



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
Division of Lapu-Lapu City
Mactan National High School – Senior High School Department
Mactan, Lapu-Lapu City

SCHOOL PLAN FOR POST ASSESSMENT ANALYSIS AND INTERVENTION GROUPINGS

I. RATIONALE

The results of the school-based Literacy and Numeracy Assessment provide valuable evidence of the current learning status of learners at Mactan Senior High School. As incoming Senior High School learners come from various junior high schools with diverse educational experiences and achievement levels, differences in literacy and numeracy proficiency are expected. Initial assessment results may reveal that while many learners demonstrate satisfactory foundational skills, a significant number continue to experience difficulties in reading comprehension, vocabulary development, mathematical reasoning, problem solving, and basic computational skills. These learning gaps may affect learners' ability to understand subject-specific concepts, complete academic tasks effectively, and meet the expected learning competencies of the Senior High School curriculum.

The analysis of assessment data enables the school to identify specific competencies that require immediate instructional attention and to determine the proficiency level of every learner. Rather than implementing a uniform intervention for all students, Mactan Senior High School recognizes the importance of providing differentiated and targeted instructional support based on actual learner needs. Through a systematic post-assessment analysis, learners are categorized according to their demonstrated proficiency levels, allowing teachers to prioritize interventions for those requiring intensive remediation while simultaneously providing reinforcement and enrichment opportunities for learners who have already attained the expected competencies. This data-driven approach ensures the efficient utilization of instructional time, teaching resources, and school support programs.

The implementation of intervention grouping is expected to improve learner achievement by providing focused instruction that directly addresses identified learning gaps. Learners requiring intensive support will receive structured remediation, guided practice, and close progress monitoring, while those demonstrating higher proficiency will participate in reinforcement and enrichment activities that further develop their skills. Continuous monitoring, periodic reassessment, and collaborative efforts among teachers, grade level coordinators, and school leaders will enable timely adjustments to intervention strategies based on learner progress. Through this systematic and evidence-based approach, Mactan Senior High School aims to strengthen literacy and numeracy competencies, improve overall academic performance, and ensure that every learner is provided with appropriate opportunities to achieve the desired learning outcomes.

II. OBJECTIVES

A. Terminal Objectives

- a. To improve the literacy and numeracy proficiency of learners through a systematic post-assessment analysis and data-driven intervention grouping that addresses identified learning gaps.
- b. To institutionalize a school-based intervention program that provides differentiated instructional support based on learners' assessed proficiency levels in literacy and numeracy.
- c. To strengthen learner achievement and academic performance by implementing targeted interventions, continuous progress monitoring, and periodic reassessment to ensure mastery of essential competencies.





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- B. Enabling Objectives
- a. To check, encode, consolidate, and analyze the results of the Literacy and Numeracy Assessment at the learner, class, grade, and school levels.
 - b. To identify learners according to their proficiency levels and determine the least mastered literacy and numeracy competencies that require instructional intervention.
 - c. To organize learners into appropriate intervention groups based on assessment results using established proficiency classifications.
 - d. To develop and implement differentiated intervention plans, learning materials, and instructional strategies that address the specific needs of each intervention group.

III. SCOPE

This plan covers all Grade 11 and Grade 12 learners of Mactan Senior High School who participated in the Literacy and Numeracy Assessment.

IV. IMPLEMENTATION ACTIVITIES

Activity	Person Involved	Time frame	Means of Verification	Remarks
Identification of learner proficiency levels	School Assessment Team	2nd Week of June 2026	List of learners by proficiency level	
Intervention grouping	Grade Coordinators and Advisers	2nd Week of June 2026	Official intervention group list	
Preparation of intervention materials	English, Filipino and Math Teachers	1st Week of July	Learning intervention materials	
Implementation of intervention classes	English, Filipino and Math Teachers	Weekly	Intervention class records	
Progress Monitoring	Master Teachers and Grade Coordinators	Monthly	Monitoring reports	
Reassessment	School Assessment Team	End of School Year	Comparative assessment results	





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V. INTERVENTION GROUPING FRAMEWORK

GROUP	DESCRIPTION	INTERVENTION STRATEGY
A	Non-Readers	Intensive remediation, one-on-one or small group instruction, daily guided practice
B	Frustration Readers	Targeted remediation focusing on least mastered competencies, peer-assisted learning, structured exercises
C	Instructional	Reinforcement activities, guided independent practice, competency enrichment
D	Independent	Enrichment activities, advanced learning tasks, peer tutoring opportunities

VI. ROLES AND RESPONSIBILITIES

a.School Principal

1. Provides overall supervision and monitoring of the implementation.

b.Assistant Principal

- 1.Assists in the implementation and monitoring of intervention activities.

c.Grade Coordinators

- 1.Consolidate assessment results.
- 2.Supervise intervention grouping.
3. Monitor implementation.

d. Master Teachers

1. Validate assessment results.
2. Provide technical assistance to teachers.
3. Monitor instructional interventions.

e.Class Advisers

1. Check and encode learner assessment results.
- 2.Assist in intervention grouping.
3. Monitor learner attendance during intervention sessions.





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f. Subject Teachers

1. Conduct competency analysis.
2. Prepare intervention materials.
3. Implement literacy and numeracy intervention sessions.
4. Monitor learner progress.

VII. MONITORING AND EVALUATION

The School Monitoring Team shall conduct regular monitoring of intervention classes through classroom observations, progress reports, learner performance tracking, and reassessment results. The effectiveness of the intervention program shall be evaluated based on learner progress, improvement in assessment scores, reduction of least mastered competencies, and increased learner proficiency levels.

Prepared by:

DR. VONN CLYDE C. NUNEZ
School Principal 1, Mactan SHS

Approved by:

DR. BASILIO B. AYING
PSDS , DISTRICT 1

