CLMD-RM-2025-297

Republic of the Philippines

Department of Education

REGION IV-A CALABARZON

11 April 2025

Regional Memorandum

No.297 s.2025

REGIONAL IMPLEMENTATION OF THE CALABARZON CARE+1 (COGNITIVE ACTIVITIES FOR READING ENHANCEMENT AND NUMERACY) AS A 2025 DEPED SUMMER PROGRAM TO STRENGTHEN FOUNDATIONAL LITERACY AND NUMERACY IN KEY STAGES 2, 3, AND 4

To   **Schools Division Superintendents**

1. In the effort to remain committed to addressing learning loss and closing the learning gaps reflected in national and international large-scale assessments, this Office, through the Curriculum and Learning Management Division (CLMD), takes part in DepEd's offering of Summer Programs through its CALABARZON CARE+1.

2. The CALABARZON CARE+1 aligns with the guidelines stipulated in DepEd Order No. 10, s. 2025 titled *Guidelines for the Implementation of the 2025 Department of Education Summer Programs*. These summer programs aim to prepare concerned learners for success in SY 2025 – 2026 by ensuring they have the support they need to excel as these seamlessly integrate into the *Academic Recovery and Accessible Learning (ARAL) Program* under the Republic Act No. 12028.

   A specialized summer intervention program of DepEd Region 4A, the CALABARZON CARE+1 aims to strengthen foundational skills in Reading and Mathematics among learners from Grades 4 to 12. Targeting those with low proficiency based on the EOSY Phil-IRI results for Key Stages 2 and 3 (Frustration Level), final grades of 75–79 in Reading and Writing Skills (for SHS), and Mathematics (for Key Stages 2, 3, and General Mathematics in SHS), the program provides focused remediation and enrichment activities to bridge learning gaps. Grounded in the Science of Reading and Mathematics, CARE+1 ensures evidence-based, brain-based instruction to improve functional literacy and numeracy. Set from April 11 to June 10, 2025, the initiative reflects the Region's commitment to inclusive, data-driven academic support and learner preparedness for the next grade level.

3. Upon completion of the CALABARZON CARE+1 Program, learners from Key Stages 2 to 4 are expected to show at least a 5% improvement in functional literacy and numeracy. In <u>Reading</u> (English and Filipino), learners will enhance their comprehension, critical analysis, and synthesis skills appropriate to their grade level. In <u>Mathematics</u>, they will demonstrate stronger mastery of grade-appropriate concepts and problem-solving skills, from basic operations and equations to higher functions, statistics, and introductory calculus. These improvements aim to better prepare learners for the next grade level and reduce learning gaps in foundational subjects.

4. Enclosure 1 presents the Implementing Guidelines and Terms of Reference (TOR) for the CALABARZON CARe+1.

5. The implementation of the Summer Programs shall be charged against the Fiscal Year 2024 and 2025 Funds for the National Learning Camp (NLC) from Basic Education Curriculum (BEC) released to the Regional Offices.

   The Regional Offices may further sub-allot funds to Schools Division Offices (SDOs) and implementing schools when deemed necessary.

6. For questions and clarifications, you may contact **Gilbert O. Cruz**, Regional Program Coordinator in Mathematics; **Hazel Angelyn E. Tesoro**, Education Program Supervisor in charge of Reading Programs and the Early Language, Literacy, and Numeracy (ELLN); and **Viernalyn M. Nama**, CLMD Chief Education Supervisor at (02) 647-7487 loc. 420.

7. Immediate dissemination of this Memorandum is desired.

ATTY. ALBERTO T. ESCOBARTE, CESO II
Regional Director

02/ROC10

CALABARZON CARE +1
(Cognitive Activities for Reading Enhancement and Numeracy)

I. Executive Summary:

The CALABARZON CARE+1 (Cognitive Activities for Reading Enhancement and Numeracy) is DepEd Region 4A's specialized summer intervention program for learners in Key Stage 2 (Grades 4–6), Key Stage 3 (Grades 7–10), and Key Stage 4 (Grades 11–12). This initiative strengthens foundational skills in Reading and Mathematics, crucial for academic success.

