



Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF MISAMIS ORIENTAL

Office of the Schools Division
Superintendent

4 AUGUST 2020

No. 209 s. 2020

MEMORANDUM:

To: Education Program Supervisors
Public School District Supervisor
School Heads
Teachers

**ADDITIONAL DOCUMENTS TO PREPARE FOR THE
OPENING OF CLASSES**

In order to prepare for the opening classes, additional documents to prepare are hereby outlined to provide guidance to everyone. The following documents shall be prepared:

- A. Class Program and School Program
- B. Home Learning Plan
- C. Thinking Log
- D. Individual Learning Monitoring Plan

• **Preparation of Class Program and School Program**

The Division shall have one design for the Class Program and School Program. However, the said programs are flexible. The flexibility is based on the availability of Learning Packages (Set A, B, etc, scheme) and based on the context and on the decision of the school management. The design of the Class Program and School Program are enclosed in this Memorandum. The Class Program and School Program shall be prepared by the School Head, reviewed by PS District Supervisors, and to be approved Schools Division Superintendent.

• **Preparation of Home Learning Plan**

The Home Learning Plan is based on the **actual implemented** Class Program (The Flexible Class Program- Set A, B, ...scheme). Sample Home Learning Plan with the discussion points is attached to this Memorandum (Source: Memorandum DM-CI-2020-00162). The Home Learning Plan shall be prepared by the subject teacher, reviewed by class adviser and approved by School Principal.

This plan shall be distributed together with the learning modules.



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- **Preparation of Thinking Log for Learners**

Thinking Log for learners shall be based from the actual implemented class program (Set A, B,). The log shall be prepared by the subject teachers to be consolidated by the adviser. This Thinking Log bears no signatories. This shall be distributed together with the learning modules and can be retrieved together with the modules also. Sample is enclosed in this Memorandum.

- **Preparation of Individual Learning Monitoring Plan**

This plan shall be utilized to monitor learner progress based on the given intervention strategies. Further, this tool is used only for learners who are not showing progress in meeting the required learning competencies. Format of the Individual Learning Monitoring Plan and its explanation is enclosed in this Memorandum. This plan shall be prepared by the subject teachers and to be approved by school principal.

Class Program and School Program shall be submitted to the Division Office. While, Home Learning Plan and Individual Learning Monitoring Plan shall be until principals' office ready.


JONATHAN S. DELA PEÑA, PhD, CESO V
Schools Division Superintendent

JSD/CID/egd



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Enclosure No. 1 to Division Memo No. _____ s. 2020- Class Program for K to G 12

Class Program

Name of Class Adviser _____

Grade _____ Section _____

DAY	TIME	SUBJECTS	SUBJECT TEACHER/S
DAILY	7:30	Preparing the Learning Space	
Monday	8:00- 9:30	<i>English</i>	Mrs R. Sans
	9:30-9:45	Recess/Break	
	9:45- 12:00	<i>English</i>	Mrs. R. Sans
		Lunchbreak	
	1:30-4:30	<i>MAPEH</i>	Mr. J. Din
	4:30-	Fixing the Learning Space	
Tuesday			
Wednesday			
Thursday			
Friday			

Prepared by
School Head

Conforme
Subject Teacher

Reviewed:
PSDS

Recommending Approval
ASDS

Approved
SDS

1. Please indicate the schedule of distribution and retrieval of learning materials within the week. Suggestion:
Friday
2. For Senior High School, we shall have uniform subject offering throughout the division. Hence, subjects offered last school year in the first and second semesters shall be the same offering this school year.



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Enclosure No. 2 to Division Memo No. ____ s. 2020- School Program

General School Program

Grade Level _____

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 – 8:00	Preparation of Learning Space				
8:00 – 12:00	<i>English</i> Section <i>Honesty</i> Mrs. <i>Rose Sans</i>				
	<i>Filipino</i> Section <i>Prudence</i> Mrs.				
	<i>Aral Pan</i> Section- Mr.				
	<i>Math</i> Section- Ms				
1:30-4:30	MAPEH				
	EPP				
	EsP				
	Science				

Prepared by
School Head

Reviewed by
PSDS

Recommending Approval
ASDS

Approved
SDS



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Enclosure No. 3 to Division Memo No. _____ s. 2020- Home Learning Plan

Please see attached sample



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Enclosure No. 4 to Division Memo No. _____ s. 2020- Learner's Thinking Log

The Learner's Thinking Log is where the learners will write their reflection or insights for the subject for the day. This Thinking Log will be part of the Learner's Portfolio.

