







Republic of the Philippines  
**Department of Education**

REGION IX  
 SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

**Project Initiative Plan for ONE DIVISION READING AND  
 NUMERACY PROGRAM (ODRNP)**

**I. Project Initiative Brief**

<b>Program Proponents</b>	Dr. Zyhrine P. Mayormita- CID Chief
	Dr. Grace T. Dela Cruz -EPS Kindergarten
	Dr. Anita D. Subebe -EPS Filipino
	Dr. Jennifer T. Bulanon -PSDS/Division In- charge in English
	Dr. Jalderita Dublico- EPS Mathematics
<b>Program Owner/s</b>	Schools Division of Zamboanga del Norte
<b>Target Learners</b>	Key Stage 1, 2, and Grade 7
<b>Proposed Implementation Date</b>	Starting September 2024 and beyond
<b>Proposed Venue</b>	Division of Zamboanga del Norte
<b>Total Proposed Budget</b>	Either Division funds or local funds

**II. Project Initiative Background and Rationale**  
**Shared Vision Statement**

In five years, the Zamboanga del Norte Schools Division envisions its schools and learning centers to produce functionally literate, values- driven and socially engaged learners who can creatively and productively adapt and thrive in diverse communities in which they live.

We endeavor to provide learners with high quality, technologically - based, and contextualized literacy and numeracy engaging activities to spark their lifelong love for reading and mathematics.

We invest in continuous professional development for instructional leaders and teachers that encompasses current, evidence-based and culturally responsive trends and approaches in literacy and numeracy instruction to create a meaningful and fulfilling educational experience among our learners.

**SMART Goals**

By the end of SY 2024-2025, the independent level readers shall increase by 2% from baselines as shown in the table below:

Assessment	Grade Level	Learning Area or Language Used	Baseline (EoS Y 2023-2024)	Goal for 2024-2025
CRLA	I	Sinugbuanong Bisaya	59%	61%







Republic of the Philippines

## Department of Education

REGION IX

SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

CRLA	II	Sinugbuanong Bisaya	67%	69%
CRLA		Filipino	65%	67%
CRLA	III	Sinugbuanong Bisaya	67%	69%
CRLA		Filipino	65%	67%
CRLA		English	59%	61%
Phil-IRI	Grades 4-6	English	38%	40%
Phil-IRI	Grades 7-10	English	40%	42%
Phil-IRI	Grades 3-6	Filipino	41%	43%
RMA	Grades 1-6	Mathematics	32%	34%
INST	Grades 7-10	Mathematics	31%	33%

thru:

### 1. Assessment and use of data

- Assess the Reading and Numeracy Profile of learners both Elementary and Secondary; through the following:
  - CRLA (Comprehensive Rapid Literacy Assessment), Phil-IRI(Philippine Informal Reading Intervention), Project LETRA ( Language Enhancement Through Reading Assessment) Tool, Lit and Num DAPAT( Diagnostic and Proficiency Assessment Tool), eDOOR (Enhanced District One-on-One Reading), RMA (Rapid Mathematics Assessment), INST (Intervention Numeracy Screening Test)
- Implement the Learner's Reading and Numeracy Progress Record and Passport as tool for personalized learning and progress tracking.
- Use data-driven insights to inform instructional strategies and interventions.

### 2. Literacy and Numeracy Leadership and District Structures

- Leverage the 6 by 6 Strategic Management Approach.
- Foster collaboration among school heads, teachers, parents and stakeholders in supporting student development.

### 3. Literacy and Numeracy Professional Development

- Create a professional development plan to support the implementation of the literacy and numeracy plan goals.
  - Capacitating Instructional Leaders (PSDS and School Heads) on Literacy and numeracy Leadership Cum orientation on the Brigada Pagbasa, LETRA and Lit and Num DAPAT (Diagnostic and Proficiency Tool).
  - Capacitating Key Stage 1 teachers, District Reading and Math Coordinators and Literacy/Numeracy Community Volunteers in engaging Reading and Math activities Cum Familiarization on Teaching beginning reading and "The Big 6 in Reading" and interactive teaching basic operations in Math.

