



Republic of the Philippines
Department of Education
SCHOOLS DIVISION OF MARINDUQUE



Office of the Schools Division Superintendent

April 27, 2026

DIVISION MEMORANDUM

No. 044, s. 2026

**DIVISION ORIENTATION ON THE IMPLEMENTATION OF PROJECT I.S.L.A.S.
(Intensified Support for Learning Accountability, and Strategy) AND
ALIGNMENT OF STRATEGIC DIRECTIONS**

TO : Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
All Others Concerned

1. In line with **Regional Memorandum No. 44, s. 2026** titled "**Implementation of Project I.S.L.A.S. (Intensified Support for Learning, Accountability, and Strategy)**," this Office announces the conduct of the Division Orientation on April 29, 2026 at SDO Marinduque Conference Hall, Malusak, Boac, Marinduque.
2. Project I.S.L.A.S transitions the monitoring approach from traditional compliance-checking to a **Professional Learning Community (PLC)** framework. The primary goal is to ensure that strategic commitments made during the Strategy Review Conference (SRC) are translated into tangible results at the school level.
3. To ensure total synchronization with the Regional Office, the orientation specifically aims to:
 - a. familiarize all division personnel with Project I.S.L.A.S. monitoring flow and requirements;
 - b. align the Division Strategic Directions with the Regional Strategic Directions to ensure unified approach to learner outcomes; and
 - c. accomplish the Pre-Monitoring Reflection Sheet (Annex A) with radical candor to identify systemic bottlenecks requiring technical assistance.
4. The SDO Leadership Team (SDS, ASDS, and Division Chiefs) shall lead the strategic dialogue to validate the progress of commitments and foster of shared accountability.
5. The following Enclosures are attached for your guidance and references:
 - a. Enclosure No. 1 – List of Participants
 - b. Enclosure No. 2 – Activity Matrix
 - c. Enclosure No. 3 - Regional Memorandum No. 44, s.2026

6. Immediate dissemination of and strict compliance with this Memorandum are desired.


LYNN G. MENDOZA, EdD
OIC Schools Division Superintendent

Encl: As stated

Reference:

Regional Memorandum No. 44, s. 2026

To be included in the Division Perpetual Index
under the following subjects:

MONITORING AND EVALUATION
ORIENTATION
PROGRAMS

OFFICIALS
POLICY

SGOD – P&R – BRL/ CONDUCT OF THE DIVISION ORIENTATION ON THE IMPLEMENTATION OF
PROJECT I.S.L.A.S AND ALIGNMENT OF STRATEGIC DIRECTIONS/APRIL 27,2026



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LIST OF PARTICIPANTS

No.	Name of Personnel	Position	Sex	Functional Division
1	Dr. Lynn G. Mendoza	SDS	F	OSDS
2	Dr. Mabel F. Musa	ASDS	F	OSDS
3	Mr. John M. Chavez	CES	M	CID
4	Mrs. Jelly L. Sore	EPS	F	CID
5	Mrs. Florie M. Regencia	EPS	F	CID
6	Dr. Ma. Shiela S. Saet	EPS	F	CID
7	Dr. Nestor T. Rualo	EPS	M	CID
8	Dr. Mariam B. Rivamonte	EPS	F	CID
9	Mrs. Annabelle M. Marmol	EPS	F	CID
10	Dr. Jennifer E. Monte	EPS	F	CID
11	Mr. Freddie M. Malabayabas	EPS	M	CID
12	Dr. Ma. Corazon A. Borja	EPS	F	CID
13	Mr. Romualdo O. Magculang	EPS	M	CID
14	Mrs. Aurea L. Mazo	PSDS	F	CID
15	Mrs. Myra R. Labay	PSDS	F	CID
16	Mr. Warlito P. Constantino	PSDS	M	CID
17	Dr. Maria Lourdes P. Ricohermoso	PSDS	F	CID
18	Mrs. Constanca R. Vasco	PSDS	F	CID
19	Dr. Jay P. Peña	PSDS	M	CID
20	Dr. Dingson A. De Sena	PSDS	M	CID
21	Dr. Maridel G. Lincallo	PSDS	F	CID
22	Dr. Joven M. Mogol	PSDS	M	CID
23	Mrs. Maita M. Lazares	CES	F	SGOD
24	Dr. Elvin C. Perlas	EPS	M	SGOD
25	Mrs. Bernadith R. Lacerna	SEPS	F	SGOD
26	Dr. Fretzie P. Alcantara	SEPS	F	SGOD
27	Dr. Melanie M. Mendoza	SEPS	F	SGOD
28	Mr. Kyle David V. Atienza	SEPS	M	SGOD
29	Engr. Arnold M. Moreno	ENG III	M	SGOD
30	Mrs. Marisol O. Luarda	PO III	F	SGOD
31	Dr. Rica Mai O. Larga	MDOF III	F	SGOD
32	Mrs. May Bernadeth O. De la Rosa	AO V	F	OSDS
33	Atty. Ayzel Lea R. Palmero	ATY III	F	OSDS
34	Mr. John Dhelter P. Pastrana	A III	M	OSDS
35	Mrs. Arlene M. Marasigan	AO V	F	OSDS
36	Engr. David M. Zoleta Jr.	ITO III	M	OSDS
37	Dr. Jimmy M. Romasanta	P I	M	Tiguion NHS
38	Dr. Kathryn S. Asuncion	P IV	F	Gasán CS
39	Mr. Ronnel R. Real	P II	M	Baliis ES

