Department of Education
BUREAU OF SECONDARY EDUCATION

Schools Initiative Intervention Handbook

SII

July 2008

ACKNOWLEDGEMENT

TABLE OF CONTENTS

ATTACHMENTS: SAMPLE SIIs

A. "Free Ride" by Mrs. Roquesa F. Daep, Aroroy NHS, Masbate
B. "LAstik-Aral" by Arturo L. Antiquinia, Jr., Simata NHS, Zamboanga del Sur
C. "Retention Endeavor Through Interactive Computer Approach (RETICA)
      BY Angelito C. Morales, Aleosan High School, Aleosan, Cotabato
D. "Dalaw Pagmamahal" by Lilibeth V. Tumanda, Lapauyan NHS,
      Zamboanga del Sur
E. "Counseling' by Ma. Teresa S. Tunguia, Antique NHS, Antique
F. "Am I In or Out" by School SSA Team, Dauin NHS, Negros Oriental

FOREWORD

Philippine Education For All (EFA) 2015 envisions that all Filipinos are functionally literate by 2015. A high dropout rate and poor academic performance threaten the achievement of this vision.

To reduce the threat, the Drop Out Reduction Program (DORP) was developed by the Bureau of Secondary Education with funding support from Secondary Education Development and Improvement Project (SEDIP).

DORP has four strategic components: Effective Alternative Secondary Education (EASE), Open High School Program (OHSP), School-Initiated Interventions (SII) and Other Interventions (OI).

This Handbook explains what SII is about and how to use it to develop interventions to address the dropout problem. It also includes several school- initiated interventions developed in different SEDIP schools divisions. Indeed these interventions enriched the content and procedures in the Handbook.

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Section One: What is SII

This section presents what SII is all about. It explains its goal and objectives, guiding principles, principal features and development process.

What is SII?

It is one of the strategic components of the Drop Out Reduction Program (DORP). It is an intervention developed by the school itself to address specific dropout problems.

What are its goal and objectives?

SII aims to contribute to the DORP goal which is to facilitate access to quality basic education. Its specific objectives are:

1. improve the holding power of the school;
2. strengthen school and family partnership in order to reduce student drop out rate;
3. improve achievement of the basic learning competencies
4. increase students' capabilities for independent self-managed learning.

What are the guiding principles of SIIs?

1. The intervention should be designed and developed collaboratively by the school head, teachers, students, the family and other stakeholders concerned.

2. The intervention should benefit from existing approaches, materials, and experiences of literacy researches, teachers, managers, and parents.

3. The intervention should embrace the essential values of self-determination, self-respect and human rights.

4. The intervention should observe the basic principles of learning and human development.

What are the characteristics of SII?

1. Innovative –   better than existing practices

2. Affordable – in terms of   time, material, technical and manpower resources

3. Acceptable – in terms of processes, materials, and management requirements

4. Transferable – intervention can be   benchmarked;   materials are   portable and easy to reproduce

5. Student profile-based or information-based

6. Validated by the practitioners themselves.

How are SIIs developed?

The development of SIIs is based on an insightful analysis of the problems identified in the SIP and the school DORP plan relative to high incidence of drop outs and low retention rate in the catchment area of a school. The School DORP Team council looks into the causes of both problems. The following maybe the causal factors:

1. **Student**

   • poor academic performance;
   • lack of interest; poor health;

- use of prohibited drugs and indulgence in alcohol;
- lack of self confidence; poor social skills;
- early marriage; etc.

2. Family

- low income;
- lack of parental interest in education;
- lack of parental guidance;
- domestic problems .

3. Community

- presence of unwholesome recreational facilities;
- drug addiction and excessive alcohol drinking;
- peace and order problem;
- lack of libraries/reading centers, and sports facilities; and
- absence of or inadequate transportation facilities.

4. **School**

- inadequate implementation of promotional policies;
- administrative and teaching practices that are not student-friendly;
- teaching methods and approaches that do not meet students' expectations;
- inadequate school facilities , materials and equipment .

In designing the intervention, the spiral DORP processes in the DORP Handbook (pages16-17) maybe used.

Based on the causal factors, what type of interventions may be developed?

On the basis of the above causal factors, the school may develop four (4) types of interventions: family, individual, community and school-related. For specific please see attached copies of interventions developed by selected schools.

What are the elements of the SII?

1. **Situationer**. It describes briefly the problems and their causes that the particular SII addresses. It specifies a general situation discussed in the DORP plan situationer.

2. **Objectives**. These are statements of what the SII intends to achieve in a given period.

3. **Implementation Plan**. It specifies the approaches, activities, time frame, materials, and the persons responsible in implementing the SII.

4. **Management Structure**. Identifies the positions and their relationships and the personnel involved in the implementation of the SII with their corresponding roles and responsibilities.

5. **Monitoring and Evaluation Plan**. It presents how the SII shall be assessed to determine whether it is achieving or has achieved its objectives.

What steps are undertaken to implement SIIs?

1. Conduct a meeting with the key stakeholders, namely, the SARDO, teacher-implementors, parents of the SARDO, and other concerned stakeholders to clarify roles, discuss issues and probable problems, and agree on tracking and evaluating schemes.

2. Prepare all the materials and the facilities needed.

3. Implement the intervention in collaboration with the key stakeholders.

4. Track the progress of the implementation and the SARDO.

5. Make adjustments when necessary.

6. Evaluate the performance of the SARDO and the overall implementation of the intervention.

7. Utilize evaluation results to improve the intervention.

It should be noted that SII is not venue-specific. It can operate in the school, home and community.

The implementation may be done in the home of the SARDO during non-school days where the involvement of the family is necessary. For example, if the problem is on student's poor attitude towards his studies as manifested by his absences, cutting of classes, and non-conformity to school requirements, the family and school need to work out solutions that will help the SARDO. In this case, the home is the most appropriate venue; hence the conduct of   home visits and conferences.

The interventions may be conducted in the school when school facilities are needed. Such interventions include remediation classes, peer tutoring, nutrition supplementation, school - based income generating projects, and the like.

There may be instances where a combination of two or more SIIs is needed. For example, there may be students who need remediation classes in reading and at the same time need to be included in the feeding intervention.

Other cases may also require the combination of an SII with EASE or OHSP. For example there are those who are enrolled in the EASE or OHSP who need financial assistance, hence they are also beneficiaries of an income-generating intervention.

Section Two: The Management of the SII

This section presents the management structure of the DORP since the SII is one of the strategic components of the DORP.

Within the suggested DORP organizational management structure shown in Figure 1 is an SII Coordinator who oversees all the activities pertinent to the intervention. Each stakeholder in the chart shall perform the functions as defined in the Handbook on DORP (pages 21-24).
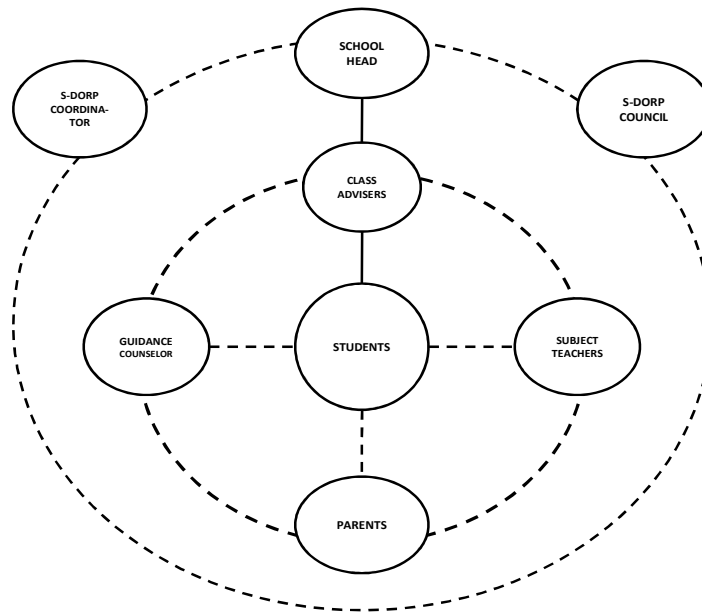
Figure_ School Drop Out Reduction Program (S-DORP) Organizational Structure

The School Head

- Presents to external stakeholders through meetings and forums the SII program to generate financial and logistical support, e.g. Sangguniang Bayan sessions, PTCA meetings, etc.

- Designates from among the trained DORP implementers, an SII Coordinator;

- Oversees the implementation of policies formulated by the DORP Council relative to SII;

- Assesses the performance of SII implementors;

The DORP Council

- Formulates policies to facilitate the successful implementation of the SIIs;

- Resolves problems and issues regarding SII implementation;

- Recommends innovations to improve SII implementation; and

- Provides oversight information on SII to decisionmakers in the school.

SII Coordinator

- Initiates the designing of SIIs;

- Gathers feedback on implementation and uses the information to improve program;

- Provides technical assistance to the teacher implementors;

- Acts as liaison between the DORP council and the teacher implementors;

- Keeps the school head and the S-DORP council properly informed on the progress of the SIIs.

Guidance Counselor

- Leads in implementing SIIs that require his/her expertise;

- Assists class advisers/teachers in planning, implementing, monitoring and evaluating SIIs; and

- Helps students who need assistance in the implementation of their self-directed learning plans.

