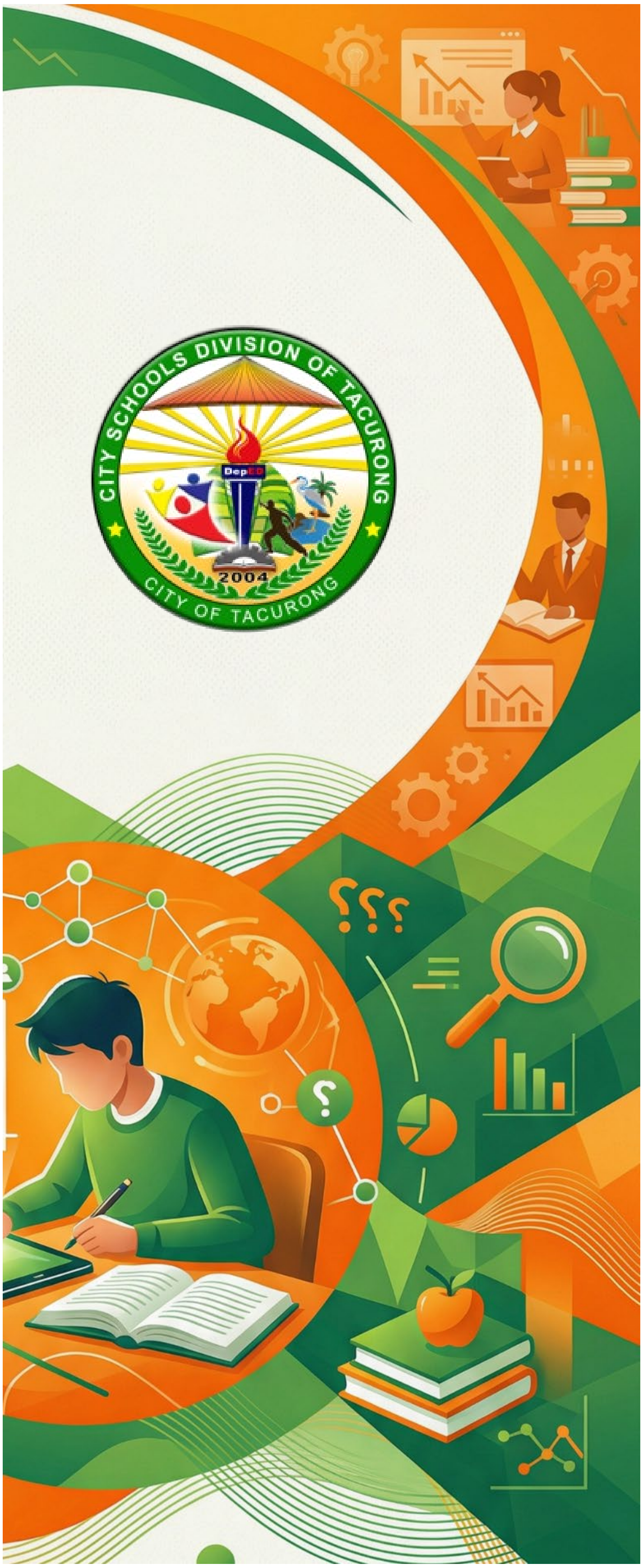
DIVISION EDUCATION DEVELOPMENT PLAN (DEDP)

2026-2028



MESSAGE

With progress and innovations as well as learning impediments and logistical challenges emerging for over three years, some things remain unchanged – Tacurongnon learners and the provision of quality, relevant competencies for them are the utmost priorities of this division. And this is the core embedded in the Division Education Development Plan (DEDP) 2026-2028.

Unraveling yet again another chapter to push for several major milestones and most significantly remedy and recover learning loss, SDO-Tacurong will institutionalize DEDP 2026-2028 to underscore sustainable mitigation processes for identified key priority areas with aptitude hurdles, elevate the paradigm of instruction, and revitalize a heightened motivation between the educational system and role players – the learners and teachers, parents, and the stakeholders.

Anchored to its flagship program named **“GEAR-UP Tacurong”** or Governance, Equity, Accessibility, Relevance through Unified Processes, the functional divisions of this SDO shall uphold standard-based and data-driven interventions and PPAs focusing on Monitoring and Evaluation with the provision of Technical Assistance tailored to the diverse and unique individualities of the Tacurongnon learners.

While the UP in the GEAR-UP flagship signifies Unified Process, behind its meaning is a manifestation of the direction and route the SDO shall attempt to maneuver – to rise above the obstructions and to uplift its implementations to greater and higher heights of success, effectivity, and sustainability – in the realization of its battle cry ***“Kabalikat ang Lahat Para sa Batang Tacurongnon”.***

GILDO G. MOSQUEDA, CEO VI
Schools Division Superintendent

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EXECUTIVE SUMMARY

SDO Tacurong City's educational landscape reveals pressing overarching concern based on validated data from SY 2022–2025. Learning outcomes are alarmingly low across all levels. In English, only 8.21% of Grade 3 learners achieved proficiency, a rate that has lowered to 1.18% in Grade 6, 1.74% in Junior High School (JHS), and a critical 0.16% in Senior High School (SHS). Mathematics performance follows a similarly concerning trend, with 4.27% proficiency in Grade 6, declining to 0.35% in JHS and 0.19% in SHS. This indicates severe, unaddressed, or misaddressed foundational gaps that worsen through each key stage.

Access and participation present a dual reality. While elementary completion remains high at 99.36%, secondary completion is significantly lower at 83.24% with a fluctuating, declining trend. Enrollment gaps are most acute in early and late stages: Kindergarten Net Enrollment Rate (NER) is 81.87%, declining in 2025, and SHS NER is 83.24%, both below the target. Key drivers include economic pressures leading to early employment, migration, and policy shifts particularly in Kindergarten which affects the overall enrollment trend in the succeeding years.

Infrastructure and resource deficits constrain quality delivery. Classroom congestion is severe in secondary schools, with a peak classroom-learner ratio of 1:61 in SHS, particularly in Tacurong National High School. Stated differently, such congestion is attributed to the 8 existing secondary schools compared to 24 elementary schools spread to 20 barangays. Further, a complete absence of reported computer-learner ratio data underscores a significant digital divide and weak ICT monitoring. Teacher-learner ratios are within ideal ranges, highlighting that the core issue is not teacher deployment but instructional quality and physical/digital resource scarcity.

Equity gaps are noticeable. TVL students and ALS learners consistently underperform, with ALS Accreditation and Equivalency (A&E) passing rates at 47.29% for Out-of-School Youth (OSY) and 49.37% for Out-of-School Children (OSC). Geographic and socioeconomic barriers disproportionately affect kindergarten enrollment and secondary retention, necessitating targeted, inclusive strategies.

DIAGNOSING THE LEARNING CRISIS

MAJOR CHALLENGES IDENTIFIED

1. ***Systemic Deficiency in Foundational Skills:*** Extremely low NAT proficiency rates in English, Math, and Science signify a crisis in literacy and numeracy acquisition.
2. ***Fragile Secondary Education Transition:*** Declining completion (83.24%) and low SHS enrollment (83.24%) point to high dropout risks driven by financial needs and lack of relevance.
3. ***Overcrowded and Underequipped Learning Environments:*** Critical classroom shortages and lack of digital learning infrastructure.
4. ***Low Certification and Employability Linkages:*** Despite a 91.77% National Certification (NC) passing rate, TVI partner withdrawals and ALS completion challenges threaten graduate empowerment.
5. ***Inadequate Data Culture for Decision-Making:*** Missing ICT metrics and lagging real-time performance tracking hinder responsive intervention. Monitoring and evaluation as a systemic and system approach need to be strengthened or unified.

PRIORITY OUTCOMES AND STRATEGIC DIRECTIONS

The DEDP is structured around five priority outcomes, each with clear strategic directions:

1. ***Outcome: Improved Foundational Literacy and Numeracy***
   - Strategic Direction: Intensive evaluation of instruction, remediation, and assessment, including teacher capability building and provision of field technical assistance.
   - Target: Increase English proficiency from 8.21% to 12.47% and Math proficiency from 8.44% to 8.96%, even Science and other learning areas by 2028.

2. ***Outcome: Increased Access, Retention, and Completion***
   - Strategic Direction: Multi-pronged support addressing economic, health, and motivational barriers.
   - Target: Raise Kindergarten NER from 81.87% to 96% and SHS completion from 83.24% to 88.33% by 2028.

3. ***Outcome: Adequate, Safe, and Digitally Enabled Learning Environments***
   - Strategic Direction: Aggressive infrastructure build-out and ICT integration.
   - Target: Construct 65 new classrooms by 2028, reduce SHS classroom ratio to 1:40, and establish 15 functional e-Learning Hubs.

4. ***Outcome: Enhanced Teacher Instructional Competence.***
   - Strategic Direction: Job-embedded, practice-focused continuous professional development.
   - Target: Achieve 100% of teachers trained in foundational instruction and 90% teacher participation in unified quarterly assessments.

5. ***Outcome: Strengthened Governance and Stakeholder Synergy.***
    - Strategic Direction: Data-driven planning and expanded public-private partnerships.
    - Target: Increase NC passing rate to 97.39% and establish 5 new industry/LGU partnerships annually.

Flagship Interventions

- ***SPICE (Sustaining Program for Instruction and Curriculum Enhancement) Framework:*** Comprising Project CI-QUACI for quality assurance and unified assessment, ensuring instructional coherence through intensified instructional supervision, monitoring and evaluation, and provision of technical assistance in the field. This banner project aims to fully implement the following initiatives:

    - ***UPTECOP (Upskilling Teachers on Content and Pedagogy):*** Targeted capacity building for teachers in the science of reading and numeracy, comprehension, content, and pedagogy, including assessment in all learning areas across key stage levels.
    - ***CI – QuaCI (Continuous Improvement of Quality Curriculum Implementation)***: Aims to focus on the assessment approaches to determine assessment as learning, of learning and for learning and provide direction to areas needing intervention.
    - ***SQUAD (Sustaining Quality Assurance and Development)****:* Targeted to sustain the development of quality assured learning resources to be fully utilized by learners which embedded thereat is the monitoring and evaluation of the effectiveness of the resources.
    - ***Spreading the COLOR (Culture of Love of Reading) Program:*** A division-wide movement to embed reading across curricula and learning communities within the division.
    - ***ALS Flexible Delivery Modality:*** Utilizing mobile and modular platforms to overcome scheduling conflicts that hinder A&E completion.

- ***ASAP (Activated Systems to Amplify Processes) Agenda:*** Consistent with the support system needed to implement the SPICE framework, the agenda shall be made accessible, available and continuous through the following drivers:

    - ***PAKNERS (Partnership and Advocacy for Keen Networks of Engagement with Stakeholders):*** The primary mechanism for securing scholarships, work immersion avenues, infrastructure, and other program support mechanisms through strengthened implementation of Brigada Eskwela, Adopt-a-School programs, and optimizing the SNDS platform.

    - ***GRADES (Generating Research – based Actions for the Development of Education Standards):*** This is an integrated education data dashboard which is a real-time monitoring platform to track KPIs like enrollment, proficiency and assessment data, including resource gaps and reportorial requisites, enabling proactive management through online portals linked with the division's digitalization efforts via EMS.

- ***SHARE (Sustaining Health and Resiliency in Education)***: This is an uninterrupted provision of health services which shall cater to the needs of learners, teaching, teaching-related and non-teaching staff, through ensuring health, wellness, disaster preparedness, support to school sports, school building construction, rehabilitation and repair, and youth formation initiatives, and optimizing the services of the division's YAKAP-KONSULTA accredited clinic.

- ***MAPPING (Managing Actualization Practices of Personnel for Improvement and Notable Gains)***: Continuous improvement of teaching, teaching-related and non– teaching personnel shall be needed based on the development need considered necessary in the improved performance.

- ***MEANS (Monitoring and Evaluation Activities in Nurturing Systems***): Most important of all initiatives is to ensure that programs, projects and activities are regularly monitored. Results of monitoring activities shall form part of data collection and shall be the bases for adjustment, decision – making, policy recommendation to effect continuous improvement.

• ***OSDS (Operational and Strategically Developed Systems***): The management of school resources, both human and material, shall be grounded on statutory and regulatory documents to ensure compliance, efficiency, equity and effectiveness through the keen implementation of the following:

- ***KABALIKAT (Key Actions for Budget Accountability, Leadership, Innovation, Knowledge, Administration and Transparency)***: This is poised to sustain the use of trackers, and regular conduct of Division Financial Management Evaluation and Adjustment (DiFiMEA).

- ***TEEAMS (Transparent, Efficient, Effective and Accountable Management and Services):*** The Client Satisfaction Measurement shall be the optimum consideration in the delivery of basic services, which shall be enshrined in the practice of recruitment, selection, placement, progression and other administrative services.

- ***RECORDS (Responsive and Efficient Custody, Organization, Retrieval & Digitization System)***. This is a keen process to ensure compliance with relevant statutory regulations pertinent to records management.

- **CORE** ***(Centralized Operations and Responsive Governance in Education***). Considering all the expected output and outcomes, the SDO shall endeavor to ensure and sustain ***Digitization*** and ***digitalization*** of learning materials to expand access to learning resources, including contextualization through electronic portals, as well as operational capabilities such as data gathering and accessibility through enhanced Enterprise Management System (EMS).

Alignment with QBEDP and the 5-Point Reform Agenda

This DEDP is a direct operationalization of national frameworks:

- **QBEDP Outcome 1 (High Performing Teachers):** Addressed through capability and capacity building programs shall be addressed through strengthened management of actualization practice of personnel for improvement and notable gains driven by MAPPING initiative.
- **QBEDP Outcome 2 (Improved Learning Environment):** Addressed through classroom construction, furniture procurement, and mental and physical health programs (Project SHARE).
- **QBEDP Outcome 3 (Enhanced Governance Structures to Ensure Efficient and Supportive Education Systems):** Addressed through unified systems that is fully utilized by 100% of the SDO teaching and non – teaching staff to ensure progress tracking and provision of technical assistance through MAPPING, GRADES, MEANS, CORE, ABCS and TEEAMS.
- **QBEDP Outcome 4 (Improved Education Quality):** Addressed through foundational skill interventions, teacher upskilling, and the SPICE framework.
- **Outcome 5 (Empowered Graduates fit for Employment, Entrepreneurship or Higher Education):** Addressed through improved assessment practices and approaches delved on CI – QUACI.
- **Learning Recovery Agenda:** Targeted via Project UPTECOP and daily remedial blocks to address pandemic-induced learning loss.
- **Inclusive Education Agenda:** Advanced through Project PAKNERS, ALS flexibility, and targeted support for at-risk learners.
- **Infrastructure & Resources Agenda:** Executed through the detailed construction and ICT procurement plan.
- **Teacher Upskilling Agenda:** Implemented through mandated LAC sessions, learning and development activities, and digital professional development through Managing Actualization Practices of Personnel for Improvement and Notable Gains (MAPPING).
- **Governance agenda** realized through the DEXECOM structure, performance scorecards, DiFiMMEA and partnership frameworks through Generating Research-based Actions for the Development of Education Standards (GRADES) of research-based policies and Partnership Advocacy for a Keen Network of Engagements and Recognizing Stakeholders (PAKNERS).

This Division Education Development Plan (DEDP) of SDO Tacurong City is a responsive, evidence-based, and targeted strategic plan. By confronting its stark data on proficiency, access, and infrastructure with aligned interventions and leveraging the triple levers of decentralization, partnerships, and digitization, the Division is positioned to transform its educational delivery systematically. Successful implementation will not only address local gaps but also meaningfully contribute to achieving the national goals of the Department of Education for quality, equitable, and resilient basic education.

This guidebook outlines a comprehensive analysis of the educational performance, trends, and challenges within the Schools Division Office (SDO) of Tacurong City, drawing on data from SY 2022–2023 to SY 2024–2025. The examination covers critical areas including learning outcomes, access and participation, teacher and school capacities, and equity gaps, concluding with the key and immediate issues that the Division Education Development Plan (DEDP) seeks to address.

Learning outcomes in SDO Tacurong City reveal significant concerns, particularly in English, Mathematics, Science, and Araling Panlipunan proficiency as measured by the National Achievement Test (NAT), and even other learning areas (Filipino, Technology and Livelihood Education, Edukasyon sa Pagpapakatao, and Music, Arts, Physical Education and Health) as measured by the learners' General Percentage Average (GPA) at the end of the school years. In English, proficiency rates are critically low across all grade levels, with only 8.21% of Grade 3 learners reaching the "Proficient" level in 2025, and even lower rates in Grade 6 (1.18%), Junior High (1.74%), and Senior High (0.16%). Mathematics performance follows a similar trend, with proficiency declining sharply in higher grades—Grade 6 at 4.27%, JHS at 0.35%, and SHS at 0.19%. These results indicate systemic weaknesses in foundational literacy and numeracy, exacerbated by pandemic-related learning losses and insufficient or ineffective remediations, especially among TVL students as revealed in the thorough analysis of NAT results. While early-grade interventions in Mathematics show slight improvement, the overall trend highlights a pressing need for targeted instructional support and curriculum alignment to boost academic competence. Additionally, the NAT result showing proficiency plunging from 0.95% to 0.08% in Science and from 5.92% to 0.35% in Araling Panlipunan between Grades 6 and 12, starkly illustrates a systemic collapse in foundational knowledge retention or assessment alignment throughout secondary education.

Access and participation data show a mixed picture. Elementary completion rates remain very high at 99.36%, exceeding targets, while secondary completion is lower at 83.24% and exhibits a fluctuating, slightly declining trend. Net Enrollment Rates (NER) reveal gaps, particularly in kindergarten (81.87%), which fall below target and decreased in 2025. Junior High enrollment stands at 90.46%, and Senior High at 83.24%, both below the ideal 100% target. Factors influencing these trends include migration, economic pressures leading to early employment, and changes in enrollment policies. Dropout risks in secondary schools are heightened by financial difficulties, low learner motivation, and competing family responsibilities, pointing to a need for stronger socio-economic and mental health support systems.

Teacher and school capacities are generally adequate in terms of teacher-learner ratios, which remain within ideal ranges across elementary and secondary levels. However, classroom-learner ratios indicate persistent congestion, especially in Junior and Senior High School, where ratios reach up to 1:61, particularly in Tacurong National High School, which resorted to double shifts. This congestion underscores the need for additional classrooms and facilities, hence, the plan of establishing an annex of Tacurong National High School in Barangay Carmen. Further, the absence of data on the computer-learner ratio signals a significant gap in ICT infrastructure and monitoring, highlighting the division's digital divide and the urgent need for enhanced technological resources and integration.

Equity gaps are evident across learner groups and educational stages. TVL students and ALS learners consistently underperform, with ALS Accreditation and Equivalency Test passing rates remaining low due to scheduling conflicts and skill gaps. Disparities in access are also influenced by geographic and economic barriers—such as distance, safety concerns, and poverty—which disproportionately affect Kindergarten enrollment and secondary-level retention. These gaps emphasize the need for more inclusive, flexible, and supportive learning pathways, particularly for marginalized and out-of-school youth.

In conclusion, the Division Education Development Plan must address several key and immediate issues: the critically low proficiency in English and Mathematics, declining early-grade enrollment, classroom shortages in secondary schools, the digital divide in ICT resources, high dropout rates in junior and senior high, and low certification rates among ALS and TVL learners. Strategic interventions should focus on foundational skills remediation, infrastructure expansion, ICT capacity building, stakeholder collaboration, and data-driven support mechanisms to ensure equitable and quality education for all learners in SDO Tacurong City.

Table 1. Division Profile

Particulars	Profile
Total Division Population	29,307
No. of Public-School Districts	6 Clusters
No. of Schools	Public: 31 (with 2 extension schools) ; Private: 20 **Total: 51**
No. of CLCs (ALS)	41
No. of Teachers	738 (690 Teaching, 48 Teaching-Related)
Total No. of Learners Enrolled	Public: 21,813; Private: 7,285; LUC: 208 **Total: 29,307**
Elementary	Public: 12039; Private: 2344 **Total: 14,383**
Junior High School	Public: 6570; Private: 2923; LUC: 181 **Total: 9,674**
Senior High School	Public: 3204; Private: 2019; LUC: 208 **Total: 5,250**

Table 2. Division Profile - Governance

Particulars	*SY 2021- 2022*	*SY 2022-2023*	*SY 2023-2024*
Number of Schools Meeting the Standard Ratio: • *Teacher-Learner Ratio* 30/31 • *Classroom-Learner Ratio* 30/31 • *Seat-Learner Ratio:* 31/31			
Teacher-Learner Ratio	*ES : 1:26* *JHS: 1:28* *SHS: 1:36*	*ES : 1:26* *JHS: 1:27* *SHS: 1:42*	*ES : 1:25* *JHS: 1:25* *SHS: 1:28*
Classroom-Learner Ratio	*ES : 1:28* *JHS: 1:46* *SHS: 1:50*	*ES : 1:27* *JHS: 1:45* *SHS: 1:50*	*ES : 1:19* *JHS: 1:42* *SHS: 1:61*
Seat-Learner Ratio	*1:1*	*1:1*	*1:1*
Computer-Learner Ratio	*No Data*	*No Data*	*ES : NDA* *JHS: NDA* *SHS: NDA*

Key Points:

- There exists ideal Teacher–Learner Ratio.
- The classroom - Learner ratio in Elementary is ideal, while classroom shortage persists in Junior HS and Senior HS resulting to congestion.
- Seat–Learner Ratio consistently met the 1:1
- Absence of Computer–Learner data highlights the need to strengthen ICT monitoring or urgent need to address gaps
- While teacher deployment shows no gap, there still exists big class size due to classroom shortage in the Senior High School.

OUTCOME 1. HIGH-PERFORMING TEACHERS DELIVERING QUALITY EDUCATION

Table 3. Percentage of public school teachers who completed training on content and pedagogy

Level	SY 2024-2025
Elementary	100%
Secondary	100%

All teachers, elementary and secondary, are trained in content and pedagogy through the regular conduct of School Learning Action Cell sessions.

Table 4. Number of public-school teachers who completed the different programs

Level	SY 2024-2025
Certificate Programs	NDA
Scholarship Programs	12

Slots for different programs are dependent on guidelines set by the central office or institutions offering grants. Hence only 12 teachers were able to avail scholarship programs.

Table 5. Percentage of learners with a complete set of textbooks

Level	SY 2024-2025
Elementary	NDA
Secondary	NDA

The provision of textbooks is centrally – managed. While there are textbooks available in schools, the percentage cannot be determined based on textbooks by subject area and by grade level. Stated differently, there are textbooks but incomplete in every grade level.

Table 6. Percentage of public-school teachers provided with a laptop (c/o Supply Office)

Level	SY 2024-2025
Elementary School	45
Secondary School	10

The figure above shows that only 45 out of 521 elementary teachers are provided with a laptop or a mere 8.63% of the total elementary teachers. While there are 424 secondary school teachers, only 10 are provided with a laptop or 2.36% of the total number. With this, the variance is significant and needs to be addressed.

Table 7. Percentage of public schools meeting the minimum standard for teacher-student ratio

Level	SY 2024-2025
Elementary School	23
Secondary School	6
Integrated School	1

The data reveal that only 1 secondary school has not met the standard. This is attributed to the establishment of 2 secondary schools and teaching items allotted to these schools are provided in staggered.

