



# **YEAR-END AGENCY PERFORMANCE REPORT**



# Agency Performance Report

*For the Period Covering January to December 2023*

## I. EXECUTIVE SUMMARY

The Schools Division of Batanes is continuously improving its services to provide quality basic education to all learners in the province. The different enhanced programmed activities for the Fiscal Year 2023 are a testament that the SDO is committed to its mandate in serving the learners by providing quality education.

The programs, innovations, projects, and activities for this year were planned based on the needs of the clientele to ensure that gaps in the delivery of basic education is addressed. Factors hindering the achievement of the goals and targets on academic performance have been carefully analyzed to attain the education targets. Provision of technical assistance, capacity building and other related activities have been strengthened to ensure that teachers are competent in delivering quality basic education. On the other hand, assessment of the learners has been continuously done to measure what they have learned in the classes and most importantly to diagnose their academic needs. The learning difficulties and gaps of these learners are the focus of this SDO so that the mantra of DepEd, No Child is Left Behind, is being realized.

When the MATATAG: Bansang Makabata, Batang Makabansa agenda of the Department was launched, all the PAPs being implemented in the Division were reviewed and aligned to the battle cry of DepEd. This move was to ensure that the Division is compliant to the objectives and goals of the agency. As a result, SDO Batanes focused and prioritized in improving the quality of education and become responsive to the needs of the learners academically and learning supports.



Upon evaluation of the accomplishments of this SDO, most of the activities have been implemented well and were geared towards the development of the learners. Although there are some targets and activities which have not been accomplished, adjustments and corrective actions have been implemented so that the quality of learning and education of the learners is not sacrificed.

Flagship activities that were accomplished for 2023 include regular evaluation of school performance using the Division Achievement Test for Grades 3,6, and 10 through Project CHECK. This project identified weak areas in the different subject areas and was used as basis of interventions implemented in the different schools. Another highlight is the Project READ, READ, READ (Read to Know, Read to Understand, Read to Communicate) which was implemented to improve the reading skills of Grades 1-3 learners using the Ivatan, Filipino, and English. In addition, the Project KILOS-P (Kindergarten Indigenized & Localized Outdoor Sports Program) – was continuously implemented since 2017 to develop fine and gross motor skills in kindergarten learners in Batanes. It further aims to make them proficient in physical and health activities. Project KASULIVAN (Knowing, Appreciating, Strengthening, Understanding, and Living the Ivatan IKSPs through Various Activities and Norms) on the other hand was launched to introduce Ivatan Indigenous Knowledge, Skills, and Practices to learners from Kinder to Grade 12. It aims to increase awareness through observation and practice. Meanwhile, Project KAHAKAW (Keeping Ancient Habitual Activities & Knowledge Adaptable & Worthy) – which means "farming," aims to teach Ivatan farming practices as part of the Indigenous Peoples Education Program. It includes theoretical and practical modules. The cited projects were just some of the highlights of the accomplishment this Division. Detailed accomplishment and achievement for the different programs and subjects areas are presented below:

## II. OBJECTIVES OR AREAS FOR REVIEW

Title of PAP	Policy and Research Program (PRP)							
<b>Rationale</b>	The adoption of DepEd Order No. 16 s, 2017 titled Research Management Guidelines showcases the Schools Division of Batanes' dedication to enhancing the educational landscape. By following these guidelines, the institution embraces an organized and methodical research approach that promises substantial advantages and drives research-informed decision-making. Research, being pivotal for educational growth and innovation, thrives under effective management within DepEd. This ensures not only quality research but also its relevance, resulting in well-informed choices and improved educational outcomes. Collaborative efforts and accurate data management, outlined in these guidelines, bolster the commitment to insightful research. Collaboration taps into diverse expertise, fostering innovation, while precise data enhances findings' credibility. Through these guidelines, the institution navigates a path toward excellent research, wise decision-making, and overall educational progress in Batanes.							
<b>Brief Description of the PAP</b>	Activities under this major initiative revolves on the effective implementation of the Research Management Guidelines outlined in DepEd Order No. 16 s, 2017, specifically tailored to the context of DepEd Batanes. The strategy encompasses key aspects such as research prioritization, ethical considerations, collaboration, data management, and dissemination. By adopting these guidelines, the Schools Division aims to cultivate a culture of research-driven inquiry that directly contributes to improving the quality of education in Batanes.							
<b>Objective/s</b>	<ul style="list-style-type: none"> <li>To provide technical assistance to increase the capacity of personnel in the conduct of policy evaluation research.</li> <li>To provide TA in the conduct of BERF research studies</li> </ul>							
Activities	Target Jan. – June 2023		Accomplishment Jan. – June 2023		Variance		Deviation Reason	Explanat ion for deviat ion from targets
	Physical	Financial	Physical	Financial	Physical	Financial		
Called for submission of Research Proposals (Batch 9)	1	0	1	0	0	0		
Evaluated Research Proposals	1	0	1	0	0	0		
Conducted Polishing and Finalization of Research Proposals (Batch 9)	1	0	1	0	0	0		




Monitored Research Implementation as plans and timelines	1	0	1	0	0	0		
Oriented Research Implementors and MOA signing conducted	1	0	1	0	0	0		
Disseminated Research Findings	1	0	1	0	0	0		
Completion of Batch 9 BERF Research	22	48,200	16	48,200	6	0	Insufficient time to implement interventions due to unforeseen circumstances	Granted 3-month extension to the 5 IIS proponents, and a maximum of 6 months to BNSHS proponent to finish the game-based intervention
Participated in the 3 <sup>rd</sup> Regional Planning Conference	6	-	6	-	0	-		
Conducted Capacity Enhancement and Training Workshop for Division Research Technical Working Group	1	45,000	1	45,000	0	0		

Conducted Capability Enhancement and Training Workshop Basic Education Research Completion Writing for Education Program Supervisors and School Heads in SDO Batanes	1	61,580.00	1	60,000.00	0	1,580	Variance in the quotation of service providers	
<b>Narrative</b>	<p>For the Calendar Year 2023, there have been forty-eight (48) total number of research proposals approved where twenty-two (22) are funded under BERF. This year's type of research implemented comprises of 19 Action Research and 3 Basic Research under BERF, while 25 Action Research and 1 Basic Research for Non-BERF. The Batch 9 research focused on various aspects of education, with the majority (43 out of 48) centered on Teaching and Learning. This includes studies on teaching methods, learning processes, curriculum development, and the use of technology in education. Other areas of focus included Child Protection and Governance, each with 2 studies, and Human Resource Development with 1 study. However, there were no studies conducted under the themes of Inclusive Education, Gender and Development, and Disaster Risk Reduction &amp; Management.</p> <p>These themes cover a wide range of topics from protecting children in educational settings, managing educational institutions, to gender issues and disaster preparedness in education. The research conducted under these themes aims to enhance teaching practices, improve curriculum design, address learning needs, and contribute to the professional development of educators. So far, the percentage of completion of research under BERF have been at 72.7% (16 out of 22), and only three (3) submitted their Non-BERF Completed research, while the rest communicated their concerns on the implementation of their interventions due to various valid reasons and was granted a maximum of three (3) to six (6) months extension in accordance with the DepEd Order No. 16, s. 2017 otherwise known as the Research Management Guidelines. Further, the division had its first ever in-person participation on the 3<sup>rd</sup> Regional Planning Conference at Maddela, Quirino on November 20-25, 2023, to which they presented their Batch 8 Completed Action and Basic Research and Batch 9 Action and Basic Research Proposals. The total amount utilized for the BERF grantees for this batch was 48,200.00 which was utilized in the conduct of their data gathering. Further, the following are the impact of the Batch 9 Completed BERF Research intervention/strategies to teachers and learners, to wit:</p> <ul style="list-style-type: none"> <li>• <b>Baamboozle:</b> This intervention significantly improved the grammar skills of Grade 8 students, leading to better written and verbal communication. And students were more confident and engaged in language-based activities.</li> </ul>							

	<ul style="list-style-type: none"> <li>• <b>Basic Maths App:</b> This app enhanced the basic numeracy skills of Grade 7 students, making them more comfortable with mathematical concepts and operations. Teachers observed improved performance in math-related tasks.</li> <li>• <b>Digitized Project PaReS:</b> This tool improved the reading performance of VIS pupils, fostering a love for reading and enhancing comprehension skills. Teachers also noticed increased participation in reading activities.</li> <li>• <b>Project PAPERLESS in MTB:</b> This project enhanced the learning experience of Grade 2 learners, making lessons more interactive and engaging. Teachers also found out that students were more motivated and show improved academic performance.</li> <li>• <b>Developed Workbook for Grade 8 TLE Exploratory Students:</b> This workbook provided students with structured learning material, improving their understanding of mensuration and calculation. Teachers observed increased student autonomy and better performance in assessments.</li> <li>• <b>Project SORT:</b> This project improved the academic performance of Grade 9 learners in Internet Computing Fundamentals, equipping them with essential digital skills. Teachers confirmed that students were more prepared for the digital age.</li> <li>• <b>Project KATHA:</b> This project could enhance the literary skills of Grade 8 Filipino students, fostering creativity and cultural appreciation. Teachers might observe increased interest in literature and improved writing skills.</li> <li>• <b>Geogebra Applets:</b> This digital tool improved the mastery level in solving problems on circles involving secants and tangents among Grade 10 learners, making complex concepts more accessible. Teachers observed improved performance in geometry-related tasks.</li> <li>• <b>Interactive Musical Applications:</b> This intervention enhanced the musical skills of Grade 3 &amp; 6 VIS learners, fostering creativity and appreciation for music. Teachers found out that students were more engaged in music-related activities.</li> <li>• <b>JENGA:</b> This project intensified the vocabulary skills of Grade 7 learners under frustration reading level, enhancing their language skills. Teachers observed improved performance in language-based tasks.</li> <li>• <b>Project G-APP:</b> This ICT learning tool improved the multiplication and division skills among Grade 6 pupils, making these fundamental operations more accessible. Teachers noticed increased confidence and improved performance in math-related tasks.</li> <li>• <b>Proyeklong I-Bigkas Mo!:</b> This project enhanced the reading and comprehension skills of students from Grade 7 to 10 in Filipino literature, fostering a love for reading and enhancing comprehension skills. Teachers noticed increased participation in reading activities.</li> <li>• <b>Read ME:</b> This e-book improved the reading level of identified slow readers in secondary VIS, making reading more accessible and enjoyable. Teachers observe increased confidence and improved performance in reading tasks.</li> <li>• <b>Technology-Aided Instruction:</b> This strategy improved the academic performance of Grade 11 students under Statistics and Probability, making complex concepts more accessible. Teachers found that students were more engaged and have shown improved academic performance.</li> <li>• <b>The Effectiveness of MatchMaker:</b> This project improved the academic performance of Grade 9 learners in subject-verb agreement, enhancing their grammar skills. Teachers also observed improved written and verbal communication skills.</li> </ul>
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	Through the implementation of these research interventions, it was generally observed to have significant improvements in student outcomes and enhancements in teaching practices. These research findings provide valuable insights that, while not yet utilized for policy development, lay a strong foundation for future educational strategies. Preparations are already underway to leverage these insights in the upcoming fiscal year, with the aim of contributing to further improvement of our educational practices and the system as a whole.			
<b>Basic Data</b>	Table 1. BERF Batch 9 completion status and fund allocation			
	<b>Batch 9 BERF- funded studies</b>	<b>Number completed</b>	<b>% completion</b>	<b>Fund Downloaded to SDO</b>
	22	16	<b>72.7%</b>	48,200.00
	Table 2. 3 <sup>rd</sup> Regional Planning Conference Qualifiers and Participants			
	<b>Name</b>	<b>Designation</b>	<b>School/ Office</b>	<b>Remarks</b>
	1. John Hedrick A. Castillo	T-I	Itbud IS	• AR Proposal (Batch 9)
	2. Charmaine Cervillon	T-II	Sabtang NSF	• AR Proposal (Batch 9)
	3. Shervin C. Cabugao	T-II		
	4. Walden G. Habana	MT-II	Batanes NSHS	• AR Proposal (Batch 9) • AR Completed (Batch 8)
	5. Nelita B. Sebastian	SP-I	Ivana NHS	• BR Proposal (Batch 9) • Strategic and Operational Planning
	6. Edward E. Dita	HT-III/OIC	Itbayat NAHS	• BR Proposal (Batch 9)
	7. Mark Ian G. Garcia	T-III		
	8. John Rick Vasol	T-III	Batanes NSHS	• AR Completed (Batch 8)
	9. John Kelly M. Ibanes	T-I		
	10. Kurt G. Hostallero	SST-I		
	11. Mark Anthony S. Comaya	SST-I	Itbud IS	• AR Completed (Batch 8)
	12. Carina H. Delos Santos	SP-I	Ivana ES	• BR Completed (Batch 8) • Strategic and Operational Planning
	13. Myrna H. Agudo	EPS	SDO-CID	• BR Completed (Batch 8)
	14. May Ann G. Caballero	MT-I	Batanes NSHS	
	15. Rhona A. Escalona			



	16. Jennifer H. Moro	EPS	SDO-CID	• BR Completed (Batch 8)																																											
	17. Kym Clyde H. Moro	EPSP-II	SDO-SGOD	• <b>RPC TWG</b>																																											
	18. Zaldy C. Adri	SP-I	Uyugan ES	• Strategic and Operational Planning																																											
	19. Leilani D. Ugali	SP-I	Basco CS	• Strategic and Operational Planning																																											
	20. Carmen C. Noguera	SP-I	Batanes NSHS	• Strategic and Operational Planning																																											
	21. Jeffrey D. Medina	SP-I	Sabtang NSF	• Strategic and Operational Planning																																											
	22. Arnulfo Anselm C. Hortiz	EPS	SDO-SGOD	• <b>RPC TWG</b>																																											
	23. Oliver R. Carias	PO III	SDO-SGOD	• <b>RPC TWG</b>																																											
<table><tr><th colspan="2">Funding</th><th colspan="2">Type of Research</th><th colspan="2">Status</th></tr><tr><td rowspan="4">Non-BERF</td><td rowspan="4">26</td><td>Action</td><td>25</td><td>On-going</td><td>26</td></tr><tr><td></td><td></td><td>Completed</td><td>0</td></tr><tr><td>Basic</td><td>1</td><td>On-going</td><td>1</td></tr><tr><td></td><td></td><td>Completed</td><td>0</td></tr><tr><td rowspan="4">BERF</td><td rowspan="4">22</td><td>Action</td><td>19</td><td>On-going</td><td>19</td></tr><tr><td></td><td></td><td>Completed</td><td>0</td></tr><tr><td>Basic</td><td>3</td><td>On-going</td><td>3</td></tr><tr><td></td><td></td><td>Completed</td><td>0</td></tr></table>						Funding		Type of Research		Status		Non-BERF	26	Action	25	On-going	26			Completed	0	Basic	1	On-going	1			Completed	0	BERF	22	Action	19	On-going	19			Completed	0	Basic	3	On-going	3			Completed	0
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Non-BERF	26	Action	25	On-going	26																																										
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<b>Title of PAP</b>	<b>Basic Education Facilities (BEF)</b>
<b>Rationale</b>	<p>The Basic Education Facilities Fund (BEFF) tackles the critical issue of physical learning environments, aiming to improve basic education quality through several key initiatives. BEFF confronts the growing classroom shortage by prioritizing construction and infrastructure development, bridging the gap with additional classrooms needed annually. Beyond simply addressing the numbers, BEFF allocates funds to rehabilitate existing classrooms, ensuring students learn in safe and structurally sound spaces that promote hygiene, safety, and prevent accidents. Furthermore, BEFF enhances learning resources by providing essential furniture and equipment, allowing for diverse teaching methods and fostering student engagement.</p>
<b>Brief Description of the PAP</b>	<p>BEFF bridges the classroom gap with new buildings and renovates existing ones, creating safe and sanitary havens for education. Furniture and equipment become tools for engagement, while water and sanitation facilities safeguard health and attendance. BEFF embraces technology by electrifying</p>

	and connecting schools, opening doors to digital resources and literacy. Even nature's wrath is considered, with disaster-resistant buildings protecting students and staff. Ultimately, BEFF recognizes that strong infrastructure is the canvas for quality education, paving the way for a brighter future for Filipino children.							
<b>Objectives</b>	<p>The Basic Education Facilities Fund (BEFF) has several key objectives aimed at improving the quality of basic education in the Philippines by addressing the country's school infrastructure needs. These objectives can be summarized as follows:</p> <ul style="list-style-type: none"> <li>• To address classroom shortages and overcrowding.</li> <li>• To repair and rehabilitate existing school buildings.</li> <li>• To improve water and sanitation facilities.</li> <li>• To provide school furniture and equipment.</li> <li>• To ensure disaster resilience of school buildings</li> <li>• To promote inclusive education.</li> </ul>							
Activities	Target Jan. – June. 2023		Accomplishment Jan. – June. 2023		Variance		Deviation Reason	Explanat ion for deviatio n from targets
	Physical	Financial	Physical	Financial	Physical	Financial		
Conducted inspection and monitoring of Repair & rehabilitation of school buildings (VIS, SCS, BCS, MES, RIS)	2	0	2	0	0	0		
Conducted inspection and monitoring of repair and rehabilitation of Gabaldon Building (BCS, BNSHS, Ivana ES)	2	0	2	0	0	0		
Repair and Rehabilitation of Classrooms in Sumnanga Elementary School	1	2,609,212.82	1	2,609,212.82	0	0		
Repair and Rehabilitation of	1	9,900,121.12	0	8,910,108.05	1	990,013.07		

Classrooms at BCS (Gabaldon Building)								
Repair and Rehabilitation of Classrooms at BCS (7 Classrooms)	1	4,700,000.00	0	4,547,250.00	1	152,750		
Repair and Rehabilitation of Classrooms at BNSHS (Gabaldon Building)	1	9,450,161.12	0	9,007,893.58	1	442,267.54		
Repair and Rehabilitation of Classrooms at Raele Integrated School	1	1,154,807.42	1	1,154,807.42	0			
Repair and Rehabilitation of Classrooms at Mahatao Elementary School	1	1,506,917.26	1	1,506,917.26	0			
Repair and Rehabilitation of Classrooms at Sabtang Central School	1	2,100,000.00	0	1,889,844.72	1	210,155.28		
Repair and Rehabilitation of Classrooms at Valugan Integrated School	1	2,950,000.00	1	2,950,000.00	0	0		
Construction of Handwashing Facility at Mayan ES	1	145,183.24	1	145,183.24	0	0		
Construction of One (1) Storey Two	1	8,955,973.6	0	0	1	8,955,973.6		



(2) Classrooms w/ provision of toilet, rainwater collector and water system in Yawran Barrio School								
Construction of One (1) Storey -Two (2) Classrooms School Building (Without Toilet) With Solar PV Energy and Water System, School Furniture, Slope Protection, and Sanitation Facilities in the Last Mile School Construction of Group Handwashin g Facilities, Repair of Existing Three (3) Classrooms Construction of Powerhouse (For Future Electrificatio n Project) and Service Entrance Post	1	10,379, 721.43	0	1,362,30 9.57	1	9,017, 411.86		
Procurement of School Furniture (SF) Recipient School @	1	2,827.8 0	1	2,827.80	0	0		



Raele Integrated School								
Upgrading of Electrical System in Sumnanga Elementary School	1	821,037.53	1	821,037.53	0	0		
Upgrading of Electrical System in Savidug Elementary School	1	1,030,832.91	1	1,030,832.91	0	0		
Rehabilitation of Gabaldon Building in Ivana Elementary School (7 cl)	1	12,530,440.87	0	0	1	12,530,440.87		
<b>Narrative</b>	<p>As the Basic Education Facilities Coordinator for the Schools Division Office (SDO) Batanes, I am responsible for ensuring the efficient and timely execution of various repair and rehabilitation projects undertaken in public schools within the division. This report outlines the monitoring and inspection activities conducted within my designated area from January to December 2023, adhering to DepEd Order No. 94, s. 2011.</p> <p>A systematic approach was adopted to effectively monitor and inspect ongoing projects:</p> <p><b>Regular Site Visits:</b> Each construction site was visited at least once every month or when the need arises to assess progress, identify potential issues, and provide necessary guidance to stakeholders.</p> <p><b>Meetings and Consultations:</b> Regular meetings were held with project engineers, school principals, and DepEd officials to discuss progress, address concerns, and ensure accountability.</p> <p><b>Documentation:</b> Detailed records were maintained for each site visit, including photographic evidence, progress reports, and meeting minutes.</p> <p><b>Accomplishments:</b> Monitored a total of 15 ongoing repair and rehabilitation projects across 13 schools in SDO Batanes. These projects covered various aspects such as roof repairs, electrical upgrades, plumbing system improvements, and structural reinforcements.</p> <p>These projects have significantly improved the learning environment for students and teachers alike. Identified and addressed a number of potential issues related to project execution. These issues ranged from material shortages to delays in delivery and discrepancies in construction plans.</p>							

	<p>Through timely intervention and collaborative efforts, challenges were mitigated and project quality was ensured.</p> <p><b>Challenges and Observations:</b>  While the monitoring and inspection process yielded positive outcomes, there were also challenges encountered:</p> <p>Accessibility of remote schools: Reaching certain schools in geographically isolated areas required extensive travel and coordination, impacting on the frequency of site visits.</p> <p>Limited technical expertise at the school level: Some school administrators lacked the technical knowledge to effectively oversee construction projects, necessitating additional support from the SDO.</p> <p>Unforeseen delays due to weather conditions: The unpredictable nature of the weather in Batanes occasionally caused project delays, requiring adjustments to timelines and resource allocation.</p> <p><b>Recommendations:</b>  Moving forward, the following recommendations are proposed to further enhance the efficiency and effectiveness of repair and rehabilitation projects in SDO Batanes:</p> <p>Invest in capacity building programs for school administrators. Equipping them with basic knowledge of construction and project management would empower them to better oversee local projects.</p> <p>Explore alternative communication channels and technologies. Utilizing online platforms and video conferencing tools could improve communication and document sharing, particularly for remote locations.</p> <p>Establish contingency plans for weather-related disruptions. Proactive planning and resource allocation can help mitigate delays caused by inclement weather.</p> <p><b>Conclusion:</b>  The monitoring and inspection activities conducted during this period have played a crucial role in ensuring the quality and timely completion of repair and rehabilitation projects in SDO Batanes. Through dedicated efforts and collaborative problem-solving, we have transformed crumbling school buildings into vibrant learning spaces, positively impacting the education of countless students. By continuously working to address challenges and implementing effective solutions, we can build a brighter future for education in Batanes, one brick and one beam at a time.</p>
<p><b>Documentation</b></p>	<div data-bbox="571 1478 1166 1837" data-label="Image"> </div> <p><i>Completed Gabaldon Building at Basco Central School- Basco Batanes</i></p>



*Completed BFF Project at Raele Integrated School Itbayat, Batanes*



*Completed Gabaldon Building at Itbayat Central School- Basco, Batanes*



*Completed BFF Project at Itbud Integrated School- Uyugan, Batanes*

Title of PAP	DepEd Computerization Program (DCP)							
Rationale	DepEd Computerization Program recognizes the vital role of technology in improving education quality, increasing access to resources, and preparing students for the demands of the digital age. It aligns with global educational trends and seeks to address the educational needs of the Philippines in a rapidly evolving technological landscape.							
Brief Description of the PAP	The DepEd Computerization Program (DCP) an initiative of the Department of Education. Its core objective is to advance education through technology. DCP provides public schools with essential digital tools like computers, software, and internet access, fostering a tech-integrated learning environment. Teachers also receive training to maximize technology use in teaching. By bridging the digital divide, DCP enhances educational quality and prepares students for the digital age. This program aligns with global educational trends and aims to promote equitable access to technology, fostering digital literacy and competitiveness among Filipino students.							
Objectives:	The primary objectives of the DepEd Computerization Program (DCP) are to enhance the quality of education by integrating technology into public schools. This includes providing computer hardware, educational software, and internet connectivity to improve teaching and learning. DCP aims to prepare students for the digital age, reduce educational disparities, and empower teachers with technology-enhanced teaching methods. It also seeks to align the Philippine education system with global technological trends, fostering digital literacy, innovation, and competitiveness among students.							
Activities	Target Jan. – June. 2023		Accomplishment Jan. – June. 2023		Variance		Deviation Reason	Explanat ion for deviatio n from targets
	Physical	Financial	Physical	Financial	Physical	Financial		
Monitoring of DCP Utilization	2	0	2	0	0	0		
Attendance to Capacity Building for ITOs	1	27,700	1	27,700	0	0		
Upgrading of CCTV	1	100,000	1	99,500	0	500.00	Balanc e of ABC	Cannot be utilized since fund type is Capital Outlay
Upgrading of Network Infrastructure	1	600,000	1	593,900	0	6,100.00	Balanc e of ABC	
Installation of UTM with 3 year subscription	1	800,000	1	799,000	0	1,000.00	Balanc e of ABC	
DCP Monitoring/	1	100,000	1	69,280.5	0	30,719.20	Expect ed	

