

MALABON ELEMENTARY SCHOOL
136830
M. Naval St., Hulong Duhat, Malabon City

ENHANCED
SCHOOL
IMPROVEMENT
PLAN

School Year 2019-2022

MESSAGE

True to its mission as a public school, Malabon Elementary School continuously accommodates and delivers quality education to its Filipino-Malabon learners. With its 3887 enrollees this current school year, MES abides by the mandate of the Department of Education to provide quality education for all. MES constantly seeks to improve itself in the form of programs, projects and activities it implements to better serve its clientele.

The MES SIP for SY 2019-2022 is a collaborative work of the MES SPT which includes yours truly, the SH, the SBM coordinator, the student representative, the parent representative and the LGU representatives. The SIP serves as a road map as to where the school is going for the next three years. It lays out the different hurdles or PIAs the school needs to jump over. It also presents the root causes of such problems and the objectives to solve them. As the name suggests, SIP also presents detailed plan on how to address the PIAs for the improvement of the school.

With the help of each member of the SPT, I am now proud to present the SIP of MES for SY 2019-2022.

TABLE OF CONTENTS

CHAPTER 1. Department of Education’s Vision, Mission, and Core Values Statement	Page 1
CHAPTER 2. School’s Current Situation	Page 3
CHAPTER 3. Plan	Page 6
CHAPTER 4. Monitoring and Evaluation	Page 8
List of Acronyms	Page iv
List of Tables and Illustrations	Page v

LIST OF ACRONYMS

AIP – Annual Implementation Plan
CFSS- Child Friendly School Survey
CI- Continuous Improvement
DepEd – Department of Education
EBEIS- Enhanced Basic Education Information System
LGU- Local Government Unit
MOOE- Maintenance and Other Operating Expenses
MES- Malabon Elementary School
NAT- National Achievement Test
PAP- Program, Activities and Projects
PHIL-IRI- Philippine Informal Reading Inventory
PI- Performance Indicator
PIA- Priority Improvement Area
PTA- Parents- Teachers Association
SARDO- Students-At-Risk of Dropping Out
SBM- School-based Management
SBFP- School-based Feeding Program
SGC- School Governing Council
SH- School Head
SIP – School Improvement Plan
SPT- School Planning Team
SRC- School Report Card
SY- School Year
VMV- Vision, Mission and Core Values
WASH- Water, Sanitation and Hygiene

LIST OF TABLES AND ILLUSTRATIONS

Table 1. SPT Roles and Responsibilities	Page 1
Table 2. SPT Timetable	Page 2
Table 3. Priority Improvement Areas	Page 4
Table 4. Planning Worksheet- General Objectives	Page 4
Table 5. List of Solutions	Page 6

CHAPTER 1

Department of Education Mission, Vision, and Core Values Statement

The MES SPT convened to prepare the school's SIP for SY 2019-2022. During the VMV sharing, the SPT shared their idea of a perfect school and their interpretation of the DepEd vision, mission and core values. At first, they imagined the kind of school they would want the learners to have. For them, a perfect school is a school that is child-friendly, safe and accessible for the learners. The school is fully equipped with materials the learners need in order to learn. Moreover, the teachers in the perfect school are also competent in their craft of delivering quality education for the learners.

On DepEd Vision. For the MES SPT, the DepEd vision highlights the goal of Philippine education which is to produce highly skilled, productive and nationalistic individuals. The MES SPT shared the same vision with the DepEd. They believe that all educational undertakings are done to support the holistic development of the learners for them to become an individual who realizes one's dream for him/herself and contributes to the progress of the nation. In so doing, all children must be given equal opportunity to schooling and quality education. The school must also be learner-centered and continuously improve its educational services for its clientele.

On DepEd Mission. Moreover, the MES SPT also adheres to the DepEd mission that states the roles each member- students, teachers, administrator, family and administrator- play in fulfilling the DepEd's goals. Each member of the SPT recognizes his or her duty to promote quality learning environment and experiences of the learners. They commit themselves to helping the school to implement its PAPs and therefore, achieve its goals for its clientele, the learners.

On DepEd Core Values. The MES SPT internalizes the core values that must be instilled to the students. The core values serve as a reminder of what must a Filipino child must be. A Filipino child must be God-fearing, nature-lover, humanistic and patriotic. The ultimate goal of education is to cultivate these values among the learners.

Listed below is the composition of MES SPT and their respective roles and responsibilities in attaining the school's goals for its members especially the learners.

