



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

FEB 14 2025

MEMORANDUM
NO. 072, s. 2025

**MONITORING OF SCHOOLS PROGRAM INITIATIVE PLAN (PIP) on ABC+
INSTRUCTIONAL LEADERSHIP TRAINING (ILT) AND OTHER RELATED ACTIVITIES**

To: OIC- Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
OIC-Chief Education Supervisor, School Governance Operations Division
Elementary Public School Heads/OICs
All Others Concerned

1. Pursuant to the conduct of the Division Rollout of the ABC + Project on Instructional Leadership Training per Memorandum DM-HROD-NEAP-2023-/063 titled: Conduct of the Division Rollout of the ABC + Project of Instructional Leadership Training (ILT) and Regional Memorandum No. 837 s. 2023 titled: Conduct of the Regional Training of Trainers for Advancing Basic Education in the Philippines (ABC +) on Instructional Leadership Training (ILT), held on September 16-20, 2024, at HORTZ Hotel, Tagaytay City, this Office announces the monitoring of the approved school's implementation of the Program Initiative Plan (PIP) and other related activities.

2. Attached are enclosures for your perusal:

- a. *Schedule of related activities*
- b. *Monitoring Team*
- c. *Monitoring Tool*
- d. *Monitoring Rubric*

3. Elementary School Heads are instructed to document all activities related to the program.



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4. Immediate, wide dissemination, and strict compliance of this Memorandum are desired.

For:

VIOLETA M. GONZALES

Assistant Schools Division Superintendent

Officer-in-Charge

Office of the Schools Division Superintendent

By:


DR. LILIA A. RICERO

OIC-Assistant Schools Division Superintendent

Officer-in-Charge

Office of the Schools Division Superintendent

Enclosure: As stated

Reference: None

To be indicated in the Perpetual Index

Under: TRAINING PROGRAMS

MCDS-Monitoring of Schools Program Initiative Plan (PIP) on Abc+ Instructional Leadership Training (ILT) and other related Activities

072/February 12, 2025

NUM-2025-072



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Enclosure A:

ACTIVITIES	DATE/S	PERSONS INVOLVED
Monitoring period of PIPs	February 18- April 18, 2025	Education Program Supervisors Public Schools District Supervisor SEPS (HRTD)
Mid-Year Review Presentation Venue: School	March 12-14, 2025	Clustered PSDSs and Elementary School Heads
Preparations for Final Presentation	April 23-24, 2025	Clustered PSDSs and Elementary School Heads
Final Presentation and Graduation Venue: SDO 4 th Floor, Life Skills Activity Center	April 28-30, 2025	Education Program Supervisors Public Schools District Supervisor SEPS (HRTD) SDO Personnel
Submission of Reports to SDO	May 2, 2025	Elementary School Heads
Consolidation of the submitted Reports	May 5-6, 2025	Program Management Team



Republic of the Philippines
Department of Education

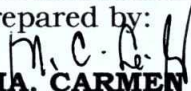
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SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Enclosure B:

PROGRAM INITIATIVE PLAN (PIP)
(ABC + Instructional Leadership Training (ILT))
MONITORING TEAM
SY: 2024-2025

Public Schools District Supervisor	Education Program Supervisor	Assigned School
1. Evangeline M. Aman	Ma. Carmen D. Solayao	POBES and VHES
2. Clarisa C. Avila	Armida S. Oblinada	BESMain and BES Unit 1
3. Ma. Theresa C. Dela Rosa	Marissa M. Andanza	LIS and PES
4. Jayboy E. Evano	John Albert B. Colle	FDeMesa and SHES
5. Yaledegler C. Maligaya	Edison C. Enerlas	MES and TES
6. Eric F. Fungo	Mariel Eugene L. Luna	IES and AES
7. Myra E. Namit	Liliosa B. Palce	CES-Main and Buli Elem
8. Ada Trinidad E. Tagle	Leonaida L. Gutierrez	FAES and CESA
9.	Lambert G. Quesada Ma. Carmen D. Solayao	Zone 3 and Zone 4
10.	Gina U. Urquia Marissa M. Andanza	SES-Main and BSES

Prepared by:


MA. CARMEN D. SOLAYAO PhD
Education Program Supervisor-ENGLISH


MARISSA M. ANDANZA EdD
Education Program Supervisor-ALS/KINDER

Approved:

For:

DR. FLORANTE C. MARMETO
Chief-Education Program Supervisor
Curriculum Implementation Division

By:


DR. EVANGELINE M. AMAN
Public Schools District Supervisor
Officer-in-Charge
Curriculum Implementation Division

Enclosure C.

