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Assessment of the School Improvement Plan in Relation to School Performance: Basis For a Strategic Planning

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ABSTRACT

In this study, two hundred sixty-two (262) respondents from a very large school in the Division of Antipolo City assessed the school improvement plan and school performance using a survey questionnaire, and fifteen respondents (15) verified their answers through interviews. The study utilized a descriptive-quantitative method. The purposive sampling technique was used. Three (3) experts from the field of principals validated a researcher-made instrument. It was tested for reliability and applied ethical consideration.

The following conclusions were drawn: the principal respondents are mostly female, have a doctorate degree, are 16 years of age or older in service, hold the position of Principal IV, and all of them are project leaders. While teacher respondents are mostly female, having a master's degree, being 16 years of age or older in service, and holding the position of teacher I, in terms of designations most of them are project team member,but according to them, it doesn't matter the position; teachers can lead the projects depending on their willingness and ability.

The assessments of respondents on the school improvement plan, quality of projects, stakeholders' support, teachers' performance, learners' performance, and allocation of budget are very good. While school performance is shown, the enrollment rate highly depends on the teachers' performance, while budget allocation is low. And the dropout rate strongly depends on the learners' performance and weakly on the teachers' performance. Lastly, graduation rate: the greatest factor is the results from the learners' performance, while the least is the results from the allocation of budget.

The assessment of the school improvement plan of principal respondents based on their demographic profile is not significant. While teacher respondents in terms of sex are not significant, educational attainment is not significant except in the quality of projects, and learners' performance, length of service, position, and designation are significant. While at the school, both principals and teacher respondents based on their demographic profiles are not significant.

The overall school improvement plan was found to have a significant impact on school performance, as assessed by the two groups of respondents. Recommendations are discussed, and a strategic plan is presented.

Keywords: *School improvement, performance, strategic planning*

INTRODUCTION

Introduction

The School Improvement Plan (SIP) serves as a roadmap for school heads, project leaders, teachers, parents, and learners in implementing the Department of Education's mission and vision toward the school's performance as expected in line with state standards and being able to compete globally. Likewise, this study tackles the quality of projects, stakeholders' support, teachers' performance, learners' performance, and the budgets allocation.

The world has faced various changes, especially in the mode of learning delivery, from face-to-face to online and modular printing, and from time to time, the changes vary. It means that the school improvement plan should be flexible and rearranged if needed. The school head is required by the Department of Education to prepare a school improvement plan for their respective school together with the project leader assigned. Every teacher is a member of one or two school projects. This study will be helpful for school heads, project leaders, project members, teachers, other personnel, and learners. The strategic plan serves as a guide for the school heads and project leaders in the Division of Antipolo City.

Changes in education are inevitable, especially in the mode of delivery. However, the effects on learners, families, teachers, and school personnel rely on the plan of the school. According to Daca & Pacadaljen (2020), all schools are encouraged to organize a committee that would initiate the framing of the school improvement plan, considering major priorities and resources. They also elaborate that school-community partnerships are substantial considering that when there is a collaborative effort in the school community, it results in various opportunities and helps ensure the success of plans and activities.

Therefore, school principals are expected to organize school improvement plans for a particular period. Short-cycle School Improvement Plan (SIP) quality and increased student achievement. But educational leaders might need training to best leverage the short-cycle approach. (VanGronigen & Meyers, 2021). School improvement discourses would benefit from incorporating students' perspectives on the on the underlying family-based, college-going dilemmas that frame their college preparation and are inherent in their college access. According to Carey (2017), success and graduation were the outcomes of a good school improvement plan. A dynamic approach to school improvement (DASI) can help schools situated in socially disadvantaged areas improve their effectiveness. It influenced the promotion of student learning outcomes (Kyriakides et al., 2019). Moreover, Hesbol's (2019) school improvement plan and research-based organizational learning mechanisms improved student performance. However (Baker et al. 2018), it is desirable to evaluate the efficacy of the development process of the implementation. Likewise, Cranston's (2018) experiences and achievements of students began to falter when the implementation of development was reduced, potentially shifting the focus.

In this time of modality, school projects need to be assessed or reorganized to assure their quality, according to the Bickmore et al. (2021) professional development project, in which school leaders met regularly in a community of practice to clarify each other's identification of a problem of practice, revealing this process provided a platform for authentic feedback. Likewise, in developing professional development (PD) programs, three challenges addressed the standard (Stosich et al. 2018). The

presentation of a replicable or modifiable plan with evidence-based practices proved its assurance (McBrayer et al. 2018). However, school leaders felt the need to develop a new counterplan for identifying the professional growth of teaching personnel (Cruz & Domingo, 2019). Gericke & Torbjörnsson (2022). Before launching a whole school project, it is desirable to make an inventory of the capacity-building capital at participating schools.

Project teams must have proper planning and constant monitoring in SIP school improvement plan implementation to ensure the needs of the school are addressed. According to Abalorio (2022), with a collaborative effort among the school principals, teachers, School-Community Planning Team (SPT), project team members, and other stakeholders and proper planning and constant monitoring of the SIP implementation, schools' performance improved. Meanwhile, Sigurðardóttir & Hansen (2022) describe the change process in team-driven schools with relatively high levels of teacher collaboration and engagement. However, different drivers affect how teachers and school leaders organize their work and shape teachers' roles not only in the classroom but also in collegial situations.

Background of the Study

After a pandemic period, blended came, and now it is back to full face-to-face. The issue is the lack of budget to fund all the projects needed to implement for the improvement of the school, as well as the materials needed by the teachers and learners, which the government cannot afford to provide with the budget given by the government as stated in the MOOE. Another issue is the support of parents in the performance of the learners; they have a lack of time to attend the meeting to know the performance of their kids due to being busy with their work and the learners' study habits. They often engage in gadgets more, and they lack time to review their lessons at home. Therefore, these issues need to be addressed in the strategic planning of the school improvement plan.

When summer heat strikes this month of April 2023, the delivery of instructions in school is almost always affected. School leaders and teachers are prepared to address this situation. They are ready for every change to ensure great delivery of quality instructions. According to Tran et al. (2018), the school learning continuity plan is highly recommended and anchored on DepEd's mission and vision for delivering quality education, addressing sudden changes and the need for immediate decisions and implementation. But as Galdames et al. (2018) show, school improvement is a complex endeavor that is intensified for newly appointed principals, particularly when placed in a high-poverty, ineffective school. Actions to promote changes in staffing, redesigning the organization, and managing instruction.

Student and staff manuals, school improvement plans, and publically posted meeting minutes commonly document school district policies and practices, according to Anglin (2019). Evaluation and planning in schools provide an analysis of policies, structures, processes, supports, and barriers that exist to enable or inhibit the involvement of students and parents. Brown et al. (2021). Moreover, Gawlik's (2018) school mission and policies, managing curriculum and instruction, and promoting school climate and culture are part of the school improvement plan. Meanwhile, Ainscow (2018) says that school improvement increases a school's capacity to coordinate the actions of teachers and others behind agreed policies or goals. The Department of Education's vision is to

dream that Filipinos love their country, enable them to realize their full talents, and contribute outstandingly to building the nation. As a learner-centered public institution, it continuously improves itself to better serve its stakeholders as responsible and productive citizens. And the mission is to continue to educate young minds and protect them from quality, equitable, culture-based, and complete basic education. Moreover, Symaco & Bustos (2022) argue that education in the Philippines has embarked on significant reforms for the past three decades to raise the quality of education at all levels and address inclusion and equity issues. The country's AmBisyon Natin 2040, or the national vision for a prosperous and healthy society by 2040, is premised on education's role in developing human capital through quality lifelong learning opportunities.

Role and challenges of school leaders in making school improvement plans. Principals meet with project leaders and ask to conduct a meeting with their members, ask for opinions or ideas from them and stakeholders, and submit their proposals. According to Hochbein et al. (2018), the principal has a complex role and poses challenges in making school improvement plans; guiding and monitoring project leaders. The challenge lies in managing the time of both members and stakeholders effectively. Meanwhile, Lochmiller (2018) describes school improvement plans, assessment plans, classroom observation protocols, and teacher evaluation templates, among others. The documents served as independent evidence and guides for the school head to implement the plans in school.

School networks depend on the size, number of pupils, teachers, stakeholders, and funds. Enough resources lead to the successful implementation of a school improvement plan and matter to school performance. Likewise, Hulme et al. (2018) found that school networks vary in size, spread, purpose, and form. The evidence based on the outcomes of school networks is limited. Partnership, or collaborative competence, is a key attribute of school leaders' success.

However, difficulties encountered in developing school improvement plans and the support of stakeholders ensure that these solutions happen along the way. Holloway's (2022) school improvement books demonstrate the importance of campus leaders. An effective school leader has the ability to shape a school-wide vision of success. In the Philippines, the directive comes from the Department of Education Secretary down to each division throughout the country in written memos.

Therefore, this study focuses on assessing the school improvement plan in relation to school performance in the Division of Antipolo City. This study aimed to find out the assessment of the school improvement plan in relation to school performance in terms of the quality of projects, stakeholders' support, teachers' performance, learners' performance, and budget allocation. The school's performance highlights the dropped-out rate, enrollment rate, and graduation rate. This study would benefit the entire organization, including learners. The respondents were the principals, teachers and included parents and stakeholders in the interviews. This study used a Qualtrics calculator with a 5% margin of error and a 95% confidence level. Purposive sampling

was used, and the data was collected using a Google Forms survey questionnaire and answers verified through interviews.

Conceptual Framework

This study was based on DEPED Order 44, Section 2015-Guidelines on the Enhanced School Improvement Planning (SIP) Process, and the School Report Card (SRC). Under Republic Act No. 9155, known as the Governance of Basic Education Act of 2001, this policy aimed to strengthen school-based management (SBM) by further developing the governance of education in 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 under Republic Act No. From the guidelines, the researcher
developed this concept.

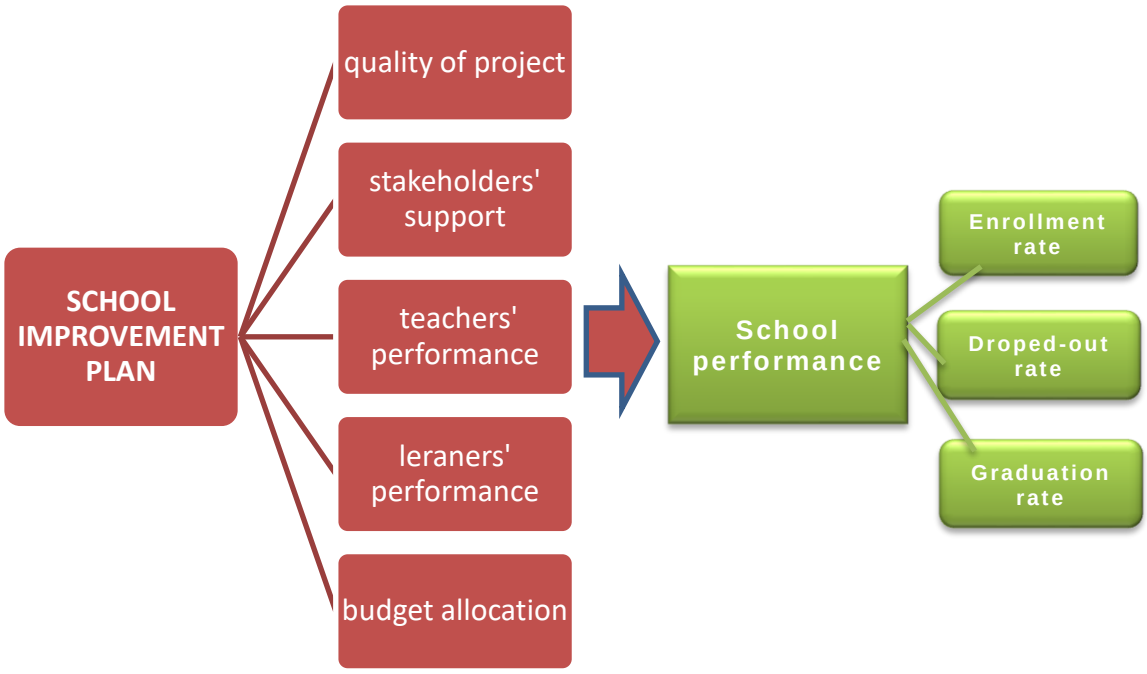

Figure 1. Five Elements of School Improvement Plan

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, were undertook within a period of three consecutive school years. The implementation of development activities integral to it is in the school, such as projects under the Continues Improvement Program (CIP) and the preparation of the school report card (SRC). SIP seeks to provide those involved in school planning with an evidence-based, systematic approach with the point of view of the learner as the starting point. Ultimately, it is envisioned was helped schools reach the goal of providing access to quality education (DEPED Order 44 s. 2015).

The implementation of the school improvement plan, which involves identifying the subject and setting general objectives, was the focus of this study. It includes listening to the voice of the learners and other stakeholders and analyzing the school data and

processes to determine the root cause of each PIA (DEPED order 44 s. 2015). In this connection, the researcher develops five (5) elements of the assessment phase in the school improvement plan, such as the quality of the project, stakeholders' support, teachers' performance, learners' performance, and budget allocation. As well as for school performance, the enrollment rate and dropped-out rate and graduation rate.

The quality of a project refers to the standard of professional development of teachers, learners' performance, school performance, instructional materials, and the quality of teaching. The stakeholders' support refers to the parents and concerned community sponsors giving support to the school activities, programs, and projects. It may be in terms of their financial situation, effort, and attendance at meetings. Next, teachers' performance refers to the results of their classroom observation, learners' improvement, a periodic test result of pupils and the number of subjects loaded, and professional growth. Learners' performance refers to the results of the quarterly tests, reading level and comprehension, summative test, formative test, and performance task. And the budget allocation refers to the fund given to finance the project or activities and instructional materials, whether from the stakeholder, MOOE, or other sponsors. The enrollment rate is the percentage or number of enrollees. The dropped-out rate refers to the percentage of learners who stopped schooling, the graduation rate refers to the number or percentage of students who graduated. Lastly, School performance refers to the can results of dropped-out rates, enrollment rates, students' performance, and teachers' achievement. Soni (2022) posits that the improvement of students' learning experiences and the number of graduates are key indicators. However, Aslan & Zhu (2018). The teachers' training improved teaching practices that have contributed to school performance.

However, we must monitor teachers' progress during training to ensure the program's effectiveness. In addition, Ali et al. (2019) argue that improved teachers' programs would create opportunities for teachers to grow and develop in their practice so that they, in turn, could help students grow, develop their knowledge, be creative, and think critically. Moreover, Askell-Williams & Koh (2020) schools address students' educational needs by delivering a range of traditional and innovative programs. Selecting, implementing, and sustaining a new program is a school improvement initiative.

Collaboration among teachers in schools plays a big role in the success of school improvement plan implementations and can contribute to high school performance. As Balang et al. (2022) note, coaching teachers in school and their practice of quality teaching and learning provide support and cooperation to ensure that they continue to be competent in providing quality education. The professional learning networks influence outcomes in terms of teacher learning, application in their schools' structured activities, and collaboration. Prenger et al. (2021). On the other hand, Meyers & VanGronigen (2019) found that prominent satisfying behaviors follow a plan consistent across schools, and the collaboration of school personnel displayed its achievement.

Teachers' professional development training can help them become better at planning their time and staying organized. This makes them more efficient and gives them extra

time to focus on learning rather than the paperwork. In addition, Mustofa and Samani (2021) found that the higher a teacher's educational qualification is, the better the performance shown, which subsequently had consequences for school improvement in assisting students' achievement.

Policies and a handbook providing clear expectations inform teachers, parents, learners, and other stakeholders about how they succeed in their roles. This clarity can help schools improve their performance in whatever aspect. According to Yurkofsky et al. (2020), continuous improvement is becoming increasingly influential in education reform, including state and federal policy, and school improvement plans are to be put in the handbook as influential guides for school personnel. However, Nahar et al.'s (2022) cohesive school improvement framework is building progress based on local community needs and often top-down policies and reforms. While SIPs have added workload pressure to schools, building capacity around them allows educators to adapt tools to meet local goals rather than comply with far-removed government policy.

Community participation is the key to a successful school improvement plan. Without them, the school has no force. They are in the hands of the school. According to Zaheer et al. (2022), community participation has a vital role in school improvement; community members enhance students' regularity, and the dropout rate can be reduced. Heffernan (2018) worked closely with the school community and directed parent attention to help students' journeys of progress. Bickmore et al. (2021), on the other hand, found that positive perceptions of leaders and their engagement in the community of practice provided a platform for authentic feedback, reflective practice, and school improvement planning and implementation.

According to Kools et al. (2020), reliable and valid school improvement plan dimensions and learning organization scale can help enhance our understanding of the concept. School leaders, teachers, and other stakeholders can also utilize the scale. Jones et al. (2018) embed outdoor learning, and a raft of strategies are presented for tackling these challenges and integrating learning in the natural environment. Hence, Schildkamp (2019) uses data to improve the quality of teaching and learning. It is evident that important enablers and barriers include data literacy and leadership. Only then can data usage lead to sustainable school improvement. A realist approach to school improvement has the potential to contribute to professional learning, which can improve understanding of how leadership attributes in context bring about school improvement (Carrington et al., 2021).

Effective school improvement plans have key elements that start with a vision, conduct a needs assessment, identify goals and objectives, outline specific action steps, and involve all stakeholders in the process. As Nehez et al. (2022) suggest, strategies for effective SIP include clarification and reduction of roles and improvement areas, structuring improvement work, and engaging and involving colleagues in school improvement. Gonzales et al. (2020) identify three significant themes: the importance of collaboratively engaging the participants in the school improvement plan, the essential need for establishing relationships, and understanding the significance of the improvement plan.

Teachers' professional development helps teachers level up their career and salary; by doing so, they can improve their talents and teaching abilities, which can even lead to the improvement of the school. As McCauley (2018) notes, four domains have proven central to rapid, significant improvement: turnaround leadership, talent development, instructional transformation, and culture shift. Its local context and implementation influence the outcomes of any improvement initiative and drive decisions about what practices to implement. On the other hand, Meyer et al. (2022) school improvement initiatives developed four assumptions on how principals can support teacher collaboration and, hence, processes of organizational change. These assumptions provide practical implications for principals as examples of effective practices.

Mentoring teachers is one of the responsibilities of the school head to guide them in their responsibilities and avoid any bad circumstances that happen in school. A school improvement plan improved the current mentoring program to create a successful induction process for new teachers, along with more consistency and accountability for mentors (DeVries, 2022). However, Carvalho et al. (2022) maintain that the existing consensus about strategic planning towards school improvement is that the existence of school plans is sufficient to guide school actions and positively impact change and improvement.

