PRACTICES AND CHALLENGES OF SCHOOL IMPROVEMENT PLAN (SIP) IMPLEMENTATION AMIDST THE PANDEMIC: A CASE IN LANAO DEL NORTE DIVISION

Abalorio, Bridget E.

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Department of Education
Region X
LANAO DEL NORTE DIVISION
Gov. A. Quibranza Prov'l. Gov't. Compound
Pigcarangan, Tubod Lanao del Norte
(063)227 – 6633, (063)341 – 5109
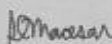lanao.norte@deped.gov.ph

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DIVISION OF LANAO DEL NORTE

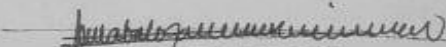Accepted and approved in fulfillment of the requirements for the Basic Education Research Management Guidelines (DepEd Order No. 16, s. 2017):

EDILBERTO L. OPLENARIA, CESO V
Schools Division Superintendent

ROSEMARIE T. MACESAR, PhD
Assistant Schools Division Superintendent

MARIA CARMELA T. ABLIN
SGOD, Chief Education Supervisor

BRIDGET E. ABALORIO
Senior Education Program Specialist

#GO100

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Bridget E. Abalorio, PhD
Senior Education Program Specialist
Lanao del Norte Division

Abstract

Successful planning and implementation are factors essential to effective governance. A school that is governed well results in the effective delivery of basic education services. This explanatory sequential mixed methods study assessed the School Improvement Plan (SIP) implementation in the Muslim Areas of Lanao Del Norte Division. A researcher-made questionnaire gathered quantitative data from the 73 principals who were mostly holders of a masteral degree, had 10 years and above experience, and had Principal I position. The practices in the Assess, Plan, and Act Phases of SIP implementation were fully implemented and the school principals did not meet serious problems that hindered them from implementing the SIP. Using in-depth interviews of the 10 participants selected using purposive sampling, the qualitative data analyzed using thematic analysis. The qualitative data strengthened, complemented, and explained the quantitative stage, giving a comprehensive analysis of the research problem. Therefore, the implementation of the SIP requires a collaborative effort among the school principals, teachers, SPT, Project Team members, and other stakeholders. With the proper planning and constant monitoring of the SIP implementation, schools' performance will surely improve.

BEA

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Bridget E. Abalorio, PhD
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Lanao del Norte Division

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I. Introduction and Rationale

Successful planning and implementation are factors essential to effective governance. A school that is governed well results in the effective delivery of basic education services. Essentially, an effective school contributes to the attainment of three key results areas, namely: It helps to ensure that every Filipino has access to complete basic education; every graduate is prepared for further education and the world of work; and there is effective, transparent, and collaborative governance of basic education. Hence, School improvement is a distinct approach to educational changes that enhances students' outcomes as well as strengthens the school's governance capacity for planning, managing, and improving the school.

In accordance to the Governance of Basic Education Act of 2001 (Republic Act 9155)7, the Department of Education (DepEd) promotes shared governance through SBM. Under this mandate, school heads are tasked to develop the SIP. 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 (DepEd Order No.44, 2015).

School Improvement Plan (SIP) is a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders covering within a period of three years. Likewise, it aims to improve the three key result areas in basic education namely: access, quality, and governance. It is evidence-based, results-based, and child or learner-centered (DepEd Order No.44, 2015). Further, SIP is central in School-Based Management (SBM) and is prepared by the School-Community Planning Team (SPT). Significantly, it is the basis for the school's Annual Implementation Plan (AIP), a part of this is the Priority Improvement Areas (PIAs) which is implemented year-by-year plan. This contains the specific activities, outputs, required resources, schedule, and individual/s who's accountable for the said PIA. The SIP focuses on initiatives such as pedagogical (dealing with teaching); curricular (pertaining to subject-matter content); organizational (specifying some reorganization of classes, grades, or the entire school); and parent-community involvement programs and attendance incentives. (DepEd Order No.44, 2015).

In the same vein, School Improvement Plan development and implementation shall be guided by the following principles: (1) The SIP shall be anchored on the DepEd vision, mission, core values, strategies, and on national, regional, division, and school goals; (2) The SIP shall be evidence-and results-based, child-and learner-centered; (3) The development of SIP requires innovative and systems thinking, and a mindset of continuous improvement; and (4) The formulation and implementation of the SIP shall involve the active participation of all education stakeholders in the school and community such as the school heads, teachers, parents, community leaders, and the learners themselves, among others (DepEd, 2015).

Moreover, SIP development and implementation cover a period of three years and follow three phases: Assess, Plan, and Act. However, AIP, which is the year-by-year plan, that

also undergoes three phases with each year's implementation, and this being checked and evaluated by the Division Office personnel for its progress to ensure continuous improvement. This will be done by the School-Community Planning Team (SPT), school stakeholders, and the SIP working committee are responsible for the achievement of the learning outcomes through their active participation in school activities, programs, and projects (Pelayo, 2018). Thus, continuous improvements cycle would be possible during implementation and will be furtherly developed and enhanced. Importantly, an effective and efficient practice of school improvement comes through awareness creation for stakeholders and ensuring practical involvement to implement SIP effectively (Mekango, 2013).

In the slogan "**No Filipino learner will be left behind amidst the crisis**", as part of the Philippines' short and long term strategies, DepEd Secretary Briones presented the different education programs and strategies during the South East Asian Ministers of Education Organization (SEAMEO) Ministerial Policy e-Forum held last June 18, 2020. In the school level, all programs and interventions are indicated in their school improvement plan which will be implemented with the help of the stakeholders to make the delivery of education services to the learners more responsive, efficient, and effective. However, because of the Coronavirus Pandemic, school principals and administrators are challenged in the implementation of their School Improvement Plan (SIP). Thus, this study is proposed to investigate the practices and challenges in the implementation of the School Improvement Plan amidst the pandemic. This exploration is very important since successful implementation of school improvement plan would result to effective school governance in the delivery of basic education services.

II. Literature Review

The following literature and studies reveal that there were significant effects on the Practices and Challenges of School Improvement Plan (SIP) Implementation Lanao Del Norte Division. Park (2013) cited that school improvement planning is a systematic way of planning school improvement and tracking it over time. He added that a school improvement plan is a "road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made. Similarly, it involves quality improvement on the use of evidence-based both quantitative and qualitative methods to improve the effectiveness, efficiency, equity, timeliness, or safety of service delivery processes and systems. As the school engage improvement and continuous improvement planning processes, they must embed this concept of quality improvement into the daily activities and tasks of its various factors (Kaplan, and Miyake, 2010).

Le Floch (2000) described school improvement planning is a distinct process for institutional audits and evaluation, as they aim to reduce the gap between a school's current level of performance and its actual potential. He further suggests that school districts often fall short of this active improvement process when designing and implementing their own plans. For instance, many schools publish annual strategic plans that are defined as "improvement plans" but are inconsistent with the actual definition of school and continuous improvement. That is, schools draft plans that focus heavily on measuring outcomes but ignore actual processes for improvement, the means for measuring system outcomes, and how all of these processes may actually function across a district.

