



DepEd Region V Initiatives on the Implementation of the Learning Recovery Plan

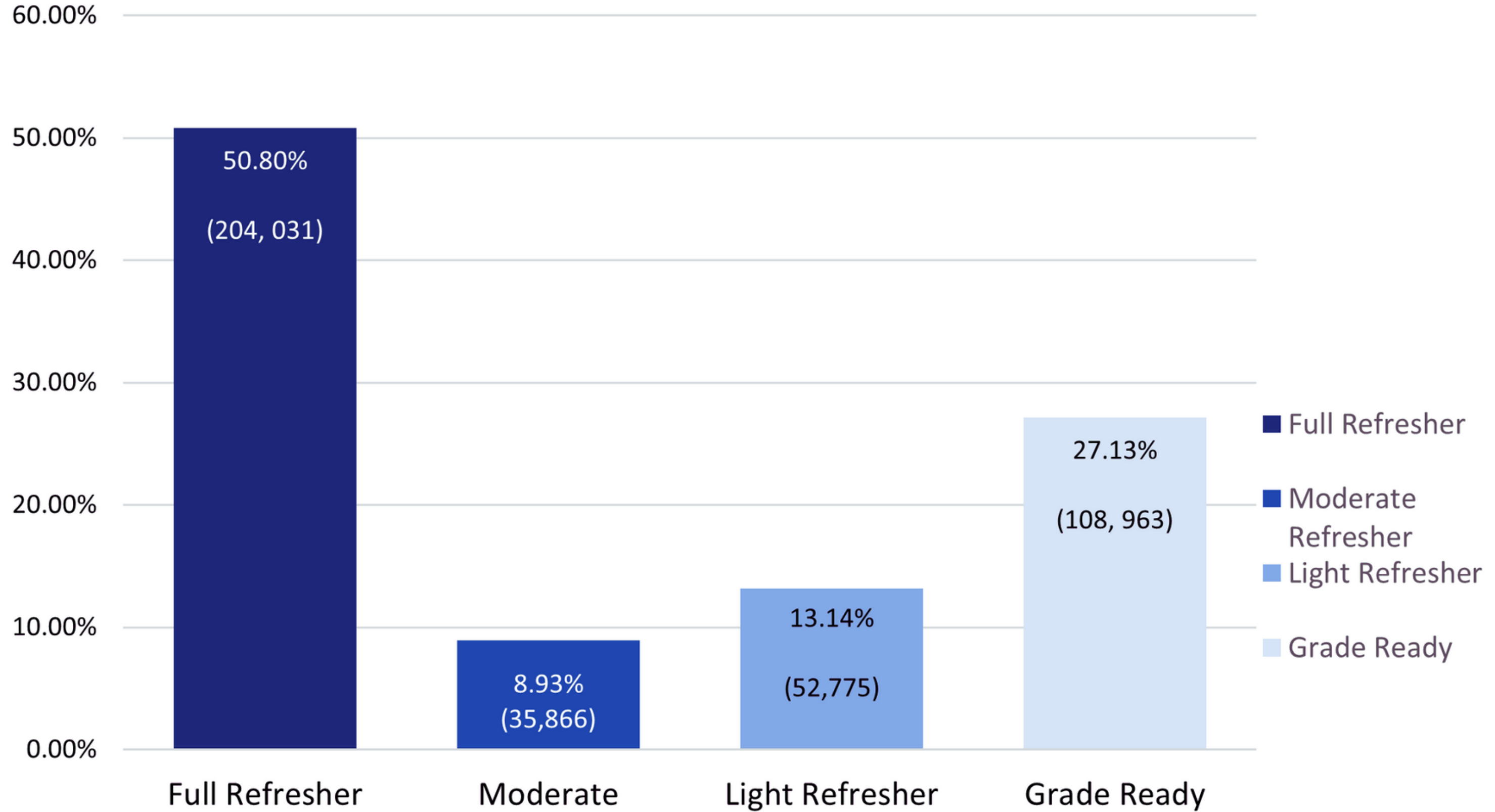
GILBERT T. SADSAD, CESO III
Regional Director



What was Region V's literacy and numeracy situation in SY 2021-2022, at least for Grades 1 to 3, who were the most vulnerable among our learners?

