EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:5 | May 2026 -Peer Reviewed Journal

SCHOOL IMPROVEMENT PLANNING IMPLEMENTATION: TEACHERS' PERCEPTION OF STUDENTS ACADEMIC ACHIEVEMENT

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Article DOI: https://doi.org/10.36713/epra27990
DOI No: 10.36713/epra27990

ABSTRACT

This study investigated the relationship between School Improvement Planning (SIP) implementation and Academic Achievement (AA) among 114 educators in the District of Sto. Tomas West. Specifically, the research assessed the implementation extent of SIP's five pillars (goal setting, stakeholder engagement, resource allocation, evidence-based practices, and monitoring mechanisms) and the level of student achievement across four markers (standardized assessments, graduation rates, student growth percentiles, and school quality markers). It also determined whether a significant relationship exists and identified which specific components serve as significant predictors of academic achievement. A quantitative correlational design was utilized, with data gathered via validated, pilot-tested survey questionnaires. Statistical analyses included mean scores, Pearson's correlation, and multiple regression analysis. The findings revealed that the overall implementation of SIP is moderately extensive, indicating collaborative, research-oriented schools that must still refine technical accountability frameworks and maximize resource efficiency. Meanwhile, the district maintains a high level of academic achievement, though enhancing long-term graduation rates requires continued strategic resource management and community-focused support. Notably, a significant positive relationship exists between SIP implementation and academic achievement, demonstrating that effective school planning is a vital catalyst for student success. Furthermore, regression analysis identified the Implementation of Evidence-Based Practices as the most critical driver of student achievement. Based on these findings, it is recommended that schools strengthen support for at-risk students and shift monitoring mechanisms from technical compliance to supportive feedback loops to sustain long-term educational growth.

KEYWORDS: *School Improvement Plan, Academic Achievement, Evidence-Based Practices, Standardized Assessments, Sto. Tomas West District*

INTRODUCTION

To achieve SDG 4 (Quality Education), Sto. Tomas West District mandates School Improvement Plans (SIPs) to drive excellence. However, a methodological gap persists as assessments favor administrative compliance over empirical links between SIP dimensions and student outcomes. Anchored in Systems Theory, this study views the SIP as a vital organizational "input." Supported by Goal-Setting Theory and Distributed Leadership, it addresses the urgency of transitioning from "paper-only" planning to data-driven leadership. Without this evidence, schools risk misaligned resources and inconsistent outcomes, stalling progress toward equitable education. Bridging this gap ensures SIPs function as actionable roadmaps for meaningful academic growth.

In 2021, the European Union adopted the *Pathways to School Success* initiative, which prioritized improving educational outcomes across member states. This strategy encouraged the development of comprehensive school improvement plans that integrated goal setting, stakeholder engagement, and evidence-based practices (European Commission, 2021). The initiative promoted a "whole school approach," emphasizing collaboration to address systemic underachievement. However, even at this level, global experts identified that the primary challenge was the inconsistency in data collection and monitoring, which often obscured the actual effectiveness of these strategies on student achievement.

Similarly, the Queensland Department of Education (2021) underscored the importance of evidence-based practices through its School Improvement Strategy. This framework focused on targeted resource use and systematic curriculum delivery. Despite these structured programs, a persistent global issue remained: the difficulty of fostering a culture of continuous learning among teachers who were often overwhelmed by administrative requirements, thereby creating a disconnect between strategic planning and classroom reality.

The ASEAN Work Plan on Education (2021) outlined strategic goals to enhance quality education across

Southeast Asia by focusing on teacher competencies and inclusive learning environments. This regional plan aimed to harmonize curricula to bridge educational disparities. Nonetheless, the region faced significant hurdles, including gaps in digital transformation and a lack of localized empirical research. While the plan sought to build resilient education systems, translating regional policies into measurable classroom success was frequently hindered by varying levels of institutional readiness and resource scarcity across member nations.

In the Philippine national context, the Department of Education (DepEd) institutionalized School Improvement Plans (SIPs) as the primary tool for school-level governance. In Cavite, the Schools Division Office of Imus City actively monitored the 2025–2028 SIP cycle to ensure alignment with national standards (DepEd Imus City, 2025). However, a prevailing national problem emerged: many schools treated the SIP as a mere compliance document—a "paper-only" requirement—rather than a functional roadmap. This resulted in a failure to address the core issues of declining literacy rates and stagnant academic performance observed in recent national assessments.

