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EDUFILESPH NATIONAL HIGH SCHOOL

SCHOOL-BASED NUMERACY INTERVENTION PLAN

KEY STAGE 2 (Grades 4 to 6)

School Year 2026–2027

I. RATIONALE

In Key Stage 2, mathematics moves beyond whole numbers to fractions, decimals, ratio, and percent. Learners who have not mastered multiplication facts and place value cannot follow these lessons and fall further behind every term.

Under RA 12028 and DepEd Order No. 18, s. 2025, learners from Kindergarten to Grade 6 are given priority in the ARAL Program, and Key Stage 2 learners at the Not Proficient level are described as struggling with fractions and decimals. DepEd Memorandum No. 60, s. 2026 starts ARAL-Mathematics in Term 2 of SY 2026–2027, using the Rapid Mathematics Assessment (RMA) for profiling and an Individual Mathematics Intervention Plan (IMIP) for each learner.

DepEd reported that in SY 2025–2026 the share of emerging learners in Mathematics in Key Stage 2 dropped by 44 percentage points. This plan aims to sustain that progress and close remaining gaps in whole-number operations, fractions, and decimals before learners enter Key Stage 3.

II. LEGAL BASES

1. Republic Act No. 12028 — Academic Recovery and Accessible Learning (ARAL) Program Act
2. DepEd Order No. 18, s. 2025 — Implementing Guidelines of the ARAL Program
3. DepEd Memorandum No. 60, s. 2026 — ARAL-Mathematics (Grades 1 to 10), starting Term 2, SY 2026–2027
4. DepEd Order No. 15, s. 2026 — Classroom Assessment Guidelines (remediation may begin as early as Week 5, after the first summative test)
5. DepEd Order No. 29, s. 2022 — Basic Education Monitoring and Evaluation Framework (BEMEF)
6. DepEd three-term School Calendar and Activities for SY 2026–2027

III. OBJECTIVES

General Objective

To bring Key Stage 2 learners who are not yet proficient in mathematics up to grade-level numeracy by the end of SY 2026–2027.

Specific Objectives

Specifically, this plan aims to:

a. Assess all Grades 4 to 6 learners using the RMA at the beginning, middle, and end of the school year;
b. Place learners in ARAL-Mathematics tutorials or classroom-based remediation according to their RMA level;
c. Move at least 70% of learners in intervention up by at least one RMA proficiency level by the midline assessment;
d. Reduce the number of Not Proficient learners by at least 50% by the end-of-school-year assessment; and
e. Track each learner's progress through an Individual Mathematics Intervention Plan (IMIP), and refer learners who show no progress to the ILRC multidisciplinary team.

IV. TARGET LEARNERS AND ASSESSMENT PROFILE

Fill in with the beginning-of-school-year (BOSY) results. Learners at the levels listed in Section V are the target learners of this plan.

NUMERACY / MATHEMATICS — RMA (Grades 4–10, 30 minutes)									
Grade Level	**Assessment Tool**	**Language of Assessment**	**Enrolment**	**No. Assessed**	**Not Proficient**	**Low Proficient**	**Nearly Proficient**	**Proficient**	**No. for Intervention**
Grade 4	RMA (30 min)	English / Filipino							
Grade 5	RMA (30 min)	English / Filipino							
Grade 6	RMA (30 min)	English / Filipino							
		TOTAL							

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V. NUMERACY INTERVENTION PLAN MATRIX

GRADE 4 — NUMERACY / MATHEMATICS *RMA (Grades 4–10, 30 minutes); ARAL-Mathematics per DM 60, s. 2026*

Learner Profile (Assessment Result)	Identified Gaps / Areas of Concern	Objectives / Target Skills	Intervention Strategies and Activities	Materials / Resources	Persons Involved	Time Frame	Success Indicators
Not Proficient	• Has not mastered multiplication and division facts • Weak place value for numbers up to 10 000 • Cannot add or subtract with regrouping reliably	• Recall multiplication and division facts up to 10 × 10 • Read, write, compare, and round numbers up to 10 000 • Add and subtract multi-digit numbers with regrouping	• CPA with arrays and place-value charts • Daily fact-fluency routines (5 minutes) • Self-paced structured worksheets • Error analysis of worked examples	ARAL-Math worksheets; fraction strips; place-value charts; grid paper; number lines; flash cards	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	75% recall multiplication facts at 80% accuracy and move up one RMA level at midline
Low Proficient	• Knows facts but struggles with multi-digit multiplication and division • Weak understanding of equivalent fractions	• Multiply 2- to 3-digit numbers by 1- to 2-digit numbers • Divide by 1-digit numbers with and without remainders	• Area model and partial products • Repeated subtraction and long-division scaffolds • Fraction strips and fraction walls • Peer tutoring	ARAL-Math worksheets; fraction strips; place-value charts; grid paper; number lines; flash cards	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or	75% solve multi-digit multiplication and division at 80% accuracy by EOSY

