



Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION
Schools Division of Tabuk City

Office of the Schools Division Superintendent



Reference Number: RU-2026-069

October 8, 2026

DIVISION MEMORANDUM

No. 454, s. 2026

**DISSEMINATION OF REGIONAL MEMORANDUM NO. 751, S. 2026 "INTERIM
GUIDELINES ON EMERGING PRACTICES IN SCHOOLS"**

To: Assistant Schools Division Superintendent
Chief Education Supervisors/Chiefs of Functional Divisions
Public School District Supervisors
All Public and Private Elementary and Secondary/Integrated School Heads
All Others Concerned

1. For the information and guidance of all concerned, this Office hereby disseminates Regional Memorandum No. 751, s. 2026, titled "*Interim Guidelines on Emerging Practices in Schools*". A copy is available at <https://depedcar.ph/regional-memoranda/rm-no-751-s-2026>.

2. The said Regional Memorandum serves as the framework for Schools Division Offices and schools to systematically **identify, implement, monitor, and document emerging practices**. Schools shall utilize these guidelines to capture context-responsive initiatives designed to address local bottlenecks, lags, issues, concerns, and challenges (BLICCs) across the local implementation of educational policy, programs, and projects.

3. All schools documenting emerging practices across programs shall strictly adhere to the process framework of ASSESS - PLAN - ACT.

- **ASSESS:** Identify and prioritize the Priority Improvement Area (PIA) based on the severity of BLICCs, conduct stakeholder engagements, perform root cause analysis, and set SMART objectives.
- **PLAN:** Formulate economical and sustainable solutions addressing root causes, prepare the project design using the emerging practice proposal template, and submit to the Division Office for review by the Division Field Technical Assistance Team (DFTAT) and approval by the SDS.
- **ACT:** Pilot-test solutions on a small scale, roll out full implementation, undergo progress monitoring by the DFTAT over a maximum duration of three (3) years, and prepare successful practices for division-wide replication.

4. All proponents and program focals shall download and utilize the prescribed templates attached to RM No. 751, s. 2026:

- Annex A: Proposal Cover Page & Project Team Composition
- Annex B: Emerging Practice Proposal Template
- Annex C: Emerging Practice Accomplishment Report Template
- Annex D: Evaluation Form for DFTAT/RFTAT Monitoring



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DepEd Tayo Tabuk City

5. Proposals (Annex A & B) for ongoing or upcoming school-level emerging practices must be endorsed by the respective Public Schools District Supervisor (PSDS) and submitted to the SGOD-SMME.

6. The Division Program Focal Person concerned with such emerging practice (Example: implementation of School Safety and Security, Child Protection and Learners Rigts, Education in Emergencies, Idigenous Peoples Education, School-Based Feeding, Academic Recovery and Accessible Learning (ARAL), etc., together with the DFTAT composed of at least the PSDS, SGOD personnel assigned, EPSvr, and SMME shall provide continuous technical assistance during field visits to assist schools in documenting and refining their practices. *A separate Division Memorandum shall be issued for this purpose.*

7. Widest dissemination of this Memorandum is directed.

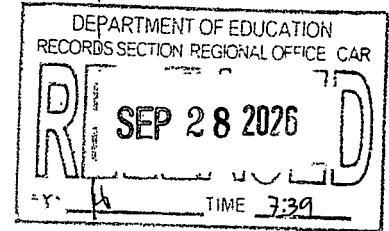

CHRISTOPHER C. BENIGNO PhD, EdD, CESO VI
OIC-Schools Division Superintendent 

Encls: As stated

sgod/smme/kaa/DM-2026-Dissemination-RM751.2026-EmergingPractice_F
October 8, 2026



Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION



24 September 2026

REGIONAL MEMORANDUM
No. 762.2026

ONLINE ORIENTATION ON THE INTERIM GUIDELINES ON EMERGING PRACTICES

To: Assistant Regional Director
Schools Division Superintendents
Assistant Schools Division Superintendents
SGOD & CID Chiefs
SMME
ADM Coordinator
All Others Concerned

