



# **CONTINUOUS IMPROVEMENT POLICIES AND PROCEDURES GUIDE**

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## 1.0 INTRODUCTION

### 1.1 Introduction to the Policies and Procedures Guide

This CI Manual describes the system for implementing and managing continuous improvement on key processes of School Based Management (SBM). It is intended to be used by School Heads as a reference for managing the CI Program at their respective schools.

- The system for managing continuous improvement includes the following key components:
  - CI Organization
  - CI Program Sustainable Action Planning (SAP) process
  - CI Undertake Improvement Projects process
  - CI Monitoring and Evaluation

The Policies and Procedures Guide describes each of these components.

- The appendix contains additional references to support the continuous improvement program.

It initially includes the DepEd Vision, Mission, and Core Values statements. Other DepEd CI Policy covers and directives may be added to the appendix as these are released.

As school processes are reviewed and improved, the relevant documentation (e.g. SIPOC and detailed process flow charts) can also be added to the appendix. This Policies and Procedures Guide can then serve as a reference for the standardization of processes and as a guide for school personnel.

- Additional guidance can be found in the following references:
  - The **CI Project Guide** contains guidelines, methodologies, and tools for CI Teams to undertake improvement projects.
  - The **Basic CI Trainers Guide** contains guidelines, methodologies, and lecture scripts for CI Trainers to facilitate the Basic CI training workshops.

## 1.2 Definition of Terms

### Terms Related to Quality

**Continuous Improvement**

An ongoing effort to improve the quality of products, services, or processes.

**Continuous Improvement Methodology**

A methodology to continually Assess, Analyze, and Act on the performance of key processes.

**Quality**

The degree in which a set of inherent characteristics fulfills customers' requirements.

**Total Quality Management**

A comprehensive and fundamental rule for leading and operating an organization, aimed at continually improving the organization's performance over the long term by focusing on customers while addressing the needs of all stakeholders.

### Terms Related to Planning

**Activities**

A set of tasks needed to carry out the programs.

**Key Result Areas (KRA)**

Measurable end results that reflect the organization's vision and mission.

**Objectives**

Measurable end results that reflect the organization's vision and mission.

**Performance Indicators  
Programs and Projects**

Quantitative measures of KRAs.

The implementation or operationalization of strategies.

**Resources**

Inputs needed to ensure the accomplishment of strategies, programs, projects, activities, and tasks (SPAT).

**Strategies**

Approaches or courses of action that enable DepEd to achieve its objectives. This is the part of the planning process that calls for the



## Continuous Improvement Policies and Procedures Guide

generation of major alternatives or critical options.

### **Tasks**

Day-to-day individual assignments.

### 1.3 Acronyms

#### A

ADM	Alternative Delivery Mode
AIP	Annual Improvement Plan
ALS	Alternative Learning System
ATF	ACCESS Task Force

#### B

BE	Basic Education
BEDs	Budget Execution Documents
BESRA	Basic Education Sector Reform Agenda
BudCom	Budget Committee

#### C

CO	Central Office
COA	Commission on Audit
CSC	Civil Service Commission
CSO	Civil Society Organizations
CSR	Cohort Survival Rate

#### D

DBCC	Development Budget Coordination Committee
DBM	Department of Budget and Management
DEDP	Division Education Development Plan
DepEd	Department of Education
DO	Schools Division Office
DPT	Division Planning Team
DRRM	Disaster and Risk Reduction and Management

#### E

EGRA	Early Grade Reading Assessment
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## **G**

GAA	General Appropriations Act
GAD	Gender and Development
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GMIS	Government Manpower Information System

## **H**

HR	Human Resources
HRIS	Human Resource Information System
HRMD	Human Resources Management and Development

## **I**

ICT	Information and Communication Technology
IGP	Income Generating Projects
IM	Instructional Materials
IP	Indigenous People
IUs	Implementing Units

## **K**

KPIs	Key Performance Indicators
KRA	Key Result Areas

## **L**

LC	Learning Center
LGUs	Local Government Units
LR	Learning Resources

## **M**

M&E	Monitoring and Evaluation
MFO	Major Final Outputs
MOOE	Maintenance and Other Operating Expenses
MPS	Mean Percentage Score

## **N**

NAT	National Achievement Test
NDP	National Development Plan
NEDP	National Education Development Plan
NEP	National Expenditure Program
NER	National Enrollment Rate
NIR	Net Intake Rate
NER	Net Enrolment Rate
NIR	Net Intake Rate
NGO	Non-Government Organization
NPT	National Planning Team

## **O**

OSC/Y/A	Out-of-School Children/ Youth/ Adult
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## **P**

PAPs	Programs and Projects
Phil-IRI	Philippine Informal Reading Inventory
PTA	Parent Teacher Association

## **Q**

QA	Quality Assurance
QM	Quality Monitoring

## **R**

RDC	Regional Development Council
REDP	Regional Education Development Plan
RO	Regional Office
RPT	Regional Planning Team

## **S**

SARDO	Students-at-risk of Dropping Out
SBM	School Based Management
SDS	Schools Division/ City Superintendent



SGC	School Governing Council
SH	School Heads
SIP	School Improvement Plan
SOBE	Support Options for Basic Education
SPT	School Planning Team
SReA	School Readiness Assessment

## **T**

TechVoc Ed.	Technical-Vocational Education
TM	Teaching Materials
TQM	Total Quality Management

## 1.4 TQM Concepts and Principles

### Quality

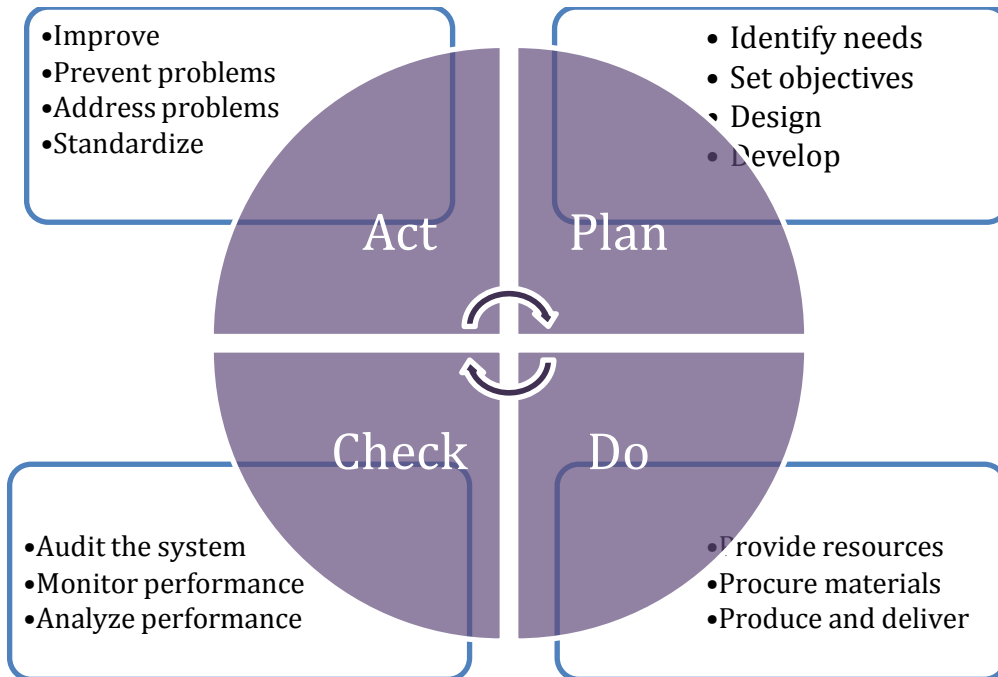
Quality can have different meanings, depending on the context or situation.

