



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

16 Oct 2026

DIVISION MEMORANDUM

No. 500, s. 2026

**DIVISION VALIDATION WORKSHOP ON THE INTEGRATION OF HEALTH
AND NUTRITION PROGRAMS, PROJECTS AND ACTIVITIES (PPAs) IN
THE QBEDP-DEDP-ALIGNED SCHOOL IMPROVEMENT PLAN (SIP)**

To: Assistant Schools Division Superintendents
Chief- Curriculum Implementation Division (CID)
Chief- School Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. The Schools Division of Batangas through the School Governance and Operations Division – Planning and Research and School Health and Nutrition Section will conduct a Division Validation Workshop on the Integration of Health and Nutrition Programs, Projects and Activities (PPAs) in the QBEDP-DEDP-Aligned School Improvement Plan (SIP) on October 26-28 & November 3, 2026, at a venue within Batangas.
2. The validation workshop aims to review, refine, and validate the integration of data-driven Health and Nutrition PPAs into School Improvement Plan (SIP), ensuring that all local school health targets, resource allocations, and implementation strategies are strictly aligned with the QBEDP and DEDP frameworks and officially vetted for execution. Moreover, alignment with the other QBEDP-DEDP indicators will be validated.
3. Participants in this activity are the Public Schools District Supervisors, Public Elementary and Secondary School Heads, SDO Appraisal Team and members of the Technical Working Group.
4. School Head participants are advised to bring a copy of the QBEDP-DEDP-aligned School Improvement Plan including annexes and a blank SIP Validation Tool.
5. Attached for reference are the schedule of validation, members of the validation team and the SIP appraisal tool to be used during the activity.
6. Any member of the validation team may provide support and assistance to another team if deemed necessary. Accommodation will be provided to the members of the SDO validation team.



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7. This memorandum serves as Travel Order of the participants.
8. As part of the preparatory activity, an online meeting among SDO validators will be conducted on October 21, 2026, 1:30 PM onwards via google meet teleconferencing (<https://meet.google.com/bpg-edfn-wqu>).
9. Expenses incurred for food and accommodation of the participants shall be charged against FY 2025 School Based Feeding Program (SBFP) Continuing Funds while traveling expenses shall be charged against Division/School MOOE/Canteen/local funds subject to usual accounting and auditing rules and regulations.
9. For queries and clarifications, feel free to contact Mr. Aris U. Dimaano, Division Planning Officer III, through email at sdobatangas.planning@deped.gov.ph.
10. Immediate and wide dissemination of this memorandum is desired.


MARITES A. IBANEZ, CESO V
Schools Division Superintendent 

Enc. As Stated

Reference: None

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

Issuances- Division Memorandum

AUD/ DIVISION VALIDATION WORKSHOP ON THE INTEGRATION OF HEALTH AND NUTRITION PROGRAMS, PROJECTS AND ACTIVITIES (PPAs) IN THE QBEDP-DEDP-ALIGNED SCHOOL IMPROVEMENT PLAN (SIP)/R2-156637/10-16-2026



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Attachment 1

DIVISION VALIDATION WORKSHOP ON THE INTEGRATION OF HEALTH AND NUTRITION PROGRAMS, PROJECTS AND ACTIVITIES (PPAs) IN THE QBEDP-DEDP-ALIGNED SCHOOL IMPROVEMENT PLAN (SIP)

