

**St. Mary's School of Sagada
Strategic Plan 2010-2015**

Historical Background

St. Mary's School of Sagada, Inc. was incorporated in 2003 by a group of SMS alumni headed by Frank Longid (Class 56) with the objective of resuscitating a dying education institution and restoring it to its former glory as one of the best high schools in the Cordilleras. The incorporation provided the school autonomy from the Episcopal Diocese of Northern Philippines (EDNP) in terms of administration, management, and finance. Under the chairmanship of Rufino Bomasang (Class 58), St. Mary's School of Sagada Incorporated (SMSSI) entered into a 25-year agreement with EDNP that gave a lease of the school land, buildings, and assets. In SY 2004-5005, the veteran faculty, being employees of the church, was either given early retirement or severance pay, and an entirely new set of faculty and administration was hired. Mr. John Guitilen, a retired DepEd principal, was appointed interim principal for one year, in anticipation of my appointment as principal in June 2006. The first 5-year strategic plan was written in August 2004 and approved by the BOT in November; its implementation started in SY 2005-2006.

St. Mary's School of Sagada Mission Statements

Mission

St. Mary's School of Sagada, in partnership with its community, will provide, maintain, and enhance avenues of learning in which students, rooted in Godly faith, are directed towards excellence and responsibility.

Vision

St. Mary's School of Sagada is a Christian educational institution in which students are empowered to pursue and realize their full potential in a holistic environment that instills Christian and civic values, and nurtures passion for excellence.

School Philosophy and School Credo

The High School program at St. Mary's School of Sagada serves as the academic preparation for acceptance to colleges and universities, providing the necessary knowledge and skills to pursue a career of choice.

We believe in a choice-driven curriculum that caters to the needs of our community, both reflecting our indigenous culture and Christian heritage while providing lifelong skills and knowledge necessary to meet the demands of the 21st Century.

We also believe in a balanced education that nurtures the intellectual, the physical, the social, the aesthetic, and the psychological development of young adults. Our ultimate quest as educators is to mold young people into responsible global citizens with a humanist perspective deeply rooted in Christian values, committed to excellence and integrity in performance and achievement, and dedicated to unselfish service towards humanity.

We believe in recognizing student achievement based on their potential not solely in academics but also through the development of identity, self-reliance, and self-esteem.

Goals and Objectives

- I. Establish an environment which will promote the highest possible standards of education
- II. Promote the skills, knowledge and attitudes necessary for life-long development of the person
- III. Prepare students to adapt and adjust to the complexities and challenges of an increasingly interdependent and constantly changing world
- IV. Foster awareness of rights, duties, and responsibilities of citizenship, as well as respect for other cultures and beliefs
- V. Develop spirituality and instill pride in one's identity

The aforementioned statements were reviewed and revised in SY 2008-2009 during the self-review process for 2008 FAPE accreditation (Fund for Assistance to Private Education) in consultation with students, faculty, and parents with the subsequent approval by the SMSSI Board of Trustees.

Rationale for the Second Strategic Plan

St. Mary's School is now on the fifth year of implementation of the original Strategic Plan written in August 2004. Thanks to students, parents, faculty, alumni, and individual and corporate donors, much has been accomplished in terms of curriculum, teaching methodologies, facilities, and resources. Much of the school's reputation of excellence and innovation has been restored, after a decade of neglect, derision, and skepticism. Though many components of the original plan were accomplished, some have undergone revision to fit the ever-changing nature of the school community and the constraints of resources. Some (e.g. the renovation of dormitories) have been delayed because of the global financial crisis that have affected the cash position of sponsors and donors. Yet, as one reads the succeeding portions of this paper, much has been accomplished in so short a time.

It is therefore time to bring St. Mary's School of Sagada to the next level towards its journey for educational excellence. Whereas the first five years were spent on survival (i.e. re-establishing systems and programs to meet the basic requirements of an educational institution), the focus of the next five years would be on developing, improving, and stabilizing what we have started.

