



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

Office of the Schools Division
Superintendent

7 September 2026

DIVISION MEMORANDUM

No. 439, s. 2026

**SUBMISSION OF THE SCHOOL MASTERPLAN FOR PROFESSIONAL
DEVELOPMENT (SMPPD) FOR SCHOOL YEAR 2026-2027**

To: Assistant Schools Division Superintendent
Chief Education Supervisors, (CID & SGOD)
Public Schools District Supervisors/PICDs
Public Elementary and Secondary School Heads
All Concerned

1. In support of the Department of Education's continuing commitment to strengthen the professional competence and development of teachers and school personnel, all public elementary and secondary schools are hereby directed to prepare and submit their **School Masterplan for Professional Development (SMPPD) for School Year 2026-2027**.
2. The SMPPD shall serve as the school's strategic plan for identifying, prioritizing, and addressing the professional development needs of teachers and other appropriate school personnel. It shall be anchored on identified competency gaps, school priorities, learner needs, and the results of relevant performance and professional development assessments.
3. The School Head, in consultation with the teaching personnel and concerned stakeholders, shall ensure that the SMPPD is prepared comprehensively and reflects the priority professional development needs of the school. The plan shall indicate the proposed professional development interventions, target participants, timelines, and other relevant details as prescribed in the template.
4. All **Public Schools District Supervisors/PICDs** shall facilitate the submission and evaluation of the SMPPDs of schools under their respective supervision. The PSDS/PICD shall accomplish the prescribed **Scoresheet in the Evaluation of SMPPD** using the approved **Rubric for Evaluating the SMPPD**.



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

5. The following documents are hereby attached to this Memorandum and shall serve as guides in the preparation and evaluation of the SMPPD:
- Attachment 1 – SMPPD Template**
 - Attachment 2 – Rubric for Evaluating the SMPPD**
 - Attachment 3 – Scoresheet in the Evaluation of SMPPD**
(to be accomplished by the PSDS/PICD)
6. All public elementary and secondary schools shall submit the duly accomplished **SMPPD for SY 2026–2027 on or before September 25, 2026.**
7. The SMPPD shall be submitted in **three (3) copies**, distributed as follows:
- a. **One (1) copy** – School File;
 - b. **One (1) copy** – Office of the PSDS/PICD; and
 - c. **One (1) copy** – Curriculum Implementation Division (CID).
8. School Heads are reminded to ensure that the SMPPD is complete, responsive to the actual professional development needs of the school, and consistent with the school's priorities and identified areas for improvement.
9. Immediate and wide dissemination of, and compliance with, this Memorandum are desired.

For the Schools Division Superintendent:


AURELIO A. SANTISAS, CESO VI
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent





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 PPST 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

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



SCHOOL LETTERHEAD

SCHOOL MASTERPLAN FOR PROFESSIONAL DEVELOPMENT (SMPPD) FOR TEACHING AND NON-TEACHING PERSONNEL School Year 2026-2027

PPST Domains (for teachers) KRAs (for NTP)	Objectives	Strategies/ Activities	Time Frame	Venue	Target Beneficiaries	Key Persons Involved	Resources	Expected Output	Subject Area

Prepared by:

Reviewed by:

Recommending Approval:

Approved:

School Head

PSDS/PICD

VICENTE JOSE V. SUAREZ II

CES (CID)

JAY S. MONTEALTO, CESO V

Schools Division Superintendent



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

Rubric for Evaluating School Masterplan for Professional Development

Component	Excellent (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Key Result Area (KRA)	Clearly aligned with a relevant PPSSH domain and strand, reflecting a high-impact leadership or instructional focus	Generally aligned with a PPSSH domain, with some connection to leadership or instruction	Vague or partial alignment with PPSSH, not clearly linked to improvement focus	No alignment with PPSSH or leadership/instructional goals
Objectives	SMART objective: Specific, Measurable, Achievable, Relevant, Time-bound; clearly targets a teacher competency or school need based on data	Objective is measurable and time-bound but lacks clarity in relevance or specificity to identified needs	Objective is too broad or not time-bound; limited use of data	Objective is unclear, immeasurable, or not based on data
Strategies/Activities	Comprehensive, relevant, and sustainable strategies (LAC, coaching, training, mentoring, etc.) fully address identified needs	Strategies are relevant but may lack sustainability or clarity in addressing all gaps	Limited strategies; only partially aligned with the objective	Activities are irrelevant, insufficient, or generic
Time Frame	Time frame is clearly defined, realistic, aligned with the school calendar, and considers availability of personnel	Time frame is defined and mostly realistic but may overlook school activities or personnel schedules	Time frame is too short, too broad, or conflicts with school operations	Time frame is missing, vague, or impractical
Venue	Venue (physical/virtual) is clearly identified, accessible, well-resourced, and conducive to adult learning	Venue is identified and accessible but may lack full consideration of learning needs or resources	Venue is poorly described or not conducive to learning	Venue not identified or not suitable
Target Beneficiaries	Specific group of teachers/personnel clearly identified based on data-driven need analysis	Beneficiaries are generally identified but without strong data support	Beneficiaries are vague or too broad	No clear beneficiaries stated
Key Persons Involved	Roles of all key persons (e.g., principal, MTs, coaches, external experts) are clearly outlined and appropriate	Most key persons are identified, with generally appropriate roles	Few key persons are mentioned; roles not well-defined	No clear assignment of roles or responsible persons
Resources	Resources (materials, tools, funding, platforms) are well-identified, sufficient, and realistic for implementation	Most needed resources are identified; minor gaps in sufficiency or clarity	Some resources are missing or not feasible	Resources not identified or inadequate
Expected Output	Clear, measurable, and relevant deliverables aligned with objectives (e.g., improved performance, teaching artifacts, documentation)	Outputs are defined and relevant but may lack measurable indicators	Outputs are too general or lack direct connection to activities	No clear outputs identified or outputs are irrelevant

Rating Scale:

- 36–40 points: Outstanding Plan – Highly strategic, actionable, and impactful; ready for implementation
- 31–35 points: Very Satisfactory – Strong plan with minor improvements needed
- 21–30 points: Satisfactory – Basic framework in place but needs significant refinement
- 11–20 points: Developing – Requires major revisions; foundational components missing
- Below 10 points: Unsatisfactory – Lacks coherence, alignment, or readiness for implementation



Sunset Boulevard, Dawo, 7101 Dapitan City
0912-617-7243
www.depeddapitancity.net
dapitancity@deped.gov.ph
fb.com/DepEdDapitanCity





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

Scoresheet in the Evaluation of the School Masterplan for Professional Development

School ID: _____ School Name: _____
Schools District: _____ PSDS/PICD Name: _____
Name of School Head: _____ PSDS/PICD Signature: _____
Date of SMPPD Submission: _____ Date of SMPPD appraisal: _____, 2026

Component	Score
Key Result Area (KRA)	
Objectives	
Strategies / Activities	
Time Frame	
Venue	
Target Beneficiaries	
Key Persons Involved	
Resources	
Expected Output	
TOTAL SCORE	

Rating Scale:

36–40 points: **Outstanding Plan**—Highly strategic, actionable, and impactful; ready for implementation
31–35 points: **Very Satisfactory** – Strong plan with minor improvements needed
21–30 points: **Satisfactory** – Basic framework in place but needs significant refinement
11–20 points: **Developing** – Requires major revisions; foundational components missing
Below 10 points: **Unsatisfactory** – Lacks coherence, alignment, or readiness for implementation