Table 8. Percentage of public schools with at least one Administrative Officer

Level	SY 2024-2025
Elementary School	23
Secondary School	7
Integrated School	1

Except for the extension schools, all schools have Administrative Officer performing administrative functions thereby ensuring that teachers are dedicated to classroom instruction and co – curricular functions.

OUTCOME 2: IMPROVED LEARNING ENVIRONMENT THAT SAFEGUARD STUDENTS' PHYSICAL AND MENTAL WELL-BEING

2.1 Percentage of school-age children in school – Net Enrolment Rate

Table 9. Net Enrolment – Kindergarten

NER (Kindergarten)				
	Baseline	2023	2024	2025
Target	123.95%	100%	100%	100%
Actual	71.51%	83.42%	88.00%	81.87%

The actual accomplishment shows a fluctuating trend. This is attributed to the changes in the kindergarten enrollment policy for the last three years.

Table 10. Net Enrolment – Elementary

NER (G1 – G6)				
	Baseline	2023	2024	2025
Target	110.45%	100%	100%	100%
Actual	101.02%	90.17%	89.93%	87.36%

The trend is fluctuating for the last three years. This is attributed to migration, economic activity and the declining trend for a period.

Table 11. Net Enrolment – Junior High School

NER (Junior High School)				
	Baseline	2023	2024	2025
Target	98.15%	100%	100%	100%

Actual		102.81%	83.66%	88.00%

The trend is fluctuating with a huge decline in 2024 and increase in 2025. This is attributed to migration of learners.

Table 12. Net Enrolment – Senior High School

NER (Senior High School)				
	Baseline	2023	2024	2025
Target	94.43%	100%	100%	100%
Actual		83.66%	88.00%	89.93%

While the data showed an increasing trend for the last three years, the actual accomplishment is still below the target.

2.2 Percentage of learners who completed Grade 6/ Grade 10/ Grade 12 – Completion Rate

Table 13. Completion Rate – Elementary

Elementary Completion Rate				
	Baseline	2023	2024	2025
Target	97.38%	100%	100%	100%
Actual		100%	99.78%	99.36%

Though there is a declining trend, the variance is insignificant and higher than the baseline.

Table 14. Completion Rate – Junior High School

JHS Completion Rate				
	Baseline	2023	2024	2025
Target	98.15%	100%	100%	100%
Actual		99.23%	90.77%	90.46%

The data show a declining trend for the last three years; this is attributed to migration and drop – out.

Table 15. Completion Rate – Senior High School

SHS Completion Rate				
	Baseline	2023	2024	2025

Target	94.43%	100%	100%	100%
Actual		91.67%	78.45%	83.24%

The actual accomplishment is way below the target. This data is attributed to migration and work opportunities.

Table 16. Percentage of severely wasted and wasted learners in public elementary schools provided with meals through the School-Based Feeding Program

Grade Level	Male	Female	Total
Kinder	706	666	1,372
Grade 1	128	119	247
Grade 2	115	74	189
Grade 3	61	61	122
Grade 4	73	61	134
Grade 5	71	66	137
Grade 6	99	78	177
Total	1,253	1,125	2,378

With the total number of severely wasted and wasted learners, 100% are catered in the school – based feeding program.

Table 17. Percentage of resolved bullying incidents

Level	Number of bullying incidents	Number of bullying incidents resolved	% of Resolved Cases
Elementary	2	2	100%
Secondary School	7	7	100%
Integrated School	0	0	0

The bullying incidents recorded in schools are all resolved. Stated differently, the CPCs in schools are functional.

Table 18. Percentage of Public schools with functional child protection committee

Level	Number of School	Number of Functional Child Protection Committee	%
Elementary School	24	24	100%
Secondary School	7	7	100%

Integrated School	1	1	100%

With the data presented in the table, it is evident that the CPC is functional which is as well shown in Table 17 in which bullying incidents are properly documented and as well outrightly addressed at the school level.

Table 19. Percentage of public schools with functional school governing council

Level	Number of School	Number of Functional School Governing Council	%
Elementary School	23	0	0
Secondary School	7	7	100%
Integrated School	1	1	100%

All secondary schools are recognized in terms of SGC functionality. The ways forward shall focus in helping elementary schools to ensure SGC functionality.

Table 20. Percentage of Public schools with guidance advocate

Level	Number of School	Number of Guidance Advocate	%
Elementary School	24	26	108%
Secondary School	7	7	100%
Integrated School	1	1	100%

There are only 2 Guidance Counsellors in the entire Division assigned in the two (2) secondary schools. The rest of the schools have guidance – designates who are teachers trained to implement the guidance program.

Table 21. Percentage of public schools with guidance office

Level	Number of School	Number of Guidance Office	%
Elementary School	24	0	0
Secondary School	7	0	0
Integrated School	1	0	0

While the guidance program in 33 schools is fully implemented, all schools have no guidance office instead dedicated office/space to carry – out guidance activities.

Table 22. Percentage of public schools with a health clinic

Level	Number of School	Number of Clinic	%
Elementary School	24	3	12.5%

Secondary School	7	0	0
Integrated School	1	0	0

Out of the 24 schools in elementary school, only 3 schools have established school clinics while no school clinics in secondary school and in the integrated school. There is only designated space used as school clinic.

Table 23. Percentage of public schools with ideal classroom to student ratio

Level	Number of School	Number of School meeting the ideal classroom to student ratio	%
Elementary School	24	24	100%
Secondary School	7	6	85%
Integrated School	1	1	100%

As gleaned in the table, only one (1) secondary school has not met the ideal classroom – student ratio. This is the reason of the adoption of double shifting of classes.

Table 24. Percentage of public schools with electricity

Level	Number of School	Number of School with electricity	%
Elementary School	24	24	100%
Secondary School	7	7	100%
Integrated School	1	1	100%

All public schools have electricity which means that not in this City that a school has no electricity.

Table 25. Percentage of public schools with libraries

Level	Number of School	Number of School with libraries	%
Elementary School	24	24	100%
Secondary School	7	7	100%
Integrated School	1	1	100%

All schools have libraries but are classrooms converted and utilized as school library. Stated in another way, there is no room designed as library.

Table 26. Percentage of public schools with faculty rooms

Level	Number of School	Number of School with faculty rooms	%
Elementary School	24	0	0

Secondary School	7	0	0
Integrated School	1	0	0

No school has a faculty room. There are designated spaces in schools which are temporarily used as faculty room but cannot accommodate all teachers.

OUTCOME 3: EFFICIENT AND SUPPORTIVE GOVERNANCE STRUCTURE

Table 27. Percentage of Schools Division Offices Conferred with level 3 PRIME-HRM accreditation

Level	2023-2024	2024-2025	2025-2026
SDO	0	0	0

The SDO is assessed and accredited as Level 2 PRIME – HRM practitioner. The SDO has been motivated and continues to strive to achieve Level 3 accreditation.

Table 28. Number of schools provided with school grants (innovation funds for schools)

Level	2023-2024	2024-2025	2025-2026
Elementary School	0	0	0
Secondary School	0	0	0
Integrated School	0	0	0

There is no innovation funds granted to any of the schools in the SDO. Schools continue to engage stakeholders to support programs, projects, activities and innovations.

Table 29. Percentage of public schools provided with research funds

Level	2023-2024	2024-2025	2025-2026
Elementary School	0	0	0
Secondary School	0	0	0
Integrated School	0	0	0

To date, there is no funds provided that is dedicated to research activities. The school's MOOE is used to assist research activities particularly to Tacurong National High School offering Science, Technology, Engineering and Mathematics (STEM) strand in the Senior High School and Science, Technology and Engineering Program (STEP) in the Junior High School of the same school.

OUTCOME 4: IMPROVED EDUCATION QUALITY THROUGH UPGRADED CURRICULUM, MODERNIZED ASSESSMENT, AND DIGITALLY ENABLED SCHOOLS

Table 30. Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 3 for SY 2023-2024

	English	Filipino	Numeracy
Target	26.55%	42.3%	14.84%
Actual	12.44%	17.62%	8.44%

As gleaned in the table, the actual accomplishment is way below the target. This means that there is a need to strengthen programs and projects that seek to address this outcome.

Table 31. Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade for 6 SY 2023-2024

	English	Filipino	Science	Math	Apan
Target	34.43%	34.43%	34.43%	34.43%	34.43%
Actual	11.37%	9.00%	0.95%	4.27%	5.92%

The results show that the actual accomplishment is far below the target. This means that there is a need to improve programs already implemented in schools and strategies should be propelled and redesigned by instructional leaders.

Table 32. Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 10 for SY 2022-2023

	English	Filipino	Science	Math	Apan
Target	27.72%	27.72%	27.72%	27.72%	27.72%
Actual	1.74%	1.39%	0	0.003%	1.74%

These dismal results comparing the target against the actual accomplishment springs off massive, urgent and relevant innovations, interventions and approaches.

Table 33. Percentage of learners achieving at least "Proficient" in the National Achievement Test for Grade 12 for SY 2023-2024

	English	Filipino	Science	Math	Apan
Target	23.64%	23.64%	23.64%	23.64%	23.64%
Actual	0.00	0.43%	0.08%	0.19%	5.88%

The most alarming results is found to be the actual accomplishment in NAT Grade 12. These results suggest that a thorough study and intervention need to be put in place to address or mitigate the gaps.

Table 34. Ranking in PISA Improved

SY	Reading	Mathematics	Science
2024-2025	NDA	NDA	NDA

Though the SDO was not identified a sample during PIS administration, continuous intervention shall be carried – out.

OUTCOME 5: EMPOWERED GRADUATES FIT FOR EMPLOYMENT, ENTREPRENEURSHIP OR HIGHER EDUCATION

Table 35. Percentage of passers in the National Certification (NC) assessments

Target vs. Actual	SY 2021-2022	SY 2022-2024	SY 2023-2024	SY 2024-2025
Target	100%	100%	100%	100%
Actual	100% (657 out of 657)	90.32% (588 out of 651)	90.81%(692 out 762)	91.77% (680 out of 714)

The actual accomplishment is increasing for the last three (3) years. Though the accomplishment per year is below the target, this is attributed to attendance of the learners submitted to assessment.

Table 36. Percentage of passers in the Alternative Learning System Accreditation and Equivalency Test

Percentage of Completers in ALS – Completed Sessions - ALS				
	Baseline	2023	2024	2025
Out-of-School Children – Completed Sessions - ALS				
Target	42.8%	43.96%	45.11%	46.28%
Actual	NDA	49.14%	49.37	NDA
%		5.18%	4.26%	
Out-of-School Youth – Completed Sessions - ALS				
Target	59.9%	61.49%	63.09%	64.73%
Actual	NDA	46.20%	47.29%	NDA
%		-15.29%	-15.80%	

The A & E results of the OSC have shown an increasing trend for the last two (2) years and target is surpassed by the actual accomplishment. However, the actual accomplishment against the target in the OSY A & E registered huge gap. This implies that strategies shall be highly concentrated in the OSY.

Table 37. Percentage of Schools that are Implementing Units

SY	Elementary	Secondary	Total
SY 2024-2025	0	2	2

Only 2 out of the 8 secondary schools are Implementing Units. All other schools shall be provided technical assistance to increase the number of IUs in the succeeding years.

Table 38. Percentage of share of SEF in the overall school budget

CY 2023	CY 2024	CY 2025
25,000,000.00	27,000,000.00	49,000,000.00

In 2025, the Special Education Fund has tremendously increased. This is practically to invest in land banking thereby resulting to the acquisition of a 3 – hectare land purposely to address congestion of learners in Tacurong National High School.

Table 39. Number of classrooms built through PPP

CY 2023	CY 2024	CY 2025
5	5	4

The stakeholders of the SDO never ceased to lessen the classroom backlogs through partnership. There are classrooms constructed through the Special Education Fund and other private entities.

Table 40. Percentage of schools with solar panels (off-grid schools without electricity)

Level	Number of Schools	Number of Schools with Solar Panels	Percentage of Schools with Solar Panels
Elementary School	24	0	0
Secondary School	7	0	0
Integrated School	1	0	0

All schools are reached by on – grid electricity. The proximity of schools to power distributors made all schools continue to cater learners with sufficient and readily available electric power. Hence, this is not an issue/concern needing attention.

THE 5-POINT REFORM AGENDA & KEY PRIORITY AREAS

OUTCOME 1: HIGH-PERFORMING TEACHERS

SDO Tacurong shall strive to address the identified basic education challenges which include the capacity of teachers to perform the expected deliverables. This is taking consideration that the over – all performance of the learners is attributed to the quality of teachers deployed to schools to nurture the learners. As a matter of focus, the unified actions are enumerated in the following strategies aligned with the 20 KPAs:

KEY PRIORITY AREA:

2.7. End "mass promotion" in schools (Fully implement ARAL; Revise RPMS, OPCRF and GAA targets; and rescind the grade transmutation policy)
4.12. Invest in teachers and professionals in inclusive education
4.13. Expand programs for learners with disabilities

OBJECTIVES:

1. To ensure that 100% of teachers are capacitated and capability – building interventions are in place.

2. To ensure that capacity-building activities are based on development needs of teachers.

STRATEGIES:

To ensure mastery of grade – level competencies through data - driven assessment, instructional supervision and continuous capacity enhancement/development programs, the **Curriculum Implementation Division (CID)** shall propel the following initiatives to assist the teachers manifest the standards of quality teaching:

CI – QuaCI (Continuous Improvement of Quality Curriculum Implementation). This shall concentrate on rigorous and regular instructional supervision of schools, as well as looking into the assessment of learning, assessment as learning and assessment for learning.

UpTEACop (Upskilling of Teachers and Assistance on Contents and Pedagogy). As one means of ensuring the appropriateness and accuracy of the performance standards with the required content standards, continuous capacity enhancement of teachers shall be based on the results of the monitoring of schools during instructional supervision activities.

SQUAD (Sustaining Quality Assurance and Development). To ensure that available learning resources are fully utilized, part of the IS of the CID is to provide expert ideas through the provision of quality assured and contextualized learning resources through continued development of learning resources for all grade levels.

On the other hand, the **School Governance and Operations Division (SGOD)** shall endeavor to provide the necessary information for all the capacity – building activities through the gathered data of developmental needs using a systematic platform. It also aims to provide the needed resources in carrying – out plans and projects through collaboration with the content managers and potential partners. Hence, the following initiatives are improved into a more systematic approach:

MAPPING (Managing Actualization Practices of Personnel for Improvement and Notable Gains). To determine the developmental needs of teaching and non – teaching personnel, the management of capacity – building activities shall be in strict adherence to the learning and development subsystems.

PAKNERS (Partnership Advocacy for a Keen Network of Engagement and Recognizing Stakeholders). In recognition of the scarce resources in the provision of opportunities for teaching personnel, networking and linkages shall be a propelling approach.

GRADES (Generating Research – based Actions for the Development of Education Standards). To ensure the applicability of innovations, the need to come up with reliable and valid objectives is through research – based initiatives. This provides more meaningful program implementation.

The Office of the Schools Division Superintendent (OSDS) shall endeavor to provide support that is transparent, efficient, accurate and responsive to ensure the school operations shall be smooth and uninterrupted. Through the following initiatives, these will be possible:

KABALIKAT (Key Actions for Budget Accountability, Leadership, Innovation, Knowledge, Administration & Transparency). This will focus on monitoring and evaluation of the financial management in schools. It shall also undertake mentoring activities to ensure that resources are fully utilized and dedicated to addressing the priority needs of the teaching and non – teaching personnel for the efficient delivery of basic education services.

SCOPE (School Centralized Operations and Programs for Education). The enhancement of the technology infrastructure needed in schools has been found to be urgent and in demand. As the increasing demand for technology is imminent, the need to keep abreast of this demand shall be undertaken.

TEEAMS (Transparent, Efficient, Effective, Accountable Management and Services). To improve the administrative governance, responsive administrative services should be provided. Monitoring instruments shall be used to determine the appropriate technical assistance to schools.

Key Performance Indicator	Baseline	Basecamp 1		
	2025	2026	2027	2028
Percentage of public-school teachers who completed training on content and pedagogy (CI – QuaCI, IpTEACop, MAPPING, PAKNERS, GRADES)	100%	100%	100%	100%

Number of public-school teachers who completed the following: (CI – QuaCI, UpTEACop, MAPPING, PAKNERS, GRADES)				
a. Certificate Programs	NDA	1	1	1
b. Scholarship Programs	12	4	4	4
Percentage of learners with complete set of textbooks (SQUAD)				
a. Elementary	0%	0%	0%	0%
b. Junior High School	0%	100%	100%	100%
c. Senior High School	80%	100%	100%	100%
Percentage of public-school teachers provided with a laptop (KABALIKAT, SCOPE)	0%	100%	100%	100%
Percentage of public schools meeting the minimum standard for teacher to student ratio (GRADES)	100%	100%	100%	100%
Percentage of public schools with at least one Administrative Officer (SCOPE, TEEAMS)	100%	100%	100%	100%

OUTCOME 2: LEARNERS' PHYSICAL AND MENTAL WELL-BEING PROTECTED

Key Priority Areas:

6.18. Implement phased decentralization and devolution to enable targeted and contextualized services

6.19. Strengthen interagency alignment and data integration

2.6. Provide equitable internet connectivity and digital resources for schools, teachers and learners

6.20. Update the charters of DepEd, CHED, TESDA and optimize agency capacity

4.12. Invest in teachers and professionals in inclusive education

1.1. Increase investments in early childhood nutrition (First 100 days, Supplementary Feeding Program, and School – Based Feeding Program)

2.4. Address classroom backlog and congestion in schools, utilizing different modalities (LGU and CSO partnerships, PPPs, voucher program)

4.13. Expand programs for learners with disabilities

OBJECTIVES:

1. To implement programs, projects and activities that promote the physical and mental well – being of learners in a conducive learning environment.

2. To ensure that programs, projects, activities and initiatives are properly, efficiently and effectively implemented in partnership with relevant stakeholders.

3. To continuously provide technical assistance to ensure compliance to standards and guidelines through adherence to standards and guidelines.

STRATEGIES:

EDU – LEGASYNC: Division Legal Readiness & Synchronized Compliance Program. This will focus on establishing enforceable coordination and compliance mechanisms among stakeholders.

SHARE (Sustaining Health and resiliency in Education). This will endeavor to the effective implementation of health and nutrition programs as well as mental well – being and ensuring safe learning environment

MEANS (Monitoring and Evaluation Activities in Nurturing Success) These are sustained and strengthened monitoring and evaluation practices through the adoption of the M & E system

PAKNERS (Partnership Advocacy for a Keen Network of Engagement and Recognizing Stakeholders). This recognizes the role of the external partners to ensure that learners are kept in schools.

GRADES (Generating Research – based Actions for the Development of Education Standards). This will delve into research initiatives that will ensure outcome – based results gearing toward impact analysis as bases for decision – making

Key Performance Indicator	Baseline	Basecamp 1		
	2025	2026	2027	2028
Percentage of school-age children in school - Net Enrollment Rate				
a. Kinder	81.87%	83.40%	84.96%	86.47%
b. Elementary	87.36%	88.99%	90.66%	92.27%
c. Junior High School	100.13%	100%	100%	100%
d. Senior High School	92.31%	94.04%	95.79%	97.50%
Percentage of learners who completed Elementary / JHS / SHS - Completion Rate				
a. Elementary	99.36%	100%	100%	100%
b. Junior High School	90.46%	92.15%	93.87%	95.63%
c. Senior High School	83.24%	84.80%	86.38%	88.00%
Percentage of severely wasted and wasted learners in public elementary schools provided with meals through School-based Feeding Program	100%	100%	100%	100%
Percentage of severely wasted and wasted learners in public elementary schools provided with meals through School-based Feeding Program	100%	100%	100%	100%
Percentage of resolved bullying incidents	100%	100%	100%	100%
Percentage of public schools with a functional child protection committee	100%	100%	100%	100%
Percentage of public schools with a functional school governance council	25%	50%	75%	100%
Percentage of public schools with a guidance advocate	100%	100%	100%	100%
Percentage of schools with a guidance office	100%	100%	100%	100%
Percentage of schools with a health clinic	75%	100%	100%	100%
Percentage of public schools with ideal classroom to student ratio	94%	98%	100%	100%
Percentage of public schools with electricity	100%	100%	100%	100%
Percentage of public schools with libraries	71%	100%	100%	100%
Percentage of public schools with faculty rooms	0	12.90%	25.60%	38.71%

OUTCOME 3: EFFICIENT AND SUPPORTIVE GOVERNANCE STRUCTURE

KEY PRIORITY AREAS:

6.18. Implement phased decentralization and devolution to enable targeted and contextualized services

6.19. Strengthen interagency alignment and data integration
4.12. Invest in teachers and professionals in inclusive education

OBJECTIVES:

1. To enhance the centralized information system for personnel actions, recruitment processes, and records management.

2. To intensify the monitoring and evaluation processes through established system to ensure timely and efficient utilization of funds

STRATEGIES:

KABALIKAT (Key Actions for Budget Accountability, Leadership, Innovation, Knowledge, Administration & Transparency). This initiative shall respond based on issued guidelines. Also, provision of technical assistance on financial matters shall be made accessible and systematically anchored on contextualized guidelines.

OSDS (Operational & Strategically Developed Systems). This strategy shall strive to sustain the processes and procedures through continuous enhancement of systems and with maximum application of digital infrastructure.

GRADES (Generating Research – based Actions for the Development of Education Standards). As a matter of policy and set guidelines, the Division will endeavor to strengthen advocacy to sustain the culture of research-based initiatives and provide technical assistance.

CORE (Centralized Operations and Resource Education). This shall sustain the use of the Enterprise Management System (EMS) and shall endeavor to enhance the system, making sure that all data and information are stored and accessible to users.

Key Performance Indicator	Baseline	Basecamp		
	2025	2026	2027	2028
Percentage of Schools Division Offices conferred with level 3 PRIME- HRM accreditation	1	1	1	1
Number of public schools provided with school grants (innovation funds for schools)	0	0	0	0
Percentage of public schools provided with research funds	19.35%	32.25%	38.70%	45.16%

OUTCOME 4: IMPROVED EDUCATION QUALITY THROUGH UPGRADED CURRICULUM, MODERNIZED ASSESSMENT, AND DIGITALLY ENABLED SCHOOLS

KEY PRIORITY AREAS:

1.3. Expand access to early childhood through center – based and alternative delivery modes.

2.7. End "mass promotion" in schools (Fully implement ARAL; Revise RPMS, OPCRF and GAA targets; and rescind the grade transmutation policy)

3.9. Address teacher subject – specialization misalignment.

4.12. Invest in teachers and professionals in inclusive education

4.13. Expand programs for learners with disabilities.

OBJECTIVES:

1. To continuously provide capacity enhancement initiatives geared towards the improvement of the quality of teachers.

2. To ensure continuous improvement of curriculum implementation through contextualized unified assessments and instructional supervision.

3. To foster a culture of reading across all grade levels engaging parents and communities.

STRATEGIES:

CI – QuaCI (Continuous Improvement of Quality Curriculum Implementation). This is geared to strengthen foundational literacy and numeracy among learners by ensuring improved quality of teachers.

UpTEACop (Upskilling of Teachers and Assistance on Contents and Pedagogy). This shall concentrate on upholding initiatives for the uninterrupted upskilling of teachers.

