



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OFFICE OF BATAAN

August 16, 2021

DIVISION MEMORANDUM
NO. 355, S.2021

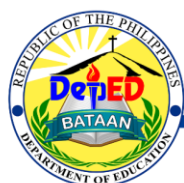
**CRAFTING OF BASIC EDUCATION- LEARNING CONTINUITY
OPERATIONAL PLAN (BE-LCOP) FOR SDO-ANNEXES AND SCHOOLS
FOR SCHOOL YEAR 2021-2022**

To: Assistant Schools Division Superintendent
Chiefs of Division, CID and SGOD
Education Program Supervisors
Public Schools District Supervisor
Public School Heads (K to 12)
All Others Concerned

1. In adherence to Regional Memorandum 265, s. 2021 otherwise known as "Preparation for the Adjustment of the Basic Education-Learning Continuity Operational Plan (BE-LCOP) for School Year 2020-2021," this Office requires all Public Schools District Supervisors and Public-School Heads (Elementary, Junior High School, Integrated Schools, and Senior High Schools) to prepare an adjusted District/School -Learning Continuity Operational Plan (S-LCOP) on or before September 3, 2021.
2. This aims to review, evaluate, and adjust the Learning Continuity Plan crafted last school year and align to the Four (4) Pillars of Sulong Edukalidad that serves as framework in crafting a blueprint for the operation of the school. Further, this will serve as basis to forge stronger linkages with the Local Executives and Barangay Officials in the delivery of basic education.
3. Hence, each PSDS and Public School Heads are required to craft and present their adjusted S-LCOP to their Local Executives and Barangay Officials from September 6-10 and be part as one of the highlights of Brigada Eskwela activities. Likewise, posting of this activity to social media accounts is highly encouraged to assure the public of the continuous service of DepEd.
4. Public Schools District Supervisors and Public School Heads are advised to follow the required format and technical specifications of adjusted District/School -Learning Continuity Operational Plan (S-LCOP):

- A. Parts of the S-LCOP
Cover Page
Table of Contents
I. Introduction

"We Mould Heroes"





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SCHOOLS DIVISION OFFICE OF BATAAN

- II. Objectives of the District/School Learning Continuity Operational Plan
(based on the strategic objectives of its 4 Pillars of Sulong Edukalidad)
- III. Analysis of the District/School Situation
 - A. Accomplishments of the district/school based on the objectives of BE-LCP of SY 2020-2021
 - B. SWOT Analysis of the district/school (please refer to Enclosure 2)
 - C. Lesson Learned in the SY 2020-2021 and Targets for SY 2021-2022
- IV. Framework of District/School LCOP
(Indicate the 4 Pillars of Sulong Edukalidad)
- V. District/School LCOP Implementation Plan
(aligned with KRAs in the OPCR of the PSDS and School Heads)
- VI. Monitoring and Evaluation Plan of the District/School LCOP Implementation

B. Technical Specifications

STYLE	DESCRIPTION
Paper Size	A4
Font Type	Tahoma
Font Size	12
File Format	PDF
Page Numbers	Upper Left Corner
Margins	Left-1.5", Right, Top and Bottom- 1"
Cover Page	Logo of DepEd on the lower right corner (refer to page 67, DO 31, s. 2019) and the Division/District/School logo on the left of the DepEd logo, Visual presentation of the District/School as background of the Title of the Document
Inside Page	With footer at the lower right corner bearing the name or title of the S-LCOP and page number

5. Further, here are the links per district for submission of the said S-LCOP:

<https://bit.ly/SDOBTN-2021BELCOP-ABUCAY>

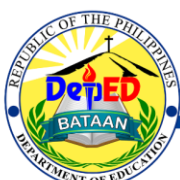
<https://bit.ly/SDOBTN-2021BELCOP-BAGAC>

<https://bit.ly/SDOBTN-2021BELCOP-DINEAST>

<https://bit.ly/SDOBTN-2021BELCOP-DINWEST>

<https://bit.ly/SDOBTN-2021BELCOP-HERMOSA>

<https://bit.ly/SDOBTN-2021BELCOP-LIMAY>



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<https://bit.ly/SDOBTN-2021BELCOP-MARIVELES>
<https://bit.ly/SDOBTN-2021BELCOP-MORONG>
<https://bit.ly/SDOBTN-2021BELCOP-ORANI>
<https://bit.ly/SDOBTN-2021BELCOP-ORION>
<https://bit.ly/SDOBTN-2021BELCOP-PILAR>
<https://bit.ly/SDOBTN-2021BELCOP-SAMAL>

6. Attached are the adjusted Basic Education-Learning Continuity Operational Plan (BE-LCOP) of SDO Bataan for your guide and reference (see Enclosure 1) and Gantt Chart of Activities to be accomplished per district/school (see Enclosure 3).
7. Immediate and wide dissemination of this Memorandum is desired.

ROLAND M. FRONDA, EdD, CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

Encls: as stated

acm
August 16, 2021



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CSC PRIME-HRM BRONZE AWARD
CSC Resolution No. 2001100

Approval Sheet

Prepared by:



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*“We Mould
Heroes”*

BASIC EDUCATION- LEARNING CONTINUITY OPERATIONAL PLAN (BE-LCOP) FOR SCHOOL YEAR 2021-2022



**SCHOOLS DIVISION OFFICE OF
BATAAN**

DepED
DEPARTMENT OF EDUCATION



**CSC PRIME-HRM
BRONZE AWARD**
CSC Resolution
No. 2001100

Executive Summary

The Learning Continuity Plan of Schools Division Office of Bataan is grounded on two premises adapting the words of Dr. Rapatan (2020) “our capacity to return to a functional level of operation and our capacity to effectively respond to new operational challenges and concerns merging from or demanded by the current pandemic health crisis we are in.” This learning continuity plan contains the goals and objectives of the SDO Bataan for the academic year 2021-2022 aligned with the Four (4) Pillars of Sulong Edukalidad Framework so that schools will be guided as well regarding what are needed to be accomplished and achieved this year of learning. This highlights the accessibility of education, the quality of learning modalities, the responsiveness in addressing the challenges brought by the COVID-19 pandemic, and the resiliency of schools and stakeholders. The plans, strategies, and expected outcomes will also be covered as well as the monitoring and evaluation to assure that the goals and objectives are met.

Introduction

The arena of education today is dealing with a generation that changes and that every member of the educational community is called to heed the demand to change.

The whole world was not prepared with the CoViD-19 pandemic. Many nations experienced economic loss, struggles in the health care system, and challenges brought to educational system. However, the

Department of Education decided to push through the academic year 2020-2021 for they believe that there are different learning modalities that could be applied. Our educational system survived the last academic year and positively encouraged students to continue learning even without face-to-face classes. Everyone struggled – the students, parents, teachers, schools, and other stakeholders.

The major concern nowadays is the child's safety that is why DepEd still managed to juggle the armful of challenges of the distance education. Truly, education must survive the value of our cherished and perennial tradition of knowledge search. We have various modes of learning and thus education is still important to traverse through the challenge of pandemic, it just needs to be refined so that all of us must continue teaching and learning.

Everyone is grappling in the dark at first – some are scared, clueless, and confused. No one came fully prepared that is why everyone's bravery and willingness to take risks of embracing the new normal are commendable. Schools were able to push through an academic year full of uncertainties, yet, they successfully complied to the requirements that are needed for them to continue providing quality education to students amidst pandemic.

With another year of facing this battle once again, schools are armed this time with improved learning modalities, teaching strategies, and learning management anchored on the Four (4) Pillars of Sulong Edukalidad. Despite our current situation, K to 12 learners are still

equipped with the most essential knowledge, skills, and values for lifelong learning through having an access to quality learning opportunities provided by school administrators and SDO Bataan.

This BE-LCOP of SDO Bataan is anchored on the premise of feedbacks mechanisms, lesson learned alongside with the issues met during the implementation of its first BE-LCP and from then adjustment were made and incorporated in this new contextualized BE-LCOP.

SDO Bataan has a positive disposition that with the help of the entire educational community we could still be providing our core programs: academic, human, social and value-laden formation, addressing the call to give quality, equity, accessibility and relevant education. At the heart of our plans and actions lies our purest intention to serve our young people. SDO Bataan Basic Education-Learning Continuity Operational Plan (BE-LCOP) SY 2021-2022 contextualized the unique circumstances of our stakeholders to ensure that education will continue so we may able to contribute to building a more resilient education system for the future.

Goals and Specific Objectives

As SDO Bataan continues to fight the battle alongside with the issues and challenges brought by the pandemic, this contextualized Basic Education-Learning Continuity Operational Plan (BE-LCOP) is our response and adherence in safeguarding the health, safety, and well-being of our learners, teachers, and personnel in these

unprecedented times as we continue to prepare for the reopening of schools.

