IMPLEMENTATION OF PROJECTS FOR THE KEY RESULT AREAS OF SCHOOL IMPROVEMENT PLANS OF ALLACAPAN INTEGRATED SCHOOLS: BASIS FOR AN INTERVENTION PLAN

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Abstract

This study evaluates the status of school improvement plan (SIP) implementation across four integrated schools in Allacapan District, Cagayan, Philippines. Employing a descriptive analysis method, documentary analysis was utilized to assess the level of SIP implementation. The findings reveal that the majority of projects were partly implemented, with only a few remaining unimplemented. Additionally, all schools had projects aligned with the key areas identified in the Basic Education Development Plan. The results provide valuable insights for educators and policymakers aiming to enhance the execution and outcomes of SIPs in schools. These insights can inform the development of targeted intervention plans to address gaps and improve the efficacy of school improvement initiatives.

Keywords: *School Improvement Plan, Key Result Areas, School Projects, Intervention plan*

INTRODUCTION

The goal of basic education for Filipino students is to develop them holistically and equip them with 21st-century skills, enabling them to take care of themselves, form meaningful relationships, learn continuously, create, remain agile, and serve others. However, the Philippines' basic education system faces several barriers that affect the quality and accessibility of education. The Basic Education Sector Analysis (BESA) recently identified challenges in access and efficiency, quality, and governance.

The problems with efficiency and accessibility include an incremental rise in engagement that falls short of universal access, a significant number of children and young people who do not attend school, and a lack of information about disadvantaged communities. Issues related to the quality of education are highlighted by examinations administered at different K-12 levels. These examinations revealed that the lack of instruction in 21st-century skills, particularly in reading and numeracy, affects exam performance. Additionally, girls surpass boys in terms of learning proficiency and attendance. The classroom setting and the sense of fulfillment that students experience also influence both the quality and accessibility of education.

In terms of governance, there is a need to strengthen program management at various levels of the Department of Education

(DepEd) — Central Office, Regional Office, Schools Division Office, and Schools. To address the persistent challenges in key areas of development as stipulated in the Basic Education Development Plan (BEDP), the DepEd launched a centralized educational system aimed at enhancing school-based management. This system empowers educational stakeholders to govern education in the school setting effectively.

The newly structured educational reform allows school heads, teachers, key community members, and parents to participate actively in resolving existing school system issues by identifying their roots and proposing solutions. This initiative led to the creation of the School Improvement Plan (SIP), a fundamental element of school-based management designed to provide satisfying and quality educational services to students. The SIP aims to make schools more transparent, effective, and productive through an improved cycle of planning and communication.

The DepEd's (2015) School Improvement Plan is anchored in the Basic Education Development Plan, continuing the goal of enabling all Filipinos to realize their full potential and contribute meaningfully to a cohesive nation through the protection and promotion of the right to quality education. The BEDP is aligned with the Sulong Edukalidad Framework, the Philippine Development Plan, Ambisyon 2040, and the commitments in the Sustainable Development Goals (SDG) 2030. It provides a strategic roadmap for improving the delivery and quality of basic education and the learning experience.

Furthermore, the SIP is based on the BEDP's four pillars: access, equity, quality, and resiliency, alongside enabling mechanisms for governance and management. Pillar 1 (Access) aims to address gaps in participation by expanding learning opportunities for school-age children, out-of-school youth, and adults. Pillar 2 (Equity) focuses on addressing the needs of learners in disadvantaged situations. Pillar 3 (Quality) is designed to enhance the quality of education through strategic measures related to curriculum, assessment, learning environment, and the upskilling and reskilling of teachers and school leaders. Pillar 4 (Resiliency) aims to build resilience among learners, enabling them to exercise their rights in a positive learning environment while being aware of their responsibilities. The enabling mechanisms include policies and standards, systems and processes, human resource professional development, and partnerships.