For Reading, learners are identified through the End-of-School-Year (EOSY) Philippine Informal Reading Inventory (Phil-IRI) results for Key Stages 2 and 3. In Senior High School (SHS), eligibility is based on a final grade of 75–79 in the core curriculum subject Reading and Writing Skills (RWS). For Mathematics, learners are selected based on final grades of 75–79 in Mathematics for Key Stages 2 and 3, and in the core curriculum subject General Mathematics for Key Stage 4. Through targeted remediation and enrichment activities, CARE+1 aims to bridge learning gaps and enhance learners' competencies, ensuring they are well-prepared for the next grade level.

The primary goal of CALABARZON CARE+1 is to improve functional literacy and numeracy for learners from Grades 4 to 12, with a strong focus on reading comprehension (in English and Filipino) and mathematical proficiency. By providing targeted remediation during the summer, the program bridges learning gaps, reinforces essential skills, and builds learners' confidence for the upcoming school year, addressing potential learning loss and preparing them for more complex concepts.

Grounded in brain-based teaching and the Science of Reading (SoR) and Mathematics, CALABARZON CARE+1 ensures remediation strategies align with how

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learners process and retain information. Cognitive research highlights the importance of active engagement, personalized instruction, and repetition to strengthen neural connections throughout basic education. The SoR emphasizes language comprehension through evidence-based practices like phonemic awareness, vocabulary building, and fluency in both English and Filipino. Similarly, the Science of Mathematics promotes deeper conceptual understanding, numeracy fluency, and problem-solving through interactive, developmentally appropriate strategies.

Ultimately, CALABARZON CARE+1 reflects the Region's commitment to providing inclusive academic support for learners from Grades 4 to 12. Set to launch on April 11, 2025, and conclude on June 10, 2025, the summer program uses data-driven insights to strengthen core competencies in Reading and Mathematics. It aims to reinforce foundational knowledge, bridge learning gaps, and prepare learners for the demands of the next grade level, equipping them with the confidence and skills to excel in their educational journey.

II. OBJECTIVES

Upon completion of the CALABARZON CARE+1 Program, learners in Key Stages 2, 3, and 4 are expected to demonstrate strengthened functional literacy skills in both Reading and Mathematics. These enhanced skills will better prepare and support them as they transition to the next grade level. Specifically, the learners will be able to:

1. improve reading proficiency by at least 5% in terms of:

    1.1   Key Stage 2 (Grades 4 - 6) – English
        1.1.1. Decoding multisyllabic and academic words
        1.1.2. Identifying main ideas and details
        1.1.3. Inferring meaning and drawing conclusions
        1.1.4. Analyzing cause-effect and sequence
        1.1.5. Recognizing literary devices
        1.1.6. Summarizing/synthesizing texts

    1.2   Key Stage 3 (Grades 7 - 10) – English
        1.2.1 Analyzing tone, purpose, POV

2. improve mathematical proficiency by at least 5% in terms of:

2.1. Key Stage 2 (Grades 4 - 6)

    2.1.1. Mastering basic operations (whole numbers, fractions, decimals)

    2.1.2. Applying number theory (LCM, GCF)

    2.1.3. Solving routine/non-routine word problems

    2.1.4. Performing basic geometry and measurement

    2.1.5. Converting units in real-life problems

2.2. Key Stage 3 (Grades 7–10)

    2.2.1. Solving linear and quadratic equations

    2.2.2. Interpreting functions and graphs

    2.2.3. Analyzing geometric properties

    2.2.4. Using statistics and probability

    2.2.5. Performing operations on real numbers

2.3. Key Stage 4 (Grades 11–12)

    2.3.1. Exploring higher functions (polynomial, exponential, logarithmic)

    2.3.2. Applying trigonometry in real-life contexts

    2.3.3. Solving statistical problems

    2.3.4. Understanding probability distributions

    2.3.5. Performing basic calculus (STEM)

III. CARE+1 FRAMEWORK

CALABARZON CARE+1

(Cognitive Activities for Reading Enhancement and Numeracy)