ACTIVITY MATRIX

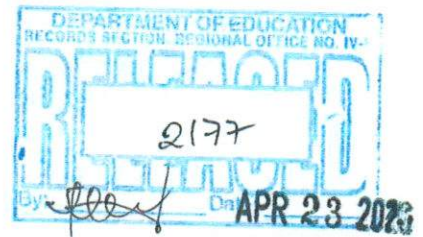
DATE/TIME	ACTIVITY	Person In-Charge
8:00 AM – 8:30 AM	Opening Program <ul style="list-style-type: none"> • Nationalistic Song • Prayer • Welcome Remarks 	AVP AVP Dr. Lynn G. Mendoza OIC, SDS
8:31 AM – 9:30 AM	Concept of Project I.S.L.A.S. (Intensified Support for Learning, Accountability, and Strategy)	Dr. Lynn G. Mendoza
9:31 AM – 10:00 AM	Flow of Project I.S.L.A.S. <ul style="list-style-type: none"> • Phase 1: SRC Update • Phase 2: School Visit – Field Validation <i>M&E Tool on the Conduct of PIR</i>	Dr. Fretzie P. Alcantara
10:01 AM – 10:15 AM	Health Break	
10:16 AM – 11:00 NN	Discussion of: <ul style="list-style-type: none"> • Pre-Monitoring Sheet • Strategic Maturity Rubric • Reflective Dialogue Questions • The MIMAROPA “Bright Spot” Success Story Template 	Dr. Lynn G. Mendoza
11:01 AM – 12:00 NN	Strategic Review of DEDP (Alignment of DEDP to REDP)	Mrs. Bernadith R. Lacerna
12:01 NN – 1:00 PM	Lunch Break	
1:01 PM – 2:45 PM	Preparation of Accomplished Templates	Participants
2:46 PM – 3:00 PM	Health Break	
3:01 PM – 3:45 PM	Presentation of Outputs	Participants
3:46 PM – 4:00 PM	Closing Program	

Master of Ceremony:

MR. KYLE DAVID V. ATIENZA
Senior Education Program Specialist



Republic of the Philippines
Department of Education
 MIMAROPA REGION



Office of the Regional Director

April 16, 2026

REGIONAL MEMORANDUM

No. 44, s. 2026

IMPLEMENTATION OF PROJECT I.S.L.A.S. (Intensified Support for Learning, Accountability, and Strategy)

