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Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON V—BICOL

TANGGAPANG PANSANGAY NG MGA PAARALAN NG LUNGSOD NAGA

ADVISORY

February 12, 2024

DM No. 305, s. 2023 re: (ORIENTATION-WORKSHOP ON THE PREPARATION OF STRATEGIC PLAN: SCHOOL IMPROVEMENT PLAN (SIP) SYS 2023-2028)

Schedule, Venue, and Instructions for the School Improvement Plan 2023-2028 Appraisal

This is to inform all school heads of the instructions and schedule of the Appraisal of the School Improvement Plan 2023-2028:

1. The submission of SIP draft is on or before February 15, 2024, 8:30-4:00 p.m. at the Planning and Research Section.
2. The Appraisal of the SIP using the SIP Quality Assessment Tool is from March 5-12, 2024, 9:00-3:00 p.m. Please refer to the table below for the specific schedule:

Activity	Date	Venue	Submission of Final SIP
Submission of draft SIP	February 15, 2024	Planning and Research Section	
Presentation of SIP to the Division Appraisal Committee			
North 1 and 3	March 5, 2024, 9:00a.m. – 3:00p.m.	CSNHS	March 8, 2024
North 2 and 4	March 6, 2024, 9:00a.m. – 3:00p.m.	NCSAT	March 9, 2024
South 1 and 2	March 7, 2024, 9:00a.m. – 3:00p.m.	CGES	March 12, 2024
West 1 and 2	March 8, 2024, 9:00a.m. – 3:00p.m.	SCIES <i>Am</i>	March 13, 2024
East 1 and 2	March 12, 2024, 9:00a.m. – 3:00p.m.	SIES	March 15, 2024

3. School Heads/Assistant School Principals are expected to present the SIP to the Division Appraisal Committee. No proxy is allowed.
4. The allotted time for the presentation is 10-15 minutes. The suggested presentation outline is as follows: School's Current Situation (Access, Equity, Quality, Resiliency and Well-being, and Enabling Mechanism-4 slides), Key Issues and Challenges (2 slides), School's Strategic Direction (3 slides), Financial Plan (2 slides), Implementation Plan and Monitoring and Evaluation Plan (2 slides) and Risk Management Plan (1 slide).
5. Appraisal tool and members of the Division Appraisal Committee are attached as enclosure to this advisory.
6. Expenses such as transportation and snacks relative to the activity shall be charged to School MOOE funds subject to government accounting and auditing rules and regulations.

Immediate dissemination of and compliance with this Advisory is desired.

BY AUTHORITY OF THE SCHOOLS DIVISION SUPERINTENDENT:

FERNANDO C. MACARAIG
Schools Division Superintendent
Officer-in-Charge *μ*



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Enclosure 1

SIP APPRAISAL CHECKLIST

The SIP Appraisal Checklist is composed of lists of key questions that can be used to review the SIP thoroughly. The Assessors/Evaluators shall assess if the SIP can answer the lists of key questions with sufficient data and information in support of each question. The following is the assessment rating to be given by the Assessors for each question indicated in the assessment criteria:

✓ **Yes** - the SIP has provided sufficient information and analysis. There are sufficient insights and understanding of the phenomenon and plans are obtained and presented in the plan.

✓ **Some Room for Improvement (SRI)** - the SIP information and analysis are not comprehensive where some areas require further data to draw more insights and understand the phenomenon and plans.

✓ **No** - most of the information and analysis provided in the SIP are insufficient to draw insights and understand the phenomenon and plans.

