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Practices of Stakeholders' Involvement in the Formulation of School Improvement Plan

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PRACTICES OF THE STAKEHOLDERS' INVOLVEMENT IN THE
FORMULATION OF SCHOOL IMPROVEMENT PLAN

A THESIS

Presented to

Graduate Research Office

College of Graduate Studies and Teacher Education Research

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In Partial Fulfillment

Of the Requirements for the Degree

MASTER OF ARTS IN EDUCATION

With Specialization in Educational Management

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ABSTRACT

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Thesis Title : Practices of Stakeholders' Involvement in the Formulation of School Improvement Plan

Degree : Master of Arts in Education with Specialization in Educational Management

Key Concepts : Stakeholders' Involvement
 : School Improvement Plan
 : School Improvement Plan Cycle
 : Practices
 : Principles and Guidelines

Adviser : Dr. Inero V. Ancho

This study was design to identify the extent of stakeholders' knowledge on School Improvement Plan, level of participation of stakeholders' involvement on the different phases, and the practices applied by the participating school in involving their stakeholders in the SIP. Specifically, it aimed to develop A Proposed Principles and General Guidelines on Stakeholders' Involvement in the formulation and implementation of School Improvement Plan.

To attain the objectives of the study, a descriptive method has been utilized; particularly the survey method research. Seven schools from the Division of Angeles City were identified based from their School Based Management (SBM) ranking for School Year 2016-2017. Selected stakeholders from the participating schools particularly 7 principals or school heads, 7 GPTA officers as parent's representative, and 121 teachers who are part of the School Planning Team

(SPT) were the respondents of the study. Instruments used to gather data were prepared by the researcher and has been validated by the experts in the field of SBM and SIP. Participants were asked to answer questions administered through interviews. A more detailed survey questionnaire was given among the teachers to support the data from the interview. Results were organized and analyzed to answer the research questions of the study.

From the results of the interviews and survey questionnaires, it was found out that the stakeholders generally agreed that they understand the School Improvement Plan as a process. Several definitions were given by the key stakeholders that were aligned and similar from the definition given by the DepEd stated in Deped Order No. 44 Series 2015; though some had modifications. Moreover, different practices emerged in the study in the different phases of SIP that includes the assess phase, plan phase, and act phase. These practices were proven to have high and very high level of stakeholders' involvement. Key stakeholders were also asked about their unique practices that they think made their school invite and involve more stakeholders particularly in the SIP process. It was observed that there are good practices that are beneficial on a certain school; common practices, practices that are just part of the guidelines and distinct practices on specific schools. A high and a very high extent of participation were observed on the practices presented. These practices were used in crafting a Proposed Principles and General Guidelines on Stakeholders' Involvement in the formulation and implementation of School Improvement Plan.

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DEDICATION

I dedicate this project to God Almighty, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. He has been the source of my strength throughout this study and on His wings only have I soared.

I also dedicate this work to the most important persons in my life, my parents; Mr. Enner T. Nicdao and Mrs. Carmelita F. Nicdao. They are my inspiration from the very beginning, they had taught me to be the best version of my self in every endeavor I face be it personal or professional life.

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Chapter 1

The Problem and Literature Review

Background of the Study

In accordance with the Governance of Basic Education Act of 2001, the Department of Education promotes shared governance through School Based Management (SBM). SBM is one of the government's strategies to decentralize education decision making by increasing the parental and community involvement in schools (World Bank, 2008). Further, it enables active participation by empowering the key stakeholders in school communities for the continuous improvement of schools towards the attainment of students learning outcomes (DepEd, 2006).

One of the enabling policies formulated and supported under SBM is the creation of the School Improvement Plan (SIP) by the school heads . The SIP is considered the road map that lays down specific interventions the school undertakes within a period of three of consecutive school years with the help of the community and other stakeholders (Deped Order No. 44. s. 2015). The involvement of the stakeholders in the formulation and implementation of SIP was highlighted and given importance from the Assess phase to Act phase. These phases complete the cycle of the Enhanced School Improvement Plan mandated by the department. Moreover, in School Based Management, the SIP serves as an agent of change. This serves a vehicle of improvement in SBM that caters total

development and improvement of the school through shared responsibilities with the community it serves (Anchilo, 2012). The guiding principles of the mandate is the formulation and implementation of the SIP which shall involve the active participation of all educational stakeholders in the school and community such as the school heads, teachers, parents, community leaders and the learners themselves, among others.

During the Assess Phase, the first phase in the formulation of the plan, listening to the voice of the learners and stakeholders is highly encouraged. In the study of Lopez-Reyna, Snowden, Stuart, Baumgartner & Maiorano (2012), part of the critical features of program improvement was the use of stakeholders' input and feedback. The study revealed that changes and reforms are best accomplished when the participants are responsible for determining both what they wanted to focus on at the pace at which they wish to progress. It may be one of the most crucial parts of the entire process, but it should not be skipped. The school may have data, but they should be validated to determine the real needs and problems of the learners and stakeholders. Validation may also serve as a good opportunity for the team member to discuss how they could help the school and how they feel about the programs and interventions provided by the school. Consequently, insights on how to improve the school processes could be gained and planned.

Studies confirm that involvement and participation of multiple stakeholders contribute to a better management of schools (Bruns, Filmer & Patrinos, 2011). Collaboration between the school and community members is encouraged to support the school improvement (Ice, Thapa & Cohen, 2015). To Isernhagen (2012), a major factor in

the success of Title I Plan, is the involvement of parents and community, where teachers could discuss the importance of focus in planning and implementing school improvement goals. Increasing their knowledge is required to promote a unified focus on strategies, targets and data monitoring that is tied with the school mission, beliefs, and objectives for improvement. Moreover, in the study of Olguin and Keim, (2009), the importance of the active participation of the students, parents, community, and administrators in the planning and execution of the different school processes are highlighted. Smith and Goodwin (2014) claimed that when stakeholders are active in creating the plan for improvement, the greater the possibilities to carry out the plan.

Furthermore, Tobergte and Curtis (2013) stated that accountability positively affects stakeholders' perceptions, expectations and discipline in the school environment. Theoretically, enhancing the bridging of stakeholders with the school foster trust and further increases the level of community involvement in school. In other words, community involvement in school may serve as a springboard in developing additional form of community involvement in schools (Preston, 2013).

A growing body of school improvement research suggests that engaging all members of the school community, including community members and leaders, provides an essential foundation to successful school improvement efforts (Ice et al., 2015). Meyer (2015) stated that improvement is growth, and growth is a process not an event. The changes needed in the formulation of the School Improvement Plan is not a one-day process, rather a continuous one which should be participated in by people that make up the school to ensure that the improvements done would be further developed and enhance

during the process of its implementation. Therefore, it is deemed important to advocate and communicate to the stakeholders the situation, context, and performance of the school.

As part of the planning team, the researcher saw how important the involvement and participation of the stakeholders in coming up with the best school improvement plan for the school. Stakeholders have different needs which should be satisfied. Hence, it is deemed necessary to understand their differences through discussion, interviews, visits, or dialogue. Through it, the planning team may come up with new ideas and acquire deeper understanding of their situation.

In his study, Kabir (2014) reported that stakeholders' involvement with the school activities can contribute in building the strong relationship among different stakeholders which can lead to success of the students, the primary goal of any school improvement plan. However, despite the knowledge that involvement of the stakeholders plays a very vital role in the success of the school improvement plan, often the team would neglect their involvement and part in the formulation and implementation of the school improvement plan. The researcher experienced the problem when she was working with the planning team. She witnessed that only few people worked on the preparation of manuscript and conduct of the programs. Representatives from the parents and other community stakeholders were not physically present during the process. As a result, the researcher encountered difficulty obtaining and verifying data with the school personnel and some stakeholders during the entire process. From her experience, the researcher assumed that the non-involvement of the stakeholders in the formulation of and implementation of SIP is a common dilemma among schools. However, in some occasions, the team would

underestimate the willingness of the stakeholders to be involved in different school processes.

Though there are more factors affecting the formulation of School Improvement Plan, the researcher believes that the involvement of the stakeholders is one of the most important parts in the process. Hence, she finds it necessary to study the best practices of stakeholders' involvement in the formulation of the School Improvement Plan among the high performing schools of Angeles City. The schools included were identified base on their SBM level and ranking to identify their strengths in the process which could help other schools perform better. Data gathered from the principals, school heads and School Planning Team (SPT) were used in the formulation of principles and general guidelines of School Improvement Plan.

In summary, the present study focused on the extent of stakeholders' knowledge and involvement about the phases of SIP including the steps from the Assess Phase, Plan Phase and Act Phase, and the manner by which schools involve their stakeholders in the conduct of different phases.

It further includes the practices that each school uses and implements to involve their stakeholders in the cycle for them to be updated and involved with the different activities or programs that the school is providing particularly the School Improvement Plan.

Lastly, the study would propose principles and general guidelines in the formulation of school improvement plan which the low performing schools could adapt and use to better involve and serve their stakeholders.

Literature Review

This presents literature and studies which are deemed significant in the study. In addition, several resources are presented to provide readers a wider view of the problem analyzed.

1. School Based Management

The Department of Education (2015) defines School-Based Management (SBM) as a thrust that decentralizes the decision-making from the Central Office and field offices to individual schools to enable them to better responds to their specific education needs. Further, it enables active participation by empowering the key stakeholders in school communities for the continuous improvement of schools towards the attainment of students learning outcomes (DepEd, 2006).

World Bank (2008) states that in SBM a greater control over the education process is provided among principals, teachers, students, parents and other school community members. They are given responsibility for decisions about the budget, personnel and curriculum through their involvement to create more effective learning environment.

School Based Management (SBM) has become a very popular movement over the years. It has been proven effective in the realization of the desired goals of education not only in the Philippines but also other countries. To achieve the objectives of Education For All (EFA), DepEd pursued policy reforms under the Basic Education Sector Reform Agenda (BESRA) where School-Based Management (SBM) is a part. SBM is the focus of Key Reform Thrust 1 (KRT1) of BESRA.

Several enabling policies were formulated under SBM including the School Governing Council (SGC), conduct of Assessment of Level of Practice, School Improvement Planning (SIP), and reporting of accomplishments through School Reports Cards (SRCs). SBM has been revised to better highlight the learner as the center of School Based Management practice. The move was meant to: (1) encompass the diverse realities of learning contexts defined and uniquely occurring within specific geographic, social, cultural, economic, political, and environmental make-up of the contemporary society; (2) enhance commitment of education stakeholders at all levels to their responsibilities and accountabilities in realizing the education outcomes for children; and (3) improve the school system's capacity to be on track in achieving the Education for All/Millennium Development Goals and sustain good performance (Department of Education, 2012).

School Based Management level varies depending on the indicators which should be met by the schools. The Revised School-Based Management (SBM) Assessment tool is guided by the four principles of ACCES (A Child- and Community-Centered Education System). The four principles include Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Management of Resources.

Under each principle are indicators that are contextualized from the ideals of an ACCEs school system. Schools are classified as beginning, developing or advanced (accredited level). A team of practitioners and experts from the district, division, region and central office validates the self-study/assessment before a level of SBM practice is established. (DepEd, 2012). For a certain a school to be qualified in the Developing (Level 2) and Advance (Level 3) certain indicators where stakeholders' involvement is highly encouraged need to be met.

As stated in various studies, the mandate is designed to increase stakeholders' involvement in different school processes. In the study of Cabardo (2016), he concluded that the level of participation of stakeholders is significantly affected by the level of School Based Management. The higher the level of SBM, the higher the level of participation of involvement of stakeholders.

School Based Management is found effective in the realization of the goals of the department not only in the Philippines but as the other countries as well . In the study of Bandur (2012) conducted in Indonesia, the devolution of power and authority to school level creates partnership in participatory school decision making in terms of setting a school mission, shared-vision, annual programs, school budget, school textbooks, school buildings, school-based curriculum and even students' discipline policies. In turn, school levels have created several changes in schools, including in-school culture changes, and increased participation of school communities. These factors led to the improvements in teaching-learning environments and student achievements.

Bandur (2012) further suggested that there should be capacity building within the school level for the effective implementation of SBM policies and programs. The activity should include in-service training, regular professional development sessions and workshops on effective school leadership and management, as well as school development planning. Another study which was conducted in Australia suggested that there should be a strong commitment to the proper implementation of SBM towards the improvement of school outcomes and student achievements. When problems arose stakeholders should be keen to sort them out and move forward by covering the gaps to avoid the repetition of similar problems (Gammage, 2008).

In his study, Yin Cheong (1993) developed the conception and theory of School Based Management and map its characteristics in school functioning. In the conduct of his study, School Based Management employs theories of “equifinality” and “decentralization” which assume that “school is a self-managing system” and regards “initiative of human factor” and “improvement of internal process” as important. The school should have clear mission and strong organizational culture. Strategies should encourage participation and give full play to members’ initiative. There should also be considerable autonomy of procuring and using resources to solve problems in time. The role of people concerned should be active and developmental and human relationship should be open and co-operative with mutual commitment (Yin Cheong, 1993).

Grauwe (2004) defines School Based Management as a similar and increasingly popular trend which allows schools to have more autonomy in decision-making about their

management specifically on the use of their human, material and financial resources. He believes that the quality of education depends primarily on the way schools are being managed, more than on the availability of resources. It has also been shown that the capacity of schools to improve teaching and learning is strongly mediated by the quality of the leadership provided by the head-teacher. Both factors could be used to argue for stronger control over management within the school.

To meet the objective of SBM, all stakeholders must be empowered. This can only happen when everyone is engaged or involved in the school processes. In short, everyone must be involved to achieve the vision, mission, and goals of the department. Involvement and empowerment of stakeholders are mandatory. It would give them a sense of ownership because from the planning to the implementation phases, they were involved in the decision-making process.

2. School Improvement Plan

The Department of Education promotes shared governance through School Based Management as stated in the Governance of Basic Education Act of 2001. Under the said mandate, the school heads are asked to develop the School Improvement Plan (SIP).

The policy, likewise, aims to strengthen the School-Based Management as it further devolves the governance of education to schools, empowers school teams and personnel, expands community participation and involvement, and makes the delivery of education services to the learners more responsive, efficient, and effective through an enhanced school planning and communication process (Deped Order No. 44. s. 2015).

The School Improvement Plan (SIP) is considered as the road map that lays down specific interventions that the school undertakes within the period of three of consecutive school years with the help of the community and other stakeholders. It also aims to improve the three-key results area in our basic education which are Access, Quality, and Governance. It seeks to provide the people involved in school planning an evidence-based, systematic approach with the point of view of the learner as the starting point. Ultimately, it is envisioned to help schools reach the goal of providing access to quality education (DepEd Order 44, s. 2015).

The development and implementation of the SIP shall be guided by certain principles. It should be anchored on our DepEd vision, mission, core values, strategies, and on Central, Regional, Division, and schools goals. It should be result based and child- or learner-centered. Its development requires innovative and systems thinking, and a mindset of continuous improvement. Lastly, the formulation and implementation of the SIP shall involve the active participation of all educational stakeholders in the school and community such as the school heads, teachers, parents, community leaders and the learners themselves, among others.

The cycle of SIP begins with the Assess phase, the stage where the School Planning Team (SPT) identifies the Priority Improvement Areas (PIAs) and objectives are set. In this phase the team also listens to the voice of the learners and other stakeholders. Later, they analyze the school data and processes to determine the root cause of each Priority Improvement Area (PIA).

The second phase involves the preparation and writing of the SIP and Annual Improvement Plan (AIP). It is the stage where solutions are formulated and projects are developed. The last stage is the Act phase which involves small-scale testing and implementation of the solutions formulated. Monitoring and Evaluation of the projects and programs are also done. Reporting the progress of implementation to stakeholders is important which is done using the School Report Card.

The use of School Report Card (SRC) is one way to increase the community involvement and participation in the school operation and activities by providing the stakeholders a snapshot of the status of the school and advocating for the areas that needs their involvement. It is important to disseminate the SRC to the stakeholders through school meetings and assemblies, posting in schools' bulletin boards and other public areas, allocating space in the school journals or newsletters and reproduction of copies for distribution.

Annex 6 of the Department of Education SIP Guidebook (2015), provides the *Guidelines in Listening to the Voice* of the learners and other stakeholders. Because different stakeholders have different needs and wants to satisfy, the school needs to thoroughly understand their differences. The guidelines highlighted the process in listening to the voice of the learners and stakeholders through facilitating and probing, identifying their needs and wants, data gathering tools, and processing. Through those processes, the real needs of the stakeholders may be inferred. Follow up questions are also important to acquire deeper understanding of their situations and issues. Determining their needs and wants is important to know what and how to prioritize issues that need solutions.

School Improvement Plan is considered as a very important policy and program not only in the Philippines but as also with other neighboring countries. Nepal, for example, has been trying to reform their education through the formation of several commissions and accommodation of their recommendations in periodic development plans and amendments of their Education Act. In the study of Upadhaya (2003), SIP is considered as an important document of their schools. It is initiated for implementing the decentralization reform process of their education. The process is introduced for the involvement of local stakeholders in designing, managing, implementing and monitoring of local school programs. These stakeholders recognize that the SIP process provides opportunities to sit together and discuss the matters related to their children's learning and conditions of schools. Moreover, the process motivates their parents to be interested in matters pertaining to their children's education. Similarly, it involves the community people in the process of their educational reform.

North Carolina Department of Public Instruction (2013) defines School Improvement Plan as a systematic way of planning school improvement and tracking over time. School improvement aims to reduce the gap between a school's current level of performance and its actual potential. However, research suggests that when designing and implementing their own plans, schools often fall short of the active improvement process because many draft plans that focus heavily on measuring outcomes but ignore actual processes for improvement, the means for measuring system outcomes, and how all of these processes may actually function across the school. Hanover Research (2014) identifies the most essential components in SIP according to best practices research and well-tested

models. They found that effective school improvement planning models emphasize comprehensive needs assessments, strategic prioritization of needs, and data-driven decision-making. School improvement planning should initiate a comprehensive needs assessment in order to systematically determine high-need areas. Leaders must also establish rigorous, yet attainable goals. Moreover, throughout the school improvement process, leaders should communicate objectives, progress, and results with all relevant stakeholders.

Moreover, School Improvement Plan sets out the changes a school needs to make in order to improve the level of student achievement and shows how and when these changes will be made. It is a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement. The first step which is considered crucial is involving the teachers, school councils, parents, and other community members working together to gather and analyze information about the school and its students to determine what needs to be improved in their school. In developing the plan, the principal, staff, school council, parents, and other community members work through different activities focused on three areas of priority: curriculum delivery, school environment, and parental involvement. For each of these areas, schools need to establish a goal statement, performance targets, areas of focus, implementation strategies, indicators of success, time lines, responsibility for implementing strategies, checkpoints for status updates, and opportunities for revisions (Education Improvement Commission, 2000).

It is assumed that the most effective organizations are those that clarify their aims and objectives and engage in corporate, collaborative and comprehensive plans in order to achieve the aims and objectives. The school is considered an organization that needs to be

effective. Hence, the school needs to enable all its partners to join and work together in the clarification and statement of its aims and objectives and to agree on strategies to achieve them. Therefore, School-based planning is the most important means to do this. The planning should include pupil assessment, special needs, record-keeping, staff development, teachers' preparation, homework, the code of behavior, home-school links, curriculum, intercultural education, health and safety standards (Department of Education and Science Ireland, 1999).

The aforementioned literature has established the importance of the School Improvement Plan in the school system and the important roles of the stakeholders in its formulation. However, the SIP should be in consonance with the Vision, Mission and Goals of every institution. Hence, the present study focuses on the practices of the different schools in the involvement of the stakeholders towards the formulation of their School Improvement Plan (SIP).

3. Stakeholders' Involvement

Stakeholder is anyone who is involved in the welfare and success of a school and its students, including administrators, teachers, staff, students, parents, community members, school board members, city councilors and state representatives. They have personal, professional, civic, financial interest or concern in the school (Saxena, 2014). The Enhanced School Improvement Plan Guidebook (2015), described them as the person or group of people responsible for ensuring the efficiency of the process. They have the ability to make changes in the process and get highly involved in the project.

Moreover, the Institute of Education Sciences (2013) defines Stakeholders as individuals and groups directly or indirectly affected by the plan, and beginning with the design, development, and implementation of the system. The group includes a wide range of individuals—from LEAs (administrators, teachers parents, students), to the state and federal levels (legislators, legislative staff, governors, etc.), to the public arena and business community. On the other hand, Bolt (2013) defined it as someone that may be in central or internal to the Department such as colleagues in regional offices, principals and teachers. It may also refer to people external to the Department including the different levels of government, the community sector, business and industry groups, education and training providers, children's service providers, children, students and their families.

In the current study they are considered as the group of people who are and should be involved in the different school processes. They should have the sense of ownership and accountability to school by having a part in the decision-making process, policies, and continuous improvement of the schools. The group includes the school head or principal, teachers, learners, parents, community leaders, and other external stakeholders. The stakeholders play a vital role in the school improvement and their involvement is a must that everyone should realize.

Stakeholders' involvement and empowerment in the school improvement plan is highly encouraged. In the study of Lopez-Reyna et.al (2012), part of the critical features of program improvement was the use of stakeholders input and feedback. It appears in the study that the reforms are best accomplished when the participation are responsible for

determining both what they wanted to focus and the pace at which they wish to progress. The input and feedback provided by the stakeholders are very important as they serve as scaffolds in the formulation of the said document or manuscript.

Furthermore, Bolt (2011) describes effective stakeholder engagement as something that enables better plan and more informed policies, projects, programs and services. Stakeholder engagement can be mutually beneficial for the Department and our stakeholders. For stakeholders, the benefits of engagement include the opportunity to contribute as experts in their field to policy and program development, have their issues heard and participate in the decision-making process.

Stakeholders' participation is one of the most important features of School Based Management. The involvement and participation of multiple stakeholders contribute to a better management of schools (Bruns, Filmer, & Patrinos, 2011). Therefore, it is important to advocate and communicate to them the situation, context, and performance of the school.

The National Education Association [NEA] (2008) states that parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. NEA (2018, p.3) enumerates ways on how the school can engage its stakeholders in education. It can be done through: (1) conducting survey on educators and families to determine needs, interests, and ideas about partnering; (2) developing and passing family-friendly policies and laws; (3) providing

professional development on family and community engagement for school faculties; (4) offering training for parents and community stakeholders on effective communications and partnering skills; (5) Providing better information on school and school district policies and procedures; (6) ensuring timely access to information; (7) using effective communications tools that address various family structures and are translated into languages that parents/families understand; (8) hiring and training school-community links who know the communities' history, language, and cultural background; (8) contacting parents; (9) coordinating activities; (10) collaborating with higher education institutions to infuse parent, family, and community involvement in education into teacher and administrator preparation programs; (11) developing an outreach strategy to inform families, businesses, and the community about school and family involvement opportunities, policies, and programs; and (12) regularly evaluating the effectiveness of family involvement programs and activities.

Moreover, Saxon (2015) stated that stakeholder involvement is considered vital to the success and improvement of a school. Their involvement in the broader community of the school with it can improve communication and public understanding and allows for the incorporation of the perspectives, experiences and expertise of participating community members to improve reform proposals, strategies, or processes.

In their study, Ice, Thapa and Cohen (2015) suggested that the school and community members should brainstorm collaboratively regarding ways for them to work together to support school improvement. It is also suggested that the engaging of all the members of the school community including community members and leaders provides an essential foundation to successful school improvement efforts.

Moreover, in his study, Isernhagen (2012) claimed that a major factor in the success of Title I Plan, their SIP, is the involvement of parents and community where teachers can discuss the importance of focus in planning and implementing school improvement goals. Increasing their knowledge is required to promote a unified focus on strategies, targets and data monitoring that is tied with the school mission, beliefs, and objectives for improvement.

In the study of Olguin and Keim (2009), they highlighted the importance for the students, parents, community, and administrator stakeholders to become active participants in the planning and execution of the different school processes. Smith and Goodwin (2014) stated in their study that stakeholders actively work in creating the plan for improvement, the more likely they would carry out the plan. Since they feel the value of belongingness the more that they would feel that they are responsible in the success of the improvement plan. Oxfam, IRC (2014) states that the supervision and monitoring implementation of regulation on stakeholders' participation that have already been prescribed in current laws and regulations is needed to be strengthened. The supervision and monitoring can be performed in various ways and by different people in the school community. Furthermore, Tobergte and Curtis (2013) stated that accountability positively affects stakeholders' perceptions, expectations and discipline in the school environment. Differences in the effect of accountability on parent, teacher and students perceptions results in changes in between groups congruence, in most cases decreasing congruence by widening existing gaps between stakeholders groups. Added to this, the salient information about school quality is a key function of the school accountability that affects stakeholders' perceptions.

In the study of Alade (2013), it was concluded that the importance and usefulness of stakeholder engagement to organizations should not be overemphasized. It was discovered that their engagement has the capacity of causing preventive ways of addressing organizational challenges. The systematic way of identifying and managing risk address future problems. Understanding the school's stakeholders often generates a more progressive operating environment and climate. Stakeholder engagement also serves as a veritable source of remarkable innovations and partnerships (AccountAbility, 2008). The performances both strategic and operational have been improved through stakeholder engagement.

The school system has the access to more data but most school leaders lack the skills to use the data with depth and have been more focused on accountability. As a result the potential benefit of the data usage has not been realized. School leaders must really take time to clarify the role of data in the school improvement process (Murray,2013). They must have necessary leadership skills, train their stakeholders, allocate funds to school and develop clear guidelines and create mechanism to monitor formulation of strategic plan in schools (Nyagah, 2015).

Theoretically, enhancing the bridging of stakeholders with the school fosters trust and further increases the level of community involvement in school. An implication of this is that community involvement in school may serve as a springboard in developing additional form of community involvement in schools (Preston, 2013). In the study of Kabir and Akter (2014), the stakeholders' involvement with the school activities can contribute in building the strong relationship among different stakeholders which can lead to success of

the students. The lack of awareness of both parents and schools and teachers is found a major challenge in the process.

Arlestig (2007) revealed in her study that communication in the school is necessary in conducting daily works and it should stimulate learning and encourage challenging dialogues about significant pedagogical and school improvement issues. Profession democratic and decentralization organization must use communication to encourage different perspectives and interpretations for improvement of the school. The study of Chukwumah (2015) examined the level of commitment by the principals and staffs in developing quality strategic plan for school's improvement. The results showed that the level of commitment needs to be propped up in order to achieve their goals. Principals were advised to be purposeful and more committed in developing their strategic plans.

Geijssel (2011) elaborated in his study the role of school leaders in supporting school improvement through data feedback in the context of more responsive forms of accountability. The results show that the implementation of a system of data feedback starting from a shared vision fostered processes in the school of learning for school improvement. It indicates that the collaborative process can be characterized by several learning functions and thus contribute to a better understanding of how the condition data feed backing and school improvement can be enhanced. San Antonio and Gamage (2016), examined the impact of implementing Participatory School Administration, Leadership and Management (PSALM) on the levels of trust among the educational stakeholders in Philippine public secondary schools. It is suggested based from the data gathered that the Philippines should expedite the process of establishing school councils in its public schools.

Bennett-Conroy (2012) describes the development and evaluation of intervention to increase parent's involvement in their children's education. The results show that most parents have a parent involvement role construction, but school can assist in overcoming limitations related to self-efficacy, invitation and perceived lack of respect, care, and trustworthiness. School staff often underestimates the willingness of parents to be involved and are likely to find a much greater response than they might anticipate.

On the other hand, Oxfam IRC (2014) states that the proportion of parents not participating in school governance is lower than that of the students but it is still high especially as regards the long-term school planning and pedagogical technical issues of the school. The survey results showed that there were hardly any issues where parents regularly join education managers in making educational decisions. , parents demonstrate their desire and strong demand to be fully informed. The common mechanisms for mobilizing the participation of students and parents to participate are often conducted in traditional ways and focus on the provision of information, and discussion/consultation, but not sharing the decision-making power.

According to Garison (2013), all of the Stakeholder Engagement Champions are passionate in involving the community in the department's decision-making processes. They really have a desire to bring people to the table because they know that the partnerships that are created as a result will really help to inform our mission and goals, and ultimately help to improve outcomes for children and families. It also opens the door for our partners to be a resource, not only in terms of helping to craft policies but also through offering resources, services and supportive activities.

Krick et al. (2005) stated that stakeholders engagement could: (1) lead to more equitable and sustainable social development by giving those who have a right to be heard the opportunity to be considered in decision-making processes; (2) enable better management of risk and reputation; (3) allow pooling of resources (knowledge, people, money and technology) to solve problems and reach objectives that cannot be reached by single organizations; (4) enable understanding of the complex business environment, including market developments and identification of new strategic opportunities; (5) enable corporations to learn from stakeholders, resulting in product and process improvements; (6) inform, educate and influence stakeholders and the business environment to improve the decision-making and actions that impact on the company and on society; and (7) build trust between a company and its stakeholders. A successful stakeholder engagement brings systematic change towards sustainable development aside from it also secures leadership in the organization.

Mugenyi (2015) claimed that it is crucial in management of the process of school improvement to have a good working relationship between the head teacher and other stakeholders within and outside school. However, schools with poor working relationships with stakeholders experience difficulties in managing the implementing improvement plans. His study confirmed previous findings that collegiality and friendly working relationships with stakeholders are significant factors in the process of school improvement.

In the Philippines, Mueco (2017) revealed that majority of parents had positive beliefs, attitudes, feelings and knowledge about parent involvement and that despite of the barriers, majority of the still believes that involvement in school must be the priority.

The aforementioned studies have supported the assumption that the stakeholders' involvement is one of the most crucial steps in the improvement process which should not be skipped. A number of advantages and benefits were presented from these studies realizing and proving that stakeholders are very significant not only in the formulation and implementation of the school improvement plan but with all the activities of the school. However, it has been observed that the involvement of the stakeholders is not given much attention in some schools.. Some schools may recognize the important roles of the stakeholders in the formulation of their plans, but they are not given participation.

4. Stakeholders' Involvement Frameworks

A number of frameworks and approaches were presented in this review to better understand the significance of involvement of stakeholders in the school. These provide an overview on how stakeholders may be involved in different school processes.

Epstein (2012) developed a framework that describes the six types of involvement. The first type is parenting which is intended to help families by providing them parenting skills and family support to make them understand the phase of development of their child and its complexities and how to cope with it. It also helps the school to understand backgrounds and culture of families together with their goals for their children. The second type is communicating which encourages reliable communication channels between school and home to communicate with families about programs of the school and progress of the students. The third is volunteering which enables educators to work with volunteers who support the students and the school. It may involve families as volunteers and as audiences

at the school. The fourth is learning at home which suggest that the schools should encourage the involvement of families in their children's academic learning at home through including homework and goal setting or other curriculum-related activities. The fifth is decision making which provides that the school should involve families' participation in school decisions, governance and advocacy activities. The last is collaborating with the community which suggests that the school should coordinate resources and services for families, students and the school with community groups that may include businesses, cultural and civic organizations.

In the study of Ballock (2007) , three proposed protocols that professional development schools steering committees and other collaborative group could use to support an intentional reflective process aimed at growth and improvement of the school. The protocols provide all the participants a voice in identifying current strengths and areas for growth, setting goals and developing an action plan in meeting and monitoring those goals.