A Review of the First Strategic Plan

Infrastructure Changes:

In order to provide the appropriate environment for teaching and learning, the school embarked on necessary renovations, with instructional spaces as the priority. Funds were raised by the Board of Trustees for 4 initial classrooms in the right wing of the school, followed by another four in the 2nd floor, plus two modern toilets. By the end of 2004-2005, all lecture rooms were renovated—complete with custom-made trapezoidal desks and monobloc chairs (replacing the old and broken traditional desks); whiteboards instead of chalk boards which cause respiratory problems; lowered ceilings for better acoustics, bulletin boards for student work displays, a teaching platform and recessed fluorescent lighting for better visibility; and security grills, dead bolt locks, and steel doors for better security.

By the second year of the plan (2006-2007), Dr. John and Josephine Alipit (Class 56) donated the funds for the three laboratories (Biology, Chemistry, Physics) on the second floor of the school. Mapua Institute of Technology donated second hand laboratory equipment. 25 new microscopes and 10 dissecting kits were purchased. With the help of private donors, some of whom wished to remain anonymous, the computer lab was constructed, and proceeds from the 1st SMS Golf Tournament, spearheaded by Chairman Bomasang, were used to purchase 25 new computers. Fortunately, access to the Internet was made possible thereafter because of the upgrading of SMART facilities in Sagada. Work was also done on the center of the school building—the auditorium (made into a mini-theater), the business and administration wing, and the faculty workroom. Stapleton Hall was turned into a temporary dormitory for out-of-town students, and a sizable cistern was constructed for rainwater storage for the school toilets and laboratories. The School Library was also renovated to include an audio visual room, a general circulation area with four computers, and a reading room which houses special collections and fiction books. The alumni, individual philanthropists like Mrs. Dayle Elsesser, and institutions like Meros Foundation, International School Manila, and Brent International School, refurbished the aging library collection. Mrs. Soledad Belington, an alumna and retired SMS teacher donated the funds to purchase software to automate the library's records. In August 2008, the SMSS Library was awarded by the Regional Office of the Department of Education as the Most Functional Library in the Cordilleras (private high school division).

A major addition to pre-existing school facilities was the gymnasium, partially completed and functional by June 2008. The new facility allowed physical education classes and sports practices to proceed, in spite of rainy weather for five months out of the year. It is also shared with the community at large for town fiestas and district meets. Eventually upon completion, the gym will house a standard size basketball court, bleachers, a performance stage, sound and lighting equipment, locker rooms and showers, and a large cistern for water supply.

Meanwhile, the SMS PTA has done its part for the improvement of school facilities. Through its own fundraising efforts, the school driveway was paved in 2006, and a standard volleyball/badminton court was added in 2007. In 2008 the PTA built an access road stemming from the Daoangan Road and leading towards the gymnasium. In 2009, plans are on the way to excavate the area for the gym cistern and the shower rooms.

During the summer of 2008, through a donation of St. Luke's Medical Center, the Art Room, a seminar room, an additional toilet for students, and the school kitchen were completed in time for the 2008-2009 School Year.

As of today, the only unimproved area in the school building is the basement level which houses the dining area for students and a room for textbook storage. The final renovation of this area will be done in tandem with the creation of student center with a veranda leading to the gym area.

Curriculum and Instructional Practices:

A major thrust towards academic preparation of students for college was adopted by the SMSSI Board of Trustees as envisioned in the original Strategic Plan. While complying with the minimum requirements prescribed by the Department of Education, the school adopted a new curriculum, patterned after the international school system.

Communication in English was emphasized, necessitating English as the medium of instruction in all subject areas, except for Filipino. In terms of curriculum, Filipino and English are now aligned to each other in instructional sequencing and curricular topics. The two subjects now focus on the mastery of communication skills such as reading comprehension, vocabulary expansion, active listening, effective writing, and clear speech. The study of literature provides the framework or model by which students can develop such skills.

