





Republic of the Philippines
Department of Education
REGION IX
SCHOOLS DIVISION OF DAPITAN CITY

DIVISION MEMORANDUM

No. 255, s. 2021

TO: CID/SGOD Chiefs
Education Program Supervisor English
Public Schools District Supervisors
Elementary/Secondary School Heads
Elementary/Secondary School Teachers
This Division

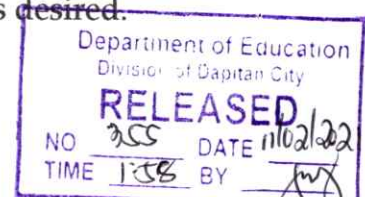
FROM:  **FELIX ROMY A. TRIAMBULO, CESO V**
Schools Division Superintendent 

SUBJECT: **SEARCH FOR MOST EFFECTIVE SCHOOL IMPLEMENTERS OF THE ZEAL FOR PROGRESS IN READING**

DATE: November 2, 2021

1. Pursuant to Regional Memorandum No. 443, s. 2021 re: Regional Search for Most Effective School Implementers of the Zeal for Progress in Reading which is anchored to DepEd Memorandum No. 173, s. 2020 entitled Hamon: Bawat Bata Bumabasa (3Bs) and with reference to the 2021 Pambansang Buwan at Araw ng Pagbasa, the division through the Curriculum Implementation Division (CID) shall conduct the Division Search for Most Effective School Implementers of the Zeal for Progress in Reading.
2. The division shall recognize and feature most effective 3Bs initiatives or programs for the past two school years 2019 - 2020, and 2020 - 2021, and of the present school year.
3. Each district shall submit their Top 1 school for the elementary while all secondary schools shall submit their documents for division ranking on or before November 23, 2021. (See Enclosure A for the general and specific guidelines)
4. Participating schools shall submit to the division the hard copy and scanned copy of their pertinent documents based on the criteria for the said search. (See Enclosure B for the criteria)
5. Wide and immediate dissemination of this Memorandum is desired.

CID-English -jd



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Website: www.depeddapitan.net **Email Address:** dapitancity@deped.gov.ph



Republic of the Philippines
Department of Education
 REGION IX
 SCHOOLS DIVISION OF DAPITAN CITY

Enclosure A General and Specific Guidelines

General Guidelines

1. The Search is open to all public elementary and secondary schools in the City Schools Division.
2. Each district through an Endorsement Letter shall submit their Top 1 while the secondary schools shall automatically submit their documents to be evaluated by the division evaluators.
3. A committee will be formed in the SDO to constitute the Screening and Evaluation Committee who will evaluate the documents of each of the entries.
4. Only schools endorsed by the PSDS/Secondary School shall be considered as official entries to the competition.
5. Participating schools shall submit the **hard copy and scanned copy** of their **School Reading Portfolio** as to their official documents for the Evaluation Process. Moreover, they shall also provide multimedia presentation of their reading program capturing the highlights and milestones of said program. A minimum of two minutes and a maximum of three minutes will be allotted for the video.
6. School Reading Status for Filipino and English for the past two school years shall be included in the submission. Please follow the template below.

GRADE LEVEL	ENROLMENT	PUPILS TESTED		FRUSTRATION		INSTRUCTIONAL		INDEPENDENT		NON-READER	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST

7. In submitting the reading portfolio kindly include this template for easy understanding of the program.

GOAL	
What vision is the program /project trying to achieve in relation to the issue presented above?	
OBJECTIVES	
How has the program/project achieved the goal? What measures were used to evaluate the success of the program/project?	
Objectives *Equip learners with reading skills to make them proficient and independent readers in their grade level; *Capacitate teachers to become effective reading teachers; and *Nurture a culture of reading in schools, communities, and various levels of governance in DepEd central, regional and division offices.	Success Indicators *Increased number of learners who read at independent level at the end of the school year *Number of teachers capacitated to become effective reading teachers out of the total in the school *Number of volunteer reading teachers from the community *Financial and other materials received to implement the initiative *Research projects undertaken relative to the 3Bs Initiative





Republic of the Philippines
Department of Education
REGION IX
SCHOOLS DIVISION OF DAPITAN CITY

