

Strengthening SBM Level of Practice Synergy thru Kaban sa Kaalam: A Community-Driven Reading Intervention an Action Research

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ABSTRACT

The study aims to develop pupils' reading skills by providing reading materials in the purok centers and homes where the parents, pupils and community members usually stay during free times and meetings. This also endeavors to create a community linkage and network that supports the reading endeavor of the school. This study also helped learners, parents and stakeholders appreciate the importance of reading.

This study employed reading pre-test and posttest among the learners to identify the improvement of their performance. The gathering of feedbacks was done through homeroom PTA meetings and social media platforms.

As a result, it was found out that all pupils were all promoted to the next grade level because at the end of the school year all of them are readers. Zero nonreader was attained. Kaban sa Kaalam were replicated by other schools and barangays and assimilated in the school reading program PAKLI (Providing Adequate Knowledge for Literacy) which was showcased during the division reading convergence. (Please see the herein attached PAKLI Document and Kaban sa Kaalam Accomplishment Report). Parents and community stakeholders were made more aware of the reading endeavor in the school and in their homes.

KEYWORDS: *Kaban sa Kaalam*

I. Acknowledgement

The researcher would like to thank the following key players:

- Jocelyn E. Plaza – Public Schools District Supervisor
- Aldory O. Gevero – School Principal
- Janet G. Quijada – School English and Reading Coordinator
- Edmond B. Dueñas – School Filipino Coordinator
- Carlyn T. Pantollano – Mother Tongue-based Multi-lingual Coordinator
- Marydel D. Tancawan – Project ReaLL and Project RaW Proponent
- Rowie G. Daned, Sr. – Special Education Teacher
- Gina Lyn Q. Parba – GPTA and SGC President
- Letecia Castor – Retired Teachers Representative
- Lucena T. Baes, Helen Partisala, Jojette Frondoza – CI Team

Members

All Stakeholders - the members of the family, school community, the PTA, the Alumni, NGO, LGU and other private agencies and other supporters of the program who may provide financial, in kind, moral and spiritual support of the reading advocates of the school.

II. Context and Rationale

Project Kaban sa Kaalam is a partnership reading intervention project that strengthen SBM level of practice among the Sta. Josefa CES with Special Education Program and the Barangay Poblacion, Sta. Josefa, Agusan del Sur, the Municipal Environment and Natural Resources Office, the Purok Leaders and parents. A refrigerator in every purok centers that contain donated books and reading materials from residents.

The purok leaders together with some parent volunteers and teachers residing in every purok

How to cite this paper: Rodel M. Japson
"Strengthening SBM Level of Practice
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Community-Driven Reading
Intervention an Action Research"

Published in
International Journal
of Trend in
Scientific Research
and Development
(ijtsrd), ISSN: 2456-
6470, Volume-6 |
Issue-5, August
2022, pp.1959-1961, URL:
www.ijtsrd.com/papers/ijtsrd51756.pdf



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Scientific Research and Development
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worked hand in hand in maintaining and enhancing this Kaban sa Kaalam. The mechanism of borrowing and utilizing the reading materials were developed and implemented by these people. The community had been encouraged to donate reading materials and unusable refrigerators as additional kabans.

At the on-set of COVID19 up to present, it has wreaked havoc on the education system around the world. Given the magnitude of these interruptions, “learning loss” is a major worry. The difference between the abilities that a student would have developed in the setting of conventional educational practice and the student's actual abilities following the COVID-19-related disruptions is referred to as learning loss in this scenario.

The school investigated how reading skills have grown before and during the COVID-19 outbreak using continually collected assessment results done by the teachers and parents. In 2020, stark discrepancies in student growth were noted when compared to the same kids' growth in previous years.

This project was enhanced by encouraging every household to establish their own mini library at home. Books and supplementary reading materials that are not fully used from the school library will be distributed among the households. As we all know, libraries were among the places fully restricted as gathering places during this time of pandemic. The school librarian with the help of the school property custodian and class advisers will do the inventory being ready for the distribution. We recognize the reality that majority of the learners have very limited to no access to any form of reading materials. This is an appropriate intervention this time.

