



Republic of the Philippines
Department of Education
REGION V - BICOL
SCHOOLS DIVISION OFFICE OF CATANDUANES

6 May 2024

DIVISION MEMORANDUM

No. 354, s. 2024

**APPRAISAL OF THE SCHOOL IMPROVEMENT PLAN
(SIP) FOR SY 2023 - 2028**

To: Assistant Schools Division Superintendent
Chief Education Supervisors - CID and SGOD
Education Program Supervisors
Public Schools District Supervisors/ In-Charge of the Districts
Public Elementary and Secondary School Heads
All Others Concerned

1. In compliance with DepEd Order No. 44, s. 2015 stipulating the quality standards in the preparation of the School Improvement Plan and adherence to DM-HROD-2022-0034, assigning Planning Service to be the process owner in terms of the implementation of the school improvement planning process, this Office instructs the field on the appraisal of the School Improvement Plan (SIP) for SY 2023-2028.
2. An appraisal is a critical part of the planning process- It is a process that includes a critical review of the education plan to ensure cohesion and alignment of strategies among governance levels in terms of consistency, logic and reasonability, and accuracy of targets.
3. The appraisal process is divided into two distinct but related stages: (1) Technical review of the strategies designed to ensure that the proposed programs and projects are relevant, feasible, and implementable and (2) Management review of the education plan. This process will be managed by the Planning Unit at each governance level and the expected output at the end of the process the appraised development plans.
4. The critical review/appraisal of the SIP aims:
 - a. To ensure that the Plan is complete and can be used as a roadmap to guide the region, SDOs, and schools & community learning centers to deliver quality basic education services to all learners.
 - b. To establish the relevance and technical correctness by looking at the following key elements/contents of the SIP :
 - Do the strategic directions (strategies and interventions) align with the baseline situation?
 - Will the frame conditions of the school learners' challenges, issues, strengths, and weaknesses of the DepEd region and SDO be addressed by the proposed strategies and deliverables outlined in the SIP?



San Roque, Virac, Catanduanes
052-8114063
catanduanes@deped.gov.ph
www.depedrovcatanduanes.com / www.catanduanes.deped.gov.ph



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5. The committee that will appraise the SIP at the division level shall be called the Division Appraisal Committee (DAC). Below is a the composition of the Committee:

| | |
|-------------|--|
| Chairperson | Cecile C. Ferro, CESO VI Assistant Schools Division Superintendent |
| Members | Romel G. Petajen Chief Education Supervisor, CID |
| | Mary Jean S. Romero Chief Education Supervisor, SGOD |
| | Floren P. Clavo SEPS-PRS |
| | Rey C. Bonayon Planning Officer III |
| | PSDS of the concerned schools |
| | Ma. Cielo C. Tubale Administrative Officer V (Budget Officer) |
| | Sarah Chiong SEPS-SMME, SBM Coordinator |

6. The composition of the committee shall comprise at least seven (7) members. It has the option to add more members as deemed necessary. If more members are added, make sure that the total number is still an odd number to prevent voting deadlocks.
7. The DAC Technical Team is organized to provide the necessary technical assistance in the development of the SIP.

| | |
|----------------|--|
| Team Leader | Floren P. Clavo SEPS-PRS |
| Co-Team Leader | Aroline T. Borja EPS-SGOD |
| Members | Amelia Eusebio School Principal IV |
| | Salve T. Templo School Principal III |
| | Dennis L. Gianan School Principal II |
| | Efren O. Matienzo School Principal I |
| | Noel D. Torrena Head Teacher III |

8. The SIP review process will be focused on the following 4 major assessment criteria:

| | |
|------------------|---|
| Context-Specific | Describes the environment surrounding DepEd in the region and SDO. The SIP should be able to tell its readers about its geographical, economic, social, and political context, which may provide a holistic understanding of past and future challenges and issues. |
| Evidence-Based | Provides both quantitative and qualitative data and information. Combining numbers and stories will provide deeper insights into the major underlying factors influencing or affecting past performance. |



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| | |
|---------------|--|
| Demand Driven | Focuses on learners' needs. All proposed strategies and outputs are directed to respond to these needs. |
| Feasible | Proposed strategies and outputs are necessary and adequate to achieve the desired and intermediate outcomes in the SIP |