At the local level, a study in the Banga East District (2025) highlighted that while stakeholder participation was statistically linked to SIP implementation, actual teacher engagement often remained superficial due to heavy workloads and insufficient training. In the Sto. Tomas West District, these challenges were particularly pronounced. Historically, the district struggled with inconsistent learning outcomes and limited instructional materials. Despite the existence of mandated SIPs, the implementation process was plagued by fragmented stakeholder participation and a lack of data-driven monitoring. Teachers frequently perceived a gap between the high-level goals of the SIP and their students' daily academic struggles, underscoring the urgent need to evaluate how these administrative plans translated into student academic success.

Objectives of the Study

The primary objective of this research was to determine the relationship between School Improvement Planning (SIP) implementation and student academic achievement in Sto. Tomas West District. Specifically, the study aimed to:

1. Assess the extent of the implementation of School Improvement Planning as perceived by the respondents across five key dimensions:
    1.1. Goal setting and strategic planning;
    1.2. Stakeholder engagement and collaboration;
    1.3. Resource allocation and utilization;
    1.4. Implementation of evidence-based practices; and
    1.5. Monitoring and evaluation mechanisms.
2. Evaluate the level of student academic achievement in terms of:
    2.1. Student performance on standardized assessments;
    2.2. Graduation rates;
    2.3. Student growth percentiles; and
    2.4. School quality markers.
3. Determine if a significant relationship existed between the implementation of School Improvement Planning strategies and the resulting academic achievement in Sto. Tomas West District.
4. Identify which specific components of School Improvement Planning served as significant predictors of academic achievement within the district.

Significance of the Study

This study held profound significance for educational leaders and policy-makers by providing empirical evidence on the efficacy of School Improvement Plans (SIPs). By identifying which planning dimensions,such as resource allocation or goal setting, most directly influence student success, the research offered a blueprint for transitioning from administrative compliance to data-driven governance. It empowered school heads in Sto. Tomas West District to refine its strategic frameworks, ensuring that institutional efforts were not merely performative but targeted at solving national issues such as declining literacy. Ultimately, the findings served as a catalyst for systemic reforms in division-level monitoring and evaluation.

Furthermore, the research significantly benefited classroom teachers and the broader community by fostering a culture of shared accountability and inclusive growth. For educators, the study validated their crucial role in the SIP process, highlighting how their pedagogical practices aligned with broader school goals to enhance student performance. For parents and stakeholders, it underscored the value of their engagement, demonstrating that collaborative planning led to tangible improvements in graduation rates and school quality. By bridging the gap between planning and achievement, the study contributed to the realization of SDG 4, ensuring a sustainable, high-quality learning environment for all students.

Scope and Limitation of the Study

The primary scope of this study focused on the relationship between School Improvement Planning (SIP) implementation and student academic achievement within the Sto. Tomas West District. The investigation was delimited to five core dimensions of SIP: goal setting, stakeholder engagement, resource allocation, evidence-based practices, and monitoring mechanisms. Data collection involved teachers and school administrators during the 2025–2028 planning cycle, specifically measuring academic achievement through standardized test scores, graduation rates, and student growth percentiles. By centering on this specific district, the study provided a localized analysis of how administrative strategies directly influenced the quality of basic education.

However, certain limitations characterized the research design. The study was limited to educators' perceptions within a single district, which may not have fully captured the diverse socioeconomic factors affecting schools in other regions. Additionally, the assessment of academic achievement relied on existing school records and teacher evaluations, which could be subject to reporting biases. While the study identified significant predictors of success, it did not account for external factors such as home environment or individual student nutrition. Consequently, the findings provided a targeted snapshot of institutional effectiveness rather than a general conclusion about the entire national educational landscape.

Review of Related Literature and Studies

School Improvement Planning (SIP) enhances academic achievement through stakeholder engagement, data-driven decision-making, and professional development (Smith & Johnson, 2023; Lee et al., 2022; Garcia & Martinez, 2021). Clear goal setting and strategic planning provide direction and sustainability (Mintzberg, 2021; Travers et al., 2021). Effective resource allocation ensures equity and efficiency (VanGronigen, 2023; Acido & Kilongkilong, 2022). The adoption of evidence-based practices, supported by training and collaborative culture, improves outcomes (Johnson & Smith, 2023; Morris & Lee, 2022). Finally, monitoring and evaluation mechanisms sustain accountability and continuous progress (Shakman et al., 2020; Hanover Research, 2025).

Academic achievement, measured through standardized tests, graduation rates, growth percentiles, and school quality, consistently shows positive associations with SIP execution (Forro & Besa, 2025; Yamoah & Quansah, 2025; Tan & Lim, 2023; Mills, 2025).

Theoretical Framework

This study is anchored on Cognitive Load Theory (CLT), Professional Learning Communities (PLCs), and Universal Design for Learning (UDL). These frameworks explain how SIP strategies improve instructional quality, collaboration, and inclusivity, thereby enhancing academic achievement (Sweller, 2022; Harris, 2023; Baker & Smith, 2024).

