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# Master: Mathematics Achievement Support through Engaging Remediation in Grades 4 to 6

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### ABSTRACT

Mathematics is a core subject that develops learners' logical reasoning, problem-solving, and analytical thinking. This program focuses on the identified learners who non-numeric. These learners will be provided with personalized support, resources, and mentorship through a collaborative approach involving teachers, parents/guardians, and community resources. This project aims to improve the mathematical performance of Grades 4–6 learners to numerates by the end of the school year. To implement interactive and learner-centered math interventions and enrichment activities. To foster positive attitudes toward mathematics through games, group work, and real-life problem solving. To enhance teachers' instructional strategies in teaching mathematics through collaboration and training. The sustainable plan is to integrate peer tutoring and math games into regular class activities, to include Math Mastery as part of the annual school improvement plan (SIP), to encourage continuous professional development among teachers, and to partner with stakeholders (PTA, LGU, alumni) for support.

### 1. INTRODUCTION

Mathematics is a core subject that develops learners' logical reasoning, problem-solving, and analytical thinking (Duma et al., 2024). Based on previous assessments and class observations, many learners in Grades 4 to 6 face challenges in mastering foundational math skills such as multiplication, division, fractions, and word problem analysis. This initiative seeks to address these gaps through targeted, engaging, and sustainable strategies to improve performance, confidence, and appreciation for mathematics.

Every learner deserves an opportunity to reach their full potential through education. Unfortunately, non-numerates pose a significant challenge, often link to various personal, social, and academic factors. The School-Initiated Numerates Intervention Program is designed to address these issues proactively, helping learners to be numerates.

This program focuses on the identified learners that non-numerate. These learners will be provided with personalized support, resources, and mentorship through collaborative approach involving teachers, parents/guardian and community resources.

This program also seeks to build a supportive environment where students feel engaged and motivated to succeed. By fostering sense of belonging and addressing individual challenges, the initiative aims to reduced the non-numerates rates or to maintain a numerates rate and empower learners to envision and achieve educational goals.

Basically, this intervention program is not just about reducing non-numerates rates but about transforming lives, creating an inclusive school community and ensure that every learner has the chance to thrive.

By the end of SY 2024-2026, Tamarindo Elementary School has maintained the zero non numerates rate through the intensified Project "The implementation of Project "Master" in Implementing Learners in Mathematical Skills"

This project aims :

1. To improve the mathematical performance of Grades 4–6 learners to numerates by the end of the school year.
2. To implement interactive and learner-centered math interventions and enrichment activities.
3. To foster positive attitudes toward mathematics through games, group work, and real-life problem solving.
4. To enhance teachers' instructional strategies in teaching mathematics through collaboration and training..

## 2. METHODOLOGY

### Project Initiative and Strategies Description

High non-numerates rates can have long-lasting negative impacts on individuals and communities. Research shows that non numerates students factors such as academic struggles, financial hardship, lack of support, mental health challenges, and feeling disconnected from school.

To address this, the project focuses on a holistic approach that combines academic support, mentors-hip, mental health resources and family engagement

For this school year, the school recorded a total of 20 non numerates learner from Grades 4 to 6 due to lack in focus teaching and materials. As such, the school, as a learning organization, conceptualized a project titled (Project "The implementation of Project "MASTER" in Implementing Learners in Mathematical Skills"). The project aims to maintain zero non numerate rate in grade four to grades six for the school year.

Strategies that will be undertaken are the following:

1. Early Intervention and Risk Identification
  - Use data driven method to identify learners at risk of dropping out early in their academic journey ( 1st quarter)
  - Develop a tracking system to monitor academic performance in math.
2. Mentorship and Guidance
  - Pair students with mentors who can provide personalized support and guidance
  - Create peer support groups to build a sense of community and belonging
3. Academic Support and Tutoring
  - Implement targeted tutoring programs for students struggling in mathematics
  - Offer flexible, personalized learning options to accommodate different learning styles and needs
4. Engaging Teachers and Faculty
  - Conduct workshops and informational sessions for teacher to involve the child's numeracy education
  - Build partnership with community organizations and other stakeholders to offer resources and support for learners.

