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**[](http://images.google.com/url?sa=i&rct=j&q=deped+logo&source=images&cd=&cad=rja&docid=VIom3DN5zbWNmM&tbnid=gDmUgXADoFjF4M:&ved=0CAUQjRw&url=http://www.depedsarangani.com/UPDATES.html&ei=c9kVUqaxGMLyiAfTt4EI&bvm=bv.51156542,d.aGc&psig=AFQjCNGTPEU0Yiq07Wk8pUwmmsikV7XXew&ust=1377249929077989)Republic of the Philippines**

**Department of Education**

**Region VIII (Eastern Visayas)**

**Division of Leyte**

**Merida District**

**MERIDA VOCATIONAL SCHOOL**

**Merida, Leyte**

**ENHANCED SCHOOL IMPROVEMENT PLAN**

**CY: 2016- 2019**

**FRANCISCO B. LATORRE**

**Principal I**

**May 2016**

**CHAPTER 1: DEPED VISION, MISSION AND CORE VALUES**

**The vision**

We dream of Filipinos

who passionately love their country and

whose competencies and values

enable them to realize their full potential and

contribute meaningfully to building the nation

We are learner-centered public institution, the Department of

Education of Education continuously improves itself to better serve

its stakeholders.

**The mission**

To protect and promote the right of every Filipino to quality, equitable,

culture-based and complete basic education where:

\*Students learn in a child-friendly, gender-sensitive,

safe and motivating environment

\* Teachers facilitate learning and constantly

nurture every learner

\*Administrators and staff as stewards of the institution,

ensure an enabling and supportive environment

for effective learning to happen

\*Family, community, and other stakeholders

are actively engaged and share responsibility for

developing life-long learners.

**The Core Values**

Maka-Diyos

Makatao

Makakalikasan

Makabansa

**CHAPTER 2: SCHOOL’S CURRENT SITUATION**

This chapter focuses on the Access, Quality, and Governance showing the school’s current situation, which need to be addressed through interventions/ innovations in practicing the four Principles of School- Based Management (SBM).

1. **The School Background**

Merida Vocational School is located at the Poblacion of Merida, Leyte. It is one of the five (5) Vocational Schools in the province. It is situated 200 meters away from the municipal hall occupying 1.8 hectares. Some parts of this land were donated by generous philanthropists while some were purchased by municipal stakeholders. The lot was acquired through the efforts of the previous administrators of the secondary school sometime in the 1950’s. Later, the lot was purchased by the municipal government and was donated to the school.

On June 18, 1964, Merida Vocational School (MVS) was created by virtue of RA 3949. It was then enacted by virtue of RA 5957 as Merida School of Craftsmanship.

On June 29, 1969, another re-enactment was done returning the name Merida Vocational School.

The creation of the school was made possible thru the efforts of the following personalities: Mayor Cerafin Meneses together with his municipal secretary, Mr. Celoteo Merino, Mr. NestorioBago and Mr. Jose Masangkay.

Previously, the school has three (3) annexes- MVS Calunangan, MVS Puerto Bello and MVS Masumbang/Mine Site all of which are in Merida.

The school has to uphold with the DepEd’s vision and mission with the commitment of enhancing in every student the learning that can be translated to real - life situation as they embrace the world of works, attaining higher education, becoming entrepreneurs and thus, making Merida Vocational School (MVS), the second home for all of the students thereby a place where the community stakeholders will uphold.

At present, as arts and trades school it offers five courses with the following specializations as: Automotive Servicing, Welding (SMAW), Drafting major in AutoCAD, Cosmetology focused in Beauty Care and Garments focused in Dressmaking for the Junior High school. For the Senior High School we have offered three courses: a.) Automotive Servicing, b.) Welding (SMAW), c.) Cosmetology focused in Beauty Care.

1. **The School Profile**
   1. **ACCESS**

**2.1.1.Enrollment**

1081

1055

1044

As shown in the graph, there were 1044 enrolles for the SY 2014- 2015. It also shows that there were 54.31 % females compared to males which is 45.69%.For the SY 2015-2016, there were 1055 total no. of enrolles. The chart shows that enrollment increased by 1.054%. There were 561 females with a percentage of 53.18% while 46.82% were males.There were 1081 enrolles for the SY 2016-2017. Thus, the total no. of enrolles increased by 2.46%. It also shows that there were 50.51% females compared to males which is 49.49%.Enrollment increased because students choose to enroll here since the school is offering applied courses that cater to the needs of the community. Though enrollment is increasing but then there were 20 students in the far flung barangays who did not enroll based from the mapping activity done by the teachers. Distance to school is the main reason for this problem.

