



Republic of the Philippines
Department of Education
SCHOOLS DIVISION OF SORSOGON
Sorsogon

February 7, 2024

DIVISION MEMORANDUM
No. 029, s.2024

**DIVISION PROGRAM IMPLEMENTATION REVIEW AND PERFORMANCE
ASSESSMENT (PIRPA) FOR CY 2024**

To: Assistant Schools Division Superintendent
Chiefs of CID and SGOD
Heads of Functional Divisions/ Areas
Public Schools District Supervisors and OIC-PSDSs
Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education issued DepEd Order No. 29, s. 2022 re: Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF) that aims to guide all operating units across governance levels in the conduct of Monitoring and Evaluation (M&E) initiatives and stipulates that the Program Implementation Review (PIR) and Performance Assessment (PA) must be established as the reporting platform of the DepEd to report the accomplishments of outputs in terms of efficiency and corresponding budget utilization.
2. Adherence to this policy, this Office is emphasizing the quarterly conduct of the Program Implementation Review and Performance Assessment (PIRPA) in the Division, District and School levels.
3. The conduct of the quarterly PIRPA aims to:
 - a. report the status of the major programs, the program with procurement based on the implementation plan, and committed outputs;
 - b. present the status of completed outputs, ongoing outputs scheduled outputs, additional outputs and terminated outputs;
 - c. present the overall assessment of PPAs;
 - d. present the issues and concerns in the implementation of the PPAs;
 - e. present the reasons for underachievement/overachievement and the catch -up plan.
 - f. report the status of implementation/accomplishment of initiative/innovation/legacy project along THE VILLAGE INC.
4. The schedule of quarterly SDO PIRPA per Functional Division of the SDO, District and School, required reports, date of submission, google links to download the reporting templates and submission of reports, Consolidation Template for BCCs and the M&E tool for the Legacy Project



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Website: depedsorsogon.com.ph



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(Initiatives/Innovation) along the Division Change Plan THE VILLAGE INC. are found in the enclosures.

5. All Functional Divisions of the SDO, Districts and Schools are advised to submit the required PIRPA reports at least 7 days before the actual PIRPA using the reporting templates. Both hard and soft copies of the reports must be submitted to the Division Office attention: SGOD-SMME Section.
6. Program Owners/Implementers at the SDO and all School Heads are requested to submit the Program Implementation Plan and M&E Plan for CY 2024 on or before February 13, 2024 to the SGOD thru SMME Section.
7. For inquiries or any clarification, all concerned may contact Ms. Leah H. Peran of SMME section through this email address: leah.peran00@deped.gov.ph or CP No. 09271835946.
8. For information, guidance and compliance of all concerned.


WILLIAM E. GANDO, CESO VI
Schools Division superintendent 



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Enclosure No. 1 to Division Memorandum No. 029, s. 2024, re: Division Program Implementation Review and Performance Assessment (PIRPA) for
 CY 2024

QUARTERLY SDO PIRPA SCHEDULE AND REQUIRED REPORTS

Schedule Conduct of PIRPA	PPAS AND KEY PERFORMANCE INDICATORS			Date of Submission of Report	
	School	District	OSDS		
Quarter 1 (January -March 2024) March 22-27, 2024	PPA -MOOE Quality *Percentage of learners achieving at least the minimum level of proficiency in(G1-3)	PPAs GASS, HRTD, BEFF (SF, Elec, EAO), Gabaldon, ISP, BPLP, DPRP, SBFP, PFSS and other PPAs with downloaded funds	PPAs GASS, IPEd, Textbooks, MEP, BEC, ELLN, LTE-TVL, SPED, FLO and other PPAs with downloaded funds Quality *Percentage of learners achieving at least the minimum level of proficiency in(G1-3)	PPAs -GASS, DCP, SMOOEK106, SMOOE7to10, SMOOE11to12 and other PPAs with downloaded funds	March 27, 2024
SDO Actual PIR April 4, 2024	English Filipino Mother Tongue Numeracy *Percentage of Learners attaining at least the minimum level of proficiency in Stage 2 literacy and numeracy standards (Grade6) *Percentage of G10 learners attaining at least the minimum level of proficiency in Stage 3 literacy and numeracy	Access Net Enrollment Rate Gross Enrolment Rate Net Intake Rate Retention Rate Dropout Rate Transition Rate EM #1 *Proportion of schools achieving the ideal SBM level of practice EM#3 Proportion of schools and community learning	*Percentage of Grade 6 Learners attaining at least the minimum level of proficiency in literacy and numeracy standards	EM#3 Proportion of schools and community learning centers (CLCs) achieving ideal ratio on -Multimedia package Proportion of schools with: - connection to internet *Proportion of SDO achieving ideal	



