

DIVISION OF CEBU PROVINCE

Sudlon, Lahug, Cebu City

March 23, 2016

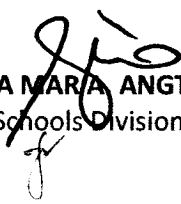
DIVISION MEMORANDUM

No. 150, s. 2016

SUBMISSION OF CONSOLIDATED REPORT ON LAC IMPLEMENTATION

To: **Assistant Superintendents**
Division Supervisors/Coordinators
District Supervisors/OICs
Elementary School Heads

1. Attached is Regional Memorandum No. 0171, s. 2016, entitled, "**Submission of Consolidated Report on LAC Implementation.**"
2. All trained School Heads of the Early Language, Literacy, and Numeracy (ELLN) Trainings and *Basa Pilipinas* Effective Literacy Instruction are directed to conduct School-Based Learning Action Cell (LAC) sessions. They are expected to submit their Monthly Accomplishment Report on LAC Implementation.
3. Relative to this, District Supervisors/OICs are required to submit their School Year 2015-2016 Consolidated District Accomplishment Report on LAC Implementation using the attached template through email at: annp2go2012@yahoo.com.ph on or before April 1, 2016.
4. Immediate dissemination of and compliance with this Memorandum is directed.


RHEA MARIA ANGTUD, Ed. D., CESO VI
Schools Division Superintendent

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Enclosure to Division Memorandum No. _____, s. 2016

Consolidated Report on LAC Implementation

District: _____

Date: _____

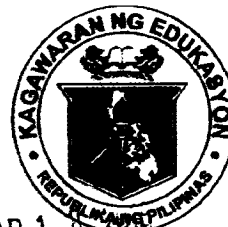
School	LAC Organization		LAC Meetings		ELLN/Basa Pilipinas LAC Topic/s Identified	Strategy or Identified Solution/s	Technical Assistance Provided
	LAC Groupings	No. of LAC Members per Group	Date	No. of Hours			

Submitted by:

PSDS/OIC



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
REHIYON VII, GITNANG VISAYAS
REGION VII, CENTRAL VISAYAS
Sudlon, Lahug, Cebu City



MAR 1

REGIONAL MEMORANDUM

No. **6171**, s. 2016

Submission of Consolidated Report on LAC Implementation

To : Schools Division Superintendents

1. Enclosed is Annex 6 of DepEd Order No. 12, s. 2015 entitled, *Guidelines on the Early Language, Literacy, and Numeracy Program: Professional Development Component*.
2. All trained School Heads and teachers of the Early Language, Literacy, and Numeracy (ELLN) Trainings are directed to conduct a School-Based Learning Action Cell (LAC) sessions every Friday afternoon. Schools who have on-going LAC sessions are encouraged to continue its implementation following the enclosed guidelines.
3. Schools Division Offices are required to submit to this Office a consolidated monthly accomplishment report on LAC implementation using the attached template every last Friday of the month through email at: emiliano.elnar@deped.gov.ph.
4. Immediate dissemination of and strict compliance with this Memorandum is hereby directed.

Juliet A. Jeruta
JULIET A. JERUTA
Regional Director

JAJ/EBEJ

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Quality Assurance Division (QAD), Tel. Nos.: (032) 231-1071 Human Resource Development Division (HRDD), Tel. No.: (032) 255-5239
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414-7065 Administrative Division, Tel. Nos.: (032) 414-7326; 414-4367; 414-7366; 414-7322; 414-4367
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Consolidated Report on LAC Implementation

Division: _____

Date: _____

School	LAC Organization		LAC meetings		ELLN LAC Topic(s) Identified	Strategy or Identified Solution(s)	Technical Assistance Provided
	LAC Groupings	No. of LAC members per group	Date	No. of hours			

Submitted by: _____

Chief, CID

Noted by: _____

Schools Division Superintendent

Guidelines for School-Based Learning Action Cells (LACs) on Early Language, Literacy, and Numeracy Program

1. Rationale

1.1 School-based Learning Action Cells (LACs) are consistent with the procedures of School Based Management (SBM), and School Improvement Plans (SIP), but are more focused on the teaching-learning processes. It is a venue for continuous and cost-effective in-service training and teacher development. LACs provide an opportunity for teachers and colleagues to come together, and talk about professional topics. LACs can also function as support groups for innovative practices that are envisioned to solve problems at the school level. LACs serve as a safe environment aimed to promote collaboration and innovation, as LAC members review specific instructional concerns, and work together on action plans for identified problems in their locality.

