



Republic of the Philippines
Department of Education
Region X
SCHOOLS DIVISION OF TANGUB CITY



February 27, 2024

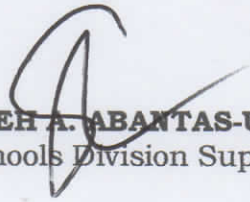
DIVISION MEMORANDUM

No. 81, s. 2024

APPRAISAL OF SY 2023-2025 SCHOOL IMPROVEMENT PLAN (SIP)

To: Assistant Schools Division Superintendent
Chief Education Supervisors, CID and SGOD
Education Program Supervisors
District In-Charge
Public School Heads, Elementary and Secondary
All Others Concerned

1. As provided in DepEd Order No. 24, s. 2022, item number 4, that all DepEd Offices and units in all governance levels shall align their policies, plans, and programs with the BEDP 2023, the Tangub City Division Planning Team (DPT) shall conduct the **School Improvement Plan (SIP) appraisal from March 1-15, 2024.**
2. All school heads are directed to submit one (1) copy of their school's SIP on or before March 1, 2024, for appraisal of the team.
3. The SIP Appraisal Team (attached here as Annex 1) shall utilize the School Improvement Plan (SIP) Appraisal Tool (attached here as Annex 2) used during the SIP presentation last June 2023.
4. Immediate and wide dissemination of this Division Memorandum is desired.


SHAMBAEH A. ABANTAS-USMAN, PhD, CESO VI
Schools Division Superintendent *to fact*

SAU/SGOD-PlanningSection_02/27/2024



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Annex 1

School Improvement Plan (SIP) Appraisal Teams

District	Schools		SIP Appraisal Team
North A	1	Sta. Maria CS	Roger F. Duhaylungsod - Chair Rene Boy G. Roxas Winnie T. Mendoza Eleazar B. Peñonal
	2	Sta. Maria NHS	
	3	Banglay ES	
	4	Banglay NHS	
	5	Hoyohoy ES	
	6	Villaba ES	
	7	Capalaran ES	
	8	Capalaran West ES	
	9	Salimpuno ES	
	10	Tituron	
North B	1	Maloro IS	Efleda D. Enerio - Chair Mohamad T. Batingolo Liegh S. Enayo Nildie A. Malabosa
	2	Polao IS	
	3	Bongabong ES	
	4	Bongabong NHS	
	5	Silanga ES	
	6	Isidro D. Tan ES	
	7	Barangay Tres ES	
	8	Manga ES	
	9	Minsubong ES	
	10	Bitoon PS	
Central A	2	Tangub City CS	Relita P. Decina – Chair Bride Joy M. Candano Romel E. Huertas Titchie Nee F. Roloma
	3	Kimat ES	
	4	Mayor Alfonso D. Tan HS	
	5	San Apolinario ES	
	6	Sta. Cruz ES	
	7	Kauswagan ES	
	8	Lumban ES	
	9	Katagan ES	
	10	Sto. Niño ES	
	11	Baluc ES	
	Central B	1	
South A	1	Maquilao IS	Gina L. Mandawe – Chair Clariza Cathedral Arniel B. Mehoy Sherly C. Alivio
	2	Vidasto Carillo ES	
	3	Caniangan NHS	
	4	Labuyo ES	
	5	Prenza ES	
	6	Garang ES	
	7	Taguite ES	

	8	San Antonio ES	
South B	1	Lorenzo Tan MCS	Jolito P. Vince - Chair Jomah Lee U. Jakosalem Alden M. Antonio Nilo F. Lumayot
	2	Lorenzo Tan NHS	
	3	Bintana IS	
	4	Aquino ES	
	5	Pangabuan Beach ES	
	6	Guinalaban ES	
Southwest A	1	Pangabuan IS	Wilfredo B. Cañete - Chair Redeemer D. Denapo Engr. Wilson M. Ozaraga Marylyn C. Banawan
	2	Silangit ES	
	3	Silangit NHS	
	4	Bocator ES	
	5	Panalsalan ES	
	6	Balatacan ES	
	7	Balatacan Beach PS	
	8	Tugas ES	
	9	Guinabot ES	
	10	San Vicente ES	
	11	Tumatyag PS	
Southwest B	1	Sumirap NHS	Shieldon F. Honculada - Chair Marilou S. Galvez Roger A. Baril German C. Suminguit
	2	Sumirap CS	
	3	Simasay ES	
	4	Simasay NHS	
	5	Paiton IS	
	6	Matugnao ES	
	7	Owayan ES	
	8	Sicot ES	
	9	Kampit PS	



