



# THE IMPLEMENTATION OF SCHOOL IMPROVEMENT PLAN IN SAGUDAY DISTRICT: BASIS FOR PROVISION OF ENHANCED TECHNICAL ASSISTANCE IN THE NEW NORMAL

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**THE IMPLEMENTATION OF SCHOOL IMPROVEMENT PLAN IN  
SAGUDAY DISTRICT: BASIS FOR PROVISION OF ENHANCED  
TECHNICAL ASSISTANCE IN THE NEW NORMAL**

**COMPLETED BASIC RESEARCH**

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**PSDS**



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**ABSTRACT**

*This paper determined the level of implementation of the School Improvement Plan of the 12 schools of Saguday District as basis for the provision of enhanced technical assistance in the new normal. The School Planning Teams were the respondents. It used the Sequential Mixed Methods Designs by Creswell & Plano Clark, 2007, specifically the Explanatory Design where quantitative data and results were analyzed followed by qualitative data & results to get a thorough interpretation of results. The data were gathered through an online survey which contained the Schools' profile as to access, efficiency and quality, and their level of implementation of SIP. An unstructured interview was also conducted to select respondents for the challenges they encountered in the implementation of their SIP. Findings revealed that the level of implementation of SIP of the schools is "high" which implies that they met the standard of SIP processes but need to address the challenges they encountered in their implementation such as low involvement and commitment, limited knowledge and skills, limited funds and overlapping of activities for better a implementation. It also disclosed that the profile of schools as to access is fluctuating and on efficiency as to dropout rate is increasing which indicates low holding power of schools to learners. It is then recommended that the Technical Assistance to be provided in the new normal to the school should focus on strengthening governance among the stakeholders to increase responsibility and accountability in the implementation of the SIP.*

*Key words:* process, access, efficiency

**I. Introduction**



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The goal of the K to 12 Curriculum is to make every learner functionally literate and holistically developed through quality basic education that is accessible, relevant and liberating. In realizing this goal, there should be collaboration among the stakeholders and the school as it is always said, “It takes a village to raise a child”. This means that the education of every child is a shared responsibility and accountability and this is joint efforts of the school and community.

Republic Act 9155 known as Governance of Basic Education Act of 2001 states that the parents and the community shall be encouraged for active involvement in the education of the child. The participation, coordination between and among schools, the local school boards, the Parents-Teachers Association (PTA) must be maximized; and volunteerism from among all sectors shall be emphasized and encouraged to ensure sustainable growth and development in education.

In an article of Child Trends (2018), it says that parent involvement in schools is the first step to parent engagement and, ultimately, parent partnership. But in RA 9155, partnerships among all the stakeholders are strongly encouraged through the implementation of 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.



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The success of School-Based Management implementation depends on the involvement of the stakeholders in the crafting and implementation of School Improvement Plan (SIP).

DepEd Order 44, s. 2015 known as Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC) defined School Improvement Plan (SIP) as a three-year roadmap of interventions for the school to be undertaken with the help of the community and stakeholders. It is formulated based on evidences, results and is intended for the learners. It is a requirement of the School-Based Management Program to ensure proper practice of shared governance in realizing the DepEd's vision, mission and core values. The policy provided the minimum standard for the preparation of the school improvement plan, but for continuous improvement of the processes and policy, the School Effectiveness Division- Bureau of Human Resource and Organizational Development (SED-BHROD) released tools and references such as the Instructional Videos, Styleguide, Appraisal Process and Quality Assessment Tool to be utilized in the preparation of the next cycle of SIP. The new SIP cycle should have been started in January 2016.

In the Schools Division of Quirino, orientation to school heads on the utilization of Styleguide, instructional videos, appraisal process and quality assessment tool was done. Hence, every school in every district conducted the crafting of the enhanced SIP including the utilization of the updated School Report Card.

In the context of Saguday District, out of 12 schools, only three are practicing advanced School-Based Management and the rest are still developing. Furthermore, based from the District Appraisal results on SIP, only three out of 12 schools met the



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expectation as to the standard and the rest are below the expectation. In this new normal, the implementation of SIP is quite challenging because of the prohibition of gatherings like the conduct of meetings, orientation, and mass works in the school. However, the SIP aligned with the Basic Education Learning Continuity Plan should be well implemented to ensure enhanced school performance despite the current crisis caused by COVID-19 pandemic.

As Angara (2020) said in his article, education is not the work of teachers alone. Collaboration and partnership play crucial roles in sustaining learning at this time of the pandemic. Teachers, parents, school leaders, and external partners have to work together to address the many challenging issues of remote learning. In the end, collaboration makes life's challenges not necessarily easier but more bearable.

In this time of COVID 19 pandemic, there is a need to strengthen shared governance through School-Based Management for the successful implementation of the School Learning Continuity Plan and in doing so, there must be a review of the implementation of the SIP as the roadmap in improving the key result areas in basic education: access, quality and governance. Hence, this study was conducted and results were the basis of the provision of enhanced technical assistance to improve the implementation of SIP to suit to the needs of the new normal education.

## **II. Literature Review**

The importance of School Improvement Plan is crucial in improving school performance and in achieving learner's holistic development. In this new normal, the



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implementation of SIP seems challenging because of prohibition of gatherings like the conduct of meetings, orientation, and mass works in the school. The SIP and the learning Continuity Plan should be integrated in its implementation in this new normal education.

