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EVALUATION OF THE READING SKILLS OF GRADE 1 PUPILS: BASIS FOR READING INTERVENTION PROGRAM

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CHAPTER 1
INTRODUCTION
Background of the Study

Reading skill is a perennial problem in the classroom where the learners struggle to read especially the Grade 1 learners.

The trends in education includes the emphasis of the importance of phonics-based decoding skills in early reading instruction. To identify struggling readers and offer timely treatments, universal screening of reading skills is advised, especially in the early years. For instance, the Grattan Institute (2024) supports a reading guarantee approach that uses evidence-based assessment instruments and universal Year 1 Phonics Screening Checks to monitor student progress and guarantee early assistance for students who are falling behind (Grattan Institute, 2024). Evidence-based strategies are the foundation of successful reading interventions. To support basic skills, these include structured literacy programs and the use of decodable readers. As the Grattan Institute's suggestions emphasize, governments are urged to give educators useful guidelines on how to successfully apply these techniques. According to studies, growth can be hampered by ambiguous or low expectations for Year 1 students' reading proficiency. Students are frequently not sufficiently prepared for subsequent learning milestones by schools with low early reading standards (Education Review Office, 2018).

In relation to this, several key issues emerge from research related to the assessment of reading skills in Grade 1 pupils and the development of reading intervention programs. Accurate early detection and screening is one of these. It has been demonstrated that screening for reading difficulties in the first grade is more accurate than in kindergarten because children start displaying behaviors that are more directly linked to reading words and connected texts. High accuracy in early screening is still difficult to achieve, though. The Education Review Office (2018) also emphasizes how instructors' inadequate understanding of assessment procedures might impede the efficient use of data to inform instruction. This emphasizes the necessity of thorough teacher preparation programs and ongoing professional development in reading assessment and intervention techniques. Large class numbers and a lack of appropriate teaching resources have been found to be major obstacles to the implementation of successful reading evaluations and interventions. Teachers' capacity to give struggling readers customized attention and focused help may be hampered by these circumstances (Reading Eggs, 2018; Victoria State Government, 2024).

These problems highlight how difficult it is to evaluate first-graders' reading abilities and create successful intervention plans. A thorough strategy that incorporates reliable assessment instruments, teacher preparation, sufficient funding, and research-based teaching methods is needed to address these issues.

This study includes the reading skills of the learners. Reading skills encompass a complex set of abilities that enable individuals to extract meaning from written text (Lexia Learning, 2025). In this study, the Multi-Factored Assessment Tool (MFAT) along cognitive domain, communication domain, and socio-emotional domain, are included.

This study contributes significantly to the Department of Education (DepEd) Philippines in such a way that the study supports DepEd's mission to ensure that "every child is a reader by Grade 1," as outlined in DepEd Order No. 12, series of 2015. This aligns with DepEd's Early Language, Literacy, and Numeracy Program, which aims to improve literacy skills from Kindergarten to Grade 3. The study provides essential data for identifying struggling readers early and implementing targeted interventions to meet this objective. The study complements DepEd's existing literacy assessment tools, such as the Philippine Informal Reading Inventory (Phil-IRI) and the Comprehensive Rapid Literacy Assessment (CRLA). These tools aim to classify learners into categories based on their reading proficiency levels (e.g., independent, instructional, frustration) and inform tailored instructional strategies. The study's findings can enhance these tools by providing additional insights into Grade 1 pupils' reading challenges and intervention needs. The study aligns with the MATATAG Curriculum's emphasis on foundational reading skills in Grade 1, including phonemic awareness, decoding, and sight word recognition. By assessing these skills systematically, the study contributes to refining instructional practices that support DepEd's literacy goals and the development of fluency across all macro-skills (listening, speaking, reading, writing) (Department of Education, 2025; Fernandez & Arriola, 2022).

The output of this study was reading intervention program. The study aimed to come up with an intervention that can help the students enhance more their reading skills. The output of the

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study can also serve as benchmark of the school heads and teachers I addressing issues regarding poor reading skills among the students.

