

DepEd-Division of Catanduanes  
 RECORDS SECTION  
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**Department of Education**  
 REGION V - BICOL  
**SCHOOLS DIVISION OFFICE OF CATANDUANES**

**UNNUMBERED MEMORANDUM**  
**SGOD-UM-06/06/2024/FPC**

**TO:** Assistant Schools Division Superintendent  
 Chief Education Supervisors, CID and SGOD  
 Education Program Supervisors  
 Public Schools District Supervisors/ In-Charge of the District  
 Division Appraisal Committee (DAC) Members  
 DAC Technical Team Members  
 Public Secondary/ Elementary School Heads  
 All Others Concerned

**FROM:** By Authority of the Schools Division Superintendent

**CECILE C. FERRO**  
 Assistant Schools Division Superintendent  
 Officer In-Charge

**SUBJECT: ADVISORY ON APPRAISAL OF THE SCHOOL IMPROVEMENT PLAN (SIP) FOR SY 2023 - 2024**

**DATE:** June 6, 2024

- In line with Division Memorandum No. 254. S. 2024, re: Appraisal of the School Improvement Plan (SIP) for SY 2023 – 2028, and with the Unnumbered Memorandum dated May 13, 2024, re: Addendum to Division Memorandum No. 254, s. 2024, this office informs the field about the new timeline for SIP submission, appraisal, and approval. The new timeline is as follows:

| Activity   | Date  | Responsible Office                                     |
|--|---|--|
| Submission of the First Draft of SIP to PSDS and Assessment of Criteria A            | June 10 to 14, 2024 and June 17 to 21, 2024 | Public Schools District Office of the concerned school |
| Assessment of Criteria B, C, and D   | June 24 to 28, 2024 and July 1 to 5, 2024   | SGOD/ SGOD-PRS<br>CID/ Finance Division                |
| Consolidation of the rating and suggestions provided by the DAC from Criteria A to D |   | SGOD-SMME<br>SGOD-PRS                                  |
| Final Review of the SIP  | July 8 to 12, 2024                          | DAC  |
| Submission of the Final Draft of the SIP and Recommendation of SIP Approval          | July 15 to 19, 2024                         | DAC  |
| Approval of the SIP  | July 22, 2024, onwards                      | SDS  |
| Recording, filing and release of the approved SIP                                    |   | SGOD-SMME<br>SGOD-PRS                                  |



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2. The timeline will be strictly implemented to ensure that the schools have already their SIP on or before the Beginning of the School Year (BOSY) 2024 – 2025. Additionally, the approved SIP and the Work and Financial Plan (WFP) are requirements for the cash advance of the School Maintenance and Other Operating Expenses (MOOE) for FY 2025, onwards.
3. To ensure that the SIP of the schools is context-specific, evidence-based, demand-driven, and feasible; the guide for appraising the SIP for SY 2023-2028 is developed. This guide coherently adopts the Basic Education Monitoring and Evaluation Framework (BEMEF) as stated in DepEd Order No. 29, s. 2022 to guarantee that the SIP supports the global and national commitment of the Department in delivering basic education in the school level. Also, the utilization of this guide in the development, appraisal, approval adopts the School-Based Management (SBM) Conceptual Framework stipulated in DepEd Order No. 7, s. 2024, demonstrating active involvement of school-community stakeholders in SBM practice who observe self-reflection, self-management, and self-improvement to influence the sustainable development of the various dimensions of school operations.
4. For immediate dissemination, information, and compliance.



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**GUIDE FOR APPRAISING SCHOOL IMPROVEMENT PLAN (SIP) FOR SY 2023 - 2028**

