

NARRATIVE PROPER OF MAJOR OUTPUTS FOR SDO-INITIATED PAPS (MOOE)

KRA 1: Strategic Leadership and Management

Schools Division Office Key Result Area No.: 1

Program Project: **Monthly Management Committee (ManCom) Meeting**

Alignment with MATATAG Agenda:

- **TA**ke steps to accelerate delivery of basic education facilities and services

Under the SDO Management - Administrative Key Result Area, the Monthly Management Committee (ManCom) Meeting stands as a vital program within the Department of Education (DepEd) Cavite. The initiative aligns with the MATATAG Agenda's commitment to expedite the delivery of basic education facilities and services. This regular forum, attended by key officials and personnel, serves as a platform for the thorough discussion of critical issues, updates on educational priorities, and the dissemination of essential information integral to DepEd's overarching plans and programs.

The Monthly Management Committee (ManCom) Meeting boasts widespread participation, with representation from key stakeholders, including two (2) Assistant Schools Division Superintendents, two (2) Division Chiefs, Selected Division Office Personnel, eleven (11) Education Program Supervisors, thirty-three (33) Public Schools Division Supervisors, and seventy-three (73) Secondary School Heads. This diverse representation ensures comprehensive coverage and informed decision-making during the sessions, contributing to the effective execution of educational programs and services.

Chaired by the Schools Division Superintendent in collaboration with Assistant Schools Division Superintendents and Division Chiefs, the ManCom Meeting serves as a structured platform to facilitate seamless program execution. The deliberations encompass elucidations of directives from Central and Regional Offices, detailed discussions on curriculum instruction and school operations, and comprehensive assessments of reports and human resource management matters. These deliberations are strategically aligned with the MATATAG Agenda of the DepEd Central Office and the Division Education Development Plan of DepEd Cavite, ensuring a collective and concerted effort toward exemplary service delivery.

The success of the ManCom Meeting is rooted in strategic planning by the executive committee. Emphasizing systematic planning, the executive committee ensures the inclusion of relevant topics, fostering fruitful and informative discussions during the sessions. Function-based teams play a crucial role in facilitating clear communication of roles and judicious resource allocation. The meticulous delegation of duties, roles, and responsibilities during the planning stage, coupled with comprehensive knowledge among committee members, enhances coordination and task execution. These best practices underscore the program's effectiveness in promoting informed decision-making, collaborative efforts, and the overall enhancement of educational service delivery within the Schools Division Office.



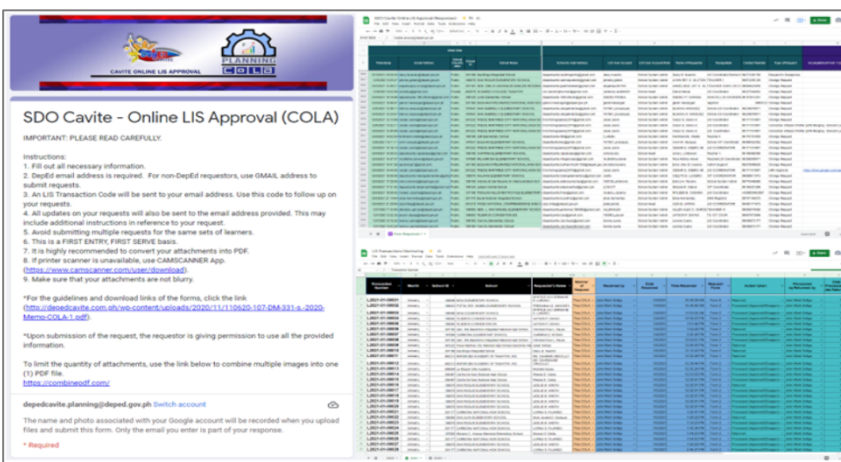
Schools Division Office Key Result Area No.: 1
Program/Project: **PlaNS (Planning Network Support)**
Alignment with MATATAG Agenda:

- **TA**ke steps to accelerate delivery of basic education facilities and services

Implemented under the Key Result Area "Support to School Governance and Operations," the Planning Network Support (PlaNS) program, initiated by the Planning and Research unit, is strategically aligned with the MATATAG Agenda. PlaNS serves as a network of virtual platforms designed to provide online services, technical assistance, and data collection to promote learner well-being, inclusive learning, and a positive learning environment. As a flagship program of the Schools Division Office (SGOD), PlaNS focuses on facilitating LIS-related matters through the implementation of Cavite Online LIS Approval (COLA), Division Online Ticketing System (DOTS), Crucial Resources Information Management System-Online (CRIMSO_n), and Virtual Talakayan (ViTal).

In the operational year, COLA successfully processed 5,205 out of 5,205 Division Level LIS Requests, achieving a 100% completion rate within an average processing time of 1 day. Simultaneously, DOTS processed 2,721 out of 2,721 requests, maintaining an exceptional 100% completion rate with a similar average processing time of 1 day. CRIMSO_n effectively managed crucial resources for all 333 Public Schools within the division, ensuring comprehensive and up-to-date data for planning and reporting purposes. The Planning Office conducted 4 quarterly Virtual Talakayan (ViTal) sessions and 1 Special Virtual Talakan.

COLA, DOTS, CRIMSO_n, and ViTal collectively contribute to the efficient management of LIS-related processes, online ticketing for central office-level requests, centralized crucial resources information, and regular monitoring through virtual discussions. These platforms significantly benefit schools by streamlining processes, ensuring timely issue resolution, and providing updated data for planning and reporting purposes.



The success of PlaNS is attributed to the effective utilization of online platforms for processing requests, data management, and virtual discussions. The quick turnaround time for processing requests and the comprehensive coverage of all public schools highlight the efficiency of the implemented systems. The use of virtual platforms not only aligns with health standards and protocols during the pandemic but also demonstrates a forward-looking

approach to modernizing and enhancing planning and governance processes within the division. The lessons learned from the successful implementation of PlaNS underscore the importance of leveraging technology for streamlined processes, ensuring data accuracy, and fostering regular communication through virtual platforms.

Schools Division Office Key Result Area No.: 1

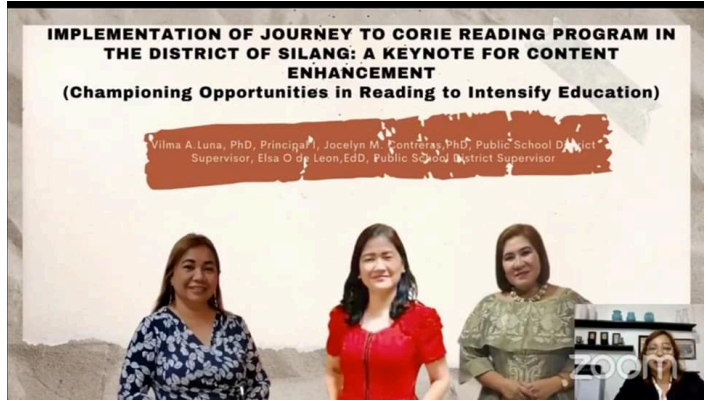
Program/Project: **6th Cavite Research Conference (CARE CON)**

Alignment with MATATAG Agenda:

- **TA**ke steps to accelerate delivery of basic education facilities and services

The 6th Cavite Research Conference (CARE CON) serves as a pivotal platform within the educational landscape, aiming to convene education researchers and facilitate the exchange of research findings. The primary objectives of CARE CON are to gather new inputs, share research ideas, and engage in substantive discussions on policy issues and potential options informed by the outcomes of diverse research endeavors.

The magnitude of participation and engagement in CARE CON is evident in the robust response from the research community. A total of 561 abstracts were submitted, demonstrating a significant interest in contributing to the academic discourse. Out of these submissions, 421 abstracts were accepted, indicating a noteworthy acceptance rate reflective of the high quality of research proposals. Notably, 386 abstracts qualified for presentation, underscoring the substantive content and relevance of the research contributions. Ultimately, 382 research papers were presented, showcasing the substantial commitment of researchers to disseminating their findings.



CARE CON stands as a catalyst for the generation and dissemination of knowledge within the education sector. The outputs of this program include the 382 research papers presented, each representing a unique contribution to the academic landscape. These papers encompass a diverse array of topics, methodologies, and perspectives, collectively enriching the body of educational research. The platform has successfully provided a space for researchers to showcase their findings and foster a collaborative environment for intellectual exchange.



The success of CARE CON is attributed to strategic planning and effective implementation strategies. The substantial number of abstract submissions and subsequent acceptances point to the careful curation of research content and the establishment of rigorous review processes. The high qualification rate for presentations indicates that the program has effectively attracted and selected research contributions of significant merit. The quick win is evident in the 382 research papers presented, showcasing the immediate impact and productivity of the conference. Lessons learned from CARE CON can inform future iterations, guiding the refinement of processes and strategies to continually elevate the quality and impact of the conference as a prominent forum for education research.

Schools Division Office Key Result Area No.: 1

Program/Project: **8th and 9th Basic Education Research Fund (BERF) Cycles**

Alignment with MATATAG Agenda:

- **TA**ke steps to accelerate delivery of basic education facilities and services

The Basic Education Research Fund (BERF) of SDO Cavite Province has successfully navigated its 8th and 9th cycles, with a purpose deeply rooted in the dynamic educational landscape. The primary aim of these cycles is to meticulously select high-quality research studies that directly address the emerging needs and issues of the Division and the Region. Aligned with the Division Education Development Plan and the overarching goals of the Department of Education's MATATAG initiative, these cycles serve as instrumental vehicles for advancing educational research and responding effectively to the evolving challenges within the educational sphere.

In the 8th cycle of the BERF, 18 grantees were selected, signifying a cohort of researchers committed to producing impactful studies that resonate with the Division and Regional priorities. Building on this success, the 9th cycle witnessed a substantial increase in engagement, with 81 grantees selected to undertake research initiatives. Notably, this achievement positions DepEd Cavite Province at the forefront, boasting the highest number of accepted BERF studies among all the Schools Division Offices in DepEd CALABARZON.

The tangible outputs of the 8th and 9th BERF cycles are represented by the high-quality research studies undertaken by the selected grantees. These studies contribute directly to addressing the pressing needs and issues identified in the Division and the Region. The outcomes of these research endeavors serve as valuable resources for informing policy decisions, shaping educational practices, and fostering continuous improvement within the educational system.

The success of the BERF cycles can be attributed to strategic planning and execution that align with the Division Education Development Plan and MATATAG goals. The notable increase in grantees from the 8th to the 9th cycle reflects the program's adaptability and growing appeal within the educational research community. Achieving the highest number of accepted BERF studies in DepEd CALABARZON highlights the program's efficiency in attracting and selecting high-quality research proposals. Quick wins are evident in the immediate impact of the research studies, while lessons learned from these cycles will guide future iterations, ensuring continued success and relevance in addressing emerging educational challenges.

Congratulations!

8TH CYCLE BERF GRANTEES OF SDO CAVITE PROVINCE

<p>Project BEST (Basic life support training through mnemonic Strategy): An Intervention in Enhancing Key Stage 2 Learners' Basic Life Skills in Timalan Hillsview Royale Emenetary School <i>Eric John L. Lomboy</i></p> <p>Project Katropa: An Intervention to Decrease Suicidal Tendencies Among Grade 9 Students in Naic Coastal Integrated National High School <i>Zula Jr. G. Pabalan Jenelyn P. Ligaya Graciela L. Hebrero</i></p> <p>Role of Coping Strategies in the Academic Success of Sixth Grade Students in Parental Separation at Silang West Elementary School <i>Lorraine L. Grey Ruchella P. Calayloy</i></p> <p>Lesson Integration of DRRM in Different Learning Areas of Grade 3 Pupils Towards Awareness of Safety <i>Natalia L. Masikat Rowena M. Alaman Arlan Felger H. Pilgipil</i></p> <p>"Who Am I" and Its Effect to the Students' HIV Stigma <i>Charlene A. Fababier Gelvie M. Garrido</i></p>	<p>It's Okay Not to be Okay sa DepEd: A Wellness Campus Advocacy Program to Improve the Health and Well-being among Teachers and Staff <i>Donato A. Bataclan Julius Cezar T. Laylo</i></p> <p>Understanding the Man Box: The Harmful Masculinities among Male Adolescents as Basis for Proposed Gender and Development Program <i>Kevin Kertz F. Penafalar</i></p> <p>Quick Response (QR) Code-Based Library Management System: A Proposed Innovation in Pedro Alegre Aure Senior High School <i>Arci Ra C. Perena Glenda R. Percy Verna C. Hermosa</i></p> <p>The POMODORO Technique: A Strategy in Enhancing Work Efficiency Among Office Staffs <i>Rhea Rhoda L. Fernando</i></p> <p>Measuring the "Learning in Recovery": Development and Validation of School-Based Exit Assessment Tool for Senior High School (SEAT-SHS) <i>Elizabeth A. Soriano</i></p>	<p>MULTI-PREP IN TEACHING: Experiences and Challenges of Science, Technology and Engineering (STE) and Special Program in the Arts (SPA) Teachers in Trece Martires City National High School <i>Nina P. Espineli Alma B. Bago</i></p> <p>Inclusive Education for All: Unveiling PWDs' Experiences in their Face-To-Face Class <i>Helen Grace C. Mabalot John Parul T. Solon Kristina M. Austria, Ed.D</i></p> <p>DEAFsionary: Increasing Filipino Sign Language Vocabulary of Deaf Kindergarteners <i>Rhea Aurora M. Canete Princess Joy L. Pellas</i></p> <p>Project G.E.A.R. (Gearing Towards Enhancement of Skills and Acquiring Real Scenario of TESDA Training: Championing in National Competency Assessment <i>Sheila B. Hermosa Michelle D. Laylo Mark Ryan Y. Aure</i></p>	<p>Enhancement of Programming and Robot-Building Skills Using the Arduino-Based Robotics Training Manual <i>Adrian C. Diwa</i></p> <p>PROJECT TEACH (Teachers Enhancement and Continuing Development Program Highlighting Integration of Contextualization and Curriculum Review) <i>Leah S. Mojica Jerry Punongbayan Fritz A. Caturay</i></p> <p>Hearing Echoes: The Students' Voices Regarding the Teachers' Performance Through an Evaluation Program <i>Anne Elizabeth A. Gumiran</i></p> <p>Implementing School-Based Wellness Intervention Program for Teachers with Compassion Fatigue, Burnout and Secondary Traumatic Stress in the new Normal: Swip - Kaagapay (Kasamahang Aalalay at Gagabay Adhikain para sa Mayabong na Buhay) <i>Jane J. Bantigue Ramil P. Moreno Ailyn T. Del Mundo</i></p>
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CONGRATULATIONS 9TH CYCLE BERF GRANTEES OF SDO CAVITE PROVINCE

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MAGLINGKOD NG TAPAT, SAPAT, AT KARAPAT-DAPAT NANG MAY DEKIKASYON GAMIT ANG PUSO

Schools Division Office Key Result Area No.: 1

Program/Project: **Empowering Division Based Non-Teaching Personnel: A Crash Course in Crafting Effective Proposals**

Alignment with MATATAG Agenda:

- **TA**ke steps to accelerate delivery of basic education facilities and services

The initiative titled "Empowering Division-Based Non-Teaching Personnel: A Crash Course in Crafting Effective Proposals" is designed to impart essential skills to participants in the formulation of clear and concise research problem statements. The overarching purpose of this program is to equip non-teaching personnel with the necessary skills to create well-structured research proposals. Through this training, participants are guided to apply best practices in research proposal writing, ensuring a comprehensive understanding of the key elements involved in effective proposal development.

The program achieved significant participation, with a total of 61 non-teaching personnel successfully completing the training. This cohort demonstrated a collective commitment to enhancing their capabilities in research proposal writing. Notably, all participants actively engaged in the program, laying the foundation for the submission of research proposal outlines. These outlines will subsequently serve as the basis for proposals to be submitted in response to the call for the 10th Basic Education Research Fund in 2024.

The outputs of the program are twofold. Firstly, the 61 trained non-teaching personnel have acquired valuable skills in crafting effective research problem statements and structuring comprehensive research proposals. This newfound knowledge contributes to building a more research-literate workforce within the Division. Secondly, the submission of research proposal outlines signifies the tangible progress made by participants in applying the skills acquired during the crash course. These outlines serve as the groundwork for potential research initiatives that align with the evolving needs and priorities of the Division.



The success of the program is attributed to strategic instructional approaches that focus on practical skills relevant to the participants' roles. Quick wins are evident in the active engagement of all 61 non-teaching personnel, reflecting the program's immediate impact. Best practices in adult learning principles and effective communication were employed to ensure comprehension and retention of essential concepts. Lessons learned from this program will inform future training initiatives, refining strategies to continually empower non-teaching personnel in their capacity to contribute meaningfully to research within the Division.

Schools Division Office Key Result Area No.: 1

Program/Project: **Research Writing and Proposal Presentation Colloquium: From Production to Publication and Presentation Excellence**

Alignment with MATATAG Agenda:

- **TA**ke steps to accelerate delivery of basic education facilities and services

The "Research Writing and Proposal Presentation Colloquium: From Production to Publication and Presentation Excellence" serves as a pivotal platform for Division-based leaders to converge, share, and exchange ideas and research initiatives aligned with the goals of the Department of Education's MATATAG initiative. The overarching purpose of this colloquium is multifaceted: to facilitate knowledge exchange, recognize exemplary research proposals, fortify participants' skills in writing, presenting, and publishing research works, and provide crucial technical assistance in the domain of research writing. Additionally, the colloquium serves as the conduit for the presentation of research proposals that address the emerging issues and needs of DepEd Cavite Province, slated for conduct between October 2023 and January 2024.

