

Chapter I: Department of Education’s Mission, Vision and Core Values Statement

1.1 Vision

We dream of Filipinos who passionately love their country and whose competencies and values enable them to realize their full potential and contribute meaningfully to building the nation.

As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

“We dream of Filipinos who passionately love their country” Dreaming big is never a waste of time. It projects the hope and confidence imbibed by the one who bears that dream. To realize that big dream, it is imperative for the dreamer to exert all efforts necessary for it to become a reality. The Department of Education is exerting the same efforts to mold young minds to become citizens who share the same love, respect and loyalty for their native land, fired by the same passionate zeal of our heroes. They are Filipinos who are nationalistic as they render great importance to what unifies the country despite the regional and linguistic differences. The faculty of Sto. Niño Senior High School share the same big dream espoused by the Vision of the Department of Education as they strive to produce graduates “who passionately love their country.

“and whose competencies and values enable them to realize their full potential” Every human being has his or her potentials. Every one of us is born with potentials. Filipinos have long been suppressed by centuries of colonial suppression and repression. It is through education that our forebears realized that they had the potentials. The potential to be knowledgeable of what is rightfully theirs to have with freedom being on the top of it all, the potential to express themselves without fear, the potential to be able to practice their beliefs without discrimination and the potential to enable themselves to work. Thus, the Department of Education, through its policies and regulations, strives to enable Filipinos to acquire the necessary competencies for their line of work and develop their values on firmly based on love for God and country. Sto. Niño Senior High School is one with the Department of Education in enabling its students with the required competencies and values necessary for higher studies, work and business.

“and contribute meaningfully to building the nation” Every citizen, who lives in a society where plurality and uniqueness abound, is expected to take part in developing and strengthening the very same society one is immersed in. Every Filipino is expected to take part in nation building in every way, big or small, while considering his or her own welfare at the same time. No matter how small or big are the contribution strengthening the country, it is the common effort of every Filipino that will propel us to reach the common goal in consideration for the common good.

“As a learner-centered public institution,” With the rate by which information is accumulated these days because of technology, education has evolved along to suit the needs and demands of the times. Education has come to consider the welfare of the learners. The holistic approach of learner-centered centered education is adopted by the Department of Education. Through its schools, they have become places that seek to engage the learners in a discussion of ideas and this inspires them with the desire to know more. In a learner-centered school, the curriculum is not something that is simply

passed along from teacher to student. It is a process through which learners are engaged in actively looking for answers, cooperatively working through problems, accessing information, synthesizing and analyzing it, presenting their ideas, testing them, and developing new questions to be explored. Sto. Niño Senior High School espouses the same process for the betterment of its learners.

“the Department of Education continuously improves itself to better serve its stakeholders.” Education is not an end by itself, it is continuous process. New information and updates in the different subject areas and trends in education happen constantly. In response to these, the Department of Education has taken upon itself to upgrade and update its teachers to various capacity building activities that effectively and efficiently to respond to the times. These are carried out with the different stakeholders in mind, primarily, the learners. Sto. Niño Senior High School, through the Administration, enable the faculty through periodic and special seminars and workshops. These are intended to equip them with the necessary information to keep them abreast with what is new in education.

1.2 Mission

To protect the right of every Filipino to quality, equitable, culture based, and complete basic education where;

- **Students learn in a child-friendly, gender sensitive, safe and motivating environment;**
- **Teachers facilitates learning and constantly nurture every learner;**
- **Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen**

Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

Right of every Filipino to Education. It is stipulated in the Section 1, Article XIV of the 1987 Constitution that, “The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all.” Therefore, in cognizance of the provision of the Philippine Constitution, Sto. Niño Senior High School exerts effort to make education accessible to all learners as far as its absorptive capacity would reasonably allow as it will not sacrifice quality over quantity when school efficiency and effectivity start to falter.

Equitable Education. Education is a fundamental human right and a public good. Equitable participation in quality education must be at the focus of the country’s sustainable development. It is the reason why education is a priority of the state and is borne on the shoulders of the Department of Education. Sto Niño Senior High School puts more emphasis on equity over equality, espousing fairness and common good among its personnel and learners, including the other stakeholders.

Quality Education. It is the kind of education that focuses on the whole child: the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. Education is not simply a content delivery system; rather, it is a system designed to help all children reach their full potential and enter society as full and productive citizens “who passionately love their country.” Sto. Niño Senior High School has been,

is still and will continuously seek to deliver quality education to its learners as it can do so, humanly possible.

Culture-based Education. It is the grounding of instruction and student learning in the values, norms, knowledge, beliefs, practices, and language that are the foundation of a culture. It encompasses the all the regions of the Philippine archipelago, considering the beliefs and practices that are distinct in each region, seeking to know and understand them in order to assimilate the various regional and ethnic groups living together with respect and rational tolerance. Sto. Niño Senior High School gives due attention and credence to the plurality of the Philippine society to its learners.

Complete Basic Education. This is an evolving program of instruction that is intended to provide learners with the opportunity to become responsible and respectful Filipino citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. The public school system has recently completed the long-desired free education from basic to higher education. Sto. Niño Senior High School takes pride in being part of the development of Filipinos in order to “realize their full potential and contribute meaningfully to building the nation.”

Students learn in a child-friendly, gender sensitive, safe and motivating environment. A child-friendly education gives an atmosphere of acceptance and rational tolerance in the school where the child is immersed in a learning environment where the learner feels safe, regardless of gender-preference and form of disability. Sto. Niño Senior High School upholds the welfare and safety of its learners, motivating and guiding them with positive discipline.

Teachers facilitates learning and constantly nurture every learner. Teachers are not mere educators, they are also mentors, guides, counselors, friends and parents to the learners. More than just spoon-feeding, the teachers facilitate learning by being guides and motivators for the learners, allowing them to know and understand the lesson by themselves, discover their potentials and enhance their skills. Sto. Niño Senior High School molds its learners to become mature and responsible individuals.

Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen. In any institution, the administration has the command responsibility for its effective and efficient operation. The Department of Education, through its regional, divisional and school offices, exercise responsible management and leadership to develop and sustain quality education for all Filipinos. Sto. Niño Senior High School, through its School Head and staff, has dedicated itself in maintaining the highest standards of Basic Education.

Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners. Education is not the sole responsibility of the teacher; it is a cooperative common responsibility involving all members of the school community and stakeholders. They are expected to meet, plan and work for the benefit of the learners. Responsibility rests among those who touch the lives of every learner. Sto. Niño Senior High School stands by with its stakeholders in upholding the development of its learners as everyone continuously learn in the bigger school called life.

1.3 Core Values

- **Maka-Diyos**
- **Makatao**
- **Makabayan**
- **Makakalikasan**

Maka-Diyos. Just as the Preamble of the 1987 Philippine Constitution acknowledges God as it states, “We the sovereign Filipino people, imploring the aid of the Divine Providence, the Department of Education, through its Core Values, recognizes and implores the presence of God. Sto. Niño Senior High School, likewise, recognizes and implores the guidance and blessing of God in all its undertakings and imbibes the respect and faith for him as part of the moral formation of its learners.

Makatao. The Department of Education accepts and upholds the dignity and rights of the Human Person, taking into consideration the challenges, issues and concerns affecting its learners brought about by the changing times. This is apparent in the lessons of Introduction to the Philosophy of the Human Person which is a core subject taken by all learners in every strand of Senior High School. Sto. Niño Senior High School accepts and upholds the dignity and rights of every Human Person in the school community and is dedicated in upholding, safeguarding and protecting them.

Makabayan. The rich culture and tradition of the Filipinos are highly regarded by the Department of Education and has set upon itself to preserve, propagate and safeguard our national identity which gives us the distinction of being truly Filipino. Sto. Niño Senior High School also gives high premium and regard for the rich culture and tradition both on the local and national levels through commemorative activities as indicated in the DepEd Order for the observation and celebration of different advocacies and commemorations.

Makakalikasan. With the unwarranted destruction of nature and downgrading of the world’s natural resources, the Department of Education has made it imperative to contribute to help lessen, if not stop, the destruction of our natural environment in our country. Through the concerted efforts of every school in the country, when put together, tantamount to a massive response and collective action in response to the call to save the planet and preserve whatever is left. Sto. Niño Senior High School, thought categorized as a small school, strives to be part in the common effort to save and preserve the natural environment through different activities that are part of various advocacy projects.

Chapter II: SCHOOL’S CURRENT SITUATION

2.1 School Profile

A. Geography

Sto. Niño Senior High School located inside the Sto. Niño Elementary School. Both schools are located in Sitio Ibayo, at the center of Barangay Sto. Niño. The school building is along J.P. Rizal Street which is the main street that stretches from the middle Chapel of Sto. Niño, East, going West towards Quirino Avenue after a bridge that spans Barangays Sto. Niño and Don Galo. The school is accessible from the East via the Ninoy Aquino Avenue and from West via Quirino Avenue.

Sto. Niño Senior High School is approximately 600 meters away from the old city center located in Barangay La Huerta. The school is nestled right inside the Sto. Niño Elementary School. The school is just 600 meters away from the two nearest private schools, St. Andrew’s School (SAS) and St. Paul’s College, Parañaque (SPCP) both of which are integrated schools with kindergarten, elementary, junior and senior high school departments. These schools are located in Barangay La Huerta and are accessible by foot, tricycle or jeepney.

The school is 2.4 kilometers away from the Public Schools District VIII Office which is inside Parañaque National High School-Main which is located along Dr. A. Santos Avenue (formerly Sucat Road), Barangay San Dionisio. It can be reached by a ten to fifteen-minute jeepney ride from the school. The Schools Division Office, which is located along Victor Medina Street (formerly Kabihasnan Road) in Barangay San Dionisio, is 1.7 kilometers away from the school. It can be reached via tricycle or jeepney.

B. Learning Environment

The four-story school building was inaugurated in 2015 and was occupied by Sto. Niño Senior High School in June 2016. For the current school year 2019-2020, there are 88 Grade 11 enrollees distributed to three sections with a learner to classroom ratio of 29 and 83 Grade 12 enrollees divided into two sections with a learner to classroom ratio of 42. Each class section occupies one functional classroom that is in good condition. Summing it up, there is a total of 171 enrollees who are using five functional classrooms with a learner to classroom ratio of 34. Every learner has his or her own seat for an ideal learner is to seat ratio of 1.

The school’s water supply is provided with local piped water from Maynilad which is functional except for intermittent announced water service interruptions due to chronic water shortage. The school building has functional handwashing (sink) facilities in every floor. Recently, an outdoor handwashing facility was built outside the building.

The school has one functional toilet each for male and female students with a learner to toilet ratio of 95 for male learners and a learner to toilet ratio of 76 for female students. The learner to toilet bowl ratio for male students is 47 while the learner to toilet bowl ratio for female students is 38.

As far as textbooks are concerned, Grade 11 has 443 textbooks in English, 194 textbooks in Mathematics, 261 textbooks in Science, 165 textbooks in Filipino and 123 textbooks in Reading covering almost all of the core subject areas whereas Grade 12 has only 132 textbooks in Science. Grade 12 is in need of textbooks in almost all of the core subject areas.

In terms of learning facilities and materials the school has fifty (50) netbook-tablets that was acquired just recently. Aside from that, four (4) 55" smart LED television sets were recently delivered. The school also has two (2) 32" smart LED television that are both in good condition. Included also is one new (1) Strobe Light and thirty (30) second-hand desk top computers with accessories.

There are several internet providers in the area where the school is located and these are served by PLDT-Smart and Globe. The school being served by PLDT-DSL but arrangements are being carried out for a new internet service provider. There are several internet WIFI-enabled stations and computer shops in the adjacent areas surrounding the school.

C. Teachers

The school has eleven (11) nationally-funded teachers for the current school year, five (5) of them are males and six (6) are females. The learner to teacher ratio is 15.5. There are no locally-subsidized or volunteer teachers. The school has no master teacher. There were eight (8) teachers in school year 2017-2018 five (5) of which have met the standards while three (3) have not met the standards, that is, on probation pending licensure examination. In the following school year, 2018-2019, there were eleven (11) teachers, six (6) of whom have met the standards while five (5) have not met the standards and are on probation pending licensure examination. For the current school year, 2019-2020, there are eleven (11) teachers, nine (9) of whom have met the standards while there are two (2) who have not met the standards and are on probation pending licensure examination.

The school has mechanisms for sustained school-based training. This is the annual Summer and Mid-School Year In-Service Training Program. The school did not use the National Competency-Based Teacher's Standard or NCBTS for planning programs for the improvement of the basic competencies of teachers. In lieu of the NCBTS, the school is utilizing the Results-based Performance Management System in assessing teacher competencies, the results of which are used in planning and preparing school-based training program content. The participation of teachers in District, Division, Regional and National level seminars and programs are being implemented to improve teachers' competencies.

