



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DEL NORTE

Office of the Schools Superintendent

May 27, 2025

DIVISION MEMORANDUM
No. 0129, s. 2025

**MONITORING ON THE IMPLEMENTATION OF REGIONAL LITERACY
INTERVENTION PROGRAM (RLIP) AND SCHOOL READINESS**

To: Janette G. Veloso, CESO VI - Assistant Schools Division Superintendent
Eduard C. Amoguis, EdD - Chief, Curriculum Implementation Division (CID)
Education Program Supervisors
Public Schools District Supervisors

1. Attached herewith is the Regional Memorandum CLMD-2025-278 regarding on the Monitoring on the Implementation of Regional Literacy Intervention Program (RLIP) and School Readiness on May 27-29, and June 10-11, 16-19, 2025. The monitoring tool is found in the enclosure.
2. Everyone is highly encouraged to continually support and recognize the value of equality and diversity of all personnel while complying with the directives set forth by this office.
3. Immediate dissemination of this memorandum is desired.

REYNALDO B. MELLORIDA, CESO V
Schools Division Superintendent

For the Schools Division Superintendent:

DR. EDUARD C. AMOGUIS
Chief Education Supervisor - CID



CID/eghl



Republic of the Philippines
Department of Education
 DAVAO REGION

May 23, 2025

REGIONAL MEMORANDUM
 CLMD-2025-278

**MONITORING ON THE IMPLEMENTATION OF REGIONAL LITERACY
 INTERVENTION PROGRAM (RLIP) AND SCHOOL READINESS**

To: Schools Division Superintendents
 Chief Education Supervisor, CLMD

1. The Department of Education Region XI implements the Regional Literacy Intervention Program (RLIP), one of the Summer Programs which aims to strengthen learners' literacy skills and competencies. This Office, through the Curriculum and Learning Management Division (CLMD), will conduct monitoring of its implementation as well as the readiness of schools for School Year 2025-2026 on May 27 – 29, 2025 and June 10 – 11, 16 – 19, 2025.

2. The CLMD personnel assigned to the following SDOs:

Personnel	Designation	Assigned SDO
Mary Jeanne B. Aldeguer	Chief ES	All SDOs
Analiza C. Almazan	EPS	Panabo City
Michael S. Añoda	EPS	Davao Oriental
Maria Liza I. Berandoy	EPS	Davao del Sur
Herminia A. Bantiding	EPS	IGACOS
Jeselyn H. dela Cuesta	EPS	Davao del Norte
Danilo R. Dohinog	EPS	Davao Occidental
Ma. Cielo D. Estrada	EPS	Davao City
Pedelina O. Huevos	EPS	Mati City
Maricel S. Langahid	EPS	Tagum City
Mary Jane M. Mejorada	EPS	Digos City
Joeisa M. Presbitero	EPS	Davao de Oro

3. Travel and other incidental expenses related to this activity shall be charged to local funds, subject to the usual government auditing rules and regulations.

4. Immediate dissemination of this Memorandum is desired.

DEPARTMENT OF EDUCATION - DAVAO REGION

RECORDS SECTION

RELEASED

ROC11/jmp

Time: May 27, 2025
 21176

Digitally signed by
 Farnazo Allan Gabriel
 Date: 2025.05.26

ALLAN G. FARNAZO
 Director IV



Republic of the Philippines
Department of Education
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UNIFIED LEARNING AREA MONITORING TOOL

Learning Area: _____ **Date of Monitoring:** _____
School Category: _____ **School Head/PSDS:** _____
School ID: _____ **Contact Number:** _____

Instruction: Check whether it is "Evident" or "Not Evident" based on your observations, assessment, and evidences. Provide relevant remarks in each indicator and comments in each competency.

I. INSTRUCTIONAL SUPERVISORY PLAN (ISP)	Evident	Not Evident	Remarks
1. Instructional Supervisory Plan ensured effective teaching practices.			
2. Assessment on the implementation of learning areas, Programs, Projects, and Activities' (PPAs) for their effectiveness.			
3. Inclusion of coaching and mentoring in enhancing the teaching and learning processes.			
4. Initiatives on programs, projects and activities are indicated in the plan.			
5. incorporated laws, policies, plans, programs, rules, and regulations related to curriculum development and revision.			
Comments:			
II. LEARNING ENVIRONMENT	Evident	Not Evident	Remarks
1. Ensured adequate facilities, proper lighting and ventilation, and personal care areas.			
2. Adhered to Gender and Development (GAD) attributions, compliance with the Child Protection Policy, and the implementation of Guidance and Counseling services in schools.			
3. provides availability/provision of sports equipment and facilities and safety of the playing areas/venues.			
4. Functional libraries, learning centers, internet facilities, guidance rooms, canteens, audio-video rooms, clinics, and other school facilities.			



