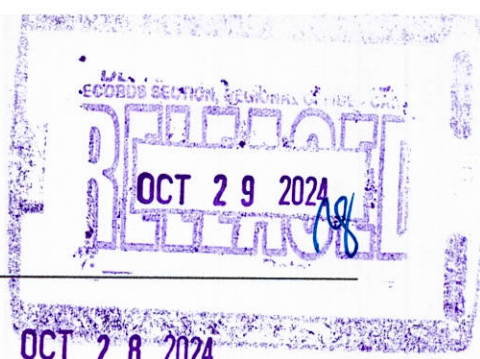




Republic of the Philippines
Department of Education
CARAGA REGION



REGIONAL MEMORANDUM

No. **1152**, s. 2024

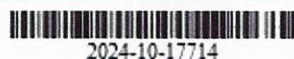
To: Schools Division Superintendents
All Others Concerned

CRAFTING OF ENHANCED SCHOOL IMPROVEMENT PLAN (SIP) SY 2025-2028

1. The School Improvement Plan (SIP) is a strategic document that outlines the actions and interventions necessary to enhance student achievement and improve educational practices within a school. It serves as a roadmap for school leaders and staff to identify areas of improvement, set goals, and implement solutions to address these challenges.
2. In line with this, all school heads, along with their School Planning Team and Project Teams, are enjoined to craft their School Improvement Plan (SIP) for SY 2025-2028 with the following guidelines:
 - a. Use templates and forms provided in DepEd Order No. 44, s. 2015.
 - b. Adopt the new **Intermediate Outcomes (IOs) and Performance Indicators (PIs)** outlined in Table 1 of DepEd Order No. 029, s. 2022 titled Adoption of the Basic Education Monitoring and Evaluation Framework to align with other planning documents. (Refer to attached template)
 - c. Use the enhanced Annex 5 or the Planning Worksheet of DepEd Order No. 44, s. 2015, titled "*Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC)*." (Refer to attached template)
3. It is highly recommended that all steps in the crafting of SIP are followed.
4. For guidance on the timeline, please refer to the attached SIP Process Flowchart.
5. For reference, please download the School Improvement Plan (SIP) Guidebook and the DepEd Orders at <https://tinyurl.com/2024SIPRef>.
6. Widest dissemination of this memorandum is desired.



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Doc. Ref. Code	RO-ASD-F107	Rev	00
Effectivity	02.01.23	Page	1 of 2



7. For appropriate action.

MARIA INES C. ASUNCION
Director III
Officer-in-Charge
Office of the Regional Director

BY THE AUTHORITY OF THE REGIONAL DIRECTOR:


PEDRO TENEBRO ESCOBARTE, JR., CESO IV
Director III
Asst. Regional Director 

Encl.: As stated

Reference: DO 44, s. 2015

DO 29, s. 2022

To be indicated in the Perpetual Index
under the following subjects:

PERFORMANCE PROJECTS SCHOOLS

FTAD/apm
10/28/2024



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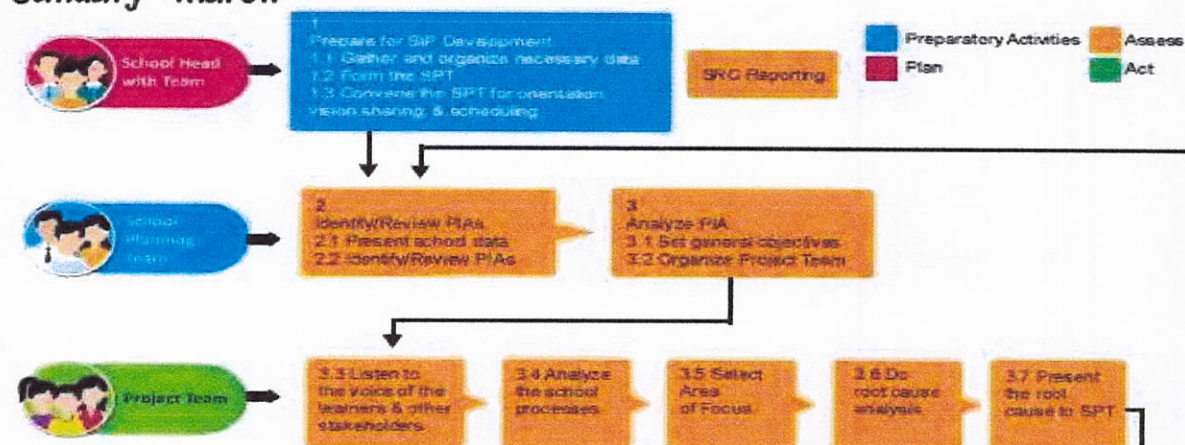
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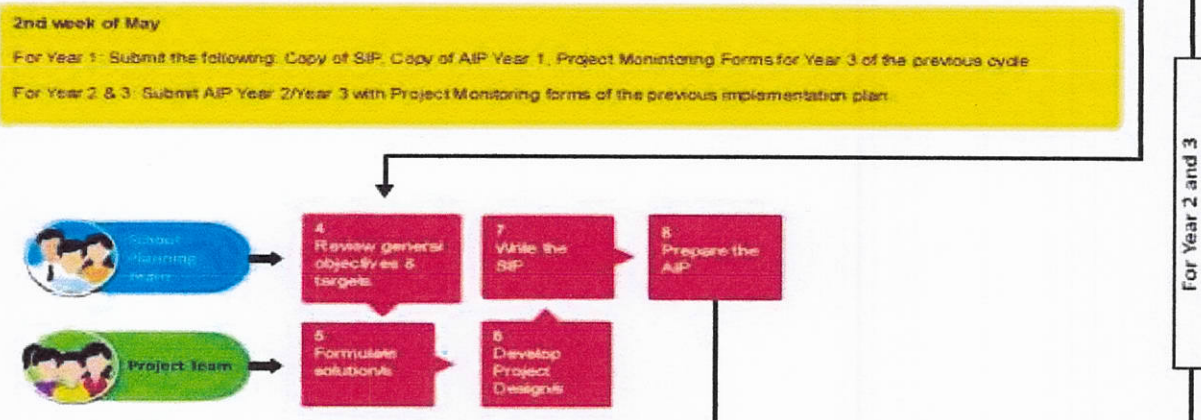


The SIP Process Flowchart

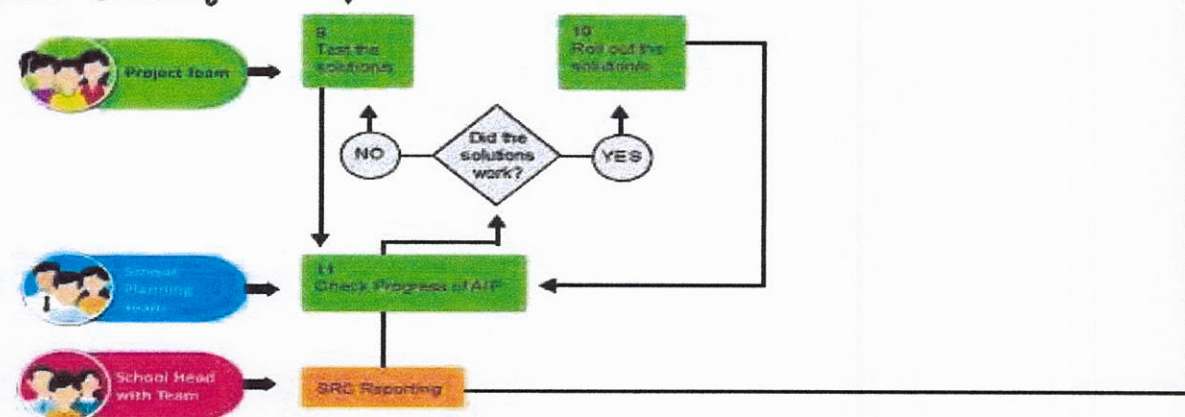
January - March



April - May



June - January



Note:

It must be noted, however, that the duration of the implementation of school projects may vary depending on the timelines set for each identified PIA. Thus, the implementation may be as short as three months or may last until two or three years, if necessary. Data gathering for year 2 and 3 shall be done from January to March.