To counteract this potential pitfall, school should draft highly specific plans that focus on what tasks will be accomplished and who will accomplish them. Therefore, school improvement involves integrating quality improvement into the daily work of individuals within a school district system (Park, 2013).

This notion is strengthened by (Cooke, et al., 2000) when they said that 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 that plays a vital role in the total educational programs.

The School Improvement Plans should include (1) Mission statement of school; (2) Academic data for most recent three (3) years, if available; (4) Student achievement objectives included in the charter contract or most recent sponsor approved school improvement plan; (4) Analysis of student performance data including academic performance by each subgroup; (5) Detailed plan for addressing each identified deficiency in student performance, including specific actions, person responsible, resources needed, and timeline; (6) Identification of each component of school's approved educational program that has not been implemented as described in the school's approved charter application or charter contract; (7) Detailed plan for addressing each identified deficiency noted in subparagraph (4)(a)6. of this rule, including specific actions, person responsible, resources needed, and timeline; (8) Identification of other barriers to student success, with a detailed plan for addressing each barrier including specific actions, person responsible, resources needed, and timeline; and (9) Specific student achievement outcomes to be achieved (Schoolwide Improvement Plans, nd).

In the statement of DepEd Secretary Leonor Magtolis Briones, strongly believed that through the School Improvement Plan (SIP), the department as an agency will be consistent with its Ten (10)-Point Agenda. These agenda are (1) Full implementation of K to 12; (2) Enrichment of the Curricula to strengthen the drug education, gender and development; (3) Environment awareness and disaster preparedness components of Learning; (4) Expansion of the Alternative Learning System; (5) Increasing school feeding programs; (6) Enriching curricular and non-curricular programs; (7) Fostering critical thinking and appreciation of culture and arts; (8) Expand the scope of employee welfare; (9) Implement active, transparent, consultative, and corruption-free leadership; and (10) Expand cooperation with private sector and communities. Secretary Briones emphasized the importance of integrating, reflecting, and expressing the Philippines' rich historical experiences in the educational system. She acknowledged the challenges to move away from data and technology to innovation, creativity, critical thinking, and acceptance of and adjustment to changes (PIA, 2020).

Moreover, to improve school improvement plan, one must meet very specific requirements. It must encompass all areas where students are failing to meet requirements, and must address issues in a scientific and highly structured way. The following criteria, among others, must be included in a school improvement plan: (1) It must use strategies that are based on scientific research, strategies proven to improve the core academic areas in question; (2) It must use policies that are the most likely to improve the areas in question, policies that also ensure that all groups of students will see improvement; (3) The plan must establish benchmarks and measurements to verify that it is working. Objectives must be clearly stated and measurable; (4) The plan must work to increase parental involvement in students' schooling; (5) The plan has to include extra activities when appropriate, such as after school programs and extensions of the school year; (6) It must promote professional development for

educators; (7) It must include a teacher mentoring program. The Department of Education requirements for school improvement plans are quite extensive and detailed, and offer schools a road map on how to develop an effective approach to addressing academic challenges (The Editorial Team, 2020).

On the other hand, De Grauwe and Naidoo (2004) emphasize that in order to evaluate the quality of School Improvement Plan implementation, school should be evaluated s based on different purposes including administrative, pedagogical and managerial improvements. It involves the assessment of all the aspects of the school and its impact on students, so it is the first step towards quality improvement and quality development that helps in the quality control, monitoring of quality, quality assurance and quality development of the School Improvement Plan. He believed that CIPP model can be effectively applied for School Improvement Plan implementation evaluation. In the CIPP Model it ii involves Context which refers to the background, History, goals and objectives of the school. While, inputs refer to material and human resources needed for effective functioning of the school, Process refers to implementation of different school practices, and Product refers to the quality of students learning and its usefulness for the individual and for the entire school development.

Further, CIPP model is an effective model used to enhance and assess the quality from each and every aspects of School Improvement Plan (SIP). Since, this model is widely used for evaluating the quality of textbooks, curriculum, school projects, learning outcomes and school evaluation. It covers all the aims, objectives, resources, environment, methodologies, teaching learning processes and the outcomes of the school in the form of effective instruction that creates an atmosphere where teachers and students are able to compete with every challenge in teaching -learning process (Linn and Miller, 2013).

The study of San Miguel (2019) revealed the same findings as that of Linn and Miller. He disclosed that effective 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. He attributed that school improvement plans should also be based on 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).

Meanwhile, Kaplan and Miyake (2010) recommended the Results-Oriented Cycle of Inquiry (ROCI)in evaluating the progress of School Improvement Plan implementation. This model emphasized the improvement framework of school improvement planning that largely adheres to the best practices for establishing priorities and making data-based decisions outlined. It comprises five steps designed to promote focus on continuous improvement within any type of organization, including schools. Hence, School Improvement Plan implementation evaluation process is not only ensuring efficiency, it also keeps goals realistic and tangible. Where improbable or unchallenging goals may undermine the continuous improvement process altogether. Therefore, while the measuring of evaluation may seem only peripherally related to school improvement, a solid, well-scrutinized plan directly impacts other high-stakes measures.

Practices in the Implementation of School Improvement Plan (SIP)

A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement and   shows how and when these changes will be made. School improvement plans are selective: they help principals, teachers, and

school councils answer the issues: "What will we focus on now?" and "What will we leave until later?" They encourage staff and parents to monitor student achievement levels and other factors, such as the school environment, that are known to influence student success. With up-to-date and reliable information about how well students are performing, schools are better able to respond to the needs of students, teachers, and parents (Kutash, et al., 2010).

In accordance to the Governance of Basic Education Act of 2001 (Republic Act 9155)7, the Department of Education (DepEd) promotes shared governance through SBM. Under this mandate, school heads are tasked to develop the SIP. And with the help of the community and other stakeholders, undertakes within a period of three (3) consecutive school years.

SIP development and implementation cover a period of three years and follow three phases: Assess, Plan, and Act. The AIP, which is the year-by-year plan, likewise undergoes these three phases with each year's implementation being checked for its progress to ensure continuous improvement (DepEd, 2015).

The Challenges of School Improvement Plan Implementation

School improvement plan is very complex that it might be hindered by various impediments that challenge the implementation (Stoll and Fink, 1996). According to Hussen and Postethwore (2004), Challenges to the school improvement plan implementation may vary in accordance with the variations with the unique features of schools as well as with the external environment in which schools are operating. One simple example, the size of the school is associated with innovative behavior for that smaller schools apparently lack the resources to engage in significant change.

However, there are common challenges that most school improvement programs face. These are lack of schedules in schools that permit teachers to meet and work together for sustained periods of time; the demanding nature of teachers work as an increasing number of

students arrive at school less well-socialized, less" prepared to deal with materials, and more frequently from family settings that are not supportive; the aging and often demoralization of teachers due to declining resources, increasing levels of bureaucratization and the rapid and frequent demands for change that come from central authorities. In addition, an organizational structure within which teachers' work is less autonomous and more integrated with that of other teachers affects the" development of commitment to change.

