



Republic of the Philippines  
Department of Education  
Region VII, Central Visayas  
**DIVISION OF CITY SCHOOLS – TAGBILARAN**  
City of Tagbilaran

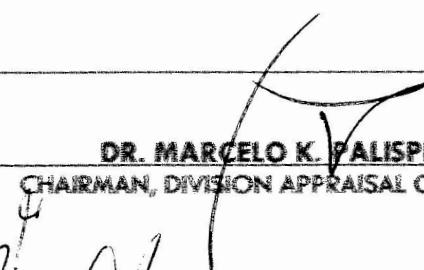


Rajah Sikatuna Avenue, Dampas, Tagbilaran City, Bohol 6320 | ☎ 033 447-47-702 | ✉ tagbilarandivision@yahoo.com

### NOTICE OF MEETING

<b>DIVISION:</b>	<b>TAGBILARAN CITY</b>
<b>ACTIVITY:</b>	<b>DIVISION APPRAISAL COMMITTEE MEETING</b>
<b>AGENDA:</b>	<ol style="list-style-type: none"><li>1. DIVISION SIP APPRAISAL PLAN IN PREPARATION FOR THE SIP WRITESHOP</li><li>2. DISCUSSION ON THE SIP APPROVAL SYSTEM</li><li>3. OTHER MATTERS</li></ol>
<b>WHO:</b>	<ol style="list-style-type: none"><li>1. Dr. Marcelo K. Palispis - CHAIRMAN</li><li>2. Dr. Beatriz C. Luga - CO-CHAIR</li><li>3. Dr. Elisea G. dela Torre - CO-CHAIR</li><li>4. Liza E. Maquiling - MEMBER</li><li>5. Aimee Amistoso - MEMBER</li><li>6. Nenita Incog - MEMBER</li><li>7. Beatriz Incog - MEMBER</li><li>8. Janet Butalid - MEMBER</li><li>9. Felomina Tanggaon - MEMBER</li><li>10. Ester Cagas - MEMBER</li><li>11. Jovenal Cagas - MEMBER</li></ol>
<b>WHEN:</b>	<b>June 26, 2019, 1:00 – 3:00 PM</b>
<b>WHERE:</b>	<b>Division Conference Room, New City Division Office Rajah Sikatuna Street, Dampas District</b>

Called by:

  
**DR. MARCELO K. PALISPIS**

Chairman, Division Appraisal Committee

Approved:

  
**NERI C. OJASTRO, Ed.D., CESE**

Assistant Schools Division Superintendent  
OIC, Office of the Schools Division Superintendent

