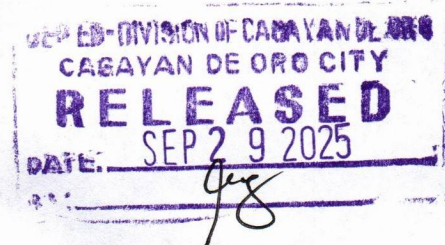




Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY



Office of the Schools Division Superintendent

25 Sept 2025

DIVISION MEMORANDUM
No. 358 s.2025

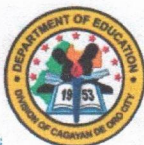
SIP ORIENTATION AND PRE-WORK: STRENGTHENING SCHOOL HEADS' CAPACITY FOR ENHANCED SCHOOL IMPROVEMENT PLAN (SIP)

TO: Assistant Schools Division Superintendent
Chiefs, CID and SGOD
CID Personnel
SGOD Personnel
All Public Elementary and Secondary School Heads
All Others Concerned

1. In line with the continuous improvement of schools through evidence-based planning, the Division of Cagayan de Oro shall conduct the SIP Orientation and Pre-Work cum Midterm Assessment and Enhancement of the School Improvement Plan (SIP). This activity seeks to strengthen schools' capacity to align their programs with the Division priorities, legislative districts' contexts, and quality assurance standards. The process will ensure proper monitoring, evaluation, and adjustment of school targets and interventions to achieve better learning outcomes.

2. Schedule of Activities:

Activity	Date	Venue	Focal Person/Expected Output
Orientation and Pre-work for Legislative 1 and 2	October 1, 2025	Online through MS Teams at 8:00 am to 5:00 pm https://tinyurl.com/OnlineOrientationSIPMidterm	- Pre-work SIP Assessment Template - Updated SIP Checklist
Presentation and Technical Assistance for Batch 1 (Southwest 1 and 2)	October 13, 2025	as determined by the PSDS	PSDS/Enhanced SIP Draft
Presentation and Technical Assistance for Batch 2 (West 1 and 2)	October 14, 2025	as determined by the PSDS	PSDS/Enhanced SIP Draft
Presentation and Technical Assistance for Batch 3 (North 1 and 2)	October 15, 2025	as determined by the PSDS	PSDS/Enhanced SIP Draft
Presentation and Technical Assistance for Batch 4 (East 1 and 2)	October 16, 2025	as determined by the PSDS	PSDS/Enhanced SIP Draft



Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City
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Website: <https://depedcdo.net/>



Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY
Office of the Schools Division Superintendent

Presentation and Technical Assistance for Batch 5 (Central and South)	October 17, 2025	as determined by the PSDS	PSDS/Enhanced SIP Draft
Incorporation of Suggestions from DAC	October 18-22, 2025		Rectify SIP
Submission of Improved, Final SIP (Soft & Hard Copies)	October 23 – 24, 2025	Division Office	Final Enhanced SIP ready for endorsement
Approval of SIP	October 24, 2025		Release of Certificate of Acceptance

3. Please see the attached Enclosure 1, 2 and 3 for further information and guidance.
4. In adherence to Equal Opportunity Principle (EOP), inclusive and fair treatment is accorded to all personnel regardless of disability, sexual orientation, gender, age, religion, and ethnicity.
5. This Office directs immediate and wide dissemination of this Memorandum.

ROY ANGELO E. GAZO
Schools Division Superintendent

Encl.: As stated
Reference: None
To be indicated in the Perpetual Index
under the following subjects:
SIP MIDTERM REVIEW

DM056-SGOD-PR-BASEN/ lead-sip orientation and pre-work: strengthening school heads' capacity for enhanced school improvement plans cum midterm assessment and enhancement of the school improvement plan (sip)
September 25, 2025



Republic of the Philippines
Department of Education

REGION X

DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent

Enclosure 1

1.1 Presentation of SIP by District

The PSDSs shall organize a District Convergence from October 13 to 17, 2025, during which School Heads will present their **School Improvement Plans (SIPs)** for critiquing and refinement. School Heads must produce three (3) copies of their working SIP to be submitted to the PSDS at least two days before their scheduled presentation.

