

Saint Mary's School of Sagada 5-year Strategic Plan

Part One:

A. History and Rationale for Change:

For the past decades, SMS has heavily relied on curricula and systems emanating from the public school program (DepEd). Without a charter, adequate resources, professional development for teachers, and periodic curriculum reviews, SMS, though it professes to be a private Christian educational institution, has had nothing to offer the community beyond what is offered by the government-established Sagada National High School-- except the fact that its students were charged a tuition fee and its teachers were paid less than their government counterparts. One different program offered at SMS - Christian education - merely consisted of lectures about Church history and obligatory student participation in church services, which had minimal impact on the development of student character and the formation of proper values.

What happened to the educational philosophy and infrastructure established by the American educators?

Through no fault of its own, the school has weathered decades of neglect in all sectors. Academic standards deteriorated because there was no upgrading of curriculum to meet the needs of the 21st century. The advisory council, appointed by the Bishop, merely served as a reactive trouble shooter, meeting only during times of crisis caused by the lack of finances, or by problems involving personnel and student discipline. There was never a worthwhile endeavor to study, review, confirm, and reinforce the reasons why St. Mary's School was first established, why it exists, and how it was meant to serve the community.

Financially, SMS has also gone through many crises, and band-aid solutions (e.g. subsidies from Frank Longid, alumni, ICCO) had managed to keep it operationally afloat albeit for a limited time. However, with the subsequent depletion of external subsidies, the lack of trust by potential donors in the operational administration of the school, and the inability of the school to meet at least a minimum level of educational progress, enrollment gradually and substantially decreased, faculty morale declined rapidly, and with it, the delivery of education continued to deteriorate. Trust in the school eroded and much of the community resorted to the free education offered by the government, leaving an underused dilapidated building with memories of a glorious past but without a vision of the future.

The recent establishment of the SMS foundation (SMSSI) enables the school to independently run its operations and develop its programs, thus giving a new lease on the life of this treasured institution. Both the alumni and the community have affirmed their commitment to support the move to prop up the school, with the aim of offering and achieving excellence in the academic preparation of students. It seeks to develop life-

long skills that would meet the demands imposed by today's society, while fostering community and cultural values that have been espoused throughout decades of its history. Given financial commitment by dedicated alumni to provide "what is needed to make it," and given renewed faith in the institution by the community, the current administration was been tasked with re-structuring of the school, the details of which are embodied in this five-year strategic plan. The plan is meant to provide: 1) the philosophical base which defines the purpose, mission, and vision of the school (why we teach); 2) concrete action plans involving the upgrading of curriculum (what we teach); 3) teaching methodologies and practices in the delivery of the curriculum (how we teach); and 4) the resources needed to support instruction and development (the tools necessary to teach). The plan also contains a practical time frame within which the school is expected to achieve what it has been established to do. Needless to say, a strategic plan is only as good as its implementation, and it is incumbent upon the trustees of the school to ensure the delivery of what has been promised and committed by all. By March 2010 when we graduate the batch of students who have undergone all our proposed changes, we will all know the outcome of our endeavors through internal and external assessments, academic accreditation, college acceptances, college entrance exam scores, and feedback from the recent graduates. This is how we will know whether or not we have been successful in achieving what all of us have set to do.

B. Basic Assumptions and Agreements towards a Sound Philosophy of Education

- 1. All resources and efforts must be primarily directed towards the academic preparation of SMS students for tertiary education.** Our curriculum must reflect both the knowledge (academic content) that is needed for our students to enter university and the teaching of life-long skills that would ensure the successful completion of academic endeavors by our students. This includes providing our students the ability to be independent critical thinkers and the mastery of basic skills of communication (written and spoken English, technological literacy, and numeracy). At St. Mary's, we aim to train our students to be professionals, not vocational workers.
- 2. The inculcation of Christian values and responsible leadership must be integrated in the school's programs.** This is done through the deliberate integration of Christian values education into the school's academic, athletic, aesthetic (e.g. music, art, drama, and dance) programs, and other extra-curricular activities (e.g. student government, publications, clubs). Every endeavor must include expert guidance by both the teachers and selected community resources, and allows for assessment and self-reflection by students "why we do things" and "how well we have done," after they have been taught the "how to."
- 3. Educating the child is a joint partnership and responsibility of the school and the parent community.** The old traditional paradigm of leaving the education of students solely to the school is no longer effective

