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Professional Learning Community Practices As Predictors of School Performance and Learner Outcomes: Basis for An Advancement Strategic Plan

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ABSTRACT

This study examined the extent of Professional Learning Community (PLC) practices and school performance based on learner outcome indicators. Specifically, it determined the respondents' demographic and professional profiles, assessed PLC practices in terms of the school's shared vision and goals, collaborative professional practice, collective inquiry and reflective dialogue, peer support and professional learning, and collective responsibility for learner improvement. It also examined school performance in terms of cohort survival rate, dropout rate, retention rate, completion rate, promotion rate, and graduation rate. Furthermore, it identified the issues and concerns encountered in sustaining PLC practices and determined the relationship between PLC practices and respondent-rated learner outcome support. A descriptive-correlational research approach was employed, involving 60 respondents. Data were analyzed using frequency counts, percentages, weighted means, ranking, and Pearson product-moment correlation. Findings revealed that PLC practices obtained a grand weighted mean of 4.28, indicating consistently high ratings across the five dimensions. Collective responsibility for learner improvement ranked highest, with a weighted mean of 4.29, while peer support and professional learning obtained the lowest mean of 4.26. Regarding school performance, promotion rate recorded the highest average at 97.20%, while dropout rate registered 1.90%. The most frequently identified concern was limited time for collaborative professional activities, reported by 70.00% of respondents, followed by heavy teaching and administrative workloads at 65.00%. Correlation analysis revealed a significant positive relationship between PLC practices and respondent-rated learner outcome support ($r = 0.620$, $p < .001$). Based on these findings, a Professional Learning Community Advancement Strategic Plan was proposed, focusing on collaborative planning, professional development, peer mentoring, reflective dialogue, learner interventions, and systematic monitoring and evaluation. The proposed plan aims to strengthen professional collaboration, promote continuous teacher development, and support school improvement initiatives.

Keywords: Professional Learning Community, Collaborative Professional Practice, Collective Inquiry, Peer Support, Learner Outcomes, School Performance, Strategic Plan

Chapter 1
THE PROBLEM AND ITS SCOPE
INTRODUCTION
Rationale of the Study

Professional Learning Communities (PLCs) have gained increasing attention as a school-based approach to developing teachers' professional competencies and promoting continuous improvement in educational practices. These communities encourage school leaders and teachers to establish common objectives, exchange professional knowledge, engage in critical reflection, and assume shared accountability for teaching and learning outcomes. Through these collaborative processes, educators can identify instructional concerns, explore appropriate solutions, and develop practices responsive to learners' needs. Huijboom et al. (2021) discussed the role of PLCs in facilitating collective teacher learning, while Vescio et al. (2021) emphasized the contribution of collaborative professional learning to the improvement of instructional practices. These perspectives underscore the relevance of examining PLC implementation as a mechanism for strengthening school effectiveness and educational quality.

Beyond supporting teachers' professional development, PLCs may also contribute to improvements in students' academic performance and overall learning experiences. Confesor and Belmi (2022) highlighted how professional communities of practice among Philippine Science teachers encouraged professional interaction, active participation, and the exchange of innovative teaching approaches. In a related study, Çopur and Demirel (2022) reported findings concerning the contribution of PLCs to teachers' professional growth and students' academic achievement. Collectively, these studies indicate that sustained collaboration among educators may have implications not only for individual teacher development but also for the broader performance of schools and the achievement of their learners.

Within the Philippine educational system, the advancement of collaborative professional learning remains a significant concern, particularly in light of challenges associated with teachers' workload, resource availability, professional development opportunities, and student achievement. The Second Congressional Commission on Education (EDCOM 2, 2024) identified matters concerning teacher development, collaborative learning, administrative support, and student learning outcomes as relevant considerations in improving the education sector. Challenges involving workload demands, limited resources, and implementation constraints further emphasize the importance of examining the actual conditions under which professional learning takes place. Consequently, evaluating PLC practices requires attention not only to the presence of professional development initiatives but also to how consistently and effectively collaborative learning is incorporated into regular school operations.

Although previous investigations have contributed to the understanding of professional learning communities, further research is warranted regarding their relationship with a broader range of school-level learner outcome indicators. Existing studies have examined different aspects of PLCs, including teachers' perceptions, professional growth, collaborative engagement, school culture, and selected measures of student achievement. For example, Ihalas (2023) investigated the relationships among professional learning communities, team effectiveness, school culture, and communities of inquiry in Philippine public elementary schools. While such research provides useful insights into the organizational and professional dimensions of PLCs, additional context-specific evidence is needed to determine how PLC practices relate to measurable indicators of school performance. These indicators may include cohort survival, dropout, retention, completion, promotion, and graduation rates, which collectively provide a broader perspective on learners' educational progression.

Equally important is the identification of factors that may hinder the effective implementation and long-term sustainability of PLC practices. Kim, Kim, and Lee (2021) examined the contribution of school-based professional learning communities to teachers' individual, interpersonal, and organizational competencies. Meanwhile, Huijboom et al. (2021) emphasized the influence of school-related conditions on the establishment and development of professional learning communities. These perspectives suggest that the effectiveness of PLCs may depend on the organizational environment, the support provided by school leaders, and the willingness of teachers to participate in sustained professional collaboration. It is therefore necessary to investigate the difficulties experienced by school heads and teachers in maintaining shared goals, reflective discussions, peer assistance, collaborative decision-making, and collective accountability for learning outcomes.

In view of these considerations, the present study seeks to assess the extent of Professional Learning Community practices in selected schools in Inopacan District, Leyte Division, as perceived by school heads and teachers. Specifically, it examines the implementation of PLC practices in terms of the school's shared vision and goals, collaborative professional practice, collective inquiry and reflective dialogue, peer support and professional learning, and collective responsibility for learner improvement. It also aims to determine the relationship between PLC practices and school performance based on key learner outcome indicators, including cohort survival, dropout, retention, completion, promotion, and graduation rates. Furthermore, the study seeks to identify the issues and concerns encountered by school heads and teachers in sustaining PLC practices that support improved learning outcomes.

