



Republic of the Philippines  
**Department of Education**  
REGION II – CAGAYAN VALLEY  
SCHOOLS DIVISION OF NUEVA VIZCAYA

01 October 2024

**DIVISION MEMORANDUM**

No. 421, s. 2024

**QUARTERLY ENGAGEMENT OF ENGLISH COORDINATORS**

TO: OIC-Assistant Schools Division Superintendent  
Curriculum Implementation Division Chief  
Schools Governance and Operations Chief  
Education Program Supervisors  
Public Schools District Supervisors/Districts-in-Charge  
All others concerned

1. Please be informed that the Schools Division Office of Nueva Vizcaya through the Curriculum Implementation Division shall conduct the **Quarterly Engagement** of English Coordinators on **October 9, 2024 for Secondary English Coordinators at Quezon National High School**, Quezon, Nueva Vizcaya, and on **October 10, 2024 for District English Coordinators at Tiblac ES, Ambaguio District**, Ambaguio, Nueva Vizcaya.
2. Agenda of the meeting include:
  - a. Search for the Most Sustained ELLN Implementer
  - b. Project WARDS 2.0 (Writing and Reading Development for Students)
  - c. Quarter Examination's Results
  - d. Planning for upcoming activities
  - e. Other related matters
3. Participants in this activity are the following
  - a. **October 9, 2024** – 55 Secondary Schools' English Coordinators (High School and Integrated Schools)
  - b. **October 10, 2024** - 23 District English Coordinators
4. They are reminded to bring their accomplishment portfolio and be ready with their 3-5-minute presentation. For guidance, see the following enclosures.
  - a. Enclosure 1 – Indicative Format of the Performance Portfolio
  - b. Enclosure 2 - Scoresheet and Criteria for the Search for the Most Sustained ELLN Implementer
  - c. Enclosure 3 - Conceptual Framework and Implementation Plan of Project LUMINOUS, Region 02's Flagship Project on Reading, Literacy, and Numeracy
5. Meals and snacks, including the travel expenses of the participants shall be charged to their school MOOE subject to the existing accounting and auditing rules and regulations.
6. For information, guidance, and compliance

**ORLANDO E. MANUEL PhD, CESO V**  
Schools Division Superintendent



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*Enclosure 1. Indicative Format for the Performance Portfolio*

**ENGLISH COORDINATOR'S PORTFOLIO**

**Content:**

1. Oral Reading Assessment Results (Pre-test) with Analysis  
Grades 1-3 – CRLA  
Grades 4-7 – Phil-IRI  
Grades 8-10 – Contextualized Reading Assessment
2. Periodic Test/Quarter Examination's Results  
Assessment Form 23  
Assessment Form 24
3. Sample Periodic Test/Quarter Exam per Grade Level (as attachment)
4. List of Innovations/Research submitted to the Division Office requesting for permission to conduct, or for acceptance/recognition
5. School Reading Program - Project HEART (Project Initiative Plans/Reading Programs/Other related activities)  
List of School Reading Programs  
Updates on the identified Emerging/Frustration Readers  
Interventions  
Monitoring and Evaluation/Observation Results
6. Journalism  
List of Organized School Publication (District/School)  
Editorial Staff  
List of Potential Journalists (Individual and Group)  
School Paper Advisers  
Organized localized activities
7. Best Practices arising from the implementation of the language curriculum
8. Issues, Concerns, Recommendations/Suggestions arising from the implementation of the language curriculum
9. Plans, Upcoming Activities



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*Enclosure 2. Scoresheet and Criteria Search for the Most Sustained ELLN Implementers*

**SCORE SHEET FOR THE MOST SUSTAINED ELLN IMPLEMENTERS**

SCHOOL INFORMATION SHEET	NAME/DESCRIPTION
DIVISION:	
SCHOOL/DISTRICT:	
SCHOOL ID:	
PRINCIPAL:	
SCHOOL READING COORDINATOR:	
SCHOOL NUMERACY COORDINATOR	
PSDS:	
Date Validated:	

