



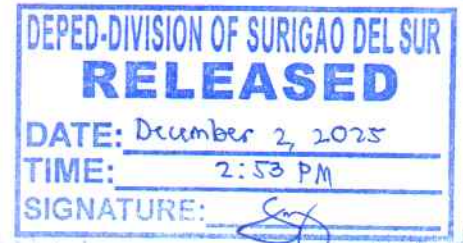
Republic of the Philippines
Department of Education

Caraga Region
SCHOOLS DIVISION OF SURIGAO DEL SUR

DIVISION MEMORANDUM

No. 539 , s. 2025

To: Chief Education Supervisor
Education Program Supervisors
Public Schools District Supervisors/In-Charge
Elementary and Secondary School Heads
District Reading and ARAL Coordinators
All Others Concerned



ONE-DAY DIVISION ORIENTATION-WORKSHOP ON THE PREPARATION OF THE INDIVIDUALIZED READING INTERVENTION PLAN (IRIP) CUM MIDDLE OF SCHOOL YEAR IMPLEMENTATION REVIEW OF THE ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL) PROGRAM IN READING

1. To further enhance the Academic Recovery and Accessible Learning (ARAL) Program in Reading and effectively address the needs identified during its first phase of monitoring, and in compliance with DepEd Order No. 18, s. 2025 and DepEd Memorandum No. 64, s. 2025, the Curriculum Implementation Division (CID) announces the conduct of a **One-Day Division Orientation-Workshop on the Preparation of Individualized Reading Intervention Plan (IRIP) cum Middle of School Year Implementation Review of the Academic Recovery and Accessible Learning (ARAL) Program for Reading.**

2. The workshop will be conducted in two batches at **VFS Agri-Tourism and Adventure Park, Barangay Jubang, Tago, Surigao del Sur**, on the following dates:

Date	Batch	Districts
December 5, 2025	Batch 1	Carrascal, Cantilan, Madrid, Carmen, Lanuza, Cortes, Tago, San Miguel 1, San Miguel 2, Cagwait, and Marihatag Districts
December 6, 2025	Batch 2	Barobo, Bayabas, San Agustin, Lianga, Hinatuan North, Hinatuan South, Tagbina 1, Tagbina 2, Lingig 1, and Lingig 2 Districts

3. The core objectives of this workshop are to clarify the fundamental principles of the IRIP, provide guidance on the development of effective intervention strategies, and introduce necessary tools for monitoring and adjusting learner progress.

4. The participants for this activity shall include the Education Program Supervisors, Public Schools District Supervisors/District In-charge, School ARAL Coordinators, School ARAL Reading and English Coordinators, and the ARAL Tutors in both Elementary and Secondary levels.

5. All Public Schools District Supervisors/District In-charge, District ARAL Reading Coordinators, and District English Coordinators are required to accomplish the MOSY Program Implementation Review Template during the workshop and shall present their output during presentations.

6. Public Schools District Supervisors/District In-charge are responsible for identifying and submitting the names of the required participants from their respective districts, based on the prescribed number of attendees (refer to Enclosure No. 1). The link for the input of participant names is: <https://tinyurl.com/LISTofPAXforIRIP>.



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6. All participants are required to bring a laptop, extension wire for the workshop, and a fully approved Teacher-Substitute Assignment Plan for the duration of the workshop.
7. The learning and skills acquired from this workshop shall be immediately applied and will serve as the primary basis for the second phase of monitoring and evaluation of the ARAL Reading Program during the 3rd and 4th Quarters of School Year 2025-2026.
8. To ensure No Disruption of Classes (in strict adherence to DepEd Order No. 09, s. 2005), participants must submit an approved Teacher-Substitute Assignment Plan. This plan must be prepared by the participant, signed by the reliever(s), and approved by the School Head.
9. As this is a one-day workshop, all participants are expected to arrive promptly at 7:00 AM. The session proper will commence at 8:45 AM.
10. The following enclosures are attached for reference:
 - Enclosure No. 1: List of Expected Number of Participants by District
 - Enclosure No. 2: Activity Matrices
 - Enclosure No. 3: Program Management Team
 - Enclosure No. 4: Teacher-Substitute Assignment Plan
11. Meals and snacks for the participants shall be charged to the BEC Continuing Funds (SARO Nos.: RO-13-25-01808, RO-13-24-00907, and RO-13-23-1321). Travel expenses of the participants shall be charged against School Maintenance and Other Operating Expenses (MOOE) or local funds, subject to the usual accounting and auditing rules and regulations.
12. Participants and PMT members are entitled to Compensatory Time Off (CTO) or Service Credits for workshop days falling on Saturdays, Sundays, and holidays, in accordance with CSC-DBM Joint Circular No. 2, s. 2004.
13. For inquiries or clarifications regarding this Memorandum, you may contact Jonathan L. Ambel, Education Program Supervisor/Division ARAL Reading Coordinator, Curriculum Implementation Division (CID), at jonathan.ambel@deped.gov.ph
14. Immediate and wide dissemination of this Memorandum is desired.

