



Republic of the Philippines
Department of Education
MIMAROPA REGION
SCHOOLS DIVISION OF OCCIDENTAL MINDORO

OCCIDENTAL MINDORO
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DIVISION OFFICE
MAMBURAO

Office of the Schools Division
Superintendent

December 2, 2022

DIVISION MEMORANDUM

No. 000456, s. 2022

**ADDENDUM TO DM 434, S. 2022 RE: APPRAISAL OF SCHOOL IMPROVEMENT
PLAN (SIP) FOR SY 2022-2025**

To : OIC-Asst. Schools Division Superintendent
Chief Education Supervisors, CID & SGOD
Education Program Supervisors
SDO Unit/Section Heads
All Others Concerned

1. Relative to the Division Memorandum No. 434, s. 2022 with the abovementioned title, this Office issues the Reminders on SIP Appraisal and suggested Program of Activities as reflected in the attached document (Please see Attachment A).
2. Members of the DAC whose appraisal will fall on December 8, 2022 (Holiday) shall be given one (1) day service credit/Compensatory Time Off (CTO) as provided in DO 53, s. 2003 titled Updated Guidelines on Grant of Vacation Service Credits.
3. Further, Public Schools District Supervisors (PSDSs) are requested to submit a Narrative Report and/or Findings and Recommendations at least five (5) days after the conduct of SIP appraisal activity. This report should be emailed at occidental.mindoro@deped.gov.ph.
4. All other provisions on the previously issued Memorandum shall remain the same.
5. Immediate dissemination of this Memorandum is desired.

LYNN G. MENDOZA, EdD
Asst. Schools Division Superintendent
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Attachment A - ADDENDUM TO DM 434, S. 2022 RE: APPRAISAL OF SCHOOL IMPROVEMENT PLAN (SIP) FOR SY 2022-2025

REMINDERS ON SIP APPRAISAL

For Presentation:

1. The School Head and District ALS Coordinator are the only authorize person to present during the SIP appraisal activity.
2. Each presenter is given a maximum of fifteen (15) minutes and another fifteen (15) minutes for the deliberation of significant findings and provision of Technical Assistance with DAC members. Presenters are encouraged to use the allotted time wisely.
3. Presentation must be in slide deck (not in Document or Spreadsheet). Avoid using irrelevant images, transition and animation etc.
4. DAC-School interface should be guided by the following:

School	DAC Members
<p>School explains significant points containing the following:</p> <ul style="list-style-type: none"> • Documentation of the Vision-Mission sharing activity of the school; • Analysis of the school’s current situation (including the Four Pillars, Enabling Mechanism and School Performance Dashboard); • List of proposed strategies and interventions including school-initiated PPAs; and • Monitoring and evaluation plan, and feedback mechanism. 	<p>DAC members to look into the contents of the SIP and to make sure that quality standards based on DO 44, s. 2015 are met. Other technical aspects such as grammar and coherence must not be the priority. Provision of technical assistance shall be provided to help the schools improve their SIPs as well as checking on the accuracy of the data, consistency of the activities to the objectives of the plan and the ways on how the school will implement the plan. Best practices should also be taken into consideration.</p>

5. During the provision of technical assistance, PSDSs shall facilitate the documentation of the TA provided as well as check the compliance on how the schools incorporate suggestions of DAC.
6. Quality Assessment (QA) Tool shall be used as basis for TA so that school can be guided on the specific points for improvements to further enhance their SIP and in preparation for the final conduct of SIP appraisal.
7. Roles of DAC members are crucial for the approval and issuance of certificate of acceptance to be signed by the Schools Division Superintendent, hence, it is reminded that words of appreciation must also be given to the School for the efforts exerted and if they did a good job in presenting and in crafting their SIPs.

Suggested activity flow:

Activity	In-Charge
Registration	PSDS
Opening Program	PSDS
Overview and Mechanics of the Activity	Parent Supervisor
Presentation Proper	School Heads and DAC Members
DAC – School Interface	
Consolidation of Findings	DAC Members
Synthesis & Agreement	PSDS and Parent Supervisor
Closing Program	District Office

Terms of Reference:

Designation	Responsibilities
Education Program Supervisor	<ul style="list-style-type: none"> • Coordinates with the PSDS on the schedule and venue of the activity • Provide technical assistance on the possible issues and concerns relative to their function and as conferred by their Chief/Immediate Head
Public Schools District Supervisor	<ul style="list-style-type: none"> • Leads pre-presentation and/or monitor the conduct of the activity • Coordinates with PRS if there are changes in the schedule of the activity • Informs school heads and DAC members on the schedule and venue • Ensures other logistical needs of the activity • Ensures that all suggestions from DAC are incorporated in the SIP of each school • Designates secretariat available in their office (preferably AO or Admin. Asst.) • Submits narrative report and/or findings and recommendations at SDO
SGOD Personnel	<ul style="list-style-type: none"> • Provide technical assistance on the possible issues and concerns relative to their function and as conferred by their Chief/Immediate Head
Administrative Personnel	
Finance Personnel	
Health Section Representative	
Secretariat	<ul style="list-style-type: none"> • Gets oriented by the PSDS on their roles and functions • Assist schools in writing the comments of DAC • Summarize the QA Tool (for final appraisal) • Serves as timekeeper

Other Reminders:

1. This is not yet the final appraisal of SIP, thus, consider the efforts exerted by the Schools in presenting the data on their draft SIPs.
2. All proposals whether GAD related or not shall be analyzed using the HGDC tool for attribution and fund allocation. No conduct of capacity building on the next FY should be reiterated.
3. **DRRM** proposal or activities must conform on the existing DepEd Orders relative to DRRM. Construction of new buildings is not allowed only improvement of buildings should be reiterated.
4. Use of **LIS, EBEIS, NSBI, DPDS**, and other system generated reports should be the basis of baseline and/or historical data presented by the school.
5. Specific dates from the implementation to monitoring and evaluation must be indicated in their AIP.
6. **Chapter 1** must state the Vision, Mission, and Core Values of the Department of Education alongside with the explanation on how these can be achieved by the school and with the support of stakeholders.
7. Schools with no land title cannot have additional buildings, hence, can be one of their activities/strategies based on the results of their analysis.
8. While schools are mandated to design their own projects aimed at improving the learning outcomes, they may advise to adopt the initiated PPAs from SDO and RO such as **Project 3Bs** (for reading), **SBFP** (for poor nutritional status), **LAC** sessions and **INSET** (for trainings/seminars) etc. but these should respond to the problem of the school as supported by data or evidences.
9. For the consistency of **Timeline of Activities**, schools are advised to use **July 2022** as the earliest and **September 2022** as the latest possible dates. Take note that the contents of submitted **FY 2023 AIP** should be incorporated in the SIP. If the PIAs presented are not coherent with the AIP, modification/s can still be done during the conduct of PIR.
10. For budget concerns, it is advised that schools specify the amount per strategy/activity and identify if this will be charged from MOOE, LGU/SEF Fund, PTA Fund, Canteen Fund, Outsourcing etc.
11. Ensure that all the activities designed are addressing the **ROOT CAUSE**, which when addressed will achieve the **GENERAL OBJECTIVE** which will answer the **PROBLEM STATEMENT** of the proposed program or project. Do not forget to put the **PERFORMANCE INDICATORS** being addressed per activity/strategy.