



Republic of the Philippines
Department of Education

REGION I
SCHOOLS DIVISION OF THE CITY OF BATAC

DIVISION MEMORANDUM
No. **437**, s. 2025

03 JUL 2025

**SUBMISSION OF SCHOOL IMPROVEMENT PLAN (SIP) FOR
SY 2025-2026 TO SY 2027-2028**

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Public, Private, SUC School Heads
Unit and Section Heads
All Others Concerned

1. In accordance with the Governance of Basic Education Act of 2001 (RA 9155), the Department of Education promotes shared governance through School-Based Management (SBM). Under this mandate and as stipulated under DepEd Order No. 44, series of 2015, school heads are tasked to develop the School Improvement Plan (SIP) as an integral part of many school reform efforts and as a mechanism to help schools perform its mandate as providers of quality and relevant basic education services.
2. Relative to this, all school heads are advised to submit a copy of the School Improvement Plan for SY 2025-2026 to SY 2027-2028 not later than July 31, 2025.
3. Herein attached is the Division Appraisal Committee who shall take charge in the assessment of the quality of the School Improvement Plan (SIP) in terms of clarity, completeness, alignment, relevance, responsiveness, feasibility, appropriateness, and comprehensiveness using the SIP Quality Assessment Tool. Moreover, the prescribed template of the SIP is attached for reference.
4. For information and guidance.

Encl.: As stated
Reference: DO 44, s. 2015
To be included in the Perpetual Index
Under the following subject:

BASIC EDUCATION POLICY SCHOOLS

25015/EVT/DM-2025SIPSubmission
July 2, 2025

ANSELMO R. ALUDINO
Schools Division Superintendent

By the Authority of the SDS:

ARNEL S. BANDIOLA
Assistant Schools Division Superintendent



SDCB RECORDS UNIT

2509791



DepEd Batac City



batac.city@deped.gov.ph



www.csdbatac.com

Asuncion Street, 16-S Quiling Sur,
City of Batac, Ilocos Norte
Telephone No.: (077) 677-1993

SCHOOL IMPROVEMENT PLAN DIVISION APPRAISAL COMMITTEE MEMBERS

Name of Personnel	Position
Arnel S. Bandiola	Assistant Schools Division Superintendent
Marilou B. Sales, EdD	Chief Education Supervisor, CID
Nemalyn M. Ulep	Chief Education Supervisor, SGOD
Jocelyn L. Aribuabo, PhD	Education Program Supervisor, SGOD
Dolores A. Ubiña	Senior Education Program Specialist
Edwin V. Tangonan	Senior Education Program Specialist
Deejay R. Opelac	Planning Officer III
Jaquelyn P. Mendoza	Administrative Officer V

NAME OF SCHOOL

School ID

School Address

***ENHANCED
SCHOOL
IMPROVEMENT
PLAN***

School Year 20xx-20xx

TABLE OF CONTENTS

CHAPTER 1. Department of Education's Vision, Mission, and Core Values Statement	Page x
CHAPTER 2. School's Current Situation	Page x
CHAPTER 3. Plan	Page x
CHAPTER 4. Monitoring and Evaluation	Page x
List of Acronyms	Page x
List of Tables and Illustrations	Page x

LIST OF ACRONYMS

DepEd – Department of Education
SIP – School Improvement Program
AIP – Annual Implementation Plan

LIST OF TABLES AND ILLUSTRATIONS

Table 1. x x x x x x x x x Page x

Table 2. x x x x x x x x x Page x

Table 3. x x x x x x x x x Page x

Table 4. x x x x x x x x x Page x

Illustration 1. x x x x x x x x x Page x

Illustration 2. x x x x x x x x x Page x

Illustration 3. x x x x x x x x x Page x

Illustration 4. x x x x x x x x x Page x

CHAPTER 1

Department of Education Mission, Vision, and Core Values Statement

This chapter presents the documentation of matters that transpired during the Vision Sharing¹ activity. These include the list of the School Planning Team's (SPT's) **aspirations for the school and learners**, their **understanding of DepEd VMV and Core Values** as well as their **commitments based on these understanding**.

Another important document that must be included here is the **list of roles and responsibilities of all SPT members**, as discussed and agreed upon during the brainstorming session.

Lastly, the **SPT timetable** in the preparation, implementation, and monitoring of the SIP and AIP must be presented in this chapter to serve as guide to all SPT members and the school-community at large.

Content Check:

- Documentation of the Vision Sharing activity, their aspirations for the school and learners and their insights on DepEd VMV and Core Values
- List of roles and responsibilities of all SPT members
- SPT Timetable

Notes:

- Suggested number of pages: 1 to 2
- Additional references: ESIP Guidebook (pages 4-10) and SIP Instructional Video 1 (Preparatory Phase)

¹The Vision Sharing is a reflective activity where the SPT internalizes the DepEd VMV and Core Values. The School Head or other SPT member facilitates the activity to draw out the aspirations of all members that will contribute to the attainment of school goals and objectives.

CHAPTER 2

Assess

This chapter presents a brief discussion on the school and community data that were gathered, organized, and assessed using the templates provided in the ESIP Guidebook. The school must ensure that these data are accurate and updated to be able to capture the school's current needs. In the discussion, emphasize the connection of these data with the school's current situation.

It has five (5) sections, namely: school's current situation, priority improvement areas, general objectives, targets, and root causes.

