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EDUFILESPH NATIONAL HIGH SCHOOL

SCHOOL-BASED READING INTERVENTION PLAN

KEY STAGE 3 (Grades 7 to 10)

School Year 2026–2027

I. RATIONALE

In Key Stage 3, every learning area depends on the ability to read complex literary, informational, and academic texts. Learners who enter junior high school reading at the frustration level struggle in all subjects and are more likely to drop out.

RA 12028 and DepEd Order No. 18, s. 2025 cover reading up to Grade 10. DepEd Memorandum No. 64, s. 2025 sets ARAL-Reading Basic and ARAL-Reading Plus for Grades 7 to 10, with the Phil-IRI in English as the basis for grouping.

DepEd reported that in SY 2025–2026 the share of struggling readers in Key Stage 3 dropped by 28 percentage points, and has said that it is now focusing on this key stage. This plan responds by combining classroom remediation, ARAL-Reading tutorials, and close progress monitoring.

II. LEGAL BASES

1. Republic Act No. 12028 — Academic Recovery and Accessible Learning (ARAL) Program Act
2. DepEd Order No. 18, s. 2025 — Implementing Guidelines of the ARAL Program
3. DepEd Memorandum No. 64, s. 2025 — Implementing Guidelines for ARAL-Reading, Key Stages 1 to 3
4. DepEd Order No. 14, s. 2018 — Policy Guidelines on the Administration of the Revised Phil-IRI
5. DepEd Order No. 15, s. 2026 — Classroom Assessment Guidelines (remediation may begin as early as Week 5, after the first summative test)
6. DepEd Order No. 29, s. 2022 — Basic Education Monitoring and Evaluation Framework (BEMEF)
7. DepEd three-term School Calendar and Activities for SY 2026–2027

III. OBJECTIVES

General Objective

To bring Key Stage 3 learners who read below grade level up to grade-level reading by the end of SY 2026–2027.

Specific Objectives

Specifically, this plan aims to:

a. Assess all Grades 7 to 10 learners using the Phil-IRI (English) at the beginning, middle, and end of the school year;
b. Place learners in ARAL-Reading Basic, ARAL-Reading Plus, or classroom-based remediation according to their reading profile;
c. Move at least 70% of learners in intervention up by at least one Phil-IRI reading level by the midline assessment;
d. Reduce the number of non-readers and frustration-level readers by at least 50% by the end-of-school-year assessment; and
e. Track each learner's progress through an Individual Reading Intervention Plan, and refer learners who show no progress to the ILRC multidisciplinary team or the guidance office.

IV. TARGET LEARNERS AND ASSESSMENT PROFILE

Fill in with the beginning-of-school-year (BOSY) results. Learners at the levels listed in Section V are the target learners of this plan.

READING / LITERACY — Phil-IRI (English)									
Grade Level	**Assessment Tool**	**Language of Assessment**	**Enrolment**	**No. Assessed**	**Non-reader / Basic**	**Frustration**	**Instructional**	**Independent**	**No. for Intervention**
Grade 7	Phil-IRI	English							
Grade 8	Phil-IRI	English							
Grade 9	Phil-IRI	English							
Grade 10	Phil-IRI	English							
		TOTAL							

V. READING INTERVENTION PLAN MATRIX

GRADE 7 — READING / LITERACY *Phil-IRI in English; entry year to junior high school*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Lacks foundational skills (ARAL-Reading Basic)	• Cannot decode many grade-level words; reads word by word • Weak letter-sound knowledge in English • Entered junior high school as a non-reader or below grade level	• Apply phonics and syllabication rules to decode multi-syllable words • Read high-frequency and content-area words automatically • Read short age-appropriate passages with at least 90% accuracy	• ARAL-Reading Basic lessons: explicit, systematic phonics using age-appropriate texts • Syllable chunking and word-part analysis • Daily repeated reading with private fluency charts • One-on-one or very small groups (1:5) to protect self-esteem • Guidance referral when motivation or attendance is an issue	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; age-appropriate leveled texts; graphic organizers	English teacher / class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out, before/after class) or Saturday ≤ 2 hrs for multi-shift schools	75% of Grade 7 learners in ARAL-Reading Basic move to ARAL-Reading Plus by midline
Frustration level (ARAL-Reading Plus)	• Decodes but reads slowly; loses meaning	• Read grade-level texts with appropriate	• Phrase-cued and repeated reading with fluency graphs	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook	English teacher / class adviser; ARAL tutor (not the learner's own	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1	70% move up to Instructional level in the