### 4. Provision of Technology-driven Literacy Instruction Intervention

- Establish a unified reading and numeracy progress record system across the division.
- Ensure at least 75% (590 out of 786 schools) target distribution of Smart Television Units through "Teaching Learning Process – Modernization Program "(TLP-MP) which highlights the Project One Television Unit per Classroom (OTUC), One





Republic of the Philippines

## Department of Education

REGION IX

SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

Teacher One Laptop (OTOL) and One School One Satellite connection (OSOS) giving life to project Online Digitalized Learning Resource (ODLR) that is powered by the Division SilverTek LMS. We aim to provide technologically-driven and contextualized literacy instruction in our classrooms with our battlecry “Modernong pagtuturo, Mabisang pagkatuto.”

- Upload identified categorized materials in the SilverTek LMS for the utilization of the Learner’s Reading and Numeracy Progress Report and the Learner’s Reading and Numeracy Passport.

### III. Project Initiative Description

#### Rationale

Literacy instruction aims to equip learners the ability to read, write, speak and listen in a way that let them communicate effectively and make sense of the world. Broader in its sense, we opt to have one focus, eventually all other macro skills will just follow.

Zamboanga del Norte schools division placed its emphasis on Reading alongside with basic numeracy in its conceptualized initiative, the One Division Reading and Numeracy Program (ODRNP). This is aligned with the region’s RAPID approach and the National Reading Program as well. It will be one of the flagship programs of the Curriculum Instruction Division’s ABANTE (Assess, Build, Assist, Nurture, Transform and Engage).

The "One Division Reading and Numeracy Program (ODRNP)" is conceptualized in response to the critical need for a unified, systematic approach to improving reading and numeracy skills among students across the division. In today’s rapidly changing world, proficiency in reading and numeracy is not only foundational to academic success but also essential for navigating everyday life and participating in the global economy. However, disparities in educational outcomes and varying levels of support have created gaps in these essential skills among students.

Recognizing that every learner deserves the opportunity to develop strong reading and numeracy abilities, this program aims to standardize instructional practices, assessments, and progress tracking across all schools within the division. By introducing tools such as the Learner’s Reading and Numeracy Progress Record and the Learner’s Reading and Numeracy Passport, the program provides a cohesive framework that ensures consistency in monitoring student development, offering targeted interventions, and motivating learners to reach their full potential.

The rationale behind this program lies in the belief that by aligning resources, strategies, and efforts across the division, we can create a more equitable educational environment where all students, regardless of background or ability, can achieve the proficiency needed to meet grade-level standards. This program not only addresses current gaps but also sets the foundation for continuous improvement, fostering a culture of excellence and lifelong learning among students. By focusing on early intervention, personalized learning, and collaborative support, the ODRNP is positioned to make a lasting impact on the educational outcomes of students across the division.



Address: Capitol Drive, Estaka, Dipolog City 7100 Tel. No.: (065) 212- 5843  
Email: [zn.division@deped.gov.ph](mailto:zn.division@deped.gov.ph) Website: [www.depedzn.net](http://www.depedzn.net)  
FB: DepEd Tayo- Schools Division of Zamboanga del Norte





