

## **I. Executive Summary**

One of the dreams of every educator is for the students to graduate equipped with the necessary knowledge, skills and attitudes which would make him a citizen who is productive and contributory to the progress and development of his locality and the society as a whole.

With the new curriculum of K to 12, it is expected that the graduates of senior high school can pursue college education, may be gainfully employed, or become entrepreneurs.

To realize this goal, the School Planning Team (SPT) of Calabanga National High School was formed headed by the principal with its members representing the students, the teachers, parents, bgy/LGU, BDRRMC, SCPC, SGC, and retirees. The primary objective of the SPT is to craft an Enhanced School Improvement Plan (SIP).

The Enhanced School Improvement Plan is a comprehensive overview of the major priorities to which the school staff is dedicated for at least three years. The Plan describes the areas which the school will focus, and which it will commit its resources.

This Enhanced School Improvement Plan (SIP) of CALABANGA NATIONAL HIGH SCHOOL was formulated through the joint efforts of the Secondary School Principal and the stakeholders involved, after a thorough consultation with the Department Heads and other organizations as well as after listening to the voice of the learners and stakeholders. It was developed and prepared through the guiding principles embodied in the DepEd Vision, Mission and Core Values to set direction for the school.

## II. Introduction

The Department of Education, according to Republic Act 9155 (Governance of Basic Education Act of 2001) is mandated to protect and promote the right of all citizens as to quality basic education and shall take appropriate steps to make such accessible to all. The implementation of this act and the application of the different rules shall be guided by the following principles:

### VISION STATEMENT

We dream of Filipinos who passionately love their country and whose values and competencies 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.

### MISSION STATEMENT

To protect and promote 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** facilitate 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.

## CORE VALUES

*Maka-Diyos*

*Maka-tao*

*Makakalikasan*

*Makabansa*

### Profile and Brief History of Calabanga National High School

Established several decades ago, *Calabanga National High School* is now occupying its new, spacious and elevated two-hectare campus located at Barangay Sta. Cruz, Calabanga, about 1.4 kilometers away from the Poblacion or 20-minute drive from Naga via the National Highway.

Municipal Resolution No. 20, series of 1966 sponsored by then Municipal Councilor David M. Hernandez during the administration of Mayor Dominador V. Medroso, established Calabanga National High School in July 1966. It was housed in Calabanga Central Division Pilot School, and was called Camarines Sur High School Annex. The pioneer administrator was Mr. Pedro O. Bornas, Principal of the Mother High School, during the incumbency of Mr. Jaime T. Malanyaon, the Provincial Superintendent of Schools for the Camarines Sur Division. However, Mrs. Rosario P. Galicia and Mrs. Paula M. Nagrampa, District Supervisor and Central School Principal, respectively, helped in the administration and supervision of the school. Its operation began in the school year 1966 – 1967, with classes up to second year having eight teachers and a total of 185 students.

In 1970, **Municipal Resolution No. 63**, series of the same year has been passed requesting the higher authorities of the Department of Education to make Calabanga High School independent and distinct from the mother high school. The request was finally approved in 1971 and took effect beginning school year 1971 – 1972. The school was

finally named Calabanga National High School. The school was then transferred to another site owned by the Municipal Government of Calabanga, about 100 meters from the town plaza, which is now the municipal market. During that time, the school has twelve teachers, a Guidance Counselor and a school janitor. The Torchbearer – the official school organ, with Mr. Mariano Ariola, the Guidance Counselor as adviser, was also published. Night classes began in 1972.

As a barrio high school, then a municipal high school by virtue of **Department Circular No. 65, s. 1975**, it suffered problem of weak financial structure, probably the weakest among the three (3) levels of education. To solve this problem, several concerted attempts starting from the administration of Mrs. Nieves P. Badiola to Mr. Pedro E. Bermudo Jr, to convert the school to a national high school were made but did not succeed. Later on, the Municipal Council passed a resolution proposing the fusion of Calabanga High School with Calabanga School of Arts and Trade with the end view of addressing teachers' problems on salaries and poor school facilities. Majority of the teachers, parents and students did not approve the idea, thus the proposal was dropped. The reaction was indicative of a rare choice, the willingness to suffer rather than lose the identity of Calabanga High School.

The evolution of the school's name from Camarines Sur High School Annex in 1966, to Calabanga Community High School in 1969, to Calabanga High School in 1971 and finally to Calabanga National High School in 2001 became a trademark of excellence, as every change depicted remarkable struggle and victory to cast off ignorance and illiteracy.

