January 19, 2023

DIVISION MEMORANDUM
No. 021 , s. 2023

PREPARATION AND SUBMISSION OF ENHANCED SCHOOL IMPROVEMENT PLAN (E-SIP) FOR FY 2023-2025

TO: Assistant Schools Division Superintendents
Chief- Curriculum Implementation Division (CID)
Chief- School Governance and Operations Division (SGOD)
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. Relative to the implementation of DepEd Order No. 44 s. 2015, "Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC)", this Office issues the timeline of activities on the preparation and submission of Enhanced School Improvement Plan (ESIP) for FY 2023-2025.

2. Please be guided with the following schedule and deliverables.

Activity	Timeline	Deliverable/s
Preparation of ESIP for FY 2023-2025	January 9, 2023 – February 28, 2023	ESIP for FY 2023-2025 Annual Implementation Plan (AIP)
Conduct of Division Appraisal of ESIP for FY 2023-2025	March 1-17, 2023	- FY 2023 - Two (2) quarters of FY 2024
Modification/ Revision and Re-appraisal of ESIP for FY 2023-2025	March 20-31, 2023	Revised ESIP for FY 2023-2025 Revised AIP - FY 2023 - Two (2) quarters of FY 2024
Submission of final ESIP for FY 2023-2025	April 3, 2023	Final ESIP for FY 2023-2025

DEPEDBATS-ODS-F-009/R1/11-22-2021

Address: Provincial Sports Complex, Bolbok, 4200 Batangas City
☎ (043)722-1840 / 722-1796 / 722-1437 / 722-2675 / 722-1662
✉ deped.batangas@deped.gov.ph
🖥 www.depedbatangas.org

		Final AIP - FY 2023 - Two (2) quarters of FY 2024
Acceptance of ESIP for FY 2023-2025	April 4-14, 2023	Certificate of Acceptance

3. Format of the E-SIP 2023-2025 shall follow the SIP STYLEGUIDE (Enclosure 1) and DepEd Manual of Style per DepEd Order No. 30, s. 2019.

Font Style:	Bookman Old Style
Font Size:	12
Left Margin:	1.5"
Right Margin:	1"
Top Margin:	1"
Bottom Margin:	1"
Spacing:	1.5
Paper Size:	A4

4. Submit one (1) copy of E-SIP for FY 2023-2025, AIP for Year 1 (FY 2023) as well as two (2) quarters of FY 2024 together with three (3) copies of Certificate of Acceptance.

5. Likewise, this Office requests the concerned Public Schools District Supervisors and School Heads to submit softcopy of the above-mentioned documents. Link where to upload the files will be provided in a separate advisory.

6. Immediate and wide dissemination of this memorandum is earnestly desired.

MERTHEL M. EVARDOME, CESO V
Schools Division Superintendent

DEPEDBATS-ODS-F-009/R1/11-22-2021

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The SIP STYLEGUIDE

SCHOOL EFFECTIVENESS DIVISION

Bureau of Human Resource and Organization Development

SIP STYLEGUIDE

SIP Guidebook is a simple and straightforward template that will guide the public schools in writing the SIP as a result of the planning process provided in DO 44, s. 2015 which was conducted by the SPT

NAME OF SCHOOL
School ID
School Address

ENHANCED SCHOOL IMPROVEMENT PLAN

School Year 20xx-20xx

Source: OM-Assistant Secretary, BHROD, Field Operations

SIP STYLEGUIDE

NAME OF SCHOOL
School ID
School Address

ENHANCED SCHOOL IMPROVEMENT PLAN

School Year 20xx-20xx

Cover Page

in A4 bond paper
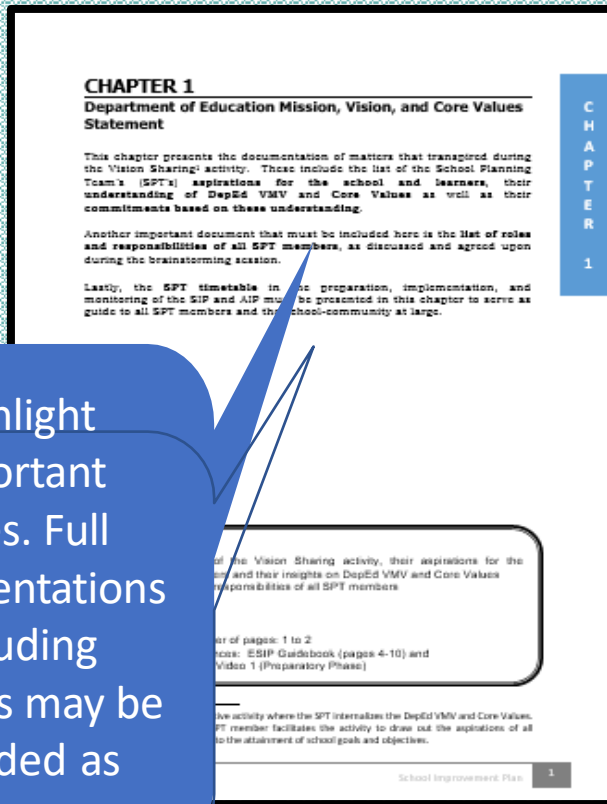
Optional (put pictures of your school, etc.) Avoid OVERDESIGN

SIP STYLEGUIDE

MESSAGE (OPTIONAL)

The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jump over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog.

*May include the school head's message and/or message of other SPT members (1 page only)

TABLE OF CONTENTS

*Sub-pages under main chapters may vary from school to school
*Add sub-pages depending on important points to locate (1 page only)

LIST OF ACRONYMS

DepEd – Department of Education
SIP – School Improvement Program
AIP – Annual Implementation Plan

*Add more acronyms as needed; include those which are used in the SIP so the SPT/stakeholders may easily understand DepEd terms (1 page only)

LIST OF TABLES AND ILLUSTRATIONS

Table 1. xxxxxxxxx ... Page x
Table 2. xxxxxxxxx ... Page x
Table 3. xxxxxxxxx ... Page x
Table 4. xxxxxxxxx ... Page x

Illustration 1. xxxxxxxxx ... Page x
Illustration 2. xxxxxxxxx ... Page x
Illustration 3. xxxxxxxxx ... Page x
Illustration 4. xxxxxxxxx ... Page x

