



Republic of the Philippines
Department of Education
Caraga Region
SCHOOLS DIVISION OF SURIGAO DEL SUR

DEPED-DIVISION OF SURIGAO DEL SUR	
RELEASED	
DATE:	October 8, 2025
TIME:	9:24am
SIGNATURE:	

Division MEMORANDUM
No. 432, s. 2025

To: Chief of CID and SGOD
Public Schools District Supervisors/ District In-Charge
Elementary and Secondary School Heads
Division Planning Team

**SUBMISSION OF THE S.Y. 2025-2028 ENHANCED SCHOOL
IMPROVEMENT PLAN (E-SIP)**

1. The field is hereby informed that the submission of the SY 2025-2028 Enhanced School Improvement Plan will be on October 27, 2025.
2. Before SIP submission in the office, Public Schools District Supervisors/ District In-Charge shall ensure that the SIPs adhere to the SIP Quality Assessment Tool. An accomplished tool shall also be submitted, attached to the document.
3. School Heads are required to follow the SIP Design provided by the office. Font is Bookman Old Style; font size is 11 printed on A4-size bond paper and ring-bound. Annexes shall also be submitted in a separate file as evidence
4. Hard copies of the SIP shall be submitted to the Planning and Research Unit of the SGOD. Submissions shall in bunch by district.
5. For information, guidance, and strict compliance.

LORENZO O. MACASOCOL, PhD, CESO V
Schools Division Superintendent

Encl.: As Stated
References: None
To be indicated in the Perpetual Index
Under the following subjects:

PLANNING

PLAN

SGOD/upg
10/07/2025



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Attachment to Regional Memorandum No. 0059, s. 2022

SY 2025-2028 SCHOOL IMPROVEMENT PLAN
Quality Assessment Tool

School ID: _____ School Name: _____
 School District: _____ School Head: _____
 Date of SIP Submission: _____ Date of SIP Appraisal: _____

Instructions: Put a check mark (/) on the column before the rubric that fits the SIP you are assessing. You may refer to the documents specified by characteristics to ensure the quality of the SIP you are assessing. Lastly, in the remark's column, **specify actions** that the school head and the SPT must take **to improve the SIP** (section or chapter), if any; and **words of appreciation if they did a good job**.

CHARACTERISTICS	REFERENCES	RUBRICS			REMARKS
		Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)	
Chapter 1: Clarity and completeness of discussion on DepEd VMV	Minutes of the meeting NOTE: This document should contain the names of attendees, records of discussion on the vision sharing activity, and roles and responsibilities	The chapter simply states the DepEd VMV	The chapter clearly articulates the SPT's understanding of the VMV and their aspirations for the school and learners; and states their roles and responsibilities that will contribute to the attainment of the school goals, where all members collaborate	The chapter clearly stipulates the SPT's understanding of the VMV and their aspirations for the school and learners; and commits to perform their roles and responsibilities for the attainment of the school goals where all members collaborate.	
Chapter 2: Clarity and completeness	SCDT Templates	The chapter presents accurate and	The chapter presents accurate	The chapter presents accurate and	



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s of School's discussion on CURRENT SITUATION	(Annexes 1A -2C) School Report Card Gap Analysis Template (Annex 3) Previous SIP (if applicable)	updated school and community data but the discussion on its connection to the school's current situation is not clear.	and updated school and community data with clear discussion on its connection to the school's current situation.	updated school and community data with clear discussion on its connection to the school's current situation, highlighting alarming data that need to be prioritized for improvement	
Chapter 2: Alignment and Relevance of PRIORITY IMPROVEMENT AREAS (PIAs) to Intermediate Outcomes (IOs)	Prioritization Template/ Rubrics (Annex 4) Planning Worksheet (Annex 5)	The chapter presents PIAs based on the situational analysis, but they are not aligned to IOs	The chapter presents PIAs that are aligned to IOs based on situational analysis, and uses the prescribed rubric	The chapter presents PIAs that are aligned to IOs based on situational analysis and uses the prescribed rubric, with a concise discussion on why such PIAs were selected.	
Chapter 2: Responsiveness of the GENERAL OBJECTIVES to PIAs	Planning Worksheet (Annex 5)	The chapter presents objectives that are not responsive to PIAs	The chapter presents "SMART" objectives that are responsive to PIAs	The chapter presents "SMART" objectives that are responsive to PIAs; and those applicable are aligned with the Division targets.	



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Chapter 2: Feasibility of the TARGETS	Planning Worksheet (Annex 5)	The chapter presents general objectives but does not have annual targets.	The chapter presents general objectives that are broken down into annual targets and aligned with the proposed solutions.	The chapter presents general objectives that are broken down into realistic annual targets and aligned with the proposed solutions	
Chapter 2: Clarity and completeness of the ROOT- CAUSE ANALYSIS (RCA) process	Planning Worksheet (Annex 5) Document ation of Listening to the Voice of the Learners and Other Stakeholders Root Cause Analysis Diagram (Annex 8)	The chapter presents the root cause, but there is no evidence of the RCA process.	The chapter presents the root cause with evidence of the RCA process.	The chapter presents the root cause with evidence of the RCA process, which was thoroughly deliberated by the SPT, and with a concise discussion on why such root causes were identified.	
Chapter 3: Appropriateness of the major activities in the identified SOLUTION(s)	Project Workplan and Budget Matrix (Annex 9)	The chapter presents the major activities for each project, but does not address the root cause/s	The chapter presents the major activities for each project that address the root cause/s, which are within the school's control, economic, sustainable, and with support and commitment	The chapter presents the major activities for each project that address several root causes, which are within the school's control, economic, sustainable, and with support and commitment from the	



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				from the process owners.	process owners.	
Chapter 3: Comprehensiveness of the ANNUAL IMPLEMENTATION PLAN (AIP)	Project Workplan and Budget Matrix (Annex 9 Annual Implementation Plan (Annex 10) OPCRf		The AIP has incomplete data and information.	The AIP has complete data and information with activities supporting the attainment of the school objectives.	The AIP has complete data and information with activities supporting the attainment of the school objectives and is aligned with OPCRf.	
Chapter 4: Completeness of the MONITORING PLAN	Project Monitoring Report Form (PMRF)		The chapter presents incomplete monitoring plan.	The chapter presents monitoring plan using the Project Monitoring Report Form (PMRF) with the following information: Project Name, Objectives and targets, and schedule of monitoring for the year of implementation.	The chapter presents monitoring plan using the Project Monitoring Report Form (PMRF) with the following information: Project Name, Objectives and targets, and schedule of monitoring for the year of implementation, with reporting and feedback mechanism to stakeholders.	
Total						

School Head

Public Schools District Supervisor/ District In-Charge