On the other hand, Beecher and Sweeny (2008) summarizes a unique approach in reducing the achievement gap of that strategically blended the school wide enrichment teaching and learning which is the primary goal of the school improvement plan. The enrichment approach resulted to students' achievement. The school improvement process began with a thorough analysis of the strengths and weakness of all the dimensions of the school and resulted in the creation of school mission and strategic plan with broader objectives and goals. The Institute of Education Sciences (2013) developed a program called as "Stakeholder Land". There are six steps to building effective and successful stakeholder

engagement. This involves State Desired Outcomes, Determine Purpose, Build a Plan, Implement the Plan, Monitor and Adjust the Plan, and Reach Desired Outcomes.

The Western Pacific Child Welfare Implementation Center and the Los Angeles Department of Child and Family Services (2013) designed a toolkit that supports the consistent integration of stakeholder's engagement into the curriculum and to the day to day operation of the school. The direct involvement of both staff and constituents, i.e., families and youth, in providing ongoing input and support assists the department in the successful fulfillment of its mission. The eight phases included were: (1) Plan and Design; (2) Internal Engagement and Capacity Buildings; (3) Listen and Engage; (4) Synthesize and Strategize; (5) Reflect and Affirm; (6) Finalize Strategy; (7) Adopt and Launch; and (8) Evaluate and Improve.

In the study of Bolt (2011), he used Department's approach to stakeholder engagement which is based on an adaptation of the International Association for Public Participation (IAP2) spectrum. This IAP2 spectrum is an internationally recognized framework, designed to assist organizations select the appropriate level of participation required for different stakeholder groups. It has a flexible range of approaches and tools depending on the goals, timeframes and resources available and the interests of the other party. It recognizes that different projects require different approaches and that stakeholder needs can change over time. Stakeholders may also need to be engaged in different ways depending on the issues that have been identified. The approach has been adopted by a number of other government departments.

Krick et al. (2005) presented the Five Stage Stakeholders Engagement Framework. The first stage is an overall consideration of strategic business objectives, how these relate to stakeholders and specific issues, and how we can undertake an initial prioritization of stakeholders and issues for further analysis. The second stage introduces different levels of engagement, and guides you in analyzing our existing relationships, available resources and organizational constraints. It also helps us to learn more about specific stakeholder's representatives, and to decide on what kind of relationship we want to develop with these stakeholders. The third stage addresses questions of internal and external competencies and capacities to engage, and provides guidance on how you can ensure that all parties to an engagement are able to join and take part in it effectively. The fourth stage outlines different engagement techniques, and – building on the previous steps; it helps us to design an approach that suits the needs of our specific situation and helps us to reach our objectives. Finally, in the fifth Stage, it provides us with guidance on how to follow up on the outputs of engagement, and how to ensure that our stakeholders feel assured regarding the quality of our efforts.

5. *Stakeholders Involvement Practices*

Studies confirmed that parent, family, and community involvement in education correlates with higher academic performance and school improvement. When all these stakeholders work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.

Relative to the aforementioned statement, the National Education Association (2008) provided specific ways where schools can engage more parents, families, and communities in education. The suggestions include: (1) surveying educators and families to determine needs, interests, and ideas about partnering; develop and pass family-friendly policies and laws; (2) providing professional development on family and community engagement for school faculties; (3) offering training for parents and community stakeholders on effective communications and partnering skills; (4) providing better information on school and school district policies and procedures; (5) ensuring timely access to information, using effective communications tools that address various family structures and are translated into languages that parents/families understand (6) hiring and training school-community liaisons who know the communities' history, language, and cultural background to contact parents and coordinate activities; (7) collaborating with higher education institutions to infuse parent, family, and community involvement in education into teacher and administrator preparation programs; (8) developing an outreach strategy to inform families, businesses, and the community about school and family involvement opportunities, policies, and programs; and (9) regularly evaluating the effectiveness of family involvement programs and activities (p. 3) .

The handbook of Montgomery County Council of Parent Teacher Associations [MCCPTA] (2010) proposed suggestions to have a meaningful parental involvement. It provided that principal should schedule a meeting and come prepared to discuss the specific shortcomings of the school among the parents. It increases parent awareness of the plan, the data and surveys, and promote parent participation from across your parent

community. PTAs can also recruit parents to attend these meetings. Parents should be asked to make the commitment of attending all meetings and send them reminders. School improvement plan should also be presented among the parents and bring copies of the relevant data to the meeting. Lastly discussion and dialogue among parents and the members of the community should be encouraged.

The case study of HMIE (2010), revealed that the involvement of staff, learners and parents in the development of a clear understanding of what constitutes effective learning and teaching is important in bringing about improvement. They specify ways in which to achieve the necessary improvements as follows: (1) staff works to improve the meaningful involvement of all stakeholders; (2) encourage partnership and team work (3) create staff time for professional discussion and sharing good practice; (4) support experiment and take measured risks; establish clear and effective channels of communication; (5) focus on improving outcomes for all learners; and (6) celebrate attainment and achievements that serves as the key school priority.

Trujillo and Renee (2012) found that engaging and involving all stakeholders in the decision-making process require school leaders to (1) solicit and incorporate teachers' professional expertise as well as parent, student, and community input into decisions; (2) specify the required timelines, financial and nonfinancial resources and accountability structures for meaningful community engagement; (4) offer school, district, and state leaders training on authentic community engagement and models of best engagement practices at the federal, state, and district levels; (5) develop a representative oversight body that can solicit teachers' professional judgments and the community's ideas, concerns, and

shared values and vision about what they want their schools to look like at the school level; and (6) use parent surveys and hold multiple, accessible meetings for community input (pp. 5-6).

Wood et al. (2017) suggested that to strengthen family, school, and community engagement that can lead to school improvement and increased student outcomes, schools should: (1) provide opportunities for parents to work together, learn from each other, network, and build social capital; (2) focus on empowering parents, building parent leadership, and developing capacity for families to act as partners in decision making with schools; (3) offer classes and courses for families that can improve adult life skills, increase their ability to support their children's education and learning, and get them involved in community building and advocacy; (4) provide training, resources, and support to encourage family engagement at home; (5) offer multiple ways for families to be involved at school that are linked to learning and program improvements; (6) provide specific and targeted outreach to parents, including the use of technology, which creates meaningful, two-way communication opportunities; (7) create initiatives that target increasing parental goals and aspirations for their children; (8) focus on building trusting and respectful relationships among staff, families, students, and community members that recognize, respect, and address cultural and class differences; (9) develop purposeful community partnerships focused on increasing access to resources and services and engaging stakeholders as decision makers; and (10) build the capacity of both families and school staff to share responsibility and work together as equal partners in improving school and student outcomes (p. 21).

These approaches, practices, and recommendations are good sources of information on how to involve and engage stakeholders.

6. *Barriers Affecting Stakeholders Involvement*

In general, schools would want the involvement of the stakeholders in their activities and processes. However, studies found some hindrances and barriers in the participation of the stakeholders in the school planning, processes and activities.

National Education Association (2008) enumerates the cases affecting stakeholders' involvement in education. Some pointed out their demanding schedule that they do not have extra time to volunteer or even attend school activities much more with bigger ways. Some revealed that they feel comfortable communicating with school officials. Some claimed that they lack the know-how and resources to help their child or express their frustration with the school policies that they find impossible to understand or change. Some complains that they rarely hear from the school unless there is a problem in their behavior or performance. Others say the information provided by the school is not comprehensible either because of educational jargon or because the parent or family member does not read or understand English. Others say they lack transportation to attend school events or have no child care for younger siblings.

Oxfam (2014) also cited a number of subjective barriers preventing students and parents from participating in the decision-making process. The study found that some people are scared to participate because they have limited knowledge and understanding of

educational issues and they have limited participation skills. Hence, it was recommended that parents should be equipped with the necessary skills to cooperate and coordinate with the schools in promoting effective school governance. The current institutional system should be strong enough to encourage the effective participation of students and parents.

The related studies provided the research undertaken a comprehensive description of School Improvement Plan and its process, following the phases provided by the Department of Education. Moreover, how the department provided shared governance through School-Based Management where SIP is one of its principle. Stakeholders' involvement was also discussed in the chapter which was the primary focus of the study. Frameworks, practices, and barriers were included to better understand the process.

The study undertaken was different from the rest of the research studies for it was mainly focused on the knowledge and involvement of stakeholders in School Improvement Plan as perceived by the Filipino School heads and teachers who are part of the School Planning Team of their respective schools. It also identified the best practices of these performing schools in involving their stakeholders in the formulation and implementation of their SIP. It hoped that the study undertaken can be used in identifying principles and general guidelines on stakeholders' involvement in the formulation and implementation of School Improvement Plan.

Conceptual Framework

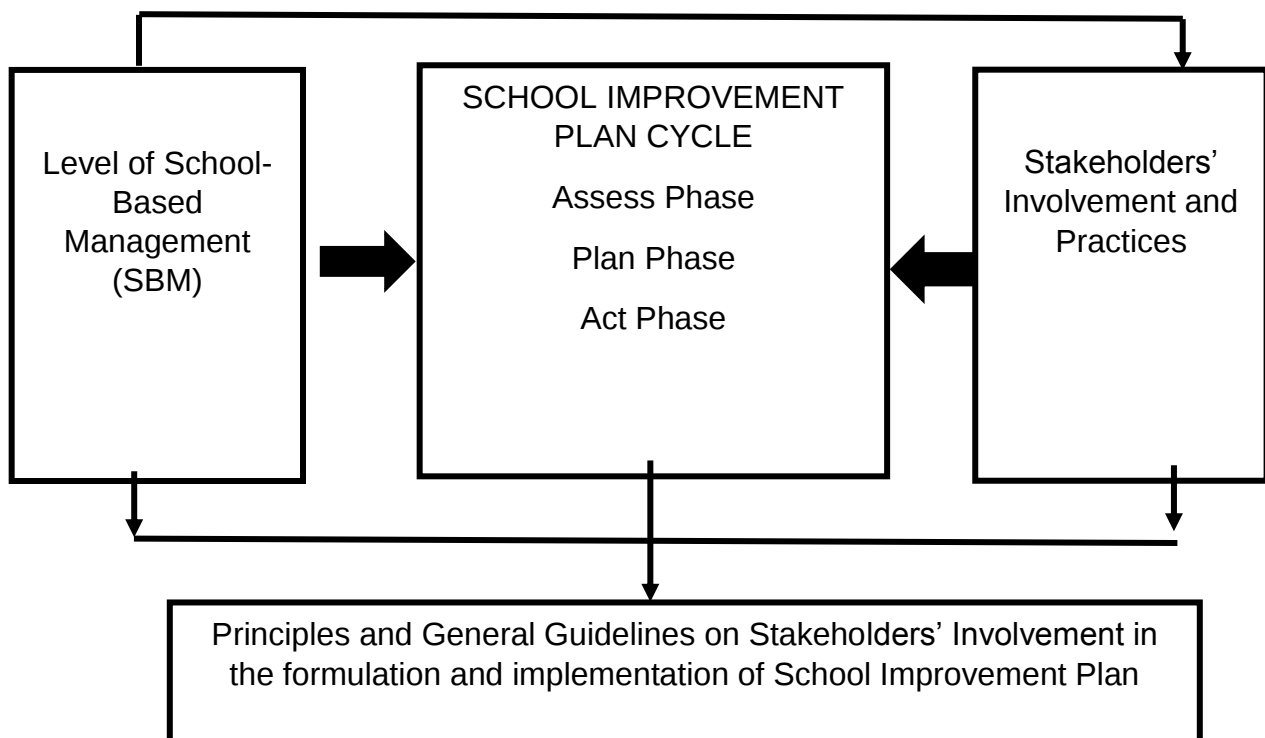


Figure 1. Conceptual Framework of the Study

This study focuses on the stakeholders' involvement and practices in the Formulation and Implementation of School Improvement Plan. Thus, it identifies practices of high performing schools based from data collected from the key stakeholders such as the school heads, teachers and parents' representatives. These practices are identifies as

common, good, unique, and distinct practices that the researcher desire to describe and analyze.

Figure 1 shows that the level of School Based Management (SBM) is directly related to stakeholders' involvement and practices. SBM enables active participation by empowering the key stakeholders in school communities for the continuous improvement of schools towards the attainment of students learning outcomes (DepEd, 2006). The level of participation of the school stakeholders to the different school-initiated activities can be significantly affected by the level of SBM implementation. The higher the level of a school in SBM, the higher the level participations of involvement of stakeholders (Cabardo, 2016). Thus, the use of level of SBM is a very significant concept in the study as it helps the researcher to identify schools with higher participation of stakeholders to collect the necessary data needed.

Stakeholders' involvement in high performing schools was then analyzed. School Based Management (SBM) level and ranking was used to identify the participating schools. Looking at the SBM Assessment tool as baseline, all the components; Leadership and Governance, Curriculum and instruction, Accountability and Continuous Improvement, and Management of Resources; promotes and indicates active participation of stakeholders. For a certain school to be on Level 2 and 3 in School-Based Management, the school and community stakeholders should work as full partners in all the SBM components. With that, only schools with SBM Level 2 and 3 would be the priority of the study because the assumption is that logically these schools have higher level of stakeholders' participation.

School Improvement Plan (SIP) is also a very important concept in the study. The SIP is considered as the road map that lays down specific interventions that the school undertakes within the period of three consecutive school years with the help of the community and other stakeholders (Deped Order No. 44 s. 2015). It is one of the enabling policies formulated and supported under SBM. It is one of the primary concerns of the mandate. In the current study, it is the main concern and source of data. The researcher believed that the SIP is more than the manuscript; it is the heart of the school where all the projects and programs are planned, implemented, and monitored. Thus, this cannot be done by the school alone; a community-based effort is needed to materialize these projects and programs. The assumption is that certain practices are use and implement by the high performing schools to involve their stakeholders in the SIP; the goal of the current study is to identify and compared all these practices. These practices then may be adapted by the less performing schools in order to involve more stakeholders in the process.

Key stakeholders under the study are asked about their practices in each phase of the cycle; this includes the Assess phase, Plan Phase, and Act Phase. Certain practices on stakeholders' involvement are needed in each phase of the cycle of School Improvement Plan. The researcher gathers these practices from the Developing and Advanced Level (Level 2 and 3) schools; so Beginning Level (Level 1) schools may adapt these practices to increase their level of stakeholders' involvement on their respective schools. Studies confirm that stakeholders play a very important part in the entire cycle but then a lot of school failed to involve these key stakeholders in the process.

Looking at the entire process of the SIP as given by the department, stakeholders' involvement is encouraged; crafting and implementation of the plan should be a community-team effort. The involvement of our stakeholders is highly encouraged in each phase of the SIP. Their involvement was highlighted and given importance. Certain steps are required to follow by the School Planning Team (SPT) and other stakeholders to come up with the best plan for the school. Further studies recommended that the school and community members should brainstorm collaboratively on ways to support school improvement. Engaging and involving these key stakeholders provide essential foundation to successful school improvement efforts (Ice, Thapa, and Cohen, 2015). The researcher believe that this is what the school needs, a strong foundation to successful improvement though community-based effort. Further, communication and public understanding are improve when the stakeholders in the broader community are involve; it further allows the incorporation of the perspectives, experiences and expertise of participating community members to improve reform proposals, strategies, or processes the school undertakes (Saxon, 2015). The more stakeholders are involved the more improvements the school can do.

The researcher believed that stakeholders have a hand and a greater stake in providing assistance to the education of the young learners as they are the agents in the community with the most resources suitable and adequate and this involvement leads to a change in the school processes. School Improvement Plan is the key towards school improvement; involvement of key stakeholders in the process is required.

The data gathered in the research process will serve as principles and general guidelines on stakeholders' involvement in the implementation school improvement plan.

These principles and guidelines may use by other schools as a guide in crafting and implementing their SIP.

Research Questions

This study aims to identify the Practices of Stakeholders Involvement in the formulation and implementation of School Improvement Plan.

Specifically, the study answers to the following questions:

1. What is the extent of stakeholder knowledge about School Improvement Plan?
2. Into what extent are the stakeholders' involvement in the formulation and implementation of School Improvement Plan in terms of the following phases?
 - 2.1. Assess Phase
 - 2.2. Plan Phase
 - 2.3. Act Phase
3. What principles and general guidelines on stakeholders' involvement in the implementation of School Improvement Plan can be proposed?

Scope and Limitations

This study focused on the practices done by selected public schools on how they involve their stakeholders in the process of School Improvement Plan. The extent of stakeholders' knowledge, level of involvement and the practices implemented by different schools when involving their stakeholders in the formulation and implementation of SIP was

identified. Data gathered from the high performing schools were used as bases in formulating principles and general guidelines on stakeholders' involvement in the implementation of School Improvement Plan.

This study employed qualitative and quantitative methods of research. Interviews and surveys were administered to selected stakeholders who included the principals, school heads, and School Community Planning Team (SPT) which includes the teachers and GPTA representative from high performing schools of the Division of Angeles City. These stakeholders directly worked directly on the creation and planning of the School Improvement Plan. Students' representatives were not included as respondents of the study considering their minor age. Schools were identified based on their ranking in the School Based Management (SBM). Schools with SBM Level 2 and 3 served as the respondents in the study.

Definition of Terms

The following terms are defined for better understanding of the present study:

Community. A barangay where the school is located including the adjacent barangays where a significant number of children enrolled in the school come from.

In the study, it refers to the place and people directly involved in the study. This includes the vicinity where the school is located and the people living in the area.

Guidelines. Piece of information that suggests how something should be done.

In the study, these are information or practices that the current study suggest to involve more stakeholders in the process of School Improvement Plan that schools may use and adapt.

Involvement. It is the process by which an organization involves people who may be affected by the decisions it makes, or can influence the implementation of its decisions.

In the study, it refers to the procedure how the stakeholders are connected and participates in the crafting and implementation of the School Improvement Plan.

Practices. It is the actual application or use of an idea, belief, or method as opposed to theories about such application or use.

In the study, it refers to the procedures that are accepted or prescribed as being correct or most effective. These procedures were gathered from selected schools where performance was commended; and certain procedures are effective.

Principles. A fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning.

In the study, it refers to the good, unique, distinct and common practices that involve more stakeholders in crafting and implementation of the School Improvement Plan. This reflects the practices of high performing schools that can be adopted by others in their respective school.

Priority Improvement Areas (PIA) . Selected areas in school management, operations and service delivery that need to be changed to improve the three key result areas

in basic education: access, quality, and governance. A PIA is prioritized based on disparity with Division goals, strategic importance, urgency, magnitude, and feasibility.

In the study, it refers to the issues, concerns, and problems of the school's stakeholders that need urgent and immediate solution.

Project Team .A school team that implements improvements projects, reports on project status, outputs and outcomes, and prepares and maintains project documentation and records.

In the study, it refers to the working committee responsible from the different projects of the schools. The members are drawn from the community, teachers, and learners with at least one member coming from the SPT.

School-Based Management (SBM). It is a DepEd thrust that decentralizes the decision-making from the Central Office and field offices to individual schools to enable them to better respond to their specific education needs.

In the study, SBM serves as the basis to identify the high performing school of the division. It underscores the empowerment of key stakeholders in the school community that enables active participation of in the continuous improvement of the school.

School-Community Planning Team (SPT) . A team composed of internal and external stakeholders organized for the purpose of identifying school concerns and issues, and strategically coming up with appropriate interventions through a collaborative process.

In the study, SPT includes the school head as the team leader, teacher representative, parent representative, barangay LGU representative, member of the BDRRMC, and member of the school Child Protection Committee.

School Improvement Plan (SIP). It is considered as the road map that lays down specific interventions that the school undertakes within the period of three of consecutive school years with the help of the community and other stakeholders

It is the main concern of the study, it includes phases that requires different practices involving a number of stakeholders. This is the heart of the school where projects and programs are crafted and reflected.

School Report Card (SRC). A report that provides stakeholders a snapshot of the school's current condition and performance. It is a tool for advocating and communicating the school situation, context, and performance to internal and external stakeholders to involve them in making the school a better learning place for the learners.

In the study, it serves as an instrument for the school to inform the stakeholders on the accomplishment of the different school initiated activities where stakeholders are involved. It's a way of communication for the stakeholders to be updated about the progress of the school in general.

Stakeholder/s. A person or group of people responsible for ensuring the efficiency of the process. They have the ability to make changes in the process because they are highly involved in the project.

These are the respondents of the study; it refers to both the internal and external stakeholders who include the principal or the school head, teachers, students, parents, Local Government Unit or the Barangay, Alumni and others.

Stakeholders Involvement. It is an integral part of a stepwise process of decision making. This may take form through sharing of information, consulting, dialoguing, or deliberating on decisions.

In the study, it refers to how the stakeholders are involved through sharing of information, consulting, dialoguing, or deliberating in making decision in School Improvement plan.

Chapter 2

Methods

This chapter concisely discusses the research methodologies and process employed in the conduct of the study. Included here are the research design, sampling and participants and sources of data, construction and validation of the research instrument and data gathering procedure.

Research Design

The research employed descriptive method; particularly the survey method research. In survey method, participants answer questions administered through interviews or questionnaires. After participants answer the questions the researcher described the responses given. In order for the survey to be both reliable and valid questions were constructed properly.

Jackson (2009) stated that open-ended questions allow for a greater variety of responses from participants but are difficult to analyze statistically because the data must be coded or reduced in some manner. Many researchers prefer to use a Likert-type scale because it's very easy to analyze statistically (p 89). Interviews and survey questionnaires parts were conducted sequentially to answer the research questions. Personal interviews were done. Construction and administration of more structured survey questionnaires based on the data that were collected and analyzed in the interviews were employed. Data were analyzed and used to determine the practices of stakeholders' involvement in the formulation and implementation of School Improvement Plan.

Research Setting

The study was conducted in the Division of Angeles City. Seven (7) high performing schools were identified based on their ranking and rating in the School Based Management Level as given by the Education Program Specialist in-charge of School Management Monitoring and Evaluation (SMM&E) of the division. Schools with SBM Level 2 and 3 in the school year 2016-2017 were the priority as respondents of the study.

The respondents of the study were selected stakeholders particularly 7 principals or school heads, 7 GPTA officers as parent's representative, and 121 teachers who are part of the School Planning Team (SPT) from the identified high performing schools of the Division of Angeles City.

Table 1

Distribution of Stakeholder-Participants per School

	Participating Schools	SBM Level S.Y. 2016-2017	No. of School Head participants	No. of teacher participants	No. of Parent participants
Elementary					
1.	School 1	3	1	5	1
2.	School 2	2	1	29	1
High School			1		
3.	School 3	3	1	13	1
4.	School 4	2	1	16	1
5.	School 5	2	1	23	1
6.	School 6	2	1	16	1
7.	School 7	2	1	19	1
Total			7	121	7

Instruments

The researcher designed an interview schedule as one of the data collection instruments for the study. Stakeholders from the seven high performing schools of the Division of Angeles City were interviewed; this includes the seven (7) school heads; one (1) teacher and one (1) parent representatives undergone the same interview to validate the responses of their respective school heads. The interview questions (see Appendix H) aimed

at eliciting relevant information concerning the crafting process of their School Improvement Plan, the involvement of their stakeholders in the process and their unique practices to involve more stakeholders in the formulation and implementation of the SIP.

A questionnaire (see Appendix I) designed by the researcher titled “ Research-Made Questionnaire on Best Practices of the Stakeholders’ Involvement in the Formulation of School Improvement Plan” was also used in the study. The content of the instrument was based on the findings of the interview conducted with the school heads of the performing schools in Angeles City. The questionnaire has three sections: A) School Planning Team on School Improvement Plan, B) Level of Stakeholders’ Involvement, and C) Practices on Stakeholders’ Involvement in School Improvement Plan. The instrument was structured in the modified 5- point Likert Scale; ranging from “strongly disagree” to “Strongly agree” for section A and C and from “very low” to very high for section B. Respondents were then instructed to respond to their degree of agreement with the statements contained in the instrument.

The information solicited in the interview and survey questionnaire served as the primary sources of data. Data obtained were used to propose principles and general guidelines on stakeholders’ involvement in the implementation of SIP.

Data Gathering Procedure

Assessing the practices of stakeholders’ involvement in formulation and implementation of SIP was done through the collected data taken from the interview and survey questions. The main sources of the results were taken from the selected stakeholders particularly principals or school heads, teachers and parents from the seven (7) high

performing schools of Division of Angeles City based from their ranking in the School Based Management for the school year 2016-2017.

The researcher sought permission from the Division Superintendent to conduct research among the stakeholders under her administration. After receiving the endorsements, the researcher wrote to the respective officials of the school covered in the study. Upon the approval of the concerned officials, the interview and survey using the prepared Survey Questionnaires among the selected stakeholders were done. Consent to participate in the study which included the duties of the researcher and respondents was given to the stakeholders. Selected respondents were given the liberty to take part or withdraw anytime. .

One-on-one interview with the school heads, teachers, and GPTA officers which lasted for an hour or more were done. They were asked about their general concepts on School Improvement Plan and their involvement in the process. Moreover, they were asked about the practices that their school undertakes to invite and involve more stakeholders in the implementation of the School Improvement Plan.

Data collected from the interview were organized according to themes. They served as bases in the construction of a more structured survey questionnaire which was administered among the School Planning Team of the participating schools including the teachers handling programs and projects of the SIP. Survey questionnaires were personally distributed to the participating schools with the assistance of the principals. To ensure that

the participants have a comprehensive knowledge and understanding in answering each specific question in the survey form, directions were given and explained.

SPTs who agreed to participate in the study were asked to complete a questionnaire which lasted for ten to fifteen minutes. Their participation was voluntary. The information gathered from the study was strictly confidential.

Lastly, data collected were analyzed and interpreted using the appropriate statistical treatment.

Instrument's Validation

The research instrument was validated by experts' practitioners in the field of Education. They were composed of the Senior Education Program Specialist on School Management Monitoring Evaluation (SMM&E), School Based Management Evaluator (Public School District Supervisor), and School Based Management Coordinator. They are all experts in the field of Planning and School Based Management.

The validation started on March 28, 2018 and the data were tallied two weeks after.

The validators were asked to assess the acceptability, appropriateness, content and language of each indicator. Each item was assessed by a three-point scale and interpreted using the rubric below:

Scale	Description
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3	Very Appropriate
2	Appropriate
1	Not appropriate

After tallying the responses, the mean in each indicator was computed and interpreted using the rubric below

Scale	Description
2.5-3.00	The stem is very appropriate
1.50-2.49	The stem is Appropriate
1.00-1.49	The stem was not appropriate

Results of the validation of the Interview Guide Questions showed a general mean of 2.83 which was interpreted as “very appropriate;” hence, the instrument was considered very appropriate for the study. On the other hand, the validation of the survey questionnaire showed a general mean of 2.78 which was interpreted as “very appropriate;” therefore, the instrument is considered very appropriate in the study.

Reliability of the Instrument

Reliability of the instrument was assured by administering the questionnaire twice in a span of two weeks. The values for reliability coefficients ranged from 0 to 1.0. A coefficient of 0 means no reliability and 1.0 means perfect reliability. A coefficient of 0.80 and above indicates high reliability, 0.40-.79, fair reliability, and less than 0.40 is low reliability. The higher the reliability coefficient, the more repeatable or reliable the test

scores, the lower the reliability indicates that a large proportion of test variance is measurement error.

Results of the reliability of the survey questionnaire showed a coefficient of 0.76 which was interpreted as “fair reliability,” the aforementioned coefficient range then tells that the instrument is considered appropriate in the study.

Scoring

Scoring was done by following the procedure below:

1. Tallying the score according to its indicator;
2. Getting the average mean for each indicator ;
3. Computing the weighted mean for each group of respondents; and
4. Interpreting the obtained weighted mean according to verbal interpretation.

Data Analysis

The researcher used data analysis procedure of Creswell (2009) in analyzing the data. The following steps were taken: (1) organizing and preparing the data for analysis; (2) gaining a general sense of the information and reflecting on the overall meaning; (3) conducting analysis based on the specific theoretical approach and method which often involves coding or organizing related segments of data into categories and (4) Identifying themes from the coding and searching for theme connections.

To facilitate the smooth flow in the interpretation and analysis of the data e gathered in the quantitative phase, the following statistical instruments were utilized.

1. Scoring

Scoring was done by following the procedure below:

- a. Tallying the score according to its indicator;
- b. Getting the average mean for each indicator ;
- c. Computing the weighted mean for each group of respondents; and
- d. Interpreting the obtained weighted mean according to verbal interpretation.

2. Mean. This statistical tool was used to categorize and supplement the responses of the participants. In computing for the mean the following formula was used:

$$\text{Mean} = \frac{\sum X_i}{n}$$

3. Norm for interpretation. To properly and systematically interpret the computation, the following norm for interpretation was utilized.

Likert scale. Likert scale was employed to analyze the attitudes of options of the participants. They were described using the five (5) point scale value. The five (5) point Likert scale model was used to measure the participants' responses in terms of the general concept of stakeholders' involvement in the School Improvement Plan that are identified by the participating stakeholders.

Table 2

For the General Concept of School Planning Team on School Improvement Plan

Response Category	Scale Value	Range
Interval		
Strongly Agree	5	4.20-5.00
Agree	4	3.40-4.19
Neutral	3	2.60-3.39
Disagree	2	1.80-2.59
Strongly Disagree	1	1.00-1.79

Table 3

Level of Stakeholders' Involvement and Practices on Stakeholders Involvement in School Improvement Plan

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Response Category	Scale Value	Range
Interval		
Very High	5	4.20-5.00
High	4	3.40-4.19
Moderate	3	2.60-3.39
Low	2	1.80-2.59
Very Low	1	1.00-1.79

Ethical Consideration

To ensure that the ethical consideration was properly observe in the conduct of the study, the researcher guaranteed the participants that their responses would be treated with utmost respect and confidentiality. Full consent and voluntary participation of the respondents in the interview and in answering of the survey questionnaire were observed. Participants were asked to sign a consent form to participate in the study including their duties as respondents. They were told that they were allowed not to take part in the research

or withdraw anytime they wanted. Moreover, neither incentives nor any form of compensation were given among the respondents.

Should the result of this research be published or presented in any form; participant's name or other identifying information would not be revealed. The results would be shown to anyone not involved in the research. Participants were also assured that the data collected from the interview and survey will be secured in a safe place for the required time.

Chapter 3

Results and Discussion

In this chapter, the results of the study are presented and discussed with reference to the aim of the study, which was to identify the Practices of Stakeholders Involvement in the formulation and implementation of School Improvement Plan. These aspects were described in the previous chapter that presented the methodology used in the study.

A. Extent of Stakeholders' Knowledge on School Improvement Plan

This study set out to identify the extent of stakeholders' knowledge about the School Improvement Plan. Base from the interview conducted among the key stakeholders the following emerged:

1. General Concepts on School Improvement Plan

Various concepts and ideas emerged on the qualitative results on the general concepts on School Improvement Plan of the 7 school heads, 7 teachers, and 7 parents' representative in the Division of Angeles City. The prominent concepts included: (1) School Improvement Plan which defines community and stakeholders' involvement; (2) School Planning Team; (3) Stakeholders participation and support; (4) development and formulation, (5) communication, (6) task (7) orientation, and (8) scheduling.

Based on the interview, the general description of the participants on School Improvement Plan is that it is a three year plan that includes programs, projects, and interventions that the school undertakes with the help of the community and other stakeholders. The following are the highlights of the interview;

Principal 1 cited the shared effort and governance of key stakeholders in the process as follows:

Principal 1: *School Improvement Plan (SIP) is a roadmap of the school that lays intervention needed for the school development with the shared effort and governance of the*

key stakeholders collaborated by the and the community aiming to reach the common goal of meeting the standards instilled in the DepEd Mission and Vision.

