

Republic of the Philippines  
Department of Education  
Region VII, Central Visayas  
**DIVISION OF CEBU PROVINCE**  
IPHO Bldg., Sudlon, Lahug, Cebu City



September 23, 2019

**DIVISION MEMORANDUM**

No. 579, s. 2019

**ENHANCED-SCHOOL IMPROVEMENT PLAN (E-SIP) REVIEW AND APPRAISAL**

**TO :** Assistant Superintendents  
Chief Education Supervisors  
Education Program Supervisors/Coordinators  
District Supervisors/OICs  
Public Elementary and Secondary School Heads  
All Other Concerned

1. School Improvement Plan (SIP) is a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, undertakes within a period of three (3) consecutive school years. It aims to improve the three key result areas in basic education: **access, quality, and governance**. It is evidence-based, and child centered. The SIP is central in School-Based Management (SBM) and is prepared by the School-Community Planning Team and it is the basis for the school's Annual Implementation Plan. (2015 SIP Guidebook)

2. The development and implementation of the SIP shall be guided by the following principles:
- The SIP shall be anchored on the DepEd vision, mission, core values, strategies, and on Central, Regional, Division, and school goals;
  - The SIP shall be evidence-and results-based, child-and learner centered.
  - The development of SIP requires innovative and systems thinking, and a mindset of continuous improvement;
  - The formulation and implementation of the SIP shall involve the active participation of all education stakeholders in the school and community such as the school heads, teachers, parents, community leaders, and the learners themselves, among others. (2015 SIP Guidebook)

3. In view of the foregoing premises and principles, the Division of Cebu will conduct an appraisal and review of the 2019 – 2022 School Improvement Plan (SIP) on **September 30 – October 4, 2019** at Ecotech Center, Lahug, Cebu City spread in the following schedules, to wit:


Areas	Date	Please bring the following:
Northeast Area	September 30, 2019	<ul style="list-style-type: none"><li>Folder 1 – 2019 – 2022 School Improvement Plan with QA Tool duly accomplished by the district QA team &amp; Certificate of Endorsement signed by the District Team</li><li>Folder 2 – Annual Improvement Plan (AIP) 2020 with SOB 2020 &amp; APP 2020</li><li>Folder 3 – SIP Worksheets and other supporting documents (Please see SIP Readiness Checklist)</li></ul>
Southeast Area	October 01, 2019	
Northwest Area	October 02, 2019	
Soutwest Area	October 03, 2019	
All Areas*	October 04, 2019	<b>Submission of SIP with Compliance</b>

Registration starts at 7:00 o'clock in the morning for every batch. Briefing will start at 8:30 after which registration is suspended.  
Please come on time.

\*This is contingent on the number of schools with compliance in their SIP.