Class Adviser/Teacher Implementer

- Contributes in the designing and development of SIIs;

- Leads in the implementation, monitoring and evaluation of the SIIs;

- Tracks the progress of the students-at-risk;

- Keeps records like students' profile and performance, SII documents, reports; and

- Submits reports to the SII Coordinator

Parent/Guardian

- Assists students in managing their learning plans;

- Provides for the school needs of the students; and

- Tracks the progress of the student.

Student

- Plans self-directed learning through his Student Learning Plan (SLP-Appendix A);

- Seeks guidance from teachers, peers, parents, and capable persons when necessary;

- Tracks and assesses his own performance through his SLP;

- Provides feedback to class adviser/teacher implementer on needed improvements in the implementation of the SII.

Section Three: EVALUATING THE SII

Sections One and Two explain what SII is all about and how it is managed. This section describes how SII shall be evaluated.

Why evaluate?

As mentioned in Section One, a school-initiated intervention is one that is developed by the school itself to address dropout problems. There is a need to evaluate whether the SII is achieving or has achieved its objectives. How effective is it in decreasing the dropout rate? How many at-risk students were saved? Of those saved, how many were retained in the same year level? How many were promoted? How can the intervention be improved? Evaluation of the SII is necessary to answer the questions.

Who are to be evaluated?

1. At-risk students
2. Teacher-implementors
3. School Head
4. SII Coordinator
5. Parents of at-risk students
6. DORP Council

The students-at risk are the primary concern of the evaluation. The other stakeholders who are involved in the implementation shall also be evaluated in terms of the performance of their roles and responsibilities.

What should be evaluated?

1. The extent to which the SII objectives have been achieved such as number of students-at risk saved and promoted, and improved achievement;

2. The quantity and quality of the outputs such as number of feeding sessions and improved nutritional status;

3. The effectiveness and efficiency of the processes as indicated by optimum participation of students and their parents, and utilization of locally available resources;

4. The adequacy and timely delivery of the inputs; and

5. Completion of activities as scheduled.

Note that the evaluation should be a collective effort and should utilize both quantitative and qualitative data.

For other and more information on evaluation such as who should be responsible, when it should be done, and what the suggested steps are, please refer to the DORP Handbook, pages 25-26.

CONCLUDING STATEMENT

The School-Initiated Intervention as a component of the DORP is not only for reducing school dropout but also for the empowerment of the school community: it actualizes creative potentials of stakeholders, mobilizes them for collective action, hones their problem-solving skills, and makes everyone responsible for making the school kind and friendly to the learners particularly those who are in disadvantaged situations.

Sample Form of the Student-Learning Plan

List of Unmastered Knowledge and Skills	Learning Strategies	Learning Materials	Indicators of Mastery of UMKs	Time Frame

Title   :   **Counseling**

Developer   :   **Ma. Teresa S. Tunguia**

School Head   :   Rodolfo J. Caberoy

School   :   Antique National High School

Division   :   Antique

I. **Situationer**

Antique National High School is the biggest secondary school in the division of Antique in terms of student population with more or less 4,800 student population in SY 2005-2006. Most of the students in the lower sections belong to poor families whose parents are always out making a living. They hardly have time to talk to their children regarding the academic and non-academic problems the latter encounter in school. More often than not, by the time their parents are notified, the students with problems have already dropped out of school. The drop-out rate of the school was 10.02%. Problems like truancy, poor study habits, irregular attendance and lost of interest in studies could have been addressed if only something was done or if somebody was there to assist the students

II. **Strategies**

It is in this context that the school has applied the time-tested and proven to be very effective practice of counseling. The school's drop-out rate of 10.02% cannot be ignored since it translates to a very high number of students quitting school.

III. **Description and Strategies**

This intervention serves as a means of helping students to solve their own problems by assisting them in reorganizing their attitudes, feelings and emotions so that they can make optimum use of their abilities and physical endowments.

This implies planned intervention for serving the unique needs of students through person-to-person relationship of counselor and counselee.

Counseling service involves guidance counselors who perform their duties in an effective fashion as a result of training and personal qualification.

Certain forms need to be prepared first and these will be used by the counselor as tools, the results of which will serve as inputs prior to counseling proper.

1. The following: Individual Inventory Form (IIF) and
2. The guidance counselor to undertake the following steps:

Pre-counseling:

- The Guidance Counselor (GC) coordinators with the section adviser utilizing the SARDO Watchlist.
- GC sends letter to parents inviting them for interview.
- GC interviews parent and student.
- A conference with the parent, section adviser and the student follows.
- The parent together with the student, meet the student's subject teacher for assessment/evaluation of the student's class standing.
- GC schedules the student for counseling session/s.

Actual Counseling

The Guidance Counselor conducts the actual counseling following the stages below:

- Relationship building – this is the part where the Guidance Counselor tries to establish rapport with the student. It is more important that the student feels at ease with the counselor so s/he would be able to open up easily.
- Assessment and diagnosis – this is the part where the GC gives lead questions. The GC also tries to determine in this level whether the things that the student says are true or not. This done by giving the student questions and rephrasing them later to see if the student would give consistent replies.
- Formulating counseling goals – this is the part where the GC tries to determine the type of counseling the students needs. The two types are directive and indirective. In directive counseling, the GC explicitly states the direction where the students should go and what s/he should do. In indirective counseling, the GC presents various choices to the students that would serve as a guide as the student makes decisions.
    - Intervention and problem solving – As the GC determines the type of counseling that is suited to tie student. s/he begins her/his counseling
    - Termination and follow-up- This is where the GC asks the student how s/he feels about the activity and if the student would want another counseling session in the future.

Post Counseling

GC schedules follow up counseling or makes referrals. There are students who may need special care and attention that the counselor would not be able to provide, like if the child is suffering from a health-related problems. The counselor would recommend to the student to seek for medical help. There will be cases where the counselor would have to ask the student if it would be alright if the former make an arrangement for the student, the counselor and the student's parents for a conference. The counselor should never make referrals without the consent of the student.

The counselor need to monitor the attendance of the student in his/her classes. This is done through a tracking system. Each class has a monitor who checks the student's daily attendance in al the subjects. This is signed by the class adviser and is reported to the Guidance Office every Friday. Through this, the counselor keeps track of the student's attendance.

IV. **Results**

This intervention corrects the problem of absenteeism that could have been caused by several factors like family problems, the student him/herself, the community or the school. The student is given assistance before the problem gets worse. This also allows the students to develop their capability to solve their own problems, thereby allowing them to realize that they are the ones designing their future. It is crucial for the student to know that they are not alone during this complex stage of growing up.

This also gives them a chance to be promoted to the next higher level. This intervention contributed to decreasing the school's number of drop-outs. The number of identified SARDOs was 457 and the number of students saved was 288.

V. **Sustainability**

This intervention is easy to replicate since it only involves the school's guidance counselor and the student. It does not involve a big budget because the only material needed is the SARDO wathclist.

VI. **Confirmation of Practice**

- Individual Inventory Form
- SARDO watchlist

Fn/counseling

Title	:	**FREE RIDE**
Owner/Developer	:	ROQUESA F. DAEP
School	:	Aroroy National High school
School Head	:	ROQUESA F. DAEP
Start of Implementation	:	SY 2006 – 2007
End of implementation	:	SY 2009 – 2010

I. Situationer

Aroroy National High School (ANHS) is a Mother School with six (6) cluster schools. Although it is located in one of the urban barangays, Ambolong, many of its feeders are in far-flung barangays which could be traveled either by land or sea. In land travel, multicabs and jeepneys are servicing our students. Motorcycles are also available but relatively expensive since the charge is from fifteen pesos (P15.00) to thirty-five pesos (P35.00) depending on the distance.

Based on records of students, 17 percent of 1812 total student population or 308 are commuters. One Hundred (100) of these students come from families who could hardly provide fare allowance for their children. This situation leads to irregular attendance in school.

In SY 2004 – 2005, drop out at ANHS reached a peak of 15.21 percent. It was reduced to 7.5 percent in SY 2005 – 2006, then 2.5 percent in SY 2006 – 2007, indicating a decreasing trend. Notably, School initiated interventions (SIIs) have been comprehensively planned via the implementation of Drop Out Reduction Plan (DORP), a milestone of SEDIP. On the other hand, prior to SEDIP – initiated DORP, the Drop Out and absenteeism phenomena were very critical problems of the school.

When factors affecting dropping out were analyzed, one of the critical causes was the family's economic situation. Students who were always absent and eventually dropped out were those financially hard-up and cannot afford to pay their fare from home to school and back. This surfaced when the SSA Team conducted home visits and interviews with both parents and identified students.

These findings prompted the school to formulate a comprehensive plan to address the economic/family – related variable affecting the learning performance of students.

II. OBJECTIVE

At the end of SY 2006-2007, 10 SARDO are saved thru Free Ride intervention.

III. DESCRIPTION

Free Ride is a School Initiated Intervention (SII) for commuter-students who are identified as Students at Risk of dropping Out (SARDOs). Their being irregular in attendance was due ton financial problem that even paying for transportation fare was very hard for them.