List of prolific school heads who have spearheaded outstanding contribution:

Mr. Pedro O. Bornas	-	Asst. Principl	-	1966 - 1970
Mr. Diosdado S. Silvestre	-	Principal	-	1970 - 1975
Mrs. Nieves P. Badiola	-	Principal	-	1976 - 1978
Mr. Pedro E. Bermudo Jr.	-	TIC/Asst.Principal/OIC	-	1978 - 1987
Dr. Teresa Berina	-	OIC Principal	-	1991
Dr. William A. Villare	-	Head Teacher/Principal	-	1992 - 2004
Dr. Emily B. Esmabe	-	Principal	-	2004 -2005
Dr. Lilian Paredes	-	Principal	-	2005 -2012
Dr. Sylvia D. Obias	-	Principal	-	2012 -2015
Dr. Grace A. Collera	-	Principal	-	2015 – present

### **Situational Analysis**

Below is the situation of the school with regard to the following factors:

**Enrolment.** CNHS offered the following classes for school year 2015-2016, with the corresponding enrolment.

➤ Regular classes	-	2,193
➤ Science and technology oriented classes (STOC)	-	288
➤ Night classes	-	58
➤ Open high school classes (enrolment was integrated in the regular classes)		_____
TOTAL		2,539
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**Health and Nutrition Status.** In school year 2015-2016, there were several severely wasted or wasted students especially among grade 7. Majority of the normal ones were in grade 8. There were also some who were overweight and/or obese.

**Learners Materials.** Textbooks have been received but only for grade 10 subjects. However, there were 2365 books in the library for use by the students. Also, students can go to the IT room for research and other purposes. 22 sets of computer were available. For science subjects, equipment/apparatuses can be found in science laboratory.

**Teachers' Professional Development.** CNHS teachers have attended trainings like ICT & INSET and the like. While the non-teaching personnel had their fiscal management trainings. Their individual trainings attended are reflected in their training passbooks.

**Funding Sources.** The school is lucky enough to receive donations from stakeholders aside from the usual MOOE from DepEd. The breakdown of source of funding is as follows:

➤ MOOE	Php 2,208,400.00
➤ PTA	782,648.00
➤ Brigada	116,270.75
➤ LGU, Calabanga	29,500.00
➤ Alumni	5,000.00
➤ Others	18,225.00
	_____
	Php 3,159,943.75

**Special Awards and Recognition.** The summary of awards and recognition for s/y 2015-2016 is shown below: (see page 6 of Annex 12A SRC for details)

<u>Number of awards/recognition</u>	<u>Level</u>	<u>Category of Awardee</u>
1	Division	School
1	National	Teacher
9	Regional	Students
9	Division	Students
30	District/Congressional	Students
(undetermined)	School	Students
5	School	Teachers
2	School	Parents

### III. Access and Quality

It is the very objective of every school to provide access and quality basic education to all. CNHS kept track of the promotion and drop-out rate of students, their ratings and their literacy level among others.

**Number and Rate of Drop-outs by Cause.** In s/y 2015-2016, 57 learners out of 2,539 dropped from the roll. There were of course reasons or causes behind their actions such as family problem, lack of interest, child labor/work and others. 12 of the students dropped for undetermined reasons. It is alarming to know that of all the reasons mentioned, the highest frequency was due to lack of interest among learners.

**Promotion Rate.** A comparative promotion rate was computed for s/y 2013-2016. The promotion rate by grade level in s/y 2013-2014 and s/y 2015-2016 was very close. For s/y 2014-2015 the promotion rate was higher as compared to the two school years mentioned. It may be because of the new grading system under the K to 12 curriculum whereby a learner cannot be promoted to the next grade level unless all subjects have been passed. In prior years, a student can be promoted even if there were at most two failed subjects.

**Achievement Test/Final Ratings.** In computing for the final rating of students to come up with the level of proficiency, there was a gap between those who belonged to the science & technology oriented class (STOC) and those of regular classes. The average grades of STOC students were 90% and above.

**Literacy Level.** At the start of the school year 2015-2016, there were no independent learners neither in English nor in Filipino among the identified ones to be tested. However, in the post test analysis some of them were now classified as independent readers. It can be noted that the number of learners in the frustration level was reduced by 25 in English and by 36 in Filipino.

**Personnel.** The academic instructions are carried out and regularly supervised by a strong team of teachers and administrators. Teachers are organized into different departments according to their fields of specialization and the subjects they teach. Each department is headed by a full-pledged Head Teacher except for Edukasyon sa Pagpapahalaga which is headed by an officer-in-charge.