School Improvement Plans are considered roadmaps for driving improvements in student achievement and currently they are implemented globally as important parts of most educational development (Hall & Hord, 2011; Huber & Conway, 2015).

In the Philippines, the importance of School Improvement Plan is embedded in the implementation of School-Based Management as this is the vehicle to institute reforms to the ground level as mandated under the Governance of Basic Education Act of 2001 (RA 9155) where education governance is decentralized, and made the school as the heart of the formal education system.

In the issuance of DO 83. S. 2012 – Implementing Guidelines on the revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT), several enabling policies on SBM were formulated including the establishment of School Governing Council (SGC), conduct of Assessment of Level of Practice, School Improvement Planning (SIP) and reporting of accomplishments through School Report Cards.

The success of the implementation of SBM depends on the implementation of the School Improvement Plan. The schools are guided by DepEd Order 44, s. 2015 - Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC). The guidelines define School Improvement Plan (SIP) as a roadmap that lays down specific interventions that a school, with the help of the





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community and other stakeholders, undertakes within a period of three (3) consecutive school years. It aims to improve the three key result areas in basic education: access, quality, and governance. It is evidence-based, results-based, and child or learner-centered. The SIP is central in School-Based Management (SBM) and is prepared by the School-Community Planning Team (SPT). It is the basis for the school's Annual Implementation Plan.

The School Effectiveness Division-Bureau of Human Resource and Organizational Development had conducted monitoring and evaluation on SIP implementation and collected feedback from the field on various issues and concerns affecting the policy on SIP. Among the issues that were raised include: unstandardized and highly variable training on SIP, absence of assessment tool that Schools Division Offices can use in appraising its quality, and insufficient information on the specific contents of the plan. To continuously improve DepEd's process and policy, the SED-BHROD released the styleguides, instructional videos, appraisal process, and quality assurance tool as guide of the schools in the preparation and appraisal of the SIPs for its next cycle which should have started in 2018.

With the crucial role of the SIP in school management, five (5) instructional videos were produced that will serve as supplementary references for schools to further capacitate themselves in the implementation of the enhanced SIP Process as well as to aid them in crafting their School Report Cards (SRC). This endeavor was led by Bureau of Human Resource and Organizational Development – School Effectiveness Division (BHROD-SED), together with DepEd schools and offices, UNICEF, and CBN Asia.



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The department strongly believes that educating the Filipino children is everyone's responsibility. Thus, information dissemination about SBM and SIP is as vital as its implementation. BHROD-SED ensured that the instructional videos are filled with information that can easily be understood by school stakeholders committed to help and support the schools. It may be a challenge but with the hearts centered on the achievement of providing quality, accessible, relevant, and liberating education for all the learners, there is nothing that cannot triumph over, (School Effectiveness Division).

In crafting the Enhanced SIP, the involvement of the stakeholders specifically the School Planning Team is very important. It is in this stage where the vision, mission and goals of the school is shared through a capacity building. Farrell, (2015) disclosed that school improvement must be linked to capacity building and governance that enables improvement while Caputo & Rastelli, (2014) cited the importance of goals and goal setting in the SIP that it should be inclusive in a manner that allows for teacher and community input, that if done effectively, the goal-setting process will likely be something that is empowering, diverse and not just something revisited from the past.

The administrators should not only create SIP because it is required but rather it is because of its a valued process in a school in order to utilize effective strategies for achieving goals, or mechanisms for frequent monitoring of goal progress (Huber & Conway, 2015, p. 57). Teachers and the school community need to have a voice setting goals since they are often the people who value the process on a local level. Teachers are also the people in classrooms teaching and arguably have the largest impact on



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improvement if it is to be demonstrated via achievement scores (Caputo & Rastelli, 2014).

Developing goals can be as simple as agreeing with stakeholders upon a common target or need, for instance teacher professional development (PD). However, as with all goals the PD effort must be measureable, attainable, and challenging with clear aims and linked to teaching practice (OECD, 2014). Hence, in the Enhanced SIP, Chapter 1 focuses on DepEd's vision, mission and core values while Chapter 2 is the analysis of the school's current situation, priority improvement areas, general objectives, targets and root causes. Chapter 3 starts the planning, designing of project work plan and budgeting and preparing the Annual Implementation Plan.

Stakeholders involved in school improvement planning must be flexible and realize that all leaders have strengths and weaknesses; there is a need to match the leader with the challenge and not just expect all leaders can do it all equally. Some leaders are good at bridging (communications) strategies, some are good at buffering (protecting others from harm) strategies and/or brokering (getting agreement from others), while some may have multiple outstanding skills (Durand, Lawson, Wilcox, & Schiller, 2016). Consistent communication among the key stakeholders all throughout the process of the School Improvement Plan is a need. 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, (Nidao & Ancho, 2019).

Chapter 4 of the Enhanced SIP is the monitoring and evaluation to track the progress of implementation of the programs, activities and projects of the school.



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Toronto District School Board, (2016) described their monitoring as a system that begins often with the intentions and aims of the change action. In this case, the creation of learning centers is one of the key elements of the strategy to improve the effectiveness of our schools, make more responsive to the needs of the communities, and increase student achievement and well-being. These four elements become audit targets that can be scrutinized via data collection that centers upon variables for measuring effectiveness, responsiveness, student achievement, and well-being. Meanwhile, Huber & Conway, (2015) disclosed monitoring by auditing as a way to begin improving the quality of a SIP while allowing a school to focus their improvement efforts on subgroups of students who are making fewer gains than their peers. Accountability is still a driver within school improvement and educational change. As systems become more effective, the challenge is to identify meaningful evidence beyond the traditional test data and define modes and paths that may lead to advanced outcomes, (Caputo & Rastelli, 2014).