School Head Monitoring and Feedback Tool for Leadership on Language, Literacy and Social-Emotional Learning in the *New Normal*

To be completed by the Public Schools' District Supervisor (PSDS)

Introduction and Purpose. This monitoring and feedback tool is for PSDS's use to support the school heads in providing the necessary instructional leadership to ensure their teachers' success in delivering language and literacy assistance to home learning partners in the new normal. The purpose is to help the PSDS identify areas of strength and areas for improvement in relation to their school heads' instructional leadership practices to strengthen their capacity as an instructional leader for language and literacy.

Instructions. This tool is divided into three sections: *School Head Monitoring (Section I)*, *Teacher Feedback (Section II)* and *School Summary Reporting (Section III)*.

Section I Monitoring Form consists of seven (7) leadership practice areas (headings) and seven-teen (17) observation items (to tick YES, NO, or N/A). Complete Section I by checking the appropriate box to indicate whether the teacher demonstrates the behavior described in each item (i.e., Yes or No). If the item is not being observed, indicate "N/A". Circle the documentation sources under the Sources of Evidence column that you have used to make your decision and supports your feedback to the school head. A legend for each Source of Evidence is provided at the bottom of Section I for guidance. Note any remarks as necessary (and which are optional)¹⁰.

The Column "*PPSSH Domains and Strands*" refers to the Philippine Professional Standards for School Heads. The numeric codes consist of two digits. The first digit refers to the domain; the second digit relates to the strand. Example, the code 3.2 relates to Domain 3. Focusing on teaching and learning, Strand 2. Teaching standards and pedagogies. The PPSSH Reference Summary Table lists all associated domains and strands for each item.¹¹

¹⁰ Remarks can include other documents / evidence; reasons for yes, no or not applicable; qualitative description of the results, etc.

¹¹ The School head may use this as a reference when completing the teacher's Individual Performance Commitment and Review Form and other Results-based Performance Management Systems tools.

Calculating the Leadership Practice Area Scores. Once all items are observed for a given practice area or heading, tally the number of Yes's, divide by the sum of Yes's and No's and multiply by 100. This will provide the percentage (%) score. Do not include "N/A" items in the calculation. $\frac{(Total\ Yes)}{Sum\ (Yes+No)} \times 100$. Calculate the Overall Score using the same method for all observed items.

Section II Feedback Table consists of the feedback, areas of support and growth plan goals following the completion of the observation. The purpose of this section is to record and document the results for feedback to the school head. Complete this table to record the summary results of the observation, identify the priority practice areas for support, and the level of support required by the school head.

Section I. School Head Monitoring Form

School ID:	School Name:	Date:
District:	School Head Name:	
Division:	PSDS Name:	