4. Considering the volume of documents to be reviewed by the Division Team and to ensure that the 2019 – 2022 School Improvement Plan will pass the test of **quality, relevance and propriety of interventions**, every district shall conduct **Quality Assurance/Assessment** session on **Friday, September 27, 2019**, using the SIP QA Tool and check all the required documents indicated above. The District Team shall be composed of the District Training Team. The team shall make sure that all schools shall have a minimum grade of **Meet Expectations** before endorsing the SIP documents to the Division Review and Appraisal Team. Schools with below expectations shall be given immediate technical assistance and be required to revise their draft before getting an endorsement from the District Team. The District Team are strictly enjoined to follow this requirement in order to facilitate smooth review in the division level. A copy of the rated QA Tool and the Certificate of Endorsement shall be placed in Folder 1 of the school. Summary of Ratings cum Findings of the District Team shall also be submitted to the Division Team.
5. The School Community Planning Team (SCPT) shall designate at **least one (1) but not more than two (2) presenter** of the SIP to the Division Review and Appraisal Team during the schedule indicated above. Non-member of the SCPT is disqualified to represent the school. The presenter will be the one to answer queries and clarifications that might be asked by the Division Team.
6. As emphasized during the district rollout, the period beginning **September 23 – 27, 2019** shall be the time of refining their SIPs and make sure that every prioritized improvement area under access, quality and governance are logically identified and articulated. As per observation during the rollout, there are still schools who missed to align their priorities with DepEd's target of improving the performance of the students. Thus, improvement in access and governance shall be germane to the improvement priorities of the Division particularly in the improvement of instructional and curricular delivery that will also boast students' performance in the National Achievement Test (NAT). Interventions and programs shall therefore be focused in improving student performance for both fast and slow learners.
7. The SIP shall comprehensively cover the concerns and programs from Kinder to Senior High School, whenever applicable, and supported by the detailed articulations of the different strategies in the Annual Implementation Plan (AIP) and the allocation of corresponding budgetary requirements in the School Operating Budget (SOB).
8. For purposes of the division review and appraisal, all school heads are enjoined to prioritize this activity over and above other activities of their schools. You are strictly required to comply with the timeline and submit your documents as scheduled. **October 7 – 11, 2019** will be the signing period of the Schools Division Superintendent and anytime between **October 14 – 18, 2019** will be the period where the school will have to communicate the Approved SIP to the school stakeholders through a special assembly. These activities will be strictly monitored by the Division Office. An accomplishment report will be required and submitted to this Office on **October 28, 2019**.
9. The Division Review and Appraisal Team are required to report to the venue on **September 29, 2019** for the briefing and final instructions. **Attendance is a must**. Please bring laptop with extension cords and back up document storage. Members of the Team shall stay for the whole duration of the review considering that there will be more than 1, 200 SIPs to be reviewed.
10. Travelling expenses, per diem and other incidental expenses of the school representatives are chargeable against school MOOE funds, while expenses incurred by the Division Review and Appraisal Team from September 29 – October 5, 2019 for lodging, food, snacks, materials and other incidental expenses are chargeable against division funds subject to the usual accounting and auditing rules and regulations.
11. Members of the Division Review and Appraisal Team who will be rendering services on Saturday and Sunday shall be entitled to CTO for non-teaching and service credit for teaching personnel.
12. This Memorandum serves as **Travel Authority** of all the participating personnel and division staff.

13. Immediate and wide dissemination of the content and strict compliance of the Memorandum is highly enjoined.



**RHEA MAR A. ANGTUD, Ed. D.**  
Schools Division Superintendent

**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.	

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APPRAISER (SIGNATURE OVER PRINTED NAME)



## CERTIFICATE OF ENDORSEMENT

This is to certify that \_\_\_\_\_, School ID No. \_\_\_\_\_, of the District of \_\_\_\_\_ underwent a thorough review and assessment by the District Training Team as evidenced by their rating of \_\_\_\_\_, and therefore respectfully endorsing the same to the Division Review and Appraisal Team for the final Quality Assurance/Assessment.

Issued this \_\_\_\_\_ day of \_\_\_\_\_ 2019 in the municipality of \_\_\_\_\_, Philippines.

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Member

\_\_\_\_\_  
Member

\_\_\_\_\_  
Member

\_\_\_\_\_  
Member

Attested by:

\_\_\_\_\_  
PSDS

**E-SIP Data Readiness Checklist**

Document/Tool/Data/ Activity	Complete/ Done	Incomplete/ Not Done	Remarks
<b>Preparatory Activities</b>			
➤ Prepare for SIP Development			
➤ Gather and organize the necessary data			
➤ Form the SPT			
➤ Convene the SPT for orientation, vision sharing, and scheduling			
<b>Assess</b>			
• Identify/Review Priority Improvement Areas			
➤ Present and discuss the information gathered during the preparatory activities			
➤ Identify/Review the Priority Improvement Areas			
• Analyze the Priority Improvement Areas			
➤ Set General Objectives			
➤ Organize the Project Teams			
➤ Listen to the voice of the learners and other stakeholders			
➤ Analyze the school process			
➤ Select Area of Focus			
➤ Do Root Cause Analysis			
➤ Present Root Cause to SPT			
<b>Plan</b>			
• Review General Objectives and Targets			
• Formulate Solutions			
• Develop Project Designs			
• Write the School Improvement Plan			
• Prepare the Annual Improvement Plan			
<b>Act</b>			
• Test the Solutions			
• Roll Out the Solutions			
<b>Monitoring &amp; Evaluation</b>			
Annexes/Templates/Data Gathering Instruments			
• School Community Data Template			
• Child Mapping Tool			
• Child Friendly School Survey			
• Child Protection Policy Implementation Checklist			
• Student-led School Watching and Hazard Mapping			
• Gap Analysis Template			
• Priority Improvement Area Template			
• Planning Worksheet			
• Data Analysis Instruments (WHY-WHY, Problem Tree, Fishbone, SWOT)			
• Project Work Plan and Budget Matrix			
• eSRC Template			
• SMEA Results			
• Other Data Mining Instruments			



