

Project 5-DAYSS (5 Developmental Assistance Yielding Student Success)

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Abstract

When the pandemic began subsiding in the middle of the year 2022, the promulgation of DepEd Order No. 34 series of 2022 issuing 5-day classes for public school and a voluntary compliance for private schools, the shift from the concerns during pandemic to face-to-face classes became the focus on nurturing learners in Talangan Integrated National High School, Nagcarlan, Laguna, Philippines. This called for the revision of the former Project VACSIN (Validating Academic Compliance of Students through Interventions, 2020-2022) which dealt with the learner compliance in submission of modular output. This time of 5-day classes also recounted the problem during the pre-pandemic, the tardiness of learners, which was solved through Project STAR (Solving Tardiness through Academic Resiliency, 2016-2019). Combining the concept of the two preceding projects, this project which was implemented this school year 2022-2023 dealt with tardiness in coming to school, absenteeism, and having low academic performance. This Project 5-DAYSS (5 Developmental Assistance Yielding Student Success) has five interventions which are fitted for the present implementation of five-day attendance in school. They are the following: (1) punctuality monitoring, (2) rigid checking of attendance, (3) enhancement activity, (4) guardian connection, and (5) maxim board. Through this project, tardiness decreased by 50% during the first semester, and 8.33% during the second semester. Absenteeism was reduced by 63.22% during the first semester, and 23.88% during the second semester. Meanwhile, learners lagging behind were reduced by 22.69% during the first semester, and 26.53% during the second semester. Parents and learners provided favorable feedback in the implementation of this continuous improvement project. Implementation of this scheme is thus recommended for the whole school, and even to other schools in nearby communities.

Keywords: tardiness, absenteeism, academic performance, parent, teacher, learner, stakeholder, collaboration

1. The Proposal Stage

1.1 Rationale

When the pandemic began subsiding this middle of the year 2022, the promulgation of DepEd Order No. 34 series of 2022 issuing 5-day classes for public school and a voluntary compliance for private schools, the shift from the concerns during pandemic to face-to-face classes became the focus on nurturing learners. This called for the revision of the former Project VACSIN (Validating Academic Compliance of Students through Interventions, 2020-2022) which dealt with the learners compliance in submission of modular output. This time of 5-day classes also recounts the problem during the pre-pandemic, the tardiness of learners, which was solved through Project STAR (Solving Tardiness through Academic Resiliency, 2016-2019). Combining the concept of the two preceding projects, this present project being proposed deals with tardiness in coming to school, absenteeism, and having low academic performance.

This Project 5-DAYSS (5 Developmental Assistance Yielding Student Success) has five proposed interventions which are fitted for the present implementation of five-day attendance in school. They are the

following:

- a. Punctuality Monitoring – Advisers would be issuing slip to students every time they will commit tardiness. The slip will be brought home for parents' signature. When learners commit two tardiness in a week, he/she will enter into counseling. First two-tardiness in a week would mean adviser counseling. Second two-tardiness in a week would mean counseling with adviser and parent. For the third time that two-tardiness would be committed in a week, there would be counseling of student with the parent and guidance counselor.
- b. Rigid Checking of Attendance – There would be a matrix that the class secretary would be holding in which, for every subject, there is a checking of attendance by the class secretary, and initial of the subject teacher would be secured at the bottom of the attendance matrix. Those who are seen to be committing cutting class would enter into the three-level counseling like the one for punctuality monitoring.
- c. Enhancement Activity – Grade 11 teachers would be providing enhancement activity to learners with line-of-seven in report card. Every Monday, it would be given through the adviser, and every Friday, the adviser will get the output and hand it to the subject teacher concerned.
- d. Guardian Connection – There will be a group chat for parents of every section of grade 11.
- e. Maxim Board – In a prominent area in a classroom, a maxim board, just like a bulletin board, will be positioned so that it can hold encouraging or motivating quotations. This maxim will be replaced every week so that learners will always have something to look for as source of encouragement.

The five interventions mentioned above which represents the 5-DAYSS (5 Developmental Assistance Yielding Student Success) are anchored in the following published study.

- a. First and Second Intervention (**Punctuality Monitoring and Rigid Checking of Attendance**) - Individual Education Planning: Teachers in Addressing Learners' Diversity by Elymar A. Pascual, published by International Journal of Research Publication, Volume 87, Issue 1, Published 2021. Finding, "Teachers will be able to address the needs of learners if they will be home visited and their behavior will be monitored in school."
- b. Third Intervention (**Enhancement Activity**) - Getting into Learners' Pace: QR-Coded Supplemental Materials for Senior High School Learners in the Division of Laguna, Philippines by Elymar A. Pascual, published by International Journal of Research Publication, Volume 88, Issue 1, Published 2021. Finding, "Teacher-made instructional materials can enhance learners' performance."
- c. Fourth Intervention (**Guardian Connection**) - Parent-Teacher-Learner Collaboration in Modular Distance Learning by Elymar A. Pascual, published by International Journal of Research Publication, Volume 83, Issue 1, Published 2021. Finding, "Parents' contribution on collaboration to ensure success in learning is their loving attention given to their child."
- d. Fifth Intervention (**Maxim Board**) - Homeroom Symposium and Calamity Response Level of Senior High School Learners by Elymar A. Pascual, published by International Journal of Research Publication, Volume 85, Issue 1, Published 2021. Finding, "Learners' perform their best when they are reminded of the basic principles in life, and not just about their academics."

1.2. Workforce

A. **Project Owner** (Ma'am Mercedita P. Pabico) – With the able leadership of our principal, Ma'am Pabico, this project would have a direction and would definitely attain its objectives. Guidance along the way of implementation would secure that everything is in its proper place and learners would improve in compliance.

B. **Team Leader** (Sir Elymar A. Pascual) – His task is to lead the group throughout the steps that needs to be undertaken until its completion. He will communicate to every part of the team so as to have close coordination and every task would be done in due time, having no learners lagging behind who would be unassisted.

C. **Scribe** (Ma'am Deizery C. Pera) – Her task is to prepare minutes of meeting so as keep the team updated with proceedings.

D. **Communicator** (Sir Bernard V. Articono) – His task is to provide promotion strategy and efforts in order for the internal and external stakeholders to be actively involved in the project.

E. **Internal Process Observer** (Ma'am Cleopatra M. Tobias) – During the implementation stage, she will provide the team comments and suggestions, securing quality control through an observation tool that will be prepared.

F. **External Process Observer** (Sir Marco O. Monfero) – Through a pen-and-paper tool, he will provide feedback on the implementation of the cycle of interventions which will be formulated by the group. His task is separated from the internal process observer, in that, he will make an evaluation not based from perspective of the group and their client, but as an external observer scrutinizing the process being done by the grade 11 advisers.

G. **Documenters** (Ma'am Laarni A. Hernandez and Ma'am Glazlyn B. Monteza) – Different from the task of the scribe, they will take note of all the proceedings during the implementation stage – the number of students lagging behind every month, the progress, achievement of targets, and interpretation of collected data.

* The workforce is mainly composed of grade 11 advisers because this project is based on the needs of the grade 11 learners. This is with the exception of Sir Marco O. Monfero, a grade 12 adviser, who will act as external process observer.

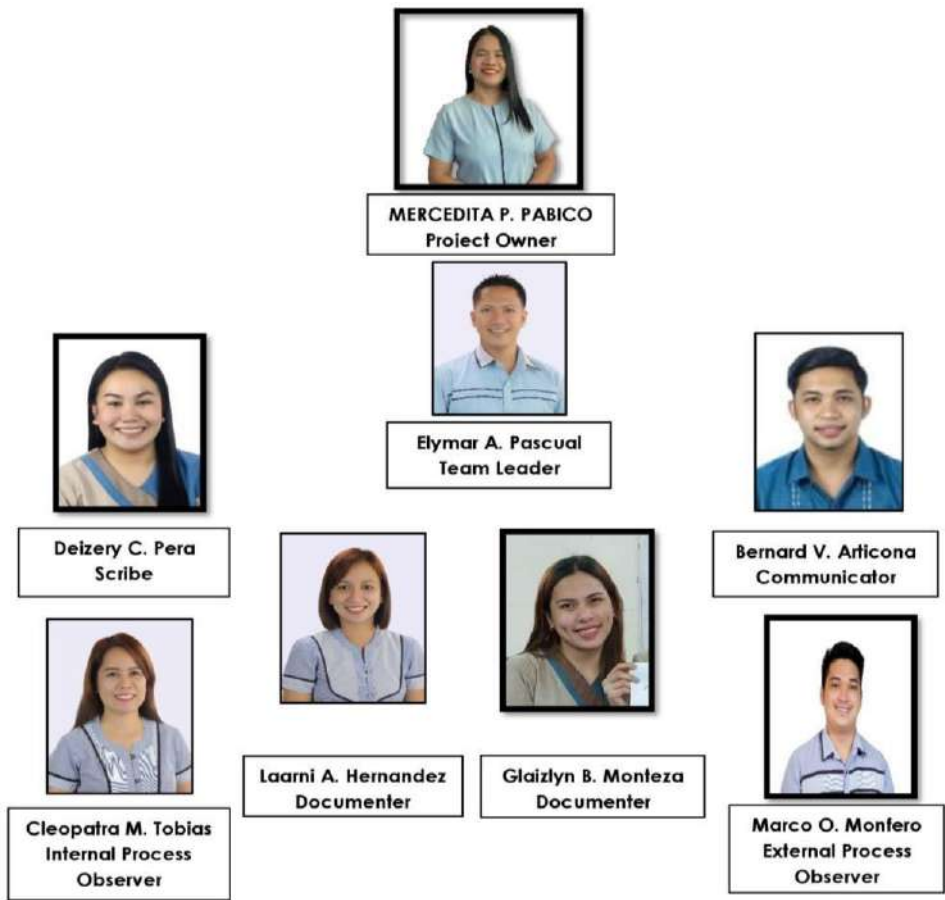


Fig. 1. The Project 5-DAYSS workforce

1.3. Gantt Chart

Activity	Nov . 28	Nov. 29	Dec . 1	Dec . 2	Dec. 5-6	Dec . 7	Dec. 9	Dec. 12- 15	Jan. 3-6	Jan. 9- Feb. 3	Feb. 6-10	Feb. 13 till end of s.y.
1. Get Organized												
2. Talk with the costumer												
3. Walk the process												
4. Identify Improvement Areas												

Fig. 3. Punctuality monitoring during first and second quarter

5. Do root cause Analysis												
6. Develop solution												
7. Finalize Improvement Plans												
8. Pilot Solution												
8.a. Promotion Week												
9. Roll Out Solution												
10. Check Progress												
11. Continuous Implementation												

Fig. 2. The activity timeline

2. First Semester Documentation

2.1. Status of the Tardiness of Learners (Punctuality Monitoring) 1st Quarter and 2nd Quarter

For punctuality monitoring, the advisers issued slip to students every time they will commit tardiness. The slip were brought home for parents' signature. When learners commit two tardiness in a week, he/she enters into counseling. Two tardiness means adviser counseling. Third tardiness means counseling with adviser and parent. For the fourth tardiness, counseling of student with the parent and guidance counselor was conducted.

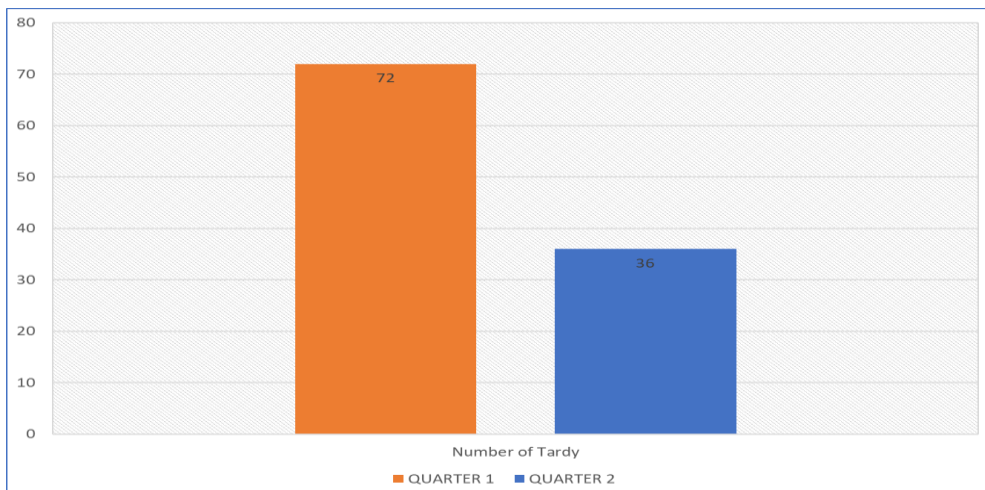


Fig. 3. Punctuality monitoring during first and second quarter

Figure 3 shows the punctuality monitoring (number of tardy) for Quarter 1 and Quarter 2. The orange graph represents the Quarter 1 and the blue graph represents Quarter 2. For Quarter 1 punctuality monitoring, there were 72 students who committed tardiness and 36 learners on Quarter 2. It shows that success is attained because the frequency of learners committing tardiness is decreased by 50%.

2.2. Status of the Absenteeism of Learners

There would be a matrix that the class secretary would be holding in which, for every subject, there is a checking of attendance by the class secretary, and initial of the subject teacher would be secured at the bottom of the attendance matrix. Those who are seen to be committing cutting class would enter into the three level counseling like the one for punctuality monitoring.

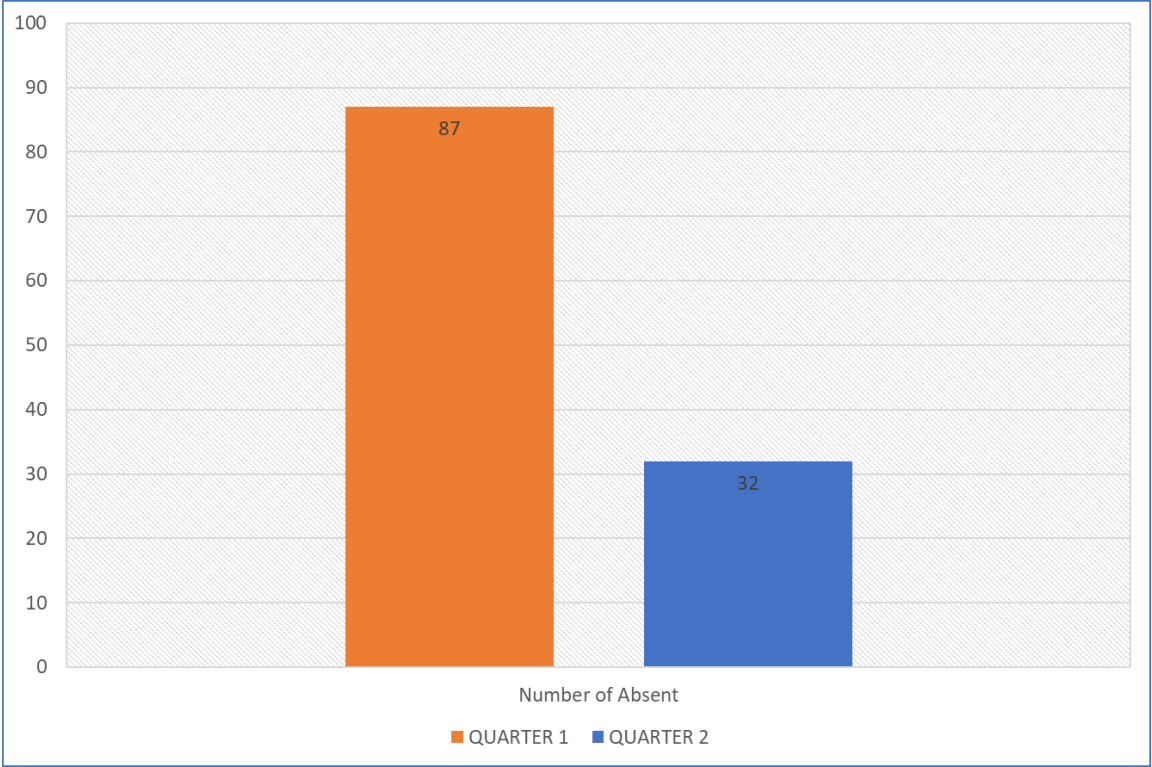


Fig. 4. Rigid checking of attendance during first and second quarter

Figure 4 shows the status of the absenteeism for Quarter 1 and Quarter 2. The orange graph represents the Quarter 1 and the blue graph represents Quarter 2. For Quarter 1 rigid checking of attendance there were 87 students who committed absenteeism and 32 learners on Quarter 2. It shows that success is attained because frequency of absenteeism is reduced by 63.22%.

Fig. 3. Punctuality monitoring during first and second quarter

2.3. Status of Learners with Line-of-Seven in Report Card during 1st Quarter and 2nd Quarter

Grade 11 teachers would be providing enhancement activity to learners with line-of-seven in report card. Every Monday, it would be given through the adviser, and every Friday, the adviser will get the output and hand it to the subject teacher concerned.

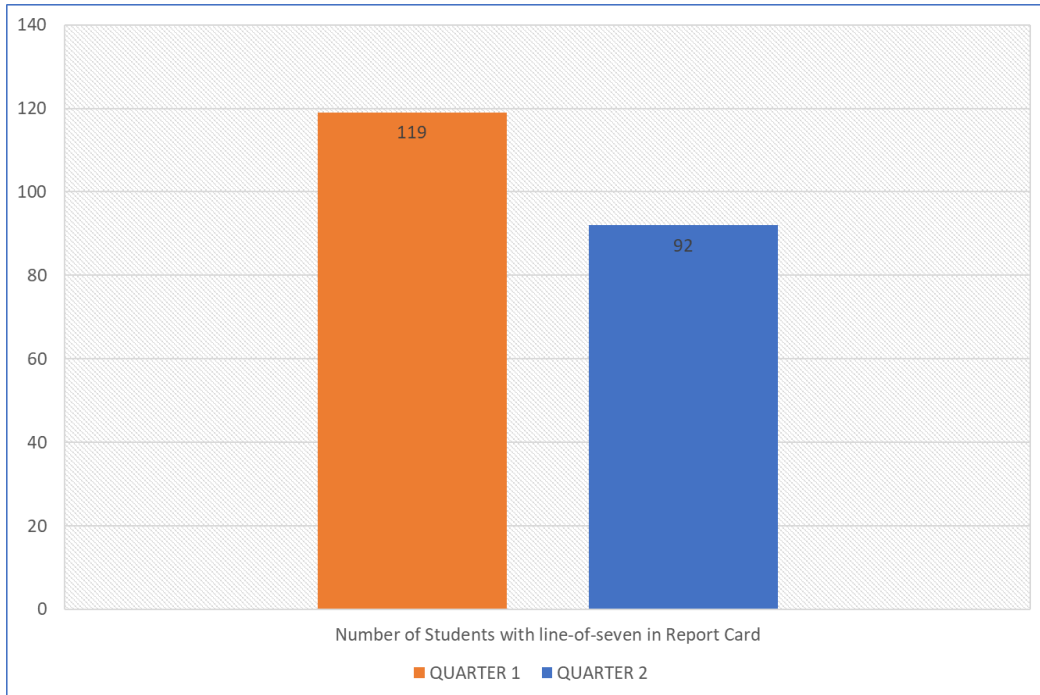


Fig. 5. Number of learners with line-of-seven in report card during first and second quarter

Figure 3 shows that the number of learners with line of seven in report card in Quarter 1 were 119 and in Quarter 2 there were 92 learners. The figure shows that success is attained in the third intervention because there are 27 learners who previously had line-of-7 in report card do not anymore experience the case. This is equivalent to 22.69% decrease in number of cases with line-of-7 in report card.

2.4. Feedback of Stakeholders During Piloting

A. First Intervention (Punctuality Monitoring) – Advisers would be issuing slip to students every time they will commit tardiness. The slip will be brought home for parents' signature. When learners commit two tardiness in a week, he/she will enter into counseling. First two-tardiness in a weak would mean adviser

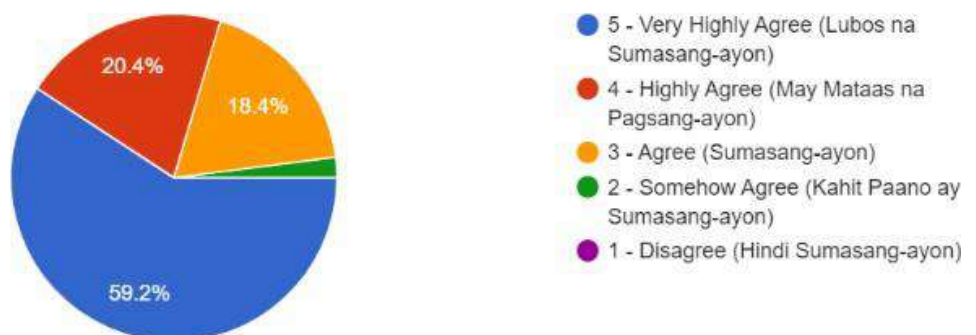


Fig. 6. Stakeholder's feedback on punctuality monitoring during piloting (first quarter)

counseling. Second two-tardiness in a week would mean counseling with adviser and parent. For the third time that two-tardiness would be committed in a week, there would be counseling of student with the parent and guidance counselor.

Figure 6 shows that 59.2% of the stakeholders ‘Very Highly Agree’ in punctuality monitoring in the class. There are also 20.4 % of the stakeholders ‘Highly agree’ and 18.4 % of the stakeholders ‘Agree’. The figure shows that stakeholders has given their approval on the first intervention.

B. Second Intervention (Rigid Checking of Attendance)– There would be a matrix that the class secretary would be holding in which, for every subject, there is a checking of attendance by the class secretary, and initial of the subject teacher would be secured at the bottom of the attendance matrix. Those who are seen to be committing cutting class would enter into the three level counseling like the one for punctuality monitoring.

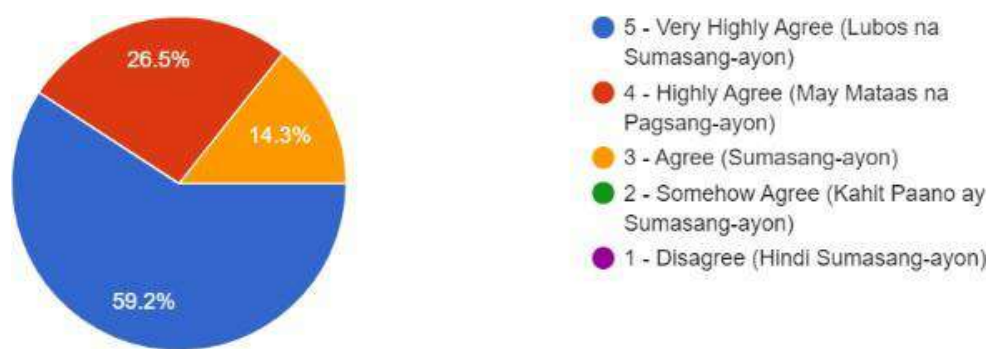


Fig. 7. Stakeholder’s feedback on rigid checking of attendance during piloting (first quarter)

Figure 7 shows that 59.2% of the stakeholders ‘Very Highly Agree’ on rigid checking of attendance in the class. There are also 26.5 % of the stakeholders ‘Highly Agree’ and 14.3 % of the stakeholders says that they ‘Agree’. The figure shows that stakeholders has given their approval on the second intervention.

C. Third Intervention (Enhancement Activity) – Grade 11 teachers would be providing enhancement activity to learners with line-of-seven in report card. Every Monday, it would be given through the adviser, and every Friday, the adviser will get the output and hand it to the subject teacher concerned.

Figure 8 shows that 57.1% of the stakeholders ‘Very Highly Agree’ on the enhancement activity given by the teacher. There are also 22.4 % of the stakeholders ‘Highly Agree’ and 20.4 % of the stakeholders ‘Agree’. The figure shows that stakeholders has also given their approval on the third intervention.

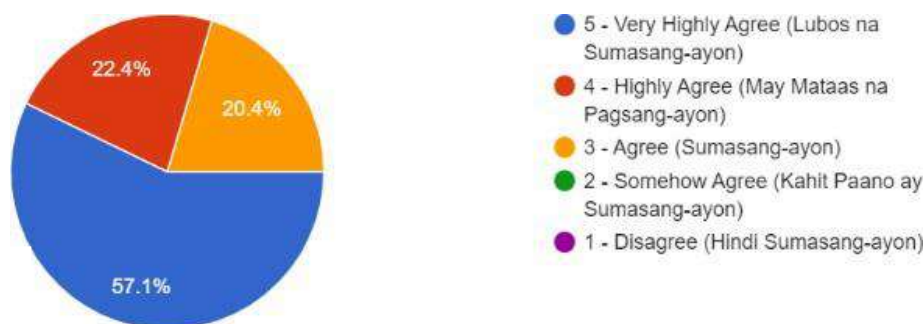


Fig. 8. Stakeholder’s feedback on intervention during piloting (first quarter)

D. Fourth Intervention (Guardian Connection) – There will be a group chat for parents of every section of grade 11.

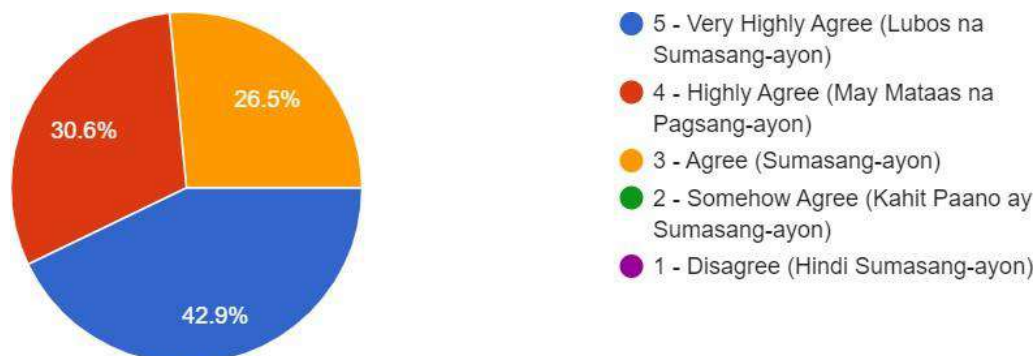


Fig. 9. Stakeholder's feedback on guardian connection during piloting (first quarter)

Figure 9 shows that 42.9% of the stakeholders “Very Highly Agree” in the group chat for every section of Grade 11. There are also 30.6 % of the stakeholders “Highly Agree” and 26.5 % of the stakeholders ‘Agree’. The figure shows that stakeholders has given their approval on the fourth intervention.

E. Fifth Intervention (Maxim Board) – In a prominent area in an classroom, a maxim board, just like a bulletin board, will be positioned so that it can hold encouraging or motivating quotations. This maxim will bereplaced every week so that learners will always have something to look for as source of encouragement.

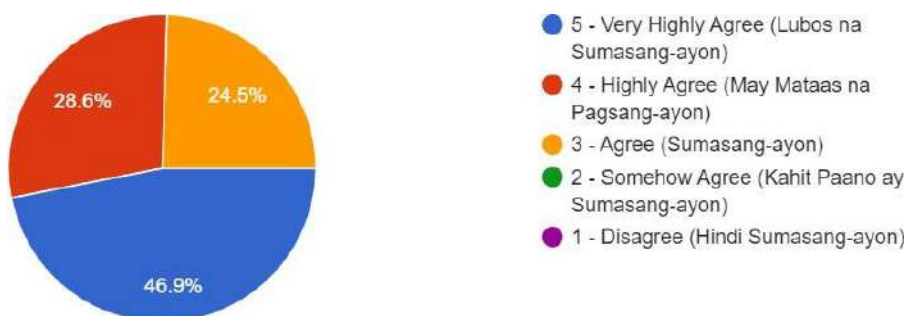


Figure 10. Stakeholder's feedback on maxim board during piloting (first quarter)

Figure 10 shows that 46. 9% of the stakeholders “Very Highly Agree” on maxim board. There are also 28.6 % of the stakeholders “ Highly agree and 24.5 % of the stakeholders ‘Agree’. The figure shows that stakeholders has given their approval on the fifth intervention.

2.5. Feedback of Stakeholders During Roll-out

A. First Intervention (Punctuality Monitoring) – Advisers would be issuing slip to students every time they will commit tardiness. The slip will be brought home for parents' signature. When learners commit two tardiness in a week, he/she will enter into counseling. First two-tardiness in a week would mean adviser counseling. Second two-tardiness in a week would mean counseling with adviser and parent. For the third time that two-tardiness would be committed in a week, there would be counseling of student with the parent and guidance counselor.

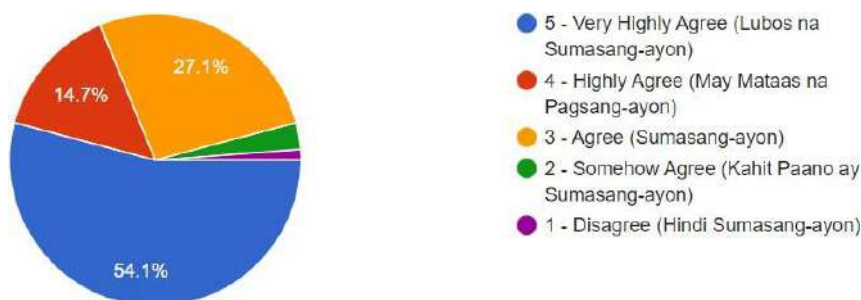


Fig. 11. Stakeholder's feedback during roll-out on punctuality monitoring during roll-out (second quarter)

Figure 11 shows effectiveness during roll-out. There are 54.1% of the stakeholders "Very Highly Agree" on Punctuality Monitoring. There are also 14.7 % of the stakeholders " Highly Agree" and 27.1 % of the stakeholders 'Agree'. The figure shows that stakeholders has given their approval on the first intervention.

B. Second Intervention (Rigid Checking of Attendance) There would be a matrix that the class secretary would be holding in which, for every subject, there is a checking of attendance by the class secretary, and initial of the subject teacher would be secured at the bottom of the attendance matrix. Those who are seen to be committing cutting class would enter into the three level counseling like the one for punctuality monitoring.

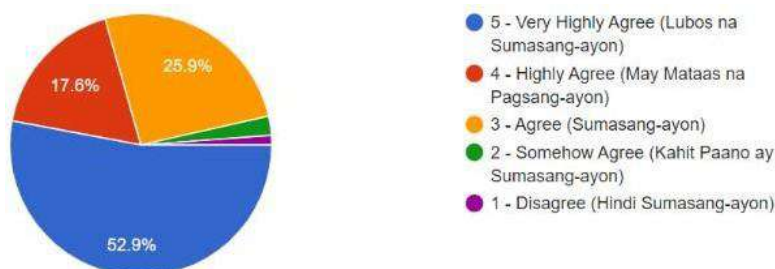


Fig. 12. Stakeholder's feedback on rigid checking of attendance during roll-out (second quarter)

Figure 12 shows effectiveness during roll-out. There are 52.9% of the stakeholders "Very Highly Agree" on Rigid checking of attendance. There are also 17.5 % of the stakeholders " Highly Agree" and 25.9 % of the stakeholders 'Agree'. The figure shows that stakeholders has given their approval on the second

intervention.

C. Third Intervention (Enhancement Activity) Grade 11 teachers would be providing enhancement activity to learners with line-of-seven in report card. Every Monday, it would be given through the adviser, and every Friday, the adviser will get the output and hand it to the subject teacher concerned.

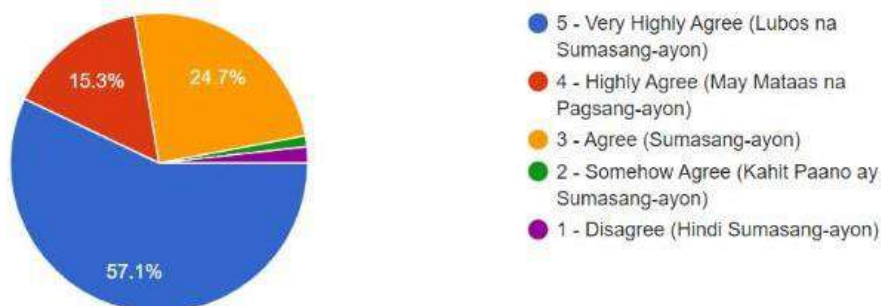


Fig. 13. Stakeholder's feedback on enhancement activity during roll-out (second quarter)

Figure 13 shows effectiveness during roll-out. There are 57.1% of the stakeholders "Very Highly Agree" on Enhancement Activity. There are also 15.3 % of the stakeholders "Highly Agree" and 24.7 % of the stakeholders 'Agree'. The figure shows that stakeholders has given their approval on the third intervention.

D. Fourth Intervention (Guardian Connection) There will be a group chat for parents of every section of grade 11.

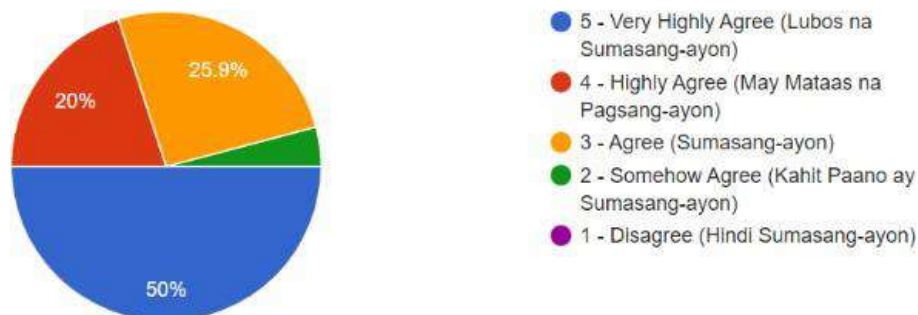


Fig. 14. Stakeholder's feedback on guardian connection during roll-out (second quarter)

Figure 14 shows effectiveness during roll-out. There are 50% of the stakeholders "Very Highly Agree" on Guardian Connection. There are also 20 % of the stakeholders "Highly Agree" and 25.9% of the stakeholders 'Agree'. The figure shows that stakeholders has given their approval on the fourth intervention.

D. Fifth Intervention (Maxim Board)- In a prominent area in an classroom, a maxim board, just like a bulletin board, will be positioned so that it can hold encouraging or motivating quotations. This maxim will be

replaced every week so that learners will always have something to look for as source of encouragement.

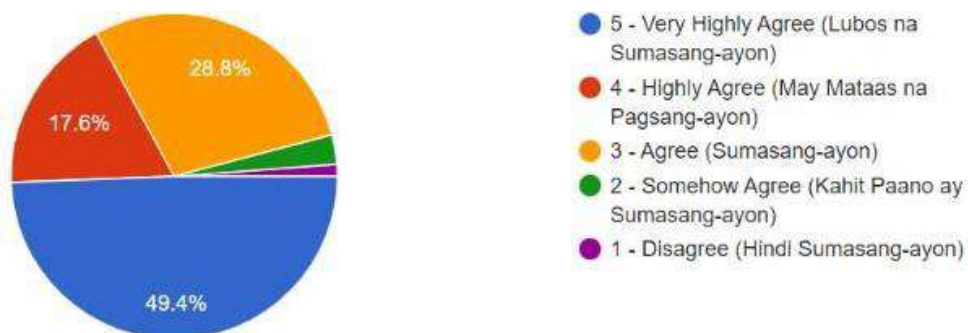


Fig. 15. Stakeholder's feedback on maxim board during roll-out (second quarter)

Figure 15 shows effectiveness during roll-out. There are 49.4% of the stakeholders "Very Highly Agree" on Maxim Board. There are also 17.5 % of the stakeholders " Highly Agree" and 28.8% of the stakeholders 'Agree'. The figure shows that stakeholders has given their approval on the fourth intervention.

2.6. Feedback of the External Observer

Using the process observation tool, here are the feedback from the external observer.

A. First Intervention (Punctuality Monitoring) – Advisers would be issuing slip to students every time they will commit tardiness. The slip will be brought home for parents' signature. When learners commit two tardiness in a week, he/she will enter into counseling. First two-tardiness in a week would mean adviser counseling. Second two-tardiness in a week would mean counseling with adviser and parent. For the third time that two-tardiness would be committed in a week, there would be counseling of student with the parent and guidance counselor.

Table 1. External process observer's feedback on punctuality monitoring implementation during first and second quarter

1 st Intervention (Punctuality Monitoring)	1	2	3	4	5
1. Teachers check the punctuality of the learners.					/
2. Teachers ask the learners' reasons for tardiness.					/
3. Parents go to school to explain why their children always come late.					/
4. Teachers and parents discuss potential solutions for learners' tardiness.					/
5. The tardiness of the learners has lessened.					/

Table 1 shows that the punctuality monitoring helped the learners discipline themselves to be punctual and avoid tardiness.

B. Second Intervention (Rigid Checking of Attendance) There would be a matrix that the class secretary would be holding in which, for every subject, there is a checking of attendance by the class secretary, and initial of the subject teacher would be secured at the bottom of the attendance matrix. Those who are seen to be committing cutting class would enter into the three level counseling like the one for punctuality monitoring.

Table 2. External process observer's feedback on rigid checking of attendance during first and second quarter

2 nd Intervention (Rigid Checking of Attendance)	1	2	3	4	5
1. Class officers check attendance in every subject.					/
2. Teachers monitor the learners who cut classes.					/
3. Learners come back to class before the break-time ends.				/	
4. Teachers accept late students in their classes.				/	
5. Cutting classes has lessened.					/

Table 2 shows that the learners were able to avoid cutting classes and absenteeism because of the strict attendance monitoring.

C. Third Intervention (Enhancement Activity) Grade 11 teachers would be providing enhancement activity to learners with line-of-seven in report card. Every Monday, it would be given through the adviser, and every Friday, the adviser will get the output and hand it to the subject teacher concerned.

Table 3. External process observer's feedback on enhancement activities during first and second quarter

3rd Intervention (Enhancement Activities)	1	2	3	4	5
1. Teachers give enhancement activities to learners regularly.				/	
2. Learners comply with all enhancement activities given by the teachers.				/	
3. Learners submit all enhancement activities on time.				/	
4. Teachers accept outputs from learners who submit late.					/
5. Most learners with a line of 7 complied with the enhancement activities.					/

Table 3 shows that the enhancement activities helped the learners with line of 7 improve their grades.

D. Fourth Intervention (Guardian Connection) There will be a group chat for parents of every section of grade 11.

Table 4. External process observer's feedback on guardian connection during first and second quarter

4th Intervention (Guardian Connection)	1	2	3	4	5
1. Teachers post/send announcements to the group chat of parents regularly.					/
2. Teachers notify the parents whenever a student cuts class or commits absences.					/
3. Teachers report to the parents whenever a student submits activities late.					/
4. Teachers notify the parents whenever a student comes to school late.					/
5. Parents respond to group chat regularly.				/	

Table 4 shows that the teacher-guardian connection is very important to monitor the learners' academic performance in school; it embodies the saying "Two heads are better than one". The teacher and the parent should work as one to guide the learners positively.

E. Fifth Intervention (Maxim Board)- In a prominent area in an classroom, a maxim board, just like a bulletin board, will be positioned so that it can hold encouraging or motivating quotations. This maxim will be replaced every week so that learners will always have something to look for as source of encouragement.

Table 5. External process observer's feedback on maxim board during first and second quarter

5 th Intervention (Maxim Board)	1	2	3	4	5
1. Teachers create a bulletin board in the classrooms.					/
2. Teachers post inspirational quotes to inspire the learners.					/
3. Teachers explain the quotes on bulletin boards to give motivation to the learners.					/
4. Teachers update the quotes and other contents of bulletin boards regularly.					/
5. Maxim boards persuade the learners to comply with activities and study harder.					/

Table 5 shows that the inspirational quotes on maxim boards have an impact on learners' mindsets or ways of thinking; somehow it motivates them to do better and realize why they started. The maxim boards encourage the learners to be punctual, refrain from being absent, and most importantly, prioritize their studies.

2.7. Project 5 DAYSS 2nd Meeting, Evaluation of Grade 11 Students, January 9, 2023, 9:30AM-10:30 AM

On January 7, 2023, Monday, the SHS Academic Group conducted its first meeting to discuss the pilot evaluation of the aforementioned project (Project 5-DAYSS). All of the Grade 11 advisers were present, as well as Mr. Marco O. Monfero, the project's external process observer.

The findings of the project 5-DAYSS (5 DEVELOPMENTAL ASSISTANCE YIELDING STUDENT SUCCESS) pilot evaluation, as reported by Ms. Cleopatra M. Tobias, she went over every observation and assessment of the parents. 170 responses from the aforementioned part 52 responses from Caregiving, 20 responses from ABM, 55 responses from Automotive A&B, 37 from ICT and 6 responses from GAS students.

On the second part of the meeting, M. Marco Monfero presented his evaluation and assessment of all interventions provided to students whose report cards contained a line-of-seven. Everyone was informed of his findings and how he assessed each evaluation tool he utilized.

SHS -GRADE 11 AND ABM GROUP



Picture 1. First team meeting for the evaluation of piloting of Project 5-DAYSS



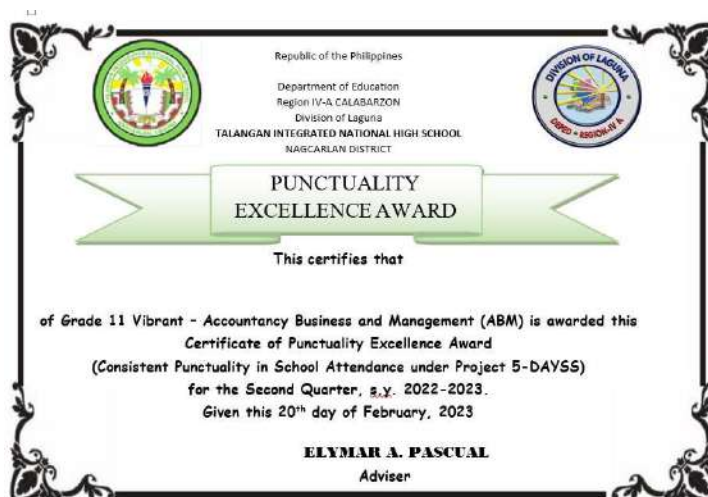
Picture 1. Team meeting for the evaluation of piloting of



Picture 2. Second team meeting for the evaluation of piloting of Project 5-DAYSS

2.8. Project 5-DAYSS punctuality excellence awardees (Second Quarter)

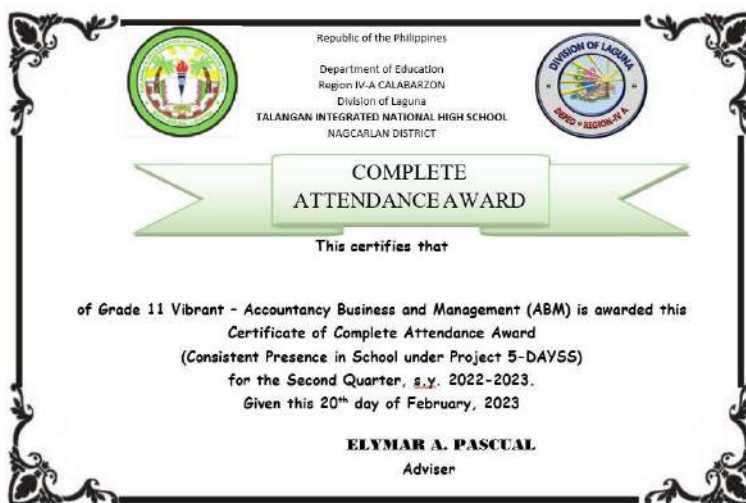
ABM 11	- 21 students
GAS 11	- 16 students
CAREGIVING 11	-30 students
ICT 11	- 20 students
AUTOMOTIVE A	- 7 students
AUTOMOTIVE B	- 10 students



Picture 3. Project 5-DAYSS certificate of punctuality excellence award

2.9. Project 5-DAYSS Complete Attendance Awardees (Second Quarter)

ABM 11 - 29 students
 GAS 11 - 15 students
 CAREGIVING 11 - 30 students
 ICT 11 - 18 students
 AUTOMOTIVE A - 12 students
 AUTOMOTIVE B - 15 students



Picture 4. Project 5-DAYSS certificate of complete attendance award



Picture 5. Distribution of Project 5-DAYSS certificates during second quarter

3. Second Semester Documentation

3.1. Status of the Tardiness of Learners (Punctuality Monitoring) 1st Semester and 2nd Semester

For punctuality monitoring, advisers would be issuing slip to students every time they will commit tardiness. The slip will be brought home for parents' signature. When learners commit two tardiness in a week, he/she will enter into counseling. First two-tardiness in a week would mean adviser counseling. Second two-tardiness in a week would mean counseling with adviser and parent. For the third time that two-tardiness would be committed in a week, there would be counseling of student with the parent and guidance counselor.

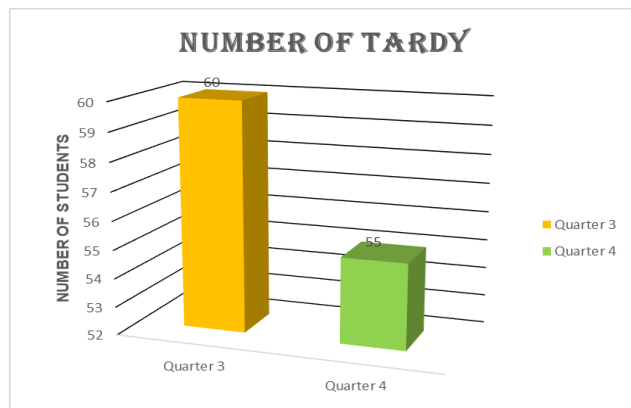


Fig. 16. Punctuality monitoring during third and fourth quarter

The yellow graph represents the Quarter 3 and the green graph represents Quarter 4. For Quarter 3 punctuality monitoring, there were 60 students who committed tardiness and 55 learners on Quarter 4. It shows that success is attained because the frequency of learners committing tardiness is decreased by 8.33%.

3.2. Status of the Absenteeism of Learners

There would be a matrix that the class secretary would be holding in which, for every subject, there is a checking of attendance by the class secretary, and initial of the subject teacher would be secured at the bottom of the attendance matrix. Those who are seen to be committing cutting class would enter into the three-level counseling like the one for punctuality monitoring.

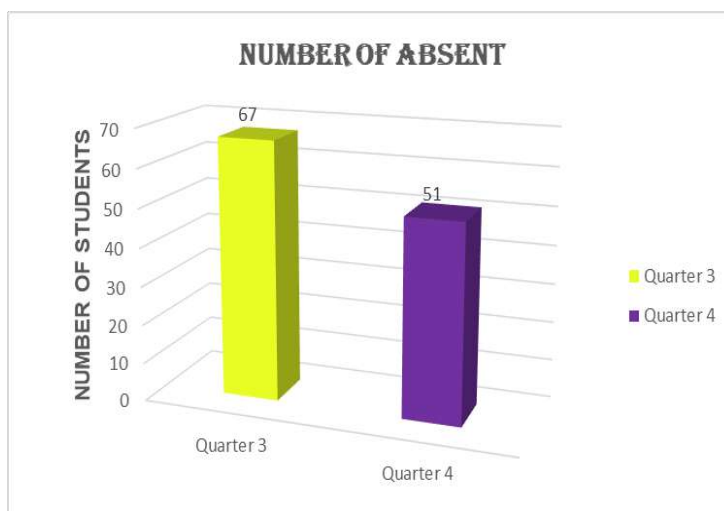


Fig. 17. Rigid monitoring of attendance during third and fourth quarter

Figure 2 shows the status of the absenteeism for Second Semester. The yellow graph represents the Quarter 3 and the purple graph represents Quarter 4. For Quarter 3 rigid checking of attendance there were 67 students who committed absenteeism and 51 learners on Quarter 4. It shows that success is attained because frequency of absenteeism is reduced by about 23.88%.

3.3. Status of Learners with line-of-seven in Report card (Enhancement Activity) 3rd Quarter and 4th Quarter

Grade 11 teachers would be providing enhancement activity to learners with line-of-seven in report card. Every Monday, it would be given through the adviser, and every Friday, the adviser will get the output and hand it to the subject teacher concerned.

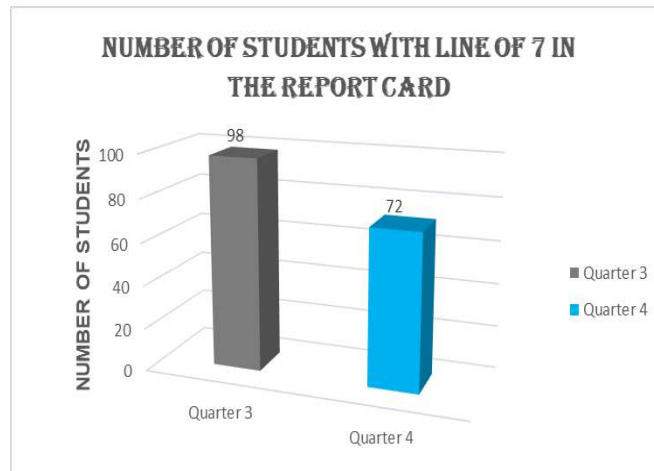


Fig. 18. Number of learners with line-of-seven in report card during third and fourth quarter

Figure 18 shows that the number of learners with line of seven in report card in **(Second Semester)** Quarter 3 were 98 and in Quarter 4 there were 72 learners. The figure shows that success is attained in the third intervention because there are 26 learners who previously had line-of-7 in report card do not anymore experience the case. This is equivalent to 26.53% decrease in number of cases with line-of-7 in report card.

3.4. Feedback of Stakeholders (Quarter 3 and Quarter 4)

A. First Intervention (Punctuality Monitoring) – Advisers would be issuing slip to students every time they will commit tardiness. The slip will be brought home for parents' signature. When learners commit two tardiness in a week, he/she will enter into counseling. First two-tardiness in a week would mean adviser counseling. Second two-tardiness in a week would mean counseling with adviser and parent. For the third time that two-tardiness would be committed in a week, there would be counseling of student with the parent and guidance counselor. For third quarter there are 224 respondents-learners and parents and in fourth quarter there are 250 respondents -learners and parents.

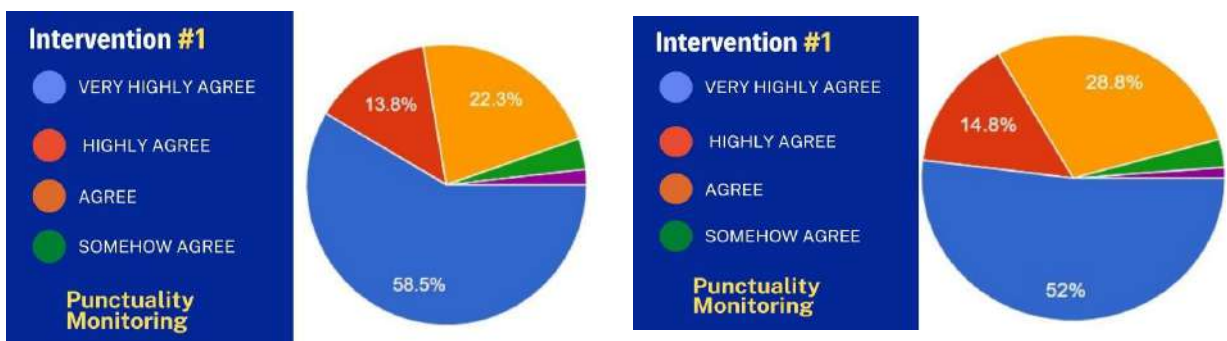


Fig. 19. Stakeholders' feedback on punctuality monitoring implementation during third quarter (left) and fourth quarter (right)

Figure 19 shows that in Quarter 3 58.5% and in Quarter 4 52% of the stakeholders “Very Highly Agree” in punctuality monitoring in the class. There are also in Quarter 3 13.8 % and in Quarter 4 14.8% of the stakeholders “Highly agree and in Quarter 3 22.3% and in Quarter 4 28.8 % of the stakeholders ‘Agree’. The figure shows that stakeholders has given their support on the first intervention.

B. Second Intervention (Rigid Checking of Attendance)– There would be a matrix that the class secretary would be holding in which, for every subject, there is a checking of attendance by the class secretary, and initial of the subject teacher would be secured at the bottom of the attendance matrix. Those who are seen to be committing cutting class would enter into the three-level counseling like the one for punctuality monitoring.

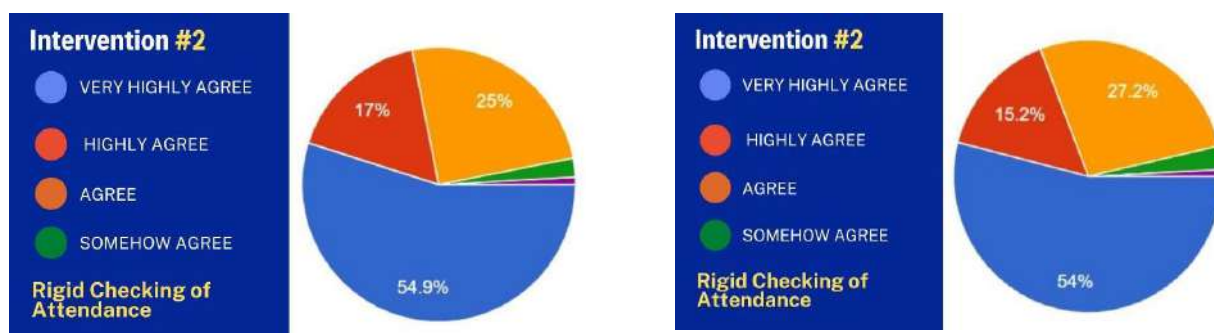


Fig. 19. Stakeholders' feedback on rigid checking of attendance during third quarter (left) and fourth quarter (right)

Figure 19 shows that in Quarter 3, 54.9% and in Quarter 4, 54% of the stakeholders “Very Highly Agree” on rigid checking of attendance in the class. There are also in Quarter 3 17 % and in Quarter 4, 15.2% of the stakeholders “Highly Agree” and 25 % in Quarter 3 and 27.2 % of the stakeholders in Quarter 4 says that they ‘Agree’. The figure shows that stakeholders has given their continuous support on the second intervention.

C. Third Intervention (Enhancement Activity) – Grade 11 teachers would be providing enhancement activity to learners with line-of-seven in report card. Every Monday, it would be given through the adviser, and every Friday, the adviser will get the output and hand it to the subject teacher concerned.

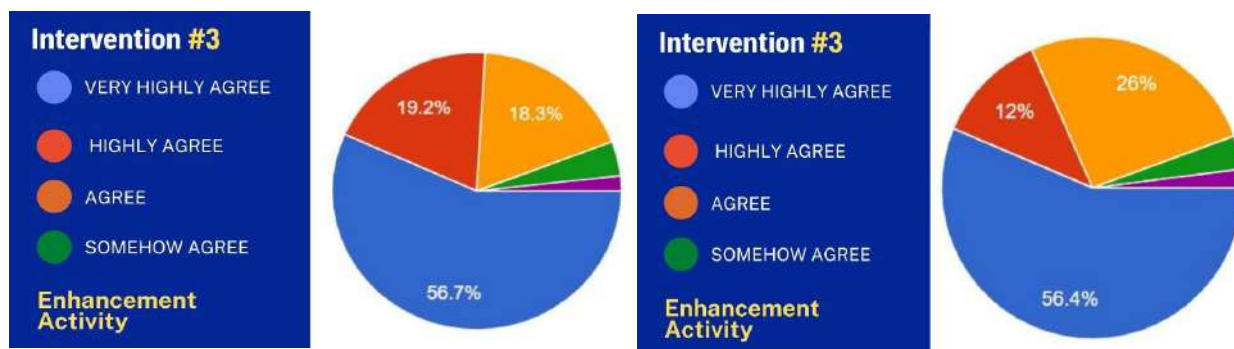


Fig. 20. Stakeholders' feedback on enhancement activities during third quarter (left) and fourth quarter (right)

Figure 20 shows that in Quarter 3 56.7% and 56.4% in Quarter 4 of the stakeholders ‘Very Highly Agree’ on the enhancement activity given by the teacher. There are also 19.2 % in Quarter 3 and 12% in Quarter 4 of the stakeholders ‘Highly Agree’ and 18.3 in Quarter 3 and 26% in Quarter 4 of the stakeholders ‘Agree’. The figure shows that stakeholders has also given their continuous support on the third intervention.

D. Fourth Intervention (Guardian Connection) – There will be a group chat for parents of every section of grade 11.

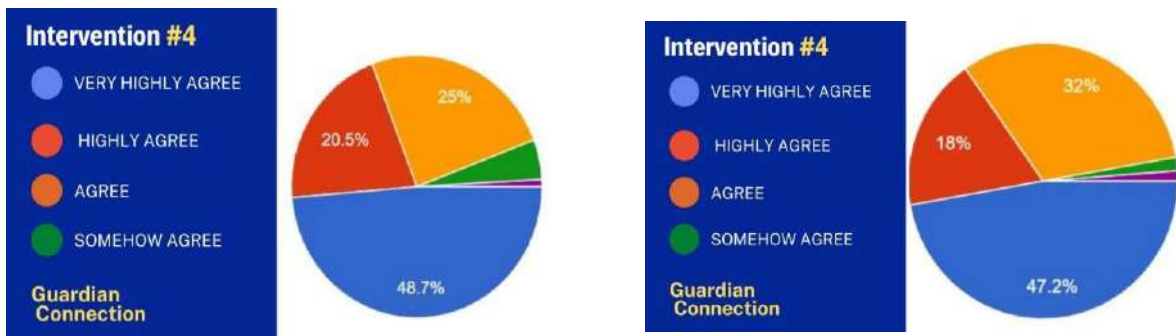


Fig. 21. Stakeholders’ feedback on guardian connection during third quarter (left) and fourth quarter (right)

Figure 21 shows that in Quarter 3 ,48.7% and in Quarter 4 47.2 % of the stakeholders ‘Very Highly Agree’ in the group chat for every section of Grade 11. There are also in Quarter 3 20.5 % and in Quarter 4 18% of the stakeholders ‘ Highly Agree’ and in Quarter 3 25 % and 32 % in Quarter 4 of the stakeholders ‘Agree’. The figure shows that stakeholders especially parents has given their continuous and full support on the fourth intervention.

E. Fifth Intervention (Maxim Board) – In a prominent area in an classroom, a maxim board, just like a bulletin board, will be positioned so that it can hold encouraging or motivating quotations. This maxim will be replaced every week so that learners will always have something to look for as source of encouragement.

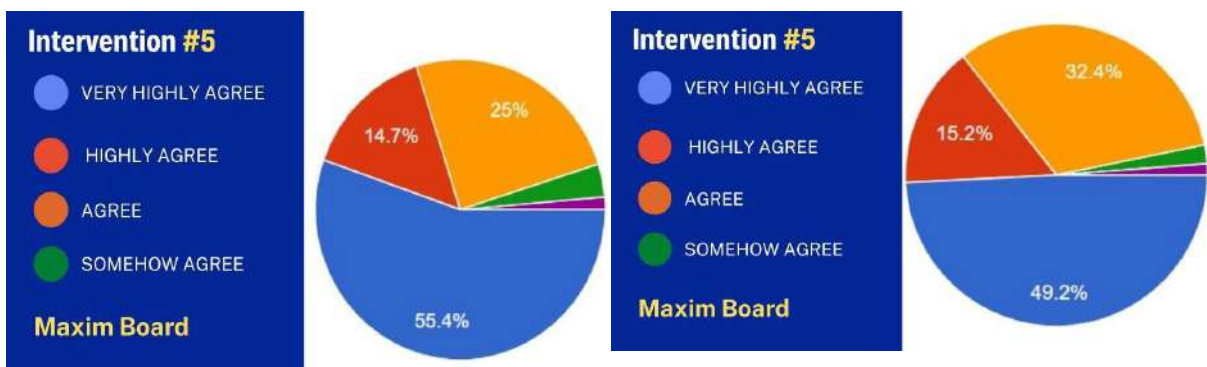


Fig. 22. Stakeholders’ feedback on maxim board during third quarter (left) and fourth quarter (right)

Figure 22 shows that in Quarter 3 55.4% and in Quarter 4 49.2% of the stakeholders ‘Very Highly Agree’ on maxim board. There are also in Quarter 3 14.7% and in Quarter 4 15.2% of the stakeholders ‘Highly agree’ and in Quarter 3 25% and in Quarter 4 32.4% of the stakeholders ‘Agree’. The figure shows that stakeholders have given their continuous support on the fifth intervention.

3.5. Feedback of the External Observer Quarter 3 and Quarter 4

Using the process observation tool, here are the feedback from the external observer.

A. First Intervention (Punctuality Monitoring) – Advisers would be issuing slip to students every time they will commit tardiness. The slip will be brought home for parents’ signature. When learners commit two tardiness in a week, he/she will enter into counseling. First two-tardiness in a week would mean adviser counseling. Second two-tardiness in a week would mean counseling with adviser and parent. For the third time that two-tardiness would be committed in a week, there would be counseling of student with the parent and guidance counselor.

Table 6 . External process observer’s feedback on punctuality monitoring during third and fourth quarter

1 st intervention (Punctuality Monitoring)		1	2	3	4	5	The punctuality monitoring is still an effective intervention in disciplining the learners to avoid being tardy and to be punctual as well.
1. Teachers check the punctuality of the learners.						/	
2. Teachers ask the learners’ reasons for tardiness.						/	
3. Parents go to school to explain why their children always come late.						/	
4. Teachers and parents discuss potential solutions for learners’ tardiness.						/	
5. The tardiness of the learners has lessened.					/		

Table 6 shows that the punctuality monitoring is effective and helped the learners discipline themselves to be punctual and avoid tardiness.

B. Second Intervention (Rigid Checking of Attendance) There would be a matrix that the class secretary would be holding in which, for every subject, there is a checking of attendance by the class secretary, and initial of the subject teacher would be secured at the bottom of the attendance matrix. Those who are seen to be committing cutting class would enter into the three level counseling like the one for punctuality monitoring.

Table 7 . External process observer's feedback on rigid checking of attendance during third and fourth quarter

Rigid Checking of Attendance Some learners always come late after recess or break.	2 nd Intervention (Rigid Checking of Attendance)					The advisers had a strict implementation of "rigid checking attendance", but there are still some students who struggle to come to school on time.
	1	2	3	4	5	
	1. Class officers check attendance in every subject.				/	
	2. Teachers monitor the learners who cut classes.				/	
	3. Learners come back to class before the break-time ends.			/		
	4. Teachers accept late students in their classes.			/		
	5. Cutting classes has lessened.			/		

Table 7 shows that the learners were able to avoid cutting classes and absenteeism because of the strict attendance monitoring but there are some learners always come late after recess or breaktime.

C. Third Intervention (Enhancement Activity) Grade 11 teachers would be providing enhancement activity to learners with line-of-seven in report card. Every Monday, it would be given through the adviser, and every Friday, the adviser will get the output and hand it to the subject teacher concerned.

Table 8 . External process observer's feedback on enhance activity during third and fourth quarter

Enhancement Activities Only a few learners are still complying with the enhancement activities given by their teachers.	3 rd Intervention (Enhancement Activities)					Some advisers still managed to give enhancement activities to the learners who got a line-of-7 grade.
	1	2	3	4	5	
	1. Teachers give enhancement activities to learners regularly.			/		
	2. Learners comply with all enhancement activities given by the teachers.			/		
	3. Learners submit all enhancement activities on time.			/		
	4. Teachers accept outputs from learners who submit late.			/		
	5. Most learners with a line of 7 complied with the enhancement activities.			/		

Table 8 shows that the enhancement activities helped the learners with line of 7 improve their grades but there are only few learners are complying with the enhancement activities given by the subject teachers and the teachers still accept the late outputs of students.

D. Fourth Intervention (Guardian Connection) There will be a group chat for parents of every section of grade 11.

Table 9 . External process observer's feedback on guardian connection during third and four quarter

4 th Intervention (Guardian Connection)		1	2	3	4	5	The adviser-guardian connection has strengthened as the end of the school year is fast approaching.
Guardian Connection Having a group chat with parents and guardians is still a useful way to monitor the learners' performance at school.	1. Teachers post/send announcements to the group chat of parents regularly.					/	
	2. Teachers notify the parents whenever a student cuts class or commits absences.					/	
	3. Teachers report to the parents whenever a student submits activities late.					/	
	4. Teachers notify the parents whenever a student comes to school late.					/	
	5. Parents respond to group chat regularly.				/		

Table 9 shows that the teacher-guardian connection is very important to monitor the learners' academic performance in school; it embodies the saying "Two heads are better than one". The teacher and the parent should work as one to guide the learners positively. It is also a useful way to monitor the learners' performance at school.

E. Fifth Intervention (Maxim Board) - In a prominent area in an classroom, a maxim board, just like a bulletin board, will be positioned so that it can hold encouraging or motivating quotations. This maxim will be replaced every week so that learners will always have something to look for as source of encouragement.

Table 10 . External process observer's feedback on maxim board during third and four quarter

5 th Intervention (Maxim Board)		1	2	3	4	5	All advisers try their best to inspire the learners when it comes to their studies with the help of motivational words on maxim boards.
Maxim Board Advisers still take time to explain and discuss the inspirational quotes on maxim boards.	1. Teachers create a bulletin board in the classrooms.					/	
	2. Teachers post inspirational quotes to inspire the learners.					/	
	3. Teachers explain the quotes on bulletin boards to give motivation to the learners.					/	
	4. Teachers update the quotes and other contents of bulletin boards regularly.					/	
	5. Maxim boards persuade the learners to comply with activities and study harder.					/	

Table 10 shows that the inspirational quotes on maxim boards have an impact on learners' mindsets or ways of thinking; somehow it motivates them to do better and realize why they started. The maxim boards encourage the learners to be punctual, refrain from being absent, and most importantly, prioritize their studies. Advisers still take time to explain and discuss the inspirational quotes on maxim boards.

3.6. Project 5 DAYSS Quarter 3 Meeting , April 24,2023 Monday

On April 24, 2023, Tuesday, the SHS Academic Group conducted its meeting to discuss the evaluation and results of the aforementioned project (Project 5-DAYSS) for the Third Quarter. 5 out of 6 Grade 11 advisers were present, as well as Mr. Marco O. Monfero, the project's external process observer. The meeting started with an opening prayer led by Mr. Elymar A. Pascual.

The findings of the project 5-DAYSS (5 DEVELOPMENTAL ASSISTANCE YIELDING STUDENT SUCCESS) Grade 11 students evaluation, as reported by Ms. Cleopatra M. Tobias. She went over every observation and assessment of the parents. 224 responses from the aforementioned part 53 responses from the Caregiving, 39 responses from ABM, 40 responses from Automotive A, 24 responses from Automotive.

During the second portion of the meeting, Mr. Marco O. Monfero presented his evaluation and assessment of all interventions provided to students whose report cards contained a line-of-seven. Everybody was informed of his findings and how he assessed each evaluation tool he utilized.



Picture 6. Team meeting during quarter three

3.7. Project 5 DAYSS Quarter 4 Meeting, May 29,2023,Monday

Last May 29, 2023, Tuesday, the SHS Academic Group conducted its meeting to discuss the evaluation and results of the aforementioned project (Project 5-DAYSS) for the Fourt Quarter. All of the Grade 11 advisers were present, as well as Mr. Marco O. Monfero, the project's external process observer. The meeting started with an opening prayer led by Mr. Elymar A. Pascual.

The findings of the project 5-DAYSS (5 DEVELOPMENTAL ASSISTANCE YIELDING STUDENT SUCCESS) Grade 11 students evaluation, as reported by Mr. Marco O. Monfero, our external process observer. As he observed, the first intervention is the punctuality monitoring and his overall observation for this is the “punctuality monitoring helped the learners discipline themselves to be punctual and avoid tardiness”, the second intervention is the Rigid checking of attendance and the overall observation is “Advisers must have strict implementation of the rigid checking of attendance because some learners skip classes”, the third intervention is the enhancement activities the observation is “Due to other school responsibilities, some advisers were unable to give enhancement activities on time”, the fourth intervention is the guardian connection, the observation for this is “Maintain the coordination with the parents when it comes to their children's academic performance in school. The adviser and parents should work together and aim for the learners' development”, the last intervention is the maxim board and the overall observation is “the maxim

boards encourage the learners to be punctual, refrain from being absent, and most importantly, prioritize their studies”.

Sir Elymar A. Pascual gave a closing remark for the meeting by giving the advisers a saying from the famous writer Hellen Keller saying “***Education should train the child to use his brains, to make for himself a place in the world and maintain his rights even when it seems that society would shove him into the scrap-heap***”.



Picture 7. Team meeting during quarter four

3.8. Project 5-DAYSS Punctuality Excellence Awardees (Second Semester)

ABM 11	- 18 students
GAS 11	- 18 students
CAREGIVING 11	-14 students
ICT 16	- 20 students
AUTOMOTIVE A	- 23 students
AUTOMOTIVE B	– none

3.9. Project 5-DAYSS Complete Attendance Awardees (Second Semester)

ABM 11 - 28 students
 GAS 11 - 9 students
 CAREGIVING 17 - 30 students
 ICT 11 - 18 students
 AUTOMOTIVE A - 12 students
 AUTOMOTIVE B - none

3.10. Attendance Monitoring Sheet (Attendance per Subject Teacher)

 REPUBLIC OF THE PHILIPPINES DEPARTMENT OF EDUCATION DIVISION OFFICE - MARIKINA CITY TALAMAN INTEGRATED NATIONAL HIGH SCHOOL											
ATTENDANCE SHEET											
GRADE 11-AUTO-A											
No.	Name of Student	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY					
	Date:										
	Male										
1	Abuel, Kenneth Vincent Uriza										
2	Amante, Joshua Edmarson Uirete										
3	Aneval, Raven Ligat										
4	Arguel, Jhon Vhince Comendador										
5	Asencido, John Micko Ramirez										
6	Baldovino, Cyrus Gerard Italia										
7	Belen, Joemarie Oliveric										
8	Belmonte Christian James-										
9	Bravante, Jeffrey Merton										
10	Cabela, James Conte										
11	Castañeda, Ryle Lester Tambosong										
12	Copioso, Ronald Sombila										
13	Coronado, Mark Cedrick Buaktala										
14	Cresencio, Paul Andrew Mañaki										
15	Del Rosano, Rheyver Serrado										
16	Javier Aaron Carl Vireyralo										
17	Jovellano, Mark Elijah Villanueva										
18	Magno, Jeric Paul Dorado										
19	Marcelo, Jezriel Laungan										
20	Moldor, John Emerson Ambrosia										
21	Monteagudo, Justina Branguela										
22	Natera, Ezekiel Samuel Jaime										
23	Oaenen, Alandro Albastro										
24	Oro Lucky Jona Vera										
25	Ramizo, Rhaizen Ponipendra										
26	Salimbol, Jhon Renan Rodilla										
27	Salvador, Jhasfer Quindara										
28	Sapco, Caesar Jan Diego										
29	Saturmino, Andrei Capote										
30	Suazo, Rhobe Jan Cedrick										
31	Tabor, Amhior Tyrano Teban										
32	Veridiano, Charles Larua										
33	Virey, Lordrick Domingo										
	FEMALE:										
1	Aguilar, Rhudi Anne Arias										
2	Brosas, Regine, Claridad										
3	Espon, Share Bangayad										
4	Longasa, Jenia Mendez										
5	Marimtim Jashmine Perez										
6	Monteiro, Mariel Catalan										
7	Veridiano, Jamie Delos Reyes										
8	Vilapando, Lizbeth Sevilla										
	Teacher's signature										
		/	Present								
		X	Absent								
		E	Excuse								

3.11. Project 5-DAYSS Attendance and Punctuality Monitoring Sheets

Project 5-DAYSS Attendance Checking

Teacher's Copy

I, Alfredo San Andres Suriano, have committed unexcused absence/s, and I will make every effort not to do the same with my own diligence, the help of my adviser, the assistance of my guardian, and the counsel of the guidance officer.

Offense	Date	Learners' Signature	Teachers' Signature
1 st Absence, Warning	2/12/23	<u>[Signature]</u>	
2 nd Absence, Adviser's Counseling			
3 rd Absence, Parent-Teacher-Learner Conference in Sch.			
4 th Absence, Conference w/Guidance Officer			

* This form will be disregarded after three weeks of non-absence, from the date of last table entry, i.e., back to zero on the count of absences.

Project 5-DAYSS Attendance Checking

Parent's and Learner's Copy

I, Alfredo San Andres Suriano, have unexcused absence/s, and I will make every effort not to do the same with my own diligence, the help of my adviser, the assistance of my guardian, and the counsel of the guidance officer.

Offense	Date	Learners' Signature	Parents' Signature
1 st Absence, Warning	2/12/23	<u>[Signature]</u>	<u>[Signature]</u>
2 nd Absence, Adviser's Counseling			
3 rd Absence, Parent-Teacher-Learner Conference in Sch.			
4 th Absence, Conference w/Guidance Officer			

* This form will be disregarded after three weeks of non-absence, from the date of last table entry, i.e., back to zero on the count of absences.

Project 5-DAYSS Punctuality Monitoring

Teacher's Copy

I, Charles L. Verichiano, have committed tardiness, and I will make every effort not to do the same with my own diligence, the help of my adviser, the assistance of my guardian, and the counsel of the guidance officer.

Offense	Date	Learners' Signature	Teachers' Signature
1 st Tardiness, Warning	01/19/24	<u>[Signature]</u>	<u>[Signature]</u>
2 nd Tardiness, Adviser's Counseling			
3 rd Tardiness, Parent-Teacher-Learner Conference in Sch.			
4 th Tardiness, Conference w/Guidance Officer			

* This form will be disregarded after two weeks of non-tardiness, from the date of last table entry, i.e., back to zero on the count of tardiness.

Project 5-DAYSS Punctuality Monitoring

Parent's and Learner's Copy

I, Charles L. Verichiano, have committed tardiness, and I will make every effort not to do the same with my own diligence, the help of my adviser, the assistance of my guardian, and the counsel of the guidance officer.

Offense	Date	Learners' Signature	Guardian's Signature
1 st Tardiness, Warning	01/19/24	<u>[Signature]</u>	<u>[Signature]</u>
2 nd Tardiness, Adviser's Counseling			
3 rd Tardiness, Parent-Teacher-Learner Conference in Sch.			
4 th Tardiness, Conference w/Guidance Officer			

* This form will be disregarded after two weeks of non-tardiness, from the date of last table entry, i.e., back to zero on the count of tardiness.

3.12. Reflection

“This first school year of post-pandemic journey, with the implementation of 5-day face-to-face classes, I was challenged to boost the morale and spirit of learners in getting into school with punctuality, with consistency, and with academic quality. Project 5-DAYSS helped me a lot in these three aspects. I noticed in myself that I became persistent, consistent and organized, because of the routine associated with Project 5-DAYSS. I thank all the workforce of this project because they are indeed passionate about helping learners to succeed in their learning and in having quality education. If given a chance, I would like to be part of this endeavor this coming new school year because I truly believe this project has a fruitful outcome. God bless everyone. God bless Project 5-DAYSS.”

Elymar A. Pascual

“Project 5 DAYSS serve us grade 11 advisers as well as our learners to adjust in the full implementation of face to face class. The project keeps us on track when it comes to strict monitoring of attendance, continuous communication with parents and guardians, and giving enhancement activities for those needed learners. It also becomes a tool for the parents and guardians to be involved in the education of the learners because we believe that education is a partnership of the school and the community. As a grade 11 Caregiving adviser, I am grateful to be part of the Project 5 DAYSS, Congratulations to the Team!”

Cleopatra M. Tobias

“Project 5-DAYSS is indeed a fulfilling experience for us teachers because it gives chances to those students especially when it comes to their punctuality and absences. This was a long-term design project, and everything was fresh to me. Patience was the crucial and essential factor that was needed in such a long project in my view. Fortunately, I learned and gained the patience especially in assisting my students my Grade 11 ICT. Besides, communication was another extremely significant factor. It was essential to communicate and discuss with the students and their guardians/parents as well. Overall, Project 5-DAYSS is such an amazing experience for me. Congratulations to all behind this Project! God bless us all.”

Deizery C. Pera

“Along with imparting knowledge in the classroom, a teacher can also assist students develop strong character traits that will help them succeed in life. We learned the value of punctuality from Project 5 DAYSS. By demonstrating to the parents that we genuinely care about their children, it also enables us to build good relationships with them. Though it is difficult at first, Project 5 DAYSS is nevertheless interesting and enjoyable. Congratulations to all of us for this fruitful school year!

Laarni A. Hernandez

“The Project 5-Dayss helps the learners, teachers, and the school as well. For the learners, it helps them to adjust from the pandemic into full five-days implementation of face-to-face classes. It is a way for the learners to have self-discipline, and to have a sense of responsibility. For the teachers, Project 5-dayss it become an easy way to track the learner’s tardiness, absenteeism and to have an open communication with parents about the learner’s status in school. it also helps to have more patience and to understand in some circumstances where the students are not able to go to school. For the school, Project 5dayss is a way were thenumber of absenteeism, lates and also, I think the number of dropped out students can lessen if project 5- dayss will be implemented in the whole school.”

Glaizlyn B. Monteza

“The objectives of 5-DAYSS is highly relevant and useful to the students as well as to the teachers. As teacher and implementer of this project I found out that it cures the students' absences and gives remedy to

their academic lapses and poor performance. I am hoping that this kind of Project may had a great impact to the learners not just during the class but also to their real-life situations. Thank you.”

Bernard V. Articono

“Being an external process observer for this project helped me to discover some things about the teachers, learners, and the teaching-learning process as well. I have seen how the advisers acted as the second parents of the learners. I have witnessed how the learners accepted the disciplinary actions taken by the advisers, which made them realize their wrongdoings in school. This project helped both advisers and learners to be more responsible and allowed them to exert extra effort in everything they do, especially in school- related work.”

Marco O. Monfero

3.13. Project 5-DAYSS Team



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