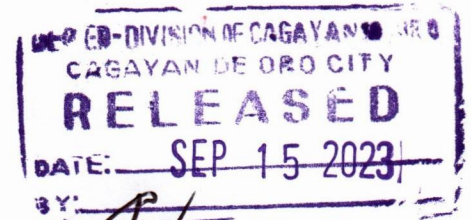




Republic of the Philippines
Department of Education
CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent



12 September 2023

DIVISION MEMORANDUM

No. 455 s.2023

LAUNCHING OF **TATAK ROY:**
Reading and Arithmetic Enhancement with Gratuity

TO: Public Schools District Supervisors
Education Program Supervisors
All Public Elementary and Secondary School Heads
All School Reading Coordinators
This Division

1. In response to the DepEd MATATAG Agenda, a nationwide effort to resolve the basic education challenges in the country and in adherence to the Region X Alternative Delivery of Basic Education (ADOBE)- Project Care for Normin Readers, we are pleased to announce the enhanced literacy and numeracy programs of this Division which is titled **TATAK ROY: Reading and Arithmetic Enhancement with Gratuity**. This initiative, together with other banner projects, will be launched on September 15, 2023, 1:00 PM, at Chali Beach Resort, Cugman, Cagayan de Oro City.
2. The **TATAK ROY** initiative represents a concerted effort to bolster our students' reading proficiency and set numeracy skills. Enclosure 1 indicates the overview of the program's objectives, project mechanics, activities, and timelines of implementation.
3. All School Heads shall launch the project, **TATAK ROY: Reading and Arithmetic Enhancement with Gratuity**, in their respective schools in partnership with teachers, parents, and stakeholders on September 18, 2023 during the Flag Raising Ceremony.
4. In adherence to Equal Opportunity Principle (EOP), inclusive and fair treatment is accorded to all personnel regardless of age, gender, sexual orientation, disability, religion, and ethnicity.
5. Immediate compliance with this Memorandum is desired.

ROY ANGELO E. GAZO
Schools Division Superintendent

Encl.: As stated
Reference: RM 0479, s.2023
To be indicated in the Perpetual Index
CURRICULIUM

under the following subjects:

TATAK ROY:
Reading and Arithmetic Enhancement with Gratuity
ENTRY PLAN

I. Rationale

The project, **TATAK ROY: Reading and Arithmetic Enhancement with Gratuity**, arises from a critical need to address the persistent issue of poor reading and numeracy skills among learners in our division. The importance of this project cannot be overstated, as it directly contributes to the foundational pillars of education and the overall development of students. This project goes beyond conventional education by recognizing the significance of motivation and rewards for both learners and teachers. Several compelling reasons underscore the necessity of this initiative:

Foundational Skills for Lifelong Learning. Reading and numeracy skills serve as the bedrock upon which all other forms of learning are built. Proficiency in these fundamental skills is essential for students to engage effectively with various subjects and for their future success in education, career, and life.

Reducing Learning Disparities. Poor reading and numeracy skills often exacerbate educational inequalities. This project aims to bridge these disparities by providing targeted interventions and support to students who are struggling, ensuring that every learner has a fair opportunity to excel.

Educational Equity and Inclusion. This project aligns with the principles of inclusive education, ensuring that students with diverse learning needs receive the necessary support to succeed. It underscores our commitment to leaving no learner behind.

Parent and Community Engagement. By addressing reading and numeracy deficits, we engage parents and communities in the educational process. Their active involvement in supporting students' learning journeys strengthens the overall educational ecosystem.

In conclusion, the **TATAK ROY: Reading and Arithmetic Enhancement with Gratuity** project is a vital initiative that aligns with our commitment to providing quality education and nurturing well-rounded, empowered learners. By addressing poor reading and numeracy skills, we pave the way for a brighter future for our students, promote educational equity, and contribute to the overall development and competitiveness of our nation.

II. Objectives

The project, **TATAK ROY: Reading and Arithmetic Enhancement with Gratuity**, aims to achieve 100% independent readers in the Division of Cagayan de Oro City by the end of the school year 2023-2024. To accomplish this, we have outlined the following objectives:

1. Improve Reading Proficiency Numeracy Skills:

- Enhance the reading skills of elementary and secondary school learners through targeted interventions, including reading comprehension exercises, phonics instruction, and guided reading sessions.
- Ensure that learners grasp foundational mathematical principles and improve their computational abilities.
- Strengthen students' numeracy skills by providing structured arithmetic instruction, mathematical problem-solving exercises, and practical applications of mathematical concepts.

