



ANALYSIS

Continuous Improvement

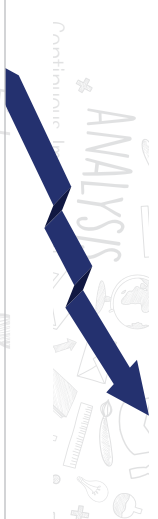
Planning

ACTION



# BENCHMARKING

on School-based Continuous Improvement Approaches and Projects



BENCHMARKING ON SCHOOL-BASED CONTINUOUS IMPROVEMENT APPROACHES AND PROJECTS



ANALYSIS

Continuous Improvement

PLANNING

ACTION

# BENCHMARKING

on School-based Continuous Improvement Approaches and Projects

INTEGRATION

BEST PRACTICES

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# BENCHMARKING ON SCHOOL-BASED CONTINUOUS IMPROVEMENT APPROACHES AND PROJECTS

- 13 Total no. of schools represented
- 6 Total no. of schools visited
- 28 Total no. of participants
- 7 Total no. of days of learning activities on benchmarking
- 10 Steps taken towards Continuous Improvement
- 26 Total no. of CI Plans crafted by participants for monitoring purposes
- 9 Total no. of Divisions
- 1 Total no. of Regional Office

## DepEd ARMM CURRENT STATE



**Desired Future State**  
Continuous Improvement (CI) in respective schools or offices have become a culture and empowered CI Champions initiating CI projects or interventions



**Committing to change** through the pioneering CI Champions



**Capacitating to Change** through school visits, coaching, workshops



**Contributing and Collaborating** through the CIAP



**Celebrating and Continuing to Change** through CI

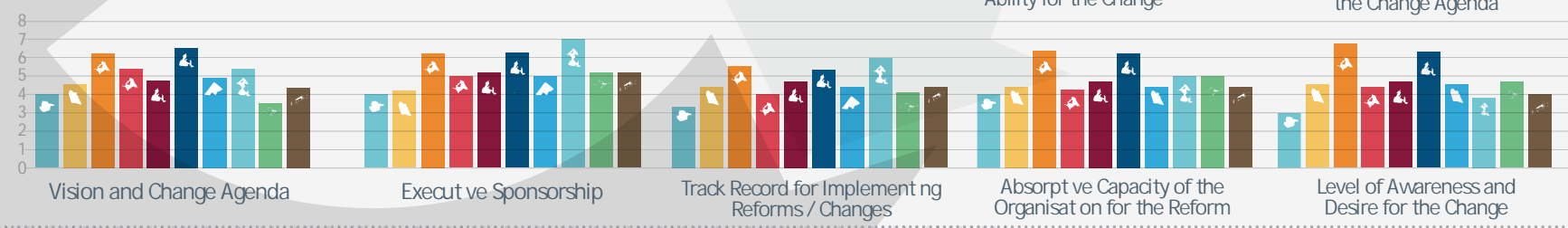
## PLANNING

## ANALYSIS

## INTEGRATION

## ACTION

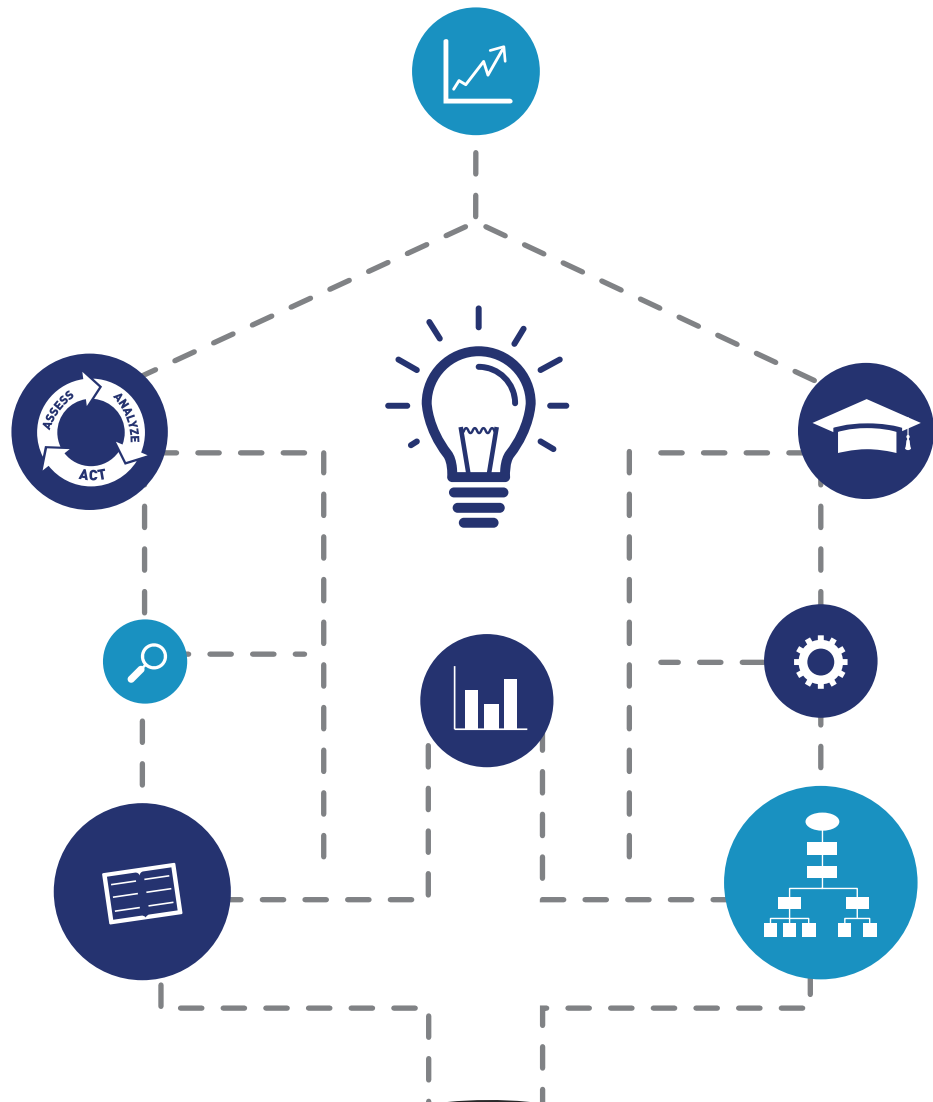
Sample Comparison of Change Readiness Index by Division



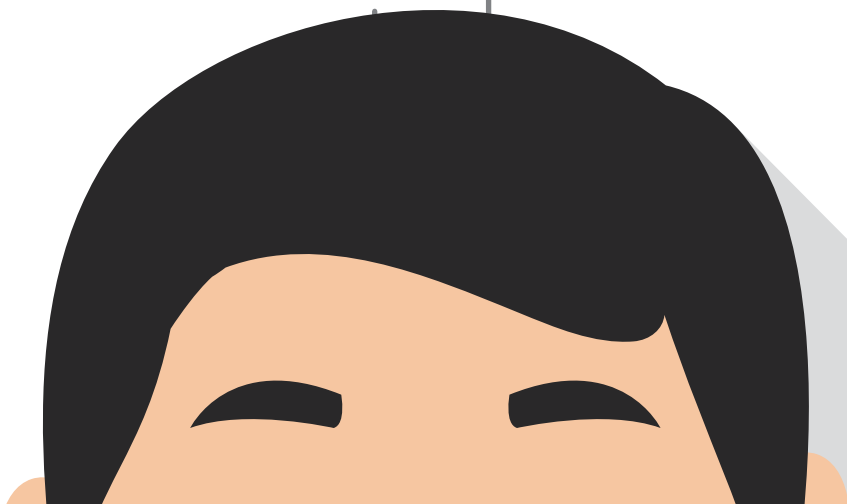
Continuous Improvement (CI) Skills Rating



- Basilan
- Lantawan
- Lanao Sur I
- Lanao Sur II
- Maguindanao I
- Maguindanao II
- Marawi City
- Regional Office
- Sulu
- Tawi-Tawi



## I. The Context





Benchmarking in the context of the DepEd-ARMM requires understanding the different frameworks that help shape the educational development thrusts of the Region vis-à-vis the larger, encompassing development frameworks of the Department of Education and the central government. Central to these frameworks is the Results-Based Performance Management System (RBPMS), a normative policy instituted by the Department of Budget and Management (DBM) as a measure to inspire and improve performance in the delivery of government services across executive agencies. The RBPMS as a template is contextualised by the Department of Education to fit its unique institutional character and the requirements of its field units.



### DepEd's Framework Based on DBM's OPIF

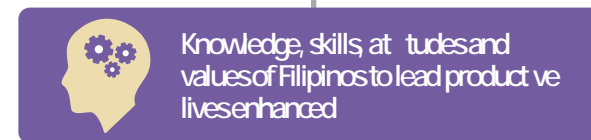
Societal Goal



Sectoral Outcomes



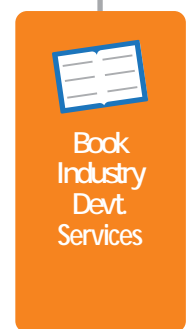
Sub-Sector Outcomes



Organizational Outcomes



Major Final Output (MFOs)



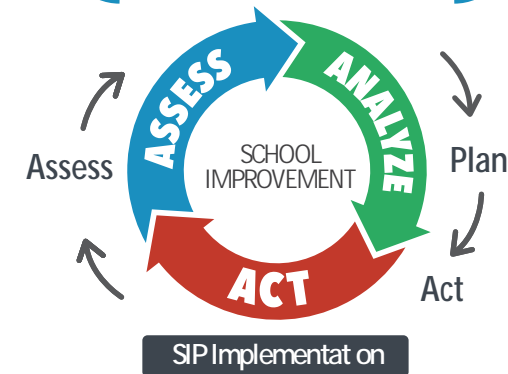
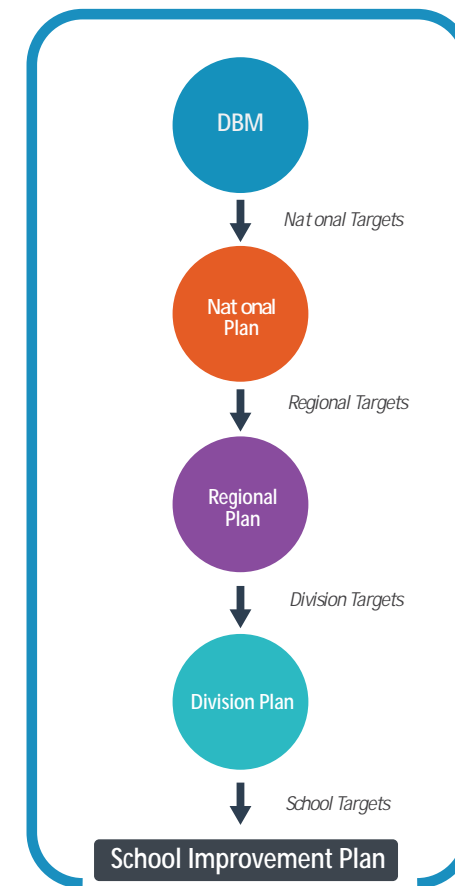


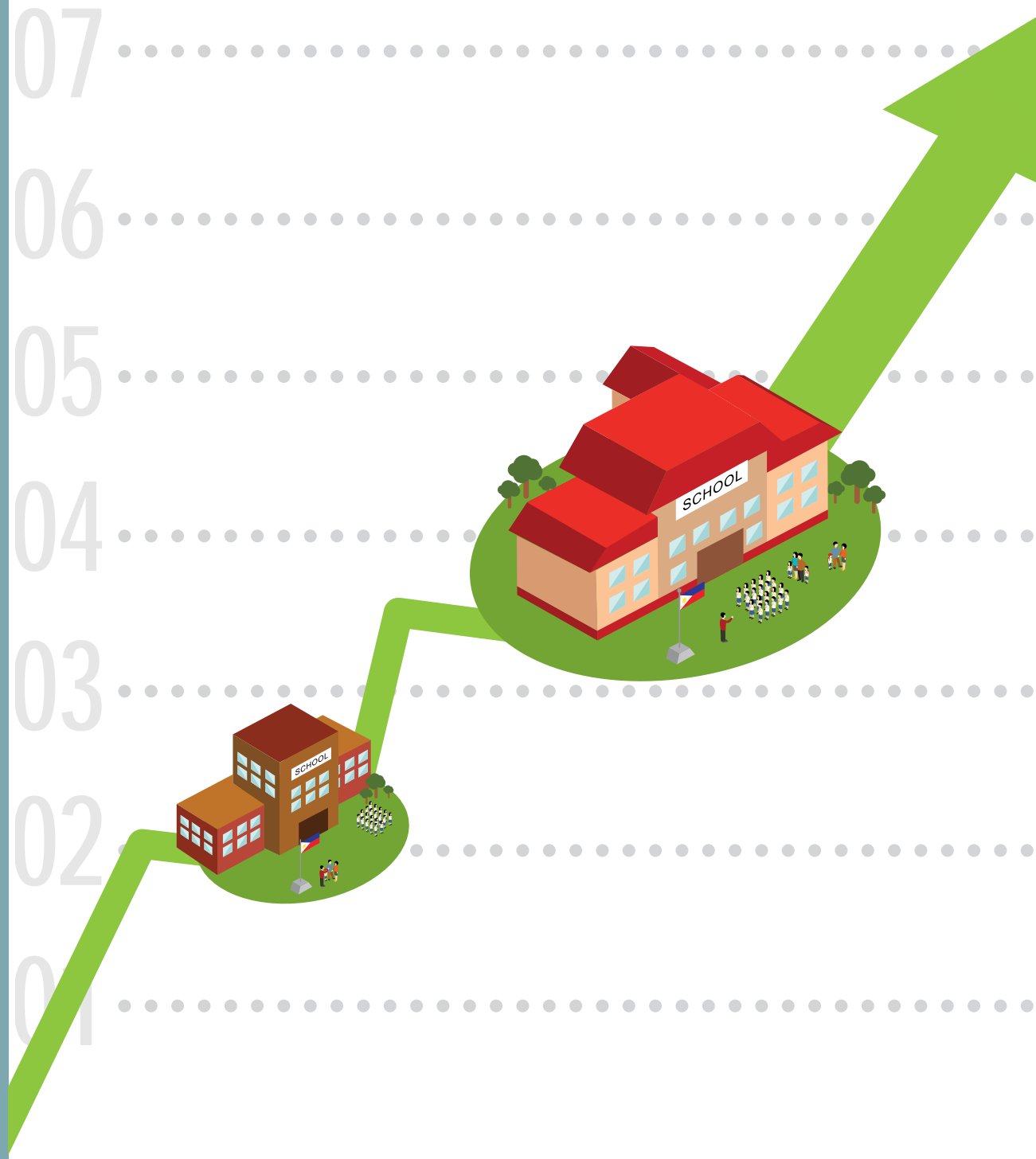
At the heart of the DepEd RBPMS is the school, the basic service delivery unit of the Department and the education sector. At the school level, the School Improvement Programme (SIP), both as a philosophy and as a development strategy, is being institutionalised where innovations, best practices, and technologies are drawn from, shared, and contextualised for use in the different schools across the archipelago.

The School Improvement Programme (SIP) is best explained by the SIP Cycle that holds together the three key principles of Continuous Improvement: Assessment, Analysis, and Act on.



Department of Education





## II. Benchmarking as Change Management Process for Continuous Improvement

Societal changes prompt change in our systems. In the education front, the introduction of the K+12 program brings with it a lot of changes to the school, the curriculum, and the system of managing such changes. One of the tools to managing change is benchmarking, in essence, learning by documenting the best practices and processes of other systems or schools for continuous improvement.

By employing the 4Cs of change, namely, Committing to Change; Capacitating for Change; Contributing and Collaborating for Change; and Celebrating and Continuing to Change, the DepEd-ARMM is thought to fully institutionalise what its change makers have envisioned: “a culture of Continuous Improvement (CI) in respective schools or offices and empowered CI Champions initiating CI projects or interventions.”

In so many instances we are actually benchmarking without us knowing it.





## A. What is benchmarking?



Video included in the package

## B. What are the types of benchmarking?

There are over a dozen types of benchmarking, with some overlapping definitions. However, the benchmarking programme for continuous improvement undertaken by the DepEd ARMM mostly hews on **best practices** and **formal** benchmarking.

In **best practice benchmarking**, organisations search for and study organisations that are high performers in particular areas of interest. In the case of DepEd ARMM, its interest is in improving reading in the elementary grades in response to an identified problem area.

Best practice benchmarking involves the whole process of identifying, capturing, analysing, and implementing best practices of high-performing organisations, in this case the 6 schools visited by the participants, and adapting and contextualising these into DepEd ARMM schools' own processes.

## C. Best practices in Continuous School Improvement

Families are a child's first teacher. When teachers and families work together, the children in their care succeed. Effective, meaningful, partnerships with families and the community can take many forms. Here are some ideas for improving partnerships in your school-community.



### Promoting partnerships with families and the community

- conduct of parents workshops and conferences at an agreeable time and place by all parents.
- offer different ways that parents and community members can learn about and contribute to the school.
- assign school staff members to help address parents' concerns or complaints.
- invite and recognize participation of community volunteers

## Promoting learning at home

- make use of public library resources
- teachers to provide materials to help evaluate student learning and progress at home.
- students should work less than 15 hours a week to avoid affecting learning negatively (according to research) read aloud to children.
- limit viewing of television



## Promote learning for young children and community members

- Learning begins before Kindergarten and continues after graduation. Early childhood programmes are designed to enhance the learning of our youngest children. These links include ideas for effective early childhood education.
- Community education involves community engagement in public education as well as opportunities for learning beyond the K+12 system.



## Sources for sustaining family, school, and community partnerships

- Families and/or parents (the child's first teacher).
- Community associations

Source: Wisconsin Department of Public Instruction



## D. Best practices indicators

A rather simplified guide to best practices indicators is laid down here. A practice, method or process may be deemed a best practice when:

- It produces superior results. Superior is defined as 25 percent or higher results than the normal output.
- It is clearly a new or innovative use of manpower or technology.
- It is recognized by at least three different references as a best practice (that is, three or more public domain sources have referenced this practice).
- It has received an external award for this practice.
- It is recognized by their customers or suppliers.
- It is recognized by an industry expert.
- When the organization(s) utilizing it have a patent for this practice.
- It leads to exceptional performance.

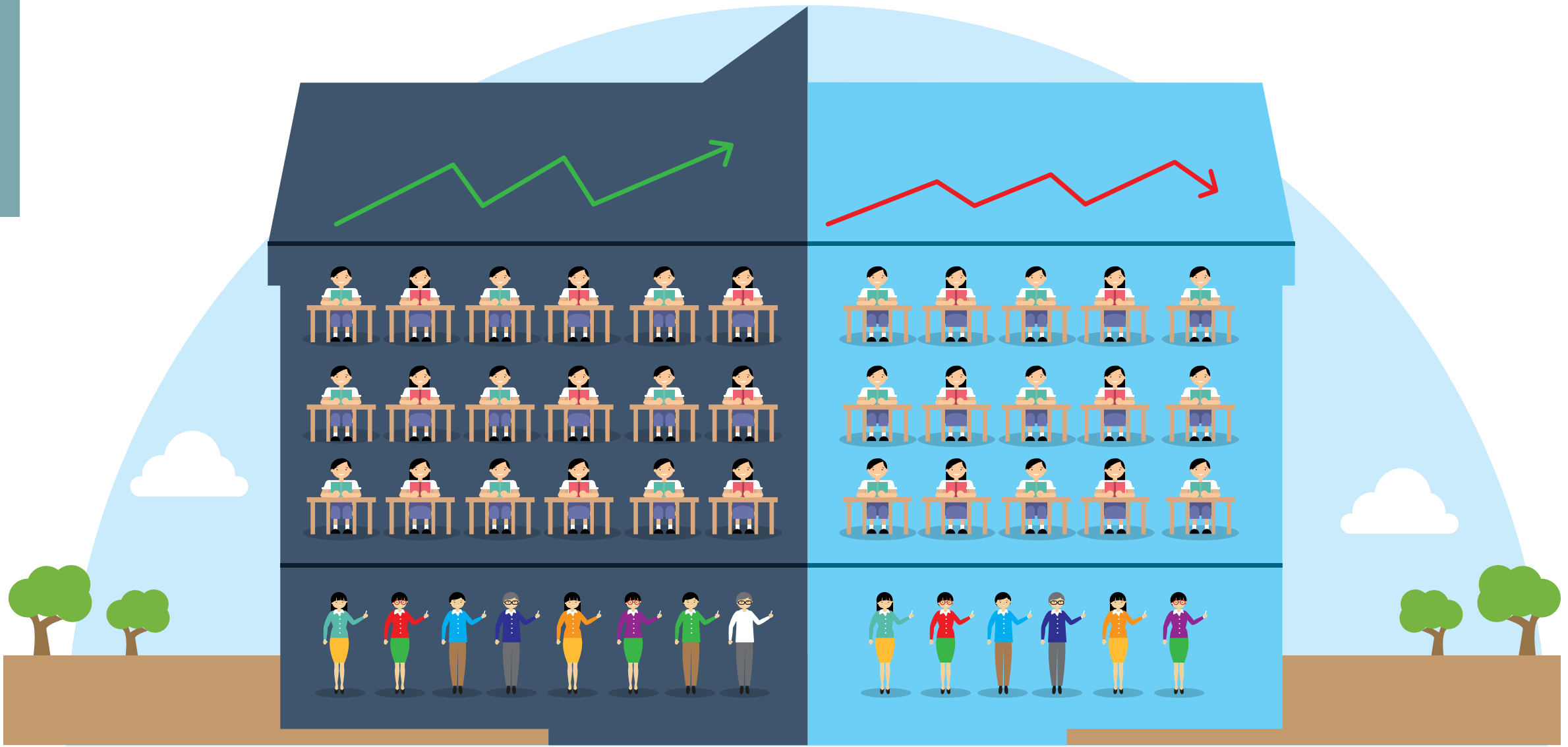
*Adapted from Burke, in 10 Steps to Best-Practices Benchmarking*

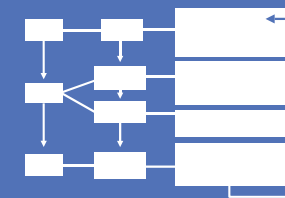
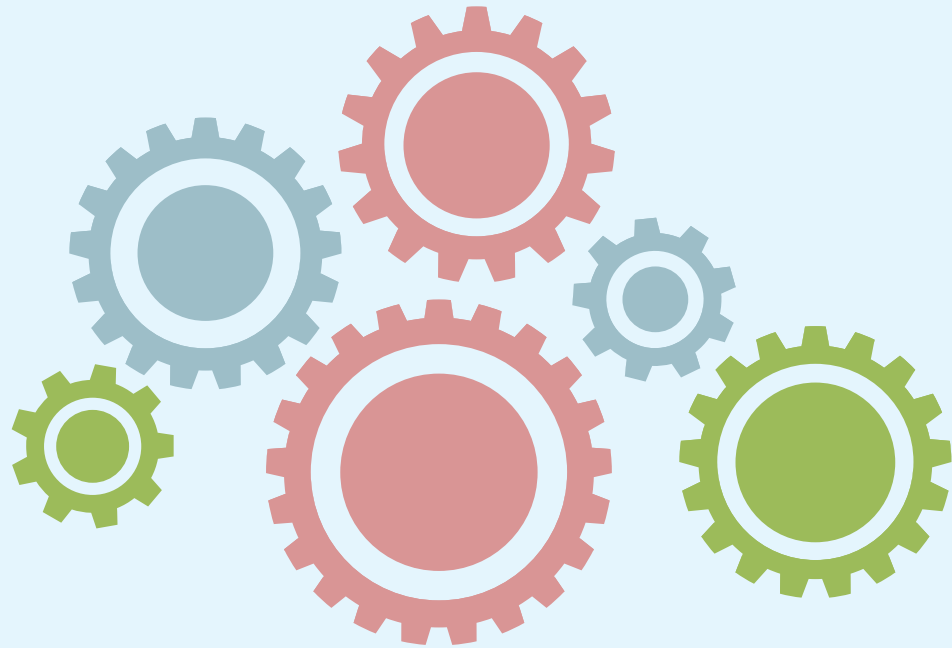
Let's get more specific with our definitions in relation to school-based continuous improvement. Below are some definitions:

- systematic review of school's performance vis-à-vis the desired outcome against those that are recognized as models of good practices in certain areas of educational management
- a management tool for process improvement that takes into account an organization's performance measurement
- an internal learning and sharing tool that continually improves processes by motivating culture change based on the idea that the company can be among the best in the world
- The information collected during the benchmarking process provides insight into the actions that partner schools can take to improve performance.

*Adapted from Mahalik, 2014*

Remember that the key concept in benchmarking is actually **comparing**. Whether it is systems, processes, procedures, functions, strategies, or performance, benchmarking is about comparing them on an apples-to-apples basis.

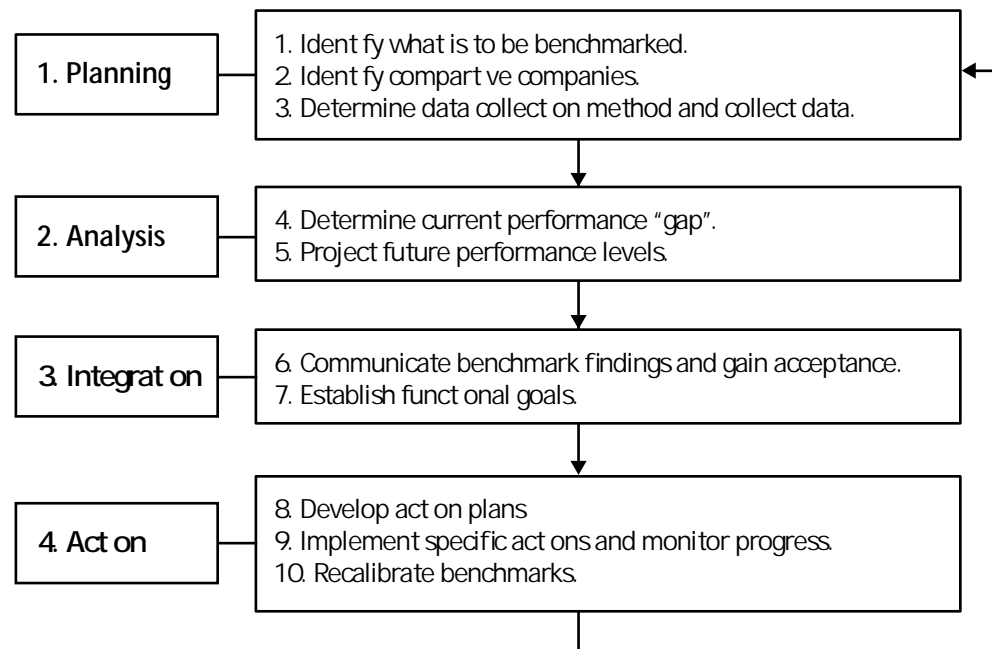




### III. The Benchmarking Process



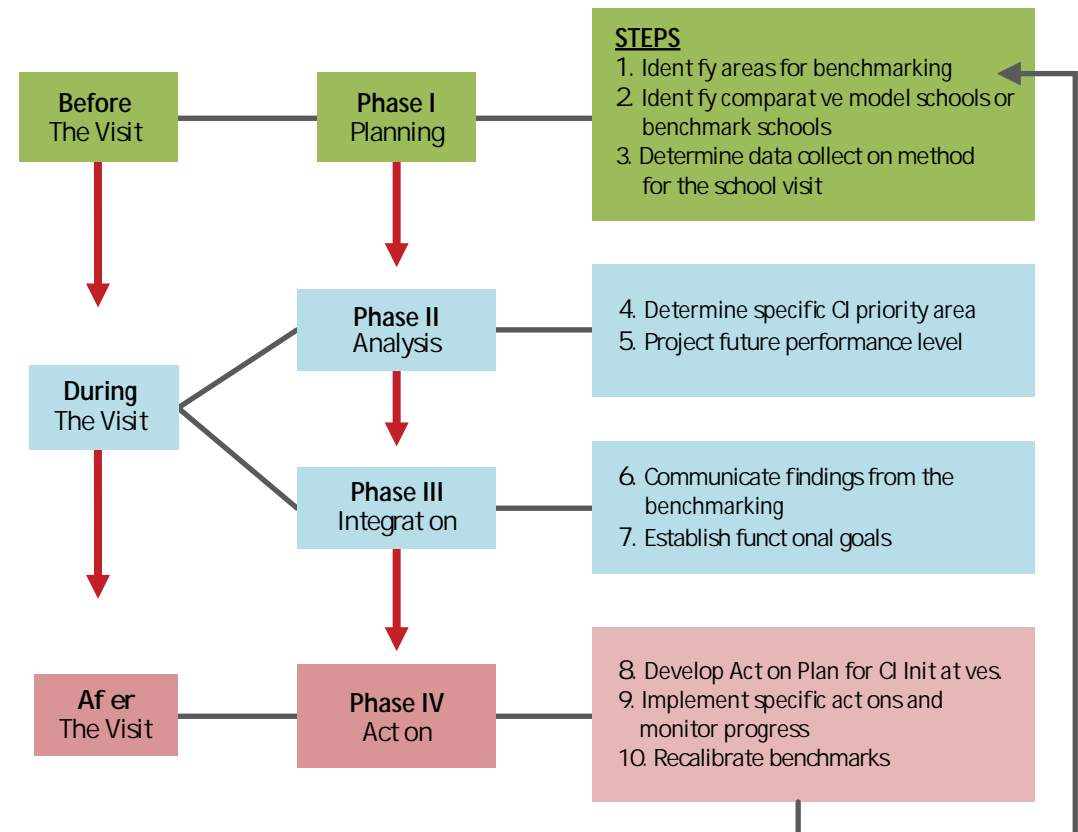
The DepEd ARMM benchmarking activity employed the process pioneered by Xerox Corp and used by major corporations and organizations around the world.



Operational Framework: Benchmarking on Continuous Improvement  
(Source: Intanam, Wongwanich and Lawthong, 2013s)

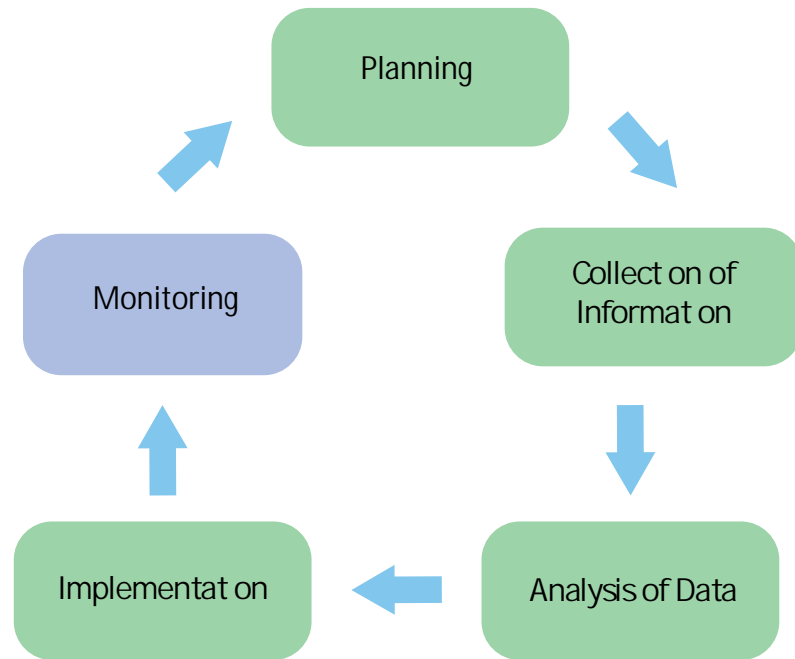


Below is the framework after being contextualised for continuous improvement.

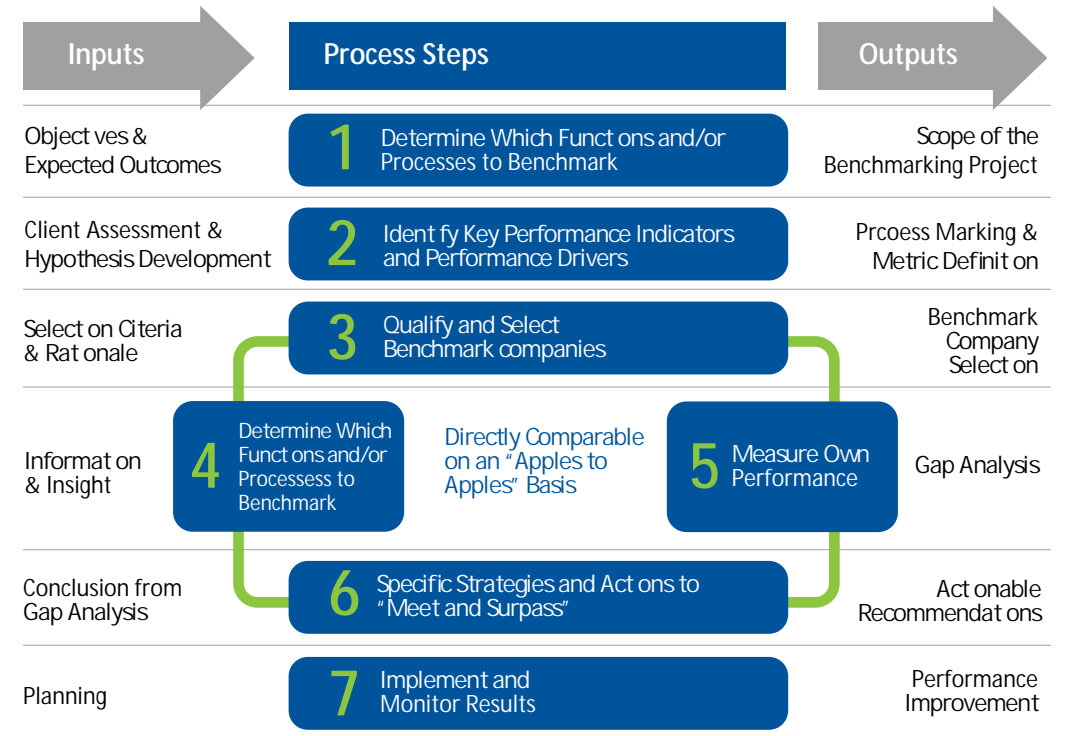




In some literatures on benchmarking, a fifth phase is added: monitoring. Monitoring is critical in determining the effectiveness, efficiency, and economy of the methods used. The process can be drawn like the one below.



In some organizations, Kaiser's process guide is used especially when the focus is on process benchmarking.



### A. Four Phases of Benchmarking

- (1) Planning
- (2) Analysis
- (3) Integration and
- (4) Action



## A. BEFORE THE VISIT | Phase I: Planning



1 Identify areas for benchmarking



2 Identify comparative model schools or benchmark schools



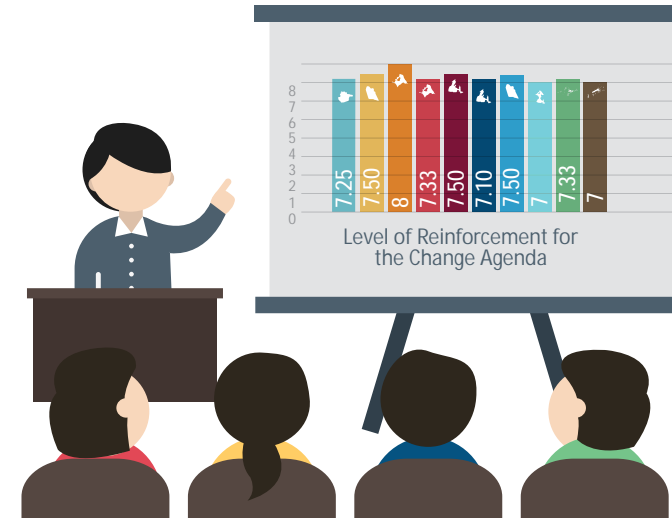
3 Determine data collection method for the school visit



## B. DURING THE VISIT | Phase II: Analysis



4 Determine specific CI priority area



5 Project future performance level

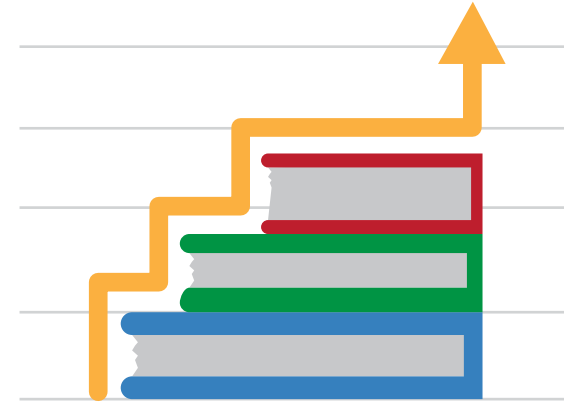




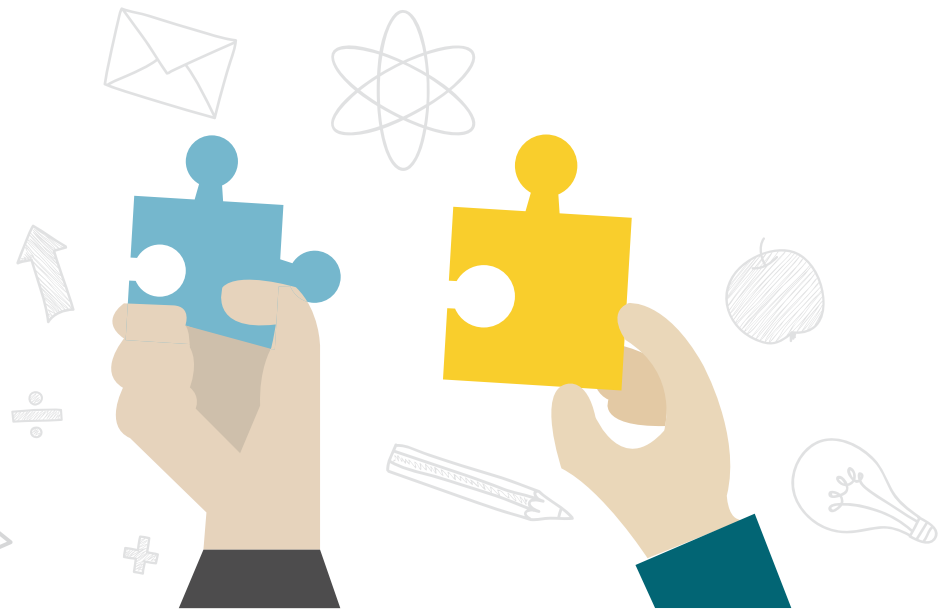
### C. DURING THE VISIT | Phase III: Integration



6 Communicate findings from the benchmarking



7 Establish functional goals





## D. AFTER THE VISIT | Phase IV: Act on

8 Develop Act on Plan for CI Init at ves.

9 Implement specific act ons and monitor progress

10 Recalibrate benchmarks





## IV. Continuous Improvement



Accordingly, there are four major reasons for benchmarking and these are to:

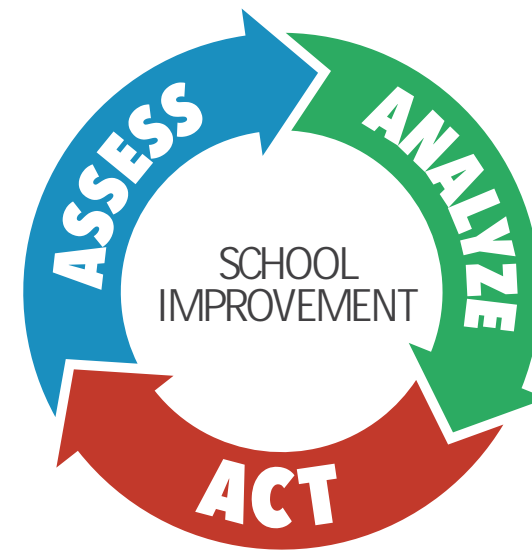
- gain a better understanding of processes
- become aware of best practices
- better meet the needs of customers
- improve performance and become more competitive



Video included in the package

### A. What is Continuous Improvement (CI) in the context of School Improvement Programme?

- is a method of finding solutions to areas of concern that have direct impact on student learning namely: Delivering Remedial Reading, Teaching Mathematics, Managing Waste and Feeding Program, Managing Class Attendance, Teaching Reading & Delivering Remedial Science/other major subjects.
- is a problem solving method which follows the triple A framework: Assess, Analyze & Act.
- is composed of ten (10) steps.
- is the application or implementation of the School-Based Management principles and concepts.



Source: DEPED - Continuous Improvement - Project Learning Guide





The SIP cycle is designed such that the end-result of any continuous improvement activity is one that is marked with mastery or proficiency, efficiency, effectiveness, and economy.

Remember the RBMPS and Prime-HRM? These two systems complement each other to bring about the desired improved overall performance of schools in the DepEd ARMM.

But before schools get to where they should be in the immediate future, it pays to learn the process to achieve the desired state of school improvement.

*Adapted from Mahalik, 2014*





# ASSESS



- identify what the problem is and understand fully what the problem is all about
- get to know how to collect data about the problem by talking to learners and other stakeholders
- document the process by drawing a process map or the SIPOC (Supplier-Input-Process-Output-Stakeholder) diagram
- At the end of this stage, you will be able to identify your priority improvement areas.

# ANALYZE



- gain better understanding of why the problem occurs or its root causes through tools such as the Fishbone Diagram and Root Cause Analysis
- validate the root causes of the problem by collecting data from learners and other stakeholders
- develop the appropriate solutions to address these causes
- At the end of this stage, you will be able to prepare an improvement plan.

# ACT



- pilot the solutions, review the results and then roll-out to the rest of the school
- At the end of this stage, you will check the progress of implementation to determine the effectiveness of the solutions.

## B. Contextualised 10-Step Process



**STEP 1: GET ORGANIZED** includes the formation of the CI team and defining roles and responsibilities. The team will also analyze the school's performance vis-à-vis performance measures.



**STEP 2: TALK WITH CUSTOMERS** includes understanding the requirements of the customers and measuring how well these requirements are met.



**STEP 3: WALK THE PROCESS** is the key in identifying where the issue is located in the process. Walk the process also helps identify what data to collect to further understand the issue.







**STEP 4: IDENTIFY PRIORITY IMPROVEMENT AREA** is where the deviation from the standard is determined. A gap analysis per process is done represented by storm clouds.



**STEP 5: DO ROOT CAUSE ANALYSIS** looks into the different root causes of the identified problem. Several diagrams can be used such as 5 why's analysis, fishbone diagram and affinity diagram.



**STEP 6: DEVELOP SOLUTION** identifies the appropriate and relevant solutions to the root cause of the problem using several CI tool and principles.



**STEP 7: FINALIZE IMPROVEMENT PLAN** considers the potential problems or risks that may be encountered during the implementation of solutions and create a plan to mitigate them. A time bound implementation plan is developed at this stage using an activity chart.



**STEP 8: PILOT SOLUTION** includes testing the generated solution to a specific set of customers. This will also confirm whether it will produce the expected results and to check the practicality of the solution. This step also ensures that the risk of failure will be lessened.



**STEP 9: ROLL OUT SOLUTION** includes adjustment of the solution and implementing them to majority of the customers. This step also includes developing the standard practices and procedures for the solution.



**STEP 10: CHECK PROGRESS** includes monitoring the solution after the rollout to ensure desired results are achieved.



### C. The Participants' CI Plans

#### DepEd-ARMM Regional Office

Start CI! (Regional CI)

Below are 25 CI Plans for each corresponding service delivery unit in the DepEd-ARMM.

