



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO DEL NORTE

Office of the Schools Division Superintendent

June 13, 2025

DIVISION MEMORANDUM
No. 0144, s. 20254

**COMPREHENSIVE PREPARATIONS STRATEGIES FOR THE OPENING OF
CLASSES FOR SCHOOL YEAR 2025-2026 AND STRENGTHENING SCHOOL
LITERACY COMPLIANCE MEASURES**

TO : Assistant Schools Division Superintendent
Chief, Curriculum Implementation Division
Chief, Schools Governance and Operations Division
Education Program Supervisors
Public Schools District Supervisors
School Heads, Elementary and Secondary
Teachers
All Others Concerned

1. As the formal **Opening of Classes begins on June 16, 2025**, this Office hereby reiterates and enjoins all public and private elementary and secondary schools to carry out the following directives, aligned with national policies, contextualized divisional programs, and strategic interventions.

A. Oplan Balik Eskwela Matters

1. **Compliance and completion of the BE School Preparedness Checklist.** All schools must strictly observe the **Oplan Balik Eskwela (OBE)** protocols as guided by the herein **School Preparedness Checklist**. School heads shall ensure full completion and documentation of the said checklist and be ready for monitoring and validation at any time.
2. **Reinforcement of the “No Collection Policy”** as emphasized in **DepEd Memorandum No. 041, s. 2024**, **no collection of fees shall be allowed during the enrollment period or at any time throughout the school year**. This policy is applicable to **all learners and teachers in both public and private schools**. School heads are hereby directed to disseminate this policy to all stakeholders to prevent any unauthorized practices and ensure compliance with national mandates.



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3. **Readiness of Facilities and Equipment.** School heads must ensure that **classrooms and learning spaces are fully equipped and learner-ready**. This includes the availability of chairs, desks, instructional boards, and other essential furnishings. Immediate actions must be taken for repair needs through available Maintenance and Other Operating Expenses (MOOE) or partnerships with stakeholders and local government units.

4. **Adherence to DepED Order 12, s. 2025** or the *Multi-Year Implementing Guidelines on the School Calendar and Activities*. Such observance is for streamlined and effective school management and orderly operations.

B. Division-Wide Strategies to Strengthen Literacy and Learning Outcomes

1. **Strategic Assignment of Key Stage 1 Teachers.** School heads must designate **Master Teachers and high-performing teachers** to handle **Grades 1 to 3 (Key Stage 1)**. These early years are critical for literacy and foundational skills development. This approach is in support of the Division's thrust to **enhance learning recovery and improve literacy outcomes and as mandated in the DepED Memorandum DM – OSEC-OUHROD-2025-0002 titled Additional Guidance on the Assignment of Teaching Load to Teachers**.

2. **Standardized Reading Profiling of Learners.** Schools must ensure **accurate profiling of learners reading level and other beginning of the school year test assessments**. Accurate learner profiles must be submitted to the Curriculum Implementation Division (CID) and utilized to inform reading interventions and differentiated instruction. **Please be aware of the following assessment and reportorial timelines as articulated in the DepED Order 12, s. 2025.**

June 16, 2025 – Start of Testing Window for BoSY Assessments (CRLA, RMA, Phil-IRI, ECD, MFAT, etc)

July 16, 2025 – End of Testing Window for BoSY Assessments (CRLA, RMA, Phil-IRI, ECD, MFAT, etc.)

3. **Institutionalization of the 8-Week Curriculum.** Schools are advised to institutionalize the **8-Week Curriculum** which can be downloaded at: <https://bit.ly/8WeekCurriculum>



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4. **Learning Resource Development.** This is rooted in the belief that **relevant, leveled, and contextually rich reading materials** can play a key role in improving reading proficiency and restoring learners' motivation to read. Schools are encouraged to develop appropriate reading materials through the supervision and support by the Curriculum and Implementation Division (CID).

5. **Division-Wide Implementation of Project EAGLE (Eliminating Academic Gaps of Learners in the Elementary) beginning School Year 2025-2026. This replication of the piloted project in the two(2) schools in this Division is viewed as** our continued pursuit to eliminate learning losses, close performance gaps, and build foundational literacy skills in the early grades. This project adopts the **looping approach**, a learner-centered strategy wherein a teacher stays with the same group of learners from **Grade 1 to Grade 3**. This approach is consistent with the intentions of **DepEd Order No. 45, s. 2002**, which underscores the **withholding of promotion** for learners who have not demonstrated mastery of basic literacy skills. The policy places the **primary accountability** on educators and school leaders to ensure reading proficiency, while parents serve as key support partners.

The yielded **significant gains** in the learners' performance under this project, even amid the challenges of the COVID-19 pandemic, support the scalability of the model.

Key Features of the Looping Strategy

- Teachers remain with their cohort from **Grade 1 to Grade 3**, allowing consistent monitoring and personalized interventions.
- Learners benefit from familiar routines, predictable expectations, and stable classroom culture.
- Teacher professional development will be aligned with the developmental and instructional needs across the three-year cycle.

