

# Empowering School Heads for E-SIP Success: The Impact of WTR Strategic Intervention in Professional Growth and Planning

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## ABSTRACT

This study evaluated the effectiveness of the Workshop-Training-Resource (WTR) Strategic Intervention in enhancing the capacity of school heads within the Department of Education (DepEd) Tandag City Division in crafting and implementing Enhanced School Improvement Plans (E-SIPs). Anchored on RA 9155 and DepEd Order No. 44, s. 2015, the initiative addressed critical challenges in school leadership, including inadequate E-SIP training, weak monitoring mechanisms, and leadership turnover. Using a descriptive-evaluative design, 31 school heads participated in structured workshops involving planning, stakeholder engagement, and data-driven decision-making. Data were gathered through online evaluation tools, and feedback forms, then analyzed using descriptive statistics. Findings reveal that participants rated themselves as Highly Proficient in most E-SIP components, particularly in stakeholder engagement, data interpretation, and presentation, although slightly lower scores were noted in budgeting and action planning. The intervention was also perceived to significantly enhance leadership practices, decision-making, collaboration, and professional growth. Participants strongly affirmed the value of key resources such as templates, videos, and best practice guides, which contributed to high satisfaction and practical application in E-SIP development. Reflective accounts from the three-day workshop further highlighted gains in strategic thinking, team-buildings, and a renewed appreciation for inclusive school planning. Overall, the WTR Strategic Intervention proved to be a transformative tool in strengthening instructional leadership and sustaining a culture of continuous improvement. The study recommends ongoing capacity-building, particularly for new or transitioning school leaders, and further research to evaluate long-term outcomes across diverse educational contexts.

**Keywords:** Enhanced School Improvement Plan (E-SIP), Workshop-Training-Resources (WTR) Intervention, School Leadership Development, Data-Driven Decision Making

## INTRODUCTION

Effective planning and execution are vital in delivering quality basic education, ensuring access, preparing learners for future endeavors, and promoting transparent governance (Abalorio, 2022). Under the Governance of Basic Education Act of 2001 (RA 9155), DepEd promotes School-Based Management (SBM), tasking school heads with crafting School Improvement Plans (SIPs) as outlined in DepEd Order No. 44, s. 2015. Their leadership is key to school progress, but success depends on their competence in developing and implementing these plans.

SIPs help address school-specific issues by guiding leaders and stakeholders in identifying and solving problems (Diamante, 2022). However, challenges such as low stakeholder involvement, resistance to change, insufficient funding, and weak leadership often hinder implementation (Guzman, 2022). Effective SIPs require strong leadership, collaboration, and continuous evaluation.

Tandag City Division, established by RA 9392, is the smallest among Caraga's 12 Schools Division Offices, with 31 public schools. These schools are required to implement 3-year Enhanced SIPs (E-SIPs) and Annual Implementation Plans (AIPs) aligned with the Division Education Development Plan (DEDP) (DEDP, 2023). Despite this, monitoring shows many school heads lack training in E-SIP development, especially in project monitoring and reporting. This gap is more evident among newly appointed heads who were previously classroom teachers. Frequent changes in leadership and coordinator ship further disrupt E-SIP continuity.

Additionally, DepEd Order No. 2, s. 2024, may remove SBM duties from teachers, potentially leaving a void in SIP oversight. These issues highlight the need for stronger support systems.

To address these gaps, the Schools Governance and Operations Division (SGOD) of Tandag launched Project MIND. Central to this initiative is the Workshop Training Resource (WTR), developed and supervised by the SMME unit, which equips school heads with the necessary skills to craft and implement E-SIPs effectively. This study aimed to assess the impact and effectiveness of the WTR Strategic Intervention in strengthening the capacity of school heads in Tandag City Division to lead and sustain school improvement initiatives.

## Research Questions

1. To what extent does the WTR Strategic Intervention influence the proficiency of school heads in the development of the Enhanced School Improvement Plan?
2. What are the perceived impacts of the WTR Strategic Intervention on school heads in the development of the Enhanced School Improvement Plan (E-SIP), in terms of;
  - 2.1 Leadership practices and decision-making processes;
  - 2.2 Collaboration and professional growth;
  - 2.3 Key resource provisions?
3. What are the perceptions of school heads regarding the relevance, applicability, and impact of the WTR Strategic Intervention Workshop on E-SIP development?

