

Republic of the Philippines
Department of Education
REGION IV-A CALABARZON

25 February 2025


Regional Memorandum

No.142 s.2025

**SUGGESTED REGIONAL TECHNICAL ASSISTANCE PLAN
FOR THE WHOLE GAMUT OF SCHOOL OPERATIONS
AND MANAGEMENT**

To: **Schools Division Superintendents**

1. In reference to DepEd Order No. 007, s. 2024¹ and DepEd Order No. 005, s. 2024², this Office through the Field Technical Assistance Division releases the suggested Regional Technical Assistance Plan for the Whole Gamut of School Operations and Management to ensure that educational standards are met and maintained, assess the efficient use and management of resources, ensure that schools comply with legal and regulatory requirements, and gather comprehensive data that can be translated into informed policy decisions.
2. Please see the attached suggested Regional Technical Assistance Plan for the Whole Gamut of School Operations and Management.
3. For inquiry, kindly contact Chief Michael Girard R. Alba of the Field Technical Assistance Division via email at michael.alba@deped.gov.ph or through the mobile number at 09178882731.
4. Immediate dissemination and strict compliance of this Memorandum is highly desired.


ATTY. ALBERTO T. ESCOBARTE, CESO II
Regional Director

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¹ Policy Guidelines on the Implementation of the Revised School - Based Management System

² Rationalization of Teachers' Workload in Public and Payment of Teaching Overload



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REGIONAL COMPREHENSIVE TECHNICAL ASSISTANCE PLAN FOR THE WHOLE GAMUT OF SCHOOL OPERATIONS AND MANAGEMENT (6 SBM DIMENSIONS)

November 2024 – November 2025

INDICATOR	TA Objectives	Strategies / Activities	Expected Results	Time Frame	Resources		
					Person's Responsible	Funding Requirement	Material
CURRICULUM AND TEACHING							
1. Grade 3 learners achieve the proficiency level for each cluster of early language, literacy, and numeracy skills	<ul style="list-style-type: none"> - Enhance the proficiency of Grade 3 learners in early language, literacy, and numeracy skills through structured support and resources. - Provide comprehensive support for Grade 3 learners in achieving proficiency in early language, literacy, and numeracy. By focusing on 	<ul style="list-style-type: none"> - Utilize results on the standard assessments to identify baseline proficiencies in language, literacy, and numeracy. - Monitor the conduct of formative assessments by the SDO to track improvements and adjust instruction accordingly. - Conduct workshops for teachers on instructional strategies tailored to early language and numeracy. - Ensure the establishment of a mentorship program 	<ul style="list-style-type: none"> - enhanced the proficiency of Grade 3 learners with 2% increase on performances in early language, literacy, and numeracy skills through structured support and resources. 	All Year Round	CLMD/CID RFACTs/D FTACTs	Php20,000.00	TARP



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	training, resource allocation, community involvement, and continuous evaluation, the region can create a robust framework for improving educational outcomes for young learners.	<p>where experienced educators guide newer teachers in effective practices.</p> <ul style="list-style-type: none"> - Provide quality assured digital and print resources for lesson planning and classroom activities. - Ensure the Grade 3 curriculum aligns with proficiency targets in language, literacy, and numeracy. - Promote literacy across content areas (e.g., using math word problems in reading activities). - Provide support in organizing training for parents on how to support their children's literacy and numeracy at home. 					
2. Grade 6,10,and 12 learners achieve the proficiency level in all 21st century	- Enhance the proficiency of Grade 6, 10, and 12 learners in the National Achievement Test (NAT) by improving	- Administer pre-assessments before interventions to understand learners' proficiency in core subjects and 21st-century skills.	- Improvement in learners' scores on the National Achievement Test (NAT) across all grade levels. - Increased proficiency in core subjects and	All Year Round	CLMD/CID RFACTs/D FTACTs	Php20,000.00	Assessment Tool



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skills and core learning areas in the National Achievement Test (NAT)	their competency in core learning areas and 21st-century skills, ensuring that they are equipped for the challenges of the future.	<ul style="list-style-type: none"> - Monitor the conduct of workshops / LAC for teachers on incorporating 21st-century skills into subject-based lessons. - Conduct of workshops on differentiated instruction, formative assessment techniques, and utilizing ICT tools for learning. - Develop a mentoring program where high-performing students from higher grades (e.g., Grade 12) assist lower grades (e.g., Grade 6) in areas of difficulty 	<p>mastery of 21st-century skills.</p> <ul style="list-style-type: none"> - Enhanced teacher capacity to deliver high-quality education. - Empowered and engaged learners with the skills to succeed in an increasingly digital and interconnected world. 				
3. School-based ALS learners attain certification as elementary and junior high school completers	- Support Alternative Learning System (ALS) learners in achieving certification as elementary and junior high school completers through targeted interventions, capacity building, and effective	<ul style="list-style-type: none"> - Understand the learning needs and gaps of ALS learners and provide customized interventions. - Ensure the curriculum is aligned with the standards required for ALS learners to achieve certification as elementary and junior high school completers. - Equip ALS Learning Facilitators with the 	<ul style="list-style-type: none"> - Successful completion of ALS certification exams, with proficiency in core subjects and vocational skills. - Improved teaching skills, particularly in competency-based instruction and 21st-century skills. - Strengthened support systems for ALS 	All Year Round	RFTACTs/D FTACTs	Php20,000.00	Certificate



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	<p>delivery of quality education.</p>	<p>necessary skills and tools to effectively teach and assess learners.</p> <ul style="list-style-type: none"> - Foster an inclusive, learner-centered environment that engages ALS learners in active participation and self-directed learning. - Implement competency-based assessments (written, oral, and practical) to evaluate learners' mastery of required skills and knowledge. - Provide intensive pre-assessment and mock exams to prepare learners for the actual certification examination. 	<p>learners, ensuring a sustainable learning environment.</p>				
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<p>4. Teachers prepare contextualized learning materials responsive to the needs of learners</p>	<p>Support teachers in creating and using contextualized learning materials (CLMs) that are responsive to the diverse needs, backgrounds, and learning styles of students, ensuring more meaningful and effective teaching and learning experiences</p>	<ul style="list-style-type: none"> - Ensure that the learning materials reflect the local culture, history, language, and community context while aligning with national standards - Conduct needs assessment to understand the learners' diverse needs, backgrounds, and learning contexts to guide the development of relevant learning materials. - equip teachers with the skills and knowledge to create contextualized learning materials that are responsive to learners' needs. - Provide examples of how to infuse local languages, folklore, customs, and traditions into subjects such as Araling Panlipunan, Science, and English. - Provide training for teachers on how to utilize ICT tools (e.g., Google 	<ul style="list-style-type: none"> - Increased capacity to design and deliver contextualized, inclusive, and relevant learning materials that meet the needs of their learners. - More engaging and meaningful learning experiences, improved academic performance, and higher levels of motivation and participation. - Strengthened ties between schools and local communities through the integration of local culture, knowledge, and issues into the learning process. 	<p>All Year Round All Year Round All Year Round</p>	<p>CLMD/CID RFACTs/D FACTs</p>	<p>Php20,000.00</p>	<p>Contextualized LMs TARP</p>
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		Classroom, Canva, Kahoot!, Adobe Spark) to design interactive, multimedia-rich learning materials. - Establish a regional or district-level network of teachers to share best practices, resources, and challenges related to creating CLMs. - Develop and maintain a digital or physical resource bank containing samples of CLMs, templates, and examples of locally adapted materials.					
5. Teachers conduct remediation activities to address learning gaps in reading and comprehension, science and technology,	Support teachers in implementing effective remediation activities to address learning gaps in reading and comprehension, and science for students at various grade levels, ensuring improved	- Conduct baseline assessments in reading and comprehension (e.g., reading fluency tests, comprehension quizzes) and in science (e.g., diagnostic tests on core scientific concepts and skills). - equip teachers with the skills and strategies needed to effectively	- Enhanced skills in providing targeted remediation and differentiated instruction for students with learning gaps in reading, comprehension, and science. - Improved reading and comprehension skills, better understanding of	All Year Round	CLMD/CID RFTACTs/D FTACTs	Php20,000.00	Test Materials