Conceptual Framework

The study conceptualizes School Improvement Planning (IV) as a driver of Academic Achievement (DV). SIP strategies—goal setting, stakeholder engagement, resource allocation, evidence-based practices, and monitoring—collectively improve student outcomes across standardized performance, graduation rates, growth percentiles, and school quality.

METHODOLOGY

This section presents the research design, procedures, and analytical methods used to examine the impact of School Improvement Planning (SIP) on academic achievement in Sto. Tomas West District. The study employs a quantitative approach, using surveys and school records to collect data from school heads, teachers, and stakeholders. Descriptive and inferential analyses, including correlation and regression, are employed to determine how SIP components, such as goal setting, resource use, stakeholder involvement, and monitoring, impact academic outcomes and inform data-driven school management practices.

Research Design

This study utilized a quantitative correlational research design to examine the relationship between School Improvement Planning (SIP) and academic achievement. According to Creswell (2017), a correlational design was appropriate as the research sought to describe and measure the degree of association between two or more variables without direct manipulation. This approach allowed for a systematic analysis of how variations in SIP components such as goal setting, resource allocation, and stakeholder engagement are statistically related to fluctuations in student performance, graduation rates, and overall school quality in Sto. Tomas West District

In terms of alignment with the research goals, the correlational approach enabled an assessment of how effectively SIP practices predicted academic success. It was deemed beneficial to examine the influence of multiple independent variables on a dependent variable within a real-world educational setting (Creswell, 2022; Anderson & Ellis, 2023). Thru analyzing survey data from teachers, school heads, and stakeholders, the study employed statistical methods, including Pearson correlation and multiple regression, to explore these critical relationships.

Furthermore, the correlational research design was highly applicable as it explored the connection between the independent variable (IV), School Improvement Planning (SIP), and the dependent variable (DV), Academic Achievement. Because SIP involved multiple components, including goal setting, resource allocation, and evidence-based practices, a correlational design enabled the examination of these associations without manipulating the environment. This facilitated an objective assessment of how these planning elements affected student performance, graduation rates, and growth percentiles.

Finally, this design was selected because it allowed the researcher to observe natural patterns within the data. By collecting survey responses, the study explored how varying levels of SIP implementation correlated with specific academic performance indicators. The correlational analysis enabled the identification of significant predictors of academic success, such as the effectiveness of resource utilization or the depth of community stakeholder involvement in the SIP process.

Respondents

To ensure a representative sample, these participants were drawn from five specific schools: Bobongon Elementary School, Talos Elementary School, San Jose Elementary School, San Isidro Elementary School, and Sto. Tomas Central Elementary School SPED Center. These institutions were chosen to reflect the district's diversity in student population and geographic location. The selection process involved random sampling within each school, which allowed for equal representation across grade levels and subject areas, thereby enhancing the generalizability of the findings.

Regarding eligibility, several inclusion criteria were established to ensure data quality. First, teachers must have possessed at least one year of experience in the district to ensure sufficient exposure to the School Improvement Planning (SIP) process. Second, the study required that respondents had been employed within the district for at least three years, ensuring they were actively engaged in the schools' day-to-day operations and the long-term execution of improvement initiatives.

Furthermore, a critical criterion for participation was that teachers must have participated directly in the SIP process within their respective schools. This requirement ensured that respondents held firsthand knowledge of the strategies and policies being evaluated. Because these educators had contributed to the planning and execution of the SIP, they were uniquely positioned to provide informed feedback on its effectiveness and its impact on student academic achievement.

Finally, to refine the research instrument, a pilot test was conducted with 20 teachers who met the inclusion criteria but were not included in the final sample of 114. This separation was intended to prevent testing bias and ensure that the final respondents were not previously exposed to the questionnaire. Through this pilot phase, the validity and reliability of the survey instrument were verified, preserving the authenticity of the responses during the actual data collection period.

Sampling Design

Regarding sample size determination, the study used G*Power 3.1.9.7 to calculate the required number of participants based on statistical power rather than a fixed population percentage. For a bivariate normal model (correlation), the power analysis was conducted with a specified medium effect size (f=0.30), an alpha (a) significance level of 0.05, and a desired statistical power (1-B) of 0.80. While the G*Power analysis indicated a minimum required sample of 84 respondents to achieve statistical stringency, the researcher opted to include all 114 teachers who met the inclusion criteria from the total population of 160. This decision ensured that the study possessed maximum sensitivity to detect significant relationships between School Improvement Planning and academic achievement while minimizing the risk of Type II errors.