## **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.

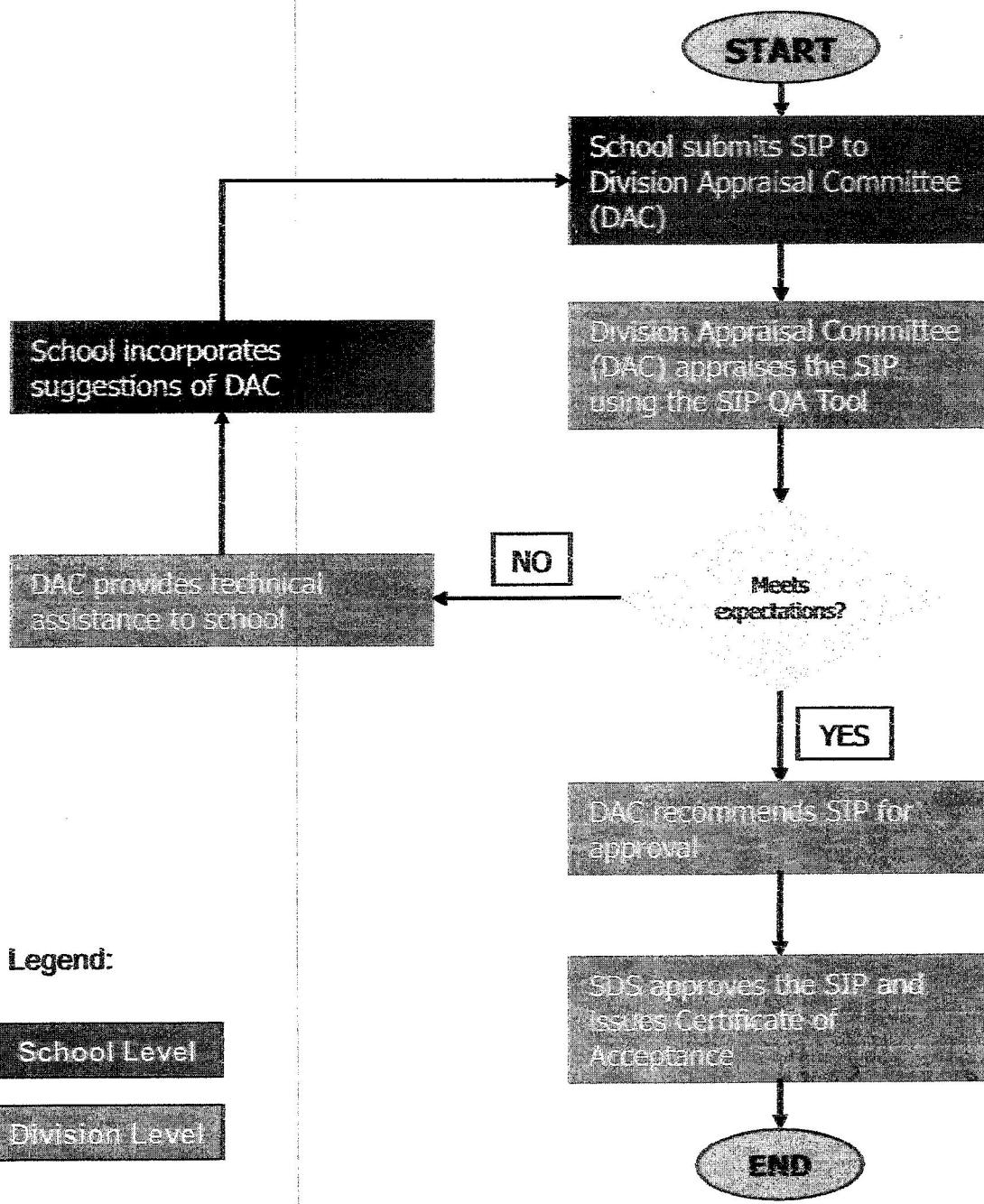
### **3. Appraisal Process**

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: \_\_\_\_\_  
 Name of School Head: \_\_\_\_\_  
 Date of SIP Submission: \_\_\_\_\_

School Name: \_\_\_\_\_  
 Schools Division Office: \_\_\_\_\_  
 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 (action or chapter), if any; and words of appreciation if they did a good job.

CHARACTERISTICS	REFERENCES	RUBRICS		REMARKS
		Below Expectation	Meets Expectation	
Chapter 1: Clarity and completeness of discussion on Doped VMV	Minutes of the meeting  NOTE: This document should contain names of attendees, records of discussion or vision sharing activity, and roles and responsibilities.	The chapter simply states the Dated VMV.	The chapter clearly articulates the SIP'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 SIP'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 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.	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 Prioritization of PAs to Intermediate Outcomes (IOs)	Prioritization Template/ Rubrics (Annex 4)  Planning Worksheet (Annex 5)	The chapter presents PAs based on the situational analysis, but are not aligned to IOs.	The chapter presents PAs that are aligned to IOs based on situational analysis; and uses the prescribed rubric.	The chapter presents PAs that are aligned to IOs based on situational analysis; and uses the prescribed rubric; with rationale discussion on why such PAs were selected.
Chapter 2: Responsiveness of the GENERAL OBJECTIVES to PAs	Planning Worksheet (Annex 5)	The chapter presents objectives that are not responsive to PAs.	The chapter presents "SMART" objectives that are responsive to PAs.	The chapter presents "SMART" objectives that are responsive to PAs; and those applicable are aligned with the Division targets.