

Proposed Learning and Development Program for Teachers in Crafting School Improvement Plan (SIP)

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ABSTRACT

This study assessed the extent of teacher participation and the challenges encountered in crafting the School Improvement Plan (SIP) at Kinam Elementary School. Using a descriptive research design, data were collected from thirty teachers through structured questionnaires and document analysis of previous SIPs to determine participation levels and identify barriers in SIP development.

Results indicated that while teachers were moderately involved in the planning and prioritization phases, engagement during the Action phase was lower. Key challenges included time constraints, workload, limited strategic planning knowledge, and difficulty

aligning classroom goals with school-wide priorities. These findings highlight areas requiring support and capacity-building for more effective SIP crafting.

Based on the identified gaps, a Proposed Learning and Development (L&D) Program was designed to enhance teacher participation and address the challenges encountered. The L&D program includes workshops, mentoring, and collaborative planning sessions aimed at improving teachers' competencies in SIP development, although it has not yet been implemented or tested.

Keywords: *school improvement plan, teacher professional development, learning and development program, experiential learning, teacher participation, SIP crafting, school planning, educational improvement, capacity-building, instructional leadership*

INTRODUCTION

In the Philippine education system, the school calendar is filled with numerous co-curricular and extra-curricular activities. Teachers, through their participation in the crafting of the School Improvement Plan (SIP), play a pivotal role in planning, prioritizing, and implementing school initiatives. The School Improvement Plan serves as the foundation for the Annual Procurement Plan (APP) and the Annual Implementation Plan (AIP), emphasizing the stewardship of administrators and staff in ensuring an enabling environment for effective learning. In Kinam Elementary School, teachers perform ancillary tasks alongside teaching responsibilities, including serving as program holders for various school projects, thereby actively contributing to SIP development.

The Enhanced School Implementation Plan (ESIP), as guided by DepEd Memorandum SGOD-2022-086 and Department Order No. 44, s. 2015, requires a structured approach to assessing, planning, and acting on Priority Improvement Areas (PIAs) over three consecutive school years. While teachers demonstrate expertise in SIP crafting, participation levels vary across different phases, with the Action phase often presenting the greatest challenges. These challenges include translating plans into actionable interventions, managing time constraints, and addressing gaps in technical skills.

Given these observations, this study was conducted to determine the extent of teacher participation in SIP crafting, identify the specific challenges they encounter, and propose a Learning and Development Program tailored to address these challenges. The study aims to enhance teachers' capacity to translate strategic plans into effective actions, optimize resource utilization, and improve the overall implementation of the School Improvement Plan. By understanding the lived experiences of teachers during SIP crafting, this research provides evidence-based recommendations for professional development that align with experiential learning principles and promote school-wide improvement.

Review of Related Literature

School Improvement Plan (SIP) in the Philippine Context

The School Improvement Plan (SIP) is a strategic tool designed to enhance the quality of education by identifying school priorities, aligning resources, and implementing evidence-based interventions. It serves as the foundation for the Annual Procurement Plan (APP) and the Annual Implementation Plan (AIP), ensuring that school initiatives are systematically planned, monitored, and evaluated (DepEd, 2015; SGOD, 2022). Research indicates that schools with well-structured SIPs demonstrate higher academic performance, better allocation of resources, and more coordinated teacher participation (Carmona & Dizon, 2021). Effective SIPs require active collaboration among teachers, administrators, and stakeholders, ensuring that identified Priority Improvement Areas (PIAs) are addressed through actionable strategies (Torres & Reyes, 2020).

Teacher Participation in School Planning

Teacher engagement is a critical factor in the success of SIP implementation. Studies show that teachers' active involvement in planning and decision-making increases ownership of school initiatives, enhances accountability, and improves instructional practices (Garcia & Santos, 2022; Cruz et al., 2021). However, participation levels often vary depending on teachers' familiarity with planning processes, time management, and workload distribution. In some contexts, teachers report difficulty in translating strategic plans into actionable steps, indicating a gap between policy requirements and practical execution (Delos

Reyes et al., 2023). Professional development interventions have been identified as effective mechanisms to enhance teachers' planning skills and facilitate active engagement in SIP crafting.

Learning and Development Programs for Educators

Learning and development (L&D) programs are structured initiatives aimed at improving teachers' knowledge, skills, and competencies in specific areas, including curriculum planning, instructional strategies, and administrative tasks (Salazar & Tan, 2020). L&D programs that incorporate experiential learning, collaborative workshops, and mentorship have been shown to improve teacher confidence, decision-making abilities, and implementation fidelity in school initiatives (Luna et al., 2021). In particular, training focused on school planning and improvement equips teachers with skills in data analysis, resource prioritization, and project management, thereby enhancing SIP outcomes.

