Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

November 16, 2026

Division Memorandum
No. 716, s. 2026

SUBMISSION, REVIEW, VALIDATION, AND FINALIZATION OF THE SCHOOL IMPROVEMENT PLAN (SIP) FOR CY 2026–2035

To: Office of the Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors/Specialists
Senior Education Program Specialists
Public Schools District Supervisors/ Principals-in-Charge of the Districts
School Heads of Public Schools
All Others Concerned

1. In line with DepEd Order No. 024, s. 2022, otherwise known as the *Adoption of the Basic Education Development Plan (BEDP) 2030*, and consistent with the strategic directions of the Quality Basic Education Development Plan (QBEDP) 2025–2035 and the Division Education Development Plan (DEDP), all public schools are directed to undertake the realignment, review, and finalization of their School Improvement Plans (SIPs) for CY 2026–2035. This undertaking aims to ensure that school-level priorities, targets, and Programs, Activities, and Projects (PAPs) are responsive to the Department's reform agenda and aligned with national and division education development priorities.

2. To ensure the systematic completion of the SIP review and finalization process, all concerned schools and district planning teams shall observe the following schedule:

Date	Activity / Milestone	Expected Output
December 11, 2026	Submission of Book 2	Realigned and Reviewed SIP aligned with the QBEDP and DEDP
January 11-22, 2027	District Validation of Book 3	Validated Final School Improvement Plan
January 29, 2027	Final Submission of Book 3	One (1) hard copy and one (1) soft copy of the finalized SIP

3. The following guidelines shall govern the submission and validation process:

   a. **Submission of Book 2.** All schools shall submit their Realigned and Reviewed SIP (Book 2), ensuring that school improvement priorities, objectives, targets, and corresponding PAPs are aligned with the QBEDP and DEDP. Submission shall be made via this gform link- https://forms.gle/9VzjFjyNByzpq2fYA on or before December 11, 2026.

Población, Numancia, Aklan
Tel/Fax No. (265 3740 l 265 3741 l 265 3743)
Website: http://www.depedaklan.org
Email Address: aklan.1958@deped.gov.ph

b. **District Validation of Book 3.** On January 11-22, 2027, the District Planning Team, headed by the Public Schools District Supervisor (PSDS)/Principal-in-Charge (PIC) of the District, shall facilitate the validation of the Final SIP (Book 3). The validation shall focus on the accuracy and consistency of targets, PAPs, and other relevant contents, as well as their alignment with the school's identified improvement priorities and the QBEDP and DEDP.

c. **Final Submission of Book 3.** After the district validation, School Heads shall incorporate the necessary corrections and recommendations into the final document. Each school shall submit one (1) hard copy and one (1) soft copy of the validated and finalized SIP Book 3 to the Schools Division Office on or before January 29, 2027.

4. Public Schools District Supervisors (PSDSs)/Principals-in-Charge of the Districts (PIDs) shall oversee the implementation of the prescribed activities and ensure that the District Planning Teams provide the necessary technical assistance, guidance, and validation support to schools. Each District Planning Team shall be composed of the following:

District Planning Team Composition

Designation	**Composition**
Chairman	Public Schools District Supervisor (PSDS)/Principal-in-Charge of the District (PID)
Co-Chairman	District Planning Officer
Members	a. One (1) School Head representative each from the: -Elementary -Secondary, and -Integrated Schools b. District ICT Coordinator
Secretariat	Two (2) Administrative Personnel (Administrative Officer/Administrative Aide)

5. The District Planning Team shall use the **Division SIP Appraisal and Validation Tool (Enclosure A)** in evaluating the submitted School Improvement Plans. Upon satisfactory completion of the appraisal and validation, the Public Schools District Supervisor (PSDS) or Principal-in-Charge of the District (PID) shall issue the **Certificate of Validation (Enclosure B)** to the concerned school.

6. The Certificate of Validation shall form part of the appendices of the finalized SIP.

7. Soft copies of the SIP Appraisal and Validation Tool and the Certificate of Validation may be accessed and downloaded through the Google Drive link- https://drive.google.com/drive/folders/1KyaUiQ0OsibedNqZKlWbwvqxc52YEgOs?usp=drive_link.

