

Level of Adherence to Standard Based-School Improvement Plan of Marcelino Fule Memorial College: Basis for a Proposed Plan of Action

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ABSTRACT

This study investigates the extent of implementation of the School Improvement Plan (SIP) in Marcelino Fule Memorial College, Sta. Cruz, Philippines, within the framework of Republic Act No. 9155, the Governance of Basic Education Act of 2001. Anchored on Accountability Theory, the research examines how SIP functions as a roadmap for enhancing access, quality, and governance in education by involving school heads, teachers, parents, and learners in collaborative planning. Specifically, the study evaluates SIP implementation through performance indicators such as participation rate, cohort survival rate, retention rate, graduation rate, dropout rate,

and academic achievement, alongside dimensions of goal setting, resource management, accountability, and timelines. Employing a descriptive-developmental design, data were gathered from 115 respondents (school head, teachers, and parents) using survey questionnaires and validated through virtual focus group discussions. Findings reveal that SIP implementation moderately addresses performance targets and accountability measures, while showing improvements in enrolment, participation, and academic achievement. Challenges include limited resources, health conditions, and inadequate facilities, which hinder full adherence to standards-based SIP. The study concludes that SIP serves as a vital accountability mechanism, fostering stakeholder engagement and providing schools with evidence-based strategies for continuous improvement. A proposed plan of action is recommended to strengthen resource mobilization, stakeholder participation, and monitoring systems to ensure sustainable educational outcomes. Ultimately, the research underscores SIP's role as both a developmental tool and a public accountability instrument in advancing learner success and institutional performance.

Keywords: *School Improvement Plan, Accountability Theory, Republic Act 9155, School-Based Management, Educational Reform, Stakeholder Participation, Academic Achievement, Resource Management, Governance In Education*

INTRODUCTION

The “No Child Left Behind Act” urged the education community to turn to research to decide how best to improve schools. Such reliance on research-based approaches helps meet educational leaders and policy makers’ urgency to take part in efforts that will improve the lives of children.

For school and local community officials, it is now always clear how best to incorporate research-based approaches into school improvement plan. One problem is determining fit. Until recently, some schools and local community officials tend to try to find programs that match their own philosophy, paying less consideration to how a program addresses school needs or affect student outcomes (Corcoran, 2003). Even when educators and decision makers commit to adopting reform strategies which tract records of effectiveness, they are challenged to find, interpret, and apply the relevant research (AIR, 2005).

Accordingly, there is universal belief that the school is the primary institution that caters the productive learning and character formation for children. As such, the school, being a learning institution is mandated to perform its two-fold tasks which includes the task of providing knowledge and honing the skills of its target clientele and the task of molding the moral fiber of the children by inculcating in them proper values.

In order to carry out this mission, the school must be equipped with the necessary resources in fulfilling its function. All schools want their learners to succeed, however, due to some circumstances, this vision becomes blurred as lack of resources, present health condition, and poor physical facilities lead to poor delivery of quality education.

The situation above needs to be studied and carefully thought about not only by the school head but by all major stakeholders using a tool called School Improvement Plan (SIP). SIP is a three-year development plan which aims to improve both the physical and academic condition of the school and greatly enhance the three key result areas in basic education such as access, quality and governance. SIP was conceived as an initiative solution in line with R.A. 9155 of the Governance of Basic Educational Act of 2002 and the School Based Management Program Thrust of DepEd, in which school improvement planning concept was born.

Furthermore, SIP seeks to determine the strength, weaknesses, opportunities, and threats of the school and formulate solutions to solve the problems of school. Moreover, it promotes parents involvement in their children’s learning home.

School Improvement Plan serves as a road map to set out changes to improve the level of achievement of the learners in the academic field. It serves as a mechanism in which the public can hold the school accountable for learners’ success. It is in this regard that the researcher decided to pursue this study. This research aims to help school head, teachers, parents, and learners of Marcelino Fule Memorial College to know what to focus and what to do in the next three years or more. It also intends to encourage the teaching staff, parents and other stakeholders known to influence learners’ success, to have up-to-date

and reliable information about the performance of the learners. Moreover, it seeks to determine the level of adherence to standard based-school improvement plan as basis for a proposed plan of action.

Theoretical Framework

The study is anchored on the Vance, Lowry, and Egget “*Accountability Theory*”. This is related to this study as one of the main tasks of educational institutions all over the world is to provide students with an adequate level of academic skills for the least cost. Basically, all educational systems struggle to produce the desired academic performance by effectively and efficiently processing various financial, material, and human resources.

On the other hand, social, economic, technological, and cultural changes generally create adverse effects on the education system, particularly on schools, and cause undesired results aside from low academic performance to ensue. Considering the criticism of schools around the world, one observes that they offer the public few benefits and are unable to show the performance expected of them despite the huge amount of investment provided; they are expected to behave more responsibly and to be held accountable for greater performance and efficiency (Kuchapski, 2001; Nagy, 1995).

There has been a great deal of scientific debate about how to improve performance in schools. Scientific research has provided tools to confront these processes. However, there is one that is the most used and implemented in education system and that is accountability system (Anderson, 2005; Dussailant & Guzman, 2014).

There are three types of accountability, the first has to do with existing regulations that is compliance with norms. The second one is with adherence to professional standards and finally the third with learning outcomes and student performance (Puryear et.al, 2006).

On the other hand, accountability systems are based on three components that is (1) school performance information which is generally determined by standardized student assessments and any test that provide additional information about the pedagogical and institutional processes of the school; (2) setting goals that inform what the expected outcomes are in each of the school and (3) establishing consequences for whether or not the goals are met (Manno et al., 2006).

The improvement plans are educational innovation projects carried out in schools, with the participation of all the members, with the aim of improving the organization in the didactic, organizational and management aspects (Canton Mayo, 2009). Furthermore, SIP is a planning of a continuous improvement process, which establishes goals and actions aligned with the reality of the educational center that executes it in order to improve academic results as well as the value of the students. This planning forces leaders and planning teams to set priorities, set goals, develop strategies and engage staff and other stakeholders.

However, there are some researchers who reject the idea that the formal improvement planning can have positive effects on schools, and thereby improve student outcomes (Bell, 2002). This article will review the most recent research related to SIPs and their effects on learners' outcomes in order to conclude whether or not these accountability-based instruments generate changes in school improvement processes.

Conceptual Framework

Two essential variables are included in this study. The first variable pertains to SIP implementation. The implementation shall be measured based on the indicators for monitoring as stipulated in Republic Act No. 9155 known as Governance of Basic Education Act of 2001, this includes participation rate, Cohort survival rate, retention rate, graduation rate, dropout rate and academic achievement.

The second variable in the study pertains to the level of the implementation of SIP. To measure the impact of the implementation, the indicators shall include goal and objectives, performance targets, school improvement process, resource management, school performance accountability, implementation, strategies, and timelines.

Moreover, significant difference on the perceptions of the respondents on the provided variables when they are grouped according to their profile was also one of the variables in this study.

The process stage refers to the research methodology, the steps of which include instrumentation, survey, and analysis and interpretation of data through application of the most appropriate statistical tools. The output variables refer to the result of hypothesis testing, findings, conclusions, and recommendations, along with the proposed intervention plan on how to enhance the level of literacy skills among intermediate learners towards increasing science performance.