Moreover, the continues transfer of teachers, principals, and educational administrators at the local level puts pressure on the program to continuously train new staff who may not serve in schools for long (Plan Sudan, 2006). Thus, these challenges include:" complexity of the program, mobility of principals, and principals' coordination problems (ineffectiveness of leadership) and sustaining commitment, low support from top level officials and lack of involvement of the stakeholders."

III. Research Questions

This study investigated the Practices and Challenges of School Improvement Plan (SIP) Implementation in Lanao Del Norte Division amidst the pandemic. Specifically, this study sought to answer the following questions:

1. What is the personal profile of principal-respondents in terms of:

    1.1.   Educational Attainment,

    1.2.   Principal's Experience,

    1.3.   Principal's Position,

2. To what extent have they carried out the activities in each phase:

    2.1.   Plan Phase;

    2.2.   Act Phase; and

    2.3.   Assess Phase?

3. What are the challenges of School Improvement Plan (SIP) implementation on each SIP phase:

      3.1.   Plan Phase;

      3.2.   Act Phase; and

      3.3.   Assess Phase?

4. What Intervention maybe designed to address the SIP problems?

IV. Scope and Limitation

This study aimed to assess the School Improvement Plan (SIP) Implementation in Muslim Areas of Lanao Del Norte Division for the School Year 2021-2022. The study focused its investigation on the practices in the three phases of School Improvement Plan cycles in the Philippines, namely: Plan, Assess, and Act. In the input evaluation, it assesses the human resource only, the school principal.

The study included 73 elementary schools in the Muslim areas of Lanao del Norte Division. The research participants were the school principals of the selected 73 elementary schools.

V. Research Methodology

    a. Sampling

All the 73 school principals in all the SIP implementing schools located in the Muslim areas of Lanao del Norte Division were the research respondents. The school principals were from schools with the following inclusion criteria: (1) their respective schools are implementing the SIP, (2) the schools are located in the Muslim Areas of Lanao del Norte, and (3) Meranaw is used as the language in teaching Mother Tongue-Based-Multilingual Education (MTB-MLE).

All the 73 school principals provided the quantitative data. To gather the qualitative data, 10 school principals were randomly sampled. Two principals were randomly sampled from each of the schools categorized as primary school, complete elementary school, central school, integrated school with junior high school, and integrated school with junior and senior high school. Data were gathered through interviews and focus group discussion.

b. Data Collection

This study used an explanatory sequential mixed methods research design where quantitative and qualitative research paradigms were employed. This study utilized researcher-made research instruments which were composed of four parts. Part I contains items on the personal profile of the respondents. Part II is the questionnaire on Practices of School Improvement Plan (SIP) Implementation based from DepEd Order 44, s. 2015-School Improvement Planning Guide Checklist. Respondents were asked to rate to what extent the practices were implemented with 30 statements that reflect practices of School Improvement Plan (SIP) Implementation in Muslim areas of Lanao del Norte Division, using a four-point scale. The continuum used to interpret the scale is as follows:

Scale	*Continuum*	*Interpretation*
4	3.26 – 4.00	Fully implemented
3	2.51 – 3.25	Moderately implemented
2	1.76 – 2.50	Slightly implemented
1	1.00 – 1.75	Not implemented

Part III is the questionnaire on the challenges of School Improvement Plan. implementation in the Muslim areas of Lanao del Norte Division. It was modified from

Mekango (2013) from the Institute of Education and Professional Development Studies, Jimma University. Respondents were asked to indicate the degree of seriousness of the 21 challenges in the SIP implementation using a five-point scale. The continuum used to interpret the scale is as follows:

Scale	*Continuum*	*Interpretation*
5	4.21 – 5.00	Highly serious
4	3.41 – 4.20	Serious
3	2.61 – 3.40	Moderately serious
2	1.81 – 2.60	Less serious
1	1.00 – 1.80	Not a problem

Part IV of the research instruments is the interview guide. An interview guide made of open-ended questions was used to complement the questionnaire because interviews allowed the researcher to gather another person's viewpoint, to better understand his/her perspectives. This research instrument collected data through direct verbal interaction between the interviewee and the researcher. The researcher used an interview guide to lead the respondents towards giving in-depth information to meet the objectives of the study. In this study, one school principal from each district, a total of 10 school principals, selected using the random sampling, were interviewed to acquire qualitative data on the practices and challenges in implementing the school improvement plan. The information were collected by recording and writing down the information given by respondents.

The data collection procedures in this study consisted of two phases. The first phase was the quantitative data collection where the school principals were asked to answer the research questionnaire. Before giving the questionnaire to the actual

respondents, it was pilot-tested to 20 school principals from other districts in the Division of Lanao del Norte which were not part of the study sample to determine its reliability using Cronbach's Alpha in SPSS. In addition, the instruments were subjected to validation by three experts, two education supervisors and one Chief Education Supervisor in School Governance and Operations Division (SGOD). After establishing its validity and reliability with a Cronbach's Alpha of .802, the questionnaire was floated to the actual respondents. The accomplished sets of questionnaires were collected, encoded, analyzed and interpreted.

The second phase was the qualitative data collection. Respondents' responses in the one-on-one interview were examined. One-on-one interview was done where the researcher audio-recorded the responses of the respondents which were transcribed verbatim.

c. Ethical Issues

As part of the ethical considerations in conducting research, the researcher secured first permission from the Schools Division Superintendent to float the questionnaire and conduct interviews to the School Principal respondents. Once permission was granted, the researcher secured consent from the respondents and informed them on the purpose of the study and that the interview will be recorded. Moreover, participation in the study was voluntary. The researcher also ensured that the data gathered were used solely for the purpose of the research and all responses were held in utmost confidentiality.

d. Plan for Data Analysis

From the quantitative data, percentages and weighted mean through the Statistical Package for Social Sciences (SPSS) were computed while thematic analysis

was used for the data of the qualitative phase. The data were then coded to facilitate data entry into the computer to allow for statistical analysis. The principal interviewees were coded Principal 1 to Principal 10 to ensure confidentiality.

Moreover, results from both the quantitative and qualitative study were integrated. Integration refers to the stage or stages in the research process where the mixing or integration of the quantitative and qualitative methods occurs (Creswell, 2003). Specific quotes from the qualitative study were highlighted to reinforce the quantitative data. This allows better understanding of the initial quantitative data, adding more depth and richness to the study. The combination of these types of data provide a complementary and robust basis for analysis required for mixed methods design (Johnson & Onwuegbuzie, 2004).

