JAN 2 3 2026

REGIONAL MEMORANDUM
No. _____**063**_____ s. 2026

DISSEMINATION OF THE STRENGTHENED SENIOR HIGH SCHOOL MONITORING TOOL

To: Schools Division Superintendents
   All Others Concerned

1.   In reference to DepEd Memorandum No. 003 s. 2026 titled Guidelines on the Monitoring and Evaluation of the Pilot Implementation of the Strengthened Senior High School (SHS) Curriculum, this Office hereby disseminates the Strengthened Senior High School Monitoring Tool (SSHS-MT).

2.   The said monitoring tool may be accessed from the following links:
   a. Soft Copy: https://tinyurl.com/SSHSMT-SY25-1-SC
   b. Online Tool: https://tinyurl.com/SSHSMT-SY25-1
   c. Work Immersion Partnership Means of Verification (MOVs)
      Online Form: https://tinyurl.com/SSHSMTMOV

3.   Immediate dissemination of and compliance with this Memorandum are desired.

RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl.: As stated
Reference: As stated
To be indicated in the Perpetual Index
      under the following subjects:

      SENIOR HIGH SCHOOL   CURRICULUM   COMMUNICATIONS

MVF/GCH/CLMD-RM- Strengthened Senior High School Monitoring Tool / January 22, 2026

SSHS MONITORING TOOL (SSHS MT)

Name of Documenter: _____

                              Surname   First Name   Middle Initial

Designation: _____   Email: _____

                                                                Preferably an active email address issued by DepEd or your institution

The Strengthened SHS Monitoring Tool (SSHS MT) is designed to track and document the progress of the 891 SSHS pilot implementing schools every semester of the school year. The **School Head or his/her designate** shall be responsible for accomplishing the monitoring tool. Each pilot school must submit **only one (1) SSHS MT per semester.**

<u>**Only SSHS MTs submitted online through the official link will be considered final.**</u>

The offline/soft copy SSHS MT is recommended to be used as reference in accomplishing the online form. This will also be the same tool used by pilot schools with limited internet connection, to be printed out and submitted to the SSHS Division focal for encoding and online submission.

> **Instructions:** *Please use a check mark (✔) in providing your response. Refrain from using abbreviations.*

Section I – School Profile		
Region:	**Schools Division Office:**	**School ID:**
School Name:		
Sector:	☐ Public School ☐ Private School	☐ SUCs/LUCs
School Type:	☐ School with no annexes ☐ Mother or Main School* ☐ Mobile schools ☐ Annex or extension school**	
	*Mother or Main School - a school which maintains full administrative management and instructional supervision and control over one or more annexes ***School Annex - an existing public school campus that is fully dependent on its mother school but is located in another school site.*	
Curricular Classification:	☐ All offerings (Kinder to Grade 12) ☐ Purely SHS (Grade 11-12) ☐ ES, JHS, and SHS (Grade 1-12) ☐ ES and SHS (Grade 1-6 & Grade 11-12) ☐ JHS and SHS (Grade 7-12) ☐ K to 12 (Kinder – Grade 12) attached to tertiary ☐ Kinder, ES, and SHS (Kinder, Grade 1-6, & Grade 11-12) ☐ Kinder, JHS, and SHS (Kinder & Grade 7-12) ☐ Kinder and SHS (Grade 11-12)	
Total enrollment of G11 learners (SY 2025-2026):		
Average G11 class size in SY 2024-2025 (previous year):		
Average G11 class size in SY 2025-2026 (current year):		

Section II – SSHS Curriculum Design and Standards

1. Track Offerings *(check all that apply)*

☐ Academic Track   ☐ Technical – Professional (TechPro) Track

2. CORE SUBJECT OFFERINGS FOR SY 2025-2026

Indicate the Core Subjects offered in **SY 2025–2026** by placing a checkmark (✔) under "Offered" or "Not Offered," and specify the semester(s) when each subject was offered.

Core Subjects		1st semester <u>only</u>	2nd semester <u>only</u>	Both semesters
Effective Communication	☐ Offered ☐ Not Offered			
General Mathematics	☐ Offered ☐ Not Offered			
General Science	☐ Offered ☐ Not Offered			
Life and Career Skills	☐ Offered ☐ Not Offered			
Mabisang Komunikasyon	☐ Offered ☐ Not Offered			
Pag-aaral ng Kasaysayan at Lipunang Pilipino	☐ Offered ☐ Not Offered			

Note: If your school only offers the TechPro track, skip this section.