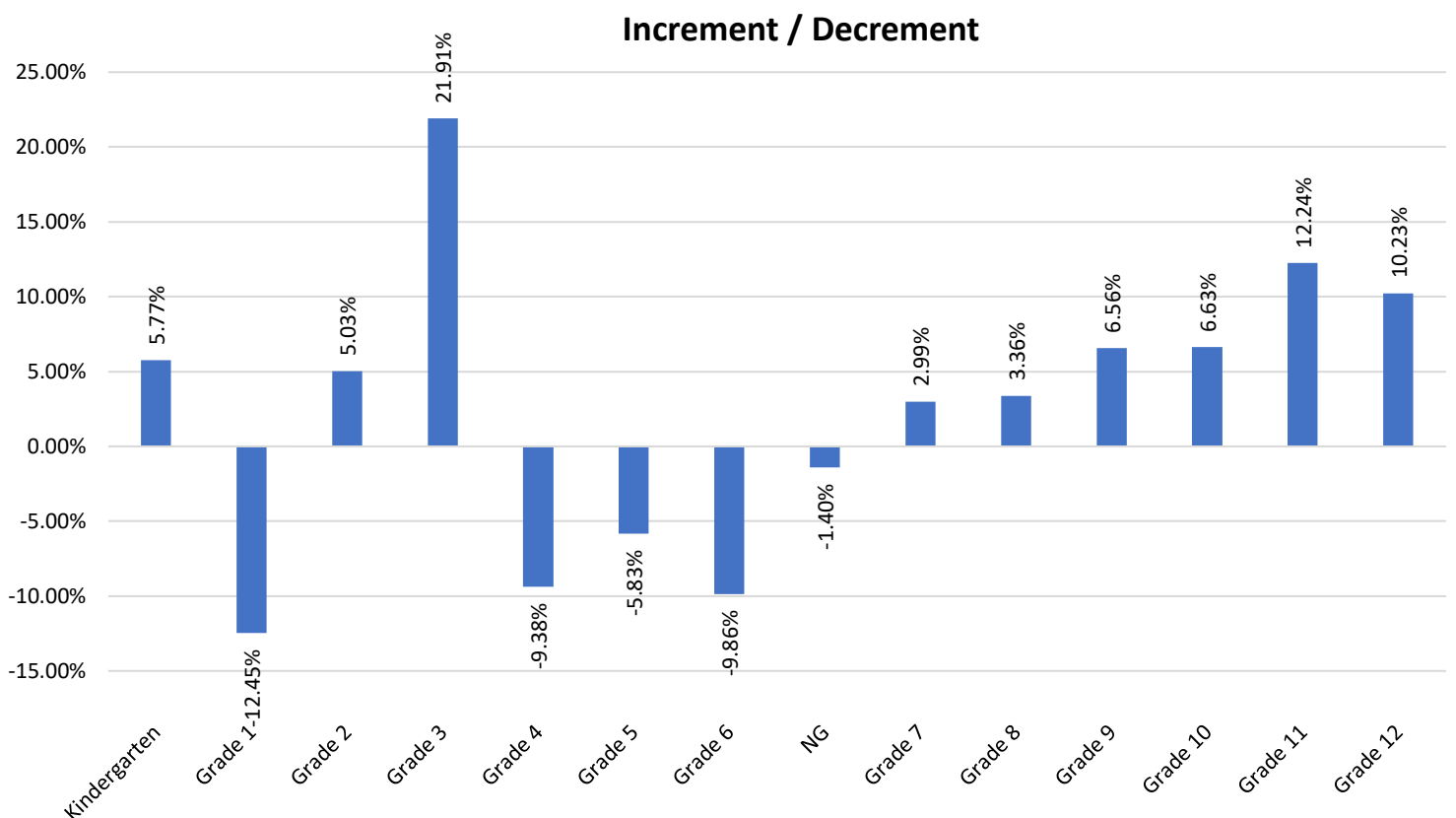
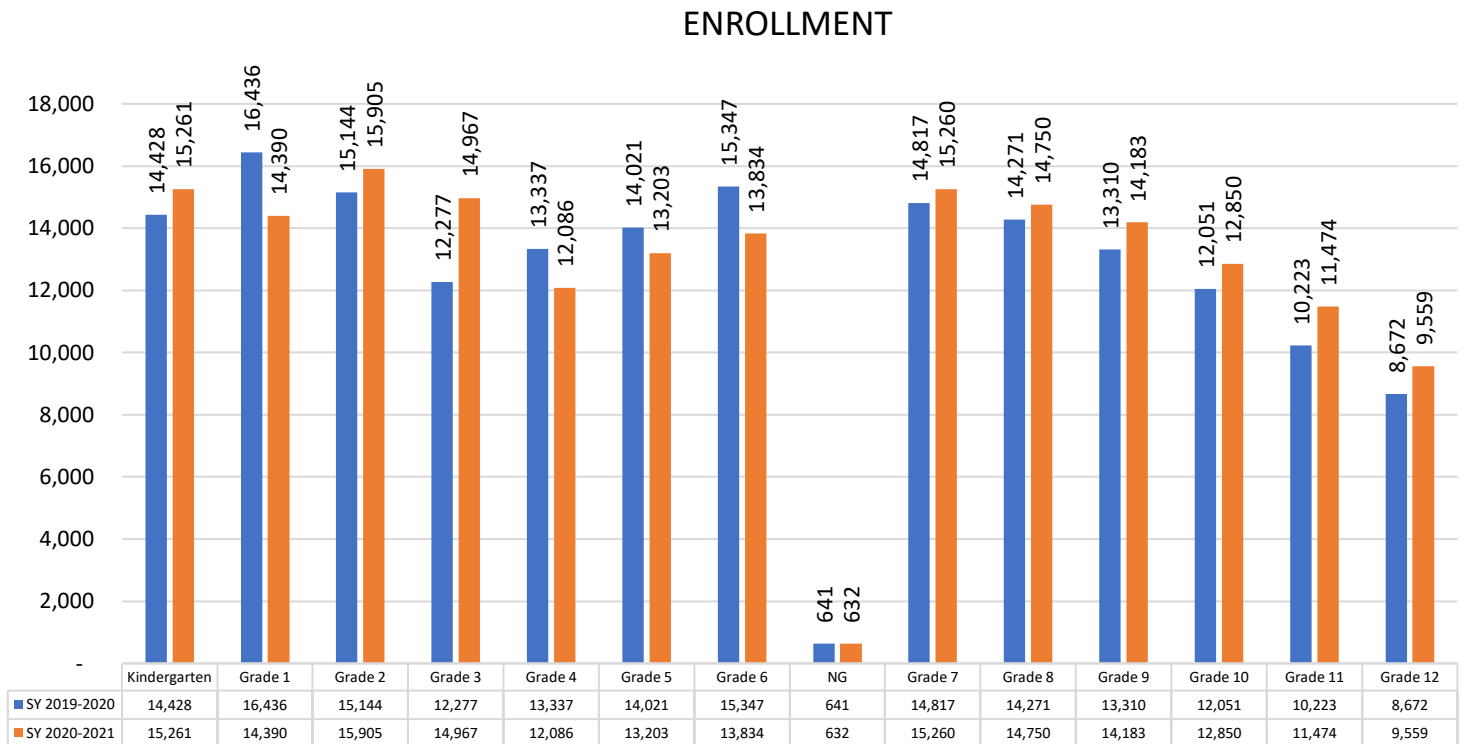
The major goal of the SDO Bataan Basic Education-Learning Continuity Operational Plan (BE-LCOP) is for inclusive and adaptative education in the context of current predicament and for the learners who are not physically present in the actual school while addressing their needs especially in acquisition of knowledge and lifelong skills, and for the teachers to continue in delivering quality and relevant instructions through remote learning in a safe environment, and for the school heads to rationalize the school management and operations with adherence to the guidelines and policies of the department and for the parents/co-facilitator to provide support to their children as well as feedbacks on the challenges to be encountered through different feedback mechanisms of SDO Bataan.

Situational Analysis

The School Year 2020-2021 is characterized by major changes in the education sector because of the COVID-19 virus. The challenges brought by the pandemic pushed the Department of Education to come up with different interventions to ensure the continuity and delivery of quality and relevant education to learners amidst the health crisis. This section emphasizes on the presentation of available data and information in the division level which will serve as a basis for the analysis of the situation of schools under the “new normal”.

I. Division Enrollment for SY 2020-2021

Table 1 Comparative Enrollment (SY 2019-2020 and SY 2020-2021)



Based on the Principal's report on enrollment as of March 2021, the total enrollment of SDO Bataan's Public and Private School is 178,354. Compared to previous school year's enrollment, the number of enrolled learners this year increased by 1.92% or 3,359. Although the total enrollment increased, it is shown in the above table that enrollment for the primary level decreased by 1.33% or 1,353. The decrease in learners for the current school year can be attributed to the movement of families during the pandemic because of closure of establishments and other business which resulted in loss of jobs to some people. The enrollment for kinder to grade 3 increased by 2,238 or 3.84% of the previous enrollment while grades four to six decreased by 3,582 or 8.39% of the previous enrollment. On the other hand, the number of learners both for JHS and SHS increased compared to the previous year with SHS having an increment of 11.32%.

Table 2 Total number of Accommodated Displaced Learner due to COVID-19 Pandemic. (As of December 2020)

Origin	Former School	No. of Accommodated Learners
Within Bataan	Operating Private/Public School	4,841
	Closed Private School	222
From another province	Operating Private/Public School	1,526
	Closed Private School	0
From other country		25
Total		6,614

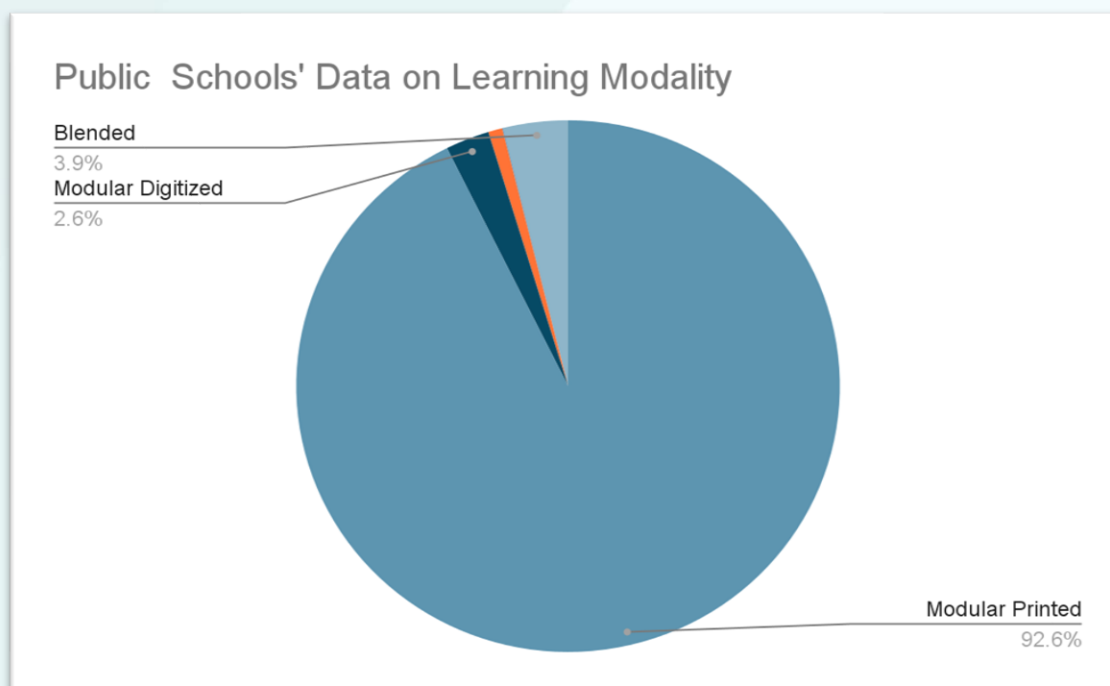
Although there is a decrease in enrollment in some grade levels, SDO-Bataan also accommodated displaced learners due to COVID-19 Pandemic. The displaced learners comprise 3.71% of the total enrollment for the current school year. Based on the table, there are 4,841 accommodated displaced learners from operating private/public schools in Bataan, 222 from closed private schools also within the province, 1,526 from other provinces and 25 learners from other countries.

