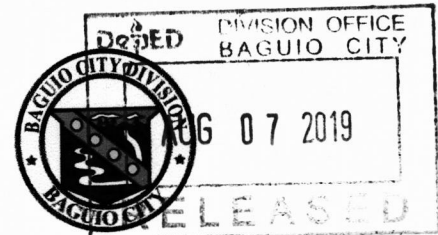




Republic of the Philippines
Department of Education
Cordillera Administrative Region
DIVISION OF BAGUIO CITY
#82 Military Cut-off Road, Baguio City



DIVISION MEMORANDUM

No. 337, s. 2019

SUBMISSION OF ENHANCED SCHOOL IMPROVEMENT PLAN (E-SIP)

To : Office of the Schools Division Superintendent
Curriculum Implementation Division
School Governance and Operations Division
Public School Heads
All Others Concerned

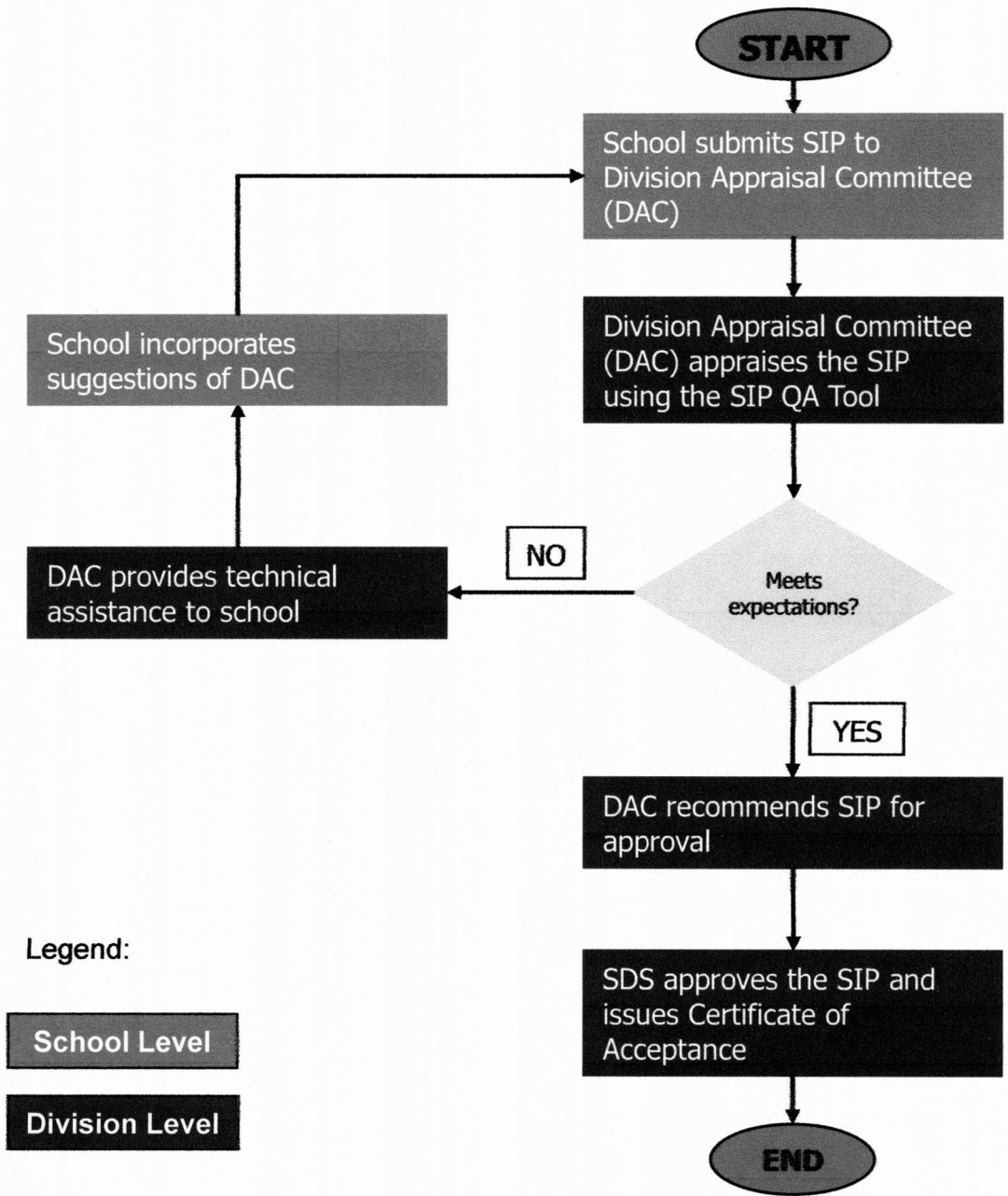
1. As a mandate of DepEd and an output of the E-SIP Training-Workshop, all public elementary and secondary schools shall submit E-SIP to the Division Appraisal Committee (DAC) through Ms. Olivia O. Gomez, the Planning Officer on or before September 15, 2019.
2. The DAC is comprised of the following who will assess all E-SIP at the division level:

OIC – Office of the Assistant Schools Division Superintendent	Dr. Soraya T. Faculo
School Governance and Operations Division – Chief	Arthur Tiongan
Curriculum Implementation Division – Chief	Dr. Juiet C. Sannad
District Supervisor	DS-in-charge
Budget Officer	Belen R. Tomin
Accountant	Lilibeth G. Degsi
Division SBM Coordinator	Jerry C. Ymson
Planning Officer	Olivia O. Gomez
SMME Specialists	Sharon Christianie R. Castillo/ Jocelyn C. Coldeg

3. Attached are the SIP Appraisal Process Flow and E-SIP Quality Assessment Tool as your guide in the preparation and submission of E-SIP. These attachments can also be downloaded via bit.ly/QAToolandStyleguide, bit.ly/SIPVideos and *DepEd Unnumbered Memorandum dated November 27, 2018*.
4. Immediate dissemination of this Memorandum is desired.

FEDERICO P. MARTIN, EdD, CEEd, CESO V
Schools Division Superintendent

SIP Appraisal Process Flow



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 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 the meeting NOTE: This document should contain names of attendees, records of discussion on vision sharing activity, and roles and responsibilities.	<input type="checkbox"/> The chapter simply states the DepEd VMV.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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 (Annex 3) Previous SIP (if applicable)	<input type="checkbox"/> 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.	<input type="checkbox"/> The chapter presents accurate and updated school and community data with clear discussion on its connection to the school's current situation.	<input type="checkbox"/> 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)	<input type="checkbox"/> The chapter presents PIAs based on the situational analysis, but are not aligned to IOs.	<input type="checkbox"/> The chapter presents PIAs that are aligned to IOs based on situational analysis; and uses the prescribed rubric.	<input type="checkbox"/> 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)	<input type="checkbox"/> The chapter presents objectives that are not responsive to PIAs.	<input type="checkbox"/> The chapter presents "SMART" objectives that are responsive to PIAs.	<input type="checkbox"/> 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 (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 Workplan 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 Workplan 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 chapters 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 chapters 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)