

Major Programs, Projects, and Activities and Contributions to Office Mandate/Goals

The **Division-Wide Seed Exchange Program** is a division-initiated project of the Youth Formation Section which aims to help the 27 Integrated School Nutrition Model (ISNM) recognized Lighthouse Schools in sustaining the implementation of their Gulayan sa Paaralan Program (GPP) by providing them access to different varieties of vegetables. This activity specifically aims to (a) strengthen the sustainability and Implementation of GPP in all established ISNM Lighthouse Schools; (b) enhance garden productivity and functionality; (c) improve year-round availability of diverse vegetables; and (d) promote vegetable production to sustain supplementary feeding in schools.

The program was successfully conducted on July 6, 2022 in Indang Central Elementary School and the participants are completely satisfied with an overall satisfaction ratio of 4% out of 4%. Twenty-seven out of twenty-seven (27 out of 27) recognized ISNM Lighthouse Schools in SDO Cavite Province joined in the activity.

Virtual preparatory meetings, orientations, and surveys regarding profiling and availability of vegetables in 27 Lighthouse Schools were conducted. Moreover, the topic "Agrobiodiversity Conservation and Roles of Lighthouse Schools" were also discussed. The selected host Lighthouse School spearheaded the garden tour and the sharing of their best practices inside their GPP garden premises.

The **PAGHUBOG v.2**, is a division-wide capacity building for Student Government Program (SGP) Teacher-Advisers for S.Y. 2021-2022 initiated by the Youth Formation Section which is anchored to Regional Program banner: Batang Bayani Program implemented by the DepEd CALABARZON Youth Formation that focuses on the virtual training that aims to equip and empower them with skills and knowledge related to Student Governance.

The program was successfully conducted on June 17, 2022 via Zoom and the participants were completely satisfied with an overall satisfaction ratio of 3.98% out of 4%. The zoom virtual recording is saved in a drive folder shared with the participants and readily available for their reference and future use. The PMT and the resource speaker were commended for this very informative and relevant activity.

The **PAGYABONG v.2**, is a division-wide capacity building for Makakalikasan Program (YES-O, GPP, and SIGA) Teacher-Advisers/ Coordinators for S.Y. 2021-2022 initiated by the Youth Formation Section which aims to equip and empower them with skills and knowledge related to Environmental Awareness and Protection for them to lead and operationalize their respective programs, projects, and activities (PPAs). It specifically aims to equip and capacitate all SGP, YES-O, GPP, and SIGA Teacher-Advisers/Coordinators with the program concepts and other relevant matters;

share best practices regarding program implementation; introduce Philippine environmental-related laws and agencies; and guide them towards effective advisorship/ mentorship.

The program was successfully conducted on June 10 and 21, 2022 via Zoom and the participants were completely satisfied with an overall satisfaction ratio of 3.95% out of 4%.

The **PAG-AKAY v.2**, is a division-wide capacity building for Barkada Kontra Droga (BKD) Program Teacher-Advisers/Coordinators for S.Y. 2021-2022, initiated by the Youth Formation Section which specifically aims to capacitate the participants with an overview of Barkada Kontra Droga Program; Preventive Drug Education; Philippine Drug Related Laws; and sharing of BKD best practices.

The program was successfully conducted on July 22, 2022 via Zoom and the participants were completely satisfied with an overall satisfaction ratio of 3.95% out of 4%. 68 out of 68 (100%) BKD Teacher-Advisers/ Coordinators were able to participate in this activity.

The **Online Leadership and Environmental Youth Camp 2022**, is a division-initiated project of the Youth Formation Section that aims to equip and empower the Supreme Pupil Government (SPG), Supreme Student Government (SSG), Youth for the Environment in Schools Organization (YES-O) Elementary and Secondary Level, Barkada Kontra Droga (BKD) Officers with timely skills and knowledge related to environmental issues and concerns. This is in support of the Republic Act (R.A.) No. 9512, entitled, "An Act to Promote Environmental Education and for Other Purposes" which states that the Department of Education (DepEd) urges all public and private schools to lead environmental awareness by enhancing environmental education and pursuing effective school-based activities that seek to preserve and protect the environment.

The program was successfully conducted on May 20, 2022 via Zoom. The participants were completely satisfied with an overall satisfaction ratio of 3.85% out of 4%. 1500 out of 1308 participants composed of and Advisers participated in the activity.

The **Youth in Action** is initiated by the Youth Formation Section cognizant of Republic Act No. 11369 entitled "National Student's Day Act of 2019". This activity generally aims to upskill the leadership and management skills of students and encourage them to contribute to the development of the country through active participation in different youth activities. There were a total of 561 registered participants who joined the activity. As of 2021 the participants were completely satisfied with the activity, as evident in the QATAME overall rating of 3.87% out of 4%.

The Division Initiative on Actions Made on Needs Development for SBM, or Project **DIAMOND**, is a division-initiated project of the SGOD-SMME Section that seeks to compile distinctive and best practices of schools with regard to their implementation of School-Based Management (SBM) for purposes of sharing and benchmarking. On the basis of the recognized needs of schools, it was also envisioned to give technical help more successfully and to coordinate or direct these needs to the relevant departments or sections. For the year 2022, 144 schools that responded to the Technical Assistance Needs Assessment Survey were properly referred and coordinated their TA needs with the concerned division, while 72 schools were able to submit their best practices on SBM and were given recognition and appreciation by the SMME section.

The **Division Monitoring, Evaluation, and Adjustment (DMEA)** activity of the SMME seeks to monitor the development and quarterly successes of division committed PPAs based on WFP and PMIS; offer recommendations on resolving gaps and issues encountered in the implementation of those PPAs; and, if necessary, suggest plan adjustments. 83 of the 92 scheduled PPAs for the fiscal year 2022 were accomplished, for an achievement rate of 90.22%.

School-Based Management (SBM) is a Department of Education thrust that decentralizes the decision-making from the Central Office and field offices to individual schools and learning centers to enable them to better respond to their specific educational needs. With the strong commitment of DepEd Cavite to help the schools continuously improve their SBM Level of Practice, the SGOD-SMME Section provided capacity-building and orientation activities to all school heads and school SBM coordinators relative to the preparation of suggested MOVs per principle and indicator of SBM. Based on the division SBM validation for SY 2020-2021, 9 schools showed to be at an advanced level of practice and were recommended for RO SBM Level III Validation. However, due to the moratorium released by the DepEd Central Office regarding the conduct of division and regional validation activities, only 149 out of 328 public schools in the division were validated. The remaining schools that were not subjected to validation due to moratorium were provided technical assistance on the dimensions of school operations.

The **Planning Network Support (PlANS)** initiated by the Planning and Research unit, is a network of virtual platforms used to provide online services, technical assistance, and data collection. PlANS, as one of the flagship programs of SGOD, aims to facilitate all LIS-related matters through the implementation of Cavite Online LIS Approval (COLA) and Division Online Ticketing System (DOTS), manage an online database that collects crucial resources of all public schools in the division through the implementation of

Crucial Resources Information Management System-Online (CRIMSO), and monitor the LIS/EBEIS performance of the schools through the implementation of Virtual Talakayan (ViTal), which is done quarterly. These online platforms benefit schools by allowing them to carry out planning services virtually.

To strengthen employee welfare and address the heightened the Division Holistic Wellness Program thru the **Cloverleaf Program** was continued in 2022. For its 2nd season, it focused on the level of anxiety and degrees of burnout. Furthermore, it explored on the factors contributing to anxiety and job burnout. With the inclusion of middle managers, non-teaching personnel, teachers and school heads, the season had a wider scope of implementation. With the **retreat and recollection** as one of the four-pronged approaches, one session tackled on the Spiritual dimension of wellness while the other one leaned towards psychosocial, emotional, occupations, mental and physical dimensions. All sessions are counted under **resiliency-building**. A total of 8 virtual sessions were conducted which benefited 1,607 personnel in DepEd Cavite Province. For the **reach out** intervention, 50 personnel were referred for their initial psychological support services.