D. Children Health and Safety

The school does not have any malnourished student for the current school year based on the assessment conducted by the school nurse during the semester not was there any report of suspected child-abuse victim among the students.

E. Status of Priority Improvement Projects or CI Projects

Priority Improvement Projects or CI Projects currently being planned and prepared for.

F. Stakeholder Support to Education

The school has conducted and is still conducting the annual Brigada Eskwela Program. Brigada Eskwela 2018 registered 852 volunteer hours, received the amount of Php8,164.00 as cash contribution, received Php57,813.00 worth of donated and solicited materials, equipment and supplies, and a registered attendance of 213 students, volunteers and stakeholders. In Brigada Eskwela 2019, the school registered 1,208 volunteer hours, amount in cash contribution still to be determined, received Php131,364.00 worth of donated and solicited materials, equipment and supplies, and a registered attendance of 302 students, volunteers and stakeholders.

G. Fund Sources

The school received the amount of Php425,600.00 of Maintenance and Other Operating Expenses or MOOE as appropriated by the General Appropriations Act of 2019.

2.2 SITUATION OF CHILDREN/LEARNERS: ACCESS - IN AND OUT OF SCHOOL

1. Children Not in School

The available data for children in school and not in school for Barangay Sto. Niño is the one provided by the Local Government Unit to the City Government of Parañaque. There are 1,816 children within the 6-12 years of age bracket and from them 198 are currently not enrolled which is 11 % of the total. For the 12-15 years age bracket there are 1,159 with 342 not enrolled in school which accounts for 30%. These is summed up for a total of 2,975 children who are aged 15 years and below with 540 of them not attending school accounting for 18%.

2. Children Enrolled in School

For children enrolled in school based on the same reference provided by the Local Government Unit, for the 1,816 children in the 6-12 years of age bracket there are 1,618 children are enrolled in school which is 89% of the total. For the 12-15 years age bracket there are 1,159 with 817 children enrolled in schools which is 70% of the total.

As for the enrollment of students in Sto. Niño Senior High School, in school year 2017-2018, there were 85 enrollees in Grade 11, 49 of which were male and 36 were female while there were 62 enrollees in Grade 12, 32 of which were male and 30 were female. Total enrollment was 147. In school year 2018-2019, there were 91 enrollees in Grade 11, 54 of which were male and 37 were female while there were 64 enrollees in Grade 12, 37 of which were male and 27 were female. Total enrollment was 155. In the current school year 2019-2020, there are 88 enrollees in Grade 11, 44 of which are male and 44 are female while there are 83

enrollees in Grade 12, 51 of which are male and 32 are female. Total enrollment is 171.

2.3 SITUATION OF CHILDREN/LEARNERS: ACCESS - ATTENDANCE AND RETENTION

1. Attendance

The total number of learners who are frequently absent from school year 2018-2019 was 42 from the 155 total enrolled learners which is 27% of the total number of learners. Of the 42 frequently absent learners, 27 of them are from Grade 11 which is 64% of the total number of frequently absent learners and 15 of them are from Grade 12 which is 36% of the total number of frequently absent learners.

2. Drop Out

In school year 2017-2018, there were 4 Grade 11 and 2 Grade 12 students who dropped out from school for a total of 6 students or 4% of learners who were enrolled. In school year 2018-2019, there were 3 Grade 11 and 1 Grade students who dropped out from school for a total of 4 students or 2.3% of learners who were enrolled.

2.4 SITUATION OF CHILDREN/LEARNERS: QUALITY

1. Promotion Graduation Rates

In school year 2017-2018, the Promotion Rate among female learners in Grade 11 was 100% while male learners had 96%. The composite Promotion Rate for Grade 11 was 98%. Graduation rate for both male and female learners in Grade 12 was 100%, composite Graduation Rate was 100%.

For school year 2018-2019, the Promotion Rate among female learners in Grade 11 was 83% and 79% for male learners. The composite Promotion Rate for Grade 11 was 81%. Graduation rate for female learners in Grade 12 was 90% and 92% for male learners, the composite Graduation Rate was 100%.

2. Mean Percentage Score

The MPS of Grade 11 and Grade 12 during the first semester of the current school year showed below average mark. Only the subjects *Komunikasyon* at *Pananaliksik sa Wikang Filipino* and *Personal Development* got more than 70 MPS and the rest got very low scores

3. Level of Mastery

In the First semester of S.Y. 2019-2020, the competencies that were mastered by grade 11 and 12 students as reflected in their first and second periodical test was only 15.2%

4. Awards and Recognition

Since the school is relatively new, it only won few contests in the previous two years. One of which is the Extemporaneous Speaking contest in the district level

of Innerwheel Philippines. The school has also several volleyball varsity players who competed to the district and division Palaro.

Priority Improvement Areas

1. High Dropout Rate
2. High number of students who were frequently absent
3. Very low MPS and Level of Mastery
4. Lack of Learning Resource Center / Library where teachers and students can access to learning and instructional resources
5. Competencies of teachers in their area of specialization

Chapter III: PLAN

SCHOOL IMPROVEMENT PLANNING
PLANNING WORKSHEET

Instruction: Align your input into the appropriate learning stage and intermediate outcomes.

PLANNING WORKSHEET for ACCESS AND QUALITY					
DEPED INTERMEDIATE OUTCOMES	PRIORITY IMPROVEMENT AREA	GENERAL OBJECTIVE / S	ROOT CAUSE / S	TIME FRAME	
				SY 19-20	SY 20-21
IO1: Learners are in school and learning centers	High dropout rate	To attain at least 0.5% dropout rate	Lack of school mechanism to identify and help student-at-risk of dropping out		
			Lack of coordination between advisers, subject teachers and parents to solve dropout problem	✓	✓
			Lack of remedial activities to student-at-risk		
			Weak advocacy campaign to reduce dropouts		
IO1: Learners are in school and learning centers	High number of student absences	To reduce the number/rate of students who are frequently absent from 27% to at least 12%	Lack of school mechanism to reduce absenteeism		
			Lack of consistency in checking the attendance and following-up the habitual absentees through guidance counselling, and parent conference	✓	✓

			No reward system for students with perfect attendance and sections with least percentage of absenteeism and tardiness			
IO5: Learners attain learning standards	Low achievement rate and level of mastery	Increase achievement rate (MPS) to 75 in all learning areas 50% increase on level of mastery per learning area	No established remediation program Lack of modules and worksheets for remediation	✓	✓	✓

PLANNING WORKSHEET for GOVERNANCE						
DEPED INTERMEDIATE OUTCOMES	PRIORITY IMPROVEMENT AREA	GENERAL OBJECTIVE / S	ROOT CAUSE / S	TIME FRAME		
				SY 19-20	SY 20-21	SY 21-22
IO1: Education leaders and managers practice participative and inclusive management processes	Teachers' competence on their area of specialization, pedagogy and professionalism	To reorient teachers on their duties and responsibilities as a public school teacher and enhance their skills and competencies in their areas of specialization through improved LAC	No sense of shared governance and desire to improve No deep understanding of the PPST and RPMS process Very few sessions for Learning Action Cell Lack of systematic application of what has been learned from the LAC to actual classroom teaching	✓	✓	✓

IO3: Growing number of stakeholders actively participate and collaborate in convergence mechanisms at all levels	Lack of Library/Learning Resource Center	To establish and maintain a Learning Resource Center through partnerships Provide access to students and teachers to digital learning and instructional resources to improve achievement rate	Lack of peer mentoring and insight sharing through group observations Lack of equipment and LRC materials Weak partnership/stakeholders' program						

ANNUAL IMPLEMENTATION PLAN

Fiscal Year 2020

Instruction: List down the activities that are required in each school year to implement the school improvement projects. Indicated for every activity are the schedule and venue, budget, and the person(s) responsible.

SCHOOL IMPROVEMENT PROJECT TITLE	PROJECT OBJECTIVE	OUTPUT FOR THE YEAR	ACTIVITIES	PERSON(S) RESPONSIBLE	SCHEDULE/ VENUE	BUDGET PER ACTIVITY	BUDGET SOURCE
Provision of Equitable ACCESS							
1.K-12 Enhanced Basic Education Program - Early Registration	Increase the participation rate by expanding service coverage area of basic education	All school aged children in the catchment area should be in school	-Orientation for teachers assigned for early registration	School Head	3 rd week of January/LRC		
			-Advocacy campaign for enrollment during school programs	Guidance Teacher	January-December		
			-National Early Registration	Grade 11 Advisers	Last Saturday of January/ Guidance office	3,000	MOOE
			-Monitoring	School Head			
			-Recognition Ceremony	All Advisers School Head	First week of April/AVR	3,000	MOOE
	Achieve 96% promotion and graduation rate		Graduation Program	School Head		7,000	MOOE

Reduction and Management)	absent from 27% to at least 12%	absent to at least 20%	-Rewarding of sections with least percentage of absenteeism and tardiness -Guidance counselling of habitual absentees and parent conference/home visitations	Every first Monday during flag ceremony January-December	-Project team members -Guidance counselors - Avvisers	5,000	MOOE
QUALITY and Relevance of Basic Education							
1.Remedial Program -Project FIRST (Follow-up, Intervention and Remediation for Student Transformation)	-Increase achievement rate (MPS) to 75 in all learning areas 50% increase on level of mastery per learning area	-Attain at least 70 MPS in all learning areas 25% increase on level of mastery per learning area	-Identifying non-performing students in every grade level/ subject areas -Development and reproduction of modules/worksheets -Classifying learners who will undergo remediation based on the root cause of failing grade (Lack of compliance, poor class performance, absenteeism)	-Subject teachers -Subject teachers - School Head	Third week of July June-December 3 rd week of July	5,000	MOOE

2.Learning Assessment Program	To increase achievement rate in all learning areas			<div>-Giving of appropriate intervention/ remediation to students according to root cause</div> <div>-awarding of most improved student from those who will take the remediation program</div> <div>-Monitoring and supervision</div>	<div>-Quality meetings with teachers</div> <div>-Provide table of specification</div> <div>-Reproduction of Test Materials</div> <div>-Monitoring and evaluation of the individual progress of learners</div>	<div>-School head</div> <div>-Subject teachers</div> <div>-School head -clerk</div> <div>-School head -Subject teachers</div>	<div>July-December</div> <div>August-December AVR</div> <div>August-December</div>	2,000	Canteen

3.Computerization Program/E-Learning Program	Continue the implementation of the E-Learning Program	100% of the students are computer literate and can access to Quipper and Technokids	-holding of Technokids class -Orientation/ Enhancement of teachers' knowledge on the use of Quipper -Subscription for internet connectivity	-ICT teacher -Quipper Coordinator -Subject teachers -School head -ICT teacher -School head	January-March/ Computer Lab. June/LRC January- December	42,000	MOOE
-Technokids -Quipper -Internet Connection							
4.Sports Development	Intensify sports development program	At least 95% of students participate in the intramurals	Holding of school Intramurals	-School Head -PE Teacher -PE teacher	November/ Sto. Nino HS Gym	4,000 1,000	MOOE Canteen

5.Learners Development Program	Enhance students' capability in journalism and leadership to increase achievement rate	5 students will compete in the cluster/division sports competition	Selection and training of prospective athletes						
-Journalism		Publication of first issue of school paper	-training of selected student-writers	-School Paper adviser	January/LRC	1,000	Canteen		
-Leadership		Election and training of SSG officers	-reproduction of the school paper	-School Paper adviser	March	3,000	MOOE		
			-Election of SSG officers	-SSG adviser	February				
			-Participation of SSG officers to school and division training/activity	-SSG adviser -SSG officers	June-December	1,000	Canteen		
6.Immersion Program	Attain 100% participation and completion rate of grade 12	Attain 100% participation and completion rate of grade 12	-Establishing partnership and signing of MOA	-Partnership focal person					

	students in the immersion program	students in the immersion program	-Grade 12 immersion to selected partners	-Immersion teacher	January		
7.School Health Program	Intensify and improve health program to increase improvement rate	Lecture/ seminar will be conducted about the illegal use of prohibited drugs					
-Clinic Services			-Procurement of medicines/First Aid kit	-School nurse -School head	January, June, September	4,000	Canteen
-Wins and Wash			-Procurement of hand soaps, sanitary pads	-Focal Person	January-December	2,000	Canteen
-Drug Prevention			-Lecture/Seminar on illegal drugs		School AVR		
-Anti-Smoking Campaign			-Advocacy Campaign against Smoking		January-December	2,000	MOOE
			-Monitoring/ Checking of establishments selling tobacco near the school		January-December		
				Focal person			

