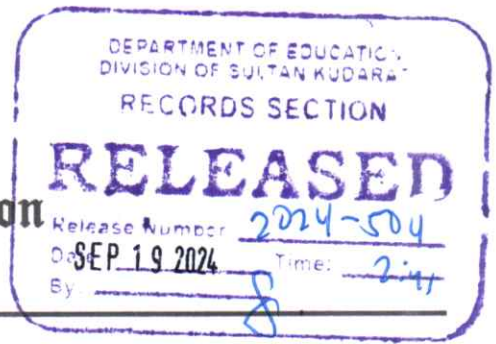




Republic of the Philippines  
**Department of Education**  
REGION XII  
DIVISION OF SULTAN KUDARAT



September 17, 2024

DIVISION MEMORANDUM  
CID-IMS No. 72 s. 2024

**REITERATION OF IMPORTANT INFORMATION AND ACTIVITIES  
ON READING PROGRAM IMPLEMENTATION**

TO: Assistant Schools Division Superintendent  
Chief of the Curriculum Implementation Division  
Education Program Supervisors  
Public Schools District Supervisors  
Elementary and Secondary School Heads  
This Division


1. The Schools Division of Sultan Kudarat, in its commitment to fostering a culture of reading excellence within its educational institutions and strengthening literacy skills among students, reiterates key information and activities related to the implementation of the School-Based Reading Program (SBRP) for the School Year 2024-2025.
2. The key information and activities related to the SBRP aims to:
  - a. enhance awareness and participation among stakeholders, including teachers, students, parents, and administrators, of the program's goals, activities, and expectations;
  - b. reinforce program priorities and their alignment with the overall educational goals;
  - c. address common questions and concerns that may arise regarding the program's implementation; and
  - d. ensure consistent implementation of the program across all schools within the division.
3. Relative to the information and activities are the enclosures specified below. All concerned must ensure that these are prioritized and implemented effectively to enhance reading skills and overall student achievement.
  - a. Enclosure 1- List of Information and Activities on Reading Program Implementation
  - b. Enclosure 2- Tracking Form for Grade 7 Struggling Readers, SY 2024-2025
  - c. Enclosure 3 - Guidelines and Mechanics for the Division Search for Best Implementing Schools of Reading Program
  - d. Enclosure 4- Monitoring Tool in the Implementation of the SBRP
4. For queries and clarification, concerned may contact any of the following: Mary Grace B. Leysa, Education Program Supervisor (English), at email address,



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[marygrace.leysa@deped.gov.ph](mailto:marygrace.leysa@deped.gov.ph), or Josevic F. Hurtada, Education Program Supervisor (Filipino), at [josevic.hurtada@deped.gov.ph](mailto:josevic.hurtada@deped.gov.ph), or Mark Carlo D. Buyao, Senior Education Program Specialist (SM&E), at [markcarlo.buyao@deped.gov.ph](mailto:markcarlo.buyao@deped.gov.ph).

5. For the information and guidance of all concerned.  
By the authority of the Schools Division Superintendent:

  
**MEILROSE B. PERALTA, EdD**  
Assistant Schools Division Superintendent  
**CRISPIN A. SOLIVEN JR., CESE**  
Schools Division Superintendent

Encl: As stated

Reference: As stated

To be indicated in the Perpetual Index under the following subjects:

ACTIVITIES

INFORMATION

READING PROGRAM



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Enclosure 01 to Division Memorandum CID-IMS **72** s. 2024

**IMPORTANT INFORMATION AND ACTIVITIES ON READING PROGRAM IMPLEMENTATION**

**1. Tracking of Nonreaders and Frustration Level Students**

Target: Grade 7 students who are nonreaders or performed at a frustration level based on the school's reading assessment.

Data needed: Name of students classified as nonreaders/frustration level and their respective schools of origin. (Note: The names shall be kept confidential.) Deadline of submission: September 30, 2024. See Enclosure 02 for the template.

**2. Administration of Phil IRI** (DO 14, s. 2018) Grades 3-6 learners for Filipino; Grades 4-6 learners for English  
Pretest (August to September)

- Submission of Pretest results: September 30, 2024

Posttest (February to March)

- Submission of Posttest results deadline: March 15, 2025

Results will be submitted to the link which shall be provided before the set deadline.

**3. Conduct of Search for Best Implementing Schools of Reading Program**

To recognize exemplary practices and best results in the implementation of reading Program.

- Guidelines and Mechanics: See Enclosure 03

**4. Orientation Meeting for Reading Coordinators**

To provide training and guidance to reading coordinators on effective program implementation.

- Date and Venue: (To be determined); online/in person

**5. Monitoring of Program Implementation**

- Persons involved: PSDSs, EPSs, and schools' non-teaching personnel.
- Monitoring Tool: See Enclosure 04

**6. Adherence to DepEd Order No. 45, s. 2002, No Read, No Pass Policy**

All schools are mandated to strictly adhere to the "No Read, No Pass" Policy, ensuring that students demonstrate mastery of the basic literacy skills according to his/her current grade level before advancing to the next grade level.



72  
TRUC[illegible]

Date: \_\_\_\_\_



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Enclosure 03 to Division Memorandum CID-IMS **72** s. 2024

**Guidelines and Mechanics for the Division Search for Best Implementers  
of School-based Reading Program**

1. The Search is open to all public elementary and secondary schools in the division that have conducted the PHIL IRI PRE-ASSESSMENT in 2022 and 2023 and have submitted to the Division In-Charge on or before the deadline set. If they submitted beyond the deadline, they must have submitted a justification letter to the Office of the Superintendent as indicated in DM CID-IMS No.70 s. 2022. They may join in the following categories:

Category A	Elementary Level
Category B	Secondary Level

2. In the Elementary Level, the District shall conduct the Search for Best Implementer of the Reading Program. Only the FIRST place winner in the district shall advance to the Division Level.

