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(Republic of the Philippines)
KAGAWARAN NG EDUKASYON
(DEPARTMENT OF EDUCATION)
PAMBANSANG PUNONG REHIYON
(NATIONAL CAPITAL REGION)
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National Capital Region
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To: Regional Functional Divisions (QAD, FTAD, PPRD)
Schools Division Superintendents

SCHOOL IMPROVEMENT PLAN (SIP) INSTRUCTIONAL VIDEOS, STYLEGUIDE, APPRAISAL PROCESS, AND QUALITY ASSESSMENT (QA) TOOL

Please find the above titled document issued by the Office of Atty. Revsee A. Escobedo, Assistant Secretary for Project Management, BHROD and Field Operations through unnumbered Memorandum dated November 27, 2018.

The said attachments can also be downloaded through ***bit.ly/QAToolandStyleguide***.

Moreover, SIP's Instructional Videos is also provided which can be accessed via ***bit.ly/SIPVideos***.

For information and appropriate action.

WILFREDO E. CABRAL
Officer-in-Charge
Office of the Regional Director

F5/QAD

Republic of the Philippines
Department of Education

Office of the Assistant Secretary

MEMORANDUM

TO: REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
FTAD AND SGOD CHIEFS
SBM COORDINATORS
SCHOOLS HEADS
ALL OTHERS CONCERNED

FROM: **ATTY. REVSEE A. ESCOBEDO**
Assistant Secretary for Project Management, BHROD, and Field Operations

SUBJECT: ***School Improvement Plan (SIP) Instructional Videos, Styleguide, Appraisal Process, and Quality Assessment (QA) Tool***

DATE: 27 November 2018

In 2015, the Department of Education provided the minimum standard for the preparation of school improvement plan through DepEd Order 44, s. 2015. Under the current policy, the enhanced SIP has a three-year cycle which commenced in SY 2016-2017.

In preparation for the next cycle, the School Effectiveness Division - Bureau of Human Resource and Organizational Development (SED-BHROD) had conducted monitoring and evaluation on SIP implementation and collected feedback from the field on various issues and concerns affecting this policy. Among the issues that were raised include: unstandardized and highly variable training on SIP, absence of assessment tool that Schools Division Offices (SDOs) can use in appraising its quality, and insufficient information on the specific contents of the plan.

To continuously improve DepEd's processes and policy, this Office hereby releases the following tools and references to further guide the schools and SDOs in the preparation and appraisal of SIPs, respectively, for the next cycle:

- **Instructional Videos:** reference materials that will facilitate the preparation of the next SIP cycle; this will guide the new school heads who were not included during the first run of training; and will enlighten further those previously trained but were still a bit confused with the process; these videos can be accessed from this link bit.ly/SIPVideos.

- **Styleguide:** a simple and straightforward template that will guide schools in writing the SIP as a result of the planning process provided in DO 44, s. 2015, which was conducted by the School-Community Planning Team (SPT).

- **Appraisal Process:** the process that will guide the SDOs and schools in the appraisal of SIPs. It contains steps, which the SDOs may customize to suit their specific needs.

- **Quality Assessment Tool:** a standardized tool that will be used by the Schools Division Offices to assess the quality of the School Improvement Plan (SIP). This tool does not intend to compare achievement of schools, but determines the degree of meeting the criteria of a good SIP.

The Styleguide, Appraisal Process, and Quality Assessment Tool can be downloaded from this link bit.ly/QAToolandStyleguide.

For more information and inquiries, all concerned may communicate with **BHROD-SED** at bhrod.sed@deped.gov.ph or call 633-5397.

For appropriate action.

Appraisal of the School Improvement Plan (SIP)

After finalizing the SIP, the school shall now prepare for the submission of their SIP to the Division Appraisal Committee, which in turn will endorse to the Schools Division Superintendent for approval.

1. SIP Appraisal

The SIP appraisal is one major activity that shall be done by a committee who will look into the contents of the SIP to make sure that quality standards are met. While this committee is tasked to ensure the quality of the SIP, its major consideration is to look on the important parts rather than focus on the technical aspects, e.g. grammar, coherence, etc.

The Committee shall check on the accuracy of the data, consistency of the activities to the objectives of the plan, and how the school will implement the plan. It shall also take note of the technical assistance that would be provided to help the schools improve their SIPs.

2. Appraisal Committee

The committee who will appraise the SIP at the division level shall be called Division Appraisal Committee (DAC). The members of the DAC shall come from the Division Field Technical Assistance Team (DFTAT); if none, the members can be taken from the existing group that checks and reviews the SIPs of the schools.