- Characteristic or property
- Personal trait or character trait
- Essential character
- Superiority
- Degree of excellence
- A distinguishable attribute

Quality in education as defined by Unicef (2000) has the following key characteristics.

- Healthy learners supported by their families and communities
- Safe learning environments for all (boys, girls and disabled) with adequate resources and facilities
- Relevant curricula and materials for the acquisition of basic skills
- Child-centered teaching processes with well-managed classrooms and schools
- Outcome-based learning relevant to achievement of national goals and society

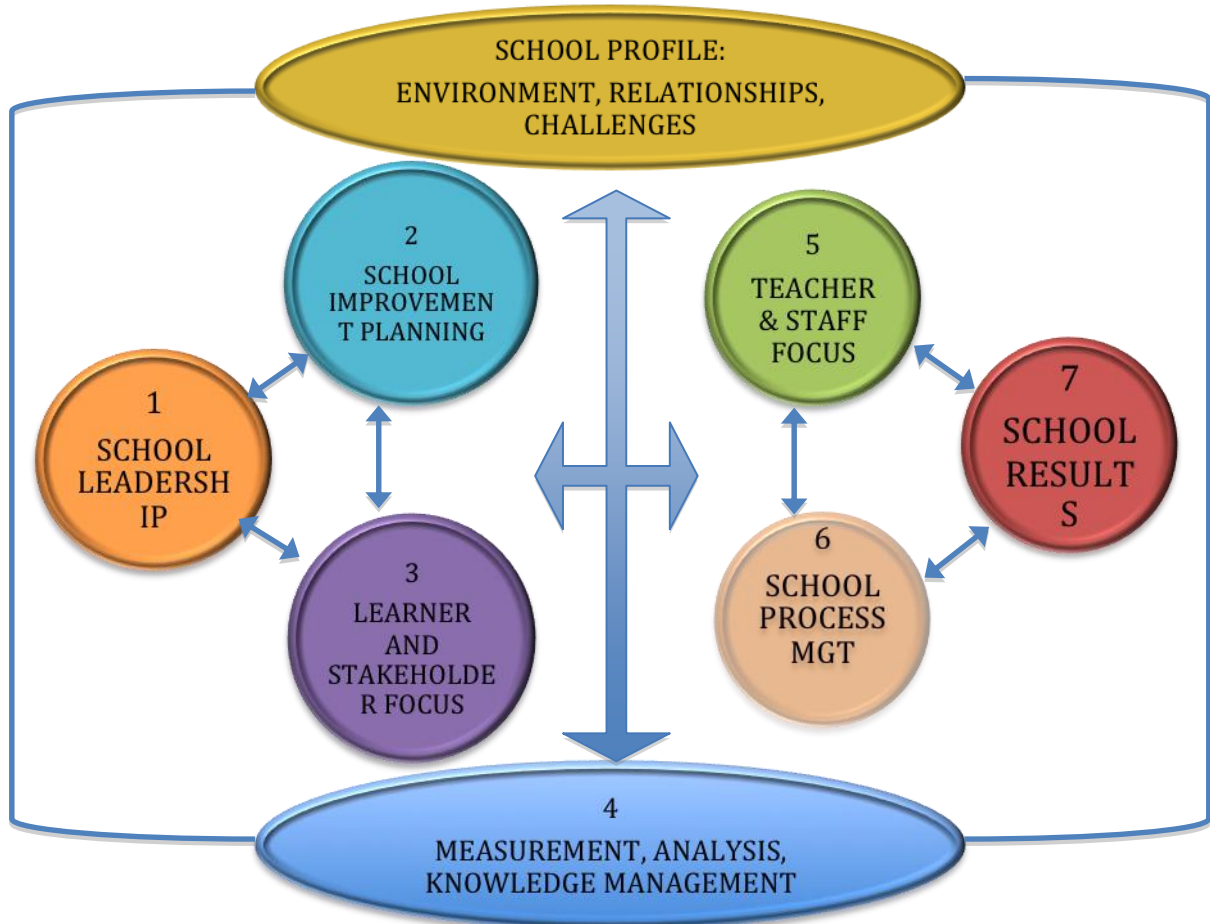
DepEd's commitment is to provide learners with access to quality education that is equitable, culture-based and complete. As such, it pursues continuous improvement to better serve its stakeholders. This continuous improvement is based on the Plan-Do-Check-Act (PDCA) framework.



In order for DepEd to achieve its goals and objectives, it has to manage and continuously improve not just how curriculum is delivered in the schools, but all other aspects of school-based management. This “total quality management” perspective is embodied in the Performance Excellence Framework.

## The Performance Excellence Framework

### Performance Excellence Framework



The key elements of performance excellence are shown in the framework above.

- School Leadership - How school leaders guide and improve the school's performance
  - Communicating and role-modeling the DepEd VMV
  - Setting school goals
  - Measuring and recognizing good performance and encouraging continuous improvement
  - Complying with legal and regulatory requirements
  - Promoting and ensuring ethical behavior
  - Supporting key communities