SPT Member	Roles and Responsibilities
School Head	<ul style="list-style-type: none"> ▪ Manages the school's programs, activities and projects. ▪ Ensures the smooth implementation of PAPs.
SBM coordinator	<ul style="list-style-type: none"> ▪ Assists the SH in preparing the SIP and implementing the AIP. ▪ Coordinates with the different

	<p>stakeholders the school's SIP and AIP.</p> <ul style="list-style-type: none"> Gathers school's data and prepares SRC.
Student Representative	<ul style="list-style-type: none"> Relays the status of school to the students. Contributes to the achievement of school's goals and objectives.
Parent Representative	<ul style="list-style-type: none"> Relays the status of the school to the parents. Contributes to the achievement of the school's goals and objectives.
Teacher Representative	<ul style="list-style-type: none"> Relays the status of the school to the teachers. Contributes to the achievement of the school's goals and objectives.
LGU Representatives Barangay Hulong Duhat Barangay Flores Barangay Bayan-Bayanan	<ul style="list-style-type: none"> Supports the implementation of school's PAPs morally and monetarily

Below is the **SPT timetable** presenting the schedule of the preparation, implementation, and monitoring of the SIP and AIP.

ACTIVITIES	SCHEDULE
PREPARATORY ACTIVITIES	
Gather and organize data using the School – Community Data Template	January – March, 2019
Convene the SPT for the VMV Sharing	June 28, 2019
PHASE 1: ASSESS	
Identify the school's Priority Improvement Areas (PIAs)	June 28, 2019
Conduct Dyad, Triad, FGD or survey	July 8, 2019
Discuss and present the root cause	July 8, 2019
PHASE 2: PLAN	
Write the SIP	July 9-10, 2019
Brainstorm Solutions	July 11, 2019
Prepare the Annual Implementation Plan	July 12, 2019
PHASE 3: ACT	
Pilot the Solution	August- September, 2019
Roll out the Solution	October, 2019
Monitor and Evaluate	Year round

CHAPTER 2

Assess

This chapter of SIP presents the updated and accurate gathered data and information about the school's status in the last three school years.

School's Current Situation

ACCESS- According to EBEIS, the total enrolment of MES as of June, 2019 is 3887. It is higher (by 66 pupils) than the enrolment (3821) in the previous SY 2018-2019. However, it is much lower than the enrolment in SY 2017-2018, which is 3922.

2025 of the total enrolment at present (3867) is male while 1862 is female. The number of male pupils is greater than the number of female pupils. Grade 1 has the highest number of enrolment (630). Whereas, the Kindergarten has the least number of enrollees (493).

On attendance, the total number of children who were frequently absent during SY 2018-2019 is 60 or 1.57% of 3821. 33 of these pupils are male while 27 are female. It is reported that one of these frequently absent pupils is a 4Ps recipient.

In this connection, the dropout rate in 2018-2019 is 1.49%. It does not meet the Division target, which is 0.65%. The common reasons of dropouts are health and nutrition and other personal reasons of the learners.

QUALITY- The promotion rate of the school during SY 2018-2019 is 103.15%. It is much higher than the promotion rate during SY 2017-2018, which is 98.97%. The school only has a record of NAT result during the year 2013, 2014 and 2015. In the year 2015, Grade 3 MES pupils got a score of 40.76% in Reading English, 58.31% in Reading Filipino, 52.49% in English Grammar and 64.58% in Filipino Grammar. The scores are way lower than the Division targets. On the other hand, Grade 6 MES pupils got the following NAT scores in respective subjects- Math- 45.31, English- 53.63, Science- 47.38, Filipino- 57.57 and HEKASI- 51.67. The school did not meet the Division target for the NAT performance.

On the other hand, the Phil-Iri result in English (posttest) for SY 2018-2019 shows that 431 Grade 4 –Grade 6 pupils are frustration readers, 498 are instructional and 754 are independent readers. On the other hand, 5 are non-readers. The data from the Phil-Iri result in Filipino (posttest)- Oral Reading for SY 2018-2019, on the other hand, shows that there are 288 frustration readers, 756 instructional readers and 1690 independent readers. In Silent Reading, 333 are frustration readers, 751 are instructional readers and 1628 are independent readers. The total number of non-readers, on the other hand, is 11.

When it comes to contests, some MES pupils received awards following their winnings in different contests such as All Math Quiz bee- 1st place, MTAP Grade 6 3rd place and BP Quiz bee at the Division level.

The school has also been recognized for being the Best in Gulayan sa Paaralan, Model Kindergarten Classroom and Model Functional School LRMDs.

GOVERNANCE - The MES stakeholders continuously supports the PAPs of the school by giving donation in the form of money, in kind, time and effort. The school activities to which the stakeholders show full support are as follows: Drum and Lyre, Eco-Saver, Clean-up Drive, 5Ps Kick-off Activity, Mangrove Tree Planting and MES Fun Run.

Priority Improvement Areas

Below are the school's PIAs.

