

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 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 meant autonomy from the Episcopal Diocese of Northern Philippines (EDNP) in terms of administration, management, and finance. Under the chairmanship of Rufino Bomasang (Class 58), the corporation entered into a 25-year lease of the school buildings and properties with the church. The veteran faculty, being employees of the church, were either given early retirement or severance pay. An entirely new set of faculty and administration was hired, a 5-year strategic plan was written, and the corporation officially took over operations for school year 2004-2005. Mr. John Guitilen, a retired DepEd high school principal, was appointed interim principal for one year, in anticipation of my appointment as Principal in June 2006.

Mission and Vision of the School

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 FAPE accreditation (Financial Assistance for Private Education) in consultation with students, faculty, and parents with the subsequent approval by the SMSSI Board of Trustees.

A Review of the Accomplishments 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 classrooms as the priority. Funds were raised by the Board of Trustees for four 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 classrooms were renovated—complete with custom-made trapezoidal desks and plastic 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 had 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 Rufino 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 six computers, and a reading room housing 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, gave ample donations of books. Mrs. Soledad Belingon, an alumni 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) in 2008.

Another major addition to school facilities is the gymnasium, partially completed and functional by June 2008. The new facility allows physical education classes and sports practices to proceed, in spite of rainy weather for five months out of the year. It has also been shared with the community at large for town fiestas and district meets. Eventually, the completed gym will house a standard basketball court, bleachers, a performing 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 constructed in 2007. In 2008 the PTA also built a roadway stemming from the Daoangan Road and leading towards the gymnasium. In 2009, the 2nd phase of the gym project was partially completed, consisting of a large cistern and the foundation of the locker/shower rooms and a septic tank. The 3rd Golf tournament scheduled in February 2010 will enable this phase of the gym to be completed, to include roof gutters, plumbing, tiling, and a stage floor, in time for the start of SY 2010-2011.

During the summer of 2008, through a donation of St. Luke's Medical Center, the Art Room, a seminar room, a new 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 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 adhering to the minimum requirements prescribed by the Department of Education, the school has 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 in instructional sequencing of curricular topics. The two subjects now focus on the mastery of communication skills such as reading comprehension, vocabulary expansion, active listening, effective writing, and effective 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 the use of technology are the main core of Technology and Livelihood Education (TLE). Christian Education uses the thematic approach to develop character, instead of the traditional dogmatic curriculum often taught as an academic subject. Participation in the Service Learning Program which integrates academic learning, community service, and social and cultural experiences) is now a school requirement for graduation.

With the introduction of the Electives Program in SY 2007-2008, 3rd and 4th Year students are enabled to choose courses that would introduce and prepare them for careers. Subjects like Advanced Biology, Advanced Chemistry, Advanced Physics, Business Math and Intro to Accounting, Public Speaking, Contemporary World History, World Religions, 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 has been 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 four hours of “on the job training” or “practicum” per week.

Alongside the new curriculum, the school has also transitioned from traditional teacher-directed methodologies into student-directed instructional practices. The inquiry method, which has been the common methodology used in international schools and other premier educational institutions, has been adopted 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 has 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, predicated on pre-stated educational objectives. 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 were added in Math and in English to the required five weekly periods, during which homework, seatwork, and tutorials are supervised by the classroom teacher. Tutorials are regularly held after school and during weekends. Reviews for national exams and college entrance tests are also scheduled.