ProLEAD encompasses the essential services provided by HRD to ensure continuous professional growth and development of all employees. Among the offshoots of the program, it was able to secure 1 NEAP-recognized training program. In addition, there are scholarship and training grantees presently taking up formal courses and training from various learning service providers, and 4 rewards and recognition activities were held in salute of the outstanding performance of selected employees who contributed to the organization's overall efficiency, economy, productivity, continuous improvement, and success through the P.R.A.I.S.E. Committee. In 2022, the HRD delivered 27 out of 27 targeted learning and development programs and activities.

Electronic Review of Proposals and Completion Requirements (ERPCR) is an alternative method of delivering technical assistance to learning and development programs and activities to ensure that the NEAP standards and other mandates are being observed in the implementation. This new system offered a safer, more effective, and efficient quality assurance process that lessened the risks posed by face-to-face transactions through online submission, review, and feedback. Accordingly, the program has fast-tracked the conduct of training and related activities. This led to an increased percentage of proposal submissions by 94% and 46% for completion reports.

Aligning with the teachers' key result area on learning outcomes, the CID establishes a mechanism in the analysis of assessment results consolidated at the municipal level through **Program AGAP 2.0**. The data coming from the schools are bases in crafting intervention plans and their implementation at the municipal and school levels to address learning gaps. This CID program

warrants the development of required competencies among learners by tracking performance and progress based on the Identified least mastered competencies by subject area, by quarter. Such is to carry out the main mandate of the SDO of ensuring quality learning delivery.

In addition, in the classroom, there must be facilitators of learning equipped with teaching competencies as required by the Department of Education. This has always been the inspiration of **Program HI-TEACH**. Anchored on DepEd's KITE to help teachers through upskilling and reskilling, this aims at ensuring the full implementation of the K to 12 curriculum. As a systematic support mechanism, it needs to improve teachers competence to ultimately meet the national standard for learning outcomes. This employs team-based instructional supervision to provide technical assistance to school heads in instructional leadership through process observation, coaching, mentoring and capability building.

Tracking of learning performance every quarter as the main business of the curriculum implementation is likewise emphasized by the **POWER-IT UP 2.0 Program**. Capitalizing on the multiple intelligences of the learners, this program is designed to develop and maximize the potential of all learners by providing them meaningful learning opportunities in forms of intervention and enrichment programs in all learning areas. Among others, the development of literacy and numeracy skills, and attitudes for lifelong learning, extracting the optimum potentials of learners across all learning areas, and the achievement of better or highest performance and rank in various regional, national or even in international competitions are likewise on the list.

Augmenting POWER IT UP, **Project SPARKs 2.0** has been in the curriculum circle to primarily create a literate environment that fosters reading across all levels and subject areas by designating all teachers, regardless of their field of expertise, as teachers of reading. This program is formulated in support to the Department of Education's reading programs Bawat Bata Bumabasa (3Bs) or Every Child a Reader Program (ECARP). Basically, it aims to intensify school-based integrated reading projects in different platforms.

These programs are strengthened in compliance to the K to 12 basic education curriculum through learning resource provision. The Division Learning Resources Management Section's **I- LIKHA**, targets a "complete package" of locally- developed learning resources that will cater to the intervention activities and repository of printed and non- printed materials such as video and audio recorded lessons. Further, I- LIKHA stresses the development of the locally- produced learning resources in addressing the needs of the 21st

learners and further serves as support to the teaching-learning process. Primarily, this aims to increase the performance level of the learners to at least 75% proficiency rate through contextualization and other related processes amidst stimulating adaptability and continuity challenges, provide teachers and learners with sufficient set of learning materials, incorporate culturally relevant teaching skills that are important to develop globally-competitive learner, contextualize learning materials in all learning areas based on needs. equipping teachers with necessary skills in teaching 21st Century learners through contextualization, intensify orientation with teachers on the usage of LRMDs Portals, and retool teachers on the preparation of instructional materials.

With the SDO target of embracing marginalized learners, **Program KALINGA** has been established and upgraded to essentially focus on achieving zero out-of-school children and youth in all barangays. This is in support to the implementation of the ALS program. Basic of its goal is take care of the learners who generally comprise the quantity and data of school performance indicators such as drop-out, retention completion and failure rates. Likewise, it strengthens the implementation of Inclusive Education, Special Education (SPED) and Madrasah in the division. Its targets include ensuring that SPED learners are ready with the required skills, identifying learners with special needs, forging partnership with stakeholders, social mobilization, and networking, establishing inter-agency partnership on child-mapping, creating development services, and career guidance and counselling, setting recognition to communities with zero out-of-school children/youth, and ensuring implementation of Madrasah program.

Meanwhile, the CID's **Salik- Suri Program** addresses the needs to develop research studies relative to curriculum implementation, utilization of findings for policy formulation and innovations. Its objectives are to adopt evidence-based approaches and research findings to improve teaching-learning practices, and to develop action researches to guide teachers to address various issues inside the school.

Narrative of Major Outputs

Schools Division Superintendent's Key Result Areas

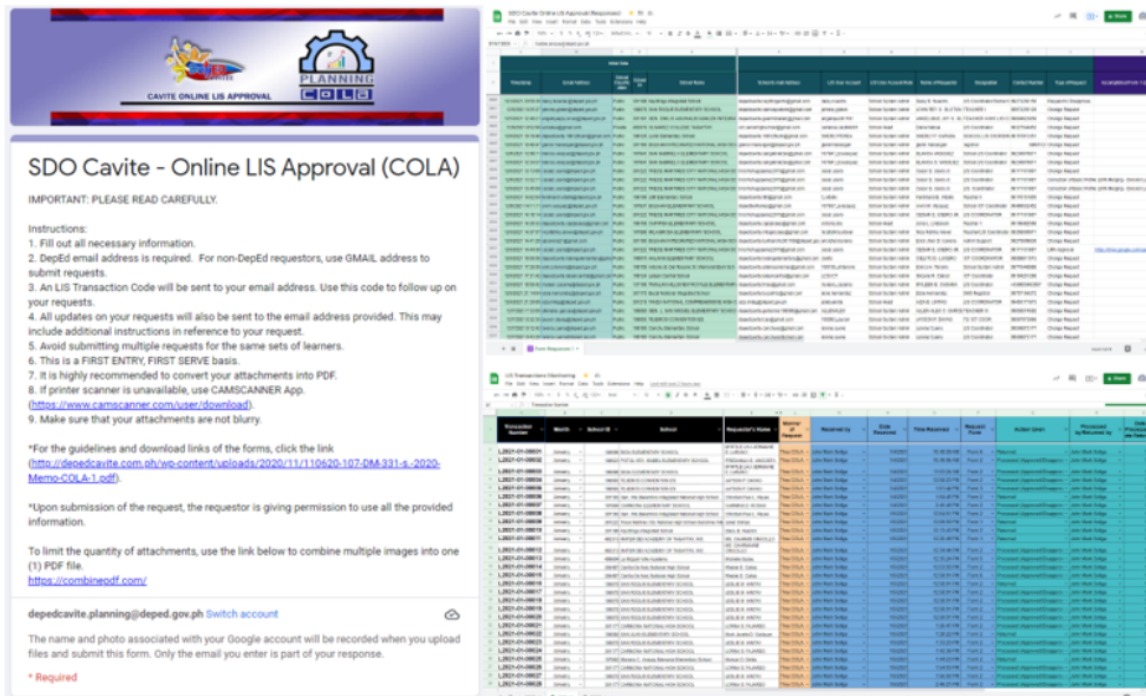
KRA 1: Strategic Leadership and Management

The Division Initiative on Actions Made on Needs Development for SBM, known as Project **DIAMOND**, was able to gather best practices relative to SBM implementation from 72 schools and responded and referred to the technical assistance needs of 144 schools. The program intends to provide an avenue for better and more effective delivery of technical assistance to schools based on their identified needs and concerns. To ensure that the aims of the programs would still be achieved despite the pandemic, the program was implemented by utilizing virtual platforms.

