ learning/ instructional materials are limited

ACTIVITIES	OUTPUT	DATE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	BUDGET	BUDGET SOURCE
-Identify the Least Mastered Skills in Science through Item Analysis -Conduct LAC Session to come up with appropriate strategies and methodologies in teaching the Least Mastered Skills -Conduct LAC Session/ Seminar in teachers about handling science equipment/ tools - Conduct Writeshop in making classroom-based research and investigatory project	Identified Least Mastered Skills Skilled Teachers in teaching the Least Mastered Skills in Science (Observation of Classes through Project-ASSIST) -Skilful and competent teachers in handling science equipment and tools -Classroom-based researches and Investigatory Projects, instructional materials - Skilled and demonstration science teachers -Quality HOTS-based test questions	Year-Round	Science Teachers, School Project Team Speaker	Php7,650	MOOE

- Conduct LAC session/Training on different teaching strategies and methodologies Conduct writeshop in making HOTS-based questions in summative/ item bank/ periodic/ ISLA					
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A.4 PROJECT TITLE: ISIP-Filipino-(Istratehiya sa “Independent na Pagbasa”-sa Filipino

PROBLEM STATEMENT: Level of Frustration PHIL-IRI Post Test Result in Filipino of Grade III pupils is 13.21%(23 pupils) of the 174 pupils tested in SY 2018-2019

PROJECT OBJECTIVE STATEMENT: To increase the Grade III pupils Filipino Reading Comprehension Level of 13.21% (23 pupils) tested SY 2018-2019 from Frustration to the next level SY 2019-2020

ROOT CAUSE:

- Absences of pupils due to family problems
- Parents are not cooperative in permitting their child to attend Reading Intervention Programs
- Both parents of pupils under the Remedial Reading Program are working, some are OFWs
- Parents’ poor

ACTIVITIES	OUTPUT	DATE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	BUDGET	BUDGET SOURCE
-Identify learners of Grade IV pupils SY 2019-2020 under frustration level in Grade III SY 2018-	-Identified Learners				

2019 through PHIL-IRI Post-test -Intensify the School-based Reading Program -Enjoin Advisers as Remedial Reading Teachers to handle Intensive Reading Remediation to Identified Learners -LAC session in conducting Corrective Reading	-Intensified School-based Remedial Reading Program Instructional or Independent Level of Pupils Reading Comprehension	Year-Round	Filipino Teachers, School Project Team Speaker	none	none
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A.5 PROJECT TITLE: **STEM-F2-O-** Strategies To Enhance Mathematics' Four Fundamental Operations

PROBLEM STATEMENT: Average Percentage of Mastery Four Fundamental Operations in Mathematics V Periodic Test Result SY 2018-2019 is 64.89% lower than 3.28% of 2017-2018

PROJECT OBJECTIVE STATEMENT: To increase the percentage of mastery in Four Fundamental Operations in Mathematics V from 64.89 % Periodic Test Result to 75% in three years from 2019 -2022.

ROOT CAUSE:

- inability of pupils to solve the four fundamental
- no understanding on problem solving due to poor reading comprehension skills
- most of the pupils have troubles in number related problems
- Working memory with formula is poor due to lots of distractions

ACTIVITIES	OUTPUT	DATE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	BUDGET	BUDGET SOURCE
-Produce manipulative materials -Use mathematical fluency strategies in					MOOE

the classroom/ Teaching	Produced Manipulative Materials				
-Utilize the four steps to problem solving to provide feedback and differentiate instruction for all students		Year-Round	MathTeacher s, School Project Team Speaker	Php 7,650	
-Write shop/LAC Sessions on effective and simplified activities focusing on Four Fundamental Operations	Teachers certificate of Participation and Outputs during the Lac and Writeshop sessions				

A.6 PROJECT TITLE: **LEAP-LMs-** Localized Effective Araling Panlipunan Learning Materials

PROBLEM STATEMENT: Average Percentage of Mastery in Araling Panlipunan IV is 74.42% lower than .58% of the 75% Division Target.