1. The Department of Education – Cordillera Administrative Region (DepEd CAR) through Field Technical Assistance Division (FTAD) will conduct an *Online Orientation on the Interim guidelines on Emerging Practices on September 29, 2026, at 9:00 AM through MS Teams*. The link for the Online Orientation shall be sent to the participants through messenger or group chat.
2. The objective is to ensure the Division Field Technical Assistance Team (DFTAT) understands the essential elements of the Interim Regional Guidelines, allowing for immediate support and implementation of the said guidelines.
3. The Division Field Technical Assistance Team (DFTAT)—comprising the Chiefs of the School Governance and Operations Division (SGOD) and Curriculum Implementation Division (CID), the Alternative Delivery Mode (ADM) Coordinator, and the School Management Monitoring and Evaluation (SMME) Specialist are the participants in this activity. All participants are expected to log in 15 minutes before the meeting starts.
4. For further inquiries and clarifications, please contact FTAD through *car.ftad@deped.gov.ph*
5. Immediate dissemination of and strict compliance to this Memorandum is directed.

Digitally signed by
Capulong Nicolas Tongol
Date: 2026.09.24 17:55:48
+08'00'

NICOLAS T. CAPULONG PhD, CESO III
Director IV/Regional Director



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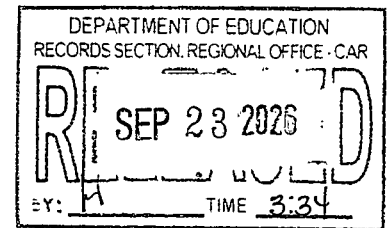


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Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION



22 September 2026

REGIONAL MEMORANDUM
No. 751.2026

INTERIM GUIDELINES ON EMERGING PRACTICES IN SCHOOLS

To: Assistant Regional Director
Schools Division Superintendents
Assistant Schools Division Superintendents
Heads of Public Elementary and Secondary Schools
All Others Concerned

1. The Department of Education – Cordillera Administrative Region (DepEd-CAR), through the Field Technical Assistance Division (FTAD), issues the enclosed **Interim Guidelines on Emerging Practices in Schools**.
2. These guidelines serve as the Regional Policy Framework to ensure that emerging practices are systematically identified, implemented, monitored, and documented to sustain effective interventions, inform policy development, and support program improvement and decision-making across schools and Schools Division Offices (SDOs).
3. These guidelines shall take effect immediately upon issuance.
4. For questions or clarifications, please contact **Mr. Edgar H. Madlaing**, Chief Education Supervisor of the Field Technical Assistance Division (FTAD), at **car.ftad@deped.gov.ph**.
5. Immediate dissemination of and strict compliance with this Memorandum is directed.

NICOLAS T. CAPULONG PhD, CESO III
Director IV/Regional Director

Encl.: as stated
FTAD/EHM/mpm

INTERIM GUIDELINES ON EMERGING PRACTICES IN SCHOOLS

I. Rationale and Background

Education systems worldwide are continuously evolving in response to rapid social, technological, economic, and environmental changes requiring schools to adopt innovative, context-responsive and implement emerging practices to address persistent and emerging challenges in education delivery. These Emerging Practices developed at the school level, grounded in local realities and informed by evidence can complement national policies and contribute meaningfully to system-wide improvement especially when properly documented and supported.

In the Philippines, the basic education sector continues to face persistent challenges including learning gaps, resource constraints and disparities in access and quality. In response, schools and Schools Division Offices (SDOs) across regions have increasingly initiated emerging practices and innovations to address localized issues in the curriculum, learner support, governance and community engagement. These emerging practices, often developed through necessity and collaboration, reflect the capacity of school leaders, teachers, parents, and stakeholders to respond proactively to challenges. However, while many of these practices have shown promising results, they are frequently undocumented, unevenly implemented, or insufficiently guided, limiting their potential for replication, institutionalization and policy integration.

In essence, both global and national education perspectives affirm that schools are increasingly adopting emerging practices to address localized challenges in delivering basic education, highlighting the importance of school-level innovations that are responsive to learners' needs, inclusive, and adaptable to changing contexts.

