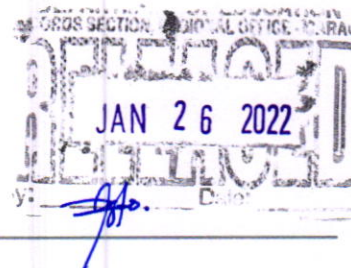




Republic of the Philippines
Department of Education
CARAGA REGION



January 26, 2022

REGIONAL MEMORANDUM

No. 0059, s. 2022

PROVISION OF TECHNICAL ASSISTANCE TO THE DIVISION ENHANCED
SCHOOL IMPROVEMENT PLAN (E-SIP) APPRAISAL TEAM

TO: SCHOOLS DIVISION SUPERINTENDENTS
DIVISION SBM COORDINATORS
This Region

1. Guided with provision of DepEd Order No. 44, s. 2015 re: Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC), the Field Technical Assistance Division (FTAD) shall visit the Schools Division Offices (SDOs) on the following dates:

Date	Division
January 31, 2022	Butuan City
February 2, 2022	Surigao del Sur
February 3, 2022	Bislig City and Tandag City
February 7 2022	Agusan del Sur
February 9, 2022	Agusan del Norte
February 10, 2022	Surigao del Norte and Surigao City
February 11, 2022	Dinagat and Siargao
February 14, 2022	Cabadbaran City and Bayugan City
<i>*Siargao and Dinagat Divisions may opt not be included in the monitoring.</i>	

2. This activity aims to:
- gather relevant data on the practices that the SDOs are implementing in the crafting of ESIP;
 - level-off and come up with common understanding on the different processes involved in crafting ESIP;
 - provide technical assistance to SDOs; and
 - gather baseline data in the preparation and utilization of School Report Card (SRCs).
3. Participants to this activity are the Division ESIP Appraisal Team but not limited to the following:
- Assistant Schools Division Superintendent
 - School Governance and Operations Division – Chief
 - Curriculum and Instruction Division – Chief
 - Public Schools Division Supervisor
 - Representative from Finance Division



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph



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- f. Division SBM Coordinator
- g. M&E Focal Person/Planning Officer

4. Everyone is enjoined to refer to ESIP Quality Assessment Tool (Enclosure 1) for guidance.

5. To facilitate smooth conduct of the visit, the SDOs are requested to fill-up the attached template (Enclosure 2) which must be presented during the visit.

6. Travelling expenses incurred by the FTAD personnel will be charged against Regional MOOE funds while those from the Division shall be taken cared of by the local funds.

6. For queries and clarification, please contact Alejandro P. Macadatar, Regional SBM Coordinator through alejandro.macadatar@DepEd.gov.ph.

7. For information and guidance.


MA. GEMMA MERCADO LEDESMA
Regional Director 

Encl/s.: AS STATED

Reference/s: NONE

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

ESIP

MONITORING

TECHNICAL ASSISTANCE

FTA/apm
01/26/2022

SCHOOL IMPROVEMENT PLAN
Quality Assessment (QA) Tool
SY 2022 to SY2025

School ID: _____ School Name: _____
 School District _____ Schools Division Office: _____
 Name of School Head: _____
 Date of SIP Submission: _____
 Date of SIP appraisal: _____

The **SIP Quality Assessment Tool** is a tool that you will use to assess the quality of the School Improvement Plan (SIP) based on the rubrics per characteristic. The rubrics below will guide you in assessing whether the SIP meets quality standards. It does not intend to compare achievement of schools, but the degree of meeting the criteria of a good SIP; and it creates a common framework for assessing SIPs.

Instructions: Put a check mark (✓) on the box before the rubric that fits the SIP you are assessing. You may refer to the documents specified per characteristic to ensure the quality of the SIP you are assessing. Lastly, in the remarks column, **specify actions** that the school head and the SPT must take **to improve the SIP** (section or chapter), if any; and **words of appreciation if they did a good job**.

CHARACTERISTICS	REFERENCES	RUBRICS			REMARKS
		Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)	
Chapter 1: Clarity and completeness of discussion on DepEd VMV	Minutes of the meeting NOTE: This document should contain names of attendees, records of discussion on vision sharing activity, and roles and responsibilities.	The chapter simply states the DepEd VMV.	The chapter clearly articulates the SPT's understanding of the VMV and their aspirations for the school and learners; and states their roles and responsibilities that will contribute to the attainment	The chapter clearly stipulates the SPT's understanding of the VMV and their aspirations for the school and learners; and commits to perform their roles and responsibilities for the attainment of	