SQUAD (Sustaining Quality Assurance and Development). This banner project implements evidence-based curriculum enhancement, systemic assessment modernization, and strategic digital integration. Also, the need to strengthen digital readiness by addressing computer-learner ratio gaps and enhancing ICT-based instruction is deemed a necessary and actionable aspect of curriculum implementation.

Indicator	Baseline	Basecamp		
	2025	2026	2027	2028
Percentage of learners achieving at least "Proficient" in the National Achievement Test (NAT) - English increased				
a. Grade 3	12.43%	13.05%	13.67%	14.29%
b. Grade 6	4.26%	4.47%	4.68%	8.94%
c. Grade 10	1.7%	1.78%	1.87%	1.95%
d. Grade 12	0%	0.075%	0.575%	0.65%
Percentage of learners achieving at least "Proficient" in the National Achievement Test (NAT) - English increased				
a. Grade 3	12.43%	13.05%	13.67%	14.29%
b. Grade 6	4.26%	4.47%	4.68%	8.94%
c. Grade 10	1.7%	1.78%	1.87%	1.95%
d. Grade 12	0%	0.075%	0.575%	0.65%
Percentage of learners achieving at least "Proficient" in the National Achievement Test (NAT) - Mathematics increased				
a. Grade 3	8.44%	8.85%	9.27%	9.69%
b. Grade 6	11%	11.55	12.1	12.65%
c. Grade 10	0.35%	0.36%	0.38%	0.40%
d. Grade 12	0.19%	0.19%	0.20%	0.21%
Ranking in PISA improved				
a. Reading	NDA			
b. Mathematics	NDA			
c. Science	NDA			

OUTCOME 5: EMPOWERED GRADUATES FIT FOR EMPLOYMENT, ENTREPRENEURSHIP OR HIGHER EDUCATION

KEY PRIORITY AREAS:

2.7. End "mass promotion" in schools (Fully implement ARAL; Revise RPMS, OPCRF and GAA targets; and rescind the grade transmutation policy)

3.9. Address teacher subject – specialization misalignment.

4.12. Invest in teachers and professionals in inclusive education

4.13. Expand programs for learners with disabilities.

OBJECTIVES:

1. To increase the enrollment and completion rate of children in inclusive education.

2. To enhance the pedagogical skills of ALS teachers in teaching ALS competencies.

STRATEGIES:

CI – QuaCI (Continuous Improvement of Quality Curriculum Implementation). One component of this initiative is the gathering of assessment data and analysis to determine learners' proficiency levels, least learned competencies, and gaps/problems for appropriate intervention.

PAKNERS (Partnership Advocacy for a Keen Network of Engagement and Recognizing Stakeholders). To maintain stakeholders' engagement particularly TVIs, partnership agreements shall be forged, and continuous assessment of performance shall be sustained to ensure the quality of performance outputs of learners.

Indicator	Baseline	Basecamp		
	2025	2026	2027	2028
Percentage of passers in the National Certification (NC) assessments	91.77%	93.61%	95.48%	97.39
Percentage of passers in the Alternative Learning System Accreditation and Equivalency Test	49.37%	50.35%	51.36%	52.39%

As presented earlier, SDO – Tacurong has been confronted in terms of the academic performance of the learners. It is notable that the actual accomplishment is far below the target. Further review revealed that learners are at literal proficiency and fared low in problem solving and logical reasoning. These situations posed major challenges during the review process. After thorough deliberation, data analysis and interpretation, the Division Planning Team composed of the three (3) functional divisions enhanced the strategic levers which shall serve as strategic direction in the next three (3) years. Despite efforts to improve the learning outcome, there is still a need to redesign initiatives.

The banner project GEAR – UP or Governance, Equity, Accessibility and Relevance through Unified Process is now re – engineered to focus on making sure that provision of technical assistance is geared towards improvement of teacher quality, learner improvement and support mechanisms to address the systemic low performance.

STRATEGIC LEVERS FOR DELIVERY OF BASIC EDUCATION SERVICES & IMPROVED GOVERNANCE OF THE BASIC EDUCATION SYSTEM

FIRST LEVER: OPERATIONALIZATION

The Curriculum Implementation Division (CID) shall uphold the SPICE (**S**ustaining **P**rogram for **I**nstruction and **C**urriculum **E**nhancement) project. This shall focus on relevant instructional supervision through **CID KAMPI** (Kabalikat sa Malayang Pagtuturo at Inisyatiba) to enhance strategies and delivery of the content standards aligned to the performance standards. Along these, the effort shall focus on the assessment of learning and assessment as learning to ensure that the 21st century skills are manifested. The CID will enhance the monitoring of schools through regular conduct of instructional supervision. This is purposely to assess the practices of instructional leaders and assist whenever necessary and appropriate. The subject area specialists shall endeavor to design assessment tools that shall be utilized to ensure that program implementation is based on reliable information. The results of unified assessment shall be used as reference and bases in the development of interventions.

In other words, the instructional supervisory plan, monitoring and evaluation framework and assessment strategies shall be operationalized to strengthen the provision of technical assistance in schools.

SECOND LEVER: SYSTEM ACTIVATION

The School Governance and Operations Division (SGOD) shall espouse to its banner project ASAP (**A**ctivated **S**ystems to **A**mplify **P**rocesses). The following strategies spell out how all systems work and how these will be sustained:

- **GRADES**. The **Planning and Research** Section (PRS) shall take charge of the development planning and management of research activities for dissemination and utilization of results.
- **MAPPING**. The **Human Resource Development** Section (HRDS) shall ensure adherence to the Learning and Development System which details the subsystems from L & D needs assessment, planning, design, resource package, delivery, and M & E. It shall also enhance monitoring and evaluation activities observing the Basic Education Monitoring and Evaluation Framework (BEMEF) through Work Application Project exposition and job – embedded learning.
- **PAKNERS**. The **Social Mobilization and Networking Section** (SMNS) shall continue to employ partnership initiatives as a support system to the capacity – building activities as well as provision of needed resources in terms of classroom construction, training, materials, facilities, ICT equipment and other relevant resources found to address gaps in schools.
- **SHARE**. The **Health and Nutrition** Section (HNS), **Education Facilities** Section (EFS), **Youth Formation** Division (YFD), **Disaster Risk Reduction Management** (DRRM) and **School Sports** shall undertake actions that will ensure development/enhancement of resiliency and well – being of learners and all staff. Conducive learning environment shall be the goal that needs to be achieved through provision of responsive services and school building construction to address congestion.
- **MEANS**. The **School Management, Monitoring and Evaluation** Section (SMME) shall propel systematic M & E activities. It shall ensure that M & E mechanisms adhere to principles and framework. The crucial part of the M &

E activities is communicating the results and putting in actionable adjustments for continuous improvement.

THIRD LEVER: DIGITALIZATION, SYNCHRONIZATION, ACCOUNTABILITY AND TRANSPARENCY

The Office of the Schools Division Superintendent (OSDS) shall carry – out innovations that support operational and strategic systems. These shall be through the following efforts:

- **KABALIKAT**. The Finance Section shall ensure that school operations are based on rules and regulations. It shall sustain providing technical assistance in terms of financial management anchored on planned and programmed activities of the schools and of program holders.
- **SMART – PROC**. The Procurement Unit shall ensure the systematic procurement that is monitored and timely to address the needs of schools and of the SDO.
- **EDU – LEGASYNC**. The Legal Section shall safeguard compliance with standards and laws for the safety of the learners, staff and partners geared to ensure smooth operation.
- **TEEAMS**. The administrative section shall continue to provide equitable services. It shall continue to strengthen practices which are certifiable, reliable and dependable.
- **CORE**. The Information and Communication Technology Unit (ICTU) shall provide services aimed at strengthening the digitalization of learning resources, provide system for ease and accessible records management and widen connectivity to schools.

The three functional divisions of SDO Tacurong City shall go all out to implement the initiatives hereunder summarized for reference. It shall manifest collaboration, teamwork, unity and hard work to ensure that the end goal shall be achieved. While the urgent basic education challenge is to improve learning outcomes, the support systems shall be fully operationalized through adoption of enhanced IT infrastructure that is fully supported by the external stakeholders.

All systems shall be geared to practices that are regularly assessed for improvement and for adjustment based on gathered feedback, felt need and responsive to the needs of clients.

Hence, to enable to make all systems work, the SDO shall ensure that leverages are taken with utmost commitment.

DEDP 2026 - 2028: Strategic Directions	
Outcome 1: High Performing Teachers	
CI - QuaCI (Continuous Improvement of Quality Curriculum Implementation will be enhanced	CID, SGOD
UpTEACop (Upskilling of Teachers and Assistance on Contents and Pedagogies) will be fully strengthened through instructional supervision	CID, SGOD
SQUAD (Sustaining Quality Assurance and Development) shall adopt digitization	CID, SGOD
MAPPING (Managing Actualization Practices of Personnel for Improvement and Notable Gains) shall strengthen the learning and development system	SGOD, CID, OSDS
PAKNERS (Partnership Advocacy for a Keen Network of Engagements and Recognizing Stakeholders) shall fully utilize data needs system	SGOD, OSDS
GRADES (Generating Research - based Actions for the Development of Education Standards) shall adopt digital platform	SGOD, CID
KABALIKAT (Key Actions for Budget Accountability, Leadership, Innovation, Knowledge, Administration & Transparency) shall enhance the monitoring and evaluation of school operations	OSDS, SGOD
CORE (Centralized Operations & Responsive Governance in Education) shall continue to develop systems and enhance IT infrastructure	OSDS, CID SGOD
TEEAMS (Transparent, Efficient, effective, Accountable Management & Services) shall ensure client satisfaction in all transactions and processes	OSDS, SGOD
Outcome 2: Improved Learning Environment that Safeguard Students Physical and Mental Well - Being	
EDU - LEGASYNC(Division Legal Readiness & Synchronized Compliance Program) shall be fully implemented	OSDS SGOD
SHARE (Sustaining Health and Resiliency in Education) shall fully provide relevant and appropriate services including build partnership to provide conducive learning environment	SGOD OSDS

MEANS (Monitoring and Evaluation Activities in Nurturing System) shall be enhanced, strengthened and fully activated	SGOD, CID OSDS
PAKNERS (Partnership Advocacy for a Keen Network of Engagements and Recognizing Stakeholders) shall fully utilize data needs system to address gaps in terms of financial, material and classrooms	SGOD CID OSDS
GRADES (Generating Research - based Actions for the Development of Education Standards) shall adopt digital platform in the consolidation, analysis and interpretation of education statistics	SGOD CID OSDS
Outcome 3: Efficient and Supportive Governance Structure	
KABALIKAT (Key Actions for Budget Accountability, Leadership, Innovation, Knowledge, Administration & Transparency) shall enhance the monitoring and evaluation of school operations and financial management	OSDS SGOD
OSDS (Operational & Strategically Developed Systems) shall invest in the development of IT infrastructure	OSDS SGOD, CID
GRADES (Generating Research - based Actions for the Development of Education Standards) shall adopt digital platform	SGOD CID, OSDS
TEEAMS (Transparent, Efficient, effective, Accountable Management & Services) shall ensure client satisfaction in all transactions and processes	OSDS SGOD
RECORDS (Responsive and Efficient Custody, Organization, Retrieval & Digitization System) shall ensure integrity of documents	OSDS
CORE (Centralized Operations & Responsive Governance in Education) shall continue to develop systems and enhance IT infrastructure to provide efficient and effective delivery of services to clients	OSDS CID SGOD
Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessment, and Digitally Enabled Schools	
CI - QuaCI (Continuous Improvement of Quality Curriculum Implementation will be enhanced to mitigate and address gaps in terms of contents and pedagogies	CID SGOD
UpTEACop (Upskilling of Teachers and Assistance on Contents and Pedagogies) will be fully strengthened through instructional supervision	CID SGOD
SQUAD (Sustaining Quality Assurance and Development) shall adopt digitalization of learning resources and monitoring systems	CID SGOD
MEANS (Monitoring and Evaluation Activities in Nurturing System) shall be enhanced, strengthened and fully activated	SGOD, CID, OSDS
GRADES (Generating Research - based Actions for the Development of Education Standards) shall adopt digital platform	SGOD CID, OSDS
Outcome 5: Empowered Graduates Fit for Employment, Entrepreneurship or Higher Education	
CI - QuaCI (Continuous Improvement of Quality Curriculum Implementation will be enhanced	CID, SGOD
PAKNERS (Partnership Advocacy for a Keen Network of Engagements and Recognizing Stakeholders) shall fully utilize data needs system	SGOD

IMPLEMENTATION & MONITORING FRAMEWORK

ANNEX 1. S. W. O. T ANALYSIS AND RISK MANAGEMENT PLAN

OUTCOME #1: HIGH-PERFORMING TEACHERS

Pillar/ Outcome/ KPI	Existing Strategies/ Attributed Interventions	Strengths	Weaknesses	Opportunities	Threats
Human Resource development	UpTEACop is initiated	Human resource development fund is allocated to priority capacity enhancement activities	Insufficient number of qualified NEAP accredited Learning Facilitators	Strong support from external stakeholder	Insufficient funds and no conference halls in the locality that can accommodate large group
	MAPPING initiative is operationalized through accreditation as PRC – CPD Service Provider	Granted PRC – CPD Service Provider accreditation	Insufficient number of trained Professional Development Evaluators	Availability of assessors and assistance providers from NGAs and NGOs	
Provision of Laptop	CORE – SCOPE is initialized through the ICTU	33 out of 33 schools are with internet connectivity	Only 55 out 965 teachers have laptop	Strong support of stakeholders	Unavailability of security measures in the locality to safeguard school IT equipment

OUTCOME #2. LEARNERS' PHYSICAL AND MENTAL WELL-BEING PROTECTED

1. Percentage of learners who completed Grade 6 / Grade 10 / Grade 12 - Completion Rate

Pillar/ Outcome/ KPI	Existing Strategies/ Attributed Interventions	Strengths	Weaknesses	Opportunities	Threats
Grace 6	Implemented different health and nutrition programs (SBFP, ARH, NDEP, Positive Discipline)	Full implementation of Oplan Kalusogan sa DepEd	Lack of medical staff / Support Fund /Malnourished learners	Strong Partnership with LGU Support- Local Health Board and DOH Partnership	Availability of partners

	Functional Child-Friendly School System	Established Child Protection Committee	Capacity of CPC Members to handle issues	Membership to various Task Force addressing children in conflict with law	Overlapping of activities
	Conduct of school-initiated parenting seminars	100% of Schools conducted school-initiated parenting seminars	Low attendance of parents	Strong BLGU Support	
	Strengthened Guidance Programs in the school	Functional Guidance Programs	Designation of teachers as guidance counselors due to RGC	Strong Partnership with CSWD/PNP/PESO	
Grade 10	Implemented different health and nutrition program (ARH, NDEP, Positive Discipline)	Full implementation of Oplan Kalusogan sa epEd	Lack of medical staff / Support Fund /Malnourished learners	Strong Partnership with LGU Support- Local Health Board and DOH Partnership	Availability of partners
	Functional Child-Friendly School System	Established Child Protection Committee	Capacity of CPC Members to handle issues	Membership to various Task Force addressing children in conflict with law	Overlapping of activities
	Conduct of school-initiated parenting seminars	100% of Schools conducted school-initiated parenting seminars	Low attendance of parents	Strong BLGU Support	
	Strengthened Guidance Programs in the school	Functional Guidance Programs	Designation of teachers as guidance counselors due to unfilled Guidance Counselor items	Strong Partnership with CSWD/PNP/PESO	
Grade 12	Implemented different health and nutrition program (ARH, NDEP, Positive Discipline)	Full implementation of Oplan Kalusogan sa DepEd	Lack of medical staff / Support Fund /Malnourished learners	Strong Partnership with LGU Support- Local Health Board and DOH Partnership	Availability of partners
	Functional Child-Friendly School System	Established Child Protection Committee	Capacity of CPC Members to handle issues	Membership to various Task Force addressing children in conflict with law	Overlapping of activities
	Conduct of school-initiated parenting seminars	100% of Schools conducted school-initiated parenting seminars	Low attendance of parents	Strong BLGU Support	

	Strengthened Guidance Programs in the school	Functional Guidance Programs	Designation of teachers as guidance counselors due to unfilled Guidance Counselor items	Strong Partnership with CSWD/PNP/PESO	
	Implementation of School Building Program through partnership	Signed and approved updated inventory of classroom need		Strong LGU support through SEF	

2. Percentage of school-age children in school - Net Enrollment Rate

Pillar/ Outcome/ KPI	Existing Strategies/ Attributed Interventions	Strengths	Weaknesses	Opportunities	Threats
Kinder & Elem	Overlapping of activities	Strong School Advocacy	Absence of policy to support and protect teachers conducting school mapping	Strong BLGU Support	Absence of ordinance to protect and support teachers even BLGU
	Overlapping of activities	Sustained school-initiated home visitation and implementation of ADM for LARDO's	Absence of policy to support and protect teachers conducting home visitation	Strong BLGU Support	Absence of ordinance to protect and support teachers even BLGU
	Sustained parents' support to schools	Increased parents' participation	Unequal involvement due to work and socio-economic activities	Strong Stakeholders support	Availability of stakeholders
	Community Mapping	* School-community collaboration in the conduct of CM.* Existing system on data profiling.	* Lack of volunteer teachers to cover the whole community. Overlapping of activities affecting the conduct of community mapping	* Active involvement of external stakeholders. * Availability of NGOs & NGAs to sustain Program.	* Disaster & crisis-related disturbances. Untimely activities requested by external partners affecting the conduct of activity

JHS & SHS	Sustain **PAKNERS** (Partnership Advocacy for a Keen Network of Engagement and Recognizing Stakeholders). This recognizes the role of the external partners to ensure that learners are kept in schools.	Schools have SEF incorporating PAKNERS	Overlapping of activities affecting the conduct of community mapping	* Active involvement of external stakeholders. * Availability NGOs & NGAs to sustain Program.	* Disaster & crisis-related disturbances. * Untimely activities requested by external partners affecting the conduct of activity
	Sustain conducive learning environments among schools to motivate learners to stay in school	Teacher-Learner Ratio *ES: 1:25* *JHS: 1:25* *SHS: 1:28*	Classroom-Learner Ratio *ES: 1:19* *JHS: 1:42* *SHS: 1:61*	* Active involvement of external stakeholders. * Availability NGOs & NGAs to sustain Program.	* Disaster & crisis-related disturbances. * Untimely activities requested by external partners affecting the conduct of activity

OUTCOME #3: EFFICIENT AND SUPPORTIVE GOVERNANCE STRUCTURE

Pillar/ Outcome/ KPI	Existing Strategies/ Attributed Interventions	Strengths	Weaknesses	Opportunities	Threats
Recognized PRIME–HRM Level 2 Practitioner	Enhanced TEAMS initiative CSM operationalized	Operationalized CSM through monitoring and reporting of results	The number of respondents show imbalance	Evident inter-agency support	Availability of assessors providing technical assistance
	Established Enterprise Management System	Enhanced Enterprise Management System	Financial requirements to sustain the system is high	There is strong support from LGU	
	Deployment of Administrative Officers II	1:1 ratio of AO II to school	Multiple designation of AO II of administrative functions and special programs	Strong support from external stakeholders	

OUTCOME #4. IMPROVED EDUCATION QUALITY THROUGH UPGRADED CURRICULUM, MODERNIZED ASSESSMENTS, AND DIGITALLY ENABLED SCHOOLS

1. Percentage of learners achieving at least "Proficient" in the National Achievement Test (NAT) - English increased

Pillar/ Outcome/ KPI	Existing Strategies/ Attributed Interventions	Strengths	Weaknesses	Opportunities	Threats
Instructional Supervision **Elem, JHS, & SHS**	Intensify instructional supervision and provision of technical assistance to schools	Trained and experienced EPSs on IS re content, pedagogy, and classroom management, and use of CMEA Tool for IS, M and E, and Provision of TA	Irregular and inconsistent conduct of IS, M and E for responsive and holistic TA provision due to overlapping of activities		Overlapping activities that disrupt scheduled IS, and M and E
	Strengthening the implementation of the ARAL program through a. Continuous capacity building of internal & external tutors, b. Provision of necessary learning resources, c. Active engagement of stakeholders for advocacy and support, d. Monitoring and Technical Assistance.	Collaboration of various internal and external stakeholders	Overlapping of activities resulting in inconsistent monitoring and provision of technical assistance to schools	Strong LGU Support through provision of financial support to external tutors	Parents support the program
	Capacitate teachers and school heads through needs-based L&D intervention.	CPD Accredited Local Service Provider / inclusion in the School Head Office Performance Indicator	Limited number of L&D Facilitators	Partnership of L&D Facilitators from other schools	Unforeseen activities resulting in rescheduling of accredited L&D activities
	Strengthened/redesigned School Reading Initiative	100% of schools have reading program	Monitoring and Evaluation of Reading Program	Increased Parents awareness on reading programs	

	Intensify the implementation of structured intervention reading programs and vocabulary development activities across grade levels, anchored on the Revised Curriculum's focus on strengthening foundational skills in literacy.	Implementation of ARAL Program	Progress monitoring report to track the Reading performances and academic performance in Reading	Collaboration with LGUs, NGOs, private organizations, and higher education institutions can strengthen program delivery, resource support, and volunteer engagement	Inadequate Learning Spaces and Infrastructure. The absence of dedicated areas or classrooms for remediation, especially in congested schools, may hinder effective delivery of ARAL sessions.

