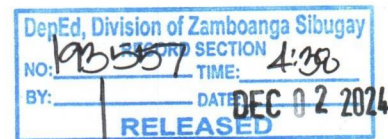




Republic of the Philippines  
**Department of Education**  
REGION IX  
**SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY**



29 November 2024

DIVISION MEMORANDUM  
NO. 518, s. 2024

**SUBMISSION GUIDELINES FOR SCHOOL IMPROVEMENT PLAN (SIP)  
FY 2025-2028**

To: Division Planning Committee Members (Programs and Finance Comm)  
District Supervisors/in-charge and members of Dist. SIP Appraisal Teams  
All School Heads and members of School Planning Teams  
All Others Concerned  
This Division

1. In accordance with DepEd Order No. 24, s. 2022, regarding the **Adoption of the Basic Education Development Plan (BEDP) 2030**, this memorandum is issued to inform all concerned parties about the preparation and submission of the **School Improvement Plan (SIP) for Fiscal Year 2025-2028**.

2. In alignment with the goals outlined in BEDP 2030, the **SIP** must be developed by the **School Planning Team (SPT)** and must adhere to the **Strategic Planning Process** as outlined in DepEd Order No. 24, s. 2022.

3. To effectively guide this process, the **School Head**, as **Chair of the SPT**, is responsible for leading several critical stages of strategic planning:

A. Preparatory Phase:

3.1 **Compose the SPT**: Formulate a team with diverse expertise.

**Chair**: School Head

**Members**: Student representative, teacher representative, parent representative, Barangay/LGU representative, member of BDRRMC, member of School Child Protection Committee

**Optional Members, if available and necessary**: Non-Government Organization (NGO) representative, Alim/Ulama representative, IP representatives, Arabic Language and Islamic Values Education (ALIVE) teachers, and school alumni

**Technical Secretariat**

**Lead**: Designated Planning and Research Coordinator

**Members**: Designated Finance Officer, Administrative Officer, Project Development Officers

**Note**: For implementing units (IUs), the disbursing officer and senior bookkeeper shall participate as members of the technical secretariat

**Note**: In multi-cultural settings, IP and Muslim representation should be considered. In this regard, any of the abovementioned members (e.g. a parent who is an IP or Muslim) may also serve as the IP or Muslim representative





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3.2 **Convening the SPT:** Organize an initial meeting to clarify roles and expectations.

3.3 **Data Gathering:** Collect, organize, and validate data using appropriate Data Gathering Tools (refer to DO 44, s. 2015, Guidelines on the Enhanced SIP Process and the School Report Card).

B. Planning Phase:

3.4 Understand the vision, mission, and core values of DepEd.

3.5 Conduct an in-depth situational analysis considering both external and internal factors.

3.6 Identify key and immediate challenges.

3.7 Formulate strategic directions/improvement plans.

3.8 Prepare a 4-Year Indicative Plan.

3.9 Develop a 2025 Work and Financial Plan.

3.10 Analyze and manage risks.

3.11 Prepare a Monitoring and Evaluation (M&E) Plan.

4. The SPTs are **given two (2) weeks** after the SIP training workshop to prepare their SIP for FY 2025-2028, which should include both a Main Document and Annexes. **Enclosure A** details what should be included in the Main Document and Annexes. **Enclosure B** describes each part of the SIP.

5. In compliance with **DepEd Order No. 30, s. 2019, DepEd Manual of Style (DMoS)**, please ensure that in packaging the SIP the following are observed:

5.1 The font style is Bookman Old Style, with a font size of not less than 12 (except for WFP/AIP).

5.2 Single spacing between lines; double spacing between paragraphs.

5.3 Standard margins (1 inch on all sides) **except for the left side**, which needs sufficient space for binding

5.4 Long-size bond paper must be utilized

5.5 For AIP/WFP, every page must be signed by SPT Members, the District Appraisal Team, and the Schools Division Superintendent (SDS).

6. The suggested packaging of SIP 2025-2028 includes:

Cover Page

SIP Acceptance Certificate

Content Outline

Main Document

Annexes

Back Cover

**Enclosures C and D** contain a suggested cover page and back page where electronic copies can be accessed through the link – **[https://bit.ly/SIP\\_Presentation\\_1stBatch](https://bit.ly/SIP_Presentation_1stBatch)**

7. SPTs shall observe the following submission details:

7.1 **Two (2) hard copies** of the SIP shall be submitted.

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7.2 **Upon receipt** of the **SIP Acceptance Certificate**, electronic copies of the main document and annexes shall be submitted through this link:

**[https://bit.ly/Accepted\\_SIP\\_FY2025\\_2028](https://bit.ly/Accepted_SIP_FY2025_2028)**

7.3 The **SIP main document** and **annexes** must be converted into **PDF format** **before uploading**; **AIP** should be submitted in **MS Excel** format.