October 26-28, November 3, 2026

Venue – TBD within BATANGAS

SUB-OFFICE SCHEDULE & ASSIGNED SDO VALIDATION TEAM

Division Validation Team	Date	Sub-Office
Rhina O. Ilagan Ronaldo V. Ramilo David M. Nuay Mario B. Maramot Aris U. Dimaano Rosemarie A. Encarnacion Khareen M. Cadano Karen E. Enriquez Faith U. Frago Christian H. Harina Maria Katrina A. Dimaunahan Rodelio Alvarez Mark Emmanuel Miral	October 26-28, November 3, 2026	Any Sub-Office
Team 1: Marian L. Arias Loreta V. Ilao Mary Jane Gonzales Pedro Delos Reyes Joemar B. Perez James Angelo T. Ano	October 26, 2026	Balayan East Bauan East
	October 27, 2026	San Luis
	October 28, 2026	San Pascual
	November 3, 2026	Lemery
Team 2: Rosalinda A. Mendoza Yorina Manalo Joel B. Lubis Antonio Ilagan Atty. Karen M. Salimo Jessa S. Guerra	October 26, 2026	Nasugbu East
	October 27, 2026	Alitagtag Balete
	October 28, 2026	Padre Garcia
	November 3, 2026	Rosario West



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Team 3: Macaria Carina C. Carandang Julita Ilagan Maria Melissa Ariola Cora V. Samson Noah P. Duque	October 26, 2026	Balayan West
	October 27, 2026	Calatagan
	October 28, 2026	Tuy Sta. Teresita
	November 3, 2026	Taal
Team 4: Elizabeth R. Tolentino Eleazar C. Magsino Aniano Hernandez Sarah S. Saguin Layne D. Ortega	October 26, 2026	San Jose
	October 27, 2026	Bauan West San Nicolas
	October 28, 2026	Laurel
	November 3, 2026	Agoncillo
Team 5: Jimmy J. Morillo Alfred James Ellar Erickson T. Gutierrez Baby Janet U. Dimailig Irene Grace Q. Gonzales	October 26, 2026	Lobo
	October 27, 2026	Mabini
	October 28, 2026	Tingloy Mataasnakahoy
	November 3, 2026	Nasugbu West
Team 6: Mercy R. Villanueva Riza C. Gusano Emiteria Villamor Lou C. Panaligan Anabel E. Magalona	October 26, 2026	Malvar
	October 27, 2026	Rosario East
	October 28, 2026	Taysan
	November 3, 2026	Lian
Team 7: Ma. Leticia Jose Basilan Emerson Dalangin Conie C. Hernandez Rodrigo S. Castillo Elizalde Piol	October 26, 2026	San Juan East
	October 27, 2026	Ibaan
	October 28, 2026	Cuenca Talisay
	November 3, 2026	San Juan West



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Attachment 2

SDO PARTICIPANTS

October 25-28, 2026, November 2-3, 2026

	NAME	POSITION	OFFICE
1	Aris U. Dimaano	Planning Officer III	SGOD – Planning and Research
2	Rosemarie A. Encarnacion	Senior Education Program Specialist	SGOD – Planning and Research
3	Khareen M. Cadano	Medical Officer III	SGOD – Health and Nutrition
4	Karen E. Enriquez	Nurse II	SGOD – Health and Nutrition
5	Faith U. Frago	Dentist II	SGOD – Health and Nutrition
6	Christian H. Harina	Nurse II	SGOD – Health and Nutrition
7	Maria Katrina A. Dimaunahan	Nurse II	SGOD – Health and Nutrition
8	Rodelio Alvarez	Nurse II	SGOD – Health and Nutrition
9	Mark Emmanuel Miral	Nurse II	SGOD – Health and Nutrition
10	Marites Matro	Nurse II	SGOD – Health and Nutrition

October 26-28, November 3, 2026

	NAME	POSITION	OFFICE
1	Marites A. Ibanez	Schools Division Superintendent	OSDS
2	Rhina O. Ilagan	Asst. Schools Division Superintendent	OSDS
3	Ronald V. Ramilo	Assistant Schools Division Superintendent	OSDS
4	David M. Nuay	Chief Education Program Supervisor	CID
5	Mario B. Maramot	Chief Education Program Supervisor	SGOD
6	Marian L. Arias	Education Program Supervisor I	SGOD
7	Rosalinda A. Mendoza	Education Program Supervisor I	CID
8	Macaria Carina C. Carandang	Education Program Supervisor I	CID