Based on the pretest conducted in all grade levels this school year 2019-2020, out of 433 pupils in grade one to three, 115 have mastered, 267 in nearing mastery and 51 have not mastered reading. In grades IV-VI, out of 543 Grades IV to VI pupils, there are 78 frustrators, 267 instructional readers, 132 independent readers and 66 nonreaders.

III. Proposed Innovation, Intervention and Strategy

1. Develop pupils' reading skills by providing reading materials in the purok centers and homes where the parents, pupils and community members usually stay during free times and meetings.
2. Create a community linkage and network that supports the reading endeavor of the school.
3. Gather feedbacks as to comments, suggestions, appreciations and ways forwards this reading project

IV. Action Research Questions

This study aims to answer the following questions:

1. Is there a significant improvement of identified non-reader and frustrators' performance after being provided with reading materials in the purok centers and in their homes?
2. Is there any visible and obvious linking and networking among the stakeholders that supports the Kaban sa Kaalam
3. What are the significant impacts of this project based on the feedback of the internal and external stakeholders?

Action Research Methods

a. Participants and/or Other Sources of Data and Information The participants of this study are the parents, community and the learners who are lagging behind in terms of reading performance. Furthermore, information and feedbacks from the parents and stakeholders as to the impact, comments and suggestions were gathered.

b. Data Gathering Method

The regular conduct of the Philippine Informal Reading Inventory and Early Grade Reading Assessment were the main data gathering method. As to information and feedbacks from the parents and stakeholders as to the impact, comments and suggestions, there were focus group discussions conducted during the homeroom meetings and online sharing through facebook and messenger.

V. Discussion of Results and Reflections

After the post-test, it was found out that project Kaban sa Kaalam made a great impact in improving the learner's reading ability through the vibrant participation of stakeholders. The following are additional gains that the project was able to produce after the study:

- All pupils were all promoted to the next grade level because at the end of the school year all of them are readers. Zero nonreader was attained.
- Kaban sa Kaalam were replicated by other schools and barangays and assimilated in the school reading program PAKLI (Providing Adequate Knowledge for Literacy) which was showcased during the division reading convergence. (Please see the herein attached PAKLI Document and Kaban sa Kaalam Accomplishment Report)
- Parents and community stakeholders were made more aware of the reading endeavor in the school and in their homes.

After the implementation of the various intervention activities and strategies, I as a researcher realized that the reading endeavour needs team effort by the teachers, parents, community and the learners. With the emerging realities of education nowadays, gone are the days that the teachers were solely to be

blamed about the reading performance. The parents should be further oriented of their roles as reading partners at homes. The reading materials in school libraries should be disseminated at purok centers and homes to help them realize the need to continue reading even at their own pace.

VI. Action Plan

Priority Improvement Area	Objectives	Time Frame		
		November 17, 2019	November 18, 2019	November 19, 2019 to February 15, 2020
Out of 433 pupils in grade one to three, 115 have mastered, 267 in nearing mastery and 51 have not mastered reading. In grades IV-VI, out of 543 Grades IV to VI pupils, there are 78 frustrators, 267 instructional readers, 132 independent readers and 66 nonreaders.	Develop pupils' reading skills by providing reading materials in the purok centers where the parents, pupils and community members usually stay during free times and meetings.	Establishing the Kaban sa Kaalam to 11 purok centers and at Homes of the Non-Readers and Frustration Readers	Orientation with the Process Owner on the	Implementation

Data Collection Plan

Data	Measure Type/ Data Type	How measured	Related Conditions to Record	Sampling Notes	How/ Where Recorded
EGRA PRETEST and POST TEST Result S.Y. 2019-2020	Continuous Data	MPS	Meaningful Data	EGRA Tool	Score Sheet
Pretest in Phil-IRIS.Y 2019-2020	Continuous Data	MPS	Meaningful Data	Reading Activity Sheets	Score Sheet
Class Observation	Continuous Data	Instructional Supervision Tool	Meaningful Data	Activity Sheets and Charts	Direct to IS Tool

VII. References

- PAKLI (Providing Adequate Knowledge for Literacy Document
- Kaban sa Kaalam Accomplishment Report

VIII. Financial Report

Items	Amount
Supplies and Materials (Office Supplies, Bond papers, Inks)	10, 000.00
Reproduction, Printing, and Binding	2,500.00
Foods (Survey and Focus Group Discussion)	5,000.00
Total	17,500.00