-Cleanest Classroom Contest			-Launching of the contest -Monitoring andChecking of the classrooms during first period, after recess and dismissal time -Awarding and Passing of Banner for the cleanest classroom and awarding of certificates and tokens	Focal person	First flag ceremony of January	
8.Go Green School Program -Gulavan sa Paaralan -Ecosavers Program -Greening/ beautification program	To establish Go Green Program and Ecosavers Program and to intensify Gulavan sa Paaralan To establish proper waste disposal and management and maintain a clean and	Establishment of Ecosavers Program and Proper Waste Disposal Program	-Procurement of gardening tools, pots and seedlings -Clean-up drive -Seminar on proper waste disposal -Proper waste segregation	-Focal person -School head -School head -Focal person	February, July May, December June/ AVR June-December	5,000 MOOE

	healthy learning environment		campaign/ Implementation		April-June	7,000	MOOE
			-procurement of indoor /ornamental plants				
9.SDRRMC Program	-Sustain school disaster risk reduction and management program	-Sustain school disaster risk reduction and management program	-Earthquake Drill -Advocacy campaign -Lecture / Seminar on the Different precautionary measures during earthquake, fire or typhoon	-SDRRMC Coordinator -School head	January-December January-December June	3,000	MOOE
10.Project SLAC + GO (School Learning Action Cell plus Group Observation)	To reorient teachers on their duties and responsibilities as a public school teacher and enhance	Established improved Learning Action Cell	-Identifying topics to be included in the LAC focusing teachers' competency and professionalism -SLAC sessions	-School head/LAC leader and teachers	January	5,000	MOOE

11. Other School-Based Continuing Professional Development Program	their skills and competencies in their areas of specialization through improved LAC Enhance teachers' professionalism, skills and competence on their areas of specialization and increase student achievement rate	Implementation and enhancement of School-Based Continuing Professional Development Program	<div>-Applying learnings in LACs in classroom teaching and group observation</div> <div>-Group post-conference and evaluation</div>	<div>-School head</div>	<div>1st and 3rd Fridays of June to December/LRC</div> <div>2nd and 4th Fridays of June to December/LRC</div> <div>2nd and 4th Fridays of June to December/LRC</div>	MOOE
			<div>-Training needs assessment</div> <div>-In-Service Training</div>	<div>-School head</div> <div>-L&D Chairman</div>	<div>May</div> <div>May, October</div>	15,000
			<div>-TIP/PPST Training sessions</div> <div>-Coaching and mentoring</div>	<div>-School head</div> <div>-Focal person</div>	<div>January-December</div>	2,000
				-School head	January-December	Canteen
				-Mentors		

12. Child Protection Program	Establish Child Protection Committee	Craft and implement School Protection Policy	<div>-Monitoring and evaluation</div> <div>-Incentive program for outstanding teachers</div> <div>-Year-end Evaluation</div> <div>-Establishment of Child Protection Committee and meeting of members</div> <div>-Crafting and Finalization of school Child Protection Policy</div> <div>-Advocacy Campaign for Child Protection</div>	<div>-School head</div> <div>-School head</div> <div>-School head</div> <div>-School head</div> <div>-School head -Committee members</div> <div>-School head -Committee members</div>	<div>January-December</div> <div>May, October</div> <div>December</div> <div>June</div> <div>June</div> <div>June-December</div>	<div>5,000</div> <div>5,000</div> <div>4,000</div>	MOOE
13. GAD	To intensify awareness on Gender and Development	11 teachers and 14 non-teaching personnel attended GAD seminar	<div>-Attend GAD seminar</div> <div>-Maintenance of Comfort Rooms in line with GAD mandates</div>	<div>-GAD Committee</div> <div>-School head</div>	<div>May</div> <div>-January-December</div>	<div>20,000</div>	MOOE

14. Conduct of monthly subject-based activities/National Celebrations	Improve students' skills and academic competencies through subject-based activities and increase achievement rate	Subject-based contests and activities	-Buwan ng Wika -Science and Math Month -English Month -Nutrition Month -World Teachers Day	-Filipino teacher -Science and Math teacher -English Teachers -SSG adviser -SSG Officers -School Head -Teachers	August September November-December July October	4,000 4,000 4,000 4,000	MOOE MOOE MOOE MOOE
15. Guidance Program	Intensify career guidance program	-Conducted Career orientations and College and Middle level skills expo	-College and Middle level Skills Expo -Career Orientations	-Guidance teacher -Guidance Teacher	February October, February	2,000 4,000	MOOE MOOE
GOVERNANCE of Basic Education							
1. Project PAIR-SNSHS (Partnership for Academic and Instructional Resources)	Establish School Learning Resource Center through Partnership and increase Achievement Rate	Receiving of donated learning equipment for school LRC through Project PAIR-SNSHS and start of its operation	-Installation of donated equipment in the LRC -Inauguration/ opening of the LRC	-School head -LRC Focal person -School head -Focal person	January February	145,000 5,000	Donation MOOE

				-Provision of LRC office supply	-School head	February, June, September		
2.School Rehabilitation and Maintenance Services Program	Improve learning facilities and offices	Improve learning facilities and offices	Improve learning facilities and offices	-Repair of electrical wirings	-School Head	February	15,000	MOOE
				-Maintenance of Aircons	-Property Custodian	April	4,000	MOOE
				-Fabrication and installment of aluminum bulletin board	-School head -Property Custodian	April	20,000	MOOE
				-Repair of Comfort Rooms of school building	-School head -Property Custodian	May	10,000	MOOE
3.Research and Development Program	Conduct school- based action research and increase achievement rate	2 teachers will conduct action research		-Identify teachers who will conduct action research	-School head	January-December		
4.ADOPT-A- SCHOOL Program -Brigada Eskwela	Intensify Adopt- A-School Program/ Brigada Eskwela and to increase participation rate	2 NGO's will adopt the school and Brigada Eskwela will be intensified		-Invite NGO's, LGU officials and private organizations	-School head -Adopt-A- School Coordinator	January-December		
				-Preparations for Brigada Eskwela		January-April	3,000	MOOE

				Brigada Eskwela focal person	May		Donation
5. Performance Management System (RPMS)	Effectively implement RPMS and improve teachers' performance	All 11 teachers will implement and follow the guidelines of RPMS	- Brigada Eskwela Week - Reorient teachers on RPMS and IPCRF - Observe, evaluate and mentor teachers - Provision of clear book for the portfolio	- School head	May		
				- School head	January-December		
				- School head	June		
				- School head	January-December	3,000	MOOE
6. School Operation	Ensure effective and efficient delivery of services	Ensure effective and efficient delivery of services for the year	- Operational meetings (Faculty and Non-Teaching - Representation Expenses - Travelling/ Transportation Expenses - Procurement of common office supplies, Equipment, and other Supplies and Materials	- School head	January-December	10,000	MOOE
				- School head	January-December	24,000	Canteen
				- Liaison officer	January-December	2,000	MOOE
				- Property Custodian - Property Custodian	January-December	174,788	MOOE

				-Telephone -Fidelity Bond -Prepaid load	-Property Custodian -School Head	January-December	20,000 5,775 3,600	MOOE MOOE MOOE
7.Trainings, seminars and workshops	Enhance the school head and teachers competence by attending training and seminars	Enhanced school head and teachers' skills and competence	Registration and attendance to seminars and trainings	-School head -Teachers			10,000	MOOE
8.Other training programs	Enhance the school head and teachers competence by attending training and seminars	Enhanced school head and teachers' skills and competence	Registration and attendance to seminars and trainings	-School head -Teachers			6,000	MOOE

FUNDS	TOTAL AMOUNT
MOOE	470,400
Canteen	37,000
Donations	145,000
TOTAL	652,400

Prepared by:

RUEL A. GRAFIL
MT II / OIC Principal

Recommending Approval:

DR. MARILYN B. TIMTIMAN
Chief
School Governance and Operations Division

Date

Approved by:

EVANGELINE P. LADINES, CESO V
Schools Division Superintendent

Date

Project Title: Oplan SAvED

Problem Statement: High Dropout Rate of 2.3%

Project Objective Statement: Reduce dropout rate to 1.5%

Root Causes: Lack of coordination between advisers, subject teachers and parents to solve dropout problem, Lack of school mechanism to identify and help student-at-risk of dropping out, Lack of remedial activities to student-at-risk, Weak advocacy campaign to reduce dropouts

Project Work Plan and Budget Matrix

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
Identify students-at-risk of dropping out	List of students-at-risk of dropping out	July-February	Advisers	-	-
Conduct meetings with teachers and parents	Collaborative plan on saving students-at-risk of dropping out	July-February	All teachers Project team Guidance teacher	-	-
Conduct advocacy campaign	Tarpaulin, Homeroom Guidance	June-March	Project team	2,000	MOOE
Home visit students who have 3 consecutive absences without notice and provide them with study guides	Home visitations to all students-at-risk	July-March	Advisers Subject teachers	-	-
Monitoring and evaluation	Updated record	July-March	Focal person	-	-

Project Title: Project ALARM

Problem Statement: High Rate of Absenteeism

Project Objective Statement: Reduce Rate of students who are frequently absent from 27% to at least 20%

Root Causes: Lack of consistency in checking the attendance and following-up the habitual absentees through guidance counselling, and parent conference, No reward system for students with perfect attendance and sections with least percentage of absenteeism and tardiness

Project Work Plan and Budget Matrix

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
Consistent and accurate checking and monitoring of student attendance	Accurate and updated attendance record and SF2	June-March	Advisers	-	-
-Guidance counselling of habitual absentees and parent conference/home visitations	Accurate and updated guidance record	July-February	Guidance teacher Advisers	-	-
-Rewarding of students with perfect attendance (No absent and tardiness) -Rewarding of sections with least percentage of absenteeism and tardiness	Awarding every 1 st Monday during flag ceremony	June-March	Project team	5,000	MOOE

Project Title: Project FIRST

Problem Statement: Low achievement rate (MPS) and Mastery level of grade 11 and 12 students

Project Objective Statement: Increase achievement rate (MPS) to 75 in all learning areas and 50% increase on level of mastery per learning area

Root Causes: No established remediation program, Lack of modules and worksheets for remediation

Project Work Plan and Budget Matrix

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
-Identifying non-performing students in every grade level/subject areas	List of non-performing students in every grade level/subject areas	July-February	Subject teachers	-	-
-Development and reproduction of modules/worksheets	Remediation modules	July-September	All teachers Project team	4,000	MOOE
Classifying learners who will undergo remediation based on the root cause of failing grade (Lack of compliance, poor class performance, absenteeism)	List of remediation students according to classification	June-February	Project team Subject teachers	-	-
Giving of appropriate intervention/ remediation to students according to root cause	Actual intervention/ Remediation by teachers	July-March	Subject teachers	-	-
-awarding of most improved student from those who will take the remediation program	-awarding of most improved student from those who will take the remediation program	July-March	Focal persons	1,000	MOOE
-Monitoring and supervision	Updated record	July-March	Project team		

Project Title: Project SLAC + GO

Problem Statement: Teachers’ competence on their area of specialization, pedagogy and professionalism

Project Objective Statement: To reorient teachers on their duties and responsibilities as a public school teacher and enhance their skills and competencies in their areas of specialization through improved LAC

Root Causes: No sense of shared governance and desire to improve, No deep understanding of the PPST and RPMS process, Very few sessions for Learning Action Cell, Lack of systematic application of what has been learned from the LAC to actual classroom teaching, Lack of peer mentoring and insight sharing through group observations

Project Work Plan and Budget Matrix

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
-Identifying topics to be included in the LAC focusing teachers’ competency and professionalism	List of topics to be discussed during LACs	January	School head teachers	-	-
SLAC sessions	Learnings from LAC Assigned teacher who will demo teaching	1 st and 3 rd Fridays of January to December	All teachers School head	5,000	MOOE
-Applying learnings in LACs in classroom teaching and group observation	Demonstration teaching Group observation	2 nd and 4 th Fridays of June to December	Demo teacher	-	-
-Group post-conference and evaluation	Helpful feedbacks and reflections	2 nd and 4 th Fridays of June to December	LAC leader Teachers	-	-

Project Title: Project PAIR-SNSHS

Problem Statement: Lack of Library/Learning Resource Center

Project Objective Statement: Establish School Learning Resource Center through Partnership and increase Achievement Rate

Root Causes: Lack of equipment and LRC materials, Weak partnership/stakeholders' program