Thinking Log

Name of pupil _____

Grade _____ Section _____

Date/Day	Subject/s	My Reflection <i>(These are sample questions)</i>
Aug 24, 2020 Monday	English 8:00- 12:00 <i>(Based on the actual implemented class program)</i>	Things I learned today:
		Things I found interesting:
		Questions I still have:
		My most enjoyable experience in the lessons:
	MAPEH 1:30 – 4:30	Things I learned today:
		Things I found interesting:
		Questions I still have:
		My most enjoyable experience in the lessons:
Aug 25, 2020 Tuesday		



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Enclosure No. 5 to Division Memo No. _____ s. 2020- Individual Learning
Monitoring Plan

Please see attached sample



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Appendix D.

WEEKLY HOME LEARNING PLAN AND INDIVIDUAL MONITORING PLAN

1. DepEd Order 42, s. 2016 (Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program) provides the legal basis of lesson plan preparation for the basic education. It indicates the necessity of lesson planning as a “critical part of the teaching and learning process” (p.3) which serves as a guide for instruction and contains details of what a teacher and learners will do in order to meet the required learning competencies. Further, the same Order explains how the lesson plan should answer the following questions: (a) What should be taught?; (b) How should it be taught?; and, (c) How should learning be assessed?
2. Given the new context for learning and the unique procedures in every modality, the Weekly Home Learning Plan shall be developed following these procedures:
 - a. Refer to the Most Essential Learning Competencies (MELCs) in different subject areas.
 - b. Gather the self-learning modules and other learning materials needed for the self-paced learning mode. i.e., Distance Learning and Blended Learning Modalities.
 - c. Using the SLMs as reference, accomplish the Weekly Learning Plan by taking into consideration the learning competencies, key concepts/essential understandings, and the learning tasks/formative assessments needed to track learner’s progress in relation to the attainment of content standards.
 - d. Subject area teachers must collaborate to come up with a set of Weekly Home Learning Plans for one entire quarter/grading period by integrating all subjects in one learning plan.
 - e. When preparing the Weekly Home Learning Plan, teachers should be guided with a long-term vision of what they want their learners to master and achieve in terms of content and competencies at the end of the school year. Hence, they may start with an end in mind using a backward design.
 - f. Teachers are advised to adopt strategies that respect the unique contexts and diversity of learners in terms of their readiness, learning interest, and learning profile. Differentiated instruction may be manifested by giving respectful activities – interesting, engaging, challenging, through on-level tasks, above-level tasks, and below-level tasks to various groups of learners. This allows routes of access at varying levels so that every learner is appropriately challenged and comes away with pivotal skills and understanding.
 - g. In plotting the learning tasks, teachers should strike a balance between academic rigor and socio-emotional aspect of learning. Since the completion of learning tasks are done primarily at home, learners should be given the opportunity and flexibility to manage their own learning without sacrificing time-bound attainment of learning competencies.
3. The Weekly Home Learning Plan shall consist of the following parts:
 - a. *Learning Area* are the subjects prescribed to be taken by learners in a particular grade level or key stage.
 - b. *Learning Tasks* are formative learning opportunities created for learners to enhance their understanding of the content, which prompt them to engage intensively in the subject matter.