Relative to **School-Based Management**, the division successfully validated 149 schools through its division and district SBM validating teams. Technical assistance was provided during the validation of schools' SBM level of practice as to how they can further improve their SBM implementation, aiming for a higher level of practice. At present, the division has 15 schools validated as SBM Level III of Practice wherein 4 schools were recognized by the RO as SBM Level III for SY 2019-2020 and 9 schools were nominated for RO validation for SY 2020-2021. However, because of the moratorium released by the DepEd Central Office (DepEd Order No. 75 s. 2022) on the conduct of regional and division validation activities, the remaining 178 schools of the division were not subjected to validation.

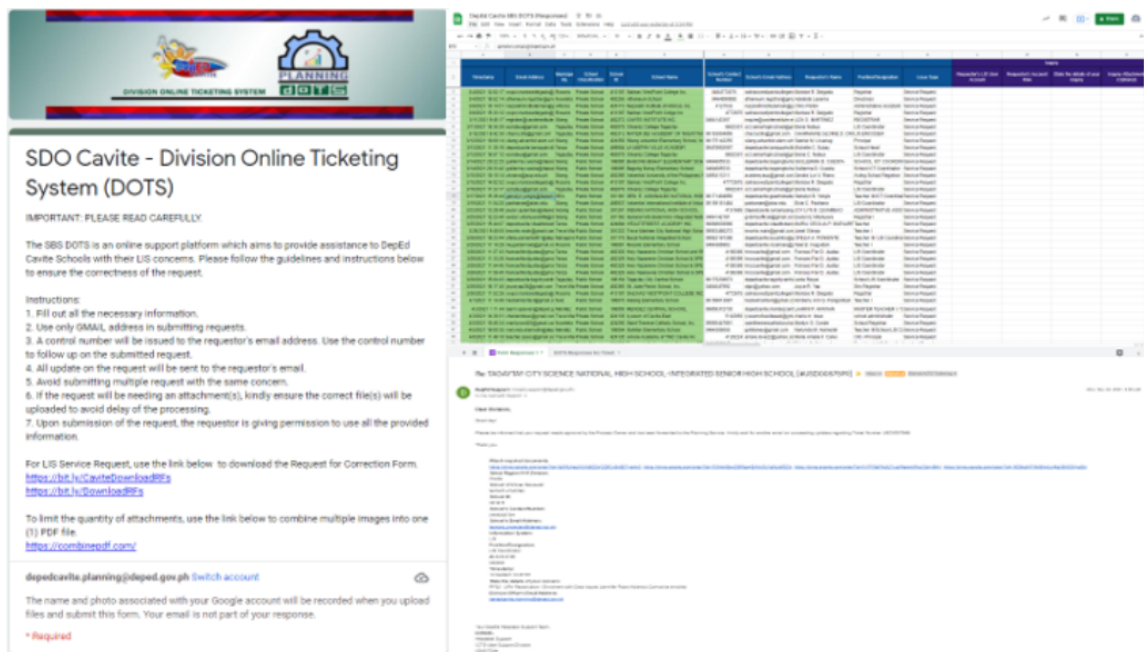
The **Cavite Online LIS Approval (COLA)** was able to process 6439 out of 6439 Division Level LIS Requests with an average processing day of 1 day. The COLA was designed to process all Division Level LIS Requests in an online manner. Online services like COLA will be beneficial to all clientele in general during this time of pandemic by complying with health standards and protocols.

Figure 10. Cavite Online LIS Approval (COLA)



The **Division Online Ticketing System (DOTS)** was able to process 1360 out of 1360 requests with an average processing day of 1.5 days. DOTS is the online platform being utilized by the Division in processing all Central Office Level LIS Requests. This platform is beneficial to schools by enabling them to escalate all encountered LIS/EBEIS issues and concerns to the Central Office efficiently and timely.

Figure 11. Division Online Ticketing System



To strengthen employee welfare and address the heightened the Division Holistic Wellness Program thru the **Cloverleaf Program** was continued in 2022. For its 2nd season, it focused on the level of anxiety and degrees of burnout. Furthermore, it explored on the factors contributing to anxiety and job burnout. With the inclusion of middle managers, non-teaching personnel, teachers and school heads, the season had a wider scope of implementation. With the **retreat and recollection** as one of the four-pronged approaches, one session tackled on the Spiritual dimension of wellness while the other one leaned towards psychosocial, emotional, occupations, mental and physical dimensions. All sessions are counted under **resiliency-building**. A total of 8 virtual sessions were conducted which benefited 1,607 personnel in DepEd Cavite Province. For the reach out intervention, 50 personnel were referred for their initial psychological support services.

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GUARD – GetUp and be Ready for Disasters, is one of SGOD's flagship program and is in accordance with the DepEd's thrust in establishing DRR policies and standards in support of the national, regional and divisions directions (RA 9155: Basic Education Governance Act of 2001) and in accordance with DO 37 s. 2015 *"The Comprehensive Disaster Risk Reduction and Management (DRRM) in Basic Education Framework"* which focuses DRRM efforts towards resilience-building in offices and schools, and to ensure

that quality education is continuously provided and prioritized even during disasters and/or emergencies and as part of the SDO Cavite's commitment to ensure establishment of mechanisms to prepare, increase protection and resiliency of learners and teaching and non-teaching personnel in times of disaster, thus this program was initiated and implemented

These are the SGOD strategies for DRMM over the course of years having the following phases:

- Phase 1. Building Foundations and Responding to Immediate Changes Years 1-3
 - Strengthen climate change adaptation and education in emergencies advocacies and programs
- Phase 2. Enhancing Program Management Years 2-4
 - T/A Monitoring utilizing the localized DRRM Monitoring Tool/DRRM partnership and active membership in DRRM councils
- Phase 3 Sustaining Performance Years 3-6
 - Integration of DRRM /CCA/EiE in SIP/AIP

DRRM's strengths and opportunities have been anchored by the following means:

Strengths

- trained/capacitated school DRRM personnel
- availability of an online platform for communication (situational reporting/updating)
- established coordination protocol with DRRM relevant agencies
- in terms of technology, (internal) availability of online platform for communication (situational reporting/updating)
- in terms of organization and management, (internal) supportive leadership, trained/capacitated school DRRM personnel, established coordination protocol from school to Division level, and (external) established coordination protocol with DRRM relevant agencies and stakeholders.
- in terms of internal policies, (internal) available templates/tools for monitoring and TA, availability of legal mandates for DRRM relevant agencies, and (external) issuance of national guidelines to support the new normal set-up

Opportunities

- availability of funds to support DRRM PPAs from other stakeholders and partners
- availability of legal mandates for DRRM PPAs from IATF and other DRRM relevant agencies
- issuance of national guidelines to support the new normal set-up

- established coordination protocol with DRRM relevant agencies and stakeholders
- availability of Fund support from DRMMS-CO for Capacity Building for School DRRM focal person

These provided immediate relief and support during dire and inevitable emergency situations.

Year 2022, the DRRM section thru the **GUARD – GetUp and be Ready for Disasters**, continued its mandate in providing data to all DRRM relevant agencies thru Situational Reporting and Updating of schools used as Evacuation centers by LGU and providing accurate and up-to date data on number of families, learners and facilities used during evacuation. Coordination and collaboration with Provincial and local DRRM units were also maintained. With regards to the Manila Bay Rehabilitation and Climate Change Adaptation, SDO Cavite co-chaired the Regional Climate Change Mangrove Reforestation at Brgy. San Rafael, Noveleta, Cavite held last December 01, 2022 and participated by all SDO Division DRRM focal from IVA and selected DO and RO personnel. Coordination meetings and Technical Assistance with all 328 school DRRM focal person were also conducted and lastly the Division also reiterated to all public schools within its jurisdiction thru the issuance of memo and via the On-line Kamustahan for schools to conduct MHPSS activities on the first week of classes.

EC Due to TY PAENG OCTOBER 2022 (1) - Excel

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UPDATES AVAILABLE Updates for Office are ready to be installed, but first we need to close some apps. Update now

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| | Total No. of Schools used as temporary EC due to TY PAENG OCTOBER 2022. | Decamped | Total number of Classroom Used | Total number of Individuals | Total number of families | Total Number of Learners |
|---------------|---|----------|--------------------------------|-----------------------------|--------------------------|--------------------------|
| | 507 | 391 | 2,657 | ##### | ##### | ##### |
| Antipolo City | 2 | 2 | 7 | 198 | 48 | 34 |
| Bacoor City | 16 | 4 | 54 | 1,766 | 434 | 332 |
| Batangas | 51 | 47 | 218 | 4,862 | 2,545 | 1,049 |
| Batangas City | 8 | 8 | 49 | 1,353 | 352 | 370 |
| Bifian City | 20 | 9 | 187 | 5,998 | 1,513 | 1,882 |
| Cabuyao City | 15 | 11 | 89 | 2,131 | 539 | 721 |
| Calamba City | 27 | 19 | 520 | 17,556 | 4,038 | 4,654 |

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1 of 6

SCHOOLS DIVISION OFFICE OF CAVITE PROVINCE

January 24, 2022

DIVISION MEMORANDUM
NO. 037, s. 2022

To: Assistant Schools Division Superintendents
Chief, Curriculum Implementation Division
Chief, Schools Governance and Operations Division
Public Schools District Supervisors
All Concerned

2022 UPDATED GUIDELINES ON HEALTH AND SAFETY PROTOCOLS AT THE SCHOOLS DIVISION OFFICE OF CAVITE

1. In reference to the listed provisions of law and issuance below, this Office announces the guidelines on health and safety protocols for SDO Cavite Province, in its schools and offices during national health emergency due to COVID-19 pandemic:

- a. DTFC19 Memorandum No. 587 s. 2022 Re: Mandatory Testing of Personnel Reporting On-Site Starting 05 January 2022, and Retention of the Required Health Standards, Including When Not to Report on Site
- b. DTFC19 Memorandum No. 587 s. 2022 Re: Retention of the Required Health Standards, Vaccination, and On-Site Work Requirements
- c. DTFC19 Memorandum No. 586 s. 2021 Re: Clarifications on DTFC Memorandum No. 575 Titled IATF Vaccination Requirement for Personnel Reporting On-Site Beginning 01 December 2021
- d. DTFC19 Memorandum No. 575 s. 2021 Re: IATF Vaccination Requirement for Personnel Reporting On-Site Beginning 01 December 2021

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In terms of research management, DepEd Cavite prioritizes 5 areas, to wit: proposals, completed manuscripts, presentations, publications, and utilizations. Table 8 presents the targets and accomplishments of research. All of the 5 areas mentioned achieved more than 100% of accomplishments. The highest among them was the research studies proposed which got 477.20% accomplishments versus the target.

Table 8. Division Research Management

| Major Final Outputs | | CY 2021 | CY 2022 | | % Accomplished |
|----------------------------|--|---------|---------|-----------------|----------------|
| | | | Target | Accomplishments | |
| Research studies proposed | no. of proposed research studies | 622 | 250 | 1,193 | 477.20% |
| Research studies finished | no. of completed research studies | 350 | 250 | 828 | 331.20% |
| Research studies presented | no. of presented research studies in the Division Research Conference | 339 | 250 | 387 | 154.80% |
| Research studies published | no. of published research studies in the Book of Abstracts and Salik-suri Research Journal | 266 | 250 | 350 | 140.00% |
| Research studies utilized | no. of requested research studies for utilization in or outside DepEd Cavite | 49 | 100 | 284 | 284.00% |

KRA 2: Resource Management

The **Build Repair Rehabilitate (BRR)** program was to implement new constructions in 48 schools and rehabilitated 80 schools. This program is intended to restore the school building to its original or previous condition which involves general overhauling and remedial work on damaged portions of the building. With BRR, our learners and teachers will benefit from having a conducive learning space.



The **Building Inventory Report System (BIRS)** program gathered information from the 328 schools that were validated and oriented in CY 2022. This system aims to develop the Education Facilities Unit work process and provide an accurate inventory of all public school facilities. Through this database, all the necessary information from the school can be easily accessed and used as a basis for planning, budgeting, and decision making.

KRA 3: Curriculum and Instruction

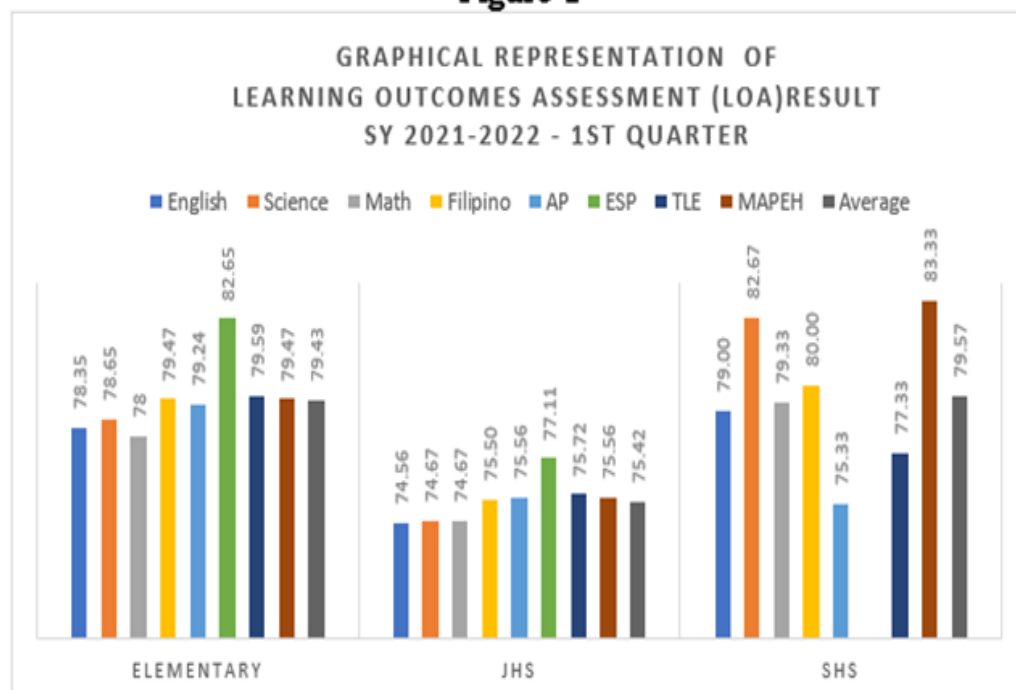
AGAP v. 2.0

The established mechanism in the analysis of learning outcomes consolidated from the schools to the municipal levels yielded assessment results increase over the target by 96% averaged from these key stage results: Elementary-104.85%; Junior High School-30.65%; and Senior High School-155%. To warrant the development of the least mastered competencies among learners, tracking of performance progress of identified least mastered competencies by learning area was ensured through the municipal instructional leadership.

**Table 1
Result of Learning Outcomes Assessment (LOA)
SY 2021-2022 – 1st Quarter**

| Quarter 1 | English | Science | Math | Filipino | AP/ SocSci | ESP | EPP/ TLE/TVL | MAPEH | Average |
|------------|---------|---------|-------|----------|---------------|-------|-----------------|-------|---------|
| Elementary | 78.35 | 78.65 | 78.00 | 79.47 | 79.24 | 82.65 | 79.59 | 79.47 | 79.43 |
| JHS | 74.56 | 74.67 | 74.67 | 75.50 | 75.56 | 77.11 | 75.72 | 75.56 | 75.42 |
| SHS | 79.00 | 82.67 | 79.33 | 80.00 | 75.33 | | 77.33 | 83.33 | 79.57 |
| Average | 77.30 | 78.66 | 77.33 | 78.32 | 76.71 | 79.88 | 77.55 | 79.45 | 78.14 |