Criteria	MOVs	Points	Points Earned
1. Validation on significance and highlights of the Executive Summary (which includes the details of the project, needs analysis, activities, generation of support and verification of findings	Quality Assured Reading Program, Phil-IRI Pre-Test/CRLA Tool, NMA Calendar of Activities, Proof of donations	20	
2. Validation on the Significant Accomplishments which include the program support and mobilization such as innovation write-up, updated reading data, school reading program flyer, activities conducted, stakeholder's engagement, sustainability plan.	Updated Reading Data, Phil-IRI Post Test, CRLA AND NMA Analyzed Results, Reading Flyer, Sustainability Plan (Reading Recovery Plan), LAC Sessions, Project Proposals, IMs Development, Intervention and	40	



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	Enrichment Programs		
3. Validation on the Impact of Accomplishments which include impact on increased reading levels and school reading performance, implementation accomplishments of school-home adjusted reading program, problems addressed, records of innovation <i>*actual validation shall apply to validate claims of reading levels</i>	Analyzed Phil-IRI /CRLA, NMA Results, Proof of school-home reading activities, Accomplishment Report, Random Reading Speed Test	20	
4. Over-all impact (to validate school atmosphere ie, presence of reading nooks, reading spaces, reading hubs)	Reading nooks, reading spaces, reading hubs etc.	20	
Total		100%	

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Name and Signature of Validator



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**Validation of Significant Accomplishment. To get the 40 points, the school should meet the following Indicators:**

Indicators	Means of Verification	Points Credited
1. Curriculum Alignment	<p>- Review the literacy and numeracy program's curriculum to ensure alignment with the learning objectives and standards set by the Department of Education (DepEd) or relevant educational authorities such as the 3 Bs, Big 6, Project LUMINOUS and the Science of Reading.</p> <p>Verify through documentation or interviews with program coordinators or implementers</p>	
2. Multisensory Approach	<p>- Observe reading sessions to assess if the program utilizes multisensory techniques, such as incorporating visual, auditory, and kinesthetic elements in the learning process.</p> <p>Interview teachers or participants to gather feedback on the program's use of multisensory approaches.</p>	
3. Individualized Instruction	<p>- Assess if the literacy and numeracy program offers individualized instruction or tailored approaches to meet the diverse learning needs of participants.</p> <p>Review program materials or guidelines to check for provisions on individualized instruction.</p> <p>Interview teachers or participants to gather feedback on the program's individualized instruction.</p>	
4. Progress Monitoring	<p>- Evaluate if the literacy and numeracy program includes a system for monitoring the progress of participants over time.</p> <p>Review program documents or reports that demonstrate progress monitoring mechanisms.</p>	



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	Interview program coordinators or teachers to gather information on how progress monitoring is implemented.	
5. Teacher Training and Support	Interview teachers or program coordinators to gather feedback on the training and support provided.	
6. Family and Community Engagement	<p>- Evaluate if the literacy and numeracy program encourages and facilitates family and community involvement in supporting participants' reading development.</p> <p>Review program materials or guidelines related to family and community engagement.</p> <p>Interview teachers, parents, or community members to gather feedback on the program's efforts in this area.</p>	
7. Assessment and Evaluation	<p>- Determine if the literacy and numeracy program includes formal or informal assessments to evaluate participants' reading skills and progress.</p> <p>Review program documents or reports that outline the assessment and evaluation processes.</p> <p>Interview program coordinators/principal or teachers to gather information on how assessments and evaluations are conducted.</p>	
8. Evidence-Based Practices	<p>- Assess if the reading program incorporates evidence-based practices in reading instruction and intervention.</p> <p>Review program materials or guidelines that reference research or evidence-based strategies.</p> <p>Interview program coordinators/principal or teachers to gather information on the use of evidence-based practices.</p>	



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Scoring Guide:

**5 points**- Fully implemented: The program is fully aligned and consistently demonstrates effective practices that meet or exceed the requirements of the criterion.

**4 points**- Well-implemented: The program shows substantial implementation of the criterion, with clear evidence of alignment and effective practices.