Specific Guidelines

1. Learners from grades 1 to 6 in the case of the elementary and 7 to 12 in the secondary should be captured in the School Reading Portfolio. For integrated schools, the entire grade levels that the school is offering shall also be captured and be part of the elementary group. For stand-alone Senior High School, all SHS learners shall be captured and be part of the secondary group.
2. Conduct of a reading test to validate the comprehension level of learners stipulating the guidelines to follow on a separate memorandum based on the region.
3. The division will select Top 5 for the elementary and secondary levels to be forwarded to the region on November 26, 2021, as the division entry.
4. The categories for this search shall be as follows:
 - a. Most Effective School Implementers of the Zeal for Progress in Reading - Elementary
 - b. Most Effective School Implementers of the Zeal for Progress in Reading - Secondary
 - c. Special Award on Biggest Generated Support for reading from stakeholders
 - d. Special Award on Capacity Building on reading provided to teachers and parents
 - e. Special Award on Researches implemented for reading
5. Winners will be announced during the Flag Raising Ceremony.



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Enclosure B. Criteria of the Competition

- a. Percentage of learners who read at the instructional level and independent levels at the end of the school year
- b. Support from stakeholders in terms of volunteer work or financial/material resources
- c. Capacity-building provided to teachers and parents/guardians
- d. Quality of researches undertaken while implementing the reading intervention
- e. Plus points (awards and recognition provided, inclusion of technology in the program, and other motivating features on reading)

RUBRICS FOR POST READING EVALUATION 2019-2021

Components	Success Indicators	Percentage	Rubrics				
			5 points	4 points	3 points	2 points	1 point
A. Percentage of learners who read at the instructional level and independent levels at the end of the school year	PHIL IRI Comparative Data with graphical presentation (MTBMLE, Filipino, English)	20%	No Frustration	20% frustration of the total population	30% frustration of the total population	40% frustration of the total population	50% frustration of the total population
	Validation of Comprehension	20%	5 points Class Proficiency 81% up	4 points Class Proficiency 76 - 80% up	3 points Class Proficiency 75% up	2 points Class Proficiency 70 - 74% up	1 point Class Proficiency below
B. Support from stakeholders in terms of volunteer work or financial/material resources	No. of volunteers (Internal/external) involved in the reading program	15%	5 points 50% of the total population	4 points 40% of the total population	3 points 30% of the total population	2 points 20% of the total population	1 point 10% of the total population
	Financial/Material Resources		5 points Php 50,000 up	4 points Php 40,000 to 49,000	3 points Php 30,000 to 39,000	2 points Php 20,000 to 29,000	1 point Php 10,000 below
C. Capacity building provided to teachers and parents/guardians	SLAC/Training – three years back with activity design, pictures, attendance sheet, SLAC minute, and action plan	20%	5 points 10 and above	4 points 8 to 9	3 points 6 to 7	2 points 4 to 5	1 point 3 and below
D. Quality of researches while implementing the reading interventions	Action Research	15%	5 points Applied full-blown	4 points Full-blown	3 points Conducted with certificate of presentation / acceptance	2 points Approved proposal	1 point Title proposal
E. Plus points (awards and recognitions provided, inclusion of technology in the program, and other motivating features on reading)	No. of significant features/activities / programs to promote reading	5%	95-100% implemented features	90-94% implemented features	85-89% implemented features	80-84% implemented features	79% implemented features





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Department of Education
REGION IX
SCHOOLS DIVISION OF DAPITAN CITY

Additional points to consider for an effective reading program:

A. reading Program:

1. nurtures proficient readers through systematic and continuous literacy instruction of the six elements of reading: oral language, phonological awareness, phonics, vocabulary, fluency and comprehension;
2. contributes to improved student achievement based on scientific evidences;
3. drives reading researches and not ideology;
4. emphasizes direct, systematic, intensive, and sustained reading instruction and/or intervention;
5. makes effective use of instructional time, provides multiple reading opportunities, and employs a variety of reading assessments (Schaser, nd);
6. makes use of wide-range of quality-assured reading instruction and intervention materials, either in print or in digital formats;
7. initiates teacher professional development activities and then. Sustained through continuous school-based LAC throughout the school year;
8. makes use of empirical data through regular monitoring and evaluation to guide its implementation;
9. builds on the whole school community's commitment to the integrity of the program's instructional approach and materials;
10. requires school-wide buy-in before its implementation and is strongly supported and advocated by internal and external stakeholders through linkages and partnerships.

