



Republic of the Philippines
Department of Education
 Schools Division of Benguet

DepEd-Benguet Division
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09 March 2023

DIVISION MEMORANDUM
 No. 94, s. 2023

CONDUCT OF THE 'We PIPE' PROCESS UNDER PROJECT BRIGHTER

To: Public Schools District Supervisors
 Elementary and Secondary School Heads
 All Others Concerned

1. One essential feature of the Project BRIGHTER (Beginning Reading Interventions thru Gratifying and Honing Techniques for Enhanced Reading), a CID project under SDO Benguet's Flagship Reading Program called BINDIYAN (Batang I-Benguet, Nakababasa't nakasusulat, Diwang Isinatitik at Yamang Angkin, Naisasabuhay), is the introduction and enhancement of school, district, and division-based reading activities which are creative, responsive, and appropriate to the level and reading needs of learners. These activities are expected to follow the suggested process of conducting intervention and enhancement activities to ensure the development of the learners' reading skills.

2. This process is called 'We PIPE' which serves as a guide to all schools. Like the pipe which is used to transmit liquids from a source to an outlet, this activity will become an avenue for the learners to draw information from sources that will develop their knowledge, skills, and values through the development of their reading skills in Filipino and English.

3. The 'We PIPE' shall follow the process of Pre-assessment, Intervention, Post-assessment, and Enhancement activities to ensure the development of the reading skills of learners according to their pace as seen in the table below.

STAGE	ACTIVITIES	OUTPUTS
Pre-assessment	a. Conduct of FLAT, PHIL-IRI, CAR-IRI, EGRA, etc. to assess the reading skills of learners b. Leveling learners according to their reading skills c. Grouping of learners according to levels	a. Assessment results b. List of learners according to their reading skills indicating the assessment tool used c. Grouping of learners per grade according to reading levels using the provided template in



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	<p>d. Identifying intervention activities according to their reading levels</p> <p><i>*Important note: If the learners are on track or advance, they may not undergo the giving of intervention but proceed right away to the fourth stage which is the giving of enhancement activities.</i></p>	<p>Division Memorandum No. 51, s. 2023</p> <p>d. List of suitable intervention activities for the different groups of learners according to reading levels</p>
Intervention	<p>e. Giving of intervention activities which are suitable, interesting, and responsive to the reading needs of learners</p> <p><i>*Note: This is the part where respective proponents may introduce reading intervention initiatives or proposals which will be prepared and submitted for approval in the Division Office.</i></p>	<p>e. Conducted intervention activities with MOVs to address the reading needs of learners</p>
Post-assessment	<p>f. Conducting post-assessment to assess the effectiveness of intervention activities and improvement of the reading skills of learners</p>	<p>f. Post-assessment results</p>
Enhancement	<p>g. Giving of enhancement activities to further improve the reading skills of learners especially on aspects that were not yet developed in the giving of remediation</p>	<p>g. Enhancement activities and further assessment results</p>



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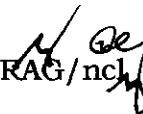




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4. The schools shall prepare a quarterly plan to be submitted before the start of each quarter. Within the quarter, monthly progress reports using the Enclosure 2 of Division Memorandum No. 51, s. 2023, shall be submitted to the district for consolidation and shall be submitted to the CID by the PSDS. The quarterly report with MOVs shall be submitted after each quarter to include the approved reading activity plan and documentation using the templates attached in Division Memorandum No. 51, s. 2023. (See Enclosures 1 and 2)
5. This shall be one of the main PPAs to be monitored during the succeeding ENTAKO CID.
6. Education Program Supervisors, Public Schools District Supervisors, and school heads shall monitor and submit reports relative to the conduct of BRIGHTER Project activities under the Brigada Pagbasa Program. All schools are encouraged to give a local name or title for their respective reading projects.
7. Immediate dissemination of and compliance with this memorandum is directed.


GLORIA B. BUYA-AO
School Division Superintendent


CID/RAG/nch



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Enclosure 1 to DM No. _____

LEARNING PLAN (READING, NUMERACY, VALUES EDUCATION)

School: _____

District: _____

Grade Level	No. of identified learners	Schedule/Time	Reading/Learning Facilitator	Target Expected output/outcome	Competency Target	Remarks
Kinder						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

Prepared:

Recommending Approval:

School Head

PSDS

EPs Partner

Approved:

RIZALYN A. GUZNIAN EdD
CID Chief

Enclosure No. 2 to DM _____

LEARNING ACCOMPLISHMENT REPORT (READING, NUMERACY, VALUES EDUCATION)

School: _____

District: _____

Grade Level	No. of identified learners	Schedule/Time	Reading/Learning Facilitator	Target Expected output/outcome	Competency Target	Actual	Remarks
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							

Prepared:

Recommending Approval:

School Head

PSDS

EPS Partner

Approved:

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CID Chief