*Include all tables/illustrations used in the main body
*These table/illustration numbers and titles should be found below these figures
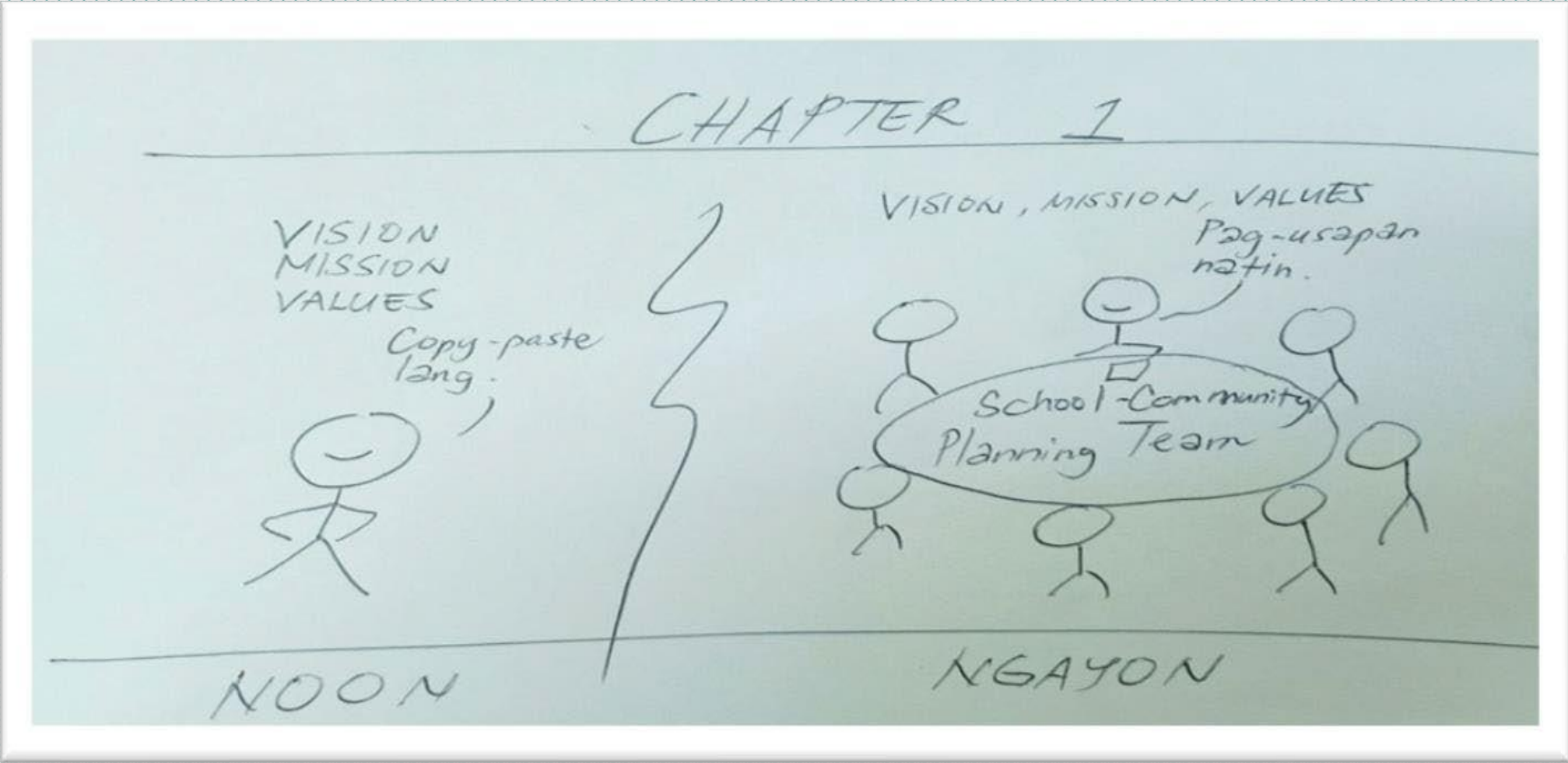
SIP STYLEGUIDE

CHAPTER 1

Content Check:
- Documentation of the Vision Sharing activity, their aspirations for the school and learners and their insights on DepEd VMV and Core Values
- List of roles and responsibilities of all SPT members
- SPT Timetable

Notes:
- *Suggested number of pages: 1 to 2*
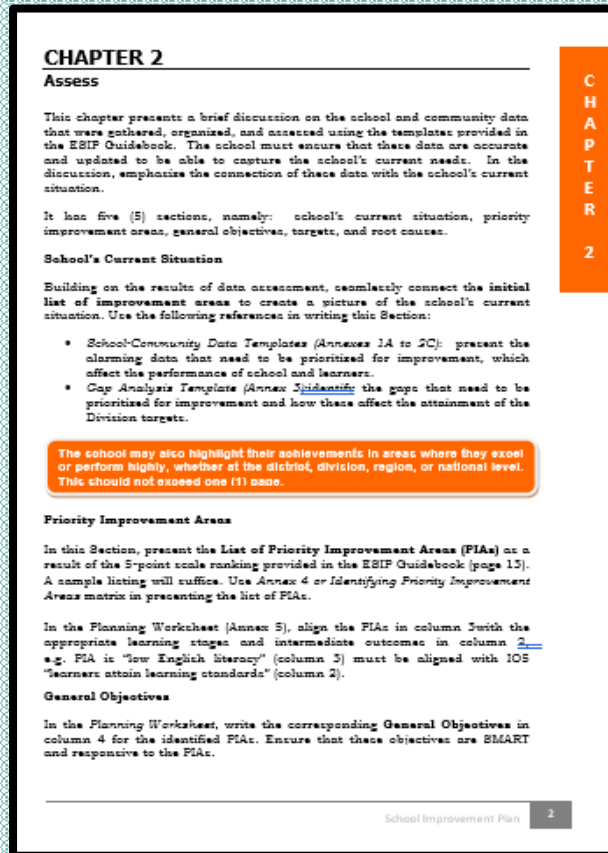- *Additional references: ESIP Guidebook (pages 4-10) and SIP Instructional Video 1 Preparatory Phase)*

Highlight important notes. Full documentations including pictures may be included as Annexes.

SIP STYLEGUIDE

SIP STYLEGUIDE

CHAPTER 2

...present a **brief discussion** on the school and community data that were gathered, organized, and assessed using the **templates** provided in the **ESIP Guidebook**

...emphasize the **connection of these data** with the school's **current situation**

"discuss briefly"- It is not practical to include all templates here since the maximum page for this chapter is 5

Annex 1A to 2C; Annex 3; Annex 4; Annex 5; Annex 6 & 7

CHAPTER 2
Assess

This chapter presents a brief discussion on the school and community data that were gathered, organized, and assessed using the template provided in the ESIP Guidebook. The school must ensure that these data are accurate and updated to be able to capture the school's current needs. In the discussion, emphasize the connection of these data with the school's current situation.

It has five (5) sections, namely: school's current situation, priority improvement areas, general objectives, targets, and root causes.

School's Current Situation

Building on the results of data assessment, seamlessly connect the initial list of improvement areas to create a picture of the school's current situation. Use the following references in writing this Section:

- *School-Community Data Templates (Annexes 1A to 2C):* present the alarming data that need to be prioritized for improvement, which affect the performance of school and learners.
- *Gap Analysis Template (Annex 3):* identify the gaps that need to be prioritized for improvement and how these affect the attainment of the Division targets.

> The school may also highlight their achievements in areas where they excel or perform highly, whether at the district, division, region, or national level. This should not exceed one (1) page.