The research gaps of the present study revels that most studies focus primarily on the Comprehensive Rapid Literacy Assessment (CRLA) results, which may not provide a complete picture of students' reading skills. Deeper insights might be obtained from a more thorough evaluation that takes into account several facets of reading proficiency. Long-term follow-up on the efficacy of the intervention programs does not seem to have been included in earlier investigations. Early intense treatments can have a range of long-term consequences, especially on reading comprehension and fluency, according to research. Higher-order thinking skills (HOTS) in reading literacy are not specifically addressed by the evaluation and intervention techniques discussed. The significance of using HOTS in reading assessments and instruction is emphasized by recent studies. The influence of socioeconomic determinants on reading proficiency and the efficacy of interventions, which can be critical in identifying and closing literacy gaps, does not seem to have been thoroughly examined in prior research. The significance of metacognitive and self-regulatory techniques in reading teaching, which have been demonstrated to be helpful for struggling readers, may not be sufficiently covered in a number of research. Furthermore, a more thorough examination of student individual variations, such as language background, cognitive ability, and learning styles, which might affect the efficacy of reading interventions, might be beneficial for earlier research.

Addressing these gaps could enhance the comprehensiveness and effectiveness of the reading skills assessment and intervention program for Grade 1 pupils.

Locally, in Balangabang Elementary School, most of the Grade 1 learners find difficulty based from the result of the third quarter assessment. With these, the proponent who is also the adviser of the pupils is motivated to conduct this study.

Statement of the Problem

This study aimed to measure the reading skills of the Grade 1 pupils in Balangabang Elementary School as basis for reading intervention program for the School Year 2024-2025.

Specifically, this answered the following question:

1. What is the reading level of the Grade 1 pupils at Balangabang Elementary School using the Multi-Factored Assessment Tool (MFAT) along cognitive domain, communication domain, and socio-emotional domain?
2. Based from the significant findings of the study, what reading intervention program can be initiated in order to improve the reading skills of the Grade 1 pupils at Balangabang Elementary School?

Objectives of the Study

Generally, this study aimed to measure the reading skills of the Grade 1 pupils in Balangabang Elementary School as basis for reading intervention program for the School Year 2024-2025.

Specifically, this study aimed to meet the following objectives:

1. To assess the reading level of the Grade 1 pupils at Balangabang Elementary School using the Multi-Factored Assessment Tool (MFAT) along cognitive domain, communication domain, and socio-emotional domain; and
2. To develop a reading intervention program can be initiated in order to improve the reading skills of the Grade 1 pupils at Balangabang Elementary School.

Significance of the Study

The following consider the study to be significant:

Grade 1 Learners. The study helps identify struggling readers at an early stage, enabling timely intervention to address specific literacy barriers such as phonemic awareness, decoding, and comprehension skills. By addressing reading difficulties early, learners are more likely to develop foundational reading skills essential for academic success and lifelong learning. Also, early interventions based on assessments can help learners gain confidence in their reading abilities, reducing frustration and enhancing motivation.

Teachers. The study provides teachers with data-driven insights into the reading abilities of their students, enabling them to tailor instruction to meet individual needs effectively. Teachers can use the findings to design and implement targeted reading interventions that address specific skill gaps, such as phonics or fluency. The study underscores the importance of assessment literacy among teachers, encouraging professional development in using assessments to guide instruction

Parents and Community. The study highlights the role of parents in supporting their children's reading development at home. It encourages parental engagement through activities like shared reading and phonics practice. The findings can inspire community initiatives to promote literacy, such as book donation drives or volunteer-led reading sessions. Parents and community members gain a better understanding of the challenges faced by learners in developing reading skills, fostering a collaborative approach to addressing these issues.

School Heads. The study provides school administrators with critical data on student performance in reading, helping them make informed decisions about resource allocation and program implementation. School heads can use the findings to enhance existing literacy programs like the Philippine Informal Reading Inventory (Phil-IRI) or introduce new evidence-based interventions. The study serves as a tool for evaluating the effectiveness of current teaching strategies and intervention programs, ensuring continuous improvement in literacy outcomes.

Future Researchers. It provides a model for assessing early reading skills, which other researchers can adapt or build upon for similar studies in different contexts. The study's findings offer valuable baseline data on Grade 1 reading skills, allowing future researchers to conduct comparative or longitudinal studies. This study contributes to the broader body of knowledge on early literacy assessment and intervention, providing a springboard for future research in this critical area of education.

