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| SCHOOL IMPROVEMENT PLANNING  **GAP ANALYSIS TEMPLATE** |

**REGION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DIVISION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DISTRICT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**BARANGAY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SCHOOL: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Instruction: Use the matrix on the next page as a guide in assessing the gap between your Division Targets (A) and school performance (B). In particular, you can fill out the matrix by answering the following questions for each Division Target:

B1. Data needed – What data do we need to assess our school performance against this Division Target?

B2. Currently contributing – Is our current school performance contributing to the attainment of this Division Target? How is it contributing or not contributing? Explain.

B3. Inhibiting Factors – If contributing, what are the factors that prevent us from contributing further to this Division Target? If not contributing, what are the factors that prevent us from contributing to this Division Target? Include the most pressing needs or problems from available data.

B4. Projects implemented – What school projects being implemented are geared towards the attainment of this Division Target? If no such projects are being implemented, leave it blank.

B5. Groups that require attention – Are there groups in our school that require specific attention concerning the attainment of this Division Target? (e.g., considering gender, socio-economic status, ethnicity).

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**DATE ACCOMPLISHED**

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| **A. DIVISION TARGETS** | **B. SCHOOL PERFORMANCE** | | | | | |
| B1. DATA NEEDED | B2. CURRENTLY CONTRIBUTING | | B3. INHIBITING FACTORS | B4. PROJECTS IMPLEMENTED | B5. GROUPS THAT REQUIRE ATTENTION | |
| YES/NO | EXPLANATION |
| Example 1. Zero Dropout | 1. Dropout rates over the previous three years  2. Reasons for dropping out | No | Dropout rates over the last three years have been greater than 2%. | High dropout rates due to the following:  - financial matters  - health problems  - child labor | 1. New strategy on attendance monitoring  2. Teacher counseling of students | Disadvantaged students | |
| Example 2. Attain basic literacy by Grade 3 | Basic literacy rates by grade level over the past three years | Yes | All students over the past three years have attained basic literacy by Grade 3. | Basic literacy can be attained earlier (e.g., by Grade 1):  - focusing on the **male students** in Grades 1 and 2 that fall behind  - determining the reasons why male students in Grades 1 and 2 fall behind | Oplan Tutok Basa | Male students | |
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