



Republic of the Philippines
Department of Education
MIMAROPA REGION
SCHOOLS DIVISION OF MARINDUQUE



DIVISION MEMORANDUM

TO: Asst. Schools Division Superintendent
Chief Education Supervisors, SGOD/ OIC-CID
Education Program Supervisors
Section and Unit Heads
All Others Concerned

FROM: **LYNN G. MENDOZA, EdD**
OIC, Schools Division Superintendent

For the SDS:


MA. CECILIA S. MANAY
Chief Education Supervisor, SGOD
Officer-In-Charge

SUBJECT: **SUBMISSION OF IMPLEMENTED INNOVATIONS OF SCHOOLS
DIVISION OFFICE FROM CY 2020 TO PRESENT**

DATE: August 1, 2023

Please find attached Regional Memorandum No. 94 s. 2023 from the Office of the Regional Director, Dr. Nicolas T. Capulong dated July 20, 2023, titled "**Submission of Implemented Innovations of the Regional Office and Schools Division Offices**" which is self-explanatory.

In this connection, this Office directs the submission of all implemented innovations by each Functional Divisions, Sections, and Units of the Schools Division Office from CY 2020 to present on or before August 14, 2023 using the attached template through the link <https://bit.ly/3YpnuBt>.

Immediate dissemination of and compliance with the contents of this Memorandum are desired.

/smme-fa

*"DepEd Marinduque: Heart of the Philippines.
Lead to Excel. Excel to Lead."*

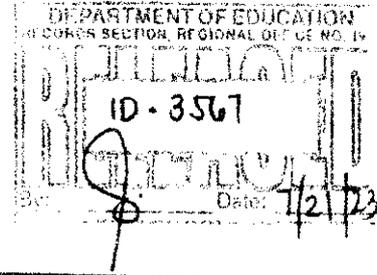


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Republic of the Philippines
Department of Education
MIMAROPA REGION



Office of the Regional Director

July 20, 2023

REGIONAL MEMORANDUM

No. 94 s. 2023

**SUBMISSION OF IMPLEMENTED INNOVATIONS
OF THE REGIONAL OFFICE AND SCHOOLS DIVISION OFFICES**

**TO: ASSISTANT REGIONAL DIRECTOR
SCHOOLS DIVISION SUPERINTENDENTS
CHIEF ADMINISTRATIVE OFFICERS
CHIEF EDUCATION SUPERVISORS
SECTION & UNIT HEADS
ALL OTHERS CONCERNED**

1. DepEd's MATATAG agenda aims to resolve challenges in basic education. In support of this, education leaders and curriculum implementers should take part in solving these problems by introducing innovative solutions through programs, projects, and activities (PPAs) that would ensure the delivery of quality, accessible, responsive, and relevant basic education to all types of learners in diverse learning situations making education relevant to needs and demands of the current times.
2. Educational Innovation is the introduction of out-of-the-box ideas, products, services, and practices that are intended to be useful to address the gaps, issues, and concerns on access, equity, quality, resiliency and well-being, and governance. This also covers the management of education goals such as increasing enrolment/participation rate and reducing drop-out, and failure rates, improving academic performance, and enhancing the learning environment/improving physical facilities. It could also be a product of contextualization and indigenization.
3. Responding to the call to initiate innovation in the workplace, the DepEd MIMAROPA through the Field Technical Assistance Division will institutionalize the PROJECT BOTIKA (**B**ank **O**f Evidence-based **T**echnical Assistance Interventions as **K**ey to **A**chieving Better Performance). This project aims to develop a bank of intervention to the bottleneck, challenges, and constraints (BCCs) in basic education delivery. This bank shall serve as a depository of innovations that can also be benchmarked and adopted by other DepEd offices and other agencies in resolving basic education and organizational-related issues.
4. In this connection, this Office requests the submission of all the implemented innovations by the Functional Divisions, Sections, and Units of the Regional Office (RO) and SDOs from CY 2020 to the present.

FTAD/AMF



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5. Innovations must have been approved before implementation and must be derived from research outputs and monitoring and evaluation results. These innovations shall have provided better opportunities and are crucial in achieving basic education goals leading to optimizing learning and school management and operations.
6. The requested innovations will be used as bases to:
 - 6.1. create a pool of innovators in the Region,
 - 6.2. make an inventory of implemented innovations in the RO and SDOs covering the different areas of school/office management and operation which includes:
 - a. Leadership,
 - b. Governance and Accountability,
 - c. Human Resources and Team Development.
 - d. Finance and Resource Management and Mobilization,
 - e. Curriculum and Instruction, and
 - f. Learning Environment.
 - 6.3. develop capacity-building activities to enhance the skills of DepEd personnel in crafting and introducing educational innovations.
7. Attached is the template to be used in the submission of the report. An example is also provided for guidance. The accomplished template on the Implemented Innovations of the SDO must be consolidated before submission, while the RO Report must be submitted per Functional Division. Said report is requested to be emailed on or before August 14, 2023, at mimaropa.region@deped.gov.ph, copy furnished: itad.mimaroparegion@deped.gov.ph.
8. Queries or concerns about this matter may be coursed through Wendell I. Formalejo, PhD, Chief Education Supervisor, Field Technical Assistance Division, through itad.mimaroparegion@deped.gov.ph.
9. Immediate dissemination of and compliance with this Memorandum is desired.


NICOLAS T. CAPULONG, PhD, CESO III
Director IV
Regional Director



Republic of the Philippines
Department of Education
 MIMAROPA REGION

IMPLEMENTED INNOVATIONS OF THE REGIONAL OFFICE & SCHOOLS DIVISION OFFICES FROM CY 2020 TO PRESENT

SDO/Functional Division/Section/Unit: _____

Name of Implemented Innovation	KPI being Addressed	Objectives	Activities Undertaken	Implementation Period	Name & Position of Proponent	Implementing FD/Section /Unit	Outcomes	Gains/Impact
Ex. Project GADGET <i>(Generative Assessment Data Gathering Electronic Tool)</i>	Quality	General: To facilitate the identification of the learning gaps in all learning areas: Specific: 1. Analyze the result of the first quarter assessment; 2. Provide data on learner performance in all learning areas which are necessary for providing intervention and remediation; 3. Identify least mastered competencies in the first quarter and the succeeding quarters; and	<ul style="list-style-type: none"> • Identification of the elements needed in the development of the e-tool. • Development and trial run of the e-tool. • Utilization of the e-tool. 	CY 2020 to present	Jillian P. Bonifacio EPS-Mathematics Regional Focal Person on Learning Assessment	Curriculum Implementatio n Division	<ul style="list-style-type: none"> • 100% of the learners' first quarter assessment results were analyzed. • 100% of the learner's data on performance were generated as bases for intervention and remediation programs. • 100% of the least mastered competencies for the first quarter were identified. • 100% of the teachers who utilized the tool were guided in preparing summative tests through the project's item 	94 % of the learners in SY 2020-2021, 96% of the learners in SY 2021-2022, and 98% in SY 2022-2023 with identified learnings gaps were provided with interventions and remediated.

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		4. Guide teachers in preparing summative tests through the project's item analysis facility.					analysis facility.	
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Prepared by:

Noted by:
