

## Strategic Thrust 1: Aligning focus and interventions

### Project PLANO

Project P.L.A.N.O. which stands for Planning and Leveling Activities for Nurturing Organization covers all PPAs relevant to the Division planning processes such as Division Education Development Plan (DEDP), Annual Implementation Plan (AIP), Learning Continuity Plan (LCP), Medium-term Plan (MTP), School Improvement Plan (SIP) and strategic planning. Its main objectives are to gather relevant, evidence-based and situational data; to utilize gathered data in all planning processes; and to assist and appraise SIP aligned to the Division's Plans.

### Project CHILD

Project CHILD (Comprehensive Harvesting and Inventory of Learners' Data) is the SDO's initiated project covering all the activities under the Learner Information System (LIS) implemented throughout the school year observing guidelines stipulated under DO. No. 27, s 2020. It includes the following activities: Conduct of Meeting among LIS and EBEIS Coordinators; EOSY Conference; DO 3, s 2018 Reiteration Orientation; Conduct of Early Registration; Conduct of the One-Day Orientation among New Private School Heads on the Basic Education Policy; BOSY Orientation on Data Management Information System; On-Site LIS Housekeeping Activities and Provision of Technical Assistance; First Week Enrolment Monitoring; Quick Count Enrolment; Online Encoding and Updating of Learners Through LIS; End of School Year Online Finalization; Monitoring of Online School LIS Status of Updating; Monitoring of School's Online Submission; Finalization of School Personnel and School LIS Account ; and Checking of Forms.

The objectives of this project is to:

1. encode and update error-free learners data in the LIS;
2. gather accurate learner's data from the LIS, and
3. achieve 100% encoding and updating of learners data through the LIS.

The collected data and information from all schools are vital for the planning and budgeting, allocation of resources to provide equitable and quality basic education that is accessible to all, and setting operational targets as stipulated in the Philippine Development Goals and Ambisyon Natin 2040 for Basic Education.

## **Project DATOS**

Project DATOS (Delivery of Accurate and Timely Outputs of Stakeholders) is another SDO's initiative focusing on collecting data or information through the Enhanced Basic Education Information System including BEIS Data Validation; On-site/ Online Validation Through the Enhance Basic Education Information System; Conduct of Meeting Among Division Focal Persons; Data Validation on the Conduct of Ocular Inspection for Facilities, Teachers, and Learner's Data and Review of Documented Information; Online Encoding and Updating of School Profile Through EBEIS; and Monitoring of School's Online Submission.

This project also includes the conduct of the National Schools Building Inventory (NSBI) annually.

The main goal of this project is to establish an accurate and reliable registry of the profile of schools ensure an accurate and comprehensive data of school buildings in all DepEd public schools which are vital in its planning and budgeting, allocation of resources, and setting operational targets.

## **Project TuTOK (Turo para Tumatak ang Ok na Kaalaman)**

Ensuring 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 in the priorities of 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. 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.

## **Strategic Thrust 2: Advancing hand holding initiatives**

## **Quality Assurance and Management**

### **Project MATA (Monitoring, Adjustment and Technical Assistance)**

MATA is a venue for monitoring PPAs implementation and progress, making the appropriate adjustments and provision of TA according to needs. This is also a project anchored on quality assurance project and activities.

### **Project HEART (Honing Expertise for Action Researchers and Transformation)**

An intensive research orientation and capacity building of key teachers and CI advocates per grade level and per learning area.

The project aims to strengthen research culture among key teacher-researchers per grade level and per learning area; orient key teacher-researchers regarding the conduct of research and the Division's research initiatives; capacitate key teacher-researchers in the conduct of action researches; and develop title and background/ rationale of a research proposal and CI project proposal depending on their respective learning areas.

It also includes the organization of the Circle of Innovators for Learning. The organization's primary objective is to advocate innovation among the teaching personnel of the schools division.

### **DTR-MWF-TTH Driven Toward Reformation: Managers Working with Focus, Teachers Teaching with a Heart**

This program aims to improve the school heads competencies by making them focused their attention to their tasks as school managers, spending most of their time for their instructional supervisory functions to improve curriculum and instruction. School Heads must always be reminded of their 70% instructional Supervisory Functions and 30% Administrative Function. Likewise it aims to lead the teachers to teach using their heart.