Teacher 1 further confirmed the involvement and collaboration of the stakeholders;

Teacher 1: This is a three year plan crafted to address the needs of the learners and to meet the standards of DepEd. The needs or issues being faced by the school in terms of achieving quality education are based on the results of the assessments or available data in every branch of SIP like literacy and numeracy. These crafted projects are all anchored in the DepEd's vision and mission. The personnel and stakeholders are also actively engaged and share responsibility for the developing life-long learners.

Moreover, the need of setting priorities and need of the school was highlighted by Principal 2. The Principal said:

Principal 2: School Improvement Plan is a 3 year plan of the school based on their priorities and need improvements of the school.

It was further discussed by Teacher 2;

Teacher 2: It is a detailed plan wherein the programs, projects and activities for the school year are planned and organized for the attainment of the mission and vision of the department. The basis for these programs and projects are the existing problems which were identified in the gap analysis. The objectives, time frame, budget, persons involved, activities which will be undertaken and the possible outcomes were also written.

Parent 2 agreed that their school there school involves their stakeholders in the crafting stage :

“SIP is the plan of the schools where projects are crafted and everyone is involved.”

She further validated that their school involves the stakeholders in the process of SIP;

“Everyone is very active; I think that’s the reason why our school was recognized recently.

The stakeholders are willing to help the school always”.

Principal 6: *School Improvement Plan is a roadmap that lays down specific intervention that the school with the help the community and other stakeholders will undertake with in a period of three consecutive years.*

This was supported by Teacher 6 and Parent 6: *It’s a three-year plan of the school where projects and programs are crafted, implemented, and monitored. It is where the programs of the schools are presented.*

Principal 3 and Principal 4 further believed that stakeholders should be part of the school improvement plan. The Principal stated:

Principal 3: *It is the whole plan of the school together with the stakeholders both internal and external; the whole program of the faculty and staff for the improvement of the school.*

This was validated by Teacher 3:

Teacher 3: *SIP is the plan of the school together with the stakeholders. This includes the projects and programs if the school.*

Principal 4: *School Improvement Plan is a written plan of the school that involves the projects and programs that the school need to implement for three school years. These are projects that involves the stakeholders, who participate actively and being recognized.*

This was further validated by Teacher 4 and Parent 4 who are part and invited during the formulation and implementation of the SIP.

Teacher 4: *The team is trying its best that everyone has their task. We had groupings.*

Parent 4: *We are invited by the schools every time it implements a program. We are given task to do. Us parents, we do our task with the teachers.*

On the other hand, Principal 7 stated the required procedures of the DepED as regards the formulation and creation of the SIP as quoted below;

Principal 7: *School Improvement Plan, now known as the ESIP, is based from a DepED order that is composed of annexes that the school needs to accomplish. As a school leader, in SIP there should be a vision for three (3) years.*

Teacher 7: *A wide-spanned plan for three to five years which is designed by all stakeholders of a specific school, handling budgetary requirements, needs, programs, activities and other school related work which aims to develop learners and the school community as a whole.*

The importance of the learners in the process was emphasized by Parent 7:

Parent 7 : *It's the plan of the schools especially for our children or learners.*

Answers from the key stakeholders were aligned and similar from the definition given by the Department of Education stated in Deped Order No. 44 Series 2015 that School Improvement Plan is considered as the road map that lays down specific interventions that the school undertakes within the period of three of consecutive school years with the help of the community and other stakeholders. It was observed that there is a commonality on the answers they provides as all believe that the plan should include the projects, programs and intervention of the school for specific number of school years; though years may vary. It was also observed that schools vary on the highlights of their plan depending on their set priorities. But all these boil down to the main goal of education which is the students' success which was highlighted in some of the given answers from the key stakeholders. Considering that their definitions were aligned and similar with the department's; therefore, the participating key stakeholders were considered knowledgeable on the definition of the said plan.

2. School Planning Team

The most frequent responses of the participants of who were involved in their School Planning team include the internal and external stakeholders of the school specifically the

school principal, barangay captain or Local Government Unit (LGU) , faculty president or Teachers' Representative, Master Teachers and Teachers, Chair of Disciplining Committee or CCP Coordinator, grade chairman, program coordinator, School Disaster Risk Reduction Management Committee (SDRRMC) representative, General Parent Teacher Association (GPTA) or Parents' Representative, Supreme Pupil/Student Government or Student's Representative, Alumni, private sectors, and religious group leader.

Based on the Enhanced School Improvement Guidelines from DepEd; School Planning Team includes the School Head as the Team leader, student representative, teacher representative, parent representative, barangay representative, and members of school child protection committee.

The answers from the participating schools go beyond the required members depending on the need of their school. The following information was shared by the principals:

Principal 6: Other members or teachers are also involved based from the projects handled. Parents and students also handle some projects for the school. They are very supportive with the schools projects and programs. Parents who are professional in the school provide more linkages and strong support within the school. The same way, PTA has a strong partnership with the school and consistent during the entire formulation and implementation of the School improvement plan. Parents are willing to donate in case of projects and programs are implemented.

Principal 7: We also includes our Master Teachers in the schools who lead and work on the programs and projects reflected on the plan instead of a single representative

from the teachers; EBEIS (Enhanced Basic Education Information System) is also included who is in-charge of the data since he already have the access to it in the system.”

Principal. 3 included alumni and private sectors which was considered beyond the process. The principal stated:

Principal 3: They provide a big help in the implementation of the plan; donations from the alumni and private sectors are I can say an edge of our school. These Stakeholders are very generous especially our alumni. Some actually provide scholarships from some of our student; they provide monthly allowances from our deserving student. We present the programs and projects from our SIP and they are trying their best to help our school in any way they can.

Meanwhile, Principal 2 shared that she did not limit the SPTs to a few number of teacher representative: She further said:

Principal 2: I include the program coordinators and grade chairman in the process because these are the people who work directly on the implementation of the projects and who are more knowledgeable of the issues and concerns per program.

She added:

Principal 2: *I tapped the people who are more knowledgeable on the program also we invite more stakeholders as many as we can and not limited among the SPTs only; “We plan with the SPTs pero meron siyang kaangklang kung ano ang kanyang team depende sa kanilang tinatarget para alam din ng community kung ano ang kanilang maaring itulong.*

Looking at members of the School Planning Team of the participating schools it was observed that all the school involves the required members given by the department but some schools goes beyond depending upon the need of the project. It was also observed that the School Heads invites and tapped the stakeholders who are more knowledgeable on a certain issue and concern of the school.

The respondents were also asked how they developed and formulated their school improvement plan, Principal 3 stated:

Principal 3 stated that their school followed the steps provided by the Deped. The Principal said:

Principal 3: *Forming of the SIP is all based from the E-SIP guidelines provided by the Deped as required. Orientation is being done among SPT and other teachers as well; stakeholders are being invited through formal letters. All required stakeholders attend except for the Barangay captain; though he sent a representative. The LGU provide extra help to the school but not in high level. SPT attends meeting for the regular review of the School Improvement Plan.*

On the other hand, Principal 6: *The school's planning process starts in January. All SPTS are being invited through letters; they are being active and supportive during the entire process. From the assess phase to the last phase. They are very visible during school activities. Participation and involvement of the school head, teachers, staff and representative contributed a lot in development and formulation of the E-SIP.*

She further stated:

Principal 6: *The school gave commendation to the stakeholders. Certificate of appreciation was given to the stakeholders. The credit is given among the person in charge. Stakeholders are being recognized during school's recognition day. Also, the manuscripts was approved and implemented. The school also received good comments from the division office because it was well planned and organized.*

Furthermore, Principal 2 highlighted the importance of communication in the formulation and implementation,

Principal 2: *Communicate with the team; there should be an open communication among the members. You should tell the team your plan and activities, if the team knows what you wanted you'll have a better output. There's a constant communication thru meeting, and thru messenger (social media) in each group of stakeholders. Information is disseminated clearly among the members. Everyone is well informed.*

Further, Principal 4 claimed ;;

Principal 4: *Through consultative meetings among key stakeholders, SIP was formulated and developed. Although approval is still on progress, implementation already commenced at the start of the school year upon the completion of the SIP.*

The most frequent responses of the participants on how they developed and formulated their SIP in the process included the idea that support and participation of the stakeholders are needed. Principal 4, in particular, supported the idea that listening to the voice of the costumers is needed in the School Improvement plan. The Principal said:

Principal 7: *In the formulation and implementation of the SIP, we listen to voice of the costumers. There's a collaborative planning.*

Principal 1likewise, stated;

Principal 6: *Teamwork was evident” in their school. Stakeholders are being active and supportive during the entire process*

Principal 3 shared:

Principal 3: *Relationship is very strong, even the neighboring barangay are very supportive.” Further, “Stakeholders are very generous in the school in many form as long as they can help*

Principal 2: *Stakeholders who are knowledgeable with the projects are being tapped.*

The strong involvement of the stakeholders on the participating schools was attested by Principal 4:

Principal 4: *Most of the Stakeholders are highly active with the school. Internal and external linkages.*

In the same way, Principals 3 and 7 corroborated the response of Principal 2 firmly stated:

Principal 3: *Strong partnership is evident in the school. Everyone is willing to help the school.*

Principal 7: *Stakeholders have a very strong involvement. Linkages are very active. The School Head believes that the vicinity of the school plays a very vital role in the entire process. Since they are surrounded by different stakeholders who are very much willing to provide the school extra help in different kinds (in-kinds and in cash). The school receives donations from foreigners who happen to be abundant in their area.*

On the other hand, Principal 6 claimed:

Principal 1: *School Planning team is very submissive of their task.*

The guiding principles of School Improvement Plan (Deped Order No. 44. s. 2015), stated that the formulation and implementation of the SIP shall involve the active participation of all educational stakeholders in the school and community such as the school heads, teachers, parents, community leaders and the learners themselves, among others. From the responses of the participating school heads, the high level of stakeholders' involvement in their school could be concluded. Strong partnership and active involvement are evident in their respective schools.

Result of the study attested the claim of Bruns, Filmer, and Patrinos (2011) that involvement and participation of multiple stakeholders contribute to a better management of schools. Ice, Thapa, and Cohen (2015) also suggested that the school and community members brainstorm collaboratively regarding ways for them to work together to support school improvement

To further proved the extent of stakeholders' knowledge on School Improvement Plan, Teachers who are members of the School Planning Team were asked to answer a more structured survey questionnaire. Table 4 shows the weighted mean scores of the participants' perceptions of School Planning Team on School Improvement Plan.

Table 4

Weighted Mean Scores of the Participants' Perceptions of School Planning Team on School Improvement Plan

Indicators	S1 Mea	S2 Mean	S3 Mea	S4 Mean	S5 Mea	S6 Mean	S7 Mea	Average Weighted Mean	Description
1. I understand the concepts and ideas of School Improvement Plan very well.	4.60	4.31	4.15	3.88	4.04	3.94	4.37	<u>4.18</u>	Agree
2. I am fully aware of each part and step of the School Improvement Plan.	4.60	4.10	4.23	3.56	3.70	3.94	4.42	<u>4.08</u>	Agree
3. I strictly follow the steps and phases provided by DepEd in the formulation and implementation of the SIP.	4.80	4.24	4.00	3.50	3.83	4.00	4.26	<u>4.09</u>	Agree
4. I am very much familiar with the concerned stakeholders of our school.	4.80	4.21	3.92	3.81	3.96	4.06	4.32	<u>4.15</u>	Agree
5. I am well-informed about my duties and responsibilities as part of the School Planning Team.	4.60	4.31	4.23	3.56	3.87	4.00	4.37	<u>4.13</u>	Agree
6. I am knowledgeable about the different areas of involvement that stakeholder like me can participate.	4.40	4.97	3.77	3.38	2.78	3.81	4.32	3.92	Agree
7. I am always invited during meetings about School Improvement Plan.	4.40	3.97	3.92	3.38	3.65	3.81	4.32	3.92	Agree
8. I am commended and recognized for being an active and supportive member of the School Planning Team.	4.20	4.00	3.62	3.56	3.74	3.44	4.21	3.82	Agree
General Weighted Mean								4.04	Agree

Data generally revealed a general weighted mean of 4.04 verbally interpreted as “agree” which implies that the school planning team agrees on the given indicators seen on the table above. The top five responses on the result of the survey questionnaire revealed that participants agreed that they understand the concepts and ideas of School Improvement Plan. Participants are very much familiar with the concerned stakeholders of their school.

Likewise, they are well-informed about their duties and responsibilities as part of the School Planning Team, they strictly follow the steps and phases provided by DepEd in the formulation and implementation of the SIP, and they are aware of each part and step of the School Improvement Plan.

These indicators were also the frequent answers of the school heads during the interviews in the qualitative phase of the study. The schools underwent orientations as attested by Principals 3,4, 5 and 6 as indicated below:

Principal 3: *The school conducts orientation attended by the entire faculty and selected stakeholders from the parents, barangay, alumni, retirees, SPG, so that everyone follows and aims for the same goal and follows the mission and vision of the department. The school invites more stakeholders as many as they can and not limited among the SPTs only.*

Teacher 3 and Parent 3 supported the statement they their school really invites stakeholders in the process.

Teacher 3: *We invite our stakeholders through series of meeting from there we raise our concerns and issues*

Parent 3: *We are included during the discussion of any project of our school.*

Principal 4: *Orientation and vision sharing is done. Regular meetings are organized during the planning and implementation stage. Roles and responsibilities are written and discussed among the stakeholders.*

Principal 5: *The formulation and planning process started by orienting the members of the school planning team and then we identify the priority improvement areas (PIA) in our school.*

Principal 6: *Orientation was done among the SPT, then presented among the teachers during In service trainings. So that teachers who are not part of the also understand what SIP is. Mission and vision sharing is also given. Duties and responsibilities are given and being discussed to the group as well.*

Teacher 6 supported the statement that in their school and orientation was done first;

Teacher 6: *The introduction of SIP was done thrice for crystal clear understanding of the plan. In this team, there have been consistent follow-ups and meetings to ensure that the operations being done are all anchored in the framework of SIP.*

Parent 6 further confirmed that they are invited during this process.

Parent 6: *The GPTA receives a letter from our principal; we often attend the meeting to be updated of the different school activities. We also discuss matters about the school.*

Base on the results, orientation was done by the school to further inform the school planning about the concepts and steps in the formulation and implementation of the School Improvement Plan. Further, it serves as a scaffold where duties and responsibilities and mission and vision sharing can be done among the teams. The steps and phases provided by DepEd were strictly followed by the schools as well, but modification was done to make the process faster without compromising the quality of the output.

The School Improvement Plan Guidebook by DepEd, The School Planning Team should convene for orientation, vision sharing, and scheduling. The activities would engage the team more to foster camaraderie. It was also suggested to go beyond the activities that are not part of the guidelines to appreciate the activity rather than just having a discussion with them because it would help the team strengthen their working relationship.

B. Level of Stakeholders' Involvement in the Different Phases of SIP

Various themes emerged on the interviews conducted on the level of stakeholders' involvement on School Improvement Plan of the seven (7) participating school heads in the Division of Angeles City. The following prominent concepts emerged: Data gathering procedure, priority improvement areas, orientation, vision sharing, regular meetings, listening to the voice of the stakeholders, guidance and implementation and Stakeholders' Support.

Based on the results of the interview with the participants, preparatory activities were done that including data gathering, orientation, vision sharing, identifying roles and responsibilities, identifying and discussion of Priority Improvement Areas, root cause analysis, and listening to voice of the stakeholders through regular meetings. The manner by which plan was guided and implemented through stakeholders' support was also included.

During the data gathering period, selected stakeholders were tasked to collect necessary information to identify the priority improvement areas. Data were presented and analyzed during the Assess Phase.

Principal 6 enumerated the help provided by its stakeholders during the assess phase

Principal 6: During the Assess phase, the teachers provide needed information relative to teaching and learning process. Parents on the other hand shared valuable information about their support of to the school. Learners extended support and cooperation from the very start. The Barangay officials or LGUs shared valuable information of the interest of the community in school improvement.

Further, Principal 6 said:

Project teams (people in-charge of the projects in SIP) also have regular meetings about their assigned projects. Projects and programs formulated in the SIP are presented among the stakeholders especially among the teachers.

Teacher 6 confirmed the statement where Project Teams are created and have constant meetings.

Teacher 6: The school organized a planning team headed by the principal. The team is divided into several branches like literacy and numeracy, child protection committee, SDRRMC, and etc. Each team has designated OIC and members who will take necessary planning in producing quality innovations to meet the gaps, lacking requirements, and standards of DepEd.

Teacher 6 further added the different activities their school does during the phase;

“...planning team schedule, gathering of data, and meeting the checklists follow. Evidences (like reasons for dropout rate, reading level of the students, Phil IRI results,

teachers' observations, and etc.) for priority improvement areas are assessed and these guided each team in producing the Gap Analysis Template. Then, proceed to the Root causes. These become the reference for the objectives, projects, and innovations."

Parent 6 confirmed that they are invited during this phase; Parent 6 said that,

During the meeting, we are asked of our problems and concerns about the school. The GPTA suggest possible solution to these problems. Teachers help us craft projects for these issues.

Moreover, Principals 3, 4, 7 shared their practices as follows:

Principal 3: Forming of the SIP is all based from the E-SIP guidelines provided by the DepED as required. The assess phase is done from gathering the data which are collected then analyze to find the project to be part of the Continuous Improvement Plan (CIP). Orientation and vision sharing is done. Regular meetings are organized during the planning and implementation stage. Roles and responsibilities are written and discussed among the stakeholders.

This was further confirmed by Teacher 3, said that

Teacher 3: We follow the guidelines given by the department. We start with an orientation where all stakeholders are well represented. We gather data from these stakeholders these serves as our basis in identifying our Priority improvement areas; these are the problems of our school. From there we brainstorm of possible solutions through root cause analysis and gap analysis.

It was also confirmed that other stakeholders were informed of the activity; Parent 3 said that

Parent 3: If the principal has a plan for the school she usually call on the members and officers of the GPTA, if consent from the parents is needed they are often asked first, approval from the parents is being asked before activities are implemented.

Principal 4: In data gathering, teachers and parents are being tasked. "Tinatap namin kung sino ang may macocontribute". The SIP should be well represented. To have a voice of the customer to air the plan of the schools to informed these different stakeholders for the benefit of the students.

Principal 7: Data gathering and analysis. Based from the analyzed data, programs and projects are being analyzed. During this first stage, key persons are being tapped. Priority improvement Areas or PIAs are presented among the stakeholders. Suggestions provided by the stakeholders are considered.

She added other activities;

Principal 7; Vision and mission sharing is done. Roles and responsibilities are given and presented during the planning stage so that they are well informed of what is expected from them. Handouts are given among the key person.

The involvement of the stakeholders confirmed by Teacher 7 and Parent 7;

Teacher 7: Stakeholders had self-assessments on what contributions did they do and lack in the previous years; which served as springboard for developing programs.

Parent 7: *Once the school have project we are involved and invited. We are also their priority. Aside from calling us for a meeting they also accept our suggestions They give us task to work on the projects of our school.*

In addition, Principal 2 shared their school's unique practices in the said activity.

Principal 2: *The school has its own way of gathering data, scheduling is done to gather data, during free time; teachers collect data needed for the plan. Selected teachers like the grade chairmen are tasked to consolidate and collect data under their grade level then pass among the coordinators. Data are presented among the planning team, "Ito ang nagsisilbing springboard mo to have the plan." Data were used to identify the root causes of some of the priority improvement areas. Projects are being part of the Continuous Improvement Projects to identify the deeper causes of some projects in the school to better understand and plan.*

This was supported by Teacher 2; that series of activities are included in this phase;

Teacher 2: *The stakeholders together with the planning team share their observations to the school. SWOT analysis is done. The gaps were identified They voice out the existing problems that need urgent solutions. They also identify possible people who can help solve the existing problems.*

Principal 2 further shared the need of regular meetings during this phase. The Principal said

Principal 2: *Through consultative meetings among key stakeholders, SIP was formulated and developed. Although approval is still on progress, implementation already commenced at the start of the school year upon the completion of the SIP.*

This was participated by Parent 2;

Parent 2: *We are invited through a meeting where we talk about the issues and concerns of our teachers and parents. Then we formulate solutions for these concerns. Division of labor was also observed.*

Principal 1 highlighted the importance of meeting the stakeholders in the process;

Principal 1: *The school invites or meets personally the stakeholders to confide, consult, and ask assistance emphasizing shared governance among them discussing the plan projects/ programs they would like to implement for the school improvement.*

Lastly, Principal. 5 shared their practice and experience in their school as follows:

Principal 5: *The formulation and planning process started by orienting the members of the school planning team and then we identify the priority improvement areas (PIA) in our school. But then, the school experienced problem in the schedule of other members of the SPT because of overlapping of activities and appointments of the members.*

Further, Teacher 5 shared the activities they do during this phase which supports the answer of his principal.

Teacher 5: *We have orientations and seminars before the crafting of our SIP. The teachers discuss and think of the possible problems that our school needs. From there we*

tap the people who are knowledgeable on the and can provide enough resources for the implementation. There are series of meeting before we finalize the plan. Meeting from our school head; then our Department Heads or chairman per subject.

Parent 5 stated their role in the process;

Parent 5: We help in identifying the issues and concerns of our school and think of possible solution. The GPTA tries its best to attend to these meetings so we could also raise our concerns.

In the School Improvement Plan Guidebook (2015), the cycle of SIP begins with the Assess phase, School Planning Team (SPT) identifies the Priority Improvement Areas (PIAs) and objectives are set. In this phase the team also listens to the voice of the learners and other stakeholders. Then analyze the school data and processes to determine the root cause of each (Priority Improvement Area (PIA). Responses from the Principals gained during the interviews were in consonance with the policy.

It was observed that schools have common practices during the assess phase. Orientation was done by most of the schools interviewed. Stakeholders are requested to attend the said event where various activities are done like gathering of data, DepED mission and vision sharing, identifying and discussion of Roles and Responsibilities, identifying role and responsibilities, listening to the voice of the customers, root cause analysis, gap analysis and regular meetings and dialogues. The participating schools follow the steps and activities requested by the guidebook given by the department but some school goes beyond to make the work faster. It was also observed that each school has their

own unique strategy in doing the steps. School 3 invites more stakeholders than required to informed and gain more stakeholders. School 5 has its own way of gathering the data. It was also perceived that Stakeholders are invited and involved on these practices base from the answers of the teachers and parents who were interviewed.

Part of the steps under this phase is listening to the voice of the learners and stakeholders; where it is highly encouraged. In the study of Lopez-Reyna, Snowden, Stuart, Baumgartner, & Maiorano (2012), part of the critical features of program improvement was the use of stakeholders input and feedback. It appears in this study that changes and reforms are best accomplished when the participation are responsible for determining both what they wanted to focus and the pace at which they wish to progress. This may be one of the most crucial parts of the entire process, but it should not be skipped. In this way, insights could be gained and the school processes that need to be improved or planned could be analyzed

To further understand the extent of stakeholders' involvement in the formulation and implementation of School Improvement Plan, each phase from Assess Phase to Act Phase was discussed. Practices that require stakeholders' involvement in each phase were used as indicators.

Table 5 below shows the level of participation of stakeholders in the different in the formulation of School improvement plan during the assess phase. As shown in the table, an overall mean rating of 4.06 which denotes a high descriptive rating for the level of participation. This means that the indicators stated are manifested and observed in the participating schools.

Table 5

Level of Participation of Stakeholders in the Formulation of School Improvement Plan During the Assess Phase

Indicators	S1	S2	S3	S4	S5	S6	S7	Average Weighted Mean	Description
	Mea	Mean	Mea	Mean	Mea	Mean	Mea		
1. Before the planning session, stakeholders are invited by the school for the conduct of preparatory activities.	4.20	4.38	3.62	3.38	4.17	3.69	4.32	<u>3.96</u>	High
2. Meetings are conducted to gather and consolidate data among the stakeholders.	4.20	4.31	3.62	3.44	3.91	4.06	4.58	<u>4.02</u>	High
3. Stakeholders are informed about the DepEd mission and vision, core values and division and school goals.	4.40	4.48	3.92	4.00	3.96	3.94	4.53	<u>4.18</u>	High
4. Roles and Responsibilities of the School Planning Team and Stakeholders are being discussed and agreed.	4.40	4.31	4.08	3.88	3.65	3.94	4.84	<u>4.16</u>	High
5. Priority Improvement Areas are identified based from the gathered data by different stakeholders.	4.20	4.31	4.00	3.75	3.78	4.06	4.53	<u>4.09</u>	High
6. Priority Improvement Areas are discussed and presented among the stakeholders.	4.60	4.17	3.85	3.63	3.70	4.00	4.47	4.06	High
7. The Planning Team listens to all its stakeholders to further be acquainted with the major issues prevailing in their areas concerns.	4.40	4.38	3.77	3.69	3.70	3.88	4.53	4.05	High
8. The stakeholders give support in analyzing the root causes of the priority improvement areas.	4.40	4.24	3.85	3.69	3.65	4.19	4.47	4.07	High
9. Dyad, Triad, Focal Group Discussion and survey are conducted among the stakeholders.	4.40	3.97	3.85	3.50	3.43	4.25	4.16	<u>3.94</u>	High
General Weighted Mean								<u>4.06</u>	High

The top three responses on the result of the survey questionnaire proves that there is a high level of involvement when stakeholders are being informed about the DepEd mission and vision, core values and division and school goals. It was followed by the involvement of stakeholders on presentation of their Roles and Responsibilities of the School Planning Team and Stakeholders being discussed and agreed. Lastly, a high level of involvement when Priority Improvement Areas are identified based on the data from the different stakeholders.

However, the least three responses denote a high level of participation too but there is still a need to encourage the stakeholders to participate. This includes their involvement before the planning session where stakeholders are invited by the school for the conduct of preparatory activities; meetings conducted to gather and consolidate data among the stakeholders; and Dyad, Triad, Focal Group Discussion and survey conducted among the stakeholders. This however contradicts the responses of the school heads during the qualitative phase as they stated by Principals 1, 3,4,5, 6 and 7:

Principal 1: *Consultative meetings among key stakeholders are done where school invites or meets personally the stakeholders to confide, consult, and ask assistance emphasizing shared governance*

Principal 3: *SPT attends meetings for the regular review of the School Improvement Plan*

Principal 4: *Our school asks stakeholders what the school can do to address their needs during meetings*

Principal 5: *Regular meeting for each project is also done*

Principal 6: *Department heads are being met to discuss these projects to be conveyed and passed among the teachers through meetings.*

Principal 7: *Stakeholders even the Barangay are invited during meetings and orientation*

On the other hand Table 6 shows the level of participation of stakeholders in the formulation of School improvement plan during the plan phase. As shown in the table, an overall mean rating of 4.14 which denotes a high descriptive rating for the level of participation. This means that the indicators stated are manifested and observed in the participating schools.

Table 6

Level of Participation of Stakeholders in the Formulation of School Improvement Plan During the Plan Phase

Indicators	S1 Mea	S2 Mean	S3 Mea	S4 Mean	S5 Mea	S6 Mean	S7 Mea	Average ted Mean	Description
10. The Stakeholders and the Project Team brainstorm collaboratively to formulate feasible solution to identified Priority Improvement Areas.	4.20	4.10	3.69	4.56	3.78	4.13	4.32	4.11	High
11. Suggestions from different stakeholders are heard and considered.	4.60	4.34	3.92	4.50	3.57	3.88	4.37	4.17	High
12. The Project team develops project designs with the help of the stakeholders.	4.60	4.41	4.00	4.63	3.70	3.88	4.26	4.21	Very high
13. The school seeks financial support and others for the implementation of the projects and programs reflected in the SIP.	4.00	4.24	3.69	3.88	3.96	3.31	4.42	3.93	High
14. The school seeks approval of the crafted SIP from the Division Office	4.40	4.52	4.54	4.19	3.91	3.81	4.53	4.27	Very high
General Weighted Mean								4.14	High

Individually taken, a very high level of involvement was found in: Project team develops project designs with the help of the stakeholders and schools seek approval of the crafted SIP from the Division Office.

Moreover, a high rating for the level of involvement was found in the following: (1) Stakeholders and the Project Team brainstorm collaboratively to formulate feasible solution to identified Priority Improvement Areas; and (2) Suggestions from different stakeholders are heard and considered and school seeks financial support and others for the implementation of the projects and programs reflected in the SIP.

Data from the qualitative phase supports the data above as various stakeholders are the one who develops the project designs with the help of other stakeholders. Each has their own task and help shared in the process. Regular meetings are done to meet the needs and demands of the projects and programs planned on the SIP. The Principals mentioned the following:

Principal 6: Teacher representative actively participated in the planning; establishing priorities and setting of objectives. The parents shared available resources in the planning stage and provided the needed information in the formulation of goals. Participation of learners is needed in the goal setting and their insights shared about learning. LGUs provided the needed information about the community's support in the school

Stakeholders play a vital role in the process as they are the ones who provide resources in the school for the implementation of the different activities. Principal 1 added:

Principal 6: *Continuous support from parents in the implementation of plans was also given. The LGU Shared their support in the school program by participating activity in every school activities.*

The need for budget and resources further confirmed by Teacher 6, said that

Teacher 6: *The team plans for the project work plan and budget matrix.*

Parent 6 confirmed that GPTA help the school in sourcing resources and financial assistance;

Parent 6: *Once the projects are implemented in the school we help our teachers in sourcing out funds. We send letters and invite our other stakeholders to give financial assistance to the projects.*

Principal 3, likewise, shared the help given by their stakeholders during the Plan phase of their school;

Principal 3: *Stakeholders are very generous in the school in many form as long as they can help. Proper communication is given among these stakeholders who are willing to provide extra help among the students.*

Moreover, she discussed the activities done during this stage as follows;

Principal 3: *Projects were brainstormed base from the priority improvement areas. Programs and projects are presented among the teachers during faculty meeting. Progress and accomplishment are also presented during their meeting. Since there is a very strong*

partnership among the stakeholders; it is easier for the school to implement the projects and programs of their SIP. Funds is also easier to raise because of their activeness.

On the other hand, Principal 3 shared the support given by the stakeholders during this phase.

Principal 3: Parents representative or the GPTA are supportive and very transparent with the different issues and concerns of the school. They are active almost every year. GPTA also proposed projects and programs to raised funds for the school. During meeting and review of SIP, GPTA is very active as compare to the LGU (representative are being sent).

The support of the LGU was also raise by Parent 3

Parent 3: The school finds difficulty with our barangay officials, lately the school experience problem with its waste management. The said waste should be collected by the barangay but due to some circumstances we find difficulty resolving the issue. Thou in some activities he managed to attend some school programs of the school.

Principal 7 also did the same tasks in their schools. The Principal said:

Principal 7: The School Improvement Plan or SIP is also presented among the barangay, GPTA, teachers and other stakeholders.

She added that their master teachers devote themselves and time in the crafting of the programs and projects. Brainstorming of master teachers was done. The School head polished the projects.