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Annex 2

SCHOOL IMPROVEMENT PLAN APPRAISAL TOOL

The SIP Appraisal Tool ensures the proposed School Improvement Plan is complete and can be used as a roadmap to guide the DepEd schools and community learning centers to deliver quality basic education services to all learners. The review of the document establishes the **relevance** and **technical correctness** of the SIP, i.e., the strategic directions (strategies and interventions) are aligned with the baseline situation. The frame conditions in the school, learners' challenges, issues, strengths, and weaknesses of the schools will be addressed by the proposed strategies and deliverables outlined in the SIP. Specifically, the review process will be focused on four major areas:

- **Context.** The SIP describes the environment surrounding the school. The SIP should be able to tell its readers about its geographical, economic, social, and political context, which may provide a holistic understanding of past and future challenges and issues.
- **Evidence.** The SIP provides both quantitative and qualitative data and information. Combining numbers and stories that provide deeper insights into the major underlying factors influencing or affecting past performance.
- **Demand.** The SIP focuses on learners' needs. All proposed strategies and outputs are directed at responding to these needs.
- **Feasible.** The proposed strategies and outputs are necessary and adequate to achieve the desired and intermediate outcomes in the SIP.

The SIP Appraisal Tool lists the criteria that need assessment and questions that can be used to review the SIP thoroughly. Assess if each criterion of the SIP is exemplary, proficient, developing, and insufficient and can answer the question with sufficient data and information. For each question:

- **Yes.** The SIP provided sufficient information and analysis. More insights and understanding of the phenomenon and plans are obtained.
- **Some room for improvement.** The information and analysis must be more comprehensive to draw insights and understand the phenomenon and plans.
- **No.** The information and analysis provided are insufficient to draw insights and understand the phenomenon and plans.

SCHOOL IMPROVEMENT PLAN APPRAISAL TOOL

Name of School: _____ District: _____ Date: _____

Criteria	Assessment				Score	
	Exemplary	Proficient	Developing	Insufficient		
<p>A. SIP is CONTEXT-SPECIFIC Definition: SIP describes the environment and sector surrounding DepEd school. Context-specific means the plan can consider the different environmental factors that may influence or affect the way basic education services will be provided.</p>						
DepEd's Vision, Mission, and Core Values (5%)	Articulation of DepEd vision, mission, and core values on how these will influence the school ways of doing things.	The school clearly articulates DepEd's vision, mission, and core values and demonstrates a deep understanding of how these principles guide the school's actions and decisions. (5 points)	The school adequately articulates DepEd's vision, mission, and core values and shows some understanding of how these principles influence its practices. (4 points)	The school provides a basic description of DepEd's vision, mission, and core values, but lacks a clear connection between these principles and the school's activities. (3 points)	The school does not effectively articulate DepEd's vision, mission, and core values or fails to demonstrate any understanding of their influence on the school's operations. (2 points)	
School's Current Situation (55%)	Introducing the School (5%)	The school provides a comprehensive and detailed description of the school-community setting such as but not limited to; school size, curriculum offerings, location, catchment areas, environment, socio-economic conditions, physical environment, school linkages. (5 points)	The school provides a sufficient description, covering most of the required elements, with some minor gaps or omissions. (4 points)	The school provides a basic description but lacks detail or fails to address some of the required elements. (3 points)	The school provides an incomplete or inadequate description of the school, missing several required elements. (2 points)	

LGU plans and development in the area. Does the SIP describe the LGUs (barangay) vision and development goals and plans in the city/province that may influence or affect the DepEd schools' provision of basic education services?	<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No
Economic growth and developments in the area. Does the SIP describe the industries in the community that may influence or affect the DepEd school's provision of basic education services?	<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No
Natural and human-induced natural hazards. Does the SIP describe the threat to learners and school properties?	<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No
Key Stakeholders. Does the SIP describe the efforts of other public agencies and major stakeholders on basic education?	<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No

B. SIP is EVIDENCE-BASED

Definition: The SIP identifies and describes the challenges and issues of basic education in the school. Discussion includes learners' performance, their challenges, and the operational factors that contributed to or affected the efficient and effective provision of basic education services to all learners. The SIP should be able to highlight the main factors that will explain past performance.