Enclosure C. Timeline of the Reading Month

ACTIVITY	DATE
11. Submission of Top 1 per district and secondary school pertinent documents to the SDO	November 25, 2021
12. Submission of SDO Endorsement Letter to the RO9	November 26, 2021



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REFERENCE SLIP

Duration: _____ Response Time: 10/21/2021
Date Received: _____ Revisions: _____

TO: <input type="radio"/> ASDS <input type="radio"/> HRMPSB <input checked="" type="radio"/> Chief-CID <input type="radio"/> EPS <input type="radio"/> Chief-SGOD <input type="radio"/> BAC Chair or Secretariat <input type="radio"/> AO V – Admin Section <input type="radio"/> AO V – Budget <input type="radio"/> Accountant III <input type="radio"/> AO IV-Personnel/Records <input type="radio"/> Records Asst. Designate <input type="radio"/> Payroll In-Charge Designate <input type="radio"/> AO-Cash/Supply <input type="radio"/> Supply Asst. Designate <input type="radio"/> Planning Officer/Legal <input type="radio"/> ITO <input type="radio"/> HRMO <input type="radio"/> SDS Secretary	FOR: <input type="radio"/> DISSEMINATION <input type="radio"/> GUIDANCE <input type="radio"/> INDORSEMENT <input type="radio"/> COMMENTS/STUDY/ RECOMMENDATIONS <input type="radio"/> REVIEW/VERIFICATION <input type="radio"/> SIGNATURE/COUNTERSIGN <input type="radio"/> COMPLETE STAFF WORK <input type="radio"/> INVESTIGATION/FACT-FINDING <input type="radio"/> TRAVEL ORDER PLEASE <input checked="" type="radio"/> HANDLE <input type="radio"/> ANSWER <input type="radio"/> FACILITATE <input type="radio"/> COMPLY <input type="radio"/> ATTEND <input type="radio"/> SEE ME
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[Signature]
FELIX ROMY A. TRIAMBULO, CESO V
Schools Division Superintendent



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OCT 28 2021

October 22, 2021

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Division of Dapitan City
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School Implementers of the Zeal for Progress in Reading

Memorandum No. 173, s. 2020 entitled *Hamon: Bawat Bata Bumabasa* 2021 Pambansang Buwan at Araw ng Pagbasa, the Department of Education - Zamboanga Peninsula through the Curriculum and Learning Division shall conduct the **Regional Search for Most Effective School Implementers of the Zeal for Progress in Reading** starting November 2 to December 10, 2021.

2. DepEd ROIX shall recognize and feature most effective 3Bs initiatives or programs for the past two school years 2019-2020, and 2020-2021, and of the present school year.
3. Each Schools Division Office (SDO) shall submit to the region their Top 5 schools in the elementary and secondary levels. (See Enclosure A for the general and specific guidelines)
4. Participating schools shall submit to the region the hard copy of their pertinent documents based on the criteria for the said search. (See Enclosure B for the criteria)
5. Winning schools per SDO shall be awarded in the second week of December 2021. (See Enclosure C for the timeline of the activity.)
6. All Schools Division Offices shall submit to this Office the multimedia presentation of their Division-wide reading interventions for record keeping and recognition purposes.
7. For more information, please contact the Regional ELLN Coordinator, **EPS Rodolf John T. Rodriguez** through this number 0946-001-3672 or e-mail at rodolfjohn.rodriguez001@deped.gov.ph cc. region9.clmd@deped.gov.ph.
8. Immediate dissemination of this memorandum is expected.

ORD-CLMD-RM 059 2021
RJTR

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[Signature]
DR. RUTH L. FUENTES, CESO V
Director III
Officer-in-Charge
Office of the Regional Director





Republic of the Philippines
Department of Education

REGIONAL OFFICE IX, ZAMBOANGA PENINSULA

RECORDS SECTION, REGIONAL OFFICE NO. IX

RELEASE
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OCT 28 2021

Office of the Regional Director

October 22, 2021

Regional Memorandum

No. 443 s.2021

To : **SCHOOLS DIVISION SUPERINTENDENTS**
Division ELLN Coordinators
School Heads/Principals
This Region