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and mathematics	academic performance and mastery of essential skills.	address learning gaps in reading, comprehension, and science. - To design and implement specific remediation activities to address the identified learning gaps.	science concepts, and overall academic performance. - Increased involvement and support in the learning process, contributing to the success of remediation activities.				
6. Teachers integrate topics promoting peace and DepEd core values	- Guide teachers in integrating topics that promote peace, as well as the core values of the Department of Education (DepEd) — Maka-Diyos, Maka-Tao, Makakalikasan, and Makabansa — into their instructional practices across all grade levels and subjects, fostering a culture of peace and social responsibility among students.	- Provide support in the conduct surveys and focus group discussions with teachers to understand their current knowledge and experience in integrating peace topics and core values. - Organize workshops on peace education, social cohesion, and character education, focusing on the four core values: Maka-Diyos, Maka-Tao, Makakalikasan, and Makabansa. - Provide training on how to incorporate peace-building activities, values education, and conflict	- Enhanced ability to integrate peace education and DepEd core values in daily teaching practices. - Improved understanding of peace-building, character development, and social responsibility, with the ability to apply these values in their personal lives. - : A positive school culture where peace, respect, and values are central to the learning environment. - Increased involvement in promoting peace,	All Year Round	CLMD/CID RFTACTs/D FTACTs	Php20,000	Laptop Training Materials



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		resolution strategies into all subjects and grade levels. - Develop sample lesson plans and modules that incorporate peace-building principles, such as conflict resolution, empathy, social justice, and community involvement, into various subject areas.	responsible citizenship, and nation-building initiatives.				
7. The schools conducts test item analysis to inform its teaching and learning process	- Support schools in systematically analyzing test items from various assessments to identify learning gaps, improve instructional practices, and make data-driven decisions that enhance the teaching and learning process.	- Provide professional development workshops and training sessions on test item analysis (item difficulty, item discrimination, and distractor analysis) and how to interpret test data - Develop and distribute a test item analysis template to guide teachers in conducting a systematic analysis of both formative and summative assessments.	- Improved ability to analyze test data and adjust teaching strategies to meet student needs. - Better performance on assessments due to targeted instruction based on their learning gaps. - A data-driven teaching culture where instructional practices are continuously improved through test item analysis. - A more effective and responsive curriculum	All Year Round	RFACTs/D FTACTs	Php20,000.00	Laptop Band paper



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			that is adjusted based on actual student performance.				
8. The school engages local industries to strengthen its TLE-TVL course offerings	- Enhance the quality and relevance of the TLE-TVL program by fostering stronger partnerships between schools and local industries, ensuring that students acquire marketable skills aligned with industry needs, and improving employment opportunities for graduates.	<ul style="list-style-type: none"> - Organize meetings and workshops where school representatives (administrators, TLE teachers) can engage with local industry leaders to discuss industry trends and skills requirements. - Integrate industry certifications into the curriculum, where possible, so that students earn recognized qualifications (e.g., TESDA certifications, international certifications) as part of their coursework. - Develop formal internship programs with local industries where students can gain hands-on experience in their field of study (e.g., carpentry, culinary arts, automotive repair) 	<ul style="list-style-type: none"> - Acquiring marketable skills that are relevant to the local job market, improving employability, and gaining work experience through internships and apprenticeship - Gaining practical industry knowledge and teaching strategies that align with current industry trends and demands. - Offering a TLE-TVL program that is responsive to local industry needs, thereby improving student graduation rates and employment outcomes. - Benefiting from a pipeline of well-trained, job-ready graduates 	All Year Round	CLMD/CID RFACTS/D FTACTs	Php20,000.00	Laptop Band paper Workshop material s



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		<ul style="list-style-type: none"> - Organize industry-specific training programs for TLE teachers in partnership with local industries (e.g., workshops on the latest carpentry tools, digital skills training for IT teachers). - Facilitate industry visits for teachers so they can observe industry practices firsthand and bring back relevant knowledge to the classroom. - Ensure the implementation of career guidance program for TLE-TVL students, helping them identify potential career pathways and the necessary skills they need to succeed. 	<p>who can contribute to the local economy.</p> <p>-</p>				
LEARNING ENVIRONMENT							

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<p>9. The school has zero bullying incidence</p>	<p>- Implement a comprehensive strategy that prevents bullying, creates a safe and supportive learning environment, and ensures that students and staff are equipped to address bullying incidents effectively. The goal is to achieve zero bullying incidences in schools, promoting a positive school culture focused on respect, empathy, and inclusion.</p>	<p>- Organize region-wide awareness campaigns on the different forms of bullying (e.g., physical, verbal, cyberbullying, etc.) and its impact on individuals and the school community.</p> <p>- Review and strengthen the school's anti-bullying policy to include detailed definitions of bullying, reporting procedures, and the consequences for engaging in bullying behavior.</p>	<p>- Improved understanding of bullying and its consequences, increased empathy and respect for peers, and greater confidence in reporting bullying incidents.</p> <p>- Greater preparedness in recognizing and addressing bullying, as well as promoting a positive and supportive learning environment.</p> <p>- Enhanced awareness and engagement in efforts to create a bully-free environment at school and at home.</p> <p>- A significant reduction in bullying incidents, fostering a safe, respectful, and inclusive school climate.</p>	<p>All Year Round</p>	<p>RFTACTs/D FTACTs</p>	<p>Php30,000.00</p>	<p>TARP Monitoring Tool</p>
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<p>10. The school has zero child abuse incidence</p>	<p>- Create a safe and supportive environment for all students by preventing child abuse in schools through comprehensive awareness, strict adherence to protective policies, effective intervention strategies, and the engagement of the whole school community.</p>	<ul style="list-style-type: none"> - Conduct awareness campaigns within the school on the types of child abuse (physical, emotional, sexual, neglect) and the signs to watch for. - Develop and enforce a comprehensive child protection policy that clearly defines child abuse, outlines reporting mechanisms, and ensures the protection of all students. - Conduct regular school safety audits to identify and address potential hazards that could expose children to harm (e.g., unsafe playgrounds, poorly lit areas, or secluded spots). - Organize mandatory training sessions for all school staff (teachers, administrators, security personnel, and support staff) on recognizing signs of abuse, legal 	<ul style="list-style-type: none"> - A safe, supportive, and respectful school environment with a decreased risk of abuse and enhanced well-being. - Well-trained personnel who are knowledgeable about child protection protocols and are equipped to respond effectively to any incidents of abuse. - Increased awareness and active participation in child protection efforts, ensuring a collaborative approach to safeguarding children. - Achieving zero child abuse incidents by maintaining a proactive stance on prevention, early intervention, and consistent support for affected students. 	<p>All Year Round</p>	<p>RFTACTs</p>	<p>Php20,000.00</p>	<p>TARP Monitoring Tool</p>
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		responsibilities, and the school's child protection policies.					
11. The school has reduced its drop-out incidence	Reduce the drop-out incidence in schools by providing targeted support, early intervention strategies, and a supportive school environment that ensures learners remain engaged, motivated, and able to succeed in their educational journey	<ul style="list-style-type: none"> - Train teachers and school staff to recognize early warning signs of students at risk of dropping out and create a referral system to direct students to support services. - Foster student leadership opportunities through school clubs, student government, and peer mentoring programs to give students a sense of ownership and responsibility. - Create counseling services that support students' mental health and emotional well-being, including coping strategies for stress, anxiety, and personal issues. - Provide ongoing professional development for teachers and staff on 	<ul style="list-style-type: none"> - Higher levels of engagement, improved attendance, and academic performance, resulting in fewer students dropping out. - Increased awareness and proactive support strategies for at-risk students. - Stronger partnerships and more involvement in ensuring student success. - A noticeable reduction in the drop-out incidence, a more supportive school culture, and improved retention rates. 	All Year Round	RFTACTs/D FTACTs	Php100,000.00	Laptop Band Paper Venue Training Material s



