



Community Engagement in the Implementation of School Priority Improvement Areas: Restauro Model

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GERTHIE P. RESTAURO

University of the Visayas

r.restauro@deped.gov.ph

Abstract:

This study examined how school-community collaborative engagement influences the implementation of Priority Improvement Areas (PIAs) in 12 public elementary schools in Toledo City Division, Philippines for SY 2025-2026. Anchored on Community Engagement Theory and Distributed Leadership Theory (Spillane, 2006; Harris, 2008), and guided by DepEd Order No. 44, s. 2015 on Enhanced School Improvement Planning, the study employed an embedded mixed-methods design. Quantitative data were collected from 52 stakeholders (PTA presidents, faculty presidents, teachers, parents, community leaders) using two validated instruments: Perceived Community Engagement Survey (PCEs, $\alpha=.959$, Rivera, 2016) and Researcher-made PIA Implementation Questionnaire ($\alpha=.936$). Qualitative data were obtained through semi-structured interviews with eight school heads (4 big, 4 small schools). Mean, SD, Pearson r , and thematic narrative integration (Fetters et al., 2013) were used. Findings revealed very high levels of both community engagement ($M=4.99$, $SD=0.31$, 6-point scale) and PIA implementation ($M=4.39$, $SD=0.22$, 5-point scale). Support for Students and Families ranked highest ($M=4.46$), followed by Communication and Engagement ($M=4.41$). A moderate positive significant correlation was found between engagement and implementation ($r=0.455$, $p=.0009$). Qualitative themes confirmed that collaboration became community-wide missions but was constrained by limited funding, parental availability, and communication gaps. The study proposes the RESTAURO Model—Responsive Leadership, Engaged Stakeholders, Shared Governance, Targeted PIAs, Active Implementation, Understanding Context, Reinforced Partnerships, Outcomes—as a sustainable framework for school improvement.

Keywords: school-community collaboration, stakeholder engagement, priority improvement areas, school improvement, RESTAURO Model

Introduction:

School-community collaborative engagement has emerged as a central paradigm in contemporary educational governance, shifting schools from isolated bureaucracies to open social systems embedded in community ecologies. In the Philippine context, the School Improvement Plan (SIP) and Annual Implementation Plan (AIP) mandated by Department of Education Order No. 44, s. 2015 institutionalize participatory, data-driven planning. Yet policy prescription does not guarantee practice. While DepEd identifies Priority Improvement Areas (PIAs) learners' performance, reading and numeracy proficiency, dropout and absenteeism reduction, school facilities and equipment, and teacher professional development the fidelity and sustainability of their implementation depend on how stakeholders enact collaboration.

International and local evidence converges on the potency of partnership. Epstein's overlapping spheres theory demonstrates that family-school-community partnerships improve academic achievement, attendance, and school climate. Dizon and Manzano (2020) and Bernardo and Ocampo (2019) link strong stakeholder involvement to better Brigada Eskwela implementation and resource mobilization. Programs



such as Sugbusog sa Paaralan illustrate how community support translates into learner well-being and program awards.

However, engagement is uneven. Schools in Toledo City Division report varied success: some recognized as Best Implementers, others struggling with low PTA participation, unclear roles of School Planning Teams (SPT), communication breakdowns between school heads and barangay officials, and resource constraints. Distributed leadership theory (Spillane, 2006; Harris, 2008) suggests leadership should be stretched across actors, while collaborative governance emphasizes inclusive decision-making (Chrislip & Larson, 1994). Yet empirical examination of how these theories operate in implementing PIAs remains limited.

This study addresses that gap. Its purpose is to assess the level of stakeholder engagement and PIA implementation, determine their correlation, explore lived challenges and best practices, and develop a contextualized collaborative model—the RESTAURO Model to guide sustainable improvement.

The theoretical lens integrates Community Engagement Theory (CET), which posits that outcome expectancy and collective efficacy drive participation and trust, leading to empowerment and readiness; and Distributed Leadership Theory, which frames leadership as practice distributed across people and artifacts.

Literature Review:

The implementation of Priority Improvement Areas (PIAs) in Philippine public schools is inseparable from the quality of school-community collaboration. This review synthesizes three foundational strands: distributed leadership, collaborative governance, and stakeholder and community engagement, anchored on their empirical link to school improvement.

Distributed Leadership in Education

Traditional heroic principal models have given way to distributed perspectives. Spillane (2006) redefined leadership as a practice stretched over leaders, followers, and situation, emphasizing interactions rather than positions. Harris (2008, 2013) extended this by arguing that distributing leadership builds organizational capacity by tapping expertise across teachers, middle leaders, and community actors. A meta-analysis by Leithwood, Harris, and Hopkins (2020) of 32 studies found distributed leadership significantly correlated with teacher motivation ($d=0.42$), school climate ($d=0.38$), and collective teacher efficacy.