2. Percentage of learners achieving at least "Proficient" in the National Achievement Test (NAT) - Mathematics increased

Pillar/ Outcome/ KPI	Existing Strategies/ Attributed Interventions	Strengths	Weaknesses	Opportunities	Threats
Elementary	ELLNA administration	school-based numeracy intervention programs	Irregularity in attendance of learners aptly needing numeracy remediation	Strong support of parents	Withdrawal tendencies of learners in numeracy intervention activities
	Mapping of learners' mathematical abilities needing numeracy remediation	Conduct of Instructional Supervision, Monitoring and Evaluation, of curriculum implementation of mathematics curricula including intervention implementations	Weak numeracy foundational skills of learners		Inability of some parents of those learners with poor numeracy skills to do follow-up at home
	Holding of mathematical stints for showcasing numeracy skills among learners	Willingness of teachers to have add-on teaching loads for numeracy remediation activities		Strong stakeholders support in the provision of snacks and materials during numeracy intervention activities	

JHS & SHS	Administration of Rapid Mathematics Assessment (RMA)	school-based numeracy intervention programs	Irregularity in attendance of learners aptly needing numeracy remediation		Withdrawal tendencies of learners in numeracy intervention activities
	Mapping of learners' mathematical abilities needing numeracy remediation	Conduct of Instructional Supervision, Monitoring and Evaluation, of curriculum implementation of mathematics curricula including intervention implementations	Weak mathematical skills of learners		Inability of some parents of those learners with poor numeracy skills to do follow-up at home
	Holding of mathematical stints for showcasing numeracy skills among learners	Willingness of teachers to have add-on teaching loads for numeracy remediation activities	Difficulty of non-mathematics specialized teachers in delivering numeracy lessons during remedial sessions	Strong stakeholders support in the provision of snacks and materials during numeracy intervention activities	
	Intensify the ARAL Program to provide targeted numeracy intervention and remediation for learners who are not grade-level ready.	Strong Support from Governance, Budget Allocation, Successful Socio-Emotional Learning (SEL) Integration,	Inadequate Facilities and Learning Spaces, Incomplete Topics during Tutor Training, Teacher Overload Payment and specific policy,	Strong Potential for External Linkages, Commitment from Division/Regional Office, Community Involvement for Facilities, Availability of Manpower Pool	Funding Delays, Socio-Economic Barriers to Attendance, Negative Perceptions, Stakeholder Fatigue, Limited Parental Capacity

OUTCOME #5. EMPOWERED GRADUATES FIT FOR EMPLOYMENT, ENTREPRENEURSHIP, OR HIGHER EDUCATION

Pillar/ Outcome/ KPI	Existing Strategies/ Attributed Interventions	Strengths	Weaknesses	Opportunities	Threats
Percentage of passers in the National Certification (NC) assessments	Implementation of JDVP and JMC for NC Assessment	Work Immersion of Grade 12 TVL students in identified industries and organizations	Fluctuating NC passers during JDVP and JMC Assessment	Strong stakeholders support in schools for Work Immersion and JDVP	Withdrawal of some TVI partners for JDVP and JMC Assessment
	Scholarship opportunities for TM of TVL teachers	Conduct of Work Immersion and JDVP/JMC Orientation in schools and Forging MOA/MOU with partner-institutions	Slacking attitude of some learners during Work Immersion and JDVP/JMC assessment	Willingness of TVI partners to include all Grade 12 TVL learners for JDVP including assessment	Inabilities of some parents to provide 'fare' & allowances of their children during Work Immersion & JDVP in far-flung barangays
	Learner Protection Project	Evaluation of TVIs readiness for JDVP/ M and E of JDVP implementation in various partner-industries		Provision of allowance for students on Work Immersion to partners	
	Strengthened SPTVE Implementation	Teachers Have NCs and Trained in TMC	Teachers Training and updated Curriculum guides for New & some Migrated Training Regulations	Availability of NGA and NGO support system	Local Industries serving as Immersion Partners capability to absorb learners
	Strengthened JDVP Implementation	Strong partnership with TVIs for Support System	Overlapping in activities and schedules affecting JDVP and Immersions	Active partnership with TVI and TESDA for Trainings and Assessments	Assessment funding, scheduling is within TESDA's disposal
Percentage of passers in the Alternative Learning System Accreditation and Equivalency Test	Partnership with subject area specialist in HEIs like SKSU	Integration of ALS Program to schools		Provision of financial support of some identified employers to ALS learners	Withdrawal tendencies of some ALS learners due to time and financial constraints

	Conduct of ALS Literacy Day as motivation booster among ALS learners	Provision of learning supplies to ALS students		Strong stakeholders support (LGUs, HEIs, TESDA, and other NGOs)	
	Mapping of ALS learners in the various barangays and puroks			BLGU and Purok Officers support in mapping of possible ALS learner	
	Capability building of ALS teachers' content and andragogy	Annual budget for capability building of ALS teachers	Overlapping of activities affecting the conduct of capability building	institutionalization of SBLC/CLCs lack session	* Distance from school to home * Disaster & crisis-related disturbances.

RISK MANAGEMENT PLAN

Interested Parties/Risk	***Requirements/ Needs***	***Probability/ Likelihood (What is the likelihood that the risk will happen)***	***Impact to Interested Parties (What is the impact to the interested party if the risk will happen)***	***Risk Priority (Priority status based on the likelihood and impact)***	***Correction (What activities can be done to correct the identified risk/issues)***	***Opportunities (What are the opportunities that can be done to prevent the risk from happening)***	***Responsible Division/ Unit***	***Timeline***	***Success Indicator***
Inequitable distribution of resources in schools	Open communication channels with internal and external stakeholders to generate support for schools	3	2	6	Strengthening advocacy programs Maximize the use of the School Needs Data System (SNDS)	Printing of advocacy materials Religious encoding and monitoring of school needs in the system	SMN, DRRM, SHN	Year Round	100% or 33 schools have available advocacy materials and utilize the SNDS

	Appropriate and equitable resources for school needs					Conduct of stakeholders' convergences			
Misalignment of PD programs of teacher needs	Appropriate learning and development needs assessment and report Real-time and automated M&E data collection results				Adherence to the L&D Systems and Processes Strengthening reporting system and analysis of post activity evaluation for continuous improvement	Enhance communication and incentivize participation (CPD credits) Conduct quarterly program review using M&E data	HRTD SMME School Leaders and Teachers	Year Round	100% or 33 schools provided with appropriate learning and development needs
Unfilled/hard to fill medical officer/ dentist item in the division	Assurance of competitive compensation, sufficient facilities, and modern medical/dental equipment, adequate number of support staff.				Task reallocation and delegation of specific duties and responsibilities to existing healthcare staff	Collaborate with private practitioners to share resources and offer temporary support	SHN SMN	Year Round	

Delivery of substandard work due to poor technical capability, inadequate manpower, or weak project management systems of contractors	Skilled manpower with technical capability and quality materials				Impose quality construction standards to the constructors and adequate implementation of procurement law.	Frequent monitoring of project implementation	EFS BAC School Leaders External Partners	Year Round	

ANNEX 2: IMPLEMENTATION PLAN AND COMMUNICATION PLAN

SCHOOLS GOVERNANCE AND OPERATIONS DIVISION

	Critical Action	Responsible/ Accountable Unit (FD)	Timeframe	Estimated Budget	Budget Source
	What actions/activities must be completed to implement the policy?	Who is responsible for the action/ activity?	When must the action/activity be completed?	How much will it cost to implement the action?	Where will the funding come from? (internal and external funding source)
Outcome 1	**HIGH PERFORMING TEACHERS**				
Output I	**Operationalization of the HRD system in the SDO and in the schools**				
Activity 1	Manage and facilitate the conduct of various learning and development activities on ARAL Program, Inclusive Education, and Values Education in coordination with the CID	SGOD-HRDS	March, May, September-October	395,000.00	PSF

Activity 2	Establish School HRD System through Capacity Building and WAP Exhibit, and ensure quality assured learning and development activities at the school level		August	100,000.00	PSF
Activity 3	1.c Manage, recommend, and facilitate participation of teachers and school leaders in professional development programs and scholarships such as ECCD, Inclusive Education, and SDO SHINE Phase 2		August-September	None	
Activity 4	Draft/Adapt standardized digital HRD tools for profiling, competency alignment, and tracking of professional growth.		April, September	None	
Output 2	**Establishment and management of rewards and recognition system and activities in collaboration with Personnel Section and CID**				
Activity 1	Recognize schools with the most effective teacher deployment and workload rationalization and strong improvements in literacy and numeracy, aligned to the ARAL Program	SGOD-HRDS	June, September, December		
Output 3	**Management of Appropriate Learning and Development Programs and Competency-based Needs of Teachers and School Leaders**				
Activity 1	Conduct specialization-based in-service training focusing on appropriate subject mastery and leadership skills in either face-to-face, modular, online, or hybrid learning platforms in collaboration with the CID	SGOD-HRDS	August	None	None
Activity 2	Partner with local HEIs for training on updated curriculum demands and research-based instruction		June	None	None
Activity 3	Facilitate and manage capacity building on Basic and Advanced ICT Skills Training aligned with digital transformation and teacher support in local and national level learning activities		March, June, September, December	None	None
Output 4	**Monitoring, Evaluation, and Continuous Improvement**				
Activity 1	Quarterly monitoring of all approved school L&D activities, R&R initiatives, and all other L&D activities either face-to-face or through the EMS-HRIS	SGOD-HRDS	March, June, September, December	0	None
Activity 2	Survey and validation of teacher-subject mismatch			0	None
Activity 3	Consolidated teaching, related teaching, and non-teaching personnel's Performance through the IPCR and recommend for continuous upskilling and reskilling		March	0	None
Outcome 2	**Learners' Physical and Mental Well-Being Protected**				
Output 1	**Medical, Dental & Nursing Services Program**				

Activity 1	One Health Week	School Health & Nutrition	July	0
Activity 2	Dental Health Week		February	0
Activity 3	Annual Health Examination		January-March, June-September	0
Output 2	**Adolescent Reproductive Health Program**			
Activity 1	ASET 2.0	School Health & Nutrition	January	0
Activity 2	Menstrual Hygiene Day		May	0
Activity 3	Teen Hub monitoring		January-March, June-September	0
Activity 4	Psychosocial Screening of Learners		March, June, September, December	0
Activity 5	Navigating Wellness Training		November	0
Activity 6	World AIDS Day Celebration		December	0
Activity 7	Monitoring of ARH Program		October-December	0
Output 3	**School Mental Health Program**			
Activity 1	Division Wide Orientation on Universal Mental Health Screening & the Use of CARS	School Health & Nutrition	March	0
Activity 2	One Health Week Celebration		July	0
Activity 3	Mental Health Screening of Learners		July	0
Activity 4	World Suicide Prevention Day Celebration		September	0
Activity 5	World Mental Health Day/Month		October	0
Activity 6	Suicide/Mental Health Cases Monitoring		March, June, September, December	0
Activity 7	Water testing in Schools		February-March, November-December	0
Activity 8	Celebration of Global Handwashing Day		October	0
Activity 9	Monitoring And Validation of 3-star Status of School's WinS Program		November	0
Activity 10	Uploading of 3-star Status on Online Monitoring System		March	0

Activity 11	Celebration of World No Tobacco Day		May	0	
Activity 12	DAPC Week Celebration		November	0	
Activity 13	Monitoring of NDEP Implementation in Schools		November-December	0	
Activity 14	Drug Awareness Campaigns in Schools		January-March, June-September	0	
Activity 15	Orientation on School-Based Feeding Program and Operational Guidelines SY 2026-2027		May	0	
Activity 16	Implementation of School Based Feeding Program SY 2026-2027		June-December	0	
Activity 17	Division SBFP Program Implementation Review		May	0	
Activity 18	National School Deworming Month SY 2026-2027		January, July	0	
Output 4	**Empowering young minds, nurturing future leaders through meaningful participation.**				
Activity 1	Strengthen advocacy campaign on literacy development by engaging student leaders as active partners in the implementation of ARAL Program.	SGOD-YFD		0	
Activity 2	Conduct and manage Youth Formation and Development Programs in the division level anchored on the 4 core values of DepEd.		June	10,000.00	PSF
Activity 3	Monitor implementation of YFD programs at the school level and ensure active participation of student leaders.		January	300,000.00	PSF
Activity 4	Collaborate with other agencies (LGUs, NGAs and NGOs) for effective programs that will hone leadership skills of young leaders as drivers of positive change.				
Activity 5	Develop and implement school sports program that fits the interest and skills of learners.				
Output 5	**Institutionalization the Child - Friendly School System (CFSS) with emphasis on Rights - Based education.**				
Activity 1	Monitor and assess school's compliance to CFSS through collaboration with other sections of SGOD (SHN, DRRM, EFS & SMME).	SGOD-YFD			
Activity 2	Assess functionality of Child Protection Committees of all schools.				

Activity 3	Conduct capacity building initiatives of all members of the Child Protection Committee.				
Activity 4	Develop service delivery network and strengthen partnership with CSWD, PNP and other related agencies to ensure all child protection related incidents and concerns are properly handled/addressed.				
Outcome 3	**Efficient and Supportive Governance Structure**				
Output 1	**Management and Provision of Technical Assistance for the Basic Education Research**				
Activity 1	Research on school-based feeding effectiveness; teacher training gaps; and barriers for IPs, SPED learners	SGOD-PRS	May-October		
Activity 2	School research dissemination through the Division Research Congress		September, October	200,000.00	SEF
Activity 3	Innovate on the availability of Research Compendium		November	N/A	N/A
Output 2	**Research Policy Review and Recommendation**				
Activity 1	Recommend completed research for policy review	SGOD-PRS	June, September, December		
Activity 2	Research-based Policies formulation; and		August, October		
Activity 3	Research Policy Implementation		August, October		
Output 3	**Monitoring, Evaluation, and Continuous Improvement**				
Activity 1	Research and Policy Implementation Monitoring and Evaluation	SGOD-PRS	March, May-November		
Activity 2	Research Reappraisal review and implementation		June, September, December		
Output 4	**Establishment of Schools and Learning Centers (LCs) to effectively and efficiently deliver education services**				
Activity 1	Construction of school buildings	SGOD-PRS	June	8,000,000.00	SEF
Activity 2	Monitoring of established school buildings in compliance to quality standards of governance and		June		
Programs	**PAKNERS (Partnership Advocacy for a Keen Network of Engagements and Recognizing Stakeholders**				
Output 1	**Community Level Linkages**				

Activity 1	Coordinate with numeracy and literacy coordinators for possible support of partnership on volunteer tutors/reading advocates/advocacy campaigns/ in realizing the ARAL and Tara Basa Programs	SGOD-SMN	June, September	400,000.00	SEF
Activity 2	Establish and strengthen partnership with education partners for school improvements through Brigada Eskwela and infrastructure		June	0	
Activity 3	Forge MOA with HEIs to bridge the need for teachers' professional growth and learner support through safe learning environment		June-, December	1,500.00	PSF
Activity 4	Web-based Project Management through SNDS for equitable and needs-based support			99,000.00	SEF
Output 2	**Local Stakeholder Convergence**				
Activity 1	Stakeholders' Gawad Parangal/Summit	SGOD-SMN	November	50,000.00	PSF
Activity 2	PTA convergence and Election		August, November	40,000.00	PSF
Output 3	**Monitoring, Evaluation, and TA**				
Activity 1	Online monitoring and onsite validation of resources generated	SGOD-SMN	March, June, September, December	0	
Activity 2	Assessment of partner donations in schools in terms of appropriateness, utilization, and impact		March, June, September, December	0	
Activity 3	Strengthening advocacy campaign in the use of web-based partnership system for continuous improvement and transparency		June, December	2,500.00	PSF
Output 1	**Strengthening Resiliency in Education**				
Activity 1	Conduct of Quarterly NSED	SGOD-DRRM	March, June, September, November		
Activity 2	Capacity Building of Non-Teaching Personnel as School DRRM Coordinators		April, October	100,000.00	PSF
Activity 3	Monitoring and assessment of Comprehensive School Safety and Contingency Plans of all public schools		June, September, November	0	None
Activity 4	Intensify reproduction and distribution of IEC materials on DRRM & CCA.		None	0	None

Activity 5	Conduct of DRRM & CCA advocacy campaigns and other related activities in coordination with the LGUs, other government agencies, NDRRM, NGOs & other partners		None	0	None
Activity 6	Provision of technical assistance to all public schools related to Disaster preparedness and response & CCA.		None	0	None
Output 2	**Learning Continuity and Resilience Interventions**				
Activity 1	Prepositioning of DRRM/CCA related supplies and equipment	SGOD-DRRM	None	0	None
Activity 2	Monitoring and assessment of schools' readiness and response capability in case of disasters and emergencies (Gawad Kalasag)		None	0	None
Activity 3	Conduct of trainings related to incident management and disaster response (ICS, BLS and First Aid Training).		None	0	None
Activity 4	Establishment of a strong service delivery network with other agencies (BFP, CDRRM, CHO, PNP & CSWD) for immediate disaster response.		None	0	None
Outcome 4	**Improved Education Quality through Upgraded Curriculum, Modernized Assessment, and Digitally Enabled Schools**				
Output 1	**Strategy: Strengthen Evidence -Based Decision Making through Quarterly PIR**				
Activity 1	Conduct Quarterly PIR	SGOD-SMME	Quarterly	15000	MOOE
Activity 2	Strengthen of Programs, Projects and Activities (PPAs) Implementation Monitoring		January-December	None	MOOE
Activity 3	Standardize and implement of Division M&E Tool				
Activity 4	Digitalization of M&E Processes		December	None	MOOE
Activity 5	Intensify the provision of Technical Assistance for improvement school practices through SBM/SGC		March	None	MOOE
Activity 6	Facilitate in the evaluation of the completeness of documents pertinent to application in the operation/establishment/conversion/closure of both private and public school		January-March	0	
Outcome 5	**Empowered Graduates fit for Employment, Entrepreneurship or Higher Education**				
Output 1	**New Construction**				

Activity 1	Conduct technical assessments of school sites to determine the need for additional classrooms and learning facilities due to congestion, enrollment growth, or absence of specialized learning spaces. This includes evaluating buildable space, land ownership, and soil investigation.	SGOD-EFS	January-December	0
Activity 2	Facilitate coordination with implementing and partner agencies such as Local Government Units and the Department of Public Works and Highways for infrastructure implementation. This includes site verification, participation in technical consultations, and coordination meetings to ensure alignment of project implementation		To be determined	0
Activity 3	Conduct monitoring and inspection of ongoing construction projects to ensure compliance with approved plans, technical specifications, and safety standards			0
Output 2	**Repair and Rehabilitation**			
Activity 1	Conduct validation and assessment of existing school buildings to determine the appropriate scope of repair or rehabilitation works. This includes identifying structural defects, unsafe electrical installations, and infrastructure deficiencies affecting safety and functionality	SGOD-EFS		0
Activity 2	Conduct project inspection of on-going repair and rehabilitation of school facilities and electrification and electrical Upgrading of school sites.	SGOD-EFS		0
Output 3	**Provision of Technical Assisstance**			
Activity 1	Technical Assisstance on School Building inventory	SGOD-EFS		0
Activity 2	Assist schools in preparing School Site Development Plans to guide the orderly development and expansion of school facilities. Planning support will consider utilities, drainage, and space allocation for future learning facilities (Libraries, ILRCs, Classrooms and Laboratories).	SGOD-EFS		0

	Critical Action	Responsible /Accountable Unit (FD)	Timeframe	Estimated Budget	Budget Source
	What actions/activities must be completed to implement the policy?	Who is responsible for the action/ activity?	When must the action/activity be completed?	How much will it cost to implement the action?	Where will the funding come from? (internal and external funding source)
Outcome 1	**HIGH PERFORMING TEACHERS**				
Activity 1	Conduct training workshops on content mastery and modern teaching strategies for Kindergarten teachers, in coordination with SGOD's HRD and M&E sections.	CID	May, September-October	440,000.00	HRD Inset Funds
Activity 2	Provide technical assistance to school leaders and teachers on interpreting assessment data to guide and improve kindergarten instruction.		March, May-December	-	N/A
Activity 3	Digitalize play-based materials to increase accessibility and support digital learning.		August	100,000.00	SEF/MOOE
Activity 4	Develop and quality-assure contextualized, and play-based Kindergarten learning resources —such as big books, story/picture cards, manipulatives, puzzles, fine-motor kits, and teacher guides—mapped to Kindergarten Curriculum and ECD domains.	CID	August	48,000.00	SEF/MOOE
Activity 5	Monitor the utilization of reading and learning resources to track effectiveness and guide improvements.	CID	March, June-December	N/A	N/A
Activity 6	Conduct training workshops on content mastery and modern teaching strategies for literacy and numeracy to enhance teacher effectiveness.	CID	September	60,000.00	SEF/MOOE/HRTD
Activity 7	Provide play-based learning activity sheets such as building with manipulatives, solving simple puzzles, exploring story corners, and engaging in art and movement tasks	CID	May	-	
Activity 8	Deliver targeted support for learners below grade level through guided remedial sessions to address learning gaps.	CID	January-March, June-December		

Activity 9	Gather and analyze assessment results to adjust teaching strategies and set achievable literacy and numeracy goals for learners.	CID	April, September, December	-	N/A
Activity 10	Develop and provide appropriate, quality-assured, contextualized, and digitalized reading materials in collaboration with LRMS to ensure learners have relevant resources.	CID	September	50,000.00	N/A
Activity 11	Encourage debates, storytelling, and peer teaching in Filipino to promote communication and critical thinking.	CID	September, December	-	N/A
Activity 12	Conduct Content and Pedagogical Training Workshops on least learned competencies	CID	September		
Activity 13	Organize Thematic and Subject-Specific Training Sessions	CID	September, December 2026-2028		
Activity 14	Train Teachers on Resource Utilization and Differentiated Instruction	CID	April	60,000.00	
Activity 15	Capacitate teachers on Item Analysis and Competency-Based Data Review	CID	April	60,000.00	
Activity 16	Digitalize instructional materials, story books and other related learning resources	CID	April	680,000.00	
Activity 17	Conduct Resource Quality Review Workshops	CID			
Activity 18	Develop quality assured and contextualized learning resources to address the needs of the learners	CID	September	60,000.00	
Activity 19	Issuance of a memorandum on the reiteration of the utilization of the official DepEd Learning Resource Platforms	CID	February		
Activity 20	Conduct action research on the effectiveness of DepEd LR Platforms utilization to teacher effectiveness, learners' engagement, and academic performance	CID	June-September	600,000.00	BERF/MOOE
Activity 21	Conduct re-orientation to School Library-in-Charge on the Library Hub Management and operation	CID	March	90,000.00	FLO-LR
Activity 22	Conduct re-orientation on LR portal registration and utilization	CID	March	90,000.00	FLO-LR

Activity 23	Create a Pool of Development and Quality Assurance Teams per key stage and learning area in partnership with the subject area supervisor.	CID	July		
Activity 24	Conduct capability building for the development and quality assurance teams on the guidelines and LR standards.	CID	September	500,000.00	FLO-LR
Activity 25	Conduct training workshops on the development of contextualized learning resources	CID	September	500,000.00	FLO-LR
Activity 26	Conduct training workshops on the conversion of the developed contextualized learning resources into interactive and multimedia learning resources	CID	September	800,000.00	FLO-LR
Activity 27	Conduct Training on Digital Illustration for Illustrators	CID	September 2027	100,000.00	FLO-LR
Activity 28	Provide technical assistance to school leaders / or ALIVE ON MEP Policies to improve inclusive classroom instruction teachers	CID	March, June, September, December		
Activity 29	Development of Digitized Storybooks for ALIVE Learners	CID	November	60,000.00	MEP-PSF
Activity 30	Issuance of a memorandum on the conduct of pretest and posttest of RSA in schools	CID	April	800,000.00	BEC
Activity 31	Conduct training for the school instructional leaders and teachers on the Enhanced K to 12 curriculums (G6, G9 & 10)-MATATAG	CID	May	-	
Activity 32	Conduct training workshops on the implementation of Indigenous Peoples' Education (IPED) program	CID	September	100,000.00	IPED-PSF
Activity 33	Develop, quality-assure, and validate IPED Contextualized Storybooks and Lesson Exemplars (LEs)	CID	August	150,000.00	IPED-PSF
Activity 34	Conduct training workshops on content mastery and modern teaching strategies for MAPEH and SPA	CID	June	150,000.00	HRTD-PSF
Activity 35	Provide technical assistance to school leaders and/or teachers on interpreting assessment data to inform classroom instruction in MAPEH and SPA	CID	March, May, September, December		
Activity 36	Conduct training workshops on coaching and sports events training rules and regulations for coaches and technical officials	CID	April	300,000.00	SEF