Due to the challenges of the pandemic, some parents decided to transfer their children to public schools. The sudden decrease in enrollment due to transfer out pushed some private schools to file for closure. In the division of Bataan, there are twelve (12) schools which filed for closure and this resulted in ninety-six (96) displaced teachers.

II. Data on Learning Modality

Based on the district report on learning modality, the majority of learners for the current SY is still using modular printed with 92.6% of enrollment or 146, 002. Followed by blended learning with 3.9% of public school enrollment or 6, 097. This can mean that learners especially those who have limited resources in terms of internet connectivity, still prefer to study using printed materials. Learners who are using online and digitized modules totaled to 5, 437 or 3.45% of the total enrollment. In relation to teacher's data, majority of our teachers are using offline mode of teaching. Three hundred fifty - two (352) are

using blended mode or both online and offline and only 78 are using purely online mode of teaching.



In terms of the funding for the learning resources, SDO- Bataan received the following Sub-allotment orders (SAROs):

Date Received by the SDO Bataan	DESCRIPTION	AMOUNT
December 9, 2020	Implementation of Basic Education Learning Continuity Plan (BE-LCP)- Provision of Learning Resources of Kinder to Grade 3 Learners for the 3rd and 4th Quarters SY 2020-2021	7, 103, 520.3
December 9, 2020	Printing and Delivery of Self-Learning Modules (SLMs)	246, 935.00
February 19, 2021	Provision of Learning Resources for Kinder to Grade 3 Learners for the Third and Fourth Quarters Requirements, SY 2020-2021	11, 446, 360.91

March 8, 2021	Provision of EPP, TLE & Senior High School Learning Resources for Quarters 3 &4 of SY 2020-2021	10, 783., 908. 00
March 16, 2021	Provision of Learning Resources for Arts, Physical Education, Araling Panlipunan, Edukasyon sa Pagpapakatao and Music for Quarter 3 of SY 2020-2021	3, 285, 689.00
April 12, 2021	Mobilization of fund for the first month of the 3rd Quarter requirements of SY 2020-2021 Provision of Learning Resources for Grade 4 to Grade 10	1, 640, 550.00
May 12,2021	Implementation of BE-LCP Provision of Learning Resources	1, 708, 458.00
May 12,2021	Implementation of BE-LCP Provision of Learning Resources	2, 406, 180.00
July 9,2021	Implementation of BE-LCP Provision of Learning Resources for Quarter 1 & Quarter 2	11, 959, 754.00
	TOTAL	50, 581, 355.21

From December 2020 to July 2021, SDO Bataan received a total of P50, 581, 355.21 worth of sub-allotment order for the provision of learning resources for Kindergarten to SHS learners. The total obligated amount is P 24, 643, 892.53 or 48.72% of the total amount received while the unobligated amounts to P25, 937, 462.68 or 51.28% of the total amount received. Major portion of the funding received covered the printing of SLMs for the 3rd and 4th quarter of learners.

In terms of the unobligated budget, 46.10% or P11,959,754.00 was still unutilized because it is allotted for the first and second quarter of next school year. The remaining amount will be utilized for the procurement of tablets for learners.

III. Learner's Performance For SY 2020-2021

With the pandemic that significantly affected the education sector, learners coping up mechanisms were tremendously tested with the DepEd new normal.

In addition, with the no face to face and limited teacher interaction, home plays a significant role on the learners learning outcome.

With the closing of the school year 2020-2021, the achievement rate of grades 1 to 3 and Grades 4 to 6 ranged to 82.05 and 82.78 respectively. Grade 1 pupils averaged 79.72 which can be attributed perhaps to a lessened teacher interaction and lack of home support.

For grade 5 to 6, grade 5 learners got the lowest average of 77.78 as level 5 as considered as a key stage transition.

With regards to failures, grades 4 to 6 only had an average of 4.70 compared to grades 1 to 3 which averaged 16.95. This may be attributed to the independence level of grades 4 to 6 when it comes to studying and learning.

For junior high school, it only averaged 3 failures of the total enrollment. This may be attributed to their preparedness to work on their own and their openness to extend to teachers for assistance.

For senior high school, learners averaged 90.07, 88.40 and 87.32, for applied, specialized and core subjects respectively. They averaged 90.07 on their applied subjects which are more on practical applications. Learners had an average of 9.33 as per failure, with 5.56 average in their core subjects. With showed that learners have difficulty in these subjects.

With these data, it can be gleaned that truly this school year has been one challenging phase in the learners lives, but challenging as it is, education cycle goes on, learners, teachers and parents/guardians play an essential role in the teaching and learning process, both geared towards higher achievement rate and lessened failures.

IV. Result of researches in relation to new normal

Schools Division Office of Bataan (SDO Bataan) in its various operations in the service of its clientele aims to build foundations on what it does best, negotiate what it lacks, identify what may affect the system beyond its control and capitalize on what SDO personnel, stakeholders and community offer.

With the new normal in education, several researches were conducted and their results reveal some points to ponder.

Servera (2021) in her study entitled Lived Experiences of the Secondary School Heads in the Schools Division of Bataan in the New Normal: A Compass for Developing Leadership Resiliency Framework revealed principals' admission that the New Normal Education System challenged their capacity to operate their schools but pointed out that those challenges gave them opportunities for improvement and innovations addressing educational concerns brought about by the pandemic. With this, it proves that despite the threat of COVID 19 Pandemic, commitment to excellence and quality service still is the goal of SDO Bataan's school heads. One of the strengths that SDO Bataan clings on as it serves its clientele.

Furthermore, Macalinao (2021) concluded in her research entitled Into The Lens Of The Stakeholders: Exploring Service Quality Policy Of SDO Bataan, that respondents observed that though the SDO has shortcomings sometimes, it still sees to it that problems are immediately addressed to avoid worse conflicts. This complements the interpersonal relationship between SDO and School personnel, another strength that enables conducive working conditions.

The proactiveness of the school administrators (Matawaran, 2021) was revealed in his study entitled Revisiting the Implementation of K To 12 Basic Education Program: Problems and Prospects. This was specifically shown by school heads' being hands-on in addressing the change amidst the challenges. An evidence of good performance that sets the Division from the rest.

In a research entitled Elementary School Principal's Perspective On The Distance Blended Learning: A Narrative Inquiry (Bantugan, 2020), the study's qualitative data revealed that school heads equip teachers with appropriate knowledge and skills for the distance modular learning. This is in consonance with the conduct of orientation on various learning delivery modalities.

Quiroz (2021) in his research entitled The New Students: A Q Analysis on Emerging Student Characteristics During the New Normal noted that it is essential to know the students' characteristics in the new normal for stakeholders and other community members to create a support system enabling the school and the home to reflect on their technical assistance approaches toward senior high school distance education.

In another study by Torres (2021) teacher-parents encountered double struggle in handling their own children during this time of pandemic since they face both their own children and students who are having issues on motivation for distance learning. Thus, pandemic burnout becomes a threat to SDO's dedicated school teachers. Knowledge of this enables the SDO to provide ways and means to address the concern.

These researches enable the Division of Bataan to highlight its SWOT and eventually empower it to face the challenges and overcome them. Through these researches, it found answers to the unknown.

As SDO Bataan discovers and unleashes all these, the identification of its strengths, weaknesses, opportunities, and threats arises and its analysis enhances SDO's present and future endeavors.

Framework

In a report conducted by United Nations Children's Fund (UNICEF, 2020), it emphasized that disruptions to instructional time in the classroom can have a severe impact on child's ability to learn specifically children who are at risks, children living with disabilities and marginalized. They pointed out that the longer the children are out of schools, the less likely they are to return. Likewise, prolonged closure of schools may cause stress and anxiety among children due to loss of peer interaction and disrupted routines. These negative effects of the closure of schools are significantly higher among the children at risks, children living with disabilities and marginalized.

The timing of school reopening's should be guided by the best interest of the child and overall public health considerations, based on an assessment of the associated benefits and risks and informed by cross-sectoral and context-specific evidence, including education, public health and socio-economic factors.

The framework below is anchored on the importance of the ongoing DepEd innovation in raising the quality of the country's basic education to address the challenge to change the way learners are taught; to produce new breed of learners; to upgrade capacity of teachers; and to improve facilities and equipment. Sulong EduKalidad

focuses on four aggressive reforms in basic education: (1) K to 12 curriculum review and update, (2) Improving learning environment, (3) Teachers upskilling and reskilling, and (4) Engagement of stakeholders for support and collaboration.