To: **ASST. REGIONAL DIRECTOR
 SCHOOLS DIVISION SUPERINTENDENTS
 ALL OTHERS CONCERNED**

- In accordance with Republic Act 9155 (Governance of Basic Education Act of 2001), which mandates the Regional Office to ensure the effective performance of Schools Division Offices (SDOs) and to provide them with technical assistance and quality assurance, this Office announces the conduct of **Project I.S.L.A.S. (Intensified Support for Learning, Accountability, and Strategy)**, a Professional Learning Community (PLC)-based monitoring and technical assistance initiative for School Year 2026–2027
- Following the recently concluded **Strategy Review Conference (SRC)**, DepEd MIMAROPA is committed to ensuring that the strategic directions collectively identified are translated into tangible results at the school level. Accordingly, the upcoming monitoring activities for **April and May 2026** and the corresponding quarterly management reviews shall shift from a traditional compliance-checking approach to a Professional Learning Community (PLC) framework in accordance with the following schedule:

Date	Schools Division Office/s
April 27-29, 2026	Palawan and Puerto Princesa City
May 4-7, 2026	Romblon
May 11-15, 2026	Calapan City, Occidental Mindoro, and Oriental Mindoro
May 19-21, 2026	Marinduque

- The goal of Project I.S.L.A.S. is not merely to audit documents, but to:
 - Validate the progress of strategic commitments made during the SRC;
 - Identify systemic bottlenecks that require Regional Office intervention; and
 - Foster a culture of collective inquiry and shared accountability between the Regional Office and the SDOs.
- To maximize on-site engagement, each SDO leadership team (SDS, ASDS, and Division Chiefs) is requested to collectively accomplish the Pre-Monitoring Reflection Sheet (Annex A of the attached Concept Paper) prior to the visit. This instrument is a reflective, not an evaluative, tool. SDOs are encouraged to exercise radical candor in identifying challenges, as the more honest the reflection, the more targeted the Technical Assistance (TA) that the Regional Office can provide.



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5. While standard Means of Verification (MOVs) should be made available for validation purposes, the primary focus of the monitoring visit will be Strategic Dialogue. SDOs are encouraged to present data dashboards, DMEA results, and "Bright Spot" narratives that demonstrate the impact of their initiatives on learner outcomes.
6. The Concept Paper is attached for reference and proper guidance (*See Attachment*).
7. To access the Strategy Review Conference (SRC) materials, please visit:
<https://tinyurl.com/StratRevConMaterials>.
8. Travel and other incidental expenses of the Regional Monitoring Team shall be charged against the Regional Maintenance and Other Operating Expenses (MOOE), subject to the usual accounting and auditing rules and regulations.
9. For inquiries and other details, please contact the PPRD Secretariat through the Chief of the Policy, Planning and Research Division (PPRD) at telephone number (02) 863-44670 or via email at pprd.mimaroparegion@deped.gov.ph.
10. For guidance and compliance.



RONNIE S. MALLARI, PhD, CESO III
Regional Director



PPRD/NSG
Attachment 1

FLOW OF PROJECT I.S.L.A.S.
(Intensified Support for Learning, Accountability, and Strategy)

Project I.S.L.A.S. is structured into TWO (2) PHASES conducted per SDO visit. Each phase is designed to shift monitoring from compliance-checking toward a Professional Learning Community (PLC) framework.