3. Elective Offerings for SY 2025-2026, Semester 1

A. Academic Electives

I. Arts, Social Sciences, and Humanities

*(Check "Yes" if you offer this elective for **SY 2025-2026, Semester 1** and indicate the corresponding number of enrollees. Otherwise, check "No".)*

	Yes	No	Number of Enrollees (If "No", leave blank)
Arts 1 (Creative Industries - Visual Art, Literary Art, Media Art, Applied Art, and Traditional Art)			
Arts 2 (Creative Industries – Music, Dance, and Theater)			
Citizenship and Civic Engagement			
Contemporary Literature 1			
Contemporary Literature 2			
Creative Composition 1			
Creative Composition 2			
Filipino 1 (Wika at Komunikasyon sa Akademikong Filipino)			
Filipino 2 (Filipino para sa Larang Teknikal-Propesyonal)			
Filipino 2 (Filipino sa Isports)			
Filipino 2 (Filipino sa Sining at Disenyo)			

	Yes	No	Number of Enrollees (If "No", leave blank)
Filipino Identity Through the Arts			
Introduction to Philosophy			
Leadership and Management in the Arts			
Malikhaing Pagsulat			
Philippine Governance (Philippine Politics and Governance)			
Social Sciences (Theory and Practice)			
II. Business and Entrepreneurship			
Business 1 (Basic Accounting)			
Business 2 (Business Finance and Income Taxation)			
Business 3 (Business Economics)			
Contemporary Marketing			
Entrepreneurship			
Introduction to Organization and Management			
III. Science, Technology, Engineering, and Mathematics			
Biology 1			
Biology 2			
Chemistry 1			
Chemistry 2			
Earth and Space Science 1			
Earth and Space Science 2			
Finite Mathematics 1			
Finite Mathematics 2			
Physics 1			
Physics 2			
IV. Sports, Health, and Wellness			
Human Movement 1 (Basic Anatomy in Sports & Exercise)			
Human Movement 2 (Motor Skills Development)			
Physical Education 1 (Fitness & Recreation)			
Physical Education 2 (Sports & Dance)			
Sports Activity Management			
Sports Coaching			
Sports Officiating			

Note: If your school only offers Academic track, skip this section.

B. Tech-Pro Electives

V. Aesthetic, Wellness, and Human Care
*(Check "Yes" if you offer this elective for **SY 2025-2026, Semester 1** and indicate the corresponding number of enrollees. Otherwise, check "No".)*

	Yes	No	Number of Enrollees (If "No", leave blank)
Aesthetic Services (Beauty Care) – NC II			
Caregiving (Adult Care) – NC II			
Caregiving (Child Care) – NC II			
Hairdressing Services – NC II			
VI. Agri-Fishery Business and Food Innovation			
Agricultural Crops Production – NC II			
Agro-Entrepreneurship – NC II			
Aquaculture – NC II			
Fish Capture – NC II			
Food Processing – NC II			
Organic Agriculture Production – NC II			
Poultry Production (Chicken) – NC II			
Ruminants Production – NC II			
Swine Production – NC II			
VII. Artisanry and Creative Enterprise			
Garments and Artisanry – NC II			
Handicrafts (Weaving) – NC II			
VII. Automotive and Small Engine Technologies			
Automotive Servicing (Electrical Repair) – NC II			
Automotive Servicing (Engine and Chassis Repair) – NC II			
Driving and Automotive Servicing – NC I and NC II			
Motorcycle and Small Engine Servicing – NC II			
IX. Construction and Building Technologies			
Carpentry – NC I and NC II			
Construction Operation – NC I and NC II			
Manual Metal Arc Welding – NC I and/or NC II			
Technical Drafting – NC II			

	Yes	No	Number of Enrollees (If "No", leave blank)
X. Creative Arts and Design Technologies			
Animation – NC II			
Illustration – NC II			
Visual Graphic Design – NC III			
XI. Hospitality and Tourism			
Bakery Operations – NC II			
Events Management Services – NC III			
Food and Beverage Operation – NC II			
Hotel Operation (Front Office Services) – NC II			
Hotel Operation (Housekeeping Services) – NC II			
Kitchen Operations – NC II			
Tourism Services – NC II			
XII. ICT Support and Computer Programming Technologies			
Broadband Installation – NC II			
Computer Programming (Java) – NC III			
Computer Programming (.Net Technology) – NC III			
Computer Programming (Oracle Database) – NC III			
Computer Systems Servicing – NC II			
Contact Center Services – NC II			
XII. Industrial Technologies			
Commercial Air-Conditioning Installation and Servicing – NC III			
Domestic Refrigeration and Air-Conditioning Servicing – NC II			
Electrical Installation Maintenance – NC II			
Electronics Product Assembly and Servicing – NC II			
Mechatronics – NC II			
Photovoltaic Systems Installation – NC II			
XIV. Maritime Transport			
Marine Engineering at the Support Level			
Marine Transportation at the Support Level			
Ships Catering Services – NC I and/or NC II			

4. Reason/s for elective offering (check all that apply)	☐ Based on demand of learners ☐ Based on demand of local industries ☐ Based on school specialization ☐ Based on availability of school resources ☐ Based on partnership with external organizations ☐ Others. Kindly specify: _____

Special Curricular Programs/ Institutional Subjects*

If you do not offer any of the following, skip this section.

Guide in answering the following questions:

A. **Unique specialization** - a school-developed SHS offering outside the standard TVL list, created based on localized needs and following DepEd approval procedures (DO 51, s. 2015 and DO 76, s. 2016).