### **Talakayan at Panayam para sa Angat at Tapat na Aksyong Napapanahon (TAPATAN)**

TaPATAN under the DTR-MWF-TTH is a venue to gather, validate and analyze relevant, timely and accurate data using various methods, assess delivery of education services to achieve the desired outputs and sustainability of Education Outcomes and organizational performance for efficient and effective fulfillment of the division mandate. For the Year 2 of its

implementation, TAPATAN visit shall focus on the status of implementation of schools' submitted action plans.

The project aims to:

1. To gather relevant, evidence-based and situational data;
2. To facilitate solutions to problems/ gaps/ needs in a particular area/s schools;
3. To encourage schools to initiate programs/projects towards increase of performance & improve SBM level of practice; and
4. To provide QA and TA to schools.

### **APRUBB++ (Angat at Pantay na Respeto at Unawa sa mga Bata, Babae at iba pang Indibidwal)**

Angat at Pantay na Respeto at Unawa sa mga Bata, Babae at Iba pang Indibidwal (APRUBB++) is a project anchored with Gender and Development Program. It seeks to support and empower women, children and men towards the establishment of a child friendly and gender sensitive environment to teachers and learners even under the new normal. It shall focus on monitoring of the implementation of GAD planned activities in school; promoting gender sensitivity in the workplace and eliminating violence against women and children through relevant advocacy campaign materials and forging partnerships.

### **Project 5S sa PAMUMUNO (SCHOOL BASED MANAGEMENT /SBM)**

The *5S sa Pamumuno* targets to elevate performance of schools and ensure a nurturing, relevant and responsive school design to the needs, aspirations and opportunities affecting target groups.

The project aims to encourage School Planning Team (SPT) to develop an immediate need and feel equipped to strengthen their SBM, SIP, SRC and SGC for the benefit of their primary clientele – the learners and SMEA.

### **Project OPPa (Oplan Pagpapaganda ng Paaralan)**

Project OPPa is a project that focuses on the beautification of modular hubs and virtual classrooms in preparation for the virtual learning program. It is also a competition among the schools on the beautification of the modular hubs and virtual classrooms.

The project aims to achieve a conducive learning environment for teachers, capacitate the classroom teachers in the readiness for virtual learning, and the beautification of modular hubs and virtual classrooms.

### **Project SYNERGY (Systems, Networks, and E-Resource Generativity)**

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. Anderson & Dron (2011) defined Distance Learning as the intertwining of different types of knowledge, learning, and contexts in a dance to which technology sets the beat and creates the music and the pedagogy defines the moves. 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.

More over 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.

### **Strategic Thrust 3 : Amplifying defined technical assistance to target delivery units**

#### **Oplan IMMUS (Instructional Materials for Maximum Understanding of Students)**

With SDOIC's commitment to providing quality education and learning resources, the Oplan IMMUS (Instructional Materials for Maximum Understanding of Students) will continue to develop instructional materials. This is set to be realized through the conduct of Online Capacity Building of Senior High School Teachers on the Development and Evaluation of Contextualized Learning Resources, after which will be the actual development and evaluation of contextualized Senior High School learning resources. To ensure

utilization and to gain feedback, there will also be a monitoring after the reproduction of the learning materials.

When the outbreak began, the SDOIC was not fazed and instead devised strategies to unceasingly provide accessible learning resources. For 2021, this initiative shall continue under Oplan IMMUS through the Development, Validation and Consolidation of Instructional Videos for Digitized Instruction. This is an activity which aims to produce videos that teachers and learners could access and use for digitized teaching and learning. This way, there is an additional avenue for instruction despite the impediments brought about by the pandemic.

These, together with the objective of strengthening students' passion for reading through the 87th National Book Week Celebration and 2021 Library and Information Service Month, are the banner activities of Oplan IMMUS anticipated for 2021.

### **Project FUSE (Fuelling and Unveiling Students Excellence)**

Project FUSE (Fueling and Unveiling Student Excellence) is 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. 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. The content will be reviewed/checked and validated. Learners with special skills may be identified and will be put in a special class. The school will identify mentors to handle the special class/section. A monthly monitoring and evaluation of their performance will be done.

This activity nurtures learners of special talent and skills in different learning areas and their extra-curricular activities, hone the special skills of learners through direct engagement with the expert mentors and holistically development of learners.

For 2021, this activity will continue for there is an additional avenue for instruction despite the impediments brought about by the pandemic like virtual contest and selected activity for face to face.

