



Republic of the Philippines  
Department of Education  
NATIONAL CAPITAL REGION  
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division  
Superintendent

DEC 01 2025

**MEMORANDUM**

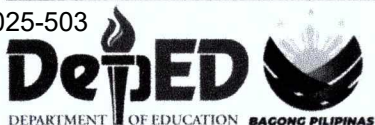
**DIVISION-WIDE YEAR-END PROGRAM IMPLEMENTATION REVIEW (PIR) AND  
UPDATING OF TECHNICAL ASSISTANCE PLAN AND ADJUSTMENT (TAPA)**

To: Assistant Schools Division Superintendent  
Chief Education Supervisor, School Governance and Operations Division  
Chief Education Supervisor, Curriculum Implementation Division  
All Public Elementary and Secondary School Heads/OICs  
Administrative Officer V  
All Others Concerned

1. Pursuant to DepEd Order 29, s. 2022 titled, Adoption of the Basic Education Monitoring and Evaluation Framework, the Office and schools shall conduct the above-captioned activity between December 18 to 19, 2025, 8:30 a.m. to 4:00 p.m. at the SDO Conference Room.
2. This quarterly activity aims to:
  - a. Evaluate the extent to which the program's goals, targets, and key performance indicators (KPIs) are being achieved, identifying strengths, accomplishments, and areas for improvement.
  - b. To determine operational issues, resource constraints, policy implementation concerns, and other factors that either hinder or facilitate the successful execution of the program at the school, district, or regional level.
  - c. To generate actionable recommendations and strategic adjustments that will enhance program delivery, strengthen implementation mechanisms, and ensure better outcomes for learners.
3. The PIR and TAPA sample forms may be accessed through this link: <https://bit.ly/4jFpYVe>.
4. Please see the following enclosure for reference:
  - a. PIR Form 1: PPA Progress Monitoring
  - b. PIR Form 2: Project Completion Report
  - c. TAPA Form: Technical Assistance Plan for Adjustment

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UN-2025-503



Student Center for Life Skills Bldg., Centennial Ave, Brgy. Tunasan, Muntinlupa City  
8805-9935, 8805-9940  
[sdo.muntinlupa@gmail.com](mailto:sdo.muntinlupa@gmail.com)  
[deped-muntinlupa.com](http://deped-muntinlupa.com)

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### A. On the Conduct of PIR

Since this is a year-end PIR, the approach is more departmental and clustered where the heads shall lead the presentation of the particular programs/projects.

<b>Governance Level</b>	<b>Schedule</b>	<b>Lead/Panel/Presenter</b>
Schools Division Office	December 12, 2025	Lead Presenters: <b>Division Chief Education Supervisors</b> Reactors: <b>SDS and ASDS</b> Participants: <b>Program Focal Persons</b> <b>School Heads</b>
Schools	December 8-19, 2025	Lead Presenters: <b>Department Heads/ Subject Coordinator/Program Coordinators</b> Reactors: <b>School Head and Assistant School Head</b> Participants: <b>School Program Implementers</b>

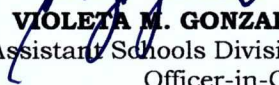
### B. On Technical Assistance Plan and Adjustment (TAPA)

Schools and Districts are instructed to capture the significant highlights of the PIR as important inputs for the adjustment of the School/District Technical Assistance Plan (S-TAPA/D-TAPA).

### C. On PIR-TAPA Activity Monitoring

There shall be a structure monitoring activity at both the Division and School levels. The designated Public Schools District Supervisors (PSDS) will monitor and evaluate the conduct of PIR-TAPA activities in their respective schools.

- For inquiries and clarifications, please contact Dr. Zoren Pepito L. Gubalane, Senior Education Program Specialist, School Management Monitoring and Evaluation Section.
- Relative to this, a virtual orientation-meeting with the Supervisors, Unit Heads, and School Heads is scheduled on November 28, 2025, 2:00 p.m.
- For information and strict compliance of all concerned.