Attendance to Trainings							travel for early part of 2023	
<b>Title of PAP</b>	<b>Human Resource &amp; Development</b>							
<b>Rationale</b>	The life of an organization lies in its human resources. Though the employees earned their degrees; teachers, non-teaching, and related teaching employees need knowledge enhancement, upskilling and re skilling for better work performance to support the organizations goals and objectives towards the achievement of a higher academic performance of our learners. While employees are paid and given benefits by the government, employees also need recognition on their exemplary works, accomplishments, and contributions to inspire and appreciate their hard work and sacrifice. These employees also need care and protection to maintain if not to improve their mental, physical, and psychological health for better work performance.							
<b>Brief Description of the PAP</b>	<p>Human Resource Development comprises Learning and Development, rewards and Recognition, and Personnel Welfare. Learning and development are in the form of trainings, seminars, workshops, orientations, capability buildings, mentoring and coaching, LAC sessions and Technical Assistance. These activities are based on the training needs assessment (TNA) based from IPCRF (part IV) eSAT (electronic self-assessment test for teachers), and observations submitted to HRD for consolidation and addressed to the different program owners concerned.</p> <p>For the rewards and recognition, there are three projects namely, Project RACERS (Recognizing Achievements and Contributions of Employees, Retirees and Staffs). This is done through search and awarding happens in June during the DepEd Anniversary. Categories are for teaching, non-teaching, and related teaching. Recognition is given to the retirees of the current year.</p> <p>Next is Project PRIDE (Provision of Rewards and Incentives to Deserving Employees) this is awarded monthly during the convocation to the most punctual employee in each division/section and award is also given to employees with exemplary accomplishment during the month.</p> <p>The third one is Project Mapiya Palialitan- (Role Model) this is patterned from the STARS award of the region. This is through a search and outstanding employees are nominated by the school or head of the division/section for SDO employees. Awarding happens every October during the World Teachers Day celebration.</p> <p>To care for our employees, we have the wellness project: Project SHAPE (Sports and Health Activities for Personnel and Employees) This is conducted every last Friday of the month from 1-5pm. (but during the very hot days the health section advised us to make simple activities later in the afternoon to prevent heat stroke and other similar illness. The activities are sports, Zumba, and dance sports) Another activity to care for our employees is the Project HeARTS (Health Assistance to Retirees, Teachers, and Staffs). This is to give them a break, for there's a saying the goes "all work and no play will may Juan a dull man"</p>							



	This Project is about giving financial donations to employees and retirees who are on medical treatment specially the more serious ones like those that go to the mainland for surgery, chemotherapy and the like and at the same time those that met accidents but depending upon the gravity/seriousness.							
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>To formulate and implement HRD policies based on research and data.</li> <li>To assess HR needs comprehensively to inform targeted interventions.</li> <li>To create tailored HRD plans for staff and School Heads.</li> <li>To foster professional growth through career development plans.</li> <li>To provide dynamic training programs addressing competency gaps.</li> <li>To design transparent career paths for teaching and non-teaching roles.</li> <li>To manage scholarship opportunities and support scholars effectively.</li> <li>To establish a network for scholarship outreach and application.</li> <li>To maintain accurate training records and analyze data for insights.</li> <li>To plan succession, leadership, retirement, and exit strategies.</li> <li>To enhance employee welfare through tailored programs and recognition.</li> <li>To offer technical assistance to schools and learning centers for HRD.</li> </ul>							
Activities	Target Jan. – June. 2023		Accomplishment Jan. – June. 2023		Variance		Deviation Reason	Explanation for deviation from targets
	Physical	Financial	Physical	Financial	Physical	Financial		
<b>Learning and Development</b>								
Into the Right and Unified Track: Retooling Workshop on the Programs under the School Governance and operations Division for SGOD Program Owners and Personnel	1	57,000	1	55,260	0	1740	Variance in the quotation of service providers	
Cascading of New Merit Selection Plan and Assessment Guidelines to PSB	1	81,000.00	1	81,000.00	0	0		

members, School Heads and School PSB members								
Capability Enhancement and Training Workshop on Basic Education Research Completion Writing for Education Program Supervisors and School Heads in SDO Batanes	1	61,580.00	1	60,000	0	1,580	Variance in the quotation of service providers	
Development of Video Demonstration Lessons for PRIMER 2	1	116,894.50	1	88,000	0	28,894.50		
Project "ON TOES"( Onboarding of Newly hired Teaching and Other Employees and Staffs of SDO Batanes - Batch 1	2	40,000	1	28,740.00	1	11,260	Moratorium on the use of HRTD fund	Batch 2 newly hired employees ( July to Dec. hired employees will join the July 2024 implementation
Teachers' Training re: NLC	1	80,000	1	80,000.00	0	0		
Capability Building of School Heads and Grades 1-3 teachers on the	1	49,000		49,000	0	0		

implementati on of NLC								
Contingency Planning and CAPB for DRRM Coordinators	1	34,000	1	32,504	0	1496		
Capability Planning on Gulayan sa Paaralan (GPP)	1	15,000	1	18,000	0	3000		
Division - Based Regional Training for HOTS-PLPs for English, Science and Mathematics Teachers and School Heads (Batch 4)	1	110,000	1	120,000	0	10,000		
Orientation on PPSSH, PPSS, PPST	1	36,0000	1	0	0		Morato rium on the use of HRTD Fund	TA is conduc ted by RO to Key teacher s, SHs and the Supervi sors ( Aug 23- 25)
Training Workshop on the development of contextualize d IPED Lesson Plans for Grade 7 Teachers	1	96,195	1	52,920	0	43,275		
Capacity Building for ALS teachers on Handling Learners with Special Needs	1	18,200	1	16,977	0	1223		

Orientation on ALS Implementation Program for School Heads and Education Program Supervisor	1	66,600	1	66,203	0	397		
Training Workshop for School Heads and receiving Teachers with Special Education Needs	1	92,500 87,400	1	92,479	0	5,079	Trainers extended stay due to no flight accommodation	
Enhance Contingency Planning for School DRRM	1	260,000	1	260,100	0	100	Variance in quoted materials	
Seminar-Workshop on Public Service Continuity Plan	1	200,000 287,500	1	190,200 263,450	0	24,050	Variance on quoted materials	
Upskilling of Teachers, School heads and Supervisors on ELLN with focus on Science of reading1	1	21,000	1	19,875	0	1125		
Training Workshop on Establishing Functional Child Protection	1	90,000	1	81,210.0 0	0	8790		
Training Workshop on the Development of Numeracy Assessment	1		1	57,600	0			
Enhancement Training	1	43,000	1	41,710	0	1290		

Workshop of Non-Teaching Personnel on Processing and Utilization of School MOOE, Budget Preparation and Writing Correspondence								
Training Workshop for Multi Grade Teachers on Teaching Strategies	1	44,000	1	39,200	0	4800		
<b>Rewards and Recognition</b>								
Project RACERS- (Recognizing Accomplishments and Contributions of Employees Retirees and Staffs)	1	0	1	54,800		54,800		Budget used was from HRTD budget for Mapya Palialitan
Project PRIDE (Provision of Rewards and Incentives to Deserving Employees)	12		12					
Project “Mapya Palialitan”	1	55,000	1	0				Used during the Project RACERS in June
<b>Personnel Welfare</b>								
Project SHAPE	10	0	10	0				
Project HEARTS								



<b>GAD- Gender and Development</b>	3	173,000	3	172,175		825	Variance in the quoted amount in the canvasses	
<b>Narrative</b>	<p>The Human Resource Development (HRD) follows a comprehensive approach that encompasses Learning and Development, Rewards and Recognition, and Personnel Welfare.</p> <p>Implementing a variety of programs such as trainings, seminars, workshops, orientations, capability building sessions, mentoring and coaching, Learning Action Cell (LAC) sessions, and Technical Assistance. These activities are designed based on the training needs assessment (TNA) derived from the Individual Performance Commitment and Review Form (IPCRF) Part IV, electronic self-assessment test (eSAT) for teachers, and observations submitted to HRD for consolidation. These are then addressed to the respective program owners. The following are the initial impacts of the 22 division-initiated trainings conducted as well as NEAP-core programs cascaded to the teaching, teaching-related, and non-teaching personnel of the Schools Division Office of Batanes:</p> <ol style="list-style-type: none"> <li>1. Into the Right and Unified Track: This workshop has enhanced the understanding and implementation of 9 related-teaching personnel, and 15 non-teaching personnel to programs under the School Governance and Operations Division, leading to more effective school management.</li> <li>2. Cascading of New Merit Selection Plan and Assessment Guideline: This training has improved the understanding and application of 28 school heads, head teachers, and 53 related-teaching personnel to the new merit selection plan and assessment guidelines, leading to fairer and more effective personnel selection processes.</li> <li>3. Capability Enhancement and Training Workshop on Basic Education Research Completion Writing: This workshop has improved the research writing skills of 17 related teaching personnel, 20 teachers, and 5 non-teaching personnel, leading to higher quality implementation of research outputs.</li> <li>4. Development of Video Demonstration Lessons for PRIMER 2: This training has enhanced the ability of 15 teachers and 5 non-teaching personnel to develop effective video demonstration lessons, leading to more engaging and effective remote learning experiences for students.</li> <li>5. Project ON TOES: This onboarding program for 7 newly hired teaching and 13 non-teaching personnel has helped them to better understand their roles and responsibilities, leading to quicker adjustment and higher job performance.</li> <li>6. Teacher training re: NLC Implementation: This training has improved 80 teachers' understanding and implementation of the National Literacy Curriculum (NLC), leading to more effective literacy instruction.</li> </ol>							

	<p>7. Capability Building of SHs and Grades 1-3 teachers on the Implementation of NLC: This training has enhanced the ability of School Heads and 98 Grades 1-3 teachers to implement the NLC, leading to improved literacy outcomes for students.</p> <p>8. Contingency Planning and CapB for DRRM Coordinators: This training has improved the ability of 30 Disaster Risk Reduction and Management (DRRM) Coordinators to plan for and respond to disasters, leading to safer and more resilient schools.</p> <p>9. Capability Building on Gulayan sa Paaralan Program (GPP): This training has enhanced the ability of 30 school coordinators to implement the GPP, leading to improved nutrition and environmental awareness among students.</p> <p>10. Division-based Regional Training on HOTS-PLPs for English, Science, and Mathematics Teachers and School Heads (Batch 4): This training has improved the ability of 54 teachers and 6 School Heads to develop and implement Higher Order Thinking Skills - Personalized Learning Plans (HOTS-PLPs), leading to more effective instruction and higher student achievement in English, Science, and Mathematics.</p> <p>11. Orientation on Philippine Professional Standards for Teachers (PPST, PPSSH ,PPSS): This orientation has improved the understanding of 24 School Heads, 12 Master Teachers, and 10 EPS's on the PPST, PPSSH, and PPSS, leading to more effective teaching practices and school management.</p> <p>12. Training Workshop on Development of Contextualized IPED Lesson Plans for Grade 7 Teachers: This workshop has enhanced the ability of 32 Grade 7 teachers to develop contextualized Indigenous Peoples Education (IPED) lesson plans, leading to more culturally responsive instruction.</p> <p>13. Capacity Building for ALS Teachers on Handling Learners with Special Needs: This training has improved the ability of 13 Alternative Learning System (ALS) teachers to support learners with special needs, leading to more inclusive and effective instruction.</p> <p>14. Orientation on ALS Implementation Program for 27 School Heads, HTs, TICs and 10 Education Program Supervisors: This orientation has improved the understanding and implementation of the ALS program, leading to more effective alternative education opportunities for out-of-school youth and adults.</p> <p>15. Training-Workshop for School Heads and Receiving Teachers in Special Education Needs: This training has improved the ability of 10 School Heads and receiving 20 teachers to support students with special education needs, leading to more inclusive and effective instruction.</p> <p>16. Enhanced Contingency Planning for School Disaster Risk Reduction and Management: This training has improved the ability of 21 school DRRM Coordinators, 5 teachers, and 1 head teacher to plan for and respond to disasters, leading to safer and more resilient schools.</p> <p>17. Seminar-Workshop on Public Service Continuity Plan: This seminar-workshop has improved the ability of 10 related teaching personnel and 18</p>
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	<p>non-teaching personnel to maintain continuity of services during disruptions, leading to more resilient and reliable public services.</p> <p>18. Upskilling of Teachers, School Heads and Supervisors on ELLN with Focus on Science of Reading: This training has improved the ability of 15 teachers, 12 School Heads, and 9 Supervisors to implement the Early Language, Literacy, and Numeracy (ELLN) program with a focus on the science of reading, leading to improved literacy outcomes for students.</p> <p>19. Training Workshop on Establishing Functional Child Protection: This workshop has improved the ability of 30 teachers, 28 School Heads, HTs, and TICs, and 2 Non-Teaching Personnel to establish functional child protection mechanisms, leading to safer and more supportive learning environments for students.</p> <p>20. Training Workshop on the Development of Numeracy Assessment: This workshop has enhanced the ability of 41 teachers to develop effective numeracy assessments, leading to more accurate and useful data on student achievement in mathematics.</p> <p>21. Enhancement Training Workshop of non-teaching Personnel on Processing and Utilization of school MOOE, Budget Preparation and writing Correspondence: This workshop has improved the ability of 43 non-teaching personnel to manage school funds and prepare budgets, as well as to write effective correspondence, leading to more efficient school operations.</p> <p>22. Training Workshop for Multi-grade Teachers on Teaching Strategies: This workshop has enhanced the ability of 35 multi-grade teachers to implement effective teaching strategies, leading to improved learning outcomes for students in multi-grade classrooms.</p> <p>These trainings have had a significant impact on the participants, enhancing their skills and knowledge, aiming at improving their job performance, and ultimately leading to better educational outcomes for students.</p> <p>Further, under the Rewards and Recognition Program, this includes three key projects. The first, Project RACERS (Recognizing Achievements and Contributions of Employees, Retirees, and Staffs), is an annual event held in June during the DepEd Anniversary, where it recognized the contributions of teaching, non-teaching, and related teaching staff, including retirees of the current year.</p> <p>The second, Project PRIDE (Provision of Rewards and Incentives to Deserving Employees), is a monthly recognition given during the convocation to the most punctual employee in each division/section and to employees with exemplary accomplishments during the month.</p> <p>The third, Project Mapiya Palialitan (Role Model), is a search for outstanding employees who are nominated by the school or head of the division/section for SDO employees. This award, patterned after the regional STARS award, is presented every October during the World Teachers Day celebration. One of the main highlights and Golden Harvest for this year under the R&amp;R program is the participation and winning of the first ever STARS Awards under the category Most Outstanding SPED Teacher championing by Ms. Kathleen Faith H. Carba of Mahatao Central School.</p>
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	<p>To ensure the welfare of our employees, we have initiated the wellness project, Project SHAPE (Sports and Health Activities for Personnel and Employees). This project conducted every last Friday of the month from 1-5pm, includes activities such as sports, Zumba, and dance sports. During extremely hot days, the health section advises us to conduct simple activities later in the afternoon to prevent heat stroke and other similar illnesses.</p> <p>Another initiative is Project HeARTS (Health Assistance to Retirees, Teachers, and Staffs), which provides financial donations to employees and retirees who are undergoing medical treatment, especially those requiring surgery, chemotherapy, and the like, as well as those who have met with accidents, depending on the gravity/seriousness of the situation.</p> <p>Other HRD PAPs also includes a range of objectives aimed at enhancing the professional growth and welfare of our staff. These include formulating and implementing, assessing HR needs to inform targeted interventions, creating tailored HRD plans for staff and School Heads, fostering professional growth through career development plans, providing dynamic training programs to address competency gaps, designing transparent career paths for teaching and non-teaching roles, managing scholarship opportunities, establishing a network for scholarship outreach and application, maintaining accurate training records, planning succession, leadership, retirement, and exit strategies, enhancing employee welfare through tailored programs and recognition, and offering technical assistance to schools and learning centers for HRD.</p> <p>One of the few challenges that the HRD section encountered was the moratorium imposed by the NEAP-CO to all division-initiated trainings funded under HRTD, giving way to NEAP core programs. The impact of the moratorium imposed by the National Educators Academy of the Philippines (NEAP) on all division-initiated trainings funded under Human Resource Training and Development (HRTD) has led to a significant shift in focus towards NEAP core programs. This has resulted in a prioritization of the implementation of the Curriculum and Teaching strand PD programs such as the K-12 Curriculum, Learning Camp for Math, Science, and English (Grades 7 and 8), National Literacies Program, and other NEAP-related PD Programs/Activities chargeable to HRTD Funds.</p> <p>The moratorium aligns with the new directions of the administration through the MATATAG Agenda, which envisions implementing resilient reforms in curriculum implementation, quality basic education services, maximum provision of education facilities, protection of learner well-being, and development of teacher support programs. During the moratorium, DepEd Service Providers are expected to prioritize the implementation of the Curriculum and Teaching strand PD programs.</p> <p>In terms of findings, the NEAP conducts activities to monitor the HRD Fund utilization, including HRD Fund-Wide Quarterly Program Implementation Review (PIR), Monitoring of Office Level PIR, Monitoring and updating of Program Management Information System (PMIS), and Mid-year and Year-End Conference with the Regional Offices. All HRD Fund Implementing Units are required to conduct their own regular monitoring of the implementation of the programs which shall be reported during the quarterly PIR with NEAP-CO. The results of PIR shall be the basis of the adjustments in plans and budgets for the implementation of the year and for longer-term planning and budgeting.</p>
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	<p>Through these initiatives, it continuously aims to create a supportive and enriching environment for our employees, fostering their professional growth and contributing to the overall success of our educational mission.</p>
Documentation	<div data-bbox="625 304 1182 680"> </div> <div data-bbox="571 699 1248 758"> <p>Technical Assistance of RO HRDD on PPST, PPSS and PPSSH</p> </div> <div data-bbox="602 793 1166 1220"> </div> <div data-bbox="680 1171 1096 1203"> <p>Symposium on VAWC- GAD activity</p> </div> <div data-bbox="511 1228 1235 1640"> </div> <div data-bbox="454 1690 1364 1753"> <p>Region 02 RD and ARD with the Congressman, Governor, municipal mayors, and PTA presidents during the Araw ng Pagkilala of the Project RACERS</p> </div>



Disaster Risk Reduction & Management								
Title of PAP								
<b>Rationale</b>	The Philippines is a hazard-prone country. Schools and children are among those most vulnerable to disasters. The DepEd is mandated to ensure that children have access to education and are safe, even in the midst of disasters. Due to millions of school children under the care of DepEd, it has established the DRRMO (DO 50, s. 2011) which was elevated into service in 2015 (DM 112, s. 2015) the DRRM acts as the focal point in planning implementing, coordinating, and monitoring activities related to DRRM, CCAM, and EiE. This is in line with the Philippine Disaster Risk reduction and management Act of 2010 otherwise known as RA 10121.							
<b>Brief Description of the PAP</b>	The Disaster Risk Reduction and Management, as stipulated in its charter is to guide the implementation of comprehensive school safety and empower the DepEd Personnel, Offices, Schools, and learners in ensuring safety and learning continuity; institutionalize Disaster Risk Reduction and Management (DRRM), Climate Change Adaptation and Mitigation (CCA) and Education in Emergency (EiE).							
<b>Objectives:</b>	<p>The main goal of DRRM is to management the application of disaster risk reduction policies and strategies to prevent disaster. It may also strengthen resilience to ensure continuity of learning.</p> <p>The DRRM also aims to reduce, or avoid potential losses from Hazards, assure prompt and appropriate assistance to victims of disasters, and achieve rapid and effective recovery.</p>							
Activities	Target Jan. – Dec. 2023		Accomplishment Jan. – Dec. 2023		Variance		Deviation Reason	Explanation for deviation from targets
	Physical	Financial	Physical	Financial	Physical	Financial		
Attended the 1 <sup>st</sup> Quarter DRRM coordination meeting and field visit.	1	19,225	1	19,225				
Attended the 2023 DRRM Planning Conference	1	27,150	1	27,150				
Monitor the conduct of 1 <sup>st</sup> Quarter NSED	1	NONE	1	NONE				
Monitor the conduct of Fire Prevention activities in schools.	1	NONE	1	NONE				
Distribution of DRRM IEC Materials	1	2,290	1	2,290				

and advocacy								
Monitor the conduct of 2 <sup>nd</sup> Quarter NSED	1	NONE	1	NONE				
Workshop on Contingency Planning and SDRRMC CapB.	1	34,000	1	34,000				
Monitor the conduct of 3 <sup>rd</sup> Quarter NSED	1	NONE	1	NONE				
Orientation on Climate Change Adaptation and Mitigation	1	20,000	1	20,000				
Workshop on Contingency Planning to SDRRMC.	1	262,000	1	262,000				
Workshop on Public Service Continuity Plan	1	287,500	1	287,500				
Monitor the conduct of 4 <sup>th</sup> Quarter NSED	1	NONE	1	NONE				
Roll out on the use of the new DRRMIS to SDRRM.	1	30,000	1	30,000				
<b>Narrative</b>	<p>The Disaster Risk Reduction and Management (DRRM) as stipulated in its mandate, is to empower the DepEd personnel, offices, schools, and learners in ensuring safety and learning continuity. It institutionalizes Disaster Risk Reduction and Management, Climate Change Adaptation (CCA), and Education in Emergencies (EiE). To implement these mandates, this year the SDO Batanes were given 1.6 million from the central office to implement different activities which is advantageous to its constituents.</p> <p>The Division Office conducted trainings such as Capability Building for 27 DRRM Coordinators to obtain, retain, and continuously improve their knowledge, skills, and attitudes required to protect all learners in their Area of Responsibilities to all forms of hazards and calamities. They are also capacitated on how to make Contingency Plan and Continuity Plan to prepare their schools to be ready to respond effectively in the event of an emergency and to ensure continuity of learning. They are also expected to cascade their</p>							

	<p>trainings to their own schools to capacitate at least 10 teachers to help them implement DRRM school programs.</p> <p>DRRM Batanes participated the DepEd Flagship project this 2023 “DepEd 236,000 Trees- A Christmas Gift for the Children wherein 27 schools participated, and we planted 331 Local Trees. This activity aims to promote environmental preservation and instill environmental responsibility among Filipino Children. SDO Batanes also initiated activities like Tree Planting, Coastal Clean-up, Cleaning the Creek and adapt a shore for all the 27 schools in Batanes. These activities will surely help to mitigate Climate Change and will help save the earth from Global warming, to ensure safety of our learners and for our future generations.</p> <p>This year, we downloaded DRRM funds amounting to 193,400 pesos to Rael Integrated School and Itbayat National Agricultural School for their Emergency Preparedness and Response funds. This will be utilized to procure needed materials for this purpose. This will help personnel and learners to prepare and response to catastrophes.</p> <p>Twenty-seven (27) schools are also downloaded 6000 pesos each to be used for the finalization and book binding of their Contingency plan ready for use this year 2024.</p> <p>The DRRM Coordinators of 27 schools are also given one time load allowance of 1000 pesos to be used and to ensure immediate reporting on RaDar after calamities and other needed DRRM reports to Division, Regional, and National Level.</p> <p>This year we also distributed DRRM response materials like 58 fire extinguishers and 416 hard hat and distributed to 27 schools.</p> <p>DRRM Batanes despite of its vision to prepare schools, DepEd personnel and Learners to become resilience into disasters, we encountered different challenges like unstable internet connectivity, lack of school funds for SDRRMC, and need orientation to new SDRRMC. We are looking forward addressing these issues by encouraging schools to allocate funds for buying Star link to address connectivity problem, we are also trying to allocate funds for DRRM materials like hard hat and fire extinguishers and continuously train SDRRMC with necessary skills specifically first aid and firefighting activities.</p>
<p><b>Documentation</b></p>	<div data-bbox="423 1430 1008 1871">  </div> <div data-bbox="1049 1444 1370 1724"> <p><i>Schools Division Office conducted the Roll out on the use of the new Disaster Risk Reduction and Management Information System to Schools Disaster Risk Reduction and Management Coordinators and School Principal at the Ivatan Conference Hall.</i></p> </div>

