



Republic of the Philippines
Department of Education
CARAGA REGION



SEPT. 01, 2025

REGIONAL MEMORANDUM

No. 0910, s. 2025

To: Schools Division Superintendents
Chiefs, Curriculum Implementation Division
Division Education Program Supervisors in Mathematics
School Heads, Public Elementary Schools
All Others Concerned

INTENSIVE MONITORING OF SCHOOL DIVISION OFFICES IN THE UTILIZATION
OF THE GOKONGWEI BROTHERS FOUNDATION CLASS BUILDER PROGRAM
TEACHING-LEARNING SUPPORT MATERIALS FOR GRADES 3 TO 6
MATHEMATICS

1. This Regional Memorandum directs all School Division Offices (SDOs) in Caraga to conduct **intensive monitoring** of the utilization of the Gokongwei Brothers Foundation (GBF) Class Builder Program Teaching-Learning Support Materials, specifically the fully editable Lesson Plans, PowerPoint presentations, and Worksheets with Answer Keys. Monitoring shall be carried out in strict adherence to the Terms of Use and Memorandum of Agreement signed between DepEd-Caraga and GBF on May 9, 2025.
2. This directive aims to:
 - a. ensure maximum utilization of available GBF Class Builder Program resources by all enrolled teachers,
 - b. strengthen instructional supervision mechanisms that integrate Class Builder monitoring and support,
 - c. enhance teacher capacity through continuous orientation and Learning Action Cell (LAC) sessions,
 - d. establish recognition systems for schools and teachers actively using the program; and
 - e. promote active leadership and advocacy among educational leaders as co-champions of the program.
3. Enclosed herewith are the division-wise breakdown of participating schools and teacher-implementers across the Caraga Region, the Key Action Points derived from the Focus Group Discussion held on June 4, 2025, and the standardized quarterly progress reporting framework for the GBF Class Builder Program implementation.
4. To ensure effective implementation of the GBF Class Builder Program across all participating schools and teacher-implementers in the Caraga Region, the following key personnel are assigned specific roles and responsibilities:



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- **Chiefs, Curriculum Implementation Division:** Oversee division-wide program implementation, monitor compliance, and ensure alignment with regional directives.
- **Division Education Program Supervisors (EPS) in Mathematics:** Provide instructional supervision, technical support, and integrate Class Builder monitoring into regular supervisory visits.
- **School Heads:** Ensure school-level program compliance, facilitate active teacher participation, and promote program integration in daily instruction.
- **Master Teachers/Designated Mathematics Coordinators:** Deliver peer mentoring, provide technical assistance to colleagues, and serve as school-based program champions.

5. Division Education Program Supervisors in Mathematics shall design and implement monitoring mechanisms to ensure full resource utilization. Quarterly progress reports are to be submitted to the Regional Office beginning October 2025, using the prescribed templates in the enclosure.

6. For inquiries and technical assistance regarding this directive, you may contact **Rhea J. Yparraguirre**, Education Program Supervisor (EPS) in Mathematics, Curriculum and Learning Management Division, at **rhea.yparraguirre@deped.gov.ph**.

7. Immediate dissemination of this Memorandum to all concerned is directed.

MARIA INES C. ASUNCION
Director IV
Regional Director

Encl.: As stated

Reference: None

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

MATHEMATICS MONITORING AND EVALUATION PROGRAMS

CLMD/rjy
08/28/2025

(Enclosure No. 1 to Regional Memorandum No. _____, s. 2025)

Total Number of Schools and Teacher- Implementers by Division

Division	No. of CB Schools	Total No. of Math Teachers Enrolled
Agusan del Norte	179	651
Agusan del Sur	392	1,160
Bayugan City	59	228
Bislig City	54	161
Butuan City	111	371
Cabadbaran City	29	168
Dinagat Islands	111	317
Siargao	120	279
Surigao City	69	283
Surigao del Norte	172	566
Surigao del Sur	414	1,330
Tandag City	37	123
TOTAL	1,747	5,637

(Enclosure No. 2 to Regional Memorandum No. _____, s. 2025)