This Project Fuse will produce skilled and talented learners who will qualify to compete in the higher competitions (regional, national, and international) and equip qualified learners with the appropriate knowledge and skills to gain recognition in regional and national competitions.

## **HOPE (Harvesting of Outstanding performance in Education for All)**

Project **HOPE** is a division-initiated project, through the ALTERNATIVE LEARNING SYSTEM (ALS) of the Curriculum Implementation Division focusing on literacy mapping, recognizing A&E passers, Training of ALS Implementers, Orientation of Partners/Volunteers and INFed Implementation.

The following are the Strategic Direction of the HOPE project, which parallel the Strategic Goals of DepEd ALS 2.0 as a whole.

### **1. Improve ALS Literacy Mapping**

Success of the Literacy Mapping depends on the level of effort of the mobile teachers, support of the LGU's and the willingness of out-of-school individuals to participate in the program. Utilizing information from the List of Dropped outs from the formal school, this mapping exercise will now be redesigned to focus on barangays with high concentration of potential learners first. This will make efficient use of the efforts of the mobile teachers and will make tracking the progress of the reach of the program easier.

### **2. Improve Accreditation and Equivalency Test passing Rate**

The A&E test has recently been modified to include portfolio assessment to be able to measure a broader range of competencies beyond that possible in the traditional multiple-choice test, enhance recognition of prior learning, as well as reduce the high stakes nature of the exam which can be a barrier to some OSCYA. One of the strategies in order to attain this objective is by promoting team teaching especially in secondary level , It will help ensure that aside from increasing their chances of passing the A&E test, learners genuinely master the key competencies in the curriculum to make them more competitive in life after ALS .

The success of the ALS program is dependent upon the passing rate of the learners, passing rate of the learners is largely dependent on learners' dedication towards studies, learners' dedication is governed by efforts of mobile teachers and ALS implementers who are controlled by the administration, therefore strict monitoring and supervision with proper management makes the program achieved its goal.

### **3. Strengthen online delivery of ALS program**

Success of distance / open / blended learning programs in the division largely depends on program design, access to technology, and the willingness to pursue the program. ALS learners face these constraints more significantly. Nonetheless, the potential of technology in improving access to quality education is undeniable. To address this, DepEd Imus City shall deliberately roll out an online ALS program with the aim to reach more learners, but it shall begin by perfecting the platform for use in teacher training. The amount of time during piloting with teachers will increase the chances that overall ICT infrastructure has improved citywide and that the teachers become more comfortable with the platform, so that the learning experience will be better for the learners once it is fully utilized.

### **4. Intensify capacity building for ALS stakeholders**

As part of engaging nonDepEd ALS providers, it should be ensured that they implement the program according to the standards set by DepEd. Therefore, external providers will slowly be included in training programs, subject to allowable financial arrangements. Unfortunately, even the wider DepEd organization requires reorientation and some level of training on ALS. Key individuals in DepEd will also be tapped to improve understanding of the program and to ensure institutional support for its activities.

### **5. Provide training on Technical, Vocational, Entrepreneurial and Life Skills, where appropriate:**

In addition to obtaining Elementary and / or High School diplomas, ALS learners require other skills that they can acquire while undergoing the regular ALS program, to help them earn while pursuing further education. This fact has been recognized nationwide as a means to improve the attractiveness of second chance education programs and to mitigate the opportunity cost of enrolling in such. Project HOPE follows this information by dedicating a significant portion of the ALS "academic year" to life skills training and by intensifying its skills training component. In addition, the team-teaching strategies will make Tec-Voc experts, Accredited TESDA trainers, entrepreneurs, and other resource persons accessible to ALS learners.

### **6. Improve Monitoring and Evaluation processes**

Regular supervision of learning facilitators is essential to ensure program quality. ALS teachers are open to monitoring, but they would prefer if the visits are more constructive and productive than these currently are. There are many lessons from the formal school system that can be contextualized for instructional supervision in the ALS setting. However, academic supervision is

not enough to improve the program. A harmonized monitoring and evaluation system shall also be developed for ALS to continuously provide DepEd management and other stakeholders with accurate and actionable information.