#### Basilan

1. RISE: Reading Intervent on for Schools in the Elementary (Nurie Taha)
2. Project AKBAR: Assessment of Knowledge on Basic Approaches in Reading (Merriam Ammang)
3. School Reading Program: Pick, Read and Share (Husin Abdulahim)
4. BARAKA: Basics in Achieving High in Reading and Reading Increases Knowledge and Assures Attitude (Zulqarnain Wahi)
5. Performing School Produces Non-Readers (PSPNR) (Shelda Asanul)
6. Magbasa Kita Be... (MagbasaTayo...) (Virginia Angkibo)

#### Lamitan City

7. Learners at Risk in Grade I (Era Adjid)
8. Address Pupil Reading Difficulty (Rustico Entero)
9. Project ERAP: Enhanced Reading Ability of Pupils (Joseph Eddie Bello)
10. Improve NAT Performance of Level 3 Schools in English (Aida T. Alih)

#### Lanao Sur I

11. A Zero Non-Reader District (Norhina Comaradang)
12. Reading Remediation for Grade 2 Non Readers (Edsel C. Rosal)

#### Lanao Sur II

13. Reading Intervent on Program for Grade 2 (Dayamon Lalia)
14. Reading Intervent on Program for Grade 3 (Norfaina D. Alonto)

#### Maguindanao I

15. Grade 3 C Pupils at Risk in Reading- Kauran Elementary School (Joselito Sanchez Huesca)
16. Increase the Reading and Comprehension Ability of the Learners (Wilson Magluyan Escleto)

#### Maguindanao II

17. Reduction of Non-readers in Inter-Parang District (Meriam Adam)
18. Remedial Reading Program for the Non-readers (Salima Ibrahim)
19. SUPPORT: Superb Projects and Programs of Responsible and Outstanding Teachers (Bai Alibai Benito-Aliuden)

#### Marawi City

20. To Increase the Readers of the Identified Schools Who are in the Low Performance (Bae Anisah Guro)
21. Reading Comprehension (Salamat Abedin)

#### Sulu

22. CI: The Making (Samooore Ladjahali)
23. Decrease Non-Readers in Grade 5 (Nalda J. Muksan)

#### Tawi-Tawi

24. The School District: Home of the Readers (Hja. Nurhaisa Ratag)
25. Remedial Reading (Nawila Abdulla)





## V. Facilitating Benchmarking on Continuous Improvement: A Guide for Facilitators



## A. BEFORE THE ACTUAL BENCHMARKING



1. **Design** the benchmarking program based on the four phases of benchmarking namely: I.) Planning Phase; II.) Analysis Phase; III.) Integration Phase & IV.) Act on Phase).



2. **Prepare** the assessment tools that would help the facilitators assess the baseline data of participants. The assessment tools are CI knowledge assessment, CI self-survey skill assessment and the change readiness assessment.

- ✓ The CI knowledge assessment measures the content, methodologies and concepts of Continuous Improvement.
- ✓ The self-survey skill assessment attempts to determine the participants' perception of their own skills in doing CI.
- ✓ The change readiness assessment tool measures the participants' readiness to undergo a specific change initiative such as CI.



3. **Conduct** the mobilization meeting with the Director of School Based Management (SBM) or the Undersecretary for Special Projects. The purpose of the meeting is for the facilitators to present the design and for the SBM Director to provide feedback and recommendations based on the context of the target participants.



4. **The SBM Director and Undersecretary select** the participants based on the identified criteria.



5. **The facilitators collect** the profile(s) of participants.



6. **Conduct** an ocular visit to the selected benchmark schools and collect the contact numbers of the principal/CI head.



7. **Prepare** the program of activities for the planning workshop.



8. **Conduct** the planning session with the participants three weeks before the actual benchmarking visit. The purpose of the planning session is to explain to the participants the purpose of and activities for the benchmarking, manage the expectations of the participants and conduct the assessments.



9. **Orient** the participants about the CI concepts and methodology during the planning session.



10. **Orient** the participants about administrative concerns for the benchmarking.



11. **Inform** the benchmark schools about the details of the visit and/or the final schedule.



12. **Prepare** the program of activities for the actual benchmarking based on the benchmarking design discussed during the mobilization meeting.



13. **Inform** the resource persons and benchmark schools of the final program of activities.



14. **Prepare** the CI journal and notes for the participants.



15. **Prepare** the template for the participants' Act on Plan for CI Initiatives.

## B. DURING THE BENCHMARKING VISITS TO SCHOOLS



1. **Orient** the speakers, drivers, school heads of benchmark schools, and project staff about the schedule of activities.



2. **Orient** the participants about the schedule, house rules and expectations during the actual visit.



3. **Provide** the participants with concise notes and CI journal so that they will be able to recall the CI concepts and write on the journal their notes during the actual visit.



4. **Discuss** to the participants the importance of scientific method and research in improving basic education. This will be facilitated by an expert in education research and someone who is familiar with the 10 steps of CI.



5. **Conduct** the school visit and facilitate the conversations between the representatives of benchmark schools and the visiting schools.



6. **Facilitate** the processing of experience at the end of each day of school visit.



7. **Orient** the participants how to prepare the Act on Plan for CI Initiatives.



8. **Facilitate** the workshop, presentation and discussion on the respective Act on Plans for CI Initiatives.



9. **Synthesize** the participants' experience of the benchmarking process.



10. **Conduct** the post-test of the knowledge assessment and evaluation of the benchmarking activities.



11. **Provide** the participants with all the necessary files for CI so that they may be able to execute CI on their own.

### C. AFTER THE BENCHMARKING PROPER



1. **Summarize** the results of the assessments and evaluation.



2. **Conduct** the team evaluation of the whole benchmarking activities.



3. **Collect** the revised Act on Plans for CI Initiatives of participants.



4. Initiate the networking of CI Champions through the social media.



5. Prepare a complete report of the whole benchmarking activities.

**BENCHMARKING as an Intervention**

CURRENT STATE of DepEd-ARMM

PHASE I  
PLANNING

PHASE II  
ANALYSIS

PHASE III  
INTEGRATION

PHASE IV  
ACTION

**DESIRED FUTURE STATE:**

Continuous Improvement (CI) in respective schools or offices have become a culture and empowered CI Champions initiating CI projects or interventions





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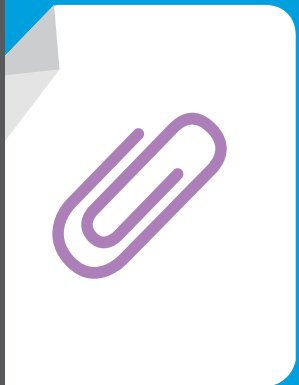


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Annex A  
The CI Champions



Office of the Regional Secretary

REGIONAL MEMORANDUM  
Number 45, Series 2015

OFFICE OF THE REGIONAL SECRETARY  
COTABATO CITY

RELEASED

02-27-15

TO : Assistant Regional Secretaries  
: Schools Division Superintendents  
: Regional SBM Manager

NATURE: *[Signature]*

ATTENTION : Regional/Division SBM Coordinators  
: School Benchmarking on Continuous Improvement Participants

SUBJECT : School Benchmarking on Continuous Improvement

- In part of the continuing partnership with Philippines-Australia Human Resources and Organizational Development (PAHRODF) Facility a School Benchmarking will be undertaken at selected schools in the National Capital Region (NCR) and Region 4A (Calabarzon) on March 2 to 8, 2015.
- Participants to this School Benchmarking are those who have attended the planning workshop in Cotabato City last February 19, 2015, at Al-Nor Hotel. It was decided that additional participants will come from target schools and districts covered under the "BUILD Basilan" project of the Office of the Regional Governor. The latter is in partnership with Eisenhower Fellows and Ayala Foundation. The official list is provided in Annex 1.
- Schools Division Superintendents are directed to inform target participants from their respective divisions to contact Ms Giselle Bombay, email [giselle\\_bombay@yahoo.com](mailto:giselle_bombay@yahoo.com) and mobile number 0927-723-0385, for detailed transportation arrangement, accommodation and participants in-training and post-training obligations.
- For guidance and compliance of all concerned personnel.

*[Signature]*  
ATTY. JAMAR M. KULAYAN  
Regional Secretary



Annex 1 - Prospective Participants

A. District and School Heads

Division	Participant	Qualification
Basilan	1. Dr Nurie Taha (Tuburan)	DSLSP [1] Graduate
	2. Miriam S. Ammang (Akbar ES)	NQESH Passer, School Feeding, EHCP Implementer
Lamitan City	3. Sahao Timhar (Lamitan West II)	DSLSP Graduate
	4. Era Adjid (Suguemmul ES, Lamitan West I)	NQESH Passer, SBM Grant
Lanao Sur I	5. Norhina Comaradang (Maguig)	DSLSP Graduate
	6. Edsel C. Rosal (Boot ES, South Wao)	NQESH Passer, SBM Grant, EHCP Implementer
Lanao Sur II	7. Dayamon Lalia (Central Tugaya)	DSLSP Graduate
	8. Norfatima D. Alonto (Dandamun Central Pilot ES, Lower Bayang)	NQESH [2] Passer, EHCP Implementer
Maguindanao I	9. Joselito Sanches Huesca (Ampatuan)	DSLSP Graduate
	10. Wilson Magluyan Escleto (Campo Cuatro ES, Datu Abdullah Sangki)	NQESH Passer, SBM Grant on time liquidation
Maguindanao II	11. Meriam Adam (Inter-Parang)	DSLSP Graduate
	12. Salima Ibrahim (Simuay Junction CES)	NQESH Passer, EHCP Implementer
Marawi City	13. Bae Anisah Guro (Central)	DSLSP Graduate
Sulu	14. Samoore Ladjahali (South Indanan)	DSLSP Graduate
	15. Nadja J. Muksan (Langpas ES)	NQESH Passer, SBM practices on Community Engagement due to exposure to lawless elements
Tawi-Tawi	16. Hja. Nurhaisa Ratag (Tubig-Indangan)	DSLSP Graduate
	17. Nawila Abdulla (Bongao Central ES, Bongao Central)	NQESH Passer, EHCP Implementer

[1] District Supervisory Leadership Program (DSLSP)

[2] National Qualifying Examination for School Heads (NQESH)

B. Division and Regional Heads

Office	Participant	Qualification
Regional Office	1. Atty. Jamar Kulayan	Regional Secretary
	2. Dr. John Magno [1]	Assistant Secretary - Operations
	3. Noor Saada	Assistant Secretary - Programs
	4. Marjuni Maddi	Regional Planning Director, Regional SBM Manager
	5. Maria Celeste Padla	Regional SBM Coordinator
	6. Shuaib Maulana [2]	BEE Director
Division Office	7. Dr. Norhaya M Abdurahim	Schools Division Superintendent - Basilan
	8. Dr. Aida Alih	Schools Division Superintendent - Lamitan City
	9. Bai Meriam Kawit	Schools Division Superintendent - Maguindanao I
	10. Bai Alibai Benito-Aliudin	Schools Division Superintendent - Maguindanao II
	11. Pharida Sansarona	Assistant Schools Division Superintendent - Marawi City

[1] Alternate: Dr Alzad Sattar, Undersecretary for Madrasah Education

[2] Ustadz Nafeesur-Rahman Suhad, BME Director

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Annex 2 – Participant's Profile

Name of the Organisation: DepED – ARMM  
 Title of the HR Intervention / Activity: Benchmarking on School-based Continuous Improvements (CI)

Name of Participant: \_\_\_\_\_  
 Surname First Name MI

Birthdate: \_\_\_\_\_ Mobile Number: SMART \_\_\_\_\_  
 (Month/Day/Year) Mobile Number: GLOBE \_\_\_\_\_

Email Address: \_\_\_\_\_ Facebook Account: \_\_\_\_\_

Position Level (Please check corresponding box below):

**Top Management** (Secretary, Undersecretary, Assistant Secretary, Executive Director, Regional Director, LCEs (Gov & Vice Gov), Chairpersons, Bureau Directors, Commissioners and Assistant Commissioners)

**Middle Management**

LGUs: Department and Unit Heads

NGAs: Superintendent, ASDS, District Supervisor, School Head / Principal

Central Offices – NGAs: Division Chief, Unit Head

DILG Regional: Division Chief, Provincial Directors

DSWD Regional: Assistant Regional Director

CSC Regional: Division Chief, Field Director (Director II)

Location of Workplace (Central/Province): \_\_\_\_\_  
 Province: \_\_\_\_\_  
 Position Title / Designation: \_\_\_\_\_  
 School / Office / Division: \_\_\_\_\_  
 (Please include telephone number of school, if applicable)  
 Current School Population (if applicable): \_\_\_\_\_

	Total	Male	Female
Highest Education Attainment: _____			
Degree / Program: _____			
Academic Institution: _____			
Is this person a PWD? <input type="checkbox"/> YES <input type="checkbox"/> NO TYPE: _____			

Actual tasks of the nominee that are related to initiating and / or performing continuous improvements, activities and introducing changes in the school / unit / division.	
Training attended by the nominee that are related to continuous improvements, initiating change projects and activities in the past 5 years.	
Projects, programs or activities initiated and / or led by the nominee for Continuous Improvements, both in current and previous assignments (track record of the nominee as the change agent)	

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Office of the Regional Secretary

Annex 1 – List of School Benchmarking Participants

Division/ Office	Participant	Position
BASILAN	1. Dr. Nurie Taha	District In Charge, Tuburan
	2. Miriam S. Amang	School Head, Akbar ES, Tuburan
	3. Abdulhalim Husin	School Head, Maluso CES, Maluso
	4. Zulqarnain Wahi	School Head, Calas Canang ES
	5. Shelda Asanul	School Head, Gaunan ES, Maluso
	6. Virginia Angkibo	School Head, Tambulig Butun ES, Sumisip
LAMITAN CITY	7. Era Adjid	School Head, Suguemmul ES
	8. Rustico Entero	District I-In-charge, East District
	9. Joseph Eddie Bello	School Head, Sta. Clara CES
	10. Aida T. Alih	Schools Division Superintendent
LANAO SUR I	11. Norhina Comaradang	District Supervisor, Maguig
LANAO SUR II	12. Edsel C. Rosal	Teacher In-Charge, Boot ES, Wao
	13. Dayamon Lalia	District Supervisor, Tugaya
MAGUINDANAO I	14. Norfaina D. Alonto	Head Teacher III, Dandamun CPES, Bayang
	15. Joselito Sanchez Huesca	District Supervisor, Ampatuan
MAGUINDANAO II	16. Wilson Magluyan Escleto	Teacher In-Charge, Camp Cuatro ES, DAS
	17. Meriam Adam	District Supervisor, Inter-Parang
	18. Salima Ibrahim	School Head, Simuay Junction CES
MARAWI CITY	19. Bai Alibai Benito-Aliuden	Schools Division Superintendent
	20. Bae Anisah Guro	District In-Charge, Central
	21. Salamat Abedin	Education Program Supervisor
SULU	22. Samoore Ladjahali	District In-Charge, Indanan South
	23. Nadja J. Muksan	School Head, Langpas ES, Indanan
TAWI-TAWI	24. Iija. Nurhaisa Ratag	District In-Charge, West Simunul
	25. Nawila Abdulla	School Head, Bongao CES
REGIONAL OFFICE	26. Atty. Jamar M. Kulayan	Regional Secretary
	27. Noor Mohammad D. Saada	Assistant Regional Secretary for Programs and Projects
	28. Marjuni M. Maddi	Chief, Office of the Planning Services and Regional SBM Manager



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	8. Rustico Entero	District I-In-charge, East District
	9. Joseph Eddie Bello	School Head, Sta. Clara CES
LANAO SUR I	10. Aida T. Alih	Schools Division Superintendent
	11. Norhina Comaradang	District Supervisor, Maguing
LANAO SUR II	12. Edsel C. Rosal	Teacher In-Charge, Boot ES, Wao
	13. Dayamon Lalia	District Supervisor, Tugaya
MAGUINDANAO I	14. Norfaina D. Alonto	Head Teacher III, Dandamun CPES, Bayang
	15. Joselito Sanchez Huesca	District Supervisor, Ampatuan
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MARAWI CITY	20. Bae Anisah Guro	District In-Charge, Central
	21. Salamat Abedin	Education Program Supervisor
SULU	22. Samoore Ladjahali	District In-Charge, Indanan South
	23. Nadja J. Muksan	School Head, Langpas ES, Indanan
TAWI-TAWI	24. Hja. Nurhaisa Ratag	District In-Charge, West Simunul
	25. Nawila Abdulla	School Head, Bongao CES
REGIONAL OFFICE	26. Atty. Jamar M. Kulayan	Regional Secretary
	27. Noor Mohammad D. Saada	Assistant Regional Secretary for Programs and Projects
	28. Marjuni M. Maddi	Chief, Office of the Planning Services and Regional SBM Manager



Annex B  
Planning for  
Benchmarking

**PLANNING WORKSHOP - BENCHMARKING FOR SCHOOL-BASED CONTINUOUS IMPROVEMENT APPROACHES AND PROJECTS**  
**Department of Education-Autonomous Region in Muslim Mindanao (DepEd ARMM)**  
**18-19 February 2015**

**Activity Purpose:** To prepare the participants to undergo benchmarking on continuous improvement  
*(Note: In all sessions, there will be support staff –to document, take photos and videos, and provide admin support, etc.)*

Date/Time	Learning Objectives	Session/ Activity	Expected Outputs*	Topic/ Content Highlights	Teaching / Learning Methodology	Nominated Facilitator/ Resource Person/Learning Team	Resources Needed
Day 1 February 18, 2015 4:00 to 6:00 PM	Participants determine the level of competency on CI, PRIME-HRM and SBPMS	Conduct the pre-test to participants PM Snacks	Result of pre-test/baseline data	Pre-test on CI, PRIME-HRM & SBPMS Change Readiness Assessment CI Skills Survey PPI	The participants will be asked answer all the assessments	PAP-LSP	Paper and Pen Pre-test sheets
Day 1 February 18, 2015 6:00 to 7:00 PM	The participants will be able to explain what the project is all about and where it will lead to in relation to the developments BBL/ARMM	Talks by A.Sec. Noor Saada Ms. Theresa Sarona	Greater understanding on the nature of this project and how the participants could contribute in making it successful	Welcome Remarks  PAHRODF Rationale	Discuss(on by the resource person(s)	A.Sec. Noor Saada (DepEd-ARMM)  Ms. Theresa Sarona (PAHRODF)	PowerPoint

Date/Time	Learning Objectives	Session/ Activity	Expected Outputs*	Topic/ Content Highlights	Teaching / Learning Methodology	Nominated Facilitator/ Resource Person/Learning Team	Resources Needed
Day 1 February 18, 2015 7:00 to 8:00 PM	Participants identify their colleagues, project team, others in the planning activity	"Getting to Know You"	Established the initial social relationship/ bond among the participants and team Participants mentally and socially prepared for the planning activities	Introduction of Participants	The participants will be grouped into three and they are going to introduce themselves to the group	PAP-LSP Team Leader	Manila Paper Marking Pen
Day 2 February 19, 2015 8:00 to 9:00 AM	The participants state their expectations on the benchmarking program	Expectation Setting on the Benchmarking Activities	List of expectations on the manila paper	Sharing of expectations	The participants will be grouped by three and they are going to write down on the manila paper their own expectations. The group will then report the collated expectations. Guide Questions: <i>Write down the best that I want to happen in this Benchmarking?</i> <i>How can I make this Benchmarking successful?</i> <i>What do I expect from the LSP team? My co-participants?</i>	PAP-LSP Team Leader	Manila Paper Marking Pen
Day 2 February 19, 2015 9:00 AM to 2:30 PM	Describe the benchmarking program; Explain concisely the DepEd Continuous Improvement Project	Lecture- discussion on Benchmarking, CI, RBPMS & PRIME-HRM	N/A	Benchmarking as a Learning Methodology; DepEd Continuous Improvement; Benchmark Schools; RBPMS;	1.) The SME will process and clarify some of the expectations of the participants. 2.) He will then present the design of benchmarking and explain the various phases that they will undergo.	PAP-LSP SME	PowerPoint LCD Projector

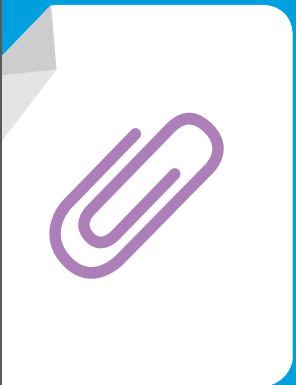
Date/Time	Learning Objectives	Session/ Activity	Expected Outputs*	Topic/ Content Highlights	Teaching / Learning Methodology	Nominated Facilitator/ Resource Person/Learning Team	Resources Needed
				PRIME-HRM;	<p>3.) He will ask the participants: What is the purpose of benchmarking?</p> <p>4.) Elicit from the participants the idea that the main purpose for benchmarking is continuous improvement and in order to do it, one has to be a change champion.</p> <p>5.) Activity: Participants will be asked to move from one side of the room to the other side. The objective of the activity is to cross the room in a unique way. If person A walks, then person B could no longer cross by walking. He/she may crawl or walk backwards.</p> <p>6.) Processing Questions: How was the activity? Was it easy? Difficult? What made it easy? What made it difficult? How does the activity relate to continuous improvement?</p> <p>7.) After establishing that in order to improve one has to make that decision to move from point A to point B; to change for the better. Ask the participants: "What</p>		

Date/Time	Learning Objectives	Session/ Activity	Expected Outputs*	Topic/ Content Highlights	Teaching / Learning Methodology	Nominated Facilitator/ Resource Person/Learning Team	Resources Needed
					<p>comes to mind when you hear the word –CHANGE?"</p> <p>8.) After the participants have explained their concept of change, the SME will then discuss the emotional responses to change namely: denial, anger, bargaining, depression, tension &amp; acceptance.</p> <p>9.) Discuss the types of responses to change: pioneers, early adopters, followers, and resisters.</p> <p>10.) Point out to the participants that a great measure of success in change management or continuous improvement is that if we get the resisters to our side and participate in the change process. But what are the reasons for resistance? The SME will then discuss the 10 reasons of why people resist change.</p> <p>11.) Knowing the reasons for resistance will help the continuous improvement projects more successful.</p>		

Date/Time	Learning Objectives	Session/ Activity	Expected Outputs*	Topic/ Content Highlights	Teaching / Learning Methodology	Nominated Facilitator/ Resource Person/Learning Team	Resources Needed
Day 2 February 19, 2015 2:30 PM to 5:30 PM	The participants will review their respective school improvement plan and identify one specific area for improvement where they want to focus or the pioneering CI project.  The participants will also simulate steps one to four (1-4) of the Continuous Improvement (CI).	Workshop on Steps 1 to 4 of DepEd CI	Title of CI Project	Activities: 1.) Identification of the School Improvement Plan 2.) Workshop on Steps 1 to 4 of CI	12.) The facilitator will then discuss the 10 steps CI.  Show the <b>video documentation</b> of some CI model schools. - What struck you in the video? - What are you interested about the video? - Which school do I need to visit, given my priority area?  Workshop Guide Questions: 1.) What are you proud of or happy about your existing school practices? 2.) How else do you want to improve them? 3.) Draw the desired future state of a chosen area in the school improvement plan. 4.) State the school processes involved in order to attain the desired future state. 5.) Write down the school measure based on the identified school process. For example, if the process is attendance monitoring, then the school measure is dropout rate.	PAP-LSP SME	Manila Paper Marking Pen Masking Tape

Date/Time	Learning Objectives	Session/ Activity	Expected Outputs*	Topic/ Content Highlights	Teaching / Learning Methodology	Nominated Facilitator/ Resource Person/Learning Team	Resources Needed
February 19, 2015 5:30 PM to 7:30 PM	The participants will be given the opportunity to discuss and raise questions related to administrative concerns for the actual benchmarking activities.	Pre-benchmarking Orientation	N/A	Overview of the Activities during the Benchmarking Things to bring Tips on how to maximize lessons that can be learned from the benchmarking activities	6.) Draft a creative title for your proposed project. 7.) Identify the various stakeholders in the said CI project. Who is the process owner? Who is the CI facilitator? Who is the CI team leader? 8.) Draw an activity flowchart of your chosen CI project.  The participants will then post their proposed CI Project Title on the Manila Paper.  Discussion/Open Forum The LSP Team, HR Adviser and A.Sec. Noor Saada will explain administrative concerns for the benchmarking.	PAP-LSP Project Manager	Paper Pen





Annex C  
Assessments

**I. Spec Sheet: Pre-test Survey: Assessment on Knowledge about Continuous Improvement (CI), Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM), and Results-Based Performance Management System (RBPMS)**

**A. DESCRIPTION**

This is a 25-item pre-test, designed to measure a participant's knowledge of the chosen topic beforehand. This can help the learning service provider focus on areas needing improvement. It can also help participants identify their weak areas, or it can help supervisors identify areas that need training.

**B. TABLE OF SPECIFICATIONS**

Topic	Concept	Application
1. 3As of CI	#1	
2. Get organized	#2, #3	
3. Talk with Stakeholders	#4, #5	
4. Walk the Process	#7	#6, #8
5. Identify Priority Improvement Area		#9, # 10
6. Do Root Cause Analysis	# 11, #12	
7. Develop Solutions		#13, #14
8. Finalize Improvement Plan		#15, #16
9. Pilot Your Solution		#17, #18
10. Roll Out Solution		#19, #20
11. Check Your Progress		#21, #22
12. Definition and Coverage of PRIME-HRM	#23, #24	
13. Results-based Performance Management System (RPMS)	#25	

**C. INTERPRETATION**

(Correct) Score 25 items	Equivalence	Rating
23 to 25	Expert	8
20 to 22	Advanced	7
17 to 19	Proficient	6
13 to 16	Developed	5
9 to 12	Developing	4

5 to 8	Novice	3
1 to 4	Emergent	2
0	Non-existent	1

**D. DEFINITIONS OF EQUIVALENCE**

Equivalence	Rating	Description
<b>Expert</b>	<b>8</b>	Key officers/staff have expert knowledge, training or experience, and can coach and train others in the competency. All Critical Success Indicators are being performed in a consistent and sustained manner. Outputs/processes regularly reviewed and refined, and considered best practice. (Area of Strength)
<b>Advanced</b>	<b>7</b>	Key officers/staff have advanced knowledge, training or experience in the competency. All Critical Success Indicators are being performed in a consistent and sustained manner. Outputs/processes reviewed and refined. (Area of Strength)
<b>Proficient</b>	<b>6</b>	Key officers/staff have adequate knowledge, training or experience in the competency. All Critical Success Indicators are being performed; outputs/processes meet standards. (Area of Adequacy)
<b>Developed</b>	<b>5</b>	Key officers/staff have adequate knowledge, training or experience in the competency. Many Critical Success Indicators are being performed; most outputs/processes meet standards. (Area of Adequacy)
<b>Developing</b>	<b>4</b>	Key officers/staff have some knowledge, training or experience in the competency. Many Critical Success Indicators are being performed but outputs and processes still need refinement. (Minor Area for Improvement)
<b>Novice</b>	<b>3</b>	Key officers/staff have some knowledge, training or experience in the competency. Some Critical Success Indicators are being performed; outputs and processes need improvement. (Minor Area for Improvement)
<b>Emergent</b>	<b>2</b>	Key officers/staff have very limited knowledge, training or experience in the competency. Few Critical Success Indicators are being performed; outputs and processes need substantial improvement. (Major Area for Improvement)
<b>Non-existent</b>	<b>1</b>	Key officers/staff have no prior knowledge, training or experience in the competency. All Critical Success Indicators are not being performed – (Major Area for Improvement)

## II. Spec Sheet: Continuous Improvement Skills Assessment (CISA)

### A. DESCRIPTION

This is an untimed self-assessment that gives a quick indicator of one's understanding and application about school-based continuous improvement approaches and projects, adapted from the framework of the Department of Education's school improvement project learning guide, a project funded by the Government of Australia through the PAHRODF.

### B. SPECIFICATIONS

The school improvement plan model is known as the Triple A (Assess, Analyze, Act) framework that involve 10 steps. This assessment measures the 10 skills for CI success, following the Triple A process framework for Continuous Improvement.

### C. MEASURES TEN SKILLS SETS ON:

#### **Assess**

- 1) Getting organized
- 2) Talking with stakeholders
- 3) Walking the process
- 4) Identifying priority improvement area

#### **Analyze**

- 5) Undertaking root cause analysis
- 6) Developing solutions
- 7) Finalizing improvement plan

#### **Act**

- 8) Piloting a solution
- 9) Rolling out a solution
- 10) Check progress

### D. Competency Rating Scale

1. **Non-existent** - Key officers/staff have no prior knowledge, training or experience in the competency. All Critical Success Indicators are not being performed – (Major Area for Improvement)
2. **Emergent** -Key officers/staff have very limited knowledge, training or experience in the competency. Few Critical Success Indicators are being performed; outputs and processes need substantial improvement. (Major Area for Improvement).
3. **Novice** - Key officers/staff have some knowledge, training or experience in the competency. Some Critical Success Indicators are being performed; outputs and processes need improvement. (Minor Area for Improvement)
4. **Developing** -Key officers/staff have some knowledge, training or experience in the competency. Many Critical Success Indicators are being performed but outputs and processes still need refinement. (Minor Area for Improvement).
5. **Developed** -Key officers/staff have adequate knowledge, training or experience in the competency. Many Critical Success Indicators are being performed; most outputs/processes meet standards. (Area of Adequacy)
6. **Proficient** - Key officers/staff have adequate knowledge, training or experience in the competency. All Critical Success Indicators are being performed; outputs/processes meet standards. (Area of Adequacy)
7. **Advanced** - Key officers/staff have advanced knowledge, training or experience in the competency. All Critical Success Indicators are being performed in a consistent and sustained manner. Outputs/processes reviewed and refined. (Area of Strength)
8. **Expert** - Key officers/staff have expert knowledge, training or experience, and can coach and train others in the competency. All Critical Success Indicators are being performed in a consistent and sustained manner. Outputs/processes regularly reviewed and refined, and considered best practice. (Area of Strength)

### III. SPEC SHEET: CHANGE READINESS ASSESSMENT (CRA)

#### A. DESCRIPTION

The Change Readiness Assessment (CRA) has two parts. Part A is adapted from the Organisational Assessment Framework of PAHRODF on Change Readiness. It is an assessment of how the organisation is perceived to be open and willing to undertake change efforts to improve its effectiveness. (Note: the PAHRODF tool on change readiness has only 4 scales, while this has been modified to have 8 scales, following the Facility's competency rating scale). Part B of the Change Readiness Assessment (CRA) is adapted from Dr. Jon Warner's Change Management Effectiveness Competency Profile, published by HRD Press, Boston Massachusetts. It is a self-assessment of how the individual manages change. It is designed to help individual understand more about their skills relative to this critical area.

#### B. CHANGE READINESS TERMINOLOGY (ORGANISATION)

Change Readiness refers to the openness and willingness of the organisation to undertake change efforts to improve overall organisational effectiveness. A shared perspective among leaders and staff on the value of organisational transformation, and a collective commitment and confidence to implement reforms. The following areas were looked into to assess the target organisation's change readiness:

- 1) **Vision and Change Agenda.** Presence of clear and engaging strategic directions (i.e. reform agenda), such as vision, mission, goals and strategies that are elicited from and communicated to targeted stakeholders for ownership and buy-in.
- 2) **Executive sponsorship.** Presence of committed leaders (both formal and informal) in various layers of the organisation who advocate for the planned reforms and help in developing a critical mass of change.
- 3) **Track record for implementing reforms/changes.** The organization has demonstrated capacity to lead, steer, implement and evaluate strategic reforms in the past that have yielded positive outcomes/results.
- 4) **Absorptive capacity of the organization for the reform.** Ability of the organization to absorb new learning, skills and practices with little or no downturn in performance; ability of the organization to complement and harmonize changes.

- 5) **Level of awareness and desire for the change.**-Extent of awareness and understanding of the people affected by the change to implement the desired change (i.e. reform agenda).
- 6) **Level of knowledge and ability for the change.** Demonstrated ability of targeted people to sustainably implement the desired change agenda.
- 7) **Level of reinforcement for the change agenda.** Presence of policies and mechanisms that ensure sustained implementation or institutionalisation of the gains of the change

#### C. CHANGE READINESS TERMINOLOGY (INDIVIDUAL)

Part B of the Change Readiness Assessment is a self-assessment of the individual, designed to help individuals understand more about their skills relative to this critical area.

Research has shown that there are seven competencies that contribute to effective change management skills. These are:

- 1) **Proactive Thinking** - the ability to maintain a conscious awareness of events and situations around you, and be ready to take action when you see change on the horizon. It asks the question: "To what extent do you regularly reflect upon what might happen in the future, and make small adjustments now to be as well prepared as possible?"
- 2) **Organization for Change** - is the extent to which you take coordinated action to organize yourself and others to tackle small or large-scale change when it arrives. It asks the question: "How effectively do you build a well-structured and comprehensive plan to ensure that you are ready to respond to change positively?"
- 3) **Involving Others** - Involving others concerns the success of your efforts to talk and consult with others, to both gain and impart useful information. It asks the question: "How well do you network with people to understand or learn about their feelings, and to give and solicit ideas about handling change?"
- 4) **Visualizing the Future** - Visualizing the future is the extent to which you spend time thinking about the medium and long-term future in order to identify a positive and compelling vision of what could be. It asks the question: "How well do you anticipate and find ways to describe what may happen in the long term to many people creatively or inspirationally?"

- 5) **Communicating Clearly** - Communicating clearly concerns your efforts to describe change in simple language, and in understandable and appealing ways for every individual and change-stakeholder group. It asks the question: "How plainly do you make yourself understood in talking about change at every level?"
- 6) **Breaking from the Past** - Breaking from the past concerns the extent to which you can successfully ease yourself and others away from the familiarity of past approaches and toward the benefits of the "new order." It asks the question: "How effectively do you draw a firm line between the past and the future in order to make a visible transition for others to see?"
- 7) **Consolidating New Learning** - Consolidating new learning concerns the extent to which you actively engage in personal learning and offer to coach others in handling change by "taking the plunge" in a safe environment. It asks the question: "How well do you create an environment in which people feel comfortable to take on or learn new skills and behaviors without fear or trepidation?"

#### D. CHANGE READINESS ASSESSMENT COMPETENCY RATING SCALE

1. **Non-existent** - Key officers/staff have no prior knowledge, training or experience in the competency. All Critical Success Indicators are not being performed – (Major Area for Improvement)
2. **Emergent** -Key officers/staff have very limited knowledge, training or experience in the competency. Few Critical Success Indicators are being performed; outputs and processes need substantial improvement. (Major Area for Improvement).
3. **Novice** - Key officers/staff have some knowledge, training or experience in the competency. Some Critical Success Indicators are being performed; outputs and processes need improvement. (Minor Area for Improvement)
4. **Developing** -Key officers/staff have some knowledge, training or experience in the competency. Many Critical Success Indicators are being performed but outputs and processes still need refinement. (Minor Area for Improvement).
5. **Developed** -Key officers/staff have adequate knowledge, training or experience in the competency. Many Critical Success Indicators are being performed; most outputs/processes meet standards. (Area of Adequacy)
6. **Proficient** - Key officers/staff have adequate knowledge, training or experience in the competency. All Critical Success Indicators are being performed; outputs/processes meet standards. (Area of Adequacy)

7. **Advanced** - Key officers/staff have advanced knowledge, training or experience in the competency. All Critical Success Indicators are being performed in a consistent and sustained manner. Outputs/processes reviewed and refined. (Area of Strength)
8. **Expert** - Key officers/staff have expert knowledge, training or experience, and can coach and train others in the competency. All Critical Success Indicators are being performed in a consistent and sustained manner. Outputs/processes regularly reviewed and refined, and considered best practice. (Area of Strength)

## I-A. PRE & POST ASSESSMENT INSTRUMENT

### PRE & POST ASSESSMENT ON KNOWLEDGE ABOUT CONTINUOUS IMPROVEMENT, PRIME-HRM & RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM

**Direction: You are given 20 minutes to answer this assessment. Encircle the letter of the BEST answer.**

1. The Department of Education makes use of a step-by-step approach to solve a problem. Which of the following shows the correct sequence of the stages in Continuous Improvement (CI)?
  - A. Assess, Analyze & Act
  - B. Analyze Assess & Act
  - C. Act, Assess & Analyze
  - D. Act, Analyze & Assess
2. Which of the following is/are TRUE about the process owner?
  - I. It is important to have a process owner because the projects take place in the context of process improvement.
  - II. Only the principal can be the process owner.
  - III. The process owner is the person responsible for ensuring the efficiency of the process and is highly involved in the project.
  - IV. The process owner has the responsibility and authority to manage and improve a process.
  - V. The librarian, Math department head, subject coordinator can be process owner(s).
  - A. I, II, III & IV only
  - B. I, III, IV & V only
  - C. I, II, IV & V only
  - D. II, III, IV & V only
3. It is the first step in the ASSESS stage of the school improvement (SI) project process wherein critical school measures related to the Division and school agreed targets will be identified and used as reference to assess the school performance. After selecting a project, key people will be identified to be part of the team. What is this step?
  - A. Walk the Process

- B. Get organized
  - C. Identify Priority Improvement Area
  - D. Talk with Stakeholders
4. The School Improvement (SI) team wants to hold a stakeholders' interview and focus group discussion (FGD). Thus, they need to identify the different stakeholders. Which of the following correctly classifies the stakeholders?
  - A. School Head – Primary; Learners – Secondary; Parents – Internal; Parents – Tertiary
  - B. Parents – Primary; Learners – Secondary; School Head – Internal; Society – Tertiary
  - C. Society – Primary; Parents – Secondary; Learners – Internal; School Head – Tertiary
  - D. Learners – Primary; Parents – Secondary; School Head – Internal; Society – Tertiary
5. Which of the following statements are correct about the Voice of the Stakeholder (VOS)?
  - I. It includes the voice of primary, secondary, tertiary, and internal stakeholders.
  - II. The Voice of the Stakeholder (VOS) is a qualitative statement or phrase that describes the stakeholders' needs and is worded in the stakeholder's language.
  - III. When gathering VOS, we must be careful in determining whether something is a need or a want.
  - IV. The VOS maybe collected through various tools such as interview and focus group discussion (FGD) and the data may be organized using the affinity diagram.
  - A. I, II, & III only
  - B. II, III & IV only
  - C. I, III & IV only
  - D. I, II, III & IV
6. A SI Team has decided to look into the Waste Management Process of a particular school. The process starts when the learners throw their garbage. The garbage is either thrown in the trash container or it is thrown anywhere in the campus. If the learner decides to throw garbage in the trash container, they need to properly segregate it. If the garbage is properly segregated, there is no need to segregate it again. If the learner does not segregate their garbage prior to disposal, someone will need to segregate the garbage at the end of the day. If the learners throw their trash anywhere in the campus, the janitor needs to pick it up and throw it in the proper container. Given the

described choices involved in the Waste Management Process, which is the most appropriate flowcharting technique that the SI Team should use?

- A. Supplier, Inputs, Process, Outputs, Customer (SIPOC)
- B. Deployment Flowchart
- C. Data Flow Mapping
- D. Activity Flowchart

7. Which of the following is **FALSE** about storm clouds?

- A. Storm clouds are observable and relevant outputs that we want to see in the process of change.
- B. Storm clouds exist in certain steps or activities within a process and represent potential problem areas that may be tackled later.
- C. The careful identification of critical storm clouds in the process enables you to look at a smaller, more targeted, and more focused problem that contributes to the broader school issue.
- D. It is also called pain points because these are observations that we don't want to see in the process but are actually occurring.

8. A SI Team is looking into the process of the Reading Comprehension Test. Figure1 below shows the process chart.



Given the process chart in the Figure above, which common mistake did the SI team commit?

- A. Mapping the Project Processes
- B. Wrong use of flowcharting technique
- C. Mapping the process at different levels
- D. Trying to create the "perfect" process map

9. A SI Team is looking into the Teaching-Learning process of Science for Grade III Learners. During the walk the process phase, the team observed that the

entire Teaching-Learning process exceeded the 40-minute allotted time. The team now decides to gather data to further investigate this storm cloud. What is the most appropriate data that the team should gather in order to identify the factors which contribute to the excess time?

- A. Time data on the start time and end time of the Teaching-learning process
- B. Time data on the amount of time in excess of 40 minutes
- C. Time data on the amount of time spent for recitation
- D. Time data on the start time and end time of each sub-process of the Teaching-learning process

10. Which of the following refers to the deepest underlying cause, or causes, of the problematic symptoms within any process of school improvement (SI) project?

- A. root cause
- B. storm cloud
- C. diagnosis
- D. symptoms

11. A SI Team is looking into the scores of Grade III learners in Science because majority of learners failed to reach the passing rate of 75%. The SI team found that the majority of the learners were having difficulties in Inferring. The team further investigated the performance of the learners and gathered data. Now the team is ready to craft their focused problem statement. Which is the most appropriate focused problem statement?

- A. 50% of Learners fail in Science 3.
- B. Learners are having difficulties in Inferring.
- C. Learners are getting low scores in Inferring.
- D. Only 29% of learners answered the item on inferring about sense organs correctly.

12. Which of the following statements are **FALSE**?

- I. The why-why analysis is a systematic approach in determining all the contributors to a problem.
- II. Root Cause Analysis (RCA) is a structured and thorough review of the problem designed to identify and verify what is causing the symptoms.
- III. A missing link occurs when the cause is able to directly explain the occurrence of the problem that immediately precedes it.
- IV. Only entities identified in the SIPOC, which you have done in the "Walk the Process" step, must be discussed in the Root Cause Analysis.
- V. A good why-why analysis is one where the identified causes are individual-based rather than system-based.

- A. I, II & III only
- B. II, III & V only
- C. II & III only
- D. III & V only

13. A SI Team implemented a solution to ensure that learners know where to go and what to do during the feeding program. The team used signs pointing to where the feeding area is, and posted a picture flowchart of the feeding program procedure. This ensures that there will be no delays in the process and that the program will be within the allotted 15-minute time. Which solution concept did the team apply?

- A. Mistake Proofing
- B. Good Housekeeping
- C. Process Simplification
- D. Visual Management

14. A SI Team conducted a Root Cause Analysis and found that one of the root causes for why the discussion time of a lesson in Math takes 30 minutes is because there are many unnecessary activities in class before the lesson is discussed. Which concept is the most appropriate for the SI Team to use in order to generate solutions?

- A. Process Simplification
- B. Visual Management
- C. Good Housekeeping
- D. Mistake Proofing

15. A SI Team has developed a solution to ensure that the time to conduct the Feeding program will be within the allotted 15 minutes. The team will be using visual management to ensure that the learners know how the process will take place. What is the most appropriate step that the SI team should do next?

- A. Call a meeting to brief the staff and teachers in charge of the Feeding program so that they can implement it immediately the next day.
- B. Draft a memo indicating that this solution should be implemented immediately on all grade levels within the school.
- C. Set a target date for the implementation of the solution and let the teachers and staff in charge of the Feeding program implement it. The SI Team should look for a new project.

- D. Determine the different activities, timeline, and resources needed, and create a plan to implement such solution.

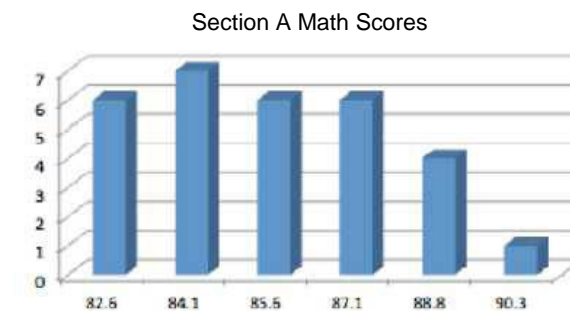
16. A SI Team has determined that the implementation of a solution requires significant time from certain personnel/teachers. What should the SI team do?

- A. Create a resource plan.
- B. Create an implementation plan.
- C. Create a risk management plan.
- D. Create a budget and cost management plan.

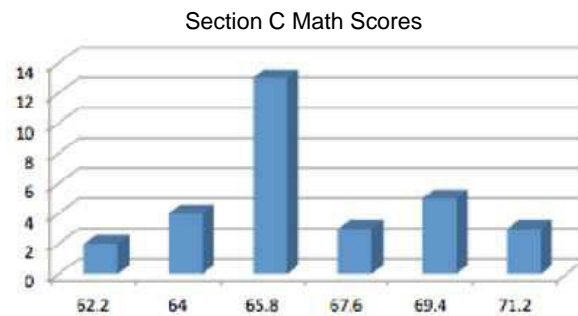
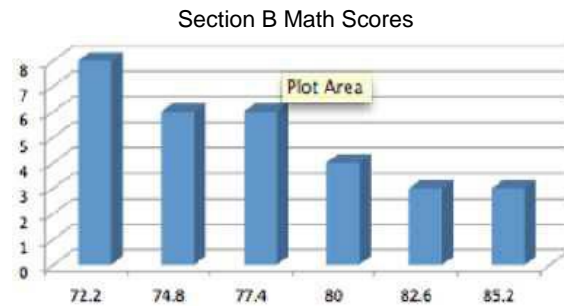
17. The SI team has identified a solution to ensure that the feeding program does not exceed the allotted 30 minutes. The team has completed the implementation plan, the budget and cost management plan, the resource plan, and the risk management plans. What is the next most appropriate step that the SI team should take?

- A. Implement the solution on a full scale, involving all grade levels in the school.
- B. Ask the School Head to draft a memo making the team's solution official and ready for school-wide implementation as soon as possible.
- C. Test the solution on a small scale to determine if it really works, and make improvements if necessary.
- D. Hand over the solution to the teachers and let them implement it. The SI team should move to the next project.

