



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF BULACAN

May 7, 2025

DIVISION MEMORANDUM

No. 233, s. 2025

**SDO BULACAN SUMMER LEARNING BOOST CAMP IN READING AND MATH
(PROJECT TUTOR FOR LITERACY AND PROJECT GAINS FOR NUMERACY)**

To: Assistant Schools Division Superintendent
CID and SGOD Chiefs
Division Education Program Supervisors
Public Schools District Supervisors
Unit Heads of the SGOD
Elementary School Heads
All Others Concerned

1. Recognizing this pressing need, the Department of Education (DepEd) issued Order No. 010, s. 2025, emphasizing the implementation of Summer Remediation Programs to strengthen learners' literacy and numeracy skills to better support their readiness for the next grade level. In alignment with this directive, SDO Bulacan shall implement **Project TUTOR (Transforming Understanding Through Optimal Reading)** to address Grade 3 learners classified as Low Emerging Readers, High Emerging Readers, and Developing Readers and **Project GAINS (Guided Arithmetic Intervention to Improve Numeracy Skills)** to address Grade 3 learners classified as Not Proficient, Low Proficient and Nearly Proficient (incoming Grade 4 learners in SY 2025-2026), thereby laying the groundwork for a more literate, numerate and mathematically empowered future for Bulakenyo learners. This Summer Learning Boost Camp in Reading and Math shall be implemented from May 13 – June 7, 2025, among 12,118 grade 3 learners (incoming grade 4 for SY 2025 - 2026).

2. The impetus for **Project TUTOR** is further substantiated by the results of the Comprehensive Rapid Literacy Assessment (CRLA), a diagnostic tool developed by DepEd to evaluate and classify the reading abilities of learners in Key Stage 1. The CRLA has revealed a significant shortfall in the reading competencies of the Grade 3 students (incoming Grade 4), indicating an urgent need for targeted interventions. It is within this context that Project TUTOR proposes an intensive, research-backed approach to reading remediation, aiming to bridge gaps in literacy and ensure a seamless educational journey for all identified Grade 3 Low Emerging Readers (LER), High Emerging Readers (HER), and Developing Readers (DR) entering Grade 4 in the School Year 2025-2026. On the other hand, **Project GAINS** is supported by the results of Rapid Mathematics Assessment (RMA), classroom-based tests, and division-initiated diagnostic instruments that test and categorize the numeracy skills of learners in Key Stage 1. These tests have shown widespread gaps in the arithmetic skills of Grade 3 learners (incoming Grade 4), especially in simple operations like addition, subtraction, multiplication, and division. Learners were classified as Not Proficient, Low Proficient, and Nearly Proficient, emphasizing the urgent need for remedial numeracy interventions.

3. This Summer Learning Boost Camp has the following objectives:

- a. Project TUTOR is designed to enhance the reading skills of the identified struggling readers, as measured by their performance on the CRLA posttest at



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the end of the summer program. Specifically, by the end of this activity under Project TUTOR, the reading literacy level of the identified incoming Grade 4 learners will improve significantly, with the goal of eliminating the number of struggling readers from 12,118 to zero (0). This will enable all participating learners to be classified as **"Readers at Current Grade Level"** and adequately prepared to transition into Grade 4 level for School Year 2025-2026.

- b. Project GAINS is designed to improve the numeracy skills of the identified struggling learners in Mathematics, as a result of their performance on the posttest at the end of the summer program. Specifically, by the end of the implementation Project GAINS, the numeracy level of 12,118 identified incoming Grade 4 struggling learners in four basic operations in Mathematics will improve significantly and enable **9,089 out of 12,118 or at least 75%** of the participating learners from the categories of Not Proficient, Low Proficient, and Nearly Proficient to Proficient or Highly Proficient levels. This project aims to ensure struggling learners are adequately prepared to transition into the Grade 4 level for School Year 2025-2026.
4. The school head shall be responsible for identifying prospective teachers who shall handle specific learning areas in the Summer Learning Boost Camp. They shall be selected based on suitability to effectively handle the requirements of the program. Preference shall be given to teachers who are willing, committed, and highly proficient in their respective learning areas.
5. Participation of teachers in the Summer Learning Boost Camp is **voluntary**.
6. Since the Summer Learning Boost Camp entails the services of teachers beyond regular school days, they shall be provided with the following incentives, subject to government rules and regulations:
 - Vacation Service credits;
 - A Certificate of Appreciation for Teacher-Volunteers; and
 - Other incentives, such as a meal allowance in the amount of P250.00 per day for 20 days.
7. All public school teachers attending the Summer Learning Boost Camp, providing tutoring or teaching services for an accumulated six hours of actual service rendered, will accrue one day of vacation service credit.
8. The authorized grant of one-day vacation service credit is exclusive of the 30 days maximum service credits which are allowed every year under DepEd Order (DO) No. 013, s. 2024 (Revised Guidelines on the Grant of Vacation Service Credits for Teachers).
9. Attached are the following Enclosures as references.
 - a. Enclosure No. 1 – List of Schools with Number of Learner-Beneficiaries and Teacher-Tutors
 - b. Enclosure No. 2 – Schedule of Activities for 20 Days of the Program Implementation
10. Expenses to be incurred in the conduct of the said activity, such as meal allowances of teacher-tutors and Printing cost of Pre-Test and Post-Test, and preparation of reports, shall be charged against the 2024 Program Support Fund for the Implementation of the National Learning Camp (NLC) and End of School Year (EOSY)



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break activities supporting the National Learning Recovery Program (NLRP) and 2024 National Learning Camp Assessment; Printing cost of Learning Materials shall be charged against downloaded fund from the Regional Office intended for conduct of Summer Remediation Program; and meal/food supplies for learner-beneficiaries shall be charged against School-Based Feeding Program (SBFP) Fund SY 2024-2025; subject to the usual accounting and auditing rules and regulations.