The SIP should be communicated well and implemented properly with collaboration to all the stakeholders as this will be needed in the implementation of School Learning Continuity Plan in this new normal.

### **III. Research Questions**

This study aimed to determine the level of implementation of the School Improvement Plan of the 12 schools of Saguday District as basis for the provision of enhanced technical assistance.

Specifically, it sought to answer the following questions:

1. What is the profile of the schools for the last three years in terms of



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- a. Access;
  - b. Efficiency;
  - c. Quality?
2. What is the extent of implementation of the of SIP in terms of
  - a. Involvement of stakeholders in crafting/planning;
  - b. Following the styleguide;
  - c. Communicating to the stakeholders; and
  - d. Monitoring and evaluation?
3. What were the challenges encountered by the respondents in:
  - a. Involving the stakeholders in the crafting/planning of the SIP?
  - b. Writing and communicating the SIP?
  - c. Implementation of the SIP
  - d. Monitoring and evaluating the SIP?
4. What plan of action shall be undertaken that suit to the demand of the new normal?

#### **IV. Scope and Limitation**

The study was conducted from September to December 2020 to the stakeholders of the 12 schools specifically the School Planning Team and School Monitoring and Evaluation Team. This was limited only to the extent of implementation of the School Improvement Plan as to the involvement of the stakeholders in the crafting/planning, following the styleguide, communicating the SIP and monitoring and evaluation of the SIP. It also included the challenges met by the respondents as to the involvement of the stakeholders, writing and communicating the SIP and monitoring and evaluating the SIP.

#### **V. Research Methodology**



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This study used the Sequential Mixed Methods Designs by Creswell & Plano Clark, 2007, specifically the Explanatory Design where quantitative data and results be analyzed followed by qualitative data & results to get a thorough interpretation of results.

**a. Sampling**

Purposive sampling technique was employed in this study in the form of taking only the SPT of the 12 schools of Saguday District as respondents as they are involved in the crafting and implementing the SIP.

**b. Data Collection**

The data needed for the study were gathered through the use of questionnaire, interview and documentary analysis. The questionnaire contained the following: Part 1-Profile of the school in terms of access, efficiency and quality; Part 2 – Extent of Implementation of the SIP in terms of: involvement of stakeholders, following the styleguide, communicating the SIP and monitoring and evaluating the SIP; and Part 3- Challenges met in involving the stakeholders in the crafting/planning, writing the SIP and monitoring and evaluation.

**Unstructured Interview.** Unstructured interview was conducted to gain more insights from the respondents. Four percent (4%) of the respondents were interviewed. This was an unstructured and randomly done. This served as counter checking the data gathered through the questionnaire aside from amplifying and enriching them.

**Documentary Analysis.** The following documents were needed in this study: Access – the enrolment for the last three years; Efficiency – the Dropout Rate and



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Completion Rate for the last three years and Quality – the general weighted average for the last three years.

## **VI. Discussion of Results and Recommendation**

The results, discussions, analysis and interpretation of data are presented in each table below. The profile as to access, efficiency and quality are presented per school to be able to point out which school needs specific technical assistance in the new normal.

Table 1. 1. The Profile of the schools as to Access for the last 3 years

Schools	Mean (Enrolment)			Descriptive Interpretation
	SY 2017-2018	SY 2018-2019	SY 2019-2020	
A	150	158	156	Fluctuating
B	194	192	160	Decreasing
C	138	140	128	Fluctuating
D	22	24	23	Fluctuating
E	350	359	336	Fluctuating
F	83	72	73	Fluctuating
G	346	315	336	Fluctuating
H	193	201	218	Increasing
I	412	433	431	Fluctuating
J	242	237	218	Decreasing
K	115	111	118	Fluctuating
L	1405	1535	1555	Increasing
Total	3650	3777	3752	Fluctuating

Access shows that 8 out of 12 schools are fluctuating in their enrolment for the last three years which indicates unstable performance. Two schools are decreasing which they claimed during an interview that it is due to family planning where few children are born. Only two schools are increasing because one has junior high school and the other has both junior and senior high school. Generally, the data reveal that enrolment is fluctuating which means that there is no sustained holding power of the schools on their learners and need an intervention to improve it through the School Improvement Plan.



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Table 1. 2. The Profile of the schools as to Efficiency for the last 3 years

Schools	Mean (Dropout Rate)			Descriptive Interpretation
	SY 2017-2018	SY 2018-2019	SY 2019-2020	
A	0	0	0	Sustained
B	1.03	0	0	Decreasing
C	0	0	0	Sustained
D	0	0	4.34	Increasing
E	0	0	0	Sustained
F	0	0	0	Sustained
G	0	0	0	Sustained
H	0	0	1.11	Increasing
I	0	0	0	Sustained
J	0	0	0	Sustained
K	0	0	0	Sustained
L	0.75	0.25	0.51	Fluctuating
Total	0.15	0.02	0.50	Increasing

Efficiency as to Dropout Rate for the last three years reveals that 8 out of 12 schools sustained the zero dropout rate while one (1) is decreasing, two (2) are increasing and one (1) is fluctuating and generally, it is fluctuating (0.15; 0.02; 0.50) which implies weak holding power of the majority of the schools as their learners cannot complete the school year for their studies. Students/Pupils At Risk of Dropout should be given proper intervention which should be included in the School Improvement Plan.





