II. Narrative of Major Output

A. Based on KRA

This section discusses the target programs and projects of the Schools Division Office of Imus City for 2022, the actual accomplishments responsive to the public health crisis and the percent (%) accomplishments which geared to the regional and national thrusts of the Learning Recovery and Continuity Plan in improving the quality of education in terms of access, quality and governance.

The key result areas of strategic management and operations, resource management, partnership and linkages, human resource development and management, curriculum and instruction management and school mapping and inventory of school buildings and facilities served as guides in achieving the overall goal of the Division.

The following are some of the various projects implemented by the Division for 2022:

1. Project StraMa: PlanMETA (Strategic Management: Planning, Monitoring and Evaluation and Technical Assistance)

Project StraMa: PlanMETA (Strategic Management: Planning, Monitoring and Evaluation and Technical Assistance) with an accomplishment rate of 90% with 18 out of 20 implemented activities, is a blend of five previous schools division office's projects, namely: PROJECT PLANO (Planning and Levelling Activities for Nurturing Organization), Project 5S (SIP, SBM, SGC, SRC, and SMEA) sa PAMUMUNO, and Project MATA (Monitoring, Adjustment and Technical Assistance), Recognition of Exemplary Performance of Teaching and Non-Teaching Personnel, and Quality Assurance and Management. The five previous projects are merged into one to ensure efficient, agile and resilient governance and management processes through prudent planning, One DepEd One Quality Management System, and Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM).

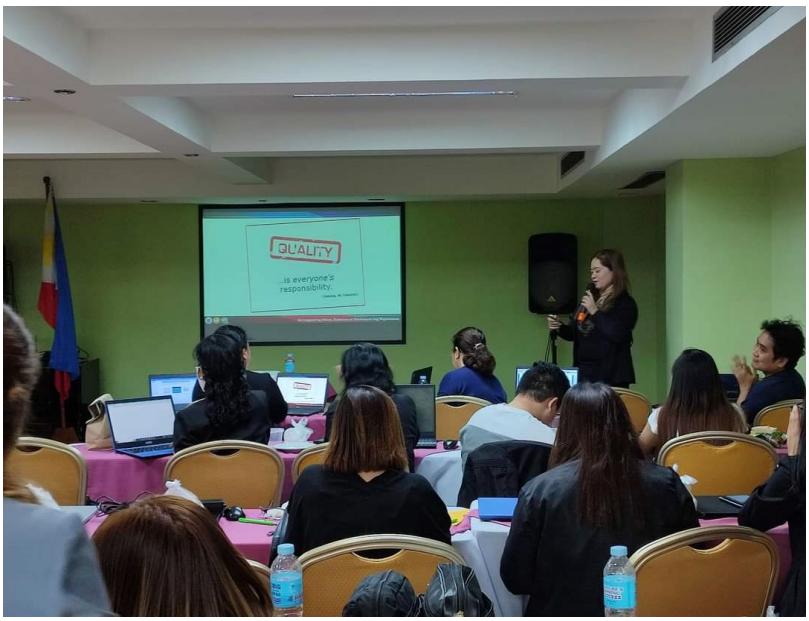
The Civil Service Commission (CSC) recognized the Schools Division Office of Imus City (SDOIC) for achieving PRIME-HRM Level II in all four (4) HR Systems on June 27, 2022, thus recommending the Bronze Award to the CSC Central Office. Set on a scale of four maturity levels, Maturity Level 2 indicates that the management of human resources is process-defined, wherein there is a set of defined and documented standard operating procedures established, goal-oriented decision-making, and an automated system in place. The four PRIME-HRM Pillars include: (1) Recruitment, Selection and Placement; (2) Learning and Development; (3) Performance Management; and (4) Rewards and Recognition.

Recognized for the 4 PRIME-HRM Pillars last June 27, 2022 and later recommended for Bronze Level Award for the same program, DepEd Imus City has been continuously committing to achieve excellence in the HRM Systems.

In preparation for the full implementation of the Department of Education Quality Management System (QMS) members of the Knowledge Management Team (KMT), Risk Management Team (RMT), and Internal Quality Audit Team (IQAT) were capacitated. The Capacity Building on Knowledge Management was conducted last June 15-16, 2022. The activity aimed to provide 16 members of the KMT an in-depth understanding of Knowledge Management. The facilitator for the capacity building activity was Dr. Niño D. Naldoza, Director of the Institute of Knowledge Management of the Philippine Normal University. The Division Training Workshop on the Division Education Development Plan (DEDP) and Risk Management was conducted on June 22-23, 2022. Assistant Schools Division Superintendent Ivan Brian L. Inductivo, the resource speaker for the activity, capacitated the members of the RMT on crafting the Risk Management Plan. The Capacity Building for the Internal Quality Audit Team (IQAT) was held on December 12-13, 2022. The objective of the activity was to retool the IQAT members and capacitate the IQAT trainees on the Internal Quality Audit Process as per One DepEd One QMS Policy. Dr. Gertrude Anunciación, Quality Management Representative of Schools Division Office of Biñan City, served as the facilitator of the activity. The abovementioned capacity building activities were conducted at Tanza Oasis Hotel and Resort, Tanza, Cavite.

Dr. Niño D. Naldoza capacitates the participants on Knowledge Management

Members of the Risk Management Team listen to ASDS Ivan Brian L. Inductivo as he discusses Preparation of Risk Management Plan.



Dr. Gertrude Anunciación retools the Internal Quality Audit Team (IQAT) members and capacitates the IQAT trainees on the Internal Quality Audit Process as per One DepEd One QMS Policy

The Division Training Cum Workshop on 5S sa Pamumuno (Reskilling and Upskilling in the Next Normal) was conducted last June 22-24, 2022 at Tanza Oasis Hotel and Resort, Tanza, Cavite. Thirty-two (32) School Heads and 18 Secondary School Department Heads were enabled to demonstrate commitment in the preparation of School Improvement Plan (SIP), institutionalization of School Governing Council (SGC) and School-Based Management (SBM), improvement of School Report Card (SRC) and crafting of interventions to School Monitoring Evaluation and Adjustment (SMEA) results.

Assistant Schools Division Superintendent Ivan Brian L. Inductivo discusses to the participants the crafting of School Improvement Plan (SIP)

Schools Division Superintendent, Dr. Rosemarie D. Torres and Dr. Andrea Maybelle Abrencillo, EPS-FTAD and Regional SBM Coordinator (SIP) leads cutting of ribbon signifying the start of the 4-day exhibit.

2. Project DTR-MWF-TTH (Driven Toward Reformation: Managers Working with Focus, Teachers Teaching with a Heart)

Project DTR-MWF-TTH (Driven Toward Reformation: Managers Working with Focus, Teachers Teaching with a Heart) has a 100% accomplishment rate with 5 out of 5 implemented activities. One of the best activities conducted through the initiative of Dr. Rosemarie D. Torres, Schools Division Superintendent was to train and develop the talent of select teachers to become the best theater arts teachers and be able to organize a theater arts guild. The conduct of the Division Training-Workshop on Theater Arts for Select Teachers was held on February 9-11, 2022 at Tanza Oasis Hotel and Resort, Tanza Cavite.

Dr. Rosemarie D. Torres, Schools Division Superintendent, Mr. Ivan Brian L. Inductivo, Asst. Schools Division Superintendent along with the two Education Program Supervisors, Dr. Marciano V. Valles and Dr. Rolando B. Talon Jr. as they pose with the group of teacher-participants in Theater Arts Training-Workshop.

3. Project Protect

With a 50% accomplishment rate, only 2 activities out of 4 were conducted by the Legal office. As part of the continued efforts of the Schools Division of Imus city to provide the best service for our learners, Project Protect was launched to give technical assistance to Guidance Teachers/Coordinators in handling situations that fall under the DepEd Child Protection Policy (DepEd No. 40 s. 2012). Under the guidance of ASDS Ivan Brian L. Inductivo, all 35 schools were visited between July and August 2022 with technical assistance being provided informing teachers about the guidelines on incident reporting and monitoring. They were also informed on the different types of forms to be used depending on the reported incident and if needed, which external agency to coordinate with.

In addition, ocular inspections were also conducted to see if proper handling and storage of documents related to sensitive cases are being followed in line with the CPP and Data Privacy Act of 2012 (Republic Act No. 10173) and if there are spaces where students can discuss sensitive matters in private.

The Division focal persons for Child Protection conducting technical assistance to a public school

4. Project APRUBB ++ (Angat at Pantay na Respeto at Unawa sa mga Bata, Babae at Iba pang Indibidwal)

The Project Angat at Pantay na Respeto at Unawa sa mga Bata, Babae at Iba pang Indibidwal (APRUBB++) achieved an accomplishment rate of 71% or 5 out of 7 activities conducted under the flagship project of SDOIC's Gender and Development Program. It focuses on creating a child-friendly and gender-sensitive environment for teachers and learners under the new normal through mainstreaming Gender and Development activities. This year, as the schools ease to full face-to-face implementation, it staged three capacity buildings- two (2) for Non-teaching personnel and one (1) for School Gender and Development Focal Point System sustaining a culture of a healthy, respectful and positive workplace among SDO personnel and stakeholders and addressing emerging gender issues such as multiple roles of women, mental health, and violence against women and children.

All the thirty-five schools enjoined the country in the celebration of National Women's Month and 18-day Campaign to End Violence Against Women Children, each having their own initiatives of advocacies. The Division GFPS developed and distributed an IEC via GAD-themed calendar called GADLENDARYO to all 118 Division personnel and 35 schools, with each month advocating the various laws and policies on Gender and Development. The IEC aims to bring GAD-related laws and mandates closer to home and individuals' consciousness on a regular basis.

Launching of SDO Imus City's custom design GADlendaryo under our Project APRUBB++ advocating the various laws and policies on Gender and Development

5. Project BUDDIES (Building and Utilizing Developed and Diverse Integration for Enhanced Supervision)

The Curriculum Implementation Division, through the Education Program Supervisors, conducts instructional supervision monitoring and gives technical assistance to instructional supervisors in schools like School Heads, Head Teachers, and Master Teachers. This was done through process observations and/or follow-through observations using the locally crafted Division Monitoring Tool for Instructional Supervision. For FY 2022, the CID unit was able to target all 205 TA providers in all 35 schools and achieved the proficient level.

Instructional Supervision Monitoring / Process Observation of Education Program Supervisors

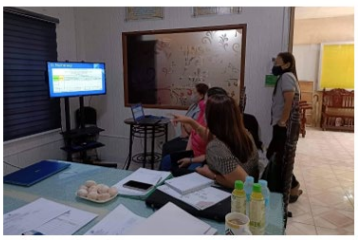
To upskill the competencies of the TA providers, a Division Capacity Building entitled Upskilling in Providing Technical Assistance Under the New Normal to School Heads, Head Teachers and Select Master Teachers to Improve Learning Outcomes has been conducted on March 23-25, 2022. The activity was participated by a total of 104 TA providers from elementary, junior and senior high school level. The participants in the blended training were immersed in activities that helped them refresh and practice

the different strategies used in providing TA using the STAR technique and the key indicators in the PPST to be used in the conduct of formal instructional supervision. Moreover, demonstration teaching and process observation were also conducted per learning areas during the break-out session on the third day of the activity.

Upskilling in Providing Technical Assistance Under the New Normal to School Heads, Head Teachers and Select Master Teachers

Technical assistance was also provided to schools for them to continuously improve their intervention programs/projects. The school-based INSETs and SLACs also served as Benchmarking activities, best practices like INSETs, SLACs, Coaching and Mentoring, etc. These were done by giving help and support to schools in identifying needs and appropriate interventions, serving as process observers and coach/mentor to school instructional leaders.

Moreover, Education Program Supervisors monitored and provided assistance on the implementation of K to 12 program especially in addressing issues and concerns on the recovery and acceleration in learning such as in literacy and numeracy. The CID has conducted on the spot test on reading and numeracy skills of the students. They have also assisted instructional leaders in implementing the curriculum as the schools reopened for the year.



School Intervention Activities on Reading and Numeracy

School Learning Action Cell

In-Service Training for Teachers

On the Spot Test on Reading

On the Spot Test on Numeracy

On the Spot Test on Literacy

Limited face-to-face classes

Expanded limited face-to-face classes

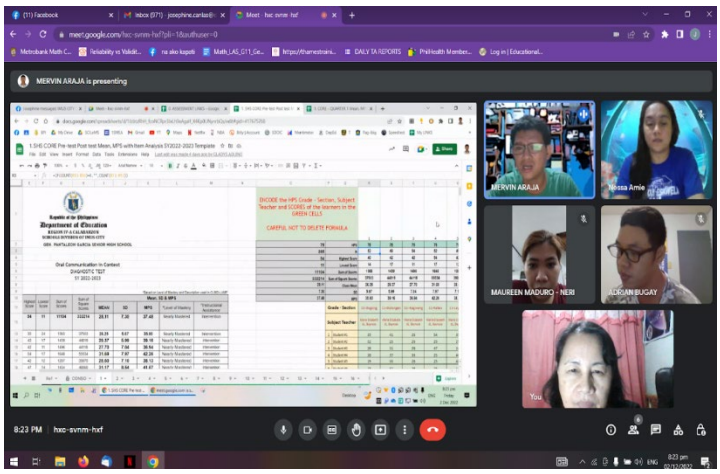
Opening of classes
(August 2022)

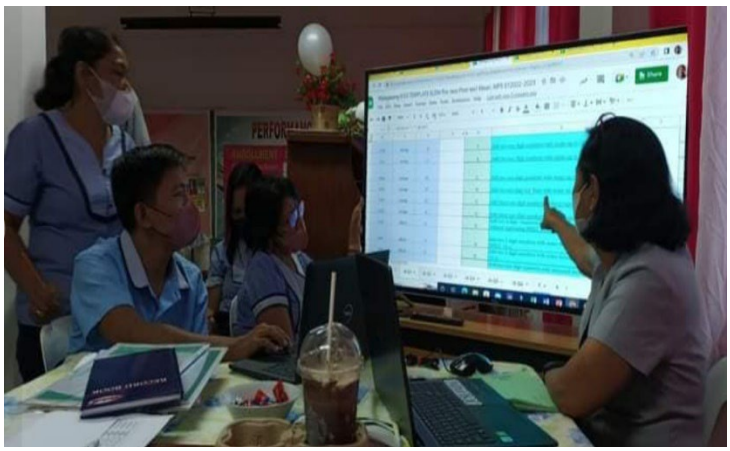
Implementation of full face-to-face classes
(November 2022)

6. Project PASS (Performance Assessment for Supervision and Support)

With a 100% accomplishment rate of the Project PASS (Performance Assessment for Supervision and Support), the SDOIC was able to consolidate and generate reports on the mastery level of students, number of learners who passed, the number of learners who did not meet expectations and those at risk of failing. It serves as a monitoring and evaluation mechanism of the Curriculum Implementation Division in evaluating learners' performance per learning area as a basis for technical assistance and monitoring of remediation and interventions.

