

ENHANCING READING EFFECTIVENESS IN ELEMENTARY SCHOOLS: EXPLORING THE SYNERGY BETWEEN SCHOOL-BASED MANAGEMENT AND PROJECT MODELO'S READING INITIATIVES

¹Neil G. Angeles, CESO VI, ²Guillerma L. Bilog, EdD, ³Dennis S. Agudo
¹Lead Researcher, ²Co-Lead Researcher, ³Member
 Department of Education, Region Iv-A Calabarzon
 Schools Division Office of Sto. Tomas City, Republic of the Philippines
 Corresponding Author: dennis.agudo@deped.gov.ph

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ABSTRACT

This study examined the impact of School-Based Management (SBM) on the effectiveness of Project MODELO's reading initiatives in elementary schools. SBM's decentralized decision-making structure empowers schools to tailor policies to local needs, fostering accountability, flexibility, and stakeholder involvement. Key factors for success include strong leadership, collaboration, innovative teaching strategies, and ongoing professional development. Despite challenges like resource constraints and limited parental support, Project MODELO has significantly improved literacy outcomes, as evidenced by increased reading skills and comprehension among students. The high level of stakeholder engagement, as reflected in weighted mean scores, underscores the importance of their involvement in SBM practices. However, enhancing collaboration and ensuring diversity among stakeholders remain areas for improvement. Overall, the principles of SBM create a supportive environment that sustains effective reading initiatives, contributing to long-term educational success.

Keywords: Decentralized Decision-Making, Reading Effectiveness, School-Based Management, Stakeholders' Involvement

I. INTRODUCTION AND RATIONALE

In the educational landscape of Sto. Tomas City, the implementation of effective school-based management practices stands pivotal in ensuring optimal learning environments across elementary schools. At the forefront of this endeavor lies Project MODELO, the Division Reading Program, spearheaded by the Schools Division Superintendent. This program, aimed at enhancing literacy outcomes, serves as a catalyst for broader discussions on school management strategies.

Within this context, this research endeavors to delve into the involved dynamics of school-based management, particularly focusing on both small and very large elementary schools within the Schools Division Office of Sto. Tomas City. The rationale for this study emanates from the pressing need to address existing gaps in understanding how varying school sizes influence the efficacy of management practices, and consequently, learner outcomes.

One detectable gap in current research pertains to the absence of comprehensive investigations into the specific challenges and opportunities encountered by elementary schools of different sizes within the same administrative context. By elucidating these disparities, this study seeks to contribute valuable insights that can

inform policy formulation and practice enhancement initiatives, particularly in the realm of technical assistance provision.

Furthermore, the significance of this research is underscored by its exploration of the relationship between the Project MODELO and school-based management. Understanding how this program interfaces with broader management practices is crucial for optimizing its impact on literacy outcomes and overall school performance. By examining this relationship, the study aims to uncover synergies and areas for improvement, thus facilitating a more integrated approach to educational intervention.

The primary purpose of this research is twofold: firstly, to identify key factors influencing school-based management practices in both small and very large elementary schools; and secondly, to ascertain the potential benefits and limitations of Project MODELO in addressing these factors. Through this inquiry, it is anticipated that a subtle understanding of the interplay between school size, management strategies, and educational outcomes will emerge, thereby facilitating informed decision-making processes.

This study is undertaken not merely to satisfy academic curiosity, but rather to address a critical question concerning educational equity and effectiveness in Schools Division Office of Sto. Tomas City. By leveraging insights garnered from this research, stakeholders at various levels, including school heads, and teachers, can proactively engage in action planning aimed at encouraging school-based management systems, fostering learner success, and maximizing the impact of the Project MODELO within the broader context of school-based management with a specific focus on providing targeted technical assistance where it is most needed.

Moreover, the findings of this study hold significant implications for policy development and systemic improvement efforts within the educational landscape of Sto. Tomas City. By aligning school-based management practices with evidence-based recommendations derived from this research, technical assistance providers can proactively address identified challenges and streamline resources towards initiatives that promise the greatest impact on student learning outcomes, thereby ensuring that technical assistance efforts are tailored to address the specific needs of schools based on their size and context.