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Scope and Delimitation of the Study

The study focused on the assessment of the reading skills of Grade 1 pupils as basis for reading intervention program for the School Year 2024-2025 at Balangabang Elementary School. This study would serve as basis on how to improve the reading skills of the Grade 1 pupils.

Respondents of the study were chosen based from the result of the reading assessment. All the Grade 1 pupils with poor reading skills were considered as respondents and who were enrolled this School Year 2024-2025.

The study was limited to the assessment of the reading skills of the Grade 1 pupils along cognitive domain, communication domain, and socio-emotional domain.

Conceptual/Theoretical Framework of the Study

The study was anchored on Interactive Reading Theory of Rumelhart (1977).

This theory integrates both bottom-up (word recognition) and top-down (comprehension) processes in reading, viewing reading as a synergistic interaction between the text and the reader's prior knowledge and experiences. Interactive Reading Theory supports the need for assessing both decoding skills and comprehension abilities in Grade 1 pupils, aligning with the study's goal of comprehensive reading assessment. By recognizing the interplay between bottom-up and top-down processes, this theory informs the development of intervention programs that address both word-level skills and meaning-making strategies. The theory highlights the importance of considering students' background knowledge in reading comprehension, which can guide the design of culturally relevant and engaging intervention materials.

It supports a balanced literacy instruction approach, which is likely to be reflected in the intervention program developed based on the assessment results. Research has shown the effectiveness of this approach. According to a study published in Scientific Studies of Reading, students taught using strategies inspired by the Interactive Reading Theory showed a 38% increase in reading comprehension scores, outperforming those taught using only bottom-up or top-down strategies (Structural Learning, 2023).

This theory provides a solid framework for both assessing reading skills and designing effective interventions for Grade 1 pupils, making it highly relevant to the study in question.

The primary focus of this study was the assessment of the reading skills of Grade 1 pupils as basis for reading intervention program.

The aforementioned statements served as the foundation for the researcher's conceptualization of the reading skills of the pupils as basis for reading intervention program. These ideas served as the foundation for how the researcher presents the conceptual model, or paradigm, of the study.