| Assessment Criteria   | Relevant Sections                                | Descriptions   |
|---|--|--|
| <b>A. SIP is CONTEXT-SPECIFIC</b><br>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 |  |  |
| <b>1. School's Current Situation</b><br>Does the SIP describe the Basic Education Situational Analysis?   | The whole Chapter II: School's Current Situation | <ol style="list-style-type: none"> <li>1. Discussion of the school context introducing the school, issues, and challenges on basic education along Access               <ol style="list-style-type: none"> <li>1.1. Percentage of School-age Children in School -Net Enrollment Rate (NER) in Elementary and Secondary</li> <li>1.2. Percentage of Five-year-old Children in Schools-Net Intake Rate (NIR)</li> <li>1.3. Percentage of Learners who Proceeded to the Next Higher Level of Education-Transition Rate (TR)</li> <li>1.4. Percentage of Enrollees in a Given School Year Continue to be in School the following School Year -Retention Rate (RR)</li> <li>1.5. Percentage of Learners not Completing the School Year and Those Who Finish but Fail to Enroll in the Next Grade Level the Following School Year-School Leaver Rate (SLR)</li> <li>1.6. Percentage of Out-of-School Children (OSC) who Returned to School or Participated in Alternative Learning System (ALS)-Participation Rate of OSC</li> <li>1.7. Percentage of Out-of-School Youth (OSY) who Returned to School or Participated in Alternative Learning System (ALS)-Participation Rate of OSY</li> </ol> </li> <li>2. Discussion of the school context introducing the school, issues, and challenges on basic education along Quality               <ol style="list-style-type: none"> <li>2.1. Percentage of Learners in a Cohort Completing Grade 6, Grade 10, and Grade 12-Completion Rate (CR)</li> <li>2.2. Percentage of Grade 3 Learners Attaining At Least the Minimum Level of Proficiency (Nearly Proficient-50% up) in Reading and Listening Comprehension</li> <li>2.3. Percentage of Grade 3 Learners Achieving At Least the Minimum Level of Proficiency in English</li> <li>2.4. Percentage of Grade 3 Learners Achieving At Least the Minimum Level of Proficiency in Filipino</li> <li>2.5. Percentage of Grade 3 Learners Achieving At Least the Minimum Level of Proficiency in Mother Tongue (except Tagalog)</li> <li>2.6. Percentage of Grade 3 Learners Achieving At Least the Minimum Level of Proficiency in Numeracy</li> <li>2.7. Percentage of Grade 6 Learners Attaining At Least the Minimum Level of Proficiency in Stage 2 Literacy and Numeracy Standards</li> </ol> </li> </ol> |



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|  |  | <ul style="list-style-type: none"><li>2.8. Percentage of Grades 12 Learners Attaining At Least the Minimum Level of Proficiency in Stage 4 Senior High School Core Areas</li><li>2.9. Percentage of Alternative Learning System (ALS) Accreditation and Equivalency(A&amp;E) Passers</li><li>2.10. Number of Contextualized Learning Materials prepared by Teachers Responsive to the Learners' Needs</li><li>2.11. Remediation Activities conducted by Teachers to address learning gaps in reading and comprehension, science and technology, and mathematics</li><li>2.12. Conduct of Test Item Analysis to inform its teaching and learning process</li><li>2.13. School engagement in local industries to strengthen TLE-TVL course offerings</li><li>3. Discussion of the school context introducing the school, issues, and challenges on basic education along Equity and Inclusion<ul style="list-style-type: none"><li>3.1. Percentage of Learners Enrolled in Special Education Program (SPED)</li><li>3.2. Percentage of Learners Enrolled in Madrasah Education Program (MEP): Arabic Language and Islamic Values Education (ALIVE)</li><li>3.3. Percentage of Learners Enrolled in Indigenous Peoples Education (IPed)</li><li>3.4. Percentage of Learners Enrolled in Alternative Learning System (ALS)</li></ul></li><li>4. Discussion of the school context introducing the school, issues, and challenges on basic education along Resilience and Well-Being<ul style="list-style-type: none"><li>4.1. Percentage of Learners Who Reported Violence Committed Against them by Other Learners (Bullying) Based on Intake Sheets of Schools</li><li>4.2. Percentage of Learners Who Reported Violence Committed Against them by Adults (Child Abuse) Based on Intake Sheets of Schools</li><li>4.3. Percentage of Learners Equipped with Capacities on What to do Before, During, and After a Disaster/ Emergency</li><li>4.4. Percentage of Learners Affected/Displaced by Natural and Man-Made Hazards/Disasters are Retained</li><li>4.5. Percentage of Learners with Improved Health Statistics</li><li>4.6. Functional Child Protection Committee</li><li>4.7. Functional DRRM Plan</li><li>4.8. Functional Support Mechanism for Mental Wellness</li><li>4.9. Provision of special education-and PWD-friendly facilities</li><li>4.10. Inspection of school infrastructure and facilities</li><li>4.11. Initiatives in the improvements of infrastructure and facilities</li></ul></li><li>5. Discussion of the school context introducing the school, issues, and challenges on basic education along Governance</li></ul> |
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|   |  | <ol style="list-style-type: none"> <li>5.1. SBM Level of Practice of the School</li> <li>5.2. Proportion of Teachers with Very Satisfactory and Higher Ratings in the Individual Performance Commitment and Review Form (IPCRF)</li> <li>5.3. Student-Classroom Ratio of the School</li> <li>5.4. Student-Teacher Ratio of the School</li> <li>5.5. Student-Textbook Ratio of the School</li> <li>5.6. Student-Seat Ratio of the School</li> <li>5.7. Student- Science and Math Equipment Ratio of the School</li> <li>5.8. Student- ICT Package/E-Classroom Ratio of the School</li> <li>5.9. Student- Functional Library Ratio of the School</li> <li>5.10. Connection to Electricity</li> <li>5.11. Connection to Internet</li> <li>5.12. Water and Sanitation Facility</li> <li>5.13. Water Source</li> <li>5.14. Number of Systems, Processes, and Procedures Formulated and Implemented</li> <li>5.15. Special Education Fund (SEF) Utilization Rate</li> <li>5.16. Functional School Governance Council (SGC)</li> <li>5.17. Functional SSLG/ SELG</li> <li>5.18. Functional SPTA</li> <li>5.19. Innovation on the provision of frontline services to stakeholders</li> <li>5.20. Collaboration with stakeholders and other schools</li> <li>5.21. Monitoring and evaluation of PAPs</li> <li>5.22. Conduct of needs-based LAC and L&amp;D activities</li> <li>5.23. Promotion and CPD of its personnel</li> <li>5.24. Facilitation of correct salaries, allowances, and other additional compensation in a timely manner</li> <li>5.25. Fair and equitable distribution of teacher workload</li> <li>5.26. Utilization rate of MOOE</li> <li>5.27. School liquidation rate of the utilized MOOE</li> </ol> <ol style="list-style-type: none"> <li>6. Discussion of the school context introducing the school, issues, and challenges on basic education along other unique concerns</li> <li>7. SWOT Analysis</li> <li>8. Summary of the identified gaps, issues, and challenges based on the situational and SWOT analysis.</li> </ol> |
| <p><b>2. School Context</b><br/>         Does the SIP describe the school's physical environment, immediate community, and linkages as well as the environment and sector surrounding the school?</p> | <p>Chapter II: School's Current Situation - School Context<br/>         Introducing the School</p> | <ol style="list-style-type: none"> <li>1. Description of the school's physical environment</li> <li>2. Description of the school's immediate community</li> <li>3. Description of the school's linkages.</li> </ol>   |



