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| **CO/Road map Activities** | **Baseline / Current Status** | **Existing Support Guidelines and Programs** | **Goal** | **Commitments** | **Program/ Policy Actions** | | **Interventions** | | **Indicator** | | | **Responsible Officer** | |
| **Output** | **Outcome** | |  | |
| MA -Make the curriculum relevant to produce competent, job ready active and responsible citizens | | | | | | | | | | | | | |
| 1.Revise the K-12 curriculum to make Them more responsive to the aspiration as a nation – Division Level | | | | | | | | | | | | | |
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| 2. Strengthen literacy and numeracy programs  3.Revitalize Reading, Science and Technology, and Math programs  4. Improve English proficiency while recognizing linguistic diversity  **CO/Road map Activities** | low literacy and numeracy in all learning areas  High percentage of non- numer5ates  **Baseline / Current Status** | Project: **UNLAD**    Project **SIKAP**  **S**ama-samang  **I**angat  **K**ahusayang  **A**ngkin sa  **P**agbabasa  Project **LEN**  **L**earning and  **E**ngaging in  **N**umeracy  Project **CARES**  **C**ontinuous  **A**ccessibility  in  **R**eading the  **E**dge in  **S**cience  **Existing Support Guidelines and Programs**  Project **HASHTAG**  **H**oning  **A**rts and  **S**ports  **T**owards  **H**olistic  learners  **T**hrough  **A**ppropriate  **G**immicks  Project All Subjects A**BANTE**  **A**im  **B**elieve  **A**chieve and  **N**urture  **T**owards  **A**cademic  **E**xcellence  Project **PAGBASA**  Basa Muna-The Readoing Tree  Project: Math for All Strengthen Kinder to Grade 6 Numeracy  Matutong magbasa Kasama si Nanay at Tatay | Intensify Curricular and Co- Curricular efforts to achieve learning recovery.  **Other PROJECTS**  **Project CIMMS**  Conitnuous Improvement ofMastery inMathematics skills  **Project SEAL**  Science Enhancement Activities for Learners  **Project PAKAY**  Pag-aralan mga Kasaysayan ng  Nakaraan at  Kasalukuyan  Ng Pilipinas  **Goal**  **Project PIPAF**  Pukawin ang  Interes  At Pagyamanin at Paunlarin ang  Abilidad sa  Asignaturang  Filipino  **Project: KPNR**  Kinder Performing well in Numeracy and reading  **MAPEH**  Honing  Music  Arts  PE and multip[le  Iontelligences to Learners | Ensure and monitor school’s alignment to K-12 curriculum.  Monitor that all learning areas are taught and given the right and effective teaching.  Organize new clubs and organization to focus on the other special interest of learners and sustain existing interest clubs  **HEALTH**  **Project RHEA**  Reproductive  Health  Education and  Awareness  **Commitments**  SCIENCE:  **Project CARES**  Continuous  Accountability in Reaching the Edge in Science | **SPNL**  **S**trengthen  School’s  **P**erformance  In  **N**umeracy  And  **L**iteracy  **Program/ Policy Actions** | | Contextualize learning materials appropriate for DAAES learners.  FGD- sharing focus on best practices.  In all subject areas, the master teachers and performance management together with School Head regularly monitor effective teaching techniques to achieve high proficiency in all subjects’ areas    **Interventions** | | Contextualize learning materials appropriate for DAAES learners.  FGD- sharing focus on best practices.  In all subject areas, the master teachers and performance management together with School Head regularly monitor effective teaching techniques to achieve high proficiency in all subjects’ areas    **Output** | There will be increase in numeracy levels to attain high performance.  DAAES Learners develop higher performance standard in Literacy, numeracy, and all areas  Active participation and involvement of learners in different learning area  **Outcome**  Accomplishment and Progress report for each Subject area | | School Head  Master Teacher  All Advisers  Teachers  Learners  Community  **Responsible Officer** | |
| 5. Review the Implementation of the mother tongue-based Multilingual Education Policy (Division Office Level) | | | | | | | | | | | | | |
| **CO/Road map Activities** | **Baseline / Current Status** | **Existing Support Guidelines and Programs** | **Goal** | **Commitments** | | **Program/ Policy Actions** | | **Interventions** | **Indicator** | | | | **Responsible Officer** |
