



PROJECT BALANCE: (BUILDING ACTIVITIES FOR LITERACY AND NUMERACY FOR CONTINUOUS EXCELLENCE)

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I. Scope and Description

Scope:

PROJECT BALANCE is a school-wide intervention program implemented at Balayan East Central School, covering learners from Kindergarten to Grade 6. It addresses gaps in foundational literacy and numeracy through engaging, developmentally appropriate, and contextualized learning activities delivered inside and outside the classroom.

Description:

The project combines diagnostic assessment, differentiated instruction, teacher training, material development, and parental involvement to improve learner performance in reading, writing, and math. Activities include structured reading sessions, math games, learning corners, after-class remediation, and performance monitoring. It will be implemented throughout the 2023–2024 school year and reviewed for sustainability.

II. Project Summary

PROJECT BALANCE is designed to respond to the identified learning gaps in literacy and numeracy skills among learners in Balayan East Central School. It aims to enhance student outcomes by providing strategic interventions, developing teaching-learning materials, and building teacher capacity. The project adopts a learner-centered, inclusive approach and emphasizes continuous assessment and home-school collaboration.

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By the end of SY 2023–2024, learners are expected to exhibit significant improvement in reading comprehension, writing fluency, and mathematical proficiency across grade levels.

III. Project Background

A. Identified Need / Problem

Recent school-based assessments, teacher observations, and national diagnostic results revealed that a considerable percentage of learners from Kindergarten to Grade 6 are performing below grade level in both literacy and numeracy. This was clearly reflected in the results of the Pre-Oral Reading and Numeracy Assessments conducted during School Year 2022–2023.

Number of Non-Readers (Pre-Oral Reading Assessment)

| Grade | Number of Non-readers |
|-------|-----------------------|
| One | 47 |
| Two | 77 |
| Three | 86 |
| Four | 65 |
| Five | 47 |
| Six | 35 |
| Total | 357 |

• Number of Non-Numerates (Numeracy Screening Results)

| Grade | Number of Non-readers |
|-------|-----------------------|
| One | 45 |
| Two | 67 |
| Three | 77 |

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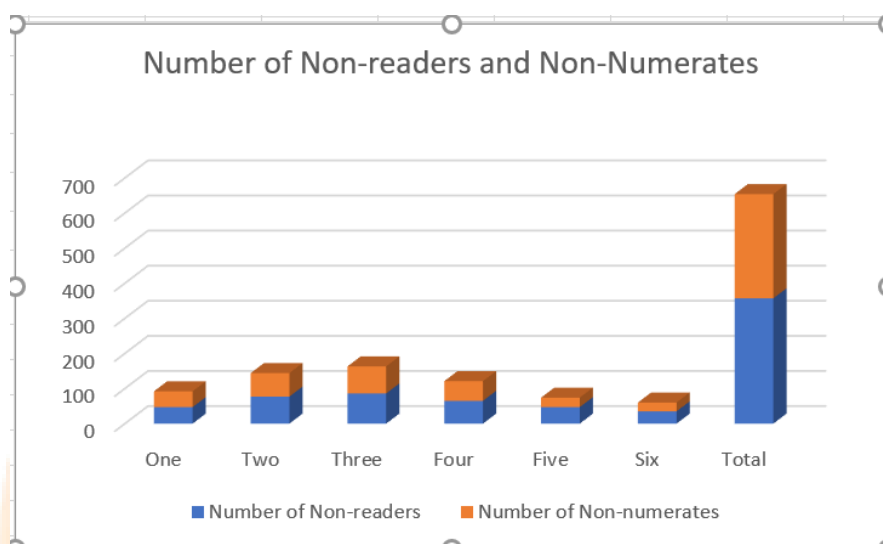
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| | |
|-------|-----|
| Four | 56 |
| Five | 27 |
| Six | 25 |
| Total | 297 |



Analysis and interpretation: The **Total bar** shows an alarming **cumulative figure of over 600 learners**, combining non-readers and non-numerates across all grades. This reflects a **widespread learning gap** at Balayan East Central School for School Year 2022–2023, which may have been further aggravated by previous years of disrupted learning due to the pandemic.