PROJECT OBJECTIVE STATEMENT: To increase the Average Percentage of Mastery in Araling Panlipunan IV which is 74.42% lower than .58% of the 75% Division Target by producing localized learning materials and intensify the knowledge and skills of teachers in the teaching and learning process

ROOT CAUSE:

- no permanent teacher teaching in AP
- learning materials in AP are not localized
- textbooks in AP contain general information pupils may not be able to relate
- pupils/teachers are not familiar/known to the historical and cultural backgrounds of the places where they live/belong
- Ineffective and inappropriate implementation of pedagogical approach

ACTIVITIES	OUTPUT	DATE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	BUDGET	BUDGET SOURCE
-Mapping of AP Teachers -Tap teachers to permanently teach AP and attend seminars -Production of localized materials/modules during LAC session -Utilization of the localized materials -Conduct cultural mapping	Teachers with AP specialization Outputs of Approved Localized Materials Utilized Approved Localized Materials Approved Cultural Mapping Outputs	Year-Round	AP Teachers, School Project Team Speaker	Php 7,650	MOOE

A.7 PROJECT TITLE: Project ReaCh: Reading Comprehension**PROBLEM STATEMENT:** Poor reading comprehension in English affects the learners' performance**PROJECT OBJECTIVE STATEMENT:** To increase the average percentage of mastery in English Periodic Test Result from 69.95% to 75% in 2022.**ROOT CAUSE:**

- poor study habits
- pupils poor/limited vocabulary due to less reading habit
- lack of skills/creativity in preparing reading materials
- pupils are not immersed to English
- no follow ups at home
- low educational background of parents to be able to assist their child
- pupils are forced to work for extra income , no time for study

ACTIVITIES	OUTPUT	DATE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	BUDGET	BUDGET SOURCE
<ul style="list-style-type: none">- Identify least mastered skills in English-Unpack identified least mastered skills-Curriculum mapping-Conduct Remediation focusing on identified pupils with poor performance based on the test result-Conduct CI-Observation of classes	<ul style="list-style-type: none">-List of unpacked least mastered skills in English-Action plan/Intervention Program for identified pupils with poor performance-Item analysis on test resultsImplementation of CI Program-Result of Classroom Observation	SY 2019-2022	English Coordinator, School Project Team	Php 5000	MOOE

A.8 PROJECT TITLE: **Project ALERT-C** (Allocate Learners' Emergency Response Tracking Center)

PROBLEM STATEMENT: Establishment of SDRRM Room and Equipment

PROJECT OBJECTIVE STATEMENT: To establish SDRRM Room and Equipment

ROOT CAUSE:

-no room for SDRRM

-lack of SDRRM equipment

Ex: hard hats, Alarm signals, Radio, Rescue tools, Fire extinguisher, etc.

ACTIVITIES	OUTPUT	DATE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	BUDGET	BUDGET SOURCE
Scout Stakeholders to provide/donate needed materials for the establishment of SDRRM Room and purchasing of SDRRM Equipment -Conduct training/seminar workshops on disaster risk management system for teachers and pupils	SDRRM Room and Equipment Organized School Based emergency Disaster Quick Response Team -Conducted seminar/workshop on DRRM	SY 2019-2022	SDRR Coord School Project Team Teachers School Head Stakeholders	Php 20,694	MOOE Stakeholder GPTA LGUs NGOs

A.9 PROJECT TITLE: **Parke ng Kalusugan**

PROBLEM STATEMENT: Re-establishment of IVES' Gulayan sa Paaralan

PROJECT OBJECTIVE STATEMENT: To re-establish and intensify the school garden by propagating 50 malunggay trees which will serve as supplementary source of food to sustain the school-based feeding program

ROOT CAUSE:

- school area is prone to flooding
- kind of soil is not suitable for fleshy vegetables
- school garden area is situated along the road (C-5 FVR Road) and is prone to air pollution

ACTIVITIES	OUTPUT	DATE OF IMPLEMENTATION	PERSON(S) RESPONSIBLE	BUDGET	BUDGET SOURCE
-Tap stakeholders to help re-establish the School Garden -Plantation of 50 malunggay trees and other vegetable garden -refilling of garden soil	New Gulayan sa Paaralan 50 malunggay trees	SY 2019-2022	Gulayan sa Paaralan Coor School Project Team Stakeholders School Head Teachers	Php 5000	MOOE Stakeholders GPTA LGUs NGOs

