

## FLES SUSTAINABILITY PLAN

PROGRAM	OBJECTIVE/S	TARGET	ACTION ITEM/S	FUTURE PLANS	TIME FRAME	PERSONS INVOLVED
1. Public Promotion	<p>Increase enrolment of pupils from Kinder to Grade 6</p> <p>Provide public information on the different programs and projects that the school is implementing such as Brigada Eskwela, Environment-Friendly School Program, etc.</p>	2% increase of enrolment	<ul style="list-style-type: none"> <li>a. Radio announcements</li> <li>b. Posting of information through tarpaulin</li> <li>c. Internet</li> </ul>	<ul style="list-style-type: none"> <li>a. Continue the information dissemination</li> <li>b. Post announcements through cable company in their information channel</li> <li>c. Mobile information dissemination where recorded announcement is being played as the motorcycle roams around the Brgy. 1 area</li> <li>d. Outsourcing/soliciting funds from internal and external stakeholders</li> </ul>	April to June 2014	Principal, Teachers, Parents
2. School-Pupil Survey	Determine the number of potential pupil who are of school age within the Brgy. 1 that are not yet in school	75% of the determined population are enrolled in the school	<ul style="list-style-type: none"> <li>a. House to house visitation</li> </ul>	<ul style="list-style-type: none"> <li>a. Get involve and mobilize parents in gathering of data for the survey</li> <li>b. Tap barangay officials for support during the implementation</li> <li>c. Give recognition or incentives to purok with most number of children sent to school</li> </ul>	April to May 2014	Principal, Teachers, Parents

<p>3. Purok Organization</p>	<p>a. Establish linkage between the school and the internal/external stakeholders; b. Encourage cooperation and support from the community</p>	<p>75% cooperation and participation from the Brgy.1 community</p>	<p>a. Purok visitation by the assigned group of teachers. b. Organization of purok focal persons as representatives for information dissemination on the activities to be done in school which needs their participation. c. Orient the purok on the different ways of managing their garbage d. Familiarize them with their responsibility to the school as a community</p>	<p>a. Conduct a workshop on handicrafts making using the recyclable wastes as a means of livelihood for housewives b. Reward the most supportive purok through certificates or prizes c. Hold sports tournament d. Organize purok competition e.g. building MRF (Materials Recovery Facility) where they will be judged on the workmanship, creativity of their MRF</p>	<p>Year round</p>	<p>Principal, Teachers, Parents, Brgy. 1 Community</p>
<p>4. Project REAL (Read And Learn)</p>	<p>Reduce the Non-Readers and Frustration Level Readers and be promoted to the next higher level in reading</p>	<p>75% of the identified non-readers and frustration level readers are promoted to the next higher level in reading</p>	<p>a. Conduct reading level profile of pupils through the use of Phil. IRI (Philippine Informal Reading Inventory) passages to be administered twice within the school year. b. Encoding the scores of the pupils using the template to generate the reading</p>	<p>a. Having festival of talents where it showcases the talents and skills of pupils in using the language, English e.g. declamation contest, story telling b. Put together an English fair where pupils will display their outputs e.g.</p>	<p>Year Round</p>	<p>Principal, Teachers, Pupils</p>

<p>5. Campus Journalism</p>	<p>a. Encourage critical and creative thinking among pupils</p> <p>b. Improve journalistic skills of pupils</p> <p>c. Develop capable and responsible pupil-writers and teacher-advisers</p>	<p>2% of the pupils population in school are contributors of the school paper publication</p>	<p>level of the pupils.</p> <p>c. Identifying the non-reader, frustration, instructional and independent readers based on the result.</p> <p>d. Give reading interventions to non-readers and frustration level readers through the help of instructional and independent level readers.</p> <p>e. Establish Speak English Drive where pupils have to speak English during the subject were English is the medium of instruction.</p> <p>a. Administer School Campus Journalism which includes an orientation on the different parts of a school paper, and the rules in writing an article.