



Republic of the Philippines
Department of Education
MIMAROPA REGION
SCHOOLS DIVISION OF MARINDUQUE

Department of Education
Division of Marinduque
RECORDS SECTION
RELEASED

Name: 002621
Signature: [Signature]
Date: AUG 02 2024

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

TO: Asst. Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
School Heads, Public Elementary and Secondary Schools
Division Monitoring & Evaluation Team (DMET)
All Others Concerned

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

SUBJECT: **MONITORING AND PROVISION OF TECHNICAL ASSISTANCE TO PUBLIC SCHOOLS' OPENING OF CLASSES FOR SCHOOL YEAR 2024-2025**

DATE: August 1, 2024

1. To ensure effective and efficient implementation of the basic education curriculum aligned with the goals and objectives of the MATATAG: Bansang Makabata, Batang Makabansa, DepEd MIMAROPA Region together with the Division Monitoring and Evaluation Team (DMET) shall conduct monitoring and provision of technical assistance to public schools opening of classes for School Year 2024-2025, particularly in areas of teaching and learning, on August 5-9, 2024.
2. The primary objectives of this readiness assessment are :
 - a. to assess the readiness of schools for the new academic year;
 - b. identify any challenges needing immediate technical assistance; and
 - c. ensure that necessary protocols are being followed.
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. Last Mile Schools and schools that were not visited during the previous Monitoring of Opening of Classes shall be the priorities in this monitoring activity.

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4. In gathering the data, the DMET shall put premium on the observed emerging practices of the schools that ensure the smooth opening of classes and the encountered bottlenecks, constraints, and challenges.
5. **All public schools** are required to accomplish the **M**onitoring Tool for the **E**valuation of Public Schools' Opening of Classes for SY 2024-2025 and Provision of **T**echnical **A**ssistance which can be accessed through the link <https://tinyurl.com/2024MarMETAOpening>. It is expected that accomplished hard and e-copy of SRAT is available during the conduct of monitoring.
6. Accomplished META Tool shall be uploaded in the same aforementioned link on or before **August 9, 2024** using the file name format: *Name of School_META (e.g. AgotES_SRAT)* and shall be consolidated by the School Management, Monitoring and Evaluation (SMM&E) personnel.
7. In view of ethical governance, schools are enjoined to implement these austerity measures in preparing for the visit of the RMET/DMET. The following are prohibited:
 - a. welcome tarpaulins and lei/corsage for official and team members;
 - b. lavish food preparations;
 - c. pulling out of teachers from their routines for any tasks relative to this readiness assessment; and
 - d. tokens to RMET/DMET members.
8. 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.
9. Enclosed are the following:
Enclosure 1: Division Monitoring and Evaluation Team (DMET) and Schedule
Enclosure 2: Monitoring and Evaluation Tool (One report per school)
10. 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.
11. For widest and immediate dissemination.

/SGOD-SMM&E-FA

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Division Monitoring and Evaluation Team (DMET) and Schedule

Annabelle M. Marmol
 Dr. Ma. Shiela S. Saet
 Fretzie P. Alcantara
 Rey R. Raymundo
 Public Schools District Supervisor

Regional Monitor
 DMET Member
 DMET Member
 DMET Member
 DMET Member

Date	Schools to be Monitored
August 5, 2024	Mahinhin ES (Boac North) Puyog ES (Boac North) Balagasan ES (Boac South) Bamban ES (Boac South)
August 6, 2024	Malayak ES (Mogpog) Mampaitan ES (Mogpog) Mendez ES (Mogpog) Hinadharan ES (Mogpog)
August 7, 2024	San Isidro ES (Santa Cruz North) Botilao ES (Santa Cruz North) Botilao NHS (Santa Cruz North) Bangcuangan PS (Santa Cruz North)
August 8, 2024	Biga ES (Santa Cruz East) Morales ES (Santa Cruz East) Tamayo ES (Santa Cruz East) Manlibunan ES (Santa Cruz South)
August 9, 2024	Aurora Sevilla Sotto Libtangin ES (Gasán) Tungib ES (Buenavista) Timbo ES (Buenavista) Bolo PS (Torrijos) Torrijos SHS (Torrijos)