in today's society. The community is a major source of expertise and knowledge which the school can tap. The school teacher should no longer be seen as the "sole authority" on academic areas, even in specific subject areas. Like the student, the teacher is also a lifelong learner who can benefit from the advice and guidance by parents and professionals. Likewise, the development of good values and the maintenance of discipline must be a common goal for all—the parents, the church, and the community, and the school.

4. **The school community must give its commitment to providing support for the school in order to achieve school objectives.** The current patrons must give their share in providing the resources, financial and otherwise, that will be needed to ensure the effective delivery of quality education. While the school's alumni and other agencies are committed to provide the funds of capital development, the school cannot exist forever on subsidies or dole-outs. The community must contribute its fair share of operational costs in terms of tuition and parental involvement in the education of their children, particularly at home. While the faculty and administration of the school are expected to do their share in the teaching process, students are expected to commit to and focus on learning.

C. STRATEGIC OBJECTIVES:

1. **SMS will develop and adopt a college preparatory curriculum that would enable SMS students to enter university and pursue the careers of their choice.**
2. **SMS will provide adequate resources, facilities, and teacher training to achieve the first objective.**
3. **SMS will achieve financial viability as an institution supported by balanced contributions from the parent community, scholarship funds, and subsidies from government, alumni, and other donors.**

Part Two. Strategic Objectives Implementation Plans:

I. The Development of an Effective College Preparatory Curriculum

A. Pre-Assessment:

With our goal to ensure SMS graduates acceptance into universities and proper preparation to deal with future careers, our high school curriculum cannot be designed without taking into consideration what our incoming 1st year students have learned and mastered from elementary schools. Though the majority of our students come from Sagada Central School which is noted for its quality education, there are many others

from other schools that come with varied gaps and deficiencies in learning. Thus, the school will:

1. Initiate a testing program that would identify students with learning deficiencies in numeracy (mathematics) and literacy (reading, writing, and speaking).
2. Without segregating such students (i.e. creating honor sections), offer extra remedial class sessions in numeracy and literacy during the first semester of their 1st year by reappropriating hours of study from subjects like TLE (technology and livelihood education) and MAPEH (music, art, physical education, and health).
3. During the first quarter of the 1st year curriculum, include a comprehensive review of basic literacy and numeracy skills, before embarking on new knowledge. This will also serve as a refresher for those who have already acquired the skills from previous schools.
4. Eventually consider an entrance exam.

B. A Leaner, More Basic Program of Study in the 1st and 2nd Year:

The thrust of the curriculum in the first two years of the high school curriculum will delve into achieving basic skills:

1. **Proficiency in language (written and spoken communication) is a priority.** Teachers of the humanities will stress proper usage of English and Filipino in writing and speaking, meticulously checking grammar, sentence structure, and appropriate application of idiomatic expressions. Vocabulary will be expanded to include connotative use in addition to denotative understanding. At this stage, literature in English and Filipino will only be used to vehicles to illustrate meaning and alternative usage, and not as an end to itself. This can only be achieved by continuously assigning composition papers and essays with constant and consistent checking. Creative writing and the aesthetic analysis of literature will be the focus of the 3rd and fourth year curricula. Oral communication will also be developed and encouraged through oral recitations, oral presentations, student-led discussions, and competition in public speaking.
2. **Numeracy will be firmly established.** Since the field of mathematics relies on building blocks (prior knowledge in arithmetic being essential to embark on new concepts like algebra and geometry), there must be continuous emphasis on basic mathematical operations and applications (e.g. addition, subtraction, fractions, decimals, etc.). The student's ability to transform word mathematical problems into equations will be a major focus for math teachers. Finally, applying mathematical concepts into practical meaningful everyday situations will be a commonplace practice in all math classes.

