



Republic of the Philippines
Department of Education
Region XII
Schools Division Office of Tacurong City

October 21, 2025

DIVISION MEMORANDUM

CID-2025- 147

**MONITORING AND EVALUATION, INSTRUCTIONAL SUPERVISION,
AND PROVISION OF TECHNICAL ASSISTANCE
ON THE ARAL PROGRAM IMPLEMENTATION**

To: Assistant Schools Division Superintendent
Functional Division Chiefs
Education Program Supervisors
Cluster Heads
Elementary and Secondary School Administrators
Public Schools
This Division

1. In line with the implementation of the Academic Recovery and Accessible Learning (ARAL) Program pursuant to DepEd Order No. 018, s. 2025, titled *"Implementing Guidelines of the Academic Recovery and Accessible Learning Program"* and DepEd Memorandum No. 064, s. 2025 re: *"Implementing Guidelines for the Academic Recovery and Accessible Learning Program in Reading for Key Stages 1 to 3"*, the Schools Division Office of Tacurong, through the Curriculum Implementation Division, shall conduct monitoring and evaluation, instructional supervision, and provide technical assistance to all schools to ensure the effective implementation of the ARAL Program.
2. This activity aims to:
 - a) monitor and evaluate the implementation of the ARAL Program in schools;
 - b) conduct instructional supervision to ensure quality lesson delivery and skills mastery; and
 - c) provide technical assistance to strengthen and sustain effective program implementation.
3. All schools are hereby directed to prepare/establish an ARAL Data File Repository within the office, which shall contain the following documents:
 - a) List of ARAL learners with pre-assessment reading levels (*CRLA, PHIL-IRI*);
 - b) List of ARAL classes with corresponding learners per teacher;
 - c) Individual profiles of struggling readers (*non-decoders under ARAL Basic*);
 - d) List and profiles of ARAL teachers (*DepEd and Non-DepEd*);
 - e) Class programs (*including those handled by Non-DepEd ARAL teachers*);
 - f) Contracts of Service/MOAs for Non-DepEd ARAL volunteers;
 - g) Parents' consent and commitment forms;
 - h) Stakeholders' commitments to the ARAL Program;



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- i) ARAL Teacher's Guides (*sample copy*);
 - j) Learner's materials (*sample copy*) and supplementary materials (*if available*);
 - k) School ARAL Implementation Plan;
 - l) CRLA, PHIL-IRI, and MFAT results (*consolidated and individual*);
 - m) Health status of ARAL learners (*nutritional, hearing, and vision screening*);
 - n) Progress tracking/check-in results; and
 - o) ARAL Teacher's Individual Reading Intervention Plans (IRIP).
4. Templates and reference documents such as the Monitoring Tool, Individual Reading Intervention Plan (IRIP), and other related materials may be accessed through CSDT e-Reading Hub.
5. Schools are also directed to ensure the weekly tracking of ARAL learners' reading progress through check-ins to check learning gains and provide timely interventions, which will be monitored and evaluated.
6. Monitoring of schools shall be conducted from November 2025 to February 2026. Focus Group Discussions (FGDs) or feedback sessions will be held every first Tuesday of the month at 1:30 PM in the Division Conference Hall.
7. For reference and guidance, attached are:
a) *Enclosure 1* - List of Monitoring Teams; and
b) *Enclosure 2* - SDO ARAL Program Monitoring Tool
8. Expenses incurred in the conduct of this activity shall be charged against BEC-ARAL Funds, subject to the usual accounting and auditing rules and regulations.
9. For queries and concerns, contact EPS Mary Ann C. Umadhay through mary.umadhay@deped.gov.ph.
10. Immediate and wide dissemination of this Memorandum is desired.


GILDO G. MOSQUEDA, CEO VI
Schools Division Superintendent

Enclosure: None
Reference: DepEd Order No. 018, s. 2025 | DepEd Memorandum No. 064, s. 2025
Allotment: None
To be indicated in the Perpetual Index under the following subjects:

LITERACY **NUMERACY**
READING **REMEDIAL**

MACU/RAP/DM/CID/ MONITORING AND EVALUATION, INSTRUCTIONAL SUPERVISION, AND PROVISION OF TECHNICAL ASSISTANCE ON THE ARAL PROGRAM IMPLEMENTATION /October 21, 2025



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Enclosure No. 1 to Division Memorandum CID-2025 - 147

LIST OF MONITORING TEAMS

TEAM A	ASSIGNMENT
LEAD - Mary Ann C. Umadhay	
Group 1 Jeanilyn C. Batchar, P-III - Team Leader Ramelyn V. Usman, P-II Floro A. Belano, HT-I	North Tacurong Cluster
Group 2 Samsom M. Tallodar, P-II - Team Leader Martin I. Diaz, P-III Charlie G. Braga, P-II	East Tacurong Cluster
Group 3 Faith C. Somcio, P-I - Team Leader Romulo C. Ventura Jr., P-I Ma. Teresa H. Ruz, ASP-II	West Tacurong Cluster
TEAM B	
LEAD - Ronald A. Pelitro	
Group 1 Melanie B. Delos Santos, P-II - Team Leader Glenda Rose G. Yasin, P-II Rodolfo M. Agon, P-I	South Tacurong Cluster
Group 2 Memvie L. Alesna, P-III - Team Leader Hazel F. Melendres, P-I Ma. Elva P. Belgira, P-I	Tacurong Pilot Elementary School Tacurong National High School
Group 3 Wendy Lynn G. Conejar, P-II - Team Leader Mary Grace G. Hilarion, P-II Ma. Meresa F. Bacea, P-II	Remaining Secondary Schools



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ARAL PROGRAM MONITORING TOOL

Objective: To ensure the effective and sustainable implementation of the Academic Recovery and Accessible Learning (ARAL) Program, thereby improving learners' reading proficiency and overall academic performance.

