

GUIDE TO FY 2013 PLAN AND 2014 ACTUAL NEED ON CRUCIAL RESOURCES
(Note: guide for pre-work activity before the scheduled training-workshop)

General Instructions:

1. All schools shall bring with them their pre-work outputs based on this guide and duly accomplished reports as per attached forms/templates on their scheduled workshop date.
2. School Plans, Budget & Strategic Directions for FY 2013 shall be prepared in PowerPoint presentation
3. Adjustments and refinement shall be done during the workshop proper.
4. Final School output shall be printed for signature at the end of the training-workshop (training management to provide printers)
5. Schools to bring also with them as reference their SIP document, BIES School Profile (final) for the last three SYs.

EXPECTED OUTPUTS:

1. **School Plan, Budget & Strategic Directions for FY 2013 (PowerPoint presentation)**
 - Community Profile (1 – 2 slides)
 - School Profile (1 – 2 slides)
 - School Situation Analysis for three consecutive school years (3 – 5 slides or more, tabular & graphical presentation is encouraged, focus on the 3 areas; ACCESS, QUALITY, SCHOOL MANAGEMENT, ex. : enrolment, School efficiency indicators, nutritional status, etc...)
 - Findings of the analysis (bullet form)
 - Causes (based on the SMEA reports)
 - Vision, Mission, Goals
 - Major accomplishments
 - Major challenges encountered
 - Strategies for 2013 (Programs/Projects/Activities with physical targets) Proposed intervention/Priority Improvement Areas
 - FY 2013 Budget
 - Monitoring and Evaluation Plan
2. **Financial Utilization Report of the current school year (format attached):**
 - MOOE
 - SEF
 - Other Sources
3. **Generate & Submit actual needs on Crucial Resources for 2014 (format attached)**
 - Utilized school EBEIS data/analysis
 - Validation on actual need on crucial resources vs. EBEIS generated data

Purpose:

1. Prepare the FY 2013 School Plan and Direction (power point presentation)
2. Come up with a report on the actual need on crucial resources for FY 2014 (format attached)

Step 1: Organization and Mobilization of Planning Group (Pre work activity at the school level)

Step 2: Identification, Gathering and Organization of Data

- Identify data requirements and sources
 - EBEIS for basic education data by school (EOSY & BOSY) system generated data and school profiles
 - SIP document
 - Reports on PAPs status – from focal persons
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- Gather data
- Organize data

- Accomplish templates
- Generate reports from EBEIS and make necessary processes like sorting, ranking, summarizing etc.
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Step 3: Situation Analysis - WHERE ARE WE NOW?

- Part 1 – present trends and patterns in graphical or tabular form
- Part 2 – explains findings in Part 1
 - Identify reasons for the trends/patterns/gaps observed. Use cause and effect analysis where applicable cite studies/researches that may prove the cause and effect relationship.
- Part 3 – Summarizes the Situational Analysis
 - Concise statements that will reflect the analysis
 - May be presented in bullet format with a short explanatory note
 - May be arranged by priority

Step 4: Strategic Plan Frame– WHERE DO WE WANT TO BE?

- Vision – adopt DepED : _____ (Source: _____)
- Mission – based on mandate
- Goals – refer to EFA Goals, MDG

HOW DO WE GET THERE?

- From the summary of situational analysis, formulate strategies and objectives
 - Strategies– provides general guidelines for specific actions towards in pursuit of particular ends
 - Objectives & targets
 - Objectives - SMART
 - Targets -
 - Programs and Projects
 - Programs – an integrated group of activities that contributes to a continuing objective of department/agency
 - Activity – a work process that contributes to a program, sub-program or project
 - Project – a special department or agency undertaking carried out within a definite time frame and intended to result in some pre-determined measure of goods and services

Step 5: Programs/Projects/Activities (Template in the next succeeding pages under 3. Programs & Projects)

Step 6: Monitoring & Evaluation: HOW DO WE MEASURE OUR PROGRESS? Refer SMEA reports.

