



Republic of the Philippines  
Department of Education  
REGION VI – WESTERN VISAYAS  
SCHOOLS DIVISION OF ESCALANTE CITY

May 2, 2025

**DIVISION MEMORANDUM**

NO. 244, s. 2025

**2025 DEPARTMENT OF EDUCATION (DEPED) SUMMER PROGRAMS**

TO: OIC-Assistant Schools Division Superintendent  
Chief Education Supervisors  
Division Education Program Supervisors/Coordinator  
Public and Private Elementary and Secondary School Heads  
All others concerned

1. Attached is Regional Memorandum No. 399, s. 2025 and DepEd Order No. 10, s. 2025 titled **“2025 Department of Education (DepEd) Summer Programs”**.
2. The Supplemental Guidelines for the Implementation of the CHAMPS SUMMER PROGRAM is in the enclosure.
3. Immediate dissemination of and strict compliance with this memorandum are desired.

**PETER J. GALIMBA**

Assistant Schools Division Superintendent  
Officer-in-Charge  
Office of the Schools Division Superintendent

For the SDS:

**BREN B. DOLAR**

Administrative Officer V  
In-Charge of the Division

Reference: DepEd Order No. 10, s. 2025

Enclosure: as stated

Allotment: 1-2-3-6-9

Perpetual Index:

TECHNICAL ASSISTANCE SCHOOL HEADS CURRICULUM LITERACY NUMERACY REMEDIATION  
Torres/CID 4-28-25



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Republic of the Philippines  
Department of Education  
REGION VI-WESTERN VISAYAS

APR 29 2025

REGIONAL MEMORANDUM  
No. 39, s. 2025

2025 DEPARTMENT OF EDUCATION (DEPED) SUMMER PROGRAMS

To: Schools Division Superintendents  
All Others Concerned

- Relative to DepEd Order No. 10, s. 2025 titled Guidelines for the Implementation of the 2025 Department of Education Summer Programs, this Office, through the Curriculum Learning and Management Division (CLMD), shall conduct the 2025 DepEd Summer Programs from May 13 to June 6, 2025.
- The objectives of the programs are to:
  - prepare learners concerned for School Year 2025-2026;
  - ensure that all learners have the support they need to excel; and
  - strengthen learners' foundational reading and numeracy skills and accelerate their progress towards grade-level proficiency
- The Summer Programs shall be implemented by sub-programs applicable to this Region, following its corresponding guidelines and schedule of implementation:

Sub-Program	Guidelines	Date
Literacy Remediation Program (LRP) for Grade 3 Learners of SY 2024-2025 or Incoming Grade 4 Learners for SY 2025-2026	-DepEd Memorandum No. 34, s. 2025  -Unnumbered DepEd Memorandum titled Guidelines on the Utilization of the Program Support Funds for the Implementation of 2025 Department of Education Summer Programs	May 13-June 6, 2025
Summer Academic Remedial Program (SARP) for Grades 4-12 Learners of SY 2024-2025	-DepEd Memorandum No. 34, s. 2025  -Unnumbered DepEd Memorandum titled Guidelines on the Utilization of the Program Support Funds for the Implementation of 2025 Department of Education Summer Programs	May 13-June 6, 2025



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The Champs Summer Program (TCSP) (A Regional Remediation Program) for Grades 4-10 Learners of SY 2024-2025 (Incoming Grades 5-11 Learners for SY 2025-2026)	Enclosure 1 to this Regional Memorandum	May 19 to June 6, 2025
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4. Immediate dissemination of and compliance with this Memorandum are desired.

  
**RAMIR B. UYTICO E4D, CESO III**  
Regional Director

Encl.: As stated  
Reference: As stated  
To be indicated in the Perpetual Index  
under the following subjects:

ASSESSMENT  
CLASSES  
CURRICULUM  
LEARNERS  
LITERACY  
REMEDiation  
READING EDUCATION  
TRAINING PROGRAMS  
TEACHERS

JOB/CLMD-RM: 2025 Department of Education (DepEd) Summer Programs  
106/April 29, 2025



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REGION VI-WESTERN VISAYAS

Enclosure No. 1 to Regional Memorandum No. \_\_\_\_\_ s. 2025

**Supplemental Guidelines for the Implementation of  
THE CHAMPS SUMMER PROGRAM**

**I. Rationale**

The post-test results of Key Stages 2-3 (Grades 4-10) learners in the Enhanced Regional Unified Numeracy Test (ERUNT) indicate that 8.11% of learners scored below the 50% proficiency level in numeracy. Similarly, the Philippine Informal Reading Inventory (Phil-IRI) reveals that 10.74% of learners in Filipino and 16.35% of learners in English were in Frustration Level in reading as of the End-of-School Year 2024-2025. These findings highlight the urgent need to strengthen literacy and numeracy initiatives through innovative and targeted interventions.

