

I. EXECUTIVE SUMMARY

Before the daring exploits of modern-day globe trotters, jet setters and backpackers the likes we only get to hear about over CNN, BBC and other global news channels, there were those individuals who braved the unknown in order to chart and discover territories that were then mysterious and dangerous to the men of those days. Without Magellan, Columbus, Vespucci and other greats in the hall of fame of history, adventures, travels and explorations around the world would be next to impossible. The realm of academe is no different. The demands of education are ever changing and as educators, we must keep abreast of the constantly changing landscape of learning. Change and innovation is necessary inasmuch as strategic development planning, setting goals and objectives are imperative.

The collective effort of the Nambalan High School Faculty was needed to accomplish this document since the task of data gathering across various concerned government agencies was herculean to say the least. Teams were created with diverse functions that would cover every arm of the planning process to speed up the work.

To address every need that would arise inside the corners of the school, the external and internal factors affecting education was delved into- to fully understand the trappings of each learner and the communities they come from, thus a narrative of those factors are the found in the opening pages of this document. It cannot be stressed enough the significance of the community in pushing the boundaries of learning and education in every school.

In a nutshell, this development plan's most important aim is to empower and equip future employees and educators of this school of their responsibility of self-improvement as well the overall improvement of this school and its learners.

II. INTRODUCTION

Since its establishment in 1971, Nambalan High School which is situated in Barangay Nambalan, Santa Ignacia, Tarlac, continues its dedication of imparting desirable knowledge, skills, and values to the young people. With support from the Local Government Unit, Barangay Council, Parents and Teachers Association and its stakeholders, this school with competent and committed faculty and staff will prove equal to the task of delivering quality basic education and produce empowered graduates responding to the needs of the competitive world.

And to ensure this dream of being big and through the collaboration and joint efforts of the stakeholders of the school, Faculty members, the PTA president, the Faculty president, the SSG president, the LGU representative, the Chairman of Committee on Education, the Chairman of BDRRMC, the Chairman of School Child Protection Committee and the school head, this plan was manifested.

This plan was intentionally crafted to attain the goal of improving the school as a whole at the same time contributing effectively on the delivery of instructions and academic performance of the students.

A. SCHOOL MISSION, VISSION AND CORE VALUES

NHS is guided with accepted principles based on the accepted standard set by the Department of Education the following are the vision, mission and core values of the school:

VISION STATEMENT

NHS is a student-friendly school with improved facilities, competent and cooperative stakeholders committed in developing academically proficient, productive, environment friendly and morally imbued students.

MISSION STATEMENT

To provide access to quality basic education thru establishment of a home-based environment, purposive staff development activities, supportive parents and LGU, implementation of DepEd flagship programs, improved guidance and counseling services and intensified curriculum implementation.

CORE VALUES**Integrity**

It is through INTEGRITY that NHS stakeholders will show modesty and act righteously as individuals doing the right things acceptable to the community.

Leadership

It is through LEADERSHIP that NHS stakeholders will be committed to their roles, acting responsibly and embracing accountability in every undertaking they endeavor to take part.

Excellence

It is through EXCELLENCE that NHS stakeholders will bring out their best to achieve the common goal and inspire students to improve both in academic and non-academic activities.

B. SCHOOL SITUATION/SCHOOL PROFILE**a. Brief History**

Nambalan High School is located at barangay Nambalan, Santa Ignacia, Tarlac. It is a public secondary school here in Municipality of Santa Ignacia that is accessible to the children and students in the central part of our town, It has a land area of 6,266 sq.m. along McArthur Highway National road on its sides by Nambalan Elementary School and a private lot. It is about three kilometers away from the town proper and will take three to five minutes ride by all types of land transportation.

The school is founded in 1971 and bears its name as Nambalan Barangay High School by the late Brgy. Captain Alfonso Torno and Mrs. Nieves Garma, the former principal of Nambalan Elementary

School and at the same time Officer-In-Charge for the office of the principal of the said Barangay School. In 1988, the school was nationalized by the virtue of 1986 constitution. Through the years, its population expanded. It was this year that the school is recognized as Nambalan Nationalized High School. Hence, the school was called until now. It was Engr. Mercedita I. Valdez who became the Officer-In-Charge, Edgar V. Vilorio as the first principal, followed by Diosdado C. Dela Cruz, Marcelo T. Esteban, Mely Ancheta-Bulusan and Now Dr. Edgar V. Vilorio for the second time around. In 1992, it was separated from elementary and got its own land area site through the efforts of the OIC and former Mayor Noel C. Antonio and his municipal council who took approval in sharing apart of high school from a lot formerly entitled to Nambalan Elementary school.

The school follows the K to 12 Basic Education Curriculum and its lessons are in consonance with Junior High School program and Senior High School program. At present, the school is headed by secondary school principal I. It has twenty regular permanent teachers (six male teachers and 14 female teachers), 5 non-teaching staff (one regular permanent administrative aide II/book keeper, one regular permanent administrative aide I/disbursing officer, two job order security guard and one job order utility worker funded by the School MOOE). For this school year it has 417 students which constitute three sections from grades 7 to grade 10. One of the best facilities in the school is the new two by three storey building with complete equipment and facilities and the multi- purpose covered court which provides a conducive ambiance for any occasion.

Provision of Access

Present Data

Table 1
Total Population
Enrollment for the last 3 School Year

Level	SY Before Previous SY: 2013-2014			Previous SY: 2014-2015			Current SY: 2015-2016		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Grade 7	121	69	52	135	70	65	133	71	62
Grade 8	119	71	48	114	61	53	134	67	67

Grade 9	122	65	57	88	47	41	105	54	51
Grade 10	92	41	51	116	60	56	83	42	41
Grade 11									
Grade 12									
TOTAL	454	246	208	453	238	215	455	234	221
Percent of Total		54.19%	45.81%		52.54%	47.46%		51.43%	48.57%

The school's enrolment data is fluctuating as shown in Table 1, it is decreasing in the previous years and slowly rising up again at present. This waving motion can be attributed to the fact that some of the former clients of the school has enrolled or transferred to other school closer to their residences and because of the opening of new schools as annexes or satellite of other mother schools. Other students may have been attracted to the beautiful facilities, equipment and devices, as well as educational services offered by other schools. While these reasons may have been considered to have tangential bearing on the enrolment, the school faculty and staff are doing their best to provide what the other school does to improve the quality education, catering the learners needs as well as to provide imperative answers to the expectations of the parents and other stakeholders and the community.