School Performance on Access (10%)	The school presents a thorough analysis of enrolment trends, historical data on school-community intake rate, and other pressing KPIs such as but not limited to the following: drop-out rate, transition of key stages, overaged/underaged learners emphasizing good-performing and problematic indicators, along with their causes. The analysis includes a comprehensive assessment	The school presents an adequate analysis of enrolment trends and historical data on access related KPIs, but the explanation of causes and assessment of past interventions may be limited in scope. (8 points)	The school provides a basic analysis of enrolment trends and historical data but lacks depth and clarity in explaining causes and assessing past interventions. Foreseeable problems may not be fully identified. (6 points)	The school's analysis of enrolment trends, historical data, and access related KPIs is incomplete or missing critical information. (4 points)
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		of past interventions and identifies foreseeable problems if issues are not addressed. (10 points)				
Does the SIP identify the main underlying causes for its key challenges and issues in ACCESS ?				<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No		
School Concerns on Equity and Inclusion (10%)	The school presents a comprehensive analysis of issues related to inclusion programs and description of learners in disadvantaged sectors, including the challenges they face in accessing education based on their school's scenario such as but not limited to indigenous peoples SPED, Muslim/ALIVE, , learners from poor families, learners with low parental support, NLPA learners and others including the assessment of past interventions, and	The school provides an adequate analysis of issues related to equity and inclusion, covering the required elements, but with some gaps in detail or analysis. (8 points)	The school provides a basic analysis of issues related to equity and inclusion but lacks depth in analysis or fails to address some of the required elements. (6 points)	The school's analysis of issues related to equity and inclusion is incomplete or lacks critical information. (4 points)		

		potential problems if issues are not addressed. (10 points)				
Does the SIP identify the main underlying causes for its key challenges and issues in EQUITY ?				<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No		
School Performance on Quality (10%)	The school presents a comprehensive assessment of learning standards/performance including but not limited to reading proficiencies, academic performance in specific subject areas, causes of performance issues, strengths and weaknesses of past interventions, and potential problems if issues are not addressed. (10 points)	The school provides an adequate assessment of reading proficiencies/competencies and learning standards/performance, covering the required elements, but with some gaps in detail or analysis. (8 points)	The school provides a basic assessment of reading proficiencies/competencies and learning standards/performance but lacks depth in analysis or fails to address some of the required elements. (6 points)	The school's assessment of reading proficiencies/competencies and learning standards/performance is incomplete or lacks critical information. (4 points)		
Does the SIP identify the main underlying causes for its key challenges and issues in READING ?				<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No		
Does the SIP identify the main underlying causes for its key challenges and issues in LEARNING ?				<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No		
School Concerns on Resilience and Well-being (10%)	The school presents a comprehensive analysis on the resiliency and wellbeing issues in the school as identified	The school provides an adequate analysis of resilience and well-being concerns, covering the required elements, but with some	The school provides a basic analysis of resilience and well-being concerns but lacks depth in analysis or fails to address some of the required elements.	The school's analysis of resilience and well-being concerns is incomplete or lacks critical information. (4 points)		

		by key leaders depending on their school context such as but not limited to; nutritional status, incidence of bullying, school hazards, peace and order condition, mental and psychosocial conditions, and others. (10 points)	gaps in detail or analysis. (8 points)	(6 points)		
		Does the SIP identify the main underlying causes for its key challenges and issues in DISASTER RISK REDUCTION AND MANAGEMENT ?		<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No		
		Does the SIP identify the main underlying causes for its key challenges and issues in LEARNERS' WELL-BEING ?		<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No		
	School Concerns on Governance (10%)	The school presents a comprehensive analysis of governance issues, including but not limited to human resources, school resources, development prospects, partnerships, and assessment of governance challenges encountered over the past years. (10 points)	The school provides an adequate analysis of governance concerns, covering the required elements, but with some gaps in detail or analysis. (8 points)	The school provides a basic analysis of governance concerns but lacks depth in analysis or fails to address some of the required elements. (6 points)	The school's analysis of governance concerns is incomplete or lacks critical information. (4 points)	
		Does the SIP identify the main underlying causes for its key challenges and issues in GOVERNANCE ?		<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No		
C. SIP is DEMAND-DRIVEN						

Definition: All proposed strategies and outputs identified in the SIP are **necessary and adequate** to address the major challenges and issues identified in the situation analysis section.

Improvement Plan (20%)	Key Performance Targets (5%)	The school sets realistic six-year targets on access, equity, quality, resilience, well-being, and governance. The strategic directions, initiatives, and interventions are well-aligned with the targets. (5 points)	The school sets six-year targets on access, equity, quality, resilience, well-being, and governance, but there may be minor gaps in clarity or alignment between targets and strategic directions. (4 points)	The school sets basic six-year targets but may lack specificity or alignment with desired outcomes. The strategic directions, initiatives, and interventions may be loosely connected to the targets. (3 points)	The school's targets, strategic directions, initiatives, or interventions are incomplete or lack clarity and alignment. (2 points)	
	School Strategic Directions and Key Interventions (15%)	The school identifies and prioritizes key strategies to address immediate and long-term challenges, harnessing opportunities with well-defined strategic directions that are clearly linked to the school's improvement priorities. Hence, the school identifies specific actions and interventions to accomplish the identified strategies. The interventions are clearly aligned with	The school identifies and prioritizes strategies to address challenges and opportunities, covering the required elements, but with some gaps in detail or clarity. The school specifies interventions that align with the identified strategies, covering the required elements, but with some minor gaps or lack of specificity. (8 points)	The school provides a basic identification of strategies but lacks depth in analysis or fails to address some of the required elements. The school provides a basic list of interventions but lacks depth in analysis or fails to address some of the required elements. (6 points)	The school's identification of strategies or strategic directions is incomplete or lacks critical information. The school's specification of interventions is incomplete or lacks critical information. (4 points)	