Key Action Points: Focus Group Discussion, June 4, 2025

A. Priority Action Areas Identified:

Action Area	Key Action Points	Implementation Strategy
Monitoring & Evaluation	Intensify monitoring through a dashboard and use data to provide targeted assistance to teachers	- Utilize GBF Class Builder Regional Dashboard - Conduct monthly data reviews - Provide data-driven interventions - Generate quarterly utilization reports
Instructional Supervision	Integrate Class Builder monitoring and support into EPS/PSDS instructional supervision	- Include CB usage in classroom observation tools - Incorporate CB support in supervisory visits - Align CB monitoring with regular instructional rounds - Document CB integration in supervision reports
Capacity Building	Include Class Builder in LAC sessions for continuous teacher orientation and support	- Dedicate LAC sessions to CB training - Create peer learning opportunities - Develop internal CB champions - Conduct refresher orientations quarterly
Recognition & Motivation	Recognize schools and teachers who are actively using Class Builder	- Establish CB utilization awards - Feature exemplary users in regional communications - Create incentive programs for high-usage schools - Develop peer recognition systems
Leadership & Advocacy	Take a more active role as co-advocates of the program by championing CB and motivating teachers to integrate it into their practice	- Regional and Division leaders serve as CB ambassadors - Include CB promotion in official communications - Showcase CB success stories - Demonstrate leadership commitment through active endorsement

B. Implementation Timelines

Quarter	Suggested Activities	Success Indicator	Accountability Measures	Resource Requirements
Quarter 3, 2025 (July-September)	- Establish baseline monitoring mechanisms - Integrate CB monitoring into existing supervision protocols - Launch recognition programs at the division and school levels	Utilization Rate Improvement: Target 25% increase in teacher engagement per division within two quarters Quality Integration: Evidence of CB materials integration in classroom instruction through supervision reports	Monthly Dashboard Reviews: Division supervisors monitor usage trends Quarterly Progress Reports: SDOs submit implementation updates to Regional Office Semester Assessment: Comprehensive evaluation of action point implementation Annual Impact Review: Assessment of student learning outcomes correlation with CB usage	- Access to GBF Class Builder Regional and Division Dashboards - Dedicated time allocation for LAC sessions focused on CB - Recognition and incentive budget allocation - Technical support coordination with GBF team - Integration of CB monitoring tools in existing supervision instruments
Quarter 4, 2025 (October-December)	- Implement intensive LAC-based capacity building - Execute first round of data-driven interventions - Conduct initial recognition activities	Sustainable Practice: Teachers demonstrate independent and continuous use of CB resources		
Quarter 1, 2026 (January-March)	- Evaluate effectiveness of implemented strategies - Scale successful interventions - Refine monitoring and support mechanisms	Leadership Engagement: Active promotion and support from division and school leaders Peer Learning: Establishment of effective teacher-to-teacher knowledge sharing mechanisms		

(Enclosure No. 3 to Regional Memorandum No. _____, s. 2025)

**QUARTERLY PROGRESS REPORT
GBF CLASS BUILDER PROGRAM IMPLEMENTATION**

SCHOOL DIVISION: _____ **REPORTING PERIOD:** Q____
REPORT DUE DATE: _____ **DATE:** _____

REPORTING SCHEDULE ALIGNED WITH IMPLEMENTATION TIMELINE

FIRST REPORT - Due October 15, 2025

- **Reporting Period:** Quarter 3, 2025 (July-September)
- **Focus:** Baseline establishment, monitoring mechanism integration, recognition program launch

SECOND REPORT - Due January 15, 2026

- **Reporting Period:** Quarter 4, 2025 (October-December)
- **Focus:** Intensive LAC-based capacity building, first data-driven interventions, initial recognition activities

THIRD REPORT - Due April 15, 2026

- **Reporting Period:** Quarter 1, 2026 (January-March)
- **Focus:** Strategy effectiveness evaluation, successful intervention scaling, mechanism refinement

SUBSEQUENT REPORTS - Due quarterly thereafter (July 15, October 15, etc.)