Teacher 7: *The programs were then presented to the stakeholders, which by then, also assessed by stakeholders as to which if they are necessary or not.*

In addition, Principal 5 shared the tasks given by their stakeholders:

Principal 2: *All the teachers are involve in the planning stage but during the implementation and polishing selected teachers who are assigned are tapped; but then teachers are still welcome to contribute and voice out opinions on certain projects because they are the one who directly experience and implements the programs.*

Further, the Principal reported:

Principal 2: *Priority improvement areas are presented to all the teachers even if they are not part of school planning team and project teams. Opinions and proposals should be supported by the data. Regular meeting for each project is also done. The same way, Stakeholders both internal and external raise issues that need improvement. At times these stakeholders provide extra support and resources to the programs and projects of the school.*

Teacher 2 and Parent 2 further confirmed their involvement in the process;

Teacher 2: *The stakeholders collaborate and work together with the planning team in organizing suitable programs and projects that can address the issues in the school.*

Parent 2: *As a parent, a lot pledge and donated materials and resources to the school. We write deed of donations and submit it the teacher or office. We try our best to raise funds for the school's programs and projects through our co-parents especially alumni.*

Support provided by each stakeholder was also shared by Principal. 6 as narrated below:

Principal 6: *In the Plan phase, the teachers help review the general objectives and targets in the SIP, formulate solutions, and develop ad write project proposal. Parents and representatives help in the development of projects designs of Project Teams for finding solutions to the PIAs. Learners are heard of their demands and find solutions on how they can be help meet the targets in the SIP. The LGUs give pledges of support for the possibilities of the target plans.*

The claim of Principal 1 was corroborated by Principal 5.

Principal 7: *During the process, the school asks the stakeholders what the school can do to address their needs. They were all involved in identifying the School Improvement Areas. The same way, they were all involved in the preparation of the Continuous Improvement Plan or Project (CIP). Each office and learning area had its own CIP.*

Stakeholders support during the Plan phase is also highly encouraged as supported by the data. The key persons play a vital role in the process as each has their own role to play in the formulation of the SIP. Each stakeholder both internal and external provides a big support in identifying the priority improvement areas and providing the necessary resources and financial assistance needed by the school. Collaboration among these people is evident among the participating schools.

Table 7 shows the level of participation of stakeholders in the formulation of School Improvement Plan during the Act phase. As shown in the table, an overall mean rating of 4.09 which denotes a high descriptive rating for the level of participation. This means that the indicators stated are manifested and observed in the participating schools.

Table 7

Level of Participation of Stakeholders in the Formulation of School Improvement Plan During the Act Phase

Indicators	S1	S2	S3	S4	S5	S6	S7	Average Weighted Mean	Description
	Mean	Mean	Mean	Mean	Mean	Mean	Mean		

15. The school communicates to the stakeholders the progress and implementation results of the projects and programs written in the SIP thru meeting, SMEA, or SRC.	4.60	4.45	4.08	4.00	3.87	3.81	4.37	4.17	High
16. The school gathers feedback from concerned stakeholders.	4.60	4.34	3.92	3.88	3.78	3.88	4.53	4.13	High
17. Projects and programs are monitored by the school with the stakeholders during and at the end of the implementation period of the SIP.	4.20	4.48	4.00	3.94	3.74	3.88	4.47	4.10	High
18. The school is strict with its monitoring scheme given monthly, quarterly or end of the implementation of every program.	4.40	4.38	3.77	3.69	3.78	3.88	4.58	4.07	High
19. The school acts on the gaps and gains based from the results of the SMEA.	4.20	4.38	3.85	3.50	3.83	3.75	4.37	3.98	High
20. The school provides necessary adjustment if problem or issues arise during the implementation stage of SIP.	4.40	4.41	3.92	3.75	3.70	3.88	4.42	4.07	High
General Weighted Mean								4.09	High

Taken individually, all the given indicators above have a high level of involvement including: (1)The school communicates to the stakeholders the progress and implementation results of the projects and programs written in the SIP thru meeting, SMEA, or SRC: (2) The school gathers feedback from concerned stakeholders, projects and programs are monitored by the school with the stakeholders during and at the end of the implementation period of the SIP; (3) the school is strict with its monitoring scheme given monthly, quarterly or end of the implementation of every program, (4) the school acts on the gaps and gains based from the results of the SMEA and (5) the school provides necessary adjustment if problem or issues arise during the implementation stage of SIP.

The result shows that there is a high level of involvement during the act phase among the stakeholders as supported by the principals during the interviews in the qualitative phase.

Principal 4 shared the importance of meeting the key stakeholders in the phase.

Principal 4: *The progress of the SIP or accomplishment is being presented among the stakeholders during meetings. So to adjust the programs; the strengths and weakness of the program. If the program is effective continue the program if not, provide necessary adjustment. If it's in effective think of another strategy to achieve the target for the school.*

She further highlighted the importance of monitoring in the process.

Principal 4: *Monitoring tool is used and given regularly. Data gathered are forwarded in the office. Recognition and proper credit are given among the teachers.*

In addition, Principal 6 shared the activities they had during the last phase as follows:

Principal 6: *During the last phase of the process (Act Phase) The SIP was presented comprehensively. Teachers actively participated in the implementation and development of the plan. These teachers regularly conducts meeting to monitor the program assigned. Department heads serves as leaders. Continuous support from parents in the implementation of plans was also given. The LGU Shared their support in the school program by participating activity in every school activities. Strict monitoring of programs is implemented. Plenary session is given first during HRPTA meeting, this took by the SH as an opportunity to present the progress of the school improvement plan*

Also, principal no. 4 highlights the importance of monitoring where a certain team works on it;

Principal 4: Also, they were all (selected stakeholders) part of the monitoring of Evaluation Team.

Moreover, Principal 3 shared their process of monitoring in their school;

Principal 3: Monitoring form is used given every quarter, following the format of the CIP. It is done by the teacher concerned of the project but presented with the SPT too. Parents are also very active and supportive whatever is needed at the moment. Quarterly presented among stakeholders through plenary or general assembly.

And to recognize the effort of these stakeholders, she added:

Principal 3: During recognition, their hard work and contribution are being recognized. Rewards are given too.

On the other hand, Principal 7 shared their practices on this phase as follows:

Principal 7: Final draft is presented among them. SRC are given among the stakeholders thru tarpaulin or brochure. Social media is also used for communication. There should be transparency, so stakeholders see where their donations are going.

Teacher 7 added another practice in their school; *Complete monitoring through documentation is done by each program coordinator, which external stakeholders can visualize as to which if the program they are involved in is functioning efficiently, or needed some improvement.*

Principal no. 2 also shared the same practice. She said:

Principal 2: *Present the accomplishment and progress of the SIP among the teachers and parents during meetings. The SPT works actively; there is a constant follow up. Strict monitoring is provided.*

She further highlighted the importance of monitoring in their school.

Principal 2: *There's a School Monitoring and Evaluation team in the school that constantly checks the programs and projects implemented every week or month depending on the project or program. You have your team, guidance lang ng principal ang kailangan.*

This confirmed by Teacher 2; constant monitoring of the activities are undertaken. Stakeholders are also involved in the feed backing session for the improvement of the plan. Parents 2 also claimed that they are informed of the results of the SIP Projects.

Principal 1 further supported the need of monitoring of the projects and programs in the process. The Principal claimed:

Principal 1: *The school has the quality assurance team that strictly monitors the projects and programs every quarter. Monitoring tool is used by the school given and done by them. This includes the name of all the projects and the progress of each. What are the projects that are being accomplished? By how many percent is their progress?*

This supports the claim of Parents 1 that school monitors the projects of the SIP.

Parent 1: *Monitoring and Evaluation of the programs and projects are done by the teachers then they informed us of the results; though the GPTA.*

Teacher confirmed that it's them who monitors the programs.

Principal 1: Through regular submission of SMEA and M and E Reports and updating of SBM practices with validation, SIP is effectively monitored and assessed as developments are encompassed and reflected in all the reports

Based on the responses of the participants, communicating the implementation results among the stakeholders is a common practice among them. However, school varies on how they communicate their results among the stakeholders. Some through meetings, School Reports Cards (SRC) , Social Media posts, tarpaulin, or brochure.

Strict monitoring of the project is encouraged in the process to determine the strengths and weakness of a certain project in the SIP as also observe from the responses. The length of days of monitoring varies; some do it monthly, quarterly or annually depending upon the projects. Some schools have their own monitoring form while some schools makes use of their own form. The school may provide necessary adjustment based from the results of the monitoring and evaluation through meetings, School report Card, School Monitoring and Evaluation forms.

C. Practices on Stakeholders' Involvement in School Improvement Plan

These practices were based from the best and unique practices provided by the participating schools to involve their stakeholders in the formulation and implementation of the School Improvement Plan during the interview phase of the study. The 7 high performing school were asked about at least 3 unique practices that their schools conducts to involve more stakeholders in the formulation and implementation of the School

Improvement Plan. It was observe that there are practices that are common among the participating schools, some were just gathered from the guidelines given by the department, and some were unique and distinct from each other.

The indicators below emerged as the practices of the participating schools during the qualitative phase of the study. Table 8 presents the summary of ratings on the extent on how the participating school practice each indicator stated in the formulation and implementation of School Improvement Plan. As shown in the table, the overall descriptive equivalent is “high” with an overall mean of 4.16. This implies that, the participating school have a high extent of involvement in the different practices stated and shared by the principals during the interview, schools formulate and implement their school improvement plan with the help of the stakeholders. It further implies that all stakeholders are working together for the total improvement of the said plan.

Table 8

Weighted Mean Score as Perceived by the Seven High Performing Schools on their Practices on stakeholders’ involvement in the formulation and implementation of School Improvement Plan

Indicators	S1	S2	S3	S4	S5	S6	S7	Average	Description
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	Mea	Mean	Mea	Mean	Mea	Mean	Mea	Weighted Mean	
1. The school invites representative of every group of stakeholders that may help in the crafting and implementing different programs and projects initiated for SIP.	4.00	4.17	4.15	4.25	4.04	3.81	4.21	4.09	High
2. The SIP is guided and evolved through the leadership of the school and participation of invited school community leaders.	4.00	4.24	4.08	4.13	3.83	4.06	4.63	4.14	High
3. The SIP is enhance with the community performing the leadership roles and the school providing the technical support.	4.40	4.24	4.00	3.88	3.78	4.00	4.37	4.10	High
4. The school and community work as partners, leading the continual review and improvement of the SIP.	4.40	4.31	3.92	3.88	3.74	4.00	4.53	4.11	High
5. The school and community collaboratively define the structure, roles and responsibilities of the stakeholders.	4.20	4.24	3.92	3.63	3.65	4.00	4.37	4.00	High
6. Stakeholders are accountable with different school and community initiated activities.	4.40	4.21	3.62	3.75	3.78	4.00	4.21	4.00	High
7. The stakeholders assist the school and school community in sourcing out funds for the projects and programs reflected on the SIP.	4.00	4.24	4.00	3.81	3.83	3.94	4.32	4.02	High
8. The school welcome volunteers from the community in different activities related to the School Improvement Plan.	4.40	4.93	4.38	4.00	4.04	4.38	4.47	4.37	Very High
9. The school leader and the SPT possess the charisma of good leader and a follower. Be a servant leader.	3.80	4.48	4.46	3.94	3.78	4.25	4.26	4.14	High
10. The school is consistent with the implementation of the different projects and program reflected in the School Improvement Plan.	4.00	4.59	4.08	3.88	3.83	4.31	4.26	4.13	High
11. The school communicates to its stakeholders the progress and accomplishments of the SIP thru meetings, assemblies, and other forms of communication.	4.40	4.55	4.38	4.06	3.83	4.31	4.37	4.27	High
12. The school has an open communication with its stakeholders, listens and considers their feedbacks in the entire process of the SIP to assure the quality of the different projects.	4.40	4.48	4.00	4.00	3.74	4.25	3.89	4.11	High
13. The school informs the stakeholders what the school really need; be specific of the resources needed in each projects and programs implemented.	4.60	4.55	4.38	3.94	3.83	4.19	4.42	4.27	Very High
14. Stakeholders are provided with easy access to information about the school.	4.40	4.45	3.92	3.88	3.83	4.00	4.32	4.11	High
15. The school is transparent with all the donations and help extended by the stakeholders.	4.60	4.62	4.46	4.06	3.74	4.00	4.47	4.28	Very high
16. The school engages meaningful work in the community to increase level of engagement among stakeholders.	4.40	4.52	4.38	4.13	3.78	4.50	4.32	4.29	Very high
17. The school makes the stakeholders feel that they are “part of the family” in the school community.	4.60	4.62	4.54	4.13	3.91	4.56	4.37	4.39	Very high
18. The school conducts programs like Education Summits and Stakeholders’ Day to appreciate and recognized the effort and time given by the stakeholders.	4.40	4.28	4.00	4.00	3.65	4.13	4.42	4.12	High
General Weighted Mean								4.16	High

Individually there is a very high extent of involvement on the following: (1) school welcomes volunteers from the community in different activities related to the School Improvement Plan, (2) communicates to its stakeholders the progress and accomplishments of the SIP thru meetings, assemblies, and other forms of communication; (3) informs the stakeholders what the school really need by being specific of the resources needed in each projects and programs implemented; (4) engages meaningful work in the community to increase level of engagement among stakeholders; and (5) school makes the stakeholders feel that they are “part of the family” in the school community.

Further, a high rating for the extent of involvement of stakeholders on the given practices was found in the following: (1) school invites representative of every group of stakeholders that may help in the crafting and implementing different programs and projects initiated for SIP; (2) SIP should be guided and evolved through the leadership of the school and participation of invited school community leaders; (3) it should be enhanced with the community performing the leadership roles and the school providing the technical support; (4) school and community works as partners, leading the continual review and improvement of the SIP; (5) they should collaboratively define the structure, roles and responsibilities of the stakeholders; (6) stakeholders are accountable with different school and community initiated activities; (7) they also assist the school and school community in sourcing out funds for the projects and programs reflected on the SIP; (8) school leader and the SPT possess the charisma of good leader and a follower; be a servant leader; (9) be consistent with the implementation of the different projects and program reflected in the plan; (10) have has an open communication with its stakeholders, (11) listens and considers their

feedbacks in the entire process of the SIP to assure the quality of the different projects; and (12) Stakeholders are provided with easy access to information about the school, and (13) conducts programs like Education Summits and Stakeholders' Day to appreciate and recognized the effort and time given by the stakeholders.

Based from the data gathered from the interviews and survey questionnaire a proposed principle and general guidelines on stakeholders' involvement in the formulation and implementation of School Improvement Plan was crafted. Specific and unique practices that each participating school used in the process on the different phases were considered. These practices were proven to have a high and very high level of involvement of stakeholders.

The proposed principles and general guidelines on stakeholders' involvement on School Improvement Plan was developed based from the results of the study. Definition, description, and statements from the interviews and questionnaire from the participating schools were analyzed and organized in crafting the said proposal. The general concept of the School Planning Team on School Improvement Plan was presented and used to further add the knowledge of the school leaders with regards to the crafting of SIP. The level of involvement of stakeholders on the different practices in each phase of SIP were also enumerated. Practices shown in each phase involves stakeholders; these can be adapted and used by schools to maintain and achieve high level of involvement in their respective schools. Unique practices done by the participating schools to involve more stakeholders were also enumerated and explained in the proposal to encourage schools to have a better relation with their school's stakeholders.

These principles and guidelines on stakeholders' involvement can be used as guide by the various schools in crafting their own School Improvement Plan. Stakeholders' participation and involvement is required not only during crafting stage but in the entire cycle of the process. Thus, these practices presented when considered are at help among the school leaders and teachers in their respective schools; these can invite and involve more stakeholders in each phase of the SIP cycle. The goal is collaboration among the members of the school community to create a better plan. As Bruns, Filmer, and Patrinos (2011) confirm, involvement and participation of multiple stakeholders contribute to a better management of school. The need is very evident, this further confirmed by the current study, participating schools involve the required members or goes beyond depending upon the need of the project in their respective schools. School invites and tapped more stakeholders who are more knowledgeable on a certain issue and concern of the school as reflected in their school plan.

Various practices were organized in each phase based from the results of the interviews. These practices were proven to have high involvement among the participating schools that other schools may adapt and use as they craft and implement their own school plan. Welcoming volunteers and engaging to meaningful works in the community contribute to the increase of stakeholders' involvement which were just some of the highlights of the study that was common among the performing schools. A constant and consistent communication in various form; thru meetings, social media, and printed media, plays a role in the involvement; open communication is required. These are just some of the practices

presented in the proposed principles and guidelines that schools may apply based from their need.

Some practices were neglected by the school which cause some problems in the involvement of the key stakeholders; the goal of the study is to help other schools identify practices and guidelines to increase and involve more stakeholders. This was designed to provide schools an adequate knowledge on School Improvement Plan and stakeholders' involvement in the process to better serve their respective schools. Moreover, it helps the school build a better and stronger relationship among its stakeholders specifically in the formulation and implementation of SIP.

See Appendix N for the Proposed Principles and General Guidelines on Stakeholders' Involvement in the Formulation and Implementation of School Improvement Plan.

Chapter 4

Summary, Conclusion, and Recommendations

This chapter presents the summary and results of the study, conclusion drawn from the findings and the corresponding recommendations.

Summary of the Study

Stakeholders have a hand and a greater stake in providing assistance to the education of the young learners as they are the agents in the community with the most resources suitable and adequate and this involvement spells a change. This study was design to identify the extent of stakeholders' knowledge on School Improvement Plan, level of participation of stakeholders' involvement on the different phases, and practices applied by the participating school in involving their stakeholder in School Improvement Plan. This employed descriptive method; particularly the survey method research. Participants were asked to answer questions administered through interviews or questionnaires. Results were organized and analyzed to answer the research questions of the study.

Looking at the objective of the present research it was found out that the stakeholders generally agreed that they understand the School Improvement Plan. A number of definitions were given by the key stakeholders that were aligned and similar from the definition given by the DepEd stated in Deped Order No. 44 Series 2015; though some provided modifications. Moreover, different practices emerged in the study in the different phases of SIP that includes the assess phase, plan phase, and act phase. These practices were proven to have high and very high level of stakeholders' involvement. Key stakeholders

were also asked about their unique practices that they think make their school invite and involve more stakeholders particularly in the SIP. It was observed that there are good practices that are beneficial on a certain school; common practices, practices that are just part of the guidelines and distinct practices on specific schools. A high and a very high extent of participation were observed on the practices. Though factors and things may vary affect the crafting of the SIP but this can serve as spring board in creating a community-based school plan. These practices were used in crafting a Proposed Principles and General Guidelines on Stakeholders' Involvement in the formulation and implementation of School Improvement Plan (see Annex N).

Summary of Results

1. The School Planning Team of the participating schools agree that they understand the general concept of School Improvement Plan. It was observed that the definitions of the stakeholders were aligned and similar from the definition given by the DepED though some schools provide modifications based from their set priorities. Moreover, common concepts were observed from the given meanings.
2. The extent of the stakeholders' involvement in the formulation and implementation of School Improvement Plan is High during the Asses Phase. Common set of practices emerged such as orientation, data gathering, DepED mission and vision sharing, identifying and discussion of roles and responsibilities, identifying role and responsibilities, listening to the voice of the customers, root cause analysis, gap analysis; regular meetings and dialogues, identifying priority improvement areas;

brainstorming of possible solution, funds and resources sourcing, monitoring and evaluation, and recognition.

3. Another set of practices emerged on the Plan Phase where high and very high level of involvement was observed. School identifies and formulate feasible and possible solution to its Priority Improvement Areas through a collaborative effort. Donations of resources and financial assistance were given by different group of stakeholders in this phase. However, this doesn't mean that all groups of stakeholders are active in process of the SIP. The willingness of the stakeholders varies as observed from the different schools.
4. The Act Phase reveals high level of involvement on the emerged practices. Communication to the stakeholders is a big factor in crafting the SIP in most schools; it is a common practice among the respondents. However, schools vary on how they communicate among the stakeholders; through meetings, School Reports Cards (SRC), Social Media posts, tarpaulin, or brochure. Strict monitoring of the project also differs among the schools and was encouraged in the process.
5. To invite and involve more stakeholders in the formulation and implementation of SIP eighteen practices emerged in the study. It was observed that there are good practices that are beneficial on a certain school; common practices done by most, practices that are just part of the guidelines, and distinct practices on specific schools. However, these practices have a high and a very high extent of participation.

6. Some of the good and common practices were the following; school welcomes volunteers from the community in different activities related SIP, communicates to its stakeholders the progress and accomplishments of the SIP thru meetings, assemblies, and other forms of communication; informs the stakeholders what the school really need; engages meaningful work in the community; assist the school and school community in sourcing out funds for the projects and programs reflected on the SIP; transparency, and conducts programs like Education Summits and Stakeholders' Day to appreciate and recognized the effort and time given by the stakeholders.
7. Some practices are based from the guidelines like school invites representative of every group of stakeholders; the SIP should be guided and evolved through the leadership of the school and participation of invited school community leaders; school and community work as partners, leading the continual review and improvement of the SIP; collaboratively define the structure, roles and responsibilities of the stakeholders; consistency with the implementation of the different projects and program; have an open communication with its stakeholders, listens and considers their feedbacks in the entire process of the SIP; and stakeholders are provided with easy access to information about the school.
8. Some unique practices involve the personal aspect of the leader or school head and the team. School leader and the SPT possess the charisma of good leader and a follower; be a servant leader; school makes the stakeholders feel that they are "part of the family" in the school community; and making the stakeholders accountable

with different school and community-initiated activities. Contrary to the practice, SIP should be enhanced with the community performing the leadership roles and the school providing the technical support.

9. The kind and quality of education that children receive from school was also considered by the parents as reflected from their responses. This market the school to gain and involve more stakeholders and motivates these important people to help the school more with its projects.
10. It was also observe and evident that stakeholders are willing to help their respective schools in any way possible as reflected from their responses during the interviews.

Conclusion

Based on the result of the study, the following conclusion were drawn:

1. School Planning Team should understand the basic concepts and process of School Improvement Plan prior to its crafting and implementation.
2. Some schools invite more stakeholders than required to informed and gain more resources. Human resource was used. Teams are created to have a collaborative effort.
3. Stakeholders play a vital role in the process as each has their own role to play. Each stakeholder both internal and external provide a big support in formulation and implementation of SIP.

4. Several practices were derived from the guidebook given by the department, there are practices that are commonly applied, and some school goes beyond applying their own distinct and unique strategy in involving their stakeholders.
5. Different practices emerged and vary in each phase depending upon the school. Not all good practices are beneficial to other schools because of some factors to consider.
6. Common practices of performing schools can be suggested because of its consistency in the process as perceived by different stakeholders.
7. Personal characteristic of the leader and the team can build strong partnership among stakeholders. The leadership skills and charisma possess by the team can be a good practice to some schools as seen from the results.
8. Quality education offered by the school can be considered a factor on stakeholders' involvement.
9. Consistent communication among the key stakeholders all throughout the process of the School Improvement Plan is a need. Different venues can be used like dialogues, social media, letters, tarpaulin, brochures and others.
10. The willingness of the stakeholders to provide support in the different projects and programs of the participating schools was evident. They just need proper venues and opportunities to help and provide resources to their respective schools.

11. The practices emerged in the study were proven to be effective on the participating schools. Though factors and things may vary but this can serve as spring board in creating a community-based school plan. A Proposed Principles and General Guidelines on Stakeholders' Involvement in the formulation and implementation of School Improvement Plan was made from these practices.
(See Annex N)

Recommendations

In the light of the foregoing findings and conclusions, the following are recommended:

1. Schools may improve the level of School-Based Management implementation in order to improve the level of participation of the school stakeholders to the different activities involving in the formulation and implementation of School Improvement Plan.
2. Schools may adapt, apply, and consider the practices reflected in the study to better involve their stakeholders in the entire School Improvement Plan (SIP) Cycle.

3. Seminars and conferences may be conducted within the school level to disseminate the information and the importance of Stakeholders' Involvement in School Improvement Plan. This better serve its stakeholders as informing them on their roles on the projects and programs of the school.

4. The school community may facilitate activities that can enhance the stakeholders' knowledge on School Improvement Plan. These activities may foster camaraderie within the team that is needed in the entire cycle.

5. The stakeholders should be given proper venue or opportunity to involve their selves with the different projects and programs reflected on the School Improvement Plan.

6. There should be a consistent communication among the key stakeholders all throughout the process of the School Improvement Plan. Different ways can be used like dialogues, social media, letters, tarpaulin, brochures and others.

7. Strict monitoring of the projects and programs of the school with the help of the stakeholders should be provided.

8. Results may be used or source in the policy making process of the schools regarding the crafting, implementation and monitoring of the School Improvement Plan.

9. Schools may strongly develop linkages with the internal and external stakeholders in order to include them in planning, implementing and evaluating of the School Improvement Plan.

10. Additional research regarding School Improvement Plan and level of participation of the stakeholders to the different activities and steps in SIP should be conducted covering a wider scope.

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APPENDICES

Appendix A

Letters to the Validators of the Survey Questionnaires

March 20, 2018

Sir:

The undersigned is a student of Master of Arts in Education with a specialization in Educational Management at Philippine Normal University; currently writing a research entitled **Best Practices of the Stakeholders' Involvement in the Formulation of School Improvement Plan**. This study aims to identify the extent of stakeholders' knowledge, level of involvement and the best practices that schools implement to involve their stakeholders in the formulation and implementation of SIP.

With your expertise, I am humbly asking your permission to validate the attached self-made questionnaire for this study.

I am looking forward that my request would merit your favorable response.

Thank you and God bless.

Respectfully yours,


MARICAR F. NICDAO

Researcher

Noted:



INERO V. ANCHO, Ph.D.

Adviser

Appendix B SUMMARY OF REVISIONS

A. Interview Guide Questions

Questions	Revised Version
1. Discuss your understanding about the school improvement plan. What is it? How do you develop it? How do you assess it? Who	A. School Planning

is accountable for it?	Team on School Improvement Plan
2. Who are involve in your School Planning Team?	
3. Describe your experience in working with your School Head and School Planning Team in developing and implementing the school improvement plan.	1. Discuss your understanding about the School Improvement Plan. 1.1. What is it? (General Description) 1.2. Who are involved in the School Planning Team? 1.3. How did you develop and formulate it? Was it approve and implemented? 1.4. Describe your experience in working with your School Planning Team in developing and implementing the School Improvement Plan. How does the school appreciate the stakeholders' involvement in the development of the SIP? 1.5. How do you assess or monitor it?
4. Do you involve your stakeholders in the formulation and implementation of your schools' SIP? If Yes, how do you involve them during the Assess Phase? Plan Phase? Act Phase?	B. School Planning Team on School Improvement Plan 2. Do you involve your stakeholders in the formulation and implementation of the schools' SIP? If Yes, how do you do it? 2.1. What specific significant contribution in each phase did each stakeholder have? a. Assess Phase

	a. Teacher b. Parents c. Learners d. LGUs e. Others 5.1. Plan Phases a. Teacher b. Parents c. Learners d. LGUs e. Others 5.1. Act Phases a. Teacher b. Parents c. Learners d. LGUs e. Others
5. What practices does your school implement to increase the level of involvement of your stakeholders? List at least three (3) best practices.	C. Practices on Stakeholders Involvement in School Improvement Plan 1. What makes your school unique in terms of the crafting and implementation of School Improvement Plan. List at least three (3) best practices.

B. Survey Questionnaire

Items	Revised Version
A. School Planning Team on School Improvement Plan	A. School Planning Team on School Improvement Plan
1. I understand very well the	1. I understand the concepts and

concepts and ideas of School Improvement Plan.	ideas of School Improvement Plan very well.
2. I understand each part and step of the School Improvement Plan.	2. I am fully aware of each part and step of the School Improvement Plan.
3. I strictly follow the steps and phases provided by DepEd in the formulation and implementation of the SIP.	3. I strictly follow the steps and phases provided by DepEd in the formulation and implementation of the SIP.
4. I know the concerned stakeholders of our school.	4. I am very much familiar with the concerned stakeholders of our school.
5. I am well-informed about my duties and responsibilities as part of the School Planning Team.	5. I am well-informed about my duties and responsibilities as part of the School Planning Team.
6. I am well-oriented about the different areas of involvement that stakeholder like me can participate.	6. I am knowledgeable about the different areas of involvement that stakeholder like me can participate.
	7. I am always invited during meetings about School Improvement Plan.
	8. I am commended and recognized for being an active and supportive member of the School Planning Team.
B. Level of Stakeholders' Involvement	B. Level of Stakeholders' Involvement
Assess Phase	Assess Phase
1. Before the planning sessions stakeholders are being invited by the school for the conduct of preparatory activities.	1. Before the planning session, stakeholders are invited by the school for the conduct of preparatory activities.
2. Meetings are conducted	2. Meetings are conducted to

to gather and consolidate data among the stakeholders.	gather and consolidate data among the stakeholders.
3. Stakeholders are informed about the DepEd mission and vision, core values and division and school goals.	3. Stakeholders are informed about the DepEd mission and vision, core values and division and school goals.
4. Roles and Responsibilities of the School Planning Team and Stakeholders are being discuss and agreed.	4. Roles and Responsibilities of the School Planning Team and Stakeholders are being discussed and agreed.
5. Priority Improvement Areas are discussed and presented among the stakeholders.	5. Priority Improvement Areas are identified based from the gathered data by different stakeholders.
6. The Planning team listens to the voice of the learners and other stakeholders to dig deeper into their problems.	6. Priority Improvement Areas are discussed and presented among the stakeholders.
7. Dyad, Triad, focal Group Discussion or survey are conducted among the stakeholders.	7. The Planning Team listens to all its stakeholders to further be acquainted with the major issues prevailing in their areas concerns.
	8. The stakeholders gives support in analyzing the root causes of the priority improvement areas.
	9. Dyad, Triad, Focal Group Discussion and survey are conducted among the stakeholders.
Plan Phase	Plan Phase
8. Our Stakeholders brainstorm with our project team for possible solutions for identified improvement areas.	10. The Stakeholders and the Project Team brainstorm collaboratively to formulate feasible solution to identified Priority Improvement Areas.
9. Our Project team develop project designs with the help of our stakeholders.	11. Suggestions from different stakeholders are heard and considered.

	12. The Project team develop project designs with the help of the stakeholders.
	13. The school seek financial support and others for the implementation of the projects and programs reflected in the SIP.
	14. The school seeks approval of the crafter SIP from the Division Office
Act Phase	Act Phase
10. The school communicate to the stakeholders the implementation results of the projects and programs found in SIP.	15. The school communicates to the stakeholders the progress and implementation results of the projects and programs written in the SIP thru meeting, SMEA, or SRC.
11. The school gather feedback from concerned stakeholders.	16. The school gathers feedback from concerned stakeholders.
12. Projects and programs are monitored by the School Planning Team during and at the end of the implementation period of the SIP.	17. Projects and programs are monitored by the school with the stakeholders during and at the end of the implementation period of the SIP.
	18. The school is strict with its monitoring scheme given monthly, quarterly or end of the implementation of every program.
	19. The school acts on the gaps and gains based from the results of the SMEA.
	20. The school provide necessary adjustment if problem or issues arise during the implementation stage of SIP.
C. Practices on Stakeholders' Involvement in School Improvement	C. Practices on Stakeholders' Involvement in School Improvement

Plan	Plan
1. The school should invite as many stakeholders that may help in developing and implementing different programs and projects initiated for SIP.	1. The school invites representative of every group of stakeholders that may help in the crafting and implementing different programs and projects initiated for SIP.
2. The SIP should be guided and evolved through the leadership of the school and participation of invited school community leaders.	2. The SIP is guided and evolved through the leadership of the school and participation of invited school community leaders.
3. The SIP should be enhanced with the community performing the leadership roles and the school providing the technical support.	3. The SIP is enhanced with the community performing the leadership roles and the school providing the technical support.
4. The school and community should work as partners, leading the continual review and improvement of the SIP.	4. The school and community work as partners, leading the continual review and improvement of the SIP.
5. The school and community should collaboratively define the structure and roles and responsibilities of the stakeholders.	5. The school and community collaboratively define the structure, roles and responsibilities of the stakeholders.
6. Stakeholders should be provided easy access to information about the school.	6. Stakeholders are accountable with different school and community initiated activities.
7. Stakeholders should be accountable with different school and community initiated activities.	7. The stakeholders assist the school and school community in sourcing out funds for the projects and programs reflected on the SIP.
8. School assists the school community and stakeholders in sourcing out funds for the projects and programs reflected on SIP.	8. The school welcome volunteers from the community in different activities related to the School Improvement Plan.