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5. Functional laboratories and school learning parks, including ICT, Home Economics, Industrial Arts, Agriculture and Fishery Arts, Science Labs, workshops, Heroes Park, and Science and Math Gardens.			
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Comments:

III. LEARNING MODALITIES/ DELIVERY	Evident	Not Evident	Remarks
1. Implemented suitable learning modalities and delivery methods to ensure they are effectively applied.			
2. Connected real-life situations in enhancing practical understanding to learning activities, both inside and outside the school.			
3. Provided technical support on teaching strategies and approaches to improve instructional effectiveness by the master teachers/school head.			
4. Applied differentiated instruction techniques to cater to diverse student needs.			
5. Implemented Special Curricular Programs and Inclusive Education to ensure they meet the required standards.			

Comments:

IV. LEARNING RESOURCE MANAGEMENT	Evident	Not Evident	Remarks
1. Functional learning resources in the school library or Learning Resource Center (LRC), including supplementary materials like manipulative toys, activity cards, and other educational tools, and oversees their operational functionality.			
2. Provision of appropriate digital and pedagogical tools for teachers both offline and online teaching modalities and ensures ensured the proper use of non-text-based learning resources such			



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3. Evaluation and analysis on the contextualized/integrated lessons/activities			
4. Activities aligned with MELCS that interest learners			
5. Effective methods in delivering learning			

Comments:

VII. LEARNING OUTCOMES ASSESSMENT	Evident	Not Evident	Remarks
1. Periodic conduct of the assessment to measure student performance			
2. Periodic monitoring, analysis and evaluation of students' learning outcomes			
3. Availability of analyzed data on learning assessment, portfolio, rubrics, etc.			
4. Secure copies test questions across learning areas in the test bank			
5. Conduct of festival of talents and other related activities as culminating activities to assess learners' acquired skills and competencies.			

Comments:

VIII. MONITORING AND EVALUATION	Evident	Not Evident	Remarks
1. Use of digital monitoring tools and dashboards for real-time data analysis			
2. SMEA results on proficiency level of learners with analysis across learning areas to track progress of learners and identify trends			
3. Regular/periodic SMEA/feedback mechanisms for teachers, students, and parents on monitoring and evaluation results			
4. Utilization of the Monitoring and Evaluation (M&E) results for continual improvement			
5. Monitoring and Evaluation on the implementation of teachers'/SHs'			



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Learning Application Plan (LAP), QAME Level 3, and the impact, QAME Level 4			
Comments:			
IX. TRAINING/PD/L&D	Evident	Not Evident	Remarks
1. Availability of training-needs data for teaching personnel aligned with curriculum goals			
2. Collaboration/partnerships with higher education institutions and other agencies for teacher upskilling			
3. Mentoring and coaching programs for newly hired and developing teachers			
4. Implementation of the Work/Learning Application Plan (WAP/LAP) in school/class from the trainings/LD/PD attended			
5. Learning Action Cell (LAC) or Teachers Development Plan/L&D Plan for Teachers and their implementation			
Comments:			

Summary

Competencies/Area of Concern	Rating	Description
I. Instructional Supervisory Plan		
II. Learning Environment		
III. Learning Modalities/Delivery		
IV. Learning Resource Management		
V. Curriculum Innovation		
VI. Curriculum Contextualization/Integration		
VII. Learning Outcomes Assessment		
VIII. Monitoring and Evaluation		
XI. Training/PD/L&D		
Total		

Note: The following table provides a detailed description of the percentage ranges used to evaluate the indicators of school performance. Each range is associated with a specific description and explanation, indicating whether the school has met the expected standards. This evaluation helps in identifying areas that need improvement and recognizing achievements. After completing the evaluation, add the total number of "Evident" indicators and divide it by the total number of indicators multiply by 100 to get the score.



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Percentage Range	Description	Explanation
74% and below	Needs Improvement	Indicators are below the expected standard and require significant effort to improve. The school has not met the indicators.
75%-80%	Fair	Indicators meet some of the expected standards but still need improvement in several areas. The school has partially met the indicators.
81%-85%	Satisfactory	Indicators meet the expected standards and show adequate understanding and skills. The school has met the indicators.
86%-90%	Very Satisfactory	Indicators exceed the expected standards and demonstrate strong understanding and skills. The school has met the indicators.
91%-95%	Outstanding	Indicators are well above the expected standards, showing excellent understanding and skills. The school has met the indicators.
96%-100%	Excellent	Indicators are exceptional, significantly surpassing the expected standards with outstanding understanding and skills. The school has met the indicators.

Strengths/Best Practice:

Technical Assistance Needed:

Recommendations

Monitored by:

Date: _____

Date: _____

Date: _____

Date: _____

Conferred by:

Designation

Date: _____

Designation

Roc8/msa