This intervention is covered by a Memorandum of Agreement entered to by the Aroroy National High School and the Transport Group, Aroroy Motorcycles Organization & Drivers Association (AMODA). The MOA bind the latter to the responsibilities and accountabilities of taking care of the identified SARDOs as regular passengers. This provides Free Ride to not more than twenty student-partners.

Strategies

- The school SSA Team Coordinated with the Transport group of Aroroy, the Aroroy Motorcycle Organization and Drivers Association (AMODA), to seek assistance to save these students.
- The Team conducted an advocacy thru a meeting with the officers and members of the association appealing for the cause of the students. The transport Group willingly committed to be of service, hence the implementation of "Free Ride".
- The SSA Team assessed the identified SARDOs through home visits and interviews to both parents and students. They were made to fill-up privilege forms and parents signed to signify their consent. Free Ride IDs were given to the students presented to drivers everytime they take the ride.

IV. Results

Free Ride as school initiative Intervention brought about a significant decrease in the number of student absentees as well as the school's simple drop out.

On the Thirty Two (32) identified SARDOs, ten (10), (7 males & 3 females) benefited from Free Ride. All these ten (10) were promoted and one girl was able to make it to top seven (7) of her class.

They were interviewed again by the SSA Team as to their improved attendance and performance. According to them, they were no longer bothered by transportation problems/fare, motivating them further to go to school. They have a more focused attention to their lessons and other school - related activities. Lastly, they initiated to their teacher that their intention to drop out was put off.

V. Sustainability

The school realized the positive impact of Free Ride intervention in the decrease of simple drop out in the school. This was proven by the promotion of all the ten (10) student-beneficiaries, 7 males and 3 females, to the next year level. There is a need to sustain this so that more student-beneficiaries could benefit from it and the zero-drop out target will be attained.

The following strategies are being implemented by the ANHS to sustain the Free Ride intervention to wit:

1. ORGANIZATION

   ▪ A school committee for Free Ride for the following purposes:

     ● Coordinating with the Transport Group for renewal of MOA
     ● Assessment of applicants (identified SARDOs)
     ● Conduct of interviews to parents and students
     ● Preparation of privilege Form
     ● Preparation and distribution of Free Ride IDs
     ● Monitoring of attendance and progress of student beneficiaries.
     ● Preparing and submitting of reports on the status of Free Ride.

2. LINKAGES

   ▪ DORP Team conducts advocacy to motorboat operations to support the Free Ride intervention.
   ▪ Coordinates with barangay officials for support especially in monitoring student-beneficiaries in their area of responsibility.
   ▪ Monthly contact/meeting with parents and student-beneficiaries
   ▪ Twice a month coordination with Partner Group
   ▪ Advocacy of the practice to cluster – school member
   ▪ LAC session

3. INCENTIVES AND AWARDS

   ▪ Recognition of individual/group for the support extended to the school and student-partners.

     ● Awarding of Certificate of Recognition
     ● Involving stakeholders in school activities
     ● Advertising thru posters in strategic places the support and supporters of Aroroy National High School.

VI. Confirmation of the Practice

The following documents are the Means of Verification (MOVs) that this Free Ride as SII was implemented:

- Memorandum of Agreement (MOA) entered to by ANHS and AMODA (Transport Group)
- Faculty Resolution requesting the Sangguniang Bayan to allow Multicabs to operate from Aroroy to Barangays
- Minutes of Meetings with Transport Group
- Privilege Form with Parental Consent
- List of student-beneficiaires
- Free Ride IDFs
- Form 2 & 3
- Form 18-A
- Form 137-A
- Pictures

Title   :   **Am I In or Out**
                          Integration of DORP Implementation in all SEDIP
                          Components

Developer   :   School SSA Team

School Head   :   **Carmelita Alcala**, Officer-In-Charge

Division   :   Negros Oriental

I. **Situationer**

Dauin National High School is the mother high school in the municipality of Dauin Negros Oriental. It has three (3) annex high schools. It is headed by an Officer-In-Charge with a staff of 44 teachers. The student population was 1363 in SY 2005-2006, 1361 in SY 2006-2007 and 1366 in SY 2007-2008. Because of its big population, it can not be denied that drop-out rate is high.

In school year 2004-2005, the drop-out rate was 5.32%. Some of the causes for high drop-out rate were: poverty, sickness poor comprehension skills, presence of billiard halls and computer games in the community and family related problems. Per conference with the SARDOS, there were some who said they dropped because they cannot understand the teachers, and they were ashamed once their name(s) were called because they cannot answer the questions. The information we got from the parents and the SARDOS served as the basis in determining the specific interventions we need to apply to the students with the problem.

II. **Objectives**:

One unique feature of Dauin's SSA intervention is its being holistic. The different components of SEDIP were applicable to SARDO's unique situation. As such, the following objectives are internalized by the SSA team:

1. To address the individual learning needs of the SARDOs
2. To establish strong networking with civic-minded citizens local and foreign citizen

III. **Description and Strategies**

The following are some of the causes of high drop-out and interventions applied:

A. Poor comprehension Skills

Students who have poor comprehension skills or poor readers are most likely to drop. To avoid them from dropping out, at the beginning of the school year, the following steps were undertaken:

- All incoming first year students underwent oral reading using an Informal Reading Inventory to determine the reading level of the students.
- The first fifty (50) students whose reading is in grade three or below were placed in one section and were given remediation.
- They were the beneficiaries of remedial instruction from 7:20-9:20 every Friday by identified English teachers.
- Peer tutors of big brothers/sisters also attended to them every 12:30-1:00 in the afternoon.
- They are recommended by their advisers and subject teachers on the basis of good attitudes and of course very good grades.
- The beneficiaries, parent is the SARDOs and the SSA team was conducted.
- Those who were not able to attend the meeting for some reasons were also given another meeting. The same students are the beneficiaries of the High School Innovative Fund (HSIF) Project

All teachers who took charge of the Informal Reading Inventory underwent INSET (In-Service Training) on the use of Reading Inventory tool.

- Students who have not mastered the specific skills were also given remedial instruction with the use of Strategic Intervention Materials (SIM).

B. Poverty

- SARDOs with financial problem were adopted as working students by some teachers.
- The School Head also looked for possible donors/sponsors on the ”Adopt-a-Student Program.”
- Seven SARDOs received and initial donation of Ph1,000 and was equally shared by the seven of them.

- On the month of February, the donor came back and gave additional donations of US $300 for the seven identified beneficiaries; another US $350 for the deserving students, Valedictorian, Salutaturian and First Honorable mention.
- The donors to continue helping school.

C. Sickness/Accident

SARDOs who were absent for several days or weeks and whose reasons were accepted by the SSA team are enrolled in Project EASE. The EASE beneficiaries were provided with the following:

- Xeroxed copies of the lessons and/or SIMs.
- The required modules.
- The required projects.
- Quizzes/unit test/summative test (whichever is applicable).
- Parent/guardian at the SARDOs were advised to request classmate (neighbor), older brother or sister to tutor the difficult lessons especially in Math.
- SARDOs who met an accident were also enrolled in Project EASE and received insurance because PTCA decided to ensure them together with the other students in group insurance.
- The School Head was successful in finding a donor for a risograph machine through the Rotary Club of Colorado, USA. Reproduction instructional materials was made easy.

D. Presence of Billiard Halls and Video/Computer Games

The school organized student activities aside from existing school organizations to encourage the SARDOs and other students to come to school regularly, like"

- Volleyball-financed by the PTCA, SGO, LGU (Meals, snacks, ball, uniform)
- Rondalla-instruments acquired through a shared effort of LGU and PTCA, (Organized: August, 2006)
- School Band-instruments acquired through a joint effort of PTCA, Alumni and Community (Organized: February, 2003)
- Science and Math-had acquired and "LCD Projector last October 2006 through a joint project of PTCS and Community
- Basketball-financed by the Community (meals, snacks, uniform, ball) – (organized September, 2006)
- Chess Clubs-equipment purchased by school

D. The SARDOs were told that they can be a member of any organization provided they get better grades or pass all subjects ad maintain these grades. Students who cut classes just to play computer games were accommodated in computer classes

IV. **Results**

Instances of Application

Instances	When	Results Obtained
1st year of implementation	January – March 2006	14 SARDOs saved
2nd year of implementation	June to March 2007	109 SARDOs saved

During the first year of implementation of SSA in Dauin National High School (though we started in the month of January 2006), the school was able to save 9 out of 14 SARDOs. Of the saved 8 SARDOs, 4 were Project EASE Beneficiaries who graduated high school.

In school year 2006-2007, 109 out of 157 SARDOs were saved. Drop-out rate decreased from 6.12 in SY 2005-2006 to 3.52 in SY 2006-2007.

The target to decrease 2% drop-out rate from5.32 in SY 2004-2005 was not achieved because there were lot of students who dropped prior to the implementation of the project. But the project was still a success because the school was able to save 9 SARDOs who could have dropped.

By SY 2005-2006 to SY 2006-2007, drop-out rate decreased from 6.12% to 3.52%.

The school solved the high Drop-out by integrating the different SEDIP Components to SSA.