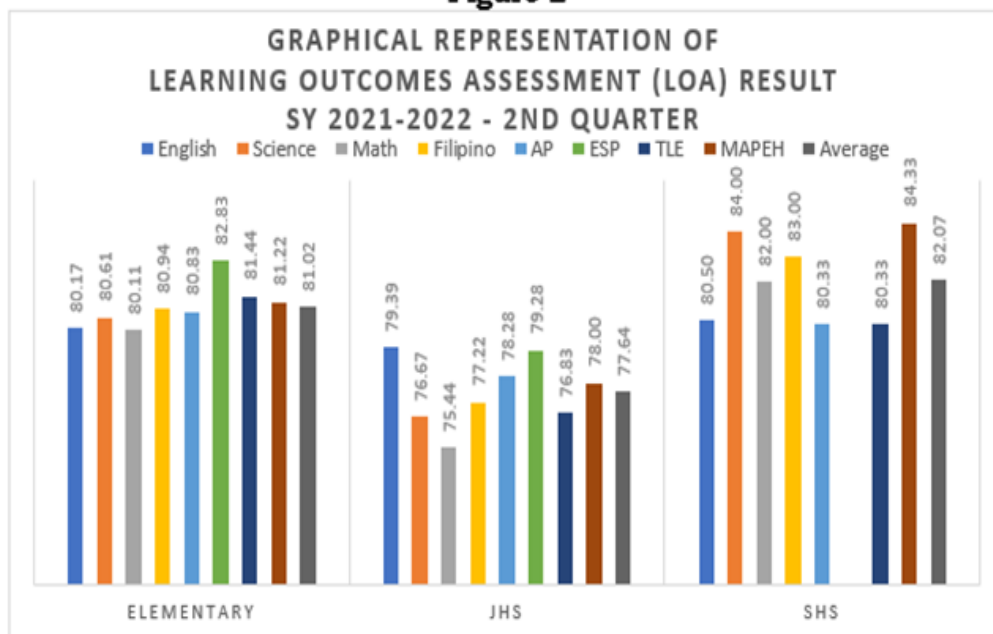
Figure 1



**Table 2
Result of Learning Outcomes Assessment (LOA)
SY 2021-2022 - 2nd Quarter**

| Quarter 2 | English | Science | Math | Filipino | AP/ SocSci | ESP | EPP/ TLE/TVL | MAPEH | Average |
|------------|---------|---------|-------|----------|---------------|-------|-----------------|-------|---------|
| Elementary | 80.17 | 80.61 | 80.11 | 80.94 | 80.83 | 82.83 | 81.44 | 81.22 | 81.02 |
| JHS | 79.39 | 76.67 | 75.44 | 77.22 | 78.28 | 79.28 | 76.83 | 78.00 | 77.64 |
| SHS | 80.50 | 84.00 | 82.00 | 83.00 | 80.33 | | 80.33 | 84.33 | 82.07 |
| Average | 80.02 | 80.43 | 79.18 | 80.39 | 79.81 | 81.06 | 79.53 | 81.18 | 80.24 |

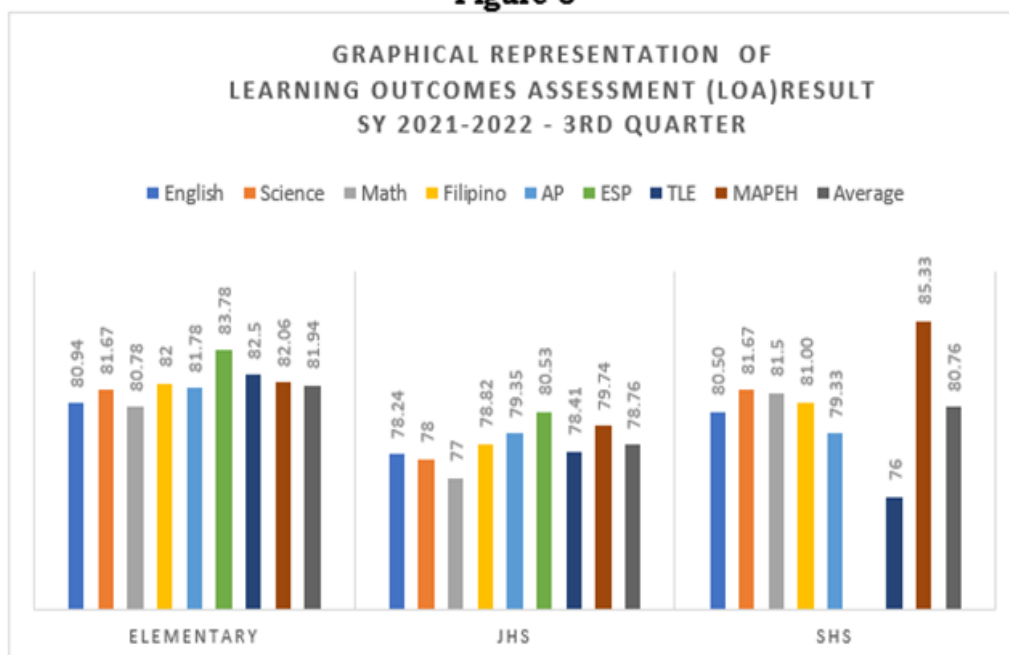
Figure 2



**Table 3
Result of Learning Outcomes Assessment (LOA)
3rd Quarter (January to March 2022)
SY 2021-2022**

| Quarter 1 | English | Science | Math | Filipino | AP/ SocSci | ESP | EPP/ TLE/TVL | MAPEH | Average |
|------------|---------|---------|-------|----------|---------------|-------|-----------------|-------|---------|
| Elementary | 80.94 | 81.67 | 80.78 | 82.00 | 81.78 | 83.78 | 82.5 | 82.06 | 81.94 |
| JHS | 78.24 | 78.00 | 77.00 | 78.82 | 79.35 | 80.53 | 78.41 | 79.74 | 78.76 |
| SHS | 80.50 | 81.67 | 81.50 | 81.00 | 79.33 | | 76.00 | 85.33 | 80.76 |
| Average | 79.89 | 80.45 | 79.76 | 80.61 | 80.15 | 82.16 | 78.97 | 82.38 | 80.49 |

Figure 3



**Table 4
Result of Learning Outcomes Assessment (LOA)
4th Quarter (April to June 2022)
SY 2021-2022**

| | English | Science | Math | Filipino | AP/SocSci | ESP/ABM | TLE | MAPEH | Average |
|-------------------|---------|---------|-------|----------|-----------|---------|-------|-------|---------|
| Elementary | 82.00 | 82.44 | 81.94 | 83.06 | 82.83 | 84.56 | 83.28 | 83.11 | 82.90 |
| JHS | 79.56 | 79.61 | 78.39 | 80.17 | 81.22 | 81.78 | 79.94 | 81.11 | 80.22 |
| SHS | 75.50 | 79.67 | 76.50 | 77.50 | 78.33 | 78.50 | 75.00 | 84.33 | 78.17 |
| Average | 79.02 | 80.57 | 78.94 | 80.24 | 80.79 | 81.61 | 79.41 | 82.85 | 80.43 |