Research Instruments

The research instrument for this study was a structured survey questionnaire designed to assess the impact of School Improvement Planning (SIP) on academic achievement in Sto. Tomas West District. The

survey was organized around key SIP components, including goal setting, resource allocation, stakeholder engagement, and evidence-based practices. It evaluated teachers' perceptions of their involvement in SIP activities and their observations regarding school-wide practices. Additionally, the instrument examined the correlation between SIP implementation and specific academic achievement indicators, including standardized assessments, graduation rates, and student growth percentiles.

To ensure the instrument's relevance and alignment with the study's specific objectives, the survey questionnaire was adapted from various established sources. Based on the study's variables, the researcher modified and contextualized several items to better fit the unique educational environment of the district. These survey items were derived from frameworks including the work of Harris and Jones (2023) on goal setting, Lam and Thomas (2024) on stakeholder engagement, and Zhang and Liu (2023) regarding resource utilization. Furthermore, Anderson and White (2022) provided the basis for examining evidence-based practices, while the monitoring and evaluation mechanisms were assessed using the model developed by Smith and Green (2023).

To ensure the instrument's statistical integrity after these modifications, data gathered from 20 pilot participants were used to evaluate its performance. A test-retest method was employed to determine the stability of the survey over time. Upon analysis, the instrument yielded a Cronbach's alpha of 0.831(Pallant, 2020). In educational research, a coefficient above 0.70 is generally considered acceptable; therefore, a value of 0.831 indicates a high level of internal consistency. This result confirmed that the adapted and contextualized survey items were reliable and effectively measured the intended constructs of SIP and academic achievement. Consequently, the instrument was deemed statistically sound and ready for full-scale administration.

Score	Scale	Descriptive Rating	Interpretation
1	4.20 – 5.00	Very Extensive	SIP integration is highly evident across schools, demonstrating strong implementation, teacher collaboration, and measurable academic improvement.
2	3.40 – 4.19	Extensive	SIP integration is consistently practiced, promoting effective collaboration and positive influence on school operations and learner outcomes.
3	2.60 – 3.39	Moderately Extensive	SIP integration is evident in some areas but requires enhancement to ensure consistent implementation and engagement.
4	1.80 – 2.59	Less Extensive	SIP integration occurs infrequently, with limited teacher participation and minimal impact on school improvement initiatives.
5	1.00 –1.79	Not Extensive	SIP integration is rarely implemented, showing weak collaboration and little contribution to school performance improvement.

The survey instrument for this study employed a Likert-type scale to measure the extent of involvement and satisfaction with various components of School Improvement Planning (SIP). The scale ranged from 1 to 5, where each number corresponded to a different level of involvement or agreement. Specifically, the scale included the following levels: 1 – Not Extensive, indicating little to no implementation or participation in the SIP; 2 – Less Extensive, representing minimal but noticeable presence or involvement; 3 – Moderately Extensive, reflecting a balanced level of implementation; 4 – Extensive, which indicated a high degree of implementation and impact; and 5 – Very Extensive, denoting full integration and sustained impact. This scale enabled the measurement of teachers' perceptions of SIP practices, specifically in relation to evidence-based strategies, resource allocation, stakeholder involvement, and monitoring mechanisms.

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Meanwhile, for academic achievement, the measure shall be used:

Score	Scale	Descriptive Rating	Interpretation
1	4.20 – 5.00	Very High	Learners consistently demonstrate outstanding academic performance, achieving mastery across subject areas and meeting performance standards.
2	3.40 – 4.19	High	Learners often perform above average, showing steady progress and strong mastery of most learning competencies.
3	2.60 – 3.39	Moderately High	Learners demonstrate satisfactory performance, achieving competency in some areas but showing variability across subjects.
4	1.80 – 2.59	Low	Learners show limited academic progress, with frequent learning gaps and below-standard performance in key subjects.
5	1.00 – 1.79	Very Low	Learners consistently perform below expectations, exhibiting minimal mastery and significant difficulty meeting academic standards.

Data Gathering Procedure

This section outlines the systematic steps taken to collect primary data essential for investigating the impact of School Improvement Planning (SIP) on academic achievement in Sto. Tomas West District. The process focused on assessing teacher involvement across critical SIP domains, including goal setting, resource allocation, stakeholder engagement, and the implementation of evidence-based practices. The structured procedures included obtaining formal administrative permissions, conducting participant orientations, and administering the research instrument.

The collected data facilitated the evaluation of teachers' perceptions of SIP activities and their subsequent impact on student outcomes. Strict ethical standards were observed throughout the process to ensure informed consent, confidentiality, and voluntary participation. Ultimately, the data were analyzed to identify key factors influencing teacher engagement, providing actionable insights to optimize the effectiveness of school improvement initiatives.

Prior to the commencement of data collection, formal approval was sought from the Research Adviser and the Dean of the Graduate School at The Rizal Memorial Colleges, Inc., in accordance with institutional research protocols. Subsequently, an authorization request was submitted to the Schools Division Superintendent of the Department of Education (DepEd), Davao del Norte. This request detailed the research title, objectives, methodology, and ethical safeguards, all of which complied with DepEd research guidelines and data privacy standards. This rigorous process ensured that the study adhered to all institutional and regulatory procedures, thereby maintaining research integrity and institutional compliance.

Before the research instrument was administered, a formal orientation session was conducted for the selected teacher-respondents across the five participating schools in Sto. Tomas West District. During this session, the researcher explained the study's purpose, specifically its focus on how teacher involvement in the SIP impacted academic achievement. It was explicitly emphasized that participation was entirely voluntary and that respondents maintained the right to withdraw at any stage without consequence.

Furthermore, the researcher guaranteed that all responses would remain strictly confidential and anonymous. Participants received clear instructions on completing the survey, with particular attention given to the interpretation of the 5-point Likert scale. Written informed consent was obtained from each participant before the distribution of questionnaires, adhering to DepEd Order No. 31, s. 2021, which safeguarded the rights and welfare of participants in educational research.

The data collection phase occurred during the first week of March 2026. Printed survey questionnaires were distributed to the teacher-respondents during non-teaching hours to ensure that classroom instruction was not disrupted. The research instrument was specifically designed to capture teachers' perceptions regarding goal setting, strategic planning, and stakeholder engagement.

Close coordination with school heads and designated research focal persons ensured the efficient dissemination and retrieval of the instruments. Both written and verbal instructions were provided to the participants to ensure a clear understanding of the survey items and to encourage high-quality, honest responses. This meticulous procedure bolstered the reliability and validity of the collected data while maintaining full adherence to established ethical standards.

Statistical Treatment

To address the specific objectives of this study, both descriptive and inferential statistical techniques were utilized to assess the extent of School Improvement Planning (SIP) implementation and its impact on academic achievement in Sto. Tomas West District.

Mean Scores and Interpretation. To respond to Sub-Problems 1 and 2, which aimed to determine the extent of SIP implementation (including goal setting, stakeholder engagement, resource allocation, evidence-based practices, and monitoring mechanisms) and the resulting impact on academic achievement, descriptive statistics were employed. Mean scores were calculated to provide a clear quantitative summary of the teachers' perceptions and the level of institutional performance across all measured domains.

Pearson's Correlation Analysis. To answer Sub-Problem 3, which explored the significant relationship between the implementation of SIP components and academic achievement, Pearson's correlation analysis was used. This inferential statistical method was ideal for measuring the strength and direction of the linear relationship between SIP practices (independent variables) and academic outcomes (dependent variables). The resulting correlation coefficients determined whether a systematic association existed between strategic planning efforts and measurable student success.

Regression Analysis. To address Sub-Problem 4, which examined which specific SIPcomponents predicted student achievement and school quality, a simple linear regression analysis was performed. This method measured the predictive strength and direction of the relationship between each SIP component (independent variable) and academic achievement (dependent variable). The regression analysis identified which SIP practices, such as resource allocation or evidence-based practices, most significantly influenced student success. This provided critical insights into the key drivers of school improvement and helped isolate the factors that contributed most effectively to positive academic outcomes.

Ethical Considerations

The study upheld strict ethical standards by ensuring voluntary participation and participant anonymity. Through informed consent and aggregate reporting, it prioritized confidentiality and transparency to protect respondent rights during data collection.

Social Value. The social value of this study was grounded in its direct relevance to the educational realities of Sto. Tomas West District, where schools continuously strove to address learning gaps and strengthen instructional delivery. By examining how School Improvement Planning influenced academic achievement, this research sought to generate evidence that guided school leaders, teachers, and stakeholders in making more informed and responsive decisions. In a district where resource limitations, varying teacher capacities, and increasing learner needs posed persistent challenges, the findings offered a pathway to refine teaching practices, improve the strategic use of school resources, and deepen community participation in the improvement process.

Informed Consent and Assent. In the Sto. Tomas West District, teacher participants were briefed on the study's purpose, procedures, and their rights before taking part. Formal informed consent was obtained through signed written documents to confirm their voluntary participation and agreement to the research terms.

Although the term "assent" is traditionally reserved for minors, the participants provided their ongoing agreement to the study's activities after being clearly informed of the objectives. They were assured of absolute confidentiality and data security, with the explicit understanding that withdrawal was allowed at any stage without consequence or penalty.

Vulnerability of Research Respondents. The vulnerability of research respondents, particularly teachers, was an important consideration in this study. Teachers, as participants, might have felt apprehensive about providing honest feedback, especially concerning their involvement in School Improvement Planning (SIP). To address this, the anonymity and confidentiality of their responses were ensured. Teachers were also reassured that their participation was voluntary and that their answers would not affect their professional standing or their relationship with the school administration, thereby minimizing potential risks.