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Table 1. 3 The Profile of the schools as to Quality for the last 3 years

Schools	Mean (General Weighted Average)			Descriptive Interpretation
	SY 2017-2018	SY 2018-2019	SY 2019-2020	
A	80.11	82.13	84.32	Increasing
B	84.95	87.83	87.11	Increasing
C	85.25	86.82	85.32	Fluctuating
D	86.23	87.52	87.22	Decreasing
E	87	87.02	87.5	Increasing
F	82.18	85.50	86	Increasing
G	85.56	86.34	86.78	Increasing
H	83.08	84.13	81.91	Fluctuating
I	85.27	86.25	87.08	Increasing
J	86.02	87.42	89.58	Increasing
K	81.14	82.02	84.24	Increasing
L	85.54	84.075	84.07	Increasing
Total	84.36	85.59	85.93	Increasing

Quality which refers to the general weighted average of the learners for the last three years in their academic performance discloses increasing in general but one of the schools is decreasing while two are fluctuating which means that the performance of learners are not sustained. The school with decreasing performance is a multigrade school with only two teachers handling the kindergarten to grade 6 while the fluctuating performance of the other school is also in need of additional teacher. Generally, the district is performing but need to enhance through the provision of intervention that must be given emphasis in the School Improvement Plan.



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Table. 2.1 Extent of Involvement of Stakeholders in Crafting/Planning of SIP

Item	Mean	SD	DI
1. The School Planning Team was created	3.18	.666	H
2. The SPT members were oriented on their roles and responsibilities	3.14	.707	H
3. There was a vision sharing and aspiration for the school and the learners among the stakeholders	2.72	.687	H
4. They are involved in identifying the Priority Improvement Areas of the school, general objectives, targets and root causes	2.72	.687	H
5. They shared in the crafting of solutions and designing interventions	2.72	.687	H
6. They are involved in the Project Workplans and Budgets	3.18	.666	H
7. They helped in the preparation of the Annual Implementation Plan	3.14	.707	H
8. They are involved in the implementation of the SIP.	2.72	.687	H
9. They are involved in the monitoring and evaluation of the programs, activities and projects.	2.72	.687	H
10. The SIP is co-owned by the stakeholders	2.72	.687	H
Average	2.89	.687	High

Legend: 3.5 – 4 – Very High (VH)  
2.5 – 3.49 – High (H)

1.5 – 2.49 – Low (L)  
1-1.49 – Very Low (VL)

DI = Descriptive Interpretation  
M= Mean  
SD= Standard Deviation

The Extent of Involvement of Stakeholders in Crafting/Planning of SIP was described as “high” (M=2.89; SD=0.687) by the respondents which implies that they have met the expectation in adherence to the SIP processes. However, it is not yet fully implemented which indicates the need to improve on its process especially on the involvement of stakeholders in the goal setting or planning. This concurred the citation of Caputo & Rastelli, (2014) on the importance of goal setting in the SIP during its crafting that it should be inclusive in a manner that allows community input, that if done effectively, the goal-setting process will become empowering and diverse.



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Table. 2.2 Extent of Following the Style Guide

Item	Mean	SD	DI
1. The SIP contains chapters 1 to 4	3.96	.259	VH
2. Chapter 1 contains clarity and completeness of discussion on DepEd VMV with MOVs such as Minutes of the Meeting and documents	3.18	.569	H
3. Chapter 2 contains clarity and completeness of discussion on School's current situation with Annexes 1A, 2C and Annex 3 with School Report Card and previous SIP	3.18	.569	H
4. Chapter 2 contains alignment and relevance of Priority Improvement Areas (PIAs) to Intermediate Outcomes (IOs) with Annex 4 and 5	3.19	.570	H
5. Chapter 2 contains responsiveness of the general objectives to PIAs including feasibility of the targets with Planning Worksheet (Annex 5)	3.18	.569	H
6. Chapter 2 contains clarity and completeness of the root cause analysis process with documentation of listening to the Voice of Learners and other stakeholders and Root Cause Analysis Diagram (annex 8)	3.19	.570	H
7. Chapter 3 contains appropriateness of the major activities in the identified solutions with Project Workplan and Budget Matrix (annex 9)	3.18	.569	H
8. Chapter 3 contains the comprehensiveness of the Annual Implementation Plan (AIP) (annex 10)	3.19	.570	H
9. Chapter 4 contains completeness of the Monitoring Plan	3.18	.569	H
10. The SIP is well-packaged with certificate of appraisal by the Division Appraisal Committee	3.19	.570	H
Average	3.26	0.538	High

Legend: 3.5 – 4 – Very High (VH)  
2.5 – 3.49 – High (H)

1.5 – 2.49 – Low (L)  
1-1.49 – Very Low (VL)

DI = Descriptive Interpretation  
M= Mean  
SD= Standard Deviation

Following the Styleguide set by the School Effectiveness Division- Bureau of Human Resource and Organizational Development (SED-BHROD) on processing the parts of the SIP was generally described by the respondents as “High” (M=3.26; SD=.0538) which tells that they met the expectation set in the guidelines. However, item no. 1 on “*The SIP contains Chapters 1 to 4*” (M=3.96; SD=.259) was described as “very high” which means that as to the parts of the SIP, they were able to exceed the expectation as set in the Styleguide. However, as to the overall processes described as “high” indicates the need to improve in order to exceed in the expectation set in the appraisal guidelines for School Improvement Plan and for better implementation for a better school performance.