Project Work Plan and Budget Matrix

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source
-Receiving and Installation of donated equipment in the LRC	New LRC for the school	January	School head Property Custodian	145,000	Donation
Inauguration/ opening of the LRC	Start of LRC operation	July-February	School head LRC focal person	5,000	MOOE
-Provision of LRC office supply	Availability of common office supply	June-March	Property custodian	5,000	MOOE

Chapter 4. Monitoring and Evaluation

Project Monitoring Report Form

Scheduled Dates of Monitoring
Mid-year: October 2020

Year End: March 2020

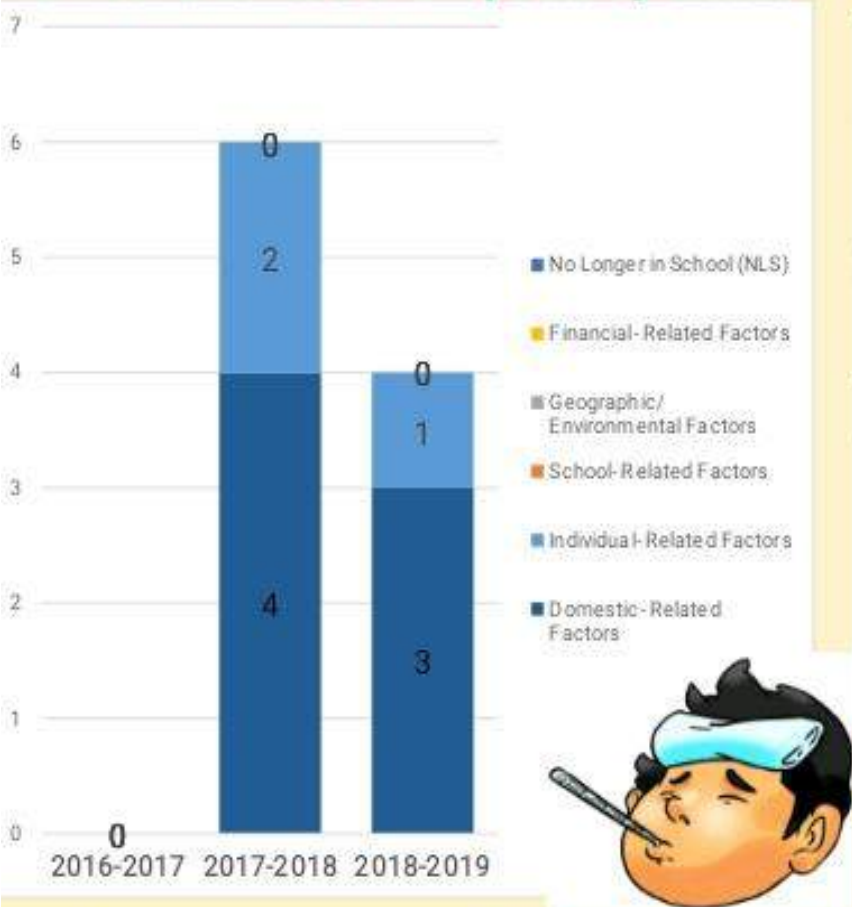
(1) Name of Project	(2) Project Objectives and Targets	(3) Date of Monitoring	(4) Accomplishments/Challenges	(5) Issues/Problems/Challenges	(6) Recommendations/Action Points	(7) Signature of SPT and Project Team Leader
Oplan SAVED (School's Action to resolve and End Dropping out of students	To establish a mechanism of identifying and helping students-at-risk of dropping out To reduce dropout rate to 1.5% this year.					
Project ALARM (Absenteeism of Learners: Awareness, Reduction and Management)	To strengthen the collaboration of advisers, subject teachers, guidance teachers and parents in giving solutions to absenteeism Rewarding of students with no absent and tardiness and sections with least percentage of absenteeism and tardiness					

List of Acronyms

- AIP – Annual Implementation Plan
- DepEd – Department of Education
- EBEIS – Enhanced Basic Education Information System
- LACs – Learning Action Cells
- PIAs – Priority Improvement Areas
- SBM – School-Based Management
- SDO – School’s Division Office
- SPT – School-Community Planning Team
- SRC – School Report Card

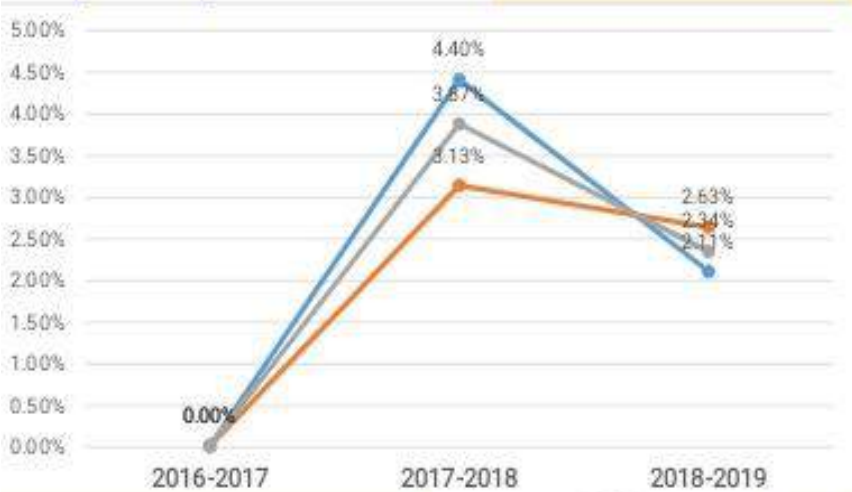
Tables and Illustrations

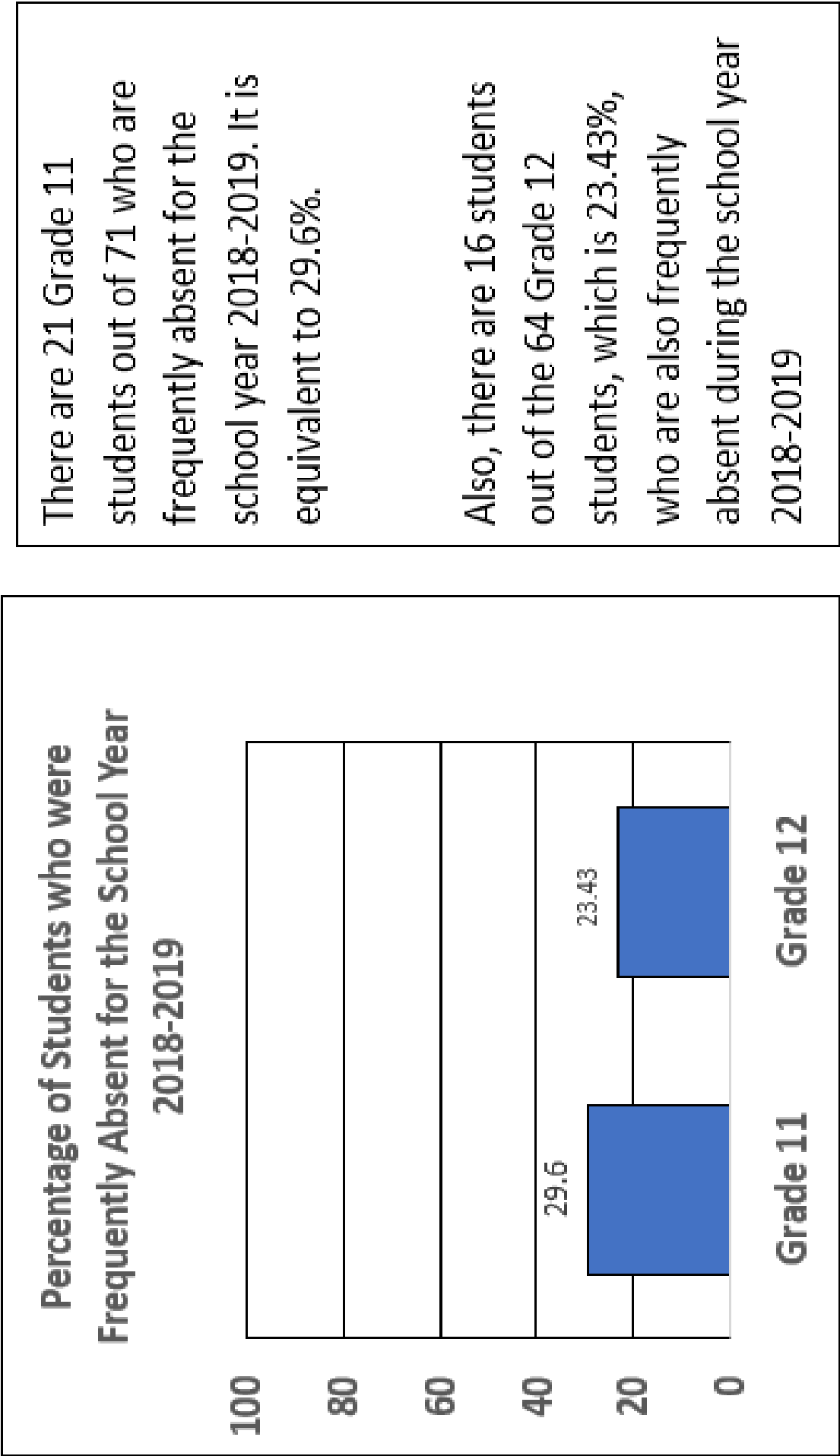
Number and Rate of Dropouts by Cause

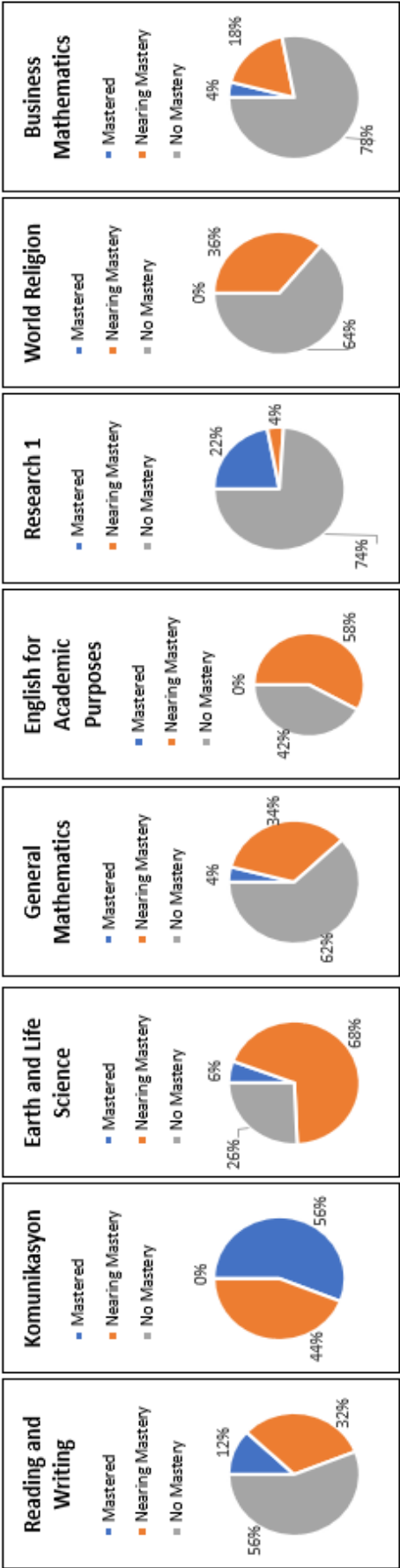
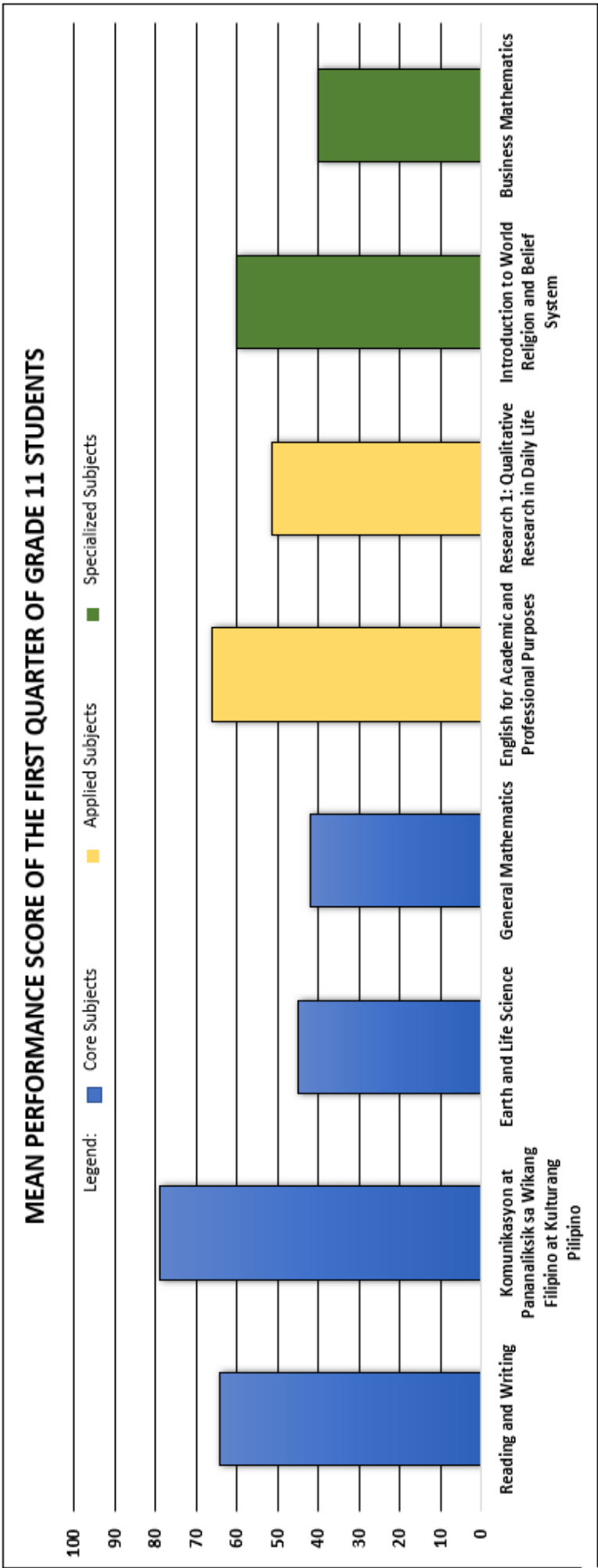