8.

9. Expenses for the printing and reproduction of the School Improvement Plan (SIP) shall be charged against the school's Maintenance and Other Operating Expenses (MOOE) or other available local funds, subject to existing budgeting, accounting, and auditing rules and regulations.

10. All School Heads shall ensure the completeness, accuracy, and timely submission of the required SIP documents.

11. Immediate dissemination of and strict compliance with this Memorandum are desired.

FELICIANO C. BUENAFE Jr., CESO V
Schools Division Superintendent

Encl: As stated
Reference: As stated
To be indicated in the Perpetual Index
under the following subjects

POLICY PROGRAMS RULES AND REGULATIONS SCHOOLS

MJDL/mcv

Enclosure A
Appraisal Tool of SIP

Guide to Appraising the School Improvement Plan (SIP)- ELEMENTARY
[Converted from DEDP Appraisal Checklist - School Level Version]
Aligned to 5-Point Reform Agenda / Q-BEDP 2025-2035

Assessment Criteria	Assessment
A. SIP is CONTEXT-SPECIFIC **Definition:** SIP describes the environment and sector surrounding the SCHOOL. Context-specific means the plan is able to consider the different environmental factors that may influence or affect the way basic education services will be provided in the school and its catchment area.	
1. Barangay/LGU plans and development in the area. Does the SIP describe the Barangay/Municipality/City vision and development goals and future plans that may influence or affect the school's provision of basic education services? (e.g., SEF allocation, infrastructure projects, livelihood programs, zoning)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
2. Economic growth and developments in the area. Does the SIP describe the industries, livelihoods, and economic activities in the barangay/municipality that may influence or affect the school's provision of basic education services? (e.g., farming, fishing, employment of parents, child labor risk, OSY due to economic reasons)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
3. Natural and human-induced hazards. Does the SIP describe the threats to learners, DepEd personnel, and school properties? (e.g., flood-prone, landslide, coastal surge, fire, armed conflict, road hazards, health hazards)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
4. Key Stakeholders. Does the SIP describe the efforts of other public agencies and major stakeholders on basic education? (e.g., LGU, PTA, SGC, NGOs, Private Partners, Alumni, other schools, health office, DSWD, PNP, BFP)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
5. School Responses and Mitigating Measures. Does the SIP describe the plans or responses of the SCHOOL about the external factors identified? (e.g., DRRM plan, partnership with LGU for SEF/PPP, ADM/DLP for hazard-prone, feeding, transportation)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
B. SIP is EVIDENCE-BASED	

Assessment Criteria	Assessment
Definition: The SIP identifies and describes the challenges and issues on basic education in the SCHOOL. Discussion includes learners' performance, their challenges, and the operational factors that contributed or affected the efficient and effective provision of basic education services to all learners in the school. The SIP should be able to highlight the main factors that will explain past performance.	
6. Does the SIP identify the main underlying causes for its key challenges and issues in Outcome 1: High Performing Teachers? (e.g., teachers not trained in content & pedagogy, lack of certificate/scholarship, high teacher-student ratio, lack of laptops, lack of AO II, non-teaching tasks)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
7. Does the SIP identify the main underlying causes for its key challenges and issues in Outcome 2: Learners' Physical and Mental Well-Being Protected? (e.g., low enrollment, high dropout SO1.4, low retention SO1.3, unresolved bullying, non-functional CPC/SGC, no guidance office/clinic, lack of WASH, no electricity/library)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
8. Does the SIP identify the main underlying causes for its key challenges and issues in Literacy? (e.g., CRLA low emerging, Phil-IRI frustration, NAT Reading low proficiency, lack of textbooks 1:1, no library, no ARAL implementation)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
9. Does the SIP identify the main underlying causes for its key challenges and issues in Numeracy? (e.g., RMA low numerate, NAT Math low proficiency, lack of Math equipment, lack of intervention)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
10. Does the SIP identify the main underlying causes for its key challenges and issues in DISASTER RISK REDUCTION AND MANAGEMENT? (e.g., no DRRM plan, learners not equipped SO4.7, not safe school SO4.8, facilities vulnerable, no contingency for suspension/ADM)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:

Assessment Criteria	Assessment
11. Does the SIP identify the main underlying causes for its key challenges and issues in Outcome 3: Efficient and Supportive Governance Structure? (e.g., low SBM level SO5.1.1, low OPCRF/IPCRF SO5.2, low Client Satisfaction SO5.6.1, low partner contribution SO5.7, low SEF utilization, no research)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
12. Does the SIP identify the main underlying causes for its key challenges and issues in Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessment, and Digitally Enabled Schools? (e.g., low NAT/RAM proficiency, low PISA-related skills, no Ideal ICT Package/E-Classroom, no Science/Math equipment, learners not pursuing chosen path)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
C. SIP is DEMAND-DRIVEN **Definition:** All proposed strategies and outputs identified in the SIP are necessary and adequate to address the major challenges and issues identified in the situation analysis section.	
13. Are the underlying causes of the challenges and issues on Outcome 1: High Performing Teachers (described in the situation analysis) addressed in the SIP? (e.g., PPAs for training, scholarship, laptop provision, hiring AO, reducing ratio)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
14. Are the underlying causes of the challenges and issues on Outcome 2: Learners' Physical and Mental-Being Protected (described in the situation analysis) addressed in the SIP? (e.g., PPAs for enrollment drive, retention, SBFP, bullying resolution SO4.2, functional CPC/SGC SO5.8.1, guidance/clinic, facilities)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
15. Are the underlying causes of the challenges and issues on Literacy (described in the situation analysis) addressed in the SIP? (e.g., ARAL, CRLA interventions, reading programs, library functional SO5.4.1, textbooks 1:1)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
16. Are the underlying causes of the challenges and issues on Numeracy (described in the situation	(a) Yes (b) Some Room for Improvement

Assessment Criteria	Assessment
analysis) addressed in the SIP? (e.g., RMA interventions, Math equipment, remedial classes)	(c) No Comments/Explanation:
17. Are the underlying causes of the challenges and issues on DISASTER RISK REDUCTION AND MANAGEMENT (described in the situation analysis) addressed in the SIP? (e.g., DRRM capacity building SO4.7, safe schools SO4.8, DLP, emergency kits, partnership with MDRRMO)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
18. Are the underlying causes of the challenges and issues on Outcome 3: Efficient and Supportive Governance Structure (described in the situation analysis) addressed in the SIP? (e.g., SBM improvement, OPCRF/IPCRF improvement, Client Satisfaction, partnership mobilization **=>15%** local/ intl., SO5.7, SEF utilization, research)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
19. Are the underlying causes of the challenges and issues on Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessment, and Digitally Enabled Schools (described in the situation analysis) addressed in the SIP? (e.g., NAT/RAM proficiency PPAs, ICT Package/E-Classroom, Science/Math equipment, digital adoption)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
D. SIP is FEASIBLE **Definition:** Feasible means the plan can be implemented. The targets are achievable, the proposed strategies and outputs are aligned with the desired outcomes and intermediate outcomes, and implementation control mechanisms are identified in the plan.	
20. Are the proposed targets (outcomes and intermediate outcomes) realistic and consistent with the targets and thrusts of the SDO and DepEd RO? (e.g., SO1.1 1% enrollment increase, SO1.4 1.9% dropout decrease, SO2.1 0% disparity, SO4.2 100%	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:

Assessment Criteria	Assessment
bullying acted, SO5.7 50%/30% partner increase by 2028 - are school targets aligned to Division DEDP and Q-BEDP?)	
21. Are the proposed strategies and outputs listed in the SIP necessary and adequate to achieve the targets? (e.g., PPAs produce deliverables that directly lead to KPIs - training → proficient teachers → improved NAT)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
22. Does the SIP include an indicative implementation plan highlighting the major milestones of the SIP? (e.g., Work and Financial Plan with timeline FY2026-2028, AIP Year 1 fully derived from SIP)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
23. Are the proposed strategies and outputs in the SIP responding to the unique requirements of the different key stages? Different target groups? (e.g., Kinder to G3, G4-G6, JHS, SHS, disadvantaged learners SO2.3, affected/displaced SO4.1, gender parity SO2.2, learners with disabilities)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
24. Does the SIP describe the implementation and control mechanism for managing results? (e.g., School Monitoring, Evaluation and Adjustments - SMEA system, SPT roles, focal persons, tools, MOVs, frequency of M&E, feedback loop, alignment of M&E to the Strategy Implementation Plan)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
25. Does the SIP include how the school will manage and mitigate the implementation risks? (e.g., Risk Management Plan, Sustainability Plan, Communication Plan, contingency for lack of funds, disasters, turnover of teachers, partnership sustainability)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:

Summary of Assessment of School Improvement Plan (SIP)
Aligned to DEDP Appraisal Checklist & 5-Point Reform Agenda

Scoring Guide for ELEMENTARY LEVEL

- **Yes = 2 points, Some Room for Improvement = 1 point, No = 0 points**

- **Total Max = 50 points (25 items x 2)**
  41-50 = Highly Compliant - Ready for Acceptance
  31-40 = Compliant - Minor Revisions Required (3 days)
  20-30 = Partially Compliant - Major Revision & Re-appraisal
  Below 20 = Not Compliant - For Re-writing

School:		School ID:	
District/Division:		Date Appraised:	
Appraiser (PSDS, TA Team Members):			

Assessment Area / Criteria	No. of Items	Yes (Compliant)	Some Room for Improvement	No (Not Compliant)	Remarks / Overall Rating
A.SIP is CONTEXT-SPECIFIC (Items 1-5) - LGU plans, Economic growth, Hazards, Stakeholder, School Responses	5				
B. SIP is EVIDENCE-BASED (Items 6-12) - Underlying causes for: Outcome1 Teachers,	7				

Assessment Area / Criteria	No. of Items	Yes (Compliant)	Some Room for Improvement	No (Not Compliant)	Remarks / Overall Rating
Outcome2 Wellbeing, Literacy, Numeracy, DRRM, Outcome3- Governance Outcome4 Quality, Outcome5 Graduates					
C. SIP is DEMAND-DRIVEN (Items 13-19) - Causes addressed: Outcome1, Outcome2, Literacy, Numeracy, DRRM, Outcome3, Outcome4, Outcome5	7				
D. SIP is FEASIBLE (Items 20-25) - Realistic targets aligned to SDO/RO, adequate strategies, implementation plan, key stages, M&E control, risk mitigation	6				
TOTAL	**25** x 2 points=50				
Total Score:	_____ **/ 50 points**				
Overall Rating:	☐ 41-50 = Highly Compliant ☐ 31-40 = Compliant				

Assessment Area / Criteria	No. of Items	Yes (Compliant)	Some Room for Improvement	No (Not Compliant)	Remarks / Overall Rating
	☐ 20-30 = Partially Compliant ☐ Below 20 = Not Compliant				
Final Recommendation:	☐ **ACCEPTED** - Ready for SDS Signature of Final SIP Book ☐ **ACCEPTED WITH MINOR REVISIONS** (Comply within 3 days, attach proof) ☐ **DEFERRED** - For Major Revision and Re-submission for Final Appraisal				
Strengths of SIP (Good practices observed):					
Areas for Improvement (For compliance before printing):					
Validator(s)' Name and Signature:					
Name: _____ Position: Public School District Supervisor /District SIP Lead Validator Name: _____ _____ _____ Position: Division Technical Assistance (TA) Team Members Date: _____ Conforme (School Head): _____					

Guide to Appraising the School Improvement Plan (SIP)- SECONDARY
[Converted from DEDP Appraisal Checklist - School Level Version]
Aligned to 5-Point Reform Agenda / Q-BEDP 2025-2035