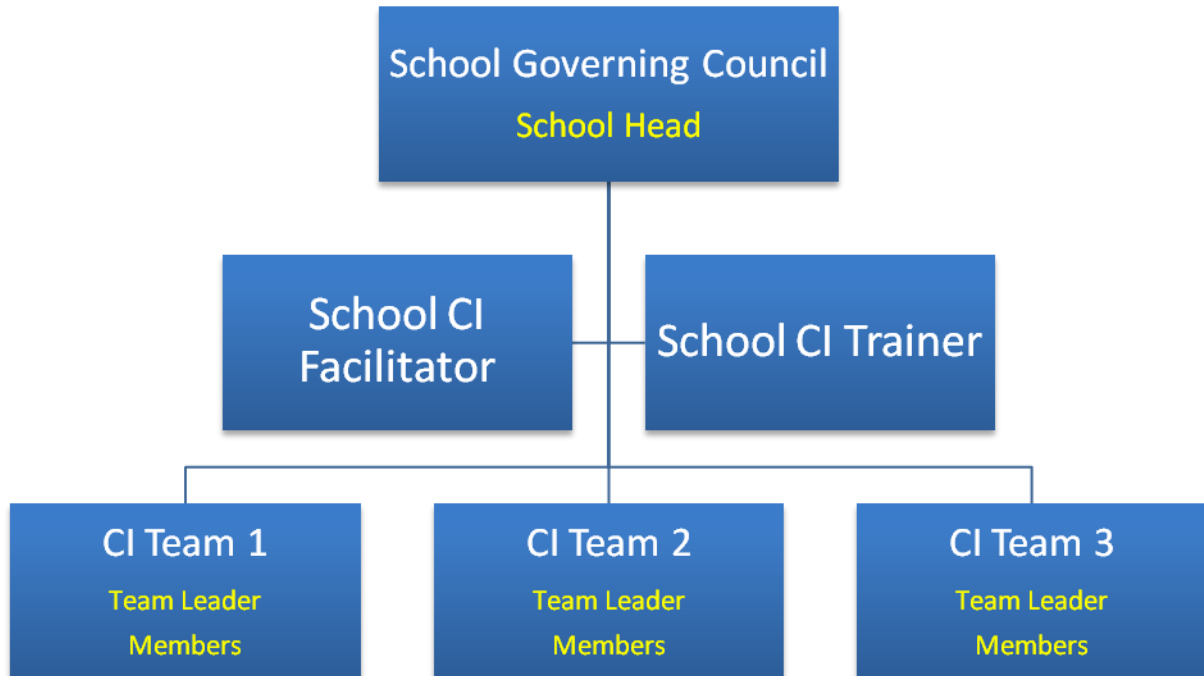
- School Improvement Planning - How the school develops and implements its plans
  - Regularly conducting planning activities
  - Analyzing strengths, weaknesses, opportunities and threats
  - Developing plans to overcome challenges and sustain the performance gains
  - Communicating plans throughout the school and implementing them as a team
  - Monitoring and evaluating progress against plans, and taking the needed actions
- Learner and Stakeholder Focus - How the school identifies learner and stakeholder requirements, builds relationships with them, and determines their satisfaction.
  - Targeting out-of-school youth and other learners, and providing access to the school
  - Determining learners' and stakeholders' needs and expectations
  - Effectively communicating with and gathering/responding to feedback from learners and stakeholders
  - Responding to complaints from learners and stakeholders
  - Measuring and evaluating learner and stakeholder satisfaction
- Teacher and Staff Focus - How the school enables the teachers and staff to realize their full potential and achieve high performance.
  - Determining teacher and staff manning requirements
  - Recruiting, hiring and retaining teachers and staff
  - Developing a school environment that promotes health, safety and security
  - Recognizing teachers and staff for good performance
  - Identifying and addressing teacher and staff training and development needs
  - Determining and improving teacher and staff motivation and satisfaction
- School Process Management - How the school manages its key teaching and learning activities, as well as administration and other support activities, to meet learner and stakeholder requirements.
  - Delivering curriculum instruction, customizing as needed
  - Providing libraries, IT, and other facilities and services to further enhance the learning experience
  - Managing remedial, feeding, waste management and other school programs

- Managing school resources and facilities, and providing support services to teachers and staff
  - Managing and strengthening relationships with the local government units and other stakeholders
  - Getting inputs and feedback from learners and other stakeholders on how the school is run and managed
  - Measuring and evaluating school performance, and taking the needed actions
  - Preparing for and dealing with emergencies
- Measurement, Analysis and Knowledge Management - How the school manages and uses data and information to support decision-making and improvement of school performance.
- Selecting and collecting data and information to track key activities, programs, and overall school performance
  - Analyzing and reviewing performance data and information to determine if plans and goals are being achieved; using performance reviews to identify improvement opportunities and develop action plans.
  - Comparing school performance against other schools
  - Managing data and information to ensure accuracy, reliability, completeness, integrity, and timeliness.
  - Making the needed data and information available to school leaders, teachers and staff, learners and other stakeholders
  - Ensuring the continued availability of data and information in the event of an emergency
- School Results - How the school performed in key areas, showing performance levels, comparison against standards or targets, and trending over the past 3 years.
  - Learner and stakeholder satisfaction results
  - Operational results (Basic Education Report Card)
  - Results on fulfilling manning, development and training, and health, safety and security of teachers and staff
  - Results on compliance to legal and regulatory requirements and promoting ethical behavior
  - Results on community support and involvement
  - Financial/budget performance results
  - Results on social impact

## 2.0 THE CI SYSTEM

### 2.1 The CI Organization

School CI Organization



The CI organization at the school level is led by the School Head, working with the School Governing Council (SGC). The school may have several CI Teams, each working on an improvement project. School CI Trainers provide in-school training on CI tools and techniques while School CI Facilitators provide guidance on the application of these tools and techniques.

## KEY RESPONSIBILITIES

### **School Head/ School Governing Council (SGC)**

- Plan the CIP (CIP)
- Form the CI Teams and provide them with the needed direction to carry out improvement projects
- Ensure that the CIP has the needed resources and support
- Monitor and review the status of the CIP

### **School CI Facilitator**

- Act as CI Resource Person at the school level
- Perform CI monitoring and evaluation
- Communicate and promote CIP to the entire school and external stakeholders
- Serve as Process Observer and Analyst

### **School CI Trainer**

- Develop school-specific training materials to support the CIP, in collaboration with the School CI Facilitator and CI Teams
- Conduct school-level CI trainings
- Monitor and evaluate the effectiveness of CI trainings, and initiate the necessary improvements
- Maintain and continually update the school's library of CI training materials

### **School CI Team Leader**

- Plan and manage improvement projects
- Ensure the quality of project outputs



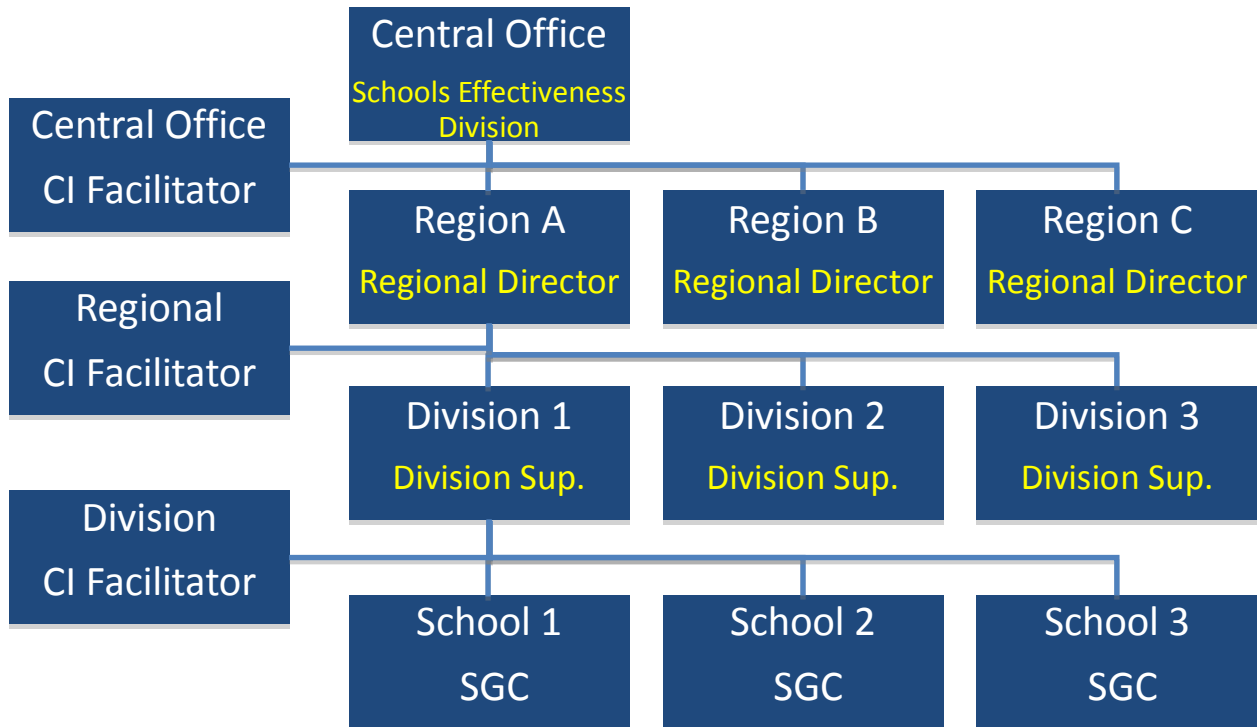
### School CI Team

- Review the project status, outputs, and outcomes; adjust the plans as needed
- Undertake improvement projects
- Report on project status, outputs, and outcomes
- Prepare and maintain project documentation and records