### **Project BUDDIES (Building and Utilizing Developed and Diverse Integration for Enhanced Supervision)**

Opting to perform better, the CID Unit will not only continue to provide technical assistance to the field but will also determine how well the CID Personnel provide TA. This will be done by intensifying follow through observations of Instructional Supervision by instructional supervisors in schools like School Heads, Head Teachers and Master Teachers. The pre-TA and post-TA Scores of the instructional supervisors shall be compared to determine if there has been an improvement in their performance. The locally crafted Division Monitoring Tool for Instructional Supervision shall still be applicable. The voice of the customers shall also be given importance by giving them opportunities to evaluate the performance of TA providers from CID using the Quality Assurance, Technical Assistance Monitoring and Evaluation Form.

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

To ensure that the Technical Assistance to be provided by the CID personnel in terms of learners' achievement are relevant and needs-based, the CID personnel shall utilize the data harvested through the PASS (Performance Assessment for Supervisory Support), an online platform where summaries of learners' grades are to be encoded and uploaded by the schools.

Even amidst the pandemic, the TA provision shall not cease. The CID unit shall utilize remote/offsite TA provision by utilizing online platforms, SMS, emails, phone calls, and any other modality available.

### **Project B3Ps-BRIGADA PAGBASA SA PANAHOON NG PANDEMYA '2020**

It is a year round program believed to be of significance to address the problem of many struggling readers at SDO Imus City. It is a timely and worthy

initiative of the SDOIC to help raise parents' awareness and concern on their children's reading and comprehension levels both in English and Filipino for the Elementary and Secondary Schools, Grades 1 to 10 within this Division.

Since COVID -19 Pandemic poses challenges to various sectors of our society and has a great effect in the Educational system in the country, project B3Ps will help boost the morale, enthusiasms and zests of not only our School Heads , Head Teachers , Master Teachers but even the parents of our dear learners and foremost our Top Management Officials who always think and do marvelous and great things for the welfare of everyone in the Division. Actually this is in response to DepEd Order NO. 12 s. 2020 which is the ADOPTION OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN FOR SCHOOL YEAR 2020-2021 IN LIGHT OF THE COVID-19 PUBLIC HEALTH EMERGENCY. Since Reading is a subtle and complex process that involves sensation, perception, comprehension, application , integration and utmost fundamental key for understanding the text in learning all the subject areas associated with the enlightenment and enjoyment through the various activities that are incorporated in the Project B3Ps therefore we can ensure better results or outcome if all the planned activities under the said project are well implemented .

The three major activities under this Project include the following :  
The Division Launching of the B3Ps-BRIGADA PAGBASA SA PANAHON NG PANDEMYA which was currently conducted last December 4, 2020 which help enlightened Teacher participants on the various techniques , strategies to use in teaching learners how to read with comprehension in different Learning Delivery Modalities thereby improving the performance of learners . During the Launching Activity of the B3Ps teachers were able to listen and be capacitated also on Different Kinds of Assessments , Its Importance and Assessment Tools to use in Reading and etc. thus we expect our teachers to develop confidence they need and master the expertise to be shared to learners during Reading time and story-telling time . In addition this may help them become more effective , just and fair in their assessment of Learners ' performances in reading and in all areas.

There was this Celebration of the Reading Month Cum Launching of the B3Ps which took place also on December 4 at GEAHNS and through this the participants were given the idea on how they will conduct their own Reading Month Celebration following all guidelines given during the event.

The following are the future activities which include Division Capacity Building for English and Filipino Reading Teachers which will be conducted with Demo Teaching and will be followed by Search for Best Reading

Implementer, Best Reading Teacher and other competitions in different genres like Readers Theatre , Declamation Online etc. These activities will help encourage and motivate English and Filipino Reading teachers to provide extra instructional time and appropriate intervention to learners with difficulties in Reading in order to help them achieve levels of literacy so that no one is left behind.

There will be continuous Monitoring and provision of Technical Assistance to all concerned Reading Teachers both in English and Filipino.

### **Tulong Dunong para sa Pagsulong (Upgrading of Competencies and Commitment)**

#### **Division Webinar Induction Program for Newly-Hired Teachers on Modules 1 and 2**

Induction training is one of the integral parts of an organization. Through this laudable activity, newly-hired employees can easily adopt the new environment and responsibilities. More so, they can certainly understand the system and procedures followed by the organization.

To make the newly-hired teachers feel that they are welcomed and valued, the Schools Division Office of Imus City through its Human Resource Development Section held an Induction Program via online on September 10-11, 2020 and October 1-2, 2020. The 134 newly-hired teachers in 2020 were oriented and informed on the various topics in order to prepare them for the opening of classes.

