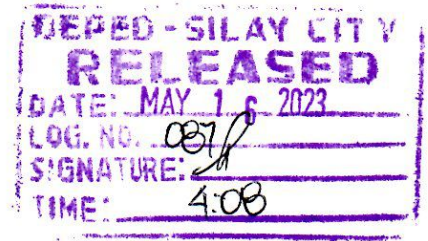




Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF SILAY CITY



May 16, 2023

DIVISION MEMORANDUM

NO. 116, s. 2023

SDO SILAY CITY LITERACY AND NUMERACY ROADMAP

TO: OIC-Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Elementary and Secondary Schoolheads

1. This is to disseminate to the field the **Literacy and Numeracy Roadmap of the Schools Division of Silay City** which was presented during the Quarter 1 Division Monitoring and Evaluation Adjustment (DMEA) on April 4, 2023.
2. This literacy and numeracy roadmap is aimed at:
 - a. raising the division's literacy and numeracy rates by the end of the school year;
 - b. making every learner grade-ready in terms of literacy and numeracy; and
 - c. recognizing schools with 100% literacy and/or numeracy rates by the end of the school year.
3. Attached is the Roadmap for the information and guidance of all concerned.
4. Immediate dissemination and compliance with this Memorandum are desired.

SALVADOR O. OCHAVO JR. EdD, CESO V
Schools Division Superintendent

Encl: As stated
Reference: Regional Memorandum (No. 259, s. 2023)

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

AWARDS
CURRICULUM
LITERACY
PROGRAMS
RECOGNITION



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SCHOOLS DIVISION OF SILAY CITY



SCHOOLS DIVISION OF SILAY CITY LITERACY & NUMERACY ROADMAP

SOAR HIGH, DEPED SILAY!

LITERACY AND NUMERACY ROADMAP



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I. RATIONALE

The COVID-19 pandemic has brought a lot of challenges especially in the education sector. In-person classes were suspended temporarily to protect the learners and teachers alike but with the words of then DepEd Secretary Leonor Magtolis Briones “education must continue because children cannot wait”, the crafting of the Schools Divisions’ Basic Education Learning Continuity Plan (BE-LCP) was started. Varied learning delivery modalities were considered to ensure continuity of learning and safety of learners, teachers and other stakeholders.

As a post-pandemic intervention, on March 29, 2022, former Secretary Briones instructed the crafting of the learning recovery program to guide schools in addressing learning gaps due to pandemic-related disruptions and ensure learning.

Indicated in the BE-LRCP of the Schools Division of Silay City are the issues and concerns on poor reading skills and the rise in the number of non-numerates. It only shows that literacy and numeracy are indeed matters of concern in this Division.

In response, the Division Banner Program **Silay VICTORS** (Various Innovation Champions Towards Outstanding Results’ Sustainability) led by the CID in collaboration with the SGOD and OSDS, the Schools Division of Silay City Literacy and Numeracy Road Map is crafted and anchored on the following mandates:

DO 18, s. 2017: Guidelines on the Utilization of the 2017 Every Child a Reader Fund for the Early Language, Literacy, and Numeracy Program: Professional Development Component;

DO 14, s. 2018: Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory;

DM 173, s. 2019: Hamon Bawat Bata Bumabasa (3Bs Initiative);

RM 494, s. 2021: Regional Training on Early Language Literacy and Numeracy Program and Developmentally Appropriate Practices;

RM 731, s. 2022: Conduct of Monthly Reading Enhancement Activities;

RM 782, s. 2022: Regional Training-Workshop on Early Language Literacy and Numeracy; and

RM 827, s. 2022: Enhanced Regional Unified Numeracy Test.

II. OBJECTIVES

Generally, this literacy and numeracy roadmap is aimed at:

1. raising the division’s literacy and numeracy rates by the end of the school year;
2. making every learner grade-ready in terms of literacy and numeracy; and
3. recognizing schools with 100% literacy and/or numeracy rates at the end of the school year.



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III. IMPLEMENTING STRATEGIES

A. Areas of Concern

During the conduct of the Comprehensive Rapid Literacy Assessment (CRLA) in Mother Tongue, Filipino, and English to Grades 1-3 learners for the Beginning of the School Year 2022-2023, data revealed that 3,137 of 7,029 or 44.62% of the learners tested were Full Refreshers. These learners cannot read a single word accurately in the time frame given and need full intervention.