BOSY-CRLA (Literacy Assessment)

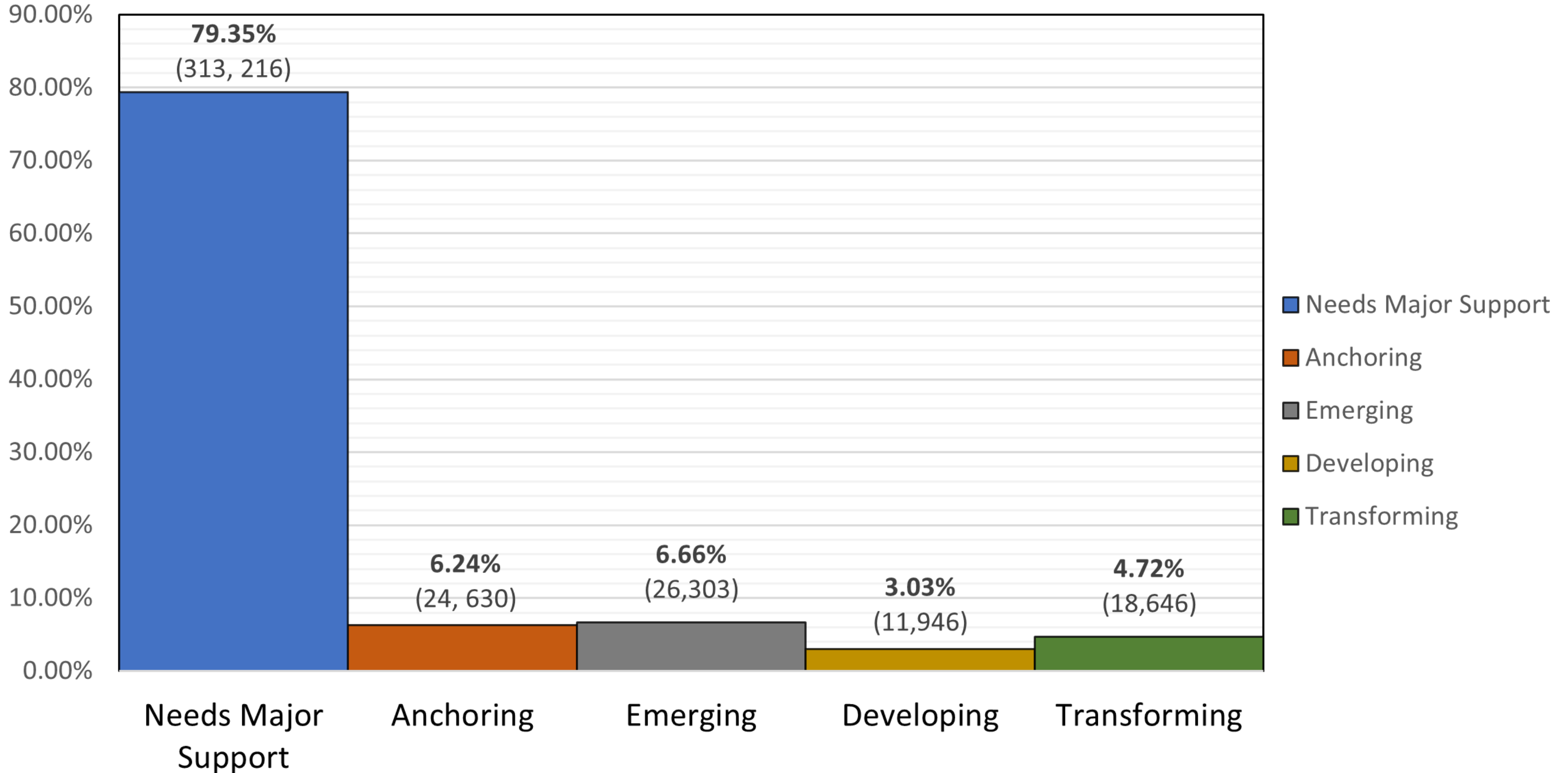
School Year 2021-2022



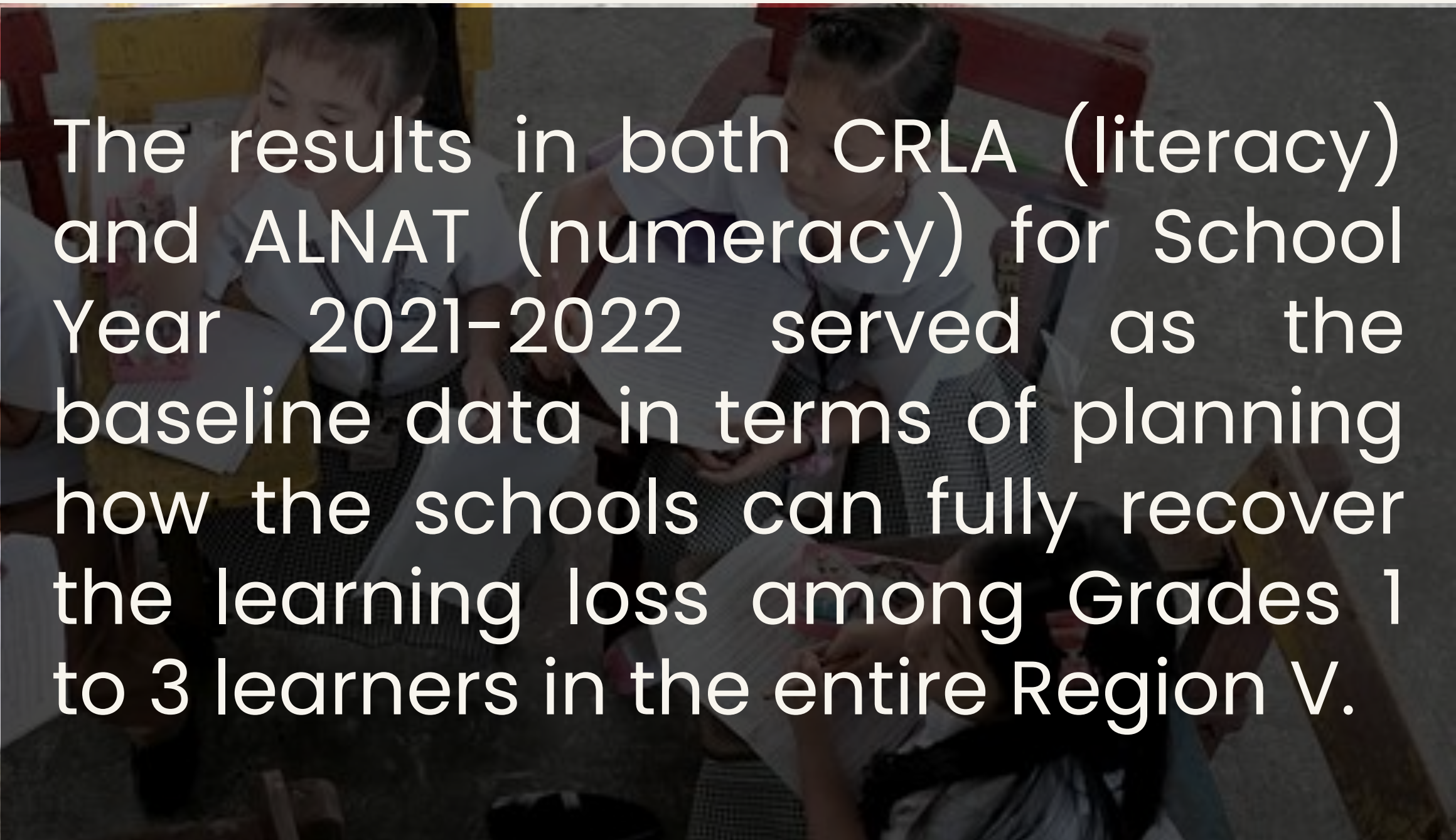
Grade 1: 132,441 Grade 2: 130,588 Grade 3: 138,606 Total: 401,635

EOSY-ALNAT (Numeracy Assessment)

School Year 2021-2022



Grade 1: 129,334 Grade 2: 128,047 Grade 3: 137,360 Total: 394,741



The results in both CRLA (literacy) and ALNAT (numeracy) for School Year 2021-2022 served as the baseline data in terms of planning how the schools can fully recover the learning loss among Grades 1 to 3 learners in the entire Region V.

Learning Recovery and Continuity Plan (LRCP)

Regional Offices are highly encouraged to implement a contextualized set of strategies and interventions as part of the Learning Recovery and Continuity Plan which shall focus on three key areas:

- a Learning remediation and intervention;
- b Socio-emotional functioning, mental health, and well-being; and
- c Professional development of teachers

R

RECOVERING for

A

CADEMIC ACHIEVEMENT by

I

MPROVING INSTRUCTION through

S

USTAINABLE

E

EVIDENCE-BASED LEARNING programs



RAISE

R5 Learning
Recovery
Plan



R5 Shared Vision

By 2025, we envision DepEd Region V as a learning organization that ensures every Bicolano learner in Key Stage 1 is a reader and numerate through the implementation of a responsive and data-driven Learning Recovery Plan. The Learning Recovery Plan aims to address the learning loss in Grades 1 to 3.

For this purpose, we endeavor to support comprehensive literacy and numeracy instructional programs of the 13 Schools Divisions through the development of a contextualized eight-week curriculum in Mother Tongue, Filipino, English and Mathematics in Key Stage 1 that also integrate social-emotional learning; and make available relevant and developmentally -appropriate learning resource materials that are designed to match the curriculum congruent to the actual skill levels of these cohort of learners and effectively responsive to their needs.

