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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 programs3.Revitalize Reading, Science and Technology, and Math programs4. 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**agbabasaProject **LEN**  **L**earning and  **E**ngaging in  **N**umeracyProject **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**immicksProject All Subjects A**BANTE** **A**im **B**elieve **A**chieve and **N**urture  **T**owards  **A**cademic **E**xcellenceProject **PAGBASA**Basa Muna-The Readoing TreeProject: Math for All Strengthen Kinder to Grade 6 NumeracyMatutong 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 atKasalukuyan Ng Pilipinas**Goal****Project PIPAF**Pukawin angInteresAt Pagyamanin at Paunlarin ang Abilidad sa Asignaturang Filipino**Project: KPNR**Kinder Performing well in Numeracy and reading**MAPEH**Honing MusicArtsPE 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**ReproductiveHealthEducation andAwareness**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 areasActive participation and involvement of learners in different learning area**Outcome**Accomplishment and Progress report for each Subject area  | School HeadMaster TeacherAll AdvisersTeachersLearnersCommunity **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 teaching7. 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  personnelProject **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  WorkplaceHappy PlaceEfficient PLST (Parent, Learners, Staff, Teachers) | Integrate values in other learning areas.-Signages and orientation Celebrate Value MonthMakadiyos makatao, makakalikasan , makbansa  | Equitable opportunity for allLow incident report on bullyingNo. of interventions implemented Reading and Numeracy profile of learners.Pre-assessment of learners Achievement Tests in all subject areasImposed Numeracy and Literacy among learners | The school will be a place where values are being internalize and expressed inside and outside the classrooms |  GuidanceSchool HeadMaster TeacherAll AdvisersTeachersLearnersNon-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 HeadMaster TeacherAll AdvisersTeachers |
| 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) |
|  |
| **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 propertyCoordination and communication of buildings or property that need repair. | InventoryOf BuildingsStatusRepair Old Anay infested.More  Resilient Classrooms and buildingsHazard Mapping | School HeadPhysical Facilities Coordinator |
| 3.Close the remaining gaps in school infrastructure with policies to eliminate corruption | Civil Service GuidelinesAnti-corruption practicesPPSHProfessional 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 DAAESProject LIGTAS |  Committed to be transparent and against corruption in infrastructure | SDRMM**SAFE** **DAAES** **S**ecure And**A**nti-corrupt**F**re**E****f**romDaner | Communication and Coordination with SDRMM and PhysicalFacilities CoordinatorImproved WINS? handwashing | Record of status of BuildingsGovernment 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 RLVRegular LibraryVisit |  |  |  |  |  |
| 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 CoorFinance 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 RecordsGrading sheetE-clasasroom packages Fully functioning DCP Room |  |
| 7.Digitize essential processes, including national assessments | There is a need to digitize assessments andprocesses | DePED Digital Program in addressing challenges in education quality.ICTSInformationCommunications Technology Service | Adaptability through LRMDsUpdate the knowledge of teachers in the use of digitize assessment |  To implemewnt digital literacy in processes including assessments | **Project: IKDL****I**ntensify**K**nowledgeIn**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 HeadMaster TeacherICT Coor |
|  |
| 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’sSBFP BeneficiaryStakeholders’ 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 visitationRegular monitoring of attendance by DORP Coor.Everyday Attendance checking of the teachers.SPG officers’ attendance form. | Learners complete EducationLess drop out in the schoolHigher completion rateAttendance FormsProfiling of learners.Those who transferred out. Check if they are enrolled in the place they transferred. | School HeadDORP Drop OutReduction 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. Strengthenthe mechanism in safeguarding our learners against all forms of discrimination and dangers | GAD Mandate EqualityHuman RightsVAWC | GADChild – friendly schoolNo 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 CPPChild Protection Policy to learners and ALL stakeholders Meeting with teachers.Promotion and campaign during Childrens rights month and GAD month | Guidance LogbookParent 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 HeadDORP Drop OutReduction Program CoordinatorCPP 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 outmental wellness experts to form interventions at the school level | Ok sa DEPED Program – Mental HealthNational 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 HealthAwareness and Support of Learners, Parents, and staff  | Weekly FGDKumustahan -Ok tayo sa DAAES – a weekly psycho social support to teachers Integration of mental health and Resiliency in the classroom Lessons | Accomplishment ReportInsights and Reflection based on the sessions – chosen article will be published in BIDA official Newsletter of DAAES | School HeadGuidance TeacherMental 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. 