11. Immediate and wide dissemination of this Memorandum is desired.


NORMA P. ESTEBAN, EdD, CESO V
Schools Division Superintendent

Reference: DO No. 10, s. 2025

cid/cs/05072025



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Enclosure No. 1 to Division Memorandum No. 233 s. 2025

List of Schools with Number of Learner-Beneficiaries and Teacher-Tutors

No.	Name of Schools	Actual No. of Learners to Participate the SLBC	No. of Class/es to be Organized	No. of Teachers Needed
EDDIS 1	BULAKAN			
1	Bambang Elementary School	40	4	4
2	Dr. Manuel S. Tansinsin Memorial School	23	2	2
3	Jose L. Perez Memorial School	8	1	1
4	Marcelo H. del Pilar Memorial School	33	3	3
5	Matungao Elementary School	38	3	3
6	Pitpitan Elementary School	24	2	2
7	Sta. Ana ES	13	1	1
8	Sta. Ines ES	13	1	1
9	Tabang Elementary School	52	5	5
10	Taliptip Elementary School	43	4	4
11	Tibig Elementary School	13	1	1
12	Bagumbayan PS	13	1	1
13	Gen. Gregorio del Pilar Integrated School	65	6	6
		378	34	34
	Calumpit North			
14	Bulusan Elementary School	18	2	2
15	Arsenio Santos Memorial Elementary School	48	4	4
16	F. Mendoza Memorial ES	105	10	10
17	Frances Elementary School	37	3	3
18	Gugo ES	12	1	1
19	Linagit Primary School	11	1	1
20	Meysulao ES	32	3	3
21	Meyto Elementary School	11	1	1
22	Panducot ES	18	2	2
23	Pascual O. Cruz MS	14	1	1
24	San Jose ES	43	4	4
25	Doña Damiana De Leon Macam Memorial E/S (San Miguel E/S)	51	5	5
26	Pulo PS	3	1	1
		403	38	38
	Calumpit South			



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27	Balite Elementary School	13	1	1
28	Buguion ES	23	2	2
29	Calizon ES	20	2	2
30	Calumpang ES	20	2	2
31	Calumpit Cs	38	3	3
32	Caniogan ES	23	2	2
33	Vicente T. Reyes ES (Iba Este ES)	20	2	2
34	Iba O' Este ES	13	1	1
35	Juan Pagdanganan MS	13	1	1
36	Longos ES	27	2	2
37	Northville 9 ES	60	6	6
38	Pungo ES	63	6	6
39	San Marcos Elementary School	70	7	7
		403	37	37
	Hagonoy East			
40	Abulalas Elementary School	23	2	2
41	Carillo ES	10	1	1
42	Hagonoy Cs	53	5	5
43	Hangga ES	71	7	7
44	Iba ES	60	6	6
45	Iba Ibayo ES	10	1	1
46	Iba Poblacion ES	10	1	1
47	Federico C. Suntay Elementary School	10	1	1
48	San Agustin ES	53	5	5
49	Eugenio G. Sy Tamco ES	23	2	2
50	SAN JUAN ELEMENTARY SCHOOL	33	3	3
51	San Pablo Elementary School	13	1	1
52	San Sebastian ES	20	2	2
53	Teodora Cruz ES	23	2	2
		412	39	39
	Hagonoy West			
54	Don Miguel ES	23	2	2
55	Hagonoy West Central School	30	3	3
56	Mercado ES	33	3	3
57	Pugad ES	13	1	1
58	Sagrada Familia ES	33	3	3
59	San Jose ES	33	3	3
60	San Nicolas ES	33	3	3
61	San Pascual Elementary School	40	4	4
62	San Roque ES	30	3	3
63	Sta. Elena ES	23	2	2
64	Sta. Monica Elementary School	13	1	1
65	Tampok ES	23	2	2



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66	Tibaguin ES	23	2	2
67	Victoriano C. Raymundo Elementary School	20	2	2
68	Buga ES	13	1	1
		383	35	35
	Paombong			
69	Binakod ES	6	1	1
70	Kapitangan ES	59	5	5
71	Masukol ES	10	1	1
72	Paombong Cs	113	10	10
73	Pinagtulayan ES	38	3	3
74	Pinalagdan ES	40	4	4
75	Pulo ES	30	3	3
76	San Jose Elementary School	38	3	3
77	Sta. Cruz ES	9	1	1
78	Sto. Niño Elementary School	45	4	4
79	Sto. Rosario Elementary School	47	4	4
		435	39	39
	Pulilan			
80	Balatong ES	26	2	2
81	Dampol B ES	10	1	1
82	M. Del Rosario MS	33	3	3
83	Pulilan Central School	28	3	3
84	R. Cruz M. ES (Dampol 1St)	41	4	4
85	S. ESguerra Sr. MS	33	3	3
86	Balatong B Elementary School	43	4	4
87	Sto. Cristo ES	28	2	2
88	Jose C. Castro Memorial ES	18	1	1
89	Dulong Malabon Integrated School	13	1	1
90	Inaon Integrated School	9	1	1
		282	25	25
EDDIS 2	Bustos			
91	Bulacan Heights Elementary School	29	2	2
92	Bonga Mayor ES	36	3	3
93	Bonga Menor Elementary School	36	3	3
94	Bustos Elementary School	53	5	5
95	Camachilihan ES	18	1	1
96	Cambaog Elementary School	33	3	3
97	Dr. Manuel G. Ramirez Memorial Elementary School	21	2	2
98	Liciada ES	36	3	3
99	Malamig ES	19	2	2
100	S.S. Del Rosario ES	29	2	2
101	San Pedro ES	30	3	3