PLAN
1. Gathering of Baseline Data
2. Profiling of Learners
3. Identification of Teachers
4. Inventory of Learning Resources
5. Preparation of Financial Requirements
6. Orientation of Learners, Teachers, Parents and other takeholders
7. Program Supervision & Provision of Technical Assistance

IMPLEMENT
1. Conduct of CARE+1
   • Teaching and Learning
     a. Pretest and Analysis
     b. Remediation
     c. Feedback and Reinforcement Mechanism
     d. Post-Test
   • Learner Support Services
2. Status and Progress Monitoring

CHECK
1. Data Analysis
2. Program Monitoring, Assessment and Provision of Technical Assistance

REFLECT
1. Review Learner's Performance
2. Focus Group Discussion
3. Policy Recommendations to Improve Learning Outcomes

Monitoring and Provision of Technical Assistance

Figure 1. The CALABARZON CARE+1 Framework

The CALABARZON CARE+1 Program places learners at its core, serving as the vibrant heart of the Region's educational support system. At its foundation is the "PLAN" phase, which begins with thoughtful data gathering to understand the unique needs and strengths of both learners and teachers. This data informs the creation of individual learner profiles, acknowledging each one's distinct learning journey. Alongside this, an inventory of available learning resources is conducted to ensure adequate support, while financial planning secures the program's sustainability. The phase culminates in a comprehensive orientation for learners, teachers, parents, and the community—fostering a shared understanding, responsibility, and commitment to the program's goals.

As the program transitions into the "IMPLEMENT" phase, it sets into motion deliberate and strategic actions. The program launch marks an exciting start, laying the groundwork for learner growth. Ongoing Regional monitoring and evaluation provide continuous feedback to ensure the program's responsiveness and effectiveness. Initiatives like Eye CARE+1 and Adopt-a-Learner showcase a personalized approach, addressing the specific needs of individual learners. Central to the program's instruction is the Big 6 of the Science of Reading, offering a solid foundation for literacy development, delivered with expertise and precision.

The "CHECK" phase focuses on reflection and continuous improvement. Through evaluation and data analysis, the program assesses its effectiveness and identifies areas for enhancement. Timely feedback guides both learners and teachers, supporting their ongoing development. Regular learner assessments ensure that progress is closely monitored, and successes are recognized.

The "REFLECT" stage highlights the program's commitment to nurturing learner potential. This phase involves reviewing learner performance to inform instructional adjustments and enhance individual learning outcomes. Insights from learner reflection journals deepen understanding of their learning experiences. Throughout all phases—planning, implementation, checking, and reflection—continuous monitoring and technical assistance ensure the program remains responsive and effective. The cycle then returns to the "PLAN" phase, establishing a continuous loop of improvement and adaptation.

IV. STAGES OF IMPLEMENTATION OF THE CALABARZON CARE+1 AND THEIR OPERATIONAL DEFINITION

A. PLAN

1. ***Gathering of Baseline Data.*** This stage entails collecting essential academic data, including the EOSY results of the Phil-IRI for Key Stages 2 and 3 and final grades in Reading and Writing Skills for SHS. Mathematics final grades will also be gathered separately for Key Stages 2 and 3, and for Key Stage 4 (General Mathematics in SHS), to determine academic standing and inform appropriate interventions.

2. ***Profiling of Learners.*** Learners identified for remediation include those in Key Stages 2 and 3 who fall under the *Frustration* level in the Phil-IRI for Reading, and those with low grades in Mathematics. For Key Stage 4, learners with low performance in both Reading and Writing Skills and General Mathematics will also be included. This stage involves creating detailed learner profiles through collection of demographic data and securing parental consent and commitment to ensure effective support throughout the program.

3. ***Identification of Teachers.*** Is a systematically compiled and maintained list of educators who meet specific criteria for participation. These criteria include willingness to render voluntary service, attendance/participation in specialized training programs focused on Reading and Mathematics instruction, as well as a demonstrated history of high performance in their teaching roles. This inventory serves as a readily available resource of qualified personnel who can be readily deployed to implement and facilitate the learning activities within the summer remediation programs.