The institutionalization of emerging practices in schools is strongly anchored on the School-Based Management (SBM) framework (***DO No. 007 s 2024 or Policy Guidelines on the implementation of the Revised School-Based Management***) which empowers schools to make informed decisions based on their unique contexts while remaining aligned with national policies. SBM promotes Curriculum & Teaching, Learning Environment, Leadership, Governance & Accountability, Human Resource & Team Development and Finance & Resource Management & Mobilization, all of which are fundamental to the development and implementation of emerging practices.

Under SBM principles, schools are encouraged to assess their needs, mobilize resources, engage stakeholders, and implement innovations that address priority concerns in teaching and learning, school operation and learner welfare. Emerging practices are natural outcomes of effective SBM, as they reflect schools' responsiveness, initiative, and capacity for problem-solving. Moreover, the SBM emphasis on monitoring, evaluation, and evidence-based planning provides a

mechanism for validating and improving these practices, ensuring that they contribute to improved educational outcomes.

In like manner, DepEd, pursuant to its mandate under **Republic Act No. 10533 (Enhanced Basic Education Act of 2013) and the Basic Education Development Plan (BEDP) 2030**, recognizes the critical role of school heads in initiating context-specific solutions to improve learning outcomes and service delivery. Anchored on **Republic Act No. 9155 or a Governance of Basic Education Act of 2001**, school heads are empowered as instructional leaders and managers to make context-specific decisions while remaining accountable for school performance. This is operationalized through the principle of AURA (Authority, Responsibility and Accountability) which requires school heads to be proactive and innovative in identifying challenges, allocating resources effectively and adopting emerging practices and maintaining a clear focus on delivering quality education, achieving measurable outcomes while adhering to standards.

In this light, the development of Guidelines on Emerging Practices in Schools seeks to strengthen the SBM process by providing a structured approach to recognizing and supporting innovations at the school level. Recognizing this, there is a need to provide clear guidelines that will help schools and SDOs identify, develop, implement, monitor and sustain emerging practices ensuring alignment with DepEd' vision and goals and aligned across context and accountability mechanisms that contribute to the continuous improvement of basic education services in the region.

II. Scope

This Guideline shall cover all SDOs, public elementary, secondary and integrated schools implementing emerging practices aimed at addressing bottlenecks, lags, issues, concerns and challenges (BLICCs) in the delivery of basic education services in the Cordillera Administrative Region in accordance with existing DepEd policies and within the framework of School-Based Management (SBM).

III. Definition of Terms

BLICCs refers to identified bottlenecks, lags, issues, concerns and challenges faced by the school.

Continuous Improvement refers to ongoing improvement in education services delivery on access, quality and governance.

DFTAT refers to the Division Field Technical Assistance Team, which is responsible by diagnosing operational bottlenecks, lags, issues, concerns, challenges (BLICCs), delivering cross-functional coaching, and tracking school-based improvements. They act as an adaptive, extended arm of division management to bridge policy execution gaps. (Source: DepED CAR - TAMMO)

Emerging practice is a new or developing way of doing something that is gaining attention and being adopted by people or organizations but is not yet widely established or considered a standard practice. (Source: Law Insider Dictionary)

Priority Improvement Area (PIA) refers to areas in school management, operations and service delivery that need to be changed to improve access, quality and governance. *(Source: DepEd Order 44, s. 2015)*

Progress Report refers to a periodic report on the accomplishment of each activity in the Emerging Practice proposal.

Project team refers to the team composition of the lead proponent, co-lead, documenter and other team members responsible in the planning, acting and assessing the innovation.

Proponent/s refers to an individual or group that conceptualized innovation or emerging practice.

RFTAT refers to Regional Field Technical Assistance Team which is responsible in evaluating emerging practices by reviewing school data, validating local needs, and documenting successful strategies for wider application. *(Source: DepED CAR - TAMMO)*

Stakeholder Engagement refers to strengthening partnership with parents, LGUs, alumni and other community stakeholders.