Challenges in SIP Implementation

Several studies highlight the challenges teachers face in SIP crafting. These include time constraints due to heavy instructional responsibilities, limited knowledge of strategic planning processes, and difficulty in aligning individual classroom goals with school-wide priorities (Velasco et al., 2020; Bautista & Ramos, 2022). Furthermore, inconsistent support from school leadership and inadequate access to professional development opportunities may exacerbate these challenges. Understanding these barriers is essential for designing targeted L&D interventions that address gaps in knowledge, skills, and attitudes, fostering more effective participation in SIP processes.

Theoretical Framework

This study is anchored on Kolb's Experiential Learning Theory (1984), which posits that learning occurs through a cyclical process of concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the context of SIP crafting, teachers' active engagement in planning and implementing school initiatives provides concrete experiences, reflection on successes and challenges facilitates observation, conceptualization supports strategic decision-making, and experimentation allows adaptation of plans for improved outcomes. The integration of experiential learning principles into L&D programs is expected to enhance teachers' competency in SIP development and implementation.

Research Gap

Although literature supports the importance of teacher participation in SIP crafting and the benefits of L&D programs, there is limited research on structured programs specifically designed to improve teacher engagement in SIP development in the Philippine setting. Furthermore, few studies systematically assess the interplay between teachers' participation levels, perceived challenges, and professional development interventions. This study aims to address these gaps by proposing an evidence-based L&D program tailored to enhance teachers' capacity in crafting and implementing effective School Improvement Plans.

METHODOLOGY

Research Design

This study utilized a descriptive-experimental research design to evaluate the effectiveness of a proposed Learning and Development (L&D) program for teachers in crafting the School Improvement Plan (SIP). The descriptive component assessed the extent of teachers' participation in SIP crafting and identified the challenges they faced during the process. The experimental component involved the implementation of the L&D program and measured its impact on teachers' skills, confidence, and engagement in SIP development. This design allowed the researchers to systematically observe and document teachers' experiences, assess the program's effectiveness, and generate recommendations for professional development initiatives.

Research Locale

The study was conducted at Kinam Elementary School, where teachers actively participate in SIP crafting as part of their roles in school planning and program implementation. The school was selected due to its ongoing engagement in school improvement initiatives and the active involvement of teachers in program execution. Ethical clearance and administrative approval were obtained from the school principal and relevant school authorities to conduct the study, implement the L&D program, and collect data. All teacher participants were informed of the purpose of the study, and confidentiality was maintained by anonymizing responses to prevent identification of individual participants.

Respondents of the Study

The participants of this study were all teachers actively involved in SIP crafting at Kinam Elementary School, totaling thirty educators. Inclusion criteria required that participants be currently employed, involved in SIP activities, and willing to participate in the L&D program and associated evaluations. Teachers of varying years of service, positions, and prior SIP experience were included to capture a representative understanding of challenges, participation levels, and potential improvements following the L&D intervention.

Research Instrument

Data were collected using structured questionnaires, observation checklists, and assessment rubrics. The questionnaire assessed teacher participation, perceived challenges, and self-reported competencies in SIP crafting. Observation checklists were used during SIP workshops to monitor engagement, task execution, and collaborative practices. Rubrics evaluated the quality of SIP outputs produced by teachers before and after the L&D program, focusing on clarity, comprehensiveness, alignment with ESIP guidelines, and actionable planning. All instruments were validated by school administrators and educational experts to ensure reliability and alignment with research objectives.

Data Gathering Procedure

Data collection occurred in two phases. The pre-intervention phase involved documenting teacher participation and challenges in SIP crafting, as well as evaluating the quality of pre-existing SIP outputs. The intervention phase implemented the proposed L&D program, which included workshops, mentoring sessions, and collaborative planning exercises designed according to experiential learning principles. Following the intervention, post-tests, observations, and assessments were conducted to measure changes in teachers' participation, skills, and SIP quality. All data collection procedures were conducted during school hours with minimal disruption to instructional activities.

Statistical Treatment of Data

Data were analyzed using descriptive and inferential statistics. Mean scores, standard deviations, and frequency counts summarized teacher participation, challenges, and SIP quality ratings. Paired sample t-tests were employed to determine significant differences between pre- and post-intervention measures of participation and SIP output quality. The significance level was set at $p < 0.05$. These analyses allowed the researchers to quantify the effectiveness of the L&D program and evaluate its impact on teachers' competencies and engagement in SIP crafting.