8. Upon completion of these planning stages, the next phase will involve conducting **quality assurance** of the plans through appraisal by the **District SIP Appraisal Team** to ensure alignment with established guidelines.

9. The District SIP Appraisal Team chaired by the District Supervisor/in-charge is reminded to observe the following key practices during the quality assurance process:

- 9.1 Conduct appraisals while School Planning Teams are present to facilitate immediate feedback for enhancements where necessary.
- 9.2 Prepare the necessary resources (printer, computer, supplies, etc) to assist in this appraisal process
- 9.3 Notify the Division Planning Committee (DPC) through the DPC Secretariat - Planning and Research Section regarding appraisal schedule for potential technical assistance
- 9.4 Endorse SIPs that have successfully passed the quality assurance, ensuring all the criterion items or all 21 questions in the Appraisal Checklist receive a "Yes" mark.

10. Following the appraisal, SPTs are reminded to properly identify PPAs and allocate budget in their **Annual Implementation Plan/Work and Financial Plan (AIP/WFP) FY 2025**. **Enhanced AIPs/WFPs will only be accepted** after the quarterly **School Monitoring and Evaluation Plan Adjustment (SMEA) or Program Implementation Review (PIR)**, contingent upon relevant issuances from higher offices.

11. Immediate dissemination of this Memorandum is directed to ensure all parties are informed and can act promptly on these important processes.

**VIRGILIO P. BATAN, JR., CESO V**  
Schools Division Superintendent

References: DO 024, s. 2022  
DO 44, s. 2015  
Division Memorandum No. 414, s. 2024

To be indicated in the perpetual index under the ff. subjects:  
POLICY      STRATEGIC PLANS      SCHOOLS      PROGRAMS

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Enclosure A of Division Memorandum No. 518, s. 2024

**PARTS OF SIP (Main document and Annexes)**

SIP Main Document contains:

Executive Summary

I. DepEd's Vision, Mission, and Core Values

II. School Situational Analysis

a. Context (external assessment)

b. Issues and Challenges in Basic Education of the School (*graphical/tabular presentation of data with analysis/interpretation*)

b.1. School performance on Access

b.2. School concerns on Equity

b.3 School performance on Quality

b.4 School concerns on Well-being & resiliency

b.5 School concerns on Governance

b.6 Other unique concerns

c. SWOT Analysis/Futures Wheel Analysis

d. Key Issues and Challenges (per pillar/EM)

III. Improvement Plan

a. 4-Year Target on Key Performance Indicators per Pillar/EM

b. Priority Improvement Areas

c. Key Interventions/Strategies

d. Four-Year Indicative Plan

e. FY 2025 Work and Financial Plan (Annual Implementation Plan)

IV. School Monitoring, Evaluation and Adjustments (SMEA)

a. M & E strategies

b. M & E activities

V. Risk Management

Annexes:

Annex 1.A School-Community Data Profile

Annex 1.B Child Mapping Tool

Annex 2.A Child-Friendly School Survey

Annex 2.B Child-Protection Policy Implementation Checklist

Annex 2.C Student-Led School Watching

Annex 3. PESTLE/STEEPV Analysis

Annex 4. SWOT/FUTURES Wheel Analysis

Annex 5. Problem Tree Analysis

Annex 6 Major Challenges

Annex 7. PIA

Annex 8. Planning Worksheet

Annex 9. Gap Analysis (4D Model)

Annex 10 Strategies and Outputs per Key Issue/Challenge

Annex 11 School Memo on the Composition of School Planning Team





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Enclosure B of Division Memorandum No. 518, s. 2024

**Description per part of the SIP Main document**

<b>Structure</b>		<b>Description</b>
Executive Summary		Brief introduction and summary of the strategic plan. It should describe the plan, the problem that it solves, the strategies to employ and the performance targets.
I.	DepEd's Vision, Mission, and Core Values	Articulation of DepEd Vision, mission, and core values on how these will influence the school's ways of doing things.
II.	School Situational Analysis	Basic Education Situational Analysis (BESA)
	a. Context (external assessment)	<ul style="list-style-type: none"><li>• Description of the school which may include but is not limited to the school's physical environment, immediate community, and linkages.</li><li>• Description of the environment and sector surrounding the school.</li><li>• Consider the different environmental factors that may influence or affect the way basic education services will be provided.<ul style="list-style-type: none"><li>✓ LGUs vision and development goals and future plans that may influence or affect the provision of basic education services</li><li>✓ Economic growth and development in the area</li><li>✓ Natural and human-induced natural hazards</li><li>✓ Key Stakeholders</li></ul></li></ul>
	b. Issues and Challenges in Basic Education of the School	<ul style="list-style-type: none"><li>• Discussion on the learner's performance, their challenges, and the operational factors that contributed to or affected the efficient and effective provision of basic education services to the learners.</li><li>• Highlight the main factors that will explain the past performance</li></ul>
	b.1. School performance on Access	<ul style="list-style-type: none"><li>• Include an analysis of enrollment, Intake rate, transition rate, simple dropout</li><li>• Identify the main underlying causes for its key challenges and issues in Access</li></ul>
	b.2 School concerns on Equity	<ul style="list-style-type: none"><li>• Include an analysis of issues on inclusion programs or initiatives</li><li>• Include an Analysis of the ff. school KPIs:</li></ul>