Priority Improvement Areas

In this Section, present the List of Priority Improvement Areas (PIAs) as a result of the 5-point scale ranking provided in the ESIP Guidebook (page 13). A sample listing will suffice. Use Annex 4 or Identifying Priority Improvement Areas matrix in presenting the list of PIAs.

In the Planning Worksheet (Annex 5), align the PIAs in column 3 with the appropriate learning stages and intermediate outcomes in column 2, e.g. PIA is "low English literacy" (column 3) must be aligned with IOS "learners attain learning standards" (column 2).

General Objectives

In the Planning Worksheet, write the corresponding General Objectives in column 4 for the identified PIAs. Ensure that these objectives are SMART and responsive to the PIAs.

CHAPTER 2

SIP STYLEGUIDE

Annexes

1A	School-Community Data Template
1B	Child Mapping Tool
2A	Child-Friendly School Survey
2B	Child Protection Policy Implementation Checklist
2C	Student-led School Watching and Hazard Mapping
3	Gap Analysis Template
4	Identifying Priority Improvement Areas
5	Planning Worksheet
6	Guidelines in Listening to the Voice of the Learners and Other Stakeholders
7	Walk the Process Guidelines
8	Root Cause Analysis Overview
9	Project Work Plan and Budget Matrix
10	Annual Implementation Plan Template
11	SRC Summary of Information
12A	Basic SRC Template
12B	Advanced SRC Template

SIP STYLEGUIDE

Five (5) sections of this chapter:
1) school's current situation,
2) priority improvement areas,
3) general objectives,
4) targets, and
5) root causes.

SIP STYLEGUIDE
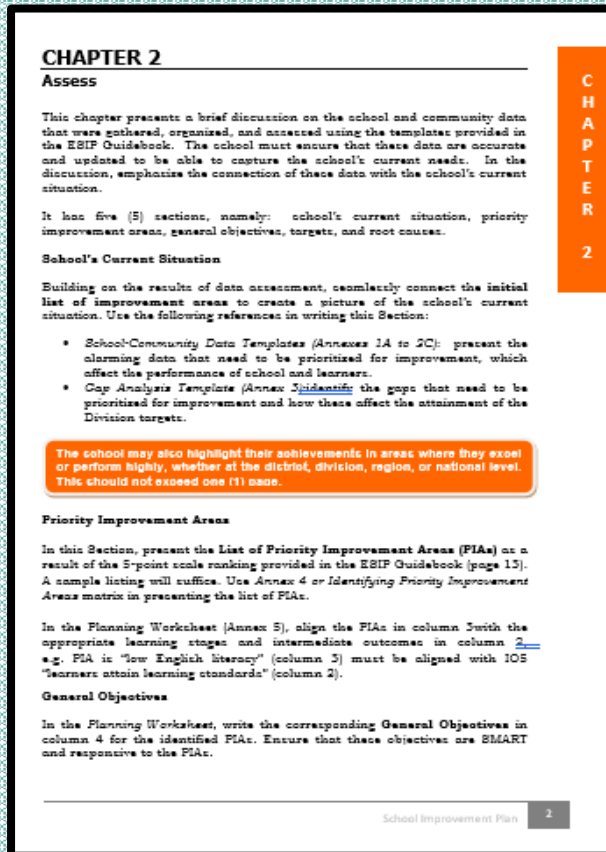
1) School's Current Situation

Building on the results of data assessment, seamlessly connect the ***initial list of improvement areas*** to create a *picture* of the school's current situation.

*So... you should have a shortlist of areas to improve in your school! (who should do this? The "school head with team")

SIP STYLEGUIDE
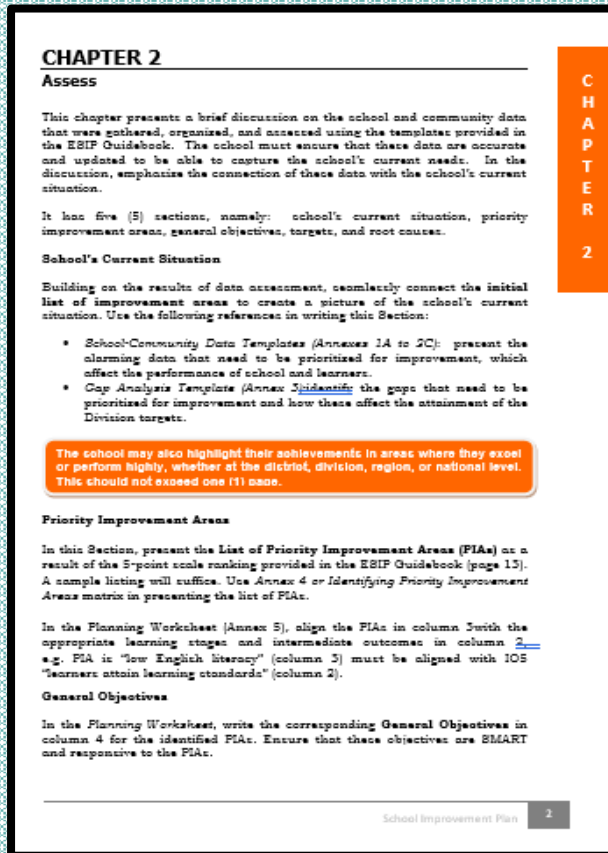
Needs/areas to improve:

It depends on and varies among schools.

- *Infra?*
- *Poor reading literacy?*
- *Child labor?*
- *Undernutrition?*
- *Truancy?*

SIP STYLEGUIDE

"reference only", so there is a need to discuss Annex 1A to 2C and Annex 3; attach these templates at the Annex part of your SIP

Use the following *references* in writing this Section:

- *School-Community Data Templates (Annexes 1A to 2C)*: present the alarming data that need to be prioritized for improvement, which affect the performance of school and learners.

- *Gap Analysis Template (Annex 3)*: identify the gaps that need to be prioritized for improvement and how these affect the attainment of the Division targets.

Relate the existing Data with the Gaps in your discussion

SIP STYLEGUIDE

CHAPTER 2
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In the *Planning Worksheet (Annex 5)*, align the PIAs in column 3 with the appropriate learning stages and intermediate outcomes in column 2, e.g. PIA is "low English literacy" (column 3) must be aligned with IO5 "learners attain learning standards" (column 2).

General Objectives

In the *Planning Worksheet*, write the corresponding General Objectives in column 4 for the identified PIAs. Ensure that these objectives are SMART and responsive to the PIAs.

The school may also highlight their achievements in areas where they excel or perform highly, whether at the district, division, region, or national level. *This should not exceed one (1) page.*

SIP STYLEGUIDE

2) Priority Improvement Areas

- In this Section, *present* the
- **List of Priority Improvement Areas (PIAs)** as a result of the 5-point scale ranking provided in the *ESIP Guidebook (page 13).*
- Use *Annex 4 or Identifying Priority Improvement Areas* matrix in presenting the list of PIAs.

