



Republic of the Philippines
Department of Education
REGION IX, ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DAPITAN CITY

29 October 2025

DIVISION MEMORANDUM
NO. 723 , s. 2025

To: Assistant Schools Division Superintendent
Chiefs of Functional Divisions
Public Schools District Supervisors
Principal In-Charge of the Districts
Public Elementary and Secondary School Heads
All Others Concerned

**DEVELOPMENT AND SUBMISSION OF THE SCHOOL MASTER PLAN FOR
PROFESSIONAL DEVELOPMENT (SMPPD)**

1. In line with the Department of Education's commitment to continuous professional growth and capacity-building of all school personnel, this Division issues the directive for all schools to develop a School Master Plan for Professional Development (SMPPD) tailored to their respective school contexts and responsive to the professional development needs of teachers, school leaders, and non-teaching personnel.
 2. The SMPPD shall be anchored on the Key Result Areas (KRAs) identified in the Philippine Professional Standards for Teachers (PPST) and the Philippine Professional Standards for School Heads (PPSH). It shall serve as a comprehensive framework that aligns professional development initiatives with the school's performance priorities, instructional goals, and the overall thrusts of the Department.
 3. The sources of teachers' and school personnel's professional development needs shall include, but are not limited to, the following:
 - a. e-SAT Results;
 - b. Consolidated COT Remarks;
 - c. LAC Session Reflections;
 - d. Performance Management Commitment Form (PMCF);
 - e. Learner Attainment Data;
 - f. Individual Development Plan (IDP);
 - g. Feedback from peers, learners, and supervisors;
 - h. Learning and Development / Training Needs Analysis (TNA) Results;
 - i. Instructional Supervisory Reports; and
 - j. Other relevant data sources reflective of actual school conditions and personnel needs.
3. The SMPPD shall be:
- a. Context-Based – addressing the unique realities, challenges, and



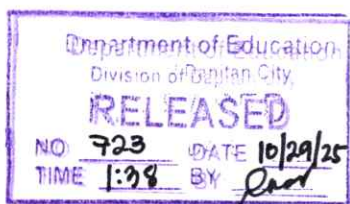
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- priorities of the school;
- b. Tailored to School Realities – reflective of available resources, learner diversity, and local context;
 - c. Data-Driven – grounded in actual data from the sources listed above; and
 - d. Needs-Based – focused on addressing the professional development needs of teaching and non-teaching personnel.
4. The SMPPD shall address real instructional gaps and support teachers in meeting curriculum demands, thereby ensuring the organization of a programmatic and context-based professional development program that enhances strengths and addresses performance gaps among all school personnel.
5. The following shall be followed in the submission of the SMPPD
- a. School Heads shall prepare and submit the School Master Plan for Professional Development (SMPPD) to their respective Public Schools District Supervisors (PSDSs)/PICDs for review and consolidation not later than November 3, 2025, Monday.
 - b. The PSDSs / PICDs shall consolidate the submitted SMPPDs into a District Master Plan for Professional Development (DMPPD) not later than November 5, 2025.
 - c. The DMPPD shall then be submitted to the Curriculum Implementation Division (CID) for further consolidation into the Division Master Plan for Professional Development (DivMPPD) not later than November 7, 2025.
 - d. The DivMPPD shall be presented by the Curriculum Implementation Division (CID) to the Division Executive Committee on November 11, 2025.
6. The SGOD-HRD shall provide technical assistance in the preparation of the Division MPPD.
7. The Division Master Plan for Professional Development (DivMPPD) shall guide the implementation of capacity-building and professional learning programs across the division, ensuring alignment with the regional and national professional development priorities of the Department of Education.
8. Attached is the SMPPD template for your ready reference.
9. Immediate and wide dissemination of this Memorandum is desired for the information, guidance, and compliance of all concerned.



JAY S. MONTEALTO, CESO VI
Schools Division Superintendent



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SCHOOL LETTERHEAD

Instructions in developing the School Masterplan for Professional Development:

Design a context-based School Masterplan for Professional Development for Teaching and Non-Teaching Personnel addressing the needs in your school. This plan must be anchored on teacher performance data (PMES-PPST, e-SAT, CO results on IDP, COT Remarks, LAC Reflections, Learners' Attainment Data, PMCF, Feedback & others), learner outcomes, and school priorities. Ensure that your masterplan includes clear KRAs based on the PPSSH domains, specific objectives, targeted strategies or activities, realistic timeframes, appropriate venues, intended beneficiaries, key persons involved, necessary resources, and expected outputs. Focus on creating a structured and actionable plan that is aligned with actual school realities and promotes sustainable professional growth. Ensure also that PD interventions for non-teaching personnel are also included in the SMPPD.

SCHOOL MASTERPLAN FOR PROFESSIONAL DEVELOPMENT (SMPPD) FOR TEACHING AND NON-TEACHING PERSONNEL

Key Result Area (KRA)	Objectives	Strategies/Activities	Time Frame	Venue	Target Beneficiaries	Key Persons Involved	Resources	Expected Output
Identify the specific domain from the PPSSH that best aligns with the intended leadership or instructional improvement focus. For non-teaching personnel, please refer to their KRAs.	Clearly state a measurable and time-bound professional development goal addressing a teacher competency gap or school improvement need based on data	Specify a series of structured, and relevant, and sustainable professional development interventions such as LAC sessions, coaching, training, mentoring, or data-driven planning.	Indicate the specific timeline or schedule when the activity will be implemented, ensuring alignment with the school calendar and availability of key personnel.	Identify the exact physical or virtual location where the activity will take place, ensuring it is accessible, conducive to learning, and adequately resourced.	Determine the specific group of teachers or personnel who will directly benefit from the activity based on identified needs and roles.	List the people responsible for initiating, facilitating, supporting, and monitoring the activity, including school heads, master teachers, and external experts.	Enumerate all the materials, tools, references, funding sources, or digital platforms necessary to execute the activity effectively.	Describe the concrete results or deliverables that participants are expected to produce or demonstrate at the end of the activity (e.g., lesson plans, performance improvement, documentation).