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9	Elizabeth R. Tolentino	Education Program Supervisor I	CID
10	Jimmy J. Morillo	Education Program Supervisor I	CID
11	Mercy R. Villanueva	Education Program Supervisor I	CID
12	Ma. Leticia Jose Basilan	Education Program Supervisor I	CID
13	Loreta V. Ilao	Education Program Supervisor I	CID
14	Emerson Dalangin	Education Program Supervisor I	CID
15	Alfred James Ellar	Education Program Supervisor I	CID
16	Yorina Manalo	Education Program Supervisor I	CID
17	Eleazar C. Magsino	PSDS	Calatagan
18	Riza C. Gusano	PSDS	Balayan East
19	Pedro Delos Reyes	PSDS	Lian
20	Conie C. Hernandez	PSDS	Taal
21	Aniano Hernandez	PSDS	San Luis
22	Emiteria Villamor	PSDS	Bauan East
23	Julita Ilagan	PSDS	Lobo
24	Antonio Ilagan	PSDS	Tingloy
25	Maria Melissa Ariola	PSDS	Agoncillo
26	Mary Jane Gonzales	PSDS	Alitagtag
27	Rodrigo S. Castillo	PSDS	San Nicolas
28	Erickson Gutierrez	PSDS	Taysan
29	Joel B. Lubis	PSDS	San Jose
30	Sarah S. Saguin	PSDS	San Juan West
31	Lou C. Panaligan	Administrative Officer V	OSDS
32	Joemar B. Perez	Administrative Officer IV	OSDS
33	Layne D. Ortega	Administrative Officer V	OSDS
34	Atty. Karen M. Salimo	Attorney III	OSDS
35	Irene Grace Q. Gonzales	Administrative Officer IV	OSDS
36	Elizalde L. Piol	Division Information Officer	OSDS
37	Cora V. Samson	Senior Education Program Specialist	SGOD – SM&E
38	Jessa S. Guerra	Education Program Specialist II	SGOD – SM&E
39	Noah P. Duque	Education Program Specialist II	SGOD – SM&N



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40	Baby Janet U. Dimailig	PSDS	Balete
41	James Angelo T. Ano	Project Development Officer II	SGOD - SM&N (DRRM)
42	Anabel E. Magalona	Senior Education Program Specialist	SGOD - SM&N



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SCHOOL IMPROVEMENT PLAN (SIP) VALIDATION TOOL

Quality Assessment of the SIP (DepEd Order No. 44, s. 2015) and Alignment with the Quality Basic Education Development Plan (QBEDP) 2025–2035

Part I. General Information

School Name	School ID
District / Sub-Office	Schools Division Office
Name of School Head	Designation
SIP Cycle Covered SY _____ to SY _____	Date of SIP Submission
Date of SDO Appraisal of the SIP	Date of Validation
Validator(s)	Designation(s)
Total Enrollment	No. of Teaching Personnel
Levels offered (tick all) ☐ Elementary (E) ☐ Junior High School (J) ☐ Senior High School (S) <i>(Part IV applicability follows these ticks.)</i>	
School context (tick all that apply) ☐ Multigrade ☐ Geographically isolated / last-mile / disaster-prone ☐ Others: _____	

Part II. Preliminary Review

A. Documents Presented (Means of Verification Check)

No.	DOCUMENT / EVIDENCE	REFERENCE	PRESENTED?
1	School Improvement Plan (complete: Chapters 1–4)	SIP document	☐ Yes ☐ No
2	Minutes of SPT meeting(s) on the VMV and SIP formulation	Chapter 1	☐ Yes ☐ No
3	SCDT templates and School Report Card	Annex 1A–2C / SRC	☐ Yes ☐ No
4	Gap Analysis Template	Annex 3	☐ Yes ☐ No
5	Prioritization Template / Rubric	Annex 4	☐ Yes ☐ No
6	Planning Worksheet (objectives, targets, root causes)	Annex 5	☐ Yes ☐ No
7	Root Cause Analysis documentation, including listening to the voice of learners and other stakeholders	RCA diagram / documentation	☐ Yes ☐ No
8	Project workplan and budget matrix	Annex 9	☐ Yes ☐ No
9	Annual Implementation Plan (AIP)	Annex 10	☐ Yes ☐ No
10	Project Monitoring Report Form and monitoring reports	Chapter 4	☐ Yes ☐ No
11	Evidence of SDO appraisal of the SIP (school plans are appraised by the SDO before finalization)	SIP Acceptance Certificate/ Appraisal Certificate	☐ Yes ☐ No