GRADE 4 — NUMERACY / MATHEMATICS *RMA (Grades 4–10, 30 minutes); ARAL-Mathematics per DM 60, s. 2026*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
		• Identify and generate equivalent fractions				Saturday ≤ 2 hrs	
Nearly Proficient	• Has difficulty adding and subtracting fractions, using decimals, and solving multi-step problems	• Add and subtract similar fractions and mixed numbers • Read and write decimals (tenths and hundredths) • Find perimeter and area of rectangles and squares • Solve two-step word problems	• Fraction models and number lines • Money as a model for decimals • Grid-paper area and perimeter tasks • Bar-model problem solving	ARAL-Math worksheets; fraction strips; place-value charts; grid paper; number lines; flash cards	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	80% are Proficient in the EOSY RMA

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GRADE 5 — NUMERACY / MATHEMATICS *RMA (Grades 4–10, 30 minutes); ARAL-Mathematics per DM 60, s. 2026*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Not Proficient	• Gaps in whole-number operations and multiplication facts • Does not understand fractions as parts of a whole	• Perform the four operations on whole numbers accurately • Represent, compare, and order fractions • Convert between improper fractions and mixed numbers	• CPA with fraction strips and area models • Fact-fluency warm-ups • Self-paced structured worksheets • Small-group re-teaching on prerequisite skills	ARAL-Math worksheets; fraction strips; place-value charts; grid paper; number lines; flash cards	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	75% perform whole-number operations at 80% accuracy and move up one RMA level at midline
Low Proficient	• Has difficulty with operations on dissimilar fractions and with decimals	• Add and subtract dissimilar fractions using the LCD • Multiply fractions and whole numbers • Add, subtract, and multiply decimals	• Fraction-bar models for finding common denominators • Decimal grids and place-value charts • Worked examples followed by guided practice • Learning-station rotation	ARAL-Math worksheets; fraction strips; place-value charts; grid paper; number lines; flash cards	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	75% compute with fractions and decimals at 80% accuracy by EOSY

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GRADE 5 — NUMERACY / MATHEMATICS *RMA (Grades 4–10, 30 minutes); ARAL-Mathematics per DM 60, s. 2026*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Nearly Proficient	• Has difficulty with percent, volume, and multi-step problems involving fractions and decimals	• Relate fractions, decimals, and percent • Find area of triangles and parallelograms and volume of rectangular prisms • Solve multi-step word problems	• Hundred-grid models for percent • Cube-building for volume • Real-life problems (market prices, discounts) • Problem-solving journal	ARAL-Math worksheets; fraction strips; place-value charts; grid paper; number lines; flash cards	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	80% are Proficient in the EOSY RMA

GRADE 6 — NUMERACY / MATHEMATICS *RMA (Grades 4–10, 30 minutes); ARAL-Mathematics per DM 60, s. 2026; final year before Key Stage 3*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Not Proficient	• Struggles with fractions and decimals (DO 18, s. 2025) • Gaps in multi-digit whole-number operations	• Perform the four operations on fractions and decimals • Use the correct order of operations (GMDAS) • Solve one-step problems with fractions and decimals	• CPA with fraction strips and decimal grids • Short daily review of prerequisite skills • Self-paced structured worksheets • Peer tutoring with Proficient classmates	ARAL-Math worksheets; fraction strips; place-value charts; grid paper; number lines; flash cards	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	75% compute with fractions and decimals at 80% accuracy and move up one RMA level at midline
Low Proficient	• Has difficulty with ratio, proportion, and percent	• Write and simplify ratios • Solve proportion problems • Find percentage, rate, and base in real-life problems	• Ratio tables and double number lines • Percent bar models • Problems using market, school, and barangay data • Collaborative problem solving	ARAL-Math worksheets; fraction strips; place-value charts; grid paper; number lines; flash cards	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	75% solve ratio, proportion, and percent problems at 80% accuracy by EOSY

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GRADE 6 — NUMERACY / MATHEMATICS *RMA (Grades 4–10, 30 minutes); ARAL-Mathematics per DM 60, s. 2026; final year before Key Stage 3*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Nearly Proficient	• Has difficulty with integers, simple algebraic expressions, and data interpretation	• Compare and order integers and perform operations on them • Translate word phrases into algebraic expressions • Interpret bar and line graphs; find the mean	• Number line and colored chips for integers • Expression card matching • Class data-gathering project (graphs and mean) • Exit-ticket checks	ARAL-Math worksheets; fraction strips; place-value charts; grid paper; number lines; flash cards	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	80% are Proficient in the EOSY RMA and ready for Grade 7 Mathematics

