Republic of the Philippines

Department of Education

REGION ____

SCHOOLS DIVISION OFFICE OF _____

EDUFILESPH NATIONAL HIGH SCHOOL

SCHOOL-BASED NUMERACY INTERVENTION PLAN

KEY STAGE 4 (Grades 11 to 12 (Senior High School))

School Year 2026–2027

I. RATIONALE

Senior High School learners need to reason with data, money, and measurement in their core and track subjects, in research, in work immersion, and in daily life. Learners who still lack basic numeracy at this stage need targeted support before they leave basic education.

The ARAL Program under RA 12028 and DepEd Order No. 18, s. 2025 covers mathematics only up to Grade 10. Support in Key Stage 4 therefore follows DepEd Order No. 15, s. 2026, which requires that learners who do not meet minimum standards receive remediation that is timely, targeted, documented, and built into regular instruction, beginning as early as Week 5 after the first summative test. DepEd Memorandum No. 016, s. 2026 introduced the Senior High School Literacy and Numeracy Assessments (SHS LNA) for Grade 11, which, together with the school's own numeracy diagnostic, can serve as the basis for identifying learners who need help.

This plan is a school-initiated numeracy intervention for Grades 11 and 12. It applies the same assess–group–teach–monitor cycle used in ARAL-Mathematics, adapted to the academic and career demands of Senior High School.

II. LEGAL BASES

1. DepEd Order No. 15, s. 2026 — Classroom Assessment Guidelines (timely, targeted, documented remediation built into regular instruction)
2. DepEd Memorandum No. 016, s. 2026 — Administration of the Senior High School Literacy and Numeracy Assessments (SHS LNA) for Grade 11 Learners
3. Republic Act No. 12028 and DepEd Order No. 18, s. 2025 — ARAL Program (as a reference model; ARAL covers Grades 1 to 10)
4. DepEd Order No. 29, s. 2022 — Basic Education Monitoring and Evaluation Framework (BEMEF)
5. DepEd three-term School Calendar and Activities for SY 2026–2027

III. OBJECTIVES

General Objective

To bring Senior High School learners who are below the expected level in numeracy up to the level needed for their track, further studies, and work by the end of SY 2026–2027.

Specific Objectives

Specifically, this plan aims to:

a. Identify learners who need help using the numeracy results of the SHS LNA (Grade 11), a school numeracy diagnostic test, and classroom assessment results;

b. Provide numeracy remediation within regular classes from Week 5 of each term, plus add-on sessions for learners far below the expected level;

c. Move at least 70% of learners in intervention up by at least one level by the midline check;

d. Ensure that at least 80% of learners in intervention pass their core Mathematics subject for the school year; and

e. Document each learner's progress in an Individual Mathematics Intervention Plan, and refer learners who show no progress to the guidance office or 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 — SHS LNA (Grade 11); school numeracy diagnostic test									
Grade Level	**Assessment Tool**	**Language of Assessment**	**Enrolment**	**No. Assessed**	**Far Below Expected**	**Below Expected**	**Approaching Expected**	**At Expected Level**	**No. for Intervention**
Grade 11	SHS LNA + school diagnostic	English							
Grade 12	School diagnostic	English							
		TOTAL							

V. NUMERACY INTERVENTION PLAN MATRIX

GRADE 11 — NUMERACY / MATHEMATICS *Basis: SHS LNA results (DM 016, s. 2026), school numeracy diagnostic, and classroom assessment (DO 15, 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
Far Below Expected	• Gaps in operations on integers, fractions, decimals, and percent • Cannot solve basic real-life problems involving money	• Perform operations on integers, fractions, decimals, and percent • Solve everyday money problems (budget, discount, change) • Simplify expressions and solve linear equations	• Add-on small-group sessions using self-paced worksheets • Financial-literacy tasks using real price lists • Worked examples with fading support • Peer tutoring	School-prepared worksheets; real-life data sets; scientific calculators; spreadsheet software (where available)	Mathematics subject teachers; class adviser; SHS Mathematics Coordinator; peer tutors (supervised); parents/guardians	Term 1–Term 3, SY 2026–2027; remediation built into regular instruction from Week 5 (DO 15, s. 2026) plus ≤ 1 hr add-on sessions before/after class	70% move up at least one level at the midline check
Below Expected	• Has difficulty with functions, rational expressions, and	• Represent and evaluate functions • Solve problems on simple and	• Remediation within regular classes • Function machines and tables of values	School-prepared worksheets; real-life data sets; scientific calculators;	Mathematics subject teachers; class adviser; SHS Mathematics Coordinator; peer tutors	Term 1–Term 3, SY 2026–2027; remediation built into regular	75% pass the core Mathematics subject for the term