Understanding the learning level of the students aids teachers and instructional supervisors to provide the necessary instructional assistance or support in learning. To address these challenges and intensify the instructional supervision, education program supervisors conducted monitoring and provision of technical assistance to teachers and school heads through Project BUDDIES (Building and Utilizing Developed and Diverse Integration for Enhanced Supervision). Capacity building programs for TA providers and other professional development activities, learning action cells, demonstration festivals and instructional supervision were conducted to intensify their competencies and improve learning outcomes.





Assessment result data gathering, analysis and utilization for profiling of learners and provision of instructional assistance.

7. Project B3Ps (Brigada Pagbasa sa Panahon ng Pandemya)

Brigada Pagbasa Sa Panahon Ng Pandemya (B3Ps) was found to be of great help in improving competencies and skills in reading of our learners as have been observed and witnessed by Education Program Supervisors who are at the same time Parent Supervisors of different schools within Imus City. As one of the activities of the B3Ps conducted this Year 2022 was the Home Visitation and conduct of Reading Assessment/PABASA by respective Parent Supervisors with the Adopted School Head, Guidance Counselor, Reading Teacher and Adviser to the identified struggling learners of the school thus helping each child improved his/her reading skills in the presence of their parents and guardians. They were transported by the School E-Jeep for the Home Visitation, follow-ups at the same time to bring modules, activity sheets and reading paraphernalia at the houses of the learners.

Conduct of Reading Assessment at Home by Parent Supervisor and School Head

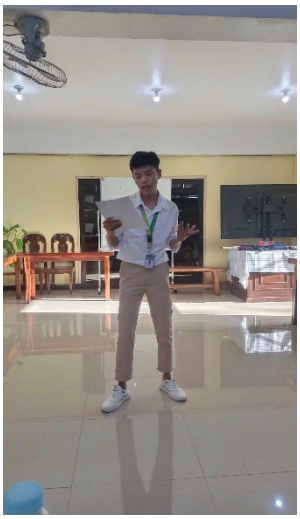
There were schools who've been recipients of the ABRC materials to improve reading comprehension of learners from ROTARY CLUB OF IMUS INDEPENDENCIA namely GEANHS, Malagasang 2 Elementary School, Bayan Luma 2 Elementary School, Imus Pilot Elementary School, Buhay Na Tubig Elementary School, Cayetano Topacio Elementary School, Gov. DM Camerino Integrated School, and Imus National High School. The materials brought huge improvement to how learner beneficiaries of the materials comprehend/understand the text selection and passages read.

Aside from the ABRC materials they've also made used of other BaBiBu Reading Materials like all other schools are using namely other numerous reading references, story books which are commonly found in the School library hubs, Reading Center and those downloaded from internet plus the Phil-IRI Package which is the standard tool / material being used to assess Reading Levels of learners from Grades 2 to 7.

Another major activity accomplished under B3Ps was the division accolade for all the winners of the Division Search for Best Reading Program In English and Filipino, Best Reading Program Implementer in English and Filipino and Most Outstanding Reading Teachers in English and Filipino 2022; and winners of the Division contests in Story Telling and Poster Making including the top 15 performing schools in campus journalism 2022 plus the finalists in the 2022 RSPC for the accolade.

Accolade to the winners of the Division English and Filipino Reading Competitions

The last major activity under B3PS for Calendar Year 2022 was the recently concluded activity titled, "DIVISION TAGISAN NG TALINO AT TALENTO" which includes THE ELOCUTION CONTESTS - Poem Recitation for Grades 1 and 2, Declamation Contest for Grades 4 and 5 and *Talumpati* for Grades 7 to 12; the search for Mr. and Ms. DepEd Imus City 2022 and Best Production number participated by all schools from Elementary to Senior High School of SDO Imus City during the year end activity conducted on December 20, 2022 under the great and dynamic leadership of SDS Rosemarie D. Torres and ASDS Ivan Brian L. Inductivo.



Elimination Round of the 2022 Tagisan ng Talino at Talento

8. Project FUSE (Fueling and Unveiling Students' Excellence)

Project FUSE made an accomplishment rate of 100% with 3 out of 3 activities implemented. As a unique program that can enhance the special skills of learners in

all learning areas such as sports, arts, mathematics, science, history and culture, TLE and SPED, this activity also nurtures learners of special talent and skills in different learning areas and their extra-curricular activities, through direct engagement with the expert mentors and holistic development of learners. Among our noteworthy activities include Technolympics for Technology and Livelihood Education and Technical-Vocational-Livelihood (TLE), Sining Tanghalan for Music and Arts, Nationwide Song Writing and Choral Group Competition co-sponsored by DepEd and the Rotary Club of Manila (MAPEH), National Population Development for Social Studies (Araling Panlipunan), Pambansang Tagisan ng Talento for Filipino (Filipino), Diwang Sagisag and ASEAN Competitions, and other academic and non-academic competitions.

In the year 2022, SDO Imus City once more soars high with flying colors despite the impediments brought about by the pandemic like virtual contests and select activities for face to face.

Project FUSE has produced skilled and talented learners who qualified to compete in the higher competitions (regional, national, and international) and gained recognition in regional and national competitions as shown in Table 4.

Table 4: Winners in the Regional and National Competitions

Event / Date	Award	Contestant	School
Regional Nestle Wellness Program - Recycled Art Contest /December 12, 2022	First Place	Jocelyn A. Limosinero	Malagasang II ES
Regional Nestle Wellness Program - Cook-Off Contest /December 12, 2022	Third Place	Gina U. Reyes	Buhay Na Tubig ES
Regional Qualifying Games for the Identified Sports Events in the National Invitational Competition - Volleyball /May 11-13, 2022	Second Place	Alyzza Ashley C. Mikesell Kryssia Mae V. Ornos Alexandrea Atasha D. Betran Beatrice Anne F. Zamudio Ghwenn Agatha P. Emperador Kyla C. Elava Jan Irish M. Valdez Erica Maye P. Bodonal	SDO Imus City
Regional Qualifying Games for the Identified Sports Events in the National Invitational Competition - Athletics /April 28-29, 2022	Winners and National Qualifiers	Prince Philip E. Canja (High Jump/Long Jump/Triple Jump)	Gen. Emilio Aguinaldo NHS Imus NHS

Event / Date	Award	Contestant	School
Regional Nestle Wellness Program - Recycled Art Contest /December 12, 2022	First Place	Jocelyn A. Limosinero	Malagasang II ES
Regional Nestle Wellness Program - Cook-Off Contest /December 12, 2022	Third Place	Gina U. Reyes	Buhay Na Tubig ES
Regional Qualifying Games for the Identified Sports Events in the National Invitational Competition - Volleyball /May 11-13, 2022	Second Place	Alyzza Ashley C. Mikesell Kryssia Mae V. Ornos Alexandrea Atasha D. Betran Beatrice Anne F. Zamudio Ghwenn Agatha P. Emperador Kyla C. Elava Jan Irish M. Valdez Erica Maye P. Bodonal	SDO Imus City
		Jonalyn O. Halasan (Long Jump/Triple Jump)	
Regional Science and Technology Fair - LIKHA / July 8, 2022	Third Place	Faiza P. Amerol	Gen. Juan Castañeda SHS
2022 International Kangaroo Mathematics Competition (IKMC) - March 19, 2022	Bronze	Marco Sebastian S. Alicaway Grade 5	Imus Pilot Elementary School
	Bronze	Fatima Angeline Maligaso Grade 8	Gen. Emilio Aguinaldo National HS
	Bronze	Lheijin A. Dacumos Grade 7	
	Bronze	Janine Reine M. Naviamos Grade 8	Imus NHS
	Bronze	Jocelyn Q. Capote Grade 9	
2022 Challenge for Future Mathematicians (Online)/ April 13, 2022	Bronze	Marco Sebastian S. Alicaway Grade 5	Imus Pilot Elementary School

Event / Date	Award	Contestant	School
Regional Nestle Wellness Program - Recycled Art Contest /December 12, 2022	First Place	Jocelyn A. Limosinero	Malagasang II ES
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	Bronze	Russell Dave S. Tagumpay Grade 5	Imus Pilot Elementary School
ASMEPPS-National Battle of Math & Science Champions Online Edition Year 8 - February 19, 2022	Champion - Math Quiz	Fatima Angeline Maligaso Grade 8	Gen. Emilio Aguinaldo National HS
Online National Math and Science Trivia Year 2- March 12, 2022	Champion - Math Quiz	Eliza Mae Ongsioco Grade 9	Gen. Emilio Aguinaldo National HS
2022 HOTS (Higher Order Thinking Skills) Malaysian Math Competition -Online November 26, 2022	Silver	Tagumpay, Russell Dave D. Grade 7	Imus National HS
	Silver	Onesa, Kent Solomon P. Grade 7	
	Bronze	Oracion, Riley Blake B. Grade 7	
	Bronze	Roaring, Dena Erin Grade 8	
	Bronze	Yanzon, Elijah Angelo Grade 8	

Event / Date	Award	Contestant	School
Regional Nestle Wellness Program - Recycled Art Contest /December 12, 2022	First Place	Jocelyn A. Limosinero	Malagasang II ES
Regional Nestle Wellness Program - Cook-Off Contest /December 12, 2022	Third Place	Gina U. Reyes	Buhay Na Tubig ES
Regional Qualifying Games for the Identified Sports Events in the National Invitational Competition - Volleyball /May 11-13, 2022	Second Place	Alyzza Ashley C. Mikesell Kryssia Mae V. Ornos Alexandrea Atasha D. Betran Beatrice Anne F. Zamudio Ghwenn Agatha P. Emperador Kyla C. Elava Jan Irish M. Valdez Erica Maye P. Bodonal	SDO Imus City
	Bronze	Maaño, Kurt Russian - Bronze Grade 8	
	Silver	Abelido, Reuben Drei Grade 9	
	Silver	Encienzo, Elaiza Marie Grade 9	
	Bronze	Cabradilla, Feby Grade 9	
	Bronze	Naviamos, Janine Reine Grade 9	
	Bronze	Delantar, Alexandriah Jhulyanna Grade 9	
	Bronze	Gazmin, Chezter Angelo Grade 9	

Event / Date	Award	Contestant	School
Regional Nestle Wellness Program - Recycled Art Contest /December 12, 2022	First Place	Jocelyn A. Limosinero	Malagasang II ES
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	Bronze	Laviña, David John Grade 9	
	Silver	Martin, Francheska Grade 10	
	Bronze	Capote, Jocelyn Grade 10	
	Bronze	Aldaba, Jarel Ashton Grade 10	
	Bronze	Cacal, Gian Dave Grade 10	
	Bronze	Costales, Sandler Matthews Grade 10	
	Bronze	Dela Noche, Julian Xander Grade 10	

Event / Date	Award	Contestant	School
Regional Nestle Wellness Program - Recycled Art Contest /December 12, 2022	First Place	Jocelyn A. Limosinero	Malagasang II ES
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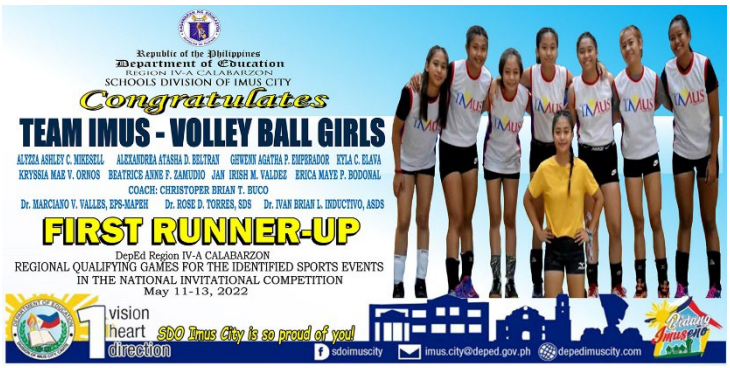
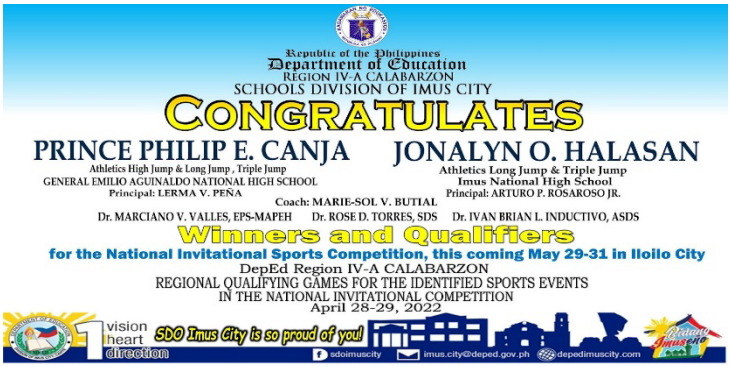
2022 International Mathematics Wizard Challenge (IMWiC) Singapore (virtual) December 12, 2022	Bronze	Russell Dave S. Tagumpay Grade 7	Imus National HS
	Bronze	Elijah Angelo B. Yanzon Grade 8	Imus National HS
Regional Online Math and Science Trivia - November 19, 2022	3rd Place	Eliza Mae Ongsioco Grade 10	General Emilio Aguinaldo NHS
Prime Math Quiz Show 2022 (International British Academy) March 30, 2022	2nd Place	Lance Gabriel I. Labindao	Palico Elementary School
	3rd Place	Riley Blake B. Oracion	Malagasang II Elementary School