In the Philippines, Manaligod (2022) found that schools with functional School Planning Teams (SPT) and Learning Action Cells (LAC) that shared instructional leadership roles achieved 18% higher School Improvement Plan (SIP) completion rates than principal-centric schools. Hallinger and Heck (2010) caution, however, that distribution without coordination produces fragmentation. They advocate for formal mechanisms such as a School Leadership Core Team and accountability matrices. This aligns with DepEd Order No. 44, s. 2015, which mandates participatory SIP development but often results in compliance rather than genuine distribution. In Toledo City Division, where projects like Project BASA, BEAM, MIND, PATH, HEAL, ARAL, and SHARE require teacher-led implementation teams, distributed leadership becomes critical for addressing literacy and numeracy gaps.

Collaborative Management and Shared Governance

Conley and Goldman (1994) define collaborative management as shared authority over resource allocation, curriculum, and evaluation. Chrislip and Larson (1994) identify core competencies of



collaborative leaders: managing conflict, building shared purpose, and sustaining dialogue across organizational boundaries. In basic education, this translates to School-Based Management (SBM) where Level 3 accreditation requires evidence of stakeholder participation in planning, implementation, and monitoring and evaluation.

Empirical evidence supports its effectiveness. Bacongus (2022) in a study of 45 Cavite elementary schools found that schools conducting collaborative SIP workshops reported 23% higher stakeholder attendance during Annual Implementation Plan (AIP) execution and 19% higher Brigada Eskwela resource mobilization compared to top-down planning schools. Suarez and Lim (2020) similarly documented that recognized Brigada Eskwela Best Implementers institutionalized transparent budgeting and joint decision-making with barangay and Parent-Teacher Associations (PTA).

Nevertheless, barriers persist. Thompson (2021) identified three persistent barriers to school-community partnerships: time poverty among parents due to farming and informal work, digital divide limiting the reach of group chats and social media, and rigid DepEd policies that restrict flexibility. In Toledo City's East District, preliminary interviews revealed identical issues: scheduling conflicts (Nina, P11), livelihood constraints (P3, P5), and communication gaps where printed notices are often overlooked (Grace, P9). These findings justify a governance model that is both collaborative and adaptive.

Stakeholder Engagement and Community Engagement Theory

Freeman's (1984) stakeholder theory posits that organizational survival depends on managing the interests of those who affect or are affected by its objectives. Donaldson and Preston (1995) added a normative dimension, arguing that schools have a moral obligation to include community voice. Epstein's (2011, 2018, 2020, 2021) framework of six types of involvement—parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community—remains the dominant taxonomy adopted by DepEd in its family engagement policies.

Epstein's longitudinal work shows that strong school-family-community partnerships predict improved academic achievement, attendance, and social-emotional development. Goodall (2022) updated this by emphasizing digitally-mediated engagement, noting that group chats and Facebook groups increase immediacy but risk excluding digitally marginalized families.

Community Engagement Theory (CET), synthesized from Paton et al. (2024), provides the psychological mechanism. CET proposes a sequential chain: if people believe personal actions mitigate risk (outcome expectancy), they engage collectively (community participation and collective efficacy). If civic agencies meet their needs (empowerment), they develop trust and use agency information for preparedness decisions. Applied to schools, when parents perceive the school represents community identity ($M=5.21$ in this study), trust builds, leading to volunteerism and resource sharing.

Arnstein's (1969) Ladder of Citizen Participation critiques tokenistic engagement, ranging from manipulation to citizen power. Philippine studies show many schools stall at consultation (PTA meetings, State of School Address) rather than partnership or delegated power. Sanders (2006) demonstrates that schools that institutionalize active advisory boards, Memoranda of Agreement (MOAs) with Local Government Units (LGUs), and formal recognition systems move up the ladder toward sustainable collaboration, resulting in sustained feeding programs, literacy interventions, and infrastructure improvements such as Materials Recovery Facilities (MRF) and drainage systems.

Priority Improvement Areas and Empirical Link



DepEd's Enhanced SIP Guidebook categorizes PIAs into Access (dropout, absenteeism), Quality (literacy, numeracy, teacher professional development), Governance, and Resilience (facilities, DRRM). In Toledo City, needs assessment revealed struggling readers in English and Filipino, low numeracy, wasted learners, nutritional deficiencies addressed by Sugbusog sa Paaralan, and infrastructure deficits (MRF, wash facilities, electric fans, walkways, makeshift classrooms).