Activity 37	Develop, quality - assure, and validate contextualized learning materials in MAPEH and SPA	CID	August	250,000.00	IPED-PSF
Activity 38	Conduct Training on Competency-Based EPP/TLE Curriculum Implementation	CID	December	50,000.00	SEF/MOOE
Activity 39	Issuance of a memorandum on the conduct of pretest and posttest of RMA in schools	CID	January, June		
Activity 40	Conduct training workshops on content mastery and modern teaching strategies for numeracy	CID	December	150,000.00	HRTD FUNDS
Activity 41	Provide technical assistance to school leaders and/or teachers on interpreting assessment data to inform classroom instruction	CID	July-December		
Activity 42	Conduct training workshops on the use of manipulatives and visual models	CID	September	60,000.00	HRD/SEF/MOOE
Activity 43	Conduct training on Coaching and Instructional Leadership of Master Teachers and School Leaders (TEACEP)	CID	September	300,000.00	HRTD FUNDS
Activity 44	Conduct training-workshops on content mastery, 21st century skills-based assessment and modern pedagogical approaches in integrating literacy and numeracy in teaching MAKABAYAN and Araling Panlipunan	CID	August	150,000.00	HRTD FUND
Activity 45	Provide technical assistance to school leaders and/or teachers on interpreting assessment data to inform classroom instruction in MAKABAYAN and Araling Panlipunan through CID KAMPI and Division LAC Sessions	CID	March, May, September, December	4,000.00	MOOE
Activity 46	Conduct training-workshop on action research in MAKABAYAN and Araling Panlipunan to improve teaching practices and learners' academic performance	CID	September	50,000.00	SEF
Activity 47	Convert MAKABAYAN and Araling Panlipunan Lesson Exemplars to Interactive Instructional Materials (IMs)	CID	December	100,000.00	FLO-LR
Activity 48	Quality assure MAKABAYAN and Araling Panlipunan Interactive Materials	CID	January	20,000.00	FLO-LR
Activity 49	Field test and validate MAKABAYAN and Araling Panlipunan Interactive Materials	CID	February	10,000.00	FLO-LR
Activity 50	Conduct training workshops on content mastery and modern teaching strategies for literacy and numeracy	CID	September		

Activity 51	Provide technical assistance to school leaders and/or teachers on interpreting assessment data to inform classroom instruction	CID	June-December		
Activity 52	Digitalization of early-grade storybooks	CID	August	25,000.00	ALS-PSF
Activity 53	Issue a memorandum on the conduct of pretest and posttest of CRLA and MFAT in schools to determine reading proficiency level of learners with manifestations	CID	February, May		
Activity 54	Conduct training workshops for Regular Teachers, Receiving Teachers and SNED Teachers on content mastery and modern teaching strategies for SNED	CID	September	100,000.00	HRTD FUND
Activity 55	Conduct training workshops for Regular Teachers, Receiving Teachers and SNED Teachers on content mastery and modern teaching strategies for SNED	CID	September	100,000.00	
Activity 56	Provide technical assistance to school leaders and/or teachers on interpreting assessment data to improve inclusive classroom instruction	CID	March, July, December		
Activity 57	Conduct training workshops on content mastery and modern teaching strategies for VE-GMRC	CID	December	160,000.00	HRTD FUND
Activity 58	Provide manipulative learning materials and equipment for quality delivery of instruction both in full inclusion & transition programs	CID	October	150,000.00	
Activity 59	Develop, and provide contextualized and digitalized VE-GMRC learning materials	CID	November		
Activity 60	Develop and implement a unified term/quarterly assessment in English with a Table of Specifications (TOS) aligned with 21st century skills and incorporating PISA-like test items.	CID	January, July October	30,000.00	SEF
Activity 61	Conduct training for school instructional leaders and teachers on the Enhanced K to 12 curriculum (G6, G9 & 10)-MATATAG	CID	May		
Activity 62	Implement the Division-Based Coaching and Mentoring Program (Div-CAMP) to strengthen the capacity of school instructional leaders and Master Teachers in classroom observation and instructional improvement.	CID	September	150,000.00	HRTD FUND

Activity 63	Provide technical assistance to school instructional leaders and teachers on the interpretation and utilization of assessment data to inform and enhance classroom instruction through collaborative expertise and LAC sessions.	CID	March, June, September, December		
Activity 64	Conduct a training-workshop for SPJ teachers to enhance instructional delivery, strengthen pedagogical practices, and ensure effective implementation of the SPJ curriculum.	CID	September	150,000.00	SEF
Activity 65	Develop and digitalize English and SPJ lesson exemplars into interactive instructional materials (IMs) to support technology-enhanced, engaging, and curriculum-aligned instruction in partnership with the LRMS	CID	September, December		
Activity 66	Conduct and participate in Key Stage 2, 3, and 4 Reading Skills Competitions during the Division, Regional, and National Festival of Talents (DFOT, RFOT, and NFOT).	CID	April, September, December		
Activity 67	Develop and utilize formative assessment tools to continuously monitor and support learners' reading progress.	CID	June	30,000.00	PSF
Activity 68	Continuously monitor the conduct of School Learning Action Cell (SLAC) sessions to ensure that teachers are equipped with strategies for differentiating reading instruction based on learners' proficiency levels, including scaffolding techniques and the use of leveled reading materials.	CID	January-March, June-December		
Activity 69	Conduct training workshops enabling teachers to analyze Phil-IRI results, identify common learner difficulties, and design targeted reading interventions.	CID	September	300,000.00	PSF
Activity 70	Conduct the Read, Reflect, and Perform: Literacy Showcase Recital to showcase learners' reading comprehension, reflective thinking, and expressive communication skills.	CID	December	50,000.00	PSF
Activity 71	Digitalize grade-appropriate storybooks and reading materials for Key Stages 2 and 3 in partnership with the LRMS to improve accessibility, expand access to appropriate learning resources, and strengthen reading development across grade levels.	CID	July	50,000.00	LRMS
Activity 72	Ensure the wide availability of high-quality reading materials in both print and digital formats to address the diverse needs of learners.	CID	June	50,000.00	LRMS

Activity 73	Develop and produce supplementary reading materials to support literacy instruction.	CID	June		
Activity 74	Conduct teacher training workshops on instructional strategies that develop critical thinking, creativity, and communication skills in Grade 12 learners.	CID	September	100,000.00	SEF
Activity 75	Provide technical assistance to teachers in analyzing assessment and NAT data to guide classroom instruction and targeted interventions.	CID	September, December		
Activity 76	Conduct instructional coaching and mentoring to support school heads and teachers in integrating critical thinking, creative thinking, and communication skills in lessons through classroom observation.	CID	January, June, December		
Activity 77	Provide technical assistance and guidance to teachers on utilizing learning resources effectively and implementing learner-centered, skills-focused instruction.	CID	January, June, December		
Outcome 2	**Learners' Physical and Mental Well-Being Protected**				
Activity 1	Issue a division memorandum on the administration of ECD pretest and posttest.	CID	June		
Activity 2	Conduct Kiddie Festival	CID	September		
Activity 3	Conduct and participate in Key Stage 1 Reading Skills Competitions during the Division, Regional, and National Festival of Talents (DFOT, RFOT, and NFOT).	CID	April		
Activity 4	Deliver targeted support for learners below grade level through guided remedial sessions to address learning gaps.	CID	April-May, September, December	200,000.00	SEF/MOOE
Activity 5	Organize or participate in Key Stage 1 literacy and numeracy competitions during DFOT, RFOT, and NFOT to enhance learner engagement and showcase skills.	CID			
Activity 6	Monitor the formative assessment results to continuously monitor learner progress.	CID	January - December		
Activity 7	Issue a memorandum and provide guidance for the conduct of ELLN assessments to ensure consistent implementation in schools.	CID	October		

Activity 8	Engage and participate in Journalism Competitions across the Division, Regional, and National Schools Press Conference levels.	CID	April	800,000.00	SEF/MOOE
Activity 9	Issue a memorandum on the conduct of pretest and posttest in Arabic Reading to determine Arabic reading proficiency level of learners	CID	February, May		
Activity 10	Conduct/Participate in SNED Skills Competition during DFOT, RFOT, and NFOT	CID	July	50,000.00	
Activity 11	Conduct Science and Technology Fair (DSTF), STEMAZING (DFOT), and other knowledge- and skills-based expo activities and participate to higher level competitions (RSTF, RFOT) to showcase students' scientific understanding, innovation, and applied competencies.	CID	February, October	14,000.00	SEF
Activity 12	Establish Competency Dashboard (Science) tracking performance/mastery/trends in regular and special science classes (STEM-STEP)	CID	June		
Activity 13	Provide learning support materials, such as school supplies to IP learners	CID	June	100,000.00	IPED-PSF
Activity 14	Conduct IP Month Celebration	CID	October	100,000.00	IPED-PSF
Activity 15	Establish Division Cultural Heritage Learning Center (CHLC)	CID	October		IPED-PSF
Activity 16	Conduct Division Festival of Talents for Sining Tanghalan	CID	January	250,000.00	SEF
Activity 17	Participate in Sining Tanghalan Skills Competition during RFOT, and NFOT	CID	March, November	250,000.00	SEF
Activity 18	Conduct of City of Tacurong Athletic Association Meet	CID	October	1,500,000.00	SEF
Activity 19	Participate in SOCCSKSARGEN Athletic Association Meet	CID	April	3,000,000.00	SEF
Activity 20	Participate in the Palarong Pambansa	CID	May	500,000.00	SEF
Activity 21	Map and harmonize exploratory subjects with specialization for Key Stage 3.	CID	May-June	6,000.00	MOOE
Activity 22	Conduct of/Participate in Key Stage 2 &3 Skills Competition during DFOT, RFOT, and NFOT Technolympics	CID	September, December	170,000.00	SEF/MOOE

Activity 23	Conduct of/Participate in Key Stage 1,2 &3 Numeracy Skills Competition during DFOT, RFOT, and NFOT as well as in Division and Regional Math Olympics	CID	September, December	150,000.00	SEF
Activity 24	Issuance of a memorandum relative to the implementation of the Strengthened SHS (SSHS) Program	CID	March		
Activity 25	Issue memorandum on lesson integration of Peace Education, National Drug Education Program, and Comprehensive Sexuality Education Key Concepts as well as on the observance and conduct of United Nations' Day	CID	October, November		
Activity 26	Conduct DFOT on HISTOPOP (Pop Quiz, Kasaysayan Quiz, and Speak Up)	CID	November	15,000.00	SEF
Activity 27	Participate in HISTOPOP Skills Competition during RFOT, and NFOT	CID	January, April	40,000.00	SEF
Activity 28	Issue memorandum on the conduct of pretest and posttest of CRLA in schools and utilization of revised ALS curriculum focusing on the 6 (6) Learning Strand	CID	May		
Activity 29	Monitor the conduct of Recognition and Celebration of Different Exceptionalities in schools	CID	January-March, June-December		
Activity 30	Conduct regular monitoring of SNED PSF utilization of recipient-schools	CID	July	521,000.00	SNED-PSF
Activity 31	Conduct Division SNED Fun Day	CID	September	50,000.00	SNED-PSF
Activity 32	Conduct/Participate in SNED Skills Competition during DFOT, RFOT, and NFOT	CID	September	15,000.00	SEF
Activity 33	Organize English-related festivals, competitions, and expos (e.g., Read-A-Thon, DFOT, DSPC, and Division English Festival) and participate in higher competitions such as RFOT/NFOT and RSPC/NSPC to enhance and showcase learners' language and communication skills.	CID	April, September, December	1,150,000.00	SEF
Activity 34	Provide relevant learning resources, equipment, and facilities based on inventory findings to strengthen SPJ instruction and enhance learners' journalism competencies.	CID	June, October	300,000.00	SEF
Activity 35	Issue a division memorandum on the administration of the Phil-IRI pretest and posttest in schools.	CID	February, June		

Activity 36	Pilot innovative reading materials in selected schools to evaluate their effectiveness in improving reading skills.	CID	July		
Outcome 3	**Efficient and Supportive Governance Structure**				
Activity 1	Undertake action research based on collected data to improve kindergarten instruction.	CID	June		
Activity 2	Conduct quarterly quality data gathering, review, and analysis of literacy performance.	CID	Quarterly		
Activity 3	Conduct division-wide SineStorya showcasing locally developed multi-media learning resources in partnership with SGOD's SocMob and CID EPSs	CID	November	50,000.00	FLO-LR
Activity 4	Conduct of the LRMS Pagdayaw Awarding Ceremony	CID	December	250,000.00	FLO-LR/MOOE
Activity 5	Conduct an inventory of the existing learning resources in the library hub and school, including the accessibility and condition of the materials, as a basis for procurement and allocation.	CID	January	N/A	N/A
Activity 6	Catalog and prepare of metadata of the validated contextualized, CO, RO, and SDO procured learning resources	CID	January 2027	N/A	N/A
Activity 7	Upload and publish the validated contextualized learning resources in the official LR Portal for wider access in the school	CID	January 2027	N/A	N/A
Activity 8	Print and deliver the validated contextualized learning resources in partnership with supply officer	CID	June 2027	800,000.00	FLO-LR
Activity 9	Procure and print the enhanced K to 12 learning materials	CID	October 2026	2,000,000.00	FLO-LR
Activity 10	Conduct school-to-school delivery of supplementary learning resources for the sustained implementation of CSDT ESkwela: Books on Wheels in partnership with the language area supervisors.	CID	January-March, May-December	N/A	N/A
Activity 11	Establish e-library in partnership with Division ITO	CID	August	100,000.00	MOOE
Activity 12	Collaborate with the Division ITO for the upgrading and maintenance of library hub's internet connectivity	CID	June	15,000.00	MOOE
Activity 13	Provision of Support to ALIVE Teachers -Asatidz (Salaries and IMs	CID	January-December	462,500.00	MEP-PSF

Activity 14	Strengthen Partnership with LGU & Provision of Honorarium	CID	January-March, June-December	74,000.00	MEP-PSF
Activity 15	Conduct action research based on identified science instructional contents and pedagogical gaps and or problems to improve teaching practices	CID	May	15,500.00	MOOE
Activity 16	Implement division-supported Peer Learning Partnership through collaborative expertise - LAC on difficult-to-teach science content and pedagogies to science teachers (KS 1 - 4)	CID	September	5,000.00	MOOE
Activity 17	Monitor and evaluate IP Hub functionality as well as the implementation of IPED in schools	CID	April, September, December	None	None
Activity 18	Conduct Program Implementation Review (PIR) on IPED implementation	CID	September	70,000.00	IPED-PSF
Activity 19	Conduct benchmarking on region-accredited Cultural Heritage Learning Centers and other divisions' IPED implementation to improve IPED program delivery	CID	October	150,000.00	IPED-PSF
Activity 20	Establish a comprehensive electronic CID Dashboard to facilitate data gathering, reportorial ease, and archiving in collaboration with SGOD's Information and Technology (IT) and M & E sections	CID	August	None	None
Activity 21	Collaborate with SGOD's School Health and Nutrition section in monitoring and evaluating the Gulayan sa Paaralan Program	CID	January, June	30,000.00	SEF/MOOE
Activity 22	Provide technical assistance to school leaders/teachers on interpreting assessment data for EPP/TLE subjects to improve classroom instruction	CID	March, June, September, December	N/A	N/A
Activity 23	Develop, validate, and provide EPP/TLE Learning Materials	CID	September	200,000.00	SEF/MOOE
Activity 24	Conduct inventory of existing EPP/TLE learning resources	CID	May, December	2,000.00	MOOE
Activity 25	Conduct of action research based on data gathered to improve Mathematics instruction	CID	August	20,000.00	MOOE
Activity 26	Conduct Quarterly Quality Data Gathering & Assessment Review	CID	April, September, December		
Activity 27	Conduct of action research based on data gathered to improve SSHS instructional delivery	CID	July	8,000.00	SEF/MOOE

Activity 28	Quarterly Quality Data Gathering & Assessment Review on the SSHS core subjects, academic and TechPro electives	CID	April, September, December	3,000.00	MOOE
Activity 29	Monitor the conduct of the LANDAS toolkit in the SHSs	CID	March	N/A	N/A
Activity 30	Conduct of SSHS PIR in coordination with SGOD's M and E section	CID	April	10,000.00	MOOE
Activity 31	Monitor and evaluate the conduct of JDVP and JMC training & assessment, field exposure of Academic electives, and Work Immersion of TechPro electives	CID	February, March	None	None
Activity 32	Establish partnership with State University (SKSU) and Tertiary Educational Institutions (NDTC, SCMCST, SMIT, VMC) in improving the Lesson Exemplars and Learning Activity Sheets, and other learning resources in SHS core subjects , academic, and TechPro electives	CID	October	1,000.00	MOOE
Activity 33	Facilitate the forging of partnership with industries and establishments for field exposure in academic electives and work immersion in TechPro electives in coordination with SGOD and SDO's Legal Officer	CID	September	None	None
Activity 34	Conduct assessment of facilities of JDVP Partners	CID	January, March	2,000.00	MOOE
Activity 35	Coordinate with TESDA for updates on Training Regulation standards in the various TechPro electives for alignment with the TechPro curriculum guides	CID	May-August		
Activity 36	Establish tracking system for SHS graduates (employment, entrepreneurship, tertiary education) in coordination with Division ITO and Planning Officer	CID/OSDS	October	5,000.00	MOOE/SEF
Activity 37	Conduct SHS Work Exposition and Stakeholders Engagement in collaboration with SGOD's SocMob	CID/SGOD	March	20,000.00	SEF
Activity 38	Conduct Program Implementation and Review for ALS Teachers	CID	November	37,000.00	ALS-PSF
Activity 39	Conduct Learning Action Cell to ALS Teachers in different CLCs	CID	June-December		
Activity 40	Conduct ALS benchmarking activity	CID	September	30,000.00	ALS-PSF
Activity 41	Quarterly Quality Data Gathering & Assessment Review	CID	Quarterly	N/A	N/A
Activity 42	Conduct of action research based on data gathered to improve compliance with Child Protection Policy in schools, and instructional and assessment practices in VE-GMRC	CID	December	N/A	N/A

Activity 43	Forge partnership with LGUs, national government agencies, and non-government organizations in enhancing Values Reformation and Protection of Children in schools	CID	within the year	N/A	N/A
Activity 44	Participate in auxiliary engagement with City Peace & Order Council, City Anti-Drug Abuse Council, PNP City Advisory Council, DSWD City Advisory Council, Solid Waste Management Board, PSA, and public hearings to improve implementation of VE-GMRC, Values Reformation, Child Protection Policy, and Child-friendly School System	CID	March, June, September, December	N/A	N/A
Activity 45	Conduct action research based on identified instructional and pedagogical gaps to improve English teaching practices and learner outcomes.	CID	July	5,000.00	SEF
Activity 46	Establish and maintain a competency dashboard to monitor and track learners' English performance, mastery levels, and trends in regular classes and SPJ in partnership with the ITO	CID/OSDS	June		
Activity 47	Conduct semestral monitoring, evaluation, and performance reviews in partnership with the SGOD M&E Team to assess the integration of L&D key learnings through the Workplace Application Project (WAP) in classroom practices.	CID/SGOD	Aril, September, December	90,000.00	BEC
Activity 48	Undertake action research based on assessment data to enhance reading instruction and address identified learning gaps.	CID	September		
Activity 49	Provide technical assistance to school leaders and teachers in interpreting assessment data to inform and improve classroom instruction.	CID	February, June		
Activity 50	Monitor the utilization of reading resources and collect feedback to inform continuous improvement.	CID	January-March, June-December		
Activity 51	Conduct action research and collaborative inquiry projects to improve teaching practices and integrate critical thinking and communication skills across subjects.	CID	October	5,000.00	SEF
Activity 52	Organize division-led learner-centered activities and simulations (debates, presentations, problem-solving tasks, and digital literacy exercises) to strengthen practical application of critical thinking, creativity, and communication skills.	CID	December	20,000.00	SEF
Outcome 4	**Improved Education Quality through Upgraded Curriculum, Modernized Assessment, and Digitally Enabled Schools**				

Activity 1	Conduct instructional supervision through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba) focusing on Kindergarten curriculum	CID	January - December	N/A	N/A
Activity 2	Gather and analyze ECD domain scores to determine learner performance across motor, language, literacy, numeracy, and socio-emotional areas for appropriate interventions	CID	August	N/A	N/A
Activity 3	Provide technical assistance to school leaders and teachers on interpreting assessment data to inform and improve classroom instruction.	CID	May-December	N/A	N/A
Activity 4	Monitor the conduct of SLAC or Collaborative Expertise sessions with Kinder teachers and school heads for instructional adjustments	CID	March-May-December	N/A	N/A
Activity 5	Conduct a Program Implementation Review (PIR) to assess the effectiveness of ARAL implementation in coordination with SGOD's M&E section	CID/SGOD	May, September	N/A	N/A
Activity 6	Establish a data management system for systematic monitoring, tracking, and analysis of reading performance.	CID	May	N/A	N/A
Activity 7	Issue a division memorandum on the administration of CRLA pretest and posttest in schools.	CID	May-June, November	N/A	N/A
Activity 8	Undertake action research based on collected data to improve reading instruction.	CID/SGOD	January - December	N/A	N/A
Activity 9	Monitor and evaluate the implementation of the ARAL program, ARAL-GALING for Grade 3, Tara Basa, and other reading activities in schools.	CID	January-March, May-December	N/A	N/A
Activity 10	Conduct a Program Implementation Review (PIR) to assess the effectiveness of ARAL implementation in coordination with SGOD M&E section.	CID/SGOD	April	N/A	N/A
Activity 11	Monitor the formative assessment results to continuously monitor learner progress.	CID		N/A	N/A
Activity 12	Establish a data management system for systematic monitoring, tracking, and analysis of reading performance.	CID	January-March, May-December	N/A	N/A
Activity 13	Monitor the utilization of reading and learning resources to track effectiveness and guide improvements.	CID	January-March, June-December	N/A	N/A

Activity 14	Conduct standardized assessments quarterly to measure mastery and identify areas needing reinforcement.	CID	September, December	N/A	N/A
Activity 15	Conduct of Instructional Supervision (IS) through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba) focusing on Filipino Instructions to all k-stages	CID	January-March, May-December	N/A	N/A
Activity 16	Review and Analyze Assessment Data	CID	September, December	N/A	N/A
Activity 17	Monitor remedial classes or tutoring for learners struggling with Filipino competencies to ensure mastery.	CID	April, September, December	N/A	N/A
Activity 18	Monitor and facilitate peer observation and collaborative lesson planning sessions through the conduct of School Learning Action Cell (SLAC) meetings, where teachers share best practices, observe each other's classes, and provide constructive feedback to improve teaching approaches.	CID	January-March, June-December	N/A	N/A
Activity 19	Promote Action Research and Reflective Practice	CID	June-September		
Activity 20	Conduct monitoring and evaluation on the utilization of learning resources downloaded from the LR Portal and LRMS website	CID	January-March, June-December	100,000.00	MOOE
Activity 21	2. Conduct Instructional Supervision (IS) through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba), focusing on the actual utilization of the materials in teaching practices.	CID	January-March, June-December	N/A	
Activity 22	Conduct monitoring and evaluation on the utilization of learning resources downloaded from the LR Portal and LRMS website	CID	January-March, June-December	N/A	
Activity 23	Conduct monitoring and evaluation on the utilization of the Learning Resources Portal and the LRMS Website	CID	January-March, June-December	N/A	
Activity 24	Establish a feedback mechanism for teachers and learners on the usability, accessibility, and effectiveness of the DepEd Learning Resources Portal and materials in partnership with Division ITO	CID	August	20,000.00	
Activity 25	Conduct Division Search for Most Functional School Libraries	CID	September	150,000.00	FLO-LR/MOOE
Activity 26	Collaborate with the subject area supervisors in the conduct of needs assessment to identify specific gaps for LR to be developed.	CID	July		