A continuing improvement plan serves as a guide for school leaders on how to manage a school, personnel, and stakeholders. According to Yurkofsky (2022), they vary across three dimensions: whether leaders prioritize bridging or buffering, the form or function of reform, and concerns for external legitimacy or internal improvement. In addition, Wronowski et al. (2022) have become a central feature of schooling. Educational leaders experience tension between balancing their beliefs about the usefulness of continuous improvement and compliance with accountability demands and continuous improvement, and neither of these lenses is centered on the social justice necessary for closing opportunity gaps. As Higham & Booth (2018) found, inclusive, democratic, and sustainable improvement plans while conforming to Ousted requirements helped school leaders and personnel implement them successfully.

Teacher leadership helps the principal relay information and suggestions to every grade level teacher and vice versa, and it also helps teachers provide feedback to the school head or principal. (Wai-Yan Wan et al. 2018). Teacher leadership has led to school improvement and fostered student achievement and engagement in learning. However, teachers were more oriented towards student learning, but insufficient space was available for enacting teacher leadership in terms of teacher collaboration and reflective practice. Meanwhile, (Gurr et al. 2020) individual leadership factors, including career histories, personalities, and values, coalesced with school and broader community factors in reciprocal ways that resulted in school-specific improvements. As Muir et al. (2018) show, teachers are capable of leading school improvement and impacting school structures and professional culture for system-wide change when the proper support is provided.

In Hildén & Fröjdendahl (2018), teachers' proficiency in designing valid Student teachers' assessment literacy (STAL) is a focal constituent of teacher cognition and can

be the major dimension of both measurements leading to learners' performance. Weddle (2021) highlights the nested nature of grade-level collaboration and reveals the influential role of department norms and relationships and school improvement collaboration for instructional improvement. Moreover, Anderson & Olivier (2022), while supporting professional learning communities, positively influence teacher self-efficacy and collective efficacy; PLCs as contributing to school improvement; and school variables such as poverty level, PLC implementation, and school level indeed influence efficacy.

High levels of organizational readiness, as defined by the ACE approach, are associated with effective teaching and improved student outcomes. Lynch et al. (2019). Meanwhile, principals are responsible for planning school improvement efforts at the school level to leverage increases in student achievement, internal practices, and processes influencing principals' improvement planning practices and attend to principals' understanding and practice of improvement planning by providing continuous professional learning and feedback (Meyers et al., 2022).

The principal approach to presenting a gap needs transparency, sincerity, heart for his or her personnel and students, and democracy in the delivery of words. As Park & Datnow (2022) found, positive emotional dimensions of principals' work concerning school improvement and change and how the people, practices, policies, and patterns in their school contexts intersect with their emotions and actions gained more support from their subordinates and stakeholders. However, Uthman (2018) found that transformational leadership style results in unity in schools, which had a major influence on the school environment and also influenced the school's improvement and students' academic achievement. While Lenart (2019) identified three key leadership traits among school leaders who had effectively resourced learning support: instructional leadership; human-resource leadership; and culture and expectations leadership, their decision-making and school improvement structures that most schools employ and focus mainly on classroom instruction with little regard to planning for students who may struggle because of outside barriers.

In Nicdao & Ancho (2020), the school planning team should understand the basic concepts and processes of the school improvement plan before its crafting and implementation. Preparatory activities and orientations should be done to improve the knowledge of the key stakeholders. Some schools invite more stakeholders than are required to inform and gain more resources. We created teams to foster collaboration. Stakeholders play a vital role in the process, as each has a role to play. Hence, the commitment of principals and school staff is needed to ensure effective and good-quality results (Ab Latif & Hamzah, 2021).

Bohanon & Kushki (2021) suggest that schools implementing school improvement practices with an integrated school-wide approach would identify factors for further study related to the relationship between school improvement and school-wide initiatives and provide insights into training, professional development, and coaching that enhance the functioning of school improvement teams for a better understanding of the relationship between school improvement and school-wide efforts and support across

multiple student domains more efficiently. While Nahar et al. (2022) focus on capacity building and implementing reform, schools must have the appropriate resources and understand how to distribute them equitably. Available resources and their distribution must be tracked alongside the progress of interventions.

Project team members are active, supportive, resilient, and goal-oriented. They are the hands and feet of the school head. However, Hubers et al. (2018) team members struggled to build their own and their colleagues' capacity for data use through knowledge sharing and brokerage, which might place them at risk for not achieving their professional development and school improvement goals. As Schildkamp, K. (2019) found, teams trained for data team procedure, which is a method for data-based decision-making that can help schools improve their quality, teams, school leaders, and data experts. The coach visits the data team's school regularly for a meeting and facilitates working according to the systematic procedure. Teams participate in data analysis workshops to receive more specific support.

When school leaders focus on school improvement plan implementation, they are responsible for everything. According to Yeigh et al. (2019), school leaders focus more clearly on overall school alignment and optimization behaviors and discuss specific leadership and how leadership can better support and encourage school improvement regarding educational accountability. Mei Kin et al. (2018): School principals prepare teachers to examine next-generation methods, leadership, and school improvement. A concerted effort is made to prioritize continuous development for the better performance of the school.

A positive school climate made students eager to go to school to learn, and teachers inspired teaching their learners. As Gilmore & Jefferson (2022) note, school improvement includes positive. The school climate focused on strong relationships among all stakeholders. It is the responsibility of leaders and teachers to assist students in acquiring the necessary strategies for cultivating healthy attitudes and habits, which empowered them to make wise decisions and accomplish their life objectives. School leaders can create their own model on how to develop the school improvement plan, as long as it aligns with the guidelines from the Department of Education. It's because every school has different cultures, sizes, and environments. In addition, Lelinge & Alwall (2022) developed six critical elements regarding schoolwide development and changes in the ability to create inclusive education.

We categorize the needs of individuals with learning disabilities, focusing on active teaching, mutual engagement, and content knowledge for all students. While Montecinos et al. (2022) developed four approaches for managing departments: (a) quasi-self-managing units; (b) hierarchical managerial control; (c) participatory management; and (d) transitioning from hierarchical control to incipient participatory management, distributed leadership lenses were identified in terms of their potential affordances and constraints for strengthening the contributions of departments to school improvement processes.

Moreover, Wullschleger et al. (2022) revealed that school teams use all forms of school-based regulation strategies explained more by school-internal deeper structures (e.g.,

task cohesion) and less by school-internal surface structures (e.g., school size) and not all by school-external factors (e.g., governance systems). Hence, the school improvement plan helps school leaders implement it for the success and achievement of the learners and the organization. On the other hand, Higham & Booth (2018) develop short-term strategies to resist extreme local pressure. School heads shared inclusive values to accomplish, with their staff, a degree of control over the way their schools are improved. By making their inclusive values explicit, they used 'the Index' to create inclusive, democratic, and sustainable school improvement plans while conforming to Ousted requirements.

However, funds from the government are not enough to fund all the needs of the school, especially teachers' needs and pupils' needs. That is why stakeholders' support is very important for school improvement. As Knight et al. (2022) found, racial and income-based spending gaps across schools are not substantially different. Importantly, the policy excludes many schools with large spending gaps. School heads must find ways to use the resources.

Research/Conceptual Paradigm. *Based on the presented Conceptual Framework, the researcher came up with the following Research Paradigm to describe the journey of this study (Figure 2.)*

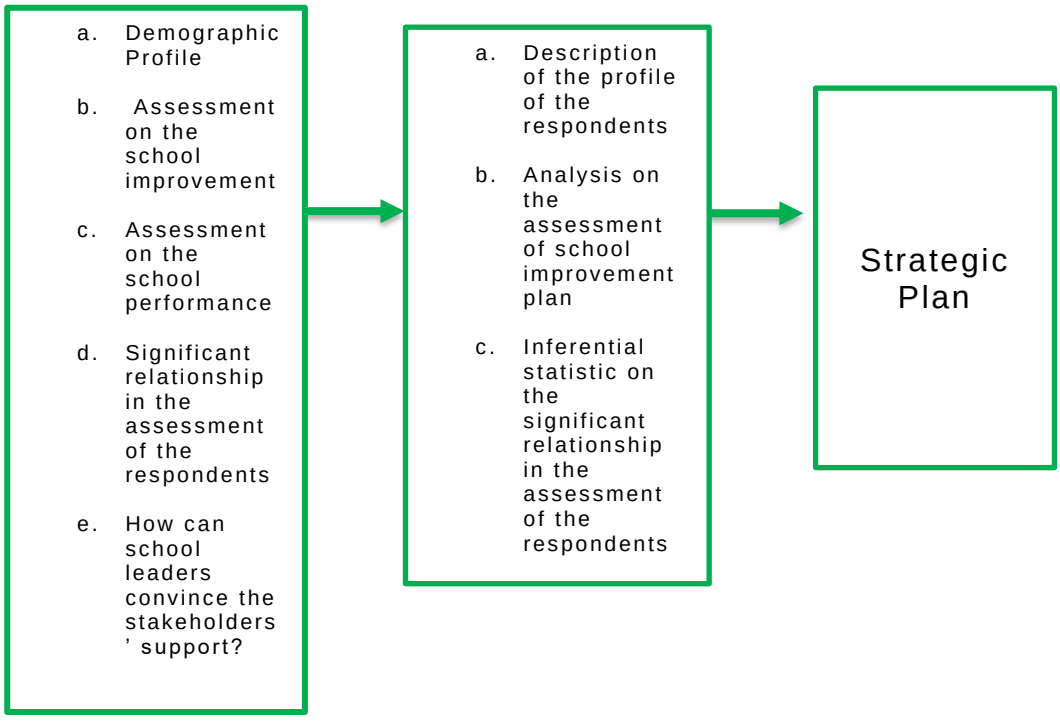

Figure 2. Research Paradigm

Figure 2 discusses the direction of this study. There was a principal III & IV, selected teacher I to teacher III and master teacher I of seven very large elementary schools who was assessed on the school improvement plan in relation to school performance and included very few stakeholders and parents in interview for verification of the results of the study. They were assessed the study variables of the quality of the project, stakeholders' support, teachers' performance, and budget allocation.

In addition, their assessments were compared to see if there is a significant relationship. The results of the study was used to provide strategic planning that provided necessary information for the school leaders to prioritize the needs of the teachers in instruction, facility maintenance, and especially the learners.

Statement of the Problem

This study aimed to find out the assessment of the School Improvement Plan in relation to school performance, as assessed by the principal III & IV, teacher I to teacher III master teacher I, and very few stakeholders and parents for verifications of the results. The results of the study was used to propose Strategic Planning.

Specifically, the following questions was answered:

1. What is the demographic profile of the respondents?
   1.1 Sex;
   1.2 educational attainments;
   1.3 length of service;
   1.4 position; and
   1.5 designation?
2. What is the assessment of 2 group of the respondents on the school improvement plan in terms of:
   2.1 quality of project.
   2.2 stakeholders' support.
   2.3 teachers' performance.
   2.4 learners' performance; and
   2.5 budget allocation?
3. Is there a significant difference in the school improvement plan, as assessed by two groups of respondents based on their profiles?
4. What is the assessment of two group of respondents on school performance in terms of:
   4.1 enrollment rate;
   4.2 dropped out rate; and
   4.3 graduation rate?
5. Is there a significant differences in the school performance in the assessment of the respondents based on the profiles?
6. Is there a significant relationship between the school improvement plan, and the school performance?
7. How can schools attract the stakeholder's support?
8. Based on the findings of the study, what strategic plan was proposed?

Hypothesis

There is no significant relationship between the assessments of the respondents when grouped to their educational attainment, length of service, and position.

Significance of the Study

This study is important to the following stakeholders:

Supervisors. They will gain great performance in terms of the achievement of the learners and schools.

School Administrators or Principals. They will gain good performance in terms of the capability of the learners as the product of their leadership or management.

Teachers. It will help lessen the burden of the teachers in teaching and impose discipline on their learners**.**

Parents. They will understand the importance of projects and plan for the improvement of their child in school which will apply in real life.

pupils. They will be gained a more conducive environment, facilities, and learning.

Researchers. They will be gained valuable insights, literature, and references about the School Improvement Plan and school performance.

Scope and Delimitation of the Study

This study covered the assessment of the school improvement plan in the Division of Antipolo City, the quality of the project, stakeholders' support, teachers' performance, learners' performance, and the budget allocation. The dropout rate, enrollment rate, and graduation rate serve as indicators of school performance. The respondents were the school head, and teachers, three (3) parents & two (2) stakeholders for interview, seven very large elementary schools only in the division, such as Cupang Elementary School Main, Juan Sumulong Elementary School, Santa Cruz Elementary School, San Isidro Elementary School, Bagong Nayon I Elementary School, Bagong Nayon II Elementary School,and Isias S. Tapales Elementary School.

Definition of Terms

The following terminologies were operationally defined as follows:

Budget allocation. It is a financial matter allocated to projects, programs, and activities, whether from MOOE, stakeholders, or sponsors.

Learners' performance. It is the achievement or learning progress of learners in school.

Quality of project It is the standard of the projects that satisfied the learner's needs as well as the school's needs.

School Improvement Plan: It is the goal and objective of the school head, project leaders, teachers, and parents to improve the school's performance.

School Performance. It is the the impact of school improvement plan and the results of enrollment rate, drop-out rate, and graduation rate.

Stakeholders' support. It is whether parents or concerned persons in the community want to support the school activities, programs, and projects.

Strategic Planning. The output of this study is based on the responses of the respondents. Further, this may be a valuable source of information for the school head, project leaders, teachers, and parents for the improvement of the school.

Teachers' performance. It is the output done by the teacher in the school, like classroom observation results, learners' progress, and professional growth.

METHODOLOGY

Research Design

This research used the descriptive quantitative method. It is appropriate for this type of study because it involves a tailored combination of data collection approaches, such as internet surveys (web, smartphone, and email), direct mail surveys, and, in some instances, telephone surveys, according to Scribbr.com (2020). Likewise, Odunsi, R. (2020) used it in his study which was proven effective and accurate.

Research Locale

The study took place at Cupang Elementary School Main, where the researcher held a teaching position. Other locations for the study included Bagong Nayon I Elementary School in Cogeo, Antipolo City; Bagong Nayon II Elementary School in Padilla, Antipolo City; Santa Cruz Elementary School, which is located near Cogeo Market in Brgy. Santa Cruz; Juan Sumulong Elementary School; San Isidro Elementary School; and Isias S. Tapales Elementary School, which are all located in Antipolo City proper. The Antipolo City Division classifies every elementary school listed above as an extremely large school..

Sample and Sampling Design

In this study, the Purposive Sampling Technique was used. Because the respondents were identified or selected to have an internet connection and were able to answer the survey questionnaire using Google Forms, the seven (7) principals and two hundred fifty-five (255) teachers. The interview was done for two (2) principals, two (2) master teachers I, two (2) teachers III, two (2) teachers II, two (2) teachers I, three (3) parents, and two (2) stakeholders on how they attract stakeholders to support the school projects, programs, and activities and for the validation of the answers. Using the Qualtrics calculator, the population size is 820, the sample size is 262, and there is a 95% confidence level and a 5% margin of error. This study used a four-point Likert scale: 4-Excellent, 3-Very Good, 2-Average, and 1-Poor.

Research Instrument.

A researcher-made instrument was used in this study. It was based on the information gathered from teachers, project leaders, master teachers, and school heads through the interview and posting of questions in the group chat. The variables under study were rated using a four-point Likert scale ranging from 4-excellent, 3-very good, 2-average, and 1-poor. This would determine the assessment of the school improvement plan in relation to school performance in a division of Antipolo City as the basis for the strategic plan as used by the respondents.

Validation of Data. *The said instrument was submitted for validation by at least three (3) experts in the field, the principal who validated.*

Reliability of Data. *The questionnaire was tested for 25 teachers, 1 school head, and 2 project leaders excluded from the respondents for its reliability since it is a researcher-made instrument. The Cronbach Alpha resulted of 0.982 interpreted excellent.*

Data Gathering Procedure

The validation and test of reliability were done, and a letter to the Division of Antipolo City was submitted to procure approval to administer the instruments to the said school. After which, the said instrument was administered purposefully to the principals and teachers. The respondents would provide flexible time to answer the survey, depending on their availability of a network. The instrument was administered to respondents in the Division of Antipolo City. The returns were tallied and coded using Microsoft Excel or SPSS and analyzed using auto-sum, mean, percentage, F-test, and T-test.

Statistical Treatment of Data

The following statistical tools were used:

Frequency and percentage distribution. These were employed to find out the number of cases and percentage per category of the research instrument.

Weighted Mean. This was used to determine the assessments of the project leaders, teachers, and PTA officers of the school.

Analysis of Variance (ANOVA). It was used to test the significant difference between the analyses of two grouped of respondents according to sex, educational attainment, length of service, position, and designation.

Ethical Consideration

The researcher applied the ethical considerations developed by Resnik (2019). In connection with my involvement in this study, the researcher asked permission from the respondents before sending the instrument to them. She secured their data privacy under the Data Privacy Act (Republic Act. No. 10173) and the results of the study. The truth and respect for the answers of the respondents were very important, and she also acknowledged that the names of those studies would contribute to this study. The respondents would answer the survey questionnaire according to their free will and time, respect for anonymity, and confidentiality. The privacy of the respondents would be respected and protected. The informed consent process would do. The researcher would guarantee that there would be no risky conditions in this study, including all aspects of the respondents.

RESULTS AND ANALYSIS

SOP# 1. What is the demographic profile of the respondents in terms of:

- **1.1 Sex**
- **1.2 Educational Attainment**
- **1.3 Length of Service**
- **1.4 Position**
- **1.5 Designation**

Table 1 Frequency Distribution of the Respondents' Demographic Profile

Demographic Profile	Principals		Teachers		Total	
Sex	***f***	**%**	***f***	**%**	***f***	**%**
Male	3	42.9%	35	13.7%	37	14.1%
Female	4	57.1%	220	86.3%	225	85.9%
Total	**7**	**100%**	**255**	**100%**	**262**	**100%**
Educational Attainment						
No Master's units	-	-	47	18.4%	47	17.9%
With Master's units	-	-	92	36.1%	92	35.1%
Master's degree	2	28.6%	91	35.7%	93	35.5%
w/ Doctorate units	1	14.3%	12	4.7%	13	5.0%
Doctorate degree	4	57.1%	13	5.1%	17	6.5%
Total	**7**	**100%**	**255**	**100%**	**262**	**100%**
Length of Service						
3-5 years	-	-	26	10.2%	26	9.9%
6-10 years	2	28.6%	71	27.8%	73	27.9%
11-15 years	1	14.3%	56	22.0%	57	21.8%
16 years & above	4	57.1%	102	40.0%	106	40.5%
Total	**7**	**100%**	**255**	**100%**	**262**	**100%**

Position						
Teacher I	-	-	79	31.0%	79	30.2%
Teacher II	-	-	53	20.8%	53	20.2%
Teacher III	-	-	76	29.8%	76	29.0%
Master Teacher I	-	-	47	18.4%	47	17.9%
Principal III	2	28.6%	-	-	2	0.8%
Principal IV	5	71.4%	-	-	5	1.9%
Total	**7**	**100%**	**255**	**100%**	**262**	**100%**
Designation						
Project Team Leader	**7**	**100%**	43	16.9%	**43**	16.4%
Project Team Member	**-**	**-**	212	83.1%	**219**	83.6%
Total	**7**	**100%**	**255**	**100%**	**262**	**100%**

Table 1 provides information about the respondents' sex, educational attainment, length of service, position, and designation.

