

Explain your innovation briefly

1. Intensive yet enjoyable activities
 2. Starting from the basic
 3. Constant monitoring and evaluation
 4. Constant reporting and feedbacking
- Tapping partners who can be of help

Problem Statement – What problem does the innovation seek to address

There are 12 non-readers from Grades 7-12

How does the project demonstrate a clear understanding of the needs of your school community?

1. Presence of non-readers
2. Lack of time of parents to teach their children to read
3. Low motivation of learners to learn how to read
4. lack or reading materials

What makes the project unique, different, and worthy of emulation?

1. It is a collaborative effort
2. It is done with heroic intention (with commitment and dedication.
3. It will be done based on tier principle.

What are your key challenges and how do you plan to overcome them?

1. Cooperation of fellow teachers, parents
2. Time constraint
3. Number of PPAs to be done (overlapping activities)

What resources would you need? How would you source them?

1. Motivating reading materials
2. Expert, patient, committed and compassionate reading teachers, parents, partners.
3. Production of learning resource materials

Compassionate Acceleration of Reading Ability of Learners of Struggling Readers

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The Problem

Based on PHIL-IRI, five (5) learners from Grades 7-8 can hardly recognize sounds of the alphabet that makes them unable to read and based on reading assessments of language teachers, seven (7) learners from Grades 9-12 are struggling readers.



The Context

Most of the struggling readers come from financially challenged families. Some of them have family problems.



Stakeholders Pain Points

LEARNER

1. The learners' lack of phonemic awareness hinders their ability to decode words and connect them written symbols to sounds.
2. Limited vocabulary which makes them unable to comprehend text and engage with complex ideas.
3. Their current situation impact their self-esteem and confidence.
4. They may not receive necessary support and resources leading them to fall behind their peers.
5. They face social stigma which negatively impacts their self-esteem and motivation to learn.

TEACHER

1. Pressured to fix students. High expectations.
2. Limited time and resources.
3. Understanding and addressing the learners' diverse needs, learning disabilities.
4. Lack of training and expertise

PARENTS

1. Parents of these struggling readers are worried that their children are falling behind. They also worry about the future of their children.
2. Parents feel helpless about their children. They feel discouraged and disheartened.
3. They also feel embarrassed when they compare their children to their peers'.
4. Financial Burden on tutoring costs and specialized resources.

BARANGAY OFFICIAL

1. Communication Barriers on information dissemination
2. Limited participation rate from struggling readers.
3. Limited resources and support
4. Funding constraints
5. Lack of expertise

The Solution

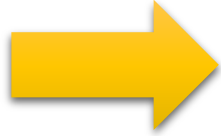
There will be collaboration with the parents of these struggling readers. They will be informed that their children will be given reading sessions with their teachers. Teachers will be asked to extend understanding for these learners. These teachers will be provided with appropriate resources such as reading materials, and technology.



Approach



Struggling
Readers



Community-led



Parent-led



Individual Learning
Progress



Weekly Targets
Set



Challenges

- cooperation of fellow teachers, parents and struggling readers.
- Time constraint
- Number of PPAs to be done (overlapping activities)

Needed Resources

1. Reading materials that are motivating. Materials should have illustrations.
2. Expert, patient, committed and compassionate reading teachers, parents, partners.
3. Production of reading materials

1. SDO Library Hub
2. External Partners
3. MOOE



A young man with dark hair, wearing a dark blue sweater over a white collared shirt, is sitting at a desk in a library. He is looking down at a large sheet of paper on the desk, which has some blue circular patterns. He is holding a pen in his right hand. Behind him is a wooden bookshelf filled with many books. The image is slightly faded and has a soft glow effect.

Monitoring & Evaluation

Individualized Progress Monitoring shall be implemented based on the following:

1. Decoding Skills
2. Reading Fluency (words correct per minute)
3. Reading comprehension



The Silent Struggle:
12 Learners Left
behind:
Join us, villagers! Early
intervention,
individualized support,
inclusive educational
practices are needed
for them.

**Critical Visual
Narrative**