Meanwhile, in the conduct of the Philippine Informal Reading Inventory (Phil-IRI) in Filipino for Grades 3-6, 52.10% or 5,152 of 9,888 test takers got 13 and below in the Group Screening Test (GST); in English for Grades 4-6, 64.74% or 5,034 of 7,775 got 13 and below in the GST; for Grades 7 to 10, 58.84% or 5,703 of 9,691 test takers got 18 and below; and for Grades 11 to 12, 44.06% or 1,313 of 2,980 test takers got 18 and below. Learners in the elementary who got a GST score of 13 and below and learners in the secondary who got a GST score of 18 and below need to undergo further assessment for they were experiencing difficulty reading at-level text and, therefore, need interventions.

On the other hand, the results in the pretest administration of the Enhanced Regional Unified Test (E-RUNT) for the SY 2022-2023 revealed that the number of non-numerates for the elementary (Grades 2-6) is 34.93% or 4,287 of 12,272 and for the secondary (Grades 7-11) is 60.42% or 6,163 of 10,201 test takers.

B. Specific Objectives

Specifically, this literacy and numeracy road map is aimed at:

1. identifying struggling readers and non-numerates;
2. developing contextualized and quality-assured literacy and numeracy instructional materials to address the learners' difficulties in all grade levels;
3. employing appropriate literacy and numeracy strategies and activities that would address differentiated learning styles; and
4. developing love for math and reading among learners.

C. Strategies

The delivery of quality and relevant basic education services to all learners in the Division has never ceased.

According to Dina Ocampo, former DepEd Literacy Coordinating Council Officer In-charge, "It is through literacy that one is empowered to interact in his community and realizes his worth, what he can do and eventually make him do things that contribute to sustainable development of his society." By encouraging reading among children who can do so, and focusing on providing educational support to those who cannot, we can take small, yet impactful steps towards combating non-literates during and after the COVID-19 challenging time.





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Varied efforts have been exerted by schools to address the literacy and numeracy concerns, such as creating learning space at home - the study nook, conducting home visitation to the struggling learners to aid them in studying their lessons in the SLMs as remedial instruction form part of the BE-LCP's strategies. These endeavors support DepEd's Brigada Pagbasa, a program under Brigada Eskwela which highlights its implementation to promote literacy and numeracy through the help of DepEd partners and volunteers.

To equip the K to 3 teachers with basic skills and strategies for effective learning delivery, the Division has rolled-out Early Language Literary and Numeracy Digital (ELLND) through the School Learning Action Cells with 16 sessions in 32 elementary schools conducted from January to July of 2022.

When in-person classes resumed, all these were followed-up in the classrooms through the provision of remedial and intervention activities to make sure that no child will be left behind when it comes to the acquisition of the needed skills in literacy and numeracy.

Under the Division Banner Program **Silay VICTORS** are the Division Literacy and Numeracy Banner Programs, namely: **LIGHT** (Literacy Initiatives... Gateway to Holistic Transformation) for English, **BaMMMBu** (Batang Matatas May Magandang Bukas) for Filipino, and **Math-TUToMS** (Teaching and Understanding Theories/Techniques of Mathematics to make every Silaynon learner a champion) for Mathematics.

These Division Literacy and Numeracy Banner Programs as well as the schools' literacy and numeracy banner programs are all aligned to their respective Regional Learning Area Banner Programs and are tasked to look into their schools' literacy and numeracy status.

LITERACY

Teachers were equipped with skills and strategies during the conduct of the ELLND 16 SLAC sessions in January to July 2022 and the *Bawat Bata Bumabasa (3Bs) Pansangay na Paglulunsad ng Pagtuturong Panliterasi (Antas ng Elementarya)* on December 6-8, 2022 to teach learners the 14 language domains, namely:

1. **Oral Language:** the system through which we use spoken words to express knowledge, ideas, and feelings to communicate with each other
2. **Phonological Awareness:** refers to the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language; ability or skill to hear, identify, and manipulate sounds of speech
3. **Book and Print Knowledge:** refers to understanding of some basic concepts about books and print
4. **Alphabet Knowledge:** refers to the knowledge of individual letter names, sounds, and shapes
5. **Phonics and Word Recognition:** the connection of different sounds with different letters, or different groupings of letters to help students develop the ability to 'read by sight'
6. **Fluency:** the ability to read with speed, understanding, and accuracy which allows us to 'follow' a text, picture its descriptions, and hear the auditory expression of words in our heads even when reading silently and is closely tied to comprehension
7. **Spelling:** refers to the process or activity of writing or naming the letters of a word