3. **The study of science and the development of scientific skills (experimentation, discovery, scientific analysis, and synthesis) will be developed early.** Biology will be introduced in the 1st year curriculum to provide the necessary skills & methodologies required by the study of science. By 2nd year, chemistry and other physical sciences (earth science) will be introduced, so as to pave the way for the later in-depth study of biology, chemistry, and physics in the 3rd and 4th year.
4. **The value of both independent research and collaborative learning will be instilled in the consciousness of every student.** As early as 1st year, the student will be trained in the use of resources in the library, in the internet, and in the use of community resources). Herein lies the importance of computer literacy as a tool rather than as a field of study in itself. It is now an educational fact that students learn best from each other once the material is given by the teacher. It is through this interaction that spurs effective comprehension and thus ensures retention. Peer coaching and group work have been proven effective teaching strategies to reinforce individual learning. However, great care will be placed on the value of honesty and self-reliance, for in the end (as in tests), one is adjudged individually and not collectively. The faculty will give students training in proper documentation and the principles of pledged work in order to prevent plagiarism, cheating, and copying. To this end, the school will have a strict policy on academic dishonesty, defining what is acceptable and unacceptable, and delineating the consequences of academic dishonesty.

C. A Richer, More Advanced Program of Study in the 3rd and 4th Year

If our aim is to prepare students for college, what better training is there than adapting the courses of study offered in the first year of university? The result would not only prepare the students for the rigors of academic content, but would also develop their skills in independent and critical learning beyond the scope of academic content. In short, if we were give our high school students pre-college training, our graduates will have a major advantage in both over their peers when they start their tertiary education.

- 1) **Adapt the general curriculum of 1st year college to suit our 4th year students.** This will include offering courses like Advanced Placement Biology, Chemistry and Physics, Precalculus, Advanced Literature in English, and advanced courses in Economics, History, and introductions to Political science, Psychology, Philosophy, Cultural Anthropology and other social sciences. Consequently, the 3rd year curriculum will reflect the academic pre-requisites needed to pursue the college-level courses offered as electives in the 4th year. Given that students possess varying abilities and competencies in different subject areas, a mainstream 4th and 3rd year curriculum will be retained while the above electives will be offered to those who can handle the advanced subjects.

- 2) **The delivery of these college-level courses will be seen in the context of a two-year program, starting in 3rd year.** Our school curriculum, bell schedule, and resources will be redesigned to enable students to avail of these opportunities. Offering electives will have an impact on the hiring of faculty since these courses will require specific expertise and knowledge, as opposed to the generalist orientation of most high school teachers. By 3rd year, students will be taught in the collegiate format, as they move about in different rooms depending on their choices of subjects, earning individual credits, and being tracked according to academic achievement—again as opposed to the generalist mode of public schools. The school faculty, administration, and board of trustees will develop a credit system that will define the academic requirements for graduation.

- 3) **The school will have a counseling program that encompasses career counseling, personal counseling, and preparations for college admissions.** If the ultimate goal of St. Mary's as an institution is to get our graduates properly placed in a career, then it stands to reason to prepare our students in 1) assessing the suitability of each student to an individualized future career plan; 2) gathering and providing information as to what is required by universities; 3) providing what is needed to be successful in that career plan (academic preparation) and finally, 4) counseling and monitoring requirements and deadlines for admission to ensure that our graduates are accepted. In addition to career and academic counseling, the guidance counselor will teach a course in psychology and study skills for students. The counselor will work with the PPTA to provide workshops for parents on parenting skills. The counselor will also serve as an advocate for students in behavior management.

II A. ADEQUATE AND APPROPRIATE RESOURCES AND FACILITIES

Rationale

While it is true that St. Mary's School currently possesses the most adequate resources among its sister schools in the area, its facilities needs major upgrading in order to meet the demands of the new academic program. The school was built in 1979, after the original wooden building was burned. The new concrete building was meant to support a population of three to five hundred students, and it includes a student center, library, administrative offices, kitchen, laboratories, and auditorium. When Sagada was assured of a continuous supply of electricity, minimal electrical wiring was superficially added to the rooms. As of the beginning of this school year, lighting in the classrooms was inadequate. Adequate water supply is another basic need of the school. As the maintenance of the mission compound's water supply deteriorated, so did the water supply to the school. Finally, security continues to be of concern to the school, as the school building has been victimized repeatedly by vandalism and theft.