LORENZO O. MACASOCOL, PhD, CESO VI
 Schools Division Superintendent *LC*

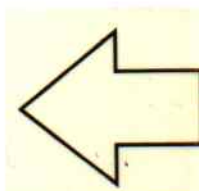
Encl.: As Stated
 Reference: DO 18, s. 2025 & DM 64, s. 2025
 To be indicated in the Perpetual Index
 under the following subjects:

INTERVENTION LITERACY READING



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Enclosure 1 to Division Memorandum No. _____, s. 2025

List of Expected Number of Participants by District

No	Date	Activity	District	PSDS / DIC	EPS	District Reading Coordinator	District ARAL Coordinator	No of ARAL Tutors in Elementary Schools		No of ARAL Tutors in Secondary Schools	Total Participants
								KS 1	KS 2	KS 3	
1	December 4, 2025	Division Orientation Workshop on the Preparation of Individualized Reading Intervention Plan (Irip)	Carrascal	1	1	1	1	17	18	4	43
2			Cantilan	1	1	1	1	22	22	5	53
3			Madrid	1	1	1	1	13	13	2	32
4			Carmen	1	1	1	1	9	9	2	24
5			Lanuza	1	1	1	1	15	15	3	37
6			Cortes	1	1	1	1	15	15	4	38
7			Tago	1	1	1	1	31	31	5	71
8			San Miguel 1	1	1	1	1	17	17	4	42
9			San Miguel 2	1	1	1	1	26	26	5	61
10			Cagwait	1	1	1	1	14	14	3	35
11			Marihatag	1		1	1	13	13	4	33
Total Participants				11	10	11	11	192	193	41	469

No	Date	Activity	District	PSDS / DIC	EPS	District Reading Coordinator	District ARAL Coordinator	No of ARAL Tutors in Elementary Schools		No of ARAL Tutors in Secondary Schools	Total Participants
								KS 1	KS 2	KS 3	
1	December 5, 2025	Division Orientation Workshop on the Preparation of Individualized Reading Intervention Plan (Irip)	Barobo	1	1	1	1	31	31	8	74
2			San Agustin	1	1	1	1	14	14	4	36
3			Liangá	1	1	1	1	21	21	7	53
4			Hinatuan North	1	1	1	1	19	19	1	43
5			Hinatuan South	1	1	1	1	20	20	7	51
6			Tagbina 1	1	1	1	1	24	24	5	57
7			Tagbina 2	1	1	1	1	15	15	5	39
8			Lingig 1	1	1	1	1	21	21	3	49
9			Lingig 2	1	1	1	1	19	19	5	47
10			Bayabas	1	1	1	1	8	8	1	21
Total Participants				10	10	10	10	192	192	46	470



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Enclosure 2 to Division Memorandum No. _____, s. 2025

Activity Matrices

TIME	Activity	Class 1 Facilitators	Class 2 Facilitators	Class 3 Facilitators
7:00am-8:00am	Arrival / Registration			
8:00am-8:45am	Opening Program			
8:45am-9:45am	Session 1: Understanding the Individualized Reading Intervention Plan (IRIP)	Jonathan L. Ambel EPS, CID	Lougene L. Orig T-3, Tagbina CES	Siony Grace R. Quinonez T-3, Falcon Memorial ES
9:45am-10:30am	Session 2: How to Accomplish IRIP	Aries May D. Montalba MT-1, Adlay Community School	Imee T. Guymon T-1, Barobo CES	Kate G. Bardoquillo MT-1, Hinatuan Comprehensive NHS
10:30am-10:45am	Health Break			
10:45am-12:00pm	Workshop 1: Preparation of IRIP	Learning Facilitators for Key Stage 1	Learning Facilitators for Key Stage 2	Learning Facilitators for Key Stage 3
12:00pm-1:00pm	Lunch Break			
1:00pm-1:15pm	Mode Setting			
1:15pm - 4:15pm	Presentation and Critiquing of Outputs Key Stage 1 Key Stage 2 & 3 - Basic Key Stage 2 & 3 - Plus	Observers: Education Program Supervisors, Public Schools District Supervisors/In-Charge, All Learning Facilitators by Key Stages		
(3:00pm-3:15pm)	Health Break			
4:15pm-5:00pm	Way Forward and Closing Program	Jonathan L. Ambel EPS, Division Aral Reading Focal PMT		