Furthermore, the Regional Office will support substantial and evidence-based instructional practices by building the capacity of teachers and leaders through relevant and tailor-fit professional learning. Ongoing monitoring and evaluation of the learning projects, programs and activities will be implemented to ensure attainment of the objectives. Finally, we will intensify collaboration with education stakeholders to build cohesive bridges to achieve learning recovery success.



Why does Region V Prioritize Learning Recovery?

1

To ensure that this generation of learners does not suffer a disadvantage in comparison to past and future generations

2

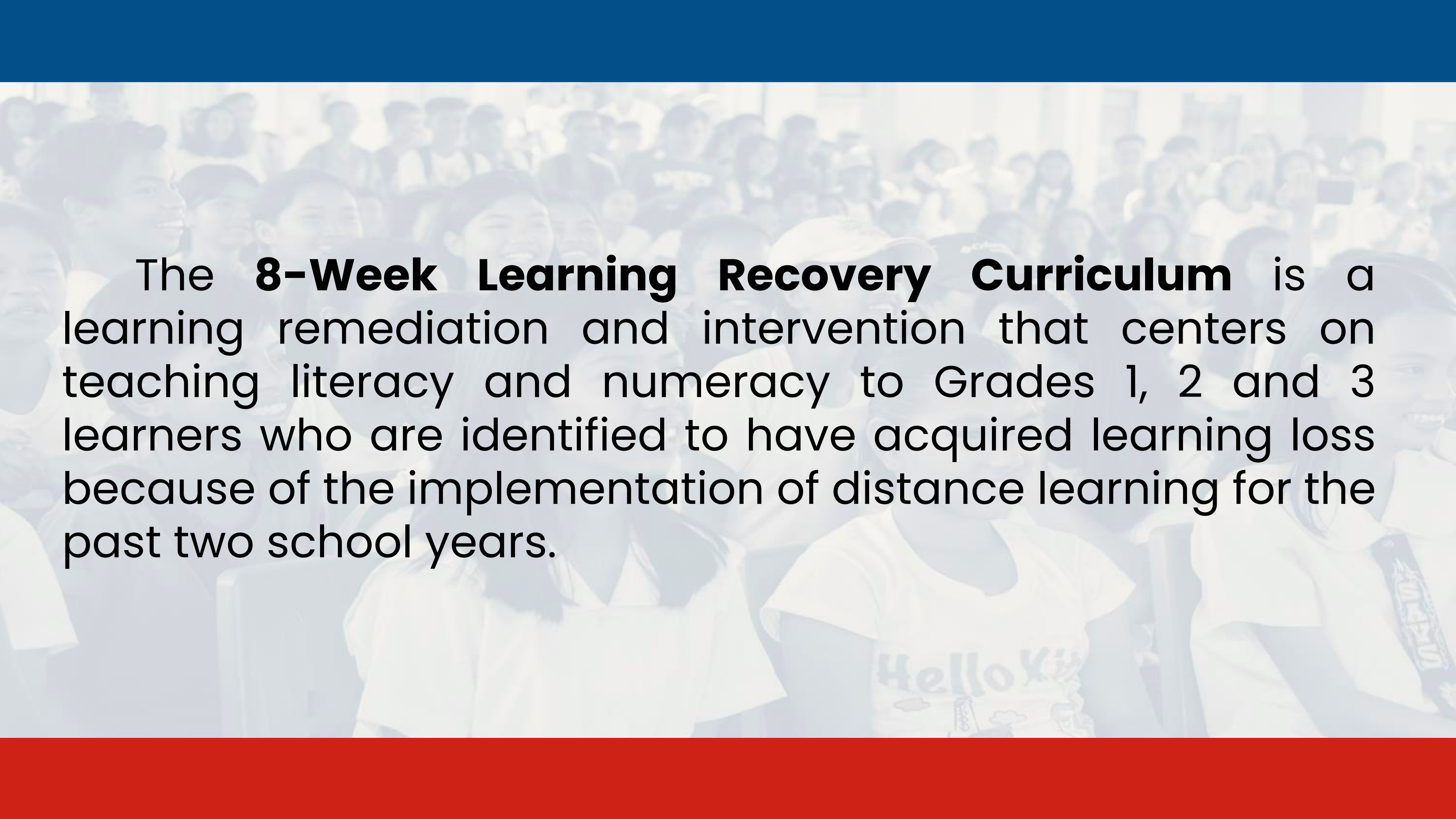
To ensure that this cohort of learners fully recovers learning lost during the pandemic

3

To prioritize remedial or accelerated education approaches to address challenges and get all learners to grade-level proficiency



8-Week Learning Recovery Curriculum



The **8-Week Learning Recovery Curriculum** is a learning remediation and intervention that centers on teaching literacy and numeracy to Grades 1, 2 and 3 learners who are identified to have acquired learning loss because of the implementation of distance learning for the past two school years.