- c. *Learning Competencies* refers to the knowledge, understanding, skills, and attitudes that learners need to demonstrate in every lesson and/or learning activity (DO 8, s. 2015 Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program)
 - d. *Mode of Delivery* refers to the method of submission of learning outputs to include written work, products, and performances, preferred by the learner/parent based on their context/situation, e.g., online submission through email or LMS posting, personal submission by the parent to the teacher in school, etc.
4. The Weekly Home Learning Plan shall be communicated through the parents for their reference and guidance. Copies of the plans for the entire first quarter may be distributed to parents during the first Parent-Teacher Association (PTA) meeting before the start of the school year. They shall be given comprehensive and clear orientation by the school about the contents, purpose, and use of the learning plan by their children. Hence, it is highly encouraged that teachers shall have prepared the Weekly Home Learning Plans for the first quarter prior to the opening of classes. The Weekly Home Learning Plans for the succeeding quarters may be distributed in time for the quarterly homeroom meeting. The same process shall be followed in terms of orientation about its contents, purpose, and use.
 5. The Weekly Home Learning Plan shall aid teachers and parents in keeping track of the day-to-day in-school and off-school general learning processes as they implement the most suitable and feasible alternative learning modality based on the context of their school. It creates awareness among learners that they are responsible for what they learn.
 6. The Weekly Home Learning Plan shall be prepared by teachers implementing Distance and Blended Learning while the DLP or DLL which is prescribed in DepEd Order 42, s. 2016 otherwise known as the Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program shall be prepared by teachers implementing F2F learning.
 7. The Individual Learning Monitoring Plan, on the other hand, is a more specific tool which shall be used by teachers and learning facilitators for learners who lag behind as shown by the results of their formative and summative assessments. By providing intervention strategies for certain period, the Individual Learning Monitoring Plan serves as the document that will show if the learner has shown either mastery of the learning competencies, significant progress, or insignificant progress.
 8. For learners who are given intervention activities, their Weekly Home Learning Plan shall be adjusted to suit their comprehension level, i.e. they should be provided with tasks that are respectful of their cognitive ability but with the right amount of challenge, until such time that they are prepared to handle the norm learning tasks.
 9. The Individual Learning Monitoring Plan shall be utilized to monitor learner progress based on the given intervention strategies. Specifically, it shall be used to:
 - a. Serve as feedback data for learners who are provided with intervention activities;
 - b. Provide a mechanism of support to learners who are lagging behind as manifested by the results of formative and summative assessments which may be gathered through their portfolio or collected samples of learning outputs.
 - c. Make the parents/guardians aware of the academic progress of their children and encourage them to strengthen their involvement in guiding and supervising the learning of their children at home.

- d. Help decide on the effectiveness of the learning modality adopted for the learner and the possible modifications/adjustments that should be provided to improve learner's performance.
 - e. Guide teachers in adjusting learning content and tasks based on the characteristics, cognitive ability, readiness, interest, and profile of the learner.
10. The Individual Learning Monitoring Plan shall consist of the following parts:
- a. *Learner's Needs* refers to the gap between the required knowledge, skills, and attitudes described in the learning standard and the current status of the learner as evidenced by assessment results. These are the areas where the learners need help in a form of interventions to help them meet the required learning competencies.
 - b. *Intervention Strategies* is a program or set of steps to help learners improve at areas they struggle with. Intervention strategies may be any of the following form, but not limited to, (1) extending time of completion of tasks; (2) adjusting the level of difficulty of the learning contents/tasks; (3) providing more guided activities before proceeding to independent activities; (4) seeking for more supervised time with learning facilitator; (5) giving sample prototype learning outputs or models to serve as reference for his or her own work.
 - c. *Monitoring Date* refers to the date when the teacher has evaluated the results of learner's assessments after a sufficient time of implementing certain intervention strategies. Learner's assessments may be through portfolios to include learning outputs such as written work, products, and performances evaluated using rubrics. Testimonies of parents/guardians and learning facilitators regarding the learner's progress may also be considered as a matter of holistic assessment.
 - d. *Learner's Status* refers to how well the student learns as a result of the teaching-learning process in the learning delivery modality that he has chosen. It is determined after assessment of learning and completion of sufficient and appropriate intervention strategies.
 - e. *Insignificant Progress* refers to a status where a learner "did not meet expectations" of the learning standards and received a grade of 75 and below for the first quarter and did not improve performance in the succeeding quarters.
 - f. *Significant Progress* refers to a status where a learner has significantly improved performance after provision of intervention strategies by meeting learning standards as manifested by an increase in his assessment results, e.g., from "did not make expectations" in the previous quarter to "fairly satisfactory" with a grade scale of 75-79 in the succeeding quarter.
 - g. *Mastery* refers to a status where a learner has reached a level of mastery after provision of intervention strategies by meeting learning standards as manifested by an increase in the assessment results, e.g., from "did not meet expectations" or "fairly satisfactory" in the previous quarter to "satisfactory" with a grade scale of 80-84 or "very satisfactory" with a grade scale of 85-89 in the succeeding quarter, respectively.
11. It should be noted that the Individual Learning Monitoring Plan is used only for learners who are not showing progress in meeting the required learning competencies. Teachers with these kinds of learners are advised to prepare the Individual Monitoring Plan and communicate with their parents regularly through home visitation. Teachers may also call the parents for a meeting to discuss the intervention strategies and what they can do to strengthen their involvement in their child's learning. In case a face-to-face meeting is not