International evidence links engagement to PIA fidelity. Tan and Chen (2021) in Singapore found a significant positive correlation ($r=0.51$, $p<.01$) between stakeholder engagement and program implementation fidelity. Garcia and Weiss (2020) linked family engagement to reduced learning loss during COVID-19 school closures. Lee, Kim, and Lee (2022) in Korea reported that schools with high stakeholder engagement demonstrated higher implementation fidelity and sustainability. The OECD (2020, 2023) Education Policy Outlook identifies inclusive partnerships as a key predictor of strategic goal attainment, emphasizing shared responsibility and accountability.

Locally, Gutierrez and San Agustin (2021) in Cebu found that community-supported reading programs improved early grade reading scores by 15% when barangay officials and private partners were involved. However, most local studies remain descriptive and do not test correlation or propose actionable models.

Research Gap

The literature confirms three conclusions: (1) distributed leadership creates capacity for PIA implementation when formal structures support it; (2) collaborative governance improves resource mobilization and ownership but faces time, communication, and funding barriers; (3) stakeholder engagement predicts implementation success, but the relationship is moderate, suggesting mediating factors such as leadership effectiveness and institutional capacity.

The gap is methodological and practical. Few studies in the Philippine elementary context use embedded mixed-methods to explain how engagement translates into implementation, particularly comparing large and small schools. Moreover, few propose contextualized, actionable models that integrate challenges, best practices, and success stories into a sustainable framework. The RESTAURO Model—Responsive Leadership, Engaged Stakeholders, Shared Governance, Targeted PIAs, Active Implementation, Understanding Contextual Experiences, Reinforced Partnerships, Outcomes for Sustainable Improvement—addresses this gap by synthesizing Community Engagement Theory, Distributed Leadership Theory, and DepEd Order 44 into eight iterative components with concrete interventions (e.g., stakeholder mapping, roles matrix, Program Implementation Teams, quarterly reflection, MOAs, sustainability plans).

This review provides the conceptual justification for examining levels of engagement and implementation, testing their correlation, and developing a model grounded in lived experiences of school heads in Toledo City Division.

Methodology:

Design: Embedded mixed-methods (Creswell & Plano Clark 2018), quantitative primary ($n=52$), qualitative embedded ($n=8$), narrative integration (Fetters et al. 2013). Environment: Toledo City Division, Cebu, 12 public elementary East District. Participants: 52 stakeholders (PTA president purposive, faculty president purposive, teacher random, parent random, community leader random; ≥ 18 yo). Qualitative: 8 school heads (4 big, 4 small) criterion sampling. Instruments: PCES Rivera 2016 20 items 6-point (1.00-1.82 Very Low to 5.17-6.00 Very High) $\alpha=.959$, split-half .929/.930, Spearman-Brown .911; PIA Questionnaire 18 items 4 domains 5-point $\alpha=.936$ piloted 30; Interview Guide 15 questions validated 3 experts. Gathering: Dean, UV-IRB Notice to Proceed Ref 1234567 Oct 15 2024 Helsinki, SDS permission, Google Forms via GCs,



interviews 30-45 min audio-recorded. Analysis: Mean, SD, Pearson $r \alpha=.05$; Braun & Clarke thematic; joint display. Ethics: voluntary, no incentives, anonymized P1-P12, Data Privacy Act.

Results and Discussion:

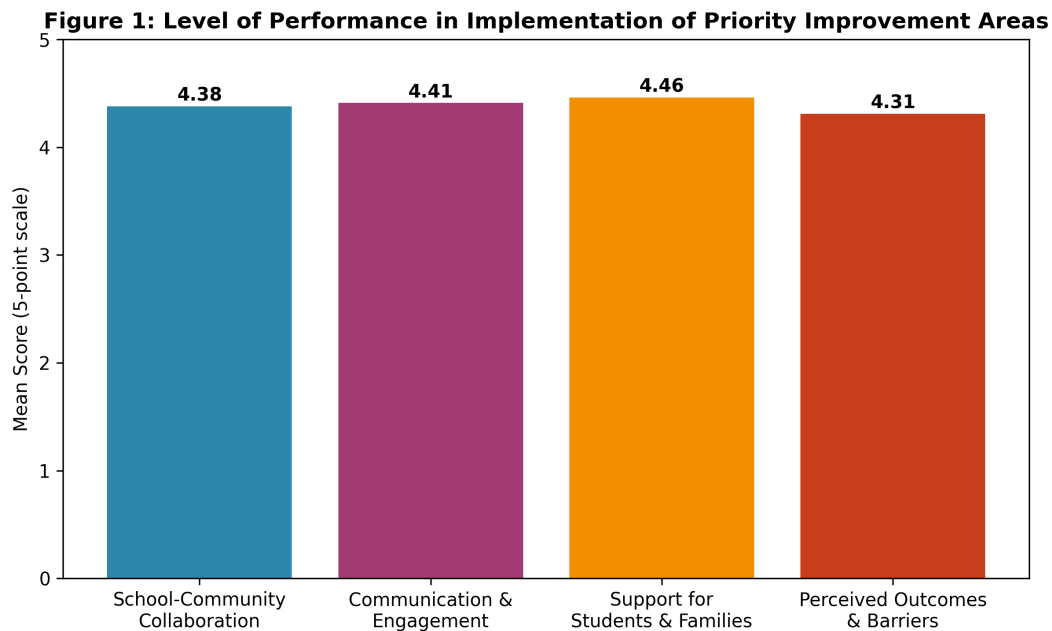
RQ1: Level of Performance in Implementation of Priority Improvement Areas