### ROLES OF CI TEAM MEMEBERS

- **Scribe** – Takes minutes of the CI Team meetings
- **Communications Officer**– Routes project reports to concerned stakeholders; keeps stakeholders informed on the project developments
- **Documentation Officer**– Updates the Project Template (A3); maintains project records **Process**
- **Observer – Observes** CI Team meetings and other activities, identifies how the CI Team can work better together

## National CI Organization



The national CI Programme is managed at the Central Office by the School Effectiveness Division, supported by the Regional and Division Offices nationwide. NEAP ensures that CI training is consistent and aligned, using a standardized set of training modules. The Regional and Division Offices ensure that the CI system is effectively implemented at the schools by providing the needed training and technical support.

## KEY RESPONSIBILITIES

### Central Office

- ❖ *School Effectiveness Division*
- ❖ *Central NEAP*

- Provide an enabling policy environment to ensure the effectiveness of the CIP
- Develop the CI training curriculum
- Review the Program and evaluate its impact
- Facilitate the provision of financial assistance to schools
- Identify and review school processes for standardization; deploy standardized processes to schools

### Regional Office

- ❖ *Regional NEAP*
- ❖ *Quality Assurance and Accountability unit*

- Implement the CI training curriculum; act as CIP trainers
- Quality-assure the CI implementation and provide schools with technical assistance
- Determine the outcomes of the CIP and provide schools with the needed guidance and direction

**Division Office**

- Act as school CIP coaches
- Identify strategic improvement opportunities; review and approve priority improvement projects
- Ensure that the school CIP are provided with the needed resources and support
- Monitor and review the progress of CIPs at the schools and provide the solutions to implementation issues
- Promote the sharing of learning and best practices among schools

## 2.2 Planning the CI Program

### CI and Strategic Planning

DepEd has adopted a simple and practical approach to strategic planning—the **Right to Left Planning Framework**, shown below:



The Right to Left Strategic Planning framework involves the following key components:

A. First Half (from the Right)

1. **V**-ision: Imagined ideal situation of DepEd in the future  
**M**-ission: DepEd's reason for being  
**V**-alues: DepEd's guiding principles
2. **O**-bjectives: Measurable end results that approximate DepEd's vision and mission
3. **K**-ey **R**-esult **A**-reas: Qualitative descriptions of desired outputs or outcomes
4. **P**-erformance **I**-ndicators: Quantitative measures of KRAs

B. Second Half (from the Left)

5. **S**-trategies: Approaches or courses of action that enable DepEd to achieve its objectives – This is the part of the planning process that calls for the generation of major alternatives or critical options.
6. **P**-rograms and Projects: The implementation or operationalization of the strategies
7. **A**-ctivities: A set of tasks needed to carry out the programs
8. **T**-asks: Day-to-day individual assignments
9. **Res**-ources: Inputs needed to ensure the accomplishment of strategies, programs, projects, activities, and tasks (SPAT)

With all these key components in play, the Right to Left Planning Framework is also called the **VMV-OKraPiSPATRes**.

At the school level, the Develop the SIP process takes off from DepEd's VMV, school-level objectives, and KRAs. From these, DepEd has developed strategies and action plans such as the School Improvement Plans (3 years) and the Annual Improvement Plan (1 year).

Develop the SIP Process



The CI system ties up with the planning process in the **Post-workshop Activities** phase.

In preparing the Annual Improvement Plan (AIP), the school:

- Identifies priority improvement areas
- Sets the overall improvement targets
- Identifies specific improvement projects which need to be undertaken
- Sets a general timetable for these projects

Following the **CI Undertake Improvement Projects** procedure<sup>1</sup>, the school prepares a project proposal for the identified priority projects. Upon the Division Office's approval, the CI Team is created and the Team pursues the project.

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<sup>1</sup> Section 2.3,



## Planning the CI Program

The CI Program needs to be planned along a timeline parallel to the SIP, with the following key considerations:

- CI Organization
  - Existing CI Teams may be regrouped or new ones formed to undertake the priority improvement projects outlined in the SIP. The more experienced CI Team members may be appointed as Team Leaders of the new CI Teams. Alternatively, a school may opt to keep the older CI Team intact to tackle more complex problems while the new CI Teams may start working on simpler projects.
  - The School may need more CI Facilitators as more CI Teams are formed.
  - The School may also need more CI Trainers as the CI system grows and implementation widens.
- Awareness, Education, and Training
  - New CI Team members, CI Facilitators, and CI Trainers would need to be trained on Basic CI. Training can be conducted locally by School CI Trainers. Alternatively, the Division Office may pool training resources and set up division-level training runs involving several schools.
  - Training for CI Facilitators and Trainers would need to be coordinated with the Regional NEAP.
  - A CI awareness campaign may help strengthen support from various stakeholders so they can better understand the objectives of the CI Program and how they can effectively participate and contribute to its success.
- CI Project Management
  - Project activities would need to be outlined for each CI project, complete with timetables and resource requirements

- Resources would need to be allocated from the school's MOOE, or funded from outside sources (e.g. PTA, LGU, SEF)
- Stakeholder Management
  - Support may be needed from various stakeholders. They can also help identify priority improvement projects under the CI Program.
  - Joint planning with select stakeholders may be needed to obtain and secure resource commitments
- Program M&E
  - The CI Program objectives based on SIP improvement goals would need to be set.
  - The status of key initiatives in training, project management, and stakeholder management would need to be monitored and evaluated.
  - The status of individual projects, including outputs and outcomes, would need to be monitored and evaluated.
  - The overall status of the CI Program, including its impact on learner and school performance, would need to be monitored and evaluated.

The following basic approaches can be used to develop a sustainable action plan (SAP) for the CI Program:

1. Clarify and visualize the school's desired state relative to DepEd's Vision<sup>2</sup>.
2. Describe the school's current state<sup>3</sup>.
3. Develop the initial action plans<sup>4</sup>.

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<sup>2</sup> Section 1.5 and Form 2.5.1

<sup>3</sup> Section 1.5 and Form 2.5.2

4. Assess and plan for risks<sup>5</sup>.
5. Develop detailed resource plans<sup>6</sup>.
6. Develop monitoring and evaluation plans<sup>7</sup>.

The SAP should be submitted to the Division Office for review and approval. In line with the SIP, the action plan should be reviewed annually on a rolling 3-year basis.

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<sup>4</sup> From 2.5.3

<sup>5</sup> Form 2.5.4

<sup>6</sup> From 2.5.5

<sup>7</sup> Form 2.5.6

## 2.3 Undertaking Improvement Projects

### Introduction

The Undertake Improvement Projects process (Fig. 2.3.1) is the main engine for continuous improvement at the schools. The key objectives of the process are:

- Ensure that priority improvement projects are effectively executed.
- Provide the necessary solutions to address improvement opportunities, performance gaps, and other concerns.
- Provide accurate, complete, and timely information on improvement projects for school management use.