Tick Yes or No only. A missing document does not stop the validation; rate the related Chapter on the evidence actually available.

B. QBEDP Outcome Coverage Check

Based on the SIP's PIAs, projects, and AIP, tick ONE box per outcome. This guides Part IV: an outcome ticked "Not addressed" will usually score 0 in Part IV, and "Data show no gap" applies only to non-core criteria.

QBEDP OUTCOME	ADDRESSED BY A PIA OR PROJECT IN THE SIP	ADDRESSED BY AN EXISTING DEPED PPAs	SCHOOL DATA SHOW NO GAP	NOT ADDRESSED
Outcome 1: High-Performing Teachers Delivering Quality Education	☐	☐	☐	☐
Outcome 2: Improved Learning Environments that Safeguard Students' Physical and Mental Well-being	☐	☐	☐	☐
Outcome 3: Enhanced Governance Structures to Ensure Efficient and Supportive Education Systems	☐	☐	☐	☐
Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools	☐	☐	☐	☐
Outcome 5: Empowered Graduates fit for Employment, Entrepreneurship or Higher Education	☐	☐	☐	☐

Part III. Section A – SIP Quality Assessment (DepEd Order No. 44, s. 2015)

Applies to all schools. Circle or write the score in the Score column: 0 = chapter/component absent; 1 = Below Expectation; 2 = Meets Expectation; 3 = Excellent. Maximum score: 27.

CHARACTERISTIC	MEANS OF VERIFICATION	BELOW EXPECTATION (1)	MEETS EXPECTATION (2)	EXCELLENT (3)	SCORE (0–3)	VALIDATOR'S FINDINGS
Chapter 1: Clarity and completeness of discussion on the DepEd VMV	Minutes of Meeting	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 presents their roles and responsibilities that will contribute to the attainment of the school goals.	Same as Meets, and the chapter shows that all members collaborate.		
Chapter 2A: Clarity and completeness of discussion on the school's CURRENT SITUATION	SCDT Templates (Annex 1A–2C), School Report Card, Gap Analysis Template (Annex 3), previous SIP	The chapter presents accurate school and community data, but the discussion on its connection to the school's current situation is not clear.	The chapter presents accurate school and community data with a clear discussion on its connection to the school's current situation.	Same as Meets, and the chapter highlights alarming data that need to be prioritized for improvement.		
Chapter 2B: Alignment and relevance of PRIORITY IMPROVEMENT AREAS (PIAs) to Intermediate Outcomes (IOs)	Prioritization Template / Rubric (Annex 4), Planning Worksheet (Annex 5)	The chapter presents PIAs based on the situational analysis, but they are not aligned to the IOs.	The chapter presents PIAs that are aligned to the IOs and based on the situational analysis, and uses the prescribed rubric.	Same as Meets, with a brief discussion on why the PIAs were selected.		
Chapter 2C: Responsiveness of the GENERAL OBJECTIVES to the PIAs	Planning Worksheet (Annex 5)	The chapter presents objectives that are not responsive to the PIAs.	The chapter presents objectives that are SMART and responsive to the PIAs.	Same as Meets, and the objectives, where applicable, are aligned with the Division targets. (If no Division target applies, rate on SMART and responsiveness alone.)		
Chapter 2D: Feasibility of the TARGETS	Planning Worksheet (Annex 5)	The chapter presents general objectives but there are no annual targets.	The chapter presents general objectives that are broken down into annual targets aligned with the proposed solutions.	Same as Meets, and the objectives have realistic timelines and targets relative to the school's baseline and capacity.		
Chapter 2E: Utilization of ROOT CAUSE ANALYSIS (RCA)	Planning Worksheet (Annex 5), documentation of listening to the voice of learners and other stakeholders, RCA diagram	The chapter presents root causes, but there is no evidence of the RCA process.	The chapter presents root causes and the evidence of the RCA process.	Same as Meets; the root causes were thoroughly deliberated by the SPT, with a brief discussion on why they were identified.		
Chapter 3A: Appropriateness of the major activities in the identified SOLUTION(S)	Project workplan and budget matrix (Annex 9)	The chapter presents major activities for each project but they do not address the root cause(s).	The chapter presents major activities for each project that address the root cause, are within the school's control, economical, and sustainable, and have the support and commitment of the process owners.	Same as Meets, and the activities address several root causes.		
Chapter 3B: Comprehensiveness of the ANNUAL IMPLEMENTATION PLAN (AIP)	Project workplan and budget matrix (Annex 9), AIP (Annex 10), OPCR	The AIP has incomplete data and information.	The AIP is comprehensive.	The AIP and the OPCR are aligned with each other.		
Chapter 4: Completeness of the MONITORING PLAN	Project Monitoring Report Form	The chapter presents an incomplete monitoring plan.	The chapter presents a monitoring plan using the project monitoring report form, containing the name of the project, project objectives and targets, and the schedule of monitoring for the first year of implementation.	Same as Meets, with a reporting and feedback mechanism to stakeholders.		
SECTION A TOTAL (maximum 27)						___ / 27 = ___ %