| **Output** | | **Outcome** | |  |
| 6. Intensify the values formation of learners in curriculum and teaching  7. Embed the culture of peace in our curriculum | Learner’s, teachers and staff should exemplify values in their behavior.  Students, teachers and staff observable behavior not always within acceptable performance standards | Project HUG  **H**elp  **U**nderstand  **G**uide the  learners,  teachers,  and  personnel  Project **BEVALEN**  Better Values Enhanced in the School (Teachers and Staff) | Everyone internalizes and apply acceptance behavior in school and workplace.  For all school personnel, learners, and staff (teaching and non- teaching) internalize and display 4 core values MakaDiyos, Makatao, Makakalikasan, Makabansa | To promote value in the daily lives of the learners | | No to anti bullying  Gender  Equality  in the  Workplace  Happy Place  Efficient PLST (Parent, Learners, Staff, Teachers) | | Integrate values in other learning areas.  -  Signages and orientation  Celebrate Value Month  Makadiyos makatao, makakalikasan , makbansa | Equitable opportunity for all  Low incident report on bullying  No. of interventions implemented Reading and Numeracy profile of learners.  Pre-assessment of learners Achievement Tests in all subject areas  Imposed Numeracy and Literacy among learners | | The school will be a place where values are being internalize and expressed inside and outside the classrooms | | Guidance  School Head  Master Teacher  All Advisers  Teachers  Learners  Non-teaching |
| 8. Be transparent with curriculum guides and test scores. | Currently using the curriculum guides from deped. | Support from the existing curriculum guides from CO | **TASA**  Transparency in Test Scores and  Analysis | Always have transparency 54in curriculum guides  And test scores | | Monitoring of Test Scores and use of Curriculum Guides | | Analyze test scores | Be transparent with the test scores | | Test scores per quarter  Per subject  Bar graphs | | School Head  Master Teacher  All Advisers  Teachers |
| 9. Share test items with schools and teachers to strengthen the use of assessment | | | | | | | | | | | | | |
| 10. Engage with CHED and TESDA, and various industry partners to address the issue of skills mismatch. (For Senior High School) | | | | | | | | | | | | | |
| **Take steps to accelerate delivery of basic education facilities and services.** | | | | | | | | | | | | | |
| 1. Create the School Infrastructure and Facilities Strand (Division Level) | | | | | | | | | | | | | |
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| **CO/Roadmap Activities** | **Baseline / Current Status** | **Existing Support Guidelines and Programs** | **Goal** | **Commitments** | | **Program/ Policy Actions** | | **Interventions** | **Indicator**  **Output Outcome** | | | | **Responsible Officer** |
| 2. Build more resilient schools and classrooms | Out of 12 Buildings there 5 buildings needing repair | There is a proposed building, and we are waiting for this | Always give update on the status of the buildings to the Division and CO | Committed to  Assis in inspecting the status of existing buildings.  If there are ongoing construction, see and check the quality and standard of materials and work | | Project **BIP**  **B**uilding  **I**nspekyunin at  **P**angalagaan | | Always do regular inspection of the building and other physical property  Coordination and communication of buildings or property that need repair. | Inventory  Of  Buildings  Status  Repair  Old  Anay infested.  More  Resilient Classrooms and buildings  Hazard Mapping | | | | School  Head  Physical Facilities Coordinator |
| 3.  Close the remaining gaps in school infrastructure with policies to eliminate corruption | Civil Service Guidelines  Anti-corruption practices  PPSH  Professional Ethics and Integrity | Waiting for the coming support from the National Government or if there are donations from private org | To assess and update needs for repair and maintenance in the DAAES  Project LIGTAS | Committed to be transparent and against corruption in infrastructure | | SDRMM  **SAFE**  **DAAES**  **S**ecure  And  **A**nti-corrupt  **F**re**E**  **f**rom  Daner | | Communication and Coordination with SDRMM and Physical  Facilities  Coordinator  Improved WINS? handwashing | Record of  status of Buildings  Government School Profile Report  Better Classrooms | | | | 3.  Close the remaining gaps in school infrastructure with policies to eliminate corruption |