The colloquium witnessed robust participation, with a total of 195 research studies proposed by Division personnel. This substantial engagement underscores the commitment of Division-based leaders to actively contribute to the research landscape, encapsulating the diverse spectrum of the 7 Basic Education Research Agenda (BERA) themes. The high number of proposed research studies reflects a collective dedication to advancing educational research within the Division.

The outputs of the Research Writing and Proposal Presentation Colloquium are profound and multifaceted. Firstly, the colloquium has fostered a vibrant intellectual exchange, enabling Division-based leaders to share and showcase their research initiatives. Secondly, the recognition of exemplary research proposals serves as a testament to the quality and innovation embedded in the research endeavors within the Division. Thirdly, the enhancement of participants' skills in research writing, presentation, and publication is a tangible outcome that contributes to building a more proficient and research-literate community. Lastly, the presentation of research proposals addressing the emerging issues and needs of DepEd Cavite Province underscores the colloquium's role in aligning research efforts with the evolving priorities of the educational landscape.



The success of the Research Writing and Proposal Presentation Colloquium is attributed to strategic planning and implementation. Best practices in fostering a collaborative and knowledge-sharing environment were employed, ensuring active and meaningful participation. Quick wins are evident in the substantial number of proposed research studies, showcasing the immediate impact of the colloquium in stimulating research interest.

Lessons learned from this colloquium will inform future iterations, refining strategies to continually enhance the research capabilities of Division-based leaders and addressing the evolving needs of DepEd Cavite Province.

Schools Division Office Key Result Area No.: 1

Program/Project: **Evaluation of Research Papers for Publication and Finalization of Books**

Alignment with MATATAG Agenda:

- **TA**ke steps to accelerate delivery of basic education facilities and services

The endeavor to evaluate research papers for publication and finalize books serves a crucial purpose in advancing the scholarly output of the Division. The primary objectives encompass the meticulous layout, proofreading, editing, and finalization of both abstracts and full papers for inclusion in the 6th Cavite Research Conference Book of Abstracts and the Saliksuri-sure Research Journal. Additionally, the overarching goal is to ensure the readiness of the research books for submission to the publisher.

The initiative resulted in the successful evaluation, editing, and finalization of a substantial volume of scholarly content. A total of 382 research abstracts and 43 full papers underwent a rigorous process to meet the standards of publication. This accomplishment signifies the dedication and commitment of the Division to producing a comprehensive and refined compilation of research output.

The primary output of this program is the production of high-quality, refined research materials ready for publication. The 382 evaluated and finalized research abstracts contribute to the 6th Cavite Research Conference Book of Abstracts, serving as a concise yet comprehensive overview of the diverse research initiatives within the Division. Simultaneously, the 43 fully edited and finalized research papers are integral to the Saliksuri-sure Research Journal, adding depth and substance to the scholarly discourse within the academic community.

The successful implementation of the program is attributed to the adoption of best practices in scholarly publication standards. Meticulous editing, proofreading, and layout design were employed to ensure the highest quality of the final outputs. Quick wins are evident in the sheer volume of abstracts and full papers processed within the designated timeframe, showcasing the efficiency and dedication of the team involved. Lessons learned from this initiative will inform future endeavors in refining the publication process, ensuring a continuous elevation of the scholarly contributions from the Division.



Schools Division Office Key Result Area No.: 1

Program/Project: **DRRM GUARD (Get-Up And be Ready for Disasters)**

Alignment with MATATAG Agenda:

- **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment

The Schools Division Office Key Result Area "Support to School Governance and Operations" introduces the Disaster Risk Reduction and Management (DRRM) program, known as DRRM GUARD (Get-Up And be Ready for Disasters). This initiative aligns with the MATATAG Agenda's goal of ensuring the well-being, inclusivity, and positive learning environments for all students. As a flagship program of the Schools Governance and Operations Division (SGOD), DRRM GUARD is structured to adhere to national, regional, and divisional policies, particularly in accordance with the Basic Education Governance Act of 2001 (RA 9155) and the Comprehensive Disaster Risk Reduction and Management (DRRM) in Basic Education Framework outlined in Department Order No. 37, series of 2015.

For 2023, DRRM GUARD demonstrated significant achievements by proactively addressing potential hazards. The DRRM Section, as part of its preparedness measures, issued protocols for Taal Volcano Preparedness Measures and the Heat Emergency Plan. These measures aimed to guide and ready schools and personnel while fostering awareness to mitigate potential hazards. Notably, the program actively contributed to data provision for DRRM agencies through situational reporting and updating of schools designated as evacuation centers. The RADAR App facilitated accurate and up-to-date data on evacuees and facilities. Moreover, DRRM GUARD engaged in collaborative efforts with provincial and local DRRM units and co-chaired regional initiatives, such as the Manila Bay Rehabilitation and Climate Change Adaptation.

The outputs of the DRRM GUARD program encompassed various dimensions, ranging from the issuance of preparedness protocols and hazard-specific plans to active participation in regional climate change initiatives. The program ensured the availability of reliable data through situational reporting and updating, thereby contributing to the effective functioning of evacuation centers. Furthermore, DRRM GUARD played a pivotal role in capacitating school DRRM personnel through relevant trainings, underlining its commitment to the safety and resilience of learners and personnel in times of disaster.

The success of DRRM GUARD is attributed to the SGOD's phased strategies, spanning the building of foundations and responding to immediate changes, enhancing program management, and sustaining performance. Quick wins included the strengthening of climate change adaptation and education in emergency advocacies, while the program demonstrated best practices through active membership in DRRM councils and the utilization of localized DRRM monitoring tools. Lessons learned emphasize the importance of sustained integration of DRRM, Climate Change Adaptation (CCA), and Education in Emergencies (EiE) in School Improvement Plans (SIP) and Annual Improvement Plans (AIP).

Moreover, DRRM GUARD's strengths lie in the training of school DRRM personnel, the availability of an online communication platform, and established coordination protocols with relevant agencies. Opportunities are identified through available funds, legal mandates, and coordination protocols, showcasing the program's adaptability and responsiveness to emerging challenges and changes in the educational landscape.

Schools Division Office Key Result Area No.: 1

Program/Project: **Quality Management**

Alignment with MATATAG Agenda:

- **TA**ke step to accelerate the delivery of basic education services and provision of facilities.

Writeshop in SDO Processes

The Quality Management program, specifically the Writeshop in SDO Processes, operates within the framework of the Schools Division Office's Key Result Area "Support to School Governance and Operations." Aligned with the MATATAG Agenda's directive to accelerate the delivery of basic education services and provision of facilities, this initiative is essential for the proposed development of a Quality Management System (QMS) certifiable to ISO 9001:2015 Standard within the Department of Education (DepEd). The program also aligns with DepEd's mandate to formulate, implement, and coordinate policies for continuous improvement in both formal and non-formal basic education. The primary objective of the Writeshop is to integrate DepEd's internal processes, ensuring consistency in delivering quality services and facilitating continuous process improvement leading to client satisfaction.

Out of the one hundred nine (109) sub-processes identified, the Writeshop in SDO Processes has made substantial progress, completing a majority of one hundred two (102) sub-processes. The seven remaining sub-processes requiring further discussion among process holders and top management are recognized as new additions to the division. This incremental approach acknowledges the complexity and novelty of these processes and demonstrates a commitment to thorough consideration and planning.

The Writeshop in SDO Processes aims to implement DepEd Order (DO) No. 009, s. 2021, regarding the Institutionalization of Quality Management System in the Department of Education, and DepEd Memorandum (DM) No. 035, s. 2020, for ISO 9001:2015 Quality Management System. Additionally, the program seeks to create SDO ISO Processes using standardized formats and templates. The iterative approach to completing sub-processes underscores the commitment to aligning internal processes with the overarching One DepEd One QMS initiative, facilitating a seamless integration that promotes efficiency and quality in service delivery.



The success of the Writeshop in SDO Processes is attributed to a multifaceted strategy that includes the orientation of One DepEd One QMS through online and face-to-face modalities, the identification of committee members, and several meetings conducted by Knowledge Management (KM) leads and members for planning the implementation. The initiation process involved brainstorming sessions where unit and section heads, along with process holders, aligned previous processes with One DepEd One QMS processes. The identification of the seven sub-processes for further discussion showcases a commitment to precision and thoughtful consideration. Quick wins are apparent in the completion of a significant portion of the sub-processes, signifying progress toward QMS certification. Lessons learned emphasize the importance of collaborative planning, adaptability to new processes, and ongoing communication between process holders and top management for effective QMS integration. Overall, the Writeshop in SDO Processes stands as a proactive initiative toward achieving ISO 9001:2015 certification and upholding the standards of quality management within the Department of Education.

General Orientation on the QMS

In alignment with the broader objective of maintaining and continuously improving the current Quality Management System (QMS) within the Division, DepEd Cavite Province organized a General Orientation on Quality Management System. This initiative also echoes the Central Office's commitment to implementing One DepEd One QMS. The program, conducted online on June 5, 2023, aimed to enhance the understanding of 211 division personnel (91.34% of the target participants) out of 231, regarding the Procedures and Work Instructions Manual (PAWIM) and QMS Manual from the Central Office.

The General Orientation garnered active participation, with 91.34% of the target participants, equivalent to 211 division personnel, attending the online session. This significant turnout reflects a strong commitment to the initiative and indicates a broad engagement within the Division in understanding and embracing the principles of the Quality Management System.

The orientation, facilitated by Sir Ivan Brian L. Inductivo, ASDS of DepEd Imus City, provided a comprehensive review of the Procedures and Work Instructions Manual (PAWIM) and QMS Manual from the Central Office. Attendees gained insights into the required formats and forms mandated by One DepEd One QMS. Additionally, the discussion covered the Office Functions Version 3, aiding the Division in identifying the responsible office for each process as stipulated by the Central Office. The success of the program is reflected in its 3.96 rating, acknowledging the effectiveness of both the facilitator and the program management team.



The success of the General Orientation is attributed to the strategic approach of revisiting key manuals and documents from the Central Office, led by experienced facilitator, Ivan Brian L. Inductivo. Attendees received valuable insights into updates crucial for the Division's ongoing participation in the Central Office's National Quality Management System, as noted in the Quality Assurance and Management Evaluation (QAME) report. The 3.96 rating underscores the effectiveness of the facilitator and the program management team, serving as a testament to the program's successful implementation. Quick wins are evident in the immediate impact on attendees' knowledge and awareness of the QMS, fostering a collaborative environment for continuous improvement. Lessons learned emphasize the importance of ongoing education and awareness to maintain alignment with evolving QMS standards and Central Office guidelines. Overall, the General Orientation on Quality Management System serves as a critical step in advancing the Division's commitment to quality and aligning with the national vision for standardized and efficient education management.

Schools Division Office Key Result Area No.: 1

Program/Project: **PAGHUBOG v.3**

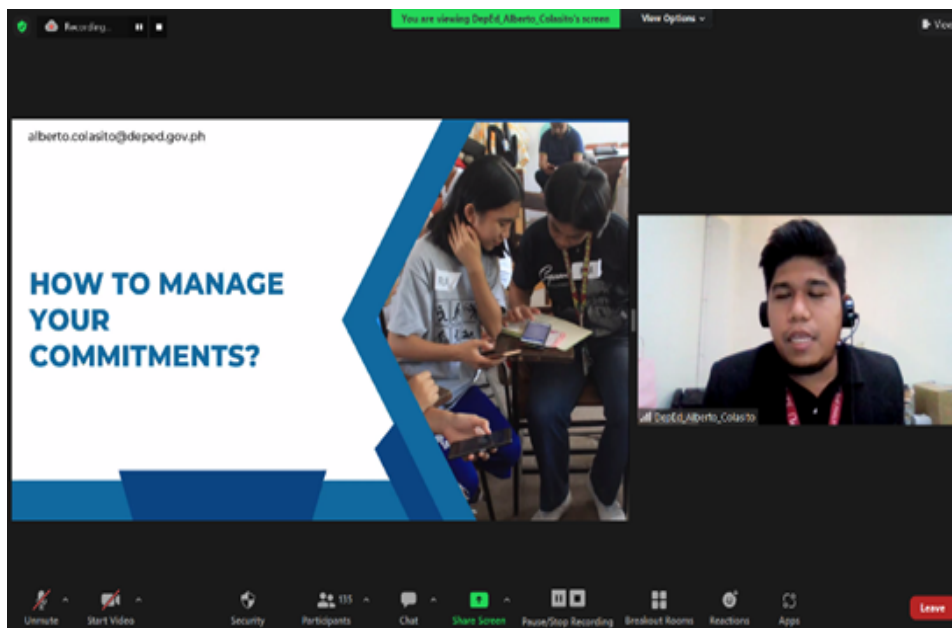
Alignment with MATATAG Agenda:

- **GI**ve support for teachers to teach better

The Paghubog v.3 program, operating within the Schools Division Office's Key Result Area of "Support to School Governance and Operations," is designed to align with the MATATAG Agenda's directive to give support for teachers to teach better. This program is executed in accordance with the Batang Bayani Program, a regional initiative rooted in the Nation of Heroes program of the Central Office. Focused on the online training of Youth Formation Coordinators, Paghubog v.3 aims to equip Teacher-Advisers for the Student Government Program with the essential tools and information necessary for effective student governance. The program seeks to enhance the capabilities of teacher-advisers through comprehensive online training sessions.

The activity, held via the Zoom platform on April 1, 2023, successfully engaged 250 out of the anticipated 328 participants, achieving a participation rate of 76.22%. Despite encountering technical issues, such as an unstable internet connection, the program management team and the session facilitators received high ratings of 3.98 and 3.97, respectively, reflecting the success and effectiveness of the program. The 250 teacher-advisers who participated were trained and capacitated, as indicated by positive evaluations.

Paghubog v.3 addressed three main subjects: (1) PPA 101: The Art of Conceptualizing, Planning, and Conducting PPAs; (2) Effective Mentorship: Balancing your Commitments; and (3) Tips and Strategies for Effective Promotion of Activities. Resource speakers, including Lito Camo Jr., Albert C. Colasito, and Jeremiah Oliver Arciaga, provided comprehensive discussions on these subjects, leading to the training and capacitation of 250 teacher-advisers. Despite the online format and technical challenges, the participants praised the thorough and well-explained delivery of materials by the resource speakers.



Despite facing financial constraints that led to the decision to conduct the activity online, Paghubog v.3 successfully overcame technical challenges through strategic facilitation. Facilitators assisted resource speakers with PowerPoint presentations, encouraged active participation by asking attendees to open their cameras, and ensured a smooth flow of discussion. The program's success, as reflected in high ratings and positive feedback, highlights the effectiveness of online

training. However, participant recommendations for in-person activities indicate the value of face-to-face interaction. The knowledge-sharing from resource speakers enabled participants to learn effective conceptualization, planning, promotion, and execution of PPAs, showcasing the program's impact on enhancing teacher-advisers' capabilities in student governance. The lessons learned underscore the importance of adapting to constraints while maintaining participant engagement and the potential benefits of considering hybrid or in-person formats for future activities. Overall, Paghubog v.3 stands as a successful initiative in advancing the goals of the MATATAG Agenda and supporting the professional development of teacher-advisers in the realm of student governance.

Schools Division Office Key Result Area No.: 1

Program/Project: **PAGYABONG v.3**

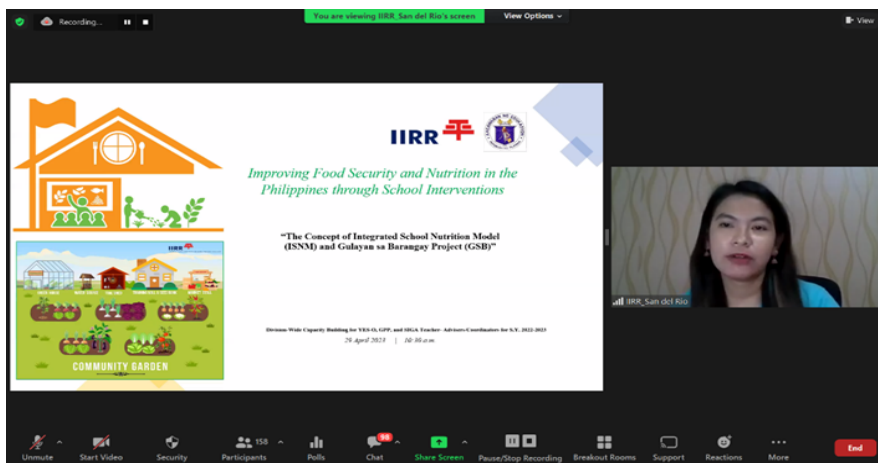
Alignment with MATATAG Agenda:

- **G**ive support for teachers to teach better

Within the framework of the Schools Division Office's Key Result Area "Support to School Governance and Operations," the PAGYABONG V.3 program aligns with the MATATAG Agenda's commitment to give support for teachers to teach better. Conceived by the School Governance and Operations Division (SGOD)-Youth Formation Section, PAGYABONG V.3 is designed to equip Teacher-Advisers of Youth for the Environment in Schools Organization (YES-O), Gulayan sa Paaralan Program (GPP), and School Inside a Garden (SIGA) with the knowledge and skills needed for Environmental Awareness and Protection. This initiative empowers teachers to lead and implement their own projects, programs, and activities (PPAs), contributing to the support of the DepEd Makakalikasan Program.