II. LITERATURE REVIEW

School-Based Management (SBM) illuminates its pivotal role in shaping educational outcomes, emphasizing the multifaceted nature of effective leadership. Waters, Marzano, and McNulty [1] advocate for balanced leadership, highlighting its transformative impact on student achievement. This resonates with Caldwell and Spinks' [2] discussion on the self-managing school, which underscores the symbiotic relationship between SBM structures and educational program implementation. Empowered school communities, as discussed by Leithwood and Louis [3], are better equipped to leverage organizational learning to drive continuous improvement. Consequently, effective leadership not only fosters positive school climates but also enhances the adaptability of schools in response to evolving educational needs.

Moreover, the implementation of educational programs within the framework of SBM requires a systemic approach that addresses both technical and adaptive challenges. Fullan [4] advocates for systemic change processes that recognize the interconnectedness of educational innovations within school communities. Spillane, Halverson, and Diamond [5] further emphasize the distributed nature of leadership, illustrating how leadership practices permeate throughout school networks, shaping the diffusion of educational initiatives. This aligns with Coburn and Russell's [6] exploration of district policies and their influence on teachers' social

networks, underscoring the importance of aligned leadership and strategic resource allocation in optimizing program effectiveness.

In essence, the literature underscores the dynamic interplay between SBM, educational program implementation, and leadership practices within school communities. Effective leadership not only drives the successful implementation of educational programs but also fosters a culture of innovation and continuous improvement within schools. By recognizing and leveraging these interconnected dynamics, stakeholders can work collaboratively to enhance school effectiveness and student outcomes.

Thus, effective reading programs are not solely dependent on instructional materials or teaching methods; they also hinge on strong leadership within schools. The comparison of school leadership models, as explored in recent research, underscores this point. Smith and Doe [7] found that both distributed leadership and instructional leadership models have implications for the effectiveness of reading initiatives. Schools with distributed leadership may cultivate a collaborative culture conducive to effective literacy instruction, facilitating the sharing of best practices among educators. Conversely, those with instructional leadership may prioritize targeted interventions and professional development opportunities tailored to improve reading outcomes. Thus, the leadership structure within a school can significantly influence the implementation and success of reading programs.

Furthermore, the management structure of a school can shape the efficacy of its reading initiatives. Recent studies comparing student achievement across different management structures shed light on this relationship. Brown and Lee [8] noted that charter schools, known for their autonomy, may have the flexibility to implement innovative reading strategies tailored to the needs of their students. However, challenges in accountability could impact the sustainability of such programs. On the other hand, Rodriguez and Patel [9] found that traditional public schools may benefit from established structures and resources but might encounter constraints in adapting reading programs to the diverse needs of their student population. Thus, while autonomy can offer opportunities for program customization, it must be balanced with accountability measures to ensure equitable access to effective reading instruction.

Collaboration among teachers is another crucial factor influencing reading effectiveness. Research suggests that teacher collaboration varies across different management contexts. Garcia and Nguyen [10] found that schools with informal collaboration structures, such as charter schools, may facilitate the sharing of effective reading practices and the adaptation of strategies to meet diverse student needs.

Conversely, traditional public schools may rely on formalized structures to coordinate reading interventions and align instructional practices. Regardless of the approach, fostering a collaborative environment among educators is essential for optimizing reading instruction and supporting student literacy development.

Moreover, parent and community engagement play a significant role in enhancing reading effectiveness. Recent studies indicate that the level of engagement can vary across different school models. Johnson and Smith [11] found that charter schools, with their emphasis on parental involvement, may leverage community partnerships to enrich reading experiences both inside and outside the classroom. Meanwhile, traditional public schools may engage communities through outreach programs and literacy events to promote a culture of reading beyond school walls. By fostering strong connections between home, school, and community, educators can create a supportive ecosystem for literacy development, thereby enhancing reading outcomes for all students.

The findings from recent research on school management structures, as highlighted by various authors, offer valuable insights into the multifaceted relationship between management practices and reading effectiveness. Effective leadership, balanced autonomy, collaborative teacher practices, and robust parent and community engagement are essential components of successful reading programs. Moving forward, policymakers and educators must consider these findings to design and implement evidence-based strategies that optimize reading instruction and promote literacy development for all students.

The debate surrounding the relationship between school management structures and reading effectiveness encompasses various perspectives, each with its own strengths and weaknesses. At the core of this debate lies the tension between autonomy and accountability. Proponents of autonomy argue that granting schools the freedom to make decisions about reading programs enables them to tailor interventions to meet the specific needs of their students, fostering innovation and creativity in instructional practices [7]. However, critics contend that autonomy without proper accountability measures may lead to inconsistent implementation and a lack of oversight, potentially compromising the quality and effectiveness of reading instruction. Thus, while autonomy can empower schools to innovate, it must be balanced with clear accountability mechanisms to ensure that reading programs are evidence-based and aligned with literacy goals.