VI. Timetable
Table 1. Timetable in the conduct of the research.

Dates	Activities	Responsible Person
October 2020	Crafting of Research Proposal and Research Instruments	Research Proponent
November 2020	Submission of Research Proposal to the Division Research Committee	Research Proponent
February 2021	Presentation of Research Proposal	Research Proponent and DRC
February 2021	Review and Revision of Research Proposal	Research Proponent
March 2021	Submission and Endorsement of Research Proposal for approval	Research Proponent, DRC, RRC
June to September 2021	Data Gathering	Research Proponent and Respondents
October 2021	Crafting of Full Paper	Research Proponent
November 2021	Submission of Full Paper for Approval	Research Proponent, DRC, RRC
December 2021	Dissemination and Advocacy Campaign	Research Proponent

VII. Financial Report

Table 2. Financial Report

Expenses	Amount	Source of Fund
Printing and Reproduction of Research Materials and Questionnaires (Encoding cost, printing cost, and Reproduction cost)	Php 5,000.00	BERF
Printing and Reproduction of Research Findings for research dissemination (Encoding cost, printing cost, and Reproduction cost)	Php 5,000.00	BERF
Transportation Expenses Motorcycles, vans, pump boats, and buses	Php 10,000.00	BERF
Communication Allowance Load and Internet connection	Php 5,000.00	BERF
Food/Snacks for the researcher and research respondents	Php 15,000.00	BERF
TOTAL	**Php 40,000.00**	**BERF**

VIII. Plans for Dissemination and Advocacy

The research disseminated the research findings to the school, district and division office personnel. More so, the researcher will present the findings of the study in the research congress and conferences. The researcher will also utilize the findings as basis for policy recommendation.

IX. Results and Discussion

Personal Profile of Principal Respondents. An effective school principal shows distinctive combinations of characteristics needed to implement school programs especially the School Improvement Plan. The competencies and qualifications of school principals such as their educational attainment, experiences, and positions are important attributes in planning and implementing school programs. Table 3 shows the personal profile of the principals.

Table 3. *Personal Profile of Principal Respondents.*

Profile	Frequency	Percent
Educational Attainment		
With Masteral Units/CAR	11	15.07
Masteral Degree	19	26.03
With Doctoral Units/CAR	29	39.72
Doctoral Degree	14	19.18
Principal's Experience		
3 years and below	11	15.07
4-6 years	15	20.55
7-9 years	19	26.03
10 years and above	28	38.35
Principal's Position		
Principal 1	34	46.57
Principal 2	18	24.66
Principal 3	2	02.74
HT/SIC	19	26.03

Table 3 shows that in terms of educational attainment, more than one-third of the principals, (29 or 39.72%) earned units or completed the academic requirements for their doctoral degree while 14 or 19.18% were full-fledged doctoral degree holders. About one-fourth of them (19 or 26.03%) were masteral degree holders while 11 or 15.07 were still working for their masteral degree. In terms of years of experience as school principal, the biggest number (28 or 38.35%) had 10 years and above experience. This is followed by those who had 7 to 9 years of experience (19 or 26.03%). The rest (26 or 35.62.%) had at least 3 years experience as a principal. In terms of position, the biggest number (34 or 46.57%) had Principal I position followed almost equally by those who had Principal 2 and Head Teacher/ School–in–charge position.

Extent of the Implementation of the Practices of the Three Phases of the School Improvement Plan

The School Improvement Plan lays down the school's strategic directions in improving the three key result areas in basic education namely: access, quality, and governance. Through the implementation of the Assess, Plan, and Act phases of the SIP, schools can evaluate and enhance their programs and projects to ensure continuous improvement.

Table 4. *Extent of Implementing the Practices in the Assess Phase of the SIP*

Practices	Wtd. $\bar{\text{X}}$	Interpretation
1. Stakeholders were invited to be members of the School-Community Planning Team (SPT).	3.70	Fully Implemented
2. The school gathered information on the school's current situation before the plan phase.	3.68	Fully Implemented
3. The Project Teams have identified the real need and problems of the learners and stakeholders.	3.68	Fully Implemented
4. The SPT was oriented on the Department of Education (DepEd) Vision, Mission, Core Values and Schools Division Office (SDO)-Strategic Directions.	3.66	Fully Implemented
5. The SPT has organized Project Teams to work in addressing the PIAs.	3.53	Fully Implemented
6. The School Report Card (SRC) was presented to the SPT for discussion.	3.30	Fully Implemented
7. The SPT identified and analyzed the School Priority Improvement Areas (PIAs).	3.26	Fully Implemented
8. The SPT analyzed the school processes to understand further why and where the needs and problems exist.	3.21	Moderately Implemented
9. Root cause analysis was conducted to uncover the real source of the focused problem.	3.18	Moderately Implemented
10. Gap Analysis between the school data and the Division targets was done.	3.01	Moderately Implemented
Average Wtd. Mean	**3.42**	**Fully Implemented**

As shown in Table 4, seven out of 10 (70%) practices were **fully implemented** while only three (30%) were **moderately implemented**. Analyzing the fully implemented practices it can be said that proper planning was done. Stakeholders were invited, needed information were gathered, Project Teams were organized, SPT was oriented on the DepEd Vision Mission among others. This means that the school principals together with the members of the School-Community Planning Team (SPT) and Project Teams considered the importance of assessing the school's current situation to identify the areas for improvement. It is also worth noting that school principals recognized the roles of the internal and external stakeholders in the implementation of the SIP. These are revealed in the interviews:

> We organized Teams which will focus on each project. All members of each team are required to be familiar with the processes in implementing their assigned Project. (Principal 09)

Through the effort and active involvement of the SPT and Project Teams, we identified the real causes of the problems in the school and we were able to think of the programs and projects as solutions to the identified problems. (Principal 02)

Through the help of the SPT, we were able to gather the necessary data needed to identify the current situation of the school. We conducted interviews with our learners and the stakeholders to listen to their needs and problems which will be our bases in formulating projects. (Principal 07)

Table 5. *Extent of Implementing the Practices in the Plan Phase of the SIP*

Practices	Wtd. $\overline{\text{X}}$	Interpretation
1. The SIP was agreed and signed by all members of the SPT before it was submitted to the Division Office.	3.86	Fully Implemented
2. The SIP and AIP were submitted to the Schools Division Office (SDO) for acceptance and approval.	3.85	Fully Implemented
3. School partners and stakeholders were tapped for the resources needed for some projects.	3.79	Fully Implemented
4. The writing of the SIP and Annual Improvement Plan (AIP)were based on the prepared Project Work Plan and Budget Matrix.	3.67	Fully Implemented
5. Several solutions were formulated based on the root causes.	3.53	Fully Implemented
6. Budget was allocated for the implementation of all the identified solutions.	3.48	Fully Implemented
7. The SPT reviewed each project design for quality assurance.	3.42	Fully Implemented
8. School's general objectives and targets were reviewed as bases for planning the programs, projects and activities.	3.41	Fully Implemented
9. The Project Teams developed project designs of the formulated solutions.	3.38	Fully Implemented
10. The SPT and Project Teams constructed tool in monitoring and evaluating the implementation of each project.	3.19	Moderately Implemented
Average Wtd. Mean	**3.56**	**Fully Implemented**

As shown in Table 5, nine (90%) practices were **fully implemented** while only one (10%) was **moderately implemented**. The fully implemented practices imply that the SIP and AIP submitted to the Division Office were all agreed and signed by the SPT, stakeholders were tapped for additional resources, project work plan and budget matrix were based on the root causes and were incorporated in the SIP and AIP for budget allocation.