Templates

1. Performance Indicators/Efficiency Indicators (fill-up appropriate row/s)

| Indicators | SY2009-2010 | | | SY2010-2011 | | | SY 2011-2012 | | |
|--------------------------------|-------------|--------|---------|-------------|--------|---------|--------------|--------|---------|
| | Target | Actual | Inc/Dec | Target | Actual | Inc/Dec | Target | Actual | Inc/Dec |
| Access^{1/} | | | | | | | | | |
| a. Enrolment (value) | | | | | | | | | |
| i. Preschool | | | | | | | | | |
| ii. Elementary | | | | | | | | | |
| iii. Secondary | | | | | | | | | |
| b. ADM Enrolment | | | | | | | | | |
| i. Elementary | | | | | | | | | |
| ii. Secondary | | | | | | | | | |
| c. Transition Rate | | | | | | | | | |
| i. Elementary | | | | | | | | | |
| ii. Secondary | | | | | | | | | |
| Efficiency^{2/} | | | | | | | | | |
| a. Cohort Survival Rate | | | | | | | | | |
| i. Elementary | | | | | | | | | |
| ii. Secondary | | | | | | | | | |
| b. Retention Rate | | | | | | | | | |
| i. Elementary | | | | | | | | | |
| ii. Secondary | | | | | | | | | |
| c. Repetition Rate | | | | | | | | | |
| i. Elementary | | | | | | | | | |
| ii. Secondary | | | | | | | | | |
| d. Drop-out Rate | | | | | | | | | |
| i. Preschool | | | | | | | | | |
| ii. Elementary | | | | | | | | | |
| iii. Secondary | | | | | | | | | |
| e. Completion Rate | | | | | | | | | |
| i. Elementary | | | | | | | | | |
| ii. Secondary | | | | | | | | | |
| f. Graduation Rate | | | | | | | | | |
| i. Elementary | | | | | | | | | |
| ii. Secondary | | | | | | | | | |
| Quality^{3/} | | | | | | | | | |
| a. NAT MPS | | | | | | | | | |
| i. Grade 3 | | | | | | | | | |
| ii. Grade 6 | | | | | | | | | |
| iii. Yr 2/Yr4 | | | | | | | | | |
| b. Nutritional Status | | | | | | | | | |
| i. Preschool | | | | | | | | | |
| ii. Elementary | | | | | | | | | |
| iii. Secondary | | | | | | | | | |

1/ **Access** expansion of coverage to show extent of participation of school children in early childhood development programs and in basic education

- a. **Enrolment** is the total elementary/secondary enrolment, regardless of age, which enters basic education as of July 31.
- b. **Transition Rate** is the number of pupils/students entering intermediate in the elementary or Year 1 of secondary education, expressed as a percentage of the promotees/graduates of elementary education.

2/ **Efficiency** assess the holding power of the school system

- a. **Cohort Survival Rate** refers to the proportion of enrollees at the beginning grade/year level who reach the final grade/year level at the end of the required number of years of study.
- b. **Promotion Rate** is the percentage of pupils/students of a given grade/year level promoted to the next grade/year level the following school year
- c. **Repetition Rate** is the percentage of pupils/students of a given grade/year level who remain enrolled in the same grade/year level the following school year
- d. **Retention Rate** is the percentage of a pupil/student cohort still enrolled in the last year of the cycle.
- e. **Dropout Rate (Simple)** is the percentage of pupils/students of who drop out from the given grade/year level in a given school year
- f. **Completion Rate** is the percentage of first year entrants in a level of education who complete/finish the level in accordance with the required number of years of study.
- g. **Graduation Rate** is the percentage of pupils/students who completed the academic requirements for elementary/secondary level in the current school year to the number of pupils/students enrolled in the terminal grade/year level during the same school year.

3/ **Quality:** measure the effectiveness of basic education provision in terms of learning achievement through examinations

- a. **Mean Percentage Scores (MPS)** is the percentage of correctly answered items in a test (NAT)
- b. **Nutritional Status results after interventions or end line results.**

Source: EFA Guidelines

2. Enrolment (part of the total school enrolment) as of July 31.

a. IP Learner

| School | SY2010-2011 | | | SY2011-2012 | | | SY 2012-2013 | | |
|--------|-----------------|--------------------------|---|-----------------|--------------------------|---|-----------------|--------------------------|---|
| | Total Enrolment | Total No. of IP Learners | % | Total Enrolment | Total No. of IP Learners | % | Total Enrolment | Total No. of IP Learners | % |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

b. Muslim Learners

| School | SY2010-2011 | | | SY2011-2012 | | | SY 2012-2013 | | |
|--------|-----------------|------------------------------|---|-----------------|------------------------------|---|-----------------|-----------------------------|---|
| | Total Enrolment | Total No. of Muslim Learners | % | Total Enrolment | Total No. of Muslim Learners | % | Total Enrolment | Total No. of Muslim Learner | % |
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c. Learners with Special Needs