Another focal point in the discourse on reading effectiveness is the role of teacher collaboration. Collaborative practices among educators are widely recognized as essential for sharing effective reading

strategies and promoting a cohesive approach to literacy instruction. Some argue that informal collaboration structures, such as those found in charter schools, facilitate the exchange of best practices and adaptation of strategies to meet diverse student needs [10]. However, others emphasize the importance of formalized structures in traditional public schools to coordinate reading interventions and align instructional practices across grade levels and subject areas. While informal collaboration may foster creativity and innovation, it may lack the consistency and structure needed for sustained improvement in reading outcomes. Conversely, formalized structures may ensure coordination but may stifle innovation and teacher autonomy. Balancing these approaches is crucial to promoting effective collaboration among educators and optimizing reading instruction.

Parental and community engagement also play a significant role in enhancing reading effectiveness. Schools that actively involve parents and community members in literacy initiatives can leverage additional support and resources to enrich reading experiences for students. Charter schools, with their emphasis on parental involvement, may excel in building strong partnerships with families and community organizations to enhance reading instruction [11]. In contrast, traditional public schools may prioritize outreach efforts and community events to promote a culture of reading beyond the school walls. While both approaches recognize the importance of parental and community engagement, they may differ in their strategies and level of inclusivity. Charter schools may focus more on parental involvement in governance, potentially overlooking marginalized communities, while traditional public schools may struggle to engage diverse stakeholders effectively. Finding a balance between these approaches is essential to ensuring that all students have access to high-quality reading instruction and support.

Furthermore, the effectiveness of reading programs is influenced by the leadership model within a school. Different leadership models, such as distributed leadership and instructional leadership, offer unique strengths and weaknesses in promoting reading effectiveness. Distributed leadership may foster a collaborative culture conducive to effective literacy instruction by empowering teachers to take ownership of reading initiatives [7]. However, it may lack centralized direction, leading to inconsistency in program implementation. Instructional leadership, on the other hand, may prioritize targeted interventions and professional development to improve reading outcomes. Nevertheless, it may focus too narrowly on academic metrics, overlooking broader aspects of literacy development. Balancing these approaches and leveraging their strengths is essential for promoting reading effectiveness and ensuring that all students have the opportunity to develop strong literacy skills.

The research landscape surrounding the relationship between school management structures and reading effectiveness offers multifaceted insights derived from various studies. Across these investigations, scholars have illuminated diverse aspects including the impact of autonomy, teacher collaboration, parental engagement, and leadership models on reading outcomes. A consensus emerges on the nuanced interplay between autonomy and accountability, with studies suggesting that while granting schools autonomy can spur innovation in reading instruction, it must be balanced with clear accountability measures to ensure program effectiveness and equity. Additionally, collaborative practices among educators are universally recognized as pivotal for sharing effective reading strategies. However, the nature and extent of collaboration may vary across different school management structures, shedding light on the importance of contextual factors in shaping collaborative efforts. Furthermore, research underscores the significance of parental and community engagement in enhancing reading outcomes, yet disparities persist in the strategies employed between charter and traditional public schools. Lastly, studies have explored the impact of different leadership models, such as distributed and instructional leadership, on reading effectiveness, highlighting their unique strengths and implementation challenges within varying school contexts.

While the existing research provides valuable insights, several knowledge gaps remain, signaling avenues for further exploration. Firstly, there is a need for a deeper understanding of context-specific factors that may influence reading effectiveness within specific school settings. Existing studies often present broad comparisons between management structures, neglecting the nuanced contextual elements crucial for program success. Secondly, while much research focuses on short-term outcomes, there is a dearth of studies examining the long-term effects and sustainability of reading initiatives over time. Thirdly, while equity implications have been touched upon, there remains a gap in understanding how different management structures impact reading outcomes for diverse student populations, particularly those from marginalized backgrounds. Lastly, while studies have delved into isolated aspects of school management, there is a call for research adopting a holistic approach, considering the interconnectedness of leadership, collaboration, parental engagement, and other factors in shaping reading outcomes. In response to these gaps, the proposed study aims to conduct a comprehensive examination of the relationship between school management structures and reading effectiveness within a specific educational context. Through this inquiry, the study seeks to provide actionable insights that inform policy and practice, contributing to the advancement of literacy education.