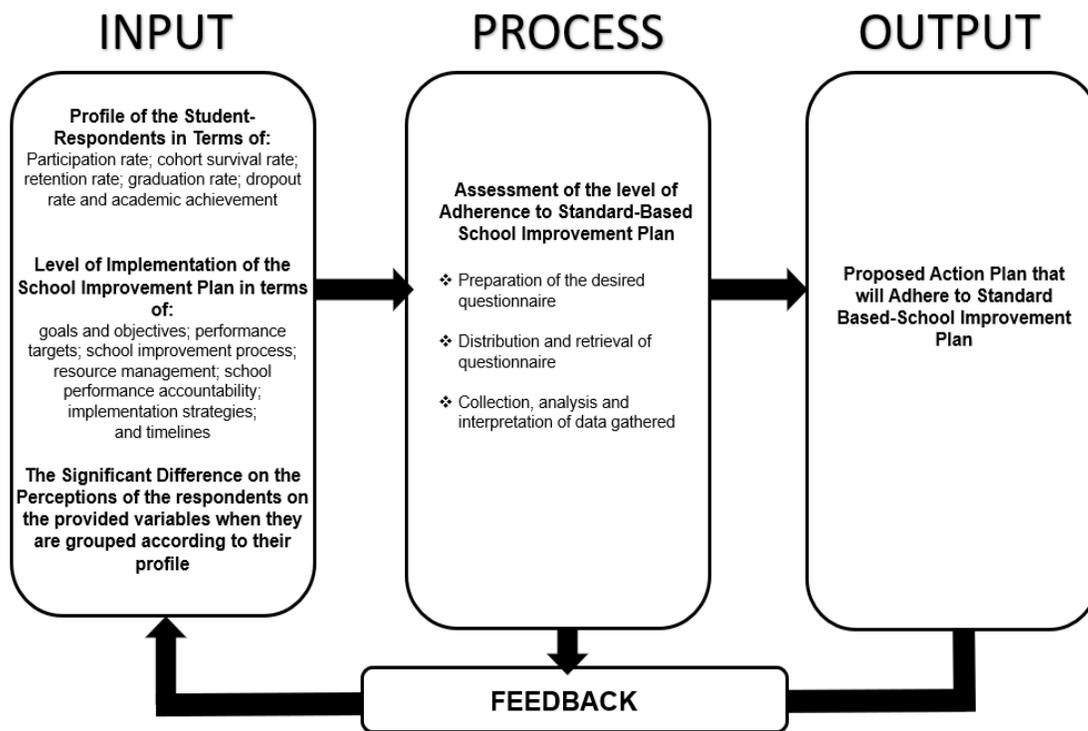


Figure 1. Conceptual Framework of the Study

Statement of the Problem

The purpose of the study is to determine the extent of implementation of school improvement plan in Marcelino Fule Memorial College.

Specifically, the study seeks to answer the following research questions:

1. What is the profile of the respondent-schools before and after the Implementation of the SIP in terms of the following performance indicators:
 - 1.1. participation rate,
 - 1.2. cohort survival rate,
 - 1.3. retention rate,
 - 1.4. graduation rate,
 - 1.5. dropout rate; and
 - 1.6. academic achievement?

2. What is the extent of implementation of the school improvement plan in relation to?

- 2.1. goal and objectives;
- 2.2. performance targets;
- 2.3. school improvement process
- 2.4. resource management
- 2.5. school performance accountability
- 2.6. implementation, strategies, and
- 2.7. timelines?

3. Is there a significant difference on the perceptions of the respondents on the provided variables when they are grouped according to their profile?

5. From the findings of the study, what plan of action may be pursued to Ensure adherence to standard based-school improvement plan?

Hypothesis

The study shall test the following hypotheses:

The research hypothesized that there is no significant difference on the perceptions of the respondents on the provided variables when they are grouped according to their profile.

Scope and Limitation

This study shall be conducted in the Schools Division of Sta. Cruz particularly Marcelino Fule Memorial College. There were 1 school heads, 14 teachers, and 100 parents-respondents in the study. The study shall be conducted during the school year 2022-2023.

The study shall gather quantitative data from the group of teacher respondents using survey questionnaires. But due to the current implementation of social distancing and health protocols, the data gathering shall be conducted online using the Google forms. Hence, there is a very slim possibility of verifying the findings and the researcher shall rely only on the responses to the provided survey questionnaires. Virtual Focus Group Discussion (FGD) shall also be another means of validating the responses of the respondents.

Significance of the Study

The study is conducted to investigate the extent to which the 115 school head, teachers, and parents in Marcelino Fule Memorial College, Alaminos District, Schools Division of Santa Cruz, apply the different strategies in enhancing the implementation of SIP to adhere to standard based-school improvement plan.

The findings of the study shall provide the basis in the development of the proposed plan of action. Eventually, the proposed intervention plan shall provide benefits to:

Learners. They are the ultimate beneficiary of the plan of action. With the implementation of the proposed program enhancement, the school shall be able to ensure that the learners are provided with responsive and relevant learning experiences while ensuring adherence of the program implementation of SIP prescribed by the DepEd.

Teachers. The teachers shall be provided with a clear perspective as to how they will contribute to the enhancement of the implementation of school improvement plan.

School Heads. The proposed enhancement shall provide the school heads with a clear lens of effective and efficient program implementation which will ensure assistance to both teachers, learners, and parents. To this effect, the school would be able to meet the expected learning outcomes based on the goals and objectives education.

Future Researchers. They may use the findings of this study as reference materials when they conducted their own studies which may be similar or related to this present study.

Definition of Terms

To facilitate the readers' understanding of the contents of this study, the researcher includes the definition of the following terms:

Cohort Survival rate. It refers to the percentage of cohort of learners who were able to reach Grade 6, Grade 10, or Grade 12. As employed in this study, it was utilized to assess the total numbers of students who finished Grade 6, Grade 10, and Grade 12..

Dropout rate. It refers to the proportion of enrollees at the beginning grade or year level who reach the final grade of year of the required no. of years of study. As employed in this study, it refers to the total number of students who are not able to finish their studies within the school.

Graduation rate. It is the percentage of pupils/students who completed the academic requirements for elementary or secondary level in the current school year level during the same school year. As employed in this study, it refers to the number of students who were able to graduate.

Participation rate. It refers to the enrolment for the age group corresponding to the official school age in the elementary or secondary level to the population of the same age group in a given year. As employed in this study, it refers to the group of the students relative to their age

Performance indicators. It refers to the several indicators compiled and utilized to evaluate the educational performance in different levels of the education system. As employed in this study, it refers to the assessment of school performance.

Retention rate. It refers to the degree of learners in particular school year who continue to be in school in the succeeding year.

LITERATURE REVIEW

Foreign Literature

For school and local community officials, however, it is not always clear how best to incorporate research-based approaches into school improvement plans. One obstacle is determining fit. Until recently, some schools and local community officials tend to seek programs that match their own philosophy, paying less attention to how a program addresses school needs or affect student outcomes (Corcoran, 2003). Another is sorting through the research underlying each program. Even when educators and decision makers commit to adopting reform strategies which tract records of effectiveness, they are challenged to find, interpret, and apply the relevant research.

Education reforms in Organizations for Economic Cooperation and Development (OECD) counties tend to share some common characteristics of this kind, including increased school autonomy, greater responsiveness to local needs and the overall objective of improving students' academic performance. Most countries whose students perform well in international student achievement tests give local authorities and schools substantial autonomy to decide the content of their curriculum and the allocation and management of their resources (World Bank, 2007). An increasing number of developing countries are introducing SBM reforms aimed at empowering principals and teachers or at strengthening their professional motivation, thereby enhancing their sense of ownership of the school. Many of these have also strengthened parental involvement in the schools, sometimes by means of school councils. Almost 11 percent of all projects in the World Bank's education for fiscal years 2006-06 supported school-based management, a total of 17 among about 157 projects. This represents \$1.74 billion or 23 percent of the World Bank's total education financing. The majority of SBM projects in the World Banks currently portfolio are in Latin American and South Asian countries, including Argentina, Bangladesh, Guatemala, Honduras, India, Mexico and Sri Lanka, in addition, a number of current and upcoming projects in the Africa region have component focused on strengthening school-level committees and SBM. There are also two World Bank-supported SBM projects in Europe and Central Asia (in the former Yugoslav Republic of Macedonia and in Serbia and Montenegro) and one each in East Asia and the Pacific (the Philippines) and in the Middle East and North Africa (Lebanon).