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		how to use data effectively to identify students at risk and respond in a timely manner.					
12. The school conducts culture-sensitive activities	- Promote cultural awareness, respect, and inclusivity by incorporating culture-sensitive activities into the school curriculum and extracurricular programs. These activities aim to celebrate and respect the diverse cultures of students and the local community, creating a more inclusive and supportive learning environment.	<ul style="list-style-type: none"> - Conduct workshops and seminars for both students and staff on cultural awareness, diversity, and inclusion. - Develop cultural exchange programs where students can learn about different cultures through activities like presentations, discussions, and multimedia. - Partner with local indigenous communities to bring cultural experts and elders into the school for storytelling, workshops, or traditional performances. - Develop culture-sensitive sample lesson plans that address the unique needs and experiences of students from various backgrounds, including 	<ul style="list-style-type: none"> - Increased cultural awareness, respect for diversity, and a stronger sense of identity and belonging. - A more inclusive teaching approach, with improved capacity to engage culturally diverse students. - Community: Stronger connections between the school and local cultural groups, leading to greater support for students and families. - A more inclusive and supportive school culture that values cultural diversity and ensures that all students feel represented and respected. 	Ist Semester	RFACTs/D FACTs	Php100,000.00	Laptop Venue Tarp



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		indigenous, migrant, and minority groups. - Provide cultural sensitivity training for all school staff, including teachers, administrators, and support staff, focusing on how to create inclusive environments and address cultural biases.				
13. The school provides access to learning experiences for the disadvantaged, OSYs, and adult learners	- Ensure that disadvantaged students, Out-of-School Youth (OSYs), and adult learners have access to relevant, flexible, and inclusive learning experiences that cater to their educational needs, thus empowering them to gain knowledge, skills, and competencies necessary for personal development and	- Establish community learning centers equipped with necessary resources (e.g., computers, books, educational videos) to offer basic education and skills training. - Develop mobile classrooms or outreach programs that bring education to remote or underserved areas, using transportation (e.g., vans or buses) to deliver learning materials and instructional support. - Develop digital learning materials (e.g., e-books, videos, online courses) to	- Increased enrollment and retention rates for OSYs, adult learners, and disadvantaged students, along with improved academic and vocational outcomes. - Enhanced teaching skills and a deeper understanding of the diverse needs of learners. - Stronger partnerships and greater community involvement in supporting the education of disadvantaged learners.	All Year Round		



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	<p>future employment opportunities.</p>	<p>support learners who prefer online learning or who live in areas with limited access to traditional education resources.</p> <ul style="list-style-type: none"> - Collaborate with NGOs, community organizations, and local government units (LGUs) to provide financial support, career counseling, and mentorship for learners. - Provide training on adult education and differentiated instruction techniques to ensure that teachers are prepared to handle diverse learners with different needs and learning styles. - Conduct regular evaluations of the learning programs, including surveys of learners, teachers, and community partners, to assess satisfaction, challenges, 	<ul style="list-style-type: none"> - A more inclusive and responsive educational environment that provides accessible and relevant learning experiences for all students. 				
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<p>14. The school has a functional school-based ALS program</p>	<ul style="list-style-type: none"> - Establish, support, and sustain a functional school-based Alternative Learning System (ALS) program that effectively provides learning opportunities for out-of-school youth (OSYs), adults, and disadvantaged learners, enabling them to complete their education and gain skills for personal development and employability. 	<p>and opportunities for improvement.</p> <ul style="list-style-type: none"> - Collaborate with ALS coordinators, teachers, and educational experts to design a curriculum that aligns with the needs of learners in the community. Ensure that the curriculum includes modules for functional literacy, numeracy, life skills, and vocational training. - Ensure that the school provides dedicated learning spaces for ALS learners, including classrooms, libraries, and computer labs for those utilizing digital learning resources. - Provide regular professional development for ALS facilitators, focusing on adult education, learner- 	<ul style="list-style-type: none"> - Successful completion of ALS programs by out-of-school youth (OSYs), adults, and disadvantaged learners, with enhanced literacy, numeracy, and vocational skills. - Enhanced capacity of ALS teachers to deliver effective, responsive, and inclusive education to a diverse group of learners. <p>Increased community support and involvement in ALS programs, leading to better learner engagement and success.</p> <ul style="list-style-type: none"> - A well-established, sustainable, and responsive school-based ALS program that meets 	<p>All Year Round</p>	<p>ALS Coor RFACTS/D FACTS</p>	<p>Php20,000.00</p>	<p>Laptop Band paper</p>
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		<p>centered approaches, and differentiated instruction for mixed-ability learners.</p> <ul style="list-style-type: none"> - Partner with local organizations, businesses, and NGOs to provide learning resources, financial support, and career opportunities for ALS learners. - Conduct regular assessments to evaluate the effectiveness of the ALS program, including surveys, interviews, and focus groups with learners and teachers. 	<p>the educational needs of marginalized groups.</p> <ul style="list-style-type: none"> - 				
15. The school has a functional child-protection committee	<ul style="list-style-type: none"> - Establish and maintain a functional and effective Child-Protection Committee (CPC) in schools that ensures the safety, well-being, and protection of all students by preventing, 	<ul style="list-style-type: none"> - Ensure that the school forms a Child-Protection Committee (CPC) comprising key personnel such as the School Head, guidance counselors, teachers, school nurses, social workers, and student representatives. - Define specific roles for each member (e.g., the School Head as 	<ul style="list-style-type: none"> - A safer and more supportive learning environment, with fewer incidents of abuse or neglect and a stronger awareness of child protection rights. - Well-equipped and informed teachers who can recognize, report, and respond to child protection concerns 	All Year Round	RFTACTs/D FTACTs	Php20,000.00	TARP Laptop Band Paper