Theoretical Framework

The theoretical framework of the study serves as the foundation upon which the research is built, guiding the selection of variables, the formulation of hypotheses, and the interpretation of findings. In the context of investigating the relationship between school management structures and reading effectiveness, several theoretical perspectives can inform the study:

1. *Resource Dependence Theory*- It posits that organizations are dependent on external resources to function effectively. In the context of schools, resource dependence theory suggests that management structures influence the allocation and utilization of resources, which in turn impact reading programs' effectiveness. By examining how different management structures interact with external stakeholders and resource allocation processes, the study can gain insights into their influence on reading outcomes.
2. *Social Capital Theory*- It emphasizes the importance of social relationships and networks in achieving organizational goals. In the context of schools, social capital theory suggests that collaborative relationships among teachers, parents, and community members can enhance reading effectiveness by fostering trust, communication, and shared norms. By exploring the extent and nature of collaboration within different management structures, the study can assess how social capital influences reading outcomes.
3. *Agency Theory*- It focuses on the relationship between principals (school leaders) and agents (teachers) and how their interests may align or diverge. In the context of school management structures, agency theory suggests that the distribution of decision-making authority and accountability mechanisms can influence teachers' incentives and behaviors regarding reading instruction. By examining how different leadership models affect teachers' agency in implementing reading programs, the study can elucidate their impact on reading effectiveness.

4. *Educational Effectiveness Research*- It seeks to identify factors that contribute to student learning and achievement. Within this framework, the study can draw on empirical evidence and best practices to assess the effectiveness of different management structures in promoting reading outcomes. By examining key indicators of reading effectiveness, such as student engagement, comprehension, and fluency, the study can assess the relative impact of various management approaches on reading achievement.

With these, the study can develop a comprehensive framework for understanding the relationship between school management structures and reading effectiveness. This framework will guide the selection of research methods, the interpretation of findings, and the formulation of recommendations for policymakers and practitioners in the field of literacy education.

III. RESEARCH QUESTIONS

This study aimed to determine the relationship between the Project MODELO and School-Based Management in Schools Division Office of Sto. Tomas City with an end view of provision of technical assistance. Specifically, this study sought to answer the following questions:

1. How does the implementation of School-Based Management (SBM) influence the adoption and effectiveness of Project MODELO's reading initiatives in elementary schools?
2. What are the key factors within the SBM framework that facilitate the successful implementation of Project MODELO's reading programs?
3. To what extent does parental and community engagement, as promoted by SBM practices, contribute to the success of Project MODELO's reading initiatives?
4. What technical assistance can be provided to optimize the synergy between SBM practices and Project MODELO to enhance reading effectiveness in elementary schools?

IV. SCOPE AND LIMITATION

This study focused on elementary schools in Sto. Tomas City, examining the connection between Project MODELO and School-Based Management. It utilized interviews and surveys to gather insights from various stakeholders. It explored leadership structures, decision-making processes, resource allocation, and stakeholder involvement in School-Based Management, alongside the implementation of

Project MODELO's reading initiatives. Limitations included its limited scope to Sto. Tomas City, potential sample size constraints, reliance on self-report data leading to biases, and the influence of external factors like socioeconomic conditions. Ethical considerations were carefully managed, but limitations in compliance may affect the study's methodology and outcomes.

V. RESEARCH METHODOLOGY

A. Research Design

The research design of this study was mixed-method (Exploratory-Descriptive Design). This is to investigate the link between School-Based Management (SBM) and the effectiveness of Project MODELO's reading initiatives in elementary schools in Sto. Tomas City.

B. Sampling

For this study, a purposive sampling design was employed. This study obtained a sample that is representative of the population of elementary schools in Sto. Tomas City, allowing for generalization of the findings to the broader population.

C. Data Collection

The data collection process for this study will be conducted strictly, employing a multifaceted approach to capture a comprehensive understanding of the relationship between School-Based Management (SBM) and the effectiveness of Project MODELO's reading initiatives in elementary schools within the Schools Division Office of Sto. Tomas City through focus group discussion. These interviews will provide rich insights into the contextual factors influencing the relationship between SBM and Project MODELO, allowing for a nuanced exploration of the research questions. On the quantitative part, a Google form was disseminated among the respondents of the study. The responses were recorded, interpreted and analyzed with utmost confidentiality.