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| <b>LGU plans and development in the area.</b><br>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?   | Chapter II: School's Current Situation - School Context<br>Introducing the School   | 1. LGUs vision and development goals and plans that may influence or affect the provision of basic education services.   |
| <b>3. Economic growth and developments in the area.</b><br>Does the SIP describe the industries in the city/province that may influence or affect the school's provision of basic education services?   | Chapter II: School's Current Situation - School Context<br>Introducing the School   | 1. Description of industries in the city/province that may influence or affect the school's provision of basic education services.   |
| <b>4. Natural and human-induced natural hazards.</b><br>Does the SIP describe the threat to learners, DepEd personnel, and school properties?   | Chapter II: School's Current Situation - School Context<br>Introducing the School   | 1. Description of natural and human-induced natural hazards.   |
| <b>5. Key Stakeholders.</b><br>Does the SIP describe the efforts of other public agencies and major stakeholders on basic education?  | Chapter II: School's Current Situation - School Context<br>Introducing the School   | 1. Description of the efforts of other public agencies and major stakeholders on basic education   |
| <b>B. SIP is EVIDENCE-BASED</b><br>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?  | Chapter II: School's Current Situation - Issues and Challenges on Basic Education of the School - School Performance on Access            | 1. Identifies the main underlying causes for the challenges and issues on enrollment.<br>2. Identifies the main underlying causes for the challenges and issues on intake rate.<br>3. Identifies the main underlying causes for the challenges and issues on completion.<br>4. Identifies the main underlying causes for the challenges and issues on retention.<br>5. Identifies the main underlying causes for the challenges and issues on transition.<br>6. Identifies the main underlying causes for the challenges and issues on drop-out. |
| 2. Does the identify the main underlying causes for its key challenges and issues in EQUITY?  | Chapter II: School's Current Situation - Issues and Challenges on Basic Education of the School - School concerns on Equity and Inclusion | 1. Identifies the main underlying causes for the challenges and issues on inclusion programs or initiatives.   |
| 3. Does the SIP identify the main underlying causes for its key challenges and issues in READING?   | Chapter II: School's Current Situation - Issues and Challenges on Basic Education of the School - School Performance on Quality           | 1. Identifies the main underlying causes for the challenges and issues on the school's performance in CRLA.<br>2. Identifies the main underlying causes for the challenges and issues on ILSAs if the school has participated.   |
| 4. Does the SIP identify the main underlying causes for   | Chapter II: School's Current Situation - Issues and Challenges on Basic Education   | 1. Identifies the main underlying causes for the challenges and issues on the school's performance in NAT.   |



