DepED
DEPARTMENT OF EDUCATION
BAGONG PILIPINAS

2025 Accomplishment Journal

DEPARTMENT OF EDUCATION
CITY SCHOOLS DIVISION OF MALOLOS
2003

Foundational Literacy First: Reclaiming Reading, Empowering

SMART-G Malolhenyo Learners

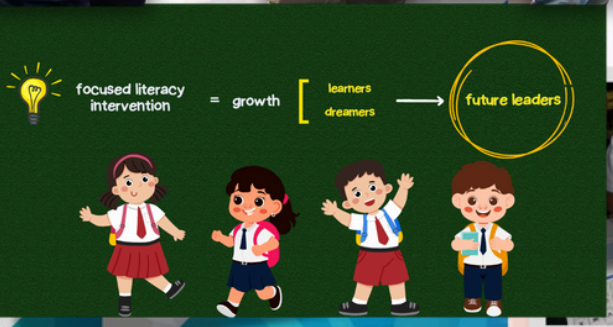
*Excellent in **S**cience, **M**ath, **A**dvance **R**esearch, **R**obotics and **T**echnology, **G**odly*















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By 2028, the Schools Division of Malolos shall be a premier hub for SMART (Science, Mathematics, Advance Research, Robotics and Technology competencies) and Godly education- producing scientifically empowered, technologically adept, research-driven and values centered learners, teachers, educational leaders and non-teaching personnel who lead innovation, uphold integrity and transform communities with excellence and compassion.



Figure 1. The 5-Point Reform Agenda



Division Education Development Plan 2026 - 2028

Strategic Direction 1: Develop, enhance, and enrich reading and comprehension skills and numeracy skills to make all learners read and compute at grade level

Strategic Direction 2: Produce SMART and Godly Malolhenyo learners

Strategic Direction 3: Establishment of Center of Excellence for K – 6 learners

Strategic Direction 4: Expand Access to Quality Education

Strategic Direction 5: Strengthening Governance through Digitalization

Strategic Direction 6: Professionalism in the Workplace

Strategic Direction 7: Ensure Well-being of Learners, Teaching and Non-Teaching Personnel

Strategic Direction 8: Produce Future-Ready Learners through Strengthened SHS Program

Strategic Direction 9: Expand Access to Flexible Learning Pathways for Out-of-School Youth and At-Risk Learners

Strategic Direction 10: Enhance Holistic Skills and Leadership Development of Learners

Strategic Direction 11: Strengthen Partnerships with PTA, LGUs, and External Stakeholders for a Conducive Learning Environment

SMART-G
Science, Math, Advance Research and Technology, Godly Malolenyo Learners





“A strong team can take any crazy vision and turn it into reality.”

It is with great pride and joy that I express my gratitude and congratulations to our SDO City of Malolos team, as we continue to move forward with steadfast commitment toward the realization of our vision, S.M.A.R.T.-G — excellence in Science, Math, Advanced Research, Robotics, and Technology, anchored on being Godly. This journal of accomplishments stands as a living testament to the collective dedication, resilience, and passion of our school leaders, teachers, learners, parents, and partners who work hand in hand to transform this vision into reality. Every milestone captured in these pages reflects not only improved performance but also strengthened character, values, and purpose.

Our gains in language literacy and numeracy, innovations in research, growing engagement in robotics and technology, and integration of digital solutions in teaching and learning demonstrate that Malolos learners are becoming future-ready and globally competitive. More importantly, these achievements are guided by integrity, compassion, and service—ensuring that excellence is always rooted in goodness. Through strategic programs, continuous professional development, and strong community collaboration, we have cultivated a culture where curiosity thrives, creativity flourishes, and faith strengthens our journey.

As we celebrate these accomplishments, we also renew our commitment to aim higher, dream bigger, and serve better. May this journal inspire us to sustain momentum, embrace innovation, and deepen our shared responsibility in shaping learners who are not only intelligent and skilled, but also values-driven and socially responsible. Together, let us continue building a City of Malolos where S.M.A.R.T.-G is not just a vision, but a lived reality for every learner, every school, and every community.

LEILANI SAMSON CUNANAN, CESO V
Schools Division Superintendent





“Sama-sama nating tinatahak ang landas ng pagbabago walang batang maiiwan, bawat batang Malolenyo ay SMART and Godly.”

With deep gratitude and humility, I share the collective achievements of the Schools Division of Malolos for 2025. Every milestone we reached was not the work of one, but the result of shared vision, teamwork, and unwavering commitment to our learners. I am honored to have served alongside dedicated school leaders, teachers, and personnel in shaping strategic directions that place literacy, leadership, transparency, and learner and teacher welfare at the heart of our programs.

This year, we strengthened targeted literacy interventions to ensure that every Malolhenyo learner is ready to read at grade level. Through programs such as BOOSTING LITERACY and ALPABASA and continuous monitoring and assessments, we witnessed encouraging improvements among our Kindergarten and Grade 1 learners. These are proofs that early intervention can yield better learning outcomes. We also worked to advance professional growth by supporting teachers’ career progression, strengthening school leadership, promoting wellness for teachers, learners, and personnel, ensuring a fair and transparent selection of employees, improving HR systems, and speeding up processes through technology and transparency. Partnerships with stakeholders and the local government further enabled us to respond to resource gaps and learning needs.

All these accomplishments were made possible through the inspiring leadership of our Schools Division Superintendent, Madam Leilani Samson Cunanan, and the tireless efforts of our supervisors, division personnel, school heads, teachers, parents, and partners. Maraming salamat sa inyong lahat. Sama-sama nating tinatahak ang landas ng pagbabago—walang batang maiiwan, bawat batang Malolhenyo ay SMART and Godly. As we move closer to our vision of becoming a premier hub for SMART (Science, Mathematics, Advanced Research, Robotics, Technology)and Godly education, we remain guided by faith, service, and compassion. “Together, we move forward to ensure that every learner grows and every school stands as a center of excellence.”

FERNANDINA P. OTCHENGCO, PhD. CESO VI
Assistant Schools Division Superintendent

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SDO Profile


KAGAWARAN NG EDUKASYON
REPUBLIKA NG PILIPINAS
DIVISION OFFICE
MALOLOS CITY

Number of Personnel



Teaching Personnel

1,763



Teaching Related

133



Non-Teaching Personnel

180



School Admin

75

Public Enrolment Per Curricular Offering



Kindergarten

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
47	600	3,132



Grade 1-6

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
47	600	19,638

SNED Non Graded

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
3	13	223



Grade 7-10

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
15	722	13,425

SNED Non Graded

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
1	0	59



Grade 11-12

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
8	1,552	4,243



Special Science Elementary Schools (SSES)

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
2	98	307



Science, Technology and Engineering (STE)

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
1	92	520



Special Program in Journalism (English)

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
1	40	214



Special Program in Journalism (Filipino)

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
1	33	121



Special Program in Foreign Language (SPFL)

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
1	66	362



Special Program in the Arts (SPA)

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
2	52	364



Special Program in Sports (SPS)

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
1	39	156



Special Program in Technical Vocational Education (SPTVE)

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
	1	364



MADRASAH EDUCATION PROGRAM

Elementary

TOTAL NO. OF SCHOOLS
2

NO. OF TEACHERS
4

TOTAL NO. OF LEARNERS
97

Inclusive Education Program



Special Education Centers (SPED)

Total Number of Implementing Schools
4

Alternative Learning System (ALS)

Basic Literacy Program (BLP)
31

Elementary
129

Junior High School
391

Private Schools Enrolment



Kindergarten

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
36	88	474



Grade 1-6

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
31	325	4,746

SNED Non Graded

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
3	0	104



Grade 7-10

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
16	189	3,060

SNED Non Graded

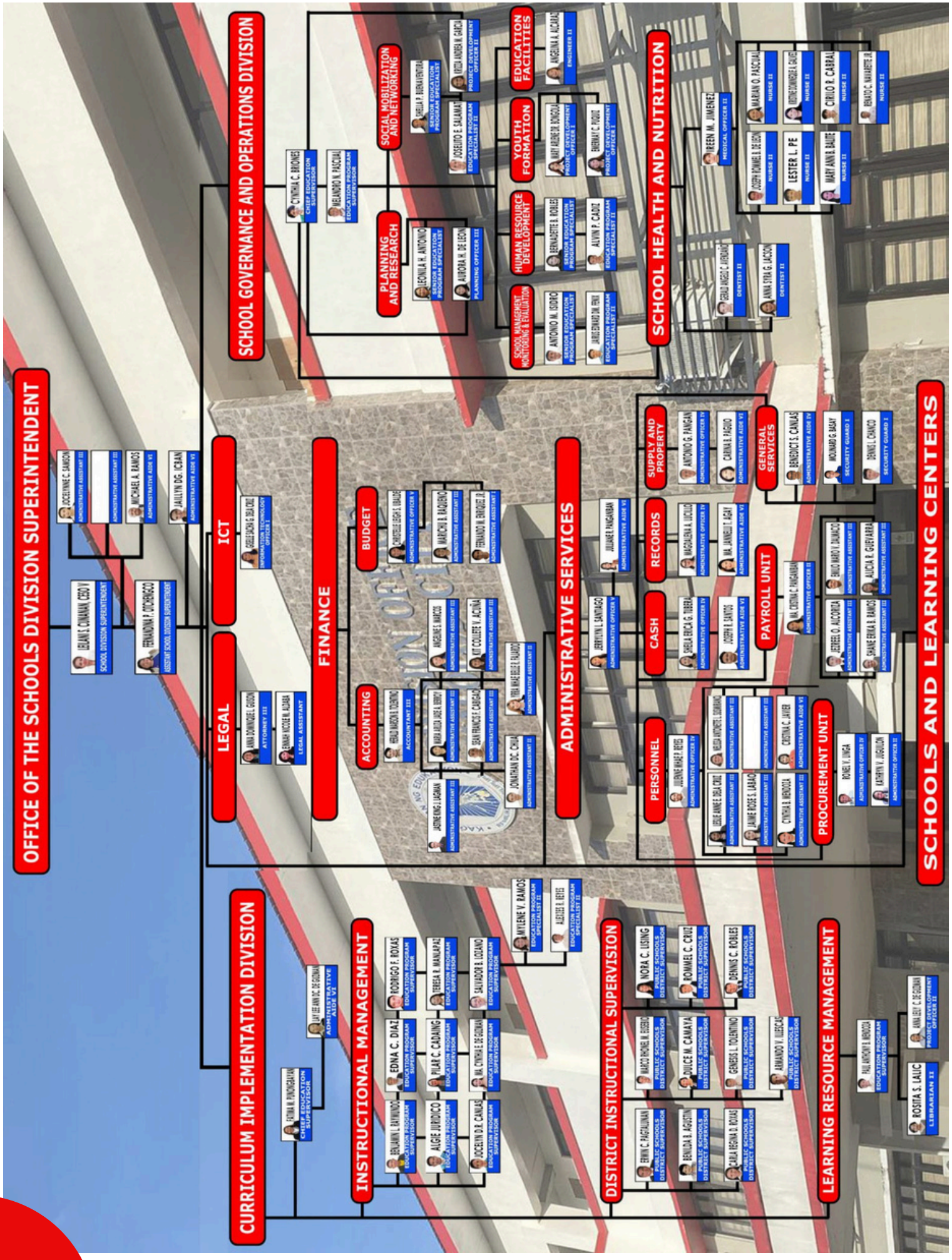
TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
0	0	0



Grade 11-12

TOTAL NO. OF SCHOOLS	NO. OF TEACHERS	TOTAL NO. OF LEARNERS
19	311	7,504

Organizational Structure







Office of the Schools Division Superintendent



Curriculum Implementation Division



School Governance and Operations Division



SDO Administrative Personnel



SDO Personnel



School Heads

Creating an Enabling Learning Environment





Safe and supportive classroom environment

Protecting Learners First: Malolos Schools Strengthen Child Protection Systems



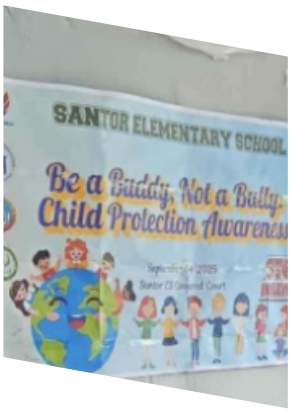
The Schools Division of City of Malolos intensified division-wide compliance with the Child Protection Policy (DepEd Order No. 40, s. 2012) and the Anti-Bullying Act of 2013 (RA 10627) to ensure safe, inclusive, and child-friendly learning environments for all learners.

From June to September 2025, a comprehensive Child Protection and Anti-Bullying Awareness Program was implemented in all public elementary and secondary schools, reaching school heads, teachers, non-teaching staff, learners from Kindergarten to Senior High School, parents, SPTA officers, and community partners. Orientations, homeroom guidance sessions, assemblies, and school-based advocacy activities reinforced clear reporting mechanisms and shared responsibility for child welfare.

As a result, school personnel strengthened their capacity for proper conduct and mandatory reporting, while learners demonstrated increased awareness of their rights and confidence in reporting concerns. Schools noted improved peer relations, greater empathy, and wider use of positive discipline.

By integrating child protection policies into school handbooks, improvement plans, and annual programs—supported by barangay and health partners—the Division institutionalized sustainable child protection mechanisms and advanced safer, more responsive, and learner-centered school communities across Malolos.

Building Safe Schools: Division-Wide Push Against Bullying



The Division-Wide Anti-Bullying Awareness Campaign was implemented to strengthen awareness among learners, parents, and school personnel on bullying in all its forms—physical, verbal, social, and cyber—in line with RA 10627 or the Anti-Bullying Act of 2013. The initiative also aimed to deepen stakeholders' understanding of the Child Protection Policy (DepEd Order No. 40, s. 2012), promote respect, empathy, and positive discipline, establish clear reporting and response mechanisms, and encourage strong collaboration among schools, families, and communities in safeguarding learners' mental health and well-being.

The campaign made a significant impact across participating elementary and secondary schools, including Bliss ES, Longos II ES, Caniogan ES, Santor ES, Bulihan NHS, and MCHS Santisima Trinidad. Through assemblies, classroom and homeroom guidance sessions, parent conferences, and information drives, learners from Kinder to Grade 10 demonstrated improved awareness of bullying behaviors and increased confidence in reporting incidents to trusted school authorities.

Schools also reported strengthened implementation of child protection policies, with clearer reporting mechanisms and improved coordination among school heads, teachers, and guidance personnel. Preventive strategies such as anti-bullying posters and values integration reinforced positive behavior among learners. Moreover, parental involvement was enhanced, fostering stronger school–home partnerships and a shared commitment to learner welfare.

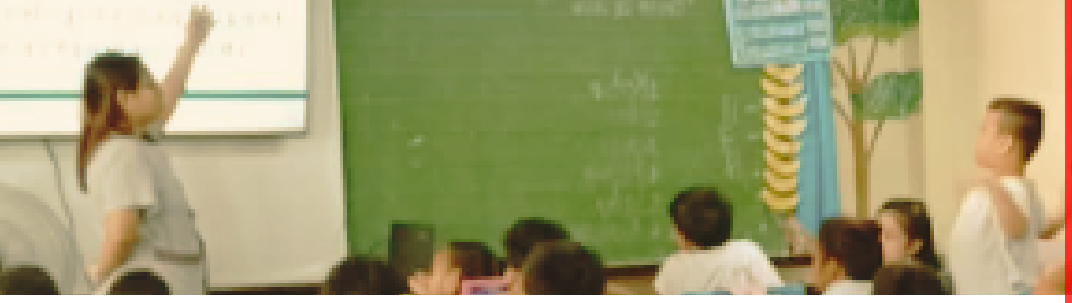
Overall, the campaign contributed to a safer, more inclusive, and child-friendly school environment, reinforcing a culture of empathy, accountability, and collective responsibility in protecting children's rights and well-being.

BEFF CY 2024–2025: Transforming Schools, Empowering Futures

Funded under the Basic Education Facilities Fund (BEFF) CY 2024, the Education Facilities Section, in partnership with DPWH, ensured close monitoring of school building projects to deliver safe, resilient, and learner-ready classrooms. These infrastructure developments directly support improved access to quality education, decongest classrooms, and strengthen school capacity to provide conducive learning environments for present and future learners across the Division.







Inclusive, Equitable, engaging, and interactive learning space

PROJECT SILIP: Strengthening Teaching Through Focused Classroom Supervision



The Division intensified classroom observations through Project SILIP (Supervision of Instruction Leading to Improved Performance) to strengthen teachers' knowledge, skills, and attitudes (KSA) and enhance the quality of teaching–learning delivery. The initiative focused on systematic classroom observation, data gathering, and coaching of school heads to effectively support teachers' professional growth.

Through objective and evidence-based feedback, teachers were guided to reflect on their instructional practices, recognize strengths, and address areas for improvement. Instructional leaders were able to closely monitor curriculum implementation, identify targeted coaching and mentoring needs, and make informed instructional decisions. Overall, Project SILIP fostered a culture of continuous improvement, strengthened instructional leadership, and supported sustained enhancement of teaching performance across schools.





SDO Malolos Strengthens Senior High School Implementation Through Curriculum Alignment, Quality-Assured SHS-TVL Assessment and Stakeholder Engagement

The Schools Division of City of Malolos marked significant gains in Senior High School (SHS) implementation in 2025 through a series of strategic initiatives aimed at strengthening curriculum delivery, leadership readiness, assessment integrity, and stakeholder collaboration.



Led by the Curriculum Implementation Division, key activities included curriculum and teaching interfaces with field and human resource personnel, leadership meetings with SHS principals, and targeted technical assistance for pilot schools implementing the strengthened SHS curriculum. These efforts ensured a shared understanding of curriculum reforms and reinforced coordinated planning at both school and division levels.



Meaningful stakeholder engagement was also highlighted through focus group discussions with private school administrators and parents, strengthening public–private partnerships and ensuring the SHS curriculum remains responsive to learner and industry needs. Complementing these initiatives were systematic monitoring activities, teacher specialization and training inventories, and the effective implementation of the Joint Delivery Voucher Program, which optimized resource sharing and expanded learning opportunities for students.

Further strengthening quality assurance, the division conducted orientations on DepEd Order No. 3, s. 2025 for SHS-TVL assessment, monitored work immersion compliance, and utilized digital tools to gather readiness data from SHS implementers. International benchmarking activities and school readiness inspections likewise reinforced the division's commitment to global standards and evidence-based decision-making.

All these initiatives underscored SDO Malolos City's commitment to delivering a responsive, well-coordinated, and quality-assured Senior High School program in preparation for the strengthened SHS rollout.



Inclusive, Equitable, Engaging, and Interactive Learning Space

Pathways to Success: Career Guidance in Action



In line with RA 11206, "the Secondary School Career Guidance and Counseling Act", the City Schools Division of Malolos conducted a series of career guidance activities to equip junior high school students with the knowledge and skills to make informed educational and career choices. The initiatives helped learners explore diverse career options, assess their interests and strengths, set realistic goals, and plan actionable steps toward their future careers, while receiving ongoing counseling support.

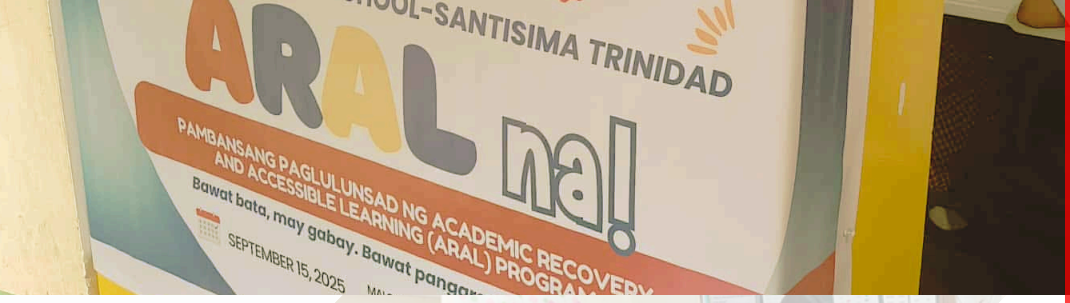
These activities significantly enhanced students' self-awareness, motivation, and preparedness for future challenges. Exposure to various industries and educational tracks enabled learners to consider both traditional and non-traditional career paths, while fostering enthusiasm for their studies and alignment of academic choices with personal goals. The program guided students in selecting suitable Senior High School tracks and college courses, while inspiring them to embrace lifelong learning and adaptability in a rapidly changing career landscape.

The career guidance initiatives of SDO Malolos have empowered learners to make thoughtful decisions about their education and careers, reinforcing the Division's commitment to student-centered development and future readiness.

Malolenyo STEM Talents Excel in Hong Kong International Science Olympiad 2025



Learners from the City Schools Division of Malolos showcased exceptional STEM skills in the Hong Kong International Science Olympiad (HKISO) 2025, an online global competition covering Physics, Biology, Chemistry, and Integrated Science for Grades 2–12. The Olympiad challenged students with real-world, critical-thinking questions that strengthened problem-solving skills and mastery of grade-level science concepts. Participation boosted learners' confidence, validated their hard work, and broadened their international perspective, while teacher coaches gained insights into global standards and innovative teaching strategies. This achievement not only elevated student morale but also enhanced the Division's recognition on both national and international platforms.



Inclusive, Equitable, Engaging, and Interactive Learning Space

ARAL Program: Bridging Learning Gaps, Empowering Malolenyo Learners

In August 2025, the Schools Division of Malolos launched the Academic Recovery and Accessible Learning (ARAL) Program in Reading, a DepEd-mandated initiative aimed at accelerating literacy recovery for learners affected by learning disruptions. The program specifically targeted non-readers and struggling readers, identified through the CRLA Pre-Test, Phil-IRI, and the Division Reading Assessment under the Division's Boosting Literacy Program.

To provide focused and effective support, students were classified according to their reading difficulties, ensuring interventions were tailored to their specific needs. Afternoon sessions were conducted after regular classes, with tutors consisting of teachers with lighter class load as well as student teachers from various colleges and state universities. This collaborative tutoring setup allowed learners to receive more personalized guidance and concentrated attention.

The ARAL Program emphasized targeted, structured interventions in literacy, enabling learners to strengthen foundational reading skills and build academic confidence. Small-group sessions fostered a supportive and interactive learning environment, helping students become more engaged and motivated in their lessons.

The impact of the program became evident during the mid-year assessment, with remarkable gains in student reading levels. Many learners progressed from "high emerging" to "developing", while a significant number reached grade-level proficiency, demonstrating the effectiveness of the ARAL Program's approach. Teachers also reported improved classroom participation and retention of reading skills, reflecting strengthened learner confidence and engagement.

The program further reinforced the value of school–home–community partnerships, as parents and local partners supported learners' progress through active involvement and logistical assistance. Meanwhile, educators gained enhanced skills in data-driven instruction, refining their teaching strategies to meet diverse learner needs and promote a more inclusive and equitable learning environment.

The successful implementation of the ARAL Program in Malolos highlights the division's commitment to learner-centered education, equity, and excellence. By addressing literacy gaps and providing structured support, the initiative ensures that every learner has the opportunity to thrive academically, laying a solid foundation for lifelong learning and future success.









Inclusive, Equitable, Engaging, and Interactive Learning Space

SDO Malolos Showcases Major Mathematics Innovations in SY 24-25

The Schools Division Office (SDO) of Malolos highlighted significant achievements in Mathematics education in 2025 reflecting strong commitment to improving numeracy, learner engagement, and instructional quality through innovative programs and collaborative initiatives.

One of the flagship programs, Project Learning Math is Fun (LMF), transformed classroom instruction by integrating project-based and real-life applications of Mathematics. Through activities such as the Mathematics Festival of Talents, learners developed stronger interest, confidence, and problem-solving skills, while teachers adopted more creative and learner-centered strategies.

Another major initiative, Project GAME MATH, utilized game-based learning to make Mathematics more interactive and enjoyable. By combining digital and non-digital games, the program improved learners' motivation, collaboration, and mastery of concepts while providing teachers with innovative tools for assessment and classroom engagement.

The division also strengthened numeracy through Project SMART (Science, Mathematics, Advanced Research, and Technology), which focused on targeted support for learners struggling with foundational skills. The program promoted strategic mathematics activities, enrichment programs, and teacher training, ensuring that no learner was left behind and that instruction remained aligned with curriculum standards.

In curriculum support, SDO Malolos emphasized supervision, monitoring, and technical assistance across schools. Classroom observations, coaching, and mentoring improved teaching practices and ensured proper implementation of the K to 12 and MATATAG Curricula. Teachers received continuous guidance through Learning Action Cells (LACs) and professional development workshops.

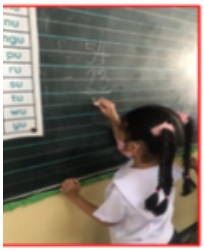
The division also advanced contextualization and localization by developing 64 localized instructional guides for Grades 1 and 2, making lessons more relevant to learners' culture and daily experiences. These resources enhanced comprehension and engagement while supporting teachers in delivering meaningful instruction.

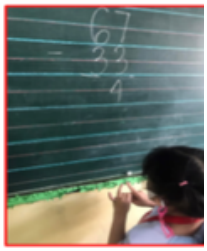
Assessment initiatives such as the Rapid Mathematics Assessment (RMA), quarterly examinations, and standardized tests (ELLNA, NAT, and A&E Test) provided data-driven insights into learner performance. Results guided targeted interventions, curriculum adjustments, and continuous improvement in Mathematics instruction.













Inclusive, Equitable, Engaging, and Interactive Learning Space

SDO Malolos Strengthens Literacy Through Project MBBM

The Schools Division Office (SDO) of Malolos marked significant progress in Filipino literacy education through the successful implementation of Project MBBM: Mahusay Bumasa Batang MalolHenyo.

Project MBBM focused on targeted interventions in oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension—known as the "Big Six" pillars of reading.

The program provided differentiated instruction for struggling readers, ensuring that learners received support tailored to their specific literacy needs and helping establish a strong academic foundation in Filipino.

In terms of impact, the program produced notable gains in learner performance. Grade 1 learners showed a dramatic improvement, with the Developing category increasing by 626 percent while the number of Low Emergent readers significantly declined. Grade 2 learners demonstrated steady progress, with more students reaching the Transitioning and Grade Ready levels, indicating movement toward reading proficiency.

Beyond academic results, Project MBBM also transformed the culture of literacy within schools and communities. Teachers became more empowered through the use of evidence-based strategies for struggling readers, learners shifted from disengagement to active participation, and parents and communities were involved in supporting reading development at home.

Project Mahusay Bumasa Batang MalolHenyo proved effective in reducing literacy risks, promoting upward learner mobility, and strengthening readiness for national assessments. The initiative fostered a culture of literacy across SDO Malolos, reflecting the division's commitment to improving Filipino language education and ensuring that every MalolHenyo learner becomes a confident and proficient reader.





Guiding ALS Learners Toward Informed Career Choices

The Schools Division of Malolos continues to empower its Alternative Learning System (ALS) learners through a focused Career Orientation program, helping them explore diverse career pathways and make informed decisions about education, skills training, and employment opportunities.

The program allows learners to identify their strengths, interests, and potential, boosting their confidence and motivation to pursue meaningful careers. Beyond career awareness, it prepares learners for future opportunities, promotes lifelong learning, and fosters personal and professional growth.

By equipping ALS learners with the knowledge and skills to plan their futures, the orientation strengthens their chances of economic independence and social mobility, reflecting the division's commitment to learner-centered education and holistic development.







Madrasah Education Program Immersion Strengthens Teachers, Enriches Learners' ALIVE Experience



The Schools Division of Malolos conducted Project V.I.S.I.T. (Valuable Inter-School Sharing and Immersion for Teachers, Non-Teaching Personnel, and Stakeholders), an inter-school immersion program for Madrasah Education Program (MEP) implementers. The initiative aimed to strengthen collaboration among Asatidz, school leaders, coordinators, and other stakeholders while enhancing professional competence and instructional practices.

Participants visited schools in the Schools Division of Angeles City, gaining firsthand exposure to innovative and sustainable MEP practices. The immersion provided opportunities to observe effective classroom designs, instructional materials, and teaching strategies, which could be adapted to their own schools.



Upon returning, asatidz applied new approaches that transformed their classrooms. Learning corners were organized and visually engaging, Arabic print displays were clearly labeled, instructional boards became more learner-friendly, and classroom layouts were intentionally structured to support Arabic language acquisition and values education. Teachers also developed localized and culturally relevant instructional materials, including Arabic flashcards, interactive charts, digital presentations, and hands-on learning aids, inspired by best practices observed during the immersion.

The program also had a notable effect on teacher motivation and professional confidence. Educators reported renewed enthusiasm and a stronger sense of professional pride after witnessing award-winning activities, such as the Harf Touch activity and technology-enhanced ALIVE instruction. Collaboration among MEP implementers was strengthened, fostering shared responsibility for improving program implementation.



Project V.I.S.I.T. enhanced classroom practices, enriched instructional resources, and promoted professional growth among MEP stakeholders. By applying these lessons, schools in Malolos continue to provide more interactive, culturally responsive, and developmentally appropriate learning environments, ensuring that ALIVE learners benefit from high-quality and engaging educational experiences.





Special Program in Foreign Language Festival of Talents Highlights Multilingual Excellence in SDO Malolos

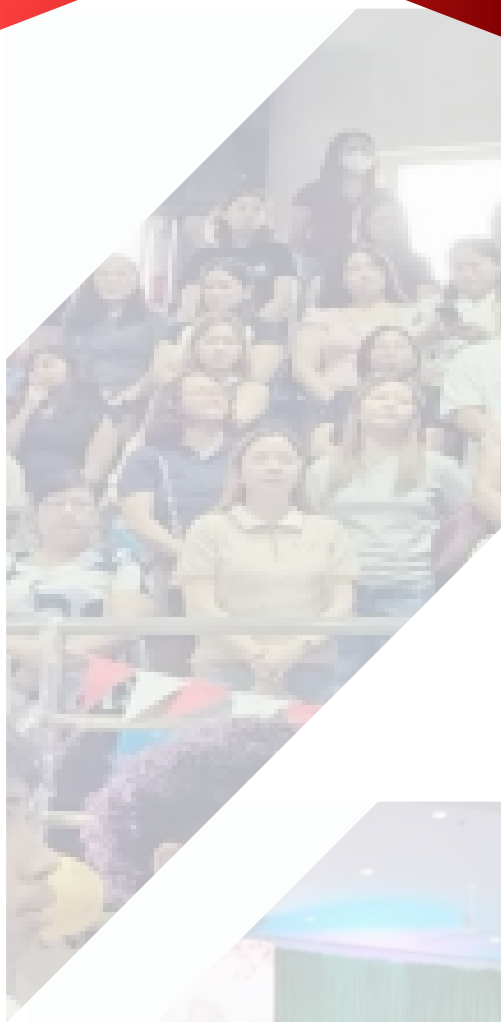
The Schools Division of the City of Malolos successfully conducted the Special Program in Foreign Language (SPFL) – Festival of Talents at Marcelo H. del Pilar National High School on December 5, 2025, showcasing learners' proficiency in Chinese Mandarin, Spanish, and Nihongo through creative performances and academic presentations

The event aimed to celebrate cultural diversity and promote global awareness by integrating foreign language learning with music, dance, literature, and intercultural activities. Students demonstrated their language mastery in authentic contexts, boosting their confidence, communication skills, and appreciation of different cultures. The festival also fostered teamwork among learners and teachers as they collaboratively prepared performances and exhibits highlighting both language and heritage.

Teachers benefited from the activity through strengthened collaboration and innovative teaching practices. The festival encouraged educators to design learner-centered, performance-based strategies that connect language instruction with real-world applications, while also recognizing their efforts in nurturing multilingual and culturally aware students.

The SPFL Festival of Talents served as a vibrant platform for talent development, cultural appreciation, and lifelong learning, reinforcing SDO Malolos' commitment to producing globally competitive learners equipped with language proficiency, confidence, and intercultural understanding.









Inclusive, Equitable, engaging, and interactive learning space

Division Diagnostic Test: Laying the Foundation for Effective Learning

The City Schools Division of Malolos conducted the Division Diagnostic Test at the start of SY 2025–2026 to assess learners' prior knowledge, skills, and competencies before formal instruction. Designed to identify strengths, gaps, and areas needing support, the test provides baseline information that guides evidence-based teaching and targeted interventions.

Administered through multiple-choice and short-answer items in a fair, stress-free environment, the test allowed teachers to systematically evaluate learners' readiness and learning needs. Results inform lesson planning, help address misconceptions early, and enable personalized support for students.

The impact of the diagnostic test has been significant: it improved the accuracy of instructional decisions, ensured early identification of learning difficulties, and promoted efficient use of teaching resources. By providing actionable data, the test supports better learning outcomes and lays the foundation for a focused, responsive, and effective educational program across the Division.







Private School Brightspark Gains Approval for SNED Program, Expanding Inclusive Education

Brightspark, a private school in Malolos City, has officially received approval to offer the Special Needs Education (SNED) Program, following technical assistance and site visits coordinated with the Curriculum Implementation Division and the Regional Office. The approval, granted on December 10, 2025, allows Brightspark to provide tailored interventions for learners with special needs, marking an important step in expanding inclusive education beyond public schools and reinforcing the Division's commitment to equitable learning opportunities for all.



Division-wide Storybook Distribution Enhances Literacy in Malolos Schools








The Schools Division Office (SDO) City of Malolos, through its Learning Resources Management Section (LRMS), launched an initiative to bring books closer to learners by distributing age-appropriate and curriculum-aligned storybooks to public schools across the division, strengthening classroom instruction, school-based literacy programs, and targeted reading interventions in support of foundational literacy development.

The program aims to enrich classroom and school library collections with age-appropriate and curriculum-aligned storybooks, promote a strong culture of reading, and improve learners' reading comprehension, vocabulary, and engagement. It also supports teachers and school heads in integrating storybooks into daily classroom instruction, school-based literacy programs, and targeted reading interventions, in line with DepEd Order No. 024, s. 2023 and Schools Division Memorandum No. 167, s. 2025.




As part of the initiative, the LRMS successfully distributed 47 bins of storybooks to public schools across the division. Each bin contains four to five carefully selected titles with an estimated 200 volumes, providing learners with access to developmentally appropriate and engaging reading materials suited to their learning levels.

At the school level, the availability of these storybooks enabled teachers to conduct structured read-aloud sessions, facilitate post-reading comprehension activities, and implement small-group reading interventions for struggling readers. Schools also established or strengthened classroom reading corners and book-lending systems, encouraging independent reading and sustained engagement with books beyond formal classroom lessons.

The distribution of storybooks further reinforced school-based literacy and reading booster programs by providing tangible and relevant materials for remediation and enrichment activities. Overall, the initiative contributed to improved instructional practices, strengthened library and classroom resource management systems, and supported the division's goal of developing foundational literacy skills and fostering a lifelong love for reading among learners.





Inclusive, Equitable, engaging, and interactive learning space

Malolos City Athletic Meet 2025 Promotes Holistic Wellness, Discipline, and Competitive Excellence



The Schools Division of City of Malolos successfully conducted the Malolos City Athletic Meet 2025 from December 1 to 3, bringing together public and private elementary and secondary schools in a celebration of sports, discipline, and holistic learner development.

Anchored on the Department of Education's reform agenda that underscores learner well-being and character formation, the three-day meet served as a vital platform to promote physical fitness, mental resilience, emotional balance, and social development among learners, coaches, and personnel. Through structured competitions and coordinated activities, student-athletes engaged in healthy physical exertion while cultivating focus, perseverance, and self-confidence.

Beyond competition, the athletic meet strengthened sportsmanship and camaraderie across schools and districts. Athletes from diverse backgrounds competed in a respectful and supportive environment, fostering unity, mutual respect, and a strong sense of belonging within the Division. The event reinforced the value of teamwork as learners collaborate with teammates and coaches toward shared goals.

The City Athletic Meet also played a significant role in inculcating discipline and excellence. Athletes were guided to observe rules, respect officials, and demonstrate integrity in both victory and defeat—values that extend beyond sports and into academic and personal life. The pursuit of excellence encouraged learners to strive for their best performance, nurturing resilience, determination, and a strong work ethic.

Equally important, the meet served as a selection ground for athletes who will represent the Schools Division of City of Malolos in the Central Luzon Regional Athletic Association (CLRAA) Meet. Through fair and competitive events, outstanding talents were identified and prepared for higher-level competition, ensuring that the Division fields disciplined, skilled, and well-rounded representatives.

The Malolos City Athletic Meet 2025 contributeed meaningfully to the development of healthy, disciplined, and competitive learners while strengthening the culture of excellence and unity in sports across the Division.







Inclusive, Equitable, engaging, and interactive learning space

Leading with Vision

“Play, Learn, Thrive, Malolos City Launches Creative Curriculum to boost Kindergarten Engagement”



The Schools Division of Malolos has taken a bold step in early childhood education with the pilot implementation of the Creative Curriculum for Kindergarten, a new play-based, child-centered program designed to boost learner engagement and holistic development. This innovative initiative was made possible through the generous support of the Local Government Unit of Malolos, which provided the necessary resources to ensure a high-quality learning experience for young learners.

The program responds to the growing need for Kindergarten instruction that goes beyond basic literacy and numeracy, fostering curiosity, collaboration, and socio-emotional skills through structured, developmentally appropriate activities. Research consistently shows that children learn best when learning is engaging, hands-on, and inquiry-driven—a philosophy at the heart of the Creative Curriculum.





The pilot aims to:

Enhance learner engagement through play-based and child-led activities. Improve the quality of Kindergarten instruction by equipping teachers with structured, developmentally appropriate resources. Support holistic development in language, early literacy, numeracy, and socio-emotional learning.
Initial Impact on Classrooms

The pilot, implemented in four schools—Sta. Isabel Elementary School, Center of Excellence–CENTEX, and Balayong Elementary School—has already shown promising results. Teachers report clearer lesson flow, purposeful use of learning centers, and increased confidence in facilitating child-led activities. Classrooms have become more interactive, with noticeable gains in active participation, collaboration, and sustained attention among learners.

Each participating school received complete Creative Curriculum packages, including teaching guides, learning manipulatives, structured learning stations, and GOLD assessment tools for children aged 0–8. The resources allowed teachers to deliver intentional and well-planned lessons aligned with Kindergarten standards.

While statistical analysis showed that literacy achievement remained strong in both traditional and Creative Curriculum classrooms, learner engagement significantly increased among students exposed to the new curriculum. Research also highlighted a moderate positive correlation between engagement and literacy, reinforcing the value of interactive learning.

Through this pilot, the Schools Division of Malolos demonstrates its commitment to high-quality, inclusive, and child-centered Kindergarten education. With initial successes in engagement and instructional delivery, the Creative Curriculum is poised to become a vital strategy for strengthening early learning and nurturing the holistic development of young learners across the city.



Nurturing Character and Citizenship: Malolenyo Learners Embrace Values Formation

The City Schools Division of Malolos implemented Values Formation Activities to promote the holistic development of learners by instilling positive values that guide behavior, decision-making, and social interactions. The program focused on character development, social responsibility, emotional and spiritual growth, interpersonal skills, critical thinking, cultural appreciation, and global awareness.

Through structured lessons, community engagement, and reflective activities, learners practiced honesty, responsibility, respect, and empathy in daily interactions. They participated in community service and environmental initiatives, strengthened their ethical decision-making, and developed self-discipline, perseverance, and collaboration skills. These activities fostered a more harmonious and supportive school climate, enhanced academic performance, and encouraged long-term personal growth.

By reinforcing Filipino core values such as malasakit, bayanihan, and respeto sa kapwa, the Values Formation program not only nurtured ethical, responsible learners but also contributed to the Division's commitment to producing well-rounded, socially responsible, and globally aware citizens.



Malolos City Learners Showcase Innovation at 2025 Division Science Technology Fair

Malolos City learners from elementary to senior high school showcased their creativity, innovation, and problem-solving skills at the Division Science Technology Fair and Innovation on November 7, 2025. Students presented inventions, investigatory projects, and science-themed posters on topics like environmental conservation, renewable energy, and disaster preparedness, while competing in the Invention/Innovation Contest, Science Investigatory Projects, Poster Making, and Super Quiz Bee. The event fostered critical thinking, scientific inquiry, and collaboration, empowering learners to apply their knowledge to real-world challenges and preparing them to become SMART-G Malolos City learners—innovative, value-driven, and ready to make a difference in their communities.





Learner Well-Being and Mental Health Support

SDO Malolos Champions Mental Health Awareness in Schools

In FY 2025, the Schools Division Office (SDO) of Malolos actively promoted mental health awareness across its schools, aiming to reduce stigma, improve understanding, encourage help-seeking, and strengthen community support systems.

Objectives:

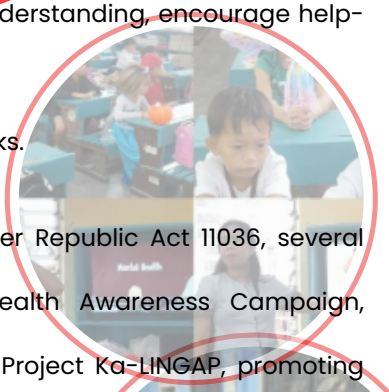
- Raise knowledge of mental health issues, symptoms, and treatments.
- Engage schools, workplaces, and local organizations in inclusive support networks.
- Ensure better funding and workplace policies prioritizing psychological safety.

Impact:

In October 2025, in celebration of National Mental Health Awareness Month under Republic Act 11036, several school-based activities successfully advanced mental well-being.

- City of Malolos Integrated School – Catmon: Implemented a Mental Health Awareness Campaign, recommending regular follow-up sessions for students' emotional support.
- Marcelo H. Del Pilar National High School: Junior HS students participated in Project Ka-LINGAP, promoting understanding and reducing stigma around mental health.
- Longos II Elementary School: Teachers attended "Mental and Spiritual Well-Being: Where Am I Going?", reflecting on mindfulness, balance, and purpose in sustaining effective teaching.

These initiatives strengthened awareness, empathy, and support systems, fostering healthier, more inclusive learning communities across the division.

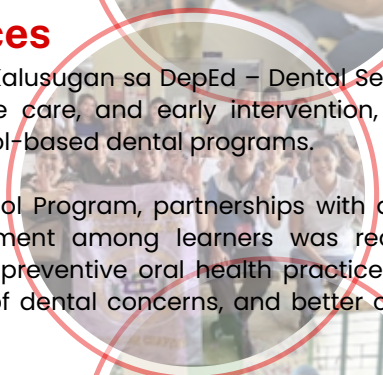


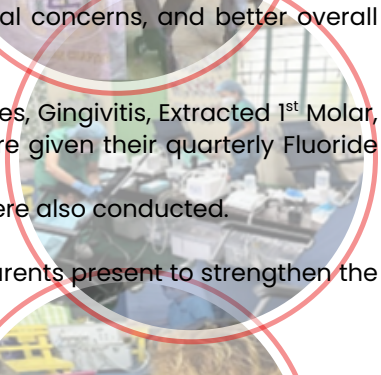


Oplan Kalusugan sa DepEd Expanding Access to School-Based Dental Services

The DepEd Division of City of Malolos strengthened the implementation of Oplan Kalusugan sa DepEd – Dental Services to improve learners' oral health through basic dental assessments, preventive care, and early intervention, while promoting proper oral hygiene and strengthening partnerships for sustained school-based dental programs.

Through the School Dental Healthcare Program (SDHCP) and the Adopt-a-School Program, partnerships with dental organizations, wider coverage of dental assessments and appropriate treatment among learners was realized. Advocacy activities also engaged parents and school communities, reinforcing preventive oral health practices and shared responsibility—contributing to improved awareness, early management of dental concerns, and better overall learner well-being.





A total number of 2,912 Learners have been examined with major findings of Dental Carries, Gingivitis, Extracted 1st Molar, Retained Deciduous Teeth, Plaque and Calcular Deposits. For interventions, Learners were given their quarterly Fluoride Application with the help of the CEU and KADEBU Partners.

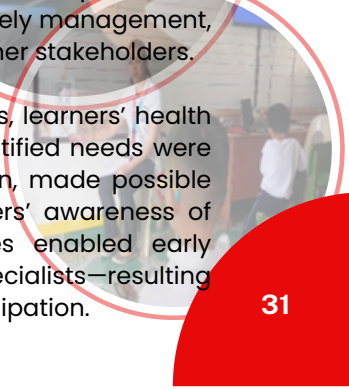
Silver Diamine (SDF) application to arrest caries progression in Kinder-Grade 1 learners were also conducted.

Simple oral prophylaxis and oral health education were done to the learners with their parents present to strengthen the oral hygiene knowledge not just in schools but even when at home.

Medical–Nursing Services Safeguard Learners' Health and Well-Being

The DepEd Division of City of Malolos continuously strengthened the implementation of Oplan Kalusugan sa DepEd through comprehensive Medical–Nursing Services aimed at promoting and protecting the health of learners and DepEd personnel as a vital support to quality education. The program focused on preventive, promotive, curative, and rehabilitative health interventions, while ensuring early detection, timely management, and proper referral of health concerns in close coordination with parents, LGUs, DOH, and partner stakeholders.





Through regular health assessments conducted by the Medical Officer III and division nurses, learners' health and nutritional conditions were systematically monitored and addressed. Learners with identified needs were provided with essential health supplies such as delousing shampoo and moisturizing lotion, made possible through strong partnerships with LGUs. Health teaching sessions further enhanced learners' awareness of common illnesses and basic health practices. Vision and hearing screening activities enabled early identification of sensory concerns, allowing timely classroom adjustments and referrals to specialists—resulting in improved academic performance, reading skills, social interaction, and overall school participation.



Learner Well-Being and Mental Health Support

Project SAFE Strengthens Disaster Preparedness in DepEd Malolos Schools

The Schools Division Office of Malolos enhanced school safety and emergency readiness through the Capacity Building for School Disaster Risk Reduction and Management (SDRRM) Coordinators and the launch of Project SAFE: Strengthening Awareness for Future Emergencies.









The activity aimed to strengthen the knowledge and skills of SDRRM coordinators in disaster response, fire safety, structural assessment, and damage reporting using systems such as RADaR and IMRS. In partnership with the Bureau of Fire Protection (BFP), participants received hands-on training on fire prevention and emergency response, enabling them to conduct effective drills and implement safety measures in their schools.

As a result, schools are now better prepared to respond to emergencies, report incidents accurately, and ensure timely interventions. The initiative reinforces DepEd Malolos' commitment to building a culture of preparedness, safety, and resilience, ensuring safer learning environments for both learners and personnel.

Batang Empowered and Resilient Team Leads Youth-Driven Climate and DRRM Action in SDO Malolos

The Schools Division Office of Malolos strengthened youth participation in disaster resilience through the active engagement of the Batang Empowered and Resilient Team (BERT) in Disaster Risk Reduction and Climate Action initiatives.

The program aimed to equip youth leaders with essential knowledge and skills in developing sustainable disaster preparedness programs, cultivate proactive advocacy for resilience, build a strong network of young safety champions, and provide a platform for learners to share insights and best practices in DRRM and climate action.
Through planning workshops, BERT camps, and policy dialogues on child-centered approaches, participants enhanced their leadership competencies and disaster preparedness skills. Learners also engaged policymakers, ensuring that youth perspectives are integrated into community resilience strategies.

SDO Malolos continues to foster a culture of preparedness and climate responsibility, empowering young leaders to serve as active agents of change in building safer, more resilient school communities.



SDO Malolos Empowers Non-Teaching Personnel with Lifesaving Skills in 2025 GAD Activity

The Schools Division Office of Malolos strengthened workplace safety through its 2025 Annual Gender and Development (GAD) Activity, featuring a Basic First Aid Training for non-teaching personnel.

The activity aimed to equip participants with essential first aid skills, including basic emergency response, wound care, CPR, and management of common injuries. Through hands-on return demonstrations, personnel were able to apply lifesaving techniques, ensuring competence and readiness in real-life emergency situations.

SDO non-teaching staff are now more confident and capable of responding effectively to medical emergencies within school and office settings. The initiative reinforces a culture of shared responsibility, preparedness, and resilience—further ensuring a safer environment for learners and personnel across the Division.





Malolos Strengthens Kindergarten Literacy Through ALPABASA Reading Program Teacher's Training

Demonstrating strong leadership and commitment to early literacy, the City Schools Division of Malolos successfully conducted a division-wide ALPABASA Reading Program training for all Kindergarten teachers, school heads, and Public Schools District Supervisors across the ten districts, ensuring a unified and high-quality implementation of the program.

The training strengthened teachers' competencies in phonemic awareness, guided reading, and early decoding using standardized, developmentally appropriate strategies. To support effective classroom application and promote equity, the division provided complete ALPABASA teacher and learner kits, including instructional materials, guided reading tools, and a one-year ALPABASA Pro subscription, enabling immediate and consistent implementation of literacy routines.

Schools reported improved consistency in instruction, increased teacher confidence, and stronger instructional supervision and coaching. These efforts led to significant gains in Midyear ALPABASA assessment results, marked by increased numbers of Reading Ready and Exploring learners and the successful transition of hundreds of learners out of the Developing category—underscoring the impact of aligned training, resources, and instructional leadership.









SPED Teachers in Malolos Harness AI to Boost Instruction and Efficiency

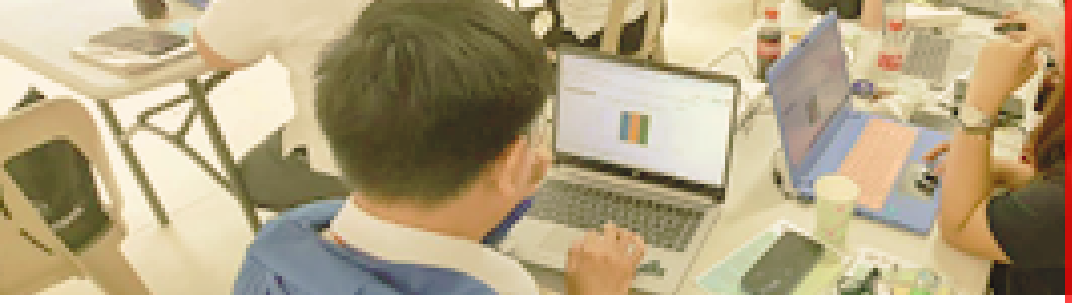
The Schools Division Office (SDO) of Malolos conducted a Division Training Workshop on the Utilization of Generative Artificial Intelligence (AI) for SPED teachers, facilitators, and school leaders last January 8-10, 2025. The training aimed to enhance efficiency in lesson planning, assessment, and documentation while maintaining learner-centered, ethical practices.

Objectives:

- Improve efficiency in lesson planning, documentation, and assessment using AI.
- Strengthen capacity to prepare IEPs, ILPs, and progress reports accurately and promptly.
- Maximize time-on-task for direct instruction and individualized support for learners with special educational needs (LSENs).

A total of 34 participants—20 teachers, 10 facilitators, and 4 school leaders—learned to integrate AI responsibly into daily SPED tasks. IEPs and ILPs, which previously took 2–3 days to prepare, can now be drafted in 10–15 minutes, freeing teachers to focus on direct instruction, learner monitoring, and family engagement.

The workshop enhanced productivity, accuracy, and instructional quality, demonstrating Malolos' commitment to innovative, inclusive, and future-ready education.



Teacher Capacity and Professional Support

SDO Malolos Mentors Acquire Digital Skills

The Schools Division Office (SDO) of Malolos conducted a series of ICT trainings and capacity-building activities to enhance digital skills among teachers, non-teaching personnel, and members of the Division Creative Media Team (DCMT) and Division Information Team (DIT).

Trainings included:

- "Digitizing the Future" (March 13–14) trained 41 non-teaching personnel in data management, reporting, Trello, and digitization best practices.
- "Gamifying Education" (June 10, 11 & 13) equipped 114 teachers to create interactive and engaging lessons using Google Slides, Flippity.net, Canva, Scratch, Kahoot, and more.
- DCMT & DIT Technical Training (September 12–13) enhanced technical proficiency in AutoCAD, SketchUp, and Lumion for improved visual communication.
- Canva Champion Program (November 4) empowered 10 teachers as trainers to promote digital creativity and innovation in classrooms.

These initiatives strengthened digital literacy, fostered innovative teaching, and improved communication and creative outputs across the Division, supporting DepEd's goal of a future-ready, tech-enabled education system.

"Canva Champion School Program Boosts Creativity and Digital Skills in Malolos"

The Kick-off and Launching of the Canva Champion School Program was held at the Malolos Marine Fishery School and Laboratory, advancing DepEd Region III's goal to strengthen digital creativity and innovation in schools. The program recognized schools actively integrating Canva in teaching, learning, and communication, while a Live Design Challenge allowed students to showcase their creativity and digital skills. Teachers and school staff gained practical skills to use Canva for instruction, portfolios, and school communications, improving ICT competence, efficiency, and collaboration. Overall, the initiative fostered digital readiness, innovative teaching, and enhanced student engagement across Bulacan schools.











Teachers Unite to Boost Learning Through LAC Sessions





In a bid to enhance teaching and learning, the Division recently conducted Learning Action Cell (LAC) sessions aimed at improving teachers' content knowledge, instructional skills, and professional practices.

The program encourages teachers to collaborate and support each other, transforming them into a dynamic "community of practice." Beyond strengthening teacher competencies, the initiative directly benefits students, as improved teaching methods lead to better learning outcomes.

Moreover, the LAC cultivates a positive school environment by fostering collaboration and a culture of continuous professional growth among educators.

SDO Malolos Empowers Teachers and Learners Through Robotics Training

The Schools Division Office of Malolos, in partnership with A+ Solutions Development Center and the Department of Science and Technology (DOST), recently conducted a Robotics Training program for selected teachers and learners. The initiative aimed to enhance STEM teaching by equipping participants with knowledge in electronics, programming, microcontrollers, 3D printing, and the LEGO Spike Prime Robotics platform.

A total of 67 teachers from ten districts, along with junior and senior high school learners, actively participated in hands-on workshops, mini-sumobot competitions, and IoT demonstrations under the theme "Empowering Educators Through Hands-On SMART-G Integration." The program fostered 21st-century skills such as problem-solving, collaboration, and creativity, while strengthening teachers' confidence in applying robotics concepts in the classroom.

The training also sparked the creation of a Division Robotics Facility, ensuring continuity and sustainability of robotics initiatives across Malolos schools. Minor technical challenges, such as internet connectivity during online coding sessions, will be addressed in future programs.

The Robotics Training successfully equipped participants with the skills and motivation to integrate technology and innovation into teaching, advancing STEM education across the division.













ALS Educators Embrace Innovation Through ALIVE Workshop



In line with the Schools Division of Malolos' commitment to learner-centered education, ALS educators recently attended a workshop on the development of the ALIVE (Alternative Learning Interactive Virtual Environment) framework and instructional design.

The workshop aimed to deepen teachers' understanding of the ALIVE framework, equip them with strategies to create interactive learning materials, and enhance their ability to integrate technology-driven approaches that boost learner engagement and outcomes. Participants collaborated to design instructional tools aligned with ALS learning objectives, fostering both professional growth and innovation in teaching.

The impact of the workshop extends to learners as well. By applying ALIVE in the classroom, educators can offer more interactive, competency-based learning experiences that strengthen understanding, retention, and performance. The initiative ultimately enriches the quality and relevance of ALS programs, ensuring learners receive meaningful, engaging, and effective instruction that supports their educational goals.









Effective School Leadership and Guidance

Schools Planning Conference Finalizes FY 2026 Plans and Budgets

The Schools Division of Malolos held its Schools Planning Conference for SY 2025–2026, focusing on budget deliberation, finalization, and plan dissemination at Widus Hotel Clark, Angeles City Pampanga last September 2025. The activity aimed to finalize the FY 2026 Work and Financial Plans, School Operating Budgets, and Project Proposals for BEDS 1, 2, and 3.

Through collaborative discussions and technical assistance from Division Chiefs, District Supervisors, and key SDO personnel, participating schools reached agreements on expenditure items, ensuring the preparation of viable and well-aligned project proposals. The conference successfully strengthened schools' readiness for the upcoming school year, promoting efficient planning and resource utilization.





Division Conducts Quarterly Review of School Programs

The Schools Division of Malolos recently carried out the Quarterly School Program Implementation Review to institutionalize a results-based monitoring and evaluation system. The initiative aimed to align school objectives with agency goals while fostering continuous improvement, measured through learner outcomes and program implementation.

The Monitoring and Evaluation team used an adapted assessment tool, in the evaluation of the accomplishments of the 57 schools. Through the SPIR, focused evaluation of the schools' progress and needs was realized. The activity ensured more effective and efficient implementation of school PPAs, supporting sustained improvement in teaching and learning outcomes.

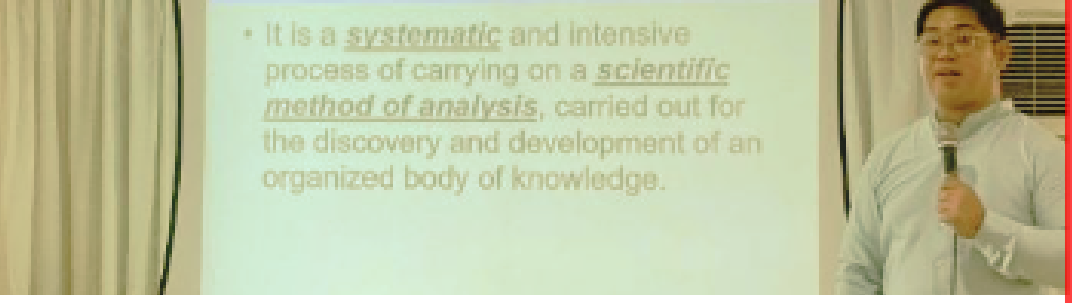
Division Strengthens Schools' Learning Resource Management

The Schools Division of Malolos provided targeted Technical Assistance on Learning Resource Development, Management, and Utilization to support schools in optimizing teaching and learning materials. The initiative aimed to enhance the skills of Learning Resource Coordinators, teachers, and school resource managers in developing, organizing, and using learning resources aligned with curriculum standards.



As a result, schools improved cataloging, storage, and retrieval systems for both print and digital materials, while teachers gained confidence in selecting appropriate resources to support lessons, remediation, and differentiated instruction. The program also fostered better coordination among school heads, coordinators, and teachers, leading to clearer roles, systematic reporting, and adherence to LRMDS guidelines.

The technical assistance shifted schools from inconsistent and unplanned use of materials to strategic, learner-centered resource management, ensuring equitable access to quality learning resources and enhancing instructional delivery across the division.



Effective School Leadership and Guidance

Project RISE Empowers School Operations and Governance Personnel Through Research Writing

In a bid to strengthen research and evidence-based practices in education, the Research Unit of School Governance and Operations Division implemented Project RISE: **Research and Innovation Strengthening for Education Through Research Writing**. The initiative aims to enhance the competencies of functional division personnel in research proposal preparation, policy analysis, and the development of studies that improve management, supervision, and learner support services.

A key highlight of the project was the presentation of research outputs by the different Units including Health and Nutrition (Medical, Dental and Nursing) Social Mobilization and Networking, Human Resources Development, Monitoring and Evaluation, Youth Formation, DRRM, Education Facilitaties. The presenters showcased studies that provided valuable insights for improving educational programs and services.

Through Project RISE, the Education Specialists acquired essential skills in research writing, fostering critical thinking, creativity, and a culture of inquiry. The initiative not only strengthened individual capacities but also contributed to the formulation of research-informed policies and enhanced the overall effectiveness of school governance and learner support.









Empowering Parents for Learner Success Through Parents' Kaagapay

The Schools Division Office of the City of Malolos highlighted the vital role of shared parenting in education during the conduct of Parents' Kaagapay: Sama-samang Pagtataguyod ng Makabuluhang Pagkatuto ng mga Mag-aaral sa Paaralan at sa Tahanan as part of the Education Week Celebration last December 11, 2025 at the Sta. Isabel Elementary School.

The activity gathered parents and teachers all united by a common goal: to ensure the holistic academic development of learners both at home and in school.

Serving as a meaningful platform for dialogue, Parents' Kaagapay focused on discussing pressing issues and concerns that affect learners' academic achievements. Parents and teachers openly shared experiences, challenges, and insights, reinforcing the idea that education is a shared responsibility between the school and the family. Through collaborative discussions, participants identified practical solutions and recommendations to address learning gaps and improve learners' academic performance.

The activity also underscored the importance of creating a safe, friendly, and motivating learning environment by citing DepEd Order No. 40, s. 2012, or the Child Protection Policy. This reminder strengthened the collective commitment of parents, teachers, and school personnel to prioritize the welfare, rights, and overall well-being of learners in all educational processes.

Parents' Kaagapay affirms that when homes and schools work hand in hand, learners are better supported, guided, and inspired to achieve success. As emphasized by the Resource Speaker during the activity, Filipino learners remain at the heart of education, and their growth is best nurtured through unity, shared responsibility, and sustained collaboration among all stakeholders.









City Savings Bank Donates Solar Lights to Schools, Promotes Sustainability and Safety

The Schools Division Office of the City of Malolos received donated solar lights from City Savings Bank to provide cost-efficient, reliable, and sustainable lighting to selected schools. This initiative harnesses renewable solar energy, helping schools reduce electricity expenses while improving accessibility and safety on campus.

The donation has successfully lowered electricity costs for recipient schools and promoted the use of renewable energy, supporting environmental sustainability. The solar lights have also enhanced the safety and security of school premises, ensuring well-lit areas even during power interruptions and creating a more secure environment for learners, teachers, and staff.











Bulacan State University Donates Vehicle to Strengthen SDO Operations

The Schools Division Office (SDO) of the City of Malolos recently received a donated vehicle from Bulacan State University to support its daily operations and official activities. The vehicle will help SDO personnel travel more easily for school visits, program monitoring, and other official tasks.

The donation has significantly improved the division's mobility and efficiency. It allows staff to reach schools and communities faster, reduces travel-related delays and costs, and strengthens the SDO's ability to carry out programs effectively. This contribution highlights the partnership between educational institutions in ensuring smooth and timely delivery of services for learners.



Strong Home - School - Community Partnership

Centro Escolar University – Malolos Campus Provides Dental Services to Students



In March 2025, the Schools Division Office of Malolos successfully implemented the Outsourced Dental Services Program in partnership with Centro Escolar University–Malolos Campus, strengthening its commitment to learner health and well-being.

The initiative aimed to promote oral health awareness, support early detection of dental problems, and prevent common oral diseases among schoolchildren. A total of 896 selected learners benefited from the program, receiving free dental assessments, fluoride application, and oral health and hygiene drills.

Through this collaborative effort, learners gained practical knowledge on proper oral hygiene practices while dental professionals were able to identify potential dental concerns at an early stage. The program significantly contributed to the prevention of dental caries and gum-related conditions, while reinforcing the importance of maintaining good oral health.

The activity highlights the value of partnerships between educational institutions and health professionals in promoting holistic learner development and ensuring a healthier, more informed school community.



Division Brigada Eskwela 2025: Schools Ready for Learners

The Schools Division of Malolos kicked off the Division Brigada Eskwela on June 11, 2025, mobilizing stakeholders, partners, and volunteers to support public schools in repair, maintenance, and facility improvements. The activity aimed to ensure schools are safe, clean, and conducive to learning ahead of the opening of classes, while fostering strong partnerships with LGUs, private organizations, NGOs, and alumni.

Through coordinated planning and resource mobilization, the initiative improved school facilities, promoted a learner-friendly environment, and strengthened community engagement. Donations, volunteer labor, and in-kind support helped reduce school expenses, while raising awareness about the critical role of community involvement in supporting quality education for all learners.





Papua New Guinea SHS Leaders Benchmark Malolos Best Practices



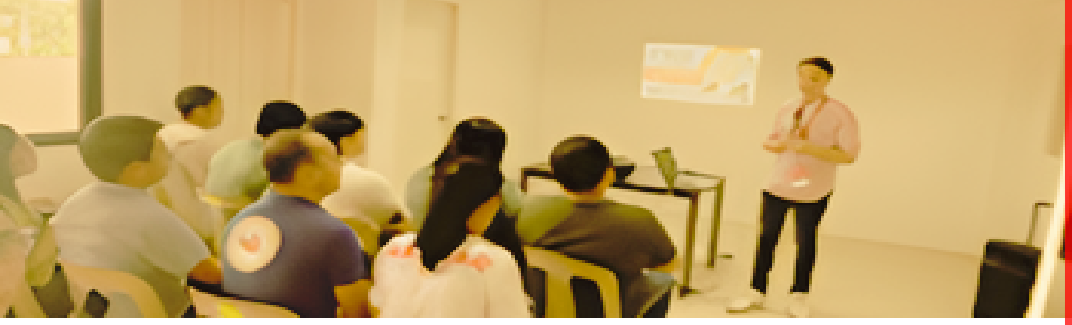


In a remarkable international collaboration, the Schools Division of Malolos hosted a benchmarking activity for Senior High School (SHS) implementers from Papua New Guinea last July 3–4, 2025. Delegates, including principals and school directors from the Eastern Highlands, visited CMIS Sto. Rosario, CMIS Atlag, and Marcelo H. Del Pilar High School to observe SHS implementation practices firsthand.

The activity aimed to share Malolos' effective SHS strategies, foster cross-country learning, and strengthen international education partnerships. Through classroom observations, discussions, and program demonstrations, the delegation gained insights into scalable practices that could be adapted in their own context.

The benchmarking reinforced the Schools Division of Malolos' reputation as a model for effective curriculum implementation, highlighting the division's commitment to innovation, collaboration, and excellence in Senior High School education.





Access to Technology and Learning Resources

Harnessing Technology to Develop Localized Supplementary Learning Resources

The Schools Division Office of the City of Malolos is strengthening teaching and learning delivery by harnessing technology in the development of Localized and Contextualized Supplementary Learning Resources (SLRs), an initiative designed to respond to learners' needs and local contexts while remaining aligned with the K to 12 curriculum.

Central to the initiative is the strategic use of digital tools and educational technologies that enable educators to collaboratively design, produce, and refine learning resources. Teachers utilize various software applications, multimedia platforms, and online collaboration tools to develop print-based materials alongside technology-driven outputs such as video documentaries, video lessons, podcast episodes, and digital learning modules. This integration of technology allows learning resources to be accessed across classroom-based, blended, and distance learning modalities.

Through this initiative, a total of 28 division-produced Supplementary Learning Resources have been developed, including a journal, multimedia instructional materials, and Gawad Teodora Alonso entries. The use of technology has enhanced the quality and relevance of these resources, ensuring that lessons are visually engaging, interactive, and responsive to the diverse learning styles of students.

Teachers are continuously benefitting from technology-enabled, ready-to-use instructional materials that support innovative teaching strategies and flexible lesson delivery. Learners experience improved comprehension and engagement as digital and audio-visual resources make lessons more relatable, accessible, and interactive regardless of learning modality.

At the system level, the initiative strengthens the division's capacity in digital content development, quality assurance, and instructional innovation. The inclusion of technology-based learning resources supports flexible and resilient learning systems, while the Gawad Teodora Alonso initiative institutionalizes creativity and excellence in technology-enhanced resource development. Overall, the activity reinforces sustainable, technology-driven mechanisms for producing and utilizing high-quality localized learning resources across the division.

Digital learning Enhanced with Distribution of Tablets and Keyboards to Advanced Learners

The SDO City of Malolos continues to strengthen technology integration in education through the distribution of tablets with keyboards to learners of the SDO Center of Excellence and the Special Science Elementary School of CMIS Sto. Rosario.













This initiative aims to support blended, technology-enhanced, and performance-based learning activities by equipping learners with functional digital devices. It provides students with access to interactive digital resources, curriculum-aligned content, and productivity tools while promoting the development of 21st-century skills such as digital literacy, collaboration, and independent learning, especially in science-focused and academically advanced settings.

A total of 119 tablets with keyboards were successfully distributed, including 55 units to learners of the SDO Center of Excellence and additional units to students of the Special Science Elementary School of CMIS Sto. Rosario. The availability of these devices enabled teachers to integrate digital tools into daily instruction through research-based tasks, interactive presentations, writing activities, and formative assessments, making lessons more engaging and learner-centered.

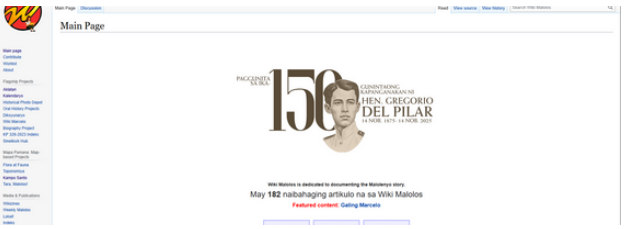
At the school level, the project strengthened the implementation of ICT-integrated teaching strategies and improved the efficient use of digital learning resources. Learners gained greater access to technology-driven educational content, supporting differentiated instruction in science, mathematics, and research-oriented subjects.

The distribution of tablets with keyboards not only enhanced classroom instruction but also contributed to preparing digitally competent learners. The initiative reinforces the division's commitment to innovative, inclusive, and technology-driven education, ensuring that students are equipped for blended learning and future-ready academic environments.



Schools Division of Malolos Integrates Wiki Malolos into Curriculum, Honors Outstanding Contributors







The Schools Division of the City of Malolos officially implemented the integration of Wiki Malolos into the school curriculum as part of its efforts to promote local history and cultural awareness among learners. The initiative aligns with the Department of Education's goal of strengthening heritage education through innovative and localized teaching strategies.

Wiki Malolos is an online platform that showcases the rich history and cultural heritage of Malolos City, serving as a valuable reference resource for teachers and students. It provides accessible materials that support classroom instruction while encouraging learners to explore and appreciate their local identity and historical roots.
The program aims to institutionalize the use of Wiki Malolos in teaching, foster student and community participation in heritage preservation, and recognize teachers and schools that actively contribute to and utilize the platform. Through this initiative, educators are

encouraged to develop creative lessons anchored in local history, making learning more contextualized and meaningful for students.

As a result of the implementation, Wiki Malolos has become an established instructional support tool across schools in the division. It has enhanced learner engagement and promoted a deeper understanding of Malolos' historical and cultural significance. Moreover, the recognition of outstanding contributors has motivated sustained participation and strengthened a culture of innovation and collaboration in heritage education within the school community.

The Schools Division of Malolos continues to uphold its commitment to preserving local heritage through education while empowering teachers and students to take an active role in documenting and celebrating the city's history.

SDO Malolos Schools Shine in SINEliksik Bulacan Research Hub Search

Marcelo H. del Pilar National High School (MHPNHS) and Santor Elementary School were recognized for their exemplary performance in the Search for Top Performing SINEliksik Bulacan Research Hubs, showcasing the Schools Division of Malolos' commitment to fostering a culture of research and historical inquiry.



The initiative aimed to honor schools that excel in implementing, developing, and sustaining research hubs, promoting inquiry-based learning and historical documentation. MHPNHS and Santor Elementary School stood out for their innovative programs, collaborative research activities, and consistent mentorship that guide learners and teachers in conducting meaningful research.

This recognition encourages other schools in the division and across the province to strengthen research-based practices, integrate historical inquiry into classrooms, and nurture learners who are reflective, critical, and historically aware. Through programs like SINEliksik Bulacan, SDO Malolos continues to inspire academic excellence, curiosity, and a strong appreciation for local history among its learners.









DIVISION EDUCATION WEEK 2025
December 9-12, 2025

OBJECTIVE/S

1. Showcase the diverse talents, skills, and innovations of Malolhenyo learners and educators across various learning areas and disciplines;
2. Strengthen partnerships and collaboration among schools, stakeholders, and community members in advancing the quality of education;
3. Promote character formation, financial literacy, and appreciation of local heritage through creative and developmental activities;
4. Provide a venue for sharing and recognizing research-based innovations and best practices in teaching and learning; and
5. Acknowledge and honor the dedication and exemplary performance of teachers, non-teaching personnel, learners, and partners who embody the Division's culture of character and excellence.: School Governance Operations Division (SGOD)

The Division Education Week 2025 served as a dynamic platform for celebrating culture, excellence, innovation, partnership, and character formation, significantly contributing to the holistic development of learners, teachers, and stakeholders across the Division.

Day 1 – Opening and Heritage Day

The Opening and Heritage Day strengthened cultural awareness and national identity among learners and personnel through the presentation "Buhay, Bayani, Bayanihan", which highlighted local heroes and promoted patriotism and cultural pride. The storytelling and dramatization fostered appreciation of local history while nurturing learners' confidence and creative expression. The Opening of Exhibits provided an avenue for districts to showcase innovations, DRRM practices, robotics projects, and learner outputs, promoting knowledge-sharing and cross-learning among schools. The Financial Literacy Seminar enhanced the financial management skills and overall well-being of teaching and non-teaching personnel, contributing to a more stable and productive workforce. Meanwhile, the Human Video and Poster-Making Contests encouraged learners to articulate values that transform education, reinforcing moral development, artistic skills, and critical thinking.

Day 2 – Excellence and Innovation Day

Excellence and Innovation Day highlighted the Division's commitment to academic distinction and future-ready education. The Division Festival of Talents (DFOT) provided learners with opportunities to demonstrate subject mastery, creativity, and higher-order thinking skills across diverse learning areas, including Robotics and Coding. These competitions nurtured confidence, healthy competition, and academic motivation. Concurrently, the Learning Innovation Exhibit and Research Congress empowered teachers to share research-based and technology-driven practices, fostering a culture of inquiry, collaboration, and continuous improvement. The exchange of innovative strategies contributed to improved instructional quality and inspired schools to adopt evidence-based approaches that enhance learning outcomes.

Day 3 – Partnership and Community Day

Partnership and Community Day reinforced the principle that quality education is a shared responsibility. The Kapehan with SHS Industry Partners strengthened collaboration between schools and industry stakeholders, supporting the enhancement of the Senior High School Work Immersion Program and improving learners' employability and career readiness. The Parents' Kaagapay Session deepened parents' understanding of their vital role in learners' academic and socio-emotional development, fostering stronger home–school partnerships. The Stakeholders' Recognition Ceremony boosted morale and sustained engagement by acknowledging the invaluable contributions of partners, while the continuation of school exhibits showcased best practices and community-driven innovations.

Day 4 – Character, Talent, and Appreciation Day

The final day emphasized gratitude, values formation, and recognition of excellence. The Thanksgiving Mass nurtured spiritual growth and unity among participants, reinforcing humility and appreciation for collective efforts. The Center of Excellence Students' Recital provided a meaningful platform for learners to showcase artistic talents, boosting self-esteem and promoting the arts as a vital component of holistic education. The Closing and Awarding Ceremony recognized retirees, loyalty awardees, postgraduate degree holders, researchers, innovators, and outstanding employees, fostering a culture of appreciation, motivation, and professional growth. This culminating activity affirmed the Division's commitment to integrity, excellence, and dedicated public service.

Overall, the Division Education Week 2025 strengthened cultural identity, academic excellence, innovation, stakeholder collaboration, and character formation within the Division. The integrated activities promoted learner-centered development, empowered educators, and reinforced strong partnerships, collectively advancing the Division's vision of a responsive, inclusive, and high-performing education community.









Ensuring Teachers' Welfare





DepEd Malolos Partners with Telecure for Annual Health Check-Up



The Schools Division of Malolos through the PhilHealth Konsulta partnered with the Telecure Malolos annual for the check-of the 1,975 teaching and non-teaching personnel in partnership with Telecure through PhilHealth Konsulta. The program aimed to promote preventive healthcare, ensure early detection of health issues, provide access to family care, and maintain the wellness of DepEd personnel so they remain fit to perform their duties.

The initiative enhanced regular health monitoring, improved access to primary care, reduced absenteeism, and promoted a healthier and more productive working environment. By raising awareness on preventive health, the program reinforced the importance of wellness among school personnel.

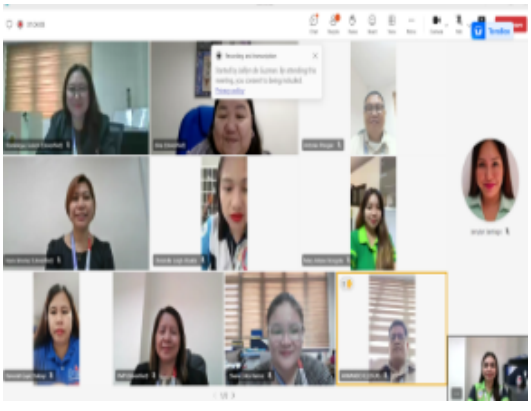


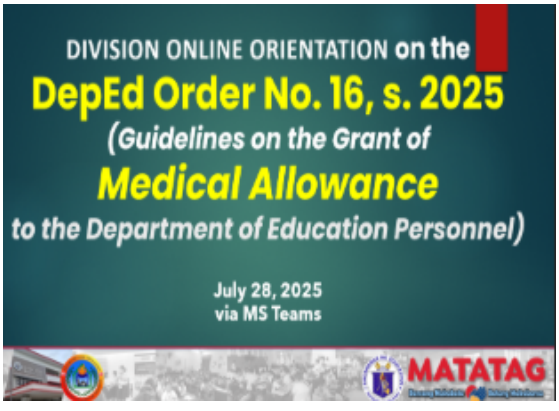
Division-Wide Orientation on Medical Allowance Guidelines takes off

The Schools Division Office of Malolos conducted a Division Online Orientation on the implementation of DepEd Order No. 16, s. 2025, or the Guidelines on the Grant of Medical Allowance to Department of Education personnel.

The activity aimed to ensure proper understanding of the policy, promote uniform implementation across offices and schools, and strengthen compliance with the prescribed guidelines. Key provisions and procedures were discussed to guide personnel in the effective rollout of the medical allowance.

As a result, the orientation increased policy awareness, minimized potential implementation issues, and enhanced the readiness of personnel to adopt the new system—demonstrating the Division's commitment to efficient service delivery and employee welfare.







Reduced Teacher Workload and Non-Teaching Tasks

SDO Malolos Deploys Administrative Officers, Strengthens Compliance with DepEd Order No. 2, s. 2024

In line with DepEd Order No. 2, s. 2024 on the immediate removal of administrative tasks of public school teachers, the Schools Division Office of Malolos deployed Administrative Officers II and Project Development Officers I to schools across the Division.

The initiative aims to provide direct administrative, human resource, and project management support at the school level, decongesting school heads and teachers from non-instructional duties. By assigning dedicated personnel to handle documentation, reporting, HR transactions, and project coordination, the Division ensures stronger compliance with policies while allowing educators to focus on their core mandate—quality instruction.

As a result, schools have reported improved efficiency in operations and program implementation, faster processing of administrative and HR-related transactions, and increased instructional leadership from school heads. Most importantly, the reduced administrative workload of teachers has enabled them to devote more time and attention to teaching and learner support, reinforcing the Division's commitment to prioritizing education outcomes.

DIVISION SUMMARY

Administrative Officer II

Region III - Malolos City

As of 19 January 2026

ALL SCHOOLS	% AO II ALLOCATION	% SCHOOLS WITH AO II**
57	82.5%	0.0%

	41
	15
	1

Based on the latest BEIS data — *Including AO IIs deployed before FY 2020*

Program Level (Original Appointment)				School with Access to AO II			Deployment	
Year Created	Allocation	Filled	Unfilled	Filling Up Rate	ES	JHS (IS)	SHS	Not Clustered	Clustered
	45	45	0	100.00%	0	0	0	43	2
FY 2020	14	14		100.00%				14	
FY 2021	16	16		100.00%				15	1
FY 2022	13	13		100.00%				13	
FY 2023	-								
FY 2024	1	1		100.00%					1
FY 2025	1	1		100.00%				1	
BEFORE FY 2020	2								

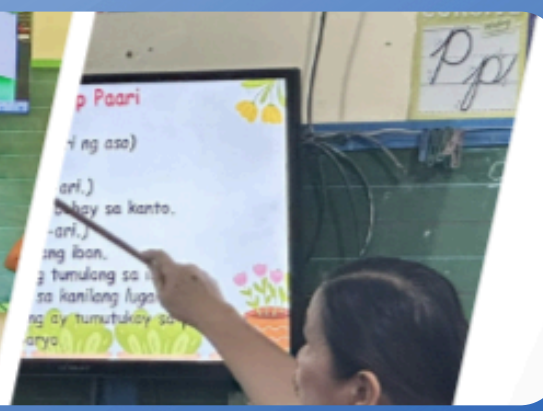
SCHOOLS WITH AO II: 0 *with School ID in the latest BEIS data*

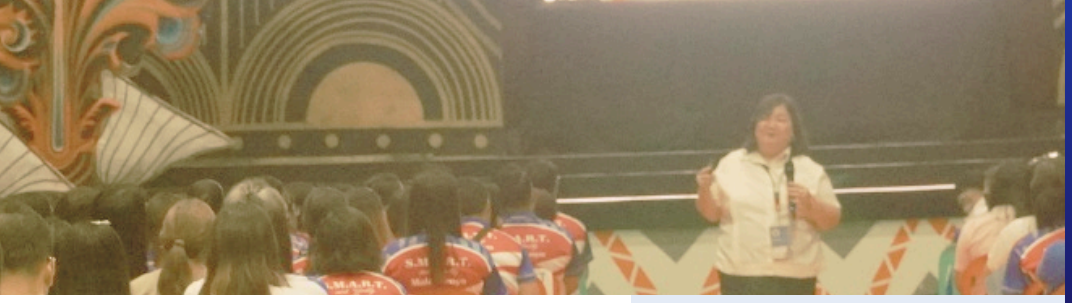












Strengthened Professional Development and Career Progression

SDO Malolos Rolls Out Expanded Career Progression System, Draws Strong Teacher Engagement

The Schools Division Office of Malolos successfully implemented DepEd Order No. 24, s. 2025, or the Guidelines on the Implementation of the Expanded Career Progression System for Teachers and School Heads, through a series of division-wide orientations and workshops.

The initiative aimed to provide clear and structured career pathways for teaching personnel and school heads, promoting professional growth and advancement within the Department. In an innovative move, the SDO ensured that all teachers were able to attend the orientation sessions, allowing for comprehensive discussions, open forums, and immediate clarification of concerns. This inclusive approach fostered deeper understanding and active engagement among participants.

As a result, teachers demonstrated heightened motivation and confidence in pursuing career advancement, leading to the submission of 458 applications for reclassification and 31 applications for retitling of positions. The strong response underscores the Division's commitment to empowering educators and strengthening a culture of professional excellence.







Division Orientation on ECP for Teachers held at the Guiguinto Municipal Athletic and Cultural Center









Division Orientation cum Workshop on the Expanded Career Progression System for Teachers and School Heads in the Department of Education





ECP Reclassification 2025 Batch One

No.	Name	Position Title		Level
		Present	DepEd Approved Position	
1	MENDOZA, ALVIN TIGAS	School Principal III	School Principal IV	Junior High School
2	ALKHADRA, ELLA SALONGA	Master Teacher I	Master Teacher II	Elementary
3	DE GUZMAN, PAOLO FAUSTINO	Master Teacher I	Master Teacher II	Junior High School
4	GUEVARRA, DANJO FERNANDO	Master Teacher I	Master Teacher II	Junior High School
5	DELA CRUZ, NERISSA AGAPAY	Master Teacher I	Master Teacher II	Senior High School
6	DIONISIO, JENIELYN VICTORIA	Master Teacher II	Master Teacher III	Elementary
7	MENDIOLA, JEANETTE ROQUE	Master Teacher II	Master Teacher III	Elementary
8	CRUZ, MA. ISABEL BENTILLO	Master Teacher I	Master Teacher III	Junior High School
9	GARCIA, NORMA LYN MARTIN	Master Teacher II	Master Teacher III	Junior High School
10	BULAONG, RIA ALEXANDRA LAROZA	Teacher I	Teacher II	Elementary
11	REGALADO, LOURDES LUNOD	Teacher I	Teacher II	Elementary
12	ABLAZA, KATHERINE ANN CECILIA OPLE	Teacher I	Teacher III	Elementary
13	AGGALOT, REVELINA DELA PEÑA	Teacher I	Teacher III	Elementary
14	ANGELES, FRANZ IVORY PETILOS	Teacher I	Teacher III	Elementary
15	BULAON, AICA JOY CUSTODIO	Teacher I	Teacher III	Elementary
16	CAPARAS, GENEVA QUINTANA	Teacher II	Teacher III	Elementary
17	CUSTODIO, CHERYLIN VALENTINO	Teacher I	Teacher III	Elementary
18	DE GUZMAN, FELIZA MERCADO	Teacher I	Teacher III	Elementary
19	DELA CRUZ, MA. JULIE CRUZ	Teacher I	Teacher III	Elementary
20	DELA CRUZ, REINA CONCEPCION DELOS I	Teacher I	Teacher III	Elementary
21	DONCILLO, AILEEN NICODEMUS	Teacher I	Teacher III	Elementary
22	ENRIQUEZ, RICA MAE ESTRELLA	Teacher I	Teacher III	Elementary
23	FIGUEROA, IMELDA CONCEPCION	Teacher I	Teacher III	Elementary
24	GATDULA, AREL AQUINO	Teacher I	Teacher III	Elementary
25	LOPEZ, RAQUEL PARONDA	Teacher I	Teacher III	Elementary
26	MABAIT, JENE-LYN BULAONG	Teacher I	Teacher III	Elementary
27	MATEO, WILMA BUGAY	Teacher I	Teacher III	Elementary
28	MERCADO, ASUNCION BRIONES	Teacher I	Teacher III	Elementary
29	NEGRADAS, JOANA MARIE BAESA	Teacher I	Teacher III	Elementary
30	PAGDANGAN, CATHERINE GUINTO	Teacher I	Teacher III	Elementary
31	PAGUILIGAN, THEA PHILLINE MARCELINO	Teacher I	Teacher III	Elementary
32	PASCUAL, MYRA CRUZ	Teacher I	Teacher III	Elementary
33	PASCUAL, SARAH JANE NIGOS	Teacher I	Teacher III	Elementary
34	PEDACAN, MARIA SAMONTE	Teacher I	Teacher III	Elementary
35	PUNONGBAYAN, MA. RIVA ANGELICA AND	Teacher I	Teacher III	Elementary
36	QUINTO, MARCHIE ROSARIO	Teacher I	Teacher III	Elementary
37	RAMOS, ROBERT ALLEN TEODORO	Teacher I	Teacher III	Elementary
38	REYES, RISSA MARIE SANTIAGO	Teacher I	Teacher III	Elementary
39	RIEGO, MARIA ANNA BUENAOBRA	Teacher II	Teacher III	Elementary
40	TOLENTINO, MYRA GENERAL	Teacher I	Teacher III	Elementary
41	TOPACIO, ROSETTE SORIANO	Teacher I	Teacher III	Elementary
42	TRIPOLE, JOCELYN COMIA	Teacher I	Teacher III	Elementary
43	VELASCO, JAN ANGEL MAGALONG	Teacher I	Teacher III	Elementary
44	ATIENZA, LAURO JR. PARAISO	Teacher I	Teacher III	Junior High School
45	BALLEN, SUZETE GATCHALIAN	Teacher I	Teacher III	Junior High School
46	BARLAM, NERISSA ONGLEO	Teacher I	Teacher III	Junior High School
47	BAYLOSIS, LEANIE JOCSON	Teacher I	Teacher III	Junior High School
48	BENEDICTO, JOYCE ANNE FERNANDO	Teacher I	Teacher III	Junior High School
49	BONDOC, JESSICA FAUSTINO	Teacher I	Teacher III	Junior High School
50	BORROMEO, LEZZIE GENIOSO	Teacher I	Teacher III	Junior High School
51	BULACAN, EDITHA PASCUAL	Teacher I	Teacher III	Junior High School
52	CLEMENTE, KAREN SANTOS	Teacher I	Teacher III	Junior High School
53	DELA PEÑA, PRINCESS ANN DAYAO	Teacher I	Teacher III	Junior High School
54	EUSEBIO, JENIELINE BUGAY	Teacher I	Teacher III	Junior High School
55	FERNANDO, FEVLYN JOYVIRTUDEZ	Teacher I	Teacher III	Junior High School
56	GALMAN, MARYVIC GEPULONGCA	Teacher I	Teacher III	Junior High School
57	JOAQUIN, RHODORA VALENCIA	Teacher I	Teacher III	Junior High School
58	LOPEZ, IAN CEDRIC MARASIGAN	Teacher I	Teacher III	Junior High School
59	MAGSAKAY, JESARETH VILLAFUERTE	Teacher I	Teacher III	Junior High School
60	MARCOS, CATHERINE DE JESUS	Teacher I	Teacher III	Junior High School
61	MONTES, JOY PARONDA	Teacher II	Teacher III	Junior High School
62	NICDAO, ALLEN JEMUELANGELES	Teacher I	Teacher III	Junior High School
63	REYES, CHRISTIAN JOY PEDROSA	Teacher I	Teacher III	Junior High School
64	REYES, JAN MIKHAIL RONALD ANGELES	Teacher I	Teacher III	Junior High School
65	REYES, MARIS CAPULE	Teacher I	Teacher III	Junior High School
66	STA. ANA, BEVERLY ALBANIA	Teacher I	Teacher III	Junior High School
67	ANDAL, MUHAMMAD ISKAN ALVARADO	Teacher II	Teacher III	Senior High School
68	ATIENZA, JOCELYN DOMONDON	Teacher I	Teacher III	Senior High School
69	BULAONG, JOY PRECY MAYE LUBAG	Teacher I	Teacher III	Senior High School
70	FAJARDO, SUSANA TOLENTINO	Teacher II	Teacher III	Senior High School
71	GIGA, RAFAEL FRUTO	Teacher I	Teacher III	Senior High School
72	NEBRIDA, KENNETH JOYCE CALARA	Teacher II	Teacher III	Senior High School
73	RAMOS, MELODY DAYAO	Teacher I	Teacher III	Senior High School
74	ROXAS, JESSA DELA CRUZ	Teacher I	Teacher III	Senior High School
75	LAPITAN, MARY ANN VICENCIO	Teacher I	Teacher IV	Elementary
76	SANTOS, RHEA SANTOS	Teacher I	Teacher IV	Elementary
77	VALENTON, REINA LEE DAYAO	Teacher I	Teacher IV	Elementary
78	ANGELES, MARIANNE ALBERTO	Teacher I	Teacher IV	Elementary
79	BULAONG, MA. TERESA FERNANDO	Teacher I	Teacher IV	Elementary
80	BUÑAG, ED JEAN GUEVARRA	Teacher II	Teacher IV	Elementary
81	CAPARAS, GEMMA SANTIAGO	Teacher I	Teacher IV	Elementary
82	CAPILI, BENJIE PANGILINAN	Teacher I	Teacher IV	Elementary
83	CAPILI, MARIVER JAVIER	Teacher I	Teacher IV	Elementary
84	CAPULE, ANA LIZA MENDOZA	Teacher I	Teacher IV	Elementary
85	CRUZ, JUDY ANN CUNANAN	Teacher I	Teacher IV	Elementary
86	CRUZ, MARIBEL VALENCIA	Teacher I	Teacher IV	Elementary
87	CRUZ, MARISSA RAMOS	Teacher I	Teacher IV	Elementary
88	DE GUZMAN, EDITHA DE ROXAS	Teacher I	Teacher IV	Elementary
89	DELA CRUZ, ROSARIO CATAHAN	Teacher II	Teacher IV	Elementary
90	DOMASIG, LUCIA ANGELES	Teacher I	Teacher IV	Elementary
91	JOSE, JENNA MARIZ DELA CRUZ	Teacher I	Teacher IV	Elementary
92	MACARIO, MARIBETH GATCHALIAN	Teacher I	Teacher IV	Elementary
93	MANANSALA, MARIA MIKAELA PASCUAL	Teacher I	Teacher IV	Elementary
94	MATA, AMER LOU MARTINEZ	Teacher I	Teacher IV	Elementary
95	NICOLAS, ANGIE LYN IGNACIO	Teacher I	Teacher IV	Elementary
96	PABILANE, RAIZZA ENRIQUEZ	Teacher I	Teacher IV	Elementary
97	PAGUILIGAN, DIVINA MARCELINO	Teacher II	Teacher IV	Elementary
98	PASCUAL, PERFECTA DELA CRUZ	Teacher I	Teacher IV	Elementary
99	POBLETE, GENINA ILAG	Teacher I	Teacher IV	Elementary
100	RELLEJA, SARINA ANNE PILAR	Teacher II	Teacher IV	Elementary
101	ROZ, SHERLYN HERNANDEZ	Teacher I	Teacher IV	Elementary
102	SANTOS, JOYCEL DELA CRUZ	Teacher I	Teacher IV	Elementary
103	SANTOS, MARY JANE JIMENEZ	Teacher I	Teacher IV	Elementary
104	SERRANO, ARRIANE MAE TRISTAN	Teacher I	Teacher IV	Elementary
105	SUBERON, CHARISE PEDROSO	Teacher I	Teacher IV	Elementary
106	TOLENTINO, KATHRINA ALBURO	Teacher I	Teacher IV	Elementary
107	VALENCIA, DIENNE LEIGH SANTOS	Teacher I	Teacher IV	Elementary
108	VITAN, SYDNEY IVY ALONZO	Teacher I	Teacher IV	Elementary
109	YANGCO, ANGELA ELAINE PASCUAL	Teacher I	Teacher IV	Elementary
110	ADRIANO, MARY FAITH DAYAO	Teacher I	Teacher IV	Junior High School
111	HALIWANAY, MARIA ELENA MANALAYSAY	Teacher I	Teacher IV	Junior High School
112	PADIN, KARLA GUIA JAVIER	Teacher I	Teacher IV	Junior High School
113	PINTO, MARIA VICTORIA MACAALAY	Teacher I	Teacher IV	Junior High School
114	RAMOS, RENZ ALLEN CANDELARIA	Teacher I	Teacher IV	Junior High School
115	VALENCIA, JOB QUILLAN	Teacher I	Teacher IV	Junior High School
116	VICTORIA, JUAN ANTONIO CAPUZ	Teacher I	Teacher IV	Junior High School
117	ALMARIO, SWEENY SHAIRA PATRIARCA	Teacher I	Teacher IV	Junior High School
118	CHAN, CONNIE TORRES	Teacher I	Teacher IV	Junior High School
119	CORONEL, RHEA MICHELLE DE LEON	Teacher I	Teacher IV	Junior High School
120	CRUZ, CELIA PAGUIA	Teacher I	Teacher IV	Junior High School
121	DELA CRUZ, SHAGO CUTENG	Teacher I	Teacher IV	Junior High School
122	DELA PEÑA, AZEL CRUZ	Teacher I	Teacher IV	Junior High School
123	DIONISIO, ABEL DELA CRUZ	Teacher I	Teacher IV	Junior High School
124	ESCOTO, AIZA VELASCO	Teacher I	Teacher IV	Junior High School
125	ESPINEDA, MARY ANN CRUZ	Teacher I	Teacher IV	Junior High School
126	FAJARDO, MERLY PANTI	Teacher I	Teacher IV	Junior High School
127	GAMOSO, ERLYN PACIENCIA	Teacher II	Teacher IV	Junior High School
128	GARCIA, JENNETE GALMAN	Teacher I	Teacher IV	Junior High School
129	GARCIA, LOIS GRACE TERCIAS	Teacher I	Teacher IV	Junior High School
130	GLORIA, MA. NINA JESUSA GONZALES	Teacher I	Teacher IV	Junior High School
131	GUEVARRA, JOANA MARIE CRUZ	Teacher I	Teacher IV	Junior High School
132	HILARIO, CHERRY CAPARAS	Teacher I	Teacher IV	Junior High School
133	LEE, MARY ANNE VILLAFUERTE	Teacher I	Teacher IV	Junior High School
134	MAGPAYO, MERYL BATONGBAKAL	Teacher I	Teacher IV	Junior High School
135	MANAYSAY, VINA ROSE YAMBAO	Teacher I	Teacher IV	Junior High School
136	MARCELO, MA. LIEGEL LYN BARTOLOME	Teacher I	Teacher IV	Junior High School
137	MARTIN, MAGDALENA BENEDICTOS	Teacher I	Teacher IV	Junior High School
138	MERCADO, MARJORIE ROSE AQUINO	Teacher I	Teacher IV	Junior High School
139	MIRANDA, REALYN LOPEZ	Teacher I	Teacher IV	Junior High School
140	MOSTAJO, LILIAN ANG	Teacher I	Teacher IV	Junior High School
141	PARAISO, ROSALYN BERNARDINO	Teacher I	Teacher IV	Junior High School
142	RODRIGUEZ, JOSHUA CRUZ	Teacher I	Teacher IV	Junior High School
143	RONQUILLO, DIANNE REYES	Teacher I	Teacher IV	Junior High School
144	SANTOS , HERMAN ENOLVA	Teacher I	Teacher IV	Junior High School
145	SOLIS, MA. ANGELA PAEZ	Teacher II	Teacher IV	Junior High School
146	TURINGAN, MARIA VILMA LUCAS	Teacher I	Teacher IV	Junior High School
147	VILLACONE, RANDEL GABARDA	Teacher I	Teacher IV	Junior High School
148	DE DIOS, MARY JOY MACAPAGAL	Teacher I	Teacher IV	Senior High School
149	LACANILAO, ROSARIO GERONIMO	Teacher I	Teacher IV	Senior High School
150	MIRANDA, OLIVIA BALAGTAS	Teacher I	Teacher IV	Senior High School
151	RAYO, RUSSEL GERALD CRUZ	Teacher I	Teacher IV	Senior High School
152	BALTAZAR, AILEEN S.	Teacher I	Teacher V	Elementary
153	CERVANTES, GLENDA P.	Teacher III	Teacher V	Elementary
154	DIONISIO, MARYJANE S.	Teacher I	Teacher V	Elementary
155	GALANG, MILANIE L.	Teacher III	Teacher V	Elementary
156	HERNANDEZ, CLAIRE DC.	Teacher I	Teacher V	Elementary
157	LINAG, AMELIA A.	Teacher II	Teacher V	Elementary
158	LIZARONDO, LORETA A.	Teacher II	Teacher V	Elementary
159	PALAD, MARY ROSE Q.	Teacher II	Teacher V	Elementary
160	SEBASTIAN, BARBARA A.	Teacher II	Teacher V	Elementary
161	TORRES, ROSSANA C.	Teacher II	Teacher V	Elementary
162	ANDRADE, MA. CONCEPCION P.	Teacher III	Teacher V	Junior High School
163	ANDRES, MARIA CHARINA V.	Teacher I	Teacher V	Junior High School
164	ARIZAPA, JOSELITO F.	Teacher III	Teacher V	Junior High School
165	ATIENZA, GEMMALYN I.	Teacher III	Teacher V	Junior High School
166	ATIENZA, MARLON I.	Teacher II	Teacher V	Junior High School
167	BAESA, MARIA AURORA A.	Teacher III	Teacher V	Junior High School
168	BELARDO, VANESSA R.	Teacher II	Teacher V	Junior High School
169	CALUAG, DAVELYN S.	Teacher II	Teacher V	Junior High School
170	CLARIÑO, ALEXANDER M. JR.	Teacher II	Teacher V	Junior High School
171	CRUZ, CRISTINE BERNADETH I.	Teacher I	Teacher V	Junior High School
172	DE GUZMAN, WENDY B.	Teacher III	Teacher V	Junior High School
173	DE LUNA, CRISSEL JOYCE M.	Teacher II	Teacher V	Junior High School
174	DELOS SANTOS, CECILO, M.	Teacher II	Teacher V	Junior High School
175	DIONISIO-DE LUNA, CHELSIE D.	Teacher II	Teacher V	Junior High School
176	ESTRELLA, RANCIS C.	Teacher II	Teacher V	Junior High School
177	FABIAN, MINERVA D.	Teacher II	Teacher V	Junior High School
178	FUENTES, MYLENE M.	Teacher II	Teacher V	Junior High School
179	FULLADO, ALMIRA ANGELICA B.	Teacher II	Teacher V	Junior High School
180	KONNO, TERESA H.	Teacher II	Teacher V	Junior High School
181	MAGAHIS, HILDA P.	Teacher II	Teacher V	Junior High School
182	MANZANO, JANETH P.	Teacher III	Teacher V	Junior High School
183	MAROLLANO, MA. LOURDES B.	Teacher II	Teacher V	Junior High School
184	MENDOZA, ELIZA MARIE D.	Teacher II	Teacher V	Junior High School
185	NICOLAO, MA. CARMELA N.	Teacher II	Teacher V	Junior High School
186	PELAYO, PENIEL A.	Teacher III	Teacher V	Junior High School
187	SANTOS, MARIA VICTORIA L.	Teacher II	Teacher V	Junior High School
188	VILLACERAN, RUTH KLARIBELLE C.	Teacher II	Teacher V	Junior High School
189	VILLANUEVA, JAYSON V.	Teacher II	Teacher V	Junior High School
190	ADRIANO, JHON KENDRICK TAN	Teacher I	Teacher V	Senior High School
191	ANGELES, JESUSA L.	Teacher II	Teacher V	Senior High School
192	BAUTISTA, ABEGAIL DR.	Teacher II	Teacher V	Senior High School
193	CAIGAS, JANICE ANN J.	Teacher II	Teacher V	Senior High School
194	CRISOSTOMO, ELOISA P.	Teacher II	Teacher V	Senior High School
195	CRISTOBAL, ARIEL E.	Teacher II	Teacher V	Senior High School
196	CRUZ, JHERICA NUÑEZ	Teacher II	Teacher V	Senior High School
197	DE CHAVEZ, JERALD RELON	Teacher II	Teacher V	Senior High School
198	DE GUZMAN, CIELITO D.	Teacher II	Teacher V	Senior High School
199	DE VERA, JASMIN JACOB	Teacher II	Teacher V	Senior High School
200	DELORIA, MELLYROSE DIAZ	Teacher II	Teacher V	Senior High School
201	DELOS REYES, ROMA ANTONIO	Teacher II	Teacher V	Senior High School
202	DIAZ, KIMBERLY FAYE C.	Teacher II	Teacher V	Senior High School
203	DOMINGO, ELISA SANTIAGO	Teacher II	Teacher V	Senior High School
204	LAXAMANA, MELISSA M.	Teacher II	Teacher V	Senior High School
205	LIWANAG, HAZEL ANN BAGUIO	Teacher II	Teacher V	Senior High School
206	LOMOTAN, SHIELA ROSE T.	Teacher II	Teacher V	Senior High School
207	MACALE, JOHN FREDERICK	Teacher II	Teacher V	Senior High School
208	MAGTALAS, MARIA JOLINA D.	Teacher II	Teacher V	Senior High School
209	MARCOS, DAISY HELEN A.	Teacher II	Teacher V	Senior High School
210	MARTIN, JOAN A.	Teacher II	Teacher V	Senior High School
211	MATEO, ACE T.	Teacher II	Teacher V	Senior High School
212	MENDINA, MYRA TALLADA	Teacher II	Teacher V	Senior High School
213	MONIB, JAMALIAH H.	Teacher II	Teacher V	Senior High School
214	MONTECLARO, CRICELENE S.	Teacher II	Teacher V	Senior High School
215	MUNI, JASPER T.	Teacher II	Teacher V	Senior High School
216	NICOLAS, JOSEPHINE M.	Teacher II	Teacher V	Senior High School
217	OLIVA, JHENEFER LOPEZ	Teacher II	Teacher V	Senior High School
218	RAYMUNDO, CRIZZEL ROBLES	Teacher II	Teacher V	Senior High School
219	ROXAS, FRANCISCO S.	Teacher II	Teacher V	Senior High School
220	SALONGA, ELYND REYES	Teacher II	Teacher V	Senior High School
221	SUBA, SHARON ROSE T.	Teacher II	Teacher V	Senior High School
222	TAMAYO, FERDINAND SURIO	Teacher II	Teacher V	Senior High School
223	ABUAN, MARICEL CATINDIG	Teacher III	Teacher VI	Elementary
224	AGUILO, MA. CARMELA PARAS	Teacher III	Teacher VI	Elementary
225	ALCARAZ, RAENA LIZA LIM	Teacher III	Teacher VI	Elementary
226	ALMAZAR, ARLENE JOYCE CASTELO	Teacher III	Teacher VI	Elementary
227	ARCILLA, AIRISH MICA CATINDIG	Teacher III	Teacher VI	Elementary
228	ARELLANO, MA. CRISTINA RAMOS	Teacher III	Teacher VI	Elementary
229	ASUNCION, JONIEL MANANSALA	Teacher III	Teacher VI	Elementary
230	BAREDO, ARIEFEL CRUZ	Teacher III	Teacher VI	Elementary
231	BARTOLOME, MARIA ZENAIDA GONZALES	Teacher III	Teacher VI	Elementary
232	BAUTISTA, SARAH EVANGELISTA	Teacher III	Teacher VI	Elementary
233	BORLONGAN, JOYCE ANN MERCADO	Teacher III	Teacher VI	Elementary
234	CABALLERO, BERNADETTE CABANGON	Teacher III	Teacher VI	Elementary
235	CALAYAG, MA. CRYSTALYNE DE JESUS	Teacher III	Teacher VI	Elementary
236	CAPIRAL, CHRISTINE ELIZABETH MARTIN	Teacher III	Teacher VI	Elementary
237	CARANZO, MARY JANE CARLOS	Teacher III	Teacher VI	Elementary
238	CARLOS, RITA BAUTISTA	Teacher III	Teacher VI	Elementary
239	CERVANTES, BENILDA AQUINO	Teacher III	Teacher VI	Elementary
240	CORPUZ, MELINDA DELA CRUZ	Teacher III	Teacher VI	Elementary
241	CRISOSTOMO, ERIN ABRAHAM REYES	Teacher III	Teacher VI	Elementary
242	CRUZ, MARILYN CERVANTES	Teacher III	Teacher VI	Elementary
243	CRUZ, MARY ROSE AVENDANO	Teacher III	Teacher VI	Elementary
244	DAYAO, CHRISTELLE ANNE MIRANDA	Teacher III	Teacher VI	Elementary
245	DE GUCENA, CRISTELLE LOBATON	Teacher III	Teacher VI	Elementary
246	DE GUZMAN, CAROLYN SANTIAGO	Teacher III	Teacher VI	Elementary
247	DE GUZMAN, JENNIFER FAUSTINO	Teacher III	Teacher VI	Elementary
248	DE JESUS, AMY CEBU	Teacher III	Teacher VI	Elementary
249	DE JESUS, KYLA JOY PALLOMINA	Teacher III	Teacher VI	Elementary
250	DE JESUS, MARIA CRISTINA CALAYAG	Teacher III	Teacher VI	Elementary
251	DE LEON, VERONICA CRUZ	Teacher III	Teacher VI	Elementary
252	DEL PILAR, MARY GRACE CRUZ	Teacher III	Teacher VI	Elementary
253	DELA CRUZ, ANN RACQUEL PASCUA	Teacher III	Teacher VI	Elementary
254	DELA CRUZ, AZEL ANN PAREJA	Teacher III	Teacher VI	Elementary
255	DEQUIT, JHOANA MARIE ALCORIZA	Teacher III	Teacher VI	Elementary
256	DISCA, BERNARDITA BALITE	Teacher III	Teacher VI	Elementary
257	ENDAYA, ALMA SERRANA	Teacher III	Teacher VI	Elementary
258	ESPINO, ANGELIE HAS	Teacher III	Teacher VI	Elementary
259	EVANGELIO, MARY ANN NATIVIDAD	Teacher III	Teacher VI	Elementary
260	FRANCISCO, MA. MYRA CARANGAN	Teacher III	Teacher VI	Elementary
261	GANTANG, MA. ROSARIO DIONISIO	Teacher III	Teacher VI	Elementary
262	GATCHALIAN, BETHLEHEM GOLI CRUZ	Teacher III	Teacher VI	Elementary
263	GATCHALIAN, MA. GEMMA GALANG	Teacher III	Teacher VI	Elementary
264	GIMENO, ARLENE SANTOS	Teacher III	Teacher VI	Elementary
265	GIRONELLA, EDITHA CLEMENTE	Teacher III	Teacher VI	Elementary
266	GREGORIO, CATHERINE BARBACENA	Teacher III	Teacher VI	Elementary
267	GUINTO, IRISH LIM	Teacher III	Teacher VI	Elementary
268	IGNACIO, JANE QUINAY	Teacher III	Teacher VI	Elementary
269	ILO, MADELLU LUCERO	Teacher III	Teacher VI	Elementary
270	JAVIER, BERNARD FAUSTINO	Teacher III	Teacher VI	Elementary
271	JAVIER, JOYCE VILLAVICENCIO	Teacher III	Teacher VI	Elementary
272	LAPEÑA, CHERRY ALFONSO	Teacher III	Teacher VI	Elementary
273	LIBAO, MARIA CECILIA LOPEZ	Teacher III	Teacher VI	Elementary
274	LOZADA, ARSENIA VALENCIA	Teacher III	Teacher VI	Elementary
275	MAGBITANG, JOANNE CELESTE CUASAY	Teacher III	Teacher VI	Elementary
276	MAGPAYO, ALMA MIA SAGUN	Teacher III	Teacher VI	Elementary
277	MAGTIRA, EMMA ROSE CRUZAT	Teacher III	Teacher VI	Elementary
278	MANALILI, CHONA ALBANIA	Teacher III	Teacher VI	Elementary
279	MARIÑAS, NICA JOY MACLANG	Teacher III	Teacher VI	Elementary
280	MARTIN, FATIMA FAYE DELA CRUZ	Teacher III	Teacher VI	Elementary
281	MARTINEZ, APRIL FERNANDO	Teacher III	Teacher VI	Elementary
282	MATEO, CRSITINA ALEJO	Teacher III	Teacher VI	Elementary
283	MATEO, ERWIN SANTOS	Teacher III	Teacher VI	Elementary
284	MATEO, FLORENCIA MARCELO	Teacher III	Teacher VI	Elementary
285	MATITO, JAYNELL MATEO	Teacher III	Teacher VI	Elementary
286	MEJIA, PRECY NEGOSA	Teacher III	Teacher VI	Elementary
287	NATIVIDAD, JENNIE BARRERA	Teacher III	Teacher VI	Elementary
288	OCAMPO, DINA JAVIER	Teacher III	Teacher VI	Elementary
289	PACLETA, MARICEL STA. ANA	Teacher III	Teacher VI	Elementary
290	PACLETA, REYNALDO BAUTISTA	Teacher III	Teacher VI	Elementary
291	PAGALA, JENNALYN JEAN ALCORIZA	Teacher III	Teacher VI	Elementary
292	PAGUILIGAN, NOEMI SUAREZ	Teacher III	Teacher VI	Elementary
293	PAHATI, ANNA CECILIA SANTIAGO	Teacher III	Teacher VI	Elementary
294	PAMINTUAN, JANIÑA DELA CRUZ	Teacher III	Teacher VI	Elementary
295	RAMOS, ANA LORENA SALONGA	Teacher III	Teacher VI	Elementary
296	RAMOS, ANALIZA MARINAS	Teacher III	Teacher VI	Elementary
297	REYES, MEDELYN RONTALO	Teacher III	Teacher VI	Elementary
298	RIVERA, MARY GRACE SANTIAGO F	Teacher III	Teacher VI	Elementary
299	SANTIAGO, MICHAEL JOHN CARAIG	Teacher III	Teacher VI	Elementary
300	SANTIAGO, WENALYN CADA	Teacher III	Teacher VI	Elementary
301	SANTOS, CARMEL SIBALA	Teacher III	Teacher VI	Elementary
302	SANTOS, MYLINE ISIP	Teacher III	Teacher VI	Elementary
303	SANTOS, ROBERT FIGURACION	Teacher III	Teacher VI	Elementary
304	SANTOS, SARAH JOY CASTRO	Teacher III	Teacher VI	Elementary
305	STA ANA, JOCELYN DELA CRUZ	Teacher III	Teacher VI	Elementary
306	STA. MARIA, SARAH JANE BAUTISTA	Teacher III	Teacher VI	Elementary
307	TACTICA, WILNOR NIANGO	Teacher III	Teacher VI	Elementary
308	TAMAYO, ROSALEE SURIO	Teacher III	Teacher VI	Elementary
309	TAPIC, MARC KELVIN ORDOÑEZ	Teacher III	Teacher VI	Elementary
310	VALENCIELA, JASMIN ALBA	Teacher III	Teacher VI	Elementary
311	VELASCO, MECCA JOY CALILAP	Teacher III	Teacher VI	Elementary
312	VILLANUEVA, MA LOURDES BORLONGAN	Teacher III	Teacher VI	Elementary
313	CASTILLO, ELEANOR CABIGAO	Teacher III	Teacher VI	Junior High School
314	DE VERA, CRISTINA TOLENTINO	Teacher III	Teacher VI	Junior High School
315	ONDRA, MARIA RITA NATIVIDAD	Teacher III	Teacher VI	Junior High School
316	QUINDOZA, MA CRISTINA PANGINDIAN	Teacher III	Teacher VI	Junior High School
317	SANTIAGO, JAENIE BALAGTAS	Teacher III	Teacher VI	Junior High School
318	SORIANO, AILEEN ARIZ	Teacher III	Teacher VI	Junior High School
319	ADRIANO, ARVIE MANUMBAS	Teacher III	Teacher VI	Junior High School
320	ANGELES, FATIMA ACUNA	Teacher III	Teacher VI	Junior High School
321	ARIZAPA, MARIA ANGELICA FRASCO	Teacher III	Teacher VI	Junior High School
322	BAGGAY, CYLVE TORRES	Teacher III	Teacher VI	Junior High School
323	BALITE, MARVIN ACIERTO	Teacher III	Teacher VI	Junior High School
324	BANGIT, SYLVIA ALVARO	Teacher III	Teacher VI	Junior High School
325	BOLANIO, MILCA CARLOS	Teacher III	Teacher VI	Junior High School
326	BULAONG, ARNOLD BAUTISTA	Teacher III	Teacher VI	Junior High School
327	BULAONG, MARY ELEANOR DIMARUCUT	Teacher III	Teacher VI	Junior High School
328	CABALLERO, SPENCE ARREL CORTEZ	Teacher III	Teacher VI	Junior High School
329	CAMUA, RACHELLE LUCIANO	Teacher III	Teacher VI	Junior High School
330	CANTELA, GIRLIE ADORAY	Teacher III	Teacher VI	Junior High School
331	CAPILLO, CRISTINA CRUZ	Teacher III	Teacher VI	Junior High School
332	CATACUTAN, MARC JORGE TAMAYO	Teacher III	Teacher VI	Junior High School
333	CATINDIG, JEANIELYN RIEL	Teacher III	Teacher VI	Junior High School
334	CONSTANTINO, BERNADETTE CAPARAS	Teacher III	Teacher VI	Junior High School
335	CRISOSTOMO, JUDITH COLOPANO	Teacher III	Teacher VI	Junior High School
336	CRISOSTOMO, KENNETH DION ROQUE	Teacher III	Teacher VI	Junior High School
337	CRUZ, MARVIC FELIX II YANGA	Teacher III	Teacher VI	Junior High School
338	CRUZ, RAYMUND PATERNO	Teacher III	Teacher VI	Junior High School
339	CRUZ, SARRAH JANE DE LOMO	Teacher III	Teacher VI	Junior High School
340	CUARTERO, JOHN CARLO CASTELO	Teacher III	Teacher VI	Junior High School
341	CURIBANG, RAYMOND REYES	Teacher III	Teacher VI	Junior High School
342	DACALIO, LOVELY PALINGUBA	Teacher III	Teacher VI	Junior High School
343	DAOS, ANGELA YEE	Teacher III	Teacher VI	Junior High School
344	DAVID, RAYONNE LIWANAG	Teacher III	Teacher VI	Junior High School
345	DE DIOS, MARK JOVI MANDAP	Teacher III	Teacher VI	Junior High School
346	DE GUZMAN, GLAIZA DE GUZMAN	Teacher III	Teacher VI	Junior High School
347	DE GUZMAN, JOVELYN DELA CRUZ	Teacher III	Teacher VI	Junior High School
348	DE REGLA, JENNY TOBIAS	Teacher III	Teacher VI	Junior High School
349	DELA CRUZ, CONSTANTINO JR. LAZARO	Teacher III	Teacher VI	Junior High School
350	DELA CRUZ, DARWIN JEWEL JOHN DELA C	Teacher III	Teacher VI	Junior High School
351	DELA CRUZ, DULCE BERNARDO	Teacher III	Teacher VI	Junior High School
352	DELA CRUZ, GRACEFUL MIRA LAZARO	Teacher III	Teacher VI	Junior High School
353	DELA CRUZ, GRACIE RUTH VISTAN	Teacher III	Teacher VI	Junior High School
354	DELA CRUZ, JESSALYN HERNANDEZ	Teacher III	Teacher VI	Junior High School
355	DELA CRUZ, JHO-ANNE TOLENTINO	Teacher III	Teacher VI	Junior High School
356	DELA CRUZ, JUDY ROMEROSA	Teacher III	Teacher VI	Junior High School
357	DELA CRUZ, RYAN-FERR PARAISO	Teacher III	Teacher VI	Junior High School
358	DELA ROSA, CLEA EVANGELISTA	Teacher III	Teacher VI	Junior High School
359	DELA ROSA, GENE KATHLEEN BOJOS	Teacher III	Teacher VI	Junior High School
360	DIAZ, MARIA ERMIRA MANAOG	Teacher III	Teacher VI	Junior High School
361	DIZON, MA. EMMANUEL	Teacher III	Teacher VI	Junior High School
362	DOMINGO, AKIKO JOHN MADARANG	Teacher III



Strengthened Professional Development and Career Progression

Project "Dekalidad na Pagtuturo" Empowers Teachers, Elevates Learning in SDO Malolos







The Schools Division Office of Malolos launched Project DNP (DeKalidad Na Pagtuturo): Isulong ang Pagkatuto, Itaas ang Galing!, a program designed not only to improve learner outcomes but also to strengthen teacher welfare and professional growth. Anchored on the CID thrust "We Connect, We Inspire, We Deliver," the project ensured that teachers across 57 schools received continuous support, guidance, and mentorship in implementing the curriculum effectively.

Through regular online and onsite instructional supervision, coaching, mentoring, and data-informed feedback, teachers were provided a supportive and empowering environment to enhance their lesson planning, adopt innovative strategies, and address learning gaps. Targeted interventions and professional learning sessions boosted their confidence, instructional skills, and responsiveness to diverse learner needs.

Project DNP also streamlined instructional reporting and monitoring, reducing administrative burdens on teachers and allowing them to focus on what matters most—teaching and student engagement. Collaborative platforms and reflection sessions fostered stronger connections between teachers, school heads, and CID supervisors, reinforcing a culture of mutual support and shared responsibility.

As a result, eachers experienced improved professional growth, higher morale, and stronger instructional capacity, while learners benefited from more focused, inclusive, and high-quality learning experiences. Project DNP demonstrates SDO Malolos' commitment to teacher welfare as a key driver of educational excellence, ensuring that quality teaching and learning remain central to every classroom.



District Instructional Supervision Advances Teacher Support and Welfare



The District Instructional Supervision initiative underscored the Schools Division Office of Malolos' commitment to strengthening teacher welfare through sustained instructional leadership and support.

Anchored on providing technical assistance to school heads in the contextualization and localization of the K–12 curriculum, the program also established a district-wide Instructional Coaching and Mentoring Program and ensured the conduct of quarterly instructional supervisory visits across all schools.

Beyond compliance and monitoring, the initiative created a stronger support system for teachers. Through coaching, mentoring, and guided supervision, educators received timely technical assistance, clearer instructional direction, and constructive feedback—reducing professional isolation and easing instructional challenges. This strengthened support structure not only improved curriculum delivery but also promoted teacher confidence, professional growth, and overall workplace well-being, reinforcing the Division's commitment to nurturing and empowering its educators.



DepEd Malolos Honors Teachers and Staff, Promotes Welfare and Professional Growth



In celebration of Division Education Week, the Schools Division Office of Malolos recognized 204 teaching and non-teaching personnel for their outstanding service, educational attainment, and research contributions.

The recognition aimed not only to honor achievements but also to support the welfare and professional growth of teachers and staff by providing a platform to showcase their hard work, dedication, and innovative contributions to education. Awards were given for tenure, post-graduate studies, research, and exemplary service to the Division.

By acknowledging these accomplishments, the Division inspired and empowered personnel to pursue higher learning, engage in innovative practices, and continue contributing to the improvement of teaching and learning. The activity reinforces DepEd Malolos' commitment to uplifting teacher welfare, professional development, and motivation, ensuring that educators feel valued and supported in their vital role.



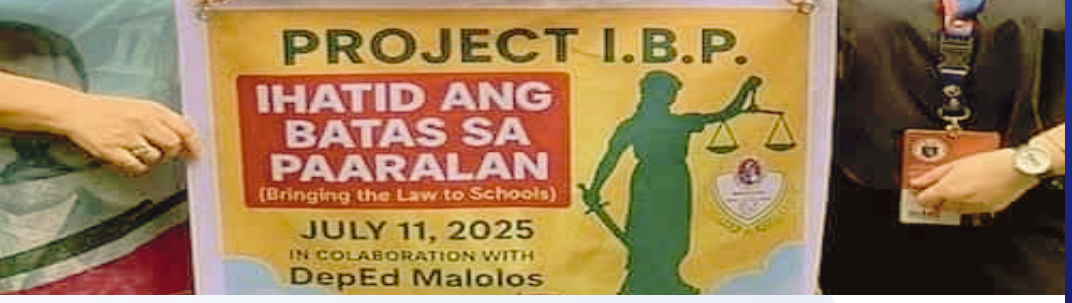












Project I.B.P. 2025: Bringing Free Legal Services to Schools

In response to the needs identified through Ugnayan ng Mga Guro at Pinuno, Ugnayan sa Paaralan, DLAC, and Lingkod-Batas sa Brigada Eskwela, DepEd Malolos launched Project I.B.P.: Ihatid Ang Batas sa Paaralan, providing free legal consultation to teaching and non-teaching personnel.
The initiative, conducted in collaboration with the Integrated Bar of the Philippines – Bulacan Chapter, aims to assist personnel in navigating legal concerns that may affect their professional service, ensuring they are well-supported in their roles.

For C.Y. 2025, four Project I.B.P. activities were conducted:

- July 11, 2025 – District 7: 20 participants
- July 11, 2025 – District 8: 22 participants
- September 12, 2025 – District 1: 12 participants
- October 24, 2025 – Marcelo H. Del Pilar National High School: 17 participants
-

All participants received one-on-one legal consultation, helping to alleviate personal legal burdens and promote holistically fit personnel, which ultimately benefits the learning environment and student outcomes.

Conduct of District Learning Action Cell (DLAC) in District 8 of this City Schools Division held on 11 July 2025



Project I.B.P.: Ihatid Ang Batas Sa Paaralan held on 24 October 2025 at Marcelo H. Del Pilar National High School



"Lingkod-Batas sa Brigada Eskwela 2025" Ensures Safe and Smooth Opening of Classes

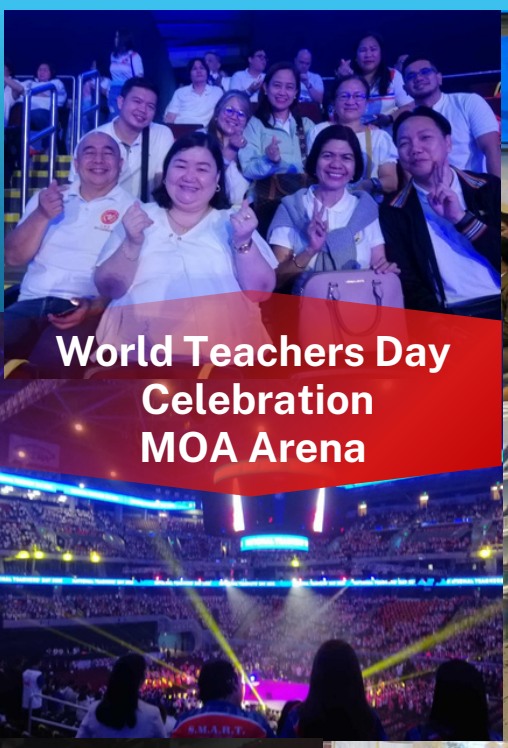
In a joint initiative with the Integrated Bar of the Philippines – Bulacan Chapter, DepEd Malolos conducted "Lingkod-Batas sa Brigada Eskwela" on June 13, 2025, providing legal assistance to stakeholders during the opening of classes.

The activity aimed to address common legal concerns of parents, teachers, and school personnel, ensuring that the school year starts smoothly and safely. A total of 20 stakeholders from Districts 9 and 10 availed themselves of the legal-aid services.

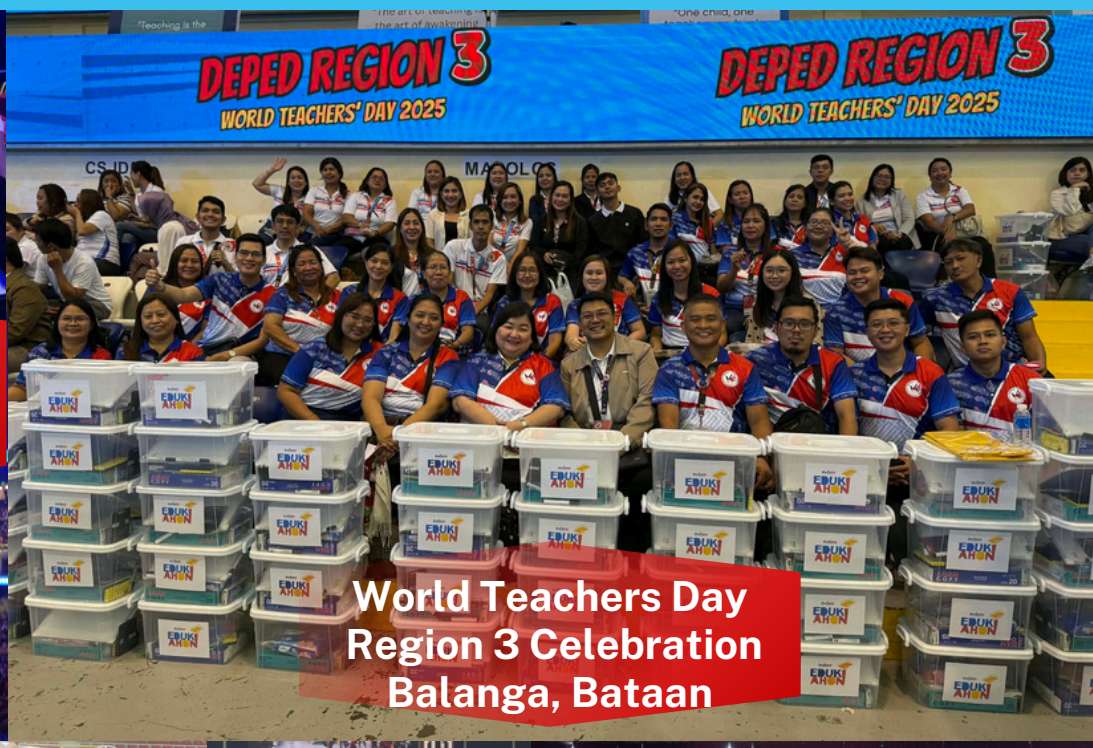
As a result, no untoward incidents were recorded during the opening of classes for S.Y. 2025–2026, highlighting the importance of proactive legal support in fostering a safe, orderly, and well-prepared school environment.

2025 WORLD and NATIONAL TEACHERS' DAY CELEBRATION

October 9, 2025



World Teachers Day
Celebration
MOA Arena



World Teachers Day
Region 3 Celebration
Balanga, Bataan







Division Teachers Day
Celebration
MSCC, Malolos City







Promoting Learners' Well-Being





SDO Malolos Strengthens Mental Health Advocacy Through Division-Wide Awareness Activities

In line with the observance of National Mental Health Awareness Month under Republic Act No. 11036 or the Mental Health Act, the Schools Division Office (SDO) of Malolos successfully conducted a series of school-based mental health awareness activities across different institutions in October and November 2025. These initiatives aimed to reduce stigma, promote understanding, and encourage help-seeking behaviors among learners and school personnel while strengthening community support systems.

The mental health awareness campaign focused on increasing public knowledge about mental health issues, symptoms, and available interventions, recognizing mental well-being as an integral part of overall health. Schools, workplaces, and local organizations were actively involved to build inclusive support networks and promote psychological safety within educational environments. Part of the initiative also included the preparation and uploading of Expenditure Matrices to support improved mental health services, appropriate funding allocation, and the development of workplace policies that prioritize mental wellness.

At City of Malolos Integrated School – Catmon, the Mental Health Awareness Campaign 2025 was successfully implemented, achieving its objectives of educating students and fostering a culture of empathy and emotional resilience. The activity provided a platform for learners to better understand mental health concerns and the importance of seeking support when needed. The school recommended the regular conduct of similar programs and the organization of follow-up guidance sessions to further strengthen students' emotional well-being.









Meanwhile, Marcelo H. Del Pilar National High School conducted the Project Ka-LINGAP orientation for Junior High School students on November 4, 2025. This school-based mental health advocacy program aimed to raise awareness, promote understanding, and reduce stigma related to mental health concerns among learners. The orientation empowered students with knowledge and encouraged open conversations about emotional and psychological challenges in a supportive school environment.

In addition, Longos II Elementary School spearheaded a mental health activity for school personnel entitled "Mental and Spiritual Well-Being: Where Am I Going?" The reflective session allowed teachers to pause, reconnect with their sense of purpose, and assess their personal and professional well-being. The activity emphasized balance, mindfulness, and inner strength as essential elements in sustaining effective teaching and maintaining a healthy work-life integration.

Through these collective efforts, SDO Malolos continues to champion mental health awareness and promote a culture of care, empathy, and inclusivity in schools. These initiatives reaffirm the Division's commitment to creating safe and supportive learning environments where both learners and personnel can thrive emotionally, mentally, and professionally.



Moral Values and Character Development

Malolos Youth Shine Through Service: Student-Led Outreach Drives Impact Communities

In a remarkable display of compassion and leadership, Malolos students took the lead in serving their communities through SMART-G student-led outreach programs and donation drives. These initiatives aimed to develop Godly and socially responsible youth leaders by instilling empathy, generosity, and servant leadership.

Through food and clothing drives, gift-giving activities, and volunteer services, students extended essential support to families, learners, school personnel, and partner institutions, fostering social responsibility and communal care. The programs also strengthened collaboration among students, teachers, local government units, and youth organizations, promoting a culture of bayanihan.

The impact of these initiatives was far-reaching. Student leaders from the Supreme Elementary and Secondary Learner Governments honed practical leadership skills, learning to plan, organize, and execute meaningful service programs. Within schools, the activities nurtured gratitude, inclusivity, and a supportive community spirit. At the community level, partnerships with families, orphanages, and barangays helped deliver timely assistance, reinforcing social ties and shared hope.

These efforts not only addressed immediate needs but also shaped learners into values-driven leaders and responsible citizens, proving that service can be a powerful platform for leadership and social change.







Guiding Every Learner: Homeroom Program Strengthens Student Growth and Well-being

The Schools Division of Malolos successfully implemented the Homeroom Guidance Program (HGP) to provide structured support for learners' academic, personal, and career development. Designed as a preventive and developmental guidance initiative, the program promotes holistic growth by addressing students' emotional well-being, social skills, values formation, and career awareness.

Through regular homeroom sessions, students improved self-awareness, decision-making, resilience, and study habits, while fostering empathy, cooperation, and positive peer relationships. Teachers and homeroom advisers strengthened bonds with learners, enhanced mentoring skills, and collaborated closely with guidance counselors to support at-risk students.

At the school level, the program cultivated a safe, inclusive, and supportive learning environment, encouraging student engagement, reducing behavioral issues, and guiding early interventions. Division-wide, HGP standardized guidance practices, enabled data-driven monitoring, and informed policies that enhance overall student welfare, demonstrating a commitment to nurturing well-rounded, values-driven learners prepared for academic success and futu pathways.

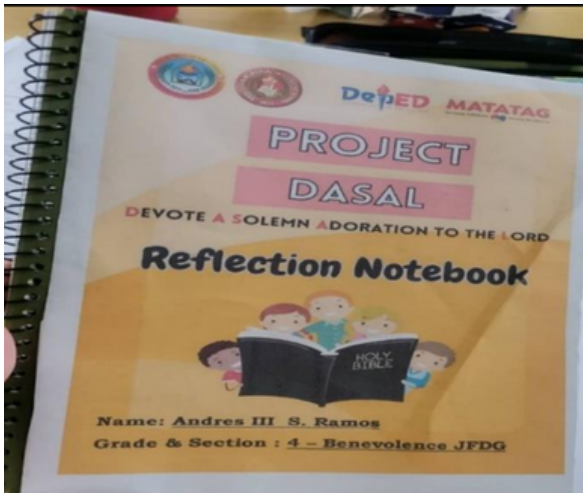


Shaping Values and Character: Malolos Schools Lead in Values Education

The Schools Division of Malolos strengthened learners' moral and social development through comprehensive Values Education programs, led by EPS Ma. Cynthia E. De Guzman. Instructional supervision in Good Manners and Right Conduct (GMRC) and Values Education helped teachers integrate respect, responsibility, empathy, and integrity into daily lessons, using interactive strategies like storytelling, role-playing, and reflection.

Several programs amplified this impact. Project DASAL (Devote A Solemn Adoration to the Lord) nurtured spiritual growth through prayer and reflection, fostering humility, compassion, and self-discipline among learners and school personnel. Project 5PS (Pagpapanumbalik at Pagpapalawig ng Pagpapahalagang Pilipino) revived core Filipino values such as cooperation, social awareness, and bayanihan, reinforcing character formation and positive behavior. Additionally, consultative Kamustahan meetings with GMRC and Values Education teachers promoted collaboration, sharing of best practices, and alignment with curriculum standards, ensuring consistent and meaningful delivery across schools.

These initiatives not only improved teacher competence and confidence but also shaped a respectful, caring, and values-oriented school culture. By combining instructional support, spiritual formation, and Filipino values education, Malolos schools continue to mold learners who are morally grounded, socially responsible, and prepared to contribute positively to their communities.







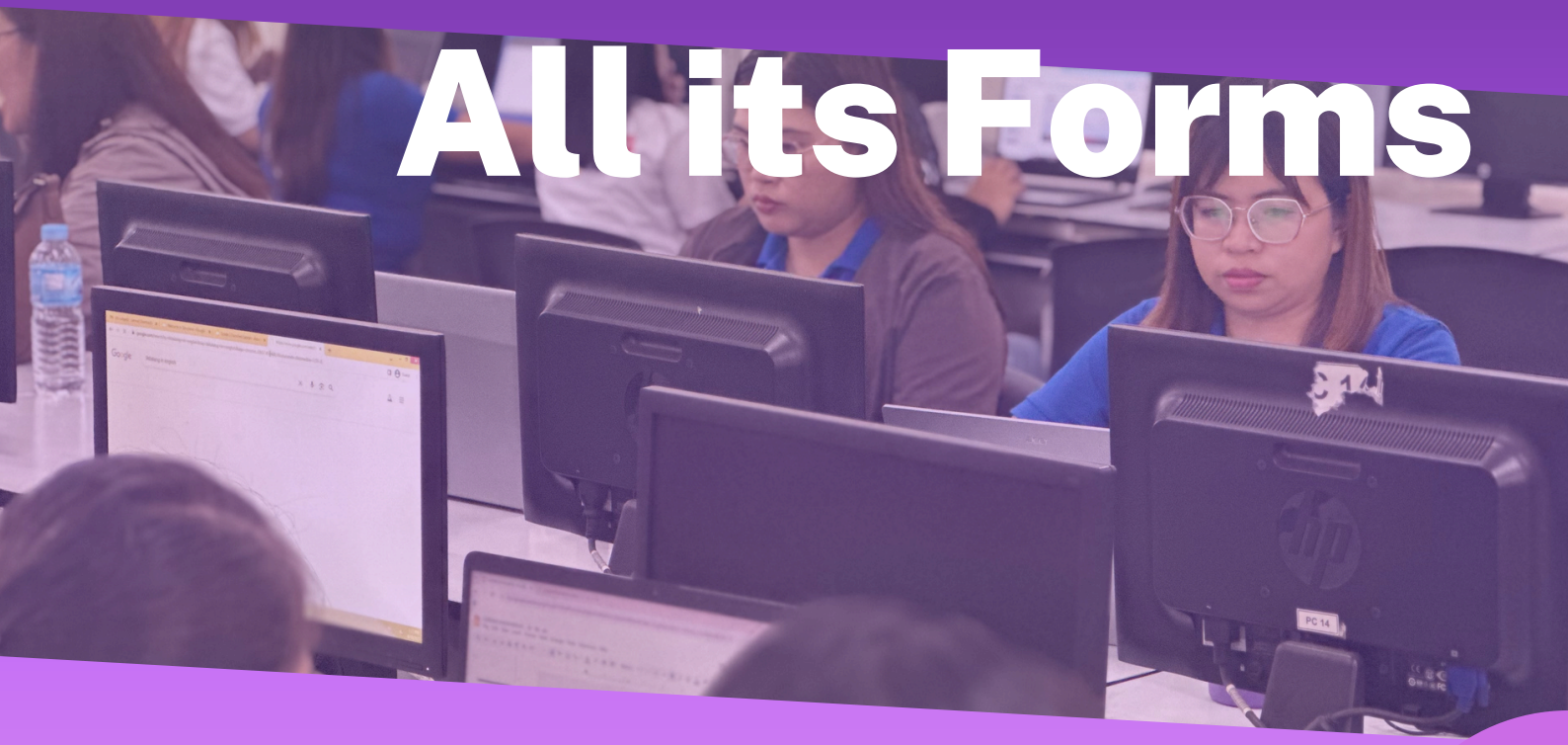








Efficient Learning Deliveries in All its Forms





Strengthened Implementation of Multiple Learning Delivery Modalities

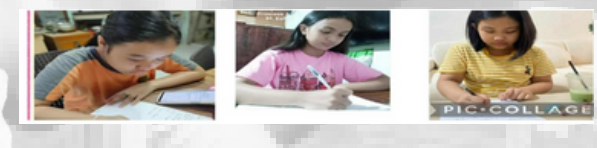
"Dynamic Learning Program Keeps Malolos Students on Track Amid Disasters"

In an innovative approach to ensure uninterrupted education, the Schools Division of Malolos implemented the Dynamic Learning Program (DLP) in disaster-affected schools, including Bulihan ES, Bliss ES, Longos ES, and others. Designed to strengthen multiple learning delivery modalities, the program allowed teachers to conduct make-up classes and provide instruction in temporary learning spaces using simple, targeted, and adaptable DLP activity sheets.

Through these flexible materials, learners continued studying independently, developing critical thinking, self-directed learning skills, and academic resilience even in challenging conditions. The program minimized learning downtime, reinforced classroom routines, and helped students regain confidence and improve performance when regular classes resumed.



Beyond academics, the DLP fostered stability and normalcy during recovery periods, reducing stress and promoting problem-solving, adaptability, and collaboration among teachers, parents, and communities. By integrating disaster-preparedness strategies with multiple learning delivery modalities, the program ensured efficient, continuous learning and strengthened the schools' capacity to deliver education under any circumstance.



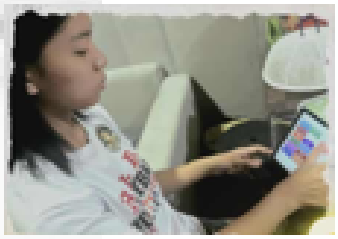
"Khan Academy" Empowers Malolos Learners with Personalized Digital Learning

The Schools Division of Malolos, in partnership with Khan Academy Philippines Inc., launched a pilot program in Marcelo H. Del Pilar NHS, Malolos Marine Fishery School and Laboratory, and Malolos City High School–Sta. Trinidad to enhance learning outcomes through digital education. The initiative supports DepEd's vision of strengthening literacy and numeracy, revitalizing Reading, Science, and Math programs, and equipping teachers and learners with technology for effective online and blended learning.



Khan Academy, a free online platform, offers interactive lessons, instructional videos, exercises, and real-time assessments across subjects, enabling personalized, self-paced learning. Learners are able to remediate gaps, practice grade-level competencies, and strengthen foundational skills, while teachers monitor progress, provide targeted interventions, and integrate digital tools with classroom instruction.

The program has positively impacted learners by improving concept mastery, comprehension, and retention, enhancing self-directed learning, and boosting engagement through gamified exercises. For teachers, it provides data-driven insights to track student performance, address learning gaps, and optimize instruction. By combining technology with personalized and mastery-based learning, the initiative ensures equitable access to quality educational resources and motivates learners to take charge of their academic growth.





Strengthened Implementation of Multiple Learning Delivery Modalities

Empowering ALS Learners Through Learning Enhancement

Aligned with the reform thrust of Education Secretary Sonny Angara to fast-track learning recovery, strengthen foundational skills, and leave no learner behind, the Schools Division of Malolos advances inclusive education through the Learning Enhancement for Conditional Passers under the Alternative Learning System (ALS).



The initiative provides focused academic support to ALS learners who received a conditional passing status, delivering targeted remediation in specific learning strands where gaps were identified. Through structured enhancement sessions, learners are guided to master required competencies, rebuild confidence, and meet the standards for full Accreditation and Equivalency certification—transforming learning gaps into opportunities for growth and completion.

More than remediation, the program reflects a system-wide commitment to learner wellness, discipline, and excellence. By addressing individual learning needs with precision and care, the intervention strengthens understanding and practical skills while nurturing perseverance and self-belief. Learners are not only prepared for future assessments; they are equipped for broader opportunities in education, employment, and lifelong learning.

The impact is evident. Conditional passers gain renewed momentum in their learning journey—translating into improved academic outcomes, higher readiness for certification, and sustained motivation to succeed. Within supportive learning environments, ALS learners experience affirmation and accountability, reinforcing the value of continuous learning and personal growth.

As part of the SDO Malolos 2025 key deliverables, the Learning Enhancement for Conditional Passers exemplifies reform in action: responsive programs, targeted support, and measurable progress. It stands as a testament to the division's resolve to close learning gaps, uphold equity, and ensure that every learner moves forward with confidence, competence, and purpose.







Enhanced Teacher Competence in Flexible and Innovative Teaching Strategies

Gamifying Education: Malolos Teachers Master Digital Tools for Flexible, Engaging Learning

In a bid to strengthen efficient learning delivery in all its forms, the Schools Division of Malolos, in collaboration with the IT and Education Departments of CEU Malolos, conducted a capacity-building training on gamification and digital tools on June 10, 11, and 13, 2025. The program aimed to equip teachers with flexible and innovative strategies to make learning interactive, motivating, and adaptable to diverse classroom settings.

A total of 114 teachers, representing all schools in the Division, participated in hands-on sessions covering topics such as classroom quiz games using Google Slides and MS PowerPoint, digital flashcards with Flippity.net, escape rooms via Genially, game boards on Canva, and simple game coding with Scratch and Kahoot. Participants also integrated assessments into gamified lessons and shared outputs through collaborative Google Sheet workspaces.

The training enhanced teacher competence in flexible and innovative teaching strategies, enabling educators to deliver lessons effectively in multiple learning modalities—online, blended, or face-to-face. By harnessing digital tools and gamification, teachers are now better equipped to engage learners, foster self-directed learning, and ensure continuity of quality education across varying instructional contexts.






"Project ABLE": Making Learning Active, Engaging, and Skill-Driven in Malolos Classrooms

The Schools Division of Malolos continues to promote efficient and innovative learning delivery through Project ABLE (Activity-Based Learning Engagements), designed to foster independent discovery, critical thinking, and multi-sensory engagement among learners. This approach shifts classrooms from passive absorption to active knowledge construction, ensuring long-term skill acquisition beyond rote memorization.



Through hands-on, collaborative activities, students develop higher-order thinking, problem-solving, and 21st-century "soft skills" such as communication, teamwork, resilience, and self-confidence. Classrooms become inclusive hubs where diverse learning styles—from kinesthetic to visual learners—are accommodated, and learning is transformed into interactive, game-like experiences that boost engagement and motivation.



The program's impact is evident in improved information retention, enhanced social collaboration, and greater learner autonomy. By integrating Activity-Based Learning strategies, teachers in Malolos are now able to deliver flexible, student-centered instruction, ensuring that lessons are meaningful, engaging, and effective across all learning modalities.

Future-Ready Workforce





Work Ready Graduates

SDO Malolos Boosts Employability of SHS Learners Through TESDA NC II Certification Program



The Schools Division Office (SDO) of Malolos strengthened its commitment to producing globally competitive and work-ready graduates through the successful implementation of Technical Vocational Skill-Based Training for Senior High School – Technical-Vocational-Livelihood (SHS-TVL) learners under the Revised K to 12 / MATATAG Curriculum.

The program aimed to make the curriculum more relevant and responsive by developing competency-based training in technical, vocational, and inclusive education. It also promoted various SHS-TVL curriculum exits, encouraging learners to enter the workforce, engage in entrepreneurship, establish small enterprises, or pursue higher education.

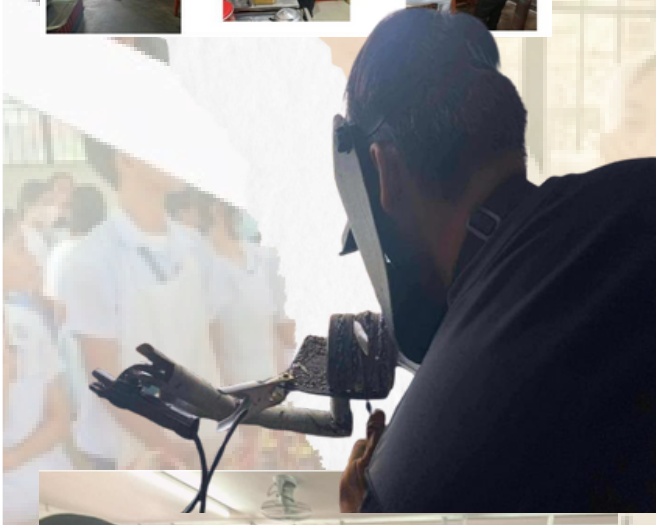
A key highlight of the initiative was the participation of SHS-TVL learners in the National Certification (NC II) assessment administered by the Technical Education and Skills Development Authority (TESDA). The certification serves as a vital credential or "passport" for learners seeking employment related to their chosen specialization, validating their competencies and skills in preparation for real-world work environments.

Through the implementation of DepEd Order No. 3, s. 2025, also known as the TESDA Free Assessment and Joint Delivery Voucher Program, the Division significantly increased learner participation in the NC II assessment. Out of the total 813 SHS-TVL learners enrolled in School Year 2024–2025, a combined total of 571 learners or 70.23 percent were able to take the NC II assessment.

Among these, 209 learners participated through the TESDA Free Assessment, with 181 successfully rated as competent and only 28 assessed as not yet competent. Meanwhile, 362 learners from MERR-C Society Academy, Academia de Santa Judiel, and Sophia Schools completed their NC II assessment through the Joint Delivery Voucher Program, with an impressive 354 learners declared competent and only 8 not yet competent.

These results demonstrate the effectiveness of the Division's strengthened partnerships and focused efforts to ensure that learners acquire industry-aligned skills and certifications. While some learners were unable to take the assessment due to personal reasons and lack of interest, the overall performance reflects a strong foundation for further expansion of technical-vocational initiatives.

Through this program, SDO Malolos continues to advance its mission of producing competent, active, and responsible graduates who are prepared for employment, entrepreneurship, and lifelong learning. The Division remains committed to expanding access to certification programs and enhancing skills training to support nation-building and global competitiveness.









Increased Learner Readiness for Employment and Further Education

Strengthening SHS Programs Through Dialogue with Industry Partners

During the Education Week celebration last December 2025 at Isabel Elementary School, the Schools Division of Malolos hosted a Kapihan with Industry Partners, bringing together Senior High School (SHS) leaders, industry representatives, and local government officials to align SHS curriculum implementation with labor market needs.





The event provided a platform for open dialogue, allowing schools to discuss immersion programs, career readiness, and opportunities for learners to gain practical skills. Industry partners shared insights on workforce demands, while LGU representatives contributed to fostering collaboration and support for SHS initiatives across public and private schools.

The Kapihan strengthened partnerships between the Curriculum Implementation Division, industry, and LGUs, generating actionable recommendations and reinforcing shared responsibility in preparing learners for employment and lifelong learning. It showcased the division's commitment to responsive, industry-aligned education that equips students for meaningful careers.










INNOVATION



Boosting Literacy

Breaking the Cycle: How "Boosting Literacy" Reclaimed Every Maloleño Child's Right to Read

In classrooms across the City of Malolos, a silent crisis had been unfolding.
Stacks of test papers told a painful story. Despite repeated assessments, thousands of learners remained frustrated or non-readers. The data was clear. The gap was widening. And year after year, promotion continued.