In terms of sex, most respondents were female. The data shows that many principals and teachers (f = 225, 85.9 percent) are female, while a minority (f = 37, 14.1 percent) are male. This implies that female teachers and principals outnumber male ones in the teaching roles within the Elementary Department of Education. It implies that more female teachers are interested in teaching children in elementary school. This data is comparable to De Beckker et al. (2019), who found that regardless of gender or experience, teaching quality is more important than other factors. There are more female teachers than male teachers.

In terms of educational attainment, most respondents had a master's degree. However, for principals, respondents mostly held doctorate degrees, whereas teachers had master's units. A large percentage (f = 4, 57.1 percent) of the principals have a doctorate, compared to a small percentage (f = 2, 28.6 percent) who have a master's degree and a very small percentage (f = 1, 14.3 percent) who have a doctoral unit. In addition, a large percentage of the teachers (f = 92, 36.1 percent) have master's units, followed by 91, 35.7 percent, who have master's degrees, and 47, 18.4 percent, who do not. Only a small percentage of the teachers (f = 13, 5.1 percent) have doctorate degrees, and only a very small percentage (f = 12, 4.7 percent) have doctorate units. It implies that many teachers now a days undergo graduate studies for their professional growth.

In terms of length of service, most of the respondents were 16 years and older in service for both principals and teachers. The data regarding length of service reveals that a significant proportion (f = 106, 40.5 percent) of principals and teachers are 16 years and older, moderate (f = 73, 27.9 percent) are 6–10 years, slight moderate (f = 57, 21.8 percent) are 11–15 years, and only a small percentage (f = 26, 9.9 percent) of teachers are 3-5 years in-service. Principal IV has the majority (f = 5, 1.9 percent) of the job, whereas principal III has a smaller percentage (f = 2, 0.8 percent). It implies that in a very large elementary school in the Division of Antipolo City, there are mostly experienced principals and teachers.

In terms of position, most of the respondents held the position of teacher I. However, the majority of principal respondents held the position of Principal IV, while the majority of teachers held the position of Teacher I. The data shows that many teachers (f = 79, 30.2 percent) hold the position of teacher I; there are moderate teachers (f = 76, 29 percent) who hold the position of teacher III; fewer teachers (f = 53, 20.2 percent) hold the position of teacher II; and the master teachers (f = 47, 17.9 percent) hold the position of master teacher I. It implies that in the Department of Education, promotion is slow and difficult to do

without credentials from graduate studies and seminars attended, even though the teachers did their best in their job with their learners.

In terms of designation, most respondents were project team members. However, for the principal respondents, all of them were project leaders, whereas for the teachers, most of them were project members. The data indicates that all principals (f = 7, 100 percent) lead project teams, but most teachers, regardless of position (f = 212, 83.1 percent), are project team members, while few of them (f = 43, 16.9 percent) are project team leaders. It implies that principals lead the school improvement plan, while some teachers lead the projects under their supervision, and many teachers serve as team members, acting as the principals' hands, feet, ears, and eyes.

2.What is the assessment of the two groups of respondents on the school improvement plan in terms of:

2.1 Quality of Project

2.2 Stakeholders' Support

2.3 Teachers' Performance

2.4 Learners' Performance

2.5 Budget Allocation

Table 2 Respondents' Assessment on the School Improvement Plan in Terms of Quality of Project

Quality of Projects *The quality of the project is displayed in the following….*	**Principals**				**Teachers**				**Average**			
	Mean	**SD**	**Int.**	**Rank**	**Mean**	**SD**	**Int.**	**Rank**	**Mean**	**SD**	**Int.**	**Rank**
1. improves the professional development of the teachers.	3.43	0.79	VG	2.5	3.22	0.72	VG	3.5	3.22	0.72	VG	4
2. improves learners' performance.	3.29	0.49	VG	4.5	3.27	0.70	VG	1	3.27	0.69	VG	1
3. increases school's performance	3.29	0.76	VG	4.5	3.18	0.74	VG	5	3.18	0.74	VG	5
4. produces instructional materials for instructions.	3.43	0.79	VG	2.5	3.22	0.70	VG	3.5	3.23	0.70	VG	3
5. contributes to the quality of instructions of	3.57	0.79	E	1	3.24	0.75	VG	2	3.24	0.75	VG	2

the teacher for the learners.												
Composite Mean	**3.40**	**0.63**	**VG**		**3.23**	**0.63**	**VG**		**3.23**	**0.63**	**VG**	

Legend: 3.51-4.00 Excellent (E); 2.51-3.50 Very Good (VG); 1.51-2.50 Average (A); 1.00-1.50 Poor (P)

Table 2 displays the two groups of respondents' assessment levels for the school improvement plan in terms of project quality were very good. It shows that with a composite mean of 3.23, both principals and teachers produce very high-quality projects. This suggests that school projects enhance student performance and enhance the quality of teacher-given instructions. However, it has the least impact on improving teachers' professional development and increasing school performance. This data is consistent with Duque's (2023) study, which discovered that excellent projects help the school and pupils by enhancing reading abilities. However, project-related constraints limited this training to a year (Nakamura & Kitamura, 2018). Projects that are above ground are important. This enables a variety of agents to function, each naturally possessing unique organizational characteristics.

Table 3 Respondents' Assessment on the School Improvement Plan In Terms of Stakeholders'/Parents' Support

Stakeholders'/Parents' Support *The stakeholders' support is obtained through the following….*	**Principals**				**Teachers**				**Average**			
	Mean	**SD**	**Int.**	**Rank**	**Mean**	**SD**	**Int.**	**Rank**	**Mean**	**SD**	**Int.**	**Rank**
1. presents the problem to them.	3.71	0.49	E	1.5	3.20	0.69	VG	3	3.22	0.69	VG	2.5
2. involves them in solving the problem of school in creating a goal or vision.	3.57	0.53	E	3.5	3.18	0.70	VG	4	3.19	0.70	VG	4
3. gives specific tasks to do.	3.57	0.53	E	3.5	3.13	0.70	VG	5	3.14	0.70	VG	5
4. explains the process of the improvement plan.	3.43	0.53	VG	5	3.22	0.71	VG	2	3.22	0.71	VG	2.5
5. gives recognition for them well-motivated.	3.71	0.49	E	1.5	3.25	0.71	VG	1	3.27	0.70	VG	1
Composite Mean	**3.60**	**0.45**	**E**		**3.20**	**0.58**	**VG**		**3.21**	**0.58**	**VG**	

Legend: 3.51-4.00 Excellent (E); 2.51-3.50 Very Good (VG); 1.51-2.50 Average (A); 1.00-1.50 Poor (P)

Table 3 presents the two groups of respondents' assessments of the school development plan in terms of stakeholders' and parents' support, which were very good. It demonstrates that the overall composite mean value of 3.23 is excellent. This suggests that stakeholders, or parents, are more likely to support school activities or programs when they receive recognition, are presented with the problem, actively participate in its solution, are given clear instructions on the process, and are assigned specific tasks. But the composite mean value of 3.60 shows that principals are excellent at recognizing stakeholders who are highly motivated to support school improvement, while teachers' composite mean of 3.20 shows that they are very good at recognizing parents of their students who support their extracurricular activities. This information is from Soguilon & Campado (2022), the school community. Low-income families require the assistance of education system stakeholders. Abenes & Caballes (2019) provide parental and community support for the empowerment of important stakeholders in school communities in all public schools in the Philippines.

SOP#7. How can schools attract the stakeholder's support?

Sally (P3) said that the conduct of stakeholder summits and convergence schools can attract stakeholder support. The invitation extends to all identified stakeholders in the community. The school representative presents to them the needs or problems of the school and lets them decide what they can contribute to the improvement of the school.

Table 4 Respondents' Assessment on the School Improvement Plan in Terms of Teachers' Performance

Teachers' Performance *The teachers' performance…*	Principals				Teachers				Average			
	Mean	SD	Int.	Rank	Mean	SD	Int.	Rank	Mean	SD	Int.	Rank
1. based from the results of classroom observation.	3.57	0.53	E	3.5	3.27	0.63	VG	4	3.28	0.63	VG	4
2. gathered from the achievement or improvement of his/her pupils.	3.43	0.79	VG	5	3.35	0.59	VG	2	3.36	0.59	VG	2
3. shown in his/her skills in making and submitting school reports.	3.71	0.49	E	1.5	3.30	0.64	VG	3	3.31	0.64	VG	3
4. presented from the result of periodic tests of his/her pupils.	3.57	0.53	E	3.5	3.25	0.65	VG	5	3.26	0.65	VG	5
5. indicated the number of subjects load or ancillary	3.71	0.49	E	1.5	3.36	0.62	VG	1	3.37	0.62	VG	1

works given to him/her and professional growth.												
Composite Mean	**3.60**	**0.48**	**E**		**3.31**	**0.53**	**VG**		**3.32**	**0.53**	**VG**	

Legend: 3.51-4.00 Excellent (E); 2.51-3.50 Very Good (VG); 1.51-2.50 Average (A); 1.00-1.50 Poor (P)

Table 4 presents the assessment of the two groups of respondents to the school development plan in terms of teachers' performance, which was very good. It indicates that the composite mean of 3.32 is very good. This suggests that the teacher's performance is primarily determined by the number of subjects or ancillary tasks assigned to him or her, as well as the professional growth gained from his or her pupils' achievement or improvement. The principals primarily determine the teacher's performance based on their ability to create and submit school reports and the results they achieve. However, the composite mean value of the principals' assessments, which stands at 3.60, is excellent. The number of subjects or ancillary tasks assigned to teachers, their professional growth, their skills in creating and submitting school reports, and, to a lesser extent, the achievement or improvement of their pupils, determine their performance. This suggests that the foundations of principals and teachers differ slightly from those of their pupils, which means principals and teachers have slightly different bases. Shabibi and Silvennoinen (2018) also highlight this information. The methods used to assess students' work directly impact their performance. Tests or exams are not the best method for assessing pupils' performance.

Table 5 presents the assessment of the two groups of respondents to the school development plan in terms of learners' performance was very good. The composite mean value of 3.30 is very good. It indicates that learners' performance is better based on the results of their quarterly test, the results of their performance task, and the results of their reading level and comprehension. The results of their summative and formative tests bear the least weight. They believed that evaluating students' success should primarily focus on the results of their quarterly tests, rather than the formative assessments. It's because many students, particularly at the primary level, failed. They believe that the outcomes of their quarterly tests primarily determine the learners' performance, with the formative exam coming in last and the performance task and reading level in third. This is because formative assessments are new to students' minds. According to principals and teachers assessments, they may disagree about how to evaluate students' work, but they appear to have the same goal in mind: improving students' performance throughout the curriculum with excellent instruction. It recommends evaluating a learner's development through quarterly examinations and formative assessments.

Table 5 Respondents' Assessment on the School Improvement Plan in Terms of Learners' Performance

Learners' Performance *The learners' performance…*	**Principals**				**Teachers**				**Average**			
	Mean	**SD**	**Int.**	**Rank**	**Mean**	**SD**	**Int.**	**Rank**	**Mean**	**SD**	**Int.**	**Rank**
1. indicated from the results of their quarterly test.	3.14	0.90	VG	2.5	3.32	0.60	VG	1	3.32	0.61	VG	1

2. presented from the results of their reading level and comprehension.	3.00	0.82	VG	4.5	3.31	0.62	VG	2.5	3.30	0.63	VG	2.5
3. shown from the results of their summative test.	3.14	0.90	VG	2.5	3.29	0.63	VG	4	3.28	0.64	VG	4.5
4. displayed from the results of their formative test.	3.29	0.76	VG	1	3.28	0.61	VG	5	3.28	0.61	VG	4.5
5. presented from the results of their performance task.	3.00	1.00	VG	4.5	3.31	0.62	VG	2.5	3.30	0.63	VG	2.5
Composite Mean	**3.11**	**0.82**	**VG**		**3.30**	**0.50**	**VG**		**3.30**	**0.51**	**VG**	

Legend: 3.51-4.00 Excellent (E); 2.51-3.50 Very Good (VG); 1.51-2.50 Average (A); 1.00-1.50 Poor (P)

There are similarities between this data and Leong et al. (2018). Additionally, as specified by the Philippine Department of Education, exams and tests are the main means of evaluation. Teachers are aware that assessments will ultimately benefit their students.

Table 6 Respondents' Assessment on the School Improvement Plan in Terms of Budget Allocation

Budget Allocation *The budget alloates…..*	**Principals**				**Teachers**				**Average**			
	Mean	**SD**	**Int.**	**Rank**	**Mean**	**SD**	**Int.**	**Rank**	**Mean**	**SD**	**Int.**	**Rank**
1. allocates budget according to the needs of the project and its importance.	3.57	0.79	E	1.5	3.05	0.78	VG	4	3.06	0.79	VG	4
2. purchases instructional materials.	3.29	0.95	VG	4	2.98	0.76	VG	5	2.99	0.77	VG	5
3. repaired physical facilities for conducive learning	3.14	1.07	VG	5	3.07	0.76	VG	3	3.07	0.77	VG	3
4. distributes accordingly to what is in the identified needs	3.57	0.53	E	1.5	3.33	0.73	VG	1	3.34	0.73	VG	1

in the memos' stated even though there is a priority that may affect school operations.												
5. prioritizes the priority needs of the school.	3.00	0.82	VG	3	3.11	0.80	VG	2	3.11	0.80	VG	2
Composite Mean	**3.31**	**0.65**	**VG**		**3.11**	**0.60**	**VG**		**3.11**	**0.60**	**VG**	

Legend: 3.51-4.00 Excellent (E); 2.51-3.50 Very Good (VG); 1.51-2.50 Average (A); 1.00-1.50 Poor (P)

Table 6 indicates that the school improvement plan was very well assessed by the two groups of respondents in terms of budget allocation. It reveals that the principal composite mean is 3.11, which is very good. This is due to the budget's high priority, which allocates funds in accordance with the needs identified in the memos, despite the presence of other priorities that may impact school operations. Therefore, the least priority is given to purchasing instructional materials, allocating funds based on the project's needs and importance, and repairing physical facilities to ensure a conducive learning environment. It implies that principals and teachers are afraid not to obey the DEPED Order, which is why the school's needs receive the least attention. However, this could be due to their obligation to follow orders from higher-ranking officials within the organization. Because the department's funding limit is insufficient to provide teaching materials to every instructor, teachers have no choice but to accept the situation. To avoid administrative punishments, it suggests prioritizing the school's needs above all else and allocating funds for budgeted repairs of physical facilities that support learning. These recommendations align with Department of Education regulations. The information highlighted in Ocampo et al.'s (2021) guidelines for the design and improvement of school improvement plans, as well as the allocation and utilization of the IPEd Program money as school-based management, is also inadequate. Table 7 summarizes the respondents' assessments of the school improvement plan, which were very good. It shows that the overall mean of 3.23 is very good. This is because school improvement plans heavily prioritize the performance of teachers and learners. Budget allocation, stakeholder/parent support, and project quality receive the least attention. It implies that teacher and learner performance are the top priorities in the school improvement plan. This is because sponsors and school administrators need the labor of teachers in addition to stakeholders' support for initiatives to provide high-quality results. Budgetary allocation correlates with academic success. In their opinion, students needed the support of their parents and instructors. Their evaluations of the following categories—student performance, project quality, support from stakeholders and parents, budget allocation, and rank one—show that they are almost equal. This

indicates that teacher performance is important to the plans for school improvement. It follows that teacher effectiveness has a big influence on the school improvement strategy. They both believe that great teachers foster good students and provide strong parental support. Given their significant impact on student performance, it suggests that departments or the government should investigate the actual conditions teachers face in the classroom, such as their access to health insurance and payment for supplies.

Table 7 Summary of the Respondents' Assessment on the School Improvement Plan

School Improvement Plan Indicators	Principals				Teachers				Average			
	Mean	SD	Int.	Rank	Mean	SD	Int.	Rank	Mean	SD	Int.	Rank
1. Quality of Projects	3.40	0.63	VG	3	3.23	0.63	VG	3	3.23	0.63	VG	3
2. Stakeholders'/parents' support	3.60	0.45	E	1.5	3.20	0.58	VG	4	3.21	0.58	VG	4
3. Teachers' Performance	3.60	0.48	E	1.5	3.31	0.53	VG	1	3.32	0.53	VG	1
4. Learners' Performance	3.11	0.82	VG	5	3.30	0.50	VG	2	3.30	0.51	VG	2
5. Allocation of Budget	3.31	0.65	VG	4	3.11	0.60	VG	5	3.11	0.60	VG	5
Over-all Mean	**3.41**	**0.54**	**VG**		**3.23**	**0.48**	**VG**		**3.23**	**0.48**	**VG**	

Legend: 3.51-4.00 Excellent (E); 2.51-3.50 Very Good (VG); 1.51-2.50 Average (A); 1.00-1.50 Poor (P

This information is highlighted in Do,WYC (2020) financing to support teacher training programs and the Philippine education system. It also seeks help from stakeholders to encourage prioritizing education in the budget and allocating adequate funds.

SOP# 7.How can schools attract the stakeholder's support?

According to George (T3-B), encouraging and promoting school projects and programs can attract stakeholders' support for the school. This is due to the need for some stakeholders to actively advocate for the school's needs and issues.

SOP # 3. Is there a significant difference in the school improvement plan as assessed by the two groups of respondents based on their profiles?