Mathematics which deals with abstract reasoning emphasizes practical applications. Science utilizes observation and experimentation to deduce scientific principles. Social Studies focuses on critical thinking (the “why’s”) as opposed to the memorization of facts and figures (the “who’s,” the “what’s,” and the “when’s”). Visual Art and Music are now formally taught in tandem with Physical Education and Health, as originally conceived by the authors of the MAPEH concept in DepEd. Computer literacy and technology applications are the main core of Technology and Livelihood Education (TLE). Christian Education uses the thematic approach to develop character and spirituality, instead of the traditional dogmatic curriculum often taught as an academic subject. Participation in the Service Learning Program (which integrates academic learning, community service, social interaction, and cultural immersion) is now a school requirement for graduation.

With the introduction of the Electives Program in SY 2007-2008, 3rd and 4th Year students were enabled to choose courses that are designed to introduce and prepare them for future careers. Subjects like Advanced Biology, Advanced Chemistry, Advanced Physics, Business Math and Intro to Accounting, Advanced Math, Public Speaking, Contemporary World History, World Religions and Cultural Anthropology, Intro to Psychology, Advanced English, Art and Design, and Computer Programming take students on a more advanced level of learning, comparable to 1st Year college studies.

In SY 2008-2009, the 5th Year Program was piloted, to allow underage students to spend one more year of high school, in order to focus on desired courses of study in anticipation of college. The fifth year curriculum is composed of five electives, supplemented by two hours daily of “on the job training” or practicum.

Alongside the new curriculum, the school has also transitioned from traditional teacher-directed methodologies into student-directed instructional practices. The inquiry method, which is the common methodology used in international schools and other premier educational institutions, has been adopted and utilized by the school since 2005. However, it can only be effectively implemented if class sizes are small, in order to give full individualized attention to students and fit the varied learning styles of each student. Hence, the Board passed a guiding policy limiting class size to a maximum of 25 students. With the inquiry method and student-centered instruction, lectures are held to a minimum. A variety of participatory activities are utilized, directly linked to pre-stated learning objectives and essential questions. Cooperative learning, peer coaching, and multiple intelligence strategies are promoted. Assessment practices, traditionally limited to written tests and quizzes, now include individual oral exams, skills demonstrations, group and individual reports, and creative projects that demonstrate understanding and mastery of the subject matter.

In order to accommodate all the additions and innovations as stated in the Strategic Plan, the school extended the teaching day from 7:25 a.m. to 4:15 p.m., allowing for two ten-minute breaks, a one-hour lunch break, and eight fifty-five minute class periods daily. In first and second year, two periods are added in Math and in English to the required five weekly periods, during which homework, seatwork, and tutorials are supervised by classroom teachers. Tutorials are regularly held after school and during

weekends. Compulsory reviews for nationally administered exams and college entrance tests are also regularly scheduled during weekends and in the summer.

Instructional Resources:

Every student is issued textbooks and curriculum materials as part of tuition and fees. (Some private schools require the purchase of textbooks, while others charge a textbook rental fee.) Supplementary handouts are made available through the photocopier machine, at no extra cost to the student. Students are trained to use library materials as well as computer and Internet resources. In addition to an extensive teacher's library resources in the faculty room, teachers also regularly use Internet resources. The art room and science labs have more than adequate supplies for instruction and experimentation, replenished by a yearly budget allotment. The school owns audio-visual equipment like overhead projectors, televisions, and a multi-media projector for instructional purposes.

All the computers in school are networked through a server, enabling students, faculty, staff, and visitors to access individual computer accounts (roaming profiles) both for instructional and administrative purposes. The library utilizes a WiFi system in which users can access the Internet in a wireless environment. Overall, SMSS has by far the best automated and functional computer system in the area.