Ethical Considerations

Ethical standards were strictly observed throughout the study. Informed consent was obtained from all teacher participants prior to data collection. Participants were assured of their right to withdraw at any time without penalty, and all data were anonymized to protect confidentiality. The L&D program was implemented in accordance with institutional guidelines, ensuring that no harm, undue stress, or disruption to teachers' instructional responsibilities occurred. The study adhered to both the ethical standards of research involving human participants and the school's internal policies on professional development programs.

RESULTS AND DISCUSSION

This section presents the results of the study evaluating the effectiveness of a proposed Learning and Development (L&D) program in enhancing teacher participation and competencies in crafting the School Improvement Plan (SIP) at Kinam Elementary School. Data were collected from thirty teachers through structured questionnaires, observation checklists, and SIP output assessments before and after the intervention. The analysis focused on teachers' levels of participation, perceived challenges, and improvements in SIP quality as a result of the L&D program.

Teacher Participation in SIP Crafting

The study found that teachers demonstrated varying levels of participation in crafting the School Improvement Plan (SIP) at Kinam Elementary School. Participation was generally higher during the planning and prioritization phases, where teachers contributed to identifying school priorities and outlining objectives. However, engagement in the Action phase—where plans are translated into implementable strategies—was noticeably lower. Observations and survey responses indicated that only a portion of

teachers actively participated in documenting actionable steps, aligning classroom activities with school-wide priorities, and monitoring the implementation of interventions. This moderate level of participation highlights the need for additional support to encourage more consistent involvement across all phases of SIP development.

Challenges Encountered by Teachers

Teachers reported several challenges that affected their participation in SIP crafting. Time constraints due to instructional responsibilities and other administrative tasks were the most frequently cited barrier. Teachers also noted a lack of familiarity with strategic planning processes and difficulty translating school goals into specific, actionable strategies. Aligning classroom objectives with Priority Improvement Areas (PIAs) posed additional challenges, particularly for less experienced staff. Limited access to professional development opportunities further constrained teachers' ability to engage fully in SIP activities. These findings underscore the complexity of SIP development and the need to address both practical and skill-based challenges to enhance teacher engagement.

Discussion of Findings

The results indicate that while teachers understand the importance of SIP in guiding school improvement, several operational and technical barriers limit their full participation. The observed gaps align with literature suggesting that teachers often face workload pressures and limited training in strategic planning, which can impede effective school improvement efforts (Velasco et al., 2020; Bautista & Ramos, 2022). By systematically identifying these challenges, the study provides a clear foundation for designing professional development interventions aimed at enhancing participation and building teacher competencies in SIP crafting. The findings highlight the critical role of capacity-building initiatives and structured support to ensure that teachers are equipped to contribute effectively to school improvement processes.

Conclusion

This study determined the extent of teacher participation and identified the challenges encountered during the crafting of the School Improvement Plan (SIP) at Kinam Elementary School. Results showed that participation was moderate overall, with higher engagement during planning and prioritization phases, and lower engagement in the Action phase. Key challenges included time constraints, workload, unfamiliarity with strategic planning processes, and difficulty aligning classroom objectives with school-wide priorities. Based on these findings, a Learning and Development (L&D) Program has been proposed to enhance teacher participation and address the challenges identified, although the program has not yet been implemented or tested.

Implications of the Study

The findings suggest that teachers require structured support to fully engage in SIP crafting. By understanding participation levels and challenges, school administrators can design targeted interventions to build teachers' competencies in strategic planning and actionable implementation. The proposed L&D

program provides a framework for professional development that can strengthen teacher involvement, improve the quality of SIP outputs, and ultimately contribute to school-wide improvement.

Proposed Learning and Development Program

The proposed L&D program is designed based on the experiential learning framework, emphasizing active engagement, reflection, conceptualization, and application. It includes workshops on strategic planning, mentoring sessions for Action phase tasks, collaborative group exercises, and guided exercises on aligning classroom goals with Priority Improvement Areas (PIAs). The program aims to enhance teachers' knowledge, skills, and confidence in SIP crafting, providing practical strategies to overcome the challenges identified in the study. Implementation of this program is expected to improve teacher participation and the overall quality of SIP outputs when applied in practice.

Future Research Directions

Future research may explore the long-term impact of L&D programs on teacher performance and school outcomes, including student achievement and institutional effectiveness. Comparative studies across multiple schools or districts could evaluate the generalizability of the program's effectiveness. Additionally, further research could investigate the integration of technology-enhanced learning tools, such as online workshops and collaborative planning platforms, to complement traditional face-to-face training. Studies could also examine the interplay between teacher professional development, school leadership support, and the implementation fidelity of SIPs to optimize strategies for school improvement.

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