Part IV. Section B – Alignment with the QBEDP 2025–2035

The QBEDP implements the 5-Point Reform Agenda through five outcomes: (1) High-Performing Teachers Delivering Quality Education; (2) Improved Learning Environments that Safeguard Students' Physical and Mental Well-being; (3) Enhanced Governance Structures to Ensure Efficient and Supportive Education Systems; (4) Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools; and (5) Empowered Graduates fit for Employment, Entrepreneurship or Higher Education. Its strategic levers are Decentralization, Public-Private Partnership, and Digitalization.

How to rate Part IV: (1) Check the school's levels in Part I and write N/A for criteria that do not apply. (2) For criteria not marked ★, write DJ if data justify a non-priority (see Instructions). (3) For all other criteria, tick the T-A-R-M elements found in the SIP, then score: 4 elements = 3; 3 elements = 2; 1–2 elements = 1; none = 0. ★ = core criterion expected in every SIP.

T = Target / indicator with baseline A = Activity / strategy R = Resources, schedule, person responsible M = Monitoring and means of verification E / J / S = Elementary / Junior High / Senior High.

OUTCOME 1: High-Performing Teachers Delivering Quality Education												
QBEDP strategies: professional development and career pathways; essential teaching tools and connectivity; a responsive School Operations Budget; reduced administrative workload.												
No.	WHAT TO LOOK FOR IN THE SIP	Reference / Data Source	E	J	S	T	A	R	M	SCORE	VALIDATOR'S FINDINGS	
1.1 ★	Teacher professional development is based on assessed needs (e.g., PPST-based needs assessment, IPCRF/RPMS results) and has targets and a schedule for teachers' content and pedagogy training, including school-based LAC sessions. <i>QBEDP Indicator: Percentage of public school teachers who completed training on content and pedagogy.</i>	PD plan and needs assessment results; LAC plan and reports; IPCRF/RPMS summary	•	•	•	□	□	□	□			
1.2	Instructional support and recognition: classroom observation with feedback, coaching or mentoring (including for beginning teachers and teachers needing improvement), and recognition or nomination of high-performing teachers.	Classroom observation and coaching records; recognition records; TA records	•	•	•	□	□	□	□			
1.3	Teaching tools and resources: the SIP documents gaps in textbooks, instructional materials, devices, and connectivity, and plans feasible actions (requisition, MOOE use, LGU or stakeholder support). <i>QBEDP Indicator: Percentage of learners with a complete set of textbooks; percentage of public school teachers provided with a laptop.</i>	Resource inventory; requisition and procurement records; MOOE utilization	•	•	•	□	□	□	□			
1.4	Teacher workload: the SIP identifies teachers' administrative and non-teaching load and plans measures within the school's control to reduce it (e.g., task distribution, use of available support staff, escalation of unfilled support positions to the SDO). <i>QBEDP Indicator: Percentage of public schools with at least one Administrative Officer (rate the school's response, not the plantilla).</i>	Designation and workload records; school memoranda; requests to the SDO	•	•	•	□	□	□	□			