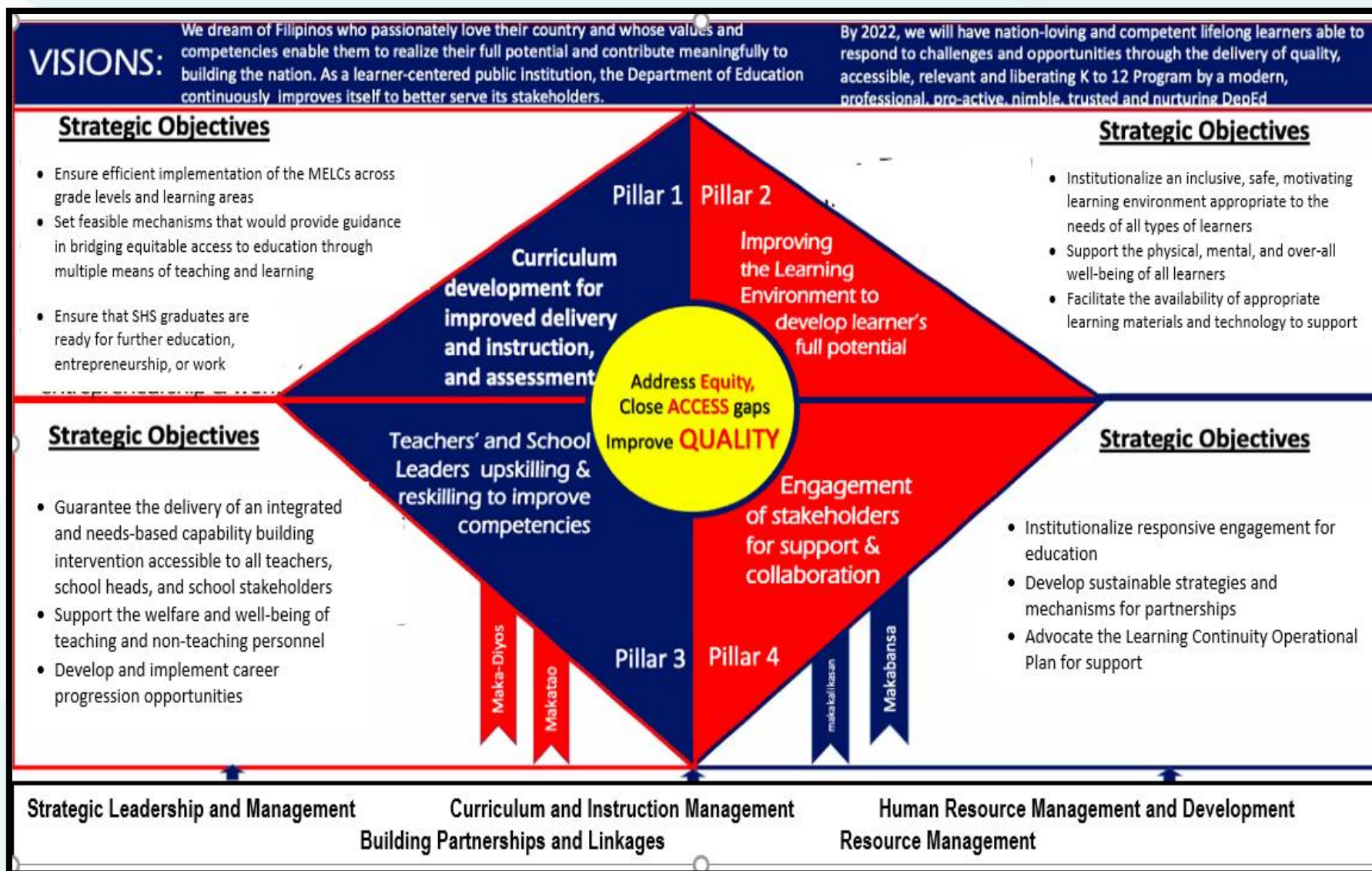
From the lens of Sulong Edukalidad, SDO Bataan is cognizant of its areas of concern. As regard the curriculum, despite having completed SY 2020-2021, there is still a need for a better unpacking of the Most Essential Learning Competencies. Despite numerous capacity building, there are still areas that require careful study.

The learning environment has always about structuring the classroom in a face to face modality. The shift to distance modality has also shifted the focus on the need for improved digital infrastructure for all the learners. And when digital learning is not within reach of the learners, it is the challenge for SDO Bataan to provide improved alternatives to the printed modular distance learning modalities. Furthermore, learning environment includes the mental health both of the learners and teachers which were stretched to its limit during the pandemic. Finally, there is a need for schools to be prepared for an eventual incorporation of limited face to face modalities through the upgrading of its WINS levels.

As to teacher upskilling and reskilling, the key strength of SDO Bataan's professional development efforts is its grounding in a regularly-updated Needs Analysis. On the other hand, there is the

emerging need to assess whether the capacity-building opportunities provided to personnel are yielding the desirable competencies.

Finally, the stakeholders have been the heroes of the previous school year. And their ready assistance for this year and the years to come is expected. But the challenge remains for SDO Bataan to ensure that no redundancy occurs in the provision of much needed resources. The partnership database shall help the stakeholders identify schools that most need assistance, to rationalize assistance given to schools so that these will help attain their immediate objectives and the overall goals of the Department, and to ensure that there is maximum impact for all assistance extended.



Implementation Plan

OBJECTIVES	Strategies (culled from from Sulong Edukalidad or SWOT Analysis)	Program	Project	Activities
KRA 1: STRATEGIC MANAGEMENT AND OPERATIONS				
OBJECTIVE 1: Led in the sustainability of quality management processes in the SDO	Institutionalize process of continuous learning and improvement	Feedback Management System (FMS) and Corrective Action Planning (CAP)	Streamlining of transaction processes	Quarterly review of transaction processes/ documentation of feedback from internal and external customers
OBJECTIVE 1. Led in the development of Division Education Development Plan (DEDP) and operational plans for the schools division office and schools	Institutionalize an inclusive, safe, motivating learning environment appropriate to the needs of all types of learners	Refinement and Development of Strategic and Operational Plans	Crafting of Division Education Plan (DEDP, AIP, WFP, APP)	Conduct Strategic Planning and SWOT Analysis
		Early Registration/ Enrollment	Oplan Balik Eskwela	Mapping of learners to determine those who belong to vulnerable groups and those with special needs to ensure inclusive education

		Repair/Rehabilitation of Classroom School Building Program of DepEd	Repair and rehabilitation of facilities	Repair and rehabilitation of facilities
		WINS/WASH Program	Wash Facilities Construction and Repair	Construction/ repair of wash facilities
			Online Monitoring of WINS/WASH Program	Conduct of Online Monitoring of WINS/WASH
		Prevention of the transmission of COVID-19 among learners, teachers and non-teaching personnel during SY 2021-2022	Implementation and Monitoring of Health and Safety Protocols in Schools	Strict implementation of the policies of DepEd, DOH, IATF and other related agencies that aim to protect the well-being of learners
				Conduct information dissemination and advocacy campaigns to raise public awareness on safety measures, policies and importance of vaccination
				Online submission of daily monitoring report of Covid-19 cases (learners, teachers and

				non-teaching personnel)
				Regular disinfection and sanitation of schools
				Online accomplishment of Health Declaration Form
OBJECTIVE 2. Led in the implementation of policies, research agenda, programs, projects and activities anchored on evidence-based planning	Support the physical, mental and over-all well-being of all learners	Implementation of Basic Education Research Agenda based on BERF standards	Research Evaluation, Virtual Research Congress	Evaluation of research proposals, monitoring of implementation and evaluation of research outputs based on Research Agenda/ Basic Education Research Fund (BERF) Standards
		Protection of mental health and over-all well-being of learners	Psychological First Aid	Conduct of Webinar on Mental Health-related topics,
				Provision for IEC Materials on mental health,
				Tapping of Teacher/ personnel trained in Psychological First Aid to provide support to those in need

		Feeding Program	Conduct of Feeding Program	Conduct School-based Feeding Program
		Ok sa DepEd Program	Implementation of OK sa Deped Programs and Activities	Implementation of OK sa Deped Programs and Activities
		School Dental Health Care Program	Implementation of School Dental Health Care Program	Orientattion, implementation and monitoring of School Dental Health Care Program
		Gulayan sa Paaralan Program (GPP)	Capacity Building for GPP Coordinators	Conduct of online training
		Teacher-Advisers Training Program (TATP)	Capacity Building for Teacher-Advisers	Conduct of online trainings by batch
OBJECTIVE 3. Led in the sustainability of quality management processes in the SDO	Institutionalize an inclusive, safe, motivating learning environment appropriate to the needs of all types of learners	DMEA	Quarterly Monitoring of Division targets vs. accomplishments	Conduct of quarterly DMEA
		QATAME	Monitoring and evaluation of webinars/trainings	Implementation of End Program Evaluation

OBJECTIVE 4. Overseen the operationalization of the Management Information Systems (MIS)	Institutionalize an inclusive, safe, motivating learning environment appropriate to the needs of all types of learners	LIS/EBEIS	Maintenance of Basic Education Information System and Learners Information System	Update and monitor school LIS accounts, act on LIS requests
		PMIS	Maintenance and Updating of PMIS	Approve AR/ ATC for all activities; Upload Financial and Physical Accomplishment
OBJECTIVE 5. Ensured coordination with Division Field Technical Assistance Team (DFTAT) for the provision of technical assistance for the division and schools	Institutionalize an inclusive, safe, motivating learning environment appropriate to the needs of all types of learners	Provision for Technical Assistance	Technical assistance to schools and learning centers	Conduct of technical assistance to schools and learning centers
OBJECTIVE 6. Led the schools in ensuring compliance to standards	Institutionalize an inclusive, safe, motivating learning environment appropriate to the needs of all types of learners	Establishment of new and integrated schools	Processing of documents for establishment of integrated schools	Evaluation of documents for establishment of new and integrated schools