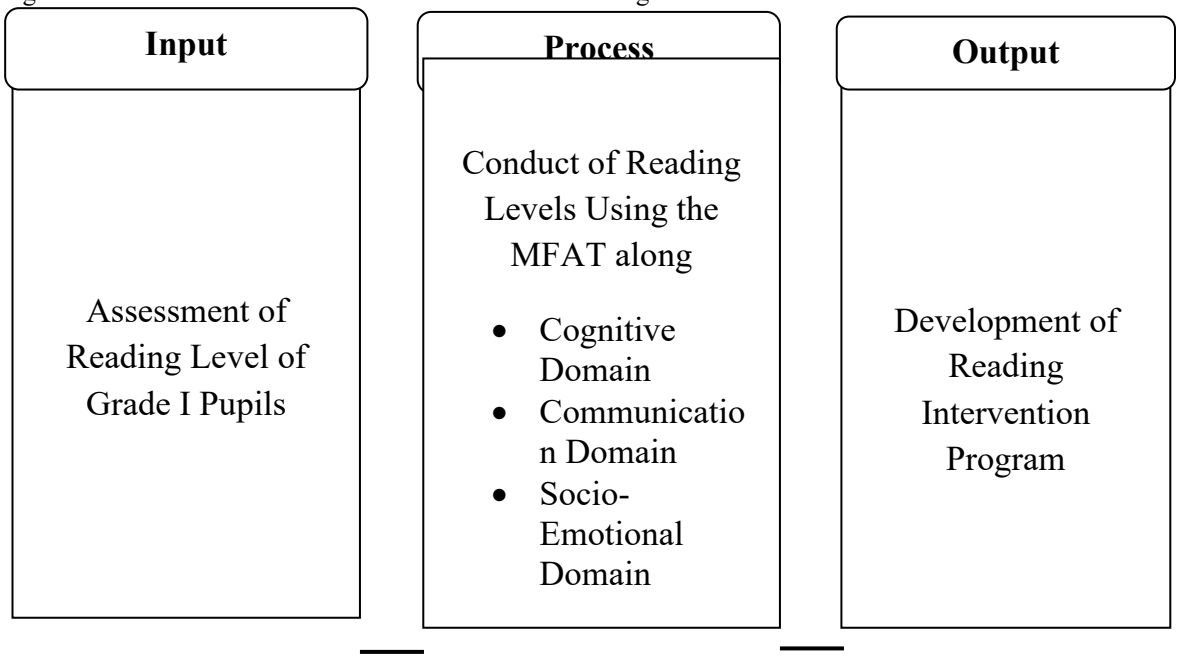


Figure 1. Conceptual Paradigm of the Study

The input included the assessment of the reading levels of the Grade 1 pupils. The process of the study included the conduct of reading levels using the MFAT along cognitive domain, communication domain, and socio-emotional domain. The output of the study was the development of reading intervention program that improved the reading skills of the Grade 1 pupils.

Operational Definition of Terms

The following concepts were explained operationally to assist the reader a better understanding of this study:

Assessment of the Reading Skills. This refers to the set of abilities that enable individuals to decode, comprehend, interpret, and analyze written texts. These skills are essential for understanding and deriving meaning from written material. Key components of reading skills include decoding, fluency,

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vocabulary knowledge, comprehension, and reasoning (Edublox, 2024). In this study, this will be measured using the questionnaire on Multi-Factored Assessment Tool (MFAT) (Cabay, Caneda & De Luna, 2025).

Cognitive Domain. It refers to the mental processes involved in acquiring, processing, and applying knowledge from written text (Bloom, 1956). In this study, it refers to one of the components of the reading skills which will be measured using the questionnaire on Multi-Factored Assessment Tool (MFAT)

Communication Domain. It refers to refers to the ability to effectively convey and receive information through written text (HeadStart.gov, 2025). In this study, it refers to one of the components of the reading skills which will be measured using the questionnaire on Multi-Factored Assessment Tool (MFAT).

Reading Intervention Program. This refers to a structured set of targeted instructional strategies designed to support students who are struggling with reading skills (Houghton Mifflin Harcourt, 2025). In this study, this refers to the reading program that will be developed based from the significant findings of the study.

Socio-Emotional Domain. This refers to the integration of social and emotional competencies that support and enhance a student's ability to engage with and comprehend written text (Collaborative for Academic, Social, and Emotional Learning, 2024). In this study, it refers to one of the components of the reading skills which will be measured using the questionnaire on Multi-Factored Assessment Tool (MFAT).

CHAPTER 2
RESEARCH METHODOLOGY

This chapter discusses the appropriate research methods and design used to conduct this study. Along with the interpretation and analysis of the findings, it also shows the study environment, participants, and equipment needed to collect the necessary data.

Research Design

The research design that was used in this study was quantitative. The methodical process of gathering and evaluating numerical data in order to characterize traits, find correlations, test theories, and investigate causal linkages is known as quantitative research. It frequently makes use of structured techniques like surveys, experiments, and statistical analysis and places an emphasis on objectivity, replicability, and generalizability. This method is frequently used to study phenomena, forecast results, and extrapolate findings to larger populations in disciplines including marketing, psychology, sociology, and education (Scribbr, 2023; Qualtrics, 2024; NZARE, 2023).

The study is quantitative in nature, using the Grade 1 students' reading levels at Balangabang Elementary School as a foundation for creating a reading intervention program.

The MFAT, which was taken from Aviles (2022) and includes cognitive components related to literacy and numeracy, communication skills, and socio-emotional abilities, were used to evaluate the respondents' reading proficiency.
The questions were answered by each participant. The survey was collected, tallied, and examined.

Research Environment

The study was conducted in a public school, Balangabang Elementary School, one of the public schools in Western Kayapa District.

Balangabang Elementary School is a small school located in Balangabang, Kayapa, Nueva Vizcaya. Balangabang Elementary School is a public school offering complete elementary. This school is located around 2 kilometers from the municipal hall of Kayapa.