IV. Policy Statement

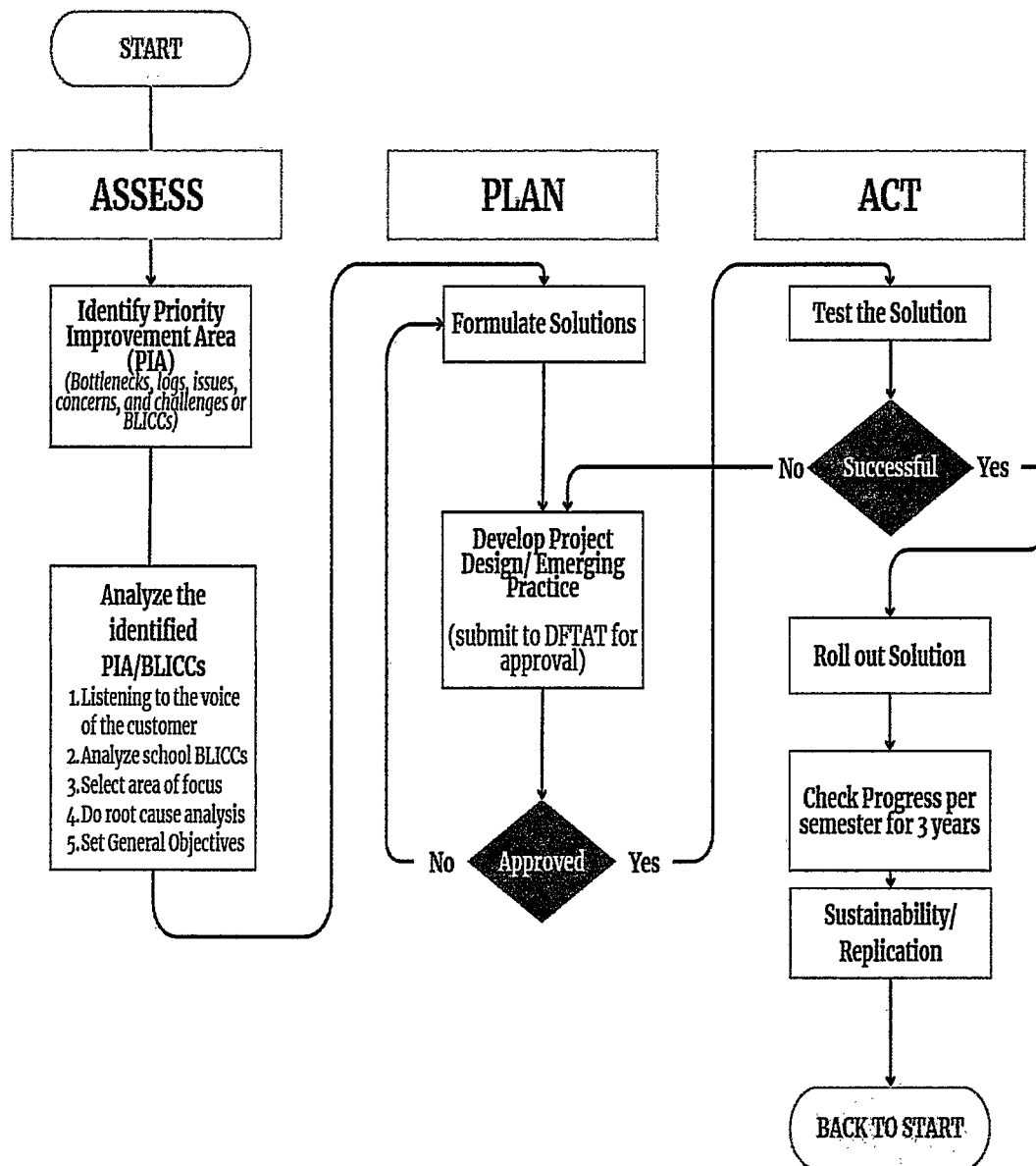
The Department of Education- Cordillera Administrative Region affirms its commitment to strengthening the delivery of quality, accessible, and equitable basic education through the recognition, support, and institutionalization of emerging practices in schools. Consistent with the principles of School-Based Management (SBM), the DepEd-CAR shall promote school-level innovations that are responsive to local contexts, evidence-based, and aligned with national education goals and standards.

This guideline shall serve as a Regional Policy Framework to ensure that emerging practices are systematically identified, properly implemented, effectively monitored, and adequately documented, with the end in view of sustaining effective practices and informing program improvement, policy development, and decision-making at the schools and SDOs. The DepEd-CAR shall encourage collaboration among SDOs, schools and stakeholders to support the continuous improvement of basic education services through context-responsive and accountable innovations.

V. Procedure

This Emerging Practice Process Framework serves as a roadmap designed to minimize risks while maximizing creative and effective outcomes, transforming identified challenges into practical and scalable solutions that truly address the identified needs.

Emerging Practice Process Framework



Emerging Practice (EP) is a process that follows specific steps and uses tools to guide the proponent/s. It is a continuous journey for the proponent/s and technical assistance provider to achieve goals and improve school performance.

(Source: DepEd Order No. 44, s. 2015 or Guidelines on the Enhanced School Improvement Planning (SIP) process and School Report Card (SRC), and Learning from the Best: A Guide to the Search for Best Practices, Their Replication and Documentation).

The following are the steps to follow:

I. ASSESS

A. Identify Priority Improvement Area (PIA)

Priority Improvement Areas (PIAs) are specific aspects of school management, operations, and service delivery that require improvement to support the key goals of basic education: access, quality, and governance. PIAs are not limited to internal school concerns such as bottlenecks, lags, issues, concerns, or challenges (BLICCs). They may also include community-related issues that affect the school and learners, such as flooding, unsafe water sources, or other environmental and social concerns that need to be raised to stakeholders.

To determine which improvement areas should be prioritized, the provided rubrics may be used as a guide (*Source: SIP Manual*).

Criteria	Description	Scale
Strategic importance	The number of other areas that will benefit when the improvement area is addressed	5 – Very High 4 – High 3 – Moderate 2 – Low 1 – Very Low
Urgency	The urgency or need to improve the area as soon as possible	
Magnitude	The number of learners that will benefit when the improvement area is addressed	
Feasibility	The degree to which the improvement area is within the school's mandate and control	

For an illustration of how this is used, a sample matrix is also shown below:

Improvement Areas	Strategic Importance	Urgency	Magnitude	Feasibility	Average	Description
High absenteeism	5	5	3	5	4.5	Very High Priority
School Leaver	2	5	4	4	3.75	High Priority
Flooding	3	4	4	3	3.5	High Priority

The average rating of each improvement area is interpreted using the scale below as reference.

Scale	Description	Interpretation
1.00 - 1.80	Very Low	The strategic importance, urgency, magnitude and feasibility are very weak, not a priority
1.81 - 2.60	Low Priority	The strategic importance, urgency, magnitude and feasibility are low, limited priority
2.61 - 3.40	Moderate Priority	The strategic importance, urgency, magnitude and feasibility are average, moderate priority
3.41 - 4.20	High Priority	The strategic importance, urgency, magnitude and feasibility are strong, high priority
4.21 - 5.00	Very High Priority	The strategic importance, urgency, magnitude and feasibility are very strong, top priority

B. Analyze the Priority Improvement Area (PIA) – from the identified PIAs, the proponent/s will define the learning need, situation and desired outcomes. The following steps will be considered:

1. Listen to the voice of the Learners and other stakeholders

Although school data are available, it is still important to validate the information and gather deeper insights by talking directly with the people behind the data. The project team should engage with learners and other stakeholders related to the assigned Priority Improvement Areas (PIAs). Through these engagements, the team can better understand the actual needs, experiences, and challenges of the learners and stakeholders.

This step also provides an opportunity to learn how the school has been supporting them. If there are existing interventions or programs, the team can ask for feedback on how helpful and effective these are from the perspective of the learners and stakeholders. Their responses can provide valuable insights into which school processes may need further review and improvement in the succeeding activities.

Information may be gathered through one-on-one interviews, dyad or triad interviews, surveys, and focus group discussions (FGDs) involving learners, parents,

and other stakeholders. These methods help collect their views, experiences, and concerns regarding the identified PIA.