SDO Support for Project Implementation

To ensure effective and sustainable implementation of Project EAGLE, the Schools Division Office will provide the following layers of support:

1. **Phased Capacity Building**

Through LAC sessions and mentoring from master implementers in Sto. Tomas CES and Tuganay ES:



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- SY 2025–2026: Grade 1 Teachers
 - SY 2026–2027: Grade 2 Teachers
 - SY 2027–2028: Grade 3 Teachers
2. **Partnerships with Higher Education Institutions (HEIs)**
Collaboration with HEI partners to integrate Early Childhood Education (ECE) frameworks, child development principles, and inclusive pedagogies.
 3. **Inclusion in the Division Monitoring and Evaluation System**
M&E will track progress, gather feedback, and identify necessary adjustments to improve project delivery and impact.
 4. **Psychosocial Support Training**
Teachers involved in the program will undergo training to address emotional and psychosocial challenges of learners.
 5. **Prioritization of Best Teachers in Primary Grades**
School heads are enjoined to assign **competent and passionate teachers** to Kinder and Grades 1–3 to optimize learning impact.
 6. **Provision of Technical Assistance**
CID and SGOD personnel shall provide consistent, on-site, and virtual technical support to all implementing schools.
 7. **Incentivization of Looping Teachers under the PRAISE strategy of the Division**
Mechanisms will be developed to **incentivize retention** of teachers within the loop and discourage unnecessary movement to other grade levels or schools.
 8. **Mentoring and SLAC on Pedagogy and Assessment**
Regular mentoring and SLAC sessions will be conducted on topics including differentiated instruction, classroom management, and formative assessment.
 9. **Transition Mechanism After Grade 3**
Structured preparation and emotional support shall be provided to both teachers and learners as the looping cycle concludes, ensuring a **smooth handover** and sustained academic momentum.
6. Sustained all the School and District initiatives to improve the reading level of the learners as capsulated under one banner Division intervention STRIKERS (Save and Track Readers to Increase Knowledge from Essential Reading Sources). This **Division Banner Program** aims to **consolidate, sustain, and upscale** all school-based and district-level reading interventions under a **coherent, data-driven, and learner-focused framework**.



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**C. Upholding Excellence through Strengthening Leadership Accountability.
Deepening Commitment, Responsible Stewardship, and Performance Ownership**

Scaling up of the Current Initiatives	SDO Proper	District	Schools												
Expansion of CID – GIYA (Care, Inspire, Develop – Guide for Instruction, Yes for Action) and SGOD GREATS (Governance, Resiliency, Equity, Accountability, and Transformation for Schools) Monitoring Framework / Deliverables	<p>CID</p> <ul style="list-style-type: none">□ Develop reading materials / tools for reading spot checks and reading level assessments□ Analyze reading data per grade level and recommend responsive interventions <p>SGOD</p> <ul style="list-style-type: none">□ Recommend and facilitate resource mobilization from partners (books, reading materials)□ Provide feedback loop to schools using data dashboards on reading performance (M & E Team)	<ul style="list-style-type: none">• Serve as the first line of monitoring and technical coaching to school reading implementers• Schedule and conduct monthly school visits with focus on struggling schools• Facilitate District Spot Check Reading Sessions (minimum once per quarter per school)• Compile district-wide Reading Level Tracker and submit to CID/SGOD <p>Deliverables:</p> <ul style="list-style-type: none">• District Monitoring Plan and Schedule• Spot Check Results Report with names of schools and the number of learners who are:<ul style="list-style-type: none">○ Non-readers○ Frustration-level readers○ Instructional/Independent readers• District Reading Progress Summary Report (quarterly) <table><tr><th>No. of Schools</th><th>Baseline</th><th>____Quarter</th></tr><tr><td></td><td>No. of Learners under Frustration Level</td><td>No. of Learners under Frustration Level</td></tr><tr><td>Elementary</td><td></td><td></td></tr><tr><td>Secondary</td><td></td><td></td></tr></table>	No. of Schools	Baseline	____Quarter		No. of Learners under Frustration Level	No. of Learners under Frustration Level	Elementary			Secondary			<ul style="list-style-type: none">• Implement the school's Reading Remediation Plan anchored on assessed reading levels• Conduct regular school-based reading level assessments using approved tools• Provide immediate intervention for learners in frustration or non-reading levels <p>Deliverables:</p> <ul style="list-style-type: none">• Reading Proficiency Profile of each class (with tracking of monthly improvement)
No. of Schools	Baseline	____Quarter													
	No. of Learners under Frustration Level	No. of Learners under Frustration Level													
Elementary															
Secondary															



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	<p>OSDS</p> <p><input type="checkbox"/> Issue Division Memoranda supporting the reading recovery drive</p> <p><input type="checkbox"/> Direct coordination and accountability measures for underperforming schools</p> <p><input type="checkbox"/> Approve incentive mechanisms for successful implementation of reading interventions. This will be provided by the PRAISE Committee</p> <p><input type="checkbox"/> Ensure alignment of reading initiatives with SIP, AIP, and OPCRf deliverables</p>	<ul style="list-style-type: none"> Mentoring logs and TA /Coaching forms submitted to CID focal persons 	<ul style="list-style-type: none"> Intervention logs per learner (recording frequency, strategy used, progress) Appropriate Reading materials per grade level Monthly reports to the District Office on Reading Status
Inclusion as vital KPI in the OPCRf / IPCRF the target of Zero Non-Readers in Schools	<ul style="list-style-type: none"> Commit to target in the OPCRf (Chiefs of CID and SGOD) and IPCRF (EPS and concerned personnel) 	<ul style="list-style-type: none"> Commit to target in the IPCRF for Zero Non-Readers in schools covering the District at the end of the school year 	<ul style="list-style-type: none"> Commit to target in the OPCRf (School Head) and IPCRF (Teachers) for Zero Non-Readers at



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	for Zero Non- Readers in 264 schools		the end of the school year.
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2. All school heads and PSDSs are instructed to **cascade this Memorandum** to teachers, parents, and stakeholders as this embodies our collective commitment to ensuring that every learner has access to a quality, inclusive, and responsive education.
3. Everyone is also encouraged to continually support and recognize the value of equality and diversity of all personnel while complying with the directives set forth by this Office.
4. For immediate dissemination and strict compliance.


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