In December 1969, the Educational Policy Document was issued by the Council of Ministries Resolution, No. 779 of 17. This document has been considered as the fundamental guide of educational principles, goals, and objectives in Saudi Arabia. It emphasizes the right Islamic orientation and provides for extensive scientific and technological developments, with the ultimate objective of promoting human dignity and prosperity (UNESCO, 2011).

According to the Educational Policy Document (1995) the State is responsible for providing free education, within its capacity and at all levels of education without charging any tuition fees. Thus, the State is responsible for all aspects of education in Saudi Arabia, and all citizens and residents have the right to get free education at all school levels (Ministry of Education, Ministry of Higher Education, & Technical and Vocational Training Corporation, 2008). The state is represented by the Ministry of Education, which is in charge of general education (elementary, intermediate and secondary), special education, adult education and literacy, higher education, and the Technical and Vocational Training Corporation. The latter oversees the combination of some institutes and training centers that were under the authority of the Ministry of Labor and Social Affairs.

The improvement plans are educational innovation projects carried out in schools, with the participation of all the members, with the aim of improving the organisation in the didactic, organisational and management aspects (Canton Mayo, 2009). The Department of Education (2017) defined an Improvement Plan as an intentional action through which a centre articulates a process that allows it to reinforce those aspects considered positive and modify or eliminate those that are judged negative as a result of its previous self-evaluation process. An improvement plan is the proposal of actions, resulting from a previous process of diagnosis of a unit, which collects and formalises the improvement objectives and the corresponding actions aimed at strengthening the strong points and resolving the weak points, in a prioritised and timed manner. In short, the SIP is a planning of a continuous improvement process, which establishes goals and actions aligned with the reality of the educational centre that executes it in order to improve academic results as well as the value of the students (integral improvement). This planning forces leaders and planning teams to set priorities, set goals, develop strategies and engage staff and other stakeholders.

Local Literature

Pursuant to Republic Act No. 9155 known as Governance of Basic Education Act of 2001, this policy aims to strengthen School-Based Management (SBM) by further devolving the governance of education to schools, empowering school teams and personnel, expanding community participation and involvement, and making the delivery of education services to the learners more responsive, efficient, and effective through an enhanced school planning and communication process.

The School Improvement Plan (SIP) is a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, will undertake within a period of three consecutive school years. The implementation of development activities integral to it are in the school such as projects under the Continuous Improvement Program (CIP), the creation and mobilization of Learning Action Cells (LACs), and the preparation of the School Report Card (SRC). SIP seeks to provide those involved in school planning an evidence-based, systematic approach with the point of view of the learner

as the starting point. Ultimately, it is envisioned to help schools reach the goal of providing access to quality education.

The SRC is a tool for advocating and communicating the school situation, context, and performance to internal and external stakeholders. Its objective is to increase the participation and involvement of the community and other stakeholders in making the school a better place for learning.

The issuance of DepED Order 44 s. 2015, entitled Guidelines on the Enhanced School Improvement Planning (SIP) Process and School Report Card (SRC) set the standards on how to conduct planning process in school level. Republic Act 9155 – Governance of Basic Education Act of 2001 (Section 6.2.4) states that the School Head shall have authority, accountability and responsibility in “Developing the School Education Program and School Improvement Plan”

School Improvement Plan is a 3-year roadmap of interventions undertaken with the help of the community and other stakeholders. It serves as a basis for the Annual Implementation Plan (AIP) and Annual Procurement Plan (APP) formulated based on evidences, results and intended outcome for the learners. As a requirement of the School Based Management (SBM) School Improvement Plan is prepared by the School Community Planning Team (SPT) organize to ensure the success of all learners for the fulfillment of the DepED mission emphasizing the stewardship of the school administrators and staff of the institution that will ensure an enabling and supportive environment for effective learning to happen and actively engaged sharing the responsibility for developing life-long learners.

The School Improvement Planning combines the concepts constituting the foundation for positive improvement results: meaningful teamwork; measurable clear goals; and the regular collection and analysis of performance data.” This highlights the importance of the school community to work together in developing, monitoring and evaluating achievement results. Since it is a continuous process, after the initial school improvement plan is completed and submitted, the plan becomes a blueprint that should be carried out for the next three cycle years that is dynamic with changes and adjustments throughout the year. (San Miguel, 2019)

Implementation of School Improvement Plan in Samar and Catbalogan City Divisions Maria Annabelle D. Daca¹, Lanie M. Pacadaljen² ¹ Education Program Supervisor, Samar Division, Catbalogan City, Philippines ² Associate Professor/Director, Quality Assurance, Samar State University, Catbalogan City, Philippines Email: 2laniepacadaljen126@gmail.com **ABSTRACT** This study determined the extent of implementation of School Improvement Plan in Samar and Catbalogan City Divisions in Region VIII, Philippines. In the implementation of the School Improvement Plan (SIP), school-community partnership is substantial considering that when there is a collaborative effort in the school community it results to various opportunities and help ensure the success of plans and activities. The study utilized descriptive-developmental research design to find out the extent of implementation of the SIP that will serve as basis for conceptualizing strategic plan and improvement of school-based management. The researchers employed the Attitude Checklist (AC) contained in the School Based Management Assessment Tool. There were 29 central elementary schools and 29 non-central elementary schools covered in this study representing the Division of Samar and 5 central elementary schools and 5 non-central elementary schools belonging to the Division of Catbalogan City. Results revealed that there was an increase in

enrolment, participation rate, cohort survival rate, graduation rate and NAT MPS among respondent-schools before and after the implementation of the SIP. On the other hand, the goals and objectives, performance targets, school improvement process, resource management, school performance accountability, implementation strategies and timelines are moderately implemented by the respondent-schools. All schools are encouraged to organize a committee which would initiate in the framing up of the school improvement plan considering major priorities and resources. School heads may develop plans and strategies to attract stakeholders to extend appropriate financial support and generate income-generating projects to finance the school projects and programs. Keywords school improvement plan, stakeholders, resource management, performance targets Article Received: 10 August 2020, Revised: 25 October 2020, Accepted: 18 November 2020 Introduction The “No Child Left Behind Act” (NCLB) spurred the education community to turn to research to decide how best to improve schools. Such reliance on research-based approaches helps meet educational leaders and policymakers’ urgency to engage in efforts that will improve the lives of children.

The situation above needs to be studied and carefully thought about not only by the school head but by all major stakeholders using a tool which is called School Improvement Plan. The School Improvement Plan is a five-year development plan which aims to improve both the physical and academic condition of a school. It was conceived as an initiative solution in line with the R.A. 9155 of the Governance of Basic Educational Act of 2002 and the School Based Management Program Thrust of the Department of Education, in which school improvement planning concept was born (DepEd Handbook for the Preparation of the School Improvement Plan, 2006). School Improvement Plan (SIP) seeks to determine the strengths, weaknesses, opportunities and threats of the school and formulate solutions to solve the problems of school. The SIP is expected to make lasting difference for change. It involves planning, a major process in which the school set goals for improvement and make decision about how and when these goals will be achieved; and the ultimate objective of the process is to improve the pupils/student performance level by enhancing the curriculum, improving physical facilities and creating a positive environment more conducive for learning. Further, it also fosters and strengths parents involvement in their children ‘s learning home. The purpose of the SIP is to serve as a road map to set out changes to improve the level of achievement of the student/pupils in the academic field. School Improvement Plans help school administrators, teachers, parents and students to know what to focus and what to do in the future. It encourages the teaching staff, parents and other stakeholders known to influence students’ success, to have up-to-date and reliable information about the performance of the students considering that the school will be able to respond to the needs of the students if the teachers, parents and other stakeholders have knowledge over this matter. SIP serves as a mechanism in which the public can hold the school accountable for students’ success.