**3 points**- Moderately implemented: The program demonstrates moderate implementation of the criterion, showing some efforts and progress towards meeting the requirements.

**2 points**- Partially implemented: The program has some limited implementation of the criterion, but it is not fully integrated or consistent.

**1 point** - Not implemented: The program does not address the criterion or does not have any evidence of implementation.



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*Enclosure 3. Conceptual Framework and Implementation Plan of Project LUMINOUS, Region 02's Flagship Project on Reading, Literacy, and Numeracy*

**Conceptual Framework on Project LUMINOUS (Literacy Understanding and Mastery in Numbers- an Orderly Unified System)**

**I. On Developing Foundational Skills in Reading and Numeracy**

Project LUMINOUS is rooted in the understanding that foundational skills in reading and numeracy are crucial for the holistic development of learners. In the context of the MATATAG Curriculum, these foundational skills are seen as essential building blocks for academic success, personal growth, and lifelong learning. The project emphasizes the importance of mastery in reading and numeracy, as these are critical competencies that support students' abilities to engage with more complex concepts in other subject areas.

Reading and numeracy are not isolated skills; they are interdependent. Proficiency in numeracy requires comprehension skills, while reading comprehension often relies on logical reasoning and pattern recognition, which are core components of numeracy. The integration of both these skills is essential to ensure that learners not only develop the ability to read fluently but also apply these skills in practical, real-life situations, including problem-solving in mathematics.

Furthermore, the project is aligned with the goals of the MATATAG Curriculum, which prioritizes quality education by fostering strong foundations in literacy and numeracy. The development of these skills in the early years is crucial as it forms the base for academic progress in later stages of education. Without these foundational skills, learners may struggle to keep up with the curriculum demands in higher grades, leading to widening learning gaps. Thus, Project LUMINOUS aims to intervene early and provide the necessary support for learners to develop these essential skills.

**II. On Aligning with the MATATAG Language Arts Curriculum Framework**

The Language Arts Curriculum under the MATATAG framework is designed to support the gradual progression from the first language (L1) to the second language (L2) and ultimately to the third language (L3). This progression



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reflects the natural linguistic development of learners and acknowledges the cognitive and social benefits of bilingualism and multilingualism.

Project LUMINOUS supports this curriculum by integrating strategies that help learners transition smoothly between languages. In the early years, learners are taught in their mother tongue, which research shows is the most effective medium for initial literacy instruction. As learners become proficient in reading and understanding their first language, they gradually build skills in their second language, typically Filipino, and eventually in English, their third language. The project ensures that this transition is supported with appropriate instructional materials and strategies that promote comprehension and language mastery at each stage.

Moreover, the project addresses the challenges faced by learners during this transition by offering targeted interventions. These interventions include differentiated instruction and language support tailored to the learners' language proficiency levels, ensuring that they are not left behind as they move from one language to another. The alignment of Project LUMINOUS with the Language Arts Curriculum guarantees that the literacy instruction is both culturally and linguistically relevant, enhancing learner engagement and success.

### III. On Supporting the National Reading Recovery Plan

One of the key components of Project LUMINOUS is its alignment with the National Reading Recovery Plan. This plan, developed by the Department of Education, aims to address learning gaps caused by disruptions in formal education, especially in the wake of challenges such as the COVID-19 pandemic.

Project LUMINOUS takes an active role in the implementation of this plan by focusing on reading remediation and recovery programs for learners who are struggling with basic literacy. These interventions are designed to help students who are reading below grade level, ensuring they catch up with their peers. The project emphasizes personalized instruction, where learners receive targeted support based on their specific reading challenges. This includes one-on-one tutoring, small group instruction, and the use of evidence-based reading strategies that are proven to accelerate learning.

In addition to remediation, Project LUMINOUS supports the enrichment of reading skills for advanced learners through access to a wide range of reading materials that promote higher-order thinking and critical analysis. By



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catering to both struggling and proficient readers, the project ensures that every learner has the opportunity to enhance their literacy skills, thus contributing to the overarching goal of the National Reading Recovery Plan – the improvement of the nation's literacy rates.