Faculty and Faculty Development

For the past five years, faculty and staff have undergone continuous formal and informal training, on and off campus, the expenses of which have been shouldered by the school as part of faculty and staff development. These have included visits to model schools like International School Manila, seminars and workshops by visiting consultants like Jeff Buscher (ISM), John Silva (National Museum), Dr. Ophelia Veniegas (Brain Connection), Dr. Josselyn Biyo (Iloilo Science High School), Dr. Louie Aguir-Paraa (St. Scholastica) and many others. Many of our resident faculty members like Nemita Lite, Leones Gonsoden, Michael Benter, Kristine Centeno, Lissa Octaviano, Glauardo Butic, and Daniel Ambasing have also given seminars and workshops to other teachers from private and public schools. The school has also availed of the services of qualified local talent like Fr. Moreno Tuguinay, Julie Tuguinay, Dr. Clare Lalwet, Joy Bacwaden, Conchita Bosaing, and Dr. Agnes Kollin. Particularly during the summer break, our teachers have attended workshops in Baguio and Manila, usually in tandem with the teacher training programs of FAPE, DepEd, and major universities. Topics range from teaching methodologies to classroom management techniques, from the use of technology to the integration of the arts in other disciplines, and from mapping the curriculum to designing appropriate assessments.

In SY 2008-2009, SMSS entered into a partnership with ABS-CBN Foundation to serve as a training center for public school elementary teachers like Ambasing Elementary School in Sagada and Betty Go-Belmonte Elementary School in Quezon City. Using our classes and students as laboratories to test and apply student-centered strategies and methodologies in the classroom, the teacher training program continues to be the crowning mark that distinguishes our school as a center for developing teaching excellence. As of today, four ABS-CBN sponsored workshops have been given to and attended by public elementary school teachers, including one on technology and another for developing self-esteem.

True to the school motto which inspires all of us at SMSS to share "what is good," we continue to accommodate teachers from other private educational institutions like St. Alfred's School in Tamboan and St. James School in Besao, as well as training individual student teachers from MPSPC-Bontoc as

part of the teacher apprenticeship program. The school has also hosted major seminars on campus, like the SPRINT teacher's seminar during the summer of 2006, the Social Studies Workshop for Mountain Province Social Studies Teachers in the summer of 2008, and the UP Baguio Creative Writing Seminar in the summer of 2009.

Student Life and Development

The first of three commendations that the FAPE accreditors awarded to SMSS cites the ability of our students to articulately and openly communicate outside and inside the classroom and interact with each other and the community. This is the result of inculcating self-esteem and pride through the many opportunities provided by the school in co-curricular and extra-curricular programs. The school has a standard athletic program, ranging which include training and competition in team sports like basketball, softball, volleyball and individual sports like badminton, lawn tennis, table tennis, chess, and track and field. The school newspaper, the Sagada Postboy, has been a consistent awardee for journalism competitions for these past four years, representing CAR in the national level. The Youth Ministry program not only runs the school Mass and Vespers but also participates in the Sunday School activities of the parish. The National Honors Society, composed of academic scholars and honor students, provides a regular tutorial service for needy students both at SMS and from other schools. The Cultural Troupe, which undergoes extensive training in cultural dance and song, performs in town fiestas and other celebrations locally and in other places. The Student Government Organization, the CAT, and the student legislature are given training annually by the faculty and guest resource persons from the community.

Consistent with the school's philosophy of integrating academic learning with training in social, aesthetic, physical, and spiritual development, regularly scheduled events are calendared within the school year, which include peer social activities like Welcome School Dance and Friday Night at the Movies, and also events that promote parent-child social interaction like the PTA Dance, the PTA Dang-as Day (YCAP), Foundation Day, and the Christmas Party. In tandem with PTA fundraising efforts, cultural celebrations like Pista sa Santa Marya, International Day, and the Greco-Roman Bacchanalia ties up academic cultural studies to school festivities involving quiz bees, traditional and indigenous sports, cultural presentations, and cuisine which all require a degree of academic research. The school regularly schedules interaction with other schools like Kalinga Academy, Masla National High School, and St. Paul's School of Balbalasang through student and faculty exchanges and goodwill visits. Prior to the Christmas Break, the entire school participates in a three-day Service Learning Program in places like Tamboan, Mainit, Masla, and Bagnen, not only providing community work and social interaction, but also academically linked to subjects like Economics, History, Science, English, Art, and Filipino. The Service Learning Program is patterned after the programs in international schools.