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Enclosure 2: Monitoring and Evaluation Tool

MONITORING TOOL FOR THE EVALUATION OF THE OPENING OF CLASSES FOR SY 2024-2025 AND PROVISION OF TECHNICAL ASSISTANCE

Name of School: _____ Division: _____
 District: _____ Name of PSDS: _____
 School Type: Public Private
 Course Offering: Kindergarten Elementary JHS SHS
 Name of School Head: _____ Contact Number: _____
 Email Address: _____ Date Monitored: _____

Part I: Enrollment Status and Critical Resources of Schools

Direction: Fill out the boxes in the tables below with the data and information as needed.

A. Enrollment Data

Previous Enrollment vs Current Enrollment

Grade Levels	Previous Enrollment (SY 2023-2024)				Current Enrollment, as of Date Monitored (SY 2024-2025)					Difference	Percentage Change
	BOSY	D	TO	Total	NE/P	TI	R/BA	TO	Total		
Kindergarten				0					0	0	
Grade 1				0					0	0	
Grade 2				0					0	0	
Grade 3				0					0	0	
Grade 4				0					0	0	
Grade 5				0					0	0	
Grade 6				0					0	0	
Grade 7				0					0	0	
Grade 8				0					0	0	
Grade 9				0					0	0	
Grade 10				0					0	0	
Grade 11				0					0	0	
Grade 12				0					0	0	
Total	0	0	0	0	0	0	0	0	0	0	

Possible / Actual Reason/s for Increase / Decrease

B. Critical Resources of the School

Grade Levels	Current Enrollment	Number of Teachers	Number of Classrooms in Use		Number of Available Chairs	
			Standard	Not Standard	Standard	Not Standard
Kindergarten	0					
Grade 1	0					
Grade 2	0					
Grade 3	0					
Grade 4	0					
Grade 5	0					
Grade 6	0					
Grade 7	0					
Grade 8	0					
Grade 9	0					
Grade 10	0					
Grade 11	0					
Grade 12	0					

D. Teaching and Learning Resources

Resources																		
A. Learning Resources																		
1. Self-Learning Modules (SLMs)	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Availability	Quantity	Remarks															
2. Learning Activity Sheets (LASs) / Worksheets (WSs)																		
3. Textbooks (TBs) / Learners Materials																		
4. Other Supplementary Learning Resources																		
B. Teaching Resources																		
1. Curriculum Guide (CG)																		
2. Teaching Guide (TG) / Teachers Manual (TM)																		
3. Lesson Exemplars (LEs)																		
4. Other References																		

Resources																		
A. Learning Resources																		
1. Self-Learning Modules (SLMs)	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11			Grade 12		
	Availability	Quantity	Remarks															
2. Learning Activity Sheets (LASs) / Worksheets (WSs)																		
3. Textbooks (TBs) / Learners Materials																		
4. Other Supplementary Learning Resources																		
B. Teaching Resources																		
1. Curriculum Guide (CG)																		
2. Teaching Guide (TG) / Teachers Manual (TM)																		
3. Lesson Exemplars (LEs)																		
4. Other References																		

Other Issues and Concerns:	Action Taken:	Recommendations:

II. School Preparedness and Compliance Assessment Tool for Curriculum Implementation and Delivery

Direction:

This tool assesses how well schools are prepared for curriculum implementation and delivery, teachers' readiness and support, and plan for learning continuity in times of disasters and emergencies.

Use the scales below to rate compliance and degree of establishment by checking the appropriate column:

A. Curriculum Implementation and Delivery

Scale: Non-compliant: Significant issues; immediate action needed.

Partially Compliant: Some gaps are present; improvement is needed.

Fully Compliant: Meets or exceeds all standards; no issues.