B. Annual Implementation Plan (AIP)

3-YEAR WORK & FINANCIAL PROGRAM SY 2019-2022

PROGRAM/PROJECT IDENTIFIED	OBJECTIVES	TARGET YEARS			BUDGET	2019-2021	2020-2022	2021-2023
		2019-2020	2020-2021	2021-2022	2019-2021			
I-HEART- Intensify High Enrolment and Reap the Target	To increase at least 30% (52 pupils) enrolment rate of Kinder pupils for next School Year.	✓	✓	✓	Php5,000	Php5,000	Php5,000	
Pro-ReAcTotally- Promote Remediate Accelerate Totally	To achieve 100% Promotion rate for the Incoming Grade I pupils	✓	✓	✓	Php17,650	Php7,650	Php7,650	
(KNOWSS) - KNowing Optimal Ways to Succeed in Science	To elevate the percentage of mastery in Science Grade V from 68.96% to 75% in	✓	✓	✓	Php7,650	Php7,650	Php7,650	
ISIP-Filipino-(Istratehiya sa "Independent na Pagbasa"-sa Filipino	To increase the Filipino Reading Comprehension Level of pupils tested in grade three from Frustration to Independent in Grade IV (PHIL-IRI Pretest and Post-Test Result SY 2019-2020)	✓	✓	✓	Php2000	Php2000	Php2000	
STEM-F2-O-Strategies To Enhance Mathematics' Four Fundamental Operations	To elevate the percentage of mastery in Mathematics V from 64.89 % Periodic Test Result to 75% in 2022.	✓	✓	✓	Php7,650	Php7,650	Php7,650	
LEAP-LMs- Localized Effective Araling Panlipunan Learning Materials	knowledge and skills of teachers in the teaching and learning process	✓	✓	✓	Php7,650	Php7,650	Php7,650	
SAGIP-BUHAY sa SDRRMC	To establish SDRRM Room and Equipment	✓	✓	✓	Php6,898	Php6,898	Php6,898	
Parke ng Kalusugan	Re-establish and intensify the school garden by propagating 50 malunggay trees which will serve as supplementary source of food to sustain the school-based feeding program	✓	✓	✓	Php5000	Php5000	Php5000	

CHAPTER 4

Monitoring and Evaluation

Monitoring and Evaluation Form check and assess the progress of the annual improvement plan if goals and set objectives was realized.

MID-YEAR: _____

YEAR-END: _____

NAME OF PROJECT	PROJECT OBJECTIVES & TARGETS	DATE OF MONITORING	ACCOMPLISHMENT/ STATUS TO DATE	ISSUES/ PROBLEMS AND CHALLENGES	RECOMMENDATION/ ACTION POINTS	SIGNATURE OF SPT & PROJECT TEAM LEADER
I-HEART- Intensify High Enrolment and Reap the Target	The Team aims to increase at least 30% (52 pupils) enrolment rate of Kinder pupils for next School Year.					
Project- DOCTOR (Dropped Out Children Target of Rescuing)	The Team aims to lessen the number of dropped out from .73% or 10 pupils SY 2018-2019, of at least .50% of the Division Target in three years (2019-2022)					
(KNOWSS) - KNowing Optimal Ways to Succeed in Science	To increase the percentage of mastery in Science Least Mastered Skills of Grade V in three years from 68.96% to 75% in 2022					
ISIP-Filipino- (Istratehiya sa "Independent na Pagbasa"-sa Filipino	To increase the Grade III pupils Filipino Reading Comprehension Level of 13.21% (23 pupils) tested SY 2018-2019 from Frustration to the next level SY 2019-2020					
LEAP-LMs- Localized Effective Araling	To increase the Average Percentage of Mastery in Araling Panlipunan IV which is 74.42% lower					
Panlipunan Learning Materials	than .58% of the 75% Division Target by producing localized learning materials and intensify the knowledge and skills of teachers in the teaching and learning process					
STEM-F2-O- Strategies To Enhance Mathematics' Four Fundamental Operations	To increase the percentage of mastery in Four Fundamental Operations in Mathematics V from 64.89 % Periodic Test Result to 75% in three years from 2019 -2022.					
ALERT-C- (Allocate Learners Emergency Response Tracking Center	To establish SDRRM Room and Equipment					
Parke ng Kalusugan Project	To re-establish and intensify the school garden by propagating 50 malunggay trees which will serve as supplementary source of food to sustain the school-based feeding program					
Project ReaCh: Reading Comprehension	To increase the average percentage of mastery in English Periodic Test Result from 69.95% to 75% in 2022.					



Republic of the Philippines
DEPARTMENT OF EDUCATION
National Capital Region
SCHOOLS DIVISION OFFICE-MARIKINA CITY



Awards this

Certificate of Acceptance

to

INDUSTRIAL VALLEY ELEMENTARY SCHOOL

For having successfully completed and met the requirements and standards of the Department of Education as mandated by DepEd Order No. 44 s. 2015.

Given on the _____ day of _____ 2019.

JOEL T. TORRECAMPO
Schools Division Superintendent

Sample Certificate of Acceptance



Republic of the Philippines
Department of Education

National Capital Region

SCHOOLS DIVISION OFFICE-Marikina

awards this

Certificate of Acceptance

to

INDUSTRIAL VALLEY ELEMENTARY SCHOOL

(NAME OF SCHOOL)

for having successfully complied and met the requirements and
standards
of the Department of Education as mandated by DepEd Order 44, s.
2015.

Given on the _____ day of _____ 201____.

Schools Division Superintendent