VI. MODES OF DELIVERY AND SESSION STRUCTURE

- Delivery modes: face-to-face, online, or blended (DO 18, s. 2025).
- Settings: pull-out sessions during class hours, add-on sessions before or after class or on weekends, or other approved strategies.
- Duration: not more than one hour per day on weekdays; not more than two hours on weekends (preferably Saturdays) for multi-shift schools or schools with special programs.
- Grouping: 10 to 15 learners per tutor; learners work independently at their own pace on structured worksheets while the tutor facilitates (DM 60, s. 2026).
- Tutors may not tutor their own learners. Priority goes to experienced teachers and para-teachers; pre-service teachers, LET-eligible applicants, and other qualified tutors may also be engaged (DO 18, s. 2025).
- ARAL-Mathematics tutorials start in Term 2 of SY 2026–2027 (DM 60, s. 2026). Classroom-based remediation for learners identified in the BOSY RMA starts in Term 1.
- Each learner's targets and progress are written in an Individual Mathematics Intervention Plan (IMIP) (Annex A).

A. Weekly Cycle

Day	Activity
Days 1–3	Self-paced worksheet sessions on the target competencies for the week
Day 4	Progress check (short formative test on the week's targets)
Day 5	Tutor–teacher conference, updating of IMIPs, and preparation of worksheets for the next week

Weekly cycle adapted from the ARAL-Reading cycle (DM 64, s. 2025) for mathematics; adjust to the SDO's ARAL-Mathematics schedule.

B. Suggested Flow of a 60-Minute Session

Part	What happens	Time
Opening and quick check	Short check of the previous session's target	5 min
Mini-lesson or worked example	Only for learners who need it, using concrete or pictorial models	10 min
Self-paced worksheet work	Learners work on structured worksheets at their own pace; tutor moves around, coaches, and gives feedback	35 min
Progress check and IMIP notes	Tutor records observable, evidence-based remarks and the next session's target	10 min

Follows the ARAL-Mathematics model in which learners work at their own pace on structured worksheets and the tutor acts as facilitator (DM 60, s. 2026).

VII. IMPLEMENTATION TIMELINE (SY 2026–2027)

Term 1: June 8 – September 15, 2026 | Term 2: September 16 – December 18, 2026 | Term 3: January 4 – April 8, 2027

No.	Activity	Persons Responsible	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	BOSY RMA assessment and learner profiling; tagging in the LIS	Class advisers; Mathematics Coordinator	■	■										
2	Orientation of parents/guardians; consent forms; grouping and tutor assignment	School Head; Mathematics Coordinator; Class advisers		■										
3	Classroom-based remediation (DO 15, s. 2026)	Class advisers / subject teachers		■	■	■	■	■	■	■	■	■		
4	ARAL-Mathematics tutorial sessions (start of Term 2, DM 60, s. 2026)	ARAL-Math tutors				■	■	■	■	■	■	■		
5	Midline (MOSY) RMA assessment (per SDO schedule)	Mathematics Coordinator; Class advisers					■	■						
6	EOSY RMA assessment (about one month before the final term examination)	Mathematics Coordinator; Class advisers									■	■		
7	Monthly progress conference / LAC session (collaborative expertise)	School Head; Mathematics Coordinator		■	■	■	■	■	■	■	■	■		
8	Term progress report to the School Head and SDO	Mathematics Coordinator				■			■			■		

No.	Activity	Persons Responsible	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
9	ARAL Summer Program (Mathematics) for eligible learners	School Head; ARAL tutors												
10	Program evaluation and planning for next school year	School Head; Mathematics Coordinator												

VIII. MONITORING AND EVALUATION

A. Progress Pathways after Each Assessment (DO 18, s. 2025)

Result	Decision	Action
Learner reaches grade-level proficiency	**EXIT the intervention**	Return to regular class instruction; continue monitoring through classroom assessment.
Learner improves but is still below grade level	**CONTINUE the intervention**	Update the targets in the Individual Mathematics Intervention Plan (IMIP); adjust grouping and strategies.
Learner shows no improvement	**REFER for extended or specialized support**	Submit the learner's name to the School Head; refer learners with possible learning difficulties to the ILRC multidisciplinary team; involve the guidance office and parents/guardians.