In the Philippines, to achieve the Education for All (EFA) objectives by 2015, the Department of Education is pursuing policy reforms under the Basic Education Sector Reform Agenda (BESRA). Key Reform Thrust 1 (KRT1) of BESRA is School-Based Management (SBM). SBM underscores the empowerment of key stakeholders in school communities to enable them to actively participate in the continuous improvement of schools towards the attainment of higher pupil/student learning outcomes (Abulencia, n.d.; Department of Education, 2006).

With SBM, several enabling policies were formulated such as the School Governing Council (SGC); conduct of Assessment of Level of Practice; School Improvement Planning (SIP); and reporting of accomplishments through School Reports Cards (SRCs). These policies were supported by a budget line item in the General Appropriations Act (GAA) for the installation of SBM in all public elementary and secondary schools. With this, SBM had been revised to better highlight the learner as the center of SBM practice; to encompass the diverse realities of learning contexts defined and uniquely occurring within specific geographic, social, cultural, economic, political, and environmental make-up of the contemporary society; to enhance commitment of education stakeholders at all levels to their responsibilities and accountabilities in realizing the education outcomes for children; and to improve the school system's capacity to be on track in achieving the Education for All/Millennium Development Goals and sustain good performance (Department of Education, 2012).

With this and even before this, the Department of Education (DepEd) had been implementing several projects, programs and activities (PPA) that will realize SBM and other sound philosophical and legal frameworks of the department. These PPAs include Brigada Eskwela, Every Child-A-Reader Program, School First Initiative; Child-Friendly School System; Project WATCH (We Advocate Time Consciousness and Honesty); and Adopt-A-School Program.

Foreign Studies

Two movements in school improvement are compared and contrasted: standards-based reform and rural school improvement efforts that emphasize locally-responsive, place-based curricula. While the two movements differ in philosophical orientation, they share the following goals: increasing equity in schools, making curricula and pedagogy intellectually rigorous, and creating content and opportunity-to-learn standards. They differ in that the standards-based movement advocates the development of state and national standards tied to a testing and accountability program, while rural school improvement advocates believe that all standards should be developed locally and that student assessment should be designed to provide instructional feedback to teachers. The author proposes that advocates of the two approaches to school improvement work together to create a school reform movement that will lead to better schools and communities than either movement can create on its own. (Kannapel, 2000)

The purpose of Konok (2011) study was to identify the major school improvement needs and related strategies for two Bangladeshi secondary public schools based upon the perceptions of in-school professionals, parents, and students. To implement the study, the constructivist/interpretive paradigm with a case study as my research design. The data collection techniques of document analysis, Nominal Group Technique (NGT) meetings, and individual interviews were utilized. For the purpose of NGT meetings, from each school, one teacher group, one parent group, and one student group were interviewed. After the completion of NGT meetings, individual interviews were held with one participant selected from each NGT group. I also interviewed the headmasters of the two schools.

The study revealed that in a Bangladeshi educational context, major catalysts for improvement were market mechanisms and educational policies. The most significant finding of the study was that considering contextual applicability before implementing new initiatives was a critical strategy toward achieving sustainable school improvement in Bangladesh.

The data indicated that in these schools, desired improvement efforts mainly consisted of two clusters: identifying the key school improvement needs and developing the strategies to meet those needs. The data revealed that the identified school improvement needs can be grouped into providing the resources and improving the school culture. To enhance school effectiveness, these Bangladeshi schools need to recruit more specialized teachers, implement effective instructional methodologies, elevate the image of teaching profession, and provide teacher-led professional.

Although the education system of Saudi Arabia has gone through several improvement efforts by the Ministry of Education and other agencies such as King Abdullah Bin Abdulaziz Public Education Development Project (Tatweer) and Public Education Evaluation Commission (PEEC), the need for further improvement is still calling.

Initiating a vision for Saudi Arabia 2030 in 2016 has guided the work of Saudi citizens to fulfill the vision goals in all fields. The vision gave considerable focus to education, which guided the Ministry of Education to set eight strategic objectives and 36 initiatives for the National Transformation Program 2020. Accordingly, this paper targeted four areas of school improvement: professional development, student-centered learning model, developing students' core life skills, and school-family partnership. The strategy used to study the identified areas is comparing them to the same areas in the American education system, and then make recommendations for improvement based on the successful practices in the American system that align with the Saudi education system. (Alyamani, 2016).

The aim of the study of Bjorkman (2008), was to describe and analyse principals' views of collaboration forms, staff development and leadership, as critical internal capacities for school improvement, in five more successful and four less successful Swedish secondary schools, and compare the qualitative similarities and/or differences in the principals' views at the level of schools.

A successful school is understood to be a school where pupils accomplish both the academic objectives and the social/civic objectives in the National Curriculum. The empirical materials used were collected through semi-structured interviews with the principals and deputy principals, and through general school observations in the nine schools. The perspective of principals' views was used as the unit for analysis, in order to reflect the principals' way of thinking about the internal capacities, as principals' views were expected to be an important indication of how principals act and interact with teachers in their specific context. To create such a model for analysis meant creating views, generated from empirical text, that deepened the understanding of the meaning of collaboration forms, staff development, and leadership, as critical internal capacities for school improvement. These views were then interpreted with the help of two theoretical concepts; structure and culture. The creation of the model made it possible to analyse and describe the school observations and the principals' views of the three critical internal capacities, in the same usage. The question of what is decided helped to describe and understand the structure in a school, which in educational sociology is understood as the division of labour. The question of how the decisions are realised helped to describe and understand the culture in a school, the distribution of work. By using the theoretical concepts of structure and culture it was possible to unfold the power relations and the modes of control in the schools, regarding the three internal capacities for school improvement. One part of the result was the constructed view types for collaboration forms, staff development and leadership. It was possible to construct three qualitatively different view types: A principal distributed and team-based/involving view

type, a principal distributed and teacher-based/traditional view type, and a politically distributed and principal-based view type. The last view type only appears in relation to staff development. When connecting the principals' views of the three internal capacities in the different schools to the different view types, the results show that the 'team-based' view type dominates in all of the more successful schools, as well as in one of the less successful schools. In two of the less successful schools the 'team-based' view type has become a vision for the principals to strive for in relation to the experienced reality of the 'teacher-based' view type. The remaining less successful school is dominated by the 'teacher-based' view type. Principals' views of external collaboration forms, the connections with the world outside the school-house, are interesting, as all schools no matter the level of success, are 'teacher-based'.

Much has been said about school improvement plans (SIPs), which have been implemented in many countries, with different characteristics and with different results in each of them. The purpose of this article is to demonstrate, through the research carried out, the impact of SIPs on students' learning and, from that perspective, to determine what characteristics the research should have in order to have a direct impact on students' learning. To this end, an exhaustive bibliographic review will be carried out to show the effects of the improvement plans in the communities, counties or countries that have implemented them. The result of the above will be to determine, according to the few existing investigations, the elements that SIPs must have in order to have an impact on student's learning. Keywords: School improvement plans, improving the quality of education, educational improvement, accountability. (Escobar, 2019)

Local Studies

The study of Pacadaljen (2021), determined the extent of implementation of School Improvement Plan in Samar and Catbalogan City Divisions in Region VIII, Philippines. In the implementation of the School Improvement Plan (SIP), school-community partnership is substantial considering that when there is a collaborative effort in the school community it results to various opportunities and help ensure the success of plans and activities. The study utilized descriptive-developmental research design to find out the extent of implementation of the SIP that will serve as basis for conceptualizing strategic plan and improvement of school-based management. The researchers employed the Attitude Checklist (AC) contained in the School Based Management Assessment Tool. There were 29 central elementary schools and 29 non-central elementary schools covered in this study representing the Division of Samar and 5 central elementary schools and 5 non-central elementary schools belonging to the Division of Catbalogan City. Results revealed that there was an increase in enrolment, participation rate, cohort survival rate, graduation rate and NAT MPS among respondent-schools before and after the implementation of the SIP. On the other hand, the goals and objectives, performance targets, school improvement process, resource management, school performance accountability, implementation strategies and timelines are moderately implemented by the respondent-schools. All schools are encouraged to organize a committee which would initiate in the framing up of the school improvement plan considering major priorities and resources. School heads may develop plans and strategies to attract stakeholders to extend appropriate financial support and generate income-generating projects to finance the school projects and programs.