2. Provide Supplementary Learning Resources:

- Develop and distribute the Reading and Numeracy Worksheets on a weekly basis for use by all learners in public schools.
- Deliver supplementary learning materials, reading books, and workbooks from the Library Hub to schools to maximize the utilization of learning resources.

3. Outstanding Peer Support Reward System:

- Identify a reading partner to provide individualized support to students who struggle with reading and arithmetic.
- Implement a reward system by distributing tokens, such as T-shirts with the print, "I am an Amazing Reading Buddy," to students whose reading partners with poor reading skills have achieved significant improvements in reading and arithmetic skills. This objective aims to motivate students to actively participate in the enhancement program, fostering a sense of camaraderie to help learners with low literacy and numeracy skills achieve academic progress.

4. Promote Parental Engagement:

- Engage parents and guardians in their children's education by conducting seminars and awareness campaigns.
- Emphasize the importance of reading and numeracy, and encourage active involvement in students' learning journeys, creating a supportive learning environment at home.

5. Develop and Recognize Reading Teacher Excellence:

- Improve teachers' knowledge and skills in effective reading instruction, ultimately leading to improved reading outcomes for students.
- Establish a recognition program to honor and celebrate teachers who contribute to the project's success by helping students achieve a 100% Independent Reader status.

III. Project Mechanics

To ensure the successful implementation of the **TATAK ROY** project, we have outlined the following key activities:

1. Learners Reading Performance Assessments:

Pre and Post Diagnostic Tests and Quarterly Assessments: These assessments will be conducted as per the attached calendar of activities. Reading assessment materials will be accessible through the DepEd CDO LRMDs-Learning Portal (<http://depedcdo.net/>).

- It is important to note that the administration of pre and post diagnostic tests for Grade 1 to Grade 5 will not be conducted by the class advisers. Instead, teachers from the next grade level will perform the assessments. For instance, Grade 1 learners will be assessed by Grade 2 teachers, while Grade 5 learners will be assessed by Grade 6 teachers. Grade 6 learners will be evaluated by a District Reading Assessment Team, chaired by the District Supervisor, with school heads from the same district as members.

Submission of Reading Assessment Results: Teachers will submit the reading assessment results through the provided link, accessible via the QR code provided.



Quarterly Oral Reading Tests: These tests in English and Filipino will be conducted as part of the quarterly examination. Filipino and English teachers will conduct these oral reading tests, which will account for 5% of the overall 20% weight of the Quarterly Assessment. Consequently, only 15% of the weight will be allotted to the written periodical test.

2. One-Hour Daily Intensive Reading and Arithmetic Program:

Each teacher will conduct a 1-hour reading session with learners, dedicating the time slot of 7:30 AM to 8:30 AM for intensive reading and numeracy skills development. All other subjects will follow after 8:30 AM daily.

School Heads shall ensure that preparation of the class program will reflect Reading and Arithmetic Enrichment at 7:30 – 8:30 AM daily. Thus, time allotment in all learning areas will be shortened by 5 or 10 minutes, depending on the number of subjects in every Grade level.

Example: Grade 4 Level

TIME	Minutes	Shortened	SUBJECT
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9:10-9:45	35	-5	MAPE
9:45-10:00	15		Recess
10:00-10:35	35	-5	Science
10:35-11:05	30	-10	ESP
11:05-11:40	35	-5	AP
			Lunch Break
1:00-1:45	45	-5	EPP
1:45-2:25	40	-10	Mathematics
2:25-3:05	40	-10	Filipino
TOTAL	360	60 minutes	

3. School LAC Sessions Enhancing Teachers' Competence in Teaching Reading & Arithmetic:

School LAC (SLAC) sessions shall focus on enhancing the teachers' competence in teaching reading and arithmetic. These sessions should provide a collaborative platform to improve teachers' knowledge and skills in effective reading instruction, ultimately leading to improved reading outcomes for students. The SLAC sessions shall include discussion and workshops on the following Reading Programs and Strategies:

1. Phonics-Based Programs: Phonics instruction helps students learn how to decode words by associating sounds with letters and letter combinations. Approaches like using Marungko, Fuller, Dolch sight words, and the like effective for learners with poor reading skills.