Despite the solid foundation and ambitious vision laid out in the SIP, the researcher observed that some projects in the plan are not always met. This observation underscores the need to evaluate the status of SIP implementation and introduce interventions to ensure its objectives are successfully attained. Therefore, this study aims to evaluate the status of SIP implementation among integrated schools in the Allacapan District. This exploration is crucial, as the successful implementation of the SIP would result in effective school governance in delivering basic education services.

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

1. What is the profile of the schools in terms of:
   a. Population
   a.1. Teacher Population

   a.2. Student Population

   b. Facilities
   c. Source of Fund/Amount
2. What is the status of the schools' implementation in different key areas of the School Improvement Plan?
3. What intervention plan can be proposed to improve the implementation of the School Improvement Plan?

METHODOLOGY

This study utilized a descriptive analysis to evaluate the implementation status of the School Improvement Plan across four Integrated Schools in Allacapan District during the school year 2023-2024. The participating schools included Utan Integrated School, Pacac Integrated School, Cataratan Integrated School, and Mapurao Integrated Learning School. Formal permissions were obtained from relevant authorities, including the Office of the School Principal, prior to data collection. Orientations were conducted for school participants, primarily targeting school heads, to clarify the study's purpose and procedures. Various data collection methods were employed, and responses were collected, consolidated, tabulated, and validated. Subsequently, the dataset underwent statistical analysis conducted by a qualified statistician. Statistical tools such as documentary analysis, utilizing frequencies and percentages, were employed to analyze the data and derive meaningful insights.

RESULTS AND DISCUSSION

After the thorough analysis and interpretation of data gathered from the respondents, this study presents the result of the study together with the perceived inferences of the results.

Table 1. Information as to profile of the schools

Variables	School A (Utan IS)	School B (Pacac IS)	School C (Cataratan IS)	School D (MILS)
Teacher Population				
Teacher I	5 (18.5%)	3 (33.3%)	4 (18.2%)	5 (29.4%)
Teacher II	-	-	3 (13.6%)	-
Teacher III	21 (77.8%)	5 (55.6%)	13 (59.1%)	10 (58.8%)
Master Teacher	-	1 (11.1%)	1 (4.5%)	1 (5.9%)
Head Teacher	1 (3.7%)	-	1 (4.5%)	1 (5.9%)
Total	27	9	22	17

Student Population				
Elementary	224 (49.8%)	138 (69.3%)	219 (51%)	211 (59.4%)
Secondary	226 (50.2%)	61 (30.7%)	210 (49%)	144 (40.6%)
Total	*450*	*199*	*429*	*355*
Teacher-Student Ratio	1:17	1:22	1:20	1:21
Facilities				
Classrooms	19	10	14	12
Food Laboratory	1	-	1	-
Science Laboratory	1	-	-	1
Computer Laboratory	2	-	1	1
Total	*23*	*10*	*16*	*14*
Source of Fund/Amount				
MOOE	880,000	456,000	853,000	700,000
School PTA	35,000	29,850	50,000	30,000
Canteen Fund	100,000	24,000	50,000	60,000
LGU SEF	24,000	24,000	45,000	24,000
Donations	100,000	50,000	50,000	80,000
Total	*Php1,139,000*	*Php583,850*	*Php1,048,000*	*Php894,000*

The table presents a detailed distribution of the school-respondents according to their profile variables, including teacher population, student population, school facilities, and sources of funding.

School A (Utan IS) has the highest teacher population, totaling 27. Located in the largest barangay of Allacapan, its distant location from the Centro likely contributes to higher enrollment due to transportation constraints. Consequently, School A also has the highest student population, with 450 students. Additionally, School A boasts comprehensive school facilities, including classrooms and various laboratories, and receives the highest annual funding, totaling Php1,139,000.

In contrast, School B (Pacac IS) has the lowest number of teachers, with only 9, and serves a total of 199 learners. Notably, School B lacks laboratory facilities and has the lowest annual funding, amounting to Php583,850. It is important to consider that School B is relatively new as an integrated school, offering only up to Grade 9 at the secondary level, and is located adjacent to Centro, where a larger school is situated.