GRADE 7 — READING / LITERACY *Phil-IRI in English; entry year to junior high school*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
	in long sentences • Limited academic vocabulary • Cannot answer inferential questions	rate and accuracy • Use context clues and affixes to unlock word meanings • Answer literal and inferential questions using text evidence	• Vocabulary notebooks and word maps (Frayer model) • Before–during–after reading routine • Guided reading with Philippine literary and informational texts	(DM 64, s. 2025); Phil-IRI passages; age-appropriate leveled texts; graphic organizers	teacher); Reading Coordinator; parents/guardians	hr/day (pull-out, before/after class) or Saturday ≤ 2 hrs for multi-shift schools	midline Phil-IRI
Instructional level (classroom-based remediation)	• Has difficulty identifying main ideas and text structures in expository texts • Weak note-making	• Identify main idea, supporting details, and text structure • Summarize expository texts • Make notes from what was read	• Text-structure organizers and signal-word charts • Reciprocal teaching • Cornell note-making • Content-area reading across subjects (Science, AP)	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; age-appropriate leveled texts; graphic organizers	English teacher / class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out, before/after class) or Saturday ≤ 2 hrs for multi-shift schools	70% reach Independent level by EOSY

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GRADE 7 — READING / LITERACY *Phil-IRI in English; entry year to junior high school*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Independent level (enrichment)	• Reads at grade level; needs to sustain and deepen reading	• Read a variety of Philippine literary texts • Write reading responses and reviews	• Book clubs and reading challenges • Supervised peer reading buddies for ARAL learners • Campus journalism and school library programs	School library; e-books; newspapers and magazines	English teacher; school librarian; campus paper adviser	Term 1–Term 3; free reading and club periods	Maintains Independent level; reads at least 5 full-length texts per term

GRADE 8 — READING / LITERACY *Phil-IRI in English*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Lacks foundational skills (ARAL-Reading Basic)	• Cannot decode many grade-level words; reads word by word • Weak letter-sound knowledge in English	• Apply phonics and syllabication rules to decode multi-syllable words • Read high-frequency and content-area words automatically • Read short age-appropriate passages with at least 90% accuracy	• ARAL-Reading Basic lessons: explicit, systematic phonics using age-appropriate texts • Syllable chunking and word-part analysis • Daily repeated reading with private fluency charts • One-on-one or very small groups (1:5) to protect self-esteem • Guidance referral when motivation or attendance is an issue	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; age-appropriate leveled texts; graphic organizers	English teacher / class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out, before/after class) or Saturday ≤ 2 hrs for multi-shift schools	75% of Grade 8 learners in ARAL-Reading Basic move to ARAL-Reading Plus by midline
Frustration level (ARAL-Reading Plus)	• Reads with many miscues; weak fluency • Cannot make inferences or	• Read grade-level texts fluently • Make inferences and draw	• Timed repeated reading and Readers' Theater • Inference charts (It says – I say – And so)	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages;	English teacher / class adviser; ARAL tutor (not the learner's own teacher); Reading	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out,	70% move up to Instructional level in the midline Phil-IRI

