



Republic of the Philippines
Department of Education
Region VIII
SCHOOLS DIVISION OF TACLOBAN CITY
Tacloban City

January 11, 2024

DIVISION MEMORANDUM

No. 024, s. 2024

CONDUCT OF CONTINUOUS INTERVENTION IN LITERACY FOR GRADES 1 TO 3 LEARNERS

To: Assistant Schools Division Superintendent
CID Chief
Education Program Supervisors
Public Schools District Supervisors
School Heads, Public Elementary Schools
Grades 1 to 3 Public School Teachers
All Concerned

1. In support to the Department's educational agenda, "MATATAG: *Bansang Makabata, Batang Makabansa*," the Schools Division of Tacloban City enjoins all elementary schools to conduct intensive and extensive reading intervention activities to Emergent and Needing Full Intervention Grades 1, 2 and 3 learners, starting January 29, 2024 to March 22, 2024.
2. After the implementation of the 8-Week Curriculum or the Key Stage 1 Foundation for Effective Transition (K-FELT) Program of DepEd Region 8, the data on the Pre- and Post- Assessment Results in Literacy, showed a notable improvement in the reading performance of the Grades 1, 2 and 3 learners. (See Enclosure 1)
3. However, a significant number of learners remains to be needing Full Intervention across Grades 1 to 3 in Mother Tongue, Filipino and English as shown in the Post Test Results in the Comprehensive Rapid Literacy Assessment (CRLA), as well as an observable number of Emergent Readers as shown in the Post Test of the Early Grade Reading Assessment (EGRA). (See Enclosure 1)
4. Concerted and thorough reading intervention tasks shall, therefore, be afforded to these learners to help them progress as Transitional or Proficient Readers and to Meet Expectation within the grade level standards.
5. Along this line, all schools are mandated to undertake measures to address the reading deficiencies of the learners by doing the following:

Teachers

- a. Prepare the list of the pupils identified as Emergent and Needing Full Intervention in Mother Tongue, Filipino and English; (*Note: List should not be posted*)
- b. Provide the school head a copy of the lists;
- c. Prepare a workable action plan how, when and where to carry out the reading intervention to the identified learners; (See Enclosure 2 for the template)
- d. Make a weekly reading intervention plan for the teaching-learning tasks during the reading intervention activities. Specific plans and steps for the reading intervention activities should be manifested; (See Enclosure 2 for the template and the sample)
- e. Use the reading intervention mechanisms laid out in Project PROWESS (Progressing over Reading Obstacles through Workable, Effective and Systematic Schemes) as basis for the teaching-learning activities;
- f. The following time frame should be considered for the intervention period:
 - January 29 to February 2, 2024 (Week 1)
 - February 5-9, 2024 (Week 2)



- February 12-16, 2024 (Week 3)
- February 19-23, 2024 (Week 4)
- February 26 -March 1, 2024 (Week 5)
- March 4 -8 , 2024 (Week 6)
- March 11-15, 2024 (Week 7)
- March 18-22, 2024 (Week 8)

g. Conduct consistently formative assessments and record the progress of each learner.

School Heads

- a. Require the teachers to submit the list of learners who are Emergent Readers and Needing Full Intervention in Mother Tongue, Filipino and English;
 - b. Submit a copy of the list to the Key Stage 1 Literacy Coordinator on January 18-19, 2024; (*Attention: Dr. Gretel Laura M. Cadiang, EPS*)
 - c. Give the teachers appropriate technical assistance in the planning and delivery of applicable remedial or reinforcement measures;
 - d. Assist the teachers in the preparation of action plan for the reading intervention activities;
 - e. Check the weekly reading intervention plan of the teachers;
 - f. Supervise the conduct of reading intervention activities;
 - g. Keep track of the progress of each learner through random reading assessment and other mode of learning follow-ups;
 - h. Provide the necessary assistance in terms of materials, facilities and other important needs of the intervention activities;
6. In compliance to Deped Memorandum No. 001, s. 2024 entitled "Implementation of Catch-Up Fridays", Fridays shall be utilized as avenue for authentic reading assessments and further reading engagements which will be considered as formative assessments and shall be recorded for progress monitoring purposes.
 7. To track the progress of the learners, an **Assessment using the CRLA and EGRA** shall be administered on **April 1, 2 and 5, 2024**, which is before and after the Quarter 3 Examinations on April 3 & 4, 2024.
 8. The hard copy of the results of the CRLA and EGRA Assessment shall be submitted to the Schools Division Office, reflecting the results of individual learners identified as Emergent and needing Full Intervention on **April 10-11, 2024**. On the other hand, the school consolidated results shall be submitted in soft copy through a google link that will be provided by the Division.
 9. CID Chief, Education Program Supervisors and Public Schools District Supervisors are directed to *prioritize this matter in the school monitoring. Reports on the monitoring results should be discussed in a meeting to further improve the literacy intervention measures of the schools. Likewise, it is advised that the conduct of random reading assessment during school monitoring shall be continued.*
 10. To gather the *expected feedback and necessary recommendations*, a uniform monitoring tool shall be used for this purpose. (See Enclosure 3)
 11. Expenses incurred in the conduct of the continuous reading intervention shall be charged to local funds subject to auditing rules and procedures.
 12. For information, guidance and strict compliance.

C. Palma
SHERLITA A. PALMA EdD, CESO VI
 OIC - Schools Division Superintendent *CP*

Enclosure: As stated
 Reference: DO 13, 2023, DM 001, s. 2024, RM 898, s. 2023
 To be indicated in the Perpetual Index under the following subjects:
 Literacy Intervention



RELEASED
 Date: 1/16/24
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