Each School Head will be allotted a maximum of **15 minutes** to present the following:

Parts	Number of Slides	Minutes
School Current Situation	1-2	1
- Introducing the School Priority Improvement Areas (PIAs) for ACCESS (Present the specific tables from the Pillar Discussion where the PIAs are based on)	1-4 slides (or depending on the number of PIAs)	2
Priority Improvement Areas (PIAs) for EQUITY (Present the specific tables from the Pillar Discussion where the PIAs are based on)	1-4 slides (or depending on the number of PIAs)	2
Priority Improvement Areas (PIAs) for QUALITY (Present the specific tables from the Pillar Discussion where the PIAs are based on)	1-4 slides (or depending on the number of PIAs)	2
Priority Improvement Areas (PIAs) for RESILIENCY AND WELL-BEING (Present the specific tables from the Pillar Discussion where the PIAs are based on)	1-4 slides (or depending on the number of PIAs)	2
Priority Improvement Areas (PIAs) for RESILIENCY AND WELL-BEING (Present the specific tables from the Pillar Discussion where the PIAs are based on)	1-4 slides (or depending on the number of PIAs)	2
List of Solutions (Per Pillar)	1-2	2
Annual Implementation Plan (2025, 2026, 2027)	2-6	2

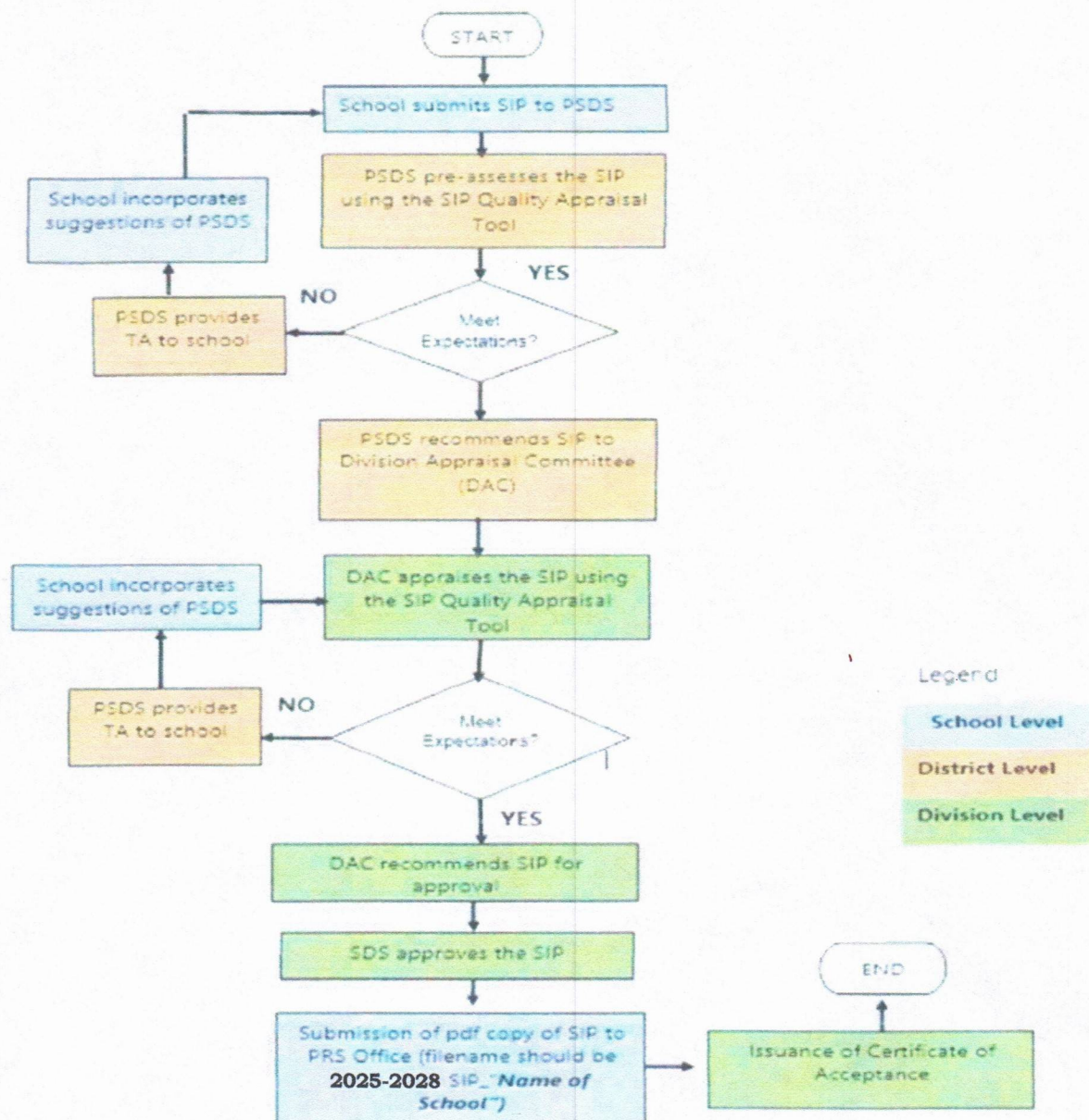


Republic of the Philippines
Department of Education
REGION X

DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent

1.2 SIP APPRAISAL PROCESS
SDO Cagayan de Oro City Contextualized Flow Chart



References:
SIP Appraisal Process/HRD/01/11/18 November 2018
PSDS-KRA # 2: Technical Assistance to School Management