D. Data Analysis

The data analysis phase of this study utilized both quantitative and qualitative methods to effectively address the research questions. Quantitative analysis will involve calculating descriptive statistics, such as frequencies and means, to summarize survey responses from stakeholders like administrators, teachers, parents, and students regarding School-Based Management (SBM) practices and Project MODELO's reading initiatives.

Simultaneously, qualitative analysis will employ thematic analysis to identify patterns and narratives in interview transcripts and documents. This approach will offer insights into stakeholders' perspectives on SBM practices and reading interventions, allowing for a deeper exploration of the relationship between SBM and reading effectiveness.

Integrating both quantitative and qualitative findings will provide a comprehensive understanding of the research questions.

Triangulation of data from various sources will enhance validity and reliability, while iterative comparison will enrich interpretation. Ethical guidelines will be followed throughout the process to ensure participant confidentiality and rights. Techniques like validity checks and member checking may be used to enhance trustworthiness, contributing to advancements in literacy education practices in elementary schools.

VI. DISCUSSION OF RESULTS

A. Presentation of Results

Table 1.1

Responses of the Key Informant on the Influence of School-Based Management in the Effectiveness of Project MODELO

Combined Responses	Coded Response	Theme
- Decentralizing decision-making to schools.	Decentralizing decision-making to schools	Understanding of SBM
- Promoting accountability, flexibility, and responsiveness.		
- Empowering stakeholders to shape policies and practices.	Stakeholder involvement in decision-making	Implementation of SBM
- SPTA makes key decisions on budget, curriculum, and programs.		
- SBM improves education quality, builds capacity, and creates an effective learning environment through stakeholder collaboration.		
- SBM makes decision-making easier through collaboration, increases autonomy, and makes schools more responsive to local needs.	Collaborative decision-making	Autonomy and Decision-making Authority
- Success attributed to strong leadership, collaboration, diverse materials, innovative strategies, professional development, monitoring, stakeholder engagement, support system, proper implementation, budgeting, and higher performance.	Success attributed to strong leadership, collaboration, and stakeholder engagement	Success Factors of Project MODELO
- Challenges include overcrowded classrooms, lack of parental support, poor reading instruction knowledge, resource challenges, resistance to change, stakeholder buy-in, logistical constraints, equitable access, and low parent engagement. Ongoing communication, collaboration, and problem-solving are essential.	Challenges include overcrowded classrooms, lack of parental support, and resource challenges	Challenges and Barriers
- Project MODELO improved literacy outcomes, reading skills, comprehension, enthusiasm for reading, and literacy levels. Achieved 100% reading level in Grades 1 and 2.	Project MODELO improved literacy outcomes and reading skills	Effectiveness of Project MODELO

The implementation of School-Based Management (SBM) significantly influences the adoption and effectiveness of Project MODELO's reading initiatives in elementary schools. SBM's decentralized decision-making structure allows schools to tailor their policies and practices to better meet their unique needs. This decentralization promotes greater accountability, flexibility, and stakeholder empowerment, which are crucial for the effective implementation of initiatives like Project MODELO. By involving various stakeholders, including teachers, parents, and community members, in the decision-making process, SBM ensures that diverse perspectives are considered,

leading to improved educational quality and a more effective learning environment.

One of the key aspects of SBM is the role of the School Parent-Teacher Association (SPTA) in making critical decisions regarding budget allocation, curriculum development, and program implementation. This collaborative approach facilitated by SBM enhances the ability of schools to respond to local needs and supports the successful adoption of Project MODELO. Increased autonomy and collaborative decision-making allow schools to address specific challenges and leverage local resources effectively.

The success of Project MODELO can be attributed to several factors, including strong leadership, collaboration among stakeholders, access to diverse materials, innovative teaching strategies, ongoing professional development, and effective monitoring of student progress. These elements create a supportive environment that enhances the program's effectiveness in promoting literacy and improving reading skills. The involvement and engagement of stakeholders, including teachers, parents, and community members, play a crucial role in ensuring the program's success.

However, the implementation of Project MODELO is not without challenges. Schools face issues such as overcrowded classrooms, lack of parental support, poor knowledge of reading instruction, and resource constraints. Overcoming these challenges requires ongoing communication, collaboration, and problem-solving among all stakeholders. Addressing logistical constraints, ensuring equitable access to resources, and securing stakeholder buy-in are essential for the program's success.

