



**UNNUMBERED MEMORANDUM
SGOD-05/13/2024/FPC**

TO: Assistant Schools Division Superintendent
Chief Education Supervisors, CID and SGOD
Education Program Supervisors
Division Appraisal Committee (DAC) Members
Division Appraisal Committee (DAC) Technical Team
Secondary/ Elementary School Heads
All Others Concerned

FROM: *[Signature]*
SOCORRO V. DELA ROSA, CESO V
Schools Division Superintendent

SUBJECT: **ADDENDUM TO DIVISION MEMORANDUM NO. 254, S. 2024
RE: APPRAISAL OF THE SCHOOL IMPROVEMENT PLAN (SIP) FOR
SY 2023 - 2028**

DATE: May 13, 2024

1. In line with Division Memorandum No. 254, s. 2024 re: Appraisal of the School Improvement Plan (SIP) for SY 2023 - 2028, the following are additional information to wit:

a. The terms of reference of the DAC Members:

Name of the Members	Focus
Romel G. Petajen Chief Education Supervisor, CID	Assessment Criteria C: SIP is Demand Driven
Mary Jean S. Romero Chief Education Supervisor, SGOD	Assessment Criteria B: SIP is Evidence-Based
Floren P. Clavo SEPS-PRS PSDS of the concerned schools	Assessment Criteria A: SIP is Context-Specific
Rey C. Bonayon Planning Officer III Representative from Finance Division	Assessment Criteria D: SIP is Feasible
Sarah Chiong SEPS-SMME, SBM Coordinator	Consolidation of the suggestions provided by the DAC. Monitoring of the SIP Submission, Appraisal and Approval

b. Due to the retirement of the Budget Officer, Angelo James O. Aguinalde will serve as the representative from the Finance Division.

c. The timeline for submission, appraisal, and approval:

Activity	Date	Responsible Office
Submission of the First Draft of SIP to PSDS and Assessment of Criteria A	May 20 to 24, 2024	Public Schools District Office of the concerned school



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Assessment of Criteria B, C, and D	June 3 to 7, 2024	SGOD/ SGOD-PRS CID/ Finance Division
Final Review of the SIP	June 10 to 14, 2024	DAC
Submission of the Final Draft of the SIP and Recommendation of SIP Approval	June 17 to 21, 2024	DAC
Approval of the SIP	June 24 to 28, 2024	SDS

- d. Orientation meeting to clarify the roles and functions of the DAC is scheduled on May 17, 2024, from 3:00 PM to 5:00 PM at the SGOD Office.
 - e. The SIP submitted to the SGOD-PRS before the issuance of this unnumbered memorandum will be turned over to the respective PSDS of the concerned school for the initial review along Assessment Criteria A.
 - f. Enclosed is the structure and the description of each part of the strategic plan to be submitted, as well as the process flow of the SIP Submission, Appraisal and Approval.
2. For immediate dissemination, information, and compliance.



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STRUCTURE OF THE STRATEGIC PLAN

STRUCTURE		DESCRIPTION
Executive Summary		Brief introduction and summary of the strategic plan. It should describe the plan, the problem it solves, the strategies to employ, and the performance targets.
I	DepEd's Vision, Mission, and Core Values	Articulation of DepEd Vision, mission, and core values on how these will influence the school ways of doing things.
II	School's Current Situation	Basic Education Situational Analysis
	School Context Introducing the School	<ul style="list-style-type: none"> ❖ Description of the school which may include but is not limited to the school's physical environment, immediate community, and linkages. ❖ Description of the environment and sector surrounding the school. ❖ Consider the different environmental factors that may influence or affect the way basic education services will be provided. <ul style="list-style-type: none"> <input type="checkbox"/> LGUs vision and development goals and future plans that may influence or affect the provision of basic education services <input type="checkbox"/> Economic growth and development in the area <input type="checkbox"/> Natural and human-induced natural hazards <input type="checkbox"/> Key Stakeholders
	Issues and Challenges on Basic Education of the School	<p>Discussion on the learner's performance, their challenges, and the operational factors that contributed to or affected the efficient and effective provision of basic education services to the learners.</p> <p>Highlight the main factors that will explain the past performance</p>
	a) School Performance on Access	<p>Include an analysis of enrollment, Intake rate, completion, retention, transition, dropout</p> <p>Identify the main underlying causes for its key challenges and issues in Access</p>
	b) School Performance on Quality	<p>Include performance in national achievement tests, regional and division tests (CRLA, ALNAT), awards and recognition, and performance in ILSAs (International Large-Scale Assessments) if the school has participated</p>
	c) School concerns on Equity and Inclusion	<p>Include an analysis of issues on inclusion programs or initiatives</p> <p>Identify the main underlying causes for its key challenges and Issues in Equity</p>
	d) School concerns on Resilience and Well-being	<p>Include an analysis of the nutritional status of learners, incidence of bullying, school hazards, and mental and psychological conditions including security and peace order situation</p>
	e) School concerns on Governance	<p>May include school resources analysis on human resources, school resources, and development prospects. Basic ratios may be presented and teacher performance, SBM practice, and partnerships, among others</p>
	f) Other Unique concerns	<p>It may include very unique issues that are not captured in the 4 pillars or Enabling Mechanisms-Governance</p>
	SWOT Analysis	Brief discussion on the results of the SWOT Analysis