4. ***Inventory of Learning Resources.*** This is a list of available instructional guides, worksheets, activity sheets, visual aids, manipulatives, supplementary learning and reading materials, and any other tangible or digital resources that directly support the learning

objectives outlined in the program's learning matrix. This ensures that teachers and learners have access to appropriate and engaging materials that align with the curriculum and facilitate skill development in areas like Reading and Mathematics.

5. ***Preparation of Financial Requirements.*** The preparation of financial requirements for the conduct of the CALABARZON CARE+1 Remediation program involves estimating and allocating the necessary funds for program activities, including resources, materials, personnel and other operational costs to ensure the program's successful implementation.

6. ***Orientation of Learners, Teachers, Parents and other Stakeholders.*** An orientation of learners, teachers, parents, and other stakeholders prior to the conduct of the CALABARZON CARE+1 remediation program will be conducted by the implementing schools to provide essential information about the program's goals, processes, expectations, and roles to ensure alignment, understanding, and active participation from all stakeholders involved.

7. ***Program Supervision and Provision of Technical Assistance.*** The Program Supervision and Provision of Technical Assistance phase involves overseeing the implementation of the CALABARZON CARE+1 Remediation program, providing ongoing support, and offering expert guidance to ensure that schools effectively address challenges and adhere to program guidelines for optimal outcomes.

B. IMPLEMENT

1. *Conduct of CARE+1.*

Teaching and Learning	Learner Support Services
a. Pre-test and Analysis	a. Eye CARE+1
b. Remediation (Science of Reading, refer to annexes)	b. School-Based Feeding Program
c. Feedback and Reinforcement Mechanism	c. Adopt-a-Learner d. Other Programs
d. Post-test and Analysis	

Teaching and Learning

a. **Pretest and Analysis.** A pre-test material from the Regional Office (RO) will be administered before the start of instruction. It serves to assess learners' reading and numeracy competencies. The results of the pre-test will be analyzed to identify the learners' strengths and focus of remediation. This allows teachers to tailor their teaching and learning materials following the principles of brain-based learning and cognitive learning.

b. **Remediation.** Following the pre-test, the remediation phase focuses on addressing the identified learning gaps based on the assessment results. This phase is designed to provide targeted support to learners who require additional assistance in developing their reading and numeracy competencies. Using differentiated teaching strategies, teachers will employ a variety of brain-based and cognitive learning principles to ensure that each student receives the necessary resources and interventions. Remediation will be personalized to meet individual needs, helping students build a solid foundation for further learning. For detailed steps and strategies on how remediation will be implemented, please refer to the annexes.

c. ***Feedback and Reinforcement Mechanism.*** In this phase, feedback will be provided to learners and parents regarding their progress and areas of difficulty. Teachers will offer constructive, timely feedback to help students understand their strengths and the specific challenges they need to overcome. The goal is to encourage a growth mindset by ensuring students feel supported and empowered to continue learning. This mechanism will also include strategies for reinforcing concepts, addressing difficulties, and promoting self-regulation to foster long-term academic success.

d. ***Post-Test.*** A post-test material from the RO will be given at the end of the remediation to assess students' progress and mastery of the reading and numeracy competencies. It will help assess the effectiveness of remediation and feedback, helping teachers identify areas of growth and any remaining learning gaps.

Learner Support Services

These activities—Eye CARE+1, School-Based Feeding Program, and Adopt-a-Learner—will be conducted as complementary initiatives alongside the core components of the teaching and learning process. They aim to address the holistic needs of students, ensuring that their health, nutrition, and educational resources are fully supported. By integrating these programs, we enhance the learning environment, promoting both physical well-being and academic success, which are critical for overall student development.

