



June 4, 2019

DIVISION MEMORANDUM

No. 91, s. 2019

**To: Assistant Schools Division Superintendent
 Chief EPS, EPSs, PSDSs and OIC-PSDSs of CID
 Chief EPS, EPS, SEPS, EPS II of SGOD
 Elementary and Secondary School Heads
 Members of Division and District Appraisal Committees**

**REITERATION ON THE SCHEDULE OF SCHOOL IMPROVEMENT PLAN (SIP) APPRAISAL
 AND SUBMISSION TO THE OFFICE OF THE SUPERINTENDENT FOR ACCEPTANCE**

1. In connection with the recently conducted Preparation-Workshop on School Improvement Plan for SY 2019-2020 to SY 2021-2022 last May 22-24, 2019 and May 27-29, 2019 held at Villa Isabel Hotel and Restaurant, this Office reiterates the schedule of the conduct of SIP Appraisal and submission in the district and in the division respectively:

SCHEDULE OF SIP APPRAISAL AND SUBMISSION FOR ACCEPTANCE OF THE SDS

Date of Appraisal and Submission	Governance Level	Members of the Appraisal Committee		
		PSDS/Cluster Head	School Head	School Head
June 3 to 14, 2019	District/ Cluster			
June 10 to 21, 2019	Division	REX T. BARBIN EPS, SGOD	JERRY G. FIRMANES EPS, CID	LEAH H. PERAN SEPS, SMME
June 17-28, 2019	Signing of the Acceptance Certificate by the Schools Division Superintendent			

2. All SIP shall be appraised by respective Appraisal Committee per governance level. The SIP Quality Assessment Tool utilized and signed by the District/Cluster Appraisal Committee must be attached to the copy of SIP to be submitted to the Division Appraisal Committee thru the SGOD-SMME section. The SIP shall be submitted to the Office of the Superintendent for Acceptance once all the members of the Division Appraisal Committee have duly performed their duty. The copy of School Improvement Plan Quality Assessment (QA) Tool and the Certificate of Acceptance are found in the enclosures.
3. For uniformity purposes, school heads are also advised to use A4 book paper (substance 24), Arial font style, 12 font size and 1- inch margin (right, left, up & bottom). The copy should be ring bound and in uniform color per municipality to be decided upon by the PSDSs and Cluster Heads. Schools are only required to submit 2 copies of SIP to the Division Office for appraisal and acceptance.
4. For information, wide dissemination and compliance.


LOIDA M. NIDEA, Ed.D.,CESO V
 Schools Division Superintendent

DEPARTMENT OF EDUCATION
School Improvement Plan(SIP) Quality Assessment (QA) Tool

SY _____ to SY _____

School ID: _____ School Name: _____ School District: _____ Schools Division Office: _____
 Name of School Head: _____ 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 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 VMV.	The chapter clearly articulates the SPT's understanding of the VMV and their aspirations for the school and learners; 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) School Report Card Gap Analysis Template 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 Outcome (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 why such PIAs were selected.	

CHARACTERISTICS	REFERENCES	RUBR.			REMARKS
		Below Expectation	Meets Expectation	Exceeds Expectation	
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.	
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 the Learners and other Stakeholders 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: Appropriateness of the major activities in the identified SOLUTION(s)	Project Work Plan 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 Work Plan 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.	

CHARACTERISTICS	REFERENCES	RUBRI			REMARKS
		Below Expectation	Meets Expectation	Exceeds Expectation	
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, 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, schedule of monitoring for the year of implementation, with reporting and feedback mechanism to stakeholders.	

APPRAISER (SIGNATURE OVER PRINTED NAME)

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