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102	Tibagan Elementary School	43	4	4
103	Catacte ES	16	1	1
		399	34	34
	Plaridel			
104	Lucas N. Domingo ES(Bagong Silang ES)	13	1	1
105	Banga ES	43	4	4
106	Bintog ES	19	1	1
107	Culianin ES	23	2	2
108	Dampol ES	16	1	1
109	Don Nemencio Clemena Mem. School (Bulihan ES)	23	2	2
110	Lagundi ES	23	2	2
111	Lalangan ES	13	1	1
112	Lumangbayan Elementary School	13	1	1
113	Parulan ES	13	1	1
114	Plaridel CS	43	4	4
115	San Jose ES	25	2	2
116	Sipat Elementary	13	1	1
117	Sto. Nino ES	33	3	3
118	Tabang Elementary School	28	2	2
		341	28	28
EDDIS 3	DRT			
119	Baras-Bakal ES	7	1	1
120	Camachile Elementary School	60	6	6
121	Pulong Sampaloc ES	30	3	3
122	Sapang Bulac ES	63	6	6
123	Bayabas Elementary School	33	3	3
124	Cabayunan Elementary School	13	1	1
125	Calumpit Elementary School	10	1	1
126	Camachin Elementary School	14	1	1
127	Kalawakan Elementary School	14	1	1
128	Kalayaan Elementary School	20	2	2
129	Kalayakan Elementary School	30	3	3
130	Talbak ES	23	2	2
131	Talamsi I ES (Talamsi PS)	12	1	1
132	Bato Elementary School	7	1	1
133	Basyo ES	8	1	1
134	Duplas ES	23	2	2
135	Durumugan ES	13	1	1
136	Pinag-anakan Integrated School	13	1	1
		393	37	37
	San Ildefonso North			
137	Anyatam Elementary school	44	4	4



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138	Bubulong Malaki ES	21	2	2
139	Bubulong Munti Elementary School	27	2	2
140	Buhol Na Mangga Elementary School	11	1	1
141	Bulusukan Elementary School	16	1	1
142	Calasag Elementary School	35	3	3
143	Calawitan Elementary School	16	1	1
144	Garlang Elementary School	14	1	1
145	Lapnit Elementary School	17	1	1
146	Makapilapil Elementary School	28	2	2
147	Mataas na Parang Elementary School	20	2	2
148	Nabaong Garlang Elementary School	13	1	1
149	Pulong Tamo Elementary School	16	1	1
150	San Ildefonso ES	76	7	7
151	San Juan Elementary School	8	1	1
152	Sta. Catalina Bata Elementary School	15	1	1
153	Sta. Catalina Matanda Elementary School	27	2	2
154	Sumandig Elementary School	13	1	1
155	Telapatio Elementary School	9	1	1
156	Umpucan Elementary School	19	1	1
		445	36	36
San Ildefonso South				
157	Akle Elementary School	33	3	3
158	Alagao Elementary School	13	1	1
159	Bagong Baryo Elementary School	13	1	1
160	Basuit Elementary School	11	1	1
161	Casalat Elementary School	13	1	1
162	Gabihan Elementary School	33	3	3
163	Maasim Elementary School	40	4	4
164	Malipampang Elementary School	33	3	3
165	Narra Elementary School	13	1	1
166	Palapala Elementary School	40	4	4
167	Pasong Bangkal Elementary School	20	2	2
168	Pinaod Central School	30	3	3
169	Sapang Dayap Elementary School	20	2	2
170	Sapang Putik Elementary School	23	2	2
171	Sitio Biga Elementary School	10	1	1
172	Sitio Pag-asa Elementary School	20	2	2
173	Upig Elementary School	13	1	1
		378	35	35
San Miguel Central				
174	Bulualto ES	23	2	2
175	Sacdalan ES	13	1	1
176	Sibul Elementary School	53	5	5



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177	Tartaro ES	43	4	4
178	Bagong Pag-Asa ES	20	2	2
179	Bagong Silang E/S	13	1	1
180	Balaong ES	30	3	3
181	Balite ES	20	2	2
182	Ilog Bulo Primary School	10	1	1
183	Labne ES	30	3	3
184	Masalipit ES	23	2	2
185	Salacot ES	40	4	4
186	San Jose ES	33	3	3
187	Bantog ES	20	2	2
188	Pangarayuman ES	23	2	2
189	San Juan ES	23	2	2
		417	39	39
	San Miguel North			
190	Bardias ES	20	2	2
191	Buga ES	20	2	2
192	Buliran ES	40	4	4
193	Calumpang ES	32	3	3
194	San Miguel North Central School	50	5	5
195	Kng. Kabayo ES	39	3	3
196	Lambakin ES	30	3	3
197	Malibay ES	23	2	2
198	Maligaya ES	30	3	3
199	Malinao Elementary School	20	2	2
200	Partida Elementary	33	3	3
201	Pinambaran ES	33	3	3
202	Sapang Elementary School	13	1	1
203	Sta. Ines Elementary School	43	4	4
204	Sta. Lucia ES	20	2	2
		446	42	42
	San Miguel South			
205	Batasan ES	48	4	4
206	Biak Na Bato ES	29	2	2
207	Don Felix De Leon Memorial School	30	3	3
208	Dr. Juan F. Pascual MS	35	3	3
209	Magmarale ES	16	1	1
210	Mandile Elementary School	33	3	3
211	Pacalag ES	18	1	1
212	Paliwasan ES	25	2	2
213	Pulong Bayabas ES	22	2	2
214	San Miguel Elementary	93	9	9
215	Sta. Rita Elementary School	22	2	2