Tulong Dunong para sa Pagsulong will still continue for 2021 and will now include all the learning and development projects and activities of the Division.

#### **Learning Delivery Modalities (LDM) Courses 1 and 2 under BE-LCP**

Through the initiatives of the NEAP-RO along with the coordination and collaboration of all SDOs, all school leaders, education program supervisors and teachers were capacitated to improve their readiness for the implementation and management of learning delivery modalities consistent with the policies and COVID-19 response framework adopted by the government. The said LDM was conducted through Learning Action Cell (LAC) wherein all the participants have completed and accomplished all the modules and outputs

## **Capacity Building of SDOIC and School-Based Utility Personnel on Core and Behavioral Skills (Batch 1)**

The first ever face to face training given to all the utility personnel on December 3-4, 2020. Despite the pandemic, they were trained on core and behavioral skills but health standards were strictly observed to ensure that the IATF and the hotel protocols were really followed. The activity was made possible through the untiring effort of the Schools Division Superintendent, Dr. Rosemarie D. Torres along with the Asst. Schools Division Superintendent, Dr. Ivan Brian L. Inductivo. The 52 utility personnel were really thankful and appreciated all the knowledge and skills they have learned. They were inspired with the humble stories being shared by Ma'am Rose who became successful in the face of different trials.

## **I-M-S-H-A-W-N**

### **Information on MENTAL HEALTH- SBFP-HEALTH SERVICES-ARH-WINS-NDEP**

Project IMSHAWN is information on the major flagship programs of OK sa DepED (Oplan Kalusugan) specifically the School Mental Health Program ,School-Based Feeding Program , Health Services , Adolescent and Reproductive Health Program, Wash in School Program and National Drug Education Program.

For the school year 2021 , the implementation of School-Based Feeding Program -Milk Feeding Component where serving of pasteurized fresh milk or sterilized milk in addition to nutritious food will continue to contribute to the improvement of nutritional status and performance of target beneficiaries. Online and onsite monitoring of the said activity will be done to ensure and validate the reports and implementation of School -Based Feeding Program.

Health status of our school children is also important to determine during this time of pandemic, the Online health services is a modified implementation of medical and dental assessment of learners which can be accessed online. Online Assessment form link will be provided to assess the health form for the health profiling for the learners. Whereas, the health and physical well-being of our teaching and non-teaching personnel is also as important as the conduct of Annual Physical Examination is set to be conducted in May 2021 .

Orientation and monitoring of Wash in School Program, and crafting of monitoring tools for Mental Health , Adolescent Reproductive Health Program are also scheduled to validate and ensure the implementation of programs particularly in this time of pandemic. School Clinics are also scheduled to be monitored to ensure readiness and evaluate the compliance of the schools in

implementation of the required health standards set by the Department of Education.

### **AYOSS ( All Your Official Scribes Safe)**

Project AYOSS ( All Your Official Scribes Safe) is designed to establish and maintain a systematic records system in an orderly, efficient, effective and economical manner that ensures improved quality of information and to aid management in its fundamental responsibilities in the Department of Education.

The activities aim to:

1. Improve the delivery of records management service in the school;
2. Familiarize with the R. A 9470 and D.M. 133 s. 2016 (The National Inventory of Public Records), and
3. Appreciate the value of records disposition schedule.

### **PROJECT SAFE (Safety Awareness for Emergencies)**

To ensure a safe learning environment, the SGOD-SocMob-DRRM will conduct various activities in order to ensure the safety and security of the Division Office and schools.

The activities aim to.

1. provide and formulate a contingency plan that will help the Division and schools whenever a disaster strikes.
2. help and to stabilize the mental health of all personnel and students in times of disasters and emergencies.
3. provide technical assistance to schools about disaster risk reduction and to provide safe school facilities.
4. encourage private schools in the Division in promoting the Disaster Risk Reduction advocacy.

### **PROJECT Pagsibol at Paghubog**

In consonance to train all the student organizations to mold our students 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 Teacher advisers in: proposal writing, minutes writing, CORE values of DepEd and importance of resolution making.

#### **Strategic Thrust 4 : Appraising stakeholders on progress of interventions**

##### **Project STAiR (Systematic Test Administration towards improved Achievement Result )**

Establishment of a systematic conduct of assessment through empowered and capacitated testing personnel.