Regional Search for Most Effective School Implementers of the Zeal for Progress in Reading

1. In response to DepEd Memorandum No. 173, s. 2020 entitled *Hamon: Bawat Bata Bumabasa* (3Bs) and with reference to the 2021 Pambansang Buwan at Araw ng Pagbasa, the Department of Education Regional Office IX–Zamboanga Peninsula through the Curriculum and Learning Management Division (CLMD) shall conduct the **Regional Search for Most Effective School Implementers of the Zeal for Progress in Reading** starting November 2 to December 10, 2021.
2. DepEd ROIX shall recognize and feature most effective 3Bs initiatives or programs for the past two school years 2019-2020, and 2020-2021, and of the present school year.
3. Each Schools Division Office (SDO) shall submit to the region their Top 5 schools in the elementary and secondary levels. (See Enclosure A for the general and specific guidelines)
4. Participating schools shall submit to the region the hard copy of their pertinent documents based on the criteria for the said search. (See Enclosure B for the criteria)
5. Winning schools per SDO shall be awarded in the second week of December 2021. (See Enclosure C for the timeline of the activity.)
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8. Immediate dissemination of this memorandum is expected.

RH
DR. RUTH L. FUENTES, CESO V
 Director III *John R*
 Officer-in-Charge
 Office of the Regional Director

ORD-CLMD-RM 049 2021
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Republic of the Philippines
Department of Education
 REGIONAL OFFICE IX, ZAMBOANGA PENINSULA

Enclosure A. General and Specific Guidelines

General Guidelines

1. The Search is open to all public elementary and secondary schools in Region Office IX.
2. Each Schools Division Office (SDO), through an Endorsement Letter, shall submit to the region their Top 5 schools in the elementary and secondary levels.
3. A committee will be formed in the Regional Office to constitute the **Screening Committee** who will evaluate the documents of each of the entries.
4. Only schools endorsed by the SDOs shall be considered as official entries to the competition.
5. Participating schools shall submit the hard copy of their **School Reading Portfolio** as their official documents for the Evaluation Process. Moreover, they shall also provide the ROIIX, a multimedia presentation of their reading program capturing the highlights and milestones of said program. A minimum of two minutes and a maximum of three minutes will be allotted for the video.
6. School Reading status for Filipino and English for the past two school years shall be included in the submission. Please follow the template below.

GRADE LEVEL	ENROLMENT	PUPILS TESTED		FRUSTRATION		INSTRUCTIONAL		INDEPENDENT		NON-READER	
		PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
GRADE											

7. In submitting the reading portfolio, kindly include this template for easy understanding of the program.

Goal What vision is the program/project trying to achieve in relation to the issue presented above? 	
Objectives and Success Indicators How has the program/project achieved the goal? What measures were used to evaluate the success of the program/project? 	
Objectives <ul style="list-style-type: none"> • Equip learners with reading skills to make them proficient and independent readers in their grade level. • Capacitate teachers to become effective reading teachers; and • Nurture a culture of reading in schools, communities, and various levels of governance in DepEd - central, regional, and division offices. 	Success Indicators <ul style="list-style-type: none"> • Increased number of learners who read at independent level at the end of school year. • Number of teachers capacitated to become effective reading teachers out of the total in the school. • Number of volunteer reading teachers from the community. • Financial and other materials received to implement the initiative. • Research projects undertaken relative to the SBS Initiative.



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 REGIONAL OFFICE IX, ZAMBOANGA PENINSULA

Enclosure A. General and Specific Guidelines

General Guidelines

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5. Participating schools shall submit the hard copy of their **School Reading Portfolio** as their official documents for the Evaluation Process. Moreover, they shall also provide the ROIX, a multimedia presentation of their reading program capturing the highlights and milestones of said program. A minimum of two minutes and a maximum of three minutes will be allotted for the video.
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GRADE											

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How has the program/project achieved the goal? What measures were used to evaluate the success of the program/project?	
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Specific Guidelines