	<div data-bbox="423 201 1011 573">  </div> <div data-bbox="1024 233 1395 499"> <p><i>The Schools Disaster Risk Reduction and Management Coordinators conducted Tree Planting activity at Ivana, Batanes as part of the Orientation Program of the Climate Change Adaptation and Mitigation.</i></p> </div> <div data-bbox="418 611 1008 999">  </div> <div data-bbox="1008 695 1390 905"> <p><i>Schools Division Office also participated in the conduct of the Nationwide Simultaneous earthquake Drill conducted every quarter of the year.</i></p> </div>
<b>Title of PAP</b>	<b>OPLAN KALUSUGAN SA DEPED (MDNS) Medical, Dental, and Nursing Services</b>
<b>Rationale</b>	<p>According to the World Health Organization (WHO) a country's investment for an effective school program is considered to be a cost-effective investment as it simultaneously improves health and education.</p> <p>Unintended pregnancies cause girls to drop out and the problem of illegal drugs, malnourished children miss so much school time, refuse to return to avoid the stigma of grade level repeaters.</p> <p>Early detection is critical and school administrator staff and teachers are in a position to identify nutrition and hygiene issues, substance and risky sexual behavior.</p> <p>In response, the BLSS School Health Division implements sexual health and nutrition programs to maintain and improve the health of school children and personnel through the preventive and control of disease and promotion of health related and control knowledge, attitudes, skills and practices.</p>
<b>Brief Description of the PAP</b>	<p>DepEd Order No. 28, OK sa DepEd is the convergence of DepEd school health and nutrition program for their effective implementation with the school level.</p> <p>DepEd Order No. 10 stipulated the aim to strengthen the DepEd's delivery of its mandate under the responsible parenthood and Reproductive Health Act of 2012.</p>

	<p>DepEd Order No. 14, s. 2020 is the Guidance on the Required Health Standards in Basic Education offices and schools highlights this priority through the provision of Dental Health and Psychosocial support service. To improve and strengthen the mental resilience of all learners and DepEd personnel.</p> <p>DepEd Order No. 10, s. 2016 states the policy and guidelines on comprehensive Water and Sanitation &amp; hygiene in school program.</p> <p>Republic Act 11037 mandates the DepEd for the efficient and effective implementation of the school feeding program to underweight learners from Kindergarten to Grade 6 learners of public elementary schools.</p>							
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>To make available the much-needed health service to the learners, teaching, non-teaching, and staff. The SDO or the School Division Office right within the school premises with utmost care.</li> <li>To promote and provide all learners and DepEd personnel with a sustainable holistic health program towards better learning outcomes</li> <li>To ensure healthy lives and promote wellbeing for all at all ages.</li> </ul>							
Activities	Target Jan. – June. 2023		Accomplishment Jan. – June. 2023		Variance		Deviation Reason	Explanat ion for deviat ion from targets
	Physical	Financial	Physical	Financial	Physical	Financial		
OKD Monitoring	27	0	27	0	0	0	0	0
Height & Weight Measurement	21	0	21	0	0	0	0	0
Oral Assessment	21	0	21	0	0	0	0	0
Monitoring on ARH	9	N/A	9	N/A	N/A	N/A		
Advocacy activities about ARH	2	N/A	4	N/A	None	N/A		
Advocacy activities about SMH	1	N/A	4	N/A	None	N/A		
Monitoring on WinS	27	N/A	27	N/A	None	N/A		
Quarterly Monitoring of NDEP programs and activities	27 schools	N/A	27 schools	N/A				
Symposium/ Lectures on Substance Abuse and Cigarette Smoking Awareness	2 schools	N/A	11 schools	N/A				



and Prevention								
Submission of Monthly Accomplishment report on NDEP to RO/CO	2 schools	N/A		N/A				
Linkaging	3	NA	3	N/A				
<b>Narrative</b>	<p>Adolescents are likely to face a range of healthy and social challenges. For instance, initiation of sexual activity while they lack adequate knowledge and skills for protection places adolescents at a higher risk of unwanted pregnancy.</p> <p>As health affects the learning of our learner's malnutrition, promotion of vegetable production and consideration among school children needs to be addressed accordingly.</p> <p>The Preventive Drug Education Program targets the adolescent learners since at this stage, curiosity is very high among teenage learners, where our learners learn to discover things and explore. They are risk takers and vulnerable to all kinds of vices and one of the objectives of this program is to eliminate and totally eradicate the use of prohibited substances such as drugs, cigarette smoking and excessive alcohol intake.</p> <p>Learners underwent thorough oral assessment to promote proper oral hygiene. This aims to instill healthy dental habits from a young age preventing dental issues and raising awareness about the importance of oral health. Toothbrushing drill was conducted to educate learners on the correct techniques and habit of maintaining good oral hygiene. This empowers them with the skills needed to take care of their dental health on a daily basis.</p> <p>The different OKD initiatives had a profound impact on the student and school community. By imparting knowledge on oral hygiene, ARH mental health, NDEP WINS, and MDNS. Awareness to prevent diseases ensures a sustained impact on the well-being of the learners.</p> <p>Aside from the continuous awareness and education to the learners, the stakeholders also contribute to ensure that public schools are safe and learners are secured and healthy.</p> <p><b>Challenges</b></p> <p>The absence of allocated funds for OKD poses a significant challenge potentially hindering the effective implementation of the program and impact its ability to address health related initiatives within the DepEd.</p> <p>This financial constraint may limit resources for essential activities, such as health education preventive measure, infrastructure, development, ultimately affecting the program overall success in promoting well-being within the education system.</p>							





<b>Basic Data</b>	
	<div data-bbox="402 291 886 688">  </div> <div data-bbox="415 695 857 722">Oral Assessment of Grade 1 Learners</div> <div data-bbox="891 291 1414 688">  </div> <div data-bbox="928 701 1256 728">ARH Awareness to students</div> <div data-bbox="586 879 1203 1346">  </div> <div data-bbox="609 1350 1154 1407">Monitoring the availability of water in the hand washing facility of school</div>
<b>Documentat ion</b>	
<b>Title of PAP</b>	<b>Gulayan sa Paaralan Program</b>
<b>Rationale</b>	<p>To address malnutrition and hunger, the Department of Education (DepEd) has put in place poverty alleviation schemes that will help promote food security and economic stability for the affected families. Gulayan sa Paaralan Program (GPP) then was implemented in support to the hunger mitigation initiatives of the government. DepEd Memorandum No. 293, s. 2007 was issued to encourage both public elementary and secondary schools to establish school gardens to ensure continuous supply of vegetables for school feeding. The Guidelines on the Implementation of the GPP stipulated in the enclosure of DM 223, S. 2016 entitled Strengthening the Implementation of the GPP in public elementary and secondary schools nationwide shall continue to be used.</p>

<b>Brief Description of the PAP</b>	The GPP is one of the sub-programs of the National Greening Program (NGP) of the Department. It aims to promote production of foods that are rich in protein, carbohydrates, vitamin A and iron as major input to school feeding. This serves as a source of vegetables to sustain the School-Based Feeding Program (SBFP) and other supplementary feeding in schools.							
<b>Objectives:</b>	To promote food security in schools and communities, through self-help food production activities and values among learners, and appreciation of agriculture as a life support system.							
<b>Activities</b>	Target Jan. – Dec. 2023		Accomplishment Jan. – Dec. 2023		Variance		Deviati on Reason	Deviati on Correct ive Action
	Physical	Financial	Physical	Financial	Physical	Financial		
Capability Building on GPP for GPP Coordinators	1	0	1	0	0	0		
Quarterly GPP monitoring	27	0	27	0	0	0		
<b>Narrative</b>	<p>The Department of Education continuously seeks improvement and promotion of quality education. As health affects the learning of our learners, malnutrition and promotion of vegetable production and consumption among school children needs to be addressed accordingly.</p> <p>To better promote the objective of the Gulayan sa Paaralan Program, we acknowledge that technical assistance to the program's implementation is a need. The capability building intends to orient and capacitate the school based GPP coordinators in the Elementary and Secondary schools of the Schools Division of Batanes. It aims to provide important and updated information to the participants for them to effectively implement the Gulayan sa Paaralan Program. The Quarterly monitoring of GPP in all schools is conducted to continuously provide technical assistance and ensure the implementation of the program.</p>							
<b>Basic Data</b>	<p>CapB – 19 of 30 participants attended (others were not able to attend due to inclement weather and some fly out of Batanes)</p> <p>Quarterly Monitoring – all schools were visited/monitored</p>							
<b>Documentat ion</b>	<div data-bbox="493 1417 967 1726" data-label="Image"> </div> <div data-bbox="1024 1465 1414 1629" data-label="Caption"> <p><i>Conduct of Capability Building in Gulayan sa Paaralan Program for GPP Coordinators</i></p> </div>							

	 <div>Conduct of Quarterly GPP monitoring to all schools</div>
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Title of PAP School-Based Feeding Program (SBFP)								
<b>Rationale</b>	Republic Act (R.A.) No. 11037, also known as the “Masustansiyang pagkain Para sa Batang Pilipino Act” mandates the DepEd for the efficient and effective implementation of the school feeding program to underweight learners from Kinder to Grades 6 learners of Public elementary schools.							
<b>Brief Description of the PAP</b>	School feeding for Nutritious Food Products (NFPs) for 55 days and Milk feeding for 48 days to 106 beneficiaries from 18 Elementary schools.							
<b>Objectives:</b>	To improve Nutritional Status and also educational outcomes of the beneficiaries.							
Activities	Target Jan.-Dec. 2023		Accomplishment Jan-Dec. 2023		Variance		Deviati on Reason	Deviati on Correcti ve Action
	Physical	Financi al	Physi cal	Financi al	Physi cal	Financ ial		
Preparation of WFP (3 Sub-ARO)	3	351,131	3	351,131				
Preparation of various procurement Docs	7	239,436	7	239,436				
Orientation of Feeding Coordinators (virtual)	1	0.00	1	0.00				
Distribution of NFPs and Milk to schools/Star t of Feeding	2	NFP-104,400 Milk-62,387.5	2	NFP-104,340 Milk-62,387.5	0 0	NFP-60.00 Milk-0.00	Quoted by Suppli er	
Monitoring of feeding implementati on	5	25,441	5	25,441	0	0.00		



SBFP PIR: a) Local  b) National	1  1	20,150  70,000	1  0	19,150  0	-  1	1,000  70,000	Supplier's quote Postponed PIR at Pampanga due to fail bidding	Wait PIR memo for next year
<b>Narrative</b>	<p>The School-Based Feeding Program starts from Food Supply Mapping to possible suppliers that can satisfy the Technical Specifications of the Institutional Guidelines that is worth P18.00 per food item. Cycle menu was done with only 3 food items (namely: eggs, nutricookies and legumes) repeated every week. Feeding to schools started last October 9, 2023 with 106 beneficiaries (<i>Severely Wasted-13, wasted-84, Severely Stunted-9</i>) from 18 Elementary schools and will be until January 19, 2024 along with the milk feeding in the form of commercial powder milk (Alaska milk), or (<i>55 days of Nutritious Food Products (NFPs) and 48 days of Milk feeding</i>). Program Implementation Review was done last November 11, 2023 to School coordinators. The total amount downloaded for three (3) Sub-AROs was P351, 131.00.</p>							
<b>Documentation</b>	 							

Title of PAP Youth Formation Program								
<b>Rationale</b>	<p>The Department of Education under its rationalization plan established the Youth Formation Division which aims to develop the country's youth for societal growth. It provides youth-serving units and organizations with responsive, learner-centered, youth-oriented policies, standards, guidelines, programs, and projects which shall contribute to the holistic development of learners. This includes engaging in partnerships with local, national, and international youth-oriented organizations to gain more development opportunities for the learners. Furthermore, part of its mandate is to apply psycho-social development approaches and strategies for the holistic development of the youth and children. YFD now transitioned to Learner Formation Division also strives to foster a holistic approach to youth development by providing opportunities for engagement in key areas of advocacy.</p> <p>From the Central Office, Regional Office down to the SDOs which its counterpart, The Youth Formation Program Unit continuously supports and innovate to ensure the holistic development of the learners.</p>							
<b>Brief Description of the PAP</b>	The YFP has its various programs under its wings namely the Learner Government Program, National Greening Program (YES-O), Barkada Kontra Droga and all sub-programs which is in partnership with the Local Government Unit and other NGO.							
<b>Objectives:</b>	The activities under youth formation aims to implement its programs and ensure compliance of all student organizations and programs to their mandated PPAs through regular monitoring and provision of technical assistance.							
Activities	Target Jan. – June. 2023		Accomplishment Jan. – June. 2023		Variance		Deviation Reason	Explanation for deviation from targets
	Physical	Financial	Physical	Financial	Physical	Financial		
Monitored the Implementation of Child Protection Program	2	0	2	0	0	0		
Conducted Monitoring and Evaluation of SPG/SSG/YES-O and BKD	2	0	2	0	0	0		
Project KabaTalakayan	4	None	3	None	1	0	4 <sup>th</sup> Quarter episode is yet to be uploaded	4 <sup>th</sup> Quarter KabaTalakayan episode will be uploaded in



								December
BataNext Leaders: The Division Student Leadership Training Summit	1	65,220	1	91,700	1	26,480	Received additional fund from PGB	Utilized funds for the implementation of YFP PPAs
Monitoring and Evaluation of SELG/SSLG /YES-O and BKD	4	None	4	None	0	N/A	N/A	N/A
SELG/SSLG Federation Elections	1	None	1	None	0	N/A	N/A	N/A
Project Ten Outstanding Secondary Students of Batanes (TOSSB)	1	None	1	N/A	0	N/A	N/A	N/A
Training Workshop on Establishing Functional Child Protection Committees in SDO Batanes	1	81,780	1	81,210	0	570	The actual amount quoted by supplier is different from the amount in the PR	Utilize for the printing of Tarpaulin for the National Children's Month
<b>Narrative</b>	<p>The Youth Formation Program Unit of SDO Batanes continuously strives to ensure that the future leaders are nurtured, developed and enhanced self-confidence, communication and independent thinking skills through the different activities and trainings. these programs will provide opportunities and platform for students to acquire and apply knowledge and skills in interpersonal relationship, teamwork, crisis management, and power speaking.</p> <p>After two years of being restricted brought about by the Covid-19 pandemic, the BataNext Student Leadership Training Summit was finally conducted face-to-face in partnership with the Provincial Government of Batanes - Provincial Local Youth Development on February 25, 2023 at the Basco Gymnasium. The activity was participated by forty-four (44) student leaders and thirty-seven (37) teacher-advisers from SPG, SSG, YES-O and BKD. On the other hand, the</p>							

	<p>Itbayat leg of the activity was conducted on March 11, 2023 at the Itbayat Municipal Covered court which were attended and participated by 80 student leaders and 14 teacher-advisers of the same organizations.</p> <p>One of the Division initiated project of YFP is the project KabaTalakayan which is already on its third year of implementation, the project aims to deliver relevant discussions centered to the four core values: <i>MakaDiyos</i>, <i>Makakalikasan</i>, <i>Makatao</i> and <i>Makabansa</i> and other significant issues that concerns the youth. The KabaTalakayan episodes which are being uploaded quarterly can be viewed at the official facebook page of YFP at DepEd Tayo – Youth Formation – SDO Batanes.</p> <p>Another Division initiated project of the YFP is the Project Ten Outstanding Secondary Students of Batanes or TOSSB which aim to recognize the continuous efforts and unwavering resolve of the secondary students from grades 9-12 of SDO Batanes to excellence, this is being conducted every end of the school year for it to be included as one of the special awards to be conferred during the end-of-school year rites of the schools. For the school year 2022-2023 the Ten Outstanding Secondary Students of Batanes are:</p> <table><tr><th>No.</th><th>Name</th><th>Grade Level</th><th>School</th></tr><tr><td>1</td><td>Aguto, Danielle Franzine B.</td><td>G10</td><td>INHS</td></tr><tr><td>2</td><td>Ballon, Wynonna Jade G.</td><td>G12</td><td>BNSHS</td></tr><tr><td>3</td><td>Bongay, Guilbert C.</td><td>G12</td><td>BNSHS</td></tr><tr><td>4</td><td>Cobico, Zenon A.</td><td>G9</td><td>IIS</td></tr><tr><td>5</td><td>Daroca, Mark Kevin A.</td><td>G11</td><td>BNSHS</td></tr><tr><td>6</td><td>Horlina, Anthony E.</td><td>G10</td><td>INAHS</td></tr><tr><td>7</td><td>Noguera, Herschel Sophia C.</td><td>G12</td><td>MNHS</td></tr><tr><td>8</td><td>Noguera, KreaH Charlize C.</td><td>G10</td><td>MNHS</td></tr><tr><td>9</td><td>Villa, Marissa Joy P.</td><td>G11</td><td>INAHS</td></tr><tr><td>10</td><td>Zerrudo, Angelo A.</td><td>G12</td><td>BNSHS</td></tr></table> <p>Furthermore, the monitoring and evaluation and provision of technical assistance to schools implementing YFP PPAs has covered the 27 elementary and secondary schools of this Division which has been scheduled quarterly. This ensures that the learner government program is implemented according to its mandates and expected output.</p> <p>Moreover, one of the programs being handled by the YFP is the Child Protection Program, the major activity for this year is the conduct of the Training Workshop on Establishing Functional Child Protection Committees in SDO Batanes which was held last October 27-28, 2023 at the Valugan Integrated Schools and was participated by all School Heads and the Guidance Counselors/Advocates, this activity reoriented and recalibrated the school-based LRP focal persons for the effective implementation of the program and to foster the rights of the children to protection against any forms of harm while they are in schools.</p>					No.	Name	Grade Level	School	1	Aguto, Danielle Franzine B.	G10	INHS	2	Ballon, Wynonna Jade G.	G12	BNSHS	3	Bongay, Guilbert C.	G12	BNSHS	4	Cobico, Zenon A.	G9	IIS	5	Daroca, Mark Kevin A.	G11	BNSHS	6	Horlina, Anthony E.	G10	INAHS	7	Noguera, Herschel Sophia C.	G12	MNHS	8	Noguera, KreaH Charlize C.	G10	MNHS	9	Villa, Marissa Joy P.	G11	INAHS	10	Zerrudo, Angelo A.	G12	BNSHS
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Basic Data	Consolidated report on Child Protection (January – December 2023)																																																
	Incidents of Bullying	Incident s of	Cases of Children-At-Risk	Incidents of Children in	Other incidents of Child Protection																																												

		Child Abuse		Conflict with the Law (CICL)	
	4	3	0	0	0
Documentat ion	 <p><b>BataNext Leaders: The Division Student Leadership Training Summit for SGP Officers and Student Leaders for SY 2022-2023</b></p> <p><i>In frame are the SPG/SSG, YES-O and BKD Presidents and their teacher-advisers with the DYFP focal person, Dencio G. Eriful, SGO Chief, Mr. Marcial Y. Noguera and the resource speaker Mr. Justinne Jerico Socito during the photo opportunity.</i></p>				
	 <p><i>Shown above is the One-on-one interview between the evaluators and TOSSB qualifiers at the Ivatan Conference Hall during the final evaluation.</i></p>				
	 <p><i>In frame are the SELG officers of the Uyugan Elementary School with their Adviser Marissa Delos Santos and DYFP focal person, Dencio G. Eriful</i></p>				

Title of PAP Sports Management								
<b>Rationale</b>	Sports management in the Schools Division of Batanes is essential to foster holistic development and well-being among students and employees. Sports not only promote physical fitness but also instill values like teamwork, discipline, and leadership. By implementing sports management practices, the division can create organized, inclusive, and structured sports programs that cater to diverse talents and abilities. This initiative aligns with the division's commitment to nurturing well-rounded individuals who excel not only academically but also in various aspects of life.							
<b>Brief Description of the PAP</b>	This program aims to develop long-term and short-term plans for the sports organization in the Schools Division of Batanes.							
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>To promote physical fitness and well-being;</li> <li>To develop character and sportsmanship;</li> <li>To provide opportunities to compete in higher sporting events; and</li> <li>To represent the schools division of Batanes and the province as a whole.</li> </ul>							
Activities	Target Jan. – June. 2023		Accomplishment Jan. – June. 2023		Variance		Deviation Reason	Explanat ion for deviatio n from targets
	Physical	Financial	Physical	Financial	Physical	Financial		
Conducted Division Sports Meet	1	147,215	1	106,370	0	40,845		
Provided various fitness and sports supplies, materials, accessories, and equipment to schools	1	730,000	1	729,310	0	690		
Participated in the Regional Sports Meet	1	2,000,000	1	2,000,000	0	0		
<b>Narrative</b>	<p>The 2023 Batanes Schools Athletic Meet (BSAM) was a resounding success, showcasing the athleticism, sportsmanship, and unwavering spirit of Batanes' young athletes. The event saw fierce competition across various disciplines, culminating in a triumphant celebration of athletic prowess and island pride.</p> <p>In the secondary division, Batanes National Science High School emerged as the overall champion, followed by Itbayat Agricultural High School and Ivana National High School. In the elementary division, Sabtang Elementary Schools claimed the top spot, with Ivana Elementary Schools and Mahatao Elementary Schools as the 1st and 2nd runners-up, respectively.</p> <p>The BSAM featured a diverse range of sports, including basketball (3x3), track events, jumping events, throwing events, dance sports, and chess, ensuring a platform for athletes of all skillsets and interests.</p>							



	<p>The event was characterized by a vibrant and supportive atmosphere, with spectators cheering on their schools and athletes. The spirit of fair play and camaraderie was evident throughout the competition.</p> <p>During the Cagayan Valley Regional Athletic Association Meet (CAVRRAA). In continuing their momentum, Batanes athletes made their mark at the CAVRAA Meet in the City of Ilagan, Isabela. With 37 athletes and 30 officials, the division earned recognition as the "Most Improved Delegation." Their dedication resulted in four gold medals, four silver medals, and five bronze medals across various track and field events.</p> <p>In the Palarong Pambansa at the national level, four Batanes athletes qualified for the Palarong Pambansa in Marikina City. Nathesia Moro's bronze medal in the javelin throw for secondary girls was a historic achievement for the island. Other athletes, although not medalists, reached the finals in their respective events, demonstrating Batanes' growing competitiveness on the national stage.</p> <p>While the BSAM was a success, the lack of dedicated sports facilities in Batanes remains a challenge. Investing in proper athletic infrastructure, including multi-purpose gyms and tracks, would greatly enhance training opportunities and event organization.</p> <p>Providing coaches and officials with continued training and development opportunities in various sports disciplines would further improve the technical aspects of the BSAM and regional competitions.</p> <p>Finding additional funding sources for sports equipment, training programs, and athlete support would allow Batanes to continue nurturing its athletic talents and fostering a culture of physical fitness.</p> <p>In conclusion, the 2023 Batanes Schools Athletic Meet was a testament to the island's dedication to sports development and its commitment to providing young athletes with opportunities to excel. The achievements at CAVRAA and Palarong Pambansa further solidified Batanes' potential as a wellspring of athletic talent. By addressing the existing challenges and implementing the proposed recommendations, Batanes can continue to empower its young athletes, bring home more accolades, and solidify its place in the national sporting landscape.</p>
<p><b>Documentation</b></p>	





*Solidarity Parade of the different delegations after the games of the 2023 Batanes Sports Athletic Meet (BSAM) at the Basco Oval.*





*The Schools Division of Batanes was awarded the Most Improved Delegation with the Schools Division Superintendent Dr. Alfredo B. Gumaru, Jr. CESO V. Miss Dhenise Horcajo from Sabtang won the Gold medal in the Long Jump Elementary Girls, with coach Mr. John Paul Zabala.*

	 <div data-bbox="925 630 1421 735"><p>Miss Nathesia C. Moro, bagged the Bronze medal in the Palarong Pambansa in Marikina City.</p></div>																						
<b>Title of PAP</b>	<b>Partnerships</b>																						
<b>Rationale</b>	The Adopt-a-School Program facilitates the building and sustaining of partnership and linkages of DepEd and partners by providing venue for strong and dynamic private sectors in participating in nation-building through investments in the education of the Filipino children. This program fosters better sense of understating the community’s school system as it strengthens and improves school’s programs and curricula and creates a sense of personal involvement and interaction between organization.																						
<b>Brief Description of the PAP</b>	Public schools need the support of diverse partners in fulfilling the basic education of the children, hence, Adopt-a-School Program was created. This program helps generate support to education outside the mainstream funding and national budget. The ASP allows private entities to assist a public school in a particular aspect of its educational program within an agreed period. The stakeholders are enjoined to support the school in any of the following areas; infrastructure, health and nutrition, teaching skills development, computer and science lab equipment and learning support.																						
<b>Objectives:</b>	<ul style="list-style-type: none"><li>• To give the private sector an opportunity to become dynamic and strong partners towards noble goal of educating all Filipinos</li><li>• To encourage private initiative to support public education</li></ul>																						
<b>Activities</b>	<table><tr><th colspan="2">Target Jan. – Dec. 2023</th><th colspan="2">Accomplishment Jan. – Dec. 2023</th><th colspan="2">Variance</th><th rowspan="2">Deviation Reason</th><th rowspan="2">Explanat ion for deviation from targets</th></tr><tr><th>Physical</th><th>Financial</th><th>Physical</th><th>Financial</th><th>Physical</th><th>Financial</th></tr><tr><td>Monitored the schools' partnership and through Adopt-A-School linkages programs</td><td>4</td><td>0</td><td>4</td><td>0</td><td>0</td><td>0</td><td></td></tr></table>	Target Jan. – Dec. 2023		Accomplishment Jan. – Dec. 2023		Variance		Deviation Reason	Explanat ion for deviation from targets	Physical	Financial	Physical	Financial	Physical	Financial	Monitored the schools' partnership and through Adopt-A-School linkages programs	4	0	4	0	0	0	
Target Jan. – Dec. 2023		Accomplishment Jan. – Dec. 2023		Variance		Deviation Reason	Explanat ion for deviation from targets																
Physical	Financial	Physical	Financial	Physical	Financial																		
Monitored the schools' partnership and through Adopt-A-School linkages programs	4	0	4	0	0	0																	