9. The school should ask for volunteers in the community in different activities related to the school improvement plan.	9. The school leader and the SPT possesses the charisma of good leader and a follower. Be a servant leader.
10. The school should engage meaningful work in the community to increase level of engagement among stakeholders.	10.The school is consistent with the implementation of the different projects and program reflected in the School Improvement Plan.
	11.The school communicates to its stakeholders the progress and accomplishments of the SIP thru meetings, assemblies, and other forms of communication.
	12.The school has an open communication with its stakeholders, listens and considers their feedbacks in the entire process of the SIP to assure the quality of the different projects.
	13.The school informs the stakeholders what the school really need; be specific of the resources needed in each projects and programs implemented.
	14.Stakeholders are provided with easy access to information about the school.
	15.The school is transparent with all the donations and help extended by the stakeholders.
	16.The school engages meaningful work in the community to increase level of engagement among stakeholders.

	17.The school makes the stakeholders feel that they are “part of the family” in the school community.
	18.The school conducts programs like Education Summits and Stakeholders’ Day to appreciate and recognized the effort and time given by the stakeholders.

Appendix C

Summary of Instrument Validation Result

A. Interview Guide Questions

Components/Indicators	Mean	Interpretation
A. School Planning Team on School Improvement Plan Discuss your understanding about the School Improvement Plan. What is it? (General Description)	3.00	Very appropriate
Who are involved in the School Planning Team?	3.00	Very appropriate
How did you develop and formulate it? Was it approve and implemented?	3.00	Very appropriate
Describe your experience in working with your School Planning Team in developing and implementing the School Improvement Plan. How does the school appreciate the stakeholders' involvement in the development of the SIP?	2.67	Very appropriate
How do you assess or monitor it?	2.33	Appropriate
B. School Planning Team on School Improvement Plan Do you involve your stakeholders in the formulation and implementation of the schools' SIP? If Yes, how do you do it?	2.67	Very appropriate
2.1. What specific significant contribution in each phase did each stakeholder have? Assess Phase 1. Teacher 2. Parents 3. Learners 4. LGUs 5. Others Plan Phases 1. Teacher 2. Parents 3. Learners 4. LGUs 5. Others Act Phases 1. Teacher 2. Parents 3. Learners 4. LGUs 5. Others	3.00	Very appropriate
C. Practices on Stakeholders Involvement in School Improvement Plan What makes your school unique in terms of the crafting and implementation of School Improvement Plan. List at least three (3) best practices.	3.00	Very appropriate

General Mean	<u>2.83</u>	Very appropriate
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The table below shows the validation result of the survey questionnaire of the current study.

Components/Indicators	MEAN	Interpretation
A. School Planning Team on School Improvement Plan		
1. I understand the concepts and ideas of School Improvement Plan very well.	3.00	Very appropriate
2. I am fully aware of each part and step of the School Improvement Plan.	2.67	Very appropriate
3. I strictly follow the steps and phases provided by DepEd in the formulation and implementation of the SIP.	3.00	Very appropriate
4. I am very much familiar with the concerned stakeholders of our school.	2.67	Very appropriate
5. I am well-informed about my duties and responsibilities as part of the School Planning Team.	2.67	Very appropriate
6. I am knowledgeable about the different areas of involvement that stakeholder like me can participate.	2.33	Very appropriate
7. I am always invited during meetings about School Improvement Plan.	3.00	Very appropriate
8. I am commended and recognized for being an active and supportive member of the School Planning Team.	3.00	Very appropriate
B. Level of Stakeholders' Involvement		
Assess Phase		
1. Before the planning session, stakeholders are invited by the school for the conduct of preparatory activities.	3.00	Very appropriate
2. Meetings are conducted to gather and consolidate data among the stakeholders.	2.67	Very appropriate
3. Stakeholders are informed about the DepEd mission and vision, core values and division and school goals.	2.67	Very appropriate
4. Roles and Responsibilities of the School Planning Team and Stakeholders are being discussed and agreed.	3.00	Very appropriate
5. Priority Improvement Areas are identified based from the gathered data by different stakeholders.	2.67	Very appropriate
6. Priority Improvement Areas are discussed and presented among the stakeholders.	2.67	Very appropriate
7. The Planning Team listens to all its stakeholders to further be acquainted with the major issues prevailing in their areas concerns.	2.33	Appropriate
8. The stakeholders gives support in analyzing the root causes of the priority improvement areas.	2.67	Very appropriate
9. Dyad, Triad, Focal Group Discussion and survey are conducted among the stakeholders.	2.33	Appropriate

Plan Phase		
10. The Stakeholders and the Project Team brainstorm collaboratively to formulate feasible solution to identified Priority Improvement Areas.	2.67	Very appropriate
11. Suggestions from different stakeholders are heard and considered.	2.67	Very appropriate
12. The Project team develop project designs with the help of the stakeholders.	2.67	Very appropriate
13. The school seek financial support and others for the implementation of the projects and programs reflected in the SIP.	2.67	Very appropriate
14. The school seeks approval of the crafter SIP from the Division Office	2.33	Appropriate
Act Phase		
15. The school communicates to the stakeholders the progress and implementation results of the projects and programs written in the SIP thru meeting, SMEA, or SRC.	2.67	Very appropriate
16. The school gathers feedback from concerned stakeholders.	2.67	Very appropriate
17. Projects and programs are monitored by the school with the stakeholders during and at the end of the implementation period of the SIP.	3.00	Very appropriate
18. The school is strict with its monitoring scheme given monthly, quarterly or end of the implementation of every program.	2.33	Very appropriate
19. The school acts on the gaps and gains based from the results of the SMEA.	3.00	Very appropriate
20. The school provide necessary adjustment if problem or issues arise during the implementation stage of SIP.	3.00	Very appropriate
C. Practices on Stakeholders' Involvement in School Improvement Plan		
1. The school invites representative of every group of stakeholders that may help in the crafting and implementing different programs and projects initiated for SIP.	2.67	Very appropriate
2. The SIP is guided and evolved through the leadership of the school and participation of invited school community leaders.	3.00	Very appropriate
3. The SIP is enhanced with the community performing the leadership roles and the school providing the technical support.	3.00	Very appropriate
4. The school and community work as partners, leading the continual review and improvement of the SIP.	3.00	Very appropriate
5. The school and community collaboratively define	2.67	Very appropriate

the structure, roles and responsibilities of the stakeholders.		
6. Stakeholders are accountable with different school and community initiated activities.	3.00	Very appropriate
7. The stakeholders assist the school and school community in sourcing out funds for the projects and programs reflected on the SIP.	2.67	Very appropriate
8. The school welcome volunteers from the community in different activities related to the School Improvement Plan.	3.00	Very appropriate
9. The school leader and the SPT possesses the charisma of good leader and a follower. Be a servant leader.	2.67	Very appropriate
10. The school is consistent with the implementation of the different projects and program reflected in the School Improvement Plan.	3.00	Very appropriate
11. The school communicates to its stakeholders the progress and accomplishments of the SIP thru meetings, assemblies, and other forms of communication.	3.00	Very appropriate
12. The school has an open communication with its stakeholders, listens and considers their feedbacks in the entire process of the SIP to assure the quality of the different projects.	3.00	Very appropriate
13. The school informs the stakeholders what the school really need; be specific of the resources needed in each projects and programs implemented.	3.00	Very appropriate
14. Stakeholders are provided with easy access to information about the school.	3.00	Very appropriate
15. The school is transparent with all the donations and help extended by the stakeholders.	3.00	Very appropriate
16. The school engages meaningful work in the community to increase level of engagement among stakeholders.	2.67	Very appropriate
17. The school makes the stakeholders feel that they are “part of the family” in the school community.	2.67	Very appropriate
18. The school conducts programs like Education Summits and Stakeholders’ Day to appreciate and	3.00	Very appropriate

recognized the effort and time given by the stakeholders.		
General mean	2.78	Very appropriate

Appendix D
Letters to the Schools Division Superintendent of Angeles City

March 20, 2018

LEILANI S. CUNANAN, CESO VI

Office of the Schools Division Superintendent

Officer-in-Charge

Madam:

The undersigned is a student of Master of Arts in Education with a specialization in Educational Management at Philippine Normal University; currently writing a research entitled **Best Practices of the Stakeholders' Involvement in the Formulation of School Improvement Plan**. This study aims to identify the extent of stakeholders' knowledge, level of involvement and the best practices that schools implement to involve their stakeholders in the formulation and implementation of SIP.

In this line, may I request your good office to allow me to administer interviews and survey questionnaires on the said research among the selected schools under your administration.

These data are vital part of my research as basis of information and academic purposes only. Rest assured that data collected will be treated with utmost confidentiality.

Thank you and God bless.

Respectfully yours,


MARICAR F. NICDAO

Researcher

Noted:



INERO V. ANCHO, Ph.D.

Adviser

Appendix E

Letters of Approval to Conduct the Study in the City Schools Division of Angeles





Department of Education
Region III
DIVISION OF ANGELES CITY
Jesus Street, Pulung Bulu, Angeles City



Tel. No. (045) 322-5722; 322-4702/Fax Nos. (045) 887-6099;
email address: angeles.city@deped.gov.ph

February 5, 2018

MS. MARICAR F. NICDAO
Researcher
Philippine Normal University

Dear Ms. Nicdao:

Please be informed that this Office is granting your request to conduct your research entitled "*Best Practices of the Stakeholders' Involvement in the Formulation of School Improvement Plan*" among selected schools in the Division, provided that such is properly coordinated with the school head concerned.

Moreover, the following shall be completely observed during the actual conduct of the activity: no disruption of classes, non-utilization of government funds and stationeries, and adherence to ethical considerations.

Very truly yours,


MARIA CELINA L. VEGA
OIC-Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

Appendix F
Letter to the Principal/ School Head to Conduct the Study

March 26, 2018

Madam/Sir:

The undersigned is a student of Master of Arts in Education with a specialization in Educational Management at Philippine Normal University; currently writing a research entitled **Best Practices of the Stakeholders' Involvement in the Formulation of School Improvement Plan**. This study aims to identify the extent of stakeholders' knowledge, level of involvement and the best practices that schools implement to involve their stakeholders in the formulation and implementation of SIP.

In this line, I would like to ask your help to provide the necessary data for my study. Please feel free to answer the interview questionnaire.

These data are vital part of my research as basis of information and academic purposes only. Rest assured that data collected will be treated with utmost confidentiality.

Respectfully yours,


MARICAR F. NICDAO

Researcher

Noted:



INERO V. ANCHO, Ph.D.

Adviser

Appendix G
Consent to Participate in the Study

CONSENT TO PARTICIPATE IN THE STUDY

The purpose of this research is to identify the extent of stakeholders' knowledge, level of involvement and the best practices that schools implement to involve their stakeholders in the formulation and implementation of the School Improvement Plan.

This study requires about an hour or less for the interview and about ten minutes of your time for the survey questionnaire. During these times, you will be interviewed about your experiences in School Improvement Plan and will be asked to complete a survey questionnaire. These will be done sequentially.

Your participation in this research is entirely voluntary. You may refuse to take part in the research or withdraw anytime without penalty.

There are no anticipated risks or discomforts related to this research.

By participating in this study, you may also benefit other schools to better understand School Improvement Plan and adapt your school's best practices to involve their stakeholders.

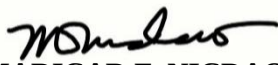
Several steps will also be taken to protect your anonymity and identity. The information gathered from this study will be strictly confidential and your privacy will be carefully protected. While the interviews will be recorded, the files will be deleted once they have been typed up. The typed interviews will NOT contain any mention of your name, and any identifying information. The typed interviews as well as the survey questionnaires will be secured in a safe place. All information will be destroyed after 10 years' time.

Should the result of this research be published or presented in any form e.g. written or oral, your name or other identifying information will not be revealed. The results will not be showed to anyone who is not involved in this research. If you wish to receive a copy of the results from this study, you may contact the researcher from the given email and number below.

I have read and understood the above research study and have had an opportunity to ask questions that have been answered my satisfaction. I voluntarily agree to participate in the study as described.

Participant's Name and Signature

Date


MARICAR F. NICDAO
Researcher
Maricar.nicdao@yahoo.com/+63942034039

Appendix H INTERVIEW QUESTION GUIDES

A. School Planning Team on School Improvement Plan

- a. Discuss your understanding about the School Improvement Plan.
 - 1.1. What is it? (General Description)
 - 1.2. Who are involved in the School Planning Team?
 - 1.3. How did you develop and formulate it? Was it approve and implemented?
 - 1.4. Describe your experience in working with your School Planning Team in developing and implementing the School Improvement Plan.
 - 1.5. How does the school appreciate the stakeholders' involvement in the development of the SIP?
 - 1.6. How do you assess or monitor it?

B. School Planning Team on School Improvement Plan

- b. Do you involve your stakeholders in the formulation and implementation of the schools' SIP? If Yes, how do you do it?

2.2. What specific significant contribution in each phase did each stakeholder have?

- 2.1. Assess Phase
- 2.2. Plan Phases
- 2.3. Act Phases

C. Practices on Stakeholders Involvement in School Improvement Plan

- a. What makes your school unique in terms of the crafting and implementation of School Improvement Plan. List at least three (3) best practices.

Appendix I

RESEARCH-MADE QUESTIONNAIRE

Research-Made Questionnaire on Best Practices of the Stakeholders' Involvement in
the Formulation of School Improvement Plan

Name (Optional): _____

School: _____

Direction: Please check (/) and rate yourself honestly based on what you actually do and know given the statements using the following scale.

1- Strongly Disagree 2- Disagree 3-Neutral 4- Agree 5- Strongly Agree

A. School Planning Team on School Improvement Plan	RATING				
1. I understand the concepts and ideas of School Improvement Plan very well.					
2. I am fully aware of each part and step of the School Improvement Plan.					
3. I strictly follow the steps and phases provided by DepEd in the formulation and implementation of the SIP.					
4. I am very much familiar with the key persons/concerned stakeholders of our school.					
5. I am well-informed about my duties and responsibilities as part of the School Planning Team.					
6. I am knowledgeable about the different areas of involvement that stakeholder like me can participate.					
7. I am always invited during meetings about the School Improvement Plan of our school. .					
8. I am commended and recognized for being an active and supportive member of the School Planning Team.					

B. Level of Stakeholders' Involvement

Listed below are practices in each phase of the School Improvement Plan that usually needs participation among the stakeholders. Please feel free to let us know the extent of involvement of your stakeholders in each by following the scale.

1-Very Low 2-Low 3-Moderate 4-High 5-Very High

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Assess Phase					
1. Before the planning session, stakeholders are invited by the school for the conduct of preparatory activities.					
2. Meetings are conducted to gather and consolidate data among the stakeholders.					
3. Stakeholders are informed about the DepEd mission and vision, core values and division and school goals.					
4. Roles and Responsibilities of the School Planning Team and Stakeholders are being discussed and agreed.					
5. Priority Improvement Areas are identified based from the gathered data by different stakeholders.					
6. Priority Improvement Areas are discussed and presented among the stakeholders.					
7. The Planning Team listens to all its stakeholders to further be acquainted with the major issues prevailing in their areas of concerns.					
8. The stakeholders give support in analyzing the root causes of the priority improvement areas.					
9. Dyad, Triad, Focal Group Discussion and survey are conducted among the stakeholders.					
Plan Phase					
10. The Stakeholders and the Project Team brainstorm collaboratively to formulate feasible solutions to identified Priority Improvement Areas.					
11. Suggestions from different stakeholders are heard and considered.					
12. The Project team develop project designs with the help of the stakeholders.					
13. The school seeks financial support and others for the implementation of the projects and programs reflected in the SIP.					
14. The school seeks the approval of the crafted SIP from the Division Office.					
Act Phase					

15. The school communicates to the stakeholders the progress and implementation results of the projects and programs written in the SIP thru meeting, SMEA, or SRC.					
16. The school gathers feedback from concerned stakeholders.					
17. Projects and programs are monitored by the school with the stakeholders during and at the end of the implementation period of the SIP.					
18. The school is strict with its monitoring scheme given monthly, quarterly or end of the implementation of every program.					
19. The school acts on the gaps and gains based from the results of the SMEA.					
20. The school provides necessary adjustment if a problem or an issue arises during the implementation stage of the SIP.					

C. Practices on Stakeholders' Involvement in School Improvement Plan

Listed below are practices on how to increase the involvement of stakeholders in the School Improvement Plan. Please feel free to let us know the extent of how your school practice each statement by following the scale.

1-Very Low 2-Low 3-Moderate 4-High 5-Very High

1. The school invites representative of every group of stakeholders that may help in the crafting and implementing different programs and projects initiated for SIP.					
2. The SIP is guided and evolved through the leadership of the school and participation of invited school community leaders.					
3. The SIP is enhanced with the community performing the leadership roles and the school providing the technical support.					
4. The school and community work as partners, leading the continual review and improvement of the SIP.					
5. The school and community collaboratively define the structure, roles and					

responsibilities of the stakeholders.					
6. Stakeholders are accountable with different school and community initiated activities.					
7. The stakeholders assist the school and school community in sourcing out funds for the projects and programs reflected on the SIP.					
8. The school welcome volunteers from the community in different activities related to the School Improvement Plan.					
9. The school leader and the SPT possesses the charisma of good leader and a follower. Be a servant leader.					
10. The school is consistent with the implementation of the different projects and program reflected in the School Improvement Plan.					
11. The school communicates to its stakeholders the progress and accomplishments of the SIP thru meetings, assemblies, and other forms of communication.					
12. The school has an open communication with its stakeholders, listens and considers their feedbacks in the entire process of the SIP to assure the quality of the different projects.					
13. The school informs the stakeholders what the school really need; be specific of the resources needed in each projects and programs implemented.					
14. Stakeholders are provided with easy access to information about the school.					
15. The school is transparent with all the donations and help extended by the stakeholders.					
16. The school engages meaningful work in the community to increase level of engagement among stakeholders.					
17. The school makes the stakeholders feel that they are “part of the family” in the school community.					
18. The school conducts programs like Education Summits and Stakeholders’ Day to appreciate and recognized the effort and time given by the stakeholders.					

Thank You and God bless!

Appendix J

TRANSCRIPTS FROM INTERVIEW

Principal 1

School Improvement Plan (SIP) is a roadmap of the school that lays intervention needed for the school development with the shared effort and governance of the key stakeholders collaborated by the and the community aiming to reach the common goal of meeting the standards instilled in the DepEd Mission and Vision.

The School Governing Council (SGC) headed by the school principal, Barangay captain, Faculty president, GPTA President, SPG President, Alumni, Religious Group Leader and other key stakeholders are involved in the school planning team.

Through consultative meetings among key stakeholders, SIP was formulated and developed. Although approval is still on progress, implementation already commenced at the start of the school year upon the completion of the SIP.

The SPTs are submissive of their tasks. Although time table in planning and implementation were sometimes delayed due to overlapping of activities in school, SIP was successfully completed.

Aside from giving recognitions to the supportive stakeholders thru PTC and school assemblies, the school has joined in several contest involving stakeholders' support like Brigada Eskwela, Adopt-a-School and other stakeholders' involvement with bagged winnings.

Through regular submission of SMEA and M and E Reports and updating of SBM practices with validation, SIP is effectively monitored and assessed as developments are encompassed and reflected in all the reports.

The school invites or meets personally the stakeholders to confide, consult, and ask assistance emphasizing shared governance among them discussing the plan projects/ programs they would like to implement for the school improvement.

During the Assess phase, teachers helped in identifying Priority Improvement Areas (PIAs) relevant to the improvement of the school. Parents shared insights on how they can be help in realizing the targets objectives of the school. The learners are giving demands of their needs being the very reason of the projects and programs implementation where voices are heard and analyzed. The LGUs on the other hand gives support in analyzing the root causes of the Priority Improvement Areas (PIA). Alumni, private schools, corporations and individuals help analyze solutions to the root causes of the PIAs.

In the Plan phase, the teachers help review the general objectives and targets in the SIP, formulate solutions, and develop ad write project proposal. Parents and representatives

help in the development of projects designs of Project Teams for finding solutions to the PIAs. Learners are heard of their demands and find solutions on how they can be help meet the targets in the SIP. The LGUs give pledges of support for the possibilities of the target plans.

Lastly, in the act phase, teachers helps test and review the proposed solutions through implementation of proposed projects and programs and helps rollout the solutions to key stakeholders. Parents also help review projects proposals and test if they are effective through collaboration among key stakeholders. While learners serve as the respondents of the project/programs implementations. The Local Government Unit helps review the proposed solution and can be of help if necessary adjustments in implementations are advised or suggested.

Alumni, private individuals and private corporations hear the initial implementation results and suggest adjustment.

The school values School-Based Management (SBM) in all the school endeavor and emphasizes: Strong relationship with the key stakeholders, Best practices applied in school, and Management collaboration among key stakeholders.

Principal 2

School Improvement Plan is a 3 year plan of the school based on their priorities and need improvements of the school.

School Planning Team includes the program coordinators, GPTA, SPG, Alumni, LGU and private Sectors

Communicate with the team; there should be an open communication among the members. You should tell the team your plan and activities, if the team knows what you wanted you'll have a better output. There's a constant communication thru meeting, and thru messenger (social media) in each group of stakeholders. Information is disseminated clearly among the members. Everyone is well informed.

During meeting the accomplishment of the SIP is presented among the stakeholders. During planning stage, in the assess phase, the school conducts orientation attended by the entire faculty and selected stakeholders from the parents, barangay, alumni, retirees, SPG, so that everyone follows and aims for the same goal and follows the mission and vision of the department. The school invites more stakeholders as many as they can and not limited among the SPTs only; "We plan with the SPTs pero meron siyang kaangklang kung ano ang kanyang team depende sa kanailang tinatarget para alam din ng community kung ano ang kanilang maaring itulong."

All the teachers are involve in the planning stage but during the implementation and polishing selected teachers who are assigned are tapped; but then teachers are still welcome to contribute and voice out opinions on certain projects because they are the one who directly experience and implements the programs.

We also listen to the voice of the customers or stakeholders.

The school has its own way of gathering data, scheduling is done to gather data, during free time teachers collect data needed for the plan. Selected teachers like the grade chairmen are tasked to consolidate and collect data under their grade level then pass among the coordinators.

Data are presented among the planning team, “Ito ang nagsisilbing springboard mo to have the plan.” Data were used to identify the root causes of some of the priority improvement areas. Projects are being part of the Continuous Improvement Projects to identify the deeper causes of some projects in the school to better understand and plan. The school tries its best to maintain the continuity of the programs and projects in their school. The school also provides programs for the other stakeholders like livelihood projects that would empower parents. Thou most of the schools create projects that would benefit the learners; this school tries its best to create projects that would help and benefit other stakeholders too. There’s a part in the school improvement plan about community linkages so programs should not be limited among learners only. Once other stakeholders were empowered it would as well benefit the learners.

The SPT works actively; there is a constant follow up. Strict monitoring is provided. There’s a School Monitoring and Evaluation team in the school that constantly checks the programs and projects implemented every week or month depending on the project or program. “You have your team, guidance lang ng principal ang kailangan”.

The SPTs also complies with the tasks. The school head is very strict with regards to the flow of projects and programs, outputs need to be submitted on time.

Teachers are also motivated to work on their best for the learners and the school.

The school also follows the standards given by the department thou some modification is done that would make the process easier, faster, and would improve the entire process; the school take necessary adjustment as long as the quality of the output will not be sacrificed.

Roles and responsibilities are presented and discussed. An Organization Day is conducted by the school where teachers are being aware of their roles and responsibilities as part of the organization.

Priority improvement areas are presented to all the teachers even if they are not part of school planning team and project teams. Opinions and proposals should be supported by the data. Regular meeting for each project is also done.

Stakeholders both internal and external raise issues that need improvement. At times these stakeholders provide extra support and resources to the programs and projects of the school.

Stakeholders who are knowledgeable with the projects are being tapped. Teachers together with other stakeholder who are also knowledgeable with the said program are involve during the planning stage and presentation as well.

Always communicate with your team. Have an open communication among the team and stakeholders to assure the quality of the outputs. Social Media is good source of communication.

Present the accomplishment and progress of the SIP among the teachers and parents during meetings.

The best practices of the school includes; there should be a well planned-project that involve the stakeholders and if the stakeholders are involve the more likely they would do the plan and success will achieve. Make these stakeholders accountable. Choose the right team who would be part of your planning who have the knowledge on the issues and projects of the school. “Dapat naka-ankla yung project mo sa mga taong hinihingan mo ng tulong.” Communicate your project to the school and community.

Celebrate your success, celebrate little accomplishment of the school. Commendations are given; it boost the morale of the people. It is given not only among the teachers but as well as to other stakeholders.

Build trust among the stakeholders.

Principal 3

School Improvement Plan is the plan of the school for three years. It is the whole plan of the school together with the stakeholders both internal and external; the whole program of the faculty and staff for the improvement of the school.

School Planning Team includes School head, PTA officers (parent’s representative, Teachers’ Representative and Faculty president serves as the chair of disciplining committee, the LGU or the barangay, The CCP coordinator, the SDRRMC and SSG officer for students representative.

Forming of the SIP is all based from the E-SIP guidelines provided by the Deped as required. Orientation are being done among SPT and other teachers as well, stakeholders are being invited through formal letters. All required stakeholders attend except for the

Barangay captain; though he sent a representative. The LGU provide extra help to the school but not in high level. SPT attends meeting for the regular review of the School Improvement Plan.

During orientation of the SIP, it's not only the SPT who are invited but as well as the teachers and other stakeholders. The school head believes that these people are vital in the process because they are the one who directly experience the problems/ priority improvement areas of the school.

Vision Sharing is also done.

Data gathering, teachers and parents are being tasked. "Tinatap namin kung sino ang may macocontribute". The SIP should be well represented. To have a voice of the customer to air the plan of the schools to informed these different stakeholders for the benefit of the students.

Stakeholders are very generous in the school in many form as long as they can help. Proper communication is given among these stakeholders who are willing to provide extra help among the students. e.g. AUF, Phisci, and other universities provide lab use among the student of this school

Other members or teachers are also involved based from the projects handled. Parents and students also handle some projects for the school. They are very supportive with the schools projects and programs. Parents who are professional in the school provide more linkages and strong support within the school. The same way, PTA has a strong partnership with the school and consistent during the entire formulation and implementation of the School improvement plan. Parents are willing to donate in case of projects and programs are implemented.

On the other hand the barangay also provides help to school if there are school activities if requested only. Alumni are active and very generous. Scholarship and monthly allowance are given among selected and deserving students of the school. Reunions are organized for them.

Strong partnership is evident in the school. Everyone is willing to help the school.

The progress of the SIP is well documented. Projects were brainstormed base from the priority improvement areas. Programs and projects are presented among the teachers during faculty meeting. Progress and accomplishment are also presented during their meeting.

Since there is a very strong partnership among the stakeholders. It is easier for the school to implement the projects and programs of their SIP. Funds is also easier to raise because of their activeness.

Monitoring form is used given every quarter, following the format of the CIP. It is done by the teacher concerned of the project but presented with the SPT too. Parents are also very active and supportive whatever is needed at the moment. Quarterly presented among stakeholders through plenary or general assembly.

During recognition, their hard work and contribution are being recognized. Rewards are given too.

Among the best practices of the school with regards to the matters includes, having a consistent strong partnership of the school with the stakeholders. It is maintained and recognized. The school must also be transparent with all the stakeholders.

The leader possesses charisma and leadership skills. He/she should be a servant leader. The leader being a good leader must be a good follower.

Listen to the voice of the customer. They can be of big help in the school.

Market the school among the stakeholders so these people would know and appreciate their effort given to the school. The type of students the school has reflects the kind of school. Having a good set of school helps the school market the school more among the stakeholders. Parents are motivated to help the school to provide better learning among students.

Principal 4

School Improvement Plan (SIP) is a written plan of the school that involves the projects and programs that the school need to implement for three school years. These are projects that involves the stakeholders, who participate actively and being recognized.

Stakeholders include the teachers, parents, learners and the external stakeholders. The Public School District Supervisor guides the school in the formulation of the School Improvement Plan since there's a shifting/reappointment of principals among the schools.

The assess phase is done from gathering the data which are collected then analyze to find the project to be part of the Continuous Improvement Plan (CIP). Orientation and vision sharing is done. Regular meetings are organized during the planning and implementation stage. Roles and responsibilities are written and discussed among the stakeholders.

Most of the Stakeholders both internal and external linkages are highly active in the school. Teachers are well informed of the programs because they are the one who are involved directly in the process. They are also being recognized together with the other stakeholders. Discipline is instilled among the students.

Teachers lead the crafting and implementation since the school head was not yet appointed in the school then. SIP Projects are proposed and handled by the program owners

who are composed of group of teachers who are directly connected with the program. E.g English coordinator to Reading program. Moreover, The school is across level from Kinder to senior High School. So most of the programs and projects are done and adjusted.

Parents representative or the GPTA are supportive and very transparent with the different issues and concerns of the school. They are active almost every year. GPTA also proposed projects and programs to raised funds for the school. During meeting and review of SIP, GPTA is very active as compare to the LGU (representative are being sent).

The school goes to the Barangay to present the SIP with the Brgy Captain. Barangay extends help only if invited or requested. Since the school is not yet urbanized, the LGU extends help base from their “kakakayahan” and available resources unlike highly urbanized who can help both in kind and cash. External Stakeholders have a very high support in the school the reason why they won during the Brigada Eskwela 2017. Teachers know many linkages especially during schools activities and programs. .

The progress of the SIP or accomplishment are being presented among the stakeholders during meetings. So to adjust the programs; t he strengths and weakness of the program. If the program is effective continue the program if not, provide necessary adjustment. If it’s in effective think of another strategy to achieve the target for the school.

Certain Agenda are given during meetings. As per level depending upon who’s concern. It’s been a problem that some Parents attend only during meetings or being asked to come to school.

Monitoring tool is used and given regularly. Data gathered are forwarded in the office. Recognition and proper credit are given among the teachers.

The best practices of the school as regards to its stakeholder includes, providing the Internal and external linkages opportunities to help the school; most of them usually have initiative to help the school in anyway. There should be an open communication among stakeholders, formal letters are sent among the stakeholders. Lastly, take care of the stakeholders who provide big help in the school. Tap the stakeholders who are “abled”.

Principal 5

School Improvement Plan (SIP) is a roadmap that lays down specific intervention that a school with the help of the community and other stakeholders will undertake within the period of three consecutive school years.

School planning team is composed of the internal and external stakeholders of the school.

The formulation and planning process started by orienting the members of the school planning team and then we identify the priority improvement areas (PIA) in our school. But

then, the school experienced problem in the schedule of other members of the SPT because of overlapping of activities and appointments of the members.

To appreciate the stakeholders the school sends the stakeholders thank you letter among them.

The school has their own monitoring team who use the prescribed monitoring sheet/form given by the division office.

During the process, the school asks the stakeholders what the school can do to address their needs. They were all involved in identifying the School Improvement Areas.