An overall mean of **3.56** (**Fully Implemented**) means that the SPT recognizes the importance of always going back to their general objectives in order not to lose sight of their targets. They developed project designs based on their formulated solutions and incorporated these in their AIP for budget allocation. It is notable that all school principals sought the support and approval of the Division Office personnel prior to the implementation of the programs and projects indicated in their SIP. These are their experiences:

In compliance to the Memorandum issued by the Schools Division Superintendent, we submitted our SIP to the Division Office. we made sure that our SIP was accepted and approved by the approving officials before we implemented our plan. (Principal 07)

After reviewing our formulated projects and programs, we made sure that these were incorporated in our AIP for budget allocation. With the insufficiency of resources from the MOOE, we included fund raising activities like "King and Queen of Hearts" and income generating projects to raise needed resources for the implementation of some projects. (Principal 03)

Based on the implementation of the SIP in our school, we had difficulties in implementing some of our programs and projects because of the insufficiency of resources. But we managed and accomplished our goals through the collaborative efforts of the school and community. I know that we always need the full support of our stakeholders. (Principal 06)

Table 6. *Extent of Implementing the Practices in the Act Phase of the SIP*

Practices	Wtd. $\bar{\text{X}}$	Interpretation
1. Reports of the SIP evaluation were reported to the stakeholders through the SRC.	3.67	Fully Implemented
2. The school compiled the progress report, M&E report and feedbacks of the stakeholders.	3.57	Fully Implemented

3. Implementation of all projects was constantly monitored to check if they follow the approved SIP and AIP.	3.53	Fully Implemented
4. School's Learning Action Cells (LACs) were regularly conducted to communicate the improved process of the solutions.	3.49	Fully Implemented
5. The school provided a venue to the concerned stakeholders for their feedbacks.	3.48	Fully Implemented
6. The SPT considered the feedback, acceptance, and support of the concerned stakeholders.	3.47	Fully Implemented
7. Progress reports were communicated to the community properly and all concerned bodies properly.	3.40	Fully Implemented
8. The year-end accomplishment report was submitted to the Division Office through the Monitoring and Evaluation section.	3.36	Fully Implemented
9. The data before and after testing the solution were compared to ensure success in the implementation process.	3.14	Moderately Implemented
10. Each identified solution was tested first on a small population prior to its full implementation.	2.99	Moderately Implemented
Average Wtd. Mean	**3.40**	**Fully Implemented**

As shown in Table 6, eight out of 10 practices (80%) were **fully implemented**. The stakeholders were informed of the SIP evaluation results through the SRC, reports and feedbacks were compiled, constant monitoring of all projects was done, LAC sessions were maximized to enhance the solutions, and feedbacking mechanisms were established. An overall mean of **3.40** means that the practices in the Act phase of the SIP were **fully implemented**. As revealed in the interviews, the school principals recognized the roles of the SPT, Project Teams, Stakeholders, and Process owners in the implementation of the SIP. The collaboration and support of all stakeholders led to the smooth and successful implementation of the SIP. The principals narrated:

During the implementation of all programs and projects, we conducted regular

monitoring. The results were reported to the teachers through the conduct of LAC

sessions. Results were also reported to our stakeholders through the SRC. (Principal 08)

In the implementation of our projects to address the problems in the teaching and learning process, we institutionalized the School's Learning Cells (LACs). Through the LAC sessions, each project team shared the new strategies, interventions, and innovations to improve the teaching and learning processes. (Principal 05)

It is very important to hear the feedback of the stakeholders. If they know that the SPT and the school are listening to their observations and suggestions, they will become more engaged in implementing the solutions. (Principal 07)

In our school, we conducted a quarterly meeting through the School Monitoring, Evaluation, and Adjustment (SMEA). We invited the members of the SPT and Project Teams to provide them the opportunities to give feedbacks and to work with all concerned personnel in deciding necessary adjustments for continuous improvement. (Principal 04)

The Challenges of School Improvement Plan Implementation

The School Improvement Plan (SIP) lays down the school academic and priority improvement goals along with the formulated strategies. Its successful implementation depends greatly on the collaboration of all concerned stakeholders and how they respond to the pressing challenges that hinder the attainment of their goals. Stoll and Fink (1996) stated that SIP is very complex that it might be hindered by various impediments that challenge its implementation. The challenges in the SIP implementation refer to the impediments and difficulties in implementing the SIP successfully. Table 7 presents the degree of seriousness of the challenges in the SIP implementation.

Table 7. *Degree of Seriousness of the Challenges in the SIP Implementation*

Challenges	Wtd. $\bar{X}$	Interpretation
1. There are no regular meetings in the implementation of SIP.	2.92	Moderately Serious
2. Difficulty of the SPT to reach a quorum when a meeting is conducted.	2.80	Moderately Serious
3. Lack of involvement of the stakeholders.	1.66	Not a Problem
4. Transfer of teachers, school principal and educational administrators to other schools or station.	1.62	Not a Problem
5. Lack of instructional supervision to strengthen the quality of instruction.	1.58	Not a Problem
6. School-Community Planning Team (SPT) is not well represented by the school and community.	1.52	Not a Problem
7. Resistance of School Improvement Plan (SIP) activities from parents and other external stakeholders.	1.50	Not a Problem
8. Resistance of School Improvement Plan (SIP) activities from the Principal and teachers.	1.45	Not a Problem
9. Lack of competence and motivation in the data gathering activities.	1.40	Not a Problem
10. Lack of educational innovations such as processes, strategies, and approaches during the implementation of SIP to improve significantly.	1.38	Not a Problem
11. Inadequate educational leadership training in leading the school for the attainment of the goals.	1.38	Not a Problem
12. Limited support from Local Government Unit (LGU, and other stakeholders due to lack of SIP Orientation on the objectives for each activity to be implemented.	1.36	Not a Problem
13. Lack of background/experiences of the SIP principles and implementation techniques.	1.34	Not a Problem
14. Projects implemented were not aligned with the established general objectives.	1.26	Not a Problem
15. Lack of schedules in school that permit teachers to meet and work together for sustained periods of time.	1.25	Not a Problem
16. Poor working relationships with teachers and other people.	1.23	Not a Problem
17. Lack of knowledge of the roles and responsibilities in leading SIP implementation.	1.22	Not a Problem
18. Insufficient resources to support the implementation of the plan.	1.18	Not a Problem
19. Weak relationship between the school and community due to difficulty of understanding of school improvement process.	1.13	Not a Problem
20. SIP planning was not based on the school's vision and mission.	1.04	Not a Problem
21. Financial, personal and physical resources were not managed well by the school.	1.04	Not a Problem
Average Wtd. Mean	**1.49**	**Not a Problem**