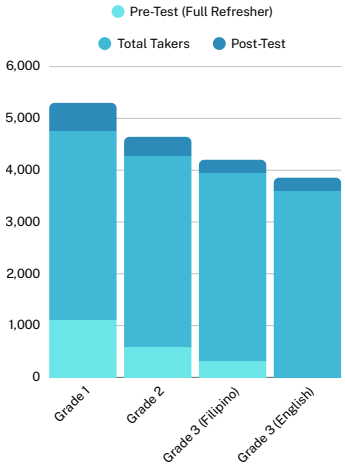
The dream of "Bawat Bata ay Makababasa" — every child a reader — seemed increasingly distant.

But anchored on the reform agenda of Secretary Angara — strengthening foundational skills, restoring accountability, and prioritizing learning recovery — the Schools Division Office of Malolos refused to let literacy decline become the norm.

BOOSTING LITERACY: A Targeted Intervention for Grades 2–6 Struggling Readers
The Alarming Gap: When Promotion Outpaced Proficiency
Data from SY 2023–2024 revealed the gravity of the challenge:

CRLA – Full Refresher Learners (Pre-Test vs Post-Test)

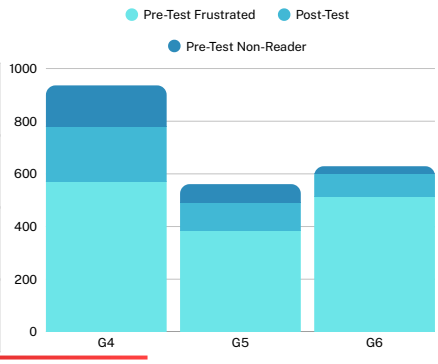
Grade	Total Takers	Pre-Test (Full Refresher)	Post-Test	Reduction
Grade 1	3,645	1,116	539	↓ 577
Grade 2	3,701	588	355	↓ 233
Grade 3 (Filipino)	3,620	334	247	↓ 87
Grade 3 (English)	3,603	–	252	–



Meanwhile, Phil-IRI results showed persistent frustrated and non-readers across grade levels:

Phil-IRI Filipino (Grades 4–6)

Grade	Pre-Test Frustrated	Post-Test	Pre-Test Non-Reader	Post-Test
G4	571	210	155	16
G5	384	109	68	15
G6	515	88	26	10



The Innovation: A Division-Wide Literacy Reset
The Curriculum Implementation Division responded with a three-stage, research-informed, data-driven intervention.

Despite improvements, the sheer number of struggling readers remained unacceptable.
The most heartbreaking truth?
Even with these numbers, all learners were promoted.
The system had been measuring reading — but not arresting the crisis.

The Breakthrough: Measurable, Division-Wide Impact
The results were dramatic.

STAGE 1: Division Diagnostic Assessment
Unified division-made pre-tests in English and Filipino (Grades 2–6)
Identification of named non-readers (hard and soft copy tracking)
Grade 6 focused profiling (533 identified non-readers)
For the first time, the division moved from general statistics to learner-specific accountability.

STAGE 2: Intensive, Multi-Layered Intervention
Instead of generic remediation, Boosting Literacy introduced targeted solutions:
✓ Lokalisadong Kagamitan sa Pagtuturo (Grades 1–2)
✓ Project Lakbay-Basa (Developmental Reading Power Books)
✓ ALPABASA for Kindergarten (Early intervention pipeline)
✓ Intensive Reading Classes for Grade 6 non-readers
✓ Strict supervision and monitoring by CID and school heads
✓ Structured remedial pull-outs for Grades 1–6

Grade 1 Filipino (CRLA-M)
From Struggling to Fluent Readers

Level	Before	After
Level 1 (Word-by-word)	1,605	345
Level 4 (Fluent with Expression)	653	1,822

A **1,169 increase** in fully fluent readers.

This was not another program.
It was a system shift.

📊 **Grade 2 Filipino**
| Level 1 | 852 → 145 |
| Level 4 | 1,214 → 2,113 |
Over **900 learners moved into fluency**.

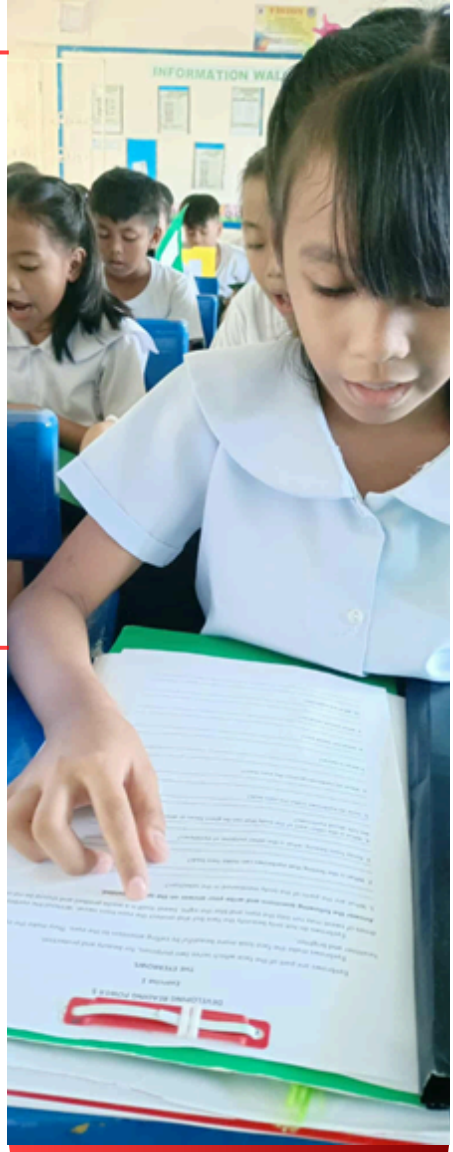
📊 **Grade 3 Filipino**
| Level 1 | 621 → 172 |
| Level 4 | 1,122 → 2,124 |
Fluent readers nearly doubled.

📊 **English Reading Fluency (Grade 3)**
| Level 1 | 647 → 273 |
| Level 4 | 954 → 1,607 |
A significant shift from decoding to expressive comprehension.

📊 **Non-Reader Reduction (Division Diagnosis Post-Test)**

Grade	Before	After	Improvement
Grade 3	422	34	92%
Grade 4	310	30	90%
Grade 5	244	24	90%
Grade 6	292	17	94%

The most compelling statistic:
Grade 6 non-readers dropped by **94%.**
From nearly 300 learners unable to read — down to 17.



Beyond Numbers: Restoring Dignity and Confidence
Teachers reported:

- Increased classroom participation
- Improved learner confidence
- Reduced anxiety during oral reading
- Higher comprehension in content subjects



Parents observed children reading at home voluntarily.

School heads reported fewer silent classrooms.

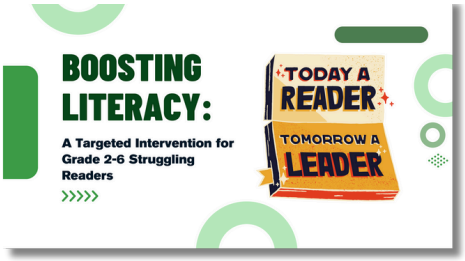
The culture began to change.



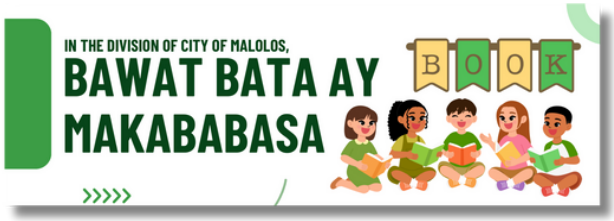
Alignment with Secretary Angara's Reform Agenda

Boosting Literacy embodies the national reform thrust by:

✓ Prioritizing foundational learning
✓ Strengthening early-grade literacy pipelines
✓ Restoring accountability in promotion practices
✓ Using data for decision-making
✓ Localizing instructional materials
✓ Ensuring measurable outcomes



This innovation did not merely comply with policy — it operationalized reform at the ground level.



SY 2025–2026 marks the

- Full implementation of **ALPABASA in Kindergarten**
- **Boosting Literacy 2.0**
- Stronger monitoring systems
- Sustained intervention cycles
- Institutionalized literacy checkpoints before promotion

The Division of Malolos is no longer measuring reading failure.

It is engineering reading success.

In the City of Malolos, literacy is no longer a statistic.

It is a commitment.

**Because when a child learns to read,
we do not just change a test score —
we change a future.**

Bawat Bata ay Makababasa.



ALPABASA READING PROGRAM ENHANCES KINDERGARTEN LITERACY DELIVERY

The data was clear AND it was urgent.

The School Year 2023–2024 Diagnostic Reading Assessment under the Boosting Literacy initiative revealed a troubling pattern: a significant number of learners in Grades 1 to 6 were classified as non-readers in both English and Filipino.
By the time reading gaps were identified, learners were already several grade levels behind.

The Schools Division Office of Malolos recognized a hard truth:
If literacy struggles are addressed late, they become systemic.
If addressed early, they become preventable.

Anchored on Secretary Angara's reform thrust of strengthening foundational learning and institutionalizing early intervention, the Division introduced a strategic, evidence-based solution

The Gap: Literacy Intervention Was Coming Too Late

Boosting Literacy data showed thousands of struggling readers in higher grades. While remediation was essential, the Division asked a deeper question:

Why wait until Grade 3, 4, or 6 to intervene?

Research consistently affirms that reading readiness in Kindergarten is one of the strongest predictors of long-term academic success. Without phonemic awareness, print recognition, vocabulary development, and decoding skills in early childhood, learners are likely to struggle for years.

Malolos chose prevention over correction.

The Innovation: Structured Early Literacy for All Kindergarten Learners

ALPABASA was designed as a division-wide, developmentally appropriate early literacy program that strengthens:
✓ Phonemic awareness
✓ Print awareness
✓ Vocabulary development
✓ Early decoding skills
✓ Guided reading readiness
More than a reading activity, ALPABASA institutionalized structured literacy instruction across all ten districts.

📊 **The Evidence: Pretest vs. Midyear Results (SY 2025–2026)**

Pretest Snapshot (Beginning of School Year)

Out of 3,029 tested learners:

- Reading Ready (RR): 59 learners (2%)
- Exploring Learners (EL): 157 learners (5%)
- Developing Learners (DL): 2,813 learners (93%)

Nearly **9 out of 10 Kindergarten** learners were still in the Developing category — at risk of future reading difficulty.

The baseline was clear.

The challenge was immense.

Midyear Breakthrough (Across 10 Districts)

Out of **3,009 tested learners:**

- **Reading Ready (RR): 546 learners (18%)**
- **Exploring Learners (EL): 648 learners (22%)**
- **Developing Learners (DL): 1,815 learners (60%)**

📈 **Measurable Literacy Gains**

🔹 **Reading Ready (Mastery Level)**
- Increased from **59 to 546 learners**
- **Ninefold growth**
- +487 learners achieving essential pre-reading mastery

🔹 **Exploring Learners**
- Increased from **157 to 648 learners**
- More than **fourfold increase**
- Strong evidence of effective scaffolding and instruction

🔹 **Developing Learners**
- Decreased from **2,813 to 1,815**
- Nearly **1,000 learners moved out of the at-risk category**
- **33-percentage-point reduction**

In just half a school year, the literacy profile of Kindergarten learners shifted dramatically.



District-Wide Consistency

All ten districts demonstrated upward movement in Reading Ready and Exploring categories, reflecting:

- Systematic implementation
- Uniform instructional alignment
- Effective school-level monitoring

This was not isolated improvement — it was division-wide transformation.

Capacity Building: Strengthening the Human Factor

The success of ALPABASA was reinforced by comprehensive training conducted in January and February 2025:

- **84 Kindergarten Teachers trained**
- **47 School Heads oriented**
- **10 Public School District Supervisors capacitated**

This ensured:

✓ Instructional consistency
✓ Sustained coaching and monitoring
✓ Alignment of classroom practice with program design
✓ Strong supervisory support

Early literacy reform was not left to chance — it was built through capacity.

Reform Alignment: Prevention as Policy

ALPABASA directly advances national and division reform priorities by:

✓ Strengthening foundational literacy
✓ Reducing future non-readers
✓ Institutionalizing early intervention
✓ Using assessment data for program design
✓ Building teacher capacity for structured literacy

It complements Boosting Literacy by closing the pipeline before gaps widen.

If Boosting Literacy rescues struggling readers —

ALPABASA prevents them from struggling.

The Bigger Picture

The numbers tell a powerful story:

- 487 additional Kindergarten learners now reading-ready
- 491 more learners confidently exploring literacy
- Nearly 1,000 learners removed from high-risk status
-

Behind each number is a child who will enter Grade 1 better prepared.

Better prepared learners mean:

- Fewer Grade 3 non-readers
- Reduced remediation costs
- Improved long-term academic outcomes
- Stronger division-wide literacy indicators

What Lies Ahead

With promising midyear results, the Division commits to:

- Sustained monitoring until end-of-year assessment
- Full institutionalization of ALPABASA
- Alignment with Boosting Literacy Version 2.0
- Continuous teacher coaching

In Malolos, literacy now begins on Day One.



READ AND RISE: BUILDING A DIVISION-WIDE CULTURE OF READING

Boosting Literacy V.2.0+

WHEN READING BECOMES A DAILY HABIT

Confronted with persistent gaps in learners' reading comprehension as revealed by Phil-IRI and classroom-based assessments, the Schools Division of the City of Malolos launched Read and Rise, a division-wide literacy innovation under Boosting Literacy V.2.0+.

Institutionalizing a 30-minute structured reading drill from Monday to Thursday for Grades 1 to 10, the program strengthens proficiency in English and Filipino while nurturing a sustainable culture of reading in schools and homes.

"Read and Rise transforms reading from a classroom task into a daily discipline—and a shared responsibility of schools and families."

CLEAR OBJECTIVES, STRONG FOUNDATION

Read and Rise is anchored on learner-centered and measurable goals:

- Provide daily structured reading practice for Grades 1–10 learners
- Improve English and Filipino reading proficiency, especially among struggling readers
- Promote home-based reading habits through Progress Folders
- Monitor individual growth using a systematic reading tracking system

The program targets five core comprehension skills: Noting Details, Main Idea, Making Inferences, Predicting Outcomes, and Following Directions—skills essential for success across all learning areas.

"Every learner reads. Every day. In two languages. With purpose."

A SIMPLE SYSTEM WITH BIG IMPACT

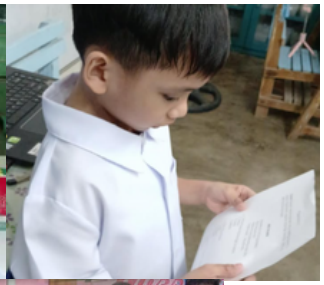
Implementation follows a structured weekly design:

- English Reading – Monday & Tuesday
- Filipino Reading – Wednesday & Thursday
- 30 minutes per session

Each learner uses a Read and Rise Progress Folder containing leveled texts, vocabulary drills, and comprehension questions. These folders travel from school to home, encouraging parents to become partners in learning.

Teachers regularly assess fluency and comprehension, while school heads, Education Program Supervisors, and PSDSs ensure quality, consistency, and accountability.
"From classrooms to homes, reading became a daily conversation."







MEASURABLE IMPACT ON LEARNERS AND SCHOOLS

For Learners

- Improved reading comprehension across grade levels
- Increased confidence in English and Filipino
- Stronger interest and engagement in reading

For Schools

- A unified and standardized literacy framework
- Data-driven monitoring of learner progress
- Strengthened instructional leadership

Read and Rise bridges fragmented literacy efforts and replaces them with one cohesive, division-wide system.

"Consistency turned intervention into transformation."



ALIGNED WITH SECRETARY ANGARA'S REFORM AGENDA

Read and Rise directly advances the key priorities of DepEd Secretary Sonny Angara:

✓ Foundational Learning & Learning Recovery
Daily reading drills strengthen the most critical skill — literacy — supporting national learning recovery efforts.

✓ Data-Driven Governance
Progress folders and regular monitoring enable evidence-based decisions and accountability.

✓ Whole-of-Community Engagement
Parents and families are active partners in daily reading practice.

✓ Equity and Quality Education
Standardized materials ensure that all learners receive the same quality intervention regardless of school or background.

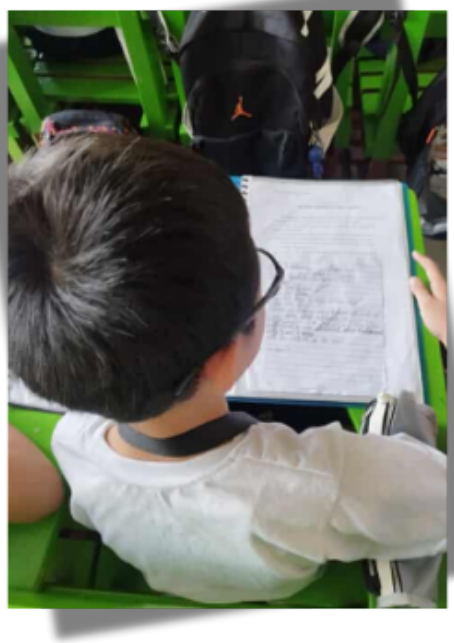
"Literacy reform begins with strong systems — and strong systems begin with daily practice."

SUSTAINING THE INNOVATION

To ensure long-term impact, Read and Rise is embedded in:

- School Improvement Plans (SIPs)
- A growing Division Reading Bank
- Partnerships with LGUs and community stakeholders

Recognition of learners who demonstrate significant improvement further motivates participation and reinforces positive reading behavior.



A MODEL OF DIVISION-LEVEL INNOVATION

Read and Rise proves that a well-designed, low-cost, and high-impact innovation can reshape learning culture. By aligning classroom practice with governance and national reform priorities, the program transforms reading into both a habit and a mission.

Read and Rise is not only about helping learners read — it is about helping them rise.



SDO Malolos Launches the City of Malolos Center for Excellence

A Bold Beginning for Brilliant Minds

In School Year 2025–2026, the Schools Division Office of Malolos transformed vision into reality with the launch of the City of Malolos Center for Excellence (CENTEX)—a pioneering initiative designed to nurture every learner's multiple intelligences and unlock their fullest potential.

Though envisioned as a stand-alone institution by the next school year, CENTEX began its journey in a vacant building at Sta. Isabel Elementary School, proving that innovation does not wait for perfect conditions—it begins with purpose.

From its first day, CENTEX stood as a symbol of inclusive excellence, offering a learner-centered environment grounded in Multiple Intelligences Theory, Brain-Based Learning, and the MATATAG Curriculum.

Initial Enrollment (SY 2025–2026)

Grade Level	Male	Female
Kindergarten	8	6
Grade 1	6	4
Grade 2	9	2
Grade 3	6	10
TOTAL	29	22

Total Learners: 51

Small class sizes ensure personalized instruction and meaningful engagement.

Organized for Excellence

CENTEX implements a strategic class organization model that allows teachers to tailor instruction based on learners' strengths and interests.

Through strength-based assessment and learner profiling, students are grouped to:

- Facilitate differentiated instruction
- Promote collaborative and inclusive classrooms
- Enhance engagement and participation
- Support holistic development

This approach boosts confidence, strengthens motivation, and cultivates both academic and socio-emotional growth.

Why CENTEX?

The establishment of CENTEX responds to pressing educational needs in Malolos:

- Equitable access to quality enrichment programs
- Early identification and development of learner strengths
- Support for gifted, at-risk, and differently-abled learners
- Stronger alignment with national and local education reforms

By investing in this innovation, SDO Malolos reinforces its commitment to quality, equity, and excellence in basic education.

"CENTEX is not just a new school—it is a promise that every child's intelligence matters."

CENTEX faithfully implements the MATATAG Curriculum (Kindergarten–Grade 3) while enriching it through multi-intelligence integration.

Curriculum with Purpose: MATATAG in Action



Kindergarten

Holistic, play-based learning focusing on:

- Cognitive development
- Literacy and communication
- Socio-emotional growth
- Physical and motor skills
- Creative expression

Grades 1–3 Core Areas

- Filipino
- English
- Mathematics
- Makabansa
- GMRC
- Science
- ICT

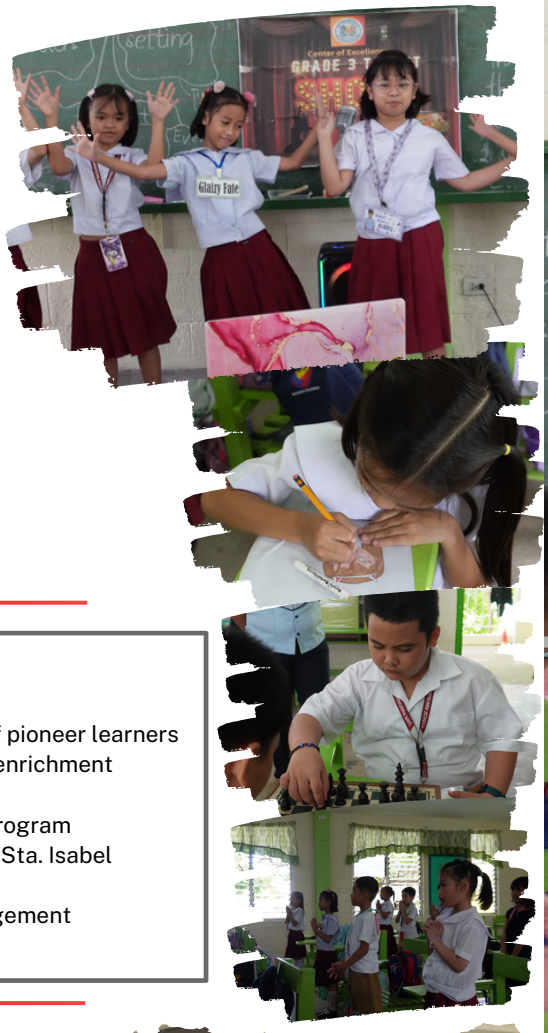
This focused and strengthened curriculum aligns with the reform agenda of DepEd Secretary Angara, particularly in decongesting content and strengthening foundational skills to create an enabling learning environment.

Fridays of Discovery

Every Friday, CENTEX transforms into a hub of creativity and innovation. Learners participate in interest-based enrichment classes:

- Visual Arts
- Theater Arts
- Music
- Dance
- Robotics

These sessions provide opportunities for performance, collaboration, experimentation, and technological exploration — nurturing creativity alongside critical thinking.





Early Achievements (SY 2025–2026)

✓ Successful screening and profiling of pioneer learners
✓ Full MATATAG implementation with enrichment integration
✓ Launch of weekly arts and robotics program
✓ Effective use of temporary facility at Sta. Isabel Elementary School
✓ Strong parent and stakeholder engagement

Values in Action

CENTEX upholds core values aligned with DepEd's principles:

- Maka-Diyos – Faith and Integrity
- Maka-tao – Compassion and Respect
- Makakalikasan – Environmental Stewardship
- Makabansa – Patriotism and Civic Responsibility

These are embedded in daily instruction, projects, and community activities.



✨ PULL QUOTE

"In CENTEX, intelligence is not measured by one test — it is discovered in art, in science, in leadership, in creativity."

Impact and Emerging Outcomes

Even in its first year, CENTEX has begun to demonstrate promising results:

- Increased learner engagement and participation
- Greater confidence in self-expression
- Strengthened collaboration among peers
- Improved foundational skill development
- Recognition of diverse intelligences and displayed during the Education Week Recital

As preparations continue for its relocation to a dedicated school site next school year, CENTEX is poised to become a flagship model of excellence for Malolos City.

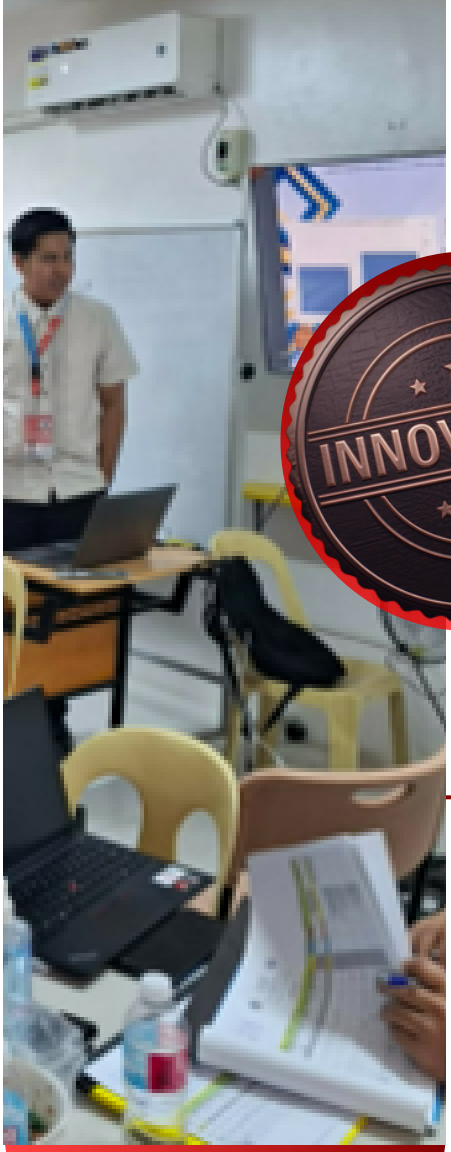
A Beacon for the Future

From a vacant classroom space to a transformative learning community, CENTEX represents bold educational leadership in action.