No.	Full Name	Grade level	School
27	Orozco, Carla Marie Alis	Grade 7	Minds That Matter
28	Tan, Angela Clare Lim	Grade 7	Tarlac Living Faith Academy
29	Gonzales, Yelena Vitoria	Grade 7	San Pablo Science Integrated High Schoool
30	Rillon, Leslie Adrienne V.	Grade 7	St. Paul College Pasig
31	Yanzon, Elijah Angelo Benitez	Grade 8	Imus National High School
32	Cua, Shaun Jacob Tan	Grade 8	Xavier School San Juan
33	Loro, Charity Lois Nanlabi	Grade 8	Senator Renato Compañero Cayetano Memorial Science And Technology High School
34	Araneta, Prince Jomarie Rosimo	Grade 8	Philippine Academy Of Sakya
35	Torreon, Zacchaeus John Garcia	Grade 8	Philippine Science High School - Caraga Region Campus
36	Gumban, Giorgio Othello Okinlay	Grade 9	Ateneo De Manila Junior High School
37	Mercado, Kevin Gabriel Tegon	Grade 9	Philippine Science High School - Calabarzon
38	Obusan, Cloud Drexel A.	Grade 9	Philippine Science High School - Brc
39	Costes, Joedi Manuel	Grade 9	De La Salle Santiago Zobel School

9. Project HOPE (Harvesting of Outstanding Performance in Education for All)

Project HOPE obtained an accomplishment rate of 80% with focus on literacy mapping, recognizing A&E passers, training of ALS implementers, orientation of partners and volunteers, and individualized implementation. The ALS team conducted a division-citywide hybrid community literacy mapping from July 13 to August 22, 2022, with the goal of promoting the rights of all people to high-quality education at all levels and taking the necessary actions to make such education available to all. The goals of education for all and the universalization of basic education are intended to be supported by this activity. The task is completed by counting the number of out-of-school individuals in need of basic education and literacy, including out-of-school children (OSC), out-of-school youth (OSY), and out-of-school adults (OSA). But the most important goal is to ensure that all students, particularly those who live in disadvantaged areas of the city, have fair access to basic education that is provided in a structured, flexible, and appropriate manner outside of formal education.

The yearly ALS *Kumustahan* was conducted in November 2022. The activity was attended by all ALS implementers in Imus City's Schools Division Office and focused on the evaluation of the recently completed portfolio assessment for ALS elementary and junior high school program completers and the previous year. There was a need for a post-evaluation assessment of the activity, as such an assessment revealed the need for some corrective measures.

In August 2022, a face-to-face recognition and graduation ceremony was held to honor those who passed the ALS A&E exam. With a 100% passing rate, 303 passers from 303 elementary and secondary qualifiers passed the revalidation. Graduation is a time to honor the past, but it's also a time to think for the future, whether that means continuing your education or beginning a new career. Despite its accomplishments, there is still a lot that can be done to assist ALS learners reach their full potentials.

In order to empower vulnerable and marginalized youth and adults, Lotus Mall Incorporated and Harvest Market Place, our community learning center (CLC) partners, provided them with vocational and livelihood training in different skills or trades, including *embutido* and meat patties, water bonsai-making, banana and carrot cake-making, and banana and camote chips-making.

10. Oplan IMMUS (Instructional Materials for Maximum Understanding of Students)

Oplan IMMUS exceeded expectations in 2022 achieving a 100% accomplishment rate. Taking the lessons learned from the previous year and considering the DepEd Citizen's Charter, the Learning Management Section focused on capacitating School Learning Resource Evaluators (Reported under *Tulong Dunong*). Some of the trained LREs were able to serve during the Development and Evaluation of Levelled Storybooks for Key Stage 1 which rendered 29 evaluated and approved outputs to date. The Division can expect more levelled storybooks to be used as materials for struggling readers in the coming year. Not settling for traditional materials, the Division initiated the production of video lessons that can be used by learners in case they would not be able to attend face to face classes. As of the time of writing, a total of 32 video lessons have been developed and there are schools who signified their intentions to submit their video lessons next year. The Lib-ARALANN (Library-Access to Research and Automated Learning Approaches in the New Normal) highlighted activities under the National Book Week Celebration with the theme "*Basa, Bayan, Bukas*". The celebration focused on the value of books and reading habits for the learners. The week-long celebration showcased four different activities such as Book-based interactive storytelling contest participated by 14 learners from elementary level; 17 learners joined in the Digital Poster Making Contest; 8 learners participated in the Book Spine Poetry Contest from the Junior and Senior High School

category; and in the last contest which is Book Cover Design Making Contest, no one participated. The entries were screened by the judges and the three with the highest scores were declared the winners. All of the contextualized learning resources are stored in a Google drive folder which serves as the SDOIC LR Portal. Not settling for mediocrity, the LRMS team innovated by creating an LR Portal named **I LeaRN (Imus Learning Resource Navigator)** which is intended to be integrated to the DepEd Imus website for easier access of teachers. For the coming year, it is anticipated that more creative and inclusive learning resources would be produced through the monitoring and technical assistance provision of the LRMS team.

Development and Evaluation of Levelled Storybooks for Key Stage 1

Capacity-Building on Production of Video Lessons

Exhibit of Learning Resources

In response to DepEd's call for field personnel to quality assure locally developed learning resources and considering the DepEd Citizen's Charter, the Learning Management Section focused on capacitating School Learning Resource Evaluators who would evaluate contextualized learning resources in the school level. A total of 108 learning evaluators for content, language, and layout and design were trained and echoed the training in their respective schools on April 5-7, meeting 100% of the target number of participants. Through this endeavor, school developed learning resources would be quality assured before they get submitted to the Division Office for another level of evaluation; thus, ensuring error-free learning resources.

Learning Resource Evaluators in Action at Imus Pilot Elementary School, PTA Hall

11. Project JOURN (Journalism towards Outstanding Undertakings Resulting to Numerous Awards)

Project JOURN was able to hit the target of 2 out of 2 implemented activities before the end of 2022 with 100% accomplishment rate.

For a number of years, SDO Imus City has always been performing and considered achiever, the fact that this Division is always included in the Top 7 Performing BEST SCHOOLS DIVISION OFFICES in Region 4A CALABARZON from 2017 to present.

Target Learners (CJS) and Teachers' (SPAs) competencies shall not only be used during Campus Journalism Contests like DSPC/RSPC/NSPC but will also be utilized in their respective school, workplace and at home.

The training for DSPC 2022 helped to capacitate the learners/ CJs and select from them the best and deserving RSPC Qualifiers who will undergo rigid cliniquing and training to prepare them for the competitions in Campus Journalism, the RSPC '2022 last March 14-18, 2022.

97% or 34 out of 35 public schools participated actively during the 2022 DSPC and 90% or 9 out of 10 private schools competed in the same competition.

90% of RSPC Qualifiers received awards (23 in English individual categories in both elementary and secondary levels and 22 in Filipino categories from both elementary and secondary levels).

12. Project DATOS (Delivery Accurate and Timely Outputs of Stakeholders)

Project DATOS (Delivery of Accurate and Timely Outputs of Stakeholders) made a 100% accomplishment rate of all its activities pertaining to the collection, validation and updating of data and information in the Learner Information System, Basic Education Information System, and National School Building Inventory. Previously, this project dealt only with the updating of school profiles and building inventory in the BEIS and NSBI respectively. This year, it includes updating the learner's profile in LIS which was formerly under a sole project known as Project CHILD (Comprehensive Harvesting and Inventory of Learners' Data).

This includes the following activities:

1. Online Validation of School Form 7
2. Conduct of the National School Building Inventory
3. Online Validation of the Submitted Report on NSBI Using the Official NSBI Form
4. Encoding and Uploading of School Building Inventory Form Through NSBI
5. BOSY Data Gathering Using the Data Gathering Forms for SY 2020-2021
6. Online Validation of the Submitted School Profile
7. Checking of Forms
8. Conduct of the Early Registration 2023
9. Updating of EOSY Status of Learners for SY 2021-2022
10. Conduct of the Online Validation of the Master list of Learners and LIS Enrolment for SY 2022-2023
11. Conduct of LIS Updating/Encoding of Learners' Profile for SY 2022-2023

This project aims to maintain the registry of learners where basic learner information is captured, stored and accessed through a secured facility management and systematic tracking of and decision-making on learners through the Learners Information System (LIS). Meanwhile, the BEIS is a web-based system designed to enhance information management at all levels of governance in the education system

(school, division, region, and national level) while the National School Building Inventory (NSBI) stores the updated inventory of buildings with all the facilities and equipment.

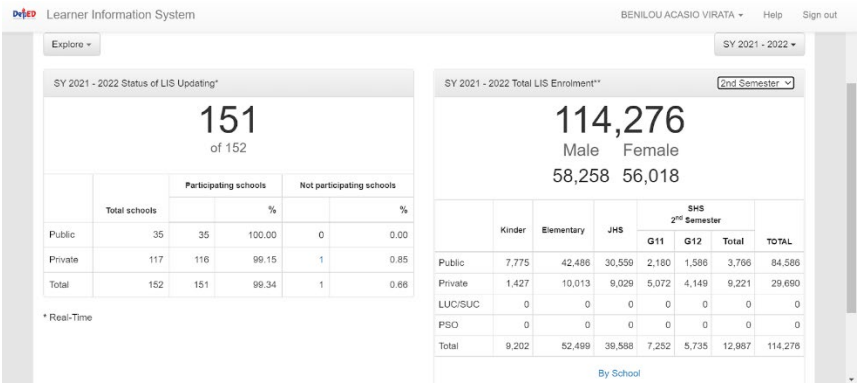
Through the Basic Education Information System (BEIS) which enables uploading the validated 117 Private School Profile (PSP); 26 Government Elementary School Profile (GESP); 5 Government Junior High School Profile (GJHSP); and 4 Government Senior High School Profile (GSHSP) or a total of 152 or 100.00% school profiles updated in BEIS for the SY 2020-2021.

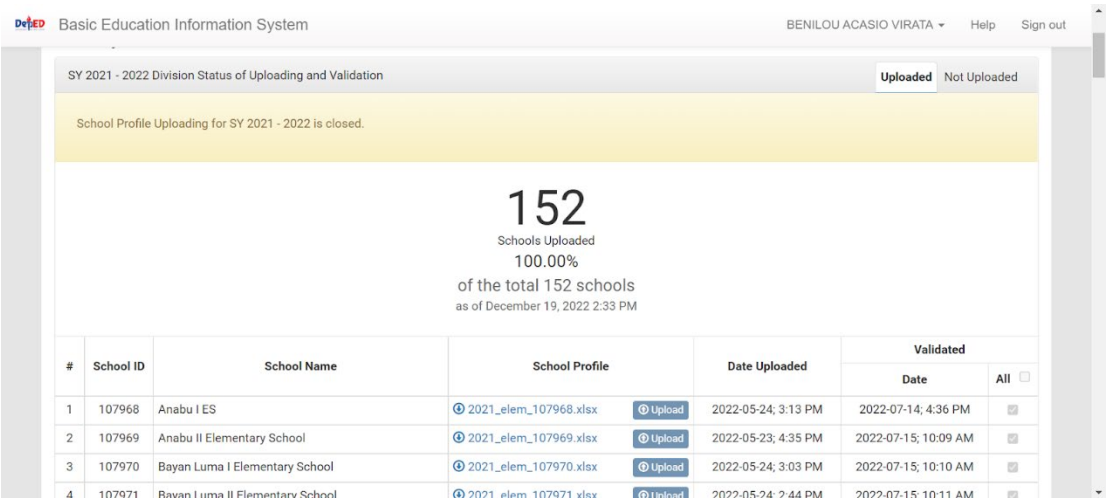
Under the Learner Information System (LIS) end-of-school year status updating 114,276 out of 115,163 or 99.23% learners' status were encoded and updated in the system from all the 117 private and 35 public schools in the Schools Division Office of Imus City for SY 2020-2021.

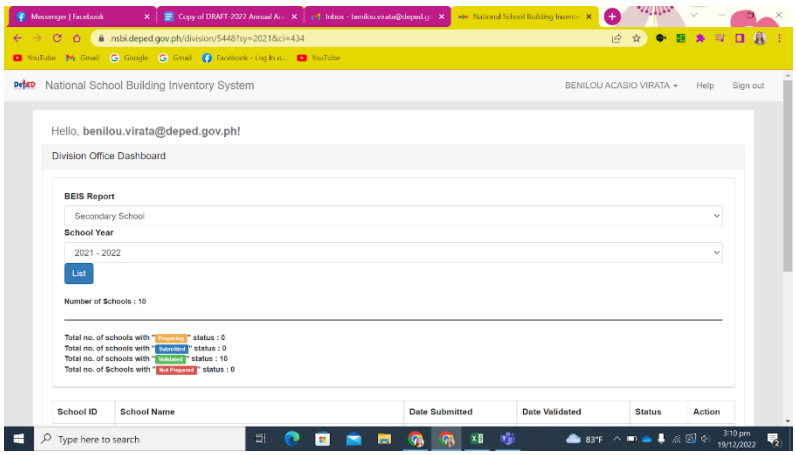
The escalation of all the issues and concerns through the LIS Ticketing system played an important role in the said accomplishment in the LIS.