In June 2001 the school began its operation as fiscally autonomous, thus, a bookkeeper and accounting staff were hired. More so, professional growth brought changes in the statistics of teachers and administrative personnel per PSI-POP.

<b>Position</b>	<b>Number</b>
Principal III	1
Head Teacher III	5
Head Teacher II	2
Master Teacher I	6
Teacher III	14
Teacher II	15
Teacher I	56
Administrative Officer IV	1
Guidance Counselor I	1
Sr. Bookkeeper	1
Administrative Assistant II	1
Watchman I	1
Administrative Aide I	<u>1</u>
<b>Total</b>	<b>107</b>
	<b>===</b>

**Physical Facilities and Ancillary Services.** When the school acquired the new site in Sta. Cruz, Calabanga in 1991, the first occupants stayed in makeshift buildings and classrooms. Gradually, school buildings and facilities were constructed through funding from the National and Local Government, past and present lawmakers, and private groups as well as through concerted effort of the School Administration and the parents.

Students and personnel alike enjoy the use of improved facilities. However, with the implementation of senior high school this coming school year 2016-2017 we will lack facilities to cater to the needs of the increasing number of students. But there is an on-going construction of 6 rooms, 3-storey building and more school buildings are yet to be built. A new Tech-Voc building is finished to be occupied by the incoming senior high school students.

CNHS has the following facilities:

Classroom		48
Complete/standard	41	
Covered court (good for 4)	4	
Makeshift room	3	
Science Laboratory		1
Industrial Arts Bldg.		1
H.E. Bldg.		1
Library		1
LRC		8
Guidance Office		1
Green House/Nursery		1
Computer Room		1
Principal's Office		1
School Clinic		1
School Canteen		2
Stock/Property Room		1
Perimeter Fence		100%
Concrete/permanent	90%	
Semi-permanent	10	

Furthermore, students can readily avail of the following **ancillary services** throughout the year:



- A. Guidance and Counseling Services. The CNHS Guidance Counselor assists students towards self-improvement and responds to their needs by providing individual inventory, information, counseling, career guidance, orientation, testing and evaluation.
- B. Library Services. The school library is open daily from 7:30 AM to 5:00 pm weekdays. Students and teachers are given priority on the use of library facilities.
- C. Food Services / School Canteen. The school operates three (3) Teachers / Students cooperative canteens. They serve snacks and hot meals.
- D. Medical / Dental Services. The school clinic has supplies of medicines for cold and common illnesses. It is being maintained by the clinic-in-charge under the MAPEH Department.
- E. Athletic Services. Subject to school rules and regulations, students may use the sports and recreational facilities.
- F. Registrar. Maintains the scholastic records of students and prepares and issues the Form 137 (Permanent Record of Students) of graduates and transferees upon request of interested parties.
- G. Committee on Discipline. The Committee on Discipline takes charge of the implementation of the provisions of the Code of Conduct for Students and likewise issues such implementing rules as may be necessary, where the procedural rules are silent.
- H. Students Publications. The Torchbearer and "Tingraw" are the official student publications of CNHS. They serve as sources of information regarding the events in the school. They also provide a forum of ideas and opinion for students in the school.
- I. Security Services. Licensed Security Guards from an accredited Security Agency are being hired and paid through MOOE funds to ensure the security of the students as well as assets of the school especially during night time.
- J. Computer Laboratory Services. The CNHS Digital Learning Center accommodates, on a regular basis, students who are specializing in Computer Education and, by prior arrangements, the rest of the students and teachers of the school. Calabanga National High School boasts of a 2-room Digital Learning Center which houses twenty (20) sets

of computer donated by the Department of Trade and Industry. Ten of these computers are with Windows-operating system and the other ten are with Linux-operating system. The room is fully-air conditioned and has comfort rooms. Students from grade seven to ten take turns in occupying the center for their lectures and computer hands-on. The center is being supervised by Mr. Ernesto B. Jarapa, the IT Coordinator.

