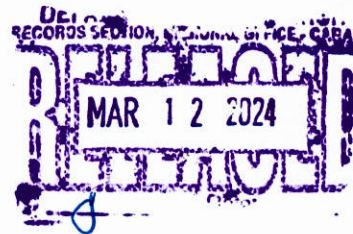




Republic of the Philippines  
Department of Education  
CARAGA REGION



March 12, 2024

REGIONAL MEMORANDUM

No. 0131, s. 2024

To: SCHOOLS DIVISION SUPERINTENDENTS  
This Region

REPORT ON THE MONITORING ON THE IMPLEMENTATION OF SCHOOL  
IMPROVEMENT PLANS (SIP) AND SCHOOL REPORT CARD (SRC)

1. DepEd Regional Office issued Regional Memorandum No. 0063, s. 2024 titled Monitoring on the Implementation of School Improvement Plan (SIP) and School Report Card (SRC) to all the twelve Schools Division Offices on February 12-19 and March 1 & 7, 2024.
2. The activity aimed to:
  - i. document patented practices and challenges from among the sample schools as regard implementation of the SIP and SRC;
  - ii. record alignment of school projects, activities, and programs to the MATATAG Agenda;
  - iii. track the status of accomplishment of the school projects using the **Project Monitoring Report Form** as indicated in DepEd Order 44, s. 2015 attached as Enclosure 1.
  - iv. provide feedback to school management, School Governance Council (SGC) and other stakeholders the findings of the monitoring; and
  - v. provide technical assistance when necessary.
3. Attached is the Results on the Monitoring on the Implementation of School Improvement Plan (SIP) and School Report Card (SRC) for your reference.
4. For appropriate action.

**MARIA INES C. ASUNCION**  
Director III  
Officer In-charge  
Office of the Regional Director

Encl/s.: AS STATED

Reference/s: DO 44, S. 2015

To be indicated in the Perpetual Index  
under the following subjects:

SIP                      SRC                      MONITORING                      TECHNICAL ASSISTANCE

FTAD/apm  
03/12/2024



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2024-03-04224

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| Doc. Ref. Code | RO-ASD-F107 | Rev  | 00     |
| Effectivity    | 02.01.23    | Page | 1 of 4 |

**REPORT ON THE MONITORING ON THE IMPLEMENTATION OF SCHOOL  
IMPROVEMENT PLANS (SIP) AND SCHOOL REPORT CARD (SRC)**  
February 12-16, March 1 & 7, 2024

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The activity aims to:

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- x. provide technical assistance when necessary.

In the actual conduct, there were two teams created due to time constraints; hence, the SDOs were divided into two. Due to equally important activities at the office SDOs Agusan del Norte and Butuan City were not visited and later on was monitored on March 1 and 7, 2024 respectively.

Below are the highlights of the monitoring:

**1. Patented Emerging Practices as regard implementation of the SIP.**

- a. SIP Projects are well implemented with the strong support of the stakeholders.
- b. Fund raising activities are led by the stakeholders.
- c. SIPs are already aligned to MATATAG Agenda; where projects are also aligned to MATATAG as well as its strategies
- d. Some SIP Projects are reflected in the Schools Current Situation as interventions to the identified priority improvement areas.

**2. Challenges as regard implementation of the SIP and SRC.**

- a. Teachers lack trainings on SIP and SRC
- b. Budget and financial shortage.
- c. Change of coordinatorship and the possibility of removing the administrative tasks from teachers including the School SBM Coordinator.
- d. Preparation of SRCs were overlooked due to lack of emphasis from the higher governance levels.
- e. Monitoring of SIP Projects are left out in the whole SIP cycle.
- f. Some of the original projects are no longer implemented without the proper documentation.
- g. The SDO took steps to revise the AIP template to align activities with the MATATAG Agenda. However, the revised AIP template does not adhere to the guidelines outlined in Department Order 44, issued in 2015.



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| Effectivity    | 02.01.23    | Page | 2 of 4 |

- h. Corresponding objectives of projects to be implemented are not explicitly articulated or not quantified in the SIPs that led to difficulties in tracking its progress.
- i. Some schools are not engaging their stakeholders, particularly the SGCs/PTAs in the crafting of their SIPs

**C. Technical Assistance Needed from higher office.**

1. Orientation on ESIP crafting especially the formulation of SIP Projects
2. School-Based Orientation on ESIP crafting with teachers and stakeholders.
3. Capacity building on proper identification of SIP projects and define an activity versus a project.

**D. Opportunities for Improvement**

1. School Planning Teams may consider that SIP Projects are solutions to the PIAs; hence need to be articulated in the School's Current Situation
2. Root-Cause Analysis was evident but not properly done. There are declared root causes which are not aligned with the problem. The SPT may consider to religiously do the Activity 3.4: Analyze the school process, Activity 3.5: Select Area of Focus and Activity 3.6: Do the root-cause analysis.
3. Objectives are evident but some do not follow the SMART guidelines. The Project Team may consider observing the formula: verb + indicator + baseline data + target + time.  
*Example: To increase the proficiency level in English Grade 5 from 48% to 75% in 3 years.*
4. School Planning Teams are mostly composed of teachers. The School Head may assign stakeholders to consider variety of members and to possibly cover the diversity of school community.
5. All activities to carry out the objectives of the project shall be reflected in the in the WFP; thus, here is a need to align the activities outlined in the AIP with the activities in the Project Work Plan and Budget Matrix of the SIP.
6. Monitoring of SIP Projects are left out in the whole SIP cycle. SPT Member and Project Team Leader may consider tracking the status of accomplishment of the school projects using the **Project Monitoring Report Form** as indicated in DepEd Order 44, s. 2015 at least twice a year.
7. Original Projects may be continued to ensure sustainability and to avoid recurrence of the problem.
8. Activities in the AIP are allocated with specific amounts, but most portion of the budget comes from MOOE rather than aligning with the SIP allocation. It's necessary to synchronize the budget allocations in the AIP with the SIP and involve other stakeholders such as PTA, LGUs, etc., in the budget sourcing process.

**E. On School Report Card (SRC)**

- All schools visited have implemented the School Report Card where majority are in the form of booklet and brochure.



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|----------------|-------------|------|--------|
| Effectivity    | 02.01.23    | Page | 3 of 4 |

- All schools visited have presented their SRC to stakeholders at least once a year; usually during the SPTA General Assembly. Others have special program like State of the School Address and SPTA Meetings
- Very few schools have posted their SRCs in bulletin boards and none have posted in their Division websites.
- Few schools have allocated a space in the School Journal and/or Newsletter.

| Bottlenecks                                                          | Lags | Issues                                                                                                                                                                | Concerns                   |
|----------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Templates::<br>Non-user-friendly<br>SRC Portal<br>(cannot be edited) | None | Delayed<br>availability of data                                                                                                                                       | SRC has not given<br>focus |
|                                                                      |      | Some school<br>heads are not<br>well-informed<br>about the<br>MATATAG which<br>leads them being<br>confused in<br>aligning it in the<br>preparation of<br>their SIPs. |                            |



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|----------------|-------------|------|--------|
| Effectivity    | 02.01.23    | Page | 4 of 4 |