	Practice Areas and Observation Items	PPSSH Domains and Strands	YES	NO	N/A	Circle Sources of Evidence	Remarks (optional) ¹²
1.	Feedback and Support to Teachers' Lesson Planning and Preparation of Language Subject Lessons		Total			Practice Area Score	_____ %
1a	Reviews and provides feedback to teachers in the development of: a. learning materials b. utilization of the learning materials	3.1, 3.2				TI, SHI, LD, LAS, ILP, Inventory of LMs	
1b	Monitors the utilization and implementation of the Instructional Learning Program (ILP) of the school.	3.2, 3.3				SHI, Narratives with Documentations	
2.	Feedback and Support to Teachers' Literacy and Language Instructional Practices		Total	Total		Practice Area Score	_____ %
2a	Provides teachers with advice and feedback to support effective implementation of literacy and language teaching.	3.2, 3.3				TI, SHI, TA Agreement, Minutes of the Meeting	
2b	Provides technical assistance (TA) to teachers to use and integrate supplemental reading materials when teaching literacy.	3.2, 3.3				TI, SHI, TA Agreement, Minutes of the Meeting	
2c	Supports teachers to use data for decision-making through a variety of learners' work; written and performance tasks to monitor learner progress.	3.4, 3.5				SHI, TI, LD, SW, Assessment Results Program Monitoring Report	
3.	Monitoring, Evaluating and Using Teacher and Learner Performance Data		Total	Total		Practice Area Score	_____ %

¹² Remarks can include other documents / evidence; reasons for yes or no; qualitative description of the results, etc.

Practice Areas and Observation Items		PPSSH Domains and Strands	YES	NO	N/A	Circle Sources of Evidence	Remarks (optional)
3a	Uses multiple sources of information to monitor teachers' preparation, planning and implementation of LDMS.	3.1, 3.3, 3.7				IPCRF, LAS, SHI, TI, Communication Platforms	
3b	Supports teachers to establish remediation and enrichment opportunities to support learners.	1.1, 1.2, 1.5, 3.6				SHI, TI, SIP, School Memorandum, Receipt on the purchase of materials	
3c	Shares school-wide literacy goals and performance with parent and community stakeholders (eg through SMEAs, parent teacher conferences, and balik eskwela (back to school day)).	1.1, 1.7, 3.4, 5.1, 5.4, 5.5				SHI, TI, PI, PA, HLE, SIP, Minutes of the Meeting, PTC Narratives with documentations	
4.	Support to Teachers' Professional Development		_____	_____		Practice Area Score	_____ %
			Total	Total			
4a	Collaborates with teachers to implement effective learning action cells (LACs) with the goal of improving teaching and student learning outcomes.	3.7, 4.5, 4.6				TI, SHI, LD, Minutes of the Meeting	
4b	Provides timely feedback to ILP teacher implementers instructional practices relating to language and literacy.	3.2, 3.3, 4.6				TO, TI, TA notes, Classroom Observation Notes	
5.	Support to Improve the Learning Environment, including Social and Emotional Competencies, and Gender Equity and Social Inclusion		_____	_____		Practice Area Score	_____ %
			Total	Total			
5a	Reviews and gives feedback on LAS, to ensure they contain strategies which support SEL and GESI.	3.1, 3.2, 3.6, 3.8				SHI, TI, LAS, TA notes on integrating SEL and GESI, Classroom Observation Notes indicating SEL and GESI	
5b	Advises, assists and monitors teachers' use of supplemental reading materials to highlight and incorporate GESI and SEL themes and topics.	3.2, 3.3, 3.6				SHI, TI, LAS, Classroom Observation Notes, LAC Agreement, Learning materials with	

						integration of SEL and GESI	
5c	Provide targeted SEL supports. Help establish connections and encourage communication between and among teachers, learners and parents to ensure their wellbeing.	1.1, 1.2, 1.3, 3.6, 4.8, 5.1, 5.3, 5.4, 5.5				SHI, TI, PI, HLE, GC with parents, Letter to parents, Home visitation documents or Narrative Reports	