2009Inclusive Education as Strategy for Increasing Participation Rate of ChildrenHowartd 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 schoolNon-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 HeadGuidance TeacherMental health/ health Coor/ ESP Coor  All TeachersAll 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. 2011Enhancing 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**ullyFunctioning**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 teachersAccess to materiaLS AND BOOKS Ensure fully functioning LRC | Schedule of Orientation to learnersPurpose and Uses of LRTCVideo 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 HeadLRMDS Coor |
| 7. Provide assessment assistive mechanisms to students with disabilities | GAD MandateWith PWD |  |  |  |  |  |  |  |
| 8. Eradicateilliteracy through relevant policy issuances, and community literacy program interventions | LowLiteracy among learners  | ELLNTrainings 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 mappingCommunity outreachCommunity awareness - balik aral, ALS etc  | More literate people in the communityIntervention for reading literacy reaching out to the neighborhood. More awareness of balik aral program and ALS program of DEPED | School Head ELLNReading CoorAll 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 atKa TU wang Sa WAstongPagtatguyod 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**arkablec**O**ntributions **T**o**E**ducation**PROJECT : TEACHER KO SI NANAY AT TATAY**Orientation of Big Six of Reading to volunteer parentsLearning Math is fun – Basic Numeracy  | Scout Potentials PartnersMonitoring / Forged partnership with MOU or MOAOrientation to the importance of parent involvement Stakeholders’ involvement Even in academics particularly reading and numeracy | MOAMOUList of VolunteersDeed of DonationDeed of AcceptanceAccomplishment Reports by each programConsolidated report of all the donation -materials, and services for the school year Attendance of learners taught by volunteersProgress ReportAccomplishment Report | School Head Brigada and ASAP Coor All teachersParentsStakeholders |
| **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  | PPSTPhil Professional Standards for TeachersProject ABANTEAimBelieveAchieveTowards ProfessionalEnhancement | IntensifyProgram 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 | RegularMonitoring of Teacher training for Professional GrowthSLACINSETFGD | Teachers are encouraged to take post graduate studies.Promotion of more teachers to T2, T3, MT, School Head, supervisorHigh RPMS ratingMonitoring the Evaluation of teachersEvaluation and Feedback | School headPerformance Mgt TeamTraining Team – SLACCoordinator |
| 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 toOld teaching styles  | PPSTNEAP trainingsMentoring | **Project 4k**Kung kaya Mokaya KoDemo TeachingFestival 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**CollaborationResultTo BetterTeaching ApproachesProject: COT-BES**CO**nfident**T**o **BE** observed and **S**howInnovative Teaching Approaches | Demo teaching Mt first then T# until T!ModelingBenchmarkingBest practicesMentoring | Observation FormPeer ObservationNoting Best PracticesTeachers will be more confident and will not feel nervous if they are visited regularly | School headPerformance Mgt TeamTraining Team – SLACCoordinator |
| **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 | PPSTNEAP trainingsMentoringDivision ICT workshops | **Project 4k**Kung kaya Mokaya Ko**Project ICT****I**ntensify**C**omputer assisted.**T**eaching | Support and Intensify teacher training in ICT use in the classroom and schoolrecords | **Project TEaCH****T**echnology Enhanced And Capable Teac**H**ers | TrainingWorkshopsApplicationProduction of digitized learning and teaching materials | Digital learning materialsVideo lessonsAudio lessons quality assured. More innovative LAS and learning materials | School headPerformance Mgt TeamTraining Team – SLACCoordinatorICT CoorAll teachers |
| 4 Provide training and other learning and development interventions for school leaders |
| 5. Fast track the implementation of the career progression policy6. Implement the Merit Selection Policy7. Make the new Teacher Education Council and Secretariat fully functional8. Advocate for additional benefits for our teachers 9. Implement the policy on the distribution of teacher workload and payment of teaching overload10. 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 FGDCapacitating the teachers on Finances | Project HEAL **H**elp**E**ncourage **A**ssist teacher in Financial. Literacy | OrientationSeminarFGDGrade DiscussionCounselling | Teachers are wiser when it comes to handling their finances Awareness of proper handling of finances and loan sharks  | School HeadGuidance teacherAll teaching and non-teaching staff |
| 12. Work with DOH for free annual Physical examination of teachers13. Coordinate with GSIS for improved and superior package to DEPED personnel14. Privide free legal assistance for teachers on matters concerning loan contracts and obligations for Division Level |

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