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	Key Issues and Challenges	Summary of identified gaps, issues, and challenges based on the situational and SWOT analysis on a. Access b. Quality c. Equity and Inclusion d. Resiliency and Well-being e. Governance
III	Improvement Plan	School Strategic Plan
	Key Performance Indicators (targets) TIER 1	3-year realistic targets on access, equity, quality, resilience, well-being, and governance ACCESS –Community Mapped Intake Rate (Kindergines 2,3,4) - Transition Rate (K-1, 3-4, 6-7, 10-11) - Simple Dropout Rate
	Key Performance Indicators (targets)	Quality – Percentage of learners' achievement (at least minimum proficiency in reading and mathematics) Elementary: ❖ Percentage of learners who are in the independent reading level ❖ Percentage of learners who are numerates ❖ Percentage of learners achieving at least the minimum level of proficiency in English, Filipino, Mother Tongue (except Tagalog), and Numeracy JHS: ❖ Percentage of G10 learners attaining at least the minimum level of proficiency in stage 3 literacy and numeracy standards SHS: ❖ Percentage of Grade 12 learners attaining at least the minimum level of proficiency in Stage 4 SHS core areas ❖ Percentage of SHS Graduates who are in college, at work, in entrepreneurship, and with middle-level skills ❖ National Certification for SHS
	Key Performance Indicators (targets)	Resiliency and Well-Being ❖ Percentage of retained learners affected/displaced by natural and man-made hazards/disasters ❖ Percentage of learners who reported violence committed against them by other learners (bullying), or adults (child abuse) based on intake sheets of schools ❖ Percentage of students with improved health statistics (elementary)
		Enabling Mechanism (Governance) ❖ Achieving the ideal SBM level of practice under Tier 2
	Key Performance Indicators (targets)	Governance ❖ Achieving ideal ratio on: ✓ Classroom ✓ Teachers ✓ Learning resources and learning materials (LRs and LMs) ✓ Seats ✓ Science and Mathematics equipment ✓ Multimedia packages ✓ Connection to electricity ✓ Connection to internet



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		<ul style="list-style-type: none"> ✓ Water and Sanitation (WatSan) facility ✓ Water Source
	<p>Key Performance Indicators (targets)</p> <p>Tier 2 & 3</p>	<p>3-year realistic targets on access, equity, quality, resilience, well-being, and governance</p> <p>Equity</p> <ul style="list-style-type: none"> ❖ Transition rate of learners in situations of disadvantage ❖ Retention rate of learners in situations of disadvantage ❖ Percentage of learners in situations of disadvantage (disaggregated by group) who achieved at least the minimum level of proficiency in <ul style="list-style-type: none"> a) functional literacy b) numeracy c) 21st century skills
	Key Performance Indicators (targets)	<p>Resiliency and Well-being</p> <ul style="list-style-type: none"> ❖ Percentage of learners who know their rights TO and IN education, and how to claim them positively ❖ Percentage of learners with improved physical fitness level (secondary)
		<p>Governance</p> <ul style="list-style-type: none"> ❖ The proportion of offices across governance levels with at least satisfactory in the Office Performance Commitment and Review Form (OPCRF) ❖ Client satisfactory rating of DepEd offices' respective stakeholders (internal and external) ❖ Percentage of schools and learning centers significantly manifesting indicators of RBE in the learning environment ❖ Learners' satisfaction rating on Rights-based Education (RbE) ❖ Proportion of schools with functional School Governing Council
	<input type="checkbox"/> Priority Improvement Areas (PIA) – strategies/school strategic directions	Priorities that the schools must focus on to address challenges and harness opportunities
	<input type="checkbox"/> Key Interventions	These may be in the form of nationally driven programs and projects, locally initiated interventions to address unique conditions and specific activities designed to address short-term issues
	<input type="checkbox"/> Three-year indicative plan	School Strategic Plan which outlines school priorities in a three-year cycle. It should include goals, outcomes, strategies, and outputs
	<input type="checkbox"/> Year 1 Work and Financial Plan (Annual Improvement Plan)	Plan execution document using the standard template for Work and Financial Plan
IV	School Monitoring, Evaluation and Adjustments (SMEA)	<p>A systematic process for collection, collation, and analysis of key education data and information that will allow the SGC to determine the progress of SIP implementation based on targets.</p> <p>The main objective of the SMEA is to facilitate decision-making for a more relevant and responsive delivery of basic education services at the school level.</p>