These results confirm that a significant number of learners are unable to meet even the most basic grade-level expectations in reading and mathematics. Specifically, they:

- Struggle with decoding, comprehension, number sense, and mathematical reasoning.
- Lack fluency in basic arithmetic operations such as addition, subtraction, multiplication, and division.
- Demonstrate limited vocabulary, weak reading fluency, and poor written expression.

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- Face challenges in problem-solving, especially in real-life application tasks.

These foundational learning deficits were further worsened by the effects of remote learning during the pandemic and the sudden transition back to face-to-face instruction. Many learners lacked sufficient exposure to structured literacy and numeracy instruction during that period.

Given the high number of non-readers (357) and non-numerates (297), there is a clear and urgent need for an inclusive, structured, and sustainable intervention. PROJECT BALANCE is being implemented as a comprehensive response to these identified learning gaps, with the goal of systematically rebuilding foundational literacy and numeracy skills among all learners at Balayan East Central School.

B. Institutional Context

Balayan East Central School is one of the largest public elementary schools in the district, catering to a diverse population of learners with varying academic needs. The school has consistently implemented Brigada Pagbasa and Remedial Reading programs, but the scale of learning loss demands a more systematic and comprehensive approach.

The school is committed to improving the quality of instruction and learner performance by aligning with the Department of Education's MATATAG curriculum reform and the National Learning Recovery Program (NLRP).

C. History

In previous years, Balayan East Central School implemented scattered efforts to address literacy and numeracy issues, such as reading remediation classes, "Math Thursdays," and parental involvement through Brigada Eskwela. However, these initiatives were mostly short-term and not integrated into a continuous school-wide learning recovery strategy.

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PROJECT BALANCE builds on these efforts by consolidating and expanding them into a unified, year-long intervention.

IV. Project Objectives

General Objective:

To enhance literacy and numeracy proficiency among Kindergarten to Grade 6 learners at Balayan East Central School for the continuous improvement of academic performance.

Specific Objectives:

- To identify learners' strengths and learning gaps through diagnostic and formative assessments.
- To implement targeted reading and numeracy activities tailored to learner needs.
- To equip teachers with effective strategies in literacy and numeracy instruction.
- To engage parents and community stakeholders in supporting home-based learning.
- To track and monitor learner progress for timely intervention and improvement.

V. Project Methodology

A. Work Plan

| Phase | Timeline | Activities |
|----------------|------------------------|---|
| Planning | May–June 2023 | Project design, teacher orientation, baseline assessment |
| Implementation | July 2023 – March 2024 | Literacy and numeracy sessions, development of materials, monthly assessments |

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| | | |
|---|------------|--|
| Monitoring | Quarterly | Data gathering, classroom observations, learner progress reviews |
| Evaluation | April 2024 | Endline assessment, final report, stakeholder feedback |
| Recognition & Sustainability | May 2024 | Learner recognition, sustainability planning, scaling best practices |

B. Project Deliverables

- Diagnostic and summative assessment results
- Literacy and numeracy activity modules
- Learning resource kits (worksheets, manipulatives, readers)
- Quarterly progress reports
- Training modules and documentation
- Final evaluation report

C. Project Risk Management

| Risk | Likelihood | Mitigation Strategy |
|--|-------------------|---|
| Low attendance during remediation | Medium | Parental involvement, incentives, integration into class hours |
| Teacher workload fatigue | High | Schedule rotation, team teaching, use of learning support aides |
| Lack of materials/resources | Medium | Solicit support from LGUs, NGOs, and Brigada Eskwela donors |
| Resistance to change | Low | Early orientation, consultation, and inclusion in planning |