GRADE 11 — NUMERACY / MATHEMATICS *Basis: SHS LNA results (DM 016, s. 2026), school numeracy diagnostic, and classroom assessment (DO 15, 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
	exponential relationships	compound interest • Interpret graphs of linear and exponential functions	• Interest computations using bank and cooperative data • Graphing with spreadsheets where available	spreadsheet software (where available)	(supervised); parents/guardians	instruction from Week 5 (DO 15, s. 2026) plus ≤ 1 hr add-on sessions before/after class	
Approaching Expected	• Has difficulty with multi-step and data-based problems	• Solve multi-step problems in context • Organize, summarize, and interpret data	• Problem-based tasks linked to the learner's track • Data projects using school or barangay data • Exit-ticket checks	School-prepared worksheets; real-life data sets; scientific calculators; spreadsheet software (where available)	Mathematics subject teachers; class adviser; SHS Mathematics Coordinator; peer tutors (supervised); parents/guardians	Term 1–Term 3, SY 2026–2027; remediation built into regular instruction from Week 5 (DO 15, s. 2026) plus ≤ 1 hr add-on sessions before/after class	80% reach the expected level by EOSY

Republic of the Philippines

Department of Education

REGION ____

SCHOOLS DIVISION OFFICE OF _____

EDUFILESPH NATIONAL HIGH SCHOOL

GRADE 12 — NUMERACY / MATHEMATICS *Basis: school numeracy diagnostic and classroom assessment (DO 15, s. 2026); exit year of basic education*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Far Below Expected	• Lacks basic numeracy needed for work: percent, ratio, measurement, money	• Solve workplace problems on percent, ratio, and measurement • Compute wages, deductions, and simple taxes • Read tables and charts	• Add-on small-group sessions with self-paced worksheets • Work-immersion-based math tasks • Payslip and price-list problems • Peer tutoring	School-prepared worksheets; real-life data sets; scientific calculators; spreadsheet software (where available)	Mathematics subject teachers; class adviser; SHS Mathematics Coordinator; peer tutors (supervised); parents/guardians	Term 1–Term 3, SY 2026–2027; remediation built into regular instruction from Week 5 (DO 15, s. 2026) plus ≤ 1 hr add-on sessions before/after class	70% move up at least one level at the midline check
Below Expected	• Has difficulty with statistics needed for research: mean, standard deviation, percentages, graphs	• Compute and interpret mean, median, and standard deviation • Present data in tables and graphs	• Remediation within regular classes • Statistics workshops linked to research subjects • Spreadsheet-based data analysis where available	School-prepared worksheets; real-life data sets; scientific calculators; spreadsheet software	Mathematics subject teachers; class adviser; SHS Mathematics Coordinator; peer tutors (supervised); parents/guardians	Term 1–Term 3, SY 2026–2027; remediation built into regular instruction from Week 5 (DO 15, s.	75% correctly analyze and present their research data