3. Multi-Tiered Systems of Support (MTSS): MTSS provides a framework for identifying and supporting struggling learners through a tiered approach. Students receive different levels of intervention based on their needs.

5. Guided Reading: This strategy involves grouping students by reading level and providing them with appropriately challenging texts while offering guidance and support. Teachers can adapt this method to meet the needs of struggling readers.

6. Literacy Support Specialists: Having literacy specialists or reading coaches who can work with struggling readers individually or in small groups can be highly effective.

7. Technology-Based Programs: Some educational software and apps, like Immersive Reader of the Microsoft Learning Tools(<https://www.onenote.com/learningtools>), Reading Rockets(<https://www.readingrockets.org/>) and Read Naturally(<https://www.readnaturally.com/>) offer interactive reading exercises and games designed to improve reading skills.

8. Sustained Silent Reading (SSR): Encouraging daily independent reading can help improve reading fluency and comprehension over time. It's essential to provide a range of books at various reading levels to accommodate struggling readers.

The choice of program should depend on the specific needs and age of the learners, as well as the resources available. Teachers' collaboration in sharing resources, approaches, and expertise is highly encouraged to achieve sustainability in the implementation of the Reading and Arithmetic Enrichment Program.

3. Reading Materials:

Weekly Reading and Math Materials: The Division, in collaboration with Education Program and District Supervisors, will prepare weekly Reading and Math materials, which will be available for download through the DepEd CDO LRMDs-Learning Portal (<http://depedcdo.net/>). Schools will reproduce these materials, distribute them to teachers, and use them with learners from Monday to Thursday.

Library Hub Resources: Teachers may enrich the Reading and Math materials by borrowing from the Library Hubs. These materials will be utilized by learners every Friday and on weekdays if deemed necessary.

4. Mobile Library Hub:

Boxes containing Reading and Math books, supplementary learning resources, and workbooks from the Library Hubs will be delivered to schools. The LRMDs Office will prepare and post a schedule for routing and delivery. Weekly routing of the Reading resources will ensure equitable access for schools to enhance their Reading materials.

5. Reading Buddy Award:

The Reading Buddy Award acknowledges and celebrates students who have demonstrated an exceptional commitment to improving their reading partners with poor reading skills. Recipients will receive a certificate of recognition and a token, like T-shirt bearing the print "I am an amazing Reading Buddy." School heads will prepare and sign the citations of the certificates to be awarded to the learners. These exceptional students will be recognized during school ceremonies, in school newsletters, and on school social media platforms to showcase their achievements and inspire others.

6. Certificate of Recognition for Teachers Achieving 100% Independent Readers:

The Office of the Schools Division Superintendent, through the Curriculum and Teaching Division, will establish a District Search for Most Outstanding Reading Teacher Committee. This committee will design criteria, evaluate teachers, and declare those who have achieved 100% Independent Reader-Students in their classes.

The committee will assess student progress data, teaching methods and approaches, shared best practices, and strategies for improving students' reading and arithmetic skills, as well as educators' commitment to the enrichment program.

The ten (10) district awardees will receive a plaque during the End of Year Rites of SY 2023-2024 and at the Division Awards of Excellence. Additionally, awardees will receive an immediate one (1) step increment in their salary grade.

IV. Activities and Timelines

Here is a timeline of activities for the TATAK ROY project, commencing on September 15, 2023, and concluding with the End of Year Rites on June 21, 2024:

Date	Activity	Expected Outcome
September 15, 2023	• Launching of "Tatak ROY" project during the Mancom Meeting • Distribution of project materials and guidelines.	• Introduced project to school heads and stakeholders. • Signed Commitment Board