Figure 4

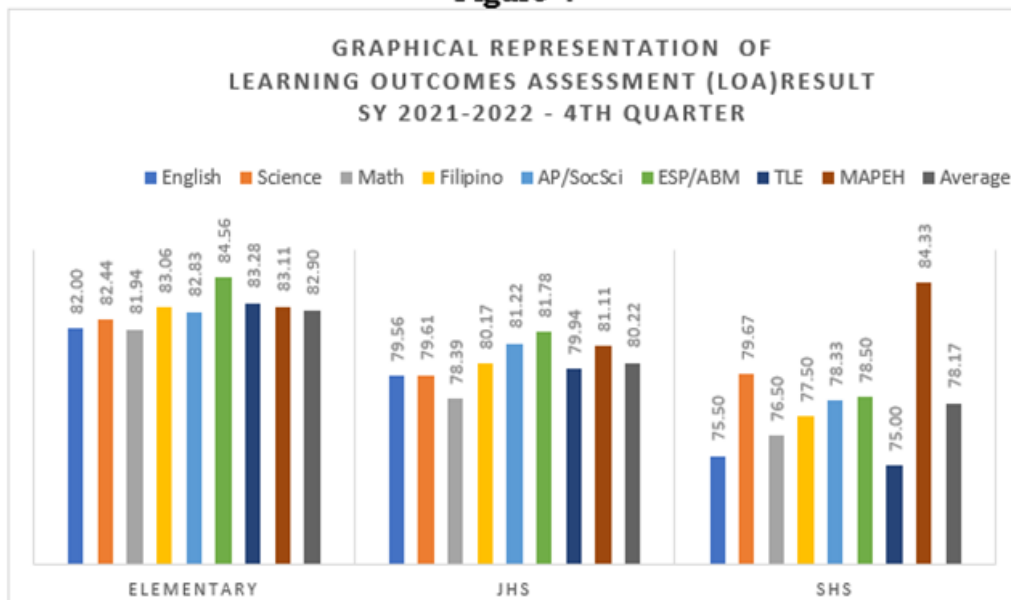
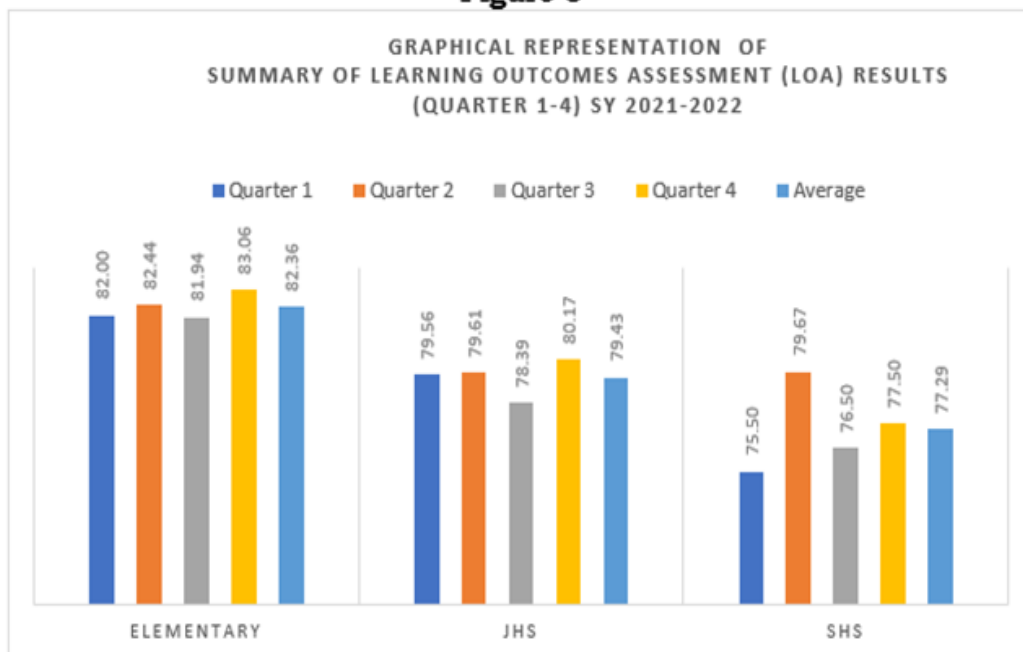


Table 5
Summary of Learning Outcomes Assessment (LOA) Results
(Quarter 1-4) SY 2021-2022

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Average |
|-------------------|-----------|-----------|-----------|-----------|--------------|
| Elementary | 82.00 | 82.44 | 81.94 | 83.06 | 82.36 |
| JHS | 79.56 | 79.61 | 78.39 | 80.17 | 79.43 |
| SHS | 75.50 | 79.67 | 76.50 | 77.50 | 77.29 |
| Average | 79.02 | 80.57 | 78.94 | 80.24 | 79.70 |

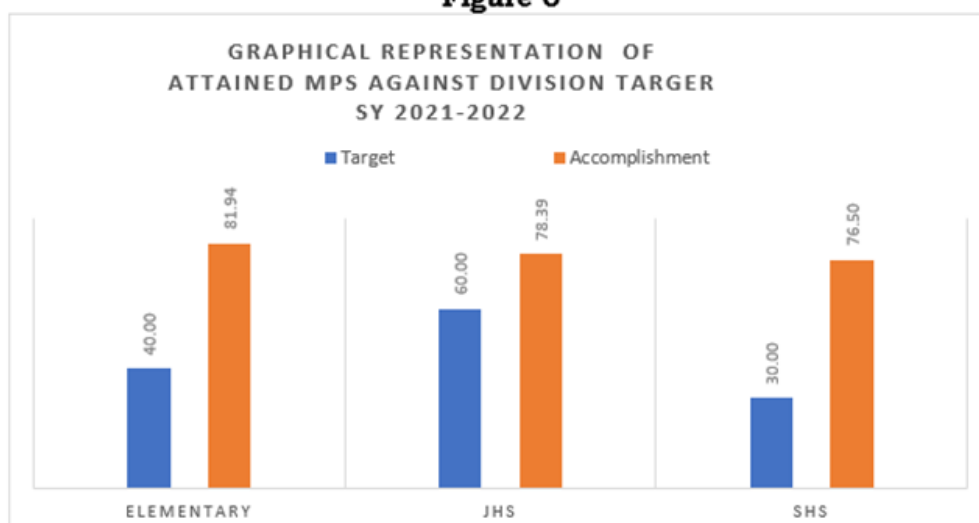
Figure 5



**Table 6
Attained MPS Against Division Target**

| Level | Division Target | Accomplishment <i>(based on Average LOA result)</i> | Variance | Remarks |
|-------------------|------------------------|---|-----------------|------------------|
| Elementary | 40.00 | 81.94 | 41.94 | 104.85% increase |
| JHS | 60.00 | 78.39 | 18.39 | 30.65% increase |
| SHS | 30.00 | 76.50 | 46.50 | 155% increase |

Figure 6



Reference: SDO Cavite LOA Database SY2021-2022, Quarter 1 – 4

HI-TEACH

Program HI-TEACH (v. 2.0), responding to DepEd's objective of ensuring appropriate implementation of the K to 12 curriculum, targets had been set to 100% of the schools to be monitored and given technical assistance using the PPST indicators for teachers and the PPSSH for school heads on the teaching and learning process.

With the combined efforts of the EPSs and PSDSs, the unit exceeded the target by 260% based on the planned number of rounds conducted either through onsite and virtual monitoring schemes noting 2-3 frequency range. CID yielded 167 schools monitored by the EPSs on the average per quarter, equivalent to 232%, and 327 (100%) schools by the PSDSs on the average per quarter with 4 municipalities to have revisited 92 schools, equivalent to 28%, with CID total of 360% accomplishment per quarter.

Needs-based in nature, the conduct of regular and quarterly meeting to address issues relevant to improvement of pupil's performance, setting

priorities for the schools' SLAC and INSET topics, in school level was the engine for all decisions on priority schools to be given more than one (1) visits.

Dominant too in the technical assistance strategies were the strengthened job embedded learning along with the prevalent documentary analysis because of the class observation moratorium

The periodic CID performance review had been contributory in addressing gaps in the quality dimension.

POWER IT UP v. 2.0

The development of literacy and numeracy skills, attitudes and lifelong learning as the driver of the program, provided a 99.38% average for completion and retention rates. The figure supports the need for remediation and intervention strategies addressing the .62% gap in the performance. 325 out of 327 school or .61% were fully implementing remediation, intervention and enhancement projects with regular monitoring of the division instructional leaders.

The bulk of the accomplishment in this area was captured by the enhancement side with 87% winnings out of 205 participants joining regional, national and international contests in different learning areas.

Contests participated in different levels were: 4 Regional Level - Science, English, Filipino & MAPEH; 14 National Level - Science, Math, MAPEH and ESP; and 21 International Level - Science, Math and MAPEH. Joining these competitions were 205 participants from different learning areas bagging a total number of 178 wins.

SPARKS

This year's literacy performance noted a 99.93%, leaving a gap of 0.07%. Giving 175 out of 246,670 as non-readers in English and 11 in Filipino.

SPARKs 2.0 had been upgraded to Self-Paced Multi-Level Accelerated Reading System which focused on contextualization and on activities addressing the gap such as school-based integrated reading programs and capacity building program online and offline.

