



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION

SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

AUG 01 2026

OFFICE MEMORANDUM
No. 013 s. 2026

**DIVISION INITIATED TEMPLATES ON TECHNICAL ASSISTANCE (TA) PLAN
AND ACCOMPLISHMENT REPORT**

To: Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance Operations Division
Administrative Officer V
All Others Concerned

1. Pursuant to DepEd Order No. 29, s. 2022, entitled Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF), the Schools Division Office institutionalizes a results-based monitoring and evaluation system that utilizes evidence generated from monitoring and evaluation activities to identify performance gaps and determine appropriate technical assistance (TA) interventions. These templates aim to institutionalize a systematic, evidence-based, and results-oriented technical assistance system that strengthens the planning, implementation, monitoring, and continuous improvement of technical assistance across the Schools Division Office.

2. The Division through the School Management Monitoring and Evaluation (SMME) introduces two attached Division initiated templates namely:

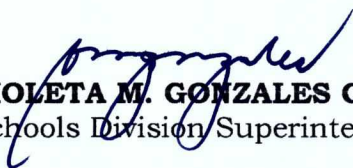
a. Technical Assistance (TA) Plan. This form is composed of seven columns respectively labeled as follows:

- **BEDP Pillars.** Items for TA shall be categorized in terms of Access, Equity, Quality, and Resiliency & Well-Being.
- **Concern, Issue, Gap, Problem (CIGP).** Brief statement/description of an identified performance deficiency or challenge that needs to be addressed through Technical Assistance. *Example: Low learner reading proficiency.*
- **Root Cause.** The main reason why a problem happens. *Example: Teachers have limited training in Primary Grade reading instruction.*
- **Proposed TA Intervention.** A specific support strategy or activity implemented to help schools or personnel overcome identified TA need. *Example: Conduct coaching and mentoring on effective reading strategies.*
- **Quantifiable Target.** It specifies how much improvement is expected after implementing a TA intervention. *Example 1: Improve Grade 3 reading proficiency from 68% to 85%.*

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- **Timeline.** It identifies when each TA intervention will be implemented.
 - **Expected Result/Output.** Refers to the specific and tangible product, accomplishment, or change that is anticipated. *Example: Learners demonstrate improved reading proficiency.*
- b. **T.A. Accomplishment Report.** This template captures the three important items namely:
- **TA Interventions.** Refers to the interventions actually provided as indicated in the Technical Assistance (TA) Plan.
 - **Planned Targets.** Refers to the quantifiable targets indicated in the TA plan.
 - **Actual Accomplishments.** Refers to the actual and real time TA interventions provided to the concerned.
 - **Remarks.** A brief but helpful statement for reference.
3. All SDO personnel with technical assistance functions reflected in their Key Result Areas (KRAs) shall use the attached templates beginning the Third Quarter of 2026. The accomplished reports shall serve as the basis for the quarterly formulation of the Technical Assistance Plan Adjustment (TAPA), which will be submitted to the Regional Office.
4. An orientation-workshop shall be conducted on September 16, 2026, at the SDO Conference Room. For inquiries and other concerns, please coordinate with Dr. Zoren Pepito L. Gubalane, Senior Education Program Specialist (SEPS) for School Management Monitoring and Evaluation (SMME).
5. Immediate dissemination of and strict compliance with this Memorandum are desired.


VIOLETA M. GONZALES CESO VI
Schools Division Superintendent

Enclosure: As stated
References: As stated
To be indicated in the Perpetual Index
under the following subjects:

TECHNICAL ASSISTANCE

TEMPLATE

ZPG/ DM / DIVISION INITIATED TEMPLATES ON TECHNICAL ASSISTANCE (TA) PLAN AND ACCOMPLISHMENT REPORT



TECHNICAL ASSISTANCE PLAN

For the period: _____

BEDP PILLARS	Concern, Issue, Gaps, Problem (CIGP)	Root-Cause	Proposed TA Intervention	Quantifiable Target	Timeline	Expected Result/Output
ACCESS:						
EQUITY:						
QUALITY:						
RESILIENCY & WELL- BEING:						

Prepared by:

Checked and reviewed:

Approved:

Immediate Supervisor

Division Chief



**Technical Assistance
ACCOMPLISHMENT REPORT**

For the period: _____

BEDP PILLARS	Concern, Issue, Gaps, Problem (CIGP)	TA Interventions Based on Root Cause	Target (As Planned)	Actual (Accomplished)	Remarks / Percentage
ACCESS:					
EQUITY:					
QUALITY:					
RESILIENCY & WELL- BEING:					

Prepared by:

Checked and reviewed:

Approved:

Immediate Supervisor

Division Chief

1. ACCESS

All school-age children, out-of-school youth, and adults access relevant basic learning opportunities.

SIO#1.1 All five-year-old children attend school.

SIO#1.2 All learners stay in school and finish key stages.

SIO#1.3 All learners transition to the next key stage.

SIO#1.4 All out-of-school children and youth participate and complete formal or non-formal basic education learning opportunities.

2. EQUITY

School-age children and youth, and adults in situations of disadvantage benefited from appropriate equity initiatives.

SIO#2.1 All school-age children and youth, and adults in situations of disadvantage are participating in inclusive basic learning opportunities and receiving appropriate quality education.

3. QUALITY

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.

SIO#3.1 Learners attain Stage 1 (Kindergarten–Grade 3) learning standards of fundamental reading and numeracy skills.

SIO#3.2 Learners attain Stage 2 (Grades 4–6) learning standards in required literacy and numeracy skills and apply 21st-century skills to various real-life situations.

SIO#3.3 Learners attain Stage 3 (Grades 7–10) learning standards of literacy and numeracy skills and apply 21st-century skills to various real-life situations.

SIO#3.4 Learners attain Stage 4 (Grades 11–12) learning standards equipped with knowledge and 21st-century skills developed in chosen core, applied, and specialized Senior High School (SHS) tracks.

SIO#3.5 Learners in the Alternative Learning System (ALS) attain certification as Elementary or Junior High School completers.

4. RESILIENCY & WELL-BEING

Learners are resilient and know their rights, and have the life skills to protect themselves and their rights.

SIO#4.1 Learners are served by a department that adheres to a rights-based education framework at all levels.

SIO#4.2 Learners are safe and protected, and can protect themselves from risks and impacts of natural and human-induced hazards.

SIO#4.3 Learners have the basic physical, mental, and emotional fortitude to cope with various challenges in life and to manage risks.

ENABLING MECHANISMS– GOVERNANCE