Although the online activity held on April 29, 2023, aimed to engage 500 teacher-advisers, the participation rate reached 32 percent, with 160 teacher-advisers joining. Despite the lower-than-anticipated turnout, the program achieved its goal of fully capacitating 160 teacher-advisers in YES-O, GPP, and SIGA. The program management team gave the activity a commendable rating of 3.98, and the sessions and facilitators received an even higher rating of 3.99, indicating the success and effectiveness of the program.

PAGYABONG v.3 covered three main topics through equally qualified resource speakers: (1) "Ecological Solid Waste Management: Best Practices in Cavite Province" by Ms. Erycka Jean Ruiz, (2) "The Concept of Integrated School Nutrition Model (ISNM) and Gulayan sa Baranggay Project (GSB)" by Ms. Susan P. Del Rio, and (3) updates on SIGA, YES-O, and GPP Programs by Ms. Gina Rullamas Viduya of the DepEd Central Office. The program successfully capacitated 160 YES-O, GPP, and SIGA teacher-advisers, providing valuable insights into environmental awareness and protection.



Despite financial constraints prompting the use of an online format, PAGYABONG v.3 encountered challenges due to an unstable internet connection. However, strategic backup plans, including downloading presentations for resource speakers and three Project Development Officers providing support, were implemented to mitigate these issues. The success of the program is evident in the high ratings given by the program management team

and participants, indicating the effectiveness of the online format. The sharing of innovative projects, such as converting waste into recycled materials, underscores the practical impact of the program on environmental initiatives. Lessons learned include the importance of contingency plans for online activities and the need for ongoing efforts to secure funding for future initiatives. Overall, PAGYABONG V.3 stands as a commendable effort to capacitate teacher-advisers in environmental awareness and protection, aligning with the broader goals of the MATATAG Agenda and supporting the DepEd Makakalikasan Program.

Schools Division Office Key Result Area No.: 1

Program/Project: **PAG-AKAY v.3**

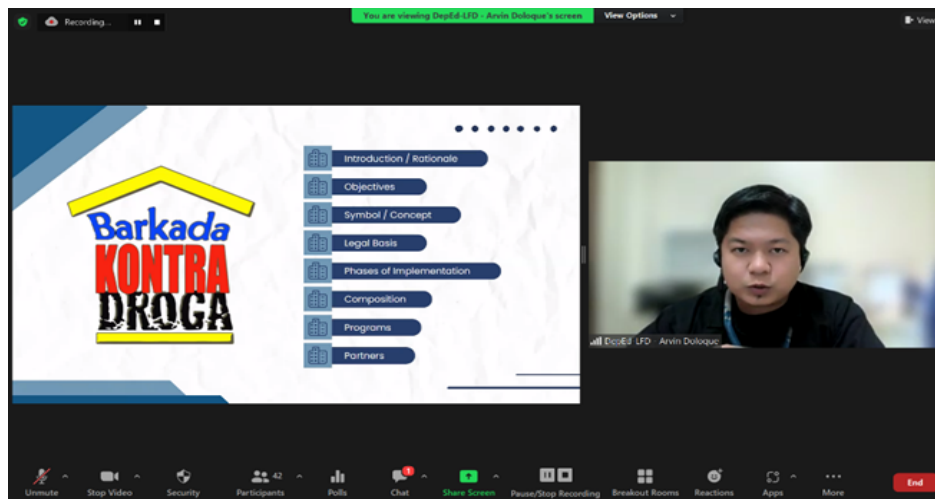
Alignment with MATATAG Agenda:

- **Give support to teachers to teach better**

PAG-AKAY V.3, conducted under the Schools Division Office's Key Result Area "Support to School Governance and Operations," is aligned with the MATATAG Agenda's commitment to give support to teachers to teach better. This program responds to Dangerous Drugs Board Regulation No. 5, Series of 2007, titled "Institutionalizing the Barkada Kontra Droga Program." The initiative aims to involve various sectors of society, including the youth, families, workforces, professionals, government agencies, non-government organizations, and the entire community, in special groups known as "barkadas." These groups serve as advocates and models to young people, promoting a productive and healthy lifestyle free from the harmful effects of drugs. Additionally, the program focuses on capacitating and empowering Barkada Kontra Droga (BKD) Club Advisers.

The online activity, PAG-AKAY V.3, held on June 3, 2023, achieved a commendable participation rate, with 94.29% of the expected seventy (70) participants attending. Sixty-six (66) teacher-advisers participated in the Division-Wide Capacity Building for BKD Club Teacher-Advisers/Coordinators, indicating a high engagement level and commitment to the program's objectives.

The program encompassed sessions led by qualified resource speakers covering vital topics: (1) Health Risk of E-cigarette Smoking/Vaping by Ms. Alyanna Marie D. Marquez, Nurse II of DepEd Cavite Province; (2) Vape sa School Feeling Cool by Rio G. Gan, Guidance Counselor III of Emiliano Tria Tirona Memorial National High School; and (3) Barkada Kontra Droga Updates by Juniel Arvin Doloque, Project Development Officer of DepEd Central Office. The series of sessions resulted in a high evaluation rating of 3.99 for facilitators and sessions and a perfect rating of 4 for the program management team. This indicates the success of the program in training and empowering sixty-six (66) teacher-advisers.



Despite being unfunded, PAG-AKAY V.3 was deemed crucial, prompting the decision to conduct it online to minimize costs. Technical challenges due to a slow internet connection were mitigated by the strategic preparation of three Project Development Officers (PDOs) who downloaded resource speakers' presentations as backup. The program successfully educated participants about the

content of vapes/e-cigarettes, the health effects of vaping, and protocols for addressing reported or witnessed cases of smoking on school premises. Quick wins include the high participant engagement and positive ratings for facilitators, sessions, and the program management team. The lessons learned emphasize the importance of adapting to budget constraints and technical challenges while maintaining the program's essential content delivery. PAG-AKAY V.3 serves as a notable initiative in promoting awareness and prevention of substance abuse among the youth, aligning with the broader goals of the MATATAG Agenda.

Schools Division Office Key Result Area No.: 1

Program/Project: **Conduct of Division Supreme Elementary and Secondary Learner Government Federation Election and Oathtaking Ceremony for SY 2023-2024**

Alignment with MATATAG Agenda:

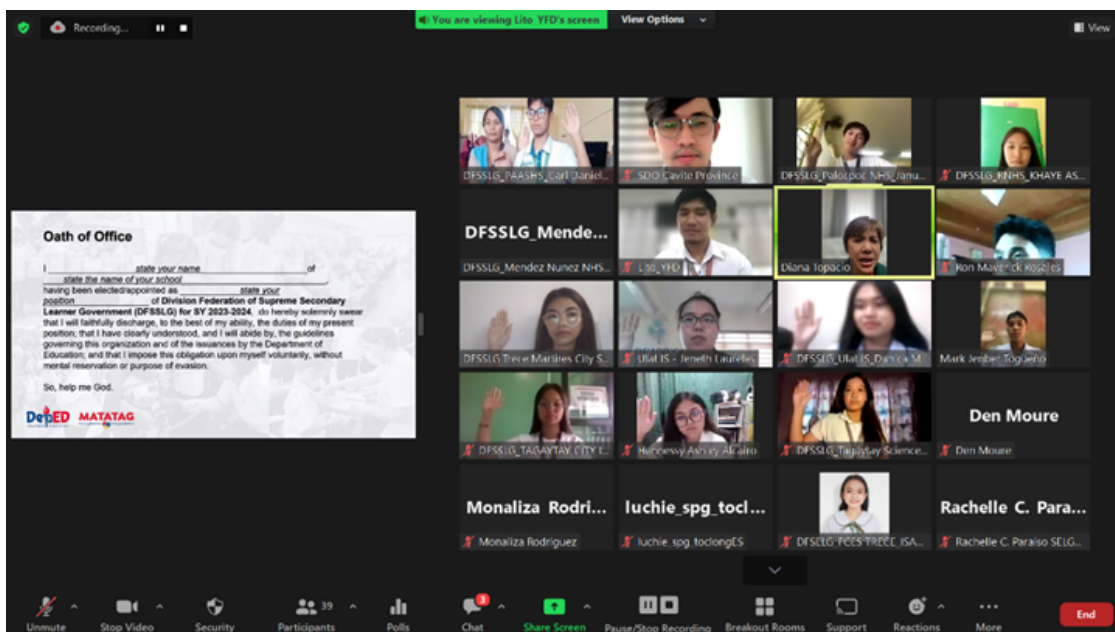
- **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment

Within the realm of the Schools Division Office's Key Result Area "Support to School Governance and Operations," the Conduct of Division Supreme Elementary and Secondary Learner Government Federation Election and Oathtaking Ceremony for SY 2023-2024 aligns with the MATATAG Agenda's commitment to take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment. This initiative stems from the DepEd mandate to foster leadership for the holistic development of learners, necessitating the facilitation of student organization elections and related practices that meaningfully support learners' initiatives.

Representing all eighteen (18) municipalities and cities, the Division Supreme Elementary Learner Government (SELG) presidents and 74 out of 87 expected Supreme Secondary Learner Government (SSLG) presidents participated in the election, achieving a quorum for the successful conduct of the election on June 26, 2023.

During the election, SELG presidents formed two parties, namely the Let's Act Together as One Party and the Pupils United Party. The election resulted in the proclamation of new sets of SELG Officers at 11:30 am. Subsequently, SSLG presidents presented their advocacies, leading to the election and proclamation of the new set of SSLG Officers at 4:30 pm. The newly elected officials officially assumed their positions by taking their oath on July 4, 2023, in the presence of the School Governance and Operations Division Chief, Dr. Diana P. Topacio.

The activity, conducted online to save funds and accommodate all officers, encountered technical problems leading to some candidates being unable to promote their advocacies live. However, a pragmatic approach allowed these candidates to utilize the comment section for advocacy promotion. Despite challenges, achieving a quorum and successfully conducting the election demonstrate the effectiveness of the online format. Quick wins include the proclamation of new officers and their official oath-taking, highlighting the commitment to leadership and governance in the Division. The lessons learned emphasize the need for flexibility in addressing technical issues and the importance of ensuring equal opportunities for all candidates. Overall, the Division Supreme Elementary and Secondary Learner Government Federation Election and Oathtaking Ceremony for SY 2023-2024 stand as a pivotal initiative in fulfilling DepEd's mandate and promoting a positive and inclusive learning environment for learners.



Schools Division Office Key Result Area No.: 1

Program/Project: **Student Leaders' Development Program 2023**

Alignment with MATATAG Agenda:

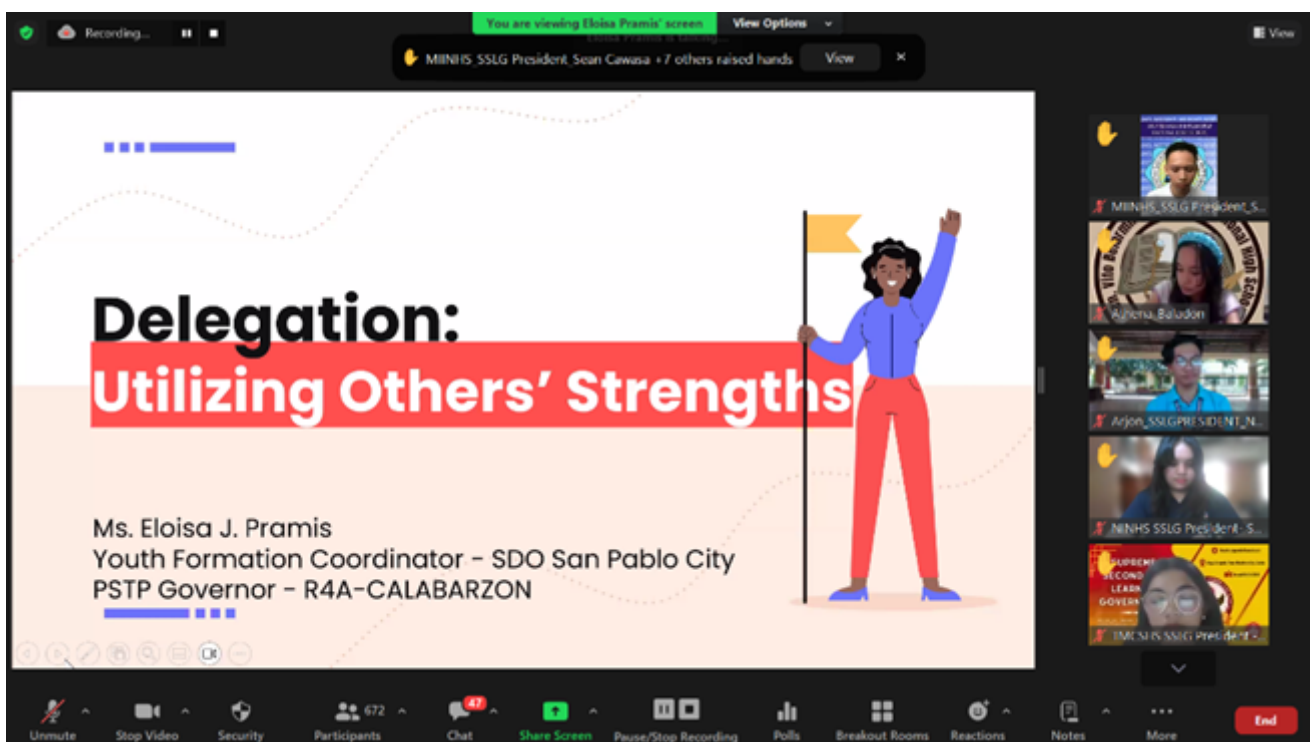
- **TA**ke good care of learners by promoting learner well-being, inclusive learning, and a positive learning environment

The Student Leaders' Development Program 2023, falling under the Schools Division Office's Key Result Area "Support to School Governance and Operations," is intricately aligned with the MATATAG Agenda's core principle of taking good care of learners by promoting learner well-being, inclusive learning, and fostering a positive learning environment. This program serves as a pivotal opportunity for student leaders to acquire the necessary skills in effectively managing their respective student organizations while contributing to the curricular support for personal, social, and emotional education development.

Held on November 18, 2023, via the Zoom platform, the Student Leaders' Development Program surpassed expectations with a remarkable turnout. Despite targeting 100 participants, the activity attracted more than 600 student leaders, indicating a significant accomplishment and an overwhelming interest in the program.

The program covered three essential subjects: "Delegation: Utilizing Others' Strengths," "Inspiring the Next Generation of Youth Leaders," and "Managing Mental Health as a Student Leader." Resource speakers, including Ms. Eloisa J. Pramis, Rhainier John M. Reyes, and Jolina P. Mernado, addressed these subjects. The training and capacitation of at least 600 student leaders were successfully conducted, as reflected in the positive evaluations. The program management team received a rating of 3.82, while the sessions and facilitators obtained a rating of 3.91. The resource speakers were highly praised for their thorough and well-explained delivery of the materials.

Despite the lack of funding, the decision to conduct the activity online proved effective, with technical issues being managed during the session. The facilitators provided assistance to the resource speakers, ensuring a smooth flow of discussion, and encouraged participants to open their cameras for active engagement. The participants' feedback, while recommending in-person activities, underscored the success of the online approach. The sharing of knowledge from resource speakers left participants inspired and equipped with skills in effective delegation and mental health management. The lessons learned emphasize the need for flexibility in delivery methods and the importance of addressing technical challenges to ensure a successful and impactful program. The Student Leaders' Development Program 2023 stands as a testament to the commitment to the well-being and holistic development of student leaders within the educational framework.



Schools Division Office Key Result Area No.: 1

Program/Project: **PAGLAGO: DepEd Cavite Youth Leadership Forum**

Alignment with MATATAG Agenda:

- **TA**ke good care of learners by promoting learner well-being, inclusive learning, and a positive learning environment

Under the Schools Division Office's Key Result Area "Support to School Governance and Operations," the PAGLAGO: DepEd Cavite Youth Leadership Forum exemplifies the commitment to the MATATAG Agenda by taking good care of learners through the promotion of learner well-being, inclusive learning, and fostering a positive learning environment. Recognizing the vital role of the Learner Government Program (LGP) in shaping the youth towards nation-building, the Youth Formation organized this forum to equip and empower participants with essential skills and knowledge related to Learner Governance.

Conducted at the International Institute for Rural Reconstruction, Silang, Cavite, on November 28-29, 2023, the PAGLAGO attracted the full participation of the targeted 160 participants, ensuring the engagement and involvement of the intended audience.

The forum covered four main subjects, including the role of student leaders in nation-building, empowerment of student leaders, manifestation of future selves as student leaders, and tips for effective student leadership. Resource speakers, including Mr. Rodel Amita, Ms. Shanerisse Tamondong, Mr. Val Patrick P. Dela Rea, Ms. Rey Ann M. Avilla, and Mr. Archie C. Sambrano, facilitated discussions on topics related to the Learner Government Program. Approximately 150 student leaders and advisers were trained during the forum, with team-building activities and socialization enhancing the overall experience. The thorough and well-explained delivery of materials by resource speakers received high praises from participants.



In ensuring a smooth implementation, the proponents engaged in multitasking to arrange all materials and resources before the start of each activity. This meticulous planning contributed to the overall satisfaction of every participant. The organizers also emphasized the active involvement of every participant in the facilitated activities, fostering an inclusive and engaging environment. The success of PAGLAGO underscores the importance of comprehensive planning, resource allocation, and participant involvement for the effective delivery of a youth leadership forum. The forum not only empowered student leaders with essential skills but also provided a platform for team-building and socialization, enhancing the overall impact of the program.