9. The SIP Appraisal Checklist is composed of lists of key questions that can be used to review the SIP thoroughly. The Assessors/Evaluators shall assess if the SIP can answer the lists of key questions with sufficient data and information supporting each question. The following is the assessment rating to be given by the Assessors for each question indicated in the assessment criteria:

| | |
|---------------------------|--|
| Yes | If the SIP provided sufficient information and analysis. More insights and understanding of the phenomenon and plans are obtained and presented in the plan. |
| Some room for improvement | If the SIP information and analysis are not comprehensive, it will not draw insights and understand the phenomenon and plans. |
| No | If the information and analysis provided in the SIP are insufficient to draw insights and understand the phenomenon and plans |

10. If the DAC approves the SIP, it shall submit the SIP to the SDS for approval and issuance of the certificate of acceptance/ approval to the schools.

11. Immediate dissemination of and strict compliance to this Memorandum is desired.

SOCORRO V. DELA ROSA, CESO V
 Schools Division Superintendent



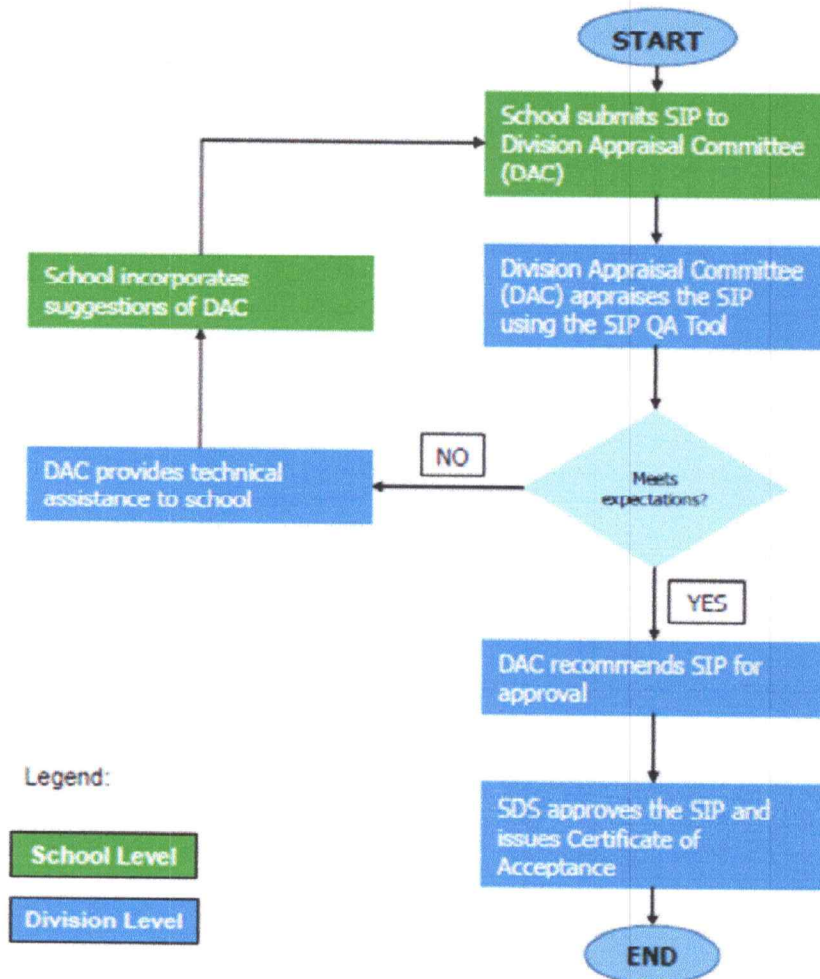
San Roque, Virac, Catanduanes
 052-834043
catanduanes@deped.gov.ph
www.depedrocatanduanes.com / www.catanduanes.deped.gov.ph



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Enclosure No. 1 of DM No. 19, s. 2024

SIP Appraisal Process Flow



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052-8114043
catanduanes@deped.gov.ph
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Enclosure No. 2 of DM No. 254, s. 2024