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VI. Project Costs (Estimated)

| Item | Estimated Cost (PHP) |
|---|----------------------|
| Teacher training and workshops | 40,000 |
| Literacy and numeracy materials (printing, books, kits) | 60,000 |
| Assessment tools and data monitoring | 20,000 |
| Incentives and recognition for learners | 15,000 |
| Miscellaneous (supplies, communication, coordination) | 15,000 |
| Total | PHP 150,000 |

Funding sources: MOOE, LGU Support, Brigada Eskwela donations, community partners

VII. Monitoring and Evaluation

A. Monitoring Tools and Activities

- Reading and math diagnostic tools
- Monthly formative assessment tools (quizzes, oral reading tests, problem-solving tasks)
- Classroom observation checklists
- Learner progress tracking forms
- Teacher reflection logs

B. Evaluation Metrics

- % of learners moving from frustration to instructional/independent reading levels
- % of learners mastering grade-level numeracy competencies
- Improvement in NAT scores (if applicable)
- Learner engagement and attendance in intervention sessions

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- Teacher feedback and lesson implementation quality

C. Final Output

- End-of-Year Project Report detailing:
 - Baseline and endline assessment results
 - Documentation of implemented strategies
 - Best practices and success stories
 - Recommendations for next school year

VIII. Next Steps

1. Project Launch & Orientation (August 2023)
2. Baseline Testing and Planning (Start of September 2023)
3. Implementation of Literacy and Numeracy Sessions (August 2023 – March 2024)
4. Quarterly Monitoring and Adjustments (Throughout SY)
5. Final Evaluation and Report Submission (April 2024)
6. Recognition Program and Planning for Next Year (May 2024)

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Approved:


LOLITA C. GARCIA, EdD

Public Schools District Supervisor

ANNUAL ACCOMPLISHMENT REPORT

PROJECT BALANCE

(Building Activities for Literacy And Numeracy for Continuous Excellence)

School Year 2023–2024

I. Introduction

Project BALANCE was launched in School Year 2023–2024 as a school-wide intervention initiative aimed at improving the foundational literacy and numeracy skills of learners from Kindergarten to Grade 6 at Balayan East Central School. It was designed to respond to the alarming number of non-readers and non-numerates identified in SY 2022–2023, and aligned with the MATATAG Curriculum and the National Learning Recovery Program (NLRP)

II. Objectives

The project aimed to:

1. Reduce the number of non-readers and non-numerates across all grade levels.
2. Provide targeted interventions through daily structured activities in reading and math.

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3. Enhance teacher capacity in delivering literacy and numeracy instruction.
4. Increase parental involvement in foundational skill development.
5. Establish a sustainable system of assessment, monitoring, and remediation.

III Summary of Activities Implemented

| Activity | Target Group | Frequency | Status |
|---|-----------------------------|----------------------|---|
| Pre-assessment (Oral Reading & Numeracy Screening) | Grades 1–6 | June–July 2023 | <input type="checkbox"/> Completed |
| Daily Literacy and Numeracy Intervention (Project BALANCE Time) | All learners | July 2023–March 2024 | <input type="checkbox"/> Completed |
| Weekly Remedial Classes | Non-readers & non-numerates | Weekly | <input type="checkbox"/> Ongoing |
| Development of Literacy and Numeracy Outdoor Spaces (e.g., Math Garden, Literacy Garden) | All learners | July–August 2023 | <input type="checkbox"/> Completed |
| Use of Literacy & Math Gardens as Learning Playgrounds | K–Grade 6 | Weekly integration | <input type="checkbox"/> Ongoing |
| Teacher Capacity-Building Workshops | Teachers | Quarterly | <input type="checkbox"/> 4 Workshops Conducted |
| Home Reading and Math Kits Distribution | Learners (K–6) | Quarterly | <input type="checkbox"/> 100% Distribution |
| Monthly Monitoring and Data Tracking | Teachers and Focal Persons | Monthly | <input type="checkbox"/> Consistently Implemented |
| Year-end Post-Assessment | Grades 1–6 | March 2024 | <input type="checkbox"/> Completed |
| Recognition and Awarding of Most Improved Learners | All grade levels | May 2024 | <input type="checkbox"/> Completed |

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- **Parental Involvement:** Reading and math logs extended learning into the home, reinforcing lessons learned in school.

