



Republic of the Philippines  
Department of Education  
Region IV-A CALABARZON  
Division of Cavite  
District of Alfonso



## MATAGBAK ELEMENTARY SCHOOL

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## Descriptive Data:

Matagbak Elementary School was established on October 1, 1945, a one teacher school. Only in 1973, the lone teacher Mrs. Paulina S. Cubile became Head Teacher until she retired in 1973. Miss Corazon Salazar was assigned Teacher-in-charge before Mrs. Emma S. Leyran transferred as the School Head and retired in 2005. Now it has eight teachers and supervised by a Principal.

Matagbak Elementary School is a complete monograde school located between the boundaries of Matagbak I and Matagbak II. It is an upland barrio school surrounded by the neighboring barangays of Sinaliw to the west, Marahan to the east and Palulum to the south. The school can be reached by a tricycle or passenger's jeep three kilometers from the town proper. The school is a rural community school that enjoys a rich land area of 7,446 square meters, large enough to have three buildings with a total of nine classrooms for the academic and ancillary purposes, with a total population of 310 pupils, including 13 repeaters and 15 transferees from other schools. Many of the pupils come from Matagbak I, Matagbak II and some are from the neighboring barangays of Palulum and Sinaliw a far flung place.

## School Profile:

Table I- Enrolment				
	2005-2006	2006-2007	2007-2008	2008-2009
Male	149	162	164	160
Female	140	148	136	150
Total	289	310	300	310

Table 2 Reading Ability Test Result										
School Year	Gender	No. of Pupils Tested	Frustration Reader		Instructional Reader		Independent Reader		Non-Reader	
			Actual Count	Percentage	Actual Count	Percentage	Actual Count	Percentage	Actual Count	Percentage
2005-2006	M	149	64	43	73	49	12	8	No data	
	F	128	28	22	62	48	38	30		
	<b>T</b>	<b>277</b>	<b>92</b>	<b>33</b>	<b>135</b>	<b>49</b>	<b>50</b>	<b>18</b>		
2006-2007	M	124	91	73	27	22	6	5	No data	
	F	114	77	68	33	29	4	3		
	<b>T</b>	<b>238</b>	<b>168</b>	<b>71</b>	<b>60</b>	<b>25</b>	<b>10</b>	<b>4</b>		
20	M	153	47	31	53	34	35	23	18	12

	F	142	24	17	48	34	48	34	22	15
	T	295	71	24	101	34	83	28	40	14

## VISION AND MISSION

Our approach to school improvement plan starts with a clear vision of our school; ways to measure our strategies, progress, and accomplishments; and steps for making adjustments and improvements to carry out our mission for all pupils and reach our vision. Our approach is based on effort, dedication, and resources to support our school's vision of school improvement plan and mission. The data sources and results in our action plans describe our progress and priorities for school improvement to meet standards and requirements in the context of our vision of school improvement.

### Vision of School Improvement

Matagbak Elementary School envisioned improved performance.

Improved performance means:

1. Improved Level of Reading Ability
2. Improved Teaching performance, highly motivated, competent and committed teachers
3. Active involvement of parents and guardians in the instructional process

### Mission of School Improvement

It is our belief that each pupil is unique and able to learn. We have a commitment to provide learning experiences of high standards and expectations for all learners. Responsive evaluation, instruction and assessment will support each individual pupil's learning. The fostering of individual growth in responsibility, respect, and cooperation will be an ongoing process. Our mission will be achieved

through the active partnership of teachers, pupils, parents, community and the external stakeholders.

***"No Child Left Behind; Every Child must be an Independent Reader"*** that is our mission. Our mission statement is the foundation for delivering a quality, comprehensive education to all pupils. Our mission includes ensuring that all teachers have improved teaching performance, highly motivated, competent and committed teachers. Active involvement of the parents or guardians in the instructional process to support their children's effort to be successful in the academic performance.

## DILEMMA

It seems clear that inadequate result of reading performance is the main factor that accounts for the slow progress in classroom instruction. The ability to read is closely related to one's ability to learn. What can we expect to the academic performance of the pupils if there are still non-readers and under frustration level of reading ability and comprehension?

One factor mainly affect the problem is the cultural background of the pupils Parents have insufficient time and effort to help their children appropriately. They must discover their child's preferred reading style; provide their child the time and space for reading. Most of our pupils come from low socio-economic status and they left behind for their pre-reading experiences because they do not have supplemental reading materials like the news papers, reading books and magazines in their home which tend to develop an interest in reading.

Most often, teachers are blamed for the low performance of the learners. "Teacher-Factor", they say. Poor teachers, who exert effort and sacrifice a lot just to impart knowledge, skills and values to their beloved pupils, poor teachers, who write their lesson plans daily, scan references, and prepare instructional materials for the welfare of their pupils, Yes, really, the teachers has a great influence on the achievement level of the pupils. But, it is not the whole thing.

There are other factors that contribute to the achievement level of the pupils. The home, which is considered the foundation of a child, has a great influence on the capacity of the learner to achieve something. Parents are the first teachers. How can an illiterate teach? How can parents teach good values if they do not have them? How can parents follow-up a child if they do not have quality time with him? Nourishment also affects the capacity to learn. A healthy child can perform better than a malnourished one. Mass media influences a child especially on the values he acquired. With his over exposure to mass media, he has poor academic performance.

Poverty is another factor that greatly affects the learner. Lack of learning materials like magazines, books, newspapers etc. deprives the child from learning more. A farmer's child is forced to be absent from his classes to help his parents in the farm or in the household chores, or to look after his younger brothers or sisters because his parents need to work as laborers to earn a living. With such a situation, the child has the tendency to lose interest in his studies.

There are still several factors that affect the achievement level of the pupils. It is unfair to blame a single person or situation. All of us have responsibility in the performance and uplifting the level of achievement among or learners. At any rate, the school still is finding solutions to these problems.