B. Monitoring Activities

What is monitored	Tool / Evidence	Frequency	Responsible
Formative checks of target skills	Teacher-made quizzes; Individual Mathematics Intervention Plan (IMIP)	Every session / weekly	Tutors; teachers

What is monitored	Tool / Evidence	Frequency	Responsible
Tutor–teacher conference	Individual Mathematics Intervention Plan (IMIP); class progress sheet (Annex B)	Weekly (Day 5)	Tutors; class advisers
Midline and EOSY assessments	RMA	Mid-year and end of year	Mathematics Coordinator; class advisers
Collaborative expertise session / LAC	Assessment results; learner work samples	Monthly	School Head; Mathematics Coordinator
School Readiness and Responsiveness Audit (SRRA)	SRRA online forms (DO 18, s. 2025)	Before, during, and after implementation	School Head
Progress report	Summary of results by grade and level; ARAL dashboard / LIS	End of each term	Mathematics Coordinator → School Head → SDO

IX. ROLES AND RESPONSIBILITIES

Personnel / Group	Responsibilities
School Head	Approves and leads the plan; includes it in the SIP, AIP, and School Form 7; assigns tutors; secures resources; monitors implementation and reports to the SDO.
Key Stage / Grade Level Chair	Coordinates schedules and grouping across sections; consolidates grade-level results.
Mathematics Coordinator	Leads RMA administration and numeracy interventions; checks IMIPs; coaches tutors; prepares numeracy progress reports.
Class Advisers / Mathematics Teachers	Assess learners; provide classroom-based remediation; refer learners to the intervention; meet tutors weekly; communicate with parents.
ARAL-Mathematics Tutors	Facilitate self-paced worksheet sessions; keep IMIPs updated with evidence-based notes; give progress checks; attend tutor–teacher conferences.

Personnel / Group	Responsibilities
Guidance Counselor / ILRC Multidisciplinary Team	Assess and support learners referred for possible learning difficulties or socio-emotional concerns.
Parents / Guardians	Give consent; ensure attendance; support practice of number facts and math tasks at home; attend conferences.
SGC / PTA / LGU / Stakeholders	Support the program with materials, venues, snacks, volunteers, and advocacy.

X. BUDGETARY REQUIREMENTS

Item / Particulars	Quantity	Unit Cost (₱)	Amount (₱)	Source of Fund
Reproduction of self-paced worksheets and activity sheets				MOOE / SEF
Mathematics manipulatives (counters, ten-frames, place-value mats, fraction strips, algebra tiles)				MOOE / Stakeholders
Number lines, charts, and other instructional materials				MOOE / SEF / Stakeholders
Office supplies (paper, ink, folders for IMIPs)				MOOE
Snacks for Saturday / add-on sessions (if supported by stakeholders)				PTA / LGU / Stakeholders
Tutor compensation (overload pay, service credits, or contract of service)				DepEd (per DO 18, s. 2025)
		TOTAL		

Prepared by:

NAME OF PERSONNEL
Mathematics Coordinator

NAME OF PERSONNEL
Department Head, Mathematics

NAME OF PERSONNEL
Key Stage / Grade Level Chair

Reviewed by:

Recommending Approval:

Approved:

NAME OF PERSONNEL
Master Teacher / Curriculum Head

NAME OF PERSONNEL
Assistant School Principal / Head Teacher

NAME OF PERSONNEL
School Principal / School Head

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ANNEX A

INDIVIDUAL MATHEMATICS INTERVENTION PLAN (IMIP)

KEY STAGE 2 (Grades 4 to 6) — SY 2026–2027 | ARAL-Mathematics, DM 60, s. 2026

Name of Learner		**LRN**	
Grade & Section		**Tutor / Teacher**	
BOSY / Diagnostic Level		**Midline Level**	
EOSY Level		**Date Started**	

Proficiency levels: Not Proficient / Low Proficient / Nearly Proficient / Proficient

Domain	Identified Gaps	Target Skills / Competencies	Tutor Notes / Observations (observable, evidence-based remarks, including next session's target)
Number and Algebra			
Measurement and Geometry			
Data and Probability			

Progress Check Date	Skill / Competency Checked	Score	Rating	Remarks

Pathway decision: ☐ Exit (reached grade level) ☐ Continue intervention ☐ Refer for extended / specialized support

Tutor / Teacher: _____ Class Adviser: _____ Parent / Guardian: _____

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ANNEX B

CLASS NUMERACY INTERVENTION PROGRESS MONITORING SHEET

KEY STAGE 2 (Grades 4 to 6) — SY 2026–2027

Learning Area: Mathematics / Numeracy Grade & Section: _____ Tutor / Teacher: _____ Assessment Tool: RMA (Grades 4–10, 30 minutes)

No.	Name of Learner (Last, First, M.I.)	LRN	Sex	BOSY Result	Midline Result	EOSY Result	Pathway (Exit / Continue / Refer)	Remarks
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								