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8. **Writing and Composing:** formulating ideas into texts and representing them in the conventional orthographic patterns of written language
9. **Grammar Awareness and Structure:** refers to the knowledge on the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics and the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.
10. **Vocabulary Development:** refers to the words we must understand to communicate effectively
11. **Reading Comprehension:** refers to the ability to read text, process it and understand its meaning
12. **Listening Comprehension:** the ability to make sense of spoken language which involves several processes like recognizing speech sounds, understanding what words mean, understanding sentence structures, and making sense of what is heard
13. **Attitudes towards language, literacy, and literature:** refers to having a sense of being a reader, and developing individual choices and tastes for texts to read for various purposes, such as for learning or for pleasure
14. **Study Strategies:** refer to figuring out not just what to study but also how to study

Suggested approaches:

- Oral Graphic Symbolic Language (OGSL)
- Fuller Approach or Word Families
- Marungko Approach
- Phono-Syllabic Approach
- Four-Pronged Approach
- Higher Order Thinking Skills (HOTS)

Suggested strategies:

- Rhyming games
- Flexiwords
- Phonics hopscotch
- Guess the word
- Word mix up
- Phoneme isolation, identity, categories, blending, and deletion
- Word of the day
- Creative writing
- Class glossary
- Opposites attract
- Vocab bookmarks
- Teacher modeling
- Phrase identification
- Choral and paired reading
- Using audiobooks
- Drawing
- Questioning
- Encouraging reflection
- Making connections
- Making reading a habit



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Others suggested activities:

- Silent Reading: recreational reading or silent reading
- Storytelling: providing story with basic structure and drawing in audience
- Thematic Reading: use of novels of varying reading levels centered around a particular theme
- Read Aloud: develops listeners interest in books and desire to be a reader
- Book Talk: short presentation about a book with the goal of convincing others to read it
- Classroom-based Reading Activities: games that encourage instruction, team spirit, creative expression
- Digital Storytelling: use of story and digital media
- Word for the Week: expands students' vocabulary, reading, and writing skills
- 5-minute Habit: taking up vocabulary words (in all learning areas) embedded in the lesson of the day before the start of the class
- Reading Intervention: provides additional strategies and activities to boost reading skills in the areas of decoding, comprehension, and fluency for struggling readers
- Literacy Instruction Program: helps the students learn the skills for academic success
- Home Reading Report: report that a student who is learning English writes
- Read-a-thon: a contest conducted to determine the best individual and team readers among elementary and secondary learners

NUMERACY

MathCHAMPS Tutorial Services were also intensified not only in schools but also in different barangays. The conduct of the 5-minute habit for math activity and the utilization of intervention materials to enable learners to practice and develop their speed, accuracy, and computational skills were also done.

The development of basic numeracy skills of learners on different operations of whole numbers that would include addition, subtraction, multiplication, and division of the following: one by one digit, one by two digit and two by two-digit number. In high school the focus will be operation of integers and problem solving for the senior high school.

Suggested approaches and strategies:

- 5-minute habit in performing operation orally
 - Use of math counters in teaching basic operations
 - Use of window card to develop learners speed and accuracy in performing basic operations.
 - Use of group dynamics in teaching math
 - Use of whiteboard wall to motivate learners
 - Peer coaching among learners
 - Provide hands-on activity
 - Use visuals or images to arouse student interest in learning
 - Show and tell activity
-



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D. Expected Output

- Increased learners' awareness on the importance of literacy and numeracy
- Encouraged learners' involvement to the remedial and intervention activities
- Capacitated and guided teachers on the incorporation of the varied literacy and numeracy remediation and intervention activities and strategies to learners
- Activated participation of parents, stakeholders, and partners in support to the schools' literacy and numeracy programs
- Implemented school literacy and numeracy programs
- Kept track learners' literacy and numeracy progress
- Motivated school heads and teachers on the implementation and sustainability of the innovations
- Improved learners' performance in all learning areas