Table 7 shows that 19 out of 21 (90.47%) of the challenges are **not a problem**. It can be deduced that it was not difficult to implement the SIP. Stakeholders were actively involved in school activities, the newly deployed personnel adopted the SIP processes smoothly, instructional supervision was provided, SPT was well represented, and stakeholders were

supportive of the SIP activities among others. As revealed in the interviews, the SIP was properly implemented because of the assistance of the internal and external stakeholders, technical assistance of the DepEd Officials, and the competence and motivation of all concerned personnel. The principals expressed:

> We were able to implement our SIP successfully and achieved our goals because of the full support of our stakeholders. My teachers and I are also motivated to perform our assigned tasks in the SIP because we know that through this, we can provide our learners the quality education that they deserve. (Principal 05)

> Through the learning and development activities initiated by the Division Office, we were able to enhance our skills and abilities needed to implement the SIP successfully. I am personally thankful to my supervisors who provided me with technical assistance like strategies in leading my teachers and the SPT in the SIP processes. (Principal 02)

> We all know that it is very difficult to exercise our plans without sufficient budget. But we are thankful to the Department of Education who provided us the School Funds or the MOOE, to our stakeholders for their donations and contributions, to the teachers who also offered financial assistance, and to our PTA officials who initiated fund raising activities like the "King and Queen of Heart" and "Income Generating Projects" to supplement the resources needed to implement our PAPs specifically on the minor repairs of our school facilities like perimeter fence, playground facilities, classrooms, and comfort rooms. (Principal 09)

Proposed Intervention to the Challenges in the SIP Implementation

Indeed, it is a big struggle when challenges are encountered in schools. These can really affect the performance of the school since they hinder the full realization of the PAPs. However, there are always ways to overcome these challenges in order to achieve the desired

outcomes (Berongoy, 2021). In the implementation of SIP in the Muslim Areas of Lanao del Norte Division, two challenges were experienced by the principal respondents, namely: the conduct of regular meetings and reaching a quorum when meeting is conducted. As revealed in the interview, the overlapping of schedules in the school, district, division, region, and central offices and the unavailability of the SPT and Project Team members were the main reasons why meetings were not conducted regularly. Hence, the researcher is proposing the institutionalization of the Division SIP Calendar of Activities and the Assignment of Alternate to all members of the SPT and Project Teams to address the said challenges. In addition, Training-Workshop on SIP implementation for School-Community Planning Team is included to orient the SPT on the practices of the three phases of SIP implementation and to capacitate them how to conduct gap and root cause analysis, and how to develop a contextualized monitoring and evaluation tool.

This SIP Calendar of Activities will be incorporated to the Division Calendar of Activities to avoid conflict of schedules. The SIP coordinator together with the personnel in the Monitoring and Evaluation section will spearhead in monitoring the implementation of the activities.

**Division SIP Calendar of Activities for SIP
Three School Year Cycle: 2022-2023 to 2024-2025**

Rationale:

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. 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 (DepEd, 2015). The SIP Calendar of Activities for SIP Three School Year

Cycle: 2022-2023 to 2024-2025 is provided to enable the School-community Planning Team (SPT) and Project Teams to effectively and efficiently implement the practices and processes of SIP implementation. In addition, this calendar of activities will allow the District and Division Office personnel to provide the support to schools in the implementation of the Assess, Plan, and Act Phases of SIP.

Month	Activity	No. of Days	Persons Involved
April (School Year: 2022-2023)			
4-15	Gathering of information on the school's current situation. School Principal and teachers will identify the current situation of the school using the following forms as attached to DepEd Order No. 44, s. 2015: 1. School-Community Data Template, 2. Child Mapping Tool, 3. Child-Friendly School Survey Form, 4. Child Protection Policy Implementation Checklist, and 5. School Watching and Hazard Mapping Tool.	10	School Principals and Teachers
16	Organizing the School-Community Planning Team: | Name of SPT Members	Position	Name of Alternate
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	School Principal	
	Teachers' Representative	
	Learners' Representative	
	SGC-President	
	PTA-President	
	BGU/LGU-Representative	
	Private Sector-Representative			1	School Principals Teachers PTA Officials SGC Officials SPG Officials Brgy. Officials LGU Officials Private Sectors
18-22	Training-Workshop on SIP implementation for School-Community Planning Team. **Management Level:** Division-Based Activity **Objectives:** At the end of the training-workshop, the participants are expected to: 1. Discuss the practices of the three phases of SIP implementation, 2. Conduct gap and root cause analysis, and 3. Construct a contextualized monitoring and evaluation tool. **Source of Fund:** School and Division MOOE	5	Division Personnel, PSDSs, SPT
23	SPT Conference for the following concerns: 1. Orientation of the DepEd Vision, Mission, Core Values and Schools Division Office-Strategic Directions, 2. Analysis of School's data and Division Targets, and 3. Identifying and analyzing the School Priority Improvement Areas (PIAs).	1	SPT
25	Organizing the Project Teams to work in addressing the PIAs.	1	SPT
26-29	Identifying the real needs and problems of the learners and stakeholders.	4	SPT and Project Teams
30	Finalizing the PIAs by conducting Gap and Root Cause Analyses.	1	SPT and Project Teams
May (School Year: 2022-2023)			

7	SPT and Project Teams Conference for the following concerns:
	  1. discuss the school's general objectives and targets as bases for planning the PAPs, and
	  2. Formulate solutions based on the root causes.
		1	SPT and Project Teams

9-13	Project Team Members meeting to develop project designs of the formulated solutions.	5	Project Team members

14	SPT and Project Teams Conference for the following concerns:
	  1. review the developed project designs,
	  2. write the SIP and AIP for budget allocation,
	  3. plan how to tap the stakeholders,
	  4. construct the M&E tool, and
	  5. Finalize the SIP and AIP.
		1	SPT and Project Teams

16-31	Submission and Revision (if any) of SIP and AIP to the Schools Division Office for acceptance and approval.	12	SPT, Project Teams, PSDSs, Division Officials
June (School Year: 2022-2023)			
6-10	Testing the identified solution on a small population prior to its full implementation. Analyzing the results of the test.	5	SPT and Project Teams
13-30	Revising the SIP if necessary. Implementation of the plan.	14	SPT and Project Teams
July (School Year: 2022-2023)			
1-29	Implementation of the plan.	29	SPT and Project Teams
22	Conduct of LAC session. (This will depend on the school's programs, projects and activities initiated by the SPT and Project Teams)	1	School Principals, Teachers & PSDSs
August (School Year: 2022-2023)			
1-31	Implementation of the plan.	31	SPT and Project Teams
27	SPT Conference to conduct SIP-Monitoring, Evaluation and Adjustment (MEA). • The SPT together with the Project Teams, PSDSs & Monitoring and Evaluation Focal Persons will discuss the results of the Monitoring and Evaluation of the formulated programs, projects and activities. • The conference will also include the discussion on the adjustments to address the pressing problems during the implementation of the SIP.	1	SPT, Project Teams, PSDSs & Monitoring and Evaluation Focal Persons
September-November (School Year: 2022-2023)			
	Implementation of the plan.	64	SPT and Project Teams
16	Conduct of LAC session. (This will depend on the school's programs, projects and activities initiated by the SPT and Project Teams)	1	School Principals, Teachers & PSDSs
December (School Year: 2022-2023)			
1-16	Implementation of the plan.	16	SPT and Project Teams
17	SPT Conference to conduct SIP-Monitoring, Evaluation and Adjustment (MEA). • The SPT together with the Project Teams, PSDSs & Monitoring and Evaluation Focal Persons will discuss the results of the Monitoring and Evaluation of the formulated programs, projects and activities. • The conference will also include the discussion on the adjustments to address the pressing problems during the implementation of the SIP.	1	SPT, Project Teams, PSDSs & Monitoring and Evaluation Focal Persons
January-February (School Year: 2022-2023)			
	Implementation of the plan.	43	SPT and Project Teams
20	Conduct of LAC session. (This will depend on the school's programs, projects and activities initiated by the SPT and Project Teams)	1	School Principals, Teachers & PSDSs