Assessment Criteria	Assessment
E. SIP is CONTEXT-SPECIFIC **Definition:** SIP describes the environment and sector surrounding the SCHOOL. Context-specific means the plan is able to consider the different environmental factors that may influence or affect the way basic education services will be provided in the school and its catchment area.	
1. Barangay/LGU plans and development in the area. Does the SIP describe the Barangay/Municipality/City vision and development goals and future plans that may influence or affect the school's provision of basic education services? (e.g., SEF allocation, infrastructure projects, livelihood programs, zoning)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
2. Economic growth and developments in the area. Does the SIP describe the industries, livelihoods, and economic activities in the barangay/municipality that may influence or affect the school's provision of basic education services? (e.g., farming, fishing, employment of parents, child labor risk, OSY due to economic reasons)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
3. Natural and human-induced hazards. Does the SIP describe the threats to learners, DepEd personnel, and school properties? (e.g., flood-prone, landslide, coastal surge, fire, armed conflict, road hazards, health hazards)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
4. Key Stakeholders. Does the SIP describe the efforts of other public agencies and major stakeholders on basic education? (e.g., LGU, PTA, SGC, NGOs, Private Partners, Alumni, other schools, health office, DSWD, PNP, BFP)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
5. School Responses and Mitigating Measures. Does the SIP describe the plans or responses of the SCHOOL about the external factors identified? (e.g., DRRM plan, partnership with LGU for SEF/PPP, ADM/DLP for hazard-prone, feeding, transportation)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
F. SIP is EVIDENCE-BASED	

Assessment Criteria	Assessment
Definition: The SIP identifies and describes the challenges and issues on basic education in the SCHOOL. Discussion includes learners' performance, their challenges, and the operational factors that contributed or affected the efficient and effective provision of basic education services to all learners in the school. The SIP should be able to highlight the main factors that will explain past performance.	
6. Does the SIP identify the main underlying causes for its key challenges and issues in Outcome 1: High Performing Teachers? (e.g., teachers not trained in content & pedagogy, lack of certificate/scholarship, high teacher-student ratio, lack of laptops, lack of AO II, non-teaching tasks)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
7. Does the SIP identify the main underlying causes for its key challenges and issues in Outcome 2: Learners' Physical and Mental Well-Being Protected? (e.g., low enrollment, high dropout SO1.4, low retention SO1.3, unresolved bullying, non-functional CPC/SGC, no guidance office/clinic, lack of WASH, no electricity/library)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
8. Does the SIP identify the main underlying causes for its key challenges and issues in Literacy? (e.g., CRLA low emerging, Phil-IRI frustration, NAT Reading low proficiency, lack of textbooks 1:1, no library, no ARAL implementation)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
9. Does the SIP identify the main underlying causes for its key challenges and issues in Numeracy? (e.g., RMA low numerate, NAT Math low proficiency, lack of Math equipment, lack of intervention)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
10. Does the SIP identify the main underlying causes for its key challenges and issues in DISASTER RISK REDUCTION AND MANAGEMENT? (e.g., no DRRM plan, learners not equipped SO4.7, not safe school SO4.8, facilities vulnerable, no contingency for suspension/ADM)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
11. Does the SIP identify the main underlying causes for its key challenges and issues in Outcome 3: Efficient and Supportive Governance Structure? (e.g., low SBM level SO5.1.1, low OPCRF/IPCRF SO5.2, low Client Satisfaction SO5.6.1, low partner contribution SO5.7, low SEF utilization, no research)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:

Assessment Criteria	Assessment
12. Does the SIP identify the main underlying causes for its key challenges and issues in Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessment, and Digitally Enabled Schools? (e.g., low NAT/RAM proficiency, low PISA-related skills, no Ideal ICT Package/E-Classroom, no Science/Math equipment, learners not pursuing chosen path)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
13. Does the SIP identify the main underlying causes for its key challenges and issues in Outcome 5: Empowered Graduates fit for Employment, Entrepreneurship or Higher Education? (e.g., low NC passers, low ALS A&E passers SO1.8, low OSC/OSY back to school SO1.7, no tracer for SHS)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
G. SIP is DEMAND-DRIVEN **Definition:** All proposed strategies and outputs identified in the SIP are necessary and adequate to address the major challenges and issues identified in the situation analysis section.	
14. Are the underlying causes of the challenges and issues on Outcome 1: High Performing Teachers (described in the situation analysis) addressed in the SIP? (e.g., PPAs for training, scholarship, laptop provision, hiring AO, reducing ratio)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
15. Are the underlying causes of the challenges and issues on Outcome 2: Learners' Physical and Mental-Being Protected (described in the situation analysis) addressed in the SIP? (e.g., PPAs for enrollment drive, retention, SBFP, bullying resolution SO4.2, functional CPC/SGC SO5.8.1, guidance/clinic, facilities)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
16. Are the underlying causes of the challenges and issues on Literacy (described in the situation analysis) addressed in the SIP? (e.g., ARAL, CRLA interventions, reading programs, library functional SO5.4.1, textbooks 1:1)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
17. Are the underlying causes of the challenges and issues on Numeracy (described in the situation analysis) addressed in the SIP? (e.g., RMA interventions, Math equipment, remedial classes)	(a) Yes (b) Some Room for Improvement (c) No

Assessment Criteria	Assessment
	Comments/Explanation:
18. Are the underlying causes of the challenges and issues on DISASTER RISK REDUCTION AND MANAGEMENT (described in the situation analysis) addressed in the SIP? (e.g., DRRM capacity building SO4.7, safe schools SO4.8, DLP, emergency kits, partnership with MDRRMO)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
19. Are the underlying causes of the challenges and issues on Outcome 3: Efficient and Supportive Governance Structure (described in the situation analysis) addressed in the SIP? (e.g., SBM improvement, OPCRF/IPCRF improvement, Client Satisfaction, partnership mobilization **=>15%** local/ intl SO5.7, SEF utilization, research)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
20. Are the underlying causes of the challenges and issues on Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessment, and Digitally Enabled Schools (described in the situation analysis) addressed in the SIP? (e.g., NAT/RAM proficiency PPAs, ICT Package/E-Classroom, Science/Math equipment, digital adoption)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
21. Are the underlying causes of the challenges and issues on Outcome 5: Empowered Graduates fit for Employment, Entrepreneurship or Higher Education (described in the situation analysis) addressed in the SIP? (e.g., NC preparation, ALS sessions for OSC/OSY SO1.7, ALS certification SO3.7, tracer and career guidance)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
H. SIP is FEASIBLE **Definition:** Feasible means the plan can be implemented. The targets are	

Assessment Criteria	Assessment
achievable, the proposed strategies and outputs are aligned with the desired outcomes and intermediate outcomes, and implementation control mechanisms are identified in the plan.	
22. Are the proposed targets (outcomes and intermediate outcomes) realistic and consistent with the targets and thrusts of the SDO and DepEd RO? (e.g., SO1.1 1% enrollment increase, SO1.4 1.9% dropout decrease, SO2.1 0% disparity, SO4.2 100% bullying acted, SO5.7 50%/30% partner increase by 2028 - are school targets aligned to Division DEDP and Q-BEDP?)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
23. Are the proposed strategies and outputs listed in the SIP necessary and adequate to achieve the targets? (e.g., PPAs produce deliverables that directly lead to KPIs - training → proficient teachers → improved NAT)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
24. Does the SIP include an indicative implementation plan highlighting the major milestones of the SIP? (e.g., Work and Financial Plan with timeline FY2026-2028, AIP Year 1 fully derived from SIP)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
25. Are the proposed strategies and outputs in the SIP responding to the unique requirements of the different key stages? Different target groups? (e.g., Kinder to G3, G4-G6, JHS, SHS, disadvantaged learners SO2.3, affected/displaced SO4.1, gender parity SO2.2, learners with disabilities)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
26. Does the SIP describe the implementation and control mechanism for managing results? (e.g., School Monitoring, Evaluation and Adjustments - SMEA system, SPT roles, focal persons, tools, MOVs, frequency of M&E, feedback loop, alignment of M&E to the Strategy Implementation Plan)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:
27. Does the SIP include how the school will manage and mitigate the implementation risks? (e.g., Risk Management Plan, Sustainability Plan, Communication Plan, contingency for lack of funds, disasters, turnover of teachers, partnership sustainability)	(a) Yes (b) Some Room for Improvement (c) No Comments/Explanation:

Summary of Assessment of School Improvement Plan (SIP)
Aligned to DEDP Appraisal Checklist & 5-Point Reform Agenda

Scoring Guide for SECONDARY LEVEL

- **Yes = 2 points, Some Room for Improvement = 1 point, No = 0 points**
- **Total Max = 54 points (27 items x 2)**
  45-54 = Highly Compliant - Ready for Acceptance
  35-44 = Compliant - Minor Revisions Required (3 days)
  20-34 = Partially Compliant - Major Revision & Re-appraisal
  Below 20 = Not Compliant - For Re-writing

School:		School ID:	
District/Division:		Date Appraised:	
Appraiser (PSDS, TA Team Members):			

Assessment Area / Criteria	No. of Items	Yes (Compliant)	Some Room for Improvement	No (Not Compliant)	Remarks / Overall Rating
A.SIP is CONTEXT-SPECIFIC (Items 1-5) - LGU plans, Economic growth, Hazards, Stakeholder, School Responses	5				
B. SIP is EVIDENCE-BASED (Items 6-13) - Underlying causes for: Outcome1 Teachers, Outcome2 Wellbeing, Literacy, Numeracy, DRRM, Outcome3- Governance Outcome4 Quality,	8				

Assessment Area / Criteria	No. of Items	Yes (Compliant)	Some Room for Improvement	No (Not Compliant)	Remarks / Overall Rating
Outcome5 Graduates					
C. SIP is DEMAND-DRIVEN (Items 14-21) - Causes addressed: Outcome1, Outcome2, Literacy, Numeracy, DRRM, Outcome3, Outcome4, Outcome5	8				
D. SIP is FEASIBLE (Items 22-27) - Realistic targets aligned to SDO/RO, adequate strategies, implementation plan, key stages, M&E control, risk mitigation	6				
TOTAL	27 x 2 points=54				
Total Score:	_____ / **54 points**				
Overall Rating:	☐ 45-54 = Highly Compliant ☐ 35-44 = Compliant ☐ 20-34 = Partially Compliant ☐ Below 20 = Not Compliant				
Final Recommendation:	☐ **ACCEPTED** - Ready for SDS Signature of Final SIP Book ☐ **ACCEPTED WITH MINOR REVISIONS** (Comply within 3 days, attach proof)				

Assessment Area / Criteria	No. of Items	Yes (Compliant)	Some Room for Improvement	No (Not Compliant)	Remarks / Overall Rating
	☐ **DEFERRED** - For Major Revision and Re-submission for Final Appraisal				
Strengths of SIP (Good practices observed):					
Areas for Improvement (For compliance before printing):					
Validator(s)' Name and Signature:					
Name: _____ Position: Public School District Supervisor /District SIP Lead Validator Name: _____ _____ _____ Position: Technical Assistance (TA) Team Member Date: _____ Conforme (School Head): _____					

Enclosure B
Certification

CERTIFICATE OF VALIDATION

This is to certify that the **School Improvement Plan (SIP) for CY 2026–2035 of [Name of School]**, under the **[Name of District]** , has been reviewed, verified, and validated by the District Planning Team on **[Date of Validation]**.

The validation covered the completeness and accuracy of the identified school improvement priorities, objectives, targets, Programs, Activities, and Projects (PAPs), and other relevant contents of the SIP, including their alignment with the Quality Basic Education Development Plan (QBEDP) and the Division Education Development Plan (DEDP).

Following the evaluation and validation conducted, the District Planning Team hereby certifies that the School Improvement Plan has **satisfactorily met the prescribed requirements and is hereby VALIDATED** for implementation and subsequent monitoring.

This certification is issued upon the request of the concerned school as official documentation of the completed district-level validation of its School Improvement Plan.

Issued this _____ day of _____ 2027 at _____, _____, Aklan, Philippines.

[NAME OF PUBLIC SCHOOLS DISTRICT SUPERVISOR]
Public Schools District Supervisor / Principal-in-Charge
Chairman, District Planning Team