School Improvement Plan (SIP) Appraisal Tool
 SY _____ to SY _____

School ID: _____
 School District: _____
 Date of SIP Submission: _____

School Name: _____
 Name of School Head: _____
 Date of SIP appraisal: _____

Instructions: Put a check mark (✓) on the cell that fits the SIP you are assessing. You may refer to the documents specified per assessment criteria to ensure the quality of the SIP you are assessing. Lastly, in the comment/ observation 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.

| Assessment Criteria | Observed | | Comments/ Observations |
|--|---------------------------|---------------------------|---------------------------|
| | Pre-Appraisal | Final Review | |
| A. SIP is CONTEXT-SPECIFIC | | | |
| The SIP describes the environment and sector surrounding the school. Context-specific means the plan can consider different environmental factors that may influence or affect the way basic education services will be provided | | | |
| 1. School's Current Situation Does the SIP describe the Basic Education Situational Analysis? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| 2. School Context Does the SIP describe the school's physical environment, immediate community, and linkages as well as the environment and sector surrounding the school? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| LGU plans and development in the area. Does the SIP describe the LGUs' vision development goals and plans in the city/province that may influence or affect the school's provision of basic education services? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| 3. Economic growth and developments in the area. Does the SIP describe the industries in the city/province that may influence or affect the school's provision of basic education services? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| 4. Natural and human-induced natural hazards. Does the SIP describe the threat to learners, DepEd personnel, and school properties? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |



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| Assessment Criteria | Observed | | Comments/ Observations |
|--|---------------------------|---------------------------|---------------------------|
| | Pre-Appraisal | Final Review | |
| 5. Key Stakeholders. Does the SIP describe the efforts of other public agencies and major stakeholders on basic education? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| B. SIPIs EVIDENCE-BASED The SIP identifies and describes the challenges and issues in basic education in the Division. Discussion includes learners' performance, their challenges, and the operational factors that contributed to or affected the efficient and effective provision of basic education services to all learners. The DEDP should be able to highlight the main factors that will explain past performance. | | | |
| 1. Does the SIP identify the main underlying causes for its key challenges and issues in ACCESS? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| 2. Does the identify the main underlying causes for its key challenges and issues in EQUITY? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| 3. Does the SIP identify the main underlying causes for its key challenges and issues in READING? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| 4. Does the SIP identify the main underlying causes for its key challenges and issues in LEARNING? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| 5. Does the SIP identify the main underlying causes for its key challenges and issues in DISASTER RISK REDUCTION AND MANAGEMENT? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| 6. Does the SIP identify the main underlying causes for its key challenges and issues in LEARNERS' WELL-BEING? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| 7. Does the SIP identify the main underlying causes for its key challenges and issues in GOVERNANCE? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |



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| Assessment Criteria | Observed | | Comments/ Observations |
|---|---------------------------|---------------------------|---------------------------|
| | Pre-Appraisal | Final Review | |
| C. SIP is DEMAND-DRIVEN All proposed strategies and outputs identified in the SIP are necessary and adequate to address the major challenges and issues identified in the situation analysis section. | | | |
| 1. Are the underlying causes of the challenges and issues on ACCESS (described in the situation analysis) addressed in the SIP? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| 2. Are the underlying causes of the challenges and issues on EQUITY (described in the situation analysis) addressed in the SIP? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| 3. Are the underlying causes of the challenges and issues on READING (described in the situation analysis) addressed in the SIP? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| 4. Are the underlying causes of the challenges and issues on LEARNING (described in the situation analysis) addressed in the SIP? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| 5. Are the underlying causes of the challenges and issues on DISASTER RISK REDUCTION AND MANAGEMENT (described in the situation analysis) addressed in the SIP? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| 6. Are the underlying causes of the challenges and issues on LEARNERS' WELL-BEING (described in the situation analysis) addressed in the SIP? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |
| 7. Are the underlying causes of the challenges and issues on GOVERNANCE (described in the situation analysis) addressed in the SIP? | Yes | Yes | |
| | Some Room for Improvement | Some Room for Improvement | |
| | No | No | |



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NAME AND SIGNATURE OF THE APPRAISER



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