Monitored the grants and donations accepted by the schools	4	0	4	0	0	0		
Monitored the PTA engagements of the schools	4	0	4	0	0	0		
Monitored the DPDS uploading of school coordinators	12	0	12	0	0	0		
Conducted BE Kick-off	1	0	1	0	0	0		
Conducted Brigada Eskwela Monitoring	1	0	1	0	0	0		
Conducted Stakeholders Convergence	1	130,000	1	124,958	0	5,042		
Conducted Division Federated PTA Elections	1	20,000	1	19,750	0	250		
<b>Narrative</b>	<p>To continuously strengthen the partnership of this SDO and the schools to the different internal and external partners, the Social Mobilization and Networking (SMN) Unit provided technical support in sustaining relationships and collaboration among partners and stakeholders. It also provided technical assistance in support of special programs aimed at increasing access to and improving the delivery of quality basic education.</p> <p>Monitoring of different partnership activities of the schools and identifying areas for continuous improvement and partnership sustainability were implemented.</p> <p>The unit executed advocacy campaign activities such to increase awareness of stakeholders and gather resource support for basic education. Also, it provided updates to the stakeholders on the status of partnership activities to generate continuous support.</p> <p>To constantly encourage the partners in supporting the different PAPs of the SDO and the schools, the SDO regularly recognized them through appreciation and awarding activities. This initiative of the SDO has resulted to increasing number of partners and generated resources from them.</p>							

	Highlights of the partnership engagements is the increased number of partners, generated resources, and sustained partners for 2023.	
Basic Data	<b>Partnerships Undertaken under Memorandum of Agreement</b>	
	<b>Year</b>	<b>No. of MOA</b>
	2023	30
	2022	24
	2021	5
	<b>Resource Generated for 3 Fiscal Years</b>	
	<b>Year</b>	<b>Resource Generated</b>
	2023	17,799,839.07
	2022	15,777,435.28
	2021	9,238,086.68
	<b>Number of Partners/Donors for 2022 &amp; 2023</b>	
	<b>Year</b>	<b>No. of Partners/Donors</b>
	2023	1,060
	2022	1,017
	<b>Sustained Partners for 2023</b>	
	Congressional District Office	Provincial Government of Batanes
	MLGU-Basco	MLGU- Uyugan
	MLGU- Mahatao	MLGU- Sabtang
	MLGU- Ivana	MLGU- Itbayat
	All BLGUs in Batanes	SPTAs & HPTAs of all schools
	Faculty Association of all schools	Department of Labor and Employment
	Provincial Police Office	Municipal Police Stations
	Department of Health	Department of Environment and Natural Resources
	Alumni Association of all schools	Department of Works and Highways



	<table> <tr> <td>Department of Interior and Local Government</td> <td>Bureau of Fire Protection</td> </tr> <tr> <td>FATS Swimmer Association</td> <td>BATANELCO</td> </tr> <tr> <td>Department of Social Welfare and Development</td> <td>NAPOCOR</td> </tr> <tr> <td>BECC</td> <td>Provincial Health Office</td> </tr> <tr> <td>Rural Health Unit of all municipalities</td> <td>Philippine Statistics Authority</td> </tr> </table>	Department of Interior and Local Government	Bureau of Fire Protection	FATS Swimmer Association	BATANELCO	Department of Social Welfare and Development	NAPOCOR	BECC	Provincial Health Office	Rural Health Unit of all municipalities	Philippine Statistics Authority
Department of Interior and Local Government	Bureau of Fire Protection										
FATS Swimmer Association	BATANELCO										
Department of Social Welfare and Development	NAPOCOR										
BECC	Provincial Health Office										
Rural Health Unit of all municipalities	Philippine Statistics Authority										
Documentation	<div>  <p><i>Brigada Eskwela launching for SY 2023-2024 during the BE kick-off held at Mahatao Elementary School on August 14, 2023.</i></p> </div> <div>  <p><i>Oathtaking of the elected officers of the Division Federated PTA for SY 2023-2024 on Oct. 26, 2023, at the Division Conference Hall.</i></p> </div>										



Title of PAP	Planning Services							
Rationale	The PMIS was developed to support the Department's Planning and Budget Strategy. The system shall be the official source of data on programs, projects and activities (PPAs) of DepEd from planning to implementation							
Brief Description of the PAP	The <b>Program Management Information System (PMIS)</b> , a web-based information system designed to improve DepEd’s progress monitoring of the status of program and project implementation. It will provide quality, relevant, and timely information that can be used for planning and budgeting, results monitoring and evaluation, and for policy decisions across governance levels. Through the data from the operational plans of all DepEd operating units entered in the system, the PMIS generates a summary of all physical and financial accomplishments of all DepEd programs and office outputs across levels on a regular basis.							
Objectives:	<ul style="list-style-type: none"><li>• To support the effective and efficient management of plans and programs</li><li>• To increase transparency of plans and programs at all levels of governance from DepEd Central Office to schools</li><li>• To provide a platform that encourages a more diligent and systematic preparation of plans and utilization of budgets</li><li>• To aid in policy formulation and decision-making, and</li><li>• To enforce standards for planning and plan implementation</li></ul>							
Activities	Target Jan. – Dec. 2023		Accomplishment Jan. – Dec. 2023		Variance		Deviation Reason	Explanation for deviation from targets
	Physical	Financial	Physical	Financial	Physical	Financial		
Monitoring & provision of TA in the utilization of the PMIS	4	0	4	0	0	0		
Narrative	Operationalization of the Program Management Information System (PMIS) that aims to support the effective and efficient management of plans and programs, all program owners with Program Support Fund (PSF) are required to prepare their work and financial plan (WFP) in the PMIS every time their funds have been downloaded through sub-ARO. In Y2023, there were 102 activities with the following breakdowns: OSDS = 16, CID = 49 and SGOD = 35. Of the 102 activities conducted, SGOD has the most amount spent for the conduct of several programs, activities and projects with the total amount of ₱17,584,529.86, followed by OSDS with ₱17,554,791.72 and CID with ₱16,411,399.25. The total amount of WFP uploaded and approved in the PMIS is ₱ 51,550,720.83.							
Title of PAP	Textbooks and other Instructional Materials							
Rationale	The Health emergency brought about by COVID-19 calls for the Department of Education to be innovative and resourceful in delivering quality, accessible, relevant, and liberating education. To address this emergency, the Department established its Basic Education-Learning Continuity Plan (BE-LCP) as the over-all framework to govern the School Year 2020-2021 to 2021-22. In line with this, Schools Division Offices							

	undertake the urgent and necessary development, production and provision of learning resources to schools. The Learning Resource Management Section is tasked to deliver the learning resources from the Central Office and Regional Office to address the gaps of learning resources in schools as the major component of learning delivery. The Schools Division of Batanes continues to develop contextualized learning materials particularly for K to 3 and digital learning resource.							
<b>Brief Description of the PAP</b>	The Learning Resource Management Section is in-charge in the delivery of Learning Resources to address the needs of learners. In support to this initiative, the Central Office through the Regional Offices and Schools Division Office provided support fund to facilitate timely development, provision of camera-ready copy of materials, printing and delivery of learning materials. In addition to this, (BE-LCP) funds were downloaded to schools' division offices to finance the procurement of equipment and gadgets to support development of video and radio scripts and lessons, conversion of material into accessible format, and development of interactive materials to enhance higher achievements of learners.							
<b>Objectives:</b>	To address the needs of the learners for SY 2022-2023 on Learning Resources (Printed Modules) in this New Normal thru the implementation of the Basic Education –Learning Continuity Plan.							
<b>Activities</b>	<b>Target Jan. – June. 2023</b>		<b>Accomplishment Jan. – June. 2023</b>		<b>Variance</b>		<b>Deviation Reason</b>	<b>Explanat ion for deviatio n from targets</b>
	<b>Physical</b>	<b>Financial</b>	<b>Physical</b>	<b>Financial</b>	<b>Physical</b>	<b>Financial</b>		
Provided Learning Resources aligned with 21st Century Skills	1	0	1	0	0	0		
Established SDO LR Portal (online repository for CO & locally developed LRs)	1	0	1	0	0	0		
Monitored the utilization of SDO LR Portal	1	0	1	0	0	0		
Harvested developed LRs from Schools and from Workshops	3	0	3	0	0	0		

Division Based Quality Assured LRs issued with Conformance Certificate	3	0	3	0	0	0		
Pilot Testing of locally developed LRs	3	0	3	0	0	0		
Validated and Endorsed to the region	3	0	3	0	0	0		
Upload locally developed LMs in the SDO LR Portal	3	0	3	0	0	0		
Development and Production of Self-Learning Modules ( <i>Printing of SLMs</i> )	1	7,2000,000	1	7,175.163.60	1	24,836.655	Variance in the bid price	The total bid price is lower than the ABC
Provision of Learning Resources for SY 2021-2022 under the Basic Education Learning Continuity Plan (BE-LCP) – <i>Supplies and Materials</i>	1	21,065.11	1	20,920	1	145.11	Variance in the bid price	The total bid price is lower than the ABC
Provision of							Variance in	The total

Learning Resources for SY 2022-2023 in the Implementation of Basic Education Learning Continuity Plan(BE-LCP) <i>Procurement of Tablets</i>	1	1,918,802.54	1	1,913,961.10	1	4,841.44	the bid price	bid price is lower than the ABC
Provision for the Implementation of Basic Education Learning Continuity Plan(BE-LCP) <i>Procurement of TV Sets</i>	1	2,047,980	1	2,464,910	1	6,133.99	Varian ce in the bid price	The total bid price is lower than the ABC
Program Support Fund for the Implementation of Alternative Delivery Mode (ADM) <i>Monitoring</i>	1	41, 272	1	36,498.00	1	4,744.00	Unutilized ADM monitoring fund	Actual itinerar y expens es is lower than than the proposed itinerar y (wasn't able to reimburse plane ticket expens es)
<b>Narrative</b>	The management of the development, printing, and distribution of learning resources is lodge in the Curriculum Implementation Division – Learning Resource Management Section. During the pandemic, the learning delivery mode adopted the Alternative Delivery Mode as classes were conducted not on the regular or typical set-up for regular classroom instruction. From the usual use of textbooks, DepEd identified the Self-Learning Module as the ideal type of learning resource and therefore compelled the field to prioritize the development and production of the same. Other non-text based materials such as equipment, gadgets and other devices were also identified as supplements to teaching and learning process. In support to this, program support fund							

	<p>were being allocated in the Schools Division Offices to ensure that learning opportunities are continuously provided amidst the pandemic.</p> <p>The Department of Education issued DepEd Order no. 018, s. 2020, Policy Guidelines for the Provision of Learning Resources in the implementation of the Basic Education Learning Continuity Plan to guide officials in the proper allocation and utilization of fund support. For FY 2023, the Schools Division of Batanes implemented its BE-LCP through the provision of Learning Resources mainly for the printing and delivery of Self-Learning Modules. In addition, procurement of tablets, television sets and video equipment were also initiated to equip schools with necessary learning tools particularly for digital-based learning.</p>																																																																																																																																																																														
<b>Basic Data</b>	<p>1. Development and Production of Self-Learning Modules for K t 5 and Senior High School</p> <p>A. ELEMENTARY</p> <p>A.1 No. of Modules per Subject Area Distributed to Schools</p> <table><tr><th></th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th></tr><tr><td><b>ITBAYAT DISTRICT</b></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Itbayat Central School</td><td>15</td><td>23</td><td>25</td><td>16</td><td>17</td></tr><tr><td>Mayan Elementary School</td><td>16</td><td>21</td><td>14</td><td>16</td><td>16</td></tr><tr><td>Raele Integrated School</td><td>5</td><td>13</td><td>8</td><td>13</td><td>7</td></tr><tr><td>Yawran Barrion School</td><td>4</td><td>3</td><td>1</td><td>5</td><td>7</td></tr><tr><td><b>SABTANG DISTRICT</b></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Sabtang Central School</td><td>15</td><td>13</td><td>23</td><td>11</td><td>20</td></tr><tr><td>Nakanmuan Eelemntary School</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr><tr><td>Sumnanga Elementary School</td><td>3</td><td>5</td><td>9</td><td>12</td><td>8</td></tr><tr><td>Savidug Elemntary School</td><td>3</td><td>1</td><td>2</td><td>3</td><td>7</td></tr><tr><td>Chavayan Elementary School</td><td>2</td><td>2</td><td>1</td><td>3</td><td>3</td></tr></table> <table><tr><th></th><th>Grade 1</th><th>Grade 2</th><th>Grade 3</th><th>Grade 4</th><th>Grade 5</th></tr><tr><td><b>BASCO DISTRICT</b></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Basco Central School</td><td>82</td><td>85</td><td>114</td><td>85</td><td>90</td></tr><tr><td>Valugan Integrated School</td><td>11</td><td>12</td><td>14</td><td>11</td><td>14</td></tr><tr><td>Diptan Elementary School</td><td>21</td><td>35</td><td>35</td><td>41</td><td>39</td></tr><tr><td>Cahnarian Elementary School</td><td>6</td><td>4</td><td>4</td><td>4</td><td>4</td></tr><tr><td>Tukon Elementary School</td><td>3</td><td>2</td><td>4</td><td>3</td><td>5</td></tr><tr><td><b>MAHATAO DISTRICT</b></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Mayan Central School</td><td>26</td><td>20</td><td>21</td><td>16</td><td>25</td></tr><tr><td>Diura Barrio School</td><td>1</td><td>3</td><td>3</td><td>2</td><td>1</td></tr><tr><td><b>IVANA DISTRICT</b></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Ivana Elementary School</td><td>22</td><td>21</td><td>20</td><td>27</td><td>28</td></tr><tr><td>San Vicente Elementary School</td><td>2</td><td>3</td><td>12</td><td>3</td><td>5</td></tr><tr><td><b>UYUGAN DISTRICT</b></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Uyugan Elementary School</td><td>7</td><td>9</td><td>9</td><td>10</td><td>11</td></tr><tr><td>Itbud Integrated School</td><td>4</td><td>10</td><td>11</td><td>8</td><td>11</td></tr><tr><td>Imnajbu Elementary School</td><td>3</td><td>4</td><td>8</td><td>0</td><td>6</td></tr></table>		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	<b>ITBAYAT DISTRICT</b>						Itbayat Central School	15	23	25	16	17	Mayan Elementary School	16	21	14	16	16	Raele Integrated School	5	13	8	13	7	Yawran Barrion School	4	3	1	5	7	<b>SABTANG DISTRICT</b>						Sabtang Central School	15	13	23	11	20	Nakanmuan Eelemntary School	1	1	1	1	1	Sumnanga Elementary School	3	5	9	12	8	Savidug Elemntary School	3	1	2	3	7	Chavayan Elementary School	2	2	1	3	3		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	<b>BASCO DISTRICT</b>						Basco Central School	82	85	114	85	90	Valugan Integrated School	11	12	14	11	14	Diptan Elementary School	21	35	35	41	39	Cahnarian Elementary School	6	4	4	4	4	Tukon Elementary School	3	2	4	3	5	<b>MAHATAO DISTRICT</b>						Mayan Central School	26	20	21	16	25	Diura Barrio School	1	3	3	2	1	<b>IVANA DISTRICT</b>						Ivana Elementary School	22	21	20	27	28	San Vicente Elementary School	2	3	12	3	5	<b>UYUGAN DISTRICT</b>						Uyugan Elementary School	7	9	9	10	11	Itbud Integrated School	4	10	11	8	11	Imnajbu Elementary School	3	4	8	0	6
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A.2 Self-Learning Module Printed per Grade Level, Subject Area and Quarter

GRADE LEVEL	SUBJECT AREA PRINTED	QUARTER
Grade 1	Filipino, Mathematics	Quarter 2
Grade 2	English, Filipino, Mathematics	Quarter 2
Grade 3	English, Filipino, Mathematics, Science	Quarter 2
Grade 4	English, Filipino, Mathematics	Quarter 2
Grade 5	Filipino, Mathematics, Science	Quarter 2
GRADE LEVEL	SUBJECT AREA PRINTED	QUARTER
Grade 1	Filipino, Mathematics	Quarter 3
Grade 2	English, Filipino, Mathematics	Quarter 3
Grade 3	English, Filipino, Mathematics, Science	Quarter 3
GRADE LEVEL	SUBJECT AREA PRINTED	QUARTER
Grade 1	English, Filipino, Mathematics	Quarter 4
Grade 2	English, Filipino, Mathematics	Quarter 4
Grade 3	English, Filipino, Mathematics,	Quarter 4
Grade 4	English, Filipino, Science	Quarter 4

B. SENIOR HIGH SCHOOL

			BNSH	MNHS	INHS	BGCH	IIS	SNSF	INAHs	RIS
Subject										
11 21st Century	325	206		3	1	5	1	1	4	6
				0	1		0	3	4	
11 General Mathematics-Q1	206			3	1	5	1	1	4	6
	32			0	1		0	3	4	
<b>5</b>										
12 Empowerment Technology- 366	220			2	1	1	1	2	5	1
				0	5	0	2	5	0	4
12 EAP-Q2	366	220		2	1	1	1	2	5	1
				0	5	0	2	5	0	4
12 Immersion-Q2	366	220		2	1	1	1	2	5	1
				0	5	0	2	5	0	4
12 Research1-Q2	366	220		2	1	1	1	2	5	1
				0	5	0	2	5	0	4
12 Research2-Q2	366	220		2	1	1	1	2	5	1
				0	5	0	2	5	0	4
11 21st Century_Q2	350	210		3	1	8	1	1	5	1
				0	5		2	5	0	0
11 DRRM	350	210		3	1	8	1	1	5	1
				0	5		2	5	0	0
11 Oral Communication	350	210		3	1	8	1	1	5	1
				0	5		2	5	0	0
11 Personal Development	350	210		3	1	8	1	1	5	1
				0	5		2	5	0	0
12 Physical Science	350	210		1	1	1	1	2	5	1
				4	5	0	2	5	0	4


11 UCSP	<b>350</b>	210	3	1	8	1	1	5	1
			0	5		2	5	0	0
11 Earth & Life Science	<b>350</b>	210	3	1	8	1	1	5	1
			0	5		2	5	0	0
11 General Mathematics	<b>350</b>	210	3	1	8	1	1	5	1
			0	5		2	5	0	0
11 KPWKP	<b>350</b>	210	3	1	8	1	1	5	1
			0	5		2	5	0	0

2. Provision of Learning Resources for SY 2022-2023 in the Implementation of Basic Education Learning Continuity Plan (BE-LCP) *Procurement of Tablets*

School	Number of Tablet
Chanarian Elementary School	4
Chavayan Elementary School	4
Diptan Elementary School	5
Itbayat Central School	12
Itbud Integrated School (Elem)	8
Imnajbu Elementary School	5
Ivana Elementary School	9
San Vicente Elementary School	5
Mahatao Central School	12
Diura Barrion School	3
Mayan Elementary School	10
Raele Integrated School (Elem)	11
Sabtang Central School	5
Savidug Elementary School	5
Uyugan Elementary School	6
Valugan Integrated School (Elem)	8
Yawran Barrio School	3



3. Provision for the Implementation of Basic Education Learning Continuity Plan (BE- LCP) *Procurement of TV Sets*

School	Number of Smart Television
Basco Central School	11
Chanarian Elementary School	3
Chavayan Elementary School	2
Diptan Elementary School	2
Itbayat Central School	5
Itbud Integrated School (Elem)	2
Imnajbu Elementary School	1
Ivana Elementary School	3
Mahatao Central School	3
Mayan Elementary School	3
Raele Integrated School (Elem)	2
Sabtang Central School	3
Sumnanga Elementary School	2
Uyugan Elementary School	2
Valugan Integrated School (Elem)	2


	<table> <tr> <td>Batanes General Comprehensive High School</td><td>2</td></tr> <tr> <td>Ivana National High School</td><td>3</td></tr> <tr> <td>Mahatao National High School</td><td>2</td></tr> <tr> <td>Raele Integrated School (Secondary)</td><td>2</td></tr> <tr> <td>Itbud Integrated School (Secondary)</td><td>1</td></tr> <tr> <td>Batanes National Science High School</td><td>10</td></tr> <tr> <td>Itabayat National Agr'l High School</td><td>4</td></tr> <tr> <td>Sabtang National School of Fisheries</td><td>2</td></tr> <tr> <td>SDO</td><td>5</td></tr> </table>	Batanes General Comprehensive High School	2	Ivana National High School	3	Mahatao National High School	2	Raele Integrated School (Secondary)	2	Itbud Integrated School (Secondary)	1	Batanes National Science High School	10	Itabayat National Agr'l High School	4	Sabtang National School of Fisheries	2	SDO	5
Batanes General Comprehensive High School	2																		
Ivana National High School	3																		
Mahatao National High School	2																		
Raele Integrated School (Secondary)	2																		
Itbud Integrated School (Secondary)	1																		
Batanes National Science High School	10																		
Itabayat National Agr'l High School	4																		
Sabtang National School of Fisheries	2																		
SDO	5																		
<b>Documentation</b>	 <p><i>The Batanes National Science High School Supply Officer and staff as they inspect and receive the smart televisions.</i></p>																		
<b>Title of PAP</b>	<b>ASSESSMENT (Project CHECK)</b>																		
<b>Rationale</b>	<p>This project is intended to address the low performance of learners in all subject areas as revealed in the last National achievement Test (NAT) with only 48.65% overall MPS in Elementary and 54.1% in secondary.</p> <p>This innovation is under the process Education Assessment; Sub-Process-Design and Development of <u>Assessment</u> Framework, programs and tools of the AIP for physical year 2023-2024 and has been implemented for 4 years already.</p>																		
<b>Brief Description of the PAP</b>	<b>Project CHECK</b> stands for <b>C</b> ontinuing High performance thru <b>E</b> valuation of the <b>C</b> ompetencies in the <b>K</b> to 12 curriculum. The main objective of Project CHECK is to check schools performance through the administration of Division achievement test. This is to find out if learners meet the learning standards of the curriculum																		
<b>Objective/s</b>	<p><b>General Objectives:</b></p> <p>To increase the academic performance of learners in all subject areas.</p> <p><b>Specific:</b></p>																		

	<ol style="list-style-type: none"> <li>1. Checked and monitored covered competencies against required on Most Essential Learning competencies (MELC) and identify least mastered competencies.</li> <li>2. Monitored and consolidated Quarterly Academic performance of all schools.</li> <li>3. Constructed assessment tool in all subject areas for Grades 3, 6 and 10, and Elementary and Secondary Level for ALS.</li> <li>4. Assessed the performance of learners on the identified least mastered competencies in all subject areas including ALS and establish a baseline data for all schools in the implementation of the k to 12 Curriculum as bases for programs, projects and intervention</li> <li>5. Improved academic performance of SDO Batanes to meet national standards.</li> <li>6. Analyzed the effectiveness of the Project through PIR.</li> </ol>							
Activities	Target Jan. – Dec. 2023		Accomplishment Jan. – Dec. 2023		Variance		Deviati on Reason	Deviati on Correct ive Action
	Physical	Financia l	Physi cal	Financia l	Physi cal	Financ ial		
Monitored Quarterly Academic performance of learners through consolidation of Quarterly Assessment result	4	0	4	0				
Developed Assessment tools in all Subject areas in Grades 3, 6 and 10.	3	0	3	0				
Administered Test to all Grades 3,6 and 10.	3	0	3	0				
Analyzed test Result	1	0	1	0				
<b>Narrative</b>	In the absence of National achievement test, SDO Batanes initiated PROJECT CHECK to determine if learners are meeting the National standards. CID monitored covered competencies and were able to identified Least mastered competencies across the 8 learning areas in grades in all grade levels in all schools. Through this project, CID was able to develop, assess and provided schools test result as bases for Interventions, Innovations, Programs and Project.							