  
**VIOLETA M. GONZALES CESO VI**  
Assistant Schools Division Superintendent  
Officer-in-Charge  
Office of the Schools Division Superintendent

Enclosure: As stated  
References: DepEd Order 29, s. 2022  
To be indicated in the Perpetual Index  
under the following subjects:

MONITORING

EVALUATION

TECHNICAL ASSISTANT

ZPLG / DM / DIVISION-WIDE YEAR-END PROGRAM IMPLEMENTATION REVIEW (PIR) AND PREPARATION OF TECHNICAL ASSISTANCE PLAN AND ADJUSTMENT (TAPA)

503 / November 25, 2025

UN-2025-503



Student Center for Life Skills Bldg., Centennial Ave, Brgy. Tunasan, Muntinlupa City  
8805-9935, 8805-9940  
[sdo.muntinlupa@gmail.com](mailto:sdo.muntinlupa@gmail.com)  
[deped-muntinlupa.com](http://deped-muntinlupa.com)



Republic of the Philippines  
**Department of Education**  
 NATIONAL CAPITAL REGION

**SDO MUNTINLUPA CITY**

<b>PROJECT /ACTIVITY COMPLETION REPORT</b>	
<b>DIVISION</b>	
<b>PPA Title</b>	
<b>Date Accomplished</b>	
<b>INTRODUCTION</b> (Give a brief description of the program/project or activity (3 – 5 sentences only)	
<b>I. OBJECTIVES</b>	
a. What are the targeted objectives?	
b. Were they met? What evidence/s account for the claim that they were met?	
c. If not, what went wrong in the conduct of the activity?	
d. Did you use feedback monitoring tool to get the consensus of the participants? If so, please attach the summary/consolidated report	
<b>II. DATE</b>	
a. Original Date	
b. Actual Date	
<b>III. TARGET CLIENT</b>	
a. Who were the target participants/clients?	
b. What was the basis for choosing them?	
c. Were all of the proposed participants/clients able to attend?	
d. What were the probable reasons given for non-attendance?	
e. What measures were taken to ensure the participants would come?	
<b>IV. TECHNICAL ASSISTANCE</b>	

<p>a. What mode/s of TA employed?</p> <ul style="list-style-type: none"> <li>o <u>Information Sharing</u> – ex. policies, guidelines, directions, instruction</li> <li>o <u>Capability Building</u> - ex. Orientation, training, workshops, coaching/mentoring, seminars or conferences, job aids</li> <li>o <u>Group Management</u> – ex. giving assignment, building &amp; sustaining teams, monitoring work &amp; time utilization, managing performance</li> <li>o <u>Work Management</u> – ex. planning the work, standards setting, monitoring implementation, assessing and adjusting implementation, evaluating work accomplishments</li> </ul>	
<p>b. What made you decide to use such mode/s of TA?</p>	
<p><b>V. Budget</b></p>	
<p>a. How much was the original budget?</p>	
<p>b. Was there a difference between the target and actual budget? Where lies the difference?</p>	
<p>c. Could the difference have been avoided? How? If not, how did you address the variance?</p>	
<p><b>VI. Ways Forward</b></p>	
<p>a. What are your next steps?</p>	
<p>b. Are there possible areas for improvement that you can consider for your next activity?</p>	

c. Did you consider the above concerns in your action plan for the next phase?	
d. How do you plan to measure the impact of this PPAs in the future? Or do you think it is not necessary? Why?	

Prepared by:

**PROGRAM FOCAL**

Checked and reviewed:

Noted:



Republic of the Philippines  
**Department of Education**  
 SCHOOLS DIVISION OFFICE-MUNTINLUPA CITY

TAPA TEMPLATE #1

**TA CONTACT REPORT**

**CY: 2025, SECOND QUARTER**

<b>PERIOD/S COVERED BY TECHNICAL ASSISTANCE</b>	<b>Check only one:</b>	<b>TARGET OF TA</b> (RO, SDO, SCHOOL)	<b>29 PUBLIC SCHOOLS IN SDO MUNTINLUPA</b>
	<input type="checkbox"/> <b>1<sup>ST</sup> QUARTER</b> (JANUARY-March) <input type="checkbox"/> <b>2<sup>ND</sup> QUARTER</b> (April-June) <input type="checkbox"/> <b>3<sup>RD</sup> QUARTER</b> (July- <del>SEPTEMBER</del> ) <input type="checkbox"/> <b>4<sup>TH</sup> QUARTER</b> (OCTOBER -December) <input type="checkbox"/> <b>OTHER/S:</b> _____	<b>TA PROVIDER</b> (RO, SDO, SCHOOL)	

**PART 1: SITUATION / PERFORMANCE STATUS OF THE DEPARTMENT/OFFICE/ SECTION OR CLASS OF THE TEACHER**

<b>A. ACCESS</b>	All school-age children, out-of-school youth and adults <b>accessed relevant basic learning opportunities.</b> <b>TARGET:</b> address the remaining gaps in participation by expanding learning opportunities of school-age children and out-of-school youth and adults (Priority 1: Keep School-Age Children in School)	
<b>STATUS</b>	<b>ISSUES / CONCERNS THAT REQUIRE TECHNICAL ASSISTANCE TO BE ADDRESSED</b>	
1.	•	
2.	•	
3.	•	
4.	•	