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| **CO/Roadmap Activities** | **Baseline / Current Status** | **Existing Support Guidelines and Programs** | **Goal** | **Commitments** | **Program/ Policy Actions** | **Interventions** | **Indicator**  **Output Outcome** | | **Responsible Officer** |
| 4. Establish fully functional `library hubs |  |  | Project: Book-LAT  “Best tO Open your BooK Regularly.”  Project RLV  Regular Library  Visit |  |  |  |  | |  |
| 5. Provide school with electricity | The school has enough lectricity installing some more electricity is recommended |  | Good Electrification in School |  |  |  | Better electrification | | School Head and Physical Facilties Coor  Finance TEam |
| 6.Provide e-classroom packages for teaching and learning |  | DEPED  Computerization Program |  | Upgrade in the wifi connection | More learners must be served by the OICT Room through scheduling and regular visit by each class | P More learners must be served by the OICT Room through scheduling and regular visit by each class RM\_DCP | Electronic Class Records  Grading sheet  E-clasasroom packages  Fully functioning DCP Room | |  |
| 7.Digitize essential processes, including national assessments | There is a need to digitize assessments and  processes | DePED Digital Program in addressing challenges in education quality.  ICTS  Information  Communications Technology  Service | Adaptability through LRMDs  Update the knowledge of teachers in the use of digitize assessment | To implemewnt digital literacy in processes including assessments | **Project: IKDL**  **I**ntensify  **K**nowledge  In  **D**igital  **L**iteracy | Invite Expert for Orientation and Training Capacity building | Teachers will embrace technology and productiovely use this for effective delivery of Instruction and assessment.  Digital Literacy Achieved by teachers and learners.  ICT assisted assesmewnt and analysis of test scores | | School Head  Master Teacher  ICT Coor |
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| 8.Launch National Education Fund- Division Level | | | | | | | | | |
| 9.Strengthen the complementarity between public and private schools | | | | | | | | | |
| 10. Work closely with Congress in pushing for the expansion of GASTPE coverage to include kindergarten and elementary learners | | | | | | | | | |
| 11. Support BARMM School Building Program and GASTPE direction | | | | | | | | | |
| 12. Creation of the Procurement strand | | | | | | | | | |
| **Ta**ke good care of learners by promoting learner well-being, inclusive and a positive learning environment | | | | | | | | | |
| **CO/Roadmap Activities** | **Baseline / Current Status** | **Existing Support Guidelines and Programs** | **Goal** | **Commitments** | **Program/ Policy Actions** | **Interventions** | **Indicator**  **Output Outcome** | **Responsible Officer** | |
| 1 Provide education to children and youth in situations of disadvantage.  2 Strengthen the institutionalize the reintegration program for adolescent mothers, Children at Risk (CAR), and Children in Conflict with the Low (CICL) | There are 66 household 4P’s beneficiary and estimated 70% one bread winner or just the father working in the family | 4P’s  SBFP Beneficiary  Stakeholders’  Donation – Para sa Batang Daniel Avena | To give more opportunities that will help sustain or continue the schooling of the learners | Find more.  Partners or donors. | **Project: Bantay** Pagliban sa klase  profiling and intervention to know the possible students at risk of dropping out.  **Project:RESCUE**  **Re**kindling  **S**tudents and  **Cu**ltivating  Their **E**nthusiasm | Home visitation  Regular monitoring of attendance by DORP Coor.  Everyday Attendance checking of the teachers.  SPG officers’ attendance form. | Learners complete Education  Less drop out in the school  Higher completion rate  Attendance Forms  Profiling of learners.  Those who transferred out.  Check if they are enrolled in the place they transferred. | School  Head  DORP Drop Out  Reduction Program Coordinator | |

