



Republic of the Philippines
Department of Education
SCHOOLS DIVISION OF MARINDUQUE

Office of the Schools Division Superintendent

MEMORANDUM
SGOD-2026-103

TO: Asst. Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
School Heads, Public Elementary, Secondary, and Integrated Schools
All Others Concerned

FROM: 
LYNN G. MENDOZA, EdD
OIC, Schools Division Superintendent

SUBJECT: **SCHOOL READINESS ASSESSMENT FOR THE OPENING OF CLASSES FOR SCHOOL YEAR 2026-2027 AND PROVISION OF TECHNICAL ASSISTANCE**

DATE: June 1, 2026

1. In preparation for the upcoming School Year 2026-2027 and to ensure a smooth and efficient commencement of the new academic year, a crucial phase of school readiness assessment for the opening of classes and provision of technical Assistance (TA) scheduled on June 8-11, 15-19, 2026.
2. The primary objectives of this monitoring activity are to: (a) assess the level of readiness of schools for the new academic year and (b) identify any challenges needing immediate technical assistance.
3. The role of the monitoring and evaluation team is essential in upholding the standards of education and contributing to the overall success of the academic year's commencement. The Division Monitoring and Evaluation Team (DMET) shall spearhead the conduct of the activity. Members of the team and the schedule of monitoring is found in the Enclosure. Schools that cannot be assessed by the DMET shall accomplish the Monitoring Tool through the School Heads.
4. In gathering the data, the DMET shall put premium on the observed emerging practices of the schools that will ensure the smooth opening of classes and the encountered bottlenecks, constraints, and challenges that need technical assistance.



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5. The DMET shall prepare the Monitoring Report. **No school-based personnel shall be assigned to consolidate the reports for one or more schools in view of the constant directive to the limit the administrative tasks of teachers.** The results of the assessment conducted by the DMET shall be presented to the Schools Division Superintendent in a conference on June 22, 2026, 9:00 AM at SDO Marinduque Conference Hall. During the conference, the SDO Top Management shall determine the schools' bottlenecks, constraints, and challenges that can be addressed by the SDO.
6. **All public schools** are required to accomplish the Monitoring Tool for Opening of Classes for SY 2026-2027 which can be accessed through the link <https://tinyurl.com/2026MarinduqueOpening>. It is expected that accomplished hard and e-copy of tool is available during the conduct of monitoring.
7. Accomplished monitoring tool shall be uploaded in the same aforementioned link on or before **June 12, 2026** using the file name format: *Name of School_METool* (e.g. *AgotES_METool*) Microsoft Word format and shall be consolidated by the School Management, Monitoring and Evaluation (SMM&E) personnel.
8. In view of ethical governance, schools are enjoined to implement these austerity measures in preparing for the visit of the DMETs. The following are prohibited:
- welcome tarpaulins and lei/corsage for official and team members;
 - lavish food preparations and tokens to DMET members; and
 - pulling out of teachers from their routines for any tasks relative to this readiness assessment.
9. Other SGOD and CID Personnel are encouraged to monitor the opening of classes of schools not monitored by the DMETs. This Memorandum shall also serve as their official Authority to Travel.
10. Related expenses of the DMET as regards this monitoring activity shall be charged to local funds subject to usual accounting and auditing rules and regulations.
11. Enclosed are the following:
Enclosure 1: Division Monitoring and Evaluation Team (DMET) and Schedule
Enclosure 2: School Readiness Assessment Tool for the Opening of Classes and Provision of Technical Assistance
12. Should there be any questions or need further information, please contact Dr. Fretzie P. Alcantara, Senior Education Program Specialist, and/or Mr. Rey R. Raymundo, Education Program Specialist II, of the School Management, Monitoring & Evaluation (SMM&E) Section.
13. Immediate dissemination and strict compliance with the contents of this Memorandum are highly desired.