Privacy and Confidentiality. In the study conducted in Sto. Tomas West District, the privacy of all teacher respondents was strictly upheld. No personal information was collected or shared, and responses were kept separate from any identifying details. Teachers were informed that their participation was voluntary and that

they could withdraw at any time without affecting their professional standing or relationship with their respective schools. All information provided was used solely for academic and research purposes.

Confidentiality was maintained throughout the conduct of the study. All data collected from teacher respondents were anonymized to prevent identification in both the analysis and reporting phases. Only aggregate findings were presented, ensuring that no individual teacher or school could be recognized. The data were securely stored in password-protected digital files accessible only to the researcher, in compliance with institutional and Department of Education ethical standards for research confidentiality.

Risk, Benefits, and Safety. The risks to participants in this study were conducted in Sto. Tomas West District was minimal. As the research involved only the administration of survey questionnaires, no physical risks were anticipated. However, teachers might have hadconcerns about sharing honest responses related to School Improvement Planning (SIP) and academic achievement. To address this, anonymity was strictly maintained, and participants were assured that their responses would have no bearing on their job performance, professional relationships, or school standing.

This study offered teachers in Sto. The Tomas West District has an opportunity to express its perspectives on the implementation and outcomes of the School Improvement Planning (SIP) process. Their feedback had the potential to improve planning mechanisms, resource allocation, and instructional practices. Furthermore, the findings were intended to inform school-based decisions, leading to enhanced professional development opportunities, improved academic performance, and more effective school management strategies benefiting both teachers and learners.

Participant safety was ensured through adherence to ethical research standards. Surveys were conducted in a secure and supportive environment, allowing teachers in Sto. Tomas West District to respond freely and comfortably. Participants were fully informed of their rights, including voluntary participation and the freedom to withdraw at any time without repercussions. Confidentiality and respect for participants' well-being were maintained throughout the study to uphold ethical integrity.

Justice. Justice in this study referred to the fair and equitable treatment of all teacher participants. The researcher ensured that the study's processes were inclusive, providing equal opportunities for all teachers to participate regardless of their specific roles or professional backgrounds. The selection of participants was unbiased, and the findings were presented in a manner that accurately reflected the diverse experiences and perspectives of all educators involved. This approach ensured that the study contributed to an equitable understanding of how School Improvement Planning impacted academic achievement across the Sto. Tomas West District.

Transparency. Transparency served as a guiding ethical principle throughout the conduct of this study in Sto. Tomas West District. All participating teachers were fully informed of the study's purpose, objectives, and procedures prior to their participation. Clear explanations were provided regarding the voluntary nature of their involvement, the anonymity of their responses, and the strict confidentiality of their identities. Open communication was maintained with participants at all stages to ensure they understood how their data would be analyzed, reported, and utilized to inform the enhancement of School Improvement Planning (SIP) practices and academic achievement initiatives within the district.

Qualification of the Researcher. As the researcher, I was committed to ensuring the rigor and ethical integrity of this study. I maintained a strong academic background in educational research and had conducted studies related to school improvement, curriculum development, and academic achievement. My experience in data collection, analysis, and adherence to ethical research practices equipped me to effectively manage this study. Additionally, I was dedicated to ongoing professional development to stay up to date with the latest methodologies and ethical standards, ensuring the research was conducted responsibly and with informed judgment.

Conflict of Interest. This study was conducted with impartiality and transparency to uphold the integrity of the research process in Sto. Tomas West District. I declared that I held no personal, professional, or financial interests that could have influenced the design, data collection, analysis, or interpretation of results. All findings were presented objectively, free from bias or external influence. As no potential conflicts of interest arose during the study, the research maintained credibility and accountability in accordance with institutional and Department of Education ethical research policies.

Adequacy of Facilities. The facilities and resources available for this study in Sto. Tomas West District were sufficient to support all stages of its implementation. Appropriate data-collection tools were used to facilitate the efficient distribution and retrieval of teacher responses. The study strictly adhered to ethical standards, with all data securely stored in password-protected digital systems to ensure confidentiality and

privacy. In addition, the necessary resources, such as statistical software for data analysis and professional guidance, were readily available to provide systematic, accurate, and credible research execution. These provisions guaranteed that the study was conducted effectively and with academic rigor.

Community Involvement. Community involvement formed an essential dimension of this study in Sto. Tomas West District, as it examined the role of various stakeholders in the School Improvement Planning (SIP) process. Although the primary focus was on teachers, the study acknowledged the significant contributions of parents, local community members, and other educational partners in creating a supportive and collaborative learning environment. By examining the role of stakeholders in SIP implementation, this research aimed to foster stronger partnerships between schools and their communities, which was intended to lead to improved academic achievement. Furthermore, the findings offered insights to inform future community engagement strategies that enhanced the sustainability and effectiveness of school improvement initiatives across the district.