Activity 27	Conduct evaluation and quality assurance of the locally-developed print and non-print contextualized learning resources	CID	October	800,000.00	FLO-LR
Activity 28	Conduct enhancement and quality assurance of the locally-developed print and non-print contextualized learning resources	CID	October	150,000.00	FLO-LR
Activity 29	Conduct a review of the finals of the locally developed contextualized learning resources with external evaluators	CID	November	150,000.00	FLO-LR
Activity 30	Conduct pilot testing of the quality-assured locally developed print and non-print contextualized learning resources	CID	November	40,000.00	FLO-LR
Activity 31	Conduct final review and enhancement of the pilot-tested print and non-print contextualized learning resources	CID	December	50,000.00	FLO-LR
Activity 32	Sign off on the quality assured and validated print and non-print contextualized learning resources	CID	January 2027	N/A	N/A
Activity 33	Monitor and evaluate the utilization of the contextualized, CO, RO, SDO and LGU procured learning resources	CID	March, December	N/A	N/A
Activity 34	Consolidate and analyze the monitoring and evaluation report on the utilization of print and non-print learning resources	CID	March, December	N/A	N/A
Activity 35	Quarterly Quality Data Gathering & Assessment Review	CID	March, August, November	N/A	N/A
Activity 36	Conduct of Instructional Supervision (IS) through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba) focusing og Key Stage 1 Reading Instruction & Principle of Arabic Reading - ATTIBYAN	CID	January-March, June-December	N/A	N/A
Activity 37	Program Implementation Review and Programs Monitoring	CID	September	150,000.00	MEP-PSF
Activity 38	Conduct of Instructional Supervision (IS) through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba) focusing og Key Stage 1 Reading Instruction & Principle of Arabic Reading - ATTIBYAN	CID	January-March, June-December	N/A	N/A
Activity 39	Collect data from pretest and posttest results, as well as semestral/term assessments, and conduct a review and analysis to determine learners' proficiency levels, least learned competencies, and gaps/problems in the implementation of the general and special (STEP) science curriculum in schools.	CID	April, September, December	N/A	N/A

Activity 40	"Conduct of Instructional Supervision (IS) through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba), focusing on the coherent/alignment of the following: a) instructional/lesson planning b)assessment (diagnostic, formative, summative) and result utilization c)curriculum innovations d)science pedagogies and approaches"	CID	January-March, June-December	10,000.00	MOOE
Activity 41	Conduct semestral/term performance review, monitoring, and evaluation in partnership with SGOD M & E Team, documenting instructional challenges, best practices, and validating learning evidence	CID/SGOD	April, September, December	72,000.00	MOOE
Activity 42	Conduct division-wide teachers' training on the alignment of classroom assessment to the national and large-scale assessment focusing on PISA assessment approach and SOLO super item test (KS 1-4).	CID/SGOD	May	127,000.00	HRTD Fund
Activity 43	Conduct of DivLAC-CAMP on the utilization of self-instructional LAC Resources on STEM - STEP Education Collaborative Expertise	CID/SGOD	August	150,000.00	HRTD Fund
Activity 44	Provide Division -Based Coaching and Mentoring Program (Div-CAMP) to School Instructional Leaders and Master Teachers on Classroom Observation and instruction	EPS-Science	March, September, December	None	None
Activity 45	Provide technical assistance to school instructional leaders and teachers in interpreting assessment data to improve and modify classroom practices.	CID/SGOD	March, June, September, December	None	None
Activity 46	Conduct semestral/term performance review, monitoring, and evaluation in partnership with SGOD M & E Team, highlighting on the implementation and integration in classroom practices of the key insights gained in the L and D activities through the Workplace Application Project (WAP)	CID/SGOD	April, September, December	24,000.00	BEC
Activity 47	Finalize Division IPED Framework	CID	April, September	70,000.00	IPED-PSF
Activity 48	Conduct Instructional Supervision (IS) through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba) focusing on instructional planning and assessment practices, and utilization of learning resources consistent with MAPEH and SPA curriculum	CID/SGOD	January-February, April-November	5,000.00	MOOE

Activity 49	Conduct action research relative to MAPEH and SPA to improve assessment and instructional practices, and learners' proficiency level	CID	May	75,000.00	SEF
Activity 50	Participate in Program Implementation Review (PIR) in MAPEH and SPA, and CID-CLMD Interfacing	CID	February	5,000.00	SEF
Activity 51	Conduct semestral quality data gathering, review and analysis to improve teaching and assessment practices in MAPEH and SPA	CID	April, September, December	NONE	NONE
Activity 52	Collect data on semestral/term assessments and conduct a review and analysis to determine learners' proficiency levels, least learned competencies, and gaps/problems in the implementation of EPP and TLE curriculum in schools.	CID	April, September, December	3,000.00	MOOE
Activity 53	Conduct of/Participate in the Program Implementation Review on the implementation of EPP and TLE curriculum	CID	September, December	57,000.00	SEF/MOOE
Activity 54	Conduct of Instructional Supervision (IS) through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba) to enhance strategies and curriculum delivery on EPP and TLE	CID	January-March, June-December	10,000.00	MOOE
Activity 55	Conduct of Instructional Supervision (IS) through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba) focusing on Key Stages 1-4 in teaching Math	CID	January-March, June-December	10,000.00	MOOE
Activity 56	Monitor and evaluate the implementation of ARAL Math in schools	CID	July-December	3,000.00	
Activity 57	Conduct of Program Implementation Review (PIR) on ARAL Math Implementation	CID	September, December	60,000.00	HRTD Fund
Activity 58	Monitor, evaluate and analyze the utilization of numeracy materials in schools including KHAN Academy online learning activity materials	CID	June-December	2,000.00	MOOE
Activity 59	Provide materials for the reproduction of RMA (pretest and posttest) materials	CID	May	870,000.00	PSF
Activity 60	Develop contextualized and digitalized competency-based numeracy learning materials	CID	September	150,000.00	SEF/MOOE

Activity 61	Conduct of Instructional Supervision (IS) through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba) focusing on curriculum delivery of the Strengthened SHS Program covering the core subjects, academic and TechPro electives	CID	January-March, June-December	5,000.00	MOOE
Activity 62	Develop and provide contextualized and digitalized SSHS learning resources such textbooks, reference books, lesson exemplars, learning activity or worksheets, etc	CID	August	50,000.00	FLO-LR
Activity 63	Monitor and evaluate the utilization of SHS ADM tablets in VFGNHS and TNHS	CID	February, September		
Activity 64	Conduct Instructional Supervision (IS) through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba) focusing on instructional planning and assessment practices, and utilization of learning resources consistent with MAKABAYAN and Araling Panlipunan competencies including integration of Peace Education, NDEP, and CSE key concepts	CID	January-March, June-December	5,000.00	MOOE
Activity 65	Conduct action research relative to MAKABAYAN and Araling Panlipunan to improve assessment and instructional practices, and learners' proficiency level	CID	July	3,000.00	MOOE
Activity 66	Conduct semestral quality data gathering, review and analysis to improve teaching and assessment practices in MAKABAYAN and Araling Panlipunan	CID	April, September, December	9,000.00	FLO-LR
Activity 67	Establish a comprehensive electronic CID Dashboard to facilitate data gathering, reportorial ease, and archiving in collaboration with SGOD's Information and Technology (IT) and M & E sections	CID	August	5,000.00	MOOE
Activity 68	Develop Unified Semestral Assessment in MAKABAYAN and Araling Panlipunan with TOS aligned with 21st Century Skills and HOTS Super-item Test Type	CID	February, July, October	30,000.00	SEF
Activity 69	Monitor and evaluate the ulitilization of Interactive Instructional Materials	CID	February, June, September		
Activity 70	Conduct Instructional Supervision (IS) through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba) focusing on Key Stage 1 Reading Instruction	CID	N/A	N/A	N/A
Activity 71	Conduct action research based on data gathered to improve reading instruction	CID	N/A	N/A	N/A

Activity 72	Conduct quarterly quality data gathering & assessment review	CID	February, March		
Activity 73	Conduct of Instructional Supervision (IS) through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba) focusing og Key Stage 1 Reading Instruction & Principle of Inclusive Education	CID	January-March, June-December	10,000.00	MOOE
Activity 74	Conduct action research based on data gathered to improve inclusive education practices	CID	December	N/A	N/A
Activity 75	Quality assure A&E review materials for ALS	CID	July	N/A	N/A
Activity 76	Conduct ALS portfolio assessment	CID	January-February	N/A	N/A
Activity 77	Quarterly Quality Data Gathering and Assessment Review	CID	April, July, September, December	N/A	N/A
Activity 78	Provide technical assistance to school leaders and/or teachers on interpreting assessment data to improve inclusive classroom instruction	CID	March, July, December	N/A	N/A
Activity 79	Conduct of Instructional Supervision (IS) through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba) focusing on VE-GMRC	CID	January-March, June-December	N/A	N/A
Activity 80	Provide technical assistance to school leaders and/or teachers on interpreting assessment data to inform classroom instruction	CID	N/A	N/A	N/A
Activity 81	Implement instructional supervision through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba) to ensure alignment of lesson planning, assessment practices, curriculum innovations, and effective English pedagogies.	CID	January-March, June-December	10,000.00	MOOE
Activity 82	Conduct regular monitoring, evaluation, and performance reviews in collaboration with the SGOD M&E Team to document challenges, identify best practices, and inform program improvements.	CID	April, September, December	N/A	N/A
Activity 83	Conduct division-wide training for teachers on aligning classroom assessments with national and large-scale assessments, focusing on the development of PISA-like test items for Key Stages 1-4.	CID	September	130,000.00	N/A

Activity 84	Conduct quality assurance, pilot-testing, and validation of the interactive instructional materials in coordination with LRMS to ensure content accuracy, curriculum alignment, and instructional effectiveness.	CID	April, September, December	N/A	N/A
Activity 85	Strengthen the monitoring and evaluation of the utilization and impact of interactive instructional materials in schools to inform continuous improvement and guide wider implementation.	CID	January-March, June-December	N/A	N/A
Activity 86	Conduct instructional supervision through CID KAMPI (Kabalikat sa Malayang Pagtuturo at Inisiyatiba) focusing on Key Stages 2 and 3 reading instruction.	CID	January-March, June-December	10,000.00	MOOE
Activity 87	Conduct semestral/quarterly quality data gathering and assessment review to monitor learners' reading performance.	CID	April	N/A	N/A
Activity 88	Monitor and evaluate the implementation of the ARAL program, spreading COLOR initiative, and other school-based reading activities to ensure effectiveness and inform improvements	CID	January-March, June-December	10,000.00	MOOE
Activity 89	Conduct a Program Implementation Review (PIR) to assess the effectiveness of ARAL implementation in collaboration with SGOD M&E team.	CID/SGOD	April	300,000.00	PSF-ARAL
Activity 90	Conduct quarterly or semestral analysis of assessment data to identify trends, common weaknesses, and areas requiring targeted intervention.	CID	April, September, December	N/A	N/A
Activity 91	Monitor the administration of Phil-IRI assessments at the beginning and end of the school year to determine learners' reading levels and measure progress toward grade-level proficiency.	CID	February, June	N/A	N/A
Activity 92	Monitor the implementation of targeted reading interventions based on Phil-IRI assessment results.	CID	January-March, June-December	N/A	N/A
Activity 93	Analyze assessment data and NAT and LNA results regularly to identify gaps, inform instructional decisions, and implement targeted interventions.	CID	June	N/A	N/A
Activity 94	Develop and provide quality learning resources (print and digital) that promote critical and creative thinking and 21st century skills for SHS learners.	CID	September	100,000.00	LRMS

Activity 95	Monitor and evaluate the utilization and impact of learning resources on learners' performance and skill development.	CID	April, Setember, December		
Outcome 5	**Empowered Graduates fit for Employment, Entrepreneurship or Higher Education**				
Activity 1	Conduct mapping of Out-of-school-Youth in the barangays	CID	May	N/A	N/A
Activity 2	Establish a tracking mechanism of ALS graduates	CID	June	N/A	N/A
Activity 3	Conduct ALS Graduation Exercises	CID	June	40,000.00	ALS-PSF
Activity 4	Conduct Literacy Day cum Values formation to ALS teachers and learners	CID	November	110,000.00	ALS-PSF

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

	Critical Action	Responsible/Accountable Unit (FD)	Timeframe	Estimated Budget	Budget Source
	What actions/activities must be completed to implement the policy?	Who is responsible for the action/ activity?	When must the action/ activity be completed?	How much will it cost to implement the action?	Where will the funding come from? (internal and external funding source)
Outcome 1	**HIGH PERFORMING TEACHERS**				
Activity 1	Conduct of Capacity Building for Division Administrative Services Personnel (HR, Cash, Supply, Records, General Services)	OSDS-ADMIN OFFICER V ADMIN OFFICER IV	April	170,000.00	OPD-NTP/MOOE
Activity 2	Conduct orientation and capacity-building sessions for school personnel and Administrative Officers (AO II) on the use of the Enterprise Management System (EMS), including data entry, system navigation, and report generation.		June	50,000.00	MOOE
Activity 3	Participate in national and regional training workshops on HR management, HR information systems, records management, and data analytics.		September, November		
Activity 4	Conduct echo-training sessions to cascade knowledge and best practices from HR-related trainings to division and school personnel.				

Activity 5	Utilize HR information systems, records management tools, and data analytics in processing HR transactions and generating at least quarterly HR reports for monitoring and decision-making.	HRMO			
Activity 6	Conduct orientation for HR personnel and Administrative Officer IIs (AO IIs) on standardized workflow processes, monitoring mechanisms, and reporting systems for HR transactions.	HRMO			
Activity 7	Develop and disseminate a unified process flow for HR transactions across the division.	HRMO			
Activity 8	Conduct of capability enhancement initiatives on Strengthening Records Management Practices.	Records Officer	September		
Activity 9	Conduct orientations, seminars, training sessions, and/or legal clinics for relevant personnel, particularly at key trigger points such as policy updates or regulatory changes, to ensure timely guidance, promote understanding of new requirements, and support consistent compliance across the division.	Legal Unit-Legal Officer	April, August, December	50,000.00	MOOE
Activity 10	Conduct seminars and training sessions on relevant provisions of the Data Privacy Act, R.A. No. 7610, R.A. No. 11930, The Safe Spaces Act, Cybercrime Prevention Act, and The Anti-Bullying Act of 2013 to enhance personnel awareness, strengthen compliance with data protection requirements, and promote the proper handling and safeguarding of personal and sensitive information within the division.	Legal Unit-Legal Officer	May, September-November	400,000.00	MOOE
Activity 11	Conduct seminars and/or training sessions regarding the handling of administrative complaints and grievances.	Legal Unit-Legal Officer	May, September-November		
Activity 12	Orientation of Program Holders and School Heads on RA 12009 (NGPA), including procurement modalities, procedures and requirements.	Procurement-Administrative officer IV	April, August, December	28,350.00	MOOE
Activity 13	Participation in trainings and seminars organized by the DepEd Procurement Division, GPPB, PS-DBM, and other relevant agencies for updates and capacity-building in procurement management.	Procurement-Administrative officer IV	April, August	8,400.00	MOOE

Activity 14	Orientation on Claims' Disbursements	Accountant, Budget Officer	May	1,200.00	MOOE
Activity 15	Quarterly Division Seminar-Workshop on the Preparation of Financial Reports	Accountant, Budget Officer	January, April, July, October	50,400.00	MOOE
Output 2	**Learners' Physical and Mental Well-Being Protected**				
Activity 1	Conduct of Mid-Year & Year-End Conference/Mid-Year & Year-end PIR of Admin Services & AO II	OSDS-ADMIN OFFICER V ADMIN OFFICER IV	June	50,000.00	MOOE
Activity 2	Conduct of Year-End Program Implementation Review and Evaluation cum TIB-UNGANAY		December	1,000,000.00	MOOE
Activity 3	Implement standardized procedures for document authentication and verification in accordance with established service standards.	HRMO			
Activity 4	Orient HR personnel and concerned staff on the proper procedures and requirements for document authentication and verification.				
Activity 5	Conduct periodic monitoring and review of authentication and verification processes to ensure compliance with service standards and improve efficiency.				
Activity 6	Maintain systematic documentation and records of authenticated and verified documents for monitoring and reference.				
Activity 7	Conduct of Women's Month Celebration in the Schools Division Office of Tacurong City.	Records Officer/GAD Focal	March	100,000.00	MOOE
Activity 8	Conduct of Peer Educator's Training		July	151,405.00	SEF
Activity 9	Conduct of One-Health Week Celebration		November	107,590.00	SEF
Output 3	**Efficient and Supportive Governance Structure**				
Activity 1	Attendance to SK Council CHRMP, Regional CHRMP Conference, DepEd-NEU Cluster Assembly, Regional Conference with Oversight Agencies.	OSDS-ADMIN OFFICER V ADMIN OFFICER IV	May, July, September, December	126,000.00	MOOE
Activity 2	Attendance to National Conferences with Oversight Agencies/DepEd-NEU/DepEd Conferences		July-December	540,000.00	MOOE

Activity 3	Attendance to Supervisory Course Track I, II, III and IV of Unit/Section Heads.		May, July, September, November	100,000.00	MOOE
Activity 4	Enhance the Public Assistance and Complaint Desk Area and Citizen's Charter	OSDS-ADMIN OFFICER V ADMIN OFFICER IV	June	25,000.00	MOOE
Activity 5	Conduct of "Salamat-Mabuhay" Program for Retiring SDO Employee		January-February, June-July	261,000.00	MOOE
Activity 6	Provision of Plaques for Retirees		Annual	27,000.00	MOOE
Activity 7	Conduct CSC Anniversary Celebration		September	200,000.00	MOOE
Activity 8	Conduct of Teachers' Festival	OSDS-ADMIN OFFICER V ADMIN OFFICER IV, SGOD-SMN	December	350,000.00	MOOE/HRTD
Activity 9	Conduct PRAISE Awarding/PASIDUNGOG	OSDS-ADMIN OFFICER V ADMIN OFFICER IV, SGOD-HRD	December	400,000.00	MOOE/HRTD
Activity 10	Conduct of Monthly Mass	OSDS-ADMIN	January-December		
Activity 11	Participation to Local Government Unit Activities/Events	OSDS, SGOD, CID	August, September, November	150,000.00	MOOE
Activity 12	Provide continuous technical assistance and monitoring to schools to ensure accurate data entry, timely updating of personnel records, and proper utilization of the EMS for HR-related transactions.	OSDS-ADMIN OFFICER V ADMIN OFFICER IV	March-December		
Activity 13	Conduct quarterly coordination meetings with AO IIs to review system utilization, address technical issues, and align HR processes with existing Civil Service Commission and DepEd policies.	OSDS-ADMIN OFFICER V ADMIN OFFICER IV	June, September, December		
Activity 14	Generate and review periodic EMS reports to monitor personnel actions, recruitment processes, and records management across schools in the division.	OSDS-ADMIN OFFICER V ADMIN			

Activity 15	Provide technical assistance to Administrative Officer IIs (AO IIs) on the implementation of HR policies and the proper use of personnel data in schools.				
Activity 16	Facilitate the recruitment, selection, and placement process for Teacher I, higher teaching positions, school administration, and non-teaching personnel based on personnel data and workforce requirements.				
Activity 17	Conduct HRMPSB meetings and deliberations to review personnel data and ensure data-driven recommendations for hiring and promotion.				
Activity 18	Facilitate the conduct of demonstration teaching for Teacher I applicants for RQA by providing the sub-committees in charge with meals, snacks, and the necessary documentary requirements for the demonstration and TRF				
Activity 19	Issuance on the implementation of the standard document authentication and verification workflow.	Records Officer	April		
Activity 20	Conduct series of seminars on Expanding, Maximizing and Institutionalizing Guidance Services between SDO Tacurong and the Local Government Unit of Tacurong City.	Records Officer, GAD Focal	July	38,440.00	SEF
Activity 21	Preparation of a standardized division-wide template for a Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU) to be used whenever coordination and collaboration with other agencies are required, clearly outlining roles, responsibilities, and accountability mechanisms.	Legal Unit-Legal Officer	March, June, September, December	15,000.00	MOOE
Activity 22	Preparation of a standardized division-wide template for instruments/forms clarifying which support service/s the stakeholder/s provide/s and how schools request/receive them.		March, June, September, December		
Activity 23	Establishment of clear protocols for inter-agency communication, reporting, and information sharing to ensure timely coordination and alignment of programs and services.		March, June, September, December		

Activity 24	Creation of a Division Procurement Playbook that outlines clear procedures, legal requirements, and step-by-step guidance for the procurement process.		June		
Activity 25	Conduct seminars and training sessions for personnel involved in procurement activities to enhance their understanding of legal requirements, ensure compliance with procurement policies, and strengthen their skills for efficient and consistent execution of procurement processes.		June	100,000.00	MOOE
Activity 26	Creation of a Division playbook or guideline flowchart for handling administrative complaints and grievances.		May, September-November		
Activity 27	Conduct a year-end conference meeting to discuss, review, and assess legal issues encountered during the year.		March, September-December	550,000.00	MOOE
Activity 28	Compilation of recurring legal bottlenecks (overlaps, unclear authority, procurement constraints) into a structured submission for national reform processes, aligned with EDCOM II's harmonization and governance review mandate		March, September-December		
Activity 29	Attendance at workshops and/or training sessions conducted by the Central/Regional Office and by the IBP.		March, September-December		
Activity 30	Provision of technical assistance and review of procurement documents, including the preparation, validation, and compliance checking of PPMPs and other related procurement documents.	OSDS-Procurement	January-December		
Activity 31	Consolidation of reviewed PPMPs into the Annual Procurement Plan (APP) for BAC recommendation and HOPE approval.		January-December		
Activity 32	Oversight and facilitation of procurement processes, including preparation of documents, conduct of BAC meetings, bid submissions, contract dissemination, and management of posting, distribution, and updating of procurement records.		January-December		

Activity 33	Monitoring of procurement and contract implementation, including tracking of procurement timelines through the Budget Utilization Management System in coordination with Legal, Finance, and ICT Units to ensure compliance with laws, regulations, and DepEd procurement policies.		January-December		
Activity 34	Updating and interfacing with end users on procurement policies, guidelines, and system updates to ensure proper implementation and understanding of procurement procedures.		March, June, September, December		
Activity 35	Orientation on Claims' Disbursements	OSDS-Accounting and Budget			
Activity 36	Attendance to COA Entrance and Exit Conference		March	13,800.00	MOOE
Activity 37	Attendance to DepEd Central Seminar Workshop		October	20,000.00	MOOE
Activity 38	Attendance to DepEd Regional Seminar Workshop		January, July	37,000.00	MOOE
Activity 39	Attendance to other financial management training and seminar sponsored by other government agencies and/or associations regarding government financial management.		October	131,000.00	MOOE
Activity 40	Benchmarking of government financial management systems to Other Schools Division Office-Accounting and Budget Units		May	10,000.00	MOOE
Activity 41	On-site monitoring with provision of technical assistance to public schools		September	5,000.00	MOOE
Output 4	**Improved Education Quality through Upgraded Curriculum, Modernized Assessment, and Digitally Enabled Schools**				
Activity 1	Conduct Monitoring and Technical Assistance to AO II and other administrative staff in the school.	OSDS-Administrative Officer V Administrative Officer IV	April, July, September, December	20,000.00	MOOE
Activity 2	Conduct of Regular Division Management Committee Meeting	OSDS-Administrative Officer V	March, June, September, December	160,000.00	MOOE
Activity 3	Creation of a standardized digital folder (Division Issuances, IPCRF, School Titles)	Records Officer	March		

Activity 4	Establishment of user access and security protocols on standardize digital folders		April		
Activity 5	Implementation of standard physical filing system compliant with RA 9470 across schools in SDO Tacurong City.		May		
Activity 6	Monitoring and evaluation on records filing and classification in schools of SDO Tacurong City.		July		
Activity 7	Monitoring of DTS utilization across SDO Tacurong City.		June, December		
Activity 8	Online monitoring and onsite validation of resources generated	ICTU-ITO	June	37,200.00	SEF
Activity 9	Planning, prioritization, and coordination of procurement tasks with the BAC and Secretariat upon receipt of approved procurement requests.	OSDS-Procurement	Janaury-December		
Activity 10	Preparation and issuance of a division memorandum specifying procurement timelines for all modes of procurement.	OSDS-Procurement	Janaury-December		
Activity 11	Conduct of Division Financial Management, Monitoring, Evaluation and Adjustments (DFiMMEA)	OSDS-Accounting and Budget	April, August	103,700.00	MOOE
Activity 12	Establisment of Budget Utilization Management System, to intensify the monitoring/tracking of PPAs real-time implementation status, from planning, prcocurement, delivery, to payment to ensure timely and efficient utilization of funds	OSDS-Accounting and Budget	August	15,000.00	MOOE
Activity 13	Coaching and Mentoring to all schools based on the Liquidation Report Performance Tracker (LRPT) and Quarterly Form (QEF) Result	OSDS-Accounting and Budget	February, May, August, November	3,000.00	MOOE
Activity 14	Presentation of Annual School MOOE Budget Plans and Other Funds	OSDS-Accounting and Budget	September	92,200.00	MOOE
Activity 15	Provision of Technical Assistance for the Conversion of Qualified Non-Implementing Unit (Non-IU) Secondary Schools to Implementing Units (IUs)	OSDS-Accounting and Budget			

Output 5	**Empowered Graduates fit for Employment, Entrepreneurship or Higher Education**				
Activity 1	Hiring of three (3) Security Guards.	OSDS-ADMIN-GSO/Supply	January	624,000.00	MOOE
Activity 2	Establishment & Maintenance of Energy, Water and Fuel Conservation Monitoring System		July	10,000.00	MOOE
Activity 3	Replacement of all lights to LED		July	30,000.00	MOOE
Activity 4	Establishment of Cleanliness, Ground and Building Improvement Plan		June	10,000.00	MOOE
Activity 5	Putting up Pathways		June	500,000.00	MOOE
Activity 6	Repair & Other Structure			200,000.00	
Activity 7	Maintenance of air conditioning units.				
Activity 8	Provision of Fuel			400,000.00	MOOE
Activity 9	Repair/Maintenance of Official Vehicles			250,000.00	MOOE
Activity 10	Creation and printing of OSDS Operations Manual.				
Activity 11	Insurance of official vehicle			20,000.00	MOOE
Activity 12	System Launching and Orientation of School Focal Persons	ICTU-ITO	May	37,200.00	SEF
Activity 13	Cloud Storage Upgrade		May	120,000.00	SEF

DIVISION EDUCATION DEVELOPMENT COMMUNICATION PLAN

BUILDING POLICY SUPPORT OF OTHER LINE AGENCIES						
Audience	***Desired Behavior/Outcome***	***Key Messages***	***Senders***	***Channels***	***Resources***	***Date***
Non-Government Organizations (NGO) and Civil Society Organizations (CSO)	Formalize partnerships (MOA/MOU) for program monitoring and resource support.	Strengthened and sustainable partnership	Schools Division Superintendent (SDS) SGOD	-Stakeholders' Convergences -Coordination Meetings	Partnership Manuals DEDP Fact Sheets Partnership Systems	Year - round

Higher Education Institutions (HEIs) and State Universities and Colleges (SUCs)	Provide technical assistance in research and teacher professional development.	Research – based innovations and initiatives	Regional Office SDS SGOD CID	-Colloquiums -Joint Research Councils -Learning & Development Programs	Research Briefs Policy Frameworks LDNA	Every July of each year
Private Establishments	Align Corporate Social Responsibility (CSR) and Adopt-a-School Program (ASP) with DEDP priorities.	Sustained and responsive partnership	SDO SGOD-SMN School Heads Partnership Focal Person	-Business Roundtables; Industry Fora	ASP Guidelines; Investment Menus	4th quarter of the year
Local Government Unit (LGU)	Increase Special Education Fund (SEF) allocation and support for school infrastructure.	Collaboration and SIP – based planning and allocation of resources	SDS; Local School Board Members	-Local School Board Meetings; Budget Hearings	LGU-DepEd Manuals; Project Proposals	Monthly
Parent-Teacher Association (PTA) and School Governing Councils (SGC)	Active participation in school governance and shared responsibility for student outcomes.	Increased engagement schools' programs, projects and activities	School Heads; PTA Presidents	-General Assemblies; SGC Meetings	SGC Handbooks; Progress Reports	Quarterly
Education Program Supervisors (EPS)	Effective monitoring and evaluation of DEDP implementation at the ground level.	Efficiency and evidence – based progress tracking and plan adjustment	SDO Chiefs; M&E Units	Technical Working Group (TWG) Meetings	M&E Tools; PPSS Standards	Year - round

ANNEX 3: MONITORING AND EVALUATION PLAN

Indicators	Description of indicators	Data collection method/ Data source	Responsible Office in data collection	Schedule/Frequency of data collection	User(s) and use(s) of data collected	Data analysis to be used	Responsible office for data analysis	Frequency of data analysis	Audience of M&E results	Communication strategies to be employed/ used	Reporting schedule/ frequency
OUTCOME 1: **HIGH PERFORMING TEACHERS**											
OUTPUT 1: **Capacitated all school personnel**											
Objective Statements: **1. To ensure that 100% of teachers are capacitated and capability – building interventions are in place.** **2. To ensure that capacity-building activities are based on development needs of teachers.**											
Activity 1											
Percentage of public-school teachers who completed training on content and pedagogy (CI – QuaCI, UpTEACop, MAPPING, PAKNERS, GRADES	Refers to the proportion of public-school teachers who have successfully completed professional development programs focused on both subject matter (content) and teaching strategies (pedagogy).	LDNA / IS/ FGD/Assessment Results / PIR	HRDS/ CID/ FDs/ M&E/ Program Holders/School	LDNA - Once a year Assessment - Quarterly / Yearly IS - Monthly PIR - Quarterly FGD - After every conduct / As needed	HRDS - L&D Planning / Implementation CID - Mentoring & Coaching / Intervention FDs - Mentoring & Coaching / Intervention M&E - PIR/ Policy Recommendation	LDNA - Descriptive statistics (frequency, percentage, ranking) IS - Gap analysis, trend analysis FGD - Thematic Analysis Assessment - Comparative analysis/Mean PIR - Performance analysis. Gap Analysis	HRDS/ CID/ FDs/ M&E/ Program Holders	LDNA - Once a year Assessment - Quarterly / Yearly IS - Monthly PIR - Quarterly	Top Management, Chiefs, EPS, Section Heads, Program Holders, Internal and External Stakeholders	Meetings/ Field Visits/ TA/ Coaching Sessions/ Online Platforms, Program Implementation Review (PIR) Presentations, Infographics, LAC Sessions/ CapB	LDNA - Once a year Assessment - Quarterly / Yearly IS - Monthly PIR - Quarterly
Activity 2											
Number of public-school teachers who completed the Certificate Programs (CI – QuaCI, UpTEACop, MAPPING, PAKNERS, GRADES)	Refers to the total number of public-school teachers who have successfully completed certificate programs	LDNA / IS/ FGD/Assessment Results / PIR	HRDS/ CID/ FDs/ M&E/ Program Holders	LDNA - Once a year Assessment - Quarterly / Yearly IS - Monthly PIR - Quarterly FGD - After every conduct / As needed	HRDS - L&D Planning / Implementation CID - Mentoring & Coaching / Intervention FDs - Mentoring & Coaching / Intervention M&E - PIR/ Policy Recommendation	LDNA-Descriptive statistics (frequency, percentage, ranking) IS - Gap analysis, trend analysis FGD - Thematic Analysis Assessment - Comparative analysis/ Mean PIR - Performance	HRDS/ CID/ FDs/ M&E/ Program Holders	LDNA - Once a year Assessment - Quarterly / Yearly IS - Monthly PIR - Quarterly	Top Management, Chiefs, EPS, Section Heads, Program Holders, Internal and External Stakeholders	Meetings/ Field Visits/ TA/ Coaching Sessions/ Online Platforms, Program Implementation Review (PIR) Presentations, Infographics, LAC Sessions/ CapB	LDNA - Once a year Assessment - Quarterly / Yearly IS - Monthly PIR - Quarterly

						analysis. Gap Analysis					
Activity 3											
Number of public-school teachers who completed the Scholarship Programs (CI – QuaCI, UpT EACop, MAPPING, PAKNERS, GRADES)	Refers to the total number of public-school teachers who have successfully completed scholarship programs	Teacher's Profile / SF 7 / Summary of Developmental Needs/Inventory of Teachers Completed Scholarship Programs/EMS-L&D Tracking	PRS/ HRDS/CID/HR	Annually	PRS/ HRDS/HR/CID	Gap Analysis/Comparative Analysis	PRS/ HRDS/HR/CID	Quarterly – Monitor teachers' progress in completing certificate programs Annually – Assess overall implementation and target accomplishments As needed – Support program reviews, planning, and decision-making	Top Management, Chiefs, EPS, Section Heads, Program Holders, Internal and External Stakeholders	MANCOM, Memo, PIR	Quarterly, Annually, As needed
Activity 4											
Percentage of learners with complete set of textbooks (SQUAD) in Elementary	Measures the proportion of elementary learners who have been provided with a complete set of required textbooks SQUAD	Inventory/ Distribution List/Accomplishment Report	LRMDS / Supply	Quarterly/ Annually/As Needed	LRMDS / Supply / Property Custodian / EPS/ PRS/M&E	Gap Analysis / Descriptive Analysis / Disaggregated Analysis / Percentage Analysis	LRMDS / Supply / Property Custodian / EPS/ PRS/M&E	Quarterly/ Annually/As Needed	Top Management, Chiefs, EPS, Program Holders, Internal and External Stakeholders	Memos, reports, meetings, digital platforms	Quarterly, Annually, As needed
Activity 5											
Percentage of learners with complete set of textbooks (SQUAD) in Junior High School	Measures the proportion of Junior High School learners who have been provided with a complete set of required textbooks SQUAD	Inventory/ Distribution List/Accomplishment Report	LRMDS / Supply	Quarterly/ Annually/As Needed	LRMDS / Supply / Property Custodian / EPS/ PRS/M&E	Gap Analysis / Descriptive Analysis / Disaggregated Analysis / Percentage Analysis	LRMDS / Supply / Property Custodian / EPS/ PRS/M&E	Quarterly/ Annually/As Needed	Top Management, Chiefs, EPS, Program Holders, Internal and External Stakeholders	Memos, reports, meetings, digital platforms	Quarterly, Annually, As needed

					Activity 6						
Percentage of learners with complete set of textbooks (SQUAD) in Senior High School	Measures the proportion of Senior High School learners provided with a complete set of textbooks (SQUAD)	Inventory/ Distribution List/Accomplishment Report	LRMDS / Supply	Quarterly/ Annualy/As Needed	LRMDS / Supply / Property Custodian / EPS/ PRS/M&E	Gap Analysis / Descriptive Analysis / Disaggrated Analysis / Percentage Analysis	LRMDS / Supply / Property Custodian / EPS/ PRS/M&E	Quarterly/ Annually/As Needed	Top Management, Chiefs, EPS, Program Holders, Internal and External Stakeholders	Memos, reports, meetings, digital platforms	Quarterly, Annually, As needed
					Activity 7						
Percentage of public-school teachers provided with laptop (KABA LIKAT, SCOPE)	Measures the proportion of public-school teachers who have been issued functional laptops work.	Inventory Reports / Distribution Reports/ Acknowledgement Report	ICTU, Supply	Quarterly/ Annualy/As Needed	ICTU, Supply, Property Custodian/PRS / M&E / Budget	Gap Analysis / Descriptive Analysis / Disaggrated Analysis / Percentage Analysis	ICTU, Supply, Property Custodian/PRS / M&E / Budget /EPS	Quarterly/ Annually/As Needed	Top Management, Chiefs, EPS, Program Holders, Internal and External Stakeholders	Memos, reports, meetings, use of digital platforms	Quarterly, Annually, As needed
					Activity 8						
Percentage of public schools meeting the minimum standard for teacher to student ratio (GRADES)	Measures the proportion of schools compliant with teacher–student ratio GRADES	eBEIS, LIS, SF 7, PSIPOP, EMS - Teachers' Data/Profile / Deployment Report	PRS/ ICTU/HR	Quarterly/ Annualy/As Needed	PRS/ ICTU/HR/Program Holders/ Section Heads/Top Management	Percentage computation/ ratio analysis,/Disaggregated Analysist, and gap analysis	PRS/ ICTU/HR/Program Holders/ Section Heads/Top Management	Quarterly/ Annually/As Needed	Top Management, Chiefs, EPS, Program Holders, Internal and External Stakeholders	Memos, reports, meetings, use of digital platforms / MANCOM	Quarterly, Annually, As needed
					Activity 9						
Percentage of public schools with at least one Administrative Officer (SCOPE, TEEAMS)	Measures the proportion of public schools with designated Administrative Officer (AO) for financial, personnel, records, & general administrative functions.	PSIPOP / Personnel Records / Deployment Reports	HR. Admin, Records, ICTU, Budget & Finance	Monthly, Quarterly, Annually, As Needed	All Functional Divisions/ Sections / Units	Gap Analysis / Descriptive Analysis / Disaggregated Analysis	HR. Admin, Records, ICTU, Budget & Finance	Monthly, Quarterly, Annually, As Needed	Top Management, Chiefs, EPS, Program Holders, Internal and External Stakeholders	Memos, reports, meetings, use of digital platforms / MANCOM	Quarterly, Annually, As needed

OUTCOME 2: **Learners' Physical and Mental Well-Being Protected**

Objective Statement:

1. To implement programs, projects and activities that promote the physical and mental well – being of learners in a conducive learning environment.
2. To ensure that programs, projects, activities and initiatives are properly, efficiently and effectively implemented in partnership with relevant stakeholders.
3. To continuously provide technical assistance to ensure compliance to standards and guidelines through adherence to standards and guidelines.

					Activity 1						
Percentage of school-age children in school - Net Enrollment Rate	Measures the proportion of children of school-age who are enrolled in the appropriate level of education	LIS, eBEIS, SF1, SF5, SF6	PRS	Annually	PRS, CID, Section Heads, Program Holders, Top Management, External Stakeholders	Percentage computation, enrolmewnt analysis, disaggregation by level/sex/school, and trend analysis	PRS	Annually	Top Management, Chiefs, EPS, Program Holders, Internal and External Stakeholders	Memos, reports, meetings, use of digital platforms / MANCOM/LSB/Stakeholders Forum	Annually
					Activity 2						
Percentage of school-age children in school - Net Enrollment Rate in Kinder	This indicator measures the proportion of children of school-age who are enrolled in kindergarten	LIS, eBEIS, SF1, SF5, SF6	PRS	Annually	PRS, CID, Section Heads, Program Holders, Top Management, External Stakeholders	Percentage computation, enrolmewnt analysis, disaggregation by level/sex/school, and trend analysis	PRS	Annually	Top Management, Chiefs, EPS, Program Holders, Internal and External Stakeholders	Memos, reports, meetings, use of digital platforms / MANCOM/LSB/Stakeholders Forum	Annually
					Activity 3						
Percentage of school-age children in school - Net Enrollment Rate-Elementary	This indicator measures the proportion of children of school-age who are enrolled in the elementary	LIS, eBEIS, SF1, SF5, SF6	PRS	Annually	PRS, CID, Section Heads, Program Holders, Top Management, External Stakeholders	Percentage computation, enrolmewnt analysis, disaggregation by level/sex/school, and trend analysis	PRS	Annually	Top Management, Chiefs, EPS, Program Holders, Internal and External Stakeholders	Memos, reports, meetings, use of digital platforms / MANCOM/LSB/Stakeholders Forum	Annually
					Activity 4						
Percentage of school-age children in school - Net Enrollment Rate-Junior High School	This indicator measures the proportion of children of school-age who are enrolled in the JHS	LIS, eBEIS, SF1, SF5, SF6	PRS	Annually	PRS, CID, Section Heads, Program Holders, Top Management, External Stakeholders	Percentage computation, enrolmewnt analysis, disaggregation by level/sex/school, and trend analysis	PRS	Annually	Top Management, Chiefs, EPS, Program Holders, Internal and External Stakeholders	Memos, reports, meetings, use of digital platforms / MANCOM/LSB/Stakeholders Forum	Annually

Activity 5											
Percentage of school-age children in school - Net Enrollment Rate -Senior High School	This indicator measures the proportion of children of school-age who are enrolled in the SHS	LIS, eBEIS, SF1, SF5, SF6	PRS	Annually	PRS, CID, Section Heads, Program Holders, Top Management, External Stakeholders	Percentage computation, enrolmewnt analysis, disaggregation by level/sex/school, and trend analysis	PRS	Annually	Top Management, Chiefs, EPS, Program Holders, Internal & External Stakeholders	Memos, reports, meetings, use of digital platforms / MANCOM/LSB/Stakeholders Forum	Annually
Activity 6											
Percentage of learners who completed Elementary	This indicator measures the percentage of learners who have completed the elementary	LIS, SF1,SF5,SF6	PRS	Annually	PRS, CID, Section Heads, Program Holders, Top Management, External Stakeholders	Percentage computation, enrolmewnt analysis, disaggregation by level/sex/school, and trend analysis	PRS	Annually	Top Management, Chiefs, EPS, Program Holders, Internal and External Stakeholders	Memos, reports, meetings, use of digital platforms / MANCOM/LSB/Stakeholders Forum/Annual/Accomplishment Report/PIR	Yearly
Activity 7											
Percentage of learners who completed Junior High School	This indicator measures the percentage of learners who have completed the JHS	LIS, SF1,SF5,SF6	PRS	Annually	PRS, CID, Section Heads, Program Holders, Top Management, External Stakeholders	Percentage computation, enrolmewnt analysis, disaggregation by level/sex/school, and trend analysis	PRS	Annually	Top Management, Chiefs, EPS, Program Holders, Internal and External Stakeholders	Memos, reports, meetings, use of digital platforms / MANCOM/LSB/Stakeholders Forum/Annual/Accomplishment Report/PIR	Yearly
Activity 8											
Percentage of learners who completed Senior High School	This indicator measures the percentage of learners who have completed the SHS	LIS, SF1,SF5,SF6	PRS	Annually	PRS, CID, Section Heads, Program Holders, Top Management, External Stakeholders	Percentage computation, enrolmewnt analysis, disaggregation by level/sex/school, and trend analysis	PRS	Annually	Top Management, Chiefs, EPS, Program Holders, Internal and External Stakeholders	Memos, reports, meetings, use of digital platforms / MANCOM/LSB/Stakeholders Forum/Annual/Accomplishment Report/PIR	Yearly
Activity 9											
Percentage of severely wasted & wasted learners in elementary	This indicator measures the proportion of identified severely wasted learners in public elementary	SBFP Reports, BMI, Monitoring Report, Feedback	H&N Section / SBFP Focal Person	Monthly, Quarterly, Annually	PRS, CID, Program Holders, M&E, SocMob, Stakeholders	Percentage computation, descriptive statistics, disaggregation by	H&N Section / SBFP Focal Person	Monthly, Quarterly, Annually	Top Management, Chiefs, EPS, Program Holders, Internal and	Dissemination through reports/memos, presentation in meetings, use of digital platforms,	Monthly, Quarterly, Annually

schools with meals through School-based Feeding Program	schools who are receiving meals through the SBFP.					school, and gap analysis.			External Stakeholders	and coordination with schools and stakeholders.	
Activity 10											
Percentage of resolved bullying incidents	Measures the proportion of reported bullying incidents that have been successfully addressed and resolved	Review of incident reports, Child Protection Committee Reports, and case monitoring logs, Bullying reports	Legal / YFD	Monthly, Quarterly, Annually	Legal/YFD/Program Holders/Chiefs, Top Management, External stakeholders	case tracking analysis, disaggregation by school/type of incident, and trend analysis.	Legal/YFD	Monthly, Quarterly, Annually	Top Management, Chiefs, EPS, Program Holders	Mancom, PIR, Meetings	Monthly, Quarterly, Annually
Activity 11											
Percentage of public schools with a functional child protection committee	This indicator measures the proportion of public schools with a functional Child Protection Committee (CPC)	CPC reports, school records, and monitoring report	Legal / YFD	Monthly, Quarterly, Annually	Legal/YFD/Program Holders/Chiefs, Top Management /External Stakeholders	case tracking analysis, disaggregation by school/type of incident, and trend analysis.	Legal/YFD	Monthly, Quarterly, Annually	Top Management, Chiefs, EPS, Program Holders	Mancom, PIR, Meetings	Monthly, Quarterly, Annually
Activity 12											
Percentage of public schools with a functional school governing council	This indicator measures the proportion of public schools with a functional School Governing Council (SGC)	SGC Report, School Report, Functionality Report, Monitoring Report	M&E / Focal Person	Monthly, Quarterly, Annually	M&E, SocMob, Program Holders, External Stakeholders	Compliance analysis, disaggregation by school, and gap analysis.	M&E / Focal Person	Monthly, Quarterly, Annually	Top Management, Chiefs, EPS, Program Holders, Internal and External Stakeholders	Mancom, PIR, Meetings/FGDs, Stakeholders convergence	Monthly, Quarterly, Annually
Activity 13											
Percentage of public schools with a guidance advocate	This indicator measures the proportion of public schools that have a designated guidance advocate	Inventory of Guidance Programs and Guidance Advocates, Reports	CID - Program Holder/ YFD / HR	Monthly, Quarterly, Annually	YFD, Program Holders, M&E, HR	Gap Analysis, descriptive analysis	CID - Focal Person / YFD/ HR	Monthly, Quarterly, Annually	Top Management, Chiefs, EPS, Program Holders	Mancom, PIR, Meetings	Monthly, Quarterly, Annually

Activity 14												
Percentage of schools with a guidance office	This indicator measures the proportion of schools that have a functional & designated guidance office	NSBI, Monitoring Report	PRS, EFS, Supply	Annually	PRS, EFS, Top Management	compliance analysis, gap analysis	PRS, EFS, Supply	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings	Annually
Activity 15												
Percentage of schools with a health clinic	This indicator measures the proportion of schools that have a functional and health clinic	NSBI, Monitoring Report	PRS, EFS, Supply	Annually	PRS, EFS, Top Management/Soc Mob	compliance analysis, gap analysis	PRS, EFS, Supply	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings	Annually
Activity 16												
Percentage of public schools with ideal classroom to student ratio	This indicator measures the proportion of public schools that meet the prescribed or standard classroom-to-student ratio	NSBI, Monitoring Report	PRS, EFS, Supply	Annually	PRS, EFS, Top Management, SocMob	compliance analysis, gap analysis	PRS, EFS, Supply	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings	Annually
Activity 17												
Percentage of public schools with electricity	This indicator measures the proportion of public schools that have access to electricity	NSBI, Monitoring Report	PRS, EFS	Annually	PRS, EFS, Top Management, Soc Mob	compliance analysis, gap analysis	PRS, EFS, Supply	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings	Annually
Activity 18												
Percentage of public schools with libraries	This indicator measures the proportion of public schools that have a functional library	NSBI, Monitoring Report	PRS, EFS	Annually	PRS, EFS, Top Management, Soc Mob	compliance analysis, gap analysis	PRS, EFS, Supply	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings	Annually