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	<p>*Percentage of Grade 12 learners attaining at least the minimum level of proficiency in stage 4 SHS core areas EM #1 *Proportion of schools achieving the ideal SBM level of practice</p>	<p>centers (CLCs) achieving ideal ratio on -Classroom -Teachers -Seats *Proportion of schools with: - connection to electricity - connection to internet - water and sanitation (WatSan) facility - water source *Proportion of Schools with functional School Governing Council (SGC)</p>	<p>*Percentage of G10 learners attaining at least the minimum level of proficiency in literacy and numeracy *Percentage of Grade 12 learners attaining at least the minimum level of proficiency in stage 4 SHS core areas</p>	<p>interquartile ratio (IQR) on teacher deployment *Budget Utilization * Procurement Report</p>	
<p>Inclusion with the following reports</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p>	
	<p>Bottlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>	<p>Bottlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>	<p>Bottlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>	<p>Bottlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>	



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Schedule of the Conduct of PIRPA	PPAS AND KEY PERFORMANCE INDICATORS				Date of Submission of Report
	School	District	SGOD	CID	
Quarter 2 (April-June 2024) June 22-29, 2024 SDO Actual PIR July 4, 2024	MOOE IO #1 *Retention Rate *Dropout Rate *Transition Rate *ALS Completion Rate IO #3 *Completion Rate EM #1 *Proportion of schools achieving the ideal SBM level of practice *ALS Completion Rate *Percentage of learners achieving at least the minimum level of proficiency in (G1-3) English Filipino Mother Tongue Numeracy *Percentage of Learners attaining at least the minimum level of proficiency in Stage 2	PPAs - GASS, HRTD, BEFF (SF, Elec, EAO), Gabaldon, LSP, BPLP, DPRP, SBFP, PFSS and other PPAs with downloaded funds Access Net Enrollment Rate Gross Enrolment Rate Net Intake Rate Retention Rate Dropout Rate Transition Rate	PPAs - GASS, IPED, Textbooks, MEP, BEC, ELLN, LTE-TVL, SPED, FLO and other PPAs with downloaded funds *ALS Completion Rate *Percentage of learners achieving at least the minimum level of proficiency in(G1-3) English Filipino Mother Tongue Numeracy *Percentage of Learners attaining at least the minimum level of proficiency in Stage 2 literacy and numeracy standards (Grade6) *Percentage of G10 learners attaining at least the minimum level of proficiency	PPAs - GASS, SMOOEKto6, SMOOE7to10, SMOOE11to12, DCP and other PPAs with downloaded funds EM#3 Proportion of schools and community learning centers (CLCs) achieving ideal ratio on -Multimedia Proportion of schools with: - connection to internet * Proportion of SIDO achieving ideal interquartile ratio (IQR) on teacher deployment *Budget Utilization * Procurement Report	June 29, 2024



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	<p>literacy and numeracy standards (Grade6)</p> <p>*Percentage of G10 learners attaining at least the minimum level of proficiency in Stage 3 literacy and numeracy</p> <p>*Percentage of Grade 12 learners attaining at least the minimum level of proficiency in stage 4 SHS core areas</p> <p>*Proportion of Schools with functional School Governing Council (SGC)</p>	<p>-Classroom</p> <p>-Teachers</p> <p>-Seats</p> <p>*Proportion of schools with:</p> <ul style="list-style-type: none"> - connection to electricity - connection to internet - water and sanitation (Watsan) facility - water source <p>*Proportion of Schools with functional School Governing Council (SGC)</p>	<p>in Stage 3 literacy and numeracy</p> <p>*Percentage of Grade 12 learners attaining at least the minimum level of proficiency in stage 4 SHS core areas</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p>	
<p>Inclusion with the following reports</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p> <p>Bottlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p> <p>Bottlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p> <p>Bottlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p> <p>Bottlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>	