March (School Year: 2022-2023)			

25	SPT Conference for the following concerns:
	    1. Conduct SIP-Monitoring, Evaluation and Adjustment (MEA), and
	    2. Finalize the Annual Accomplishment Report and SRC.
		1	SPT, Project Teams, PSDSs & Monitoring and Evaluation Focal Persons

27	Submission of the Annual Accomplishment Report and SRC to the Schools Division Office. The SRC must include the outcomes of the following key result areas:
	    1. Access,
	    2. Quality, and
	    3. Governance.
		1	School Principals, PSDSs, M&E Coordinator, DepEd Officials

28-31	Presentation of the Annual Accomplishment Report and SRC to the Internal and External Stakeholders. The presentation must focus on the accomplishments of the implemented	4	School Principals, Teachers, SPT and Project Teams, PTA Officials, SGC Officials, SPG Officials, Brgy. Officials, LGU Officials, & Private Sectors
Note: The process will repeat for SY: 2023-2024 and SY: 2024-2025.			

X. Conclusion and Recommendation

The School Improvement Plans in the Muslim Areas of Lanao del Norte Division were implemented successfully. These plans helped the school principals in ensuring that every child in their community has access to quality education by having an effective, transparent, and collaborative governance and management of basic education. The practices of the Assess, Plan and Act Phases of SIP which were fully implemented contributed to the realization of the objectives and outcomes of the SIP The technical assistance from the DepEd Officials, enormous support of all stakeholders, and the active involvement and participation of the SPT and Project Teams in the execution of the formulated programs and projects contributed greatly to the improvement of school priority areas and in achieving the desired outcomes for the betterment of the school and learners in general. Hence, the implementation of the SIP requires a collaborative effort among the school principals, teachers, SPT, Project Team members, and other stakeholders. With the proper planning and constant monitoring of the SIP implementation, schools' performance will surely improve.

Based on the findings and the conclusion formulated from the responses of the participants, the following are recommended actions to enhance the implementation of SIP:

1. The personal characteristics of the school principals and their leadership and managerial skills are significant in leading the SPT in the implementation of the SIP. The Department of Education may design trainings in relation to the strategic goal of updating educational management and governance. It is also recommended that the newly hired or promoted school principals and administrators shall undergo School Head Induction Program to capacitate them in managing the school especially in the implementation of the SIP.

2. Priority Improvement Areas in improving the academic performance of the learners could be addressed by enhancing the teaching-learning process. School Learning Action Cell could be maximized to provide teachers' collaborative learning sessions to solve common challenges encountered in school especially on the teaching and learning process. Through the LAC sessions, teachers will be capacitated on the pedagogical skills that may enable them to develop meaningful activities for the learners.

3. Consistent communication among the SPT and Project Team members all throughout the process of the School Improvement Plan is essential. Different venues can be used like dialogues, social media, letters, tarpaulin, and brochures. It is deemed important to advocate and communicate to the stakeholders the situation, context, and performance of the school.

4. To address the overlapping of schedules in the school, district, division, region, and central offices, Division Office may institutionalize the SIP Calendar of Activities by integrating this to the Division and Regional School Calendar and Human Resource Development Plan (HRDP).

5. The division and district partnership focal persons could be mobilized The roles of the stakeholders and their participation and involvement in the school activities are doubtlessly significant. Partnership Focal Person may be designated to carry out the Partnership-Building Responsibilities. Through partnership-building, stakeholders can provide more support and can participate in the school activities.

6. A Division-Based Program Management Information System (PMIS) could be established. The Division Office may design a web-based SIP information system to improve the progress monitoring of the status of SIP implementation. The system will provide quality, relevant, and timely information that can be used as basis for the Division Officials in the provision of technical assistance.

7. Further studies be undertaken to explore school principals' practices and challenges on the different factors affecting the implementation of the SIP. Future research studies may add to the in-depth understanding of the phenomenon.

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Research Instrument

QUESTIONNAIRE

The purpose of this questionnaire is to assess the practices and challenges of school improvement plan implementation in Elementary Schools in Lanao del Norte Division amidst the pandemic. This questionnaire is prepared to collect data on school improvement plan implementation only for academic purposes. Your genuine and honest responses are very important for the success of the study and the results will advance our understanding of school improvement plan implementation. All responses are anonymous and your participation in this study is completely voluntary.

Part I
General Information of Respondents

Directions: Please provide appropriate response by using (x) marks in the space given.

Part I. PRINCIPALS' PERSONAL PROFILE

Directions: Please supply the needed data and check the appropriate space.

Name: _____ Date: _____

1. **Highest Educational Attainment**
   _____ BEED/BEED Graduate
   _____ With Masteral Units/CAR
   _____ Masteral Degree
   _____ With Doctoral Units/CAR
   _____ Doctoral Degree
   _____ Others(Specify)

2. **Principal's Experience**

   _____ Number of Years

3. **Principal's Position**
   _____ Principal 1   _____ Principal 3
   _____ Principal 2   _____ Principal 4

Part II
Practices in the Implementation of School Improvement Plan (SIP)

Directions: For each statement below, use the following key by putting (**X**) mark on the space provided to indicate your idea concerning the extent to which the activities were taken into consideration in the three phases of School Improvement plan in your school.