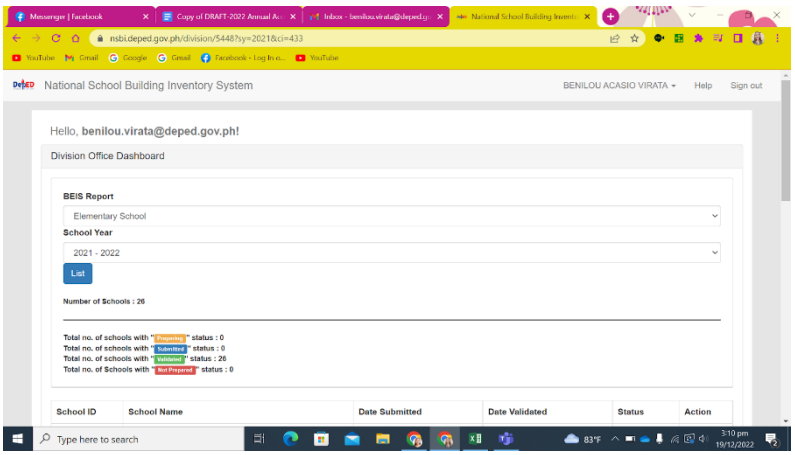
Another accomplishment of Project DATOS is the conduct of the inventory of school facilities through the National School Building Inventory (NSBI).

The inventory was participated in by the 35 public schools (25 elementary, 5 JHS, 4 SHS, and 1 IS).









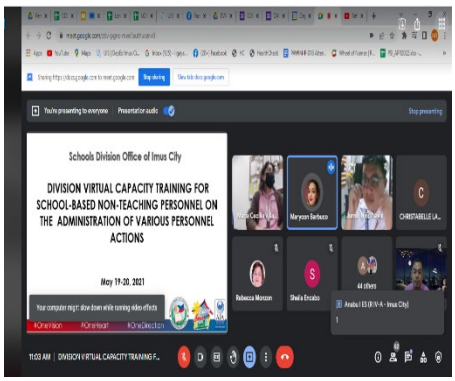
The NSBI Dashboard shows that 26/26 or 100.00% elementary schools, 5/5 or 100.00%; 4/4 or 100.00% SHS; and 1/1 or 100.00% Integrated Schools participated in the activity.

13. Project TUTOK (Turo para Tumatak ang OK na Kaalaman)

Project TUTOK delivered 100% of its outputs while ensuring that equal opportunities for non-teaching personnel (NTP) of the Schools Division Office of Imus City (SDOIC) as well as to effectively perform their respective tasks, creating opportunities for continuing/training and improvement are also being prioritized in the Division. Since NTPs serve both important stakeholders and leaders, including them in the training plan of SDOIC is a must.

Project TUTOK is an umbrella program for the Non-Teaching Personnel (NTP) of SDO Imus City, while all identified training for teachers is under the Tulong Dunong para sa Pagsulong (Upgrading of Competencies and Commitment). Its purpose is to provide training and technical assistance to newly-hired NTPs and continuing training for them in the different areas of Administrative Services- Personnel Management, Cash Management, Asset Management, Records Management and the General Services.

12.1 To continuously improve the performance of school-based non-teaching personnel in doing their tasks in their respective offices, the Personnel conducted a two-day capacity training for school-based non-teaching personnel on various personnel actions through a "PROJECT TUTOK" on May 19-20, 2022 via google meet. The training was centered on the training needs assessment result conducted on the targeted participants. Thirty-five (35) schools were well represented during the 2-day training.



12.2 On November 25, 2022, another undertaking of the Personnel Unit in partnership with the HRDS headed by Ms. Riza C. Garcia, Senior Education Program Specialist, conducted a one-day seminar on leave benefits for SDO non-teaching personnel. The activity is intended for all nationally and locally funded personnel of the SDO aimed at helping employees to know the various leave benefits for non-teaching.

12.3 Project Basic Operation and Guide to Supply Systems (BOGSS)

With the aim of Schools Division Office of Imus City to digitize the frontline services, the Supply and Property Section of the Administrative Unit will introduce Project BOGSS (Basic Operations and Guide to Supply System) to help the School Property Custodian, Administrative Officer II in the Asset Management System such as acquisition, utilization and disposal of government assets.

The system was launched last December 5-7, 2022 through a 3-day Capacity building seminar for Administrative Officer II, Clerks and DO personnel. The capacity building is composed of the different salient features of the system on inventory of government assets. Also, it was also discussed the basics of managing government assets.


Capacity-building seminar at Tanza Oasis Hotel and Resort

12.4 CB's for National-/LGU-Funded Non-Teaching Personnel were conducted in two batches last June 13-15, 2022 (Batch 2) and February 23-24, 2022 (Batch 1) which are both aimed at increasing the knowledge of our non-teaching personnel and in improving their behavioral skills and values in the performance of their roles and responsibilities. Attended by a total of 125 division and school-based LGU-funded non-teaching security personnel as well as 75 division and school-based national/ LGU-funded non-teaching transport personnel, positive feedback from school heads had been noted.

Capacity-building seminar for National and LGU-funded Non-teaching personnel at Tanza Oasis Hotel and Resort

14. Project SYNERGY (SYstems, Networks, and E-Resource GenerativitY)

Project SYNERGY attained 100% in its accomplishment for the year 2022 With the recent changes in our society including the establishment of the new normal, DepEd Imus City commits to provide learners with uninterrupted access to quality basic education through the utilization of ICT for alternative modalities in instruction.

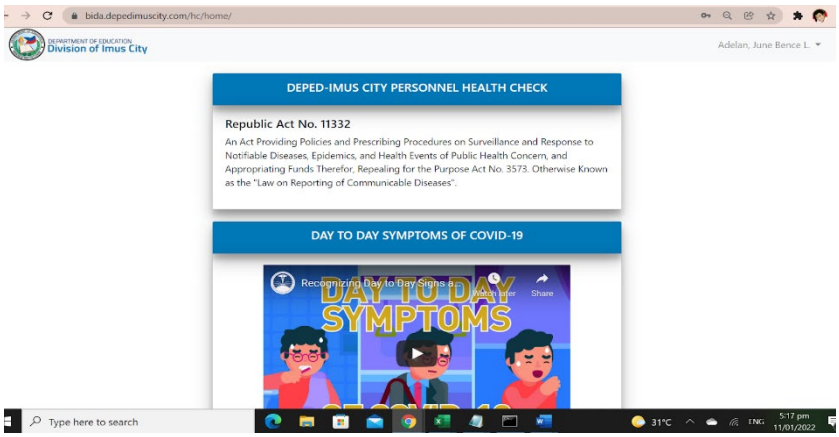
Teachers must be well-equipped with various methods and approaches to respond to the needs of learners in an unusual situation where social contact is limited

and mass gatherings are highly prohibited. Distance Learning, a technologically mediated modality to span the geographic distance between teachers and learners, is viewed as the key to support the delivery of unceasing learning opportunities during these difficult times. Teachers must be informed on how to select the distinct pedagogies, technologies, learning activities, and assessment criteria in a Distance Learning modality to be able to furnish holistic educational experiences for all types of learners.

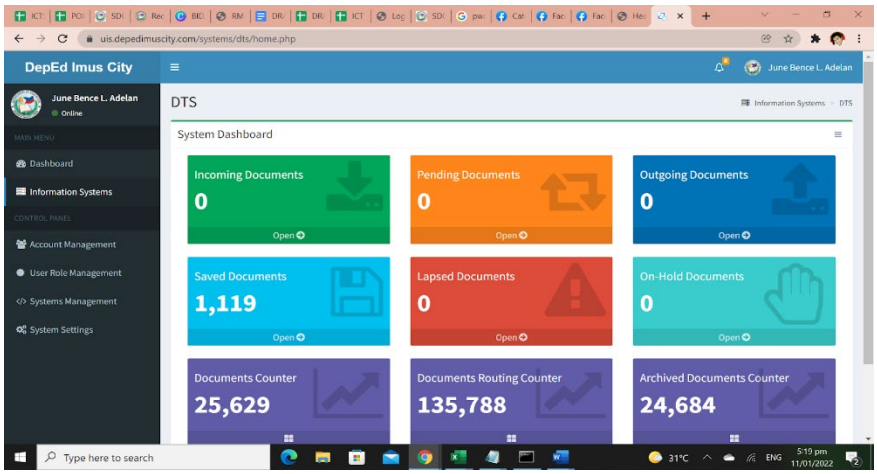
Moreover, to support this aspiration, the Schools Division Office of Imus City must be equipped both in Information Technology Infrastructure, Connectivity and Information Technology Skills of SDO IT personnel, the main reason why we have Project SyNERGY.

DepEd Imus City-ICT Unit continuously strives to meet the targets of our SYNERGY Project. The Division has launched three (3) Automated Systems in 2021 and are all being utilized up to present, these are: (1) UIS - Document Tracking System, (2) Automated Health Check, and (3) SMART HR. These systems are a work in progress as we ensure its alignment to the dynamic needs of its end users.

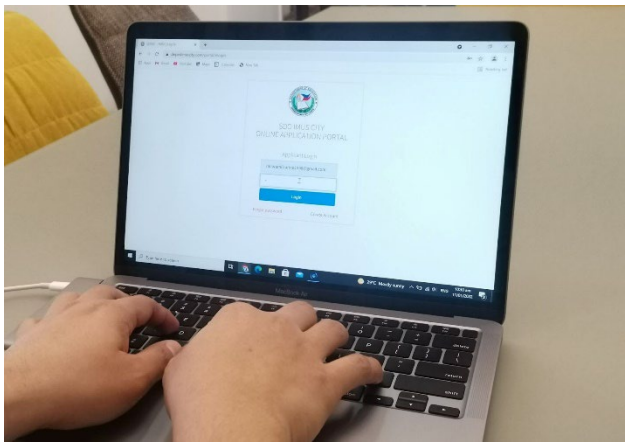
Automated Health Check



Document Tracking System



System for Meritocratic, Automated, Reengineered, and Transparent Hiring (SMART HR)



15. Project QUENTO for QUENTA (Quarterly Evaluation of Needed Reports to Update Utilized Allotments and Obligations for Quality and Efficient Numbers for Timely Accomplishment Reports)

This Project QUENTO for QUENTA achieved a 75% accomplishment rate with 3 out of 4 activities implemented. This is the Finance Unit initiative which combines the Budget and Accounting.

a) The Division Seminar-Workshop on the Preparation of Division Budget Proposal for FY 2023 was held in two batches on February 22 to 23, 2022 and participated by SDO Finance Personnel and the 33 School Heads of all Non-IUs schools. It is an annual activity led by the Finance Services Unit headed by Division Budget Officer, Ms. Jona B. Ramos with collaboration to Division Accountant, Ms. Precila E. Custodio. This activity is purely workshop, consolidation of budget allocation and active consultation and exchange of ideas on budget proposal. The Division Seminar Workshop on the Preparation of Budget Proposal for Fiscal Year 2023 was a huge success. School Heads and Coordinators both seasoned and found the activity very helpful. The importance of proper budget allotment that is aligned to the key thrust and priorities of the department was heightened during the discussion;

b) Three Batches of Division Webinar cum Capacity Building of Administrative Officer II of Schools and Administrative Assistant III of Three Functional Division of SDOIC regarding Financial Management Operations Manual (FMOM) was held on March 29 to 31, 2022 and participated by SDO Finance personnel and School personnel. The discussion focuses on Management of Cash Advances and Reporting Requirements, Request for Payment, Updates on Budget, Printing and Releasing of Checks for Schools MOOE of Non-IUs, Procurement Process and Liquidation Process. This project aims to increase transparency and accountability across all levels. This also includes provision of technical assistance thru virtual form for timely, efficient and accurate budgeting, monitoring and updating of financial reports which is crucial for tracking progress against previous plans. Finance personnel in the SDOIC also conducted spot-checking and mentoring of schools in the effective and efficient delivery of financial management services using the FMOM; and

c) Last June 21-23, 2022, the Schools Division Office of Imus City through the Finance Services Unit conducted an orientation/technical assistance on the adoption

and implementation of Web-Based Monitoring System of the School MOOE Funds. The activity aims to capacitate the school personnel users for the immediate implementation of the MOOE Web-Based Monitoring System in compliance with the Memorandum No. OUF-2021-0880. The participants are the 35 Schools of SDO Imus City. The discussion focuses on actual encoding of allocation/transfer, utilization/obligations and liquidation in MOOE Web Based System. Ms. Precila E. Custodio discussed the origin and importance of the System while Ms. Jona B. Ramos provided a sample of Obligation Request Status and list of downloaded Cash Advances per School for FY 2022. All Schools are required to encode the MOOE disbursements from January to June 2022 in the Web Based Monitoring System.

Actual encoding of allocation/transfer, utilization/obligations and liquidation in MOOE Web Based System by MOOE Coordinators of the 35 public schools

16. Project Basic Operation and Guide to Supply Systems (BOGSS)

Project BOGSS has a 100% accomplishment rate bringing the system into full implementation with the aim of Schools Division Office of Imus City to digitize the frontline services, the Supply and Property Section of the Administrative Unit will introduce Project BOGSS (Basic Operations and Guide to Supply System) to help the School Property Custodian, Administrative Officer II in the Asset Management System such as acquisition, utilization and disposal of government assets.

The system was launched last December 5-7, 2022 through a 3-day Capacity building seminar for Administrative Officer II, Clerks and DO personnel. The capacity building is composed of the different salient features of the system on inventory of government assets. Also, it was also discussed the basics of managing government assets.

Capacity Building at Tanza Oasis Hotel and Resort

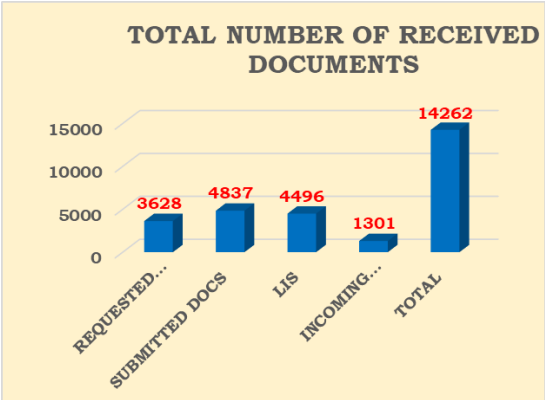
17. Project AYOSS (All Your Official Scribes Safe)

Project AYOSS (All Your Official Scribes Safe) with a 50% accomplishment rate is designed to establish and maintain a systematic records system in an orderly, efficient, effective and economical manner that ensures an improved quality of information and to aid management in its fundamental responsibilities in the Department of Education. Improving the delivery of records management service in the schools, familiarize with the R.A. 9470 (National Archives of the Philippines), and D.M. 133 s. 2016 (The National Inventory of Public Records), and appreciating the value of records disposition schedule are the basis of its activities.