Table 1. Agency Performance Measurement Matrix

Table 1.1. Intermediate Outcome Performance Indicators

Intermediate Outcomes	Performance Indicators	Description	Frequency of Data Reporting	Disaggregated by	Data Source	Tier
IO #1. All school-age children, out-of-school youth, and adults accessed relevant basic learning opportunities	Net Enrollment Rate (NER)	NER refers to the ratio of the enrolment for the age group corresponding to the official school age in the elementary/secondary level to the population of the same age group in a given year. Also known as Participation Rate.	Annual	-Governance level (national, region, division) -Level of education: Elementary, Secondary, Kindergarten; Grade 1-6; Grade 7-10; Grade 11-12 -Sex (male, female) -Gender parity index for NER -Sector (Public and Private Schools)	CO: PS RO: PPRD SDO: SGOD School: School Head	1
	Gross Enrollment Rate (GER)	GER refers to the total enrollment in a given level of education, regardless of age, as a percentage of the population who according to the national regulations should be enrolled at this level (i.e., age 6-11 for elementary and 12-15 for secondary)	Annual	-Governance level (national, region, division) -Level of education: Elementary, Secondary, Kindergarten; Grade 1-6; Grade 7-10; Grade 11-12 -Sex (male, female) -Gender parity index for GER -Sector (Public and Private Schools)	CO: PS RO: PPRD SDO: SGOD School: School Head	1
IO 1.1: All five-year-old children in school	Net Intake Rate (NIR)	NIR ⁷ refers to the percentage of the population at the official elementary school-entrance age who are	Annual	-Governance level (national, region, division) -Sex (male, female) -Sector (Public and Private Schools)	CO: PS RO: PPRD SDO: SGOD School: School Head	1

⁷ Philippine Statistics Authority (PSA)

Intermediate Outcomes	Performance Indicators	Description	Frequency of Data Reporting	Disaggregated by	Data Source	Tier
		new entrants in the first grade of elementary education, and who are of the same age. Also known as the Percentage of five-year old in school		-Gender parity index for NIR		
IO 1.2: All learners will stay in school and finish key stages	Retention Rate (RR)	RR ⁸ refers to the percentage of enrollees in the elementary/secondary level in a given school year who continue to be in school the following year	Annual	-Governance level (national, region, division) -Level of education: Elementary, Secondary, Kindergarten; Grade 1-6; Grade 7-10; Grade 11-12 -Sex (male, female) -Sector (Public and Private Schools) -Gender parity index for RR	CO: PS RO: PPRD SDO: SGOD School: School Head	1
	Dropout Rate (DR)	DR ⁹ refers to the percentage of pupils/students who leave school during the year for any reason as well as those who complete the previous grade/year level but fail to enroll in the next grade/year level the following school year to the total number of pupils/students enrolled	Annual	-Governance level (national, region, division) -Level of education (Elementary, Junior High School, Senior High School) -Sex (male, female) -Sector (Public and Private Schools) -Gender parity index for DR	CO: PS RO: PPRD SDO: SGOD School: School Head	1

⁸ Philippine Statistics Authority (PSA)

⁹ Philippine Statistics Authority (PSA)

Intermediate Outcomes	Performance Indicators	Description	Frequency of Data Reporting	Disaggregated by	Data Source	Tier
		during the previous school year				
IO 1.3: All learners transition to the next key stage	Transition Rate (TR)	TR ¹⁰ refers to the percentage of learners who graduate from one level of education and move on to the next higher level	Annual	-Governance level (national, region, division) -Level of education (Primary to intermediate; elementary to secondary) -Kinder to Grade 1; Grade 3 to 4; Grade 6 to 7; Grade 10 to 11 -Sex (male, female) -Sector (Public and Private Schools) -Gender parity index for TR	CO: PS RO: PPRD SDO: SGOD School: School Head	1
IO 1.4: All out-of-school children & youth participate in and complete formal or non-formal basic education learning opportunities	Participation Rate of Out-of-school children (OSC) and Out-of school youth (OSY)	Out of school children (OSC) is defined as persons aged 6-14 years who are not attending school ¹¹ while out-of-school youth refers to persons aged 15-30 years who are not attending school, have not finished any college or post-secondary	To be developed	To be developed	CO: PS RO: PPRD SDO: SGOD School: School Head	3

¹⁰ DepEd Order 52 s. 2016. Data Collection of Basic Education Statistics in the Learner Information System and Enhanced Basic Education Information System for Beginning of School Year 2016-2017

¹¹ Philippine Statistics Authority (PSA)