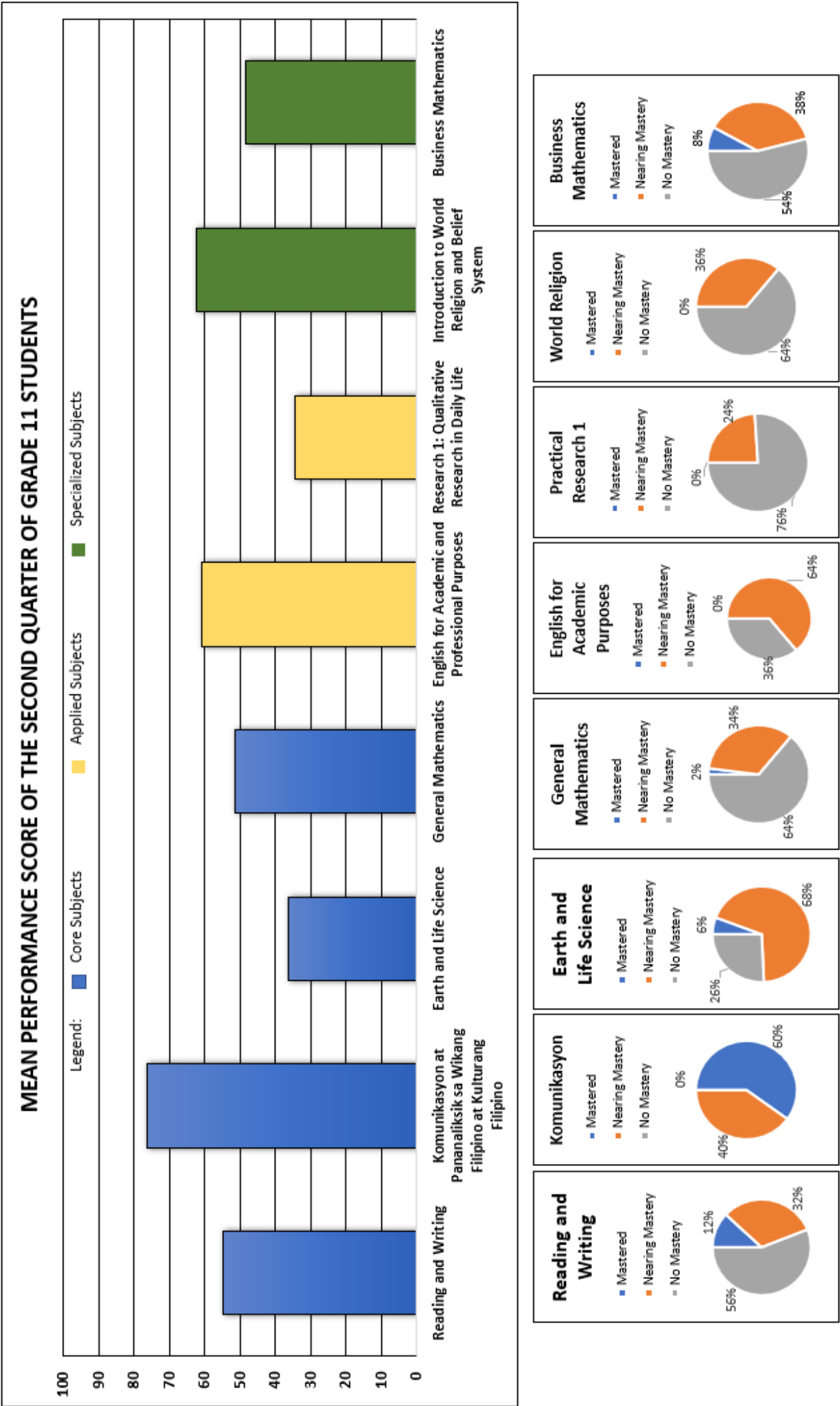
The dropout rate of the school for S.Y. 2018-2019 is 2.34 percent or (4 out of 171) as compared to the dropout rate of S.Y. 2017-2018 which is 3.87 percent or (6 out of 155) The most pressing cause is Domestic-Related Factors