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Enclosure No. 3 to the Division Memorandum No. ____, s. 2025

Program Management Team

Program Manager	<p>Overall Chair: Lorenzo O. Macasocol, PhD, CESO V Schools Division Superintendent</p> <p>Assistant Chair: Laila F. Danaque, EdD, CESO VI Assistant Schools Division Superintendent</p> <p>Manager: Carlos Tian Chow. C. Correos SGOD Chief</p> <p>Assistant Manager: Erlyn G. Mangadala, SEPS, HRD</p>
Learning Manager	Fluellen L. Cos, PhD (CID Chief)
Assistant Learning Manager	Jonathan L. Ambel EPS English/ARAL Reading Coordinator
Resource Speakers/Learning Facilitators/Subject Matter Expert	Jonathan L. Ambel <i>EPS, ARAL Reading Coordinator</i>
	<p>Key Stage 1:</p> <ol style="list-style-type: none"> 1. Diane M. Templanza-Guido <i>T1, Dinuyan IS (Barobo)</i> 2. Maricar M. Paclauna <i>T3, Lingig CES</i> 3. Siony Grace R. Quinonez <i>T3, Falcon MES</i> <p>Key Stage 2:</p> <ol style="list-style-type: none"> 4. Aries May D. Montalba <i>MT-1, Adlay Community School</i> 5. Imee L. Guymon <i>T3, 1. Barobo CES</i> 6. Lougene L. Orig <i>T3, Tagbina CES</i> <p>Key Stage 2:</p> <ol style="list-style-type: none"> 7. Kate G. Bardoquillo <i>MT1, Hinatuan Comprehensive NHS</i> 8. Rexcel J. Saliva <i>T3, Madrid NHS</i> 9. Leah C. Vitanzos <i>T3, Barobo NHS</i>
M&E Coordinator	PLT Ramil P. Tersona, DPA (EPS II, HRD)
Documenter	Marjun P. Ordon, EPS-II, HRD
Welfare Officer	Hypzibah L. Andoy
Logistics Officer	Marjun P. Ordon, EPS-II, HRD



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Enclosure No. 4 to the Division Memorandum No. ___, s. 2025

Middle of School Year (MOSY) Program Implementation Review (PIR)
Academic Recovery and Accessible Learning (ARAL) Program - Reading

(Review Period: Q1 and Q2, SY 2025-2026)

I. Basic Information

District:										
Public Schools District Supervisor/District In-Charge:										
Date of Review:										
Total Number of ARAL Reading Program Implementers in the District:	Complete Elementary School					Secondary/Integrated School				
Schools Implementing ARAL Reading Program:	ARAL Learners				ARAL Tutors					
	KS 1	KS 2	KS 3	Total	G7	G8	G9	G10	Total	
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22.										
23.										
24.										
TOTAL										

(Add rows)



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II. Program Implementation Status (Fidelity and Compliance)

Indicator	Quarter 1 Status		Quarter 2 Status		Means of Verification (MoV)	Key Findings/Remarks
	Target	Actual	Target	Actual		
1. ARAL Learner Identification & Profiling					School-Based ARAL Profile of Learners (BOSY/MOSY data from CRLA/Phil-IRI); Consolidated List of ARAL Learners per School/District	
2. ARAL-Reading Tutors/Teachers Trained	% of ARAL Tutors/Teachers who completed the required PD/LAC sessions on ARAL-Reading pedagogy		% of Tutors/Teachers applying learned strategies (based on observation)		Attendance Sheets from PD/LAC; School Head Monitoring Reports on tutor capacity building	
3. Learning Resources (LRs) Availability	% of ARAL Learners with complete sets of Quality Assured ARAL-Reading Learning Resources/Workbook		% of ARAL Learners with complete sets of Quality Assured ARAL-Reading Learning Resources/Guide		Inventory Report of ARAL Reading Materials; Distribution Slips (Learner/Parent Signatures)	
4. ARAL Session Schedule and Duration	Average Number of ARAL Sessions conducted per week (Target: _____)		Average Number of ARAL Sessions conducted per week (Target: _____)		Class Program showing integration of ARAL sessions; Tutor's Daily Lesson Log/Plan; Tutor's Class Record/Monitoring Sheet	
5. Implementation of ARAL School Readiness and Responsiveness Audit (ASRRA)	Status of BOSY ASRRA Submission (Yes/No/Date Submitted)		Status of MOSY ASRRA Submission (Yes/No/Date Submitted)		Copy of ASRRA Report (BOSY/MOSY) submitted to SDO	