18. A SI Team is looking to increase the Math Scores of Grade IV Learners. The team has developed a solution and is planning to test it. The scores of three of the Grade IV sections before the implementation of the solution can be seen in the figure below. Which section should the SI team test the solution on?







- A. Section A only.
- B. Section B only
- C. Section C only.
- D. Sections A and B.

19. A SI team has finished testing their solution on one section in Grade IV to address low grades of learners in Science. Based on the learner's test results, the team was able to prove that their solution is effective. What is the next most appropriate step that the team should take?

- A. Turn over the solution to the teachers and let the teachers roll out its implementation to other sections.
- B. Roll out the solution to all grade levels.
- C. Roll out the solution to all sections in Grade IV.
- D. The project is completed. The team should now move to other projects.

20. A SI team is planning to roll out their solution to ensure that learners know how to do the AGONA method. The team has completed the testing, the cost computations, and the risk management strategies of their solution. Before the team rolls out the solution, they regularly met with the teachers who will be

involved and asked for the teachers' inputs on how to properly implement the solution, what needs to be done, as well as other details regarding the implementation. What element of the people side planning did the team illustrate in this scenario?

- A. Communication
- B. Participation
- C. Education
- D. All of the choices.

21. A SI team has finished the implementation and roll out of their solution. They have also monitored the solution for a certain time to ensure that it continues to perform according to what is expected. What is the next most appropriate step that they should take?

- A. Proceed immediately to the next project.
- B. Be content with what they have achieved and with the performance of the school.
- C. Continue with the monitoring of the project performance to ensure that it continues to perform according to expectations.
- D. Document the learning from this project, recognize the team for their contribution, handover the monitoring and evaluation to the process owner, and proceed to the next project.

22. A SI team is investigating the dropout rate of a particular school. They looked into the attendance monitoring process and introduced new policies to ensure the accuracy of the attendance and the monitoring of learners with poor attendance records. Which level of fix did they apply?

- A. Level 1 Fix the Output
- B. Level 2 Fix the Process
- C. Level 3 Fix the System
- D. All of the choices.

23. Which of the following statements are CORRECT about **PRIME-HRM**?

- I. It stands for Program to Institutionalize Meritocracy and Excellence in Human Resource Management.
- II. It is a mechanism to support the attainment of the Civil Service Commission vision of becoming a Center of Excellence in Human Resource and Organization Development.
- III. It covers the all national and local government agencies, including government-owned and controlled corporations (GOCCs) with original charter, state universities and colleges (SUCs), as well as regional offices of agencies with HR offices or units.

IV. It enables agencies to achieve HR excellence through three steps namely: Analyze, Assist, Act.

- A. I, II & III only
- B. II, III & IV only
- C. I, III & IV only
- D. I, II & IV only

24. The Civil Service Competency Model defines competencies as “observable, measurable and vital knowledge, skills, and attitudes which are a translation of capabilities deemed essential for organisational success.” In the PRIME-HRM, these competencies are organized in four proficiency levels namely: basic, advanced, intermediate and superior. Which of the following indicators show the superior level of competency?

- A. Performs complex and multiple tasks and can coach and teach others
- B. Considered an expert in this task and can describe, teach and lead others
- C. Understands basic principles and can perform tasks with assistance or direction
- D. Performs routine tasks with reliable results and works with minimal supervision

25. The DepEd’s Results-based Performance Management System (RPMS) has four (4) phases. Which of the following shows the correct sequence or order of phases?

- I. Performance Review and Evaluation
- II. Performance Rewarding and Planning
- III. Performance Monitoring and Coaching
- IV. Performance Planning and Commitment

- A. I, II, III, IV
- B. IV, III, II, I
- C. IV, III, I, II
- D. III, IV, II, I

END OF ASSESSMENT

## I-B. PRE & POST ASSESSMENT INSTRUMENT – ANSWER KEY

### PRE & POST ASSESSMENT ON KNOWLEDGE ABOUT CONTINUOUS IMPROVEMENT, PRIME-HRM & RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM

**Direction: You are given 20 minutes to answer this assessment. Encircle the letter of the BEST answer.**

1. The Department of Education makes use of a step-by-step approach to solve a problem. Which of the following shows the correct sequence of the stages in Continuous Improvement (CI)?
  - a. Assess, Analyze & Act
  - b. Analyze Assess & Act
  - c. Act, Assess & Analyze
  - d. Act, Analyze & Assess
2. Which of the following is/are TRUE about the process owner?
  - a. It is important to have a process owner because the projects take place in the context of process improvement.
  - b. Only the principal can be the process owner.
  - c. The process owner is the person responsible for ensuring the efficiency of the process and is highly involved in the project.
  - d. The process owner has the responsibility and authority to manage and improve a process.
  - e. The librarian, Math department head, subject coordinator can be process owner(s).
    1. I, II, III & IV only
    2. I, III, IV & V only
    3. I, II, IV & V only
    4. II, III, IV & V only
3. It is the first step in the ASSESS stage of the school improvement (SI) project process wherein critical school measures related to the Division and school agreed targets will be identified and used as reference to assess the school performance. After selecting a project, key people will be identified to be part of the team. What is this step?
  - a. Walk the Process
  - b. Get organized
  - c. Identify Priority Improvement Area

- d. Talk with Stakeholders
4. The School Improvement (SI) team wants to hold a stakeholders' interview and focus group discussion (FGD). Thus, they need to identify the different stakeholders. Which of the following correctly classifies the stakeholders?
- School Head – Primary; Learners – Secondary; Parents – Internal; Parents – Tertiary
  - Parents – Primary; Learners – Secondary; School Head – Internal; Society – Tertiary
  - Society – Primary; Parents – Secondary; Learners – Internal; School Head – Tertiary
  - Learners – Primary; Parents – Secondary; School Head – Internal; Society – Tertiary
5. Which of the following statements are correct about the Voice of the Stakeholder (VOS)?
- It includes the voice of primary, secondary, tertiary, and internal stakeholders.
  - The Voice of the Stakeholder (VOS) is a qualitative statement or phrase that describes the stakeholders' needs and is worded in the stakeholder's language.
  - When gathering VOS, we must be careful in determining whether something is a need or a want.
  - The VOS maybe collected through various tools such as interview and focus group discussion (FGD) and the data may be organized using the affinity diagram.
    - I, II, & III only
    - II, III & IV only
    - I, III & IV only
    - I, II, III & IV
6. A SI Team has decided to look into the Waste Management Process of a particular school. The process starts when the learners throw their garbage. The garbage is either thrown in the trash container or it is thrown anywhere in the campus. If the learner decides to throw garbage in the trash container, they need to properly segregate it. If the garbage is properly segregated, there is no need to segregate it again. If the learner does not segregate their garbage prior to disposal, someone will need to segregate the garbage at the end of the day. If the learners throw their trash anywhere in the campus, the janitor needs to pick it up and throw it in the proper container. Given the described choices involved in the Waste Management Process, which is the most appropriate flowcharting technique that the SI Team should use?
- Supplier, Inputs, Process, Outputs, Customer (SIPOC)
  - Deployment Flowchart

- Data Flow Mapping
  - Activity Flowchart
7. Which of the following is **FALSE** about storm clouds?
- Storm clouds are observable and relevant outputs that we want to see in the process of change.
  - Storm clouds exist in certain steps or activities within a process and represent potential problem areas that may be tackled later.
  - The careful identification of critical storm clouds in the process enables you to look at a smaller, more targeted, and more focused problem that contributes to the broader school issue.
  - It is also called pain points because these are observations that we don't want to see in the process but are actually occurring.
8. A SI Team is looking into the process of the Reading Comprehension Test. Figure1 below shows the process chart.



- Given the process chart in the Figure above, which common mistake did the SI team commit?
- Mapping the Project Processes
  - Wrong use of flowcharting technique
  - Mapping the process at different levels
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9. A SI Team is looking into the Teaching-Learning process of Science for Grade III Learners. During the walk the process phase, the team observed that the

entire Teaching-Learning process exceeded the 40-minute allotted time. The team now decides to gather data to further investigate this storm cloud. What is the most appropriate data that the team should gather in order to identify the factors which contribute to the excess time?

- a. Time data on the start time and end time of the Teaching-learning process
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10. Which of the following refers to the deepest underlying cause, or causes, of the problematic symptoms within any process of school improvement (SI) project?

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12. Which of the following statements are **FALSE**?

- a. The why-why analysis is a systematic approach in determining all the contributors to a problem.
- b. Root Cause Analysis (RCA) is a structured and thorough review of the problem designed to identify and verify what is causing the symptoms.
- c. A missing link occurs when the cause is able to directly explain the occurrence of the problem that immediately precedes it.
- d. Only entities identified in the SIPOC, which you have done in the "Walk the Process" step, must be discussed in the Root Cause Analysis.
- e. A good why-why analysis is one where the identified causes are individual-based rather than system-based.

1. I, II & III only
2. II, III & V only
3. II & III only
4. III & V only

13. A SI Team implemented a solution to ensure that learners know where to go and what to do during the feeding program. The team used signs pointing to where the feeding area is, and posted a picture flowchart of the feeding program procedure. This ensures that there will be no delays in the process and that the program will be within the allotted 15-minute time. Which solution concept did the team apply?

- A. Mistake Proofing
- B. Good Housekeeping
- C. Process Simplification
- D. Visual Management

14. A SI Team conducted a Root Cause Analysis and found that one of the root causes for why the discussion time of a lesson in Math takes 30 minutes is because there are many unnecessary activities in class before the lesson is discussed. Which concept is the most appropriate for the SI Team to use in order to generate solutions?

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15. A SI Team has developed a solution to ensure that the time to conduct the Feeding program will be within the allotted 15 minutes. The team will be using visual management to ensure that the learners know how the process will take place. What is the most appropriate step that the SI team should do next?

- a. Call a meeting to brief the staff and teachers in charge of the Feeding program so that they can implement it immediately the next day.
- b. Draft a memo indicating that this solution should be implemented immediately on all grade levels within the school.
- c. Set a target date for the implementation of the solution and let the teachers and staff in charge of the Feeding program implement it. The SI Team should look for a new project.
- d. Determine the different activities, timeline, and resources needed, and create a plan to implement such solution.

16. A SI Team has determined that the implementation of a solution requires significant time from certain personnel/teachers. What should the SI team do?

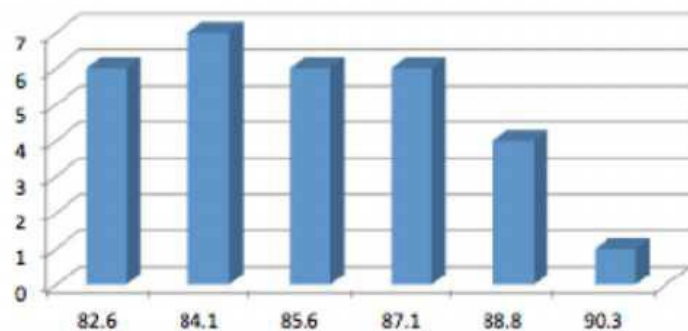
- Create a resource plan.
- Create an implementation plan.
- Create a risk management plan.
- Create a budget and cost management plan.

17. The SI team has identified a solution to ensure that the feeding program does not exceed the allotted 30 minutes. The team has completed the implementation plan, the budget and cost management plan, the resource plan, and the risk management plans. What is the next most appropriate step that the SI team should take?

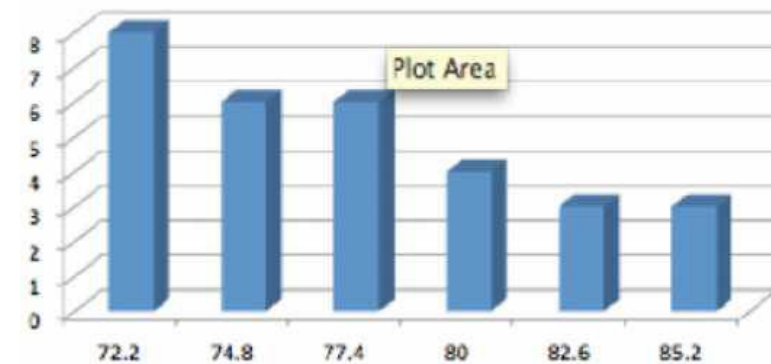
- Implement the solution on a full scale, involving all grade levels in the school.
- Ask the School Head to draft a memo making the team's solution official and ready for school-wide implementation as soon as possible.
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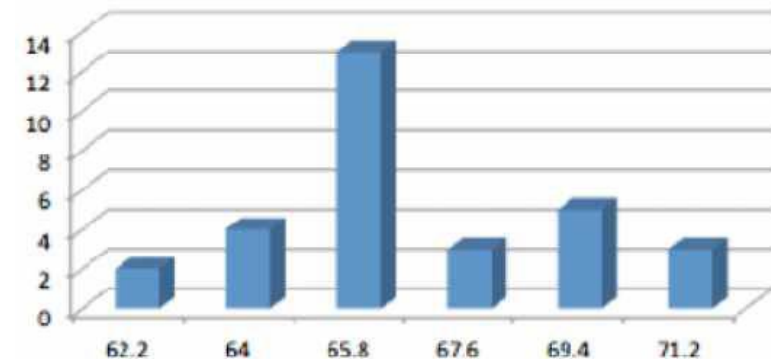
Section A Math Scores



Section B Math Scores



Section C Math Scores



- Section A only.
- Section B only.
- Section C only.
- Sections A and B.

19. A SI team has finished testing their solution on one section in Grade IV to address low grades of learners in Science. Based on the learner's test results, the team was able to prove that their solution is effective. What is the next most appropriate step that the team should take?

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- Roll out the solution to all grade levels.
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20. A SI team is planning to roll out their solution to ensure that learners know how to do the AGONA method. The team has completed the testing, the cost computations, and the risk management strategies of their solution. Before the team rolls out the solution, they regularly met with the teachers who will be involved and asked for the teachers' inputs on how to properly implement the solution, what needs to be done, as well as other details regarding the implementation. What element of the people side planning did the team illustrate in this scenario?

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- c. Education
- d. All of the choices.

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- a. Proceed immediately to the next project.
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- b. Level 2 Fix the Process
- c. Level 3 Fix the System
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23. Which of the following statements are CORRECT about PRIME-HRM?

- a. It stands for Program to Institutionalize Meritocracy and Excellence in Human Resource Management.
- b. It is a mechanism to support the attainment of the Civil Service Commission vision of becoming a Center of Excellence in Human Resource and Organization Development.

- c. It covers the all national and local government agencies, including government-owned and controlled corporations (GOCCs) with original charter, state universities and colleges (SUCs), as well as regional offices of agencies with HR offices or units.
- d. It enables agencies to achieve HR excellence through three steps namely: Analyze, Assist, Act.

- 1. I, II & III only
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24. The Civil Service Competency Model defines competencies as "observable, measurable and vital knowledge, skills, and attitudes which are a translation of capabilities deemed essential for organisational success." In the PRIME-HRM, these competencies are organized in four proficiency levels namely: basic, advanced, intermediate and superior. Which of the following indicators show the superior level of competency?

- a. Performs complex and multiple tasks and can coach and teach others
- b. Considered an expert in this task and can describe, teach and lead others
- c. Understands basic principles and can perform tasks with assistance or direction
- d. Performs routine tasks with reliable results and works with minimal supervision

25. The DepEd's Results-based Performance Management System (RPMS) has four (4) phases. Which of the following shows the correct sequence or order of phases?

- a. Performance Review and Evaluation
- b. Performance Rewarding and Planning
- c. Performance Monitoring and Coaching
- d. Performance Planning and Commitment

- 1. I, II, III, IV
- 2. IV, III, II, I
- 3. IV, III, I, II
- 4. III, IV, II, I

END OF ASSESSMENT

## II. CONTINUOUS IMPROVEMENT SKILLS ASSESSMENT (CISA)

**INSTRUCTION:** Listed below are the skills necessary to facilitate Continuous Improvement projects in your school. Please rate your own competency from 1 (lowest) to 8 (highest) as honestly as possible. You may put a check mark ( ) on the number that correspond your answer. Your individual answers will be treated with confidentiality. There is no right or wrong answer to this survey.

Rate	Equivalence	Description
1	Non-existent	All Critical Success Indicators are not being performed (Major Area for Improvement)
2	Emergent	Few Critical Success Indicators are being performed; outputs and processes need substantial improvement. (Major Area for Improvement)
3	Novice	Some Critical Success Indicators are being performed; outputs and processes need improvement (Minor Area for Improvement)
4	Developing	Many Critical Success Indicators are being performed but outputs and processes still need refinement (Minor Area for Improvement).
5	Developed	Many Critical Success Indicators are being performed; most outputs/processes meet standards (Area of Adequacy)
6	Proficient	All Critical Success Indicators are being performed; outputs/processes meet standards (Area of Adequacy)
7	Advanced	All Critical Success Indicators are being performed in a consistent and sustained manner. Outputs/processes reviewed and refined. (Area of Strength)
8	Expert	All Critical Success Indicators are being performed in a consistent and sustained manner. Outputs/processes regularly reviewed and refined, and considered best practice. (Area of Strength)

ASSESS - Step One: Get Organized		Rating
1.	I can identify a broad problem based on a relevant school measure.	①②③④⑤⑥⑦⑧
2.	I can identify a process improvement project (school improvement or SI project).	①②③④⑤⑥⑦⑧
3.	I can identify key people that should be part of the SI team given a specific continuous improvement (CI) project.	①②③④⑤⑥⑦⑧

ASSESS - Step Two: Talk with the Stakeholders		Rating
4.	I can identify and classify stakeholders of a school improvement (SI) project.	①②③④⑤⑥⑦⑧
5.	I have the ability to gather the voice of the stakeholders (VOS) using tools such as focus group discussion (FGD) and interview	①②③④⑤⑥⑦⑧
6.	I can identify the needs of stakeholders by finding patterns in voluminous data using tools such as affinity diagram.	①②③④⑤⑥⑦⑧

ASSESS - Step Three: Walk the Process		Rating
7.	I can connect the voice of the stakeholders to the school processes.	①②③④⑤⑥⑦⑧
8.	I can map out the different school process to show what is currently happening using SIPOC, activity flowchart and deployment flowchart.	①②③④⑤⑥⑦⑧
9.	I can identify storm clouds/ pain points in a current school process.	①②③④⑤⑥⑦⑧

ASSESS - Step Four: Identifying Priority Improvement Areas		Rating
10.	In solving a problem, I ensure that the data collected are sufficient, relevant, representative and contextual.	①②③④⑤⑥⑦⑧
11.	I evaluate collected data using analytical and logical reasoning to examine each component of the data provided to generate findings, validate initial ideas, and come up with conclusions that are key in transforming the broad problem into a focused problem.	①②③④⑤⑥⑦⑧
12.	I break down a broad problem into a more focused, process oriented problem that deals with very few issues which permits more depth of analysis through an exhaustive identification of causes.	①②③④⑤⑥⑦⑧

ANALYZE - Step 5: Root Cause Analysis		Rating
13.	I conduct a structured and thorough review of the problem which is designed to identify and verify what is causing the symptoms.	①②③④⑤⑥⑦⑧
14.	I am systematic in determining all the contributors to a problem by asking a series of "Why" questions.	①②③④⑤⑥⑦⑧
15.	I can identify if the stated cause of the problem is already the root cause.	①②③④⑤⑥⑦⑧

ANALYZE - Step 6: Generating Solutions		Rating
16.	I generate solutions that will address the root causes of the problem.	①②③④⑤⑥⑦⑧
17.	I use any of the following: process simplification, good housekeeping, visual management, and mistake proofing.	①②③④⑤⑥⑦⑧

18. I develop future process map based on the solutions selected	①②③④⑤⑥⑦⑧
<b>ANALYZE – Step 7: Finalizing Improvement Plan</b>	<b>Rating</b>
19. I use project planning tools and concepts to plan the implementation of the selected improvement solution.	①②③④⑤⑥⑦⑧
20. I identify the different resources required for project implementation and I calculate how much of these resources are required.	①②③④⑤⑥⑦⑧
21. I recognize and anticipate potential problems or risks that may be encountered during project implementation.	①②③④⑤⑥⑦⑧
<b>ACT – Step 8: Pilot your Solutions</b>	<b>Rating</b>
22. I test the effectiveness of a solution in a small group or representative sample before implementing it to the whole population.	①②③④⑤⑥⑦⑧
23. I implement and monitor the implementation of the solution under controlled conditions in order to assess whether it can provide the desired results or not.	①②③④⑤⑥⑦⑧
24. I measure the cost and benefit of the solution.	①②③④⑤⑥⑦⑧
<b>ACT – Step 9: Roll Out Solution</b>	<b>Rating</b>
25. I ensure that stakeholders are prepared for the planned change through well planned communication system, participatory approaches or methods and education or training.	①②③④⑤⑥⑦⑧
26. I establish the commitment needed by the stakeholders for the roll out.	①②③④⑤⑥⑦⑧
27. I develop and document the standard process that will lead to better implementation and monitoring	①②③④⑤⑥⑦⑧
<b>ACT – Step 10: Check Your Progress</b>	<b>Rating</b>
28. I monitor the degree of improvements made in solving the problem.	①②③④⑤⑥⑦⑧
29. I evaluate the degree of improvements by comparing the data before and after the CI project or intervention.	①②③④⑤⑥⑦⑧
30. I turnover the monitoring and evaluation role back to Process Owners to close a CI project.	①②③④⑤⑥⑦⑧

### III. CHANGE READINESS ASSESSMENT (CRA)

**INSTRUCTION:** The following are statements that describe your readiness for change. Please rate yourself from 1 (lowest) to 8 (highest) as honestly as possible. You may put a check mark ( ) on the number that correspond your answer. Your individual answers will be treated with confidentiality. There is no right or wrong answer to this survey.

Rate	Equivalence	Description
1	<b>Non-existent</b>	All Critical Success Indicators are not being performed (Major Area for Improvement)
2	<b>Emergent</b>	Few Critical Success Indicators are being performed; outputs and processes need substantial improvement. (Major Area for Improvement)
3	<b>Novice</b>	Some Critical Success Indicators are being performed; outputs and processes need improvement (Minor Area for Improvement)
4	<b>Developing</b>	Many Critical Success Indicators are being performed but outputs and processes still need refinement (Minor Area for Improvement).
5	<b>Developed</b>	Many Critical Success Indicators are being performed; most outputs/processes meet standards (Area of Adequacy)
6	<b>Proficient</b>	All Critical Success Indicators are being performed; outputs/processes meet standards (Area of Adequacy)
7	<b>Advanced</b>	All Critical Success Indicators are being performed in a consistent and sustained manner. Outputs/processes reviewed and refined. (Area of Strength)
8	<b>Expert</b>	All Critical Success Indicators are being performed in a consistent and sustained manner. Outputs/processes regularly reviewed and refined, and considered best practice. (Area of Strength)

Change Readiness		Rating Scale
<b>A.1.) Organisational Level: Vision and Change Agenda</b>		
1.	The school or division I represent elicits participation from all stakeholders in the development of vision and goals for change.	①②③④⑤⑥⑦⑧
2.	The organisation I represent has clear and inspiring vision and goals for change.	①②③④⑤⑥⑦⑧
3.	The school management regularly communicates the vision and goals for change to all stakeholders.	①②③④⑤⑥⑦⑧
<b>A.2.) Organisational Level: Executive Sponsorship</b>		
4.	The school's top management initiates and advocates organisational change.	①②③④⑤⑥⑦⑧
5.	The school leaders are committed to lead and support the change programs at all levels.	①②③④⑤⑥⑦⑧
6.	The school's top management provides motivating factors for teaching and non-teaching staff to support a	①②③④⑤⑥⑦⑧



desired change.	
<b>A.3.) Organisational Level: Track Record for Implementing Reforms/ Changes</b>	
7. The school has successfully implemented various reform programs.	①②③④⑤⑥⑦⑧
8. The school has received special recognition from the division and other organization for initiating positive change or continuous improvement.	①②③④⑤⑥⑦⑧
9. The school has improved its National Achievement Test (NAT) performance and other assessments in the past five years due to specific improvements in instruction.	①②③④⑤⑥⑦⑧
<b>A.4.) Organisational Level: Absorptive Capacity of the Organisation for the Reform</b>	
10. The school as an organisation is able to introduce new practices effectively and efficiently.	①②③④⑤⑥⑦⑧
11. The school as an organisation is able to adapt and systematically integrate reforms in its operations.	①②③④⑤⑥⑦⑧
12. The school as an organisation complements and harmonizes changes.	①②③④⑤⑥⑦⑧
<b>A.5.) Organisational Level: Level of Awareness and Desire for the Change</b>	
13. The stakeholders are aware of the value of the desired change.	①②③④⑤⑥⑦⑧
14. The stakeholders understand the value of the desired change.	①②③④⑤⑥⑦⑧
15. People affected by the change are willing to implement it.	①②③④⑤⑥⑦⑧
<b>A.6.) Organisational Level: Level of Knowledge and Ability for the Change</b>	
16. The teaching and non-teaching staff has the required skills and knowledge to support a desired change.	①②③④⑤⑥⑦⑧
17. The key stakeholders understand the complexities and dynamics of change.	①②③④⑤⑥⑦⑧
18. The organisation is able to carry out a sustained implementation of a desired change.	①②③④⑤⑥⑦⑧
<b>A.7.) Organisational Level: Level of Reinforcement for the Change Agenda</b>	
19. The school as an organisation has policies and mechanisms that will help sustain a desired change.	①②③④⑤⑥⑦⑧
20. The school has systems and structures that are conducive to change.	①②③④⑤⑥⑦⑧
21. The prevailing culture of the school is the one that promotes innovation and change.	①②③④⑤⑥⑦⑧
<b>B.1.) Individual Level: Proactive Thinking</b>	
22. I spend time coaching and assisting others through the change process.	①②③④⑤⑥⑦⑧
23. I work hard to bring about a safe environment, where honest mistakes can be made.	①②③④⑤⑥⑦⑧

24. I quickly find ways to standardise change methods or practices.	①②③④⑤⑥⑦⑧
<b>B.2.) Individual Level: Organization for Change</b>	
25. I think about what needs to happen step-by-step in making a major transition.	①②③④⑤⑥⑦⑧
26. I take responsibility for coordinating actions and/or groups of people in change projects.	①②③④⑤⑥⑦⑧
27. I look to quantitatively assess the impact of any change on myself and others.	①②③④⑤⑥⑦⑧
<b>B.3.) Individual Level: Involving Others</b>	
28. I encourage people to experiment with the way they work or do things.	①②③④⑤⑥⑦⑧
29. I put myself in other people's shoes when thinking about the impact of change.	①②③④⑤⑥⑦⑧
30. My first instinct is to talk to people when major change is on the horizon.	①②③④⑤⑥⑦⑧
<b>B.4.) Individual Level: Visualizing the Future</b>	
31. I have a picture in my mind of what a future change will look like when it is complete.	①②③④⑤⑥⑦⑧
32. I like to challenge the set paradigms of people and the organization at large.	①②③④⑤⑥⑦⑧
33. I like to think about the best possible future outcomes, and then work backwards to see what we have to do now to try to reach those outcomes.	①②③④⑤⑥⑦⑧
<b>B.5.) Individual Level: Communicating Clearly</b>	
34. I listen to people's issues and concerns to help shape my communications.	①②③④⑤⑥⑦⑧
35. I use clear, simple language to describe what will be required of people in the future.	①②③④⑤⑥⑦⑧
36. I translate the core change messages in as many ways as necessary to create full and widespread understanding.	①②③④⑤⑥⑦⑧
<b>B.6.) Individual Level: Breaking from the Past</b>	
37. I act as role model for new and different ways of doing things.	①②③④⑤⑥⑦⑧
38. I deal fairly but firmly with long-term resistance to necessary change.	①②③④⑤⑥⑦⑧
39. I am happy to be a pioneer when it helps myself and others to change positively.	①②③④⑤⑥⑦⑧
<b>B.7.) Individual Level: Consolidating New Learning</b>	
40. I create opportunities for people to practice new methods and ways of doing things.	①②③④⑤⑥⑦⑧
41. I encourage people to reflect on useful things they have learned.	①②③④⑤⑥⑦⑧

42. I seek ways to make new approaches comfortable and easy to adopt.

1 2 3 4 5 6 7 8

**Qualitative Data:**

1. Overall, how do you rate your school or organization from 1 (lowest) to 8 (highest) in terms of change readiness? Explain.
  
2. Overall, how do you rate yourself from 1 (lowest) to 8 (highest) in terms of your readiness to initiate change in your school/organization? Explain.
  
3. What are your major contributions for the continuous improvement of your school/district/organization? Discuss briefly.

NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

DISRICT/DIVISION: \_\_\_\_\_



## Annex D Benchmarking Journal

**BENCHMARKING FOR SCHOOL-BASED  
CONTINUOUS IMPROVEMENT APPROACHES AND PROJECTS**  
Department of Education-Autonomous Region  
in Muslim Mindanao  
(DepEd-ARMM)

March 1 – 8, 2015  
The Legend Villas  
60 Pioneer corner Madison Streets  
Mandaluyong City

# Continuous Improvement Benchmarking Journal

This CI Benchmarking Journal belongs to:

**Program of Activities**

Day 1 - March 1 (Sunday)	
2:00 PM	Check-in: <b>The Legend Villas</b> , 60 Pioneer corner Madison Streets, Mandaluyong City, 1550 Philippines <i>Note: 6 Participants who were not able to attend the planning workshop will have a session from 2:15 PM to 3:15 PM.</i>
3:00 PM	Registration and Snacks
4:00 PM- 6:30 PM	Conversations on Integrating the Content Areas into the CI Plan - A Holistic Approach <b>Scientific Literacy for Continuous Improvement</b> by Dr. Ricardo T. Bagarinao <i>Professor and UP Scientist I, UP Open University</i> <b>Integrating Environmental Education and Society in Developing CI Projects</b> by Ms. Elenida Del Rosario- Basug, Chief, Environmental Education and Information Division of the Environmental Management Bureau, DENR <b>Math Literacy for Continuous Improvement</b> by Dr. Catherine Vistro Yu <b>Reading for Continuous Improvement</b> by Dr. Nemah Hermosa
6:35 PM - 7:15 PM	Orientation and Announcements for the Benchmarking Activities <b>Schedule of Activities, CI Benchmarking Journal, CI Action Plan, Daily Host Team, House Rules</b>
7:15 PM	Dinner/Fellowship
Day 2 – March 2 (Monday)	
6:30 AM	Breakfast
7:30 AM	Expected Time of Departure (ETD): The Legend Villas
8:30 AM - 10:00 AM	Department of Education Central, Pasig City • <i>Discussion on CI &amp; RBPMS &amp; Applications</i>
10:00 AM- 11:00 AM	Travel from DepEd Central to Techno-hub
11:00 AM -11:45 PM	Early Lunch in Techno-hub, Diliman Quezon City
12:00 PM -2:00 PM	Civil Service Commission, Quezon City <i>Discussion on PRIME-HRM &amp; its Applications</i>
2:00 PM – 3:00 PM	Travel from Civil Service to Betty Go Belmonte Elementary School
3:00 PM – 5:00 PM	Betty Go Belmonte Elementary School, 2 <sup>nd</sup> District, Quezon City • <i>CI Project: "Daily Achievement Road to Excellence: Intensified Remedial Reading"</i>

**Program of Activities**

5:00 PM – 7:00 PM	Travel from Betty Go Belmonte Elementary School to The Legend Villas
7:00 PM – 7:55 PM	Dinner
8:00 PM – 9:00 PM	Sharing of learning/experience: The Legend Villas
<b>Day 3 – March 3 (Tuesday)</b>	
5:30 AM	Expected Time of Departure: The Legend Villas
5:35AM – 6:45 AM	Travel from the hotel to Concepcion Elementary School in Marikina City (quick breakfast near the school)
7:00 AM – 10:00 AM	Concepcion Elementary School, 2 <sup>nd</sup> District Marikina <ul style="list-style-type: none"> <li>• <i>Basic Reading Intervention Developmental Guidance Enhancement (Project BRIDGE)</i></li> <li>• <i>92% accomplishment in Letter and Sound Recognition (36 out of 39)</i></li> </ul>
10:05 AM - 10:55 AM	Travel from Concepcion Elementary School to Krus na Ligas Elementary School (snacks on the way)
11:00 AM- 1:30 PM	Krus na Ligas Elementary School, Brgy. Krus na Ligas, Quezon City <ul style="list-style-type: none"> <li>• <i>Pagliban pag Nasiyasat, Ating Skull Aangat (PAG-ASA)</i></li> <li>• <i>To decrease Grade 3 Peacock's students at risk of failing from 46.3% to 20% or below from November to December, 2013</i></li> </ul>
1:45 PM – 2: 45 PM	Late lunch along Katipunan Road
3:00 PM – 5:00 PM	Miriam College <ul style="list-style-type: none"> <li>• <i>Conversations on Gender and Peace Education for Continuous Improvement by Dean Caridad Sri Tharan, Ph.D. &amp; Ms. Mirma Mae Tica, MIS</i></li> </ul>
5:10 PM – 6:50 PM	Travel from Miriam College back to the hotel
7:00 PM – 7:55 PM	Dinner
8:00 PM – 9:00 PM	Processing of Experience: The Legend Villas

**Program of Activities**

<b>Day 4 – March 4 (Wednesday)</b>	
5:30 AM	Expected Time of Departure: The Legend Villas
5:35AM – 6:45 AM	Travel from the hotel to Esteban Abada Elementary School (quick breakfast near the school)
7:00 AM – 10:00 AM	Esteban Abada Elementary School, Quezon City <ul style="list-style-type: none"> <li>• <i>Improving English Language Proficiency</i></li> </ul>
10:05 AM - 12:15 PM	Travel from Esteban Abada Elementary School to Brgy. Encanto, Angat, Bulacan (Snacks will be served in the van.)
12:15 PM- 4:00 PM	Lunch and Visit Gawad Kalinga Enchanted Farm University in Brgy. Encanto, Angat, Bulacan <ul style="list-style-type: none"> <li>• <i>Gulayan sa Paaralan para sa Masaganang Bayan</i></li> <li>• <i>Social enterprise education and social innovation</i></li> </ul>
4:05 PM – 6:55 PM	Travel from Bulacan back to Hotel (Snacks will be served in the van)
7:00 PM- 8:00 PM	Dinner
8:00 PM – 9:30 PM	CI Action Plan Session, The Legend Villas, Mandaluyong
<b>Day 5 – March 5 (Thursday)</b>	
6:00 AM	Expected Time of Departure: The Legend Villas
6:00 AM- 7:30 AM	Travel from hotel to Ateneo de Manila University campus
8:00 AM – 10:00 AM	Ateneo de Manila Junior High/Grade School Katipunan Road, Loyola Heights, Quezon City <ul style="list-style-type: none"> <li>• <i>Sharing of Experience/Insights with Dr. Carmela C. Oracion on Managing Transitions in Education, Addressing Bullying in AJHS and Managing Feeding Program in Public Schools</i></li> </ul>
10:05 AM- 10:55 AM	Travel from Ateneo de Manila to Department of Foreign Affairs and Trade in Makati
11:00 AM- 12:00 PM	Visit the Department of Foreign Affairs and Trade <ul style="list-style-type: none"> <li>• <i>Australian Embassy in the Philippines</i></li> </ul>

**Program of Activities**

12:00 PM – 1:00 PM	Lunch
1:00 PM – 2:00 PM	Travel from Makati to Bonifacio Global City in Taguig
2:05 PM- 6:00 PM	*Mind Museum <i>Innovations in Instructional Design for the 21<sup>st</sup> Century Learners</i> (Note: Show your PRC-ID stating 'Professional Teacher')
6:30 PM - 7:30 PM	Dinner in Bonifacio Global City, Taguig
7:30 PM – 8:30 PM	Processing of Experience/CI Action Plan
10:00 PM	Expected time of arrival in the hotel
<b>Day 6 – March 6 (Friday)</b>	
6:30 AM	Expected time of departure from the hotel
6:30 AM – 6:55 AM	Travel from the hotel to Andres Bonifacio Integrated School
7:00 AM – 9:00 AM	Andres Bonifacio Integrated School, Mandaluyong • <i>CI of the English-Reading Competency of Grade 3 Level</i> <i>Enhance the reading competency level of 37 non-readers within the third grading period</i>
9:05 AM – 12:00 PM	Travel from Mandaluyong to Pampanga
12:00 PM – 1:00 PM	Lunch in Pampanga (near the venue of the symposium)
1:00 PM – 5:00 PM	Continuous Improvement (CI) Symposium (Interaction with the CI Team of Pampanga Model Schools: Macabebe Elementary School and Sto. Rosario Elementary School), Division Office, San Fernando, Pampanga
5:00 PM – 6:55 PM	Travel from Pampanga to Mandaluyong
7:00 PM	Dinner
8:00 PM – 9:00 PM	Processing of Experience/CI Action Plan

**Program of Activities**

<b>Day 7 – March 7 (Saturday)</b>	
7:00 AM -8:00 AM	Breakfast in the hotel
8:00 AM -12:00 PM	CI Action Plan Workshop, Legend Villas, Mandaluyong
12:00 PM – 1:00 PM	Lunch
1:00 PM – 5:30 PM	Presentation of CI Action Plans (snacks will be served while in session)
5:30 PM – 6:30 PM	Post-Test surveys and evaluation
6:30 PM- 7:30 PM	Closing Program
7:30 PM	Dinner/Fellowship/Photo Ops
<b>Day 8 – March 8 (Sunday)</b>	
7:00 AM	Breakfast/Check out

## THE 10-STEP PROCESS



**Step 1: GET ORGANIZED** includes the formation of the CI team and defining roles and responsibilities. The team will also analyze the school's performance vis-à-vis performance measures.



**Step 2: TALK WITH CUSTOMERS** includes understanding the requirements of the customers and measuring how well these requirements are met.



**Step 3: WALK THE PROCESS** is the key in identifying where the issue is located in the process. Walk the process also helps identify what data to collect to further understand the issue.



**Step 4: IDENTIFY PRIORITY IMPROVEMENT AREA** is where the deviation from the standard is determined. A gap analysis per process is done represented by storm clouds.



**Step 5: DO ROOT CAUSE ANALYSIS** looks into the different root causes of the identified problem. Several diagrams can be used such as 5 why's analysis, fishbone diagram and affinity diagram.



**Step 6: DEVELOP SOLUTION** identifies the appropriate and relevant solutions to the root cause of the problem using several CI tool and principles.



**Step 7: FINALIZE IMPROVEMENT PLAN** considers the potential problems or risks that may be encountered during the implementation of solutions and create a plan to mitigate them. A time bound implementation plan is developed at this stage using an activity chart.



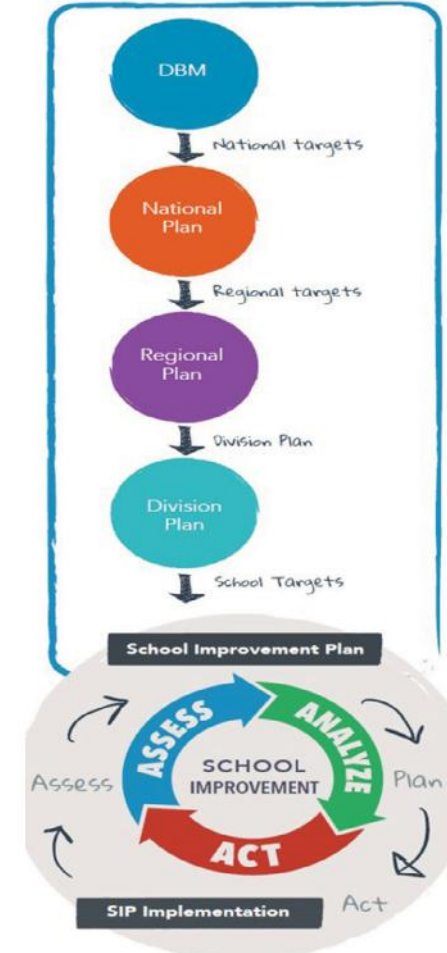
**Step 8: PILOT SOLUTION** includes testing the generated solution to a specific set of customers. This will also confirm whether it will produce the expected results and to check the practicality of the solution. This step also ensures that the risk of failure will be lessened.



**Step 9: ROLL OUT SOLUTION** includes adjustment of the solution and implementing them to majority of the customers. This step also includes developing the standard practices and procedures for the solution.



**Step 10: CHECK PROGRESS** includes monitoring the solution after the roll out to ensure desired results are achieved.



### CI Priority Areas

- Delivering Remedial Reading
- Teaching Mathematics
- Managing Waste and Feeding Program
- Managing Class Attendance
- Teaching Reading
- Delivering Remedial Science/other major subjects

## ASSESS

- identify what the problem is and understand fully what the problem is all about
- get to know how to collect data about the problem by talking to learners and other stakeholders
- document the process by drawing a process map or the SIPOC (Supplier-Input-Process-Output-Stakeholder) diagram
- At the end of this stage, you will be able to identify your priority improvement areas.

## ANALYZE

- gain better understanding of why the problem occurs or its root causes through tools such as the Fishbone Diagram and Root Cause Analysis
- validate the root causes of the problem by collecting data from learners and other stakeholders
- develop the appropriate solutions to address these causes
- At the end of this stage, you will be able to prepare an improvement plan.

## ACT

- pilot the solutions, review the results and then roll-out to the rest of the school
- At the end of this stage, you will check the progress of implementation to determine the effectiveness of the solutions.

In order to promote CI...  
we need champions! We need YOU to ...

**ASSESS**

- Step 1: Get Organized
- Step 2: Talk with Stakeholders
- Step 3: Walk the Process
- Step 4: Identify Priority Improvement Area

**ANALYZE**

- Step 5: Do Root Cause Analysis
- Step 6: Develop Solutions
- Step 7: Finalize Improvement Plan

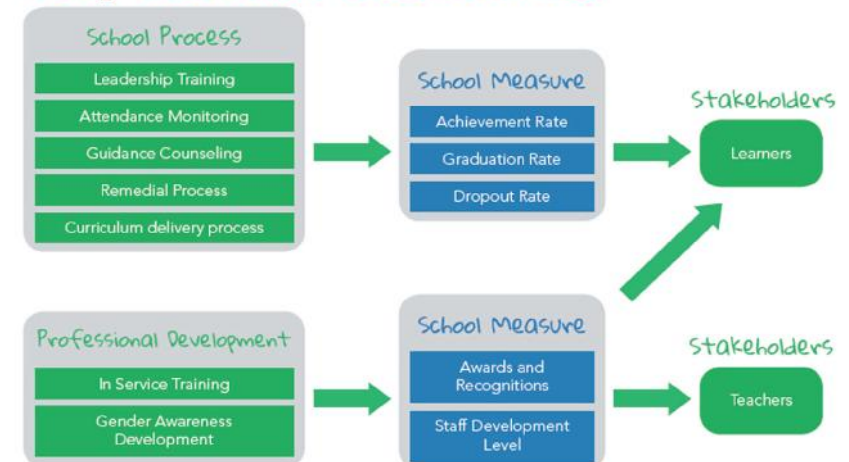
**ACT**

- Step 8: Pilot Your Solution
- Step 9: Roll Out Solution
- Step 10: Check Your Progress

## Step 1: Get Organized 1.1) School Measures

- School measures tell us something important about our outputs and how we deliver them.
- They help us understand, manage, and improve what our organizations do.
- School measures relate the school process to the needs of stakeholders.