Intermediate Outcomes	Performance Indicators	Description	Frequency of Data Reporting	Disaggregated by	Data Source	Tier
		course, and are not working ¹² <i>Description of computation: To be developed</i>				
	ALS Completion Rate	Percentage of Alternative Learning System (ALS) learners who completed either elementary or secondary level in accordance with the requirements	Annual	- Governance level (national, region, division, school/learning center) - Sex (male, female) - Level of education (Basic Literacy, A&E elementary, A&E secondary) - Program provider (DepEd delivered, DepEd procured, DepEd partners)	CO: BAE RO: CLMD SDO: CID	1
IO #2: School-age children and youth, and adults in situation of disadvantage benefited from appropriate equity initiatives	Proportion of learners in situation of disadvantage transition to next key stage -ELEMENTARY: % Disparity in transition rate -SECONDARY: % Disparity in transition rate	Learners in situation of disadvantage refers to the who are most vulnerable and disadvantaged in terms of access to learning as indicated in the eligibility of learners: indigent children, out-of-school youth, distressed individuals and families, including internally displaced personas (IDPs), low resourced	To be developed	To be developed	CO: PS RO: PPRD SDO: SGOD School: School Head	3

¹² RA 8044. The Youth in Nation-Building Act. An act creating the National Youth Commission, Establishing a National Comprehensive and Coordinated Program on Youth Development, Appropriating Funds Therefor, and for Other Purposes

Intermediate Outcomes	Performance Indicators	Description	Frequency of Data Reporting	Disaggregated by	Data Source	Tier
		students, abandoned and neglected children, street children, children of former rebels, children living in conflict-affected areas and vulnerable communities (CVAS), children with disabilities, Children from Geographically Isolated and Disadvantaged Areas (GIDA)¹³ Transition rate refers to the percentage of learners who graduate from one level of education and move on to the next higher level <i>Description of computation: To be developed</i>				
IO 2.1: All school-age children and youth and adults in situations of disadvantage are	Retention rate of learners in situation of disadvantage	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	CO: PS RO: PPRD SDO: SGOD School: School Head	3

¹³ Adopted from the description of marginalized children per DepEd-DOH JMC No. 01, s. 2021

Intermediate Outcomes	Performance Indicators	Description	Frequency of Data Reporting	Disaggregated by	Data Source	Tier
<i>participating in basic learning opportunities and receiving appropriate quality education</i>	Percentage of learners in situations of disadvantage (disaggregated by group) achieved at least the minimum level of proficiency in (a) functional literacy, (b) numeracy, and (c) 21st century skills Reading literacy: % of learners with at least the minimum level of proficiency Numeracy: % of learners with at least the minimum level of proficiency 21st century skills: % of learners with at least the minimum level of proficiency	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	CO: BEA RO: CLMD SDO: CID	3
IO #3: Learners complete K-12 basic	Completion Rate (CR)	CR refers to the percentage of first grade	Annual	- Governance level (national, region, division)	CO: PS RO: PPRD	1

Intermediate Outcomes	Performance Indicators	Description	Frequency of Data Reporting	Disaggregated by	Data Source	Tier
education having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths		level entrants in a level of education who graduate the level (elementary or secondary) in accordance with the required number of years of study ¹⁴		- Level of education: Elementary, Secondary, Kindergarten; Grade 1-6; Grade 7-10; Grade 11-12 - Sex (male, female) - Sector (Public and Private Schools) - Per program (IPEd, SPED, Madrasah, Special Interest Programs) - Gender parity index for CR	SDO: SGOD School: School Head	
IO 3.1: Learners attained Stage 1 learning standards of fundamental reading and numeracy skills	Percentage of learners attaining at least the minimum level of proficiency in Reading and Listening comprehension increased Percentage of learners achieving at least the minimum level of proficiency in -English -Filipino -Mother Tongue (except Tagalog) -Numeracy	Refers to the number of learners attaining at least the minimum level of proficiency in Reading and listening comprehensions over the total number of learners. Proficiency in reading and listening comprehensions include the proficiency in English, Filipino, Mother Tongue (excluding Tagalog) and numeracy	To be developed	- Governance level (national, region, division, school) - Level of education: Elementary, Secondary, Kindergarten; Grade 1-6; Grade 7-10; Grade 11-12 - Sex (male, female) - Learning area: English, Filipino, Mother Tongue (except Tagalog), Numeracy/Math - Sector: Public and Private Schools	CO: BEA RO: CLMD SDO: CID	1