## METHODOLOGY

This study employed a descriptive research design with elements of evaluation research to assess the impact of the WTR Strategic Intervention on the development and implementation of Enhanced School Improvement Plans (E-SIPs) in DepEd Tandag City. The participants consisted of 31 school heads, and data were collected using workshop evaluation tools, including surveys and feedback forms. The data collection process involved three key components: (1) reviewing E-SIP documents for their alignment with school goals and strategic directions, (2) analyzing performance reports to evaluate the outcomes of E-SIP implementation, and (3) assessing workshop materials and participant feedback to determine the training's effectiveness. To interpret the data, the study utilized descriptive statistics such as mean, median, and standard deviation to identify trends, patterns, and relationships within the data. Predefined Likert rating scales were used to analyze survey results and standardize interpretations of participant responses. The study followed strict ethical standards, including the acquisition of informed consent, the assurance of data confidentiality, and full compliance with the Data Privacy Act of 2012 (RA 10173). In addition, research approval was formally obtained from DepEd administrators, ensuring the integrity and ethical conduct of the research process.

## RESULT AND DISCUSSION

### Impact of E-SIP Training on School Heads' Proficiency in Developing and Implementing Enhanced School Improvement Plans.

Table 1. Mean Scores and Descriptive Ratings on the Proficiency of Participants in Various E-SIP Development Components

Indicator	Mean	Descriptive Rating
Introduction to E-SIP Development	4.59	Highly Proficient
Data-Driven Decision Making	4.50	Highly Proficient
Data Collection Methods, Analysis, Techniques, and Interpretation	4.53	Highly Proficient

Stakeholders' Engagement and Communication	4.55	Highly Proficient
Resource Allocation and Budgeting	4.48	Proficient
E-SIP Action Planning	4.49	Proficient
Presentation of the Crafted E-SIP	4.52	Highly Proficient
Overall Weighted Mean	4.52	Highly Proficient

Table 1 presents the mean ratings of school heads' proficiency across key components of the Enhanced School Improvement Plan (E-SIP) following their participation in the WTR training. The ratings are based on a five-point Likert scale, with descriptors ranging from *Not Proficient* (1.00–1.49) to *Very Proficient* (4.50–5.00). The findings indicate that participants rated themselves as Highly Proficient in the majority of the E-SIP components. Specifically, the highest rating was observed in *Introduction to E-SIP Development* ( $M = 4.59$ ), suggesting that the training effectively oriented school heads on foundational knowledge and processes of crafting an E-SIP. This was closely followed by *Stakeholders' Engagement and Communication* ( $M = 4.55$ ), *Data Collection Methods, Analysis, Techniques, and Interpretation* ( $M = 4.53$ ), and *Presentation of the Crafted E-SIP* ( $M = 4.52$ ), all of which also fell within the *Highly Proficient* range. Furthermore, *Data-Driven Decision Making* received a mean rating of 4.50, indicating that participants felt confident in interpreting and using data for planning and evaluation purposes. However, two indicators—*Resource Allocation and Budgeting* ( $M = 4.48$ ) and *E-SIP Action Planning* ( $M = 4.49$ )—were rated slightly lower, falling into the *Proficient* category (Torres & Ramirez, 2020). This suggests that while training in these areas was effective, there may still be room for growth in applying financial planning and translating strategies into operational activities. Overall, the total mean score of 4.52 places the school heads within the *Highly Proficient* range. This indicates that the WTR Strategic Intervention significantly enhanced their knowledge and skills in E-SIP development and implementation. The consistently high ratings across most indicators affirm the training's impact on strengthening instructional leadership and planning capabilities.

### Perceived Impact of the WTR Strategic Intervention on Leadership Practices and Decision Making

Table 2. Summarizes the mean scores, standard deviations, and descriptive ratings of school heads regarding the impact of the Workshop-Training-Resources (WTR) Strategic Intervention.

Indicators	Mean	Standard Deviation	Descriptive Rating
The WTR Strategic Intervention has positively impacted my leadership practices.	4.50	0.51	Strongly Agree
The WTR Strategic Intervention has positively influenced my decision – making processes related to the crafting and implementation of the Enhanced School Improvement Plan (E-SIP)	4.47	0.57	Agree
The Workshop-Training-Resources (WTR) Strategic Intervention has enhanced my ability to effectively communicate goals and objectives to stakeholders.	4.50	0.51	Strongly Agree
The Workshop-Training-Resources (WTR) Strategic Intervention has increased my proficiency in utilizing data for informed decision-making.	4.40	0.56	Agree
The Workshop-Training-Resources (WTR) Strategic Intervention has strengthened my ability to foster a culture of continuous improvement within the school.	4.47	0.57	Agree