B. **Specialized program** - subjects offered by institutions with special mandates and tailored to their unique mission and learner profiles (e.g., National Academy of Sports)

C. **Institutional subjects** - additional school-designed courses that reflect the school's identity and values without replacing any part of the national curriculum (e.g., Theology, Christian Living, Philosophy)

*List down unique specialization/ specialized programs/ institutional subjects offered for **SY 2025-2026, Semester 1***

Programs/subjects	Number of enrollees
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10	

5. DOORWAY OPTION
A. Doorway Option – Academic to TechPro Electives

List the TechPro elective cluster, the specific elective, and the corresponding number of Academic Track learners enrolled in that elective. (e.g. Aesthetic, Wellness, and Human Care - Aesthetic Services (Beauty Care) – NC II – 2)

Clusters	Programs/subjects	Number of enrollees

B. Doorway Option – TechPro to Academic Electives

List the Academic elective cluster, the specific elective, and the corresponding number of TechPro Track learners enrolled in that elective. (e.g. Arts, Social Sciences, and Humanities - Contemporary Literature 1 – 2)

Clusters	Programs/subjects	Number of enrollees

Additional Elective Offering

6. Are there additional elective courses your school wants to offer in **SY 2026-2027**?	☐ Yes (complete the table below) ☐ No (skip to Section III)

List down the additional elective courses your school wants to offer in **SY 2026-2027**.

Cluster	Program
1.	
2.	
3.	
4.	
5.	
6.	

Section III – SSHS Teaching-Learning Resources

A. Curriculum Guide

A.1. Do you have access to the available **Curriculum Guides** for G11 SY 2025-2026?	☐ Yes (answer A.2. to A.4.) ☐ No (skip to A.5.)
A.2. What percentage of subjects/electives offered for **Semester 1** have available **Curriculum Guides**?	☐ All electives/subjects (100%) ☐ Most electives/subjects (75-99%) ☐ Some electives/subjects (25-74%) ☐ Few electives/subjects (1-24%)
A.3. Are teachers using the CGs?	☐ Yes ☐ No (skip to part B. Lesson Exemplars)
A.4. How often are the CGs used?	☐ Always (Used every time) ☐ Often (Used in most situations or activities) ☐ Sometimes (Used occasionally but not regularly) ☐ Rarely (Used once in a while or only under special conditions) (after answering, skip to part B. Lesson Exemplars)

A.5. If no, select reason/s why you are not able to access the available CGs:	☐ No information on Curriculum Guides ☐ Internet connectivity challenges ☐ Lack of facilities (i.e. computer) to access curriculum guides ☐ Others. Kindly specify: _____

B. Lesson Exemplars

B.1. Do you have access to the available Lesson Exemplars (LEs) for **SY 2025-2026 Sem 1**?	☐ Yes *(answer B.2., B.3. and B.4.)* ☐ No *(skip to B.7)*
B.2. What percentage of subjects/electives offered in **Semester 1** have available **Lesson Exemplars**?	☐ All electives/subjects (100%) ☐ Most electives/subjects (75-99%) ☐ Some electives/subjects (25-74%) ☐ Few electives/subjects (1-24%)
B.3. What kind of Lesson Exemplars are used in your school? *(check all that apply)*	☐ Digital/ soft copy ☐ Printed/ hard copy
B.4. Are teachers using the Lesson Exemplars?	☐ Yes *(answer B.5. and B.6.)* ☐ No *(skip to part C. Learning Activity Sheets)*
B.5. How often are the LEs used?	☐ Always (Used every time) ☐ Often (Used in most situations or activities) ☐ Sometimes (Used occasionally but not regularly) ☐ Rarely (Used once in a while or only under special conditions)
B.6. Based on your observation, do the LEs lessen teachers' workload for lesson preparation?	☐ Yes ☐ No *(skip to part C. Learning Activity Sheets)*
B.7. If no, select reason/s why you are not able to access the available LEs:	☐ No information on Lesson Exemplars ☐ Internet connectivity challenges ☐ Lack of facilities (i.e. computer) to access Lesson Exemplars ☐ Others. Kindly specify: _____

C. Learning Activity Sheets (LAS)

C.1. Do you have access to the available **Learning Activity Sheets (LASs)** for SY 2025-2026 Semester 1?	☐ Yes *(answer C.2 to C.4.)* ☐ No *(skip to C.7.)*
C.2. What percentage of subjects/electives offered in Semester 1 have available Learning Activity Sheets?	☐ All electives/subjects (100%) ☐ Most electives/subjects (75-99%) ☐ Some electives/subjects (25-74%) ☐ Few electives/subjects (1-24%)
C.3. What kind of LASs are used in your school? *(check all that apply)*	☐ Digital copy (soft copy) ☐ Printed copy
C.4. Are teachers using LASs?	☐ Yes *(answer C.5. and C.6.)* ☐ No *(skip to part D. Learning Resources)*
C.5. How often are the LASs used?	☐ Always (Used every time) ☐ Often (Used in most situations or activities) ☐ Sometimes (Used occasionally but not regularly) ☐ Rarely (Used once in a while or only under special conditions)

C.6. Based on your observation, do the LASs assist teachers in delivering the SSHS curriculum content, standards, and lesson competencies?	☐ Yes ☐ No *(after answering, skip to part D. Learning Resources)*
C.7. If no, select the reason/s why you are not able to access the available LASs?	☐ No information on Learning Activity Sheets ☐ Internet connectivity challenges ☐ Lack of facilities (i.e. computer, tablets) ☐ Procurement issues ☐ Deliver issues ☐ No enough/available funds ☐ Others. Kindly specify: _____