Personnel

Nambalan High School has 21 regular/permanent teachers, 1 school head and 20 nationally funded regular permanent teachers with 1 book keeper, 1 disbursing officer, MOOE-funded 2 job order school guards and 1 utility worker.

Table 2. Teachers and Personnel Profile

Name	Position	Educational Attainment	Subject Taught
Viloria, Edgar V.	Principal I	Doctor of Education major in Educational Management	School Head
Claudio, Edgar M.	Master Teacher II	Master of Arts in Education major in Mathematics	Senior High School Subjects
Balanay, Sheila Marie R.	Teacher III	BSHT with 48 units MA	TLE, Esp
Calica, Nora N.	Teacher I	MAT-Science	Science, Esp
Capinpin, Dino I	Teacher III	AB-History with MA units	Aral. Panlipunan
Capinpin, Leyan G.	Teacher III	BSED-math w/ MA units	Mathematics, Esp
Capulong, Fatima Jenny V	Teacher I	BSED-MAPEH, MAED	MAPEH

Claudio, Mary Ann P.	Teacher III	BSED-Soc. Sci. with M.A units	Aral. Panlipunan, EsP
Clemente, Vilma C.	Teacher III	BSED-Scie w/ MA units	Biology, EsP
Dela Cruz, Rachel T.	Teacher III	AB-Eng. w/ MA units	English, EsP
Doria, Myra C.	Teacher III	MA-Sci. Ed.	Chemistry, EsP
Ganal, Roland N.	Teacher III	BSAE w/ MA units	Mathematics
Gicaraya, Jordan Eve E.	Teacher I	BSED-English	English, Filipino
Ibarra, Armando S.	Teacher I	MAT-Mathematics	Mathematics, MAPEH
Nicolas, Melanie D.	Teacher III	BSED-Eng. w/ MA units	English, Filipino
Nuqui, Maridel C.	Teacher III	MAT-English	English, Music
Orio, Jocelyn A.	Teacher III	BSE-Engl w/ MA units	English, Filipino
Pascual, Gerlyn P.	Teacher III	BSE-Soc.Sci w/ MA units	Filipino
Samaniego, Jojo N.	Teacher I	MAT - THE	TLE
Sapuay, Ruben T.	Teacher II	BSIE with 43 Units M.A	TLE, MAPEH
Theresa Guillermo	SH,T-II	BS-Information Technology	Senior High Subjects
Minerva Quinio	SH,T-II	BS-Criminology	Senior High Subjects
Nathaniel Sarmiento	SH,T-I	BS-Nursing	Senior High Subjects
Villamanca, Fe E.	Teacher III	BSED-Sci w/ MA units	Physics, EsP
Mendoza, Paulo T.	Disbursing Officer	BSBA - Information System Management	
Victorina, Karen Chrysanne C.	Disbursing Officer	BSBA - Accountancy	
Natividad, Moises	Security Guard	High school Graduate	
Valdez, Edmund	Security Guard	2 nd Year HS	
Natividad,	Utility worker	High School Graduate	

Present Gap

Considering the Senior High School Program of K-12 Basic Education Curriculum, the school still needs permanent items for 6 teachers, 1 guidance counselor, 1 librarian, 1 property Custodian.

Reasons or Analysis Present of the Gap

The school should hire 6 teachers for SHS, request item of 1 guidance counselor, 1 Librarian and 1 property custodian.

Organized Competencies and Capabilities

Nambalan High School aims to increase the Net Enrolment Rate, Cohort Survival Rate, and decrease its drop-out Rate. The performance level of key positions in NHS for the first semester of S.Y. 2014-2015, are summarized in Table # 1. It shows that the School Head and the all the teachers (Both with Teacher III, and Teacher I positions) 100% performed very satisfactorily. The non-

teaching staff comprising the Bookkeeper and the Disbursing Officer, also performed very satisfactorily.

Table 3. Summary of the Performance Rating of Personnel in Nambalan High School.

POSITION	OUTSTANDING		VERY SATISFACTORY		SATISFACTORY		UNSATISFACTORY		POOR	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
School Head	0	0	1	100	0	0	0	0	0	0
Teacher III	0	0	14	100	0	0	0	0	0	0
Teacher I	0	0	6	100	0	0	0	0	0	0
Non-Teaching	0	0	2	100	0	0	0	0	0	0

Physical & Ancillary Services

Educational Facilities greatly affects the smooth delivery of quality education. With adequate physical facility, Learners are motivated and inspired to stay longer in the classroom to learn and be educated, absorbing all the learning for maximum development of their potentials, skills and talents, honing of their attitudes in order to become an essential pillars, contributors, advocates and prime movers of economic development and prosperity in our country. Students and citizens of the community, and our country who are God loving, value-laden, responsible, law-abiding and productive.

School should have enough classrooms, laboratories, armchairs, tables, toilets, library, canteen, equipment, tools, devices and others. Majority of the aforementioned physical facilities may be present but are not enough to cater the increasing needs of the learners. Hence, there are still enough building space for new constructions and additional chairs needs to be supplied for the students for more comfortable learning condition.

