DIVISION MEMORANDUM
No. ___931___, s.2019
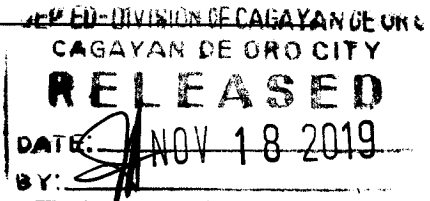
To:

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

Date: November 18, 2019

Subject: **FINAL LIST OF CI PROJECT PRESENTERS**
RE: 2019 DIVISION CONTINUOUS IMPROVEMENT (CI) SYMPOSIUM

1. The field is hereby informed about the **final list of CI project presenters (enclosed)** during the **Division Continuous Improvement (CI) Symposium** on November 22, 2019 at Dynasty Court Hotel, Cagayan de Oro City.

2. All CI project presenters are advised to put up their project display/exhibits on November 21, 2019 (3:00 PM) at Dynasty Court Hotel, Cagayan de Oro City.

3. It is reiterated that the participants of this symposium are the following: (1) all Public Schools District Supervisors/District In-Charge; (2) all Education Program Supervisors/Learning Area Coordinators; (3) all Public Elementary School Heads; (4) all Public Secondary School Heads; (5) all Senior Education Program Specialists; (6) Education Program Specialists II; (7) all Youth Formation Officers; (8) all CI Project Presenters in Oral and Poster Categories; and (9) all concerned members of the Technical Working Group.

4. Each school shall send **one (1) participant only (preferably School Head)**, except for those schools with CI project presenters.

5. For strict compliance.

2019 Division CI Symposium
Dynasty Court Hotel
Cagayan de Oro City
November 22, 2019
Main Criteria for Best CI projects

Presentation (Steps 1 to 10)

Creativity (10%)

A unique way to respond to a problem/need in the Division/School. None of it was ever thought of before. It started with powerful imaginations spurring into the gathering of empirical data to produce an original intervention, an innovation to a process needing it.

Thoroughness in implementation (20%)

Implementation of the study is inclusive of the 10-steps of Continuous Improvement complete with efforts for quality assurance and monitoring and evaluation.

Benefits (25%)

The study is beneficial to a wide spectrum of employees and learners because it hits the problem at the core. It enables employees to gradually improve the efficiency of their work processes. It allows leaners to maximize opportunities to improve their academic performance.

Participation (20%)

The team structure is vivid and its roles and functions are well carried out, extending if possible to a wide array of participants from the topmost level in the division/school to internal stakeholders (learners, teachers, administrators and program managers), as well as external stakeholders (parents and other school/division partners).

Standardization (15%)

The study/project ensures that important elements of the process are performed consistently in the best possible way. Changes are made only when data show that a new alternative is better. Documentation is complete and up to date to illuminate the standard process.

Replicability (10%)

The objective possibility of being replicated in another similar CI study to establish validity. It can possibly produce the same results if all other elements in the study are the same.

Main Criteria for Best CI project Display/Exhibit

- **Assess (Steps 1-4)**   **20%**
- **Analyze (Steps 5-7)**   **25%**
- **Act (Steps 8-10)**   **20%**

Project Design/Display   **15%**

Reasoning   **20%**

           Total   **100%**

Book of Abstracts

DIVISION OF CAGAYAN DE ORO CITY
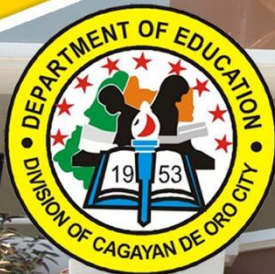
Schools Division Office of
Cagayan de Oro City

PROJECT LVR (LESSON VIDEO RECORDING): AN INTERVENTION FOR GAP IN INSTRUCTIONAL SUPERVISORY PLAN

Rosalinda C. Tantiado, PhD
(Guest Presenter)
MT-1/Assistant to the Principal
Angeles Sisters National High

This project enhanced the Instructional Supervisory Plan (ISP) for the school year through Lesson Video Recording (LVR) of teachers' teaching demonstration. LVR is one of the Reflective Practices elaborated by Tice (2011) that can improve teaching and learning skills. This practice was introduced by the CI team as a way to hasten the completion of the ISP especially that the school head has several meetings, trainings, seminars and the like to attend to. Teachers who have not been observed from June to December were asked to do the LVR. The ratings of their teaching demonstration using the COT-RPMS from first LVR to the third or fourth LVR were compared. An improved teaching performance was manifested. Focus Group Discussion (FGD), LVR Manual and COT-RPMS forms served as data collection tools of this project.
Keywords: *lesson video recording, instructional supervisory plan, instructional supervision class observation, class demonstration, technical assistance*

LEAD WITH C.A.R.E. (CONNECT-ACT-REFLECT-ENGAGE) FOR LEARNERS WITH SPECIAL NEEDS

Joanna Ruby Lago Presente
(Guest Presenter)
Elementary School Head Teacher III
Assistant School Principal
Monitoring In-charge of SPED, ALS, ALIVE, and SSES
City Central School

Learners with Special Educational needs (LSENs) population has been growing every year which greatly influences the evolution of the Philippine Special Education Program towards Inclusive Education Program. This LEAD with C.A.R.E for Learners with Special Educational Needs (LSENs) Project aimed to (1) develop the problem-based written and contextualized policies and guidelines for the Mainstreamed Program Learners and Teachers; (2) design modified forms for appropriate educational progress tracking, monitoring and evaluation purposes; and (3) capacitate teachers through the Modified one-on-one coaching and mentoring in handling learners with different disabilities in various classroom situations. There were 10 parents and 15 LSENs selected through random sampling; 15 receiving teachers and 14 Special Education teachers who were chosen using the purposive sampling. The methodologies used were qualitative and quantitative data analyses. Focus group discussion (FGD), survey questionnaire, interviews, coaching and mentoring sessions were conducted among the concerned individuals to achieve the project objectives. Findings revealed that the project had contributed a lot to the improvement of the Mainstream Education Program in the school. The aforesaid project, had provided all the beneficiaries with vast opportunities to explore and understand how things would go along with the learners with special educational needs (LSENs).
Keywords: *Learners with Special Educational Needs, Special Education Program, Inclusive Education Program*

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

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*

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

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

Cristina D. Abao
PN Roa Sr High School

Scaffolding, an instructional strategy for providing support until learners can perform a task on their own.The project is anchored on the Theories of Cognitive Development by Lev Vygotsky. The main objective of this research is to help the students achieve the mastery of competencies in rational function through scaffolding strategy using multiple basic activities. This strategies geared toward supporting learning.The 5 scaffolding strategies are very evident during the teaching-learning process. Modeling Teaching Strategies, Assess Prior Knowledge, Cooperative Learning, Incorporate Visual Aids,and check for understanding. Pretest and post-test were utilized to validate the instrument used. The study used experimental type of research approach wherein control and experimental group was utilized to validate the effect of Math SSUMBA in achieving mastery incompetencies. The TVL ICT and Carpentry was exposed to the conventional way of teaching while the TVL HK and FBS was exposed to Math SSUMBA . Pretest and post test were utilized to validate the effectiveness of the intervention strategy. The results revealed apparent difference on students' mean scores of the two groups from pretest to post-test. Moreover, an

increasing pattern on the student's post-test scores between two groups of learners as evident on the t-test result which is 5.385, with a p-value of 0.001 which is lesser than alpha which is 0.05. Thus, leads to the rejection of the null hypothesis, hence there is a significant difference between the two strategies employed. This implies that using MATH SSUMBA is an effective strategy in achieving mastery of competencies in teaching rational functions. With these observations, the study suggests implementation of the intervention in all grade levels teaching mathematics who underwent the same problems of student mastery of competencies.

Keywords: SSUMBA*, Learning Competencies,Mastery of Competencies, scaffolding, Modeling Teaching Strategies,Assess Prior Knowledge, Cooperative Learning and Incorporate Visual Aids*

Project ReaDi (Readiness in Disaster) School-Based Disaster Risk Preparedness Assessment

Irish P. Taboclaon, Kareen J. Agcopra, Jean O. Caingin , Avelgail A. Palacio,
Jerson B. Herrero
Pedro "Oloy" N. Roa Sr. High School

The catastrophic events that happened in the country, like the "Bagyong Yolanda" in Tacloban and "Bagyong Sendong" in Cagayan de Oro, led our country to prioritize Disaster Risk Reduction (DRR). The school has the capacity to promote awareness in safety, prevention and resilience which leads to making it a focal point for Disaster Risk Reduction (DRR). It is important to know how prepared are the schools when it comes to disasters. The goal of this study is to assess the school's disaster readiness. This study involved students, teachers and administrative staff of the school. To assess the present state of safety and preparedness in the school, a self-assessment checklist was given to students, teachers and administrators. A checklist is a tool modified by the researchers to answer the lack of assessment of school's disaster preparedness. Teachers, administration staff and students will also assess their learning environment readiness by checking whether they have an emergency kit available. They were given a checklist specifically designed for classrooms and offices. Results of the study showed that the teachers, students, and administrators are not prepared due to lack of knowledge and skills in disaster response. Also, this study showed that no classrooms and offices have complete emergency kits available. The assessment tool helped prepare the school in determining its level of disaster preparedness. 84.21% of the participants agreed that the tool is an effective assessment in determining the school's readiness. The results of this study would be used in the future as a baseline in coming up with activities, strategies and intervention in school's disaster risk reduction management.

Keywords: Disaster, assessment, preparedness

AYOS: CREATING ONLINE EQ USING GOOGLE FORMS

Nympha Rodriguez, Mark Bontilao, Naomi Arminta, Michael Maestrado, April Joy Getigan
PN Roa Sr High School

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

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

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

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
[1]Anita M. Gochuco , [2]Dioneta S. Bahian, [1]PSDS, CID
[2]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

SLAP: A STRATEGY IN ENHANCING STUDENTS VOCABULARY SKILLS

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

Vocabulary development is one of the five important components of reading that affects students' reading comprehension. The study sought to find out the effectiveness of SLAP strategy in enhancing the students' vocabulary skills. The study adapted A Word A Day as a classroom-based RED:HAT initiative and utilized the SLAP strategy to unlock the meaning of unfamiliar words. Respondents of the study were Grade 10 students who were randomly selected from the secondary schools. Data were collected using survey questionnaire and Focus Groups (FGs) and analyzed using descriptive statistics and thematic analysis. CI steps were employed in the study using pretest and posttest to find out the effectiveness of the SLAP strategy. Before the implementation of the intervention, data revealed that the proficiency level of the respondents in the vocabulary test was very low at 46%. With the implementation of the intervention, findings of the study revealed that there was a significant increase in the proficiency level of the respondents in the vocabulary test with an overall mean of 84.51%. The respondents found the SLAP strategy to be very effective in enhancing their vocabulary skills.
Keywords: *SLAP, strategy, vocabulary*

COOL MO-LEARN (COLLABORATIVE ONLINE MOBILE LEARNING): AN ALTERNATIVE INSTRUCTIONAL DELIVERY IN GENERAL MATHEMATICS FOR SENIOR HIGH OPEN HIGH

Emily A. Tabamo, Evangeline M. Pailmao, Cristina S. Lazon, Francisca F. Agular, Minda S. Rebollido
Bulua National High School

This initiative aimed to increase the proficiency level of Grade 11 Senior High Open High in General Mathematics and help the learners to complete the modules within the specified time. Focused Group Discussion (FGD), survey questionnaire and interviews were employed to collect data. The paired t-test was used to determine the significant difference in their performance before and after the implementation of Project CoOl Mo-Learn. Findings revealed that there was a significant difference before and after the implementation of Project CoOl Mo-Learn. On the survey conducted 140 out of 173 or 92.48 Grade 11 learners enrolled in the Senior High owned a mobile phone with internet capability and screen size good for viewing pictures and videos. The result of FGD revealed that digital aid using mobile in the delivery of the lesson was significantly helpful. The survey showed that with the aid of Project CoOl Mo-Learn the 93 out of 173 Grade 11 learners who failed to submit their modules on time were able to catch up before the start of

second semester. Through the use of mobile technology, learners can access learning materials and information from anywhere and at any time.

Keywords: collaborative online mobile learning, alternative instructional delivery, general mathematics

PROJECT ACCESS (ADVOCACY AND CAREER COACHING TO EMBOLDEN STRAND SELECTION) FOR SENIOR HIGH SCHOOL OPEN HIGH LEARNERS

Emily A. Tabamo
Bulua National High School

The school piloted SHARED Options (Senior High School Alternative Delivery Options), a division initiated program for Senior High School Open High School. Project ACCESS is a school initiative to guide the Junior High Open High School Program (OHSP) completers in the selection of Senior High School track and strand. This project is also advocacy to encourage the Grade-10 completers from regular class and open high school programs, ALS graduates, high school graduates from old curriculum and other learners who are not enrolled in the regular class program to pursue Senior High School in the Open High School Program. Focused Group Discussion (FGD), survey questionnaire and one-on-one interviews were employed to collect data. Data showed that out of 100 Grade 10 completers from Junior High Open High who underwent career coaching and NCAE result interpretation 62 were enrolled in the Open High Senior School Program and 22 were enrolled in Senior High regular class for SY 2019-2020. In the advocacy program, survey showed that students' and parents' orientation plays a vital role in the process of selecting Track and Strand. This project bridges the gap among Open High School Completers, OSY, and potential school leavers to finish Senior High School. It provided opportunity to all learners who are out of school youth to finish secondary education, reduces high school drop out and increases participation rate through quality distance education.

Keywords: Career Coaching, Advocacy, Open High School Program, Senior High School

I SAVE: A Holistic Approach for Self-healing for the Senior High School Learners Who Manifest Signs and Symptoms of Suicide "

Christopher C. Nicdao, Clemecia E. Masiba, Cornelio C. Pol, Gracelyn D. Gegato
Mary Joan J. Cajella
Carmen National High School

This study developed guidelines for how a teacher of the public school provided a holistic approach for self-healing to the learners who manifest signs and symptoms of suicide in the senior high school. The guidelines of the holistic approach were produced by developing a questionnaire containing possible approaches or actions and asking experts of Filipino mental health clinicians from the DSWD and DOH to rate whether each approach or action should be included in the guidelines. The content of the questionnaire was based on a systematic search of the relevant evidence and claims made by some authors of mental health in the journals, periodicals as well as those in the websites. The panel members were asked to complete the questionnaire by web survey. Three rounds of the rating were carried and, at the end of each round, items that reached the consensus criterion were selected for inclusion in the guidelines. The output from this process was a set of agreed-upon action statements. The process started with 30 statements, and some new items were written based on suggestions from panel members. These statements were used

to develop the guidelines for the holistic approach. Personal interviews with learners who manifest signs and symptoms of suicide were also conducted being them the ultimate recipient of the study. There are a number of approaches or actions that are considered to be useful for the public school teachers when they encounter someone who is experiencing suicidal thoughts or engaging in suicidal behavior. Although the guidelines are designed for the teachers of the public school, they may also be helpful to the private school teachers or to non-mental health professionals working in a school setting.

Keywords: I *save, mental health, suicide, self-healing, teachers, learners*

Project TRIP (Travel, Recollect, and Improve Professional): A Teacher Development Program to Combat Stress

Kenjie R. Nob, Lilit T. Agon, Karen V. Awa, Gely Jane G. Ora, Fatima Cristina D. Villar
Adeline Y. Empleo, Romeo M. Ayaton
Carmen National High School

This study aims to provide teachers with recreational activities as solution to help teacher's combat stress. The basis of this study is the alarming health concerns of teachers which resulted to illness, hospitalization, and worst, death. It also affects relationship among co- workers. In addition, the schools environment condition is a contributing factor. The impact of work-related stress on teachers varies. Some are resilient than others, this maybe because each receives different levels of support. Mental Health education for new teachers in the service is not enough. Something has to be done to help all teachers deal with the symptoms of stress. Teachers need help to identify early signs of burn out and access to good skilled support, which can help continue their work as teachers. Sad incidents show that teachers of all ages are susceptible to stress, both young and old are suffering from work-related stress symptoms. The study shows that different recreational activities have a great impact among teachers to combat stress. Different group activities allow teachers to nurture harmonious relationship among all the members of the institution. It also strengthens camaraderie and friendship. A happy teacher performs well in school and displays positivity in performing all tasks required as a teacher with high morale. It is therefore recommended that teachers and the school system will work together and meet halfway to help teachers from keeping the fire burning as a 21st Century Education in this 21st Century World to our 21st Century Learners.

Keywords: recreational activities, teacher development, combat stress,

HI SCORE (Higher Initiative, School-Based Club of Research Enthusiast): A Contextual Approach to Respond to School's Challenging Concerns

Sylvio C. Carciller, Mary Joan J. Cajella, Karl Anthony Salise, Eugene Maghuyop
Carmen National High School

This study aimed to respond to the demands of the 4.0 Industry Revolution, of becoming a new literacy teacher by capacitating faculty to take action on the school's pressing problems and eventually be able to implement policy, guidelines ,innovation, enhancement program and intervention that is grounded or backed up with evidence that is based on contextualization through the utilization of HI SCORE. Initial findings revealed that teachers are untrained on how to conduct a research-based innovation. To further validate, the team conducted survey, FGD, and interviews. The team consolidated the responses and affinitized by themes. Brainstorming

technique and why- why diagram was used to generate the root cause of the problem and finally consider HI SCORE strategy to train teachers in conducting action research. The results of study showed that HI SCORE facilitated teachers in conducting research projects. In addition, eleven (11) schools both elementary and high school in the division was capacitated through seminars and by sharing best practices of HI SCORE Strategy. The research concludes that the HI SCORE as a tactic is thriving and practical for the teacher's need especially on promotion and more importantly helping out target learners. It is therefore recommended that the teaching and learning process and school's policies shall be grounded on research to improve instruction and services as a whole.

Keywords: *HI score, Industry Revolution, New Literacy*

Project GEDSI (Gender, Equality, Disability and Social Inclusion: An Inclusive Approach to Issues Surrounding Gender Sensitivity

Gely Jane G. Ora, Manolita C. Salagunting, Carmel Q. Delapus, Welyn B. Ragasi, Maria Analyn Bugtong

This study is anchored on the DepEd Order Number 32, series of 2017, the Gender-Responsive Basic Education Policy which was issued on June 29, 2017. This is in line with the Gender and Development (GAD) mandate as stipulated in the 1987 Philippine constitution Republic Act (RA) No. 1790 or the *Magna Carta for Women* (MCW) RA 10533 or the *Enhanced Basic Education Act of 2013* and the Philippines International Human Rights commitments to the Universal Declaration of Human Rights (UDHR), Convention on the Elimination of all forms of Discriminations Against Women (CEDAW) and the Convention on the Rights of Child (CRC). The survey on the numbers of learners with gender issues was gathered and recorded per class section in the school. Focus Group Discussion (FGD) was conducted to determine the issues surrounding their stay in the school. The FGD proceedings were recorded and studied by the teachers until they reach possible strategies to address the problems confronting the learners with gender sensitivity issues. Training and symposium were conducted to the parents, teachers, and learners including the community in coordination with the local government unit as well as information drive within and outside the school premises that educates everyone surrounding the learners with gender sensitivity issues. Subsequent interviews of learners with sensitivity issues were done a couple of weeks after the conduct of training, symposium, and information drive activities to gauge underlying issues that may beset the learners. It was found out that there are more strategies and activities that a teacher may employ in addressing matters and issues related to gender and development.

Keywords: *gender, equality, learners, discriminations*

PIS-KADA-AD: A SAVINGS CAMPAIGN TO PROMOTE HIPHOP AMONG GRADE 7 LEARNERS

Adel R. Cambangay Jr., Louiebelle E. Cambangay, Fatima Cristina D. Villar,
Vincent C. Hojas, Elnie T. Pyponco, Mary Joan Cajella,
Carmen National High School

This continuous-improvement project aimed to instill and practice savings habit among grade 7 learners. The intervention targeted to promote the HIPHOP advocacy where the learners are encouraged to practice virtues perceived to be lacking in today's youth. A preliminary survey was conducted prior to the implementation of intervention. It revealed that majority of the students have a good idea of what is savings all about and its purpose but were previously unsuccessful in their effort to save for a certain period of time. The researchers then launched financial education literacy campaign with the support of the teachers' cooperative. This was followed by a one (1) month daily actual savings practice through the modified piggy bank monitored closely by the class advisers. A focus group discussion revealed the following results: almost all learners felt good that they have accumulated sum of money from their daily allowance; it is possible to save no matter how tight students' finances are; the activity greatly developed their savings habits. Hence, the researchers would roll out the savings campaign across all grade levels of the school.