Outcome 1 subtotal (criteria scored: ____; maximum = 3 x criteria scored = ____)											____ / ____ = ____ %	

OUTCOME 2: Improved Learning Environments that Safeguard Students' Physical and Mental Well-being <i>QBEDP strategies: better health and nutrition; enforcement of the Anti-Bullying Law and the Learner Rights and Protection Office (LRPO); access to mental health and academic resources; closing physical infrastructure gaps.</i>												
No.	WHAT TO LOOK FOR IN THE SIP	Reference / Data Source	E	J	S	T	A	R	M	SCORE	VALIDATOR'S FINDINGS	
2.1 ★	Access, retention, and completion: targets and strategies to enroll school-age children in the community and keep learners in school until completion, with provisions for learners at risk of dropping out and in special circumstances (e.g., learners with disabilities, IP learners, out-of-school children and youth, learners from poor households). <i>QBEDP indicator: Net Enrollment Rate, Completion Rate (Grade 6 / Grade 10 / Grade 12, as applicable to the school).</i>	School Report Card; enrollment, dropout, and transition data; early-warning or tracking list; SNED / IP / ALS referral records	•	•	•	☐	☐	☐	☐			
2.2	Health and nutrition: nutritional status monitoring with a plan for wasted and severely wasted learners (feeding program where applicable), basic health services and referral, and water and sanitation. <i>QBEDP Indicator: Percentage of severely wasted and wasted learners in public elementary schools provided with meals through the School-Based Feeding Program (elementary).</i>	Nutritional status report; SBFP records; health referral log; WASH inventory	•	•	•	☐	☐	☐	☐			
2.3 ★	Child protection and anti-bullying: functional Child Protection Committee; reporting, referral, and resolution of bullying and child-protection cases; learner awareness activities, consistent with the Anti-Bullying Law and LRPO. <i>QBEDP indicator: Percentage of resolved bullying incidents; percentage of public schools with a functional child protection committee.</i>	CPC organization and minutes; incident summary report (no individual case files); child protection policy	•	•	•	☐	☐	☐	☐			
2.4	Mental health and psychosocial support: guidance services (guidance advocate or designated teacher), psychosocial support activities, and a referral pathway for learners needing further support. <i>QBEDP indicator: Percentage of public schools with a guidance advocate; with a guidance office (rate the school's response and available arrangements).</i>	Guidance activity reports (summary only); referral directory	•	•	•	☐	☐	☐	☐			
2.5	Safe and adequate facilities: gaps in classrooms, electricity, water, library, and faculty room are documented with feasible repair or improvement actions, and safety and disaster risk reduction measures (e.g., contingency plan, drills) are integrated. <i>QBEDP indicator: Percentage of public schools with ideal classroom-to-student ratio, electricity, libraries, and faculty rooms.</i>	Facilities inventory; DRRM / contingency plan; drill reports; repair and MOOE records	•	•	•	☐	☐	☐	☐			
Outcome 2 subtotal (criteria scored: ____; maximum = 3 x criteria scored = ____)											____ / ____ = ____ %	