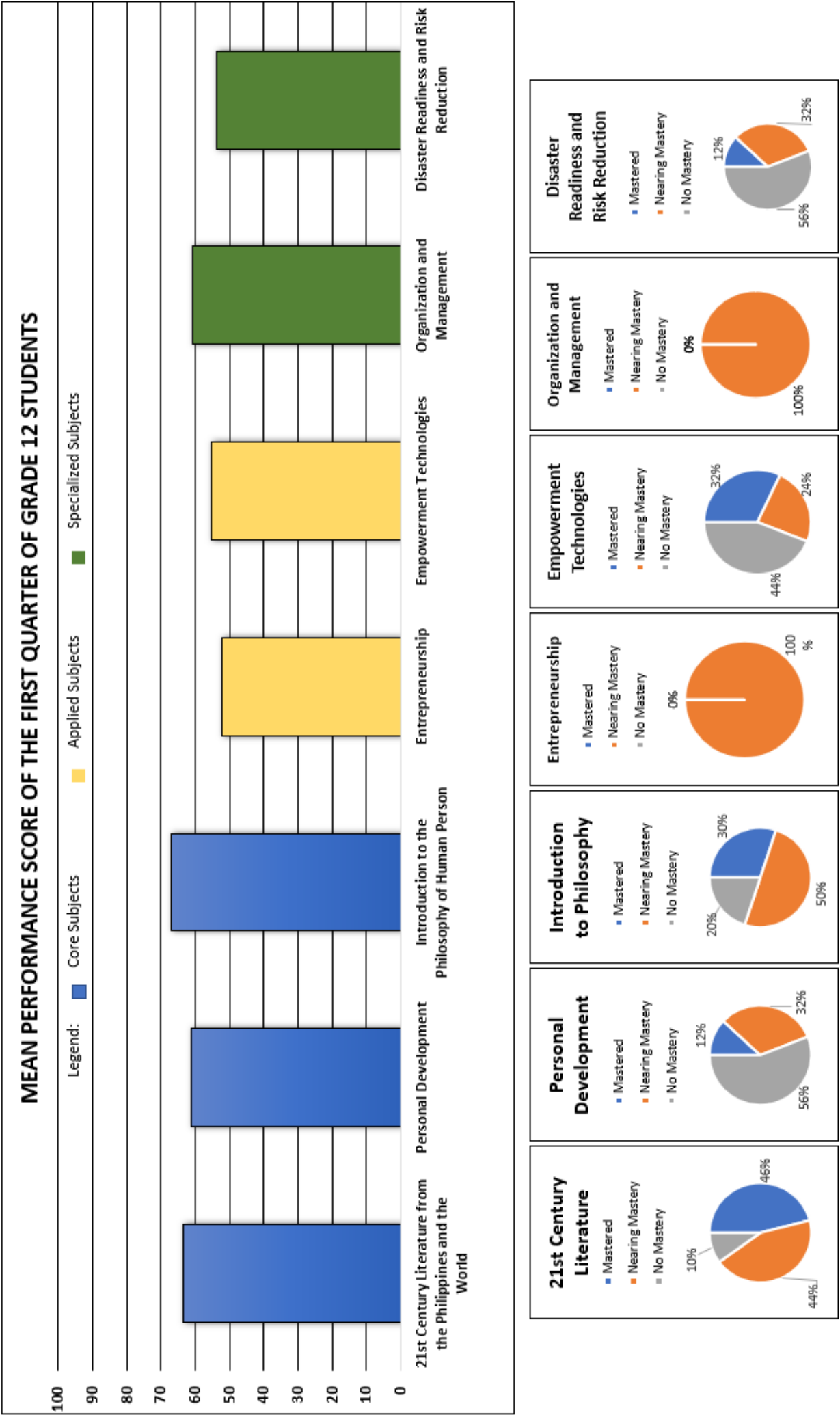
Simple Dropout Rate

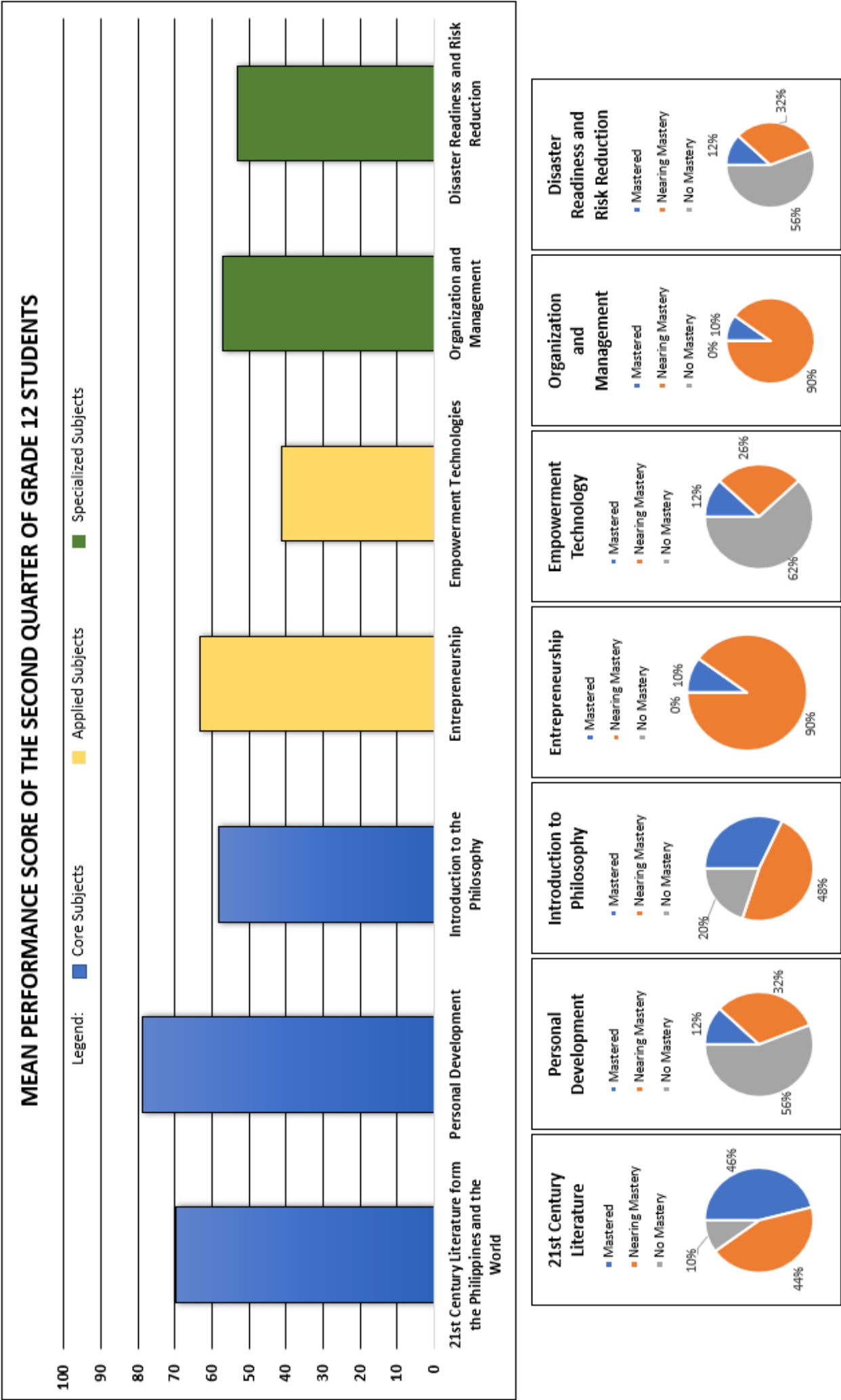




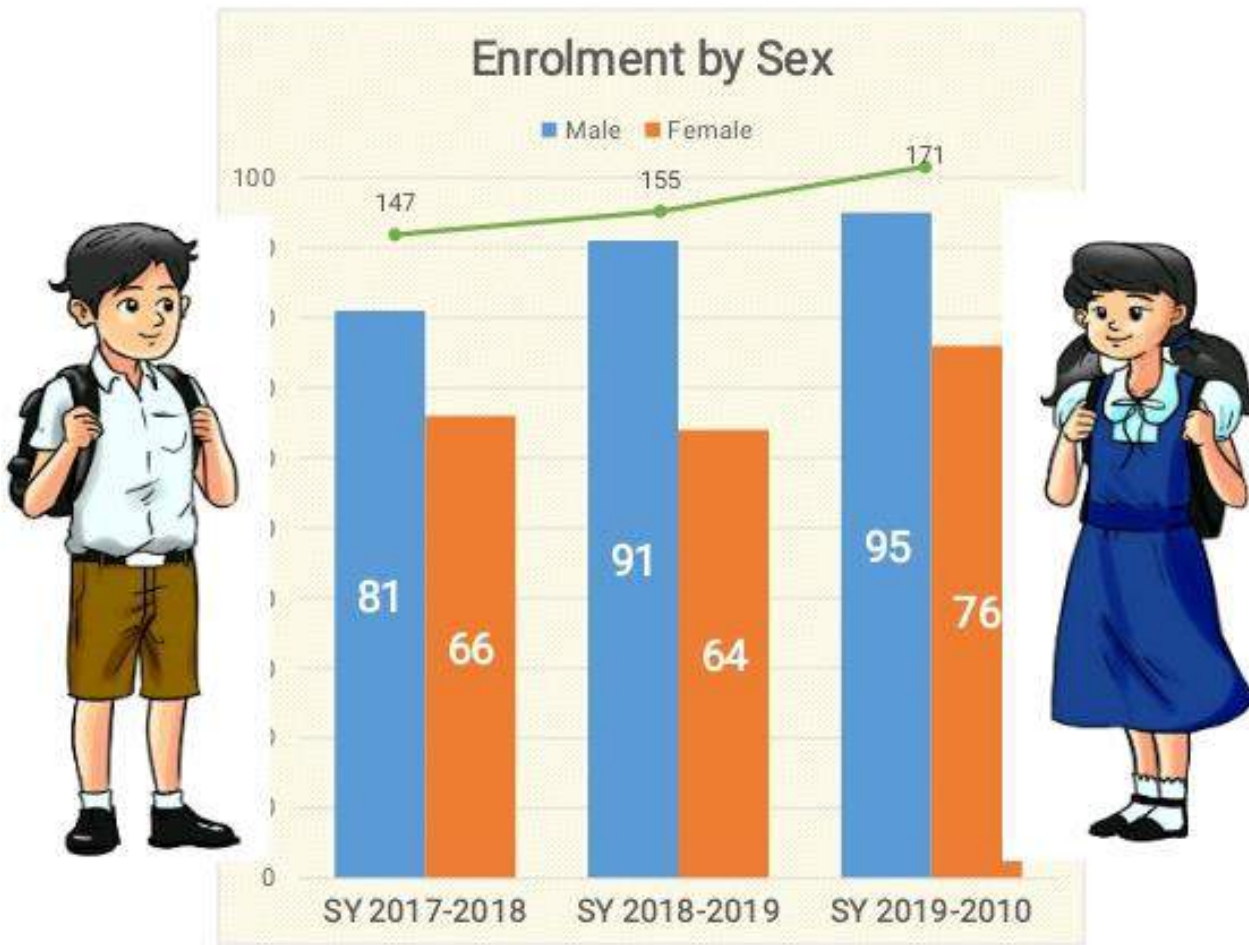








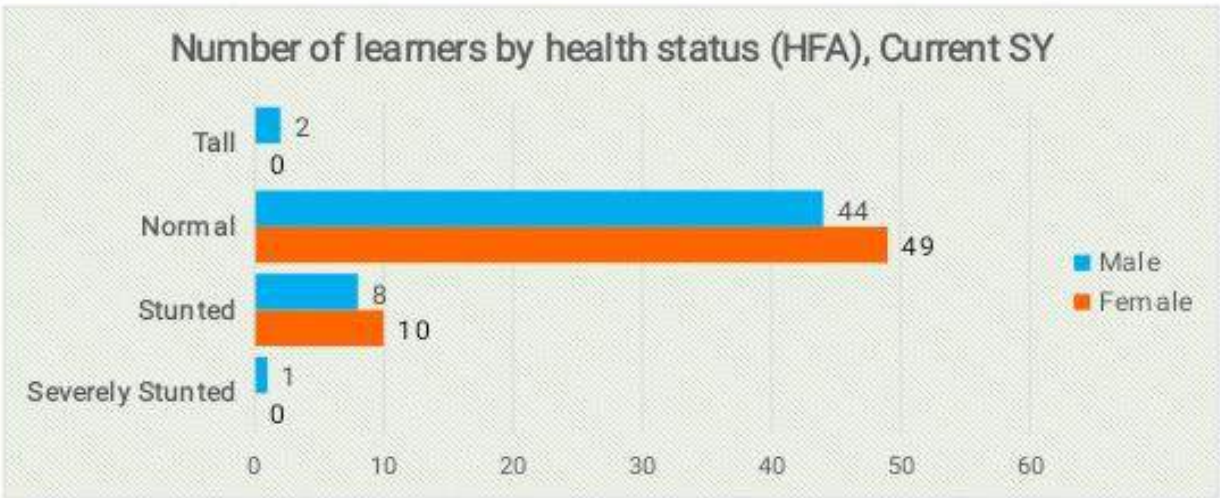
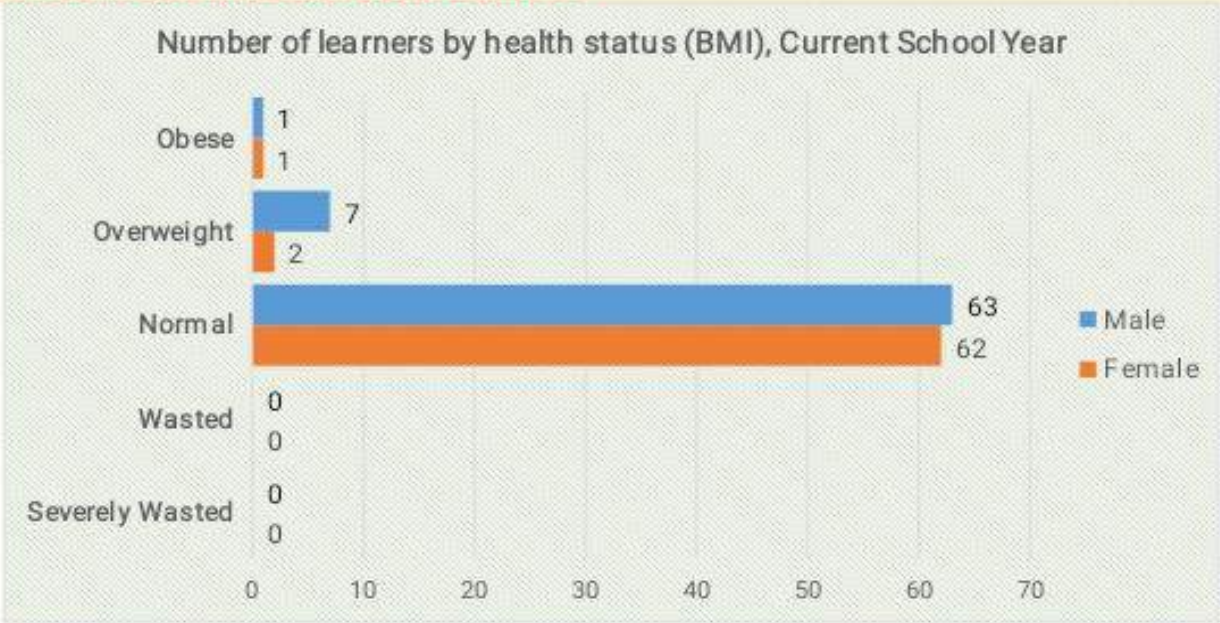
School Profile
Enrolment



From SY 2018-2019 the number of male enrollees increased from 91 to 95, and the number of female enrollees increased from 64 to 76. This can be attributed to:

*Moved in (transfer of learners from one school to another between school year)

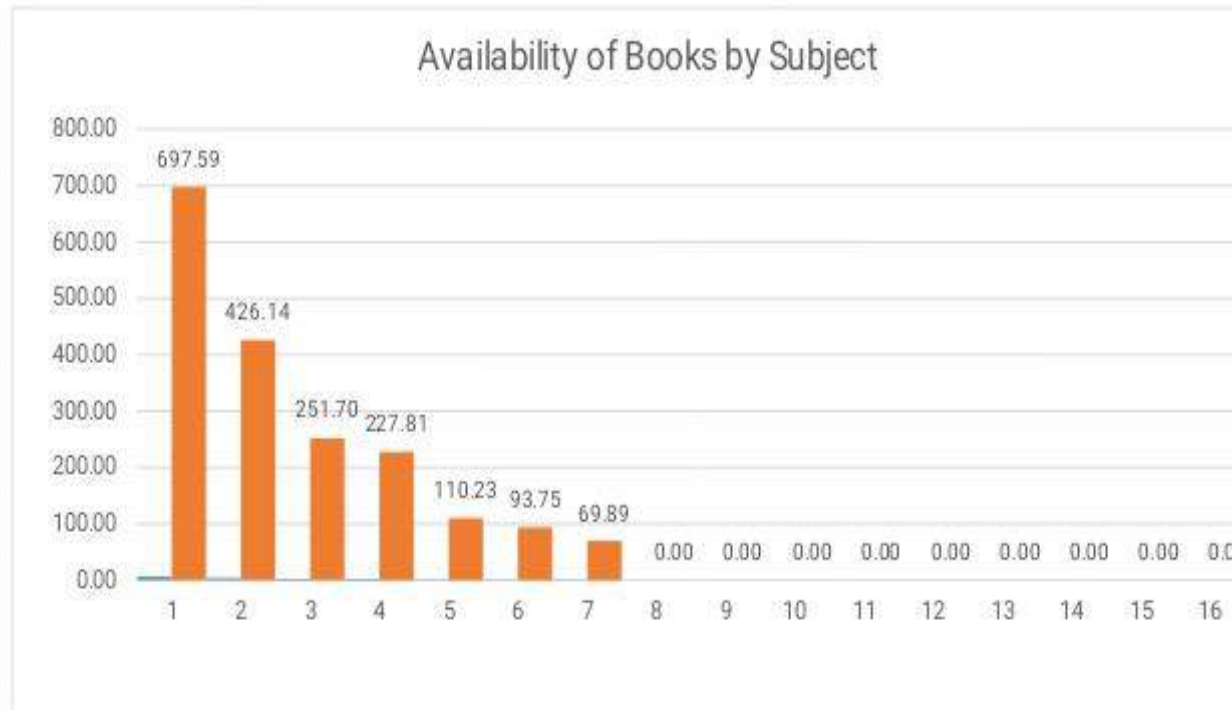
Health and Nutritional Status





In the current school year, 11.27 percent (8 of 71) of the male learners fall outside normal health status while 4.62 percent (3 of 65) of the female learners fall outside normal health status.