		Technical assistance to private schools on application for Permit to Operate/ Recognition, School Fees and Special Order for SHS	Processing of Permit to Operate/ Recognition	Evaluation of documents for processing of permit to operate/ recognition
			Application for School Fees	Evaluation of documents for processing of application for school fees
			Application for Special Order for SHS	Evaluation of documents for processing of application for Special Order for SHS
		School-Based Management	Validation of SBM Level of Practice	Evaluation of schools' SBM documents
KRA 2: CURRICULUM AND INSTRUCTION MANAGEMENT				
Led in the general supervision over basic education in managing programs for curriculum implementation, localization of curricula, and learning delivery	Ensure efficient implementation of the MELCS across grade levels and learning areas	Provision of technical assistance to school heads in the implementation of MELCs	Institutionalize ARISE (Authentic, Realistic, and Ingenuous Supervision in English	Conduct Orientation on Project ARISE
		Monitoring and Evaluation of school	Provision of Documents containing list of School Best Practices	Provision of Documents containing list of School

		practices in MELC implementation	on MELCs' Implementation	Best Practices on MELCs' Implementation
			Capacity building on technological skills development for SCP	Performing Arts & Sports Competition
		Introduction of GIBBS Reflective Cycle as part of Teacher's Assessment	Provision of Technical Assistance on the utilization of GIBBS Reflective Cycle	Conduct Orientation on GIBBS Reflective Cycle
		Sustainability of the development of local curriculum materials to supplement the self-learning modules in all subject areas and grade levels	Inventory of Locally-Developed Self-Learning Modules	Revision of Locally-Developed Self-Learning Modules
		Production of Supplementary Materials in Reading and Language adapting the framework of Bawat Bata Bumabasa	Contextualized and Localized Supplementary materials in Reading and Language	Supplementary Reading and Language Materials
Led and manage the development of local curriculum materials	Set feasible mechanisms that would provide guidance in bridging equitable access to	Teachers and School Leaders Upskilling and Reskilling to Improve Competencies	Capacitate teachers on hands-on online experience in choosing and using appropriate techniques	Conduct Virtual Science Laboratory

	education through multiple means of Teaching and Learning		using virtual science laboratory	
		Engagement of school heads and teachers in Balik- Kasaysayan Program and Historical Travelogue across all levels concentrating in barangay history	Sustainability of digital balik-kasaysayan and historical travelogue within locality	Conduct Webinar in digital balik-kasaysayan program and historical travelogue
		Engagement of Stakeholders for Support and Collaboration	No Learners Will Be Left Behind, Sa ALS Kasali, Lahat Kasali, Sa IPED Walang Bibitiw, Sama-sama sa Pagsulong ng Katutubong Edukasyon	Conduct a meeting with all the stakeholders, solicit support and discuss agenda which will benefited ALS and IPED Learners
		Sustainability of the localized learning activity sheets in Araling Panlipunan particularly in Barangay history.	Digitalization of LAS	Conduct orientation and webinar
		Improvement of the Learning Environment to Develop Learner's Full Potential	Improve learning environment by introducing a Learning Management System (LMS) portal that will serve in the delivery of	Conduct E-Learning Portal for Science Learning

			educational courses, training programs, or learning activities in Science	
		Production of self-learning materials or resources aligned in the learning context of each learner and in the school	Contextualized Self-learning Materials/Resources in IPED/ALS	Conduct Webinar/Seminar Workshop on the Development of Self-learning Materials
	Ensure that Senior High School Graduates are ready for further education, entrepreneurship and work ready learners	National Competency for TVL Learners and Certificate of Competencies for ACAD Learners	Conducting competency assessments to Senior High School Learners	Extend partnership among stakeholders offering free or minimal fees assessments for grade 12 learners
		Quality Work Immersion/Research Outputs	Strengthening Quality Work Immersion and Research Outputs	Ensuring learners to undergo Work Immersion MOA-based or documented
OBJECTIVE 3: Led in the development of contextualized assessment tools to measure learners' achievement		Curriculum Development for Improved Delivery of Instruction and Assessment	Availability of Depository Drive for Video Lessons and Comics Completion program Based from MELCs for	Video Lessons and Comics Completion program Based from MELCs for Mathematics teachers in SDO Bataan

			Mathematics teachers in SDO Bataan	
		Provide variety of assessment tools and strategies to be used by teachers in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement.	Teachers' Training in Assessment: Responding to Learners' Needs in the Emergency Remote Learning	Conduct Division Webinar on Contextualized Assessment Strategies using SOLO Taxonomy
KRA 3: HUMAN RESOURCE AND DEVELOPMENT				
OBJECTIVE 1: Overseen adherence to the existing policies and guidelines on recruitment selection, placement and promotion/reclassification on teaching, teaching-related and non-teaching personnel including personnel actions	Strengthen the Implementation of PRIME-HRM (Bronze Level)	Development of Online System on Four (4) Pillars of PRIME-HRM	Enhancement of Data Tracking System/ Digitalization of Hiring and recruitment to streamline processes	Monthly Monitoring and Updating of documentary requirements on Four (4) Pillars
		Development of Quality Systems Review on RSP	Conducting of Quality Systems Review	Semi - Annual Audit of RSP Process

OBJECTIVE 2: Managed the development and implementation of the performance management, rewards and recognition, employees welfare, and succession and exit programs.	Strengthen the Implementation of PRIME-HRM (Bronze Level)	Development of Online System on Four (4) Pillars of PRIME-HRM	Adaptation of System of Ranking Positions	Monthly Monitoring and Updating of documentary requirements on Four (4) Pillars
OBJECTIVE 3: Ensured that recruitment, selection and placement is implemented effectively and efficiently	Strengthen the Implementation of PRIME-HRM (Bronze Level)	Development of Online System on Four (4) Pillars of PRIME-HRM	Adaptation of Time and Motion Study for streamlining of processes	Monthly Monitoring and Updating of documentary requirements on Four (4) Pillars
		Development of Quality Systems Review on RSP	Conducting of Quality Systems Review	Semi - Annual Audit of RSP Process
OBJECTIVE 4: Spearheaded in the implementation of the approved Professional Development Plan for teachers, school leaders and non-teaching personnel in accordance with the procedures and standards of the Learning and Development System.	Guarantee the delivery of an integrated and needs-based capacity building intervention accessible to all teachers, school heads and school stakeholders	Provision for relevant training to school heads, teachers and non-teaching personnel based on identified needs	Webinars for school heads, teachers and non-teaching personnel	Conduct of webinars for school heads, teachers and non-teaching personnel
			Teacher Induction Program	Holding of Teacher Induction Program

			On-boarding Seminar for Newly Hired Non-teaching Personnel	Conduct of On-boarding Seminar for Newly Hired Non-teaching Personnel
			GAD Training	Conduct of Training for GAD Coordinators
		Localized L and D Database system	Development and maintenance of L and D Database	Develop and maintain a localized L and D database system of L and D activities and competency profile per employee as basis for career progression
		Protect the mental health and over-all well-being of teaching and non-teaching personnel	Annual Physical Health Examination	Annual Laboratory and Chest X-Ray and ECG Examination
			Health Profiling of Teachers	Conduct Health Profiling of Teachers
			Virtual ok ka sa deped	Conduct of Virtual ok ka sa deped for Teaching and Non-Teaching Personnel

KRA 4: RESOURCE MANAGEMENT				
OBJECTIVE 1: Led in budget preparation and equitable allocation of funds and resources at Division Office, Schools, and Learning Centers	Institutionalize an inclusive, safe, motivating learning environment appropriate to the needs of all types of learners	Ensure participation of school heads in attending Webinar for Work and Financial Plan 2022	WFP 2022	Conduct Division Webinar re: Training-Seminar in Work and Financial Plan 2022
		Validate all modified budgets	Preparation of Realigned Funds	Uploading Memorandum re: Dissemination of Updated DepEd Orders resulting to Budget Realignment
OBJECTIVE 2: Supervised the division office management with economical, efficient, and effective accounting and budgeting services to ensure the cost-effective utilization of financial resources	Paid salaries, allowances and benefits of teaching and non-teaching	Assure all eligible employees received their salaries, allowances and benefits	Information Dissemination regarding Employees Allowances and Benefits	Uploading Memorandums re: Dissemination of DepEd Orders, Guidelines and Circulars
	Monitored the Utilization of SDO and Schools MOOE Downloading and other Special SARO's	Monthly Monitoring of Funds	Utilization of Funds	Monthly Downloading

OBJECTIVE 3: Led in the preparation and recommended approval of budgets of schools and all learning centers within the Division to the provincial/city board after conferring with them on matters affecting school appropriations and disbursements	Institutionalize responsive engagement for education.	Consultation with school heads on matters concerning their respective schools' budget, its appropriation and disbursement.	Evaluation of the validity and justifiability of the budget proposals.	Presentation and submission of project proposals to the Provincial School Board.
KRA 5: PARTNERSHIP AND LINKAGES				
OBJECTIVE 1: Led in the generation of additional resources based on the needs of schools through partnership and linkages	Institutionalize responsive engagement for education	Plan or Menu of Needs	Process of gathering information about the resources available to address a particular need or risk	Assist schools in resource generation based on their identified needs
		DepED Partnership Database System	Creation and maintenance of partnership database	Create a localized database system of identified needs of schools and resources generated
OBJECTIVE 2: Spearheaded partnerships and linkages with local government units, non-government organizations, and other agencies/stakeholders on matters affecting	Advocate the Learning and Continuity Operational Plan for support	Kumustahan with PTA	Establish positive relationships with stakeholders	Promotion of harmonious relationship and linkage with the parents and the community; Dissemination of BE-LCOP to school

schools/LCs and certain community development projects				personnel, parents and other community members
		Educate stakeholders	Webinars about PTA Engagement	Conduct capacity building activities for PTA
		Effective Stakeholder management	Establish Group Chat or FB page for updates	Maintain constant communication with internal and external stakeholders;
		Solicit support of LGUs and other Government Agencies for BE-LCOP	Presentation of BE-LCOP to LGUs through the Provincial and Local School Board	Present the BE-LCOP to LGUs through the Provincial and Local School Board
OBJECTIVE 3: Ensured sustainability of existing partnership	Develop sustainable strategies and mechanisms for partnerships	Implementation of Brigada Eskwela and Adopt-a-School Program	Forge MOA/MOU for possible partners - Brigada Eskwela Kick-off	Sustain linkage with private companies and corporation, LGU and other stakeholders for continuous provision for quality education
		Consultation meeting with PDRMO/PGO or other NGAs about Contingency planning	Plan or devised for an outcome other than in the usual plan.	Consultation with LGUs and other stakeholders on matters related to resource generation and management

		Partners Appreciation Program	Recognize the efforts of stakeholders and strengthen ties with partners through appreciation program	Local Stakeholders Convergence and Recognition of Government and Community Stakeholders
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Monitoring Plan

Program/Project/Activities	What should you be monitoring and evaluating?	Indicator	Who are the target offices/clients/group you should be monitoring?
KEY RESULT AREA	STRATEGIC MANAGEMENT AND OPERATIONS		
Objective No. 1	Led in the development of Division Education Development Plan (DEDP) and operational plans for the schools division office and schools		
I. PURPOSE AND SCOPE			
Refinement and Development of Strategic and Operational Plans	Development and implementation of DEDP and other operational plans	No. of DEDP and other operational plans developed	3 Functional Divisions
Objective No. 2	Led in the implementation of policies, research agenda, programs, projects and activities anchored on evidence-based planning		
Conduct of educational research	Target vs. accomplishment of researches conducted	No. of researches completed	SEPS Planning and Research
Early Registration/ Enrollment	Implementation of Early Registration, issues and concerns	No. of schools	CID, SGOD, Schools