Schools Division Office Key Result Area No.: 1

Program/Project: **ODDS (Online Division Dental Services)**

Alignment with MATATAG Agenda:

- **Take** good care of learners by promoting learner well-being, inclusive education, and a positive learning environment

The program under consideration is the Online Division Dental Services (ODDS), inaugurated on April 20, 2020, as per Directive Memorandum No. 133 s. 2020. Originating as an initiative of the Dental Unit, ODDS is designed to address the challenges posed by the COVID-19 pandemic on the provision of dental health services. Functioning as an online platform, this program aims to sustain and facilitate dental health services, particularly focusing on emergency cases. The official Facebook page serves as a vital component of the initiative, offering an accessible channel for learners and personnel seeking immediate dental assistance, including online oral consultation, E-prescription, and comprehensive oral health education. The primary beneficiaries encompass both the Batang Caviteño community and teaching/non-teaching personnel.

The ODDS program has successfully reached and impacted a noteworthy cohort, extending its services to 609 individuals within the personnel and learner community of the Department of Education's Cavite Province division. This accomplishment signifies a substantial outreach, exemplifying the program's efficacy in meeting the oral health needs of its designated beneficiaries amid the challenges posed by the prevailing pandemic.

The outputs of the ODDS program manifest through its multifaceted online platform, which caters to the immediate dental requirements of the Batang Caviteño community and educational personnel. These outputs include online oral consultations, E-prescriptions, and educational modules focused on oral health. By leveraging the reach of social media, particularly through its official Facebook page, the program ensures the seamless delivery of essential dental services, thereby contributing to the overall well-being of the community and fostering a culture of oral health awareness.

The successful implementation of the ODDS program is underpinned by strategic measures and best practices that have facilitated its effectiveness. Leveraging the accessibility and ubiquity of social media, particularly Facebook, proved to be a quick win, ensuring rapid dissemination of information and prompt response to dental health needs. Valuable lessons learned from the program's implementation include the importance of adaptability in the face of unforeseen challenges, the critical role of technology in healthcare delivery, and the significance of proactive education in fostering oral health awareness among diverse populations. These insights contribute to the program's continued success and offer valuable considerations for future initiatives in the domain of online health services.



Schools Division Office Key Result Area No.: 1

Program/Project: **SDHCP (School Dental Health Care Program)**

Alignment with MATATAG Agenda:

- **Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment**

The School Dental Health Care Program (SDHCP) stands as a pivotal initiative within the Schools Division Office's Key Result Area of Support to School Governance and Operations. Launched with a vision aligned to the MATATAG Agenda's commitment to "Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment," the SDHCP is strategically designed to provide essential dental emergency treatment. The program operates through nine fully functional Central Clinics, strategically positioned to serve as hubs for neighboring schools. These clinics, inaugurated in October 2021, are located at Naic Central School, Palangue Central Elementary School, Silang Central School, Lalaan Central School, Tagaytay Central School, Ternate Central School, Alfonso Central School, Indang Central School, and Mendez Central School.

The SDHCP has achieved substantial accomplishments by extending its services to the nine identified Central Clinics, thereby impacting a diverse population of learners and educational personnel. The inauguration and official opening of these clinics in October 2021 underscore the tangible progress made in expanding access to essential dental health care. Through this program, a commendable number of learners, including those from kindergarten to Grade 6, have benefited from the distribution of Oral Health Care supplies, emergency treatment provision, and the establishment of fully equipped clinics. These endeavors collectively contribute to the program's overarching objective of ensuring the maintenance of optimal oral health within the school population.

The SDHCP's outputs manifest in several best practices that serve as pillars for its success. Notable practices include the systematic distribution of Oral Health Care supplies, catering to students from kindergarten to Grade 6, demonstrating a proactive commitment to preventive dental care. The program's provision of emergency treatments and the establishment of fully functional clinics, equipped with comprehensive facilities and medicines, further exemplify its dedication to sustaining and enhancing the oral health of both Batang Caviteño students and teaching/non-teaching personnel.



The SDHCP's success is rooted in strategic implementations and best practices, including the timely distribution of Oral Health Care supplies as a quick win for preventive oral care. Additionally, the provision of emergency treatment and the establishment of well-equipped clinics are recognized as essential best practices. However, the sustainability of the program currently faces challenges due to financial constraints. To ensure

the continued success of the SDHCP, a crucial strategy involves fostering partnerships between schools and their stakeholders. Lessons learned from the program implementation underscore the significance of financial planning and sustained collaboration for the enduring success of oral health initiatives within educational settings.

Schools Division Office Key Result Area No.: 1

Program/Project: **BSBF (Bright Smile, Bright Future Program)**

Alignment with MATATAG Agenda:

- **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment

The Bright Smile, Bright Future Program (BSBF), an integral component of the Schools Division Office's Support to School Governance and Operations Key Result Area, was established through collaborative efforts between the Department of Education and Colgate-Palmolive Philippines Inc. Launched with strategic alignment to the MATATAG Agenda, specifically aimed at "Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment," the BSBF program is designed to advance oral health education among learners within public schools.

In a significant milestone, the BSBF Program witnessed the delivery of 44,595 Oral Health kits on October 6, 2023, and their subsequent distribution to students. This achievement represents a substantial outreach, impacting a broad spectrum of learners across public schools. The program further solidifies its impact by supporting the 7 o'clock school-based toothbrushing initiative, now recognized as the Toothbrushing Drill under the OK sa DepEd program. Through these accomplishments, the BSBF program contributes to the holistic well-being of learners in accordance with the overarching goals of the MATATAG Agenda.

The outputs of the BSBF Program are characterized by commendable best practices aimed at promoting oral health education among public school learners. The distribution of educational materials tailored for oral health education stands out as a noteworthy practice, facilitating informed awareness and understanding. Additionally, the program extends its impact through the 7 o'clock school-based toothbrushing initiative, emphasizing practical oral health habits. Notably, dentists and dental aides play a pivotal role in the proper demonstration of effective toothbrushing techniques, particularly for kindergarten students, who are primary recipients of the program.



The BSBF Program's success is underpinned by strategic collaborations and best practices. A quick win is evident in the timely and efficient delivery of 44,595 Oral Health kits, ensuring widespread access to essential materials. Educational materials designed for oral health education exemplify best practices, fostering informed oral care practices among learners. The incorporation of dentists and dental aides for the proper demonstration of toothbrushing techniques, particularly tailored for

kindergarten students, represents a valuable lesson in ensuring the program's effectiveness. As the BSBF Program unfolds, ongoing strategies include fostering continued collaboration with relevant stakeholders to sustain and enhance the program's impact on promoting oral health education among public school learners.

Schools Division Office Key Result Area No.: 1

Program/Project: **Dental Mission/Community Service**

Alignment with MATATAG Agenda:

- **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment

The Dental Mission/Community Service program, an integral component of the Schools Division Office's Support to School Governance and Operations Key Result Area, is meticulously designed to uphold the principles of the MATATAG Agenda. In alignment with the agenda's commitment to "Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment," this program serves as a proactive initiative to provide accessible dental health services. The primary focus is on learners and Department of Education (DepEd) personnel, delivering both preventive and curative services, including immediate dental emergency care within the school setting. This commitment is further reinforced through stringent safety protocols and the enforcement of a "No Permit, No Treatment" policy for learners.

The Dental Mission/Community Service program has made significant strides in achieving its objectives through a series of impactful dental missions conducted in 2023. Noteworthy accomplishments include the provision of extraction services to 50 students at Maragondon National High School on April 28, 2023. Additionally, the mission at Tanza National Trade School on August 23, 2023, served 85 recipients, representing a judicious combination of parents and learners, with a special emphasis on those identified as the most indigent. The program further extended its reach to Munting Ilog Elementary School in Silang, Cavite, on November 6, 2023, where Kinder to Grade 3 learners underwent Fluoride Varnish Application, Grade 4-6 learners received extractions, and 50 recipients, inclusive of parents, were served from the broader community. The mission at Munting Ilog National High School on November 28, 2023, catered to 40 learner recipients, with a strategic plan for continuation in January 2024, specifically targeting Senior High School learners.

The outputs of the Dental Mission/Community Service program are reflective of its commitment to providing comprehensive dental health services in diverse educational settings. Notable outputs include the delivery of extraction services to 50 students at Maragondon National High School, addressing immediate dental needs. The mission at Tanza National Trade School prioritized the most indigent recipients through a well-balanced combination of parents and learners. At Munting Ilog Elementary School in Silang, Cavite, the program demonstrated its versatility by conducting Fluoride Varnish Applications for Kinder to Grade 3 learners and extractions for Grade 4-6 learners, serving 50 recipients inclusive of parents from the wider community. The mission at Munting Ilog National High School, with its 40 learner recipients, sets the stage for a planned continuation in January 2024, specifically tailored for Senior High School learners.



The successful implementation of the Dental Mission/Community Service program is attributed to strategic initiatives and best practices. Quick wins include the meticulous adherence to safety protocols, ensuring the well-being of participants, and the enforcement of the "No Permit, No Treatment" policy for learners, emphasizing the importance of procedural compliance. Best practices involve the nuanced approach of tailoring services to the specific needs of different learner groups, as evidenced by varied services provided at different mission locations. Valuable lessons learned encompass the importance of ongoing community engagement, strategic planning for continued services, and the need for flexibility to

address evolving dental health needs. As the program progresses, the incorporation of these insights will be pivotal in sustaining and enhancing its impact on promoting dental health within the educational community

KRA 2: Resource Management

Schools Division Office Key Result Area No.: 2

Program/Project: **Build Repair Rehabilitate (BRR)**

Alignment with MATATAG Agenda:

- **TA**ke steps to accelerate delivery of basic education facilities and services

Within the Schools Division Office's Key Result Area of "Support to School Governance and Operations," the Build Repair Rehabilitate (BRR) program emerges as a crucial initiative aimed at prolonging the operational life and optimizing the functionality of public school buildings, furniture, and other educational facilities. Aligned with the MATATAG Agenda's directive to expedite the delivery of basic education facilities and services, the BRR program is spearheaded by the Education Facilities Unit. This continuous and comprehensive initiative embodies essential roles and responsibilities, encompassing validation, inspection, and monitoring, to ensure the provision of conducive learning environments for students and optimal teaching spaces for educators.

The BRR program demonstrates a commitment to the sustainable maintenance of public school infrastructure, contributing to the realization of the MATATAG Agenda. The program's accomplishments are gauged by the successful execution of tasks related to validation, inspection, and monitoring. These tasks collectively contribute to the upkeep of school buildings, furniture, and facilities, thereby directly impacting the delivery of quality education. By ensuring that all public school assets are in optimal condition, the BRR program actively supports the acceleration of basic education facility and service delivery.

The core components of the Build Repair Rehabilitate (BRR) program involve the meticulous validation, inspection, and monitoring of public school buildings, furniture, and other facilities. Through these activities, the program aims to sustain the operational lifespan of educational infrastructure, providing an enduring and conducive space for both learning and teaching. The continuous operation of BRR underscores its commitment to maintaining school building facilities in their best form for normal use, thereby fostering an environment that promotes effective education.

The success of the BRR program lies in its strategic approach to validation, inspection, and monitoring. By adopting proactive maintenance measures, the program prevents deterioration and prolongs the life expectancy of school buildings and facilities. This approach not only serves as a best practice in infrastructure management but also ensures that the learning and teaching environments remain conducive. Quick wins are achieved through timely interventions, while lessons learned emphasize the importance of continuous monitoring and adaptation to emerging needs. In essence, the BRR program stands as a testament to the Schools Division Office's commitment to sustained and effective support for school governance and operations, aligning seamlessly with the overarching goals of the MATATAG Agenda.



Schools Division Office Key Result Area No.: 2

Program/Project: **Building Inventory Report System (BIRS)**

Alignment with MATATAG Agenda:

- **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.

Within the purview of the Schools Division Office's Key Result Area "Support to School Governance and Operations," the Building Inventory Report System (BIRS) assumes a pivotal role as a centralized database facilitating efficient access to comprehensive data concerning school facilities. This program aligns seamlessly with the MATATAG Agenda's commitment to promoting learner well-being, inclusive education, and fostering a positive learning environment. Accessible to all concerned School and Division personnel, BIRS is meticulously designed to gather and ensure the accuracy of baseline data related to school facilities, serving as a fundamental reference for planning, budgeting, and decision-making processes.

The Building Inventory Report System (BIRS) underscores its significance through the provision of accessible and comprehensive data pertaining to school facilities. By enabling all concerned School and Division personnel to readily access essential information such as site development plans, proof of ownership, existing and dismantled school buildings, and the number of classrooms, BIRS contributes substantially to the overall efficiency of educational planning and decision-making. The accomplishments of BIRS are reflected in its ability to establish and maintain an accurate baseline of school facilities data across all DepEd schools, thus fostering an environment conducive to learner well-being and inclusive education.

The core outputs of the Building Inventory Report System (BIRS) manifest in the creation of a centralized database that consolidates vital information on school facilities. This includes, but is not limited to, site development plans, proof of ownership, and comprehensive details on existing and dismantled school buildings. The program's overarching goal is to ensure the accuracy and comprehensiveness of baseline data, which in turn serves as a foundational reference for planning, budgeting, and decision-making processes within the realm of school governance and operations. By centralizing this information, BIRS contributes significantly to creating a positive learning environment and promoting inclusive education.

The successful implementation of the Building Inventory Report System (BIRS) relies on strategic design and meticulous execution. Key strategies include the creation of a user-friendly and accessible centralized database, ensuring that all concerned School and Division personnel can efficiently utilize the system. Best practices involve regular updates and maintenance of the database to uphold the accuracy and relevance of the information. Quick wins are achieved through the immediate availability of crucial data for planning and decision-making processes. Lessons learned emphasize the importance of continuous improvement and adaptation to evolving needs, positioning BIRS as a valuable tool in supporting school governance and operations aligned with the objectives of the MATATAG Agenda.

KRA 3: Curriculum and Instruction

Schools Division Office Key Result Area No.: 3

Program/Project: **HI-TEACH AND I-LIKHA: DIVISION WRITESHOP ON THE DEVELOPMENT OF ALS WORK SAMPLES**

Alignment with MATATAG Agenda:

- **MA**ke the curriculum relevant to produce competent, job-ready, active, and responsible citizens and **GI**ve support to teachers to teach better.

The HI-TEACH and I-LIKHA: Division Writeshop on the Development of ALS Work Samples stands as a pivotal initiative within the Schools Division Office's Key Result Area of Curriculum Implementation. This program strategically aligns with the MATATAG Agenda's imperative to "Make the curriculum relevant to produce competent, job-ready, active, and responsible citizens" and to "Give support to teachers to teach better." The program's primary goal is to enhance the proficiency of ALS teachers and selected Community ALS Implementors in crafting work samples as a mode of assessment to gauge learner mastery in specific competencies.

The Division Writeshop successfully engaged seventy-six (76) ALS Teachers and Community ALS Implementors in an immersive workshop. Organized into seven groups corresponding to the number of learning strands, each consisting of 11-12 members, participants collaboratively generated forty-two (42) crafted work samples. This collective effort demonstrates a commitment to the development of relevant and effective work samples as tools for assessing learner competency.

The workshop, designed as a combination of seminar and workshop, dedicated 70% of its duration to hands-on application. The seminar component, constituting the remaining 30%, delved into key assessment terminologies, rubric creation, and template utilization for the subsequent workshop. Emphasis was placed on selecting competencies that engage high-order thinking skills and necessitate performance. During the workshop phase, participants reviewed competencies aligned with content and performance standards, selected specific competencies, and crafted work samples using provided templates. Each learning strand presented one Elementary and one Junior High School level output for critique and technical assistance, leading to a total of 42 uploaded work samples reflecting a range of 5-6 outputs per learning strand.



The successful implementation of the Division Writeshop relied on strategic planning and coordination, with funds sourced from the Central Office in the form of Program Support Fund (PSF). Recognizing the necessity for teacher training in crafting improved work samples, the ALS Division Office, led by EPS II – ALS, orchestrated the workshop during the Academic Break at One Tagaytay Place Hotel Suites, Tagaytay City, from February 6-8, 2023. The

achievement of workshop objectives was realized through teamwork, collaboration, and active participation. The submitted outputs, constituting the first draft of work samples, underwent a subsequent revision and finalization phase (Phase 2) in August 2023. A debriefing session concluded the activity, allowing for reflection, necessary adjustments, and recommendations for future improvements. The presence of a standby nurse during the workshop, as suggested by M&E, served as an important consideration for attendee well-being. Despite the workshop's success, continuous improvement remains a priority, emphasizing the importance of meticulous planning, effective coordination, and ongoing evaluation for future iterations of similar initiatives.

Schools Division Office Key Result Area No.: 3

Program/Project: **HI-TEACH AND I-LIKHA: REVISION AND FINALIZATION OF DEVELOPED WORK SAMPLES**

Alignment with MATATAG Agenda:

- **MA**ke the curriculum relevant to produce competent, job-ready, active, and responsible citizens
- **GI**ve support to teachers to teach better.