1-Strongly Disagree,   **2**-Disagree,   **3**-Undecided,   **4**-Agree,   **5**-Strongly Agree

Practices	1	2	3	4	5
1. The school has developed, implemented, and frequently utilizes a plan that communicates clear goals with instructional strategies aligned to the Dep.Ed Vision and mission.					
2. The school principal has invited stakeholders to become members of the School-Community Planning Team (SPT).					
3. The SPT has gathered and consolidated data quality and information on school profile, its environment, access and governance.					
4. The School head has conducted meetings with other stakeholders for the purpose of data gathering.					
5. School report card (SRC) was created and presented during the meetings with other stakeholders.					
6. The school has utilized the Child Mapping Tool/ Community Mapping Tool to gather essential data.					
7. The school has coordinated with the District and/or Division Officials in the planning activities.					
8. SPT members were informed about the mandate of DepEd on key features and principles on the SIP.					
9. SPT members were informed about SIP development and Implementation cycle and phases that includes on the importance of SIP for the school and the learners.					
10. Brainstorming activities were conducted to discuss and agree on the roles and responsibilities of the SPT chair and members.					
11. SPT has internalized the DepEd Vision, Mission, and Core Values.					
12. The SPT has considered the root cause for each area of focus in identifying the priority Improvement Areas (PIAs) and general objectives.					
13. The SPT has assigned Project Team/s for the identified PIAs, and conduct conducted brainstorming activities to formulate solutions based on the root cause.					
14. Project Teams have identified and developed project designs for the identified solutions output.					
15. The SPT has allocated budget for the implementation of all the identified solutions.					

16. The SPT members has crafted and signed the Annual Improvement Plan (AIP) based on the developed Project designs.					
17. The SIP was submitted to the Schools Division Office (SDO) for acceptance and approval by the Schools Division Office.					
18. Each identified solution was tested first on a small population to reduce the risk of failure for necessary adjustment.					
19. The SPT and Project Teams have compared the data before and after testing the solution.					
20. The SPT and Project Teams revisit the implementation process to see where improvement should be done.					
21. The School utilizes facilities for optimal learning instructional opportunity during the implementation of the activities.					
22. The progress reports based on implementation of the activities was communicated to the community properly and to all concerning bodies.					
23. District and/or Division Officials have provided technical assistance to the school in the implementation of its activities.					
24. The PTCA and the LGU have adequate support for the implementation of the plan.					
25. The school has initiated activities to raise funds for the implementation of the plan.					
26. The school has created a venue for the concerned stakeholders to constantly give feedback.					
27. The school has provided trainings and other interventions for the process owners in the implementation of the solution.					
28. The SPT has conducted regular monitoring and evaluation or assessed on the plan during middle and end period of implementation of each project.					
29. The school has monitoring, and evaluation tool approved by the Schools Division Office (SDO).					
30. The school has modified the school improvement plan based on the information acquired from the evaluation.					
31. The school Improvement Plan Evaluation was timely conducted, and the result of the evaluation were reported to the stakeholders through the SRC.					
32. Results of the assessment were utilized to discuss the recommendations/action points.					
33. District and/or Division Office Officials has conducted visitations to the school to do a summative evaluation of the SIP.					
34. Results of the assessment reports were utilized to discuss the recommendations /action after completing the evaluation.					

35. The school has enabled parents to participate the monitoring activities during the implementation of the SIP.					

Part II
Challenges in the Implementation of School Improvement Plan (SIP)

Directions: For each statement below, use the following key by putting (**X**) mark on the space provided to indicate your idea concerning the degree of seriousness of the challenges in the implementation of School Improvement plan in your school.

1-Not a Problem,   **2**-Less Serious,   **3**-Moderately Serious,   **4**-Serious,   **5**-Highly Serious

Challenges	1	2	3	4	5
1. Weak relationship between the school and community due to difficulty of understanding of school improvement process.					
2. Resistance of School Improvement Plan (SIP) activities from the Principal and teachers.					
3. Resistance of School Improvement Plan (SIP) activities from parents and other external stakeholder.					
4. Limited support from Local Government Unit (LGU, and other stakeholders due to lack of SIP Orientation on the objectives for each activity to be implemented.					
5. Limited support from District and/or Division Office Officials.					
6. SPT have no good gender balance, and not well presented by the school and community.					
7. Difficulty for the SPT to reach quorum when a meeting is conducted.					
8. Parents, LGU, and community were not invited to participate in the crafting of the SIP.					
9. The School failed to achieve objectives for Access, governance and quality.					
10. Majority of the project designs and activities were not implemented/realized.					
11. Output of activities did not contribute to the attainment of general objectives and to the PIAs.					
12. School's strategic goals were not met and the root-causes of the PIAs were not solved.					
13. The concrete and tangible products that results from undertaking an activity were not captured.					

14. The school head has difficulty and failed in the implementation of SIP due to lack of school-community awareness.					
15. The school's vision and mission were not familiarized by the school head and personnel.					
16. The school head failed to conduct regular meetings on the implementation of SIP.					
17. The school head lacks the skills in identifying and understanding the training needs of the school.					
18. Financial, Personal and Physical resources were not managed well by the school.					
19. The school head failed to lead the SPT in the data gathering activities due to lack of competence and motivation.					
20. The school head lacks background/experiences of the SIP principles and implementation techniques.					
21. The school head failed to conduct orientation of the SIP process for all members of the SPT.					
22. The school head was not familiar to his roles and responsibilities as Team Leader.					
23. The school has no initiative made to strengthen the relationship between the school and community.					
24. The school head has no background of the Division goals where the school's strategic goals must be aligned.					
25. The School Principal is not knowledgeable about instructional issues and able to align school activity to improve instruction.					
26. The School Principal has no confidence in their own self efficacy, and he/she brings a negative attitude and enthusiasm in managing the school.					
27. The School Principal has a good personality, interests, attitudes, behavior and working relationship with his teachers and other people.					
28. School Principal also set programs on the SIP in connection with the curriculum that impact effective instruction.					
29. The School Principal provides educational innovations such as processes, strategies, and approaches during the implementation of SIP to improve significantly.					
30. The School Principal devote considerable time in supporting teachers in their efforts to strengthen the quality of instruction.					

Thank you!

SEMI-STRUCTURED INTERVIEW PROTOCOL

1. What is your improvement plan in school, this school year 2020-2021?

2. Are you consider it as important for the school community and to your learners?

3. Do you have a collaboration with the PTCA, LGU and other stakeholder in planning, implementing and evaluating during and after the implementation of the SIP?

4. How did the PTCA, LGU and other stakeholder gives their support in planning, implementing and evaluating during and after the implementation of the SIP?

5. What were the major activities performed during the three phases (Plan, Act and Assess) of your School Improvement Plan (SIP) in order to achieve the expected outcomes?

6. What are your best practices during and after the implementation of the SIP?

7. Did the school achieved/benefited the strategic goals and general objectives in implementing the School Improvement Plan (SIP)?

8. What are the reasons why the specific goals/target was realized?

9. What are the reasons why the specific goals/target was not realized?

10. What are the major challenges in the implementation of SIP in your school?

11. What measures should be taken to solve the problems in the implementation of School Improvement Plan (SIP) in your school?

12. How do you rate the level of School Improvement Plan (SIP) implementation in your school?

13. What do you think is the best predictor of principals' practices and challenges in the implementation of School Improvement Plan (SIP)?

14. What Intervention did you design in order to address the Existing Problems of your assigned school?

15. Any concluding statement in the Implementation of your School Improvement Plan?

Note: Probing questions will vary depending on the respondents' responses on each question.

Thank You!...