SMART-G

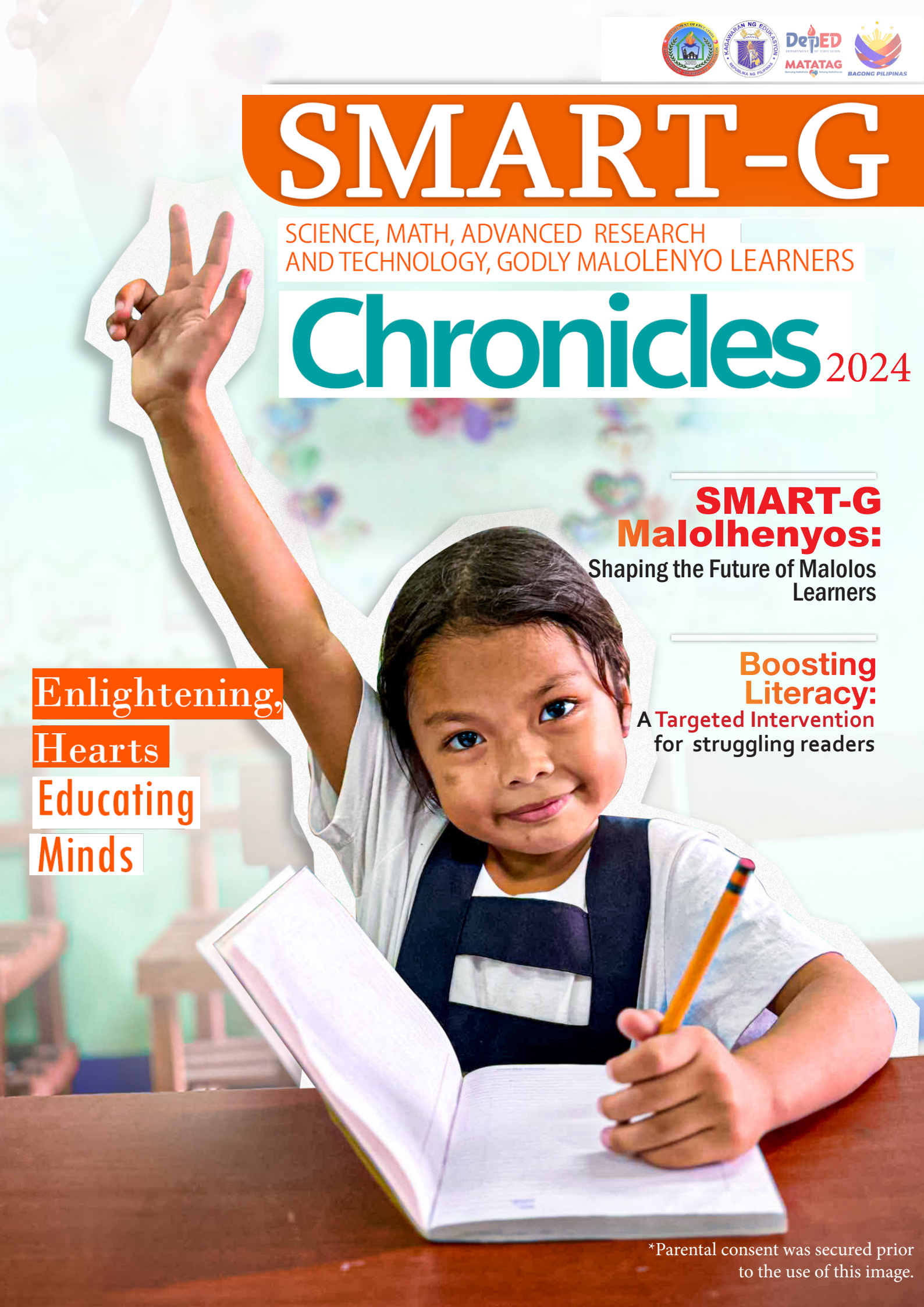
SCIENCE, MATH, ADVANCED RESEARCH AND TECHNOLOGY, GODLY MALOLENYO LEARNERS

Chronicles 2024

SMART-G Malolhenyos:
Shaping the Future of Malolos Learners

Boosting Literacy:
A Targeted Intervention for struggling readers

Enlightening,
Hearts
Educating
Minds



*Parental consent was secured prior to the use of this image.

feature

SMART-G MALOLHENYOS:

Pioneering Excellence and Character in Malolos Education

In the heart of Bulacan, the Schools Division Office (SDO) of the City of Malolos is setting a bold precedent in education through its visionary program, SMART-G MalolHenyos. This initiative—anchored on Science, Mathematics, Advanced Research, Robotics, and Technology, while nurturing Godly values—aims to develop future-ready learners who excel in both intellectual and moral dimensions. With a strong commitment to holistic education, SMART-G MalolHenyos is redefining learning by integrating cutting-edge STEM education with character-building, ensuring that Malolos learners stand out on both local and global stages.

Excellence in STEM: Shaping Innovators and Thinkers

The 21st century demands more than rote learning; it calls for critical thinkers, problem solvers, and ethical leaders who can adapt to a rapidly evolving technological landscape. Through SMART-G MalolHenyos, SDO Malolos equips learners with the skills necessary to thrive in STEM fields, emphasizing the importance of:

- Science and Mathematics: Foundational disciplines that enhance analytical reasoning and logical problem-solving, preparing learners for careers in research, engineering, and technology-driven industries.
- Advanced Research: Encouraging inquiry-based learning, learners engage in investigative projects that not only expand knowledge but also contribute to community development and scientific advancement.
- Robotics and Technology: Hands-on experience in automation, programming, and digital solutions, positioning learners at the forefront of innovation and technological evolution.

By nurturing excellence in these fields, SMART-G MalolHenyos prepares students to be globally competent graduates who can contribute to scientific progress and industrial advancements.

Godly Learners: The Heart of SMART-G MalolHenyos

While academic and technical excellence are crucial, SMART-G MalolHenyos places equal emphasis on character formation. The "G" in SMART-G stands for "Godly," underscoring the division's commitment to instilling integrity, social responsibility, and ethical leadership in its learners. Key principles include:

- Faith and Moral Compass: Ensuring that students make ethical decisions that benefit society rather than self-interest.
- Service-Oriented Mindset: Encouraging learners to use their skills and knowledge to uplift their communities.
- Resilience and Adaptability: Equipping students with the perseverance to navigate life's challenges with courage and determination.

By fostering these values, SMART-G MalolHenyos ensures that students graduate not only as intellectuals but as responsible citizens who embody compassion and integrity.

A Strong Educational Framework: The Backbone of SMART-G MalolHenyos

The City of Malolos has long been recognized as an education hub, and the Schools Division Office continues to lead the way. As of SY 2024-2025, SDO Malolos oversees 57 public schools, 47 private schools, and one state university, catering to a total enrollment of 59,559 learners.

Key performance indicators from the previous school year highlight the division's success:

- Gross Enrollment Rate: Maintained above 95% across all levels, with Senior High School reaching 141.80%.
- Transition Rate: 99% and above, demonstrating a strong commitment to student retention and progression.
- Completion Rate: 99.25% for Grade 6, 95.46% for Grade 10, and 89.74% for Grade 12, proving that students are staying in school and successfully completing their education.
- Retention and Teacher-Student Ratio: All elementary and senior high schools achieved the standard teacher-student ratio, with junior high schools nearing full compliance.
- Classroom and ICT Readiness: 91% of elementary schools, 40% of junior high schools, and 75% of senior high schools have complete classroom requirements, while nearly all schools are equipped with ICT resources to support digital learning.

These indicators reflect the division's unwavering commitment to providing quality education and ensuring that learners have the resources necessary for academic success.

Collaboration and Commitment: Building a Future-Ready Education System

Achieving the vision of SMART-G MalolHenyos requires a collective effort from educators, parents, policymakers, and community leaders.

- Teachers act as facilitators of discovery, guiding students to think independently while fostering a passion for lifelong learning.
- Parents reinforce values at home, ensuring that their children grow with a balanced perspective of academic ambition and ethical awareness.
- Stakeholders and policymakers must continue investing in educational programs, infrastructure, and resources to sustain SMART-G initiatives and prepare learners for global opportunities.

A Bright Future Ahead

The Schools Division Office of the City of Malolos is at the forefront of educational excellence, ensuring that SMART-G MalolHenyos remains a benchmark for future-ready learning. By seamlessly integrating STEM proficiency with ethical character formation, the division is not just producing graduates—it is shaping leaders who are intellectually competent, morally grounded, and globally competitive. Through SMART-G MalolHenyos, the future of Malolos education is bright. The commitment to innovation, excellence, and values-driven learning will continue to inspire generations of learners, reaffirming that education is the key progress. SDO Malolos is only shaping minds; it is the future.

> *Always autograph your work with excellence.*

LEILANI SAMSON CUNANAN, CESO V
Schools Division Superintendent

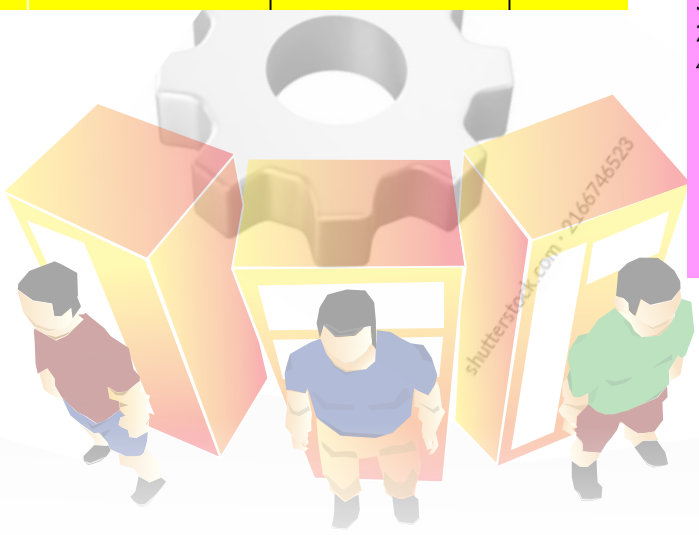


Operations

Empowering Malolhenyo Senior High Learners:
The Growth of the JDVP Program in SHS TVL

The Joint Delivery Voucher Program in the SDO City of Malolos has seen remarkable growth, with the number of beneficiaries more than doubling from 67 students in 2020 to 222 in 2024. As awareness of industry-specific skills increased, so did student interest, making JDVP a sought-after pathway for technical-vocational training. This expansion reflects the program's success in equipping learners with valuable skills for their future careers.

SY.	PARTICIPATING PUBLIC SCHOOL	SPECIALIZATION	NO. VOUCHER RECIPIENTS
2020-2021	Marcelo H. Del Pillar National High School	CSS	23
		Technical Drafting	2
		BPP/ Housekeeping	22
		FBS/ Housekeeping	20
2021-2022	Marcelo H. Del Pillar National High School	CSS	21
		Technical Drafting	12
		FBS/Housekeeping	31
2022-2023	CMIS-Sto.Rosario	FBS/BPP	61
	CMIS-Atlag	FBS/BPP	35
	Marcelo H. Del Pillar National High School	CSS	40
		Cookery	35
	CMIS-Sto.Rosario	FBS	67
	CMIS-Atlag	Cookery	22
	Marcelo H. Del Pillar National High School		
		Cookery	36
		Barista	21
2023-2024		BPP	14
		Hilot (Wellness Massage)	14
		FBS	12
		CSS	14
	Bulihan NHS	Cookery	13
	City of Malolos SHS (Guinhawa)	FBS	9





SDO City of Malolos Charts Strategic Path for FY 2025 with Annual Planning and Workshop

The Schools Division Office (SDO) of the City of Malolos successfully conducted the Annual Planning and Workshop for FY 2025 (Phase 3) from September 4 to 7, 2024, at Hann International Leisure Inc. (Widus Hotel), MA Roxas Highway, Clark, Pampanga. This event aimed to establish a clear strategic direction for the implementation of Programs, Projects, and Activities (PPAs) for the upcoming fiscal year.

Key officials and program implementors from various functional offices, along with representatives of School Heads, actively participated in the workshop. This strategic gathering focused on assessing the accomplishments of 2024 and addressing challenges that affected the implementation of PPAs. The identified issues served as the foundation for the planning and decision-making process for FY 2025.

Key Challenges and Strategic Focus Areas

During the conference, each functional office presented issues and challenges encountered throughout the year, which informed the strategic direction for FY 2025.

For the Office of the Schools Division Superintendent (OSDS), the following issues were prioritized:

Unoptimized Fund Utilization – Addressing challenges in budget allocation and expenditure.

Early Procurement Monitoring – Enhancing the monitoring system for timely procurement processes.

Needs Assessment of Materials and Services – Improving the assessment mechanisms to ensure adequate supply and service provisions.

Manpower and Storage Facilities – Resolving shortages in manpower and enhancing storage solutions.

Data Security and Facility Maintenance – Strengthening data security protocols and maintaining SDO facilities.

Compliance with ARTA – Ensuring adherence to the Anti-Red Tape Act to improve processing efficiency.

Personnel Actions and Turnover Rates – Addressing delays in personnel actions and reducing the high turnover rate among entry-level staff.

The Curriculum Implementation Division (CID), on the other hand, highlighted concerns related to:

Lagging Learning Competencies – Enhancing students' problem-solving, data analysis, and interpretation skills.

Assessment and Evaluation Challenges – Addressing issues related to learners' comprehension, limited resources, and absenteeism.

Resource Gaps – Tackling shortages in Science equipment and limited printing materials for Reading, Writing, and Mathematics activities.

Low Enrollment in STE Programs – Increasing the enrollment percentage of Special Science Elementary School (SSES)









graduates in Science, Technology, and Engineering (STE) programs.

For the School Governance and Operations Division (SGOD), strategic priorities included:

Institutionalizing PPAs – Ensuring relevant PPAs for a healthy learning environment.

Strengthening Monitoring and Evaluation – Enhancing monitoring and evaluation frameworks for better program implementation.

Interfacing with CID – Improving collaboration with CID in designing and assessing learning outcomes.

Stakeholder Engagement – Building more robust partnerships and linkages to support program sustainability.

Addressing Cross-Division Concerns

The Public Schools Supervisors and Principals Association (PSSPA) and the Public Elementary School Principals Association (PESPA) representatives brought to light several pressing issues faced by schools:

Mental Health and School Safety – Addressing mental health concerns and ensuring the safety and security of school environments.

Infrastructure Deficiencies – Tackling the lack of classrooms and essential school furniture.

Budget Constraints – Overcoming budget limitations that hinder opportunities for Professional Development for teachers and school personnel.

Crafting Strategic Plans and Programs

The remaining days of the workshop were dedicated to brainstorming, planning, and crafting project proposals. Each functional division and section formulated Work and Financial Plans aligned with the strategic directions for FY 2025.

The proposed PPAs and work plans were presented to the Top Management for deliberation and approval. This collaborative approach ensured that all initiatives were aligned with the overarching goals of the SDO.

Outcome and Strategic Direction for FY 2025

The Annual Planning and Workshop successfully culminated in the following key deliverables:

Functional Division Work and Financial Plans – Detailed plans for resource allocation and program implementation.

Project Proposals – Strategic initiatives designed to address identified challenges.

SDO Calendar for FY 2025 – A comprehensive timeline of activities and programs for the year.

With a clear roadmap and strategic direction, the Schools Division Office of the City of Malolos is poised to implement impactful educational programs, ensuring an inclusive and quality learning environment for all learners.

> ***With a clear roadmap and strategic direction, the Schools Division Office of the City of Malolos is poised to implement impactful educational programs, ensuring an inclusive and quality learning environment for all learners.***





Hope Through Education:
ALS Behind Bars

The Alternative Learning System (ALS) program in Malolos has expanded beyond traditional classrooms, reaching Malolos City Jail, Bulacan Jail, Tanglaw Pag-asa Youth Rehabilitation Center, Bahay Kalinga, and other learning hubs. This initiative highlights the city's commitment to education as a tool for transformation, offering second chances to those in need.

Individuals deprived of liberty now have access to ALS, enabling them to continue their education and prepare for the Accreditation and Equivalency (A&E) exam. Similarly, youth in rehabilitation centers receive tailored learning opportunities, equipping them with skills for reintegration into society.

Currently, Malolos City Jail has 60 enrollees, with 56 passers of A and E, while Bulacan Provincial Jail recorded 59 enrollees and 53 passers. The Tanglaw Pag-asa Youth Rehabilitation Center and Bahay Kalinga have also seen success, with most learners completing



assessments. Despite challenges such as early releases affecting completion rates, ALS remains a beacon of hope, proving that education can empower lives—no matter the circumstances.

SDO Malolos attains 100% Resolution, Compliance Rate in 2024

The Schools Division Office of Malolos has achieved a remarkable feat, attaining a 100% resolution rate for all issues and concerns raised along with a 100% compliance rate in addressing these matters from January to December 2024.

This milestone underscores the Division's commitment to responsive and efficient governance, ensuring that every concern from students, teachers, parents and other stakeholders was acted upon promptly and effectively. The accomplishment also highlights the effectiveness of the Division's feedback and resolution mechanisms, reinforcing a culture of accountability and service excellence in education management.

According to Atty. Anna Dominique L. Guison, Legal Officer of SDO Malolos, the achievement is due to the established streamlined grievance-handling process, proactive leadership, and collaborative efforts across schools. The division also strengthened its monitoring systems, enabling swift action on pressing issues while ensuring that directives were fully implemented.

"With a strong focus on transparency and service, we made sure that no concern was left unaddressed. This achievement is a reflection of our collective dedication to upholding the highest standards in education service delivery," said Atty. Guison.



The 100% compliance rate further demonstrates the division's commitment to following through on resolutions, ensuring that schools effectively implemented necessary changes and interventions. This has fostered a more efficient and well-managed educational environment, benefiting both learners and educators.





Schools Planning Conference for SY 2024-2025

The Schools Division Office (SDO) conducted a three-pronged planning activity for the 57 public schools under its jurisdiction. The planning activity, led by Dr. Fernandina P. Otchengco, CESO

VI, was divided into three phases: Phase 1 – Crafting of the OPCRF, Phase 2 – Preparation of PPAs, WFP, and School Operating Budget (SOB) for FY 2025, and Phase 3 –

Finalization of Schools FY 2025 Programs, Projects, and Activities (PPAs).

Phase 1 – Conduct of SY 2024-2025 OPCRF Crafting for Public Schools

Date: September 13, 2024

Venue: Holy Spirit Academy of Malolos

Dr. Otchengco facilitated the crafting of the Office Performance Commitment and Review Form (OPCRF). She designed the OPCRF template by career stage, which was adopted by all school

heads. The percentage weights agreed upon for the OPCRF domains were as follows:

- Domain 1 – Leading Strategically: 30%
  - Strand 1.2: 10%
  - Strand 1.4: 10%
  - Strand 1.5: 10%
- Domain 2 – Managing School Operations and Resources: 17%
  - Strand 2.1: 4%
  - Strand 2.2: 10%
  - Strand 2.3: 3%
- Domain 3 – Focusing on Teaching and Learning: 30%
  - Strand 3.2: 10%
  - Strand 3.3: 10%
  - Strand 3.4: 10%
- Domain 4 – Developing Self and Others: 15%
  - Strand 4.1: 5%
  - Strand 4.3: 5%
  - Strand 4.8: 5%
- Domain 5 – Building Connections: 8%
  - Strand 5.1: 4%
  - Strand 5.5: 4%

The session also included a discussion led by Ms. Jerrylyn L. Santiago, AO V – Finance Services, on the templates for School Operating Budget (SOB) and Project Proposals.

Phase 2 – Preparation of PPAs, WFP, and School Operating Budget for FY 2025

Date: September 17, 2024

Venue: Holy Spirit Academy of Malolos

During this phase, Dr. Otchengco presented the OPCRF templates by career stages, project proposals, computation templates, and the SOB template. She emphasized the interrelationship

of the templates in crafting the Work and Financial Plan (WFP). The planning process starts with the preparation of project proposals, which must be supported with project cost computations.

School heads were tasked to prepare their templates for presentation during Phase 3 of the planning activity.

Phase 3 – Finalization of Schools FY 2025 Programs, Projects, and Activities (PPAs)

Date: September 23-26, 2024

Venue: Hann International Leisure Inc. (Widus Hotel), MA Roxas Highway, Clark, Pampanga Ma'am Leilani Samson Cunanan, CESO V, Schools Division Superintendent, underscored the

importance of strategic communication, ethics, and accountability in enhancing workplace performance. She emphasized that communication should be:

- Purpose-driven
- Audience-centric
- Integrated in approach
- Based on message development, research, and analysis
- Anchored on long-term planning and crisis management

She also reiterated the 8 Norms of Conduct for government employees:

1. Commitment to Public Interest
2. Professionalism
3. Justness and Sincerity
4. Political Neutrality
5. Responsiveness to the Public
6. Nationalism and Patriotism
7. Commitment to Democracy
8. Simple Living

Selected school heads, including Dr. Joey Cabigao (Principal IV, Barasoain Memorial Integrated School) and Ms. Marichu C. Manaloto (Principal III, Tikay Elementary School),

presented their school's work and financial plans. Feedback from the Assistant Schools Division Superintendent highlighted the need to:

- Integrate data such as enrollment rate, dropout rate, promotion rate, and retention rate.
- Ensure data alignment with the crafted OPCRF.
- Include detailed budget

allocation for competition activities and trainings.

● Strategize for optimal utilization of at least 25% of the school MOOE per quarter.

● Implement more meaningful and need-based planning for teachers and learners.

Key Recommendations and Insights

● Project Proposals: Should be prepared before budgeting and transposed to the WFP.

● Learning and Development Plan: Should be laid out clearly, including INSET scheduled during student breaks.

● Gender and Development (GAD) Plans: Should be integrated into regular plans and activities, with 5% of the total school MOOE allocated for GAD-related initiatives.

● Budget and Expenditures:

o Maximum of PHP 75 for snacks per participant.

o Maximum of PHP 250 per graduating student for graduation-related expenses.

o No budget for food or unnecessary materials for graduation.

o Allotment for gratuity pay (max PHP 5,000).

● Technology Utilization: To minimize costs, schools were encouraged to use technology for producing school IDs and other materials.

● Utilization of School MOOE: Should be geared toward enhancing learners' performance, with at least 25% of the budget utilized per quarter.

● Strategic Planning: Should be data-driven and linked to the OPCRF, with emphasis on meaningful planning and continuous improvement.

Way Forward

1. Preparation of WFP, Project Proposals, and SOB for FY 2025 – Schools are expected to complete and upload their templates by September 30, 2024.

2. Online Presentation – Completed templates will be presented to top management through an online platform.

The Schools Planning Conference for SY 2024-2025 concluded with the finalization of each school's Work and Financial Plan and the alignment of Programs, Projects, and Activities for FY 2025. This systematic and strategic planning approach aims to enhance school performance and optimize resource utilization across the division







23 research studies completed under BERF; 2 recognized at Regional Conference

SDO City of Malolos surpassed its 2024 BERF research target, completing 23 studies instead of the projected 20. Teaching and Learning emerged as the dominant theme, with 18 studies focused on enhancing instructional methods, learning outcomes, and educational innovation. Two studies addressed Child Protection, underscoring the need for greater awareness and resources, while three explored Governance, highlighting limited participation from school heads.

At the Regional Conference, Dr. Christopher P. Roxas, Head Teacher III, secured second place in the Elementary School Head's Category with his study Cultivating Research Culture: Influence of Teachers' Research Capability on School Organizational Culture. Meanwhile, Mr. Louis Robert C. Sison, Teacher III from BMIS, also earned second place in the Teacher's Category for his research on Improving Grade 8 Students' Math Fact Fluency on Integers and Productive Disposition Using Math Plus.





SGOD, CID establish localized policies to enhance education delivery

The Curriculum Implementation Division (CID) and the School Governance and Operations Division (SGOD) have developed localized policies to strengthen education delivery in the Schools Division Office (SDO) of the City of Malolos.

The CID introduced SDM 527, s. 2024, mandating the safekeeping and proper handling of supplementary learning materials. SDM 443, s. 2024 refined the allocation of school canteen profits, ensuring transparency in their utilization. The division also formulated guidelines for alternative learning modalities during class suspensions to ensure uninterrupted education.

To uphold academic standards, a "No Read, No Pass" policy was implemented, requiring students to meet minimum literacy competencies before advancing. The CID also established criteria for Grade 7 admission to the Science and Technology Education (STE) program to provide advanced learning opportunities for qualified students. Another policy was introduced to identify Grade 1 learners with strong aptitude for science and technology, assessing their eligibility for the Special Science Program.

Meanwhile, SGOD introduced SDM 116, s. 2024, which set localized guidelines for Boy Scouts and Girl Scouts of the Philippines encampments, enhancing safety protocols. SDM 671, s. 2024 reinforced school and division responsibilities in maintaining clean and functional comfort rooms, improving hygiene and sanitation practices.

To support disaster risk reduction and management (DRRM), SDM 706, s. 2024 ensured the availability and upkeep of essential supplies and equipment in public schools. SDM 040, s. 2024 strengthened the implementation of the "No to Plastic Waste" policy across the division. Lastly, SDM 113, s. 2024 expanded safety requirements for off-campus activities, further safeguarding participants.

Through these policies, CID and SGOD continue to enhance education delivery, ensuring a more structured, safe, and student-centered learning environment.

Two learners with special needs complete work immersion under Project W.O.R.K.



Two learners from Sta. Isabel Elementary School's Special Needs Education (SNED) program recently completed a 40-hour work immersion at the Malolos City Mayor's Office, marking a key step toward employment readiness. Under the supervision of SPET III Briann C. Marasigan, they gained firsthand experience in a professional setting, performing job-related tasks that enhanced their workplace skills.

Facilitated through a Memorandum of Agreement between the school and the city government, the initiative also provided the learners with allowances, further motivating them to engage in real-world work environments.



This achievement is part of Project W.O.R.K. (Workplace Opportunities for Real-life Knowledge), a division-wide initiative by the Schools Division of the City of Malolos that bridges education and employment for SNED learners. Rooted in DepEd Order No. 21, s. 2020, the program equips participants with practical skills, mentorship, and confidence for employment, entrepreneurship, and independent living.

Beyond office-based training, Sta. Isabel Elementary School offers entrepreneurial programs, such as mat weaving and hydroponics, to help learners become self-sufficient. Meanwhile, in the City of Malolos-Sto. Rosario, 21 transition learners are training at The Bridge Café Training Laboratory, led by SPET III Michael M. Reyes, where they gain hands-on experience in food preparation, customer service, and business management.

Next school year, four more SNED learners will complete a 16-hour work immersion at Victra Company in Cabanas, Malolos, as part of the housekeeping team, earning a PHP 300 daily allowance.

To further support these efforts, two schools with SNED programs have launched localized initiatives under Project W.O.R.K. The Bridge Café Training Laboratory continues to develop learners' skills for the food and beverage industry, while Project C.A.R.E.E.R. (Competency Alignment and Resourceful Education for Employment Readiness) at Sta. Isabel Elementary provides adaptive skills training, career planning, and partnerships to enhance employability.

Both initiatives align with DepEd Order No. 72, s. 2009, and DepEd Order No. 21, s. 2020, ensuring that learners with special needs are equipped with the skills and opportunities needed for a successful transition into the workforce.

ALIVE Program in Malolos: empowering Muslim learners through education and achievement

In SDO City of Malolos, the Arabic Language and Islamic Values Education (ALIVE) Program is making a lasting impact, currently serving 93 Muslim learners across two schools. More than just an academic initiative, ALIVE fosters cultural identity, language proficiency, and moral development among its students.

One of the program's shining moments came during the recent Regional Festival of Talents (RFOT), where three Muslim learners from CMIS Sto. Rosario showcased their skills and dedication. With unwavering support from their coaches, they achieved remarkable placements—Second (2nd) place in Qur'an Reading, Third (3rd) place in Harf Touch, and Fifth (5th) place in Oration (Naseehah). Their success not only highlights their individual talents but also underscores the program's effectiveness in nurturing well-rounded, confident learners.

Despite its achievements, the ALIVE Program is not resting on its laurels. There is a strong commitment to expanding its reach and enriching the learning experience. Plans are underway to introduce extracurricular activities that encourage community engagement, enhance language skills, and provide a deeper exploration of Islamic teachings. These initiatives will further solidify ALIVE's role in empowering Muslim learners, ensuring they thrive academically, socially, and spiritually.

As the program continues to grow, so too does its impact—proving that education, when combined with cultural and religious identity, becomes a powerful force for transformation.



DepEd Malolos empowers educators with MATATAG Curriculum Training

In a bid to enhance the quality of basic education in the Philippines, the Schools Division of City of Malolos successfully conducted the School-Based Training of Teachers on the MATATAG Curriculum from July 15 to 19, 2024. Held at La Consolacion University Philippines (LCUP) in Catmon, City of Malolos, the five-day training aimed to equip teachers with a deeper understanding of the newly introduced MATATAG

Curriculum, a reform initiative by the Department of Education designed to foster resilience and 21st-century skills among Filipino learners.

The training gathered 512 teachers from various schools within the division, all eager toadapt to the latest educational framework. Guided by highly competent division and regional resource persons, participants engaged in dynamic plenary and breakout sessions, designed to enhance their pedagogical practices and classroom management strategies.

Building Resilient Educators for Resilient Learners

In her opening address, Schools Division Superintendent Madam Leilani Samson-Cunanan emphasized the crucial role of the MATATAG Curriculum in nurturing resilience and adaptability among Malolenyo learners. "This initiative is not just about curriculum change; it is about empowering our educators to face the evolving challenges of the 21st century," she stated.

The training sessions provided a comprehensive overview of the MATATAG Curriculum's structure and its focus on 21st-century skills. Educators explored the intricacies of the curriculum through specialized breakout sessions tailored to their teaching assignments. These sessions allowed teachers to engage deeply with the curriculum's learning areas, understand new standards, and unpack competencies relevant to their subjects.

Interactive Learning and Practical Application

Participants were actively involved in workshops, discussions, and interactive activities that showcased innovative instructional design frameworks, learning resources, and inclusive classroom practices. Special emphasis was placed on integrating 21st-century skills into classroom assessments and promoting the inclusion of students with special needs.

The collaborative atmosphere fostered the sharing of best practices and resources among educators, allowing them to leave the training with a strengthened network of peers and a renewed passion for teaching.

Live Demonstrations and Real-World Application

A highlight of the event was the live teaching demonstrations, where select participants showcased their newly acquired skills by simulating the implementation of the MATATAG Curriculum. This practical application enabled teachers to receive constructive feedback and gain confidence in applying their learning in real classroom settings.

Commitment to Continuous Professional Development

The successful completion of the training signifies a major milestone in the Schools Division of City of Malolos' ongoing commitment to educational excellence. Looking ahead, the division remains dedicated to providing continuous support for the implementation of the MATATAG Curriculum. Plans for follow-up training sessions, resource allocation, and collaborative professional development initiatives are already underway.

"This is just the beginning," Superintendent Cunanan remarked. "We are steadfast in ourmission to empower teachers and create resilient learning environments that cater to the needs of every student."

The Schools Division of City of Malolos continues to champion educational advancement, ensuring that teachers are well-prepared to deliver exceptional learning experiences aligned with the MATATAG Curriculum's goals



news feature

Malolos Private School Teachers trained on the MATATAG Curriculum Implementation

A total of 105 private school teachers in Malolos City underwent specialized training on the MATATAG Curriculum, spearheaded by the Schools Division Office (SDO) of Malolos City through the School Governance and Operations Division (SGOD) and the Curriculum Implementation Division (CID). Conducted in collaboration with the Malolos City Private Schools Association (MACIPRISA), the three-day School-Based Training on MATATAG Curriculum Implementation for Kindergarten, Grades 1, 4, and 7 was held at the International Montessori School Auditorium on July 23, July 24, and August 3, 2024.

The training aimed to equip educators with a deeper understanding of the MATATAG Curriculum, a transformative initiative by the Department of Education (DepEd) designed to enhance students' resilience, adaptability, and 21st-century skills. Despite the challenges posed by Tropical Storm Carina, the sessions pushed through successfully, demonstrating the unwavering commitment of educators to advancing learning even in the face of adversity.

The three-day training focused on the following:

- Session 1: The General Shape of the MATATAG Curriculum – Rodrigo F. Roxas
- Session 2: 21st Century Skills in the MATATAG Curriculum – Benjamin L. Raymundo
- Session 3: Instructional Design Framework of the MATATAG Curriculum – Rommel C. Cruz
- Session 4: Walkthrough of [Learning Area] Shaping Paper





- Session 5: Quarter 1 Curriculum Standards and Unpacking/Clustering of Learning Competencies
- Session 6: Classroom Practices to Promote Inclusion for Special Needs Education (SNED)
- Session 7: Class Observation in the Context of the MATATAG Curriculum
- Session 8: Collaborative Expertise (CE) – Dr. Danjo F. Guevarra

The successful implementation of the MATATAG Curriculum training for private school teachers underscores the Schools Division of Malolos City's unwavering commitment to educational excellence. It also highlights the importance of collaboration between public and private educational institutions in achieving national education goals.

Moving forward, the Schools Division of Malolos City remains dedicated to supporting private school educators through continuous professional development programs, ensuring they are equipped to provide high-quality education and cultivate resilient, future-ready learners.

Innovative Learning Resources transform education in SDO City of Malolos

In response to the evolving educational landscape, the Curriculum Implementation Division has introduced innovative learning resources for the academic year 2024-2025. This initiative seeks to bridge educational gaps, enhance student engagement, and ensure that all learners have access to quality education.

Developing Contextualized Learning Materials

Through the collaborative efforts of the Education Program Supervisors and the Learning Resource Management Division, a diverse range of learning materials has been developed and contextualized to cater to students' varying needs. These include Self-Learning Modules (SLMs), worksheets, storybooks, and strategic intervention materials—each designed to promote active learning and foster an engaging classroom environment.

To ensure quality and effectiveness, SLMs underwent rigorous quality assurance processes before being implemented in classrooms. These materials accommodate different learning styles and abilities, creating a more inclusive and stimulating atmosphere. Additionally, interactive storybooks and worksheets make learning more enjoyable for younger students, while strategic intervention materials provide targeted support for struggling learners, ensuring that no student is left behind.

Embracing Technology for Dynamic Learning

Technology has played a crucial role in transforming education in Malolos. The integration of tablets and televisions into classrooms has provided students with access to digital textbooks, educational apps, and online resources. These multimedia tools make lessons more dynamic, engaging, and interactive, capturing students' interest and improving their focus.



Teachers have observed that the use of tablets fosters collaboration, as students share devices and work together on tasks. This approach has cultivated a culture of teamwork and mutual support within the classroom, further enriching the learning experience.

Leveraging the LRMDS Portal for Teacher Support

The Learning Resources Management and Development System (LRMDS) portal has become an invaluable tool for educators. This platform grants teachers easy access to high-quality, curriculum-aligned materials, including lesson plans, teaching guides, and multimedia resources.

Beyond serving as a repository of instructional materials, the LRMDS portal fosters collaboration among educators. By sharing best practices and innovative teaching strategies, teachers can continuously refine their methods and stay updated on the latest educational trends.

Balancing Traditional and Digital Learning Resources

Despite the growing reliance on technology, traditional learning resources remain essential. Textbooks continue to provide structured, curriculum-aligned content that strengthens literacy skills and reading comprehension.

Meanwhile, printed modules are particularly valuable in areas with limited digital access, offering structured content that students can study independently. Their continued availability ensures that all learners, regardless of technological access, have the opportunity to learn effectively.

Enriching the Educational Experience

The integration of diverse learning resources in SDO City of Malolos has significantly enriched students' educational experiences. By combining contextualized materials, digital tools, and traditional resources, educators have created a more inclusive, engaging, and effective learning environment.

This holistic approach not only addresses the unique needs of each learner but also empowers teachers to deliver high-quality instruction. As the academic year progresses, SDO City of Malolos remains steadfast in its commitment to continuous innovation and collaboration—paving the way for well-rounded, future-ready learners.

Support to Operations

MalolHenyo Scout Recognized as One of 2024 Ten Outstanding Boy Scouts of the Philippines

Venturer Scout Jarvis Andre D. Balancio was honored as one of the 2024 Ten Outstanding Boy Scouts of the Philippines during the awarding in the DepEd EcoTech Center in Lahug, Cebu City, last October 18, 2024. Scout Jarvis, a 17-year-old Venturer Scout MalolHenyo, is passionate about environmental advocacy and making a tangible difference in his community. He led the BakaWan Thousand project, a school initiative of the MHPNHS BSP overseen by adviser Scouter Ma. Rosario T. Bagay, held in Pamarawan, City of Malolos, where he and his team planted 170 mangrove trees to protect the coastline and support local wildlife. Jarvis is also the driving force behind Scouts for Laudato Si, a youth-led initiative that promotes sustainability in line with the goals of Pope Francis' Laudato Si. Through this project, he has encouraged fellow Scouts to take active roles in environmental conservation. He also participated in



the 25th World Scout Jamboree in Saemangeum, Korea, where he represented the Philippines, connecting with Scouts from all over the world and sharing his



Implementation of Hygiene and Sanitation improvements in school toilets underway

Under the Water, Sanitation, and Hygiene in Schools (WinS) program, significant progress has been made in enhancing hygiene and sanitation standards across public schools. Fourteen schools proudly achieved a 3-star rating, reflecting their compliance with WinS guidelines. Meanwhile, 43 schools earned a 2-star rating, demonstrating moderate adherence to hygiene and sanitation standards.

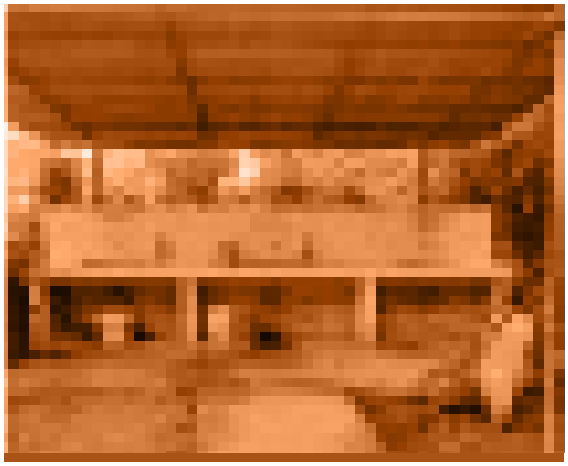
However, the evaluation also revealed that six schools received a 0-star rating due to notable gaps in basic WASH (Water, Sanitation, and Hygiene) facilities. These schools include Mojon Elementary School, which lacks a designated handwashing area, and Sumapa Elementary School (Bata), San Agustin Elementary School, Calero Elementary School, and Pamarawan High School, which all lack gender-segregated toilets. Additionally, Canalate Elementary School faced deficiencies in handwashing facilities and daily hygiene drills.

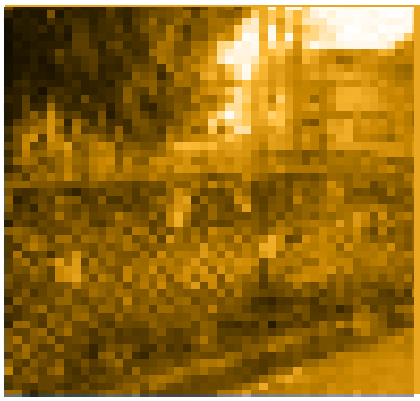
These findings underscore the urgent need for targeted interventions to improve hygiene and sanitation in these schools. The Schools Governance and Operations Division (SGOD) – Health has committed to implementing necessary measures to address these gaps. The initiative aims to create a safe and healthy learning environment for all students, ensuring access to adequate sanitation and hygiene facilities.

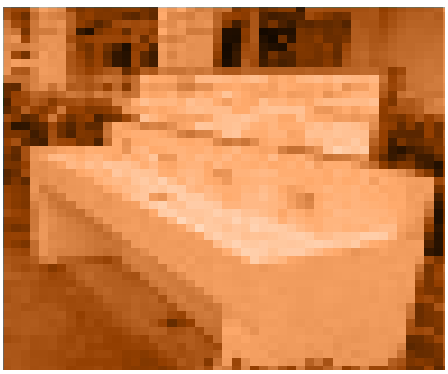
The continued efforts under the WinS program are expected to enhance overall student well-being and contribute to better educational outcomes.

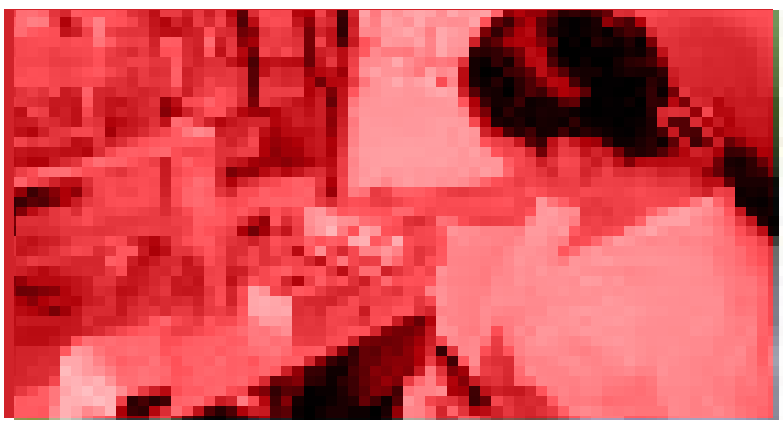
“The continued efforts under the WinS program are expected to enhance overall student well-being and contribute to better educational outcomes.











ANNUAL HEALTH CHECK-UP REINFORCES SDO's COMMITMENT TO EMPLOYEE WELL-BEING

Recognizing that a healthy workforce is essential to delivering quality education, the Schools Division Office (SDO) reaffirmed its commitment to employee well-being through its Annual Physical Examination (PE) conducted from June 18 to 21, 2024. A total of 103 teaching and non-teaching personnel participated in the comprehensive medical and dental checkups, ensuring that their health remains a top priority.

The annual checkup serves as a proactive approach to disease prevention, early detection, and timely intervention. Medical assessments identified the top three health concerns among personnel: Hypertension, Diabetes Mellitus Type 2, and Bronchial Asthma. Addressing these conditions early helps prevent complications that could impact both personal well-being and professional performance. Two individuals were referred to medical specialists for further evaluation and treatment, while others received prescriptions and laboratory requests to facilitate immediate medical care.

Equally crucial, the dental examinations revealed a significant need for fillings, extractions due to Dental Caries, and dental replacements. All employees requiring further treatment were provided with consultations, referrals, and counseling, ensuring a holistic approach to dental health and overall well-being.

"This annual checkup is not just a routine procedure—it's a vital investment in our personnel's health. By identifying health concerns early, we empower our employees to take control of their well-being, enabling them to stay productive and focused on their essential roles," emphasized a representative from the SDO Health and Wellness Team.

Beyond a one-time event, the SDO remains steadfast in fostering a culture of health awareness through continuous medical monitoring and wellness programs. By prioritizing the health of its workforce, the SDO ensures that teachers and staff can continue their mission of providing quality education without compromising their well-being.

> ***"The SDO remains dedicated to promoting the health and well-being of its employees through regular medical checkups and continuous health monitoring.***













SDO Malolos opens its Mental Health and Well-Being Office

SDO City of Malolos appoints Ryan Vincent T. Cruz, PhD, RPM, RGC, LPT, RSW, as OIC-Schools Division Counselor of the soon-to-be-established Mental Health and Well-Being Office under the School Governance and Operations Division. Dr. Cruz, primarily tasked as School Counselor of Marcelo H. Del Pilar National High School, will address the mental health and well-being of all learners and personnel in the Division.

The need to establish a Mental Health and Well-Being Office, as well as the conversion of Guidance Offices to Care Centers in the Division, is aligned with RA 12080 entitled "Basic Education Mental Health and Well-Being Promotion Act". Under the Act, Dr. Cruz is in charge with monitoring the implementation of the Child-Friendly Schools System to ensure that schools are places that recognize and respect the range of rights of children, which include their rights to be healthy, to be given opportunities for play and leisure, to be protected from harm and abuse, to express their views freely, and to participate in decision-making according to their evolving capacities. He will also works hand-in-hand with Child-Friendly Schools to promote instilling in children



the responsibilities that go with their rights. Among these are respecting the rights of others, respecting diversity, practicing equality, and resolving differences without resorting to violence. His presence further ensures a safe learning environment for all MalolHenyo learners.

Classrooms constructed, repaired for MalolHenyo learners

SDO City of Malolos, with support from DepEd Central Office, DPWH, and the Malolos City Hall, constructed a total of 61 classrooms across the Division, replacing old buildings with multi-story structures in an effort to address flooding concerns. Under the BEFF implemented by the DPWH from CY 2023, 40 classrooms in total were constructed for Panasahan ES, Sta. Isabel ES, and Look 1st ES. Under the SEF implemented by Malolos City Hall, 21 classrooms were constructed for Calero ES, San Pablo ES, Look 2nd IS, and Mojon ES.





SDO Malolos strengthens disaster preparedness: equipping schools, training leaders, and building resilience

The Schools Division Office of the City of Malolos has implemented key initiatives to strengthen its disaster preparedness programs to build a resilient educational environment.

- Essential Supplies & Equipment:

On July 15 and August 12, 2024, Go Bags containing dry bags, whistles, mini flashlights, raincoats, water bottles, and first aid kits were distributed to SDO personnel and SDRRM coordinators. Additionally, 57 schools received two-way radios and each office was provided with a fire extinguisher.

- Capacity-Building Workshops:

A three-day workshop trained SDRRM coordinators on:

Day 1: RADaR system, SWApp, and Psychological First Aid

Day 2: Contingency planning and disaster scenario analysis

Day 3: Practical first aid training

- Youth Empowerment:

On November 22, 2024, an orientation and planning workshop for Batang Empowered and Resilient Team (BERT) officers focused on disaster risk reduction, leadership, and community resilience, concluding with the election of division-level officers.

- Enhanced Safety Measures:

In December 2024, yellow hard hats were distributed to all personnel to promote safety and reduce head injury risks during emergencies.

These initiatives strengthen preparedness and ensure that both staff and students are equipped to manage emergencies effectively.









SMME identifies best practices in technical assistance provision

In preparation for the 2024 Compendium of Best Practices on Technical Assistance, SGOD-SMME identified key strategies that have enhanced service delivery across the Division.

For Leadership and Governance, the SGC and SBM implementation, along with the Procurement Checklist, improved program execution and procurement efficiency. In Curriculum and Instruction, individualized coaching, collaboration, and capacity-building initiatives strengthened the professional growth of teachers and school heads, ensuring sustainable development.

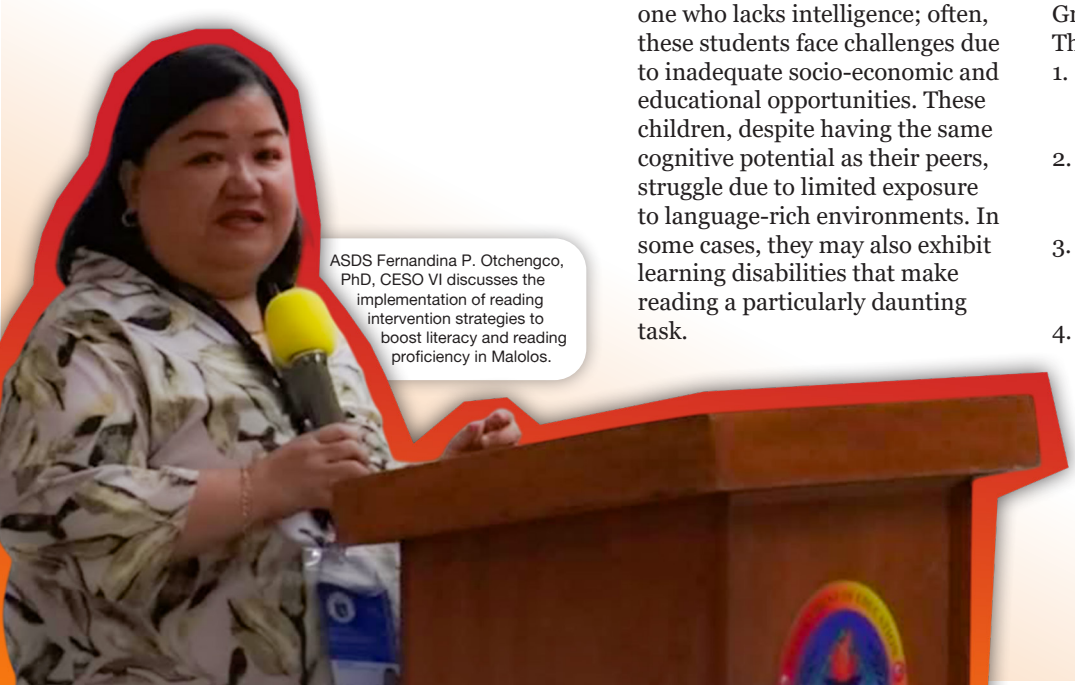
For Accountability and Continuous Improvement, the Accounting Section In-depth Mentoring and Monitoring of Outputs (ASIM MO) initiative streamlined financial management, while in Resource Management, the Keen Allocations and Balancing of Appropriations in the New Normal (KABAN) directive optimized budget utilization for effective service delivery.

These best practices continue to drive service excellence, contributing to the Division's goal of providing quality education for MalolHenyo learners.

BOOSTING LITERACY: A Targeted Intervention for struggling readers







ASDS Fernandina P. Otchengco, PhD, CESO VI discusses the implementation of reading intervention strategies to boost literacy and reading proficiency in Malolos.

Breaking Barriers to Reading Proficiency

Reading is more than just recognizing words on a page—it's about making sense of the text and creating meaning in the mind. As students progress through school, their ability to read fluently becomes crucial for academic success. Yet, for many children, reading is not a smooth journey. In classrooms across the globe, struggling readers grapple with challenges that hinder their ability to read fluently and comprehend effectively. The good news? Targeted interventions can make a profound difference.

Understanding the Challenge

Fluent reading is not merely about speed but involves accuracy, speed, and prosody—reading with the right expression and emotion. Research shows that word recognition and vocabulary knowledge are fundamental to achieving fluency (Akyol, 2016; Young & Rasinski, 2009). Unfortunately, students who lack these skills often fall behind in their academic performance, impacting their confidence and overall educational experience.

A struggling reader isn't necessarily one who lacks intelligence; often, these students face challenges due to inadequate socio-economic and educational opportunities. These children, despite having the same cognitive potential as their peers, struggle due to limited exposure to language-rich environments. In some cases, they may also exhibit learning disabilities that make reading a particularly daunting task.

Why Literacy Matters

Literacy is the foundation of all learning. Without strong reading skills, students find it difficult to excel in other subjects, from science to social studies. According to the Ministry of National Education, students who struggle with reading often face challenges in understanding, explaining, and conceptualizing information (MEB, 2014). This highlights the urgent need for targeted interventions that cater to their unique needs.

The primary goal of reading is to make sense of what is read. However, to achieve this, students need to master two essential skills: recognition (accurate and quick reading of letters and words) and perception (making sense of what is read). Students who struggle with word recognition and vocabulary knowledge often face difficulties such as poor short-term memory, lack of focus, and emotional frustration, further impacting their academic growth (Akyol, 2015).

The Power of Targeted Interventions

To address the challenges faced by struggling readers, a targeted intervention program designed for Grades 2-6 has been introduced. This program aims to:

1. Identify struggling readers through diagnostic assessments.
2. Provide personalized instruction tailored to each student's reading difficulties.
3. Monitor progress regularly to adjust teaching strategies as needed.
4. Involve parents in supporting their children's reading journey at home.
5. Foster a love for reading and build students' confidence in their abilities.

SMART 2X Framework: A Roadmap to Success

The intervention program is guided by the SMART 2X Framework, a strategic approach that emphasizes Specific, Measurable, Achievable, Relevant, and Time-bound goals, combined with Support, Monitor, Accelerate, Reinforce, and Track strategies. This holistic approach ensures that every student's reading journey is carefully monitored, supported, and accelerated for optimal growth.

The framework ensures that each struggling reader receives tailored support, with progress tracked through weekly assessments. By setting realistic milestones, such as improving reading fluency by five words per minute every two weeks, the program guarantees steady progress toward grade-level proficiency.

A Closer Look at Intervention Strategies

Effective reading interventions require a mix of research-based strategies that focus on key areas such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Here's how the program tackles these challenges:

Repeated Reading: This involves students reading a text multiple times until they achieve fluency. It helps automate word recognition, leading to improved speed, accuracy, and comprehension. Research has shown that repeated reading significantly enhances students' fluency by enriching their vocabulary and enabling them to read with appropriate intonation and stress (Armbruster et al., 2001; Rasinski, 1989).

1. Paired Reading: In this approach, a struggling reader pairs up with a proficient reader (a teacher, peer, or family member) to read aloud together. The proficient reader offers immediate feedback and positive reinforcement, boosting the struggling reader's confidence and fluency.
2. Word Repetition Technique: Misread words are written on flashcards and practiced repeatedly until the student can recognize and pronounce them accurately. This method enhances word recognition and expands vocabulary, crucial components for fluent reading.
3. Word Map Method: Especially effective for older students, this strategy helps learners understand how words relate to other words. By creating visual maps that explore definitions, examples, and connections, students deepen their vocabulary knowledge.
4. Meaning Analysis: This technique enhances comprehension by helping students analyze and understand word meanings in context. By encouraging them to break down complex words and phrases, they learn to interpret text more effectively.

Measuring Success: Progress Monitoring and Assessment

A unique aspect of the intervention is its continuous monitoring process. Using the SMART 2X Framework, progress is tracked through weekly assessments, aiming for a 10% improvement in reading accuracy and comprehension scores each month. This data-driven approach ensures that interventions are adjusted based on each student's progress, maximizing their potential for success.

Involving Parents: A Community Approach to Literacy

One of the key pillars of the intervention is involving parents in their children's reading journey. Parents are encouraged to engage in daily reading activities at home, reinforcing the skills learned at school. This collaborative approach not only supports academic growth but also strengthens the parent-child bond, fostering a positive attitude towards reading.

Transforming Lives Through Literacy

The impact of this targeted intervention goes beyond academic achievement. By equipping struggling readers with the skills they need to succeed, the program builds their confidence and motivates them to become lifelong learners. Students who once felt isolated due to their reading challenges now experience the joy of reading, opening doors to a world of knowledge and imagination.

Conclusion: Building a Literate Future

Reading is more than just a skill—it's a gateway to opportunity. With targeted interventions like the SMART 2X Framework, struggling readers can overcome their challenges and reach grade-level proficiency. By fostering a love for reading, enhancing comprehension, and building confidence, this program is helping young learners unlock their full potential. As we look to the future, it's clear that targeted literacy interventions are not just about improving test scores—they're about changing lives. Every child deserves the chance to succeed, and by investing in effective reading programs, we are paving the way for a brighter, more literate future.



Document Online Routing and Processing System (DORPS): Revolutionizing Document Management in the Division

A landmark innovation in the Division's digital transformation, is the Document Online Routing and Processing System (DORPS)—a cutting-edge platform that has redefined how documents are managed, routed, and approved. By leveraging internet-based workflows, DORPS eliminates inefficiencies, reduces manual errors, and accelerates decision-making, making administrative processes faster and more transparent.

With electronic forms, workflow automation, access controls, and real-time tracking, DORPS ensures seamless collaboration while maintaining strict compliance with regulations. Its ability to support remote work further enhances accessibility and operational efficiency.

Since its full implementation in July 2024, DORPS has successfully processed 2,720 transactions, proving its effectiveness in streamlining document processing. To maximize its impact, a consultative meeting was held to gather user feedback and address any challenges, reinforcing the Division's commitment to continuous improvement.

The Schools Division Office remains dedicated to advancing DORPS as a cornerstone of its digital transformation, driving efficiency, security, and innovation in document management.

> ***DORPS features electronic forms, workflow automation, access controls, and real-time monitoring of routing status. These functionalities enhanceefficiency, minimize manual errors, and promote seamless collaboration.***















Legal Officer extends Technical Assistance through school LACs

To achieve a Zero-administrative case in SDO Malolos City, the Legal officer has been extending technical assistance through her talk on DepEd Order No. 49, 2. 2006 during the Learning Action Cell (LAC) sessions in schools.

Atty. Anna Dominique L. Guison, the SDO Legal Officer conducts face-to-face discussion with the school heads, teaching and non-teaching personnel on the Grounds for Disciplinary Action, as outlined in Section 2 of DepEd Order No. 49, s. 2006, also known as the "Revised Rules of Procedure of the Department of Education in Administrative Cases". The sessions are being-conducted during LAC sessions every Friday, 2:00-4:00 P.M. The said initiative of the Legal office is anchored on its program, Championing Professionalism in the workplace.

To date, 25 out of 57 schools were already given technical assistance.



SDO City of Malolos Strengthens Partnerships

SDO City of Malolos forged 53 partnerships, securing 13 Memorandums of Agreement, 2 Memorandums of Understanding, and 38 Deeds of Donation and Acceptance in 2024. These collaborations with NGAs, NGOs, and LGUs have provided vital support, including ICT training for personnel, dental services, and Brigada Eskwela initiatives, directly benefiting students, teachers, and the broader community. These partnerships underscore the power of collective action in advancing education and well-being. As SDO City of Malolos continues to expand its network, it remains committed to exploring new opportunities and ensuring quality, accessible education for all learners.





Malolhenyo Athletes Shine at the 2024 Palarong Pambansa & Batang Pinoy National Championship

Malolhenyo athletes showcased exceptional skills at the 2024 Palarong Pambansa in Cebu City (June 30–July 16), securing 3 gold, 7 silver, and 3 bronze medals across various events. Their impressive performance underscores their national prowess.

Below is the list of winning athletes:

GOLD Medalists

Caelyn Dane Salac (LAMS) - Swimming EG 100 Freestyle

Coach: Geronimo A. Baltazar

Christian Dorega (MHPNHS) and SDO Bulacan representative - Badminton Secondary Mixed Doubles

Coaches: Rafael Nicolas P. Dionisio

John Clyde Felix Esteban (CMIS-Sto. Rosario) - Team Event 4x100 relay (run)

SILVER Medalists

Caelyn Dane Salac (LAMS) - Team Event Swimming 4x50 Medley Relay

Coach: Geronimo A. Baltazar

Ma. Felisha E. Celso (BulSULabHS) - Team Event Swimming 100 Freestyle Relay

Jan Mckayla Cariquitan (Brightsparks) - Gymnastics - Uneven Bars

Coach: Myra S. Gomez

Jan Mckayla Cariquitan, Joee Cait V. Corpuz (Brightsparks) Gymnastics - Team Event

Coach: Myra S. Gomez

Joee Cait V. Corpuz (Brightsparks) - Gymnastics - Floor Exercise

Coach: Myra S. Gomez

Rafael Marco Balagtas (Stella Maris), Aidan Marc Punongbayan (Tikay ES) - Badminton - Elem Boys Doubles

Coach: Oliva L. Clemente

Rafael Marco Balagtas (Stella Maris) and Angel Dove Marione Maralit (ICSM) - Badminton - Elem Mixed Doubles

Coaches: Oliva L. Clemente, and Trinidad R. Victoria

BRONZE Medalists

Caelyn Dane Salac (LAMS) - Swimming 50LCM Freestyle

Coach: Geronimo A. Baltazar

Caelyn Dane Salac (LAMS) - Swimming 200 Freestyle

Coach: Geronimo A. Baltazar

Joee Cait V. Corpuz (Brightsparks) - Gymnastics - Single Bar

Coach: Myra S. Gomez

MalolHenyo athletes also excelled at the 2024 Batang Pinoy National Championship in Puerto Princessa, Palawan (November 21–30). Daniella Bianca S. Cruz from CMIS Sto Rosario clinched a Gold in Chess, while Caelyn Dane J. Salac from Centro Escolar IS earned a Bronze in Swimming.

These outstanding achievements underscore the perseverance of our learners, bolstered by the support of their families and community.







Enhancing teaching and learning through LAC sessions: A year of growth for MATATAG curriculum implementation

All 57 schools in SDO Malolos City actively conduct Learning Action Cell (LAC) sessions, fostering a collaborative community of professional learners. By aligning with each school's Learning and Development Program, LAC sessions have significantly improved teaching strategies, curriculum implementation, and assessment practices, leading to enhanced student performance. Teachers support one another in refining their skills, while school heads and LAC leaders ensure structured implementation. A centralized Google Drive consolidates activity reports, tracking progress and impact.

Focus areas of the conducted LAC are effective Teaching Strategies specifically on practical, evidence-based approaches to lesson planning and classroom management; Curriculum implementation, ensuring alignment with learning goals; Assessment for Learning – Using formative assessments to enhance instruction; Student Well-being & Inclusion on supporting holistic student development; and, Technology Integration – enhancing learning through digital tools.

Through collaboration and continuous learning, LAC sessions in SDO City of Malolos continue to drive excellence in education.

Strengthening the SDO City of Malolos Workforce: NEW HIRES AND PROMOTIONS

SDO Malolos welcomes a new wave of dedicated professionals, further reinforcing its commitment to educational excellence. A total of 62 newly hired teaching personnel and 28 non-teaching personnel have joined the division, strengthening its capacity to provide quality education.

In addition to new hires, career advancement opportunities have been granted to 92 promoted teaching personnel, 4 teaching-related personnel, and 14 non-teaching personnel. These promotions recognize outstanding performance, leadership, and expertise, ensuring a dynamic and well-supported workforce.

Recognizing Teacher Reclassifications

A total of 47 teachers have successfully been reclassified to higher positions, marking their continued dedication and professional growth:

- 13 teachers reclassified from Teacher I to Teacher II – Recognizing their improved competencies and ability to take on greater responsibilities.
- 25 teachers reclassified from Teacher I to Teacher III – Acknowledging their commitment to excellence in teaching.
- 9 teachers reclassified from Teacher II to Teacher III – Highlighting sustained professional growth and expertise.

Reclassifications Approved but Awaiting NOSCA

Ten teachers have been approved for reclassification and are awaiting the Notice of Organization, Staffing, and Compensation Action (NOSCA) from the Department of Budget and Management (DBM). These approvals include:

- 2 teachers from Teacher I to Teacher II
- 5 teachers from Teacher I to Teacher III
- 1 teacher from Teacher II to Teacher III
- 1 teacher from Teacher III to Master Teacher I
- 1 teacher from Head Teacher I to Head Teacher III

These pending approvals underscore the division's ongoing efforts to reward excellence and recognize teacher qualifications.

Requests Awaiting Regional Office Approval

Several reclassification requests have been processed and forwarded to DepEd Regional Office III for final approval:

- 3 teachers from Teacher I to Teacher II
- 6 teachers from Teacher I to Teacher III
- 1 teacher from Teacher III to Master Teacher I
- 1 teacher from Teacher I to Master Teacher I

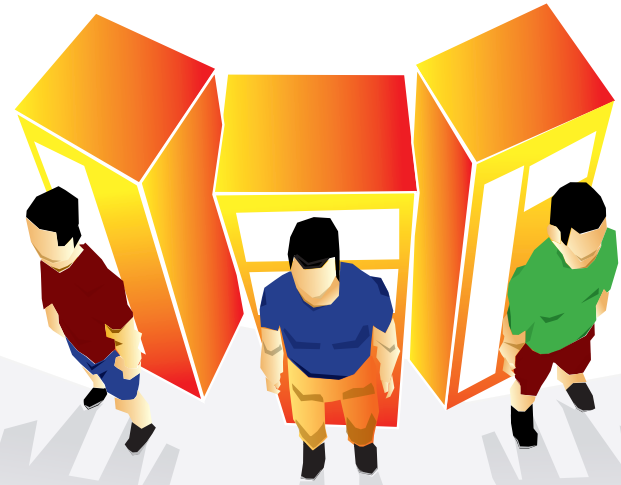
These requests reflect SDO Malolos' continued commitment to facilitating career growth based on merit, experience, and performance.

Ensuring Timely Salary and Incentive Payments

SDO Malolos has prioritized the timely release of salaries and incentives for its personnel. A total of 2,078 teaching and non-teaching employees have benefited from this initiative, ensuring financial stability and motivation among the work force.

Also, 358 personnel received step increments in 2024, recognizing service longevity and performance while 229 personnel received loyalty incentives, honoring their long-term dedication to the education sector.

Through these efforts, SDO Malolos reaffirms its dedication to fostering professional growth and maintaining a well-supported, high-performing education sector.





Shift to quarterly MOOE downloading

100% BUR, on-time liquidation of schools achieved

64 participating schools have maintained an impressive budget utilization and liquidation rate of 96-98% over the first three quarters of FY 2024 and 100% of funds were utilized during the last quarter.

The above feat was due to the SDO City of Malolos's major shift in the disbursement of School Maintenance and Other Operating Expenses (MOOE) funds from a monthly to a quarterly download schedule. This move aims to provide public schools with greater flexibility in managing their finances while ensuring a more efficient allocation of resources.

Following an extensive review by the Accounting Section in collaboration with the Commission on Audit, the change was made to align the school fund disbursement program with the Department of Budget and Management (DBM) which releases funds quarterly. The change addresses common financial challenges schools face particularly those that struggle with cash flow and budget constraints during months when expenditures exceed their monthly allocations.

Increased Financial Discipline and Efficiency

By receiving funds in bulk, schools now have the ability to plan expenditures over a longer period, leading to improved financial oversight and strategic spending. The shift has also minimized budget shortfalls, reducing the financial strain on schools that previously had to adjust to monthly limitations.

Successful Fund Utilization

As part of the FY 2024 report, public schools in the City of Malolos successfully utilized 100% of their MOOE allocations amounting to ☐48,220,000. This underscores the schools' financial discipline and adherence to responsible budget management.

Success is attributed to a well-structured financial system that enables schools to not only meet their operational needs but also enhance the learning environment. The full utilization of funds further emphasizes the benefits of the quarterly release system, allowing schools to plan and manage their budgets effectively throughout the year.

SDO Malolos Receives Back-to-Back Regional Outstanding Financial Reporting Award

For the second straight year, the Schools Division Office of City of Malolos received Outstanding Achievement in Financial Reporting award in the Small Division Category in the Region during the CY 2024 Awarding of Schools Division Offices with Outstanding Achievement in Financial Management.

The award was presented by the Department of Education (DepEd) Regional Office III through the PRAISE Committee and Finance Division during the awarding ceremony held at the Widus Hotel, Clark Freeport Zone last January 8, 2025. The recognition highlighted the Division's commitment to financial transparency, accuracy and timeliness in reporting.

Officials and representatives from SDO Malolos attended the event, celebrating the Division's achievement in implementing effective financial policies and procedures. The award underscores the dedication of the Office in ensuring responsible financial management while maintaining high standards in delivering quality education services.

According to the Division Accountant, Herald Marson B. Tolentino, "This recognition highlights our Office's dedication to financial discipline and accountability. We deeply appreciate the collective effort of everyone involved in maintaining strong financial management practices and their hard work in preparing and reviewing financial accountability reports."

The recognition serves as motivation for the Division to continue enhancing its financial strategies and best practices in support of education programs.





ASIM MO initiative enhances efficiency and accountability in accounting operations

For FY 2024, the Accounting Section In-Depth Mentoring and Monitoring of Outputs (ASIM MO) emerged as a key initiative in strengthening financial processes within the Accounting Section. Designed as a regular consultation and mentoring program, ASIM MO provides a platform for monthly progress reviews allowing Administrative Assistants to track their accomplishments, address challenges and align their outputs with the SDO goals.

The initiative fosters a proactive approach to financial management by offering accounting personnel an opportunity to highlight accomplishments and identify areas for improvement. It also serves as a forum for problem-solving, where challenges such as workload management and technical issues are discussed with guidance provided by the Division Accountant to ensure timely and effective resolutions.

Beyond reviewing past performance, ASIM MO facilitates strategic planning for upcoming tasks. By setting clear priorities and addressing urgent concerns, the program ensures that critical financial responsibilities are managed efficiently.

Strengthening Compliance and Financial Integrity

A significant aspect of ASIM MO is its role in enhancing transparency and compliance within the Accounting Section. By ensuring that audit observations (AOMs) are not repeated, the initiative helps maintain a responsive and proactive accounting process. It also aims to prevent the issuance of notices of charges, suspensions and disallowances, thereby minimizing operational disruptions and reinforcing financial discipline. For FY 2024, the SDO received three (3) AOMs, all of which are minor and can be easily corrected.

Further, ASIM MO emphasizes the importance of addressing previous audit findings to prevent recurring issues. By fully implementing prior audit recommendations, the program strengthens internal controls ensuring that the Accounting Section remains compliant with regulatory standards while upholding accuracy, accountability and transparency in financial reporting.

Promoting a Culture of Continuous Improvement

More than just a monitoring tool, ASIM MO fosters teamwork, productivity, and continuous improvement within the Accounting Section. By encouraging open communication and collaboration, it creates a supportive environment where personnel can enhance their skills, improve efficiency and contribute to a more effective financial management system.

Through its structured mentoring and monitoring approach, ASIM MO continues to play a crucial role in maintaining financial integrity and operational excellence across the Division.

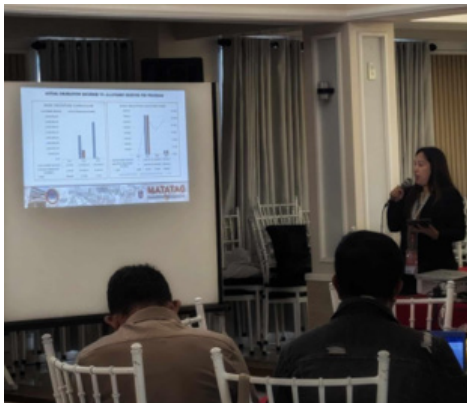




Finance Team provides technical assistance on school operating budget preparation for FY 2025

In a move to enhance financial planning and management across schools, the Budget Officer III facilitated a training session on the preparation of the School Operating Budget (SOB) for Fiscal Year 2025. The session took place on September 13, 2024, during Phase 1 of the Strategic Planning: OPCRF Crafting for School Year 2024-2025 at Holy Spirit Academy, Bagong Bayan, City of Malolos, Bulacan.

A total of 57 school heads participated in the workshop, where they received comprehensive guidance on the preparation and submission of their respective budgets. The Budget Officer III presented the SOB template, detailing key budget components and requirements necessary for submission.



The training aimed to equip school leaders with the necessary skills to align their budgets with their respective operational goals and strategic plans for the upcoming school year. Attendees were encouraged to integrate insights from their strategic plans to ensure that resource allocation would be both efficient and responsive to the schools' evolving needs.

Phase 1 of the Strategic Planning also emphasized the importance of aligning the SOB with the Objectives, Performance Indicators, and Targets outlined in the Office Performance Commitment and Review Form (OPCRF). This alignment ensures transparency and accountability in the utilization of school funds.
Several school heads expressed their appreciation for the technical assistance provided. One participant noted, "The session clarified many aspects of budget preparation and gave us confidence in managing our resources for the next fiscal year."
Further capacity-building activities are planned as the strategic planning process progresses through its phases. These efforts underscore the institution's commitment to fostering sound financial management practices across all schools.

The training concluded with a Q&A session, allowing participants to seek clarifications and share best practices. The Budget Officer III assured continuous support to ensure that all schools submit well-prepared budgets on time.

With this initiative, the institution reinforces its dedication to achieving financial transparency and accountability, laying a strong foundation for effective school operations in School Year 2024-2025.





SDO program owners recognized for 100% BUR

In a ceremony highlighting dedication and excellence, the Schools Division Office (SDO) of Malolos recognized the outstanding accomplishments and contributions of its personnel, focal persons of various Programs, Activities, and Projects (PAPs), and units/ offices that achieved a 100% Budget Utilization Rate (BUR) for the previous fiscal year.

The recognition event took place during the conduct of Honor and Excellence in the Workplace: A Dialogue on Championing Professionalism in the Division Office, held on January 24, 2025 at the Training Room, 3rd Floor of the SDO Building.

The Division Superintendent praised the awardees for their commitment to financial transparency and operational efficiency. Also, Ms. Jerrylyn L. Santiago, Budget Officer III expressed her gratitude for the teamwork and collaboration in achieving the agency's goals. "Your dedication to responsible financial management has ensured that every peso allocated was spent meaningfully to support our schools and learners. We are grateful for your hard work and leadership," she remarked.

Among those honored were focal persons who spearheaded key PAPs, ensuring their timely implementation and alignment with the Schools Division's strategic goals. Additionally, units and offices that met or exceeded performance expectations in managing their budgets were commended for their diligence and accountability.

Looking forward, SDO Malolos aims to sustain and build on this culture of excellence by providing continuous support to the implementation of Project KABAN (Keen Allocation and Balancing of Appropriations in the New Normal), a financial mechanism that ensures equitable allocation of funds, well-monitored execution of financial resources, and systematic reporting through regular updating of records for a notable delivery of services with sustained/ higher Budget Utilization Rate. The office reiterated its commitment to fostering a transparent, efficient, and accountable financial management system.

This recognition ceremony is part of SDO Malolos' broader efforts to motivate and empower its workforce to achieve operational and financial excellence in support of the educational sector's mission and vision.

Individual Performance Accountability

Division Robotics Training Empowers Science Teachers

In a bid to revolutionize science education, the Schools Division Office (SDO) of the City of Malolos recently conducted a Division Robotics Training for Science Teachers under Project ESSA: Every School a Science Sanctuary. This initiative is part of the broader Every School A Science Advocate (ESSA) program, which aims to transform every school into a hub of scientific learning and innovation.

Project ESSA extends the SMART-G spirit to a wider community by fostering inclusive and accessible science education. It unites teachers, administrators, and students in building scientific knowledge through hands-on learning, grounded in real-world applications. The program has introduced essential resources, including laboratory materials and equipment, virtual labs, science fairs, and robotics training, all of which are reshaping the teaching and learning of science in SDO City of Malolos.

"Project ESSA is about more than just bridging knowledge gaps. It aims to make science a living, breathing part of everyday learning," a project representative shared. The initiative goes beyond traditional methods by incorporating science corners and enhanced laboratories in schools across the city. These vibrant spaces, fully equipped with learning materials, are buzzing with activity as students and teachers explore the wonders of science.

One of the highlights of Project ESSA is the integration of robotics into the curriculum, which equips teachers with innovative tools and techniques to engage students in scientific inquiry. By empowering educators with cutting-edge knowledge and resources, the project aims to inspire a new generation of young scientists.

Through initiatives like the Division Robotics Training, Project ESSA continues to pave the way for a dynamic and interactive science education landscape, making every school in the City of Malolos a sanctuary of scientific curiosity and exploration.







Empowering MINDS:

SDO Personnel Trained in Psychological First Aid











In a significant move to prioritize mental health within the educational community, the Schools Division Office (SDO) recently conducted a Psychological First Aid (PFA) training, facilitated by the School Governance and Operations Division-Disaster Risk Reduction and Management (SGOD-DRRM) team. This initiative aimed to equip SDO personnel with essential knowledge and skills to support colleagues and students during times of crisis.

The seminar introduced participants to key mental health concepts, emphasizing the importance of recognizing signs of distress and employing effective communication techniques. Through interactive sessions, attendees practiced empathetic listening and learned practical PFA strategies designed to provide immediate support. These activities not only enhanced their ability to respond to emotional needs but also fostered a supportive environment within the SDO and schools.

The training underscored the crucial role of mental health awareness in educational settings, equipping personnel with tools to maintain a safe and nurturing atmosphere. “This seminar provided us with the right mindset and techniques to help our colleagues and students in challenging times. It reminded us of the importance of being present and empathetic,” shared one participant.

The initiative reflects the SDO’s commitment to promoting mental health and well-being within the educational community, ensuring that personnel are well-prepared to address emotional challenges with compassion and competence.

HEALING THROUGH Art:

Project KAPWA Fosters Mental Health and Community Wellness

The Schools Division Office’s Project KAPWA recently concluded with resounding success, highlighting the importance of Psychological First Aid (PFA) in disaster response and community support. Designed to equip participants with the knowledge and skills needed to provide emotional support, the project also utilized creative approaches to enhance emotional expression and collective wellness.

Project KAPWA stood out by integrating arts-based methods, including mandala art creation and poetry, allowing participants to express emotions and reflect on their personal safe spaces. “Using art as a tool for healing made the experience more profound. It helped us communicate our emotions and understand each other better,” expressed one attendee.

The seminar featured interactive workshops that emphasized effective communication, empathetic listening, and emotional support techniques. Role-playing exercises allowed participants to practice real-life scenarios, fostering confidence in their ability to offer Psychological First Aid during crises.

The event also emphasized strengthening community ties by promoting a culture of collective mental health support. Through discussions and group activities, participants learned the importance of solidarity and shared responsibility in nurturing emotional well-being.

By the end of the seminar, attendees were encouraged to share their newfound knowledge within their communities, ensuring the ripple effect of mental health awareness and support. Project KAPWA not only empowered individuals but also reinforced the value of community wellness, leaving a lasting impact on participants and their networks.

With initiatives like Project KAPWA, the SDO continues to champion mental health awareness, fostering a resilient and empathetic community through creative and meaningful approaches.





SDO Malolos City receives Bronze PRIME-HRM Award

The Schools Division Office (SDO) of Malolos City has been recognized with the Bronze Award under the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM) by the Civil Service Commission (CSC) Region 3. The award was conferred during the ceremony held on September 14, 2024, at Orchids Garden and Resort in San Fernando, Pampanga.

This recognition, formalized through CSC Resolution No. 2300960, highlights SDO Malolos' commitment to exemplary human resource management. The division has demonstrated compliance with process-defined standards in the four core areas of PRIME-HRM: Recruitment, Selection, and Placement; Learning and Development; Performance Management; and Rewards and Recognition.

Receiving the Bronze Award affirms SDO Malolos' dedication to excellence in public service and HRM best practices. This milestone is expected to further inspire the division to enhance its systems and sustain a culture of continuous improvement.



SDO Malolos City recognized as CPD training provider



The Schools Division Office (SDO) of Malolos City has been officially accredited as a Continuing Professional Development (CPD) Training Service Provider by the Professional Regulation Commission (PRC), effective July 22, 2024. This milestone affirms SDO Malolos' commitment to enhancing educators' professional growth through quality training programs.

Under the leadership of Schools Division Superintendent Leilani Samoson Cunanan, CESO V, and Assistant Schools Division Superintendent Fernandina P. Otchengco, CESO VI, in collaboration with the Human Resource Development Section led by Ms. Bernadette B. Robles, the division secured CPD units for two flagship training programs in 2024. The Wiki Malolos Project, spearheaded by Mr. Salvador B. Lozano, strengthens teachers' integration of local history in Araling Panlipunan. Meanwhile, PROJECT SMART, led by Dr. Teresa R. Manlapaz, enhances mathematics instruction through strategic and innovative teaching methods.



Beyond these, SDO Malolos has conducted 38 additional training sessions across various functional divisions, equipping educators with updated pedagogical strategies. The Curriculum Implementation Division (CID) played a key role in organizing these initiatives.

As an accredited CPD provider, SDO Malolos continues to champion professional excellence, fostering innovation and capacity building to elevate education in the city.

Innovating and Intervening Accomplishment



EMPOWERING YOUNG READERS

54 Localized Learning Resources Boost Literacy

In a groundbreaking move to enhance literacy among Grade 1 and 2 learners, the Schools Division Office (SDO) of Malolos has developed and validated 54 localized learning resources (LRs). These innovative materials aim to provide tailored reading interventions, fostering a love for reading and ensuring that every child progresses with essential literacy skills.

A Strategic Response to Early Learning Challenges

The Boosting Literacy initiative, launched on October 7, 2024, across all public elementary schools in Malolos, addresses early learning challenges by implementing data-driven strategies. By focusing on enhancing reading fluency, comprehension, and vocabulary acquisition, the program sets a strong academic foundation for young learners.
These localized materials empower teachers to meet the unique needs of their students through creative instructional approaches. By offering early interventions for non-readers and struggling readers, the initiative ensures that no child is left behind, paving the way for long-term academic success.

Empowering Educators for Greater Impact

A significant aspect of this initiative is the professional development program aimed at empowering Kindergarten to Grade 3 teachers and instructional leaders. This training equips educators with the necessary pedagogical skills to improve literacy and numeracy instruction.

The SDO Malolos participated in the Regional Training on Early Language, Literacy, and Numeracy (ELLN), focusing on the Science of Reading and enhancing conceptual understanding. The training involved 21 participants, including Key Stage 1 teachers, secondary reading coordinators, and school heads, who are now better equipped to impact student learning positively.
This initiative also fosters a culture of continuous professional growth through the establishment of school-based mentoring and learning partnerships. These collaborations enable educators to share best practices, ultimately enhancing the overall quality of education.

Localized Implementation for Maximum Reach

The initiative's success is further amplified by its localized implementation across various districts in Malolos:

- Districts 8 and 10 have strengthened the "No Read, No Pass Policy," ensuring that every learner develops essential reading skills before moving to the next grade. The strict compliance with this policy has significantly reduced the number of non-readers.
- District 9 prioritized reading literacy through regular reading programs and teacher training, enhancing teachers' capacity to deliver the MATATAG Curriculum effectively.
- District 6 conducted Learning Action Cells and District Staff Meetings to align teaching practices with the latest DepEd orders, ensuring comprehensive support for the Boosting Literacy initiative.
- District 3 reported significant progress in literacy, promoting a culture of lifelong learning through the successful implementation of the No Read, No Pass Policy.

Challenges and Future Directions

Despite its success, the initiative faces challenges, including resource constraints, time limitations, and resistance to change. To maximize its impact, the following recommendations are proposed:

- Resource Allocation – Secure adequate funding and materials to support the program's sustainability.
- Flexible Scheduling – Design flexible training schedules to accommodate teachers' workloads.
- Ongoing Support – Establish a system for continued professional development through follow-up workshops or online resources.
- Collaborative Culture – Foster a supportive learning community to encourage the sharing of best practices.

A Brighter Future for Young Learners

The Boosting Literacy initiative in Malolos serves as a model for other regions aiming to enhance literacy among young learners. By developing and validating 54 localized learning resources, the program not only addresses early learning challenges but also empowers educators to deliver impactful instruction.

Through strategic implementation, continuous professional development, and community collaboration, the initiative paves the way for a brighter educational future, ensuring that every child acquires the literacy skills necessary for lifelong success.

Project SMART-E: Igniting the Future of Science and Technology

In the heart of Malolos, a silent revolution is taking place—one that is redefining the landscape of science and technology education. With traditional teaching methods giving way to hands-on innovation, students are no longer just learning about robotics and artificial intelligence; they are creating, designing, and programming their way into the future. At the forefront of this transformation is Project SMART-E (Science and Mathematics Advanced Research and Robotics Technology in Education), a pioneering initiative that is equipping young minds with the skills and knowledge needed to thrive in a rapidly evolving world.

From Learners to Innovators

Imagine a classroom where students don't just study equations on a blackboard but bring them to life through coding and robotics. Through Project SMART-E, this vision has become a reality. With the support of local government funding, 100 robotics kits and AI modules have been distributed across 47 elementary schools, empowering students to explore STEM fields through hands-on experimentation.



This shift from passive learning to active innovation has transformed students into budding engineers, problem solvers, and critical thinkers.

But SMART-E is more than just gadgets and coding—it fosters a culture of scientific inquiry. By encouraging students to think like researchers, hypothesize solutions, and test their ideas, the project nurtures not only technical skills but also creativity and collaboration. The presence of SMART-E-trained teachers, who have undergone specialized workshops, ensures that students receive the guidance they need to maximize their potential.

A Global Stage for Young Minds

The impact of Project SMART-E extends far beyond the walls of the classroom. With its strong emphasis on real-world application and competition, the program has produced students who have excelled on national and international platforms. From South Korea to Hong Kong, young scientists and roboticists from Malolos have brought home medals, proving that the city's STEM education is on par with global standards.



Competitions such as the First Lego League (FLL), the International Mathematical Science and Creativity Competition, and the Hong Kong Science Olympiad have become avenues for students to showcase their skills, ingenuity, and perseverance. The victories earned in these prestigious events are not just personal achievements but a testament to the effectiveness of SMART-E's hands-on approach to science and technology education.

Breaking Barriers, Overcoming Challenges

Despite its success, Project SMART-E faces significant challenges. The lack of dedicated infrastructure—such as specialized laboratories and maker spaces—limits the full potential of robotics research and development. Additionally, while SMART-E has introduced advanced science and robotics research, some educators still lack the training and experience necessary to guide students through more complex projects.

Funding and technological sustainability also pose hurdles. While the local government has provided crucial support, continuous investment in training, equipment, and research facilities is needed to maintain and expand the program's reach. The busy schedules of teachers and school leaders further complicate efforts to implement new initiatives and technology transfers effectively.

Sustaining a Culture of Innovation

Looking ahead, Project SMART-E aims to deepen its impact by addressing these limitations through strategic solutions: By expanding teacher training, enhancing infrastructure, strengthening partnerships with institutions like DOST, universities, and private tech companies, and encouraging research-based projects in the curriculum, SMART-E can sustain its momentum. With dedicated robotics laboratories, continuous investment in advanced education for teachers, and real-world problem-solving opportunities for students, the project can further cement Malolos as a leader in STEM education.

A Brighter Tomorrow Starts Today

With Project SMART-E, Malolos has set a precedent for what science and technology education can achieve when vision meets action. The program is not just about building robots or winning competitions—it is about equipping students with the tools, confidence, and curiosity to shape the future. As classrooms continue to evolve into hubs of creativity and discovery, one thing is clear: the next generation of innovators is already here, and they are SMART-E ready.

Malolos is no longer just a city; it is a beacon of educational excellence, proving that when young minds are given the opportunity to explore, innovate, and compete, the possibilities are limitless.

A Look in to the Smart Approach



Mathematics has long been considered a challenging subject for many learners. The struggle with numbers, problem-solving, and logical reasoning has left students anxious and hesitant to engage. Recognizing this, the Schools Division Office (SDO) of the City of Malolos has launched an innovative program aimed at reshaping the way students perceive and experience mathematics. Project SMART—Science, Mathematics, Advanced Research, and Technology—is at the heart of this transformation, ensuring that every student gains not only competency in numeracy but also confidence in tackling mathematical challenges.

Bridging the Numeracy Gap with Innovation

Mathematics is more than just numbers; it is the foundation of logical reasoning and critical thinking that students will use in their daily lives. However, assessments revealed that problem-solving remains one of the least developed competencies among learners. To address this gap, Project SMART was introduced as a strategic and data-driven initiative designed to enhance numeracy skills through innovative methods.

Project SMART employs a multifaceted approach that includes real-world applications, problem-solving exercises, and project-based learning activities. By integrating these strategies, the program fosters a deep understanding of mathematical concepts while making learning more engaging and relevant to students' everyday experiences.

A New Approach to Mathematics Education

At the core of Project SMART is the commitment to making mathematics accessible and enjoyable for all learners. The program introduces specially designed activities aligned with curriculum standards and utilizes technology to create interactive learning experiences. Through game-based learning, collaborative projects, and the integration of advanced research techniques, students are given opportunities to explore mathematical concepts in dynamic and meaningful ways.

One of the key features of Project SMART is the incorporation of technology-driven instruction. Teachers are equipped with digital tools and innovative teaching methodologies that allow for a more personalized and adaptive learning experience. Additionally, professional development workshops for educators ensure that they are well-versed in the latest pedagogical strategies, further enriching classroom instruction.

Fostering a Culture of Mathematical Enthusiasm

Beyond classroom instruction, Project SMART encourages student participation in mathematics-related activities through the establishment of math clubs, the organization of math competitions, and the promotion of mathematics-themed events. By creating a supportive environment that nurtures mathematical curiosity, the program instills a lasting appreciation for the subject. These initiatives not only sharpen students' problem-solving skills but also help them develop perseverance and resilience—qualities essential for success in both academic and professional pursuits.

One of the standout initiatives under Project SMART is the Mathematics Festival of Talents, where learners showcase their skills through various engaging activities such as friendly competitions, interactive games, and collaborative projects. This event effectively integrates mathematics with other disciplines, demonstrating its relevance beyond the classroom.

Empowering Educators and Enhancing Learning

Project SMART is not solely focused on students; it also prioritizes teacher development. Recognizing that effective mathematics instruction requires well-trained educators, the program includes capacity-building workshops to upskill and reskill teachers. These workshops cover modern teaching strategies, data-driven instruction, and the use of digital tools to create interactive lessons. By empowering teachers with the right skills and resources, Project SMART ensures that students receive high-quality education tailored to their individual learning needs.

Impact and Future Directions

Since its implementation, Project SMART has made significant strides in improving students' mathematical proficiency. Learners have demonstrated increased engagement, confidence, and performance in numeracy-related tasks.



The program's success serves as a testament to the power of innovation in education, proving that with the right approach, mathematics can indeed be an exciting and rewarding subject.

Looking ahead, SDO City of Malolos aims to expand Project SMART further by strengthening collaborations with stakeholders, integrating more advanced technology, and continuously refining instructional strategies. With its commitment to academic excellence and equity in learning, the division remains steadfast in its goal of fostering a generation of critical thinkers and problem solvers who are well-equipped for the future.

Project SMART stands as a beacon of hope for mathematics education in Malolos, turning what was once a feared subject into an opportunity for growth and discovery. By making mathematics more accessible, enjoyable, and relevant, the initiative has not only improved learning outcomes but has also reshaped students' attitudes toward the subject. Through continued innovation and dedication, Project SMART is paving the way for a brighter, more mathematically proficient future for Maloleño learners.