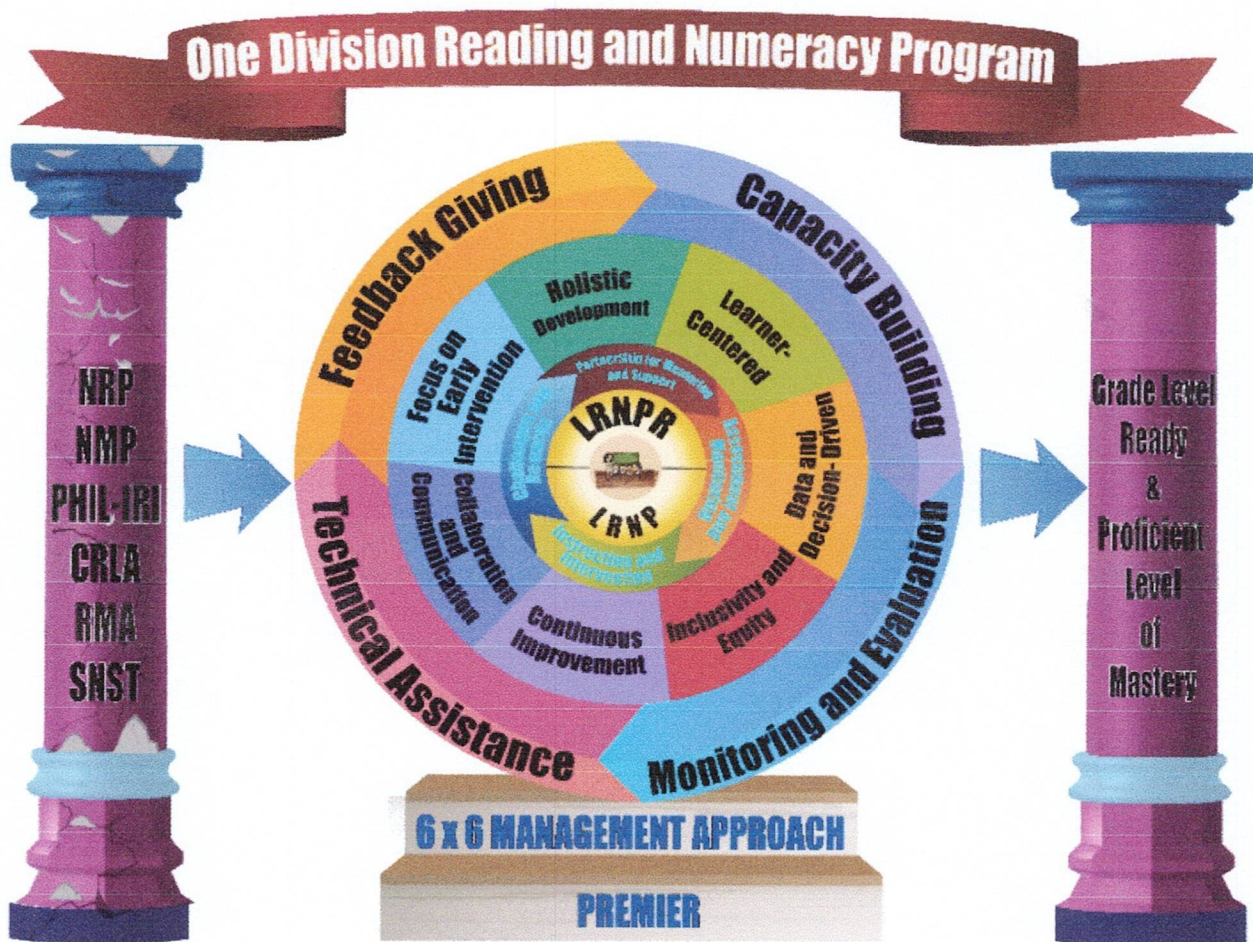
Republic of the Philippines

# Department of Education

REGION IX

SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

## Framework



The framework outlines how the program elements work together to achieve its goal of ensuring that every learner attains proficiency in foundational reading and numeracy skills or meets grade-level competency standards. Results from reading and numeracy initial assessments—such as CRLA, RMA, and Phil-IRI—inform teachers in designing targeted interventions based on learners' competency levels. The core of the program are the teachers and learners, who are the primary focus of its implementation. Surrounding the core are the Learner's Reading and Numeracy Progress Record and the Learner's Reading and Numeracy Passport which provide structured and systematic approach to tracking and enhancing students' reading and numeracy development throughout their educational journey. The next layer are the guiding principles of the program, which serve as a framework for teachers in the instructional process. These are supported by the program's enabling components which are the essential elements or resources that facilitate the successful implementation and sustainability of the program. These components provide the necessary support, tools, and conditions to ensure that the program can achieve its goals effectively. The program implementation shall be overseen by the top management, following the 6x6 management approach which is anchored to the concept of PREMIER.



Address: Capitol Drive, Estaka, Dipolog City 7100

Tel. No.: (065) 212- 5843

Email: [zn.division@deped.gov.ph](mailto:zn.division@deped.gov.ph)

Website: [www.depedzn.net](http://www.depedzn.net)

FB: DepEd Tayo- Schools Division of Zamboanga del Norte





Republic of the Philippines

## Department of Education

REGION IX

SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

### Description

The "One Division Reading and Numeracy Program" is a comprehensive initiative designed to elevate the literacy and numeracy skills of students across the division by providing a unified and systematic approach to tracking and enhancing their learning progress. Central to this program are two innovative tools: the Learner's Reading and Numeracy Progress Record and the Learner's Reading and Numeracy Passport.