For big divisions, the committee may contextualize the appraisal process to fit in their respective unique situations. Below is a suggested composition of the Committee:

a. Assistant Schools Division Superintendent
b. School Governance and Operations Division – Chief
c. Curriculum and Instruction Division – Chief
d. Public Schools Division Supervisor
e. Representative from Finance Division
f. Division SBM Coordinator
g. M&E Focal Person/Planning Officer

Note: The composition of the team shall comprise of at least seven (7) members. It has the option to add more members as deemed necessary. If more members are added, make sure that the total number is still an odd number to prevent voting deadlocks.

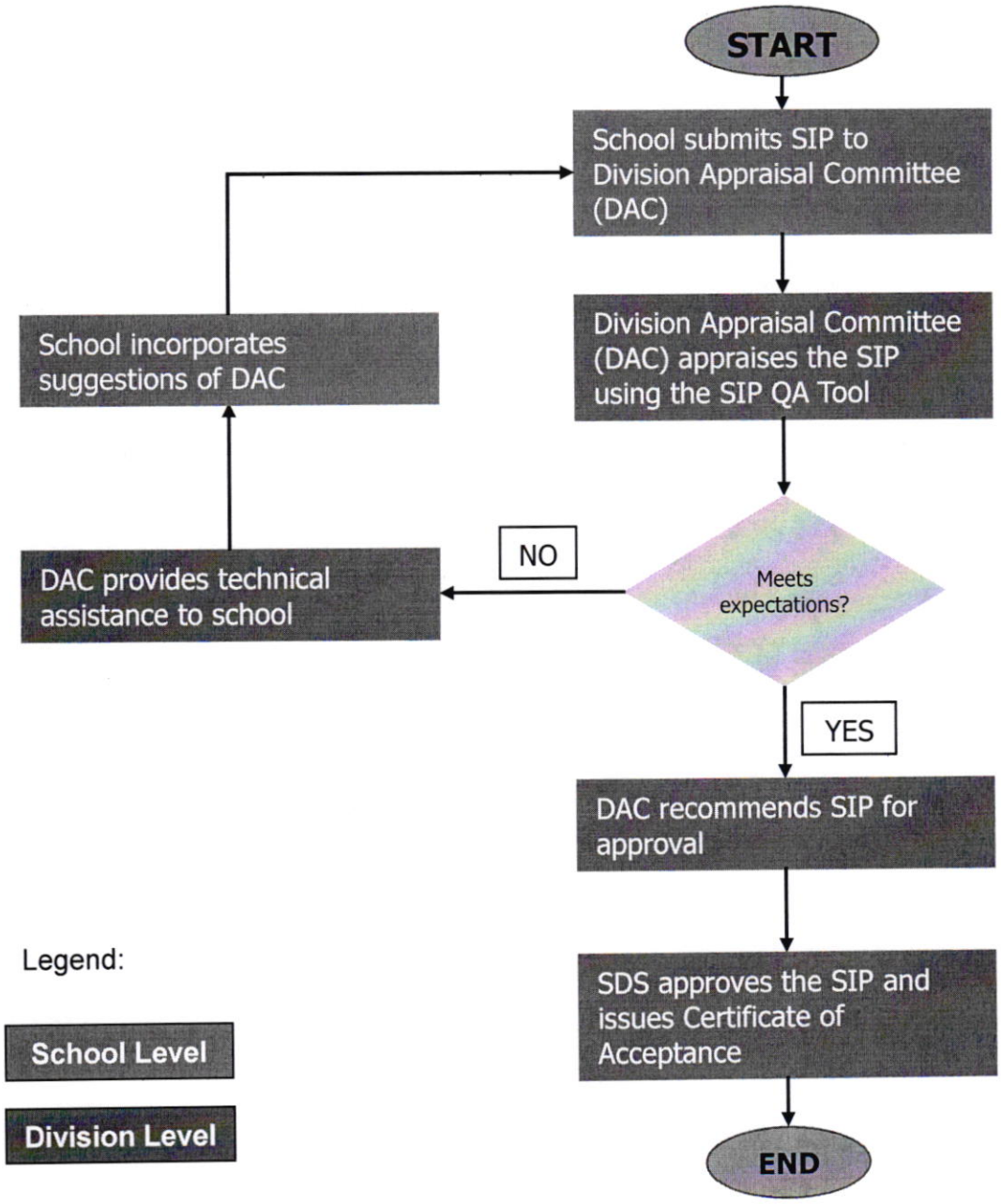
3. Appraisal Process

The SIP appraisal shall be done using the SIP Quality Assessment (QA) Tool. This tool shall be used by DAC to check if the SIPs meet the quality standard. The DAC shall provide some points for improvements to further improve the SIP - which may be a section, chapter, or total revision. Specific revisions must be cited in the "remarks" column of the QA Tool to guide the school heads on the improvements that must be done in their respective SIPs. If none, words of appreciation must be written as well in the remarks column to inform the schools that they did a good job in crafting their SIPs.