## Step 1: Get Organized 1.1) School Measures

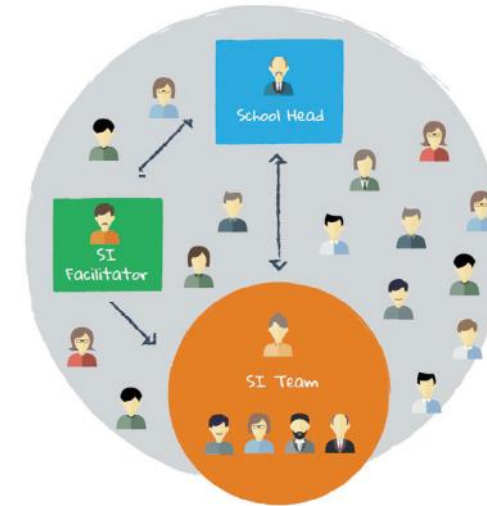
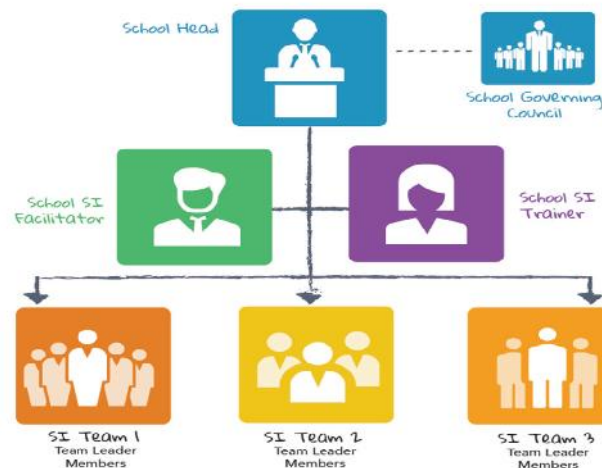


## Step 1: Get Organized 1.2) Project Selection

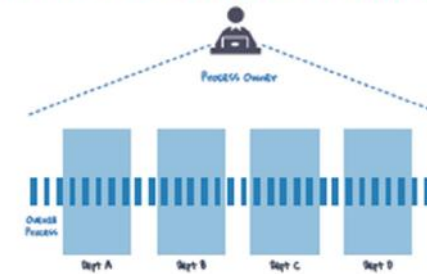
The project selection criteria involve the following:

- The expected project outputs and/or outcomes support the targeted performance indicator (PI) or school measure
- The project revolves around the improvement of an identified internal school process.
- The project has outputs and outcomes which are realizable within the six-month project duration. Six months from the Assess stage to the Act stage.
- Project activities are generally executable and within the control of the project SI Team, or through a local or division-level stakeholder with whom the SI Team can partner.
- The project does not require a capital outlay to execute.

## Step 1: Get Organized 1.3) Establish the Team



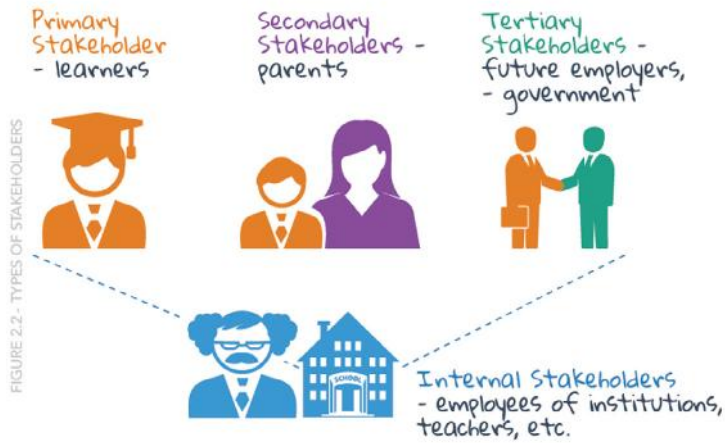
## The Process Owner



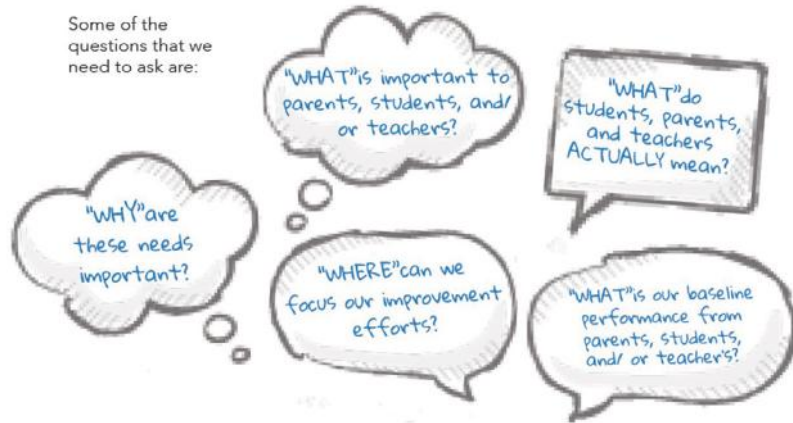
- the person responsible for ensuring the efficiency of the process, has the ability to make changes in the process and is highly involved in the project
- has the responsibility and authority to manage and improve a process
- The librarian, Math department head, subject coordinator are examples of process owner.



## Step 2: Talk with your Stakeholders Who are they?



Some of the questions that we need to ask are:



## VOS –Voice of Stakeholders

Must balance **WANTS** and **NEEDS!**



When gathering VOS, we must be careful in determining whether something is a need or a want. Needs are what stakeholders expect to receive from a concept or service. Wants are preferences of a stakeholder on how to receive a concept or service. Needs are more likely common across your stakeholders. Wants may vary from stakeholder to stakeholder even if they share the same needs. We have to make sure to address the needs first before the wants. However, wants are important to create a balance on what and how we deliver our service to our stakeholders.

### When identifying stakeholder needs, several issues may arise.

Stakeholders may state that:

- "I need access to the internet."
- "I need to have a projector inside the classroom."

However, their real needs might be:

- "I need to have new teaching materials."
- "I need to have the entire class see the teaching materials."

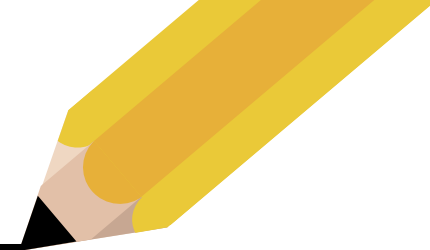
Stakeholders may state that:

- "I need a computer."
- "We need books in the library."

But their actual usage for these needs might be:

- "I need a calculator."
- "We need a place for students to study."

# Thoughts for the day



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## How to Listen to the VOS?



**ONE ON ONE**  
Conduct personal (one on one) interviews which help identify and list what they really need and want



**DYADS OR TRIADS**  
Dyads or Triads to obtain or capture desired "outcomes" with deeper and more refined understanding



**FOCUS GROUP DISCUSSION (FGD)** or observational groups to obtain deeper and more refined understanding



**SURVEYS**  
Surveys to quantify and verify

## How to Listen to the VOS?

Other forms of qualitative research include:



**a) Home Visits -** The researcher goes to the respondent's home and observes the practices of the respondent. The respondent is fully aware that he/ she is being observed.



**b) Classroom Observations (Natural Environment)**  
The researchers observe their stakeholder in a natural environment (i. e. where class decisions are made, where stakeholders spend most of their time). Usually, the respondents are not aware that they are being observed.



**c) Buddy Panels/ Adult Panels -**  
An ongoing panel among stakeholders. The respondents come in pairs wherein one is a moderator and the other is a co-moderator. This technique is effective among kids and teens because it is less intimidating and more fun. The Buddy panel is also effective in rapid concept/ prototype development. This allows researchers to establish a more intimate relationship with the stakeholders and gain more insights about their lifestyles, feelings, and attitudes. This technique can also be conducted on adults.



**d) Diaries -** This is effective in rapid concept/ prototype development. The use of diaries allows researchers to understand behavioral changes in the adoption of a new idea.



**e) Conversations with experts / third parties**  
Identify experts on the topic and set up a meeting with them to get their views and insights on the issue.

## Step 3: Walk the Process



### What is a Process?

A process is a set of activities that are arranged together in order to deliver a product or service.

### How do we understand a process?

To understand a process, there must be a way to represent or capture what is happening in reality. This is done through the use of a model.

### Model Definition

- Models are representations of systems or processes.
- Models enable the understanding, analysis, improvement, or replacement of the system/ process.
- Models describe:
  - ✓ things it works on
  - ✓ what a system/ process does
  - ✓ what controls it
  - ✓ what means it uses to perform its functions
  - ✓ what it produces
  - ✓ how it is constructed

### What is process mapping?

It is the technique of using flowcharts to illustrate the flow of a process, proceeding from the most macro perspective to the level of detail required to identify opportunities for improvement.



### What is a Flowchart?

It is a diagram that uses graphic symbols to depict the nature and flow of the steps in a process.

### How do we create Flowcharts?

When creating a flowchart, it is ideal to work with a group so as to encourage multiple viewpoints. The group should be comprised of people who are involved in the process that we wish to focus on. A suggested procedure for creating flowcharts is given below.




## Process Levels

**Level 1** = highest-level view of work in the organization

**Level 2** = work that flows across several departments or within an entire department or work area

**Level 3** = a detailed view of a particular process

## Types of Flowchart

SIPOC	Activity Flowchart	Deployment Flowchart
 <ul style="list-style-type: none"> <li>To identify the major steps of the process and where it begins and ends</li> <li>To illustrate where in the process you will collect data</li> </ul>	 <ul style="list-style-type: none"> <li>To display the complexity and decision points of a process</li> <li>To identify activity loops and time consuming activities</li> </ul>	 <ul style="list-style-type: none"> <li>To help highlight handoff areas in processes between people or functions</li> <li>To clarify roles and indicate dependencies</li> </ul>

### Which Flowcharting Technique Should we use?

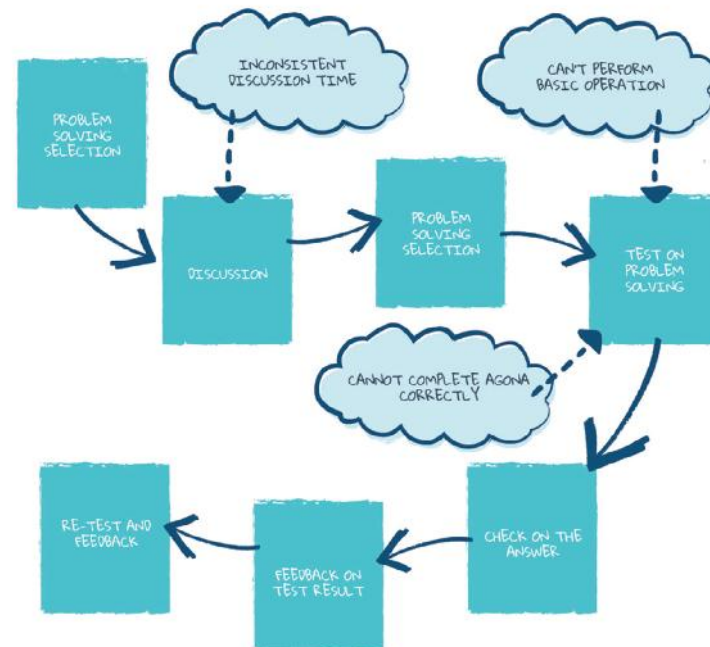
- SIPOC is used in identifying the high-level processes (Level 0 and Level 1).
- Activity and Deployment flowcharts are used in identifying the low-level processes (Level 2).
- Activity flowcharts are used in processes performed by a single process participant.
- Deployment flowcharts are used in processes performed by multiple participants.

### Common Process Mapping Mistakes

- ✗ Being unclear about the focus of our process mapping.
- ✗ Trying to create the "perfect" process maps (and forgetting why we're mapping the process in the first place).
- ✗ Using SIPOC to map the project processes. SIPOC must be used for the critical process that connects to our VOS and not the project processes.
- ✗ Mapping the ideal state of the process and not what is currently happening.
- ✗ Starting the map at a very detailed level.
- ✗ Incorrect flowchart use.

### Storm Clouds or Pain Points

- are pain points that are observable and relevant to the critical school measure
- exist in certain steps or activities within a process and represent potential problem areas that may be tackled later
- It is called pain points because these are observations that we don't want to see in the process but are actually occurring.



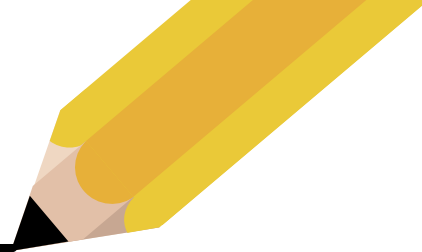
### What are the characteristics of a storm cloud?

- They help locate where the issues reside in the current process.
- They are relevant to the background of the project.
- They are specific.
- They are observable / real.
- They are measurable.

### Why is it important to identify storm clouds?

- enables us to look at a smaller, more targeted, and more focused problem that contributes to the broader school issue.
- helps determine a focused problem which makes it easier to identify causes, take corrective actions, and perform incremental improvements in the process.

# Thoughts for the day



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## Step 4: Identifying Priority Improvement Areas

### 4.1.) Data Gathering

The data that you collect must have the following characteristics:

- ✓ **Sufficient** – data should capture what is happening
- ✓ **Relevant** – data should be linked to the storm cloud and the critical school measure
- ✓ **Representative** – data gathering process should cover everything that is affected by the issue
- ✓ **Contextual** – the exact time of data collection, location where data was collected, manner of data collection, subject(s) of data collection, prevailing conditions during data collection, etc. should be captured during the data collection process

#### Tips on Data Gathering

- ☑ Have an orientation on gathering data
- ☑ Do preliminary tests on data collection using the designed data collection forms
- ☑ Make sure that the measuring device that will be used in collecting data is sufficient to capture the needed data accuracy
- ☑ Review the operational definition in the data gathering plan to ensure that the procedure of collecting data is consistent across all data collectors
- ☑ Data collected should be consistent in the unit of measure
- ☑ Process owners and subjects are informed of the data collection

Data Collection Plan Project \_\_\_\_\_

What questions do you want to answer?

Be clear about your question so that you are going to be correct when you collect data

Data		Operational Definition and Procedures			
What	Measure type/ Data type	How measured 1	Related conditions to record 2	Sampling notes	How/where recorded (attach form)

Define the data you need to collect and its type. This will guide you in terms of how you can present it later.

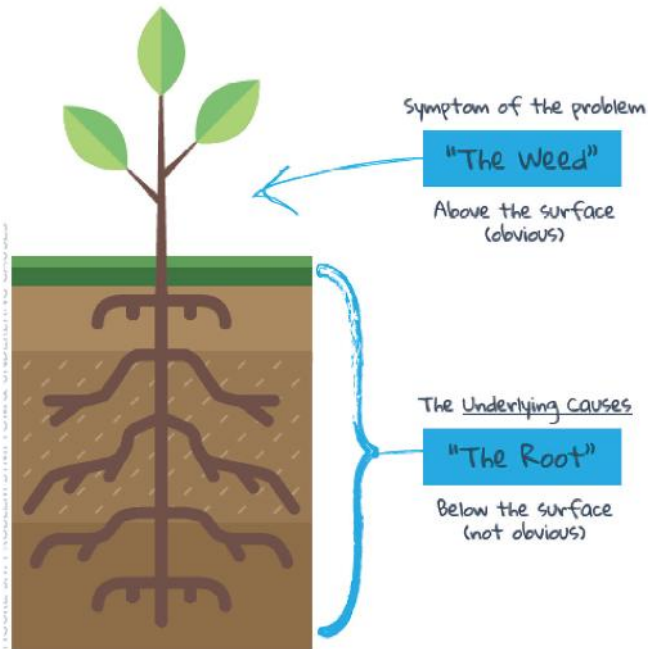
An operational definition tells exactly how you will go about collecting and recording the data

Data Collection Plan									
Define What to Measure		Define How to Measure			Who will do it?	Sample Plan			
Measure	Type of Measure	Measurement or Test Method	Data Tags Needed to Stratify Data	Data Collection Method	Person(s) Assigned	What?	Where?	When?	How many?
Math Scores	Continuous Interval Output	1 <sup>st</sup> quarter grades of students	Class Section	Spreadsheet	CI Team Member	Individual Math Scores	Form 137	End of quarter	All Students
Discussion Time	Interval Process Data	Cumulative time for the wholes 1 <sup>st</sup> quarter	Class Section	Manual Timed Observation	CI Team Leader	Time Spent for Discussion	Classroom	Every Meeting	All Sections
AGOE Mistake	Count Interval of Output Data	Total Tally of Mistakes per type/step	Class Section, Problem Solving Steps	Manual	CI Team Member with Subject Teacher	Mistake type per item per student	Faculty room	Checking of final exam	All Students

### Step 5: Root Cause Analysis

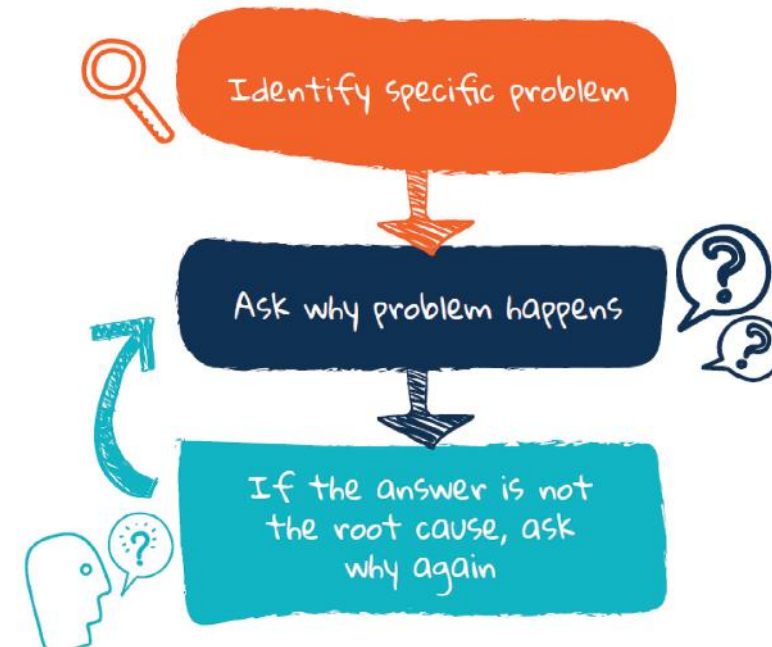
Now that you have identified a process problem, it is time to focus all your attention in analyzing this problem and determining all the underlying causes that contribute to the occurrence of this problem. The only way for you to come up with appropriate and relevant solutions that will address your focused problem is to correctly identify the root cause of the problem.

**What is a root cause?** A root cause is the deepest underlying cause, or causes, of the problematic symptoms within any process.



Root Cause Analysis (RCA) is a structured and thorough review of the problem designed to identify and verify what is causing the symptoms, i.e. the root cause. The root cause must be within the boundaries of the process scope. Only entities identified in the SIPOC, which you have done in the "Walk the Process" step, must be discussed in the Root Cause Analysis. Performing Root Cause Analysis requires complete honesty and no predetermined assumptions. Otherwise, it may lead you to ignore the real causes of the problem.

The why-why analysis is a systematic approach in determining all the contributors to a problem by asking a series of "Why" questions.





## Steps in Doing the Why-Why Diagram

1. Write down the specific problem. Writing the issue and describing it completely help to formalize the focused problem. It also helps other team members to focus on the same problem.
2. Ask why the focused problem happens and write the answer below the problem.
3. If the answer you just provided does not identify the root cause of the focused problem that you wrote down in Step 1, ask "why?" again and write down the answer below the answer you provided in the previous step.
4. Loop back to step 3 until the team is in agreement that the root cause of the problem has been identified.

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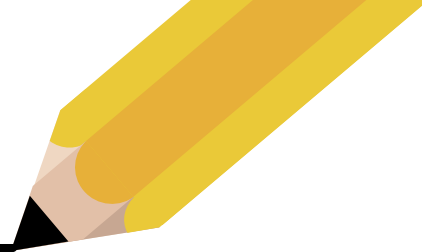
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# Thoughts for the day



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## When is a Cause a Root Cause?

In order for you to know if you have stopped at the root cause in your why-why analysis, you may want to use the following guide questions:

Would the problem have occurred if the cause you have identified had not been present?

If the answer to this question is YES, the cause you have identified is NOT the root cause.

Will the problem reoccur as the result of the same cause if the cause is corrected or dissolved?

If the answer to this question is YES, the cause you have identified is NOT the root cause.

Will correction or resolution of the cause lead to similar events?

If the answer to this question is YES, the cause you have identified is NOT the root cause.

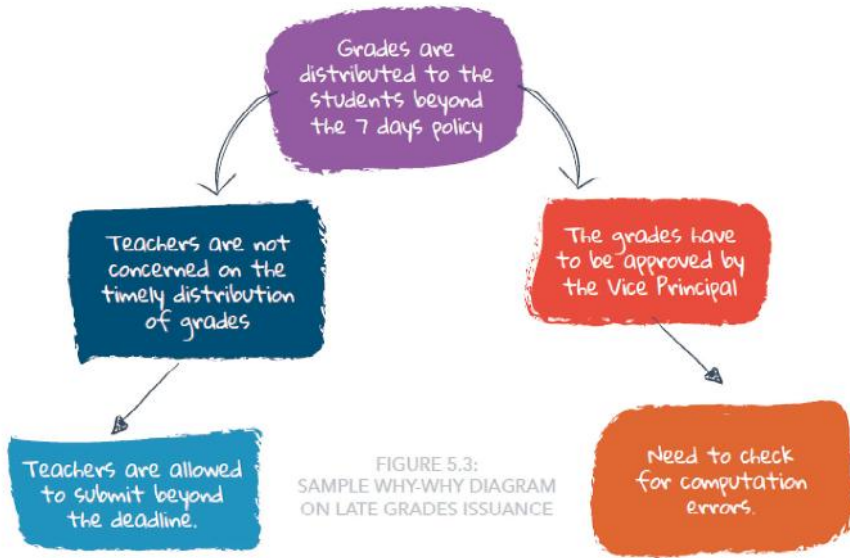
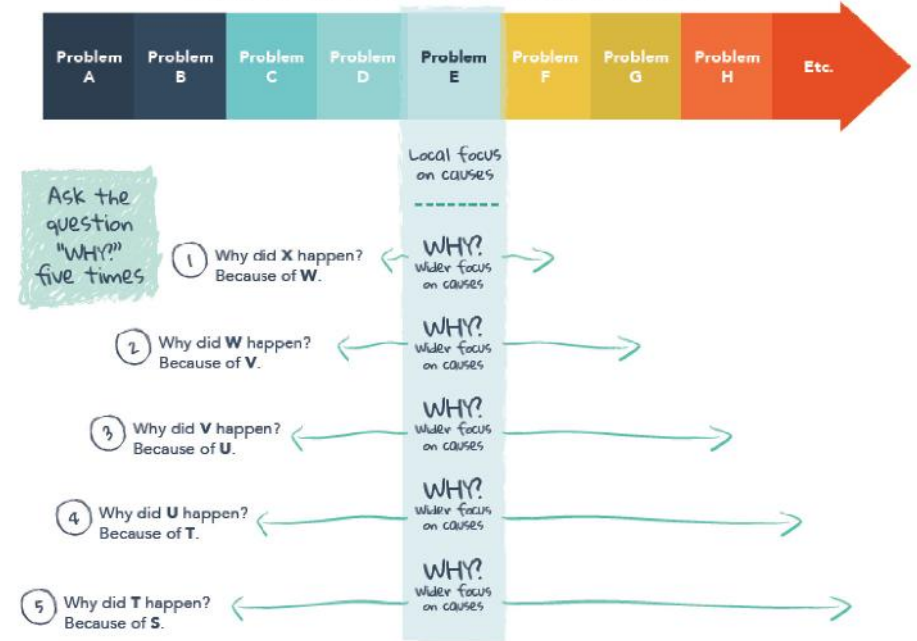


FIGURE 5.3:  
SAMPLE WHY-WHY DIAGRAM  
ON LATE GRADES ISSUANCE

The figure above shows an example of a very simple why-why diagram on the late issuance of grades to grade school students. In this illustration of the whywhy diagram, you can see that the problem is not completely described as to when it happens, where it happens and how frequently it happens. It can also be observed that the root causes are identified after asking just one “why” question for each identified cause. The good thing about the diagram though is that the identified root causes are system-based and not directed on any individual. It does not blame the teacher or the vice principal for the late issuance of grades. Rather, it implies that an underlying monitoring and control process, employed by the school system, is responsible for the occurrence of the identified problem. Moreover, the identified root causes are within the school administrators’ influence and control.


FIGURE 5.4: “THE FIVE WHYS” AND MILE-DEEP THINKING




In summary, the construction of the why-why diagram should be guided by the following:

- ✓ Do not include a response to a why question that is not within your scope, control, or influence.
- ✓ Each response should have a clear and logical relationship to the response that immediately precedes it.
- ✓ Each response should be measurable and testable.
- ✓ It may also be helpful at this point to be aware of the common mistakes in Root Cause Analysis in order to avoid committing these mistakes.

### Step 6: Generating Solutions



**"Musts"** pertain to the minimum requirements that the solution has to satisfy. It could specify the level of attainment of the objective (e. g. Teachers must provide test results feedback to students on time all the time), the time period within which the solution is ready for implementation (e. g. The solution must be implemented within one month. ), or even the available budget or resource (e. g. The cost of implementing the solution must not exceed Php5,000. 00).



**"Wants"**, on the other hand, pertain to what is desired but are not absolute necessities in addressing the main problem. Example of a "want" is "To provide additional reading or computing resources to all students", "To increase awareness of students on health and safety hazards within the school campus", etc.

Developing and choosing a solution should account for the Voice of the Stakeholder (VOS). It should also satisfy all the stakeholders who may be affected by the solution. Moreover, the choice of solution should not be based solely on the optimum (maximization or minimization) attainment of just a single criterion such as service time, implementation cost, passing percentage, number of students who are "numerates", etc. Rather, it should be based on the greatest overall benefit considering all the criteria.

### Process Simplification

Process Simplification is a process design technique that allows us to make a process more manageable by dividing it into relatively smaller and simpler tasks. Every task is classified as necessary, redundant or wasteful and then carefully observed to detect and remove the redundant and wasteful actions. It also allows us to estimate the precise time necessary for implementing corrections. This technique aims to design and plan a process in a manner that is least expensive and consistent with the objectives of the process.

Process simplification allows greater productivity through the reduced use of mental and/or physical employee effort. Productivity improvements also result from the minimization of money and time involved in the process after simplification. Needless to say, employees are less fatigued and perform better as they do more simplified jobs. Process simplification does not go against process objectives. It only alters the structure and resources involved in the process to achieve continuous improvement.

The objectives of process simplification are:

- ✎ Elimination of wasteful or non-value adding actions
- ✎ Removal of defects or disconnections between process activities
- ✎ Reduction of process cycle time
- ✎ Increase in employee involvement
- ✎ Rearrangement of process activities or activity steps
- ✎ Reduction of process cost

### Example

After a thorough analysis of the activities involved in the feeding process, it is clear that calling the pupils to go to the feeding center as well as the long walking time to the feeding center are non-value adding activities. As such, effort has to be made in either eliminating the activity or simplifying it in order to achieve the solution objective of 20 minutes.

**PROCESS:**

**Feeding Process**

- Setting of table
- Calling of pupils to go to the feeding center (5 minutes)
- Going to the feeding center (10 minutes)
- Eating the prepared food (15 minutes)
- Going back to the classroom (10 minutes)

**FOCUSED PROBLEM STATEMENT:**

188 out of 235 consumers exceed the time allotment for the feeding program.

**ROOT CAUSES:**

- Availability of pupil leader in informing a class to proceed to the feeding center
- Distance of the classroom to the feeding center
- Undesignated routes to the feeding center
- Unsynchronized eating time

**OBJECTIVE OF SOLUTION GENERATION:**

Feeding activity must be completed within the 20 minute time allotment.

**SOLUTIONS:**

- Assigned additional satellite feeding areas nearest to their classroom
- Installation of speakers to have centralized signal

The solution of situating additional satellite feeding areas near the classroom eliminates the long distance walking to the feeding center by bringing the service to the doorsteps of the stakeholders (pupils). This simple elimination of a waste activity in the process reduced walking time to and from the feeding center from 20 minutes to 2 minutes. On the other hand, the installation of speakers to have a centralized signal eliminates the dependency on a pupil leader and addresses the unsynchronized eating time by allotting 30 seconds for everyone to get ready to go to the feeding center after hearing the signal. The two solutions work together to enable pupils to start eating all at the same time. The process simplification solutions brought actual feeding time from 40 minutes down to 17.5 minutes which satisfies the solution generation objective.

**Visual Management**

Visual management is a technique that makes important information such as schedules, performance targets and accomplishments, monitoring boards, performance results, etc. visible to everyone concerned. It presents information in a way that is easy to understand by using visual signals, rather than words, so that everyone concerned can easily follow the message being conveyed.

Compare Figure 6.3a and Figure 6.3b. The former uses words to convey the message whereas the latter uses a picture to convey the same message. Which one conveys the message faster? Obviously, Figure 6.3b is easier to understand. The point is that visual signals tell you exactly what is happening. It takes away the need to interpret the meaning of words and therefore reduces the possibility of multiple interpretations that create confusion among the people concerned.

FIGURE 6.3A



FIGURE 6.3B



A good visual system should let you know  
what is happening,  
what to do next,  
how to do the work and  
how well work was done.

**Know what is happening**

Some problems require solutions that promote work flow and swift response.



**Know what to do next**

Solutions using visual management techniques should not stop at telling you what is happening. It should also tell you what to do next.



FIGURE 6.6A: PHOTOGRAPHIC JOB AIDS

**Know how to do the work**

The third aspect of visual management, known as the Visual Standard Work, communicates how the work should be done. Knowing what to do but not knowing how to do it will render a solution futile as errors, defects, and inconsistencies are sure to abound. Figure 6.6a shows you a photographic job aid which provides step by step instructions on how the work is to be done from start to finish.





## Know how well work was done

The fourth aspect of visual management communicates performance measures and performances ranging from an individual operation to the business in total. The most common visual aid is the posting of performance measures at different levels of the school environment. A visual performance tool is shown in Figure 6.9a which uses adjectives written on French fry containers to represent the students' perception of a classroom activity. The number of fries inside a container represents the number of students having a specific perception about the activity. This visual management technique enables the teacher to know how well an activity was done in class.

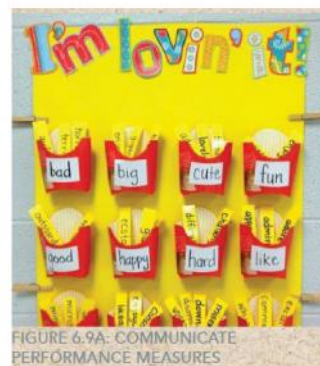


FIGURE 6.9A: COMMUNICATE PERFORMANCE MEASURES

## Example

PROCESS:	FOCUSED PROBLEM STATEMENT:	OBJECTIVE OF SOLUTION GENERATION:
<p>Math Problem Solving Teaching Process</p> <ul style="list-style-type: none"> <li>• opening Prayer</li> <li>• Drill</li> <li>• Review</li> <li>• Checking of assignment</li> <li>• Presentation of the problem</li> <li>• Unlocking of difficulties</li> <li>• Analyzing the problem</li> <li>• checking</li> </ul>	<p>Only 15% or 7 out of 46 pupils of Grade IV-C can complete the AGONA method of solving word problems.</p> <p><b>ROOT CAUSE:</b></p> <p>Use of unfamiliar words in the problem</p>	<p>Improve the numerates level of Grade 4 pupils from 2% to 25%</p> <p><b>SOLUTIONS:</b></p> <ul style="list-style-type: none"> <li>• Pictures of Real Key Words (PORK)</li> <li>• Rhymes Songs involving Basic operations in Math</li> <li>• Bundles of Math Word (BMW)</li> </ul>

The solutions generated here illustrated the use of visual management concepts in making unfamiliar words "familiar" to the students. This was achieved by posting visuals or pictures of key words used for addition, subtraction, multiplication, and division in every Grade 4 classroom. When the teacher presented the problem in class, it took significantly less amount of time for the pupils to understand what the problem is and what to do with it because they now have mastery of the key words used in the problem. The visual materials on key words served as daily reminder for the pupils and became instrumental in creating recall and mastery among the pupils.

In addition to the pictures of key words used for each math operation, another visual solution was the weekly introduction of a set or bundle of math words placed on or beside the blackboard. The bundle of math words was intended to aid pupils in comprehending word problems in math by eliminating the possibility of a student being unfamiliar with a math related word. The implementation of bundle of math words reduced the "unlocking of difficulties" activity time in the word problem teaching process from 3 minutes to 1.5 minutes. Lastly, rhymes songs were also posted in the classroom and used to make word recall and mastery "fun" for the pupils.

The visual solutions significantly reduced the time needed in teaching word problems, thereby creating more time for fun math activities, extra time to improve comprehension skills in math, and time to deal with problems that do not have clue words. More importantly, the simple but effective visual solutions increased the numerates level of Grade 4 pupils from 2% to 41%.



# 5S

5S or Good Housekeeping is another basic concept that can be used to develop or enhance solutions, particularly those that address safety, productivity, effectiveness, and efficiency issues. It is a workplace organization method that consists of five steps represented by the five Japanese words **seiri**, **seiton**, **seiso**, **seiketsu**, and **shitsuke**.

This list of five Japanese words, taken together, describes how to organize a work space for efficiency and effectiveness by identifying and storing the items used, keeping the area and the items clean, and sustaining the new order created.

## Step 1: SEIRI (SORT) Segregate and Eliminate

- Segregate necessary items from unnecessary items and eliminate what is not needed
- Prevent accumulation of unnecessary and unimportant items
- Dispose all unnecessary items properly
- Make work easier by eliminating obstacles and reducing the chance of being disturbed with unnecessary items



FIGURE 6.10: 5S (SEIRI OR SORT)

Figure 6.10 illustrates the “seiri” step in a canteen kitchen area where food and other wastes are segregated and disposed into the proper disposal bin.

## Step 2: SEITON (SET IN ORDER) Arrange, Straighten or Streamline

- Arrange the necessary and important items so that they can be found and picked up easily by anyone
- Standardize the locations so that the necessary items can easily be located and accessed by anyone
- Organize and set tools right at the work area where they are needed to promote an efficient work environment
- Make work flow smooth and easy
- Prevent or minimize loss and waste of time in finding the necessary items

The picture on the top of Figure 6.11 shows a very disorganized tool drawer where different kinds of tools are placed together in one area of the drawer. In contrast, the picture on the lower part of Figure 6.11 illustrates the “seiton” step by showing an organized tool drawer where each tool has its designated location inside the drawer.



FIGURE 6.11: 5S (SEITON OR SET IN ORDER)

## Step 3: SEISO (SHINE) Daily Cleanup Process

- Create a spotless workplace by cleaning it everyday
- Keep equipment and work area clean to prevent machinery and equipment deterioration
- Keep workplace safe and easy to work
- Use daily cleaning activity as a means to inspect if everything in the workplace is in order



FIGURE 6.12: 5S (SEISO OR SHINE)

The picture on the upper part of Figure 6.12 shows a cluttered, dirty, and unsafe workplace with no clear space for people, material, and product movement along the work area. In contrast, the picture on the lower half of Figure 6.12 illustrates the “seiso” step by showing a bright and clean workplace with clear pathways for safe people, material, and product movement along the work area.



#### Step 4: SEIKETSU (STANDARDIZE)

Constant Adherence to the First Three Steps & Safety

- Standardize cleanup activities so that these actions are specific and easy to perform
- Maintain high standards of housekeeping and workplace organization at all times
- Create a system to maintain cleanliness, orderliness, and a safe work environment
- Ensure compliance to procedures by conducting regular daily checks of the work area
- This is the condition attained when you maintain the first three steps

### Poka-Yoke or Mistake Proofing

Poka-Yoke is a Japanese term that means “mistake-proofing” or “error-proofing.”

It is something in a product, process, or procedure that physically or procedurally prevents a person from doing something incorrectly. The arrow in Figure 6.13 indicates that you have to turn the cap counter-clockwise to open the bottle. The Poka-Yoke concept draws from the fact that mistakes are inevitable but you can actually prevent it from happening. Not doing so would mean that errors are committed and actions become wasteful.



#### Step 5: SHITSUKE (SUSTAIN)

Motivate to Achieve Habitual Compliance

- Promote adherence to maintaining a high level of performance, high quality and safe work environment
- Use visual performance measurement tools to motivate and inspire
- Make a habit of maintaining established procedures and ensuring they are followed
- Create discipline to maintain cleanliness and find ways to enhance/improve the process

### Creativity techniques

Some creativity techniques that you may want to use are Quick and Dirty, Short Time Investment, and Building on Creative Ideas.

#### Short Time Investment

##### 1. Candid Comments:

Catch people on location while they are involved with your area of inquiry. Take notes on what works for them and what does not, what advice they have for solving the problem, what they think would make your process better, or what they think would make your process less of a pain in the neck, more memorable, or more fun. Follow up every observation with a series of questions- who, what, where, when, how, and, most definitely, why.

##### 2. Musical Chairs:

Look at your challenge from a different perspective, from someone else's vantage point. Start with someone who has no understanding of your task. How would they see your task? How would they react at first blush? Where would they look for answers? What would their concerns be?

#### Quick and Dirty

##### 1. Think Like a Kid:

Imagine what a six-year-old would do when faced with your challenge.

##### 2. Challenge the Rules:

Come up with a list of rules or corporate paradigms. Break the rules.

##### 3. Set a Deadline:

Give yourself five minutes to develop a solution that you have to stick with.

##### 4. Get Rid of Excuses:

List and then work on removing barriers to success.

##### 3. Edison:

Explore external factors that can influence your task and identify the elements of the larger world that your task is a part of. Create a diagram involving the forces, factors, requirements, constraints, and elements at work around your task. Once your system is complete and balanced, make a dramatic change on one of the forces acting on your system in order to create chaos. To return to balance, modify or remove the constraints on other forces thereby creating a new system.

### Building on Creative Ideas

Creativity is related to freedom. Building on creative ideas is therefore premised on the generation of ideas with no boundaries. Anything goes. Crazy ideas that go against intuitive and logical thinking are welcome. In using this technique, a suggestion could start out as unacceptable or even impossible. The task of the team is to work on such kind of suggestion and generate more ideas that eventually result into something acceptable and worth pursuing. In fact, perfect ideas are sometimes borne from “out of this world” ideas.

## Future Process Map

The output of generating solutions is a set of workable solutions that addresses the root causes of the problem. The current process map has to be reviewed and updated into what is called the future process map. The future process map should include all the changes and improvements implemented in the process. The future process map enables you to compare what is and what will be. It provides a basis for explaining the changes made in the process and how these changes will be implemented.

Figure 6.16 shows a comparison between a current and a future process map. You will see that process simplification was performed by eliminating two unnecessary activities in the process: the erasing of blackboard and writing down discussion notes on the blackboard. In place of these two activities, posting of visual aid on the blackboard will be done. The amount of time saved in posting of visual aid versus erasing and writing down notes on the board can instead be devoted to the discussion of the lesson or solving of additional problems in class.

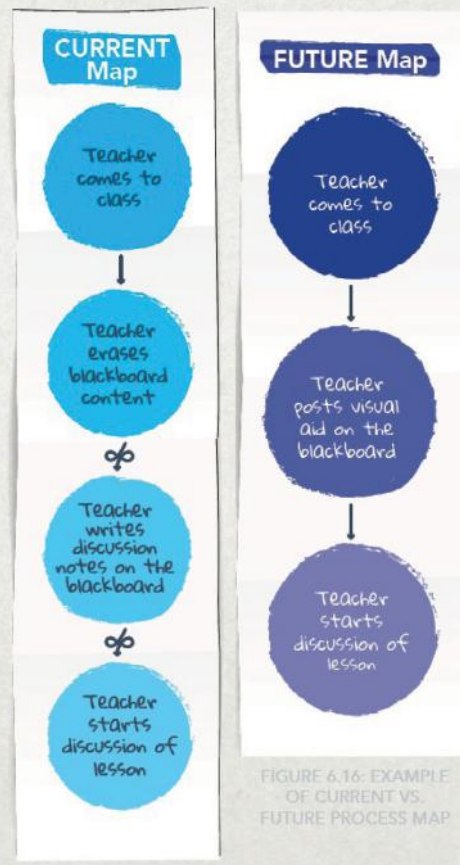


FIGURE 6.16: EXAMPLE OF CURRENT VS. FUTURE PROCESS MAP

Now that you have developed solutions based on process simplification, visual management, 5S, and Poka-yoke concepts, including creativity and other techniques, the next step is to make sure that these solutions will be effective in terms of improving the process where problems exist.

A plan for implementing the developed solutions has to be crafted to ensure that the solutions are not just good on paper or in principle, but will achieve the objectives for which they were designed and developed. An implementation plan includes the manner of implementation (whether partial or full), timeline, budget or cost management, resource management and risk management. These will all be discussed in the next step which is Finalizing the Improvement Plan.



## STEP SEVEN: Finalize Improvement Plan



### Implementation Planning

You have learned that a solution is developed for the purpose of addressing the root causes of a problem. The assumption is that the problem will be resolved if the root causes are addressed. However, this is not always a valid assumption. The effectivity of a solution in solving a problem depends largely on how well the implementation plan is crafted. Very good solutions may fail because of the absence of a good implementation plan.

Implementation planning is the process of defining and refining tasks and resources required to implement the solutions. The answers to the following questions are crucial:



What planning & other pre-implementation work have to be done?

- **Plan the resources needed to carry out the solutions.**

Resources pertain to money, time, people, machines, tools, space, information, etc. needed to carry out the implementation.

- **Plan the pre-work to be done.**

Pre-work may include scheduling and conducting the planning meetings, forming an implementation and monitoring team, discussing the planned solutions and implementation to all stakeholders (i.e. school administrators, teachers, pupils, parents, community officers, etc.), making budget calculations, purchasing the materials needed, fabricating an item needed for a process activity, documenting the anticipated future state ("to-be" process) of the process or new work procedures and guidelines needed, preparing the visual materials, etc.



What are the activities, tasks, & subtasks required to implement the solution?

- **Define the actual work or interventions to be done in solving the process problem.**

Work may include changing the present layout of the classroom, posting visual materials in the classrooms and hallways, re-locating or setting up feeding centers near the classroom, perform 5S in the workplace, administering a special test for Grade 4 pupils, inserting fun math activities in addition to the regular lecture, etc.

- **Define the activities and tasks to be performed including all activity and task details.**

For example, administering a special test require activities such as preparation of test objectives, formulation of test questions, classification and selection of test questions to be included in the test, printing of test questionnaire, administration of the test, proctoring of the test, checking of test papers, and graphing test results for analysis and feedback. The details of these activities should also clearly specified.



Who is responsible in performing each defined task? What are the respective roles of each stakeholder in implementing the solutions?

- **Specify clearly who performs which tasks** so that everyone knows his or her role and contribution to the implementation process? A table of defined roles and responsibilities may be created to show the work that each stakeholder has to perform for the implementation of the solutions and the improvement of the process being examined.
- Do not forget to specify who monitors the progress, effectivity, and efficiency of the implementation process.



What is the timeline for implementation?

- **Specify exactly when each implementation phase and activity is supposed to be carried out.** The beginning and end date or period of each activity should be clearly specified and made known to everyone involved.
- **The complete project schedule,** including pilot runs if any, should be posted for everyone to see and track progress.



How do you carry out the planned solutions?

- **Divide the planned or proposed solutions into implementation phases.** An example may be to divide the new process for teaching problem solving to Grade 4 students in a school into:
  1. Posting on the blackboard of key words used to denote each math operation (Phase 1: Word Recognition and Retention Phase),
  2. Supplementing key words with bundle of math words and rhymes songs on math operations (Phase 2: Word Mastery and Comprehension Phase) and
  3. Administering a special test to the Grade 4 pupils (Phase 3: Testing and Feedback Phase before Solution Roll-out).
- **Decide if a full implementation or a pilot or parallel run will be conducted for some or all of the solutions.** A full scale implementation of a solution means that the solution is applied to the whole population involved in the process being improved. A pilot or parallel run means that you implement the proposed solution on a portion of the population to test out the solution first. The majority of the population continues to run using the current process. This prevents major disruptions in the process in the event that the proposed solution does not work. An example of a pilot run is the implementation of Phase 1, Phase 2, and Phase 3 discussed in the previous point on a particular Grade 4 section first while allowing all other Grade 4 section teachers to continue with the present word problem teaching process.

What are the deliverables and milestones? What are the necessary reports?

- Specify the expected deliverables and milestone for each implementation phase. You may also extend this to include the expected deliverables for each activity. A status report that summarizes the progress of each milestone should also be prepared for the benefit of the stakeholders.
- For Phase 1, Phase 2, and Phase 3 discussed in the previous point, for example, deliverables may be the discussion of worded problems using the key words posted on the blackboard, the singing of math rhymes songs in class, and test results respectively. Deliverables should at least be observable.
- A milestone for Phase 1 may be familiarity of Grade 4 pupils with frequently used math words measured through improved pupil participation in class recitations. For Phase 2, a milestone may be mastery of words and better comprehension of worded problems measured through the percentage of correct answers provided by pupils during class recitation and board work. Lastly, a milestone for Phase 3 may be the improved performance in correctly completing the AGONA method measured through the percentage of test passers in class. The milestones should be measurable so that you will have a way of determining whether the milestone has been achieved or not. A status report is prepared for each of the milestones.