PHASE	COMPONENT	DETAILS
PHASE 1: SRC UPDATE — SDO LEVEL Duration: 1–2 Hours		
PHASE 1	Purpose	A structured dialogue to validate the progress on commitments made during the Strategy Review Conference (SRC). This is a learning conversation , not an audit.
	Participants	SDO Side: All personnel from Salary Grade 18 (SG18) and above — including the Schools Division Superintendent (SDS), ASDS, and all Division Chiefs (CID, SGOD, and units).
	Key Activities	<p>1. Opening Conference</p> <ul style="list-style-type: none"> Review of the Pre-Monitoring Reflection Sheet (Annex A) accomplished by SDO leadership prior to the visit. Presentation of the SDO's strategic updates against SRC commitments — covering progress on priority goals and their "Line of Sight" to school-level impact. Discussion using the Four Critical Questions of a PLC adapted for SDO governance. Feedback Provision: The Regional Monitoring Team provides structured, data-driven feedback using the Strategic Maturity Rubric (Annex B), rating each performance area (Strategy Alignment, Data-Driven Inquiry, TA Delivery, Culture of Innovation, Financial Management, and Curriculum Implementation) on a 3-level scale. The Team Lead delivers the "MIMAROPA 3-2-1" Summary: 3 Strengths, 2 Strategic Gaps, and 1 Urgent TA Request. Identification of "Wicked Problems" systemic bottlenecks requiring Regional Office intervention.
	Expected Output	Completed Strategic Maturity Rating per performance area; initial Co-Managed Technical Assistance (TA) Plan drafted by FTAD Chief for finalization at the exit conference.
PHASE 2: SCHOOL VISIT — FIELD VALIDATION		
PHASE 2	Purpose	Ground-truthing the strategic directions and innovations discussed in Phase 1 through actual school visits. The team acts as "Talent Scouts" identifying, documenting, and packaging successful school-level practices for regional scaling.
	School Selection	Schools to be visited are recommended collaboratively by the SDO and the Regional Monitoring Team based on this criterion: <ul style="list-style-type: none"> "Bright Spot" Schools — Schools showcasing innovative and contextually effective practices worthy of regional scaling.
	Key Activities	<ul style="list-style-type: none"> Best Practices Inquiry: Monitoring team members engage school heads and teachers to surface and document best practices and innovations using the MIMAROPA "Bright Spot" Success Story Template (Annex D). Focused dialogue using the Reflective Dialogue Questions (Annex C): What learning loops have been made? How are

		<p>innovations being sustained?</p> <ul style="list-style-type: none"> • Evidence of Impact: Teams collect quantitative and qualitative evidence (e.g., Phil-IRI gains, attendance improvements, CRLA data trends) that validate the innovation's impact on learner outcomes. • Scalability Assessment: Teams evaluate whether the practice can be replicated across other SDOs in MIMAROPA, noting resource requirements. • On-the-spot TA delivery by the Instructional Lead (CLMD Chief) where curriculum or assessment gaps are identified.
	Expected Output	Accomplished " Bright Spot " Success Story Templates (minimum 1 per SDO visit), to be compiled into the " MIMAROPA Compendium of Strategic Practices " by June 2026.

CLOSING: EXIT CONFERENCE (Following Phase 2)

Upon completion of both phases, the Regional Monitoring Team and SDO leadership convene for a **Co-Managed Exit Conference** to finalize the bilateral TA Agreement — specifying concrete actions the SDO will take and the specific support the Regional Office will provide. This document is signed by the Team Lead (RD/ARD/PPRD Chief) and the SDS.

Attachment 2

CONCEPT PAPER: PROJECT I.S.L.A.S. (Intensified Support for Learning, Accountability, and Strategy)

I. RATIONALE:

In accordance with Republic Act 9155 (Governance of Basic Education Act of 2001), the Regional Office must ensure that SDOs are performing their mandates effectively and provide technical assistance and quality assurance to Schools Division Offices (SDOs). Following the recent Strategy Review Conference (SRC) with SDO leadership, DepEd MIMAROPA recognizes the need to transition from compliance-based monitoring to a developmental approach.

Project **I.S.L.A.S.** integrates Professional Learning Community (PLC) principles—specifically collective inquiry, shared mission, and results orientation—to ensure that the strategic commitments made during the SRC are effectively translated into school-level impact. This monitoring will transition into a "Regional PLC," where the

RO and SDOs collaborate to identify bottlenecks, share best practices, and improve learner outcomes collectively.

II. OBJECTIVES:

1. **Validate Strategic Alignment:** Verify the implementation status of priorities set during the SRC.
2. **Foster PLC Culture:** Encourage collaborative problem-solving between the Regional Office (RO) and SDOs.
3. **Provide Differentiated Technical Assistance (TA):** Identify and address specific "wicked problems" unique to each SDO.
4. **Document "Bright Spots":** Identify and package localized innovations for regional scaling.

