



MEMORANDUM

To : Public Schools District Supervisors/Districts In-Charge
Elementary and Secondary School Heads
All Others Concerned

From : **REYNANTE Z. CALIGUIRAN, PhD, CESO VI**
Assistant Schools Division Superintendent
Officer In-Charge
Office of the Schools Division Superintendent

Date : July 15, 2019

Subject: **COMPOSITION OF DIVISION SCHOOL IMPROVEMENT PLAN (SIP)
APPRAISAL COMMITTEE (DAC)**

Per Unnumbered DepEd Memorandum dated November 27, 2018, re: School Improvement Plan (SIP) Instructional Videos, Styleguide, Appraisal Process, and Quality Assessment (QA) Tool, the School Improvement Plan Appraisal is one major activity that shall be done by a committee who will look into the contents of the SIP to make sure that quality standards are met.

To ensure that all schools will undergo SIP review and appraisal, this Office hereby creates a separate Division Appraisal Committee (DAC) for elementary and secondary levels, to wit:

- | | Elementary | Secondary |
|---------------|-------------------------|----------------------|
| Chairpersons: | ASDS EDNA P. ABUAN | ASDS RACHEL R. LLANA |
| Co-Chairs: | Chief RODRIGO V. PASCUA | Chief JESUS ANTONIO |
| Members: | AMERPHIL RUDIO | SUSAN LORENZO |
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| | JAQUELINE RAMOS | MARIBEL ANCHETA |
| | MANOLO BAGUNU | AMADOR CABALONGA |
| | INOCENCIO BALAG | LARINA COLOBONG |
| | MARITES BAQUIRAN | EMILIA ESTUDILLO |
| | ADONIS CEPEREZ | MA. LOURDES BUENO |
| | FERNANDO TUNGPALAN | JAY GALLEGOS |
| | TIRSO REYES | LORDINO ANTONIO |
| | HAYDIE BALINGUE | JUVILYN MALABAD |
| | BENGIELYN GAYA | VILMA DAYRIT |
| | MARCIANA MANGHI | DANILO RARAMA |
| | KARREN PEAR SAMPANG | RHODORA PASCUA |
| | MYLINE RESPICIO | EVELYN BUMANGLAG |





Republic of the Philippines
Department of Education
Region 02 (Cagayan Valley)

SCHOOLS DIVISION OFFICE OF ISABELA

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CHARLES BALSIT
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TIMOTEO BAHIWAL

The committee shall check on the accuracy of the data, consistency of the activities to the objectives of the plan, and how the school will implement the plan. It shall also take note of the technical assistance that would be provided to help the schools improve their SIPs.

The members of the said committee shall convene on July 29, 1:00 pm at SDO-Isabela Conference Hall for an orientation prior to the Division Appraisal and Review of the School Improvement Plan of all schools.

Enclosed to this memorandum is the School Improvement Plan (SIP) Quality Assessment Tool to be used by the committee during the SIP review and appraisal.

For information and guidance.

SGO/jda/myb



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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 Approval: _____

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 VNAV	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 VNAV.	The chapter clearly articulates the SPT's understanding of the VNAV and their aspirations for the school and learning, 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 VNAV and their aspirations for the school and learning, 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	SCOT 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)	Lesson 8 Project Worksheet 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 Worksheet 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 chapter 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 chapter 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)