V. **Sustainability**

To help motivate the SARDOS to come to school, classrooms must be conducive to learning with child-friendly environment. Specific interventions to the identified problems of the SARDOs were provided with responsible solutions, Thus, the school head informed the Municipal Mayor, PTCA, and other stakeholders of the School Improvement Plan (SIP) for possible equity of a school building. The LGU put up equity to a 2 storey (2 CL & 1 Science lab) and is now standing proud at Dauin National High School.

Financial

Aside from the school's MOOE, recognized Donors like the Rotary Club of Colorado, USA, gave assurance to the School Head to extend their assistance to Dauin National High School every year. Last March 2007, the school again received school supplies like calculators, dictionaries, film camera, ballpens and pencils for the students from the Rotary.

Other donors like Dr. Samuel and Dra. Dulary started their Mr. and Mrs. Felix Vicuna Award. This award gives incentives to Valedictorian, Salutaturian, and First Honorable Mention every year in the amount of US $100 and $50 consecutively.

The parents, LGU, NGOs, Alumni and other stakeholders are continuously supporting the school as practiced during the past year.

Technical

The saved SARDOs were monitored, visited in their homes and interviewed about their plans for the future.

This SY 2007-2008, the school SSA Team plans to conduct Home Visits to the saved SARDOs who did not return to school.

Resources

For the reproduction of SSA Forms and Modules, the school has the donated risograph machine. Dr. Stanley Ladd of the same Rotary Club provided the sup0ply of ink and master rolls.

Organization

The SSA Team documented the best practices to serve as an inspiration guide for the succeeding years. They also shared the technologies to the other teachers in school and to the Annex High Schools.

VI. **Confirmation of the Practice**

Supporting Evidences

- DORP
- Minutes and Attendance of the PTCA meeting
- Summary of Individual Reading Inventory
- Checklist of Risk Factors
- Survey Questionnaires
- Students Attendance, Form 138

- Communications
- Minutes of the meeting and attendance of the following:

  - SSA Team
  - Monthly meeting of the SARDOs by the Guidance Coordinator
  - Meeting with the parents of the first year students whose reading comprehension level was below first year.

- Monthly Progress Report of Students
- Monthly Progress Report of SSA Team
- Home Visitation Plan
- List of Students of the Different Students Activities
- Adopt-A-School Program
- Adopt –A-Child Program
- Photograph
- Testimonies of the Saved and Unsaved SARDOs and parents
- SSA Orientation to Annex High School
- Year-end report

Fn/am i in or out

Title   :   **"Dalaw Pagmamahal"**

Developer   :   **Lilibeth V. Tumanda**

Principal   :   Ophelia Madrigal

School   :   Lapuyan National High School

Division   :   Zamboanga del Sur

I. **Situationer**

The school caters to the educational needs of the students in the locality and nearby barangays, 83% of whom belong to the Subanen, and indigenous tribe. Although the school provided all the opportunities for them to grow as productive individuals, hindering factors were still identified, thus they were classified as SARDOs.

The school drop-out rate for the last three years could be gleaned below:

SY 2004-2005	-	14.05%
SY 2005-2006	-	10.37%
SY 2006-2007	-	6.59%

The identified risk factors of our students were as follows: absenteeism, tardiness, poor study habits, low performance, low self-esteem, cuts classes, excessive family responsibilities, and misbehavior.

An alarming situation on the big percentage of the school leavers has beset the school. With this form of problem, the school employed and implemented "*Dalaw Pagmamahal*" as an intervention to address drop out problem.

II. **Objective**

To save 30 SARDOs through "*Dalaw Pagmamahal*"

II. **Specific Objectives:**

a. Present to the parents the academic status of their children;
b. Confer with parent what should be done to address the problem on absenteeism and tardiness;
c. Interview neighbors and friends of SARDOs;
d. See the actual community setting; and
e. Reach an agreement with the parent and SARDO.

III. **Description**

"*Dalaw Pagmamahal*," a home visit intervention, is a way of gathering related information regarding their family and the community where they live. Data gathered from this intervention served as an instrument in assessing the reason behind the non-performance of these students in school. Having met the parents, teachers are able to discuss ideas with parents and come up with an effective solution to their child's problem. This intervention, "*Dalaw Pagmamahal*" is focused on students who incurred five (5) consecutive absences in a month; frequent tardiness in their classes; displayed negative behavior towards their lessons and other school activities; low self-esteem; and decreased academic performance or better called as Student at Risk of Dropping Out (SARDO).

Through the periodic reports of class advisers and other subject teachers concerned, a close monitoring of students' activities in school and at home was established and a comprehensive reporting and recording system is undertaken by both teachers and parents.

IV. **Strategies**

    A. Procedure/How the Practice Was Done

        1. Class advisers keep records of attendance and behavior of their students.
        1. Year level coordinators met with the class advisers to get data on attendance and behavior of students for the month.
        2. SSA team met at the end of every month to identify students who need to be visited. A home visitation plan was formulated.
        3. Letters were sent to the parents informing them of the scheduled visit. Reply slips served as confirmation of the visit.

    B. Actual Visit

        1. Attendance and anecdotal records are brought along with the visit.
        2. Dialogue with parents proved useful when activities of the child in the school accomplishments are presented first before negative attitude was tackled.
        3. Interview with neighbors and friends are noted too, as well as the physical assessment of the community where he lives.
        4. Both teachers and parents come up with a compromise on how they can help and assist the child who is at risk of dropping out.
        5. Parents sign the home visitation report.

C. Post Visitation

1. Assess the recent visit by the team.
2. Closely monitor the progress of the student both in behavior and academic records.
3. Parents are invited for a quarterly conference in school. This is the parent's version of "*Dalaw Pagmamahal*" where report cards of their children were presented to them.
4. Parents establish an open line communication with the teachers through school visits and sending of communication.

IV. **Findings/Results**

"*Dalaw Pagmamahal*" earned a positive response from the parents. They felt important because of the visit and what's striking is the support that they extended to the teachers in monitoring activities and progress of their children especially that after home visits, the parents in turn visited the school to confer with the teachers. Teachers, on the other hand, were not left on their own nurturing these students and above all, the students themselves did better in school because the sense of being a precious individual was instilled in their minds. Moreover, they were aware that their families, teachers and community expected so much from them.

"*Dalaw Pagmamahal*" was considered best practice out to the 25 identified beneficiaries for the last quarter of 2005-2006, 22 were saved in SY 2006-2007, forty two (42) saved out of forty-five (45) SARDOs. Drop out rate also went down to 6.59% compared to last year which was 10.39%.

School Year	Number of SARDOs	Saved SARDO
2005-2006	25	22
2006-2007	45	42

V. **Institutionalization and Sustainability**

Every home visit is a visit of love and concern for our students. Psychological motivation of our SARDOs is still the very basic aspect of their growing up. It is not enough that we confine ourselves in the four concerns of our classroom and facilitate teaching-learning process but going out and knowing them better as family member and as a community inhabitant will develop their confidence and be more responsible individuals.

"*Dalaw pagmamahal*" will help us understand the individualities of our students and what made them be at risk of dropping out. A touch of love begets love from them, and when they are loved and made responsible, we reduce the number of students who are school leavers.

The intervention can fit in any situation with minimal cost. We experience self-fulfillment when we are able to keep our students in school and make them learned individuals. What is important is the commitment of teachers to conduct home visitations, good working relationship with our officials and school counterpart in the documentation process to sustain this practice.

"*Dalaw Pagmamahal*" can be made part of the school's program where class advisers are required to conduct monthly home visitation. This was integrated as part of values formation discussions in Values Education subject where the role of the family is emphasized.

This practice is replicated in school, in other private institutions and may be modified to enhance the strategies to further strengthen it.

V. **Confirmation of Practice**

- "TAMBY" Form
- Written expressions of students (what problems they have)
- Home Visitation Plan
- Letters to Parents to be visited
- Interview Forms
- Home Visitation Report
- Certificates of Appearance signed by the Barangay Official
- Letters of Invitation to parents (quarter meeting)
- Report Cards of SARDOs
- Minutes of Meetings
- Letter of Gratitude from parents
- Resolution for Assistance
- Photographs
- Recorded Interview
- Video Clip of home visit

Title : **Retention Endeavor Through Interactive Computer Approach (RETICA)**

School Head : **Angelito C. Morales**

School : Aleosan High School, Aleosan, Cotabato

Division : Cotabato City

I. Situationer

Adolescence is a period growth among students that is characterized by adjustments, active and restless activities to gain the much desired development and maturity. In this particular stage, high school students will start to explore their varied interest in life and this demand will not be properly addressed and if not prevented will lead them to truancy. It is the fact that classroom managers have great problems on absenteeism, irregular attendance and poor academic performance of some of the students.

Other escape classes add lured into staying out off-campus in some various recreation centers and amusements stations such as billiard halls, video and computer games. These stations are usually then favorite places of the students who have less interest in classroom activities. There are also illegal gambling activities such as last too digits tong-its, and other card games in the community. These activities captivate students to leave classes that resulted to lack of interest in academic activities and poor study habits resulting to poor academic performance. These situations eventually make SARDOs dropped-out because of their failures.