Its features include the following:

- a lessons based on assessment;
- b balance between structured and unstructured activities;
- c ability groups with differentiated learning activities, and
- d pre-test and post-test.

Specific **literacy and numeracy** domains for 8 weeks of teaching and learning (no regular subjects are taught):

Literacy: alphabet knowledge/ phonological awareness, word recognition and phonics, reading comprehension and fluency, listening comprehension, and vocabulary

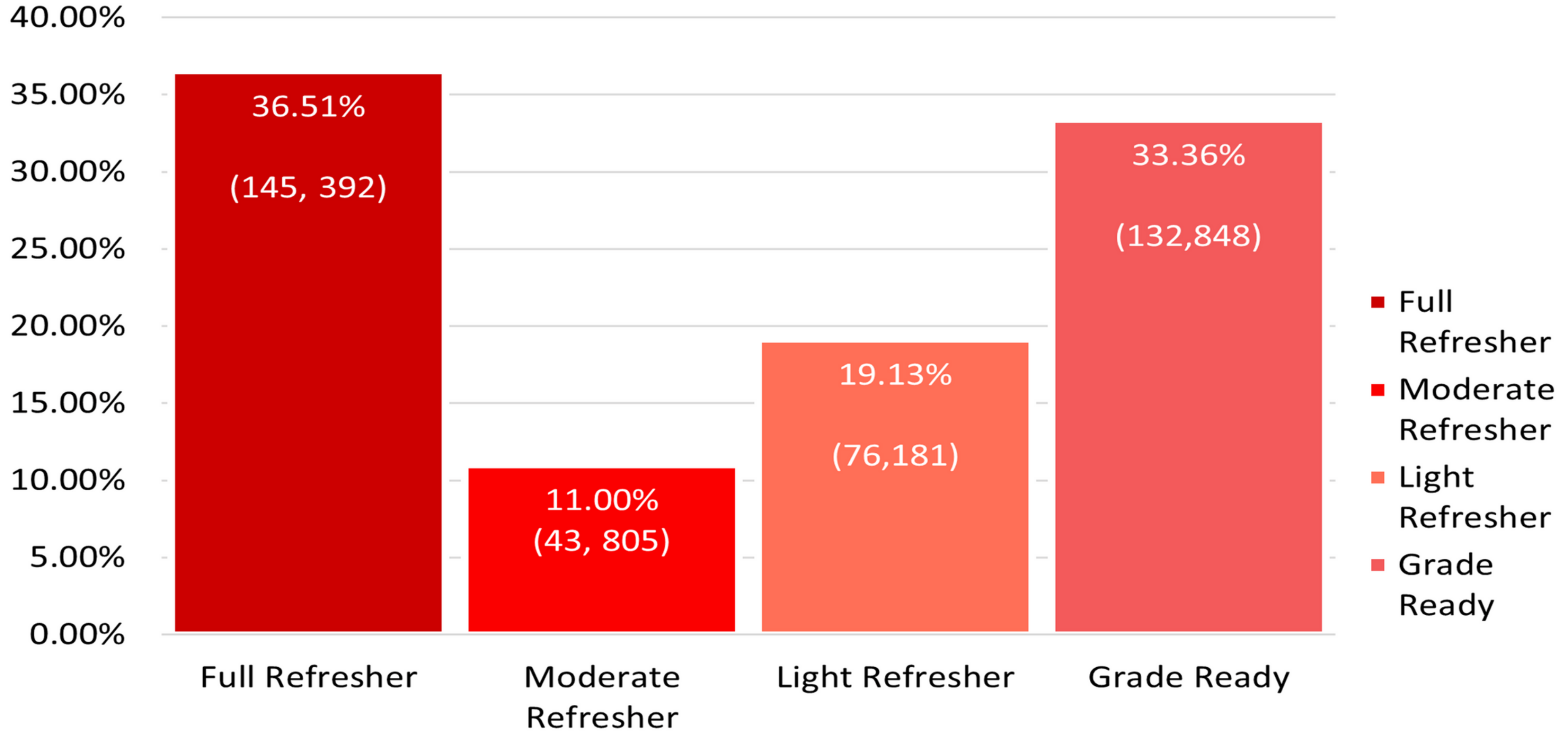
Numeracy: number sense, addition, subtraction, multiplication, and division

A photograph of a classroom full of students, all with their hands raised in the air, indicating an active learning environment. The students are seated at wooden desks, and the background shows a typical classroom setting with posters and a chalkboard. The image is overlaid with a semi-transparent white box containing the title text.