Staying true to the mantra "Every Child a Champion," the region remains steadfast in its commitment to providing quality education, ensuring that learners meet or exceed the minimum curriculum standards to become functionally literate members of society.

To address these gaps, the Office will implement the Champs Summer Program—a remedial initiative for Grade 4 to 10 learners who scored **"NOT PROFICIENT" or "LOW PROFICIENT"** in the Enhanced Regional Unified Numeracy Test (ERUNT) EOSY assessment and are at the **FRUSTRATION LEVEL** in the Philippine Informal Reading Inventory (Phil-IRI) EOSY assessment. This program aims to deliver targeted interventions while also highlighting exemplary literacy and numeracy practices across Schools Division Offices (SDOs). Ultimately, it seeks to ensure that all learners attain grade-level proficiency in reading and numeracy by the start of the next school year.

**II. Objectives**

1. To conduct a summer remedial program that addresses learners' deficiencies in reading and numeracy.
2. To promote innovative strategies and interventions aimed at improving learners' proficiency in reading and numeracy, ensuring alignment with curriculum standards.
3. To foster a culture of excellence and collaboration among schools in addressing literacy and numeracy challenges, with the goal of achieving grade-level competency for all learners by the start of the next school year.



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III. Suggested Remedial Activities

ACTIVITIES	SPECIFIC OBJECTIVES	STRATEGIES	EXPECTED OUTPUT	PERSONS INVOLVED	TIMELINE
Reading and Math Adventure Camp	Enhance reading comprehension and basic math skills through interactive storytelling and problem-solving activities.	<ul style="list-style-type: none"><li>• Story-based math challenges (e.g., solving word problems within a story).</li><li>• "Math and Story Circle" where learners take turns reading short stories and answering math questions related to the plot.</li><li>• Treasure hunt using math clues and reading maps.</li></ul>	<ul style="list-style-type: none"><li>• Learners demonstrate improved reading comprehension by correctly answering questions related to stories.</li><li>• Learners solve simple word problems embedded in stories, demonstrating basic math operations (addition, subtraction).</li><li>• Enhanced collaboration skills as learners work together during group problem-solving activities.</li><li>• Completion of a treasure map by solving math clues.</li></ul>	<ul style="list-style-type: none"><li>• CLMD and CID</li><li>• English and Math EPS</li><li>• PSDS</li><li>• School Heads</li><li>• English and Math Teachers</li></ul>	May 19 - June 6
Fun with Phonics and Numbers	Strengthen phonemic awareness and number recognition through playful, hands-on activities.	<ul style="list-style-type: none"><li>• Phonics games (e.g., rhyming word matching, letter-sound bingo).</li><li>• Number scavenger hunt (searching for numbers around the classroom or playground).</li><li>• Counting stories where learners act out numbers (e.g., "Five Little Monkeys" with props).</li></ul>	<ul style="list-style-type: none"><li>• Learners accurately match sounds with letters and rhyming words during phonics games.</li><li>• Improved number recognition and counting skills demonstrated through scavenger hunts and counting stories.</li><li>• Development of confidence in reading aloud and identifying sounds.</li><li>• Completion of simple counting and matching tasks.</li></ul>	<ul style="list-style-type: none"><li>• CLMD and CID</li><li>• English and Math EPS</li><li>• PSDS</li><li>• School Heads</li><li>• English and Math Teachers</li></ul>	May 19 - June 6