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		<ul style="list-style-type: none"> <li>Percentage of Learners Enrolled in Special Needs Education (SNED) Program</li> <li>Percentage of Learners Enrolled in Madrasah Education Program (MEP): Arabic Language and Islamic Values Education (ALIVE)</li> <li>Percentage of Learners Enrolled in Indigenous Peoples Education (IPEd)</li> </ul>
	<i>b.3 School concerns on Quality</i>	<ul style="list-style-type: none"> <li>Identify the main underlying causes for its key challenges and Issues in Equity</li> <li>Include performance in national achievement tests, regional and division tests (CRLA, ALNAT), awards and recognition, and performance in ILSAs (International Large-Scale Assessments) if the school has participated</li> <li>Analysis of the ff. school KPIs: <ul style="list-style-type: none"> <li>NAT-MPS</li> <li>RAT</li> <li>DAT</li> <li>Graduation Rate</li> <li>Percentage of Learners at Independent Reading Level</li> <li>Percentage of Learners are Numerates</li> <li>Percentage of Learners Achieving at Least the Minimum Level of Proficiency in English</li> <li>Percentage of Learners Achieving at Least the Minimum Level of Proficiency in Filipino</li> <li>Percentage of Learners Achieving at Least the Minimum Level of Proficiency in Mother Tongue</li> <li>Percentage of Learners Achieving at Least the Minimum Level of Proficiency in Numeracy</li> <li>Percentage of Learners Attaining at Least the Minimum Level of Proficiency in Stage 4 SHS Core Areas</li> <li>Percentage of SHS Graduates who are in College, at Work, in</li> </ul> </li> </ul>





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		<p>Entrepreneurship and with Middle-Level Skills</p> <ul style="list-style-type: none"> <li>Percentage of SHS Learners with National Certification</li> </ul>
	<i>b.4 School concerns on Well-being &amp; resiliency</i>	<ul style="list-style-type: none"> <li>Include an analysis of the nutritional status of learners, incidence of bullying, school hazards, and mental and psychological conditions including security and peace order situation</li> <li>Analysis of the ff. Pillar 4 school KPIs : <ul style="list-style-type: none"> <li>Percentage of learners who reported violence committed against them by other learners (bullying), or adults (child abuse) based on intake sheets of schools</li> <li>Percentage of Learners Equipped with Capacities on What to do Before, During, and After a Disaster/ Emergency</li> <li>Percentage of Retained Learners Affected/Displaced by Natural and Man-Made Hazards/ Disasters</li> <li>Percentage of Learners with Improved Health Statistics</li> </ul> </li> </ul>
	<i>b.5 School concerns on Governance</i>	<ul style="list-style-type: none"> <li>May include school resources analysis on human resources, school resources, and development prospects. Basic ratios may be presented and teacher performance, SBM practice, and partnerships, among others</li> </ul>
	<i>b.6 Other Unique concerns</i>	<ul style="list-style-type: none"> <li>It may include very unique issues that are not captured in the 4 pillars or Enabling Mechanisms-Governance</li> </ul>
	c. SWOT Analysis/Futures Wheel Analysis	<ul style="list-style-type: none"> <li>Brief discussion on the results of the SWOT Analysis/Futures Wheel Analysis</li> </ul>
	d. Key Issues and Challenges (per pillar/EM)	<ul style="list-style-type: none"> <li>Summary of identified gaps, issues, and challenges based on the situational and SWOT analysis on <ol style="list-style-type: none"> <li>Access</li> <li>Quality</li> <li>Equity and Inclusion</li> <li>Resiliency and Well-being</li> <li>Governance</li> </ol> </li> </ul>
III.	Improvement Plan	<ul style="list-style-type: none"> <li>School Strategic Plan</li> </ul>