</p> <p>b. It also includes a competition among aspiring pupil-writers every after orientation where they are asked to write an article based on the part of a school paper asked for by the resource speaker, then their articles be judged and the winners of the said contest will be</p>	<p>pupils' portfolio</p> <p>c. Continue reading assessment to determine pupils' reading level</p> <p>a. Furnish numerous copies of the school paper for the pupils to read the current events happening in school and at the same time motivating other pupils to contribute to the next publish of the school paper</p> <p>b. Conduct a search for aspiring pupils writer</p> <p>c. Recognize pupils writers through certificates</p> <p>d. Let the pupils write a daily journal about their</p>	<p>Year Round</p>	<p>Principal, Teachers, Pupils</p>
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<p>6. Remedial Class</p>	<p>Give additional help to pupils who have learning difficulties in certain lesson of a particular subject</p>	<p>75% of the identified pupils are able to comprehend the lesson</p>	<p>the official contributors of the school paper publication.</p> <p>c. The declared winners will undergo training to be conducted by the teacher-advisers.</p> <p>d. And they will be asked to write an article on the current events in school.</p> <p>a. Give formative test at the end of every lesson.</p> <p>b. Spot the pupils with scores below the passing score which is 75% of the highest of the highest possible score.</p> <p>c. Make remediation activity.</p> <p>d. Administer remediation to the pupils whom the scores haven't reach 75% as the passing score.</p>	<p>daily activities and the happenings they observed in school or in their community</p> <p>a. Adopt/adapt a ready-made module</p> <p>b. Provide modular activities for the pupils to work on or study at home</p> <p>c. Ask for parents' assistance who have finished secondary or tertiary level which will act as parent-tutor</p> <p>d. Utilize top 10 pupils in every grade level as little teacher to their classmates who have difficulties in understanding the lesson</p>	<p>Year Round</p>	<p>Principal, Teachers, Pupils, Parents</p>
<p>7. Project MIND (Math Is Not Difficult)</p>	<p>Improve the numeracy skills of the pupils</p>	<p>75% of non-numerates pupils will become numerates</p>	<p>a. Conduct numeracy profile among pupils utilizing the window cards which will be done thrice within the school year (1<sup>st</sup> exposure, 2<sup>nd</sup> exposure and last</p>	<p>a. Have a Math fair :</p> <ul style="list-style-type: none"> <li>• Pupils will display their outputs in Math</li> <li>• Display of</li> </ul>		

<p>8. Tagisan ng Talinosa Filipino</p>	<p>Provide opportunities for pupils to showcase their learning in the Filipino subject</p>	<p>75% of the pupils population will participate in the competition</p>	<p>exposure)</p> <ul style="list-style-type: none"> <li>b. The classified non-numerates will undergo peer tutoring by the pupils who are numerates.</li> <li>c. Administer the 1 o'clock habit where pupils are asked to recite for example table of multiplication.</li> </ul> <ul style="list-style-type: none"> <li>a. Conduct of Tagisan ng Talino Contest where questions is about grammar and its usage, and the different components of the subject.</li> <li>b. The declared winners will move forward to higher level of competition like the district and division level contest.</li> <li>a. Teachers will encourage pupils to participate.</li> <li>b. Pupils will raise fund based on the agreed pot money.</li> <li>c. In determining the winners of the contest it will be done through drawing of</li> </ul>	<p>manipulative activities or objects that has to do with the subject Mathematics</p> <ul style="list-style-type: none"> <li>b. Conduct extreme engineering where pupils are asked to build or create a structure using e.g. sticks in which they could apply their skills acquired in Mathematics</li> <li>c. Continue assessing in determining pupils' numeracy level</li> <li>d. Utilize top 10 pupils with good grades in Math as little mathematicians that will act as tutors for the non-numerates pupils</li> </ul> <p>Organize festival of talents e.g. declamation, story telling</p>	<p>Year Round</p> <p>August 2014</p>	<p>Principal, Teachers, Pupils</p> <p>Principal, Teachers, Pupils</p>
