Republic of the Philippines
Department of Education
REGION II - CAGAYAN VALLEY
SCHOOLS DIVISION OF BATANES

DIVISION MEMORANDUM
CID-2023-**139**

To: Assistant Schools Division Superintendent
        Chief Education Program Supervisors
        Education Program Supervisors
        Elementary School Heads
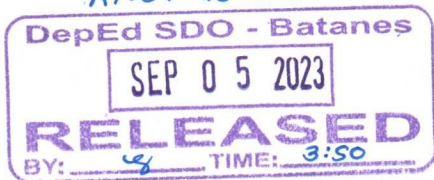   All others concerned

From: **ALFREDO B. GUMARU JR. EdD, CESO V**
        Schools Division Superintendent

Date: September 4, 2023

Subject: **CONDUCT OF DIVISION SEARCH FOR THE MOST FUNCTIONAL
           SCHOOL READING PROGRAM**

1. In support to the MATATAG Agenda of the Department of Education and Project BDP (Brigadahan at Damayan sa Pagbasa) of DepEd Region 02, the Schools Division of Batanes through the Curriculum Implementation Division (CID) will conduct the Division-wide validation on October 2-6, 2023.

2. As part of this activity, this office reiterates the submission of Nomination Forms for the Search from the different Schools on or before October 1, 2023.

3. Attached is the Nomination Form and Regional Memorandum No. 250, s. 2023 for the Regional Level Search.

4. All expenses relative to the conduct of this activity shall be charged against School/Division MOOE subject to its availability and the usual accounting and auditing rules and regulations.

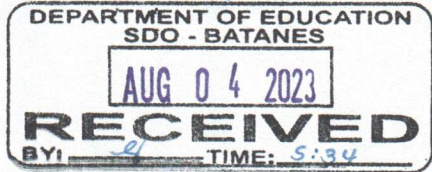5. Immediate and wide dissemination of this memorandum is desired.

RI-09-23-010

DepEd SDO - Batanes
SEP 0 5 2023
RELEASED
BY: _____ TIME: 3:50

CID/vbg/cga

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Republic of the Philippines

Department of Education

REGION II-CAGAYAN VALLEY
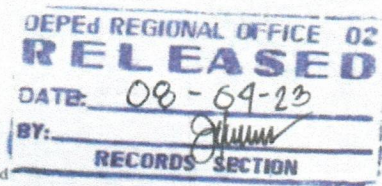
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August 4, 2023

REGIONAL MEMORANDUM
No. 250 , s. 2023

CONDUCT OF SCHOOL VALIDATION FOR THE MOST FUNCTIONAL SCHOOL READING PROGRAM

To: School Division Superintendents

1.   In support to the MATATAG Agenda of the Department of Education, DepED Region 02 thru the Curriculum and Learning Management Division (CLMD) shall conduct the school validation for the Most Functional Reading Programs aligned with Project BDP (Brigadahan at Damayan sa Pagbasa) on October 23-27, 2023.

2.   Schools Division Offices shall conduct their Division-wide validation in accordance with the timeline of Project BDP. *(The criteria and validation tool are attached in this memorandum).*

3.   The final list of official entry for the Regional validation shall be on October 9, 2023.

4.   Regional Most Functional School Reading Programs shall receive P10,000.00 each as program support fund including plaque of recognition to school and division implementers.

5.   All expenses relative to this activity shall be charged to Regional/Division/School MOOE while travelling and other incidental expenses of the regional and division validators shall be charged to local funds subject to usual accounting and auditing rules and regulations.

6.   For inquiries and assistance, please contact Dr. Octavio V. Cabasag at 09051566065 or email us at clmd2@deped.gov.ph.

7.   Immediate and wide dissemination of this Memorandum is desired.

BENJAMIN D. PARAGAS, PhD, CESO III
Director IV/Regional Director

Encl: As stated
Reference: None

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

READING   K TO 12 CURRICULUM   ELLN   LEARNERS   PROJECTS

Enclosure 1. Scoresheet and Criteria Search for Most Functional Reading Program

SCORE SHEET FOR MOST FUNCTIONAL SCHOOL READING PROGRAM RE PROJECT BDP (BRIGADAHAN AT DAMAYAN SA PAGBASA)

SCHOOL INFORMATION SHEET	
DIVISION:	
SCHOOL/DISTRICT:	
SCHOOL ID:	
PRINCIPAL:	
SCHOOL READING COORDINATOR:	
PSDS:	
Date Validated:	