E. Persons Involved

- Teachers
- School Heads
- Division Field Technical Assistance Team (DFTAT):
 - *Chief Education Supervisors
 - *Education Program Supervisors in English, Filipino, and Mathematics
 - *CID EPSs (Science, Math, Aral. Pan., TVE/TLE, ESP, Kindergarten)
 - *Public Schools District Supervisors
 - *SGOD Personnel (EPS, SEPS, EPS II, PDO I and II, SHNU)
- Division and School Librarians
- Division LR Team
- Assistant Schools Division Superintendent
- Schools Division Superintendent

F. Timeline

| ACTIVITY | TIME FRAME |
|--|--|
| BOSY and EOSY Conduct of CRLA, Phil-IRI, and E-RUNT | First and last 2 months of the School Year |
| Analysis of the Results of Assessments | |
| Implementation of Remediation and Intervention Activities | 3 rd to 8 th month of the SY |
| Monitoring and evaluation on the conduct of assessments, learners' progress, and effectiveness of the implemented remediation and intervention strategies and activities | Monthly |
| Conduct of Classroom Observations (including the noting down of areas for improvement on the teachers' strategies and activities pertaining to literacy and numeracy) | Monthly |
| Preparation, Development, and Quality Assurance of contextualized materials (Literacy and numeracy) for use of learners | Year round |





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| | |
|---|--|
| aligned to their profile | |
| Conduct of timely and accurate feedback from the result of the monitoring | After every scheduled and on-the-spot monitoring |
| Analysis and dissemination of the results of the literacy and numeracy monitoring | Quarterly every PIR |
| Capacity Building of Teachers on the Conduct of Remediation and Intervention Strategies and Literacy and Numeracy Interventions | Year-round |
| Conduct of Award and Recognition to teachers and schools with 100% literacy and numeracy rate | Yearend |

IV. SUSTAINABILITY

- Keeping up the Monitoring and Evaluation, Technical Assistance, and Quality Assurance to schools, teachers, and learning resources to guide the schoolheads in addressing the literacy and numeracy needs of schools
- Conducting of Monthly Interface to disseminate updates, report progress on the school literacy and numeracy programs, and note down and communicate concerns of teachers and schools on the implementation of the aforesaid programs
- Conducting analysis of results and collaborating the designed interventions of the division to schools
- Initiating Professional Development Programs from the assessed needs of teachers for them to be capacitated and motivated to share and practice their learnings inside the classroom
- Crafting of M&E Tools to better gauge the implementation of the schools' literacy and numeracy programs, projects, and activities
- Communicating the literacy and numeracy findings of schools to the DepEd partners and stakeholders in the community (LGU and NGOs) for them to develop genuine passion and commitment to support the schools in their varied needs, may those be material, financial, or in form of services

V. BUDGETARY REQUIREMENT

A. Utilization of MOOE

| PROGRAM | SOURCE OF FUND | INDICATIVE TIMELINE | BUDGET |
|---|----------------|---------------------|----------|
| Orientation-Workshop on the Development and Quality Assurance of Contextualized Materials for Literacy and Numeracy Remediation and Intervention Activities | HRTD | 3rd Quarter | P150,000 |
| Professional Development Programs | HRTD | Every Quarter | P300,000 |





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| | | | |
|--|-----|-----------|----------|
| on Literacy and Numeracy | | | |
| Award and Recognition of the schools/teachers/schoolheads for the 100% literacy and numeracy rates | LGU | End of SY | P250,000 |

B. Partnership

In support to the literacy and numeracy road map of the Schools Division of Silay City, the following are the identified and potential partners/stakeholders:

| PARTNER | SUPPORT |
|---|--|
| LGU Silay City | SLMs Printing Materials for Learning Modules Transistor Radio for Pupils/Students on RBI modality |
| BPI Foundation | Printers & Bond paper |
| DYAF-CMN Radyo Totoo 1143 Khz | Free RBI Airtime |
| Brgy Capt. Helmer T. Pobar | School Supplies and manpower |
| 79 th Infantry Battalion, Philippine Army and Javines Family | Printers and Bond paper |
| USAID ABC+ Project | Conduct Training for Teachers and Instructional Leaders in Reading Program and Supply of Reading Materials |
| Security Bank Foundation Inc. | 2-storey, 4-Classroom Building |
| National Dairy Authority | Milk Feeding Supply for Schools |
| LBC Foundation | Hygiene Kits, Reading Materials and School Supplies |

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