Literacy and Numeracy Assessment Results, SY 2022-2023

BOSY-CRLA (Literacy Assessment)

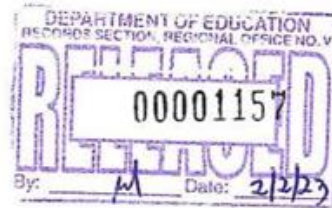
School Year 2022-2023



Grade 1: 135,083 Grade 2: 131,771 Grade 3: 131,372 Total: 398,226

TAKEAWAYS

- A substantial number of Grade 1 and Grade 2 learners are classified as needing full refresher after the intervention. They need immediate and continuing intervention.
- Learners classified as needing moderate refresher must also be given focus in continuing interventions because they barely coped with the lessons.
- Grade 3 learners who are not yet grade ready must be urgently addressed with appropriate intervention before they move to Grade 4.



February 1, 2023

REGIONAL MEMORANDUM
No. 12 s. 2023

GUIDELINES IN THE CONDUCT OF CONTINUOUS INTERVENTION PROGRAMS TO EARLY GRADE LEARNERS WITH DIFFICULTY IN READING AND NUMERACY

To : Schools Division Superintendents

- The implementation of the 8-Week Learning Recovery Curriculum to Grades 1 to 3 Bicolano learners from August-October 2022 this School Year 2022-2023 through the issuance of Regional Memorandum No. 104, s. 2022, re: *Policy Guidelines on the Implementation of the 8-Week Learning Recovery Curriculum in Region V*, was intended to introduce a contextualized curriculum to early grade learners that would ensure the recovery of foundational skills that were lost during the pandemic.
- Upon its culmination, school-based post-implementation assessment activities in the elementary schools were conducted to determine if the contextualized curriculum was able to address learning loss and close the gap from current skills to expected literacy and numeracy skills in Grades 1 to 3.
- These post-assessment activities that include Beginning-of-School-Year Comprehensive Rapid Literacy Assessment (BOSY-CRLA), Beginning-of-School-Year Albay Numeracy Assessment Tools (BOSY-ALNAT), and post-tests in Mother Tongue, English, Filipino and Mathematics, determined how well the early grade learners performed in the given interventions. Assessment results also informed the region, division and school authorities how far the targets have been achieved in literacy and numeracy skills' recovery.
- While the results reflected positive marks in terms of the acquisition of the foundational skills of the learners who have undergone the 8-Week Learning Recovery Curriculum, there is still a big percentage of early grade learners who still need **Full Refresher** in literacy and numeracy.
- For this reason, this Office enjoins all schools divisions to implement continuous intervention programs starting this School Year 2022-2023 to early grade learners with difficulty in the development of foundational skills in literacy and numeracy even after the implementation of the 8-Week Learning Recovery Curriculum. The Regional Office proposes three options with corresponding guidelines that the divisions can select from (*see Enclosure 1*).

Implementation of the intervention plan does not depend solely on the language and numeracy teachers, but to all the teachers in the school who are expected to take an active part in the planning, direct instruction and preparation of learning resources.

- Expenses relative to the implementation of the continuous intervention programs shall be charged against local funds, subject to the usual accounting and auditing rules and regulations.
- For immediate dissemination and strict compliance.


GILBERT T. SADSAD
Regional Director

Ed Order: (Nos. 034, s. 2022; 31, s. 2012)
Ed Memorandum No. 291, s. 2008
Regional Memorandum: (Nos. 104, s. 2022; 127 s. 2022)
in the Perpetual Index
the following subjects:

LEARNING RECOVERY PLAN INTERVENTIONS

the division is not on the need of the are crucial to the

d will be headed by specialists who will -driven, holistic and arly grade learners

aching the previous nd developing the arners should have it results and other

hat all early grade about the guidelines gram to ensure its

t supervisors and hey are expected to am. They are also p discussions and : practices and plan 'needed.

upport by the school ions to learners who nsure that teachers trative and finance- g personnel can be

efficiently carry out a of a cohesive and ly work together to sks relevant to the

Regional Memorandum No 12, s. 2023 : Guidelines in the Conduct of Continuous Intervention Programs to Early Grade Learners with Difficulty in Reading and Numeracy

Highlights of RM No. 12, s. 2023



Extended implementation of the 8-Week Learning Recovery Program

Implementation of a Division/School-based Intervention Program that focuses on early grade learners who still need Full Refresher in literacy and numeracy