III. LEGAL BASES:

1. RA 9155: Governance of Basic Education Act of 2001.
2. DepEd Order No. 029, s. 2022: Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF).
3. DepEd Order No. 013, s. 2015: Establishment of a Policy Development Process in the Department of Education

IV. METHODOLOGY (THE PLC MONITORING CYCLE):

Phase 1:

Pre-Engagement: SDOs accomplish a Reflective Pre-Monitoring Sheet to self-assess progress against SRC goals. Conduct of Division SRC.

Phase 2:

Strategic Dialogue: A round-table discussion focusing on the "Four Critical Questions of a PLC" adapted for SDO governance.

Phase 3:

Field Validation: Verification of strategies in "Last Mile" schools and "Bright Spot" sites.

Phase 4:

Co-Managed Exit Conference: Finalization of a bilateral TA agreement.

V. PROJECT I.S.L.A.S. EVALUATION & DIALOGUE TOOL (See Annexes):

VI. COMPOSITION OF THE MONITORING TEAM:

To ensure a holistic view of the SDO, the team should be composed of five key roles:

Role	Suggested Office/Personnel	Terms of Reference
Team Lead (Strategic Coach)	RD/ARD/PPRD Chief	<ul style="list-style-type: none"> • Facilitate the opening conference focusing on the Strategy Review Conference (SRC) commitments. • Mediate between SDO needs and Regional Office resources. • Sign off on the Co-Managed Technical Assistance (TA) Plan at the exit conference.

		<ul style="list-style-type: none"> • Ensure the monitoring remains developmental and not punitive.
Technical Assistance (TA) System Integrator & Coach	FTAD Chief	<ul style="list-style-type: none"> • Act as the moderator for the Reflective Dialogue sessions. Ensure that the conversation stays focused on collaborative problem-solving rather than just reporting "Yes/No" compliance. • Facilitate the discussion between the SDO's CID and SGOD to ensure they are not working in silos—a core principle of the Regional PLC. • Analyze the SDO's Pre-Monitoring Reflection Sheets to identify recurring organizational "pain points" that require specialized regional intervention. • Lead the drafting of the Co-Managed Technical Assistance Plan during the exit conference. This document specifies what the SDO will do and what specific support the Regional Office (through its various functional divisions) will provide. • Identify which Regional Functional Division (e.g., Finance, CLMD, or HR) needs to be "deployed" to the SDO post-monitoring to solve the identified issues. • Evaluate whether the TA provided resulted in a Level 3 "Strategic PLC" maturity based on Project I.S.L.A.S. rubric.
Instructional Lead	CLMD Chief	<ul style="list-style-type: none"> • Evaluate the SDO's "Bright Spots" in instructional leadership. • Review the alignment of the Division's Learning Recovery Plan with actual school-level performance data. • Provide immediate TA on curriculum contextualization and learning assessment gaps.
Governance & Operations Lead	Finance and ESSD Chiefs	<ul style="list-style-type: none"> • Review the utilization of Program Support Funds (PSF), MOOE, SEF in relation to strategic priorities. • Validate the SDO's support to "Last Mile" schools (infrastructure, teacher deployment). • Identify bottlenecks in the SDO's internal workflow that delay service delivery.
Quality Assurance Lead	QAD Chief	<ul style="list-style-type: none"> • Validate the SDO's DMEA (Division Monitoring, Evaluation, and Adjustment) process. • Ensure that the "Means of Verification" (MOVs) presented are qualitative and not just "presence based." • Oversee the application of the Strategic

		<p>Maturity Rubric.</p> <ul style="list-style-type: none"> • Monitor the progress of the TA Plan agreed upon during the visit with FTAD. • Evaluate whether the TA provided resulted in a Level 3 "Strategic PLC" maturity based on the Project I.S.L.A.S. rubric.
Process Observer/Secretariat	SRC Secretariat	<ul style="list-style-type: none"> • Document the "Bright Spots" using the provided success story template. • Consolidate the "Reflective Dialogue" notes into a post-monitoring report. • Track the timelines of the Co-Managed TA Plan after the visit.
<p>Tip for the RD/ARD:</p> <p>When forming these teams, try to "cross-pollinate." For example, having an EPS or Chief from the Palawan monitoring team join as an observer for the PPC visit. This builds the "Regional PLC" where SDOs start learning from one another, not just from the RO.</p>		
<p>Protocol for the Team</p> <p>To maintain the PLC spirit, the team must adhere to the following "Rules of Engagement":</p> <ol style="list-style-type: none"> 1. Seek to Understand First: Ask "How are you solving this?" before saying "This is wrong." 2. Data-Driven: All findings must be backed by the data trends discussed in the SRC. 3. The "No-Blame" Zone: Treat barriers (e.g., geographic isolation of a certain SDO) as shared regional challenges, not just an SDO failure. 		