GRADE 8 — READING / LITERACY *Phil-IRI in English*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
	draw conclusions	conclusions supported by the text • Expand academic and literary vocabulary	• Vocabulary games and word walls • Guided reading with Afro-Asian and Philippine selections	age-appropriate leveled texts; graphic organizers	Coordinator; parents/guardians	before/after class) or Saturday ≤ 2 hrs for multi-shift schools	
Instructional level (classroom-based remediation)	• Has difficulty distinguishing fact from opinion and analyzing text structure	• Distinguish fact from opinion and claims from evidence • Analyze text structure and author's purpose • Summarize and paraphrase	• News-article analysis • QAR (Question–Answer Relationship) strategy • Paraphrasing practice with sentence frames • Literature circles	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; age-appropriate leveled texts; graphic organizers	English teacher / class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out, before/after class) or Saturday ≤ 2 hrs for multi-shift schools	70% reach Independent level by EOSY
Independent level (enrichment)	• Reads at grade level; needs to sustain and deepen reading	• Read and discuss longer literary and	• Literature circles and book talks • Supervised peer reading buddies	School library; e-books; newspapers and magazines	English teacher; school librarian; campus paper adviser	Term 1–Term 3; free reading and club periods	Maintains Independent level; reads at least 5 full-

GRADE 8 — READING / LITERACY *Phil-IRI in English*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
		informational texts • Lead small-group discussions	• Reading-based contests (spelling, quiz bees, essay writing)				length texts per term

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GRADE 9 — READING / LITERACY *Phil-IRI in English*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Lacks foundational skills (ARAL-Reading Basic)	• Cannot decode many grade-level words; reads word by word • Weak letter-sound knowledge in English	• Apply phonics and syllabication rules to decode multi-syllable words • Read high-frequency and content-area words automatically • Read short age-appropriate passages with at least 90% accuracy	• ARAL-Reading Basic lessons: explicit, systematic phonics using age-appropriate texts • Syllable chunking and word-part analysis • Daily repeated reading with private fluency charts • One-on-one or very small groups (1:5) to protect self-esteem • Guidance referral when motivation or attendance is an issue	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; age-appropriate leveled texts; graphic organizers	English teacher / class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out, before/after class) or Saturday ≤ 2 hrs for multi-shift schools	75% of Grade 9 learners in ARAL-Reading Basic move to ARAL-Reading Plus by midline
Frustration level (ARAL-Reading Plus)	• Reads slowly with weak phrasing • Has difficulty following	• Read grade-level texts fluently and with expression	• Phrase-cued reading and paired reading	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025);	English teacher / class adviser; ARAL tutor (not the learner's own teacher); Reading	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-	70% move up to Instructional level in the

GRADE 9 — READING / LITERACY *Phil-IRI in English*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
	arguments in long texts	• Identify claims and supporting reasons • Use context, word parts, and a dictionary for unfamiliar words	• Argument mapping (claim – reason – evidence) • Vocabulary journals with word parts • Guided reading with literary and argumentative texts	Phil-IRI passages; age-appropriate leveled texts; graphic organizers	Coordinator; parents/guardians	out, before/after class) or Saturday ≤ 2 hrs for multi-shift schools	midline Phil-IRI
Instructional level (classroom-based remediation)	• Weak evaluative comprehension: author's purpose, bias, tone	• Evaluate author's purpose, tone, and point of view • Detect bias and propaganda techniques • Compare information across two texts	• Media and propaganda analysis • Double-entry journals • Socratic seminars • Text-comparison graphic organizers	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; age-appropriate leveled texts; graphic organizers	English teacher / class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out, before/after class) or Saturday ≤ 2 hrs for multi-shift schools	70% reach Independent level by EOSY

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GRADE 9 — READING / LITERACY *Phil-IRI in English*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Independent level (enrichment)	• Reads at grade level; needs to sustain and deepen reading	• Read critically across genres • Produce critiques and reviews	• Book reviews and critique writing • Debate and forum clubs • Supervised peer reading buddies	School library; e-books; newspapers and magazines	English teacher; school librarian; campus paper adviser	Term 1–Term 3; free reading and club periods	Maintains Independent level; reads at least 5 full-length texts per term