/SGOD-SMM&E-FA



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Division Monitoring and Evaluation Teams (DMET) and Schedule

Team A (June 8-11, 2026)		Team B (June 15-19, 2026)	
Rey R. Raymundo	EPS II-SMM&E	Dr. Fretzie P. Alcantara	SEPS -SMM&E
Mr. Freddie M. Malabayabas	Education Program Supervisor	Dr. Jennifer E. Monte	Education Program Supervisor
	Public Schools District Supervisor		Public Schools District Supervisor

Date	School	District
June 8, 2026	<ul style="list-style-type: none"> • Romeo M. Mataac National High School • Celso M. Mataac Sr. Elementary School • Amoingon Elementary School • Mansiwat Primary School 	Boac North Boac North Boac South Boac South
June 9, 2026	<ul style="list-style-type: none"> • Buenavista NHS – Daykitin Annex • Daykitin Elementary School • Caigangan Elementary School • Masiga Elementary School 	Buenavista Buenavista Buenavista Gasán
June 10, 2026	<ul style="list-style-type: none"> • Bonliw Elementary School • Bonliw National High School • Tambangan National High School • Tambangan Elementary School 	Torrijos Torrijos Santa Cruz East Santa Cruz East
June 11, 2026	<ul style="list-style-type: none"> • Butansapa National High School • Butansapa Elementary School • Kilo-Kilo National High School • Kaganhao Elementary School 	Mogpog Mogpog Santa Cruz South Santa Cruz South
June 15, 2026	<ul style="list-style-type: none"> • Sawi Elementary School • Ilaya National High School • Cawit Elementary School • Cawit National Comprehensive High School 	Boac North Boac North Boac South Boac South
June 16, 2026	<ul style="list-style-type: none"> • Sihi Elementary School • Buenavista NHS-Sihi Annex • Tiguion I Elementary School • Cabugao Elementary School 	Buenavista Buenavista Gasán Gasán
June 17, 2026	<ul style="list-style-type: none"> • Danao Elementary School • Mampaitan Elementary School • Makapuyat Elementary School 	Mogpog Mogpog Santa Cruz East

	<ul style="list-style-type: none"> • Makapuyat National High School 	Santa Cruz East
June 18, 2026	<ul style="list-style-type: none"> • Sibuyao Elementary School • Sibuyao National High School • Nangka Elementary School • Kayduke Primary School 	Torrijos Torrijos Torrijos Torrijos
June 19, 2026	<ul style="list-style-type: none"> • Punong Elementary School • Punong National High School • Dating Bayan Elementary School • Aturan Elementary School 	Santa Cruz North Santa Cruz North Santa Cruz North Santa Cruz North



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 MIMAROPA REGION

**SCHOOL READINESS ASSESSMENT TOOL FOR THE OPENING OF CLASSES
 AND PROVISION OF TECHNICAL ASSISTANCE**

Name of School: _____ Division: _____
 Name of School Head: _____ Contact No.: _____
 School Type: Public Private Shifting of Classes Multigrade
 Course Offering: Kindergarten Elementary JHS SHS

Part I: Enrollment Status and Critical Resources of Schools

Directions: Fill out the tables below with the data and information as needed.

Grade Levels	Current Enrollment	No. of Sections	Number of Teachers	No. of Classrooms In Use		No. of Available Chairs	
				Standard	Not Standard	Standard	Not Standard
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
SNED							

Part II: Core Readiness & Policy Alignment Indicators

Directions: Rate the following items using the scoring matrix provided below.

3	Fully Ready/ Compliant	Criteria completely met; systems and resources are in place.
2	Partially Ready/ Progressing	Substantial progress made, but minimal gaps remain.
1	Not Ready/ Non-Compliant	Significant gaps; operations will be heavily affected without immediate intervention.

1. School Calendar & Structural Adjustments

Reflecting updates regarding the shift to the Three-Term Calendar System and protection of core learning delivery.



Republic of the Philippines
Department of Education
MIMAROPA REGION

Indicators	Rating (1-3)	Evidence of compliance	Technical Assistance Needed? (Yes/ No)
1. Alignment with Three-Term Structure: The school has recalibrated its internal operations, class programs, and activities to conform strictly with the Three-Term Calendar.			
2. Protection of Instructional Time: School events, co-curricular tasks, and administrative functions are mapped out to avoid encroaching upon designated teaching blocks.			
3 Term-Based Planning: Budget of Work (BOW) trackers are distributed and integrated into the teachers' master schedules for the initial term.			
4. Remediation and Catch-up Windows: Dedicated remediation blocks or "catch-up hours" are explicitly integrated into the weekly class program to support struggling learners before term-end assessments.			
5. Faculty Workload Balancing: Teacher deployment schedules observe the prescribed maximum actual teaching hours, ensuring non-teaching administrative burdens do not cause schedule overlaps.			