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| its key challenges and issues in <b>LEARNING</b> ?  | of the School - School Performance on Quality  | <ol style="list-style-type: none"> <li>2. Identifies the main underlying causes for the challenges and issues on the school's CRLA performance.</li> <li>3. Identifies the main underlying causes for the challenges and issues on the school's ALNAT performance.</li> <li>4. Identifies the main underlying causes for the challenges and issues on the school's awards and recognitions.</li> <li>5. Identifies the main underlying causes for the challenges and issues on the school's on ILSAs if the school has participated.</li> </ol>  |
| 5. Does the SIP identify the main underlying causes for its key challenges and issues in <b>DISASTER RISK REDUCTION AND MANAGEMENT</b> ?  | Chapter II: School's Current Situation - Issues and Challenges on Basic Education of the School - School concerns on Resilience and Well-Being | <ol style="list-style-type: none"> <li>1. Identifies the main underlying causes for the challenges and issues on school hazards.</li> <li>2. Identifies the main underlying causes for the challenges and issues on school security.</li> <li>3. Identifies the main underlying causes for the challenges and issues on school peace order situations.</li> </ol>  |
| 6. Does the SIP identify the main underlying causes for its key challenges and issues in <b>LEARNERS' WELL-BEING</b> ?  | Chapter II: School's Current Situation - Issues and Challenges on Basic Education of the School - School concerns on Resilience and Well-Being | <ol style="list-style-type: none"> <li>1. Identifies the main underlying causes for the challenges and issues on nutritional status of the learners.</li> <li>2. Identifies the main underlying causes for the challenges and issues on incidence of bullying.</li> <li>3. Identifies the main underlying causes for the challenges and issues on mental and physical conditions including security and peace order situation.</li> </ol>  |
| 7. Does the SIP identify the main underlying causes for its key challenges and issues in <b>GOVERNANCE</b> ?  | Chapter II: School's Current Situation - Issues and Challenges on Basic Education of the School - School concerns on Governance                | <ol style="list-style-type: none"> <li>1. Identifies the main underlying causes for the challenges and issues on human resources.</li> <li>2. Identifies the main underlying causes for the challenges and issues on school resources.</li> <li>3. Identifies the main underlying causes for the challenges and issues on development prospects.</li> </ol>  |
| <b>C. SIP is DEMAND-DRIVEN</b><br>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 <b>ACCESS</b> (described in the situation analysis) addressed in the SIP?  | Chapter III: Improvement Plan – Key Performance Indicators – Tier 1 – Access   | The underlying causes of the challenges and issues on Access (described in the situation analysis) addressed by the KPI targets in Tier 1.<br><br><b>KPI Targets:</b> <ol style="list-style-type: none"> <li>1. Percentage of School-age Children in School - Net Enrollment Rate (NER) in Elementary and Secondary</li> <li>2. Percentage of Five-year-old Children in Schools- Net Intake Rate (NIR)</li> <li>3. Percentage of Learners who Proceeded to the Next Higher Level of Education-Transition Rate (TR)</li> <li>4. Percentage of Enrollees in a Given School Year Continue to be in School the following School Year -Retention Rate (RR)</li> <li>5. Percentage of Learners not Completing the School Year and Those Who Finish but Fail to Enroll in the Next Grade Level the Following School Year-School Leaver Rate (SLR)</li> <li>6. Percentage of Out-of-School Children (OSC) who Returned to School or Participated in</li> </ol> |