The same way, they were all involved in the preparation of the Continuous Improvement Plan or Project (CIP). Each office and learning area had its own CIP.

Also, they were all part of the monitoring of Evaluation Team

Principal 6

School Improvement Plan is a roadmap that lays down specific intervention that the school with the help the community and other stakeholders will undertake with in a period of three consecutive years. The implementation of development activities integral to it are in school such as projects under Continuous Improvement Program, creation of Learning Action Cell and preparation of School Report Card.

School Planning team includes a Teacher Representative, Parent Representative, In-Charge of Child protection Policy, Barangay Representative (LGU), Student Representative, In-Charge of the SDRRMC. Teachers are under their Project Team who proposed and monitors projects that can be seen in the SIP. Continuous Improvement (CI) projects were held by the master teachers who become the Project Team Leader. Many teachers were involve because 37 projects and programs were organized, Project team and Project Leaders are in-charge. The principal serves as the Head of the SIP Team, a department head was also assigned to be the co-head who happen to be strict with the implementation.

The school 's planning process starts in January. All SPTS are being invited through letters, they are being active and supportive during the entire process. From the assess phase to the last phase. They are very visible during school activities. Participation and involvement of the school head, teachers, staff and representative contributed a lot in development and formulation of the E-SIP. The willingness of these stakeholders is commendable. The relationship is very strong, even the neighboring barangay are very supportive. Everyone is very cooperative and generous in giving ideas. Teamwork was evident.

Moreover, the school gave commendation to the stakeholders. Certificate of appreciation was given to the stakeholders. The credit is given among the person in charge. Stakeholders are being recognized during school's recognition day.

The manuscripts was approved and implemented. The school also received good comments from the division office because it was well planned and organized.

As early as January, the school starts its crafting. Assess possible problem. Call on the key person or identify the people in charge. Orientation was done among the SPT, then presented among the teachers during In service trainings. So that teachers who are not part of the also understand what SIP is. Mission and vision sharing is also given. Duties and responsibilities are given and being discussed to the group as well.

During the Assess phase, the teachers provide needed information relative to teaching and learning process. Parents on the other hand shared valuable information about their support of to the school. Learners extended support and cooperation from the very start. The Barangay officials or LGUs shared valuable information of the interest of the community in school improvement.

Project teams also have regular meetings about their assigned projects. Projects and programs formulated in the SIP are presented among the stakeholders especially among the teachers. Department heads are being met to discuss these projects to be conveyed and passed among the teachers. Each grade level is also meet to discuss these projects. Everyone is informed thru meetings and in writings.

During data gathering teachers are tasked and given incentives. Barangay are also invited to extend help among teachers. Progress reports are being passed by the department heads. Data are presented with the other stakeholders. SPTS provide necessary data. Project teams that includes the teachers directly works on the projects.

Teacher representative actively participated in the planning; establishing priorities and setting of objectives. The parents shared available resources in the planning stage and provided the needed information in the formulation of goals. Participation of learners is needed in the goal setting and their insights shared about learning. LGUs provided the needed information about the community's support in the school

Everyone is guided especially by the teachers. Students should be the main priority. Students also know the best practices of the school. Teachers also discussed it among their students.

During the last phase of the process (Act Phase) The SIP was presented comprehensively. Teachers actively participated in the implementation and development of the plan. These teachers regularly conducts meeting to monitor the program assigned. Department heads serves as leaders. Continuous support from parents in the implementation of plans was also given. The LGU Shared their support in the school

program by participating activity in every school activities. Strict monitoring of programs are implemented. Plenary session is given first during HRPTA meeting, this took by the SH as an opportunity to present the progress of the school improvement plan.

According to her, the secret of the school head is that the accomplishment of the school are presented during meetings so that parents may appreciate that they had a good choice in choosing the school for their kids. Stakeholders are always welcome in the office for any concern. The school is also transparent with everything that is happening in the school that concerns the stakeholders. Moreover, feedback among these stakeholders may help the school improves itself. Feedback matters. Costumers' satisfactions plays a vital role in the SIP. The same way, Commitment is necessary. All stakeholders are trained to help the school with the different programs and projects.

Charisma of the leaders and the teachers are also applied. The school provides an accommodating and welcoming environment among the stakeholders. The school sees to it that every stakeholder is satisfied with the school programs and projects. Stakeholders should feel comfortable with the school.

The school provides a culture and environment that is a value laden. Consistency of these practices is also given.

Also, the School head should be hands-on and organize with the SIP. Quality of these projects and programs are assured.

School head constantly commend and appreciate the efforts given by the stakeholders especially the teachers.

Principal 7

School Improvement Plan, now known as the ESIP, is based from a DepEd order that is composed of annexes that the school need to accomplished. As a school leader, in SIP there should be a vision for three (3) years.

School Planning Team are composed of all the Master teachers and grade chairman, EBEIS Coordinator who is in charge of the data, students are also involve.

In the formulation and implementation of the SIP, we listen to voice of the customers. There's a collaborative planning. Data are gathered, once the school already know the data it is easier for the school to analyze and formulate projects for the school and for the improvement of academic performance of the learners. Master teachers are tasked to do interviews to their co teachers regarding issues and concerns of the school that are vital in the planning process. Barangay are also involve from the assess phase, as they were invited during meetings and orientation.

Phases are also followed. Data gathering and analysis. Based from the analyzed data, programs and projects are being analyzed. During the this first stage, key persons are being tapped during this stage. Priority improvement Areas or PIAs are presented among the stakeholders. Suggestions provided by the stakeholders are considered.

Moreover, vision and mission sharing is done. Roles and responsibilities are given and presented during the planning stage so that they are well informed of what is expected from them. Handouts are given among the key person.

The School improvement Plan or SIP is also presented among the barangay, GPTA, teachers and other stakeholders.

Master teachers devote their selves and time in the crafting of the programs and projects. Brainstorming of master teachers is done. The School head polished the projects.

Each master teacher use their own monitoring tool on the project assigned to them. Monitoring tool is used by the school given and done by them. This includes the name of all the projects and the progress of each. “What are the projects that are being accomplished? By how many percent is their progress?

The school have the quality assurance team that strictly monitors the projects and programs every quarter .

Best practices of the school in involving and inviting more stakeholders includes the celebration of Stakeholders Day and Education Summit where stakeholders are invited. Stakeholders’ day is done by the school to recognize the help provided by their stakeholders both internal and external. Appreciate stakeholders support. Awarding system is used to motivate stakeholders and key person.

Final draft is presented among them. SRC are given among the stakeholders thru tarpaulin or brochure. Social media is also used for communication. There should be transparency , so stakeholders see where their donations are going. Informed the stakeholders what the school needs. Be specific of the resources needed in the projects and programs implemented.

Stakeholders have a very strong involvement. Linkages are very active. The School Head believes that the vicinity of the school plays a very vital role in the entire process. Since they are surrounded by different stakeholders who are very much willing to provide the school extra help in different kinds (in-kinds and in cash). The school receives donations from foreigners who happen to be abundant in their area.

Master teachers serve as the leaders in crafting the SIP. Teachers are also active in the implementations. Teachers are self-directed. “You just need to make clear to them what the project is all about.” Self-directed teachers composed the school, that on of the edge that the school is grateful. Since the school head was not yet appointed during the formulation

and implementation. An officer-in-charge was appointed who happens to be a master teacher. Though a Public District Supervisor still guides the team during the crafting and first part of the implementation.

Parents are also very active in the school. Every day and every morning they help the school in their own ways. The school also assists the teachers in the class if needed. These parents serve as volunteers. The SH is very thankful among these stakeholders because they may not provide financial support for the school but their everyday effort in keeping the school clean and at peace provides big success. Parents feel that they belong to the school. Parents are given sense ownership. Barangay is also very active, the brgy captain is not available, he sent a representative (in-charge of education)

External linkages are very generous and active; but most of them avoid the limelight. They give donations and help students of the school but prefer to be silent about it. The school still recognizes the deed of these stakeholders by giving simple token and certificate.

Always listen to their opinion and suggestions. Make the stakeholders feel that they are “part of the family”

Teacher 1

School Improvement Plan is a three-year plan of the school where projects and programs are crafted, implemented, and monitored.

The SPTs includes school head, teachers, parents, barangay, and SPG.

Series of meetings are done by the school to talk about the needs of the school. Programs are developed based from these needs. It was submitted in the Division Office and approved.

The SPTs are working collaboratively with the projects of the schools. The team is very responsible of their task.

The school recognizes its stakeholders through Stakeholder’s Day. Certificates and plaques are given among the stakeholders who provide extra help in our school.

The Project proponent submits report in the office. The progress are presented among the teachers.

Yes, the teachers are asked to attend orientation and meeting during the crafting of the SIP. Issues and concerns of the teachers are heard; we come up of projects for those specific needs. The crafting of SIP start with an orientation. We, the teachers raise our issues and concerns then we look for feasible solution.

We create plan and projects for these issues. Certain teachers are tasked to create a proposal. These projects are all part of our SIP. When materials and resources are needed in our project we seek help in the office. Sometimes we ask help from our stakeholders like our barangay and alumni who are very active in our school. Parents also help in some projects like in feeding program; our parents are the one who cooks and serve the food to our students. When the school joins contest they also shared their time to the school like they help us maintain the order and cleanliness of our school. Donations are also given.

There is a constant monitoring with our projects and programs. The results are submitted in the office. We also submit SMEA where progress of the projects are seen and written.

There is a strong partnership with our stakeholders because the school really communicates to them our need. The School also recognizes their stakeholders; I think this motivates us more to work better for the school. I believe also our external stakeholders feel this too. Our efforts are being commended and recognized. Volunteerism, I noticed this among our parents and barangay. We don't really need to write letters to inform them, once they see the need; they always help without second thought.

Teacher 2

SIP is a detailed plan wherein the programs, projects and activities for the school year are planned and organized for the attainment of the mission and vision of the department. The basis for these programs and projects are the existing problems which were identified in the gap analysis. The objectives, time frame, budget, persons involved, activities which will be undertaken and the possible outcomes were also written. The principal, representatives of the faculty, barangay officials, SPG and some stakeholders make up our SPT.

Through constant collaboration and brainstorming our SIP is develop. The existing problems in the school were first identified and enumerated. Then, the budget, activities to be undertaken, persons involved and possible solutions to those problems were written. A gap analysis and feasibility study were also conducted. The comments and suggestions of all the members of the planning team were heard and were taken into consideration.

It was approved and implemented. Constant monitoring of the programs and projects were also observed.

It was indeed a great experience to work with the school planning team. Camaraderie, trust and sense of responsibility among the members were developed. Though it is tiresome because constant monitoring must be observed, still I consider it as a wonderful experience specially when the projects were able to achieve its objectives.

The school gives recognition to the stakeholders' who work wholeheartedly for the benefit of the school. The principal gives a certificate of recognition or even write their contribution in the tarpaulin and display it in front of the school. They are also invited to various activities for them to witness the fruits of their hard work and perseverance.

There is a teacher in-charge assigned to monitor and assess the program. Feed backing among the organizers is also observed for the improvement of the programs and projects.

Yes, we invite them during our meetings, orientation and planning. We present to them the existing problems of the school. We ask for their support on how to solve the problems which were identified.

The stakeholders together with the planning team share their observations to the school. SWOT analysis is done. The gaps were identified They voice out the existing problems that need urgent solutions. They also identify possible people who can help solve the existing

The stakeholders collaborate and work together with the planning team in organizing suitable programs and projects that can address the issues in the school. They involve themselves for the success of these programs and for the attainment of the objectives. They also share their time and expertise to formulate a clear and concise plan.

They act as members of the working committee. They share their time, effort and resources to accomplish what was planned. They constantly monitor the activities which are undertaken. They are also involved in the feed backing session for the improvement of the plan.

The practices of our school includes a. We work as one since we have a clear vision and goals; b) Sense of ownership of the SIP is felt among the internal and external stakeholders. Everybody is informed and involved in the crafting and implementation of the SIP; c) there is constant monitoring and feed backing. We assess the strengths and weaknesses of the programs and projects which were implemented for further improvement.

Teacher 3

SIP is the plan of the school together with the stakeholders. This includes the projects and programs if the school. SPT includes principal, teachers, parents, students, and other external stakeholders like our alumni.

We invite our stakeholders through series of meeting from there we raise our concerns and issues; this serves as our Priority Improvement Area (PIA). We discuss

possible solutions with our stakeholders. From there we craft the projects and programs. Then implement and monitor the projects.

As far as I know we don't have problem with our stakeholders; everyone is willing to help the school.

The school recognized its stakeholders every after school year during the School's recognition day. We give them certificate of appreciation or plaques.

We also have our team who monitors the projects. The proponent usually sends report in the office and normally the one to monitor the project.

Yes we involve our stakeholders; we informed and make them accountable too with the different school activities.

We follow the guidelines given by the department. We start with an orientation where all stakeholders are well represented. We gather data from these stakeholders these serves as our basis in identifying our Priority improvement areas; these are the problems of our school. From there we brainstorm of possible solutions through root cause analysis and gap analysis. Since we know the main cause of the problems; we created groups per PIA. Then let the group craft and proposed projects or programs to solve the PIA. The school cannot provide all the necessary resources and financial assistance we asked help and support from our parents and other stakeholders like our barangay, alumni, and companies.

There's a constant monitoring of the projects every quarter. We used a monitoring from the office. We also informed our stakeholders on the results of these projects.

I think Communication is one, we really invite and informed them so they know where they stand and where they are needed. The willingness to help from our stakeholders is already evident , we just need to provide them the opportunity to help.

We listen to the voice of our stakeholders; we listen to their comments and suggestions, we give them the opportunity to speak; to tell the school what they want and need.

The school is known for the quality of education it provides; we maintain this so stakeholder would still feel motivated to help our school, to gain more support from them.

Teacher 4

School Improvement plan or the SIP is a three-year plan of the school, staggered yearly. It shows the accomplishment of the projects and programs of the school.

Those who are involved in our School Planning team are the School head, the Barangay Council, the Students leaders or the SPG, the faculty presidents, the parent's representative. Then we provide a general meeting among the other teachers to inform them were they can discussed the needs of the school.

The team is trying its best that everyone has their task. We had groupings then we target the usual problems; then what we can do. So we had our root cause analysis the created projects to solve these issues. We try our best that yearly, we can accomplished them though some projects are continued up to three years. Our plan was approved and implemented.

The school conducts orientation then we assigned per team the task. Among the parents we conduct general assemblies to present to them the projects of the school where their support is needed. While our Barangay also supports the school in any way since it's just near the vicinity of our school.

Since we have so many plans for our school and most are knowledgeable with it, most also follow. So far, little by little they are being accomplished.

The school appreciates its stakeholders during recognitions day, they are given certificates and plaques. The parents, barangay, and companies are rewarded.

During the faculty meeting we present the accomplishment and results of the projects where dialogues are done. The school also has the SMEA (School Monitoring and Evaluation Assessment) where accomplished projects and programs are written and reported.

We involve our stakeholders in the process; they are with us during the brainstorming of the issues and possible solutions to create a project. Schedules meeting are asked where they are invited. They provide necessary data during the crafting stage.

Usually the barangay and the parents provide community linkages. They also provide funds and resources during activities; like the barangay always offers the barangay vehicles when needed. We send letters to them.

As a teacher, I believe the school's unique practices to involve our stakeholders is that we really informed them of the need and accomplishment of our school. Every Parent Teacher Conference the teachers recognize the parents who provide extra support in the classroom and school. During school activities we really involve them, as much as possible we include them; we commend our GPTA because they are really active, the reason why we have a very easy access with the parents. We also conduct contest under projects and programs where parents are very competitive which leads to their involvement. We really tied up to them and also with other stakeholders.

Teacher 5

School improvement Plan is a three year plan of the school.

School planning team includes the all the teachers, the faculty president, the student leaders and the GPTA.

We develop and formulate the SIP through collaborative effort of it's stakeholders. I is approved from our division. The team did not experience difficulty with the crafting and implementation; everyone take their part in the process; "*Tulong-tulong naman para sa mga bata*".

The school invites all these stakeholders during recognition day, the school also has a Stakeholders' Day to commend the efforts of these people who help the school.

In monitoring our SIP, we have the monitoring team in our school. We have this certain form that we follow to check if the projects and programs implemented are assessed and evaluated.

Yearly we write the Annual Improvement Plan that should be aligned with our School Improvement Plan.

The teachers monitor these programs. Our Public School District Supervisor also validates and monitors these projects before and after the implementation.

We have orientations and seminars before the crafting of our SIP. The teachers discuss and think of the possible problems that our school needs. From there we tap the people who are knowledgeable on the and can provide enough resources for the implementation. There are series of meeting before we finalize the plan. Meeting from our school head; then our Department Heads or chairman per subject.

During implementation we closely monitor our projects and programs. We submit reports to our chairman and consolidate and reported by our SIP coordinator to our school head and PSDS.

There are programs that are continued yearly or we modified some based from the need of our school and problem. We are very strict of the monitoring.

I think the best practices of our school t involve more stakeholders; first, we show to them that it's the learners who benefits with the programs and projects and not the school and teachers; second, whatever support given by them is extended to our students through different programs given by the different departments.

Teacher 1

School Improvement Plan is a three year plan crafted to address the needs of the learners and to meet the standards of DepEd. The needs or issues being faced by the school in terms of achieving quality education are based on the results of the assessments or

available data in every branch of SIP like literacy and numeracy. These crafted projects are all anchored in the DepEd's vision and mission. The personnel and stakeholders are also actively engaged and share responsibility for the developing life-long learners.

Teachers, personnel, and stakeholders are included in our School Planning Team.

The introduction of SIP was done thrice for crystal clear understanding of the plan. In this team, there have been consistent follow-ups and meetings to ensure that the operations being done are all anchored in the framework of SIP. It has been a bit tedious at the beginning since it is my first time to be involved but through the knowledge and assistance of the team's OIC and DO personnel, the work became related. The crafting of projects were carefully planned and were anchored on evidences for priority improvement. It is approved through the assistance of the DO personnel.

Everyone is active. The Barangay sends representative during meetings. Teachers are also active in each program. There is a teacher-in-charge in each project. We are 270 teachers so it's really possible to implement these projects; we really divide the teachers in each project. The teacher brainstorm collaboratively in each project; materials are also made by the them. Every now and then the secretaries of the tem submit reports to the team leader, and then send to the monitoring officers.

The GPTA also have their own projects in our school.

I can say that our SIP is commendable. It was commended by our very own division.

To cite an example, during Brigada Eskwela the school awards certificates to NGOs, donors, and LGUs. Teachers are being praised for job well done operations.

Each team organizes the project teams. Each member has designation for the monitoring. Results are being monitored quarterly with proper documentation (pictures, results, minutes, and resolutions) on the implementation of the projects.

the school ensures that the stakeholders are well informed through posting of announcements in social media and producing leaflets, which is being distributed in barangays. The school uses attendance as proof of participations.

The school conducts seminars for the stakeholders for awareness. The school invites stakeholders for benchmarking.

The school also sends consent to the parents to inform on projects; during PTC we also announce the programs and projects of the school.

The school held an introduction of this plan. Then, the school organized a planning team headed by the principal. The team is divided into several branches like literacy and numeracy, child protection committee, SDRRMC, and etc. Each branch has designated OIC and members who will take necessary planning in producing quality innovations to meet the gaps, lacking requirements, and standards of DepEd.

Scheduling meetings with the assistance of Division personnel, planning team schedule, gathering of data, and meeting the checklists follow. Evidences (like reasons for dropout rate, reading level of the students, Phil IRI results, teachers' observations, and etc.) for priority improvement areas are assessed and these guided each team in producing the Gap Analysis Template. Then, proceed to the Root causes. These become the reference for the objectives, projects, and innovations.

Then, the team plans for the project work plan and budget matrix. Stakeholders are being involved through holding meetings.

As the projects were implemented, each member in the team has designation for the continuous monitoring of them

The school practices the following: a) The school holds seminars to inform the stakeholders on the projects being undertaken by the school; b) we invite stakeholders and other schools for bench markings; c) the school invites DO personnel to evaluate the operations being undertaken by the school; d) The school has organized presentations of the data; and e) All the teachers are involved. During INSETs, SIP is one of the agenda.

Teacher 7

SIP is a wide-spanned plan for three to five years which is designed by all stakeholders of a specific school, handling budgetary requirements, needs, programs, activities and other school related work which aims to develop learners and the school community as a whole. The team includes the Internal and External Stakeholders.

It was developed and formulated by series of meetings and LAC sessions done with all internal and external stakeholders. All 21 innovative programs and activities during the 2015-2018 period were approved and implemented. Working with the team is Tedious yet satisfying.

The stakeholders are recognized and appreciated by giving them a day to acknowledge them staged as STAKEHOLDERS' DAY, where different presentations are done in our school, is the MIS way of showing appreciation to its stakeholders.

Each program was monitored by the Principal via calendar, whether the programs were done or not on time.

Meetings are set on specified dates where the stakeholders are called and asked for different assessments and contributions which they may share to the school, hence, included in the SIP as deemed necessary.

Stakeholders had self-assessments on what contributions did they do and lack in the previous years; which served as springboard for developing programs.

The programs were then presented to the stakeholders, which by then, also assessed by stakeholders as to which if they are necessary or not.

Complete monitoring through documentation is done by each program coordinator, which external stakeholders can visualize as to which if the program they are involved in is functioning efficiently, or needed some improvement.

Our unique practices include a program as STAKEHOLDERS' DAY which all stakeholders are invited and involved. Stakeholders are recognized through student presentations and teacher reports, emphasizing the importance of each stakeholder. There is always a program for every aspect needed to continuously improve the school community; thus, there is continuous communication, support and rapport with the internal and external stakeholders.

Parent 1

School Improvement plan is where the programs of the schools are presented. Teachers, GPTA, and School Head are the one who planned for it.

We are informed about the School Improvement Plan; we are invited through meetings or seminars by our principal and the GPTA tries its best to attend these events.

Based from my experience, there is a good relationship among the parents and teachers and our school. Everyone is willing to help our school. "So far, wala kaming problem bilang partners sa aming eskwelahan". Whatever our principal raise to us that requires us, the GPTA officers are always willing to listen and provide necessary resources needed. "Never naming binabaliwala ang kanyang mga salita, kung ano man ang kanyang utos, madalas ay yun yung sinusunod naming." We are careful of our moves especially if it's involve money to assure the safety of our principal and teachers as well. We compromise often but we still manage to help the school to the best that we can.

The school awards the parents during Stakeholders' Day, then they give us certificate of appreciation. The school invites all the stakeholders that help the school every school year, I remember that even the fire department, the barangay are being invited. Even those who help during the Brigada Eskwela are being called on.

There is a monitoring done by the teachers and also us GPTA because we also have our own projects.

We are given orientations on the different programs of our school. Parents are invited through assemblies where projects of the schools are presented; discussion with the parents are held together with the teachers to solve and provide the needs of our school.

When the school plan we are informed through meetings, whatever plan our principal has, it is always presented among us parents; One example is the feeding program of our school, many parents volunteer for the meal of our pupils.

The teachers and parents really work hand in hand for the success of each project. We also asked help from our external stakeholders like companies, us GPTA also presents to this companies the needs of our school and they are very much willing to help us with the projects.

Our alumni also provide help, mostly they help us with the physical repairs of our school. They really volunteer and go to our school to ask “Ano ang kulang?” and “Ano ang kailangan?”.

The parents even if they are not officers volunteer in our school on most of the activities and projects. They are very much willing to help our school. Though of course we cannot demand to all but I can say that most of the parents in our school are more willing to help us in any kind. Even the first day I attend to this school, I hear a lot that a lot from the parents are willing and volunteers to help the school.

We accept volunteers and donations from the other parents but we don't demand for it as prescribed by DepED. We are very transparent and the school as well with all the project and programs that we have. I think this help as gain more trust among our parents. We always consider the name of our school and dignity of our parents.

Monitoring and Evaluation of the programs and projects are done by the teachers then they informed us of the results; though the GPTA also have their own projects monitored by us. But even if we have our won projects, we still help the teachers on their projects and the same way our teachers help us with ours. Our principal informed us of the upcoming events and programs of the school; then we talked to the responsible teacher of the programs to have a discussion on we could help them.

As a parents; and part of the GPTA, I can say that our school build strong partnership with its stakeholders because of its Transparency; every time we present the need of our school to our co teacher we make sure that what we are doing will benefit primarily our students. We are very transparent of the donations and help received by the schools in different stakeholders and I think that what makes our stakeholders trust us. Our school stakeholders also have the heart to serve, the character of each is also important to have a better relationship and partnership. There's really a spirit of volunteerism. We treat each there as a family.

It is also a good motivation that we are being recognized yearly.

I also commend the heart of our teachers for our pupils; for me, that's one of the reasons why I also wanted to help our school. To give back to our teachers and I believe it's not just me who feel this.

Parent 2

SIP is the plan of the schools where projects are crafted and everyone is involved. SPTs includes the principal, teacher, barangay officials, parents and alumni.

Usually our principal invites us and the other members of the GPTA to a meeting. In that meeting, the needs of the schools are discussed. We raise our concerns and ask for suggestions too as GPTA. We try to give the resources and funds needed by the school in any way possible. We disseminate and informed other parents too through meeting with presidents of per class.

Everyone is very active; I think that's the reason why our school was recognized recently during the Brigade Eskwela. The stakeholders are willing to help the school always.

The school also conducts stakeholders' day.

The teachers are the one who monitors and evaluate the program.

We are invited by our principal. We receive text from our principal. We are invited through a meeting where we talk about the issues and concerns of our teachers and parents. Then we formulate solutions for these concerns. Division of labor was also observed. Expected task ask were discussed too.

As a parent, a lot pledge and donated materials and resources to the school. We write deed of donations and submit it the teacher or office. We try our best to raise funds for the school's programs and projects through our co-parents especially alumni.

If the school needs parents' man power we informed them; we have a lot of volunteers in our school. It's the teachers who really work hard on the task, we give support.

The teachers are the one who monitors the program. We are informed of the results their projects. We also submit our reports as GPTA to our principal.

We help the school because the school is very transparent. We really see that our learners benefit from it. The quality of education that our school provides motivates us more to help our school. The school also supports the learners; the teachers; and parents with their project. The willingness to help is evident.

Parent 3

The SIP is the plan of the school. It includes the projects of every school year.

Members of the planning team include the teacher and representative from the Mother GPTA.

We are included during the discussion of any project of our school.

Sponsor from outside the school are being tapped to raised more funds especially if a project needed a big fund to be implemented or when our students join international competition that demands higher expenses. We normally asked assistance from the Mayor, LGUs, and alumni

The school finds difficulty with our barangay officials, lately the school experience problem with its waste management. The said waste should be collected by the barangay but due to some circumstances we find difficulty resolving the issue. Thou in some activities he managed to attend some school programs of the school.

The teachers and parents also build good relationship; based from my experience, I see how our students love their teachers and the same way how are teachers love our students. I think this also motivate us to help.

The school managed to recognized it's stakeholders, they given plaque during the recognition day of every school year to appreciate the help given by each. I can say that our alumni have the biggest help given in our school. We have 40 students sponsored by them through scholarship program, at times they send their recipients up to College education of the students. . Alumni are assets of the school , they provide big help in our school in most of our projects. Companies and some external also provide funds to our school.

The teachers usually monitor the programs and projects, but we are informed of the progress of each, especially if we are needed during the implementation.

Yes, we are informed of the projects. We are invited in meetings.

Programs and projects are presented among the parents; they are also given copy of projects and programs. They are informed of the events and happenings that the school undertakes.

If the principal has a plan for the school she usually call on the members and officers of the GPTA, if consent from the parents is needed they are often asked first, approval from the parents is being asked before activities are implemented.

During planning we are invited for dialogues to talk about the needs of the school. Aside from us parents, teachers and representatives from the barangay are also present to raise any concern and issues. We are given an orientation and Discussion are done. Then the group tries to help and resolves problems of the school together.

Once programs and projects are done we are informed of the results, our principal personally informed the mother PTA, we have meetings every last Friday of the month where she usually presents the progress of these projects. She's very transparent to us.

I can say that the best practices of our school to invite and involve more stakeholders is that the school consistently provide quality education to our students which make's us more willing to provide help to our school. The school welcomes and recognized

the stakeholders who are willing to help, the build relationship. As a parent ,I can say that there's a strong partnership among our stakeholders for our school. We are all willing to provide voluntary donations and efforts to help the school in providing quality education.

Parent 4

School Improvement Plan is the plan of the school every year. The team includes the teachers, the parents, barangay, alumni and the student leaders.

We are working as a team in helping our teachers and principals in accomplishing their projects. There's a collaboration.

During Recognition Day of our school we are given certificates.

The school monitors the projects. We are informed if a need rise.

We are invited through meetings. We help in identifying the issues and concerns of our school and think of possible solution.

The GPTA tries its best to attend to these meetings so we could also raise our concerns. So far everything is well to us.

Once we have our solutions we help our teachers in implementing their projects. Our teachers submit and present reports during meetings.

We see the kind of education the school provides in our children; so in return we help the school.

There's a communication. We are informed of the happenings in our schools. So we know where we can help.

Parent 5

School Improvement Plan are the programs of the school. The primary beneficiary is our pupils.

The teachers, parents, our principal and the barangay help in creating this plan.

We are invited by the schools every time it implements a program. We are given task to do. Us parents, we do our task with the teachers.

I can say that in our school we have a lot of volunteers. Once we are informed, we really help the school for the learners. Every time the school joins contest; we especially during Brigada Eskwela; we beautify the surrounding our school. We help the school look for other stakeholders.

We are recognized in our classroom by the teachers and at the end of the school year during recognition day. We have our projects too; we provide and send reports to our principal. The teachers monitor the programs of the school.

We are involved. The projects are presented to us. We try to look for solutions and help our teachers and principal.

We are invited during meetings. Most of the time if the president cannot come other members will attend. Once we know the problem of the school we try to help our teachers to find possible solution.

We help the school look for funds among our other stakeholders. We are invited to a meeting where the accomplishment of the school is presented.

A lot from our parents are willing to help, the school and parents have a good relationship. We try also to help our school to the best that we can. We can see that the school works hard to help our kids so in return we help our school too. We are appreciated

Parent 6

School Improvement Plan includes the projects and programs of our school for our students. The principal, teachers, GPTA, barangay, students, and other stakeholder help the school in implementing these projects.

The GPTA receives a letter from our principal; we often attend the meeting to be updated of the different school activities. We also discuss matters about the school. All are very cooperative.

We are recognized during the school's Recognition Day. Certificates are given among the stakeholders.

Our teachers monitor the programs. Our teachers discuss to us these projects before and after the implementation.

We attend the meetings while the school crafts their plan.

During the meeting, we are asked of our problems and concerns about the school. The GPTA suggest possible solution to these problems. Teachers help us craft projects for these issues.

Once the projects are implemented in the school we help our teachers in sourcing out funds. We send letters and invite our other stakeholders to give financial assistance to the projects. The teachers guide us in the process.

The teachers send reports to the principal. Prior to that we are informed by the teachers of the progress of the project.

We are all involved. We are always invited by the school in the different school activities.

The school is very transparent with the donations given by the stakeholders.

Our students are take cared of well by the school. There are lot of activities that our students enjoy and they benefit from it. As a way of helping back we also do our part.

Parent 7

The SIP is the plan of the schools especially for our children or learners. The principal, teachers, and GPTA are involve in crafting the plan.