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<p>9. Lakan/Lakambini</p>	<p>Enhance positive values and take pride in the Filipino culture and heritage</p>	<p>75% of the pupils population will participate</p>	<p>lots.  d. Winners and non-winners will present a Filipino Cultural Dance during the culmination program.  e. The raised money will be used for a school project.</p> <p>a. Conduct initial weigh in at the start of the school year.  b. The identified malnourished pupils (wasted and severely wasted) are provided with nutritious food based on the Dep. Ed. Recommended recipes that is prepared by the parents, volunteers and the school feeding teacher.  c. Then they will be weighed in at the end of the feeding program which will be done before the school year ends.</p>	<p>Include talent presentation of the contestants as one criteria in choosing the Lakan/Lakambini were talents presented must showcase the Filipino culture and values</p>	<p>August 2014</p>	<p>Principal, Teachers, Pupils</p>
<p>10. “Tabang Mo, TimbangKo”</p>	<p>Reduce the incidence of drop-outs by addressing the problem of malnutrition in school</p>	<p>100% of malnourished pupils will become nourished pupils  0% drop out</p>	<p>a. The school will write a letter to the city/company asking permission for an educational trip.  b. Teacher in charge will then orient the pupils on the place they are going to visit.  c. Then they will be given guide questions to be answered after the trip. Or</p>	<p>a. Present project proposal to LGU or NGO or Companies for support  b. Recognize donors and volunteers of the program  c. Make use of parents in preparation of meals for the beneficiaries  d. Orient parents about the program its rationale, guidelines and benefits</p>	<p>Year Round</p>	<p>Principal, Teachers, Pupils, Parents,</p>

<p>11. Educational Trip</p>	<p>Provide learning experiences which will develop their attitude towards waste segregation</p>	<p>75% of pupils will be taken on a field trip</p>	<p>interview questions for the personnel on the field.</p> <p>d. Parents will sign a waiver before they send their kids on a field trip.</p> <p>a. Scout Leaders will give an orientation on what is BSP/GSP Movement is all about to pupils and parents.</p> <p>b. Conduct scouting activities like camping, clean up drive and the likes.</p>	<p>Have educational trip that is related to the lessons in every subject e.g. classify animals into vertebrate and invertebrate – a trip to the zoo</p>	<p>Year Round</p>	<p>LGU, NGO</p>
<p>12. Scouting Activities</p>	<p>a. Develop boys</p>	<p>75% of the pupils are registered members of GSP/BSP Movement</p>	<p>a. The school canteen personnel together with its concessionaries, must be selective on the food items sold at the school canteen. Thus, they are advised to strictly follow the following list of suggested food/snacks for sale:</p> <ul style="list-style-type: none"> <li>• Cooked, boiled, fried camote (sweet potato) and banana</li> <li>• Fruits such as banana, papaya, chicos, as</li> </ul>	<p>a. Organize family day</p> <p>b. Give feeding e.g. street children</p> <p>c. Participate in jamborees or camping activities</p> <p>d. Recognize scouts</p> <p>e. Attend Basic Training Courses in Girl and Boy Scouts</p>	<p>Year Round</p>	<p>Principal, Teachers, Pupils, Parents</p>

<p>13. DIKOSAP (Di Ko Sa Plastic) “ I don’t like plastics”</p>	<p>and girls into well-rounded individuals with exemplary character worth the emulation of school children (Dep. Ed. Order No.49, s. 2007)</p> <p>b. Mold pupils into responsible and responsive citizens of the country and in contributing to efforts to achieve quality education (Dep. Ed. Order No. 49, s. 2007)</p> <p>c. Practice gender equality</p> <p>a. Provide and nutritious food/snacks for school children</p> <p>b. Inculcate the importance on the right choice for a healthy individual</p> <p>c. Help eliminate, if not, reduce the use of plastics and residuals in school</p> <p>d. Set an example to other schools</p>	<p>75% reduction of school plastic waste and residuals</p>	<p>long as ripe</p> <ul style="list-style-type: none"> <li>• Hot snacks such as champorado (choco porridge), porridge, ginatans (porridge w/ coco milk) and pospas (chicken porridge)</li> <li>• Steamed/cooked rice snacks such as bibingka, valenciana, puto, palitaw