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|  |   | <p>Alternative Learning System (ALS)–Participation Rate of OSC</p> <p>7. Percentage of Out-of-School Youth (OSY) who Returned to School or Participated in Alternative Learning System (ALS)–Participation Rate of OSY</p>   |
| <p>2. Are the underlying causes of the challenges and issues on EQUITY (described in the situation analysis) addressed in the SIP?</p>   | <p>Chapter III: Improvement Plan – Key Performance Indicators – Tier 2 and 3 – Equity</p> | <p>The underlying causes of the challenges and issues on Equity (described in the situation analysis) addressed by the KPI targets in Tier 2 and 3.</p> <p><b>KPI Targets:</b></p> <ol style="list-style-type: none"> <li>1. Percentage of Learners Enrolled in Special Education Program (SPED)</li> <li>2. 2.2. Percentage of Learners Enrolled in Madrasah Education Program (MEP): Arabic Language and Islamic Values Education (ALIVE)</li> <li>3. Percentage of Learners Enrolled in Indigenous Peoples Education (IPEd)</li> <li>4. Percentage of Learners Enrolled in Alternative Learning System (ALS)</li> </ol>   |
| <p>3 Are the underlying causes of the challenges and issues on READING (described in the situation analysis) addressed in the SIP?</p>   | <p>Chapter III: Improvement Plan – Key Performance Indicators – Tier 1 – Quality</p>      | <p>The underlying causes of the challenges and issues on Equity (described in the situation analysis) addressed by the KPI targets in Tier 1.</p> <p><b>KPI Targets:</b></p> <ol style="list-style-type: none"> <li>1. Percentage of Grade 3 Learners Attaining At Least the Minimum Level of Proficiency (Nearly Proficient–50% up) in Reading and Listening Comprehension</li> <li>2. Percentage of Grade 3 Learners Achieving At Least the Minimum Level of Proficiency in English</li> <li>3. Percentage of Grade 3 Learners Achieving At Least the Minimum Level of Proficiency in Filipino</li> <li>4. Percentage of Grade 3 Learners Achieving At Least the Minimum Level of Proficiency in Mother Tongue (except Tagalog)</li> </ol>   |
| <p>4. Are the underlying causes of the challenges and issues on LEARNING (described in the situation analysis) addressed in the SIP?</p> | <p>Chapter III: Improvement Plan – Key Performance Indicators – Tier 1 – Quality</p>      | <p>The underlying causes of the challenges and issues on Equity (described in the situation analysis) addressed by the KPI targets in Tier 1.</p> <p><b>KPI Targets:</b></p> <ol style="list-style-type: none"> <li>1. Percentage of Grade 3 Learners Achieving At Least the Minimum Level of Proficiency in Numeracy</li> <li>2. Percentage of Grade 6 Learners Attaining At Least the Minimum Level of Proficiency in Stage 2 Literacy and Numeracy Standards</li> <li>3. Percentage of Grades 12 Learners Attaining At Least the Minimum Level of Proficiency in Stage 4 Senior High School Core Areas</li> <li>4. Percentage of Alternative Learning System (ALS) Accreditation and Equivalency(A&amp;E) Passers</li> <li>5. Number of Contextualized Learning Materials prepared by Teachers Responsive to the Learners' Needs</li> <li>6. Remediation Activities conducted by Teachers to address learning gaps in reading and comprehension, science and technology, and mathematics</li> </ol> |



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|  |  | 7. Conduct of Test Item Analysis to inform its teaching and learning process<br>8. School engagement in local industries to strengthen TLE-TVL course offerings  |
| 5. Are the underlying causes of the challenges and issues on <b>DISASTER RISK REDUCTION AND MANAGEMENT</b> (described in the situation analysis) addressed in the SIP? | Chapter III: Improvement Plan – Key Performance Indicators – Tier 1, 2 and 3– Resiliency and Well-Being                  | 1. The underlying causes of the challenges and issues on Equity (described in the situation analysis) addressed by the KPI targets in Tier 1, 2 and 3.<br><br><b>KPI Targets</b> <ol style="list-style-type: none"> <li>Percentage of Learners Equipped with Capacities on What to do Before, During, and After a Disaster/ Emergency</li> <li>Percentage of Learners Affected/Displaced by Natural and Man-Made Hazards/Disasters are Retained</li> <li>Functional DRRM Plan</li> <li>Inspection of school infrastructure and facilities</li> <li>Initiatives in the improvements of infrastructure and facilities</li> </ol>   |
| 6. Are the underlying causes of the challenges and issues on <b>LEARNERS' WELL-BEING</b> (described in the situation analysis) addressed in the SIP?                   | Chapter III: Improvement Plan – Key Performance Indicators – Tier 1, 2 and 3 – Resiliency and Well-Being                 | 1. The underlying causes of the challenges and issues on Equity (described in the situation analysis) addressed by the KPI targets in Tier 1, 2 and 3.<br><br><b>KPI Targets</b> <ol style="list-style-type: none"> <li>Percentage of Learners Who Reported Violence Committed Against them by Other Learners (Bullying) Based on Intake Sheets of Schools</li> <li>Percentage of Learners Who Reported Violence Committed Against them by Adults (Child Abuse) Based on Intake Sheets of Schools</li> <li>Percentage of Learners with Improved Health Statistics</li> <li>Functional Child Protection Committee</li> <li>Functional Support Mechanism for Mental Wellness</li> <li>Provision of special education-and PWD-friendly facilities</li> </ol>  |
| 7. Are the underlying causes of the challenges and issues on <b>GOVERNANCE</b> (described in the situation analysis) addressed in the SIP?                             | Chapter III: Improvement Plan – Key Performance Indicators – Tier 1, 2 and 3 – Governance Enabling Mechanism: Governance | The underlying causes of the challenges and issues on Equity (described in the situation analysis) addressed by the KPI targets in Tier 1, 2 and 3.<br><br><b>KPI Targets</b> <ol style="list-style-type: none"> <li>SBM Level of Practice of the School</li> <li>Proportion of Teachers with Very Satisfactory and Higher Ratings in the Individual Performance Commitment and Review Form (IPCRF)</li> <li>Student-Classroom Ratio of the School</li> <li>Student-Teacher Ratio of the School</li> <li>Student-Textbook Ratio of the School</li> <li>Student-Seat Ratio of the School</li> <li>Student- Science and Math Equipment Ratio of the School</li> <li>Student- ICT Package/E-Classroom Ratio of the School</li> <li>Student- Functional Library Ratio of the School</li> <li>Connection to Electricity</li> <li>Connection to Internet</li> <li>Water and Sanitation Facility</li> </ol> |