1.2 LACs are an alternative to the cascade model of teacher-training. Instead of a top-down process of problem solving and initiative-building, LACs capacitate practitioners to solve school-based problems in schools. This is grounded on the idea that problems in school must be solved at the school level.

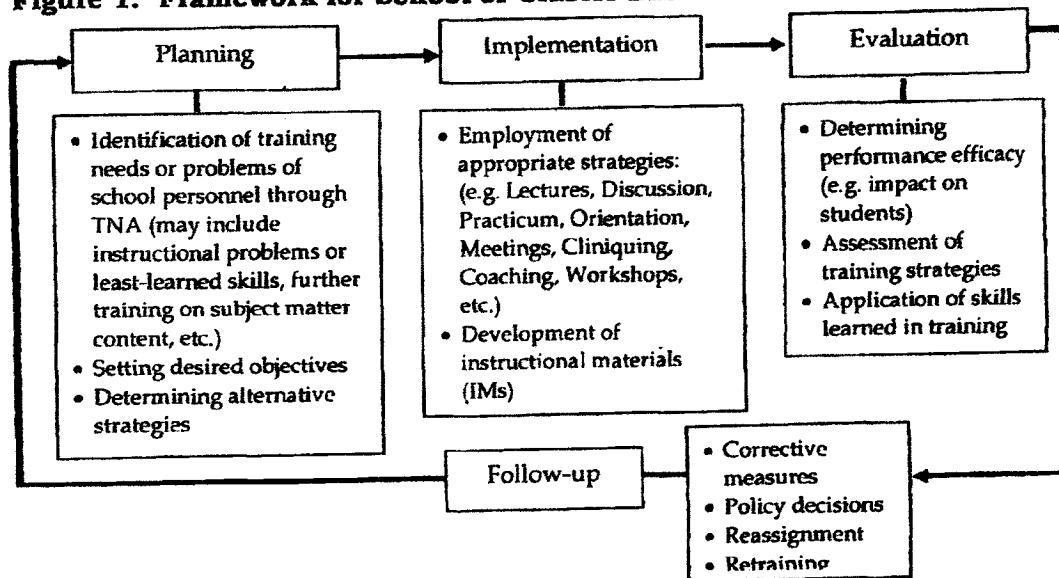
2. Objective

2.1 To improve the teaching-learning process that will lead to improved learning among the students

3. Procedure

3.1 LACs are a form of School-Based In-Service Training (INSET). Following the Framework for School or Cluster-Based INSET as described in the SBM Operations Manual (2006), there are four basic steps or processes to follow.

3.2 Figure 1 shows the basic steps in conducting school or cluster-based INSET.

Figure 1: Framework for School or Cluster-Based INSET

3.3 The cyclical scheme shown in the framework provides process continuity and assures a continuing system of improvement.

3.4 Within the **Planning** Stage, LAC members are expected to:

3.4.1 Assess or identify a teaching or learning problem

3.4.2 Analyze the problem and identify causes and solutions

3.4.3 Abstract from the analysis, state desired outcomes, and articulate proposed strategy or solution in four or five steps. Teachers will prepare their individual action plans detailing how they will apply the proposed strategies into their teaching-learning processes. School heads will also prepare action plans detailing how they will monitor the effects of the proposed strategies.

3.5 Within the **Implementation** Stage, LAC members are expected to act or implement the proposed strategy.

3.6 Within the **Evaluation** Stage, LAC members are expected to monitor the effects of the strategy, and share their findings with the group.