School's Current Situation

Building on the results of data assessment, seamlessly connect the **initial list of improvement areas** to create a picture of the school's current situation. Use the following references in writing this Section:

- *School-Community Data Templates (Annexes 1A to 2C)*: present the alarming data that need to be prioritized for improvement, which affect the performance of school and learners.
- *Gap Analysis Template (Annex 3)*: identify the gaps that need to be prioritized for improvement and how these affect the attainment of the Division targets.

The school may also highlight their achievements in areas where they excel or perform highly, whether at the district, division, region, or national level. This should not exceed one (1) page.

Priority Improvement Areas

In this Section, present the **List of Priority Improvement Areas (PIAs)** as a result of the 5-point scale ranking provided in the ESIP Guidebook (page 13). A sample listing will suffice. Use *Annex 4 or Identifying Priority Improvement Areas* matrix in presenting the list of PIAs.

In the Planning Worksheet (Annex 5), align the PIAs in column 3 with the appropriate learning stages and intermediate outcomes in column 2, e.g. PIA is "low English literacy" (column 3) must be aligned with IO5 "learners attain learning standards" (column 2).

General Objectives

In the *Planning Worksheet*, write the corresponding **General Objectives** in column 4 for the identified PIAs. Ensure that these objectives are SMART and responsive to the PIAs.

There are processes involved prior to the conduct of the actual Root Cause Analysis (RCA), like the conduct of FGDs and interviews with learners and other stakeholders, and analysis of specific school process involved in the assigned PIA to identify storm clouds and area of focus. These are not required to be included in this Section, but shall be part of the Annexes of the SIP.

A focused problem/area can have several root causes, write in this Section the results of the **Prioritization of Root Causes** using the checklist provided in *Annex 8* (ESIP Guidebook, page 98). Write in column 5 of the Planning Worksheet the identified root causes for the PIAs.

In the Planning Worksheet, write the target(s) for each objective statement, and identify if this will happen in Year 1, Year 2, or Year 3 of the SIP cycle (columns 6th to 8th).

The targets must be written in quantitative form.

Planning Worksheet

To enlighten the readers who were not involved in the SIP preparation, write three to four sentences describing the contents of the fully accomplished Planning Worksheet.

Content Check:

- School's Current Situation (brief discussion) with Initial List of Improvement Areas (PIAs)
- List of PIAs (Annex 4)
- Annex 5 or Planning Worksheet - completely filled out with the following information: priority improvement areas, general objectives, targets, and root causes.

Notes:

- Suggested number of pages: 3-5
- Additional references: ESIP Guidebook (pages 11-21) and SIP Instructional Video 2 (Assess Phase)

CHAPTER 3

Plan

A. Project Work Plan & Budget Matrix

In this Section, present the **List of Solutions** for the identified root causes. These identified solutions are those that have satisfied the criteria provided in Step 5 of the ESIP Guidebook (page 23). Present a matrix containing root causes and corresponding solution.

Attached copies of the **Project Work Plan and Budget Matrix** (Annex9) prepared for the identified solutions. One project work plan per solution, which contains the following information: problem statement, project objective statement, activities, and output.

The duration of projects vary depending on the timelines set for the identified PIAs. It is important to make these projects manageable to provide the team with immediate results that the school can celebrate (if these are successful) or improve (if these do not meet the target). Thus, in cases where there are major projects that would need a long time to implement, the Project Team should subdivide this into smaller, more manageable projects.

B. Annual Implementation Plan (AIP)

Another important document that will be attached is the **Annual Implementation Plan** (Annex 10) for Year 1, the SIP's operational plan. It contains specific projects that will be undertaken by the school in a particular year, which include the following: outputs, activities, schedule, required resources, source of fund, and the individuals accountable for the conduct of these projects. It also includes operational cost such as but not limited to utilities, supplies and materials, etc. that are considered eligible expenditures in the existing MOOE guidelines.

The preparation of AIP is by Fiscal Year (Quarters 1 to 4) plus additional Quarter 1 of the following year to ensure that all activities from January to March will be planned, which is based on the amount of monthly MOOE.

Content Check:

- List of Solutions
- Project Work Plan and Budget Matrix (Annex)
- Annual Implementation Plan Year 1 (Annex)

Note:

- Additional references: ESIP Guidebook (pages 22-26) and SIP Instructional Video 3 (Plan Phase)

CHAPTER 4

Monitoring and Evaluation

The SPT will monitor progress in the middle and end of project implementation period depending on the timelines set by the Project Teams. In longer projects, the SPT will have to monitor more than twice.

Schedules of monitoring must be indicated in the suggested **Project Monitoring Report Form** (ESIP Guidebook, page 29). To help inform the SPT of the status of their projects, the Project Teams will submit their respective progress reports using this template.

Attach the Project Monitoring Report Forms of all projects for Year 1 AIP, which contains the following information: names of project, project objectives and targets, and the proposed dates of monitoring.

Write 2-4 sentences describing the Project Monitoring Report Form to enlighten the readers who were not involved in the preparation of SIP.

Content Check:

- Project Monitoring Report Forms

Note:

- Additional references: ESIP Guidebook (pages 27-30) and SIP Instructional Video 4 (Act Phase)

Sample Certificate of Acceptance



Republic of the Philippines
Department of Education

Region _____

DIVISION _____

awards this

Certificate of Acceptance

to

(NAME OF SCHOOL)

for having successfully complied and met the requirements and standards
of the Department of Education as mandated by DepEd Order 44, s. 2015.

Given on the _____ day of _____ 201_____.

Schools Division Superintendent