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| **CO/Roadmap Activities** | **Baseline / Current Status** | **Existing Support Guidelines and Programs** | **Goal** | **Commitments** | **Program/ Policy Actions** | **Interventions** | **Indicator**  **Output Outcome** | **Responsible Officer** |
| 3. Strengthen  the mechanism in safeguarding our learners against all forms of discrimination and dangers | GAD Mandate  Equality  Human Rights  VAWC | GAD  Child – friendly school  No Child left behind | To provide equal opportunities to all learners of DAAES regardless of race, gender, religion, and status in life | Integrate and involve the learners in activities that will foster anti-discrimination and dangers. | **Project: HUG**  Help, Understand and Guide learners, teachers, parents and stakeholders  **Project SAFE**  **Project CPA** Child Protection Advocacy | Orientation CPP  Child Protection Policy to learners and ALL stakeholders  Meeting with teachers.  Promotion and campaign during Childrens rights month and GAD month | Guidance Logbook  Parent Teacher Conference (per teacher)  Publication in the school deped official fb page and official weebly website and newsletter BIDA Balita at Interaksyon sa Daniel Avena ES | School  Head  DORP Drop Out  Reduction Program Coordinator  CPP Team  Child Protection Policy Team |
| **CO/Roadmap Activities** | **Baseline / Current Status** | **Existing Support Guidelines and Programs** | **Goal** | **Commitments** | **Program/ Policy Actions** | **Interventions** | **Indicator**  **Output Outcome** | **Responsible Officer** |
| 4. Seek out  mental wellness experts to form interventions at the school level | Ok sa DEPED Program – Mental Health  National Mental health Month  (October) | Health Forum by  Division Medical Team.  Psycho-social seminar workshops sponsored by CO, National, Regional division and school based | To coordinate with experts on this topic and issue confronting our learners, teachers, parents’, and stakeholders | Provide simple seminar on this, sessions or forum for learners, parents can express their feelings (with confidentiality) by Guidance Teacher or Adviser | **Project MHAS**  Mental Health  Awareness and Support of Learners, Parents, and staff | Weekly FGD  Kumustahan -Ok tayo sa DAAES – a weekly psycho social support to teachers  Integration of mental health and Resiliency in the classroom Lessons | Accomplishment Report  Insights and Reflection based on the sessions – chosen article will be published in BIDA official Newsletter of DAAES | School  Head  Guidance Teacher  Mental health/ health Coor/ ESP Coor  Teachers |
| **CO/Roadmap Activities** | **Baseline / Current Status** | **Existing Support Guidelines and Programs** | **Goal** | **Commitments** | **Program/ Policy Actions** | **Interventions** | **Indicator**  **Output Outcome** | **Responsible Officer** |
| 5.Strengthen inclusive education programs, including the alternative learning system, last mile schools, and programs for IP learners and learners with disabilities | DO 72 s. 2009  Inclusive Education as Strategy for Increasing  Participation  Rate of Children  Howartd Gardner’s theory on Multiple Intelligence | Programs and Seminars sponsored by the DO, Regional, and school-based orientation seminar | To have an education that will accommodate all kinds of learners. | Coordinate with Inclusive (SPED)Education Program Supervisor.  Awareness of Inclusive Education to Regular Teachers and personnel in the school. | **Project: ESDA**  **Everyone is special in Daniel Avena**  **Equal treatment, access to all students** | Include in the sessions in SLAC. Conduct PTCA and Orientation programs to encourage support to inclusive  Education.  Advocate Inclusive education through posters and signages ion strategic places inside and around the vicinity of school  Non-teaching personnel must also attend the forum for wider involvement and awareness on inclusive education | List of Children with Special Needs.  Orientation Meeting agreement with the parents of Children with special needs. | School  Head  Guidance Teacher  Mental health/ health Coor/ ESP Coor  All Teachers  All personnel |

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| **CO/Roadmap Activities** | **Baseline / Current Status** | **Existing Support Guidelines and Programs** | | **Goal** | | **Commitments** | | **Program/ Policy Actions** | | **Interventions** | | **Indicator**  **Output Outcome** | | | **Responsible Officer** |