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Table. 2.3 Extent of Communicating to Stakeholders

Communicating to Stakeholders	Mean	SD	DI
1. The SIP is presented to the PTA, SGC and other stakeholders through meetings	3.18	.519	H
2. Copies of the SIP were given to the Local School Board and Barangay Office	3.19	.569	H
3. The stakeholders are involved in the implementation of the programs, activities and projects as planned in the SIP	3.18	.569	H
Average	3.183	0.552	High

Legend: 3.5 – 4 – Very High (VH)  
2.5 – 3.49 – High (H)

1.5 – 2.49 – Low (L)  
1-1.49 – Very Low (VL)

DI = Descriptive Interpretation  
M= Mean  
SD= Standard Deviation

The extent of communicating to stakeholders is generally perceived by the respondents as “high” (M=3.18; SD=0.552) which tells the need to enhance the communication system of the schools in advocating their School Improvement Plan which supports the citation of Nicdao & Ancho, (2019) that consistent communication among the key stakeholders all throughout the process of the School Improvement Plan is a need using different venues like dialogues, social media, letters, tarpaulin, and brochures as it is deemed important to advocate and communicate to the stakeholders the situation, context, and performance of the school.



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Table. 2.4 Extent of Monitoring and Evaluation

Monitoring and Evaluation	Mean	SD	DI
1. The School Monitoring Team is conducting the monitoring of the PAPs quarterly as shown in the ME Tool used	3.19	.519	H
2. Adjustment of the plan is done based from the results of the ME	3.18	.569	H
3. Evaluation of the SIP/AIP is done annually as basis for the preparation of the next AIP	3.20	.569	H
Average	3.19	0.552	High

Legend: 3.5 – 4 – Very High (VH)  
2.5 – 3.49 – High (H)

1.5 – 2.49 – Low (L)  
1-1.49 – Very Low (VL)

DI = Descriptive Interpretation  
M= Mean  
SD= Standard Deviation

Extent of monitoring and evaluation is perceived as “high”, (M=3.19; SD=0.552) by the respondents which reveals that they also conduct monitoring and evaluation in the implementation of SIP, however it still needs improvement to fully communicate the plan in order to achieve the goal and realize the vision and mission of the schools and the Department of Education which corroborates with the citation of Huber & Conway, (2015) that monitoring by auditing is a way to begin improving the quality of a SIP.

### 3.Challenges Encountered in the Planning and Implementation of SIP

Based on the conducted interview with select respondents (1 respondent from the 12 schools) on the challenges they encountered in the planning and implementation of SIP, there were four themes that emerged: Involvement and Commitment, Limited Knowledge and Commitment, Limited Fund and Limited Time/Overlapping Activities.

#### a) Involvement and Commitment

The respondents were asked about the challenges encountered during the planning of the SIP and other activities of the school. Out of 12 select respondents, 7 said that they cannot always attend meetings and school activities because they are too busy with their work. (*Napakarami kasi naming trabaho at hindi namin maharap mag-attend ng meeting o mga Gawain sa school*). Five



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of them said, they have attended in the planning of SIP. When asked how they participated in the planning and meeting, they said they listened to school head who discussed about the concerns of the school. (*Nakinig lang ako, inilatag naman yung mga gagawin sa school at maganda naman. Sumasang-ayon ako sa mga plano para sa pagpapaganda ng paaralan*). When asked if they also suggest on how to solve problems in the school or how to improve the school, they said they just agreed because the plan of the school is nice. (*Sumang-ayon kaming lahat kasi sila naman ang nagsabi kung paano mga gagawin. Ok naman mga plano ng mga guro*). They were also asked if they are involved in the implementation of projects in the school, 8 respondents said that the PTA President is in-charged because they have no time to monitor and they also said, they trust the school that they can already do the implementation even without them. (*Nandyan naman si PTA President na incharged, wala kasi kaming oras. Tiwala naman kami sa mga guro, kaya na nila kahit di kami kasali*). Responses reveal the low involvement and commitment of the respondents as to the crafting and implementation of the SIP, yet their role is crucial as they are the direct partners in the school in achieving the desired learning outcomes for the learners. In their perception of involvement as to crafting of the SIP, they described it as “High” but not “very high” which tells that there is a need to improve their involvement and commitment. As Angara (2020) cited in his article, education is not the work of teachers alone. Collaboration and partnership play crucial roles in sustaining learning at this time of the pandemic. Teachers, parents, school leaders, and external partners have to work together to address the many challenging issues. In the end, collaboration makes life’s challenges not necessarily easier but more bearable.

**b) Limited Knowledge and Skills**

The respondents were asked if they know the processes of crafting the SIP. All of them said, what we do is to attend meeting. (*Basta nag-aattend kami ng meeting kung hindi kami busy at nakikinig sa principal.*). When asked if they



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watched the video on SIP, they said no. (*Wala naman kaming napanood na video*). They were also asked if they did some activities during the planning, they said there were no activities, purely meeting and they were allowed to talk also. (*Wala naming ipinagagawa, pero pinagsasalita din kami.*)

The researcher asked five teachers who are writers of the SIP about how much they know in writing the SIP and they all claimed that they struggle in writing a comprehensive SIP because they lack the skills in writing and also the technical know-how.

Responses tell that that the processes of conducting the SIP crafting were not properly oriented to the SPT which indicates the need to orient the schools and its SPT on SIP preparation. Although, looking at their perception on following the Styleguide in writing the SIP, they describe it as “high” but not “very high” which indicates that there is really a need to capacitate the SPT on the processes of SIP.