D. Learning Resources (General) - LOCAL DEVELOPMENT OF LEARNING RESOURCES

D.1. Does the school use any locally developed learning resources to support SSHS implementation?	☐ Yes *(answer D.1 to D.5.)* ☐ No *(skip to part E. Program Support)*
D.2. Select the reason/s: *(check all that apply)*	☐ For additional/supplementary LRs ☐ Contextualization/ localization ☐ Inclusivity ☐ Innovation ☐ LRs provided are lacking ☐ LRs provided do not have relevant content ☐ Delayed production of LRs ☐ Others. Kindly specify: _____
D.3. At what governance level was the local development of learning resources undertaken?	☐ School level ☐ Division level ☐ Regional level ☐ Others. Kindly specify: _____
D.4. Were these locally developed LRs validated or quality-assured by the SDO or RO?	☐ Yes ☐ No

D.5. Enumerate the LRs locally developed/procured:

Format: Subject - Type (Example.: Contemporary Literature I - LAS; All subjects - LAS)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

E. Program Support Funds for LRs

1. Were the downloaded Program Support Funds utilized in accordance with the approved guidelines (DM-OULS-2025-175)?	☐ Yes ☐ No

2. To what extent were the funded learning resources delivered, distributed, or made accessible to teachers and learners in the pilot schools within the planned timeline?	☐ Fully delivered within timeline ☐ Partially delivered within timeline ☐ Not delivered within timeline
3. What challenges were encountered by ROs/SDOs/Schools in the utilization, liquidation, or reporting of the downloaded PSF for learning resources?	
4. What mechanisms or practices (e.g., coordination, monitoring tools, procurement systems, capacity-building) contributed to the efficient and transparent use of funds, and what improvements are needed moving forward?	

F. Facilities

Select the facilities available in your school:

☐ None/ Not Applicable
☐ Libraries
☐ Music Room
☐ Art Room
☐ Medical room manned by qualified staff
☐ Counselling center
☐ Multipurpose halls
☐ Amphitheatre
☐ Security Systems
☐ Safety locker rooms
☐ Cafeteria/ canteen
	Laboratories
	    ☐ General Science
	    ☐ Biology
	    ☐ Chemistry
	    ☐ Mathematics
	    ☐ Speech/ Language
	    ☐ Computer/ digital
	    ☐ Vocational trades
	    ☐ Robotics
	Sports Facilities
	    ☐ outdoor oval, football, etc.
	    ☐ indoor gymnasium, etc.
	    ☐ swimming pool

Section IV - School-level Delivery	
A. Teacher Assignment and Delivery	
1. Based on the **previous school year** (SY 2024-2025), indicate the total number of:	**Number of teachers**
• Teachers assigned to SHS	
2. Based on the **current school year** (SY 2025-2026), indicate the total number of:	**Number of teachers**
• Teachers assigned to SHS	
• Newly hired teachers assigned to SHS	
• Teachers reassigned to SHS from another grade level/key stage	
• Teachers exclusively teaching core subjects	
• Teachers exclusively teaching elective subjects	
• Teachers who are teaching both core and elective subjects	

B. Training and Professional Development for SSHS	
I. FOR SCHOOL HEADS	
Check the boxes of the orientations and trainings attended by the <u>school head</u> *(check all that apply)*	☐ Orientation on SSHS ☐ Training for Core Subjects ☐ Training for TechPro ☐ Webinar series on SSHS ☐ Unable to attend any training
II. FOR TEACHERS	
a. WEBINAR SERIES FOR SSHS 1. Indicate the estimated number of teachers who completed the Webinar series for SSHS (June 4-5)	☐ All (100% of G11 SSHS teachers) *(skip question 2)* ☐ Almost all (76-99% of G11 SSHS teachers) ☐ Most (51-75% of G11 SSHS teachers) ☐ Some (26-50% of G11 SSHS teachers) ☐ A few (1-25% of G11 SSHS teachers) ☐ None (0% of G11 SSHS teachers)
2. What factors contributed to non-attendance of some or all teachers to the <u>webinar series on SHSS</u>? *(check all that apply)*	☐ Did not receive information about the training ☐ Challenges in registration process ☐ Conflict with schedule or duties ☐ Transportation/ location challenges ☐ Did not find the training relevant ☐ Already familiar with the topic/ redundant content ☐ Did not want to attend ☐ Others. Kindly specify: _____
3. Based on your overall classroom observations, are the teachers able to APPLY lessons learned from <u>webinar series on SSHS</u>?	☐ 4 - Strongly agree ☐ 3 - Agree ☐ 2 - Disagree ☐ 1 - Strongly disagree
4. Based on your overall classroom observations, was the <u>webinar series on SSHS</u> RELEVANT to teachers in delivering content, pedagogy and assessment?	☐ 4 - Strongly agree ☐ 3 - Agree ☐ 2 - Disagree ☐ 1 - Strongly disagree

b. TRAINING ON CORE SUBJECTS
 	
1. Indicate the estimated number of <u>teachers</u> who completed the Training for Core Subjects
   ○ Batch 1 (May 25-29)
   ○ Batch 2 (May 28-June 1)
	☐ All (100% of G11 SSHS teachers) *(skip question 2)*
	☐ Almost all (76-99% of G11 SSHS teachers)
	☐ Most (51-75% of G11 SSHS teachers)
	☐ Some (26-50% of G11 SSHS teachers)
	☐ A few (1-25% of G11 SSHS teachers)
	☐ None (0% of G11 SSHS teachers)