- those with learning disability (mentally challenged); differently abled (physical disability); and fast learners

| School | SY2010-2011 | | | SY2011-2012 | | | SY 2012-2013 | | |
|--------|-----------------|--|---|-----------------|--|---|-----------------|--|---|
| | Total Enrolment | Total No. of Learners with Special Needs | % | Total Enrolment | Total No. of Learners with Special Needs | % | Total Enrolment | Total No. of Learners with Special Needs | % |
| | | | | | | | | | |
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d. Over-aged Learners - those aged 2 years or more than the school age for a specific grade/year level (refer EBEIS age profile)

| Grade/Year Level | SY2010-2011 | | | SY2011-2012 | | | SY 2012-2013 | | |
|------------------|-----------------|---------------------------------|---|-----------------|---------------------------------|---|-----------------|---------------------------------|---|
| | Total Enrolment | Total No. of Over-aged Learners | % | Total Enrolment | Total No. of Over-aged Learners | % | Total Enrolment | Total No. of Over-aged Learners | % |
| Grade 1 | | | | | | | | | |
| Grade 2 | | | | | | | | | |
| Grade 3 | | | | | | | | | |
| Grade 4 | | | | | | | | | |
| Grade 5 | | | | | | | | | |
| Grade 6 | | | | | | | | | |
| Year 1/Grade 7 | | | | | | | | | |
| Year 2 | | | | | | | | | |
| Year 3 | | | | | | | | | |
| Year 4 | | | | | | | | | |

3. Programs and Projects (SY 2013-2014)

| Thematic Areas | Strategy | Programs | Projects | Major Components / Activities | Timeline | Source of Budget |
|---------------------------------|----------|----------|----------|-------------------------------|----------|------------------|
| Access | | | | | | |
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| Quality & Efficiency | | | | | | |
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| School Management | | | | | | |
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GOVERNANCE OF BASIC EDUCATION ACT
Mandates Per Level

A. National Level

- (1) Formulating national educational policies;
- (2) Formulating a national basic education plan;
- (3) Promulgating national educational Standards;
- (4) Monitoring and assessing national learning outcomes;
- (5) Undertaking national educational research and studies;
- (6) Enhancing the employment status, professional competence, welfare and working conditions of all personnel of the Department; and
- (7) Enhancing the total development of learners through local and national programs and/or projects.

B. Regional Level

- (1) Defining a regional educational policy framework which reflects the values, needs and expectations of the communities they serve;
- (2) Developing a regional basic education plan;
- (3) Developing regional educational standards with a view towards bench-marking for international competitiveness;
- (4) Monitoring, evaluating and assessing regional learning outcomes;
- (5) Undertaking research projects and developing and managing region wide projects which may be funded through official development assistance and/or other finding agencies;
- (6) Ensuring strict compliance with prescribed national criteria for the recruitment, selection and training of all staff in the region and divisions.
- (7) Formulating, in coordination with the regional development council, the budget to support the regional educational plan which shall take into account the educational plans of the divisions and districts;
- (8) Determining the organization component of the divisions and districts and approving the proposed staffing pattern of all employees in the divisions and districts;
- (9) Hiring, placing and evaluating all employees in the regional office, except for the position of assistant director;
- (10) Evaluating all schools division superintendents and assistant division superintendents in the region;
- (11) Planning and managing the effective and efficient use of all personnel, physical and fiscal resources of the regional office, including professional staff development.;
- (12) Managing the database and management information system of the region;
- (13) Approving the establishment of public and private elementary and high schools and learning centers; and
- (14) Performing such other functions as may be assigned by proper authorities.

C. Division Level

- (1) Developing and implementing division education development plans;
- (2) Planning and managing the effective and efficient use of all personnel, physical and fiscal resources of the division, including professional staff development;
- (3) Hiring, placing and evaluating all division supervisors and schools district supervisors as well as all employees in the division, both teaching and non-teaching personnel, including school heads, except for the assistant division superintendent;
- (4) Monitoring the utilization of funds provided by the national government and the local government units to the schools and learning centers;
- (5) Ensuring compliance of quality standards for basic education programs and for this purpose strengthening the role of division supervisors as subject area specialists;
- (6) Promoting awareness of and adherence by all schools and learning centers to accreditation standards prescribed by the Secretary of Education;

- (7) Supervising the operations of all public and private elementary, secondary and integrated schools, and learning centers; and
- (8) Performing such other functions as may be assigned by proper authorities.

D. Schools District Level

- (1) Providing professional and instructional advice and support to the school heads and teachers/facilitators of schools and learning centers in the district or cluster thereof;
- (2) Curricula supervision; and
- (3) Performing such other functions as may be assigned by proper authorities.

