

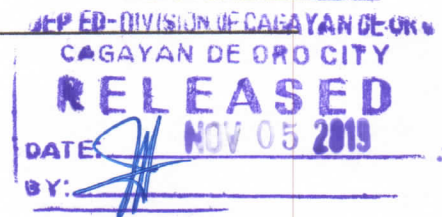


Republic of the Philippines  
 Department of Education  
 Region X  
**DIVISION OF CAGAYAN DE ORO CITY**  
 Fr. William Masterson, S.J., Avenue, Km. 5, Upper Balulang  
 Cagayan de Oro City



**DIVISION MEMORANDUM**

No. 875, s.2019



To:

- All Public Schools District Supervisors/District In-Charge
- All Education Program Supervisors/Learning Area Coordinators
- All Public Elementary School Heads
- All Public Secondary School Heads
- All Senior Education Program Specialists
- All Education Program Specialists II
- All Youth Formation Officers
- All CI Project Presenters in Oral and Poster Categories
- All Concerned members of the Technical Working Group

From: **CHERRY MAE L. LIMBACO**  
 Schools Division Superintendent

Date: November 5, 2019

Subject: **2019 DIVISION CONTINUOUS IMPROVEMENT (CI) SYMPOSIUM**

1. You are hereby directed to participate in the **2019 Division Continuous Improvement (CI) Symposium** on November 22, 2019 (8:00 A.M.- 5:00 P.M) at Dynasty Court Hotel , Tiano Bros. Cor. Arch. Hayes St., Cagayan de Oro City.
2. The CI project presenters are required to submit the following on or before November 15, 2019 at the SGOD Planning and Research section:

CI project abstract	November 11, 2019
Slide deck following steps 1-10	November 15, 2019
Project brochures	November 15, 2019
CI portfolio	November 15, 2019
Project video (5-8 minutes)	November 15, 2019
Project Manual	November 15, 2019

3. Each school shall send **one (1) participant only (preferably School Head)**, except for those schools with CI project presenters.
4. All expenses relative to this activity including travelling expenses shall be charged against HRTD/local funds subject to usual accounting and auditing rules and regulations.
5. Enclosed are the list of the CI project presenters (1<sup>st</sup> batch) and members of the technical working group.
6. For strict compliance.

## Enclosure 1

### 2019 Division CI Symposium CI Project Presenters

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#### **BANTAY- LABAY WITH A SYSTEM OF WATCHFUL (SWAT) EYES FOR SUSTAINABLE CLEANLINESS IN SCHOOL**

*Jerson B. Herrero, Cristina D. Abao and Nympha P. Rodriguez*  
Pedro "Oloy" N. Roa Sr. High School  
Mambuaya NHS  
Division of Cagayan de Oro City

Cleanliness is considered as one of the top 4 most important building elements for a learning environment. However, unclean and untidy environment can be detrimental to students' health, focus, and performance. This CI project is anchored on DepEd issuances on school cleanliness drive, wherein schools are encouraged to adopt measures on how to effectively implement the culture of cleanliness within the school premises. This study used the principle of triangulation to validate the desirable results of the intervention strategy. A strategic cleanliness monitoring log was used every after recess time both in the morning and afternoon shifts for 8 weeks to ratify the impact of Bantay-Labay with SWat eyes. Results of the cleanliness monitoring log show a positive trend on sustaining the cleanliness of the covered court, hallways or walkways, canteen area, greenhouse area, sidewalks outside perimeter fence and trash bin area when compared before and after the implementation process. Moreover, to validate the claim, the school has joined the Search for Oro Kalimpyo Award and was identified to be at the top 15. With the support of the different school organizations, the intervention was implemented without sacrificing any instructional time and was found operative for sustaining school cleanliness. This shows that Bantay-Labay with SWat eyes is a potential answer to issues related to cleanliness in schools.