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216	Tibagan Elementary School	35	3	3
217	San Vicente ES	23	2	2
218	Doña Narcisa B. Vda. De Leon ES	15	1	1
		444	38	38
	San Rafael East			
219	Caingin ES	60	6	6
220	Coral Na Bato ES	33	3	3
221	Maronquillo ES	35	3	3
222	Pantubig ES	33	3	3
223	Pasong Bangkal ES	20	2	2
224	Pasong Callos ES	30	3	3
225	Pulo ES	30	3	3
226	Sampaloc ES	30	3	3
227	San Rafael CS	50	5	5
228	Sapang Pahalang Elementary School	20	2	2
229	Talacsan ES	33	3	3
230	Tambubong ES	33	3	3
231	Tukod ES	40	4	4
		447	43	43
	San Rafael West			
232	Capihan Elementary School	45	4	4
233	Dagatdagatan ES	16	1	1
234	Diliman Elementary School	30	3	3
235	Maguinao Elementary School	182	18	18
236	Paco Elementary School	11	1	1
237	Pasong Inchik ES	12	1	1
238	Pinacpinacan ES	12	1	1
239	Pulong Bayabas ES	13	1	1
240	Salapungan ES	25	2	2
241	San Agustin ES	10	1	1
242	San Roque ES	75	7	7
243	Lydia D. Villangca ES	30	3	3
		461	43	43
EDDIS 4	Marilao North			
244	FSS Patulo Elementary School	63	6	6
245	Loma de Gato Elementary School	66	6	6
246	Patubig ES	31	3	3
247	Prenza Elementary School	78	7	7
248	Sta. Rosa I ES	46	4	4
249	Sta. Rosa II ES	29	2	2
250	Tabing Ilog ES	10	1	1
251	Heritage Homes Integrated School	46	4	4
		369	33	33



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	Marilao South			
252	Abangan Norte ES	33	3	3
253	Abangan Sur ES	32	3	3
254	Lambakin ES	43	4	4
255	Lias ES	60	6	6
256	Saog Elementary School	43	4	4
257	Northville IV-B ES	28	2	2
258	Marilao Central Integrated School	58	5	5
		297	27	27
	Obando			
259	Binuangan ES	55	5	5
260	Catanghalan ES	24	2	2
261	Lawa ES	13	1	1
262	Obando Central School	96	9	9
263	Paco Elementary School	102	10	10
264	Panghulo Elementary School	44	4	4
265	San Pascual ES	64	6	6
266	Tawiran Elementary School	14	1	1
267	Salambao Elementary School	11	1	1
		423	39	39
EDDIS 5	Balagtas			
268	Balagtas Central School	44	4	4
269	Borol 1st ES	33	3	3
270	Borol 2nd ES	40	4	4
271	Dalig Elementary School	11	1	1
272	Francisco Balagtas Memorial School	43	4	4
273	Longos ES	30	3	3
274	M.C. Rivera ES	40	4	4
275	Santol Elementary School	40	4	4
276	Sulok Elementary School	23	2	2
277	San Juan ES	40	4	4
278	Northville VI Elementary School	43	4	4
279	Balagtas Heights Elementary School	32	3	3
		419	40	40
	Bocaue			
280	Bambang ES	30	3	3
281	Batia ES	20	2	2
282	BIÑANG ES	20	2	2
283	Bunducan ES	20	2	2
284	Bunlo Elementary School	12	1	1
285	Cong. E. R. Cruz Mem. School (Bocaue CS)	50	5	5
286	Duhāt Elementary School	20	2	2
287	Lolomboy ES	50	5	5



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288	Taal Elementary School	13	1	1
289	Tambubong Elementary School	13	1	1
290	Turo Elementary School	30	3	3
291	Bolakan Elementary School	13	1	1
292	Northville V Elementary School	60	6	6
293	Bocause Hills Elementary School	13	1	1
294	St. Martha Elementary School	50	5	5
295	M. Eleonor Joni J. Villanueva-Tugna ES	20	2	2
		434	42	42
	Guiguinto			
296	Guiguinto Central School	13	1	1
297	Pritil Elementary School	33	3	3
298	STA. CRUZ ELEMENTARY	28	3	3
299	Tiaong Elementary School	30	3	3
		104	10	10
	Pandi North			
300	Baka-Bakahan Elementary School	10	1	1
301	Cacarong Bata Elementary School	55	5	5
302	Eusebio Roque Elementary School	20	2	2
303	Mamerto C. Bernardo Memorial Central School	43	4	4
304	Mapulang Lupa ES	77	7	7
305	Matias B. Salvador Memorial Elementary School	65	6	6
306	Pandi Residences Elementary School	91	9	9
307	Pinagkuartelan Integrated School	42	4	4
308	Real De Cacarong Elementary School	18	2	2
309	San Roque ES	20	2	2
310	Siling Matanda Elementary School	25	2	2
		466	44	44
	Pandi South			
311	Bagbaguin ES	12	1	1
312	Bagong Barrio ES	29	3	3
313	Bunsuran ES	55	5	5
314	Cacarong ES	18	2	2
315	Malibong Bata ES	11	1	1
316	Malibong Matanda ES	13	1	1
317	Manatal Elementary School	9	1	1
318	Masagana ES	13	1	1
319	Masuso Elementary School	50	5	5
320	Pandi Heights ES	62	6	6
321	San Antonio Abas ES	54	5	5
322	Sto. Nino ES	13	1	1