<p><b>Documentation</b></p>	 <p><i>The CID Production team headed by Mrs. Evangeline Castillo doing the printing and sorting of the developed Assessment tool.</i></p>  <p><i>Uyugan grade 3 learners relaxing themselves after the examiner gave them orientation during the administration of PROJECT -CHECK.</i></p>
<p><b>Title of PAP</b></p>	<p><b>Multigrade Education Program</b></p>
<p><b>Rationale</b></p>	<p>As one of the continuing initiatives of the Department of Education (DepEd), along with its thrust of increasing access to quality elementary education, the implementation of the Multigrade Program in Philippine Education (MPPE) is to be strengthened and teachers need to be regularly trained and provided with sufficient support system. Multigrade teachers are confronted with many curricular challenges and their school heads are managing the Multigrade schools.</p> <p>The Multigrade LAC Resource Material for Multigrade Teachers has been issued recently to all multigrade schools to provide opportunities for multigrade teachers to become effective classroom teachers. This training material is designed to be used during the conduct of Learning Action Cell (LAC) of multigrade teachers as part of their professional development activity. Some selected topics in this guide which are deemed most important for new teachers to master will be discussed in this training.</p> <p>The knowledge and skill gained during this training will enable the participants to understand better how to manage their classes. They will also do some workshop on the preparation of a contextualized Multigrade Daily Lesson Plan(MG-DLP).</p>

<b>Brief Description of the PAP</b>	<p>To address the need to orient and upskill the teachers and school heads in the Multigrade schools, the SDO Batanes conducted a Training-Workshop for Multigrade Teachers on the Preparation of Contextualized MG-DLPs.</p> <p>The knowledge and skill gained during this training will enable the participants to understand better how to manage their classes. They were also required of some workshop on the preparation of a contextualized Multigrade Daily Lesson Plan(MG-DLP). The final activity was a mock-demonstration to show how a regular multigrade class is conducted.</p>							
<b>Objectives:</b>	<p>Demonstrate understanding of how to manage teaching &amp; learning in the Multigrade classroom.</p> <p>Specifically:</p> <ol style="list-style-type: none"> <li>enhanced knowledge and skills in the management of multigrade classes;</li> <li>demonstrated strategies in teaching multigrade classes;</li> <li>appreciate how teaching and learning occurs in the Multigrade classroom.</li> </ol>							
<b>Activities</b>	<b>Target Jan. – June. 2023</b>		<b>Accomplishment Jan. – June. 2023</b>		<b>Variance</b>		<b>Deviation Reason</b>	<b>Explanat ion for deviatio n from targets</b>
	<b>Physical</b>	<b>Financial</b>	<b>Physical</b>	<b>Financial</b>	<b>Physical</b>	<b>Financial</b>		
Monitor the implementati on of Inclusive Education Programs (MG)	2	0	2	0	0	0		
<b>Narrative</b>	<p>The 2-day training workshop was participated in by the 7 multigrade schools with 29 multigrade teachers and their school heads. Only Yawran Barrio School teachers and school head were not able to participate due to bad weather and crossing the channel was not possible. Through the discussed topics the participants were able to demonstrate understanding of how to manage teaching and learning in the multigrade classrooms. To more extent, they experienced utilizing the Budget of Work in preparing their MG lesson plans.</p> <p>As the topics were slowly unfold, the participants were capacitated to identify features of an Inclusive School and an inclusive classroom. The process helped them to identify barriers in school and in an inclusive classroom. Since most of the schools raised their concern on most of the MG teachers as well as three (3) of the school heads were new entrants, they were given lectures on strategies in teaching the multigrade classes after which a demonstration teaching was presented by a seasoned MG teacher.</p> <p>Outputs that were required of the participants include Individual Contextualized Lesson Plans which they uploaded in a google drive for quality assurance by the Quality Assurance Team.</p> <p>Impact of the Activity:</p> <ol style="list-style-type: none"> <li>The training-workshop capacitated the MG teachers and school heads most especially those new of the strategies, philosophy and principles</li> </ol>							

	of managing multigrade classes. This built their confidence in their abilities which will result to a more efficient and effective performance.
<b>Documentat ion</b>	<div data-bbox="448 306 1049 667">  </div> <div data-bbox="1133 537 1427 659"> <p>The MG participants in one of the simulation activities.</p> </div> <div data-bbox="448 726 1049 1024">  <div data-bbox="1133 873 1427 1008"> <p>Llewelyn C. Almeyda, MG teacher of Savidug Elem.School, shares their group</p> </div> </div>
<b>Title of PAP</b>	<b>Special Education</b>
<b>Rationale</b>	<p>The Department of Education (DepEd) as it is stated in its “Vision” is mandated to protect and promote the right of every Filipino citizen to quality education that will enable each learner to realize their full potential and meaningfully take part in nation-building. Actualizing this constitutional right is the main thrust of the K to 12 Basic Education Program which recognizes the diversity of the country’s learners, schools, and communities. Seeking to be inclusive, K to 12 has broadened the goals of basic education in response to the varied realities of learners and their families by providing a wider range of options not only in preparing them for higher education, but also for opportunities in employment and entrepreneurship.</p> <p>Inclusive education has been the trend in our education system since the implementation of the K to 12 program. Including school-aged children with disabilities in regular classrooms has been a challenge since general education teachers are not trained to handle such those. This training is conducted to equip the receiving teachers with strategies on handling these learners in the regular classes.</p> <p>The knowledge and skill gained during this training will enable the participants to understand better how to manage their classes. They will also do some workshop on the preparation of a teaching-learning materials. The final activity will be a mock-demonstration to show how a regular class with special learners is conducted.</p>

<b>Brief Description of the PAP</b>	<p>The need of the hour is Inclusive Education because quality education for all is critical to the growth of the nation. Having a law, R.A. 11650, that supports inclusive education is a testament for its importance and the country's commitment towards it. Inclusive Education however, is a contentious term. Inclusive education is an imperative for justice and is also defined as quality education for all (Salamanca Statement, 2004). Taken separately, everyone will be in agreement but when these two concepts are joined together, problem arise especially when it comes to learners with intellectual and behavioral disability. It comes with a huge cost and when inclusion is done poorly, the very population IE committed to protect and support maybe bear the burden even more.</p> <p>To ensure that Inclusive Education is implemented efficiently and effectively, all teachers have to be supported and equipped with appropriate knowledge, skills and attitude. Inclusive Education is a journey. Teachers embark on this journey with varying degrees of readiness in its practice. One of the barriers identified are teacher's lament about the need for guidance and more professional enhancement that will help them more confident in their understanding and deploying inclusive practices as well as collaborating with colleagues, families and other members of the multi-disciplinary team. This perceived need can be addressed however through a systematic professional teacher development program that will involve training workshops.</p>							
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• To reach all the children with disabilities in the community to benefit with special education services.</li> <li>• To empower children with disabilities for their full and effective participation in society.</li> <li>• To develop and maximize learning competencies, as well as the inculcation of values to make the learners with special needs a useful and effective members of society.</li> </ul>							
Activities	Target Jan. – June. 2023		Accomplishment Jan. – June. 2023		Variance		Deviation Reason	Explanat ion for deviatio n from targets
	Physical	Financial	Physical	Financial	Physical	Financial		
1. Quarterly monitoring of the implementation of Pull-Out classes program	4	-	4	-	0	-		
2. Quarterly monitoring of the implementation of Inclusive Education program (SPED)	4							
3. Organize SPED	1	0	0	0	1	0	Conflic ting	Resche dule in




resource room							schedule	Dec. 2023
4. Quarterly monitoring of the implementation of SPED Tech	4	0	4	0	0	0		
5. SPED advocacy activities	1	22,500	1	22,360	0	140		
6. Program Implementation Review	1	25,000	1	24,250	0	750		
7. SPED CapB	1	87,500	1	87,479	0	21		
<b>Narrative</b>	<p>The basic philosophy of special education is derived from the premise that in a democracy, every individual is valuable in his own right and should be afforded equal opportunities to develop his full potential. Every child, even the most severely handicapped should be given equal opportunities within the nation's educational system. Equal educational opportunities do not mean the same educational experiences but rather "different educational experiences based on the child's unique needs. In brief, the right to education cannot be denied to a person of only because of his disabilities.</p> <p>All of the planned activities have been successfully implemented this school year except for the activity on the organization of a SPED resource room which was not done yet due to conflicting schedules. Still, it is scheduled before the year ends.</p> <p>Three activities are considered as gain because they were out of the plan but were funded and successfully implemented. These are the SPED advocacy activities, SPED Program Implementation Review, and SPED Training Workshop for SH and receiving teachers in special needs education. SPED advocacy was done from the months of August to September through activities like house-to-house visitations (child mapping), symposia, distribution of flyers, and thru LAC sessions among school personnel.</p> <p>Basco Central SPED Center conceptualized a barangay referral system wherein parents of learners with disabilities will refer their child to the barangay. The SPED teacher will then harvest the data from the barangays before conducting home visitation. The house-to-house visitation helped the school continuously promote inclusivity and catering to LWDs.</p> <p>Mahatao Central School advocacy activities created positive change within their educational system and society. This was reflected in the attitudinal change in the way other learners at MCS look at the LWDs in the school. This can be attributed to the regular lectures and symposiums held in the school. The school through the SPED teacher has also linked with the MSWD office for possible partnership and as of now the SPED learners of MCS are recipients of the feeding program of the MSWD as a result of the partnership.</p> <p>Other SPED implementing schools (Itbayat Central School, Ivana Elementary School, Uyugan Elementary School, Imnajbu Elementary School, Ivana</p>							

	<p>National High School, and Batanes National Science High School reported to have conducted lectures and distribution of flyers to the learners in the general education classrooms.</p> <p>Through the shared efforts of the school personnel, parents and the community said SPED advocacy activities were held successfully.</p>																																																																												
Basic Data	<p>SPED IMPLEMENTING SCHOOLS</p> <table><tr><th>SY 2022-2023</th><th>SY 2023-2024</th></tr><tr><td>1.Basco Central SPED Center</td><td>1. Basco Central SPED Center</td></tr><tr><td>2.Mahatao Elementary School</td><td>2.Mahatao Central School</td></tr><tr><td>3.Ivana Elementary School</td><td>3. Ivana Elementary School</td></tr><tr><td>4.Itbayat Central School</td><td>4.Itbayat Central School</td></tr><tr><td>5.Batanes National Science High School</td><td>5.Uyugan Elementary School</td></tr><tr><td>6.Ivana National High School</td><td>6.Imnajbu Elementary School</td></tr><tr><td></td><td>7.Batanes National Science High School</td></tr><tr><td></td><td>8. Ivana National High School</td></tr></table> <p>PRESENT ENROLLMENT (SY 2023-2024)</p> <table><tr><th>SCHOOL</th><th>MALE</th><th>FEMALE</th><th>TOTAL</th></tr><tr><td>1. Basco Central SPED Center</td><td>33</td><td>9</td><td>42</td></tr><tr><td>2.Mahatao Central School</td><td>7</td><td>2</td><td>9</td></tr><tr><td>3. Ivana Elementary School</td><td>3</td><td>0</td><td>3</td></tr><tr><td>4.Itbayat Central School</td><td>8</td><td>1</td><td>9</td></tr><tr><td>5.Uyugan Elementary School</td><td>1</td><td>1</td><td>2</td></tr><tr><td>6.Imnajbu Elementary School</td><td>0</td><td>1</td><td>1</td></tr><tr><td>7.Batanes National Science High School</td><td>1</td><td>1</td><td>2</td></tr><tr><td>8. Ivana National High School</td><td>1</td><td>1</td><td>2</td></tr><tr><td></td><td><b>54</b></td><td><b>16</b></td><td><b>88</b></td></tr></table> <table><tr><th>SCHOOL</th><th>CATEGORIES CATERED</th></tr><tr><td>1.Basco Central School</td><td>Autism Spectrum Disorder, Attention Deficit Hyperactivity, Cerebral Palsy,Down Syndrome Hearing Impairment</td></tr><tr><td>2.Mahatao Central School</td><td>Autism Spectrum Disorder, Cerebral Palsy,Down Syndrome Hearing Impairment</td></tr><tr><td>3.Ivana Elementary School</td><td>Learning Disability, Autism Spectrum Disorder, Hearing Impairment</td></tr><tr><td>4.Uyugan Elementary School</td><td>Learning Disability, Autism Spectrum Disorder,</td></tr><tr><td>5.Itbud Integrated School</td><td>Learning Disability</td></tr><tr><td>6.Itbayat Central School</td><td>Learning Disability, Autism Spectrum Disorder,Communication Disorder</td></tr><tr><td>7.Ivana National High School</td><td>Deaf</td></tr><tr><td>8. Batanes National Science High School</td><td>Autism Spectrum Disorder, Cerebral Palsy</td></tr></table>	SY 2022-2023	SY 2023-2024	1.Basco Central SPED Center	1. Basco Central SPED Center	2.Mahatao Elementary School	2.Mahatao Central School	3.Ivana Elementary School	3. Ivana Elementary School	4.Itbayat Central School	4.Itbayat Central School	5.Batanes National Science High School	5.Uyugan Elementary School	6.Ivana National High School	6.Imnajbu Elementary School		7.Batanes National Science High School		8. Ivana National High School	SCHOOL	MALE	FEMALE	TOTAL	1. Basco Central SPED Center	33	9	42	2.Mahatao Central School	7	2	9	3. Ivana Elementary School	3	0	3	4.Itbayat Central School	8	1	9	5.Uyugan Elementary School	1	1	2	6.Imnajbu Elementary School	0	1	1	7.Batanes National Science High School	1	1	2	8. Ivana National High School	1	1	2		<b>54</b>	<b>16</b>	<b>88</b>	SCHOOL	CATEGORIES CATERED	1.Basco Central School	Autism Spectrum Disorder, Attention Deficit Hyperactivity, Cerebral Palsy,Down Syndrome Hearing Impairment	2.Mahatao Central School	Autism Spectrum Disorder, Cerebral Palsy,Down Syndrome Hearing Impairment	3.Ivana Elementary School	Learning Disability, Autism Spectrum Disorder, Hearing Impairment	4.Uyugan Elementary School	Learning Disability, Autism Spectrum Disorder,	5.Itbud Integrated School	Learning Disability	6.Itbayat Central School	Learning Disability, Autism Spectrum Disorder,Communication Disorder	7.Ivana National High School	Deaf	8. Batanes National Science High School	Autism Spectrum Disorder, Cerebral Palsy
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<p><b>Documentation</b></p>	<div data-bbox="393 220 990 577">  </div> <div data-bbox="998 415 1409 552"> <p><i>Symposium done for the awareness of the general education learners by SPED teacher.</i></p> </div> <div data-bbox="393 619 990 940">  </div> <div data-bbox="998 821 1409 926"> <p><i>SPED Focal Person distributing flyers among the general education learners.</i></p> </div>
<p><b>Title of PAP</b></p>	<p><b>Indigenous Peoples Education</b></p>
<p><b>Rationale</b></p>	<p>Art. XIV Section 17 of the 1987 Philippine Constitution provides that: the State shall recognize, respect, and protect the rights of indigenous cultural communities to preserve and develop their cultures, traditions, and institutions. It shall consider these rights in the formulation of national plans and policies. Article IV, Section 30 of the Indigenous Peoples Rights Act of 1997 otherwise known as RA No. 8371 or the Indigenous Peoples Rights Act of 1997 otherwise known as the IPRA Law provides that: the state shall provide equal access to various opportunities to the indigenous cultural communities/indigenous peoples through the educational system, public or private cultural entities, scholarships, grants and other incentives without prejudice to their rights to establish and control their educational systems and institutions by providing education in their own language, in a manner appropriate and their cultural methods of teaching and learning. To support these laws the Department of Education issued D.O 62, s.2011 which stipulated the development of National Indigenous Peoples Policy Framework and mandating all schools and communities with school children belonging to indigenous peoples to indigenize the existing education curricula. This was strengthened by the introduction of RA 10533, the K to 12 Basic Education Act of 2013 based on Implementing Rules and Regulations of RA No. 10533 particularly Rule 1 Section 8.4 defining IPED Program as a program that supports education initiatives undertaken through formal, non-formal, and informal modalities with emphasis on any of, but not limited to, the key areas of Indigenous Knowledge Systems and Practices (IKSPs) and community history; indigenous language, Indigenous Learning Systems (ILSs) and community life cycle-based curriculum and assessment; educational goals, aspirations, and competencies specific to the Indigenous Cultural Community</p>

	(ICC); engagement of community members in the teaching-learning process, assessment and management of the initiative, recognition and continuing practice of the community's ILS; and the rights and responsibilities of ICCs. Furthermore, Batanes is declared also as protected area under RA 7586 otherwise known as National Integrated Protected Area System of 1992 which provides protection of physical and biological diversity against human destruction. Hence, the need to have a framework that will sustain the culture through the school curricula.							
<b>Brief Description of the PAP</b>	<p>The Enhanced Basic Education Program, as stipulated in Republic Act No. 10533 and the IP Education provision of its implementing rules and regulations (Sec.8.4), mandates DepEd to develop a curriculum that is culture sensitive, contextualized, and flexible enough to enable and allow schools to localize, indigenize and enhance specific education and social concerns of the community.</p> <p>The use of contextualized lesson plans and use of Culture-based Instructional materials started S.Y 2017-2018 and expected to be implemented in the higher grade level.</p> <p>In line with this, SDO Batanes conducts series of training workshop, provision of materials to improve school IPED Initiated projects, join the LGU initiated activities.</p>							
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>To provide adequate and relevant basic education anchored on rights – based approach</li> <li>To interface community curriculum to national or DepEd competencies and able to Develop contextualized lesson plans in all Grade levels</li> <li>To develop and reproduce culture –based Instructional Materials</li> <li>To continuously improve the IPED Center/ Corner and indigenized learner environment of every IPED Implementing schools.</li> </ul>							
<b>Activities</b>	<b>Target Jan. – June. 2023</b>		<b>Accomplishment Jan. – June. 2023</b>		<b>Variance</b>		<b>Deviation Reason</b>	<b>Explanat ion for deviatio n from targets</b>
	<b>Physical</b>	<b>Financial</b>	<b>Physical</b>	<b>Financial</b>	<b>Physical</b>	<b>Financial</b>		
Monitor the implementati on of Inclusive Education Programs (IPEd)	2	4,950	2	4,950	0	0	0	
Workshop on the preparation and reproduction of contextualize d lesson plans for Grade VII	1	55,000.00	1	52,920.00	0	2,080.00	Price difference	
Workshop on the Development of	1	60,000.00	1	57,600.00	0	2,400.00	Price difference	



Contextualized Numeracy Assessment Tools for Key Stage 2 & 3								
Workshop on the Contextualization of Multigrade Daily Lesson Plan	1	40,000.00	1	39,200.00	0	800.00	Price difference	
Close Monitoring & Evaluation of IPED Implementation	1	14,205.00	1	5,641.00	0	8,564.00		For monitoring in 2024
Procurement of Supplies and materials for Workshops (3)	1	30,795.00	1	29,860.00	0	935.00	Price difference	
<b>Narrative</b>	Preparation of Expenditure Matrix of SDO Batanes was prepared as soon as the IPED PSF 2023 was downloaded, it was based on the yearly activities and the Implementing Guidelines. The activities conducted for this year are all in support of the Indigenous People's Education to provide training to teachers and prepare contextualized teaching-learning materials to better implement the curriculum in the different schools. The Workshops conducted were all done face-to-face at the SDO. Funds allocated for travel was adjusted and a bigger amount was allocated for the purchase of materials for the development of materials. All adjusted planned of activities was achieved.							
<b>Documentation</b>	 <p><i>Training teachers on Multiqrade Teaching before the workshop proper</i></p>							



*Teachers pose during the Workshop of Multigrade Teachers*



*The ARD Florante Vergara inspiring the teachers during his monitoring during the Workshop on Contextualized Numeracy Assessment Tools*

Title of PAP	Alternative Learning System
<b>Rationale</b>	ALS provides opportunities for out of school children, youth, and adult to develop basic and functional literacy skills to access equivalent pathways to complete basic Education.
<b>Brief Description of the PAP</b>	<p>Alternative Learning System (ALS) in Batanes is manned by 12 ALS Teachers. One (1) Education Program Specialist (EPSA), 12 ALS Teachers are assigned in the six municipalities according to its population.</p> <p>With our goal to deliver education to interested Out-of-School Children (OSCs), Out-of-School Youths (OSYs), and Out-of-School Adults (OSAs) and to increase the literacy level in our locality, ALS Teachers in the division conducted Advocacy activities and intensified home visits to encourage more learners to enroll in the A&amp;E program. Learners who hesitate to take the regular learning</p>

	<p>sessions, skills trainings have been conducted to engage them in livelihood projects.</p> <p>The decreased number of dropouts from the regular class, the presence of transient learners and low interested learners to attend Senior High School after passing the portfolio assessment, enrolment continuously decreasing.</p> <p>To harmonize ALS program and capacitate the ALS teachers with the K to 12 curriculum Implementers had attended several orientations and Trainings. With these activities conducted, program implementation had been achieved.</p>							
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>To increase the Presentation Portfolio Assessment passers in this school year</li> <li>To intensify the advocacy of ALS program and projects</li> <li>To improve the delivery of teaching and learning process</li> <li>To encourage learners with different livelihood</li> <li>To conduct regular meetings and technical assistance to ALS teachers</li> </ul>							
Activities	Target Jan. – June. 2023		Accomplishment Jan. – June. 2023		Variance		Deviation Reason	Explanat ion for deviatio n from targets
	Physical	Financial	Physical	Financial	Physical	Financial		
Literacy Mapping	3		3					
Learning Session	10		12					
Presentation of portfolio	1		1					
Basic Skills training	2		2					
Conduct quarterly meeting	4		4					
Home visitation	4		12					
Capacity Building for ALS teachers on handling learners with special needs	1	18,200	1	16,977		1,224		Continuing budget to be used next year.
Orientation on ALS Implementation program for SHs and EPSs	1	66,600	1	66,203		397		Continuing budget to be used next year.
Cake Making	1	86,260	0	50,004				Continuing

								budget to be used next year
LAC session on the Development of Instructional Android Application using Appsgeyser	1		1					
Monitor the utilization of new printed ALS modules	4		4					
Monitoring of CLCs/PPA Validators/ ALS Teachers attending meetings and other related activities	12	127,818	12	106.060		21,758		Continuing budget to be used next year
<b>Narrative</b>	<p>Ideally, all Filipinos get their basic education from teachers in a classroom setting. Unfortunately, not everyone is able to get this experience because of varied reasons of financial constraints, personal challenges, or other reasons. Since every Filipino has a right to free basic education, the ALS Division of Batanes have 12 ALS teachers and 1 Education Program Specialist who caters these individuals who were not able to go to school.</p> <p>The learning session happens outside the classroom, usually conducted at multi-purpose halls, individual homes or in any convenient place in an agreed schedule and venue managed by the 12 ALS teachers assigned in each municipality. To further improve the teaching and learning delivery, home visitations and regular kamustahan to learners were conducted aside from regular learning sessions. To acquire and be equipped with basic skills which help them to grow and to be a useful citizen suitable in making one's living, one of the programs of Alternative Learning System is to develop the learners' skills through Informal Education (INFEd). Life skills education helps learners build confidence in communications, cooperative &amp; collaborative skills, provide them with tools important for development, find new ways and methods of thinking and problem-solving. Therefore, the conduct of skills training and workshops were conducted in partnership and linkages with stakeholders.</p>							



Basic Data

PORTFOLIO ASSESSMENT							
BASIC LITERACY PROGRAM (BLP)							
Sch ool	Teacher	No. of Enr olle e	No. of Asses s ed learn er	No. of Passe rs	Percent age of Passers	No. of Comple ters Based on LIS	Percenta ge of Comple ters
BCS	Claire Marie C. Anastacio	0	0	0	0	0	0
	Thelma B. Camacho	0	0	0	0	0	0
	Ermelyn S. Castillo	1	0	0	0	0	0
	Lessette C. Duguran	1	0	0	0	0	0
	Rafael L. Salamagos	0	0	0	0	0	0
MCS	Bernard Allan A. Comaya	0	0	0	0	0	0
IES	Sandra V. Gabilo	0	0	0	0	0	0
UES	Loraine C. Cabugao	6	0	0	0	1	16.67%
SCS	Mark Ryan C. Nanud	0	0	0	0	0	0
	Elvira A. Ng	1	0	0	0	0	0
ICS	Mitus S. Gutierrez	2	1	0	0	1	50%
	Stephany E. Ybay	1	0	0	0	0	0
MES	Rafael G. Ponce	2	0	0	0	0	0
		14	1	0	0	2	14.29%

ELEMENTARY

Sch ool	Teacher	No. of Enr olle e	No. of Asses sed learn er	No. of Passe rs	Percent age of Passers	No. of Comple ters Based on LIS	Percenta ge of Comple ters
BCS	Claire Marie C. Anastacio	1	0	0	0	0	0
	Thelma B. Camacho	2	0	0	0	0	0
	Ermelyn S. Castillo	1	1	1	100%	1	100%
	Lessette C. Duguran	1	0	0	0	0	0