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ACTIVITIES	SPECIFIC OBJECTIVES	STRATEGIES	EXPECTED OUTPUT	PERSONS INVOLVED	TIMELINE
Math and Reading Carnival	Reinforce basic skills through carnival-themed games.	<ul style="list-style-type: none"><li>• "Reading Ring Toss" - Toss rings onto words and read them aloud.</li><li>• "Math Balloon Pop" - Pop balloons to reveal math problems to solve.</li><li>• "Story Booth" - Learners read aloud and answer comprehension questions to win a prize.</li></ul>	<ul style="list-style-type: none"><li>▪ Successful completion of reading challenges (e.g., reading words correctly during the ring toss).</li><li>▪ Correct answers to math problems revealed during the balloon pop game.</li><li>▪ Enhanced oral reading fluency and comprehension as learners read aloud and respond to questions at the story booth.</li><li>▪ Positive engagement in math and reading tasks, evident from active participation and enthusiasm.</li></ul>	<ul style="list-style-type: none"><li>• CLMD and CID English and Math EPS</li><li>• PSDS</li><li>• School Heads</li><li>• English and Math Teachers</li></ul>	May 19 - June 6
Strengthened Math Champs Technical Assistance And Tutorial Services (RM No. 1042, s. 2024)	To strengthen the mathematical competencies of learners who are performing below the expected proficiency level.	<ul style="list-style-type: none"><li>• Conduct free tutorial sessions for learners with learning gaps in Mathematics through different modalities (face-to-face, online, modular, and blended learning).</li><li>• Apply differentiated instruction, interactive activities, and contextualized learning materials appropriate for each modality.</li><li>• Implement regular progress checks through formative assessments and feedback mechanisms suited to the chosen mode of delivery.</li><li>• Foster collaboration with parents, guardians, and community partners to reinforce learning support at home and ensure active learner participation.</li></ul>	<ul style="list-style-type: none"><li>▪ Learners will exhibit improved proficiency in key Mathematics competencies, reflected in better performance in classroom tasks, school-based assessments, and division or national standardized evaluations, regardless of the modality used.</li></ul>	<ul style="list-style-type: none"><li>• CLMD and CID Math EPS</li><li>• PSDS</li><li>• School Heads</li><li>• Math Teachers</li></ul>	May 19 - June 6





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ACTIVITIES	SPECIFIC OBJECTIVES	STRATEGIES	EXPECTED OUTPUT	PERSONS INVOLVED	TIMELINE
Literacy Initiatives Bridging Reading Opportunities (LIBRO)	To help learners improve their literacy skills by training teachers, providing reading materials, strengthening school support, and involving parents and stakeholders.	<ul style="list-style-type: none"><li>• Provide teacher professional development opportunities</li><li>• Develop or provide developmentally-appropriate reading materials and assessment tools</li><li>• Ensure school leadership and systemic support</li><li>• Foster parent/family involvement and stakeholders' support</li></ul>	<ul style="list-style-type: none"><li>• Learners will have improved literacy skills and reading programs must have been undertaken holistically.</li></ul>	<ul style="list-style-type: none"><li>• CLMD and CID English EPSs</li><li>• PSDSs</li><li>• School Heads</li><li>• English Teachers</li></ul>	Year-round
SDO and School-Initiated Literacy and Numeracy Activities	To improve learners' literacy and numeracy skills through innovative, localized, and context-driven initiatives spearheaded by the SDO and schools.	<ul style="list-style-type: none"><li>• Design and implement school-based literacy and numeracy programs responsive to the unique needs of learners.</li><li>• Organize reading and numeracy camps, contests, and remedial sessions using various delivery modalities (face-to-face, online, modular, and blended learning).</li><li>• Develop contextualized learning materials that reflect local culture, language, and learner realities.</li><li>• Monitor and evaluate program implementation through regular assessments, feedback sessions, and progress tracking.</li><li>• Collaborate with parents, local government units, and community partners to support and sustain literacy and numeracy initiatives.</li></ul>	<ul style="list-style-type: none"><li>• Learners will exhibit improved reading comprehension, fluency, and mathematical proficiency, resulting in better academic achievement and increased confidence in literacy and numeracy tasks.</li></ul>	<ul style="list-style-type: none"><li>• CLMD and CID English and Math EPS</li><li>• PSDS</li><li>• School Heads</li><li>• English and Math Teachers</li></ul>	May 19 - June 6

IV. Source of Funds

Any available downloaded funds from the 2024 BEC Continuing Fund are intended for NRP, NMP, and CUF lesson script development, subject to the approval of the Regional director per *Memorandum DM-CT-2024-198 titled Implementing Guidelines on the Release, Utilization, Monitoring, and Reporting of the Program Support Funds (PSF) for the Development of Lesson Scripts and Monitoring and Evaluation Activities for the National Reading*



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Program (NRP), National Mathematics Program (NMP), and Catch-Up Fridays (CUF); or School Canteen Funds.