Instructional Resources:

Every student is issued textbooks and curriculum materials as part of tuition and fees. (Most private schools require the purchase of textbooks in addition to tuition and fees.) Supplementary handouts are made available through the photocopy machine, for 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, which enables students, faculty, staff, and visitors to access individual computer accounts (roaming profiles) both for instructional purposes 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 Development

For the past five years, faculty and staff have undergone 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. Josette Biyo (Iloilo Science High School), and many others. Many of our resident faculty members like Nemia Lite, Leones Gonsoden, Michael Benter, Krishtine Centeno, Lissa Octaviano, Glauardo Butic, and Daniel Ambasing have been developed as teacher trainers, giving seminars and workshops to others. 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 educational institutions. 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 creating 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 workshops have been given to and attended by public elementary school teachers, including technology, vocabulary expansion, the use of dictionaries, and 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 as part of the apprenticeship program in tandem with MPSPC. 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 student development program has reached its pinnacle in the fifth year of the Strategic Plan. Student activities now include formal organizations like student government, clubs, sports teams, and interest activities. In addition, the school regularly provides leadership trainings and social action opportunities such as those held during the school’s service learning program. Socials like school dances, intramurals, and cultural celebrations are part of the school calendar. The school has also adopted the “dap-ay” system which is patterned after the British “house” system which provides vertical interaction among grade levels. The school regularly participates and excels in interscholastic competitions. Goodwill activities in the form of sports and cultural exchanges and visits are also a major component of the student activities calendar.

Parental and Alumni Involvement

In addition to their active involvement in school socials and celebrations, the PTA regularly meets once a quarter to plan out and implement their own projects such as the water cistern, the volleyball court, the school driveway, and the beautification of the school grounds. Quarterly parent-student-teacher conferences are also scheduled to address academic concerns. Both the parent community and the alumni have been tapped as resource speakers for students during career week.

The SMSS alumni are the basic driving force behind the funding for the school development. Through its efforts, and the participation of their friends and corporate connections, the school has received, in the past five years, more than P12 million for the renovation of school facilities, teacher salary subsidies, and student financial assistance. Truly, the active involvement of the SMSS PTA and the SMSS alumni are regarded as the cornerstones of the school's quest to become a model school in the country.

Student and School Achievements

Through the past five years, the school has gathered many achievements and commendations, ranging from excellent performances in the NAT and NCAE exams, winning top places in interscholastic competitions, citations on excellent student development programs, to college acceptances and recognition by other educational institutions and organizations. St. Mary's School has been cited as one of the four top performing schools by the Mountain Province division of the Department of Education in SY 2009-2010, after topping the National Achievement Test and the National Career Assessment Exam. Our school has also developed a reputation for teacher training in the student-centered methodology, which the DepEd is hoping to adopt as its official pedagogical philosophy. Most importantly, SMSS is reaching out, true to its motto "Adi tako bokodan di gawis" by sharing the light with others.

THE SECOND STRATEGIC PLAN

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 alumni and corporate donors, much has been accomplished in terms of curriculum, teaching methodologies, facilities, and resources. Much of the school's reputation as a performing educational institution has been restored, after a decade of neglect, derision, and skepticism. Though many components of the original plan were accomplished, some underwent revision to fit the ever-changing nature of the school community and the constraints of financial resources. Some (e.g. the renovation of dormitories) have been delayed because of the global financial crisis that affected the cash position of sponsors and donors. Yet, as one reads the preceding 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** in its journey towards educational excellence. Whereas the first five years were spent in establishing systems and meeting the basic needs of a sustainable educational system, the focus of the next five years would be on developing, improving, and stabilizing what we have started.

Basic Assumptions and Agreements towards a Sound Philosophy of Education

(The following assumptions and agreements remain the base by which past and future strategic plans have been formulated.)

1. **All resources and efforts must be primarily directed towards the academic preparation of SMS students for tertiary education.** Our curriculum must continue to reflect the knowledge (academic content) that is needed for our students to enter university, the teaching of life-long skills that would ensure their successful completion of academic endeavors, and the inculcation of proper Christian values to produce mature, holistic, and socially responsible, and productive global citizens. This includes the development of skills to be independent critical thinkers and effective communicators.