Since today we have our new classrooms build and renovated there's kind of disorder but the previous year's even now a lot are helping the school. We are also helping the school in sending letters to our co-parents to look for stakeholders for the benefit of the school. I can say that everyone is working for the school. Us' parents we want the best for our kids so we try to our best to help the school in any way.

Here in MIS, we have annual recognition. Parents who extend in the school are invited and recognized.

The teachers monitor the projects of the school.

We are invited during Annual Assembly of Leaders and Induction Ceremony (teachers, students, parents, and LGUs) Family Day/ Sports Day Parents' and Stakeholders' Day. Here we are updated of the projects of our school.

Once the school have project we are involved and invited. We are also their priority.

Aside from calling us for a meeting they also accept our suggestions They give us task to work on the projects of our school.

The school send letter signed by the principal and other admins or organization who conducts the activity.

We are always present during our meetings unless prior appointments or we have our task to finish at home but this is not a hindrance not to help the school.

We try our best to help the school in sourcing out funds and resources. Good thing, our schools have a lot of stakeholders outside the school who are willing to help. A lot of parents here are willing to volunteer even if they are not officers. For example, we are the one who take care of our gardens here. Every morning you would really see our parents

around doing these tasks. At time we serve as teacher's aide especially in our kinder class to help our teachers. There's a good relationship between the teachers and parents. They treat us well.

Every school year our school presents the accomplishments of the activities. Especially during stakeholders Day. We see the fruit of our labor.

I think one of the best practices of the school is that they really invite us, we are really informed of the projects and plan of the school, so we know where we can help.

The good relationship of the teachers and parents also is something I commend. We respect each other.

We see the fruit of our labor. The school never failed to show that our children really benefit from these projects the reason why we are motivated to help them.

Appendix K

KEY POINT CODING

A. School Planning Team on School Improvement Plan

ID no.	Key Point	Code
P1GD1	a roadmap that lays down specific	School

	intervention that the school with the help the community and other stakeholders will undertake with in a period of three consecutive years	Improvement Plan
P2GD1	a written plan of the school that involves the projects and programs that the school need to implement for three school years.	School Improvement Plan
P2GD2	projects that involves the stakeholders, who participate actively and being recognized	School Improvement Plan
P3GD	plan of the school together with the stakeholders both internal and external; the whole program of the faculty and staff for the improvement of the school.	School Improvement Plan
P4GD1	known as the ESIP, it is based from a deped order that is composed of annexes that the school need to accomplished. As a school leader, in SIP there should be a vision for three (3) years	School Improvement Plan
P5GD1	a 3 year plan of the school based on their priorities and need improvements of the school	School Improvement Plan
P6GD1	a roadmap of the school that lays intervention needed for the school development with the shared effort and governance of the key stakeholders collaborated by the and the community aiming to reach the common goal of meeting the standards instilled in the Deped Mission and Vision	School Improvement Plan
P7GD1	a roadmap that lays down specific intervention that a school with the help of the community and other stakeholders will undertake within the period of three consecutive school years.	School Improvement Plan
P1SPT1	Teacher Representative, Parent Representative, In-Charge of Child protection Policy, Barangay Representative (LGU), Student	School Planning Team

	Representative, In-Charge of the SDRRMC	
P2SPT1	Principal as the Head of the SIP Team, a department head	School Planning Team
P3SPT1	School head, PTA officers (parent's representative, Teachers' Representative and Faculty president serves as the chair of disciplining committee, the LGU or the barangay, The CCP coordinator, the SDRRMC and SSG officer for students representative	School Planning Team
P4SPT1	all the Master teachers and grade chairman, EBEIS Coordinator who is in charge of the data, students	School Planning Team
P5SPT1	Program coordinators, GPTA, SPG, Alumni, LGU and private Sectors	School Planning Team
P6SPT1	School Governing Council (SGC) headed by the school principal. Barangay captain, Faculty president, GPTA President, SPG President, Alumni. Religious Group Leader and other key stakeholders are involved in the school planning team.	School Planning Team
P7SPT1	internal and external stakeholders of the school	School Planning Team
P1DF1	Participation and involvement of the school head, teachers, staff and representative contributed a lot in development and formulation of the E-SIP	Development and Formulation and
P1PS1	Teamwork was evident	Stakeholders' Participation and Support
P1PS2	being active and supportive during the entire process	Stakeholders' Participation and Support
P1PS3	relationship is very strong, even the neighboring barangay are very supportive	Stakeholders' Participation and Support
P1I1	invited through letters	Invitation
P5C1	Communicate with the time; there should be an open communication among the members	Communication

P5C2	Constant communication thru meeting, and thru messenger (social media) in each group of stakeholders.	Communication
P6TO1	SPTs are submissive of the their tasks	Task Orientation
P7S1	problem in the schedule of other members of the SPT	Scheduling
P2SI1	Most of the Stakeholders are highly active with the school. Internal and external linkages.	Stakeholders' Involvement
P3SI1	P3-Stakeholders are very generous in the school in many form as long as they can help	Stakeholders' Involvement
P3SI2	Strong partnership is evident in the school. Everyone is willing to help the school.	Stakeholders' Involvement
P4SI1	Stakeholders have a very strong involvement. Linkages are very active	Stakeholders' Involvement
P4SI2	Strong partnership with stakeholders	Stakeholders' Involvement
P5SI1	Stakeholders who are knowledgeable with the projects are being tapped.	Stakeholders' Involvement

B. Level of Stakeholders' Involvement

ID no.	Key Point	Code
Assess Phase		
P2DG1	data gathering who are collected then analyze to find the project to be CIP	Data Gathering
P1DG1	during data gathering teachers are tasked and given incentives	Data Gathering
P1DG2	Data are presented with the other stakeholders.	Data Gathering
P1DG3	SPTS provide necessary data	Data Gathering
P1DG4	Teachers provide needed information relative to teaching and learning process.	Data Gathering

P3DG1	Data gathering, teachers and parents are being tasked.	Data Gathering
P4DG1	Data are gathered	Data Gathering
P4DG2	Master teachers are tasked to do interviews to their co teachers regarding issues and concerns of the school that are vital in the planning process	Data Gathering
P5DG1	scheduling is done to gather data, during free time teachers collect data needed for the plan	Data Gathering
P4PIA1	Based from the analyzed data, programs and projects are being analyzed	Priority Improvement Areas
P4PIA2	PIAs are presented among the stakeholders	Priority Improvement Areas
P5PIA1	Data were used to identify the root causes of some of the priority improvement area	Priority Improvement Areas
P7PIA1	identify the priority improvement areas (PIA) in our school	Priority Improvement Areas
P6PIA1	Teachers helped in identifying Priority Improvement Areas (PIAs) relevant to the improvement of the school.	Priority Improvement Areas
P6PIA2	analyzing the root causes of the priority Improvement Areas (PIA)	Priority Improvement Areas
P6PIA3	Alumni. Private schools, corporations and individuals help analyze solutions to the root causes of the PIAs	Priority Improvement Areas
P7PIA3	the Stakeholders were all involved in in identifying the School Improvement Areas	Priority Improvement Areas
P101	Orientation was done among the SPT, then presented among the teachers during In service trainings	Orientation
P2O1 P2VS1	Orientation is done and vision sharing	Orientation Vision Sharing

P3O1	During orientation of the SIP, it's not only the SPT who are invited but as well as the teachers and other stakeholders	Orientation
P7O1	Orienting the members of the school planning team and then we	Orientation
P3O1	Orientation are being done among SPT and other teachers as wells, stakeholders are being invited through formal letters.	Orientation
P5O1	school conducts orientation attended by the entire faculty and selected stakeholders from the parents, barangay, alumni, retirees, SPG	Orientation
P1VS1	Mission and vision sharing is given	Vision Sharing
P3VS1	Vision Sharing is done	Vision Sharing
P4VS1	Vision and Mission Sharing is done	Vision Sharing
P1RM1	Projects and programs formulated in the SIP are presented among the stakeholders especially among the teachers	Regular Meetings
P1RM2	Department heads are being met to discuss these project to be conveyed and passed among the teachers	Regular Meetings
P2 RM1	Meeting is done	Regular Meetings
P3 RM1	SPT attends meeting for the regular review of the School Improvement Plan.	Regular Meetings
P4RM1	Collaborative planning	Regular Meetings
P4RM2	Barangay are also involve from the assess phase, as they were invited during meetings and orientation.	Regular Meetings
P5RM1	school invites more stakeholders as many as they can and not limited among the SPTs only	Regular Meetings
P5RM2	Regular meeting for each project is also done	Regular Meetings

P6RM1	consultative meetings among key stakeholders	Regular Meetings
P6RM2	school invites or meets personally the stakeholders to confide, consult, and ask assistance emphasizing shared governance	Regular Meetings
P7RM1	school ask stakeholders what the school can do to address their needs	Regular Meetings
P2RR1	duties and responsibilities are given and being discussed.	Roles and Responsibilities
P2RR1	Roles and responsibilities are written and discussed among the stakeholders.	Roles and Responsibilities
P4RR1	Roles and responsibilities are given and presented.	Roles and Responsibilities
P5RR1	The SPTs also complies with the tasks	Roles and Responsibilities
P5RR2	Roles and responsibilities are presented and discussed	Roles and Responsibilities
P5RR3	Organization Day is conducted by the school where teachers are being aware of their roles and responsibilities as part of the organization	Roles and Responsibilities
P2G1	PSDS guide the school in the formulation of the SIP	Guidance in the Implementation
P5G1	The school head is very strict with regards to the flow of projects and programs, outputs need to be submitted on time	Guidance in the Implementation
P4LV1	Listen to voice of the customers	Listening to Voice of Stakeholders
P5LV1	listen to the voice of the customers or stakeholders	Listening to Voice of Stakeholders
P5LV2	Stakeholders both internal and external raise issues that need improvement.	Listening to Voice of Stakeholders
P1PS1	shared valuable information about the support of	Parents'

	the parents to the school.	Support
P3PS1	PTA has a strong partnership with the school and consistent during the entire formulation and implementation of the School improvement plan. Parents are willing to donate in case of projects and programs are implemented.	Parents' Support
P3PS1	stakeholders provide extra support and resources to the programs and projects of the school	Parents' Support
P1LGU1	shared valuable information of the interest of the community in school improvement.	Local Government Unit Support
P3LGU1	LGU provide extra help to the school but not in high level	Local Government Unit Support
P6LGU1	shared insights on how they can be help in realizing the targets objectives of the school	Local Government Unit Support
P1ES1	Alumni extended support and cooperation from the very start	External Stakeholders' Support
P6LS1	giving demands of their needs being the very reason of the projects and programs implementation where voices are heard and analyzed	Learners' Support
PLAN PHASE		
P1CI1	Everyone is guided especially by the teachers; Students should be the main priority	Crafting and Implementation
P1CI2	The SIP was presented comprehensively.	Crafting and Implementation
P2CI1	Teachers lead the crafting and implementation since the school head was not yet appointed in the school	Crafting and Implementation
P3CI1	Forming of the SIP is all based from the E-SIP guidelines provided by the Deped as required	Crafting and Implementation
P4CI1	Phases are also followed	Crafting and Implementation

P4CI2	SIP is also presented among the barangay, GPTA, teachers and other stakeholders	Crafting and Implementation
P4CI3	Master teachers devote their selves and time in the crafting of the programs and projects.	Crafting and Implementation
P4CI4	Master teachers serves as the leaders in crafting the SIP. Teachers are also active in the implementations.	Crafting and Implementation
P4CI5	School head polished the projects	Crafting and Implementation
P5CI1	all the teachers are involve in the planning stage but during the implementation and polishing selected teachers who are assigned are tapped;	Crafting and Implementation
P5CI2	school tries its best to maintain the continuity of the programs and projects	Crafting and Implementation
P5CI1	teachers are still welcome to contribute and voice out opinions on certain projects	Crafting and Implementation
P5CI2	The school also follows the standards given by the department thou some modification is done that would make the process easier, faster, and would improve the entire process	Crafting and Implementation
P5CI3	the school take necessary adjustment as long as the quality of the output will not be sacrificed	Crafting and Implementation
P5CI4	Stakeholders who are knowledgeable with the projects are being tapped	Crafting and Implementation
P7CI1	involved all stakeholders in the preparation of the Continuous Improvement Plan or Project (CIP)	Crafting and Implementation
P1PP1	teachers representative actively participated in the planning; establishing priorities and setting of objectives	Planning Process
P4PP1	Teacher helps review the general objectives and targets in the SIP, formulate solutions, and develop ad write project proposal	Planning Process

P5PP1	school also provides programs for the other stakeholders like livelihood projects that would empower parents	Planning Process
P1PS2	Shared available resources in the planning stage and provided the needed information in the formulation of goals	Parents' Support
P6PS1	help in the development of projects designs of Project Teams for finding solutions to the PIAs	Parents' Support
P2PS1	Parents representative or the GPTA are supportive and very transparent with the different issues and concerns of the school. They are active almost every year.	Parents' Support
P3PS1 P3LS1	Parents and students also handles some projects for the school.	Parents' Support Learners' Support
P1LS2	Participated in the goal setting and shared their insights about learning	Learners' Support
P6LS2	are heard of their demands and find solutions on how they can be help meet the targets in the SIP.	Learners' Support
P1LGU1	Provided the needed information about the community's support in the school	Local Government Unit Support
P6LGU2	give pledges of support for the possibilities of the target plans	Local Government Unit Support
P1RM2	Project teams also have regular meetings about their assigned projects	Regular Meetings
P3RM1	SPT attends meeting for the regular review of the School Improvement Plan	Regular Meetings
P4RM3	Brainstorming of master teachers is also done.	Regular Meetings
P5RM1	during meeting the accomplishment of	Regular

	the SIP is presented among the stakeholders	Meetings
P5RM2	constant follow up	Regular Meetings
ACT PHASE		
P1TS1	Teacher's actively participated in the implementation and development of the plan	Teachers Support in the Implementations Process
P6TS1	helps test and review the proposed solutions through implementation of proposed projects and programs and helps rollout the solutions to key stakeholders	Teachers Support in the Implementations Process
P1PS3	Continuous support from parents in the implementation of plans	Parents' Support
P6PS2	help review projects proposals and test if they are effective through collaboration among key stakeholders.	Parents' Support
P1LS3	shared their support in the school program. Participated activity in every school activities	Learners' Support
P6LS3	serve as the respondents of the project/programs implementations	Learners' Support
P2LGU1	The school goes to the Barangay to present the SIP with the Brgy Captain.	Local Government Unit Support
P2LGU2	Barangay extends help only if invited or requested. Since the school is not yet urbanized, the LGU extends help base from their "katakayahan" and available resources unlike highly urbanized who can help both in kind and cash.	Local Government Unit Support
P3LGU1	P3-Barangay provides help to school if there are school activities if requested only.	Local Government Unit Support

P4LGU1	Barangay is also very active, the brgy captain is not available, he sent a representative (in-charge of education)	Local Government Unit Support
P6LGU3	help review the proposed solution and can be of help if necessary adjustments in implementations are advised or suggested.	Local Government Unit Support
P6ES1	Alumni, private individuals and private corporations hear the initial implementation results and suggest adjustment	External Stakeholders' Support
P1AP1	received good comments from the division office	Approval and progress
P1AP2	approved and implemented	Approval and progress
P6AP1	approval is still on progress, implementation already commenced ta the start of the school year upon the completion of the SIP	Approval and progress
P1AM1	constantly revisit our E-SIP and see to it that our programs and projects are well implemented	Assessment and Monitoring
	monitoring happened every quarter to check the progress of the SIP.	Assessment and Monitoring
P1AM2	If a certain Project team leader was not able to implement the project the school head suggest that the given project be given to anyone from the team who can work responsibly, so the project will not die during the implementation	Assessment and Monitoring
P1AM3	Even if the SH delegates the work, she should still closely and strictly monitored whatever project implemented.	Assessment and Monitoring
P1AM4	SMEA and report card are done to present the progress of each project	Assessment and Monitoring
P2AM1	Monitoring tool is used and given regularly.	Assessment and Monitoring
P2AM2	Data gathered are forwarded in the	Assessment and

	office	Monitoring
P3AM1	Monitoring form is used given every quarter, following the format of the CIP	Assessment and Monitoring
P3AM2	Quarterly presented among stakeholders. Thru plenary or general assembly.	Assessment and Monitoring
P4AM1	Monitoring tool is used by the school given and done by the master teachers. Strictly monitor.	Assessment and Monitoring
P4AM2	Quality assurance team is assigned for the team to strictly monitor projects and programs every quarter.	Assessment and Monitoring
P4AM3	Final draft is presented among the stakeholders.	Assessment and Monitoring
P5AM3	School Monitoring and Evaluation team in the school that constantly checks the programs and projects implemented every week or month depending on the project or program	Assessment and Monitoring
P7AM1	SPTs were all part of the Monitoring of Evaluation Team	Assessment and Monitoring
P6AM1	regular submission of SMEA and M and E Reports and updating of SBM practices with validation, SIP is effectively monitored and assessed as developments are encompassed and reflected in all the reports	Assessment and Monitoring
P5AM1	Present the accomplishment and progress of the SIP among the teachers and parents during meetings	Assessment and Monitoring
P7AM1	we have our own monitoring team who use the prescribed monitoring sheet/form.	Assessment and Monitoring
P1RM3	The secret of the school head is that the accomplishment of the school are presented during meetings so that parents may appreciate	Regular Meetings

	that they had a good choice in choosing the school for their kids	
P1T1	Be transparent with everything that is happening in the school that concerns the stakeholders	Transparency
P4T1	Transparency is important, stakeholders see where their donations are going.	Transparency
P5T1	Present the accomplishment and progress of the SIP among the teachers and parents during meetings	Transparency
P1FB1	Get feedback among these stakeholders that may help the school improve itself	Feed backing
P1FB2	Costumers satisfactions plays a vital role in the SIP.	Feed backing
BEST PRACTICES		
P1C1	Commitment is necessary.	Commitment
P5AC1	stakeholders are involve the more likely they would do the plan and success will achieve	Accountability
P4AC1	Parents are given sense ownership.	Accountability
P5AC1	there should be a well-planned-project that involve the stakeholders and if the stakeholders are involve the more likely they would do the plan and success will achieve Make these stakeholders accountable.	Accountability
P1CH1	Charisma of the leaders and the teachers are applied.	Character
P1SS1	school see to it that every stakeholder is satisfied with the school programs and projects	Stakeholders' Satisfaction
P1SE1	provides an accommodating and welcoming environment among the stakeholders	Schools' Environment
P1SE2	school provide a culture and environment that is a value laden	Schools' Environment

P1 C2	School head should be hands-on and organize with the SIP	Commitment
P3CH1	The leader possesses charisma and leadership skills. He/she should be a servant leader. The leader being a good leader must be a good follower.	Character
P5CH1	Choose the right team who would be part of your planning who have the knowledge on the issues and projects of the school	Character
P1C1	Plenary session is given first during HRPTA meeting, this took by the SH as an opportunity to present the progress of the school improvement plan.	Communication
P2C1	Communication is open among stakeholders, formal letters are sent among the stakeholders.	Communication
P4C1	Informed the stakeholders what the school really needs; so they could provide the necessary help needed in each project and program	Communication
P5C1	Have an open communication among the team and stakeholders to assure the quality of the outputs. Social Media is good source of communication.	Communication
P5C2	present the accomplishment and progress of the SIP among the teachers and parents during meetings.	Communication
P5C3	a constant communication thru meeting, and thru messenger (social media) in each group of stakeholders	Communication
P5C4	Information is disseminated clearly among the members	Communication
P5C5	Communicate your project to the school and community	Communication
P1SR1	All stakeholders are trained to help the school with the different programs and projects.	Strong Relationship with

		Stakeholders
P2SR1	Internal and external linkages have initiative to help the school. (provide opportunities where stakeholders can help the school)	Strong Relationship with Stakeholders
P3SR1	GPTA are active, proposed projects and programs to raised funds for the school.	Strong Relationship with Stakeholders
P3SR1	Take care of the stakeholders who provide big help in the school.	Strong Relationship with Stakeholders
P4SR1	Tap the stakeholders who are “abled”.	Strong Relationship with Stakeholders
P5SR1	Build trust among the stakeholders.	Strong Relationship with Stakeholders
P6SR1	Strong relationship with the key stakeholders	Strong Relationship with Stakeholders
P6SR1	Management collaboration among key stakeholders.	Strong Relationship with Stakeholders
P3Co1	Consistency of the Strong partnership of the school with the stakeholders	Consistency
P3T1	The school must be transparent with all the stakeholders.	Transparency
P3LV1	Listen to the voice of the customer.	Listening to the Voice of Stakeholders
P3LV4	Always listen to their opinion and suggestions.	Listening to the Voice of Stakeholders
P7C1	Each office and learning area had its own CIP.	Commitment
P1AR1	school gave commendation to the stakeholders	Appreciation and Recognition
P1AR2	Certificate of appreciation was given	Appreciation and

		Recognition
P1AR3	The credit is given among the person in charge.	Appreciation and Recognition
P1AR4	being recognized during school's recognition day	Appreciation and Recognition
P2AR1	stakeholders, who participate actively and being recognized	Appreciation and Recognition
P3AR1	Market the school among the stakeholders so these people would know and appreciate their effort given to the school	Appreciation and Recognition
P3AR2	During recognition, their hard work and contribution are being recognized	Appreciation and Recognition
P3AR3	Rewards are given too	Appreciation and Recognition
P4AR1	Stakeholders Day and Education Summit is done where stakeholders are invited	Appreciation and Recognition
P4AR2	Appreciate stakeholders support.	Appreciation and Recognition
P4AR3	Awarding system is used to motivate stakeholders and key person	Appreciation and Recognition
P5AR1	Celebrate your success, celebrate little accomplishment of the school	Appreciation and Recognition
P5AR2	Commendation are given	Appreciation and Recognition
P6AR1	giving recognitions to the supportive stakeholders thru PTC and school assemblies	Appreciation and Recognition
P7AR1	sends the stakeholders thank you letter	Appreciation and Recognition

Appendix L

CONCEPTS/ THEMES THAT EMERGED IN THE QUALITATIVE PHASE

A. School Planning Team on School Improvement Plan

No.	Concepts	Codes
1	School Improvement Plan	P1GD1, P2GD1, P2GD2, P3GD, P4GD1, P5GD1, P6GD1, P7GD1
2	School Planning Team	P1SPT1, P2SPT1, P3SPT1, P4SPT1, P5SPT1, P6SPT1, P7SPT1
3	Development and Formulation and	P1DF1
4	Stakeholders' Participation and Support	P1PS1, P1PS2, P1PS3
5	Invitation	P1I1
6	Communication	P5C1, P5C2
7	Task Orientation	P6TO1
8	Scheduling	P7S1
9	Stakeholders' Involvement	P2SI1, P3SI1, P3SI2, P4SI1, P4SI2, P5SI1

B. Level of Stakeholders' Involvement

1. Assess Phase

1	Data Gathering	P2DG1, P1DG1, P1DG2, P1DG3, P1DG4, P3DG1, P4DG1, P4DG2, P5DG1
2	Priority Improvement Areas	P4PIA1, P4PIA2, P5PIA1, P7PIA1, P6PIA1, P6PIA2, P6PIA3, P7PIA3
3	Orientation	P1O1, P2O1, P3O1, P7O1, P3O1, P5O1
4	Vision Sharing	P1VS1, P2VS1, P3VS1, P4VS1
5	Regular Meetings	P1RM1, P1RM2, P2 RM1, P3 RM1, P4RM1, P4RM2, P5RM1, P5RM2, P6RM1, P6RM2, P7RM1
6	Roles and Responsibilities	P2RR1, P2RR1, P4RR1, P5RR1, P5RR2, P5RR3
7	Guidance in the	P2G1 , P5G1

	Implementation	
8	Listening to Voice of Stakeholders	P4LV1, P5LV1, P5LV2
9	Parents' Support	P1PS1, P3PS1, P3PS1
10	Local Government Unit Support	P1LGU1, P3LGU1, P6LGU1
11	External Stakeholders' Support	P1ES1
12	Learners' Support	P6LS1

2. Plan Phase

1	Crafting and Implementation	P1CI1, P1CI2, P2CI1, P3CI1, P4CI1, P4CI2, P4CI3, P4CI4, P4CI5, P5CI1, P5CI2, P5CI1, P5CI2, P5CI3, P5CI4, P7CI1
2	Planning Process	P1PP1, P4PP1, P5PP1
3	Parents' Support	P1PS2, P2PS1, P3PS1, P6PS1
4	Learners' Support	P3LS1, P1LS2, P6LS2
5	Local Government Unit Support	P1LGU1, P6LGU2
6	Regular Meetings	P1RM2, P3RM1, P4RM3, P5RM1, P5RM2

3. Act Phase

1	Teachers Support in the Implementations Process	P1TS1, P6TS1
2	Parents' Support	P1PS3, P6PS2
3	Learners' Support	P1LS3, P6LS3
4	Local Government Unit Support	P2LGU1, P2LGU2, P3LGU1, P4LGU1, P6LGU3
5	External Stakeholders' Support	P6ES1
6	Approval and progress	P1AP1, P1AP2, P6AP1
7	Assessment and Monitoring	P1AM1, P1AM2, P1AM3, P1AM4, P2AM1, P2AM2, P3AM1, P3AM2,

		P4AM1, P4AM2, P4AM3, P5AM3, P7AM1, P6AM1, P5AM1, P7AM1
8	Regular Meetings	P1RM3
9	Transparency	P4T1, P5T1
10	Feed backing	P1FB1, P1FB2

III. Practices on Stakeholders' Involvement in School Improvement Plan

1	Commitment	P1C1, P1 C2, P7C1
2	Accountability	P5AC1, P4AC1, P5AC2
3	Stakeholders' Satisfaction	P1SS1
4	Character	P1CH1, P3CH1, P5CH1

Appendix N
Matrix on Interviews and Validation Among the Stakeholders

SCHOOL 1			
INTERVIEW QUESTIONS	SCHOOL HEAD	TEACHER	PARENT
SCHOOL IMPROVEMENT PLAN 1. What is it? (General Description)	- Interventions - shared effort and governance of the key stakeholders - collaborated by and the community - aim to reach the common goal of meeting the standards instilled in the DepEd Mission and Vision.	- a three-year plan of the school - projects and programs are crafted, implemented, and monitored.	programs are presented
2.4. Who are involved in the School Planning Team?	- Principal - Barangay captain - Faculty president - GPTA President - SPG President - Alumni, Religious - Group Leader - other key stakeholders	- school head - teachers - parents - barangay - SPG.	- Teachers - GPTA - School Head
2.5. How did you develop and formulate it? Was it approve and implemented ?	- consultative meetings among key stakeholders - implementation already commenced at the start of the school year	- Series of meetings to raise the needs of the school. - Programs are developed - submitted in the Division Office and seek approval	- invited through meetings or seminars by our principal - attend the event
2.6. Describe your experience in	- submissive of their tasks - time table in	working collaboratively	good relationship among the parents and teachers and our school.

working with your School Planning Team in developing and implementing the School Improvement Plan.	- planning and implementation were sometimes delayed - successfully completed	very responsible of their task	- everyone is willing to help - GPTA officers are always willing to listen and provide necessary resources needed - Compromise often but still manage to help the school to the best that they can
2.7. How does the school appreciate the stakeholders' involvement in the development of the SIP?	- giving recognitions to the supportive stakeholders thru PTC and school assemblies, - the school joined in several contest involving stakeholders' support	- Stakeholder's Day - Certificates and plaques	- Stakeholders' Day, - Certificate of appreciation
2.8. How do you assess or monitor it?	- SMEA and M and E Reports and updating of SBM practices with validation - Developments are reflected in all the reports.	- submits report in the office - progress is presented among the teachers	- monitoring done by the teachers - GPTA on their own projects
2. Do you involve your stakeholders in the formulation and implementation of the schools' SIP? If Yes, how do you do it?	- invites or meets personally the stakeholders to confide, consult, and ask assistance - emphasizes shared governance - discusses the plan projects/ programs	- orientation and meeting - issues and concerns of the teachers are heard - projects are created	invited on meetings
2.1 What specific significant contribution in each phase did each stakeholder have? a. Assess Phase	- identifying Priority Improvement Areas (PIAs) - shared insights in realizing the targets objectives giving demands of their needs being - voices are heard	- Orientation - raise our issues and concerns - Look for feasible solution.	- orientations on the different programs - invited through assemblies were projects of the schools are presented - discussion with the parents - provide the needs of the

	- and analyzed. - gives support in analyzing the root causes of PIA - analyze solutions		school
b. Plan Phase	- review the general objectives and targets - formulate solutions - develop and write project proposal - find solutions - Learners are heard of their demands and find solutions - give pledges of support for the possibilities of the target plans.	- create plan and projects for these issues - seek materials and resources for the projects - ask for volunteers	- Plans are presented among parents; - work hand in hand for the success of each project - presents to other stakeholders the needs of the school - look for donation and resources - volunteers - Transparency
c. Act Phase	- test and review the proposed solutions - rollout the solutions - review projects proposals and test if they are effective - collaboration among key stakeholders - Adjustments in implementations are advised or suggested.	- constant monitoring with our projects and programs - results are submitted - SMEA	- Monitoring and Evaluation of the programs and projects are done by the teachers - Information and results dissemination
3. What makes your school unique in terms of the crafting and implementation of School Improvement Plan. List at least three (3) best practices	- Strong relationship with the key stakeholders - Best practices applied in school, - Management collaboration among key stakeholders.	- strong partnership - communicate to them the need - recognizes the stakeholders - Volunteerism	- strong partnership with its stakeholders - Transparency - Stakeholders also have the heart to serve, the character of each is also important - spirit of volunteerism - recognition
SCHOOL 2			
INTERVIEW QUESTIONS	SCHOOL HEAD	TEACHER	PARENT
SCHOOL IMPROVEMENT PLAN	- a 3 year plan - based on their	- a detailed plan - programs, projects	- plan of the schools - projects are crafted

1. What is it? (General Description)	priorities and need	- and activities - planned and organized - attainment of the mission and vision - existing problems through gap analysis - objectives, time frame, budget, persons involved	everyone is involved
1.1. Who are involved in the School Planning Team?	- program coordinators - GPTA - SPG - Alumni - LGU - private Sectors	- Principal - representatives of the faculty - barangay officials - SPG and some stakeholders	- Principal - Teacher - Barangay officials - Parents - Alumni
1.2. How did you develop and formulate it? Was it approve and implemented ?	- communicate with the team - constant communication thru meeting, and thru messenger (social media) - Information is disseminated clearly - everyone is well informed	- constant collaboration and brainstorming - existing problems were identified and enumerated - budget, activities to be undertaken, persons involved and possible solutions to those problems were written. - gap analysis and feasibility study - comments and suggestions were heard and considered - approved and implemented - constant monitoring was observed	- invites the GPTA and the other members to a meeting - needs of the schools are discussed raise our concern - ask for suggestions - give the resources and funds needed - disseminate and informed other parents
1.3. Describe your experience in working with your School Planning Team in	Everyone works hand in hand.	- great experience - camaraderie, trust and sense of responsibility were developed - tiresome	- everyone is very active - stakeholders are willing to help

developing and implementing the School Improvement Plan.			
1.4. How does the school appreciate the stakeholders' involvement in the development of the SIP?	- Stakeholders Recognition Day - certificates at the end of every school year	- recognition - certificate or tarpaulin display - invited to various activities to witness the fruits of their hard work and perseverance	Stakeholders' day.
1.5. How do you assess or monitor it?	- constant follow up - strict monitoring	- teacher in-charge assigned to monitor and assess the program - Feed backing	teachers monitors and evaluate the program
2. Do you involve your stakeholders in the formulation and implementation of the schools' SIP? If Yes, how do you do it?	invited through meetings and assemblies	- invited in meetings, orientation and planning - present the existing problems of the school - ask for their support	- invited by our principal - receive text from the school
2.1 What specific significant contribution in each phase did each stakeholder have? a. Assess Phase	- orientation - mission and vision - invites more stakeholders - gathering data - scheduling - identify the root causes - maintain the continuity of the programs and projects - provides programs for the other stakeholders like livelihood projects to empower	- share their observations. SWOT analysis - gaps were identified - voice out the existing - identify possible people who can help solve the existing problems	- invited through a meeting - talk about the issues and concerns formulate solutions - Division of labor - Expected task ask were discussed