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	a.4-Year Target on Key Performance Indicators per Pillar/EM	<ul style="list-style-type: none"> <li>• 4-year realistic targets on access, equity, quality, resilience, well-being, and governance</li> <li>• ACCESS:                         <ul style="list-style-type: none"> <li>✓ Enrollment</li> <li>✓ Intake Rate</li> <li>✓ Transition Rate</li> <li>✓ Simple Dropout Rate</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>• EQUITY                         <ul style="list-style-type: none"> <li>✓ Percentage of Learners Enrolled in Special Needs Education (SNED) Program</li> <li>✓ Percentage of Learners Enrolled in Madrasah Education Program (MEP): Arabic Language and Islamic Values Education (ALIVE)</li> <li>✓ Percentage of Learners Enrolled in Indigenous Peoples Education (IPEd)</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>• QUALITY                         <ul style="list-style-type: none"> <li>• NAT-MPS</li> <li>• RAT</li> <li>• DAT</li> <li>• Graduation Rate</li> <li>• Percentage of learners' achievement (at least minimum proficiency in reading and mathematics)</li> </ul> </li> <li>Elementary:                         <ul style="list-style-type: none"> <li>✓ Percentage of learners who are in the independent reading level</li> <li>✓ Percentage of learners who are numerates</li> <li>✓ Percentage of learners achieving at least the minimum level of proficiency in <b>English</b></li> <li>✓ Percentage of learners achieving at least the minimum level of proficiency in <b>Filipino</b></li> <li>✓ Percentage of learners achieving at least the minimum level of proficiency in <b>Numeracy</b></li> </ul> </li> <li>JHS:                         <ul style="list-style-type: none"> <li>✓ Percentage of G10 learners attaining at least the minimum level of proficiency in stage 3 literacy and numeracy standards</li> </ul> </li> </ul>





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		<p>SHS:</p> <ul style="list-style-type: none"> <li>✓ Percentage of Grade 12 learners attaining at least the minimum level of proficiency in Stage 4 SHS core areas</li> <li>✓ Percentage of SHS Graduates who are in college, at work, in entrepreneurship, and with middle-level skills</li> <li>✓ Percentage of SHS Learners with National Certification</li> </ul>
		<ul style="list-style-type: none"> <li>• Well-being and Resiliency <ul style="list-style-type: none"> <li>✓ Percentage of learners who reported violence committed against them by other learners (bullying), or adults (child abuse) based on intake sheets of schools</li> <li>✓ Percentage of Learners Equipped with Capacities on What to do Before, During, and After a Disaster/ Emergency</li> <li>✓ Percentage of Retained Learners Affected/Displaced by Natural and Man-Made Hazards/ Disasters</li> <li>✓ Percentage of Learners with Improved Health Statistics</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>• GOVERNANCE <ul style="list-style-type: none"> <li>✓ Achieving the ideal SBM level of practice</li> <li>✓ Achieving ideal ratio on: <ul style="list-style-type: none"> <li>Classroom</li> <li>Teachers</li> <li>Learning resources and learning materials (LRs and LMs)</li> <li>Seats</li> <li>Science and Mathematics equipment</li> <li>Multimedia packages</li> <li>Connection to electricity</li> <li>Connection to internet</li> <li>Water and Sanitation (WatSan) facility</li> <li>Water Source</li> </ul> </li> </ul> </li> </ul>



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	b. Priority Improvement Areas	Priorities that the schools must focus on to address challenges and harness opportunities
	c. Key Interventions/Strategies	These may be in the form of nationally driven programs and projects, locally initiated interventions to address unique conditions and specific activities designed to address short-term issues
	d. Four-Year Indicative Plan	School Strategic Plan which outlines school priorities in a four-year cycle. It should include goals, outcomes, strategies, and outputs
	e. FY 2025 Work and Financial Plan (Annual Implementation Plan)	Plan execution document using the standard template for Work and Financial Plan
IV	School Monitoring, Evaluation and Adjustments (SMEA)	A systematic process for collection, collation, and analysis of key education data and information that will allow the SGC to determine the progress of SIP implementation based on targets. The main objective of the SMEA is to facilitate decision-making for a more relevant and responsive delivery of basic education services at the school level.
	a. M&E (Monitoring and Evaluation strategies)	May include tools, information systems, and templates identified in DO 29, s. 2022 (BEMEF Policy) and other new templated that may be useful.
	b. M&E Activities	This may include SMEA culmination, regular Program Implementation Review (PIR). It may be conducted monthly, quarterly, semi-annual, and annual.
V	Risk Management	These must include the registry of identified Risks, its description and the strategic solutions to mitigate the impact of each identified risk.

\*\*\*\*nothing follows\*\*\*\*\*



Enclosure C.

# SCHOOL IMPROVEMENT PLAN

**FISCAL YEARS  
2025-2028**

SCHOOL  
LOGO

[SCHOOL ID]  
[SCHOOL NAME]  
[DISTRICT]





“A GOAL without a  
PLAN is just a  
WISH”

- *Antoine de Saint-Exupéry*



[School Email add]



[Contact Number]