Table 8A Differences in the Assessment of Principal Respondents on the School Improvement Plan Based on their Sex

School Improvement Plan Indicators	Sex	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
	Male	3.60	0.57	0.50	0.64	Accepted	

1. Quality of Projects	Female	3.32	0.70				Not Significant
2. Stakeholders'/ Parents' Support	Male Female	3.80 3.52	0.28 0.50	0.72	0.51	Accepted	Not Significant
3. Teachers' Performance	Male Female	3.90 3.48	0.14 0.52	1.07	0.34	Accepted	Not Significant
4. Learners' Performance	Male Female	3.20 3.08	0.85 0.91	0.16	0.88	Accepted	Not Significant
5. Budget Allocation	Male Female	3.50 3.24	0.71 0.70	0.44	0.68	Accepted	Not Significant
Over-all	**Male Female**	**3.60 3.33**	**0.51 0.59**	**0.57**	**0.60**	**Accepted**	**Not Significant**

Table 8A confirms that the sex-based grouping of principals' assessments on the school improvement plan did not significantly differ. The null hypothesis, indicating no sex difference in the evaluation of project quality, stakeholder and parent support, teacher performance, and budget allocation, finds acceptance with a t-value of 0.57 and a sig. of 0.60. Otherwise, there isn't a discernible variation in the principals' evaluations according to their sex. It could be that female principals share the same vision and objectives as male principals in the school improvement plan, which aims to improve teacher and school performance and provide high-quality instruction so that students can meet state requirements and compete internationally. This information is slightly in contrast to Ruano et al. (2018), who found that putting people into groups based on their gender has little effect on how well they work together to improve schools, how happy the teachers are with their jobs, or how well the students do in school. But putting it into action can be very hard because everyone in the school including principals, teachers, kids, etc. needs to work together and help one another.

SOP# 7. How can schools attract stake holders support?

Annalyn (PR-B) stated that schools should involve stakeholders to present the projects well and be transparent with the stakeholders. In addition, David (P4) said that schools can engage stakeholders' support by involving them in the decision-making process, such as curriculum development and policy formulation. Hosting regular meetings and activities or programs. However, Jonel (MT1-B) revealed that we should identify stakeholders early and let them work with other stakeholders. Furthermore, Marimar (ST-B) said that educators should work with volunteers who support students and the school. Involve families as volunteers and as audiences at the school.

Table 8B demonstrates that the sex-based grouping of teachers' assessments on the school improvement plan did not significantly differ. It suggests that a t-value of -0.67 and a sig. of 0.51 support the null hypothesis, indicating that there is no significant difference in the assessments of project quality, stakeholder/parent support, teachers' performance, and budget allocation. Additionally, there is no significant difference in the respondents' sex. In other words, there is no significant difference in the assessments of the teachers based on their sex. It is because female teachers have the same vision and

goals as male teachers in the school improvement plan, whose mission is to mold learners to be responsible and productive citizens in the future.

Table 8B Differences in the Assessment of Teacher Respondents on the School Improvement Plan Based on their Sex

School Improvement Plan Indicators	Sex	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
1. Quality of Projects	Male	3.09	0.74	-1.41	0.16	Accepted	Not Significant
	Female	3.25	0.61				
2. Stakeholders'/ Parents' Support	Male	3.14	0.65	-0.60	0.55	Accepted	Not Significant
	Female	3.21	0.57				
3. Teachers' Performance	Male	3.23	0.63	-0.98	0.33	Accepted	Not Significant
	Female	3.32	0.51				
4. Learners' Performance	Male	3.32	0.48	0.25	0.81	Accepted	Not Significant
	Female	3.30	0.51				
5. Budget Allocation	Male	3.11	0.65	0.06	0.95	Accepted	Not Significant
	Female	3.11	0.60				
Over-all	**Male**	**3.18**	**0.55**	**-0.67**	**0.51**	Accepted	Not Significant
	Female	**3.24**	**0.46**				

This data, which is backed up by Anderson (2022), tells a striking tale of academic progress that is also not particularly noteworthy in relation to their sex. School improvement experiences in the groups in the effort to raise the standard of instruction.

SOP# 7. How can schools attract stake holders support?

According to Julina (T2-B), engaging stakeholders through programs for the improvement of the school benefits the school and community. Likewise, Lenny (MT1-A) the school can engage in stakeholder support by presenting to them the problem of the school through meetings or general assemblies with the SPTA officers.

Table 9A Differences in the Assessment of Principal Respondents on the School Improvement Plan Based on their Educational Attainment

School Improvement Plan Indicators	Educational Attainment	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Quality of Projects	Master's degree w/ Doctorate units Doctorate degree	2.70 3.40 3.75	0.71 . 0.38	3.16	0.15	Accepted	Not Significant
2. Stakeholders'/ Parents' Support	Master's degree w/ Doctorate units Doctorate degree	3.30 3.00 3.90	0.42 . 0.20	6.00	0.06	Accepted	Not Significant
3. Teachers' Performance	Master's degree w/ Doctorate units Doctorate degree	3.30 3.20 3.85	0.71 . 0.30	1.53	0.32	Accepted	Not Significant
4. Learners' Performance	Master's degree w/ Doctorate units Doctorate degree	2.30 4.00 3.30	0.42 . 0.74	2.47	0.20	Accepted	Not Significant
5. Allocation of Budget	Master's degree w/ Doctorate units Doctorate degree	2.70 3.60 3.55	0.42 . 0.63	1.42	0.34	Accepted	Not Significant
Over-all	Master's degree w/ Doctorate units Doctorate degree	2.86 3.44 3.41	0.54 . 0.44	1.99	0.25	**Accepted**	**Not Significant**

Table 9A shows that the difference between the principals' assessments of the school improvement plan was not significant when grouped according to their educational attainment. The results show that a F-value of 1.99 and a sig. of 0.25 accepted the null hypothesis, which states that there is no significant difference in the respondents' educational attainment between the assessments of project quality, stakeholder/parent support, teachers' performance, and budget allocation. In other words, there is no significant difference in the assessments of the principals based on their educational attainment. It could be that principals who hold master's, doctoral, and doctoral units have nearly identical leadership backgrounds or have similar notions about how to oversee the school improvement plan, which they may

have picked up from trainings and seminars. This data is comparable to Murphy's (2023) investigation of school leaders' growth at all systemic levels and leadership preparation.

SOP# 7. How can schools attract stake holders support?

Cesar (T2-A) said Creating reliable communication between the school and the people involved with this program can attract stakeholder support. In addition, Rowel (T1-A) stated that through constant communication with stakeholders and parents and by inviting them to participate in the activities, Likewise, Jessa (T1-B) said proper dissemination of information to the stakeholders and involvement.

Table 9B reveals that the teacher respondents' assessments of the school improvement plan did not significantly differ when grouped according to their educational attainment, but there was a significant difference in the quality of projects and the performance of learners. The table displays an F-value of 2.26 and a sig. of 0.06, which supports the null hypothesis that there is no significant difference in the educational attainment of the respondents between the assessments of stakeholder/parent support, teachers' performance, and budget allocation, except for two indicators. However, the quality of projects and learners' performance demonstrate a significant difference. This suggests that postgraduate studies play a crucial role in enhancing the quality of projects and assisting teachers in delivering high-quality instruction. However, in teacher performance, stakeholder support, and budget allocation, whether they hold a master's degree, a doctorate, or neither, their input shapes the school improvement plan. They also have the chance to join in on-campus trainings or the Learning Action Cell, depending on their availability, to learn about the plan.

Table 9B Differences in the Assessment of Teacher Respondents on the School Improvement Plan Based on their Educational Attainment

School Improvement Plan Indicators	Educational Attainment	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Quality of Projects	No Master's units	3.00	0.72	3.39	0.01	Rejected	Significant
	W/ Master's units	3.18	0.64				
	Master's degree	3.35	0.49				
	W/ Doctorate units	3.23	0.60				
	Doctorate degree	3.51	0.84				
2. Stakeholders'/ Parents' Support	No Master's units	3.04	0.66	1.65	0.16	Accepted	Not Significant
	W/ Master's units	3.17	0.57				
	Master's degree	3.26	0.52				

	W/ Doctorate units	3.32	0.54				
	Doctorate degree	3.37	0.70				
3. Teachers' Performance	No Master's units	3.19	0.61	1.69	0.15	Accepted	Not Significant
	W/ Master's units	3.26	0.45				
	Master's degree	3.41	0.52				
	W/ Doctorate units	3.38	0.53				
	Doctorate degree	3.35	0.71				
4. Learners' Performance	No Master's units	3.24	0.46	2.57	0.04	Rejected	Significant
	W/ Master's units	3.22	0.54				
	Master's degree	3.36	0.48				
	W/ Doctorate units	3.42	0.55				
	Doctorate degree	3.62	0.37				
5. Allocation of Budget	No Master's units	2.98	0.64	1.32	0.27	Accepted	Not Significant
	W/ Master's units	3.11	0.60				
	Master's degree	3.17	0.53				
	W/ Doctorate units	3.28	0.57				
	Doctorate degree	2.94	0.87				
Over-all	No Master's units	3.09	0.54	2.26	0.06	Accepted	Not Significant
	W/ Master's units	3.19	0.472				
	Master's degree	3.31	0.41				
	W/ Doctorate units	3.33	0.51				

	Doctorate degree	3.36	0.57				

This information is relevant to Higham and Booth's (2028) exclusive data on teachers' quality of instruction and school improvement outcomes, training or education is required.

SOP# 7. How can schools attract stake holders support?

Arlyn (PR-A) revealed that schools can attract stakeholders' support by inviting them to the meeting and discussing the project. Ramon (ST-A) stated that by discussing the programs and projects with the stakeholder, they gained support from them.

Table 9C Follow-up Test on the Differences in the Assessment of Teacher Respondents on the School Improvement Plan Based on their Educational Attainment

School Improvement Plan Indicators	**Educational Attainment**	**Mean**	No Master's units	W/ Master's units	Master's degree	W/ Doctorate units	Doctorate degree
			3.00	3.18	3.35	3.23	3.51
1. Quality of Projects	No Master's units	3.00			*		*
	W/ Master's units	3.18					
	Master's degree	3.35					
	W/ Doctorate units	3.23					
	Doctorate degree	3.51					
			3.24	3.22	3.36	3.42	3.62
2. Learners' Performance	No Master's units	3.24					*
	W/ Master's units	3.22					*
	Master's degree	3.36					
	W/ Doctorate units	3.42					
	Doctorate degree	3.62					

Table 9C displays the results of a follow-up test on how teachers' assessments differed according to their educational attainment in two indicators: significant in master's degrees and highly differed in doctorate degrees. There is a close link between the average number of teachers with a master's degree (3.35) and the average number of teachers with a doctoral degree (3.51). They may know more about management and leadership than people with master's degrees or those who don't. There are also very strong links between how well students do in school and the mean score of 3.62 for teachers with a doctorate, which

is better than the mean score of 3.24 for teachers without a master's degree and the mean score of 3.22 for teachers with a master's degree. This is because teachers with doctorates have grown up and learned more about graduate studies, which they then share with their students.

SOP# 7. How can schools attract stake holders support?

Jeffrey (T3-A) said that schools can attract stakeholder support through proper correspondence, timing, consistency, transparency, and having the impression of a strong positive school culture and climate.

Table 10A shows that there were no significant differences in the assessment of principal respondents on the school improvement plan based on their length of service. It infers that the F-value of 3.53, sig. 0.17, accepted the null hypothesis, which means that there is no significant difference in the results of all indicators. Principals hold themselves in high regard because they know they have tried their best to improve schools, and regardless of how long they have been in the position, they do their best to make the improvement plan successful. It implies that no matter how well implemented they are, they still need to do better and continue to look for inspiration and assistance from others.

Table 10A Differences in the Assessment of Principal Respondents on the School Improvement Plan Based on their Length of Service

School Improvement Plan Indicators	Length of Service	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Quality of Projects	6-10 years 11-15 years 16 years & above	3.20 2.20 3.30	0.00 . 0.28	8.00	0.10	Accepted	Not Significant
2. Stakeholders'/ Parents' Support	6-10 years 11-15 years 16 years & above	3.60 3.50 3.75	0.00 . 0.50	1.20	0.39	Accepted	Not Significant
3. Teachers' Performance	6-10 years 11-15 years 16 years & above	3.60 3.60 3.80	0.28 . 0.40	2.86	0.17	Accepted	Not Significant
4. Learners' Performance	6-10 years 11-15 years 16 years & above	2.50 2.00 2.70	0.14 . 0.48	9.62	0.30	Accepted	Not Significant
5. Allocation of Budget	6-10 years 11-15 years 16 years & above	2.80 2.40 2.80	0.28 . 0.23	9.24	0.09	Accepted	Not Significant
Over-all	6-10 years 11-15 years	3.14 3.48	0.14 .	3.53	0.17	Accepted	Not Significant

	16 years & above	3.57	0.26				

This data is further described in Ngui, RM (2018) Principal distribution according on experience, expressed as percentages the findings show that the majority of principals had more than 20 years of professional experience. This implies that they would make investments to raise academic achievement, which would benefit all school personnel, but particularly the students.

Table 10B Differences in the Assessment of Teacher Respondents on the School Improvement Plan Based on their Length of Service

School Improvement Plan Indicators	Length of Service	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Quality of Projects	3-5 years	3.27	0.54	3.56	0.02	Rejected	Significant
	6-10 years	3.06	0.64				
	11-15 years	3.17	0.67				
	16 years & above	3.36	0.60				
2. Stakeholders'/ Parents' Support	3-5 years	3.26	0.51	2.95	0.03	Rejected	Significant
	6-10 years	3.10	0.58				
	11-15 years	3.09	0.58				
	16 years & above	3.31	0.57				
3. Teachers' Performance	3-5 years	3.36	0.55	1.41	0.24	Accepted	Not Significant
	6-10 years	3.22	0.47				
	11-15 years	3.27	0.52				
	16 years & above	3.38	0.56				
4. Learners' Performance	3-5 years	3.42	0.40	2.23	0.09	Accepted	Not Significant
	6-10 years	3.22	0.50				
	11-15 years	3.22	0.56				
	16 years & above	3.37	0.49				
	3-5 years	3.28	0.55	1.59	0.19	Accepted	

5. Allocation of Budget	6-10 years	3.03	0.57				Not Significant
	11-15 years	3.04	0.57				
	16 years & above	3.15	0.64				
Over-all	3-5 years	3.32	0.43	3.04	0.03	Rejected	Significant
	6-10 years	3.13	0.46				
	11-15 years	3.16	0.48				
	16 years & above	3.31	0.48				

Table 10B presents differences in the assessment of teacher respondents on the school improvement plan based on their length of service that were significant. The total 3.04 F-value (0.03 sig.) contradicts the null hypothesis, indicating a significant difference, especially in the quality of projects and support from stakeholders. We can conclude that experienced teachers place a high priority on high-quality school projects that benefit both teachers and students, and they actively seek the support of partners or parents to help their students learn more. Therefore, teachers with more years of experience usually look for projects that will have a big effect on how well their students do in school. They may want more projects to help them learn, and they may want their parents to be very supportive, especially when it comes to making sure their kids behave well and stick to a routine. Lopez et al. (2019) reckon that this information is important. Regrettably, the implementation of these new policy issues appears to significantly impact the quality of teacher-student instruction, thereby influencing the fairness of learning.

Table 10C Follow-up Test on the Differences in the Assessment of Teacher Respondents on the School Improvement Plan Based on their Length of Service

School Improvement Plan Indicators	**Length of Service**	**Mean**	3-5 years	6-10 years	11-15 years	16 years & above
			3.27	3.06	3.17	3.36
Quality of Projects	3-5 years	3.27				*
	6-10 years	3.06				
	11-15 years	3.17				
	16 years & above	3.36				
			3.26	3.10	3.09	3.31
Stakeholders'/ Parents' Support	3-5 years	3.26				*
	6-10 years	3.10				

	11-15 years 16 years & above	3.09 3.31				*
			3.32	3.13	3.16	3.31
Over-all	3-5 years 6-10 years 11-15 years 16 years & above	3.32 3.13 3.16 3.31				* *

Table 10C presents a follow-up test on the significant differences in teacher respondents' assessments of the school improvement plan based on their length of service, particularly in the quality of projects and stakeholder/parent support. This suggests that the longer the teachers have been in service, the more they differ. The results indicate that teachers with 16 years or more of service have an overall mean of 3.31 in both project quality and stakeholder/parent support. In other words, teachers who served longer received a higher score for school improvement compared to those who served shorter. This is because the longer they serve, the more projects and stakeholders they encounter.

Table 11A Differences in the Assessment of Principal Respondents on the School Improvement Plan Based on their Position

School Improvement Plan Indicators	Position	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
1. Quality of Projects	Principal III Principal IV	3.20 3.48	0.00 0.76	-0.50	0.64	Accepted	Not Significant
2. Stakeholders'/ Parents' Support	Principal III Principal IV	3.60 3.60	0.00 0.55	0.00	1.00	Accepted	Not Significant
3. Teachers' Performance	Principal III Principal IV	3.60 3.60	0.28 0.57	0.00	1.00	Accepted	Not Significant
4. Learners' Performance	Principal III Principal IV	2.50 3.36	0.14 0.86	-1.32	0.24	Accepted	Not Significant

5. Allocation of Budget	Principal III Principal IV	2.80 3.52	0.28 0.66	-1.43	0.21	Accepted	Not Significant
Over-all	Principal III	3.14	0.14	-0.80	0.46	Accepted	Not Significant

Table 11A shows that there were no significant differences in principal respondents' assessments of the school improvement plan based on their position. It infers that the t-value of -0.80, sig. 0.46, accepted the null hypothesis, which means there is no significant difference between the assessments of principal III and principal IV. It implies that, whether they are principals III or IV, they expect a high level of improvement in their schools. In other words, even though they both tried their best to make the school better, their approaches to carrying out the reform plan varied. This information is relevant to Chen and Bos (2023). In order to advance school reform, principals should prioritize their schools' vision and goals.