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		339	32	32
EDDIS 6	Angat			
323	Matias A. Fernando MS (Angat C/S)	40	4	4
324	Pablo C. Capistrano ES	13	1	1
325	Baybay ES	10	1	1
326	Col. Vicente L. Salvador Elementary School	20	2	2
327	Don Pablo Amisola Memorial School	28	2	2
328	Teodoso R. Manuel Elementary School	35	3	3
329	Dr. Antonio C. Villarama MS	40	4	4
330	Francisco F. Illescas Elem Sch	38	3	3
331	M. L. Adriano Mem. ES (Encanto)	30	3	3
332	Paltok Elementary School	13	1	1
333	O. M. Esteban ES (Pulong Yantok ES)	53	5	5
334	Benito C. Cruz Elementary School	23	2	2
335	Antonio C. Cruz-Sulucan ES	31	3	3
336	A. S. De Guzman ES (Taboc ES)	23	2	2
		397	36	36
	Norzagaray East			
337	Apugan ES	35	3	3
338	Banahaw ES	11	1	1
339	Ipo Elementary School	28	2	2
340	Kanyakan ES	24	2	2
341	National Power Corporation Elementary School	20	2	2
342	Padling Elementary School	10	1	1
343	San Mateo Elementary School	60	6	6
344	Sapang Kawayan Elementary School	43	4	4
345	T.P. Policarpio ES (Minuyan ES)	64	6	6
346	Caimino Elementary School	53	5	5
347	Dike Elementary School	10	1	1
348	Karahumi Elementary School	10	1	1
349	Bigte Elementary School	43	4	4
		411	38	38
	Norzagaray West			
350	Bangkal Elementary School	20	2	2
351	Baraka Elementary School	10	1	1
352	Bitungol Elementary School	20	2	2
353	Coral Elementary School	20	2	2
354	FVR Phase 3 Elementary School	50	5	5
355	North Hills Village Elementary School	100	10	10
356	Norzagaray ES	80	8	8
357	Partida Elementary School	20	2	2



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358	Pinagtulayan Elementary School	20	2	2
359	Luis Gravador Elementary School	50	5	5
360	F. V. R. Phase 2 Elementary School	50	5	5
361	Matictic Integrated School	40	4	4
		480	48	48
	Sta. Maria Central			
362	Guyong ES	33	3	3
363	Jose Juan Serapio ES (Catmon ES)	53	5	5
364	Kaylawig ES	40	4	4
365	Lalakhan ES	10	1	1
366	M.M. Cruz MS	50	5	5
367	Pila Elementary School	20	2	2
368	San Jose Patag Elementary School	33	3	3
369	Sta. Clara ES	33	3	3
370	Sta. Cruz ES	33	3	3
371	Sta. Maria Elementary School	50	5	5
372	St. Mary Village Elementary School	52	5	5
		407	39	39
	Sta. Maria East			
373	Buenavista Elementary School	10	1	1
374	Camangyanan ES	22	2	2
375	M. Parang ES	30	3	3
376	Parada ES	70	7	7
377	San Gabriel ES	63	6	6
378	San Vicente (Hulo) ES	70	7	7
379	San Vicente Elementary School	65	6	6
380	Tabing Bakod ES	13	1	1
381	Tumana ES	45	4	4
		388	37	37
	Sta. Maria West			
382	Balasing Elementary School	56	5	5
383	Bagong Barrio ES (Balasing PS Annex)	37	3	3
384	Cornelia De Jesus Memorial CS	55	6	6
385	Camatchile Elementary School	8	1	1
386	Cay Pombo ES	88	9	9
387	Garden Village ES	8	1	1
388	Mag-asawang Sapa ES	51	5	5
389	Perez ES	24	2	2
390	Silangan ES	18	2	2
		345	34	34
GRAND TOTAL		12,118	1,121	1,121



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Enclosure No. 2 to Division Memorandum No. 233s. 2025

SCHEDULE OF ACTIVITIES

Date	Activities	Persons Involved
May 13, 2025 2:00 p.m.	Division Orientation on the Implementation of Project TUTORS and Project GAINS (via online meeting) Meeting link to be provided before the set date	PSDSs, School Heads and Teacher-Tutors
May 14 - 15, 2025	District Planning – Meeting/Preparation on the Implementation of the Projects	School Heads and Teacher-Tutors
May 16, 2025	Conduct of Collaborative Expertise among teacher-volunteers (District Level)	Teacher-Volunteers
May 19 – June 6, 2025	Program Implementation Proper Project TUTOR and Project GAINS	Teacher-Volunteers and Learner-Beneficiaries
June 7, 2025	End Program Reporting/Culminating Activity	PSDSs, School Heads, Teacher-Tutors and Learner-Beneficiaries