possible, teachers may communicate with parents through emails, phone call, social media private messages, SMS, or any other modes of communication available.

Appendix E.

SAMPLE WEEKLY HOME LEARNING PLAN
Grade 7
Week 1 Quarter 1
September 7 – 11, 2020

Day & Time	Learning Area	Learning Competency	Learning Tasks	Mode of Delivery
8:00 – 9:00	Wake up, make up your bed, eat breakfast and get ready for an awesome day!			
9:00 - 9:30	Have a short exercise/meditation/bonding with family.			
Monday 9:30 – 11:30	Mathematics	Illustrates well-defined sets, subsets, universal sets, null set, cardinality of sets, union and intersection of sets and the difference of two sets.	Consider the following sets: $U = \{a,b,c,d,e,f,g,h,i\}$ $A = \{a,b,c,d,e,f,g\}$ $B = \{\text{set of vowels}\}$ $C = \{\text{consonants}\}$ $D = \{a,b,i,j\}$ $E = \{f,a,c,e\}$ I. Present the following using Venn diagram. 1. Intersection of B and C 2. Union of D and E 3. Intersection of B, D, and E 4. A-D 5. (A intersection E) minus D	Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school. Have the parent hand-in the output to the teacher in school.

			<p>II. Answer the following</p> <ol style="list-style-type: none"> 1. What is the cardinality of Set B? 2. List down all the subsets of B. 	
11:30 - 1:00	LUNCH BREAK			
1:00 – 3:00	Filipino	<p>Nahihinuha ang kaugalian at kalagayang panlipunan ng lugar na pinagmulan ng kuwentong bayan batay sa mga pangyayari at usapan ng mga tauhan.</p>	<p>I. Basahin ang “Alamat ng Lawa ng Paoay” na matatagpuan sa https://mgakwentongalamatapilipinas.blogspot.com/</p> <p>Sagutin ang mga sumusunod na tanong:</p> <ol style="list-style-type: none"> 1. Tungkol saan ang alamat? 2. Anong mga ugali ang ipinakita ng mga tauhan sa alamat? 3. Sa paanong paraan natamo ang parusa o gantimpala ng mga tauhan sa alama? <p>II. Panoorin ang video clip na matatagpuan sa https://www.youtube.com/watch?v=VkDDyt7NIUk&t=13s</p> <p>Sagutin ang mga sumusunod na tanong:</p> <ol style="list-style-type: none"> 1. Tungkol saan ang video? 2. Anong ugali ng tauhan ang ipinakita sa video clip? 	<p>Ipasa ang output sa pamamagitan ng Google Classroom account na ibinigay ng guro o sa ibang platform na ginagamit ng paaralan</p> <p>Dalhin ng magulang ang output sa paaralan at ibigay sa guro.</p>

			<p>3. Paano nakaaapekto sa tauhan ang kasalukuyang kalagayan sa kanyan paniniwala? Paano ito nagbago?</p> <p>Susing salita: kultura, tradisyon, kalagayang panlipunan</p>	
<p>Tuesday</p> <p>9:30 – 11:30</p>	<p>Science</p>	<p>Describe the components of a scientific investigation.</p>	<p>An informative text explaining the process of scientific investigation (definition, types, components, and examples) is given to the learner through the school LMS.</p> <ol style="list-style-type: none"> 1. Given 2 scenarios of scientific experiments, identify and describe the component/s of scientific investigation that were used. 2. Given a science problem, design your investigation by providing the possible steps (components) in scientific investigation that will help you solve the problem. 	<p>Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school.</p> <p>Have the parent hand-in the output to the teacher in school.</p>