No.	Indicators	Status of Compliance			Remarks
		Non-Compliant	Partially Compliant	Fully Compliant	
1	Implements the prescribed MATATAG Curriculum for Kindergarten, Grades 1, 4, and 7.				
2	Implements the K to 12 Basic Education Curriculum for Grades 2,3,5,6,8,9,10,11 and 12.				
3	Adopts the time allotment prescribed in the DepEd Order No. 10, s. 2024.				
4	Follows the subject offering as required in the prescribed curricula.				
5	Instructional materials and resources (e.g., textbooks, digital tools) are sufficiently available and ready for use.				
6	Teachers have prepared and submitted DLP/DLL aligned with the competencies and learning outcomes as specified in the prescribed curricula.				
7	Classroom setups are organized to facilitate the effective delivery of the curriculum, including proper arrangement of resources and learning spaces.				
8	Assessment tools and methods are in place and aligned with the curriculum guide to measure student progress accurately.				
9	Technology and digital tools are operational and are utilized in the curriculum delivery.				
10	The school adapts DepEd Order No. 9, s. 2024, and has prepared a school calendar that aligns with the guidelines and includes key academic dates, holidays, and other important events.				

Other issues and concerns along Curriculum Implementation and Delivery:

Issues and Concerns	Agreement	Responsible Person (CO-RO SDO-School)	Timeline

B. Teachers' Readiness and Support

Scale: **Not Compliant** - The indicator is not met, with no systems, procedures, or support mechanisms in place.

Partially Compliant - Some aspects of the indicator are met, but there are gaps or incomplete implementations.

Fully Compliant - The indicator is fully met, and procedures, and support mechanisms in place.

No.	Indicators	Status of Compliance			Remarks
		Non-Compliant	Partially Compliant	Fully Compliant	
1	Teachers have attended relevant professional development activities for implementing the MATATAG and K to 12 curricula.				
2	Teachers have a copy of curriculum guides and instructional materials relevant to their subject areas.				
3	Teachers have access to a repository of resources, including lesson exemplars and other teaching materials.				
4	The school have a well structured plan in the conduct LAC through of collaborative expertise sessions, coaching, and mentoring activities and others.				
5	Teachers have received resources and materials necessary for effective curriculum delivery, including textbooks, digital resources, and teaching aids.				
6	Teachers have been involved in collaborative planning sessions to share best practices and strategies, leveraging collaborative expertise.				
7	Teachers have been informed about and have access to support services such as counseling or technical assistance for any challenges faced in implementing the curriculum.				
8	Teachers have been provided with a class program and workload compliant with DO No. 5, s. 2024 and DO No. 10, s. 2024.				
9	Teachers have established clear classroom management strategies that support a positive learning environment.				
10	Teachers have engaged in self-assessment or reflective practices to evaluate their instructional methods and identify areas for improvement.				

Other issues and concerns along Teachers' Readiness and Support:

Issues and Concerns	Agreement	Responsible Person (CO-RO-SDO-School)	Timeline

C. Learning Continuity Plan in times of disasters and emergencies

Scale: **Not Established** - The indicator is not addressed, and there are no systems or procedures in place related to the Learning Continuity Plan.

Partially Established - The indicator is partially addressed, with some systems or procedures in place.

Established - The indicator is thoroughly addressed, with systems and procedures in place that meet the requirements.

No.	Indicators	Status of Compliance			Remarks
		Not Established	Partially Established	Established	
1	The school has an approved Learning Continuity Plan for SY 2024-2025 that outlines procedures for maintaining educational activities during disruptions.				
2	The school has established communication protocols for informing students, parents, and staff about emergency procedures and learning continuity plans.				
3	The school has oriented the school community for implementing and managing the Learning Continuity Plan during emergencies.				
4	The school has considered alternative learning methods, modalities, and resources (e.g., online platforms, printed materials) to be used during extended disruptions.				
5	The school has ensured that all students and staff have access to necessary technology and resources for remote learning if needed.				
6	The school has a plan for providing continued support and counseling services and PFA activities including learners and staff protection during and after emergencies.				
7	The school has established partnerships with local organizations and agencies to support emergency response and recovery efforts.				
8	The school conducts regular drills and training exercises to practice emergency procedures and the implementation of the Learning Continuity Plan.				
9	The school has implemented strategies for engaging with and providing support to families to help them facilitate their children's learning during emergencies.				
10	The school has established a system for tracking student attendance and participation in remote learning activities during disruptions.				

Other issues and concerns along Learning Continuity Plan in times of disasters and emergencies:

Issues and Concerns	Agreement	Responsible Person (CO-RO-SDO-School)	Timeline