PROJECT TUTOR

A. Week 1 (May 19-23, 2025)

Day 1-5	Specific Activity/Tasks/Strategies/Assessment
<p>Day 1. PRETEST. Covering all topics from Weeks 1-3 and Pre-Test for Week 1</p> <p>Day 2-3</p> <p>2. CVVC Words (-ean, -eap, -ear, -eat, -oad, -oaf, -oak, -oan, -ear, -oam, -oar) and Medial A, U, I, O, E</p> <p>Objective: Students will recognize, read, and use selected CVVC words and medial vowel sounds of A, U, I, O, and E correctly.</p>	<p>Activities/Tasks: Introduce the words through a phonics song that incorporates medial vowel sounds and CVVC endings. Conduct a structured reading exercise where students identify and read words with medial vowels from displayed texts.</p> <p>Strategies: Use cloze activities where students fill in blanks with the correct CVVC words based on context. Implement multisensory activities, such as writing words in sand or using letter tiles to form words.</p> <p>Assessment: Implement a cumulative assessment where students demonstrate their ability to read and write CVVC words and identify medial vowel sounds in an oral and written format. Have students complete a reflective journal entry about what they learned and enjoyed from the week’s activities.</p>



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<p>Day 3 CVCE -A Family</p> <p>Objective: Read and decode words in the CVCE -A family, identifying the silent 'e' and its effect on vowel sounds.</p>	<p>Activity/Task: Introduction and Definition: Begin with a brief introduction to CVCE words featuring the -A family. Word Exploration: Present words such as "cake," "gate," and "lake." Write them on the board. Interactive Exercise: Have students repeat each word, emphasizing the long 'a' sound. Ask them to identify and circle the silent 'e' in each word.</p> <p>Strategy: Sound Comparison: Use a chart to show the difference between short and long vowel sounds, demonstrating how the silent 'e' changes the sound. Assessment: Reading Assessment: Provide a worksheet with a mix of CVCE -A family words and other words. Ask students to read them aloud and fill in a column to mark if the word is a CVCE -A word.</p>
<p>Day 4 CVCE -I Family</p> <p>Objective: Pronounce and identify CVCE -I family words while demonstrating understanding of the long 'i' sound.</p>	<p>Activity/Task: Word List: Introduce CVCE -I words like "bike," "line," and "time." Pronunciation Practice: Engage students in choral reading of the words, focusing on the long 'i' sound.</p> <p>Strategy: Vowel Change Exploration: Create a two-column chart displaying other words with short 'i' sounds alongside their CVCE counterparts. Highlight how adding 'e' transforms the sound.</p> <p>Assessment: Word Sorting: Give students a set of words to sort into categories: CVCE -I family words and other words, assessing their ability to distinguish between them.</p>
<p>Post-Test for Week 1</p> <p>Day 5 CVCE -O Family</p> <p>Objective: Read and spell CVCE -O family words with an understanding of the silent 'e'.</p>	<p>Activity/Task: Word Recognition: Introduce CVCE -O words such as "rope," "stone," and "home." Dictation Exercise: After reading words, conduct a dictation session where students write down the words as you say them.</p> <p>Strategy: Interactive Writing: Have students create sentences using CVCE -O words, highlighting the vowel sounds and the silent 'e.'</p> <p>Assessment: Spelling Quiz: Conduct a short quiz where students spell CVCE -O words after hearing them, ensuring they understand the concept of silent 'e'.</p>

B. Week 2 (May 26-30, 2025)

Day	Specific Activity/Tasks/Strategies/Assessment
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<p>Pre-Test for Week 2 Day 1 CVCE -U Family</p> <p>Objective: Decode and analyze CVCE -U family words while applying the silent 'e' rules.</p>	<p>Activity/Task: Word Introduction: Introduce words such as "tune," "cute," and "mute." Phonemic Awareness Activity: Conduct a clapping exercise where students clap once for each syllable to break down the words phonetically.</p> <p>Strategy: Silent 'e' Rule Chart: Create a visual chart that illustrates the impact of the silent 'e' on vowel sounds, providing students with a reference point. Assessment: Oral Reading: Have students read CVCE -U family words aloud to assess pronunciation and understanding of the silent 'e' impact.</p>
<p>Day 2: CVCC Words (-and, -end, -ind, -ond, -und Family)</p> <p>Objective: Students will be able to recognize, read, and use CVCC words from the -and, -end, -ind, -ond, and -und families in sentences.</p>	<p>Activities/Tasks: Introduce the word families through flashcards. Engage students in a word sorting activity where they categorize CVCC words into their respective families. Have students create sentences using words from each family.</p> <p>Strategies: Use visual aids and gestures to help students remember words. Implement a word matching game where students match definitions with CVCC words.</p> <p>Assessment: Conduct a "word family quiz" where students write sentences using words from the families covered. Observe students during the activities and provide feedback based on their participation and sentence construction.</p>
<p>Day 2: CVVC Words (-aid, -ail, -ain, -air, -ait, -ead, -eak, -eal)</p> <p>Objective: Students will be able to identify and read CVVC words with the specified endings proficiently.</p>	<p>Activities/Tasks: Create a word wall with the CVVC words. Conduct a read-aloud activity using a short story or passage that includes several CVVC words, prompting students to identify them as they read along.</p> <p>Strategies: Use rhymes and songs that include the targeted CVVC words to enhance retention. Incorporate a "word of the day" to reinforce learning throughout the week.</p> <p>Assessment: Administer a simple reading comprehension quiz focusing on CVVC words read during the session. Have students write a short paragraph using at least five CVVC words.</p>
<p>Day 3: CVVC Words (-ean, -eap, -ear, -eat, -oad, -oaf, -oak, -oan, -ear, -oam, -oar) and Medial A, U, I, O, E</p> <p>Objective: Students will recognize, read, and use</p>	<p>Activities/Tasks: Introduce the words through a phonics song that incorporates medial vowel sounds and CVVC endings. Conduct a structured reading exercise where students identify and read words with medial vowels from displayed texts.</p> <p>Strategies: Use cloze activities where students fill in blanks with the correct CVVC words based</p>