The Records Section has the strong desire to improve the record-keeping practices of the Division. It aims to promote efficient administration, management, preservation, and protection of our documents and records. This will help ensure that practices executed by SDO employees will follow the laws and regulations provided by the State.

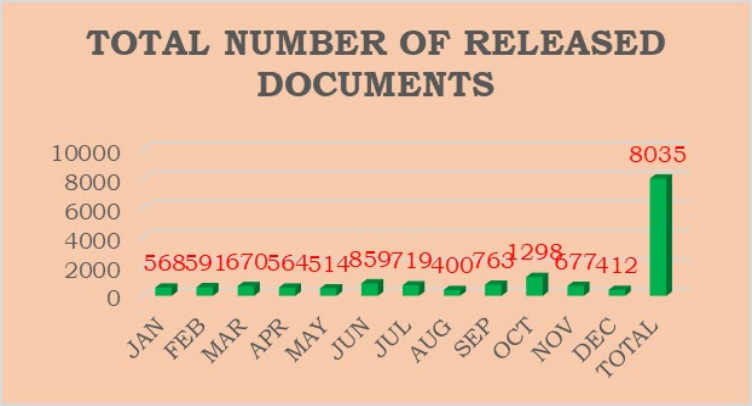
The successful implementation of the Document Tracking System resulted in the easy processing of all transactions in the Division Office. Below is the table showing the number of documents received, processed and released for FY 2022:

16.1 Receiving of Documents



16.2 Releasing of Documents

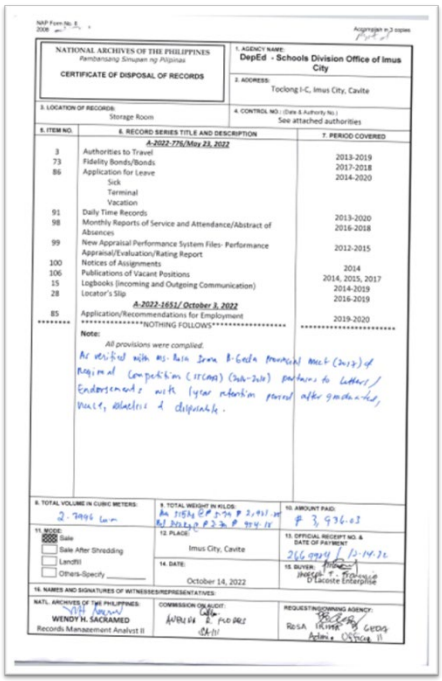
The table below shows that out of 14,262 transactions received by the Division office, 8,124 or 56.96% were processed and released on time, 6,138 or 43.04% were routed and delivered to the concerned unit.



Pursuant to Republic Act 9470 or the National Archives of the Philippines Act of 2007, *"All government offices shall regularly conduct an inventory of their public records under its custody"*. Records Management personnel prepared Records Inventory and Appraisal of the records under the responsibility of the Schools Division Office of Imus City which was submitted last March 2, 2022 to the National Archives of the Philippines and the Department of Education - Regional Office in CALABARZON.

After the inventory and appraisal of the records in the Division prior to all documents reaching the retention period, application of Disposing Valueless Records in National Archives of the Philippines was the priority. After 4 months of processing, the disposal in the mode of sale was physically witnessed by official NAP employees, Ms. Wendy H. Sacramed, Records Management Analyst II and Ms. Avelina R. Flores, Auditor from the Commission of Audit (COA) visited the Division Office and issued an Approved Requests for Authority to dispose of valueless records last October 14, 2022. The process was approved by NAP Executive Director Victorino M. Manalo, CESE.

Ms. Rosa Irma B. Geda, Administrative Officer IV- Records Officer, Ms. Wendy H. Sacramed, Records Management Analyst II, Ms. Avelina R. Flores, auditor from the Commission of Audit (COA) and the official buyer of NAP D' Lacoste Enterprise with the Valueless Records in the Schools Division Office of Imus City.



NATIONAL ARCHIVES OF THE PHILIPPINES
Pambansang Sinupan ng Pilipinas
CERTIFICATE OF DISPOSAL OF RECORDS

1. AGENCY NAME: DepEd - Schools Division Office of Imus City
2. ADDRESS: Toclong I-C, Imus City, Cavite
3. LOCATION OF RECORDS: Storage Room
4. CONTROL NO.: (Date & Authority No.) See attached authorities

5. ITEM NO.	6. RECORD SERIES TITLE AND DESCRIPTION	7. PERIOD COVERED
	A-2022-776/May 23, 2022	
3	Authorities to Travel	2013-2019
73	Fidelity Bonds/Bonds	2017-2018
86	Application for Leave	2014-2020
	Sick	
	Terminal	
	Vacation	
91	Daily Time Records	2013-2020
98	Monthly Reports of Service and Attendance/Abstract of Absences	2016-2018
99	New Appraisal Performance System Files- Performance Appraisal/Evaluation/Rating Report	2012-2015
100	Notices of Assignments	2014
106	Publications of Vacant Positions	2014, 2015, 2017
15	Logbooks (Incoming and Outgoing Communication)	2014-2019
28	Locator's Slip	2016-2019
	A-2022-1651/ October 3, 2022	
85	Application/Recommendations for Employment	2019-2020
********	**********NOTHING FOLLOWS**********	**********

Note:
All provisions were complied.

8. TOTAL VOLUME IN CUBIC METERS: 2.7996 cum
9. TOTAL WEIGHT IN KILOS: 10 sacks @ P 3.70 P 37.00; 82 sacks @ P 36 P 944.11
10. AMOUNT PAID: P 3,936.03
11. MODE: ☒ Sale ☐ Sale After Shredding ☐ Landfill ☐ Others-Specify
12. PLACE: Imus City, Cavite
13. OFFICIAL RECEIPT NO. & DATE OF PAYMENT: 266 0949 / 12-14-22
14. DATE: October 14, 2022
15. BUYER: Imperial T. Rodriguez, D'Lacoste Enterprise
16. NAMES AND SIGNATURES OF WITNESSES/REPRESENTATIVES:
NATL. ARCHIVES OF THE PHILIPPINES: WENDY H. SACRAMED, Records Management Analyst II
COMMISSION ON AUDIT: 10/06/22
REQUESTING/COMING AGENCY: Rosa Irma B. Geda, Admin. Officer II

Ms. Wendy H. Sacramed, Records Management Analyst II issued Certificate of Disposal Records to Ms. Rosa Irma B. Geda

18. Project HEART (Honing Expertise for Action Researches and Transformation)

This project on research obtained an accomplishment rate of 60% with 3 out of 5 activities implemented. Project HEART is the flagship project of the Division focused on sustaining the culture of research and continuous improvement. The project is anchored in DepEd Order No. 16, s. 2017 Re: Research Management Guidelines (RMG). It specifically aims to sustain research, continuous improvement, and innovation for learning culture among key teacher-researchers, CI advocates and innovators per grade level and per learning area; Strengthen production, presentation and publication of researches, Innovation and CI projects. For 2022, PROJECT HEART conducted a 3-day capacity building attended by Education Program Supervisors, School Heads, Schools Division Research Committee (SDRC), and select teachers. The activity established the Imus City Agenda on Research for Education or I-CARE. It also resulted in 39 research proposals, 20 were submitted to the Regional Office for Conference for Basic Education Researchers (CBER).

There are seven teacher researchers that qualified and presented during the 2022 Virtual CBER. While there are two (2) teachers from SHS who received assistance from the 7th Cycle of Basic Education Research Fund (BERF). To date, only action research grantees were able to hold the commencement exercise, while the basic is scheduled this January 26, 2022.

Research and CI implementation in general were affected by the strict implementation of time-on-task since the majority of research-related activities in school are conducted by teaching personnel.

Matea Alvyn H. Trinidad, former Senior Education Program Specialist for Planning and Research was one of the 2021 Gawad Patnugot Stage 2 Qualifiers for Outstanding Researcher. The recognition of Ms. Trinidad reflects the achievements under Project HEART.

For 2023, Project HEART will sustain production, presentation, and publication efforts. While monitoring and evaluation of the application of research results in schools and SDO will be strengthened.

19. Project IM-SHAWN (Information on Mental Health, School-Based Feeding Program Health Services – Medical, Dental, and Nursing Services, Adolescent Reproductive Health, Wash in Schools Program, and National Drug Education Program)

With a 100% accomplishment rate or 11 out of 11 activities implemented for the year 2022, the Schools Division Office of Imus City – School Health and Nutrition Section has initially assessed 22,813 learners out of the total target of 8,000 learners, through Online and Face to Face Learners' Health Assessment. This program aimed not only to evaluate the present health status of learners even while on distance learning, but also to identify the medical conditions most commonly encountered, which serves as a basis for crafting and implementation of health education programs for the next school year. Although our country is already transitioning to recovery from the COVID-19 pandemic, face-to-face classes were still on-hold during the first quarter of 2022.

Medical, dental and nursing services were also rendered to 540 employees of SDO Imus City. Out of these 540 employees, 146 were medical consultations, 69 were dental consultations and treatments, 110 were for pre-employment assessments, 100 were for reinstatements, and 146 were for medical clearance. Due to the increased exposure of the School Health personnel to the COVID-19 virus when doing health examinations and dental procedures, SDO Imus City has implemented Tele-Health for proper scheduling of employees who needed medical and dental services while non-emergency medical consultations were done online.

The annual physical examination for division schools' teaching and non-teaching personnel was conducted in the second quarter of 2022 with total participants of 2,960 including the personnel of the Schools Division Office. This program under the Medical and Dental Services aims to assess and evaluate the present health status of our employees with proper management and referral.

For the School-Based Feeding Program (SBFP) SY 2021-2022, a total of 9,722 beneficiaries participated, which is 1,325 more learners than in the last school year. This sudden increase in the number of beneficiaries was due to the suspension of nutritional status assessment among learners as a consequence of the COVID-19 pandemic wherein all incoming Kindergarten, in addition to the previously identified Severely Wasted (SW) and Wasted (W) learners from Grade 1 to Grade 6 were listed as program beneficiaries. Despite the increasing number of COVID-19 cases making it difficult to implement the program, SBFP was successfully implemented through usage of virtual orientations via Google Meet, provision of Level 1 PPE and supplementation of multivitamins to all feeding coordinators and implementers, and utilization of school E-jeeps to deliver commodities to beneficiaries whose homes were

far from the school. The Deworming Program for the year 2022 was not conducted due to the transfer of its implementation to the city government of Imus.

For the Adolescent Reproductive Health (ARH) Program, the ARH Foundational Course was launched and conducted via Massive Open Online Course (MOOC), and was participated by 35 school clinic teachers. The Mental Health Program was not conducted, but it will be implemented in the next school year.

The National Drug Education Program (NDEP) is continuously being implemented by 32 out of 35 schools in 2022. Various strategies in the implementation of NDEP in schools include subject integration, webinars, slogan-making contests, essay writing contests, and poster-making contests.

For the Wash in Schools (WinS) Program, 35 out of 35 public schools implemented the program and were monitored, revealing 21 public schools which have achieved a 2-star rating (19 elementary, 2 secondary). This is higher than in 2020 with only 18 public schools achieving the 2-star grade.

Other activities and accomplishments done by the Schools Division Office with regards to the Health, Dental and Nutrition aspect of the Division in 2022 continued the implementation of online personnel health check, monitoring of school clinic and safety protocols, conduct of COVID-19 vaccination drive, provision of anti-flu vaccines for our SDO personnel and conduct of HFMD forum for public and private school heads, as well as monitoring of cases and disinfection of school buildings in partnership with the City Health Office of Imus.

As a follow-through advocacy campaign of COVID-19 Vaccination since 2021 for the schools division personnel and learners, currently a total of 40,653 out of 84,037 (48%) of learners have been vaccinated with at least a primary series, while 2,771 out of 2,871 (96.5%) of teaching and non-teaching personnel have been vaccinated with at least a primary series and first booster dose of COVID-19 vaccine. The activity will resume in the next fiscal year. The provision of anti-flu vaccines to all SDOIC personnel was also initiated and is still on-going to ensure the health and safety of all personnel, wherein a total of 91 out of 120 (75.83%) have been vaccinated.

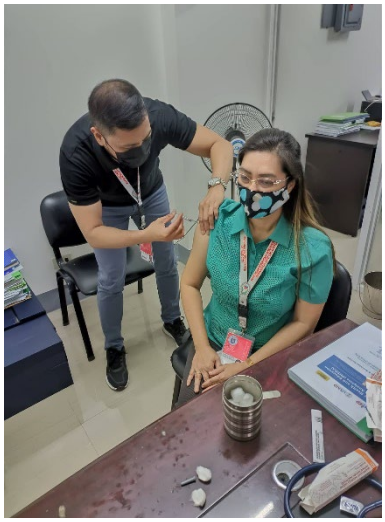
The Division Virtual Kick-off of Oplan Kalusugan sa DepEd and Launching of Healthy Learning Institutions (HLI) and Adolescent Reproductive Health MOOC for Public School Heads and Clinic Teachers was conducted last November 30, 2022. This program aimed to: (1) promote a culture of 'Healthy Schools' by combining school health and nutrition programs using preventive approach through the HLI and the six flagship programs of OK sa DepEd; and (2) to capacitate school clinic teachers in understanding the adolescent development and to be adept in providing the right services for them.

The Celebration of 18th Dental Health Month was also conducted which aims to ensure the maintenance of good oral health of the learners. Different school activities were conducted during this celebration like home toothbrushing drill, oral health education, poster making contest, posting of advocacy campaigns on dental health on social media. All the **35 public schools** participated in this month-long celebration. Learners with parental consent from kinder to grade 3 participating in the expanded limited face to face learning modality were dentally examined and given fluoride varnish treatment.

