



January 8, 2020

REGIONAL MEMORANDUM

No. 024 s. 2020

**MONITORING OF THE IMPLEMENTATION OF ENHANCED SCHOOL IMPROVEMENT PLAN (E-SIP),
ANNUAL IMPLEMENTATION PLAN 2019 (AIP) AND PROVISION OF TECHNICAL ASSISTANCE ON
SCHOOL-BASED MANAGEMENT (SBM) – FIRST BATCH**

To: Schools Division Superintendents
Divisions of Bislig City, Tandag City,
Surigao del Sur and Agusan del Sur
This Region

1. Based on the submitted report on the **Level of SBM Practices** as required in Regional Memorandum No. 656, s. 2019 and Regional Memorandum No. 674, s. 2019 on the **Result of Validation SBM Practices**, this Office through the Field Technical Assistance Division (FTAD) will conduct the First Batch of monitoring of the implementation of the E-SIP and AIP 2019 and provision of Technical Assistance on SBM on January 27-31, 2020 in the following Schools Division Offices and respective dates:

Date	Division
January 27, 2020	Bislig City
January 28, 2020	Tandag City
January 29, 2020	Surigao del Sur
January 30, 2020	Agusan del Sur

2. Participants to this activity are the Division SBM Coordinator, SEPS in Planning and Research/In-charge of E-SIP/AIP, School Heads and School SBM Coordinators of one (1) multi-grade School, one (1) non-central elementary school, one (1) central school, and one (1) secondary school.
3. School heads are invited to refer to the attached SIP Quality Assessment Tool (Annex A) and should prepare an accomplishment report referring to AIP Monitoring Template (Annex B) prior to the visit. This template shall be converted to a powerpoint file to be presented in the morning of the visit. In the afternoon, a visit to the schools will be done depending on its accessibility.
4. The provision of technical assistance will be done in an Open Forum Method. Participants are requested to raise questions relative to School-Based Management (SBM).
5. Division SBM Coordinators are enjoined to prepare/select a venue where the participants and the monitors can gather preferably at the Division Office/District Office.
6. These select School Heads are requested to bring copies of their current E-SIP, AIP 2019 and AIP 2020, and filled-up SBM Validation e-Tool covering the KPIs for SY 2016-2017, SY 2017-2018, SY 2018-2019.



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ISO 9001:2015 CERTIFIED
Certificate No.:
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7. Travelling expenses and per diem of the monitors from the Regional Office shall be charged to the Regional MOOE while those from the SDOs and schools shall be shouldered by their own local funds subject to the usual accounting and auditing rules and procedures.
8. For compliance and immediate dissemination.


FRANCIS CESAR B. BRINGAS, CESO V
Regional Director 

FTAD/apm
01/08/2020

Annex A

DEPARTMENT OF EDUCATION
School Improvement Plan (SIP) Quality Assessment (QA) Tool
SY _____ to SY _____

School ID: _____ School Name: _____ School District: _____
Name of School Head: _____ Schools Division Office: _____
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	Meets Expectation	Exceeds Expectation	
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 of the school goals where all members collaborate.	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 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	Meets Expectation	Exceeds Expectation	
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	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 presents 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 presents 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)

ANNUAL IMPLEMENTATION PLAN 2019 MONITORING TEMPLATE

Instructions:

- 1. Check the column that best describes the status of implementation
- 2. If **Ongoing**, estimate the percentage of implementation and reflect in Column 4. Then provide reasons in column 5.
- 3. If **Not Implemented**, please provide reasons in column 7.
- 4. For **Remarks**, you may indicate solutions, recommendations or future plans.

Title of the School Projects (1)	Status of Implementation						Remarks (8)
	Implement ed (2)	Ongoing (3)	Percentage of implementation (4)	Reason/s (5)	Not Implemented (6)	Reason/s (7)	

OTHER COMMENTS

- 1. Are the identified Priority Improvement Areas (PIAs) addressed in the E-SIP in general? Discuss your answer.

- 2. What were the challenges encountered during the crafting/implementation of the E-SIP/AIP?

- 3. What were the lessons learned during the crafting/implementation of E-SIP/AIP?

- 4. What are the targets in the previous SY which were forwarded to the present AIP?