The HI-TEACH and I-LIKHA: Revision and Finalization of Developed Work Samples constitutes a pivotal phase within the Curriculum Implementation Key Result Area. This program aligns seamlessly with the MATATAG Agenda's imperatives to "MAke the curriculum relevant to produce competent, job-ready, active, and responsible citizens" and to "GIve support to teachers to teach better." The workshop focused on revising and finalizing Alternative Learning System (ALS) work samples, ensuring their alignment with educational goals and enhancing support for teachers in delivering effective instruction.

Engaging a total of eighty-two (82) participants, including seventy-six (76) from the initial Division Writeshop and an additional six (6) volunteer teachers serving ALS, the workshop yielded forty-two (42) outputs submitted in printed form. This collaborative effort marked a substantial accomplishment in the ongoing improvement of ALS teaching materials.

The three-day workshop was dedicated entirely to workshops and presentations, fostering an immersive environment for participants. Utilizing Google Drive for collaborative work, participants reviewed their initial outputs, incorporating technical assistance and side comments provided by the proponent. Each pair or group of three revised their drafts, presenting them to their respective learning strand groups for further critique and input. The culmination of the workshop involved the presentation of revised drafts during plenary sessions, with the third day dedicated to the finalization of work samples. The collaborative effort resulted in the submission of forty-two (42) developed work samples, now in the process of third checking.

Successful implementation of Phase 2 was facilitated through meticulous planning and coordination, with available funds sourced through the Program Support Fund (PSF). The workshop, held from August 21-23, 2023, exemplified continuous teamwork, cooperation, patience, determination, and hard work from all participants. The consultative approach with the CID Chief ensured strategic alignment with overarching educational objectives. The expected minimal revisions during the third checking phase position the developed work samples for progression to the subsequent phase of Field Validation and Testing. The workshop's success underscores the commitment to providing quality education and producing holistic, productive, and lifelong learners, reinforcing the impact of ongoing ALS policies and initiatives.

Schools Division Office Key Result Area No.: 3

Program/Project: **HI-TEACH: Division Upskilling of Receiving Teachers in Key Stage 1 to 4 on the Implementation of Inclusive Education**

Alignment with MATATAG Agenda:

- **T**ake good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.
- **G**ive support for teachers to teach better.

The HI-TEACH: Division Upskilling of Receiving Teachers in Key Stage 1 to 4 on the Implementation of Inclusive Education program stands as a significant initiative within the Schools Division Office's Key Result Area of Curriculum Implementation. This program aligns directly with the MATATAG Agenda's core principles of "Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment," and "Give support for teachers to teach better." The program's primary objective is to enhance the skills and essential knowledge of receiving teachers in Key Stages 1 to 4, specifically focusing on the implementation of inclusive education strategies.

A total of seventy (70) proficient teachers underwent comprehensive training in content and pedagogy tailored for handling learners with special needs (LSEN). The three-day training equipped these teachers with the necessary skills to create inclusive and equitable quality education environments. The culmination of the training resulted in workplace applications, showcasing the immediate and tangible impact of the acquired knowledge in the teaching and learning processes, particularly in catering to learners with difficulties (LWDs).

The primary output of the HI-TEACH program is the workplace application demonstrated by the seventy (70) proficient teachers. Their training focused on the effective implementation of inclusive education strategies, ensuring that learners with special needs are integrated into regular classroom settings seamlessly. The 4As (Accept, Adapt, Adopt, and Achieve) framework was applied during the training, emphasizing participant engagement. Pre- and post-tests were administered, showcasing the participants' increased ability to accept learners with special needs into their classrooms with ease, fostering inclusivity within the educational environment.



The successful implementation of the HI-TEACH program was guided by strategic initiatives and best practices. The focused training on content and pedagogy ensured that teachers gained practical skills for handling learners with special needs in their classrooms. The 4As application fostered participant engagement, emphasizing a holistic approach to inclusive education. The administration of pre- and post-tests provided a measurable assessment of the program's impact on participants' knowledge and attitudes toward inclusive

education. The immediate workplace applications underscore the program's effectiveness, showcasing quick wins in integrating acquired knowledge into actual teaching practices. Lessons learned from the program include the importance of ongoing training and support for teachers, creating a positive learning environment for all learners, and fostering a culture of inclusivity within educational settings. As the program progresses, these insights will continue to inform and enhance the implementation of inclusive education strategies within the division.

Schools Division Office Key Result Area No.: 3

Program/Project: **HI-TEACH: Upskilling of ALS Implementers and Receiving Teachers on Handling Learners with Difficulty**

Alignment with MATATAG Agenda:

- **T**ake good care of learners by promoting learner well-being, inclusive education, and a positive learning environment
- **G**ive support to teachers to teach better

The HI-TEACH program, specifically the "Upskilling of ALS Implementers and Receiving Teachers on Handling Learners with Difficulty," stands as a pivotal initiative within the Schools Division Office's Key Result Area of Curriculum Implementation. This program aligns seamlessly with the MATATAG Agenda's fundamental principles of "Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment" and "Give support to teachers to teach better." The program is designed to address the shared responsibility of nurturing and educating both regular teachers and ALS implementers in identifying learners with manifestations, fostering a comprehensive teaching-learning environment.

The training successfully engaged 41 proficient teachers, achieving a 100% attendance rate. The program's design employed the 4As framework, integrating simulations and pre- and post-tests to ensure a robust and interactive learning experience for the attendees.

The primary outputs of the training included the crafting of Individualized Education Plans (IEP) and Individual Learning Agreements (ILA) by the 41 proficient teacher attendees. These outputs signify the practical application of the acquired knowledge in the design and implementation of customized education plans for learners with difficulties. The workplace application of the learning acquired during the training further underscores the tangible impact of the program on enhancing the skills and capabilities of ALS implementers and receiving teachers.



The successful implementation of the HI-TEACH program was guided by strategic initiatives and best practices. The utilization of the 4As framework in the course design ensured participant engagement and interactive learning through simulations and assessments. The achievement of 100% attendance indicates a quick win in terms of participant commitment and program relevance. The crafting of Individualized Education Plans (IEP) and Individual Learning Agreements (ILA) as tangible outputs reflects the immediate application of knowledge acquired

during the training, emphasizing a practical and results-oriented approach. As the program progresses, valuable lessons learned include the importance of ongoing support and upskilling for ALS implementers and receiving teachers, reinforcing a commitment to the well-being and inclusive education of learners with difficulties within the division.

Schools Division Office Key Result Area No.: 3

Program/Project: **HI-TEACH: DIVISION WRITESHOP ON THE DEVELOPMENT OF ALS WEEKLY LEARNING LOG (WLL)**

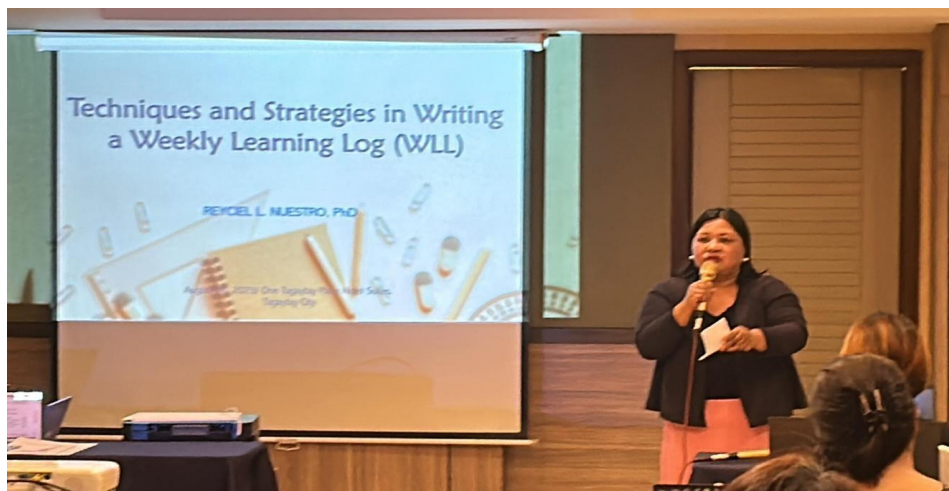
Alignment with MATATAG Agenda:

- Give support to teachers to teach better

The HI-TEACH: Division Writeshop on the Development of ALS Weekly Learning Log (WLL) is a significant undertaking within the Schools Division Office's Key Result Area of Curriculum Implementation. This program is aligned with the MATATAG Agenda's core principle of "Give support to teachers to teach better." The program's primary objective is to enhance the proficiency of ALS teachers in developing effective Weekly Learning Logs (WLLs) for the Junior High School Level within the Alternative Learning System.

Thirty-eight (38) ALS teachers, representing 100% of those selected, were engaged in the writeshop, each assigned to a learning strand based on their specialization and teaching experience. The expected outcome was the creation of thirty-eight (38) well-drafted Weekly Learning Logs (WLLs), demonstrating full participant engagement and commitment.

The writeshop encompassed two parts, with the first part involving lectures from two resource speakers covering the components of ALS WLLs, techniques, and strategies for writing them. In the second part, participants actively engaged in a workshop where they reviewed modules provided by the Central Office (CO) and incorporated them into the given WLL template, making necessary adjustments as needed. Seven participants, one for each learning strand, presented their drafted WLLs. The program's availability was made possible through the Program Support Fund (PSF), careful planning, and consultation with relevant stakeholders, ensuring uniformity in WLLs as teaching guides for ALS teachers, Community ALS Implementors, and Learning Facilitators in the Division of Cavite Province.



The successful implementation of the writeshop was facilitated by meticulous planning, the availability of the Program Support Fund (PSF), and collaboration with key stakeholders. The two-part structure, combining lectures and hands-on workshops, ensured comprehensive coverage of ALS WLL development. Active participation of ALS teachers in reviewing CO modules and applying them to the WLL template demonstrated immediate engagement and application of knowledge. The presentation of drafted WLLs by selected participants showcased a practical understanding of the principles covered. Careful planning, consultation with the CID Chief, and financial support through the PSF enabled the smooth execution of the writeshop. The anticipated Phase 2, focusing on the Revision and Finalization of ALS WLLs in 2024, demonstrates a commitment to continuous improvement and refinement based on lessons learned from this initial phase. Overall, the writeshop serves as a strategic initiative in providing ALS educators with the necessary tools to deliver effective and learner-centric instruction within the division.

The successful implementation of the writeshop was facilitated by meticulous planning, the availability of the Program Support Fund (PSF), and collaboration with key stakeholders. The two-part structure, combining lectures and hands-on workshops, ensured comprehensive coverage of ALS WLL development. Active participation of ALS teachers in reviewing CO modules and

Schools Division Office Key Result Area No.: 3

Program/Project: **KALINGA - Navigating New Horizons: ALS Senior High School Orientation**

Alignment with MATATAG Agenda:

- **TA**ke steps to accelerate delivery of basic education facilities and services.

The KALINGA program, specifically the "Navigating New Horizons: ALS Senior High School Orientation," serves as a pivotal initiative within the Schools Division Office's Key Result Area of Curriculum Implementation. This program aligns directly with the MATATAG Agenda's imperative to "TAke steps to accelerate delivery of basic education facilities and services." The orientation is designed to address the unique needs and challenges of the Alternative Learning System (ALS) Senior High School, emphasizing the importance of timely and quality support for basic needs, expansion of program implementation through partnerships, and continuous support for educational materials.

The orientation achieved full participation, with forty-five (45) School Heads or their representatives attending, representing 100% attendance. This high level of engagement demonstrates the commitment of school leaders to the ALS Senior High School orientation, showcasing the program's relevance and importance.

The orientation covered essential topics such as ALS Senior High School updates, presentations of best practices from schools successfully implementing ALS Senior High School, and procedures for establishing ALS Senior High School. The anticipated output of the orientation is the increased number of schools implementing ALS Senior High School, with the goal of surpassing the existing eleven (11) schools. The release of the Program Support Fund (PSF) dedicated to ALS Senior High School contributed to the successful execution of the orientation.



The successful implementation of the ALS Senior High School orientation was facilitated through strategic initiatives and best practices. The utilization of the Program Support Fund (PSF) earmarked for ALS Senior High School ensured financial support for the activity. The teamwork and proper coordination between the proponent and school heads implementing ALS Senior High School, along with the sharing of best practices, contributed to the success of the orientation. The cooperation of all involved stakeholders further strengthened the impact of the activity. Notably, the expression of intent from seven (7) school heads to implement ALS Senior High School for the upcoming school year demonstrates a quick win and tangible progress toward program expansion. Continuous advocacy, frequent communication with school heads, and defining clear policies on ALS Senior High School implementation emerged as valuable lessons learned, paving the way for sustained growth and engagement in the future.

Schools Division Office Key Result Area No.: 3

Program/Project: **HI-TEACH: Division Live-Out Training Workshop on Instructional Supervision for School Heads**

Alignment with MATATAG Agenda:

- Give support to teachers to teach better

The HI-TEACH program, specifically the "Division Live-Out Training Workshop on Instructional Supervision for School Heads," stands as a crucial initiative within the Schools Division Office's Key Result Area of Curriculum Implementation. This program aligns seamlessly with the MATATAG Agenda's core principle of "Give support to teachers to teach better." The training workshop addresses identified shortcomings in providing technical assistance to teachers, particularly with the introduction of the RPMS-PPST, by enhancing school heads' knowledge of instructional supervision and equipping them with the necessary skills to offer effective feedback.

All expected attendees actively participated in the in-person training workshop, achieving 100% attendance. This high level of engagement underscores the commitment of the participants and the significance of the training in addressing the identified breaches in instructional supervision.

The training workshop, conducted at Tanza Oasis Hotel and Resort from April 25-28, 2023, achieved multiple outcomes. Participants enhanced their knowledge of instructional supervision, identified key points for providing technical assistance, and engaged in simulated conduct to offer feedback aligned with the RPMS-PPST teaching standards. Additionally, all participants crafted an Instructional Supervisory Plan focused on Domain 3 (Focusing on Teaching and Learning), providing concrete strategies and activities for effective technical assistance.



The success of the training workshop was facilitated by strategic initiatives and best practices. The in-person format at Tanza Oasis Hotel and Resort provided a conducive environment for immersive learning and collaboration. The active participation of all attendees in simulated conduct and the crafting of an Instructional Supervisory Plan demonstrated immediate application and comprehension of the training content. The group discussion allowed for the sharing of experiences, strategies, and best practices, fostering a collaborative learning environment. The agreement to align instructional supervision with the RPMS cycle and focus on teachers' identified development needs emerged as a best practice. This approach ensures a comprehensive and tailored approach to providing effective technical assistance. The lessons learned from this workshop include the importance of continuous observation, the value of strategic planning in instructional supervision, and the need for ongoing professional development for school heads to enhance their support for

teachers. Overall, the training workshop serves as a crucial step toward improving instructional supervision practices within the division.

Schools Division Office Key Result Area No.: 3

Program/Project: **HI-TEACH - Virtual Upskilling of Learning Leaders on the Implementation of Contextualization, Indigenization and Enrichment of the Curriculum**

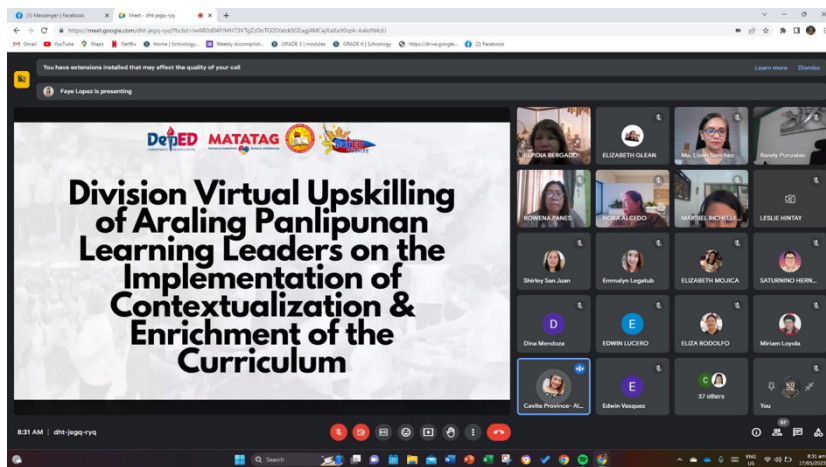
Alignment with MATATAG Agenda:

- **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens
- **GI**ve support to teachers to teach better

The HI-TEACH program, specifically the "Virtual Upskilling of Learning Leaders on the Implementation of Contextualization, Indigenization, and Enrichment of the Curriculum," stands as a pivotal initiative within the Schools Division Office's Key Result Area of Curriculum Implementation. This program aligns seamlessly with the MATATAG Agenda's dual focus of "Make the curriculum relevant to produce competent and job-ready, active, and responsible citizens" and "Give support to teachers to teach better." The virtual upskilling program aims to equip learning leaders with advanced competencies in contextualization, indigenization, and curriculum enrichment.

The virtual upskilling program achieved a 100% completion rate, with all 60 trained individuals successfully completing the training. The program's attendees comprised 12 male and 48 female teaching-related and non-teaching personnel, including school heads and head teachers specializing in Araling Panlipunan from various schools in Cavite province.

The project yielded impactful outputs, transforming educational approaches and enhancing the competencies of learning leaders. Participants developed finely crafted curriculum frameworks reflecting local contexts, fostering culturally responsive educational experiences. The initiative generated a repository of educational materials and resources, empowering learning leaders to seamlessly integrate indigenous perspectives, enriching the curriculum and contributing to a more dynamic, culturally sensitive educational landscape. These outputs collectively promote inclusive learning environments that resonate with diverse student populations.



