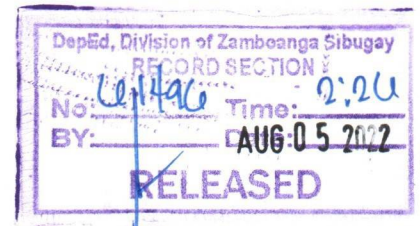




Republic of the Philippines
Department of Education
REGION IX
SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY



DIVISION MEMORANDUM


No. 224 s. 2022

August 5, 2022

PREPARATION OF SCHOOL LEARNING RECOVERY PLAN SY 2022-2023

TO: Assistant Schools Division Superintendent
Chiefs of the Functional Divisions
EPS/PSDSs/DICs
Public Elementary School Heads and Teachers
ALL OTHERS CONCERNED
This Division

1. The pandemic has affected the educational system and learning gaps are evident. A number of non-readers and frustration readers can be gleaned in the Phil-IRI Results. These results greatly affected the academic performance of the learners in the Regional and Division Achievement Test.
2. To address the learning gaps, all schools shall prepare and implement a School Recovery Plan. In preparing the plans, schools are reminded to observe the following:
 - a. Recovery plans should focus on literary and numeracy.
 - b. Activities should anchor on the pillars of "*Hamon: Bawat Bata Bumabasa*" such as capacity building, provision of reading materials, promoting and sustaining a culture of reading, and development of reading materials.
 - c. Ensure commitment of internal and external stakeholder.
 - d. Follow the template provided.
3. Hard copies of the School Recovery Plans shall be submitted in bunch by district on or before August 19, 2022. These should be reviewed by the PSDSs/DICs before its submission to the Division Office on or before August 19, 2022.
4. Attached are the following:
 - a. Template of the School Recovery Plan
 - b. Sample for the strategies and Plans
5. Immediate dissemination of this memorandum is enjoined.


DR. JEANELYN A. ALEMAN CESO VI
Schools Division Superintendent

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I. SCHOOL PROFILE

- [illegible]

II- SCHOOL READING PROFILE SY 2021-2022

Grades	Enrolment	Frustration	Instructional	Independent	Total
TOTAL					

III- DAT RESULTS SY 2021-2022

Grades	MPS								AVE
	Eng	Fil	Math	Science	AP	EsP	EPP/TLE	MAPEH	
AVE									

IV- LEARNING RESOURCES AVAILABLE for LITERACY AND NUMERACY

GRADES	Title of LR number	Title of LR Number	Title of LR Number	Title of LR Number	Title of LR Number	Title of LR Number
<i>Ex. Grade 1</i>	<i>ERK (5 sets)</i>	<i>GIYA sa Pagbasa (15 pcs)</i>	<i>English 1 (50 pcs)</i>	<i>Math 1 (50 pcs)</i>		

NOTE: may add rows and columns depending on the availability of LR

V- STRATEGIES AND PLANS FOR THE SAFE RETURN OF IN-PERSON CLASSES

Identifying Academic Needs	Approaches to Address Academic Gap			
	Access	Equity	Quality	Resilience and Well-Being

NOTE: please refer attached sheet for the sample

VI- READING PROGRAM IMPLEMENTATION AND INTERVENTION PLAN SY 2022-2023

Regional Reading Program: Zeal for Progress in Reading

Division Reading program: I-READ Reading Program

School Reading Program: _____

Activity	Objectives	Persons Involved	Time Frame	Funding Requirement/s	Source of Funds	Materials Needed	Expected Outputs
<i>1.Preparation Stage</i>							
<i>1.1</i>							
<i>1.2</i>							
<i>1.3</i>							
<i>1.4</i>							
<i>2.Implementation Stage</i>							
<i>2.1. Assessment</i>							
<i>2.1.1</i>							
<i>2.1.2</i>							
<i>2.2 Capacity Building</i>							
<i>2.2.1</i>							
<i>2.2.2</i>							
<i>2.2.3</i>							
<i>3. Post Implementation Stage</i>							
<i>3.1</i>							
<i>3.2 Conduct Post Assessment</i>							
<i>3.3 Analyze results</i>							
<i>3.4 Prepare Accomplishment Report</i>							
<i>3.5 Plan for Sustainability</i>							

VII- MATH PROGRAM IMPLEMENTATION AND INTERVENTION PLAN SY 2022-2023

(please use the template for the Reading Program Plan)

VIII- MONITORING AND EVALUATION PLAN SY 2022-2023

(describe your plans, how often, who will monitor, and the M and E Tool to use)

IX- COMMITMENT

(Describe how the school and internal and external stakeholders express and ensure their commitment to the implementation of the learning Recovery Plan)

Prepared by: (school Head and Planning Team)

Reviewed by:

(PSDS or DIC)

EVELYN F. IMPORTANTE, OIC-Chief EPS CID

Recommending Approval

AURELIO A. SANTISAS
OIC-ASDS

Approved

DR. JEANELYN A. ALEMAN, CESO VI
Schools Division Superintendent



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SAMPLE ONLY

III- STRATEGIES AND PLANS FOR THE SAFE RETURN OF IN-PERSON CLASSES

Identifying Academic Needs	Approaches to Address Academic Gap			
	Access	Equity	Quality	Resiliency and Well-Being
1. Conduct School-Based Diagnostic Test (MELC-BASED)	- conduct OF remote enrollment(online, drop boxes, text brigade, group chat) enrolment	- mobilize MT and Trained Reading Teachers to provide capability building to new and untrained teachers on beginning reading	- Revitalize Learning-Partnership Program	- Provide psychosocial support services, debriefing and homeroom guidance to disadvantaged learners
2. Conduct Reading Assessment	-Advocacy through print ads, cable tv ads	- intensify class observation and conduct of process observation	-Provide capacity building in the teaching of reading to untrained teachers	- Refer to Guidance Councilors for special sessions
3. Conduct FGD to teachers, school heads and parents	-house to house, purok-to-purok enrolment	- Conduct LAC session spearheaded by School Planning Team on the reproduction and use of contextualized materials tailored-fit for learners with special educational needs	- Closely monitor in the implementation of schools Reading and Math Programs	-Lobby LGU and potential partners to sponsor school activities
		- implement game-based learning activities which are developmentally appropriate for a particular key stage	- Conduct Reading and Math competitions (school, district and division)	- Institutionalize Galaw Pilipinas (at least 2 times a week during flag raising and after classes in the afternoon)