The project aims to create a conducive and orderly testing environment for examinees that will consequently contribute to better test performance of learners. Specifically, eliminating distractions caused by undisciplined peers/ test-takers, lack of test materials, confusion/ error from test personnel and unprepared testing rooms.

##### **Project MATA (Monitoring, Adjustment and Technical Assistance) and Enhancing Skills of School Heads and QATAME Associates in M and E**

MATA is a venue for monitoring PPAs implementation and progress, making the appropriate adjustments and provision of TA according to needs. The project will also include the skills enhancement of School Heads and QATAME Associates and M and E to strengthen M and E activities in schools.

#### **QUENTO FOR QUENTA**

##### **(Quarterly Evaluation of Needed reports To update utilized allotments and Obligations for Quality and Efficient Numbers for Timely Accomplishment Reports)**

Project Quento for Quenta is the Finance Unit initiative which combines the Budget and Accounting section into one. This includes the Seminar Workshop on Division Budget Proposal, Division Capacity Cum Workshop for School Heads, BAC Secretariat and MOOE Coordinators on "Financial Management Operations Manual" and Mid Year/Year-End Consolidation of Financial Reports. This project aims to answer vital questions on all aspects of financial activities which aims to increase transparency and accountability across all levels. This also includes provision of technical assistance for timely, efficient and accurate budgeting, monitoring and updating of financial reports which is crucial for monitoring progress against previous plans. Finance personnel in the SDOIC shall conduct spot-checking and mentoring of schools

in the effective and efficient delivery of financial management services using the FMOM.

### **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 improvement in government operations or for other extraordinary acts or services in the public interest.

This program shall adhere to the policies of PRAISE established by the Civil Service Commission of providing incentives and awards based on performance, innovative ideas and exemplary behavior. 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.

### **CoNeCS (Collaboration and Networking with Community and other Stakeholders)**

Partnerships and Linkages play a major role in the delivery quality basic education for all. Project CoNeCs is a response to the Department's call for a deepened engagement of and with stakeholders, both for support and collaboration.

The project aims to ensure that 100% of the Division's programs, projects and activities have a strong network of internal and external partners (private citizens, community, LGU, NGAs, NGOs, and more). It shall also boost the Adopt-a-School Program, particularly on tapping corporate social responsibility and advocating the 150% tax incentives which they may avail through adoption of any public elementary and/or secondary school.

This can be done through the following activities:

1. Capacity building or training-workshops for unit heads, program owners, school heads and partnerships focal persons;
2. Advocacy campaigns;
3. Crafting of information, education and communication materials or IECs; and conduct of
4. Gawad BIDA: Local Stakeholders Convergence (State of the Division Address and Awarding of Outstanding Stakeholders).

### **Employee of the Month Program**

The Schools Division Office believes that if its employees are appreciated, their satisfaction and productivity increase. If they are inspired and motivated, their work improves. Consequently, the rewards and recognition system is really essential to an organization. It is a structured program that offers various benefits not only to its employees but also to the SDO as well which includes; increases employees' morale and productivity, increases positive employee commitment and loyalty, decreases turnover and increases retention.

The Rewards and Recognition Program of the Schools Division Office of Imus City provides an opportunity to recognize and appreciate its employees, teaching and non-teaching personnel, both nationally and locally funded for their contribution, dedication, commitment, innovation and exemplary behavior who have brought pride and honor to their respective schools and offices.

This program is traditionally done to commend those who deserve to be recognized. It has been established in line with the Program on Awards and Incentives for Service Excellence (PRAISE) of the Civil Service Commission, Memorandum Circular No. 01, s. 2001 and DepEd Order No. 78, s. 2007, Re: Strengthening the PRAISE of the Department of Education. Also, the SDO believes that 60% of best-in-class organizations stated that employee recognition is extremely valuable in driving individual performance. (Aberdeen, 2013).

One of its commendable R&R programs is the Employee of the Month Program that supports the diverse range of its employees and it highly promotes equality, and principle of non-discrimination of its personnel towards recognition and appreciation of their hard work, commitment and dedication. It is governed and guided by the existing laws, and guidelines of the Department of Education and Civil Service Commission on the program on awards and recognition for service excellence. Also, it adheres on the equal opportunity principle of all its personnel.