3.7 Within the **Follow-up** Stage, LAC members are expected to identify areas for improvement or modification of the strategies, as well as communicate their findings to other stakeholders (community, school division, etc.)

4. Composition of LACs

4.1 For small schools, all teachers in the Key stage can convene (for example, Key Stage 1: Kinder to Grade 3 teachers).

4.2 For big schools, all teachers in a particular grade level can convene (for example, all Grade 1 teachers).

4.3 For multi-grade schools, all teachers in the school can convene.

4.4 There should be a minimum of 2, and a maximum of 15 members per LAC grouping.

5. Frequency of LAC meetings

5.1 LACs should be conducted on a weekly or bi-weekly basis. Each meeting should last for at least 2 to 4 hours. LACs should not be held less than two times a month. LACs must not affect class time with children.

6. LAC Topics

6.1 LAC topics are the identified priority needs (Knowledge, Skills, and Attitudes) of the Kinder to Grade 3 teachers based on existing competency assessment tools or teacher’s self-appraisal reports.

6.2 Here are some LAC topics that focus on Early Language, Literacy, and Numeracy development.

Program Components	Early Literacy and Numeracy LAC topics/focus	References and resources (can be used when relevant to the abstraction)
Curriculum	Adaptation of K-3 literacy and numeracy curriculum for special groups (IPed, Muslim, CSN, etc.)	• Lectures and videos from the Early Literacy and Numeracy Training
Materials	Development of appropriate and contextualized instructional	• Web-based

Program Components	Early Literacy and Numeracy LAC topics/focus	References and resources (can be used when relevant to the abstraction)
	<p>materials for literacy and numeracy development</p> <p>Regional songs, rhymes, poems, riddles and traditional literature (stories, fables, legends, etc.) that can be used in language and literacy classes</p> <p>Proper utilization or adaptation of existing TGs, LMs and other IMs</p>	<p>resources (ex. LRMS, etc.)</p> <ul style="list-style-type: none"> • Professional books, research articles, etc. • Resource speakers from TEIs, the Division and Regional offices, or from the community
Learning Environment	<p>Designing of existing classroom space, classroom resources, and other school-based services for improved student learning</p> <p>Effective Classroom Management: transition tips and strategies for young learners</p>	
Teacher Development	Training strategies or training designs for improved teaching processes	
Assessment	<p>Administration and use of Phil-IRI as classroom-based assessment tool for reading</p> <p>Other classroom-based assessment protocols that can be used effectively in the schools</p>	
Instruction	<p>Developing emergent literacy skills (for Kinder learners)</p> <p>Developing beginning reading skills (for early graders)</p> <p>Developing numeracy skills</p> <p>Multi-media assisted instruction</p>	

Program Components	Early Literacy and Numeracy LAC topics/focus	References and resources (can be used when relevant to the abstraction)
	Planning, managing and implementing differentiated instruction	
	Developmentally appropriate teaching practices	

7. LAC Facilitation

7.1 Principals and School Heads

7.1.1 They should organize and monitor LAC groupings and meetings

7.1.2 They can assign LAC facilitators or leaders, members, and documenters for each group, but do not necessarily have to facilitate LAC meetings themselves.

7.1.3 They should provide technical assistance whenever possible.

7.2 LAC leaders

7.2.1 LAC leaders are assigned for each LAC topic. Members of the same group can take turns as LAC leaders.

7.2.2 They are responsible for facilitating LAC sessions for their topic, making sure that each LAC member contributes his or her ideas and outputs collaboratively with others.