School Improvement Plans are considered roadmaps for driving improvements in student achievement and currently they are implemented globally as important parts of most educational development (Hall & Hord, 2011; Huber & Conway, 2015). Hence, proper processes of crafting and implementation of SIP must be observed of all the schools.

c) Limited Fund

The respondents were asked if the projects in the AIP are all implemented. Out of 12 respondents, 3 said that they are not aware (*Di namin alam kung naisasagawa lahat*), 9 said that some projects are implemented and some are not because of limited fund. (*May mga hindi naisasagawa kasi walang pondo, kaya yung kaya lang ng pondo. Limitado ang pondo, hindi kasya kaya di natatapos mga proyekto sa paaralan. Hindi kayang pondohan ng PTA at pati MOOE, hindi rin kaya*). When asked if they feel accountable to the school projects that are not implemented as planned in the SIP/AIP which may delay improvement of the school or affect their children, they said they cannot do anything about the limited fund. (*Wala kaming magagawa kung walang pondo,*



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di rin main kaya magcontribute). Responses show that they cannot implement their projects because of limited funds which means that the schools need to improve their resource mobilization. Accountability is something that also need to improve so that they will find ways to improve the school. Accountability is still a driver within school improvement and educational change, (Caputo & Rastelli, 2014).

**d) Limited Time/Overlapping Activities**

The respondents were asked about their attendance to school meetings and activities and in the monitoring of activities and projects in the school. Out of 12 respondents, 9 said that most of the time, they have conflict schedules. There is overlapping of activities. (*Conflict ang schedule ko sa schedule ng meeting ng paaralan. Gusto ko mag-attend pero wala akong time. Gusto ko din tumulong sa paaralan pero wala lang kasing oras. Sana ayusin yung pagiskedyul ng oras*). In their perception as to communicating to stakeholders and on monitoring and evaluation, they perceived it as “high”, but not “very high” and in relation to their responses, it implies that the school also need to improve on time management of activities to accommodate the schedule of other stakeholders especially on monitoring and evaluation. Toronto District School Board, (2016) described monitoring as a system that begins often with the intentions and aims of the change action.

**4. Plan of action to be undertaken that suit to the demand of the new normal**

Based from the results of the study, the researcher came up with an Innovative Workplan called Project APEX SYNERGY (Accrediting Public Schools for Excellence with Stakeholders Yielding for Noteworthy, Engaging, Resilient Governance for the Youth). This will be a localized intervention under the umbrella of Project APEX of SDO Quirino which aims to enhance the implementation of SIP in the new normal as it addresses the challenges encountered by the respondents such as the Low Involvement and Commitment, Limited Knowledge and Skills on





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SIP Processes, Limited Fund in the implementation of Programs, Activities and Projects of schools and Overlapping of Activities.

In Project APEX SYNERGY, Learning and Development shall be conducted to the School Planning Team and School Monitoring Team to provide them the technical assistance they need suited to the new normal in order to improve the crafting and implementation of SIP so that eventually, their School-Based Management Practices will also improve leading to the desired school performance as to access, efficiency and quality.

Below is the workplan of Project APEX SYNERGY for the district which will be implemented in this new normal.

Strategies	Program	Activities	More Detailed Activities	Resources			Date of Implementation
				Persons	Physical	Amount	
Enhance the implementation of SIP of the schools in Saguday District through Project APEX SYNERGY (Accrediting Public Schools for Excellence with Stakeholders Yielding for Noteworthy, Engaging, Resilient Governance for the Youth)	Innovative Workplan	Preparation of the Project Proposal	Consultation with the school heads	Proponent School Heads	Load	100	May 2021
		Implement Project APEX SYNERGY	Seek approval of the project from the Division Research Committee	Division Research Committee			
			Launch the Project	Proponent SPT SDO Leaders	L & D materials	3000	June 2021
			Conduct virtual Learning and Development for the School Planning Teams (SPT) of the schools in Saguday District	Proponent L & D Team of the district SPT			
			Conduct Virtual Meeting with	SBM Mechanism	Load		



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			<p>the stakeholders (SGC officers of the district, Fed. PTA Officers, Barangay Captains) to reorient them on their roles in the School Improvement Plan and its implementation</p> <p>Conduct of Technical Assistance Need Assessment (TANA) of every school</p> <p>Provision of Technical Assistance</p> <p>Conduct of SBM Self-Assessment</p> <p>Provision of TA on the 4 Principles on SBM</p> <p>Conduct District Validation for SBM Level of Practice</p> <p>Endorse schools for Validation of their SBM Level of Practice</p>	<p>School Heads SPT SMEA Team</p> <p>SBM Task Force DFAT</p> <p>SBM Task Force</p> <p>SBM Task Force DFAT</p> <p>SBM Task Force</p> <p>PSDS</p> <p>SMEA Team</p>	<p>Supplies</p> <p>SBM Assessment Tools</p>		
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			Conduct Monitoring and Evaluation	PSDS SHs	M & E Tools		
		Evaluate the implementation of Project APEX SYNERGY	Conduct Survey to evaluate the project	PSDS			
			Submission of results	PSDS SHs	Survey Tool		
			Enhance the project for sustainability		Bookbinding		

## CONCLUSION

Based from the results of the discussion, the following conclusions can be drawn:

1. The profile of the schools of Saguday District as to Access, Efficiency and Quality for the last 3 years show fluctuating as to enrolment, increasing as to dropout rate which indicates weak holding power of the school in making all learners stay in the school. As to quality, it is increasing in general but there are schools who are decreasing in performance and some are fluctuating which means that quality performance is not yet established.
2. The extent of involvement of stakeholders in crafting/planning of SIP is described as “high” but not “very high” which indicates the need to improve the involvement of stakeholders. This can also be related to the challenges they encountered during the planning as “limited time and low commitment of stakeholders” emerged.