		PPSSH Domains and Strands	YES	NO	N/A	Circle Sources of Evidence	Remarks (optional)
6.	Support to Home Learning Partner Engagement		_____	_____		Practice Area Score	_____%
			Total	Total			
6a	Provides necessary assistance to ensure teachers regularly communicate to parents on learner's performance.	5.1, 5.4, 5.5				SHI, TI, HLE, PI, PTC, Home visitation documents or Narrative Reports , Agreements with parents	
6b	Ensures teachers are collaborating with home learning partners to establish routines for learning at home.	3.6, 5.4, 5.5				SHI TI HLE, Home visitation documents or Narrative Reports , Agreements with parents	
6c	Collaborates and communicates with home learning partners to address/ any challenges pupils may have.	5.1, 5.3, 5.4, 5.5				SHI, TI, PI, PA, HLE, Home visitation documents or Narrative Reports , Agreements with parents	
7.	Building Connections		_____	_____		Practice Area Score	_____%
			Total	Total			
7a	Taps and/or coordinates with internal and external stakeholders in strengthening the language and literacy program of the school.	5.1, 5.5				SHI, MOA, MOU, Deed of Donation, Letter of Acknowledgement, Any documentation on Stakeholders partnership	
7b	Creates a community of partners to advocate language and literacy teaching and learning in a remote learning situation.	5.1, 5.4				HLE, PI, SHI, TI, List of Parent Volunteers advocating Literacy, Reading Volunteers' support.	

Legend:

HLE - home learning engagement and communication

ILP - individual learning plan

IPCRF - individual performance and commitment review form

LD - learning action Cell (LAC) documentation

LDM - learning delivery modality

MELCs - most essential learning competencies

PA - Parent Teacher Association (PTA) agenda

PI - parent interview

SHI - school head interview

SIP - school improvement plan

SRC - school report card

SW - student work

TI - teacher interview

TO - Teacher Observation and Feedback Tool

Section II. School Head Feedback Form.

School ID:	School Name:	Date:
District:	School Name:	
Division:	PSDS Name:	

8. Indicate the top three (3) practice areas for priority attention and support from this observation (note the practice area headings, not the specific items)

Priority	Leadership Practice Area	Leadership Practice Area Score	Remarks / Issues / Items
A. Priority Area 1	[record practice area here, eg. Support to Home Learning Partner Engagement]	[record the score for this practice area heading]	[identify specific issues / items that need attention]
B. Priority Area 2			
C. Priority Area 3			

9. Indicate the level of follow-up support the teacher requires, based on the overall results of the observation. (Circle one)

Level of Support Required (tick only one)	Guiding Criteria	Guidance for Follow-up and Support to the Teacher
☐ Substantial Support	Overall score is less than 50%	Provide detailed feedback on areas of strengths and weaknesses; follow-up within one week and closely monitor their LDM implementation.
☐ Moderate Support	Overall score is between 50% and 90%	Provide detailed feedback on areas of strengths and weaknesses; follow-up observation within one quarter and monitor their LDM implementation.
☐ Light Support	Overall score is higher than 90%	Provide detailed feedback on areas of strengths and weaknesses; follow-up within the year and observe their LDM implementation.

10. Comments/Suggestions/Recommendations (Please use this monitoring tool as a springboard to conduct a supportive problem-solving dialogue with teachers about their experiences with teaching and learning during the new normal.)

Strengths:

Challenges:

Progress from prior observations:

Growth plan/goals:

Timeline:

School Head's Name and Signature:

Teacher's Signature:

Domains and Strands Reference and Evaluation Table

S/N	Domain / Strand	Observation Items	No. Items
1.	Leading strategically		
1.1	Vision, mission and core values	3c, 3d, 5c	3
1.2	School planning and implementation	3c, 3d, 5c	3
1.7	Monitoring and evaluation processes and tools	3d, 6d	2
3.	Focusing on Teaching and Learning		
3.1	School-based review, contextualization and implementation of learning standards	1a, 3a, 5a	3
3.2	Teaching standards and pedagogies	1a, 1b, 2a, 5a, 5b, 6d	6
3.3	Teacher performance feedback	1b, 2a, 3a, 5b, 6d	5
3.4	Learner achievement and other performance indicators	2c, 3d	2
3.5	Learning assessment	2c	1
3.6	Learning environment	3c, 5a, 5b, 5c, 6b	5
3.7	Career awareness and opportunities	3a, 4a	2
3.8	Learner discipline	5a	1
4.	Developing Self and Others		
4.5	Professional development of school personnel	4a	1
4.6	Leadership development in individuals	4a	1
4.8	Rewards and recognition mechanism	5c	1
5.	Building Connections		
5.1	Management of diverse relationships	3d, 5c, 6a, 6c, 7a, 7b	6
5.3	Inclusive practice	5c, 6c	2
5.4	Communication	3d, 5c, 6a, 6b, 6c, 7b	6
5.5	Community engagement	3d, 5c, 6a, 6b, 6c, 7a	6