For the 2022 Wash in School Program implementation, all 35 public schools were monitored, validated and technical assistance was given on how to improve the

star level of each school. In SDO Imus City, 100% participation on WinS monitoring tool uploading for elementary and secondary level for SY 2021-2022.

School Clinics were also visited and monitored during the Division Field Technical Assistance (DFTAT) to ensure readiness and evaluate the compliance of the schools in the implementation of the required health standards set by the Department of Education.



Flu Vaccination to SDO Personnel

SBFP Inspection of Commodities

SBFP Distribution of Commodities

SBFP Monitoring

Conduct of Annual Physical Examination

Health Inspection of Learners

Dental Health Month Celebration

WinS Monitoring

20. Project CoNeCS (Collaboration and Networking with Community and other Stakeholders

For FY 2022, SDO Imus City has continued forging and sustaining partnerships and linkages with its internal and external stakeholders to address the needs of the Division and its 35 public schools, making Project CoNeCS successful with 100% accomplishment rate. The amount of total generated resources (money, in-kind and services) increased by 27.24% from P43,545,735 last year to P55,409,390 as per December 2022 consolidated School Partnership Data Sheets.

Schools actively engaged with partners through DepEd's Adopt-a-School Program and Brigada Eskwela, with focus on Brigada Pagbasa (literacy) and Eskwelahanan (home learning spaces) which aims to help learners and families create a quality and conducive learning space at home.

In support of the Basic Education - Learning Continuity Plan (BE-LCP), Project CoNeCS (Collaboration and Networking with Community and other Stakeholders) forged and/or sustained partnerships with the following: Maybank Foundation Cashville Kidz and Eskwela Kooperatiba - financial literacy; Maynilad Water Services - WINS; International Institute of Rural Reconstruction (IIRR) and Rotary Clubs - Gulayan sa Paaralan Program; Grolier International and City Library of Imus - literacy; Converge - internet connectivity; San Miguel Yamamura - school supplies and COVID prevention; Lotus Mall - Alternative Learning System Community Learning Center, and others.

An election for the new set of officers for the Imus City Parents-Teachers Association Federation (ICPTAF) was also held wherein Mr. Rommel Galicia of Alapan 1 Elementary School and Ms. Ruby Foz of Imus National High School emerged as President and Vice President, respectively.

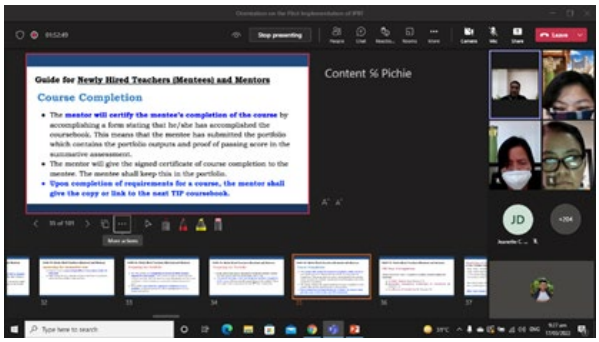
21. Project Tulong-Dunong para sa Pagsulong (Upgrading of Competencies and Commitment)

This project having incurred an accomplishment rate of 60% or 6 out of 10 implemented activities, the Human Resource Development Section (HRDS) never ceases to reskill and upskill all SDOIC employees even amidst pandemic. Its commendable aim of advancing all personnel through professional development programs is anchored to DepEd Order No. 001, s. 2020 and Dep Ed Order No. 40, s. 2020. It will continue to strengthen its purpose in the next normal and all its PPAs will be aligned with the implementation of the Basic Education Development Plan 2030.

For CY 2022, there were 32 division-initiated learning and development programs and interventions were implemented across all areas, not to mention the other regional and national trainings for this year. All personnel from the level 1 to level 2 positions from the local school board, job order, casual and nationally-funded personnel were given opportunities to be capacitated and to be able to meet their needs. Rest assured that this Section shall continue to serve its clientele in providing professional development programs that will address their development needs using various platforms and modalities. Below are the accomplishments of Tulong Dunong Para sa Pagsulong conducted by various SDO Offices/Units:

Division Seminar on Pre-Retirement Innovations and Options for Results (PRIOR) Batch 2 on February 21-22, 2023 at Tanza Oasis Hotel and Resort

Capacity Building on Core and Behavioral Skills of SDOIC and School-Based Security Personnel (Batch 1) on February 22-23, 2022 held at Tanza Oasis Hotel and Resort



Online Division Orientation on the Pilot Implementation of Induction Program for Beginning Teachers (IPBT) on March 17, 2022 via Google Meet

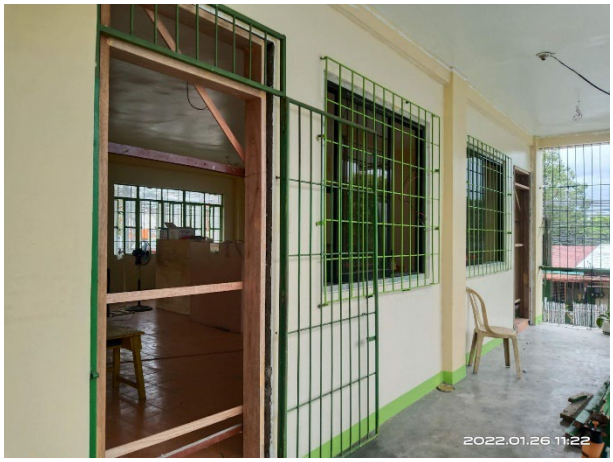
The NEAP Recognized Division Training on Crafting and Evaluating L&D Learning Resource Packages Batch 2 held on May 25-27, 2022 at Tanza Oasis Hotel & Resort

Capacity Building of SDOIC Division Proper and School-Based Security and Transport Personnel on Core and Behavioral Skills Batch 2 on June 13-15, 2022 at Tanza Oasis Hotel and Resort

22. Project OPPa (Oplan Pagpapaganda ng Paaralan)

In CY 2021, the Schools Division Office of Imus City had an accomplishment of 24 newly completed repair classrooms - newly repaired and newly constructed. In terms of repair, there were 12 classrooms in Buhay na Tubig Elementary School, 8 classrooms in Palico Elementary School, and 4 classrooms in Imus Pilot Elementary School. There are no newly constructed classrooms for CY 2022 because of the newly implemented Mandanas-Garcia Ruling.

Project OPPa has achieved its target with only 50% accomplished tasks. By opening of classes on August 22, 2022, 100% of schools already conducted limited face-to-face learning modality and by November 2022 100% of schools in SDO Imus City had complied to the 100% in-person classes mandated by the DepEd Secretary. Throughout the year, schools have conducted repair and improvements of various school buildings and facilities that made the implementation of 100% in-person classes possible.



23. Project SAFE (Safety Awareness For Emergencies)

With the vision of having a safe and conducive learning environment, the Disaster Risk Reduction and Management (DRRM) plotted a series of activities to ensure the safety and security of the school personnel and facilities, thus, reflecting the 100% accomplishment rate of the project.

A meeting was held last October 21, 2022 with the School Disaster Risk Reduction and Management Coordinators to update their Contingency Plan for all natural and man-made disaster. With this update, it will ensure the continuity of education despite the different disaster that will come.

To intensify the Covid-19 Pandemic Prevention and Safety, the Schools Division Office (SDO) had issued a series of protocols and guidelines in order to have a safe

school for the personnel and stakeholders. Also, the Division procured boots and raincoats for SDOIC Security and utility force to help them perform their job especially during the rainy season. Four (4) earthquake drills were conducted as part of the National Simultaneous Earthquake Drill. Two (2) coordination meetings (September and October 2022) were also conducted in times of typhoons such as during the typhoons Karding and Paeng. With these coordination meetings, damages in public schools were lessened and helped them prepare for the possible disaster.

24. Project PRIVATE (Private Schools' Viable, Accessible and Transformative Education)

Project PriVATE which stands for Private Schools' Viable, Accessible and Transformative Education is a division-initiated project for all private schools in Imus City. This project aims to strengthen partnerships with the private schools in the delivery of quality basic education and to ensure participation of all private schools in the activities that involve them.

Activities under this project include:

1. Processing of the Private Schools' Application for Application of Government Permit for New Schools and New Level/s
2. Processing of the Private Schools' Application for Renewal of Permit
3. Processing of the Private Schools' Application for Government Recognition of the Kindergarten, Elementary and Junior High School) and Additional Track/s, Strand/s, Specialization/s for Senior High School
4. Division Private Schools Conference

The illustration below shows the composition of private schools in the Division of Imus City according to schools with permit, with provisional permit, and with provisional permit.

Total Number of Private Schools Based on Recognition/Permit Status

School Classification	SY 2019-2020	SY 2020-2021	SY 2021-2022
With Recognition (all levels based on COC)	34	29	27
With Recognition and Government Permit (other levels)	25	23	14
With Recognition and Provisional Permit (SHS)	30	30	27
With Recognition, and Government Permit (other levels), and Provisional Permit (SHS)	3	2	3
With Government Permit (all levels based on COC)	53	40	39
With SHS Provisional Permit	7	6	6
With Government Permit (all levels based on COC) and SHS Provisional Permit	1	1	2
TOTAL	**153**	**131**	**118**

As a result of the pandemic, the number of private schools gradually decreased from 153 to 118 offering different levels of education. In SY 2020-2021, twenty-three (23) private schools and another ten (10) schools in SY 2021-2022 have either signified voluntary or involuntary closure. A total of 35 schools declared either permanent, voluntary, or temporary closure contributing to the increase of enrollment in the public sector.

Most of our partner private schools are offering Kindergarten with Elementary, Kindergarten with Elementary and Junior High School, and Kindergarten with Elementary and Junior and Senior High School.

Total Number of Private Schools Based on Curricular Offering

SCHOOLS BASED ON COC	SY 2021-2022
Purely Kindergarten	6
Kindergarten with Elementary	44
Kinder w/ Elementary and JHS	36
Kinder w/Elementary, JHS & SHS	20
Purely JHS	2
JHS with SHS	4
Purely SHS	6
Total	**118**

When COVID-19 came into existence unexpectedly, there was a dominant decrease in the enrolment of private schools particularly the Key Stage 1 to 3, (Kindergarten, Elementary and Junior High Schools). On the other hand, as people had adjusted with the new normal, enrollment in the private schools started to recover as shown with the increase of enrollment in Kindergarten and a very minimal decrease in the elementary and JHS. It is remarkable that during the pandemic, enrollment in the SHS continuously increased.

Percentage of Increase or Decrease and Participation for SY 2019-2020 to SY 2021-2022

SECTOR	LEVEL	ENROLMENT TREND				
		SY 2019-2020	SY 2020-2021	% of Increase/ Decrease	SY 2021-2022	% of Increase/ Decrease
PRIVATE	Kindergarten	2,366	1,008	- **57.40%**	1,247	+ 23.71%
	Elem	17,589	9,803	- **44.27%**	9,642	- **1.64%**
	JHS	12,436	9,186	- **26.13%**	8,764	- **4.59%**
	SHS	8,013	8,508	+ 6.18%	9,034	+ 6.18%
	Total	40,404	28,505	- **29.45%**	28,687	+ 00.64%
	% in Total Enrolment	**36.55%**	**26.27%**		**25.66%**	

Even before the pandemic, the government already recognized the importance and the contributions given by the private sector in educating the young. That is primarily the reason why there is GASTPE or (Government Assistance to Students and Teachers in Private Education). The GASTPE Program aims to decongest public secondary schools through. the extension of financial assistance to deserving elementary school graduates. who wish to pursue their secondary education in private schools. This was provided for by Republic Act (RA) 6728 called the GASTPE Act, which was amended by RA 8545 known as the Expanded GASTPE (E-GASTPE) Act. E-GASTPE was further expanded by RA 10533 or the Enhanced Basic Education Act of 2013 to cover senior high school.

Educational Contracting Service (ESC) Grantees, SY 2019-2020 to SY 2021-2022

SCHOOL YEAR	NO. OF SCHOOLS	GRADE 7	GRADE 8	GRADE 9	GRADE 10	TOTAL GRANTEES	AMOUNT OF GRANT
2021-2022	25	1,294	1,240	1,462	1,423	5,419	48,771,000
2020-2021	25	1,369	1,614	1,450	1,207	5,640	50,760,000
2019-2020	25	1,909	1,529	1,118	1,122	5,678	50,541,000

Reference: System Generated data released by the Central Office, as of May 25, 2022.

Table 9. Senior High School Voucher Program (SHVP) Grantees SY SY 2019-2020 to SY 2021-2022

School Year	Number of Schools	Grade 11						Grade 12						Total
		PUB	PE	PNE	APQ	APSYC	Total	PUB	PE	PNE	APQ	APSYC	Total	
2021-2022	27	3,707	786	249	3	7	4,752	2,522	672	353	0	0	3,547	8,299
2020-2021	28	2,839	692	364	0	0	3,895	2,364	508	421	0	0	3,293	7,188
2019-2020	28	2,632	512	432	0	0	3,576	2,103	424	440	0	0	2,967	6,543

Reference: System Generated data released by the Central Office, as of May 25, 2022.

Legend: *PUB - Public; PE-Private ESC; PNE-Private Non ESC; APQ-ALS PEPT Qualifier; APSYNC-QVA'S Completers Prior to SY 2020-2021*

Before the opening of classes for School Year 2022-2023 as per DepEd Order No. 034, s. 2022 (School Calendar and Activities for the School Year 2022-2023), the Schools Division Office conducted the Division Private Schools Conference last July 25, 2022 at Tanza Oasis Hotel and Resort located at KM 41 A. Soriano Highway, Tanza, Cavite.

The Division Private Schools Conference aimed to discuss issues and concerns of private schools in the City of Imus regarding the opening of classes and Department of Education's (DepEd) issuances concerning private schools. The expected participants per school were the school owner/administrator and the principal. There was a total of 178 participants who enjoined the activity.

Health protocols set by the Inter-Agency Task Force for the Management of Emerging Infectious Diseases' (IATF) was strictly observed.

Mr. Ivan Brian L. Inductivo, Assistant Schools Division Superintendent discussing the Learning Continuity and Recovery Planand Dr. Rosemarie D. Torres, Schools Division Superintendent delivering the Private Schools Address.