The process applies to *simple improvement projects* being undertaken by the school. These are short-duration projects lasting no more than six months which conform to the criteria for project selection<sup>8</sup>. *Complex improvement projects* or those of a strategic, long-term nature are covered by the School-Community Planning process<sup>9</sup>.

The process begins with the review of school performance in the previous school year, highlighting improvement opportunities, performance issues, and other concerns. Taking off from the Annual Implementation Plan (AIP) of the SIP, priority improvement areas are then re-confirmed at the start of the school year, and teams are formed to undertake improvement projects to address these concerns. Monitoring and evaluating individual projects as well as the overall status of the CI Program is periodically done to ensure that projects stay on track and improvement objectives are achieved.

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<sup>8</sup> From 2.5.7

<sup>9</sup> School Improvement Planning Guide

## Process Overview

ACTIVITIES	RESPONSIBILITY	DETAILS	REFERENCES
1 Identify priority improvement projects	School Head/SGC  School CI Facilitator Division Superintendent	<ul style="list-style-type: none"> <li>Review school performance; Recommend priority project(s)</li> <li>Prepare Project Proposal</li> <li>Approve Project Proposal</li> </ul>	<ul style="list-style-type: none"> <li>School AIP</li> <li>School SBM Report Card</li> <li>CI Project Proposal</li> <li>Criteria for Project Selection (CI-POL-12-001)</li> </ul>
2 Form Project Team	School Head  School CI Facilitator	<ul style="list-style-type: none"> <li>Designate CI Team Leader and members to the project</li> <li>Allocate resources to the project</li> <li>Prepare the CI Team Charter</li> </ul>	<ul style="list-style-type: none"> <li>School Admin Order</li> <li>CI Team Charter</li> </ul>
3 Apply the CI improvement methodology	CI Team  School CI Facilitator  School Head	<ul style="list-style-type: none"> <li>Perform the Triple A</li> <li>Update the CI Project Template</li> <li>Review project status and adjust the project plan as needed</li> <li>Provide guidance and technical support</li> <li>Review project status and provide the needed direction</li> </ul>	<ul style="list-style-type: none"> <li>CI Team Charter - Project Work Plan</li> <li>CI Project Guidebook - Triple A 10 Steps</li> <li>Project documentation</li> <li>CI Project Template (A3)</li> <li>Project Status Report</li> </ul>
4 Monitor and evaluate CI program status	School CI Facilitator  School Head/SGC	<ul style="list-style-type: none"> <li>Consolidate and analyze project status reports</li> <li>Review and evaluate project outputs and outcomes, and provide the needed direction</li> </ul>	<ul style="list-style-type: none"> <li>CI Program Status Report</li> </ul>

## Project Identification

Projects are identified by a Project Code using a standard format for easy reference. The coding format has the following components:

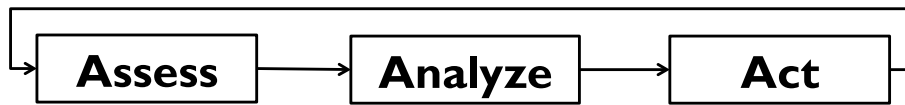
Format      AAAAAA-BB-CCC  
Where      AAAAAA      6-digit School ID Number  
                 BB      Year  
                 CCC      Project Number  
                                 Sequential 001 – 999  
Example      106093-13-001

“106093” is the school ID number for Macabebe Elementary School.  
“13” stands for 2013, the year the project was implemented and  
“001” indicates that this is the school’s first project.

The School CI Facilitator must maintain a register of projects and project proposals for archiving and can serve as a resource for future CI Teams.

### CI Methodology

The improvement methodology is the Triple A, illustrated below.



**Step 1:** Get Organized

**Step 2:** Talk with  
Customers

**Step 3:** Walk the Process

**Step 4:** Identify priority  
improvement areas

**Step 5:** Do root cause  
analysis

**Step 6:** Develop  
Solutions

**Step 7:** Finalize  
Improvement  
Plan

**Step 8:** Pilot Your  
Solution

**Step 9:** Roll Out your  
Solution

**Step 10:** Check Your  
Progress

Each project should follow the Triple A 10 steps<sup>10</sup>. Each step has an output, stated in 'Minimum Documentation.' The CI Team can use the basic CI tools and techniques to help them describe the step and arrive at the output.

Triple A Steps	Basic Tools and Techniques	Minimum Documentation
1. Get Organized	<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Planning and Scheduling</li> <li>Baseline Data Gathering</li> </ul>	<ul style="list-style-type: none"> <li>Team Project Charter</li> <li>Project Work Plan in Gantt Chart format</li> </ul>
2. Talk with Customers	<ul style="list-style-type: none"> <li>Interviews</li> <li>Focus Group Discussions</li> <li>Surveys</li> <li>Affinity Diagram</li> <li>Data Validation</li> </ul>	<ul style="list-style-type: none"> <li>VOC Affinity Diagram</li> <li></li> </ul>

<sup>10</sup> Refer to the CI Project Guide for details.

Triple A Steps	Basic Tools and Techniques	Minimum Documentation
3. Walk the Process	<ul style="list-style-type: none"> <li>SIPOC Chart Data analysis</li> </ul>	<ul style="list-style-type: none"> <li>Process in SIPOC Chart</li> <li>Activity Flow Chart</li> <li>Data Analysis Charts (as applicable)</li> </ul>
4. Identify Priority Improvement Areas	<ul style="list-style-type: none"> <li>Data analysis</li> </ul>	<ul style="list-style-type: none"> <li>Data Analysis Charts (as applicable)</li> <li>Focused Problem Statement</li> </ul>
5. Do Root Cause Analysis	<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Cause and Effect Analysis Diagram</li> <li>Root Cause Validation</li> <li>Pareto Diagram Prioritization Matrix</li> </ul>	<ul style="list-style-type: none"> <li>Fishbone or Why-Why Diagram, identify root causes</li> <li>Root Cause Validation Table, showing valid and controllable causes</li> <li>Prioritization Chart, showing priority valid causes to address</li> </ul>

<b>Triple A Steps</b>	<b>Basic Tools and Techniques</b>	<b>Minimum Documentation</b>
6. Develop Solutions	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Cost Benefit Analysis</li> <li>• Solution Prioritization</li> </ul>	<ul style="list-style-type: none"> <li>• Solution Description</li> <li>• Solution Prioritization Matrix, showing selected priority solution</li> </ul>
7. Finalize Improvement Plan	<ul style="list-style-type: none"> <li>• Potential Problem Analysis Table</li> <li>• Planning and Scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Potential Problem Analysis Table</li> <li>• CI Improvement Plan in a Gantt Chart for selected solution</li> </ul>
8. Pilot Your Solution	<ul style="list-style-type: none"> <li>• Solution Testing</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Data Analysis Charts (as applicable) on pilot results</li> <li>• Adjusted CI Improvement Plan in a Gantt Chart for selected solution</li> <li>• Pilot Implementation Status Report</li> </ul>