The findings of the study are expected to provide an evidence-based understanding of the implementation of PLC practices and their relationship with learner outcomes in the selected schools. By examining both the professional practices of educators and the educational progression of learners, the study may identify areas that require further support, improvement, and strategic intervention. Ultimately, the results will serve as the basis for developing a **Professional Learning Community Advancement Strategic Plan** that will provide appropriate strategies for strengthening collaboration, promoting continuous professional learning, addressing implementation challenges, and enhancing collective responsibility for improved school performance and learner outcomes.

Theoretical Background

This study is anchored on four major theoretical perspectives that provide the foundation for understanding Professional Learning Community (PLC) practices and their relationship with school performance and learner outcomes. These include Lev Vygotsky's (1978) Social Constructivist Theory, David Kolb's (1984) Experiential Learning Theory, Etienne Wenger's (1998) Communities of Practice Theory, and Chris Argyris and Donald Schön's (1978) Organizational Learning Theory. Each theory offers a distinct perspective on how individuals acquire knowledge, develop professional competencies, engage in collaborative activities, and contribute to organizational improvement. Collectively, these theories explain the importance of social interaction, experiential learning, professional collaboration, reflective practice, and shared responsibility in establishing and sustaining effective Professional Learning Communities.

Social Constructivist Theory. Social Constructivist Theory, associated with Lev Vygotsky (1978), explains that learning and knowledge development occur through social interaction, communication, and participation in shared activities. Vygotsky emphasized that individuals develop their understanding through interactions with other people and the sociocultural environment. One of the central concepts of this theory is the Zone of Proximal Development (ZPD), which refers to the difference between what an individual can accomplish independently and what can be achieved with the guidance or assistance of

more knowledgeable individuals. Through collaboration, guidance, dialogue, and shared experiences, individuals can develop knowledge and competencies that may not be attained through independent learning alone.

In the context of Professional Learning Communities, Social Constructivist Theory provides an explanation of how teachers and school heads develop professional knowledge through continuous interaction and collaborative engagement. Teachers can exchange instructional strategies, discuss classroom experiences, analyze teaching concerns, and learn from the expertise of their colleagues. Through collective inquiry and reflective dialogue, they can construct shared understandings of instructional challenges and identify appropriate approaches to improve teaching and learning. Similarly, peer support and professional learning allow teachers to benefit from the knowledge, experiences, and guidance of other members of the school community.

The theory is relevant to the present study because it supports the dimensions of PLC practices, particularly collaborative professional practice, collective inquiry and reflective dialogue, and peer support and professional learning. It also provides a foundation for understanding how the school's shared vision and goals can be developed through communication and collective participation. When school heads and teachers actively share knowledge and work toward common educational objectives, they can strengthen instructional practices and contribute to a supportive learning environment. These collaborative processes may help improve school performance and learner outcomes by encouraging educators to develop and apply instructional approaches that respond to learners' academic needs.

Experiential Learning Theory. Experiential Learning Theory was developed by David Kolb (1984), who explained that learning takes place through the transformation of experience into knowledge. According to this perspective, individuals develop understanding not only by acquiring information but also by engaging in experiences, reflecting on those experiences, forming concepts, and applying what they have learned to new situations. Kolb presented a four-stage learning cycle consisting of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Concrete experience involves participation in an actual activity or situation. Reflective observation refers to examining and reflecting on the experience. Abstract conceptualization involves developing ideas, principles, or explanations based on the reflection, while active experimentation refers to applying these ideas in practice to determine their effectiveness.

In Professional Learning Communities, Experiential Learning Theory explains how teachers and school heads can improve their professional competencies through actual teaching experiences, collaborative activities, and continuous reflection. For example, teachers may encounter difficulties in implementing instructional strategies or addressing learners' diverse academic needs. Through professional discussions and collaborative reflection, they can examine the causes of these difficulties, identify possible solutions, and develop improved teaching approaches. They can subsequently apply these approaches in their classrooms, observe their effects, and share the results with other members of the PLC. This process allows professional learning to become a continuous cycle of experience, reflection, conceptual understanding, and application.

The theory is particularly relevant to the present study because it provides a foundation for examining collective inquiry and reflective dialogue, collaborative professional practice, and peer support and professional learning. It emphasizes that professional development should extend beyond attending seminars and training programs to include the practical application of acquired knowledge and skills. Through continuous experiential learning, teachers can evaluate the effectiveness of their instructional

practices and make necessary improvements. These improvements may contribute to better teaching performance, more responsive instructional practices, and improved learner outcomes. Thus, the theory supports the examination of how sustained professional learning activities within PLCs may contribute to school performance.

Communities of Practice Theory. Communities of Practice Theory was developed by Etienne Wenger (1998), building on earlier work with Jean Lave on situated learning. The theory explains how individuals develop knowledge and competencies through sustained participation in a community whose members share a common interest, concern, or professional practice. Wenger (1998) emphasized that learning is a social process in which individuals develop their understanding and professional identity through participation, interaction, and the exchange of experiences. The theory highlights the importance of mutual engagement, joint enterprise, and shared repertoire. Mutual engagement refers to the active participation and interaction of members in a community. Joint enterprise involves the development of shared goals and a common understanding of responsibilities, while shared repertoire refers to the resources, practices, experiences, language, and strategies that members develop and use collectively.

Within the school setting, Communities of Practice Theory provides a direct explanation of how teachers and school heads establish and sustain Professional Learning Communities. School personnel participate in professional activities, collaborate in addressing instructional concerns, exchange teaching strategies, and develop shared approaches to achieving educational objectives. Their mutual engagement is reflected in regular professional discussions, peer assistance, collaborative planning, and participation in school-based learning activities. Their joint enterprise is demonstrated through a shared vision and goals for improving instructional quality and learner achievement. Meanwhile, their shared repertoire develops through the continuous exchange of instructional materials, assessment practices, intervention strategies, and professional experiences.

