



University of Southern Mindanao
EXTENSION SERVICES OFFICE
Kabacan, North Cotabato



CAPSULE PROPOSAL

A. Basic Information

1. Project Title: **CAPACITATING BEGINNING SCHOOL HEADS ON THE DEVELOPMENT, IMPLEMENTATION AND MONITORING OF SCHOOL INITIATED INITIATIVES (SIIs)**
2. Proponent/s

Project Leader: Paul John B. Ongcoy

College/ Unit Address: Graduate School, University of Southern Mindanao
3. Implementing Agency/ies

Lead Agency: Graduate School, University of Southern Mindanao

Collaborating Agency (s): Department of Education Kidapawan City Division
4. Project Duration: January 2026- December 2028
5. Project location: Kidapawan City and USM Main Campus, Kabacan, Cotabato
6. Total Budget Requested: None

B. Technical Description

1. Rationale

School leadership plays a pivotal role in shaping the quality of education and fostering continuous improvement in learning institutions. In today's rapidly evolving educational landscape, school heads are expected not only to manage day-to-day operations but also to drive innovation through context-responsive programs. This is where School-Initiated Initiatives (SIIs) become essential. SIIs are localized, evidence-based interventions designed by schools to address specific learner needs, improve teaching-learning processes, enhance stakeholder engagement, and achieve targeted educational outcomes. For beginning school heads—those



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with less than five years of experience—the task of conceptualizing, implementing, and monitoring effective SIIIs can be particularly daunting due to limited exposure, competing administrative demands, and the pressure to deliver immediate results.

Many newly appointed school heads enter their roles with strong teaching backgrounds but often lack specialized training in strategic planning, resource mobilization, data-driven decision-making, and sustainability mechanisms for school-based innovations. Without adequate support, promising SIIIs risk being poorly designed, inconsistently implemented, or inadequately monitored, leading to wasted resources, minimal impact on learner achievement, and frustration among school leaders. This extension program addresses this critical gap by providing targeted capacity building that empowers beginning school heads to translate vision into actionable, measurable initiatives aligned with national educational goals and local contexts.

The program recognizes that effective leadership is not innate but developed through deliberate practice, mentorship, and reflective learning. By focusing on the full cycle of SIIIs—from needs assessment and planning to implementation, monitoring, evaluation, and scaling—the training will equip participants with practical tools, frameworks, and best practices. This intervention is timely, as strengthening school-level leadership directly contributes to broader goals of educational equity, quality, and resilience, especially in diverse and resource-constrained environments.

Through workshops, mentoring sessions, action research components, and peer learning communities, the program will foster a supportive network of beginning school heads committed to continuous professional growth. Expected outcomes include higher-quality SIIIs that yield measurable improvements in student performance, teacher efficacy, and school culture. Ultimately, this capacity-building initiative will contribute to a stronger cadre of proactive, innovative school leaders who can drive meaningful change from within their institutions.



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2. Objectives

1. To enhance participants' knowledge and skills in developing well-designed School-Initiated Initiatives by equipping them with techniques in contextual analysis, goal-setting, stakeholder collaboration, and alignment of SIIs with DepEd standards and learner-centered priorities.
2. To build competencies in effective implementation of SIIs through training on resource management, change management strategies, team mobilization, and integration of technology and innovative pedagogies to ensure smooth rollout and sustainability.
3. To strengthen capabilities in monitoring, evaluation, and reporting of SIIs by introducing participants to data collection methods, progress tracking tools, impact assessment frameworks, and reflective practices that facilitate evidence-based adjustments and accountability.

3. Expected output

Expected outcomes include higher-quality SIIs that yield measurable improvements in student performance, teacher efficacy, and school culture. Ultimately, this capacity-building initiative will contribute to a stronger cadre of proactive, innovative school leaders who can drive meaningful change from within their institutions.

4. Potential Impact



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The proposed capacity building training for beginning school heads (with less than five years of experience) is poised to generate significant, multi-level impacts on the development, implementation, and monitoring of School-Initiated Initiatives. By addressing critical skill gaps, the program can transform how new leaders approach innovation, leading to more effective, sustainable, and impactful SIIs.

The training will directly enhance participants' competencies in strategic planning, data-driven decision-making, and reflective practice. Beginning school heads often struggle with translating policy into actionable school-level programs due to inexperience. Through targeted modules on needs assessment, stakeholder engagement, and project management, participants will gain confidence and technical proficiency.

This will result in stronger instructional leadership and a shift from reactive management to proactive innovation. School heads will be better equipped to identify priority areas—such as improving literacy, addressing learning gaps, promoting mental health, or integrating technology—and design SIIs that are relevant and responsive. Long-term, this fosters a culture of continuous professional growth among school leaders, reducing turnover and building resilience in the face of educational challenges.

One of the most immediate impacts will be on the design and relevance of School-Initiated Initiatives. Well-trained heads are more likely to develop SIIs grounded in thorough contextual analysis and evidence, rather than generic or top-down projects. The training's emphasis on implementation strategies—such as resource optimization, team building, and change management—will minimize common pitfalls like poor execution or stakeholder resistance.

Monitoring and evaluation components will introduce robust tools (e.g., logic models, key performance indicators, and regular feedback loops), enabling school heads to track progress in real time and make data-informed adjustments. Consequently, SIIs will achieve higher success rates, greater sustainability beyond initial funding, and stronger alignment with



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broader goals like the Philippine Basic Education Development Plan or Sustainable Development Goal 4 (Quality Education).

The ultimate beneficiary of improved SIIIs will be the learners. Effective initiatives in areas such as remedial reading programs, inclusive education practices, STEM enhancement, or socio-emotional learning interventions can lead to measurable gains in academic performance, retention rates, and holistic development. For instance, a well-monitored SII on differentiated instruction could narrow achievement gaps, particularly for marginalized learners.

Capacity building will indirectly empower teachers by involving them meaningfully in SII planning and implementation. This collaborative approach can boost teacher morale, professional satisfaction, and ownership, reducing burnout and increasing innovation at the classroom level. Schools may experience improved organizational culture characterized by shared vision, openness to change, and evidence-based practices.

At the school level, better-managed SIIIs will optimize limited resources, attract additional support from stakeholders (parents, LGUs, NGOs), and strengthen accountability through transparent monitoring.

Systemically, widespread adoption of high-quality SIIIs across multiple schools can contribute to district or division-wide improvements, providing models for replication. The program also supports policy goals by strengthening school-based management (SBM) and fostering a pipeline of competent future leaders. Over time, this could elevate overall education quality indicators and promote educational equity across diverse contexts.

5. Beneficiaries

The primary beneficiaries of the Project STAR-CAMP will be a total of 30 school heads who have 5 year or less of handling a school as school leaders.

6. Budgetary Requirement



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C. Brief Profile of Proponents

1. Education

The project leader of this proposal is a graduate of Bachelor of Secondary Education with specialization in Mathematics in this University. He pursued his graduate studies at the University of Southern Mindanao taking up Master of Science in Teaching Mathematics. He earned his Doctor of Philosophy major in Educational Leadership at the University of Immaculate Conception, Davao City.

2. Other Studies

3. Publication and Research Experience

He published researches in educational leadership and mathematics education.