Triple A Steps	Basic Tools and Techniques	Minimum Documentation
9. Roll Out Your Solution	<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Cost Benefit Analysis</li> <li>• Planning and Scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Updated standards (as applicable)</li> <li>• Data Analysis Charts (as applicable) on pilot results</li> <li>• Rollout CI Improvement Plan in a Gantt chart</li> <li>• Rollout Implementation Status Report</li> </ul>
10. Check Your Progress	<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Cost Benefit Analysis</li> <li>• Planning and Scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Data Analysis Charts (as applicable) on rollout results</li> <li>• Adjusted Rollout CI Improvement Plan in a Gantt chart</li> <li>• Rollout Implementation Status Report</li> </ul>

There are 5 major decision points in the course of a project:

1. Assess Stage – Step 1: Get Organized - Project selection, identifying the priority improvement project to be pursued, approval of the project proposal
2. Assess Stage: Step 4: Identify the priority improvement area and await the approval of the problem statement.
3. Analyze Stage – Step 5: Do root cause analysis
4. Analyze Stage – Step 5: Finalize Improvement Plan
5. Act Stage – Step 9: Rollout the solution

A project is considered successful when the CI Team's assessment indicates that:

- There is initial compliance to the process standards being rolled out
- The planned outputs of the project have been completed
- There is initial indication that the expected outcomes from the project will be realized
- The school management and concerned process owners are committed to fully implementing the CI Improvement Plan for the rollout.

The improvement solution may then be turned over to the process owner for full implementation.

## 2.4 CI Program Monitoring and Evaluation

### CI Program M&E

CI Program monitoring and evaluation focuses on 2 key areas:

1. CI Program Outputs – These are the outputs identified from the CI Program planning stage<sup>11</sup>.
2. CI Program Outcomes – The overall outcome of the CI Program is improved learner and school performance as reflected in the School Results<sup>12</sup> as well as the general improvement of the school-based management system.

### CI Program Outputs

Monitoring and evaluating the CI Program outputs focuses on the status of the various initiatives in the following key areas<sup>13</sup>:

- CI Organization
- Awareness, Education, and Training
- CI Project Management
- CI Stakeholder Management

Status monitoring should be done relative to the CI Program Rollout and Communication Plan<sup>14</sup> in terms of

- Adherence to program schedules
- Level of completion of key activities
- Level of completion of key outputs and deliverables per activity
- Adherence to resource allocations and budgets

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<sup>11</sup>Section 2.2, Planning the CI Program

<sup>12</sup>Section 1.5, Performance Excellence Framework

<sup>13</sup>Section 2.2, Planning the CI Program

<sup>14</sup>From 253 and Form 255

## CI Program Outcomes

Monitoring and evaluating the CI Program outcomes focuses on performance results relative to key school performance measures<sup>15</sup> as well as the performance in other areas of school based management<sup>16</sup>.

Performance results should be evaluated in terms of:

- Levels – actual versus target or budget
- Trends – performance results over the past 3 years
- Comparisons – comparison to the performance of other schools and similar benchmarks

An assessment of the overall impact of the CI Program can be obtained using the Performance Excellence Self Assessment Survey<sup>17</sup>. The survey is designed to be accomplished by CI Team leaders and non-teaching personnel, allowing for a comparative analysis of the results. The survey can be conducted at the start of the CI Program and then periodically conducted to observe the progress.

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<sup>15</sup> Form 2.5.2, School Results

<sup>16</sup> Section 1.5, School Results in Performance Excellence

<sup>17</sup> Form 2.5.10, Form 2.5.11



2.5 CI Forms

2.5.1 SAP Dream School Profile Template

ELEMENTS OF PERFORMANCE EXCELLENCE	CURRENT ACTIVITIES AND BEHAVIORS	CURRENT PROCESSES, POLICIES, PROCEDURES	CURRENT PHYSICAL FACILITIES/ REQUIREMENTS
1. School Leadership			



ELEMENTS OF PERFORMANCE EXCELLENCE	CURRENT ACTIVITIES AND BEHAVIORS	CURRENT PROCESSES, POLICIES, PROCEDURES	CURRENT PHYSICAL FACILITIES/ REQUIREMENTS
2. School Improvement Planning			
3. Learner and Stakeholder Focus			



ELEMENTS OF PERFORMANCE EXCELLENCE	CURRENT ACTIVITIES AND BEHAVIORS	CURRENT PROCESSES, POLICIES, PROCEDURES	CURRENT PHYSICAL FACILITIES/ REQUIREMENTS
4. Measurement, Analysis and Knowledge Management			
5. Teacher and Staff Focus			



ELEMENTS OF PERFORMANCE EXCELLENCE	CURRENT ACTIVITIES AND BEHAVIORS	CURRENT PROCESSES, POLICIES, PROCEDURES	CURRENT PHYSICAL FACILITIES/ REQUIREMENTS
6. School Process Management			





7. School Results

Performance Indicator	Performance Results for the Next 3 Years									Current Interventions & Programs
	SY _____			SY _____			SY _____			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NAT										
Participation Rate										
Cohort Survival Rate										
Completion Rate										
Retention Rate										
Graduation Rate										
Drop-Out Rate										
Repeater Rate										



### 2.5.2 SAP Current School Profile Template

ELEMENTS OF PERFORMANCE EXCELLENCE	CURRENT ACTIVITIES AND BEHAVIORS	CURRENT PROCESSES, POLICIES, PROCEDURES	CURRENT PHYSICAL FACILITIES/ REQUIREMENTS
7. School Leadership			
8. School Improvement Planning			



ELEMENTS OF PERFORMANCE EXCELLENCE	CURRENT ACTIVITIES AND BEHAVIORS	CURRENT PROCESSES, POLICIES, PROCEDURES	CURRENT PHYSICAL FACILITIES/ REQUIREMENTS
9. Learner and Stakeholder Focus			
10. Measurement, Analysis and Knowledge Management			



ELEMENTS OF PERFORMANCE EXCELLENCE	CURRENT ACTIVITIES AND BEHAVIORS	CURRENT PROCESSES, POLICIES, PROCEDURES	CURRENT PHYSICAL FACILITIES/ REQUIREMENTS
11. Teacher and Staff Focus			
12. School Process Management			



7. School Results

Performance Indicator	Performance Results for the Past 3 Years									Current Interventions & Programs
	SY _____			SY _____			SY _____			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
NAT										
Participation Rate										
Cohort Survival Rate										
Completion Rate										
Retention Rate										
Graduation Rate										
Drop-Out Rate										
Repeater Rate										



2.5.3 SAP CI Rollout and Communication Plan Template

ACTION STEPS (SEQUENTIAL)	COMMUNICATION SUPPORT STEPS	EXPECTED OUTPUT(S) AND DOCUMENTATION	TIMEFRAME		PERSON(S) RESPONSIBLE
			START	END	



Continuous Improvement  
Policies and Procedures  
Guide

ACTION STEPS (SEQUENTIAL)	COMMUNICATION SUPPORT STEPS	EXPECTED OUTPUT(S) AND DOCUMENTATION	TIMEFRAME		PERSON(S) RESPONSIBLE
			START	END	



Continuous Improvement  
Policies and Procedures  
Guide

ACTION STEPS (SEQUENTIAL)	COMMUNICATION SUPPORT STEPS	EXPECTED OUTPUT(S) AND DOCUMENTATION	TIMEFRAME		PERSON(S) RESPONSIBLE
			START	END	





Continuous Improvement  
Policies and Procedures  
Guide

ACTION STEPS (SEQUENTIAL)	COMMUNICATION SUPPORT STEPS	EXPECTED OUTPUT(S) AND DOCUMENTATION	TIMEFRAME		PERSON(S) RESPONSIBLE
			START	END	