In SY 2008-2009, the school revamped its intra-school activity program from the American model (traditionally by year level) and adapted the British House Model (a la Harry Potter). The school is divided into four houses (called the Dap-ays) and its composition is vertical (i.e. membership is mixed in terms of year level, place of residency, ethnicity, and academic, cultural, and athletic aptitude. Membership designation is life-long, and includes the faculty. With the active involvement of community elders, dap-ay traditions and values are introduced, clarified and inculcated. The system pays tribute to the four largest and oldest dap-ays in Sagada: Malingeb, Matoba, Losban, and Bilig. Activities include competitions in sports, academic quiz bees, oratory, cultural songs and dances, and more importantly in the development and observance of traditional values like cooperation dang-as, ob-obbo, and inayan.

Parental and Alumni Involvement

As cited in the FAPE Accreditation Report, the second strength of the school is credited to the active involvement of both parents (through the PTA) and the alumni. Much of the major infrastructure projects were enabled through the financial support of alumni, their personal friends, and their corporate connections. Conversely, the parents have also greatly contributed to the success of the projects through fundraising efforts and volunteer labor.

The improvement of student behavior, attendance, and eventually academic progress, is also linked to the active involvement by parents and members of the school community. For example, a student facing academic suspension, faces not only the principal and his/her parents, but also a designated parent, who most probably had a similar experience with his/her own child. Often times, the adults counsel not only the child but also the parents. Some cases (like stealing, lying, and cheating) have included members of the student council during the deliberations. The overall result brought about by this application of cooperative responsibility and monitoring is one of finding solutions and plans of action instead of divisive confrontation, applying consistency in the implementation of school rules and regulations, and eventually creating a culture that relies less and less on the authority and decisions of the administration.

Achievements:

Much has been accomplished in the past four years. Student achievement has gained significant increases in terms of college acceptances, college entrance exams, and nationally administered scholastic tests. In the National Career Aptitude Exam (NCAE) administered to all 4th Year students throughout the country, the school enjoys an "above average" rating of 84 in SY 2008-2009, compared to 77 in 2007-2008, and 75 in SY 2006-2007. In the National Achievement Test given to all 2nd Year students, the school scored a 57.5, which is in the higher range of the "average" scale of 35-65. In addition to the traditional universities in Baguio (SLU, UP-Baguio, BSU), our top students have been accepted in universities like Ateneo, UP-Diliman, and UP-Los Banos, some of whom received full scholarships. The choice of college courses has also become diverse: students are now choosing career paths in psychology, physics, chemical engineering, electronics engineering, computer and information technology, and economics, away from the traditional college choices like nursing, accounting, hotel and restaurant management, and criminology.

In interschool academic competitions, we have consistently sent a number of representatives all the way to the regional level competitions (Math and Science), while one student reached the national level in track and field. On the other hand, students belonging to the lower end of the academic spectrum have all been placed in universities like BSU, UC, and BSU. Those who did not eventually go to college cite the lack of financial resources as the main reason.

Feedback from our recent graduates credits the school for their preparedness in English and Social Studies, and recently for laboratory experience in the sciences.

The school is on track with the objective to provide the most effective curriculum within the framework required by the Department of Education, given the resources available. The inquiry method which focuses on student-centered methodologies and strategies is commonplace among veteran teachers while new faculty members are continuously undergoing peer training.

The school can truly be proud that it has the best facilities in the area, and probably one of the best in the region. The SMS Library won the "Most Functional Library in the Cordilleras" (private secondary school category) last school year. The temporary dorm at Stapleton is close to being full to capacity in spite of the increased monthly rates.

Financially, the school managed to report a modest net income for the past three years, in spite of adverse financial conditions affecting the fulfillment of pledges. The financial projections are on track to achieve financial stability and sustainability by SY 2010-2011, at which time the faculty chairs scheme is scheduled to be terminated.

Overall, student behavior has improved dramatically. The incidences of academic suspensions, withdrawals, and cases of absenteeism are decreasing and being limited to a smaller group of repeat offenders. Both parents and students are very aware of consequences due to infractions of school rules. Correspondingly, pride in the school has been restored, and the outside community perceptions of SMS improved. One can easily sense and perceive the difference between an SMS student and others, regardless of individual socio-economic backgrounds.

Systems governing finance, curriculum, students, faculty, and personnel are in place, and are documented in handbooks and procedural manuals.