Records shows in the past three years before the Secondary Schooling Alternatives (SSA), the simple drop-out rate of the school is pegged at 13.74% in SY 2002-2003 and reached an all time high of 16.74% in SY 2004-2005. See table 1 below:

Table 1. Simple drop-out rate before the implementation of Secondary Schooling Alternatives (SSA)

School Year	Male	Female	Simple Drop-out Rate
2002-2003	33	25	13.84%
2003-2004	42	28	13.74%
2004-2005	50	23	**16.74%**

The above data also shown on the average that there are more males than females who dropped out from school compared to the female because in most cases, males are seen loitering outside the school campus than female do.

Table 2. Simple drop-out rate after two year implementation of Secondary Schooling Alternatives (SSA)

School Year	Male	Female	Simple Drop-out Rate
2004-2005	50	23	16.74%
2003-2004	21	26	13.39%
2004-2005	33	6	**10.83%**

After two years Secondary Schooling Alternatives (SSA) implementation in Bulakanon High School, there was a significant decrease in simple drop-out rate from the baseline of 16.74% in SY 2004-2005 to 13.39%. It declines further to 10.83% in SY 2006-2007 when Project RETICA was implemented.

II. **Objectives**

At the end of the school year (2006-2007)

- 40.90% of SARDOs (9 out of 22) under the intervention Project RETICA are expected to be saved from dropping out;
- Enhance their thinking and manipulative skills and improve academic performance; and
- Develop interest and love for learning through specialized computer instructions.

The Project RETICA aims to divert the student's interest in computer literacy rather than wasting their time in amusement centers. It helps develop their skills in manipulating computer, surfing internet and playing educational computer games.

It is also expected that students who are taking specialized computer instruction will enhance their thinking and manipulative skills and develop in them the interest and love for learning. It is also envisioned that project RETICA will widen the students communication skills and will deepen their perspective through the use of modern technology.

III. Description

Under this intervention, identified student-at-risk of dropping out (SARDO) will be given specialized computer instruction at least two (2) hours per week for hand computer training. They are to spend quality time for educational games such as Bookwork, Minesweeper, textwist, and some computer skills development like typing, basic Microsoft Office application and internet browsing.

Incentives, like cash prizes will be awarded for those who excelled on playing educational games, typing and the like just top five them the will and determination to advance their computer skills and religiously follow their respective schedule. The schedule is set after the last period in the afternoon.

The school's computer laboratory in-charge will have to manage the intervention with the supervision of the school head, and the members of the SSA Team.

Will the identified SARDOs and the strategy to become more fun and exciting? Can media assisted teaching improve students' performance in school and their attitude towards learning? Does school drop-out and absenteeism be less in classrooms where technology and media become a regular part of the school?

It is expected that students who are taking specialized computer instruction will enhance their thinking and manipulative skills and develop in them the interest and love communication skills and will deepen their perspective through the use of modernm technology.

Strategies

The Project RETICA uses the following materials:

- School Supplies
- Computer
  - hardware
  - software
- Application Software (Microsoft Office, Excel, Word, Power Point)
- Bookworm
- Minesweeper
- Microsoft Encarta
- Textwist
- Internet Explorer
- Typing tutorial
- Yahoo Messenger

Mechanics/Procedure

The students were given an orientation about the Project RETICA. They were divided into two groups (Group A & B). All of them were given special class schedule. The first group will undergo the topic on Bookworm De Luxe; an educational computer game that develop the skills on word formations and the 2nd group is Minesweeper; a game that develop a logical skills of the SARDOs. The first three who got the higher score will receive a cash inventive, Every two weks thereafter until the end of the school year (SY 2006-2007). A new computer program will be introduced to them as stipulated in the planned procedure.

Method and Evaluation

Students' skills will be rated using a rubric scale categorized as Superior, Very Good, Good, Fair or Poor. A daily attendance sheets signed by the SARDOs every session will be the basis for monitoring and intervention. The attendance sheet will tell whether the SARDOs are interested in the project or not. Students with irregular attendance will be called for guidance and counseling by the school SSA Team.

During the project, each of them will have to enter their names as user/player of the program every time they have the intervention. To determine who got the highest score, the computer laboratory in-charge will have to check and go over the list of players, in this case, the SARDOs that have registered in some other applications, their level of skills will be based on their output they have presented.

IV. **Results**

AT the end of the School Year 2006-2007, 50% if SARDOs (11 out of 22) under Project RETICA were saved. This makes 32.35% (11 out of 34%) of the total identified saved SARDOs.

Report of Saved SARDOs

Year Level	Identified SARDOs for SY 2006-2007			Saved SARDOs for 2006-2007			Intervention Applied		
	Male	Female	Total	Male	Female	Total	SII	Project RETICA	Support Attitude
Fourth Year	1	1	2	1	1	2	2	0	0
Third Year	10	2	12	5	2	7	2	9	1
Second Year	16	9	25	5	7	12	15	10	0
First Year	29	6	35	10	3	13	30	3	2
Total	**56**	**18**	**74**	**21**	**13**	**34**	**49**	**22**	**3**

During the initial implementation, it was found out that the SARDOs were very excited and happy to have been included in the project. They have been motivated considering that they not only enjoy manipulating the computers but prizes wait for those who have excelled the program. They have gained interest in coming to the school and attended the school regularly.

Multi-media assisted teaching can assist learning of students in ways that are fun, exciting, familiar and effective. Numerous studies have shown that this strategy has improved student's performance in school and their attitude towards learning. Students exposed to multi-media technologies see learning as fun and exciting. School drop-out and absenteeism were found out to be lessened in classrooms where technology and media are being used in teaching-learning.

Since the positive effect on the academic side of the students, it is highly recommended that the project RETICA will be sustained.

V. **Sustainability**

Technology is now in every life. Project RETICA captivates the academic interest of the students not only to the SARDOs but also to the regular students. It can there be any way an opportunity for schools to acquire multi-media equipment, it is hereby suggested that the use of these equipment be given priority. Teachers should be trained on the use of these technology so as "not to be left behind," as what they say.

In line with this, the school has sustained the project by adopting and maintaining the following measures:

A. Organization

- Bulakanon High School SSA Team should continue the project by enhancing its organization in terms of giving emphasis and actively performing their duties and functions under SSA rules and regulations.
- The School SSA Team must continue working with partnership with PTCA, LGU and other stakeholders; maintain linkages by tapping their resources to draw up support for the continual implementation of the project.

B. Resources

Human

- Encourage and convince PTCA to support in the payment of volunteer teacher in the maintenance of computers both hardware and software components until such time the teachers can handle in the operation and usage of computer programs
- Maintenance of School SSA Team, its personnel and their duties and   unctions

Financial

- Establish and maintain an Internet Café for the improvement and maintenance of computers (software and hardware components), incentives and awards aside from the regular annual computer fund.
- Establish linkages to barangay LGU and other government units for the possible expansion of the project even to the out-of-school youth an for adult education.
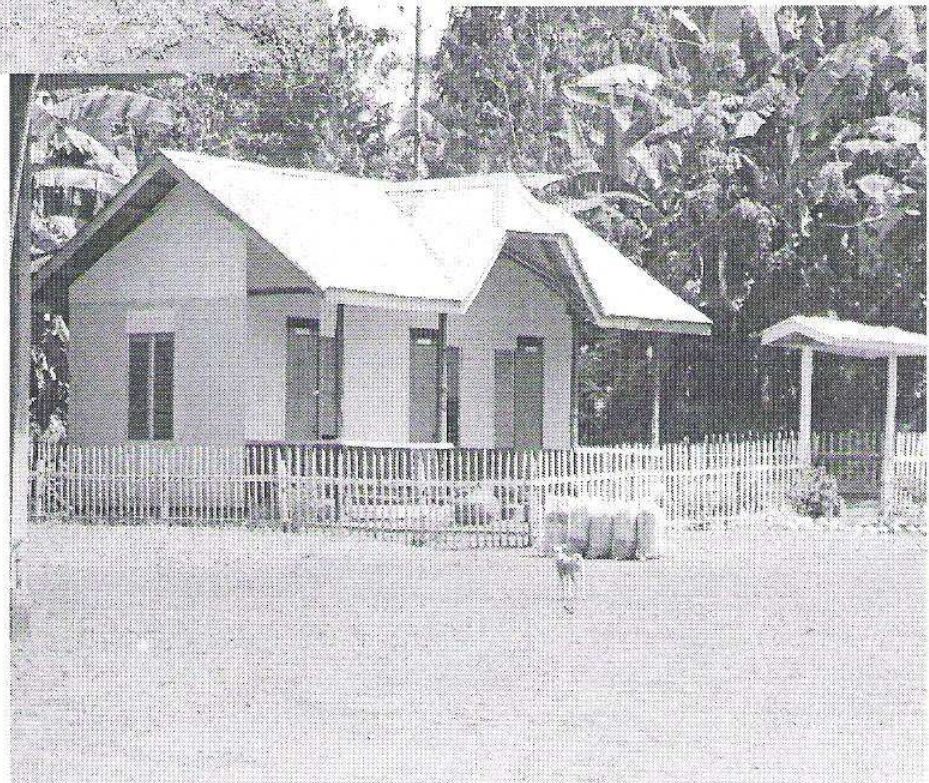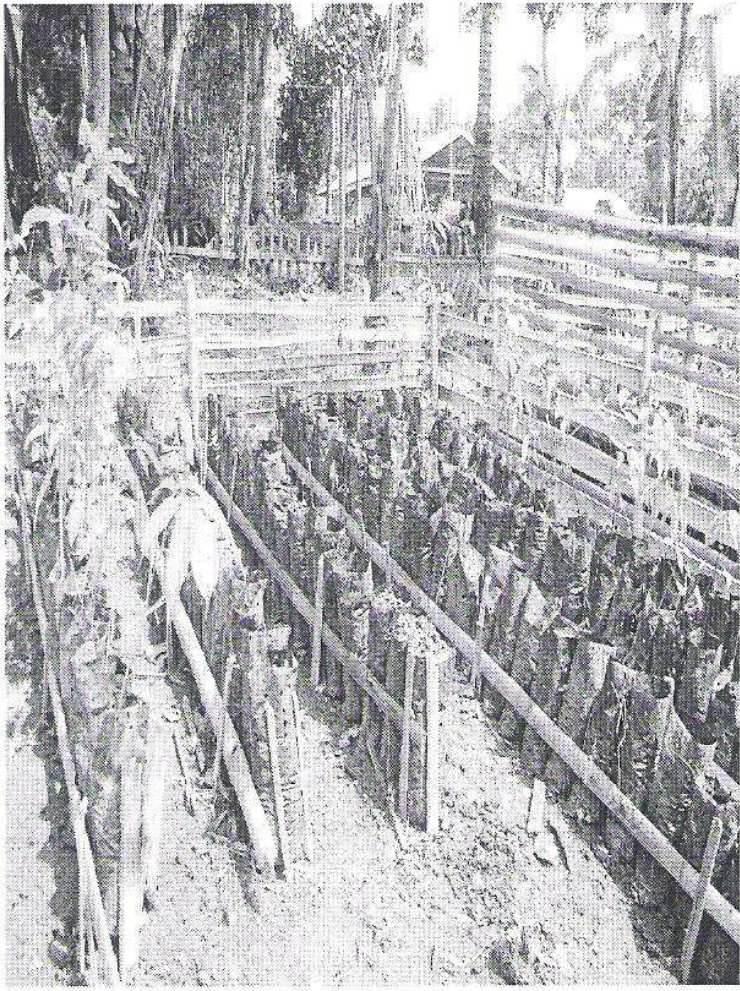
Technical