Simply use Annex 4 on this part

SIP STYLEGUIDE

SCHOOL IMPROVEMENT PLANNING
IDENTIFY PRIORITY IMPROVEMENT AREAS

Instruction: Using the matrix on the next page, please rate each improvement area on five criteria using a 5-point scale as described below.

Criteria	Description	Scale
Strategic Importance	The number of other areas that will benefit when the improvement area is addressed	5 – Very High
Urgency	The urgency or need to improve the area as soon as possible	4 – High
Magnitude	The number of learners that will benefit when the improvement area is addressed	3 – Moderate 2 – Low
Feasibility	The degree to which the improvement area is within the school's mandate and control	1 – Very Low

Afterwards, compute the average rating of each improvement area and interpret the results as follows:

Average Rating	Interpretation
4.5 – 5.0	Very High Priority
3.5 – 4.49	High Priority
2.5 – 3.49	Moderate Priority
1.5 – 2.49	Low Priority
1.0 – 1.49	Very Low Priority

*To maximize space for this chapter, just attach this in the Annex part of your SIP.

SIP STYLEGUIDE

Use the actual Planning Worksheet on this part.

SCHOOL IMPROVEMENT PLANNING
PLANNING WORKSHEET

Instruction: Align your input into the appropriate learning stage and intermediate outcomes.

LEARNING STAGE	DEPED INTERMEDIATE OUTCOMES	PRIORITY IMPROVEMENT AREA	GENERAL OBJECTIVE/S	ROOT CAUSE/S	TIME FRAME		
					SY__	SY__	SY__

PLANNING WORKSHEET for ACCESS and QUALITY

PLANNING WORKSHEET for GOVERNANCE

LEARNING STAGE	DEPED INTERMEDIATE OUTCOMES	PRIORITY IMPROVEMENT AREA	GENERAL OBJECTIVE/S	ROOT CAUSE/S	TIME FRAME		
					SY__	SY__	SY__
K-3	IO1: Education leaders and managers practice participative and inclusive management processes				☐	☐	☐
					☐	☐	☐
					☐	☐	☐
					☐	☐	☐
	IO2: Internal systems and processes needed for continuous improvement in place				☐	☐	☐
					☐	☐	☐
					☐	☐	☐
					☐	☐	☐
4-6	IO3: Growing number of stakeholders actively participate and collaborate in convergence mechanisms at all levels				☐	☐	☐
					☐	☐	☐
					☐	☐	☐
					☐	☐	☐
	and smart				☐	☐	☐

In Annex 5, align the **PIAs** in column 3 with the appropriate **learning stages** and **intermediate outcomes** in column 2

SIP STYLEGUIDE

SCHOOL IMPROVEMENT PLANNING
PLANNING WORKSHEET

Instruction: Align your input into the appropriate learning stage and intermediate outcomes.

LEARNING STAGE	DEPED INTERMEDIATE OUTCOMES	PRIORITY IMPROVEMENT AREA	GENERAL OBJECTIVE/S	ROOT CAUSE/S	TIME FRAME		
					SY__	SY__	SY__
K-3	IO1: Learners are in school and learning centers				☐	☐	☐
	IO2: Learners access programs responsive to their needs and consistent with their interests and aptitudes				☐	☐	☐
	IO3: Learners enjoy learner-friendly environment				☐	☐	☐
	IO4: Learners actively participate in their learning environment				☐	☐	☐
	IO5: Learners attain learning standards				☐	☐	☐
	IO6: Learners are well-rounded, happy and smart				☐	☐	☐
4-6	IO1: Learners are in school and learning centers				☐	☐	☐
	IO2: Learners access programs responsive to their needs and consistent with their interests and aptitudes				☐	☐	☐
	IO3: Learners enjoy learner-friendly environment				☐	☐	☐
	IO4: Learners actively participate in their learning environment				☐	☐	☐
	IO5: Learners attain learning standards				☐	☐	☐
	IO6: Learners are well-rounded, happy and smart				☐	☐	☐

PLANNING WORKSHEET for ACCESS and QUALITY

3) General Objectives

Write the corresponding **General Objectives** in column 4 for the identified PIAs. Ensure that these objectives are **SMART** and responsive to the PIAs.

SIP STYLEGUIDE
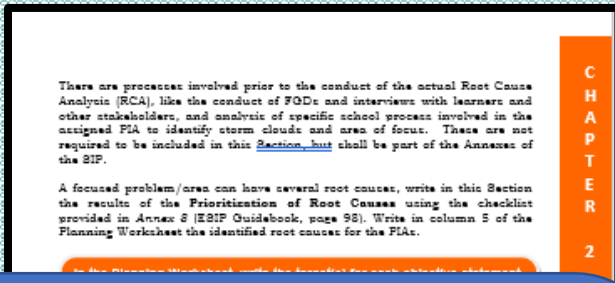
There are *processes involved prior to the conduct of the actual **RCA**, like the conduct of *FGDs and interviews* with learners and other stakeholders, and analysis of specific school process involved in the assigned PIA to identify **storm clouds** and **area of focus**.

*ANNEX 6 Guidelines in Listening to Voice of Learners and Other Stakeholders
*ANNEX 7 Walk the Process Guidelines

These are *not required* to be included in this Section, but shall be part of the *Annexes*.

*However, discuss briefly how RCA, FGD/Interview were conducted; how storm clouds were identified and how the areas of focus were selected. Attach a more comprehensive discussion on the conduct of this process to the Annex of your SIP.

SIP STYLEGUIDE

There are processes involved prior to the conduct of the actual Root Cause Analysis (RCA), like the conduct of FGDs and interviews with learners and other stakeholders, and analysis of specific school process involved in the assigned PIA to identify storm clouds and area of focus. These are not required to be included in this Section, but shall be part of the Annexes of the SIP.

A focused problem/area can have several root causes, write in this Section the results of the Prioritization of Root Causes using the checklist provided in Annex 8 (ESIP Guidebook, page 98). Write in column 5 of the Planning Worksheet the identified root causes for the PIAs.

In the Planning Worksheet, write the target(s) for each objective statement, and identify if this will happen in Year 1, Year 2, or Year 3 of the SIP cycle (columns 6th to 8th).

The targets must be written in quantitative form.

Planning Worksheet

To enlighten the readers who were not involved in the SIP preparation, write three to four sentences describing the contents of the fully accomplished Planning Worksheet.

Content Check:
- School's Curr... Areas (PIAs)
- List of PIAs (A...
- Annex 5 or P... information: p... root causes.

Notes:
- Suggested nu...
- Additional ref...
- SIP Instruction...

C H A P T E R 2

A focused problem/area can have several root causes, write in this Section the results of the **Prioritization of Root Causes** using the checklist provided in *Annex 8* (ESIP Guidebook, page 98).