The teacher-student ratios for the four schools are as follows: 1:17, 1:22, 1:20, and 1:21. These ratios indicate relatively small class sizes, which align with Bayo's (2005) conclusions that reduced class sizes can substantially improve learning outcomes, particularly for secondary school students who perform below grade level.

The analysis suggests that the number of students in a school significantly influences the number of teachers, available facilities, and the amount of funding. Schools with larger student populations, like School A, tend to have more teachers, better facilities, and higher funding, which are crucial for delivering quality education.

Table 2. Projects and activities of schools that are aligned to their SIP Key Area Objectives and their status of implementation

Key Area	Objective	Project	Status	No. of School with project
ACCESS	All school-age children, out-of-school youth, and adults accessed relevant basic opportunities.	Project MANAMA(Maykayon Agbasa para iti Nasayaat nga Masakbayan)	Implemented	4/4
		Project DORP (DropOut Reduction Program)	Partly Implemented	

		Project EL-CHELO (Effective Learning through Contextualized Holistic Experiences and Learning Opportunities)	Partly implemented	
		Project AKAY (Activating Knowledge Among Youth)	Implemented	
		Project HEROES (Helping Educants Reach Optimum Educational Services	Not implemented	
		Project OK (Oplan Kalusugan)	Partly implemented	
		Project EACH-CIS(Enrollig Aged Children to Cater Individual Student) Project CIS(Caring Individual Student)	Implemented	
		Project KULOT (Keeping the IP`s Understand the Learning Opportunities and Trends)	Implemented	
		Project KAAN (Keeping the learners Alive, Alert and well-Nourished through Feeding Program)	Implemented	
		Project Leader (Learning place in Enhancing and exercising Active Mindset in Developing and Excellent leadership and shared Responsibilities)	Implemented	
		Project InPIS (Increasing Performance Indicators)	Implemented	
EQUITY	School-age children and youth, and adults in situations of disadvantage benefited from appropriate equity initiatives	Project SHIELDS (Safeguarding Health and wellness of Indigent and Eligible Learners through "Damayan System"	Partly implemented	4/4
		Project BRimLESS(Bringing Indigent and Marginalized Learners to School to Study)	Implemented	
		Project CLIQP (Conducive Learning through Implementation of Quality Projects)	Partly implemented	
		Project KAISA Strengthening of partnership with LGU, alumni, stakeholders and parents via Brigada Eskwela and community involvement	Partly implemented	
		Project SARDO/PARDO (Student/Pupil At Risk of Dropping Out)	Partly implemented	
		Project PLAN (Promising Loudable Accomplishent and Networking)	Partly implemented	

		Project HAPPY(Holistic, Affirmative, Purposeful Program for the Youth)	Implemented	
QUALITY	Learners complete K to 12 basic education, having successfully attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths.	Project EL-CHELO(Effective Learning through Contextualized Holistic Experiences and Learning Opportunities)	Partly Implemented	
		Project CLIP (Capacitating Learners to Improve Performance)	Partly Implemented	
		Project REASON (Reading Something New)	Partly Implemented	
		Project BILANGIN (Building Interest in Liking Math concepts, Activating mind power, Nurturing learners` concept, and Gaining knowledge in Numbers)	Partly Implemented	
		Project E-LAKBAY MO Enhanced LAC: an Acquisition of Knowledge Broader Aptitude to Yield More Opportunities for Professional Development	Partly Implemented	
		Project COMPUTER (COMprehensive Understanding on Technological Enhancement through Revitalizing skills training in online teaching)	Partly Implemented	
		Project E-Test (Employing Technology Enhanced Summative Test administration after pandemic)	Partly Implemented	
		Project REALS (Responsibility, Efficiency and Accountability Leads to Success)	Partly Implemented	
		Project ABCD (Action on the Basic skills of pupils in Comprehension review and reading problem in Development of a child)	Implemented	
		Project HoRIZon (Hone Learners Real Innate Talents and Bring Them Out To Their Comfort Zone)	Implemented	
		Project I-INDAK (Improve Initiate and Direct students` Abilities Kinesthetically)	Implemented	
		Project VALUES (Valuing Attitude of Learners in Understanding Essential Skills)	Partly Implemented	
		Project AGAP (Alalayan Gabayan ang mga bata sa kanilang Pagbasa sa alpabetong Filipino)	Implemented	