In planning any physical renovation or innovation projects as part of the strategic plan for the upgrading of school facilities, the following considerations will be addressed, in order to prioritize and facilitate donations from alumni and other sources:

- 1) Does the project positively and directly impact the learning of the majority of students (learning environment)?
- 2) Is the project needed to support and enhance the school's curriculum (resources needed to deliver the curriculum)?
- 3) Is the project feasible (availability of funds) and sustainable, to wit: can the cost of maintenance of the project be absorbed by the school's operations budget?
- 4) Is the project needed for the security and safety of the schools and its constituency?

Plans of Action for Physical Plant Renovations:

In identifying probable sources of revenue for specific capital development, the following 5-year plan for upgrading the facilities of St. Mary's has been approved by its board of trustees, and work for the 1st phase has been started as of the beginning of the 2004-2005 school year. In tapping potential donors, the Board of Trustees has identified individual or group donors for each item, the completion of which would suit their preferences and fit their own budgets.

1st Phase: (actually planned for SY 2005-6, but actually started in SY 2004-2005 and expected to be finished by December 2004.)

- 1) renovation of at least 8 classrooms (Right Wing), including:
 - a. Constructing lowered ceilings to counteract the echo produced by cavernous cement walls.
 - b. Installation of four banks of fluorescent lights to provide adequate lighting for students. (currently there is only one incandescent light bulb per classroom and no sockets).
 - c. Installation of at least three electrical outlets per classroom (to allow for the use of overhead projectors and other audio visual equipment).
 - d. Construction of adequate white boards (chalk residue has been found to be dangerous to the health of students and teachers) and bulletin boards (for the display of student work and other information).

- e. Construction of platforms in each classroom to enable students to better see the teacher and the information written on the boards.
 - f. Construction of trapezoidal student desks to allow for better and wider surface areas for writing. The flexibility of the trapezoidal tables also allows multiple configuration to suit the demands of various classroom activities such as small group discussions, large group forums, workshops, and lectures.
 - g. Painting, varnishing, and covering cement floors with vinyl tiles.
 - h. Monobloc chairs to supplement the trapezoidal tables.
2. The construction of two student toilets on the first floor. Currently students have to resort to outhouses located in the periphery of the school building. If we are to teach our kids good hygiene and how to properly use toilets, we need to provide the facilities. These include:
 - a. 4 urinals and 2 cubicles in the boys toilet
 - b. 4 cubicles in the girls' toilet
 - c. wash basins and mirrors
 - d. water storage and a janitor's closet for cleaning supplies.
 - e. fluorescent lighting
 3. A concrete cistern adjacent to Stapleton Hall to provide adequate storage of rainwater for toilet use in the main building.
 4. Security grills in all rooms in the school and replacement of broken windows.
 5. Metal doors with deadbolts for all classrooms (eventually for all rooms).

2nd Phase – Left Wing (actually planned for SY 2006-2007, but may be started sooner, pending on receipt of pledges from alumni).

- 1) Renovating the Chemistry laboratory, including water sinks, electrical and gas outlets, exhaust hoods, safety shower, chemicals preparation and storage room, science tables and stools, two white boards, and two bulletin boards,
- 2) Constructing a Biology laboratory, including sinks and electrical outlets, and furnished with science equipment like microscopes, dissecting kits, science tables and stools, whiteboards and bulletin boards.