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Schedule Conduct of PIRPA	PPAs and KEY PERFORMANCE INDICATORS				Date of Submission of Report
	School	District	SGOD	CID	
Quarter 3 (July-September 2024) September 23-29, 2024 SDO Actual PIR October 3, 2024	MOOE *Net Enrollment Rate *Gross Enrollment Rate *Net Intake Rate *Retention *Transition Rate EM #1 *Proportion of schools achieving the ideal SBM level of practice *ALS Completion Rate *Percentage of learners achieving at least the minimum level of proficiency in (G1-3) English Filipino Mother Tongue Numeracy *Percentage of Learners attaining at least the minimum level of proficiency in Stage 2 literacy and numeracy standards (Grade6)	PPAs - GASS, HRTD, BEFF (SF, Elec, EAO), Gabaldon, LSP, BPLP, DPRP, SBFP, PFSS and other PPAs with downloaded funds EM #1 Proportion of schools achieving the ideal SBM level of practice EM#3 Proportion of schools and community learning centers (CLCs) achieving ideal ratio on -Classroom -Teachers -Seats *Proportion of schools with:	PPAs - GASS, IPEd, Textbooks, MEP, BEC, ELLN, LTE-TVL, SPED, FLO and other PPAs with downloaded funds *Percentage of learners achieving at least the minimum level of proficiency in(G1-3) English Filipino Mother Tongue Numeracy *Percentage of Learners attaining at least the minimum level of proficiency in Stage 2 literacy and numeracy standards (Grade6) *Percentage of G10 learners attaining at least	PPAs - GASS, SMOOEKt6, SMOOE7to10, SMOOE11to12, DCP and other PPAs with downloaded funds EM#3 Proportion of schools and community learning centers (CLCs) achieving ideal ratio on -Multimedia Proportion of schools with: - connection to internet * Proportion of SDO achieving ideal interquartile ratio (IQR) on teacher deployment	September 30, 2024



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<p>*Percentage of G10 learners attaining at least the minimum level of proficiency in Stage 3 literacy and numeracy</p> <p>*Percentage of Grade 12 learners attaining at least the minimum level of proficiency in stage 4 SHS core areas</p> <p>*Proportion of Schools with functional School Governing Council (SGC)</p>	<p>- connection to electricity</p> <p>- connection to internet</p> <p>- water and sanitation (Watsan) facility</p> <p>- water source</p>	<p>the minimum level of proficiency in Stage 3 literacy and numeracy</p> <p>*Percentage of Grade 12 learners attaining at least the minimum level of proficiency in stage 4 SHS core areas</p>	<p>*Budget Utilization</p> <p>* Procurement Report</p>	
<p>Inclusion with the following reports</p> <p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p> <p>Bottlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p> <p>Bottlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p> <p>B</p> <p>otlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p> <p>Bottlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>	



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Schedule Conduct of PIRPA	PPAS AND KEY PERFORMANCE INDICATORS			Date of Submission of Report	
	School	District	SCOD		
Quarter 4 (October- December 2024) December 14-22, 2024 SDO Actual PIR January 4, 2024	*MOOE *Net Enrollment Rate *Gross Enrollment Rate *Net Intake Rate *Retention Rate *Dropout Rate *Transition Rate *ALS Completion Rate IO #3 *Completion Rate *ALS Completion Rate Quality *Percentage of learners achieving at least the minimum level of proficiency in (G1-3) English Filipino Mother Tongue Numeracy *Percentage of Learners attaining at least the minimum level of proficiency in Stage 2 literacy and numeracy standards (Grade6) *Percentage of G10 learners attaining at least the minimum	PPAs - GASS, HRTD, BEFF (SF, Elec, EAO), Cabaldon, LSP, BPLP, DPRP, SBFP, PFSS and other PPAs with downloaded funds *Net Enrollment Rate *Gross Enrollment Rate *Net Intake Rate *Retention Rate *Dropout Rate *Transition Rate EM #1 Proportion of schools achieving the ideal SBM level of practice EM#3 Proportion of schools and community learning centers (CLCs) achieving ideal ratio on -Classroom -Teachers -Seats *Proportion of schools with: - connection to electricity	PPAs - GASS, IPED, Textbooks, MEP, BEC, ELLN, LTE-TVL, SPED, FLO and other PPAs with downloaded funds IO #3 *Completion Rate *ALS Completion Rate Quality *Percentage of learners achieving at least the minimum level of proficiency in (G1-3) English Filipino Mother Tongue Numeracy *Percentage of Learners attaining at least the minimum level of proficiency in Stage 2 literacy and numeracy standards (Grade6) *Percentage of G10 learners attaining at least the minimum level of proficiency in Stage 3 literacy and numeracy *Percentage of Grade 12 learners attaining at least the minimum level of proficiency in stage 4 SHS core areas	PPAs - GASS, SMOOEKto6, SMOOE7to10, SMOOE11to12, DCP and other PPAs with downloaded funds EM#3 Proportion of schools and community learning centers (CLCs) achieving ideal ratio on -Multimedia Proportion of schools with: - connection to internet * Proportion of SDO achieving ideal interquartile ratio (IQR) on teacher deployment *Budget Utilization * Procurement Report	December 27, 2024