RESEILIENCY AND WELL-BEING	Learners are resilient and know their rights, and have the life skills to protect themselves and claim their education-related rights from DepEd and other duty-bearers to promote learners` well-being	Project SHIELDS (Safeguarding Health and wellness of Indigent and Eligible Learners through "Damayan System"	Partly Implemented	4/4
		Project SAGIP (School Awareness on DRRM for Greater Implementation of Programs and Projects)	Partly Implemented	
		Project PADANUM	Partly Implemented	
		Project GAMIT (Giving Actions in the Provision of Materials Intended for Transformation	Partly Implemented	
		Project AWARD	Implemented	
		Project BLAC (Building Learners Academic Competencies)	Partly Implemented	
		Project CLASS(Capacitating Learners Actively in Sports Skills)	Partly Implemented	
		Project ShS-Expos (Showcasing Skills through Exhibits of Performance Outputs in the different Learning Areas)	Partly Implemented	
		Project ALIW (Area for the Learners to create and Interact With others for fun and recreation)	Partly Implemented	
		Project TITLING	Partly Implemented	
		Project COMpUTER (COMPrehensive Understanding on Technological Enhancement through Revitalizing skills training in ICT)	Implemented	
		Project READY (Responding Effectively through Awareness of Disaster by Young learners)	Implemented	
		Project CAPTAIN ME	Partly implemented	
		Project SaFE (Secure and Friendly Environment)	Partly implemented	
		Project CRIBE(Continuous Request for Improvement of Basic Education)	Partly implemented	
		Project ASP(Adopt-A-School Program)	Partly implemented	
		Project WOW (War on Waste)	Partly implemented	
		Project CRIB (Construction,Repair,Improvement and Beautification)	Partly implemented	

GOVERNANCE	Efficient, agile and resilient governance and management processes	Project SIS(Strengthening Instructional Supervision)	Implemented	4/4
		Project DRIVE (Developing Right Aptitude, Interest and Vitality to Improve Efficiency)	Partly implemented	
		Project ISIP (Innovation for School`s Improvement of Performance)	Partly implemented	
		Project ELS-CPD(Enhancing Leadership Skills through Continuing Professional Development)	Partly implemented	
		Continuous request for basic education inputs	Partly implemented	
		Project BEST-PARESS(Barangay and Education Stakeholders Partnership and Alliance to Revitalize Engagement Systems in School	Partly Implemented	
		Project SBM	Partly implemented	
		Project BIROK (Bolstering Innovation and Research for Optimized Knowledge application)	Implemented	
		Project GAD	Not implemented	
		Procurement of Office Supplies and other materials	Implemented	
		Project COMPANY (Classroom Observations and Monitoring of Personnel: A Natural Way of Yielding KSVA`s)	Not implemented	
		Project Know (Knowledgeable, Nurturing and Open-minded Workers in the Academe)	Implemented	
		Project SaFE-DAPA (Supporting a Friendly Environment thru DepEd Activities and Program Advocacy)	Implemented	
		Project SK (School Ko, Support Ko)	Implemented	
		Project PERA (Payment of Expenses Relative to the Advancement of School)	Implemented	
		Project AKaP(Ang Kaagapay sa Pagtuturo)	Partly implemented	
		Project SIt (School Improvement)	Partly implemented	
		Project SGC (School Gearing up through Collaboration)	Implemented	
		Project REALS (Responsibility, Efficiency and Accountability Leads to Success)	Partly implemented	

		Project ASP(Adopt-A-School Program)	Partly implemented	
		Project PLAN (Promising Loudable Accomplishment and Networking)	Implemented	

Table 2 presents the status of implementation of various projects and activities aligned with their key area objectives. The data indicates a significant focus on efficient, agile, and resilient governance and management processes, with 21 projects falling under this objective. This key area of the School Improvement Plan (SIP) directly influences decision-making processes, accountability, and overall effectiveness of educational institutions. By prioritizing governance, schools can enhance their management and direction, ultimately leading to better outcomes for students and staff. This finding aligns with Leithwood, Harris, and Hopkins (2008), who argue that strong leadership and governance are critical for school improvement and effectiveness.