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	<p>identifying, and responding to child abuse, neglect, and other forms of exploitation.</p>	<p>chairperson, the guidance counselor as a lead on case management, and teachers for reporting concerns).</p> <ul style="list-style-type: none">- Collaborate with education authorities, legal experts, and child welfare professionals to draft a child protection policy that includes clear procedures for identifying, reporting, and responding to child protection concerns.- Ensure that the child protection policy is shared with all stakeholders, including staff, students, and parents. This can be done through orientations, posters, and handbooks.- Provide specialized training for the CPC members in handling sensitive cases, working with families, and interacting with law enforcement and child welfare agencies.	<p>promptly and appropriately.</p> <ul style="list-style-type: none">- Stronger community involvement in child protection efforts, leading to better support systems for children at risk.- A fully functional Child-Protection Committee that ensures the safety, well-being, and rights of all learners.				
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		<ul style="list-style-type: none">- Implement school-wide awareness campaigns that include activities like seminars, poster-making, and social media outreach focused on child protection issues.- Ensure that there are clear protocols for reporting incidents of abuse, neglect, bullying, or exploitation, including immediate action steps and timelines.- Strengthen partnerships with local government units (LGUs), social welfare offices, and law enforcement to facilitate a coordinated response to child protection cases.- Conduct an annual evaluation of the CPC's activities, including feedback from students, staff, and parents on the effectiveness of the child protection initiatives.					
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16. The school has a functional DRRM plan	- Establish and sustain a comprehensive and effective Disaster Risk Reduction and Management (DRRM) plan in schools that prepares the school community to respond to various disasters and emergencies, minimizing risks, ensuring the safety of students, teachers, and staff, and promoting resilience.	- Collaborate with local disaster risk reduction agencies, the local government unit (LGU), and community leaders to develop a school-based DRRM plan that identifies hazards (e.g., earthquakes, floods, typhoons), outlines specific roles and responsibilities, and details response protocols. - Ensure that the DRRM plan is integrated into school policies, lesson plans , and extra-curricular activities. This includes the involvement of students in preparedness drills and projects. - Provide regular training for teachers and school personnel on disaster response, emergency preparedness, basic first aid, and evacuation procedures. This should also include trainings on psychosocial support to	- A safer learning environment for students, with clear understanding and involvement in disaster preparedness activities. - Increased preparedness and knowledge on how to respond effectively to disasters. - A collaborative effort between the school and the community in disaster management, fostering greater resilience. - A functional, comprehensive DRRM plan that is updated regularly, ensuring that the school can effectively respond to and recover from disasters. -	All Year Round	ESSD/SGO DRFTACTs/ DFTACTs	Php20,000.00	Band paper
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		<p>assist learners during and after a disaster.</p> <ul style="list-style-type: none">- Conduct regular hazard mapping and risk assessments within the school, including identifying structural weaknesses, flood-prone areas, and evacuation routes.- Develop clear communication protocols to ensure that all stakeholders can easily access information during a disaster. This includes informing parents, students, and staff about ongoing emergencies and evacuation procedures.- Conduct awareness campaigns to promote DRRM knowledge and the importance of preparedness within the school and local community.					
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<p>17. The school has a functional support mechanism for mental wellness</p>	<ul style="list-style-type: none"> - Establish a comprehensive and functional support mechanism within schools that promotes mental wellness, addresses mental health concerns, and ensures timely interventions to support students, teachers, and staff in maintaining their emotional well-being. 	<ul style="list-style-type: none"> - Launch mental health awareness campaigns during key observances like Mental Health Week or World Mental Health Day, with activities such as information drives, seminars, and social media outreach. - Develop a mental health policy that outlines the school's approach to supporting mental wellness, including prevention, early intervention, and treatment protocols. - Establish clear procedures for identifying and responding to mental health concerns, including guidelines for teachers and staff on how to approach and refer students who show signs of distress. - Provide mental health training programs for teachers, school counselors, and staff 	<ul style="list-style-type: none"> - Improved mental wellness, increased access to mental health support, and a supportive environment for seeking help. - Enhanced awareness of mental health issues, increased capacity to support students, and reduced stigma surrounding mental health. - A more resilient and emotionally well-adjusted school community with strengthened support systems. - A well-established, comprehensive mental wellness support mechanism that promotes a positive school culture and addresses the mental health needs of all stakeholders. 	<p>All Year Round</p>	<p>ESSD/SGO D RFACTs/D FACTs</p>	<p>Php20,000.00</p>	<p>Tarp</p>
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		<p>members on identifying warning signs of mental health issues (e.g., anxiety, depression, bullying), managing crises, and providing basic emotional support.</p> <ul style="list-style-type: none"> - Ensure that the school provides professional counseling services, either through a full-time guidance counselor or by collaborating with external mental health professionals. - Develop a peer counseling program where selected students are trained to offer emotional support to their peers, under the guidance of a counselor or mental health professional. 					
	Invite resource person from NHU	Request for program support fund	Request for SEF from LGU	All Year Round	ESSD	Php100,000.00	Bandpa per Laptop



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School Health personnel is consistently conducting mental health awareness and promotion activities per area of assignment.	Conduct training and capacity building for school guidance designates	Intensive training for school guidance designates	All Year Round	ESSD RFTACTs/D FTACTs	Php100,000.00	Training Materials
Collaborate with local government units (LGUs) to establish the Teen Center, which supports mental health awareness and enhances Project KaEsPasyo—a school-based initiative aimed at addressing stress, depression, and behavioral issues.	Provide trained mental health professionals, development of school-based mental wellness programs, and funding for wellness activities	Recommend Resource Persons	All Year Round	ESSD RFTACTs/D FTACTs	php100,000.00	Training materials
Provide the schools assistance to establish partnerships with local mental health organizations to provide	Mental Health First Aid Training: Provide the division staff with "mental health first aid" certification to better support students facing immediate emotional or psychological crises.	Recommend Resource Persons	All Year Round	ESSD/SGOD RFTACTs/D FTACTs	Php30,000.00	Mental Health Certificate Tarp



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	supplementary counseling services or on-site visits. School-Wide Mental Health Awareness Campaigns: Launch awareness campaigns within the school to educate both staff and students on the importance of mental health and available support services.						
18. The school has special education- and PWD-friendly facilities	Conduct trainings for teachers on mainstreaming education and coordinate with the Education Facilities Unit for the construction of PWD-friendly facilities in schools	Conduct trainings for teachers in handling mainstreaming education	Coordinated with the deployed Project Engineer to collaborate with the SPED Supervisor in identifying the schools in need of an Inclusive Learning Resource Center (ILRC)	All Year Round	Php100,000.00	ESSD/S GOD	Training materials

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	<p>In the monitoring of schools offering special education, it was reiterated that the community's vulnerable members, especially the SNED learners, shall be provided ample attention necessary for their development. Moreover, SHs are reminded to provide friendly facilities for the PWDs.</p>	<p>Regional Office may be the instrument to Central office in providing additional funds for this purpose. Likewise, a memorandum may be released in support to PWDs and learners with disabilities.</p>	<p>RO Focal Person for SPED will validate to this needs.</p>	<p>All Year Round</p>	<p>Php100,000.00</p>	<p>CLMD/ CID/ES SD</p>	<p>Laptop Band paper Memora ndum</p>
	<p>Provide TA to schools for identifying areas of PWD. Preparation of Program of Works, based on the result of regular inspection, and facilities requests from LGU.</p>	<p>Fund allocation for new construction of school buildings</p>	<p>Construction of SB is capital outlay. Please coordinate with SDO engineers.</p>	<p>All Year Round</p>	<p>ESSD/SGO D</p>	<p>Php10,000.00</p>	<p>Memora ndum</p>
LEADERSHIP							