GRADE 12 — NUMERACY / MATHEMATICS *Basis: school numeracy diagnostic and classroom assessment (DO 15, s. 2026); exit year of basic education*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
		• Interpret results of simple surveys		(where available)		2026) plus ≤ 1 hr add-on sessions before/after class	
Approaching Expected	• Has difficulty applying mathematics to complex, real-life decisions	• Make decisions using data, probability, and financial mathematics • Explain mathematical reasoning in writing	• Case problems (loans, insurance, business plans) • Math journals • Exit-ticket checks	School-prepared worksheets; real-life data sets; scientific calculators; spreadsheet software (where available)	Mathematics subject teachers; class adviser; SHS Mathematics Coordinator; peer tutors (supervised); parents/guardians	Term 1–Term 3, SY 2026–2027; remediation built into regular instruction from Week 5 (DO 15, s. 2026) plus ≤ 1 hr add-on sessions before/after class	80% reach the expected level by EOSY

VI. MODES OF DELIVERY AND SESSION STRUCTURE

- Remediation is built into regular instruction and may begin as early as Week 5 of each term, after the first summative test (DO 15, s. 2026).
- Learners far below the expected level also attend add-on numeracy sessions of not more than one hour before or after class, in small groups of 5 to 15 learners.
- Delivery may be face-to-face, online, or blended. Supervised peer tutors from the Independent / At Expected Level group may assist teachers.
- 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

Adapted from the ARAL-Mathematics model; adjust timing to the class schedule.

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	Diagnostic numeracy assessment; review of SHS LNA results (Grade 11)	Subject teachers; Mathematics Coordinator	■	■										
2	Orientation of learners and parents/guardians; grouping	School Head; Mathematics Coordinator; Class advisers		■										
3	Remediation within regular classes (from Week 5 of each term, DO 15, s. 2026)	Subject teachers		■	■	■	■	■	■	■	■	■		
4	Add-on numeracy sessions	Subject teachers; peer tutors			■	■	■	■	■	■	■	■		
5	Midline progress check	Mathematics Coordinator; subject teachers					■	■						
6	End-of-year assessment	Mathematics Coordinator; subject teachers									■	■		
7	SHS LNA for Grade 11 (as scheduled by DepEd)	School Test Coordinator										■		
8	Monthly progress conference / LAC session	School Head; Mathematics Coordinator		■	■	■	■	■	■	■	■	■		

No.	Activity	Persons Responsible	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
9	Term progress report to the School Head	Mathematics Coordinator												
10	Program evaluation and planning for next school year	School Head; Mathematics Coordinator												

VIII. MONITORING AND EVALUATION

A. Progress Pathways after Each Assessment

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
Tutor–teacher conference	Individual Mathematics Intervention Plan (IMIP); class progress sheet (Annex B)	Weekly (Day 5)	Tutors; class advisers

What is monitored	Tool / Evidence	Frequency	Responsible
Midline and end-of-year checks	School numeracy diagnostic	Mid-year and end of year	Mathematics Coordinator; class advisers
Collaborative expertise session / LAC	Assessment results; learner work samples	Monthly	School Head; Mathematics Coordinator
Progress report	Summary of results by grade and level	End of each term	Mathematics Coordinator → School Head

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.
Peer Tutors (supervised)	Assist teachers in add-on sessions under supervision; model problem solving.
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
Certificates and recognition for peer tutors and learners who improve				MOOE / PTA
		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

Republic of the Philippines

Department of Education

REGION ____

SCHOOLS DIVISION OFFICE OF _____

EDUFILESPH NATIONAL HIGH SCHOOL

ANNEX A

INDIVIDUAL MATHEMATICS INTERVENTION PLAN (IMIP)

KEY STAGE 4 (Grades 11 to 12 (Senior High School)) — SY 2026–2027

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

Proficiency levels: Far Below Expected / Below Expected / Approaching Expected / At Expected Level

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: _____

Republic of the Philippines

Department of Education

REGION ____

SCHOOLS DIVISION OFFICE OF _____

EDUFILESPH NATIONAL HIGH SCHOOL

ANNEX B

CLASS NUMERACY INTERVENTION PROGRESS MONITORING SHEET

KEY STAGE 4 (Grades 11 to 12 (Senior High School)) — SY 2026–2027

Learning Area: Mathematics / Numeracy Grade & Section: _____ Tutor / Teacher: _____ Assessment Tool: SHS LNA (Grade 11); school numeracy diagnostic test

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								