Address: 6 Misamis St. Bago Bantay, Quezon City  
 Email Address: ncr@deped.gov.ph  
 Website: <https://www.depedncr.com.ph>

<b>Doc. Ref. Code</b>	RO-FTAD-F008	<b>Rev</b>	00
<b>Effectivity</b>	01.26.23	<b>Page</b>	1 of 4



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5.	•
6.	•
	•

<b>B. EQUITY</b>	Disadvantaged school age children and youth, and adults benefited from appropriate equity initiatives. <b>TARGET:</b> Addressing the needs of learners in situations of disadvantage ( <i>Priority 4: Ensure Learner-Centered Environment</i> )	
	<b>STATUS</b>	<b>ISSUES / CONCERNS THAT REQUIRE TECHNICAL ASSISTANCE TO BE ADDRESSED</b>
	1.	•
	2.	•
	3.	•
	4.	•
	5.	•
	6.	•

<b>C. QUALITY</b>	Learners complete K-12 basic education, having successfully attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths. <b>TARGET:</b> Address the quality of education through various strategic means, particularly on curriculum, assessment, learning environment, and upskilling and reskilling of teachers and school leaders. ( <i>Priority 2: Improve Foundational Skills of Learners</i> )	
	<b>STATUS</b>	<b>ISSUES / CONCERNS THAT REQUIRE TECHNICAL ASSISTANCE TO BE ADDRESSED</b>
	1.	•
	2.	•
	3.	•

<b>D. RESILIENCE AND WELL-BEING</b>	<p>Focused on building resilience among learners and capacitating them to exercise their rights in a positive learning environment, while being aware of their responsibilities as individuals and as members of society.</p> <p><b>TARGET:</b> Learners are resilient and know their rights and have the life skills to protect themselves and exercise their education related rights, while being aware of their responsibilities as individuals and as members of society.</p> <p><i>(Priority 4: Ensure Learner-Centered Environment)</i></p>
<b>STATUS</b>	<b>ISSUES / CONCERNS THAT REQUIRE TECHNICAL ASSISTANCE TO BE ADDRESSED</b>
1.	•
2.	•
3.	•
4.	•
5.	•
6.	•
7.	•
8.	•

<b>PART 2: STATUS ON THE ENABLING MECHANISMS</b>	
<p>These are “<b>enablers that will allow DepEd to achieve the results</b> <i>(Access, Equity, Quality and Resilience and Well-being of Learners)</i> through the right policies and standards, systems and processes, human resource professional development, and partnerships.</p> <p>The six (enablers as specified in the basic Education Development Plan (BEDP) are:</p>	
<ul style="list-style-type: none"> <li>i. participative and inclusive management processes</li> <li>ii. strategic human resource management</li> <li>iii. investments in basic education</li> </ul>	<ul style="list-style-type: none"> <li>iv. internal systems and process</li> <li>v. stakeholders’ participation, including the learners themselves as stakeholders</li> <li>vi. public and private education complementarity</li> </ul>
<p><i>(Priority 3: Capacitate School Heads &amp; Teachers; Priority 4: Ensure Learner-Centered Environment; Priority 5: Strengthen Governance)</i></p>	




**Prepared and agreed by:**

**SCHOOL MONITORING EVALUATION AND ADJUSTMENT (SMEA) TEAM**

<i>Name</i>	<i>Position</i>	<i>Signature</i>

**Date Prepared:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PROGRAM IMPLEMENTATION REVIEW (PIR)**  
**Applied to \_\_\_\_ Quarter of Fiscal Year \_\_\_\_**

Modified PIR Form 1

**MODIFIED PPA PROGRESS MONITORING REPORT**

*(This report shall be prepared by the program owner and be presented to the D/SMEPA panel during PIR)*

Division: \_\_\_\_\_ School/Section/Unit: \_\_\_\_\_ Project Manager: \_\_\_\_\_ Position: \_\_\_\_\_

Title of PPA and Its Objectives	Physical Targets (a)	Actual Accompl. (b)	% (c) <i>C=b/a x100</i>	Financial Target (d)	Actual Accompl. (e)	% (f) <i>f=e/d x100</i>	Status/CIGPs (Concerns, Issues, Gaps, Problems)	PROPOSED ADJUSTMENTS Resulted to ff: • Activity Request (AR) • Authority to Conduct (ATC) • Other adjustments
<i>(Example)</i>								
Project Title:								
Objectives:								

**Indicate here some notable/remarkable outcome or impact of the project (Whichever applicable):**

1. How does this project impact the lives and well-being of the immediate program beneficiaries?
2. How does this project impact the organization?
3. How does this project impact the community or society?

Prepared by:

Checked and reviewed:

Noted: