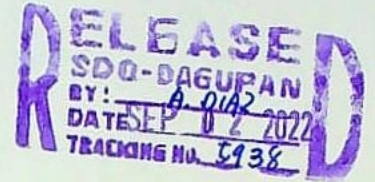




Republic of the Philippines
Department of Education
REGION I

SCHOOLS DIVISION OFFICE DAGUPAN CITY



Office of the Schools Division Superintendent

Division Memorandum No: 324 s. 2022

To : Assistant Schools Division Superintendent
Chief Education Supervisors – CID/SGOD
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads

From: THE OFFICE OF SCHOOLS DIVISION SUPERINTENDENT

Date : September 1, 2022

Subject : REPORT ON THE READING PROGRAM BENCHMARKING ACTIVITY
IN SELECTED SCHOOLS AND LOCAL GOVERNMENT UNITS
IN THE PROVINCE OF SORSOGON, REGION V

1. This office through the Curriculum and Implementation Division reiterates the following salient points stipulated in the attached document, RM #987, s. 2022.
 - a. Each school is directed to craft/improve its curricular programs focused on literacy and numeracy.
 - b. All school ELLN coordinators are requested to submit scanned and approved copies of their school-based Literacy and Numeracy Programs before September 30, 2022 to the SDO ELLN Focal person.
 - c. Schools shall design/redesign their curricular programs and shall include the same in their School Improvement Plans (SIP). The literacy and numeracy must include the following data:
 - Situation /Results of Reading Assessment (PHIL-IRI, FLAT, local tools, etc.)
 - Analysis of Assessment Results/SWOT Analysis
 - Goal, Specific Objectives, and Enabling Objectives/Mechanism of the Reading Program
 - Intervention Program/s Activities based on Assessment Results
 - Implementation Arrangement
 - Timetable
 - Monitoring and Evaluation



Address: Burgos St., Poblacion Oeste, Dagupan City
Telephone: (075) 615-2645/615-2649
Website: depeddagupan.com
Email: dagupan.city@deped.gov.ph

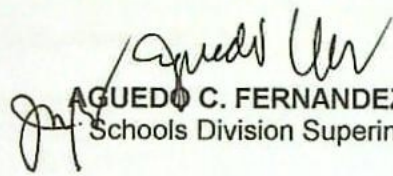



Management System
ISO 9001:2015
www.tuv.com
ID 9108540991



Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OFFICE DAGUPAN CITY

2. Attached report on the observed practices of SDO Sorsogon may be replicated in the respective schools if they are deemed applicable.
3. Immediate dissemination of this Memorandum is desired.


AGUEDO C. FERNANDEZ, CESO V
Schools Division Superintendent 



Address: Burgos St., Poblacion Oeste, Dagupan City
Telephone: (075) 615-2645/615-2649
Website: depeddagupan.com
Email: dagupan.city@deped.gov.ph



Management
System
ISO 9001:2015

www.tuv.com
ID: 9108540991



Republic of the Philippines
Department of Education
 REGION I



Office of the Regional Director

REGIONAL MEMORANDUM
 No. 978, s. 2022

AUG 30 2022

**REPORT ON THE READING PROGRAM BENCHMARKING ACTIVITY IN
 SELECTED SCHOOLS AND LOCAL GOVERNMENT UNITS
 IN THE PROVINCE OF SORSOGON, REGION V**

To: Schools Division Superintendents

1. The Department of Education Regional Office 1 through the Curriculum and Learning Management Division (CLMD) issues the enclosed **Report on the Benchmarking Activity in Selected Schools and Local Government Units in the Province of Sorsogon** conducted last June 5-7, 2022 in line with the implementation of the **Reading First for Region One** program.

2. The activity targeted to immerse SDO reading coordinators in the development, implementation, and evaluation of reading programs. The following are some of the reading programs/activities observed/benchmarked:

- | | |
|---|---|
| a. Klasrum sa Balay ni Nanay | n. Reading Stations (Alpha Basa, Marungko, Fuller Station, Reading Comprehension) |
| b. Reading Tiangge | o. Balay-Basa sa Iraya |
| c. Training Workshops for Nanay Teachers and SPG Officers | p. Basa para kay Juan |
| d. Reading Festival Contests | q. Basayuda (The school provides the reading materials- based on learners needs for every household and requested to make a corner in their home for the program) |
| e. Home-based Reading Corners | r. Meals for Life |
| f. Reading Festival Parade | s. Resort for Learning |
| g. Kariton ng Pagbasa | t. Reading Cart |
| h. Mobile Library | |
| i. Little Teachers | |
| j. Reading Garden | |
| k. Reading Bed | |
| l. Community Reading Center | |
| m. Guest Readers | |

3. In consideration of the effective practices of SDO Sorsogon and the recommendations of this Office, SDOs are directed to develop a Curriculum Implementation Plan (CIP) which shall include enrichment and remediation activities aimed at improving the literacy and numeracy of learners.

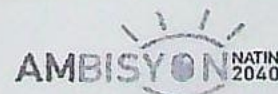
4. Moreover, schools are directed to develop/adjust their curricular programs focused on literacy and numeracy taking into account the CIP of their respective SDOs.

4. All SDO ELLN coordinators are requested to consolidate in a Google Drive the scanned and approved copies of the literacy and numeracy programs of all schools (elementary, JHS, and SHS) within their jurisdiction and submit the Google

DepEd Region 1: Built on character; empowered by competence.



Flores St., Catbangan, City of San Fernando, La Union
 (072) 607-8137 / 682-2324
 region1@deped.gov.ph | Website: www.depedro1.com



Drive link to the Regional Office through email at clmd.region1@deped.gov.ph on or before September 30, 2022.

6. SDOs and schools shall design/redesign their curricular programs and shall include the same in their Division Education Development Plan and School Improve Plans (SIPs), respectively. The literacy and numeracy programs must include the following data:

- a. Situation/Results of Reading Assessment (Phil-IRI, FLAT, local tools, etc.)
- b. Analysis of Assessment Results/SWOT Analysis
- c. Goal, Specific Objectives, and Enabling Objectives/Mechanism of the Reading Program
- d. Intervention Program/s Activities based on Assessment Results
- e. Implementation Arrangement
- f. Timetable
- g. Monitoring and Evaluation

7. Immediate dissemination of this Memorandum is desired.



TOLENTINO G. AQUINO
Director IV

Encl.: As stated
References: None
To be included in the Perpetual Index
Under the following subject:

BENCHMARKING
CURRICULUM
LEARNING DELIVERY

CLMD/jps/jdd/jed/RM_BenchmarkingInRegion5
August 30, 2022



**REPORT ON READING PROGRAM BENCHMARKING ACTIVITY IN
SORSOGON**

Observations	Region 1 Initiatives	Recommendations
Reading Assessment		
The schools visited have their localized reading assessment tools.	DepEd Region 1 has developed FLAT for the 4 major languages in the region—English, Filipino, Ilokano, and Pangasinan.	FLAT shall be used as a supplemental reading assessment tool to monitor the progress of learners and identify specific reading difficulty.
Teachers diagnose the weaknesses of the learners in reading and prescribe appropriate reading interventions to address dropout.	Reading assessment tools in various languages have been developed by the Regional Office.	Teachers must diagnose the reading level of learners and use the results as bases for the development of reading program.
Utilization of Assessment		
The results of their local assessment are used for specific, appropriate, and individualized intervention.	The Regional Office has directed schools to align their reading programs with the results of assessments.	Reading teachers may access LAC materials which contain lessons on beginning reading and school reading program development.
Designing, Implementing, and Evaluating School Reading Program		
The SDO encourages creativity in terms of program formulation. Although templates are available, teacher may choose to discuss their initiatives in their own format. The SDS says it is the "intent" that matters.	DepEd Region 1 is not imposing a specific template in the formulation of school reading programs.	A general template may be introduced, but not to the extent of imposing the parts. Schools shall be given discretion in choosing which parts are applicable, provided that the components of a school reading program are discussed thoroughly.
Teachers who were awarded nationally because of their reading initiatives have been designated by the SDO to check the "soundness" of reading programs submitted by teachers prior to approval.	Reading First for Region One SDO Focal Persons have been designated by SDOs.	The specific roles of the focal persons must be outlined.

Observations	Region 1 Initiatives	Recommendations
<p>All teachers in a school are aware of the reading program and know what role to play in its implementation.</p>	<p>The TOR of teachers and administrators has always been emphasized by the curriculum team during SBM validation.</p>	<p>A workshop on developing reading programs may be conducted by SDOs. Teachers regardless of their specialization must be trained on the intergration of literacy across learning areas. The lesson exemplars featuring literacy integration are yet to be released/launched by the Regional Office.</p>
<p>Brigada Pagbasa is aligned with their reading programs</p>	<p>The CLMD coordinates with the ESSD regarding the unified implementation of reading programs.</p>	<p>SDOs are advised to coordinate their efforts to develop a holistic and inclusive reading program.</p>
<p>Schools within districts collaborate in the development of school reading programs.</p>	<p>The Regional Office has directed SDOs to cluster schools (lead and satellite).</p>	<p>PSDSs may be tapped to provide technical assistance in the implementation of school reading programs. A policy shall be developed specifying the roles of the PSDSs and enumerating the professional development programs they may need in the provision of TA.</p>
<p>There is sustainability of programs. School heads/Teachers sign MOA that specifically states that the program shall continue despite the movements of personnel.</p>	<p>The policy on Reading First for Region One covers deployment/assignment of reading teachers.</p>	<p>The practice of SDO Sorsogon may be adopted. Also, the Reading Program must be included in the SIP.</p>

Observations	Region 1 Initiatives	Recommendations
Partnership and Linkages		
There is a strong support of local governments in the implementation of school reading programs.	Field personnel are encouraged to partner with LGUs in the implementation of reading programs.	Continued partnership and collaboration with stakeholders are needed to sustain efforts in ending illiteracy. The SGOD Social Mobilization Unit must include this in their advocacy for partnership.
Schools encourage home reading corner by providing reading materials appropriate to their learners needs.	Teachers are encouraged to organize activities where reading programs may be materialized.	Parents may also be capacitated to adopt this home reading corner to strengthen their cooperation/collaboration with the school reading program.
Schools seek the support of organizations to promote better access to learning materials.	To augment deficiency on books for libraries in the schools in the region, the Regional Office through the CLMD launched the Donate-A-Book program. One of the sponsors who already donated a number of books is the Don Bosco Press.	The SDOs may adopt their own version of this program where the support of alumni, stakeholders, and NGOs may be solicited.
Avenues/Activities/Festivals showcasing reading programs are held in the schools with the active involvement of parents and community.	The region has its contextualized version of Buwan ng Pagbasa/Reading Month by showcasing on Facebook DepEd RO1 and local officials reading a book.	The SDOs may also have their version of this program where SDO officials and other local officials share their reading sessions with their family.
Reading teachers train mothers (Nanay teachers), advanced learners (Little teachers) and other stakeholders (Reading volunteers) as partners in the reading activities	The Regional Office is set to orient SDOs on how to partner with local communities to promote reading literacy.	Schools may adopt this strategy through partnership with the local community.

Observations	Region 1 Initiatives	Recommendations
Assessment Reporting		
<p>Advisers or reading teachers attach the reading results/data gathered from a particular learner to help the current grade level teacher/adviser profile the reading levels of the learners.</p>	<p>Teachers are requested to create a holistic reading program which involves all teachers in a school. The program must include arrangements on the turnover of records to the next adviser.</p>	<p>Schools are advised to forward copies of reading assessment data to the next section adviser. The Regional Office shall issue a memorandum that contains the template of the Reading Portfolio which shall serve as a basis for the next teachers in developing intervention or enrichment activities.</p>
<p>Challenges in reading are presented to the parents which in turn motivate them to extend their support in their reading activity.</p>	<p>The Regional Office encourages schools to discuss with parents assessment results.</p>	<p>Schools are advised to adopt this program and include the strategy in the SBM.</p>
<p>Home visitation is conducted for the learners who are frequently absent to track their progress in reading. The teachers discuss the status/progress of the learners with their parents and collaborate with parents on how to improve the performance/academic standing of the learners.</p>	<p>Teachers are encouraged to extend the program in the local communities and partner with parents/guardians in the implementation of curricular/reading programs.</p>	<p>This practice of SDO Sorsogon may be adopted.</p>