2. **The inculcation of Christian values and responsible citizenship must be integrated into the school's programs and practices.** This is effectively done through the deliberate integration of Christian values education into the school's academic, athletic, aesthetic (e.g. music, drama, and dance) programs, and into other extra-curricular activities (e.g. student government, publications, clubs). Every endeavor must include active guidance by both the teachers and the community. The process must also encompass personal assessment and self-reflection by students themselves on concepts like "why we do things" and "how well we have done," after they have been taught the "what" and "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 should 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 will give its full commitment to providing support for the school in order to achieve school objectives.** Patrons of the school 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 function forever on subsidies or dole-outs. Thus, 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. On the other hand, the faculty and administration of the school are expected to do their share in the teaching process, and students are expected to commit to and focus on learning.

Strategic Objectives for 2010-2015

The keyword for the second strategic plan is **stabilization** and **sustainability**. In this regard, the school will:

- 1) **Assess and re-assess its curriculum and teaching practices, and institutionalize best instructional strategies and processes, to ultimately integrate all learning areas, including technology, towards a holistic education for students.**
- 2) **Provide a nurturing environment for students, and**
- 3) **Sustain its positive financial disposition and become fiscally self-sufficient.**

A. Curriculum and Instruction

Areas for Improvement based on Self-Evaluation:

- 1) Depth of **curriculum coverage** needs to be delineated and appropriately structured

- 2) Teaching of **basic skills** needs to be **integrated** across subject areas (vocabulary expansion, reading comprehension, effective and concise writing, speaking, listening, analysis, synthesis, application, correlation, study and time management skills, development of independent critical thinking)
- 3) **Student-centered methodologies and strategies** need to be **formalized** and accepted by faculty as the philosophical norm in addressing individual student academic needs.
- 4) Teachers need to **expand their knowledge** towards other disciplines beyond their specific expertise and academic designations
- 5) **Assessment practices and strategies** need to be **standardized** and periodically analyzed, and include non-traditional methods and tailor-made evaluations for learning-different students.

Plans of Action:

- 1) Establish a **curriculum review cycle**, addressing:
 - a. Articulation of the appropriate scope and sequence of all subject areas
 - b. Proscription of remediation programs for incoming freshmen and transferees
 - c. Establishment of advanced studies in selected areas to enhance gifted students' ability to cope with chosen careers and specializations.
 - d. Formalization of the curriculum of the Fifth Year of Study as an extension of basic education
- 2) Formalize and standardize **curriculum documentation and format** for easier access and reference. Including depth of coverage and timelines, while allowing for individual teacher creativity and time to deal with individual student learning differences (unit plans as opposed to daily lesson plans).
- 3) Standardize, reinforce, and enhance **assessment practices**, to include non-traditional alternatives
- 4) **Integrate** the use of computer applications and other **technological resources** in acquiring knowledge (research), in instructional practices (the teaching act), and in documenting learning (assessments) by both students and teachers
- 5) Emphasize **practical applications** during the delivery of knowledge in subject areas and its relationship to other disciplines and prior knowledge
- 6) Aim for ACSU **Accreditation**

B. Faculty Training and Development

Areas for Improvement:

1. The roster of faculty and staff needs to be stabilized.
2. New faculty and staff need to be oriented regarding expectations, responsibilities, professional development, and school objectives and philosophy.
3. Faculty need to be trained regarding classroom management, student character development, (motivation and behavior), and guidance counseling techniques

Plans of action:

1. Develop a scheme to attract and retain qualified personnel through attractive **compensation packages, benefits, and professional development** to include:
 - a. Retirement Plan
 - b. Sabbatical Leave
 - c. Longevity Bonus

- d. Housing
 - e. Educational Benefits for dependents
 - f. School-Subsidized and School-Directed Professional Development for faculty and staff
2. Develop a **Faculty and Staff Manual** which delineates job descriptions, school policies and philosophy, procedures, and professional expectations
 3. Develop a formal **orientation program** for new staff and faculty, involving active involvement by veteran personnel
 4. Schedule ongoing **in-service training during the school year** on educational issues, trends, and concerns, such as curriculum development, teaching strategies, assessments, and classroom management techniques. Focus will be placed on **motivating students** to go beyond what is required and provide a **nurturing** environment for all in school.
 5. Develop an **adjunct professional development program** for staff and faculty **during vacation months** for higher education, advanced credentials, and specialization training. This may also be achieved through universities which offer long distance training during the school year.

