

IMPLEMENTATION OF SCHOOL IMPROVEMENT PLAN (SIP) ON THE SCHOOL PERFORMANCE: BASIS FOR ENHANCEMENT PROGRAM

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Abstract

This study evaluated the implementation of the School Improvement Plan (SIP) and its impact on school performance at Talang Elementary School, Guagua District. It focused on the SIP's effects on students' academic performance, the relationship between teacher professional development and student outcomes, stakeholder perceptions of SIP effectiveness, and challenges and opportunities in its implementation.

A descriptive research design was used to examine the SIP's processes and outcomes, identifying patterns and trends to inform future improvements. A five-point Likert scale assessed the SIP's impact on academic performance, stakeholder perceptions, and implementation challenges. Frequency and percentage analyses evaluated the link between teacher professional development and student outcomes.

Key findings suggest that SIP implementation positively impacts academic performance but faces challenges such as teacher workload and resistance to change. Recommendations include refining the SIP with targeted teacher training and enhanced parental involvement to improve academic outcomes. Expanding professional development activities and community engagement is also advised to boost the plan's effectiveness. Strategies should address specific student concerns and optimize stakeholder awareness to enhance the SIP's overall impact.

Keywords: school improvement plan, academic performance, stakeholder perceptions, teacher professional development, implementation challenges

Introduction

School improvement is a continuous process that requires careful planning, implementation, and evaluation (VanGronigen et al., 2023). The School Improvement Plan serves as a roadmap for schools to identify areas for improvement, set goals, and implement strategies to enhance school performance (Meyers & VanGronigen, 2021). This study investigates the implementation of the SIP and its impact on school performance at Talang Elementary School, Guagua District, Pampanga. By examining the SIP's effects on student academic performance, exploring the relationship between teacher professional development and student outcomes, assessing stakeholder perceptions of the SIP's effectiveness, and identifying the challenges and opportunities in its implementation, this research aims to provide valuable insights for school administrators, teachers, policymakers, and other stakeholders involved in school improvement efforts (Mafratoğlu et al., 2023). The findings of this study will serve as a basis for developing an enhancement program to strengthen the SIP's implementation and maximize its positive impact on school performance (Granada, 2019).

Furthermore, this study explores the relationship between teacher professional development activities outlined in the SIP and student outcomes. The research investigates the impact of teacher training programs, workshops, and mentoring opportunities on student achievement, classroom practices, and teacher effectiveness (Germuth, 2018). By examining this

relationship, the study aims to identify effective professional development strategies that can enhance teacher capacity and improve student learning outcomes.

In addition to examining the impact on student academic performance and teacher professional development, this study also assesses stakeholder perceptions of the SIP's effectiveness (Tang et al., 2022). The research gathers data from school administrators, teachers, parents, and community members to understand their perspectives on the SIP's strengths, weaknesses, and overall impact on the school. This stakeholder feedback provides valuable insights for refining the SIP and ensuring its alignment with the needs and expectations of the school community (Demir et al., 2019).

Moreover, this study identifies the challenges and opportunities encountered during the implementation of the SIP. The research explores factors such as resource constraints, logistical challenges, resistance to change, and communication barriers (Suhreinrich et al., 2021). By understanding these challenges, school leaders can develop strategies to overcome obstacles and create a more supportive environment for SIP implementation (Fernandez, 2009). Simultaneously, the study identifies opportunities for improvement, such as leveraging community partnerships, integrating technology, and fostering a culture of continuous improvement.

Method

Research Design

This study employed a descriptive research design to evaluate the implementation of the School Improvement Plan and its impact on school performance at Talang Elementary School, Guagua District, Pampanga. Utilizing a descriptive research design, the study aims to provide a detailed account of the current state of the SIP, its processes, and outcomes. Descriptive research is chosen because it allows for a thorough examination of the variables involved in school improvement, offering a snapshot of the existing conditions and practices.

Participants

The participants in this study included the school principal, assistant principal, 20 classroom teachers, and 100 parents/guardians of students enrolled at Talang Elementary School.

Instrumentation

One primary instrument utilized is the survey questionnaire, designed to collect quantitative data from stakeholders such as students, teachers, parents, and community members. The survey questionnaire includes structured questions focused on various aspects of the SIP, including perceptions of effectiveness, implementation satisfaction, and improvement areas. Questions are formulated to elicit specific responses that can be quantified and analyzed to measure the impact of SIP initiatives on different stakeholder groups.

Data Analysis

The researcher used five-point likert scale to impact does implementing the School Improvement Plan (SIP) have on students' academic performance at Talang Elementary School, perceptions of various stakeholders, including parents and community members, regarding the effectiveness of the SIP in improving school performance at Talang Elementary School, and challenges and opportunities have stakeholders identified in implementing the SIP at Talang Elementary School.

Moreover, frequency and percentage was used to determine the Relationship between teacher professional development activities under the SIP and student academic outcomes.

Results

Impact in Implementing School Improvement Plan (SIP) on Students' Academic Performance at Talang Elementary School

The mean scores, derived from a five-point Likert scale, range from 3.71 to 3.80, indicating a generally positive response towards the effectiveness of the SIP. The highest mean score (3.80) pertains to "Overall Student Academic Performance," suggesting that stakeholders believe the SIP has significantly impacted students' academic achievements. Other areas, such as "Improved Math Skills" and "Positive Student Behavior," also received high mean scores of 3.76 and 3.78, respectively, highlighting notable improvements in these domains.