2. What factors contributed to non-attendance of some or all teachers in the training? *(check all that apply)*	☐ Did not receive information about the training ☐ Challenges in registration process ☐ Conflict with schedule or duties ☐ Transportation/ location challenges ☐ Did not find the training relevant ☐ Already familiar with the topic/ redundant content ☐ Did not want to attend ☐ Others. Kindly specify: _____
3. Based on your overall classroom observations, are the teachers able to APPLY lessons learned from the training on Core Subjects?	☐ 4 - Strongly agree ☐ 3 - Agree ☐ 2 - Disagree ☐ 1 - Strongly disagree

4. Based on your overall classroom observations, was the training on Core Subjects RELEVANT to teachers in delivering content, pedagogy and assessment?	☐ 4 - Strongly agree ☐ 3 - Agree ☐ 2 - Disagree ☐ 1 - Strongly disagree
Note: skip this if you do not offer the TechPro Track c. TRAINING ON TECHPRO SUBJECTS 1. Indicate the estimated number of teachers who completed the Training for TechPro Subjects (May 25-31)	☐ All (100% of G11 SSHS teachers) *(skip question 2)* ☐ Almost all (76-99% of G11 SSHS teachers) ☐ Most (51-75% of G11 SSHS teachers) ☐ Some (26-50% of G11 SSHS teachers) ☐ A few (1-25% of G11 SSHS teachers) ☐ None (0% of G11 SSHS teachers)
2. What factors contributed to non-attendance of some or all teachers in the training? *(check all that apply)*	☐ Did not receive information about the training ☐ Challenges in registration process ☐ Conflict with schedule or duties ☐ Transportation/ location challenges ☐ Did not find the training relevant ☐ Already familiar with the topic/ redundant content ☐ Did not want to attend ☐ Others. Kindly specify: _____
3. Based on your overall classroom observations, are the teachers able to APPLY lessons learned from the training on TechPro subjects?	☐ 4 - Strongly agree ☐ 3 - Agree ☐ 2 - Disagree ☐ 1 - Strongly disagree
4. Based on your overall classroom observations, was the training on TechPro subjects RELEVANT to teachers in delivering content, pedagogy and assessment?	☐ 4 - Strongly agree ☐ 3 - Agree ☐ 2 - Disagree ☐ 1 - Strongly disagree
C. Career Guidance Program	
1. Are you implementing a career guidance program?	☐ Yes *(answer 2 to 5)* ☐ No *(skip to D. Work Immersion Partnership)*
2. What are the career guidance activities implemented in your school? *(check all that apply)*	☐ Homeroom Career Guidance Sessions ☐ Career Orientation / Information Sessions (e.g. orientation on tracks, strands, or career options, college and scholarship orientations) ☐ Career Counseling Sessions (individual or group counseling) ☐ Career Assessment / Profiling (e.g. aptitude, interest, or personality tests) ☐ Parent Involvement Activities (e.g. parent career orientation, consultation) ☐ Career Partnerships / Linkages (e.g. coordination with TESDA, CHED, or industry partners) ☐ Career Exploration Activities (e.g. Career Week, Career Fair, Career Exhibit) ☐ Life Skills / Workshops (e.g., job readiness, interview skills, resume writing) ☐ Follow-up / Monitoring of Graduates ☐ Others. Kindly specify: _____

3. Career Guidance Personnel

Indicate the number of school personnel trained in implementing the Career Guidance Program (CGP)

| Designation | Number
Write "0" if none or not applicable |
|---|---|
| • School Counselors | |
| • School Counselor Associates | |
| • Career Advocates | |

If other personnel have been trained to implement CGP, use the space provided to specify:

| Designation | Number
Write "0" if none or not applicable |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

3. Does your school have a designated space for career guidance or counselling?	☐ Yes, we have a designated Career Guidance Center/ Guidance Office/ Care Center/ Learner Support Center
☐ Yes, we have a shared space (e.g., part of the Guidance Office, Library, or Faculty Room)
☐ None yet, but we use available classrooms or offices when needed
☐ None at all
4. Which of the following Career Guidance materials are currently available in your school?
(check all that apply)	☐ Homeroom or Career Guidance Modules
☐ Orientation Guides or Presentations for Career Orientation / Information Sessions
☐ Counseling and Referral Forms
☐ Career Interest or Aptitude Test Forms
☐ Parent Orientation Guides
☐ Directory of Partner Institutions
☐ Materials for Career Week or Career Fair
☐ Resume or Job Readiness Workshop Materials
☐ Graduate Tracking Forms
☐ None
☐ Others. Kindly specify: _____

D. Work Immersion Partnerships

D.1. Do you have any continuing industry partners for the Grade 12 work immersion under the new curriculum?	☐ Yes, we have at least one (1) continuing industry partnership
☐ No

D.2. Do you have any new industry partners for the Grade 12 work immersion under the new curriculum?	☐ Yes, we have at least one (1) new industry. ☐ No, but we are planning/preparing for new partnerships ☐ No.