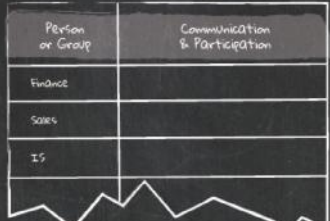
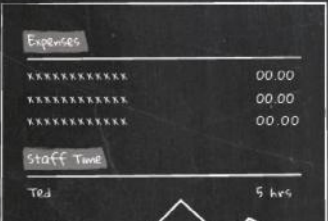
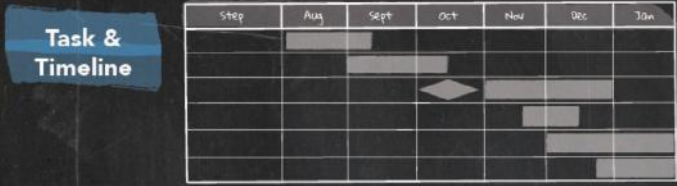


What potential problems or risks do you anticipate to encounter during the implementation of the proposed solutions?

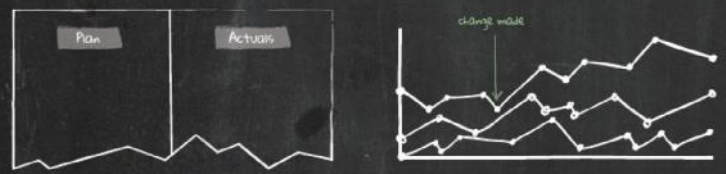
- Risk management involves the identification of potential problems that may arise during the pilot run or rollout of the solution. A potential problem analysis is performed and a contingency plan is developed for each potential problem in case the problem occurs during implementation. This is necessary in order to mitigate and minimize the negative effects of failure in the implementation process.

Answers to all the questions aforementioned reveal the basic elements of an implementation plan. These elements include tasks and timeline, budget and other resources required, a list of stakeholders and their roles in the improvement project, monitoring and feedback reports, and a listing of potential problems and countermeasures in case these problems occur during implementation. The elements of an implementation plan may be shown using table presentations and charting tools as shown in Figure 7.1. These are commonly referred to as project planning tools.

FIGURE 7.1: ELEMENTS OF THE IMPLEMENTATION PLAN



How to Check

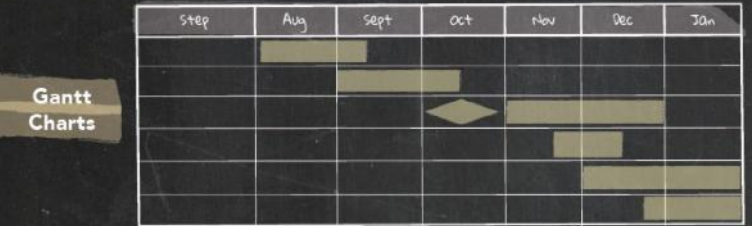


Potential Problems	Step	Potential Failure	Potential Cause	Countermeasures

Project Planning Tools

Planning tools are charts, diagrams, and graphical techniques that aid in the presentation and understanding of the implementation plan. These tools include Gantt Charts, Tree Diagrams, Planning Grids, and Flowcharts. Figure 7.2 shows a sample of these planning tools.

FIGURE 7.2: PLANNING TOOLS

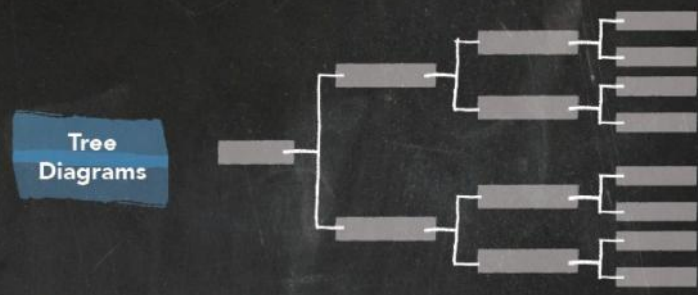


**A Gantt chart** is a type of bar chart that illustrates a project schedule. It shows the start and finish dates of each one of the project elements. Gantt charts also show which project activities may be done simultaneously and which project activities follow a strict precedence relationship between them. It may also be used to show the current schedule or percentage completion status of the project.

Step No	Step	Product	Responsibility	Due Date	When to Involve	Budget Cost	Other Topics

**Planning grids** are a more comprehensive tool as they not only capture all project details (i.e., steps, activities, activity sequence, stakeholder's responsibilities, who does what, and the activity due date) that may be obtained from the different planning tools discussed earlier, but they may also indicate the deliverables per activity, the milestones, and the budget requirement.

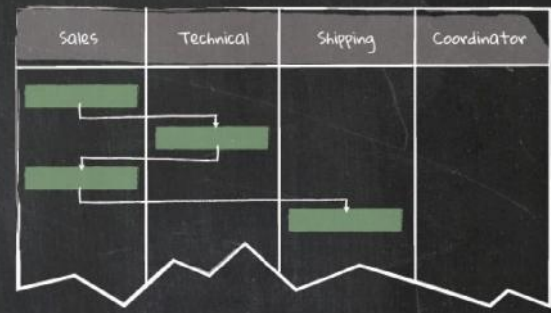
FIGURE 7.2: PLANNING TOOLS



**Tree Diagrams**

**A tree diagram** is a graphic tool used to list all possibilities of a sequence of events in a systematic or chronological way. Just like the Gantt chart, the tree diagram shows the precedence relationship between activities. However, tree diagrams cannot clearly show which activities may be performed simultaneously as well as the timing of these activities. The why-why diagram discussed in step 5 is a form of a tree diagram. The implementation phases of a proposed solution and the sequence of activities under each phase may be drawn and illustrated using a tree diagram.

**Flowcharts**



**Multi-column process flowcharts**, also known as “process swim lane diagrams”, are used to show the detailed steps involved in the project activities, the sequence in which these steps are performed, who performs what, and what information is passed from one project entity (or stakeholder) to another. It shows the interaction among the different project stakeholders. The participation and role of the various project stakeholders are also clearly defined using the multi-column flow process chart.

**Step 7. Finalize Improvement Plan**  
(Cost Management Plan, Resource Plan and Risk Management Plan)

**Budget and Cost Management Plan**

The budget and cost management plan specifies the budget and cost items in relation to key project activities and resource requirements. These cost items may be classified as a one-time cost or a recurring cost. The purchase of additional utensils for a feeding station in a school or an audio system to be used as a signal for pupils to go to the feeding station is a one-time cost. On the other hand, the paper used in creating the weekly visual materials for the bundle of math words is a recurring cost. The salary of additional feeding station personnel, brought about by the proposed increase in the number of feeding stations, is another example of a recurring cost.



FIGURE 7.3: BUDGET PLAN



Please refer to Figure 7.3 for a picture of the essential elements of a budget and cost management plan.

The budget and cost management planning process is essential to the healthy financial performance of any project. This process develops the interim and final budget for the implementation of the solution, as well as the plan for when and how expenditures will occur over the lifetime of the solution. This process also includes establishing the standards and processes for tracking and reporting on-going costs and the implementation budget.

Three activities are required to come up with a budget and cost management plan:

- **Cost Estimating** – developing an approximation of the costs of the resources needed to complete the implementation activities
- **Cost Budgeting** – aggregating the estimated costs of individual activities or work packages to establish a cost baseline
- **Cost Control** – influencing the factors that create cost variances and controlling changes to the project budget

**Inputs** needed to come up with a budget and cost management plan include:

- Initial target budgets
- Implementation Plan
- Estimates of work effort by resource
- Estimates of resource costs
- Organizational budget and cost tracking standards and processes, including cost accounts and breakdowns



On the other hand, the **outputs** of a budget and cost management plan include:

- A budget which provides a reasonably accurate picture of how the implementation of the project plans to accrue cost over time
- A set of cost management procedures to be used in tracking the financial performance of the implementation and in reporting this actual financial performance against the budget

## Resource Plan

A resource plan defines the organizational structure for the implementation of the solution as well as the roles and responsibilities of each individual or entity involved in this structure. Any identified work in relation to the implementation of the project will surely require resources. Planning for resources require an understanding of roles and responsibilities and where the contributions fit within the project.

Please refer to Figure 7.4 for a picture of a resource planning meeting.

The implementation plan activities, together with the staffing procedures and standards, are the inputs needed to come up with a resource plan. On the other hand, the outputs of a resource plan are the expected contributions of each resource to the project and the reporting relationships among these resources.

There are two simple steps required to come up with a sound resource plan. These are:

- Assess and document the skill and effort requirements to complete the implementation of the solution.
- Use the skills and effort requirements from the previous step to develop the plan for allocating resources to the implementation plan activities.



FIGURE 7.4: RESOURCE PLAN

## Risk Management Plan

The four components of risk management are:

### Risk Identification

- Identifying potential problems or risks that may arise from the implementation of your solutions



### Risk Assessment

- Assessing the likelihood or probability that the risks identified will occur
- Assessing the consequence, impact, or severity of the risk event if it does occur
- Establishing a risk score for each identified risk and a ranking of risks based on the risk scores



### Risk Response Strategy

- Determining the best strategy to implement for each risk
  - 📁 Avoidance strategy: performing actions to eliminate the cause of the risk
  - 📁 Transference strategy: transferring the risk to another party such as a contractor or through insurance
  - 📁 Mitigation strategy: lowering the impact of the risk by reducing the likelihood of occurrence, reducing the consequence, or both



### Risk Response Planning

- Developing an action plan or contingency plan for each risk
- Assigning a person to be responsible for tracking and managing each identified risk
- Initiating an immediate action plan for risks of highest priority

## Improvement projects in the school level may face different possible risks.

These school system and operational risks include, but are not limited to, the following:

- ☑ Major Increase in Costs/Budget needs which delays the project implementation
- ☑ Evolving and changing student and community requirements which render the proposed solution to the problem irrelevant
- ☑ Poor school performance despite the interventions made at the process level
- ☑ Too long a time table for implementing school changes which may again render the proposed solution to the problem irrelevant due to the changing customer and stakeholder requirements
- ☑ Readiness and commitment of the school which again delays the project implementation or even cause the project to be unsuccessful due to the absence of administrative support

Other risks brought about by the school and its stakeholders are as follows:

- ⚠ Unrealistic expectations by regional office, students, parents, teachers, administrators, etc
- ⚠ Significant physical and cultural changes needed by the school in adopting the proposed solutions
- ⚠ Resistance to change by the school and its stakeholders
- ⚠ Extensive training and education of school stakeholders
- ⚠ Inappropriate level of project support
- ⚠ Unavailability of school administrators, teachers, & staff

Risks that the school does not have control over include:

- ⊗ Poor material or equipment supplier support
- ⊗ Project success is critically dependent on an external entity such as a consultant or a product supplier which are both outside of the school's control
- ⊗ Impact of other projects on the school initiative



In general, it is important to consider the following project planning risks as you develop your implementation plan:

- ⚠ Complex task dependencies will almost always produce implementation problems
- ⚠ Informal project control procedures do not provide the monitoring and feedback mechanism necessary to avoid cost overruns, demoralization of project contributors, etc.
- ⚠ Unrealistic implementation target dates lead to a perception of project failure and possible cost overrun due to overtime of project participants
- ⚠ Low commitment by project team and stakeholders creates lack of support leading to implementation difficulties and project delays
- ⚠ Resources not available during implementation lead to project delays



FIGURE 7.5: RISK MANAGEMENT

### How is risk assessment and analysis performed?

In doing risk assessment, the probability of a risk affecting a project can range from "yellow light" (low) to "red light" (high) as shown in Figure 7.5. It is the team's responsibility to identify and assess risks prior to the implementation of a project. Failure to recognize and address a significant risk could jeopardize an entire project.

	PROBABILITY	IMPACT
<b>HIGH (5)</b>	<ul style="list-style-type: none"> <li>Major Uncertainties Remain</li> <li>Little or No Prior Experience Or Data</li> <li>Infrastructure and/or Resources Not In Place</li> </ul>	<ul style="list-style-type: none"> <li>Performance, Quality, Cost Or Safety Impacts Resulting In Major Redesign And Program Delay</li> </ul>
<b>MODERATE (3)</b>	<ul style="list-style-type: none"> <li>Some Uncertainties Remain</li> <li>Some Experience &amp; Data Exist</li> <li>Infrastructure In Place But Under-Resourced</li> </ul>	<ul style="list-style-type: none"> <li>Performance, Quality, Cost and/or Safety Impacts Resulting In Minor Redesign And Schedule Adjustment</li> </ul>
<b>LOW (1)</b>	<ul style="list-style-type: none"> <li>Few Uncertainties Remain</li> <li>Significant Experience And Data Exist</li> <li>Infrastructure In Place And Fully Resourced</li> </ul>	<ul style="list-style-type: none"> <li>Performance, Quality, Cost And Safety Requirements Met Within Planned Schedule</li> </ul>

Table 7.1 shows the General Risk Rating Guide. Through a 3x3 matrix, it presents the basic guidelines in evaluating the probability of occurrence and impact levels of a certain risk. The table provides the rubric for assessment as well. There are only three possible scores for both probability of occurrence and impact of the risk. Probability of occurrence and impact of the risk are scored separately. A score of "5" represents a high probability of occurrence of a risk or a high impact produced by the risk. A score of "3" represents a moderate probability of occurrence of a risk or a moderate impact produced by the risk. Lastly, a score of "1" represents a low probability of occurrence of a risk or a low impact produced by the risk.

### RISK ITEM

<b>ISSUE:</b> 4th Year students are failing math	<b>ISSUE:</b> Absenteeism from faculty
<b>CONCERN:</b> Students are not interested	<b>CONCERN:</b> Missed classes by students
<b>CONSEQUENCE:</b> Lost opportunity for student to graduate	<b>CONSEQUENCE:</b> Incomplete lessons with students

### RISK SCORE

PROB	IMPACT	TOTAL	PROB	IMPACT	TOTAL
3	5	15	5	5	25

For Each Risk:

1. Rate Probability Of Occurrence
2. Rate Severity Of Impact
3. Categorize Risk Types



FIGURE 7.6: ANALYZING RISKS



Using the General Risk Rating Guide, the output of risk assessment is therefore a risk score which is obtained by multiplying the probability of occurrence score and the impact score. The higher the risk score, the higher the risk, and the higher is its priority in terms of risk response. Based on the risk score, a risk may also be classified or categorized as a severe (red), high (orange), medium (yellow) impact of risk before proceeding, and proceed with caution low (green). For the "severe" risk category, the solution can still be piloted but there is very high probability of failure and it is recommended to rethink the solution. However, this can still be implemented but with the appropriate risk management measures.

This risk classification scheme, along with the risk score calculation, is illustrated in Figure 7.6. The output of risk analysis is therefore a categorization and prioritization of the identified risks.

As soon as all the identified risks have been assessed and analyzed, a plan for mitigating and reducing the impact of these risks must be developed as shown in Figure 7.7. Risk reduction plans involve the following steps:

- Identify specific risk mitigating actions with corresponding measures of success.
- Assign a "risk owner" and agree on the mitigating action completion date.
- Estimate the Residual Risk Score (Probability of Risk Occurrence x Impact Remaining After Implementation of Mitigating Action).
- Post the contingency plans in the columns beside risk items and scores as shown in Figure 7.7.

FIGURE 7.7: PLAN FOR MITIGATING MEASURES

<b>RISK ITEM</b>			
<b>ISSUE:</b> 4th Year students are failing math			
<b>CONCERN:</b> Students are not listening in class			
<b>CONSEQUENCE:</b> Students do not graduate on time			
<b>RISK SCORE</b>	<b>PROB</b>	<b>IMPACT</b>	<b>TOTAL</b>
	3	5	15
<b>PLAN</b>			
<b>ACTION:</b> Introduce practical examples			
<b>MEASURE:</b> Weekly exams			
<b>OWNER-DATE:</b> Joe - 2/15			
<b>RESIDUAL RISK:</b> 5			

<b>RISK ITEM</b>			
<ul style="list-style-type: none"> <li>• <b>ISSUE:</b></li> <li>• Absenteeism from faculty</li> <li>• <b>CONCERN:</b></li> <li>• Missed classes by students</li> <li>• <b>CONSEQUENCE:</b></li> <li>• Incomplete lessons with students</li> </ul>			
<b>RISK SCORE</b>	<b>PROB</b>	<b>IMPACT</b>	<b>TOTAL</b>
	5	5	25
<b>PLAN</b>			
<ul style="list-style-type: none"> <li>• <b>ACTION:</b> Review teaching schedule and assignment</li> <li>• <b>MEASURE:</b> Attendance</li> <li>• <b>OWNER-DATE:</b> Barbara - 12/15</li> <li>• <b>RESIDUAL RISK:</b> 5</li> </ul>			

FIGURE 7.8: RISK ASSESSMENT FORMAT

Step 1: Risk Identification		Step 2: Risk Assessment		Step 3: Response Strategy	Step 4: Risk Response Planning	
Risk Category	Description of Risk Event	Potential Impact if Risk Event Occurs	Likelihood (1-5)	Severity (1-5)	Risk Score (1-25)	
D	Describe how the design or process functions (or items) can fail. The question being asked here is "how could it fail not if it will fail".	Describe the consequences of each failure mode. It is extremely important to capture the customer's perspective. Thus, we must put ourselves in the shoes of the customer and know these effects through their perspectives.	Assess the severity and how likely the failure mode is. A rating of 0 means that failure is certain and 1 means extremely rare.	Assess the severity and how likely the failure mode is. A rating of 0 means that failure is certain and 1 means extremely rare.	Provide actions to eliminate the cause of the risk. The strategy should be to reduce the likelihood of occurrence, reducing the consequence, or both.	Assign a person to be responsible for tracking and managing each identified risk.

FIGURE 7.9: EXAMPLE OF RISK ASSESSMENT FORM

Step 1: Risk Identification		Step 2: Risk Assessment		Step 3: Response Strategy	Step 4: Risk Response Planning
Risk Category	Description of Risk Event	Potential Impact if Risk Event Occurs	Likelihood (1-5)	Severity (1-5)	Risk Score (1-25)
D	Students will not support the campaign for "Zero Liter" Project.	The students will still show their trash everywhere.	3	3	9
		No strict implementation of rules.			
				Include effects of global warming and waste management topics in science subjects.	
				Award Most Clean Room of the Week.	

When the improvement plans are finalized, you can now proceed to the Act stage of the Continuous Improvement "Triple A" Methodology. You are now ready to monitor and manage the implementation of the proposed solutions by piloting these solutions on a particular class section or on a particular area of the school.



## STEP EIGHT: Pilot Your Solutions

*In this step, you should be able to test whether the solution is able to address the problem you are considering in your project and you should also be able to measure the costs and benefits of applying your solution.*

**The key message of this step is you have to monitor and manage the implementation of your solution in order to assess whether the solution can provide the desired results.**

We can only do this by testing our solution in a small group to know if the solution is effective or not. Therefore, by doing this, we can still further improve your solution and mitigate risks of failure as early as this step to assure success when you roll-out your solution to the entire school. Piloting the solution allows the team to observe the corrective program at work. This should give them enough time to smooth out kinks and improve on the solution. Once the solution is in top form, we can then rollout the solution at a larger, system-wide scale.

## Some critical issues in planning a test of solution

In planning the testing of solution, we are focused on identifying where we want to implement the change first. We typically select a small population out of the entire scope, say for example, a section out of an entire grade level.

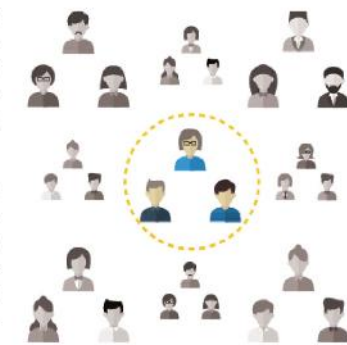


FIGURE 8.3: USING A SAMPLE FROM A POPULATION

Through focusing on one section first, it will be easier to implement and less resources will be required. The only important consideration should be to cover the full range of process conditions. That is, all potential conditions are present in the identified pilot test area or samples.

We should make sure that we are able to see the whole process and be able to implement the solution in full such that we can evaluate whether it would be beneficial to implement on a larger or in a full scale.

It is also critical to identify what needs to be measured, when, and where do we have to put these measures. We also have to consider how we can minimize disruptive impacts on the school schedule or student learnings while ensuring the validity of the testing.

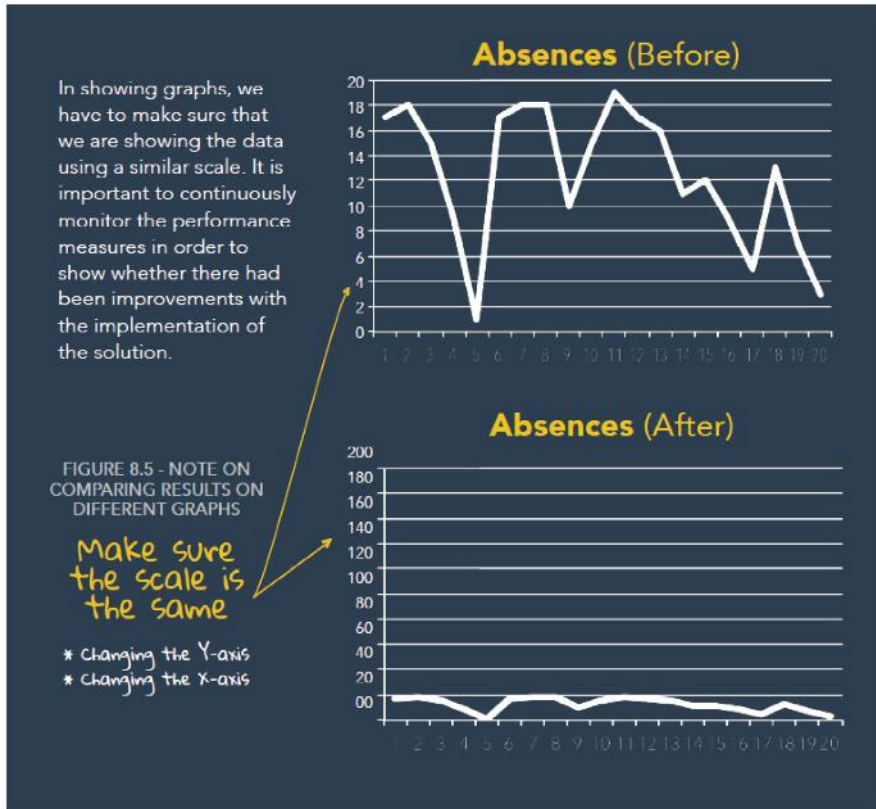
Finally, we should be able to evaluate the results of the pilot test to determine whether we should continue with implementing the solution or we should correct some aspects, or in some cases, even forgo the solution for a better option. In analyzing the results of the pilot test, we should be able to go back to the project objectives to know whether we are able to address each objective and eliminate the problem we considered.

## Evaluate the results

After pilot testing, we now have to evaluate the results. In evaluating, we have to clearly show what changed with the performance measures. We typically use histograms, pareto charts, and other figures such as pictures to show the conditions before and the results after the implementation. Through providing visual representation of results, our stakeholders as well as our colleagues can clearly see the benefits of implementing the solution. Please see the charts in Figure 8.4 for some examples.



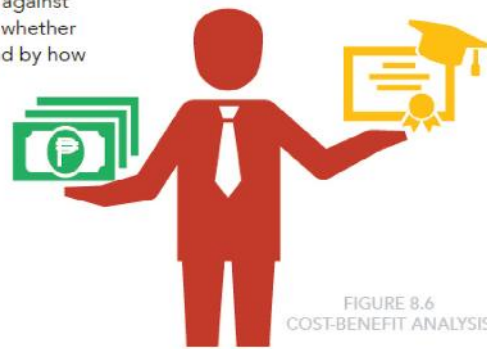
FIGURE 8.4: DISPLAYING BEFORE AND AFTER DATA



## Cost-Benefit Analysis

Cost-Benefit Analysis involves comparing the total expected cost of each option against the total expected benefits, to see whether the benefits outweigh the costs, and by how much. The steps include:

1. Measure the benefits.
2. Identify all costs components.
3. Compare and assess with the stakeholders.



## STEP NINE: Roll-Out Your Solutions

In this step, we should be able to prepare the resources, identify correct people, obtain stakeholder support, and train people in implementing the change or the solution. We should also be able to standardize the implementation and monitor the performance measures to manage the implementation of solutions. At the end of this stage, we should be able to rollout our solution to the scope considered in the project

### People Side

There are three elements of the people side. These include Communication, Participation, and Education.



FIGURE 9.1: COMMUNICATION

**Communication** is the exchange of information from you to others and from others to you. In rolling-out the solution, it is important to have two-way communication between the project team, the students, as well as the other teachers. It is also important to ensure that we are able to hear the different opinions of the people involved to ensure that the concerns of each are addressed in the implementation of the solution. This will limit people's resistance from accepting change and will also facilitate the buy-in of fellow teachers, students, and other stakeholders. Please see Figure 9.1.



FIGURE 9.2: PARTICIPATION

**Participation** means involving the teachers in the planning and execution of a change so that they can develop a shared sense of ownership and commitment. Participation is critical to facilitate their buy-in. Teachers should be able to take part in the rollout plan to ensure that they will follow through with the implementation of the solution. Please see Figure 9.2.



**Education** means providing teachers with what they need to know before they can successfully implement the desired changes. It is important to train teachers to ensure that they have a common understanding of how and what to do during the implementation of the solution. Please see Figure 9.3.

## Developing a Communication Plan



### Increase Benefits.

List down what we are prepared to do to make the change more beneficial to particular stakeholders.



### Define Your Influence Objective.

Determine exactly what we need from particular stakeholders in order to complete our project successfully. This is our Influence Objective for this particular stakeholder. We should state this clearly.



### Reduce Costs or Inconveniences.

List down what we are prepared to do to make the change less resource intensive.



### Plan Your Influence Attempt.

This can be done through the use of influence strategies.

## Developing Standard Practices and Procedures

In the solution rollout, we have to develop standard practices and procedures. Nothing happens on a reliable, sustained basis unless we build a system that makes our improvement efforts reliable and sustainable. Standardization is what allows high quality to happen on a reliable, sustained basis. We should be able to monitor and ensure that the solution is implemented similarly across the whole school or across the scope of the project. We should be able to ensure that stakeholders, teachers, students, and other key people are able to implement the solution and achieve the desired results across time.



The benefits of standardization include the following:

- 🏆 Increased reliability
- 🏆 Reduced costs
- 🏆 Improved employee performance
- 🏆 Increased safety
- 🏆 Processes that remain in control
- 🏆 Continuous improvement
- 🏆 Flexible practices that allow for quick response to customer needs



### Training

Once we have completed the documentation, we need to make sure that everyone using a common process is trained in the new methods. Even experienced employees need to be trained in the new methods.

Do not try to hold a single training session to teach people everything that they may ever need to know about the job. Oftentimes, we have to focus on the most critical aspects of the job. When we make changes to a process, we need to explain the reasons behind the changes. People resist change for change's sake. People should be able to understand WHY they have to change their existing practices.

Combine up-front training with performance support. Do not expect everyone to learn everything at once. Provide job aids which people can look back to while performing the tasks. Remember that most learning will occur on the job.



## STEP TEN: Check Progress

In this step, you need to do two major activities and these are checking and evaluating. Checking means referring back to the measures that you are interested with and be able to compare the before and after intervention results shown in a graph or interviews of our major customers and stakeholders. On the other hand, evaluating means comparing the results to the intended benefits of your solution to the identified measure you are interested with.

### What do you need to check?

First, check the Results! You need to gather data on the same measures identified in Assess Stage and use the same data collection procedures. Second that you need to check are the methods; document what steps are actually followed during implementation. At this point, you must recall all the plans that you have prepared during the finalization of your improvement plan (Step 7)

It is important to monitor both how the activities are being conducted and the results generated by these activities. These have to be compared to the standardized procedures and target performance levels.

- ☑ Tasks, timelines
- ☑ Budgets, resources
- ☑ Stakeholder involvement
- ☑ Plans for checking
- ☑ Failure prevention

### Active Follow-up, Correction, and Support.

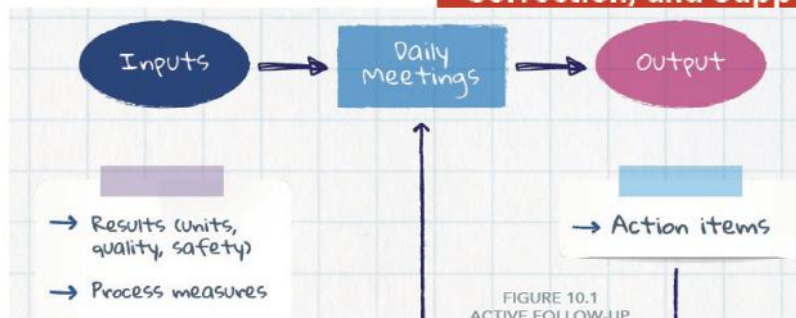


FIGURE 10.1  
ACTIVE FOLLOW-UP.

## What do you need to evaluate?

After displaying the before and after data you need to evaluate the following:

### Results

- How much was the gap between desired and actual reduced?
- Were the plans effective in addressing the causes you targeted?
- What do customers tell you now that the changes are in place?
- Has enough progress been made or do you need to go back and try other solutions?
- Were there unintended benefits or negative side effects?

### Methods

- Did you follow your plan?
- Did you need to modify the plan/solution during implementation?
- What would you do differently next time around?

## Project Closure

Note that projects need to be closed. Recognition of progress and of efforts of the teams helps them to be motivated and do other projects again. The team must take note that closure is not the end of continuous improvement but rather be used to communicate learnings and be able to find ways to improve better. If the success of project was communicated to the entire school, people will tend to believe in the methodology and therefore they are now inspired to look for their own projects as well.

Project closure does not mean closing or ending the project only. Project closure means turning over the monitoring and evaluation role back to Process Owners. The handover must be done to ensure that the process owner recognizes the change and embrace it for good to make success of the project sustainable. This is the very reason why in step 1 we emphasized that we need to recognized process owners and stakeholders before we start our project since they play a very important role in the process that we are looking at. At the end of the day, they are still the one who will execute the process.

Here are some of the activities you may want to do during the project closure:

- Recognize the considerable time and effort that went into the initiative.
- Capture the learning from the initiative:
  - About the problem or process being studied.
  - About the improvement process itself and hand over responsibilities for standardization and monitoring to the appropriate people.
  - Learnings from the current project may also help ensure the success of future projects



**PAHRODF**  
PHILIPPINES-AUSTRALIA  
HUMAN RESOURCE &  
ORGANISATIONAL DEVELOPMENT  
FACILITY

## Results Based Performance Management System (RPMS) for DepEd

*Lead, Engage, Align & Do! (LEAD)*

Before 2010

Where we want to go

Centralized

Decentralized & Empowered

Hierarchical, Top-Down Approach, Field Units lack initiative

All levels take responsibility

Complacency & Apathy

Proactive approach

Activity and Program Based

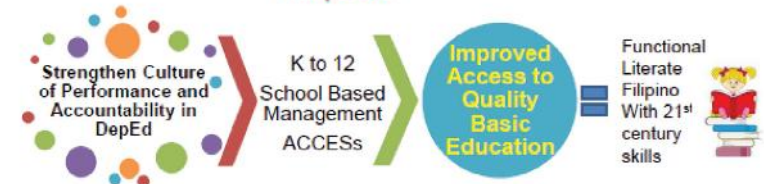
Strategic and Results-based

## K to 12 IMPLEMENTATION



### A CHILD- AND COMMUNITY-CENTERED EDUCATION SYSTEM

Mandate from DEPED  
The PMS Concept: Development Impact



- **FOCUS:** Performance Measures at the Organizational, Divisional or Functional and Individual Levels
- **EMPHASIS:** Establish strategic alignment of Organizational, Functional and Individual Goals

## Key Success Factors for Results Based Performance Management System (RPMS)



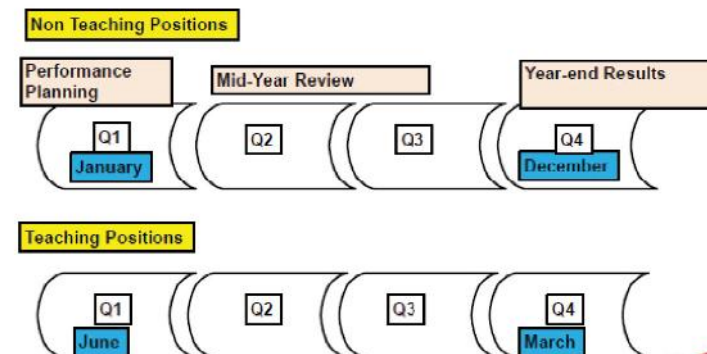
## General Features

- Anchored on the **Vision/Mission** of DepEd.
- CSC mandates **100% results orientation** to make it uniform with other government agencies. Competencies should be used for development purposes.
- Coverage : **All** regular managers and employees of DepEd; teaching and non-teaching staff
- Basis for rewards and development
- Covers performance for the **whole year**

The DepEd RPMS is aligned with the SPMS of CSC which has 4 Phases:



## PMS Cycle



## RPMS Timelines

2014

Tasks/ Activities	2013												2014												2015					
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
DBM																														
Non-teaching																														
Teaching																														
PBB																														
2013 PBB																														
2014 PBB																														

\*RPMS is aligned with the Rationalization Plan, Strategic Planning and PBB.

\*Roll-out/implementation at school level will immediately start in April 2014.

### Individual Performance Commitment and Review Form

OBJECTIVES	TO BE FILLED IN DURING PLANNING				TO BE FILLED DURING EVALUATION		
	KRA	TIMELINE	Weight per KRA	PERFORMANCE INDICATORS (Quality, Efficiency, Timeliness)	ACTUAL RESULTS	RATING	SCORE*
					OVERALL RATING for ACCOMPLISHMENTS		

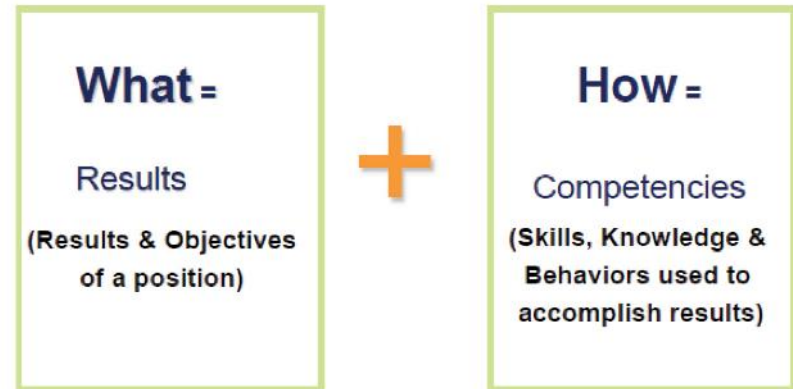
\* To get the score, the rating is multiplied by the weight assigned

\*Patterned after CSC MC 6 s. 2012

\_\_\_\_\_  
Head of Office

\_\_\_\_\_  
Employee

## Components of Performance Management



## Competencies



- **Core Behavioral Competencies**
  - Self Management
  - Professionalism and ethics
  - Results focus
  - Teamwork
  - Service Orientation
  
- **Leadership Competencies**
  - Leading People
  - People Performance Management
  - People Development

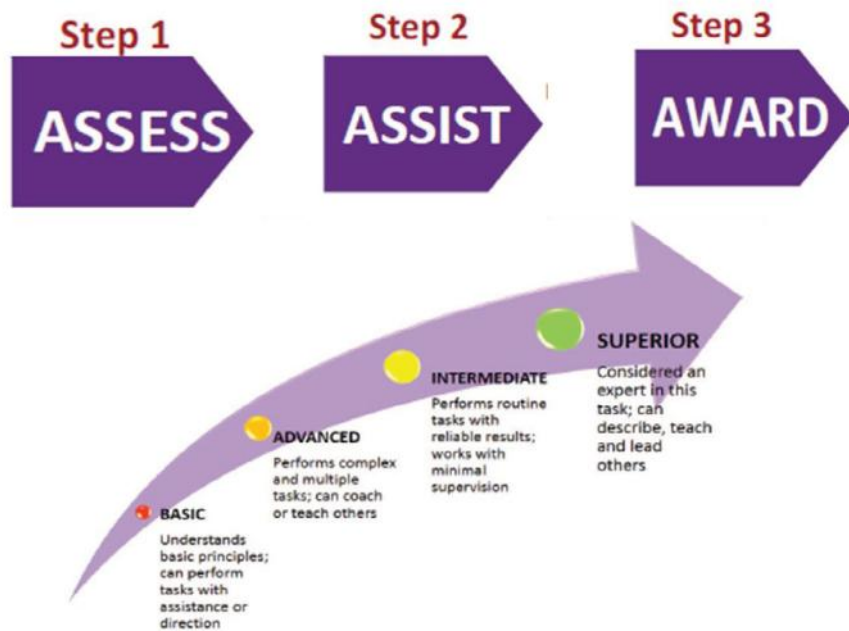




# What is PRIME-HRM?

- **Program to Institutionalize Meritocracy and Excellence in Human Resource Management**
- It is a mechanism to support the alignment of the Civil Service Commission vision of becoming a Center of Excellence for Human Resource and Organizational Development.
- PRIME-HRM assesses the agency's human resource management competencies, systems, and practices toward HR excellence.
- PRIME-HRM presents a more progressive system of assessment as it entails greater engagement not just of the human resource management officer (HRMO) but also of the officials and the rank-and-file employees of the agency.

## PRIME-HRM



Plenary Session:  
Conversations on Integrating the Content Areas into the CI Plan




**DepEd: Discussion on CI & RBPMS & Applications**




**Ah Ha<sup>®</sup>**


***CSC Discussion on PRIME-HRM & its Applications***




***Ah Ha<sup>®</sup>***


**Betty Go Belmonte Elementary School**



CI Project: \_\_\_\_\_

10 CI Steps	Notes
1: Get Organized	
2: Talk with Stakeholders	
3: Walk the Process	
4: Identify Priority Improvement Area	

5: Do Root Cause Analysis	
6: Develop Solutions	
7: Finalize Improvement Plan	
8: Pilot Your Solution	
9: Roll Out Solution	
10: Check Your Progress	

**Concepcion Elementary School**



CI Project: \_\_\_\_\_

10 CI Steps	Notes
1: Get Organized	
2: Talk with Stakeholders	
3: Walk the Process	
4: Identify Priority Improvement Area	

5: Do Root Cause Analysis	
6: Develop Solutions	
7: Finalize Improvement Plan	
8: Pilot Your Solution	
9: Roll Out Solution	
10: Check Your Progress	

**Krus na Ligas Elementary School**



CI Project: \_\_\_\_\_

10 CI Steps	Notes
1: Get Organized	
2: Talk with Stakeholders	
3: Walk the Process	
4: Identify Priority Improvement Area	

5: Do Root Cause Analysis	
6: Develop Solutions	
7: Finalize Improvement Plan	
8: Pilot Your Solution	
9: Roll Out Solution	
10: Check Your Progress	




# Ah Ha<sup>®</sup>


**Esteban Abada Elementary School**



CI Project: \_\_\_\_\_

10 CI Steps	Notes
1: Get Organized	
2: Talk with Stakeholders	
3: Walk the Process	
4: Identify Priority Improvement Area	

5: Do Root Cause Analysis	
6: Develop Solutions	
7: Finalize Improvement Plan	
8: Pilot Your Solution	
9: Roll Out Solution	
10: Check Your Progress	






# Ah Ha<sup>®</sup>





# Ah Ha





# Ah Ha





*Ah Ha* 


**Andres Bonifacio Integrated School**



CI Project: \_\_\_\_\_

10 CI Steps	Notes
1: Get Organized	
2: Talk with Stakeholders	
3: Walk the Process	
4: Identify Priority Improvement Area	

5: Do Root Cause Analysis	
6: Develop Solutions	
7: Finalize Improvement Plan	
8: Pilot Your Solution	
9: Roll Out Solution	
10: Check Your Progress	

Ah Ha<sup>™</sup>


Thoughts  for the day

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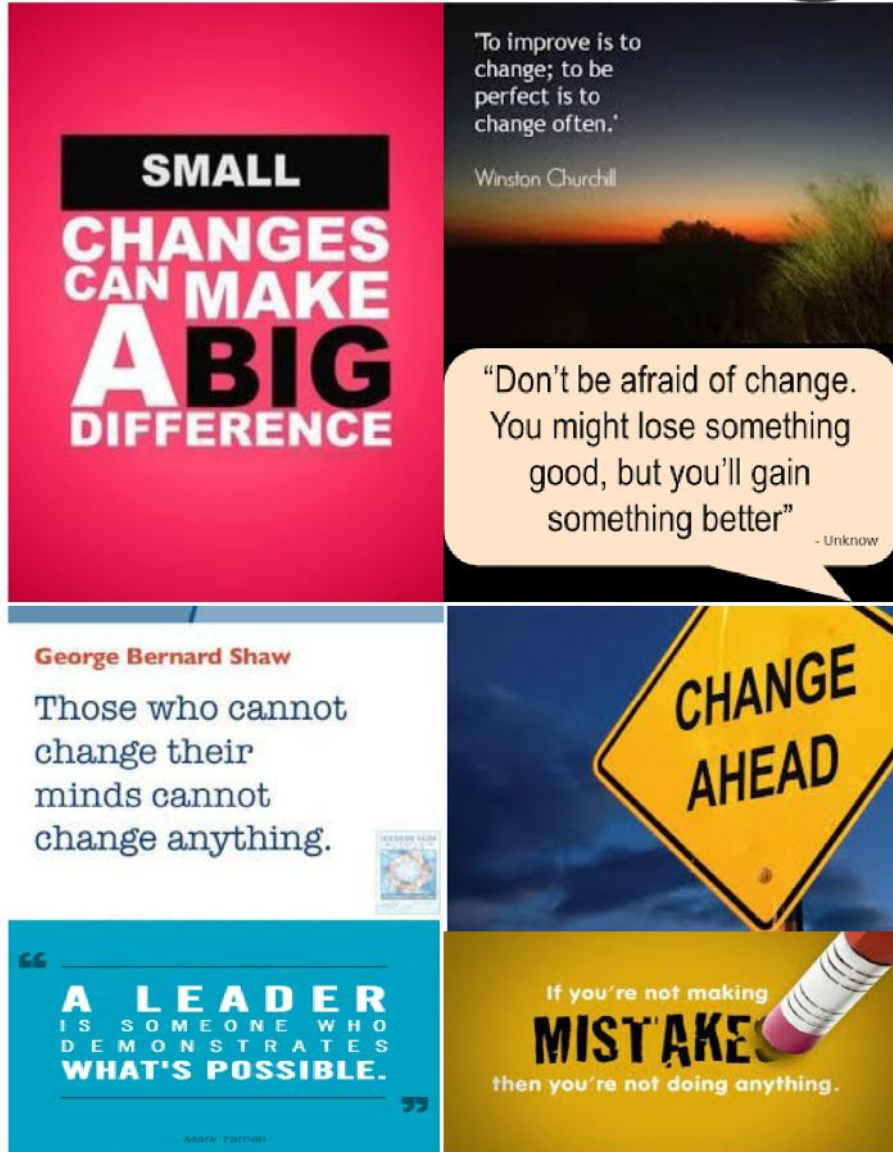
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## Annex E The CI Action Plans

### APPENDIX 3

#### Continuous Improvement Action Plans Department of Education ARMM



#### Titles of Continuous Improvement Action Plans (CIAPs)

Name	Title of CI Plan	Page
1. Atty. Jamar M. Kulayan	Start CI! (Regional CI)	1-7
2. Noor Mohammad D. Saada		
3. Marjuni M. Maddi		
4. Nurie Taha	RISE: Reading Intervention for Schools in the Elementary	8-13
5. Meriam Ammang	Project AKBAR: Assessment of Knowledge on Basic Approaches in Reading	14-18
6. Husin Abduhalim	School Reading Program: Pick, Read and Share	19-22
7. Zulqarnain Wahi	BARAKA: Basic in Achieving High in Reading and Reading Increases Knowledge and Assures Attitude	23-28
8. Shelda Asanul	Performing School Produces Non-Readers (PSPNR)	29-32
9. Virginia Angkibo	Magbasa Kita Be... (MagbasaTayo...)	33-36
10. Aida T. Alih	Improve NAT Performance of Level 3 Schools in English	37-41
11. Rustico Entero	Address Pupil Reading Difficulty	42-46
12. Era Adjid	Learners at Risk in Grade I	47-51
13. Joseph Eddie Bello	Project ERAP: Enhanced Reading Ability of Pupils	52-55
14. Norhina Comaradang	A Zero Non-Reader District	56-60
15. Edsel C. Rosal	Reading Remediation for Grade 2 Non Readers	61-66
16. Dayamon Lalia	Reading Intervention Program for Grade II	67-70
17. Norfaina D. Alonto	Reading Intervention Program for Grade 3	71-75
18. Joselito Sanchez Huesca	Grade III C Pupils at Risk in Reading- Kauran Elementary School	76-79
19. Wilson Magluyan Escleto	Increase the Reading and Comprehension Ability of the Learners	80-83
20. Bai Alibai Benito-Aliuden	SUPPORT: Superb Projects and Programs of Responsible and Outstanding Teachers	84-87
21. Meriam Adam	Reduction of Non-readers in Inter-Parang District	88-91
22. Salima Ibrahim	Remedial Reading Program for the Non-readers	92-96
23. Bae Anisah Guro	To Increase the Readers of the Identified Schools Who are in the Low Performance	97-100
24. Salamat Abedin	Reading Comprehension	101-105
25. Samoore Ladjahali	CI: The Making	106-111
26. Nalda J. Muksan	Decrease Non-Readers in Grade 5	112-115
27. Hja. Nurhaisa Ratag	The School District: Home of the Readers	116-120
28. Nawila Abdulla	Remedial Reading	121-124





Submitted by:

**Atty. Jamar M. Kulayan**  
Regional Secretary

**Noor Mohammad D. Saada**  
Asst. Regional Secretary  
Programs & Projects

**Marjuni M. Maddi**  
Chief  
Office of the Planning Services  
Regional SBM Manager

Name of CI Champions & Positions:

**Sec Jams Kulayan, Regional Secretary**  
**A Sec Noor Saada, Asst. Regional Sec. for Programs & Projects**  
**Dir Marjuni Maddi, Chief of Planning Services and Regional SBM Manager**  
**Alfhadar Pajiji**

Name of School/District/Division:

Focus of the CI Action Plan: **Jumpstarting CI Implementation in the ARMM**

## ASSESS

### Current Situation

*(Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)*

- 1.) What are the **existing continuous improvement approaches and projects** in your school, district, division or region?
  - Policy-wise, school management is guided by SBM.
  - Most school heads have undergone SBM training.
  - There is an-going assessment of SBM practice to determine consistency with standards.
  - *Initial feedbacks:*
  - *There is a need to connect planning with implementation*
  - *A number of school documented practices can be sharpened with CI process and tools.*
- 2.) Do these initiatives made use of **CI principles and methods**? Discuss briefly.
- 3.) What are you **happy or proud** about these continuous improvement projects and approaches in your school, district, division or region?
- 4.) How does your **desired and/or improved continuous improvement approach or project** look like?

