



February 17, 2020

**REGIONAL MEMORANDUM**

No. 112, s. 2020

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

To: Schools Division Superintendents  
Surigao City, Dinagat,  
Surigao del Norte, Siargao and  
Agusan del Norte  
This Region

1. The field is hereby informed of the conduct of the monitoring of E-SIP, AIP 2019 and AIP 2020, and Provision of TA on SBM from February 26-28, 2020 on the following dates and SDOs:  
February 26, 2020 – Surigao City & Dinagat  
February 27, 2020 – Surigao del Norte & Siargao  
February 28, 2020 – Agusan del Norte
2. Participants to this activity are the Division CI Coordinator, 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 files to be presented in the morning of the visit. In the afternoon, a visit to the schools will be done depending on its accessibility and time.
4. The Division CI Coordinator is expected to present the implementation report of the Continuous Improvement (CI) using the attached Form 7.
5. 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).
6. 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 or at the most practical place.
7. These select School Heads are requested to bring copies of their current E-SIP, AIP 2019 and AIP 2020 and MOVs.



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ICC No.: DepEdRO13-F-REC-013/R2/9-4-2019



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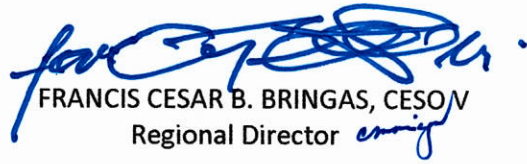


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8. Travelling expenses and per diem of the monitors from the Regional Office shall be charged to the Regional MOOE while those from the SDOs and schools shall be shouldered by their own local funds subject to the usual accounting and auditing rules and procedures.
9. For compliance and immediate dissemination.

  
FRANCIS CESAR B. BRINGAS, CESOV  
Regional Director

FTAD/apm  
02/17/2020

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<br>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 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)<br>School Report Card<br>Gap Analysis Template (Annex 3)<br>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)<br>Documentation of Listening to the Voice of Learners and other Stakeholders<br>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:<br>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:<br>Comprehensiveness of the ANNUAL IMPLEMENTATION PLAN (AIP)             | Project Workplan and Budget Matrix (Annex 9)<br>Annual Implementation Plan (Annex 10)<br>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:<br>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)

Annex B

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<br>(1) | Status of Implementation |                |                                     |                 |                        |                 | Remarks<br>(8) |
|-------------------------------------|--------------------------|----------------|-------------------------------------|-----------------|------------------------|-----------------|----------------|
|                                     | Implement ed<br>(2)      | Ongoing<br>(3) | Percentage of implementation<br>(4) | Reason/s<br>(5) | Not Implemented<br>(6) | Reason/s<br>(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?

FEEDBACK FORM FOR THE PROVISION OF TECHNICAL ASSISTANCE

Title of the Activity: \_\_\_\_\_

Division: \_\_\_\_\_

Date: \_\_\_\_\_

Part I. Nature of Technical Assistance

1. What is the extent of the Technical Assistance (TA) provided?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. How will this TA help you in the delivery of your function as School Head? Education Program Supervisor? Others?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What is/are your recommendation/s to further improve the provision of Technical Assistance from the Regional Office?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Other comments  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Part II. Technical Assistance Provider/TA Process

Rate the following using the scale 1-5 where 1 being the lowest and 5 being the highest.

|                     |                |                  |
|---------------------|----------------|------------------|
| 1-Strongly Disagree | 3-Partly Agree | 5-Strongly Agree |
| 2-Disagree          | 4-Agree        |                  |

- \_\_\_\_ 1. The Technical Assistance (TA) provided is very relevant and appropriate.
- \_\_\_\_ 2. The Technical Assistance Provider expounds well and clarify issues and concerns raised by the participants.
- \_\_\_\_ 3. The TA Provider is skillful/competent enough to provide the TA needed.
- \_\_\_\_ 4. The provision of TA runs within the time allotment.
- \_\_\_\_ 5. The activity/learning engagement employs adult learning approach.





**MONITORING OF THE IMPLEMENTATION OF ENHANCED SCHOOL IMPROVEMENT  
PLAN (E-SIP), ANNUAL IMPLEMENTATION PLAN 2019 (AIP), CONTINUOUS  
IMPROVEMENT (CI) AND PROVISION OF TECHNICAL ASSISTANCE ON SCHOOL-  
BASED MANAGEMENT (SBM) – THIRD BATCH**  
February 26-28, 2020

**SUGGESTED ACTIVITY FLOW**

- I. Opening Program c/o SDO
- II. Assessment of ESIP using the SIP Quality Assessment Tool  
(Annex A)
- III. Powerpoint Presentation of AIP 2019 Accomplishment by the School Head  
(Using Annex B)  
*Note: Discussion, critiquing and recommendation from the Monitors shall be given  
after each presentation*
- IV. Presentation of CI Status, Accomplishment and Updates by the Division CI  
Coordinator  
(Using Form 7)
- V. Discussion on CI
- VI. Open Forum about SBM Implementation
  - SBM Validation e-Tool
  - SBM Assessment Tool
- VII. Other Matters
- VIII. Visit to select schools  
(Depending on the availability of time and accessibility of schools)
- IX. Exit Conference  
*Note: This can be done before the visit to schools depending on the situation and  
availability of Top Management*

FTAD/apm  
01/24/2020

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