C. Student Services

Areas of Improvement:

1. As the guidance program at SMS is barely a year old, there is a need for a more formal, organized, and systematic system of providing counseling services to students and their families. The program needs to address personal issues, career choices and preparation, academic concerns, family and social relationships, to spiritual development.
2. Christian Values Education needs to be formally developed and be directly linked to student behavior and character development.
3. Although the school offers numerous co-curricular and extra-curricular opportunities for students, the entire program needs to be assessed and focused on clear, specific objectives to determine its effectiveness and sustainability.

Plans of Action:

1. Establish a comprehensive and holistic Guidance Center to address the following:
 - Academic Counseling – issues that pertain to effective learning, including study habits, time management, student motivation, and independent critical thinking
 - Career and College Counseling – issues that pertain to college acceptances, scholarships, career choices, and standardized tests in aptitude and achievement
 - Personal Counseling and Student Behavior – issues that pertain to the child's development as a teenager, social interrelationships with peers, sexuality, and leadership
 - Family Counseling – issues that deal with familial interrelationships, promotion of proper family values.
2. **Train Faculty and Staff** to become **surrogate counselors** who are part of and concerned with the development of each child at SMS, in their capacity as advisors and classroom teachers.
3. Establish a **parent support program** within the community, through the help of the PTA, and other school community resources. This is in tandem with Community Education and Development below.
4. Design, organize, and implement a **Co-Curricular program** that **supplements** learning in non-academic areas such as athletics, aesthetics, leadership, service, spirituality, and other supplemental interest areas that support learning beyond the classroom. The program should

contain clear and specific objectives, timelines (performances, rehearsals, practices, codes of behavior, budgetary provisions, and student responsibilities and expectations.

5. Formalize an **Extra-Curricular Program** that supports classroom learning, such as service learning, socials, and cultural events.
6. Develop a **Co-Curricular and Extra-curricular Procedural Manual** that outlines objectives, general timelines, descriptions, expected output, and procedures. The manual will also contain job descriptions and professional expectations of advisors, consultants, and coaches, particularly if those positions are not taken from the full-time faculty and staff.
7. Establish a **compensation package** for coaches and advisors based on professional expertise and qualifications, responsibilities, expectations, and time spent (seasonal or year-round). The package will also address the nature of the activity, differentiating which is either supervisory in nature or directly instructional. The compensation package for co-curricular and extra-curricular activities will only apply to tasks beyond designated teaching loads or extensions of classroom learning as stated in full-time faculty contracts.
8. A **School Pastoral Program** must be designed, developed, and implemented, under the supervision of and guidance by the school chaplain and the guidance counselor. This will include:
 - The implementation of a formalized Christian Values Education course (homeroom)
 - Regular religious services such as the School Mass and Vespers
 - Bible Studies and spiritual reflections
 - The Christian Youth Ministry including church choir, community service, and Sunday School instruction
 - Individual, peer group, and family counseling
 - Family home visits and family community activities

D. School Community Education and Development

Areas for Improvement:

For the past five years, the PTA has been an active partner of the school in implementing infrastructure projects, fund raising, and involvement in school activities. PTA meetings have also been effective in the dissemination of information and in the gathering of feedback. However, the following areas need to be addressed:

1. A more consistent and more complete participation of parents in the life of the school
2. The involvement of parents of dormitory residents and students from out-of-town needs to be delineated and agreed upon.
3. The concept of guardianship—its obligations and responsibilities—by members of the school community needs to be explained, accepted, and more effectively applied.
4. Open communication between home and the school needs to be enhanced.
5. Parents/guardians need to be trained in parenting skills, particularly in dealing with teenage concerns.