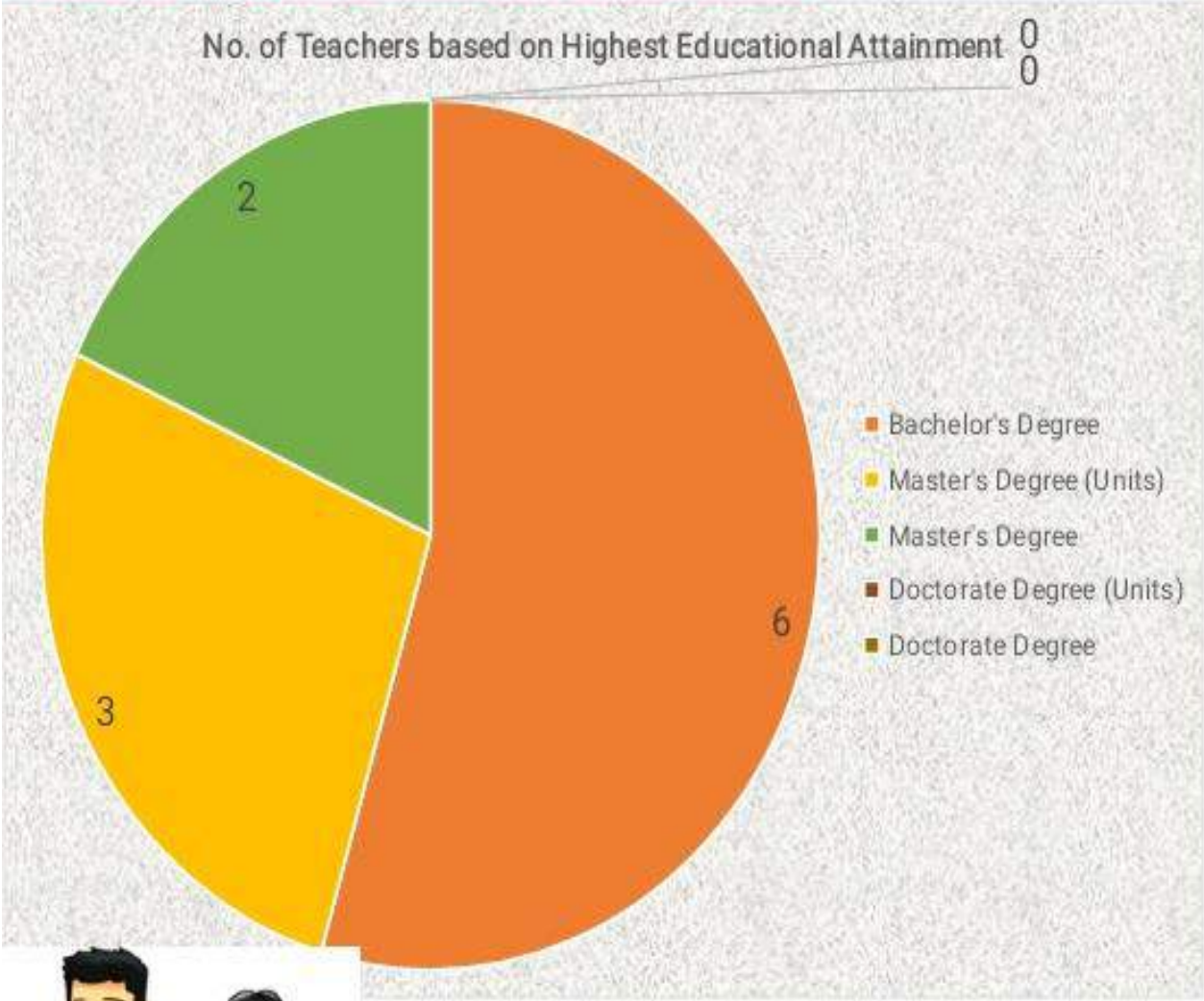
Learner's Materials



The grade level with the highest percentage of available learning materials is Grade 11 with 206.02 percent as compared to other grade levels.

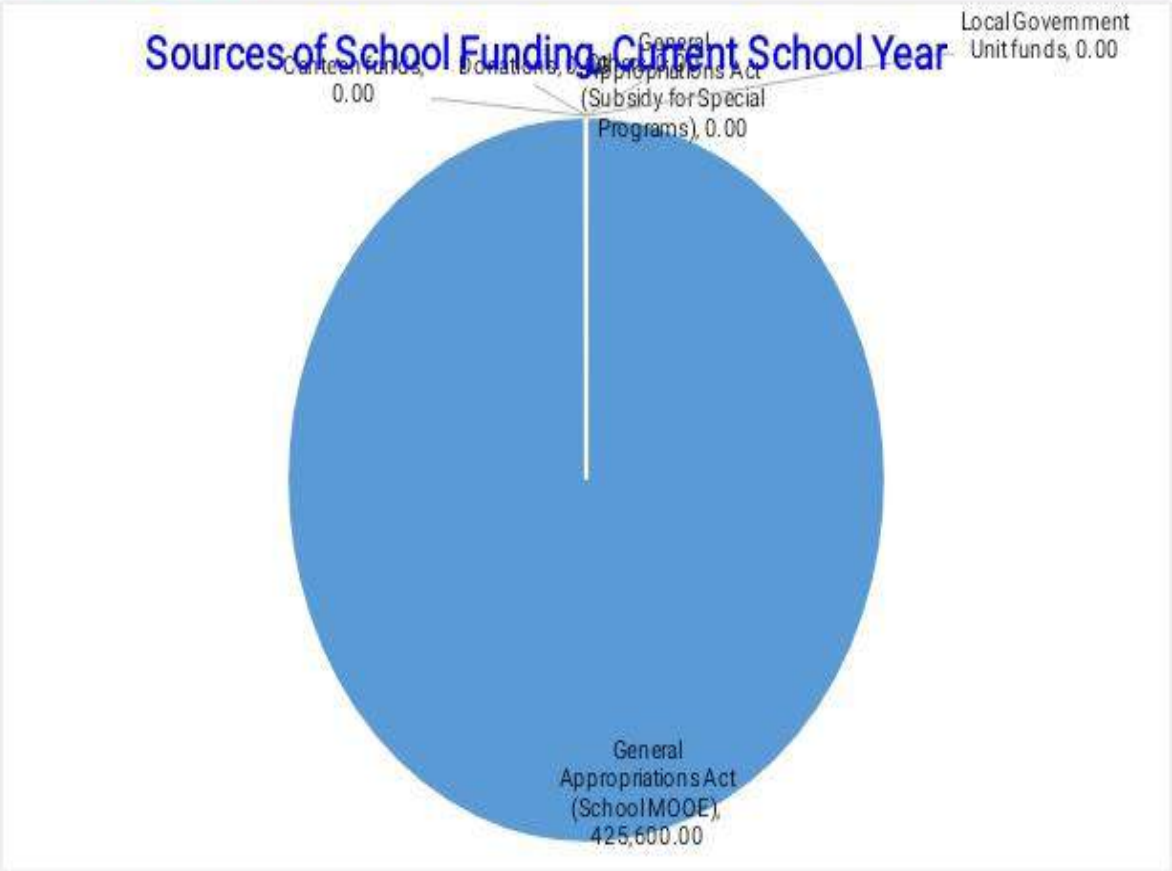
The average percentage in terms of availability of books is 268.16 percent.

Teachers' Highest Educational Attainment



In the current school year, the highest educational attainment of most teachers is Bachelor's Degree with 6 out of 11 or 54.55 percent of the total number of teachers.

Funding sources

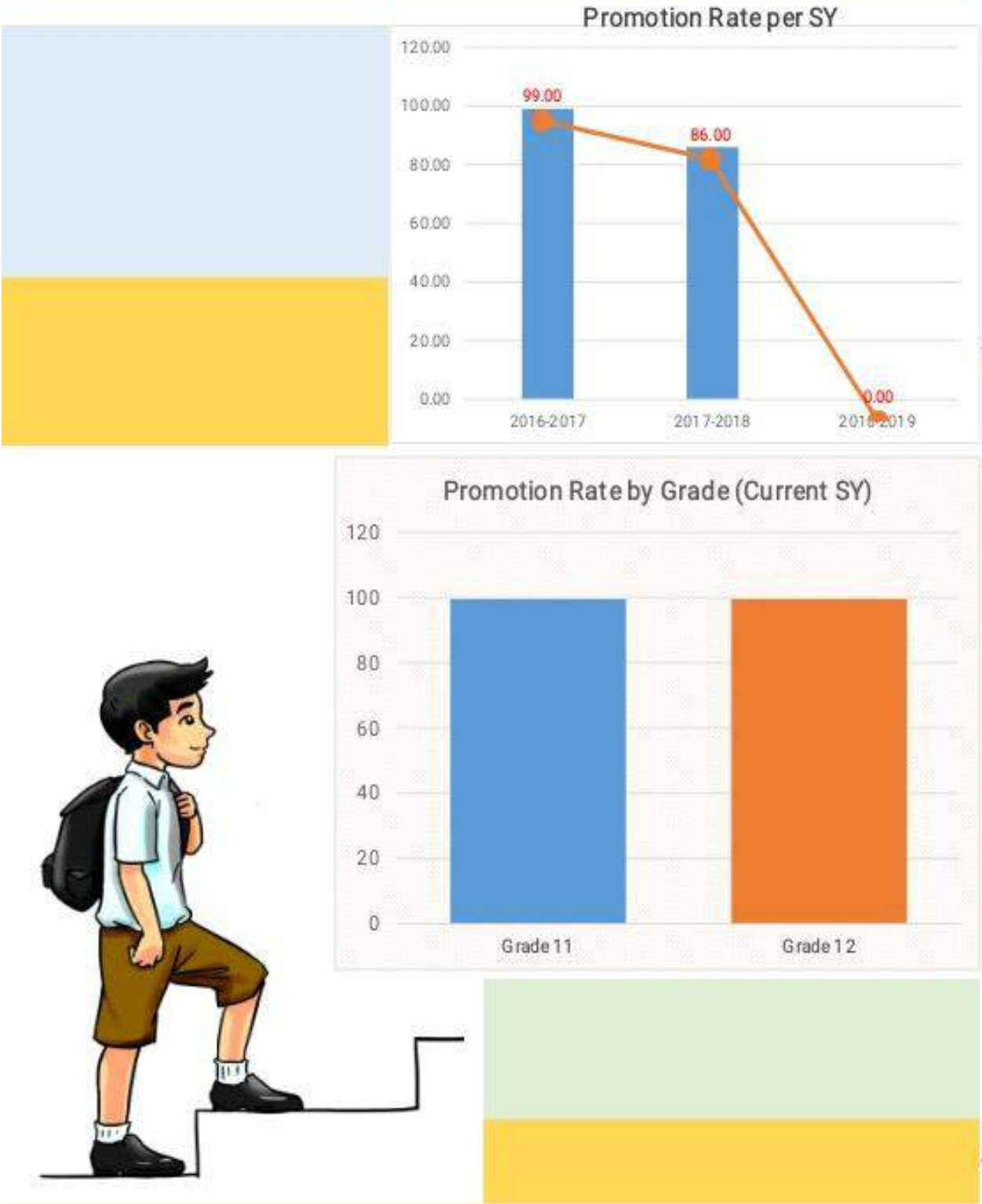


General Appropriations Act (School MOOE)	425,600.00
General Appropriations Act (Subsidy for Special Programs)	
Local Government Unit funds	
Canteen funds	
Donations	
Others	
TOTAL	425,600.00

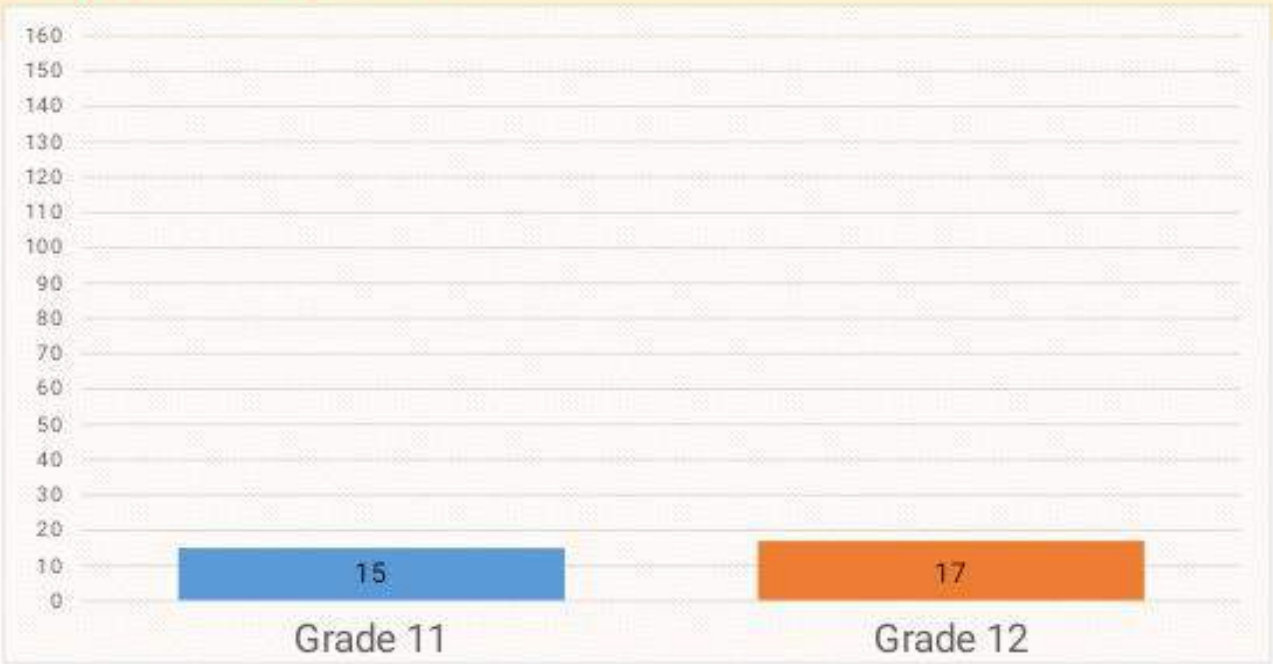
The biggest source of school funding came from the General Appropriations Act (School MOOE) amounting to Php 425,600.00 or 100 percent of the total fund source.