**V. Assessment of Learning Outcomes**

Activity	Details
Pre-Assessment	May 19-20: Conduct a Diagnostic Test to identify learners' baseline skills.
Formative Assessment	May 21-June 5: Administer weekly quizzes, problem-solving tasks, and maintain portfolios (worksheets, journals).
Summative Assessment (Post-Test)	June 6: Conduct a Standardized Post-Test to measure learners' mastery and learning gains.
Progress Monitoring	Record weekly anecdotal notes, use observation checklists, and collect learner reflections.
Expected Learning Outcomes	Learners are expected to show a 20-30% improvement from pre-test to post-test.

**VI. Monitoring and Evaluation**

The Monitoring and Evaluation (M&E) of The Champs Summer Program will ensure the program's effective implementation and assess the progress of learners in literacy and numeracy. CLMD and CID (English and Math EPS) will conduct spot checks, review assessment data, and provide technical support based on their observations. PSDS will monitor the program within districts, validate reports, and submit consolidated data to the Division Office. School Heads will oversee day-to-day activities, verify assessment records, and support teachers, who will track attendance, conduct formative assessments, and submit weekly progress reports. Monitoring tools such as attendance sheets, formative assessment tracking forms, and observation checklists will ensure consistent evaluation. The program's evaluation will compare pre- and post-test results, analyze weekly assessments, and gather feedback from learners and teachers. Success will be measured by at least 80% learner attendance, a 20-30% improvement in test scores for at least 70% of participants, and positive feedback from stakeholders. Weekly and end-of-program reports will be submitted to assess the program's effectiveness and identify areas for improvement.



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Republic of the Philippines  
**Department of Education**

DepEd MEMORANDUM  
No. **034** . s. 2025

APR 12 2025

**SUPPLEMENTAL GUIDELINES ON THE IMPLEMENTATION  
OF THE LITERACY REMEDIATION PROGRAM**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Minister, Basic, Higher, and Technical Education, BARMM  
Regional Directors  
Schools Division Superintendents  
Public and Private Elementary School Heads  
All Others Concerned

1. Pursuant to DepEd Order (DO) No. 010, s. 2025, titled Guidelines for the Implementation of the 2025 Department of Education Summer Programs, the Department issues the **Supplemental Guidelines on the Implementation of the Literacy Remediation Program (LRP)**.
2. The LRP aims to provide intensive and structured literacy intervention to Grade 3 learners classified as Low Emerging Readers in English based on the End of School Year (EoS) 2024-2025 Comprehensive Rapid Literacy Assessment (CRLA). The Program shall equip the learners with foundational literacy skills necessary to successfully transition to Grade 4, where English is used as the primary medium of instruction.
3. The program shall be conducted from May 13 to June 6, 2025, during which participating schools shall administer daily two-hour remediation sessions. Learner progress shall be monitored weekly through check-in assessments, with culminating evaluation through the Beginning of School Year (BoSY) CRLA in June 2025.
4. For clarifications or additional information, please contact the **Summer Program Secretariat**, headed by the Office of the Secretary through the Office of the Undersecretary for Operations, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at [ouops@deped.gov.ph](mailto:ouops@deped.gov.ph) or at telephone number (02) 88633-7208.

5. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:

  
ATTY. PATRINA LIFF D. SANONTONGAN  
Undersecretary and Chief of Staff

Encl.:

As stated

Reference:

DepEd Order (No. 010, s. 2025)

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

ASSESSMENT  
CLASSES  
CURRICULUM  
LEARNERS  
LITERACY  
REMEDICATION  
READING EDUCATION  
TRAINING  
TEACHERS

**MDCM MPC, DM Supplemental Guidelines on the Implementation of the Literacy Remediation**  
0111 - April 11, 2025