and baye-baye</li> <li>• Noodles such as bihon, pancit and spaghetti</li> <li>• Local bread such as salbaro, lubid-lubid, binangkal, sulot and doughnut</li> <li>• Fried/boiled eggs</li> </ul> <p>a. Select a recycling coordinator who is going to be the forefront of this effort and enthusiastic about recycling</p> <p>b. Every room has its own boxes for depository of papers as waste materials</p> <p>c. Segregate papers which do not have writings in front/back space for charcoal making purposes</p> <p>d. Empty and flatten cardboard containers as much as possible</p> <p>e. Condition for reject and reclassification should be</p>	<p>a. Encourage concessionaires to use brown bag or brown paper as their package for their goods</p> <p>b. Orient the concessionaires on the different ways of preparing healthy snacks for the pupils and the effects of plastic wastes in the environment</p> <p>c. Seminar workshop on how to use residuals like candy wrappers, junk food containers</p>	<p>September 2014</p> <p>Year Round</p>	<p>Principal, Teachers, Pupils, Parents</p> <p>Principal, Teachers, Pupils, Parents, Concessionaires</p>
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<p>14. Paper Recycling</p>	<p>and the community</p> <p>a. Promote awareness on</p>	<p>Reduce paper wastes by 75%</p>	<p>clearly established</p> <p>f. Classroom advisers are advised to have corners in their room for finished products out of recycled papers</p> <p>g. Recycled products can be sold for income generating purposes.</p> <p>a. Report all significant water losses (broken pipes, open hydrants, errant sprinklers, etc.) to the school Physical Facilities Coordinator</p> <p>b. The use of water sprinklers, cans is highly encourages</p> <p>c. The use of water hose in watering plants, cleaning purposes is prohibited</p> <p>d. Schedule of opening and closing of the school mainline water should be strictly followed</p> <p>a. Pupils, teachers and every school occupant are encouraged to reuse any items that they can to reduce waste</p> <p>b. Pupils are directed/mandated to use only organic fertilizers in their gardens</p> <p>c. All liquid chemicals like</p>	<p>a. Conduct a study on making paper recycling to the reduction of paper waste accumulated in school</p> <p>b. School market fair where the school will sell their paper charcoal and other paper products</p> <p>c. Workshop for parents on how to make paper charcoal</p> <p>d. Orient the parents on the benefits of using paper charcoal over dried wood or wood charcoal</p> <p>e. Give incentives to class who has the most number paper charcoal formed and sold</p>	<p>Year Round</p>	<p>Principal, Teachers, Pupils,</p>
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<p>15. SagipTubig, IngatTubig (Water Conservation)</p>	<p>conservation/recycling of the local resources like wasted/used papers in the school campus</p> <ul style="list-style-type: none"> <li>b. Generate income out of recycled papers</li> <li>c. Minimize the waste materials in school like used papers</li> <li>d. Increase savings through income gained from selling recycles</li> </ul>	<p>75% reduction of the school's water conservation</p>	<p>muriatic acid should be filled in spill-proof containers</p> <ul style="list-style-type: none"> <li>d. Garbage burning is strictly prohibited inside school campus</li> <li>e. Cigarette smoking inside school campus is not allowed</li> <li>f. Every classroom must have covered water containers to avoid contaminated drinking water</li> <li>g. School's septic system should be inspected every 3-5 years</li> </ul> <ul style="list-style-type: none"> <li>a. Each Grade VI pupil is required to plant and grow (fruit/forest) seedlings every month</li> <li>b. All pupil with EPP subject are required to follow strictly the schedule of maintaining the GulayansaPaaralan and the Medicinal Garden</li> <li>c. All pupils are instructed to separate biodegradable garbage for composting</li> <li>d. Selected pupils are assigned to segregation of garbage</li> </ul> <ul style="list-style-type: none"> <li>a. Pupils are selected to be tour guides in terms of their speaking and</li> </ul>	<ul style="list-style-type: none"> <li>a. Conduct poster making contest with a theme of water conservation</li> <li>b. Construct water reservoir where the water from the roof gutter will be directed to the tank and be used to water the plants</li> <li>c. Have symposium about water conservation</li> <li>d. Convert male comfort rooms from toilet bowl to waterless urinals</li> <li>e. Direct waste water from the hand washing facility to the vegetable garden as irrigation</li> </ul> <ul style="list-style-type: none"> <li>a. Have short skit contest on ways to help control pollution</li> <li>b. Install drainage system</li> <li>c. Tree planting activity</li> </ul>	<p>Year Round</p>	<p>Parents</p> <p>Principal, Teachers, Pupils, Parents, LGU, NGO</p>