If yes, list the titles/names of the partnerships and upload its corresponding MOV (e.g.., MOU/A, Supporting

documents) in the provided link below: _____

_____

Important reminder: *Upon submission of this monitoring tool, you are required to upload a copy of the MOV/s to the following link:* https://tinyurl.com/SSHSMTMOV
File Name format: Region_SchoolID - SchoolName_MOVtitle
Example: Region1_TechZone National High School - 10000_MOV

Does your school have access to opportunities for work immersion partnerships?	☐ Yes ☐ No

Section V - Technical Support and Stakeholder Engagement	
1. Do you receive regular communication on SSHS-related concerns?	☐ Yes ☐ No *(skip to 3)*
2. Indicate the platform used to receive communication. *(check all that apply)*	☐ DepEd Website ☐ DepEd Email ☐ DepEd Email newsletter ☐ SMS ☐ Social media platforms (Facebook groups/page, messenger, Viber, WhatsApp, etc.) ☐ Meetings or Small/ Focus Group Discussion ☐ Orientation/ Training ☐ Drive/ Cloud (online repository) ☐ Transmittal of hardcopies (e.g., issuances, memos, etc.) ☐ Others. Kindly specify: _____
3. Do you regularly communicate SSHS-related concerns to parents/learners?	☐ Yes ☐ No *(skip to 5)*
4. Indicate the platform/mode of communication used. *(check all that apply)*	☐ School website/page/portals ☐ School email newsletter ☐ School assembly ☐ SMS ☐ School media platforms ☐ Meetings/Orientations (e.g. Parent-Teacher Conference) ☐ IEC Materials ☐ Others. Kindly specify: _____
5. Did you receive any technical assistance from the Regional Office or Schools Division Office on the implementation of SSHS?	☐ Yes ☐ No

Confirmation of Submitted Data	
I hereby confirm that all information and data provided in this monitoring tool are complete, accurate, and true to the best of my knowledge. I understand that this submission will be used for official monitoring and evaluation purposes, and any discrepancies may require further clarification.	
Signature:	
Name of Documenter:	
Date of Submission:	

Strengthened Senior High School Monitoring Tool (SSHS MT)

Quick User Guide

The Strengthened SHS Monitoring Tool (SSHS MT) is designed to track and document the progress of the 891 pilot schools every semester.

WHAT TO PREPARE:

☐ Device with an internet connection *(see FAQs for schools with limited internet connection)*

☐ School data related to each of the following sections:

- ☐ **School Profile:** basic school information and enrollment data
- ☐ **SSHS Curriculum Design and Standards:** data on key aspects of curriculum implementation, including core subjects, track and elective offerings, learner choice, and special or institutional subjects
- ☐ **Teaching and Learning Resources:** availability and use of learning resources and supporting facilities
- ☐ **School-level delivery:** teacher assignments, participation in training and professional development, career guidance activities, and work immersion partnerships
- ☐ Scanned copy of Work Immersion Partnerships Means of Verification (MOVs)
- ☐ **Technical Support and Stakeholder Engagement:** data on communication, coordination, and technical assistance related to SSHS implementation

STEPS IN ACCOMPLISHING THE SSHS MT:

Step 1. Download the soft copy of the SSHS MT using the following link: https://tinyurl.com/SSHSMT-SY25-1-SC

Step 2. Review and complete the questions in the soft copy. Use it as a reference or checklist when preparing the information to be entered in the online form.

Step 3. Once all the required information is ready, encode and submit the data in the online form using the following link: https://tinyurl.com/SSHSMT-SY25-1

Optional step: Save a copy of your responses for reference (see FAQs).

Step 4: After submitting the online form, upload the Work Immersion Partnership Means of Verification (MOVs), if applicable, using the following link: https://tinyurl.com/SSHSMTMOV

Note: Ensure that all submitted information and uploaded documents are complete and accurate. Retain copies of the accomplished Monitoring Tool and uploaded Means of Verification (MOVs) for school records and possible validation.

Frequently Asked Questions (FAQs)

1. Can the school head designate or assign someone to be the SSHS MT documenter?

Yes. The School Head may designate or assign personnel to accomplish the SSHS MT form, provided that the designated personnel ensure that all information submitted is **complete, accurate, and truthful,** and coordinate closely with the School Head. However, it is highly recommended that the School Head accomplish and submit the form or serve as the documenter.

Regardless of delegation, the **School Head remains responsible for the submission.**

2. I do not have a device with an internet connection. How can I submit our school's SSHS MT response online?

Schools with limited or unreliable internet connectivity may coordinate with their SDO SSHS focal person to use the pen-and-paper version of the SSHS MT. The school shall be responsible for producing the hard copy and completing the form. Once accomplished, the completed form shall be submitted to the SDO focal person, who will encode the school's responses into the SSHS MT online form on the school's behalf.

3. I encountered internet connectivity issues while answering the online tool in KoboToolbox. Can I recover our responses?