Republic of the Philippines
Department of Education
REGION X

DIVISION OF CAGAYAN DE ORO CITY
Office of the Schools Division Superintendent

Enclosure 2

SCHOOL IMPROVEMENT PLAN (SIP) 2025-2028

Table of Contents

Cover Page

Message (Optional)

Table of Contents

List of Tables

List of Figures

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

The Influence of VMC in the School Processes.....	
The Influence of BEDP, Key Initiatives, and DEDP.....	
The Aspirations of the SPT for the School and Learners.....	
List of Roles and Responsibilities of the SPT.....	
SPT Timetable.....	

II. School's Current Situation

Introducing the School.....	
PILLAR 1: School Performance on Access to Quality Basic Education.....	
PILLAR 2: School Performance on Equity for Children, Youth, and Adults.....	
PILLAR 3: School Performance on Quality of Education Provision and Learning Outcomes.....	
PILLAR 4: Learners' Resiliency and Well-Being.....	
Enabling Mechanism: Governance.....	
Priority Improvement Areas (PIA).....	
Planning Worksheet.....	

III. Improvement Plans (School Strategic Plans)

Key Performance Targets.....	
List of Solutions/Key Interventions anchored on ABC+ Framework.....	
Project Work Plan and Budget Matrix.....	
Annual Implementation Plan.....	

IV. Program Implementation Review (SIP).....

V. Annexes.....



Republic of the Philippines
Department of Education
REGION X

DIVISION OF CAGAYAN DE ORO CITY
Office of the Schools Division Superintendent

Enclosure 3

DOCUMENT EVALUATION FOR SCHOOL IMPROVEMENT PLAN (2025-2028)

School: _____

Date of Submission: _____

Table of Contents	X / ✓	Description	Comments												
Cover Page		Refer to the given template. Design is allowed, but follow the template.													
Approval Sheet		Follow the order of the parts. Have the approval sheet signed by signatories from the school and scan. -Avoid putting borders and designs in the body of the SIP.													
Messages (Optional)															
Table of Contents															
List of Tables		Separate Page													
List of Figures		Separate Page													
Chapter 1 DepEd's Vision, Mission, and Core Values															
The Influence of VMC in the School Processes		Starts with the VMC A narrative of what transpired during the Vision Sharing conducted by the school with the SPT. The when, where, who, and the highlight of the insights shared by the SPT members on their understanding of the DepEd 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. Expectations: This chapter clearly presents the SPT's understanding of the VMV and its aspirations for the school and learners. It also commits to performing its roles and responsibilities for the attainment of the school goals, in which all members collaborate.													
The Influence of BEDP, Key Initiatives, and DEDP		Articulation of BEDP, and DEDP on how these will influence the school's ways of doing things.													
The Aspirations of the SPT for the School and Learners		List of aspirations of SPT for the school during the Vision Sharing activity.													
List of Roles and Responsibilities of the SPT		<table border="1"> <thead> <tr> <th>SPT Members & Role</th> <th>Responsibilities</th> <th>Signature</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	SPT Members & Role	Responsibilities	Signature										
SPT Members & Role	Responsibilities	Signature													
SPT Timetable (Preparation, Implementation, and Monitoring)		<table border="1"> <thead> <tr> <th>Activities</th> <th>Persons Involved</th> <th>Timeline</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Activities	Persons Involved	Timeline										
Activities	Persons Involved	Timeline													
Chapter 2 School's Current Situation Expectations: This chapter presents accurate and updated school and community data with a clear discussion on its connection to the school's current situation, highlighting alarming data that must be prioritized for improvement.															



Republic of the Philippines
Department of Education
REGION X

DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent

Expectations: This chapter presents accurate and updated school and community data with a clear discussion on its connection to the school's current situation, highlighting alarming data that must be prioritized for improvement.