2. ***Status and Progress Monitoring.*** This is a systematic and ongoing process undertaken by Schools, Districts and Division Offices to track and assess the actual execution of these programs throughout their designated timeframe. This involves regular observation, data collection, and analysis of program activities, resource utilization, and adherence to established guidelines and timelines. The goal of this monitoring is to identify successes, challenges, and areas for improvement in real-time, enabling timely adjustments and ensuring the effective and efficient delivery of the intended program benefits to the target learners.

C. CHECK

1. *Data Analysis.* Data about learner progress during the implemented remediation will be collected and analyzed. This includes, but not limited to, pre- and post-assessment results, observational data, and any other relevant metrics gathered throughout the program such as daily attendance etc. The analysis phase then employs appropriate methods to examine this consolidated data, aiming to identify trends, patterns, and the overall effect of the remediation program.

2. *Program Monitoring, Assessment and Provision of Technical Assistance.* (2.1) *Program monitoring* involves the ongoing collection and analysis of data to track the implementation and progress of CALABARZON CARE+1 program, ensuring it meets its objectives and adheres to established guidelines. (2.2) *Assessment* refers to the systematic process of evaluating the effect and outcomes of the remediation program to determine if goals are being achieved and identify specific areas for enhancement. (2.3) *Provision of technical assistance* entails offering expert guidance to ensure the successful implementation of the remediation program, helping schools address challenges and enhance capacity. This process will ultimately provide evidence-based insights into the extent of the CALABARZON CARE+1 program and inform future design and implementation.

D. REFLECT

1. *Review Learner's Performance.* This involves analyzing the results from pre- and post-assessments, classroom observations, and other relevant data collected from the 23 Schools Division Offices (SDOs) to identify performance trends, assess the effect of remediation efforts.

2. *Focus Group Discussion.* A Focus Group Discussions (FGDs) will be conducted after the conduct of the CALABARZON CARE+1 program to privide an opportunity to engage with teachers, parents, and other

stakeholders to gather qualitative feedback on the implementation of the teaching and learning of the remediation program.

3. ***Policy Recommendations to Improve Learning Outcomes***. Based on the analysis of learner performance and insights gathered from focus group discussions, policy recommendations will be formulated to address identified gaps and challenges. These recommendations aim to enhance teaching methodologies, resource allocation, and student support services, ensuring that policies are aligned with the needs of students and the goal of improving learning outcomes across the Region.

V. TERMS OF REFERENCE

1. Regional Office

Stages of Program Implementation	Activities	Regional Education Program Supervisors (EPSs)	Regional Chief Education Supervisors (Ess)	Assistant Regional Director (ARD)	Regional Director (RD)
Plan	*Gathering of Baseline Data*	Provide support to division EPS; consolidate Regional data	Provide program direction	Endorse and support program planning	Approve implementation plans
	Profiling of Learners	Ensure accurate learner data is used	Guide implementation framework	Approve plan	Provide policy oversight
	Identification of Teachers	Assist in HR planning support	Ensure quality of teacher deployment	Recommend actions	Approve Regional HR actions
	Inventory of Learning Resources	Assess resource sufficiency	Consolidate Regional LR gaps	Recommend actions	Approve Regional LR actions
	Preparation of Financial Requirements	Provide TA to SDOs	Consolidate fund requirements Regionally	Endorse to Regional finance department	Final approval
	Orientation of Learners, Teachers, Parents, and Other Stakeholders	Provide templates and guide messages	Supervise program rollout	Approve comms strategy	Approve orientation plan
	Program Supervision and Provision of Technical Assistance	Provide TA across divisions	Supervise RO-level implementation	Support and validate Regional M&E	Oversee Regional execution