- 3) Constructing a Physics laboratory, including electrical equipment and outlets, white boards, and bulletin boards, tables and stools. The Physics lab will also serve as the shop to be used in TLE (technology and livelihood education) units dealing with applied electricity.
- 4) Constructing a Computer laboratory, with at least 18 PCs, properly networked for instructional purposes, which may be later connected to the library for Internet access. The renovation includes the installation of computer and power cables, computer desks and chairs, whiteboards and bulletin boards.
- 5) Renovation of the Library (or Media Center), to include:
 - a. proper lighting (at least 32 banks of fluorescent lighting)
 - b. proper acoustics (lowering of ceiling)
 - c. electrical outlets
 - d. proper tables and chairs in the Reference & Discussion area
 - e. the creation of an enclosed Reading Room (Quiet Room) which will house the Fiction collection
 - f. a separate Audio-Visual Room (for viewing films, and documentaries) which will also house the audio-visual collection of the school.
 - g. a computer section (a bank of at least four computers for Internet access).
 - h. Sufficient book cases and shelves for the school's entire collection.

Note: The maintenance of the Internet access beyond its installation will be discussed in a separate proposal. Also please note that the Board of Trustees has approved the open access of St. Mary's School's library facilities for the entire community (including Besao and Bontoc and visitors), provided proper accountability and student supervision is guaranteed. The Faculty Room (currently in the center section of the building adjacent to the Principal's Office) will house a separate library for instructional materials, also for the available for use by other educators.

3rd Phase: The Sports Complex: Physical Education and Athletic Facilities (proposed for SY 2007-2008) but may be started sooner pending on receipt of pledges from alumni.

The Sports Complex, proposed on the site of the current basketball court on the Athletics Field, will house the following:

1. Covered Courts with 2 sets of latitudinal playing areas and 1 longitudinal competition court for basketball and volleyball. The area can also serve as courts for badminton and as an assembly area for school functions like graduation and school mass.
2. A stage for concerts etc.
3. Shower and Changing Rooms for boys and girls
4. Equipment storage
5. Offices for the proposed Athletic and Activities League (currently being set up) among the following schools: St. Mary's School, Sagada National High School, St. James School, and Besao National High School. Other schools like Bangaan National High, Antadao HS, and Suyo also have expressed interest in joining this league. The league's program will include interscholastic sports like basketball, volleyball, and table tennis to start, and cultural exchanges in music, drama, dance, and forensics (debate etc).

In addition to the Sports Complex, the renovation of the following areas will be started.

1. the Administrative and Development Office (formerly the Principal's Office) which deals with administrative matters (transcripts, cashier, student records, alumni records etc.)
2. the Faculty Center (which includes the Instructional Resources Library)
3. the Principal's Office (includes the Board Room)
4. the Guidance Center
5. the Student Center (which can be turned into a cafeteria/lounge for students)
6. the Auditorium

At this point, the entire Yuchengco building should be totally renovated, and beautification (painting and landscaping) plans will be subsequently developed.

4th Phase: The Dormitories

Rationale:

Student behavior and consistent adult supervision beyond school hours are major concerns that plague the community. Too often, problems in student behavior stem from the lack of parental guidance and supervision, the reasons for which are varied and

many. There are students whose parents are not in Sagada and who entrust their children to a relative. There are students from Kalinga and Bontoc who either board in local domiciles or work in Sagada businesses while going to school. There are also students whose families no longer permanently reside in Sagada, but wish to avail of a St. Mary's School education. Finally, there are alumni from overseas who would consider sending their children to St. Mary's as long as they are properly prepared for international tertiary education and raised in a safe, secure environment in which proper Christian and Igorot cultural values are inculcated.

In conjunction with the renovation plans of St. Theodore's Hospital, it has been proposed to jointly renovate the existing boys' and girls' dorms in order to allow:

- 1) housing for students from outside the Poblacion area
- 2) housing for faculty who are not from Sagada
- 3) housing for guests of the school, the hospital (visiting medical teams), and the parish

The form by which the dormitories will be run is similar to the traditional ulog and dapay concepts, adapted into the American Episcopalian practice in the early years' of St. Mary's School. Beyond school hours, the students are supervised by a faculty member aided by a resident matron or elder. In exchange for housing, the faculty member will supervise study hours and monitor discipline and give regular reports to parents and the school administration. On the other hand, the matron or elder will plan and supervise the work detail of students living in the dorms. Both will plan and supervise the social and cultural development of their constituencies during weekends and off-school hours.