Despite these challenges, the impact of Project MODELO on literacy outcomes has been significant. The program has led to noticeable improvements in reading skills, comprehension, and overall enthusiasm for reading among students.

Achieving a 100% reading level in Grades 1 and 2 highlights the program's effectiveness in enhancing literacy. The positive results underscore the importance of strong leadership, stakeholder engagement, and a supportive infrastructure, all facilitated by the principles of SBM. This environment enables schools to implement and sustain effective reading initiatives, ultimately contributing to the overall academic success of learners.

Rodriguez and Patel [9] emphasized the significance of decentralized decision-making and stakeholder empowerment in educational governance, underscoring their role in enhancing accountability and responsiveness. Effective leadership and collaboration are essential for driving school improvement efforts and achieving educational goals. However, educational initiatives like Project MODELO face challenges such as resource constraints and limited parental engagement, which need to be addressed to ensure success. According to Johnson and Smith [11] strategies for overcoming these challenges include fostering collaboration among stakeholders, promoting shared vision and strategic planning, and implementing continuous monitoring and evaluation processes. Overall, these approaches can contribute to the effectiveness of educational initiatives and improve educational outcomes.

Table 2

Response of the Key Informant Factors within the SBM Framework that Facilitate the Successful Implementation of Project MODELO's Reading Program

Combined Responses	Coded Response	Theme
-The school effectively implements the SBM framework, focusing on leadership, governance, curriculum, resource management, and accountability, with stakeholder assistance.	Implementation of SBM	Implementation of SBM
-SBM principles guide decision-making, emphasizing leadership, curriculum development, accountability, and resource management. SBM is adaptable and integrates external programs like Project MODELO, promoting literacy.		
Proper planning, decision-making, implementation, and monitoring are crucial for the success of Project MODELO, reflecting effective project management.	Effective project management	Success Factors of Project MODELO
-Clarity and guidance are needed in SBM implementation to ensure effective use of data.		
-Project MODELO serves as an assessment tool within the SBM framework.	Linkage between SBM and Project MODELO	Understanding of SBM
Project MODELO's assessment methods align with SBM principles, focusing on accountability and continuous improvement.		
Various communication methods, including parental involvement and transparency measures like report cards and social media, facilitate engagement within the SBM framework.	Integration of Project MODELO into SBM Communication methods	Autonomy and Decision-making Authority Autonomy and Decision-making Authority
Sustainable and continuous improvement are key objectives, ensuring that Project MODELO's initiatives remain effective over time.	Sustainable and continuous improvement	Challenges and Barriers

The successful implementation of Project MODELO's reading program within the School-Based Management (SBM) framework relies on several key factors. Firstly, the school effectively implements SBM principles, emphasizing leadership, governance, curriculum development, resource management, and accountability. This comprehensive approach ensures that decision-making aligns with the broader goals of promoting literacy and continuous improvement.

Effective project management, including proper planning, decision-making, implementation, and monitoring, is crucial for the success of Project MODELO, reflecting the school's commitment to achieving its literacy objectives. Additionally, clarity and guidance are essential in SBM implementation, particularly in leveraging data effectively and integrating external programs like Project MODELO into the framework. The alignment of Project MODELO's assessment methods with SBM principles, focusing on accountability and continuous improvement, further strengthens the integration of the reading program into the school's educational practices.

Communication methods, such as parental involvement and transparency measures, facilitate stakeholder engagement and ensure that all parties are informed and invested in the program's success. Ultimately, the school's focus on sustainable and continuous improvement within the SBM framework ensures that Project MODELO's reading initiatives remain effective over time, addressing challenges and

barriers while striving for long-term success in promoting literacy among students.

The successful implementation of Project MODELO's reading program within the School-Based Management (SBM) framework aligns with existing literature on effective educational governance and literacy promotion strategies. Research has emphasized the importance of decentralized decision-making and stakeholder involvement in educational management, which mirrors the emphasis on SBM principles in the implementation of Project MODELO [12]. Studies have shown that effective project management practices, including proper planning, decision-making, and monitoring, are essential for the success of educational initiatives, highlighting the importance of these factors in ensuring the effectiveness of Project MODELO's reading program [13].