Stages of Program Implementation	Activities	Regional Education Program Supervisors (EPSs)	Regional Chief Education Supervisors (ESs)	Assistant Regional Director (ARD)	Regional Director (RD)
Implement	*Conduct of CARE+1*	Guide divisions, consolidate best practices	Supervise alignment with Regional priorities	Provide guidance	Provide support
	Remediation (Science of Reading)	Supervise TA to divisions	Provide quality-assured resources & training	Provide guidance on frameworks	Provide support
	Feedback and Reinforcement Mechanism	Consolidate division-level feedback	Use data to improve Regional tools	Recommend improvements	Provide policy support
	Post-Test and Analysis	Analyze Regional trends, identify gaps and promising practices	Synthesize findings into Regional reports and propose adjustments	Review performance across divisions	Use data to inform Region-wide planning and interventions
Check	*Data Analysis*	Validate Regional data synthesis and finalize Regional-level reports	Present to top management	Critique presentation of reports	Endorse insights for policy
	Program Monitoring, Assessment, and Provision of Technical Assistance	Provide consolidated division insights	Provide deep-dive technical assistance	Lead M&E across the Region	Guide Regional performance review
Reflect	*Review Learner's Performance*	Consolidate Regional performance data	Recommend instructional adjustments	Align policy with trends	Approve reforms
	Focus Group Discussion	Facilitate Regional FGD session(s)	Recommend policy insights	Validate strategic takeaways	Inform decision-making
	Policy Recommendations to Improve Learning Outcomes	Consolidate best practices and gaps across divisions	Finalize and recommend policy adjustments	Draft Regional memoranda or orders	Validate Regional policies

2. School Division Offices

Stages of Program Implementation	Activities	Public Schools District Supervisors (PSDS)	Division EPSs	CID Chief ES	SGOD Chief ES	Assistant Schools Division Superintend ent (ASDS)	Schools Division Superintend ent (SDS)
Plan	*Gathering of Baseline Data*	Monitor schools under their supervision	Provide technical assistance and consolidate division-level data	Coordinate CID support for data gathering	Validate data gathering coverage and integrity	Oversee implementati on in divisions	Provide policy support
	Profiling of Learners	Monitor profiling in assigned schools	Validate data for planning	Use data to inform CID actions	Use data for planning interventions	Support in division data review	Approve and guide division implementati on
	Identification of Teachers	Monitor fairness and completeness of selection	Validate teacher assignment and qualifications	Coordinate with EPS on manpower needs	Check with HR & school deployment	Review HR implications	Approve final manpower assignments
	Inventory of Learning Resources	Assist in resource mapping per district	Consolidate SDO needs	Validate availability and gaps	Coordinate with LRMS	Review LR availability for interventions	Approve procurement or redistribution plans
	Preparation of Financial Requirements	Review and validate school-level requirements	Consolidate financial plans	Align program with MOOE/AIP	Validate budgetary allocations	Align with division budget and policies	Approve fund sourcing

Stages of Program Implementation	Activities	Public Schools District Supervisors (PSDS)	Division EPSs	CID Chief ES	SGOD Chief ES	Assistant Schools Division Superintendent (ASDS)	Schools Division Superintendent (SDS)
	Orientation of Learners, Teachers, Parents, and Other Stakeholders	Monitor school-level implementation	Provide TA and guidelines	Ensure CID is aligned with key messages	Coordinate with stakeholders via SGOD	Supervise division-wide implementation	Support orientations
	Program Supervision and Provision of Technical Assistance	Conduct school visits and coaching	Provide in-depth TA per program design	Coordinate CID support for teaching	Coordinate SGOD support (logistics, M&E)	Supervise full division execution	Monitor and resolve issues
Implement	*Conduct of CARE+1*	Monitor implementation in schools under their district	Provide TA and ensure fidelity of implementation	Validate SDO implementation plans	Oversee logistics, health, and well-being support	Support division-wide rollout	Ensure availability of resources and logistics
	Remediation (Science of Reading)	Monitor teaching-learning alignment	Provide content and pedagogy-based support	Ensure SoR is integrated in training and classroom implementation	Support well-being and learner profiling updates	Coordinate full implementation with CID and SGOD	Ensure support to EPS
	Feedback and Reinforcement Mechanism	Analyze trends and support adjustments	Recommend improvements	Validate and support intervention changes	Coordinate parental involvement and learner motivation	Supervise feedback mechanisms	Support improvements
	Post-Test and Analysis	Monitor test implementati	Analyze district-wide	Oversee analysis of	Coordinate logistics,	Review data trends across	Validate division