Shortfalls and Challenges:

While the school has more than adequate resources in terms of facilities and instructional resources, the school needs to embark on a maintenance plan to consolidate its gains and keep this edge.

In curriculum, the 5th Year program is still in its nascent stage. Although supported by board policy which affects underage students, the curriculum and its corresponding support in terms of resources need to be reconciled. The program needs to be stabilized, and its positive effects need to be measured in order to justify to the minds of parents and students that the extra year of high school is advantageous.

Most of the curricular areas are on the right track in terms of alignment, sequencing, and articulation. The sciences are currently investigating more effective ways for integration in order to keep skills and knowledge dynamic and current. The first year curriculum in general science is still being tested. Likewise, Math, in essence, needs to search for ways to make abstract learning more relevant and enjoyable, and eventually become more effective. Programs in the Special Subjects area (Art, Music, PE, Technology, and Christian Education) are doing well, but soon, these subjects need to be stabilized in terms of curriculum and skills development, independent of the teacher.

The concern about a stable pool of faculty is paramount. Last year, five teachers and two staff members left the school for legitimate reasons (family issues, working for government, professional goals to teach in college). Though the school offers competitive salaries and excellent faculty development opportunities, the school is still seen as a stepping stone for greener pastures.

Although we have more than adequate facilities and instructional resources, maintenance of these facilities and completion of started projects need to be addressed. For example, we have the most number of computers per capita at SMS, yet more computer time for students need to be addressed. As

more students become more proficient in computer use, and as technology advancements become faster, a second computer lab with at least 25 new units and a replacement cycle need to be considered. Among the infrastructure projects that have been started or are on hold are the gymnasium, the student center/cafeteria, the guidance office, and the dormitories. Eventually, the school exterior which includes a reception area or administration lobby needs to be improved. Faculty housing, landscaping, fencing, and campus security must also be addressed.

The quest for financial sustainability and self-reliance, while on track, has its ups and downs. For example, financial systems are now in place, although the school suffered a setback when the Business Manager resigned at the beginning of the school year. Though the school has maintained modest profits for the past three years, we still suffer from cash flow problems, because of the delay in remittances and/or payments by parents and sponsors, the spiraling costs of living, and inadequate funding for scholarships. The world recession has adversely impacted pledges and commitments by our supporters abroad. In short, the school is still sitting at the edge— being able to meet its financial obligations on time, but at the same time, wondering if the money would be there for the next month's payroll.

While the school is performing well in the delivery of curriculum as indicated by student academic achievement, the quest for excellence is far from over. SMS needs to further address the remediation of academic deficiencies caused by inadequate preparation by many elementary schools. This leads to low self-esteem in the cases of some students and results in a disparity between the high achievers and the low achievers. Secondly, the majority of transferees in higher years are likely to cause disruptions in instruction and adversely affect overall student behavior. SMS currently maintains an open door policy to such students, because the school believes in giving students a second chance and is certainly seen as a place where these types of students can have a better chance to improve. We also realize that these situations are a reality in other schools, but we also need to search for ways to make transitions less painful.

Finally, as the school community strives to give its best for the students, students need to reciprocate by valuing what is provided. Thus a major thrust towards the practical applications of the values of responsibility and gratitude is necessary.

THE SECOND STRATEGIC PLAN

Basic Assumptions and Agreements

In order for the first strategic plan to effectively produce optimal results, certain assumptions had been established in the past. It thus becomes imperative that these assumptions can now be turned into basic essential agreements for the second strategic plan.

- The school continues its focus on a college-preparatory program.
- The school retains and continues to nurture its partnership with its community –parents, faculty, students, and alumni, and friends—not only in terms of financial support, personal responsibilities, and contractual obligations, but also in the strengthening of the bonds within the SMS community to support the school. Doing one's share, given one's capability and resources, is a key element to making this common endeavor a success. Going beyond, reaching out to others, and making others feel part of the SMS family make all our efforts worthwhile and exemplary.