4. Approval of the SIP

If the DAC approves the SIP, it shall submit the SIP to the SDS for approval and issuance of certificate of acceptance/ approval to the schools.

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 assesing. 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 dicussion 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 (Annex 3) 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 Outcomes (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 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)		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.	

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)

NAME OF SCHOOL

School ID

School Address

ENHANCED SCHOOL IMPROVEMENT PLAN

School Year 20xx-20xx

MESSAGE (OPTIONAL)

The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog. The quick brown fox jumps over the lazy dog.

TABLE OF CONTENTS

CHAPTER 1.	Department of Education's Vision, Mission, and Core Values Statement	Page x
CHAPTER 2.	School's Current Situation	Page x
CHAPTER 3.	Plan	Page x
CHAPTER 4.	Monitoring and Evaluation	Page x
List of Acronyms		Page x
List of Tables and Illustrations		Page x

LIST OF ACRONYMS

DepEd – Department of Education
SIP – School Improvement Program
AIP – Annual Implementation Plan

LIST OF TABLES AND ILLUSTRATIONS

Table 1. x x x x x x x x x Page x

Table 2. x x x x x x x x x Page x

Table 3. x x x x x x x x x Page x

Table 4. x x x x x x x x x Page x

Illustration 1. x x x x x x x x x Page x

Illustration 2. x x x x x x x x x Page x

Illustration 3. x x x x x x x x x Page x

Illustration 4. x x x x x x x x x Page x

CHAPTER 1

Department of Education Mission, Vision, and Core Values Statement

This chapter presents the documentation of matters that transpired during the Vision Sharing[1] activity. These include the list of the School Planning Team's (SPT's) **aspirations for the school and learners**, their **understanding of DepEd VMV** and **Core Values** as well as their **commitments based on these understanding**.

Another important document that must be included here is the **list of roles and responsibilities of all SPT members**, as discussed and agreed upon during the brainstorming session.

Lastly, the **SPT timetable** in the preparation, implementation, and monitoring of the SIP and AIP must be presented in this chapter to serve as guide to all SPT members and the school-community at large.

Content Check:

- Documentation of the Vision Sharing activity, their aspirations for the school and learners and their insights on DepEd VMV and Core Values
- List of roles and responsibilities of all SPT members
- SPT Timetable

Notes:

- Suggested number of pages: 1 to 2
- Additional references: ESIP Guidebook (pages 4-10) and SIP Instructional Video 1 (Preparatory Phase)

[1]The Vision Sharing is a reflective activity where the SPT internalizes the DepEd VMV and Core Values. The School Head or other SPT member facilitates the activity to draw out the aspirations of all members that will contribute to the attainment of school goals and objectives.

CHAPTER 2

Assess

This chapter presents a brief discussion on the school and community data that were gathered, organized, and assessed using the templates provided in the ESIP Guidebook. The school must ensure that these data are accurate and updated to be able to capture the school's current needs. In the discussion, emphasize the connection of these data with the school's current situation.

It has five (5) sections, namely: school's current situation, priority improvement areas, general objectives, targets, and root causes.

School's Current Situation

Building on the results of data assessment, seamlessly connect the **initial list of improvement areas** to create a picture of the school's current situation. Use the following references in writing this Section:

- *School-Community Data Templates (Annexes 1A to 2C)*: present the alarming data that need to be prioritized for improvement, which affect the performance of school and learners.
- *Gap Analysis Template (Annex 3)*:identify the gaps that need to be prioritized for improvement and how these affect the attainment of the Division targets.

The school may also highlight their achievements in areas where they excel or perform highly, whether at the district, division, region, or national level. This should not exceed one (1) page.

Priority Improvement Areas

In this Section, present the **List of Priority Improvement Areas (PIAs)** as a result of the 5-point scale ranking provided in the ESIP Guidebook (page 13). A sample listing will suffice. Use *Annex 4 or Identifying Priority Improvement Areas* matrix in presenting the list of PIAs.

In the Planning Worksheet (Annex 5), align the PIAs in column 3with the appropriate learning stages and intermediate outcomes in column 2, e.g. PIA is "low English literacy" (column 3) must be aligned with IO5 "learners attain learning standards" (column 2).

General Objectives

In the *Planning Worksheet*, write the corresponding **General Objectives** in column 4 for the identified PIAs. Ensure that these objectives are SMART and responsive to the PIAs.

There are processes involved prior to the conduct of the actual Root Cause Analysis (RCA), like the conduct of FGDs and interviews with learners and other stakeholders, and analysis of specific school process involved in the assigned PIA to identify storm clouds and area of focus. These are not required to be included in this Section, but shall be part of the Annexes of the SIP.

