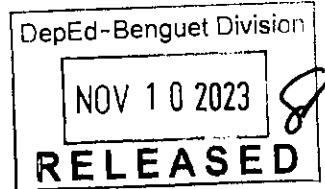




Republic of the Philippines  
**Department of Education**  
**Schools Division of Benguet**



09 November 2023

**DIVISION MEMORANDUM**

No. 417 s. 2023

TO: Office of the Assistant Schools Division Superintendent  
 Chief SGOD and CID  
 Public Schools District Supervisors & Coordinating Principals  
 All School Heads, Teaching and Non-Teaching Personnel  
 All Others Concerned

**RESULTS OF THE ASSESSMENT OF BEST PRACTICES FOR THE SCHOOL YEAR  
 2022-2023 AND ANNUAL YEAR 2023**

Re: **SDO BENGUET IN F.O.C.U.S** (*Featuring Outstanding and Continuous Undertakings of Schools*)

1. The Schools Division of Benguet announces the **SDO Benguet Best Practices for School Year 2022-2023 and Annual Year 2023** under the **SDO BENGUET IN F.O.C.U.S** (*Featuring Outstanding and Continuous Undertakings of Schools*).
2. The primary goal of this initiative is to systematically record and recognize all the efforts and practices that are recognized as “Best Practices” within the Schools Division of Benguet. This aims to promote sustainability, facilitate replication, and provide benchmarks for improvement.
3. Prior to this announcement, the Division Review and Evaluation Committee conducted a technical assistance session and reviewed the submitted documents on October 23, 2023, with the aim of gathering and convening the results.
4. Please refer to the attached enclosures for the list of best practices and the composition of the Division Review and Evaluation Committee.
5. All best practices will receive a **Certificate of Recognition** while **Finest Best Practices**, those with the highest scores based on the evaluation criteria will be given a **Plaque of Recognition** during the 2023 SEDOE Awarding Ceremony. Likewise, a **Certificate of Recognition** will be presented for both the “Most Sustainable Best Practice” and the “Sustainable School Banner Projects”.
6. Immediate and widest dissemination of this memorandum is desired.

**SALLY L. BANAKEN-ULLALIM CESQ V**  
 Schools Division Superintendent

sgod/smme



Address: Wangal, La Trinidad, Benguet  
 Telephone Number: (074) 422-6570  
 Email: [benguet@deped.gov.ph](mailto:benguet@deped.gov.ph)  
 Facebook Page: DepEd Tayo Benguet



7	<b>Project SEMEK (Strategized and Enhanced Learning Modality for Mothers Enrolled in K-12)</b>	Resiliency and Well-being	This initiative was initiated to assist young mothers, pregnant learners and students with medical conditions in pursuing their education despite their unique circumstances. It served as a means for the school to demonstrate unwavering love, understanding and support during this challenging period for these students.	Carmen S. Sotero	Laurencio Fianza National High School/ Itogon II
8	<b>Project First Bell Reading Habit (FiBeR-Hab)</b>	Curriculum and Instruction	The primary goal of this project is to instill a reading habit and enhance the reading abilities of learners. Each learner is expected to engage in a daily reading activity, both in the morning and during lunch breaks.	Janice S. Bilalay	Alejandro Altiga Sr. Elementary School/Itogon II
9	<b>ARAPAAP: A Reading Remediation</b>	Curriculum and Instruction	The project seeks to improve the reading skills of 30 Grade 7 to 9 learners who are currently at a frustration level. This will be achieved by incorporating gamification elements, including point systems and bonuses, to make reading activities more engaging and divert from the typical reading routines.	Novalyn L. Namoro	Alno National High School/ La Trinidad

10	<b>MISTALA (Mentoring and Illuminating Schoolmates through Antidotal Learning Activities)</b>	Curriculum and Instruction	This educational intervention project focuses on providing tutoring and support to younger learners who are struggling with literacy challenges, emphasizing the nurturing of an altruistic spirit among learners in the school community.	Caroline T. Na-ag	La Trinidad Central School/ La Trinidad
11	<b>Project CAREH</b>	Accountability and Continuous Improvement	Project CAREH was the catalyst for the construction of an Arts and Exhibit Room, aimed at displaying and encouraging creativity and innovation among the learners.	Alejandrina M. Malute	Balili National High School/ Mankayan
12	<b>Overcoming Learning Difficulties in Math</b>	Curriculum and Instruction	This is a quarterly remedial activity of learners who have difficulties in Math through guided activities, worksheets and drills.	Arriane M. Damilo	Aino National High School/ La Trinidad
13	<b>Electronegativity Board Game</b>	Curriculum and Instruction	Electronegativity Board Game is tailored for Senior High School learners, with the goal of enhancing their understanding and retention of lessons on Polarity in a fun, interactive and engaging manner.	Orlie L. Peter	Sablan National High School/ Sablan

14	<b>Enhancing the Computational Skill of Mathematics of Grade 7 Learners through Domino Game</b>	Curriculum and Instruction	This project introduces an innovative approach to make Mathematics engaging for learners who may not have a natural inclination for the subject. It also fosters a school-to-home collaboration by involving family members in the learning process.	Sarah S. Dino	Mankayan National High School/ Mankayan
15	<b>Project SALI-KA Brigada Pagbasa in UGBO Adivayan Learning Parks</b>	Curriculum and Instruction	This program focuses on cultivating a love for reading through a volunteer-driven approach. It provides learners with access to books, enhance their reading and comprehension skills and create a supportive and engaging learning environment.	Febora N. Reyes Rosety N. Abat Arlyn O. Sawac Rosalie S. Anhibey	Lam-ayan Integrated School/ Buguias
16	<b>PROJECT MaSAFE: Managing Science Learning Activities Focusing on Excellence</b>	Curriculum and Instruction	This project offers post-class remediation activities to learners, utilizing learning parks, classroom reading corners and game-based learning activities to bridge learning competency gaps.	Abe Marie A. Amuasen	Banget Elementary School/ Itogon II

17	<b>PAMEGZSA (Performing Aerobic Exercises for Mental Health and Maintaining Energy Geared by Synchronized Zumba Activities)</b>	Resiliency and Well-being	The project is focused on nurturing and uncovering learners' interest in dance, enhancing the dance performances of 232 Junior and Senior High School learners, and promoting awareness among both learners and personnel about the significance of physical fitness through Zumba.	Mark B. Libio	Laurencio Fianza National High School/ Itogon II
18	<b>AcES-GPP (Acupan Elementary School-Gulayan sa Paaralan)</b>	Management of Resources	AcES-GPP focuses on promoting vegetable gardens, cultivating ornamental flowers, beautifying the school environment, and creating a dedicated space for relaxation, reading and interactive learning among learners and personnel. It is a collaborative effort among various stakeholders that makes this initiative possible.	Evelyn A. Atubang	Acupan Elementary School/ Itogon II

19	<b>PAN AMAYO</b>	Resiliency and Well-being	PAN AMAYO emphasizes the promotion of after-school sports program in Laurencio Fianza National High School, aiming to foster self-discipline, teamwork, and excellence among learners, ultimately contributing to the development of healthy and alert adolescents.	Mark B. Libio	Laurencio Fianza National High School/ Itogon II
20	<b>Project BBM (Basa Basa Muna)</b>	Curriculum and Instruction	This project is executed with the purpose of improving learners' reading skills during their scheduled remediation sessions by employing various reading materials and strategies.	Krisha Amor N. Cabansi	Goldfield Elementary School/ Itogon II
21	<b>Enhancing the Analytical Skills of Electrical Installation and Maintenance (EIM) G10 Learners through Electrical Board</b>	Curriculum and Instruction	By utilizing the electrical circuit board, learners actively connect bulbs, thus honing their analytical skills and fostering a deeper appreciation for the practical applications of the lessons in real-life scenarios.	Gill B. Dino	Mankayan National High School/ Mankayan

22	<b>Project PASS: Season 1 (Promoting Academic Excellence , Strengthening Student Support)</b>	Resiliency and Well-being	The program's objective is to offer academic, financial and personal-social support to learners, guiding them on their educational path and empowering them to pursue their goals. This assistance is achieved through peer tutoring, parent consultation and financial support.	Joan Hertimia B. Wagang	Ampusongan National High School/ Bakun
23	<b>SEMEK Project: Supporting and Empowering the Mental and Emotional Knowledge of the Youth through Family Love Curriculum and Instruction</b>	Resiliency and Well-being	In collaboration with both internal and external stakeholders, SEMEK Project's goal is to strengthen family bonds, promoting better mutual understanding among family members and offering guidance on stress management to learners, guided by the Personality Development Curriculum.	Jobelle A. Batanes	Daklan National High School/ Bokod

### FINEST VALIDATING BEST PRACTICE

No.	Title of Best Practice	Area	Description	Proponent/s	School/District
1	<b>SPARK: Practical Instructional Guide in Electrical Installation and Maintenance (EIM)</b>	Curriculum and Instruction	Practical Instructional Board in Electrical Installation and Maintenance Innovation helps the TVL Learners in Electrical Installation and Maintenance with the basic operation of wiring circuit installation and to help them learn concepts of electrical wiring lessons through self-instructed materials.	Juden A. Tiwaken	Mankayan National High School/ Mankayan

### VALIDATING BEST PRACTICES

No.	Title of Best Practice	Area	Description	Proponent/s	School/District
1	<b><i>Brigada sa Pagbasa-Kala Atngan Taha (BsP-KAT)</i></b>	Curriculum and Instruction	The best practice name thoughtfully translated into <i>Ibaloi</i> term which means "Come, I will help you", symbolizes the commitment to supporting learners through their reading journey. Its objective is to identify and address specific reading obstacles faced by learners, achieved through initial reading assessments and evaluations, leading to the individualized reading	Penderlyn E. Binay-an Silvano E. Canuto Loida S. Lacaden Jeneva A. Oidi	Bineng National High School/ La Trinidad



			intervention strategies tailored to the unique needs of each learner.		
2	<b><i>Brigada Eskwela: Isadam E Deknam</i></b>	Resiliency and Well-being	This best practice aligns seamlessly with the “ <i>Bayanihan sa Paaralan</i> ” theme of <i>Brigada Eskwela</i> , emphasizing collaborative efforts to address societal concerns within the school, home, and broader community, promoting physical and mental health and well-being of learners and personnel through wellness programs and showcase of talents.	Penderlyn E. Binay-an Kendrick Anthony F. Canuto Loida S. Lacaden Byrner Ian B. Tayaban	Bineng National High School/La Trinidad

3	<b>EGAED KO!</b>	Curriculum and Instruction	EGAED KO! (Eskwela Ga Anken Edavi): An Online Night Class "Kamustahan" with Senior High School Learners is an innovative instructional strategy which intends to provide tutoring, coaching, and mentoring in Research subjects.	Orlie L. Peter	Sablan National High School/ Sablan
4	<b>Father Mother Me (FMM)</b>	Management of Resources	FMM is a school initiative that started during the implementation of asynchronous mode of learning during the pandemic, it's main objective is to enhance family bonding among learners and parents in and out of school through guided family bonding activities, parent-child socialization and family-oriented learning activities	Deo B. Sudaypan	La Trinidad Central School/ La Trinidad
4	<b>IMDENGan</b>	Accountability and Continuous Improvement	Project Pan-IMDENGAN has evolved into a platform where community collaborates into helping learners who have financial difficulties but have the potential of becoming outstanding in school.	Shiaiane C. Tacio-Cabuten	Sablan National High School/ Sablan

5	<b>Tiks: A Card-Based Game for Reading Enrichment and Instruction</b>	Curriculum and instruction	<i>Tiks</i> is a card-based innovative game designed to enhance reading ability of the learner. It also functions as a tool to enhance the reading ability of learners hence, it is employed during the reading remediation.	Minerva A. Somerbang	Mankayan National High School/Mankayan
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### FINEST EXEMPLARY BEST PRACTICES

No.	Title of Best Practice	Area	Description	Proponent/s	School/District
1	<b>Project GAWIS: Gift-giving, Adversity Quotient Enhancement, and Ways Integrating Spirituality into Learners</b>	Curriculum and Instruction	Project GAWIS came from the <i>Kankana-ey</i> term "gawis" which means good. This project was conducted as a way for the school to share the love that started during the onset of the pandemic. At the end of the project implementation, the 50 learners received personal hygiene kits and food packs, increased adversity quotient level and enhanced spiritual aspects from low to average and increase their academic performance from below 75 to 80 % and above.	Edgar B. Tomino	Alejo M. Pacalso Memorial National High School/ Itogon

2	<b>P-VISION (Providing Visually Impaired Students with Inclusive Opportunities and Needs)</b>	Access, Curriculum and Instruction	This project provided better learning experience to visually challenged learners. In collaboration with the SLU- Institute for Inclusive Education, teachers work together to support identified learners, particularly during class performance tasks and assessment.	Mary Jean S. Berato Loida S. Lacaden Roderick A. Nlerva	Bineng National High School/ La Trinidad
3	<b><i>Panshayan ni Daing: Community Reading Park</i></b>	Accountability and Continuous Improvement	The project was devised and launched by the school personnel in collaboration with PTA, focusing on three different sitios. Its goal was to enhance the reading proficiency of learners from a state of frustration to instructional levels, which also boosting engagement in reading-related activities and involving parents and stakeholders more actively in their children's reading endeavors.	Mary Jean A. Twingan Connie L. Camdas Miraflor T. Lackias	Michael G. Angel Elementary School/ Sablan

### EXEMPLARY BEST PRACTICES

No.	Title of Best Practice	Area	Description	Proponent/s	School/District
1	<b>Project CAREERKO: CARE KO Season 3</b>	Leadership and Governance	CAREERKO stands for Continuous Advocacy on Career Readiness through the Exploration and Evaluation of Relevant Skills and Knowledge of the World of Work to Achieve Career Goals and Objectives. "Care Ko" emphasizes that the school cares about their career preparation and empowers them to make a well-informed career choice to lessen tendencies of career mismatch and shifting of careers.	Joan Hertimia B. Wagang	Ampusongan National High School/ Bakun
2	<b>Project INAYAN: Season 3</b>	Resiliency and Well-being	Project <i>Inayan</i> or Instilling and Nurturing Adjustment and Resilient Skills and Attitudes amongst the Youth and Adults of Ampusongan National High School aims to provide continuous mental health and wellness advocacies to the clientele during and even after the pandemic through the provision of Psychological First Aid and Information Service.	Joan Hertimia B. Wagang	Ampusongan National High School/ Bakun

**LEVEL OF OFFICE: DIVISION**

Category	Name of Best Practice	Description	Proponent/s	Office/Unit
Promising	<b>SAY AYSHIE MAN-UNOD (A Preview of DepEd CAR's <i>Salaknib Tan Namnama</i>)</b>	Through partnerships and linkages, Say Ayshie Man-unod which means no one is left behind is an advocacy initiative and adoption of <i>Salaknib Tan Namnama</i> in schools and communities.	Lorna M. Yaco Arvin M. Doman	Social Mobilization and Networking Section
Validating	<b>LaVENDER (Lavishing Equity...Nurturing a Gender Lens)</b>	This project focused on advocating on Anti-Violence against Women and Children and promoting equity among learners regardless of their gender preferences and mental well-being.	Lorna M. Yaco	Social Mobilization and Networking Section
Exemplary	<b>SINTIL (Sustaining Interest and Nurturing Talents of IBenguet Learners)</b>	The best practice provides essential learning materials in various forms and organizes initiatives like book carousel, the search for the most functional library among others. Its aim is to cultivate a passion for reading and instill positive study habits among the <i>IBenguet</i> learners.	Sonia D. Dupagan Roxanne B. Mayomis Antionette D. Sacyang	Learning Resource Management Section

**SPECIAL CITATION:**

**MOST SUSTAINABLE BEST PRACTICE- Liwliwa Di Lepanto of Lepanto National High School**

Awarded last 2022 as Exemplary Best Practice, LIWLIWA DI LEPANTO means Living and Learning Interactively Working with Various Linkages Integrating Wonders of Culture and Arts. *Liwliwa* is a local term that means entertainment. It is an activity that captivates and sustains the attention and interest of an audience, providing pleasure and delight. The school provides specialized programs in dance, theatre, and music, which continuously evolve through school initiatives and are extended to the community. Proponents are Annilyn W. Lacpap and Jay Ar B. Borda.

**SUSTAINABLE SCHOOL BANNER PROJECTS (SY 2022-2023)**

- **LENG-AG DI PANLENG-ANAN** of Mankayan National High School- Mankayan
- **UGBO-** "Unity for a Greater and Better Outcomes" of Lam-ayan Integrated School- Buguias
- **Project AMBANGEG** of Ambangeg National High School- Bokod
- **Project SILAW-** "Stakeholders Involvement in the Learners' and School Achievement and Ways Forward" of Marivic Elementary School- Mankayan
- **Project IBALILI-** "Integrating, Building Connections, Attaining Standards, Leveraging, Innovating, Leading to Inclusion" of Balili National High School- Mankayan
- **PAGEY-** "Promoting Adequate and Generous Learning Environment Yielding to Transform Experiences" of Laurencio Fianza National High School- Itogon II