2. Analyze school concerns, needs and problems

School concerns, needs and problems raised by learners and stakeholders shall be analyzed to determine what specific critical schools' processes are related to these and so to understand why and how these school needs and problems exist.

The use of process maps can be a tool to help communicate how the process works to have consistent and reliable performance. Process mapping is the technique of using flowcharts to illustrate the detailed flow of inputs, activities, and outputs to identify opportunities for improvement.

3. Select area of focus – Identify and prioritize the area that has the highest need for improvement using the Priority Improvement Area (PIA) rubrics. The selected focus area should be based on evidence, data, and its impact on learners, school operations, or service delivery. Prioritizing the most critical concern helps ensure that resources and efforts are directed toward areas that will produce meaningful and sustainable improvements.

4. Do root cause analysis – The team shall conduct a root cause analysis to better understand the underlying causes of the identified concern or challenge. This process helps ensure that solutions address the real source of the problem rather than only its symptoms. The team may use various problem-analysis tools, such as:

- Fishbone Diagram which identifies possible causes of a problem by category;
- Whys (Why-Why Diagram) which repeatedly asks “why” to trace the root cause of an issue;
- Problem Tree Analysis which examines the relationship between the core problem, its causes, and its effects; and
- Other relevant analytical tools that can support data-driven decision-making.

5. Set General Objectives –it is based on the priority issues or identified (PIAs). These objectives should clearly state what you want to achieve over your 3-year plan and must follow the SMART criteria (Specific, Measurable, Achievable, Relevant, and Time-bound). For example, if your school has a problem with student tardiness, a general objective could be to reduce the number of late learners by the end of a specific school year.

II. PLAN

A. Formulate solutions – the assigned team for the identified PIA will brainstorm solutions based on the root cause. Several solutions can be formulated for a single root cause but can consider the following in formulating solutions:

1. Should address the root cause
2. Should be within the control of the school
3. Should be economical

4. Should be sustainable
5. Should have the support of the concerned stakeholders

B. Develop project design or Emerging Practice – at this stage the proponent will design the solution by selecting the area of focus. The improvement area of focus must be interpreted as very high priority in terms of strategic importance, urgency, magnitude and feasibility.

After developing the design, the proponent/s shall accomplish the Template for an Emerging Practice Proposal Template (see Annex B) and accomplished the Format for the Cover Page (Annex A) then submit it for approval by the DFTAT. The DFTAT will now evaluates the proposal using the Emerging Practice Accomplishment Report Template (see Annex C).

*****One of the DFTAT members must be the Public School District Supervisor (PSDS) of the district where the proponent/s belong.**

III. ACT

A. Test the solutions – Once the innovation proposal is approved, the proponents shall implement the proposed solutions as full-scale projects; test them first on a small population to minimize the risk of failure and allow necessary adjustments during implementation (e.g., one section instead of an entire grade level). Proponents may also choose to pilot all identified solutions first and then select the most effective one for wider implementation.

B. Roll out the Solutions – After successful testing, the innovation may now be implemented and rolled out across the rest of the school by the other concerned stakeholders, since they are the primary users of the solution.

At this stage, the **innovation officially begins to serve as an emerging practice of the school.**

C. Check progress -The DFTAT shall monitor the implementation progress using Annex D every semester and document how the emerging practice develops through logs, diaries, and journals. Outcomes shall be recorded, analyzed, and compared to determine effectiveness.

The progress report shall be presented to the stakeholders. Based on the recommendations and action points identified, the team may adjust or modify the implementation as needed. The assigned team may also begin collecting, organizing, and analyzing the required school data for the PIAs.

(Source: DepEd Order No. 44, s. 2015. Guidelines on the Enhanced School Improvement Planning (SIP) process and School Report Card (SRC) – SIP Manual)

The monitoring team, together with the DFTAT, shall use **Annex D as a guide for monitoring and evaluating the emerging practices.**

IV. Sustainability and Replication – Maintain records of successful practices that contribute to the achievement of school goals. These practices may be shared

with other educators for comparison, feedback, refinement, and possible replication or adaptation in other contexts.