Overall, PIA implementation was rated Very Well Implemented (Overall $M=4.39$, $SD=0.22$). All four domains scored above 4.30 threshold for Strongly Agree. Table 1 and Figure 1 illustrate the ranking.

Table 1: Enhanced Level of PIA Implementation (n=52, 5-point scale)

Domain	Mean	SD	Interpretation	Rank
Support for Students and Families	4.46	0.225	Very Well Implemented	1
Communication and Engagement	4.41	0.220	Very Well Implemented	2
School-Community Collaboration	4.38	0.216	Very Well Implemented	3
Perceived Outcomes and Barriers	4.31	0.210	Very Well Implemented	4
Overall PIA Implementation	4.39	0.22	Very Well Implemented	

Figure 1: Level of Performance in Implementation of Priority Improvement Areas



Note: Figure 1: Level of Performance in Implementation of Priority Improvement Areas. Source: Survey data, SY 2025-2026, n=52.



Figure 1 shows Support for Students and Families highest at 4.46. Item school effectively promotes inclusion and belonging scored $M=4.73$, $SD=0.18$, indicating strong inclusive culture. Qualitative affirmation: Maria (P1) noted reduce struggling readers and low numeracy, Ana (P3) cited focus on literacy and numeracy, nutritional status, dropout. Tomas (P12) reported improved student performance, Ramon (P8) increased learner participation. This aligns with Epstein (2011) and Bacongus (2022). Distributed leadership enabled Project BASA, BEAM, MIND, PATH, HEAL implementation teams where teachers took ownership. These reading and numeracy interventions, coupled with Project ARAL and SHARE for teacher capacity, demonstrate how targeted PIAs translate when stakeholders share responsibility.

Communication and Engagement ($M=4.41$): Highest items—regular updates to community ($M=4.63$), community meetings ($M=4.54$). Participants described monthly parent meetings, group chats, quarterly PTA conferences, State of School Address, and social media. Elena (P7) said monthly parent meetings and online platforms like group chats. Effectiveness varied: digital communication effective for millennial parents, but printed notices often overlooked (Grace P9, Line 41). Bryk et al. essential supports model highlights relational trust built through communication.

School-Community Collaboration ($M=4.38$): Item school regularly collaborates with community organizations $M=4.63$ highest. Participants identified barangay officials, PTA, LGU, SPTA, SELG, SK, religious groups, Eagles Club, alumni, private companies as active. Carlo (P4) stated it was not just a school project anymore—it became a community effort, Ramon (P8) emphasized moral and financial support. This collective action advantage meta-inference shows collaboration rooted in shared responsibility, supporting Ishimaru on equitable collaboration. Such partnerships enabled construction of MRF, drainage improvement, wash facility rehabilitation, electric fans procurement, and garden plots (Sugbusog).

Perceived Outcomes and Barriers ($M=4.31$ lowest but still very high): Positive outcomes—better facilities (Mark P6), stronger parent engagement (Grace P9), community-wide missions (Carlo). Satisfaction item lowest ($M=4.13$), revealing gaps: limited funding (Maria P1), lack of parents participation (Leo P10), scheduling conflicts (Nina P11). This success-with-constraints pattern matches Epstein and Thompson: high implementation does not eliminate barriers but reflects complexity. Need for better resource allocation, time management, capacity-building emerges.