OUTCOME 3: Enhanced Governance Structures to Ensure Efficient and Supportive Education Systems												
QBEPD lever: Decentralization – data-informed management, local accountability, transparent school-level learning outcomes, and stakeholder involvement.												
No.	WHAT TO LOOK FOR IN THE SIP	Reference / Data Source	E	J	S	T	A	R	M	SCORE	VALIDATOR'S FINDINGS	
3.1 ★	Data-informed management and transparency: SIP decisions are based on current school data (School Report Card, learner assessment results), and learning outcomes and SIP progress are reported to stakeholders. QBEPD Indicator: Transparent school-level learning outcomes.	School Report Card; data presentations; posted or shared reports; stakeholder meeting minutes	•	•	•	□	□	□	□			
3.2 ★	Participatory governance and partnerships: functional School Governance Council and School Planning Team with defined roles; parents, LGU, community, and private-sector partners engaged through documented commitments. QBEPD Indicator: Percentage of public schools with a functional school governing council.	SGC and SPT issuances and minutes; MOAs or commitment letters; partner reports	•	•	•	□	□	□	□			
3.3	Resource planning and financial accountability: MOOE / School Operations Budget and other available funds (e.g., SEF, partner support) are allocated to SIP priorities and reported transparently. QBEPD Indicator: Percentage share of SEF in the school budget (where applicable).	Work and financial plan; utilization and liquidation reports; posted financial reports; AIP budget	•	•	•	□	□	□	□			
Outcome 3 subtotal (criteria scored: ____; maximum = 3 × criteria scored = ____)											____ / ____ = ____ %	

OUTCOME 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools												
QBEPD strategies: updated curriculum content and teaching strategies; assessments that address learners' diverse needs; learning recovery and remediation; digitalization of learning and assessment.												
No.	WHAT TO LOOK FOR IN THE SIP	Reference / Data Source	E	J	S	T	A	R	M	SCORE	VALIDATOR'S FINDINGS	
4.1 ★	Learning outcome targets: measurable, baseline-based targets for reading/literacy and mathematics/numeracy (and science, where applicable), using school assessment data and NAT results where available. QBEPD Indicator: Learners at least "Proficient" in NAT – English / Reading and Mathematics.	School Report Card; NAT and school assessment results; Phil-IRI and numeracy results; MPS reports	•	•	•	□	□	□	□			
4.2 ★	Curriculum delivery and assessment: implementation of the revised K-12 curriculum (and the strengthened SHS curriculum, where applicable) is supported by contextualized teaching, instructional materials, and formative assessment, with results used to adjust instruction.	Sample lesson plans / DLL; assessment analysis; LAC outputs; classroom observation results	•	•	•	□	□	□	□			
4.3	Learning recovery and remediation: learners needing support in foundational skills are identified and given structured interventions (e.g., ARAL, reading and numeracy remediation), with progress tracking.	Learner profile or list; intervention plans; progress records	•	•	•	□	□	□	□			
4.4	Digitally enabled learning: the SIP identifies the school's digital readiness (devices, connectivity, electricity, digital skills) and plans feasible steps for digital learning resources, digital skills, and use of DepEd data systems.	ICT inventory; connectivity report; digital learning plan; training records	•	•	•	□	□	□	□			
Outcome 4 subtotal (criteria scored: ____; maximum = 3 × criteria scored = ____)											____ / ____ = ____ %	