Computers are available and so with the internet. But catches /receives poor signal due to many subscribers it caters, and the distance

of installed tower transmitter making the internet partially working. Thus researching through internet becomes slow and time consuming waiting, and transmitting and sending important and urgent reports to division office sometimes fail.

a. Present Data

The school has the following instructional facilities

Table 4. Classroom Quantity

Level	Total Enrollment, Current SY	No. of Classrooms			Learner: classroom ratio ¹
		In Good Condition	For Repair/ Rehabilitation	Total	
Grade 7	123	1	2	3	41:1
Grade 8	127	2	1	3	42.33:1
Grade 9	90	3	0	3	30:1
Grade 10	77	3	0	3	25.67:1
Grade 11	80	0	3	3	26.67:1
Grade 12		0	0	0	
TOTAL	497	9	6	15	33.13:1

Table 5. Ancillary Facilities

Functional toilets

Male		Female	
Number	Ratio ³	Number	Ratio ³
2	117:1	2	110.5:1

Toilet bowls

Male		Female	
Number	Ratio ⁴	Number	Ratio ⁴
2	117:1	2	110.5:1

Table 6. Non-Instructional Facilities

Facilities	size	Quantity	Condition
Principal's Office	4m x 7m	1	Functional/good
Faculty Room	4m x 7m	2	For repair
School Clinic	4m x 7m	1	Functional/good
School Canteen	7m x 8m	1	Functional/good
Stock/Property room	3m x 7m	1	For repair
Water Facilities	Deep well	1	Manual, motor
Electricity	Grid Supply		

Table 7. Classroom Furniture

Facilities	Quantity
Armchairs	300
Table – chair set	50
Blackboards	12
Laboratory tables	2
Laboratory chairs/stool	0
Teacher’s table	15
Teacher’s Board	1
Bulletin Board	12

Table 8. Multi Media/Office Equipment/Medical/Dental Equipment/Site Ownership/Others

Facilities	Quantity
Computer for Instruction	8 units
TV set	3
Computers for office use	1
Printers	2
Sound system	1
Internet connection	1
First Aid Kit	1
Site Ownership	Deed of Donation, Land Title
Sports Equipment	0

b. Present Gap

The school is still in need of the following facilities

- (1) 2 additional classrooms with 7m x 9m dimension
- (2) 200 armchairs
- (3) 50 computer units
- (4) Additional CR’s per classroom
- (5) 1 Science laboratory with complete facilities
- (6) Basic sports equipment

c. Present Reasons or Analysis of the Gap

The school should have

- (1) Constructed 4 additional classrooms considering the number of classes for Senior High School
- (2) Obtained additional 200 armchairs to have 1:1 student-armchair ratio
- (3) Procured additional 50 computer units

- (4) Constructed additional CR's per classroom to separate the male from female users
- (5) Constructed 1 Science laboratory
- (6) Procured basic sports equipment

Learning Materials & Equipment

Lessons printed in Textbooks, Manuals, Modules and Science Apparatus/equipment are important learning materials students should. These materials helps the students understand the lesson presented by the teacher as they go through reading and comprehending the contents of its pages. For quality education does not solely depend on the ability of the teacher to introduce learning but also the materials that supplements lesson coming from the teacher. Though it's a basic requirement to have one textbook per student per learning area, there are still remaining deficits on the books delivered by the suppliers as allotted by the department. Hence, these shortages of books may greatly influence the result on students' academic performance in school.

a. Present Data

The school has the following data on textbooks and supplementary materials

Table 9

Level	Subject: Mathematics		Subject: English		Subject: Science	
	Number	Ratio	Number	Ratio	Number	Ratio
Grade 7	0		0		0	
Grade 8	85	1.49:1	0	#DIV/0!	98	1.3:1
Grade 9	90	1:1	90	1:1	0	
Grade 10	75	1.03:1	0		70	1.1:1
TOTAL	250	1.99:1	90	5.52:1	168	2.96:1

Table 10

Level	Subject: Aralin Panlipunan		Subject: Filipino		Subject: EsP	
	Number	Ratio	Number	Ratio	Number	Ratio
Grade 7	112	1.1:1	112	1.1:1	0	
Grade 8	0		80	1.59:1	0	
Grade 9	90	1:1	90	1:1	0	
Grade 10	70	1.1:1	0		0	
TOTAL	250					

Table 11. Science Equipment and Apparatus

Science Equipment/Apparatus	Needs
GRADUATED CYLINDER	1
AMMONIUM DICHROMATE	1
BOILING/MELTING PT. DETER.	1
SURFACE TENSION APP.	1
DICHROMATE CELL W/ MELODY	1
LINEAR EXP. APPAR. TEMPERATURE HEATED	1
COMPOUND MICROSCOPE	1
FORCE PUMP	1
GRAVITY SIMULATORY	1
BARTOL PRESSURE GAUGE	1
SURFACE TENSION	1
BURGLAR ALARM, REED TYPE	1
CENTRIFUGE, HAND DRIVEN	1
HARE BALANCING COLUMN	1
RHEOSTAT, BALANCING/DIMMER	1
PREPARED SLIDE	1
SPRING BALANCE	1
TUNING FORK	1
TEST TUBE HOLDER	1
SLINGKY SPRING	1
BEAKER	1
AIR THERMOSCOPES, U-TUBE	1
ANEMOMETER AND WIND VANE	1
BOILING/MELTING PT. APPAR.	1
DEMONSTRATION LEVER/BAL.	1
ELECT'L COND. TESTER	1
ELECTRICAL CIRCUIT KIT	1
MASON HYGROSCOPE	1
RAIN GAUGE	1
SYSTEM OF PULLEY	1
WATER HOLDING CAP. OF SOIL	1
BIMETALLIC THERMOSTAT	1
CENTRIFUGAL LOOP	1
CHLOROPHYLL EXTRACTION	1
CONVECTION TURBINE	1
DIFFERENTIAL THERMOSCOPES	1

ELECTROPLATING APPAR.	1
FILTRATION/EVAP. APPAR.	1
GEYSER;DEMONS. MODEL	1
HOT-COLD AIR BALANCE	1
LEAD-AIR STRONG CELL	1
LOOP-THE-LOOP STEM TURBINE	1
THERMAL CON. APP.CONDUCTOMATE	1
WATER/ALCOHOL THERMOSCOPE	1
MANUAL OF EXPERIMENT	1
THE SOLAR SYSTEM W/ ELECTRO-	1
MECHANICAL SYSTEM	1
TELLURIAN: Model of Solar System	1
PHASE CHANGE APPAR.	1
NEUROMUSCULAR ACUITY TESTER	1

b. Present Gap

The school needs the following:

- (1) Additional textbooks in all subject areas
- (2) Basic Science Laboratory apparatus.

c. Present Resources or Analysis of the Gap

The school should have:

- (3) Attained 1:1 student-book ratio in all subject areas
- (4) Procured basic Science Laboratory apparatus.