I-LIKHA

This year's I-LIKHA provided a total of 736 assessed, evaluated and contextualized teacher-developed learning resources, giving an increase of 735% over the target.

KALINGA v. 2.0

The performance indicators on drop-out, retention and completion rates are the basic parameters in crafting interventions to respond to the needs of marginalized learners. Catering to these, Program KALINGA activities include out of school children and youth in all barangays, SPED and MADRASAH, together in the regular schools needing academic support.

ALS program, taking charge of the OSC and OSY targeted 5,549 learners and recorded an actual enrolment of 6,849, giving 123% increase. Data were taken from 100% learning centers of the municipalities.

Likewise, it has been the constant task of those with stakes to the program to strengthen the implementation of Inclusive Education, Special Education (SPED) and Madrasah in the division through the utilization of Flexible Learning Options and Inclusive Education implemented by 100 of the concerned schools.

Enabling activities such as establishment of inter-agency partnership on child-mapping, creation of development services, and career guidance and counselling, and setting of recognition to communities with zero out-of-school children/ youth aided a lot in the major accomplishments of the program.

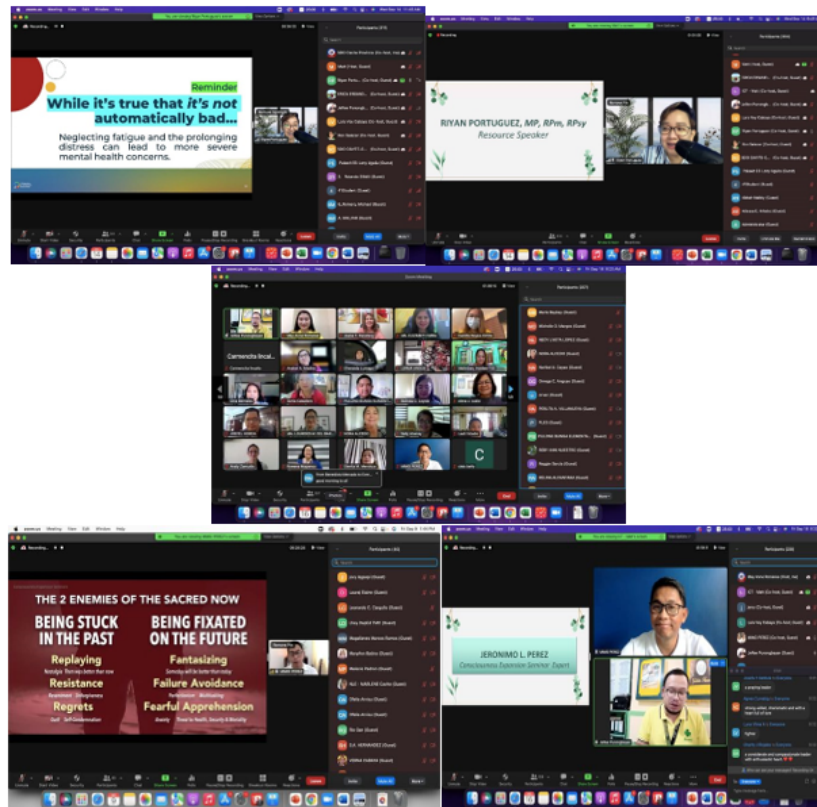
Salik-Suri

Aligning focus and interventions through researches on teaching and learning, the CID was able to produce 49 researches. These were also presented or published and utilized through available means/modes.

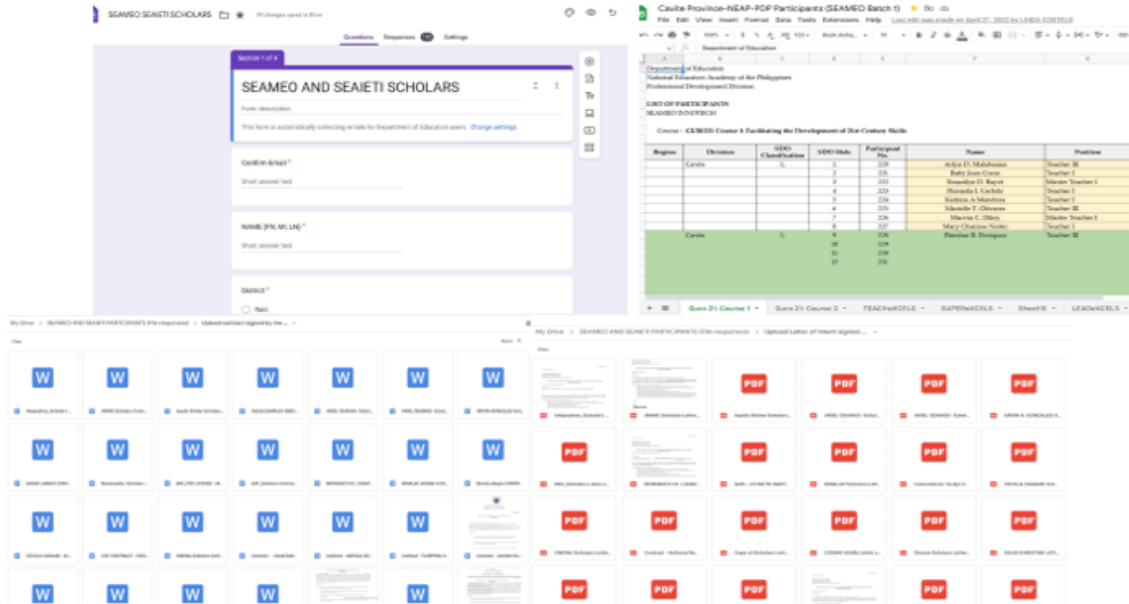
KRA 4: Human Resource Management and Development

The **Cloverleaf Program**, also known as the Division Holistic Program, trained 1,607 personnel in the Schools Division Office of Cavite Province, however, there is a need to intensify the approaches used during the first two seasons since there were no significant improvement between the pre and post anxiety and job burnout screening results of the target participants. Though these findings can be attributed to multifactorial reasons, the need for strengthening its four-pronged approaches is recognized.

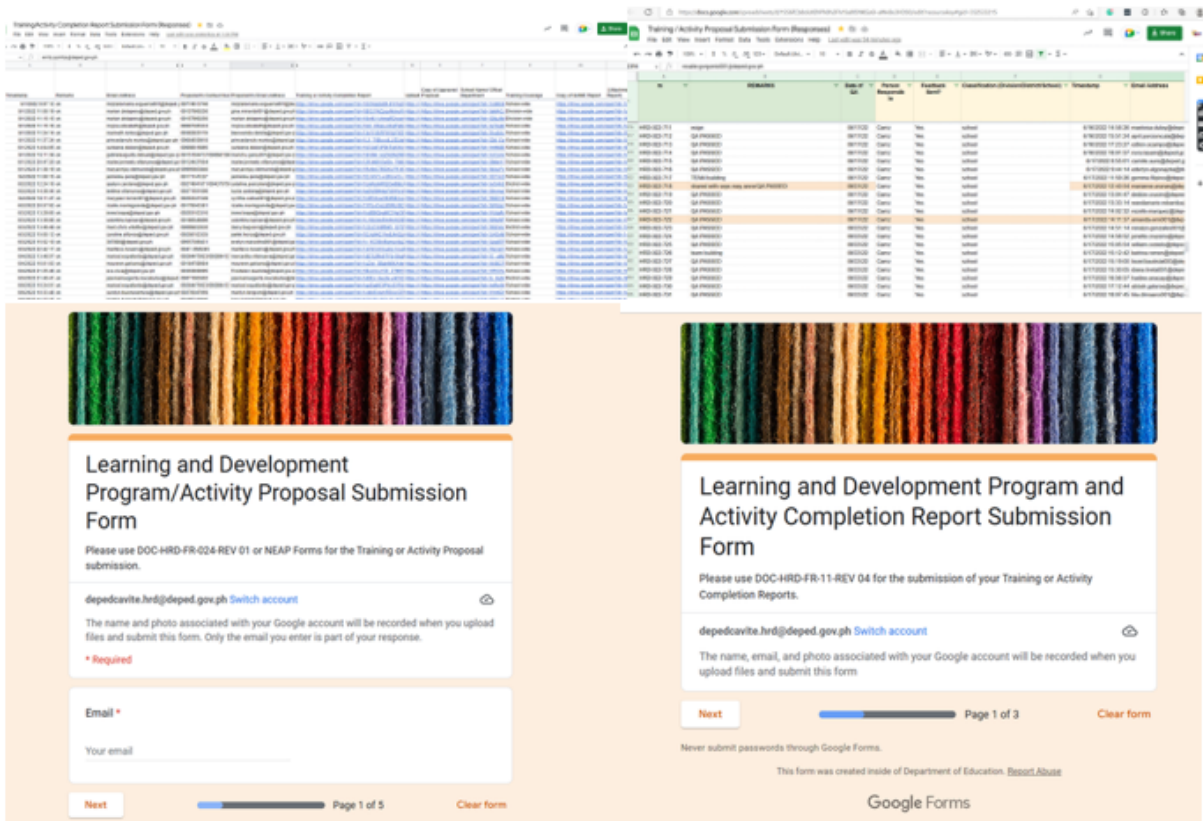
This program involves four-pronged intervention, including recognition of at-risk personnel, recollection and retreat, resiliency-building and reach out activities. Included in its best practices are the inclusion of the dimensions of wellness in the training program; use of a virtual platform that could cater a maximum of 1000 participants; close monitoring of mental health status of the attendees; and invitation of DepEd and non-DepEd experts to talk on different wellness topics.