2. Curriculum Delivery & Lesson Design

Aligned with the policy mandates on simplifying lesson planning and implementing curriculum frameworks.



Republic of the Philippines
Department of Education
 MIMAROPA REGION

Indicators	Rating (1-3)	Evidence of compliance	Technical Assistance Needed? (Yes/ No)
1. Budget of Work (BOW) Distribution: Teachers are equipped with the re-organized, term-structured curriculum guides and localized learning area resources.			
2. Simplified Lesson Planning: Lesson plans comply with the simplified design standards focused on core teaching competencies, eliminating bloated administrative formatting.			
3. Senior High School Realignment: (For SHS) The school has implemented the restructured elective pathways under the Strengthened Senior High School Curriculum updates.			
4. Contextualized Learning Resources: Textbooks, self-learning modules (SLMs), and teacher-made worksheets are explicitly mapped out against the current term's essential competencies to avoid resource mismatches.			
5. LAC Session Readiness: The school's Learning Action Cell (LAC) plan includes specific, scheduled sessions focused on troubleshooting the delivery of newly compressed or restructured curriculum competencies.			

3. Classroom Assessment & Grading Systems



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Department of Education
MIMAROPA REGION

Adhering to the refined guidelines on formative feedback and correct assessment data processing.

Indicators	Rating (1-3)	Evidence of compliance	Technical Assistance Needed? (Yes/ No)
1. Grading Systems Calibration: Classroom assessment mechanics have been updated to reflect the streamlined, reflective grading guidelines for learner diagnostic feedback.			
2. Prohibition of Inter-School Ranking: The school administration has strictly enforced the policy banning the public ranking of schools or raw score comparisons across previous school years.			
3. Modality Baseline Data: System features for entry tracking (such as LIS tagging adjustments and actual modality logging) are updated for day-one reporting.			
4. Authentic Assessment Matrices: Rubrics and formative assessment tools prioritize authentic, performance-based tasks over heavy reliance on traditional, high-stakes summative tests.			
5. Diagnostic Reading & Numeracy Baselines: Schedules and toolkits for early-grade diagnostic screening (e.g., CRLA, Phil-IRI) are ready for administration within the first few weeks of classes.			

4. Physical Facilities & Support Environments

Ensuring health, safety, and supportive frameworks are actively established.



Republic of the Philippines
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 MIMAROPA REGION

Indicators	Rating (1-3)	Evidence of compliance	Technical Assistance Needed? (Yes/ No)
1. Safe & Motivating Learning Environment: Clean, structural safety protocols are observed in accordance with the latest learner protection and child-friendly guidelines.			
2. Literacy Support Spaces: Reading nooks, libraries, and literacy support areas are clean, functional, and supplied with diagnostic reading toolkits.			
3. Basic Utilities & Logistics: Classroom furniture, ventilation, clean running water, and lighting facilities are fully ready for the incoming student population.			
4. DRRM and Climate Resiliency: Disaster Risk Reduction and Management (DRRM) protocols, emergency exit signs, and evacuation path clearings are updated to handle local weather disruptions or hazards.			
5. Inclusive Visual Environments: Classroom walls and bulletin boards align with minimalist and focused design guidelines—removing distracting, non-essential decorations to foster an inclusive, calm learning space.			

Part III. Technical Assistance & Immediate Challenge Logging

Directions: Use this section to log critical barriers that require rapid response from the Division or Regional Office composite teams. **For every area in Part II marked with a rating of 1 or 2, or any checklist box ticked above**, define the specific challenge below to form the basis of the Division's Post-Monitoring Intervention Plan.



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MIMAROPA REGION

Identified Challenge/ Bottleneck	Specific Domain Affected	Proposed Immediate Intervention	Responsible Office/ Personnel	Target Resolution Date
Example: Grade 4 teachers lacking printed Three-Term BOW reference sheets.	Curriculum Delivery	Provision of digital templates and flash drives via District LR Coordinator.	School Head / District LRMDS	Within 48 Hours

Add additional rows if necessary

Conforme:

Name & Signature of School Head

Monitored by:

Name & Signature of SDO Monitor

Date: _____