#### IV. Framework for Implementation

Project LUMINOUS operates within a structured framework that guides its implementation across schools in Region 2. The first step in this process is the conduct of a comprehensive needs analysis. This involves collecting data on reading assessments, the profile of teachers, the results of previous implementation reviews, and an inventory of available learning resources. Understanding the current status of literacy and numeracy instruction in each school is essential for designing targeted interventions.



The analysis of these inputs leads to the development of specific programs and activities. These include technical assistance for teachers, ongoing supervision of literacy instruction, and the creation of contextualized learning resources. Each school, based on its unique needs and data, will design interventions that are both relevant and effective. For example, schools may create contextualized assessment tools that cater to their learners' linguistic backgrounds or develop supplementary reading materials that reflect local culture and interests.





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## IMPLEMENTATION STRATEGIES



Moreover, the framework encourages the continuous professional development of teachers through capacity-building programs. These programs focus on equipping teachers with the latest pedagogical strategies in literacy and numeracy instruction, enabling them to meet the diverse needs of their students. By ensuring that teachers are well-prepared, Project LUMINOUS enhances the overall quality of instruction, leading to improved learning outcomes.





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## V. Program Implementation

The successful implementation of Project LUMINOUS requires a strategic and systematic approach to ensure that literacy and numeracy skills are developed, monitored, and improved throughout the school year. This section outlines the key components of the program's implementation, which include assessments, learning delivery, resource development, teacher development, partnerships, monitoring and evaluation, and rewards and recognition.

### A. Assessment

#### Initial and End-of-Year Literacy and Numeracy Assessments

Project LUMINOUS emphasizes the importance of conducting comprehensive assessments at both the beginning and end of the school year. Literacy and numeracy assessments, such as the Philippine Informal Reading Inventory (Phil-IRI) and the Early Grade Reading Assessment (EGRA), serve as essential tools to identify learning gaps among students. These assessments help teachers understand where students are struggling, allowing for targeted interventions that address specific areas of need. By evaluating students' reading and numeracy skills at the outset, schools can



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establish a baseline for each learner, which will guide instruction throughout the year.

**Formative Assessments for Continuous Monitoring**

Beyond the initial assessments, Project LUMINOUS incorporates formative assessments to track students' progress on a quarterly basis. These assessments are crucial for monitoring learners' growth and providing timely feedback to both students and teachers. Formative assessments are varied in format, including quizzes, oral reading tests, math exercises, and practical problem-solving activities. Teachers are encouraged to use these assessments to adjust their instruction and provide additional support where needed. Continuous monitoring through formative assessments ensures that no learner is left behind and that challenges are addressed as they arise.

**B. Learning and Delivery**

**Integration of Literacy and Numeracy Across Learning Areas**

In line with the holistic approach of the MATATAG Curriculum, Project LUMINOUS ensures that literacy and numeracy instruction is integrated into all learning areas. This means that reading comprehension and numerical problem-solving are not limited to language and math subjects alone but are embedded in other disciplines such as science, social studies, and even physical education. For example, in science lessons, students may be asked to interpret data or read scientific texts, while in social studies, they might analyze historical events using timelines and figures. This cross-curricular integration helps learners see the relevance of literacy and numeracy in real-world contexts, promoting deeper engagement and understanding.

**Specialized Projects for Learners Across Ability Levels**

Recognizing the diverse needs of learners, Project LUMINOUS provides specialized projects and activities designed to cater to a wide range of abilities, from struggling students to those who are more advanced. For struggling learners, intervention programs such as remedial reading sessions, one-on-one tutoring, and math recovery classes are offered. These programs are tailored to address specific



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learning gaps and ensure that students are given the extra time and support they need to succeed. For advanced learners, enrichment programs such as reading clubs, math competitions, and independent research projects are provided to challenge and motivate them to reach their full potential. By offering differentiated instruction, the project ensures that every learner is supported according to their needs.