School: _____

Name of School Head: _____

Date: _____

Name of Monitor: _____

Instructions: Kindly check the appropriate box based on the actual situation/ practices of the school.

PHASE 1: PREPARATION AND PLANNING

Indicators	Highly Evident	Partially Evident	Not Evident	Remarks
Organized the core ARAL Team.	☐	☐	☐	
Conducted readiness using ASRRA tool.	☐	☐	☐	
Prepared a risk mitigation plan to address identified challenges.	☐	☐	☐	
Conducted internal orientation for teachers and staff.	☐	☐	☐	
Conducted parent orientation to explain the ARAL Program, secured parental consent, and clarified parents' roles in implementation.	☐	☐	☐	
Trained all teachers and tutors prior to program implementation.	☐	☐	☐	
Scheduled ARAL sessions in the class program.	☐	☐	☐	
Identified the composition of Grade 3 classes for ARAL-GALING (Transitioning and Developing learners).	☐	☐	☐	
Prepared the list of teacher-tutors assigned to handle ARAL Grade 3 learners.	☐	☐	☐	



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Ensured a sufficient number of tutors (volunteers, pre-service teachers, para-teachers, and teachers).	☐	☐	☐	
Conducted health assessments for learners (BMI, hearing, and vision).	☐	☐	☐	
Administered MFAT to target learners.	☐	☐	☐	
Secured PTA and other stakeholders' support.	☐	☐	☐	
Identified needed support (e.g., classrooms, laptops, printers, materials).	☐	☐	☐	

PHASE 2: IMPLEMENTATION AND EXECUTION

Indicators	Highly Evident	Partially Evident	Not Evident	Remarks
Administered CRLA and PHIL-IRI assessments.	☐	☐	☐	
Identified and grouped learners below minimum proficiency levels accordingly.	☐	☐	☐	
Provided Tutors' Guides and Workbooks to all ARAL implementers.	☐	☐	☐	
Printed and distributed contextualized Fuller Materials for ARAL Grade 3 learners.	☐	☐	☐	
Utilized the SRA Toolkit during ARAL sessions.	☐	☐	☐	
Deployed teacher-tutors based on identified learner needs.	☐	☐	☐	
Designated Master Teachers as mentors to other ARAL teachers.	☐	☐	☐	
Focused ARAL sessions on developing foundational reading skills.	☐	☐	☐	
Integrated Socio-Emotional Learning (SEL) principles into ARAL sessions.	☐	☐	☐	
Incorporated 21 st Century Skills (critical thinking,	☐	☐	☐	



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collaboration, creativity, and communication) into ARAL activities.				
Designated an ARAL Room that is well-lit, ventilated, and conducive to learning.	☐	☐	☐	
Maintained active partnerships with LGUs and NGOs to support ARAL implementation.	☐	☐	☐	

PHASE 3: MONITORING AND EVALUATION

Indicators	Highly Evident	Partially Evident	Not Evident	Remarks
Conducted regular classroom observations using a developmental approach.	☐	☐	☐	
Provided constructive feedback during post-observation conferences.	☐	☐	☐	
Submitted pre and post assessment data for analysis and documentation.	☐	☐	☐	
Implemented a learner tracking system to monitor progress.	☐	☐	☐	
Submitted regular reports on program progress, challenges, and best practices to the SDO.	☐	☐	☐	
Conducted Mid-of-School-Year (MOSY) Assessments to check learners' progress.	☐	☐	☐	
Held collaborative sessions among ARAL teachers and tutors.	☐	☐	☐	
Provided parents with regular updates on learners' progress and guidance for home reading support.	☐	☐	☐	
Identified issues and concerns related to materials, tutors, facilities, parents, and other implementation aspects.	☐	☐	☐	



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PHASE 4: Sustainability

Indicators	Highly Evident	Partially Evident	Not Evident	Remarks
Documented best practices in ARAL implementation.	☐	☐	☐	
Created and shared a repository of ARAL resources and best practices with other schools and clusters.	☐	☐	☐	

Additional School Information	
Note: This should be filled out by the Monitoring Team before or after the start of the visit.	
School ID:	
Type of School:	☐ Elementary ☐ Secondary ☐ Integrated
Has the School been able to complete the ARAL School Readiness and Responsiveness Audit?	☐ Yes ☐ No
Date of Start of ARAL-Reading Implementation	

Conformed:

School Head

Name and Signature of Monitor



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