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IMPROVING LITERACY SKILLS

What to change:

Analysis of test results in our participation in the Third International Mathematics and Science Study (TIMSS) revealed that an obstacle preventing higher achievement related to reading comprehension and that obstacle was partly due to students' difficulty with the English language. Analysis of the NEAT (National Elementary Achievement Test) also revealed that our students are not sufficiently mastering English.

To what to change:

Our vision: To make every public elementary school child capable of reading English and Filipino.

How to cause the change:

We are using the TOC thinking process to strategically plan and to develop tactical action plans to achieve significant improvement by the year 2004. As an 'ambitious target' toward our ultimate goal, we have used the TOC tool to state the target, identify obstacles in the system and create 'intermediate objectives--milestones' to address each obstacle. Here is our plan toward which we are systematically progressing.

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AMBITIOUS TARGET OF DECS-MANILA FOR YEAR 2004 80%
OF GRADES I-VI PUPILS ARE INDEPENDENT READERS IN
ENGLISH IN 2004

Obstacles

1. Lack of well-trained supervisors, administrators and teachers in reading.
2. No systematic and organized monitoring scheme.
3. Funds not available.
4. Evaluation measures for progress reporting inadequate.
- 5.1 Quality books insufficient.
- 5.2 Assessment material inadequate.
- 5.3 Dearth of instructional materials.
6. Application of theories in IRPE in actual classes difficult.
7. Model lesson plans inadequate
8. Lack of collaboration among Filipino and English supervisors and teachers, I-VI.
9. Teachers' oral and written communication skills in English inadequate.
10. Poor communication skills (oral and written) among pupils I-VI.
11. Parental support inadequate.
12. No division-wide integrated reading program in English to make each child a reader.
13. Lack of coordinated support structures for sustenance to pursue programs till 2004.

Intermediate Objectives

1. Supervisors, administrators, and teachers adequately trained.
2. Division-wide monitoring scheme installed, with MTs assisting in monitoring.
3. Government funds released for initial program support.
4. Mid-year and year-end oral and written tests in reading I-VI administered.
- 5.1 Quality books available: READ-A-THON and BATTLE OF THE BOOKS books utilized.
- 5.2 Authentic forms of assessment portfolio, journals, scales, checklists, etc. utilized.
- 5.3 Varied instructional materials prepared.
6. Division, district, clusters and school level demonstration classes in I-VI held.
7. Lesson plans available and production continued by MTs.
8. Brainstorming and regular evaluation sessions among Filipino and English supervisors and teachers, I-VI
9. School-based LAC sessions held to improve teachers' communication skills.
10. Classroom interventions: flexible grouping, differentiated instructions, assessment and assignment given focusing on poor readers.
11. Parental support and involvement attained.
12. A Division Integrated Reading Program in English prepared and clearly disseminated.
13. Strategic plan for program sustenance till 2004, implemented, monitored, evaluated and modified in COORDINATION and COLLABORATION with all concerned.