| 6. Establish of Inclusive Learning Resource Centers | D.O. 76 s. 2011  Enhancing the LRMDS system | DO, Regional, and school-based orientation seminar | | To develop interactive updated  Digital and print based materials  aligned to the curriculum | | To use the quality assured LR materials of the  Division of SJDM.  Attend and equip teachers to also produce quality learning resource materials. | | **Project: FFLRC**    **F**ully  Functioning  **L**earning  **R**esource  **C**enter | | Monitor update and upkeep of LRC.  Capacitate the Coordinator on what to do with his /her program.  organized video lessons library readily accessible to teachers  Access to materiaLS AND BOOKS  Ensure fully functioning LRC | | Schedule of Orientation to learners  Purpose and Uses of LRTC  Video clips Compilation with Subject grade level topic Quarter or Grading Period Competency aligned in MELCS.  Supplemental area for the use of the learners in their reading or research or workstation | | | School Head  LRMDS Coor |
| 7. Provide  assessment assistive mechanisms to students with disabilities | GAD Mandate  With PWD |  | |  | |  | |  | |  | |  | | |  |
| 8. Eradicate  illiteracy through relevant policy issuances, and community literacy program interventions | Low  Literacy among learners | ELLN  Trainings on Literacy  Division Enhancement Capacity training for Teachers | | To reduce or totally remove illiteracy in the community | | Project | | **Project PUSH**  Provide  And Utilize  Stakeholders and Teachers to  Hone and develop Literacy | | Community mapping  Community outreach  Community awareness - balik aral, ALS etc | | More literate people in the community Intervention for reading literacy reaching out to the neighborhood.  More awareness of balik aral program and ALS program of DEPED | | | School Head  ELLN  Reading Coor  All Teachers |
| **CO/Roadmap Activities** | **Baseline / Current Status** | **Existing Support Guidelines and Programs** | | **Goal** | | **Commitments** | | **Program/ Policy Actions** | | **Interventions** | | **Indicator**  **Output Outcome** | | | **Responsible Officer** |
| 9. Involve parents and guardians in the education of our children | There is a need to start, sustain and maintain programs that involve guardians in the education of the children | Recognition of Stakeholders  DO 34 Guidelines in PTA association.  Deped order 26 s 2022 Implementing guidelines in SGC.  **Project Be SOP**  Brigada Eskwela  Search for Outstanding Partners  **Project KATUWANG**  KA agapay at  Ka TU wang  Sa WAstong  Pagtatguyod NGayon | | To intensify involvement of parents and guardians in the education of their children | | Committed to inform, create awareness and sustain programs that elicit more parent involvement | | **Project: DICE**  **(Dynamic Investments**  **Of Community**  **Educators**  **Project:**  **PROMOTE**  **P**arents  **R**esponsible to  **O**ffer  **r**e**M**arkable  c**O**ntributions **T**o  **E**ducation  **PROJECT : TEACHER KO SI NANAY AT TATAY**  Orientation of Big Six of Reading to volunteer parents  Learning Math is fun – Basic Numeracy | | Scout Potentials Partners  Monitoring / Forged partnership with MOU or MOA  Orientation to the importance of parent involvement  Stakeholders’ involvement  Even in academics particularly reading and numeracy | | MOA  MOU  List of Volunteers  Deed of Donation  Deed of Acceptance  Accomplishment Reports by each program  Consolidated report of all the donation -materials, and services for the school year  Attendance of learners taught by volunteers  Progress Report  Accomplishment Report | | | School Head  Brigada and ASAP Coor  All teachers  Parents  Stakeholders |
| **CO/Roadmap Activities** | **Baseline / Current Status** | **Existing Support Guidelines and Programs** | | **Goal** | | **Commitments** | | **Program/ Policy Actions** | | **Interventions** | | **Indicator**  **Output Outcome** | | | **Responsible Officer** |
| **G- Give support to Teachers to teach better** | | | | | | | | | | | | | | | |