(Source: Learning from the Best: A Guide to the Search for Best Practices, Their Replication and Documentation)

V. Monitoring and Evaluation

The DepEd-CAR shall implement the M & E framework to ensure tracking of implementation progress and assessment of outputs and outcomes. Apart from the progress monitoring of the Emerging Practice projects being conducted, FTAD in close collaboration with the RFTAT and the DFTAT at the division level shall conduct monitoring and evaluation of the entire Emerging Practice management cycle within their respective areas to continuously improve the management of Emerging Practice projects. The number of projects completed their outcome and impact on basic education shall be monitored. Feedback shall be communicated during Regional/Schools Division Management Committee meetings and Quarterly Program Implementation Review

VI. References

Republic Act No. 10533. *Enhanced Basic Education Act of 2013*.
Basic Education Development Plan (BEDP) 2030
DepEd Order No. 07, s. 2024. *Policy Guidelines on the Implementation of the Revised School - Based Management*
DepEd Order No. 44, s. 2015. *Guidelines on the Enhanced School Improvement Planning (SIP) process and School Report Card (SRC) – SIP Manual*
Learning from the Best: A Guide to the Search for Best Practices, Their Replication and Documentation.
Law Insider Dictionary
Technical Assistance Mechanism Manual of Operation (TAMMO) – DepEd CAR

VII. Effectivity

This Guideline shall take effect immediately upon issuance and shall remain in force unless otherwise amended, rescinded or superseded.

VIII. Annexes

The following List of Attachments form an integral part of this Guideline:

Annex A – Format for the Cover Page
Annex B - Emerging Practice Proposal Template
Annex C – Emerging Practice Accomplishment Report Template
Annex D – Evaluation Form

ANNEX A**COVER PAGE TEMPLATE**

Tracking Number		
Title of the Emerging Practice:		
Category	☐ Individual ☐ Group	
Name of Proponents	Role	Responsibilities
	Lead Proponent	Coordinates, leads and manages innovation initiatives fostering culture of creativity and implements new ideas and solutions
	Co-Lead	Work closely with the lead proponent on issues related to the team; serves as acting leader in the absence of the lead proponent
	Documenter	Organize, keeps important records; leads control management; gives the team access to information
	Members (maximum of three)	Completes assigned tasks on time, works with other team members to solve problems and addresses project challenges and

		communicates progress, risks to the lead proponent or team leader.
Estimated Time Frame	Start Date: Completion Date: (the duration of an innovation initiative shall be maximum of 3 years to be considered as Emerging Practice and pass criteria of Emerging Practice)	
Abstract / Description	(Limited to 300 words. The abstract shall contain a short summary of the proposal in a self-constrained and concise explanation)	
Reviewed and Endorsed:	_____ Printed Name and Signature PSDS – District _____ _____ Printed Name and Signature _____ Printed Name and Signature _____ Printed Name and Signature _____ Printed Name and Signature _____ Date:_____	

ANNEX B

EMERGING PRACTICE PROPOSAL TEMPLATE

Section	Component	Description/Guide
I. ASSESS	A. Background and Rationale	Describe the Priority Improvement Area (PIA), including the identified problem, gap, or challenge. Present relevant data, stakeholder insights, and root cause analysis that justify the proposed emerging practice.
	B. Objectives	State the general and specific objectives of the emerging practice. Objectives should be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) and directly address the identified need or problem.
	C. Target Beneficiaries	Identify and describe the primary and secondary beneficiaries of the emerging practice, including the number, characteristics, and expected benefits to be derived from the implementation.
II. PLAN	A. Methodology Design	Describe the innovative strategies, approaches, processes, and activities that will be employed to achieve the objectives. Explain how the practice improves upon or differs from existing approaches.
	B. Support (Resources and Partners)	Identify the human, financial, material, technical, and institutional resources required for implementation. Specify the roles and contributions of partners, stakeholders, and participating offices.
	C. Risk Management	Identify potential implementation risks, challenges, and constraints. Describe the corresponding mitigation strategies and contingency measures to ensure successful implementation.
	D. Implementation Plan	Present the major activities, timelines, responsible persons, required resources, expected outputs, and monitoring arrangements for the implementation of the emerging practice.
III. ACT	A. Monitoring and Evaluation	Describe the mechanisms for monitoring progress and evaluating outcomes. Include performance indicators, targets, means of verification, data collection methods, and evaluation procedures.
	B. Sustainability and Replication	Explain how the emerging practice will be sustained, institutionalized, enhanced,