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<p>19. The school develops a strategic plan</p>	<p>- Assist schools in the development of a comprehensive and actionable strategic plan that aligns with national educational goals, local needs, and school-specific priorities, ensuring long-term improvement in quality of education, student success, and institutional effectiveness.</p>	<ul style="list-style-type: none"> - Ensure that the strategic plan is aligned with the mission and vision, with every objective contributing to the realization of the school's long-term goals. - Develop a monitoring framework that includes clear indicators of success, such as student achievement, attendance rates, and stakeholder satisfaction. - Conduct focus group discussions and surveys to gather input on key areas of the school's operation, including curriculum needs, infrastructure, student support, and community engagement. - Develop a communication plan to ensure that information about the strategic plan is shared regularly with all stakeholders (teachers, 	<ul style="list-style-type: none"> - A clear, actionable strategic plan that aligns with the school's mission and vision, setting the foundation for improved student outcomes and institutional effectiveness. - A well-engaged community of stakeholders who are committed to supporting the school's goals and priorities. - Effective use of available resources, with a focus on priorities that contribute to student success and community well-being. - Continuous improvement through regular monitoring and evaluation, ensuring that the school adapts to changing needs and remains responsive to 	<p>All Year Round</p>	<p>RFACTs/D FACTs</p>	<p>Php10,000.00</p>	<p>Memorandum</p>
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		students, parents, and community members).	student and community requirements.				
20. The school has a functional school-community planning team	- Support schools in establishing a functional school-community planning team that fosters collaboration between the school and the community to improve educational outcomes, enhance student support, and address local needs through joint planning, decision-making, and resource mobilization.	<ul style="list-style-type: none"> - Provide support in setting up a diverse team with clear roles, responsibilities, and a shared vision for school-community collaboration. - Establish a diverse and functional team that brings together key stakeholders for effective school-community planning. - Develop implementing guidelines for a functional school-community planning team that fosters strong partnerships, enhances educational opportunities, and promotes a collaborative approach to addressing the challenges and needs of the school 	<ul style="list-style-type: none"> - Regular surveys of stakeholders to assess the effectiveness of the planning and implementation process. - Quarterly reviews of the planning team's progress, identifying any challenges and adapting strategies to stay on track. - Annual reports on the impact of the school-community collaboration, measuring improvements in student success, community engagement, and resource mobilization. 	All Year Round	RFACTs/D FTACTs	Php2,000.00	Band paper Laptop

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21. The school has a functional Supreme Student Government / Supreme Pupil Government	- Assist schools in establishing and maintaining a functional Supreme Student Government (SSG) or Supreme Pupil Government (SPG) that empowers students, fosters leadership development, promotes active participation in school governance, and strengthens school-community relations.	<ul style="list-style-type: none"> - Reiteration on Establishing a clear organizational structure and defining roles and responsibilities within the SSG/SPG. - Ensure transparent, democratic election process that encourages widespread student participation. - Ensure the election process follows democratic principles, with clear guidelines for candidates, campaigns, voting procedures, and election monitoring. - Organize leadership development sessions focusing on skills such as public speaking, decision-making, conflict resolution, teamwork, and organizing school events. 	<ul style="list-style-type: none"> - Student leaders are well-equipped to advocate for their peers, lead initiatives, and contribute to school governance. - Increased student involvement in school activities and decision-making processes. - Successful programs and projects that address key issues within the school and community. - A lasting SSG/SPG structure that continues to serve as a vital part of school governance, with each new set of leaders building on the achievements of their predecessors. 	All Year Round	RFTACTs/D FTACTs	Php3,000.00	Laptop Bandpa per
22. The school innovates in	- Support schools in enhancing and innovating the	- Conduct surveys or focus groups with students, parents, teachers, and	- Streamlined, efficient, and effective services	All Year Round	RFTACTs/D FTCs	Php3,000.00	Survey tool



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its provision of frontline services to stakeholders	provision of frontline services to stakeholders (students, parents, teachers, and the community), ensuring these services are efficient, accessible, responsive, and aligned with the needs of the school community.	local community members to identify gaps, challenges, and areas needing improvement in the school's frontline services (e.g., enrollment, academic counseling, health services). - Streamline or redesign existing services to minimize delays, improve accessibility, and enhance the quality of service delivery - Conduct professional development training for staff on customer service, conflict resolution, technology tools, and any specific innovations that are being introduced.	that meet the needs of all stakeholders. - Higher levels of satisfaction and engagement from students, parents, and community members due to responsive and accessible services. - School staff equipped with the skills and tools needed to deliver high-quality, innovative services. - Sustainable Innovations: Long-term improvements that are financially sustainable and continuously improve over time.				
GOVERNANCE AND ACCOUNTABILITY							

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<p>23. The school's strategic plan is operationalized through an implementation plan</p>	<p>- Assist schools in effectively operationalizing their strategic plans by developing and implementing a detailed action plan that outlines specific goals, objectives, strategies, timelines, and responsibilities. This ensures that the school's strategic vision is translated into actionable steps that lead to measurable outcomes.</p>	<ul style="list-style-type: none"> - Conduct a gap analysis to identify any missing elements in the plan and assess the alignment of strategic goals with the school's current capacity, challenges, and resources. - Establish a clear accountability structure to monitor progress and ensure that objectives are met on time. - Track the implementation status of each strategic objective, with performance indicators and updates on challenges or successes. - Comprehensive assessment of the entire implementation process, including stakeholder satisfaction, achievement of goals, and lessons learned. 	<ul style="list-style-type: none"> - A detailed, actionable plan with timelines and assigned responsibilities to operationalize the strategic plan. - Efficient allocation and use of resources to achieve the strategic goals. - Successful achievement of the school's strategic objectives leading to enhanced academic and operational outcomes. - Active participation of students, parents, teachers, and the community in the implementation process. - Long-term impact and sustainability of strategic initiatives. 	<p>All Year Round</p>	<p>RFTACTs/D FTACTs</p>	<p>Php3,000.00</p>	<p>Band paper Laptop</p>
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<p>24. The school has a functional School Governance Council (SGC)</p>	<ul style="list-style-type: none"> - Support schools in establishing, strengthening, and maintaining a functional School Governance Council (SGC) that plays a critical role in enhancing school leadership, decision-making, and fostering school-community partnerships to ensure a high-quality education for all learners. 	<ul style="list-style-type: none"> - Provide training for members of the SGC to understand their roles, responsibilities, and how to effectively govern and manage school affairs. - Develop a clear organizational structure for the SGC that includes key stakeholders such as school heads, teachers, parents, students, and community representatives. - Organize a region wide orientation for all SGC members to familiarize them with their roles, responsibilities, and the school's governance framework. - create an action plan that will guide the SGC's work throughout the year, ensuring clarity and accountability in decision-making and goal setting. - Create evaluation tools (e.g., surveys, performance 	<ul style="list-style-type: none"> - A functional SGC with defined roles and responsibilities, capable of making informed decisions and improving school operations. - Greater participation from teachers, parents, students, and the community in school governance, leading to better-informed decision-making. - A more transparent, accountable, and efficient decision-making process for school improvement and resource allocation. - A well-established, functional SGC that remains active, engaged, and continues to serve as an integral part of the school's governance. 	<p>All Year Round</p>	<p>RFTACTs/D FTACTs</p>	<p>Php10,000.00</p>	<p>Training materials Laptop projector</p>
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		indicators) to measure the effectiveness of the SGC in governance and decision-making.					
25. The school has a functional Parent-Teacher Association (PTA)	- Assist schools in establishing, strengthening, and maintaining a functional Parent-Teacher Association (PTA) that actively supports school development, fosters positive school-community relationships, and enhances student learning outcomes.	<ul style="list-style-type: none"> - Establish a PTA with clear roles, responsibilities, and a formal structure that is recognized and Conduct orientation workshops for new PTA members, educating them on the purpose, functions, and responsibilities of the PTA supported by the school community. - create a structured operational plan for the PTA that outlines goals, activities, timelines, and responsibilities to guide the PTA's work throughout the year. - Create simple evaluation tools (e.g., surveys, feedback forms) to assess the effectiveness of PTA activities and its overall 	<ul style="list-style-type: none"> - A well-organized PTA with clearly defined roles and responsibilities, ensuring effective governance and decision-making. - Increased parent and teacher participation in school activities, leading to improved school-community collaboration. - PTA support that contributes positively to school development, including academic initiatives, fundraising, and extracurricular activities. - A sustainable and long-lasting PTA that continues to engage parents and teachers in 	All Year Round	ESSD RFACTs/D FTACTs	Php5,000.00	Laptop Projector Feedback Tool