			Keywords: scientific method, hypothesis, variable, observation, prediction, conclusion	
11:30 – 1:00	LUNCH BREAK			
1:00 – 3:00	Edukasyon sa Pagpapakatao	Natatanggap ang mga pagbabagong nagaganap sa sarili na may pagtataya sa mga kilos tungo sa maayos na pagtupad ng kanyang mga tungkulin bilang nagdadalaga/nagbibinata.	<p>I.</p> <p>1. Magdikit ng iyong larawan sa kwaderno, ilarawan ang iyong sarili at isulat ito sa baba ng iyong larawan.</p> <p>2. Isulat ang mga pagbabagong sa iyong mula pagkabata hanggang sa kasalukuyan. Anu-ano ang mga napansin mong pagbabago?</p> <p>II. Kapanayamin ang dalawa hanggang tatlo na tulad mo ay nagdadalaga. Ang paksa ay tungkol sa paraan ng paglinang ng mga angkop na inaasahang kakayahan at kilos sa panahon ng pagdadalaga o pagbibinata. Bigyang puna ang mga paraan ng kanilang paglinang ng mga inaasahang kakayahan at kilos batay sa natutunan mo sa pamamagitan ng isang liham.</p>	<p>Ipasa ang output sa pamamagitan ng Google Classroom account na ibinigay ng guro o sa ibang platform na ginagamit ng paaralan.</p> <p>Dalhin ng magulang ang output sa paaralan at ibigay sa guro.</p>
Wednesday 9:30 – 11:30	English	Identify real or make-believe, fact or non-fact images.	1. Watch a slideshare presentation of “Real and Make-Believe” thru this URL https://www.slideshare.net	Send outputs to Google classroom account provided by the teacher or any

			<p><u>/donnaworker/real-or-make-believe</u></p> <p>2. Determine whether the following are considered real or make-believe.</p> <ul style="list-style-type: none"> a. people b. monsters c. dwarfs d. air e. superheroes f. Maria Makiling g. siblings h. astronauts i. Filipino mythical creatures j. earthquake <p>3. Think of 5 real and 5 make-believe images. Complete the chart below:</p> <table border="1" data-bbox="900 1285 1230 1659"> <thead> <tr> <th>Real</th> <th>Make-Believe</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>1.</td> </tr> <tr> <td>2.</td> <td>2.</td> </tr> <tr> <td>3.</td> <td>3.</td> </tr> <tr> <td>4.</td> <td>4.</td> </tr> <tr> <td>5.</td> <td>5.</td> </tr> </tbody> </table> <p>4. Read the epic Biag ni Lam-ang through this URL: https://www.unesco-ichcap.org/eng/ek/s</p>	Real	Make-Believe	1.	1.	2.	2.	3.	3.	4.	4.	5.	5.	<p>other platform recommended by the school.</p> <p>Have the parent hand-in the output to the teacher in school.</p>
Real	Make-Believe															
1.	1.															
2.	2.															
3.	3.															
4.	4.															
5.	5.															

			<p>ub3/pdf_file/domai n1/001_Biag_ni_L am-ang_Epic.pdf</p> <p>Do you think everything in the story could actually happen? Why or why not?</p>	
11:30 – 1:00	LUNCH BREAK			
1:00 – 3:00	TLE <i>(Sample Elective: Beauty Care)</i>	Explain basic concepts in Beauty Care (Nail Care) Services	<p>1. Watch the video thru this URL: https://youtu.be/KJ3B7-juTol</p> <p>2. Request your parent or sibling to take a video of yourself while explaining the basic concepts of beauty care based on the video that you have watched. If possible, show pictures or actual representations while explaining the concepts.</p>	<p>Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school.</p> <p>Have the parent hand-in the output to the teacher in school.</p>
Thursday 9:30 – 11:30	Araling Panlipunan	Naipapaliwanag ang konsepto ng Asya tungo sa paghahating heograpiko: Silangang Asya, Timog-Silangang Asya, Timog-Asya, Kanlurang Asya, Hilagang Asya at Hilaga/Gitnang Asya.	<p>1. Panoorin ang isang lecture video tungkol sa paghahating heograpikal ng Asya https://www.youtube.com/watch?v=g40GvRLAOCK&fbclid=IwAR0jLLced7TFn4H2UzJiCfLCp12b9QeTfgk7JtiE-EbtbhtAuVV00uRNFKE</p> <p>2. Kulayan ang mapa ng Asya ayon sa pagkakahati ng heograpiya nito. Sundin ang mga panuntunan sa kulay:</p> <p>a. Silangang Asya – pula</p>	<p>Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school.</p> <p>Have the parent hand-in the output to the teacher in school.</p>