Moreover, literature on educational assessment and accountability underscores the significance of aligning assessment methods with broader educational goals and frameworks, as seen in the integration of Project MODELO's assessment methods with SBM principles [14]. Communication and stakeholder engagement have been identified as critical components of successful educational initiatives, with research emphasizing the importance of transparent communication methods and parental involvement in promoting student achievement [15].

Table 3

Weighted Mean of the Extent of Parental and Community Engagement in School-Based Management Practices and the Success of Project MODELO 's Reading Initiatives

Indicators	Mean	SD	Interpretation
1. Measure the number of stakeholders actively involved in reading initiatives, such as volunteers, educators, students, and community members.	3.85	0.40	TVME
2. Track how often stakeholders provide feedback on reading programs, materials, and events. Higher frequency indicates greater engagement.	3.40	0.39	TVME
3. Assess the number of collaborative projects or partnerships formed with stakeholders, such as local libraries, schools, or literacy organizations.	2.86	0.41	TME
4. Monitor attendance at reading-related events, workshops, book clubs, and seminars organized by Project MODELO.	2.76	0.40	TME
5. Analyze engagement metrics on social media platforms related to reading initiatives, such as likes, shares, comments, and retweets.	3.35	0.32	TVME
6. Conduct regular surveys and interviews to gauge stakeholders' perceptions, satisfaction levels, and suggestions for improvement.	3.75	0.35	TVME
7. Measure the extent of contributions from stakeholders, including donations of books, funds, or time towards reading initiatives.	3.29	0.37	TVME
8. Assess the diversity and inclusivity of stakeholders involved in reading initiatives, ensuring representation across demographics and communities.	3.00	0.41	TME
9. Evaluate the continuity of stakeholders' involvement over time, indicating sustained interest and support for reading programs.	3.88	0.26	TVME
10. Measure the impact of reading initiatives on stakeholders, such as improved literacy rates, academic performance, and community cohesion.	3.80	0.29	TVME
Average Mean	3.39	0.36	TVME

Legend: 3.26-4.00 To a Very Much Extent (TVME)

2.51-3.25 To a Much Extent (TME)
1.76-2.50 To a Moderate Extent (TM)
1.00-1.75 To a Less Extent (TLE)

Table 3 presents the weighted mean scores for various indicators assessing the extent of parental and community engagement in School-Based Management (SBM) practices and the success of Project MODELO's reading initiatives. The indicators range from measuring the number of stakeholders actively involved in reading initiatives to evaluating the impact of reading programs on stakeholders.

The results indicate that stakeholders are highly engaged in Project MODELO's reading initiatives, with a weighted mean score of 3.39, falling within the "To a Very Much Extent" (TVME) interpretation range. This suggests robust involvement and support from volunteers, educators, students, and community members.

Key indicators such as stakeholders' active involvement (Mean = 3.85) and their continuity of involvement over time (Mean = 3.88) received particularly high scores, reinforcing the sustained interest and support for reading programs. Additionally, regular feedback from stakeholders (Mean = 3.40) and their contributions (Mean = 3.29) further highlight their active participation and investment in the initiatives.

However, indicators related to collaborative projects or partnerships formed with stakeholders (Mean = 2.86) and the diversity and inclusivity of stakeholders involved (Mean = 3.00) received slightly lower scores, falling within the "To a Much Extent" (TME) and "To a Moderate Extent" (TM) interpretation ranges, respectively. This suggests potential areas for improvement in fostering broader partnerships and ensuring diverse representation.

Overall, the high level of engagement from stakeholders underscores the importance of their involvement in SBM practices and the success of Project MODELO's reading initiatives. Continuous efforts to enhance collaboration, diversity, and inclusivity among stakeholders can further strengthen the impact and sustainability of these programs.

Mapp and Kuttner [16] sheds light on the importance of community engagement in education. It explores various aspects of community involvement, including the active participation of stakeholders such as parents, educators, and community members. The findings emphasize the significance of collaborative efforts in enhancing educational initiatives, similar to the collaborative projects or partnerships formed with stakeholders in the context of Project MODELO's reading initiatives. The study underscores the positive impact of sustained community engagement on student outcomes, which resonates with the evaluation of the

continuity of stakeholders' involvement over time in the presented data.

On the Technical Assistance Provisions to be Given based on the Results of the Study

To optimize the synergy between School-Based Management (SBM) practices and Project MODELO for enhancing reading effectiveness in elementary schools, several forms of technical assistance can be provided. First, professional development for educators is crucial. Training programs should focus on effective reading instruction techniques that integrate Project MODELO's methods with SBM strategies. Workshops on data-driven decision-making will equip educators with the skills to use assessment data to inform instructional practices and monitor student progress effectively.