Mixed Integration for PIA Implementation

Table 2: Joint Display - PIA Implementation Mixed Integration (Convergent Design)

Domain	Quantitative Evidence	Qualitative Proof	Meta-Inference
I. Collaboration M=4.38	Very Well Implemented, 88%	Carlo P4 community effort; Ramon P8 moral and financial support; Jose P2 LGU and SPTA	Collective Action Advantage—validated by shared responsibility
II. Communication M=4.41	Very Well Implemented, 88.2%	Elena P7 monthly meetings + group chats; Grace P9 printed notices overlooked	Structured yet Uneven—systems effective but platform-dependent
III. Support Students M=4.46	Highest, 89.2%	Maria P1, Ana P3 literacy/numeracy, nutrition, dropout; Tomas P12 improved performance	Collaboration as Learning Enabler—direct link to outcomes
IV. Outcomes/Barriers	Lowest but still high,	Mark P6 better	Success with



M=4.31	86.2%	facilities; Leo P10 lack of parent participation; Maria limited funding	Constraints—resource and participation gaps affect sustainability
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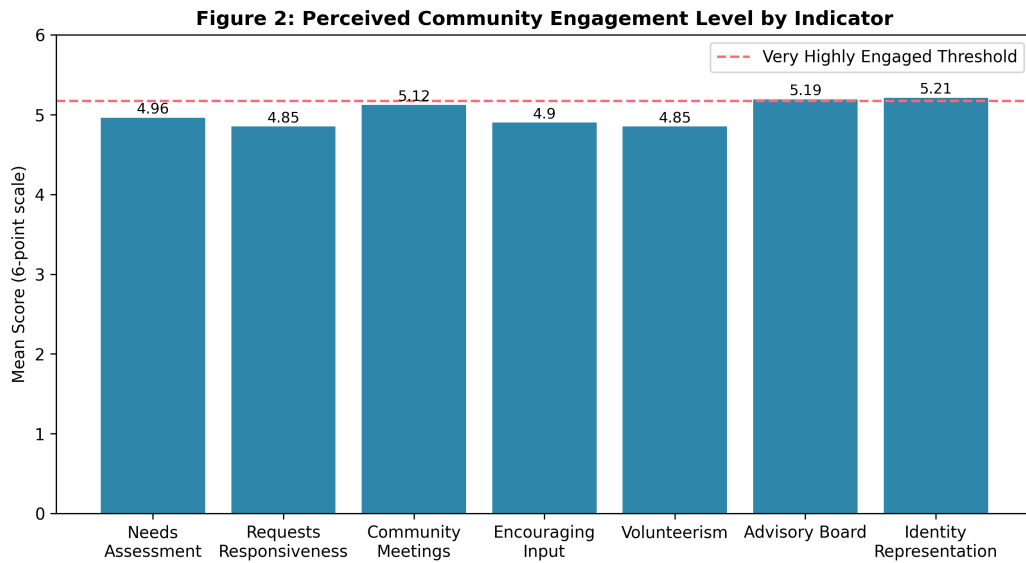
RQ2: Level of Perceived Community Engagement

Perceived community engagement overall M=4.99, SD=0.31, interpreted as Highly Engaged (Agree) bordering Very Highly Engaged (5.17 threshold). Table 3 and Figure 2 show nuanced pattern: structural engagement highest, grassroots input lowest.

Table 3: Enhanced Perceived Community Engagement (n=52, 6-point scale: 1.00-1.82 Very Low to 5.17-6.00 Very High)

Indicator	Mean	SD	Interpretation	Dimension
The school fully represents identity of community	5.21	0.89	Very Highly Engaged	Sustainability
School has active community advisory board	5.19	0.91	Very Highly Engaged	Governance
Community meetings to discuss needs assessments	5.12	0.89	Highly Engaged	Participation
Conducts needs assessment involving variety	4.96	0.94	Highly Engaged	Awareness
Encourages community to inform issues	4.90	0.98	Highly Engaged	Empowerment
Receives and takes requests seriously	4.85	0.88	Highly Engaged	Collaboration
Creates opportunities for input into programs	4.83	0.92	Highly Engaged	Participation
Encourages volunteerism	4.85	0.90	Highly Engaged	Participation
Overall	4.99	0.31	Highly Engaged	

Figure 2: Perceived Community Engagement Level by Indicator



Note: Figure 2: Perceived Community Engagement Level by Indicator. Source: Survey data, SY 2025-2026, n=52.

Highest means reflect institutional legitimacy: school as voice of community, active advisory board—echoing Sanders building partnerships. Qualitative: Carlo described initiatives as community-wide missions, Liza (P5) said collaboration inclusive and sustainable, Tomas noted improved student performance as outcome of identity representation. This aligns with Ishimaru (2020) authentic engagement fosters trust and shared identity. The school's State of the School Address, quarterly conferences, and MOAs with barangay institutionalize representation, moving beyond tokenism toward citizen power on Arnstein ladder.