This theory is closely related to the present study because it provides a conceptual foundation for the five dimensions of PLC practices. The school's shared vision and goals represent the common purpose that guides the community. Collaborative professional practice demonstrates the active participation of teachers and school heads in shared responsibilities. Collective inquiry and reflective dialogue provide opportunities to examine practices and develop common solutions. Peer support and professional learning encourage the sharing of expertise and professional experiences, while collective responsibility for learner improvement emphasizes the members' commitment to achieving common educational outcomes. Through these processes, school personnel can strengthen professional relationships, improve instructional consistency, and establish a collaborative environment that supports school performance and learner outcomes.

Organizational Learning Theory. Organizational Learning Theory, developed by Chris Argyris and Donald Schön (1978), explains how organizations acquire, interpret, and use knowledge to improve their practices, correct errors, and respond to changing conditions. The theory emphasizes that organizational improvement occurs when members examine existing practices, evaluate the results of their actions, and use the information gained to make necessary adjustments. One of its major concepts is single-loop learning, which occurs when an organization identifies a problem and corrects it without changing its underlying policies, assumptions, or objectives. Another important concept is double-loop learning, which occurs when members go beyond correcting immediate problems and critically examine the underlying beliefs, procedures, and organizational practices that may have contributed to those problems.

In the context of Professional Learning Communities, Organizational Learning Theory explains how schools can use collaborative reflection, shared decision-making, and evidence-based evaluation to improve their organizational practices. For instance, when a school identifies low learner achievement, increasing dropout rates, or difficulties in implementing instructional programs, school heads and teachers can collectively examine available information, identify contributing factors, and develop appropriate interventions. Single-loop learning may involve adjusting teaching strategies or providing additional learning activities to address identified difficulties. Double-loop learning, on the other hand, may require the school community to reconsider existing instructional approaches, school policies, professional development priorities, or organizational arrangements that affect learning outcomes.

The theory is relevant to the present study because it supports the examination of collective inquiry and reflective dialogue, collective responsibility for learner improvement, and the issues and concerns encountered in sustaining PLC practices. It also provides a basis for understanding how school heads and teachers can use school performance information and learner outcome indicators to guide organizational decisions. By examining cohort survival, dropout, retention, completion, promotion, and graduation rates, school personnel may identify areas requiring attention and develop appropriate improvement strategies. Through continuous evaluation and organizational learning, PLCs can become mechanisms for strengthening school practices, addressing implementation challenges, and promoting collective accountability for learner success.

Related Philippine Legal and Policy Foundations. In addition to the four theoretical perspectives, the present study is supported by Philippine legislation that recognizes the importance of teacher development, learner support, and responsive educational practices. These legal foundations provide the broader policy context for strengthening professional learning and improving the quality of basic education.

Republic Act No. 11713 (2022), otherwise known as the Excellence in Teacher Education Act, strengthens teacher education in the Philippines through the enhancement of the Teacher Education Council, the establishment of scholarship opportunities, and the institutionalization of the National Educators' Academy of the Philippines. The law recognizes the importance of developing competent teachers and school leaders who are committed to continuing professional growth and the improvement of educational practices. Its provisions support the present study by emphasizing the importance of sustained teacher development and the professional competencies needed to provide quality education. These objectives are consistent with PLC practices that encourage professional learning, collaboration, and the sharing of effective instructional approaches.

Republic Act No. 12028 (2024), or the Academic Recovery and Accessible Learning (ARAL) Program Act, establishes a national learning intervention program to support learners who experience difficulties in reading, mathematics, and science. The law emphasizes the provision of appropriate learning support to help learners attain the competencies expected at their respective grade levels. In relation to the present study, this legislation highlights the importance of identifying learners' academic needs and developing appropriate instructional interventions. Through Professional Learning Communities, teachers and school heads can collaboratively examine learner performance, identify learning gaps, share intervention strategies, and monitor the progress of learners. These activities may contribute to improved learner outcomes and stronger school performance.

Republic Act No. 12322 (2026), which amends Section 5 of Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, allows the Department of Education greater flexibility in determining the pedagogical approaches to be implemented in the basic education curriculum. It provides that the

curriculum shall employ the approach considered most effective by the Department of Education in ensuring the mastery of knowledge and skills at each educational level. It also provides for the review of the curriculum and its approaches at least once every five years to determine their relevance and effectiveness. This legislation is relevant to the present study because it underscores the importance of selecting and improving instructional approaches in response to learners' educational needs. Professional Learning Communities can provide school personnel with opportunities to discuss, evaluate, and collaboratively develop teaching practices that support curriculum implementation and learner achievement.

Taken together, these theoretical and legal foundations provide a comprehensive basis for examining Professional Learning Community practices in the selected schools in Inopacan District, Leyte Division. Social Constructivist Theory explains the development of professional knowledge through social interaction and collaboration; Experiential Learning Theory emphasizes learning through experience, reflection, and application; Communities of Practice Theory explains how shared professional engagement and common goals sustain collaborative learning; and Organizational Learning Theory highlights the importance of collective inquiry, evaluation, and continuous organizational improvement. Meanwhile, the identified Philippine laws provide policy support for teacher development, academic recovery, and responsive pedagogical practices.

In relation to the present study, these perspectives support the examination of the five dimensions of Professional Learning Community practices, namely, the school's shared vision and goals, collaborative professional practice, collective inquiry and reflective dialogue, peer support and professional learning, and collective responsibility for learner improvement. They also provide a foundation for examining how these practices are associated with school performance based on key learner outcome indicators, including cohort survival, dropout, retention, completion, promotion, and graduation rates. Furthermore, they guide the identification of issues and concerns that may affect the implementation and sustainability of PLC practices. Ultimately, the integration of these theoretical and legal foundations supports the development of a Professional Learning Community Advancement Strategic Plan intended to strengthen professional collaboration, improve school practices, and promote better learner outcomes.