3. The District Reading Committee (DRC) headed by the PSDS/PIC shall then certify and forward the documents (hard copy) of the entry school for evaluation to the Division Office, c/o the Program In-charge, EPS Mary Grace B. Leysa, EPS Josevic F. Hurtada, or SEPS Mark Carlo D. Buyao.

4. In the secondary level, interested and qualified schools shall submit the documents to any of the in-charge. It is up to the cluster school leaders whether to conduct cluster Search on the Best Implementing school or not.

5. All nominees to the division level shall also submit a three to five-minute Audio-Visual Presentation (AVP) highlighting their remarkable accomplishments, innovations, and other notable practices in the implementation of the reading program to be submitted along with other documents

6. Deadline of submission is on October 15, 2024 and the monitoring and validation of entry schools shall follow immediately.

7. The following factors will be considered in the criteria for the Search:  
a. Innovations in reading  
b. Capability building for teachers on reading



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- c. Support from the stakeholders in terms of volunteer work or financial/material resources
  - d. Support from the school (financial, technical assistance)
  - e. Information, Education, Communication and Advocacy (IECA) activities conducted
  - f. Availability or provisions of LMs, IMs, supplies and reference materials to the program beneficiaries
  - g. Reading assessment tools and strategies used to identify pupils/students with problems in reading
  - h. Percentage of improvement in the reading performance of the program beneficiaries. (2 years back)
8. The following minor and major awards will be given to schools on each category:
- Best reading Clinic
  - Best video presentation
  - Best reading teacher
  - Best Implementer of the School-based Reading Program (top three)
- Prizes shall include certificate, plaque, reading kit/package, cash
9. The results of the evaluation and the awarding ceremony will be announced through a memorandum.





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Enclosure 04 to Division Memorandum CID-IMS <sup>No</sup> 72 s. 2024

**A. MONITORING TOOL IN THE IMPLEMENTATION OF THE SCHOOL READING PROGRAM** (For Public Schools District Supervisors/Principals In-Charge)

**Purpose:** To track the progress and effectiveness of the school's reading program.

**1. Program Information**

School, District, and address	
School Head	
Program Title	
Target Beneficiaries	
No. of Reading Teachers Involved	
Reading Coordinator	

**II. School Reading Profile ( / ) Pretest ( ) Posttest**

Grade	Enrolment	Reading Level							
		NR	%	FRUS	%	INST	%	IND	%
3									
4									
5									
6									

\*NR-Nonreader/ Struggling

FRUS- Frustration level

Inst – Instructional level

Ind – Independent level

**II. Program Activities and Implementation**

Activities	Date of implementation	Challenges/Issues	Actions Taken by the school head	Technical Assistance Provided by the PSDS/PIC

**III. Resource Availability and Utilization**

Resources	Fund source	Utilization (%)	Challenges/Issues	Actions Taken



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**IV. Facilitating and Hindering Factors/Conditions in the Implementation of SBRP**

Facilitating Factors/Conditions	Hindering Factors/Conditions	Resolutions to Address Hindering Factors

**V. Effective Practices in the implementation of SBRP**

No.	Effective Practices
1	
2	
3	
4	

Monitored by:

Concurred by:

\_\_\_\_\_  
PSDS/PIC signature over name  
Date: \_\_\_\_\_

\_\_\_\_\_  
School Head signature over name  
Date: \_\_\_\_\_





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**B. MONITORING TOOL IN THE IMPLEMENTATION OF THE SCHOOL READING PROGRAM (For Nonteaching Monitors)**

**Directions:** Fill out the needed information to gather data on the implementation of the School Reading Program

**1. Program Information**

**School, District, and address** \_\_\_\_\_

**School Head:** \_\_\_\_\_

**Program Title:** \_\_\_\_\_

**Target Beneficiaries:** \_\_\_\_\_

**Section 1: Program Implementation**

No.	Indicators	Suggested MOVs	Yes	No	Remarks
1	School has functional reading program	Approved program design with profile of learners, including their reading levels			
2	School has reading program action plan	Action plan			
3	Teachers are trained to deliver the program	Approved training proposal or certificate of participation in any relevant training			
4	School has available reading/instructional materials	Inventory report of the available materials			
5	Parents are informed about the reading program	Reading program advocacy materials or letter to parents			
6	Teachers have varied reading activities to actively engage learners	Session guides showing varied reading activities			
7	Students are grouped appropriately based on reading levels	List of students' grouping with their reading specified level			
8	Students are given opportunities for independent reading.	Schedule of students' independent reading time per day.			
9	Students are given opportunities to showcase their reading abilities	Program design with matrix showing activities where learners share their reading performances			
10	Reading Program is sustainable	Funding source and contingency plan			



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**MONITORING TOOL IN THE IMPLEMENTATION OF THE SCHOOL READING PROGRAM**

**2: Challenges and Support**

No.	Indicators	MOVs	Yes	No	Remarks
1	School Head Supervises teachers in the implementation of Reading program in a systematic tasks	Instructional Supervisory plan			
2	School Head mentors/coaches teachers in adapting effective strategies in teaching reading	TA plan			
3	There are significant challenges in program implementation	If yes, list of challenges; if no, n/a			
4	Teachers receive adequate support and resources from school head	List of support provided with signature of the school head			
5	Teachers are given opportunities to collaborate with colleagues	Matrix during SLAC or collaborative expertise session			
6	For elementary schools: School head receives support from PSDS	List of support provided with signature of the PSDS			
7	School receives support from other stakeholders	List of support provided with signature of the school head			
8	Parents are involved in supporting their child's reading performance	Notice of meeting with parents with agenda, attendance sheet, commitment of support			