Criteria	MOVs	Points	Points Earned
1. Validation on significance and highlights of the Executive Summary (which includes the details of the project, needs analysis, activities, generation of support and verification of findings	Quality Assured Reading Program, Phil-IRI Pre-Test/CLRA Tool, Calendar of Activities, Proof of donations	20	
2. Validation on the Significant Accomplishments which include the program support and mobilization such as innovation write-up, updated reading data, school reading program flyer, activities conducted, stakeholder's engagement, sustainability plan.	Updated Reading Data, Phil-IRI Post Test, CLRA Analyzed Results, Reading Flyer, Sustainability Plan (Reading Recovery Plan), LAC Sessions, Project Proposals, IMs Development, Intervention and Enrichment Programs	40	
3. Validation on the Impact of Accomplishments which include impact on increased reading levels and school reading performance, implementation accomplishments of school-home adjusted reading program, problems addressed, records of innovation *actual validation shall apply to validate claims of reading levels	Analyzed Phil-IRI /CLRA Results, Proof of school-home reading activities, Accomplishment Report, Random Reading Speed Test	20	

4. Over all impact (to validate school atmosphere ie, presence of reading nooks, reading spaces, reading hubs)	Reading nooks, reading spaces, reading hubs etc.	20	
Total		100%	

Name and Signature of Validator

Date:_____

Validation of Significant Accomplishment. To get the 40 points, the school should meet the following Indicators:

Indicators	Means of Verification	Points Credited
1. Curriculum Alignment	- Review the reading program's curriculum to ensure alignment with the learning objectives and standards set by the Department of Education (DepEd) or relevant educational authorities such as the 3 Bs, Big 6, Project BDP and the Science of Reading. Verify through documentation or interviews with program coordinators or implementers	
2. Multisensory Approach	- Observe reading sessions to assess if the program utilizes multisensory techniques, such as incorporating visual, auditory, and kinesthetic elements in the learning process. Interview teachers or participants to gather feedback on the program's use of multisensory approaches.	
3. Individualized Instruction	- Assess if the reading program offers individualized instruction or tailored approaches to meet the diverse learning needs of participants. Review program materials or guidelines to check for provisions on individualized instruction.	

	Interview teachers or participants to gather feedback on the program's individualized instruction.	
4. Progress Monitoring	- Evaluate if the reading program includes a system for monitoring the progress of participants over time. Review program documents or reports that demonstrate progress monitoring mechanisms. Interview program coordinators or teachers to gather information on how progress monitoring is implemented.	
5. Teacher Training and Support	- Assess if the reading program provides comprehensive training and ongoing support for teachers implementing the program. Review program materials or guidelines related to teacher training and support. Interview teachers or program coordinators to gather feedback on the training and support provided.	
6. Family and Community Engagement	- Evaluate if the reading program encourages and facilitates family and community involvement in supporting participants' reading development. Review program materials or guidelines related to family and community engagement. Interview teachers, parents, or community members to gather feedback on the program's efforts in this area.	
7. Assessment and Evaluation	- Determine if the reading program includes formal or informal assessments to evaluate participants' reading skills and progress.	

	Review program documents or reports that outline the assessment and evaluation processes. Interview program coordinators/principal or teachers to gather information on how assessments and evaluations are conducted.	
8. Evidence-Based Practices	- Assess if the reading program incorporates evidence-based practices in reading instruction and intervention. Review program materials or guidelines that reference research or evidence-based strategies. Interview program coordinators/principal or teachers to gather information on the use of evidence-based practices.	

Scoring Guide:

5 points- Fully implemented: The program is fully aligned and consistently demonstrates effective practices that meet or exceed the requirements of the criterion.

4 points- Well-implemented: The program shows substantial implementation of the criterion, with clear evidence of alignment and effective practices.

3 points- Moderately implemented: The program demonstrates moderate implementation of the criterion, showing some efforts and progress towards meeting the requirements.

2 points- Partially implemented: The program has some limited implementation of the criterion, but it is not fully integrated or consistent.

1 point - Not implemented: The program does not address the criterion or does not have any evidence of implementation.

Republic of the Philippines

Department of Education
REGION II-CAGAYAN VALLEY REGION

NOMINATION WRITE-UP

Maximum of 10 pages, A4 size bond paper, Bookman Old style, 11 including executive summary

School Nominee: Division:
Name of School Head: Position:
Name of Teacher Coordinator: Position:
Name of PSDS:

I. Executive Summary:
II. Significant Accomplishment/s (Description of the project/Work Plan Accomplished/Strategies/Activities Done and Problems Encountered. (Answers preferred in bullet or matrix type)
III. Impact of Accomplishments (Indicate problems addressed, significant findings, comparison of pre-post activities, resources generated, community linkages). Answers preferred in bullet or matrix type.
IV. Other Information. Include MOVs such as forms, pictures, meetings, reading sessions, charts etc. *(please maintain the maximum number of pages)*

CERTIFICATION

       We attest to all facts contained herein and authorize the use of these information for publication. We understand that the Regional Committee shall validate the accuracy of the information contained in this form and grant our consent to the conduct of background investigation. Any misrepresentation made by the signatories shall be a ground for disciplinary action pursuant to applicable Civil Service laws and rules.

Printed Name and Signature:

_____	_____
School Head	District Head
_____	_____
CID Chief	ASDS/SDS