The study of Cabardo (2016), aimed to evaluate the levels of participation of the school stakeholders to the different school-initiated activities and the implementation of school-based management (SBM) in selected schools in the Division of Davao del Sur for the school year 2014-2015 using a

descriptive-correlational survey research design. A researcher-restructured questionnaire was answered by the 13 school heads, 56 teachers, and 50 stakeholders who formed part as respondents of this study. The data were statistically analyzed using mean, analysis of variance (F test), t-test for independent sample, Pearson r and t-test for the significance of r as statistical tools. In terms of the level of participation of the school stakeholders to the different school-initiated activities, a moderate descriptive rating was found. The level of SBM implementation was found to be at Exceeding the Minimum Standard. The level of participation of the school stakeholders to the different school-initiated activities can be significantly affected by the level of SBM implementation.

The study of Tapayan, Ebio, and Bentor (2016), aimed to assess the impact of school-based management level of practices among secondary school implementing units on the K to 12 program implementation in Leyte Division, Philippines. It utilized the descriptive-survey method involving 144 school heads as respondents. With respect to K to 12 program implementation, all secondary schools were on the “practicing stage” while most secondary schools were considered to be in the “starting stage” and “gearing up stage.” The impact of school-based management in all the dimensions of: school leadership, school improvement processes, school-based resources and school performance accountability was only moderate. There is a significant relationship between the level of practices of school-based management and the secondary school implementing units on the K to 12 Program implementation. Secondary school heads need to undergo more intensive trainings in order for their schools to be more responsive to the K to 12 program.

Synthesis

Accordingly, there is a universal belief that the school is the primary institution that caters to productive learning and character formation for children. As such, the school being a learning institution is mandated to perform its two-fold tasks. These are: 1) the task of providing knowledge and honing the skills of its target clientele, and 2) the task of molding the moral fiber of the children by inculcating in them the proper values. In order to carry out this mission the school must be equipped with the necessary resources in fulfilling its function.

All schools want their students to succeed. But schools can only make a lasting difference when they focus on specific goals and strategies for change. School improvement planning is a process through which schools set goals for improvement, and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve student achievement levels by enhancing the way curriculum is delivered, by creating a positive environment for learning, and by increasing the degree to which parents are involved in their children’s learning at school and in the home.

A school improvement plan is also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement. One of the first steps—a crucial one—in developing an improvement plan involves teachers, school councils, parents, and other community members working together to gather and analyse information about the school and its students, so that they can determine what needs to be improved in their school. As the plan is implemented, schools continue to gather this kind of data. By comparing the new data to the initial information on which the plan was based, they—and the public—can measure the success of their improvement strategies.

METHODOLOGY

Research Design

The research design employed in this study is a descriptive quantitative correlative design. The quantitative data that were gathered were described, analyzed and interpreted. The aim of this study is to accurately and systematically assessment of curriculum implementation of reading among learners. As defined by Nora (2022), A correlational research design investigates relationships between two variables (or more) without the researcher controlling or manipulating any of them. It's a non-experimental type of quantitative research.

Population and Sampling

To arrive at the sample size, random sampling was done wherein the obtained sample sizes were made proportional to the population sizes. The number of respondents was determined using Slovin's Formula with five percent margin of error.

The respondents expressed their willingness to participate in this study through the consent letter requested from them as stipulated in the first page of the online questionnaires. These respondents who answered the questionnaires and completely accomplished were included in the study.

Respondents of the Study

The respondents of this study were 115 teachers, from Marcelino Fule Memorial College. The total of respondents was identified using stratified sampling technique. The teacher-respondents were selected using the simple random technique. Finally, 64 public elementary school teachers were utilized as respondents of the study.

Research Instrument

The research instrument in this study is a survey questionnaire. The survey questionnaire was formulated based on the review of the literature and related studies. The survey questionnaires used in this study is composed of three essential parts. The first part determined the profile of the respondent-schools before and after the Implementation of the SIP in terms of the performance indicators such as: participation rate, cohort survival rate, retention rate, graduation rate, dropout rate, and academic achievement. The second part dealt with the extent of implementation of the school improvement plan in relation to goal and objectives, performance targets, school improvement process, resource management and school performance accountability. Each dimension was consisting of five indicators which the respondents were asked to rate using 4- point Likert scale as 4 very great extent, 3 great extent, 2 moderate extent, and 1 not extent at all.

The survey questionnaires were subjected to validity and reliability test. The validation procedures used was based on Lawshe's validity test. The experts in the field were requested to read and provide ratings for each test items as essential or not essential based on the statement of the problem and the research questions. The rating of the experts was subjected to the validity test to determine the content validity ratio (CVR). The overall obtained CVR value for the test items was 0.958 which signified that the survey questionnaire was valid.

After the validity test, the questionnaire was subjected to the test-retest to ensure the reliability of the test items. The survey questionnaire was administered to selected learners and teachers of the school. The responses of the teachers and learners were subjected to the reliability test using the Cronbach alpha of SPSS. The obtained value was 0.874 which signified that the survey questionnaire was reliable.

Data Gathering Procedures

The data gathering procedures for this study was divided into three significant phases. The first phase involved seeking permission from the school authorities to conduct the study. Letter of request and approval were sought.

The second phase was the gathering of data using the survey questionnaires. In the survey questionnaires, the consent form is attached in order to provide the respondents the clear idea of the research, their participation, and the expectations of the research on their end. Respondents were provided with an option not to continue their participations if they feel like not continuing anymore. These survey questionnaires were sent to the respondents using the google forms. The respondents were given three weeks to accomplish the survey questionnaires. Finally, the collected data were then analyzed and interpreted.

Statistical Treatment of Data

The following were the statistical tools used in analyzing and interpreting the data gathered:

1. Percent distribution were used to analyze and interpret the extent of implementation of the school improvement plan in relation to participation rate, cohort survival rate, retention rate, graduation rate, dropout rate; and academic achievement,
2. T-test was used to establish the relationship the difference between the responses of internal and external stakeholders
3. Composite mean was utilized to determine the level of challenges encountered by the school and to measure the extent of the implementation of school improvement process, resource management and school performance accountability, implementation, strategies and timelines. Each dimension was consisting of four indicators which the respondents were asked to rate using 4-point Likert scale as 4 very great extent, 3 great extent, 2 moderate extent, and 1 not extent at all.

Scale	Verbal Interpretation
3.50 -4.49	Very Great extent
2.50-3.49	Moderate Extent
1.50-2.49	Least extent
1.00-1.49	Not extent at All

RESULTS AND DISCUSSIONS

Sub-problem No. 1 Profile the respondent-schools before and after the implementation of the SIP in terms of the following performance.

1.1 Participation Rate

Table 1 presents the assessment of the respondents on the extent of implementation of the school improvement plan in terms of participation rate.

Table 1
 Profile of the Respondents in Terms of Participation Rate

Participation Rate	Before	After
91-100%	93	115
80-90%	22	0
70-79%	0	0
60-69%	0	0
59% below	0	0
TOTAL	115	115

There were 93 respondents who indicated participation rate of 91 – 100% before the implementation of School Improvement Plan and 22 respondents indicated 80 – 90% participation rate before the implementation. After the implementation of the SIP, all 115 respondents indicated 91 – 100%.