1. Learners from Grades 1 to 6 in the case of the elementary, and 7 to 12 in the secondary should be captured in the **School Reading Portfolio**. For integrated schools, the entire grade levels that the school is offering shall also be captured, and be part of the elementary group. For stand-alone Senior High School, all SHS learners shall be captured and be part of the secondary group.
2. ROIX will conduct a reading test to validate the comprehension level of learners. A separate memorandum stipulating the guidelines will be issued anent this.
3. ROIX will select Top 3 winners per SIDO and level. From among the Top 3 finalists, the Selection Committee will announce Top 3 overall winners per level.
4. The categories for this search shall be as follows:
 - a. Most Effective School Implementers of the Zeal for Progress in Reading – Elementary Level
 - b. Most Effective School Implementers of the Zeal for Progress in Reading – Secondary Level
 - c. Special Award on Biggest Generated Support for reading from stakeholders
 - d. Special Award on Capacity Building on reading provided to teachers and parents
 - e. Special Award on Researches implemented for reading
5. Winners will be announced through a Facebook Live and a memorandum.



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Specific Guidelines

1. Learners from Grades 1 to 6 in the case of the elementary, and 7 to 12 in the secondary should be captured in the **School Reading Portfolio**. For integrated schools, the entire grade levels that the school is offering shall also be captured, and be part of the elementary group. For stand-alone Senior High School, all SHS learners shall be captured and be part of the secondary group.
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 - a. Most Effective School Implementers of the Zeal for Progress in Reading – Elementary Level
 - b. Most Effective School Implementers of the Zeal for Progress in Reading – Secondary Level
 - c. Special Award on Biggest Generated Support for reading from stakeholders
 - d. Special Award on Capacity Building on reading provided to teachers and parents
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5. Winners will be announced through a Facebook Live and a memorandum.





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Enclosure B. Criteria of the Competition

a. Percentage of learners who read at the instructional level and independent levels at the end of the school year	40%
b. Support from stakeholders in terms of volunteer work or financial/material resources	25%
c. Capacity-building provided to teachers and parents/guardians	20%
d. Quality of researches undertaken while implementing the reading intervention	10%
e. Plus points (awards and recognitions provided, inclusion of technology in the program, and other motivating features on reading)	5%
TOTAL	100%

RUBRICS FOR POST READING EVALUATION 2019-2021

Components	Success Indicators	Percentage	Rubrics				
			5 points	4 points	3 points	2 points	1 point
A. Percentage of learners who read at the instructional level and independent levels at the end of the school year	Phi-IRI Comparative Data with graphical presentation (MTBMLE, Filipino, English)	20%	No Frustration	20% Frustration of the total population	30% frustration of the total population	40% frustration of the total population	50% of the total population
	Validation of Comprehension (Overall rating)	20%	Class Proficiency 81% up	Class Proficiency 76-80%	Class Proficiency 75%	Class Proficiency 70% - 74%	Class Proficiency below
B. Support from stakeholders in terms of volunteer work or financial/material resources	No. of volunteers (internal/external) involved in the reading program	15%	50% of the total population	40% of the total population	30% of the total population	20% of the total population	10% of the total population
	Financial/Material Resources		Php 50,000.00 up	Php 40,000-49,000	Php 30,000-39,000	Php 20,000-29,000	Php 10,000 below
C. Capacity building provided to teachers and parents/guardians	SLAC/Training – three years back with activity design, pictures, attendance sheet, SLAC minute, and action plan	20%	10 and above	8 to 9	6 to 7	4 to 5	3 and below



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 REGIONAL OFFICE IX, ZAMBOANGA PENINSULA

Enclosure B. Criteria of the Competition

- | | |
|---|-------------|
| a. Percentage of learners who read at the instructional level and independent levels at the end of the school year | 40% |
| b. Support from stakeholders in terms of volunteer work or financial/material resources | 25% |
| c. Capacity-building provided to teachers and parents/guardians | 20% |
| d. Quality of researches undertaken while implementing the reading intervention | 10% |
| e. Plus points (awards and recognitions provided, inclusion of technology in the program, and other motivating features on reading) | 5% |
| TOTAL | 100% |