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III. Learner Progress and Achievement

Indicator		Pre-Intervention (BOSY) Data		Mid-Intervention (MOSY) Data		Key Data Interpretation/ Analysis
		No. of Learners	%	No. of Learners	%	
1. Total Number of ARAL Learners (Reading)	Total Count:					Note: This should be consistent with the identified learners.
2. Proficiency Level of ARAL Learners	CRLA					
	Emerging Level: (Count and %)					
	Transitioning Level: (Count and %)					Increase in Transitioning level: (MOSY – BOSY)
	Grade Level Ready (Ready to Exit): (Count and %)					Exit Rate: Count of Learners Ready to Exit text / Total ARAL Learners
	PHIL-IRI					
	Frustration Level: (Count and %)					
	Instructional Level: (Count and %)					Increase in Instructional level: (MOSY – BOSY)
	Proficient/ Independent Level (Ready to Exit):					Exit Rate: Count of Learners Ready to Exit text / Total ARAL Learners
3. Learner Attendance Rate		Not Applicable		Average Attendance Rate (%) in ARAL sessions for Q1 & Q2.		Tutor's Class Attendance Sheet; School Consolidated Attendance Report.
4. Comprehensive Rapid Literacy Assessment (CRLA) Results (for Grade 1,2&3)	Average score/level per school (BOSY).					MOSY CRLA Results encoded in the national submission link (DepEd Memo No. 18, s. 2025).
	Average score/level per school (MOSY).					
5. Philippine Informal Reading Inventory (Phil-IRI) Results (for Grade 4-10)	% of learners in Frustration level (BOSY).					MOSY Phil-IRI Results encoded in the national submission link.
	% of learners in Frustration level (MOSY).					



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IV. Challenges, Best Practices, and Recommendations

Area	Challenges Encountered (Q1 & Q2)	Best Practices/Innovations (Q1 & Q2)	Recommendations for Q3 & Q4
1. Learner Attendance			
2. Tutor's Support and Capacity			
3. Resources and Facilities			
4. Parental and Community Support			
5. Monitoring and Evaluation (M&E)			



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V. Synthesis and Action Plan

A. Synthesis of MOSY PIR Results

(Summarize the overall status: Strengths, Areas for Improvement, and Critical Issues based on the data above.)

Overall District Assessment:

Critical Issues to Address Immediately: *(List the top 3 high-impact challenges)*

1.	
2.	
3.	



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B. District-Level ARAL Action Plan for Quarter 3 & Quarter 4, SY 2025-2026

Problem/Issue (Based on MOSY PIR)	Proposed Intervention/Activity	Responsible Persons	Timeline (Q3/Q4)	Success Indicator (Specific, Measurable)
<i>Example: Low proficiency gain (5% moved from Frustration to Instructional)</i>	<i>Conduct LAC session on "Phonics-Based Reading Strategies" for ARAL Tutors.</i>	<i>PSDS, District LAC Coordinator, Master Teachers, Tutors</i>	<i>February 2026</i>	<i>100% of ARAL Tutors receive 8 hours of training; 10% increase in learners moving to the Instructional/ Independent level by BOSY</i>

Consolidated by:

 District ARAL Reading Coordinator

Prepared and Noted by:

 PSDS/DIC

Date Presented and Submitted: _____



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Enclosure No. 5 to the Division Memorandum No. ____, s. 2025

TEACHER - SUBSTITUTE ASSIGNMENT PLAN
S. Y. 2025-2026

Name of Teacher on Official Travel:	
Position:	
Inclusive Dates:	
Reason:	
Legal Basis:	

Date:						
Time	Grade & Section	Subject	Topic	Learners Expected Output	Name of Substitute Teacher	Signature

Prepared by: _____
Participant

Approved By: _____
School Head



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