THE PROBLEM

Statement of the Problem

This study aims to determine the extent of Professional Learning Community (PLC) practices and the level of school performance based on learner outcomes in selected schools in Inopacan District, Leyte Division, during School Year 2026–2027, as a basis for developing a Professional Learning Community Advancement Strategic Plan.

CHAPTER 2

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, the findings derived from the analysis and interpretation of the data, the conclusions drawn from the findings, and the recommendations proposed to strengthen Professional Learning Community (PLC) practices and improve learner outcomes in the selected schools.

Summary

The study examined the extent of Professional Learning Community (PLC) practices and school performance based on learner outcome indicators. Specifically, it focused on the respondents'

demographic and professional profiles in terms of age, gender, civil status, highest educational attainment, length of service, performance rating, and relevant training seminars and workshops attended.

Furthermore, the study assessed the extent of PLC practices in terms of the school's shared vision and goals, collaborative professional practice, collective inquiry and reflective dialogue, peer support and professional learning, and collective responsibility for learner improvement. It also examined school performance based on cohort survival rate, dropout rate, retention rate, completion rate, promotion rate, and graduation rate.

The study likewise identified the issues and concerns encountered in sustaining PLC practices and examined the relationship between PLC practices and respondent-rated learner outcome support. The findings served as the basis for proposing a Professional Learning Community Advancement Strategic Plan aimed at strengthening collaborative professional practices, improving instructional support, promoting evidence-based decision-making, and enhancing collective responsibility for learner improvement.

A descriptive-correlational research approach was used to describe the respondents' characteristics, assess the extent of PLC practices, present school performance indicators, and determine the relationship between the variables. Frequency counts, percentages, weighted means, ranking, and Pearson product-moment correlation were used to analyze and interpret the data.

Findings

Based on the results presented in the preceding chapter, the following findings were identified:

1. **Profile of the Respondents.** The study involved 60 respondents. In terms of age, the largest group consisted of those aged 36–45 years old, with 20 or 33.33%. Regarding gender, 43 or 71.67% were female, while 17 or 28.33% were male. In terms of civil status, 44 or 73.33% were married. For educational attainment, 20 or 33.33% had bachelor's degrees with master's units, followed by 18 or 30.00% who had completed a master's degree. Regarding length of service, 16 or 26.67% had served for 11–15 years. In terms of performance rating, 34 or 56.67% received a Very Satisfactory rating. Meanwhile, 21 or 35.00% had attended three to four relevant training seminars and workshops.
2. **School's Shared Vision and Goals.** The respondents demonstrated a high extent of PLC practices in terms of the school's shared vision and goals, obtaining an overall weighted mean of 4.28. The highest-rated indicator was the participation of school personnel in establishing shared school goals, with a weighted mean of 4.42. This was followed by the use of the school's vision and mission in guiding professional learning activities, with 4.35. The lowest-rated indicator was working toward common priorities for improving learner outcomes, with 4.15.
3. **Collaborative Professional Practice.** The dimension obtained an overall weighted mean of 4.28. Collaboration in planning instructional activities received the highest weighted mean of 4.40, followed by sharing teaching strategies and learning resources with colleagues, with 4.35. Meanwhile, coordinating activities to support the improvement of learner performance received the lowest weighted mean of 4.15.
4. **Collective Inquiry and Reflective Dialogue.** The dimension obtained an overall weighted mean of 4.27. Examining learner performance data to identify learning needs received the highest weighted mean of 4.38, followed by discussing instructional challenges during professional meetings, with 4.32. The lowest-rated indicator was the use of feedback and reflection to improve classroom practices, with 4.15.

