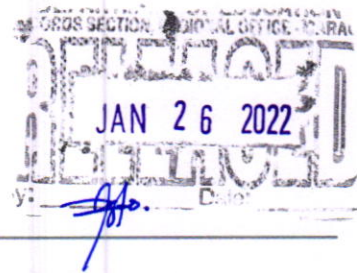




Republic of the Philippines  
**Department of Education**  
 CARAGA REGION



January 26, 2022

REGIONAL MEMORANDUM

No. 0059, s. 2022

PROVISION OF TECHNICAL ASSISTANCE TO THE DIVISION ENHANCED SCHOOL IMPROVEMENT PLAN (E-SIP) APPRAISAL TEAM

TO: SCHOOLS DIVISION SUPERINTENDENTS  
 DIVISION SBM COORDINATORS  
 This Region

1. Guided with provision of DepEd Order No. 44, s. 2015 re: Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC), the Field Technical Assistance Division (FTAD) shall visit the Schools Division Offices (SDOs) on the following dates:

Date	Division
January 31, 2022	Butuan City
February 2, 2022	Surigao del Sur
February 3, 2022	Bislig City and Tandag City
February 7 2022	Agusan del Sur
February 9, 2022	Agusan del Norte
February 10, 2022	Surigao del Norte and Surigao City
February 11, 2022	Dinagat and Siargao
February 14, 2022	Cabadbaran City and Bayugan City
<i>*Siargao and Dinagat Divisions may opt not be included in the monitoring.</i>	

2. This activity aims to:

- i. gather relevant data on the practices that the SDOs are implementing in the crafting of ESIP;
- ii. level-off and come up with common understanding on the different processes involved in crafting ESIP;
- iii. provide technical assistance to SDOs; and
- iv. gather baseline data in the preparation and utilization of School Report Card (SRCs).

3. Participants to this activity are the Division ESIP Appraisal Team but not limited to the following:

- 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



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- f. Division SBM Coordinator
- g. M&E Focal Person/Planning Officer

4. Everyone is enjoined to refer to ESIP Quality Assessment Tool (Enclosure 1) for guidance.
5. To facilitate smooth conduct of the visit, the SDOs are requested to fill-up the attached template (Enclosure 2) which must be presented during the visit.
6. Travelling expenses incurred by the FTAD personnel will be charged against Regional MOOE funds while those from the Division shall be taken cared of by the local funds.
6. For queries and clarification, please contact Alejandro P. Macadatar, Regional SBM Coordinator through [alejandro.macadatar@DepEd.gov.ph](mailto:alejandro.macadatar@DepEd.gov.ph).
7. For information and guidance.

  
**MA. GEMMA MERCADO LEDESMA**  
Regional Director *g*

Encl/s.: AS STATED  
Reference/s: NONE  
To be indicated in the Perpetual Index  
under the following subjects:

ESIP

MONITORING

TECHNICAL ASSISTANCE

FTA/apm  
01/26/2022

**SCHOOL IMPROVEMENT PLAN  
Quality Assessment (QA) Tool  
SY 2022 to SY2025**

School ID: \_\_\_\_\_ School Name: \_\_\_\_\_  
 School District \_\_\_\_\_ Schools Division Office: \_\_\_\_\_  
 Name of School Head: \_\_\_\_\_  
 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 (1)	Meets Expectation (2)	Exceeds Expectation (3)	
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.	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	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	