Resource allocation and management are also vital areas of technical assistance. Schools need tools and frameworks for budget planning and resource distribution that align with SBM and Project MODELO goals. Providing guidelines for procuring and managing reading materials and technological resources will support literacy initiatives, ensuring that resources are used efficiently and effectively.

Engaging stakeholders is essential for the success of reading programs. Developing communication plans to increase parental and community involvement can facilitate greater engagement. Organizing community outreach programs will encourage volunteer participation and help establish partnerships with local organizations, creating a supportive environment for reading initiatives.

Monitoring and evaluation systems should be implemented to track the effectiveness of reading programs. Training school staff in using these systems to collect, analyze, and interpret data related to reading outcomes and stakeholder engagement will ensure continuous improvement. This will enable schools to make informed decisions and adjust programs as needed to enhance their effectiveness.

Finally, curriculum development support and technological integration are key areas of technical assistance. Expertise in designing and adapting curricula that incorporate Project MODELO's reading initiatives within the SBM framework will help align reading programs with national education standards and local needs. Support in integrating technology into reading programs, such as using educational software and online platforms, will enhance literacy instruction.

Providing technical training for teachers and students on the effective use of digital tools for reading and learning will further support these efforts.

Policy and governance guidance will also play a critical role. Advising school leaders on policy development that supports the integration of Project MODELO within the SBM framework and offering governance training for school management teams will strengthen leadership capabilities and ensure the effective implementation of reading initiatives. By providing this comprehensive technical assistance, schools can better align SBM practices with Project MODELO, thereby enhancing the overall effectiveness of reading programs and improving literacy outcomes for students.

B. Conclusions

Based on the results of the study, the following conclusions were obtained:

1. The implementation of School-Based Management (SBM) significantly boosts the effectiveness of Project MODELO's reading initiatives by promoting decentralized decision-making, accountability, and stakeholder involvement. Key factors contributing to the program's success include strong leadership, collaboration, innovative teaching strategies, and continuous professional development. Despite challenges like resource constraints and limited parental support, Project MODELO has markedly improved literacy outcomes, demonstrating the critical role of SBM in fostering an environment conducive to educational success.
2. The successful implementation of Project MODELO's reading program within the School-Based Management (SBM) framework is driven by effective leadership, governance, resource management, and accountability. Key factors include proper planning, decision-making, implementation, and monitoring, alongside strong stakeholder engagement and alignment of assessment methods with SBM principles. This comprehensive approach ensures continuous improvement and sustainability in promoting literacy among students.
3. Stakeholders show strong engagement in Project MODELO's reading initiatives within the SBM framework, with high scores in active and sustained involvement. However, there is room for improvement in forming collaborative projects and ensuring diversity. Continuous efforts to enhance these areas will further strengthen the program's impact and sustainability.

4. To enhance reading effectiveness in elementary schools through the synergy of School-Based Management (SBM) practices and Project MODELO, targeted technical assistance is essential. This includes professional development for educators, effective resource allocation, stakeholder engagement, robust monitoring and evaluation systems, curriculum development support, and technological integration. Additionally, policy and governance guidance will strengthen leadership and ensure successful implementation. These efforts will align SBM practices with Project MODELO, improving literacy outcomes and fostering a supportive reading environment in schools.

C. Recommendations

Based on the conclusions, the following recommendations are offered:

1. The City Government, through the Office of City Mayor may provide financial and material assistance on the implementation of the literacy program among the learners in Sto. Tomas City.
2. The Schools Division Office, through the Curriculum Implementation Division as lead functional division assisted by the School Governance and Operations Division may close monitor the implementation of the Project MODELO's Reading Initiatives aligned to the Programs, Projects, and Activities in the School-Based Management.
3. The Curriculum Implementation Division, through the Learning Resource Management and Development System may conduct content validation on the reading materials and resources to the field to make sure that all materials and resources are quality assured and validated.
4. The school heads and teachers in different schools in Sto. Tomas City may develop program aligned to the Project MODELO which promote localization and contextualization of reading materials.
5. The parents may coordinate to the school through the school head and reading coordinator regarding the implementation of Project MODELO at home.
6. Other researchers may conduct similar research on literacy in different locale and may use the insights on this research as related study to the research endeavor.

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