Stages of Program Implementation	Activities	Public Schools District Supervisors (PSDS)	Division EPSs	CID Chief ES	SGOD Chief ES	Assistant Schools Division Superintend ent (ASDS)	Schools Division Superintend ent (SDS)
		on, validate data submitted by schools	results and provide technical feedback	post-test results and lead instructional review	documentatio n, and support services	SDOs to support data-driven decision-making	submissions and endorse to Region
Check	*Data Analysis*	Assist schools in data analysis	Analyze data across districts	Synthesize division results for CID decision-making	Coordinate with Planning and M&E units	Consolidate for division performance review	Oversee overall analysis quality
	Program Monitoring, Assessment, and Provision of Technical Assistance	Conduct monitoring visits and provide coaching	Validate implementati on, provide hands-on TA	Consolidate findings, initiate improvements	Align TA efforts with learner welfare and program outcomes	Oversee all M&E activities	Support Regional and interdivision reviews
Reflect	*Review Learner's Performance*	Consolidate and review school data	Analyze performance trends and gaps	Oversee data translation into CID actions	Provide learner support trend analysis	Review school and district performance	Validate and endorse reports
	Focus Group Discussion	Join district-wide FGD sessions	Facilitate and summarize FGD inputs	Consolidate division-level insights	Report socio-emotional and stakeholder feedback	Attend inter-district FGDs	Endorse Regional FGD results
	Policy Recommendat ions to Improve	Review and elevate relevant policies	Propose division policy updates	Draft and align policies to CID direction	Ensure alignment with learner	Coordinate policy and funding support	Approve division-based

Stages of Program Implementation	Activities	Public Schools District Supervisors (PSDS)	Division EPSs	CID Chief ES	SGOD Chief ES	Assistant Schools Division Superintend ent (ASDS)	Schools Division Superintend ent (SDS)
	Learning Outcomes				wellness and inclusivity		recommendat ions

3. Schools

Stages of Program Implementation	Activities	Teachers	Master Teacher	Head Teacher	School Head/ Principal
Plan	Gathering of Baseline Data	Administer assessment tools	Supervise assessment process at grade level/ department	Assist in coordination	Oversee school-wide data gathering
	Profiling of Learners	Profile learners using prescribed template	Review and support profiling accuracy	Validate profiling data per grade level	Ensure profiling completion and submission
	Identification of Teachers	Be identified as remediation teachers	Recommend competent teachers	Recommend teachers for selection	Approve recommended teachers
	Inventory of Learning Resources	Assist in identifying gaps	Validate inventory at grade level	Consolidate needs per level	Supervise inventory and needs assessment
	Preparation of Financial Requirements	Provide inputs on classroom needs	Assist in costing instructional needs	Consolidate needs per grade level	Submit school budget estimates
	Orientation of Learners, Teachers,	Attend and help deliver sessions	Help facilitate orientation	Assist in organizing sessions	Oversee full orientation and

Stages of Program Implementation	Activities	Teachers	Master Teacher	Head Teacher	School Head/ Principal
	Parents, and Other Stakeholders				stakeholder engagement
	Program Supervision and Provision of Technical Assistance	Deliver instruction and report progress	Coach and support teachers	Assist in supervising team	Supervise school implementation and provide TA
Implement	*Conduct of CARE+1*	Facilitate CARE+1 sessions using remediation materials	Coach teachers, monitor quality of delivery	Supervise program implementation per grade level	Oversee school-wide CARE+1 rollout and learning environment
	Remediation (Science of Reading)	Implement SoR-informed remediation strategies	Model effective strategies and mentor teachers	Monitor adherence to pedagogy	Ensure proper use of SoR-based approaches
	Feedback and Reinforcement Mechanism	Conduct formative assessments and give regular feedback	Observe classes, provide feedback and coaching	Review learner progress across grade levels	Oversee documentation of learner growth
	Post-Test and Analysis	Administer post-test, score, and record results accurately	Validate test administration and assist in result interpretation	Consolidate and check grade-level results before submission	Ensure smooth conduct of post-test and accuracy of school-level data
Check	*Data Analysis*	Submit learner outputs and assessment results	Guide teachers in interpreting data	Consolidate and review grade-level data	Validate and submit school-wide data reports
	Program Monitoring, Assessment, and Provision of Technical Assistance	Document implementation and submit reports	Observe classes, coach teachers, document best practices	Supervise implementation across grade levels	Conduct school-based monitoring and TA