	• parents follows the standards given by the department with some modification • take necessary adjustment • Roles and responsibilities • Presents PIA • Regular meeting • Stakeholders raise issues that need improvement • provide extra support and resources		
b. Plan Phase	• teachers who are assigned are tapped • they are welcome to contribute a • and voice out opinions on projects • listen to the voice of the customers • tap stakeholders who are knowledgeable with the projects	• stakeholders collaborate • organize suitable programs and projects • stakeholders involve their selves for the success of the programs and attainment of the objectives • share time and expertise to formulate a clear and concise plan	• pledge and donation of materials and resources • Fund raising • Look for volunteers • Give support
c. Act Phase	• SPT works actively • constant follow up • Strict monitoring • School Monitoring and Evaluation team • every week or month • SPTs complies with the tasks • SH is very strict with regards to the flow of projects	• act as members of the working committee • share their time, effort and resources • constantly monitor • feed backing session	• monitors the program • informed of the results

	- and programs • Have an open communication among the team and stakeholders assure the quality • Present the accomplishment and progress to all		
2. What makes your school unique in terms of the crafting and implementation of School Improvement Plan. List at least three (3) best practices	• well planned-project that involve the stakeholders • make stakeholders accountable • communicate your project to the school and community • celebrate your success, celebrate little accomplishment • build trust among the stakeholders.	• work as one with a clear vision and goals • Sense of ownership • everybody is informed and involved • constant monitoring and feed backing	• Transparent • learners benefit • quality of education • school also supports the stakeholders • willingness to help
SCHOOL 3			
INTERVIEW QUESTIONS	SCHOOL HEAD	TEACHER	PARENT
SCHOOL IMPROVEMENT PLAN 1. What is it? (General Description)	• plan for three years • with the stakeholders both internal and external • the whole program of the faculty and staff • for the improvement of the school	• plan of the school together with the stakeholders • projects and programs if the school	• plan of the school • projects of every school year.
1.1. Who are involved in the School Planning Team?	• School head • PTA officers • Faculty president • LGU or the barangay • CCP coordinator • SDRRMC • SSG/ student's representative	• Principal • Teachers • Parent • Students • Alumni • Other external stakeholders	• School head • teacher • GPTA

1.2. How did you develop and formulate it? Was it approve and implemented ?	• based from the E-SIP guidelines • Orientation • Invite stakeholders through formal letters • regular review of the School Improvement Plan	• invite our stakeholders through series of meeting • raise our concerns and issues • Priority Improvement Area (PIA) • discuss possible solutions with our stakeholder • craft the projects and program • implement and monitor the projects	included during the discussion of any project Sponsor from outside the school are being tapped raised more funds
1.3. Describe your experience in working with your School Planning Team in developing and implementing the School Improvement Plan.	• very responsive and willing to help	• everyone is willing to help	• barangay is unresponsive at times • teachers and parents also build good relationship
1.4. How does the school appreciate the stakeholders' involvement in the development of the SIP?	• Recognition Day • Rewards are given	• recognized its stakeholders every after school year • School's Recognition Day • give certificate of appreciation or plaques	• Plaque during the recognition day.
1.5. How do you assess or monitor it?	• Monitoring every quarter • done by the teacher concerned of the project but	• team who monitors the projects The proponent usually sends	• teachers usually monitor the programs and projects • informed of the

	presented with the SPT too Quarterly presented among stakeholders through plenary or general assembly	report in the office	progress
2. Do you involve your stakeholders in the formulation and implementation of the schools' SIP? If Yes, how do you do it?	Involved	- Involved our stakeholders - informed and make them accountable	- informed of the projects - invited in meetings.
2.2 What specific significant contribution in each phase did each stakeholder have? a. Assess Phase	- based from the E-SIP guidelines Orientation - invites through formal letters - All required stakeholders attend - Brainstorming on the problem and issues - Vision Sharing - Data gathering - listen to the voice of the customer	- follow the guidelines given by the department - orientation - gather data from these stakeholders - identify Priority improvement areas - brainstorm of possible solutions - root cause analysis - gap analysis.	- Programs and projects are presented among the parents - Copies are given - If the principal has a plan for the school she call on the members and officers of the GPTA - Ask parents' approval
b. Plan Phase	- Progress is well documented - Projects were brainstormed base from the PIA - Programs and projects are presented during faculty meeting. - Progress and accomplishment are presented - strong partnership among the stakeholders is used - raising of funds	- create groups per PIA - craft and proposed projects or programs to solve the PIA - source out necessary resources and financial assistance from different stakeholders	- dialogues - parents, teachers and representatives from the barangay are present to raise any concern and issues - orientation and discussion are done - resolves problems together
c. Act	monitoring form is	constant	informed of the

Phase	- used given every quarter - follows the format of the CIP - done by the teacher - Parents are also very active and supportive - Quarterly presented among stakeholders	- monitoring of the projects every quarter - used a monitoring form .informed our stakeholders on the results of these projects	- results - meetings every last Friday of the month where she usually presents the progress of projects - transparency
3. What makes your school unique in terms of the crafting and implementation of School Improvement Plan. List at least three (3) best practices	- having a consistent strong partnership of the school with the stakeholders - school must also be transparent with all the stakeholders - leader possesses charisma and leadership skills - a servant leader - a good follower. - Listen to the voice of the customer - Market the school among the stakeholders	- Communication; invite and informed the stakeholders so they know where they stand and where they are needed. - willingness to help from our stakeholders is already evident - provide them the opportunity to help - listen to the voice of our stakeholders - provides quality of education to motivate the stakeholders	- the school consistently provide quality education to the students which makes the parents more willing to provide help - welcomes and recognized the stakeholders who are willing to help, build relationship - a strong partnership among our stakeholders
SCHOOL 4			
INTERVIEW QUESTIONS	SCHOOL HEAD	TEACHER	PARENT
SCHOOL IMPROVEMENT PLAN 1. What is it? (General Description)	- a written plan of the school - projects and programs - implement for three school years - involves the stakeholders	- a three-year plan of the school - staggered yearly - shows the accomplishment of the projects and programs	- programs of the school - primary beneficiary is our pupils
1.1. Who are involved in the School Planning	- Teachers - Parents - learners - external stakeholders	- School head - Barangay Council - Students leaders or the SPG - faculty presidents - parent's	- Teachers - parents - principal - barangay.

Team?		representative	
1.2. How did you develop and formulate it? Was it approve and implemented ?		- everyone has their task - target the usual problems - root cause analysis - created projects to solve issues - accomplished yearly or continued - approved and implemented.	- Invited every time it implements a program - Task are given
1.3. Describe your experience in working with your School Planning Team in developing and implementing the School Improvement Plan.	internal and external linkages are highly active in the school	Everyone is very participative.	- a lot of volunteers - cooperation is evident
1.4. How does the school appreciate the stakeholders' involvement in the development of the SIP?	give commendation and recognition	- Recognitions day - certificates and plaques	- recognized in the classroom by the teachers - Recognition Day
1.5. How do you assess or monitor it?	- Monitoring tool is used and given regularly - Reports are submitted	- present the accomplishment and results of the projects were dialogues are done during faculty meeting - SMEA (School Monitoring and	- provide and send reports - teachers monitor the programs

		Evaluation Assessment)	
2. Do you involve your stakeholders in the formulation and implementation of the schools' SIP? If Yes, how do you do it?		- Brainstorming of the issues and possible solutions to create a project - Schedules meeting where they are invited - provide necessary data during the crafting stage	- Involved - projects are presented - look for solutions - help teachers and principal.
2.3 What specific significant contribution in each phase did each stakeholder have? a. Assess Phase	- gathering the data - collect and analyze the data - Orientation and vision sharing - Regular meetings - Roles and responsibilities - Information dissemination	- orientation - tasking - general assemblies - presents the projects to stakeholders where their support is needed - tap the most knowledgeable with the project	- invited during meetings - if president cannot come other members will attend - identify the problem - look for possible solution.
b. Plan Phase	- Teachers lead the crafting and implementation - Projects are proposed and handled by the program owners - Parents representative or the GPTA are supportive - Transparency - Raised funds for the school - Participation was observed from the stakeholders - Stakeholders support the programs and projects	- provide community linkages - provide funds and resources during activities - send letters to them	look for funds among our other stakeholders
c. Act Phase	Present progress accomplishment during meetings	present the accomplishment and results of the	- invited to a meeting - accomplishment is

	• adjust the programs • Certain Agenda during meetings • Monitoring tool is used and given regularly • Data gathered forwarded in the office • Recognition and proper credit given	• projects dialogues are done during faculty meeting • Monitored and evaluated	presented
3. What makes your school unique in terms of the crafting and implementation of School Improvement Plan. List at least three (3) best practices	• providing opportunities to stakeholders to help the school • open communication among stakeholders • take care the stakeholders who provide big help in the school • Tap the “abled” stakeholders	• informed the stakeholders of the need and accomplishment of the school • recognize the parents • involve them as much as possible • conduct contest under projects and programs were parents are very competitive • tied up to them and also with other stakeholders.	• willingness to help • good relationship. • Stakeholders are appreciated
SCHOOL 5			
INTERVIEW QUESTIONS	SCHOOL HEAD	TEACHER	PARENT
1. What is it? (General Description)	• intervention that a school with the help of the community and stakeholders undertake • three consecutive school years	• a three year plan of the school	• plan of the school every year
1.1. Who are involved in the School Planning Team?	• internal and external stakeholders	• Teachers • faculty president • student leaders • GPTA	• Teachers • Parents • Barangay • alumni • student leaders.
1.2. How did you	• Orientation	• develop and	• Work as a

develop and formulate it? Was it approve and implemented ?	Identify the priority improvement areas (PIA)	formulate through collaborative effort approved	team
1.3. Describe your experience in working with your School Planning Team in developing and implementing the School Improvement Plan.	experienced problem in the schedule because of overlapping of activities and appointments of the members	- did not experience difficulty with the crafting and implementation - everyone take their part in the process	collaboration.
1.4. How does the school appreciate the stakeholders' involvement in the development of the SIP?	sends to stakeholders a thank you letter	- invites all these stakeholders during recognition day - Stakeholders' Day	- Recognition Day - certificates
1.5. How do you assess or monitor it?	- own monitoring team - use the prescribed monitoring sheet/form given by the division office	- monitoring team - monitoring form is used to assess and evaluate projects	- school monitors the projects - informed if a need rise.
2. Do you involve your stakeholders in the formulation and implementation of the schools' SIP? If Yes, how do you do it?	stakeholders are invited and involve in the process	Meetings are done to meet and involve the stakeholders	invited through meetings.

2.1 What specific significant contribution in each phase did each stakeholder have? a. Assess Phase	• asks the stakeholders what the school can do to address their needs • identifying the School Improvement Areas	• orientations and seminars before the crafting • teachers discuss and think of the possible problems • tap the people who are knowledgeable on the and can provide enough resources for the implementation • series of meeting before finalizing the plan	• identifying the issues and concerns • think of possible solution • GPTA tries its best to attend to these meetings to raise our concerns
a. Plan Phase	• involved in the preparation of the Continuous Improvement Plan or Project (CIP). • Each office and learning area had its own CIP	• Yearly we write the Annual Improvement Plan • aligned with the SIP	• help teachers in implementing their projects
b. Act Phase	• All are part of the monitoring of Evaluation Team	• Closely and strict monitor the projects and program • submit reports to the chairman • consolidate and reported by our SIP coordinator • Modified projects based from the need • teachers monitor these programs • Supervisor validates	• submit and present reports during meetings
3. What makes your school unique in terms of the crafting and implementation of School Improvement Plan. List at least three (3) best		• I show to stakeholders that it's the learners who benefits with the programs and projects • whatever support given by them is extended to the students	• the kind of education the school provides in our children; so in return stakeholders help the school • communication

practices			
SCHOOL 6			
INTERVIEW QUESTIONS	SCHOOL HEAD	TEACHER	PARENT
SCHOOL IMPROVEMENT PLAN 1. What is it? (General Description)	- Provides specific intervention - Stakeholders and community involvement is needed - Three-year plan	- a three year plan crafted to address the needs of the learners - to meet the standards of DepEd. - anchored in the DepEd's vision and mission - personnel and stakeholders are actively engaged - share responsibility	- projects and programs of our school - for our students
1.1. Who are involved in the School Planning Team?	- Teacher Representative, Parent Representative - In-Charge of Child protection Policy - Barangay Representative (LGU) Student Representative, - In-Charge of the SDRRMC - Teachers/ Project Leaders/ Department Heads - Master Teachers - Principal	- Teachers - Personnel - stakeholders	- Principal - Teachers - GPTA - Barangay - Students - other stakeholder
1.2. How did you develop and formulate it? Was it approve and implemented ?	- starts in January - SPTs are invited through letters and active and supportive - very visible during school activities - Participation and involvement	- introduction of SIP was done thrice - consistent follow-ups and meetings to ensure that the operations - Anchored in the framework of SIP	- GPTA receives a letter from our principal - attend the meeting to be updated of the different school activities - discuss matters about the school

	- contributed a lot - approved and implemented received good comments from the division office - well planned and organized	- crafting of projects - carefully planned and anchored on evidences for priority improvement. - approved	
1.3. Describe your experience in working with your School Planning Team in developing and implementing the School Improvement Plan.	- willingness of these stakeholders is commendable - relationship is very strong - neighboring barangay are very supportive - Everyone is cooperative and generous in giving ideas - Teamwork was evident.	- Everyone is active - Collaboration is evident among the stakeholders - Task were divided	All are very cooperative
1.4. How does the school appreciate the stakeholders' involvement in the development of the SIP?	- commendation to the stakeholders Certificate of appreciation - credit is given among the person in charge - School's recognition day.	school awards certificates	Recognition Day
1.5. How do you assess or monitor it?	strictly monitors the progress	- designation on monitoring - results are monitored quarterly with proper documentation	teachers monitor the programs. discuss to the projects before and after the implementation
3. Do you involve your stakeholders in the formulation and	- January starts the crafting - Assess possible problem - Call on the key	Informed stakeholders (social media, leaflet, consents,	attend the meetings while the school crafts their plan

implementation of the schools' SIP? If Yes, how do you do it?	person or identify the people in charge • Orientation • Mission and vision sharing • Duties and responsibilities	reports, meetings) • seminars for the stakeholders' awareness • invites stakeholders for benchmarking	
2.4 What specific significant contribution in each phase did each stakeholder have? a. Assess Phase	• teachers provide needed information relative to teaching and learning process • Parents shared valuable information about their support • Learners support and cooperation • The Barangay officials or LGUs shared valuable information of the interest of the community • Project teams have regular meetings • Projects and programs are presented among the stakeholders • everyone is informed thru meetings and in writings • data gathering • Progress reports are being • Data are presented with the other stakeholders • establishing priorities and setting of objectives	• introduction of the plan • organized a planning team headed by the principal • divided into several branches /group depending upon the concern project • designate OIC and members who will take necessary planning in producing quality innovations to meet the gaps, lacking requirements, and standards of DepED • Schedule meetings • gathering of data • provide evidences for priority improvement areas • find gaps • identify root causes • set objectives	• Raise problems and concerns • suggest possible solution • Teachers help in crafting projects for the issues
b. Plan Phase	• teacher representative actively participated in the planning	• the team plans for the project work plan and budget matrix • Stakeholders are	• sourcing out funds • send letters and invite other stakeholders to give financial

	• parents shared available resources • provided the needed information in the formulation of goals • goal setting and insights shared about learning by the students • LGUs provided information about the community • Everyone is guided • Teachers discussed it among their students • Students are the priority	being involved through holding meetings	assistance to the projects • teachers guide GPTA in the process
c. Act	• Results were presented comprehensively • Teachers actively participated in the implementation and development of the plan. • conducts meeting to monitor the program assigned • Continuous support from parents in the implementation of plans was given. • LGU Shared participates in school activities. • Strict monitoring of programs • Plenary session is given; opportunity to present the progress of SIP	• Regular meetings • continuous monitoring of the projects was observed	• teachers send reports to the principal • informed by the teachers of the progress of the project
4. What makes your school unique in terms of the crafting and	• Present accomplishment of the school during meetings so that parents may	• holds seminars to inform the stakeholders on the projects being undertaken by the	• All are involved • always invited by the school in the different school activities

implementation of School Improvement Plan. List at least three (3) best practices	appreciate that they had a good choice in choosing the school for their kids. - Stakeholders are always welcome in the office for any concern. - Be transparent with everything that is happening in the school that concerns the stakeholders. - Feedback matters. Costumers' satisfactions plays a vital role in the SIP. - Commitment is necessary - Charisma of the leaders and the teachers are also applied. - provides an accommodating and welcoming environment among the stakeholders - provides a culture and environment that is a value laden - Consistency of the practices - School head should be hands-on and organize with the SIP - commend and appreciate the stakeholders	school. - invite stakeholders and other schools for bench markings - invites DO personnel to evaluate the operations being undertaken - organized presentations of the data - All the teachers are involved. - SIP is one of the agenda.	- Transparent with the donations - students are take cared of well by the school; students benefit
SCHOOL 7			
INTERVIEW QUESTIONS	SCHOOL HEAD	TEACHER	PARENT
SCHOOL IMPROVEMENT PLAN	- known as the ESIP - based from a	A wide-spanned plan for three to	plan of the schools for learners.

1. What is it? (General Description)	- DepEd order composed of annexes that the school need to accomplished. - there should be a vision for three (3) years.	- five years designed by all stakeholders of a specific school - handling budgetary requirements, needs, programs, activities and other school related work - aims to develop learners and the school community as a whole	
1.1. Who are involved in the School Planning Team?	- Master teachers - grade chairman - EBEIS Coordinator - students - parents - School Head	Internal and External Stakeholders	Principal Teacher GPTA
1.2. How did you develop and formulate it? Was it approve and implemented ?	- listen to voice of the customers - a collaborative planning	- series of meetings and LAC sessions done with all internal and external stakeholders - approved and implemented	a lot are helping the school send letters to co-parents
1.3. Describe your experience in working with your School Planning Team in developing and implementing the School Improvement Plan.	- Stakeholders have a very strong involvement. - Linkages are very active.	Tedious yet satisfying.	everyone is working provides the best for the learners

1.4. How does the school appreciate the stakeholders' involvement in the development of the SIP?	- Stakeholders' Day - Awarding system is used to motivate stakeholders and key person	Stakeholders' Day	- annual recognition - Parents are recognized
1.5. How do you assess or monitor it?	- quality assurance team - strictly monitors the projects and programs every quarter	Each program was monitored	teachers monitor the projects
2. Do you involve your stakeholders in the formulation and implementation of the schools' SIP? If Yes, how do you do it?		- Meetings are set on specified dates - stakeholders are called and asked for different assessments and contributions	- updated of the projects through various events - Annual Assembly of Leaders and Induction Ceremony (teachers, students, parents, and LGUs) - Family Day/ Sports Day Parents' Stakeholders' Day
2.1 What specific significant contribution in each phase did each stakeholder have? a. Assess Phase	- Data are gathered - Master teachers are tasked to do interviews to their co teachers regarding issues and concerns of the school that are vital in the planning process - Barangay are involve from the assess phase, as they were invited during meetings and orientation - Data gathering and analysis. - programs and projects are being are crafted	- Stakeholders had self-assessments on what contributions did they do and lack in the previous years - springboard for developing programs	- Stakeholders are involved and invited - call for a meeting - accept our suggestions - give task to work - send letter

	• key persons are being tapped • Priority improvement Areas or PIA • Suggestions are considered • vision and mission sharing is done • Roles and responsibilities are given and presented • Handouts are given among the key person.		
b. Plan Phase	• SIP is presented among the barangay, GPTA, teachers and other stakeholders. • Master teachers devote their selves and time in the crafting of the programs and projects. • Brainstorming of master teachers is done. • School head polished the projects. • Master teachers serve as the leaders in crafting the SIP. • Teachers are also active • Teachers are self-directed	• The programs were presented to the stakeholders • assessed by stakeholders as to which if they are necessary or not	• sourcing out funds and resources • volunteers • parents around do their tasks • maintain good relationship with stakeholders
c. Act Phase	• Each master teacher use their own monitoring tool • Monitoring tool is used by the school given and done by them • quality assurance team	• Complete monitoring through documentation is done by each program coordinator	• presents the accomplishments of the activities • recognition of stakeholders

	strictly monitors the projects and programs every quarter		
3. What makes your school unique in terms of the crafting and implementation of School Improvement Plan. List at least three (3) best practices	- celebration of Stakeholders Day and Education Summit - Appreciate stakeholders support - Awarding system - Present final draft among stakeholders thru SRC, tarpaulin or brochure, Social media - Transparency - Be specific of the resources needed - Vicinity of the school plays a very vital role; different stakeholders are there who are very much willing to provide the school extra help in different kinds (in-kinds and in cash).. - accepts volunteers - Parents are given sense ownership - listen to opinion and suggestions - Make the stakeholders feel that they are “part of the family”	- Recognize the stakeholders who are invited and involved. - Stakeholders are recognized through student presentations and teacher reports, emphasizing the importance of each stakeholder. - There is always a program for every aspect needed to continuously improve the school community - continuous communication, support and rapport with the internal and external stakeholders	- Stakeholders are informed and invited - good relationship of the teachers and parents - children benefit from the projects

Appendix N

A Proposed Principles and General Guidelines on Stakeholders' Involvement in the formulation and implementation of School Improvement Plan

The proposed principles and general guidelines on stakeholders' involvement on School Improvement Plan is developed based from the results of the study on the general concept on School Improvement Plan, the level of involvement of stakeholders on the different practices in each phase of the SIP and the unique practices to involve more stakeholders in process by the seven (7) high performing schools of Angeles City based from their School-Based Management Level.

The proposed guidelines are also aligned to the advocacy of the Department of Education that promotes shared governance through School Based Management as stated in the Governance of Basic Education Act of 2001. Under this mandate, the school heads are asked to develop the School Improvement Plan (SIP).

This policy also aims to strengthen the School-Based Management as it further devolves the governance of education to schools, empowers school teams and personnel, expands community participation and involvement, and makes the delivery of education services to the learners more responsive, efficient, and effective through an enhanced school planning and communication process (Deped Order No. 44. s. 2015).

One of the enabling policies formulated and supported under SBM is the School Improvement Plan (SIP). Under this mandate, the school heads or principals are asked to develop the SIP. This is considered as the road map that lays down specific interventions that

the school undertakes within the period of three of consecutive school years with the help of the community and other stakeholders (Deped Order No. 44. s. 2015). Looking at the guiding principles of this mandate, it was stated that the formulation and implementation of the SIP shall involve the active participation of all educational stakeholders in the school and community such as the school heads, teachers, parents, community leaders and the learners themselves, among others.

The involvement of the stakeholders in the formulation and implementation of SIP was highlighted and given importance during the entire cycle from the Assess phase to Act phase. These phases complete the cycle of the Enhanced School Improvement Plan mandated by the department.

Stakeholders' involvement and empowerment in the school improvement plan is highly encouraged in the entire process. In the study of Lopez-Reyna et.al (2012), part of the critical features of program improvement was the use of stakeholders input and feedback. It appears in this study that change and reforms are best accomplished when the participation are responsible for determining both what they wanted to focus and the pace at which they wish to progress. The input and feedback provided by the stakeholders are very important as they serve as scaffolds in the formulation of the said document or manuscript.

The practices emerged during the study were proven to be effective on the participating schools. Though factors and things may vary but this can serve as spring board in creating a community-based school plan. A plan that all schools are required to craft.

Below are thorough discussions of the School Improvement Plan and its process and the practices of the participating schools that are proven to have a high and very high level of involvement.

WHAT IS SCHOOL IMPROVEMENT PLAN?

The School Improvement Plan (SIP) is considered as the road map that lays down specific interventions that the school undertakes within the period of three of consecutive school years with the help of the community and other stakeholders. It also aims to improve the three-key results area in our basic education which are Access, Quality, and Governance. It seeks to provide the people involved in school planning an evidence-based, systematic approach with the point of view of the learner as the starting point. Ultimately, it is envisioned to help schools reach the goal of providing access to quality education (DepEd Order 44, s. 2015). This was supported by the data collected from the study where a great number of the participating schools responded on their general concepts of School Improvement Plan; a three year plan that includes programs, projects, and interventions that the school undertakes with the help of the community and other stakeholders.

THE FORMULATION AND IMPLEMENTATION PROCESS

The development and implementation of the School Improvement Plan (SIP) shall be guided of the following principles. It should be anchored on our DepEd vision, mission, core values, strategies, and on Central, Regional, Division, and schools goals. It should be result based and child- or learner-centered. Its development requires innovative and systems

thinking, and a mindset of continuous improvement. Lastly, the formulation and implementation of the SIP shall involve the active participation of all educational stakeholders in the school and community such as the school heads, teachers, parents, community leaders and the learners themselves, among others.

In the study participating schools goes beyond the required members based from the need of their school. School Head as the Team leader, student representative, teacher representative, parent representative, barangay representative, and members of school child protection committee. However; in the study most school involve more stakeholders that required; as follows, school principal, barangay captain or Local Government Unit (LGU) , faculty president or Teachers' Representative, Master Teachers and Teachers, Chair of Disciplining Committee or CCP Coordinator, grade chairman, program coordinator, School Disaster Risk Reduction Management Committee (SDRRMC) representative, General Parent Teacher Association (GPTA) or Parents' Representative, Supreme Pupil/Student Government or Student's Representative, Alumni, private sectors, and religious group leader.

The formulation and implementation of the SIP cover a period three years and follow three phases namely; Assess Phase, Plan Phase, and Act Phase. The Annual Improvement Plan (AIP) or the yearly plan of the school undergoes the three phases likewise within the three consecutive years.

The cycle of SIP begins with the Assess phase, School Planning Team (SPT) identifies the Priority Improvement Areas (PIAs) and objectives are set. In this phase the

team also listens to the voice of the learners and other stakeholders. Then analyze the school data and processes to determine the root cause of each (Priority Improvement Area (PIA). Second phase involves the preparation and writing of the SIP and Annual Improvement Plan (AIP). Solutions are formulated and projects are developed at this stage. Last phase involves the Act phase which involves small-scale testing and implementation of the solutions formulated. Monitoring and Evaluation of the projects and programs is done in this stage. Reporting the progress of implementation to stakeholders is important to stakeholders and done using the School Report Card.

In the study the following practices emerged in each phase where high level of involvement among the stakeholders was manifested. These practice were also reflected on the guideline provided by the department.

A. Assess Phase

1. Before the planning session, stakeholders are invited by the school for the conduct of preparatory activities.
2. Meetings are conducted to gather and consolidate data among the stakeholders.
3. Stakeholders are informed about the DepEd mission and vision, core values and division and school goals.
4. Roles and Responsibilities of the School Planning Team and Stakeholders are being discussed and agreed.
5. Priority Improvement Areas are identified based from the gathered data by different stakeholders.

6. Priority Improvement Areas are discussed and presented among the stakeholders.

7. The Planning Team listens to all its stakeholders to further be acquainted with the major issues prevailing in their areas concerns.

8. The stakeholders give support in analyzing the root causes of the priority improvement areas.

9. Dyad, Triad, Focal Group Discussion and survey are conducted among the stakeholders.

B. Plan Phase

10. The Stakeholders and the Project Team brainstorm collaboratively to formulate feasible solution to identified Priority Improvement Areas.

11. Suggestions from different stakeholders are heard and considered.

12. The Project team develops project designs with the help of the stakeholders.

13. The school seeks financial support and others for the implementation of the projects and programs reflected in the SIP.

14. The school seeks approval of the crafted SIP from the Division Office

C. Act Phase

15. The school communicates to the stakeholders the progress and implementation results of the projects and programs written in the SIP thru meeting, SMEA, or SRC.

16. The school gathers feedback from concerned stakeholders.
17. Projects and programs are monitored by the school with the stakeholders during and at the end of the implementation period of the SIP.
18. The school is strict with its monitoring scheme given monthly, quarterly or end of the implementation of every program.
19. The school acts on the gaps and gains based from the results of the SMEA.
20. The school provides necessary adjustment if problem or issues arise during the implementation stage of SIP.

The above practices emerged to be effective practices on selected performing schools. However, some modification can be done on these practices.

Key stakeholders were also asked about their unique practices that they think makes their school invite and involve more stakeholders particularly in the school improvement plan. The following practices emerged; however; it was observed that there are good practices that are beneficial on a certain school; common practices that most are using, practices that are just part of the guidelines and distinct practices on specific schools. A high and a very high extent of participation were observed on the practices below.

Some of the good and common practices are the following;

1. School welcomes volunteers from the community in different activities related to the School Improvement Plan

2. Communicates to its stakeholders the progress and accomplishments of the SIP thru meetings, assemblies, and other forms of communication
3. Informs the stakeholders what the school really need; by being specific of the resources needed in each projects and programs implemented.
4. Engage in meaningful work in the community to increase level of engagement among stakeholders
5. Assist the school and school community in sourcing out funds for the projects and programs reflected on the SIP
6. Be transparent
7. Conducts programs like Education Summits and Stakeholders' Day to appreciate and recognized the effort and time given by the stakeholders.

Some practices however are based similar from the guidelines;

8. School invites representative of every group of stakeholders that may help in the crafting and implementing different programs and projects initiated for SIP
9. SIP should be guided and evolved through the leadership of the school and participation of invited school community leaders.
10. School and community works as partners, leading the continual review and improvement of the SIP
11. Collaboratively define the structure, roles and responsibilities of the stakeholders.

12. Be consistent with the implementation of the different projects and program reflected in the plan.
13. Have an open communication with stakeholders, listens and considers their feedbacks in the entire process of the SIP to assure the quality of the different projects
14. Stakeholders are provided with easy access to information about the school.

Some unique practices involve the personal aspect of the leader or school head and the team were also observe;

15. School leader and the SPT should possess the charisma of good leader and a follower; be a servant leader
16. school makes the stakeholders feel that they are “part of the family” in the school community
17. Make the stakeholders accountable with different school and community initiated activities.
18. SIP should be enhanced with the community performing the leadership roles and the school providing the technical support.

Strong partnership among the stakeholders is built through series of factors. A number of parents also take the kind and quality of education that their children receives from school. This motivates them to help the school more with its projects. The team should assure that the students will be the one to benefit the projects and programs. This is what the parents and other stakeholders want to see.

The guidelines provided are based from actual experiences and practices of the top performing schools of Division of Angeles City. Data collected from interviews among the school heads of the participating schools and survey among their School Planning Team. Best and specific practices on stakeholders' involvement emerged during the study that other schools may use in their respective schools particularly in the School Improvement Plan.

In following this guide, you will discover that School Improvement Plan cannot be done alone. Collaboration is needed among the members of the school community. Building relation among these stakeholders nourished and strengthens the school community spirit.