Yes. KoboToolbox allows you to continue filling out the form even if your internet connection is weak or lost.
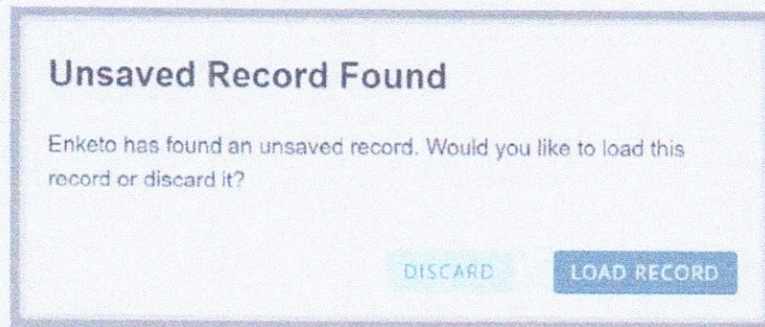
- **Web Forms (browser-based):** When you open the online (Enketo/web-based) form in your browser, the form and your entries are automatically saved locally in the browser. Once the form has loaded and cached, you can continue entering data even without an internet connection.

- If you lose connectivity while completing the form, your responses remain stored in the browser's offline cache. When you regain internet access and submit the form, KoboToolbox will automatically queue and send your responses to the server.

Important: If you clear your browser's cache, update or reinstall the browser, or switch to a different browser or device, the locally stored draft may be lost.

- Once you return to the browser, a pop-up will appear informing you that Enketo has detected an unsaved record. You can then choose to "Load Record" and continue with your previous responses or discard the record.

Unsaved Record Found

Enketo has found an unsaved record. Would you like to load this record or discard it?

DISCARD   LOAD RECORD

## 4. A section did not automatically appear. What should I do?

After you have answered a previous question and the succeeding section/s do not automatically appear, click on any empty space on the form. This should prompt the form that you are ready to answer the questions in the next sections.

Important: Some questions may only appear based on your responses. It is recommended to use the soft copy of the MT as a reference and guide while completing the online monitoring tool to ensure that you have covered all questions in each section.
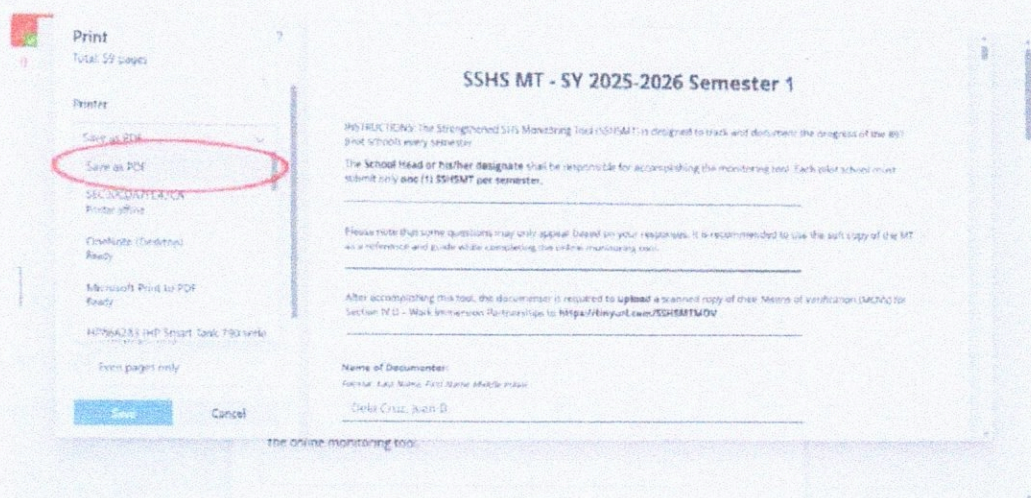
5. How can I save a copy of our school's submission?

- **BEFORE** clicking the '**Submit**' button <u>at the end of the form</u>, scroll back to the top of the page and click the **Printer** icon.
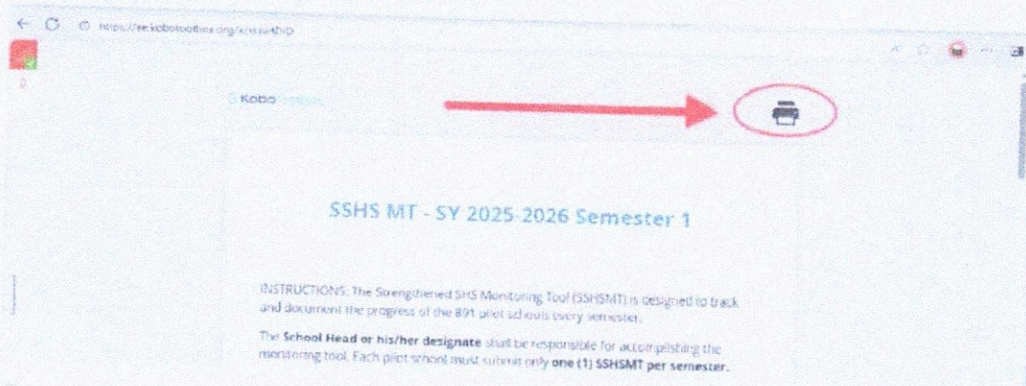
- A print window will open. From the **Printer** drop-down menu, select '**Save as PDF**', then click **Save**.

- Choose where you want to save the file, enter a file name, and click **Save** to complete the process.