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Enclosure D

PROGRAM INITIATIVE PLAN (PIP)
(ABC + Instructional Leadership Training (ILT))
MONITORING TOOL RUBRIC
SY: 2024-2025

SCHOOL: _____ **DATE:** _____
SCHOOL PRINCIPAL: _____

PHASE I: NEEDS ASSESSMENT

CRITERIA	4 Met requirements	3 Partially met majority of requirements	2 Partially met few requirements	1 Did not meet requirements
USE OF DATA	Valid data with adequate tools are used showing the needed competencies and problems that need to be addressed by the project.	Data is collected to show the needs but some parts (25%) of the data are not relevant to the project	Data is collected to show the needs, but the data is not relevant to the project.	No data is collected to show the needs of the stakeholders in the project.
QUALITY OF DATA	The data is recent (at the beginning of the school year for personnel and previous quarter for	The data is not so recent (since previous school year for personnel and at the beginning of the school	The data is not so recent (since previous school year for personnel and at the beginning of the school	The data is not recent (since the last two school years for personnel and at the last school year for

	learners) and gathered from the target recipients.	year for learners) and gathered from the target recipients.	year for learners) and sample is a mix of recipients and non-recipients of the project.	learners) and sample are not the recipients of the project.
RELEVANCE OF THE OBJECTIVES	The objectives are directly addressing the needs identified from the stakeholders	Some objectives (25%) do not address the identified needs of the stakeholders	Majority of the objectives (50%) do not address the identified needs of the stakeholders	All the objectives do not identify the needs of the stakeholders
USE OF SOCIAL EMOTIONAL LEARNING	The five components of SEL are part of the competencies developed in the project.	At least 3-4 components of SEL are part of the competencies developed in the project.	1-2 components of SEL are part of the competencies developed in the project.	None of the components of the SEL are covered in the competencies developed in the project

PHASE II: PLANNING

CRITERIA	4 Met requirements	3 Partially met majority of requirements	2 Partially met few requirements	1 Did not meet requirements
PROMOTION OF WELL BEING	The project implementation facilitates an environment that considers all factors on health status, happiness, personal security, and social connectedness of the participants.	The project implementation facilitates an environment that considers three of the factors including health status, happiness, personal security, and social connectedness of the participants	The project implementation facilitates an environment that considers one to two of the factors including health status, happiness, personal security, and social connectedness of the participants.	The project implementation facilitates an environment that does not consider any of the factors including health status, happiness, personal security, and social connectedness of the participants.
ORDER OF PLAN	The sequence of the plan is easy to follow	The sequence of the plan is easy to follow	The sequence of the plan is easy to follow	The sequence of the plan is difficult to

	with complete parts in place (needs assessment, planning, implementing, and evaluation).	with one missing or unclear part (needs assessment, planning, implementing, and evaluation).	with 2 to 3 missing or unclear parts (needs assessment, planning, implementing, and evaluation).	follow, and all parts are unclear (needs assessment, planning, implementing, and evaluation).
BASIS OF THE PLAN	The plan is based on a DepEd directive and other plans (SIP, AIP, DIP).	Minor parts of the plan (25%) do not support the DepEd directive and other plans (SIP, AIP, DIP).	Half of the plan (50%) does not support the DepEd directive and other plans (SIP, AIP, DIP).	Major parts of the plan (75% or more) do not support the DepEd directive and other plans (SIP, AIP, DIP).
FEASIBILITY	1-2 activities are indicated to be implemented in one month.	3-4 activities are indicated to be implemented in one month.	5-6 activities are indicated to be implemented in one month.	More than 7 activities are indicated to be implemented in one month.