	Rafael L. Salamagos	2	0	0	0	0	0
<b>MCS</b>	Bernard Allan A. Comaya	3	0	0	0	0	0
<b>IES</b>	Sandra V. Gabilo	1	0	0	0	0	0
<b>UES</b>	Loraine C. Cabugao	2	0	0	0	0	0
<b>SCS</b>	Mark Ryan C. Nanud	1	0	0	0	0	0
	Elvira A. Ng	0	0	0	0	0	0
<b>ICS</b>	Mitus S. Gutierrez	0	0	0	0	0	0
	Stephany E. Ybay	1	0	0	0	0	0
<b>MES</b>	Rafael G. Ponce	1	0	0	0	0	0
		<b>16</b>	<b>1</b>	<b>1</b>	<b>6.25%</b>	<b>1</b>	<b>6.25%</b>

#### JUNIOR HIGH SCHOOL

Sch ool	Teacher	No. of Enroll ee	No. of Assess ed learne r	No. of Passe rs	Percenta ge of Passers	No. of Completers Based on LIS	Percenta ge of Comple ters
<b>BCS</b>	Claire Marie C. Anastacio	5	5	0	0	0	0
	Thelma B. Camacho	6	4	1	16.67%	0	0
	Ermelyn S. Castillo	3	2	2	66.67%	2	66.67%
	Lesette C. Duguran	5	2	1	20%	2	40%
	Rafael L. Salamagos	3	3	2	66.67%	2	66.67%
<b>MC S</b>	Bernard Allan A. Comaya	2	1	1	50%	1	50%
<b>IES</b>	Sandra V. Gabilo	5	5	3	60%	3	60%
<b>UES</b>	Loraine C. Cabugao	12	5	4	33.3%	5	42%
<b>SCS</b>	Mark Ryan C. Nanud	3	1	0	0	0	0

	Elvira A. Ng	5	2	2	40%	2	40%
<b>ICS</b>	Mitus S. Gutierrez	2	0	0	0	0	0
	Stephan y E. Ybay	3	0	0	0	0	0
<b>MES</b>	Rafael G. Ponce	8	3	3	37.5%	3	37.5%
		<b>62</b>	<b>33</b>	<b>19</b>	<b>30.65%</b>	<b>20</b>	<b>32.26%</b>

#### SUMMARY

School	Name of Teacher	Program Enrolled Based on LIS 2022-2023			Total
		BLP	ELEM	JHS	
<b>BCS</b>	Claire Marie C. Anastacio	0	1	4	5
	Thelma B. Camacho	0	2	6	8
	Ermelyn S. Castillo	1	1	3	5
	Lesette C. Duguran	1	1	5	7
	Rafael L. Salamagos	0	2	4	6
<b>MCS</b>	Bernard Allan A. Comaya	0	3	2	5
<b>IES</b>	Sandra V. Gabilo	0	1	5	6
<b>UES</b>	Loraine C. Cabugao	6	2	12	20
<b>SCS</b>	Mark Ryan C. Nanud	0	1	3	4
	Elvira A. Ng	1	0	5	6
<b>ICS</b>	Mitus S. Gutierrez	2	0	2	4
	Stephany E. Ybay	1	1	3	5
<b>MES</b>	Rafael G. Ponce	2	1	8	11
		<b>14</b>	<b>16</b>	<b>62</b>	<b>92</b>

<b>Title of PAP</b>	<b>Campus Journalism</b>
<b>Rationale</b>	As mandated by RA 7079, otherwise known as the Campus Journalism Act of 1991, the Campus Journalism is being implemented in the schools nationwide. SDO Batanes implements this thru the Curriculum Implementation Division (CID), and annually conducts Schools Division Press Conference.
<b>Brief Description of the PAP</b>	This is a program that highly develops not only the writing skills of the youth but also their critical and creative thinking skills. It is very important to implement such programs for the development of the youth. For the previous years, various activities such as trainings and conduct of press conferences were done for this purpose. Almost every school in the division was able to

	<p>come up with a school paper wherein the student journalists apply their learned skills and served as an avenue to hone their skills.</p> <p>The Division level of the said press conference is a preparation ground for the next level, which is the Regional level, up to the National level. A face to face friendly and healthy competitions will be done focusing on the eight (8) individual writing categories, and two (2) group categories for both elementary and secondary level. This will be conducted during weekend in observance of the “no disruption of classes” policy. Preparation and conduct will be spearheaded by the Division Campus Journalism Coordinator and the School Paper Advisers of the schools.</p>							
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>To develop the writing skills of the learners as well as their critical and creative thinking skills.</li> <li>To train the learners to be responsible and fair while exercising the freedom of speech in the different media platforms.</li> <li>To sustain Special Program in Journalism (SPJ) as an avenue for enriching learning experiences for students interested in journalism as a career.</li> </ul>							
<b>Activities</b>	<b>Target Jan. – June. 2023</b>		<b>Accomplishment Jan. – June. 2023</b>		<b>Variance</b>		<b>Deviation Reason</b>	<b>Explanat ion for deviatio n from targets</b>
	<b>Physical</b>	<b>Financial</b>	<b>Physical</b>	<b>Financial</b>	<b>Physical</b>	<b>Financial</b>		
Monitored the Special Program in Journalism through Project REJOICE (Responsible Empowered Journalists In Creative Education)	2	0	2	0	0	0		
Conducted Division Level Press Conference	1	11,814	1	34930	0	83,210		
Participated to the Regional Level Press Conference	1	0	1	0	0	0		
Quarterly monitoring of SPJ implementin g schools	3	0	3	0	0	0		
Conduct of annual Program Implementati on Review	1	70,000	1	70,000	0	0		


Regular Radio program of Campus Journalists at Radyo-Pilipinas "Liyak nu Kahenakan"	4/month	0	4/month	0	0	0		
<b>Title of PAP</b>	<b>ECOLOGICAL SOLID WASTE MANAGEMENT</b>							
<b>Rationale</b>	Ecological Solid Waste Management plays a vital role in promoting a healthy environment, fostering a sense of environmental responsibility, and balancing environmental protection, social development and economic growth for current and future generations.							
<b>Brief Description of the PAP</b>	Ecological Solid Waste Management is a program that focuses on the responsible and sustainable management of solid waste to minimize its negative impact on the environment and human health. It involves the implementation of various strategies and practices aimed at reducing, reusing, recycling, and properly disposing of solid waste.							
<b>Objective/s</b>	<ul style="list-style-type: none"> <li>To educate the learners about waste issues and encourage participation in waste management programs.</li> <li>To promote 3Rs (Reduce, Reuse, Recycle) reducing the amount of waste produced, reusing materials as much as possible, and recycling materials that can't be reused.</li> <li>To comply with local, regional, and national regulations on waste disposal.</li> </ul>							
<b>Activities</b>	<b>Target Jan. – June. 2023</b>		<b>Accomplishment Jan. – June. 2023</b>		<b>Variance</b>		<b>Deviation Reason</b>	<b>Explanation for deviation from targets</b>
	<b>Physical</b>	<b>Financial</b>	<b>Physical</b>	<b>Financial</b>	<b>Physical</b>	<b>Financial</b>		
Supervision, Technical Assistance and Monitoring of the Program to 27 schools	27	Itbayat Schools – 9,224 Sabtang Schools – 4,380 Batan Schools – 0 Total – 13,604	27	Itbayat Schools – 9,224 Sabtang Schools – 4,380 Batan Schools – 0 Total – 13,604	0	0	-	-
<b>Title of PAP</b>	<b>SCIENCE</b>							
<b>Activity</b>	<b>Conduct of Division Science and Technology Fair 2023-2024</b>							
<b>Rationale</b>	The Division Science and Technology Fair with the theme "Rebuilding Resilient Communities: Embracing Science and Technology for a Sustainable Future" serves as a crucial platform to foster innovation and awareness. By focusing							


	<p>on rebuilding resilient communities, it aligns with the urgent need for sustainable solutions in the face of global challenges.</p> <p>This fair provides students and participants with an opportunity to showcase their scientific projects and technological innovations that address real-world issues. By emphasizing resilience, the event encourages projects that contribute to community well-being, disaster preparedness, and environmental sustainability.</p> <p>Moreover, the fair promotes interdisciplinary collaboration, bringing together diverse fields of science and technology. This encourages a holistic approach to problem-solving, reflecting the interconnected nature of challenges faced by communities today.</p> <p>By fostering a culture of innovation and sustainability, the fair not only showcases current advancements but also inspires the next generation of scientists and technologists to actively contribute to the betterment of their communities and the world at large.</p>							
<b>Brief Description of the PAP</b>	<p>The Science and Technology Fair program is a dynamic and engaging event designed to showcase the innovative spirit of participants while addressing the theme "Rebuilding Resilient Communities: Embracing Science and Technology for a Sustainable Future." The program is structured to encompass a variety of activities and components:</p> <p>Through this comprehensive program, the Science and Technology Fair aims to inspire, educate, and connect individuals passionate about making a positive impact through science and technology.</p>							
<b>Objectives:</b>	<ul style="list-style-type: none"><li>• To empower the youth and cultivate innovation, and creativity, to showcase the competence of learners in addressing community problems for sustainable development and to maximize their full potential of being inquisitive and creative in dealing with real-life problems.</li><li>• To promote Science and Technology consciousness and a culture of innovation among the youth. The RSTF, NSTF also aims to identify the most creative and innovative student researchers from the Junior and Senior High School who shall represent the country in the international Science research fairs.</li></ul>							
<b>Activities</b>	<b>Target</b> Jan. – Dec. 2023		<b>Accomplishment</b> Jan. – Dec. 2023		<b>Variance</b>		<b>Deviation Reason</b>	<b>Deviation Corrective Action</b>
	<b>Physical</b>	<b>Financial</b>	<b>Physical</b>	<b>Financial</b>	<b>Physical</b>	<b>Financial</b>		
DSTF	1	0	1	0	0	0		
RSTF	1	0	1	0	0	0		
<b>Narrative</b>	<p>The Division Science and Technology Fair held on November 8, 2023, was a resounding success, showcasing remarkable talent and innovation across various categories. In the Physical Science category, both team and individual presentations demonstrated exceptional understanding and creativity, pushing the boundaries of scientific exploration.</p> <p>Life Science, in both individual and team segments, witnessed participants delving into the intricacies of biological phenomena, presenting insightful</p>							



	<p>projects that reflected a profound grasp of the subject matter. The depth of knowledge displayed by the participants was truly commendable.</p> <p>The Poster competition for elementary students showcased individual creativity, with each participant translating their scientific understanding into visually compelling displays. The secondary level Poster Team category, on the other hand, brought forth collaborative efforts that seamlessly blended scientific content with artistic presentation.</p> <p>The event not only celebrated the achievements of the participants but also fostered a spirit of scientific inquiry and collaboration among the students. The judges were impressed by the high caliber of projects, reflecting the dedication and hard work invested by both students and mentors.</p> <p>Overall, the Division Science and Technology Fair served as a platform for young minds to explore, innovate, and showcase their scientific prowess, contributing to the advancement of knowledge in both Physical and Life Sciences. The commitment and enthusiasm demonstrated by the participants are indicative of a promising future for scientific exploration within the division. The program commenced with:</p> <p>Opening Ceremony:</p> <ul style="list-style-type: none"> <li>- Welcoming remarks and introduction to the theme by ASDS Georgann G. Cariaso</li> <li>- Keynote address by a SDS Alfredo B. Gumaru Jr. in the field of science and technology.</li> </ul> <p>Project Exhibits:</p> <ul style="list-style-type: none"> <li>- Participants present their projects through interactive PowerPoint.</li> <li>- Judging sessions to evaluate projects based on creativity, scientific rigor, and relevance to the theme.</li> </ul> <p>Research Congress: (oral presentation)</p> <ul style="list-style-type: none"> <li>- Conducted by expert panelist, covering emerging trends and advancements in various scientific and technological fields.</li> </ul> <p>Panel Discussions:</p> <ul style="list-style-type: none"> <li>- Experts and thought leaders engage in discussions on pressing issues related to resilience, sustainability, and the role of science and technology.</li> </ul> <p>Interactive Demonstrations:</p> <ul style="list-style-type: none"> <li>- Live demonstrations of cutting-edge technologies and food experiments in the participants conducted science research presented to the panelist.</li> </ul> <p>Closing Ceremony:</p> <ul style="list-style-type: none"> <li>- Announcement of Regional Science and Technology Fair Qualifiers</li> <li>- Recognition of outstanding projects and participants and coaches.</li> <li>- Closing remarks emphasizing the importance of science and technology in building resilient and sustainable communities.</li> <li>- Schedule of provision of TA/LAC to participants and coaches</li> </ul>
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Basic Data	<b>RESULT OF THE 2023 DIVISION SCIENCE AND TECHNOLOGY FAIR</b>			
	This is to announce the Official result of the <b>2023 Division Science and Technology Fair</b> (DSTF) with the theme: Rebuilding Resilient Communities” Embracing Science and Technology for a Sustainable Future” held last November 08, 2023, at SDO Ivatan Conference Hall.			
	<b>POSTER MAKING CONTEST: ELEMENTARY LEVEL</b>			
	<b>RANK</b>	<b>NAME OF PUPIL</b>	<b>COACH</b>	<b>SCHOOL</b>
	1 <sup>st</sup> Place	Hailey Yana Giron	Rainer Henry C. Manasala	Mahatao Central School
	2 <sup>nd</sup> Place	Johanna D. Velasco	John Andrei Hortiz	Itbud Integrated School
	3 <sup>rd</sup> Place	Audric I. Valiente	Nehemias G. Balmartino	Raele Integrated School
	<b>POSTER MAKING CONTEST: SECONDARY LEVEL</b>			
	<b>RANK</b>	<b>NAME OF STUDENT</b>	<b>COACH</b>	<b>SCHOOL</b>
	1 <sup>st</sup> Place	Jackie D. Ybay Zenon A. Cobico Angel C. Elica	Rolly-Robert N. Cobico	Itbud Integrated School
	2 <sup>nd</sup> Place	Lex Christof V. Tapang Johnrich D. Moro Jonathan C. Duguran	Edmund E. Delos Santos	Batanes General Comprehensive HS
	3 <sup>rd</sup> Place	Lindsay Lovi A. Leal Vinz B. Elesterio Antoine Sabino Caño	Loriza B. Canela	Sabtang National School of Fisheries
	<b>INVESTIGATORY PROJECT: LIFE SCIENCE - TEAM</b>			
	<b>RANK</b>	<b>NAME OF STUDENT</b>	<b>COACH</b>	<b>SCHOOL</b>
	1 <sup>st</sup> Place	Kaya D. Balerite Kylle Glen F. Fajardo Jastin Gem Salengua	Lilia D. Gavilan	Batanes National Science High School
	2 <sup>nd</sup> Place	Kreah Charlize C. Noguera Denzel Vince R. Fagut Lyka N. Mergal	Hydee A. Guillermo	Mahatao National High School
	<b>INVESTIGATORY PROJECT: LIFE SCIENCE-INDIVIDUAL</b>			
	<b>RANK</b>	<b>NAME OF STUDENT</b>	<b>COACH</b>	<b>SCHOOL</b>
	1 <sup>st</sup> Place	Andrea Nicole Velayo	Meryl E. Gallardo	Batanes National Science High School

	2 <sup>nd</sup> Place	Aleja Nobleza	Hydee Guillermo	Mahatao National High School
	3 <sup>rd</sup> Place	Lyka N. Mergal	Hydee Guillermo	Mahatao National High School
	<b>INVESTIGATORY PROJECT: PHYSICAL SCIENCE-INDIVIDUAL</b>			
	<b>RANK</b>	<b>NAME OF STUDENT</b>	<b>COACH</b>	<b>SCHOOL</b>
	1 <sup>st</sup> Place	Nathan Alani S. Tabuso	Kristine Hazel W. Bidayan	Batanes National Science High School
	2 <sup>nd</sup> Place	Carmi Denise E. Carzon	Hydee Guillermo	Mahatao National High School
	<b>INVESTIGATORY PROJECT: PHYSICAL SCIENCE-TEAM</b>			
	<b>RANK</b>	<b>NAME OF STUDENT</b>	<b>COACH</b>	<b>SCHOOL</b>
	1 <sup>st</sup> Place	John Steven E. Cabugao Janizah Fuentes Yvonne Hostallero	John Rick Vasol	Batanes National Science High School
	2 <sup>nd</sup> Place	Mary Hannah Cultura Eunize Abaño Jhon Nathan Abaño	Armar C. Covita	Sabtang National School of Fisheries
	3 <sup>rd</sup> Place	Klarrise Kyra A. Calatraba Jamille Nathania B. Honesta Christian John H. Acebes	Verona F. Agudo	Ivana National High School
Participants who garnered first place in the Division level for Investigatory Project and Poster making contest both for Elementary and Secondary will advance to the Regional Science and Technology Fair.				
Documentat ion				

	
<p><b>Narrative</b></p>	<p><b>SSE-STE PROGRAM IMPLEMENTATION</b></p> <p>Training of Trainers on Instrumentation and Improvisation in Mathematics and Science Teaching and Learning" program, detailing the objectives, activities, and achievements of the training initiative. The program aimed to equip educators with the knowledge and skills required to effectively incorporate instrumentation and improvisation techniques in their teaching of mathematics and science. The training program was conducted from October 13-15, 2023.</p> <p>The implementation of the Special Science Program culminating activity performance, involving the participation of STE (Science, Technology, and Engineering) teachers and students in various events, serves as a strategic and enriching initiative with a well-founded validation.</p> <ol style="list-style-type: none"> <li>1. <b>Enhancing Teacher Competence:</b> The participation of STE teachers in the DOST SEI training workshop on instrumentation and improvisation in teaching science aims to enhance their competence. This workshop equips educators with advanced skills in utilizing modern tools and improvisational techniques, ensuring they can effectively convey complex scientific concepts to students.</li> <li>2. <b>Fostering Innovative Teaching Methods:</b> The workshop on instrumentation and improvisation encourages STE teachers to adopt innovative teaching methods. By integrating technology and improvisational approaches into their pedagogy, teachers can create dynamic and engaging learning experiences for students, promoting a deeper understanding of science and technology.</li> <li>3. <b>Showcasing Student Achievements:</b> The Conduct of Science Technology Fair is a platform for students to showcase their scientific projects and innovations. The culmination activity performance provides an opportunity for students to exhibit their skills, fostering a sense of pride and accomplishment. It also encourages healthy competition, motivating students to excel in STEM disciplines.</li> </ol>

4. **Promoting Collaboration and Networking:** Participation in events like the DOST Provincial quiz show encourages collaboration among students and teachers. This interactive and competitive environment not only facilitates knowledge-sharing but also establishes valuable networks within the science and technology education community, fostering a culture of cooperation and mutual support.
5. **Aligning with National Objectives:** The program aligns with national objectives of promoting STEM education and proficiency. By empowering both teachers and students with the necessary skills and knowledge, the Special Science Program contributes to the broader goal of developing a scientifically literate and innovative workforce, aligning with the country's vision for technological advancement.

The implementation of the Special Science Program culminating activity performance, with the participation of STE teachers in key events, is a holistic approach aimed at elevating the quality of science education. It not only enhances teacher competence but also provides students with opportunities to showcase their talents, fostering a culture of innovation, collaboration, and academic excellence in science and technology.

#### **A. CULMINATING ACTIVITY/PERFORMANCE:**

Participation of STEM Teachers to DOST-SEI Science Education Institute Program:

#### **REGIONAL TRAINING ON “INSTRUMENTATION AND IMPROVISATION IN SCIENCE AND MATHEMATICS TEACHING AND LEARNING”.**

##### **Key Activities:**

The training program encompassed a series of activities, including:

1. **Curriculum Development:** A comprehensive curriculum, focusing on both instrumentation techniques and improvisation strategies. The curriculum was designed to be adaptable to various educational contexts.
2. **Training Delivery:** A series of workshops, and hands-on sessions were conducted over the duration of the Training. These sessions covered topics such as the use of technology, hands-on experiments, and improvisational teaching methods.
3. **Resource Identification:** Relevant tools, equipment, and teaching resources were identified to support educators in implementing instrumentation in their classrooms.
4. **Peer Learning:** Participants were encouraged to engage in peer learning and mentorship, promoting the sharing of ideas and best practices within the group.
5. **Classroom Implementation:** Trainers were supported in integrating the training content into their classrooms, ensuring practical application of the knowledge gained.



	<p>The "Training of Trainers on Instrumentation and Improvisation in Mathematics and Science Teaching and Learning" program achieved the following <b>key outcomes</b>:</p> <ol style="list-style-type: none"> <li>1. Improved Trainer Competence: Trainers demonstrated a significant improvement in their knowledge and skills related to instrumentation and improvisation in mathematics and science teaching.</li> <li>2. Innovative Lesson Plans: Trainers successfully created innovative lesson plans that incorporated instrumentation and improvisation techniques, resulting in more engaging and interactive science and mathematics lessons.</li> <li>3. Effective Use of Technology: Trainers gained proficiency in using technology and equipment for experiments and demonstrations in their classrooms, enhancing the quality of education.</li> </ol> <p>The "Training of Trainers on Instrumentation and Improvisation in Mathematics and Science Teaching and Learning" program has successfully achieved its objectives. It has equipped educators with the essential skills and knowledge needed to create engaging and effective learning experiences in mathematics and science. The program has not only improved trainer competence but also had a positive impact on student learning outcomes. This accomplishment report demonstrates the program's effectiveness in fostering innovation and excellence in mathematics and science education, and it highlights the importance of continued support for professional development in this field.</p>
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<b>Documentation</b>	
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<b>Narrative</b>	<b>REGIONAL TRAINING ON "INSTRUMENTATION AND IMPROVISATION IN SCIENCE AND MATHEMATICS TEACHING AND LEARNING".</b>
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	<p>The DOST Provincial Quiz Show <b>Siyensya Henyo</b>, disseminated to all schools in the province, showcased the intellectual prowess of both secondary and elementary students. Participants engaged in a competitive yet enriching environment, covering diverse topics related to science and technology. The event, held in Batanes, celebrated academic excellence, fostering a spirit of curiosity, and learning among the young minds.</p>
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**RESULT OF THE 2023 SIYENSYA HENYO: THE DOST QUIZ SHOW  
PROVINCIAL LEVEL**

Official result of the **Siyensya Henyo: The DOST Quiz Show** Provincial Level in relation to the 2023 National Science and Technology Week Celebration (NSTW) held last November 7, 2023, at the Batanes State College Conference Hall.