**No. of Schools per District (Elementary and Secondary)**

DISTRICT	Elementary	Secondary	Integrated School	Total
1. Alcantara	9	1	1	11
2. Alcoy	8	2	1	11
3. Alegria	13	3	1	17
4. Aloguinsan	15	3	2	20
5. Argao I	22	4	0	26
6. Argao II	25	4	1	30
7. Asturias North	17	2	0	19
8. Asturias South	13	2	0	15
9. Badian	25	2 (2)	1	28 (2)
10. Balamban I	12	7	1	20
11. Balamban II	19	3	0	22
12. Bantayan I	6	4	6	16
13. Bantayan II	11	1	2	15
14. Barili I	16 (1)	4	0	20 (1)
15. Barili II	17 (1)	6	1	24 (1)
16. Boljoon	11	3	0	14
17. Carmen	19	4	0	23
18. Compostela	13	4	2	19
19. Cordova	10	1	1	12
20. Daanbantayan I	15	7	1	23
21. Daanbantayan II	13	5	1	19
22. Dalaguete I	20	4	0	24
23. Dalaguete II	22	4	0	26
24. Dumanjug I	12	3	0	13
25. Dumanjug II	16 (1)	3	0	19 (1)
26. Ginatilan	8	2	3	13
27. Madridejos	14	2	2	18
28. Malabuyoc	15	4	0	19
29. Minglanilla I	9	5	0	14
30. Minglanilla II	7	4	1	12
31. Moalboal	15	3	0	18
32. Oslob	14	4	2	20
33. Pinamungajan I	15	2	0	17
34. Pinamungajan II	12	4	0	16
35. Poro	16 (1)	3	0	19 (1)
36. Ronda	10	2	0	12
37. Samboan	15	4	1	20
38. San Fernando I	10	3	3	16
39. San Fernando II	12	5	1	18
40. San Francisco	19 (2)	5	1	25 (2)
41. San Remegio I	10	2	1	13
42. San Remegio II	10	4	6	20
43. Santander	9	2	0	11
44. Sibonga	26	6	0	32
45. Sogod	22	4	1	27
46. Tabogon	20	8	1	29
47. Tabuelan	16	2	1	19
48. Tuburan I	20	5	0	25



49. Tuburan II	29	3	0	32
50. Tudela	8 (3)	2	0	10 (3)
51. Pilar	11	4	0	15
52. Liloan	14	5	1	20
53. Consolacion	18	11	0	29
54. Catmon	18	3	1	22
55. Borbon	18	6	0	24
56. Sta. Fe	9	3	1	12
57. Medillin	16	6	4	26

ESIP OUTPUT/DATA PREPARATION CHART

School \_\_\_\_\_  
District \_\_\_\_\_  
SHead \_\_\_\_\_

	PREPARATORY ACTIVITIES			ASSESS			PLAN			ACT			M & E/A	
<b>Data Gathering, Organization &amp; Validation</b>														
• eSchool Report Card v.80														
• School Community Data Template														
• School Monitoring & Evaluation Adjustment - Report														
• Child Mapping Template														
• Child Friendly School Survey														
• Child Protection Policy Implementation Checklist														
• Student-led School Watching & Hazard Mapping														
<b>ASSESS &amp; PLAN ACTIVITIES</b>														
Gap Analysis Template														
Priority Improvement Area Template														
Data Analysis Templates														
Planning Worksheet														
Project Plan and Budget Matric														
SIP Writing Template														
SIP M&E Template														
SIP Rapid Assessment & QA Tool														
M & E Template														
Annual Improvement Plan														
Annual Work and Financial Plan														
School Operating Budget														
Annual Procurement Plan														
<b>IMPLEMENTATION CYCLE/ACT PHASE</b>														
Solution Try-Out														
Solution Roll-Out														
Progress Monitoring														
M & E Assessment/Adjustment														

School Planning Team (SPT)  
Project Team