The restoration of the dorms will necessitate the construction of sleeping quarters for students, apartments for the dorm heads, showers, kitchens, gardens etc. The dorms should include quarters for guests which may be used by visitors of the school, the parish, and the hospital, including parents of students who may wish to visit their children.

5th Phase: Stapleton Hall – Arts Center? Junior College? St. Mary's Elementary School?

The future of Stapleton Hall has not been decided by the community. On one hand, there are advocates for transforming it into an Arts Center, to provide studios for local artists who dabble in pottery making, oils, water color, weaving, and basket making. By providing a center for these artists, St. Mary's School students would benefit from learning directly from master practitioners. On the other hand, there are those who would like to enter into a joint venture with institutions like St. Luke's College of Nursing or Mapua Tech and turn this facility into a Junior College, wherein St. Mary's graduates can do their first two years of college in Sagada. The faculty of these junior colleges may be tapped as resource persons for our advanced placement courses in the sciences or in business studies. The main argument against the concept of the junior college is the failure of two recent attempts in such an endeavor. Finally, there are proponents of re-

establishing an elementary school, the process of which is easier and more financially feasible. The positive argument for this proposal hinges on the assurance that our future high school students would have been given proper foundations, both academically and behaviorally, if they were to go through the system. However, the excellent reputation of Sagada Central School seems to preclude the need to establish another elementary institution in the same geographical area.

Whatever the form, everyone agrees that Stapleton Hall needs to be renovated, and used.

II B. TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

Research has shown that no matter how good a school is, operationally and financially, the quality of our children's education of our children is greatly dependent on the quality of instruction provided by our teachers. It thus comes to reason that as we invest in our children's future by educating them properly, we also need to invest in the continuous training of our teachers, particularly after they have given a long term commitment to our school.

What type of teachers should we employ?

- 1) Teachers who have committed themselves to the profession. If we are to maintain a quality teaching staff, we need professionals who have a passion for teaching, a commitment to impart and seek knowledge, and a dedication to arouse curiosity and encourage questioning, and who are themselves life long learners.
- 2) Teachers who view education, not as a job, but as a vocation, in the spirit of the missionary educators who founded St. Mary's School.
- 3) Teachers who are multi-skilled, multi-faceted, and willing to take risks. As we are a small school, we will need teachers who are "experts" in specific subject areas, yet who are willing and able to undertake other facets of education (e.g. values formation, behavioral development, leadership training, and personal counseling).
- 4) Teachers who value excellence.

The school therefore needs to value its teaching staff through:

- 1) competitive salaries
- 2) commensurate benefits
- 3) subsidies in further teacher education as befits the school's strategic plans
- 4) continuous staff development through workshops, seminars, and internships.

Minimum Qualifications and Expectations:

- 1) excellent communication skills
- 2) excellent command of English and Filipino
- 3) expertise in a specific subject (math, science, English, Filipino etc.)
- 4) ability to write, adapt, revise, and implement curriculum
- 5) excellent leadership skills, including organization and planning of student activities
- 6) experience in teaching, including knowledge of various pedagogical methodologies dealing with adolescent learners
- 7) teamwork and collegiality
- 8) commitment to the school for a minimum of five years.
- 9) willingness to work with students beyond the formal classroom setting

III. FINANCIAL VIABILITY

To achieve financial viability, an institution must be able to sustain itself operationally, carefully and meticulously monitor its financial operations, and develop its ability to tap into resources for expansion and/or capital development.

A. Current Situation

For SY 2005-2005, the foundation of SMSSI is subsidizing the true cost of education at St. Mary's by 60% (at current rates, the true cost of educating one student is P18,000 per student per year). This is determined by:

Annual Operations Budget including

salaries and benefits, electricity, textbooks, supplies etc	P2,500,000.00
Co-Payment by Parents (P2000.00 x170)	340,000.00
Government Subsidy (P4000.00 x 170)	680,000.00
SMSSI (through alumni donations)	1,480,000.00

These figures only cover this year's annual operational budget. It does not cover the capital expenditures incurred in renovating facilities which have been directly pledged by

donors for capital improvement, not does it factor any profit or reserve for next year's budget.