		and scaled up. Discuss its potential for adaptation and replication in other schools, districts, divisions, or offices.
Supporting Documents	References	List all policies, issuances, research studies, reports, and other reference materials that informed the development of the emerging practice. Use the prescribed DMOS reference format.
	Annexes	Attach supporting documents such as needs assessment results, root cause analysis outputs, implementation schedules, monitoring tools, photographs, endorsements, and other relevant evidence.

ANNEX C

EMERGING PRACTICE ACCOMPLISHMENT REPORT TEMPLATE

Title of Emerging Practice: _____
Implementing Office/School: _____
Project Duration: _____
Reporting Period: _____
Prepared by: _____

I. ASSESS

A. Background and Rationale

Provide a brief description of the Priority Improvement Area (PIA), the issue or challenge addressed, and the rationale for implementing the emerging practice.

Accomplishment/Results:

B. Objectives Accomplishment

Objectives	Accomplishment/Results	Status
Objective 1		☐ Achieved ☐ Partially Achieved ☐ Not Achieved
Objective 2		☐ Achieved ☐ Partially Achieved ☐ Not Achieved
Objective 3		☐ Achieved ☐ Partially Achieved ☐ Not Achieved

C. Beneficiaries Reached

Target Beneficiaries	Target Number	Actual Number Reached	Remarks

II. PLAN

A. Methodology Design Implemented

Describe the strategies, innovations, approaches, and methodologies employed during implementation.

Implemented Activities and Innovations:

B. Support Mobilized (Resources and Partners)**Resources Utilized**

Resource Requirement	Planned	Actual Utilized
Human Resources		
Financial Resources		
Materials/Equipment		
Technical Support		

C. Partners and Stakeholders Engaged

Partner/Stakeholder	Contribution

D. Risk Management Accomplishment

Identified Risks	Mitigation Measures Implemented	Result

E. Implementation Accomplishment

Planned Activity	Accomplishment	Timeline	Status

III. ACT**A. Monitoring and Evaluation
Performance Against Indicators**

Success Indicator	Target	Actual Accomplishment	Means of Verification

Key Findings

Strengths

- _____

- _____

- _____

Challenges Encountered

- _____

- _____

- _____

Lessons Learned

- _____

- _____

- _____

B. Sustainability and Replication

Sustainability Measures Undertaken

Describe actions taken to institutionalize and sustain the emerging practice.

Replication and Scaling Initiatives

Describe efforts to replicate or expand the practice to other schools, districts, divisions, or offices.

Summary of Major Accomplishments

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
-

Recommendations

1. _____
 2. _____
 3. _____
-

Annexes

Attach supporting documents such as:

- *Activity Photos*
 - *Attendance Sheets*
 - *Monitoring and Evaluation Results*
 - *Success Stories/Testimonials*
 - *Communication Materials*
 - *Financial Reports (if applicable)*
 - *Other Supporting Evidence*
-

Certification

I hereby certify that the information contained in this Accomplishment Report is true and accurate and is supported by available records and evidence.

Prepared by:

Name: _____

Position: _____

Date: _____

Reviewed and Endorsed by:

Name and Position: _____

Approved by:

Name and Position: _____

Annex D**EVALUATION FORM**

Tracking Number		
Date Received		
Title of Innovation Initiative		
Date of Initial Review		
Specifications	Findings	Remarks
Formatting		
I. ASSESS		
A. Background / Rationale		
B. Objective		
C. Target Beneficiaries		
II. PLAN		
A. Methodology / Design		
B. Implementation Plan		
C. Support		
D. Risk Management		
III. ACT		
A. Monitoring and Evaluation		
B. Sustainability		
References		
		Please check (/)
Recommendation	For Oral Presentation	
	For Revision	
	Names & Signature	Date