			<ul style="list-style-type: none"> b. Timog-Silangang Asya – bughaw c. Timog-Asya – dilaw d. Kanlurang-Asya – berde e. Hilagang-Asya – kahel f. Hilagang Gitnang Asya – lila <p>3. Gumawa ng maikling comic strip na nagpapaliwanag ng paghahating heograpiko ng Asya.</p>	
11:30 – 1:00	LUNCH BREAK			
1:00 – 3:00 (one MAPEH component per week)	Music	Describes the musical characteristics of representative music selections from the lowlands of Luzon after listening	<p>1. Listen/watch videos of sample music of lowland in Luzon via youtube:</p> <p>(a) https://www.youtube.com/watch?v=SaRJCG4MWjY</p> <p>(b) https://www.youtube.com/watch?v=X15rbitppbA</p> <p>(c) https://www.youtube.com/watch?v=20p1QxBVZK4</p> <p>(d) https://www.youtube.com/watch?v=dmy9h1d9p50</p> <p>2. Describe the musical characteristics of the sample music hear/watched.</p> <p>Keywords: lowland Luzon, folksong, haran/kundiman</p>	<p>Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school.</p> <p>Have the parent hand-in the output to the teacher in school.</p>

	Arts	Analyzes elements and principles of art in the production of one's arts and crafts inspired by the arts of Luzon (highlands and lowlands)	<p>1. Using a Venn diagram, analyze the similarities and differences of the following art forms in terms of: (1) principles of design; (2) arts elements</p> <p>A. Sculptures of Cordillera vs. Paete Weaving Designs of Cordillera and Ilocos</p>	<p>Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school.</p> <p>Have the parent hand-in the output to the teacher in school.</p>
	Physical Education	Sets goals based on physical fitness assessment results	<p>Assumption: Learners have finished their personal fitness test.</p> <p>1. Write a Personal Contract based on the results of PF Test.</p> <p>I, _____, agree to increase my physical activity/ies particularly in _____ for _____ days per week. I will begin this program on _____ to reach my final goal by _____.</p> <p>My plans for increasing my Pas:</p> <p>a. _____</p> <p>_____</p> <p>b. _____</p> <p>_____</p> <p>Signed:</p> <p>Date:</p> <p>Witness:</p> <p>B. Date:</p>	<p>Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school.</p> <p>Have the parent hand-in the output to the teacher in school.</p>

	Health	Explains the dimensions of holistic health (physical, mental/intellectual, emotional, social, and moral-spiritual)	Create a visual representation of a healthy Grade 7 learner through drawing.	Send outputs to Google classroom account provided by the teacher or any other platform recommended by the school. Have the parent hand-in the output to the teacher in school.
Friday 9:30 – 11:30	Self-Assessment Tasks; Portfolio Preparation, e.g., Reflective Journal; Other Learning Area Tasks for Inclusive Education			
11:30 – 1:00	LUNCH BREAK			
1:00 – 3:00	Self-Assessment Tasks; Portfolio Preparation, e.g., Reflective Journal; Other Learning Area Tasks for Inclusive Education			
3:00 - onwards	FAMILY TIME			

Appendix F.

INDIVIDUAL LEARNING MONITORING PLAN

Learner's Name:						
Grade Level:						
Learning Area	Learner's Needs	Intervention Strategies Provided	Monitoring Date	Learner's Status		
				Insignificant Progress	Significant Progress	Mastery

Intervention Status	Learner is not making significant progress in a timely manner. Intervention strategies need to be revised.
	Learning is making significant progress. Continue with the learning plan. ■
	Learning as reached mastery of the competencies in learning plan. ■