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	a. M&E (Monitoring and Evaluation strategies)	May include tools, information systems, and templates identified in DO 29, s. 2022 (BEMEF Policy) and other new templated that may be useful.
	b. M&E Activities	This may include SMEA culmination, regular Program Implementation Review (PIR). It may be conducted monthly, quarterly, semi-annual, and annual.
V	Risk Management	These must include the registry of identified Risks, its description and the strategic solutions to mitigate the impact of each identified risk.



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PROCESS FLOW OF THE SUBMISSION, APPRAISAL AND APPROVAL OF SIP

School Head Steps	DAC/DAC Team/SDO Action	Processing Time	Person Responsible
Submit the First Draft of SIP to the PSDS	Receive the First Draft of SIP	5 mins	PSDS of the concerned school
	Assess the First Draft of SIP along Criteria A	1 day	PSDS of the concerned school
	Submit the first draft of SIP with suggestions and initial rating of Criteria A to the SEPS-PRS through the Records Section	10 mins	PSDS of the concerned school Records Section
	Turn-over the first draft of SIP with suggestions and initial rating of Criteria A to the SEPS-PRS	20 mins	Records Section Floren P. Clavo SEPS-PRS
	Assess the First Draft of the SIP along Criteria B and provide suggestions when necessary	1 day	Mary Jean S. Romero Chief-SGOD Floren P. Clavo SEPS-PRS
	Assess the First Draft of the SIP along Criteria C and provide suggestions when necessary	1 day	Romel G. Petajen Chief-CID
	Assess the First Draft of the SIP along Criteria D and provide suggestions when necessary	1 day	Rey C. Bonayon Planning Officer III Angelo James O. Aguinalde Accountant III
	Consolidate the rating and suggestions provided by the DAC from Criteria A to D	1 day	Sarah Chiong SEPS-SMME, SBM Coordinator
Receive the rating and suggestions from the DAC and incorporate these to the SIP	Aid in the revision of the SIP	2 days	DAC Technical Team
Resubmission of the revised SIP for final review	Receive the revised SIP for final review	5 mins	PSDS
	Assess the Revised SIP along Criteria A	1 day	PSDS of the concerned school



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	Submit the Revised SIP with suggestions (if any) and rating of Criteria A to the SEPS-PRS through the Records Section	10 mins	PSDS of the concerned school Records Section
	Turn-over the revised draft of SIP with suggestions (if any) and rating of Criteria A to the SEPS-PRS	20 mins	Records Section Floren P. Clavo SEPS-PRS
	Assess the Revised Draft of the SIP along Criteria B and provide suggestions when necessary	1 day	Mary Jean S. Romero Chief-SGOD Floren P. Clavo SEPS-PRS
	Assess the Revised Draft of the SIP along Criteria C and provide suggestions when necessary	1 day	Romel G. Petajen Chief-CID
	Assess the Revised Draft of the SIP along Criteria D and provide suggestions when necessary	1 day	Rey C. Bonayon Planning Officer III Angelo James O. Aguinalde Accountant III
	Consolidate the rating and suggestions provided by the DAC from Criteria A to D	1 day	Sarah Chiong SEPS-SMME, SBM Coordinator
Receive the final rating and suggestions from the DAC and incorporate these to the final copy of the SIP	Aid in the revision of the SIP	2 days	DAC Technical Team
Resubmission of the final copy of the SIP	Receive the final copy of the SIP for signature	10 mins	PSDS of the concerned school
Resubmission of the final copy to the SEPS-PRS through the Records Section	Receive the Final Copy of the SIP	10 mins	Records Section
	Turn-over of the final copy of the SIP	10 mins	Records Section
	Receive the final copy of the SIP for signature	1 day	Mary Jean S. Romero Chief- SGOD



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			Rommel G. Petajen Chief- CID Floren P. Clavo SEPS-PRS Rey C. Bonayon PO III Angelo James O. Aguinale Accountant III
	Receive the final copy of the SIP to recommend approval	1 day	Cecile C. Ferro, CESO VI ASDS/ Chairperson-DAC
	Approval of the SIP	1 day	Socorro V. Dela Rosa, CESO V SDS
	Record the approved SIP and filing	30 mins	Sarah Chiong SEPS-SMME Floren P. Clavo SEPS-PRS
Receive a copy of approved SIP	Release the Approved SIP	10 mins	Records Section
TOTAL		17 days and 140 mins	