5. **Peer Support and Professional Learning.** The dimension obtained an overall weighted mean of 4.26. Providing assistance to colleagues who encountered instructional difficulties received the highest weighted mean of 4.36. Sharing professional experiences and effective teaching practices followed with 4.32. Supporting the application of newly acquired knowledge and skills obtained the lowest weighted mean of 4.15.
6. **Collective Responsibility for Learner Improvement.** The dimension obtained the highest overall weighted mean among the five PLC dimensions, with 4.29. Teachers working together to identify learners who needed additional support received the highest weighted mean of 4.42. Coordinating interventions for learners experiencing difficulties followed with 4.35, while evaluating whether interventions improved learner outcomes received the lowest weighted mean of 4.18.
7. **Overall Extent of Professional Learning Community Practices.** The five dimensions obtained a grand weighted mean of 4.28. Collective responsibility for learner improvement ranked first with 4.29, followed by the school's shared vision and goals and collaborative professional practice, both with 4.28. Collective inquiry and reflective dialogue obtained 4.27, while peer support and professional learning received 4.26. These results showed closely grouped ratings across all five dimensions of PLC practices.
8. **School Performance Based on Learner Outcome Indicators.** Among the three schools, School C recorded the highest cohort survival rate at 94.10%, retention rate at 97.00%, completion rate at 95.20%, promotion rate at 98.00%, and graduation rate at 96.10%. It also recorded the lowest dropout rate at 1.50%. School B registered a cohort survival rate of 91.80%, dropout rate of 2.40%, retention rate of 95.80%, completion rate of 92.50%, promotion rate of 96.40%, and graduation rate of 94.20%.
9. **Average School Performance Based on Learner Outcome Indicators.** Across the three schools, the highest average rate was recorded for promotion at 97.20%, followed by retention at 96.43% and graduation at 95.27%. Completion rate obtained an average of 93.90%, while cohort survival rate registered 93.03%. Meanwhile, dropout rate had an average of 1.90%.
10. **Issues and Concerns in Sustaining PLC Practices.** The most frequently identified concern was limited time for collaborative professional activities, reported by 42 respondents or 70.00%. This was followed by heavy teaching and administrative workloads, with 39 or 65.00%, and limited resources and instructional materials, with 34 or 56.67%. Scheduling conflicts were identified by 31 or 51.67%, while limited opportunities for specialized professional development were reported by 28 or 46.67%. The least frequently identified concern was limited technical support for data-based professional discussions, with 16 or 26.67%.
11. **Relationship Between PLC Practices and Learner Outcome Support.** The Pearson correlation analysis presented a correlation coefficient of $r = 0.620$ and a p-value of less than .001, based on 60 observations. Since the computed p-value was lower than the .05 level of significance, the statistical decision was to reject the null hypothesis for the reported respondent-level relationship. This indicated a significant positive relationship between PLC practices and respondent-rated learner outcome support.
12. **Proposed Professional Learning Community Advancement Strategic Plan.** The findings provided a basis for proposing a strategic plan that focuses on strengthening collaborative professional activities, improving peer support and professional learning, promoting collective inquiry and reflective dialogue, enhancing data-based instructional decision-making, and establishing coordinated interventions for learners experiencing academic difficulties.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The respondents possessed varied demographic and professional characteristics in terms of age, gender, civil status, educational attainment, length of service, performance rating, and participation in relevant training activities. These characteristics provided important background information for understanding the professional composition of the respondents involved in PLC practices.
2. The school's shared vision and goals were important components of PLC implementation. The high overall weighted mean of 4.28 indicated that school personnel participated in establishing common goals and aligned professional learning activities with the school's vision and mission. However, further strengthening of common priorities for improving learner outcomes remained necessary.
3. Collaborative professional practice was an established dimension of PLC implementation, as reflected in the overall weighted mean of 4.28. The results emphasized the importance of joint instructional planning, sharing of teaching strategies, and collective efforts in addressing instructional challenges.
4. Collective inquiry and reflective dialogue were evident in the examination of learner performance data and discussions of instructional challenges. However, the overall weighted mean of 4.27 suggested the need to further strengthen the consistent use of feedback, reflection, and evidence in improving classroom practices.
5. Peer support and professional learning contributed to the professional development of school personnel. The overall weighted mean of 4.26 indicated the presence of collegial assistance and knowledge sharing, although the application of newly acquired knowledge and skills required continued attention.
6. Collective responsibility for learner improvement emerged as the strongest dimension of PLC practices, obtaining an overall weighted mean of 4.29. This emphasized the importance of identifying learners who needed additional support, coordinating interventions, monitoring progress, and evaluating the effectiveness of instructional strategies.
7. The grand weighted mean of 4.28 indicated that PLC practices were consistently rated across the five dimensions. Nevertheless, continuous improvement was necessary to ensure that collaborative activities translated into meaningful instructional support and more coordinated responses to learner needs.
8. School performance indicators demonstrated favorable results across the three schools, particularly in promotion, retention, and graduation rates. School C obtained the highest results in most of the indicators, while School B recorded the lowest rates in several favorable indicators and the highest dropout rate. These differences highlighted the importance of sustaining school improvement initiatives and monitoring learner outcome indicators.
9. The identified issues and concerns indicated that limited time, heavy workloads, insufficient instructional resources, and scheduling conflicts were important challenges in sustaining PLC practices. Addressing these concerns required appropriate administrative support, efficient scheduling, resource allocation, and opportunities for continuous professional development.
10. The statistically significant positive relationship between PLC practices and respondent-rated learner outcome support indicated that higher ratings of PLC practices were associated with higher ratings of learner outcome support. However, the correlational result did not establish a cause-and-effect relationship or directly demonstrate that PLC practices caused improvements in the schools' actual learner outcome indicators.

11. The proposed Professional Learning Community Advancement Strategic Plan was considered an appropriate output based on the identified strengths, areas for improvement, and concerns encountered in sustaining PLC practices. It should provide structured activities that promote collaboration, professional learning, reflective dialogue, data utilization, and shared accountability for learner improvement.

Recommendations

In light of the findings and conclusions, the following recommendations are proposed:

1. **For School Heads and Administrators.** School heads and administrators should strengthen the implementation of PLC practices by establishing clear professional learning priorities, providing administrative support, and ensuring that collaborative activities are aligned with the school's vision, mission, and improvement goals. They should also allocate sufficient time and resources for regular professional learning activities.
2. **For Teachers.** Teachers should actively participate in collaborative instructional planning, share effective teaching strategies, exchange learning resources, and work together in addressing classroom challenges. They should also engage in reflective discussions and use feedback from colleagues to improve their instructional practices.
3. **For Collective Inquiry and Reflective Dialogue.** Teachers and school personnel should regularly examine learner performance data, identify learning gaps, discuss instructional difficulties, and evaluate the effectiveness of teaching strategies. Professional discussions should be supported by relevant evidence to ensure that instructional decisions respond to the actual needs of learners.
4. **For Peer Support and Professional Learning.** Schools should establish mentoring, peer coaching, demonstration teaching, learning action cell sessions, and other collaborative activities that encourage teachers to share professional experiences and apply newly acquired knowledge and skills. These activities should promote continuous professional growth and strengthen collegial relationships.
5. **For Collective Responsibility for Learner Improvement.** Teachers should strengthen their coordinated efforts in identifying learners who require additional academic assistance. They should develop appropriate interventions, monitor learner progress, discuss intervention results, and make necessary adjustments based on the identified learning needs.
6. **For Time and Workload Management.** School administrators should establish realistic schedules for PLC activities and consider teachers' instructional and administrative responsibilities. Collaborative professional learning sessions should be properly planned to minimize scheduling conflicts and ensure consistent participation among school personnel.
7. **For Instructional Resources and Materials.** Schools should assess the availability of instructional materials, learning resources, and technological support needed for effective PLC implementation. Administrators should identify resource gaps and prioritize the provision of materials that support collaborative planning, instructional improvement, and learner assessment.
8. **For Professional Development.** School heads should provide opportunities for relevant seminars, workshops, training programs, and capacity-building activities. These should focus on instructional leadership, collaborative teaching, reflective practice, data analysis, learner assessment, and the development of effective intervention strategies.
9. **For Monitoring and Evaluation of School Performance.** School administrators and teachers should regularly monitor cohort survival, dropout, retention, completion, promotion, and graduation rates.