2.5.4 SAP Risk Management and Mitigation Plan Template

CRITICAL ACTIVITIES	IDENTIFIED RISKS	POSSIBLE IMPACT	PREVENTIVE ACTIONS	REMEDIAL ACTIONS



Continuous Improvement  
Policies and Procedures  
Guide

CRITICAL ACTIVITIES	IDENTIFIED RISKS	POSSIBLE IMPACT	PREVENTIVE ACTIONS	REMEDIAL ACTIONS



Continuous Improvement  
Policies and Procedures  
Guide

CRITICAL ACTIVITIES	IDENTIFIED RISKS	POSSIBLE IMPACT	PREVENTIVE ACTIONS	REMEDIAL ACTIONS



CRITICAL ACTIVITIES	IDENTIFIED RISKS	POSSIBLE IMPACT	PREVENTIVE ACTIONS	REMEDIAL ACTIONS



2.5.5 SAP Resource Plan Template

ACTION STEPS (SEQUENTIAL)	COMMUNICATION SUPPORT STEPS	REQUIRED RESOURCES	SOURCE/ PROVIDER	PERSON RESPONSIBLE



Continuous Improvement  
Policies and Procedures  
Guide

ACTION STEPS (SEQUENTIAL)	COMMUNICATION SUPPORT STEPS	REQUIRED RESOURCES	SOURCE/ PROVIDER	PERSON RESPONSIBLE



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Guide

ACTION STEPS (SEQUENTIAL)	COMMUNICATION SUPPORT STEPS	REQUIRED RESOURCES	SOURCE/ PROVIDER	PERSON RESPONSIBLE





Continuous Improvement  
Policies and Procedures  
Guide

ACTION STEPS (SEQUENTIAL)	COMMUNICATION SUPPORT STEPS	REQUIRED RESOURCES	SOURCE/ PROVIDER	PERSON RESPONSIBLE



2.5.6 SAP M&E Template

MILESTONES	DOCUMENTATION OF PROCESS AND OUTPUT(S)	TIMEFRAME	PERSON(S) RESPONSIBLE



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MILESTONES	DOCUMENTATION OF PROCESS AND OUTPUT(S)	TIMEFRAME	PERSON(S) RESPONSIBLE



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Guide

MILESTONES	DOCUMENTATION OF PROCESS AND OUTPUT(S)	TIMEFRAME	PERSON(S) RESPONSIBLE



Continuous Improvement  
Policies and Procedures  
Guide

MILESTONES	DOCUMENTATION OF PROCESS AND OUTPUT(S)	TIMEFRAME	PERSON(S) RESPONSIBLE

### 2.5.7 CI Project Selection Criteria

#### Criteria for Selecting a Simple School Improvement Project

Criteria	Point Distribution		Max Points	Credit Points
1. The expected project outputs and/or outcomes support the targeted performance indicator (PI) of at least one (1) School Improvement Plan (SIP) strategy or program identified in the SIP strategies or action plans.	• Supports more than 1 SIP strategy or program	5	5	
	• Supports 1 SIP strategy or program	3		
	• Does not support any SIP strategy or program	0		
2. The project revolves around the improvement of an identified school process.	• A key process has been selected for improvement	5	5	
	• A program, work unit, person or group, facility, or resource has been selected for improvement	3		
	• No specific component of the school system has been selected for improvement	0		
3. The project can be reasonably completed within <b>six (6)</b> months. If the project is a component of a bigger program or project (extending beyond 6 months), this component should be executable within 6 months.	• The independent project can be completed within 6 months	3	3	
	• The component project can be completed within 6 months	2		
	• The project cannot be completed within 6 months	0		

Criteria	Point Distribution	Max Points	Credit Points
<p>4. The project has outputs and outcomes which are realizable within the <b>six (6)</b> month project duration.</p> <p><i>Outputs are the direct results of the project, while outcomes are the benefits or value derived from these results.</i></p>	<ul style="list-style-type: none"> <li>• All of the expected outputs and some outcomes are realizable within 6 months</li> <li>• Some of the expected outputs are realizable within 6 months.</li> <li>• None of the expected outputs and outcomes are realizable within 6 months.</li> </ul>	<p>3</p> <p>2</p> <p>0</p>	
<p>5. Project activities are generally executable and within the control of the project CI Team, or through a local or division-level stakeholder with whom the CI Team can partner .</p>	<ul style="list-style-type: none"> <li>• Executable and within the CI Team's control</li> <li>• Executable by the CI Team with some support from other stakeholders</li> <li>• Strongly dependent on other stakeholders</li> </ul>	<p>2</p> <p>1</p> <p>0</p>	
<p>6. The project does not require a capital outlay to execute.</p> <p><i>Subject to further guidance from Division Office, capital outlay generally means that there is a project item (e.g. purchase of computer hardware and software) which may be considered an asset and subject to depreciation.</i></p>	<ul style="list-style-type: none"> <li>• No capital outlay</li> <li>• With capital outlay</li> </ul>	<p>1</p> <p>0</p>	
<p>7. Funding for the project can be sourced at the local or division level, either through the school's budget allocation or through local stakeholder support.</p>	<ul style="list-style-type: none"> <li>• Local/divisional sourcing (internally or with stakeholder support)</li> </ul>	<p>1</p>	

Criteria	Point Distribution		Max Points	Credit Points
	<ul style="list-style-type: none"> <li>Central/regional sourcing required</li> </ul>	0		
8. The project promotes gender equality and proactively addresses PWD concerns  <i>All projects must consider gender equality and PWD, and must address any identified gender equality or PWD concerns.</i>	<ul style="list-style-type: none"> <li>The project promotes gender equality and/or proactively addresses PWD concerns</li> <li>The project does not promote gender equality and nor proactively address PWD concerns</li> </ul>	10		
	Total		21	

Notes:

1. Credit points per criteria using the point distribution guide
2. Generally, the project with the highest total points should be selected.
3. Qualifications:
  - a. A minimum total of 10 points is needed for a project to be selected.
  - b. Points for both criteria 1 and 2 must be greater than zero for a project to be selected
  - c. The total points for criteria 3 and 4 must be greater than zero for a project to be selected

Prepared By:	Reviewed By:	Approved By:
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2.5.8 CI Project Proposal

CI PROJECT PROPOSAL

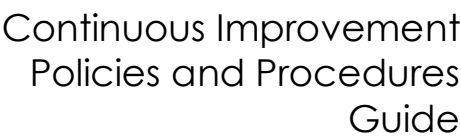


PROJECT TITLE		PROJECT CODE	
PROPONENT	Name of School/Unit  Contact Person (Name and Number)	PROPOSAL DATE	
BACKGROUND AND RATIONALE	Describe the problem situation or opportunity for improvement, and the potential contribution to the achievement of specific school/learner outcomes (SIP).		
OBJECTIVES	Specific, measurable, attainable, results-oriented, and time-bound (SMART), <del>achievable within</del> project timeframe.		
INDICATIVE PROJECT SCHEDULE	STAGE	SCHEDULE	RESOURCES NEEDED
	1. Assess		
	2. Analyze		
	3. Act		
		TOTAL	
FUNDING SOURCES	SOURCE	SCHEDULE	AMOUNT
▪ INTERNAL			
▪ OTHER STAKEHOLDERS			
		TOTAL	
REVIEW AND APPROVAL REMARKS			