- Maintenance of CDs and software relative to the implementation of Project RETICA and continuance of Internet connection for accessing ICT to enhance learning
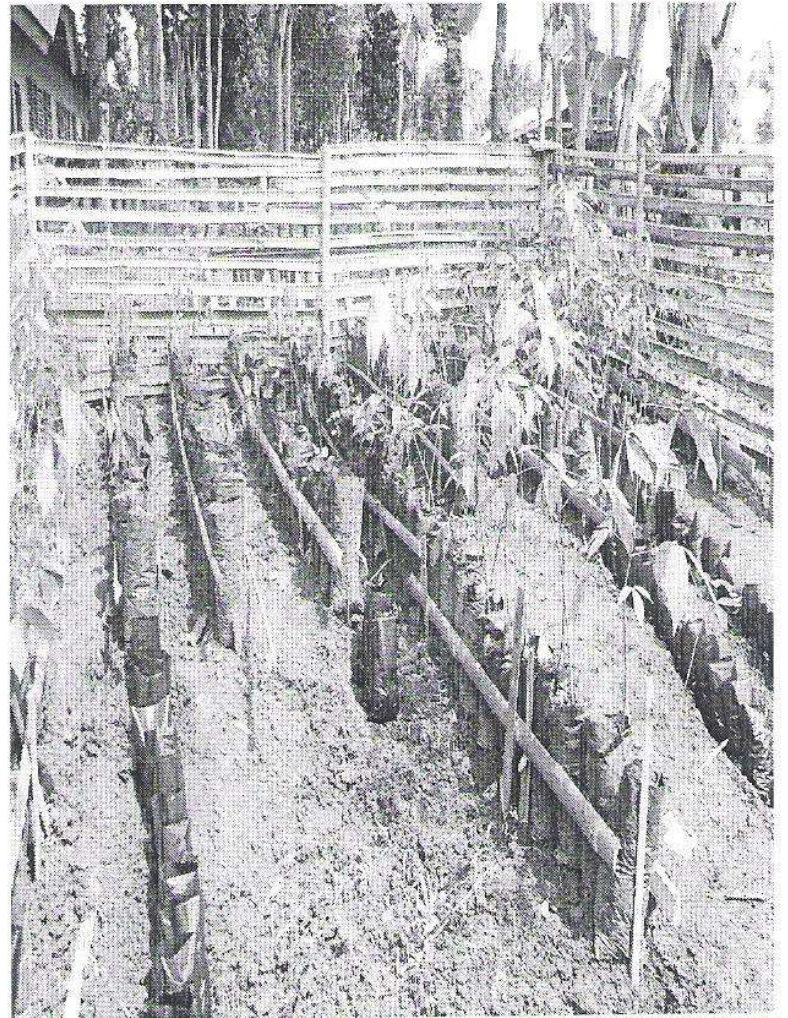- Utilization of EASE Modules as tools in learning in regular classroom instruction aside from SARDOs.