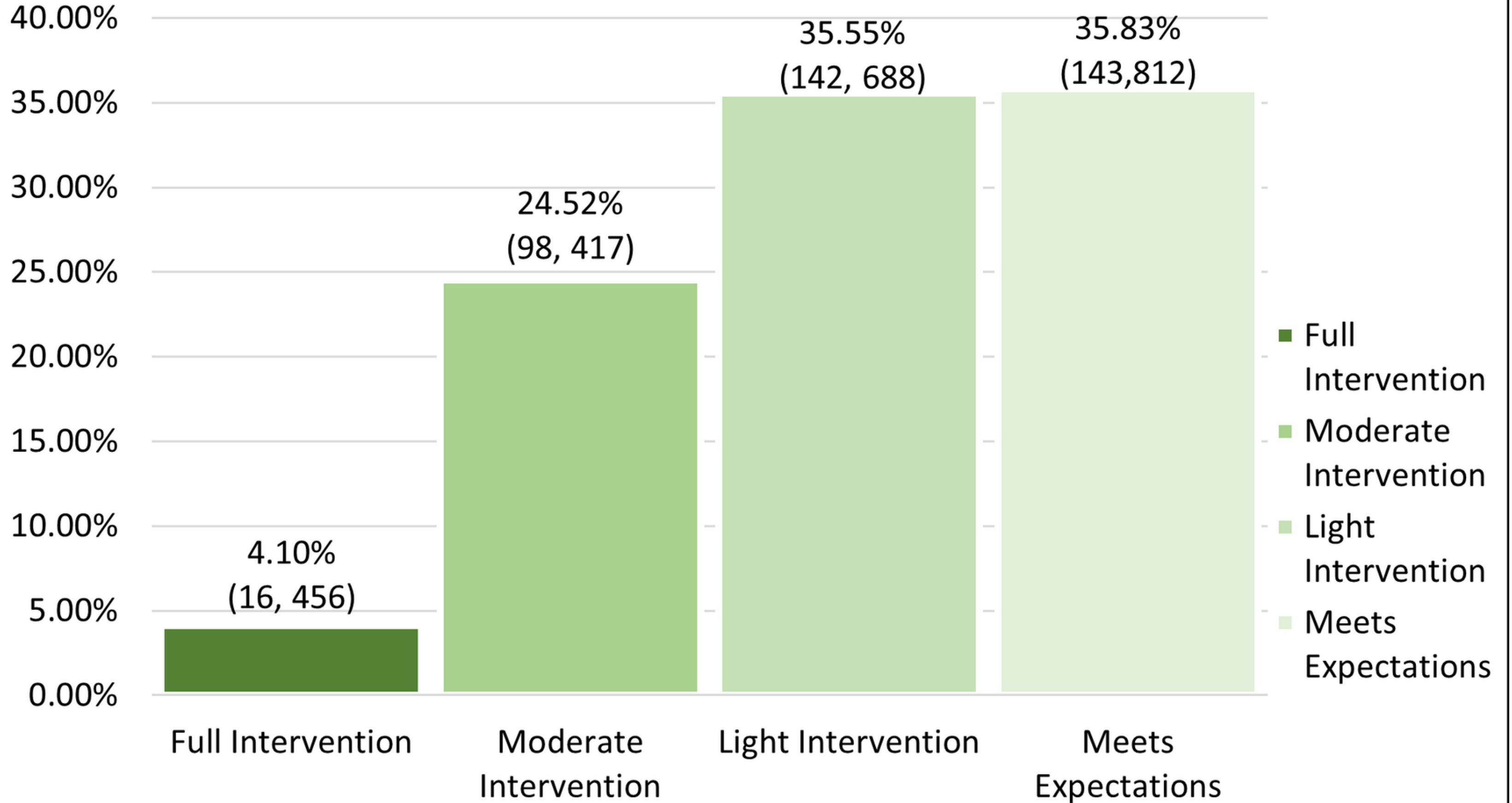
Three Options: Pull-out System, Integrated Curriculum, Program Intervention Outside Learning Time

