

## Department of Education

Caraga Region
SCHOOLS DIVISION OF SURIGAO DEL SUR

DEPED-DIVISION OF SURIGAD DEL SUR
RELEASED

DATE: October 8, 2025
TIME: 9:74am
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.
- 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.
- 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 ringbound. Annexes shall also be submitted in a separate file as evidence
- 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.** 

CHARACTE REFEREN RISTICS CES	Below Expectation (1)	Meets Expectation (2)	Exceeds Expectation (3)	REMARKS	
Chapter 1: Clarity and completenes s 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 responsibil ities	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 understandin g of the VMV and their aspirations for the school ad learners; and commits to perform their roles and responsibilities for the attainment of the school goals where all members collaborate.	
Chapter 2: Clarity and completenes	SCDT Templates	The chapter presents accurate and	The chapter presents accurate	The chapter presents accurate and	





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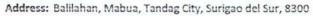
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discussion on CURRENT SITUATION	(Annexes 1A -2C) School Report Card Gap Analysis Template (Annex 3) Previous SIP (if applicable)	updated school and community data but the discussion on its connection to the school's current situation is not clear.	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 IMPROVEM ENT AREAS (PIAs) to Intermediat e Outcomes (IOs)	Prioritizati on 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: Responsive ness of the GENERAL OBJECTIVE S 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 completenes s of the ROOT- CAUSE ANALYSIS (RCA) process	Planning Worksheet (Annex 5) Document ation of Listening to the Voice of the Learners and Other Stakeholde rs 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: Appropriate ness 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	process owners.
Chapter 3: Comprehen siveness of the ANNUAL IMPLEMEN TATION PLAN (AIP)	Project Workplan and Budget Matrix (Annex 9 Annual Implement ation Plan (Annex 10) OPCRF	The AIP has incomplete data and information.	owners.  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: Completene ss of the MONITORIN G PLAN	Project Monitoring Report Form (PMRF)	The chapter presents incomplete monitoring plan.	The chapter presents monitoring plan using the Project Monitoring Repot Form (PMRF) with the following information: Project Name, Objectives and targets, and schedule of monitoring for the year of implementat ion.	The chapter presents monitoring plan using the Project Monitoring Repot Form (PMRF) with the following information: Project Name, Objectives and targets, and schedule of monitoring for the year of implementati on, with reporting and feedback mechanism to stakeholders.

School Head

Public Schools District Supervisor/ District In-Charge









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