**Keywords:** *Bantay-Labay, school cleanliness, SWat eyes*

#### **HUNOB (HONING UNCEASINGLY BY NURTURING ONE'S BRAIN: A SCI-VOCABULARY DRILL USING 3R'S TO ENHANCE RETENTION SKILLS AMONG GRADE 7 STUDENTS**

*Amy Marie R. Radoc, Jonessa U. Gurrea, Susan Leonarda M. Israel, Jerry E. Pallo, Nympha P. Rodriguez*  
Mambuaya National High School  
Division of Cagayan de Oro City

Retaining knowledge requires students to fully understand the material and believe that it matters. This project is anchored on the principle of behaviorism by Thorndike. The project utilized Sci-vocabulary drills using 3R's (Read, Relate, and Review) to enhance retention. CI methods using pretest and posttest with control group design was employed to validate the effectiveness of HUNOB. The non-HUNOB group was exposed to a conventional way of teaching using note-taking, discussions and hands-on activity strategies. Only the HUNOB group utilized Sci-

vocabulary drills consisted of science terminologies repetitively to inculcate in the minds of the students to retain learned concepts and relate to real-life situations. Mixed-method assessments such as pre and post-tests, KII and FGs were used. Findings revealed apparent difference in students' formative test scores from both groups for the topics Microscopy and Levels of Biological Organization. Moreover, an increasing pattern on the students' post-test scores was noted among students in the HUNOB group as compared to the non-HUNOB group. The proponents observed that students were motivated, interested, and actively participated in the teaching-learning process. This indicates that "HUNOB" using the 3R's is a potential tool in enhancing the students' retention ability.

**Keywords:** *vocabulary drill, retention skill, 3Rs (Read, Relate and Review)*

### **BAGGIO (BUDDY SYSTEM, ARTWORK, GAME, GALLERY, ICT INTEGRATION AND ONE-ON-ONE) READING INTERVENTION FOR ELEMENTARY LEARNERS**

*Jay T. Hebia*

Suntingon Elementary School/  
North City Central School  
Division of Cagayan de Oro City

This project assessed the needs of the learners in the class to become readers with comprehension and love to reading. It tried to seek the main concerns of these learners in terms of their reading level. It stressed out the reasons why these learners find difficulty in reading and how to overcome this problem. Philippine Informal Reading Inventory (Phil-IRI) and Annual Status of Education Report (ASER) tools of the Department of Education were utilized during the reading assessment to identify and classify the respondents according to their needs and level in reading. During the exploratory reading intervention, BAGGIO (Buddy System, Artwork, Game, Gallery, ICT integration and Ono-on-one) was employed. Learners explored various reading activities while learning and making fun out of reading. The intervention aimed to motivate and encourage the recipients since the identified recipient has really zero interest in reading, and the participant is composed of different reading levels and reading capacity, with different ages. The triangulation method was used to gather the necessary data: survey and interview, observation, and document analysis. After an 8-week implementation, findings divulged positive results in both the students' reading level and learners' performance basic literacy such as reading and counting.

**Keywords:** *Exposure Reading Intervention, ASER, Phil-IRI, triangulation, reading level*

### **PEF (PREPARE, ENGAGE AND FEEDBACK): A PROACTIVE APPROACH IN INTENSIFYING "TIME-ON TASK" IN PERFORMANCE-BASED ASSESSMENT AMONG JUNIOR HIGH SCHOOL TEACHERS**

*Jocelyn B. Palabon, Elizer O. Teruel & Ninia Marie A. Estillore*  
Cugman National High School  
Division of Cagayan de Oro City

This CI project intensified the "time-on-task" in the conduct of Performance-based Assessment through PEF (Prepare, Engage, and Feedback) among the forty (40) Junior High School Teachers. Classroom observation tools, pre-post conference, IDI, and FGs were utilized in data gathering. Initial findings revealed the following: (1) an average of seven (7) teachers were not able to finish the conduct of Performance task Assessment in their classes in a certain period of time; (2) mechanics and rubrics were not given ahead of time; (3) no allotment of time for practice; (4) feedback and scoring were less prioritized; and (5) low classroom control. Thus, project PEF was comprehensively introduced to the seven (7) teachers with continuous mentoring and giving of technical assistance (TA). After the series of PEF cycles, it was found out that group of learners' presentations in their performance task was completed within the one-hour session. Only four (4) out of forty teachers were observed to have low classroom control in the conduct of performance tasks. Thus, PEF yielded positive results in the conduct of time-on-task in performance-based assessment.