Training and orientation of key players prior to implementation

Whole school approach

EOSY-CRLA

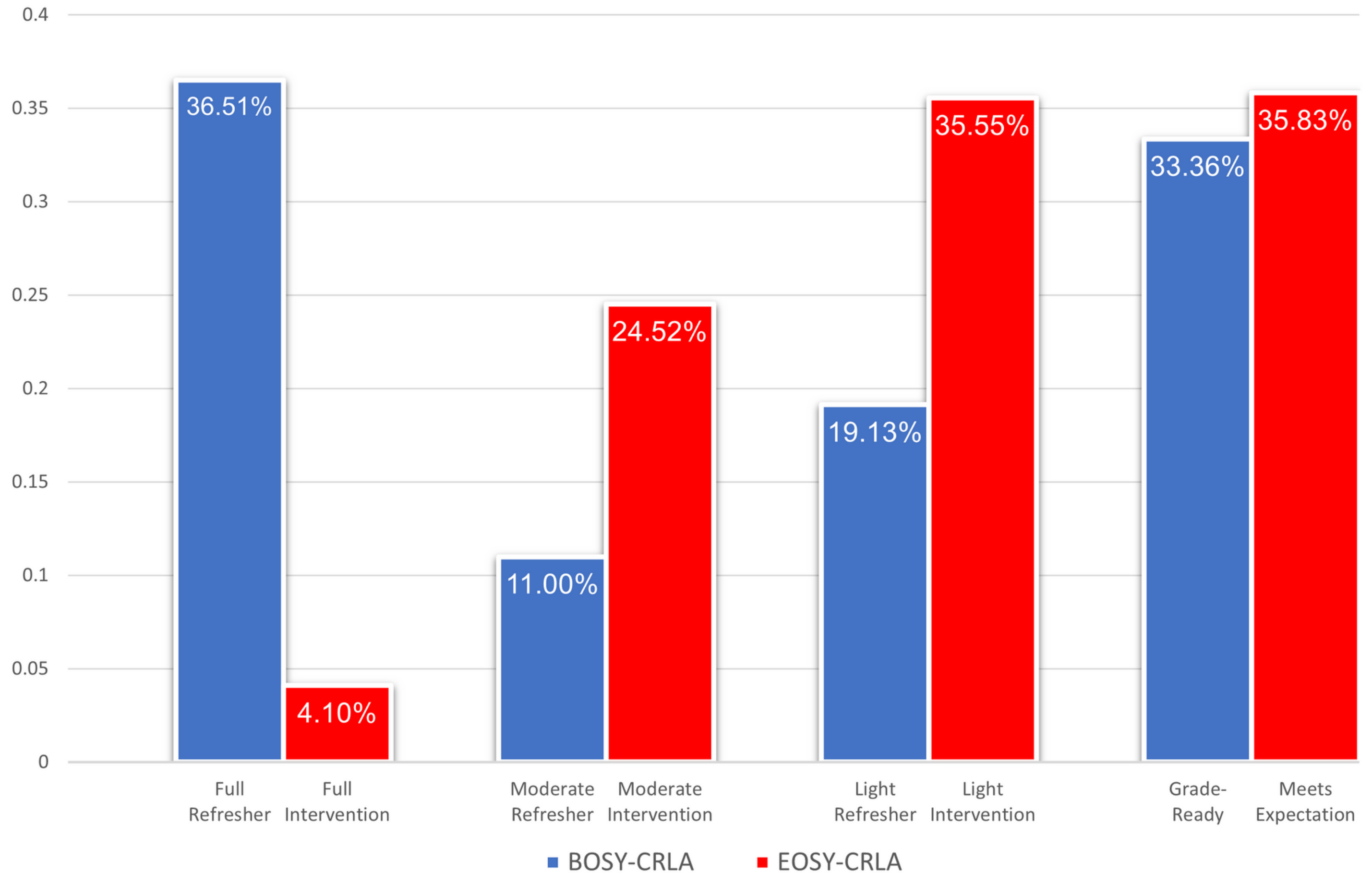
School Year 2022-2023



Grade 1: 133,926 Grade 2: 133,408 Grade 3: 134,039 Total: 401,373

BOSY-CRLA vs. EOSY-CRLA

School Year 2022-2023



Grades 1 to 3 Learners, Region V

NEXT STEPS IN LRP IMPLEMENTATION



Curriculum in the Early Grades (Grades 1 to 3)

School Year 2023-2024

Learners with difficulty in the development of foundational skills (decoding, alphabet knowledge)



Year 2 Implementation of the 8-Week Learning Recovery Curriculum

Development of reading comprehension and fluency among Grades 1 to 3 learners



Implementation of the Integrated Learning Experiences in the Early Grades

NEXT STEPS IN LRP IMPLEMENTATION

DepEd's MATATAG
Framework
and Agenda

Specific Focus in
Region V

1

MAking **curriculum relevant** to produce job-ready, active, and responsible citizens

- Implementation of continuing interventions to vulnerable learners who need Full Refresher
- Year 2 implementation of the 8-Week Learning Recovery Curriculum
- Introduction of Integrated Curriculum in the early grades

2

TAking steps to accelerate the **delivery of basic education services** and **provision of facilities**

- Refinement of the learning resource materials in the 8-Week LRC
- Development and production of learning resource materials in Integrated Curriculum
- Funding support to the 13 SDOs in the procurement or reproduction of learning resource materials

3

TAking good care of learners by promoting **learner well-being**, inclusive education, and a positive learning environment

- Administration of Multi-Factored Assessment Tool (MFAT) to Early Grades
- Introduction of Socio-Emotional Learning Program in schools

4

GIving **support for teachers** to teach better

- Conduct of the Instructional Leadership Training to elementary school heads
- Conduct of capacity building to early grade teachers in teaching beginning reading

**THANK
YOU!**