PHASE III: IMPLEMENTING

CRITERIA	4 Met requirements	3 Partially met majority of requirements	2 Partially met few requirements	1 Did not meet requirements
AVAILABILITY OF RESOURCES	All the materials needed are made available to all stakeholders during the implementation	The materials needed are made available to majority (75%) of the stakeholders during the implementation	The materials needed are made available to half (50%) of the stakeholders during the implementation	The materials needed are made available to a few (25% or less) of the stakeholders during the implementation.
CONSISTENCY OF THE PLAN	The implementation is 100% consistent with the plan. Adjustments made are improvements to the plan.	The implementation is 75% consistent with the plan. Adjustments made due to some setbacks.	Half of the implementation (50%) is consistent with the plan. Adjustments made due to some setbacks.	Majority of the implementation (75% or more) is not consistent with the plan. Adjustments made due to setbacks

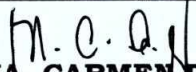
LEARNING ORGANIZATION	All the members of the implementation team are well informed about their tasks. They executed their task and attained their deliverables during the implementation.	All the members of the implementation team are well informed about their tasks but did not attain some deliverables (25%-50%) during the implementation.	Not all the members of the implementation team are well informed of their tasks (25%-50%) and did not attain some deliverables (25%-50%) during the implementation.	Majority of the members of the implementing team are not well-informed of their tasks (75% or more) and did not attain majority of their deliverables (50% and more) during the implementation.
TIME FRAME	The activities of the project were implemented according to schedule.	There was a delay (one week) in the implementation of activities in the project due to unforeseen setbacks.	There was a long delay (2-3 weeks) in the implementation of activities in the project due to unforeseen setbacks.	There was a very long delay (one month or more) in the implementation of activities in the project due to unforeseen setbacks.

PHASE IV: EVALUATING

CRITERIA	4 Met requirements	3 Partially met majority of requirements	2 Partially met few requirements	1 Did not meet requirements
USE OF FEDDBACK	The data collected and observed are used to feedback on the implementation.	Some data collected and observed are not used (25%) to feedback on the implementation.	Majority of the data collected and observed are not used (75 or more%) to feedback on the implementation.	The data collected and observed are not used to feedback on the implementation.
OUTCOME OF THE PROJECT	All the outcomes of the project indicate improvement of competencies of stakeholders and processes in the school and/or district level.	Some the outcomes (25%) of the project indicate improvement of competencies of stakeholders and processes in the school and/or district level.	Several of the outcomes (50%-75%) of the project indicate improvement of competencies of stakeholders and processes in the school and/or district level.	The outcomes of the project do not indicate improvement of competencies of stakeholders and processes in the school and/or district level.

			school and/or district level.	
EVIDENCE OF OUTCOMES	The outcomes of the project are clearly reported and inferred from the collected data	The outcomes of the project are reported but some (25%) are not inferred from the collected data.	The outcomes of the project are reported but several (50%-75%) are not inferred from the collected data.	The outcomes of the project are not clearly reported and inferred from the collected data.
USE OF TOOLS	Evidence on project performance indicators were collected using valid tools and methods to collect.	Some evidence on project performance indicators (25%) was not collected using valid tools and methods to collect.	Several pieces of evidence on project performance indicators (50%-75%) were not collected using valid tools and methods to collect.	No evidence on project performance indicators were collected using valid tools and methods to collect.
REPORTING AND SUMMARY	The results of the initiative are completely presented and summarized in the report.	There are some results of the initiative that are not presented (25%) and summarized in the report.	There are several results of the initiative are not presented (50%-75%) and summarized in the report	The results of the initiative are not presented and summarized in the report.

Prepared by:


MA. CARMEN D. SOLAYAO PhD
 Education Program Supervisor-ENGLISH


MARISSA M. ANDANZA EdD
 Education Program Supervisor-ALS/KINDER

Approved:

For:

DR. FLORANTE C. MARMETO
 Chief-Education Program Supervisor
 Curriculum Implementation Division

By:


DR. EVANGELINE M. AMAN
 Public Schools District Supervisor
 Officer-in-Charge
 Curriculum Implementation Division