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3. The extent of following the Styleguide set by the School Effectiveness Division-Bureau of Human Resource and Organizational Development (SED-BHROD) on processing the parts of the SIP generally described as “High” which tells that they met the expectation set in the guidelines. Item no. 1 on “*The SIP contains Chapters 1 to 4*” is described as “very high” which means that as to the parts of the SIP, they were able to exceed the expectation as set in the Styleguide. However, the overall processes indicate the need to improve in order to exceed the expectation set in an appraisal guidelines for School Improvement Plan. Results can be related to the challenge they encountered in the writing of the SIP as they revealed that they lack the technical writing skills especially in writing the SIP.
4. As to the extent of communicating the SIP to the stakeholders, the respondents generally perceived it as “high” but need to improve more on their communication system for better advocacy of the SIP.
5. On extent of monitoring and evaluation, respondents perceived it as “high” which tells that they also conduct the monitoring and evaluation in the implementation of SIP, however it still needs improvement to fully communicate the plan in order to achieve the goal and realize the vision and mission of the schools and the Department of Education. This can be related to the challenges they encountered as to the threat of COVID and their limited skills in conducting M & E.
6. There were four themes that emerged on the challenges encountered by the respondents in the planning and implementation of SIP such as Low Involvement and Commitment, Limited Knowledge and Commitment, Limited Fund and Limited Time/Overlapping Activities which may affect the performance of the school as to access, efficiency and quality.
7. The plan of action that will suit to the demand of the new normal shall be based on the results of the study where implementation of SIP is described as “high” but challenges encountered as emerged in four themes: Low involvement and commitment, Limited Knowledge and Commitment, Limited Fund and Limited



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Time/Overlapping Activities need to be addressed through an Innovative Workplan like Project APEX SYNERGY (Accrediting Public Schools for Excellence with Stakeholders Yielding for Noteworthy, Engaging, Resilient Governance for the Youth) which aims to improve the crafting and implementation of SIP so that eventually, the SBM Level of practice of the school will also improve geared towards enhanced school performance.

### **RECOMMENDATION**

1. Provision of Technical Assistance in the new normal in crafting and implementing the SIP should be conducted through Learning and Development via google meet and limited face to face with adherence to health protocols to capacitate the School Planning Team on SIP Processes.
2. Create School and District Appraisal Committee to facilitate the crafting of the School Improvement Plan.
3. Access, efficiency and quality should be the focus of discussion while crafting the SIP in order to create appropriate interventions to improve school performance
4. Conduct of quarterly Technical Assistance Needs Assessment (TANA) shall be done in order to identify the TA needs for appropriate interventions.
5. Quarterly review of the Annual Implementation Plan shall be conducted to be able to enhance and adjust the implementation of the school PAPs (programs, activities and projects).
6. Implement an innovative workplan that will focus on improving shared governance, responsibility and accountability among the stakeholders in improving school performance like the Project APEX SYNERGY (Accrediting Public Schools for Excellence with Stakeholders Yielding for Noteworthy, Engaging, Resilient Governance for the Youth), a localized district initiative which aims to empower School Planning Team and School Monitoring and Evaluation Team where stakeholders are engaged.



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**VII. Plan of Advocacy/Dissemination and Utilization**

Strategies	Program	Activities	More Detailed Activities	Resources			Date of Implementation
				Persons	Physical	Amount	
Disseminate results of the study          Utilization of the results of the study	Basic Education Research	Advocacy Division & District virtual MANCOM Meeting & Resea-minute	Prepare Narrative Report and submit to the SDO	Proponents	Binding	2000	April 2021
		Virtual Learning & Development	Conduct learning and development for the provision of enhanced technical assistance on SIP	Proponents L & D Team of the district	L & D materials	3000	May-June 2021



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## IX. Finances

Activities	Item Description/Particulars	Resources		
		Quantity	Unit Cost	Total Amount
1. Preparation/encoding/ printing of questionnaires, interview guide and other tools for gathering data.	<ul style="list-style-type: none"> <li>Bondpaper</li> <li>Folder</li> <li>Ink refill</li> </ul>	<ul style="list-style-type: none"> <li>3 reams</li> <li>10 pcs</li> <li>1 set</li> </ul>	<ul style="list-style-type: none"> <li>250</li> <li>20</li> <li>300</li> </ul>	<ul style="list-style-type: none"> <li>750</li> <li>200</li> <li>1500</li> </ul>
2. Prepare research proposal and completed action research.	<ul style="list-style-type: none"> <li>Bookbind for proposal</li> <li>Bookbind for completion</li> </ul>	<ul style="list-style-type: none"> <li>10 copies</li> <li>10 copies</li> </ul>	<ul style="list-style-type: none"> <li>50</li> <li>300</li> </ul>	<ul style="list-style-type: none"> <li>500</li> <li>3000</li> </ul>
<b>Sub Total</b>				<b>5,950.00</b>
3. Attend and present research proposal to the Division Summit and Regional Conference	<ul style="list-style-type: none"> <li>Internet Load</li> <li>External drive</li> </ul>	<ul style="list-style-type: none"> <li>1 set</li> <li>1 pc</li> </ul>	<ul style="list-style-type: none"> <li>500</li> <li>3500</li> </ul>	<ul style="list-style-type: none"> <li>500</li> <li>3500</li> </ul>
4. Transportation expenses in gathering data.	<ul style="list-style-type: none"> <li>Fare (12 schools)</li> </ul>	Back & forth	<ul style="list-style-type: none"> <li>50</li> </ul>	<ul style="list-style-type: none"> <li>1200</li> </ul>
Sub Total				<b>5200.00</b>
<b>Grand Total</b>				<b>11,150.00</b>