Improvement Areas	Strategic Importance	Urgency	Magnitude	Feasibility	Interpretation
1. High Dropout Rate	4	4	4	4	High Priority
2. Low Literacy Rate in English and Filipino	4	3	4	4	High Priority
3. Physical facilities	3	2	4	4	Moderate Priority

General Objectives

LEARNING STAGE	DEPED INTERMEDIATE OUTCOMES	PRIORITY IMPROVEMENT AREA	GENERAL OBJECTIVES
ACCESS AND QUALITY			
K-3	IO1: Learners are in school and learning centers	High Dropouts	To reduce the dropout rate of MES from 1.49% to 0% by 2022
	IO3: Learners enjoy learner-friendly environment	Physical Facilities	To repair 100% of broken windows by 2020 To increase the functional toilet and handwashing facilities of the school by 2022
	IO5: Learners attain learning standards	Low Literacy Rate in English and Filipino	To decrease the number of Grade 2-3 frustration

			and non-readers in Filipino and English based on Phil-Iri result every year
4-6	IO1: Learners are in school and learning centers	High Dropouts	To reduce the dropout rate of MES from 1.49% to 0% by 2022
	IO3: Learners enjoy learner-friendly environment	Physical Facilities	To increase the functional toilet and handwashing facilities of the school by 2022
	IO5: Learners attain learning standards	Low Literacy Rate in English and Filipino	To decrease the number of Grade 4-6 frustration and non-readers in Filipino and English based on Phil-Iri result every year
GOVERNANCE			
	IO2: Internal systems and processes needed for continuous improvement in place	Stakeholder support	To encourage consistent 100% participation of stakeholders in school projects and activities

Planning Worksheet

The Planning worksheet of MES contains the PIAs of the school that need to be addressed. The PIAs are aligned with the Learning Stage and DepEd Intermediate Outcomes. The Planning Worksheet also lays out the objectives on how to address the PIAs, the root causes of the PIAs and the time frame when the objectives will be accomplished.

See attached planning worksheet.

CHAPTER 3

Plan

A. Project Work Plan & Budget Matrix

List of Solutions

Priority Improvement Area	Root Cause(s)	Solution(s)
High Dropout	Health and Nutrition of the Learners	Include the learners in the School-based Feeding Program
	Personal Problems of the learners including family conflict, change of residence and child labor	Conduct home visitation Refer the learners to the Guidance office for counselling
Low Literacy in English and Filipino	Poor study habit of the learners	Have the learners undergo MES Read program- Remedial Reading Teach the learners good study habits Collaborate with the parents. Ensure that there is a follow-up reading session at home.
	Parental Support Absenteeism	Conduct home visitation Refer the learners to the Guidance office for counselling
Physical Facilities Broken windows Functional toilets Handwashing facilities	Presence of termites Substandard jalousie frames Low budget Not priority in the previous SIP	Prioritize the project in the SIP and AIP. Repair broken windows. Construct toilets and handwashing facilities.

See attached Project Work Plan and Budget Matrix.

B. Annual Implementation Plan (AIP)

The **Annual Implementation Plan** for Year 1 is the SIP's operational plan. It contains specific projects that will be undertaken by the school in a particular year, which include the following: outputs, activities, schedule, required resources, source of fund, and the individuals accountable for the conduct of these projects. It also includes operational cost such as but not limited to utilities, supplies and materials, etc. that are considered eligible expenditures in the existing MOOE guidelines.

See

attached

AIP.

CHAPTER 4

Monitoring and Evaluation

The **Project Monitoring Form** lists down the names of the projects that the SPT have come up with to address the root cause of the PIAs. It is used to monitor the progress of each project. In the form, the SPT will fill up the corresponding column that asks for the date, accomplishments and status, issues and challenges and the recommendation and action points that SPT comes across as they monitor and evaluate the implementation of the projects. The SPT will monitor the progress at the middle and end of the implementation period.

Name of the Project	Project Objectives and Targets	Date	Accomplishments	Issues/ Problems/ Challenges	Recommendation /Action Points	Signature of SPT and Project Team Leaders
Inclusive School-based Feeding Program with Medical and Dental mission	To decrease the number of severely wasted and wasted pupils	11/11/19				
Child-friendly MES	To construct additional toilets and handwashing facilities To repair broken windows	12/10/19				
Make Every Student Read	To reduce the number of frustrated and non-readers in English by 60%	11/15/19				

Project Agarang Solusyon at Aksyon sa Pagbasa (ASAP)	To reduce the number of frustrated and non- readers in Filipino by 60%	11/15/19				
Dropout Interventi on through Home Visitation	To reduce the dropout rate of MES from 1.49% to 0%	11/11/19				
Intensifyi ng Stakehol der Support	To encourage consistent 100% participati on of stakeholde rs in school projects and activities	12/10/19				



Republic of the Philippines
Department of Education
Region NCR
DIVISION MALABON CITY

awards this

Certificate of Acceptance
to

MALABON ELEMENTARY 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__.

CYNTHIA L. AYLES, CESE

Principal IV
OIC- Schools Division Superintendent
Division of Malabon City