The "PLC Summary" for the Monitoring Report

At the end of your visit, the monitoring team should complete this narrative summary to be shared with the SDS:

The "MIMAROPA 3-2-1" Summary:

3 Strengths: (Based on Level 3 indicators found)

2 Strategic Gaps: (Where the SDO is still at Level 1 or 2)

1 Urgent TA Request: (The one thing the RO must do to help this SDO reach Level 3)

VII. TIMELINES

Date	Activities
April 27-29, 2026	Monitoring: Palawan and Puerto Princesa City
May 4 -7, 2026	Romblon
May 11-15, 2026	Occidental Mindoro Oriental Mindoro Calapan City
May 19-21, 2026	Marinduque
July 2026	2 nd Quarter Management Review
October 2026	3 rd Quarter Management Review

Annex A

PART A: PRE-MONITORING REFLECTION SHEET: *(For SDO Leadership Teams: SDS, ASDS, and Division Chiefs)*

Purpose: This document serves as the basis for the "Learning Conversation" during the Regional Monitoring and Evaluation (M&E). It aligns the agreements made during the Strategy Review Conference (SRC) with the current ground-level implementation in April and May.

Part 1: STRATEGIC PROGRESS (The "What")

Reflecting on the commitments made during the recent Strategy Review Conference.

1. Priority Goal Alignment: During the SRC, our SDO committed to prioritizing: _____
 - What are the top three (3) concrete actions we have taken since the conference to move this goal forward?
 - On a scale of 1–10 (10 being fully implemented), where do we honestly stand today? _____
2. The "Last Mile" Connection:
How have we ensured that the strategic decisions made at the Regional/Division level have actually changed the daily operations of our most remote or "last mile" schools this April?

Part 2: THE PLC PROCESS (The "How")

Reflecting on how the SDO functions as a Professional Learning Community.

3. Collaborative Inquiry:
Describe a recent meeting (post-SRC) where the CID and SGOD collaborated to solve a specific learner-related problem. What data did you use, and what was the outcome?
 - Data Source used: _____
 - Result of collaboration: _____
4. Collective Learning:

What is one practice or "way of doing things" that the SDO has stopped, started, or changed because the data showed it wasn't yielding the results promised during the SRC?

Part 3: BARRIERS & BRIGHT SPOTS (The "Reality Check")

Identifying what is working and what is hindering progress.

5. The "Wicked" Problems:

What is the biggest "bottleneck" (e.g., procurement, geography, human resources) currently preventing us from hitting the targets we set at the SRC?

6. Innovation for Cross-Pollination:

What is one "Bright Spot" (a successful innovation or localized practice) in our SDO that we are proud of and believe other SDOs in MIMAROPA should learn from?

Part 4: REQUEST FOR TECHNICAL ASSISTANCE

Defining the partnership with the Regional Office.

7. Targeted Support:

Instead of a general "monitoring report," what one specific area of expertise do we need from the Regional Monitoring Team during this visit to help us overcome our current challenges?

**Instructions for the
Monitoring Team:**

Step 1: Collect these sheets 2 days before the visit.

Step 2: The Monitoring Lead should highlight 2-3 "tension points" or "success stories" from the sheet.