Make a discussion about the results of PRIORITIZATION of ROOT CAUSES found in Annex 8. Detailed analyses may be included in the Annex part of your SIP

ANNEX 8 Root Cause Analysis Overview

Root Cause Analysis Overview

Steps	What you will need	Tools	Outputs
1. Synthesize identified possible root causes	✓ School and community data ✓ Flowchart of school process relevant to PIA ✓ Documentation from FGDs, interviews or home visits	Any of the following: • Fishbone Diagram	A diagram showing the possible root...
2. Prioritize root causes	✓ Step 1 Output	Prioritization Rubrics	List of priority root causes for each Area of Focus

(This is only part of the entire Annex 8)

SIP STYLEGUIDE

This is already found in Annex 5 (column 5).

Write in column 5 of the Planning Worksheet the identified **root causes** for the **PIAs**.

SCHOOL IMPROVEMENT PLANNING
PLANNING WORKSHEET

Instruction: Align your input into the appropriate learning stage and intermediate outcomes.

LEARNING STAGE	DEPED INTERMEDIATE OUTCOMES	PRIORITY IMPROVEMENT AREA	GENERAL OBJECTIVE/S	ROOT CAUSE/S	TIME FRAME SY__	SY__	SY__
PLANNING WORKSHEET for ACCESS and QUALITY							
K-3	IO1: Learners are in school and learning centers				☐	☐	☐
	IO2: Learners access programs responsive to their needs and consistent with their interests and aptitudes				☐	☐	☐
	IO3: Learners enjoy learner-friendly environment				☐	☐	☐
	IO4: Learners actively participate in their learning environment				☐	☐	☐
	IO5: Learners attain learning standards				☐	☐	☐
	IO6: Learners are well-rounded, happy and smart				☐	☐	☐
4-6	IO1: Learners are in school and learning centers				☐	☐	☐
	IO2: Learners access programs responsive to their needs and consistent with their interests and aptitudes				☐	☐	☐
	IO3: Learners enjoy learner-friendly environment				☐	☐	☐
	IO4: Learners actively participate in their learning environment				☐	☐	☐
	IO5: Learners attain learning standards				☐	☐	☐
	IO6: Learners are well-rounded, happy and smart				☐	☐	☐

SIP STYLEGUIDE

In the Planning Worksheet, write the target(s) for each objective statement, and identify if this will happen in Year 1, Year 2, or Year 3 of the SIP cycle (columns 6th to 8th).

"NO column for specific Targets!" So ADD column after the General Objectives...

But WHERE is the column for these TARGETS In the "Planning Worksheet"?

To enlighten the readers who were not involved in the SIP preparation, write three to four sentences describing the contents of the fully accomplished Planning Worksheet.

Instruction: Align your input into the appropriate...

PLANNING WO... ...d QUALITY

LEARNING STAGE	DEPED INTERMEDIATE OUTCOMES	PRIORITY IMPROVEMENT AREA	GENERAL OBJECTIVE/S	T CAUSE/S	TIME FRAME		
					SY__	SY__	SY__
K-3	IO1: Learners are in school and learning centers				▫	▫	▫
	IO2: Learners access programs responsive to their needs and consistent with their interests and aptitudes				▫	▫	▫
	IO3: Learners enjoy learner-friendly environment				▫	▫	▫
	IO4: Learners actively participate in their learning environment				▫	▫	▫
	IO5: Learners attain learning standards				▫	▫	▫
	IO6: Learners are well-rounded, happy and smart				▫	▫	▫
4-6	IO1: Learners are in school and learning centers				▫	▫	▫
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	IO3: Learners enjoy learner-friendly environment				▫	▫	▫
	IO4: Learners actively participate in their learning environment				▫	▫	▫
	IO5: Learners attain learning standards				▫	▫	▫
	IO6: Learners are well-rounded, happy and smart				▫	▫	▫

SIP STYLEGUIDE

Chapter 2

Content Check:
•School's Current Situation (brief discussion) with Initial List of Improvement Areas (PIAs)
•List of PIAs (Annex 4)
•Annex 5 or Planning Worksheet - completely filled out with the following information: priority improvement areas, general objectives, targets, and root causes.
Notes:
•Suggested number of pages: 3-5
•Additional references: ESIP Guidebook (pages 11-21) and SIP Instructional Video 2 (Assess Phase)
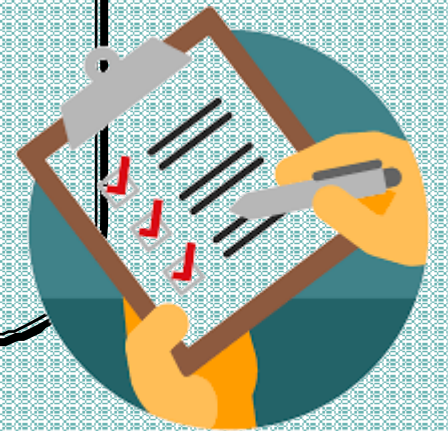
SIP STYLEGUIDE

Chapter 3

A. Project Work Plan & Budget Matrix

In this Section, present the List of Solutions for the identified root causes. These identified solutions are those that have satisfied the criteria provided in *Step 5 of the ESIP Guidebook (page 23)*.

CHAPTER 3

Plan

A. Project Work Plan & Budget Matrix

In this Section, present the List of Solutions for the identified root causes. These identified solutions are those that have satisfied the criteria provided in Step 5 of the ESIP Guidebook (page 23). Present a matrix containing root causes and corresponding solution.

Attached copies of the Project Work Plan and Budget Matrix (Annex9) prepared for the identified solutions. One project work plan per solution, which contains the following information: problem statement, project objective statement, activities, and output.

> The duration of projects vary depending on the timelines set for the identified PIAs. It is important to make these projects manageable to provide the team with immediate results that the school can celebrate (if these are successful) or improve (if these do not meet the target). Thus, in cases where there are major projects that would need a long time to implement, the Project Team should subdivide this into smaller, more manageable projects.

B. Annual Implementation Plan (AIP)

Another important document that will be attached is the Annual Implementation Plan (Annex 10) for Year 1, 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.

> The preparation of AIP is by Fiscal Year (Quarters 1 to 4) plus additional Quarter 1 of the following year to ensure that all activities from January to March will be planned, which is based on the amount of monthly MOOE.

Step 5. Formulate Solutions

PROJECT TEAM

The assigned Project Team/s for the identified PIAs will then brainstorm solutions based on the root cause. Several solutions can be formulated for a single root cause. If the Project Team prioritized more than one root cause, several solutions can be formulated for each one of these as well.

Keep in mind five considerations in formulating solutions:
- Should address the root cause/s
- Should be within the control of the school
- Should be economical
- Should be sustainable
- Should have the support of the concerned stakeholders/process owners

Output check

Your team should be able to accomplish the following:
- ☐ List of possible solutions

Create a simple matrix with 2 columns: 1) Root Cause; 2) Solution/s. *(see next slide)*

SIP STYLEGUIDE

CHAPTER 3
Plan

A. Project Work Plan & Budget Matrix

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School Improvement Plan   4

Present a matrix containing *root causes and* corresponding solution.