E. School Level

- (1) Setting the mission, vision, goals and objectives of the school;
- (2) Creating an environment within the school that is conducive to teaching and learning;
- (3) Implementing the school curriculum and being accountable for higher learning outcomes;
- (4) Developing the school education program and school improvement plan;
- (5) Offering educational programs, projects and services which provide equitable opportunities for all learners in the community;
- (6) Introducing new and innovative modes of instruction to achieve higher learning outcomes;
- (7) Administering and managing all personnel, physical and fiscal resources of the school;
- (8) Recommending the staffing complement of the school based on its needs;
- (9) Encouraging staff development;
- (10) Establishing school and community networks and encouraging the active participation of teachers' organizations, nonacademic personnel of public schools, and parents-teachers-community associations;
- (11) Accepting donations, gifts, bequests and grants for the purpose of upgrading teachers' learning facilitators' competencies, improving and expanding school facilities and providing instructional materials and equipment. Such donations or grants must be reported to the appropriate district supervisors and division superintendents; and
- (12) Performing such other functions as may be assigned by proper authorities.

Source: RA 9155

SBM GRANT

(Note: to be accomplished by recipient schools only)

| Total Amount Granted (FY) | Projects Implemented/Approved Business/Activity Proposal | | | |
|--------------------------------------|---|---------------|-------------------------------------|---------------|
| | Projects/Activities | Amount | Status of Implementation | Impact |
| 2010 | | | | |
| 2011 | | | | |
| 2012 | | | | |
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Policies

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| 1987 Constitution | <p>“The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all”</p> <p><i>Source: Art. 14, Sec. 1 of 1987 Philippine Constitution</i></p> |
| Pnoy Agenda (for education) | <ol style="list-style-type: none"> 1. 12-year Basic Education Cycle (K to 12) 2. Universal preschooling for all 3. Madaris education (Madrasah) 4. Technical vocational education 5. “Every child a reader” by Grade 3 6. Science and Math proficiency 7. GASTPE expansion 8. Medium of instruction rationalized 9. Quality textbooks 10. Covenant with the local governments to build more schools <p><i>Source:</i></p> |
| Millennium Development Goal (MDG) | <ol style="list-style-type: none"> 1. Universal primary education 2. Gender equality in education <p><i>Source: United Nations Millennium Declaration</i></p> |
| Education For All (EFA) | <p>Functional literacy by 2015</p> <p><i>Source: UNESCO</i></p> <ol style="list-style-type: none"> 1. Expanding early childhood care and education 2. Providing free and compulsory education for all 3. Providing learning and life skill to young people and adults 4. Increasing adult literacy by 50% percent 5. Achieving gender equality by 2015 6. Improving the quality of education. <p><i>Source: Education Reforms On Track to Meet EFA Goals</i></p> |
| DepED Goals | <ol style="list-style-type: none"> 1. Access to Basic Education Improved 2. Quality of Education Improved <p><i>Source: Organizational Performance Indicators Framework</i></p> |
| DepED Thrusts & Directions | <ol style="list-style-type: none"> 1. Improving Access to Basic Education <ol style="list-style-type: none"> a. Address Basic Inputs <ol style="list-style-type: none"> i. FY 2011: Wipe-out shortages in textbooks and seats ii. FY 2012: Implement large-scale construction of classrooms and watsan facilities through GAA, PPP and other partnerships iii. FY 2013: Create and fill up teaching items necessary for implementation of K to 12 |

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|--|--|
| | <ul style="list-style-type: none"> iv. FY 2014: Wipe out shortages in basic inputs b. Promote Inclusive Education <ul style="list-style-type: none"> i. Expand GASTPE program ii. Support to Multi-Grade Schools iii. Expand ADMs (MISOSA, DORP, Open HS E-IMPACT) and A&E Program iv. Strengthen SPED, Madrasah and IP Programs (PRIME) v. Strengthen Tech-Voc Program vi. Implement pro-poor policies (4Ps) 2. Improving Quality of Learning and Management <ul style="list-style-type: none"> a. Effective Teaching and Learning <ul style="list-style-type: none"> i. Implementation of the Enhanced K to 12 Basic Education Program ii. Provision of appropriate supplementary materials, equipment and tools iii. Retooling of teachers and education managers iv. Acceleration of the School-based Management System b. Improved Governance <ul style="list-style-type: none"> i. Full implementation of ICT support system (EBEIS, SIS, Learner ID System, LRMDS, HRIS, AMS, FMIS) ii. Strengthening of internal systems and processes (including zero-based budgeting) iii. Pursuing anti-corruption efforts <p><i>Source: DepEd Strategic Direction Presentation</i></p> |
| | |