The success of the virtual upskilling program can be attributed to effective strategies and best practices. The inclusion of both teaching-related and non-teaching personnel, such as school heads and head teachers, ensured a holistic approach to curriculum development. The completion rate of 100% reflects the commitment and engagement of the participants. The emphasis on crafting monitoring tools and utilizing the REACT strategy in creating and evaluating lesson plans showcases practical application and assessment of acquired knowledge and skills. The continuous efforts of DepEd Cavite Province to guide learning leaders in promoting cultural preservation, unity in diversity, and addressing regional and sectoral needs underscore the program's alignment with broader educational goals outlined in the Philippine Constitution. This program serves as a model for ongoing professional development, emphasizing the importance of contextualization, indigenization, and curriculum enrichment in fostering a relevant and inclusive education for all students.

Schools Division Office Key Result Area No.: 3

Program/Project: **I-LIKHA: Virtual Training-Writershop on Local History**

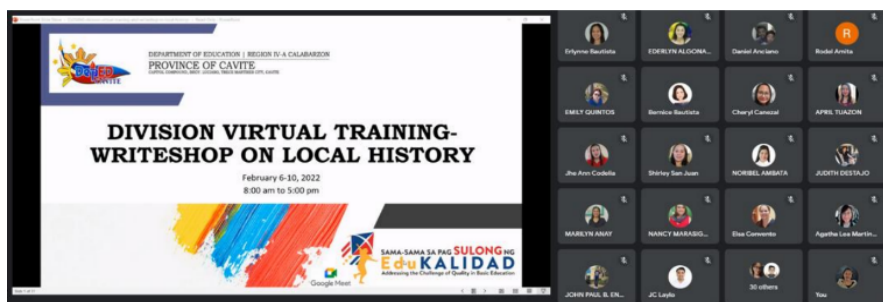
Alignment with MATATAG Agenda:

- **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens
- **GI**ve support to teachers to teach better

The I-LIKHA program, particularly the "Virtual Training-Writershop on Local History," plays a pivotal role in the Schools Division Office's Key Result Area of Curriculum Implementation. Aligned with the MATATAG Agenda's principles of "MAKE the curriculum relevant to produce competent and job-ready, active, and responsible citizens" and "Give support to teachers to teach better," this program addresses the challenge of diminishing appreciation for history among today's learners. It seeks to enhance the skills and efficiency of history teachers in teaching local history by providing a virtual training-writershop.

The program achieved a commendable 100% participation rate, successfully capacitating 60 teachers. The participants included 20 male and 18 female individuals, encompassing teaching-related and non-teaching personnel, including school heads and head teachers specializing in Araling Panlipunan from diverse schools in the province of Cavite.

The virtual training-writershop facilitated the collaborative gathering of information by teacher-writers on the municipalities assigned to them. The program's culmination involved the presentation of the local history of each municipality and city in the province of Cavite, showcasing the collective efforts of the teacher-writers. This collaborative approach not only developed the writing skills of the participants but also produced valuable written outputs about the local history of Cavite's municipalities and cities.



The success of the program can be attributed to several effective strategies and best practices. The virtual format allowed for broader participation, overcoming geographical constraints. The inclusion of teaching-related and non-teaching personnel, school heads, and head teachers contributed to a holistic perspective. The collaborative approach of gathering information and the subsequent presentation of local history fostered a sense of shared responsibility and appreciation among the teacher-writers. The program's focus on orienting teacher-writers to local history not only enhanced their skills but also instilled a deep appreciation

and respect for the rich historical heritage of Cavite. As a result, the written outputs produced by the teacher-writers can serve as valuable learning resources in teaching Araling Panlipunan and Social Sciences, ensuring the transfer of this newfound appreciation to the learners. This program serves as a model for promoting local history education and fostering a sense of cultural identity among educators and students alike.

Schools Division Office Key Result Area No.: 3

Program/Project: **POWER IT UP: 2023 Learners' Academic Camp**

Alignment with MATATAG Agenda:

- **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens
- **GI**ve support to teachers to teach better

The Division Learners' Academic Camp, in strict adherence to DepEd's established criteria, represents a meticulously curated educational initiative aimed at enhancing both academic and personal growth among students. This program employs competency-based activities across all subject areas, strategically addressing gaps and losses identified in learners across various key stages.

This program has proven to be a resounding success, benefiting a total of 671 individuals. This includes 319 elementary school pupils, 292 students, 188 teachers, and 60 members of the technical working group, showcasing a comprehensive impact on various stakeholders within the educational community.

Aligned seamlessly with the principles and objectives outlined in DO no. 14, s. 2023, the Division Learners' Academic Camp prioritizes holistic education, character development, and life skills. Beyond conventional activities, the camp provides an enriching and inclusive learning environment, serving as a model for educational programs fostering the thriving of Batang Kabitenyo in the 21st century while adhering to DepEd's mandates. Participants actively engage in a holistic experience, demonstrating coping strategies, adaptability to challenges, and cultivating essential skills for lifelong physical activity.



The Division Learning Camp's success can be attributed to its well-designed camp-like atmosphere and engaging, fun-filled activities. The division intelligently organized participants into clusters, with each

district within a cluster consisting of 16 learner-campers and four teacher-campers. Simultaneous activities conducted by dedicated technical teams were tailored to develop self-confidence, provide leadership opportunities, foster positive interactions, and instill skills conducive to lifelong physical activity. The individualized camp programs immersed participants in a transformative experience, not only enhancing self-confidence but also imparting valuable knowledge. The program stands as a testament to effective educational strategies that go beyond the traditional, offering a blueprint for future initiatives.

Schools Division Office Key Result Area No.: 3

Program/Project: **I-LIKHA: Division Workshop on Local History Phase II**

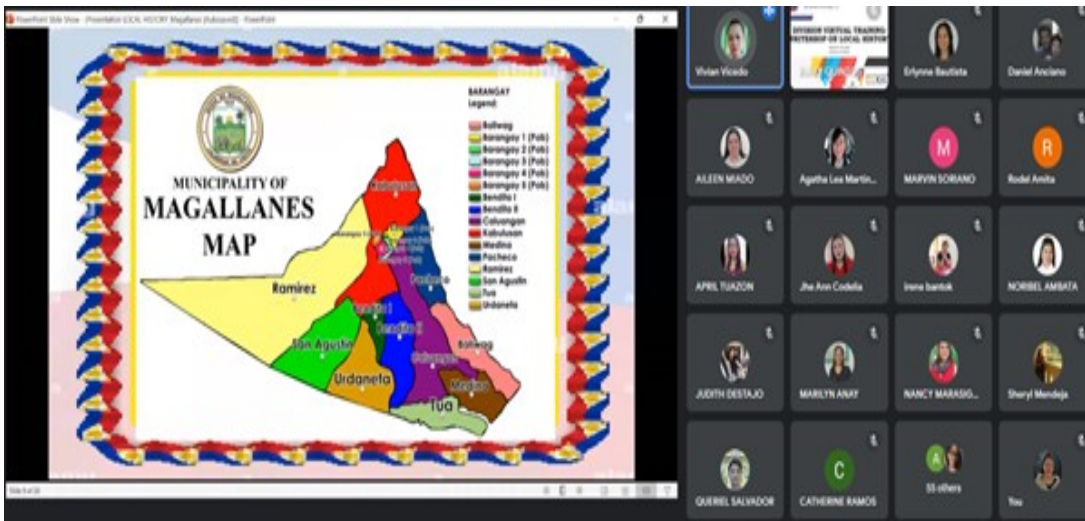
Alignment with MATATAG Agenda:

- **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens; and
- **G**ive support to teachers to teach better

The I-LIKHA: Division Workshop on Local History Phase II, undertaken by the Schools Division Office as part of its Curriculum Implementation Key Result Area, embodies a commitment to making the curriculum relevant and providing crucial support to teachers. This workshop is meticulously designed to strengthen the role of local history in the teaching and learning process, enhancing participants' writing skills and deepening their understanding of local people, culture, landscape, and history.

This Division Workshop on Local History achieved an impressive 100% completion rate, with 40 teaching personnel and 10 teaching-related personnel from various schools in Cavite province successfully participating in the program.

The workshop successfully capacitated teachers with the knowledge and skills to generate interest in historical and cultural heritage. It encouraged educators to integrate local history into their lessons, fostering awareness and appreciation for the local historical context and the conservation of major historic sites. A noteworthy output of the workshop is the creation of comics specifically designed for key stage 1 students, contributing to a more engaging and enjoyable learning experience.



The innovative approach of incorporating comics into the curriculum for key stage 1 students emerged as a quick win and best practice. This creative method not only made learning fun and engaging but also served as a valuable tool for educators to seamlessly integrate

history into every lesson. The commitment to infuse creativity into education underscores the importance of dynamic and inclusive pedagogical approaches. This workshop's success serves as a catalyst for promoting an effective, engaging, and relatable exploration of local history for students in their formative years.

Schools Division Office Key Result Area No.: 3

Program/Project: **HI-TEACH: Division of Upskilling of Supervisors on PPSS and Standards for ALS Specialists**

Alignment with MATATAG Agenda:

- Give support to teachers to teach better

The HI-TEACH program, specifically the Division of Upskilling of Supervisors on PPSS and Standards for ALS Specialists, serves as a catalyst for national-level educational enhancement, aligning with NEAP's mission to strengthen schooling. This initiative focuses on providing professional development activities for various educational leaders, including head teachers, principals, supervisors, assistant school superintendents, superintendents, assistant regional directors, and regional directors.

Remarkably, the program achieved a 100% completion rate, with all registered participants successfully completing the training. The diverse group included seven male and fifty-four female staff members, highlighting the inclusivity of the initiative.

The program's objectives revolve around three pivotal aspects: acquiring knowledge on the diverse domains outlined in the Philippine Professional Standards for Supervisors (PPSS), fostering an appreciation for these established standards, and guiding participants in designing comprehensive work plans for the attainment and maintenance of these standards. The outputs manifest in a cadre of supervisors equipped with a nuanced understanding of the multifaceted domains within PPSS, poised to enhance decision-making and leadership capabilities. The program instills a genuine appreciation for the importance of professional standards, cultivating a culture of commitment to quality in educational leadership. The practical application of this knowledge is reflected in the third objective, wherein supervisors design strategic work plans contributing to the attainment of the set standards.

The program envisions empowered and proactive supervisors playing a pivotal role in elevating the overall quality and effectiveness of the education system. The initiative aligns with ongoing efforts in the Philippines to establish a robust professional development system for educators, emphasizing the importance of standards for teachers, school heads, and supervisors within the NEAP framework. This holistic approach seeks to create a positive impact on education, ensuring that standards are integrated into professional development, and leaders actively contribute to the enhancement of the education system.

Schools Division Office Key Result Area No.: 3

Program/Project: **HI-TEACH: Orientation Program on the Implementation of Alternative Delivery Mode (ADM): An Input for School Implementation Plan in ADM**

Alignment with MATATAG Agenda:

- **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens
- **G**ive support to teachers to teach better

The Schools Division Office's key result area in Curriculum Implementation is manifested through the HI-TEACH program, specifically the Orientation Program on the Implementation of Alternative Delivery Mode (ADM). The primary objective of this initiative is to empower school administrators and educators with the requisite knowledge and tools for the seamless integration of ADM into their school implementation plans. Aligned with the MATATAG Agenda, the program seeks to make the curriculum relevant, producing competent and job-ready citizens, while simultaneously providing support to teachers to enhance their instructional capabilities.

The in-person orientation program, conducted at Tanza Oasis Hotel and Resort, Tanza, Cavite, from November 21-23, 2023, achieved a notable milestone with 100% participation from the expected attendees. Further, all participants successfully presented implementation plans for various areas of ADM, including Home Schooling Implementation, MISOSA, IMPACT, Open High School, Farm School, and School Initiated Intervention.

The orientation program facilitated a comprehensive understanding of the different components of ADM and their guidelines. Attendees, comprising educational leaders and school heads, were equipped with the necessary skills for implementing ADM in school programs, considering the diverse conditions of learners. The output of the program included the presentation and critiquing of proposed school ADM implementations, ensuring alignment with learners' gender, needs, strengths, interests, experiences, and disabilities.

The success of the orientation program can be attributed to the strategic use of various components, including informative sessions by diverse speakers, open forums for clarification, and group activities such as SWOT analysis. The quick wins and lessons learned by participants encompassed a nuanced understanding of ADM, practical skills in strategic planning, and inspiration for incorporating ADM into their respective educational settings. The presentations from five schools, Tanza National Trade School, Munting Ilog NHS, General Mariano Alvarez Technological High School, Ternate Integrated National High School, and Naic Integrated National High School, provided valuable insights into ADM implementation challenges and success stories. The open forum and group activities ensured an inclusive learning environment, fostering a collective commitment to the successful integration of alternative delivery modes in the educational landscape.

Schools Division Office Key Result Area No.: 3

Program/Project: **Program AGAP - Unified Quarterly Assessments in All Learning Areas - Elementary Level**

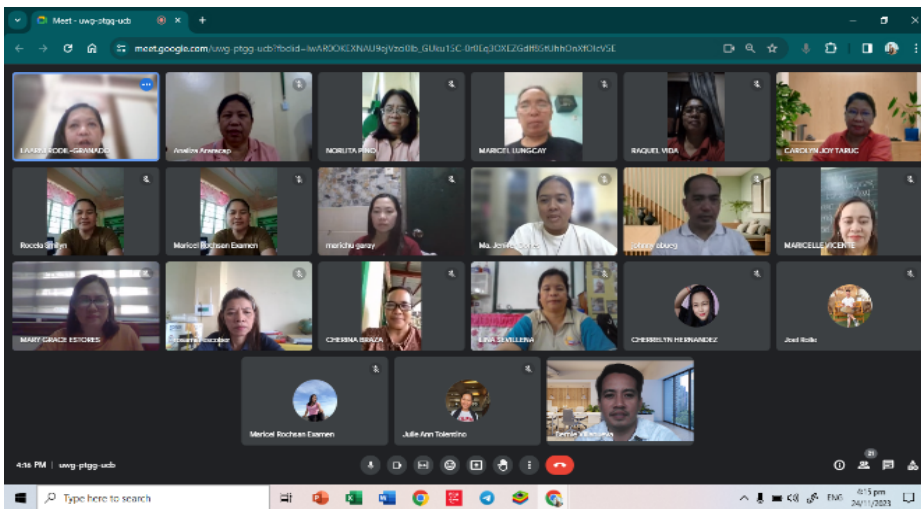
Alignment with MATATAG Agenda:

- **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens
- **G**ive support to teachers to teach better.

The Schools Division Office, within the framework of Curriculum Implementation, has instituted Program AGAP, an initiative focused on the implementation of Unified Quarterly Assessments across all learning areas at the elementary level. This program aligns directly with the MATATAG Agenda, emphasizing the imperative to make the curriculum relevant for the production of competent, job-ready, active, and responsible citizens, while concurrently providing vital support to teachers for more effective pedagogical delivery.

In compliance with DepEd Order No.22, s. 2023, and DepEd Order No. 8, s. 2015, the Curriculum Implementation Division (CID) of SDO Cavite Province has successfully issued comprehensive Guidelines on the Conduct of Quarterly Examinations for the School Year 2023-2024. This initiative is designed to ensure the proper administration of Quarterly Examinations in schools and has resulted in the meticulous construction and implementation of 107 tests across various grade levels and learning areas.

The Quarterly Assessment (QA), as a vital component of Summative Assessment, serves to measure student learning at the conclusion of each quarter. Given in the form of objective tests, performance-based assessments, or a combination thereof, the QA synthesizes the learning skills, concepts, and values acquired throughout the quarter. This standardized approach is extended to Special Programs within the Division, ensuring a consistent evaluative process. Sufficient and appropriate instructional interventions are emphasized to prepare learners adequately before summative assessments, providing evidence for teachers to articulate students' proficiency in meeting prescribed standards/competencies for a given quarter.



The successful implementation of the Unified Quarterly Assessment was facilitated by a strategic framework. Education Program Supervisors (EPS) engaged in Focus Group Discussions (FGD) to prepare for the orientation and writeshop. Simultaneous orientations of writers/validators were conducted using uniform PowerPoint presentations and templates. A structured timeline, a buddy system

among writers and validators per grade level per learning area, and regular monitoring by EPS ensured a cohesive and synchronized approach. Open communication channels, including group chats and reminders, played a pivotal role in coordinating efforts. Quick wins were achieved through the timely delivery of outputs. Key lessons learned underscore the significance of open communication and proper guidance in achieving the goal of a unified quarterly examination for division-wide application.

Table 6. Number of Tests Constructed per Grade Level

Learning Area	Grade Level	Number of Tests Constructed per Grade Level		
		First Quarter	Second Quarter	Total
English	Grade 2-6	5	5	10
Science	Grade 3-6	4	4	8
Math	Grade 1-6	6	6	12
Filipino	Gr 2-6 (Q1) Gr 1-6 (Q1)	5	6	11
MTB	Grade 1-3	3	3	6
AP	Grade 1-6	6	6	12
EsP	Grade 1-6	6	6	12
MAPEH	Grade 1-6	6	6	12
EPP/TLE • HE • Agri • IE • ICT	Grade 4-6 (Four sub-components per Grade level)	12	12	24
Total	-	53	54	107



Schools Division Office Key Result Area No.: 3

Program/Project: **AGAP - Division Writeshop on Applying SOLO Framework in the Redevelopment of Pre and Post Tests (CBEA) in Mathematics**

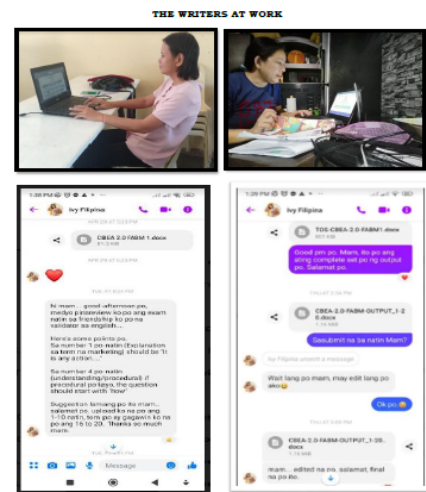
Alignment with MATATAG Agenda:

- **TA**ke steps to accelerate delivery of basic education facilities and services
- **GI**ve support to teachers to teach better.