**2.1.2. Number of Completers**

There were 228 no. of completers (Grade 10) for the SY 2016-2017. There were 91 males with a percentage of 39.91% and 137 females with a percentage of 60.09%.

**2.1.3. Number and Rate of Dropouts and Cause**

The data shows that within the three successive years no data or 0% of drop out being recorded. The administration has able to maintain the zero percent of drop-out rate because the following effective intervention programs: a.) home visitation; b.) tokhang program; c.) adopt a student program.

**2.1.4. No. of SARDO saved**

As shown in the chart, there were 13 SARDOs saved from Grade 7. 23% of which were females and 76.92% were males. 25% in Grade 8 who were SARDO saved. 88% were males and 12% were females. For Grade 9, there were 19 students. Most of the students saved from SARDO were males which is 15 with a percentage of 78.95% while there were only 4 females with a percentage of 21.05%. Lastly, for Grade 10, which has the most no. of SARDO saved for the SY 2016- 2017, there were 37 students saved from SARDO.32 males out of 37 students who were saved from SARDO with a percentage of 86.49% and 13.51% females.

There were 92 SARDO’s out of 1081 enrollees for SY 2016-2017. Thus, 8.51% of the total enrollment become SARDO. Distance to school is the main reason for this problem.

**2.1.5. No. of School Leavers**

It is revealed in the graph that for Grade 7 there was no school leavers for the SY 2016-2017. For Grade 8, out of 269 students there were 33 school leavers which is 12.27% of the total no. of enrollees. 8.55% were males and 3.72% were females. 26 students in Grade 9 who were school leavers out of 269 students which is 9.67% of the population. Most of the school leavers were females compared to males. For Grade 10, out of 248 students there were 6.05% who were school leavers. Distance to school is the main cause for this.

* + 1. **Repitition Rate by Sex**

The graphs shows that the no. of repeaters vary from 2014-2017. Male repeaters were increasing from 1.67% to 2.02 %. However, there were no repeaters from the females students. The summation of repeaters decreased from 2.02 % to 0.95%. This is due to the program “Tokhang” in which the group of concerned teachers did visit the problem students to give them the interventions. Some accomplished but some did not.

The intervention “Tokhang” contributed much to the reduction of repeaters in 2016-2017

* + 1. **No. of Learners with 100% of Attendance**

For Grade 7, there were 20 learners with 100% attendance with a percentage of 6.78%. This only implies that there were only few students who were able to attain the 100% attendance since the start of classes until the last day. On the other hand, 4.46% of the students in the Grade 8 with 100% attendance for the SY 2016-2017. 12 out of 269 students in Grade 9 were able to attain the 100% attendance which is only 4.46% of the enrollees. For Grade 10, there were 3.23% of learners with 100% attendance.

Only few students who were able to attain the 100% attendance due to some reasons: a.) Students from far-flung barangays suffered from the fare rate of “Habal-habal” drivers; b.) Some of the students are greatly affected by increment weather threat that they cannot go across the river especially in heavy rains.

* + 1. **No. of Learners with incidence of Tardiness**

For grade 7, there were 41 students out of 295 students or 13.90% learners with incidence of tardiness. For Grade 8, 19.33% learners with incidence of tardiness out of 269 students. 56 students out of 269 were identified with incidence of tardiness which is 20.82% of the population in Grade 9. For Grade 10, out of 248 students there were 51 learners with incidence of tardiness with a percentage of 20.57%. The main cause for this is distance to school.

* + 1. **No. of Learners with incidence of Habitual Absenteeism**

4.41% of the students in Grade 7 have the incidence of habitual absenteeism. Most were males and there are only 3 females. For Grade 8, there were 25 identified learners with incidence of habitual absenteeism out of 269 students with a percentage of 9.29%. There were 22 males and only 1.12% were females. 19 students with incidence of habitual absenteeism out of 269 students in Grade 9 with a percentage of 7.06%. For Grade 10, which has the most no. of students with incidence of habitual absenteeism, 37 students were identified out of 248 students who were officially enrolled with a percentage of 14.92%. The main cause for this is the geographical location from home to school.

**2.1.10. No. of Learners per Nutritional Status**

For Grade 7, 1.83% males were severely wasted and 3.79% for females. There were 1.86% of the population of Grade 8 were severely wasted. For Grade 9, no learner who were identified severely wasted. For Grade 10, both male and female has only 1 student identified as severely wasted.

The data shows that SY 2016-2017 has the least number of severely wasted students. Results prevail that: Students learned already on the importance of proper nutrition and healthy diet. School’s Nutrition program is highly recommended to further support reducing numbers of severely wasted learners. But the main cause why there were learners still belong to severely wasted because of poor dietary habit.