The location of the school can be reached using vehicle using the single lane road.
The school offers complete elementary from kindergarten to Grade 6 level. The school is active in competing with district level and division level contest. The school has won several awards in the district.

Respondents of the Study

The selected participants of this research study were the Grade 1 pupils of Balangabang Elementary School.
The respondents of the study included all the Grade 1 pupils in the school since the study aimed to assess the reading levels of the pupils which was the basis in developing reading intervention program. The respondents were chosen using total enumeration.
Table 1 presents the respondents of the study

Table 1
Frequency and Percentage Distribution of the Respondents According to Gender

Gender	Respondents	Percentage
Male	8	50.00
Female	8	50.00
Total	16	100.00

It can be seen on the table that 8 or 50.00% of the Grade 1 were taken from male while 8 or 50.00% were female with a total of 100%.

Sampling Procedure

Total enumeration was used in the sampling procedure since all of the Grade 1 pupils were included in the study.

Total enumeration, also known as complete enumeration or census, is a sampling technique where the entire population with specific characteristics is examined rather than just a subset. It involves studying every unit, individual, or element within the defined population. Aviles (2022) describes total enumeration sampling as a type of purposive sampling

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technique where the researcher choose to examine the entire population that have a particular set of characteristics.

Research Instruments

To gather the substantial information that answered the research questions, the researcher used research instrument to measure the reading level of the respondents.

Questionnaire on Reading Level. This measured the reading level of the respondents. This was adopted from Aviles (2022). The components included cognitive with literacy and numeracy, communication, and socio-emotional domain. Weighted mean was categorized as follows:

Range	Level	Description
80-100	Independent	The student can read and comprehend texts with minimal or no teacher assistance. This level indicates high proficiency and fluency.
59-79	Instructional	The student can read and comprehend texts with some teacher guidance. This level is ideal for learning activities as it shows potential for improvement with instruction.
Below 59	Frustration	The student struggles significantly to read and comprehend texts, even with teacher assistance. This level indicates the need for intensive interventions.
The student is unable to decode or comprehend texts, requiring foundational literacy interventions.	Non-Reader	The student is unable to decode or comprehend texts, requiring foundational literacy support.

Data Gathering Procedure

Identification of Respondents. The researcher identified the respondents of the study.

Preparation of the Questionnaire. The researcher prepared the questionnaire and the materials that were used in the study.

Administration. Once authorization to conduct the study has been granted, the researcher personally requested the heads of the schools' consent to distribute the questionnaire in an official letter. The Data Privacy Act's guidelines were followed by this approach. The data for this study were gathered directly by the researcher. The researcher analyzed the data using the appropriate statistical techniques when it has been collected.

Statistical Treatment of Data

The study used the following statistical treatment in order to arrive at the most appropriate interpretations and analyses of the data.

Frequency and Percentage. This was used in identifying the reading levels of the respondents.

Weighted Mean. This was used in assessing the reading level of the respondents.

CHAPTER 3
RESULTS AND DISCUSSION

The study's conclusions are presented in this chapter. In order to structure the study's findings, the presentation starts with a description of the issue and moves on to the identification of the data management tools, the findings and their discussion, tables, and relevant supporting documents.

Problem 1. What is the reading level of the Grade 1 pupils at Balangabang Elementary School using the Multi-Factored Assessment Tool (MFAT) along cognitive domain,communication domain, and socio-emotional domain?

To determine the reading level of the Grade 1 pupils at Balangabang Elementary School using the Multi-Factored Assessment Tool (MFAT) along cognitive domain, communication domain, and socio-emotional domain, the mean was computed.

Table 2 presents the findings.

Table 2

Reading level of the Grade 1 pupils at Balangabang Elementary School using the Multi-Factored Assessment Tool (MFAT) along cognitive domain, communication domain, and socio-emotional domain

Reading level	Mean	Qualitative Description
Cognitive Domain	50.00	Frustration
Communication Domain	50.00	Frustration
Socio-Emotional Domain	50.00	Frustration
Overall Mean	50.00	Frustration

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The table shows that the reading level of the Grade 1 pupils at Balangabang Elementary School using the Multi-Factored Assessment Tool (MFAT) along cognitive domain, communication domain, and socio-emotional domain has an overall mean of 50.00 which is qualitatively described as frustration.