ROOT CAUSE	SOLUTION/S
1.	
2.	
(add as needed)	

*1 root cause can have…   …more than 1 solutions

SIP STYLEGUIDE

CHAPTER 3

Plan

A. Project Work Plan & Budget Matrix

In this Section, present the List of Solutions for the identified root causes. These identified solutions are those that have satisfied the criteria provided in Step 5 of the EBIP Guidebook (page 23). Present a matrix containing root causes and corresponding solution.

Attached copies of the Project Work Plan and Budget Matrix (Annex9) prepared for the identified solutions. One project work plan per solution, which contains the following information: problem statement, project objective statement, activities, and output.

> The duration of projects vary depending on the timelines set for the identified PIAs. It is important to make these projects manageable to provide the team with immediate results that the school can celebrate (if these are successful) or improve (if these do not meet the target). Thus, in cases where there are major projects that would need a long time to implement, the Project Team should subdivide this into smaller, more manageable projects.

B. Annual Implementation Plan (AIP)

Another important document that will be attached is the **Annual Implementation Plan** (Annex 10) for Year 1, 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.

> The preparation of AIP is by Fiscal Year (Quarters 1 to 4) plus additional Quarter 1 of the following year to ensure that all activities from January to March will be planned, which is based on the amount of monthly MOOE.

School Improvement Plan — 4

Attach copies of the **Project Work Plan and Budget Matrix** (Annex 9) prepared for the identified solutions.

ANNEX 9 Project Work Plan and Budget Matrix

Project Title: _____

Problem Statement: _____

Project Objective Statement: _____

Root Cause: _____

**Project Work Plan and Budget Matrix**

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source

Note: Please record also the date of monitoring per project
Please attach this form to the AIP template

Attach Annex 9 in the Annex part of your SIP. *(Note: There could be more than 1 Project Work Plan and Budget Matrix, depending on the number of SOLUTIONS.)*

SIP STYLEGUIDE

One project work plan per solution, which contains the following information: problem statement, project objective statement, activities, and output.

ANNEX 9 Project Work Plan and Budget Matrix

Project Title:
_____

Problem Statement:
_____

Project Objective Statement:
_____

Root Cause:
_____

Project Work Plan and Budget Matrix

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source

Note: Please record also the date of monitoring per project
          Please attach this form to the AIP template

SIP STYLEGUIDE

If a project (obviously) cannot be finished in only 1 year, don't force it! Subdivided the project, for example, into 3 years (with Phase 1, 2 and 3). This is most common in infrastructure projects.
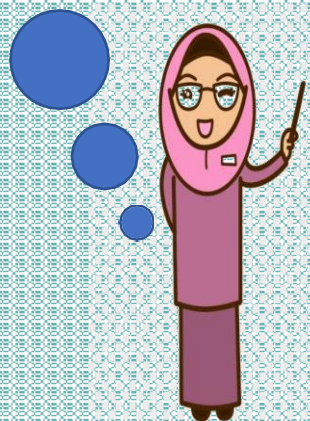
The duration of projects vary depending on the timelines set for the identified PIAs.

Thus, in cases where there are major projects that would need a long time to implement, the Project Team should subdivide this into smaller, more manageable projects.

SIP STYLEGUIDE

B. Annual Implementation Plan (AIP)

Another important document that will be attached is the **Annual Implementation Plan (Annex 10) for Year 1**, the SIP's operational plan.

So… Year 1 AIP should be placed in the Annex part of your SIP.
In this section, discuss briefly what is AIP so SPT/stakeholders will understand, and make synthesis statements (or overview) of the AIP parts and contents.
Detailed information may be referred to in the actual AIP.

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Simply copy-paste the contents of Annex 10 into our *Division format for AIP—the AIP Form A—* (which should be submitted separately as per Division Memorandum).

The preparation of **AIP** is by **Fiscal Year** (Quarters 1 to 4) **plus** additional Quarter 1 of the following year to ensure that all activities from January to March will be planned, which is based on the amount of monthly MOOE.

SIP STYLEGUIDE

The views and opinions reflected in this analysis do not necessarily reflect the views and opinions of the Regional Office and the entire Department of Education.
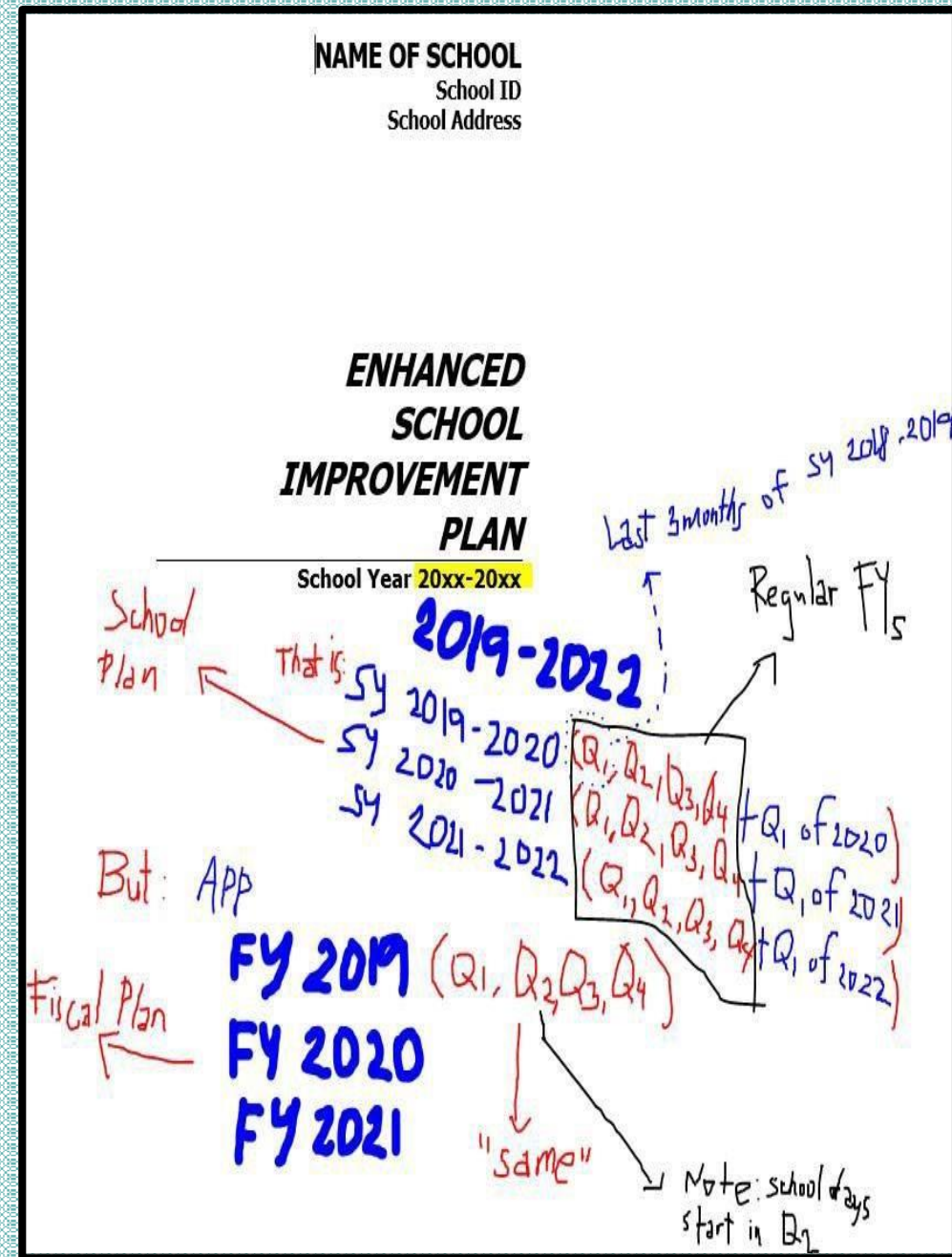
CHAPTER 3
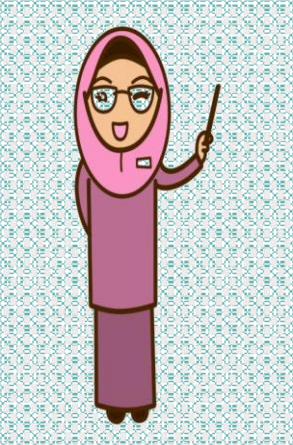
Content Check:
•List of Solutions
•Project   Work Plan and Budget
 Matrix (Annex)