Repair/Rehabilitation of Classroom School Building Program of DepEd	Target vs. accomplishment	No. of classroom, buildings repaired and rehabilitated	EFS, Schools
WINS/WASH Program	Implementation of WINS/WASH, issues and concerns	No. of schools with improved STAR performance	SHN, Schools
Prevention of the transmission of COVID-19 among learners, teachers and non-teaching personnel during SY 2021-2022	Challenges on the implementation of IATF protocols	Number of learners, teaching and non-teaching personnel infected with virus	SHN, Schools, learners, personnel
Implementation of Basic Education Research Agenda based on BERF standards	Issues in the implementation of Basic Education Research Agenda	Number of issues addressed	PLanning and Research Unit, researchers
Protection of mental health and over-all well-being of learners	Learners with mental health concerns	No. of learners with mental health/well-being concerns	SHN, Schools, learners
Feeding Program	Health status of feeding beneficiaries	No. of learners with improved health status	SHN, Schools
Ok sa DepEd Program	Implementation of OK sa DepEd Programs	Number of participants in the OK sa DepEd Programs	SHN, Schools
School Dental Health Care Program	Implementation of SDHCP	Number of schools implementing SDHCP	SHN, Schools
Gulayan sa Paaralan Program (GPP)	Best practices on GPP	No. of GPP implementing schools	YFS, Schools, Learners
Teacher-Advisers Training Program (TATP)	Implementation issues on TATP	No. of participants in the TATP	YFS, Schools, Learners

Objective No. 3	Led in the sustainability of quality management processes in the SDO		
Feedback Management System (FMS) and Corrective Action Planning (CAP)	Feedbacks	Number of feedbacks acted upon	SDO Units/ Field Offices
DMEA	Target vs. accomplishment	Number of targets achieved	All Unit Heads, SMME
QATAME	Accomplishment	Number of activities monitored	SMME, project proponent, participants
Objective No. 4	Overseen the operationalization of the Management Information Systems (MIS)		
LIS/EBEIS	Accuracy of data encoded	Number of learners encoded and approved	Planning Officer, schools
PMIS	Timely updating of data	Number of ARs and ATCs	Planning Officer, SMME, Budget
Objective No. 5	Ensured coordination with Division Field Technical Assistance Team (DFTAT) for the provision of technical assistance for the division and schools		
Provision for Technical Assistance	TA Implementation Plans	No. of TA Implementation plans implemented	DFTAT provider
Objective No. 6	Led the schools in ensuring compliance to standards		
Establishment of new and integrated schools	Compliance of submitted documents to DO 40, s. 2014		Schools applying for establishment of new and IS

Technical assistance to private schools on application for Permit to Operate/ Recognition, School Fees and Special Order for SHS	Effectiveness of TA provided to private schools	Number of private schools provided with TA	SGOD-EPS, private schools
SBM Validation	SBM Level of Practice of schools	No. of schools with SBM Level of Practice (Level 1, 2 and 3)	SMME, DVT, Schools
KEY RESULT AREA	CURRICULUM AND INSTRUCTION MANAGEMENT		
Objective No. 1	Led in the general supervision over basic education in managing programs for curriculum implementation, localization of curricula, and learning delivery		
Provision of technical assistance to school heads in the implementation of MELCs	Effectiveness of Project ARISE	Number of TA provided	EPS-English, Department Heads, Coordinators, MTs
Monitoring and Evaluation of school practices in MELC implementation	MELC Implementation and school practices	Number of school monitored	School Heads, Teachers
Capacity building on technological skills development for SCP	Performing Arts & Sports Competition	Number of participants	EPS, SPA Teacher Specialists with Different Discipline
Introduce GIBBS Reflective Cycle as part of Teacher's Assessment	Conduct Orientation on GIBBS Reflective Cycle	Number of Assessed Teachers	EPS, Teachers

Sustain the development of local curriculum materials to supplement the self-learning modules in all subject areas and grade levels	Revision of Locally-Developed Self-Learning Modules	Number of Locally-Developed SLMs	SDO-Bataan LRMDs Staff
Produce Supplementary Materials in Reading and Language adapting the framework of Bawat Bata Bumabasa	Supplementary Reading and Language Materials	Number of supplementary materials in Reading and Language	EPS-English, Head Teachers, Coordinators, MTs
Ensure that Senior High School Graduates are ready for further education, entrepreneurship and work ready learners	National Competency-Holder Learners for TVL and Certificate of Competencies for ACAD Learners	Number of NC and COC Holders	Senior High School Learners
Objective No. 2	Led and managed the development of local curriculum materials		
Teachers and School Leaders Upskilling and Reskilling to Improve Competencies	Conduct Virtual Science Laboratory	Number of participants	EPS-Science, Resource Speakers, Teachers

Engagement of school heads and teachers in Balik-Kasaysayan Program and Historical Travelogue across all levels concentrating in barangay history	Conduct Webinar in digital balik-ksaysayn program and historical travelogue	Number of participants	EPS-AP & Resource Speakers, Teachers
Curriculum Development for Improved Delivery of Instruction and Assessment	Video Lessons and Comics Completion	Number of Video lessons and Comics completion	EPS, District Math Coordinators, Department Heads and JHS and SHS Math Coordinators, Learners
Engagement of Stakeholders for Support and Collaboration	Meeting with all the stakeholders,solicit support and discuss agenda which will benefited ALS and IPED Learners	Number of meetings conducted	ALS/IPED School Heads and Teachers, PSDS,EPS,EPSA, Stakeholders
Sustain the localized learning activity sheets in Araling Panlipunan particularly in Barangay history.	Digitalization of LAS	Number of Digitized LAS	EPSAP & Resource Speakers, Teachers
Improving the Learning Environment to Develop Learner`s Full Potential	Conduct E-Learning Portal for Science Learning	Number of developed Science LMS in the portal	EPS Science, Program Developer and Science Writers

Objective No. 3	Led in the development of contextualized assessment tools to measure learners' achievement led in the development of contextualized assessment tools to measure learners' achievement		
Curriculum Development for Improved Delivery of Instruction and Assessment	Video Lessons and Comics Completion	Number of video lessons and comics completed	EPS, District Math Coordinators, Department Heads and JHS and SHS Math Coordinators, Learners
Provide variety of assessment tools and strategies to be used by teachers in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement.	Conduct Division Webinar on Contextualized Assessment Strategies using SOLO Taxonomy	Number of participants	EPS, Chief, PSDS, School Heads, Master Teachers
KEY RESULT AREA	HUMAN RESOURCE AND DEVELOPMENT		
Objective No. 1	Overseen adherence to the existing policies and guidelines on recruitment selection, placement and promotion/reclassification on teaching, teaching-related and non-teaching personnel including personnel actions		
Enhancement of Data Tracking System/ Digitalization of Hiring and recruitment to streamline processes	adherence to guidelines and policies	accuracy and timeliness	SDO Personnel Unit, applicants
Development of Quality Systems Review on RSP	RSP Processes	accuracy and timeliness	SDO Personnel Unit

Objective No. 2	Spearheaded in the implementation of the approved Professional Development Plan for teachers, school leaders and non-teaching personnel in accordance with the procedures and standards of the Learning and Development System.		
HRD Plan	Implementation of HRD Plan	No. of trainings conducted and number of participants attended	SGOD HRD, teaching and non-teaching personnel
Learning and Development Database of activities and competency profile	Alignment of L&D Activities to the needs of the clients	No. of L&D activities conducted and no. of participants attended	CID and SGOD Personnel, teaching and non-teaching personnel
Objective No. 3	Managed the development and implementation of the performance management, rewards and recognition, employees welfare, and succession and exit programs.		
Adaptation of System of Ranking Positions	succession plan	Quality standard	SDO and School Personnel
Objective No. 4	Ensured that recruitment, selection and placement is implemented effectively and efficiently		
Adaptation of Time and Motion Study for streamlining of processes	hiring process efficiency	turn around time (TAT)	Personnel Unit
KEY RESULT AREA	RESOURCE MANAGEMENT		
Objective No. 1	Led in budget preparation and equitable allocation of funds and resources at Division Office, Schools, and Learning Centers		
Ensure participation of school heads in attending Webinar for Work and Financial Plan 2022	Attendance of schools in the WFP webinar	No. of school heads	Finance Unit, SMME, HRD, School Heads
Validate all modified budgets	Realignment of budget	No. of approved realigned budget	Finance Unit, Chiefs of Division, School Heads

Objective No. 2	Supervised the division office management with economical, efficient, and effective accounting and budgeting services to ensure the cost-effective utilization of financial resources		
Assure all eligible employees received their salaries, allowances and benefits	Timeliness, accuracy and effectiveness of paid salaries, allowances and benefits	No. of employees serviced on a timely, accurate and effective manner	Finance Unit, teaching and non-teaching personnel
Monthly Monitoring of Funds			
Objective No. 3	Led in the preparation and recommended approval of budgets of schools and all learning centers within the Division to the provincial/city board after conferring with them on matters affecting school appropriations and disbursements		
Consultation with school heads on matters concerning their respective schools' budget, its appropriation and disbursement.	Implementation of SEF projects	Number of approved SEF projects	Finance Unit, schools
KEY RESULT AREA	PARTNERSHIP AND LINKAGES		
Objective No. 1	Led in the generation of additional resources based on the needs of schools through partnership and linkages		
DepED Partnership Database System	Effectiveness of DepEd Partnership Database System	Number of schools encoded on partnership database system in a timely manner	SGOD SocMob, schools
Plan or Menu of Needs	Inventory of resources needs	Number of schools provided with resources	SGOD SocMob, schools
Objective No. 2	Spearheaded partnerships and linkages with local government units, non-government organizations, and other agencies/stakeholders on matters affecting		

	schools/LCs and certain community development projects		
Kumustahan with PTA	Participation of PTA in the Kumustahan	Number of PTA officer/members participated	SGOD SocMob, PTA officer/members, schools
Effective Stakeholder management	Number of management meetings with stakeholders	Number of stakeholders participated in the management meeting	SGOD SocMob, stakeholders, schools
Educate stakeholders	Number of activities conducted to stakeholders	Number of stakeholders educated	SGOD SocMob, stakeholders, schools
Solicit support of LGUs and other Government Agencies for BE-LCOP	Implementation issues	Number of partners identified	SGOD SocMob, stakeholders, schools
Objective No. 3	Ensured sustainability of existing partnership		
Implementation of Brigada Eskwela and Adopt-a-School Program	Implementation of Brigada Eskwela and Adopt-a-School Program	Number of stakeholders participated in the BE and ASP	SGOD SocMob, stakeholders, schools
Consulation meeting with PDRRMO/PGO or other NGAs about Contingency planning	Consulation meeting with PDRRMO/PGO or other NGAs about Contingency planning	Number of schools with developed contingency planning	SGOD SocMob, stakeholders, schools
Partners Appreciation Program	Partners Appreciation Program	No. of partners attended in the program	SGOD SocMob, stakeholders, schools