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selected CVVC words and medial vowel sounds of A, U, I, O, and E correctly.	on context. Implement multisensory activities, such as writing words in sand or using letter tiles to form words. Assessment: Implement a cumulative assessment where students demonstrate their ability to read and write CVVC words and identify medial vowel sounds in an oral and written format. Have students complete a reflective journal entry about what they learned and enjoyed from the week's activities.
Day 3: CVVC Words (-ood, -oof, -ool, -oop, -oom, -oot, -oon Family) Objective: Students will be able to read and utilize words from the CVVC family effectively in a variety of contexts.	Activities/Tasks: Introduce new words using interactive whiteboard activities where students can drag and drop words into sentences. Engage in group discussions about meanings and usage of each CVVC word family. Strategies: Use graphic organizers to categorize the words by their meanings and usage.. Have students create illustrations for each word family to visualize the meanings. Assessment: Have students perform a reading fluency check by reading selected CVVC words and sentences aloud, assessing pronunciation and comprehension. Conduct a "word drawing" activity where students present their drawings and share sentences using the words.
Day 4: CVVC Words (-eed, -eek, -eef, -eet, -een, -eep) Objective: Students will accurately recognize and pronounce CVVC words with the -eed, -eek, -eef, -eet, -een, and -eep endings.	Activities/Tasks: Play a "word bingo" game using CVVC words where students mark off words as they are read aloud. Have students participate in a "word scavenger hunt" where they find words in books or materials around the classroom. Strategies: Relate CVVC words to their corresponding images or objects to create associations. Encourage peer teaching by having students explain words to each other in pairs. Assessment: Conduct a written assessment where students circle or underline CVVC words in paragraphs. Create a reading log where students write down CVVC words they identify in daily reading assignments.
Post-Test for Week 2 Day 5: CVVC Patterns and Classification Objective: Recognize and read CVVC words while classifying them by vowel combinations.	Activity/Task: Word Reading: Introduce CVVC words such as "rain," "seat," and "bead." Discuss the different vowel sounds. Classifying Activity: Have students classify CVVC words into categories (-ant, -ent, etc.) and explain the rules governing pronunciation. Strategy: Group Discussions: Facilitate small group discussions where students talk about how



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	<p>vowel combinations affect pronunciation in their classified words.</p> <p>Assessment: Word Classification Test: Design a worksheet where students categorize a list of given CVVC words and explain one or two words' meanings in sentences.</p>
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C. Week 3 (June 2-6, 2025)

Day	Specific Activity/Tasks/Strategies/Assessment
<p>Pre-Test for Week 3</p> <p>Day 1: Introduction to CVCE Words</p> <p>Objective: Students will be able to identify and read Dolch sight words that incorporate consonant-vowel-consonant-silent 'E' (CVCE) patterns.</p>	<p>Activities/Tasks: Introduction to CVCE Words: Introduce the CVCE pattern using a chart of Dolch words. Word Sort: Have students sort a set of CVCE words from a mixed list of words, categorizing them into columns (e.g., "made," "bike," "tape"). Flashcard Practice: Use flashcards for students to practice reading CVCE words in pairs.</p> <p>Strategies: Phonemic Awareness Exercises: Engage students with activities that emphasize the 'silent E' sound (e.g., "What happens when we add a silent E?"). Visual Reinforcement: Display visual aids that illustrate the concept of silent E.</p> <p>Assessment: Exit Ticket: Have students write down three CVCE words they learned today.</p>
<p>Day 2: CVVC Words</p> <p>Objective: Students will develop the ability to recognize and read Dolch sight words that utilize consonant-vowel-vowel-consonant (CVVC) patterns.</p>	<p>Activities/Tasks: CVVC Word List Review: Present CVVC Dolch words (e.g., "rain," "train," "tool"). Group Reading Activity: Have students read sentences that contain CVVC words in small groups.</p> <p>Strategies: Partner Reading: Pair students to take turns reading sentences that include CVVC words, encouraging peer support.</p> <p>Assessment: Reading Fluency Test: Conduct a timed reading of sentences that include CVVC words, noting accuracy and speed.</p>
<p>Day 3: CVCC Words</p> <p>Objective: Students will recognize and read Dolch sight words that follow the consonant-vowel-consonant-consonant (CVCC) pattern.</p>	<p>Activities/Tasks: CVCC Word Hunt: Provide students with a list of texts to find and circle CVCC words as they read. Sentence Creation: Students create sentences using CVCC words and share with the class.</p> <p>Strategies: Word Building: Use letter tiles or magnetic letters to build CVCC words as a tactile learning tool.</p>



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	Assessment: Quiz: Administer a quiz where students match CVCC words to their meanings or use them in sentences.
Day 4: Comprehension with Phrases Objective: Students will construct and read phrases that incorporate a number, a color, and an animal (e.g., "Three red dogs") and object (e.g., "Two blue balls").	Activities/Tasks: Phrase Creation Activity: Provide prompts (number, color, animal/object) for students to create their phrases in small groups. Phrase Read-Aloud: Students will read their phrases aloud to practice fluency. Strategies: Visual Aids: Use pictures of animals and objects to reinforce learning and provide context for the phrases. Assessment: Phrase Presentation: Students present their phrases to the class, demonstrating fluency and confidence.
Day 5: Vocabulary and Reading Fluency Objective: Students will utilize the Single Question Technique for comprehension and practice silent and oral reading using selected passages.	Activities/Tasks: Single Question Technique: After reading a short text, have students formulate and answer a question about the text. Silent Reading Session: Allocate time for students to read a passage silently that incorporates Dolch words. Strategies: Reading Circles: Conduct small group sessions where students read aloud, emphasizing expression and fluency, followed by a discussion of the text. Assessment: Oral Reading Assessment: Evaluate students' oral reading fluency using a passage that includes Dolch words, monitoring their expression and accuracy.
Post-Test for Week 3 POSTTEST. Covering all topics discussed from Weeks 1-3	Note: Throughout the 5 days, the following practices can be incorporated: Vocabulary Journals: Encourage students to maintain a journal where they write new Dolch words, phrases, and their definitions throughout the week. Games and Activities: Utilize games like word bingo, matching cards, or Dolch word scavenger hunts to foster a fun learning environment and solidify retention of sight words and vocabulary.