<b>ELEMENTARY LEVEL</b>			
<b>RANK</b>	<b>NAME OF PUPIL</b>	<b>COACH</b>	<b>SCHOOL</b>
1 <sup>st</sup> Place	Jamielle M. Dela Cruz	Jenward Ibañez	Valugan Integrated School
2 <sup>nd</sup> Place	Benz Andrey G. Jamandre	Karl Mervin A. Balderas	Itbud Integrated School
3 <sup>rd</sup> Place	Cattaleya Yzabelle B. Galindez	Wilfredo C. Batallones	Uyugan Elementary School

<b>SECONDARY LEVEL</b>			
<b>RANK</b>	<b>NAME OF STUDENT</b>	<b>COACH</b>	<b>SCHOOL</b>
1 <sup>st</sup> Place	Paula Almeyda	Armar C. Covita	Sabtang National School of Fisheries
2 <sup>nd</sup> Place	Aszlie Aszhantie A. Acebes	Edmund E. Delos Santos	Batanes General Comprehensive HS
3 <sup>rd</sup> Place	Ma. Annika Ballada	Elizabeth Pama	Ivana National High School

<b>Title of PAP</b>	<b>Early Language Literacy and Numeracy (ELLN)</b>
<b>Rationale</b>	Early Language Literacy and Numeracy is a program designed to address the needs for quality education.
<b>Brief Description of the PAP</b>	The ELLN program focuses on capacitating K-3 teachers and instructional leaders on the basic knowledge and pedagogical skills in literacy and numeracy and in establishing and managing a school-based mentoring/learning partnership program as a mechanism for continuous development of teachers-mentors, teacher-mentees, school managers and

	instructional leaders through the School-based Learning Action Cells, per DO 12, s. 2015.							
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>To improve reading and numeracy skills of the K-3 learners</li> <li>Strengthen teacher's capability to teach and assess reading and numeracy skills effectively</li> <li>Establish a school-based mentoring/learning partnership program through SLAC</li> </ul>							
Activities	Target Jan. – June. 2023		Accomplishment Jan. – June. 2023		Variance		Deviation Reason	Explanat ion for deviatio n from targets
	Physical	Financial	Physical	Financial	Physical	Financial		
Workshop on Development of Video Lessons for Primer 2 (Feb 24-26 and Nov. 11-15, 2023)	1	116,894.50	1	116,160.00	0	734.5	Price difference	Price difference
Workshop on Development of Contextualized Intervention Materials in Math for Key Stage 1 (July)	1	124,000	1	120,755	0	3,045	Price difference	
Monitoring of administration of Comprehensive Rapid Literacy Assessment (CRLA)	1	32,097.56	1	31,345	0	752.56	Price difference	
Upskilling of Teachers, SHs & EPSs on ELLN with focus on Science of Reading (October 20-24, 2023)	1	250,000	1	209,202	0	40,798	Budget for monitoring	
Conduct Search for Zero Non-Reader Classes and Zero Nonreader Schools	1	0	1	0	0	0		

thru Project 3Rs								
Administer Phil IRI pretest and post test	2	0	2	0	0	0		
Monitor the implementation of 3Bs initiatives in the schools	12	0	12	0	0	0		
Monitor the conduct of National Reading Month Celebration activities	1	0	1	0	0	0		
Narrative	The activities conducted on Early Language Literacy and Numeracy during the year were carried out to improve the overall performance of learners. The trainings and workshops aimed to capacitate teachers and other program implementers and to provide materials for both teachers and learners. The workshop on preparing Mathematics intervention materials and CRLA were not in the AIP but were carried out successfully as they were cascaded from the Central Office. The other activities are regularly planned activities in the division to improve learners' literacy skills.							
	The workshop on the Development of Video Demo Lessons used 2022 ELLN funds and thus needs to be used up this year. The other funded activities had small unobligated amounts due to price differences between the purchase request and the purchase order but the remaining funds for ELLN-Science of Reading is purposely for the conduct and monitoring of activities relative to ELLN/National Reading Program and will be used in the coming year 2024.							
Basic Data	<b>BASIC DATA</b>							
	Number of Trained Teachers						50	
	Number of Trained School Heads						21	
	Number of Trained Supervisors						10	
	Number of School beneficiaries						21	



**Documentat  
ion**



*Workshop on Development of Video Lessons for Primer 2  
(Continuation on Nov. 11-15, 2023)*



*Upskilling of Teachers, SHs & EPSs on ELLN with focus  
on Science of Reading (October 20-24, 2023).*



Title of PAP		MAPEH						
Rationale	<p>The K to 12 curriculum seeks to develop 21<sup>st</sup> century skills among its learners. These include the cognitive skills of critical thinking, problem-solving and creative thinking; the social or interpersonal skills of communication, collaboration, leadership and cross-cultural skills, self- management skills of self-monitoring and self-direction, as well as task or project management skills, and personal characteristics which are part of, ethics, civic responsibility and accountability.</p> <p>MAPEH (Music, Arts, Physical Education and Health) is a crucial subject in the K to 12 Curriculum as it aims to provide students with holistic education. It addresses not only cognitive development but also physical, social, and emotional aspects. Through MAPEH, students develop creativity, discipline, and a healthy lifestyle, contributing to their overall well-being and a more comprehensive skill set for future challenges.</p>							
	<p>MAPEH holds a unique position in the curriculum compared to other learning areas. While core subjects focus on academic knowledge, MAPEH addresses holistic development, encompassing physical fitness, artistic expression, and health education. It provides a well-rounded education nurturing creativity, discipline, and a healthy lifestyle, contributing to students’ overall growth beyond cognitive abilities. MAPEH complements traditional subjects by fostering a balanced and comprehensive learning experiences.</p> <p>The MAPEH implementation plan outlines a comprehensive year-round schedule of activities, serving as a guiding framework for school implementers within the SDO Batanes. This plan strategically organizes and coordinates various events and initiatives, ensuring unified and well-structured approach to the implementation of MAPEH programs throughout the academic year.</p>							
Objectives	<ul style="list-style-type: none"><li>• To foster holistic development in students by promoting creativity, physical fitness, artistic expression, anhealth awareness</li><li>• To cultivate well-rounded individuals equipped with not only academic knowledge but also essential life skills, contributing to their overall well-being and preparing them for diverse range of challenges.</li></ul>							
Activities	Target Jan. – June. 2023		Accomplishment Jan. – June. 2023		Variance		Deviation Reason	Explanat ion for deviatio n from targets
	Physical	Financial	Physical	Financial	Physical	Financial		
Conduct monthly ISME	28	-	28	-	0			
Monitor implementati on of Galaw Pilipinas in the schools	27	-	27	-	0	-		
Monitor Implementati on of School sports clubs	27	-	27	-	0	-		

Monitor Conduct of school intramurals	27	-	27	-	0			
Physical Fitness Test Administration	27	-	27	-	0			
Conduct of School/Division Art Months Celebration	1	-	1	-	0			
Participate Regional Arts Month celebration	1	-	1	-	0			
Conduct of Division Festival of talents	1	-	1	-	0			
Participation to Regional Festival of Talents	1	-	1	-	0			
Participation to National Festival of Talents	1	-	1	-	0			
Conduct Capability building on 21st Century Skills approaches and strategies for Elementary and Secondary Teachers	1	-	0	-	1		No allotted funds	To be carried over
Conduct of LAC session on MAPEH content and teaching strategies	1	-	2	-	1		Conducted LAC session on Music & anothe	

							r in Foldan cing	
Implement Project ASSIST-Engagement on the provision of Technical Assistance	1	-	2	-	0		Condu cted TA on Localiz ed IS tools, & how to conduc t post observ ation confere nce	
Narrative	<p>This report highlights the accomplishments in MAPEH based on activities reflected in the Implementation Plan for the current year 2023</p> <p>The MAPEH activities were focused on the following MATATAG Initiatives: <b>MA</b>ke the curriculum relevant to produce competent, job-ready, active, and responsible citizens; includes the conduct of monthly ISME, monitoring the implementation of Galaw Pilipinas in the schools, school sports clubs, school intramurals, and Physical Fitness Test Administration. <b>TA</b>ke good care of learners by promoting learner well-being, inclusive education and positive learning environment include the following activities: Observance of Art Months Celebration Festival of Talents. The conduct of these activities at the division level and the participation at the regional and national levels; and <b>GI</b>ve support for teachers to teach better as it aims to provide learners with holistic education which includes Conduct of LAC session on MAPEH content and teaching strategies, and the implementation of the Project ASSIST which is an engagement in the provision of Technical Assistance.</p>							
Basic Data	Title of Activity			Number of Schools/pax		Awards received		
	Implemented School Sports Clubs			27 schools				
	Conducted School Intramurals			27 schools				
	Conducted Physical Fitness Test			27 schools				
	Observed Arts Month celebration			27 schools				
	Observed Festival of Talents Division Level			27 schools				
	Regional Level			18 pax		<b>1<sup>st</sup> Place-</b> Pintahusay (Crystal Joy Figuero) <b>3<sup>rd</sup> Place-</b> READ-A-THON ENGLISH-ORATORICAL Composition and Presentation (Sofia Kaya D. Balirete)		

	National Level	1 pax	For Exhibition (Crystal Joy Figuro)
Documentation			
			
			

DFOT-Pintahusay: Krystal Joy Figuro, RFOT Champion & NFOT qualifier

DFOT-Oratorical Composition and presentation- Sofia Kaya D. Balirete, RFOT qualifier

DFOT-Food Processing for the Secondary Level

## ISSUES AND CHALLENGES

### A. Access

- Decreasing community population
- Presence of transient learners, learners returned to their provinces due to unemployment of their parents in their point of origin.
- Cases of teenage pregnancy

### B. Quality and Relevance

- Teachers teaching subjects not their major/specialization
- Presence of teachers who have not fully imbibed the 21st century skills.
- Limited contextualized learning materials for special programs
- Presence of non-reader learners
- Expired license as school Assessment Center (INAHS & SNSF)
- Lack specialists and tools to accurately diagnose Learners with Special Education Needs (LSEN) which results in inability to address their specific needs
- Limited specialized trained teachers to handle SPED, MG and ALS programs

- Inclement weather on scheduled conduct of F2F ISME to island schools
- Intervening/overlapping activities which precludes rescheduling of ISME
- Some teachers need to be capacitated on teaching strategies and lesson planning

C. Management and Governance

- Hard to fill positions because of qualification standard like SST, SPED & Guidance Councilor positions.
- Fast transition due to transfer & retirement
- No qualified local applicants for various vacant positions
- Unavailability of Principal passers in Batanes to take the vacant items.
- Lack of office space for additional personnel/staff
- Delayed completion of infrastructure projects due to lack of manpower and availability of materials in the province
- High cost of office and construction supplies & materials in the province.
- No enough space for stock room and archive rooms
- No enough funds for perimeter fence

### III. Basic Education Data

#### 1. Total Enrolment Data

**Enrolment Data of Both Public and Private by Level of Education  
in the Division of Batanes for SY2023-24 as of November 28, 2023**

LEVEL	PUBLIC	PRIVATE	TOTAL
Kindergarten	264	20	284
Elementary (Grade 1 to Grade 6)	1844	69	1913
Junior High School	1233	5	1238
Senior High School	660	51	711
Non-Graded	41	0	41
<b>TOTAL</b>	<b>4042</b>	<b>145</b>	<b>4187</b>



**ALS Enrolment Data in the Division of Batanes for SY2023-24  
as of November 28, 2023**

Name of ALS Mobile Teacher/ Instructional Manager/ Facilitator	Municipality	Basic Literacy Program (BLP)			Accreditation & Equivalency (A & E)						ALS Senior High School			Grand Total		
					Elementary			Secondary								
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
		6	6	12	14	5	19	27	23	50	0	0	0	47	34	81
ANASTACIO, CLAIRE MARIE C.	Basco	0	1	1	1	0	1	2	2	4			0	3	3	6
CABUGAO, LORAIN C.	Uyugan	2	3	5	2	0	2	4	2	6			0	8	5	13
CAMACHO, THELMA B.	Basco	2	0	2	1	0	1	8	4	12			0	11	4	15
COMAYA, BERNARD ALLAN C.	Mahatao	0	0	0	2	2	4	0	1	1			0	2	3	5
DUGURAN, LESSETTE C.	Basco	1	0	1	0	1	1	1	4	5			0	2	5	7
YBAY, STEPHANY E.	Itbayat	0	0	0	1	0	1	1	2	3			0	2	2	4
GABILO, SANDRA V.	Ivana	0	0	0	0	0	0	0	2	2			0	0	2	2
GUTIERREZ, MITUS S.	Itbayat	0	1	1	1	0	1	0	2	2			0	1	3	4
NANUD, MARK RYAN C.	Sabtang	0	0	0	0	1	1	1	0	1			0	1	1	2
NG, ELVIRA A.	Sabtang	0	1	1	1	0	1	2	2	4			0	3	3	6
PONCE, RAFAEL G.	Itbayat	1	0	1	3	0	3	6	1	7			0	10	1	11
SALAMAGOS, RAFAEL L.	Basco	0	0	0	2	1	3	2	1	3			0	4	2	6

**Multi-Year Enrolment in Public Elementary Schools  
by Grade Level & Sex in the Division of Batanes for SY 2021-2022 to SY2023-  
2024**

Level	SY2021-22			SY2022-23			SY2023-24 <i>(as of November 28, 2023)</i>		
	M	F	T	M	F	T	M	F	T
Kinder	139	138	<b>277</b>	140	114	<b>254</b>	122	142	<b>264</b>
Grade 1	183	148	<b>331</b>	146	135	<b>281</b>	142	112	<b>254</b>
Grade 2	158	127	<b>285</b>	182	155	<b>337</b>	148	138	<b>286</b>
Grade 3	167	149	<b>316</b>	161	125	<b>286</b>	184	156	<b>340</b>
Grade 4	186	163	<b>349</b>	167	150	<b>317</b>	164	126	<b>290</b>
Grade 5	101	117	<b>218</b>	181	161	<b>342</b>	171	154	<b>325</b>
Grade 6	167	156	<b>323</b>	101	115	<b>216</b>	184	162	<b>346</b>
NG	37	10	<b>47</b>	29	12	<b>41</b>	32	9	<b>41</b>
<b>Grand Total</b>	<b>1,138</b>	<b>1,008</b>	<b>2,146</b>	<b>1,107</b>	<b>967</b>	<b>2,074</b>	<b>1147</b>	<b>999</b>	<b>2146</b>

**Multi-Year Enrolment in Public Secondary Schools  
by Grade Level & Sex in the Division of Batanes for SYs2021-2022 to SY2023-24**

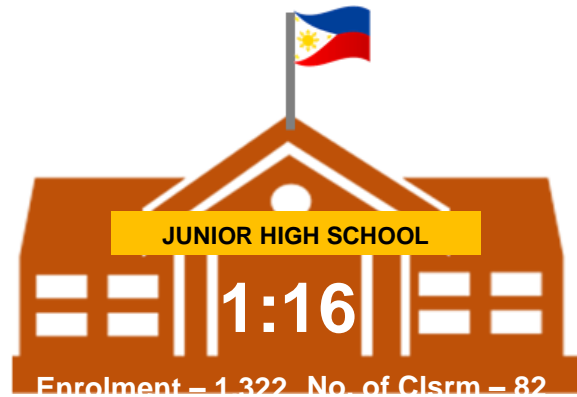
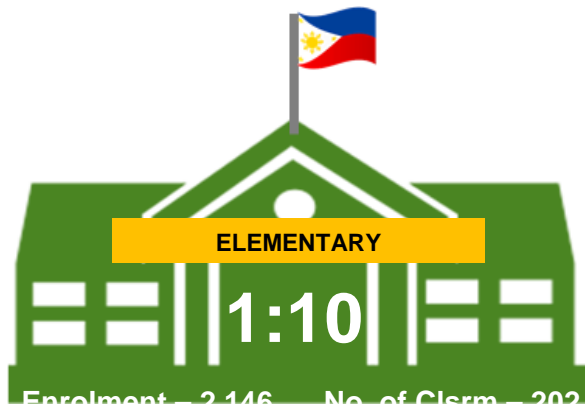
Level	SY2021-22			SY2022-23			SY2023-24 <i>(as of November 28, 2023)</i>		
	M	F	T	M	F	T	M	F	T
Grade 7	176	173	<b>349</b>	173	159	<b>332</b>	103	114	<b>217</b>
Grade 8	176	154	<b>330</b>	177	178	<b>355</b>	174	158	<b>332</b>
Grade 9	187	158	<b>345</b>	175	150	<b>325</b>	178	182	<b>360</b>
Grade 10	194	193	<b>387</b>	189	158	<b>347</b>	175	147	<b>322</b>
Grade 11	209	182	<b>391</b>	185	168	<b>353</b>	179	142	<b>321</b>
Grade 12	175	160	<b>335</b>	195	173	<b>368</b>	176	163	<b>339</b>
NG				1	1	<b>2</b>	1	1	<b>2</b>
<b>Grand Total</b>	<b>1,118</b>	<b>1,021</b>	<b>2,139</b>	<b>1,095</b>	<b>987</b>	<b>2,082</b>	<b>986</b>	<b>907</b>	<b>1893</b>

**Basic Education Facilities – School Furniture**

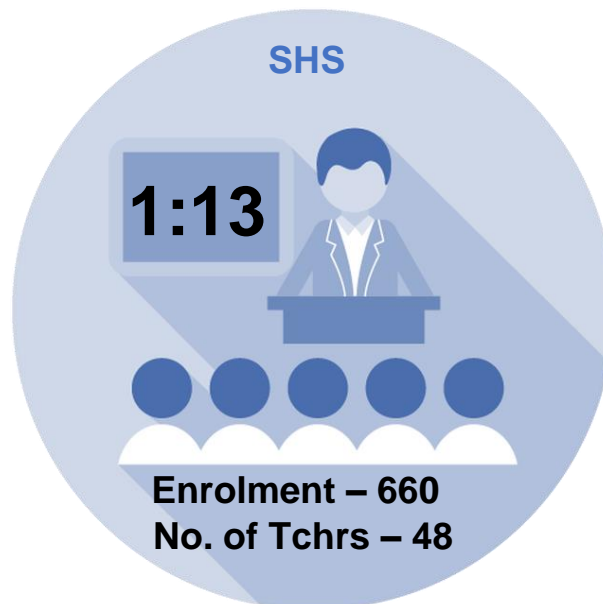
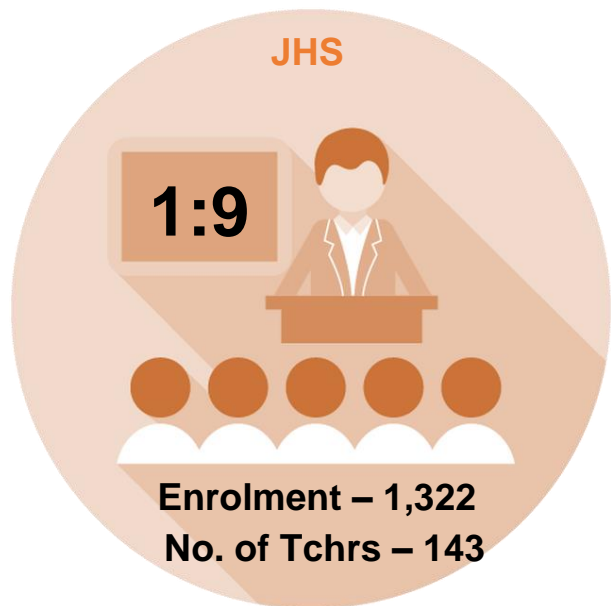
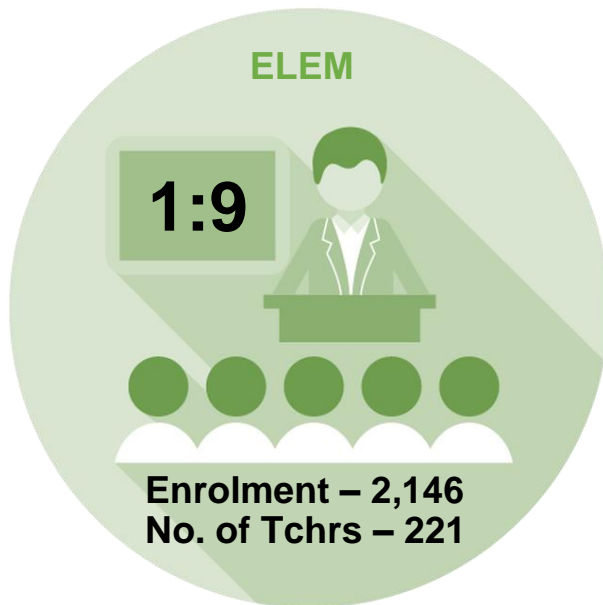
School Name	Kinder Modular Table	Kinder Chair	Arm Chair			School Desk			DepEd New Design 2-Seater Table & Chair (ES)		
	ES	ES	ES	JHS	SHS	ES	JHS	SHS	ES	JHS	SHS
Basco CS	36	96	450			38			0		
Chanarian ES	2	6	11			0			0		
Diptan ES	7	18	160			32			10		
Tukon ES	17	20	9			0			0		
Batanes Nat'l Science High School				654	411		0	0		0	0
Batanes Gen. Comp. HS				139	61		0	0		0	0
Valugan IS	4	39	75	35		0	0		0	0	
Itbayat CS	5	23	78			27			0		
Mayan ES	0	72	90			0			0		
Yawran BS	6	15	15			0			0		
Itbayat National				141	81						88

Agricultural HS											
Raele IS	11	12	75	50	24	0	0	0	0	0	0
Imnajbu ES	2	0	8			0			0		
Ivana ES	0	10	86			16			0		
San Vicente ES	20	30	8			0			0		
Uyugan ES	3	10	25			43			0		
Ivana NHS				19	6		0	0		0	0
Itbud IS	0	0	102	97	48	0	0	0	60	0	0
Mahatao ES	9	26	74			21			0		
Diura BS	3	3	0			0			0		
Mahatao NHS				92	37		0	0		0	0
Chavayan ES	3	3	17			0			0		
Nakanmuan ES	1	1	5			0			0		
Sabtang CS	5	11	76			14			0		
Savidug ES	3	5	8			0			0		
Sumnanga ES	8	8	40			0			0		
Sabtang National School of Fisheries				103	42		0	0		0	0
<b>TOTAL</b>	<b>145</b>	<b>408</b>	<b>1412</b>	<b>1330</b>	<b>708</b>	<b>191</b>	<b>0</b>	<b>0</b>	<b>70</b>	<b>0</b>	<b>88</b>

## Classroom to Learner Ratio (Elem, JHS, SHS) data

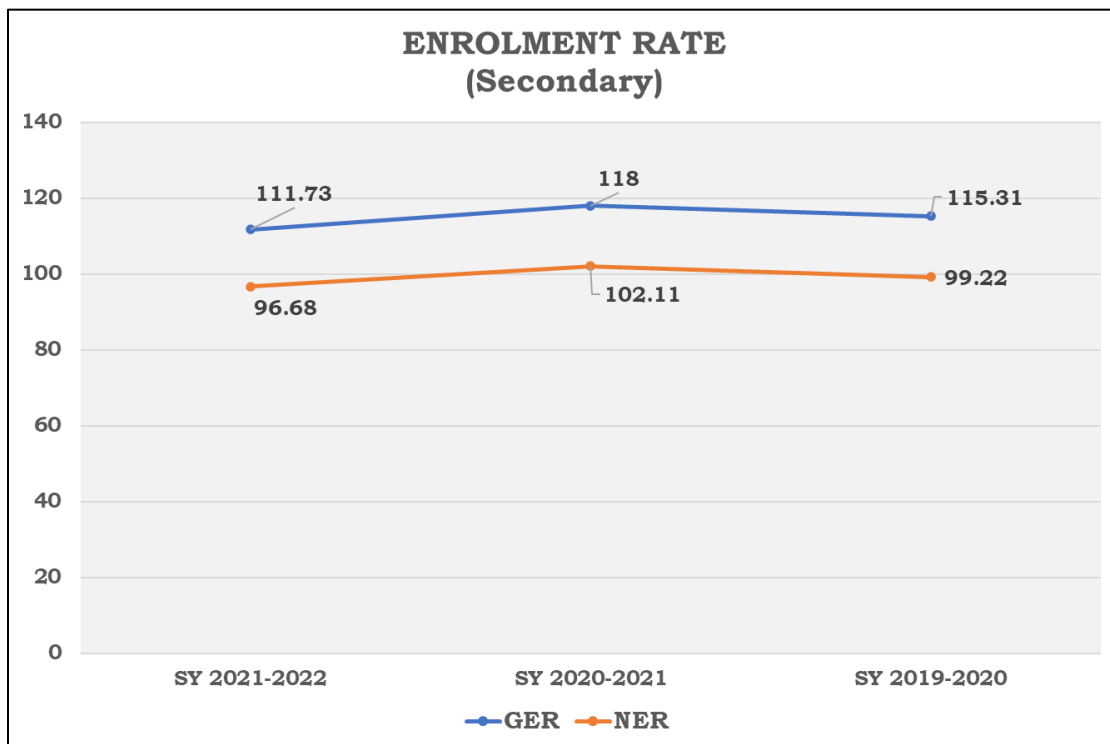
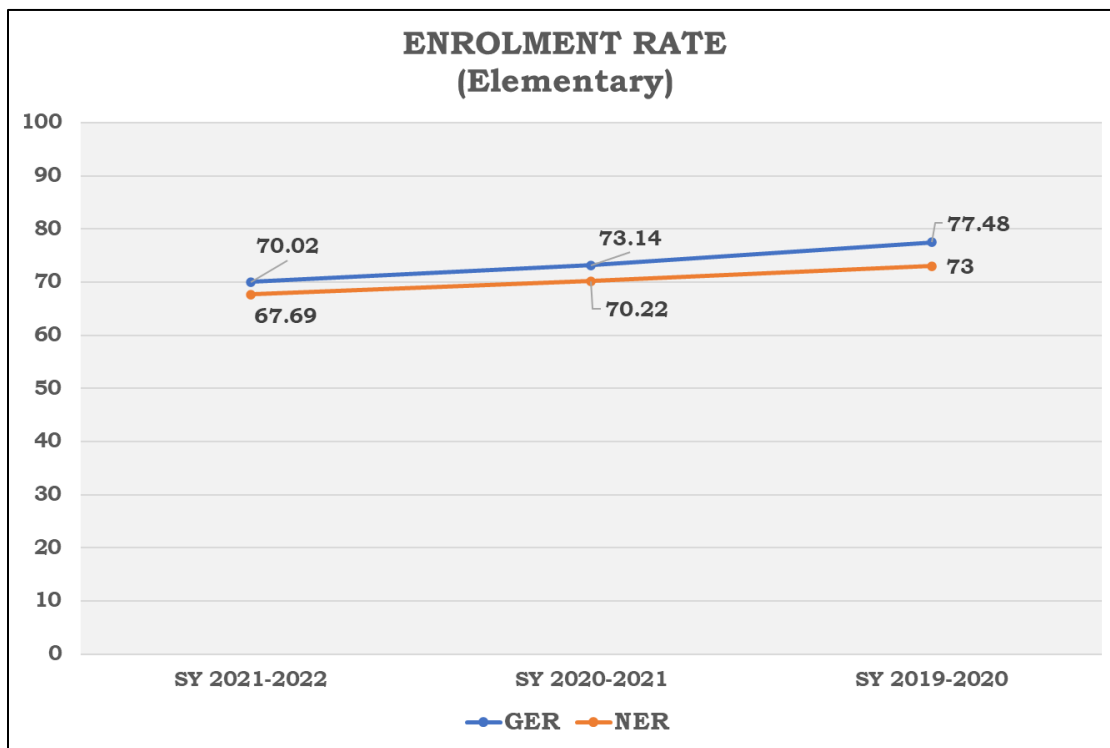