II. DATA COLLECTION AND MANAGEMENT

Program/ Project/ Activities	What are the data that you will collect?	Possible sources of data	Who (office/ personnel) is responsible in data collection	How will you collect the data during monitoring ?	When you collect this data?)	How frequent will you collect this data?	How will you organize the collected data?	Where do you store the organized data?	Who are the responsible users of data (internal and external) and what are the possible uses of these data?
KRA 1									
Refinement and Development of Strategic and Operational Plans	Development and implementation of DEDP and other operational plans	Document Analysis	SEPS Planning and Research	Google sheet; FGD	1st week of February; November of previous year	Once a year	Google Drive	Google Drive	SDO; For strategic planning and plan adjustment
Conduct of educational research	Target vs. accomplishment of researches conducted	Log sheet/ Logbook	CID, SGOD, Schools	Google sheet; Online tracking		Quarterly	Google Drive	Google Drive	SDO; For strategic planning and plan adjustment
Early Registration/ Enrollment	Implementation of Early Registration, issues and concerns	Submitted online report	EFS, Schools	Google sheet; Online tracking	August-September 2021/ March-April 2022	Once a year	Google Drive	Google Drive	SDO; For strategic planning and plan adjustment
Repair/Rehabilitation of Classroom School Building Program of DepEd	Target vs. accomplishment	Program of Works	SHN, Schools	Google sheet; Online tracking	July 2021-December 2021	semi-annual	Google Drive	Google Drive	SDO; For strategic planning and plan adjustment

WINS/WASH Program	Implementation of WINS/WASH, issues and concerns	Submitted online report	SHN, Schools	Survey Monitoring Tool	November 2021	Once a year	Google Drive	Google Drive	SDO, Schools; For strategic planning and plan adjustment
Prevention of the transmission of COVID-19 among learners, teachers and non-teaching personnel during SY 2021-2022	Number of learners, teaching and non-teaching personnel infected with virus	Submitted online report	SHN, Schools	Survey Monitoring Tool	March, June, September and December 2021	Quarterly	Google Drive	Google Drive	SDO, Schools; For strategic planning and plan adjustment
Implementation of Basic Education Research Agenda based on BERF standards	No. of researches completed	Logsheets/L ogbook	SEPS Planning and Research	Google sheet	September 2021, December 2021	semi-annual	Google Drive	Google Drive	SDO, Schools; For strategic planning and plan adjustment
Protection of mental health and over-all well-being of learners	No. of learners with mental health/well-being concerns	Submitted online report	SHN, Schools	Google sheet	June to September	two quarters	Google Drive	Google Drive	SDO, Schools; For strategic planning and plan adjustment
Feeding Program	No. of learners with improved health status	Submitted online report	SHN, Schools	Google sheet	October 2021 to Dec 2021	one quarter	Google Drive	Google Drive	SDO, Schools; For strategic planning and plan adjustment

Ok sa DepEd Program	Number of participants in the training/activities conducted	Submitted online report	SHN, Schools	Google sheet	August and October 2021	twice within SY	Google Drive	Google Drive	SDO, Schools; For strategic planning and plan adjustment
School Dental Health Care Program	Implementation of SDHCP	Submitted online report	SHN, Schools	Google sheet	September 2021-June 2022	Whole SY	Google Drive	Google Drive	SDO, Schools; For strategic planning and plan adjustment
Gulayan sa Paaralan Program (GPP)	Best practices on GPP	Submitted online report	YFS, Schools, Learners	Google sheet; Online tracking	End of September 2021	Once a year	Google Drive	Google Drive	SDO, Schools; For strategic planning and plan adjustment
Teacher-Advisers Training Program (TATP)	No. of teacher-advisers trained	Attendance	PDO I (YFS)	Google sheet; Online tracking	End of September 2022	Once a year	Google Drive	Google Drive	SDO, Schools; For strategic planning and plan adjustment
KRA 2									
Provision of technical assistance to school heads in the implementation of MELCs	Supervisory Plan	Submitted online report	CID, School Heads	Google sheet; Online tracking; End Program Evaluation	November 2021	Once a year	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning

Monitoring and Evaluation of school practices in MELC implementation	Least and Most Mastered Competencies, MPS per Subject Area	Submitted online report	CID, School Heads	Google sheet; Online tracking; Monitoring Tool	May, 2022	Once a year	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning
Capacity building on technological skills development for SCP	List of Teachers and Learners	Submitted online report	CID, School Heads	Google sheet; Online tracking; End Program Evaluation	September , 2021	Once a year	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning
Introduce GIBBS Reflective Cycle as part of Teacher's Assessment	Least and Most Mastered Competencies	Submitted online report	CID, School Heads	Google sheet; Online tracking; End Program Evaluation	September -October 2021	Once a year	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning

Sustain the development of local curriculum materials to supplement the self-learning modules in all subject areas and grade levels	Inventory of Locally-Developed Self-Learning Modules	Submitted online report; LRMDS portal	CID, LRMDS Coordinators	Google sheet; Online tracking	Q1/Q2 - July Aug 2021 Q3/Q4 - Sept 2021	Quarterly	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning
Produce Supplementary Materials in Reading and Language adapting the framework of Bawat Bata Bumabasa	Least and Most Mastered Competencies; List of Supplementary Reading and Language Materials	ORT, PhiIRI	CID, School Heads	Google sheet; Online tracking	October 2021	Once a year	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning
Teachers and School Leaders Upskilling and Reskilling to Improve Competencies	List of Laboratory Apparatus and Equipment	Submitted online report	CID, School Heads, Science Coordinators	Google sheet; Online tracking; End Program Evaluation	September , 2021	Once a year	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning

Engagement of school heads and teachers in Balik-Kasaysayan Program and Historical Travelogue across all levels concentrating in barangay history	History of Barangay of every Municipality	Historical Video Narrative	CID, AP District Coordinators, Department Heads, Teachers	Google sheet; Online tracking	November, 2021	Once a year	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning
Engagement of Stakeholders for Support and Collaboration	List of ALS and IPED Learners, Profile of Learners	Submitted online report	CID, ALS District Coordinators, Teachers	Google sheet; Online tracking	October, 2021	Once a year	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning
Sustain the localized learning activity sheets in Araling Panlipunan particularly in Barangay history.	List of Barangay History of Different Municipalities within the Province	Video Documentary Analysis	CID, AP Coordinators and Department Heads	Google sheet; Online tracking	January, 2022	Once a year	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning

Improving the Learning Environment to Develop Learner's Full Potential	Least and Most Mastered MELC, List of Science SLMs	Inventory of SLMs, Logsheet	CID, Science Coordinators/Department Heads	Google sheet; Online tracking	October, 2021	Once a year	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning
Produce self-learning materials or resources aligned in the learning context of each learner and in the school	List of Contextualized Self-learning Materials/Resources in IPED/ALS	Inventory of SLMs, LRMS portal	CID, DALSC. Teachers	Google sheet; Online tracking	September, 2021, November, 2021	Twice a year	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning
National Competency-Holder Learners for TVL and Certificate of Competencies for ACAD Learners	List of TVL and ACAD SHS Learners	Enrolment Form	CID, School Heads, SHS Coordinators	Google sheet; Online tracking	December, 2021	Once a year	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning

Quality Work Immersion/Research Outputs	List of MOA for Immersion/Research Outputs	School MOA, Research Outputs	CID, School Heads, SHS Coordinators	Google sheet; Online tracking	December, 2021	Once a year	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning
Curriculum Development for Improved Delivery of Instruction and Assessment	List of Writers, Artists, Editors	LRMDS Writers, Artists, Editors	CID, School Heads, LRMDS Coordinators	Google sheet; Online tracking	September, 2021	Once a year	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning

Provide variety of assessment tools and strategies to be used by teachers in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement.	List of Teacher-Participants, Assessment Tools, Sample Test Questions per Subject Area	Summative Assessment	CID-EPS per Subject Area	Google sheet; Online tracking; End Program Evaluation	September , 2021	Once a year	Google Drive	Google Drive	CID, Subject Area Supervisor; M & E Report, Program Accomplishment Report; Plan Adjustment; Strategic Planning
KRA 3									
Enhancement of Data Tracking System/ Digitalization of Hiring and recruitment to streamline processes	pertinent documents	submitted through google drive	Personnel Unit -IT	Google sheet; Online tracking	as part of selection process	Quarterly	Google Drive	Google Drive	ASDS, AO V, AO IV, AO II, ITO, and Members of the Personnel Selection Board
Adaptation of System of Ranking Positions	Personnel Data	PSIPOP	Personnel Unit - IT/AO IV	Excel	Once a Year	Quarterly	Excel file	Excel file	SDS, ASDS, AO V, AO IV
Adaptation of Time and Motion Study for streamlining of processes	no. of days of processing a specific transaction	Logbook	Personnel Unit	Excel	Once a Year	Quarterly	Excel file	Excel file	SDO Personnel