- The larger parent community, to include the Sagada community, continues its active partnership with the school for the betterment of the entire town.
- In the spirit of the school motto “Adi tako bokodan di gawis,” the school continues to extend a helping hand to others.

Strategic Objectives

- 1) To focus on providing a nurturing environment conducive to academic learning, the development of character based on universal values such as respect, responsibility, service, integrity, and compassion, eventually resulting in pride in one’s identity as part of the SMS family.
- 2) To promote effective holistic learning, through integrating subject area disciplines, utilizing technology and other resources, and adopting strategies to address individual student needs and learning styles, with the goal of fulfilling the student’s potential
- 3) To achieve financial self-reliance and sustainability

Plans of Action

Curriculum:

1. Develop a curriculum review cycle per subject area
2. Articulate and document expected prior knowledge and skills learned in the elementary level
3. Design the high school curriculum to meet the remediation needs of academically deficient students while providing appropriate challenges to the advanced and gifted, with the ultimate goal of preparing all students to successfully cope with the demands of the collegiate level.
4. Review curricular content to establish commonalities and identify areas for integration between and among subject area disciplines
5. Design, develop, and implement supplementary and/or co curricular programs and activities that support integration and application in support of holistic learning

Instruction

1. Establish, as common practice, student-centered approaches to instruction.
2. Develop and promote alternative assessment practices and instruments, taking into consideration individual learning styles and aptitude
3. Develop opportunities for student recognition and positive reinforcement in all areas—academic, non-academic, and behavioral.
4. Establish and integrate guidance counseling strategies into routine instructional practices in the classroom
5. Strengthen peer counseling and support groups among students
6. Encourage parental, guardian, and community involvement in the learning process
7. Empower students through independent learning and guided decision-making,

Instructional Resources

1. Establish a user-friendly Student Affairs Office (Guidance, College and Career Library, Athletics and Activities Office)

2. Develop a more systematic program for individual career and personal counseling, peer coaching training, and establishment of student support groups
3. Focus on student training in leadership, and provide opportunities for application through school programs and activities

Faculty Training and Development

1. Establish a regular induction program for new teachers and refresher courses for veteran teachers on student-centered instructional methods, including mapping and documenting changes and innovations in the curriculum
2. Provide training in the use of technological tools to enhance instruction
3. Establish a pool of appropriate website links to information related to subject matter and instructional methods
4. Standardize assessment practices
5. Provide training to faculty on guidance counseling techniques for more effective classroom management, particularly on positive reinforcement of student behavior and motivation
6. Develop and standardize values education strategies for homerooms
7. Empower faculty in terms on peer evaluation through observation and sharing of strategies

School Community Education and Development

1. Establish a regular program for parenting, and parental counseling
2. Enhance the channels of communication between the school and the community
3. Empower the PTA members as partners in the character development of students
4. Provide more opportunities for parental involvement in the life of the school, to include social and professional interrelationships.

Infrastructure Requirements

Phase One:

1. Complete the gymnasium building including the stage, locker and shower rooms, cistern and water supply, bleachers, sound and lighting equipment, rubberized flooring, and other equipment and fixtures.
2. Renovation of the Girls' Dorm and Boys' Dorms (already pledged by SLMC)
3. Renovation of the Student Center including furniture, furnishings, and equipment for the kitchen and dining area
4. Renovation of the Textbook Room into a functional classroom
5. Construction of a 2nd Computer Laboratory; Renovation of Room 11 as the Physics Laboratory

Phase Two

1. Renovation and expansion of Faculty Cottages
2. Improvement of School façade (exteriors), including Administration Lobby
3. Perimeter Fencing
4. Landscaping
5. Campus Lighting
6. Equipment for the Theater
7. Renovation of Kindergarten and Playground (Stapleton Hall)

For Future Consideration:

- 1. Soccer Field/Oval Track**
- 2. Stapleton Hall as a Center for Alternative Energy Education**

Finance

1. Stabilize Fund for Financial Assistance to Academic Scholars and Needy Students
2. Establish an Endowment Fund to ease the burden of escalating costs of operations
3. Create a governing committee that would manage and maximize school investments such as the endowment fund and the faculty retirement fund.