



Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF VIGAN CITY

DIVISION MEMORANDUM
No. 494, s. 2026

266-2583

29 JUN 2026

**CONDUCT OF SCHOOL VISITATION EVERY FRIDAY FOR LITERACY AND
NUMERACY SUPPORT AS WORK-FROM-HOME (WFH) OUTPUT**

To: Assistant Schools Division Superintendent
Chief Education Supervisor (SGOD & CID)
Elementary and Secondary School Heads
All Others Concerned

1. Pursuant to Regional Memorandum No. 758, s. 2026, titled "*Conduct of School Visitation Every Friday for Literacy and Numeracy Support as Work-From-Home (WFH) Output*," and in support of the Department of Education's commitment to strengthen foundational competencies in literacy and numeracy, this Office directs all concerned personnel to utilize Friday as an opportunity to conduct school visits and provide technical assistance (TA) to schools.
2. This directive is aligned with DepEd Memorandum No. 018, s. 2026, which designates Friday as the common Work-from-Home (WFH) day for covered personnel, ensuring that the WFH arrangement translates into meaningful, field-based instructional support that directly benefits teachers and learners.
3. Prior to the conduct of school visits, concerned personnel shall coordinate with the School Head to ensure proper preparation and a collegial supervisory approach aligned with the principles of instructional supervision for professional growth.
4. The school visitation activities shall focus on the following:
 - a. Provision of technical assistance and coaching to school heads and teachers on evidence-based literacy and numeracy strategies and interventions;
 - b. Classroom observation in Reading, Writing, and Mathematics, particularly in the early and middle grades;
 - c. Review and feedback on literacy and numeracy instructional materials, assessment tools, and intervention programs;
 - d. Documentation of the school's literacy and numeracy status and identification of areas needing support;
 - e. Facilitation of collaborative professional discussions with teachers on differentiated instruction for struggling learners; and
 - f. Identification of resource gaps and recommended support interventions for division and regional action.
5. All accomplishments during the Friday school visitation shall be recorded in the Individual Daily Log and Accomplishment Report (IDLAR), reflecting the following minimum information:



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- Name of school visited
- Time-in and time-out of visit
- Summary of TA activities conducted
- Key findings and observations
- Recommended follow-up actions
- Photographic documentation (minimum of three photos)

6. The Division Chief shall consolidate all submitted IDLARs into a Weekly Consolidated School Visitation Report and submit the same to the Assistant Schools Division Superintendent, copy furnished the Schools Division Superintendent.

7. Attached to this Memorandum are the Monitoring Tool and the Regional Memo for reference and guidance in the implementation and monitoring of the said activity.

8. Immediate dissemination and strict compliance with this Memorandum are hereby enjoined.


VILMA B. EDA, CESO V
Schools Division Superintendent

Encls.: As stated
Reference: RM No. 758 s. 2026

CID_nar_DM_FridaySchoolVisitation
June 25, 2026





Republic of the Philippines
Department of Education
 REGION I
 SCHOOLS DIVISION OF VIGAN CITY

Enclosure No. 1 to Divison Memo No. ____, s. 2026

**FRIDAY SCHOOL VISITATION MONITORING TOOL FOR LITERACY
 AND NUMERACY SUPPORT**

I. BASIC INFORMATION

School Name	
Date of Visit	
Time In/Out	
SDO Personnel/Team	
School Head	
Grade Levels Visited	
Number of Teachers Engaged	

II. PURPOSE OF VISITATION

- Technical Assistance to School Heads and Teachers
- Classroom Observation (Reading, Writing, Mathematics)
- Monitoring of Literacy and Numeracy Programs
- Review of Assessment Results and Intervention Programs
- Coaching and Mentoring
- Availability of Learning Resources
- Professional Learning Engagement
- Others: _____

III. SCHOOL LITERACY AND NUMERACY PROGRAM STATUS

A. IMPLEMENTATION OF LITERACY PROGRAMS

Indicator	Not Evident (1)	Partially Evident (2)	Evident (3)	Highly Evident (4)	Remarks
School has a Literacy Improvement Plan/Program/PIP/REAP					
Reading interventions are implemented for struggling learners					
Teachers use evidence-based reading strategies					
Reading assessment data guide instruction					





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B. IMPLEMENTATION OF NUMERACY PROGRAMS

Indicator	1	2	3	4	Remarks
School has a Numeracy Improvement Plan/Program					
Numeracy intervention programs are implemented					
Teachers use evidence-based numeracy strategies					
Assessment results inform mathematics instruction					
Learner progress is regularly monitored					

IV. UTILIZATION OF ASSESSMENT TOOLS

Assessment Tool/Program	Evident	Not Evident	Remarks
Phil-IRI	<input type="checkbox"/>	<input type="checkbox"/>	
Rapid Math Assessment (RMA)	<input type="checkbox"/>	<input type="checkbox"/>	
Comprehensive Rapid Literacy Assessment (CRLA)	<input type="checkbox"/>	<input type="checkbox"/>	
Other Tools	<input type="checkbox"/>	<input type="checkbox"/>	

V. CLASSROOM OBSERVATION

A. READING AND WRITING INSTRUCTION

Indicator	Evident	Not Evident	Remarks
Explicit instruction observed	<input type="checkbox"/>	<input type="checkbox"/>	
Differentiated instruction evident	<input type="checkbox"/>	<input type="checkbox"/>	
Learner engagement is high	<input type="checkbox"/>	<input type="checkbox"/>	
Use of reading materials appropriate to level	<input type="checkbox"/>	<input type="checkbox"/>	
Feedback provided to learners	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment integrated into instruction	<input type="checkbox"/>	<input type="checkbox"/>	