## Teacher to Learner Ratio (Elem, JHS, SHS)

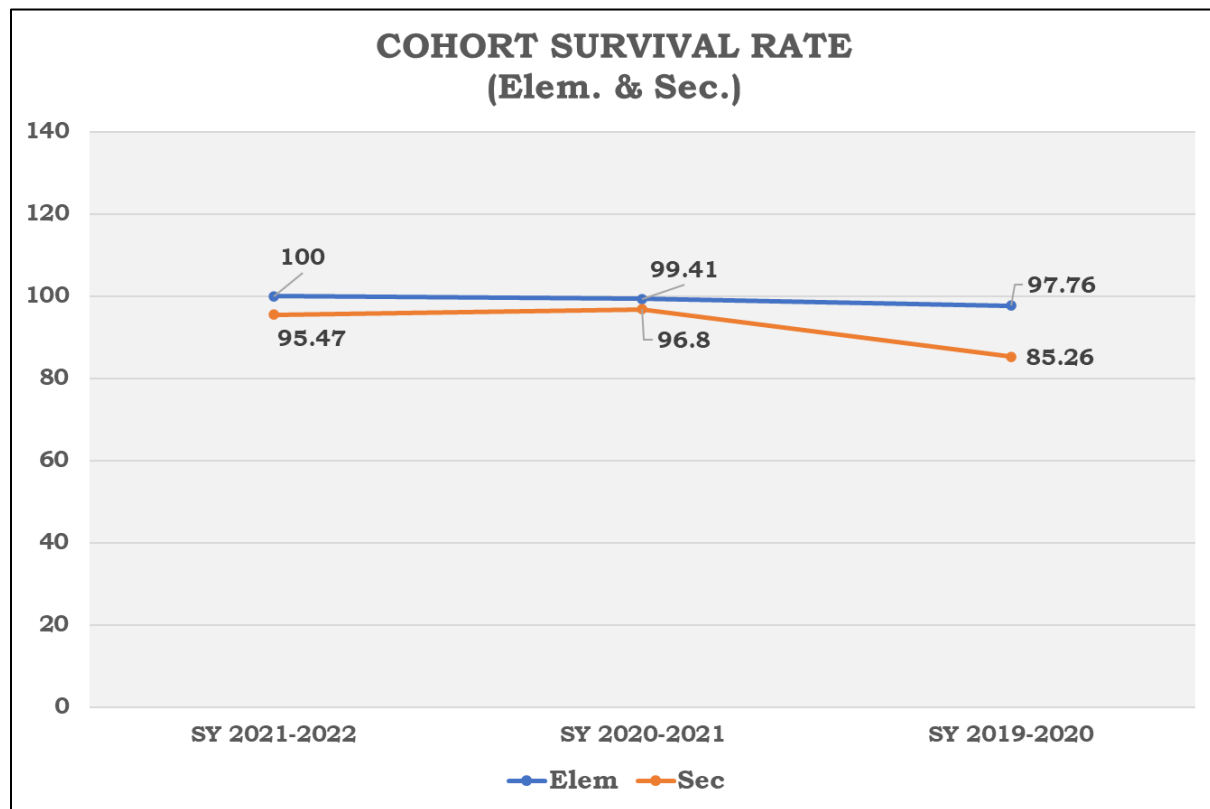




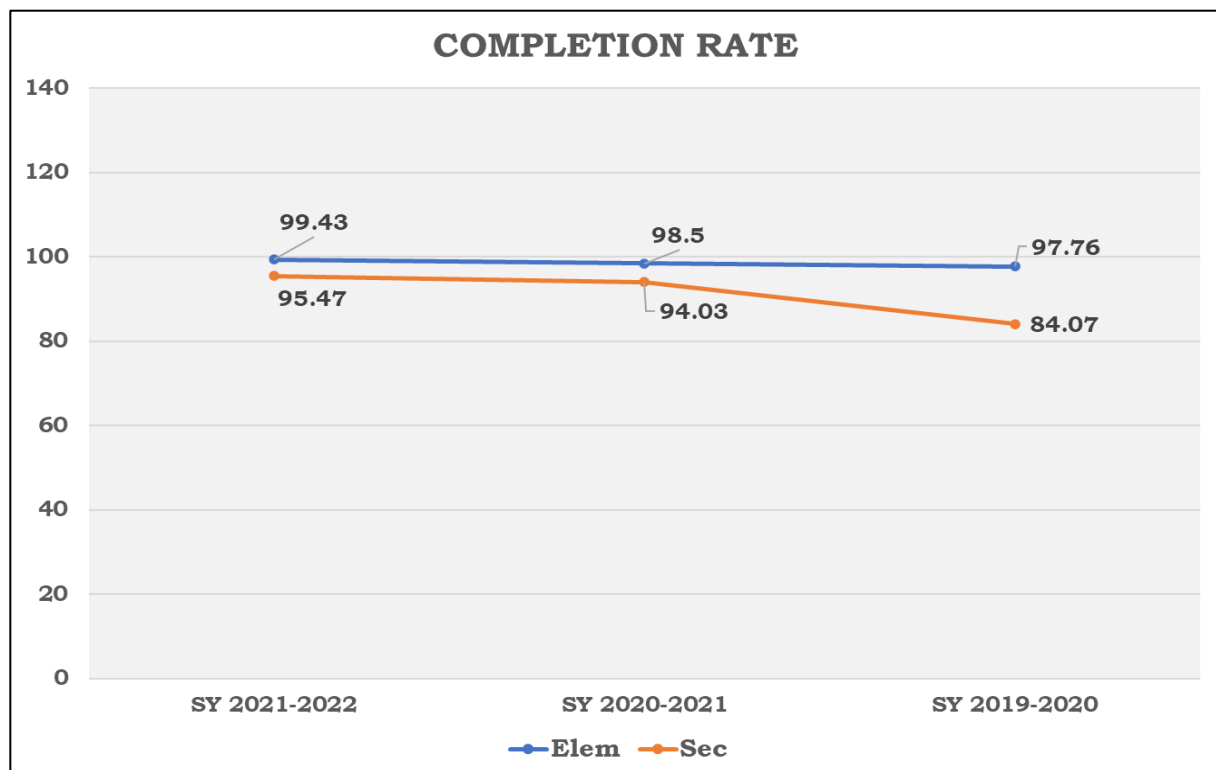
## ENROLMENT RATE



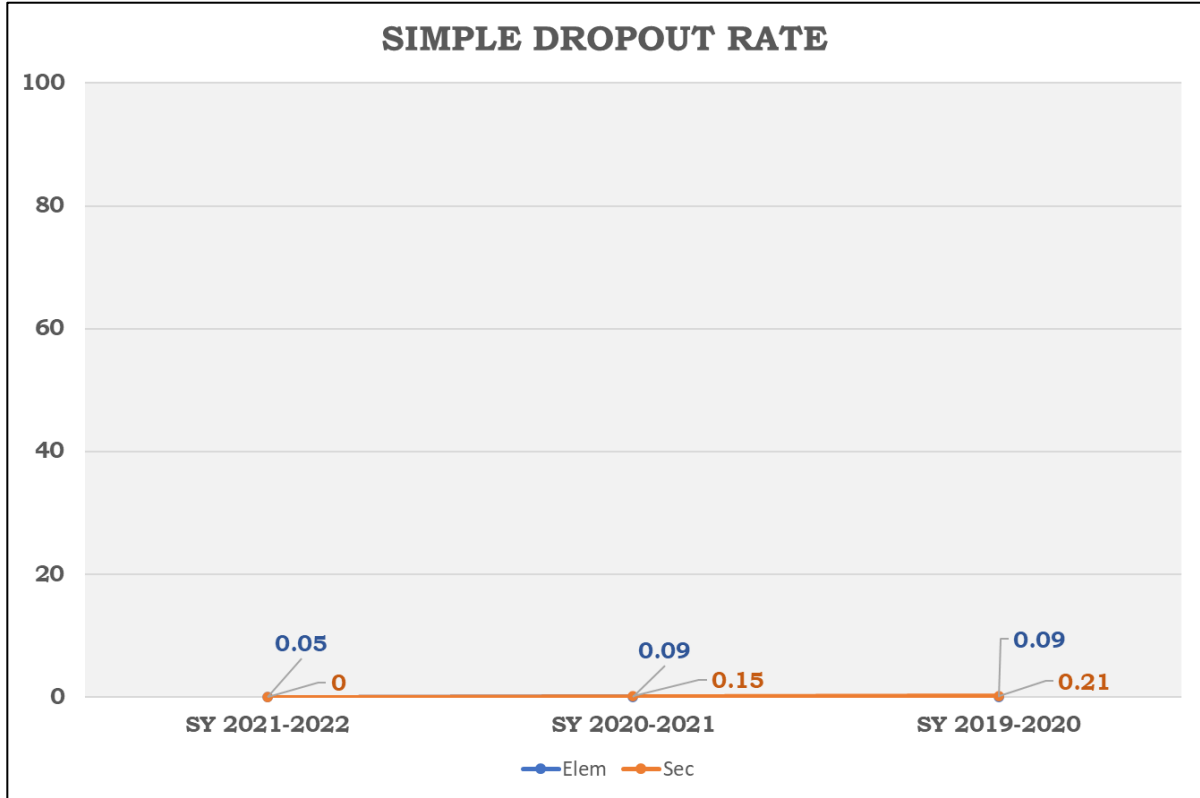
## COHORT SURVIVAL RATE



## COMPLETION RATE



## DROP-OUT RATE



## LEARNING MATERIALS/MODULES TO LEARNERS

Name of School	No. of Modules
1. Basco Central School	64,267
2. Diptan Elementary School	20,587
3. Valugan Integrated School	6,367
5. Tukon Elementary School	3,269
6. Mahatao Elementary School	11,894
7. Diura Barrio School	1,121
8. Ivana Elementary School	17,271
9. San Vicente Elementary School	3,175
10. Uyugan Elementary School	5,468
11. Itbud Integrated School	8,002
12. Imnajbu Elementary School	2,475
13. Sabtang Central School	7,662
14. Savidug Barrion School	2,717
15. Chavayan Elementary School	1,946
16. Sumnanga Elementary School	3,669
17. Nakanmuan Elementary School	1,788
18. Itbayat Central School	12,492
19. Mayan Elementary School	5,322

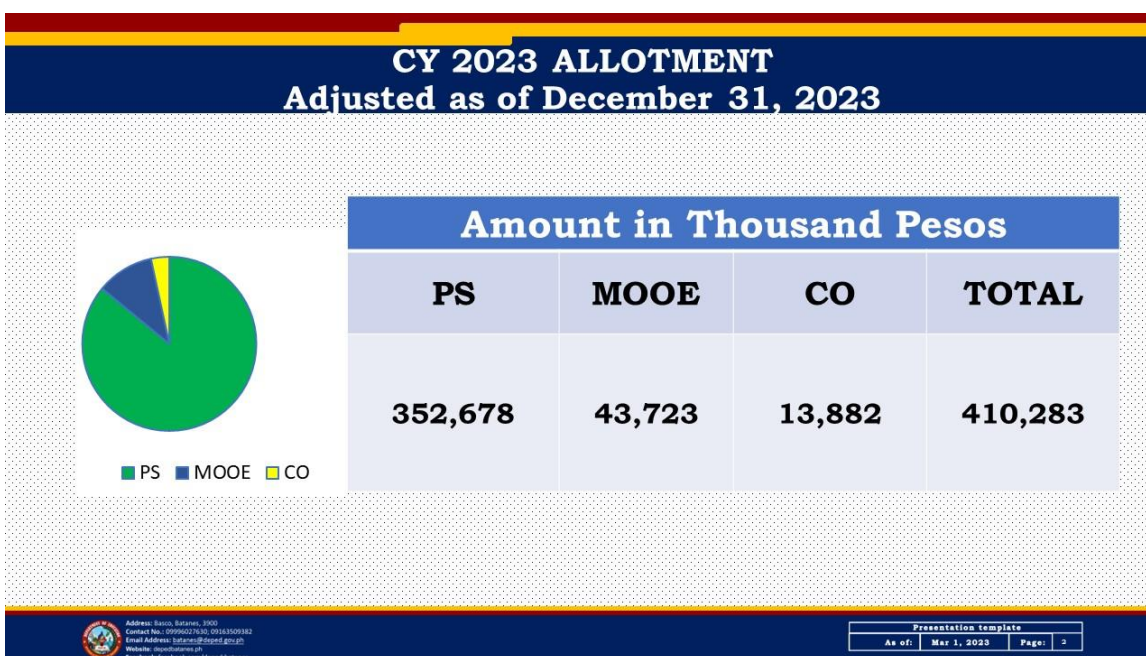
20. Yawran Barrio School	1,550
21. Batanes National Science High School	2,142
22. Batanes General Comprehensive HS	915
23. Sabtang National School of Fisheries	414
24. Itbayat National Agricultural HS	3,074
25. Ivana National High School	1,716
26. Mahatao National High School	2,142
27. Itbud Integrated High School	1,324
28. Raele Integrated School	2,253
29. Valugan Integrated School	2,123

**NEWLY CREATED TEACHING ITEMS  
CY 2023**

ITEM NO.	POSITION TITLE	NAME	DATE OF APPOINTMENT	STATION
OSGC-D5CSB-SPGTI-120004-2023	Special Education Teacher	NA	NA	NA


**IV. BUDGET AND FINANCIAL ACCOUNTABILITY AND REPORT AS OF DECEMBER 31, 2023 & REVENUE PERFORMANCE**

1. CY 2023 Allotment



2. CY 2023 Allotment vs Obligation vs Disbursement


<b>CY 2023</b> <b>ALLOTMENT VS OBLIGATION VS DISBURSEMENT</b> <b>(in Thousand Pesos)</b>				
Particulars	PS	MOOE	CO	TOTAL
ALLOTMENT	352,678	43,723	13,882	410,283
OBLIGATION	351,862	41,404	12,570	405,836
DISBURSEMENT	348,486	37,251	3,932	389,669
OBLIGATION RATE	99.76%	94.70%	90.55%	98.92%
DISBURSEMENT RATE	99.04%	89.97%	31.28%	96.02%


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3. Overall Utilization Rate

<b>OVERALL UTILIZATION RATE</b> <b>As of December 31, 2023</b>		
ADJUSTED ALLOTMENT	OBLIGATION RATE	DISBURSEMENT RATE
410,283	98.92%	96.02%


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#### 4. Status of Major PAPs

<b>Status of Major PAPs</b> <b>(GAA 2023 MOOE – Current)</b> <b>As of December 31, 2023</b>					
Amounts in Thousand Pesos					
Major PAPs	Allotment	Obligation	Obligation Rate	Disbursement	Disbursement Rate
GMS -DO	3,529	3,478	98.55	3,271	94.05
Elementary	6,517	6,517	100	6,446	98.91
Junior High School	5,287	5,287	100	5,159	97.58
Senior High School	1,783	1,783	100	1,740	97.59
HRTD	1,474	1,045	70.89	1,045	100



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<b>Status of Major PAPs</b>					
Amounts in Thousand Pesos					
Major PAPs	Allotment	Obligation	Obligation Rate	Disbursement	Disbursement Rate
Disaster Preparedness and Response Program	1,644	1,601	97.38	1,508	94.19
Early Language Literacy and Numeracy	1,048	1,004	95.80	1,004	100
Learning Tools and Equipment	9	8	88.89	8	100
School-Based Feeding Program	351	329	93.73	329	100
Special Education Program	663	589	88.84	508	86.25



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## Status of Major PAPs (Current) As of December 31, 2023

Amounts in Thousand Pesos					
Major PAPs	Allotment	Obligation	Obligation Rate	Disbursement	Disbursement Rate
NASBE	16	16	100	16	100
Multigrade	23	23	100	23	100
FLO/ALS	7,813	7,636	97.73	5,112	66.95
BEFF - Electrification	1,852	1,852	100	1,852	100
BEFF - EAO	150	144	96	24	16.67
Indigenous Peoples Program	700	192	16.67	192	100
Computerization Program	288	258	89.58	69	26.74



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## Status of Major PAPs (Current) As of December 31, 2023

Amounts in Thousand Pesos					
Major PAPs	Allotment	Obligation	Obligation Rate	Disbursement	Disbursement Rate
BPLP	200	170	100	170	100
Child Protection	126	101	80.16	101	100
Org. & Prof Dev	140	112	80.00	112	100
Learners Support Prog	145	48	33.10	0	0
Basic Educ. Curr.	889	882	99.21	775	87.86
Policy & Research Prog	48	48	100	48	100
Textbooks & IMs	67	33	49.25	33	100
Journalism	221	0	0	0	0



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## Status of Major PAPs –Personnel Services As of December 31, 2023

Amounts in Thousand Pesos					
Major PAP	Allotment	Obligation	Obligation Rate	Disbursement	Disbursement Rate
General Management and Supervision - SDO	16,537	16,537	100	15,545	94.00
Learner Support Program	4,498	4,498	100	4,372	97.20
Policy and Research Program	5,033	5,033	100	5,023	99.80
Curricular Programs, Learning Management Models	12,975	12,975	100	12,948	99.79



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## Status of Major PAPs – Personnel Services As of December 31, 2023

Amounts in Thousand Pesos					
Major PAP	Allotment	Obligation	Obligation Rate	Disbursement	Disbursement Rate
Elementary	134,179	133,856	99.78	133,331	99.61
Junior High Sch	97,211	97,067	99.85	97,040	99.97
Senior High Sch	24,516	24,450	99.73	24,450	100
New School Personnel Position					
Administration of Personnel Benefit	2,851	2,851	100	2,608	91.48



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## Status of Major PAPs, - Continuing Allotment (MOOE)

As of December 31, 2023

Amounts in Thousand Pesos					
Major PAPs	Allotment	Obligation	Obligation Rate	Disbursement	Disbursement Rate
GMS - CO	642	621	96.73	621	100
GMS - RO	5	5	100	5	100
Physical Fitness and Sports	200	200	100	200	100
Learners Support Program	72	72	100	72	100
Partnership	21	21	100	21	100
Basic Education Curriculum	22	22	100	22	100
Policy and Research Program	30	29	96.67	29	100
Computerization Program	28	28	100	28	100
NASBE	33	33	100	33	100



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## Status of Major PAPs – Continuing Allotment

As of December 31, 2023

Amounts in Thousand Pesos					
Major PAPs	Allotment	Obligation	Obligation Rate	Disbursement	Disbursement Rate
Indigenous PED	5	5	100	5	100
Early Language LN	118	118	100	118	100
Special Education Program	39	36	92.31	36	100
Flexible Learning Options	4,610	4581	99.37	4,573	99.82
School Based Feeding Program	30	30	100	30	100
Grant of Cash Allowance	85	0	0	0	0
Human Resource Devt	113	113	100	113	100
Textbooks & IMs	199	199	100	3	1



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## Status of Major PAP – Capital Outlay Continuing Allotment

As of December 31, 2023

Amounts in Thousand Pesos

Major PAP	Allotment	Obligation	Obligation Rate	Disbursement	Disbursement Rate
Last Mile School	10,380	9,082	87.50	1,362	14.99
BEFF – Sch. Furniture	283	283	100	0	0



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## V. GOLDEN HARVEST

NAME	AWARD	REGIONAL/NATIONAL/ INTERNATIONAL
Nelita B. Sebastian	3 <sup>rd</sup> Place Strategic Planning	Regional
Kathleen Faith H. Carba	Most Outstanding SPED Teacher- 2023 STAR Awards	Regional
Crystal Joy C. Figuro	Champion, Painting Competition	Regional
	For Exhibition	National
Venus Mai Veracruz	4 <sup>th</sup> Place, Newswriting-Filipino	Regional
Alexa Kaye Rodriguez	3 <sup>rd</sup> Place, Sci & Tech Writing- Filipino	Regional Schools Press Conference
Guilbert C. Bongay	4 <sup>th</sup> Place, Newswriting-English Best Infomercial- English	Regional Schools Press Conference
Ma. Crixhele V. Amboy	5 <sup>th</sup> Place Scriptwriting-Filipino	Regional Schools Press Conference
Shamae Abulencia	2 <sup>nd</sup> Place Best in Technical Application-English	Regional Schools Press Conference
Sophia Kaya Balerite	3 <sup>rd</sup> Place, Best News Presenter, English	Regional Schools Press Conference
Wynonna Jade Ballon	5 <sup>th</sup> Place Best Anchor-English	Regional Schools Press Conference
Batanes National Science High School	4 <sup>th</sup> Place, Over-all Radio Production- English	Regional Schools Press Conference
Dhenise Horcajo	Gold Medalist, Long Jump	Regional/ CAVRAA 2023
Christian Pierce C. Dostilla	Gold Medalist, 1500 MR	Regional/ CAVRAA 2023
Yancy leigh Cardona	Silver Medalist, Discus Throw	Regional/ CAVRAA 2023
Dash Richter Vasol	Bronze Medalist, Discus Throw	Regional/ CAVRAA 2023
Dhenise Horcajo Shane Ashley Gastaldo Naomie Faith Aguada Ayesha Asa	Bronze Medalist, 4x100	Regional/ CAVRAA 2023
Vincent Carl Aguas	Gold Medalist, 5,000 MR	Regional/ CAVRAA 2023
Kurby Arca	Silver Medalists, Discus Throw	Regional/ CAVRAA 2023
Dominic Balanoba	Silver Medalist, 400 MD & 800 MR	Regional/ CAVRAA 2023
Adrian Louie Valiente	Bronze Medalist, Triple Jump	Regional/ CAVRAA 2023
Kurby Arca	Bronze Medalist, Javelin Throw	Regional/ CAVRAA 2023
Vincent Aguas	Bronze Medalist, 1500 MR	Regional/ CAVRAA 2023

Kurby Alasco Vincent Aguas John Clyde Gulaga Dominic Balanoba	Bronze Medalist, 4x400	
Nathesia Moro	Gold Medalist, Javelin Throw	Regional/ CAVRAA 2023
Ma. Denise Galdo	Bronze Medalist, 3,000 MR	Regional/ CAVRAA 2023
Nathesia Moro	Bronze Medalist, Javelin Throw	Palarong Pambasa 2023



Nelita Batin Sebastian, Principal 1 of Ivana National High School during her final presentation of their school Operational Plan during the 3<sup>rd</sup> Regional Planning Conference held at Maddela, Quirino on Nov. 22-24, 2023. She garnered 3<sup>rd</sup> Place.

Kathleen Faith H. Carba receiving her award as the Most Outstanding SPED Teacher during the 2023 STAR Awards held at Nueva Vizcaya on Dec. 2, 2023.





IVATAN Journalists leave their marks at the RSPC!

Resiliency of Ivatan writers and broadcasters was tested when they competed with more than 4,000 journalists from all the divisions of Region 2. Aside from bagging some awards-experiences, lessons, and friendships gained were treasured.

## VI. EFFECTIVE OR BEST PRACTICES

The following projects were implemented and sustained by SDO Batanes for at least three years. The projects helped the SDO in improving its services and attaining its goal and objectives.

Project Name	Objectives
Project CHECK (Continuing performance Evaluation of the Competencies in the K to 12 curriculum) thru High	To increase the academic performance of learners in all subject in the four key stages including ALS.
Project E-PROCURE (Enhanced Procedure of Recording Office procurement Transactions and Checking of Utilization of REsources)	To effectively support the implementation of PAPs in the SDO through establishing a system of monitoring the procurement transactions from purchase to payment.
Project BUZZBACK	To enhance the Customer Satisfaction Survey System of the Schools Division of Batanes.
Project SHAPE (Sports and Health Activities for Personnel and Employees) at SDO Batanes	To improve and maintain health, physical, mental, social and psychological condition of every employee to build closer workplace relationship, camaraderie, and harmony in the workplace.



Project REJOICE (Responsible Empowered Journalists In Creative Endeavor)	To enhance the journalists' skills and competencies and ensure the effective and efficient operationalization of the program.
Project EVALUATE (Electronic eValuation of Activities and Learning Undertaken for Adjustments and Timely solutions to Encountered feedbacks)	To develop online tool for evaluation of trainings, orientation, and other activities conducted in the SDO.

## VII. SUMMARY OF FINDINGS

- Targets for 2023 were generally achieved.
- Adjustments and corrective actions were implemented to address the deviations from the target.
- Some activities with no funds were bumped-off and ride-on to funded activities to accomplish the targets.
- 1 Basic Education Facilities (BEF) and 2 Electrification projects failed bidding, but negotiations were applied to award and proceed with the projects.
- An increase of 2.33% for Obligation Rate and 11.79% for Disbursement Rate from FY 2022 to FY 2023 was recorded reflecting an improved financial expenditure to the SDO. (BUR:2022-96.59; 2023-98.92 and DUR: 2022-84.23; 2023-96.02)