## ANALYZE

### Root Cause Analysis

*What **hinders or prevents** your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?*

#### SBM Knowledge: Paper work Vs Practical application

- Why Paper work? - "Nakasanayan"
- Why Nakasanayan? – Easy to do, to get rid with
- Why Easy and get rid? – Superficial knowledge, more of info rather than wisdom; more of "brain" rather than "heart"

#### SBM Skills: Individual Task Vs Team Work

- Why individual task? – Believe s/he is the sole authority

- Why Sole Authority? – Views responsibility through a “power lens”
- Why power lens? – Leaning more towards traditional management practice

• **SBM Mindset: Compliance Vs Commitment**

- Why compliance? Less “heart” for work, reactive rather than proactive.
- Why reactive? Less motivation to serve or work for others
- Why less motivation? Dissonance between work and values

*(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)  
Based on the identified root cause of the **barrier to continuous improvement** in your school, district, division or region, list down specific strategies that would **break the identified barrier**.*

**Objective**

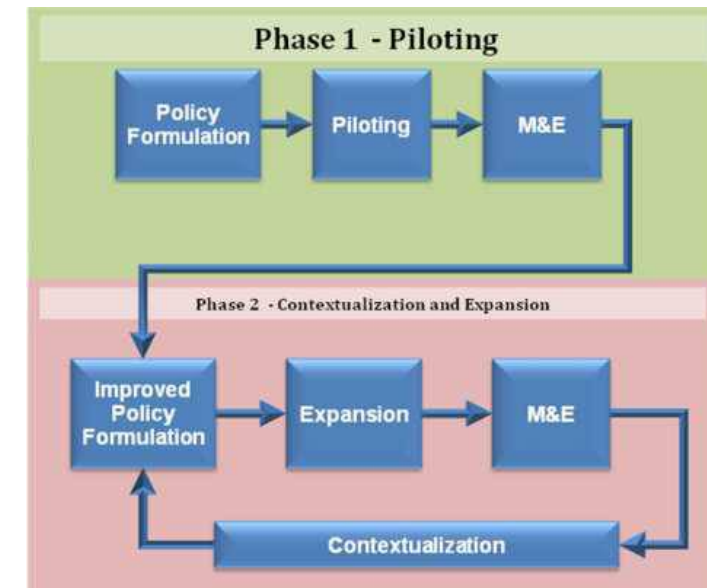
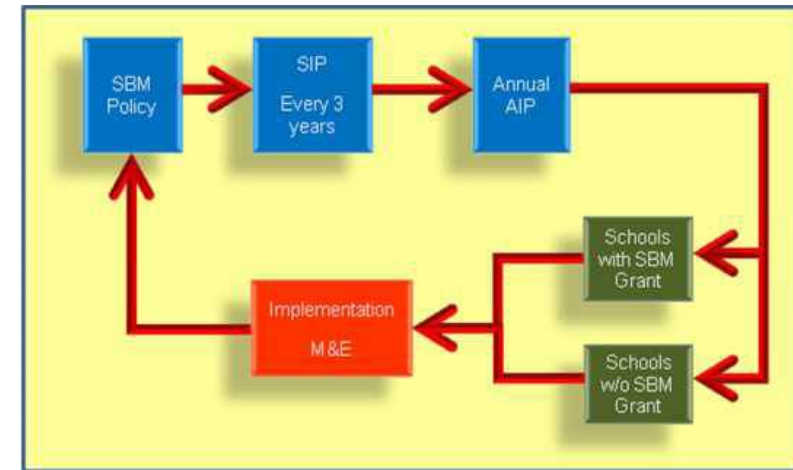
*(State the specific objectives of this CI Action Plan.)*

**General Objective:** To promote CI as a vehicle for frontline (school) improvement and innovation.

**Specific Objectives:**

1. To pilot CI implementation in selected schools, districts and divisions.
2. To support pilot CI implementation for quality assurance through technical assistance, monitoring and evaluation and other resource support .
3. To learn from the piloting, to improve on the CI concept, process and tools that is relevant and sensitive to ARMM context.

**Process Diagram of the Implementation of Continuous Improvement Approach**  
*(Draw a flowchart showing the process of implementing the identified CI approach.)*



**Brief Description of the CI Approach/Project**

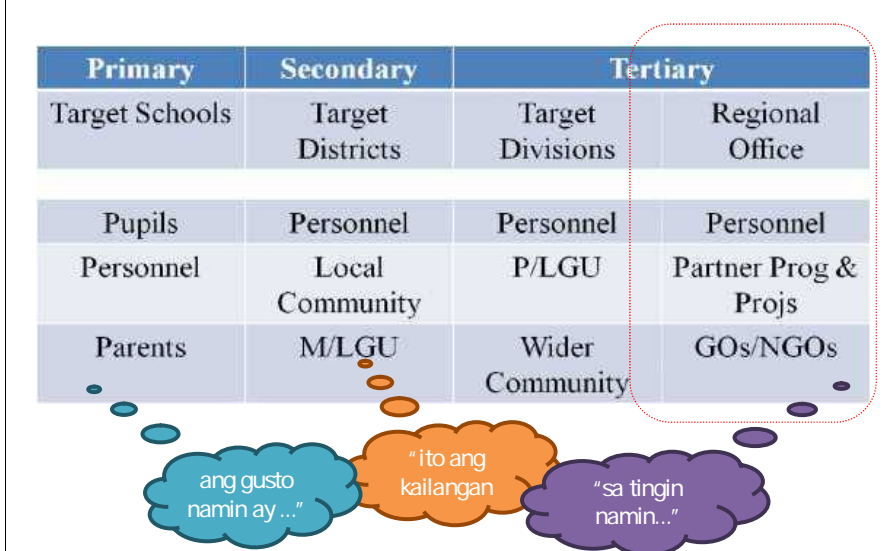
*Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.*

- **Input:** The project is about jumpstartstarting CI implementation targeting CI champs school, district and division heads
- **Process:** 3As and 10-Step Process
- **Ouptut:** Empower schools to respond to their own needs and challenges, promote quality and through sustained improvement and innovation.

The project is about jumpstartstarting CI implementation targeting champs school, district and division heads using 3As and 10-Step in empowering schools to respond to their own needs and challenges, promote quality and through sustained improvement and innovation.

**Stakeholder Analysis**

*List down and describe the roles of different stakeholders in your chosen CI project/approach.*



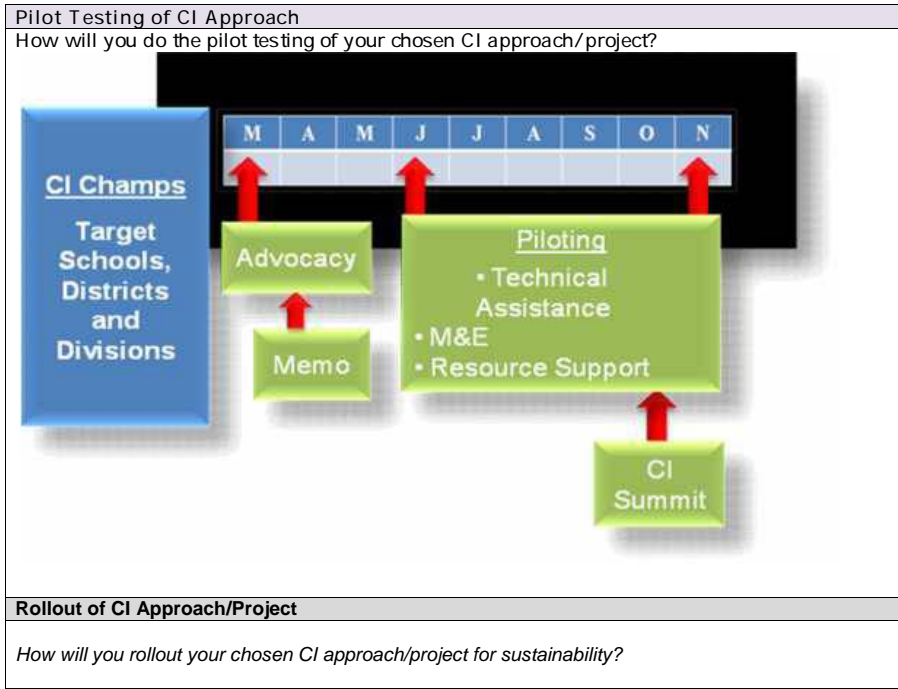
1. Strengthen Regional SBM Group to oversee CI implementation.
2. Collate learning from the CI benchmarking and proposed CI school, district and division plans.
3. Prepare and advocate for CI and generate feedback to inform piloting.
4. Draft and circulate a regional order on CI pilot implementation – standards, others
5. Deliver technical assistance, monitoring and evaluation and resource support.
6. Document learning from CI piloting.
7. Rollout CI coverage.

**Required Resources:**

Key Tasks	Date	Responsible Person
• <u>Strengthen Regional SBM Group</u> to oversee CI implementation.	March 2015	Marjuni
• <u>Collate learning</u> from the CI benchmarking and proposed CI school, district and division plans.	March-April 2015	SBM Group with TA from Marjuni and Asec Noor
• <u>Prepare and advocate for CI in division/district meeting</u> and generate feedback to inform piloting.	March-april 2015	Sec Jams, CI Champ-SDSS
• <u>Draft and circulate a regional order</u> on CI pilot implementation – standards, others	April 2015	Asec Noor, Marjuni and Sec Jams
• <u>Deliver technical assistance</u> , monitoring and evaluation and resource support.	April-November 2015	SBM Group with CI champs
• <u>Document learning</u> from CI piloting.	June-November 2015	SBM Group with CI champs
• <u>Roll out CI</u> coverage.	December 2015	SBM Group with CI champs

Risks <i>(List down risks that can possibly hinder the implementation of the intervention.)</i>	Mitigation Approach <i>(Identify specific way to prevent each risk from happening.)</i>		
Risk	Probability	Impact	Mitigation Strategy
Transition to Bangsamoro: BBL expected to be pass by Congress in June and referendum by September.	High (5)	High (5)	Document piloting and turnover to BBL
Lack of buy-in among immediate heads of CI implementing schools and the latter's stakeholders.	Moderate (3)	Low (1)	<ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Memo issuance</li> </ul>
CI implementation affected by natural disaster and or man-made conflict.	High (5)	High (5)	<ul style="list-style-type: none"> <li>• Build interventions around ...</li> </ul>
Others ...?			

**ACT**



Submitted by:

Dr. Nurie M. Taha  
 District In-Charge  
 Tuburan

Name of CI Champion: **Nurie M. Taha**  
 Position of CI Champion: **ESP-III, Incharge of the District**  
 Name of School/District/Division: **Tuburan District**  
 Focus of the CI Action Plan: **Remedial Reading Instruction for Non-readers in Grade I**

## ASSESS

### Current Situation

*(Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)*

1. *What are the existing continuous improvement approaches and projects in your school, district, division or region?*

In my district, I have the existing continuous improvement approaches/projects, as follows;

- a. A simplified Management Model anchored on Anchored on the six key-result areas
- b. An instructional Initiative focused on an improved contact hour with the pupils in all grade levels
- c. NAT review for grades III and VI for two consecutive school years
- d. “ Marungko Approach” employed by grade I teachers
- e. Reading Program for Non-readers in Grade I

2. *Do these initiatives made use of CI principles and methods? Discuss briefly*

This management model was based primarily on the ratings obtained from the Performance Appraisal System for School Heads.(To be implemented this coming school year)

Tardiness as observed was one of the reasons for carrying out this instructional initiative.

For NAT review, identifying the least learned competencies in all subject areas was basically put into consideration.

A demonstration teaching was done before a returned demonstration teaching took place and immediately followed by a post conference.

These initiatives I believe made use a little of CI principles and methods, but were never labeled.

For purposes of this plan, discussion focuses on Reading Program. This initiative made use of the Report on Reading on School Readiness Assessment (SReA) as basis to be able to identify non-readers in grade I.

3. *What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?*

Tardiness was gradually minimized.

An increased in the District NAT MPS for grades III and VI was evident, though it did not reached the mastery level.

“Marungko Approach” has been widely used in the different schools in the district.

Some complete elementary schools do remedial reading instruction by allotting a 30-minute session twice a week.

4. *How does your desired and/or improved continuous improvement approach or project look like?*

The District CI group shall be branded the Team STARTERS (School Teachers Assessment on Reading Techniques and Enhanced Reading Strategies). We will be working on Remedial Reading Instruction for Non-readers in Grade I With AKBAR elementary school as the targeted pilot school. The CI project shall be called Project Akbar (Assessment of Knowledge on Basic Approaches in Reading).

District:

There are 223 or 32% of 692 pupils from 15 elementary schools were identified as non-readers.

School:(Akbar ES)

There are 15 or 34% of 44 pupils in Akbar Elementary School were identified as non-readers.

In consideration of the five-month timeframe, the team shall focus on the 180 or 81% of the 223 non-readers to improve their reading ability.

## ANALYZE

### Root Cause Analysis

*What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?*

1. Pupils Tardiness and Absenteeism
2. What causes # 1? Lack of interest in going to school.
3. What causes # 2? Lack of motivation from the teacher.
4. What causes # 3? Insufficient strategies and approaches on the part of the teachers in teaching reading.

(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)

Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.

**Objective**  
(State the specific objectives of this CI Action Plan.)

General Objective:

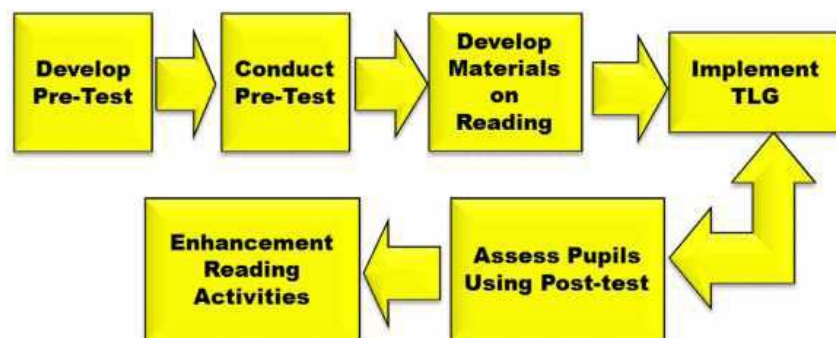
To fully support the schools in the accomplishment of the the Continuous Improvement Action Plan and the implementation of the same.

Specific Objective:

To help the identified 223 non-readers among the grade I pupils read words, phrases, and simple, short sentences correctly within five months.

To help the 223 non-readers improve their self-confidence in reading.

Process Diagram of the Implementation of Continuous Improvement Approach



**Brief Description of the CI Approach/Project**

Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

The CI Team will carry out different activities, starting from the preliminaries, such as organizing materials for the pre-test, administering dry-run test, modifying the materials, and reproducing the same

After conducting the pre-test it will be identifying the difficulties and up to the assessment of pupils using the pre-test

**Stakeholder Analysis**

List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1. Learners	Primary stakeholders
2. Teachers	Facilitators for the Remedial Reading Instruction
3. School Principal	Adviser
4. District Supervisor/Schools Division Superintendent	Technical Assistance and Support
5. LGU's	Financial, Material Support

Tasks/Activities/Actions (List down the detailed steps to accomplish the objectives of the CI approach/project.)	When (time and/or date)	Responsible Person(s) (Describe their role in the intervention or program or project)	Support Needed from:
1. Orientation		Division Supervisors District Supervisor School Heads Teachers, PTCA	Technical assistance and support
2. Organization of the C1 Team		School Head, Teachers, Pupils, PTCA	Instructional Support
3. Implementation of the CI Project		District Head, District Staff, Pupils, PTCA	Technical Support
4. Monitoring		District Head, School Head, Teachers, Pupils	Technical Support
5. Evaluation		School Head, Teachers, Pupils	
6. Rewards/ Recognition		School Head, Teachers	

**Required Resources:**

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	Human Resources Required: 1 Representative from the Division Office School Principal/head as Adviser 2 Teacher-facilitators 1 Team Leader 1 Documenter 1 Data Encoder 2 Data Gatherers
Provide details of the budget resources required to successfully implement the Action Plan.	

<b>Risks</b> <i>(List down risks that can possibly hinder the implementation of the intervention.)</i>	<b>Mitigation Approach</b> <i>(Identify specific way to prevent each risk from happening.)</i>
1. Approval of the Schools Division Superintendent	Seek permission in both oral and written communication, and furnish a copy of the CI Action Plan.
2. Teacher-Resisters	Motivate teachers through meeting/orientation
3. Human Resources Needed	Seek the support and assistance of the District Supervisor
4. Financial Resources Needed	Solicit from the LGU's
5. Peace and Order Problem	Coordinate with the LGU's



<b>Pilot Testing of CI Approach</b>
<i>How will you do the pilot testing of your chosen CI approach/project?</i> After gathering all the necessary resources, Pilot Testing shall be implemented in Akbar Elementary School and shall be done through regular monitoring and assessment so as to determine as to what extent the CI Processes solves or addresses the problem on Non-readers in Grade I
<b>Rollout of CI Approach/Project</b>
<i>How will you rollout your chosen CI approach/project for sustainability?</i> When successful in addressing the problem on non-readers in Akbar Elementary School, the CI project will be implemented in the Fifteen Elementary Schools in Tuburan District



Submitted by:  
**Meriam S. Ammang**  
 School Head  
 Akbar Elementary School  
 Tuburan

Name of CI Champion: **Meriam S. Ammang**  
 Position of CI Champion: **School Principal 1**  
 Name of School/District/Division: **Akbar Elementary School  
 Tuburan District, Basilan**  
 Focus of the CI Action Plan: **Remedial Reading Instruction for Non-readers in Grade I**  
 Project Title: **Project AKBAR: Assessment of Knowledge On Basic Approaches In Reading**

## ASSESS

### Current Situation

(Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)

1. What are the existing continuous improvement approaches and projects in your school, district, division or region?
  - The Remedial Reading Instructions is conducted in our school.
2. Do these initiatives made use of CI principles and methods? Discuss briefly.
  - Scientific method Gathering Data (Phil. IRI)
  - Investigate the teachers, pupils and concern parents why the 15 out of 44 pupils can't read.
3. What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?
  - The positive support of the stakeholders, LGU and the community as a whole.
  - Be able to solve the problem discussing on scientific method. The non-readers able to read.
4. How does your desired and/or improved continuous improvement approach or project look like?
  - To improve the reading level of the pupils and the teacher's attitude toward teaching. Improved reading ability of the identified 15 non-readers to fast readers.

## ANALYZE

### Root Cause Analysis

What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?

Parent support

- What causes # 1? Poverty
- What causes # 2? Low income
- What causes # 3? Many members of the family are not employed
- What causes # 4? Unfinished higher education

(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)

Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.

- Home visitation
- Talk to parents
- Motivate the learners

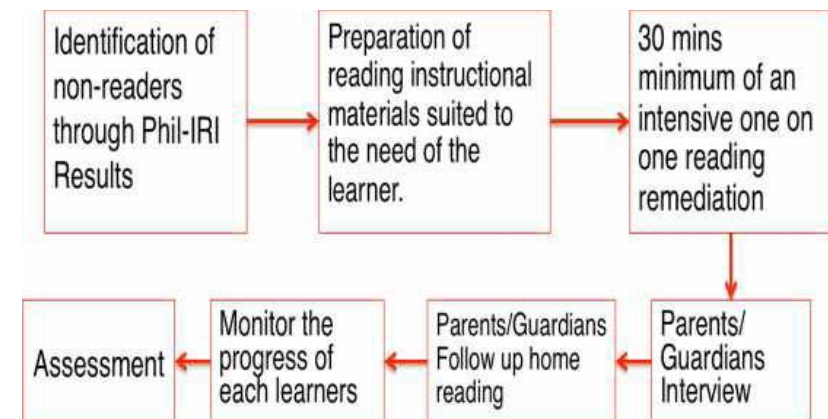
### Objective

(State the specific objectives of this CI Action Plan.)

- To improve the reading ability of the identified 15 out of 44 pupils are non-readers in grade I.

### Process Diagram of the Implementation of Continuous Improvement Approach

(Draw a flowchart showing the process of implementing the identified CI approach.)



### Brief Description of the CI Approach/Project

Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

The Remedial Reading Instruction addressing to challenge/guide the pupils to improve or increase the reading ability of the learners.



<b>Stakeholder Analysis</b> <i>List down and describe the roles of different stakeholders in your chosen CI project/approach.</i>	
<b>Stakeholder(s)</b>	<b>Role(s) they Play</b>
1. Learners	Primary Stakeholders
2. Teachers	Facilitate the Remedial Reading Instruction
3. Parents	Guide or conduct follow-up reading at home/moral support
4. School Principal	Supervision school level
5. LGUs	Support
6. District Supervisor/SDS	Provide policy direction

<b>Tasks/Activities/Actions</b> <i>(List down the detailed steps to accomplish the objectives of the CI approach/project.)</i>	<b>When</b> <i>(time and/or date)</i>	<b>Responsible Person(s)</b> <i>(Describe their role in the intervention or program or project)</i>	<b>Support Needed from:</b>
1. Compilation of analyze Phil IRI result	SY 2014-15 March	School Principal Grade I Teacher	
2. Stakeholders meeting	May 2015	School Principal, Teachers, Parents & stakeholders	
3. Strategic Planning of the CI Project	May 2015	School Principal, Teachers	
4. Reproduction of Reading Materials	May 2015	School Principal, Teachers, LGUs, Parents & stakeholders	LGU
5. Implementing the project	June 2015	School Principal, Teachers, Pupils, LGUs, Parents & stakeholders	
6. Monitoring and evaluation	June – November 2015	School Principal, Teachers	
7. Rollout of the CI Project	December 2015	School Principal, Teachers	

#### Required Resources

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	Instructional Materials Classroom for Remedial Program
Provide details of the budget resources required to successfully implement the Action Plan.	PTA LGUs

<b>Risks</b> <i>(List down risks that can possibly hinder the implementation of the intervention.)</i>	<b>Mitigation Approach</b> <i>(Identify specific way to prevent each risk from happening.)</i>
Attendance	Motivate the pupils
Resistance Parents	Involve parents in Reading Program
Instructional Materials	Lobby with stakeholders, LGUs



<b>Pilot Testing of CI Approach</b>
<i>How will you do the pilot testing of your chosen CI approach/project?</i>
<ul style="list-style-type: none"> <li>Enhance, modify the process used on CI Project</li> <li>No. of non-readers per class</li> <li>Teacher's readiness</li> <li>Teacher's commitment</li> <li>Stakeholders support</li> </ul>
<b>Rollout of CI Approach/Project</b>
<i>How will you rollout your chosen CI approach/project for sustainability?</i>
<ul style="list-style-type: none"> <li>Identify CI Project</li> <li>Identify the resource person</li> <li>Intensive Monitoring</li> </ul>



Submitted by:

Husin L. Abduhalim  
 School Head  
 Maluso CES

Name of CI Champion: **Husin L. Abduhalim**  
 Position of CI Champion: **School Head**  
 Name of School/District/Division: **Maluso Central Elementary School**  
 Focus of the CI Action Plan: **School Reading Program "Pick, Read, Share"**

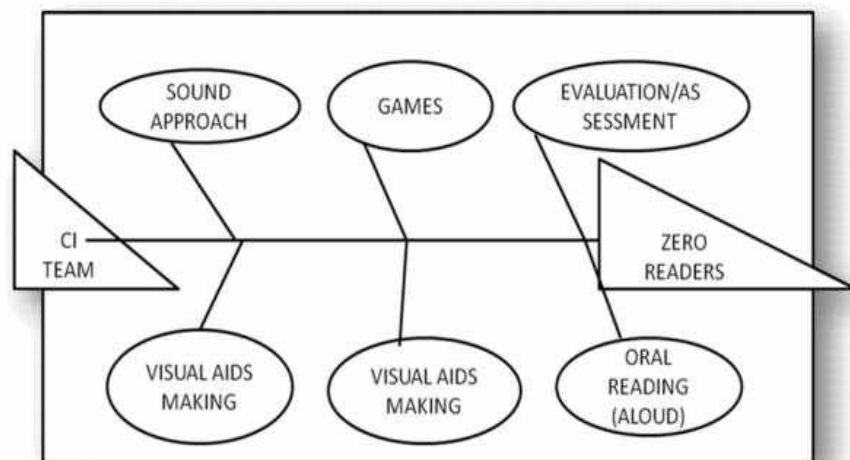
**ASSESS**

<p><b>Current Situation</b>          (Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)</p>
<p>1.) What are the existing continuous improvement approaches and projects in your school, district, division or region?</p> <ul style="list-style-type: none"> <li>• School reading program</li> <li>• Learning Partnership Program</li> <li>• Following PHIL-IRI</li> </ul>
<p>2.) Do these initiatives made use of CI principles and methods? Discuss briefly.</p>
<p>3.) What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?</p>
<p>4.) How does your desired and/or improved continuous improvement approach or project look like?</p>

**ANALYZE**

<p><b>Root Cause Analysis</b></p> <p>What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?</p> <ul style="list-style-type: none"> <li>• Can hardly read</li> <li>• Students are not interested</li> <li>• Not motivated</li> <li>• Family Problem</li> <li>• Family Issues/Concern</li> <li>• Given works at home</li> <li>• Illiterate parents</li> <li>• No reading materials at home</li> </ul> <p>(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)          Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.</p>
<p><b>Objective</b>          (State the specific objectives of this CI Action Plan.)</p> <ul style="list-style-type: none"> <li>•Identify the correct sound of the letters</li> <li>•Syllabicate the words correctly</li> <li>•Read words, phrases and sentences continuously</li> <li>Participate in the discussion actively and interestingly</li> </ul>

**Process Diagram of the Implementation of Continuous Improvement Approach**  
(Draw a flowchart showing the process of implementing the identified CI approach.)



**Brief Description of the CI Approach/Project**

Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

The School Reading Program is intended to chosen 18 non-readers of the school. They were chosen based on the PHIL IRI and SRP Reports. Intervention made are the sound approach, games and visual aids making to make pupils enjoy and solve the problem.

**Stakeholder Analysis**

List down and describe the roles of different stakeholders in your chosen CI project/ approach.

Stakeholder(s)	Role(s) they Play
1. Pres. Of PTA/ Sec. of School	Support the Program
2. Principal	Assist, monitor, and evaluate the project
3. Guidance Teacher	Process observer
4. Rahima Talib Vivian Alih	Team Leader Facilitator
5. Marisol Buenbrazo	Scribe/Communication Officer

Tasks/Activities/Actions	When	Responsible Person(s)	Support Needed from:
1. Organize the CI Team	3/16/15 3:30	Principal- Consultations	School
2. Identify the 18 non readers in Gr. 2 pupils	3/17/15 8:00	Grade 2 Teachers Evaluators	School
3. Scheduling the time of activity for teachers and pupils	Every 3:30 of the week	The CI Team setting the date	School
4. Reproduction of reading materials	June 2015	Scribe- Reproduction of materials	School
5. Implementing the project	July 2015	The CI Team project implementor	CI Team
6. Observation, monitoring and evaluation	Once a weel	Principal, Guidance, T.GPTA Officers	Principal Guidance GPTA Officers
7. Awarding of readers and the "CI" Team	Dec. 2015	District Supervisor, Principal GPTA Officers	District Supervisor, Principal GPTA Officers, BRGY Officers

**Required Resources:**

- 2,500- Share from the Brgy. Officers
- 2,500- Share from PTA
- 2,500- Share from the school
- 7,500- For the procurement of the materials and incidental expenses.

Risks (List down risks that can possibly hinder the implementation of the intervention.)	Mitigation Approach (Identify specific way to prevent each risk from happening.)
Resistant of the teacher	Have meeting with them, remind them their functions, and responsibilities
No assurance of budget	Have some solicitation, explain the project
Less support of the Brgy. Officials, PTA and SGC Officers	Orient them with the importance if the project



Pilot Testing of CI Approach
Have it with other Grade 2 pupils (fast learners)
Rollout of CI Approach/Project
How will you rollout your chosen CI approach/project for sustainability?
<ul style="list-style-type: none"> <li>• We will have the roll out starting with school budget</li> <li>• Collections of writing material from any donors</li> </ul>



Submitted by:  
**Zulqarnain T. Wahi**  
 School Head  
 Calas Canang Elementary School

Name of CI Champion:  
 Position of CI Champion:  
 Name of School/District/Division:

**Zulqarnain T. Wahi**  
**School Head**  
**Calas Canang Elementary School**  
**District/Basilan Division**

Focus of the CI Action Plan:

**BARAKA – Basic in Achieving high is Reading and reading increases Knowledge and assures Aptitude**

## ASSESS

### Current Situation

*(Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)*

1. *What are the existing continuous improvement approaches and projects in your school, district, division or region?*
  - a. Remedial teaching
  - b. Remedial reading
  - c. Group sharing
  
2. *Do these initiatives make use of CI principles and methods? Discuss briefly.*  
 Yes it does make use of the CI Principles and Methods but it just perhaps didn't follow the process; or perhaps just a very glimpse of it has been made.
  
3. *What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?*  
 I'm happy about these CI projects and approaches because at least it could help a lot more on how our pupils be able to become good if not fast readers instead of non-reader.
  
4. *How does your desired and/or improved continuous improvement approach or project look like?*  
 I'd like my CI projects look like that of all the schools we benchmarked with regards non-readers.

## ANALYZE

<b>Root Cause Analysis</b>			
<p>1. What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?</p> <ul style="list-style-type: none"> <li>Lack of financial resources as well as technical and instructional devices and assistance</li> <li>The 10 schools in my cluster don't have or haven't yet received MOOE ever since. Some of the LGUs don't cooperate and help the school</li> </ul> <p>2. What causes # 1 and 2? We don't know the reason why these 10 schools haven't yet been given MOOE. Politicians have their own priority areas to concentrate.</p> <p><i>(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.) Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.</i></p>			
<b>Objective</b> <i>(State the specific objectives of this CI Action Plan.)</i>			
<ul style="list-style-type: none"> <li>At the end of 6 months, starting from June-November 2015, there must be at least 10% decrease of non-readers in grades II-VI in every school in the District.</li> </ul>			
<b>Process Diagram of the Implementation of Continuous Improvement Approach</b> <i>(Draw a flowchart showing the process of implementing the identified CI approach.)</i>			
<h3 style="color: #800000; margin: 0;">Process Flowchart</h3> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="border: 1px solid #0056b3; background-color: #0056b3; color: white; padding: 10px; text-align: center; width: 20%;"> <b>A. ASSESS</b> </div> <div style="font-size: 24px; margin: 0 10px;">→</div> <div style="border: 1px solid #0056b3; background-color: #0056b3; color: white; padding: 10px; text-align: center; width: 20%;"> <b>B. ANALYZE</b> </div> <div style="font-size: 24px; margin: 0 10px;">→</div> <div style="border: 1px solid #0056b3; background-color: #0056b3; color: white; padding: 10px; text-align: center; width: 20%;"> <b>C. ACT</b> </div> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <ol style="list-style-type: none"> <li>1. Organize stakeholders (PTA, SGC)</li> <li>2. Talk with stakeholders (LHU, NGO)</li> <li>3. Walk with the process (organize committees)</li> <li>4. Identify priority improvement area</li> </ol> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <ol style="list-style-type: none"> <li>1. Analyze root causes</li> <li>2. Develop solutions</li> <li>3. Finalize improvement plan</li> </ol> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <ol style="list-style-type: none"> <li>1. Pilot solution</li> <li>2. Roll out solution</li> <li>3. Check progress</li> </ol> </td> </tr> </table>	<ol style="list-style-type: none"> <li>1. Organize stakeholders (PTA, SGC)</li> <li>2. Talk with stakeholders (LHU, NGO)</li> <li>3. Walk with the process (organize committees)</li> <li>4. Identify priority improvement area</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze root causes</li> <li>2. Develop solutions</li> <li>3. Finalize improvement plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Pilot solution</li> <li>2. Roll out solution</li> <li>3. Check progress</li> </ol>
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<b>Brief Description of the CI Approach/Project</b>			
<i>Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.</i>			
The CI project is to decrease the number of non-readers in a target school			
<b>Stakeholder Analysis</b>			
<i>List down and describe the roles of different stakeholders in your chosen CI project/approach.</i>			
<b>Stakeholder(s)</b>	<b>Role(s) they Play</b>		
1. Pupil	Primary stakeholder		
2. Parents	Contributors		
3. Teachers	The CI team		
4. The Principal	Process owner/initiator		
5. The district supervisor	Process owner/initiator		

Tasks/Activities/Actions <i>(List down the detailed steps to accomplish the objectives of the CI approach/project.)</i>	When <i>(time and/ or date)</i>	Responsible Person(s) <i>(Describe their role in the intervention or program or project)</i>	Support Needed from:
1. Talk with the District Supervisor regarding the CI project. Present the plan.	Upon return	District Supervisor	Consent and Direction
2. Talk/meet the teachers and make them part of the project.	March	Teachers	Human Resources
3. Meet the stakeholders for material or financial support	April – May	Donors	Financial/ material support
4. Development of materials for reading	April – May	Teachers	Expertise
5. Meet the PTA	June	Principal	Contribution and information
6. Rollout	June – July	Pupils and teachers	

<b>Required Resources</b>	
Provide details of the physical and human resources required to successfully implement the CI Action Plan.	All the teachers in the 10 schools will be required to participate in the projects though they have their own school to focus on. But for a start one or two schools be the pilot for the implementation.
Provide details of the budget resources required to successfully implement the Action Plan.	This must be taken in our group discussions on how much financial budget we need and the materials we must produce.

<b>Risks</b> <i>(List down risks that can possibly hinder the implementation of the intervention.)</i>	<b>Mitigation Approach</b> <i>(Identify specific way to prevent each risk from happening.)</i>
1. Distance of one school to the other	Stay overnight
2. Non-cooperation	Make it meaningful and realistic



<b>Pilot Testing of CI Approach</b>
<p><i>How will you do the pilot testing of your chosen CI approach/project?</i></p> <ul style="list-style-type: none"> <li>Perhaps one or two schools only be the first one to be piloted. And this starts in the complete elementary schools, Tubigan and Calang ES are the prospect.</li> </ul>
<b>Rollout of CI Approach/Project</b>
<p><i>How will you rollout your chosen CI approach/project for sustainability?</i></p> <ul style="list-style-type: none"> <li>If there is positive outcome that this project have produced then it could be rolled out by doing the same procedures like the other pilot school. The other schools using same materials, strategies and processes as far as CI is concerned.</li> </ul>



Submitted by:

**Shelda Asanul**  
School Head  
Gaunan Elementary School

Name of CI Champion: **Shelda I. Asanul**  
 Position of CI Champion: **School Head**  
 Name of School/District/Division: **Gaunan Elementary School/Maluso West District/ Basilan Schools Division**  
 Focus of the CI Action Plan: **Performing School Produces Non-Readers**

**ASSESS**

**Current Situation**  
 (Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)

1. What are the existing continuous improvement approaches and projects in your school, district, division or region?
  - Increased NAT result both grades III and VI in level of mastery of 75% above.
  - Habitual reading during vacant time using educational toys and materials donated from foreign stakeholders like BEAM.
2. Do these initiatives make use of CI principles and methods? Discuss briefly.
3. What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?
4. How does your desired and/or improved continuous improvement approach or project look like?

**ANALYZE**

**Root Cause Analysis**  
 What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?

- Lack of interest to learn
- Uneducated parents
- No reading materials at home
- Limited space for home study

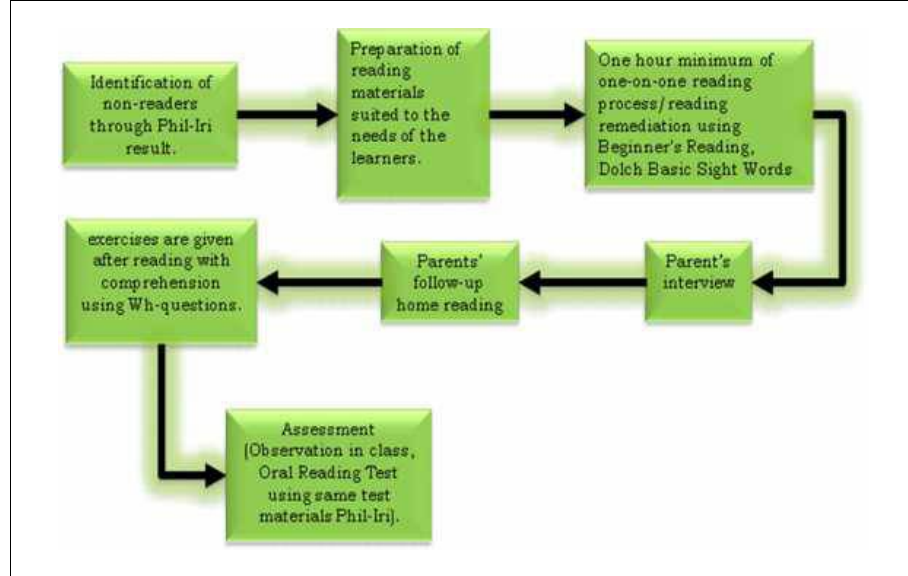
(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)

Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.

**Objective**  
 (State the specific objectives of this CI Action Plan.)

- Decrease the number of non-readers 3 out of 17 were able to recognize and read words to phrases in grade III class.

**Process Diagram of the Implementation of Continuous Improvement Approach**  
 (Draw a flowchart showing the process of implementing the identified CI approach.)



**Brief Description of the CI Approach/Project**  
 Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

- Administer reading assessment conducted by class adviser using Phil-Iri test assessment.
- Conduct home visitation with coordination of barangay officials.
- Conduct orientation of grade III parents.
- Conduct mass remedial class and Phil-Iri test assessment.
- Assessment and evaluation of remedial class and Phil-Iri test assessment

**Stakeholder Analysis**  
 List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1. Learners	Utilize the vacant time in reading and develop reading habit at home and school.
2. Parents	Monitor and guide the reading process of the learners.
3. Teachers	Conduct and assess the output of the reading progress of the learners
4. Barangay Officials	Responsible of the safeties of the school principal and teachers during home visitations.

<b>Tasks/Activities/Actions</b> <i>(List down the detailed steps to accomplish the objectives of the CI approach/project.)</i>	<b>When</b> <i>(time and/ or date)</i>	<b>Responsible Person(s)</b> <i>(Describe their role in the intervention or program or project)</i>	<b>Support Needed from:</b>
1. Orientation	Brigada Eskwela	School head	Teachers and Parents
2. Home visitations	May 25-29,2015	School Head and Adviser	Parents and Barangay Officials
3. Administering reading assessment	June 15-19,2015	Adviser and target non readers	Parents
4. Conduct mass remedial class and Phil-Iri test assessment	June 22,2015 to November 20, 2015	CI Team	School Head and Parents
5. Assessment and evaluation of remedial class and Phil-Iri test assessment	November 22-27,2015	School Head and CI Team	Parents
6. Rollout	December 11, 2015 to Present	School Head, Adviser and CI Team	Parents

**Required Resources:**

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	CI Team, reading materials, Adviser and School Head
Provide details of the budget resources required to successfully implement the Action Plan.	

<b>Risks</b> <i>(List down risks that can possibly hinder the implementation of the intervention.)</i>	<b>Mitigation Approach</b> <i>(Identify specific way to prevent each risk from happening.)</i>
Parents' support	Motivate and impart to them their vital role to make this project successful.
Learners' behavior	Make remedial class interesting.
Teachers' commitment	Unconditional love and dedicated to work.

**ACT** 

<b>Pilot Testing of CI Approach</b>
How will you do the pilot testing of your chosen CI approach/project? <ul style="list-style-type: none"> <li>The pilot testing will be done to the identified non-readers in six months time.</li> </ul>
<b>Rollout of CI Approach/Project</b>
How will you rollout your chosen CI approach/project for sustainability? <ul style="list-style-type: none"> <li>Rollout the project directly to the 17 non-readers of grade III pupils and to other grades level as needed.</li> </ul>



Submitted by:  
**Virginia P. Angkibo**  
 School Head  
 Tambulig Butun Elementary School



Name of CI Champion: **Virginia P. Angkibo**  
 Position of CI Champion: **School Head**  
 Name of School/District/Division: **Tambulig Buton Elementary School/South Sumisip District/Basilan Division**  
 Focus of the CI Action Plan: **Magbasa Kita Be...(Magbasa Tayo)**

**ASSESS** 🏠 👤 🔍

**Current Situation**  
 (Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)

1. What are the existing continuous improvement approaches and projects in your school, district, division or region?  
 Remedial reading programs for non-readers in Grades I, II, and III are being conducted.

2. Do these initiatives made use of CI principles and methods? Discuss briefly.  
 CI principles not used due to unawareness

3. What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?

4. How does your desired and/or improved continuous improvement approach or project look like?

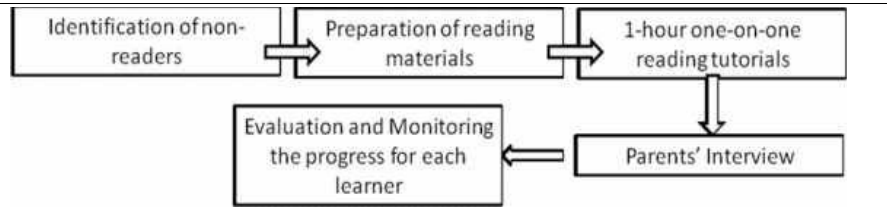
**ANALYZE** 🏠 👤 🔍

**Root Cause Analysis**  
 What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?  
 Education of Parents  
 Empty Stomach  
 Fetching water at dawn in the nearby barangay  
 Laziness

(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)  
 Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.

**Objective**  
 (State the specific objectives of this CI Action Plan.)  
 To help non-readers of Grades I,II and III to read and comprehend simple sentences.

**Process Diagram of the Implementation of Continuous Improvement Approach**  
 (Draw a flowchart showing the process of implementing the identified CI approach.)



**Brief Description of the CI Approach/Project**  
 Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

This project answers the problems of multi-grade teachers and pupils regarding reading skills. This project will use interesting materials which were designed to ensure that pupils will achieve the objective.