SECTION A: AGGREGATE DIVISION STATISTICS

A.1 OVERALL PARTICIPATION

Metric	Current Quarter	Previous Quarter	Change
Total Participating Schools			
Schools with Active Implementation			
Total Enrolled Mathematics Teachers			
Teachers with Active Program Participation			

A.2 IMPLEMENTATION PROGRESS

Implementation Level	Usage Range	Total Number of CB Schools	Total Number of CB Schools with downloads	Percentage
Full Implementation (Regular Use)	76-100%			
Partial Implementation (Occasional Use)	51-75%			
Limited Implementation (Minimal Use)	31-50%			
Minimal Implementation (Infrequent Use)	6-30%			
No Implementation (Inactive)	0-5%			

SECTION B: PROGRAM ACTIVITIES IMPLEMENTATION

B.1 MONITORING & EVALUATION

Status:

- ☐ Fully Implemented
- ☐ Partially Implemented
- ☐ Not Started

Completed Activities:

- ☐ Regular program monitoring established
- ☐ Data collection and analysis protocols implemented
- ☐ Performance tracking mechanisms activated
- ☐ Intervention strategies developed

Quarterly Progress Summary: *[Brief description of key achievements and challenges]*

B.2 INSTRUCTIONAL SUPERVISION

Status:

- ☐ Fully Implemented
- ☐ Partially Implemented
- ☐ Not Started

Completed Activities:

- ☐ Program integration in supervision protocols
- ☐ Classroom observation tools updated
- ☐ Instructional coaching support provided
- ☐ Supervision reporting enhanced

Impact on Teaching Practice: *[Describe observable changes in teaching quality and methods]*

B.3 CAPACITY BUILDING

Status:

- ☐ Fully Implemented
- ☐ Partially Implemented
- ☐ Not Started

Training Summary

Training Type	Sessions	Teachers Reached	Completion Rate
Learning Action Cell Sessions			
New Teacher Orientations			
Technical Support Workshops			
Peer Learning Sessions			

Key Outcomes: *[Highlight main capacity building results and improvements]*

B.4 RECOGNITION & MOTIVATION

Status:

- ☐ Fully Implemented
- ☐ Partially Implemented
- ☐ Not Started

Completed Activities:

- ☐ Performance recognition program established
- ☐ Achievement awards distributed
- ☐ Success stories documented and shared
- ☐ Incentive programs implemented

Motivation Impact: *[Describe effects on teacher morale and engagement]*

B.5 LEADERSHIP & ADVOCACY

Status:

- ☐ Fully Implemented
- ☐ Partially Implemented
- ☐ Not Started

Completed Activities:

- ☐ Division leaders actively promote program
- ☐ School administrators demonstrate support
- ☐ Official communications include program endorsements
- ☐ Success stories shared through official channels

Leadership Impact: *[Describe how leadership support has influenced program adoption and success]*

SECTION C: CHALLENGES AND INTERVENTIONS

C.1 PRIMARY IMPLEMENTATION CHALLENGES

Challenges	Scope of Impact	Interventions Implemented	Results

C.2 CORRECTIVE MEASURES IMPLEMENTED

Issue Category	Corrective Action	Timeline	Status
Technical Issues			
Training Gaps			
Low Engagement			
Resource Constraints			

D. OUTCOMES AND IMPACT ASSESSMENT

D.1 QUANTITATIVE OUTCOMES

Metric	Count/Percentage
Schools Showing Improvement	_____ schools
Teachers Demonstrating Progress	_____ teachers
Successful Program Integration	_____%
Overall Implementation Rate	_____%

D.2 QUALITATIVE IMPACT

Teacher Feedback Summary: *[Key themes from teacher feedback and testimonials]*

Observed Improvements in Teaching Practice: *[Specific changes in classroom instruction and methodology]*

Student Learning Engagement Observations: *[Notable improvements in student participation and learning outcomes]*

D. FORWARD PLANNING

E.1 NEXT QUARTER PRIORITIES

Priority	Target Outcome
Priority 1:	
Priority 2:	
Priority 3:	

E.2 RESOURCE REQUIREMENTS

Personnel Needs: *[Staff assignments and roles needed]*

Training Requirements: *[Professional development needs]*

Technical Support: *[Technology and infrastructure requirements]*

Budget Allocation: *[Financial resources needed]*

E.3 EXPECTED OUTCOMES

Target Metric	Goal
Schools with Full Implementation	_____ schools
Teacher Engagement Level	_____ %
Projected Implementation Rate	_____ %

SUPPORTING DOCUMENTATION

Attached documents:

- ☐ Training certificates and attendance records
- ☐ LAC session documentation
- ☐ Recognition program evidence
- ☐ Aggregate statistical summaries
- ☐ Implementation timeline reports

PREPARED BY:

Education Program Supervisor, Mathematics

Date: _____

REVIEWED BY:

Chief, Curriculum Implementation Division

Date: _____

APPROVED:

Schools Division Superintendent

Date: _____