ASSESSMENT CRITERIA	ASSESSMENT				
	YES	SRI	NO	TOTAL	REMARKS
A. SIP is CONTEXT-SPECIFIC					
<i>The SIP describes the environment and sector surrounding school. Context-specific means the plan is able to consider the different environmental factors that may influence or affect the way basic education services will be provided.</i>					
1. School's Current Situation Does the SIP describe the Basic Education Situational Analysis?					
2. School Context Does the SIP describe the school's physical environment, immediate community, and linkages as well as the environment and sector surrounding the school? LGU plans and development in the area. Does the SIP describe the LGUs' vision and development goals and future plans in the city/province that may influence or affect the school's provision of basic education services?					
3. Economic growth and developments in the area. Does the SIP describe the industries in the city/province that may influence or affect the school's provision of basic education services?					
4. Natural and human-induced natural hazards. Does the SIP describe the threat to learners, DepEd personnel, and school properties?					
5. Key Stakeholders. Does the SIP describe the efforts of other public agencies and major stakeholders on basic education?					
B. SIP is EVIDENCE-BASED					
<i>The SIP identifies and describes the challenges and issues on basic education in the Division. Discussion includes learners' performance, their challenges, and the operational factors that contributed or affected the efficient and effective provision of basic education services to all learners. The DEDP should be able to highlight the main factors that will explain past performance.</i>					
1. Does the SIP identify the main underlying causes for its key challenges and issues in ACCESS ?					

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2. Does the SIP identify the main underlying causes for its key challenges and issues in EQUITY ?					
3. Does the SIP identify the main underlying causes for its key challenges and issues in READING ?					
4. Does the SIP identify the main underlying causes for its key challenges and issues in LEARNING ?					
5. Does the SIP identify the main underlying causes for its key challenges and issues in DISASTER RISK REDUCTION AND MANAGEMENT ?					
6. Does the SIP identify the main underlying causes for its key challenges and issues in LEARNER'S WELL-BEING ?					
7. Does the SIP identify the main underlying causes for its key challenges and issues in GOVERNANCE ?					
C. SIP is DEMAND-DRIVEN					
<i>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.</i>					
1. Are the underlying causes of the challenges and issues on ACCESS (described in the situation analysis) addressed in the SIP?					
2. Are the underlying causes of the challenges and issues on EQUITY (described in the situation analysis) addressed in the SIP?					
3. Are the underlying causes of the challenges and issues on READING (described in the situation analysis) addressed in the SIP?					
4. Are the underlying causes of the challenges and issues on LEARNING (described in the situation analysis) addressed in the SIP?					
5. Are the underlying causes of the challenges and issues on DISASTER RISK REDUCTION AND MANAGEMENT (described in the situation analysis) addressed in the SIP?					
6. Are the underlying causes of the challenges and issues on LEARNER'S WELL-BEING (described in the situation analysis) addressed in the SIP?					
7. Are the underlying causes of the challenges and issues on GOVERNANCE (described in the situation analysis) addressed in the SIP?					
D. SIP is FEASIBLE					
<i>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.</i>					
1. Does the SIP include an indicative implementation plan highlighting the major milestones of the SIP?					
2. Does the SIP describe the implementation and control mechanism for managing results?					
3. Does the SIP include how the DepEd region and SDO will manage and mitigate the implementation risks?					
AVERAGE					

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Division Appraisal Committee		Focus
Chair	ASDS Fernando C. Macaraig	
Members	CID Chief Anna Liza F. Abuloc Alternate: EPS Corazon Fatima A. Silerio	DEPED'S VISION, MISSION, AND CORE VALUES Articulation of DepEd Vision, mission, and core values on how these will influence the school ways of doing things. School Performance, Key Issues and Challenges on Equity, Reading, and Learning
	OIC SGOD Chief Michael A. Del Rosario	School Performance, Key Issues and Challenges on Access, DRRM, Learner's Well-being, and Governance
	EPS Jobert P. Narvadez	
	PSDSs	Strategic Directions on Access, Equity, Reading, Learning, DRRM, Learner's Well-being, and Governance
	SEPS Vilma B. Cueto	School's Current Situation Risk Management Plan
	POIII Michelle A. Lo	KPIs, targets and projections
	AO V Salvacion T. Verona	Financial Plan
	OIC SEPS Maria Teresita R. Rentoy	School Monitoring and Evaluation and Adjustments

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