¹⁴ DepEd Order 52 s. 2016. Data Collection of Basic Education Statistics in the Learner Information System and Enhanced Basic Education Information System for Beginning of School Year 2016-2017

Intermediate Outcomes	Performance Indicators	Description	Frequency of Data Reporting	Disaggregated by	Data Source	Tier
IO 3.2: Learners attain Stage 2 (Grade 6) learning standards of literacy & numeracy skills and apply 21st century skills to various situations	Percentage of learners attaining at least the minimum level of proficiency in Stage 2 literacy and numeracy standards	Refers to the number of Grade 6 learners attaining at least the minimum level of proficiency in Stage 2 literacy and numeracy standards over the total number of Grade 6 learners	To be developed	- Governance level (national, region, division) - Sex (male, female) - Sector (Public and Private Schools)	CO: BEA RO: CLMD SDO: CID	1
IO 3.3: Learners attain Stage 3 (Grades 7-10) learning standards of literacy & numeracy skills and apply 21st century skills to various situations	Percentage of G10 learners attaining at least the minimum level of proficiency in Stage 3 literacy and numeracy standards	Refers to the number of Grade 10 learners attaining at least the minimum level of proficiency in Stage 3 literacy and numeracy standards over the total number of Grade 10 learners	To be developed	- Governance level (national, region, division) - Sex (male, female) - Sector (Public and Private Schools)	CO: BEA RO: CLMD SDO: CID	1
IO 3.4: Learners attain Stage 4 (Grades 11-12) learning standards equipped with knowledge and 21st century competencies developed in their chosen core, applied, and specialized SHS tracks	Percentage of Grade 12 learners attaining at least the minimum level of proficiency in Stage 4 SHS core areas	Refers to the number of Grade 12 learners attaining at least the minimum level of proficiency in Stage 4 SHS core areas over the total number of Grade 12 learners	To be developed	- Governance level (national, region, division) - Sex (male, female) - Sector (Public and Private Schools)	CO: BEA RO: CLMD SDO: CID	1
IO 3.5: Learners in the Alternative Learning System attain certification as Elementary or Junior High School completers	ALS A&E passing rate	Refers to the percentage of ALS learners who passed the Accreditation & Equivalency (A&E) test	To be developed	- Governance level (national, region, division, school/learning center) - Level of Education (A&E elementary, A&E Junior	CO: BAE RO: CLMD SDO: CID	1

Intermediate Outcomes	Performance Indicators	Description	Frequency of Data Reporting	Disaggregated by	Data Source	Tier
IO #4: Learners are resilient and know their rights, and have the life skills to protect themselves, claim their rights and respect others' rights as productive Filipino citizens	Learners satisfaction rating on Rights-based Education (RbE)	To be developed	To be developed	High School, A&E Senior High School - Sex (male, female) - Program provider (DepEd delivered, DepEd procured, DepEd partners) - ALS Delivery Mode (Modular, Home Tutorial, 1-2 Meetings per week)	CO: Child Rights in Education Desk – Legal Affairs; Child Protection Unit; DRRMS; BLSS	3

Table 1.2. Enabling Environment Performance Indicators

Enabling Mechanism (EM)	Performance Indicators	Description	Frequency of Data Reporting	Disaggregation	Accountable Office	Tier
EM #1. Education leaders and managers practice participative and inclusive management processes	Proportion of schools achieving the ideal SBM level of practice	School-Based Management (SBM) is a DepEd thrust that decentralizes decision-making from the Central Office and field offices to individual schools to enable them to better respond to their specific education needs. SBM standards and assessment tools are guided by DepEd's Vision, Mission and Core Values. SBM practice is ascertained by the existence of structured mechanisms, processes, and practices in all indicators. <i>Description of computation: To be developed</i>	To be developed	To be developed	CO: BHRD RO: FTAD SDO: SGOD School: School Head	2
EM #2. Human resources in all governance levels are sufficient, resilient, competent, and continuously improving	Proportion of offices across governance levels with at least satisfactory in the Office Performance Commitment and Review Form (OPCRF)	The OPCRf is accomplished by the head of office and reflects office commitments and performance. <i>Description of computation: To be developed</i>	To be developed	To be developed	CO: BHRD	2