B. Plans of Action:

1) Place the tuition fees at viable levels.

The following proposal will serve as starting point for discussion in the Board level,:

- Based on a 300 student body, 3 sections per year, maximum class size of 25 (75 per year level)
- 12 sections x 8 periods = 96 classes to be taught
- 96 divided by 6 periods to be taught as faculty load = 13 faculty members needed, plus 1 administrator, 1 secretary.
- Eventually a guidance counselor and a librarian will be added.

Estimated personnel cost = 13 faculty x 10,000 per month, x 13 months; 1 administrator x 15,000 x 13 months; 1 secretary x 7,000 x 13 months=approximately 2 M yearly. Plus another 1 M for operational expenses = 3M

3M divided by 300 students: P10,000 per student = true cost of education.

Tuition should be raised to P5000 per year, taking into consideration the additional government subsidy of P4000 per student, plus P1000 subsidy by the foundation. This way, operational expenses will be shouldered practically by tuition. P5,000 is within the lower range of what is charged by other private educational institutions (e.g. St. Vincent's in Bontoc, La Sallette in Santiago).

The time factor is also critical. Building up a student population from 170 to 300 (almost a 45% increase) will take time, and given the tuition rates, the foundation may have to continue subsidizing operations until then. An alternative plan is to gradually raise tuition throughout the five year plan, barring an increase in the cost of living increases etc.

Should enrollment exceed 300, the profit should be kept for a 10% reserve and academic scholarships.

The plan will only work if:

- 1) the parent community agrees to bear at least 50% of the true cost of education.
- 2) the government subsidy continues its level at P4,000 per student
- 3) the foundation has enough funds for five years to cover shortfalls, until the level of enrollment is raised to 300 in five years.

4) there are no major increases in cost of living to warrant increases in salaries.

2. Set up solid financial systems that will accurately reflect all income and expenses.

1) Both the foundation and the school administration will set up financial systems, policies, and procedures that will govern income (e.g. donations, tuition, and miscellaneous income like rent and other fees) and expenses. The systems will be divided into operations (annual budget) and development (school improvement and capital expenditures). Alumni and other funding sources may designate their donations to either account (e.g. to pay for the construction of the chemistry lab or to grant scholarships). Undesignated funds will be used for operations. Once designated, monies cannot be used to be juggled between the two without board action and notification to donors.

2) The Board of Trustees will form a Finance Committee (which includes members of the Board, the parent community, the school administration, and local financial consultants) to oversee and monitor the financial system and make recommendations to the Board en banc for action.

3) The accounts of both SMSSI and the school will be audited annually and in turn, these audited financial statements will be presented to the general membership meeting of SMSSI members, SMSS parents, alumni, and donors.

4) The systems will include procedures regarding proper and accurate documentation and acknowledgements. The procedures will cover but are not limited to purchasing, donations, and disposal of assets.

5) The Board of Trustees will consolidate all assets, including equipment that has been acquired since the time of the school's incorporation. Disposing of unusable and irreparable assets (such as old desks, outdated textbooks, and computers) will be coursed through the Board upon the recommendation of the school administration.

3. Set up other systems that support and document the school's vision and mission, as well as the implementation of its strategic objectives.

In conjunction with setting up financial systems, other systems will be developed and documented, regularly reviewed, and amended if necessary, to govern non-financial matters, to include:

a) curriculum (course descriptions, units of study, assessment policies, grading systems, and graduation requirements)

b) personnel (faculty manual, job descriptions, hiring procedures, etc)

c) student administration (code of conduct, admissions, honors and awards)

d) general school policies (Board of Trustees manual, job descriptions, organization charts)

e) community matters (PPTA, LGUs, the Episcopal Church and other church institutions).