RESULTS

Extent of the Implementation of School Improvement Planning. The findings revealed that the overall extent of School Improvement Planning (SIP) implementation in Sto. Tomas West District was rated as *Moderately Extensive* with an overall mean of 3.35 (SD = 0.18). The highest indicators were Stakeholder Engagement and Collaboration and Implementation of Evidence-Based Practices, both with a mean of 3.37, showing that schools were most effective in fostering partnerships and integrating research-based strategies.

In contrast, Goal Setting and Strategic Planning, Resource Allocation and Utilization, and Monitoring and Evaluation Mechanisms all registered slightly lower mean scores of 3.33, still within the *Moderately Extensive* range but reflecting areas of weaker implementation.

Further analysis showed that while schools had well-defined plans and strong teacher input opportunities, gaps remained in teacher involvement in goal-setting, parent participation, allocation of financial resources to classroom initiatives, and feedback mechanisms for teachers. These results suggest that SIP in the district was consistent and collaborative, but certain technical and participatory aspects required strengthening to fully support improvements in student academic achievement.

Extent of Academic Achievement. The findings on the extent of academic achievement in Sto. Tomas West District revealed an overall mean of 3.58 (SD = 0.20), which is descriptively rated as *High*. This indicates that the district has attained strong levels of performance in several key areas of student achievement. The highest score was recorded for Student Performance on Standardized Assessments (M = 3.90, SD = 0.25), followed by Student Growth Percentiles (M = 3.66, SD = 0.40), both rated *High*. These results suggest that the district is particularly successful in meeting standardized benchmarks and tracking year-on-year student development.

In contrast, the lowest scores were tied between Graduation Rates and School Quality, both with a mean of 3.37 (SD = 0.29), which are descriptively rated as *Moderate*. While the district excels in assessment scores and growth metrics, graduation consistency and perceptions of overall school quality remain moderate relative to the stronger assessment outcomes.

Overall, the results demonstrate that Sto. Tomas West District has achieved high levels of academic success in standardized testing and student growth, but requires further improvement in sustaining graduation rates and enhancing the holistic quality of education to reach very high levels of achievement.

Relationship Between School Improvement Planning Strategies and Academic Achievement in Sto. Tomas West District. The correlation analysis revealed a moderate positive relationship ($r = 0.59$, $p < 0.001$) between the implementation of School Improvement Planning (SIP) strategies and academic achievement in Sto. Tomas West District. This statistically significant result confirms that stronger and more effective SIP implementation is associated with higher levels of student achievement.

Further examination showed that components such as Resource Allocation Utilization, Implementation of Education-Based Programs, and Enrollment and Efficiency Management were moderately and significantly correlated with academic outcomes, highlighting their critical role in driving performance. Strong to perfect correlations were also observed among resource use, program implementation, graduation rates, and school quality, indicating that these operational strategies are highly interrelated and consistently linked to improved academic results.

In contrast, broader planning and governance mechanisms such as General School Strategic Planning, Stakeholder Alignment, and Governance Participation did not show significant direct relationships with achievement indicators. This suggests that while these elements may contribute indirectly, the most impactful drivers of academic success in the district are operational and implementation-focused strategies.

Overall, the findings underscore that effective resource management, program delivery, and efficiency mechanisms within SIP are the strongest contributors to academic achievement, while broader governance structures require further refinement to demonstrate measurable influence.

Components of School Improvement Planning Significantly Predict Academic Achievement. The multiple regression analysis confirmed that the five components of School Improvement Planning (SIP)—Goal Setting, Stakeholder Engagement, Resource Allocation, Evidence-Based Practices, and Monitoring/Evaluation—collectively serve as strong predictors of academic achievement in Sto. Tomas West District. The model yielded an R-value of 0.805 and an R^2 of 0.648, indicating that 64.8% of the variance in academic achievement can be explained by these SIP strategies. The ANOVA results ($F = 39.815$, $p < .001$) further validated the model's statistical significance, leading to the rejection of the null hypothesis.

Among the individual components, Implementation of Evidence-Based Practices emerged as the strongest predictor ($\beta = 0.732$, $t = 7.332$, $p < .001$), while Monitoring and Evaluation Mechanisms also showed a significant influence ($t = -2.543$, $p = 0.012$). The negative coefficient for monitoring suggests that rigid evaluation without effective feedback loops may hinder outcomes, yet its significance underscores its critical role in shaping achievement. Other components—Goal Setting, Stakeholder Engagement, and Resource Allocation—did not register as significant individual predictors, implying that their impact is mediated through evidence-based practices and monitoring systems.