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<p>level of proficiency in Stage 3 literacy and numeracy *Percentage of Grade 12 learners attaining at least the minimum level of proficiency in stage 4 SHS core areas EM #1 *Proportion of schools achieving the ideal SBM level of practice *Proportion of Schools with functional School Governing Council (SGC)</p>	<p>- connection to internet - water and sanitation (WatSan) facility - water source BAR 1 *Proportion of Schools with functional School Governing Council (SGC)</p>	<p>*Proportion of eligible private schools receiving government assistance (GASTPE) - Education Service Contracting - Teachers' Salary Subsidy (TSS) - Senior High School Voucher Program (SHS VP) - In-Service Training (INSET) *Proportion of teachers in private schools receiving teacher subsidy (given to licensed teachers in ESC-participating JHs - TSS recipients. *Percentage of recognized schools or schools with recognition *Number of Schools with Permit to Operate</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p>
<p>Inclusion with the following reports</p> <p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p>	<p>Status of Accomplishments of Legacy project along THE VILLAGE INC.</p>
<p>Bottlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>	<p>Bottlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>	<p>Bottlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>	<p>Bottlenecks, Concerns and Constraints (BCCs) in achieving PPAs Targets, Lessons Learned, Catch Up Plans, Initiatives, Quick Wins and Best Practices</p>

Note: Changes in or additional KPIs/PPAs accomplishment data needed for the quarter shall be announced thru Advisory.



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Enclosure No. 2 to the Division Memorandum No. 029, s. 2024 re: DIVISION PROGRAM IMPLEMENTATION REVIEW AND PERFORMANCE ASSESSMENT (PIRPA) FOR CY 2024

Download Prescribed Templates for PIRPA CY 2024 from this link:

<https://bit.ly/3sTrs9E>

Google Links for Submission of QUARTERLY PIRPA Reports

	Municipality	Link
1	Barcelona	https://bit.ly/3KK0G9e
2	Bulan	https://bit.ly/3L2nC4U
3	Bulusan	https://bit.ly/41j3Vvh
4	Casiguran	https://bit.ly/3MNCyF5
5	Castilla	https://bit.ly/3mM3MBo
6	Donsol	https://bit.ly/43AvmCn
7	Gubat	https://bit.ly/3omdknq
8	Irosin	https://bit.ly/3MNTQSB
9	Juban	https://bit.ly/41dvA0G
10	Magallanes	https://bit.ly/3A5omjg
11	Matnog	https://bit.ly/3mB61aR
12	Pilar	https://bit.ly/41eT2L5
13	Pto. Diaz	https://bit.ly/40eqgJb
14	Sta. Magdalena	https://bit.ly/40fpsDZ

Reminder: Access links using DepEd Email Account.



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C. QUALITY *IO: Learners complete K-12 basic education, having successfully attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths*

D. RESILIENCY AND WELL-BEING *IO: Learners are resilient and know their rights and have the life skills to protect themselves and claim their education-related rights from DepEd and other duty-bearers to promote learners' well-being.*

E. FISCAL/MOOE UTILIZATION



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Prepared and Submitted by: _____
(Name and Signature of PSDS)

Noted: GINA O. TAROG
Chief ES, CID

Recommending Approval:

FLORENCIO P. BERMUNDO
Chief ES, SGOD

WILFREDO J. GAVARRA
Assistant Schools Division Superintendent

Approved: _____
WILLIAM E. GANDO, CESO VI
Schools Division Superintendent



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Enclosure No. 4 to Division Memorandum No. 029, s. 2024 re: DIVISION PROGRAM IMPLEMENTATION REVIEW AND PERFORMANCE ASSESSMENT (PIRPA) FOR CY 2024

M&E Tool on Implementation Status of Project/Innovation Supporting the Division Change Plan (THE VILLAGE INC.)

Name/Title of the Program :	
Program Strategic Goals/Objectives :	
Target Outcomes :	
Target Outputs for the Calendar Year	
Project Cost :	Sources of Budget:
Name of Proponent/s:	
FD/District/School :	

This M&E Tool shall determine the status of implementation of project/ innovation supporting the Division Change Plan THE VILLAGE INC. likewise its alignment of the BEDP/DEDP/ SIP and the MATATAG Curriculum. This tool shall be accomplished by the School Head or by the Project Proponent.