Quality and Relevance of Basic Education

Student Performance

a. Present Data

Table 12 depicts that the over-all NAT Result for Grade 10 is increasing in trend, with a 22.88 % increase from SY 2013-2014 to SY 2015-2016. In SY 2015-2016, the descriptive ratings obtained are **Average** in Filipino and Araling Panlipunan and **Moving Towards Mastery** in Mathematics, Science, English and Critical Thinking Skills and the over-all descriptive rating is **Moving Towards Mastery**

NAT RESULTS**Table 12. Mean Percentage Scores of NAT Grade 10 per subject for the last three SYs**

Level	SY Before Previous SY: 2013-2014				
	English	Filipino	Math	Science	Aralin Panlipunan
Grade 10	39.87	56.99	51.05	31.75	60.02
Level	Previous SY: 2013-2014				
	English	Filipino	Math	Science	Aralin Panlipunan
Grade 10	70.77	64.04	82.04	75.47	56.93
Level	Current SY: 2015-2016				
	English	Filipino	Math	Science	Aralin Panlipunan
Grade 10	45.7	67.86	72.88	60.47	60.2

Table 13. Mastery/ Achievement Level Indicators

Mean Percentage Scores	Descriptive Equivalent
96 to 100 %	Mastered
86 to 95 %	Closely approximating mastery
66 to 85 %	Moving towards mastery
35 to 65 %	Average
15 to 34 %	Low
5 to 14 %	Very Low
0 to 4 %	Absolutely no mastery

Source: DepED Memorandum No. 160, s 2012

Reading and Numeracy Level of Students**Table 14. Number of learners who are in the frustration, instructional, and independent levels for the current SY (ENGLISH)**

Level	Frustration Level			Instructional Level		
	Total	Male	Female	Total	Male	Female
Pre-Test Results						
Grade 7	60	40	20	22	12	10
Grade 8	50	25	25	62	30	32
Grade 9	45	25	20	23	13	10
Grade 10	48	28	20	20	12	8
Post-Test Results						
Grade 7	0	0	0	48	18	30
Grade 8	30	17	13	82	26	56
Grade 9	1	0	1	63	34	29
Grade 10	4	4	0	29	18	11

Table 15. Number of learners who are in the Numerate and Non-Numerate levels

Level	Numerates			Non-Numerates		
	Total	Male	Female	Total	Male	Female
	Pre-Test Results					
Grade 7	81	51	30	42	20	22
Grade 8	109	59	50	18	10	8
Grade 9	88	48	40	2	2	0
Grade 10	77	34	43	0	0	0
Level	Post-Test Results					
Grade 7	105	52	53	18	10	8
Grade 8	125	65	60	2	2	0
Grade 9	90	0	0	0	0	0
Grade 10	77	0	0	0	0	0

No. of students at risk of dropping out**Table 16**

Level	SY Before Previous SY: 2013-2014			Previous SY: 2014-2015			Current SY: 2015-2016		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Grade 7	14	12	2	4	4	0	9	8	1
Grade 8	12	7	5	10	6	4	10	10	0
Grade 9	5	4	1	3	2	1	8	4	4
Grade 10	3	0	3	7	7	0	2	2	0
TOTAL	34	23	11	24	19	5	29	24	5

Table 17

Level	SY Before Previous SY: 2013-2014			Previous SY: 2014-2015			Current SY: 2015-2016		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Grade 7	11.57%	17.39%	3.85%	2.96%	5.71%	0.00%	6.77%	11.27%	1.61%
Grade 8	10.08%	9.86%	10.42%	8.77%	9.84%	7.55%	7.46%	14.93%	0.00%
Grade 9	4.10%	6.15%	1.75%	3.41%	4.26%	2.44%	7.62%	7.41%	7.84%
Grade 10	3.26%	0.00%	5.88%	6.03%	11.67%	0.00%	2.41%	4.76%	0.00%
OVERALL	7.49%	9.35%	5.29%	5.30%	7.98%	2.33%	6.37%	10.26%	2.26%

b. Present GAP

- (1) Over-all NAT rating is below the standard MPS of 75%.
- (2) Not all students are classified as independent readers.
- (3) Not all students are numerates.
- (4) Some students are at risk of dropping out.

c. Present Resources or Analysis of the Gap

- (1) Over-all NAT rating should have been increased to 75%.
- (2) There should be not less than 2 support strategic interventions materials procured and developed both in Special Reading and Numeracy Classes.
- (3) All students should have been classified either as instructional or independent readers.
- (4) All students are numerates.
- (5) Should have 0% risk of drop-outs.