The School
Ground

The HSIF,
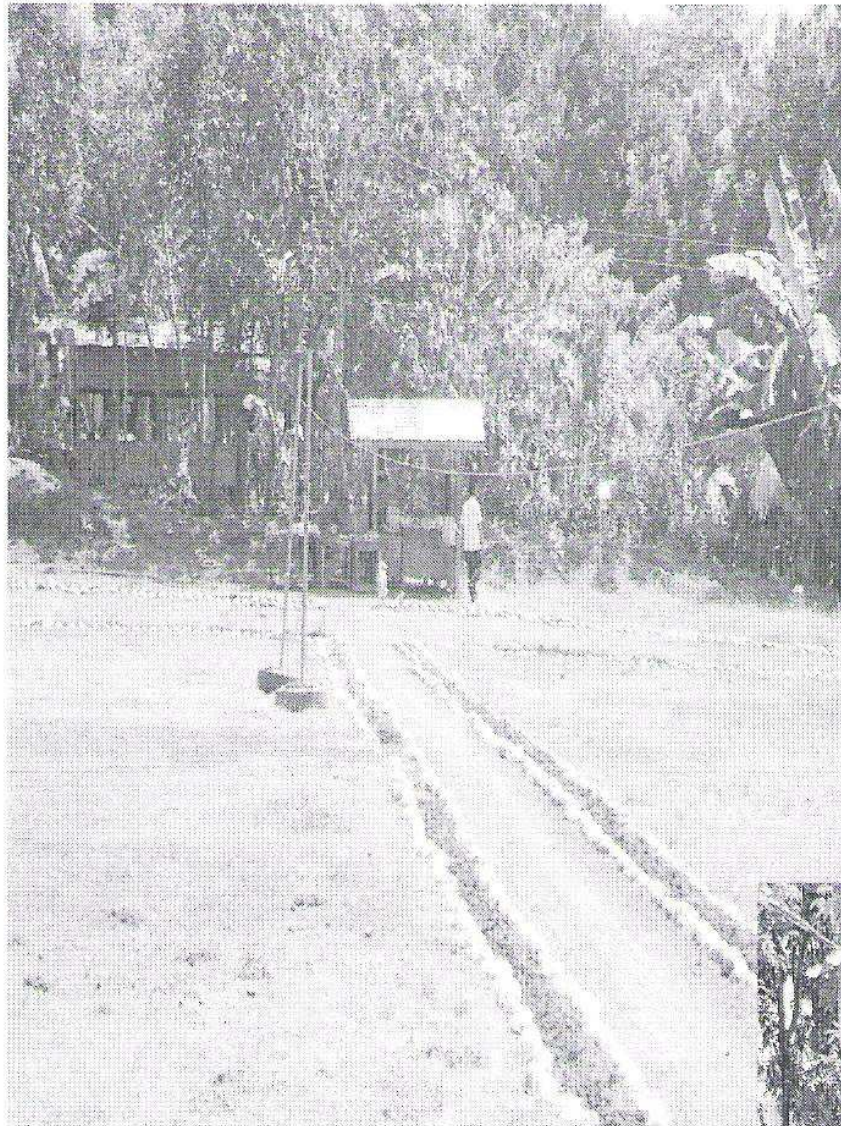SSA and
LMP Center

Rubber
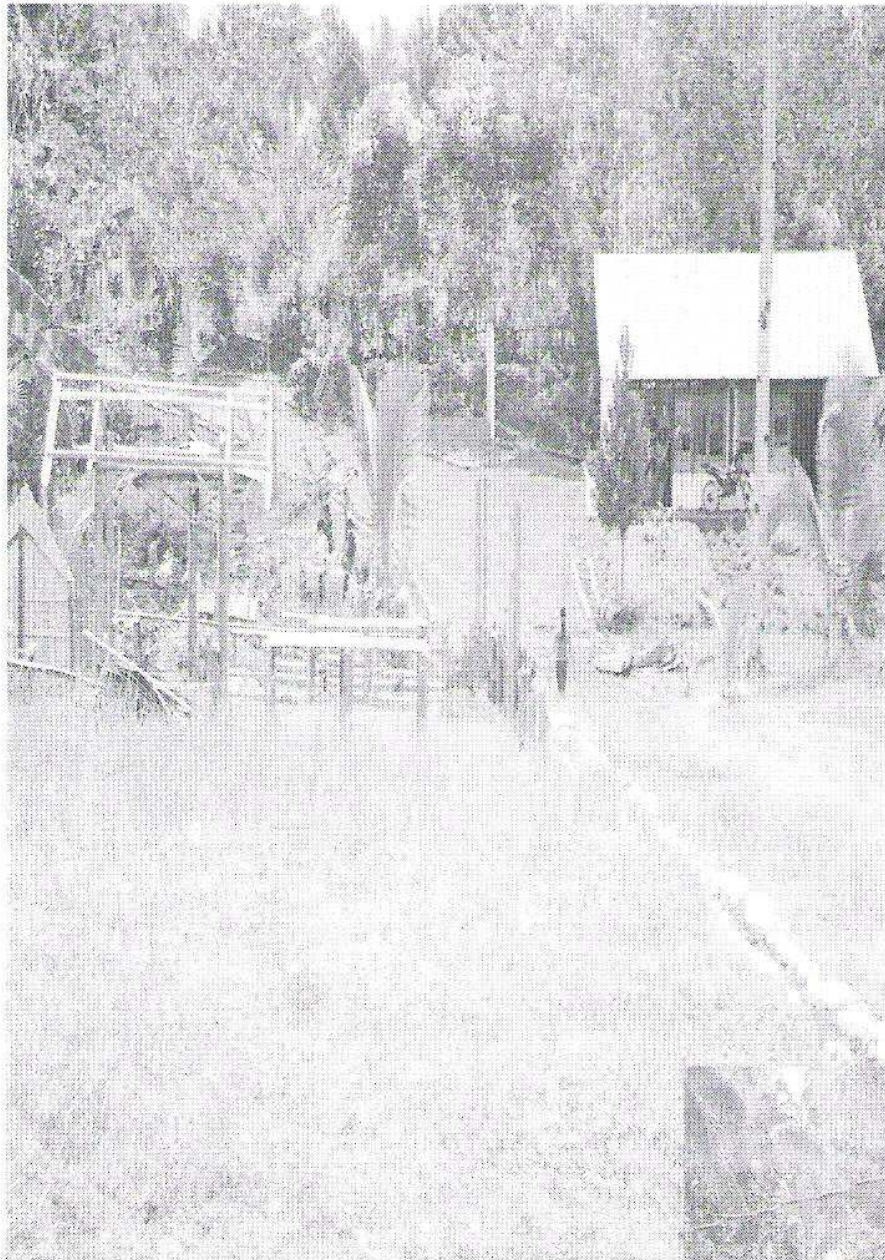Seedlings

Learning Parks Area ongoing improvement

Students transfer seedlings to the poly bags.

The School Canteen

Managed by the parents

The School Entrance

Students fetched water in the well to water the Nursery

Municipal Technologists demonstrated the proper caring of poly bags.

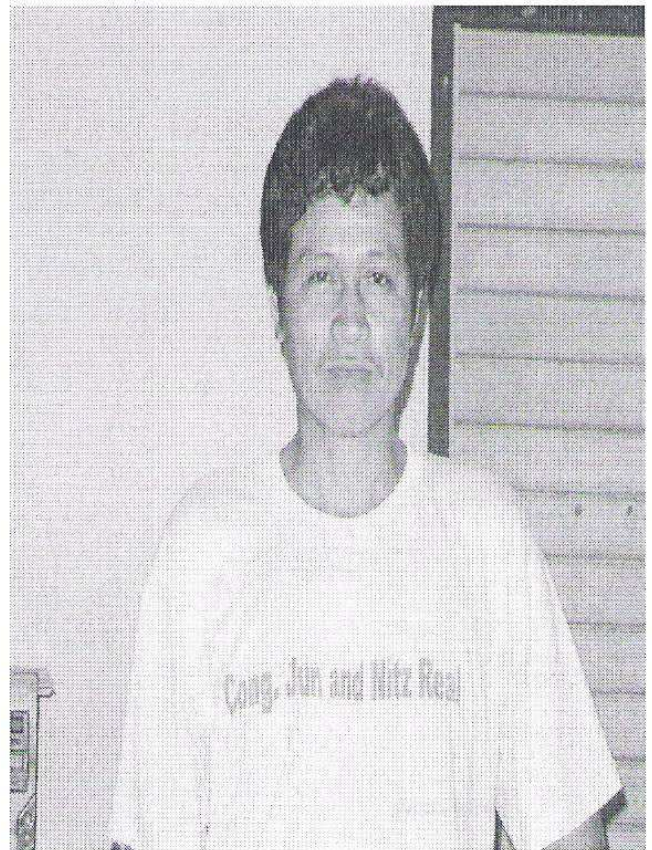

Bud woods transferred in the poly bags.
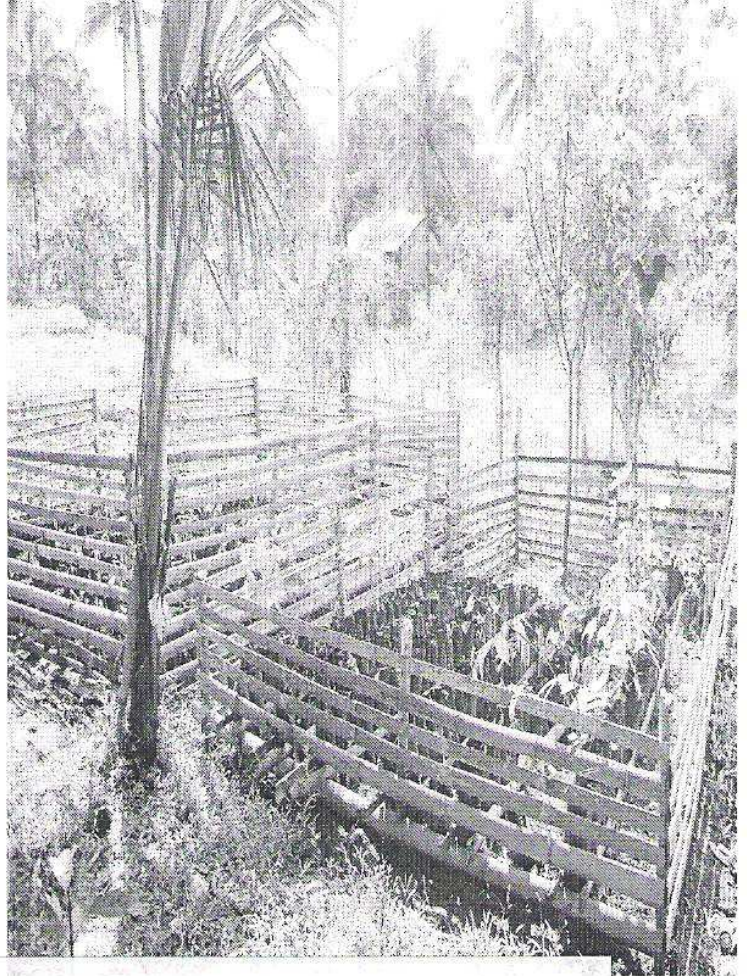
The Nursery Area
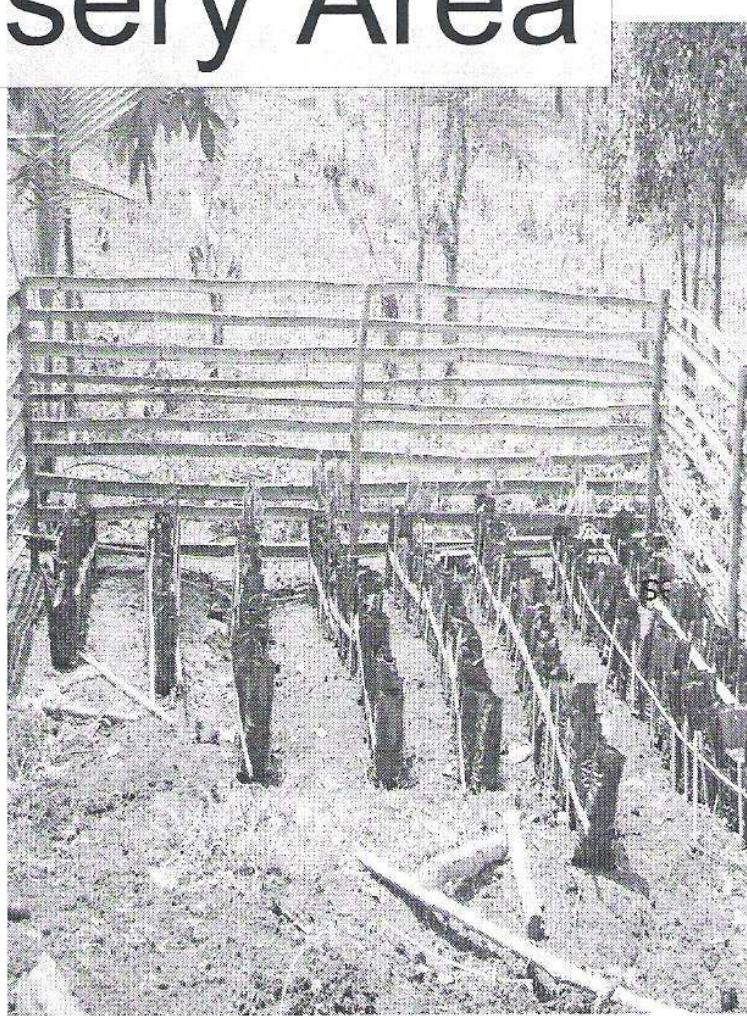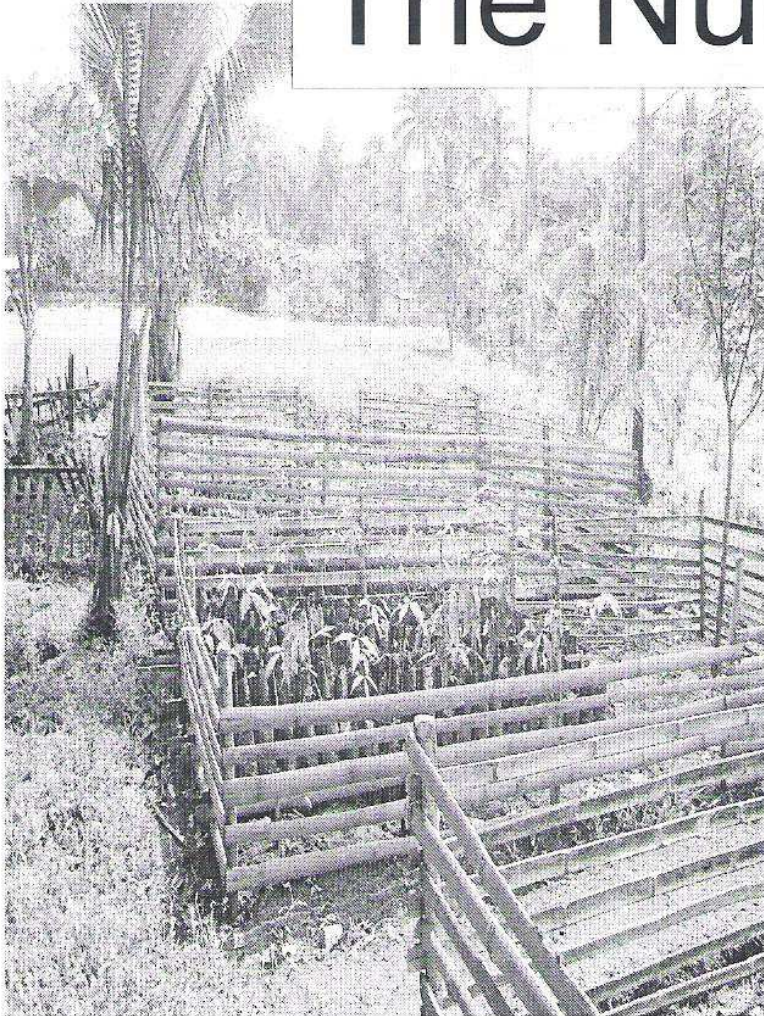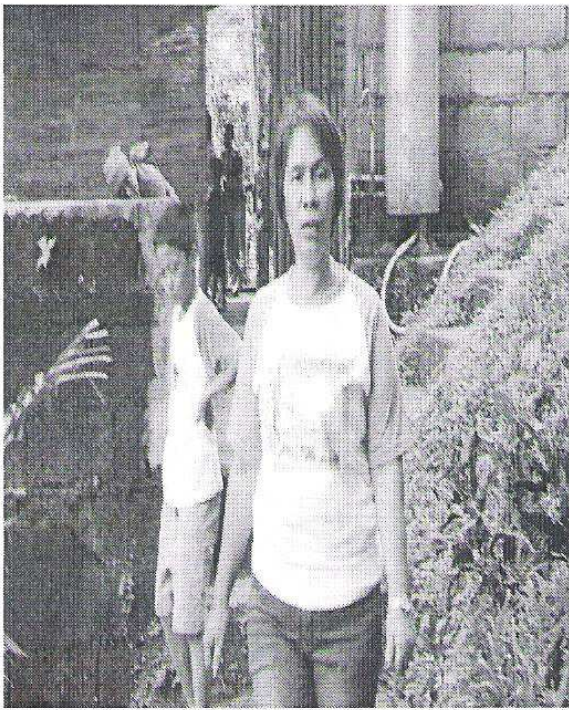
Municipal Agricultue Officer, Mrs. Dominga Ramos