Eventually, the school will publish and disseminate all information through:

SMSSI Board of Trustees Manual, including Vision and Mission

SMS Curriculum Documents

SMS Student Co-Curricular and Extra Curricular Activities Handbook

Faculty Handbook, including Teacher Evaluation, Contracts

Student and Parent Handbook

School Calendar

Part Three: Accreditation:

Ultimately, the entire SMS community deserves to know how well or how badly we will have fared five years from now. This can be done through accreditation.

The private schools in the Philippines, both secular and non-secular, have banded together and formed an accrediting association called PASCO which sends a team of educators to evaluate how we compare to other private schools. The accreditation process includes a self study conducted by all of the school's stakeholders, and ratified by the accrediting team. Accreditation also impacts our charter to continue to offer what we offer, independent of what the Department of Education requires.

It is the intent of this Strategic Plan to reach the highest level of accreditation for St. Mary's school in the year 2010.

Part Four: Appendices

TIMELINE

TASK	ACTION	TIME FRAME	RESPONSIBILITY
Strategic Plan			
	Developing the Plan	June 2004	Chair, Dennis, Board, Faculty, John Guitelen,

			Community
	Writing the Plan	June –September 2004	Dennis
	Approval First Draft	November 2004	Board
	Revision	November 2004	Dennis
	Final Draft Approval	December 2004	SMSSI, Community, Alumni
Phase I Renovations	8 classrooms, cistern, security grills, 2 toilets	December 2004 (originally December 2005)	Dennis, John Padalla, Rufino, Rhoda, Alumni, Community
Phase II Renovations	Chem Lab, Physics, Lab, Bio Lab, Computer Lab, Library	December 2005 (originally December 2006)	Dennis, John Padalla, Rufino, Rhoda, Alumni, Community
Teacher Training	Inservice at ISM and Brent Manila	April 2004	John, Faculty
Curriculum Development	Revise Basic Curriculum	Start June 2005 Implement SY2005-2006	Dennis, Faculty
	Develop Advanced Curriculum	Start March 2005 Planning 2006-2007	Dennis, Faculty
	Finalize Curriculum	March-June 2006 3 rd year Electives start	Dennis Faculty
Phase III Renovations	Sports Complex	Start December 2006	Dennis, Rufino, BOT, Alumni, Rhoda, Community
Sports and Activities League	Organize and produce calendar of activities, develop manual	Start June 2004 Full Implementation June 2005	Rod Gulian, Athletic Directors of schools
Faculty Handbook	Revise	Implement June 2006	Faculty, BOT, Administration
Student Handbook	Revise	Implement June 2006	Faculty, SGO, PPTA, BOT, Admin
Board Manual	Develop	June 2006	BOT, Admin
Financial Systems	Develop	SY 2005-2006	Finance Com, Rhoda, BOT, Admin, Staff, Consultants

Finance Manual		Implement June 2006	Staff, Rhoda
Phase 4 Renovations	Dorms	SY 2006-2007 Ready for SY 2007-2008	Rufino, BOT, St. Luke's, St. Theodore's, Community
Phase 5	Stapleton Hall	SY 2007-8	
Accreditation	Start Process	SY 2007-2008	Faculty, Admin,
	Surveys & Writing	June 2008	
	Report and Visit	June 2009	

Capital Budget for Capital Development

1. First Phase: The Right Wing

a. Renovation of 8 classrooms @ P100,000	800,000
b. Renovation of 2 toilets @ 75,000	150,000
c. Security Grills (whole school)	150,000
d. Water Storage Cistern	150,000

2. Second Phase: The Left Wing

a. Chemistry Lab (incl . prep room, equipment)	400,000
b. Biology Lab	150,000
c. Physics Lab	150,000
d. Computer Lab (without computers)	150,000
e. 18 Computers for Computer Lab (networked)	630,000
f. Library Renovation incl. Audio Visual	500,000

3. Third Phase: The Sports Complex

a. Covered Courts Roof	500,000
b. Lighting and Floor	200,000

c. Offices and Shower Room (incl. pipe system)	400,000
d. Stage, Lighting & Sound	500,000
e. Bleachers	400,000

Prepared by:
Dennis Faustino
12/12/2004