

Department of Education
Region VI-Western Visayas
DIVISION OF AKLAN
Arch. G.M. Reyes Street, Kalibo, Aklan

February 14, 2018


DIVISION MEMORANDUM

No. 075s. 2018

**GIVING FULL SUPPORT TO THE IMPLEMENTATION OF PROJECT
BSPB/B-PARDS (BRIGADA SA PAGBASA AT PAGBILANG:
PRODUCE-A-READER IN DISTRICT SCHOOLS)**

To: **Chief Education Supervisors
Education Program Supervisors/Coordinators
Senior Education Program Specialists
Public Schools District Supervisors/Principals-in-Charge of the District/
Head Teacher-in-Charge of the District
School Heads of Public and Private Schools
Other Personnel concerned**

1. This is to announce to the field the implementation of **Project BsPB/B-PARDS (Brigada sa Pagbasa at Pagbilang: Produce-A-Reader in District Schools)** as an initiative aimed to alleviate or minimize the incidence of non-readers and non-numerates in our Division this Calendar Year 2018.
2. This initiative is iterative and cyclical system towards learning improvement by following the process like **Assessment, Filtering and Remediation** as per enclosed guidelines on its administration, including images, Work Plan of Implementation and Working Committees and Assessment Templates for data-generation.
3. Education Program Supervisors and Public Schools District Supervisors, Principals-in-Charge of the District and Head Teacher-in-Charge of the District are enjoined to give your full support to this initiative by providing technical assistance to the related activities of the schools, data-retrieval and consolidation in the district offices; report for submission to the Division Office, c/o Dr. Dobie P. Parohinog, CID Chief **on or before March 15, 2018.**
4. Immediate and widest dissemination of this Memorandum is highly desired.


Dr. ERNESTO F. SERVILLON, JR., MNSA, CESO VI
Asst. Schools Division Superintendent
OIC, Office of the Schools Division Superintendent

Enclosure: as stated
Reference: Phil-IRI results
To be indicated in the Perpetual Index

The Filtering Process

Sand and Gravel Aggregate



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Fine Sand



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Filtering using the steel matting screen



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Process of Learning Improvement

Project BsPB/B-PARDS (Brigada sa Pagbasa at Pagbilang: Produce-A-Reader in District Schools) is an innovation for learning improvement with the following processes:

A. Assessment

A **pre-assessment** using the conventional Letter/Word Recognition will be administered to Grades 1-3 pupils in 19 districts of the Division of Aklan to determine how many are **non-readers**. In consonance with ECARP, 10-item words will be prepared by Grade Level; Grade 1 will be in Mother Tongue, Grade 2 will be in Filipino and Grade 3 will be in English. At least 75% of correct responses is desired, or otherwise below of which is a non-reader. For non-numerates, **10 Basic Facts** in Mathematics will be presented to get the level of recognition of the subjects. For Grade 1, 5-item numbers in addition and also, 5-item numbers in subtraction or a total of 10 will be prepared and will be continuously flashed at one second pacing. In Grade 2, 5-item numbers in addition, 5-item numbers subtraction and also, 5-item numbers in multiplication or a total of 15 will be flashed in front of each testtaker. In Grade 3, 5-item numbers in each or a total of 20 in addition, subtraction, multiplication and division will be flashed. Those who fall below 75% of the desired correct responses are non-numerates.

Consolidated data will be the basis of treatment for this project study.

After any intervention made by a reading teacher (regular or remedial), a **post assessment** shall be administered to determine its effectiveness, whether or not, there is an observable improvement; decrease in the number of non-readers and non-numerates, and also, decrease in the number of frustration group.

School Heads shall spearhead the reading and counting program, while Education Program Supervisors concerned and Public Schools district Supervisors shall have their regular monitoring and on-the-spot assessment to ensure higher school performance level.

B. Filtering

After the an individual or group assessment, there will be filtering to segregate readers from non-readers. The process is similar to the theory of "producing a fine sand out of aggregate sand and gravel," as shown in the attached picture. Here, proper orientation with the reading teacher is necessary for effectiveness and accuracy.

C. Remediation

After segregating segments of non-readers and non-numerates, a Reading Teacher or Mathematics Teacher shall prepare a schedule of remedial reading session. Here, it is important that parents support will be collaborated as to Parent's Consent and counterparting of resources needed.

In doing remediation sessions, a teacher shall have prepared indispensable teaching aid and learning materials which are appropriate to handle diverse learners. Different teaching approaches or strategies shall also be employed, following Bloomfield's Taxonomy of Learning. It is expected that the process is somewhat tedious but, the result will be reading improvement on a gradual pace.

After reading sessions, there will be another round of assessment, filtering and remediation... again and again, until non-readers are alleviated, if not totally eliminated.

Suggested Remediation Approaches:

1. Pop Word or Number Triad (Carousel system)
2. Lead Me Read My Word (Number)
3. Read Relay

Steps:

1. Teacher groups the learners into 3
2. Provide flashcards, then assign 1 as a leader
3. Allow to have rounds of reading
4. Teacher conducts assessment 1 hour before dismissal, morning or afternoon
5. Proper documentation for tracking

Reading Routine:

Monday - Mother Tongue
Tuesday - Filipino

Wednesday - English

Thursday - Mathematics

Friday - Writing