Salug Valley Development Center Senior Project Manager, Mr. Rewel Galo

The Supporting Actors of the Intervention

Simata Barangay Captain and PTCA President, Hon. Rogelio Romero

Students placed bamboo bridge going to the well

55)

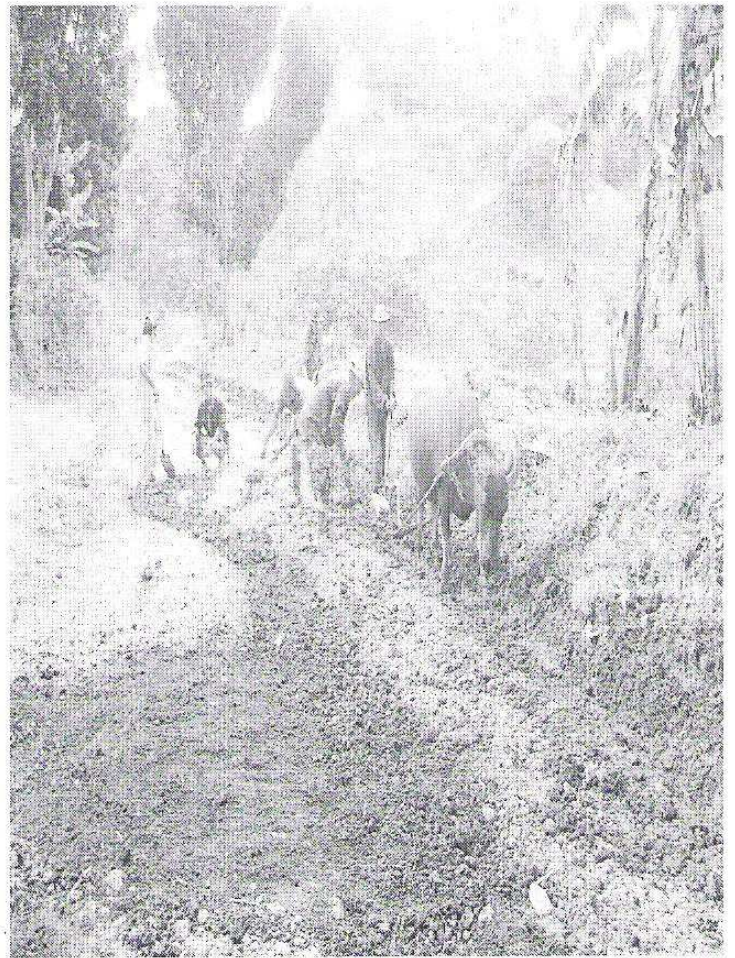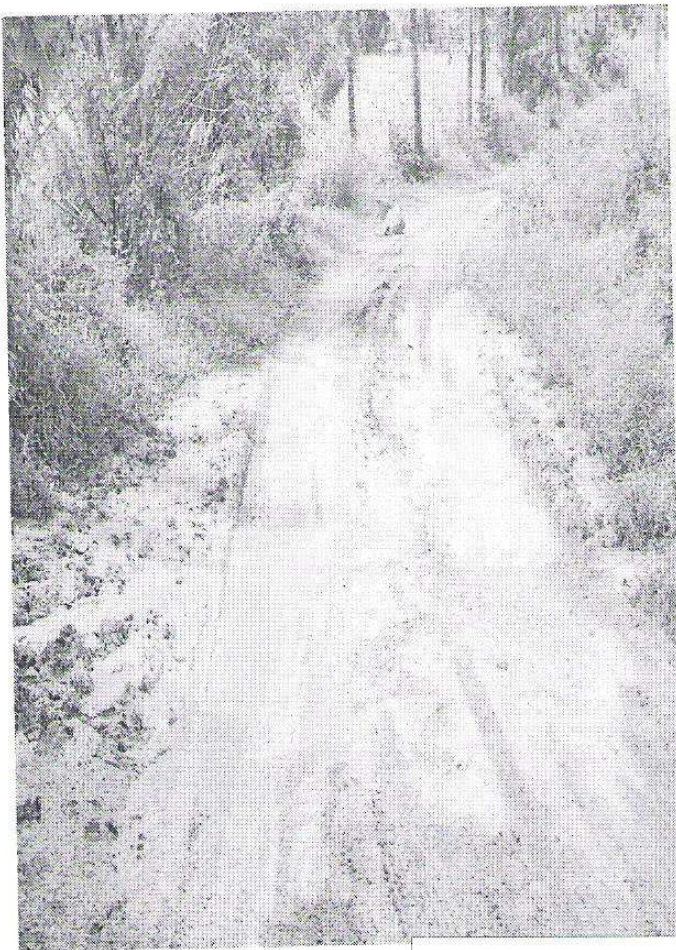Barangay Officials and people in the community repaired the road...

To provide greater access of students to school

The road to Simata…

Continually repaired by Barangay officials
and the community