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<p>16. Lupa, Hangin, Tubig: Kalinisan Mo, KaligtasanKo (Pollution Control Program)</p>	<ul style="list-style-type: none"> <li>a. Develop an awareness of the need for water conservation among children and all living things</li> <li>b. Develop sense of responsibility on the proper use of water in our daily life</li> <li>c. Encourage our pupils to promote water conservation at the workplace</li> <li>d. Encourage friends and neighbors to be part of a water-conscious community</li> <li>e. Promote water conservation in community through symposia, newsletters, flyers by example</li> <li>a. Promote environmental awareness, care and concern on pollution prevention and</li> </ul>	<ul style="list-style-type: none"> <li>a. Smoke Free School</li> <li>b. Prohibits open burning</li> <li>c. Use organic fertilizers</li> </ul>	<ul style="list-style-type: none"> <li>intellectual ability</li> <li>b. Orient the them on the different programs and structures in school so that they could show and tell the schools' visitors about schools innovations</li> <li>a. Organize Science Club Officers and YES-O Officers to compose the Eco police</li> <li>b. Conduct orientation on their duties and responsibilities</li> <li>a. Replace incandescent light bulbs with compact fluorescent light</li> <li>b. Turn off lights when not in use. Lighting accounts for almost half of the electric bill to school. Keep lights off in rooms, hallways and bathrooms before and after school</li> <li>c. Keep furniture, books and supplies away from vents. It can take up to 25% more energy to pump air through vents</li> <li>d. Unplug all electric appliances/devices when not in use</li> <li>e. Turn off monitors when they're not in use such as between class period or set</li> </ul>	<ul style="list-style-type: none"> <li>d. Coastal clean-up drive in the community where the school belong</li> <li>a. Group pupils and assign them a garden plot where they will plant vegetables</li> <li>b. Tree planting activity</li> <li>c. Tap community for empty lot to plant seedlings</li> <li>d. Monitoring on the trees planted</li> </ul>	<p>Year Round</p>	<p>Principal, Teachers, Pupils, Parents, LGU, NGO</p>
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<p>19. Eco Police</p>	<ul style="list-style-type: none"> <li>a. Establish nursery for seedlings</li> <li>b. Monitor and evaluate planted trees</li> <li>c. Conduct tree planting activity</li> </ul>	<p>Functional Eco Police</p>		<ul style="list-style-type: none"> <li>a. Regular monitoring and evaluation on the schools' power consumption</li> <li>b. Checking of schools' electrical wirings</li> <li>c. Replacement of fluorescent tube to CFL bulbs</li> <li>d. Conduct a 3 o'clock habit where the school will stop using electricity for 1 hour</li> </ul>	<p>Year Round</p>	<p>Principal, Teachers, Pupils, Parents, LGU</p>
<p>20. EnerhiyaTipirin , KaunlaranMakamtan Natin (Energy Conservation Program)</p>	<ul style="list-style-type: none"> <li>a. Develop pupils' social skills</li> <li>b. Enhance their self-confidence</li> <li>c. Be aware of the schools' programs</li> </ul>	<p>75% savings on the electricity consumption</p>			<p>Year Round</p>	<p>Principal, Teachers, Pupils, Parents</p>
					<p>Year Round</p>	<p>Principal, Teachers, Pupils, Parents</p>

	<ul style="list-style-type: none"><li>a. Help keep school manage their wastes</li><li>b. Monitor skirmishes and proper waste disposal especially during recess</li><li>c. Help keep the school become clean and green</li></ul> <ul style="list-style-type: none"><li>a. Reduce consumption of electricity</li><li>b. Promote consciousness on the need to conserve energy</li></ul>					
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