Plans of Action:

1. Develop a **Parent and Guardian Manual** which outlines rights, responsibilities, and obligations of parents and guardians as partners in the education of their children/wards. A special section should focus on absentee parents (e.g. parents of dormitory residents, boarders, and out-of-town students), to include formalized agreements on guardianship.

2. Organize **support groups** and human resources in partnership with the PTA to support the Pastoral Program of the school which includes peer counseling, family home visitations, barangay brigadas, and participation in student disciplinary hearings and sanctions.
3. Provide ongoing training sessions in **parenting** for parents.
4. **Recognize contributions** and achievements of outstanding individuals or couples, who, as parents, can be regarded as models for the rest of the parent community.

E. Infrastructure and Instructional Resources

Capital Projects

The following infrastructure projects have been identified:

1. Completion of Gym Project, including stage, backstage, shower and locker rooms, bleachers, lighting and sound, and gym equipment.
2. Relocation and renovation of Business Office and Guidance Office
3. Renovation of Student Center and Dining Area
4. Upgrading of Computer System and establishing a second Computer Lab
5. Expansion and refurbishment of Media Services (Library, Audio Visual Room, Auditorium)
6. Renovation of the Girls and Boys Dormitories
7. Renovation of Faculty Housing
8. Perimeter Fence and Campus Lighting
9. Beautification of Grounds, Face-lift of the Main Building

Instructional Resources

1. Purchase of new textbooks and other instructional materials, to be determined by the regular curriculum review of subject areas
2. Computer units for the 2nd Computer lab and a replacement cycle for retired units
3. 2 Laptop computers and a high-powered multi-media projector
4. A photocopier, preferably one that can print in bulk and can accommodate the needs of the school paper
5. Science laboratory equipment (to be determined by the science department)
6. School furniture (chairs, steel lockers, couches)
7. School Freezer and Refrigerator for the school kitchen
8. Dining and student center furniture
9. School bus or van for official purposes
10. School Generator

F. Finance

Areas for Improvement:

For the past five years, the school's financial position has been hampered by cash flow problems caused by delayed payments and unfulfilled pledges. Financial policies, systems, and procedures have been established, but implementation needs to be carefully monitored. Another concern is the hiring and retention of qualified personnel.

Plans of Action:

1. Hire **qualified and committed personnel** in the Business Office, particularly a Business Manager who can oversee the financial operations of the school.
2. Establish an **endowment fund** for operations, by placing the proceeds of the sale of donated Pampanga land in a trust fund.
3. Develop **other potential sources of income**, such as the development of the Longid land in Quirino.
4. Ensure the **viability of the Scholarship Fund**, through bequests, and long-term commitments by individuals and corporate donors (e.g. Adopt a Scholar Program).
5. Review and re-assess the **policies governing student financial assistance**.
6. Provide a reserve for **faculty and staff retirement benefits**

Other Issues for Future Consideration towards the 3rd Strategic Plan:

- **The Future of Stapleton Hall**
- **Conservation of Energy and other Resources**
- **Expansion towards a Continuous SMS Education (K-12)**
- **SMS as a formal Center of Continuing Education for Teachers**
- **Non-Academic & Vocational Education at SMS**

Final Notes

In the next five years, we envision St. Mary's School to be a top-of-the-line educational institution that surpasses others with its progressive curriculum, solid student-centered instructional methodologies and practices, bountiful instructional resources, a stable, competent, and committed faculty, a participative parent community, and a supportive alumni association. In providing quality education and learning opportunities, we therefore expect our students to meet, or even surpass, their potential academically, behaviorally, socially, and spiritually—all in the spirit of being inspirational models for others to emulate. At this point, we can truly say that we have not only achieved the vision and mission of the school, but we also fulfilled as our founding fathers had envisioned—to "Share the Light."

Written by:
Dennis Faustino
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