		the strategic directions and are designed to address short or long-term issues effectively. (10 points)				
Are the underlying causes of the challenges and issues on ACCESS (described in the situation analysis) addressed in the SIP?		<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No				
Are the underlying causes of the challenges and issues on EQUITY (described in the situation analysis) addressed in the SIP?		<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No				
Are the underlying causes of the challenges and issues on READING (described in the situation analysis) addressed in the SIP?		<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No				
Are the underlying causes of the challenges and issues on LEARNING (described in the situation analysis) addressed in the SIP?		<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No				
Are the underlying causes of the challenges and issues on DISASTER RISK REDUCTION AND MANAGEMENT (described in the situation analysis) addressed in the SIP?		<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No				
Are the underlying causes of the challenges and issues on LEARNERS' WELL-BEING (described in the situation analysis) addressed in the SIP?		<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No				
Are the underlying causes of the challenges and issues on GOVERNANCE (described in the situation analysis) addressed in the SIP?		<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No				
D. SIP is FEASIBLE Definition: Feasible means the plan can be implemented . The targets are achievable , the proposed strategies and outputs are aligned with the desired outcomes and intermediate outcomes, and implementation control mechanisms are identified in the plan.						
Financial Plan (10%)	Six-Year Indicative Financial Plan (5%)	The school provides a comprehensive and well-structured financial plan that outlines the school's priorities for a six-year cycle. It includes clear goals, outcomes, strategies, and outputs, demonstrating a realistic allocation of resources to key	The school provides an adequate six-year indicative financial plan, covering the required elements, but with some minor gaps or lack of detail. (4 points)	The school provides a basic six-year indicative financial plan but lacks depth in analysis or fails to address some of the required elements. (3 points)	The school's six-year indicative financial plan is incomplete or lacks critical information. (2 points)	

		interventions based on the school's context or view. (5 points)				
Does the SIP include an indicative implementation plan highlighting the major milestones of the SIP?				<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No		
	Annual Improvement Plan (5%)	The school presents a well-structured and detailed annual improvement plan for the first year (i.e., FY 2023), covering January to December. It includes a clear execution of plan with specific activities and corresponding financial allocations. (5 points)	The school provides an adequate annual improvement plan for the first year, covering the required elements, but with some minor gaps or lack of detail. (4 points)	The school provides a basic annual improvement plan for the first year but lacks depth in analysis or fails to address some of the required elements. (3 points)	The school's annual improvement plan for the first year is incomplete or lacks critical information. (2 points)	
School Monitoring and Evaluation and Adjustments (5%)	Monitoring and Evaluation Strategies and Activities (5%)	The school presents a systematic process for collecting, collating, and analyzing key education data and information by indicating strategies such as but not limited to adapting monitoring tools, utilizing program implementation review, SMEA initiatives, and other activities for	The school provides an adequate monitoring and evaluation plan, covering the required elements, but with some minor gaps or lack of detail in strategies and activities. (4 points)	The school provides a basic monitoring and evaluation plan but lacks depth in analysis or fails to address some of the required elements. (3 points)	The school's monitoring and evaluation plan is incomplete or lacks critical information. (2 points)	

		monitoring and evaluating the implementation of the SIP based on targets, aligned with the BEMEF Policy. (5 points)				
Does the SIP describe the implementation and control mechanism for managing results?				<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No		
Risk Management Plan (5%)	Identification of Risks and Mitigation Solutions (5%)	The school presents a comprehensive registry of identified risks, including but not limited to the description of risks or hazards and strategic solutions in order to mitigate the impact of disaster ensuring that the solutions are well thought out and can address the potential risks effectively. (5 points)	The school identifies risks and provides mitigation solutions, covering the required elements, but with some minor gaps or lack of detail. (4 points)	The school provides a basic identification of risks and mitigation solutions but lacks depth in analysis or fails to address some of the required elements. (3 points)	The school's identification of risks and mitigation solutions is incomplete or lacks critical information. (2 points)	
Does the SIP include how the school will manage and mitigate the implementation risks ?				<input type="checkbox"/> Yes <input type="checkbox"/> Some Room for Improvement <input type="checkbox"/> No		
100%	TOTAL SCORE					
General Findings/ Feedback						

Evaluated by:

_____ Member

_____ Member

_____ Member

_____ Chair



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