### **C. Learning Resources Development**

#### **Establishment of Resource Centers**

A key feature of Project LUMINOUS is the establishment of resource centers that focus on providing both print and digital materials to promote literacy and numeracy skills. These resource centers serve as hubs where learners can access a wide range of learning materials, including textbooks, storybooks, educational games, and math manipulatives. In addition to serving students, these centers provide teachers with teaching aids and instructional materials to enhance classroom instruction. The availability of diverse resources in both print and digital formats ensures that all learners, regardless of their learning style or access to technology, have the opportunity to improve their skills.

#### **Development of Locally Relevant and Contextualized Resources**

In order to make learning more meaningful and accessible, Project LUMINOUS emphasizes the development of supplementary resources that are locally relevant and contextualized to the learners' cultural and linguistic backgrounds. This involves creating reading materials that reflect local stories, traditions, and environments, as well as math problems that relate to real-life situations familiar to the learners. Contextualizing learning materials helps students connect with the content on a personal level, increasing their engagement and retention. Teachers are encouraged to collaborate with local communities, writers, and illustrators to produce these materials, ensuring they are culturally appropriate and aligned with curriculum goals.



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#### **D. Learning and Development**

##### **Learning Action Cells (LACs) for Literacy and Numeracy Pedagogy**

Teacher professional development is a cornerstone of Project LUMINOUS. The project facilitates the implementation of Learning Action Cells (LACs), which are school-based professional learning communities where teachers come together to discuss and refine their teaching practices, particularly in literacy and numeracy pedagogy. These LAC sessions provide opportunities for teachers to share best practices, reflect on their instructional approaches, and collaborate on strategies to improve student outcomes. By fostering a culture of continuous learning and collaboration, Project LUMINOUS ensures that teachers are well-equipped to deliver effective literacy and numeracy instruction in their classrooms.

#### **E. Partnerships and Linkages**

##### **Community Partnerships for Reading and Numeracy Advocacy**

Project LUMINOUS recognizes the importance of engaging community stakeholders in promoting literacy and numeracy. Schools are encouraged to foster partnerships with local government units, non-government organizations, and parents to enhance reading and numeracy advocacy. Programs like DEAR (Drop Everything and Read) and school-based math clubs are excellent examples of community-driven initiatives that promote a love for reading and an interest in mathematics among learners. These programs not only provide additional learning opportunities outside the classroom but also create a supportive environment where students feel motivated to improve their skills. Active community involvement ensures that literacy and numeracy development becomes a shared responsibility, extending beyond the school walls.

#### **F. Monitoring and Evaluation**

##### **Comprehensive Monitoring and Evaluation System**

To ensure the effectiveness of Project LUMINOUS, regional and division offices will conduct ongoing monitoring and evaluation through a variety of methods.



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These include regular assessments, classroom observations, and feedback mechanisms that involve both teachers and learners. The regional and division supervisors will visit schools to observe how literacy and numeracy programs are being implemented, assess student progress, and gather insights from teachers about the challenges and successes they experience. Data collected from these monitoring activities will be used to refine and improve the program, ensuring that it remains responsive to the needs of learners and teachers alike.

#### Data-Driven Decision-Making

The information gathered from assessments and observations will be analyzed to guide data-driven decision-making at both the school and division levels. This ensures that interventions and resources are allocated where they are needed most, maximizing the impact of the program. Continuous monitoring and evaluation also allow for the identification of best practices, which can be scaled and replicated across schools and divisions to promote consistent improvement in literacy and numeracy outcomes.

### G. Rewards and Recognition

#### Recognition of Exemplary Performance

To motivate and encourage both learners and educators, Project LUMINOUS will implement a rewards and recognition system that acknowledges exemplary performance in advancing literacy and numeracy. Teachers, coordinators, and learners who demonstrate outstanding achievements in these areas will be celebrated through awards and public recognition. This may include recognition during school assemblies, certificates of achievement, and even incentives such as scholarships or professional development opportunities for teachers. Recognizing and rewarding excellence not only boosts morale but also fosters a sense of accomplishment and pride in the community's collective efforts to improve literacy and numeracy.



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