**Keywords:** *Time-on task, Performance-based assessment, PEF (Prepare, Engage, Feedback)*

#### **K-ASER: A MOTHER TONGUE-BASED ASER TOOL TO ASSESS THE READING PERFORMANCE OF KINDERGARTEN LEARNERS**

<sup>1</sup>Anita M. Gochuco

<sup>2</sup>Dioneta S. Bahian

<sup>1</sup>PSDS, CID

<sup>2</sup>West City Central School

#### **READOLYMPICS: INCREASING THE READING PROFICIENCY LEVEL OF GRADE 2 NON-READERS THROUGH GAME-BASED READING COMPETITIONS**

Darlenie G. Tulang

Geinemay G. Graza

West City Central School

#### **STAR CARD: A RUBRIC SYSTEM IN ASSESSING THE HIPHOP VALUES MANIFESTED IN THE BEHAVIOR OF GRADE VI PUPILS**

Eldenne Rae T. German

Liane Mae A. Andilab

Irychrist A. Daguplo

West City Central School

**PAGULON (PAGKAONG GULAY LAMION): IMPROVISING THE FOOD MENU ON THE SCHOOL-BASED FEEDING PROGRAM (SBFP) TO IMPROVE PUPILS' NUTRITIONAL STATUS**

Ma. Divina B. Pagulon  
Celso L. Pagulon  
West City Central School

**THE RED-HAT READING GARDENS: INNOVATING THE SCHOOL GULAYAN SA PAARALAN TO DEVELOP A READING CULTURE AMONG PUPILS, PARENTS AND STAKEHOLDERS**

Shallimar P. Amora  
Engelbert de la Pina  
Federico S. Espina, Jr  
Celso L. Pagulon  
West City Central School

**EC TECH (EDIBLE CLASSROOM TECHNOLOGY) AS STRATEGY IN ENHANCING STUDENTS' LIFE SKILLS**

Fe S. Guzman  
Emily A. Paguican  
Nympha Rodriguez  
PN Roa Sr High School

**MATH SSUMBA (ACHIEVING MASTERY OF COMPETENCIES IN RATIONAL FUNCTION THROUGH SCAFFOLDING STRATEGY USING MULTIPLE BASIC ACTIVITIES)**

Cristina D. Abao  
PN Roa Sr High School

**I AM READI (READINESS IN DISASTER): A SCHOOL-BASED DISASTER RISK PREPAREDNESS ASSESSMENT**

Irish P. Taboclaon  
Kareen J. Agcopra  
Avelgail M. Ampit  
Jean O. Caingin  
Cristina D. Abao  
PN Roa Sr High School

**AYOS: CREATING ONLINE EQ USING GOOGLE FORMS**

Nympha Rodriguez, Mark Bontilao, Naomi Arminta, Michael Maestrado, April Joy Getigan

**SLAP: A STRATEGY IN ENHANCING STUDENTS VOCABULARY SKILLS**

**Aisa T. Badana, Sheena Marie Abaday, Jocelyn Salo, Rosalinda Tantiado**

**COOL MO LEARN (Collaborative Online Mobile Learning): Alternative Instruction in General for Open High Senior High School Learners**

**Emily A. Tabamo**

**Guest Presenters**

- 1. Rosalinda Tantiado – 1<sup>st</sup> Place, 2019 Regional SHDP Colloquium  
Project LVR-ISP  
(Lesson Video Recording (LVR): An Intervention for Gap  
in Instructional Supervisory Plan (ISP))**
- 2. Joanna Ruby Presenter- 3<sup>rd</sup> Place, 2019 Regional SHDP Colloquium  
Project CARE  
CARE (Connect-Act-Reflect-Engage) for Learners with Special Educational Needs)**

## Enclosure 2 Technical Working Committees

Chair, Technical Planning Committee:	:	Joel D. Potane
Co-Chair	:	Jean T. Loquillano
Budget	:	Arnel A. Calubag
Decoration	:	Arnold Tejero and NCCS Staff
Program/Certificates/Attendance/Tarp		
Chairman	:	Pureza V. Camonias
Co-Chair	:	Lanie Signo
	:	Mark Gabule
Sash/ Sablay	:	Jinky Arnejo
	:	Marichelle Saga
	:	Carol Lorono
	:	Norma Delima
Registration Committee	:	Derrold Marl S. Aves
	:	Virgil Bob Gomez
Certificates/Documentation/Videography/AVP:		
Chairman	:	Allan Guibone
	:	Al Lagumen
Monitoring and Evaluation	:	Eleanor Consejo Rollan
	:	Raul Dechosa
Usher/Usherettes	:	School Head-members of Academic Doctors' Circle
Intermission/ Special Number	:	Marlon Francis Serina
Division CI Symposium Facilitators for the Awards		
	:	Joel D. Potane
	:	Eduardo T. Cartel
	:	Jean T. Loquillano
	:	January Gay Valenzona
Master of Ceremony	:	Darlenie G. Tulang