Within the framework of Curriculum Implementation, the Schools Division Office (SDO) Cavite has initiated the AGAP program, specifically focusing on the "Division Writeshop on Applying SOLO Framework in the Redevelopment of Pre and Post Tests (CBEA) in Mathematics." This program is meticulously aligned with the MATATAG Agenda, specifically addressing the imperatives to accelerate the delivery of basic education facilities and services, while concurrently providing crucial support to enhance teaching proficiency among educators.

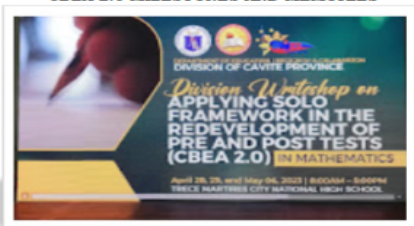
The three-day training, organized by the Curriculum Implementation Division (CID) on April 28 at Trece Martires City NHS Multipurpose Hall, supplemented by virtual asynchronous sessions via Google Classroom on April 29 and May 6, witnessed the successful participation of 100% of the intended participant group, comprising 50 individuals. Each participant, representing various educational levels, underwent comprehensive training in the redevelopment of pre-tests and post-tests in Mathematics, skillfully applying the SOLO Framework.

The primary outcome of the writeshop was the enhanced competence of participants in constructing high-quality assessments in Mathematics. Focused on the application of the SOLO Framework, the program empowered educators to develop teacher-made tests that adhere to rigorous quality standards. Through the capacity-building activities, facilitated by five knowledgeable instructors, participants gained proficiency in creating assessment tools in Mathematics using the SOLO Framework. The program's design incorporated interactive sessions, discussions, open forums, and a hands-on writeshop, ensuring a comprehensive understanding and application of the acquired knowledge. Outputs generated by participants underwent a meticulous validation process to guarantee accuracy and effectiveness.



MOV's of the work-from-home accomplishments of the CBEA 2.0 writeshop

APRIL 28, 2023 (DAY 1)
CBEA 2.0 MILESTONES AND MEMORIES



THE REGISTRATION COMMITTEE



Participants were queuing to register during the seminar-writeshop held at Trece Martires City National High School.

To ensure the success of the program, key strategies were employed, including the integration of virtual asynchronous sessions for flexibility, a participant-centric approach with active involvement in writeshop activities, and validation procedures to maintain assessment accuracy. Quick wins were achieved as participants successfully generated pre-tests and post-tests in Mathematics applicable across the entire division, spanning from elementary to secondary levels. The lessons learned emphasize the efficacy of a comprehensive and participatory training approach, yielding tangible outcomes in the form of enhanced educator competence and the creation of quality assessment tools.

Schools Division Office Key Result Area No.: 3

Program/Project: **AGAP: Division Training-Workshop of New AGAP System for District LOA Coordinators**

Alignment with MATATAG Agenda:

- **TA**ke steps to accelerate delivery of basic education facilities and services
- **GI**ve support to teachers to teach better

Under the umbrella of Curriculum Implementation, the Schools Division Office (SDO) Cavite has initiated the AGAP program, with a specific focus on the "Division Training-Workshop of New AGAP System for District LOA Coordinators." This endeavor is intricately aligned with the MATATAG Agenda, underscoring the necessity to accelerate the delivery of basic education facilities and services, coupled with the commitment to provide support to teachers for more effective pedagogy.

With reference to DepEd Order No. 8 s. 2015 and DepEd Order No. 34 s. 2022, SDO Cavite, through the Curriculum Implementation Division (CID), successfully conducted a two-day live-in training event on February 7-8, 2023. This training, titled "Division Training-Workshop of New AGAP System for District LOA Coordinators," garnered full participation, with all 25 intended participants successfully completing the program. Each participant was equipped with essential skills and knowledge related to the development and procedures of the New AGAP System.

The training workshop resulted in the enhanced competence of the designated District LOA Coordinators, facilitating the streamlined consolidation of LOA Reports. Participants, having undergone comprehensive training, emerged with technical proficiency in the New AGAP System. This proficiency enables them to generate and interpret accurate reports while effectively consolidating data from all schools within the municipality.



The participants doing hands-on activities and the representatives reporting their output.



The success of the program can be attributed to key strategies, including keynote speakers sharing insights about the New AGAP System, interactive sessions incorporating discussions and open forums, and hands-on activities enabling participants to familiarize themselves with the new system. Quick wins were evident as the implementation of capacity building for district LOA coordinators effectively translated to the successful utilization of the New AGAP System across the entire division, facilitating easy consolidation of reports. Valuable lessons learned underscore the role of the assessment process in enhancing the quality of learning and teaching, emphasizing the importance of systematically collecting and using information to serve a clear purpose. The

AGAP Program's integration of Learning Outcomes Assessment (LOA) reinforced learners' understanding of competencies, ensuring comprehensive curriculum execution through learning outcomes and competency analysis.

Schools Division Office Key Result Area No.: 3

Program/Project: **HI-TEACH: Teachers' Empowerment through Training on Applied Music, Arts, and Physical Education**

Alignment with MATATAG Agenda:

- Give support to teachers to teach better

Under the aegis of the Curriculum Implementation Division (CID), the Schools Division Office (SDO) Cavite, with a specific focus on the MAPEH learning area, orchestrated a one-day training titled "Teachers' Empowerment through Training on Applied Music, Arts, and Physical Education." The face-to-face seminar, held on February 10, 2023, at the Cayetano Hall, Bulihan Integrated National High School in Silang Cavite, aimed to empower educators in the realm of performing arts. The objectives centered on capacitating participants to create and present a comprehensive choral rehearsal plan, demonstrate proficiency in basic stagecraft, and showcase understanding by presenting a project highlighting local cultural traditions.

The training program achieved full participation, with 100% of the intended participant group, comprised of 22 individuals, successfully completing the program. Each participant underwent training in the rudiments of performing arts, with a particular emphasis on organizing and managing a successful school choral ensemble, theater production, and the appreciation of local cultural heritage.

Participants, as a result of their involvement in the program, were capacitated to create a work plan for an open exhibit and stage performances that highlighted their local cultural heritage. This proficiency in the performing arts was evident in the participants' ability to generate projects showcasing their understanding of cultural traditions.

In achieving the program's objectives, several strategies and activities were instrumental. An interdisciplinary approach and collaboration were encouraged, fostering linkages among various disciplines, thereby promoting a comprehensive approach. Emphasis on passion, focus, and preparation instilled the importance of dedication, goal-setting, and meticulous planning. Student involvement and performance, exemplified by the "Bantayog" performance by Bulihan's SPA students, showcased how active student engagement can flourish within the program. Based on participant feedback and insights, identified best practices include bi-monthly interdisciplinary collaboration workshops, the establishment of passion-driven goal-setting guides, and the implementation of a quarterly performance series involving student-teacher collaborative projects. These quick wins aim to facilitate ongoing collaboration, passion-driven teaching approaches, and meaningful student involvement in the arts, providing tangible steps for implementation.

Schools Division Office Key Result Area No.: 3

Program/Project: **HI-TEACH: Cavite Conference of Learning Leaders**

Alignment with MATATAG Agenda:

- **MA**ke the curriculum relevant to produce competent, job-ready, active, and responsible citizens
- **GI**ve support to teachers to teach better

The initiative under consideration is the "HI-TEACH" program, executed by the Schools Division Office under the Key Result Area of Curriculum Implementation. Aligned with the MATATAG Agenda, this program endeavors to render the curriculum more relevant, thereby fostering the development of competent, job-ready, active, and responsible citizens. In tandem, it strives to provide substantial support to educators, augmenting their pedagogical capacities for more effective teaching.

The "Cavite Conference of Learning Leaders" training, a pivotal component of the HI-TEACH program, aimed to achieve specific objectives, with a focus on leadership styles, strategic task delivery, and the formulation of a work plan for the 2023 Science program. The training saw active participation from 100% of the targeted sixty (60) teaching-related attendees, attesting to the successful completion of the program.

The training encompassed a seminar and a workshop, predominantly emphasizing the seminar. Various leadership styles were explored, including authoritarian, democratic, laissez-faire, and transformational approaches. Life and leadership lessons were shared, and comprehensive discussions addressed efficient committee management and program execution. The workshop culminated in the tangible output of 2023 Science program work plans, showcasing enhanced leadership skills and heightened competence among science learning leaders.

The conceptualization and execution of the "Cavite Conference of Learning Leaders" stemmed from the recognized necessity to fortify the leadership proficiency of science learning leaders. Supported by the Division of Cavite, the program received comprehensive funding for its successful implementation. Collaborative efforts among key units, meticulous consultations, and careful coordination facilitated the training workshop, conducted over multiple sessions. The tangible outcomes, exemplified by the submitted Science 2023 Work plans, underscore the success of the program. Post-event debriefing remains integral, serving to evaluate smooth proceedings, identify challenges, and implement necessary adjustments for future endeavors.

Schools Division Office Key Result Area No.: 3

Program/Project: **HI-TEACH, POWER IT UP, and SALIK SURI: Seminar Workshop on Writing Scientific Paper cum Scientific Review of SIP and LIKHA Entries for the Division Science and Technology Fair 2023**

Alignment with MATATAG Agenda:

- **MA**ke the curriculum relevant to produce competent, job-ready, active, and responsible citizens
- **TA**ke steps to accelerate delivery of basic education facilities and services
- **GI**ve support to teachers to teach better.

Under the Curriculum Implementation Key Result Area, the Schools Division Office has undertaken the HI-TEACH, POWER IT UP, and SALIK SURI programs/projects. Aligned with the MATATAG Agenda, these initiatives collectively aim to make the curriculum more relevant, produce competent, job-ready citizens, accelerate the delivery of basic education facilities and services, and provide enhanced support to educators for improved teaching.

The training workshop, titled "Seminar Workshop on Writing Scientific Paper cum Scientific Review of SIP and LIKHA Entries for the Division Science and Technology Fair 2023," witnessed active participation from sixteen (16) Science teaching and teaching-related personnel. This constituted the entire intended audience for the event, and all attendees successfully completed the activities scheduled over the 5-day program, adhering to the rule of no class disruption.

The seminar workshop conducted on May 19-21 and June 03-04, 2023, achieved its objectives, which included discussing the latest guidelines for writing scientific papers, conducting a Scientific Review of SIP and LIKHA Entries, ensuring compliance with DepEd guidelines, and selecting entries eligible for oral defense during the Division Science and Technology Fair 2023. The workshop facilitated collaborative learning, enriching evaluators' capabilities and contributing to the continuous improvement of scientific research and project evaluation.

Recognizing the imperative to bolster support for Science research evaluators, the Science Education Program Supervisor (Science EPS) spearheaded the "Seminar Workshop on Writing Scientific Paper cum Scientific Review of SIP and LIKHA Entries for the Division Science and Technology Fair 2023." The successful execution of the workshop, held at Tanza Oasis Hotel, Capipisa, Tanza, Cavite, was made possible through extensive support and funding from the Division of Cavite.

Utilizing various teaching aids and meticulous coordination with key units, the workshop enhanced evaluators' capabilities and contributed to ongoing improvements in scientific research and project evaluation. A post-event debriefing session remains integral, providing an opportunity to evaluate the program's success, identify challenges, and implement necessary adjustments for future initiatives.

Schools Division Office Key Result Area No.: 3

Program/Project: **POWER IT UP (Science)**

Alignment with MATATAG Agenda:

- **MA**ke the curriculum relevant to produce competent, job-ready, active, and responsible citizens
- **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment

The POWER IT UP program, within the Curriculum Implementation Key Result Area, is designed to align with the MATATAG Agenda, specifically addressing the imperative to make the curriculum relevant for the production of competent, job-ready, active, and responsible citizens. Furthermore, the program emphasizes the care of learners by promoting learner well-being, inclusive education, and fostering a positive learning environment.

The STEM Processes and Practices Exhibition, a notable category within the NFOT events of STEMAZING, stands as a manifestation of the POWER IT UP program's objectives. This exhibition actively engaged student representatives from various schools in Cavite, with each school trio consisting of students from both junior and senior high school levels. The intentional inclusion of students across academic stages not only enriched the event but also highlighted the commitment to fostering a collaborative and diverse learning environment.

The STEM Processes and Practices Exhibition provided a platform for student-participants to apply critical thinking skills in science and mathematics to address problems of local, national, and global significance. The activity served as a catalyst for students' development as problem solvers, guiding them to tackle social, scientific, and environmental issues through the application of 21st-century skills. Participants presented both oral and written proposed solutions, emphasizing the Performance Standards and the acquisition of scientific and technological information to innovate and create products beneficial to the community or country.

The success of the STEM Processes and Practices Exhibition can be attributed to efficient strategies employed for its execution. The exhibition focused on concise showcases with proposal writing and One-Minute Presentations, addressing real-world problems within a 3-hour timeframe. Adherence to strict guidelines ensured fairness, while structured evaluations included pre-assessment and timed presentations. Quick wins were achieved through efficient resource utilization, and lessons learned emphasized the importance of clear communication and adherence to guidelines, informing future improvements for similar initiatives within the POWER IT UP program.

Schools Division Office Key Result Area No.: 3

Program/Project: **HI-TEACH/POWER IT UP/SALIK SURI: Tuklas and Innovation Expo**

Alignment with MATATAG Agenda:

- **MA**ke the curriculum relevant to produce competent, job-ready, active, and responsible citizens
- **TA**ke steps to accelerate delivery of basic education facilities and services
- **GI**ve support to teachers to teach better

The HI-TEACH, POWER IT UP, and SALIK SURI programs/projects, operating under the Curriculum Implementation Key Result Area, align with the MATATAG Agenda by aiming to make the curriculum relevant for the production of competent, job-ready, active, and responsible citizens. Additionally, they take steps to accelerate the delivery of basic education facilities and services while providing crucial support to teachers for improved teaching.

In consonance with the implementation of SDO Cavite's Special Programs, Projects, and Activities for SY 2023-2024, Team AGHAM organized the Tuklas and Innovation Expo (Division Science and Technology Fair for SY 2023-2024). A blended modality, combining virtual and physical components, characterized the event held from November 04-08, 2023. The Expo featured the active engagement of forty (40) Science teaching and teaching-related personnel, representing the Technical Working Group, Judges, and Screening Committee, constituting the entire intended audience for the event.

The Tuklas and Innovation Expo, orchestrated by the DepEd Cavite Science Team in collaboration with the Curriculum Implementation Division, culminated with the cliniquing of entries from November 8-10, 2023, and the awarding ceremonies on November 24, 2023. Operating under the theme "Rebuilding Resilient Communities: Embracing Science and Technology for a Sustainable Future," the Expo aimed to showcase innovative projects and foster scientific knowledge, reflecting DepEd Cavite's commitment to promoting scientific excellence and technological innovation among students for a sustainable and resilient future.

The execution of the Tuklas and Innovation Expo benefited from strategic approaches, ensuring its successful implementation, quick wins, and valuable lessons. The collaboration between the DepEd Cavite Science Team and the Curriculum Implementation Division showcased meticulous planning and effective strategies. The adoption of a blended modality, combining virtual and physical components, maximized accessibility and engagement. Establishing command posts at strategic locations facilitated seamless operations, exemplified by the streamlined cliniquing of entries and successful awarding ceremonies. These achievements underscored efficient post-event management and highlighted positive outcomes, offering valuable insights for future initiatives within the HI-TEACH, POWER IT UP, and SALIK SURI programs/projects.

Schools Division Office Key Result Area No.: 3

Program/Project: **POWER-IT-UP/HI-TEACH: Division Capacity Building of Grades 7 and 8 English, Science, and Mathematics Teachers on the Implementation of the National Learning Camp**

Alignment with MATATAG Agenda:

- **TA**ke steps to accelerate delivery of basic education facilities and services
- **G**ive support to teachers to teach better

Within the framework of the Curriculum Implementation Key Result Area, the POWER-IT-UP/HI-TEACH program, titled "Division Capacity Building of Grades 7 and 8 English, Science, and Mathematics Teachers on the Implementation of the National Learning Camp," is aligned with the MATATAG Agenda, specifically addressing the imperative to take steps to accelerate the delivery of basic education facilities and services and provide support to teachers for better teaching.

The learning recovery program, initiated as part of the MATATAG: *Bansang Makabata, Batang Makabansa* agenda, responded to the imperative of addressing learning losses, particularly stemming from the challenges posed by the COVID-19 pandemic. This led to the Division Capacity Building program for Grades 7 and 8 English, Science, and Mathematics Teachers on the Implementation of the National Learning Camp. Out of the targeted 722 teacher-participants, the activity saw the successful attendance of all 722, achieving full participation.



