



Republic of the Philippines  
**Department of Education**  
 REGION I  
 SCHOOLS DIVISION OF VIGAN CITY

**DIVISION MEMORANDUM**

No. 592 s. 2025

**RESULTS OF THE PHASE 2 MONITORING OF SCHOOLS ON THE  
 IMPLEMENTATION OF THE SPECIAL CURRICULAR PROGRAM (SCPs)**

To: Asst. Schools Division Superintendent  
 Chief Education Supervisors (CID/SGOD)  
 School Heads of ISNHS, BMSW and DWCV  
 All Others Concerned


1. Pursuant to Republic Act No. 10533 or the Enhanced Basic Education Act of 2013, and Division Memorandum Nos. 230 & 241 s. 2025 titled Phase 2 Onsite Validation of Schools Offering Special Curricular Programs (SCPs), the Schools Division of Vigan City through the Division Review and Evaluation Committee (DREC) conducted the Phase 2 Monitoring and Validation of Schools offering Special Curricular Programs (SCPs) on May 8, 2025. This initiative reinforces the Department's commitment to provide responsive, inclusive, and enriched learning opportunities for students with varied talents, interests, and potentials.
2. The activity aimed to assess the extent of program implementation, determine alignment with DepEd standards, and identify areas for technical assistance and continuous improvement.
3. Findings from the validation indicate that implementing schools have demonstrated significant efforts in the delivery of SCPs, particularly along curriculum implementation, student performance, stakeholder engagement, and program support. However, several areas remain in need of enhancement, including teacher specialization, availability of facilities and equipment, instructional resources, and learner exposure to enrichment activities and competitions.
4. Concerned schools are advised to review the attached Summary Report on the Conduct of Monitoring of Schools Offering Special Curricular Programs, which outlines key findings, identified issues, best practices, suggestions, and recommendations. Schools are enjoined to take note of these and develop appropriate interventions to address gaps, enhance program implementation, and sustain best practices. The Curriculum Implementation Division (CID), through the Education Program Supervisors in charge of SCPs, shall continue to provide technical assistance, monitor the implementation of committed actions, and ensure the sustainability and continuous improvement of the program.





Republic of the Philippines  
**Department of Education**  
REGION I  
SCHOOLS DIVISION OF VIGAN CITY

5. Immediate dissemination of and compliance with this Memorandum is directed.

  
**VILMA D. EDA, CESO V**  
Schools Division Superintendent

Enclosure: None

References: RA10533, DepEd Order No. 46, s. 2012

To be indicated in Perpetual Index

Under the following:

CURRICULUM

MONITORING AND EVALUATION

CID/SSCortel/ResultsPhase2MonitoringonSCPs  
August 18, 2025







Republic of the Philippines  
**Department of Education**  
REGION I  
SCHOOLS DIVISION OF VIGAN CITY

**EXECUTIVE SUMMARY**

Phase 2 Monitoring of Special Curricular Programs (SCPs)

The Schools Division of Vigan City conducted Phase 2 Monitoring of the implementation of Special Curricular Programs (SCPs) covering the Special Program in Sports (SPS), Special Program in the Arts (SPA), Special Program in Foreign Language (SPFL), Special Program in Journalism (SPJ), Special Program in Technical-Vocational Education (SPTVE), Special Science for Elementary Schools (SSES), Science, Technology and Engineering (STE), and Special Program in Mathematics (SPM). The monitoring aimed to evaluate enrolment, program implementation, instructional delivery, resources, challenges, commendable practices, and areas requiring technical assistance.

**ENROLMENT:**

The enrollment data for the Special Curricular Programs (SCPs) shows varying participation across different specializations and grade levels. Overall, the Science, Technology, and Engineering (STE) program has the highest enrollment, while the Special Program in Foreign Language (SPFL) has the lowest.

**Key Findings by Program**

- **Science, Technology, and Engineering (STE):** With 364 total students, STE has the largest enrollment. The program shows a significant gender disparity, with 224 female students compared to 140 male students.
- **Special Program in Mathematics (SPM):** This program has a robust enrollment of 276 students, also showing a higher number of female participants (172) compared to male participants (104).
- **Special Program in Technical-Vocational Education (SPTVE):** The program enrolls 173 students, with a higher proportion of female students (82) than male students (55).
- **Special Program in Sports (SPS):** This is the only program with a clear male majority, enrolling 91 male students compared to 50 female students, for a total of 141.
- **Special Science for Elementary Schools (SSES):** The SSES program has a total of 141 students across two schools. Female enrollment (77) is higher than male enrollment (64).
- **Special Program in the Arts (SPA) and Special Program in Journalism (SPJ):** These programs, both with data available for Grade 7, show a higher number of female students, with totals of 64 and 57 respectively.
- **Special Program in Foreign Language (SPFL):** The program has the lowest enrollment at 34 students. This program also exhibits the most significant gender imbalance, with 26 female students and only 8 male students.







Republic of the Philippines  
**Department of Education**  
REGION I  
SCHOOLS DIVISION OF VIGAN CITY

---

**PROGRAM IMPLEMENTATION:**

Special Curricular Programs (SCPs) are actively integrated through specialized learning experiences and enhanced performance opportunities. Key highlights and challenges include:

- **Special Program in Sports (SPS):** Learners actively participate in local and international competitions. However, some teachers need updated training to strengthen discipline-specific instruction.
- **Special Program in the Arts (SPA):** Year-end recitals and talent showcases enrich learner engagement. Five SPA/SPS teachers require updated specialization training.
- **Special Program in Foreign Language (SPFL):** Two teachers have completed Chinese Mandarin training. Classes are conducted for 45 minutes daily.
- **Special Program in Journalism (SPJ):** Classes are held four times a week, with a balanced focus on both Filipino and English.
- **Special Program in Technical-Vocational Education (SPTVE):** There are certification gaps among teachers; one Technical Drafting teacher lacks an NCII, and four teachers (two in Technical Drafting and two in ICT) need TM1/COC2 certification.
- **Special Science for Elementary Schools (SSES):** DWCV enforces a strict internal grading policy (87% in ESM, 85% in others) to ensure quality academic performance.
- **Science, Technology, and Engineering (STE):** DWCV has added Research III, and ISNHS provides specialized teacher training. Both schools enforce a high academic standard for learners to remain in the program.

Overall, the curriculum is strengthened by performance-based activities, specialized training, and strict academic benchmarks. However, teacher certification gaps and the need for updated training remain priority areas.

**INSTRUCTIONAL DELIVERY:**

Instructional delivery across Special Curricular Programs (SCPs) is characterized by active integration of technology, performance-based learning, and hands-on activities that enhance learner engagement and skill development.

- **SPS, SPA, SPFL, and SPJ** – Teachers employ ICT tools and multimedia resources to enrich lessons and improve instructional effectiveness.
- **Special Program in the Arts (SPA)** – Year-end recitals and quarterly talent showcases are consistently staged and integrated into school activities, providing authentic performance experiences for learners.
- **Special Program in Technical-Vocational Education (SPTVE)** – The Young Entrepreneurs and Cooperative Store (YECS) serves as a practical training ground for entrepreneurial and hands-on learning. Skills Fest, Tech-Voc Day, and World Home Economics Day feature skills competitions to further develop learner competencies.



---

Address: Mena Crisologo St. corner Rivero St., Brgy. IX, Vigan City, Ilocos Sur  
Telephone No: (077) 722-20-23 / (077) 632-05-33  
Email Address: [vigan.city@deped.gov.ph](mailto:vigan.city@deped.gov.ph)  
Website: [www.depedvigancity.com](http://www.depedvigancity.com)

Your Feedback is important to us. Visit this link [bit.ly/SDOViganCityCSM](http://bit.ly/SDOViganCityCSM)







Republic of the Philippines  
**Department of Education**  
REGION I  
SCHOOLS DIVISION OF VIGAN CITY

- **Special Science for Elementary Schools (SSES)** – In DWCV, Computer Science subjects are taught by a BSCS graduate; in BMSW, the ICT Coordinator is assigned to handle these subjects, ensuring subject-relevant expertise.
- **Science, Technology, and Engineering (STE)** – Both implementing schools facilitate frequent hands-on experiments aligned with lesson topics to reinforce applied learning.

Generally, SCP instructional delivery is strengthened by the use of technology, integration of real-world applications, and consistent opportunities for learners to demonstrate competencies through performances, competitions, and experiments.

#### **ASSESSMENT METHODS:**

Assessment practices in SSES and STE programs highlight strong collaboration between teachers and parents to monitor learner performance. In BMSW, teachers provide assessment updates during card day, while in DWCV, the internal grading policy is regularly communicated to parents. Starting this school year, DWCV will also conduct in-depth analysis, interpretation, and utilization of assessment results to enhance instructional strategies.

#### **INSTRUCTIONAL FACILITIES:**

Facility and equipment availability across SCPs show mixed adequacy, with several programs facing resource limitations:

- **SPA/SPS** – Lack of updated athletic gear, absence of a dance studio with mirrors, and no dedicated classrooms for SCPs.
- **SSES** – Limited Science and Math Equipment (SME) in BMSW; however, the FPTA has pledged to purchase ESM textbooks.
- **STE** – ISNHS faces challenges with a non-functional water supply, inadequate laboratory tables and chairs; elective teachers compensate by creating their own Learning Activity Sheets (LASs).
- **SPM** – SME is available and in use; quality-assured worktexts in Analytic Geometry, lesson exemplars, and elective subject competencies are accessible.
- **SPFL** – No dedicated laboratory is available for the program.
- **SPTVE** – Computer laboratories are shared with other ICT classes, limiting exclusive use. AutoCAD software is outdated and incompatible with existing desktop units. While 18 new drawing tables for Technical Drafting have been procured, shortages in technical drawing tools and materials persist.

The assessment processes in SSES and STE show promise for improving instructional quality, facilities and resources across most SCPs require significant upgrading and allocation to meet program demands and sustain quality learning delivery.







Republic of the Philippines  
**Department of Education**  
REGION I  
SCHOOLS DIVISION OF VIGAN CITY

---

**LIBRARY SERVICES:**

SSES and STE programs in DWCV maintain uninterrupted library access through a “No Lunch Break” policy, ensuring learners can utilize resources throughout the school day. Both ISNHS and DWCV conduct general assemblies and orientations on library services during the first week of classes for every grade level, promoting early familiarization with available resources.

**INTERNET CONNECTIVITY AND FACILITIES:**

DWCV is fully Wi-Fi enabled and maintains a 1:1 device-to-learner ratio, providing equitable access to digital learning. ISNHS, however, still requires a fully functional research hub to better support both learners and instructional activities.

**LEARNING ENVIRONMENT:**

Due to the ongoing construction of the designated SPA/SPS building, classes are temporarily held in shared or makeshift spaces such as the gymnasium and other available rooms, affecting optimal learning conditions.

**ADVOCACY PROGRAMS:**

SPA, SPS, and SPJ actively promote their programs through school-to-school campaigns targeting incoming Grade 7 students. Strategies include the use of social media platforms (e.g., Facebook pages and fan pages), flyer distribution, and bulletin board postings to increase visibility and attract enrollees.

**PARTNERSHIPS:**

- **SPA/SPS** – Partnerships with PGIS and UNP are formalized through signed MOAs. Additional linkages with local and national arts, cultural, and sports organizations (e.g., LGU cultural offices, CCP, NCCA, artists’ guilds, universities, and sports bodies) expand program offerings, enhance learner exposure, and support teacher professional growth.
- **SPTVE** – Existing agreements with industry partners such as Macro, Data Center, Builders Institute of Technology, Tito Bert Farm Restaurant, and Chibugan ni Olang are set for renewal in SY 2025–2026 to sustain industry-relevant training and opportunities.

Overall, library and connectivity provisions in DWCV are strong, partnerships are strategically leveraged to expand program opportunities, and advocacy efforts are consistent. However, facility constraints in SPA/SPS learning environments and ISNHS’s need for a research hub remain priority areas for improvement.



Address: Mena Crisologo St. corner Rivero St., Brgy. IX, Vigan City, Ilocos Sur  
Telephone No: (077) 722-20-23 / (077) 632-05-33  
Email Address: vigan.city@deped.gov.ph  
Website: www.depedvigancity.com

Your Feedback is important to us. Visit this link [bit.ly/SDOViganCityCSM](https://bit.ly/SDOViganCityCSM)







Republic of the Philippines  
**Department of Education**  
REGION I  
SCHOOLS DIVISION OF VIGAN CITY

---

**ISSUES AND GAPS:**

Despite strengths, several challenges persist:

- Inadequate facilities and equipment, including outdated or insufficient laboratory tools, lack of dedicated rooms, and limited instructional materials.
- Teacher training gaps, with some requiring NCII/TM1 certification or updated specialization training.
- Insufficient resource allocation for program-specific needs.
- Need for dedicated personnel in specialized subjects such as research and laboratory management.

**TECHNICAL ASSISTANCE NEEDS:**

Schools require sustained support in:

- Regular, targeted training for teachers aligned with program specialization.
- Certification programs for technical-vocational and other specialized teachers.
- Infrastructure and facility improvements, including laboratory rehabilitation and establishment of dedicated learning spaces.
- Enhanced budget planning and resource mobilization from internal and external partners.

**COMMENDABLE PRACTICES:**

- Regular showcases and recitals integrated into school events.
- Strong collaboration with stakeholders and industry partners.
- Innovative instructional approaches, such as the use of Khan Academy and laboratory carts.
- Conduct of research colloquiums, science festivals, and inter visitation activities.
- Industry-linked events in SPTVE, providing learners with real-world experiences.

**RECOMMENDATIONS:**

1. Upgrade facilities and procure updated instructional resources.
2. Strengthen teacher capacity through targeted professional development and certifications.
3. Sustain and expand partnerships to enhance resources and learner exposure.
4. Implement program-based budgeting to ensure adequacy of funds.
5. Institutionalize periodic monitoring, feedback, and advocacy strategies.

**CONCLUSION:**

The SCPs in SDO Vigan City remain a vital platform for nurturing learners' talents and skills across disciplines. While there is strong engagement, committed



Address: Mena Crisologo St. corner Rivero St., Brgy. IX, Vigan City, Ilocos Sur  
Telephone No: (077) 722-20-23 / (077) 632-05-33  
Email Address: vigan.city@deped.gov.ph  
Website: www.depedvigan.city.com

Your Feedback is important to us. Visit this link [bit.ly/SDOViganCityCSM](http://bit.ly/SDOViganCityCSM)






Republic of the Philippines  
**Department of Education**  
REGION I  
SCHOOLS DIVISION OF VIGAN CITY

teaching staff, and innovative practices, addressing the identified gaps in resources, training, and infrastructure will be crucial to sustaining and improving the quality and impact of these programs.

Prepared by:


  
**SOLITO S. CORTEL**  
Education Program Supervisor

  
**PETER JOHN A. FRIAL**  
Education Program Supervisor

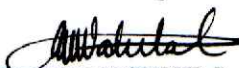
  
**NELSON A. ROBINOL**  
Education Program Supervisor

  
**FELIPA T. RAGASPI**  
Education Program Supervisor

  
**AMELYN P. ABELLA**  
Education Program Supervisor

  
**PELAGIO F. CARDENAS**  
Education Program Supervisor

Checked and Reviewed by:

  
**MARIE CHRISTINE L. NATIVIDAD**  
Chief Education Supervisor, CID

Noted:

  
**VILMA D. EDA, CESO V**  
Schools Division Superintendent







Republic of the Philippines  
**Department of Education**  
 REGION I  
 SCHOOLS DIVISION OF VIGAN CITY

**SUMMARY REPORT ON THE MONITORING ON THE IMPLEMENTATION  
 OF SPECIAL CURRICULAR PROGRAMS (SCPs)**

**A. ENROLMENT DATA**

**1. Special Program in Sports (SPS)**

Grade Level	Male	Female	Total
Grade 7	50	24	74
Grade 8	41	26	67
<b>TOTAL</b>	<b>91</b>	<b>50</b>	<b>141</b>

**2. Special Program in the Arts (SPA)**

Grade Level	Male	Female	Total
Grade 7	25	39	64

**3. Special Program in Foreign Language (SPFL)**

Grade Level	Male	Female	Total
7	1	7	8
8	7	19	26
<b>Total</b>	<b>8</b>	<b>26</b>	<b>34</b>

**4. Special Program in Journalism (SPJ)**

Grade Level	Male	Female	Total
Grade 7	16	41	57

**5. Special Program in Technical Vocational Education (SPTVE)**

Grade Level	Male	Female	Total
7	37	41	78
8	18	41	59
<b>Total</b>	<b>55</b>	<b>82</b>	<b>173</b>

**6. Special Science for Elementary Schools (SSES)**

School	Grade Level	Male	Female	Total
BMSW	1	9	12	21
	2	14	11	25
<b>Sub-Total</b>		<b>23</b>	<b>23</b>	<b>46</b>
DWCV	1	9	5	14
	2	6	8	14







Republic of the Philippines  
**Department of Education**  
**REGION I**  
**SCHOOLS DIVISION OF VIGAN CITY**

	3	3	10	13
	4	9	12	21
	5	8	7	15
	6	6	12	18
<b>Sub-total</b>		<b>41</b>	<b>54</b>	<b>95</b>
<b>Grand Total</b>		<b>64</b>	<b>77</b>	<b>141</b>

**5. Science, Technology, and Engineering (STE)**

School	Grade Level	Male	Female	Total
ISNHS	7	36	43	79
	8	23	51	74
	9	31	39	70
	10	28	50	78
<b>Sub-Total</b>		<b>118</b>	<b>183</b>	<b>301</b>
DWCV	7	10	12	22
	8	9	12	21
	9	2	9	11
	10	1	8	9
<b>Sub-total</b>		<b>22</b>	<b>41</b>	<b>63</b>
<b>Grand Total</b>		<b>140</b>	<b>224</b>	<b>364</b>

**6. Special Program in Mathematics (SPM)**

Grade Level	Male	Female	Total
7	20	48	68
8	32	37	69
9	29	40	69
10	23	47	70
<b>Total</b>	<b>104</b>	<b>172</b>	<b>276</b>

**B. Program Implementation**

<b>1. CURRICULUM IMPLEMENTATION</b>	
SCP	Observations/ Findings
<b>SPS/SPA</b>	Five teachers require updated training in their respective specialized disciplines.
<b>SPA</b>	Year-end recitals and quarterly talent showcases are conducted and integrated into school events.
<b>SPS</b>	Learners participated in local, regional, national, and international sports competitions.
<b>SFL</b>	Two subject teachers completed online training in Chinese Mandarin. Classes are conducted for 45 minutes daily.
<b>SPJ</b>	Classes are held 60 minutes per session, four times a week—one class each for Filipino and English.







Republic of the Philippines  
**Department of Education**  
**REGION I**  
**SCHOOLS DIVISION OF VIGAN CITY**

<b>SPTVE</b>	One teacher (Technical Drafting) is not NCII-certified; four teachers (2 in Technical Drafting and 2 in ICT) lack TM1/COC2 certification.
<b>SSES</b>	DWCV has crafted an internal grading policy requiring at least 87% in ESM and 85% in other learning areas.
<b>STE</b>	<ul style="list-style-type: none"> <li>• DWCV has included Research III in the subject offerings.</li> <li>• ISNHS provides specialized training for teachers.</li> <li>• ISNHS enforces a policy to transfer learners to the regular program if they do not meet 85% in ESM and 83% in other subjects.</li> <li>• DWCV follows the same grading policy as SSES (87% in ESM and 85% in other subjects).</li> </ul>
<b>2. INSTRUCTIONAL DELIVERY</b>	
<b>SCPs</b>	<b>Observations/ Findings</b>
<b>SPS/SPA/SFL/SFJ</b>	Teachers integrate ICT tools and multimedia resources to enhance lesson delivery.
<b>SPA</b>	Year-end recitals and quarterly talent showcases are regularly conducted and incorporated into school events.
<b>SPTVE</b>	<ul style="list-style-type: none"> <li>• YECS serves as a training ground for entrepreneurial and hands-on learning activities.</li> <li>• Skills Fest, Tech-Voc. Day, and World Home Economics Day were celebrated through skills competitions.</li> </ul>
<b>SSES</b>	In DWCV, Computer Science is handled by BSCS graduate while in BMSW, the ICT Coordinator is assigned to handle the subjects
<b>STE</b>	Both schools ensure frequent hands-on experimentation depending on the lesson topic.
<b>3. ASSESSMENT METHODS</b>	
<b>SCPs</b>	<b>Observations/ Findings</b>
<b>SSES/STE</b>	<ul style="list-style-type: none"> <li>• In BMSW, teachers provide assessment updates to parents during card day.</li> <li>• In DWCV, teachers consistently reiterate the school's internal grading policy to parents.</li> <li>• Starting this school year, DWCV will analyze, interpret, and utilize assessment results to improve instruction.</li> </ul>
<b>4. INSTRUCTIONAL FACILITIES</b>	
<b>SCPs</b>	<b>Observations/ Findings</b>
<b>SPA/SPS</b>	<ul style="list-style-type: none"> <li>• Programs lack updated equipment and facilities (e.g., athletic gear, dance studio with mirrors).</li> </ul>







Republic of the Philippines  
**Department of Education**  
**REGION I**  
**SCHOOLS DIVISION OF VIGAN CITY**

	<ul style="list-style-type: none"> <li>• There are no dedicated rooms allocated for Special Curricular Programs (SCPs).</li> </ul>
<b>SSES</b>	<ul style="list-style-type: none"> <li>• In BMSW, Science and Math Equipment (SME) remain limited.</li> <li>• The FPTA in BMSW has committed to purchasing textbooks for ESM.</li> </ul>
<b>STE</b>	<ul style="list-style-type: none"> <li>• In ISNHS, there is no functional water supply.</li> <li>• The number of laboratory tables and chairs is insufficient.</li> <li>• Elective teachers in ISNHS have developed their own Learning Activity Sheets (LASs).</li> </ul>
<b>SPM</b>	<ul style="list-style-type: none"> <li>• SME is available in one room and is currently utilized by learners.</li> <li>• Quality-assured worktexts in Analytic Geometry are available.</li> <li>• Lesson exemplars and elective subject competencies are in place.</li> </ul>
<b>SPFL</b>	No existing laboratory is available for the program
<b>SPTVE</b>	<ul style="list-style-type: none"> <li>• Computer laboratories are shared with other ICT classes, limiting access.</li> <li>• AutoCAD software is outdated and incompatible with the current desktop specifications.</li> <li>• Eighteen new drawing tables for Technical Drafting have been procured.</li> <li>• Technical drawing tools and materials are lacking.</li> </ul>
<b>5. LIBRARY</b>	
<b>SCPs</b>	<b>Observations/ Findings</b>
<b>SSES/STE</b>	<ul style="list-style-type: none"> <li>• In DWCV, the school implements a “No Lunch Break” policy to ensure continuous library access.</li> <li>• ISNHS &amp; DWCV conduct a general assembly and orientation on library services during the first week of classes for each grade level.</li> </ul>
<b>6. INTERNET CONNECTIVITY/ FACILITIES</b>	
<b>SCPs</b>	<b>Observations/ Findings</b>
<b>SSES/STE</b>	<ul style="list-style-type: none"> <li>• DWCV is fully Wi-Fi enabled, with a 1:1 device-to-learner ratio provided.</li> </ul>







Republic of the Philippines  
**Department of Education**  
**REGION I**  
**SCHOOLS DIVISION OF VIGAN CITY**

	<ul style="list-style-type: none"> <li>• ISNHS requires a fully functional research hub to support learners and instructional needs.</li> </ul>
<b>7. LEARNING ENVIRONMENT</b>	
<b>SCPs</b>	<b>Observations/ Findings</b>
<b>SPA/SPS</b>	Due to the ongoing construction of the designated SPA/SPS building, classes are currently conducted in shared or makeshift spaces such as the gym and other available rooms.
<b>8. ADVOCACY PROGRAMS</b>	
<b>SCPs</b>	<b>Observations/ Findings</b>
<b>SPA/SPS/SPJ/SPFL</b>	<ul style="list-style-type: none"> <li>• Programs are actively promoted through school to school campaigns targeting incoming Grade 7 students.</li> <li>• Strategies include the use of social media platforms (e.g., Facebook page, fan page), distribution of flyers, and posting on bulletin boards.</li> </ul>
<b>9. PARTNERSHIP</b>	
<b>SCPs</b>	<b>Observations/ Findings</b>
<b>SPA/SPS</b>	<ul style="list-style-type: none"> <li>• Forged partnership with PGIS and UNP through a signed Memorandum of Agreement (MOA).</li> <li>• Established linkages with arts and cultural organizations (e.g., LGU cultural offices, CCP, NCCA, artists' guilds, and universities) to enrich program offerings, provide learner exposure, and support teacher development.</li> <li>• Seek partnerships with both local and national sports organizations to enhance resources and opportunities for students.</li> </ul>
<b>SPTVE</b>	Existing MOUs/MOAs with industry partners—including Macro, Data Center, Builders Institute of Technology, Tito Bert Farm Restaurant, and Chibugan ni Olang—are due for renewal for School Year 2025–2026.

**C. Bottlenecks/Lags/Issues/Concerns**

<b>SCPs</b>	<b>BLICs</b>	<b>Actions Taken</b>	<b>Remarks/Results</b>
<b>SPA/SPS</b>	<ul style="list-style-type: none"> <li>• Classroom needs</li> <li>• Capacity-building programs</li> <li>• Resource funding</li> <li>• Instructional resource gaps</li> </ul>	<ul style="list-style-type: none"> <li>• SH to allocate classrooms for the SCPs and budget for equipment.</li> <li>• Consolidated reports were submitted to</li> </ul>	Classroom allocation is dependent on the completion of ongoing school building



**Address:** Mena Crisologo St. corner Rivero St., Brgy. IX, Vigan City, Ilocos

**Telephone No:** (077) 722-20-23 / (077) 632-05-33

**Email Address:** vigan.city@deped.gov.ph

**Website:** www.depedvigan.city

**Your Feedback is important to us. Visit this link [bit.ly/SDOViganCityCSM](https://bit.ly/SDOViganCityCSM)**







Republic of the Philippines  
**Department of Education**  
**REGION I**  
**SCHOOLS DIVISION OF VIGAN CITY**

	<ul style="list-style-type: none"> <li>• Professional Development Gaps</li> <li>• Need for improved budgeting and external resource sourcing (MOOE, PTA, SEF)</li> <li>• Specialized Equipment Shortage</li> </ul>	<p>top management to inform decision-making and strategic planning</p> <ul style="list-style-type: none"> <li>• Seek partnerships with both local and national sports &amp; cultural organizations to enhance resources and opportunities for teachers.</li> <li>• Maintain coordination with school head and department head to ensure effective SCP implementation</li> </ul>	<p>construction projects.</p> <p>Reports influenced resource planning discussions at the division level.</p> <p>Coordination helped streamline SCP activities and identify teacher training needs.</p>
<b>SSSES</b>	No designated teacher to handle Research subjects in BMSW.	Concern was raised during the Division Management Committee (ManCom) meeting.	
	Limited Science and Math Equipment (SME) for laboratory activities in BMSW.	Identified schools with excess SME for possible redistribution.	
	Longer time for the subjects in DWCV	DepEd issuances were provided to align the time allotment of the subjects	
	Class sizes do not meet the ideal 35 learners per section in both schools.	Class sizes do not meet the ideal 35 learners per section in both schools.	
<b>STE</b>	no available lab technician all the time in ISNHS	assigned teachers during their vacant periods	
	no water system and power supply, leaking roofs in ISNHS	used laboratory cart in the classrooms	need immediate rehabilitation of the laboratory and restore other existing laboratories







Republic of the Philippines  
**Department of Education**  
**REGION I**  
**SCHOOLS DIVISION OF VIGAN CITY**

	Teacher come and go in DWCV	assigned teachers based on their specialization	
	no water system and power supply, leaking roofs in ISNHS	used laboratory cart in the classrooms	need immediate rehabilitation of the laboratory and restore other existing laboratories
<b>SPFL</b>	Limited learning resources	Sought external support; accepted donations from the Confucius Institute.	20 books were donated and utilized
	Insufficient instructional equipment	Reached out to stakeholders for potential support and donations.	
	Limited teacher training opportunities.	Requested RO-HRD	
<b>SPTVE</b>	Lack of NCII and TM1 certifications among some teachers handling SPTVE subjects	Look for TESDA training and assessment align with the teachers' specialization/ send teachers to TESDA training /assessment.	Training for teachers who are non NC2 and TM1 holders
<b>SPJ</b>	Insufficient sound proofing of the newsroom	Recommended installation of egg trays and door sealant for external noise deduction	
	Lack of learning materials	<ul style="list-style-type: none"> <li>• Used lesson exemplars</li> <li>• Downloaded resources</li> <li>• Used the material shared by Pine City National High School during the Benchmarking</li> <li>• Procurement of journalism book for teacher's reference</li> </ul>	
	Students preferred to enroll in more	<ul style="list-style-type: none"> <li>• School to school advocacy campaign</li> </ul>	







Republic of the Philippines  
**Department of Education**  
**REGION I**  
**SCHOOLS DIVISION OF VIGAN CITY**

	established special programs like special Math & Science Class	<ul style="list-style-type: none"> <li>Distribution fliers</li> <li>Using social media platform for campaign</li> </ul>	
<b>SPM</b>	No available math laboratory	<ul style="list-style-type: none"> <li>Request from the SH for the establishments of Math Lab through engaging</li> </ul>	
	Inadequate reference materials for elective subjects for teachers and learners	<ul style="list-style-type: none"> <li>Request allocation from SEF for the purchase of reference materials for elective subjects</li> </ul>	
	Insufficient training for teachers teaching elective subjects	<ul style="list-style-type: none"> <li>Send elective teachers to related trainings</li> </ul>	

**D. Technical Assistance Needed**

SCPs	Area of Concerns	TA Needed from SDO/RO
SPA, SPS, SSES, STE, SPTVE, SPJ, SPFL	Need for regular Teacher Training / Professional Development	<ul style="list-style-type: none"> <li>Provide specialized training aligned with each program (e.g., arts trends, research, science, language, journalism).</li> <li>- Coordinate in-service and external training opportunities.</li> </ul>
STE	<ul style="list-style-type: none"> <li>Creative Technologies</li> </ul>	<ul style="list-style-type: none"> <li>need to profile existing to handle the subjects</li> <li>prioritize hiring teachers with background in programming, mechatronics and robotics</li> </ul>
	<ul style="list-style-type: none"> <li>Training of Teachers in Science and Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Consider extending trainings to their teachers</li> </ul>
SPTVE	<ul style="list-style-type: none"> <li>Training for teachers who are non NC2 and TM1 holders</li> </ul>	<ul style="list-style-type: none"> <li>Look for TESDA training and assessment align with the teachers' specialization/ send teachers to TESDA training /assessment.</li> </ul>

**E. Commendable Practices**

SPA	<ul style="list-style-type: none"> <li>Regular showcases and year-end recitals integrated into school events.</li> <li>Student-led performances supported by skilled teacher mentorship.</li> </ul>
-----	---



Address: Mena Crisologo St. corner Rivero St., Brgy. IX, Vigan City, Ilocos

Telephone No: (077) 722-20-23 / (077) 632-05-33

Email Address: vigan.city@deped.gov.ph

Website: www.depedviganity.com

Your Feedback is important to us. Visit this link [bit.ly/SDOViganCityCSM](http://bit.ly/SDOViganCityCSM)







Republic of the Philippines  
**Department of Education**  
**REGION I**  
**SCHOOLS DIVISION OF VIGAN CITY**

SPS	<ul style="list-style-type: none"> <li>- Conduct regular assessments to monitor learners' development and evaluate the overall effectiveness of the program.</li> <li>- Utilize feedback mechanisms from students, coaches, and other stakeholders to continuously adapt and improve the program's strategies and implementation.</li> <li>- Collect and analyze relevant data such as attendance, athletic performance, and stakeholder feedback to inform decision-making and track progress.</li> </ul>
SSes	<ul style="list-style-type: none"> <li>- Implemented Khan Academy in BMSW</li> <li>- Establish strong collaboration with stakeholders in both schools</li> <li>- Provided hands-on learnings/ activities in both schools</li> <li>- Classrooms are airconditioned in DWCV</li> </ul>
STE	<ul style="list-style-type: none"> <li>- All classrooms are airconditioned in DWCV</li> <li>- There will be a separate building for STE in DWCV</li> <li>- Conduct of Annual Research Colloquium in both schools</li> <li>- Use of Laboratory Cart in ISNHS</li> <li>- Intervisitation of teachers in ISNHS through Collaborative Expertise Sessions</li> <li>- Conduct of Science Tricks, Camps and Festivals in ISNHS</li> </ul>
SPM	<ul style="list-style-type: none"> <li>- Weekly posting of Math Quizzes to reinforce concepts and engage learners ( Math questions per grade level are posted weekly on Math bulletin boards. Answers of learners are dropped in a marked box, learner who gets the correct answer are given simple prize like, pencil, pen, pad paper, etc.</li> </ul>
SPTVE	<ul style="list-style-type: none"> <li>- Established strong collaboration with Industry partners.</li> <li>- Facilitated practical experiences for students by organizing Tech-Voc related events such as Tech-Voc Day, World Home Economics Day (WHED), and the Estudyantpreneur activity, where students demonstrate their entrepreneurial skills and talents, and engage in skills workshops and film viewings to explore and showcase their creativity, innovation, and business practical knowledge and ability.</li> <li>- Purchased tools, materials and equipment for BPP &amp; 18 New Drawing Tables.</li> <li>- A proposal for the purchase of tools, materials, and equipment for the ICT laboratory under the SPTVE program was submitted.</li> <li>- Teachers participated in ongoing professional development, including NC2 renewal, four (4) TM1 training, one (1) TM1 renewed and two (2) teachers enrolled in graduate studies.</li> </ul>
SPFL	<ul style="list-style-type: none"> <li>- The school conducted reading activities and cultural immersion. Students practiced reading short stories, poems, and dialogues together to improve pronunciation and understanding. They read aloud with partners and joined fun reading challenges to build fluency. To experience Chinese culture, they celebrated festivals</li> </ul>



**Address:** Mena Crisologo St. corner Rivero St., Brgy. IX, Vigan City, Ilocos

**Telephone No:** (077) 722-20-23 / (077) 632-05-33

**Email Address:** vigan.city@deped.gov.ph

**Website:** www.depedviganity.com

**Your Feedback is important to us. Visit this link [bit.ly/SDOViganCityCSM](http://bit.ly/SDOViganCityCSM)**







Republic of the Philippines  
**Department of Education**  
**REGION I**  
**SCHOOLS DIVISION OF VIGAN CITY**

	wearing traditional clothes and watched Chinese films to learn songs and dances.
SPJ	- A centralized storage system ensures easy access to journalism supplies, helping the school paper staff work efficiently and without delays
	- Exposure of learners to trainings and seminars
	- Availability and increasing journalism facilities/equipments

**F. Suggestions/Recommendations for the Improvement of SCPs**

SSES	- Construction of a SSES Building to accommodate the higher grades of learners
	- the Division ICT Coordinator should ensure that the distribution of DCP Packages for the Computer Science Subject should be extended to SSES
	- Procurement of Computer Science and Research textbooks
STE	- Teachers who shall handle Enhanced Science shall be specilaized teachers
	- Consider in the distribution of DCP Packages for the Creative Technologies
	- Procurement of textbooks in the elective subjects
	- Assign Science Laboratory Technician to manage the operations of laboratories
	- Ensure the conduct of experimnetation/ hands-on learning
SPS/SPA	- Hiring of teachers in the program should be based on their needs (Compter Science for Computer Programming, Mechatronics, Robotics)
	- Personnel Development: conduct/attaend regular specialized training.
	- Resource Enhancement: Upgrade sports equipment and training facilities; develop localized learning materials.
	- Student Exposure: Increase participation in external competitions to boost experience and motivation.
	- Financial Strategy: Allocate budget per sport; seek support from external sources (PTA, LGU, donors).
SPTVE	- Monitoring and Feedback: Institutionalize periodic review and feedback mechanisms for continuous improvement.
	- Teachers who shall handle Enhanced Science shall be specilaized teachers
	- Consider in the distribution of DCP Packages for the Creative Technologies
	- Procurement of textbooks in the elective subjects
	- Assign Science Laboratory Technician to manage the operations of laboratories
	- Ensure the conduct of experimnetation/ hands-on learning








Republic of the Philippines  
**Department of Education**  
REGION I  
SCHOOLS DIVISION OF VIGAN CITY


	<ul style="list-style-type: none"><li>- Hiring of teachers in the program should be based on their needs (Computer Science for Computer Programming, Mechatronics, Robotics)</li></ul>
SPFL	<ul style="list-style-type: none"><li>- On strengthening internet connectivity, coordinate with the ICT coordinator and local government unit (LGU) for support on SPFL in internet infrastructure upgrades</li><li>- School head shall request support from DepEd's ICT Division or apply for programs under initiatives like the DepEd Computerization Program (DCP) that include internet provision.</li></ul>
SPJ	<ul style="list-style-type: none"><li>- Provision of sound proofing for the journalism room.</li><li>- Procurement of high quality equipment like videocamera, DSLR/mirrorless cameras, tablets</li><li>- Improvement of the publication office</li><li>- Strengthening the internet connectivity in school</li><li>- Improvement of the policy guidelines of the program</li></ul>
SPM	<ul style="list-style-type: none"><li>- Budget for special programs should be prepared based on their specific needs.</li><li>- School budget should indicate the allotment per program.</li><li>- The school should look for other (e.g. SEF, canteen, PTA) to fill in the gap between proposed budget and available funds to implement the program.</li></ul>

Prepared by:

  
**SOLITO S. CORTEL**  
Education Program Supervisor

  
**NELSON A. ROBINOL**  
Education Program Supervisor

  
**AMELYN F. ABELLA**  
Education Program Supervisor

  
**PETER JOHN A. FRIAL**  
Education Program Supervisor

  
**FELIPA T. RAGASPI**  
Education Program Supervisor

**PELAGIO F. CARDENAS**  
Education Program Supervisor

Checked and Reviewed by:

  
**MARIE CHRISTINE L. NATIVIDAD**  
Chief Education Supervisor, CID

Noted:

**VILMA D. EDA, CESO V**  
Schools Division Superintendent



Address: Mena Crisologo St. corner Rivero St., Brgy. IX, Vigan City, Ilocos

Telephone No: (077) 722-20-23 / (077) 632-05-33

Email Address: vigan.city@deped.gov.ph

Website: www.depedviganity.com

Your Feedback is important to us. Visit this link [bit.ly/SDOViganCityCSM](http://bit.ly/SDOViganCityCSM)