Activity 19											
Percentage of public schools with faculty rooms	This indicator measures the proportion of public schools that have a designated & functional faculty room	NSBI, Monitoring Report	PRS, EFS	Annually	PRS, EFS, Top Management, Soc Mob	compliance analysis, gap analysis	PRS, EFS, Supply	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings	Annually
OUTCOME 3: **Efficient and Supportive Governance Structure**											
Objective Statement: **1. To enhance the centralized information system for personnel actions, recruitment processes, and records management.** **2. To intensify the monitoring and evaluation processes through established system to ensure timely and efficient utilization of funds**											
Activity 1											
Percentage of Schools Division Offices conferred with level 3 PRIME- HRM accreditation	This indicator measures the proportion of Schools Division Offices that have successfully achieved Level 3 accreditation under the PRIME-HRM	Review of PRIME-HRM accreditation results, HRMO records, and official certification documents, assessment, PRIME-HRM existing processes	HR/ Admin/ HRDS/M&E/ICTU/CID/ Budget & Finance	Semi-Annual	FDs, Top Management, External Stakeholders	Compliance analysis, and comparative analysis against targets	HR/ Admin/ HRDS/M&E/ICTU/CID/ Budget & Finance	Semi-Annual	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Semi-Annual
Activity 2											
Number of public schools provided with school grants (innovation funds for schools)	This indicator measures the total number of public schools that have received school grants or innovation funds	Review of fund allocation records, grant disbursement reports, and financial documents, list of recipients	PRS, Budget and Finance	Annually	PRS, Budget & Finance, External Stakeholders	Descriptive analysis, utilization tracking	PRS, Budget and Finance	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Annually
Activity 3											
Percentage of public schools provided with research funds	This indicator measures the proportion of public schools that have received research funds	Review of research fund allocation records, disbursement reports, &	PRS, Budget and Finance	Monthly, Quarterly, Annually	PRS, Budget and Finance, External Stakeholders	Descriptive analysis, utilization tracking.	PRS, Budget and Finance	Monthly, Quarterly, Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Monthly, Quarterly, Annually

		school research proposals/ reports/completion report									
OUTCOME 4: **Improved Education Quality through Upgraded Curriculum, Modernized Assessment, and Digitally Enabled Schools**											
Objective Statement: **1. To continuously provide capacity enhancement initiatives geared towards the improvement of the quality of teachers.** **2. To ensure continuous improvement of curriculum implementation through contextualized unified assessments and instructional supervision.** **3. To foster a culture of reading across all grade levels and engaging parents and communities."**											
Activity 1											
Percentage of learners achieving at least “Proficient" in the National Achievement Test (NAT) in Grade 3- English increased	This indicator measures the proportion of Grade 3 learners who scored at least at the “Proficient” level in English domain of the National Achievement Test (NAT)	NAT-ELLNA Results	Testing Coordinator / Focal Person for Assessment	Annually	CID - Education Program Supervisor / PRS/ M&E/Top Management	Descriptive analysis, comparative analysis, trend analysis, correlation analysis	Testing Coordinator / Focal Person for Assessment	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Annually
Activity 2											
Percentage of learners achieving at least “Proficient" in the National Achievement Test (NAT) in Grade 6 - English increased	This indicator measures the proportion of Grade 6 learners who scored at least at the “Proficient” level in English domain of the National Achievement Test (NAT)	NAT Results	Testing Coordinator / Focal Person for Assessment	Annually	CID - Education Program Supervisor / PRS/ M&E/Top Management	Descriptive analysis, comparative analysis, trend analysis, correlation analysis	Testing Coordinator / Focal Person for Assessment	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Annually
Activity 3											
Percentage of learners achieving at least “Proficient" in the	This indicator measures the proportion of Grade 10 learners who scored at least at the “Proficient”	NAT Results	Testing Coordinator / Focal Person for Assessment	Annually	CID - Education Program Supervisor / PRS/ M&E/Top Management	Descriptive analysis, comparative analysis, trend	Testing Coordinator / Focal Person for Assessment	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Annually

National Achievement Test (NAT) in Grade 10 - English increased	level in English domain of the National Achievement Test (NAT)					analysis, correlation analysis					
Activity 4											
Percentage of learners achieving at least “Proficient" in the National Achievement Test (NAT) in Grade 12 - English increased	This indicator measures the proportion of Grade 12 learners who scored at least at the “Proficient” level in English domain of the National Achievement Test (NAT)	NAT Results	Testing Coordinator / Focal Person for Assessment	Annually	CID - Education Program Supervisor / PRS/ M&E/Top Management	Descriptive analysis, comparative analysis, trend analysis, correlation analysis	Testing Coordinator / Focal Person for Assessment	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Annually
Activity 5											
Percentage of learners achieving at least "Proficient" in the National Achievement Test (NAT)in Grade 3 - Mathematics increased	This indicator measures the proportion of Grade 3 learners who scored at least at the “Proficient” level in Mathematics domain of the National Achievement Test (NAT)	NAT Results	Testing Coordinator / Focal Person for Assessment	Annually	CID - Education Program Supervisor / PRS/ M&E/Top Management	Descriptive analysis, comparative analysis, trend analysis, correlation analysis	Testing Coordinator / Focal Person for Assessment	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Annually
Activity 6											
Percentage of learners achieving at least "Proficient" in the National Achievement Test (NAT) in Grade 6 -	This indicator measures the proportion of Grade 6 learners who scored at least at the “Proficient” level in Mathematics domain of the National	NAT Results	Testing Coordinator / Focal Person for Assessment	Annually	CID - Education Program Supervisor / PRS/ M&E/Top Management	Descriptive analysis, comparative analysis, trend analysis, correlation analysis	Testing Coordinator / Focal Person for Assessment	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Annually

Mathematics increased	Achievement Test (NAT)										
Activity 7											
Percentage of learners achieving at least "Proficient" in the National Achievement Test (NAT) in Grade 10- Mathematics increased	This indicator measures the proportion of Grade 10 learners who scored at least at the "Proficient" level in Math domain of the National Achievement Test (NAT)	NAT Results	Testing Coordinator / Focal Person for Assessment	Annually	CID - Education Program Supervisor / PRS/ M&E/Top Management	Descriptive analysis, comparative analysis, trend analysis, correlation analysis	Testing Coordinator / Focal Person for Assessment	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Annually
Activity 8											
Percentage of learners achieving at least "Proficient" in the National Achievement Test (NAT) in Grade 12 - Mathematics increased	This indicator measures the proportion of Grade 12 learners who scored at least at the "Proficient" level in Math domain of the National Achievement Test (NAT)	NAT Results	Testing Coordinator / Focal Person for Assessment	Annually	CID - Education Program Supervisor / PRS/ M&E/Top Management	Descriptive analysis, comparative analysis, trend analysis, correlation analysis	Testing Coordinator / Focal Person for Assessment	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Annually
Activity 9											
Ranking in PISA improved in Reading	This indicator measures the change in a country's ranking in Reading in the PISA	PISA Results	Testing Coordinator / Focal Person for Assessment /PISA Focal Person	Annually	CID - Education Program Supervisor / PRS/ M&E/Top Management	Descriptive analysis, comparative analysis, trend analysis, correlation analysis	Testing Coordinator / Focal Person for Assessment /PISA Focal Person	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Annually
Activity 10											
Ranking in PISA improved in Mathematics	This indicator measures the change in a country's ranking in	PISA Results	Testing Coordinator / Focal Person for Assessment	Annually	CID - Education Program Supervisor / PRS/	Descriptive analysis, comparative analysis, trend	Testing Coordinator / Focal Person for Assessment	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Annually

	Mathematics in the PISA		/PISA Focal Person		M&E/Top Management	analysis, correlation analysis	/PISA Focal Person				
Activity 11											
Ranking in PISA improved in Science	This indicator measures the change in a country's ranking in Science in the PISA	PISA Results	Testing Coordinator / Focal Person for Assessment /PISA Focal Person	Annually	CID - Education Program Supervisor / PRS/ M&E/Top Management	Descriptive analysis, comparative analysis, trend analysis, correlation analysis	Testing Coordinator / Focal Person for Assessment /PISA Focal Person	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Annually
OUTCOME 5: **Empowered Graduates fit for Employment, Entrepreneurship or Higher Education**											
Objective Statement: **1. To increase the enrollment and completion rate of children in inclusive education.** **2. To enhance the pedagogical skills of ALS teachers in teaching ALS competencies.**											
Activity 1											
Percentage of passers in the National Certification (NC) assessments	This indicator measures the proportion of individuals who successfully pass the National Certification (NC) assessments	Results of NC Assessments / School Profiling of Passers	TLE Coordinator/ SHS Focal Person	Annually	Program Holders, M&E, PRS	Descriptive analysis, comparative analysis, trend analysis	TLE Coordinator/ SHS Focal Person	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings	Annually
Activity 2											
Percentage of passers in the Alternative Learning System Accreditation & Equivalency Test	This indicator measures the proportion of learners who successfully pass the ALS Accreditation and Equivalency (A&E) Test	Results of Alternative Learning System Accreditation and Equivalency Test / List of Passers	ALS Coordinator/ Testing Coordinator	Annually	Program Holders, M&E, PRS	Descriptive analysis, comparative analysis, trend analysis	ALS Coordinator/ Testing Coordinator	Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings	Annually
Activity 3											
Percentage of Schools that are	This indicator measures the proportion of	Inventory of IUs schools	Budget & Finance	Annually	Budget & Finance, PRS, M&E	Compliance analysis, descriptive analysis, utilization	Budget & Finance	Annually	Top Management,	Mancom, PIR, Meetings, FGDs	Annually

Implementing Units	schools that are Implementing Units					analysis, gap analysis			Chiefs, Program Holders		
					Activity 4						
Percentage share of SEF in the overall school budget	This indicator measures the proportion of the Special Education Fund relative to the total annual budget of a school	SEF Investment plan, Proposals, Approved Budget, Utilization Rate, Accomplishment Report	SocMob/ Finance & Budget	Monthly, Quarterly, Annually	Budget & Finance, PRS, M&E, Soc Mob, Top Management	Compliance analysis, descriptive analysis, utlization analysis	SocMob/ Finance & Budget	Monthly, Quarterly, Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Monthly, Quarterly, Annually
					Activity 5						
Number of classrooms built through PPP	This indicator measures the total number of classrooms constructed through Public-Private Partnership (PPP) arrangements	NSBI/ Inventory of Constructed classrooms, MOA	EFS / SocMob	Quarterly/ Annually	Budget & Finance, PRS, M&E, Soc Mob, Top Management	Descriptive analysis, gap analysis	EFS / SocMob	Quarterly/ Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings, FGDs	Quarterly/ Annually
					Activity 6						
Percentage of schools with solar panels (off-grid schools without electricity) in elementary	This indicator measures the proportion of elementary schools located in off-grid areas without access to the main electrical grid—that have functional solar panels installed to provide electricity for teaching, learning, and administrative purposes.	NSBI, Allocation List, Accomplishment Report	EFS	Quarterly/ Annually	Budget & Finance, PRS, M&E, Soc Mob, Top Management	Descriptive analysis, gap analysis	EFS	Quarterly/ Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings	Quarterly/ Annually

Activity 7										
Percentage of schools with solar panels (off-grid schools without electricity) in Junior High School	This indicator measures the proportion of junior high schools in off-grid areas schools without access to the main electrical grid that have functional solar panels installed to provide electricity for classrooms, administrative functions, & teaching-learning activities.	NSBI, Allocation List, Accomplishment Report	EFS	Quarterly/ Annually	Budget & Finance, PRS, M&E, Soc Mob, Top Management	EFS	Quarterly/ Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings	Quarterly/ Annually
Activity 8										
Percentage of schools with solar panels (off-grid schools without electricity) in Senior High School	This indicator measures the proportion of senior high schools in off-grid areas schools without access to the main electrical grid that have functional solar panels installed to provide electricity for classrooms, administrative functions, & teaching-learning activities.	NSBI, Allocation List, Accomplishment Report	EFS	Quarterly/ Annually	Budget & Finance, PRS, M&E, Soc Mob, Top Management	EFS	Quarterly/ Annually	Top Management, Chiefs, Program Holders	Mancom, PIR, Meetings	Quarterly/ Annually

ANNEX 4. ADVANCING DIGITALIZATION

The School Centralized Operations and Programs for Education (SCOPE) is an integrated, web-based information system designed to streamline school operations, academic processes, program management, and stakeholder engagement across the Division. SCOPE addresses inefficiencies caused by fragmented manual processes, inconsistent data management, and delayed reporting, providing a secure, centralized, and real-time platform for all users.

The system supports a wide range of functionalities, including school management, academic management, curriculum mapping, grades and assessments, student records, school programs, finance, inventory, library, community engagement, DepEd forms automation, and SF reports generation. By integrating these modules, SCOPE eliminates redundant systems, ensures data accuracy, and enables evidence-based decision-making.

Target users include Division personnel, school heads, teachers, students, parents/guardians, and community stakeholders such as LGU, PTAs, SGC members, alumni, and donors. Each user group is provided with role-based access, ensuring appropriate visibility and participation while maintaining data privacy and compliance with the Data Privacy Act of 2012 (RA 10173).

SCOPE will be implemented through a phased, module-based launch, allowing each functional area — such as Reading Assessments (Phil-IRI, CRLA, ARMA), Academic Programs, Finance, and Stakeholder Portals — to undergo orientation, pilot testing, and full deployment. This approach ensures smooth adoption, minimal disruption, and sustained system usage.

The system directly aligns with DepEd policies and initiatives, including the Quality Basic Education Development Plan (QBEDP) 2030, the DepEd ICT Strategic Plan, and national digital governance frameworks such as RA 11032 (Ease of Doing Business Act) and the E-Government Master Plan. It supports inclusive education programs (SPED, IPEd, DORP), literacy assessments, and community engagement, ensuring transparency, accountability, and evidence-based management.

The estimated budget focuses on training, technical support, server hosting, and materials, with provisions for contingency to ensure sustainability. Monitoring and evaluation will track system usage, data accuracy, stakeholder satisfaction, and compliance, while a robust risk management strategy addresses technical, operational, and data security risks. Sustainability plans are in place to ensure continuity and long-term effectiveness.

In summary, SCOPE represents a strategic, policy-aligned, and sustainable solution to modernize school operations, empower educators, engage stakeholders, and enhance the overall efficiency, transparency, and quality of education within the Division.

SCOPE is an integrated, web-based information system designed to consolidate and streamline school operations, academic processes, and program management into a single unified platform. It is structured into major functional modules to ensure comprehensive coverage of school and division-level requirements:

- School Management – Student Profile, Enrollment, Graduates
- Academic Management – Programs, Sections, Subjects

- Curriculum & Subjects – Subject Teachers, Curriculum Mapping
- Grades & Assessment – Grades, Tests, Diagnostic Results
- Student Records – Achievements, Behavioral & Health Records
- School Programs – Feeding, Calendars, Child Protection
- School Finance – Canteen, SEF, MOOE, PTA Collection
- Academic Programs – SPED, IPEd, Special Programs, DORP
- Inventory Management – Items, Issuances, Disposals
- Supply & Requisitions – Stock Monitoring, Requisitions
- Library Management – Book Catalogs, Borrowings
- Community & Stakeholders – Stakeholder Registry, Brigada Eskwela, Alumni Tracking, Donations, SGC, PTC, Scholarships, DRRM
- DepEd Forms Automation – SF3, SF4, SF6, SF10, Form 138, ECR
- SF Reports – Master List, SF1, SF2, SF5, Graduation List, Honors & Awards, Curriculum Reports

To ensure long-term effectiveness, SCOPE will adopt a **sustainability framework**:

1. **Technical Sustainability**
    - Regular **system maintenance**, updates, and bug fixes
    - Centralized **backup and disaster recovery plan**
2. **Human Resource Sustainability**
    - Continuous **capacity building** and training for Division personnel, school heads, and teachers
    - Knowledge transfer to in-house IT personnel for system support
3. **Financial Sustainability**
    - Budget allocation for ongoing server hosting, training, and technical support
    - Contingency planning for unexpected costs
4. **Operational Sustainability**
    - Periodic review of workflows to optimize module usage
    - Integration of new DepEd programs and policies into the system
    - Encourage **parental and community engagement** through the stakeholder portal

ANNEX 5. DEDP INDICATOR MATRIX

OUTCOME 1: HIGH-PERFORMING TEACHERS

Indicator	Baseline	Basecamp 1	Basecamp 2	Basecamp 3
		2026	2027	2028
Percentage of public-school teachers who completed training on content and pedagogy (CI – QuaCI, IpTEACop, MAPPING, PAKNERS, GRADES)	100%	100%	100%	100%
Number of public-school teachers who completed the following: (CI – QuaCI, UpTEACop, MAPPING, PAKNERS, GRADES)				
a. Certificate Programs	NDA	1	1	1
b. Scholarship Programs	12	4	4	4
Percentage of learners with complete set of textbooks (SQUAD)				
a. Elementary	0%	0%	0%	0%
b. Junior High School	0%	100%	100%	100%
c. Senior High School	80%	100%	100%	100%
Percentage of public-school teachers provided with a laptop (KABALIKAT, SCOPE)	0%	100%	100%	100%
Percentage of public schools meeting the minimum standard for teacher to student ratio (GRADES)	100%	100%	100%	100%
Percentage of public schools with at least one Administrative Officer (SCOPE, TEEAMS)	100%	100%	100%	100%

OUTCOME 2: LEARNERS' PHYSICAL AND MENTAL WELL-BEING PROTECTED

Indicator	Baseline	Basecamp 1	Basecamp 2	Basecamp 3
		2026	2027	2028
Percentage of school-age children in school - Net Enrollment Rate (SGOD)				
a. Kinder	81.87%	83.40%	84.96%	86.47%
b. Elementary	87.36%	88.99%	90.66%	92.27%
c. Junior High School	100.13%	100%	100%	100%

d. Senior High School	92.31%	94.04%	95.79%	97.50%
Percentage of learners who completed Elementary / JHS / SHS - Completion Rate (SGOD, CID)				
a. Elementary	99.36%	100%	100%	100%
b. Junior High School	90.46%	92.15%	93.87%	95.63%
c. Senior High School	83.24%	84.80%	86.38%	88.00%
Percentage of severely wasted and wasted learners in public elementary schools provided with meals through School-based Feeding Program	100%	100%	100%	100%
Percentage of severely wasted and wasted learners in public elementary schools provided with meals through School-based Feeding Program	100%	100%	100%	100%
Percentage of resolved bullying incidents	100%	100%	100%	100%
Percentage of public schools with a functional child protection committee	100%	100%	100%	100%
Percentage of public schools with a functional school governance council	25%	50%	75%	100%
Percentage of public schools with a guidance advocate	100%	100%	100%	100%
Percentage of schools with a guidance office	100%	100%	100%	100%
Percentage of schools with a health clinic	75%	100%	100%	100%
Percentage of public schools with ideal classroom to student ratio	94%	98%	100%	100%
Percentage of public schools with electricity	100%	100%	100%	100%
Percentage of public schools with libraries	71%	100%	100%	100%
Percentage of public schools with faculty rooms	0	12.90%	25.60%	38.71%
Percentage of school-age children in school - Net Enrollment Rate (SGOD, CID)				
a. Kinder	78%	96%	97%	98%
b. Elementary	86%	89%	92%	97%
c. Junior High School	78%	81%	83%	84%
d. Senior High School	67%	69%	71%	71%
Percentage of learners who completed Grade 6 / Grade 10 / Grade 12 - Completion Rate (SGOD, CID)				
a. Elementary	92%	96%	98%	100%
b. Junior High School	82%	88%	94%	100%
c. Senior High School	73%	84%	92%	100%

Percentage of severely wasted and wasted learners in public elementary schools provided with meals through School-based Feeding Program	100%	100%	100%	100%
Percentage of resolved bullying incidents	62.56%	100%	100%	100%
Percentage of public schools with a functional child protection committee	63%	100%	100%	100%
Percentage of public schools with a functional school governing council	9.69%	100%	100%	100%
Percentage of public schools with a guidance advocate	51%	100%	100%	100%
Percentage of schools with a guidance office	51%	100%	100%	100%
Percentage of schools with a health clinic	22%	100%	100%	100%
Percentage of public schools with ideal classroom to student ratio	49%	63%	85%	100%
Percentage of public schools with electricity	93%	100%	100%	100%
Percentage of public schools with libraries	25%	38%	69%	100%
Percentage of public schools with faculty rooms	14%	25%	62%	100%

OUTCOME 3: EFFICIENT AND SUPPORTIVE GOVERNANCE STRUCTURE

Indicator	Baseline	Basecamp 1	Basecamp 2	Basecamp 3
		2026	2027	2028
Percentage of Schools Division Offices conferred with level 3 PRIME- HRM accreditation (OSDS, SGOD)	1	1	1	1
Number of public schools provided with school grants (innovation funds for schools) (SGOD, OSDS)	0	0	0	0
Percentage of public schools provided with research funds (SGOD, OSDS)	19.35%	32.25%	38.70%	45.16%

OUTCOME 4: IMPROVED EDUCATION QUALITY THROUGH UPGRADED CURRICULUM, MODERNIZED ASSESSMENT, AND DIGITALLY ENABLED SCHOOLS

Indicator	Baseline	Basecamp 1	Basecamp 2	Basecamp 3
		2026	2027	2028
Percentage of learners achieving at least "Proficient" in the National Achievement Test (NAT) - English increased (CID, SGOD)				

a. Grade 3	12.43%	13.05%	13.67%	14.29%
b. Grade 6	4.26%	4.47%	4.68%	8.94%
c. Grade 10	1.7%	1.78%	1.87%	1.95%
d. Grade 12	0%	0.075%	0.575%	0.65%
Percentage of learners achieving at least "Proficient" in the National Achievement Test (NAT) - Mathematics increased (CID, SGOD)				
a. Grade 3	8.44%	8.85%	9.27%	9.69%
b. Grade 6	11%	11.55	12.1	12.65%
c. Grade 10	0.35%	0.36%	0.38%	0.40%
d. Grade 12	0.19%	0.19%	0.20%	0.21%
Ranking in PISA improved (CID, SGOD)				
a. Reading	NDA			
b. Mathematics	NDA			
c. Science	NDA			

OUTCOME 5: EMPOWERED GRADUATES FIT FOR EMPLOYMENT, ENTREPRENEURSHIP OR HIGHER EDUCATION

Indicator	Baseline	Basecamp 1	Basecamp 2	Basecamp 3
		2026	2027	2028
Percentage of passers in the National Certification (NC) assessments (CID, SGOD)	91.77%	93.61%	95.48%	97.39
Percentage of passers in the Alternative Learning System Accreditation and Equivalency Test (CID, SGOD)	49.37%	50.35%	51.36%	52.39%

ANNEX 6. WORK AND FINANCIAL PLAN