1.2 Cohort Survival Rate

Table 2 presents the assessment of the respondents on the extent of implementation of the school improvement plan in terms of cohort survival rate.

Table 2
 Profile of the Respondents in Terms of Cohort Survival Rate

Cohort Survival Rate	Before	After
91-100%	0	0
80-90%	0	115
70-79%	115	0
60-69%	0	0
59% below	0	0
TOTAL	115	115

Presented in Table 1 is the result of the respondent-schools before and after the implementation of the SIP in terms of the following performance. It can be noted that before the implementation of the SIP, all the respondents indicated that the cohort survival rate is 70 – 79%. After the implementation all respondents indicated 80 – 90% cohort survival rate.

1.3 Retention Rate

Table 3 presents the assessment of the respondents on the extent of implementation of the school improvement plan in terms of retention rate.

Table 3
 Profile of the Respondents in Terms of Retention Rate

Retention Rate	Before	After
91-100%	0	115
80-90%	115	0
70-79%	0	0
60-69%	0	0
59% below	0	0
TOTAL	115	115

Presented in Table 2 is the result of the respondent-schools before and after the implementation of the SIP in terms of the following performance. Likewise, the respondents revealed that in terms of retention rate, before the implementation of the SIP, the respondents indicated that the rate was 80 – 90% and after the implementation all respondents indicated 91 – 100%.

1.4 Graduation Rate

Table 4 presents the assessment of the respondents on the extent of implementation of the school improvement plan in terms of graduation rate.

Table 4
 Profile of the Respondents in Terms of Graduation Rate

Graduation Rate	Before	After
91-100%	115	115
80-90%	0	0
70-79%	0	0
60-69%	0	0
59% below	0	0
TOTAL	115	115

Presented in Table 3 is the result of the respondent-schools before and after the implementation of the SIP in terms of the following performance. It can be noted that With regards to the profile of the respondents in terms of graduation rate, all respondents indicated that before and after the implementation of the SIP, the graduation rate was 91 – 100%.

1.5 Drop-out Rate

Table 5 presents the assessment of the respondents on the extent of implementation of the school improvement plan in terms of drop-out rate.

Table 5
 Profile of the Respondents in Terms of Drop-Out Rate

Graduation Rate	Before	After
91-100%	0	0
80-90%	72	115
70-79%	43	0
60-69%	0	0
59% below	0	0
TOTAL	115	115

Presented in Table 4 is the result of the respondent-schools before and after the implementation of the SIP in terms of the following performance. Consequently, the findings revealed on n the dropout rate, before the implementation of the SIP, the dropout rate of 6% was indicated by 49 of the respondents. There were 33 respondents who indicated that the dropout rate was 5% and there were also 33 respondents who indicated that the dropout rate was 4%. After the implementation of the SIP, 29 respondents indicated that

the dropout rate was 4% while 31 respondents pointed to 3%. There were 34 respondents who indicated 2% and the remaining 21 of the respondents indicated that the dropout rate was 1%.

1.6 Academic Achievement

Table 6 presents the assessment of the respondents on the extent of implementation of the school improvement plan in terms academic achievement.

Table 6
 Profile of the Respondents in Terms of Academic Achievement

Graduation Rate	Before	After
6%	49	0
5%	33	0
4%	33	29
3%	0	31
2%	0	34
1%	0	21
TOTAL	115	115

Presented in Table 3 is the result of the respondent-schools before and after the implementation of the SIP in terms of achievement rate. For the profile of the respondents in terms of academic achievement, before the SIP implementation, 72 respondents indicated 80 – 90% academic achievement while 43 respondents indicated 70 – 79%. After the implementation, all 115 respondents indicated 80 – 90% academic achievement

Sub-problem No. 2. Difference on the Responses of Internal and External Stakeholders.

The differences between the responses of internal stakeholders were determined in this part of the study. The two-tailed test of independence of t-test was used to test the hypothesis.

Table 7
 Difference on the Responses of Internal and External Stakeholders.

Two Groups Of Respondents	CM	Sd	tc	Decision	Interpretation
Internal Stakeholders	69.984	8.2854	0.02	Reject	High Significant

External Stakeholders	43.697	8.0960	0.01	Reject	High Significant
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df=204

$\alpha=0.05$

tt= 1.96

It could be gleaned from the table that the two groups of respondents differ on their responses relative to the implementation of school-improvement plan. The obtained t-value of 0.02 and 0.01 were less than greater than the critical t-value of 1.96, at 0.05 level of significance, and at 204 degree of freedom. This led to the rejection of the null hypothesis.

The result show that the assessment of the internal stakeholders were higher than the ratings of teachers. This may be attributed to the fact that the administrators and teachers were expected that parents shall have an active involvement in the implementation of school improvement plan.

Sub-problem No. 3. Challenges Encountered in the Implementation of SIP

Table 8 presents challenges encountered in the implementation of SIP

Table 8
 Challenges Encountered in the Implementation of SIP

Indicators	Mean	Descriptive Value
Weak community partnership and linkages	4.19	Great Extent
Uncooperative parents	4.25	Great Extent
Inadequate financial resources	4.24	Great Extent
Limited school facilities	4.17	Great Extent
Uninvited School Climate	4.16	Great Extent
Overall	4.22	Great Extent

Scale: 4.50-5.00 Very Great Extent, 3.50-4.49 Great Extent, 2.50-3.49 Moderate Extent 2.00-2.49, Least Extent, 1.00-1.99 No Extent at All

As shown in the table, respondents agree that the foremost problem of teachers relative to the implementation of SIP is uncooperative parents as supported by the highest obtained weighted mean of 4.25. Along with it, respondents disclosed that there is inadequate financial resources as indicated by second highest obtained weighted mean of 4.24.

On the other hand, it could be viewed that the uninviting school climate is deemed by respondents as the least problem relative to full implementation of SIP as manifesting by the lowest obtained weighted mean of 4.16. It is also perceived by respondents that the limited school facilities is also one of the challenges in the implementation of SIP as evidence by the second lowest obtained weighted mean of 4.17. Taken as a whole, the findings showed that respondents agree that there are some existing challenges being encounter relative to the SIP implementation as indicated by the obtained composite mean of 4.22.

Sub-problem No. 4. Extent of Implementation of the School Improvement Plan.

4.1 Goals and Objectives

Table 9 presents the assessment of the respondents on the extent of implementation of the school improvement plan in terms of goals and objectives.

Table 9
 Extent of Implementation of the School Improvement Plan in
 Terms of Goals and Objectives

Indicators	Mean	Descriptive Value
Creates a strong plan to raise student achievement at your school	4.20	Great Extent
Outline the work you will do this year to meet the end-of-year student achievement goals	4.24	Great Extent
Seeks to provide those involved in school planning an evidence-based, systematic approach with the point of view of the learners as the starting point.	4.31	Great Extent
Envisioned to help schools reach the goal of providing access to quality education	4.28	Great Extent
Creating and maintaining an ethos of expectation and sense of purpose	4.19	Great Extent
Overall	4.24	Great Extent

Scale: 4.50-5.00 Very Great Extent, 3.50-4.49 Great Extent, 2.50-3.49 Moderate Extent 2.00-2.49, Least Extent, 1.00-1.99 No Extent at All

Table 6 presents the weighted mean distribution of the status of the implementation of the school improvement plan in terms of goals and objectives. The table shows that the status of the utilization of the implementation as assessed by the respondents is to a great extent. This is evidenced by the general weighted mean of 4.24. The indicators that obtained the highest weighted means pertain to seek to provide those involved in school planning an evidence-based, systematic approach with the point of view of the

learner as the starting point followed by envisioned to help schools reach the goal of providing access to quality education. These indicators obtained the two highest weighted means of 4.31 and 4.28 respectively. Likewise, the indicator outline the work you will do this year to meet the end-of-year student achievement goal obtained the weighted mean of 4.24 and with great extent verbal interpretation. Moreover, the indicators' obtaining the lowest weighted mean of 4.19 pertains creating and maintaining an ethos of expectation and sense of purpose and having a descriptive rating to a great extent.

