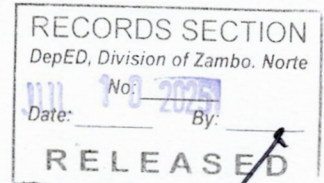




Republic of the Philippines  
**Department of Education**

REGION IX  
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE



Office of the Schools Division Superintendent

July 8, 2025

**DIVISION MEMORANDUM**

No. 330, s. 2025

To: Public Schools District Supervisors  
Elementary School Heads  
Reading Coordinators  
All Others Concerned

**ENHANCING LITERACY THROUGH TARGETED READING INTERVENTIONS  
FOR THE ARAL PROGRAM**

1. In support of the Department of Education's **Academic Recovery and Accessible Learning (ARAL) Program as outlined in DepEd Order No. 18, s. 2025 and of Regional Memorandum no 344, s. 2025**, the Schools Division of Zamboanga del Norte reiterates its strong commitment to improving learners' reading performance through the sustained implementation of targeted reading interventions.
2. The **ARAL Program** serves as the overarching national initiative aimed at addressing learning gaps and enhancing learners' academic performance. In support of this, the **nationally initiated Bawat Bata Makababasa Program (BBMP)** is sustained to ensure alignment with the ARAL framework and to strengthen the development of foundational literacy and numeracy skills among learners across all grade levels. Complementing this effort, the division shall implement its **localized intervention strategy**, the **One Division Reading and Numeracy Program (ODRNP)**, to elevate the literacy and numeracy skills of learners across the division by providing a unified and systematic approach to tracking and enhancing their learning progress.
3. **BBMP** is focused on ensuring that every child learns to read through **focused, tutorial-based interventions**, including summer tutorials, school-based reading camps, and structured remediation activities specifically designed for non-readers and emergent readers. Similarly, the **ODRNP** is a comprehensive initiative aimed at strengthening learners' literacy and numeracy skills across the division. It provides a **unified and systematic intervention plan** anchored on **assessment-based instruction, progress monitoring, and collaborative efforts** across all key stages. In both programs, **tutorial sessions serve as the primary mode of instruction**, allowing for personalized and targeted support to effectively address individual learning needs.
4. Meanwhile, struggling learners in **Key Stage 2** shall likewise undergo reading interventions utilizing the **ODRNP resource package, English Brochures**, or other **localized materials** deemed appropriate to support their specific learning needs.
5. In this connection, all school heads, reading coordinators, and Key Stage 1 and 2 teachers are enjoined to utilize their **School Learning Action Cell (SLAC) and Collaborative Expertise (CE)** sessions as venues for discussing and analyzing the results of the Beginning of School Year (BoSY) CRIA, Reading Monitoring Assessment (RMA), and



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Philippine Informal Reading Inventory (Phil-IRI). These sessions shall serve as platforms for conducting periodic reviews of reading intervention plans, monitoring the progress of learners under the ODRNP and BBMP, and integrating the findings into the School Reading Recovery Plans aligned with the ARAL Program.

5. Moreover, school heads are directed to **strategically maximize teachers' teaching loads by integrating scheduled one-hour tutorial sessions for each learning area (Reading and Math)** under the BBMP and ODRNP into their daily class programs. In cases where **teaching loads exceed the required six (6) hours, teachers may be entitled to overtime pay**, subject to the availability of funds. If funds are insufficient, **equivalent service credits shall be granted** in accordance with DepEd Order No. 013, s. 2024, *Revised Guidelines on the Grant of Vacation Service Credits for Teachers*.
6. To ensure effective implementation, **Program Implementation Reviews (PIR) and learners' progress monitoring** shall be conducted at the district level at the end of each quarter. These reviews aim to assess implementation fidelity, identify gaps, and document best practices in literacy and numeracy interventions under the ARAL framework.
7. For any concerns or further clarifications, kindly refer to the aforementioned order and memorandum, or contact **EPS Grace T. Dela Cruz at 0917-706-8623 or via email at grace.delacruz0034@deped.gov.ph**.
8. Immediate and wide dissemination of this Memorandum is desired for the guidance and compliance of all concerned.

  
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Office of the Schools Division Superintendent