					of the school goals where all members collaborate.		the school goals where all members collaborate.	
Chapter 2: Clarity and completeness of discussion on School's CURRENT SITUATION	SCDT Templates (Annexes 1A - 2C) School Report Card Gap Analysis Template (Annex 3) Previous SIP (if applicable)		The chapter presents accurate and updated school and community data but the discussion on its connection to the school's current situation is not clear.		The chapter presents accurate and updated school and community data with clear discussion on its connection to the school's current situation.		The chapter presents accurate and updated school and community data with clear discussion on its connection to the school's current situation, highlighting alarming data that need to be prioritized for improvement.	
Chapter 2: Alignment and Relevance of PRIORITY IMPROVEMENT AREAS (PIAs) to Intermediate Outcomes (IOs)	Prioritization Template/Rubrics (Annex 4) Planning Worksheet (Annex 5)		The chapter presents PIAs based on the situational analysis but are not aligned to IOs.		The chapter presents PIAs that are aligned to IOs based on situational analysis; and uses the prescribed rubric.		The chapter presents PIAs that are aligned to IOs based on situational analysis; and uses the prescribed rubric; with concise discussion on why such PIAs were selected.	
Chapter 2: Responsiveness of the GENERAL OBJECTIVES to PIAs	Planning Worksheet (Annex 5)		The chapter presents objectives that are not responsive to PIAs.		The chapter presents "SMART" objectives that are responsive to PIAs.		The chapter presents "SMART" objectives that are responsive to PIAs; and those applicable are aligned with the Division targets.	

CHARACTERISTICS	REFERENCES	RUBRICS						REMARKS
		Below Expectation (1)		Meets Expectation (2)		Exceeds Expectation (3)		
Chapter 2: Feasibility of the TARGETS	Planning Worksheet (Annex 5)		The chapter presents general objectives but does not have annual targets.		The chapter presents general objectives that are broken down into annual targets and aligned with the proposed solutions.		The chapter presents general objectives that are broken down into realistic annual targets and aligned with the proposed solutions.	
Chapter 2: Clarity and completeness of the ROOT CAUSE ANALYSIS (RCA) process	Planning Worksheet (Annex 5) Documentation of Listening to the Voice of Learners and other Stakeholders Root Cause Analysis Diagram (Annex 8)		The chapter presents the root causes but there is no evidence of the RCA process.		The chapter presents the root causes with evidence of the RCA process.		The chapter presents the root causes with evidence of the RCA process, which were thoroughly deliberated by the SPT; and with concise discussion on why such root causes were identified.	
Chapter 3: Appropriateness of the major activities in the identified SOLUTION(s)	Project Workplan and Budget Matrix (Annex 9)		The chapter presents the major activities for each project but do not address the root cause/s.		The chapter presents major activities for each project that address the root cause/s; which are within the school's control, economical, sustainable, and with support and commitment from the process owners.		The chapter presents major activities for each project that address several root causes; which are within the school's control, economical, sustainable, and with support and commitment from the process owners.	

Chapter 3: Comprehensiveness of the ANNUAL IMPLEMENTATION PLAN (AIP)	Project Workplan and Budget Matrix (Annex 9) Annual Implementation Plan (Annex 10) OPCRf		The AIP has incomplete data and information.		The AIP has complete data and information with activities supporting the attainment of the school objectives		The AIP has complete data and information with activities supporting the attainment of the school objectives and is aligned with the OPCRf.	
Chapter 4: Completeness of the MONITORING PLAN	Project Monitoring Report Form (PMRF)		The chapter presents incomplete monitoring plan.		The chapters present a monitoring plan using the PMRF with the following information: project name, objectives and targets, and schedule of monitoring for the year of implementation		The chapters present a monitoring plan using the PMRF with the following information: project name, objectives and targets, and schedule of monitoring for the year of implementation, with reporting and feedback mechanism to stakeholders.	

APPRAISER (SIGNATURE OVER PRINTED NAME)

SY 2022-2025 ENHANCED SCHOOL IMPROVEMENT PLAN
STATISTICAL DATA

Type of School	Enhanced School Improvement Plan				School Report Card 2021	
	Number	Approved/ Accepted ESIP	Submitted for Appraisal	Ongoing	Submitted (Soft or hard copies)	Ongoing
1. Multigrade						
2. Complete Elementary						
3. Secondary						
4. SHS Stand Alone						

Legend:

1. Approved/Accepted ESIP

These are the ESIPs which are already approved/accepted by the Schools Division Superintendent after a thorough appraisal of the Division ESIP Appraisal Team.

2. Submitted for Appraisal

These are the ESIPs submitted to the Division ESIP Appraisal Team for review, correction, improvement, and enhancement. Refined plans are to be recommended for acceptance.

3. Ongoing

Crafting of the ESIP is ongoing.