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PROJECT GAINS

A. Week 1 (May 19-23, 2025)

Day 1-5	Objective/s	Activities
Day 1 PRETEST Covering all topics from week 1-3 PRETEST Covering all topics from week 1	Identify the learners' strengths and weaknesses in the four fundamental operations.	Administer the Pretest
Day 2 – Addition without Regrouping	Find the sum of each given equation to determine the color of the object presented/ to decode a mystery word. Find the sum to discover the right path from start to finish. Encourage the students to apply the skills learned through playing Snakes and Ladders. Assess and provide feedback to learners on their accuracy and proficiency in adding numbers without regrouping.	Coloring exercises Decoding challenges Maze Snakes and Ladders Assessment
Day 3 – Addition with Regrouping	Find the sum of each given equation to determine the color of the object presented/ to decode a mystery word. Find the sum to discover the right path from start to finish. Encourage the students to apply the skills learned through playing Snakes and Ladders. Assess and provide feedback to learners on their accuracy and proficiency in adding numbers with regrouping.	Coloring exercises Decoding challenges Maze Snakes and Ladders Assessment
Day 4- Subtraction without regrouping	Find the difference of each given equation to determine the correct	Coloring exercises



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	color of the object presented/to decode a mystery word. Find the difference of each equation to discover the right path from start to finish. Encourage students to apply the skills learned through the playing of Snakes and Ladders. Assess and provide feedback to learners on their accuracy and proficiency in subtracting numbers without regrouping.	Decoding Challenges Maze Snakes and Ladders Assessment
Day 5- Subtraction with regrouping POSTTEST Covering all topics from week 1	Find the difference of each given equation to determine the correct color of the object presented/to decode a mystery word. Find the difference of each equation to discover the right path from start to finish. Encourage students to apply the skills learned through the playing of Snakes and Ladders. Assess and provide feedback to learners on their accuracy and proficiency in subtracting numbers with regrouping.	Coloring exercises Decoding Challenges Maze Snakes and Ladders Assessment

B. Week 2 (May 26-30, 2025)

Day 1-5	Objective/s	Activities
PRETEST Covering all topics from week 2 Day 1- Multiplication without Regrouping	Find the product of each given equation to determine the correct colors of the object presented.	Coloring Exercises



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	Find the product of each equation to decode a mystery word.	Decoding Challenges
Day 2- Multiplication without Regrouping	Find the product of each equation to discover the right path from start to finish. Encourage students to apply the skills learned through playing Snakes and Ladders.	Maze Snakes and Ladders
Day 3- Multiplication without Regrouping	Assess and provide feedback to learners on their accuracy and proficiency in multiplying numbers without regrouping.	Assessment
Multiplication with Regrouping	Find the product of each given equation to determine the correct colors of the object presented.	Coloring Exercises
Day 4- Multiplication with Regrouping	Find the product of each equation to decode a mystery word. Find the product of each equation to discover the right path from start to finish.	Decoding Challenges Maze
POSTTEST Covering all topics from week 2		
Day 5- Multiplication with Regrouping	Encourage students to apply the skills learned through playing Snakes and Ladders. Assess and provide feedback to learners on their accuracy and proficiency in multiplying	Snakes and Ladders Assessment



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	numbers regrouping.	with	
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C. Week 3 (June 2-6, 2025)

Day 1-5	Objective/s	Activities
PRETEST Covering all topics from week 3		
Day 1- Division without Remainder	Find the quotient of each given equation to determine the correct colors of the object presented.	Coloring Exercises
	Find the quotient of each equation to decode a mystery word.	Decoding Challenges
	Find the quotient of each equation to discover the right path from start to finish.	Maze
Day 2	Encourage students to apply the skills learned through playing Snakes and Ladders.	Snakes and Ladders
	Assess and provide feedback to learners on their accuracy and proficiency in dividing numbers without remainder.	Assessment
Day 3- Division with Remainder	Find the quotient of each given equation to determine the correct colors of the object presented.	Coloring Exercises
	Find the quotient of each equation to decode a mystery word.	Decoding Challenges



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	Find the quotient of each equation to discover the right path from start to finish.	Maze
Day 4- Division with Remainder	Encourage students to apply the skills learned through playing Snakes and Ladders. Assess and provide feedback to learners on their accuracy and proficiency in dividing with remainder.	Snakes and Ladders Assessment
POSTTEST Covering all topics from week 3 Day 5- Post Test	Assess the mastery of the learners on the four fundamental operations.	Post Test
Recognition of the Learners' Performance and Stakeholders' Contribution	Recognize Learners' Performance and Stakeholders' Contribution	School-based Recognition
Recognition of Teachers and School Heads.	Recognize teacher volunteers and school heads for their great contribution to the Summer Remediation Program.	District-based Recognition