OUTCOME 5: Empowered Graduates fit for Employment, Entrepreneurship or Higher Education <i>QBEDP strategies: stronger foundational skills; partnerships with industry; a curriculum aligned with labor market needs. Applicability differs by school level; see the E / J / S columns.</i>												
No.	WHAT TO LOOK FOR IN THE SIP	Reference / Data Source	E	J	S	T	A	R	M	SCORE	VALIDATOR'S FINDINGS	
5.1	Foundational and transferable skills: the SIP develops learners' critical thinking, communication, collaboration, and values, and age-appropriate digital, financial, and entrepreneurial skills, beyond core subject targets.	Co-curricular and school program records; learner organization and leadership activities	•	•	•	☐	☐	☐	☐			
5.2	Career guidance and learner pathways: career awareness and guidance are planned, including learners' options in the academic and TVL tracks and ALS or other pathways.	Career guidance activity reports; pathway orientation records (summary only)	–	•	•	☐	☐	☐	☐			
5.3	Industry, TESDA, and higher-education linkages: work immersion or practicum, TVL and entrepreneurship offerings, partner agreements, and alignment with labor market needs are planned. <i>QBEDP indicator: Percentage of passers in the National Certification (NC) assessments (where applicable).</i>	Work immersion plan; MOAs with partners; NC assessment results (TVL)	–	–	•	☐	☐	☐	☐			
5.4	Transition and completion tracking: the school tracks learners' completion and transition (Junior High to Senior High; Senior High to employment, entrepreneurship, or higher education) and supports out-of-school youth through ALS pathways. <i>QBEDP indicator: Percentage of passers in the ALS Accreditation and Equivalency Test (for ALS pathways).</i>	Transition or graduate tracking records; ALS referral records	–	•	•	☐	☐	☐	☐			
Outcome 5 subtotal (criteria scored: ____; maximum = 3 x criteria scored = ____)											____ / ____ = ____ %	

Part V. Consolidated Results and Overall Rating

COMPONENT	CRITERIA SCORED (n)	POINTS OBTAINED	MAXIMUM (3 x n)	PERCENT (%)	REMARKS
Section A – SIP Quality Assessment (DO 44, s. 2015)					
Outcome 1: High-Performing Teachers					
Outcome 2: Learners' Physical and Mental Well-being					
Outcome 3: Governance Structures					
Outcome 4: Education Quality					
Outcome 5: Empowered Graduates					
Section B – QBEDP Alignment (total of Outcomes 1–5)					
OVERALL ALIGNMENT = (Section A % + Section B %) ÷ 2					

Rating Guide

OVERALL RATING	OVERALL %	MEANING	ACTION
☐ Fully Aligned	90–100%	The SIP is complete, data-based, and traceable to the QBEDP outcomes relevant to the school.	No corrective action. Consider documenting good practices for sharing.
☐ Substantially Aligned	75–89%	The SIP is aligned, with minor gaps in targets, resources, or monitoring.	Address the gaps through school-level revision and technical assistance at the next AIP review.
☐ Partially Aligned	50–74%	The SIP has significant gaps in data use, alignment, or QBEDP outcomes.	Revise the affected chapters with technical assistance. Schedule a follow-up validation.
☐ Misaligned	Below 50%	The SIP is largely absent, not data-based, or not traceable to QBEDP outcomes.	Re-plan the affected chapters with intensive technical assistance. Schedule a follow-up validation.

Caps: the overall rating may not exceed Partially Aligned if (a) Chapter 2A, 2B, 2E, or 3A in Section A is scored 0, or (b) any QBEDP outcome with scored criteria obtains below 33%.
The percentage thresholds and caps are proposed validation standards. Adopt or adjust them per Schools Division Office policy.

Part VI. Summary Findings and Action Plan

Strengths of the SIP	
Critical gaps / areas needing realignment	
Technical assistance needs identified	

No.	AGREED ACTION FOR REVISION / REALIGNMENT	PERSON RESPONSIBLE	TARGET DATE
1			
2			
3			
4			
5			

Date of follow-up validation (for Partially Aligned and Misaligned SIPs, per SDO policy): _____

Sign-offs

ROLE	NAME AND SIGNATURE	DESIGNATION	DATE
Validator			
Validator			
School Head (findings discussed with and received by)			
Public Schools District Supervisor (reviewed by)			

Respectfully forwarded to the Office of the Schools Division Superintendent:

Name and Designation