**Stakeholder Analysis**  
 List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1. Barangay	Maintain peace and order
2. Teachers	Conduct the remedial classes
3. Parents	Conduct reading at home
4. Pupils	Read books at home

Tasks/Activities/Actions <i>(List down the detailed steps to accomplish the objectives of the CI approach/project.)</i>	When <i>(time and/or date)</i>	Responsible Person(s) <i>(Describe their role in the intervention or program or project)</i>	Support Needed from:
1. Orientations			
2. Diagnose the pupils			
3. Conduct survey			
4. Attendance			
5. Consolidated results			
6. Analysis and presentation of results			

**Required Resources:**

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	
Provide details of the budget resources required to successfully implement the Action Plan.	

<b>Risks</b> <i>(List down risks that can possibly hinder the implementation of the intervention.)</i>	<b>Mitigation Approach</b> <i>(Identify specific way to prevent each risk from happening.)</i>
<ul style="list-style-type: none"> <li>• Parents' motivation</li> <li>• Learner's attitude</li> <li>• Teacher's commitment</li> </ul>	

**ACT** 

<b>Pilot Testing of CI Approach</b>
<p><i>How will you do the pilot testing of your chosen CI approach/project?</i></p> <ul style="list-style-type: none"> <li>• This will be done next school year.</li> </ul>
<b>Rollout of CI Approach/Project</b>
<ul style="list-style-type: none"> <li>• Roll out the CI to other grade levels.</li> </ul>



Submitted by:

Aidah T. Alih  
School Division Superintendent

Name of CI Champion: **Aida T. Alih**  
 Position of CI Champion: **Schools Division Superintendent**  
 Name of School/District/Division: **Lamitan City Schools Division**  
 Focus of the CI Action Plan: **Improve NAT Performance of Level 3 Schools Particularly in English**

## ASSESS

### Current Situation

(Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)

- What are the existing continuous improvement approaches and projects in your school, district, division or region?
  - Consultation with the English Supervisor with regards to NAT Performance
  - Review classes in Grade 3 on Saturdays
- Do these initiatives made use of CI principles and methods? Discuss briefly.
 

Program is similar with the process of CIP

  - Meeting with school head with level 3 in NAT performance
  - Meeting with teachers in Grade 3
- What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?
  - Increase the performance level in NAT of Grade 3 in different competencies.
- How does your desired and/or improved continuous improvement approach or project look like?
  - Send to the field the result of NAT as basis for the review
  - Determine particular competencies as the priority for review
  - Division English Supervisor design program for review classes

## ANALYZE

### Root Cause Analysis

What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?

- Lack references for NAT review in English Grade 3
- Teachers need to devote time in the conduct of review
- Classrooms are not so conducive for learning
- No available updated technologies

- No internet access

(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)

Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.

Motivate CI Team to have review classes, focus in low achieved competencies.

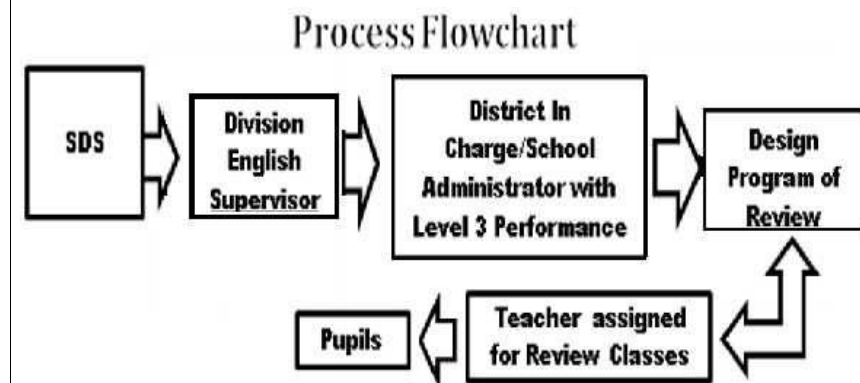
### Objective

(State the specific objectives of this CI Action Plan.)

To increase the division performance level of grade 3 in NAT in different areas of competencies

### Process Diagram of the Implementation of Continuous Improvement Approach

(Draw a flowchart showing the process of implementing the identified CI approach.)



### Brief Description of the CI Approach/Project

Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

This program aims to improve the NAT performance of all schools in Lamitan City Division particularly schools with level 3 in English

<b>Stakeholder Analysis</b> <i>List down and describe the roles of different stakeholders in your chosen CI project/approach.</i>	
<b>Stakeholder(s)</b>	<b>Role(s) they Play</b>
1. SDS/Division English Supervisor	- oversee the project
2. District In Charge/School Head	- owner of the project
3. Teachers	- implementors
4. Pupils	- learner

<b>Tasks/Activities/Actions</b> <i>(List down the detailed steps to accomplish the objectives of the CI approach/project.)</i>	<b>When</b> <i>(time and/or date)</i>	<b>Responsible Person(s)</b> <i>(Describe their role in the intervention or program or project)</i>	<b>Support Needed from:</b>
1. Meeting with the Division English Supervisor to start the project		SDS/Division English Supervisor	
2. School Head meeting with all level 3 performance for CIP		School Head	
3. Teachers with assigned task		Teachers	
4. Implementation		Teachers	
5. Monitoring		SDS/Division English Supervisor/District In Charge	

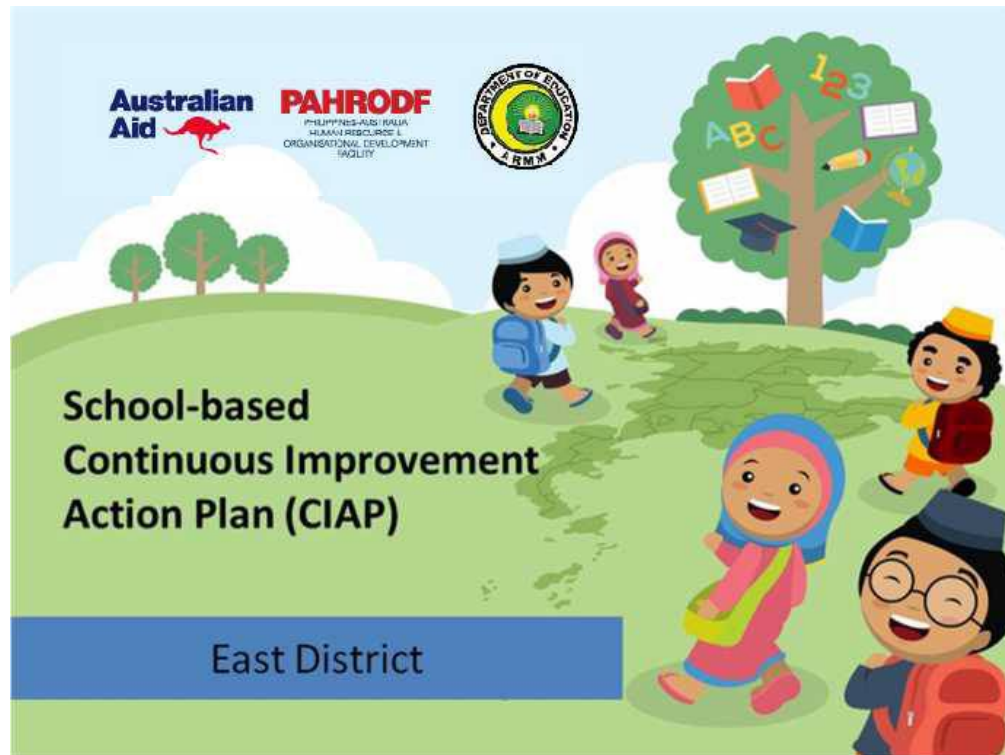
**Required Resources:**

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	<ul style="list-style-type: none"> <li>• SDS and Division English Supervisor supply materials</li> <li>• CI Team/School Head and Teachers to implement the project</li> </ul>
Provide details of the budget resources required to successfully implement the Action Plan.	

<b>Risks</b> <i>(List down risks that can possibly hinder the implementation of the intervention.)</i>	<b>Mitigation Approach</b> <i>(Identify specific way to prevent each risk from happening.)</i>
Insufficient review materials	Supply review materials needed
Schedule of NAT review not in regular days	Provide service credit



<b>Pilot Testing of CI Approach</b>
How will you do the pilot testing of your chosen CI approach/project?  Identify schools with level 3 performance Spread CIP in the Division Organize more CIP
<b>Rollout of CI Approach/Project</b>
How will you rollout your chosen CI approach/project for sustainability?  <ul style="list-style-type: none"> <li>• Memo to the field for Division conference to present good result of CIP</li> <li>• Encourage to all schools to have CIP</li> <li>• Enlighten potential teachers to be member of CI Team</li> <li>• SDS, Division English Supervisor, District in Charge as the Monitoring Team to check the review classes</li> </ul>



Submitted by:

**Rustico A. Entero**  
**District 1 – In-Charge**  
**East District**  
**Lamitan**

Name of CI Champion:  
 Position of CI Champion:  
 Name of School/District/Division:  
 Focus of the CI Action Plan:

**Rustico A. Entero**  
**Elementary School Principal /District In Charge**  
**Lamitan East District**  
**Address Pupil Reading Difficulty of Grade 3 Pupil**

**ASSESS**

**Current Situation**

*(Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)*

1. *What are the existing continuous improvement approaches and projects in your school, district, division or region?*

Meeting with school administrators every beginning of school year for school intervention  
 Remedial Reading Program  
 Peer to peer tutoring

2. *Do these initiatives made use of CI principles and methods? Discuss briefly.*

Intervention partly aligned with the process of CIP  
 Conduct interview with School Head for Pilot School Meeting with teachers and school head

3. *What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?*

Reduce the number of non-readers in Grade 3.

4. *How does your desired and/or improved continuous improvement approach or project look like?*

School Administrator scout for responsible teacher to manage CIP  
 Meeting with the team to determine solution

**ANALYZE**

**Root Cause Analysis**

*What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?*

- 1.) Lack of technical knowledge of teachers
- 2.) What causes # 1? Need of teacher's commitment
- 3.) What causes # 2? No materials
- 4.) What causes # 3? Additional teaching load of teachers
- 5.) What causes #4? Affect home chores

*(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)*

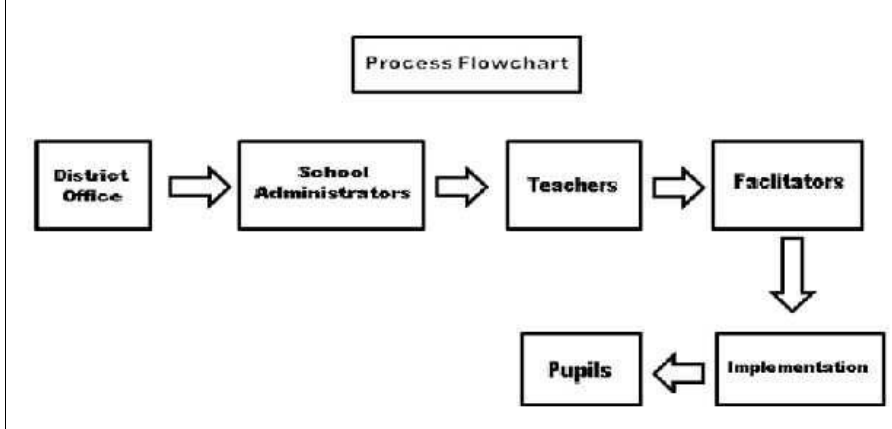
Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.

Training of more teachers to be part of CI Project.

**Objective**  
(State the specific objectives of this CI Action Plan.)

- To decrease at least 70% of non-readers in Grade 3 of Lamitan Central the piloted school.

**Process Diagram of the Implementation of Continuous Improvement Approach**  
(Draw a flowchart showing the process of implementing the identified CI approach.)



**Brief Description of the CI Approach/Project**  
Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

This project aims to help pupils to develop reading skills by teaching to recognize letters, syllables, and words in English.

**Stakeholder Analysis**  
List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1. District In Charge	Oversee the project
2. School Head	Owner of the project
3. Teachers	Implementers
4. Pupils	Learner

Tasks/Activities/Actions (List down the detailed steps to accomplish the objectives of the CI approach/project.)	When (time and/or date)	Responsible Person(s) (Describe their role in the intervention or program or project)	Support Needed from:
1.) District Staff Meeting to plan the project		District Staff Documentation	
2.) School Head meeting to identify pilot school for CIP		District In Charge and School Head	
3.) Identify teachers to manage CIP		School Head and Teacher	
4.) Training of Teachers		Facilitator and Teacher	
5.) Implementation		School Head and Implementor	
6.) Monitoring		District In Charge & Staff	

**Required Resources:**

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	<ul style="list-style-type: none"> <li>School Head as the owner of the project</li> <li>CI Team/teacher to implement the project</li> </ul>
Provide details of the budget resources required to successfully implement the Action Plan.	

**Risks**  
(List down risks that can possibly hinder the implementation of the intervention.)

Risks	Mitigation Approach (Identify specific way to prevent each risk from happening.)
Insufficient reading materials	Supply reading materials needed
Time allotment	Design a program for CIP
Distance of teacher from teaching station	Stay in (weekly)

<b>Pilot Testing of CI Approach</b>
<i>How will you do the pilot testing of your chosen CI approach/project?</i>
<ul style="list-style-type: none"><li>• Implement in Identified pilot school</li><li>• Spread CIP in the District</li><li>• Organize more CIP</li></ul>
<b>Rollout of CI Approach/Project</b>
<i>How will you rollout your chosen CI approach/project for sustainability?</i>
<ul style="list-style-type: none"><li>• District Focus Group Discussion be conducted to present good result of CIP</li><li>• Encourage School Head to have CIP</li><li>• Enlighten teachers to be member of CI Team</li><li>• Division and District Monitoring &amp; Evaluation Team</li></ul>



Submitted by:

Era L. Adjid  
School Head  
Suguemmul Elementary School  
Lamitan West I-District

Name of CI Champion: **Era L. Adjid**  
 Position of CI Champion: **School Head**  
 Name of School/District/Division: **Suguemmul Elementary School  
 Lamitan West I-District**  
 Focus of the CI Action Plan: **Learners' at Risk**

## ASSESS

### Current Situation

(Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)

- 1.) What are the existing continuous improvement approaches and projects in your school, district, division or region?
  - One on one daily 30 –minute tutorial program for learners at risk in Grade I
- 2.) Do these initiatives make use of CI principles and methods? Discuss briefly.
  - Yes it does make use of the CI Principles and Methods but it just perhaps didn't follow the process; or perhaps just a very glimpse of it has been made.
- 3.) What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?
  - Raised level of reading of the identified learners at risk in Grade I
  - Stakeholders participation was maximized
  - Boost self-confidence of pupils
  - Boost self-confidence of teachers
- 4.) How does your desired and/or improved continuous improvement approach or project look like?
  - At the end of six months there shall be no learners at risk in Grade I

## ANALYZE

### Root Cause Analysis

What **hinders or prevents** your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?

- Children did not develop the skill in letter sound correspondence
- What causes # 1? Enrolled in Grade I without ECE education
- What causes # 2? Parents' unawareness of the ECE education
- What causes # 3? Lack of information/no access to information
- What causes # 4? Devote much of their time in looking for livelihood

(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)

Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.

- Conduct home visits
- Peer teaching at home with siblings
- Tie up with NGO's, LGU's for livelihood assistance
- Implement tutorial program (One on one daily 30-minute tutorial program)

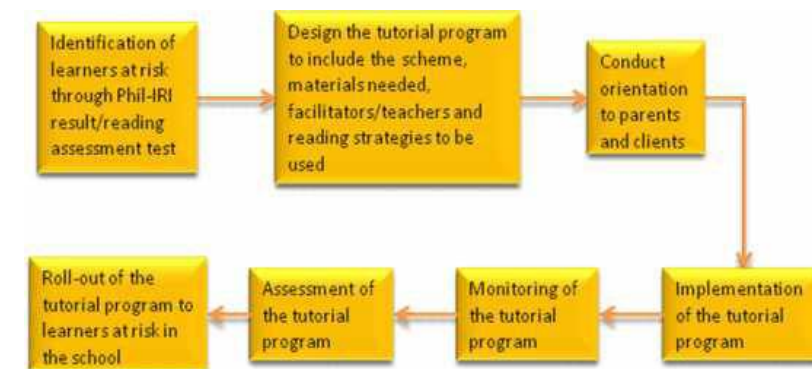
### Objective

(State the specific objectives of this CI Action Plan.)

- To help the identified 8 pupils at risk in grade I develop skill in letter sound correspondence to be able to read words, phrases, sentences and short paragraphs.

### Process Diagram of the Implementation of Continuous Improvement Approach

(Draw a flowchart showing the process of implementing the identified CI approach.)





<b>Brief Description of the CI Approach/Project</b>	
<i>Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.</i>	
The CI project is intended/focused to grade I learners at risk who don't have the skill in letter sound correspondence as the basic requirement to reading. Using the daily 30-minute one on one tutorial program, done during the most convenient time of the pupils, aided with modified reading materials, administered by trained reading teachers, monitored and assessed to raise level of reading of the focus learners.	
<b>Stakeholder Analysis</b>	
<i>List down and describe the roles of different stakeholders in your chosen CI project/approach.</i>	
Stakeholder(s)	Role(s) they Play
1. Parents, Siblings	to conduct follow up lessons/reading lessons at home, provide moral support
2. Teachers	facilitate the tutorial program
3. NGO's and LGU's	Access fund for the production of the reading materials, access to livelihood for parents
4. District Supervisor, division superintendent	provide policy direction regarding the implementation of the CI project

Tasks/Activities/Actions <i>(List down the detailed steps to accomplish the objectives of the CI approach/project.)</i>	When <i>(time and/ or date)</i>	Responsible Person(s) <i>(Describe their role in the intervention or program or project)</i>	Support Needed from:
1. Compilation and analysis of the Phil. IRI results and other assessment conducted	March of S.Y. 2014-2015	School Head and Grade I teacher	
2. FGD among teachers regarding the project	During Brigada Eskwela	School Head and Teachers	
3. Stakeholders concentration	During Brigada Eskwela	School Head, teachers, parents, LGU	
4. Strategic planning of the CI project	June S.Y. 2014-2015	School Head, teachers	Source out fund for the production of reading materials from NGO's and LGU's
5. Piloting of the CI project	Last week of June 2015	Teachers, Pupils	
6. Modification/enhancement of the CI processes	Last week of November 2015	Teachers, School Head	
7. Roll out of the CI project	December 2015	Teachers, Pupils	

**Required Resources**

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	classroom/space for the tutorial program
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Provide details of the budget resources required to successfully implement the Action Plan.	budget for the production of modified reading materials and reports
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Risks <i>(List down risks that can possibly hinder the implementation of the intervention.)</i>	Mitigation Approach <i>(Identify specific way to prevent each risk from happening.)</i>
Exigency of service	Refocussing on the role of teachers
Resistance of pupils, parents	Conduct of dialogue
Equipping teachers	Conduct school base training in teaching learners at risk
Insufficient reading materials intended for the needs of learners	Connect with other schools



<b>Pilot Testing of CI Approach</b>
<i>How will you do the pilot testing of your chosen CI approach/project?</i>
<ul style="list-style-type: none"> <li>Pilot test the reading program to the 8 identified learners at risk in grade I</li> </ul>
<b>Rollout of CI Approach/Project</b>
<i>How will you rollout your chosen CI approach/project for sustainability?</i>
<ul style="list-style-type: none"> <li>Implement the reading program to all learners at risk in the school</li> </ul>



Submitted by:

**Joseph Eddie Bello**  
 School Head  
 Sta. Clara CES

Name of CI Champion:  
 Position of CI Champion:  
 Name of School/District/Division:

**Joseph Eddie S. Bello**  
 School Head  
 Sta. Clara Central Elementary School  
 Division: Lamitan City

Focus of the CI Action Plan:

**PROJECT ERAP- Enhance the Reading Ability of Pupils**

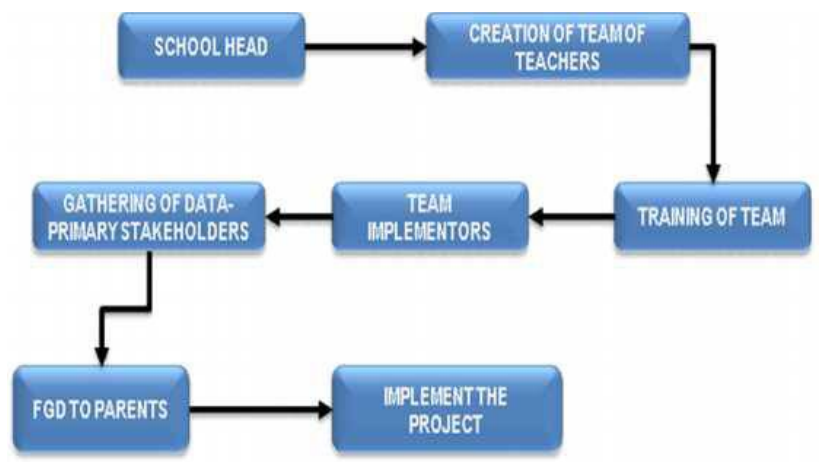
### ASSESS

<p><b>Current Situation</b>          (Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)</p>
<p>1. What are the existing continuous improvement approaches and projects in your school, district, division or region?  <i>Organizing the Team Planning Tasking</i></p>
<p>2. Do these initiatives made use of CI principles and methods? Discuss briefly.</p>
<p>3. What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?</p>
<p>4. How does your desired and/or improved continuous improvement approach or project look like?</p>

### ANALYZE

<p><b>Root Cause Analysis</b></p> <p>What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?          - Additional Task, funding source</p> <p>(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)</p> <p>Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.</p>
<p><b>Objective</b>          (State the specific objectives of this CI Action Plan.)</p>

**Process Diagram of the Implementation of Continuous Improvement Approach**  
(Draw a flowchart showing the process of implementing the identified CI approach.)



**Brief Description of the CI Approach/Project**  
Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

- To enhance the ability of pupils in reading

**Stakeholder Analysis**  
List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1. SCHOOL HEAD	Oversee the project
2. TEAM ERAP	Implementing the Project
3. PRIMARY STAKEHOLDERS	Recipient of the Project

Tasks/Activities/Actions (List down the detailed steps to accomplish the objectives of the CI approach/project.)	When (time and/ or date)	Responsible Person(s) (Describe their role in the intervention or program or project)	Support Needed from:

**Required Resources:**

Provide details of the physical and human resources required to successfully implement the CIA action Plan.	
Provide details of the budget resources required to successfully implement the Action Plan.	

Risks (List down risks that can possibly hinder the implementation of the intervention.)	Mitigation Approach (Identify specific way to prevent each risk from happening.)
Room to house the non-readers and slow learners.	
Lack of learning materials, lack of teachers support and parents support.	
Additional load for teachers.	



**Pilot Testing of CI Approach**

How will you do the pilot testing of your chosen CI approach/project?

- Sta. Clara Central School- Pupils

**Rollout of CI Approach/Project**

How will you rollout your chosen CI approach/project for sustainability?

- Awards of recognition be given to the teachers who implement the CI Project and to the parents to continuously support the Project:ERAP.



Submitted by:  
**Norhina Comaradang**  
 District Supervisor  
 Maguing

Name of CI Champion:  
 Position of CI Champion:  
 Name of School/District/Division:  
 Focus of the CI Action Plan:

**Norhina Comaradang**  
**District Supervisor**  
**Maguing, Division of Lanao del Sur**  
**Zero Non-Readers District**

**ASSESS**

**Current Situation**  
 (Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)

1. What are the **existing continuous improvement approaches and projects** in your school, district, division or region?  
 A district/school home of non-readers.
2. Do these initiatives made use of **CI principles and methods**? Discuss briefly.
3. What are you **happy or proud** about these continuous improvement projects and approaches in your school, district, division or region?
4. How does your **desired and/or improved continuous improvement approach or project** look like?

**ANALYZE**

**Root Cause Analysis**  
 What **hinders or prevents** your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?

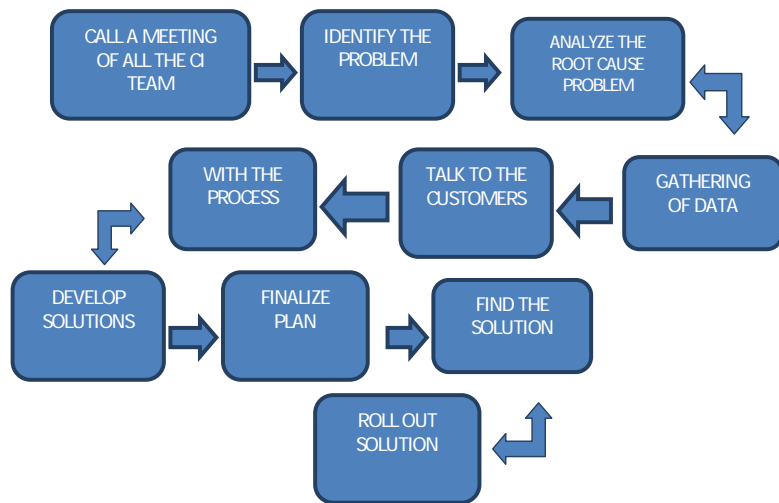
- Pupils are always absent.
- Parents are not guiding their children.
- Parents are always busy.
- No enough income for the education of the children.
- No enough reading materials at school as well as home.
- No constant monitoring of the reading ability of the children both parents and teachers.

(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)  
 Based on the identified root cause of the **barrier to continuous improvement** in your school, district, division or region, list down specific strategies that would **break the identified barrier**.

**Objective**  
 (State the specific objectives of this CI Action Plan.)

To be able to achieve for the school zero non-readers

**Process Diagram of the Implementation of Continuous Improvement Approach**  
(Draw a flowchart showing the process of implementing the identified CI approach.)



**Brief Description of the CI Approach/Project**  
Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

- We already have this kind of project. We just need to use a systematic approach and use the processes that we learned in Benchmarking and as well as in all different CI Champion Schools.

**Stakeholder Analysis**  
List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1. Principal	Support of the program
2. Fellow English Teachers	Responsible in teaching Reading in English
3. Fellow Filipino Teachers	responsible in teaching Reading in Filipino.
4. Master Teacher	Documentation
5. PTCA	Support reproduction of the reading materials.

Tasks/Activities/Actions (List down the detailed steps to accomplish the objectives of the CI approach/project.)	When (time and/or date)	Responsible Person(s) (Describe their role in the intervention or program or project)	Support Needed from:
1. Meeting with the stakeholders	1 <sup>st</sup> week of May 2015	Principal, English and Filipino Teachers, MA, PTCA	Attendance
2. Choosing the committed and willing to work teacher.	1 <sup>st</sup> week of May 2015		snack attendance
3. Assignment of each member according to their expertise	1 <sup>st</sup> week of May 2015		
4. Planning/ Defining the objectives of the Program	May 28, 2015		Stakeholders, CI Team
5. Launching of the Program	June 5, 2015		Stakeholders, PTCA, CI
6. Conducting/Assessing Reading of the pupils through PHILIRI, oral and silent reading	June 7, 2015		
7. Segregation of non-readers to readers.	July 2, 2015		CI Team
8. Reproduction of Reading materials/ Preparation of materials (with the use of computers= Gasoline of the Generation)	July 10, 2015		LGU
9. Gathering of data/ root cause CI process evaluation/monitoring	July-October	CI Team	

Required Resources:

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	<ul style="list-style-type: none"> <li>Look for a room for CI</li> </ul>
Provide details of the budget resources required to successfully implement the Action Plan.	<ul style="list-style-type: none"> <li>Ask from the LGU/PTCA- Willingness of the CI Team/Donations.</li> </ul>

Risks (List down risks that can possibly hinder the implementation of the intervention.)	Mitigation Approach (Identify specific way to prevent each risk from happening.)
No conducive room for CI reading room	Look for a new room
Peace and Order	Talk to Brgy. Chairman.
Time Management	Advocacy to the CI team
Money for the reproduction of the reading materials.	Lobbying to LGU

**ACT**

<b>Pilot Testing of CI Approach</b>
<i>How will you do the pilot testing of your chosen CI approach/project?</i> <ul style="list-style-type: none"><li><i>The most possible problem to be solved.</i></li></ul>
<b>Rollout of CI Approach/Project</b>
<i>How will you rollout your chosen CI approach/project for sustainability?</i> <ul style="list-style-type: none"><li><i>Close monitoring and evaluation.</i></li></ul>



**Submitted by:**  
**Edsel C. Rosal**  
**Teacher In-Charge**  
**Boot Elementary School**  
**Wao**

Name of CI Champion: **Edsel C. Rosal**  
 Position of CI Champion: **Teacher-in-charge**  
 Name of School/District/Division: **Bout Elementary School  
 South Wao District-Lanao Sur I**  
 Focus of the CI Action: **Remedial Reading Among Grade 2 Non-readers**

## ASSESS

### Current Situation

(Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)

1. What are the existing continuous improvement approaches and projects in your school, district, division or region?

- 15 NON READERS OUT OF 38 LEARNERS
- REMEDIAL READING FOR THE IDENTIFIED GRADE 2 NON READERS
- TWO HOURS READING ACTIVITY IN –MWF EVERY AFTERNOON

2. Do these initiatives made use of CI principles and methods? Discuss briefly.

YES BUT NOT IN FULL EXTENT DUE TO LIMITED KNOW HOW ON THE CI PROCESSES AND APPROACHES.

3. What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?

THIS COULD REALLY ADDRESS TO OUR SCHOOL VERY CONCERN ON DIFFERENT PROBLEMS THAT WE ENCOUNTERED. BECAUSE THIS APPROACHES IS VERY SYSTEMATIC. THE CI IS THE ONE THAT IS VERY EFFECTIVE IN RESPONDING OUR SCHOOL PROBLEM.

4. How does your desired and/or improved continuous improvement approach or project look like?

THROUGH THIS CI PROJECT AT THE END OF 3 MONTHS THE 67% OF THE NON READERS IN GRADE 2 WILL A READER 10 OUT OF 15.

## ANALYZE

### Root Cause Analysis

What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?

1. TEACHERS COMMITMENT TO SUPPORT THE PROJECT
2. What causes # 1? LACK OF UNDERSTANDING ON THE APPROACHES AND METHODOLOGIES.
3. What causes # 2? NO PROPER TRAINING ON THE CI
4. What causes # 3? NO AVAILBLE EXPERT TODO THE TRAINING

(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)

Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.

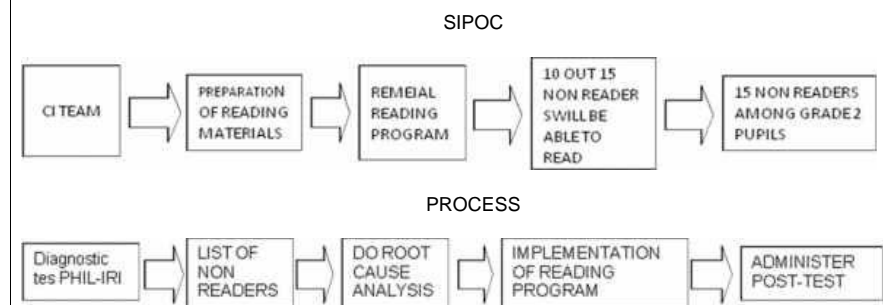
### Objective

(State the specific objectives of this CI Action Plan.)

- THE CI TEAM AIMS TO ACHIEVE 67% AT THE END OF THE PROJECT 10 OUT OF 15

### Process Diagram of the Implementation of Continuous Improvement Approach

(Draw a flowchart showing the process of implementing the identified CI approach.)



### Brief Description of the CI Approach/Project

Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

- THIS CI PROJECT IS WANTED TO ACHIEVE 67% BASE ON OUR OBJECTIVE THROUGH
- UNDERGOING CI PROCESSES AND OF THE WORK ETHICS OF EACH CONCERN.

### Stakeholder Analysis

List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1. SCHOOL HEAD	CLOSE SUPERVISION AND SUPPORT
2. CI TEAM	ORGANIZE AND DO THE ASSIGNED TASK AND WORK AS A TEAM
3. PARENTS	PROVIDE SUPPORT TO THEIR CHILD AND THE PROJECT
4. BARANGAY	PROVIDE FINANCIAL /AND ASSISTANCE TO THE PRROJECT
5. LGU	APPROPRIATION OF BUDGET THROUGH SEF

<b>Tasks/Activities/Actions</b> <i>(List down the detailed steps to accomplish the objectives of the CI approach/project.)</i>	<b>When</b> <i>(time and/or date)</i>	<b>Responsible Person(s)</b> <i>(Describe their role in the intervention or program or project)</i>	<b>Support Needed from:</b>
1. Provide teachers and principals a training workshop on ci processes and approaches.	May 20 - 23, 2015	Principal who has knowledge on ci	Project laptop
2. Organize ci team by carefully selecting the responsible, committed teacher and those who are observed very interested and willing during the training workshop	May 25, 2015	School head	Documenter/ camera
3. Team planning that involving assignment of specific task and group task and goals and objectives.	May 25, 2015	School heads/ ci team	Technical support from the ci expert
4. Start of ci project implementation// launching the program	June 20, 2015	School head/ ci team	Materials and technical support
5. Monitoring and evaluation every week	June 25 to dec. 2015	School head/ci team	Materials/ financial/technical support
6. Gathering of all datas and document for checking analysis	Within the duration of the project	School head/ ci team	Materials/ financial/technical support
7. Finalization and closing of the project	December 2015	School head /ci team /learners/parents /external stakeholders	Materials/ financial/technical support
8. Rollout of the project to the Grade 3 and other schools/districts	January 2015	School head/ci team	Materials/ financial/technical support
9. Symposium/summit	T.B.A- to be arranged	Division/regional	Materials/ financial/technical support

**Required Resources:**

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	<ul style="list-style-type: none"> <li>• 5 TEACHERS</li> <li>• ONE ROOM AS VENUE FOR CI ACTIVITIES</li> <li>• MONEY FOR POSSIBLE NECESSARY EXPENSES.</li> </ul>
Provide details of the budget resources required to successfully implement the Action Plan.	WE NEED 5,000 TO BE UTILIZED IN THE CI PROJECT

<b>Risks</b> <i>(List down risks that can possibly hinder the implementation of the intervention.)</i>	<b>Mitigation Approach</b> <i>(Identify specific way to prevent each risk from happening.)</i>
1.Computer illiteracy of the CI Team which may hinder to make graph on the Data Analysis that may cause delay.	Invite computer literate/expert to help CI team in the encoding and interpreting Data.
2.Too many school activities that divide the attention and focus of each CI member that may cause delay in the implementation.	Maximizing time / time management / Proper Scheduling
3.Peace and order that maybe hinder from the CI Team to do overtime work.	Maximizing time / time management / Proper Scheduling .Utilizing Saturday and Sunday If Necessary
4.Lack of Materials or Poor Materials that can cause the effectiveness of the Implementation.	Utilizing and maximizing the available materials in the school. Initiating possible donation and support by the Outside Stakeholders.
5.Resistance of both internal and external to adapt change	Motivation and recognition of their participation in the success of the project.
6.The Distance of home of the learners and cooperation of the parents to participate on giving of Data	Communication through letter and of home visitation
7.Lack of teacher or unavailability of technical support from the district and Division	Maximizing Available resources in the school
8.The Availability of the MOOE	Request for MOOE to the Region.
9.Lack of commitment and dedication to fully support the project	Encourage the All out support of the involve Teachers. Promote smooth interpersonal Relationship and guidance of the Principal At all Times.





**Pilot Testing of CI Approach**

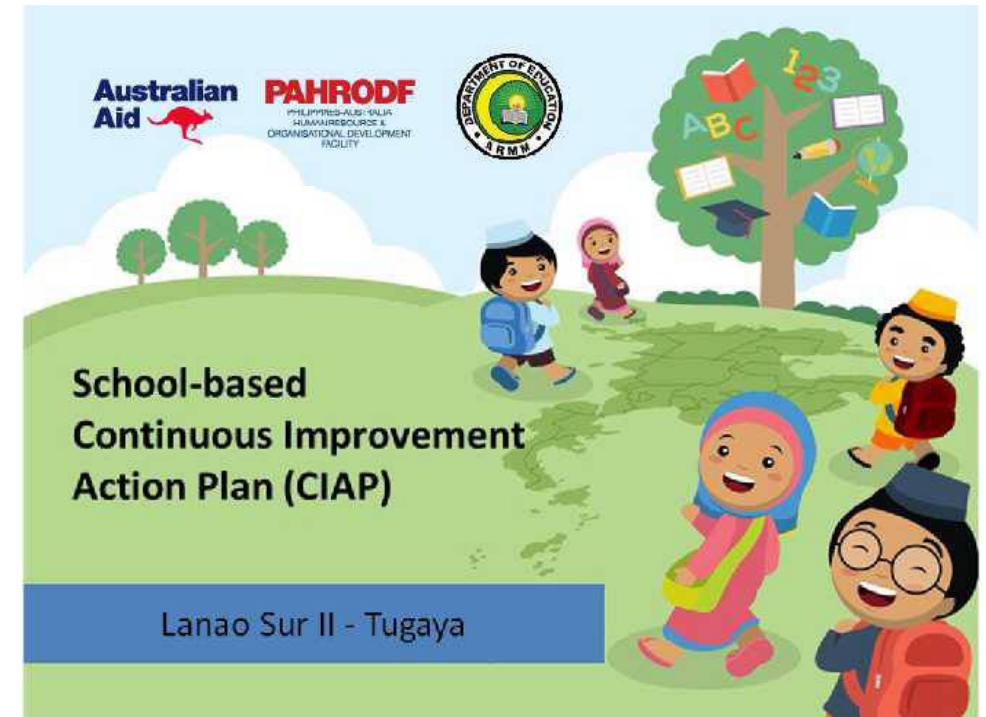
*How will you do the pilot testing of your chosen CI approach/project?*

- THIS PROJECT WILL BE PILOTED TO GRADE 15 GRADE 2 NON READERS.
- THEY WILL BE GROUP INTO 3 FOR REMEDIAL READING
- USING DIFFERENT READING STRATEGIES.
- EVERY EVENT WILL BE DOCUMENTED
- EVERY SIGNIFICANT LEARNING ALONG THE WAY OF THE IMPLEMENTATION WILL BE NOTED.

**Rollout of CI Approach/Project**

*How will you rollout your chosen CI approach/project for sustainability?*

- ROLLOUT WILL BE STARTED IN GRADE 3
- NEW TEAM WILL BE CREATED
- POSSIBLE ROLLOUT TO OTHER SCHOOLS/DISTRICTS.



Submitted by:  
**Dayamon Lalia**  
 District Supervisor  
 Tugaya

**Name of CI Champion:** Dr. Dayamon M. Lalia  
**Position of CI Champion:** District Supervisor  
**Name of School/District/Division:** Tugaya  
**Focus of the CI Action Plan:** Reading Intervention Program for Grade II

**ASSESS**

**Current Situation**  
 (Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)

1. What are the **existing continuous improvement approaches and projects** in your school, district, division or region?
  - Pupils in grade II have low reading ability, despite implementation of reading improvement program
2. Do these initiatives made use of **CI principles and methods**? Discuss briefly.
3. What are you **happy or proud** about these continuous improvement projects and approaches in your school, district, division or region?

**ANALYZE**

**Root Cause Analysis**

What **hinders or prevents** your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?

1. Pupils' absenteeism
2. Lack of support of parent/ poor coordination of stakeholder
3. No effective environment conducive to learning
4. Children engaged in child labor, LGUs, lack of support to local school board, sporadic fighting
5. Poverty forces, parents let children engage in livelihood activities
6. Poverty also brings discomfort
7. Low income of the family
8. No stable job

(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)  
 Based on the identified root cause of the **barrier to continuous improvement** in your school, district, division or region, list down specific strategies that would **break the identified barrier**.

**Objective**  
 (State the specific objectives of this CI Action Plan.)

After six months, there will be no non-reader for Grade II

**Process Diagram of the Implementation of Continuous Improvement Approach**  
 (Draw a flowchart showing the process of implementing the identified CI approach.)

```

    graph LR
      A[1. District Assessment] --> B[2. List of non-readers]
      B --> C[3. Preparation of reading]
      C --> D[4. Remediation]
      D --> E[5. Evaluation]
  
```

**Brief Description of the CI Approach/Project**  
 Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

The objective of the program is to let all Grade II pupils a good reader after six months

**Stakeholder Analysis**  
 List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1. Teachers	Responsible for the intervention
2. Pupils	Recipient
3. Parents	Help the pupils

Tasks/Activities/Actions (List down the detailed steps to accomplish the objectives of the CI approach/project.)	When (time and/or date)	Responsible Person(s) (Describe their role in the intervention or program or project)	Support Needed from:
1. Teachers' meeting			
2. Conduct school reading contest			
3. List down the non-reader			
4. List down the non-reader			
5. Organize team to do the program			

**Required Resources:**

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	•
Provide details of the budget resources required to successfully implement the Action Plan.	•

Risks (List down risks that can possibly hinder the implementation of the intervention.)	Mitigation Approach (Identify specific way to prevent each risk from happening.)
Less participation of stakeholder	Encourage parent to participate
Teachers' resistance	Encourage teacher to accept change
Pupils' absenteeism	Regular checking of attendance

**ACT**

**Pilot Testing of CI Approach**

*How will you do the pilot testing of your chosen CI approach/project?*

- Conduct session by group
- Conduct remedial reading by school
- Give rewards

**Rollout of CI Approach/Project**



Submitted by:

Norfaina D. Alonto  
Head Teacher III  
Dandamun CPES

Name of CI Champion: **Norfaina D. Alonto**  
 Position of CI Champion: **Head Teacher 3**  
 Name of School/District/Division: **Dandamun Central Elementary Pilot School**  
 Focus of the CI Action Plan: **Reading Intervention Program for Grade 3 Pupils (RIPGP)**

## ASSESS

### Current Situation

(Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)

1. What are the existing continuous improvement approaches and projects in your school, district, division or region?
  - 74 Grade 3 enrollees, 2 sections
  - NAT results SY 2013-2014
  - 32 or 43% of the 2 sections cannot syllabicate the words or cannot read phrases.

2. Do these initiatives made use of CI principles and methods? Discuss briefly.

Yes, these CI initiatives made use of CI principles and methods because it helps the school or the teachers to enhance reading ability of the identified slow readers.

3. What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?

These are the things that I had most happy and proud of about the continuous improvement projects and approaches in our school is:

- Commitment and dedication of teachers
- It develop the harmonious relationship among stake holder
- Camaraderie and team working is always concern
- Highly participation of the teachers, and pupils
- Develop and enhance the ability of pupils in reading
- Involvement of LGU's, NGO's, LSB and the Community
- Sustainability of the CIP

4. How does your desired and/or improved continuous improvement approach or project look like?

The Dandamun Central Elementary Pilot School aims to have zero non- readers and slow readers by the end of the school year 2014-2015.

## ANALYZE

### Root Cause Analysis

What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?

1. Why the pupils can't syllabicate the words and read phrases?
2. What causes # 1? Pupils cannot focus on their schooling
3. What causes # 2? Lack of parents support.
4. What causes # 3? The child sits his/her siblings (brothers and sisters).
5. What causes # 4? The parents are busy for finding their livelihood.

(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)

Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.

To break these barriers:

- Inform the parents about the status of their child
- Encourage the parents to understand the importance of CI
- Motivate the pupils to participate in the classroom activities

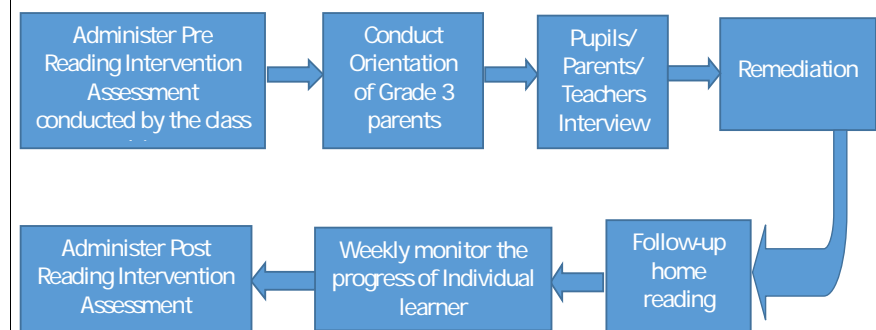
### Objective

(State the specific objectives of this CI Action Plan.)

To improve the reading ability of the identified pupils who cannot syllabicate and read phrases in grade 3 will have been placed on a Reading Intervention Program which will end by the Month of October 2015.