Aligned with national reform directions and local development goals, the Center stands as a testament to what is possible when innovation meets commitment.



CENTEX is more than a school — it is a movement toward enabling environments where every learner thrives.



From Year-End Scramble to Real-Time Accountability: Transforming School Supervision Through Quarterly Schools Program Implementation Review (SPIR)



For years, school supervision followed a familiar pattern.

Data collection intensified at the end of the school year. Documents and Means of Verification (MOVs) piled up. Validation stretched for weeks—sometimes longer.

With 57 schools to review, the Office Performance and Commitment Review (OPCR) process became not only labor-intensive but reactive. By the time gaps were identified, the school year was nearly over.

The question became urgent: What *if monitoring did not happen at the end—*
but throughout the year?

Anchored on Secretary Angara's reform agenda of strengthening governance, improving accountability, and promoting data-driven decision-making, the Schools Division Office of Malolos introduced a structural shift in supervision:

Quarterly School Program Implementation Review (SPIR)

The Gap: Heavy Compliance, Limited Real-Time Insight

Before SPIR:

- Validation of 57 schools' MOVs took weeks
- Monitoring was largely end-of-year
- Limited structured sharing of best practices
- Program adjustments were often delayed
- Data consolidation required intensive manual checking

While schools implemented numerous PPAs (Programs, Projects, and Activities), monitoring lacked a quarterly feedback loop. Supervision needed to move from retrospective checking to proactive performance guidance.

The Gap: Literacy Intervention Was Coming Too Late

The Innovation: Institutionalizing Quarterly Performance Conversations

Under the guidance of the Office of the Assistant Schools Division Superintendent, the School Management, Monitoring and Evaluation (SMME) Unit launched SPIR in October 2025.
This was not merely a reporting activity.

It was a redesigned supervision system.

What SPIR Introduced

✓ Quarterly scheduled presentations per district
✓ Structured reporting of PPAs
✓ A Consolidated Monitoring & Evaluation (M&E) Tool
✓ Cross-school sharing of best practices
✓ Data-driven review of key performance indicators

The Division adopted and contextualized monitoring tools from other Divisions and developed a Consolidated M&E Report Tool applicable to:

- Elementary Schools
- Junior High Schools
- Senior High Schools





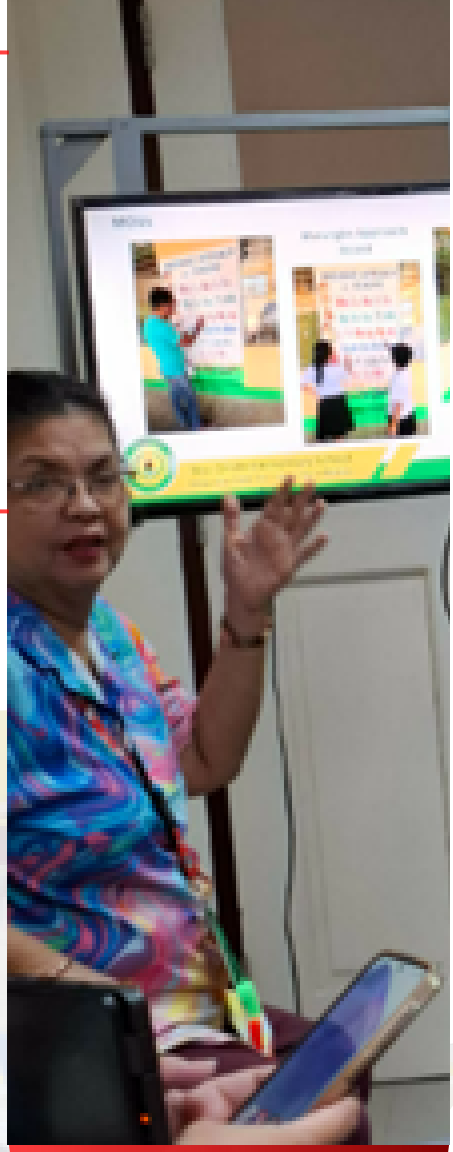


What the M&E Tool Captures

SPIR collects quarterly data on:

- Enrollment trends
- Literacy and numeracy performance
- Manpower complement
- Trainings and capacity-building activities
- School resources and operational status
- Progress of Division-wide and school-based PPAs

For the first time, the Division gained a comprehensive quarterly snapshot of school performance.
Supervision shifted from document validation to strategic oversight.



📊 **Measurable Implementation Milestones**

- **Initiated**: October 2025
- 57 schools successfully presented up to 2nd Quarter PPAs
- District-based scheduling ensured full participation
- Additional SPIRs scheduled until end of school year

Governance Impact Indicators

Indicator	Before SPIR	After SPIR
Monitoring frequency	Annual/End-of-year	Quarterly

Indicator	Before SPIR	After SPIR
Validation time	Weeks-long review	Distributed per quarter
Best practice sharing	Informal	Structured district presentations
Program adjustments	Reactive	Real-time
Division oversight	Fragmented	Consolidated quarterly view

Beyond Compliance: A Culture of Reflective Leadership

SPIR created more than a monitoring system — it created dialogue.

School heads reported:

- Gaining practical strategies from neighboring schools
- Adjusting programs mid-year based on peer insights
- Strengthening planning through performance comparisons
- Improving documentation quality earlier in the year

District presentations became learning forums, not fault-finding sessions and supervision evolved into support.

Reform Alignment: Governance that Anticipates, Not Reacts

SPIR advances Secretary Angara's reform priorities by:

✓ Strengthening school accountability mechanisms
✓ Institutionalizing data-driven planning
✓ Promoting transparency in program implementation
✓ Enhancing performance management systems
✓ Encouraging collaborative leadership

Rather than waiting for year-end performance reviews, the Division now monitors, guides, and recalibrates every quarter.

The Bigger Impact

With 57 schools under its jurisdiction, Malolos needed a scalable, systematic monitoring model.

SPIR provides:

- Continuous performance visibility
- Early identification of implementation gaps
- Evidence-based planning inputs
- Streamlined end-of-year validation

Because in Malolos, accountability is not annual — it is continuous.

Beyond the Job Description: Celebrating Everyday Heroes Through the H.A.P.P.Y. Lingkod Malolhenyo Award



In every office, there are those who quietly do more than what is required.

They assist beyond their assigned unit.
They respond even when it is not their transaction.
They stay longer—not because they are asked to, but because service demands it.

While every personnel has a defined Key Result Area (KRA), leadership in the Schools Division Office of Malolos observed a powerful reality: many employees were choosing to serve beyond metrics.

They were not just completing tasks.
They were strengthening a culture.

Recognizing this quiet excellence, the Division re-launched a meaningful innovation in employee recognition: **H.A.P.P.Y. Lingkod Malolhenyo Award**

The Gap: Performance Measured, But Heart Unrecognized

Traditional performance systems focus on targets, compliance, and outputs. While these remain essential, there was no structured mechanism to formally acknowledge employees who:

- Help other units without being assigned
- Demonstrate proactive problem-solving
- Show professional courtesy and approachability
- Deliver results while uplifting colleagues



The Division leadership recognized that culture cannot thrive on compliance alone—it must be fueled by appreciation.

Anchored on Secretary Angara's reform agenda promoting good governance, excellence, and people-centered public service, the H.A.P.P.Y. Lingkod Malolhenyo Award was revitalized.

The Innovation: Institutionalizing a Culture of Positivity and Service

The award recognizes personnel who embody the core values of:

H.A.P.P.Y.

- **Helpful**
- **Approachable**
- **Proactive**
- **Professional**
- **Yielding Results**

📊 Measurable Impact (CY 2025)

- **26 personnel recognized** across all functional divisions
- Monthly institutionalized awarding
- Increased inter-unit collaboration
- Strengthened morale and workplace positivity



The Gap: Literacy Intervention Was Coming Too Late

What makes the system unique?

✓ Open nominations from anyone within the Division
✓ Monthly recognition (every second Monday)
✓ Cross-functional representation from all divisions
✓ Transparent review process by an Award Committee

Recognition is no longer limited to hierarchy or formal commendations—it is community-driven.



Beyond Recognition: Building Organizational Capital

The impact extends beyond plaques and certificates.

- Increased volunteerism in cross-unit initiatives
- Improved responsiveness to urgent requests
- Greater cooperation during peak workload periods
- More positive workplace interactions

Personnel began to see service not just as compliance—but as shared responsibility.

Recognition became motivation.

Motivation became culture.

Culture became performance.

Reform Alignment: Governance with a Human Face

The H.A.P.P.Y. Lingkod Malolhenyo Award supports:

✓ Meritocracy and excellence
✓ Performance culture reinforcement
✓ Employee empowerment
✓ Positive organizational climate
✓ Service-oriented governance

In line with national calls for responsive and citizen-centered public service, the initiative demonstrates that digital systems and structural reforms must be matched with human recognition. Because systems improve efficiency but people create excellence.



The Bigger Impact

Twenty-six awardees in 2025 represent more than individual achievements.

They represent:

- 26 stories of initiative
- 26 examples of professionalism
- 26 sparks of inspiration
- Hundreds of ripple effects across units



Each recognition moment sends a clear message:

In Malolos, going the extra mile is seen.
It is valued.
And it is celebrated.

True reform is not only measured in systems installed or policies implemented.

It is measured in people empowered.

Through the H.A.P.P.Y. Lingkod Malolhenyo Award, the Schools Division Office of Malolos proves that excellence in public service begins with recognizing those who serve — not because they must, but because they choose to.





Serving with heart. Leading with gratitude. Building a culture of excellence — one award at a time.

From Paper Trails to Digital Pathways: How Malolos Reinvented Governance Through Smart Systems

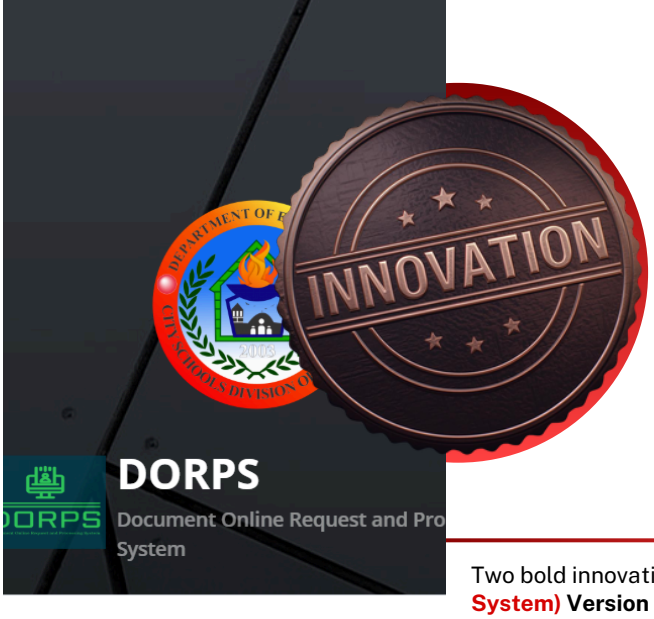
In every government office, delays often hide in plain sight : Stacks of folders.
endless follow-ups, lost routing slipsand unclear document status.

For years, processing documents meant physical submission, manual endorsements, and repeated inquiries—slowing down public service and straining both personnel and schools.

Anchored on Secretary Angara's reform agenda of efficiency, transparency, and digital transformation, the Schools Division Office of Malolos took decisive action.

Two bold innovations emerged, the **DORPS (Document Online Request and Processing System) Version 2 and Project iHR: Integrated Human Resource Management System**

Together, they signaled a governance shift—
from manual to measurable,
from paper-heavy to performance-driven.



DORPS Version 2: STREAMLINING GOVERNANCE

When DORPS v2 was launched in November 2025, it was not merely a system upgrade—it was a structural reform in document governance.

The Problem Before DORPS v2

- Manual follow-ups for document status
- Unclear routing trails
- Processing delays across units
- Limited visibility of pending transactions
- High dependence on physical submissions

Despite compliance with RA 11032 (Ease of Doing Business Act), document tracking lacked real-time transparency.

📊 **Measurable Impact (As of December 2025)**

- **763 transactions processed** through DORPS v2 in just two months
- Reduced manual follow-ups
- Faster inter-office coordination
- Clear accountability per section/unit

Governance Shift Indicators

Indicator	Before	After DORPS v2
Document visibility	Manual inquiry	Real-time dashboard
Routing clarity	Paper endorsements	Digital routing trail
Tracking of physical docs	Manual logs	System-monitored
Transaction accountability	Diffused	Unit-specific monitoring

The Innovation: Smarter Dashboard, Smarter Governance

DORPS v2 introduced:

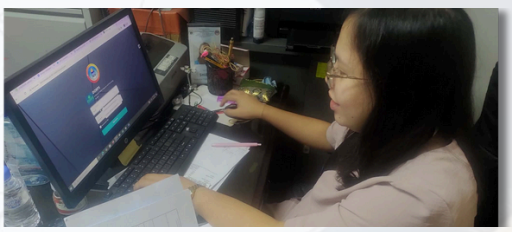
✓ Enhanced dashboard showing pending transactions per unit
✓ Detailed routing history with requester name and origin
✓ Pre-filtered document types per office to prevent misrouting
✓ Real-time tracking of digital and physical submissions
✓ Monitoring of documents requiring wet signatures

For financial or legally binding transactions requiring fresh signatures, physical submissions are still accommodated—but now digitally logged and monitored within the system.

No document is invisible.

No transaction is untraceable.

The Result



DORPS v2 operationalized:

✓ Transparency
✓ Efficiency
✓ Accountability
✓ Compliance with RA 11032

It transformed document progression from a bureaucratic bottleneck into a digitally managed workflow ecosystem.

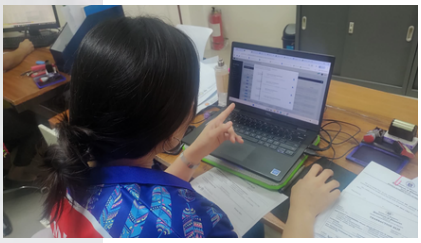
Malolos no longer asks, "Nasaan na ang papeles?"
The system shows it.

Project iHR: Building a Modern, Paperless Human Resource System- REDEFINING HR GOVERNANCE

While DORPS strengthened document governance, Project iHR reengineered the heart of institutional management — Human Resources.

Because effective schools require empowered personnel.

The Gap Before iHR



- Decentralized personnel records
- Paper-based leave and service tracking
- Manual HR report generation
- Risk of data inconsistencies
- Limited analytics for HR decision-making
-

In an era demanding digital transformation and PRIME-HRM alignment, manual systems could no longer sustain efficiency.

Phase 1 Implementation Highlights

✓ User access configuration
✓ System testing
✓ Training and roll-out
✓ Initial module deployment

📊 **As of December 31, 2025:**

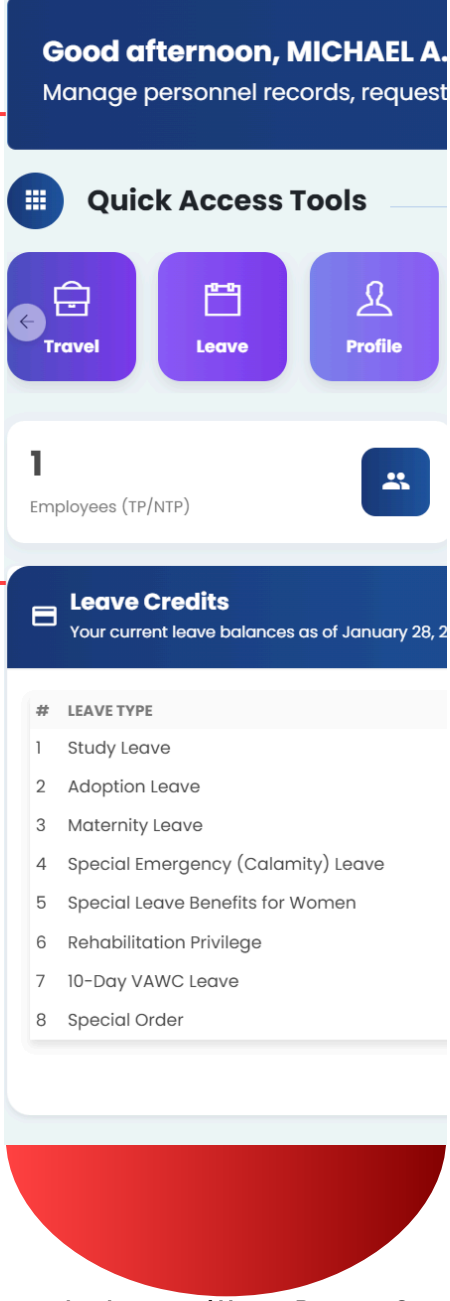
- **2,045 total user accounts created**
- **1,250 personnel (61%) completed profile updates**

This represents majority system adoption within the first six months of implementation.

Modules for Full Rollout (Q1 2026)

- Travel Authority Request
- Application for Leave
- PDS Generator
- Additional HR workflow tools

The Division is moving toward a fully paperless HR ecosystem.



Governance Impact Indicators

Indicator	Before	After iHR
Personnel record storage	Paper-based	Centralized digital repository
Leave processing	Manual	Automated workflow
HR analytics	Manual collation	System-generated reports
Data security	Physical filing	Secure digital compliance (RA 10173)
PRIME-HRM alignment	Partial	System-supported

The Innovation: Integrated Human Resource System (iHR)

Launched in July 2025, Project iHR supports:

✓ RA 11032 (Ease of Doing Business Act)
✓ RA 10173 (Data Privacy Act)
✓ CSC PRIME-HRM pillars
✓ DepEd ICT Modernization Agenda

It centralizes, automates, and secures HR operations.

Measurable Governance Gains

- Reduced paperwork and duplication
- Improved data accuracy
- Faster HR service response time
- Strengthened data privacy compliance
- Improved employee empowerment through self-service access

Project iHR does not simply digitize forms.

It institutionalizes meritocracy, accountability, and efficiency.

Reform Alignment: Secretary Angara's Governance Pillars in Action

Both DORPS v2 and Project iHR directly advance:
✓ Digital transformation
✓ Public service efficiency
✓ Institutional accountability
✓ Data-driven governance
✓ Transparent workflow systems
✓ Good governance compliance

These innovations embody the reform direction of modernizing DepEd systems to ensure responsive, transparent, and efficient public service.

The Bigger Picture

In Malolos, reform is not theoretical.

It is operational.

Through:

- 763 digitized document transactions
- 2,045 HR users onboarded
- 61% personnel database completion
- Fully monitored routing systems
- Integrated HR automation

The Schools Division Office of Malolos has moved from reactive processing to proactive governance.

Efficiency is not measured by speed alone.

It is measured by clarity, accountability, and trust.

Through DORPS v2 and Project iHR, Malolos is not merely digitizing processes —
It is redefining how public education governance should function in the digital age.

Transparent. Efficient. Accountable. Future-Ready.



Closer Conversations, Stronger Schools: District-Based Ugnayan Reinforces Teacher Voice in Malolos

In a bold step toward deepening participative governance and strengthening teacher welfare, the City Schools Division of Malolos reimagined its flagship engagement platform, Ugnayan sa Paaralan (USP), by bringing conversations closer to the ground, one district at a time.

Originally conducted division-wide from 2023 to 2025 prior to the opening of classes, Ugnayan sa Paaralan gathered large audiences of teaching and non-teaching personnel in a single venue. While the initiative successfully opened lines of communication, the Division Legal Officer—proponent of the program—observed that the sheer size of the assembly limited meaningful dialogue. Voices were heard, but not always fully engaged.

Responding to this insight, the Executive Committee institutionalized an innovative district-based model in 2025. Instead of one large gathering, USP was conducted per district—each composed of at least five schools—through focused half-day sessions designed for deeper discussion and direct engagement.



The Innovation: Ugnayan sa Paaralan

Two district runs marked the successful rollout of the enhanced model:

- September 12, 2025 – District I, with nearly 150 participants
- October 24, 2025 – Marcelo H. Del Pilar National High School, drawing close to 390 personnel







The impact was immediate and measurable in terms of participation quality. Smaller, district-level assemblies created a safer and more responsive space for teachers and school personnel to raise concerns, clarify policies, and propose solutions. Questions that once competed with hundreds of voices were now addressed thoroughly. Legal and administrative matters—often sensitive and complex—were explained with greater clarity and contextualization.



Anchored on Secretary Juan Edgardo “Sonny” Angara’s reform agenda emphasizing good governance, transparency, accountability, and responsive leadership, the district-based USP operationalizes these principles at the grassroots level. It strengthens institutional trust by ensuring that policies are not merely cascaded but dialogued. It reinforces accountability by allowing immediate clarification of legal and procedural concerns. Most importantly, it advances teacher protection and welfare by making the Legal Office accessible, visible, and proactive.





Beyond compliance with governance standards, USP has cultivated a culture of professional dialogue. Teachers reported greater confidence in navigating workplace concerns, better understanding of their rights and responsibilities, and stronger alignment with Division policies. The initiative has also reduced misinformation, mitigated potential conflicts, and fostered a shared sense of ownership in Division programs.



As an innovation in stakeholder engagement, the district-based USP exemplifies how reflective leadership can transform a good program into a more inclusive and high-impact reform. By scaling conversations down to amplify voices, DepEd Malolos demonstrates that meaningful reform is not only about policies crafted at the top—but about listening closely at the ground.



Through Ugnayan sa Paaralan 2025, the Division does not merely bring the office closer to schools; it brings governance closer to the people who sustain it every day.

Onward 2026: In Pursuit of Our S.M.A.R.T. – G Vision



A clear vision gives us direction, but united action turns that vision into a living reality for every learner.

As we step into 2026, we move forward with renewed faith, stronger resolve, and a clearer sense of purpose in the SDO City of Malolos. Anchored on our **S.M.A.R.T.- G** vision—learners who are excellent in **S**cience, **M**ath, **A**dvanced **R**esearch, **R**obotics and **T**echnology, and **G**odly in character—we recommit ourselves to shaping schools that nurture both brilliance of mind and goodness of heart.

Our journey toward this vision began with a challenge to come up with "crazy ideas" – bold thoughts, daring conversations, and hopeful dreams shared among our personnel, teachers, school leaders and supervisors who believe that improvement is always possible. From these ideas, we carefully listened, studied our data, and identified the learning losses and gaps that needed urgent attention. What started with simple brainstorming activities and focused group discussions evolved into appropriate, relevant and responsive interventions designed to recover learning losses, strengthen foundational skills, and provide every learner with a fair chance to succeed. These early steps marked the birth of a culture of innovation grounded in purpose and compassion.

This journey is not merely about meeting targets, but about transforming lives through quality, inclusive, and values-driven education. Building on this school year's gains, we will proudly expand our Center of Excellence, from Kindergarten to Grade 3, to Grade 6 this forthcoming school year. This expansion symbolizes our belief that strong foundations must continuously grow.

Alongside this, we intensify our reading and numeracy programs with a bold goal: zero non-readers and zero non-numerates. Every learner deserves the gift of literacy and numeracy, for these are the gateways to all other learning. As we marry two very creative and innovative programs – the "Alpabasa and Creative Play-based Kindergarten curriculum, we see very significant learning progress and improved learning outcomes among our learners in their foundational years, through intentional and purposive teaching. Furthermore, through targeted interventions, strengthened instruction, and close collaboration with teachers, parents, and partners, we ensure that no child is left behind.

As we continue to walk and work together with the same passion, but with deeper experience and stronger partnership with our various stakeholders towards the realization of our vision, we commit to sustain what we have started while continuously refining and expanding our initiatives to meet emerging needs.

Through the invaluable support and assistance of our stakeholders – parents, local government units, community partners, alumni, NGOs and private sector groups – we are able to turn challenges into opportunities, and find workable solutions to problems.

Onward 2026 also calls us to dream bigger and work smarter. We will roll out more responsive and appropriate projects, programs, and innovations that enrich teaching and learning, integrate technology meaningfully, and raise students' achievement across all disciplines. Guided by our shared vision and sustained by faith, unity, and excellence, we move forward together—confident that DepEd SDO City of Malolos will continue to be a true center of excellence, producing learners who are S.M.A.R.T. in competence and Godly in character. Onward 2026!

LEILANI SAMSON CUNANAN, CESO V
Schools Division Superintendent





“From foundational literacy to future-ready excellence, we nurture SMART and Godly Malolhenyo learners — together.”



DepED DEPARTMENT OF EDUCATION

BAGONG PILIPINAS