Table 2 highlights how school heads in DepEd Tandag City perceived the WTR Strategic Intervention as a valuable support to their leadership and E-SIP implementation. Using a five-point Likert scale, they strongly

agreed that the training enhanced their leadership skills and ability to communicate goals to stakeholders ( $M = 4.50$ ,  $SD = 0.51$ ), reinforcing key leadership competencies (DepEd, 2024; Torres & Ramirez, 2022). They also agreed that the WTR improved their decision-making in E-SIP development ( $M = 4.47$ ), data-use proficiency ( $M = 4.40$ ), and efforts toward continuous school improvement ( $M = 4.47$ ). Though slightly below the “strongly agree” mark, these consistently high scores and low variability suggest shared, positive experiences among participants. In sum, the WTR intervention was seen as an effective tool for building leadership capacity, encouraging data-informed planning, and strengthening collaboration—all vital for successful E-SIP implementation (DepEd, 2024).

### Perceived impact of the WTR Strategic Intervention on Collaboration and Professional Growth

Table 3. This table shows the mean scores, standard deviations, and ratings of school heads on the impact of the WTR Strategic Intervention on collaboration and professional growth.

Indicators	Mean	Standard Deviation	Descriptive Rating
The WTR Strategic Intervention encourages collaboration among school heads.	4.63	0.49	Strongly Agree
Participation in the WTR Strategic Intervention has contributed to my professional growth as a school head.	4.67	0.48	Strongly Agree
The Workshop-Training-Resources (WTR) Strategic Intervention has created opportunities for peer learning and sharing of best practices.	4.53	0.57	Strongly Agree
The Workshop-Training-Resources (WTR) Strategic Intervention has strengthened my ability to mentor and support other school heads.	4.57	0.50	Strongly Agree
The Workshop-Training-Resources (WTR) Strategic Intervention has enhanced my skills in facilitating team-building activities.	4.60	0.49	Strongly Agree

In Table 3, the findings reveal a strong positive perception among school heads regarding the Workshop-Training-Resources (WTR) Strategic Intervention, particularly in fostering collaboration and supporting professional growth. The highest-rated statement—“*Participation in the WTR Strategic Intervention has contributed to my professional growth as a school head*” ( $M = 4.67$ ,  $SD = 0.48$ )—highlights how school leaders valued the training’s impact on their development (DepEd, 2024). Similarly, the statement on promoting collaboration among school heads received a high rating ( $M = 4.63$ ,  $SD = 0.49$ ), showing that the initiative encouraged teamwork and mutual support—an approach aligned with DepEd’s leadership goals and supported by recent studies (Santos & De Vera, 2023). Peer learning and sharing of best practices were also well-received ( $M = 4.53$ ,  $SD = 0.57$ ), though responses showed slightly more variation. Participants also felt better equipped to mentor colleagues ( $M = 4.57$ ,  $SD = 0.50$ ) and lead team-building activities ( $M = 4.60$ ,  $SD = 0.49$ ), pointing to stronger leadership capacity. Overall, the high mean scores across all areas suggest that the WTR intervention effectively strengthened leadership skills, encouraged collaboration, and supported the goals of Enhanced School Improvement Planning.

### Perceived impact of the WTR Strategic Intervention on Key Resources Provision

Table 6. This table shows school heads’ ratings on the usefulness of key resources provided during the WTR Strategic Intervention.

Indicators	Mean	Standard Deviation	Adverbial Rating
The step-by-step guides, templates, and sample plans provided during the workshops were useful in helping me create a clear and actionable Enhanced School Improvement Plan (E-SIP).	4.50	0.51	Significantly Improved

The PowerPoint presentations, charts, graphs, and visual diagrams provided during the workshops effectively helped me understand and apply key concepts in the creation and implementation of the Enhanced School Improvement Plan (E-SIP).	4.47	0.57	Improved
The instructional videos, recorded case studies, and webinars provided during the workshops helped me gain a deeper understanding of effective strategies for creating and implementing the Enhanced School Improvement Plan (E-SIP).	4.50	0.51	Significantly Improved
The interactive workbooks and activity sheets provided during the training were helpful in guiding me through exercises for brainstorming, goal setting, and planning the Enhanced School Improvement Plan (E-SIP).	4.40	0.56	Improved
The best practice guides, including examples of successful school improvement plans and reports on innovative approaches, were valuable in guiding me to implement effective strategies for the Enhanced School Improvement Plan (E-SIP)	4.50	0.57	Significantly Improved