### Target Beneficiaries

- Grades 4 to 6 learners
- Mathematics teachers in Grades 4 to 6

### Program Components / Activities

Activity	Description	Schedule	Responsible Person/s
Diagnostic Test	Assess current math proficiency levels	August	Math Teachers
Math Clinic / Remediation Sessions	Weekly remedial classes for struggling learners	Sept– March	Assigned Math Teachers
Math Enrichment Program	Enrichment activities for advanced learners (puzzles, math olympiad)	Monthly	Math Coordinator
Math Games Day	Fun math games and competitions per grade level	Quarterly	Math Team & Homeroom Advisers
Peer Tutoring	High-performing students help tutor peers	Weekly	Peer Tutors & Teachers
Teacher Development Workshop	LAC sessions on new teaching strategies and math tools	Bi-monthly	School Head, Math Coordinator

### Expected Outcomes

- Increased number of learners meeting proficiency level in math.

- Improved learner engagement and confidence in solving math problems.
- Strengthened collaboration among teachers in improving math instruction.
- A documented set of best practices and strategies for future use.

### Budgetary Requirements





Item	Estimated Cost
Math learning materials (worksheets, kits, flashcards)	PHP 5,000
Prizes for competitions	PHP 2,000
Training materials and honoraria (if needed)	PHP 3,000
Printing for diagnostic and summative tests	PHP 2,000
Miscellaneous (snacks, logistics)	PHP 1,000
<b>Total</b>	<b>PHP 13,000</b>

### Monitoring and Evaluation

- Pre- and post-test results
- Monthly progress reports per class
- Feedback from learners and teachers
- Observation reports and documentation of activities

## 3. RESULT IN PRE-TEST

### Result in Pre-Test

School Rapid Mathematics Assessment Results					NOTE : When Copy /Paste from Class Scoresheet. Make sure to Paste by Value.   										 <b>RAPID MATHEMATICS ASSESSMENT(RMA)</b> <b>Grades 4 to 6</b>									
SCHOOL ID : 120772																								
SCHOOL NAME: TAMARINDO ELEMENTARY SCHOOL																								
Grade	Section	Sex	Total Enrollment	Number of Learners Assessed	Number of Learners Assessed					Content Domain					Cognitive Domain					Status				
					Emerging (Not Proficient)	Emerging (Low Proficient)	Developing (Nearly Proficient)	Transferring (Proficient)	At Grade Level (Highly Proficient)	No and Algebra	Means and Geom	Data and Prob	Total	Knowing	Interpreting (66 EnSY Only)	Applying	Reasoning	Total						
Grade 4	1	Male	12	12	1	2	8	1	0	0	0	9	0	5		0	0	0	Data Validated					
Grade 4	1	Female	9	9	1	3	4	1	0	0	0	3	0	1		0	0	0	Data Validated					
Grade 5	1	Male	21	21	0	5	7	8	1	2	3	12	4	8		3	11	4	Data Validated					
Grade 5	1	Female	12	12	0	4	6	1	1	1	2	5	1	3		1	4	1	Data Validated					
Grade 6	1	Male	12	12	1	10	1	0	0	0	0	0	0	0		0	0	0	Data Validated					
Grade 6	1	Female	15	15	2	11	2	0	0	0	1	0	0	0		0	0	0	Data Validated					

## 4. SUSTAINABILITY PLAN

### Sustainability Plan

- Integrate peer tutoring and math games into regular class activities.
- Include Math Mastery as part of the annual school improvement plan (SIP).
- Encourage continuous professional development among teachers.
- Partner with stakeholders (PTA, LGU, alumni) for support.

### References

Duma, S. Y., Muslimin, N., Modjo, A. S., & Walid, A. (2024). The role of Mathematics Education in Developing Critical Thinking Skill in the Industrial Era 5.0. *Aksioma Education Journal*, 1(4), 1–10. <https://doi.org/10.62872/rca4py4>