Development of Quality Systems Review on RSP									
HRD Plan	List of trainings for SDO Personnel	Approved HRD Plan	SGOD HRD	Google sheet; Online tracking	Quarterly	Quarterly	Google drive	Google drive	SGOD HRD
Learning and Development Database of activities and competency profile	List of L&D activities	Approved L&D Plan	CID, HRD	Google sheet; Online tracking	Quarterly	Quarterly	Google drive	Google drive	CID, SGOD HRD
KRA 4									
Ensure participation of school heads in attending Webinar for Work and Financial Plan 2022	No. of school heads attended the webinar	Online Attendance Sheet	Finance Unit, M&E	Google sheet	October 2021	Once a year	Google drive	Google drive	Finance Unit, SMME, HRD, School Heads
Validate all modified budgets	No. of validated modified budgets	Logsheet/Logbook/Approved WFP	Finance Unit	DMEA Template	August to December 2021	Two quarters	Google drive	Google drive	Finance Unit, Chiefs of Division, School Heads
Assure all eligible employees received their salaries,	No. of eligible employees who received eligible salaries and benefits	Payroll	Finance unit	DMEA Template	Monthly	Every month	Google drive	Google drive	Finance Unit, SMME, HRD, School Heads

allowances and benefits									
Monthly Monitoring of Funds	Percent utilization of SDO and schools' MOOE and other downloaded funds		Finance unit	DMEA Template	Monthly	Every month	Google drive	Google drive	Finance Unit, Chiefs of Division, School Heads
Consultation with school heads on matters concerning their respective schools' budget, its appropriation and disbursement.		Logbook; Program of works	Finance Unit	request duplicate copy of POWs submitted	every 25th of the quarter	Quarterly	Google drive	Google drive	Finance Unit, Division, School Heads
DepED Partnership Database System	Effectiveness of DepEd Partnership Database System	Database System	SGOD SocMob, SEPS, EPS II	Online Tracking	September to June 2022	Quarterly	Google drive	Google drive	SDO and schools; For strategic planning and plan adjustment
Plan or Menu of Needs	Inventory of resources needs	Submitted Inventory of Schools	SGOD SocMob, SEPS, EPS II	Request for duplicate copy of	September 2021 to June 2022	Quarterly	Google drive	Google drive	SDO and schools; For strategic planning and

				submitted report					plan adjustment
Kumustahan with PTA	Participation of PTA in the Kumustahan	Narrative report submitted	SGOD SocMob, SEPS, EPS II	Request for duplicate copy of submitted report	August 2021 to June 2022	Quarterly	Google drive	Google drive	SDO and schools; For strategic planning and plan adjustment
Effective Stakeholder management	Number of management meetings with stakeholders	Minutes of the meeting	SGOD SocMob, SEPS, EPS II	Request for duplicate copy of submitted report	September to December 2022	Quarterly	Google drive	Google drive	SDO and schools; For strategic planning and plan adjustment
Educate stakeholders	Number of activities conducted to stakeholders	Attendance	SGOD SocMob, SEPS, EPS II	Request for duplicate copy of submitted report	August 2021 to June 2022	Quarterly	Google drive	Google drive	SDO and schools; For strategic planning and plan adjustment
Solicit support of LGUs and other Government Agencies for BE-LCOP	Implementation issues	Minutes of the meeting	SGOD SocMob, SEPS, EPS II	Request for duplicate copy of submitted report	September 2021	Once a year	Google drive	Google drive	SDO and schools; For strategic planning and plan adjustment
Implementation of Brigada Eskwela and Adopt-a-School Program	Implementation of Brigada Eskwela and Adopt-a-School Program	Submitted report	SGOD SocMob, SEPS, EPS II	Request for duplicate copy of submitted report	August 3, 2021-January 2022	Quarterly	Google drive	Google drive	SDO and schools; For strategic planning and plan adjustment

Consultation meeting with PDRMO/PGO or other NGAs about Contingency planning	Consultation meeting with PDRMO/PGO or other NGAs about Contingency planning	Minutes of the meeting	SGOD SocMob, SEPS, EPS II	Request for duplicate copy of submitted report	September to December 2022	Once a year	Google drive	Google drive	SDO and schools; For strategic planning and plan adjustment
Partners Appreciation Program	Partners Appreciation Program	Program, Project proposal, narrative report	SGOD SocMob, SEPS, EPS II	Request for duplicate copy of submitted report	August 2021 to June 2022	Quarterly	Google drive	Google drive	SDO and schools; For strategic planning and plan adjustment

III. DATA ANALYSIS

How will you process and analyze the data that you have collected	Who are responsible in data analysis	How often do you conduct data analysis?	To whom will you communicate the M&E results? (identifying type of stakeholder)	How will you communicate the results? What is communication/reporting strategies will you employ?	When do you report M&E Results?
The data collected will be compared to the plans developed to identify the implementation gaps (target vs accomplishment)	Unit Heads, SMME, Planning and Research Units	Quarterly	SDS, ASDS, Chiefs of the Divisions, Unit Heads Concerned	Virtual Reporting	During the DMEA

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Annexes

Annex A: SWOT Analysis

Strength	Weakness	Opportunity	Threat
Commitment to excellence and quality service	Insufficient support/ administrative staff in SDO and schools	Close coordination with other DepEd field offices (SDOs and RO)	Outbreak of COVID-19 Pandemic
Commitment to equity	Fast turnover of support staff due to job order status	Close coordination and established partnership with other government agencies and institutions	Restriction in budget allocation among municipalities
Qualified, dedicated, and proactive leaders and SDO/School personnel	Underutilized applications and synchronization service (e.g. drive, cloud, microsoft excel, etc.) for efficient consolidation and processing of data	Strong partnership and support of community, stakeholders, and local government leaders	Pandemic burnout syndrome affecting delivery of service
Established Quality Management System in the SDO and SDO Annexes	Limited Monitoring and Evaluation tools	Sufficient budget allocation from the Special Education Fund	Slow internet connectivity hindering system management
Established Prime-HRM (Level II)	Lack of office space for storage of documents and other supplies	Scholarship grants for teachers and free webinars among other personnel	No aftersales support for infrastructure from the supplier after warranty
Provision of technical assistance and support to	Late submission of QATAME results to	Availability of online platforms that can be used in	

school and learning centers	program proponents	learning and virtual activities	
Improve SBM level of practice of schools	Schools performing below expectations	Training opportunities for teachers for technological upskilling	
Institutionalized DMEA Technology	Limited innovative programs initiated by the schools	Provision of Technology infrastructure from DepED Central and Regional Office	
Good interpersonal relationship between SDO and School Personnel	Few registered guidance counselors		
Strengthened Youth Formation Programs in schools	Lack of time in conducting Quality Assurance for locally made Self-Learning Modules		
Production of contextualized and localized self - learning modules	Dearth of teacher-writers due to burn out		
Localized instructional materials to support curriculum and instruction	Delay in the delivery of self-learning modules		
Established Special Curricular Programs	Limitations on conduct of activities		
Development of Self-Learning Modules	Deficiency in mastering the competencies due to limitations in learning		

	delivery modalities		
Conduct of Orientation on various Learning Delivery Modalities	Outdated ICT Equipment/Conflict in parents'/stakeholders' priorities		
Conduct of orientation FGD for Parents and other stakeholders in the New Normal	Transfer of knowledge and practice to parents/lack or absence of means of technology		
Development of Manual for Parents on Teaching Beginning Reading	lack of equipment/gadget for personnel in "Work from Home" arrangement		
Ability to shift to online training, virtual monitoring, virtual meetings and contests	Delayed Sub-Allotment Order of special programs and projects		
Minimized spending on trainings due to shift to online training			
Strong advocacy in the presentation of arts and indigenous culture			
Proactive and harmonized relationship among education leader, SDO/school personnel, and			

stakeholders to different ICT implementation Program and Activities			
Issued productivity tool licenses for DepED Personnel, leaders, teachers and learners			
Microsoft Ambassadors-Certified Teachers			
Google Education-certified Teachers			
Efficient delivery of in-house legal service			
Fiscally Conservative			
Personnel familiarity in respective processes			
Digitization of documents			
Establishment of new SDO Office			



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Enclosure 2 (SWOT Analysis Guide Questions)

FOR STRENGTHS:

1. What do we do well in district/school?
2. What resources in district/school can we leverage?
3. What do external stakeholders see as our school's strengths?

FOR WEAKNESSES:

1. What opportunities are lacking in our district/school?
2. What needs improvement in our district/school?

FOR OPPORTUNITIES:

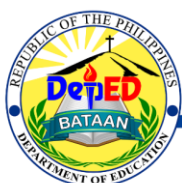
1. What opportunities are available around our district/school?
2. How can we leverage the opportunities to our strengths?

FOR THREATS:

1. Do our weaknesses hinder our district/school operation?
2. What threats can affect the provision of sources to our clients?

Enclosure 3 (Gantt Chart of Activities on S-LCOP)

Tasks/Activities	3 rd week of August (August 16-20)	4 th week of August (August 23-27)	5 th week of August (August 30-31)	1 st week of September September 1-3)	2 nd week of September September 6-10)	3 rd week of September September 13-17)	3 rd week of September September 20-24)
1. Virtual Focus Group Discussion (FGD) of PSDS with elementary and secondary school heads on S-LCOP Preparation;							



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2. Virtual FGD of School Heads with teachers, PTA officers and other stakeholders;							
3. Conduct of SWOT Analysis;							
4. Conduct of LCOP Implementation and Monitoring Plan;							
5. Encoding of manuscript, designing of visual graphics for data presentation;							
6. Critiquing of the initial version of the S-LCOP to the stakeholders;							
7. Revision, polishing of S-LCOP based on suggestions;							
8. Preparation and Submission of Final Copy to PSDS;							
9. Submission of S-LCOP soft copy and hard copy by PSDS to the link/Record's Section of SDO;							



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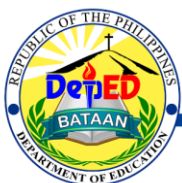


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10. Advocacy and Commitment Program of S-LCOP to teachers and learners;							
11. Advocacy and Commitment Program of S-LCOP to parents/guardians and PTA;							
12. Advocacy and Commitment Program of S-LCOP to Barangay LGU							
13. Advocacy and Commitment Program of S-LCOP to Municipal LGU							
14. Information dissemination using tarpaulin, flyers, social media platforms;							
15. Start of S-LCOP Implementation							
16. Monitoring of S-LCOP Implementation							



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