Table 11B Differences in the Assessment of Teacher Respondents on the School Improvement Plan Based on their Position

School Improvement Plan Indicators	Position	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Quality of Projects	Teacher I Teacher II Teacher III Master Teacher I	3.13 3.08 3.31 3.41	0.69 0.63 0.60 0.53	3.43	0.02	Rejected	Significant
2. Stakeholders'/ Parents' Support	Teacher I Teacher II Teacher III Master Teacher I	3.10 3.17 3.24 3.31	0.63 0.56 0.57 0.51	1.50	0.22	Accepted	Not Significant
3. Teachers' Performance	Teacher I Teacher II Teacher III Master Teacher I	3.24 3.26 3.38 3.37	0.54 0.48 0.54 0.53	1.26	0.29	Accepted	Not Significant
4. Learners' Performance	Teacher I Teacher II Teacher III Master Teacher I	3.27 3.17 3.33 3.45	0.45 0.55 0.51 0.51	2.75	0.04	Rejected	Significant
	Teacher I Teacher II	3.02 3.10	0.60 0.57	1.00	0.40	Accepted	Not Significant

5. Allocation of Budget	Teacher III Master Teacher I	3.18 3.16	0.64 0.59				
Over-all	Teacher I Teacher II Teacher III Master Teacher I	3.15 3.16 3.29 3.34	0.50 0.47 0.46 0.45	2.34	0.07	Accepted	Not Significant

Table 11B shows that there were no significant differences in teacher respondents' assessments of the school improvement plan based on their position, with the exception of project quality and learners' performance indicators. It infers that F-value 2.34, sig. 0.07, accepted the null hypothesis, which means there is no significant difference based on their position. However, the rejection of project quality indicates a significant difference. It implies that the quality of school projects has the least impact on learners' performance. This suggests reevaluating the existing school project. It can be the case that while some teachers are somewhat dissatisfied with the caliber of projects in the classroom, others are content enough. These details are important for Koc & Bastas (2019). Position is slightly less important to project, but teamwork between teachers, led by school principals, appears to have made them more efficient overall, in addition to better performance.

Table 11C presents a follow-up test to determine whether the differences in teacher respondents' assessments of the school improvement plan based on their position were significant. The results show a significant difference between the mean 3.41 for the master teacher's project quality and the mean 3.45 for the learners' performance. This is due to their dissatisfaction with both the quality of their school projects and the performance of their learners. This suggests that the master teachers are actively seeking more high-quality school projects to enhance their learners' performance. Their promotion to their current position stems from their prior project management experience. The findings of Finan and Scheuch (2018) demonstrated that during the project, students' motivation, interest, and sense of mastery all rose.

Table 11C Follow-up Test on the Differences in the Assessment of Teacher Respondents on the School Improvement Plan Based on their Position

School Improvement Plan Indicators	**Position**	**Mean**	Teacher I	Teacher II	Teacher III	Master Teacher I
			3.13	3.08	3.31	3.41
Quality of Projects	Teacher I Teacher II Teacher III Master Teacher I	3.13 3.08 3.31 3.41			* *	*
			3.27	3.17	3.33	3.45
Learners' Performance	Teacher I Teacher II Teacher III	3.27 3.17 3.33				*

	Master Teacher I	3.45				

This information is relevant to the findings of Finan and Scheuch (2018) demonstrated that during the project, students' motivation, interest, and sense of mastery all rose.

Table 12 Differences in the Assessment of Teacher Respondents on the School Improvement Plan Based on their Designation

School Improvement Plan Indicators	Designation	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
1. Quality of Projects	Team Leader Team Member	3.09 3.25	0.64 0.63	-1.57	0.12	Accepted	Not Significant
2. Stakeholders'/ Parents' Support	Team Leader Team Member	2.99 3.24	0.57 0.57	-2.60	0.01	Rejected	Significant
3. Teachers' Performance	Team Leader Team Member	3.20 3.33	0.48 0.54	-1.50	0.14	Accepted	Not Significant
4. Learners' Performance	Team Leader Team Member	3.15 3.33	0.51 0.50	-2.18	0.03	Rejected	Significant
5. Budget Allocation	Team Leader Team Member	2.85 3.16	0.53 0.60	-3.18	0.00	Rejected	Significant
Over-all	Team Leader Team Member	3.05 3.26	0.47 0.47	-2.65	0.01	Rejected	Significant

Table 12 displays differences in teacher respondents' assessment of the school improvement plan based on their designation as significant, with a t-value of -2.65 and a significance level of 0.01, which implies the rejection of the null hypothesis. It means there is a significant difference. However, the characteristics of the projects and the performance of the teachers do not demonstrate a significant difference, thereby supporting the null hypothesis. The school improvement plan demonstrates that educators continue to make every effort to promote the advancement of the school, regardless of their role as team leaders or members. Nguyen and Ng (2020) find this data relevant. The paper improves knowledge of the process of

teacher collaboration for school reform, which demonstrates teacher leadership for professional development.

SOP# 4. What is the assessment of the two groups of respondents on school performance in terms of:
4.1 Enrollment Rate
4.2 Dropped Out Rate
4.3 Graduation Rate

Table 13 Respondents' Assessment on School Performance In Terms of Enrollment Rate

Enrollment Rate *The enrollment rate . . .*	**Principals**				**Teachers**				**Average**			
	Mean	**SD**	**Int.**	**Rank**	**Mean**	**SD**	**Int.**	**Rank**	**Mean**	**SD**	**Int.**	**Rank**
1. depends on the quality of projects of the school.	3.57	0.79	E	2	3.32	0.57	VG	3	3.32	0.57	VG	3
2. depends on the stakeholders'/parents' support.	3.43	0.53	VG	3.5	3.31	0.57	VG	4	3.31	0.57	VG	4
3. depends on the teachers' performance.	3.43	0.53	VG	3.5	3.60	0.56	E	1	3.60	0.56	E	1
4. depends on the learners' performance	3.71	0.49	E	1	3.52	0.57	E	2	3.53	0.56	E	2
5. depends on the allocation of the budget.	3.14	0.69	VG	5	3.21	0.66	VG	5	3.21	0.66	VG	5
Composite Mean	**3.46**	**0.41**	**VG**		**3.39**	**0.42**	**VG**		**3.39**	**0.42**	**VG**	

Legend: 3.51-4.00 Excellent (E); 2.51-3.50 Very Good (VG); 1.51-2.50 Average (A); 1.00-1.50 Poor (P)

Table 13 shows that respondents' assessments of school performance in terms of enrollment rate were very positive. The composite mean of 3.39 is very good, indicating that every school has a high enrollment rate. This is because enrollment is influenced by the performance of both teachers and learners. The allocation of the budget, the support from stakeholders and parents, and the quality of the school's projects are the least important factors. It implies that school performance in terms of enrollment is dependent on teacher performance and learner performance. The effectiveness of a school's instructors in the classroom, who strive to increase enrollment and deliver high-quality instruction, influences its enrollment rate performance. The data presented in the study's conclusions indicate significant improvements, the most noticeable of which is enrollment that exceeded projections. Brillantes et al. (2019).

Table 14 shows that respondents' assessments of school performance in terms of dropped-out rates were very good. It shows that the composite mean of 3.29 is very good. It is because drop-out of students involve stakeholders/parents support and learners performance. While least on the involment of teachers performance, budget allocation, and quality of projects. However, the composite mean of 3.37 for principals is higher than the composite mean of 3.28 for teachers, despite their excellent interpretation of both scores. Based on their assessment rank, they have different views about the dropout rate. Principals believe that student dropout is a result of both the student and the teacher's performance, whereas instructors think it is primarily the student's performance, followed by the support of stakeholders or parents. Teachers said that their own performance was the least probable element to influence pupils dropping out, while principals thought that participation in budget allocation was the least likely cause. It suggests that schools should communicate with stakeholders and parents about their children's situation or performance in order to minimize the number of dropouts.

Table 14 Respondents' Assessment on School Performance In Terms of Dropped Out Rate

Dropped Out Rate *The dropped out rate . . .*	**Principals**				**Teachers**				**Average**			
	Mean	**SD**	**Int.**	**Rank**	**Mean**	**SD**	**Int.**	**Rank**	**Mean**	**SD**	**Int.**	**Rank**
1. involves the quality of projects of the school.	3.29	0.49	VG	4	3.29	0.58	VG	3	3.29	0.58	VG	3
2. involves the stakeholders'/parents' support.	3.43	0.53	VG	3	3.39	0.58	VG	2	3.39	0.57	VG	2
3. involves the teachers' performance.	3.57	0.79	E	1.5	3.02	1.02	VG	5	3.03	1.01	VG	5
4. involves the learner's performance.	3.57	0.53	E	1.5	3.55	0.59	E	1	3.55	0.59	E	1
5. involves the budget allocation	3.00	1.00	VG	5	3.18	0.73	VG	4	3.18	0.73	VG	4

Composite Mean	**3.37**	**0.42**	**VG**		**3.28**	**0.50**	**VG**		**3.29**	**0.50**	**VG**	

Legend: 3.51-4.00 Excellent (E); 2.51-3.50 Very Good (VG); 1.51-2.50 Average (A); 1.00-1.50 Poor (P)

This information, highlighted in Banaag and Sumodevilla (2024), emphasizes that prevalent elements impacting student dropout behavior were found to be family, school, school/teacher, lack of guidance and counseling, social, individual, and economic issues.

Table 15 Respondents' Assessment on School Performance In Terms of Graduation Rate

Graduation Rate *The graduation rate . . .*	**Principals**				**Teachers**				**Average**			
	Mean	**SD**	**Int.**	**Rank**	**Mean**	**SD**	**Int.**	**Rank**	**Mean**	**SD**	**Int.**	**Rank**
1. results from the quality of projects.	3.43	0.53	VG	4	3.27	0.68	VG	4	3.27	0.68	VG	4
2. results from the stakeholders' support.	3.71	0.49	E	3	3.29	0.64	VG	3	3.31	0.64	VG	3
3. results from teachers' performance.	3.86	0.38	E	1.5	3.53	0.58	E	2	3.53	0.58	E	2
4. results from learners' performance	3.86	0.38	E	1.5	3.58	0.55	E	1	3.59	0.55	E	1
5. results from the budget allocation.	3.29	0.76	VG	5	3.15	0.78	VG	5	3.15	0.78	VG	5
Composite Mean	**3.63**	**0.39**	**E**		**3.36**	**0.50**	**VG**		**3.37**	**0.50**	**VG**	

Legend: 3.51-4.00 Excellent (E); 2.51-3.50 Very Good (VG); 1.51-2.50 Average (A); 1.00-1.50 Poor (P)

Table 15 presents respondents' assessments of school performance in terms of graduation rate, which were very good. It shows that the composite mean of 3.37 is very good. This is due to the outstanding performance of both learners and teachers. The results of budget allocation, project quality, and stakeholder support are the least commendale. It implies that schools should support teacher instruction and learner education in order to increase graduation rates. However, while the principals' composite mean of 3.63 is higher than the teachers' composite mean of 3.36, their average composite mean of 3.37 is still quite good. The respondents' principals' assessment ranking suggests that both student and teacher performance outcomes contribute to higher graduation rates. Teachers' responses suggest that learners' achievement primarily influences graduation rates, with teachers' performance coming in second. However, their assessments are nearly identical. According to Ho and Kao's (2018) research, socioeconomic position accounts for a significant portion of success gaps for graduation rates; other

potential contributing factors include peer interactions, schools and instructors, neighborhoods, and communities.

Table 16 discusses a summary of the respondents' assessments of school performance, which were very good. It shows that the overall mean of 3.35 is very good. This is because the enrollment rate serves as the foundation for school performance, with the graduation rate following closely behind. The dropout rate is extremely low. This suggests that the school should initiate a campaign to boost the enrollment rate. The average composite score for principals is 3.48, higher than the average score for teachers, which is 3.35, indicating a very good performance. In summary, principals assess rank 1 as the graduation rate, which factors into school performance, while for teachers, it is the enrollment rate, which they have an opposite view of. However, they have the same assessment of the dropped-out rate, which falls on both ranks 3. Principals believed that the graduation rate is important for school performance, and the enrollment rate depends on the community's population. While teachers believed enrollment rate matters to school performance because numbers of learners show how big a school is.

Table 16 Summary of the Respondents' Assessment on School Performance

School Performance Indicators	Principals				Teachers				Average			
	Mean	SD	Int.	Rank	Mean	SD	Int.	Rank	Mean	SD	Int.	Rank
1. Enrollment Rate	3.46	0.41	VG	2	3.39	0.42	VG	1	3.39	0.42	VG	1
2. Dropped Out Rate	3.37	0.42	VG	3	3.28	0.50	VG	3	3.29	0.50	VG	3
3. Graduation Rate	3.63	0.39	E	1	3.36	0.50	VG	2	3.37	0.50	VG	2
Over-all Mean	**3.48**	**0.30**	**VG**		**3.35**	**0.35**	**VG**		**3.35**	**0.35**	**VG**	

Legend: 3.51-4.00 Excellent (E); 2.51-3.50 Very Good (VG); 1.51-2.50 Average (A); 1.00-1.50 Poor (P)

This information is in contrast to Miller's (2018) findings that budgeting for students' accomplishments leads to higher graduation rates.

SOP# 5 Is there a significant difference in the school performance as assessed by the two groups of respondents based on their profiles?

Table 17A Differences in the Assessment of Principal Respondents on the School Performance Based on their Sex

School Performance Indicators	Sex	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
	Male	3.80	0.28	1.55	0.18	Accepted	Not Significant

1. Enrollment Rate	Female	3.32	0.39				
2. Dropped-Out Rate	Male	3.70	0.14	1.40	0.22	Accepted	Not Significant
	Female	3.24	0.43				
3. Graduation Rate	Male	3.80	0.28	0.70	0.51	Accepted	Not Significant
	Female	3.56	0.43				
Over-all	**Male**	**3.77**	**0.23**	**1.89**	**0.12**	Accepted	Not Significant

Table 17A indicates differences in the assessment of principal respondents' school performance based on their sex were not significant. The null hypothesis (t-value 1.89, sig. 0.12) suggests that there is no significant difference in their evaluation based on sex. It suggests that school performance depends on enrollment rates, graduation rates, and dropout rates. In other words, schools should find ways to minimize or even eliminate dropout rates to promote school performance. Therefore, the number of enrollments directly correlates with the number of graduates. This data is comparable to Banaag and Sumodevilla (2024). The school and teacher should have communication with the parents to avoid children dropping out of school, which affects graduation rates.

Table 17B presents not significant differences in the assessment of teacher respondents' school performance based on their sex. The t-value of 0.47 and sig. 0.64 accepted the null hypothesis, suggesting that there is no significant difference based on their sex. This is because enrollment, graduation, and dropout rates have the potential to impact school performance. It implies that schools should support teachers and learners, allocate budgets for instructions, communicate with parents, and invite stakeholders. In other words, teachers—male or female—work to raise student achievement, especially by preventing pupils from missing class.

Table 17B Differences in the Assessment of Teacher Respondents on the School Performance Based on their Sex

School Performance Indicators	Sex	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
1. Enrollment Rate	Male Female	3.398 3.39	0.32 0.43	-0.12	0.91	Accepted	Not Significant
2. Dropped-Out Rate	Male Female	3.36 3.27	0.48 0.51	0.95	0.34	Accepted	Not Significant
3. Graduation Rate	Male Female	3.37 3.36	0.45 0.51	0.12	0.91	Accepted	Not Significant
Over-all	**Male** **Female**	**3.37** **3.34**	**0.29** **0.36**	**0.47**	**0.64**	**Accepted**	**Not Significant**

This information, relevant to Semerci and Aydin (2018), demonstrates how enrollment, graduation, and dropout rates affect students' academic achievement.

Table 18A Differences in the Assessment of Principal Respondents on the School Performance Based on their Educational Attainment

School Performance Indicators	Educational Attainment	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Enrollment Rate	Master's degree	3.20	0.57	1.04	0.43	Accepted	Not Significant
	w/ Doctorate units	3.20	.				
	Doctorate degree	3.65	0.34				
2. Dropped-Out Rate	Master's degree	3.10	0.71	1.70	0.29	Accepted	Not Significant
	w/ Doctorate units	3.00	.				
	Doctorate degree	3.60	0.16				
3. Graduation Rate	Master's degree	3.50	0.14	0.47	0.66	Accepted	Not Significant
	w/ Doctorate units	4.00	.				
	Doctorate degree	3.60	0.49				
Over-all	Master's degree	3.27	0.47	0.96	0.46	Accepted	Not Significant
	w/ Doctorate units	3.40	.				
	Doctorate degree	3.62	0.21				

Table 18A shows that there were no significant differences in the assessment of principal respondents' school performance based on their educational attainment. The t-value of 0.96 and the sig of 0.46 accepted the null hypothesis, indicating that there is no significant difference in their educational attainment. It is because schools should focus on promoting enrollment rates, minimizing the number of students dropping out of school, and helping students meet graduation requirements. In other words, educators with doctoral and master's degrees possess a solid foundation in school leadership and management, which significantly enhances school performance, particularly in areas such as enrollment, dropout, and graduation rates. They want to see more students enrolled, try to get rid of dropouts, and see higher graduation rates. According to Kehm et al. (2019), the higher the academic performance, the lower the rates of students dropping out, and enrollment and graduation rates are low when the family's income is unstable.

Table 18B Differences in the Assessment of Teacher Respondents on the School Performance Based on their Educational Attainment

School Performance Indicators	Educational Attainment	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Enrollment Rate	No Master's units	3.33	0.45	0.60	0.66	Accepted	Not Significant
	W/ Master's units	3.38	0.41				
	Master's degree	3.44	0.39				
	W/ Doctorate units	3.42	0.57				
	Doctorate degree	3.35	0.39				
2. Dropped Out Rate	No Master's units	3.06	0.57	4.18	0.07	Accepted	Not Significant
	W/ Master's units	3.26	0.46				
	Master's degree	3.42	0.48				
	W/ Doctorate units	3.28	0.46				
	Doctorate degree	3.32	0.49				
3. Graduation Rate	No Master's units	3.26	0.50	0.60	0.66	Accepted	Not Significant
	W/ Master's units	3.38	0.50				
	Master's degree	3.40	0.53				
	W/ Doctorate units	3.33	0.43				
	Doctorate degree	3.35	0.38				
Over-all	No Master's units	3.22	0.37	2.57	0.09	Accepted	Not Significant
	W/ Master's units	3.34	0.35				
	Master's degree	3.42	0.34				

	W/ Doctorate units	3.35	0.35				
	Doctorate degree	3.34	0.31				

Table 18B displays non-significant differences in the assessment of teacher respondents' school performance based on their educational attainment. It shows that the F-value of 2.57, sig. 0.09, accepted the null hypothesis, which means there is no significant difference based on the educational attainment of the teachers. Teachers are concerned about various aspects of school performance, including an increase in enrollment and graduation rates, a decrease in drop rates, and whether they possess a master's degree, a doctorate, or both. This data contrasts with Fry et al. (2018). Students who experienced abuse or violence as children are more likely to drop out of school and not graduate, even if they enrolled.

Table 19A Differences in the Assessment of Principal Respondents on the School Performance Based on their Length of Service

School Performance Indicators	Length of Service	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Enrollment Rate	6-10 years 11-15 years 16 years & above	3.60 2.80 3.55	0.00 . 0.41	1.99	0.25	Accepted	Not Significant
2. Dropped-Out Rate	6-10 years 11-15 years 16 years & above	3.60 2.60 3.45	0.00 . 0.34	4.14	0.11	Accepted	Not Significant
3. Graduation Rate	6-10 years 11-15 years 16 years & above	3.50 3.40 3.75	0.14 . 0.50	0.38	0.71	Accepted	Not Significant
Over-all	6-10 years 11-15 years 16 years & above	3.57 2.93 3.58	0.05 . 0.24	4.17	0.11	Accepted	Not Significant

Table 19A shows that there were no significant differences in the assessment of principal respondents' school performance based on their length of service. It highlights F-value 4.17, sig. 0.11, and accepts the null hypothesis, which states that there is no significant difference in the principal length of service. However, it implies that the longer a person serves, the more effort they put into improving their school performance, as evidenced by rising enrollment rates, very low dropout rates, and a very high graduation rate. In contrast to Brown & Knight (2023), this data suggests that schools should hire teachers or school counselors trained in academic performance enhancement to curb student dropouts and maintain enrollment stability. Students' outcomes, especially their academic performance and graduation rate, strongly influence this.

Table 19B demonstrates that there were no significant differences in the assessment of teacher respondents' school performance based on their length of service. The null hypothesis was accepted with an F-value of 2.19 and a sig. of 0.09, indicating that there is no significant difference in the assessment of teachers' respondents when grouped according to their length of service. According to them, it implies that existing school performance is very high. In other words, whether they are new in the field, experienced, or veterans, teachers believe school performance should be based on these indicators, such as a very high enrollment rate, a very low dropout rate, and a very high graduation rate.

Table 19B Differences in the Assessment of Teacher Respondents on the School Performance Based on their Length of Service

School Performance Indicators	Length of Service	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Enrollment Rate	3-5 years	3.46	0.43	1.99	0.12	Accepted	Not Significant
	6-10 years	3.29	0.44				
	11-15 years	3.40	0.33				
	16 years & above	3.44	0.44				
2. Dropped-Out Rate	3-5 years	3.42	0.50	1.53	0.21	Accepted	Not Significant
	6-10 years	3.21	0.49				
	11-15 years	3.25	0.54				
	16 years & above	3.33	0.50				
3. Graduation Rate	3-5 years	3.38	0.53	0.58	0.63	Accepted	Not Significant
	6-10 years	3.30	0.48				
	11-15 years	3.35	0.44				
	16 years & above	3.40	0.54				
Over-all	3-5 years	3.42	0.36	2.19	0.09	Accepted	Not Significant
	6-10 years	3.27	0.34				
	11-15 years	3.33	0.34				
	16 years & above	3.39	0.35				

This information is similar to Villan et al.'s (2018) finding that teachers, regardless of their length of service, should focus on student performance, which factors in increasing graduation, and students who have problems with their performance are more likely to drop out of the class. A good school performance attracts enrollment.

Table 20A Differences in the Assessment of Principal Respondents on the School Performance Based on their Position

School Performance Indicators	Position	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
1. Enrollment Rate	Principal III	3.60	0.00	0.91	0.41	Accepted	Not Significant
	Principal IV	3.40	0.49				
2. Dropped Out Rate	Principal III	3.60	0.00	0.89	0.42	Accepted	Not Significant
	Principal IV	3.28	0.48				
3. Graduation Rate	Principal III	3.50	0.14	-0.52	0.63	Accepted	Not Significant
	Principal IV	3.68	0.46				
Over-all	Principal III	3.57	0.05	0.42	0.69	Accepted	Not Significant
	Principal IV	3.45	0.36				

Table 20A shows that there were no significant differences in the assessment of principal respondents' school performance based on their position. The accepted null hypothesis (t-value 0.42, sig. 0.69) suggests that categorizing principals based on their positions does not significantly alter their evaluations. It is because enhancing school performance measures, including a very high enrollment rate, a very low dropout rate, and a very high graduation rate, is their main priority, regardless of whether they are principal III or IV. This information is relevant to David et al.'s (2018) Alternative Learning System, which aims to help students continue their education and study school dropout rates, as well as the variables that put children at risk of dropping out.

Table 20B presents non-significant differences in the assessment of teacher respondents' school performance based on their position. This suggests that the F-value is 0.97, with a significance level of 0.41. The null hypothesis accepted, with a significance level of 0.41, indicates that there is no significant difference in the respondents' assessments when they are grouped based on their position. This is due to the fact that, regardless of their position as teacher I or master teacher I, they are primarily concerned with the number of enrolments, as their primary responsibility is to instruct students. They do their best to prevent learners from dropping out of their class, and they encourage students to finish their studies. It implies that in order to improve student performance, schools should check the number of enrollments, monitor dropouts, and gather lists of graduates regardless of their teachers' status.

Table 20B Differences in the Assessment of Teacher Respondents on the School Performance Based on their Position

School Performance Indicators	Position	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Enrollment Rate	Teacher I	3.38	0.45	0.25	0.86	Accepted	Not Significant
	Teacher II	3.38	0.39				
	Teacher III	3.38	0.43				
	Master Teacher I	3.44	0.38				
2. Dropped-Out Rate	Teacher I	3.23	0.54	1.91	0.13	Accepted	Not Significant
	Teacher II	3.21	0.48				
	Teacher III	3.39	0.48				
	Master Teacher I	3.28	0.49				
3. Graduation Rate	Teacher I	3.33	0.52	1.00	0.39	Accepted	Not Significant
	Teacher II	3.38	0.46				
	Teacher III	3.43	0.52				
	Master Teacher I	3.29	0.50				
Over-all	Teacher I	3.31	0.38	0.97	0.41	Accepted	Not Significant
	Teacher II	3.32	0.35				
	Teacher III	3.40	0.32				
	Master Teacher I	3.34	0.46				

This information relates to Mazrekaj and Witte (2020), who found that modular education is effective in preventing students from dropping out of school and suggested that it be included in school policies to promote zero dropout rates and increased graduation rates.

Table 21 Differences in the Assessment of Teacher Respondents on the School Performance Based on their Designation

School Performance Indicators	Designation	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
1. Enrollment Rate	Team Leader	3.36	0.34	-0.48	0.63	Accepted	Not Significant
	Team Member	3.40	0.43				
2. Dropped-Out Rate	Team Leader	3.25	0.53	-0.55	0.59	Accepted	Not Significant
	Team Member	3.29	0.50				
	Team Leader	3.26	0.42		0.10	Accepted	

3. Graduation Rate	Team Member	3.38	0.52	-1.68			Not Significant
Over-all	Team Leader	3.29	0.32	-1.13	0.26	Accepted	Not Significant
	Team Member	3.36	0.36				

Table 21 shows that there were no significant differences in the assessment of teacher respondents' school performance based on their designation. The t-value of -1.13, sig. 0.26, accepted the null hypothesis, which means there is no significant difference in the assessment of teachers' respondents when they group according to their designation. This is due to their belief that a higher enrollment rate would significantly impact school performance, a lower dropout rate would lead to an increase in school performance, and the graduation rate of all enrolled students would also have an impact on school performance. To put it another way, they all agreed that schools should pay attention to enrollment, dropout, and graduation rates in order to improve school performance. This was true whether they were team leaders or team members. According to Sridevi and Nagpal (2019), this information is different. Student dropout in various Indian states: child marriage, lack of transportation, separate restrooms, safety and security on the way to school, parents' educational background, lack of leisure, absence of teachers, lack of guidance and counseling, bias, affordability, and lack of interest in education and school performance are affected.

SOP # 6. Is there a significant relationship between the school improvement plan, and the school performance?

Table 21A Relationship Between the School Improvement Plan and School Performance as Assessed by the Principals

School Improvement Plan	School Performance	Computed r	Sig	Decision on Ho	Interpretation
Quality of Project	Enrollment Rate	0.67	0.10	Accepted	Not Significant
	Dropped-Out Rate	0.75	0.08	Accepted	Not Significant
	Graduation Rate	0.35	0.44	Accepted	Not Significant
	Average	**0.82**	**0.25**	**Accepted**	**Not Significant**
Stakeholders'/Parents' Support	Enrollment Rate	0.72	0.07	Accepted	Not Significant
	Dropped-Out Rate	0.85	0.02	Rejected	Significant
	Graduation Rate	-0.04	0.94	Accepted	Not Significant
	Average	0.72	0.07	Accepted	Not Significant
Teachers' Performance	Enrollment Rate	0.75	0.04	Rejected	Significant

	Dropped-Out Rate	0.86	0.01	Rejected	Significant
	Graduation Rate	0.11	0.82	Accepted	Not Significant
	Average	**0.80**	**0.03**	**Rejected**	**Significant**
Learners' Performance	Enrollment Rate	0.21	0.21	Accepted	Not Significant
	Dropped-Out Rate	0.26	0.57	Accepted	Not Significant
	Graduation Rate	0.74	0.06	Accepted	Not Significant
	Average	0.54	0.21	Accepted	Not Significant
Allocation of Budget	Enrollment Rate	0.42	0.35	Accepted	Not Significant
	Dropped-Out Rate	0.45	0.31	Accepted	Not Significant
	Graduation Rate	0.54	0.22	Accepted	Not Significant
	Average	**0.64**	**0.12**	**Accepted**	**Not Significant**
Over-all School Improvement Plan	**Over-all School Performance**	**0.77**	**0.09**	**Accepted**	**Not Significant**

Table 21A, the principals assessed the relationship between the school improvement plan and school performance and found no significant correlation. The null hypothesis was accepted when the over-all school improvement plan and over-all school performance computed r = 0.77 and sig. = 0.09, indicating no significant relationship between the two variables. However, in terms of stakeholders' or parents' support, the dropped-o rate shows correlations between school improvement plans that impact school performance. In addition, teachers' performance indicates a significant correlation, particularly in the enrollment rate and drop-out rate. Principals believe that teachers play a significant role in both increasing the enrollment rate and reducing the drop-out rate. It implies that teachers can campaign to increase enrollment in school and also motivate students not to drop out by giving alternative instructions, such as modular distance learning. We found no significant correlation between other indicators and school performance in terms of enrollment rate, dropout rate, and graduation rate. According to Milne (2018), this information is pertinent. Employees within the organization already possess the ability and agency to enhance school performance, thereby demonstrating the potential to foster a positive school culture that reassures stakeholders about the organization's ability to achieve its strategic goals.

Table 21B Relationship Between the School Improvement Plan and School Performance as Assessed by the Teachers

School Improvement Plan	School Performance	Computed r	Sig	Decision on Ho	Interpretation
Quality of Project	Enrollment Rate	0.53	0.00	Rejected	Significant
	Dropped-Out Rate	0.41	0.00	Rejected	Significant
	Graduation Rate	0.43	0.00	Rejected	Significant
	Average	**0.61**	**0.00**	**Rejected**	**Significant**
Stakeholders'/Parents' Support	Enrollment Rate	0.56	0.00	Rejected	Significant
	Dropped-Out Rate	0.33	0.00	Rejected	Significant
	Graduation Rate	0.45	0.00	Rejected	Significant
	Average	**0.59**	**0.00**	**Rejected**	**Significant**
Teachers' Performance	Enrollment Rate	0.61	0.00	Rejected	Significant
	Dropped-Out Rate	0.34	0.00	Rejected	Significant
	Graduation Rate	0.50	0.00	Rejected	Significant
	Average	**0.64**	**0.00**	**Rejected**	**Significant**
Learners' Performance	Enrollment Rate	0.25	0.00	Rejected	Significant
	Dropped-Out Rate	0.29	0.00	Rejected	Significant
	Graduation Rate	0.35	0.00	Rejected	Significant
	Average	**0.40**	**0.00**	**Rejected**	**Significant**
Allocation of Budget	Enrollment Rate	0.59	0.00	Rejected	Significant
	Dropped-Out Rate	0.38	0.00	Rejected	Significant
	Graduation Rate	0.44	0.00	Rejected	Significant
	Average	**0.62**	**0.00**	**Rejected**	**Significant**
Over-all School Improvement Plan	**Over-all School Performance**	**0.69**	**0.00**	**Rejected**	**Significant**

Table 21B demonstrates a significant correlation in all indicators between the school improvement plan and and school performance based on the teachers' assessment. The computed r = 0.69, sig. 0.00, rejects the null hypothesis, indicating a significant correlation between the school improvement plan and the school performance as assessed by the teachers. It is because teachers believed that all indicators were significantly correlated to each other; the quality of the school project was significantly correlated to the enrollment rate, drop-out rate, and graduation rate, which implies that in order to increase school performance well identified, it is in need; the stakeholders/parents support correlated to the enrollment, drop-out, and graduation of the learners or students; teachers and interviewed stakeholders and parents believed that it is possible to have a to have a very high enrollment rate, a zero drop-out rate, and a 100 percent rate if all parents support their children financially, emotionally, mentally, and spiritually.

In addition, teachers' performance shows significant correlations to enrollment rate, drop-out rate, and graduation rate. This is due to the fact that, although the teachers who were interviewed claimed to have done their utmost in teaching their students in the classroom, there were still some students who were identified as slow learners. These students required additional support from their parents at home, as well as nutritional supplements to enhance their mental development. It implies that in order to increase school performance, schools should find ways to accommodate the identified learners who may drop out and not be able to graduate.

Furthermore, there is a significant correlation between the performance of learners and the rates of enrollment, dropout, and graduation. It is because on school premises, the top priority is the children's or learners education, which they can use in their daily lives to become productive and responsible citizens of the state. It implies that school personnel and parents should help one another to motivate learners to study, not to quit schooling, and finish their tasks to be able to join the graduation process.

Finally, there is a significant correlation between budget allocation and the enrollment, drop-out, and graduation rates of schools. It is because all schools have a budget, but it is still not sufficient to fund all the needs of their school. It implies that schools should look for another source of income to increase their school performance, according to teacher respondents. This information is related to the school improvement reforms proposed by Heffernan (2018), which include increased school autonomy, a clear expectation of specific leadership behaviors in the pursuit of better measurable outcomes, and a rise in external accountabilities, all of which contribute to significant improvement in school performance.

Table 21C Relationship Between the School Improvement Plan and School Performance as Assessed by the Two Groups of Respondents

School Improvement Plan	School Performance	Computed r	Sig	Decision on Ho	Interpretation
Quality of Project	Enrollment Rate	0.53	0.00	Rejected	Significant
	Dropped-Out Rate	0.42	0.00	Rejected	Significant
	Graduation Rate	0.43	0.00	Rejected	Significant
	Average	**0.62**	**0.00**	**Rejected**	**Significant**

Stakeholders'/Parents' Support	Enrollment Rate	0.56	0.00	Rejected	Significant
	Dropped-Out Rate	0.34	0.00	Rejected	Significant
	Graduation Rate	0.44	0.00	Rejected	Significant
	Average	**0.60**	**0.00**	**Rejected**	**Significant**
Teachers' Performance	Enrollment Rate	0.61	0.00	Rejected	Significant
	Dropped-Out Rate	0.35	0.00	Rejected	Significant
	Graduation Rate	0.50	0.00	Rejected	Significant
	Average	**0.65**	**0.00**	**Rejected**	**Significant**
Learners' Performance	Enrollment Rate	0.24	0.00	Rejected	Significant
	Dropped-Out Rate	0.28	0.00	Rejected	Significant
	Graduation Rate	0.35	0.00	Rejected	Significant
	Average	**0.40**	**0.00**	**Rejected**	**Significant**
Budget Allocation	Enrollment Rate	0.58	0.00	Rejected	Significant
	Dropped-Out Rate	0.38	0.00	Rejected	Significant
	Graduation Rate	0.44	0.00	Rejected	Significant
	Average	**0.63**	**0.00**	**Rejected**	**Significant**
Over-all School Improvement Plan	**Over-all School Performance**	**0.69**	**0.00**	**Rejected**	**Significant**

Table 21C presents the relationship between the school improvement plan and school performance as assessed by the two groups of respondents were found signihicant correlated. It infers that computed r = 0.69, sig. 0.00, rejected the null hypothesis, which means there is a significant correlation between the school improvement plan and school performance. In other words, the school improvement plan in terms of quality of projects, stakeholders'/parents' support, and budget allocation were found to be significantly correlated to a high degree with school performance in terms of enrollment rate and moderately correlated in terms of dropped-out rate and graduation rate as assessed by the two groups of respondents in general. The two groups of respondents generally found a moderate correlation between the school improvement plan and the dropped-out rate, but a significant correlation between the teachers' performance and the enrollment and graduation rates.

In addition,the school improvement plan in terms of learners' performance was found to be significantly correlated to a low degree with school performance in terms of enrollment rate and dropped-out rate, while

moderately correlated with graduation rate. Both groups of respondents generally came to the same conclusion.

The two groups of respondents generally found that the overall school improvement plan had a significant impact on school performance.This information is relevant to Hirsh and Segolsson (2019). School improvement plans, particularly during the project planning stage, have an impact on school performance. It suggests that the school's method of arranging teacher-driven school development work, involving changes to the activity system's rules, division of labor, and mediating artifacts, facilitated collaborative learning and instruction analysis among all teachers at the school. The activity system reveals a number of contradictions at various levels.

SOP# 7.How can schools attract the stakeholder's support?

Table 22. Schools can attract the stakeholder support

Respondents (Screen name)	Actual Response	Theme	Code
Sally	Through the conduct of stakeholder summit/convergence	Conducting Summit	P3
George	Encouraging and promoting school projects and **programs** to stakeholders.	Encouraging stakeholder	T3-B
Annalyn	Schools should **involve** stakeholders present well the projects and be transparent with the stakeholders.	Involving stakeholder	PR-B
Julina	Engaging stakeholders through **programs** for the improvement of the school that will benefit the school and community.	Engaging stakeholder	T2-B
Cesar	Create reliable **communication** between the school and the people involved with this **program**.	Creating reliable communication	T2-A
Lenny	The school can **engage** in stakeholder support by **presenting** to them the problem of the school through **meetings** or general assemblies with the SPTA officers.	Engaging stakeholder	MT1-A
Arlyn	Invite them to the **meeting** and discuss the project,	Discussing the programs and projects	PR-A
Rowel	Through constant **communication** with stakeholders and parents and by inviting them to participate in the activities.	Creating reliable communication	T1-A
Hanna	Support any project the stakeholder will initiate for as long as it will be for the learners' benefit.	Support stakeholders initiate projects	PR-C

Jeffrey	With proper correspondence, timing, consistency, transparency, and having the impression of a strong positive school culture and climate.	Consistency and transparency	T3-A
Jesa	Proper **dissemination** of information to the stakeholders and involvement.	Creating reliable communication	T1-B
Ramon	By discussing the **programs** and projects of the school so that they can identify the assistance they could give the school as stakeholders.	Discussing the programs and projects	ST-A
David	Schools can engage stakeholders' support by involving them in the decision-making process, such as curriculum development and policy formulation. Hosting regular **meetings** and **activities** or **programs**.	Involving stakeholder	P4
Marimar	Enable educators to work with volunteers who support students and the school. Involve families as volunteers and as audiences at the school.	Involving stakeholder	ST-B
Jonel	Identify stakeholders early and let them work with other stakeholders. Stakeholders can get involved in the planning, implementation, **monitoring**, and evaluation	Involving stakeholder	MT1-B

Legend:
P4-principal IV, P3-principal III, MT1-master teacher 1, T3-teacher III, T2-teacher II, T1-teacher I, ST-Stakeholder, PR-parent.

Based on the interviews with the two (2) principals and eight (8) teachers, three (3) parents, and two (2) stakeholders, the respondents' schools can attract the stakeholders' support by conducting summits, encouraging them to participate, involving and engaging stakeholders in decision-making, creating reliable communication to contact them, discussing the program and projects with consistency, and providing transparency in updating the improvement of the school. Schools can attract stakeholders by actively participating and being included in the development of the destination and recognizing its potential, according to Žibert et al. (2019). This is because different stakeholder groups have different roles to play in the destination's growth of school improvement.

Summary of Findings

The summary of findings drawn from each table results.

The majority of respondents were female in terms of sex. It indicates that there are more male principals and teachers than female instructors in the Elementary Department of Education. It suggests that there are more female educators who are eager to instruct elementary school students.Regarding educational background, the majority of participants held a master's degree. However, the majority of respondents who were principals held doctorates, while the majority of instructors had master's degrees. It suggests that a

large number of teachers today pursue graduate-level coursework in order to further their careers.When it came to tenure, the majority of respondents had been principals or teachers for at least 16 years. It suggests that experienced principals and teachers work mostly in the Division of Antipolo City's very large elementary school. In terms of position, the majority of those surveyed had the title of teacher I. However, the majority of respondents who were principals held the title of Principal IV, whereas teachers held the title of Teacher I. It suggests that even though teachers give their all to their students, advancement in the Department of Education is sluggish and challenging for those without doctoral degrees or seminar attendance. The majority of respondents identified themselves as project team members. However, all of the principal respondents were project leaders, whereas the majority of the teacher respondents were project team members. It suggests that while some teachers oversee projects, principals oversee the school improvement plan, and a large number of teachers work as team members, acting as the principal's hand, foot, ear, and eye in the process.

Regarding the project's quality, the two respondents' evaluations of the school development plan were highly favorable. It suggests that school projects help students perform better and enhance the quality of the teacher's instruction. School projects have the least influence on raising student achievement and enhancing teachers' professional development. In terms of stakeholders' and parents' support, the two sets of respondents gave the school growth plan very positive evaluations. Parents or other stakeholders implicitly support the school's initiatives; if educators or schools acknowledge them, explain the process to them, ask them to solve a problem, or assign them a specific role, they are doing something right. Meanwhile, according to the interviewed respondents' schools can attract the stakeholders' support by conducting summits, encouraging them to participate, involving and engaging stakeholders in decision-making, creating reliable communication to contact them, discussing the program and projects with consistency, and providing transparency in updating the improvement of the school.

In addition, the two groups of respondents to the school improvement plan provided highly positive assessments of the teachers' performance. It suggests that a teacher's effectiveness is based on the number of subjects they teach, the ancillary work they receive, their professional development, and the knowledge they gain from their students' success or progress. Despite their evaluations being less dependent on their ability to create and submit school reports, conduct classroom observations, and frequently administer student exams, the two groups of respondents to the school improvement plan performed exceptionally well in terms of budget allocation. This is because the budget allocates funds based on the school's identified and prioritized needs, even though a high priority could potentially impact school operations. Therefore, purchasing educational materials, allocating funds based on the project's requirements and significance, and maintaining physically sound learning environments are the lowest priorities. Principals and teachers neglect the school's needs due to their fear of violating the DEPED Order.The school improvement plan received excellent ratings from the respondents. This is a result of the school improvement plan's strong emphasis on student and teacher performance. The least attention is given to budget allocation, parent and stakeholder support, and project quality.

However, there is no discernible difference between the principals' evaluations of the school's development plan based on their gender. One possible explanation for this could be that female principals align with male principals' vision and goals for the school improvement plan, which is to enhance student and teacher performance and deliver top-notch instruction to enable kids to satisfy state requirements and compete globally. Upon categorizing teachers by gender, the respondents' evaluations of the school improvement plan show no discernible difference. This is because both male and female educators share the same vision

and objectives for the school reform plan, which aims to shape students into responsible and productive members of society.

Based on their educational level, there is no discernible difference between the principals' evaluations of the school improvement plan. It is possible that principals with master's, doctoral, and doctoral units have almost identical leadership backgrounds or that they share similar ideas about how to manage the school development plan, ideas that they may have learned from seminars and trainings. When grouped by educational attainment, there was a significant difference in the quality of projects and student achievement, but there was no significant difference in the teacher respondents' views of the school improvement plan. But there is a noticeable discrepancy between the quality of projects and students' achievement. It suggests that postgraduate education has an impact on instructors' ability to generate high-quality projects and instruction. In a follow-up examination, the results showed that there were substantial differences in the assessments of teachers based on their educational attainment in two indicators: master's degree and doctorate degree. According to tenure, there were no discernible disparities in the principal respondents' assessments of the school improvement plan. Principals value themselves highly because they know that, no matter how long they have held their position, they have made every effort to improve schools.

On the other hand, there were notable variations in teacher respondents' evaluations of the school improvement plan according to their tenure. It suggests that experienced educators search for higher-quality school initiatives that benefit both educators and kids, and they hunt for parents' or stakeholders' assistance in the educational advancement of their charges. We conducted a follow-up exam to examine the significant differences in teacher respondents' evaluations of the school development plan based on their tenure, particularly in the areas of project quality and parent/stakeholder support.

The respondents gave relatively positive evaluations of the school's success in terms of enrollment rate. This is due to the fact that student and instructor performance affect enrollment. The least significant variables are the allocated budget, the support of parents and other stakeholders, and the quality of the school's projects. The respondents gave relatively positive ratings of the school's success in terms of dropout rates. This is because student dropouts have an impact on both parents' support and learners' performance. Teachers' effectiveness, project quality, and financial allocation have the least impact. To reduce the number of dropouts, we advise schools to engage with parents and other stakeholders about their children's performance or circumstances. The respondents gave relatively positive evaluations of the school's performance in terms of graduation rate. This is a result of both students' and teachers' exceptional achievement. The least comparable outcomes are those of budget distribution, project quality, and stakeholder support. It suggests that in order to raise graduation rates, schools should encourage learner education and teacher training. The respondents' ratings of school achievement were all very good. This is because the enrollment rate is the leading indicator of how well a school is doing, and the graduation rate is very close behind. Extremely few students drop out. Therefore, the school should start a program to get more people to sign up.

The difference in the principals' assessments of the respondents' school success based on their gender was not significant. To improve school success, schools should find ways to reduce or even eliminate dropout rates. Therefore, the enrollment rate directly

correlates with the completion rate. We found no significant differences in judging the teachers' school success based on their gender. This is because the rates of registration, graduation, and dropout can affect how well a school does its job. It means that schools should help teachers and students, set aside money for lessons, talk to parents, and call important people. There were no big differences in how the principal respondents judged the schools' success based on how much schooling they had. This is because schools should focus on getting more students to enroll, keeping students from dropping out, and making sure they meet the standards to graduate. The principals' tenure did not significantly alter the evaluation of their schools. As evidenced by rising enrollment rates, very low dropout rates, and a very high graduate rate, the longer someone serves, the harder they work to do better in school. There were no significant differences in the principal respondents' perceptions of their schools' performance based on their respective roles. This is because, no matter what level of director they are, their main goal is to improve school performance measures like a very high enrollment rate, a very low dropout rate, and a very high graduation rate.

Hence,the respondents' evaluations of the school success of teachers did not significantly differ based on their position. Regardless of their status as a teacher I or a master teacher I, their primary focus is on the number of students they choose to enroll, as their primary responsibility is to instruct them. It is very important to them that students don't drop out of school, and they urge them to finish their work. The evaluation of teachers' school performance remained largely unchanged, regardless of their titles. They believe that a higher enrollment rate, a lower dropout rate, and the graduation rate of all registered students can significantly impact school performance.

Principals looked at the correlations between the school improvement plan and school performance to each other, but they didn't find a strong one. However, the drop-out rate shows correlates between school improvement plans that have an effect on school achievement and the support of stakeholders, such as parents. Additionally, there is a strong correlation between teachers' success and the rates of enrollment and dropout. The principals believe that teachers play a significant role in attracting more students and reducing dropouts. This means that teachers might be able to work to get more kids to go to school and keep them there by offering different ways to learn, such as modular online learning.

However, Teachers' evaluations and the school improvement plan meaningfully linked school success across all indicators. Teachers, believing all indicators to be significantly related, discovered a significant relationship between the quality of the school project and the enrollment, drop-out, and graduation rates. This indicates that parents' support significantly influences their children's enrollment, drop-out, and graduation rates, thereby improving school performance. Teachers and parents interviewed thought that it was possible to have a very high enrollment rate, a zero drop-out rate, and a 100% rate if all parents supported their children financially, emotionally, mentally, and spiritually. Teachers' success strongly correlates with student enrollment, dropout rates, and graduation rates. Despite the teachers' assurance of their utmost effort to instruct their students in the classroom, they discovered some students to be relatively slow

learners. Student success strongly correlates with learning outcomes such as enrollment, dropout, and graduation rates. This is because the students' education, which they can use in their daily lives to become useful and responsible state citizens, is first and foremost at school. The number of students who enter, drop out, and graduate from schools strongly correlates with budget allocation. Because every school has a budget, it's not enough to cover all of their responsibilities.

Overall, there was a significant correlation between the school improvement plan and the school's performance, according to the two groups of respondents. Both groups of respondents judged the school improvement plan, including the quality of projects, the support of stakeholders and parents, and the budget allocation, as strongly correlated to school performance in terms of enrollment rate and moderately correlated to school performance in terms of dropout rate and graduation rate. Both groups of respondents found a weak correlation between the school improvement plan and the number of students who dropped out. However, they found a strong link between the teachers' success and the rates of enrollment and graduation. The study revealed a weak yet significant relationship between the school improvement plan and school success, specifically the enrollment and dropout rates, as well as a moderate correlation with the graduation rate. In general, both groups of respondents came to the same opinion.

The implication of the study is that school improvement plans have a significant relationship with increasing or decreasing school performance. So for future benefit, the school improvement plan expects to adopt changes depending on the situation or challenges the school is facing. The plan may encompass either short-term planning or an emergency plan.

DISCUSSIONS

Conclusion

The study's findings yield the following conclusions:

1. The principal respondents are mostly female, have a doctorate, are 16 years of age or older in service, hold the position of Principal IV, and all of them are project leaders. While teacher respondents are mostly female too, having a master’s degree, being 16 years of age or older in service, and holding the position of teacher I, in terms of designations, it doesn't matter the position; teachers can lead the projects depending on their willingness and ability.
2. The assessment of two (2) groups of respondents on the school improvement plan, in terms of the quality of the project, is very good at improving learners’ performance. Conversely, the quality of projects is somewhat weak in terms of increasing school performance, for which funding is needed. In terms of stakeholders’ support, believing in giving recognition to stakeholders for being well-motivated is very good. However, because of numerous reports of teacher and student conduct and because parents and stakeholders are busy, it shows a little weakness in giving a specific task to do. In terms of teachers’ performance, principals and teachers are sure that teachers’ performance should be based on the indicated number of subjects or ancillary works given to them and their professional growth, as well as the achievement or improvement of their pupils or students. Conversely, least based their performance on the result of periodic tests of his or her pupils. It is because a long period of time may depend on the memory of the learners. Hence, in terms of budget allocation, it shows highly good distribution according to what is identified in the memos’ stated Even though there is a priority that

may affect school operations, it is because principals and teachers in the school are afraid not to obey the order from the Department of Education. While low, very good in purchasing instructional materials due to insufficient funds.

3. The assessment of principal respondents is not significant based on their sex, educational attainment, length of service, position, and designation. It is because, according to them, they are doing their best regardless of their demographic profile. While teacher-respondents are not significant based on their sex too, they are not significant based on their educational attainment and position except in the quality of projects and learners' performance indicators, which show a significant difference as well as based on length of service and designation. It is because, regardless of sex and position, their focus is on the quality instruction they give to their students, but their educational attainment is slightly impacted, as is their length of service and designation factor in the school improvement plan.
4. The assessment of two groups of respondents on school performance shows the enrollment rate highly depends on the teachers' performance, while it is low on the allocation of budget. In terms of dropped-out rate, it strongly involves the learners' performance and weakly involves the teachers' performance. And, in terms of graduation rate, the greatest factor is the results from learners' performance, while the least is the results from the allocation of the budget.
5. The assessment of both principals and teachers-respondents on school performance based on their sex, educational attainment, length of service, position, and designation is not significant. It is because both of them did their best to increase the performance of their school.
6. Based on the assessment of principals-respondents on the school improvement plan and school performance, there is no significant relationship between the two. However, based on the assessments of teacher respondents, there is a significant relationship between the school improvement plan and school performance. In summary, school improvement plans and school performance are significantly correlated with each other. The overall school improvement plan was found to have a significant impact on school performance, as assessed by the two groups of respondents in general.
7. Based on the interviews with the (15) respondents', schools can attract the stakeholders' support by conducting summits, encouraging them to participate, involving and engaging stakeholders in decision-making, creating reliable communication to contact them, discussing the program and projects with consistency, and providing transparency in updating the improvement of the school.

Recommendation

Based on the conclusions drawn, the following recommendations are made:

1. The school improvement plan could incorporate automated or paperless school forms and lesson plans, reducing paperwork and reports. This would allow classroom advisory teachers to focus on student learning, thereby enhancing academic performance, and allocate more time for communicating with parents about learners' performance.
2. The school may include the purchase of instructional materials in its projects to keep students engaged in the classroom and reduce noise and disruptive behavior.
3. The Department of Education may review a teacher's quarterly or four classroom observations in a year, as it is not beneficial for the teacher to concentrate on the learner's performance. According to the teacher respondents, what they need is energy to handle their learners these days.
4. In order to plan the school improvement process and its implementation, the school may hold small group discussions, FGDs, and LAC sessions with teachers, student representatives, and school parents'

5. officers.

Research Output

Proposed Strategic Plan

VISION

A school improvement plan helps schools organize their data, increase teachers' and learners' performance, gain parents and stakeholders' support, and allocate budgets accordingly.

MISSION

To establish a high standard for a school improvement plan that increases teachers' and learners' performance, gains parents' and stakeholders' support, and improves project quality to increase school performance, specifically the enrollment rate and graduation rate. Also, to promote zero dropout.

GOAL

The school improvement plan involves the principal, officer-in-charge, teacher leaders and teachers' representatives, project team leaders and project team members representatives, and parents' representatives and stakeholders who are involved in planning, implementation, and assessment. The plan includes the quality of projects, stakeholders' support, teachers' and learners' performance, and budget allocation for SY 2024–2025, 2025–2026, 2026–2027, 2027-2028, and 2028-2029.

CORE VALUES

- Quality, Integrity, transparency, Efficiency, and Effectivity.

School Improvement Plan for SY:2024-2025

KRA (SOP) (TOP 2 highest)	Objectives	Plans, Projects, Activities	Key Person Involve	Resources	Timetable	Expected Outcomes
Quality of projects 1.improves learners' performance. 2.contributes to the quality of instructions of the teacher for the learners.	Conduct reading & math assessment. Mentors & coach the teachers on how to be effective to their learners	Project READ, COUNT, Comre & Solve Mentoring & coaching	Principal, teachers, parents/stakeholders	FACE-TO-FACE DISCUSSION	EVERY QUARTER	Increase 5% learners performance every quarter
Stakeholder/						

parents support 1.gives recognition for them well-motivated 2.5 presents the problem to them. 2.5 explains the process of the improvement plan.	Inform parents/stakeholders they will be given recognition for their support. Discuss to the parents/stake holders on how they can support needed,	CONFERENCE HRPTA meeting HRPTA meeting	Teacher-adviser, and parents Teacher-adviser, and parents Teacher-adviser, and parents	FACE-TO-FACE CONFERENCE FACE-TO-FACE FACE-TO-FACE	EVERY THERE IS AN ACTIVITY OR PROGRAM/PROJECT	Activities, projects, and programs conducted in school parents support is 75% visible.
Teachers' performance 1.indicated the number of subjects load or ancillary works given to him/her and professional growth. 2.gathered from the achievement or improvement	Present the teachers program, lesson plan, reports or intervention plan & implementation she/he did. Display from the results of rating of the teachers for her/his learners	Focus group discussion Copy of grades	Teachers Master teachers principal Teacher-adviser and parents	FACE-TO-FACE Printed materials	Every end of the Month One week before the periodic exam	Output submitted on time Increase 2 % the performance.

of his/her pupils.						
Learners'Performance 1.indicated from the results of their quarterly test. 2.5 presented from the results of their reading level and comprehension. 2. 5.presented from the results of their performance task.	Return the checked test paper to the learners and ask the parent to sign it for them well inform with regards the result of the test. Give the learners the copy of their reading proress results. Explains clearly the rubrics used to rate the learners performance	Heart-to-heart talk 1 is to 1 By group activities	Teacher-adviser and parents/guardians Teacher-adviser and parents/guardians Teacher-adviser and parents/guardians	Printed materials/video lesson Printed copy Printed copy/soft copy	Every weekend Every activities Every activities	Increase 3 % the performance. Increase 3 % the performance. Increase 3 % the performance.
Budget Allocation						Made learners

1.allocates accordingly to what is in the identified needs in the memos' stated even though there is a priority that may affect school operations.	Align & purchase materials needed by teachers to quality instruction to learners according the memo.	Provision of budget Allocation	Principal and property custodian	Bond papers, printer ink	Every month	busy and minimize noise inside the classroom
2.prioritizes the priority needs of the school.	Allocates budget according to the needs of quality instructions.	Provision of Annually planning of school improvement	Principal, teachers, parents officers/stakeholders	School policy, DEPED MEMO	Before the opening of school or During brigade Eskwela	Used budget meaningfully in the quality of instructions that increase enrollment rate.
Enrollment rate 1.depends on the teachers' performance 2.depends on the learners' performance	Demonstrates teachers' teaching styles, techniques, and approaches that inspire learners inspired inside the classroom.	Provision of trainings, seminars, LAC sessions/ FGD	Principal. resource person, teachers	SEMINARS / LAC SESSION/FGD	During In-Service training/ Every quarter	Improved teachers' skills in dealing with the learners during the class hour.
Drop-out rate 1.involves the learner's performance	Engage learners to the activities made him/her	Activities engage learners	Principal, teachers, and parents	Conference/ meeting	2 days absent ask the parents or gurdians.	Maintain very low rate drop out. Maintain very low

2.involves the stakeholders' /parents' support.	inspired happy inside the class.	Let the parents visit their kids inside the classroom	Principal, teachers, and parents	Heart to heart talk.	When the children lack of interest and have an absent of 5 days.	rate drop out.
Graduation rate 1.results from learners' performance	Help learners finished his/her task	Guided activities for the lesson which learners found weakest.	teachers, and parents	Face to face, And at home	Monthly	Maintain 100% promoted from the number of enrollment
2.results from teachers' performance.	Remind teachers they should help their learners able to finish their task by reminding, guiding, & teaching them how.	Give teachers materials they need for guided activities for learners	Principal, teachers, and parents	Face to face,	monthly	Started collecting paper for promotion

School Improvement Plan for SY:2025-2026						
KRA (SOP) (TOP 2 highest)	**Objectives**	**Plans, Projects, Activities**	**Key Person Involve**	**Resources**	**Timetable**	**Expected Outcomes**
Quality of projects 1.improves learners' performance.	Conduct reading &	Project READ, COUNT,	Principal, teachers,	FACE-TO-FACE	EVERY QUARTER	Increase 7% learners

2.contributes to the quality of instructions of the teacher for the learners.	math, talents assessment. Mentors & coach the teachers on how to be effective to their learners	Comre & Solve Mentoring & coaching	parents/stakeholders	DISCUSSION		performance every quarter
Stakeholder/ parents support 1.gives recognition for them well-motivated 2.5 presents the problem to them. 2.5 explains the process of the improvement plan.	Remind parents/stakeholders they will be given recognition for their support. Explain to the parents/stake holders on how they can support needed,	CONFERENCE HRPTA meeting HRPTA meeting	Teacher-adviser, and parents Teacher-adviser, and parents Teacher-adviser, and parents	FACE-TO-FACE CONFERENCE FACE-TO-FACE FACE-TO-FACE	EVERY THERE IS AN ACTIVITY OR PROGRAM/PROJECT	Activities, projects, and programs conducted in school parents support is 80% visible.
Teachers' performance 1.indicated the number of subjects load or ancillary works given to him/her and professional growth.	indicate the teachers program, lesson plan, reports or intervention plan & implementat	Focus group discussion	Teachers Master teachers principal	FACE-TO-FACE	Every end of the Month	Output submitted 1 day advance

	ion she/he did. computed from the results of rating of the teachers for her/his learners	Copy of grades	Teacher-adviser and parents	Printed materials	One week before the periodic exam	Increase 4 % the performance.
2.gathered from the achievement or improvement of his/her pupils.						
Learners'Performance 1.indicated from the results of their quarterly test.	Return the checked test paper to the learners and ask the parent to sign it for them well inform with regards the result of the test.	Heart-to-heart talk	Teacher-adviser and parents/guardians	Printed materials/video lesson	Every weekend	Increase 5 % the performance.
2.5 presented from the results of their reading level and comprehension. 2. 5.presented from the results of their	Give the learners the copy of their reading proress results.	1 is to 1	Teacher-adviser and parents/guardians	Printed copy	Every activities	Increase 5 % the performance.

performance task.	Explains clearly the rubrics used to rate the learners performance	By group activities	Teacher-adviser and parents/guardians	Printed copy/soft copy	Every activities	Increase 5 % the performance.
Budget Allocation 1.allocates accordingly to what is in the identified needs in the memos' stated even though there is a priority that may affect school operations.	Align & purchase materials needed by teachers to quality instruction to learners according the memo.	Provision of budget Allocation	Principal and property custodian	Bond papers, printer ink	Every month	Made learners busy and minimize noise inside the classroom
2.prioritizes the priority needs of the school.	Allocates budget according to the needs of quality instructions.	Provision of Annually planning of school improvement	Principal, teachers, parents officers/stakeholders	School policy, DEPED MEMO	Before the opening of school or During brigade Eskwela	Used budget meaningfully in the quality of instructions that increase enrollment rate.
Enrollment rate 1.depends on the teachers' performance 2.depends on the learners' performance	Demonstrates teachers' teaching styles, techniques, and approaches that inspire learners inspired inside the classroom.	Provision of trainings, seminars, LAC sessions/ FGD	Principal. resource person, teachers	SEMINARS / LAC SESSION/FGD	During In-Service training/ Every quarter	Improved teachers' skills in dealing with the learners during the class hour.

Drop-out rate 1.involves the learner's performance 2.involves the stakeholders'/parents' support.	Engage learners to the activities made him/her inspired happy inside the class.	Activities engage learners Let the parents visit their kids inside the classroom	Principal, teachers, and parents Principal, teachers, and parents	Conference/ meeting Heart to heart talk.	1 days absent ask the parents or gurdians. When the children lack of interest and have an absent of 4 days.	Promote zero drop out. Promote zero dro out rate
Graduation rate 1.results from learners' performance 2.results from teachers' performance.	Help learners finished his/her task Remind teachers they should help their learners able to finish their task by reminding, guiding, & teaching them how.	Guided activities for the lesson which learners found weakest. Give teachers materials they need for guided activities for learners	teachers, and parents Principal, teachers, and parents	Face to face, And at home Face to face,	Monthly monthly	Maintain 100% promoted from the number of enrollment recollecting paper for promotion
School Improvement Plan for SY:2026-2027						
KRA (SOP) (TOP 2 highest)	**Objectives**	**Plans, Projects, Activities**	**Key Person Involve**	**Resources**	**Timetable**	**Expected Outcomes**

Quality of projects 1.improves learners' performance. 2.contributes to the quality of instructions of the teacher for the learners.	Conduct reading & math, talents assessment. Mentors & coach the teachers on how to be effective to their learners	Project READ, COUNT, Comre & Solve Mentoring & coaching	Principal, teachers, parents/stakeholders	FACE-TO-FACE DISCUSSION	EVERY QUARTER	Increase 9% learners performance every quarter
Stakeholder/ parents support 1.gives recognition for them well-motivated 2.5 presents the problem to them. 2.5 explains the process of the improvement plan.	Remind parents/stakeholders they will be given recognition for their support. Explain to the parents/stake holders on how they can support needed,	CONFERENCE HRPTA meeting HRPTA meeting	Teacher-adviser, and parents Teacher-adviser, and parents Teacher-adviser, and parents	FACE-TO-FACE CONFERENCE FACE-TO-FACE FACE-TO-FACE	EVERY THERE IS AN ACTIVITY OR PROGRAM/PROJECT	Activities, projects, and programs conducted in school parents support is visible.
Teachers' performance 1.indicated the number of subjects load or	indicate the teachers program, lesson plan,	Focus group	Teachers			

ancillary works given to him/her and professional growth. 2.gathered from the achievement or improvement of his/her pupils.	reports or intervention plan & implementation she/he did. computed from the results of rating of the teachers for her/his learners	discussion Copy of grades	Master teachers principal Teacher-adviser and parents	FACE-TO-FACE Printed materials	Every end of the Month One week before the periodic exam	Output submitted 2 day advance Increase 6 % the performance.
Learners'Performance 1.indicated from the results of their quarterly test. 2.5 presented from the results of their reading level and comprehension.	Return the checked test paper to the learners and ask the parent to sign it for them well inform with regards the result of the test. Give the learners the copy of their reading	Heart-to-heart talk 1 is to 1	Teacher-adviser and parents/guardians Teacher-adviser and	Printed materials/video lesson Printed copy	Every weekend Every activities	Increase 7 % the performance. Increase 7 % the performance.

2. 5.presented from the results of their performance task.	proress results. Explains clearly the rubrics used to rate the learners performance	By group activities	parents/guardians Teacher-adviser and parents/guardians	Printed copy/soft copy	Every activities	Increase 7% the performance.
Budget Allocation 1.allocates accordingly to what is in the identified needs in the memos' stated even though there is a priority that may affect school operations.	Align & purchase materials needed by teachers to quality instruction to learners according the memo.	Provision of budget Allocation	Principal and property custodian	Bond papers, printer ink	Every month	Made learners busy and minimize noise inside the classroom
2.prioritizes the priority needs of the school.	Allocates budget according to the needs of quality instructions.	Provision of Annually planning of school improvement	Principal, teachers, parents officers/stakeholders	School policy, DEPED MEMO	Before the opening of school or During brigade Eskwela	Used budget meaningfully in the quality of instructions that increase enrollment rate.
Enrollment rate 1.depends on the teachers' performance	Demonstrates teachers' teaching styles, techniques, and approaches that inspire	Provision of trainings, seminars, LAC sessions/ FGD	Principal. resource person, teachers	SEMINARS / LAC SESSION/FGD	During In-Service training/ Every quarter	Imaintain teachers' skills in dealing with the learners during

2.depends on the learners' performance	learners inspired inside the classroom.					the class hour.
Drop-out rate 1.involves the learner's performance 2.involves the stakeholders'/parents' support.	Engage learners to the activities made him/her inspired happy inside the class.	Activities engage learners Let the parents visit their kids inside the classroom	Principal, teachers, and parents Principal, teachers, and parents	Conference/ meeting Heart to heart talk.	1 days absent ask the parents or gurdians. When the children lack of interest and have an absent of 4 days.	maintain zero drop out. Promote zero dro out rate
Graduation rate 1.results from learners' performance 2.results from teachers' performance.	Help learners finished his/her task Call up teachers they should help their learners able to finish their task by reminding, guiding, & teaching them how.	Guided activities for the lesson which learners found weakest. Give teachers materials they need for guided activities for learners	teachers, and parents Principal, teachers, and parents	Face to face, And at home Face to face,	Monthly monthly	Maintain 100% promoted from the number of enrollment recollecting paper for promotion
School Improvement Plan for SY:2027-2028						

KRA (SOP) (TOP 2 highest)	Objectives	Plans, Projects, Activities	Key Person Involve	Resources	Timetable	Expected Outcomes
Quality of projects 1.improves learners' performance. 2.contributes to the quality of instructions of the teacher for the learners.	Conduct reading & math, talents assessment. Mentors & coach the teachers on how to be effective to their learners	Project READ, COUNT, Comre & Solve Mentoring & coaching	Principal, teachers, parents/stakeholders	FACE-TO-FACE DISCUSSION	EVERY QUARTER	Increase 12% learners performance every quarter
Stakeholder/ parents support 1.gives recognition for them well-motivated 2.5 presents the problem to them. 2.5 explains the process of the improvement plan.	Remind parents/stakeholders they will be given recognition for their support. Explain to the parents/stake holders on how they can support needed,	CONFERENCE HRPTA meeting HRPTA meeting	Teacher-adviser, and parents Teacher-adviser, and parents Teacher-adviser, and parents	FACE-TO-FACE CONFERENCE FACE-TO-FACE FACE-TO-FACE	EVERY THERE IS AN ACTIVITY OR PROGRAM/PROJECT	Activities, projects, and programs conducted in school parents support is visible up 85% .

Teachers' performance 1.indicated the number of subjects load or ancillary works given to him/her and professional growth. 2.gathered from the achievement or improvement of his/her pupils.	indicate the teachers program, lesson plan, reports or intervention plan & implementation she/he did. computed from the results of rating of the teachers for her/his learners	Focus group discussion Copy of grades	Teachers Master teachers principal Teacher-adviser and parents	FACE-TO-FACE Printed materials	Every end of the Month One week before the periodic exam	Output submitted 3 day advance Increase 8 % the performance.
Learners'Performance 1.indicated from the results of their quarterly test.	Return the checked test paper to the learners and ask the parent to sign it for them well inform with regards the result of the test.	Heart-to-heart talk	Teacher-adviser and parents/guardians	Printed materials/video lesson	Every weekend	Increase 12 % the performance.

2.5 presented from the results of their reading level and comprehension. 2. 5.presented from the results of their performance task.	Give the learners the copy of their reading proress results. Explains clearly the rubrics used to rate the learners performance	1 is to 1 By group activities	Teacher-adviser and parents/guardians Teacher-adviser and parents/guardians	Printed copy Printed copy/soft copy	Every activities Every activities	Increase 9 % the performance. Increase 9% the performance.
Budget Allocation 1.allocates accordingly to what is in the identified needs in the memos' stated even though there is a priority that may affect school operations.	Align & purchase materials needed by teachers to quality instruction to learners according the memo.	Provision of budget Allocation	Principal and property custodian	Bond papers, printer ink	Every month	Made learners busy and minimize noise inside the classroom 90%
2.prioritizes the priority needs of the school.	Allocates budget according to the needs of quality instructions.	Provision of Annually planning of school improvement	Principal, teachers, parents officers/stakeholders	School policy, DEPED MEMO	Before the opening of school or During brigade Eskwela	Used budget meaningfully in the quality of instructions that increase enrollment rate.
Enrollment rate	Demonstrates teachers'	Provision of	Principal. resource	SEMINARS / LAC	During In-Service	Imaintain

1.depends on the teachers' performance 2.depends on the learners' performance	teaching styles, techniques, and approaches that inspire learners inspired inside the classroom.	trainings, seminars, LAC sessions/ FGD	person, teachers	SESSION/FGD	training/ Every quarter	teachers' skills in dealing with the learners during the class hour.
Drop-out rate 1.involves the learner's performance 2.involves the stakeholders'/parents' support.	Engage learners to the activities made him/her inspired happy inside the class.	Activities engage learners Let the parents visit their kids inside the classroom	Principal, teachers, and parents Principal, teachers, and parents	Conference/ meeting Heart to heart talk.	1 days absent ask the parents or gurdians. When the children lack of interest and have an absent of 4 days.	maintain zero drop out. Promote zero dro out rate
Graduation rate 1.results from learners' performance 2.results from teachers' performance.	Help learners finished his/her task Call up teachers they should help their learners able to finish	Guided activities for the lesson which learners found weakest. Give teachers materials they need for guided activities	teachers, and parents Principal, teachers, and parents	Face to face, And at home Face to face,	Monthly monthly	Maintain 100% promoted from the number of enrollment recollecting again paper for promotion

	their task by reminding, guiding, & teaching them how.	for learners				
School Improvement Plan for SY:2028-2029						
KRA (SOP) (TOP 2 highest)	**Objectives**	**Plans, Projects, Activities**	**Key Person Involve**	**Resources**	**Timetable**	**Expected Outcomes**
Quality of projects 1.improves learners' performance. 2.contributes to the quality of instructions of the teacher for the learners.	Conduct reading & math, talents assessment. Mentors & coach the teachers on how to be effective to their learners	Project READ, COUNT, Comre & Solve Mentoring & coaching	Principal, teachers, parents/stakeholders	FACE-TO-FACE DISCUSSION	EVERY QUARTER	Increase 15% learners performance every quarter
Stakeholder/ parents support 1.gives recognition for them well-motivated 2.5 presents the problem to them.	Remind parents/stakeholders they will be given recognition for their support. Explain to the parents/stak	CONFERENCE HRPTA meeting HRPTA meeting	Teacher-adviser, and parents Teacher-adviser, and parents	FACE-TO-FACE CONFERENCE FACE-TO-FACE	EVERY THERE IS AN ACTIVITY OR PROGRAM/PROJECT	Activities, projects, and programs conducted in school parents support is visible up 90% .

2.5 explains the process of the improvement plan.	e holders on how they can support needed,		Teacher-adviser, and parents	FACE-TO-FACE		
Teachers' performance 1.indicated the number of subjects load or ancillary works given to him/her and professional growth. 2.gathered from the achievement or improvement of his/her pupils.	indicate the teachers program, lesson plan, reports or intervention plan & implementation she/he did. computed from the results of rating of the teachers for her/his learners	Focus group discussion Copy of grades	Teachers Master teachers principal Teacher-adviser and parents	FACE-TO-FACE Printed materials	Every end of the Month One week before the periodic exam	Output submitted 4 day advance Increase 10 % the performance.
Learners'Performance 1.indicated from the results of their quarterly test.	Return the checked test paper to the learners and ask the parent to sign it for	Heart-to-heart talk	Teacher-adviser and parents/guardians	Printed materials/video lesson	Every weekend	Increase 15 % the performance.

2.5 presented from the results of their reading level and comprehension. 2. 5.presented from the results of their performance task.	them well inform with regards the result of the test. Give the learners the copy of their reading proress results. Explains clearly the rubrics used to rate the learners performance	1 is to 1 By group activities	Teacher-adviser and parents/guardians Teacher-adviser and parents/guardians	Printed copy Printed copy/soft copy	Every activities Every activities	Increase 12 % the performance. Increase 12% the performance.
Budget Allocation 1.allocates accordingly to what is in the identified needs in the memos' stated even though there is a priority that may affect school operations.	Align & purchase materials needed by teachers to quality instruction to learners according the memo.	Provision of budget Allocation	Principal and property custodian	Bond papers, printer ink	Every month	Made learners busy and minimize noise inside the classroom 95%
2.prioritizes the priority needs of the school.	Allocates budget according to the needs of quality instructions.	Provision of Annually planning of school improvement	Principal, teachers, parents officers/stakeholders	School policy, DEPED MEMO	Before the opening of school or During brigade Eskwela	Used budget meaningfully in the quality of instructions that

						increase enrollment rate 100%.
Enrollment rate 1.depends on the teachers' performance 2.depends on the learners' performance	Demonstrates teachers' teaching styles, techniques, and approaches that inspire learners inspired inside the classroom.	Provision of trainings, seminars, LAC sessions/ FGD	Principal. resource person, teachers	SEMINARS / LAC SESSION/FGD	During In-Service training/ Every quarter	Imaintain teachers' skills in dealing with the learners during the class hour.
Drop-out rate 1.involves the learner's performance 2.involves the stakeholders'/parents' support.	Engage learners to the activities made him/her inspired happy inside the class.	Activities engage learners Let the parents visit their kids inside the classroom	Principal, teachers, and parents Principal, teachers, and parents	Conference/ meeting Heart to heart talk.	1 days absent ask the parents or gurdians. When the children lack of interest and have an absent of 4 days.	maintain zero drop out. Promote zero dro out rate
Graduation rate 1.results from learners' performance	Help learners finished his/her task	Guided activities for the lesson which learners found weakest.	teachers, and parents	Face to face, And at home	Monthly monthly	Maintain 100% promoted from the number of enrollment

2.results from teachers' performance.	Call up teachers they should help their learners able to finish their task by reminding, guiding, & teaching them how.	Give teachers materials they need for guided activities for learners	Principal, teachers, and parents	Face to face,		Able to use for promotion their collected paper.

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