Curriculum Implementation & Instructional Delivery**a. Present Data**

- (1) Contact Days
 - Observed the required no. of school days.
- (2) Teacher Information

Table 18

Classification	No. of Teachers
Age	
50 – 60 years old	8
40 – 49 years old	8
30 – 39 years old	3
20 – 29 years old	2
Length of Service	
Below 5 years	2
5 – 10 years	6
11 – 20 years	7
21 – 30 years	4
Above 30 years	2
Having required academic qualifications	21
Certified to teach according to national standards (RA 4670, PBET, LET passers)	21
With MA units	14
MA degree/Graduate	7
Teaching their Specialization	
English	5
Science	4
Mathematics	4
Filipino	1
TLE	3
MAPEH	1

Araling Panlipunan	2
Edukasyon sa Pagpapakatao	0
Teaching Non-Major	10

(3) Teacher-student ratio – 1:47

(4) Class size information

Total no. of classes – 12 JHS + 2 SHS

With less than 45 students – 8

With 45-50 students – 3

With 51-60 students – 1

(5) Teachers using instructional materials – 20

(6) Teachers using differentiated teaching strategies – 20

(7) Teachers making home visits – 20

(8) Teachers making daily lesson plans – 20

(9) Teachers observing class schedule – 20

(10) Teachers checking assignment of students – 20

(11) Teachers making evaluation congruent to objectives – 20

(12) Teachers covering 100% competencies – 20

(13) Teachers preparing IPPD – 20

(14) Production and use of learner-centered materials – 20

(15) Use of alternative delivery modes of instruction – 20

(16) Co-curricular activities

No. of student clubs organized – 12

b. Present resources or Analysis of the Gap

All teachers should have been computer literate.

Health Status of Students/Pupils

a. Present Data

Nutritional Status of learners

Table 19

Level	Wasted			Severely Wasted		
	Total	Male	Female	Total	Male	Female
Grade 7	53	28	25	3	1	2
Grade 8	35	16	19	6	5	1
Grade 9	15	7	8	0	0	0
Grade 10	10	6	4	0	0	0
Total	113	57	56	9	6	3
Percent of Total		50.44%	49.56%		66.67%	33.33%

Medical Services

- No. of physical Check-ups conducted - 2
- No. of deworming conducted - 1
- No. of students receiving food supplement - 113
- No. of students receiving medicine - 100

Dental Services

- No. of dental check-up conducted - 1
- No. of tooth extraction conducted – 1

b. Present Resources or Analysis of the gap

All identified wasted and severely wasted students have received food supplements/feeding.

Student/Pupil Services**a. Present Data**

- School Publication - 1
- Guidance services available - 1
- Counseling services available - 1
- Remediation Program conducted - 1
- Review classes organized - 5
- Student clubs organized – 11

b. Present Gap

Guidance Counselor a subject teacher and Library services are not available because the librarian is also a subject teacher.

c. Present Resources or Analysis of the gap

Library services should be available during school hours. All students should have been served by the guidance officer.

Learning Environment**a. Present Data**

- No. of rooms properly ventilated - 12
- No. of rooms properly illuminated - 12
- No. of classes engaged on time on task - 12
- No. of incidence of violence in school - 0
- No. of teachers observing time on task – 21

School Management & Administration

Stakeholders' Participation

The coordination in the implementation of program and projects are headed by the School Head under the leadership of the Schools Division Superintendent (SDS)

Faculty president, PTA officers, SSG officers, SGC and local officials also play a vital role in the development and improvement of the school. They are the partners of the school Head in coordinating and orchestrating school projects, exerting great efforts carrying out of school programs and activities moving towards its realization.

a. Present Data

General PTA Meeting - 70%
Homeroom Meetings - 85%
Brigada Eskwela - 90%

b. Present Resources or Analysis of the Gap

Should have obtained 100% parents/community participation in Gen. PTA meetings, Homeroom meetings and Brigada Eskwela.

Instructional Supervision/Evaluating and Monitoring

School Monitoring is done by the School Head. He conducts classroom visits and observations ensuring that each teacher is doing well their functions of extending good quality instructional services, facilitating an inspiring learning conditions and environment for effective learning of students. However, the Public Schools District Supervisors and Education Supervisors are his partners in the monitoring. They visit once in a while to see to it that the articulated curriculum is implemented properly and profoundly.

Evaluation of teachers accomplishment and performance is done by the School Head, reviewed by the assigned EPS, recommended by the Chief of SGOD/Chief CID whoever is assigned by the Schools Division Superintendent, who is the approving official. The school heads conduct evaluation schedules based on the guidelines set by the Division and

submits performance appraisal of rating twice in the school year, once every semester. Hence, performance rating is one of the requirement in the PBB (Performance Based Bonus), Productivity Incentive Benefits (PIB), Step Increments, promotions and other benefits from the agency.

a. Present Data

Frequency of instructional supervision – 20

b. Present Resources or Analysis of the Gap

(1) 20 teachers should have been supervised by the school head per month.

(2) All teachers should have been subjected to Instructional Supervision by the school head per month.

School Management

A. Planning and Budgeting

Proper and careful planning and budgeting is essential in the management process of the school. This process contributes to the successful realization of a project, activities, and expenditure programs for a well maximized utilization of funds. The school head together with its school constituents and partners executes the process and arrives at one decision/consensus geared towards the successful implementation of the plans.

Accuracy and reliable data is necessary for the school most particularly to the data being submitted to the Division office planning unit, regional and central office. School data are sent through the internet via E-BEIS and LIS which is then the basis for allocation of educational materials to be provided by the department to the school. A consistent and accurate data should report to prevent confusion on the part of the Division Office.

B. Organizing and Staffing

In the past years, ranking and processing of appointments were done in the school level. But currently the Division office holds the key in providing new guidelines due to some problems encountered in the

process especially in the submission timeline and erroneous entries in the documents presented and prepared by the schools.

The school head submit request for needs of teacher in the Division office. Once approved by the Schools Division Superintendent the Division will send the needed teacher of the school. This process lessens the burden of school head in the processing of appointments of new teacher employee.

C. Leading and Directing

All processes and operations, projects and programs implementation are supervised by the School Head. He sets up the tone, boosts the mood/arouses the enthusiasm of his subordinates for a sound and productive outputs. He utilizes varied styles of leadership and supervision to meet the differences in teachers' personal characters for a better and harmonious interpersonal relationship and teamwork.

There is a little bit difficulty in leading and directing since the school has only one administrator/instructional leader. There is no assistant like other big schools having Department heads or Head Teachers to assist in the supervisory functions of the School head. However, subject area leaders were designated to perform roles to lead in carrying out of programs/activities in their respective areas of concern.

D. Controlling

Financial control is an important component of an organization. With proper control an organization is assured of proper direction in the use of funds. Financial resources are ensured of its maximized utilization, preventing wastage through mischievous transactions/purchases. Transparency and honesty is the key to achieve financial control.

Physically, the School Head is also in control/command of all of facilities, equipment, supplies and materials and all other properties owned by the school. He sees to it that all of which is properly accounted and kept in safety.

The property custodian does the regular inventory of all school property, including books/learning materials, tools and appliances.

Purchases of school supplies and materials as well as school repairs are based on the Work and Financial Plan (WFP) and Project Procurement Management Plan (PPMP) prepared by the school head and approved by the SDS.

Transparency Board was installed in a conspicuous place visible to everybody where reports/records of school income/revenues and expenditures are displayed for the stakeholders to see to avoid questions, doubts, unclear thoughts and misunderstandings. All liquidation reports are submitted to the Division office for checking, verification and audit. Financial reports /liquidation reports are also posted.

E. Compensating and Rewarding

Teacher benefits and salaries are processed on time to facilitate earlier release and avoid delay. Credentials/documents of Teachers entitled for upgrading of position are processed and submitted for approval to enhance better service and motivation to forge ahead and propel them to excel.

The school is a candidate for fiscal autonomy, whereby a disbursing officer and bookkeeper was hired to serve the purpose. They help in the preparation and processing of school documents, payrolls, liquidations, for the teachers to be concentrated in their tasks of providing educational services to the learners.

Most of the Teachers in the school are Teacher – III, some of whom are Teacher – I . Some of these Teachers belonging to salary grade 11 are pursuing their masteral degree to be qualified to become Teacher –III once they finish schooling.

Additional salaries are given to teachers once they completed 3 year service through step increments.

a. Present Data

- No. of teachers who come late in a month/undertime - 3
- No. of teachers who are absent at least 5 times per month - 1
- No. of teachers who are not teaching their field of specialization-5
- No. of teachers who submit reports on time/regularly - 20
- No. of teachers who attend school activities – 19

b. Present Resources/Analysis of the Gap

- (1) All teachers report for duty on or before their official time.
- (2) All teachers should have submitted reports on or before the deadline.
- (3) All teachers are teaching their field of specialization.

Resource Mobilization/Public Expenditure/School Financial, Fiscal Management**Utilization of Resources**

School funds generated by the school through PTA donations, income generating projects, allotments from the MOOE and LSB-SEF, canteen proceeds and other donations are properly accounted, managed and utilized for the school needs and improvement.

The school heads approves the utilization of funds through proper planning and prioritization from the basis of essentiality/importance, urgency and feasibility of the project/expenditures described from most to least. A proposal is made prior to release of fund, which is the bases for the release of budget the for disbursement. After the fund has been disbursed and utilized for the indicated purpose a financial report is submitted, compiled and properly kept.

The funds coming from the MOOE are used in the repairs of buildings, payments of school utilities, office supplies and materials and other operating expenses.

Budget allotments from the Local School Board Special Education Fund are utilized for the school's priority projects, educational materials and devices, cultural activities, athletic competitions, scouting and other programs and activities the school has actively participated in.

School canteen proceeds sustain the School Feeding Program. Great number of student beneficiaries' benefited from the programs especially the undernourished or the underprivileged.

Taxes from salaries and benefits of employees, purchased for materials and services, infrastructure contracts on repairs and other related taxes regularly remitted to the BIR through the payroll services and accounting unit of the Division Office.

a. Present Data

Salary of 20 teachers, 1 school head, 1 disbursing officer, 1 book keeper from National Fund, 2 security guards and 1 utility worker from MOOE Fund

b. Present resources/Analysis of the Gap

The MOOE allocation is not enough to shoulder the school's expenditures.

100% SEF allocation should have been released to the school before the start of the school year.

School-Community Environment

- a. With harmonious relationship with the Barangay Council.
- b. With organized PTA
- c. With Faculty Organization
- d. With Supreme Student Government
- e. With organized School Governing Council

Performance Indicators

- a. Present Data

Table 20. PERFORMANCE INDICATORS

S.Y. 2011-2012 to S.Y. 2015-2016

INDICATORS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
GROSS ENROLLMENT RATE	128.35	118.23	125.41	142.45	128.90
NET ENROLLMENT RATE	100.00	95.31	99.17	100.00	100.00
COHORT SURVIVAL RATE	71.15	70.59	83.64	73.89	67.48
RETENTION RATE	94.05	92.33	91.48	88.40	95.55
TRANSITION RATE	87.22	82.00	83.45	88.67	86.93
COMPLETION RATE	64.10	64.71	80.91	64.33	
REPETITION RATE	2.45	1.27	4.85	1.32	0.22
GRADUATION RATE	100.00	100.00	100.00	100.00	

DROP OUT RATE	7.57	6.57	8.59	5.30	
TEACHER - STUDENT RATIO	1 : 26	1 : 24	1 : 23	1 : 23	1 : 23
CLASSROOM - STUDENT RATIO	1 : 41	1 : 39	1 : 38	1 : 38	1 : 38

School Performance is translated in Table 23. The data indicated herein predominantly shows the different indicators that describe how well the school had performed in academic and in all other aspects and is represented in terms of numerical data. All indicators reveals a considerable increase based on the last school years result, for the repetition and Dropout rate which propped down. A good indication that students are motivated or inspired to push through and finish schooling. With regards to the Teacher-student ratio, there is a negligible difference in the past years but remains stagnant for three consecutive years. This means no prominent increase in student population and no increase in the number of teachers. The student- classroom ration on the other hand remained the same. There was no additional classroom constructed for students since there was no evident increase in enrolment.

b. Present Resources/Analysis of the Gap

Should have obtained 100% over-all Graduation Rate.
 Should have obtained 100% over-all Promotion Rate.
 Simple Drop-out Rate is decreased to 0.
 Failure Rate is decreased to 0.
 Repetition Rate is decreased to 0.
 Retention Rate is increased to 100%.
 Completion Rate is increased to 100%.

Four Management Process

The School Head holds regular meeting with the PTA and other stakeholders assessing the needs of the school and formulating solutions to problems geared towards better service delivery especially to its major clients- the students.

The School conducted K to 12 Program Information disseminations to the people of the locality and all school stakeholders for them to realize and appreciate the significance and purpose of the new curriculum for the future and development of the new Filipino generations.

In-Service Training was provided to teachers to upgrade their efficiency and effectiveness as well as their competencies as learning providers and skills developers.

Employment and maintenance of good interpersonal relationship and cohesive partnership to all stakeholders for the improvement of academic status and physical facilities of the school.

Organizational Affiliations, Alliances & Linkages

The School is the center of learning and education of young generations. Much of the learners daily time schedule is devoted to learning sessions in the school. However, though learners stay much longer in the school, it is not the sole responsibility of the school to perform the tasks. Everybody in the whole community should play responsibly their part in order for the young generation to grow and develop into a mature and helpful constituent of the society they live in. Different organizations should be tapped to interact with the school to provide the needs of young generations. For without such help from the organizations, associations, corporate groups/ individuals, the school will not be able to give/provide all the needs of the learners. The school need advocates , constituents who understand the mission and goals of the school.

The following lists are the major education partners of Nambalan High School:

Non-Governmental Organizations

Marilyn E. Molina(MEM) Scholarship Foundation

Captain Henry Ibarra(CHI) Scholarship Foundation

Rehoboth Childrens Home

Victory Christian Center(VCC) Scholarship Foundation

Santa Ignacia Society of America(SISA)

Sta. Ignacia Rural Bank(SIGNABANK)

Eduardo CojuangcoFoundation(ECF)

Government Agencies

Department of Social Welfare and Development(DSWD)-4Ps project

Colleges/Universities/Other Learning Institution

Tarlac College of Agriculture-(Adopt-A-School Program)

Local Government Unit

Provincial Government of Tarlac

Municipal Government of Sta.Ignacia

Barangay Officials of Nambalan

Other Assistance Providers of the School

TARELCO I

JELEXIE BAKESHOP

COCA-COLA Bottlers,Inc.

UCPB Sta.Ignacia

NEW JOSEO Enterprise

Top Management, Board Member and Leader (Biography of Sir)

The Leader of the school is a former faculty member of Nambalan High School and a returning school head. He is the only heir of the proud farmer spouses Sofronio V. Viloría(deceased) and Erlinda V. Viloría who are both residents of the locality. He was married to Marliza D. Viloría, serving as college professor at the Tarlac College of Agriculture, Camiling, Tarlac, and then were blessed with three children namely Daryl Elizer(eldest), Jan Fronimarc(second eldest) and Mara Zildra(youngest).

Being a child born from a poor family, dreaming to ascend from poverty is his fondest aspiration. Education is his best tool/instrument to reach his goal. His educational quest started at 6 years of age at the Nambalan Elementary School where he finished his elementary, and in the Tarlac College of Agriculture for his secondary course. He finished Bachelor of Animal Science at the same institution for his baccalaureate degree with flying colors, a degree leading to Veterinary Medicine which he dreamed o and plans to pursue to become a medical practitioner for animals. The plans did change after series of wishful thinking, health and resources analysis and

weighing of facts and alternatives. The ultimate move is to pursue education, so he took up units in education at The Tarlac College of Agriculture. Desirous to grow professionally and upgrade his educational knowledge and skills, he continue pursuing Master of Arts major in Educational Management at the Araullo University, Cabanatuan City.

Guided by his dreams and aspirations, his career adventure continues aiming to become a doctor not in human medicine, nor animal medicine but as Doctor of Education. Having availed and granted scholarship by the Eduardo Cojuangco Foundations Project FREE, he finished Doctor of Education major in Educational Management under the University of Saint LaSalle, Bacolod City and Tarlac State University Consortium(2011-2013).

Among his earned eligibilities qualifying him as educator were the Civil Service Sub-professional Examination(1981), Civil Service Professional Examination(1984),Professional Board Exam for Teachers(1986), and Licensure Examination for Agriculturist(2009).

Dr. Vilorio started his teaching career in October1987 as substitute classroom teacher at the Nambalan High School, later absorbed as regular permanent teacher in August 1988 until September 5, 2000. During these periods he did his best to extend educational services to his students employing all what he knows and what he has for the upliftment of schools academic status. Opportunities and chances really comes unknowingly or unexpectedly to those who work with dedication and selfless service. This happens when he was designated Officer-In-Charge of the school in 1995. After five years of multitasking, serving as OIC and at the same time acting as classroom teacher with the approval of the Schools Division Superintendent, he was rewarded a promotion to Secondary School Principal 1 in September 6,2000 through reclassification process.

His administrative experience is not only confined to a single school. He was also reassigned to several schools in the Division, to share his knowledge, expertise, best practices and dedicated service. Among these schools are Villa Aglipay High School and Moriones High School/Villa Aglipay HS Annex (2002-2004), Marawi High School(2004-2009), Malacampa National High School(2009-2014). Some of the physical accomplishments he did in the schools he served are opening of new school (Malacampa National High School),improvement of school facilities, requisition of additional school buildings and classrooms, armchairs, putting up of computer

laboratories, construction of covered court, stage, canteen, perimeter fences, comfort rooms /toilets, improvement of school grounds. Academically, he worked on the improvement of academic standings of the school and accelerated student performances. Moreover, teacher salaries and benefits were processed and facilitated the release on time. Promotions and upgrading of positions and salaries of teachers were also given enough attention thus achieving job satisfaction on the part of the teachers.