Performance Indicators: Quality

Percentage of learners who completed the School Year



Learner-Teacher Ratio

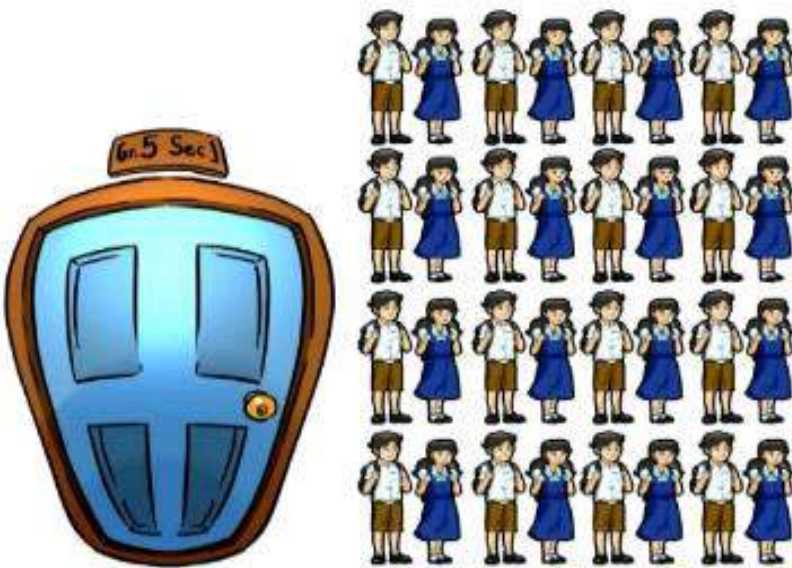


Planning Standards	
K - G1	- 25
G2 - G3	- 40
G4 - G6	- 45
G7 - G10	- 50

The grade level with the highest learner to teacher ratio is Grade 12 which can still accommodate 23 learners per class as compared to the recommended pupil-teacher ratio.



Learner-Classroom Ratio

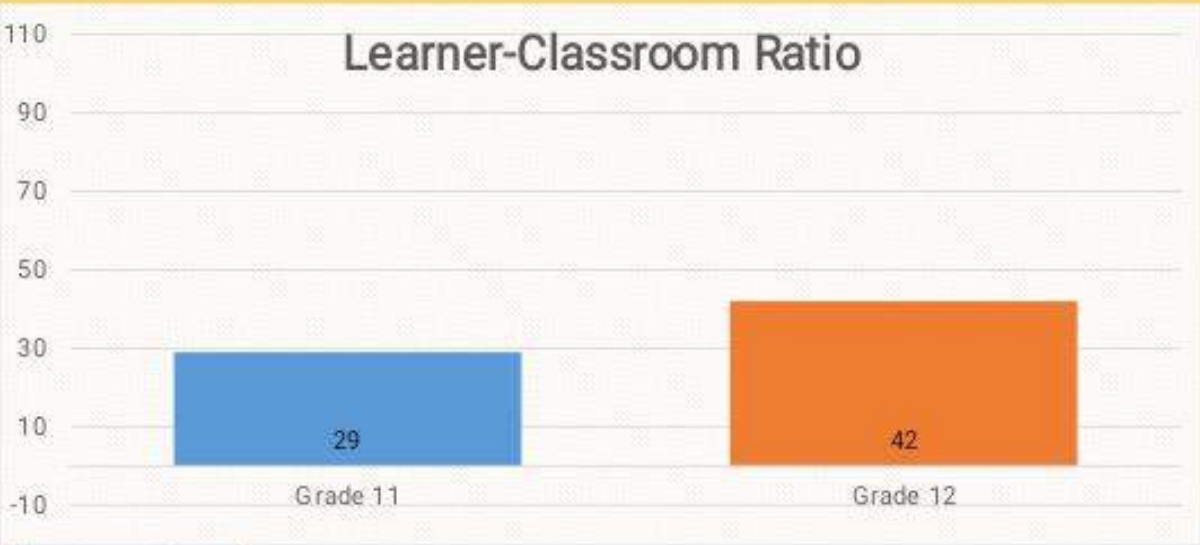


The biggest class size is on Grade 12 with an average class size of 42 followed by Grade 11 with an average class size of 29 learner/s per class which is below the recommended learner-classroom ratio.

All classrooms utilized are standard instructional rooms.

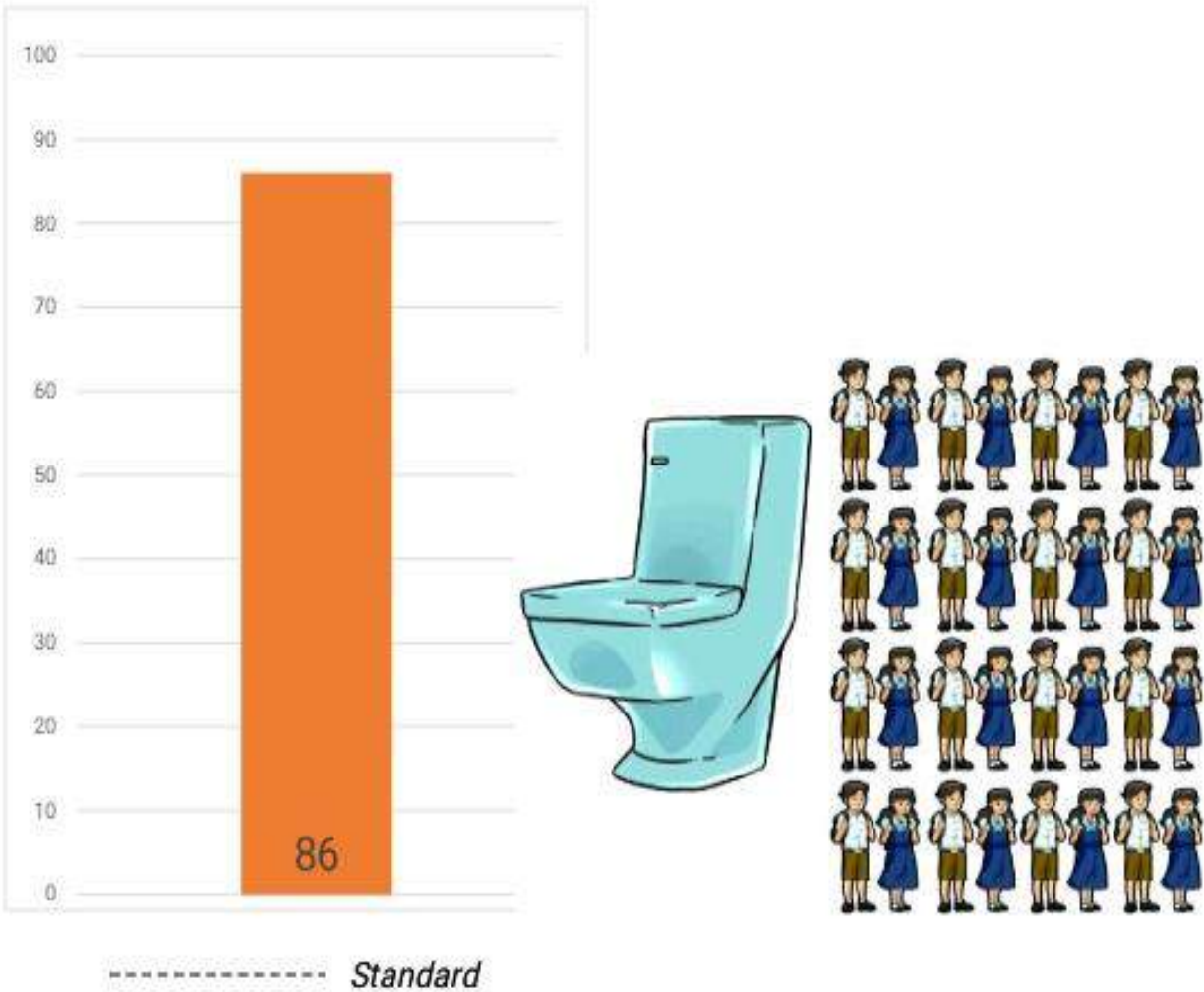
Generally, all classrooms utilized are in good condition.

The school is lacking 1 classroom as of SY 2019-2020.



Planning Standards	
K - G1	- 25
G2 - G3	- 40
G4 - G6	- 45
G7 - G10	- 50
G11 - G12	- 40

Learner-Toilet Ratio



There are currently lacking toilets for some learners. The learner-toilet ratio is 86:1, with a lacking of 1 toilet/s for the whole school. Majority of the toilets in the school are used exclusively according to learners gender.

Learner-Seat Ratio

Currently there are enough seats for all learners. The learner-seat ratio is 1.99:1, with an excess of 170 seats for the whole school.

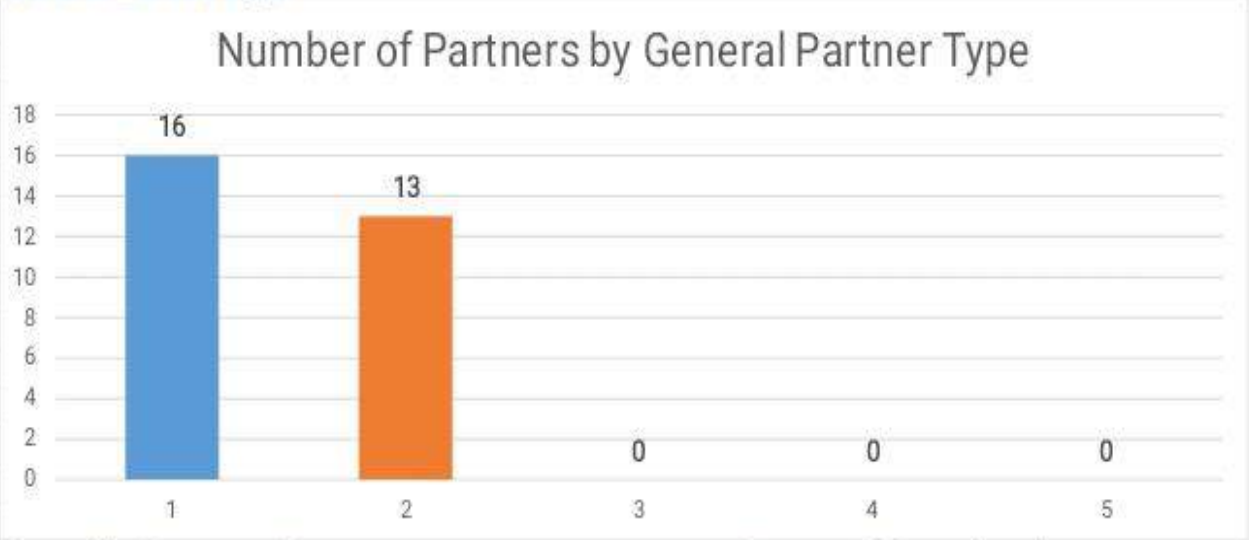


Stakeholders' participation

Stakeholders of the school showed significant contributions and participation in different programs and activities. The most common general partner type is Public Sector . As to the specific type of partner the LGU- City is the top contributor. And the type of contribution commonly given to the school is Others . The total amount generated by the school from the different stakeholders is amounting to Php 186,554.00.



General Partner Type



Specific Partner Type



Type of Contribution

