



Republic of the Philippines
Department of Education
CARAGA REGION



REGIONAL BULLETIN No. 02, s. 2020

OFFICIAL RESULTS OF THE MONITORING ON THE IMPLEMENTATION OF
ENHANCED SCHOOL IMPROVEMENT PLAN, ANNUAL IMPLEMENTATION PLAN,
CONTINUOUS IMPROVEMENT AND PROVISION OF TECHNICAL ASSISTANCE ON
SCHOOL-BASED MANAGEMENT

This Office issues the official result of the monitoring on the implementation of Enhanced Improvement Plan (E-SIP), Annual Implementation Plan (AIP 2019), Continuous Improvement (CI), and provision of Technical Assistance on School-Based Management (SBM) last January to February 2020 to the twelve (12) Schools Division Offices.

Below are the findings vis-à-vis recommendations to further improve the services in the field.

FINDINGS AND OBSERVATIONS	RECOMMENDATIONS
A. ON SIP/AIP Matters	
School Projects are named using initials and acronyms to the point that they no longer give meaning. Some bring negative meaning while others are coined just for compliance. In some SDOs, there are so many projects crafted to address the issues.	- Name of School Projects need not be in acronym, initials or whatever. The project should be catchy, appealing and should speak of itself. A contextualized name is better for easy understanding. - Don't coin any word without meaning. - If, possible just craft one project per performance target on Access, Quality, and Governance focusing on the PIA. In the case of more projects, it is better to include them as activities in a banner project rather than formulating one. - Further, programs and activities introduced by DepEd once applicable can be adopted. - School Projects should answer the Priority Improvement Areas (PIAs).
Priority Improvement Areas are not properly identified. The process of Root-Cause Analysis is not religiously followed. In the discussion, participants admitted to having difficulty in Root-Cause	Division SBM Coordinator and/or with his/her team must conduct a workshop in the proper identification of causes of the problems. We can also ask help from the Division CI Team



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Document Control No:
DepEdRO13-F-REC-010/R3/2-18-2020

Analysis, Tree Diagram, Fish Bone Technique, and the likes.	
The objectives in the Annual Implementation Plan (AIP) 2019 don't have baseline data; thus, difficult to measure.	Objectives must be SMART-oriented. It should have baseline data. <i>Example: Increased MPS in MATH quarterly exams from 67.68% to 75% at the end of 3 years.</i>
II. On CI Matters	
- Bayugan City, Dinagat Islands, Siargao Islands Cabadbaran and Bislig City Divisions which belong to Batch II have not rolled-out the program yet due to various reasons like overlapping of activities and non-inclusion in the annual budget. However, SDOs have a plan of action for CY 2020. - Tandag City Division has rolled out the program and conducted training to school CI teams.	- CI should be institutionalized in all SDOs and must be rolled-out in schools. - Continue cascading CI and train additional CI teams.
- The CI Program in six (6) Divisions particularly, Agusan del Norte; Agusan del Sur; Butuan City; Surigao City; Surigao del Norte, Surigao del Sur was fully implemented. - The Division CI Teams were able to cascade CI in the school level and trained teachers to craft projects that would address the Priority Improvement Areas found in the ESIP/AIP. - Majority of the Projects were focused on the improvement of literacy and numeracy in support to "Sulong Edukalidad". Great job!	Sustain the projects by constant assessment and review of the processes.
The school CI teams under the six (6) Divisions have crafted and implemented the CI projects, however, the Divisions have not closely monitored due to overlapping of activities.	CI projects should be part of the regular monitoring of the Divisions to track the results/impact of the same and provide technical assistance to the schools.

• There are schools that expanded the scope in implementing their projects and shared their best practices with other schools/districts/divisions.	• Sustain the best practices!
• School CI Teams are fully loaded with other coordinatorship and ancillary services.	• Refer to RM 552, s. 2018 “Reinforcing Policies and Teachers’ Welfare
• Teachers prefer to be part of the research teams over CI because the researches submitted to the RO and chosen to be presented to the Region are funded and researches are credited for the teachers’ promotion.	• CI Project is equivalent to research, hence this can be credited for teachers’ promotion. <i>(Please refer to Regional Memorandum No. 184, s. 2016)</i>
• CI Team members are incomplete due to retirement, transfer, and promotion	• Train other teachers to complete the CI team.

FTAD/apm
03/11/2020