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B. MATHEMATICS INSTRUCTION

Indicator	Yes	No	Notes
Conceptual understanding emphasized	<input type="checkbox"/>	<input type="checkbox"/>	
Problem-solving strategies observed	<input type="checkbox"/>	<input type="checkbox"/>	
Differentiated support provided	<input type="checkbox"/>	<input type="checkbox"/>	
Manipulatives/resources utilized	<input type="checkbox"/>	<input type="checkbox"/>	
Learner participation evident	<input type="checkbox"/>	<input type="checkbox"/>	
Formative assessment conducted	<input type="checkbox"/>	<input type="checkbox"/>	

VI. TECHNICAL ASSISTANCE AND COACHING PROVIDED

School Head

Area Discussed	TA/Coaching Provided	Agreed Next Steps

Teachers

Teacher/Grade Level	Area of Support	Coaching/TA Provided	Follow-Up Needed

VII. PROFESSIONAL ENGAGEMENT WITH TEACHERS

Topics Discussed

- Differentiated Instruction
- Reading Intervention Strategies
- Numeracy Intervention Strategies
- Use of Assessment Results
- Remediation and Enrichment Activities
- Remediation and Enrichment Activities
- Others: _____



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VIII. REVIEW OF LEARNING RESOURCES AND MATERIALS

Resource/Material	Adequate	Needs Improvement	Not Available	Remarks
Reading Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Decodable Texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Numeracy Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teacher Guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment Tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Intervention Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Signature of Monitor Over Printed Name

Conforme:

Signature of School Head Over Printed Name

Date: _____



Republic of the Philippines
Department of Education
 REGION I



JUN 18 2026

REGIONAL MEMORANDUM

No. 758, s. 2026

**CONDUCT OF SCHOOL VISITATION EVERY FRIDAY FOR LITERACY AND
 NUMERACY SUPPORT AS WORK-FROM-HOME (WFH) OUTPUT**

To: Assistant Regional Director
 Schools Division Superintendents
 Assistant Schools Division Superintendents
 Regional Chief - Curriculum and Learning Management Division (CLMD)
 Division Chiefs – Curriculum Implementation Division (CID) and School
 Governance and Operations Division (SGOD)
 All Education Program Supervisors and Education Program Specialists

1. In support of the Department of Education's commitment to ensure that every learner achieves foundational competencies in Literacy and Numeracy, this Office directs all concerned Chief Education Supervisors (CES), Education Program Supervisors (EPS) and Education Program Specialists to utilize Friday as opportunity to conduct school visits and provide technical assistance in the improvement of literacy and numeracy outcomes.

2. This directive is pursuant with DepEd Memorandum No. 018, s. 2026, which designates Friday as the common Work-from-Home (WFH) day for covered DepEd personnel, thus ensuring that the WFH arrangement translates into meaningful, on-ground support for teachers and the learners.

3. In this regard, the Assistant Regional Director and all Schools Division Superintendents are directed to ensure that all concerned personnel conduct school visitations nearest to their respective residences every Friday and shall be reported as WFH output in compliance with DepEd Memorandum No. 018, s. 2026 and existing guidelines on Flexible Work Arrangements.

4. Prior to the school visit, the concerned personnel shall coordinate with the School Head to ensure proper preparation and a collegial supervisory approach aligned with the principles of instructional supervision for professional growth.

5. The school visitation shall focus on the following activities:
- Providing technical assistance and coaching to school heads and teachers on evidence-based literacy and numeracy strategies and interventions;
 - Observing classroom instruction in Reading, Writing, and Mathematics, particularly in the early and middle grades;
 - Reviewing and giving feedback on available literacy and numeracy materials, assessment tools, and intervention programs (e.g., Phil-IRI, CRLA/EGMA);
 - Documenting the school's status of literacy and numeracy programs and identifying areas needing support;



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- Facilitating collaborative professional discussions with teachers on differentiated instruction for struggling learners; and
- Identifying resource gaps and support needs for division-level and regional-level action.

6. All accomplishments from the Friday school visitation shall be duly recorded in the Individual Daily Log and Accomplishment Report (IDLAR), indicating the following:

- Name of school visited, district, and division;
- Time-in and time-out of the visit;
- Summary of technical assistance activities conducted;
- Key findings and observations;
- Recommended follow-up actions; and
- Photographic documentation (minimum of three photos).

7. The Regional and Division Chiefs shall consolidate the IDLAR into a Weekly Consolidated School Visitation Report and submit the same to the Assistant Schools Division Superintendent/Assistant Regional Director every Monday, copy furnish the Schools Division Superintendent/Regional Director.

8. For any inquiries and clarifications, please contact the Curriculum and Learning Management Division at telephone no. (072) 682-23-24 local 120 or e-mail at clmd.region1@deped.gov.ph.

8. This Memorandum shall take effect immediately and shall cover all Fridays designated as WFH days under DepEd Memorandum No. 018, s. 2026, or any subsequent memorandum extending or modifying the WFH arrangement.

9. Immediate dissemination of and strict compliance with this Memorandum is enjoined.

pld

ESTELA P. LEON-CARIÑO, EdD, CESO III
 Director IV/Regional Director *su*

Encl.: None

Reference:

To be indicated in the Perpetual Index
 Under the following subjects:

CURRICULUM LITERACY SCHOOL

CLMD/DCB/RM_MonitoringWFH
 June 18, 2026



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