Overall, the findings highlight that evidence-based instructional strategies and effective monitoring mechanisms are the most powerful drivers of academic achievement in the district, while broader planning and governance elements contribute indirectly. This supports the integrated approach to school reform, where operational strategies and continuous improvement cycles translate planning into measurable student success.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter synthesizes the findings derived from the statistical analysis of School Improvement Planning (SIP) and academic achievement in Sto. Tomas West District. Based on the significant relationships and predictors identified, it provides a logical conclusion to the study's research questions and offers actionable recommendations for educational leaders and stakeholders.

Summary of Findings

1. The assessment of the implementation of the School Improvement Planning (SIP) process in Sto. Tomas West District revealed a Moderately Extensive level of execution, as evidenced by a grand mean of 3.35.
2. In terms of Academic Achievement, the district reached a high level with a grand mean of 3.58.
3. The correlational analysis established a significant positive relationship between the implementation of SIP strategies and academic achievement ($r = 0.598$). This moderate-to-strong correlation indicates that as schools improve their planning and strategic execution, student outcomes tend to improve accordingly. Because the p-value was less than .001, the study provided sufficient evidence to reject the first null hypothesis, confirming that the School Improvement Plan serves as a functional and effective roadmap for increasing educational success within the district.
4. The multiple regression analysis further demonstrated that the five components of SIP collectively serve as a powerful predictor of academic achievement, explaining 64.8% of the variance. Among the five variables, the Implementation of Evidence-Based Practices emerged as the most dominant and significant predictor, followed by Monitoring and Evaluation Mechanisms. Conversely, goal setting, stakeholder engagement, and resource allocation did not emerge as significant individual predictors in the model.

Conclusions

Based on the findings of this study, the following conclusions are drawn:

1. The implementation of the School Improvement Planning process in Sto. Tomas West District is Moderately Extensive across all pillars. While the district follows a standardized administrative protocol, there is a recurring gap between "having a plan" (administrative) and "active engagement/feedback" (operational).

2. The district has achieved an Extensive level of academic achievement, particularly on standardized assessments and in growth percentiles. This suggests that the current educational strategies are effective at producing measurable academic gains.
3. There is a significant positive relationship between SIP implementation and academic achievement. Effective school planning is not merely a formality; it is a vital catalyst for student success.
4. The most critical driver of student achievement in the district is the Implementation of Evidence-Based Practices. While goal setting and resource allocation are necessary foundations, they influence student outcomes only when they are translated into evidence-based instructional methods in the classroom. Monitoring and Evaluation Mechanisms are significant predictors but require careful handling. Technical monitoring without a strong, supportive feedback loop for teachers can become a burden rather than a benefit.

Recommendations

Based on the conclusions drawn from the Sto. Tomas West District study, the following recommendations are offered to transition from "Moderately Extensive" implementation to a "Very Extensive" impact on student success:

1. Bridge the Administrative-Operational Gap

Since a gap exists between having a plan and active engagement, school heads should move beyond top-down mandates. It is recommended that schools institutionalize participatory planning sessions where teachers and stakeholders are not just informed of the goals but are co-authors of the strategies. This ensures that the School Improvement Plan (SIP) is a "living document" rather than a mere administrative requirement.

2. Prioritize Evidence-Based Instructional Leadership

Because the Implementation of Evidence-Based Practices was identified as the most critical driver of achievement, the district should focus its budget and professional development on "what works." This includes funding teacher training specifically for research-backed pedagogical methods and creating "Professional Learning Communities" (PLCs) where educators can share successful, evidence-based classroom interventions.

3. Refine Monitoring from Accountability to Support

Monitoring and Evaluation (M&E) should be reconfigured into a supportive feedback loop. Rather than treating M&E as a technical burden or a compliance tool, school leaders should use data to identify where teachers need additional resources or coaching. Adopting a Plan-Do-Study-Act (PDSA) cycle can help turn monitoring into a collaborative process focused on continuous improvement rather than just checking boxes.

4. Strengthen At-Risk Student Support Systems

While standardized results are high, the low scores in at-risk support and student motivation suggest a need for targeted intervention programs. Schools should utilize the "Extensive" data they collect from Student Growth Percentiles to identify struggling learners early and provide them with specific remedial support, financial assistance, or counseling to improve graduation rates and overall student engagement.

5. Leverage Stakeholder Synergy for Sustainability

Given the significant relationship between SIP implementation and achievement, schools should deepen community-school partnerships. By actively involving parents and local partners in the implementation phase—not just the planning phase—the district can ensure that school improvement efforts are socially supported and sustainable in the long term.

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