Meetings, conferences, seminars, trainings and workshops bears significant importance to the him as school instructional leader. Priority was given by the school head to attend such valuable undertakings for him to be updated of new trends, researches, innovations, programs and aware of what is happening in the continuously changing world. He has attended lots of training, seminar-workshops related to leadership management, administration and supervision locally (division, regional, national and international level). He has also attended conferences and congress in different venues travelling north to south in the three great islands of the country just to hear more updates/new learning that guided and catapulted success to his educational and career ventures, making him a more profound and skillful school head.

Strategic Fit or VSOP (Vision, Strategies, Organization and people)

Schools mission and vision served as foundation to implement the DepEd programs in order to produce the competent 21st Century Learners. In order to have lasting positive effects, the school has crafted a strategic plan for three years conforming to its needs. It focuses on the different options the school should dealt upon and implement aiming at a clearer and single direction that will bring about/spell out laudable success whereby bringing sound improvement to the school. Programs and strategies were formulated from the standpoint of reality, clarity, carefulness and employability based on the assessments (external and internal) done. The SIP will be strictly implemented by the assigned schools competent working groups.

III. SCHOOL IMPROVEMENT PLANNING FOR GRADE 7 –GRADE 10

One of the main tasks of educational planners is to assist decision-makers with the choice of adequate goals & strategies. Planners therefore need to understand the current challenges facing educational development and be able to evaluate possible policy responses with their respective implications. School Improvement Planning for Grade 7 to Grade 10 presents an overview of the planning worksheet for Access & Quality among Grade 7-10 students.

PLANNING WORKSHEET for ACCESS AND QUALITY						
Grade 7 -10						
DEPED INTERMEDIATE OUTCOMES	PRIORITY IMPROVEMENT AREA	GENERAL OBJECTIVE /S	ROOT CAUSE/S	TIME FRAME		
				SY 2016	SY 2017	SY 2018
IO1: Learners are in school and learning centers	Increase number of enrollees	Designated focal person to make census in a community whose age is 11-17	Late enrollee / Balik-aral Lack of interest Distance of the school			
IO2: Learners access programs responsive to their needs and consistent with their interests and aptitudes	Increase NAT results for the coming Grade 7 entrants	Supervised remedial instruction in all learning areas	Failure to attend review class Absenteeism			

IO3: Learners enjoy learner-friendly environment	Child friendly	Coordinate d with the parents by having a general meeting	Anti-bullying			
IO4: Learners actively participate in their learning environment	Student development activity	Develop self-confidence and moral to the students	Apprehensiveness/uneasy Lack of minimal support to education			
IO5: Learners are well-rounded, happy and smart	Increase in MPS/Achievement level	Improve academic standards in all learning areas	Low MPS/Achievement rate			

IV. SCHOOL IMPROVEMENT PLANNING FOR GRADE 11 –GRADE 12

One of the main tasks of educational planners is to assist decision-makers with the choice of adequate goals & strategies. Planners therefore need to understand the current challenges facing educational development and be able to evaluate possible policy responses with their respective implications. School Improvement Planning for Grade 11 to Grade 12 presents trends that characterize the expansion of education taking onto account Grade 11-12 students.

PLANNING WORKSHEET for ACCESS AND QUALITY						
Grade 11 -12						
DEPED INTERMEDIATE OUTCOMES	PRIORITY IMPROVEMENT AREA	GENERAL OBJECTIVE/S	ROOT CAUSE/S	TIME FRAME		
				SY 2016	SY 2017	SY 2018
IO1: Learners are in school and learning centers	Increase number of enrollees in SHS	Designated focal person to make census in a community especially OSY	Late enrollee / Balik-aral			
IO2: Learners access programs responsive to their needs and consistent with their interests and aptitudes	Instructional Materials/School Facilities/Equipments	Improve facilities and hired competent teachers Provide training for career path	Lack of training materials Lack of training / workshops			
IO3: Learners enjoy learner-friendly environment	Child friendly	Coordinated with the parents by having a general meeting	Anti-bullying			

IO4: Learners actively participate in their learning environment	Student development activity	Improve academic standard in all learning areas	Lack of minimal support of parents to education			
IO5: Learners attain learning standards	Increase in MPS	Improve academic standards in all learning areas	Low MPS/Achievement rate			
IO6: Learners are well-rounded, happy and smart	Child friend/Values orientation	Established Harmonious relationship	Not in high spirit			

V. SCHOOL IMPROVEMENT PLANNING FOR GOVERNANCE

PLANNING WORKSHEET for GOVERNANCE						
DEPED INTERMEDIATE OUTCOMES	PRIORITY IMPROVEMENT AREA	GENERAL OBJECTIVE/S	ROOT CAUSE/S	TIME FRAME		
				SY 2016	SY 2017	SY 2018
IO1: Education leaders and managers practice participative and inclusive management processes	Instructional Leadership	Performed instructional supervision to all teachers to achieve learning outcomes	Overlapping of activities			
IO2: Internal system and processes needed for continuous improvement in place	Learning environment	Directed/coordinated/managed school funds according to prioritized needs	Work Financial Plan(WFP) needs to realign projects because of adjustments			
IO3: Growing number of stakeholders actively participate and collaborate in convergence mechanisms at all levels	School Leadership and Operations	Recognized accomplishments of stakeholders designed programs with stakeholders to address school needs	Some stakeholders are unresponsive			

VI. MONITORING and EVALUATION

We, the faculty of DepEd Nambalan High School and its stakeholders, understand our role and responsibilities in the implementation of this School Development Plan (SEDP) and its importance in upgrading and enriching the quality of basic education and continuous improvement of education service delivery.

We will support the strategic direction and the strategic options that will be implemented by the school, as stated in detail in the foregoing document.

Nambalan High School Development Planning and Implementation Team

EDGAR V. VILORIA, Ed. D
Principal

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