Table 6 highlights school heads' views on the usefulness of key resources from the WTR Strategic Intervention. Using a five-point Likert scale, participants rated step-by-step guides, instructional videos, and best practice materials the highest ( $M = 4.50$ ), with ratings of *Significantly Improved*. These resources were seen as especially helpful in creating clear and actionable Enhanced School Improvement Plans (E-SIPs) (DepEd, 2024). PowerPoint presentations ( $M = 4.47$ ) and interactive workbooks ( $M = 4.40$ ) also received positive feedback, though with slightly more variation. Despite the small differences, all resources were consistently rated favorably, showing strong agreement among participants. Overall, the findings suggest that the WTR materials were practical, accessible, and supportive of school leaders' planning efforts—echoing prior research on the value of structured resources in leadership development (Santos & De Vera, 2023; Torres & Ramirez, 2022).

## School Heads' Reflections on the Relevance and Applicability of Strategic WTR Intervention

### Day 1: Laying the Foundation for Enhanced SIP (E-SIP)

The first day of the training focused on grounding school heads in the essentials of crafting an Enhanced School Improvement Plan. Participants appreciated the in-depth introduction to E-SIP, especially how it integrates timelines, structured data collection, and analysis to build a more responsive and realistic plan. The concept of a data-driven framework stood out, helping school leaders see how strategic planning, resource management, and collaboration all hinge on sound data. One major insight was the importance of working with stakeholders—not just involving them, but truly valuing their roles in crafting and sustaining school plans. Teachers, parents, and even learners were viewed as key contributors. The workshop also emphasized that real improvements begin with accurate, well-analyzed data, and this message resonated with many. Participants walked away with a stronger grasp of the SRC advocacy tools, which empower inclusive school planning and ensure no one is left behind. Ultimately, the day reinforced that crafting an E-SIP is not a solo endeavor—it requires genuine collaboration across all levels of the school community.

### Day 2: Strategic Action and Stakeholder Engagement

On the second day, the focus shifted to applying strategic interventions and making SIPs actionable. Participants learned how essential budgeting, stakeholder engagement, and clear action planning are to ensure SIPs are more than just documents—they become living tools for change. The WTR framework was praised for encouraging collaborative connections, sharpening school leaders' skills in aligning SIP goals with the broader mission of DepEd. Clear communication was highlighted as a must—not just for transparency, but for building trust with communities and driving shared accountability. School heads realized that successful SIP implementation depends on how well they plan, monitor, and evaluate progress. By involving both internal

(teachers, staff) and external (parents, LGUs, community) stakeholders, SIPs become more inclusive and more likely to succeed. Many expressed how valuable it was to learn specific techniques for data gathering and analysis, which are crucial for pinpointing educational gaps and creating meaningful solutions.

### Day 3: SIP Evaluation, Presentation, and Application

The final day centered on putting it all together—building, refining, and presenting the Enhanced SIP. Participants were coached on how to clearly communicate their plans and ensure their SIPs were aligned with school goals and national education priorities. There was a strong emphasis on validation and evaluation, helping school heads ensure their SIPs were rooted in reality and backed by evidence. Many attendees referred to the SIP as the "Bible" of their school—a guiding document that reflects their aspirations, plans, and accountability. There was also renewed appreciation for aligning SIP interventions with the school's vision and mission, ensuring all actions serve a clear purpose. The activity of crafting and presenting the SIP brought home the importance of structure, collaboration, and responsiveness. Participants now understood that a well-crafted SIP doesn't just solve immediate problems; it lays the foundation for sustainable and measurable progress.

## CONCLUSION

The WTR Strategic Intervention supported school heads in DepEd Tandag City in developing and implementing Enhanced School Improvement Plans (E-SIPs). The results showed that the training significantly improved their planning skills, leadership practices, and collaboration with stakeholders—especially in areas like foundational planning, data interpretation, and team-buildings. Participants highly valued the resources provided, such as guides and instructional videos, which helped them craft more effective E-SIPs. Notably, leadership development and mentoring received the highest ratings, reflecting the intervention's strong impact on professional growth. Although results were largely positive, slightly lower scores in budgeting and action planning suggest areas for improvement. Additionally, varying levels of experience and training influenced outcomes, indicating the need for more tailored support. Overall, the WTR intervention proved to be a practical and impactful tool in strengthening school leadership. Future studies should include more participants and explore its long-term effects across different school settings.

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