Important: You will not be able to retrieve your responses if you have not saved a PDF copy after clicking the 'submit' button.

6. After clicking 'Submit', I encountered an Alert window. How do I resolve this?

If you encounter the alert message **"Form contains errors. Please see fields marked in red."** after clicking the submit button, this means that *one or more* required questions were not answered, or that your entry does not follow the prescribed format.
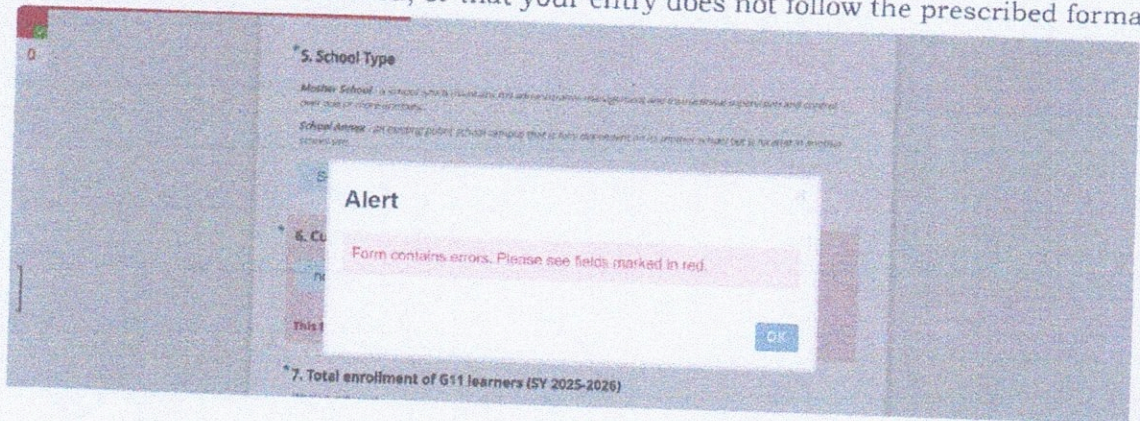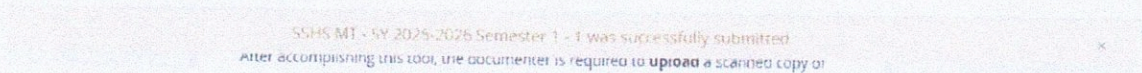

To resolve this, click "OK." You will be redirected to the question(s) highlighted in red, where you can review and correct the error(s) before resubmitting the form.
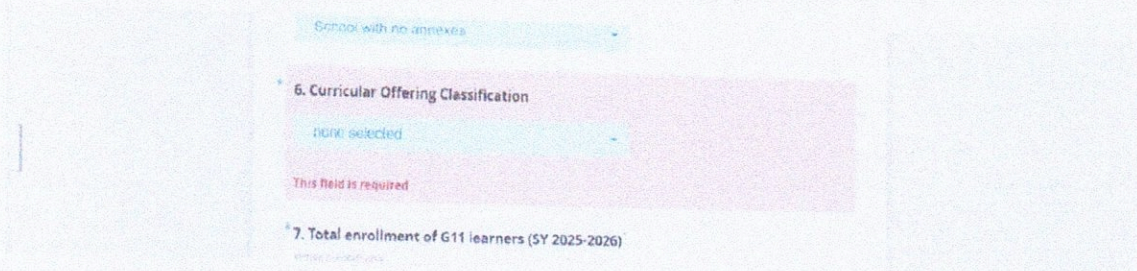
7. How can we know if our response was successfully submitted?

After submitting your response, a confirmation message will appear at the top of the page.

8. Where can I upload my MOVs for work immersion partnerships?

- After completing the Online SSHS MT, upload your Means of Verification (MOVs) through this Google Form link:

https://tinyurl.com/SSHSMTMOV

- Please ensure the following before uploading your files:
  - The document is **complete, clear, and properly scanned**.
  - The file is saved in **PDF format** (preferred) or as a high-quality image file.
  - You may upload up to 10 files. Each file should **not exceed 1 GB**.
  - **File name format**: Region_SchoolID_SchoolName_MOVtitle
    Example: Region 1_TechZoneNHS_School-412345_OrganizationABCMOA

9. When will the SSHS MT be collected?

In accordance with DepEd Memorandum No. 003, s. 2026, the SSHS MT will be collected according to the following schedule:

SSHS Monitoring Tool	Downloading to Schools	Submission to Secretariat
SY 2025-2026 Semester 1 tool	January 2026	January 30, 2026
SY 2025-2026 Semester 2 tool	February 9-13, 2026	March 20, 2026
SY 2026-2027 Semester 1 tool	June 15, 2026 *Within the first weeks of the start of the semester*	October 23, 2026 *By the end of the semester*
SY 2026-2027 Semester 2 tool	November 16, 2026 *Within the first weeks of the start of the semester*	March 19, 2027 *By the end of the semester*

10. Will the offline tool (pen-and-paper tool) be collected?

The offline tool will **not** be collected by the Central Office (CO). However, schools are responsible for keeping a copy of their accomplished responses (in digital or printed copy) for documentation purposes. The completed form may be requested by the CO for reference, validation, or monitoring activities, as necessary.