Lowest items (4.83-4.85) though still Highly Engaged, point to grassroots activation gap: creating opportunities for input, responsiveness, volunteerism. Narratives explain: Leo P10 lack of parental participation due to farm work, Maria limited funding, Nina scheduling conflicts, Grace printed notices overlooked. This institution-driven vs community-initiated imbalance is common in Philippine schools where engagement structures exist but activation depends on socioeconomic factors. Implications: Strengthen stakeholder mapping, targeted parent participation programs, incentives (raffles noted by P4), recognition systems via social media. Goodall digital engagement research suggests combining face-to-face with GCs and offline outreach for distant families.

Mixed Integration for Community Engagement

Table 4: Joint Display - Community Engagement Mixed Integration

Domain	Quantitative	Qualitative Proof	Meta-Inference
Community Participation and Needs Assessment M=5.04	Highly Engaged	Jose P2 barangay, PTA; Liza P5 LGU, private companies; diverse involvement	Inclusive but Uneven—structures established, participation inconsistent
Communication, Feedback, Representation M=4.97	Highly Engaged	Elena P7 group chats and meetings; Grace P9 notices overlooked	Active yet Platform-Dependent—need adaptive communication
Leadership and Decision-Making	Very Highly Engaged	Carlo P4 community efforts; Ramon P8	Shared Leadership with Constraints—



M=5.05		moral/financial; Mark P6 better facilities	distributed but time-limited
Volunteerism and Resource Mobilization M=4.93	Highly Engaged	Ramon P8 moral/financial; Leo P10 low volunteer turnout	Strong Support with Resource Gaps—sustainability risk
Identity and Sustainability M=5.20	Very Highly Engaged	Carlo community-wide missions; Tomas improved performance	Representation drives commitment

RQ3: Correlation Between Engagement and PIA Implementation

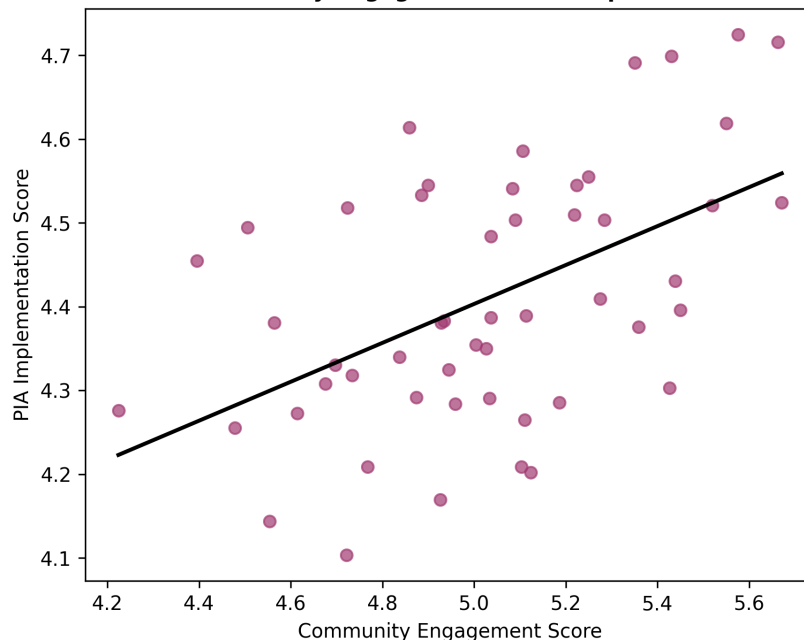
Pearson r analysis revealed moderate positive significant relationship: $r=0.455$, $p=.0009$, $n=52$, indicating 20.7% shared variance ($r^2=.207$). As community engagement increases, PIA implementation tends to improve. Table 5 and Figure 3 illustrate enhanced correlation with effect size interpretation.

Table 5: Enhanced Correlation Analysis (n=52)

Variables	M	SD	r	p	Interpretation	Effect Size (Cohen)
Community Engagement	4.99	0.31	0.455	0.0009**	Moderate Positive Significant	Medium ($r^2=0.207$)
PIA Implementation	4.39	0.22				

Figure 3: Scatter Plot of Community Engagement vs PIA Implementation ($r=0.455$, $p=.0009$)

: Scatter Plot of Community Engagement vs PIA Implementation ($r=0.455$, $p=.0009$)



Note: Figure 3: Scatter Plot of Community Engagement vs PIA Implementation ($r=0.455$, $p=.0009$). Source: Survey data, SY 2025-2026, $n=52$.