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		impact on school improvement.	school governance and improvement.				
26. The school collaborates with stakeholders and other schools in strengthening partnerships	- Assist schools in fostering collaborative partnerships with stakeholders, including local communities, organizations, and other schools, to improve the educational environment and outcomes for learners.	<ul style="list-style-type: none"> - Provide technical support to build and formalize partnerships with local stakeholders, including LGUs, local businesses, and community organizations, to support school initiatives. - Establish a system for sharing data and best practices between schools and stakeholders to track progress, identify challenges, and foster improvements. - assess the effectiveness of school partnerships and ensure the sustainability of collaborative efforts. 	<ul style="list-style-type: none"> - More active involvement of local stakeholders and other schools in supporting school development and educational outcomes. - Increased access to diverse learning opportunities through joint programs and resource-sharing. - Collaborative efforts contribute to improved academic performance, student engagement, and holistic development. - Long-lasting, sustainable partnerships that continue to benefit the school and its stakeholders for years to come. 	All Year Round	ESSD RFACTS/D FTACTs	Php3,000.00	DPDS

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<p>27 The school monitors and evaluates its programs, projects, and activities</p>	<p>- To assist schools in establishing an effective monitoring and evaluation (M&E) system for assessing the performance and impact of their programs, projects, and activities, ensuring continuous improvement and accountability.</p>	<ul style="list-style-type: none"> - Develop a structured approach for monitoring and evaluating school programs and projects. - Develop an M&E framework that outlines the procedures, timelines, responsibilities, and tools for monitoring and evaluating school programs and activities. - Track the effectiveness of the M&E system itself, including the use of data, stakeholder participation, and the extent to which findings lead to program 	<ul style="list-style-type: none"> - More effective school programs with clear evidence of impact, based on data-driven decisions. - Transparent monitoring and evaluation processes that foster accountability among school leadership, teachers, and stakeholders. - A school culture focused on continuous improvement, where programs are regularly assessed and refined to meet the evolving needs of students. - Increased stakeholder involvement in the school's M&E activities, leading to greater ownership and support for school initiatives. 	<p>All Year Round</p>	<p>RFACTs/D FTACTs</p>	<p>Php5,000.00</p>	<p>Monitoring Tool</p>
<p>28. The school maintains</p>	<p>- Assist schools in maintaining a high level of satisfaction</p>	<p>- Establish a communication plan that includes regular updates</p>	<p>- The school will maintain an average rating of satisfactory</p>	<p>All Year Round</p>	<p>RFACTs/D FTACTs</p>	<p>Php3,000.00</p>	<p>Communication Plan</p>



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<p>an average rating of satisfactory from its internal and external stakeholders</p>	<p>from internal stakeholders (teachers, students, and staff) and external stakeholders (parents, community members, local government units, etc.) by improving school programs, enhancing communication, and addressing stakeholder concerns.</p>	<p>through newsletters, social media, school websites, parent-teacher meetings, and community forums.</p> <ul style="list-style-type: none"> - Conduct focus groups or consultation meetings with parents, students, and staff to dive deeper into specific concerns and suggestions. - develop actionable steps for addressing stakeholder concerns and improving school programs, services, and overall satisfaction. - Develop partnerships with local organizations, businesses, and government agencies to provide resources, mentorship, and support for school programs. - consistently monitor stakeholder satisfaction and assess the effectiveness of efforts to maintain a high satisfaction rating. 	<p>or higher from both internal and external stakeholders through continuous engagement and responsiveness.</p> <ul style="list-style-type: none"> - Stronger, more productive relationships between the school, parents, local organizations, and other community members. - Programs and services will be continuously improved based on stakeholder feedback, enhancing the overall learning experience. - Increased trust and support from both internal and external stakeholders, contributing to a positive school culture. 				
<p>HUMAN RESOURCE AND TEAM DEVELOPMENT</p>							



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<p>29. School personnel achieve an average rating of very satisfactory in the individual performance commitment and review</p>	<p>- Assist school personnel in achieving an average rating of very satisfactory (VS) in their Individual Performance Commitment and Review (IPCR) through continuous professional development, performance monitoring, and effective implementation of school improvement strategies.</p>	<ul style="list-style-type: none"> - Ensure that all personnel are fully informed about the IPCR guidelines and the performance standards for each category (e.g., teaching, professional growth, community involvement, etc.). - Regularly conduct needs assessments (through surveys or interviews) to determine the areas where personnel require further training or development. - organize training programs and workshops focusing on areas such as instructional strategies, classroom management, leadership, and communication. 	<ul style="list-style-type: none"> - School personnel are more likely to achieve an average rating of very satisfactory in their IPCR by consistently meeting performance expectations. - Continuous professional development results in improved skills and competencies, enhancing overall performance. - Improved performance of school personnel contributes to enhanced teaching and learning outcomes, fostering a culture of excellence. - A supportive work environment, goal setting, and regular feedback lead to higher job satisfaction and 	<p>All year round</p>	<p>RFTACTs/D FTACTs</p>	<p>Php2,000.00</p>	<p>IPCR</p>
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			motivation among school personnel.				
30. The school achieves and average rating of very satisfactory in the office performance commitment and review	- Support schools in achieving an average rating of very satisfactory (VS) in the Office Performance Commitment and Review (OPCR) through systematic planning, capacity building, continuous monitoring, and effective implementation of office-related activities and processes.	- Enhance the capabilities of office staff through training and professional development to meet performance standards. - ensure that office staff understand their individual and collective performance targets and the criteria for achieving a “very satisfactory” rating in the OPCR. - Organize workshops or training sessions on critical office functions such as time management, digital literacy, customer service, and records management. - Conduct a process audit to identify bottlenecks, redundancies, and inefficiencies in office operations. Standardize processes to ensure tasks	- Office personnel are more likely to meet the performance expectations, leading to very satisfactory ratings in the OPCR. - Streamlined office processes and effective systems lead to enhanced service delivery , improved internal operations , and better outcomes for students and stakeholders. - Continuous professional development and feedback enhance staff capabilities and performance. - A collaborative, supportive, and motivated office environment leads to higher morale and	All year round	RFTACTs/D FTACTs	Php3,00 0.00	OPCRF



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		<p>are completed promptly and accurately.</p> <ul style="list-style-type: none"> - Implement a monitoring system that tracks performance against OPCR targets. 	<p>productivity among office staff.</p>				
<p>31. The school conducts needs-based Learning Action Cells and Learning & Development activities</p>	<ul style="list-style-type: none"> - Assist schools in conducting needs-based Learning Action Cells (LACs) and Learning & Development (L&D) activities that address the specific professional growth needs of teachers and staff, improving teaching effectiveness, student learning outcomes, and overall school performance. 	<ul style="list-style-type: none"> - Develop targeted, context-specific LACs and L&D activities based on the results of the needs assessment - Develop tailored LACs and L&D activities that address the identified needs, ensuring they are relevant to the specific teaching and learning context of the school. - Ensure that the LACs and L&D programs align with the School Improvement Plan (SIP) and the school's specific priorities - ensure the smooth and effective delivery of needs-based LACs and L&D activities, providing teachers with the tools and 	<ul style="list-style-type: none"> - Teachers are equipped with relevant skills, strategies, and knowledge that directly impact their teaching practices and improve student learning outcomes. - LACs foster a culture of collaboration, enabling teachers to share ideas and best practices. - Teachers feel supported in their professional growth, leading to greater motivation, engagement, and retention. - Continuous L&D activities ensure that teachers are always growing and improving, 	<p>All Year Round</p>	<p>RFTACTs/D FTACTs</p>	<p>Php5,000.00</p>	<p>LAC Plan L&D Plan</p>