RUBRICS FOR POST READING EVALUATION 2019-2021

Components	Success Indicators	Percentage	Rubrics				
			5 points	4 points	3 points	2 points	1 point
A. Percentage of learners who read at the instructional level and independent levels at the end of the school year	Phil IRI Comparative Data with graphical presentation (MTBMLE, Filipino, English)	20%	No Frustration	20% frustration of the total population	30% frustration of the total population	40% frustration of the total population	50% of the total population
	Validation of Comprehension (Overall rating)	20%	Class Proficiency 81% up	Class Proficiency 76-80%	Class Proficiency 75%	Class Proficiency 70% - 74%	Class Proficiency below
B. Support from stakeholders in terms of volunteer work or financial/ material resources	No. of volunteers (internal/external involved in the reading program)	15%	50% of the total population	40% of the total population	30% of the total population	20% of the total population	10% of the total population
	Financial/Material Resources		Php 50,000.00 up	Php 40,000-49,000	Php 30,000-39,000	Php 20,000-29,000	Php 10,000 below
C. Capacity building provided to teachers and parents/guardians	SLAC/Training – three years back with activity design, pictures, attendance sheet, SLAC minute, and action plan	20%	10 and above	8 to 9	6 to 7	4 to 5	3 and below





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D. Quality of researches while implementing the reading interventions	Action Research	15%	5 points	4 points	3 points	2 points	1 point
			Applied full-blown research	Full-blown	Conducted with certificate of presentation/acceptance	Approved proposal	Title proposal
E Plus points (awards and recognitions provided, inclusion of technology in the program, and other motivating features on reading)	No. of significant features/activities/programs to promote reading	5%	5 points	4 points	3 points	2 points	1 point
			95-100% implemented features	90-94% implemented features	85-89% implemented features	80-84% implemented features	79% implemented features

Additional points to consider for an effective reading program:

A Reading Program:

1. nurtures proficient readers through systematic and continuous literacy instruction of the six elements of reading: oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension;
2. contributes to improved student achievement based on scientific evidences;
3. drives reading researches and not ideology;
4. emphasizes direct, systematic, intensive, and sustained reading instruction and/or intervention;
5. makes effective use of instructional time, provides multiple reading opportunities, and employs a variety of reading assessments (Schacter, nd);
6. makes use of wide-range of quality-assured reading instruction and intervention materials, either in print or in digital formats;
7. initiates teacher professional development activities and then, sustained through continuous school-based LAC throughout the school year;
8. makes use of empirical data through regular monitoring and evaluation to guide its implementation;
9. builds on the whole school community's commitment to the integrity of the program's instructional approach and materials.
10. requires school-wide buy-in before its implementation and is strongly supported and advocated by internal and external stakeholders through linkages or partnerships.



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			5 points	4 points	3 points	2 points	1 point
D. Quality of researches while implementing the reading interventions	Action Research	15%	Applied full-blown research	Full-blown	Conducted with certificate of presentation/acceptance	Approved proposal	Title proposal
E Plus points (awards and recognitions provided, inclusion of technology in the program, and other motivating features on reading)	No. of significant features/activities/programs to promote reading	5%	95-100% implemented features	90-94% Implemented features	85-89% implemented features	80-84% implemented features	79% implemented features

Additional points to consider for an effective reading program:

A Reading Program:

1. nurtures proficient readers through systematic and continuous literacy instruction of the six elements of reading: oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension;
2. contributes to improved student achievement based on scientific evidences;
3. drives reading researches and not ideology;
4. emphasizes direct, systematic, intensive, and sustained reading instruction and/or intervention;
5. makes effective use of instructional time, provides multiple reading opportunities, and employs a variety of reading assessments (Schacter, nd);
6. makes use of wide-range of quality-assured reading instruction and intervention materials, either in print or in digital formats;
7. initiates teacher professional development activities and then, sustained through continuous school-based LAC throughout the school year;
8. makes use of empirical data through regular monitoring and evaluation to guide its implementation;
9. builds on the whole school community's commitment to the integrity of the program's instructional approach and materials.
10. requires school-wide buy-in before its implementation and is strongly supported and advocated by internal and external stakeholders through linkages or partnerships.





Republic of the Philippines
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REGIONAL OFFICE IX, ZAMBOANGA PENINSULA

Enclosure C. Timeline of the Reading Month

<i>Activity</i>	<i>Date</i>
1. <i>Submission of Top Five (5) schools in Elementary and Secondary per SDO responding to the Zeal for Progress in Reading</i>	<i>November 26, 2021</i>
2. <i>Monitoring, and Evaluation of Documents</i>	<i>November 29 – December 8, 2021</i>
3. <i>Announcement of Winners</i>	<i>December 9-10, 2021</i>



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