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GRADE 10 — READING / LITERACY *Phil-IRI in English; final year before Senior High School*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Lacks foundational skills (ARAL-Reading Basic)	• Cannot decode many grade-level words; reads word by word • Weak letter-sound knowledge in English • Is at risk of entering Senior High School unable to read academic texts	• Apply phonics and syllabication rules to decode multi-syllable words • Read high-frequency and content-area words automatically • Read short age-appropriate passages with at least 90% accuracy	• ARAL-Reading Basic lessons: explicit, systematic phonics using age-appropriate texts • Syllable chunking and word-part analysis • Daily repeated reading with private fluency charts • One-on-one or very small groups (1:5) to protect self-esteem • Guidance referral when motivation or attendance is an issue	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; age-appropriate leveled texts; graphic organizers	English teacher / class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out, before/after class) or Saturday ≤ 2 hrs for multi-shift schools	75% of Grade 10 learners in ARAL-Reading Basic move to ARAL-Reading Plus by midline
Frustration level (ARAL-	• Reads slowly; cannot	• Read grade-level and functional	• Repeated reading of short academic texts	ARAL-Reading Teacher's Guide and Activity	English teacher / class adviser; ARAL tutor (not	Term 1–Term 3, SY 2026–2027;	70% move up to Instructional

GRADE 10 — READING / LITERACY *Phil-IRI in English; final year before Senior High School*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Reading Plus)	understand academic and functional texts (forms, instructions, reports)	texts with understanding • Answer literal, inferential, and evaluative questions • Build academic vocabulary for SHS	• Functional-reading tasks (forms, schedules, manuals, job ads) • Academic word lists and vocabulary notebooks • Guided reading with world literature selections	Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; age-appropriate leveled texts; graphic organizers	the learner's own teacher); Reading Coordinator; parents/guardians	weekdays ≤ 1 hr/day (pull-out, before/after class) or Saturday ≤ 2 hrs for multi-shift schools	level in the midline Phil-IRI
Instructional level (classroom-based remediation)	• Has difficulty synthesizing ideas from several texts and evaluating arguments	• Synthesize information from multiple sources • Evaluate the soundness of arguments • Write summaries and reaction papers	• Text sets on one issue with synthesis charts • Argument evaluation checklists • Summary and reaction-paper writing workshops • Research-reading mini-projects	ARAL-Reading Teacher's Guide and Activity Sheets/Workbook (DM 64, s. 2025); Phil-IRI passages; age-appropriate leveled texts; graphic organizers	English teacher / class adviser; ARAL tutor (not the learner's own teacher); Reading Coordinator; parents/guardians	Term 1–Term 3, SY 2026–2027; weekdays ≤ 1 hr/day (pull-out, before/after class) or Saturday ≤ 2 hrs for multi-shift schools	70% reach Independent level by EOSY and enter SHS reading at grade level

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GRADE 10 — READING / LITERACY *Phil-IRI in English; final year before Senior High School*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Independent level (enrichment)	• Reads at grade level; needs to sustain and deepen reading	• Read complex academic and literary texts • Prepare for SHS academic reading	• Research reading projects • Campus journalism and forums • Supervised peer reading buddies	School library; e-books; newspapers and magazines	English teacher; school librarian; campus paper adviser	Term 1–Term 3; free reading and club periods	Maintains Independent level; reads at least 5 full-length texts per term

VI. MODES OF DELIVERY AND SESSION STRUCTURE

- Delivery modes: face-to-face, online, or blended (DO 18, s. 2025).
- Settings: pull-out sessions during class hours, add-on sessions before or after class or on weekends, or other approved strategies.
- Duration: not more than one hour per day on weekdays; not more than two hours on weekends (preferably Saturdays) for multi-shift schools or schools with special programs.
- Grouping: one-on-one or group tutorials; a 1:5 ratio is recommended, with a maximum of 15 learners per tutorial class (DO 18, s. 2025; DM 64, s. 2025).
- Tutors may not tutor their own learners. Priority goes to experienced teachers and para-teachers; pre-service teachers, LET-eligible applicants, and other qualified tutors may also be engaged (DO 18, s. 2025).
- Scheduling options: daily (4 times a week), 2 to 3 times a week for 30 to 60 minutes, or a single 2-hour Saturday session (DM 64, s. 2025).
- Each learner's targets and progress are written in an Individual Reading Intervention Plan (Annex A).