The findings revealed that the school has a proper implementation of improvement plan. It can help students, teachers as well as the school performance.

4.2 Performance Targets

Table 10 presents the weighted mean distribution of the status of the implementation of the school improvement plan in terms of performance targets. The table shows that the status of the utilization of the implementation as assessed by the respondents is to a great extent. This is evidenced by the general weighted mean of 4.221.

Examining the data in the table, the indicator obtaining the highest weighted means of 4.28 and 4.25 refer to the first and fourth indicators, which teachers identify the academic target specified every year for improvement of the school as well as the whole community and empower all students emotionally, intellectually, socially and politically by using cultural references to impact knowledge, attitudes and skills. Moreover, the indicator of recognizes the importance of student's interest in studying obtained the lowest weighted mean of 4.25 but had a descriptive rating of a great extent.

Table 10
 Extent of Implementation of the School Improvement Plan
 In Terms of Performance Targets

Indicators	Mean	Descriptive Value
Provides the targeted performance for every quarter to teachers for better learning of students.	4.22	Great Extent
Identifies the academic target specified every year for improvement of the school as well as the whole community.	4.28	Great Extent
Encourage behavioral goals of students to become pleasant as well as conducive for their learning.	4.18	Great Extent
Recognizes the importance of student's interest in studying.	4.15	Great Extent
Empowers all students emotionally, intellectually, socially and politically by using cultural references to impact knowledge, attitudes and skills.	4.25	Great Extent
Overall	4.21	Great Extent

Scale: 4.50-5.00 Very Great Extent, 3.50-4.49 Great Extent, 2.50-3.49 Moderate Extent 2.00-2.49, Least Extent, 1.00-1.99 No Extent at All

4.3 School Improvement Process.

Table 11 presents the assessment of the respondents on the extent of implementation of the school improvement plan in terms of school improvement process.

Table 3 presents the weighted mean distribution of the status of the implementation of the school improvement plan in terms of school improvement plan is to a great extent. It was supported by an over-all weighted mean of 4.21

The indicator identifies way to improve and evaluate change in a sort of continuous feedback loop obtained the highest weighted mean of 4.32 and a descriptive rating of great extent. This implies that teacher practice feed backing to enhance the SIP. However, teachers also revealed that they modify or adapt the curriculum and lessons to suit autistic learning styles. This indicator obtained the second highest weighted mean of 4.27. Likewise, they conduct extra classroom support for teachers and students to maximize learning for all. It was supported by the weighted mean of 4.23 and rated to a great extent as verbal interpretation.

Table 11
 Extent of Implementation of the School Improvement Plan
 In terms of School Improvement Process

Indicators	Mean	Descriptive Value
Identifies way to improve and evaluate change in a sort of continuous feedback loop.	4.27	Great Extent
Modify or adapt the curriculum and lessons to suit autistic learning styles.	4.32	Great Extent
Establish clear routines and avoid changes.	4.16	Great Extent
Extra classroom support for teachers and students to maximize learning for all.	4.23	Great Extent
Ensuring support for students outside the classroom.	4.19	Great Extent
Overall	4.23	Great Extent

Scale: 4.50-5.00 Very Great Extent, 3.50-4.49 Great Extent, 2.50-3.49 Moderate Extent 2.00-2.49, Least Extent, 1.00-1.99 No Extent at All

On the other teachers also revealed that that they are ensuring support for students outside the classroom. It obtained the lowest weighted mean of 4.19, with great extent verbal interpretation. Based on the findings it can be concluded that the school has an effective school processes that being employed by teachers.

4.4. Resource Management.

Table 12 presents the assessment of the respondents on the extent of implementation of the school improvement plan in terms of resource management. Based on the table, further shows that the teachers making a strategic plan for organizing and using school resources to a great , it obtained the highest weighted mean of 4.29. Likewise, respondents also revealed that resource management involves evaluation and maximization of such resources, it obtained the second highest weighted mean of 4.24. More so, in terms of the implementation of SIP they optimize resources with flexibility, autonomy and accountability. It was supported by a weighted mean of 4.21 and rated to great extent as verbal interpretation.

Table 12
 Extent of Implementation of the School Improvement Plan
 In terms of Resource Management

Indicators	Mean	Descriptive Value
Making a strategic plan for organizing and using school resources.	4.29	Great Extent
Involves evaluation and maximization of such resources.	4.24	Great Extent
Optimize resources with flexibility, autonomy and accountability.	4.21	Great Extent
Find Ways to Allocate discretionary resources.	4.18	Great Extent
Recognize time as a critical resource.	4.17	Great Extent
Overall	4.21	Great Extent

Scale: 4.50-5.00 Very Great Extent, 3.50-4.49 Great Extent, 2.50-3.49 Moderate Extent 2.00-2.49, Least Extent, 1.00-1.99 No Extent at All

On the other hand, based on the data they recognize time as a critical resource, this obtained the lowest weighted mean of 4.17 which also has the descriptive rating to a great extent.

Taken as a whole, the status of the implementation of the school-improvement implementation in terms of resource management is to a great extent. This is evidenced by the general weighted mean of 4.23.

4.5. School Performance Accountability.

Table 13 presents the assessment of the respondents on the extent of implementation of the school improvement plan in terms of school performance accountability.

As gleaned in the table, teacher’s help students learn to self-assess their work. This indicator obtained the highest weighted mean of 4.27. This indicates that teachers were very supportive on the learners. Similarly, teachers also revealed that they create a culture of trust and responsibility. This indicator

was verbally interpreted to great extent and obtained the second to the highest weighted mean of 4.25. Furthermore, the teacher respondents also revealed that they give students ownership of the learning process. It obtained the weighted mean of 4.22.

Table 13
 Extent of Implementation of the School Improvement Plan
 In terms of School Performance Accountability

Indicators	Mean	Descriptive Value
Create a culture of trust and responsibility.	4.25	Great Extent
Set high standards and clear expectations.	4.15	Great Extent
Give students ownership of the learning process.	4.22	Great Extent
Help students learn to self-assess their work.	4.27	Great Extent
Connect the classroom to the home.	4.18	Great Extent
Overall	4.22	Great Extent

Scale: 4.50-5.00 Very Great Extent, 3.50-4.49 Great Extent, 2.50-3.49 Moderate Extent 2.00-2.49, Least Extent, 1.00-1.99 No Extent at All

On the other hand, looking at the details in the table, the indicators that obtained the lowest weighted mean of 4.15 and 1.18 pertain to the first second and fifth indicators that were stated that they set high standards and clear expectations, and connect the classroom to the home. These two indicators were both verbally interpreted great extent.

2.6. Implementation Strategies.

Table 14 presents the assessment of the respondents' extent of implementation of the school improvement plan in terms of implementation strategies.

Table 14
 Extent of Implementation of the School Improvement Plan
 In terms of School Performance Accountability

Indicators	Mean	Descriptive Value
Recognize a teacher of the month.	4.19	Great Extent
Conduct a yearly business fair.	4.16	Great Extent
Begins a volunteer reading program.	4.27	Great Extent

Appropriate use of summative and formative assessments.	4.23	Great Extent
Reinforcing effort/providing recognition.	4.20	Great Extent
Overall	4.25	Great Extent

Scale: 4.50-5.00 Very Great Extent, 3.50-4.49 Great Extent, 2.50-3.49 Moderate Extent 2.00-2.49, Least Extent, 1.00-1.99 No Extent at All

The table shows that the status of the implementation of school based improvement plan in terms of implementation is to a great extent. This is evidenced by the general weighted mean of 4.27. The indicators that obtained the highest weighted mean of 4.26 described that the implementation strategies begins a volunteer reading program.