The Learner's Reading and Numeracy Progress Record serves as a detailed, personalized account of each student's journey in developing foundational skills. It meticulously documents assessments, instructional adjustments, and interventions, providing educators with a clear and continuous view of a learner's progress. This record ensures that instructional strategies are tailored to the individual needs of students, allowing for timely and effective interventions.

Complementing this is the Learner's Reading and Numeracy Passport, a motivational tool designed to engage students actively in their learning. The passport acts as a personal milestone tracker, where students can visually see their achievements and progress in reading and numeracy. As they reach certain benchmarks, students earn stamps, badges, or other recognition, which foster a sense of accomplishment and encourage continued effort.

Together, these tools not only enhance the educational experience by making learning more personalized and engaging but also foster accountability and collaboration among students, teachers, and parents. The ODRNP aims to create a cohesive, supportive, and motivating environment that drives all learners toward academic excellence.

### Guiding Principle

Reading is the cornerstone of education serving as the primary vehicle for learning across all subjects. From understanding mathematics word problems to comprehending historical events, the ability to read effectively is indispensable. It forms the bedrock of intellectual growth.

Embracing these realities, the ZANORTE One Reading and Numeracy Program adheres to the underlying principles of:

- **Learner-centered:** By Ensuring that each student's unique needs and strengths are prioritized, fostering personalized and meaningful learning experiences.
- **Data and Decision-Driven:** By grounding decisions in data, the program enables educators to tailor instruction and interventions based on accurate assessments, ensuring targeted support for every learner.
- **Inclusivity and Equity:** By guaranteeing that all students, regardless of background, have access to high-quality reading and numeracy education.
- **Continuous improvement:** By promoting regular evaluation and adaptation to meet the evolving needs of learners.
- **Collaboration and Communication:** By engaging educators, parents, and the community in a collective effort to support student success.





Republic of the Philippines  
**Department of Education**

REGION IX  
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

- **Early Intervention:** By ensuring that learning gaps are identified and addressed promptly, while a commitment to holistic development nurtures not only academic achievement but also critical thinking, problem-solving, and life skills.
- **Holistic Development:** By nurtures not only academic achievement but also critical thinking, problem-solving, and life skills.

According to Garrett Hardin; The three filters against folly operate through these particular questions: Literacy: What are the words? Numeracy: What are the numbers? Ecolacy: And then what? With this we would say, **ZaNorte, Pagbasa at Pagkwenta Sagot Kita!**

#### IV. Target Stakeholders' Description

**School Reading Coordinator:** Leads in the conduct of reading assessment and identify the reading profile level of the learners and submit data for consolidation.

**Language/Reading Teachers:** Conduct reading assessment in their respective grade level and implement reading interventions after classifying the different reading skills of their learner.

**Master Teachers:** Provide mentoring and coaching sessions to SRC, LT assist SRC, LT on the conduct of Reading Program.

**School Principal:** Provides technical assistance to teachers, leads in implementing reading program.

**CID Chief /EPS English/Filipino/PSDS:** Provide technical assistance and monitor the conduct of the reading program.

**Parents/Stakeholders:** Provide support to their children; PTA Officials- lead in the Literacy Community Volunteers, other stakeholders serve as reading volunteers.

#### V. Workplace Application (WAP ) Project or Job-Embedded Learning

##### Division Level

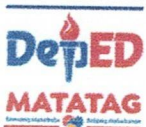
- The EPS will customize a Learner's Reading and Numeracy Progress Record and Passport.
- Provide the necessary or relevant orientation and training, intervention plan and sample resources and assessments per reading competency level.
- Monitor the implementation of the program.

##### District Level

- The PSDS will gather data and monitor the implementation.
- Craft a District PIP aligning activities to ODRNP for the Instructional Leaders Professional Development Program.