A. Weekly Cycle

Day	Activity
Days 1–3	Lesson sessions on the target reading skills for the week
Day 4	Review and check-in (formative assessment of the week's targets)
Day 5	Tutor–teacher conference, updating of Individual Reading Intervention Plans, and preparation of materials

Source: ARAL-Reading weekly cycle, DM 64, s. 2025.

B. Suggested Flow of a 60-Minute Session

Part	What happens	Time
Review / warm-up	Quick drill on previously learned sounds, words, or strategies	5 min
Explicit instruction (I do)	Tutor models the target skill clearly and briefly	15 min

Part	What happens	Time
Guided practice (We do)	Learners practice with the tutor's prompts and feedback	15 min
Independent practice (You do)	Learners read or complete tasks on their own	15 min
Quick check and recording	Short check of the target skill; tutor notes results in the Individual Reading Intervention Plan	10 min

Reading flow follows explicit instruction (gradual release of responsibility).

VII. IMPLEMENTATION TIMELINE (SY 2026–2027)

Term 1: June 8 – September 15, 2026 | Term 2: September 16 – December 18, 2026 | Term 3: January 4 – April 8, 2027

No.	Activity	Persons Responsible	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	BOSY Phil-IRI assessment and learner profiling; tagging in the LIS	Class advisers; Reading Coordinator	■	■										
2	Orientation of parents/guardians; consent forms; grouping and tutor assignment	School Head; Reading Coordinator; Class advisers		■										
3	Classroom-based remediation (DO 15, s. 2026)	Class advisers / subject teachers		■	■	■	■	■	■	■	■	■		
4	ARAL-Reading tutorial sessions	ARAL tutors			■	■	■	■	■	■	■	■		
5	Midline (MOSY) Phil-IRI assessment (per SDO schedule)	Reading Coordinator; Class advisers					■	■						
6	EOSY Phil-IRI assessment (about one month before the final term examination)	Reading Coordinator; Class advisers									■	■		
7	Monthly progress conference / LAC session (collaborative expertise)	School Head; Reading Coordinator		■	■	■	■	■	■	■	■	■		
8	Term progress report to the School Head and SDO	Reading Coordinator				■			■			■		
9	ARAL Summer Program (Reading) for eligible learners	School Head; ARAL tutors											■	■
10	Program evaluation and planning for next school year	School Head; Reading Coordinator											■	

VIII. MONITORING AND EVALUATION

A. Progress Pathways after Each Assessment (DO 18, s. 2025)

Result	Decision	Action
Learner reaches grade-level proficiency	**EXIT the intervention**	Return to regular class instruction; continue monitoring through classroom assessment.
Learner improves but is still below grade level	**CONTINUE the intervention**	Update the targets in the Individual Reading Intervention Plan; adjust grouping and strategies.
Learner shows no improvement	**REFER for extended or specialized support**	Submit the learner's name to the School Head; refer learners with possible learning difficulties to the ILRC multidisciplinary team; involve the guidance office and parents/guardians.

B. Monitoring Activities

What is monitored	Tool / Evidence	Frequency	Responsible
Formative checks of target skills	Teacher-made quizzes; Individual Reading Intervention Plan	Every session / weekly	Tutors; teachers
Tutor–teacher conference	Individual Reading Intervention Plan; class progress sheet (Annex B)	Weekly (Day 5)	Tutors; class advisers
Midline and EOSY assessments	Phil-IRI	Mid-year and end of year	Reading Coordinator; class advisers
Collaborative expertise session / LAC	Assessment results; learner work samples	Monthly	School Head; Reading Coordinator
School Readiness and Responsiveness Audit (SRRA)	SRRA online forms (DO 18, s. 2025)	Before, during, and after implementation	School Head