Enabling Mechanism (EM)	Performance Indicators	Description	Frequency of Data Reporting	Disaggregation	Accountable Office	Tier
EM #3. Investments in basic education provide learners with the ideal learning environment	Proportion of schools and community learning centers (CLCs) achieving ideal ratio on: -Classroom -Teachers -Learning resources and learning materials (LRs and LMs) -Seats -Science and Math equipment -Multimedia package	Proportion of schools with ideal ratio refers to the number of schools with ideal ratio on the requirements for classroom, teachers, LRs/LMs, seats, Science and Math equipment, multimedia package over the total number of DepEd schools Ideal ratio for classroom, teachers, LRs/LMs, seats, Science and Math equipment, multimedia package shall be based on the planning standards set by the Department.	Annual	- Governance level (national, region, division, school) - Level of education: Elementary, Secondary, Kindergarten; Grade 1-6; Grade 7-10; Grade 11-12 - Sector (Public and Private Schools)	CO: Physical facilities Division (classroom); Planning Service (teachers); BLR (textbooks); Procurement Office (Seats, Science and Math Equipment); ICTS (ICT package/e-classroom)	1
	Proportion of schools with: -Connection to electricity -Connection to internet -Water and Sanitation (WatSan) facility - Water source	Percentage of schools (elementary and secondary) with -connection to electricity -connection to internet -WatSan facility -Water source over the total number of schools in that level	Annual	- Governance level (national, region, division, school) - Level of education: Elementary, Secondary, Kindergarten; Grade 1-6; Grade 7-10; Grade 11-12	CO: ICTS (internet); Physical facilities (electricity)	1
	Proportion of schools with: -functional library -faculty's/teachers room	To be developed	To be developed	To be developed	To be determined	3

Enabling Mechanism (EM)	Performance Indicators	Description	Frequency of Data Reporting	Disaggregation	Accountable Office	Tier
	Proportion of SDOs achieving ideal interquartile ratio (IQR) *on teacher deployment	IQR is a measure of inequality in the distribution of teachers. It compares pupils/students with the most favorable teacher-student ratios with groups of students whose schools have the most unfavorable teacher-student ratios. A national IQR in both elementary and secondary education greater than 2 indicates that the most favored pupils/students have teacher ratios twice better than the least favored.	Annual	- Governance level (national, region, division, school) - Level of education (Kinder; G1-G6, G7-G10, G11-G12)	CO: PS	1
EM #4: Improve and modernize internal systems and processes for a responsive and efficient financial resource management	Client satisfactory rating of DepEd offices' respective stakeholders (internal & external)	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	CO: PS RO: QAD SDO: SGOD	3
EM #5: Key stakeholders actively collaborate to serve learners better	Percentage increase of financial contribution of development partners (i.e., international and local partners)	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	CO: Finance Service, PMS, and EPS	3

Enabling Mechanism (EM)	Performance Indicators	Description	Frequency of Data Reporting	Disaggregation	Accountable Office	Tier
	Proportion of schools with functional School Governing Council (SGC)	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	CO: BHRD	2
EM #6: Public and private education operate under a dynamic and responsive complementarity framework	Proportion of eligible private schools receiving government assistance	Government assistance refers to the Government Assistance to Students and Teachers in Private Education or GASTPE. The GASTPE program includes the -Education Service Contracting (ESC) -Teachers' Salary Subsidy (TSS) -Senior High School Voucher Program (SHS VP) -In-Service Training (INSET) Research <i>Description of computation: To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	CO: Private Education Office	2
	Proportion of teachers in private schools receiving teacher subsidy	Teachers' Salary Subsidy (TSS) is a GASTPE program wherein an annual salary subsidy is given to licensed teachers in ESC-participating JHSs. These teachers are called TSS recipients. <i>Description of computation: To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	CO: Private Education Office	2

Enabling Mechanism (EM)	Performance Indicators	Description	Frequency of Data Reporting	Disaggregation	Accountable Office	Tier
	Percentage of recognized schools or schools with recognition	Recognition comes after the establishment of a private educational institution. Recognition presumes an existing school and refers to the authorization granted by the Department for the school to conduct educational programs or operations. The grant of recognition for schools shall be based on its satisfactory operation during the school year, without any deficiencies in instruction, administration and/or management and on full compliance with the prescribed requirements of the course ¹⁵	To be developed	To be developed	CO: Private Education Office	2
		Description of computation: To be developed				