The over all mean comprised cognitive domain (x=50.00), communication (x=50.00), and socio-emotional domain (x=50.00) which are all described as frustration.

According to the Multi-Factored Assessment Tool (MFAT) results from Balangabang Elementary School, Grade 1 students' reading levels fall into the "frustration" category in all three domains: cognitive (M = 50.00), communication (M = 50.00), and socio-emotional (M = 50.00). This classification is supported by the total mean score of 50.00.

A reading level of frustration usually indicates that kids are having a lot of trouble with their assignments and are probably not able to understand grade-level content on their own. This may hinder not just their academic development but also their drive and self-assurance in their ability to learn (Allington, 2022).

Cognitive Domain. A mean score of 50.00 indicates trouble processing and comprehending material, which could be brought on by a lack of prior information, decoding abilities, or vocabulary.

Early reading difficulties are a reliable indicator of subsequent academic difficulties, according to Kim et al. (2023), highlighting the importance of prompt, focused training.

Communication Domain. Students may find it difficult to articulate their thoughts or understand written and spoken language, which is important for group learning, given their mean score of 50.00.

According to a research by Lee and Johnson (2024), students who struggle with reading frequently also struggle with spoken language development, which makes it harder for them to participate in class and build relationships with their peers.

Socio-Emotional Domain. A mean score of 50.00 suggests that reading difficulties might be influencing students' views toward learning, social interactions, and self-worth.

Persistent reading irritation has been linked to higher anxiety, a poorer self-concept, and disengagement from school activities, according to research by Santos et al. (2022).

In light of these findings, it is imperative that Balangabang Elementary School employ evidence-based interventions to meet the diverse needs of these students, including targeted reading programs, differentiated instruction, and socioemotional support.

Problem 2. Based from the significant findings of the study, what reading intervention program can be initiated in order to improve the reading skills of the Grade 1 pupils at Balangabang Elementary School?

Based from the significant findings of the study, it was found that the Grade 1 pupils of Balangabang Elementary School have frustration reading skills. The reading intervention program initiated in order to improve the reading skills of the Grade 1 pupils at Balangabang Elementary School is presented below.

READING INTERVENTION PROGRAM

Program Title: Project BA-HA (to read)
Target Dates: School Year 2025-2026
Venue: Balangabang Elementary School
Rationale

Reading skill is a perennial problem in the classroom where the learners struggle to read especially the Grade 1 learners.

The trends in education includes the emphasis of the importance of phonics-based decoding skills in early reading instruction. To identify struggling readers and offer timely treatments, universal screening of reading skills is advised, especially in the early years. For instance, the Grattan Institute (2024) supports a reading guarantee approach that uses evidence-based assessment instruments and universal Year 1 Phonics Screening Checks to monitor student progress and guarantee early assistance for students who are falling behind (Grattan Institute, 2024). Evidence-based strategies are the foundation of successful reading interventions. To support basic skills, these include structured literacy programs and the use of decodable readers. As the Grattan Institute's suggestions emphasize, governments are urged to give educators useful guidelines on how to successfully apply these techniques. According to studies, growth can be hampered by ambiguous or low expectations for Year 1 students' reading proficiency. Students are frequently not sufficiently prepared for subsequent learning milestones by schools with low early reading standards (Education Review Office, 2018).

In relation to this, several key issues emerge from research related to the assessment of reading skills in Grade 1 pupils and the development of reading intervention programs. Accurate early detection and screening is one of these. It has been demonstrated that screening for reading difficulties in the first grade is more accurate than in kindergarten because children start displaying behaviors that are more directly linked to reading words and connected texts.

DepEd's mission to ensure that every child is a reader by Grade 1, as outlined in DepEd Order No. 12, series of 2015. This aligns with DepEd's Early Language, Literacy, and Numeracy Program, which aims to improve literacy skills from Kindergarten to Grade 3. The study provides essential data for identifying struggling readers early and implementing targeted interventions to meet this objective. The study complements DepEd's existing literacy assessment tools, such as the Philippine Informal Reading Inventory (Phil-IRI) and the Comprehensive Rapid Literacy Assessment (CRLA). These tools aim to classify learners into categories based on their reading proficiency levels (e.g., independent, instructional, frustration) and inform tailored instructional strategies. The

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Since students who struggle with reading in the early grades are unlikely to catch up to their peers without focused support, early detection and intervention are crucial. According to seminal research, if left untreated, early reading difficulties frequently persist and can result in continued scholastic issues.