25. Project Paghubog at Pagsibol

In consonance to train all the student organizations to mold our learner-leaders to be visionary in all aspects of life and help them to develop all student leaders to be effective and efficient.

The project aims to capacitate all student leaders and Teacher advisers in: resilient leadership, responsible digital citizens and future-ready leaders.

The Project Paghubog at Pagsibol with its goal of enabling the participants to know the different qualities of a leader and learn how to adapt to the current situations of the environment was not implemented because of the moratorium and the budget of 50,000.00 pesos was realigned to cover expenses incurred in convergence activities

in Palawan. On the other hand, the following mandated programs and activities were implemented:

To establish student governance, the SDOIC-Youth Formation Division (YFD) initiated the holding of the School-Based Student Elections either by face to face election, digital/virtual or appointment last September 12-16, 2022 and was extended up to September 30, 2022 due to the moratorium as per DepEd Order No. 34, Series of 2022 and to give way to the transition from blended learning to face to face modality. On October 7, a virtual Division Federated Election for Supreme Pupil and Supreme Student Government was also conducted. Thirty-five (35) Public Schools participated in the event wherein all schools including the Division have established student government. A virtual Regional Federated Election for Division Supreme Pupil and Student Government was held on November 12, 2022 while the virtual National Federated Election for Regional Supreme Pupil and Student Government was held on November 26, 2022.

Winners were declared after the Supreme Student Government Elections at Gen. Juan Castañeda SHS

26. Project STAIR (Systematic Test Administration Towards Improved Achievement Result)

An accomplishment rate of 250% was achieved because of the unexpected testing assessment activities that were cascaded from the higher offices. The Systematic Test Administration Towards Improved Achievement Result or STAIR is a project dedicated to ensure a smooth and conducive testing environment. The project aims to provide test-takers with efficient room examiners as well as complete and secured test materials. Project STAIR achieved its target and immediate assessments for 2022. Out of 7 assessments administered only two, PISA MS and CB-EPT were calendared in the Annual Implementation Plan (AIP). The Schools Division Office was able to organize and engage target test-takers to participate in the call of the Bureau of Educational Assessment (BEA) for immediate conduct of ELLNA and NATG-6, and E-LAMP, hence the overall average of 94% participation rate.

Among all 6 learners' assessments, the most challenging was the E-LAMP because it was held remotely. However, with the full cooperation and support of teachers and school heads, E-LAMP was administered smoothly and efficiently.

Table 5: Summary of Assessments Conducted

Date Conducted	Activity	Target	Accomplishment	Variance (Gap/Gain)
April 22, 2022	CBEPT Administration	100%	77% (136/175)	23%
April 11, 2022	Programme for International Student Assessment Main Survey	100%	98% (41/42)	2%
June 15, 2022	Early Language Literacy and Numeracy and Assessment (ELLNA)	100%	93% or 399 out of 427	7%
June 16, 2022	National Achievemnt Test for Grade 6	100%	98% or 1350 out of 1375	2%
June 28, 2022	E- Learning Assurance for Monitoring and Progress for Elementary	100%	98% 142 out of 145	2%
June 29, 2022	E- Learning Assurance for Monitoring and Progress for JHS	100%	91% 182 out of 200	9%
June 30, 2022	E- Learning Assurance for Monitoring and Progress for SHS	100%	85% 178 out 210	15%

Administration of Computer-Based English Proficiency Test 9 CB-EPT 2022 at Malagasang II ES

Administration of E-LAMP for SHS at Gov. Juanito Reyes Remulla

27. Gawad BIDA: Recognition of Exemplary Performance of Teaching and Non-Teaching Personnel

The Rewards and Recognition is a process and mechanism for valuing contribution of individuals and work units, and recognizing excellent performance and achievement of work targets in pursuing the organization's mandate. This program is designed to encourage creativity, innovativeness, efficiency, integrity and productivity in the public service by recognizing and rewarding officials and employees, individually or in groups for their suggestions, inventions, superior accomplishments and other personal efforts which contribute to the efficiency, economy, or other improvements in government operations or for other extraordinary acts or services in the public interest.

Anchored on the Civil service Commission Program on Awards and Incentives for Service Excellence (PRAISE) and DepEd Order No.9, s. 2002 re: Establishing PRAISE in the DepED, the Schools Division Office of Imus City announces the conduct of Division Gawad Bida: Gintong Parangal. It covers both planned awarding ceremonies and on-the-spot recognition to be institutionalized in the SDO. It shall provide both monetary and non-monetary awards and incentives to recognize, acknowledge and reward productive, creative, innovative and ethical behavior of employees through formal and informal mode. Also, it adheres to the Employee Equal Opportunity Principle (EEOP) and Gender Responsiveness Basic Education Policy (GREEP).

This year's Gawad Bida was conducted in two different schedules and categories. Nomination to the Gawad Bida was submitted in electronic copy and uploaded to the google drive link provided within the allotted date. The first one is Gawad Bida: Bayanihang Imusenyo, Damayang Areglado held on March 18, 2022 at General Emilio Aguinaldo National High School. The highlight of the event was the awarding of 25 Outstanding Stakeholders in both individual and group categories while the educator's summit had 111 awardees.

The second event is the Gawad Imusenyo held on October 5, 2022 at Imus Sports Complex coinciding with the National Teachers' Day Celebration. There were 48 awards for Outstanding Teachers, 49 Service Awardees, 10 Outstanding Gawad

Republic of the Philippines
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REGION IV-A CALABARZON
SCHOOLS DIVISION OF IMUS CITY

1st Quarter FY 2022 Progress Monitoring Report

Office Memorandum No. 5, s. 2022 finalized the flagship projects of the Schools Division Office of Imus City for Fiscal Year 2022. A total of twenty-six (26) projects from the Office of Schools Division Superintendent (OSDS), School Governance and Operations Division (SGOD), and Curriculum Implementation Division (CID) were recorded and budgeted in the Annual Implementation Plan.

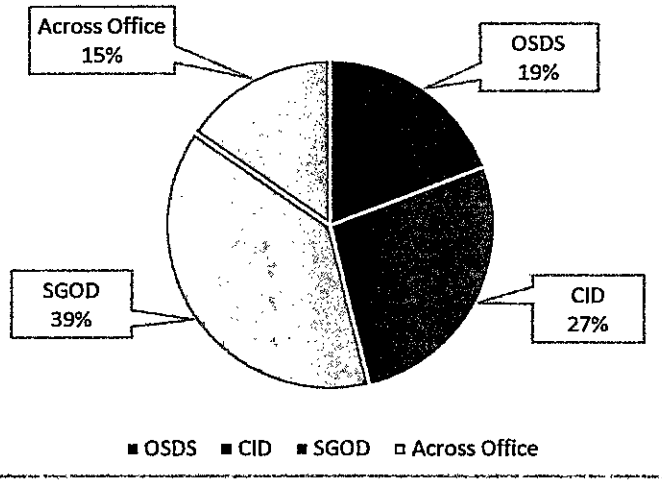
Table 1: SDOIC Projects

	Functional Office	Project	No of Activities
1.	GAD	Angat at Pantay na Respeto at Unawa sa mga Bata, babae at Iba pang Indibidwal (APRUBB++)	7
2.	SGOD- PRS	Delivery of Accurate and Timely Outputs of Stakeholders (DATOS)	11
3.	OSDS- Supply	BOGSS	1
4.	OSDS/ HRDS	Driven Toward Reformation: Managers Working with Focus, Teachers, Teaching with a Heart (DTR-MWF-TTH)	5
5.	SGOD- PRS	Honing Expertise for Action Researchers Transformation (HEART)	5
6.	SGOD- EFS	Oplan Pagpapaganda ng Paaralan (Project OPPA)	2
7.	CID- Guidance/ OSDS- Legal	PROTECT	4
8.	OSDS- ITO	Project SYNERGY	1
9.	CID-LRMS	Instructional Materials for Maximum Understanding of Students (Oplan IMMUS)	5
10.	OSDS- Records	AYOSS	2
11.	CID	Brigada Pagbasa sa Panahon ng Pandemya (B3Ps)	9
12.	CID	Building and Utilizing Developed and Diverse Integration for Enhanced Supervision (BUDDIES)	2
13.	SGOD-SocMob	Collaboration in Nurturing Excellence (CONEX)	2
14.	CID	Fuelling and Unveiling Students Excellence (FUSE)	5
15.	CID-ALS	Harvesting of Outstanding performance in Education for All (HOPE)	5

16.	SGOD-HNS	Information on MENTAL HEALTH-SBFP-HEALTH SERVICES-ARH-WINS-NDEP (IMSHAWN)	9
17.	CID	JOURN	2
18.	CID	Performance Assessment for Supervision and Support (PASS)	1
19.	SGOD-PS	Private Schools' Viable, Accessible and Transformative Education (PriVATE)	2
20.	OSDS- Finance	Quarterly Evaluation of Needed Reports to Update Utilized Allotments and Obligations for Quality and Efficient Numbers and Timey Accomplishment Reports (QUENTA FOR QUENTO)	4
21.	SGOD	Strategic Management:Planning, Monitoring and Evaluation and Technical Assistance (StraMa:PlanMETA)	20
22.	SGOD- HRDS	Tulong Dunong para sa Pagsulong	14
23.	OSDS- Admin	TuTOK (Turo para Tumatak ang Ok na Kaalaman)	5
24.	SGOD-SMME/ HR	Project STAiR	2
25.	SGOD-DRRM	Safety Awareness for Emergencies (SAFE)	1
26.	SGOD-YFP	PROJECT Pagsibol at Paghubog	1
TOTAL			127

Source: Annual Implementation Plan FY 2022
https://docs.google.com/spreadsheets/d/1hMp6_D5FKD4qUKDwaWNR5koGAmkgGZj26V8MUZRXCog/edit#gid=1878810184

Figure 1. Projects per Functional Division



Source: Annual Implementation Plan FY 2022

Office Memorandum No. 6, s. 2022 Re: 1st Quarter Accomplishment of PLANO- PIR for Fiscal Year 2022 calls to all program owners with a stake in the 2022 Annual Implementation Plan to report the status of the implementation of activities scheduled for the 1st quarter. The result shall then be reported in DEXECOM as input to Management Review, specifically (f) Monitoring and Measurement Results (9.3.2 c5) (ii) MEA-PIR.

The first quarter of 2022 commenced with 16 out of 26 or 61% of projects being implemented. These 16 projects are Tutok, Quento por Quenta Synergy, B3Ps, FUSE, PASS, BUDDIES, Tulong Dunong, HEART, CONEX, I-M SHAWN, DATOS, STRAMAPlanMETA, Safe, APRUBB++, and DTR-MWF-TTH. However, only the status of implementation and activities of the **11 projects** were able to track due to the failure to create an entry in the Automated PIR Template.

Table 2: Projects Implemented for 1st Quarter

	Project Title	Target	Accomplished	Unaccomplished
1.	Tutok	2	1	1 (CB –EPT)
2.	Quento por Quenta	3	3	0
3.	SYNERGY			*SEE Tulong Dunong*
4.	B3Ps	5	4	1
5.	FUSE	1	1	
6.	Tulong Dunong	4	3	1
7.	HEART	1	0	1
8.	CONEX	2	1	1
9.	STRAMA: PlanMETA	4	4	0
10.	APRUBB++	1	1	0
11.	DTR-MWF-TTH	2	1	1
12.	IMSHAWN			
13.	DATOS			
14.	SAFE			
15.	BUDDIES			
16.	PASS			
		25	19	6

Source: PIR-PLANO Tool

The **11 projects have 25** functional outputs, 19 or **76% were carried out** while **6 or 24% were moved/ adjusted at a later date**. The majority of activities (10) conducted were training and capacity buildings and most of them (8) were from or in collaboration with the Office of the Schools Division Superintendent (OSDS).

Significantly, **budget utilization** of the activities conducted **is high** with only 2 activities not hitting the budget allocation- FSU with 11.35%underutilized budget and GAD exceeded by 18% or 85, 200.00.

On unaccomplished activities, all five (5) were resolved to be moved and rescheduled for the next quarter.

Lessons Learned:

Lessons imparted by program owners from their experience during the implementation of their activities are crucial. Program owners now feel the effect of shifting back again to the usual way of work. Reintegration into the system of conducting activities in person entails careful and risk-based thinking as it involves more people and more resources.

"Secure pool of reserve facilitators to carry out the scheduled activity in the absence of the priority facilitator"
"Ensure commitment of school heads as to the status of their participants' participation"
"Avoid testing dates that coincide with ILSA"

"Adjustment on the schedule of training and modality to be used should be anticipated as early as possible"

Evaluation

Based on the yielded result, SDO Imus is off to a good start with a 76% accomplishment rate. This is despite that the Department of Education implemented nationwide academic ease from January 17-28 followed by the academic break. This positive output can be attributed to the following factors:

1. Most of the activities were from OSDS, and the majority of participants are non-teaching personnel, and

2. employment of various strategies and activities such as Benchmarking Focus Group Discussion, Kumustahan, and Implementation Review.

More program owners are getting used to Automated PIR. A change in behavior is evident, most of the program owners considered the number of participants as a Physical Indicator instead of the Number of activities conducted. There is a high

Budget Utilization rate that tally with the Finance Unit and more meaningful insights for lessons learned.

For continuous improvement and adjustment, program owners as well as the SMME with the help of the Planning and Research Section should revisit the AIP to ensure that all details such as target date, budget, and indicators are accurate.

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SCHOOLS DIVISION OF IMUS CITY

2nd Quarter FY 2022 Progress Monitoring Report

Relative to the OM-OSD-2022-040 titled "Notice of Division Executive Committee Meeting cum Program Implementation and Management Review" and OM-OSD-2022-041 titled "Corrigendum to Office Memorandum OM-OSD-2022-040 RE: Division Executive Committee (DEXECOM) cum Program Implementation and Management Review" for the adjustment of the date to July 21, 2022, from July 20, 2022 and derived from the planning document Annual Implementation Plan, **19 out of the 26** projects are being carried out as of the 2nd Quarter. The remaining seven (7) (SAFE, OPPA, PROTECT, HOPE, JOURN, PRIVATE, PAGSIBOL) are expected to conduct activities in the 3rd and 4th quarters.