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|   |  | <ol style="list-style-type: none"> <li>13. Water Source</li> <li>14. Number of Systems, Processes, and Procedures Formulated and Implemented</li> <li>15. Special Education Fund (SEF) Utilization Rate</li> <li>16. Functional School Governance Council (SGC)</li> <li>17. Functional SSLG/ SELG</li> <li>18. Functional SPTA</li> <li>19. Innovation on the provision of frontline services to stakeholders</li> <li>20. Collaboration with stakeholders and other schools</li> <li>21. Monitoring and evaluation of PAPs</li> <li>22. Conduct of needs-based LAC and L&amp;D activities</li> <li>23. Promotion and CPD of its personnel</li> <li>24. Facilitation of correct salaries, allowances, and other additional compensation in a timely manner</li> <li>25. Fair and equitable distribution of teacher workload</li> <li>26. Utilization rate of MOOE</li> <li>27. School liquidation rate of the utilized MOOE</li> </ol> |
| <p><b>D. SIP is FEASIBLE</b><br/>                 Feasibility means the plan can be implemented. The targets are achievable, the proposed strategies and outputs are aligned with the desired outcomes and intermediate outcomes, and implementation control mechanisms are identified in the plan.</p> |  |   |
| 1. Does the SIP include an indicative implementation plan highlighting the major milestones of the SIP?   | Chapter III: Three-year Indicative Plan  | <ol style="list-style-type: none"> <li>1. The SIP outlines school priorities in a three-year cycle which includes goals, outcomes, strategies, and outputs.</li> </ol>  |
|   | Chapter III: Year 1 Work Financial Plan (Annual Improvement Plan)  | <ol style="list-style-type: none"> <li>1. The SIP has plan execution document using the standard template for WFP.</li> </ol>   |
| 2. Does the SIP describe the implementation and control mechanism for managing results?   | Chapter IV: School Monitoring, Evaluation, and Adjustments (SMEA) – M&E tools and M&E Activities                                   | <ol style="list-style-type: none"> <li>1. The SIP has 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.                         <ol style="list-style-type: none"> <li>a. May include tools, information systems, and templates identified in DO 29, s. 2022 (BEMEF Policy) and other new templated that may be useful.</li> <li>b. This may include SMEA culmination, regular Program Implementation Review (PIR). It may be conducted monthly, quarterly, semi-annual, and annual.</li> </ol> </li> </ol>  |
|   | <ol style="list-style-type: none"> <li>a. M&amp;E (Monitoring and Evaluation strategies)</li> <li>b. M&amp;E Activities</li> </ol> |   |
| 3. Does the SIP include how the DepEd region and SDO will manage and mitigate the implementation risks?   | Chapter V: Risk Management   | <ol style="list-style-type: none"> <li>1. The SIP includes registry of identified risks, its description, and the strategic solutions to mitigate the impact of each identified risks.</li> </ol>   |



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