The results should be used to identify areas requiring improvement, develop appropriate interventions, and evaluate the progress of school improvement initiatives.

10. **For Strengthening Data-Based Decision-Making.** Teachers and school heads should maximize the use of learner performance records and other relevant school data during PLC sessions. These data should guide the identification of learning difficulties, selection of instructional strategies, implementation of interventions, and evaluation of learner progress.
11. **For the Department of Education and Other Educational Stakeholders.** Relevant educational authorities and stakeholders should support schools in sustaining PLC practices through professional development opportunities, instructional resources, technical assistance, and policies that encourage collaborative professional learning and evidence-based school improvement.
12. **For the Proposed Professional Learning Community Advancement Strategic Plan.** The proposed strategic plan should be reviewed and evaluated by school heads, teachers, and qualified educational experts to determine its relevance, feasibility, and appropriateness. Its implementation should include specific activities, responsible persons, timelines, required resources, success indicators, and monitoring and evaluation procedures to ensure that the identified priorities are systematically addressed.
13. **For Future Researchers.** Future researchers may conduct similar studies involving a larger number of respondents, additional schools, and other educational settings to further examine the relationship between PLC practices and learner outcomes. They may also investigate other factors, such as instructional leadership, teacher collaboration, professional development, school resources, and teacher motivation. Further studies may use actual school performance records and longitudinal research approaches to establish a clearer understanding of how PLC practices are associated with changes in learner outcome indicators.

CHAPTER 3
OUTPUT OF THE STUDY
PROPOSED PROFESSIONAL LEARNING COMMUNITY ADVANCEMENT STRATEGIC PLAN
RATIONALE

The findings of the study examining Professional Learning Community (PLC) practices and school performance based on learner outcome indicators provide a basis for developing a Proposed Professional Learning Community Advancement Strategic Plan. The proposed output is intended to translate the findings into practical and sustainable activities that school heads, teachers, and other school personnel may undertake to strengthen professional collaboration, improve instructional practices, promote continuous professional learning, and enhance collective responsibility for learner improvement.

Professional Learning Communities play an important role in promoting a collaborative school environment where teachers and school personnel work together toward common educational goals. Through shared vision and goals, collaborative professional practice, collective inquiry and reflective dialogue, peer support and professional learning, and collective responsibility for learner improvement, school personnel can establish opportunities for professional growth and coordinated instructional decision-making. These dimensions provide a foundation for addressing teaching-related concerns, sharing effective practices, and developing appropriate interventions that respond to learners' academic needs.

The findings revealed that the overall extent of PLC practices obtained a grand weighted mean of 4.28. Among the five dimensions, collective responsibility for learner improvement obtained the highest weighted mean of 4.29, indicating that teachers and school personnel placed importance on identifying learners who required additional support and coordinating appropriate interventions. The school's shared vision and goals and collaborative professional practice both obtained weighted means of 4.28, while collective inquiry and reflective dialogue received 4.27. Peer support and professional learning obtained the lowest weighted mean of 4.26. Although the results showed closely grouped ratings across all dimensions, these findings indicate opportunities to further strengthen the implementation of professional learning activities, particularly in applying newly acquired knowledge and skills, utilizing feedback, and evaluating the effectiveness of interventions.

The proposed strategic plan also considers the school performance indicators presented in the study. Across the three participating schools, the average promotion rate was 97.20%, followed by retention rate at 96.43%, graduation rate at 95.27%, completion rate at 93.90%, and cohort survival rate at 93.03%. Meanwhile, the average dropout rate was 1.90%. These indicators provide a basis for strengthening school-based monitoring, collaborative analysis of learner performance, and the development of appropriate instructional and intervention programs. School personnel should regularly examine these indicators to identify areas requiring attention and determine appropriate strategies for sustaining favorable learner outcomes.

Furthermore, the study identified several issues and concerns encountered in sustaining PLC practices. Limited time for collaborative professional activities emerged as the most frequently reported concern, with 42 respondents or 70.00%. This was followed by heavy teaching and administrative workloads, with 39 respondents or 65.00%, and limited resources and instructional materials, with 34 respondents or 56.67%. Scheduling conflicts were reported by 31 respondents or 51.67%, while limited opportunities for specialized professional development were identified by 28 respondents or 46.67%. These findings demonstrate the importance of establishing manageable schedules, improving the allocation of available resources, providing relevant professional development opportunities, and ensuring consistent participation in collaborative activities.

The proposed strategic plan therefore focuses on strengthening the five dimensions of PLC practices while directly addressing the identified issues and concerns. It includes programs for collaborative planning, professional learning sessions, peer mentoring, data-based instructional discussions, learner intervention planning, resource development, and monitoring and evaluation. These activities are intended to provide school personnel with structured opportunities to exchange professional knowledge, reflect on instructional practices, examine learner performance, and develop coordinated approaches to improving educational outcomes.

Particular attention is given to peer support and professional learning, which obtained the lowest overall weighted mean among the five dimensions. The strategic plan proposes mentoring activities, peer coaching, demonstration teaching, collaborative learning sessions, and professional development programs to encourage teachers to share their experiences and apply newly acquired knowledge and skills. These activities are expected to strengthen professional relationships and promote a school culture that values continuous learning and improvement.

The plan also emphasizes collective inquiry and reflective dialogue through regular examination of learner performance data, discussions of instructional challenges, and evaluation of intervention results. Teachers and school heads may use school records, assessment results, classroom observations, and other relevant

information as bases for making instructional decisions. Through these activities, PLC sessions can become more focused on identifying learning gaps, selecting appropriate strategies, and monitoring the progress of learners who require additional assistance.