Table 1: SDOIC Projects

	Functional Office	Project	No of Activities	1st Qtr.	2nd Quarter			
					Adjustment from 1sQ	On-time	Total	Unaccomplished as Of
1.	GAD	Angat at Pantay na Respeto at Unawa sa mga Bata, babae at Iba pang Indibidwal (APRUBB++)	7	1	0	1	1	0
2.	SGOD-PRS	Delivery of Accurate and Timely Outputs of Stakeholders (DATOS)	11	0	2	7	9	1
3.	OSDS-Supply	BOGSS	1	0	0	0	0	1
4.	OSDS/ HRDS	Driven Toward Reformation: Managers Working with Focus, Teachers, Teaching with a Heart (DTR-MWF-TTH)	5	1	1	2	3	1
5.	SGOD-PRS	Honing Expertise for Action Researchers Transformation (HEART)	5	0	0	0	0	3
6.	SGOD-EFS	Oplan Pagpapaganda ng Paaralan (Project OPPA)	2	0	0	0	0	0
7.	CID-Guidance/ OSDS-Legal	PROTECT	4	0	0	0	0	0
8.	OSDS-ITO	Project SYNERGY	1	1 *Tulong duong	0	0	0	0

9.	CID-LRMS	Instructional Materials for Maximum Understanding of Students (Oplan IMMUS)	5	1	0	0	0	1
	Functional Office	Project	No of Activities	1st Qtr.	2nd Quarter			
					Adjustment from 1sQ	On-time	Total	Unaccomplished as Of
10.	OSDS-Records	AYOSS	2	0	0	0	0	1
11.	CID	Brigada Pagbasa sa Panahon ng Pandemya (B3Ps)	9	3	0	0	0	2
12.	CID	Building and Utilizing Developed and Diverse Integration for Enhanced Supervision (BUDDIES)	2	1	0	0	0	0
13.	SGOD-SocMob	Collaboration in Nurturing Excellence (CONEX)	2	1	0	0	0	1
14.	CID	Fuelling and Unveiling Students Excellence (FUSE)	5	1	0	0	0	0
15.	CID-ALS	Harvesting of Outstanding performance in Education for All (HOPE)	5	0	0	0	0	0
16.	SGOD-HNS	Information on MENTAL HEALTH- SBFP-HEALTH SERVICES-ARH-WINS-NDEP (IMSHAWN)	9	6	0	3	3	1
17.	CID	JOURN	2	0	0	0	0	0
18.	CID	Performance Assessment for Supervision and Support (PASS)	4	0	0	0	0	2
19.	SGOD-PS	Private Schools' Viable, Accessible and Transformative Education (PriVATE)	2	0	0	0	0	0
20.	OSDS-Finance	Quarterly Evaluation of Needed Reports to Update Utilized Allotments and Obligations for Quality and Efficient Numbers and Timey Accomplishment Reports (QUENTA FOR QUENTO)	4	3	0	0	0	0
21.	SGOD	Strategic Management:Planning, Monitoring and Evaluation and Technical Assistance (StraMa:PlanMETA)	20	4	0	5	5	4
22.	SGOD-HRDS	Tulong Dunong para sa Pagsulong *(14 to 10 adjusted the total number double entry)	**10**	3	1	0	0	2
23.	OSDS-Admin	TuTOK (Turo para Tumatak ang Ok na Kaalaman)	5	1	1	4	5	0
24.	SGOD-SMME/HR	Project STAiR	2	1	1	0	2	0

25.	SGOD-DRRM	Safety Awareness for Emergencies (SAFE)	1	0	0	0	0	0
26.	SGOD-YFP	PROJECT Pagsibol at Paghubog	1	0	0	0	0	0
			126	**27**	6	23	29	20

Source: Annual Implementation Plan FY 2022
https://docs.google.com/spreadsheets/d/1hMp6_D5FKD4qUK DwaWNR5koGAmkgGZj26V8MUZRXCog/edit#gid=1878810184

For the 2nd Quarter alone, SDO Imus City yielded a **65%** accomplishment rate or 28/43 activities were executed **while the 15 unaccomplished activities are set to be adjusted next quarter.** The bulk of the activities for 2nd quarter came from the School Governance Operations and Division (SGOD), particularly Health and Nutrition, PRS, HRD S, and SMME. Hence, the 15 unaccomplished activities are from projects under the aforementioned offices too (STRAMA: PLanMETA and HEART).

Table 2: Summary of PPAs for 2nd Quarter

	Project Title	Target	Accomplished	Unaccomplished
1.	**Tutok**	**4**	**4**	**0**
2.	Tulong Dunong	2	0	2
3.	HEART	2	0	2
4.	STRAMA: PlanMETA	9	5	4
5.	**APRUBB++**	**1**	**1**	**0**
6.	DTR-MWF-TTH	4	3	1
7.	IMSHAWN	4	3	1
8.	DATOS	10	9	1
9.	PASS	2	1	1
10.	**STAIR**	**1**	**1**	**0**
11.	IMMUS	2	1	1
12.	AYOSS	1	0	1
13.	BOGSS	1	0	1
	Total	**43**	**28**	**15**

On the other hand, there are **7** projects which are able to carry out all their activities **on time.** Three of these projects have conducted and done all of their deliverables for the rest of 2022 with 100% utilization of their budget.

Table 3: Projects conducted activities on time

No.	Office	Project
1	GAD	Angat at Pantay na Respeto at Unawa sa mga Bata, babae at Iba pang Indibidwal (APRUBB++)
***2**	**OSDS - ITO**	**Project SYNERGY**
3	CID	Building and Utilizing Developed and Diverse Integration for Enhanced Supervision (BUDDIES)
4	CID	Fuelling and Unveiling Students Excellence (FUSE)
5	OSDS - Finance	Quarterly Evaluation of Needed Reports to Update Utilized Allotments and Obligations for Quality and Efficient Numbers and Timey Accomplishment Reports (QUENTA FOR QUENTO)
6	**OSDS- Admin**	**TuTOK (Turo para Tumatak ang Ok na Kaalaman)**
7	**SGOD-SMME/ HR**	**Project STAiR**

Summary, Evaluation and Analysis

The 2nd Quarter Program Implementation Review reveals that program owners lagged behind schedule. After 2 quarters, program owners have managed to execute only 57 out of 126 activities for an overall **45% accomplishment rate.** A slow turnout of activities given that there are only five months left before the year-end report. Unaccomplished activities continue to pile up. Although there were 6 activities successfully conducted as part of the 1st quarter adjustments, the number of unaccomplished activities tripled (15), hence the adjustment of mere rescheduling seems not effective and inefficient.

№	
1	
2	
3	
4	
5	
6	
7	

Summary

With the remaining **69 tasks** for 2022, coupled with RO and Central Offices activities it is suggested to conduct a **more thorough review of activities for appropriate adjustments instead of merely changing dates.**

Lessons Learned

- It is important to be aware of the budget allotment for adjustment. Coordination with Budget Officer is important.
- Continuous, long, and frequent reminders to program owners are the key to a positive result for reports.
- There should be early notification to involved personnel to ensure that the activity will push through.
- PIR is not enough. There should be an annual/ summary report per program owner as to the result / implications/ impact of project.

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Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF IMUS CITY

3rd and 4th Quarter Progress Monitoring Report
FY 2022

The 3rd and 4th quarter reporting for the implementation status of the twenty-six projects of SDO Imus City was presented on December 19, 2022 at Tanza Oasis Hotel, Tanza, Cavite during the Division 2022 End of Fiscal Year and Beginning of Fiscal Year 2023. The activity was participated in by the Top Management along with the 38 section and unit heads.

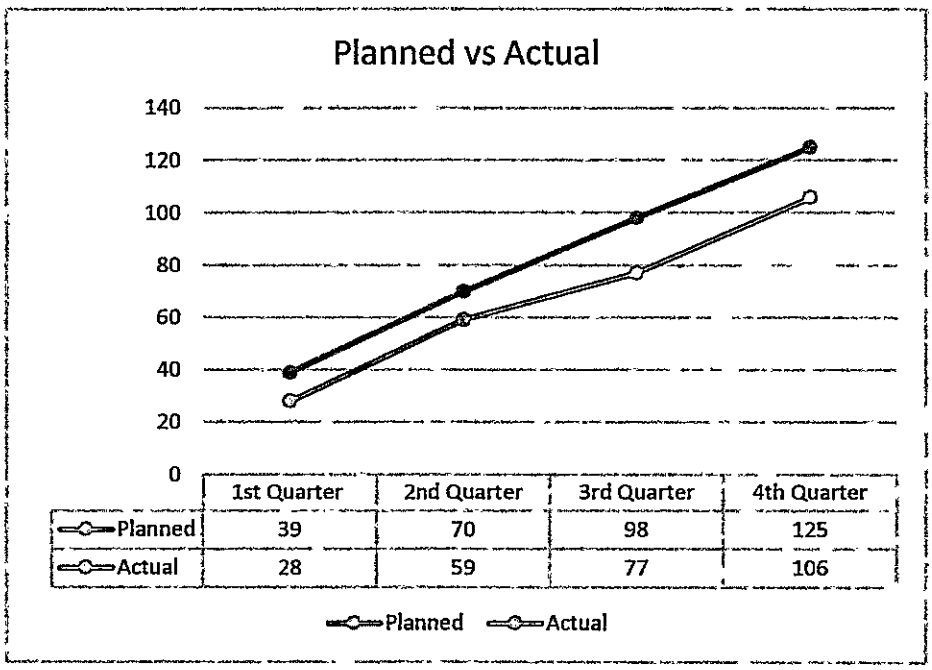
Table 1. Project Implementation Status per Quarter

	Project	Target No. of Activities	1st Quarter		2nd Quarter		3rd Quarter		4th Quarter		Total	Variance	% of Accomplishment
			Target	Actual	Target	Actual	Target	Actual	Target	Actual			
1	STRAMA:PlanMETA	20	4	4	5	4	6	5	5	5	18	-2	90%
				4		8		13		18			
2	DTR-MWF-TTH	5	2	1	3	3	0	1		0	5	0	100%
				1		4		5		5			
3	PROTECT	4	0	0	1	0	3	1	0	1	2	-2	50%
				0		0		1		2			
4	APRUBB	7	1	1	1	1	2	0	3	3	5	-2	71%
				1		2		2		5			
5	B3Ps	11	5	3	0	0	4	0	2	0	3	-8	27%
				3		3		3		3			
6	PASS	4	1	1	1	1	1	1	1	1	4	0	100%
				1		2		3		4			
7	BUDDIES	2	1	1	0	0	1	0	0	1	2	0	100%
				1		1		1		2			
8	HOPE	5	0	0	0	0	2	2	3	2	4	-1	80%
				0		0		2		4			
9	IMMUS	5	1	1	2	2	0	0	2	2	5	0	100%
				1		3		3		5			
10	FUSE (LICSI)	3	1	1	0	0	1	0	1	2	3	0	100%
				1		1		1		3			
11	JOURN	2	0	0	0	0	1	1	1	1	2	0	100%
				0		0		1		2			
12	TuTOK	5	3	2	2	3	0	0	0	0	5	0	100%
				2		5		5		5			
13	SYNERGY	1	0	0	1	1	0	0	0	0	1	0	100%
				0		1		1		1			
14	Quota for Quanta	4	3	3	0	0	1	0	0	0	3	-1	75%
				3		3		3		3			
15	BOGGS	1	0	0	0	0	0		1	1	1	0	100%
				0		0		0		1			
16	AYOSS	2	0	0	1	0	1	0	0	1	1	-1	50%
				0		0		0		1			
17	DATOS	11	2	0	7	9	2	2	0	0	11	0	100%
				0		9		11		11			
18	HEART	5	1	0	0	0	0	0	4	3	3	-2	60%
				0		0		0		3			
19	IM-SHAWN	11	6	6	3	3			2	2	11	0	100%
				6		9		9		11			
20	CoNeCS	2	2	1	0	1	0	0	0	0	2	0	100%
				1		2		2		2			
21	Tulong Dunong	10	5	3	3	1	2	1	0	1	6	-4	60%
				3		4		5		6			
22	OPPa	2	0	0	0	0	0	0	2	1	1	-1	50%
				0		0		0		1			
23	SAFE	1	0	0	0	0	0	0	1	1	1	0	100%
				0		0		0		1			
24	PRIVATE	1	0	0	0	0	1	1	0	0	1	0	100%
				0		0		1		1			
25	Pagsibol at Paghubog	1	0	0	0	0	0	0	1	1	1	0	100%
				0		0		0		1			
26	STAIR	2	1	0	1	2	0	3	0	0	5	3	250%
				0		2		5		5			
	Total	127	39	28	31	31	28	18	29	29	106	127	83%
		Cumulative		28		59		77		106			

Part of the Learning Continuity Plan of Region IV-A CALABARZON and of the Schools Division Office is to strictly implement the time-on-task and lengthen learning engagements with learners via remediation activities. Hence, the limited activities in the 3rd quarter with only 18 or 64% accomplishment rate. Particularly affected are in-person, live-in training and capacity buildings, seminars, meetings, monitoring, and participation in non-DepEd activities.

To this, the Top Management's response was to adjust and prioritize activities that will pull through in the last quarter. Thus, the 100% accomplishments in the 4th quarter. Adjustments such as after-office-hours meetings, belated workshops, and Saturday training schedules were designed as well as video instructions and online coaching were utilized.

Figure 1. Planned and Actual Trend



	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Planned	39	70	98	125
Actual	28	59	77	106

Overall, the SDO Imus City was able to **accomplish 85% (106/125)** of its target division-initiated and mandated activities in the midst of the austere implementation of the School Calendar and the detailed preparation for the full face-to-face, in-person classes. It is again another fruitful and productive Fiscal Year for Bidang Imusenyo, Dahil sa Imus ang paglilingkod ay Hindi Obligasyon kundi Dedikasyon!

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