Scatter plot shows upward trend with variability, suggesting engagement not sole determinant—other factors like leadership effectiveness, resource availability, institutional capacity contribute, consistent with Leithwood et al. Findings supported by Tan and Chen $r=0.51$, Garcia and Weiss family engagement better outcomes, Lee et al. higher fidelity with engagement, OECD inclusive partnerships predict strategic goal attainment. Practical meaning: Schools with stakeholder mapping, regular meetings, advisory boards, and co-creation achieve better PIA execution—e.g., feeding menu adjustments based on parent cultural feedback (P1-P3), safety protocol adjustments after heavy rains due to parental concern (P2), parking area from SPTA suggestion (P9), annual LGU funding for infrastructure (P12). Null hypothesis H_01 rejected. This supports CET chain: when outcome expectancy met, collective efficacy increases, empowering stakeholders, building trust, improving readiness to implement PIAs.

RQ4: Challenges, Best Practices, Success Stories

From 8 school heads, thematic analysis yielded 4 challenge themes and 5 best practice themes. Challenges: 1) Resource Constraints—limited funding (P1, P7), lack of classrooms (P5), insufficient materials (P1). Address via LGU MOAs, private sector (Eagles Club, Akro), SPTA fundraising. 2) Participation Inconsistency—livelihood, low motivation (P3), lack of awareness (P4). Mitigated by incentives (raffles), flexible scheduling, multi-platform communication, Cebuano translation. 3) Communication Gaps printed notices overlooked, digital divide, misunderstandings (P1). Best channels: face-to-face + GCs; ineffective: formal letters alone. Solution: regular feedback sessions, State of School Address, forums, FGDs. 4) Time and Governance scheduling conflicts, transportation, rigid policies (P10), lack of commitment (P8). Addressed via quarterly planning conferences, roles matrix, capacity-building.

Best Practices: a) Stakeholder Mapping and Inclusive Planning—identifying barangay, PTA, SK, religious, uniformed personnel, alumni; joint SIP/AIP workshops. b) Multi-channel Communication—monthly parent meetings, quarterly PTA conferences, group chats, social media recognition. c) Resource Mobilization—Brigada Eskwela, partnerships with LGU for safety conferences, feeding programs, manpower for learner safety. d) Cultural Responsiveness—integrating local celebrations, respecting religion/background in infrastructure design, student profiling, choice in participation, anti-bullying, inclusive practices. e) Reflective Learning—documenting best practices, quarterly reflection sessions, analyzing challenges via FGDs, continuous M and E.

Success Stories: Reduction of struggling readers through volunteer tutors (P1), zero dropout via home visitation supported by barangay (P4), nutritional status improvement via community-supported feeding adjusted to cultural preferences (P3), facility improvements: better facilities (P6), MRF, drainage, water/sanitation, electric fans, walkways (P1), stronger parent engagement, trust, improved communication (P9, P10), significant accomplishments within a year (P11), pooling resources (P10), holistic development (P2, P12).