Step 3: Use the Opening

Annex B

PART B: STRATEGIC MATURITY RUBRIC: *To be filled by the Regional Monitoring Team.*

Performance Area	Level 1: Compliance (Emerging)	Level 2: Collaborative (Transforming)	Level 3: Strategic PLC (Sustaining)
Strategy Alignment (SRC Follow-through)	SDO is aware of SRC goals but has not adjusted local work plans. Activities remain "business as usual."	SRC goals are integrated into Division plans. Some resources have been realigned to support these goals.	SDO has a clear "Line of Sight" from SRC goals to school-level actions. Progress is tracked via a data dashboard.
Data-Driven Collective Inquiry	Data is collected primarily for reporting to the Region. Analysis is done in silos by individual units.	CID and SGOD meet to discuss data trends (e.g., NAT, EOSY results) and identify common challenges.	The SDO "S.M.A.R.T." team uses real-time data to pivot strategies. They can demonstrate how data changed a specific policy.
TA Delivery	TA is reactive (provided only when schools ask) and focused on administrative compliance.	TA is scheduled based on DMEA findings. A standard "menu" of TA services is available to schools.	TA is differentiated and co-managed by RO/SDO for priority schools.
Culture of Innovation (Bright Spots)	Innovations are isolated "one-man" acts. No formal system to document or share what works.	SDO encourages innovation and has a repository of localized materials or best practices.	A formal "Culture of Sharing" exists. Successful school innovations are scaled up to the District/Division level.
Financial Management (Resource Optimization)	Budget utilization is strictly based on the WFP with no flexibility for shifting priorities.	Monthly budget reviews (PSF/MOOE) identify spending gaps and realignment needs.	Resources (funds, people, time) are aggressively directed toward the "Strategic Gaps" identified in the SRC.
Curriculum Implementation	Schools follow the curriculum guides but lack localized instructional materials.	SDO CID conducts regular monitoring and provides standard TA for curriculum gaps.	SDO CID/Schools conduct "Learning Conversations" to adapt the curriculum to the MIMAROPA context.

How to Calculate the Final Rating

Instead of a numerical score that can feel punitive, use a "Phase-Based" Status:

PHASE: EMERGING (Mostly Level 1)

Ex. Feedback: "The SDO is meeting basic mandates but needs to strengthen the link between the SRC strategy and actual school support."

PHASE: TRANSFORMING (Mostly Level 2)

Ex. Feedback: "The SDO is successfully breaking down silos. Collaboration between CID and SGOD is evident. Next step: Focus on measurable learner impact."

PHASE: SUSTAINING (Mostly Level 3)

Ex. Feedback: "The SDO functions as a true PLC. They are a 'Model Division' in the MIMAROPA region. Strategy and execution are fully aligned."

Annex C

PART C: REFLECTIVE DIALOGUE QUESTIONS (The Interview Guide)

1. Since the SRC, what "learning loop" or adjustment has your team made based on school-level data?
2. How are the CID and SGOD horizontally collaborating to support the strategic goals we agreed upon?

3. What is the one "Bright Spot" innovation in your SDO that other SDOs in MIMAROPA should learn from?
4. What specific institutional barrier is preventing the full execution of your SRC commitments?

Annex D

PART D: The MIMAROPA "Bright Spot" Success Story Template

Instructions: Use this template to document one specific innovation or practice that has yielded positive results following the Strategy Review Conference.

1. The Challenge (The "Why")

What specific strategic gap or problem was this initiative trying to solve? (e.g., "High absenteeism during harvest season" or "Lack of localized reading materials for Mangyan learners").

2. Collaborative Action (The "How")
How did the SDO work as a PLC to address this? Who was involved (CID, SGOD, School Heads, Community)?
3. Strategy in Motion (The "What")
Describe the intervention clearly. What was the unique "MIMAROPA twist" or innovation applied?
4. Evidence of Impact (The "Results")
Moving beyond "the activity was conducted." What do the numbers say? (e.g., "15% increase in Phil-IRI scores" or "100% liquidation rate achieved 2 months early").
5. Sustainability & Scalability
Can this be replicated in other SDOs? What is the estimated budget or resource requirement to keep it going?

**How to use this during
April-May visits:**

The "Scout" Mentality:

Instruct your monitoring team to act as "Talent Scouts." If they see something working well, they should help the SDO fill out this template on the spot.