What is monitored	Tool / Evidence	Frequency	Responsible
Progress report	Summary of results by grade and level; ARAL dashboard / LIS	End of each term	Reading Coordinator → School Head → SDO

IX. ROLES AND RESPONSIBILITIES

Personnel / Group	Responsibilities
School Head	Approves and leads the plan; includes it in the SIP, AIP, and School Form 7; assigns tutors; secures resources; monitors implementation and reports to the SDO.
Key Stage / Grade Level Chair	Coordinates schedules and grouping across sections; consolidates grade-level results.
Reading Coordinator	Leads reading assessments; checks Individual Reading Intervention Plans; coaches tutors; prepares reading progress reports.
Class Advisers / Language Teachers	Assess learners; provide classroom-based remediation; refer learners to the intervention; meet tutors weekly; communicate with parents.
ARAL-Reading Tutors	Conduct tutorial sessions; keep Individual Reading Intervention Plans updated; give formative checks; attend tutor–teacher conferences.
Guidance Counselor / ILRC Multidisciplinary Team	Assess and support learners referred for possible learning difficulties or socio-emotional concerns.
Parents / Guardians	Give consent; ensure attendance; read with the child at home; attend conferences.
SGC / PTA / LGU / Stakeholders	Support the program with materials, venues, snacks, volunteers, and advocacy.

X. BUDGETARY REQUIREMENTS

Item / Particulars	Quantity	Unit Cost (₱)	Amount (₱)	Source of Fund
Reproduction of learner workbooks and activity sheets				MOOE / SEF
Reading materials and manipulatives (letter tiles, alphabet and word cards, flash cards)				MOOE / Stakeholders
Supplementary reading materials (decodables, leveled readers, storybooks)				MOOE / SEF / Stakeholders
Office supplies (paper, ink, folders for Individual Reading Intervention Plans)				MOOE
Snacks for Saturday / add-on sessions (if supported by stakeholders)				PTA / LGU / Stakeholders
Tutor compensation (overload pay, service credits, or contract of service)				DepEd (per DO 18, s. 2025)
		TOTAL		

Prepared by:

NAME OF PERSONNEL
Reading Coordinator

NAME OF PERSONNEL
Department Head, English / Filipino

NAME OF PERSONNEL
Key Stage / Grade Level Chair

Reviewed by:

Recommending Approval:

Approved:

NAME OF PERSONNEL
Master Teacher / Curriculum Head

NAME OF PERSONNEL
Assistant School Principal / Head Teacher

NAME OF PERSONNEL
School Principal / School Head

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ANNEX A

INDIVIDUAL READING INTERVENTION PLAN

KEY STAGE 3 (Grades 7 to 10) — SY 2026–2027 | ARAL-Reading, DM 64, s. 2025

Name of Learner		**LRN**	
Grade & Section		**Tutor / Teacher**	
Language of Instruction		**Intervention Group**	
BOSY Result		**Midline Result**	
EOSY Result		**Date Started**	

Reading profile levels: Non-reader / Basic / Frustration / Instructional / Independent

Week / Date	Target Skill / Competency	Activities and Materials Used	Learner's Performance (✓ Mastered / △ Developing / ✗ Not Yet)	Tutor Notes / Observations and Next Session's Target

Pathway decision: ☐ Exit (reached grade level) ☐ Continue intervention ☐ Refer for extended / specialized support

Tutor / Teacher: _____ Class Adviser: _____ Parent / Guardian: _____

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ANNEX B

CLASS READING INTERVENTION PROGRESS MONITORING SHEET

KEY STAGE 3 (Grades 7 to 10) — SY 2026–2027

Learning Area: Reading / Literacy (English) Grade & Section: _____ Tutor / Teacher: _____ Assessment Tool: Phil-IRI

No.	Name of Learner (Last, First, M.I.)	LRN	Sex	BOSY Result	Midline Result	EOSY Result	Pathway (Exit / Continue / Refer)	Remarks
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								