Meanwhile the indicator four as part of the implementation strategies teachers are reinforcing effort providing recognition. It was supported by a weighted mean of 4.21 and rated to a great extent verbal interpretation. On the other hand, teachers also revealed that conduct a yearly business fair. This is supported by a weighted mean of 4.14 with a great extent descriptive value.

Taken as a whole, the there was a great extent school improvement implementation in terms of implementation strategies. It was evidence by an over-all weighted mean of great extent descriptive value.

4.7. Timelines.

Table 15 presents the assessment of the respondent's extent of implementation of the school improvement plan in terms of timeliness.

Table 15
 Extent of Implementation of the School Improvement Plan
 In terms of Timeliness

Indicators	Mean	Descriptive Value
Includes the time to research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system.	4.21	Great Extent
Help students understand the chronology of historic events, and help students situate newly encountered events and figures in relation to those they've already studied	4.30	Great Extent
Helps organize facts about the subject matter.	4.26	Great Extent
Shows non-linear connections between each other.	4.17	Great Extent

Develop student's skills.	4.24	Great Extent
Overall	4.23	Great Extent

Scale: 4.50-5.00 Very Great Extent, 3.50-4.49 Great Extent, 2.50-3.49 Moderate Extent 2.00-2.49, Least Extent, 1.00-1.99 No Extent at All

Examining the data in the table, the indicator obtaining the highest weighted means of 4.30 and 4.26 refers to the third and fourth indicators, which teachers revealed that they help students understand the chronology of historic events, and help students situate newly encountered events and figures in relation to those they've already studied and they help organize facts about the subject matter. These two indicators got a descriptive value to a great extent.

Likewise, in terms of timeliness implementation of SIP the teacher respondents were also revealed that trying their best to develop students' skills. It was supported by a weighted mean of 4.24 followed by the indicator one which describes that they includes the time to research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system with a weighted mean of 4.21.

On the other hand, the indicator which described that teachers show non-linear connections between each other obtained the lowest weighted mean of 4.17.

Sub-problem No. 5 Proposed Action Plan

The Action Plan as the output of this study is based on the findings specifically the weak results. It aims to strengthen the SIP implementation. The Program is designed to propose meaningful activities to effectively address some aspects of school management and operations. This Action Plan for the Enhancement of School Improvement Plan Implementation designed to guide school administrators and teachers in performing their instructional tasks towards the goal of improving the teaching and learning process. This may also serve as a guide for school heads to identify their significant roles in ensuring that school management will be improved in their respective schools.

ACTION PLAN

Objectives	Activities	Time Frame	Persons Involved	Source of Fund	Expected outcome
Organize School Planning Team and SPT	Presentation the School Profile to the community Orientation of SPT Members	March or April	School Head, SGC, SPT and School Community	School Fund	School Planning Team was Organized

	Determining the resources				
Collect, organize, and analyze school data	Collecting, organizing, and analyzing school data	May to June	SPT	MOOE	School data were collected organized and analyzed
Identify core values and formulate vision and mission	Identify core values and formulating vision and mission	June	SPT SGC	MOOE	Core values, vision and mission were identified
Determine school goals and objective	Determining school goals and objectives	June	SPT	MOOE	School goals and objectives were identified
Craft work and financial plan and AIP	Crafting work and financial plan and AIP	August	SPT	MOOE	Work plan, Financial, and AIP were crafted
Organized for implementation	Organizing for implementation	September	SHSGC and School Community	MOOE	Plans were ready for implementation
Write the SIP	Writing the SIP Finalizing the contents of the plan	October to December	SPT SGC Division	MOOE	3-year School Improvement Plan
Present the SIP for the SGC for approval and Division for Acceptance	Submission of the SIP to the SGC for approval and Division for Acceptance	December	SPT SGC Division	MOOE	SIP was submitted, approved and accepted by the Division
Prepare the Advocacy Plan	Determining the strategies to effectively advocate for support of the plan	December	SPT SGC Division	MOOE	Strategies to effectively advocate for support of the plan were determined
Communicate	Present the plan to the stakeholders	February	SPT SGC School Community	MOOE	Plan was communicated

Orient on implementation Start up	Orientation on implementation	February	School School Community	MOOE	Orientation on implementation start-up was conducted
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SUMMARY

From the data gathered, analyzed, and interpreted, the results of the survey are herein summarized:

1.1 Profile of the Respondents in terms of before and after the implementation of the School Improvement Plan.

Based on the findings, the respondents revealed that 115 or 70-79% cohort survival rates performance indicators of the school before and 80-90% the implementation of School Improvement Plan.

Likewise, the respondents revealed that 115 or 80-90% retention rates performance indicators of the school before and after implementation of School Improvement Plan.

Similarly, based on the results the respondents revealed that 115 or 91-100% graduation rates performance indicators of the school before and after implementation of School Improvement Plan. Consequently, the findings revealed that. It can be noted that 72 or 80-90% drop-out rate of the school as performance indicators of the school before and 115 or 80-90% after the implementation of School Improvement Plan.

More so, the findings revealed that the academic performance of the school has very minimal decreased after the implementation of the School Improvement Plan.

2. Difference on the perceptions of the internal and external stakeholders.

There is significant difference on the perceptions of the internal and external stakeholders.

3. Challenges Encountered in the Implementation of SIP

Based on the findings, respondents agree that the foremost problem of teachers relative to the implementation of SIP is uncooperative parents as supported by the highest obtained weighted mean of 4.25. Along with it, respondents disclosed that there is an inadequate financial resource as indicated by the second highest obtained weighted mean of 4.24.

On the other hand, it could be viewed that the uninviting school climate is deemed by respondents as the least problem relative to full implementation of SIP as manifested by the obtained weighted mean of 4.16

4. Extent of the Implementation of the School Improvement Plan.

Based on the findings, revealed that the school has great extent implementation of improvement plan in terms of goals and objectives that can help students, teachers as well as the school performance. It was supported by over-all weighted mean of 4.24. Similarly, in terms of performance targets the school is to a great extent relative to the implementation of School Improvement Plan. It was supported by an over-all mean of 4.21.

Likewise, the results revealed that in terms of school improvement process the school is to a great extent relative to the Implementation of School Improvement Plan. It was evidenced by an over-all mean of 4.23. More so, in terms of resource management the school is to a great extent relative to the Implementation of School Improvement Plan. It was evidenced by an over-all mean of 4.21

Meanwhile, in terms of school performance accountability the school is to a great extent relative to the implementation of School Improvement Plan. It was evidenced by an over-all mean of 4.25. On the other hand, the respondents revealed that in terms of implementation. Furthermore, results also revealed that in terms of timeliness the school is to a great extent to the implementation of School Improvement Plan. It was evidenced by an over-all mean of 4.25.

5. Proposed Plan of Action

The proposed plan of action was focused on the weak findings of the study. it offers various strategies for both internal and external stakeholders as they are the concerned for the implementation of SIP.

CONCLUSIONS

In the light of the foregoing findings, the following conclusions were drawn.

1. The schools were successfully implemented the its School-Based Improvement Plan in terms cohort survival rate, retention rate, graduation rate, dropout rate; and academic achievement based on their school performance indicators.
2. The School-Based Improvement Plan was to a great extent in terms goal and objectives, performance targets, school improvement process, resource management, school performance accountability, implementation, strategies, and timelines.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the researcher recommends the following:

1. The school heads and teachers should regularly monitor and evaluate the implementation of School-Based Improvement Plan to further enhance the school's performance indicators.
2. The school head should intensify the strong partnerships of the school and the stakeholders for the achievement of its goals and objectives.
3. The proposed action plan may be subjected for validation and try out to check its effectiveness for the enhancement of School-Based Implementation Program.
4. Similar studies may be conducted to examine other school management style relative to the implementation of School-Based Improvement Plan.

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