##### School level

- The School Head will integrate the program into the School Improvement Plan (SIP) and Annual Implementation Plan (AIP), allocate MOOE funds for the reproduction of materials, collect relevant data, and guide the implementation process.
- Teachers will organize orientations for parents and Local Community Volunteers (LCVs), during which they will distribute necessary materials.







Republic of the Philippines  
**Department of Education**

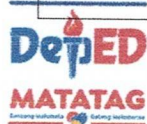
REGION IX  
 SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

➤ Teachers will develop tailored learning intervention materials for use by parents and LCVs.

**VI. Design**

**Implementation Plan for One Division Reading and Numeracy Program**

Phase	Timeline	Key Activities	Responsible Person/Team	Expected Outputs
<b>Phase 1:</b> Planning and Preparation	Month 1	Form project team.  Craft PIP for SDS approval.  Orient Instructional leaders, Reading Coordinators on the Brigada Pagbasa Tools and Project LETRA tools for assessment.	Language and Numeracy Supervisors CID chief	Project team established and roles defined Approved PIP
		Develop and design progress record/reading & numeracy progress record and passport model.	Project Team	Customized progress record/reading & numeracy progress record and passport model is created.
		Orient PSDS, SHs and teachers about ODRNP.	Project Team	ODRNP launched and communicated to the field
<b>Phase 2:</b> Initial Roll-out and implementation of reading and numeracy interventions	Month 2-4	Conduct baseline assessments.	Teachers	Baseline data for all students recorded
		Begin using progress record and passport in classrooms.	Teachers	Progress records actively used in classrooms
		Implement initial teacher training sessions.	Professional Development Team	Teachers trained in using progress records and tools
		Identify students requiring immediate interventions.	Teachers	Targeted students identified
		Initiate communication with parents regarding the program.  Conduct reading and numeracy interventions utilizing smart televisions ( Project OTUC, OTOL, & OSOS) and the ENCORE brochures identified resources to be used in	Teachers	Parents informed and engaged in the program  Engaging and interactive teaching-learning experience and reading/numeracy intervention activities



Address: Capitol Drive, Estaka, Dipolog City 7100 Tel. No.: (065) 212- 5843  
 Email: [zn.division@deped.gov.ph](mailto:zn.division@deped.gov.ph)

Website: [www.depedzn.net](http://www.depedzn.net)

FB: DepEd Tayo- Schools Division of Zamboanga del Norte





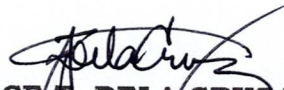
Republic of the Philippines  
**Department of Education**

REGION IX  
 SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

		the intervention program.		and lessons.
<b>Phase 3:</b> Monitoring and Support	Month 5-6	Regularly update progress records/reading & numeracy passports.	Teachers	Ongoing tracking of student progress
		Conduct periodic assessments.	Teachers	Regular data collection to monitor progress
		Provide targeted interventions for identified students.	Teachers and Support Staff	Interventions implemented and tracked
		Hold parent-teacher conferences to discuss progress.	Teachers	Parents actively participating in student progress
		Offer continuous teacher support and resources.	Professional Development Team	Teachers supported with ongoing resources and guidance
<b>Phase 4:</b> Evaluation and Adjustment	Month 7	Review progress records and assessment data.	Project Team	Comprehensive review of student progress
		Gather feedback from teachers, students, and parents.	Project Team	Insights gathered for program improvement
		Adjust interventions and strategies as needed.	Teachers and Project Team	Interventions refined based on feedback
		Prepare a final report on the program's impact.	Project Team	Report on program outcomes and impact
		Plan for the next academic year based on evaluation.	School Administrators	Improved plan for continued implementation

Prepared by:


**JENNIFER T. BULANON EMD**  
 PSDS/Division In-charge in English

  
**GRACE T. DELA CRUZ EMD**  
 EPS- Kindergarten

Reviewed by:

  
**ZYHRINE P. MAYORMITA EMD**  
 Chief Education Supervisor - CID

Recommending Approval:

  
**LOURMA I. POCULAN EMD, CESO V**  
 Assistant Schools Division Superintendent

Approved:

**ROY C. TUBALLA EMD, JD, CESO V**  
 Schools Division Superintendent