Aspects of Project/Innovation Implementation	Mark the column that corresponds to your answer		Remarks
	YES	NO	
A. Project/Innovation Implementation			
1. Project/Innovation Proposal was collaboratively planned by both internal and external stakeholders.			
2. Proposal of the Project/Innovation submitted and approved by the Superintendent.			
3. The approved proposal was clearly and widely communicated among the stakeholders?			
4. To what extent the commitment and support (tangible or intangible) endowed by the stakeholders to implement the project/innovation?			<i>(Please specify the total number of stakeholders fulfilled their pledges)</i>
a. 25% (out of the total number of stakeholders who pledged only 25% fulfilled their support)			
b. 50% (out of the total number of stakeholders who pledged only 50% fulfilled their support)			



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c. 75% (out of the total number of stakeholders who pledged only 75% fulfilled their support)			
d. 100% (out of the total number of stakeholders who pledged 100 % fulfilled their support)			
5. As to date, which of the implementation phase the project/innovation accomplished?			
a. Pre-planning phase (exploration and preparation of the proposal with the stakeholders)			
b. Planning phase (Approval of the proposal and communicating the approved proposal)			
c. Initial Implementation (commence of th implementation of the project up to 50% implementation)			
d. Full Implementation phase (75% to 100% implementation of the project)			
B. Alignment of the Project/Innovation with the BEDP/DEDP/SIP and MATATAG Curriculum			<i>(How does the project affect the intermediate outcome/s being addressed?) You may attach MOVs.</i>
1. Which of the DepEd Intermediate Outcomes, the project's outputs being addressed?			
a. Access			
b. Equity			
c. Quality			
d. Resiliency and Well Being			
2. The project/innovation reponds to the strategy/ies of the division education development plan (DEDP).			<i>(State which strategy/ies of the DEDP)</i>
3. The project/innovation is included in one of the priority improvement areas stated in the school improvement plan(SIP).			
4. Which critical components of MATATAG Curriculum, the project aligned with?			
a. Make the curriculum relevantto produce competent and job-			





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ready, active, and responsible citizens			
b. Take steps to accelerate delivery of basic education facilities and services			
c. Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment: and			
d. Give support to teachers to teach better.			
C. What are the challenges and issues encountered in the implementation of the project/innovation?			
D. How did you address the challenges and issues?			
E. What are the issues that need action from the SDO?			

Accomplished by: _____ Date: _____
(Name and signature of the School Head)

lfhp/smme2024



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Enclosure No. 5 to Division Memorandum No. 029, s. 2024 re: DIVISION PROGRAM IMPLEMENTATION REVIEW AND PERFORMANCE ASSESSMENT (PIRPA) FOR CY 2024

Title: _____
Goal: _____
Outcome: _____

IMPLEMENTATION PLAN 2023-2024					
	Critical Action	Responsible/Accountable Unit (FD)	Timeframe	Estimated Budget	Budget Source
	What actions/activities must be completed to implement the policy?	Who is responsible for the action/activity?	When must the action/activity be completed?	How much will it cost to implement the action?	Where will the funding come from? (internal and external funding source)
OUTPUT 1					
Activity 1					
Activity 2					
Activity 3					
Activity 4					
OUTPUT 2					
Activity 1					
Activity 2					
Activity 3					
OUTPUT 3					
Activity 1					
Activity 2					
Activity 3					
OUTPUT 4					
Activity 1					
Activity 2					
Activity 3					



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Prepared by: _____

Name and Signature of Program Owner

Noted: _____

Chief of the Functional Division/PSDS/OIC-PSDS

Recommending Approval:

WILFREDO J. GAVARRA
Assistant Schools Division Superintendent

Approved: _____
WILLIAM E. GANDO, CESO VI
Schools Division Superintendent



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M&E IMPLEMENTATION PLAN

Title:												
Region: V												
Division: SDO-SORSOGON PROVINCE												
FD:												
District/School:												
Objective Statement	Indicators	Description of indicators	Data collection method/Data source	Responsible Office in data collection	Schedule/Frequency of data collection	User(s) and use(s) of data collected	Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be employed/used	Reporting schedule/frequency
Goal												
Outcome												
OUTPUT 1												
Activity 1												
Activity 2												
Activity 3												
Activity 4												
OUTPUT 2												
Activity 1												
Activity 2												
Activity 3												
OUTPUT 3												
Activity 1												
Activity 2												
OUTPUT 4												
Activity 1												



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Prepared by: _____
Name and Signature of Program Owner

Noted: _____
Chief of the Functional Division/PSDS/OIC-PSDS

Reviewed by: LEAH H. PERAN
SMME, SEPS

Recommending Approval:

FLORENCIO P. BERMUNDO
Chief ES, SGOD

WILFREDO J. GAVARRA
Assistant Schools Division Superintendent

Approved:
WILLIAM E. GANDO, CESO VI
Schools Division Superintendent