September 18-22, 2023	Pre-Diagnostic Reading Assessment <table><tr><td>Test Examiner</td><td>Test Examinee</td></tr><tr><td>District Reading Assessment Team</td><td>Grade 6 Learners</td></tr><tr><td>Grade 6 Teachers</td><td>Grade 5 Learners</td></tr><tr><td>Grade 5 Teachers</td><td>Grade 4 Learners</td></tr><tr><td>Grade 4 Teachers</td><td>Grade 3 Learners</td></tr><tr><td>Grade 3 Teachers</td><td>Grade 2 Learners</td></tr><tr><td>Grade 2 Teachers</td><td>Grade 1 Learners</td></tr></table>	Test Examiner	Test Examinee	District Reading Assessment Team	Grade 6 Learners	Grade 6 Teachers	Grade 5 Learners	Grade 5 Teachers	Grade 4 Learners	Grade 4 Teachers	Grade 3 Learners	Grade 3 Teachers	Grade 2 Learners	Grade 2 Teachers	Grade 1 Learners	100% of the learners have undertaken the Pre-Diagnostic test in Reading.								
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June 9, 2024	4th Quarter Oral Reading Assessment	100% of the learners have undertaken the Oral Reading Assessment	
June 19-23, 2023	School/District Search for Most Outstanding Reading Teachers	- Schools recommended 1 candidate for District Most Outstanding Reading Teacher. - District recommended 1 Most Outstanding Reading Teacher.	
July 10-14, 2024	Awarding of Most Outstanding Reading Teachers	Awarded 10 Most Outstanding Reading Teachers	

This timeline of key activities and milestones for the TATAK ROY project serves as a systematic and well-organized approach to achieve the goals by the end of the school year. There may be adjustment of schedules and enhancement of activities to ensure alignment along with the activities of the Regional and Central Offices.

Prepared by:

JINKY M. ARNEJO
PSDS

Reviewed:

JEAN S. MACASERO
OIC CHIEF, CTD

Recommending Approval:

AUDIE S. BORRES
Assistant Schools Division Superintendent

Approved:

ROY ANGELO E. GAZO
Schools Division Superintendent

TATAK ROY:
Reading and Arithmetic Enhancement with Gratuity

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January 30, 2024	• 2 nd Quarter Oral Reading Assessment	100% of the learners have undertaken the Oral Reading Assessment																						
April 24, 2024	• 3 rd Quarter Oral Reading Assessment	100% of the learners have undertaken the Oral Reading Assessment																						
June 5-9, 2024	• Post-Diagnostic Reading Assessment <table><tr><th>Test Examiner</th><th>Test Examinee</th></tr><tr><td>District Reading Assessment Team</td><td>Grade 6 Learners</td></tr><tr><td>Grade 6 Teachers</td><td>Grade 5 Learners</td></tr><tr><td>Grade 5 Teachers</td><td>Grade 4 Learners</td></tr><tr><td>Grade 4 Teachers</td><td>Grade 3 Learners</td></tr><tr><td>Grade 3 Teachers</td><td>Grade 2 Learners</td></tr><tr><td>Grade 2 Teachers</td><td>Grade 1 Learners</td></tr></table>	Test Examiner	Test Examinee	District Reading Assessment Team	Grade 6 Learners	Grade 6 Teachers	Grade 5 Learners	Grade 5 Teachers	Grade 4 Learners	Grade 4 Teachers	Grade 3 Learners	Grade 3 Teachers	Grade 2 Learners	Grade 2 Teachers	Grade 1 Learners	100% of the learners have undertaken the Post-Diagnostic test in Reading.								
Test Examiner	Test Examinee																							
District Reading Assessment Team	Grade 6 Learners																							
Grade 6 Teachers	Grade 5 Learners																							
Grade 5 Teachers	Grade 4 Learners																							
Grade 4 Teachers	Grade 3 Learners																							
Grade 3 Teachers	Grade 2 Learners																							
Grade 2 Teachers	Grade 1 Learners																							
June 9, 2024	• 4 th Quarter Oral Reading Assessment	100% of the learners have undertaken the Oral Reading Assessment																						

June 19-23, 2023	• School/District Search for Most Outstanding Reading Teachers	• Schools recommended 1 candidate for District Most Outstanding Reading Teacher. • District recommended 1 Most Outstanding Reading Teacher.
July 10-14, 2024	• Awarding of Most Outstanding Reading Teachers	Awarded 10 Most Outstanding Reading Teachers

This timeline of key activities and milestones for the TATAK ROY project serves as a systematic and well-organized approach to achieve the goals by the end of the school year. There may be adjustment of schedules and enhancement of activities to ensure alignment along with the activities of the Regional and Central Offices.

Competence
Diligence
Outstanding Integrity