•Annual Implementation Plan Year 1
 (Annex)
Note:
•Additional references: ESIP
Guidebook (pages 22-26) and SIP
Instructional Video 3 (Plan Phase)

SIP STYLEGUIDE

Chapter 4

Monitoring and Evaluation

The SPT will monitor progress in the middle and end of project implementation period depending on the timelines set by the Project Teams. In longer projects, the SPT will have to monitor more than twice.

In this section, discuss briefly what is the purpose of conducting M&E so SPT/Project Teams/stakeholders will understand. **2-4 sentences**
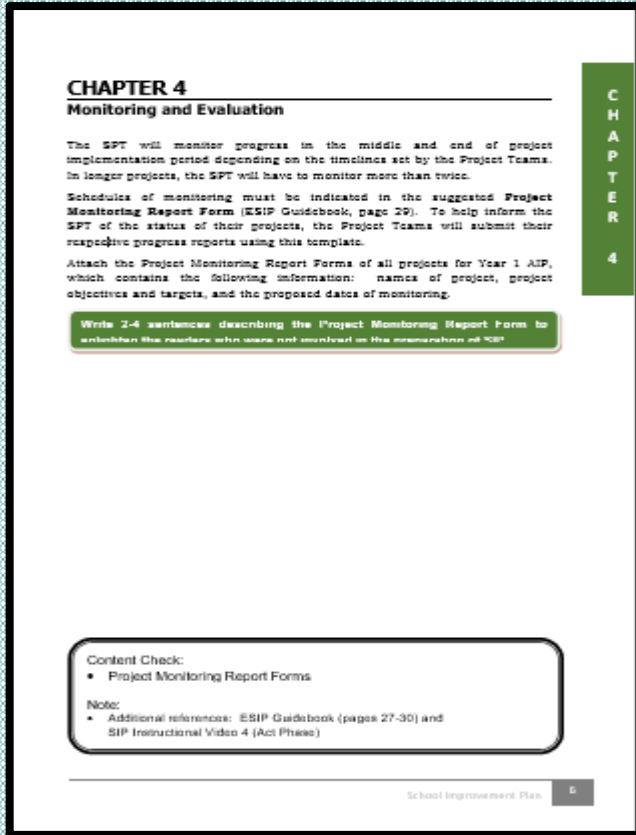
SIP STYLEGUIDE
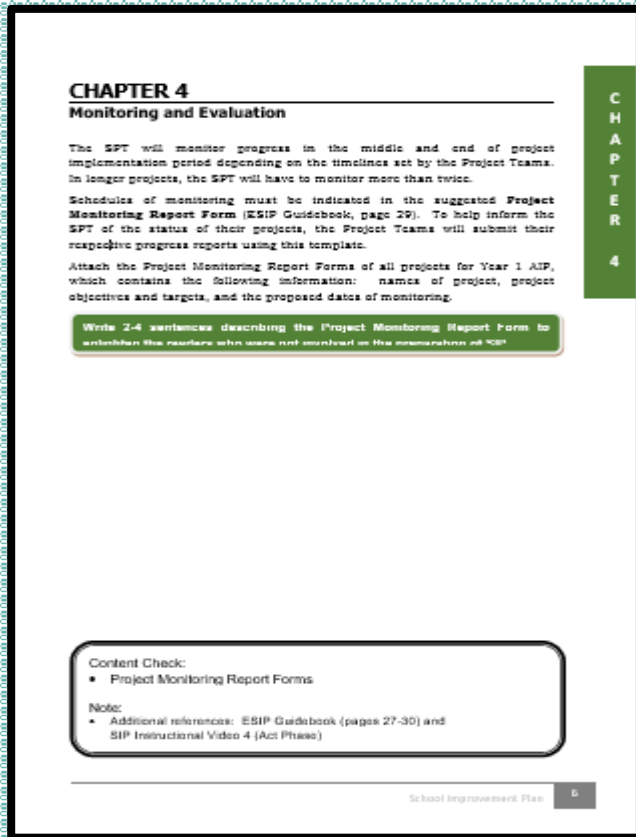
Schedules of monitoring must be indicated in the suggested **Project Monitoring Report Form** (ESIP Guidebook, page 29). To help inform the SPT of the status of their projects, the Project Teams will submit their respective progress reports using this template.

SIP STYLEGUIDE

SIP STYLEGUIDE

Chapter 4

Content Check:
•Project Monitoring Report Forms

Note:
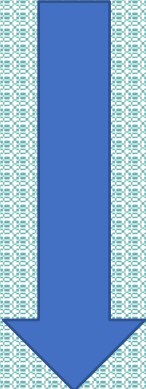•Additional references: ESIP Guidebook (pages 27-30) and SIP Instructional Video (Act Phase)

Why Forms (with s)? As per the Guidebook, there should be 1 PMRF per project *(and obviously, you have more than 1 project in your school).* But to make things simpler, it is recommended to use only 1 PMRF. Just add more rows as needed.

SIP STYLEGUIDE

Project Monitoring Report Form

Scheduled Dates of Monitoring

Mid-year: _____   Year-end: _____

(1) Name of Project	(2) Project Objectives and Targets	(3) Date of Monitoring	(4) Accomplishments/ Status to Date	(5) Issues/Problems/ Challenges	(6) Recommendations/ Action Points	(7) Signature of SPT and Project Team Leader
----------------To be filled by Project Team-----------------					To be discussed by SPT and Project Team	

FINAL NOTES:

-You should add annotations/remarks to tables/graphs/data found in the main chapters to show **detailed information which cannot be placed in the main body** of your SIP; annotations can be in-text (inside the paragraph).