Prepared By	Endorsed By	Reviewed and Recommended by	Approved By
School CI Facilitator	School Head	Division CI Facilitator	Division Superintendent

2.5.9 CI Team Charter

PROJECT TITLE				PROJECT CODE												
SCHOOL																
SCHOOL HEAD																
FACILITATOR																
TEAM COMPOSITION	NAME			ROLE												
				Team Leader												
				Scribe												
				Communications												
				Documentation												
				Process Observer												
KEY CUSTOMER																
KEY PROCESS																
OBJECTIVES																
PROJECT SCHEDULE	Activity	OUTPUT	TARGET DATE	1	2	3	4	5	6	7	8	9	10	11	12	
Assess	1. Get organized															
	2. Talk with Customers															
	3. Walk the Process															
	4. Identify Improvement Areas															
Analyze	5. Do Root Cause Analysis															
	6. Develop Solutions															
	7. Finalize Improvement Plans															
Act	8. Pilot Solution															
	9. Roll Out Solution															
	10. Check Progress															



### 2.5.10 Performance Excellence Survey

There are 40 statements below. For each statement, check the box that best matches how you feel (strongly disagree, disagree, undecided, agree, strongly agree). How you feel will help us decide where we most need to improve or change. We will not be looking at individual responses but will use the information from our whole group to make decisions. It should take you about 10 to 15 minutes to complete this questionnaire.

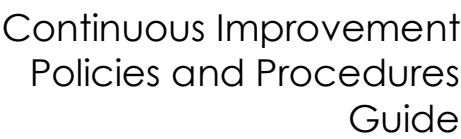
At the School level, the organization is primarily the School, but may extend to the Division Office. The “senior leaders” may include the School Head, District Supervisor, Asst. Schools Division Superintendent, and Schools Division Superintendent. “People” would include the school’s teaching and non-teaching staff.

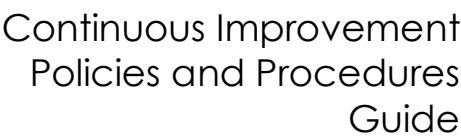
At the Division level, the organization is primarily the Division Office, but may extend to the Regional Office. The “senior leaders” may include the District Supervisor, Asst. Schools Division Superintendent, Schools Division Superintendent, and the Regional Director. “People” would include Division Office staff, and all school personnel.

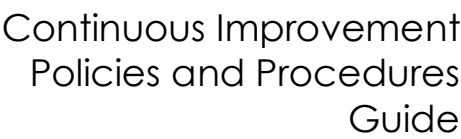
At the Regional level, the organization is primarily the Regional Office, but may extend to the Central Office - Operations. The "senior leaders" may include the Schools Division Superintendent, the Regional Director, and the Usec. for Operations. "People" would include Regional Office staff, Division Office staff, and all school personnel.

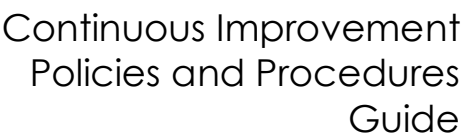
Name of Organization: \_\_\_\_\_

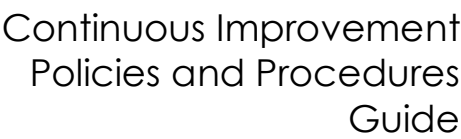
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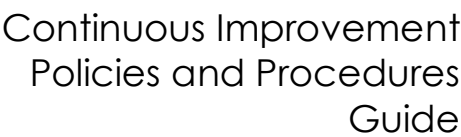
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### 2.5.11 Performance Excellence Survey for Leaders

There are 40 statements below. For each statement, check the box that best matches how you feel (strongly disagree, disagree, undecided, agree, strongly agree). How you feel will help us decide where we most need to improve or change. We will not be looking at individual responses but will use the information from our whole group to make decisions. It should take you about 10 to 15 minutes to complete this questionnaire.

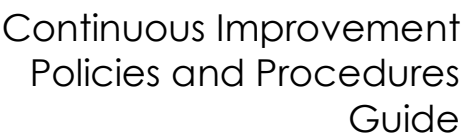
At the School level, the organization is primarily the School, but may extend to the Division Office. The “leadership team” may include the School Head, District Supervisor, Asst. Schools Division Superintendent, and Schools Division Superintendent. “People” would include the school’s teaching and non-teaching staff.

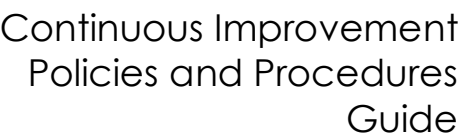
At the Division level, the organization is primarily the Division Office, but may extend to the Regional Office. The “leadership team” may include the District Supervisor, Asst. Schools Division Superintendent, Schools Division Superintendent, and the Regional Director. “People” would include Division Office staff, and all school personnel.

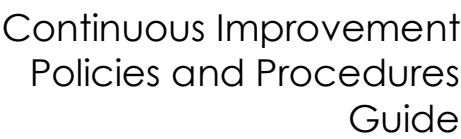
At the Regional level, the organization is primarily the Regional Office, but may extend to the Central Office - Operations. The "leadership team" may include the Schools Division Superintendent, the Regional Director, and the Usec. for Operations. "People" would include Regional Office staff, Division Office staff, and all school personnel.

Name of Organization: \_\_\_\_\_

[illegible]

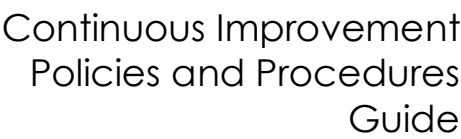
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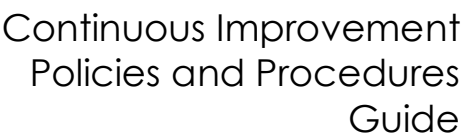
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Categories	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<b>Workforce Focus</b>					
<b>5a</b> Our people cooperate and work as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5b</b> Our leadership team encourage our people to develop their job skills so they can advance in their careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5c</b> Our people are recognized for their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5d</b> Our organization has a safe workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5e</b> Our leadership team and our organization care about our people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6: Operations Focus</b>					
<b>6a</b> Our people can get everything they need to do their jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6b</b> Our organization has good processes for doing its work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6c</b> Our people have control over their work processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6d</b> Our organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### 3.0 APPENDIX

#### 3.1 DepED Vision, Mission, and Core Values

Ref: DepEd Order No. 36 s.2013

##### **Our Vision**

We dream of Filipinos  
who passionately love their country  
and whose values and competencies  
enable them to realize their full potential  
and contribute meaningfully to building the nation.

As a learner-centered public institution,  
the Department of Education  
continuously improves itself  
to better serve its stakeholders.

##### **Our Mission**

To protect and promote the right of every Filipino to quality, equitable,  
culture-based, and complete basic education where:

Students learn in a child-friendly, gender-sensitive, safe, and  
motivating environment

Teachers facilitate learning and constantly nurture every learner

Administrators and staff, as stewards of the institution, ensure an  
enabling and supportive environment for effective learning to happen

Family, community, and other stakeholders are actively engaged and share  
responsibility for developing life-long learners

##### **Our Core Values**

Maka-Diyos  
Maka-tao  
Makakalikasan  
Makabansa