The program aimed to orient teacher-participants on the goals, objectives, guidelines, and strategies of the National Learning Camp (NLC) and engage them in benchmarking activities for executing lesson plans related to enhancement, consolidation, and intervention camps. The successful participation of 722 teachers equipped them with the knowledge, technical know-how, motivation, and inspiration needed to craft school-based NLC activities. These activities, implemented during the NLC's four-week learning recovery program, ultimately benefited K to 12 learners across all secondary schools in the division.



The success of the Division Capacity Building program rested on meticulous planning and timing. The participants' responses and actions were positively influenced by their comprehensive preparation – armed with necessary knowledge and skills, and motivated and inspired to tackle novel tasks. The strategic approach of the program, encompassing orientation, benchmarking, and subsequent crafting of school-based NLC activities, emerged as crucial elements ensuring the overall success of the initiative. The Division Capacity Building program stands as a testament to the efficacy of well-planned strategies, timely execution, and participants' motivation in achieving program objectives and fostering enhanced learning outcomes.

Schools Division Office Key Result Area No.: 3

Program/Project: **POWER IT UP - 2023 DIVISION FESTIVAL OF TALENTS**

Alignment with MATATAG Agenda:

- **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment

The POWER IT UP program, specifically the "2023 Division Festival of Talents," falls within the ambit of the Curriculum Implementation Key Result Area and aligns with the MATATAG Agenda's commitment to take good care of learners by promoting learner well-being, inclusive education, and fostering a positive learning environment.

In adherence to the Department of Education Memorandum No. 023, s 2023, the Division of Cavite conducted the "2023 Division Festival of Talents (DFOT)," attracting 722 teacher-participants. The festival, themed "Reinforcing 21st Century Learning and Fostering Creative Industries through Talents and Skills Exhibition," aimed to provide opportunities for learners from diverse educational backgrounds to showcase their talents and skills, explore local culture, and foster a platform for strengthening teachers' and learners' knowledge and skill sets.

Various activities were organized for different learning areas, spanning Technology and Livelihood Education, Technical Education, Social Studies, English, Filipino, Special Program in Foreign Language, Madrasah Education Program, Special Needs Education, and Science, Technology, Engineering, and Mathematics (STEM). Each activity adhered to implementing guidelines based on the National Festival of Talents standards.



The winners of the 2023 Division Festival of Talents represented the Division of Cavite Province in the Regional Festival of Talents, National Festival of Talents, and International Competitions, achieving notable success. Notably, 22 learner-participants excelled in the 2023 Regional Festival of Talents, 13 advanced to the National Festival of Talents, and 10 participated in the International Competition - ROBOJAM Asia 2023, with 3 declared champions. This success underscores the positive impact of POWER IT

UP as an Independent Cooperative Learning (ICL) strategy, with continuous support, monitoring, and technical assistance from the Division contributing to the learners' optimal development within and beyond the classroom setup.

Schools Division Office Key Result Area No.: 3

Program/Project: **POWER IT UP: CID Awards and Recognitions**

Alignment with MATATAG Agenda:

- **MA**ke the curriculum relevant to produce competent, job-ready, active, and responsible citizens
- **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment

The POWER IT UP program's "CID Awards and Recognitions" initiative within the Curriculum Implementation Key Result Area aligns with the MATATAG Agenda's commitment to make the curriculum relevant for producing competent, job-ready, active, and responsible citizens. It also reflects the agenda's dedication to taking good care of learners by promoting learner well-being, inclusive education, and fostering a positive learning environment.

As per DepEd Order No. 36, s. 2016, recognizing outstanding student performance, the Curriculum Implementation Division of the Department of Education - Division of Cavite Province, through Chief Elpidia B. Bergado, acknowledged the invaluable contributions of Division of Cavite student achievers. Noteworthy achievements from January to June 2023, encompassing international Mathematics competitions, robotics, arts, literature, chess, and various contests, resulted in an impressive 86.89% success rate.

Outstanding accomplishments included victories in CACHET Philippines National Quizbee, international Mathematics competitions, RoboSports 2023, Nestle Wellness Campus Program, National Robotics and Skill Competition, Araw ng Kagitingan Regional Competition, and many more. Notably, winners represented the Division of Cavite Province in the Regional Festival of Talents, National Festival of Talents, and International Competitions.

The Division's adherence to DepEd Order No. 31, s. 2012, emphasizing a separate period for Independent/Cooperative Learning, laid the groundwork for its banner program, POWER IT UP. This program aims to showcase and maximize students' multiple intelligences, enhance academic performance, foster collaborative and dynamic approaches, and strengthen the Division's delegation to various competitions. The accolades obtained through POWER IT UP competitions indicate the positive impact of its implementation, continuous improvement, and monitoring, serving as a testament to the Division's commitment to fostering a thriving learning environment and realizing the MATATAG Agenda's goals.

KRA 4: Human Resource Management and Development

Schools Division Office Key Result Area No.: 4

Program/Project: **Professional Leadership and Development (ProLEAD)**

Alignment with MATATAG Agenda:

- **T**Ake steps to accelerate the delivery of basic quality education facilities and services
- **G**ive support to teachers to teach better

The ProLEAD initiative, officially titled Professional Leadership and Development, was introduced with the primary goal of enhancing the professional capabilities of teaching, teaching-related, and non-teaching personnel within the educational framework. Aimed at fostering continuous improvement and adaptability in teaching practices, ProLEAD seeks to contribute to the overall advancement of the education sector. It also includes scholarship and training grants intended for personnel.

Through the judicious allocation of Human Resource Training and Development (HRTD) Funds, ProLEAD has achieved significant milestones. A total of 651 teaching personnel and 61 teaching-related personnel underwent comprehensive training facilitated by Division-organized Professional Development Programs. Additionally, the program attained a commendable 100% participation rate from the 333 schools, wherein school Learning Action Cells were conducted to address immediate personnel needs. For 2023, SDO Cavite Province has a total of 147 number of personnel scholars granted by the Central Office and Learning Service Providers. This is per the DepEd Order No. 30, s. 2021 and DepEd Memorandum No. 44, s. 2023 and anchored on the MATATAG agenda: Give support to teachers to teach better.

ProLEAD's impact is discernible through the tangible outputs generated by its participants. With a focus on Higher-Order Thinking Skills Professional Learning Portfolios (HOTS-PLPs) and the Master Teachers Professional Development Program 2.0 (MTPDP 2.0), course completers were obligated to submit their Work Application Plans. Subsequently, a generous six-month implementation period was allocated to execute these plans within their respective work environments to ensure a return on investment and promote job- embedded learning.



development within the education sector.

The successful implementation of ProLEAD was underpinned by meticulous adherence to the Implementation Plan provided by the Central and Regional Offices. Close collaboration with the Curriculum Implementation Division and other integral members of the Program Management Team further facilitated coordination. The provision of Technical Assistance and vigilant monitoring by higher offices played a pivotal role in ensuring that ProLEAD's Program and Project Activities (PPAs) were executed with precision, meeting all predefined objectives. This experience has yielded valuable lessons and identified best practices, serving as a foundation for future endeavors in professional

Schools Division Office Key Result Area No.: 4

Program/Project: **Employee Welfare**

Alignment with MATATAG Agenda:

- **Give support to teachers to teach better**

The Employee Welfare initiative encompasses a multifaceted approach, comprising the A. Rewards and Recognition Program, B. Cloverleaf (Division Holistic Wellness Program), and the C. Gender and Development Program. This comprehensive framework is designed to promote the well-being and professional growth of Division personnel, acknowledging their contributions, fostering holistic wellness, and advancing gender equality.

Within the scope of the Rewards and Recognition Program (A), 12 Division Personnel were honored with notable recognition for their exceptional contributions and commendable performance during the Calendar Year 2023. The outstanding recipients were appropriately recognized with On-the-Spot Awards, which included financial incentives, tokens of gratitude, and certificates of recognition. Although faced with obstacles due to the suspension of HRTD Funds and the postponement of the Basic Education Research Fund timetable (B), the Division has shown its perseverance by effectively executing the Cloverleaf program, which was ingeniously modified as Zumbasala. The project saw Division staff participating in weekly dancing classes at 3 pm, aimed at reducing stress and boosting physical fitness, demonstrating the Division's dedication to well-being. Within the Gender and Development Program (C), the Division demonstrated active involvement during the Women's Month Celebration. This included a variety of advocacy efforts, such as staff wearing purple advocacy shirts, schools incorporating gender sensitivity curriculum, and providing specific GAD Training for underrepresented groups. In addition, the 18-Day Anti-Violence against Women Campaign included promoting the use of certain clothing and providing advocacy umbrellas to all Division workers.



The Employee Welfare Program, which encompasses the Rewards and Recognition Program, Cloverleaf (Division Holistic Wellness Program), and the Gender and Development Program, has produced excellent results in all its many aspects. Within the framework of the Rewards and Recognition Program (A), resulted in the commendable acknowledgment of 18 individuals at the 8th Gawad Patnugot Search in August 2023. One of the recipients in the Outstanding Elementary School Category attained Distinction, highlighting the significant influence of the program. Despite limited financial resources, the Division's effective implementation of Cloverleaf (B) displayed adaptation and ingenuity, highlighting its ongoing dedication to holistic wellbeing. In addition, the Gender and Development Program (C) presented concrete results, including enhanced integration of gender perspectives, heightened consciousness, and more engagement of stakeholders in GAD Advocacies, both inside and beyond



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the Division. Together, these achievements highlight the durability and efficacy of the Employee Welfare effort in cultivating a comprehensive and supportive atmosphere for Division personnel.



The successful execution of all Program and Project Activities (PPAs) under Employee Welfare underscores the meticulous adherence to the HRD Plan, effectively navigating challenges in funding, time constraints, and participation restrictions. Noteworthy strategies included the judicious use of funds for employee welfare, strict adherence to the Time-On-Task Policy, and innovative adaptations in response to evolving circumstances. These experiences provide valuable insights and best practices for future endeavors, reaffirming the Division's commitment to holistic employee well-being amidst dynamic challenges.

8TH GAWAD PATNUGOT Awards

PINAKAMAHAUSAY NA PAMPUBLIKONG PAARALAN SA ELEMENTARYA

SANGAY NG LALAWIGAN NG CAVITE

FELIPE CALDERON ELEMENTARY SCHOOL

Schools Division Office Key Result Area No.: 4
Program/Project: **Cloverleaf Program: Zumbasala**
Alignment with MATATAG Agenda:

- **TA**ke steps to accelerate the delivery of basic quality education facilities and services

The Cloverleaf Program, a comprehensive intervention strategy, encompasses four key components: recognition of at-risk personnel, recollection and retreat, resiliency-building, and reach-out activities. The program is designed to address various facets of well-being among Division personnel.

As part of the ongoing initiatives for 2023, the physical wellness component of the Cloverleaf Program manifested through the implementation of the "3:00 habit of Zumbasala." This activity, conducted once or twice a week by Division personnel, aimed to enhance physical wellness through engaging in at least one Zumba dance routine. Throughout the year, Zumbasala sessions were consistently carried out for a total of 40 weeks, reflecting a sustained commitment to promoting the well-being of Division personnel.



The primary output of the Zumbasala initiative is the improvement of physical wellness among Division personnel. Through weekly Zumba sessions, participants engage in dance routines that contribute to enhancing their overall physical health and well-being. The regularity of these sessions, conducted over 40 weeks, underscores the program's commitment to fostering a culture of physical activity and wellness within the Division.



The success of the Zumbasala initiative lies in its consistent implementation, with sessions conducted once or twice a week throughout the entirety of 2023. This regularity not only establishes a routine for physical activity but also ensures that Division personnel have sustained opportunities to prioritize their physical well-being. The Zumbasala program serves as a model for incorporating enjoyable and accessible physical activities into

the workplace, promoting a culture of health and fitness. The consistent engagement in Zumbasala sessions provides a quick win for the Division's commitment to the physical wellness component of the Cloverleaf Program, emphasizing the importance of incorporating such activities as integral elements of holistic well-being strategies. Lessons learned from the sustained implementation of Zumbasala can inform future initiatives aimed at promoting a healthy and active work environment.

KRA 5: Partnership, Linkages and Special Tasks

Schools Division Office Key Result Area No.: 5

Program/Project: **Project SCORE**

Alignment with MATATAG Agenda:

- **TA**ke steps to accelerate the delivery of basic quality education facilities and service
- **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment

Within the framework of the Schools Division Office's Key Result Area "Support to School Governance and Operations," Project SCORE (Strong and Sustainable Partnership and Linkages; Connection and Communication of Various Federations; Outreach and Outsourcing for Life-Changing Projects; Reinventing Innovations of Significant Programs; and Environmental and Empowerment Endeavors of the Social Mobilization and Networking [SocMob] section) emerges as a flagship program. Aligned with the MATATAG Agenda's directives to accelerate the delivery of basic quality education facilities and services while taking care of learners through the promotion of well-being, inclusive education, and a positive learning environment, Project SCORE is designed to mobilize human and financial resources. Its ultimate goal is to conduct advocacy programs that support and enhance the delivery of basic quality education in SDO Cavite Province and public schools.

Under the stewardship of the SocMob section, Project SCORE has forged partnerships with eight (8) new organizations, supported by Memoranda of Agreement, focusing on initiatives such as classroom constructions, school canteen renovations, reproduction of learning materials, and the development of teaching and non-teaching personnel. Additionally, four (4) sustained partnerships and twenty-nine (29) partners supported through Deeds of Donation and Deeds of Acceptance (DODA) have contributed a total of Php 42,633,130.70 in generated resources. The Adopt-A-School Program has established 12,428 partnerships, generating a donation of Php 93,810,262.66. Major partners, including Security Bank Foundation and Republic Biscuit Corporation, have significantly supported various projects, exemplifying the impactful outcomes of Project SCORE.

Table 7. List of Partners, Projects, Amount of Donation, and Beneficiaries

PARTNERS	PROJECT	AMOUNT OF DONATION	BENEFICIARY
Security Bank Foundation	"Build a School, Build a Nation: The Classrooms Project"	Php 25,450,000.00	Carmona Elementary School
		Php 16,700,000.00	Bagbag National High School
Republic Biscuit Corporation	Dress-Up Your Canteen Project	Php 600,000.00	Tanza National Trade School
		Php 300,000.00	Amaya Elementary School
Republic Biscuit Corporation and Suncrest Foods Incorporated	Activity Worksheets	Php 1,181,617.28	Various elementary schools in SDO

The outputs of Project SCORE are evidenced through the establishment and sustenance of partnerships, resulting in the mobilization of substantial financial resources and the execution of impactful projects. The SocMob section, through Project SCORE, has conducted division-wide activities, including Partnership Appreciation Day, Brigada Eskwela Awarding Ceremony, Division Orientation sessions, and various initiatives to engage stakeholders. Notably, the program has garnered support from major partners like Security Bank Foundation and Republic Biscuit Corporation, facilitating projects such as "Build a School, Build a Nation: The Classrooms Project," "Dress-Up Your Canteen Project," and the distribution of activity worksheets to various elementary schools within SDO Cavite.

Project SCORE's success is attributed to the strategic establishment and sustenance of partnerships, exemplifying a robust SocMob section. Key strategies include the negotiation of Memoranda of Agreement and Deeds of Donation, resulting in significant contributions from partners. Best practices involve meticulous project planning and execution, exemplified by major partnerships supporting specific projects with defined beneficiaries. Quick wins are evident in the substantial financial resources generated, supporting diverse initiatives. Lessons learned underscore the importance of ongoing engagement and transparent communication with partners, ensuring sustained support and successful implementation of projects. Overall, Project SCORE stands as a testament to the Schools Division Office's commitment to supporting school governance and operations in alignment with the MATATAG Agenda's overarching objectives.



The Division Brigada Eskwela Implementation from August 1-31, 2023 generated a total amount of Php 43,137,777.57 and 187,917 volunteers aside from the provision from the Provincial Government of Cavite amounting to Php 5,000,000.00 used for the materials to be used in cleaning and repainting and Php 111,600.00 from the Local Government of Alfonso used for the Division Kick-Off Ceremony. Moreover, SDO Cavite Province generated a total amount of Php 287,500.00 during the Brigada Kick-Off for the target school beneficiaries: Pajo Elementary School and Taywanak National High School.



From Partnership Appreciation Day to the Teachers' Wellness Program with emphasis on the Division Brigada Eskwela Implementation, proper planning and coordination with the significant people involved from public and private communities, organizing, and selecting the best manpower to perform vital tasks were the primary strategies used for the smooth flow of every SocMob-conducted advocacy project and activity.

Headed by the Top Management, information dissemination using DepEd Tayo Cavite Province Facebook page was used to have a widespread campaign for the annual advocacy for volunteerism towards school readiness for the opening of classes. Systems and procedures,

progress reporting through periodic meetings, monitoring of the planning team, and designing of contingency plans were used to ensure the successful implementation of the projects and activities.



Post-evaluation was conducted for every finished activity for the improvement of its implementation for the next calendar year. Evaluation reports from the SMME section with quantitative and qualitative results from the participants served as validation of what went good and what went wrong which will lead to the betterment of the next conduct of the activities. Most importantly, with the guidance of the Top Management, all throughout the organization of advocacy projects and activities of Social Mobilization and Networking

section, the active involvement and contribution of LGU, partner agencies, non-civic organizations and individuals, parents, and other people in the educational community is the key element towards the success of Project SCORE.