7.3 LAC members

7.3.1 LAC members actively take part in the LAC meetings by researching possible strategies for identified problems.

7.3.2 They are also responsible for implementing the proposed strategies and monitoring effects of the implementation.

7.4 LAC documenters

7.4.1 LAC documenters record the minutes, agreements, and next steps of each LAC meeting.

7.4.2 They will provide principals and school heads records of LAC meetings as requested.

8. LAC Documentation

8.1 Attendance sheets should be filled out during each LAC session

8.2 Several LAC sessions can be devoted to the resolution of a specific issue or problem. LAC documentation for such sessions can be submitted quarterly or bi-annually (depending on the duration of the intervention or implementation), patterned after School Improvement and Innovation Projects (SIIP) reports, which would include the following components:

8.2.1 Problem/Issue and Program Component involved

8.2.2 Background of the Problem or Issue

8.2.3 Description of the Strategy or Identified Solution

8.2.4 Methodologies Used

8.2.5 Significance of the Results of the LAC Project

8.2.6 Receipts and Expenditures

8.2.7 Problems Met and Solutions Applied

8.2.8 Lessons Learned and Recommendations for Replication and Sustainability

9. Roles of Different Offices

9.1 School's Role

9.1.1 Plan, implement, document, and evaluate LACs;

9.1.2 Integrate LACs in the school's SIP/AIP;

9.1.3 Mobilize resources for the conduct of LACs;

9.1.4 Provide feedback to the District and Division (for example, which topics are often discussed, which topics need more inputs, and which policies/programs are working)

9.1.5 Share with and adapt LAC practices from other schools thereby developing a culture of collaboration and continuous improvement; and

9.1.6 Communicate LAC successes to stakeholders.

9.2 District and Division's Role

9.2.1 To publish and promote effective interventions generated from LACs through LAC conferences

9.2.2 To scale-up and adopt effective LAC strategies / LAC good practices and promote communities of good practice

9.2.3 To incentivize effective LAC practices

9.2.4 To monitor and evaluate LACs

9.3 Region's Role

9.3.1 Monitoring and evaluation of LACs, DisLACs, and DivLACs

9.3.2 To provide technical assistance to school divisions on scaling up good practices

9.3.3 To showcase successful interventions through Regional LAC conferences

9.3.4 To create content and resources for LAC use

9.3.5 To incentivize effective LAC with awards and citations

9.4 Central Office's Role

9.4.1 Monitoring and evaluation of LACs, DisLACs, DivLACs, and RLACs

9.4.2 To create policies on LACs

9.4.3 To provide technical assistance to Districts, Divisions, and Regions

9.4.4 To create content and resources for LAC use

9.4.5 To communicate LAC successes to stakeholders

10. Monitoring and Evaluation Framework of LACs

10.1 Monitoring is the collection of data on the school's actual performance in programs and projects against the targets set in the school's development plans, identification of problems and issues encountered by the programs and projects, and formulation of possible solutions to improve or correct program and project implementation.

10.2 Evaluation looks at the results. It involves the identification and measurement of the overall teaching-learning outcomes of the school's programs and projects against its stated goals and targets on student achievement and participation or completion rates.

10.3 Results of the monitoring and evaluation will be used to improve LAC sessions, and determine the way LACs improve student performance as a result of improved teaching and classroom assessment.

10.4 How do we know it is happening?

10.4.1 LAC members should sign attendance sheets every session. School heads should consolidate these forms, and prepare quarterly or bi-annual reports on the conduct of LACs which should include dates of sessions, number of participants, and topics and issues discussed or acted on.

10.5 How do we categorize LAC interventions?

Proposed Categories of LAC Intervention (by Program Component)
Curriculum
Instruction
Materials
Assessment
Learning Environment
Teacher Development

10.6 How do we measure effects?

10.6.1 LAC members share and report their experiences on the application of content and skills that they have learned through the LAC sessions or the solutions that the group has agreed to implement. These sharing sessions will be documented.

10.6.2 School Heads should monitor the application of training gains in the classrooms by conducting classroom observations, consultations with teachers, and/or looking at evaluation or test results of students if applicable.

10.6.3 The M&E will depend on the categories of LAC intervention or the program components involved in the LAC sessions conducted.

11. LAC financing

11.1 Must be allowed to charge to School MOOEs the following:

11.1.2 Refreshments for LAC meetings

11.1.3 School supplies needed for LACs

11.1.4 Transportation for inter-school LACs (maximum of 4 times per year, and only for MG schools)

11.1.5 Photocopy of professional development materials based on fair use