In contrast, only 7 projects address the Key Area of Equity, which aims to benefit disadvantaged school-age children, youth, and adults. Equity is a crucial aspect of school improvement plans as it promotes fairness, inclusivity, and equal opportunities for all students. Prioritizing equity is essential to support all students, particularly those from underprivileged backgrounds. Atchison, Diffey, and colleagues (2017) claim that the overall learning environment improves when teachers provide resources tailored to students' specific needs. Gorard and Smith (2004) suggest that academic attainment improves in inclusive and fair schools, with the narrowest demographic achievement gaps yielding the highest overall test results. Moreover, Darling-Hammond (2010) emphasizes that addressing educational inequities is fundamental to achieving comprehensive school improvement and student success.

Regarding the status of implementation under the Key Area of Access, most projects (7) are already implemented, while some (3) are partly implemented, and one project is not yet implemented. All participating schools have projects in this key area aimed at providing access to relevant basic needs. In the Key Area of Equity, there are only 2 implemented projects and 5 partly implemented projects, with none unimplemented. This partial implementation suggests that while efforts are being made, there are significant barriers to achieving full implementation.

In the Key Area of Quality, there are 9 partly implemented projects and 4 implemented projects, with no unimplemented projects. For Resiliency and Well-Being, 15 projects are partly implemented, while only 3 are fully implemented. In Governance, 10 projects are partly implemented, 9 are implemented, and 2 are not implemented. These findings align with the work of Fullan (2007), who highlights the complexities of implementing school improvement initiatives and the need for sustained effort and strategic planning.

Implications

The findings reveal that most school projects are partly implemented, indicating that while schools are making efforts toward their objectives, there are challenges hindering full implementation. This partial implementation suggests the need for schools to identify and address these challenges to ensure projects fully reach their potential impact. Emphasizing governance and management processes has been beneficial, as it strengthens decision-making and accountability, leading to improved educational outcomes. However, the relatively low number of projects in equity and their partial implementation highlight a need for increased focus and resources in this area to ensure that all students receive fair and inclusive educational opportunities. Strengthening equity initiatives will likely result in a more supportive and effective learning environment for all students, particularly those from disadvantaged backgrounds. This is supported by the theoretical work of authors such as Fullan (2007) and Darling-Hammond (2010), who underscore the importance of addressing equity to achieve sustainable school improvement and student success.

Conclusion

Based on the study's findings, it is evident that while school participants have made commendable efforts to implement various projects and activities across the key areas of their school improvement plans, the majority of these initiatives are only partly implemented. This partial implementation indicates a need for more robust strategies and interventions to ensure these projects are fully realized within the given time-frame. Specifically, although there is strong emphasis on governance and management, further attention is required to enhance equity-focused initiatives to support all students effectively. Addressing these challenges will necessitate a balanced approach that not only continues to strengthen governance but also prioritizes and fully executes equity and quality initiatives, ultimately fostering a more inclusive and supportive educational environment.

Recommendations

Based on the study's findings, several recommendations are proposed to enhance students' reading comprehension levels. Schools should develop a comprehensive monitoring and evaluation (M&E) framework with clear indicators, timelines, and responsibilities, regularly collecting and analyzing data to assess the progress of School Improvement Plan (SIP) initiatives. Additionally, future researchers are encouraged to build upon these findings by conducting similar studies on a larger scale and over a longer period, providing deeper insights into the factors affecting the implementation status of school improvement plans. By implementing these recommendations, schools can create a conducive environment for enhancing students' reading comprehension skills, ultimately contributing to their academic success and lifelong learning.

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