| 1.Provide Professional development program | Teachers need to upgrade in their professional Development | | PPST  Phil Professional Standards for Teachers  Project ABANTE  Aim  Believe  Achieve  Towards Professional  Enhancement | | Intensify  Program for teacher Professional Development | | Support training attended and let them share or re-echo to the rest of the teaching force | | **Project PHPT**  Proactive and  HP Highly Proficient Teachers | | Regular  Monitoring of Teacher training for Professional Growth  SLAC  INSET  FGD | | Teachers are encouraged to take post graduate studies.  Promotion of more teachers to T2, T3, MT, School Head, supervisor  High RPMS rating  Monitoring the Evaluation of teachers  Evaluation and Feedback | School head  Performance Mgt Team  Training Team –  SLAC  Coordinator | |
| 2. Provide support in terms of innovative, responsive and inclusive teaching approaches following the Philippine Professional Standards for Teachers | Some teachers remain.  In the status quo and stick to  Old teaching styles | | PPST  NEAP trainings  Mentoring | | **Project 4k**  Kung  kaya Mo  kaya  Ko  Demo Teaching  Festival Week  (5 day demo teaching, observation and feedback of best practices) | | Committed to ensure enhancement in the teaching approaches of teachers in DDEA | | **Project**  **CRBTA**  Collaboration  Result  To Better  Teaching  Approaches  Project: COT-BES  **CO**nfident  **T**o  **BE** observed and **S**how  Innovative Teaching Approaches | | Demo teaching  Mt first then T# until T!  Modeling  Benchmarking  Best practices  Mentoring | | Observation Form  Peer Observation  Noting Best Practices  Teachers will be more confident and will not feel nervous if they are visited regularly | School head  Performance Mgt Team  Training Team –  SLAC  Coordinator | |
| **CO/Roadmap Activities** | **Baseline / Current Status** | | **Existing Support Guidelines and Programs** | | **Goal** | | **Commitments** | | **Program/ Policy Actions** | | **Interventions** | | **Indicator**  **Output Outcome** | **Responsible Officer** | |
| 3. Capacitate our teachers and learners in utilizing technology remote learning to maximize the benefit of digital learning | Not all teachers are efficient in the use of technology in the classroom and in the learners’ and school data records | | PPST  NEAP trainings  Mentoring  Division ICT workshops | | **Project 4k**  Kung kaya Mo  kaya Ko  **Project ICT**  **I**ntensify  **C**omputer assisted.  **T**eaching | | Support and Intensify teacher training in ICT use in the classroom and school  records | | **Project TEaCH**  **T**echnology  Enhanced And  Capable  Teac**H**ers | | Training  Workshops  Application  Production of digitized learning and teaching materials | | Digital learning materials  Video lessons  Audio lessons quality assured.  More innovative LAS and learning materials | School head  Performance Mgt Team  Training Team –  SLAC  Coordinator  ICT Coor  All teachers | |
| 4 Provide training and other learning and development interventions for school leaders | | | | | | | | | | | | | | | |
| 5. Fast track the implementation of the career progression policy  6. Implement the Merit Selection Policy  7. Make the new Teacher Education Council and Secretariat fully functional  8. Advocate for additional benefits for our teachers  9. Implement the policy on the distribution of teacher workload and payment of teaching overload  10. Expand the coverage for the grant of Special Hardship Allowances | | | | | | | | | | | | | | | |
| 11. Address issues affecting the net take home pay of the teachers | Some of the teachers are having the smallest allowable amount of net take home pay in their payslip | | GSIS  Financial Literacy | | To mentor teachers for good stewardship of their monthly income | | Teach and mentor  Frequent FGD  Capacitating the teachers on Finances | | Project HEAL  **H**elp  **E**ncourage  **A**ssist teacher in Financial.  Literacy | | Orientation  Seminar  FGD  Grade Discussion  Counselling | | Teachers are wiser when it comes to handling their finances  Awareness of proper handling of finances and loan sharks | School Head  Guidance teacher  All teaching and non-teaching staff | |
| 12. Work with DOH for free annual Physical examination of teachers  13. Coordinate with GSIS for improved and superior package to DEPED personnel  14. Privide free legal assistance for teachers on matters concerning loan contracts and obligations for Division Level | | | | | | | | | | | | | | | |

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