Planning Standards
(used for FY2013 Plan & Budget)

2012 Planning Standards

| Basic Resources | Standards (2012) |
|---|---|
| 1. Teachers Salary for Teacher 1 position per year is P 243,733.00 | a. Kindergarten: 1 teacher per 25 learners |
| | b. Elementary |
| | i. Purely Monograde |
| | >1 teacher per 45 learners based on total enrolment of Grades 1-4 |
| | > 5 teachers in every 3 classes based on total enrolment of Grades 5-6 |
| | ii. Monograde and Multigrade |
| | ii.1 Monograde: |
| | > 1 teacher per 40 learners of Grades 1-3 |
| | > 1 teacher per 45 learners for Grade 4 |
| | > 5 teachers in every 3 classes composed of 45 learners per class for Grades 5-6 |
| | ii.2 Multigrade: 1 teacher per class |
| | > maximum of 30 learners for Grades 1-2, 3-4 and 5-6 per class |
| | iii. Purely Multigrade: 1 teacher per class |
| | > maximum of 30 pupils for Grades 1-2, 3-4 and 5-6 |
| c. Secondary: > 5 teachers in every 3 classes composed of 45 learners based on by year enrolment | |
| 2. Classrooms: New construction Repair & Rehabilitation (Amount per classroom construction: P 800,000.00) | a. Kindergarten: > 1 classroom per 25 learners |
| | b. Elementary |
| | i. Purely Monograde: 1 classroom per 45 learners based on total enrolment |
| | ii. Monograde and Multigrade: Based on by grade enrolment |
| | ii.1 Monograde: |
| | > 1 classroom per 40 learners for Grades 1-3 |
| | > 1 classroom per 45 learners for Grades 4 |
| | > 5 classroom per 45 learners per class for Grades 5-6 |
| | ii.2 Multigrade: 1 classroom per class |
| | iii. Purely Multigrade >1 classroom per class (maximum of 30 pupils for Grades 1-2, 3-4 and 5-6 per class) |
| c. Secondary : 1 classroom per 45 learners based on by year enrolment | |
| 3. Seat: students, teachers Cost per furniture is | 1 per learner; proposed classroom construction should have a complete set of furniture |

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| P 980.00 | |
| 4. Water/sanitation facilities Cost per 3 seater is P 375,000.00 | Gen. Std. - maximum of 50 per unit based on international standards |
| | a. Boys' Urinal |
| | i. Per 50 pupils/students: 1 detached urinal |
| | ii. Per 100 pupils/students: 1.00m urinal trough |
| | b. Boys' Toilet Seat (Water Closet) |
| | i. Per 100 pupils/students: 1 seat |
| | ii. Designed for disabled pupils/students: 1 seat |
| | c. Girl's Toilet Seat (Water Closet) |
| | i. Per 50 pupils/students: 1 seat |
| | ii. Designed for disabled pupils/students: 1 seat |
| d. Lavatory: 1 lavatory to 1 toilet seat | |
| 5. Textbooks/ Instructional Materials (IMs) Ave. Cost of textbook P 40.00/per subject | a. Textbooks |
| | i. School requirements: 1 TX per learner in core subjects |
| | ii. Buffer stocks at ROs & DOs: CY Enrolment multiplied by 3% |
| | iii. Buffer stocks at the Central Office (CO): CY Enrolment multiplied by 7% |
| | iv. Total requirements: School requirements plus 10% buffer |
| | b. Teacher manuals (TM) |
| | i. TM for field: Computed TX by school divided by 35 for Elementary and 50 for Secondary, wherein schools with less than 35/50 TX is allocated 1 TM each (by school) |
| | ii. TM for CO buffer stocks: 1 TM for every 100 TX |
| | c. Other Instructional Materials (Teacher-Support Materials): DepEd-Developed Materials 1 Module per teacher |
| | |
| Other Resources | |
| 6. MOOE: OR, DO, School | Adoption of Boncodin Formula with refinement (???) |
| 7. GASTPE: ESC | 1 Million Grantees for FY 2013 |
| 8. Training: teachers, related teaching, non-teaching | HRTD Fund to be devoted to K to 12 |
| 9. Division/Regional Offices: RELC, Library Hub, other offices, new schools | |
| 10. Feeding | Feeding in 120 days per learner |
| 11. Equipment and Tools: Computer/ICT, teaching tools, science and math tools | 1 computer lab per high school |
| 12. Non-teaching and related teaching items | |
| 13. Other furniture requirements: science lab, preschool, school lab | |
| 14. PS requirements: new | |

Budget Assumptions
(used for FY2013 Plan & Budget)