¹⁵ DepEd Order No. 88, s. 2010. 2010 Revised Manual of Regulations for Private Schools in Basic Education



Enclosure No. 3 of RM No. 1158, s. 2024

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Caraga Region

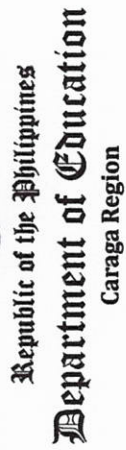
Annex 5: Enhanced Planning Worksheet

Basic Education Development Plan 2030/ MATATAG Agenda	DepEd Intermediate Outcomes	Priority Improvement Area	General Objective/s	Root Cause/s	Time Frame		
					SY 2025-2026	SY 2026-2027	SY 2027-2028
Access (TAKE good care of learners by promoting learner well-being, inclusive education and positive learning environment)	All school-age children, out-of-school-youth, and adults accessed relevant basic learning opportunities				☐	☐	☐
	SIO#1.1. All five-year-old children attend school				☐	☐	☐
	SIO#1.2. All learners stay in school and finish key stages				☐	☐	☐
	SIO#1.3. All learners transition to the next key stage				☐	☐	☐
Equity (TAKE good care of learners by promoting learner well-being,	SIO#1.4. All out-of-school children and youth participate and complete in formal or non-formal basic education learning opportunities				☐	☐	☐
	School-age children and youth, and adults in situations of disadvantage benefited from appropriate equity initiatives				☐	☐	☐
	SIO#2.1. All school-age children and youth, and adults in situations of disadvantage are				☐	☐	☐



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inclusive education and positive learning environment)	participating in inclusive basic learning opportunities and receiving appropriate quality education								
Quality (Make the curriculum relevant to produce competent and job-ready, active and responsible citizens)	Learners complete K-12 basic education, having successfully attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths								
	SIO#3.1. Learners attain Stage 1 (K-Grade 3) learning standards of fundamental reading & numeracy skills								
	SIO#3.2. Learners attain Stage 2 (Grades 4-6) learning standards in required literacy and numeracy skills and apply 21st century skills to various real-life situations								
	SIO#3.3. Learners attain Stage 3 (Grades 7-10) learning standards of literacy numeracy skills and apply 21st century								



	skills to various real-life situations									
	SIO#3.4. Learners attain Stage 4 (Grades 11-12) learning standards equipped with knowledge and 21 st century skills developed in chosen core, applied and specialized SHS tracks					☐	☐	☐	☐	☐
	SIO#3.5. Learners in the Alternative Learning System attain certification as Elementary or Junior High School completers					☐	☐	☐	☐	☐
Resiliency and Well-being (Take good care of learners by promoting learner well-being, inclusive education and positive learning environment)	Learners are resilient and know their rights, and have the life skills to protect themselves and their rights									
	SIO#4.1. Learners are served by a department that adheres to a rights-based education framework at all levels					☐	☐	☐	☐	☐
	SIO#4.2. Learners are safe and protected, and can protect themselves, from risks and impacts					☐	☐	☐	☐	☐



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	modern, and continuously improving								
	EM#5- Key stakeholders actively collaborate to serve learners better							☐	☐
	EM#6- Public and private education operate under a dynamic and responsive complementarity framework							☐	☐

ANNUAL IMPLEMENTATION PLAN
CY 2025

DEDP Pillar	MATATAG Agenda	School Improve ment Project Title	Project Objective	Output for the Year	Activities	Persons Involved	Schedule /Venue	Budget t per Activi ty	MOOE	SE F	Budget Source PTA Donation s	Others
Access	Take good care of learners by promoting learner well-being, inclusive education and positive learning environment.	Project MAHAL (Mag-aaral Alagaan; Halina't Ating Linangin)	To increase the retention rate from 88.25% to 93%	Retention Rate is increased to 89.83%	Feeding Program	Feeding Coordinator /parents/S H/learners	Daily for 120 days	5000				
					Repair and Maintenance of classrooms	SH/PTA/S GC	Brigada Eskwela Period/Olan Balik Eskwela	50000				

Note: Entries are samples only.