Apart from the prescribed curriculum, the school also allots time for the following special programs:

1. *Information and Computer Technology.* The TLE Department has designed its program in such a way that all students, whether specializing in Computer Education or not, are given the opportunity to be knowledgeable of the latest technology. Grades 7 & 8 classes have exploratory subjects for 4 days and computer hands-on for 1 day. 3 sections in Grade 8 and in Grade 9 specialize in Computer Education. Students from the rest of the classes specialize in Culinary Arts (females) and Agricultural Arts (males) 4 days a week and have computer hands-on once in a week.
2. *Culture and Arts Club.* Currently headed by the Cultural Coordinator Mrs. Ma. Lourdes P. Campana, this club trains potential artists by means of a series of training-workshops. The program offers specialized trainings on guitar, flute, dancing choreography, and painting. At the end of each program, students' outputs are showcased to the entire school population in an exhibit / recital.
3. *Enhancement / Elective Classes.* The elective classes are offered by the English, Science and Mathematics Departments to students in the A sections. These classes are met by their respective subject teachers two hours in a week. From them potential contestants are being chosen for the further training and coaching. Moreover, enhancement classes are offered to the grade eight students as preparation for the National Achievement Test administered at the end of every school year.
4. *Remedial Classes.* The remedial classes are offered by the Science and Mathematics Departments to students in the lower sections. These classes are

met by their respective subject teachers thrice a week. In these classes learning gaps are given paramount attention so that the students can cope with the demands of the subjects.

5. *Remedial Reading Class.* The English Department also offers remediation in reading to grade seven students who have been identified as slow readers during the course of entrance reading ability examinations and interviews. The class is met by their teacher during vacant period per schedule.
6. *CAT.* The CAT actively participates in the different community festivities like town/Barangay fiestas upon the request of the Municipal and Barangay officials subject to the approval of the school head. They also conduct community service in various Barangays of the municipality as part of the training programs.

With the above cited positive conditions of the school, still was problem with regard to attitude of personnel.

<u>Priority Improvement Area</u>	<u>General Objective</u>	<u>Root Cause</u>
Professionalism and work	- propose regular training or symposium regarding work ethics of teachers	) attitude towards work
	- conduct regular dialogue and seat down meeting or conference to address the problem	) family orientation ) work environment ) family/personal problem
	- enhance quality education of the teachers by encouraging them to study and improve their knowledge and skills	) financial problem

#### **IV. Governance**

Under governance, the most pressing needs of the school were identified and given priority.

<u>Priority Improvement Area</u>	<u>General Objective</u>	<u>Root Cause</u>
Waste Management	<ul style="list-style-type: none"> <li>- maintain cleanliness of the school</li> <li>- implement waste segregation</li> <li>- identify area of waste disposal</li> <li>- conduct orientation</li> <li>- provide trash can per classroom properly labeled, to be solicited per year level</li> </ul>	<ul style="list-style-type: none"> <li>) lack discipline among students</li> <li>) use of plastic in the canteen</li> <li>) lack of awareness among students/ teachers</li> <li>) no waste disposal area</li> </ul>
Buildings/Classrooms and Chairs Shortage	<ul style="list-style-type: none"> <li>- identify the needs for classrooms and chairs</li> <li>- report and request additional classrooms and chairs to proper authority particularly to SDO, RO, &amp; CO</li> <li>- propose a fund raising program/project to address the problem of classrooms and chairs shortage</li> </ul>	<ul style="list-style-type: none"> <li>) increase in enrolment</li> <li>) implementation of SHS program</li> <li>) insufficient funds</li> <li>) depreciation of old classrooms and chairs</li> </ul>
Poor Water Facilities	<ul style="list-style-type: none"> <li>- identify the area where water facilities are needed</li> <li>- install at least 4 units of water facilities in the campus</li> </ul>	<ul style="list-style-type: none"> <li>) lack of potable water facilities installed in the area where students can be catered</li> <li>) poor maintenance</li> <li>) lack of awareness on how to use the facility</li> </ul>

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| Truancy and Security | - stop truancy and security problems in CNHS | ) damaged and low perimeter fence<br><br>) lack of security Personnel<br><br>) lack of coordination and measures from barangay, LGU and PNP<br><br>) lack of financial assistance |
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**V. Monitoring and Evaluation**

When the SGC/SPT/PTs were able to identify the priority needs of the school, recommendations or action points were given. Issues/problems/challenges have been discussed. After the FGD, it was decided to have the scheduled dates of monitoring on mid-year and year-end bases.

In charge of the checking of the progress of the SIP/AIP are the project monitoring teams. They shall prepare progress reports which will serve as the bases for the recommendations. Complementary to that is the SPT which will monitor the progress of the implementation.

Likewise, department heads shall from time to time conduct assessment/evaluation to ensure continuous improvement. The SRC shall also be presented to the stakeholders during assemblies for them to know the situation of the school.

After the lapse of the year 1- AIP, the AIP for the following year shall be prepared based on the AIP of the 1<sup>st</sup> year which were not yet implemented. Revisions should also be made and additional identification of pressing problems shall be included to come up with the new AIP.