The relationship analysis presented in the study yielded a Pearson correlation coefficient of r = 0.620 and a p-value of less than .001 between PLC practices and respondent-rated learner outcome support. This indicates a statistically significant positive relationship in the reported respondent-level analysis. The finding provides additional support for strengthening PLC practices as an important area of school improvement. However, the correlational result does not establish that PLC practices directly cause improvements in actual school performance indicators. Therefore, the proposed strategic plan is designed as an improvement-oriented intervention informed by the study's findings rather than a guarantee of specific learner outcome improvements.

The proposed Professional Learning Community Advancement Strategic Plan is intended to be implemented within one school year, subject to the approval of school administrators, availability of resources, and applicable educational policies. It identifies specific areas of concern, objectives, strategies, proposed budgets, funding sources, time frames, implementors, evaluative measures, and expected accomplishments. The proposed budget is indicative and may be adjusted based on the actual needs and resources of the participating schools.

Ultimately, the proposed strategic plan aims to establish a more organized, collaborative, reflective, and learner-centered professional learning environment. By strengthening shared goals, improving professional collaboration, providing opportunities for peer support, promoting evidence-based instructional decisions, and establishing systematic monitoring procedures, the plan seeks to support the continuous professional development of teachers and the improvement of learner outcomes.

OBJECTIVES

The **Proposed Professional Learning Community Advancement Strategic Plan** aims to achieve the following objectives:

1. **Strengthen shared vision and goals** by promoting the active participation of school personnel in establishing common priorities, aligning professional learning activities with school improvement goals, and developing shared commitments toward improving learner outcomes.
2. **Enhance collaborative professional practice** by providing structured opportunities for teachers to participate in joint instructional planning, exchange teaching strategies, share learning resources, and work together in addressing classroom and instructional challenges.
3. **Promote collective inquiry and reflective dialogue** by encouraging teachers to examine learner performance data, discuss instructional concerns, evaluate teaching strategies, and use professional feedback to improve classroom practices.
4. **Strengthen peer support and professional learning** by establishing mentoring, peer coaching, demonstration teaching, learning action cell sessions, and other professional development activities that encourage the sharing and application of knowledge and skills.
5. **Enhance collective responsibility for learner improvement** by promoting coordinated identification of learners requiring additional support, development of appropriate interventions, monitoring of learner progress, and evaluation of intervention effectiveness.
6. **Address time and workload-related concerns** by developing manageable schedules for collaborative activities, improving the coordination of professional learning sessions, and considering teachers' instructional and administrative responsibilities.

7. **Improve access to instructional resources and materials** by identifying resource gaps, developing shared instructional materials, maximizing available learning resources, and encouraging the collaborative preparation of teaching materials.
8. **Expand opportunities for specialized professional development** by organizing relevant training sessions, workshops, seminars, and school-based learning activities that address the professional needs of teachers and other school personnel.
9. **Strengthen data-based school improvement practices** by utilizing cohort survival, dropout, retention, completion, promotion, and graduation rates in identifying school performance trends and determining appropriate improvement priorities.
10. **Establish systematic monitoring and evaluation procedures** by developing appropriate monitoring tools, gathering implementation feedback, reviewing program accomplishments, and identifying necessary adjustments to sustain PLC practices.
11. **Promote shared accountability among school personnel** by encouraging teachers, school heads, and other educational stakeholders to participate in the planning, implementation, and evaluation of PLC activities.
12. **Develop a sustainable professional learning environment** by institutionalizing regular collaborative sessions, continuous professional development, reflective practices, and coordinated instructional improvement activities.

SCHEME OF IMPLEMENTATION

Proposed Professional Learning Community Advancement Strategic Plan Implementation Plan

Area of Concern	Objectives	Strategies	Proposed Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
1. Shared Vision and School Goals Alignment Program	Strengthen common priorities and shared commitments among school personnel toward improving	Conduct school-based planning sessions; review and communicate the school's vision, mission, and	₱6,000	Subject to approved school funds and available resources	First quarter and reviewed quarterly throughout the school year	School Heads, Master Teachers, Teachers, School Planning Team	Approved collaborative action plans, attendance records, documented school priorities, and quarterly	To be determined during implementation	Align activities with the school improvement plan

	learner outcomes.	improvement goals; facilitate collaborative goal-setting activities; establish shared instructional priorities; and develop action points aligned with learner needs.					progress reports		
2. Collaborative Instructional Planning Program	Improve teachers' collaboration in preparing instructional activities and addressing teaching-related concerns.	Organize regular collaborative planning sessions; facilitate grade-level and subject-area meetings; encourage	₱7,000	Subject to approved school funds and existing instructional resources	Monthly throughout the school year	School Heads, Master Teachers, Grade-Level Coordinators, Teachers	Collaborative lesson plans, meeting minutes, shared instructional materials, and classroom implementation records	To be determined during implementation	Schedule sessions without disrupting regular instruction

		sharing of lesson plans and instructional strategies; develop common learning activities; and coordinate instructional interventions.							
3. Collective Inquiry and Reflective Dialogue Program	Strengthen evidence-based discussions and reflective practices among teachers.	Conduct regular professional discussions on learner performance; analyze assessment results and classroom records; identify instructional difficulties;	₱6,500	Approved school funds and available learning resources	Monthly throughout the school year	School Heads, Master Teachers, Teachers, Learning Area Coordinators	Data analysis reports, reflection forms, meeting documentation, and recorded instructional action points	To be determined during implementation	Use actual learner performance data