Professional Leadership, Engagement, Advancement and Development, (ProLEAD), consists of rewards and recognition activities, training, scholarship and graduate programs, training needs assessment data utilization, performance management, learning and development program and activity design for school leaders, teachers and non-teaching personnel, HRD plan and policy recommendation and technical assistance. Zoom subscription for the Division to ensure continuity in the delivery and conduct of learning and development activities during the pandemic. Full utilization of such a subscription is evident through the records of activities conducted using this platform.



Diverting from physical paper submission, review and approval of proposals and completion reports to digital submission was made possible through the **Electronic Review of Proposals and Completion Report Requirements (ERPCR)** which has led to significant increase in the turnout of proposals and completion reports, decrease in the number of resubmissions due to need for revisions and overall increase in the rate of approved proposals and completion report requirements. It has also decreased the number of days it takes to process documents in the HRD and significantly decreased face-to-face and paper transactions in the office. This program is further supported through the regular provision of technical assistance thru the check-in sessions with School HRD Associates and GAD Coordinators quarterly to guide them with updates and any changes in the implementation of HRD systems.



The **Gulayan sa Barangay: Kontra Covid-19** Program, is a division-initiated project of the Youth Formation Section in partnership with the International Institute of Rural Reconstruction (IIRR) through a memorandum of agreement and was established and implemented in 6 selected pilot schools in DepEd Indang and Silang District namely: Tambo ES, Carasuchi ES, Kayquit ES, Buna Lejos ES, Banaba Lejos ES, and Maguyam ES.

This program generally aims to improve the food security and nutrition of communities, especially those affected by COVID 19, through community food gardening in schools. Site inspections; quarterly follow-up meetings (virtual); and the provision of Bio-Intensive Gardening (BIG) training workshops were conducted and given to the 15 families and beneficiaries per school from September 2021 until December 2022.

An estimated 2,500 Kilos of vegetables were harvested in 2022. Most of the crops planted are Amaranth, Ampalaya, Gabi, Kamatis, Kamote, Kangkong, Labanos, Malunggay, Munggo, Mustasa, Okra Petchay, Saluyot, Sili, Sitaw, Talbos ng Kamote, Talinum, and Talong. Twenty-five Thousand Pesos (Php 25,000.00) worth of seeds and seedlings and 300 “Nutrilief Packs” with WASH kits were distributed. All pilot schools are provided with garden tools, rainwater storage and nursery facilities.

Pursuant to DepEd Order No. 14, s. 2020 or the Guidelines on Required Health Standards in Basic Education Offices and Schools, the Department reiterates that the protection and promotion of the mental health and general

welfare of all learners and personnel must be placed as a priority. Through the collaboration of the Youth Formation Unit, Medical Unit, DRRM Unit, and Cavite Guidance Personnel Association of SDO Cavite Province conducted the **Youth Online Ugnayan (YOU Matter): Season 2** on November 12 and December 10, 2023 which is geared toward the promotion of mental health and well-being and addressing mental health concerns across the academic populace.

The program was successfully conducted and the participants are completely satisfied with an overall satisfaction ratio of 3.70% out of 4%. 2200 out of 1640 participants joined in the activity. Participants expressed that they have enjoyed attending the webinar and looking forward to Season 3.

The **Online Division Dental Services**, also known as **ODDS** was launched April 20, 2020 (DM no. 133 s. 2020). This is a Dental Unit initiative program. The ODDS reached 525 SDO Cavite Province personnel. The objective of the ODDS is to sustain and enable to serve Dental Health Services despite of the pandemic limited to emergency cases. This official Facebook page is serve as an online platform that is accessible to learners and personnel who need immediate dental assistance such as online oral consultation, E-prescription and oral health education that will ensure the oral health of our batang Caviteño and Teaching and non-Teaching personnel.

The **School Dental Health Care Program**, also known as **SDHCP** provides dental emergency treatment thru the 9 established fully functional Central Clinics that will also serve as a hub by nearby schools. This 9 SDHCP recipients are 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 Central Clinics were inaugurated and officially opened last October 2021. The objective of the program is to ensure the maintenance of good oral health of the school population. The best practices of the program were distribution of Oral Health Care supplies to all kinder to Grade 6. Provision of emergency treatment, and established fully functional clinics with complete equipment and medicine to sustain and ensure the oral health of our Batang Caviteño and Teaching and non-Teaching personnel.

The **Bright Smile, Bright Future Program** or also known as BSBF was established thru the coordination of the Department of Education and Colgate-Palmolive Philippines Inc. The 26,453 Oral Health kits were delivered September 22, 2022 and distributed to the schools after the BSBF Caravan hosted by the SDO Cavite last October 4, 2022 at Felipe Calderon Elementary School. This program supports the 7 o'clock School based toothbrushing program and now known as Toothbrushing Drill under OK sa DepEd. The objective of the program is to promote oral health education among public school learners. Included in its best practices are the provision of Educational materials that can be used for Oral Health Education; The Dentists and Dental

Aide can properly demonstrate the proper toothbrushing to learners specially kinder who are recipients of the program.

Likewise, **PACC** or the **Philippine Anti-Cavity Campaign**, a program also of the Department of Education and Colgate-Palmolive Philippines Inc. 1000 (100%) oral health kits were delivered and distributed. The Program includes on-ground activities, like oral health education, toothbrushing drills, free dental check-ups and fluoride application. The objective of the program is to touch the lives of public school students and address their needs in order to build for them and for the country a future they can smile about. This program caters Antonio B. Del Rosario Elementary School, Tanza and San Gabriel II, GMA. Includes in its best practices is the provision of free Fluoride Application to learners that builds prevention of Caries formation; continuous provision of dental health kits for the sustainability of the program.

KRA 5: Partnership, Linkages and Special Tasks

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 or Project SCORE of the Social Mobilization and Networking section established 15,060 partners through Adopt-A-School Program with a total generated resources of PhP 114,502.11 for the year 2022 and forged five (5) SDO major partnerships with a generated resources of PhP 897,711.60 from January 2022 to December 2022. These partnerships led to the successful implementation of different programs such as the conduct of Brigada Eskwela and World Teachers Day.

SocMob section utilized online platforms and applications in the implementation of the project to reach and maintain constant communication with the internal and external stakeholders; and to assess and evaluate the endeavors of the division. Indeed, SCORE marked a major turning point in the development and sustainability of the division offices and public schools. It became an effective platform in the building and sustaining partnerships and linkages with internal and external stakeholders.