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		<p>strategies they need to improve their practice.</p> <ul style="list-style-type: none"> - Develop evaluation criteria for each LAC and L&D activity, such as participant feedback, learning outcomes, application of new strategies in the classroom, and improvement in student performance. 	<p>which positively affects school performance and student achievement.</p>				
<p>32. The school facilitates the promotion and continuous professional development of its personnel</p>	<ul style="list-style-type: none"> - Assist schools in facilitating the promotion and continuous professional development of school personnel through structured programs, capacity-building initiatives, and career advancement opportunities to ensure enhanced performance and professional growth. 	<ul style="list-style-type: none"> - Develop and implement relevant, needs-based CPD programs aligned with the school's goals, personnel needs, and career advancement opportunities. - Establish mentoring and coaching programs to support personnel in their professional journey, especially for those in early stages of their careers or in new roles. - Ensure that CPD programs are aligned with the school's improvement priorities, such as 	<p>School personnel will demonstrate enhanced performance in their roles, leading to improved student learning outcomes.</p> <ul style="list-style-type: none"> - By offering clear career advancement opportunities, personnel will feel more motivated and satisfied in their roles, reducing turnover rates. - Developing a pipeline of future school leaders will enhance the overall management and leadership of the school. 	All Year Round	RFTACTs/D FTACTs	Php5,000.00	List of Competency needs of personnel



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		enhancing teaching practices, improving student engagement, or incorporating digital tools into instruction.	<ul style="list-style-type: none"> - Ongoing professional development ensures that school personnel are equipped to adapt to changing educational needs and challenges - Enhanced skills and motivated staff contribute to overall school improvement and achievement of educational goals. 				
33. The school recognizes and rewards milestone achievements of its personnel	<ul style="list-style-type: none"> - Establish a structured, fair, and consistent system of recognition and reward for school personnel, acknowledging their contributions, dedication, and milestone achievements, thereby fostering a positive school culture and enhancing staff 	<ul style="list-style-type: none"> - Define clear criteria for recognizing milestone achievements of school personnel based on performance, contributions, and longevity. - Develop a system that is inclusive, fair, and transparent for acknowledging individual and group achievements. - Establish clear, transparent criteria for recognizing milestone achievements. 	<ul style="list-style-type: none"> - Personnel are more motivated and engaged in their work due to regular acknowledgment of their contributions. - The school develops a positive, supportive, and collaborative culture, where staff feel valued and appreciated. - Recognition and rewards contribute to higher job satisfaction, reducing turnover rates and improving staff retention. 	All Year Round	RFTACTs/D FTACTs	Php5,000.00	Laptop Band paper



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	<p>morale and motivation.</p>	<ul style="list-style-type: none"> - Create a formal system that is inclusive, transparent, and motivating for personnel, rewarding achievements in a meaningful and consistent manner. - Ensure that the recognition and reward system takes into account the diverse achievements of school personnel, considering both professional and personal milestones. 	<ul style="list-style-type: none"> - Recognized and rewarded personnel are more likely to perform at their best, contributing to overall school improvement and success. 				
<p>34. The school facilitates receipt of correct salaries, allowances, and other additional compensation in a timely manners</p>	<ul style="list-style-type: none"> - Ensure that school personnel receive their correct salaries, allowances, and other additional compensations promptly, thereby promoting financial transparency, accountability, and staff satisfaction. 	<ul style="list-style-type: none"> - Ensure all personnel compensation details are up-to-date and accurately recorded in the system to prevent errors. - Develop and communicate a clear payroll schedule, ensuring that salary disbursement dates are consistent every month - Work closely with the finance office to ensure payroll is processed on time, with all salary-related 	<ul style="list-style-type: none"> - Personnel will consistently receive their correct salaries, allowances, and compensations on time, leading to higher satisfaction and trust. - Clear communication and transparent payroll systems will build trust between school personnel and the administration. 	<p>All year round</p>	<p>Finance RFACTS/D FTACTs</p>	<p>Php5,000.00</p>	<p>Payroll Memorandum</p>



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		<p>transactions completed before the disbursement dates.</p> <ul style="list-style-type: none">- Regularly monitor payroll processing timelines to avoid delays in salary disbursement, ensuring compliance with the set payroll schedule.- Implement regular internal audits of payroll to verify that the correct amounts are being paid and that personnel are receiving all entitlements- Ensure that all personnel, including those in remote locations or with limited access to banking facilities, can easily receive their payments through accessible payment systems	<ul style="list-style-type: none">- Timely receipt of salaries and allowances will contribute to improved morale, motivation, and overall job satisfaction.- The school will experience a streamlined payroll process, reducing the risk of errors and delays and improving overall administrative efficiency.				
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<p>35. Teacher workload is distributed fairly and equitably</p>	<p>Ensure that teacher workload is distributed fairly and equitably, promoting a healthy work-life balance, improving job satisfaction, and optimizing instructional effectiveness within the school.</p>	<ul style="list-style-type: none"> - Administer a survey to teachers to gather data on their current workload - Ensure that teachers are assigned workloads that match their qualifications and expertise - Create a framework that reflects an equitable distribution of hours, responsibilities, and assignments. - Ensure that no teacher exceeds the maximum allowable number of hours and responsibilities, in compliance with school or national regulations. 	<ul style="list-style-type: none"> - Teachers will experience a more balanced workload, with no individual teacher overburdened. - Teachers will have a more manageable workload, reducing stress and increasing job satisfaction. - By reducing workload strain, teachers can focus more effectively on improving the quality of instruction and student outcomes. - Equitable workload distribution will help prevent teacher burnout, improving retention and long-term sustainability in the school. - Teachers will collaborate more effectively and share responsibilities, fostering a supportive work environment. 	<p>All Year Round</p>	<p>RFTACTs/D FTACTs</p>	<p>Php5,000.00</p>	<p>Survey tool</p>
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FINANCE AND RESOURCE MANAGEMENT AND MOBILIZATION			
36. The school inspects its infrastructure and facilities	- To ensure that school infrastructure and facilities are regularly inspected, well-maintained, and meet the health, safety, and learning requirements of the school community.	<ul style="list-style-type: none"> - Conduct scheduled inspections of all school buildings, classrooms, facilities, and other physical assets to ensure their safety, functionality, and cleanliness. - Ensure that all infrastructure and facilities meet national, regional, and local health and safety regulations. - Establish a proactive maintenance and repair system to address issues promptly and avoid further deterioration of school facilities. - Develop a clear schedule for regular inspections of school buildings, classrooms, laboratories, playgrounds, restrooms, and other facilities. Inspections should occur at least quarterly, with additional inspections after major weather events, 	<ul style="list-style-type: none"> - School buildings and facilities will meet safety and health standards, ensuring a conducive learning environment. - A proactive maintenance and repair system will minimize downtime and disruptions caused by infrastructure issues. - The school will implement energy-efficient and environmentally sustainable practices. - All facilities will be accessible to students, teachers, and staff, including those with disabilities. - Comprehensive documentation of inspections and repairs will ensure accountability and transparency in