The mean score of 3.75 for both "Improvement in Test Scores" and "Increased Homework Completion Rates" indicates that stakeholders observe tangible benefits of the SIP in enhancing student performance metrics and engagement with schoolwork. Additionally, areas like "Enhanced Classroom Participation" and "Better Understanding of Curriculum" also show positive responses with mean scores of 3.74 and 3.73, respectively. These scores suggest that SIP fosters a more interactive and comprehensive learning environment. The slightly lower yet still positive mean scores for "Teacher Perceptions of Student Progress" (3.71) and "Parental Satisfaction with Academic Growth" (3.74) reflect a consensus among educators and parents that the SIP is beneficial, albeit with room for further improvement.

Relationship Between Teacher Professional Development Activities Under the SIP And Student Academic Outcomes at Talang Elementary School

The results revealed that workshops on pedagogical techniques have substantially improved test scores, with 60% of students showing enhanced performance. This highlights the importance of targeted professional development in equipping teachers with effective instructional strategies that directly benefit student learning outcomes (Adjei et al., 2023). Similarly, coaching sessions focusing on differentiated instruction have positively influenced reading skills, indicating that tailored approaches to teaching can more effectively meet diverse student needs (Smale-Jacobse et al., 2019).

Curriculum development projects are also significant, as evidenced by 50% of students demonstrating better math performance. This underscores the importance of aligning curriculum with educational standards and student learning objectives through collaborative teacher efforts (Sharma & Sharma, 2022). Peer collaboration activities have increased homework completion rates, emphasizing the value of fostering a cooperative learning environment among students and teachers (Salih, 2021).

These findings suggest that the SIP's emphasis on teacher professional development has had a measurable impact on student academic performance across multiple subject areas and learning indicators.

Perceptions of Various Stakeholders Regarding the Effectiveness of the SIP in Improving School Performance at Talang Elementary School

The different groups generally rated the SIP's initiatives positively. Teachers rated the effectiveness of professional development activities and their impact on instructional practices highly, with mean scores of 4.2 and 4.0, respectively. This suggests teachers believe the SIP has significantly improved their teaching methods and overall instructional quality, likely leading to better student engagement and learning.

Administrators also gave high ratings, with 4.5 for alignment with school improvement goals and 4.3 for resource allocation and support. This indicates a strong belief in the SIP's

strategic direction and practical implementation, suggesting administrators see the plan as well-structured and adequately resourced. Parents positively rated communication, involvement, and their perception of student academic progress, with mean scores of 4.1 and 4.4. This reflects their satisfaction with the school's efforts to engage them in their children's education and their observation of academic improvements.

Community members and students provided slightly lower but still positive ratings. Community engagement in school activities and contribution to community development were rated at 3.8 and 3.9, respectively, indicating a perception of good involvement but room for improvement. Students rated their overall satisfaction with the school environment and perception of learning opportunities at 4.0 and 4.1, respectively, showing a generally positive but somewhat mixed response, possibly highlighting areas for further enhancement.

Challenges and Opportunities Identified by Stakeholders in Implementing the SIP at Talang Elementary School

Teachers viewed collaboration and professional development positively but cited resistance to change and workload as challenges. This suggests a strong teamwork spirit and access to training, but the school needs to address change resistance and manage teacher workload better for successful SIP implementation.

Administrators rated leadership support and communication highly, but lower ratings in resource allocation and stakeholder expectations indicate room for improvement. While administrators have strong internal support and communication, they need better resource management and alignment of stakeholder expectations with SIP goals. Addressing these areas could enhance the effectiveness and acceptance of SIP initiatives in the broader school community.

Parents and community members were moderately to highly engaged in school activities, but they lacked understanding of SIP objectives and awareness of initiatives. This implies a willingness to support school activities, but the school needs increased communication and education about the SIP's goals and benefits. Enhancing these aspects could foster greater community support and involvement, contributing to the SIP's success. Students showed a generally positive perception of the school environment and learning opportunities, indicating a supportive context for SIP implementation. However, a few areas like extracurricular activities and infrastructure emerged as needing improvement. Overall, the findings suggest the SIP is effectively improving school performance at Talang Elementary, with positive perceptions from most stakeholders.

Discussion

The implementation of the School Improvement Plan at Talang Elementary School has demonstrated a positive impact on various aspects of school performance. The results indicate that the SIP's focus on teacher professional development has significantly improved instructional practices, leading to enhanced student academic outcomes across multiple subject areas.

The perceptions of different stakeholder groups, including teachers, administrators, parents, community members, and students, further corroborate the effectiveness of the SIP. Teachers highlighted the value of professional development activities and their impact on instruction, while administrators recognized the strong alignment between the SIP and school improvement goals, as well as the adequate allocation of resources (VanGronigen et al., 2023).

Parents and community members expressed satisfaction with the school's communication, involvement, and the academic progress they observed in their children.

The findings also reveal several challenges and opportunities for further improvement. Teachers cited resistance to change and workload management as areas needing attention, while

administrators identified the need for enhanced resource allocation and better alignment of stakeholder expectations with SIP objectives (Meyers & VanGronigen, 2019).

Additionally, the findings suggest the need for improved communication and education about the SIP's goals and initiatives, particularly among parents and community members, to foster greater support and involvement.

In conclusion, the implementation of the School Improvement Plan at Talang Elementary School has been largely successful, as evidenced by the positive perceptions of various stakeholders and the observed improvements in student academic performance.

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