IV. Results and Outcomes

A. Literacy (Reading)

| Grade Level | Non-Readers (SY 2022–2023) | Non-Readers (Post-Assessment 2025) | Reduction |
|-------------|----------------------------|------------------------------------|-----------|
| Grade 1 | 47 | 15 | ↓ 68% |
| Grade 2 | 77 | 20 | ↓ 74% |
| Grade 3 | 86 | 19 | ↓ 78% |
| Grade 4 | 65 | 12 | ↓ 82% |
| Grade 5 | 47 | 10 | ↓ 79% |
| Grade 6 | 35 | 6 | ↓ 83% |
| Total | 357 | 82 | ↓ 77% |

B. Numeracy

| Grade Level | Non-Numerates (SY 2022–2023) | Non-Numerates (Post-Assessment 2025) | Reduction |
|-------------|------------------------------|--------------------------------------|-----------|
| Grade 1 | 45 | 12 | ↓ 73% |
| Grade 2 | 67 | 15 | ↓ 78% |
| Grade 3 | 77 | 18 | ↓ 77% |
| Grade 4 | 56 | 11 | ↓ 80% |
| Grade 5 | 27 | 5 | ↓ 81% |
| Grade 6 | 25 | 4 | ↓ 84% |
| Total | 297 | 65 | ↓ 78% |

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V. Best Practices

- **Balanced Schedule Integration:** Teachers consistently allotted 20 minutes daily for structured reading and numeracy activities.
- **Development of Literacy and Math Gardens:** Two engaging outdoor learning spaces—the **Literacy Garden** and **Math Garden**—were established within the school grounds. These served as interactive playgrounds where students practiced reading words, solving problems, playing math board games, and engaging in story-based activities using real-life, hands-on materials.
- **Active Learning Beyond the Classroom:** Lessons were extended beyond traditional classroom walls, encouraging movement, teamwork, and a love for learning in a natural setting.
- **Reading & Math Buddies:** Peer-assisted learning improved reading fluency and math confidence, especially for slow readers and low-performing learners.
- **Teacher Collaboration and Innovation:** Teachers designed contextualized materials and games for use in the gardens and classrooms, fostering creativity and learner engagement.
- **Strong Stakeholder Support:** The development of the Literacy and Math Gardens was made possible through partnerships with parents, LGUs, and volunteers under the Brigada Eskwela framework.

VI. Challenges Encountered

| Challenge | Action Taken |
|--|--|
| Irregular attendance of struggling learners | Adjusted pull-out schedule and conducted home visits |
| Lack of materials for intervention | Partnered with LGU, stakeholders, and used Brigada Eskwela resources |

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**Teacher workload
management**

Delegated roles through committees and integrated
intervention in regular class time

VII. Recommendations

- Continue and expand Project BALANCE for SY 2024-2025 with a focus on Grades 1–4.
- Intensify early interventions at the Kindergarten level.
- Incorporate digital tools for literacy and numeracy tracking.
- Include Project BALANCE in the School Improvement Plan (SIP) and AIP for sustainability.
- Organize a district-wide forum to share the model and replicate best practices.

VIII. Conclusion

Project BALANCE successfully addressed the critical gaps in literacy and numeracy at Balayan East Central School for School Year 2023–2024. The project not only reduced the number of non-readers and non-numerates by over **75%** but also fostered a stronger culture of reading, mathematics appreciation, and stakeholder collaboration. The promising results reflect the commitment of the school to achieving continuous excellence in foundational learning.

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