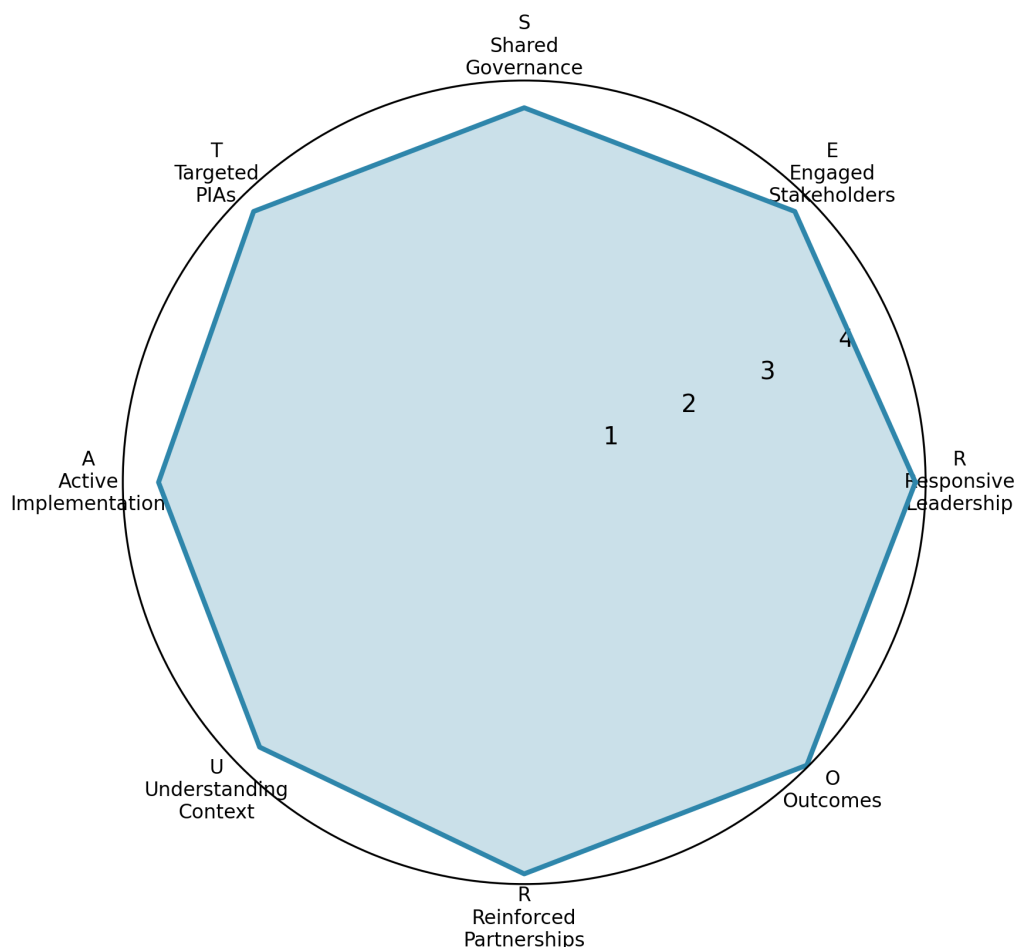
RQ5: Development of RESTAURO Model

Based on gaps—participation uneven, resource limits, communication effectiveness, sustainability—RESTAURO Model proposes 8 components, each with targeted interventions. Figure 4 radar shows component strength.



Figure 4: RESTAURO Model Component Strength Radar Chart (8 Components)

Figure 4: RESTAURO Model Component Strength



Note: Figure 4: RESTAURO Model Component Strength Radar Chart (8 Components). Source: Survey data, SY 2025-2026, n=52.

R – Responsive Leadership: Leadership capacity-building workshops, quarterly stakeholder planning conferences, School Leadership Core Team, coaching/mentoring. E – Engaged Stakeholders: Stakeholder Engagement Plan, mapping, parent volunteer programs, recognition system. S – Shared Governance: Collaborative SIP/AIP workshops, roles and accountability matrix, feedback systems, active advisory board. T – Targeted PIAs: Data-driven needs assessment, Project BASA/BEAM/MIND/PATH/HEAL, Sugbusog, infrastructure aligned to SIP/AIP. A – Active Implementation: Program Implementation Teams, M and E tools, progress reviews, partnerships with LGUs/NGOs/private. U – Understanding Context: Quarterly reflection sessions, documenting best practices, FGDs, cultural profiling. R – Reinforced Partnerships: MOAs, regular communication platforms, appreciation programs. O – Outcomes: Sustainability plans, performance indicators, annual impact evaluations. Model flowchart: Input (challenges + DepEd Order 44) → Process (R,E,S,T,A,U,R) → Output (O). This directly addresses identified gaps and operationalizes CET and Distributed Leadership.



Conclusion:

This study affirms that sustainable school improvement in Toledo City Division is closely linked to meaningful school-community collaborative engagement. Quantitative evidence showed very high levels of both community engagement ($M=4.99$) and PIA implementation ($M=4.39$), with Support for Students and Families leading. The moderate positive correlation ($r=0.455$, $p=.0009$) confirms engagement as a significant, though not exclusive, driver of implementation performance. Qualitative narratives revealed that collaboration has evolved from school projects to community-wide missions, producing tangible gains: reduced struggling readers, improved numeracy, better nutrition, enhanced facilities, stronger parent engagement, and holistic learner development.

Yet success coexists with constraints: limited funding, uneven parental participation due to livelihood and distance, communication platform dependencies, and time governance issues. Schools that institutionalize responsive leadership, stakeholder mapping, shared governance, targeted needs-based programs, active implementation teams, reflective learning, and reinforced partnerships via MOAs demonstrate greater resilience.

The RESTAURO Model offers a practical, contextualized framework that operationalizes Community Engagement Theory and Distributed Leadership Theory into eight actionable components with concrete interventions. It moves beyond compliance to co-ownership, beyond consultation to citizen power, and beyond short-term projects to sustainability plans integrated into SIP/AIP.

Recommendations: (1) Institutionalize partnerships with PTA, barangay, LGU; (2) Adopt RESTAURO Model; (3) Conduct capacity-building; (4) Establish M and E system; (5) Strengthen resource mobilization via public-private partnerships; (6) Future research should validate RESTAURO across high schools, other divisions, longitudinal designs, and examine digital engagement equity.

Hence, community-driven collaboration is not merely a strategy for filling gaps but a sustainable foundation for long-term educational growth and social development.

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