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		<p>accidents, or major activities.</p> <ul style="list-style-type: none"> - Allocate resources for regular maintenance and repairs, ensuring that there is enough budget for unexpected needs. Include maintenance in the school budget planning. 	<p>managing school infrastructure.</p> <ul style="list-style-type: none"> - 				
<p>37. The school initiates improvement of its infrastructure and facilities</p>	<ul style="list-style-type: none"> - Initiate and implement improvements in school infrastructure and facilities, enhancing the learning environment, safety, and accessibility for all stakeholders, while ensuring that the improvements meet both current and future needs. 	<ul style="list-style-type: none"> - Assess the current condition of school infrastructure and facilities to identify areas in need of improvement. - Develop a comprehensive plan for infrastructure and facilities improvement, focusing on prioritized needs. - Identify and secure necessary funding and resources for improvement projects. - Monitor the progress and impact of infrastructure improvements and adjust the plan as necessary. 	<ul style="list-style-type: none"> - The infrastructure will support better teaching and learning, providing functional classrooms, safe play areas, and modernized facilities. - Safety features such as fire exits, secure gates, and improved sanitation will ensure the health and safety of students and staff. - Facilities will be more accessible, catering to students with disabilities and ensuring inclusivity in the learning environment. 	<p>All year round</p>	<p>RFACTs/D FACTs</p>	<p>Php10,000.00</p>	<p>Monitoring Tool</p>



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			<ul style="list-style-type: none"> - The school will adopt environmentally friendly practices, reducing energy consumption and promoting sustainability. - Positive feedback from teachers, students, and parents regarding the improved facilities. 				
38. The school has functional library	<ul style="list-style-type: none"> - Establish and maintain a functional school library that supports the academic needs of students and enhances their learning experiences by providing access to a variety of resources in a conducive environment. 	<ul style="list-style-type: none"> - Create a conducive and functional physical environment for the library that promotes reading, learning, and student engagement. - Implement programs and activities that encourage reading, foster a love of books, and develop students' information literacy. - Evaluate the effectiveness of the library in supporting student learning and make necessary adjustments to improve its function 	<ul style="list-style-type: none"> - Access to a variety of resources will support academic success across subjects, enhancing student research, reading, and information literacy skills. - Library programs will foster a love of reading and support lifelong learning among students. - The library will be well-organized, with efficient tracking and circulation systems in place. - Teachers and librarians will collaborate 	All year round	RFTACTs/D FTACTs	Php5,000.00	Monitoring tool



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			effectively to integrate library resources into classroom instruction. - Positive feedback from students, teachers, and parents regarding library services and resources.				
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	<p>Develop a clear action plan with timelines to address logistical, financial, and infrastructural gaps, ensuring the creation of functional ancillary rooms. Implement formal training programs for school library coordinators on library management, emphasizing cataloging, organization, services, and student engagement strategies. Allocate specific funding to regularly update and diversify reading materials, ensuring the school libraries meets the educational needs of all students.</p>	<p>Intensify the implementation of policy/standards for functional schools' library. Provide a centralized school library operational manual, and distribution of learning/reading materials for school libraries.</p>	<p>Wait for CO policy</p>				
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	<p>- Address library resource challenges, efforts should be made to update library materials and provide digital access for learners. Resources should be allocated for library rehabilitation, and partnerships should be established for the adopt-a-school library program. In addition, setting up classroom-based resource corners will allow students to access books, educational materials, and learning aids directly within their classrooms. Furthermore, improvisation of</p>	<p>The Regional Office (RO) needs to provide funding for library improvements, including the acquisition of resources, rehabilitation, and digitization efforts. This financial support aims to enhance library facilities and ensure that students have access to updated and digital learning materials.</p>					
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	library facilities should be pursued, and potential partners should be sought to donate library resources.						
41. The school achieves a 75-100% utilization rate of its Maintenance and Other Operating Expenses (MOOE)	- Ensure that the school achieves a 75-100% utilization rate of its Maintenance and Other Operating Expenses (MOOE) by efficiently allocating, spending, and monitoring the budget, while ensuring transparency, accountability, and alignment with school needs and priorities.	<ul style="list-style-type: none"> - Provide technical support on the alignment in the MOOE budget with school needs, activities, and educational priorities - Track the utilization of the MOOE to ensure that it is used efficiently and in compliance with government guidelines. - Build the capacity of school personnel in budget management, financial reporting, and accountability. - Ensure that the procurement process for goods and services (e.g., learning materials, repairs, utilities) follows transparency protocols, including obtaining quotes, 	<ul style="list-style-type: none"> - The school achieves a 75-100% utilization rate, ensuring that the budget is fully allocated for essential needs and operations. - Timely maintenance, sufficient supplies, and functioning utilities will create an enhanced learning environment. - Clear and accountable financial processes will foster trust and support from stakeholders. - Improved financial literacy and management among school personnel will contribute to long-term efficiency in school budget management. 	All year round	RFACTs/D FTACTs	Php5,000.00	MOOE Liquidation Monitoring Tool



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		<ul style="list-style-type: none"> competitive bidding, and issuing purchase orders. - Establish mechanisms to monitor disbursements and ensure that funds are spent on the intended items. Track the utilization rate by comparing planned expenditures against actual spending. - Ensure ongoing tracking of MOOE utilization and to make adjustments when necessary to reach a 75-100% utilization rate. 					
42. The school liquidates 100% of its utilized MOOE	<ul style="list-style-type: none"> - Ensure that the school liquidates 100% of its utilized Maintenance and Other Operating Expenses (MOOE) in a timely and efficient manner, in compliance with DepEd guidelines and government regulations, while maintaining transparency and 	<ul style="list-style-type: none"> - Ensure that all expenditures made from the MOOE are properly documented, recorded, and supported by the necessary documents for easy liquidation. - Establish internal deadlines to ensure that liquidation reports are prepared and submitted before the official deadline. - Ensure that all liquidation reports comply with the 	<ul style="list-style-type: none"> - Achieve the target of 100% liquidation of utilized MOOE funds, ensuring that all expenditures are properly documented and submitted within the prescribed timelines. - Enhanced transparency in the use of public funds, with clear and accessible records available for internal 	All Year Round	FD/SGOD RFACTS/D FTACTS	Php20,000.00	MOOE Liquidation



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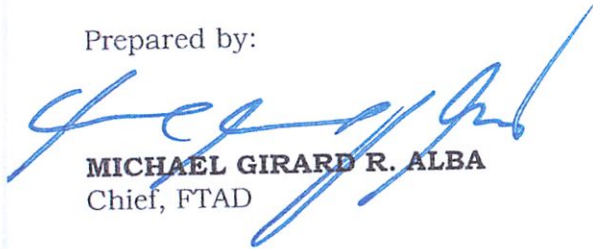




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	accountability in the liquidation process	Department of Education's (DepEd) requirements for MOOE fund liquidation. <ul style="list-style-type: none"> - Implement an internal review process where all MOOE expenditures are cross-checked for legitimacy and accuracy. This may involve review by the school management or a designated audit team. - Organize training sessions for key personnel (school heads, finance officers, and administrative staff) on proper liquidation procedures, financial record-keeping, and the importance of accountability. 	and external stakeholders. <ul style="list-style-type: none"> - Stronger financial management practices within the school, leading to better utilization of resources and improved operational efficiency. - Increased confidence and trust from stakeholders (parents, teachers, community members) in the management of school finances and the liquidation of MOOE funds. 				
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