(you can make the font smaller and italicized)

Example: *"Refer to Annex A of this E-SIP (Annex 1A to 1B)"; or "See Annex B of this E-SIP (Annex 2A)"; or "See attached template in Annex C (Annex 2B)"*
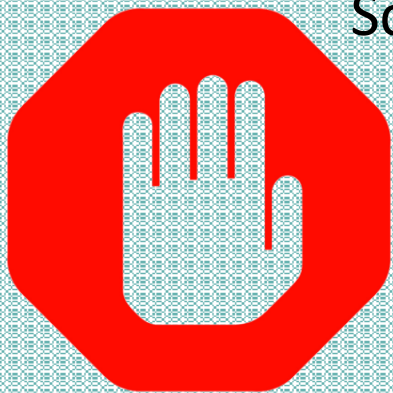
FINAL NOTES:

Annotations should have corresponding templates/forms which could be found in

the ANNEX part of your SIP

DO NOT confuse it with the Annexes found in the Guidebook—which are ordered using Numbers!

This annex we are talking about is the "attachment/appendix" to your actual SIP which should be added to the main chapters of the Styleguide. This annex part is suggested to use LETTERS as headings (e.g. Annex **A**, Annex **B**, Annex **C**, so on…)

Schools may have different "lettering" in the annex part, depending on which page a particular Annex may be found in the main chapters.

FINAL NOTES

-The **SIP Acceptance** (done by the SDS) is the most important part besides the contents, since **without the signature**, the SIP is **not in effect** or invalid. However, other signatories (for purposes of accountability) is suggested to be included as well.

-The CERTIFICATE OF ACCEPTANCE (printed on a separate paper and not paged) is shown at the *Last Part of the Styleguide*. **However**, as a local initiative, it is suggested to be **placed AFTER no. 2 in the suggested order** (please see order on the next slide.)

FINAL NOTES:

SUGGESTED ORDER OF PAGE PRESENTATION:

1. Cover (or Title Page containing School Name, ID, etc.)- *No Need to add page number here➜ (i)

2. (Additional Signatories for Accountability Purposes)---Reviewed by: (PSDS as Chair of DsAC); Noted by: (Division SBM Coordinator); Recommended for Acceptance: (ASDS-in charge)

3. Certificate of Acceptance

4. School-Community Planning Team (with signatures)- *Members may vary depending on school size

5. Message (that is, page ii)- *Continue with the rest of the pages ☺
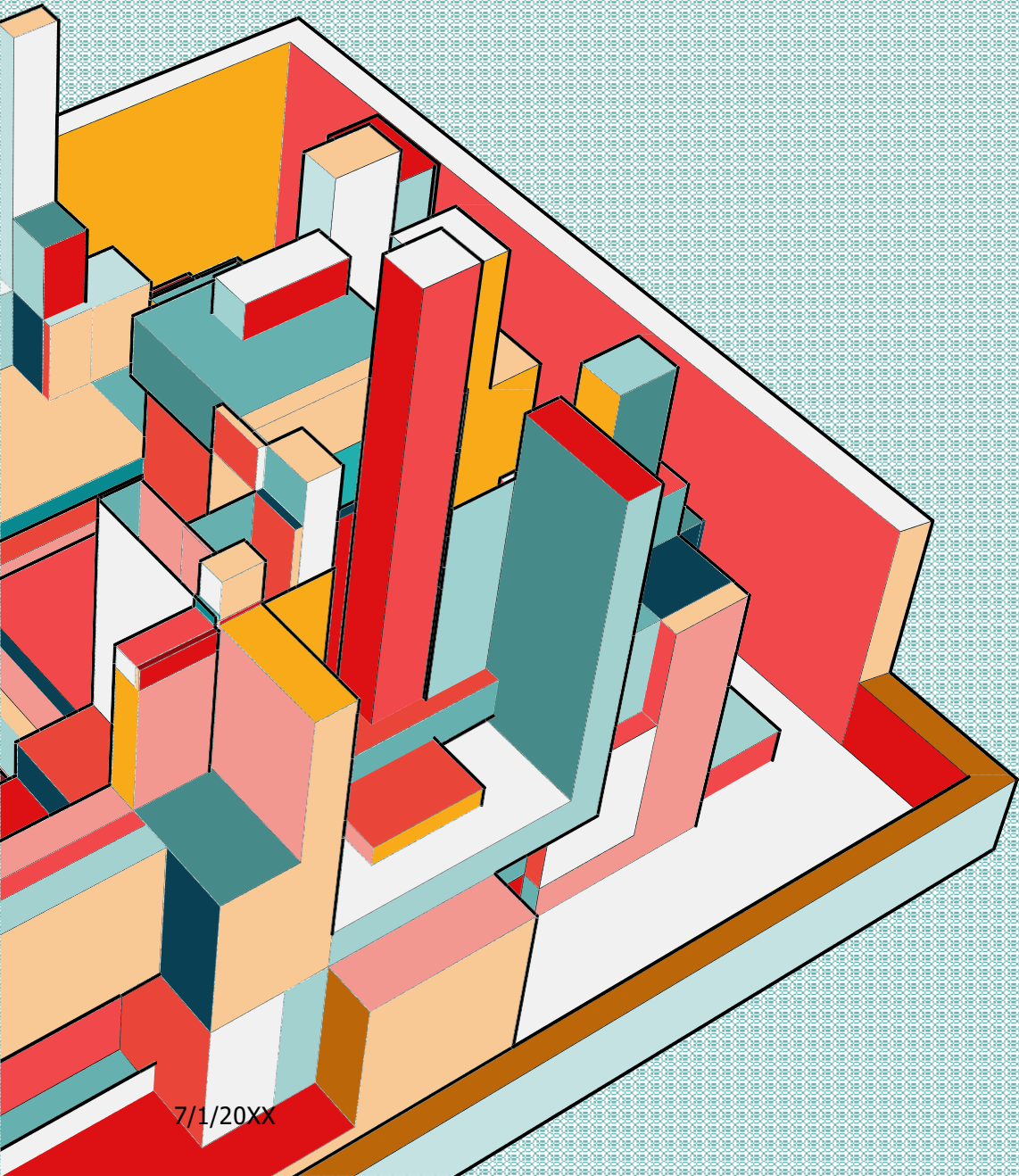
END OF SIP STYLE GUIDE

THANK YOU

Merthel M. Evardome, CESO V

Schools Division Superintendent

SDO Batangas Province

Pitch deck title

Republic of the Philippines

Department of Education

REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS
Provincial Sports Complex, Bolbok, Batangas City

awards this

Certificate of Acceptance

to

_____

(Name of School, District)

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 _____, 2023.

_____

MERTHEL M. EVARDOME, CESO V
Schools Division Superintendent