The reading intervention program aims to improve the reading comprehension skills of the Grade 1 pupils. The word BA-HA is a Kalanguya term which means to read. Project BA-HA aims to motivate the pupils to love reading.

Objectives

The reading program intervention aims to:

A. General Objective

1. To improve the reading comprehension skills of the pupils

B. Specific Objectives

1. To enhance pupils' phonemic awareness by teaching them to recognize, combine, and divide sounds in spoken words;
2. To learn the relationship between letters and sounds and become proficient in the alphabetic theory.;
3. To improve reading speed, comprehension and accuracy through fluency modeling, guided oral reading, and repeated reading; and
4. To orient parents about the program, the reading level of their kid, and strategies for encouraging reading at home.

Target Group

All Grade 1 pupils with frustration level of reading

Description of the Project

The Project BA-HA (to read) aims to improve the reading skills of the pupils.

This reading intervention project will be implemented in partnership with the parents of the learners. The proponent will scout stakeholders who can support the project by donating books, cash or in kind.

The project will be implemented with in the school year where the pupils will have their reading session after their regular class. This will be conducted every afternoon.

During the reading intervention, the teacher will let the pupils read orally and silently, individual, pair or by group. The teacher will teach the pupils read individually in order to have close guidance and supervision.

Follow at home will be done by the parents since the parents are the partners in the implementation of this project.

The project will be monitored closely. Snacks and reading materials will be distributed to each of the pupils.

The strategies that will be done can be seen below:

Activity	Description	Materials Needed	Frequency
Phonemic Awareness Drills	Practice identifying and manipulating sounds in words (e.g., blending, segmenting).	Flashcards, charts	Daily
Letter-Sound Correspondence	Focus on matching letters to sounds using songs, chants, or games.	Alphabet cards, songs	Daily
Decoding Practice (CVC Words)	Teach students to sound out consonant-vowel-consonant words.	Word cards, worksheets	3x/week
Sight Word Recognition	Use activities like “Trace It! Write It! Read It!” for automaticity.	Sight word lists, worksheets	3x/week
Choral and Echo Reading	Read texts aloud together or repeat after the teacher to build fluency.	Short stories, poems	2x/week
Guided Reading with Comprehension	Small group reading with teacher support, focusing on comprehension questions.	Storybooks, big books	2x/week
Fluency-Oriented Reading Instruction (FORI)	Repeated reading of the same text throughout the week using various formats (teacher read-aloud, echo, choral, partner reading).	Leveled readers	Weekly

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Program Management Team

Name	Designation	Assignment
Allan L. Paclit PhD	District Supervisor	Consultant
Elementary School Heads	School Heads	Consultant
Agustina Basinag	Master Teacher I	Proponent
All Teachers in Balangabang Elementary School	All Teachers	QAME

Budget Estimate

Materials	Quantity	Price	Amount
A4 Bond Paper	4 reams	300.00	1,200.00
Fastener	1 box	70.00	70.00
Prizes	10 sets	100.00	1,000.00
Snacks	10 pax	50.00 x 2	1,000.00
	TOTAL AMOUNT		3, 270.00

Source of Fund: School Supplies will be charged to MOOE and others will be charged to school's stakeholders

Implementation Plan

Activity	June				July				August				Output
	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	
A. Pre-Implementation													
1. Plan the project BA-HA		■											Project proposal
2. Meet with parents			■										Minutes of the meeting
3. Plan with the committees			■										List of people involved
4. Craft the project proposal			■	■									Project proposal
5. Submit the project proposal					■								Approved project proposal
6. Prepare the materials						■	■	■					Reading materials
B. Implementation Proper													
Implement the reading intervention program									■				Pictures
C. Post Implementation													
1. Prepare the terminal report										■	■		Terminal Report
2. Submit terminal report												■	Terminal Report