A focused problem/area can have several root causes, write in this Section the results of the **Prioritization of Root Causes** using the checklist provided in *Annex 8* (ESIP Guidebook, page 98). Write in column 5 of the Planning Worksheet the identified root causes for the PIAs.

In the Planning Worksheet, write the target(s) for each objective statement, and identify if this will happen in Year 1, Year 2, or Year 3 of the SIP cycle (columns 6th to 8th).

The targets must be written in quantitative form.

Planning Worksheet

To enlighten the readers who were not involved in the SIP preparation, write three to four sentences describing the contents of the fully accomplished Planning Worksheet.

Content Check:

- School's Current Situation (brief discussion) with Initial List of Improvement Areas (PIAs)
- List of PIAs (Annex 4)
- Annex 5 or Planning Worksheet - completely filled out with the following information: priority improvement areas, general objectives, targets, and root causes.

Notes:

- Suggested number of pages: 3-5
- Additional references: ESIP Guidebook (pages 11-21) and SIP Instructional Video 2 (Assess Phase)

CHAPTER 3

Plan

A. Project Work Plan & Budget Matrix

In this Section, present the **List of Solutions** for the identified root causes. These identified solutions are those that have satisfied the criteria provided in Step 5 of the ESIP Guidebook (page 23). Present a matrix containing root causes and corresponding solution.

Attached copies of the **Project Work Plan and Budget Matrix** (Annex9) prepared for the identified solutions. One project work plan per solution, which contains the following information: problem statement, project objective statement, activities, and output.

The duration of projects vary depending on the timelines set for the identified PIAs. It is important to make these projects manageable to provide the team with immediate results that the school can celebrate (if these are successful) or improve (if these do not meet the target). Thus, in cases where there are major projects that would need a long time to implement, the Project Team should subdivide this into smaller, more manageable projects.

B. Annual Implementation Plan (AIP)

Another important document that will be attached is the **Annual Implementation Plan** (Annex 10) for Year 1, the SIP's operational plan. It contains specific projects that will be undertaken by the school in a particular year, which include the following: outputs, activities, schedule, required resources, source of fund, and the individuals accountable for the conduct of these projects. It also includes operational cost such as but not limited to utilities, supplies and materials, etc. that are considered eligible expenditures in the existing MOOE guidelines.

The preparation of AIP is by Fiscal Year (Quarters 1 to 4) plus additional Quarter 1 of the following year to ensure that all activities from January to March will be planned, which is based on the amount of monthly MOOE.

Content Check:

- List of Solutions
- Project Work Plan and Budget Matrix (Annex)
- Annual Implementation Plan Year 1 (Annex)

Note:

- Additional references: ESIP Guidebook (pages 22-26) and SIP Instructional Video 3 (Plan Phase)

CHAPTER 4

Monitoring and Evaluation

The SPT will monitor progress in the middle and end of project implementation period depending on the timelines set by the Project Teams. In longer projects, the SPT will have to monitor more than twice.

Schedules of monitoring must be indicated in the suggested **Project Monitoring Report Form** (ESIP Guidebook, page 29). To help inform the SPT of the status of their projects, the Project Teams will submit their respective progress reports using this template.

Attach the Project Monitoring Report Forms of all projects for Year 1 AIP, which contains the following information: names of project, project objectives and targets, and the proposed dates of monitoring.

Write 2-4 sentences describing the Project Monitoring Report Form to enlighten the readers who were not involved in the preparation of SIP.

Content Check:

- Project Monitoring Report Forms

Note:

- Additional references: ESIP Guidebook (pages 27-30) and SIP Instructional Video 4 (Act Phase)

Sample Certificate of Acceptance

Republic of the Philippines

Department of Education

Region ____

DIVISION _____

awards this

Certificate of Acceptance

to

_____

(NAME OF SCHOOL)

for having successfully complied and met the requirements and standards of the Department of Education as mandated by DepEd Order 44, s. 2015.

Given on the _____ **day** of _____ **201____.**

_____

Schools Division Superintendent

NASH Reviewer

About this copy

Regional Memorandum No. 13, s. 2019: School Improvement Plan (SIP) Instructional Videos, Styleguide, Appraisal Process, and Quality Assessment (QA) Tool. Issued by Department of Education, Memorandum of November 27, 2018 (NCR RM 13, s. 2019).

Every page before this one is unchanged. NASH Reviewer added this page when it shared the file.

Shared by NASH Reviewer, an independent reviewer for the National Assessment for School Heads (NASH). Not affiliated with the Department of Education.

- Latest copy and related guides: https://nash.com.ph/blog/resources/sip-instructional-videos
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