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**Survey Questionnaire on SIP**

(Note: This was conducted online)

Name \_\_\_\_\_ School \_\_\_\_\_

Tick your designation as School Planning Team Member and School Monitoring Team  
\_\_\_\_\_ School Head

\_\_\_\_\_ PTA President/SGC Chairperson

\_\_\_\_\_ Barangay Captain

\_\_\_\_\_ Kagawad, Chairman in Education

\_\_\_\_\_ Teacher Coordinator in SIP

\_\_\_\_\_ Teacher Coordinator in SBM

\_\_\_\_\_ Teacher In-charge of Programs, Activities and Projects of the school

\_\_\_\_\_ Supreme Student/Pupil Government President

This questionnaire is designed for research purpose. The information collected will not be used for any other uses. There are no right or wrong answers, so please be honest in your responses. We will appreciate your cooperation and help.

*Part 1 – Profile of the school (The School head is requested to fill out this part)*

Performance Indicators		SY 2017-2018	SY 2018-2019	SY 2019-2020
ACCESS	Enrolment			
	Dropout Rate			
Efficiency				
Quality	General Weighted Average			



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*Part 2 – Extent of Implementation of School Improvement Plan*

Directions: Please answer each question by ticking the number that can best indicate what you really think is the level of implementation of your SIP. The numbers stand for the following responses.

1=Very Low

2= Low

3= High

4= Very High

*Please choose a number quickly after you finish reading each statement.*

	1	2	3	4
A. Involvement of Stakeholders in crafting/planning, implementation and monitoring of SIP	1	2	3	4
11. The School Planning Team was created				
12. The SPT members were oriented on their roles and responsibilities				
13. There was a vision sharing and aspiration for the school and the learners among the stakeholders				
14. They are involved in identifying the Priority Improvement Areas of the school, general objectives, targets and root causes				
15. They shared in the crafting of solutions and designing interventions				
16. They are involved in the Project Workplans and Budgets				
17. They helped in the preparation of the Annual Implementation Plan				
18. They are involved in the implementation of the SIP.				
19. They are involved in the monitoring and evaluation of the programs, activities and projects.				
20. The SIP is co-owned by the stakeholders				



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B. Following the Style Guide				
11. The SIP contains chapters 1 to 4				
12. Chapter 1 contains clarity and completeness of discussion on DepEd VMV with MOVs such as Minutes of the Meeting and documents				
13. Chapter 2 contains clarity and completeness of discussion on School's current situation with Annexes 1A, 2C and Annex 3 with School Report Card and previous SIP				
14. Chapter 2 contains alignment and relevance of Priority Improvement Areas (PIAs) to Intermediate Outcomes (IOs) with Annex 4 and 5				
15. Chapter 2 contains responsiveness of the general objectives to PIAs including feasibility of the targets with Planning Worksheet (Annex 5)				
16. Chapter 2 contains clarity and completeness of the root cause analysis process with documentation of listening to the Voice of Learners and other stakeholders and Root Cause Analysis Diagram (annex 8)				
17. Chapter 3 contains appropriateness of the major activities in the identified solutions with Project Workplan and Budget Matrix (annex 9)				
18. Chapter 3 contains the comprehensiveness of the Annual Implementation Plan (AIP) (annex 10)				
19. Chapter 4 contains completeness of the Monitoring Plan				
20. The SIP is well-packaged with certificate of appraisal by the Division Appraisal Committee				
C. Communicating to Stakeholders				
4. The SIP is presented to the PTA, SGC and other stakeholders through meetings				
5. Copies of the SIP were given to the Local School Board and Barangay Office				
6. The stakeholders are involved in the implementation of the programs, activities and projects as planned in the SIP				
D. Monitoring and Evaluation				
5. The School Monitoring Team is conducting the monitoring of the PAPs quarterly as shown in the ME Tool used				
6. Adjustment of the plan is done based from the results of the ME				
7. Evaluation of the SIP/AIP is done annually as basis for the preparation of the next AIP				



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**Part 3 – Challenges encountered in the implementation of SIP and plan of action to suit to the demand of the new normal**

**An Unstructured Interview**

1. Are you involved in the crafting of the School Improvement Plan? What are the challenges you encountered during the crafting/planning for school improvement?
2. Do you attend meeting about school activities like in the planning of school improvement? How do you participate in the planning?
3. How did you craft your SIP? Were you asked about what solutions you can suggest to some problems in the school?
4. Did you watch the videos about the SIP?
5. As to the writing of the SIP, was it easy? Why? Why not?
6. Are all the projects of the schools funded for implementation? Why? Why not?
7. Do you participate in the monitoring of the school projects and activities of the school? Why? Why not?

***Thanks for your help and cooperation.***