Stages of Program Implementation	Activities	Teachers	Master Teacher	Head Teacher	School Head/ Principal
Reflect	*Review Learner's Performance*	Analyze individual and class performance data	Help interpret data, recommend strategies	Validate learner data per level	Review overall school performance and submit reports
	Focus Group Discussion	Share classroom challenges, wins, and needs	Facilitate FGDs with teacher groups	Participate in FGDs with faculty	Organize and report on school-level FGDs
	Policy Recommendations to Improve Learning Outcomes	Provide grassroots-level insights	Recommend improvements based on experience	Provide school-level policy inputs	Submit data-informed suggestions to district/SDO

VI.   MONITORING AND EVALUATION:

Monitoring and evaluation will occur at key intervals throughout the program:

1. **Phase 1: PLAN - Program Supervision and Technical Assistance**: Conducted by the Master Teacher and School Head over the first five (5) days to ensure proper implementation and provide initial support

2. **Phase 2: IMPLEMENT - Status and Progress Monitoring**: Conducted weekly by the Public Schools District Supervisors (PSDS) and Learning Area Education Program Supervisors (EPSs) in the Division to track progress, identify challenges, and make necessary adjustments

3. **Phase 3: CHECK - Program Monitoring, Assessment, and Technical Assistance (TA)**: Conducted at the end of the program, after 30 days, by the Regional EPSs to assess overall outcomes and provide feedback for future improvements. These strategic intervals will ensure continuous assessment and refinement of the program. Refer to the annexes.

VII.   SOURCES OF FUNDS

Expenses relative to the conduct of CALABARZON CARE+1 will be covered by their respective School/Division MOOE and/or local funds, whichever is applicable and available, subject to the usual government accounting and auditing rules and regulations. Meanwhile, for the purpose of program monitoring and assessment, Regional funds will be used.

VIII. TIMELINE:

CALABARZON CARE+1 TIMELINE

June 16
Start of SY
2025-2026

May 12- June 6, 2025
Literacy Remediation
Program
- Grade 3/ Incoming Grade 4

May 13-June 6, 2025
IMPLEMENT
- Program Launching
- Eye CAREs+1
- Adopt-a-Learner
- Big 6 (Science of Reading)
- Monitoring and Provision of TA
- etc.

May 13-June 6
CHECK
- Evaluation and Data Analysis
- Provision of Timely Feedback
- Assessment of Learners
- Monitoring and Provision of TA

April 3
End of Data
Collection –
CRLA, RMA,
Phil-IRI

April 14-15
EOSY Rites
and Closing of
Classes

May 13-June 6
National Learning
Camp (NLC)
(only in R1, R2, R7, R12,
CAR, and CARAGA)

April 1-16, 2025
PLAN
- Data Gathering
- Profiling of Learners
- Inventory of Teachers
- Preparation of Financial
  Requirements
- Orientation of Learners, Teachers,
  Parents, and Other Stakeholders
- Monitoring and Provision of TA

April 21-25
Literacy
Remediation
Program (G3) –
Core Trainers
Training

May 12
Election Day

May 19-23
NFOT
NSPC

May 23- June 2
Palarong Pambansa

June 10, 2025
REFLECT
- Review Learner's Performance
- Adjustment in Instruction to Improve
  Learning Outcomes
- Study Learners' Reflection Journal
- Monitoring and Provision of TA

April 28-May 2
Literacy
Remediation
Program (G3) –
Training of
Remediation
teachers and School
Leaders
(3-day training)

May 12- June 6, 2025
Summer Remedial Class
- Grades 4 to 12 with 1-2 subjects failed