Introducing the School	Description of the school, which may include but is not limited to: a. size of school b. curriculum offering c. location and catchment areas d. environment and socio-economic condition e. physical environment f. immediate community, and g. linkages.	
PILLAR 1: School Performance on Access to Quality Basic Education	Shows the following: 1. enrolment trends (minimum of 4 years of historical data), including its analysis, 2. historical data on: a) community intake rate (5-year-old children located in the catchment areas) for the elementary level b) simple dropout rate c) school leaver rate, and d) transition rates 3. good performing and problematic KPIs (identified per grade or key stage) and corresponding causes (best practices and bottlenecks - internal or external factors), 4. analysis of the strengths or weaknesses of past interventions or programs/projects/activities in relation to access and 5. Foreseeable problems if problematic KPIs are not acted upon	
PILLAR 2: School Performance on Equity for Children, Youth, and Adults	Analysis of issues on inclusion programs or initiatives. Specifically, this section will cover learners in disadvantaged sectors like: a. learners with disabilities, b. working children and youth, c. street children, d. children in conflict, e. Indigenous people, etc. This section will: 1. identify and describe these learners in disadvantaged sectors. 2. describe the challenges they face in accessing basic education 3. explain the strengths or weaknesses of past interventions or programs/projects/activities or practices about reading 4. discuss potential problems if performance issues are not addressed (if necessary)	
PILLAR 3: School Performance on Quality of Education Provision and Learning Outcomes	The analysis shall contain: 1. Reading Proficiencies/Competencies present and describe the level of reading competencies of all learners, • show the group of high and low performers, • explain causes (internal or external factors), • explain the strengths or weaknesses of past interventions or programs/projects/activities about reading • discuss potential problems if performance issues are not addressed (if necessary). 2. Learning Standards/Performance	



Republic of the Philippines
Department of Education
REGION X

DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent

	- present and describe the latest performance in the National Achievement Test by Subject by group/grade, - show the group/grade level in high and low performance, - explain causes (internal or external factors), - explain the strengths or weaknesses of past interventions or programs/projects/activities or practices about reading - discuss potential problems if performance issues are not addressed (if necessary). The school may also discuss the performance of regional and division tests (if available), awards and recognition, and performance in ILSAs (International Large-Scale Assessments) (if the school has participated)	
d. School concerns on RESILIENCE AND WELL-BEING	Analysis of: - nutritional status of learners, - incidence of bullying, - school hazards, - mental and psychosocial condition - security and peace and order situation	
e. School concerns on GOVERNANCE	May include: - school resources analysis on human resources, - school resources, and development prospects. - Basic ratios may be presented - teacher performance, - SBM practice, and partnerships, among others. Discuss in this section the governance issues encountered by the school for the last 3 years	
f. Other Unique Concerns	It may include unique issues that are not captured in the 4 pillars.	
Priority Improvement Areas (PIA)	EXAMPLES: Access - High dropout rate - Decreasing gross and net enrolment rates Equity - Lack of resources for SPED learners Quality - Low MPS in all learning areas every quarterly examinations. - Low literacy rates - Low numeracy rates	
Planning Worksheet		
*Intermediate Outcomes		
*Key Initiatives		
Chapter 3 Improvement Plans (School Strategic Plans)		
Key Performance Targets		
List of Solutions/Key Interventions		
Project Work Plan and Budget Matrix	Check the template provided in the PPT	
Annual Improvement Plan	Check the template provided in the PPT	
Chapter 4 Program Implementation Review		



Republic of the Philippines
Department of Education
REGION X

DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent

Program Implementation Review		PPA/Key Interventions	TARGET (%)	ACCOMPLISHMENT (%)	BCCs IN ACHIEVING THE TARGETS	QUICK WINS & BEST PRACTICES	COMMITMENTS, NEXT STEPS, AND WAYS FORWARDS FOR FY 2023	
		PILLAR1: Access						
		1. Project GRIP	3%	2%				
ANNEXES								Attach as annexes the forms that you have used to gather data. Note: *Do not attach Budget Execution Documents, such as PPMP, SOB, APP.

Formatting for uniformity:

- For paragraphs and narrative discussions*
 - Bookman Old Style 11
 - Double spacing
 - Should be done "portrait"
- For Tables*
 - Book man old style 10
 - Single spacing
 - May be done "landscape"
- Margin*
 - Top, Bottom, Right- 1
 - Left- 1.25
- A4 size*

Reviewed by:

BEVERLY ANNE E. NICOLASORA
SEPS-Planning and Research
09751402872