		facilitate reflective teaching sessions; and develop action points based on identified learning needs.							
4. Peer Mentoring and Professional Learning Program	Strengthen collegial support and encourage the sharing and application of effective instructional practices.	Establish peer mentoring arrangements; conduct peer coaching and demonstration teaching; organize classroom observation and feedback sessions; facilitate	₱8,000	Subject to approved school funds and available professional development resources	Quarterly throughout the school year	School Heads, Master Teachers, Mentoring Teachers, Teachers	Mentoring records, peer observation forms, coaching reports, teacher reflections, and documented application of instructional strategies	To be determined during implementation	Ensure constructive and supportive feedback

		sharing of successful instructional experiences; and encourage the application of newly acquired teaching strategies.							
5. Learning Action Cell and Professional Development Program	Expand opportunities for specialized professional development and continuous teacher learning.	Conduct Learning Action Cell sessions; organize seminars and workshops on instructional strategies, assessment practices, classroo	₱10,000	Approved school training funds and authorized external assistance where available	Quarterly throughout the school year	School Heads, Master Teachers, Learning Action Cell Coordinators, Teachers, Qualified Resource Persons	Training attendance, evaluation forms, session outputs, professional development records, and application of acquired competencies	To be determined during implementation	Prioritize identified professional development needs

		m management, differentiated instruction, and learner intervention; invite qualified resource persons when available; and evaluate training outcomes.							
6. Collective Learner Intervention and Support Program	Strengthen coordinated efforts in identifying learners who require additional academic assistance and monitoring their	Identify learners experiencing academic difficulties; conduct collaborative case discussions; prepare learner intervention plans; implem	₱8,000	Approved school funds and available instructional resources	Throughout the school year, with monthly monitoring	School Heads, Teachers, Master Teachers, Learner Support Personnel where available	Learner intervention plans, monitoring forms, assessment results, progress records, and intervention evaluation reports	To be determined during implementation	Maintain appropriate confidentiality of learner records

	progress.	ent appropriate remediation and enrichment activities; and monitor learner progress through periodic assessments.							
7. Instructional Resources and Materials Development Program	Improve the availability and utilization of instructional resources to support collaborative teaching and professional learning.	Conduct an inventory of available learning materials; identify instructional resource gaps; develop shared teaching materials; prepare common assessment resourc	₱8,000	Subject to approved school funds, available resources, and authorized assistance	Initial development and updating throughout the school year	School Heads, Teachers, Master Teachers, Learning Resource Coordinators where available	Resource inventory, developed instructional materials, utilization records, and teacher feedback	To be determined during implementation	Prioritize reusable and cost-effective materials

		es; establish a resource-sharing system; and maximize available digital and printed materials.							
8. Time and Workload Management Program	Address limited time, heavy workloads, and scheduling conflicts affecting collaborative professional activities.	Prepare an annual PLC activity calendar; coordinate schedules among grade levels and subject areas; integrate appropriate collaborative activities into existing school-	₱4,000	Existing school administrative resources and approved funds	Initial planning and quarterly review throughout the school year	School Heads, Master Teachers, Grade-Level Coordinators, Teachers	Approved PLC calendar, attendance records, scheduling reports, workload coordination records, and teacher feedback	To be determined during implementation	Consider existing school activities and teaching responsibilities

		based professional development schedules; distribute responsibilities fairly; and review implementation schedules regularly.							
9. School Performance Monitoring and Data Utilization Program	Strengthen the use of learner outcome indicators in school improvement planning and professional discussions.	Regularly review cohort survival, dropout, retention, completion, promotion, and graduation rates; compare available school performance	₱5,500	Approved school funds and existing school monitoring resources	Quarterly and at the end of the school year	School Heads, School Planning Team, Teachers, School Data Coordinators where available	School performance reports, indicator monitoring sheets, data analysis records, and documented improvement actions	To be determined during implementation	Use verified school records and applicable reporting definitions

		records; identify areas requiring improvement; conduct data-based discussions; and formulate appropriate school improvement actions.							
10. PLC Participation and Shared Accountability Program	Promote consistent participation and shared responsibility among school personnel in sustaining PLC activities.	Establish participation expectations; assign responsibilities for collaborative activities; encourage teacher-led professional discussions; recogni	₱4,000	Existing school resources and approved funds	Throughout the school year	School Heads, Master Teachers, Teachers, PLC Coordinators	Participation records, assigned responsibilities, accomplishment reports, and teacher feedback	To be determined during implementation	Promote inclusive participation and shared ownership

		ze meaningful contributions; document agreed commitments; and review completion of assigned action points.							
11. Monitoring, Evaluation, and Continuous Improvement Program	Establish systematic procedures for evaluating PLC implementation and identifying areas for improvement.	Develop monitoring and evaluation tools; conduct periodic reviews of PLC activities; gather feedback from teachers and school heads; examine documented outputs; assess	₱7,000	Subject to approved school funds and applicable guidelines	Quarterly and at the end of the school year	School Heads, Master Teachers, PLC Coordinators, Monitoring and Evaluation Team	Evaluation forms, quarterly monitoring reports, accomplishment records, feedback summaries, and revised action plans	To be determined during implementation	Base adjustments on documented implementation evidence

		progress against identified targets; and revise activities based on evaluation results.							
12. PLC Sustainability and Institutionalization Program	Promote the continuity of effective PLC practices and integrate collaborative professional learning into regular school improvement activities.	Prepare a sustainability plan; identify continuing professional learning priorities; document effective practices; incorporate PLC activities into succeeding school plans; establis	₱6,000	Approved school funds and available institutional resources	Final quarter and succeeding school years	School Heads, Master Teachers, Teachers, School Planning Team	Sustainability plan, documented good practices, succeeding school activity calendar, and annual evaluation report	To be determined during implementation	Subject to school approval and continuing resource availability

		h peer learning arrangements; and conduct annual review and planning sessions.							
TOTAL PROPOSED BUDGET			**₱80,000**	**Subject to availability and approval of funds**	**One school year**	**Participating Schools and Authorized Personnel**	**Consolidated PLC Implementation and Evaluation Report**	**To be determined during implementation**	**Indicative budget; may be adjusted based on actual requirements**

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