### Process Diagram of the Implementation of Continuous Improvement Approach

(Draw a flowchart showing the process of implementing the identified CI approach.)



<b>Brief Description of the CI Approach/Project</b> <i>Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.</i>	
The main concern of the Dandamun Central Elementary Pilot School is to develop and enhance the reading ability of the pupils. We know that The Reading Intervention Program is a way to improve the reading accuracy of the pupils in Grade 3 to help them on how to read and read better.	
<b>Stakeholder Analysis</b> <i>List down and describe the roles of different stakeholders in your chosen CI project/approach.</i>	
<b>Stakeholder(s)</b>	<b>Role(s) they Play</b>
1.SCHOOL HEAD	Oversee of the Program
2. TEACHERS	The implementers of the program, scribe, documentation
3.Volunteers Teachers	Responsible for the communication and ICT
4.Selected Pupils in Intermediate	Who will help the reading program intervention
5. Grade 3 Pupils	Recipient of the program

<b>Tasks/Activities/Actions</b> <i>(List down the detailed steps to accomplish the objectives of the CI approach/project.)</i>	<b>When</b> <i>(time and/ or date)</i>	<b>Responsible Person(s)</b> <i>(Describe their role in the intervention or program or project)</i>	<b>Support Needed from:</b>
1. Conduct pre reading assessment for grade 3 pupils	June 2015	SH, Teachers	MOOE
2. lists of the identified pupils who cannot syllabicate and read phrases	June 2015	Teachers	
3. Design a program for reading intervention	June 2015	SH, Teachers	
4. Consultation meeting with teachers and parents	June 2015	SH, Teachers	
5. Assign teachers/pupils who are responsible for the program	June 2015	School Head	
6. Weekly monitor the progress of the pupils	June to Oct 2015	School Head	
7. Award the high performing pupils	Oct 2015	SH, Teachers	MOOE
8. Monitor and evaluate the program	Weekly		
9. Pictorials	Monthly		

#### Required Resources

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	Big books, flash cards, workbooks, dictionaries, band papers, pentel pens, manila papers, colors, and other materials needed
Provide details of the budget resources required to successfully implement the Action Plan.	<ul style="list-style-type: none"> <li>• LGUs and parents are responsible for the materials</li> <li>• School Head will be the Manager of the Program</li> <li>• Teachers are responsible for the implementation of the program</li> </ul>

<b>Risks</b> <i>(List down risks that can possibly hinder the implementation of the intervention.)</i>	<b>Mitigation Approach</b> <i>(Identify specific way to prevent each risk from happening.)</i>
1. Time management	Make a schedule for an intervention program
2. Teachers resistance to the program	Encourage the teachers to understand the importance of CI
3. Lack of instructional materials	Provide available materials
4. Lack of parents support	Encourage the parents to help their children at home
5. Less participation of the community	Encourage the community to participate the school activities
6. Lack of teachers methodologies	Encourage the teachers to attend various training for them to improve their teaching strategies



#### Pilot Testing of CI Approach

*How will you do the pilot testing of your chosen CI approach/project?*

- Conduct Remedial Reading/tutorial session in school
- small groups, one on one tutoring
- showing some pictures
- power point presentation
- video clips showing
- award the pupils who got the high performance

#### Rollout of CI Approach/Project

*How will you rollout your chosen CI approach/project for sustainability?*

The Reading Intervention Program for Grade 3 will be introduced in all grade level and all subjects' area.



Submitted by:  
**Joselito Sanchez Huesca**  
 District Supervisor  
 Ampatuan

**Name of CI Champion:**  
 Position of CI Champion:  
 Name of School/District/Division:  
 Focus of the CI Action Plan:

**Joselito S. Huesca**  
**District Supervisor**  
**Ampatuan**  
**Grade III C Pupils at risk in reading – Kauran Elementary School**

### ASSESS

**Current Situation**  
 (Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)

1. What are the **existing continuous improvement approaches and projects** in your school, district, division or region?

- Currently conducting reading classes in Kauran Elementary School
- PHIL IRI result is used to determine level of competencies of those pupils
- The pupils learn to read and comprehend simple words
- Open the attitude practice reading materials used in the program
- 60% of the pupils at risk will be at the instructional level of competencies

2. Do these initiatives made use of **CI principles and methods**? Discuss briefly.

3. What are you **happy or proud** about these continuous improvement projects and approaches in your school, district, division or region?

4. How does your **desired and/or improved continuous improvement approach or project** look like?

### ANALYZE

**Root Cause Analysis**  
 What **hinders or prevents** your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?

- Absences
- Lack of parent monitoring
- Parents are busy in the farm
- Farming is the only source of income
- They are not professionals
- Poverty

What **causes** these problems?

Conduct orientation to parents  
 Explain the importance of reading towards education

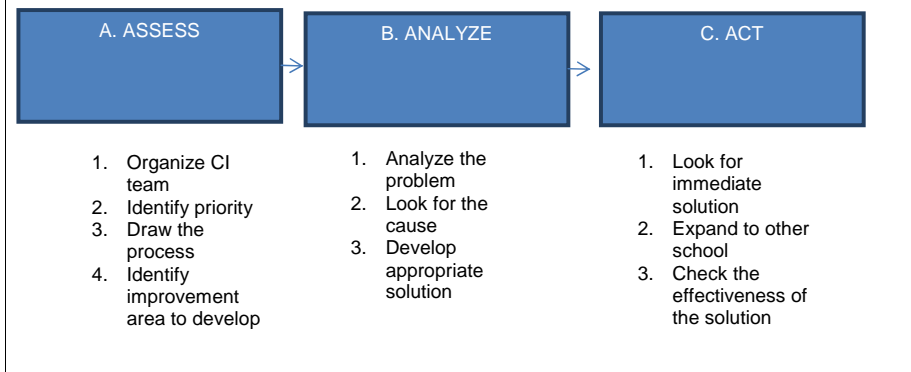
(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)

Based on the identified root cause of the **barrier to continuous improvement** in your school, district, division or region, list down specific strategies that would **break the identified barrier**.

**Objective**  
(State the specific objectives of this CI Action Plan.)

To be able to make 60% of Grade III C pupils read English and Filipino

**Process Diagram of the Implementation of Continuous Improvement Approach**  
(Draw a flowchart showing the process of implementing the identified CI approach.)



**Brief Description of the CI Approach/Project**  
Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

- Develop progressive approach in the implementation of CI program in the district of Ampatuan

**Stakeholder Analysis**  
List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1. Learners	They will benefit from the result
2. Teachers	The key player of CI
3. Parents	Provide support needed by the teacher
4. PTA	Support reading program

Tasks/Activities/Actions	When	Responsible Person(s)	Support Needed from:
1. Organizes CI team	May 25	Principal teacher	District supervisor
2. Identify slow and non-reader of grade II	June 8-9	Teacher adviser	Principal supervision
3. Conduct parents' interview	June 9	Teacher adviser	Principal supervision
4. Preparation of reading material	June 10-11	CI team	Principal and PTA
5. Reading class begin	June 15	CI team	Principal and district office
6. Monitoring of remedial session twice a week	June – Nov.	CI team leader	Division office
7. Conduct assessment every week	June – Nov.	CI team leader	Principal
8. Conduct evaluation	Nov.	CI team	Principal

Required Resources:

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	
Provide details of the budget resources required to successfully implement the Action Plan.	

Risks (List down risks that can possibly hinder the implementation of the intervention.)	Mitigation Approach (Identify specific way to prevent each risk from happening.)
Teacher will resist about summer program	Conduct orientation and meeting to propose to CI team
Parents will not be 100% accepting of the program	Conduct orientation to the parent of beneficiary pupils
Provision of reading materials	The district office will help the CI team to go to LGU and ask for financial assistance



**Pilot Testing of CI Approach**

How will you do the pilot testing of your chosen CI approach/project?  
In a form of meeting of teacher and parent about CI program

**Rollout of CI Approach/Project**

How will you rollout your chosen CI approach/project for sustainability?  
Provide proper planning



Submitted by:

Wilson Magluyan Escleto  
 Teacher In-Charge  
 Camp Cuatro Elementary School  
 DAS

Name of CI Champion:  
 Position of CI Champion:  
 Name of School/District/Division:  
 Focus of the CI Action Plan:

Wilson M. Escleto  
 Teacher III  
 Campo Cuatro Elementary School  
 Increase the reading and comprehension  
 ability of the learners

### ASSESS

<p><b>Current Situation</b>          (Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)</p>
<p>1. What are the <b>existing continuous improvement approaches and projects</b> in your school, district, division or region?</p> <ul style="list-style-type: none"> <li>The Campo Cuatro Elementary School initiated a Reading Program during vacant time/ period to improve the reading skills of the pupils, especially the grade III pupils.</li> <li>It didn't follow the CI principles and methods because we didn't document. We are proud to say that it improved the academic performance of our school</li> <li>Hopefully it will continuously be done in our school, with active participation of the stakeholders, both internal and external, with proper documentation.</li> </ul> <p><i>Do these initiatives made use of CI principles and methods? Discuss briefly.</i></p>
<p>2. What are you <b>happy or proud</b> about these continuous improvement projects and approaches in your school, district, division or region?</p>
<p>3. How does your <b>desired and/or improved continuous improvement approach or project</b> look like?</p>

### ANALYZE

<p><b>Root Cause Analysis</b></p> <p>4. What <b>hinders or prevents</b> your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?</p> <ul style="list-style-type: none"> <li>Absenteeism of the pupils in their respective regular class</li> <li>Lack of pupils' interest in going to school</li> <li>Lack of parents' supervision</li> <li>Parents busy with their worries</li> <li>Sustenance of the daily needs of the family</li> </ul> <p><i>(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)</i>  <i>Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.</i></p>
<p><b>Objective</b>          (State the specific objectives of this CI Action Plan.)</p> <p>To help the identified 10 non-readers out of the 156 Grade III learners read and comprehend words, phrases, and sentences and develop self-confidence.</p>



**Process Diagram of the Implementation of Continuous Improvement Approach**  
(Draw a flowchart showing the process of implementing the identified CI approach.)



**Brief Description of the CI Approach/Project**  
Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

Produce/develop teaching guides and learning materials after the organization of the CI team. Then, actual implementation of the CI project to the 10 Grade III identified non-readers.

**Stakeholder Analysis**  
List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)/he	Role(s) they Play
1.School Head	Adviser/supervisor/monitor
2.Teachers	Facilitator/Implementer
3.Parents	Support
4. LGU	Financial assistance
5. Pupils	Learners

Tasks/Activities/Actions	When	Responsible Person(s)	Support Needed from:
1. Organize the CI team	May 15	Head teachers	
2. Basic training workshop	May 18	CI Team	Financial
3. Gather the reliable data to be used	May 20-25	Teachers, CI team	
4. Validate the data	May 26	CI team	
5. Identify the customers	May 28	CI team, teachers	
6. Get the voice of the customers	May 29 – June 10	CI team, teachers	
7. Launching the project	June 14	PTA, LGU, CI team	
8. Implementation of the CI project	June 15 – Sept. 16	CI team	Materials/ tools
9. Evaluate, monitor and roll-out	Oct. 2015	School head, teachers, CI team	

**Required Resources:**

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	*Physical resources *Classroom *LGU and PTA's financial support
Provide details of the budget resources required to successfully implement the Action Plan.	

Risks (List down risks that can possibly hinder the implementation of the intervention.)	Mitigation Approach (Identify specific way to prevent each risk from happening.)
Teachers' attitudes/ behaviors	Teachers' re-orientation
Lack of materials/ tools to be used in the project	Solicit from stakeholders
Learners' attitudes	Teaching good manners and right conduct



**Pilot Testing of CI Approach**

Pilot the CI project to the 10 identified non-readers of the grade III learners.

**Rollout of CI Approach/Project**

How will you rollout your chosen CI approach/project for sustainability?  
Roll-out to the other grade levels



Submitted by:

**Bai Alibai Benito-Aliuden**  
**Schools Division Superintendent**  
**Maguindanao II**

Name of CI Champion: **Bai Alibai Benito-Aliuden**  
 Position of CI Champion: **Schools Division Superintendent**  
 Name of School/District/Division: **Maguindanao Division**  
 Focus of the CI Action Plan: **SUPPORT-Superb Projects and Programs of Responsible Teachers**

**ASSESS**

**Current Situation**

*(Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)*

1. What are the existing continuous improvement approaches and projects in your school, district, division or region?
  - Reading Program Implementation (Summer reading camps, tutorials, mentoring)
  - Resources
  - "Reading for Beginners Made Easy" (RBME)- a division program supporting the "A Reader A Leader" or ARAL in addressing the existence of non-readers
2. Do these initiatives made use of CI principles and methods? Discuss briefly.
  - due to the data where 3,000 were found to be non-readers, we were able to decrease it to 1,000
3. What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?
  - Decreased no. of readers
  - Wisdom and aspiration of the teachers, administration in supporting the program
  - Acceptance of the process
  - Initiative of the districts and schools in implementing the programs
4. How does your desired and/or improved continuous improvement approach or project look like?
  - After 6 months, using the CI approach, non-readers should be reduced by 10% in every district

**ANALYZE**

**Root Cause Analysis**

What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?

*What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?*

- Lack of Personnel (teachers especially)
- Teachers are afraid to report in remote areas
  - Not familiar with the environment, customs and traditions
  - He/she belongs to other places which have different practices
  - He/she cannot establish smooth work relationships in the community
  - May fail in his/her endeavor

*(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)*

Based on the identified root cause of the barrier to continuous improvement in our school, district, division or region, list down specific strategies that would break the identified barrier.

Strategies:

- Orientation and familiarization of the area
- Close coordination with the tribal leaders, LGUs and parents

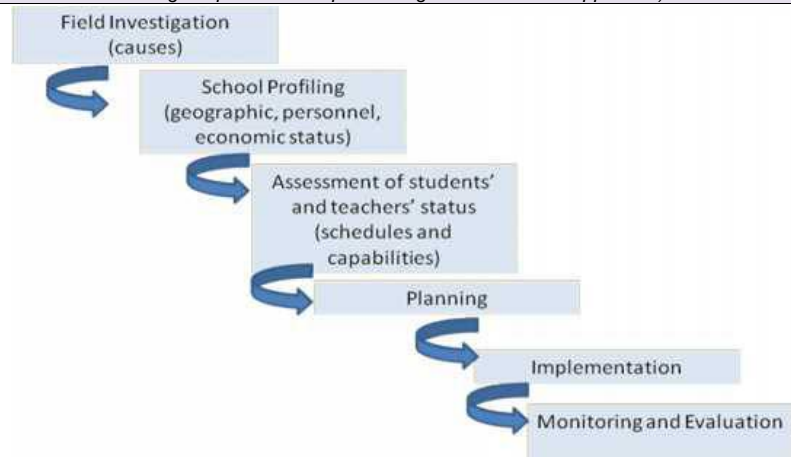
**Objective**

(State the specific objectives of this CI Action Plan.)

After 6 months, more than 3,000 identified non-readers should be able to read simple words and appreciate their meanings.

**Process Diagram of the Implementation of Continuous Improvement Approach**

(Draw a flowchart showing the process of implementing the identified CI approach.)



**Brief Description of the CI Approach/Project**

Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

- Brief background of the program
- Organize and train the CI teams
- Plan the activities
- Insets to Grade I teachers on different approaches
- Advocacy to different stakeholders

**Stakeholder Analysis**

List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1. Learners	Daily attendance
2. Teachers	Teach students how to read with comprehension
3. Principals	Supervises and assists the teachers
4. District Supervisors	Monitor and evaluate CI projects
5. LGUs./CSOs	Support CI projects

Tasks/Activities/Actions (List down the detailed steps to accomplish the objectives of the CI approach/project.)	When (time and/ or date)	Responsible Person(s) (Describe their role in the intervention or program or project)	Support Needed from
1. Profiling	BDSY	District Head, principal	

	May-June 2015		
2. Internal/External Analysis	June 10-20, 2015	Investigation and analysis	
3. Planning	June 1-30, 2015	Div/Dist/Principal and CI Team	
4. Implementation	Year round	Div/Dist/Principal and CI Team	
5. Monitoring and Evaluation	Monthly	Div/Dist/Principal and CI Team	

**Required Resources**

<b>Provide details of the physical and human resources required to successfully implement the CI Action Plan.</b>	<ul style="list-style-type: none"> <li>• Additional infrastructure such as reading centers</li> <li>• Trainings on teachers</li> <li>• Commitment and passion</li> </ul>
<b>Provide details of the budget resources required to successfully implement the Action Plan.</b>	<ul style="list-style-type: none"> <li>• INGOS, ICOSOs</li> <li>• Parents</li> </ul>
<b>Risks</b> (List down risks that can possibly hinder the implementation of the intervention.)	<b>Mitigation Approach</b> (Identify specific way to prevent each risk from happening.)
<b>Attendance</b>	Proper motivation
<b>Sustainability</b>	Proper resource utilization, transparency, accountability

**ACT**

**Pilot Testing of CI Approach**

How will you do the pilot testing of your chosen CI approach/project?

Criteria to be followed:

- No. of non-readers per district and school
- Teachers' readiness
- Administrators' commitment
- Stakeholders' support

**Rollout of CI Approach/Project**

How will you rollout your chosen CI approach/project for sustainability?

After identifying the pilot beneficiaries, the following projects will be implemented:

- Issuance of memorandum to the field
- Identify research persons
- Trainings for teachers, administrators, parents, CI teams and other stakeholders



Submitted by:

**Meriam Adam**  
**District Supervisor**  
**Inter-Parang**

**Name of CI Champion:**  
 Position of CI Champion:  
 Name of School/District/Division:  
 Focus of the CI Action Plan:

**Meriam C. Adam**  
**District Supervisor, Maguindanao II**  
**Inter-Parang District**  
**Reduction of Non-readers in Inter-Parang District**

**ASSESS**

**Current Situation**  
 (Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)

1. What are the **existing continuous improvement approaches and projects** in your school, district, division or region?  
 Remedial reading program of non-readers
2. Do these initiatives made use of **CI principles and methods**? Discuss briefly.  
 No appropriate process or approaches
3. What are you **happy or proud** about these continuous improvement projects and approaches in your school, district, division or region?
4. How does your **desired and/or improved continuous improvement approach or project** look like?

**ANALYZE**

**Root Cause Analysis**

What **hinders or prevents** your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?

- Teachers' commitment
- Moral and financial support from the region
- Additional teaching load of teacher
- No reading materials
- Affect home chores
- Apprehension to spend our money
- Technical knowledge of teachers

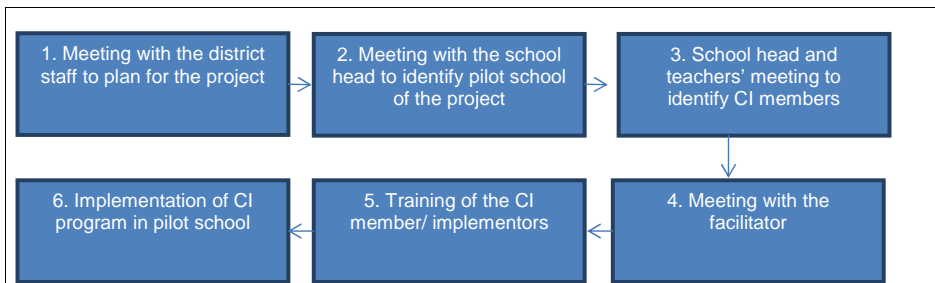
(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)

Based on the identified root cause of the **barrier to continuous improvement** in your school, district, division or region, list down specific strategies that would **break the identified barrier**.

**Objective**  
 (State the specific objectives of this CI Action Plan.)

- At the end of six months' period of CI implementation project, at least 50% of the identified non-readers in the target school should be able to read short texts/reading materials

**Process Diagram of the Implementation of Continuous Improvement Approach**  
 (Draw a flowchart showing the process of implementing the identified CI approach.)



**Brief Description of the CI Approach/Project**  
Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

- The priority of the district is to ensure that a pilot school will be trained to undertake a CI project that will help in improving the reading ability of 30 Grade 1 students in the said school.

**Stakeholder Analysis**  
List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1. District staff	Documentation
2. School heads	Monitor the CI project
3. Teachers	Implementation of the project
4. Parents	Motivate their child to go to school regularly
5. LGU	Ask for financial assistance

Tasks/Activities/Actions (List down the detailed steps to accomplish the objectives of the CI approach/project.)	When (time and/ or date)	Responsible Person(s) (Describe their role in the intervention or program or project)	Support Needed from:
1. Identify a pilot CI school based on the set standard/requirements	2nd week of May	District/ Division Supervisor	Division
2. Select CI team for remedial reading	2nd week of June	District	Principal
3. Assess the CI team	3rd week of June	Teacher adviser	Principal
4. Train/ coach the CI team	Last week of June	CI team	Principal, district head
5. Evaluate and document the CI project of the pilot school	1st week of August	CI team	Division/ district supervisor
6. Train the CI team to become trainers of CI based on their experience	2nd week of August	CI team leader	Division/ district supervisor
7. Rollout of CI to different schools in the district	Last week of August	CI team leader	Division/ district supervisor

Required Resources

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	School head will be the overall manager of the project. The CI team/ teachers will take care of the implementation of the project.
Provide details of the budget resources required to successfully implement the Action Plan.	<ul style="list-style-type: none"> <li>Involvement of the LGUs and the PTCA</li> </ul>
<b>Risks</b> (List down risks that can possibly hinder the implementation of the intervention.)	<b>Mitigation Approach</b> (Identify specific way to prevent each risk from happening.)
Risks	Mitigation Approach
Availability of materials and funds	Enlighten the stakeholders of the project CI
Distance of teachers from their teaching station	Require the teachers to stay in the nearest place were their school is located
Parents' indifference	Advocacy and involvement of the parents in the CI project



**Pilot Testing of CI Approach**

- How will you do the pilot testing of your chosen CI approach/project?
- Based on the set standard, select a pilot school and pilot CI team who will undergo training, planning, and implementing of a CI project.

**Rollout of CI Approach/Project**

- How will you rollout your chosen CI approach/project for sustainability?
- Train the trainers/coaches from the pilot school



Submitted by:  
**Salima Ibrahim**  
 School Head  
 Simuay Junction CES

Name of CI Champion: **Salima P. Ibrahim**  
 Position of CI Champion: **School Principal**  
 Name of School: **Simuay Junction Central Elementary School**  
 Focus of the CI Action Plan: **Non-readers**

**ASSESS** 📊 📖 🔍

**Current Situation**  
*(Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)*

1. *What are the existing continuous improvement approaches and projects in your school, district, division or region?*  

One of the problem of our school is the size of classes in grades I and II. Because of this, 45 pupils of grade three who took the Phil IRI are in the frustration level. Simuay Junction CES help these pupils by undergoing a remedial reading program entitled A Reader A Leader (ARAL).
2. *Do these initiatives made use of CI principles and methods? Discuss briefly.*  

These initiatives made use of the CI principles and methods. After analyzing the result of the Phil IRI among grade 3 pupils, children who are in the frustration level in each section were identified and listed by their respective advisers to be passed to the CI Team.
3. *What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?*  

Out of the identified 45 non- readers, 39 pupils will be able to be readers. They will be able to read phrases, and sentences at the end of the six months remedial reading program..
4. *How does your desired and/or improved continuous improvement approach or project look like?*
  - Identification of non- readers in each grade 3 class.
  - Consultation with the parents and advisers.
  - Preparation of materials to be used in the reading program(visual aids, ICT assisted reading materials)
  - One hour reading remediation during their English class by taking them to the ICT room and or giving them other visual aids for reading with the supervision of the reading teacher.
  - Parents follow up
  - Evaluation and monitoring of pupils progress

**ANALYZE** 🧠 📊 📖

**Root Cause Analysis**  
*What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?*

1. Absenteeism
2. What causes # 1? *\_lack of interest in going to school.*
3. What causes # 2? *\_Cannot read simple phrases and \_sentences*
4. What causes # 3? *\_neglected by teachers*
5. What causes # 4? *\_big sizes of classes*

6. What causes # 5? \_\_\_lack of training to handle big classes

(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)

Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.

- Grouping pupils according to their reading ability.
- Provide trainings to teachers on how to handle big size classes.
- Ask parent volunteers to help manage groupings of children.

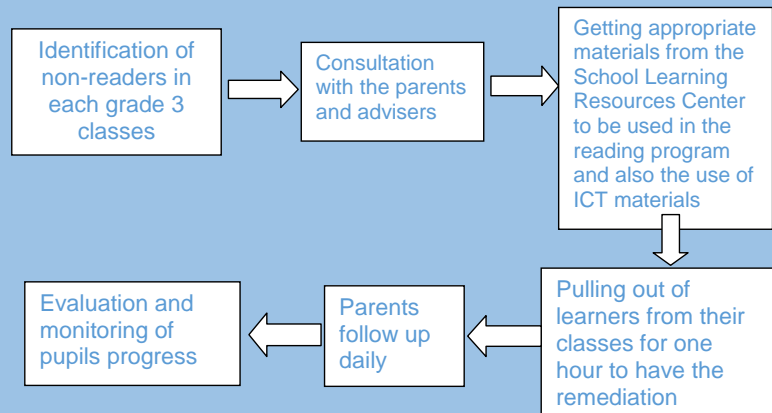
**Objective**

(State the specific objectives of this CI Action Plan.)

At the end of the six months period from July to December, 39 out of the 45 non readers in grade three will be able to read phrases to sentences and appreciate what they read.

**Process Diagram of the Implementation of Continuous Improvement Approach**

(Draw a flowchart showing the process of implementing the identified CI approach.)



**Brief Description of the CI Approach/Project**

Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

The CI approach/ project in my school should be: first, I will identify the non- readers in grade 3. Then in order to gain understanding of the root cause of the problem the CI team will interview customers and stakeholders. The process owner will validate data to be able to implement the continuous improvement plan. After that the reading intervention will be implemented to pilot the project. The monitoring and evaluation will be the last phase.

**Stakeholder Analysis**

List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1.Barangay LGU	Help in the dissemination of parents to encourage them
2.Teachers	Inspire non-readers to attend remedial reading program
3.Parents	Help in the following up of lessons at home
4.Reading Teacher	Administer reading remediation program
5.Pupils	Attend regularly the reading program

Tasks/Activities/Actions (List down the detailed steps to accomplish the objectives of the CI approach/project.)	When (time and/ or date)	Responsible Person(s) (Describe their role in the intervention or program or project)	Support Needed from:
1. Administer the Phil IRI to identify non-readers	Lst week of June	Class advisers and English Teachers	Principal
2. Organize the CI Team	May	Principal	
3. Review the Remedial Reading Intervention	May	Reading Teacher and Principal	
4. Talk with the Stakeholders	June	CI Team with the principal	
5. Conduct of the remedial program	July-December	Pupils and the reading teacher	
6. Evaluation and monitoring	January	CI Team	

**Required Resources:**

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	Room, instructional materials, ICT Materials, reading teacher
Provide details of the budget resources required to successfully implement the Action Plan.	Solicitations , PTA fund, MOOE

<b>Risks</b> <i>(List down risks that can possibly hinder the implementation of the intervention.)</i>	<b>Mitigation Approach</b> <i>(Identify specific way to prevent each risk from happening.)</i>
Pupils regular attendance	Provide snacks for them(Pastil)
Availability of the reading teacher because he is a regular teacher	Ask a volunteer teacher to teach the subject of the reading teacher or the principal will take over his class
Parents will not be able to follow up their children at home	Conduct a parenting seminar



<b>Pilot Testing of CI Approach</b>
<i>How will you do the pilot testing of your chosen CI approach/project?</i> Some five non-readers will be piloted to see if the strategy works. After piloting and the remedial reading program works that's the time for the roll out.
<b>Rollout of CI Approach/Project</b>
<i>How will you rollout your chosen CI approach/project for sustainability?</i> When all the human resources and materials are ready then you can start the roll out .You can also make sure if the CI approach is effective. Consult with stakeholders from time to time to ensure sustainability of the project.



Submitted by:  
Bae Anisah Guro  
District In-Charge  
Central



**Name of CI Champion:** Bae Anisah S. Guro  
**Position of CI Champion:** District In-Charge  
**Name of School/District/Division:** Central District  
**Focus of the CI Action Plan:** To increase the readers of the identified school who are in the low performance

## ASSESS

**Current Situation**  
 (Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)

1.) What are the **existing continuous improvement approaches and projects** in your school, district, division or region?

- Remedial reading program is still conducted in the school identified
- Remedial reading is similarly aligned and conducted in the identified school in the district
- In this CI program, there are changes and more improvements in our district to implement
- It's possibly the solution to solve the problem of non-readers. But it needs more training for the teachers.

2. Do these initiatives made use of **CI principles and methods**? Discuss briefly.

3. What are you **happy or proud** about these continuous improvement projects and approaches in your school, district, division or region?

4. How does your **desired and/or improved continuous improvement approach or project** look like?

## ANALYZE

**Root Cause Analysis**

What **hinders or prevents** your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?

- Teachers' commitment, moral, and financial support
- Addition in teaching load of teacher
- Lack of reading materials
- Affect home obligation
- Apprehension to spend by our money
- Needs counseling

(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)

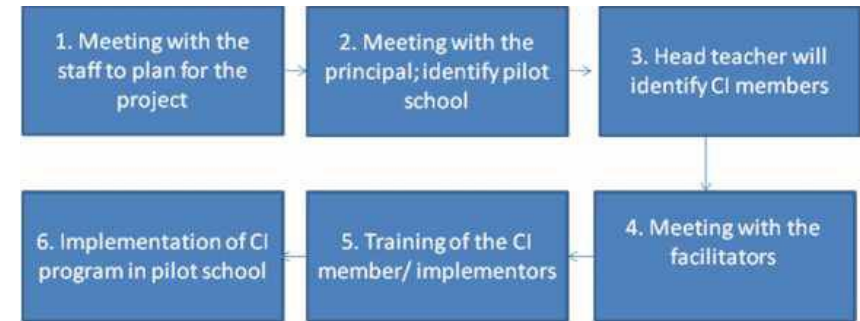
Based on the identified root cause of the **barrier to continuous improvement** in your school, district, division or region, list down specific strategies that would **break the identified barrier**.

**Objective**  
 (State the specific objectives of this CI Action Plan.)

To increase the achievement level in NAT at least 5%

## Process Diagram of the Implementation of Continuous Improvement Approach

(Draw a flowchart showing the process of implementing the identified CI approach.)



**Brief Description of the CI Approach/Project**  
 Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

The priority of the district CI program is to look at the interest of the pupil to learn.

**Stakeholder Analysis**  
 List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)/he	Role(s) they Play
1. District staff	Documentation
2. School Heads	Monitoring
3. Teachers	Implementation of the project
4. Students	

Tasks/Activities/Actions	When	Support Needed from:
1. Meeting with the district staff to plan the project	June 15	Division
2. Principal meeting to identify the pilot school for the project	June 16	Division
3. Meeting of school principal with teachers to identify the teacher		
4. Meeting of facilitators	Last week of July	
5. Training of CIP implementation	First week of August	
6. Implementation of CI program in pilot school	Second week of August	

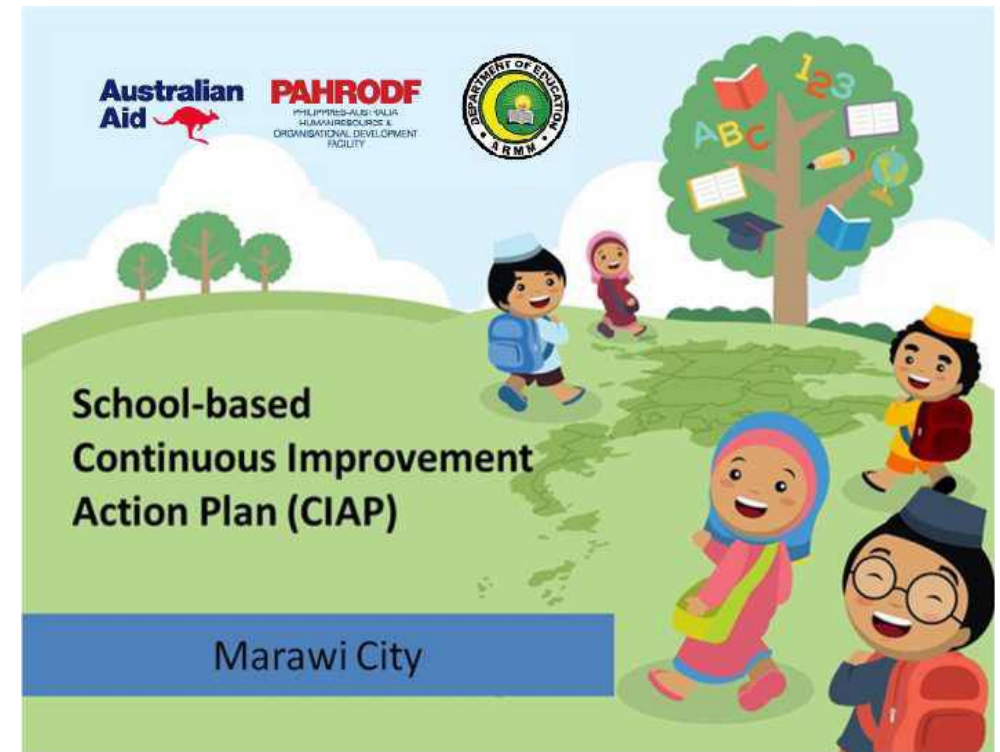
**Required Resources:**

- Stakeholder- Students - Parents
- Teachers - Division - District - DepEd Central Office

<b>Risks</b> <i>(List down risks that can possibly hinder the implementation of the intervention.)</i>	<b>Mitigation Approach</b> <i>(Identify specific way to prevent each risk from happening.)</i>
<b>The stakeholders might not attend</b>	Campaign the benefits of the program
<b>The parents might not be in the locality</b>	Convince the parents to join the program
<b>Teachers might refuse membership as CI te</b>	Require the parents to be a member of the team

**ACT** 

<b>Pilot Testing of CI Approach</b>
School heads of CI team members should continue the Ci project program within the school for the success of the CI program
<b>Rollout of CI Approach/Project</b>
<i>How will you rollout your chosen CI approach/project for sustainability? To conduct a meeting with the school principal to enlighten them the proper way of guidance to have their own CIP in their respective school .</i>
School heads of CI team members should continue the Ci project program within the school for the success of the CI program



Submitted by:

**Salamat T. Abedin**  
Assistant School Division Superintendent  
Educational Program Supervisor

Name of CI Champion: **Dr. Salamat T. Abedin**  
 Position of CI Champion: **Assistant School Division Superintendent**  
 Name of School/District/Division: **Educational Program Supervisor - Marawi City**  
 Focus of the CI Action Plan: **Intensive Reading Among Grade III Pupils**

**ASSESS** 

**Current Situation**  
 (Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)

1) *What are the existing continuous improvement approaches and projects in your school, district, division or region?*  
 The elementary and secondary schools of Marawi City have always collected data in the past but it has been mainly for the national BEIS manage by the National Department of Education. Over the past year each school in Marawi City has collected data with in more enthusiasm upon realizing data is primarily for the school and division. For the next year, the division has resolved to collect data information primarily for its own use. In this connection, the division will apply the following strategies to achieve transparency and establish and creates data based on planning and decision making.

- a. Conduct one advocacy among school heads to convince them that although the school is primary source of data, it is also the primary user of such data.
- b. Display the data in the formal suitable for understanding by teaches school heads and the members of the community (e.g. PTCA, Barangay Officials and LGU Officials).

The Division of Marawi City, like all the other division in the ARMM has been a beneficiary of BEAM, EQuaLLS, SYNERGIEA, Tudlo Mindanao and USAid. Among their sub-projects are the training of the teachers and school heads. The training of teachers covered topics such as teaching pedagogies, content of major subject areas teaching of methods and strategies and preparation of instructional materials. To facilitate recording, INSETs directly intended for teachers are classified as INSET.

2) *Do these initiatives make use of CI principles and methods? Discuss briefly.*

Some of the past program uses the initiative CI principles and method. On the first place the selection of the heads of the schools and teachers to attend the CI. Then each CI to follow the 10 step for the CI and the main purpose of the program is to improve the learning of the children.

Inspect the BEIS of the elementary and secondary schools then look at the score of the grade III NAT. Call the attention of the district supervisor together with the head of the school and their planning officers and some stakeholders and discuss the goodness of having a program. This new program is called CI program. And emphasis to then the benefits of the children if ever we form the problem, the function of each member to get to know the clientele and the clientele had been identify who will do it.

One of the problems identifies through the analysis of NAT result is some grade III pupils do not understand the problem, because some are slow readers. So it is now the work of the head of the school to create a CI team to manage intensive reading.

3. *What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?*

- Improve reading among the grade III pupils is a good project. If at six (6) months the grade III pupils have improved their reading capability, they will be more interested in school. The more that you read, the more things that you will know. The more that you learn the more places you'll go. This is according to the CI team of Esteban Abada.

4. *How does your desired and/or improved continuous improvement approach or project look like?*

- During the meeting with the district supervisor the superintendent and ASDS must give an emphasis in the benefit of this program to the grade III pupils.

**ANALYZE** 

**Root Cause Analysis**

1. *What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?*
2. The CI team must focus on the intensive reading of grade III pupils.
3. *What causes #1? No cooperation among parents.*
4. *What causes #2? Education among parents and financial problems.*
5. *What causes #3? Some parents are not educated.*
6. *What causes #4? Some uneducated parents are not interested in schooling.*
7. *What causes #5? Lack of books and materials.*

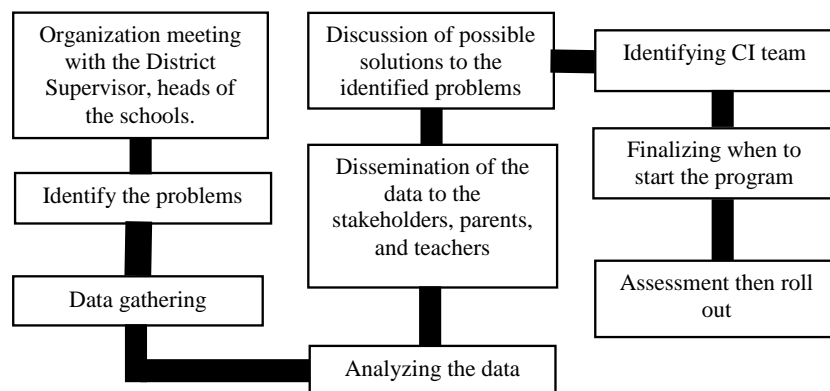
(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)

Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.

**Objective**  
 (State the specific objectives of this CI Action Plan.)

- At the end of six (6) months the intensive reading of the model grade III pupils will improve.
- The CI team in the division increases.

**Process Diagram of the Implementation of Continuous Improvement Approach**  
(Draw a flowchart showing the process of implementing the identified CI approach.)



**Brief Description of the CI Approach/Project**  
Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

**Stakeholder Analysis**  
List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1. Learners	The beneficiary
2. Parents	Supporter
3. Future employers	Supporter
4. Employees of Institution/Teachers	Owner

Tasks/Activities/Actions (List down the detailed steps to accomplish the objectives of the CI approach/project.)	When (time and/ or date)	Responsible Person(s) (Describe their role in the intervention or program or project)	Support Needed from:
1. Memo to district Supervisor and school heads	April 13, 2015	District Supervisor	Division Office
2. Organize the CI team	April 20, 2015		Supervisor
3. Give guidelines on the work and function of every one			SDS
4. Tell them the advantages and benefits of the CI Team			SDS
5. Organizing the CI Team		District Supervisor/ Head of schools	SDS
6. Identify the problems and give solution		District Supervisor/ Head of schools	SDS

**Required Resources**

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	Stakeholders Students/Pupils Parents Teachers
Provide details of the budget resources required to successfully implement the Action Plan.	Division Schools Superintendent Supervisors Department of Education Central Office
<b>Risks</b> (List down risks that can possibly hinder the implementation of the intervention.)	<b>Mitigation Approach</b> (Identify specific way to prevent each risk from happening.)
1. The stakeholders might not attend	Advocacy of the program
2. The parents might not be with in Marawi City	Campaign the benefits of the program
3. The teachers might not accept the task	Require them to be a member of the CI Team



**Pilot Testing of CI Approach**

How will you do the pilot testing of your chosen CI approach/project?

- The chosen school is the owner of the project then the principal must chose the team member. Make it sure that every members know their function and they have their own value. The learner in grade III pupils will be benefited to increase their reading comprehension.

**Rollout of CI Approach/Project**

How will you rollout your chosen CI approach/project for sustainability?

- The district focus group school discusses the CI program to be conducted in the near future so that other team will be created. After the assessment on the first project then it's the district supervisor to choose again another group to continue the program.



Submitted by:  
**Samoores Ladjahali**  
 District In-Charge  
 Indanan South

Name of CI Champion: **Samoor S. Ladjahali**  
 Position of CI Champion: **District-in-Charge**  
 Name of District: **Indanan South District**  
 Focus of the CI Action Plan: **CI: The Making**

## ASSESS

### Current Situation

(Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)

1. What are the **existing continuous improvement approaches and projects** in your school, district, division or region?

- Strategic Planning for NAT Increase
- Oral Reading Assessment (ORA) for Grades 1 to 3
- Reading Quadrant
- Learning To Read
- District Learning Forum (DLF)
- Gulayan sa Paaralan
- Indanan Municipal School Board (IMSB) Planning and Implementation
- EHCP
- SBFP
- e-Classroom
- Text2Teach
- District Federation of CTA; SPG; PTA; SGC

2. Do these initiatives made use of **CI principles and methods**? Discuss briefly.

Yes, but it's not completely undertaken in accordance with the processes of CI. Existing CI programs and projects came to life thru brainstorming, identification of priorities, assessment, analysis, planning and action.

3. What are you **happy or proud** about these continuous improvement projects and approaches in your school, district, division or region?

- Directions to increase school performance
- Focus on ECARP
- Elimination of Non-readers
- Increase of Reading Proficiency Level
- Building-capacity of School Heads
- Concentration on Instructional and Administrative Supervision
- Value on Eating Vegetables and Farming
- Re-vitalization of IMSB (Indanan Municipal School Board)
- Normalization of health and nutritional status
- Involvement of stakeholders

4. How does your **desired and/or improved continuous improvement approach or project** look like?

At the end of 6 (six) months, Indanan South District shall be able to gather 11 (eleven) elementary schools for CI Congregation at NDJC Gymnasium on October 26, 2015.

## ANALYZE

Root Cause Analysis	
<b>What hinders or prevents</b> your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?	
1)	<u>Non-participation of schools</u>
2) What causes # 1?	<u>Failure to achieve CI projects</u>
3) What causes # 2?	<u>Absence of CI implementation plan</u>
4) What causes # 3?	<u>Unidentified responsible persons</u>
5) What causes # 4?	<u>Disorganization of CI Team</u>
6) What causes # 5?	<u>No advocacy, orientation, training and/or workshop</u>
(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)	

Based on the identified root cause of the **barrier to continuous improvement** in your school, district, division or region, list down specific strategies that would **break the identified barrier**.

- 1) Brainstorm with CI partner, Hja. Nalda J. Muksan, ESP-I of Langpas ES.
- 2) Define CI duties and function.
- 3) Assist Hja. Nalda J. Muksan for her CI project implementation.
- 4) Draft inclusive action plan to increase CI schools.
- 5) Promote advocacy on CI approach among school heads in connection with their respective SIP.
- 6) Plan for training workshop on CI approach for all school heads.
- 7) Construct training design/matrix.
- 8) Implement the plan.

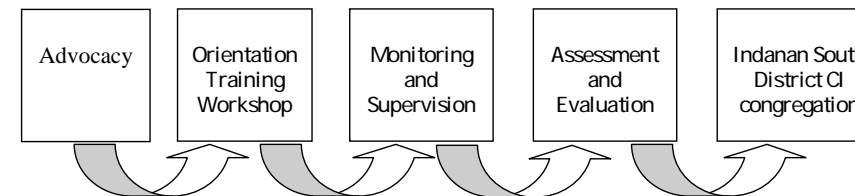
### Objective

(State the specific objectives of this CI Action Plan.)

- 1) Identify at least 1 (One) CI project implementation in every school.
- 2) Have a copy of CI Action Plan of every school.
- 3) Provide assistance to every school head in carrying out the CI project implementation plan.
- 4) Assess the progress report of every school's CI project implementation.
- 5) Prepare every school CI Team for the District CI Congregation on October 26, 2015.
- 6) Layout program and invitation for the conduct of Indanan South District CI Congregation.
- 7) Invite DepED regional and division officials to grace the District CI Congregation.

### Process Diagram of the Implementation of Continuous Improvement Approach

(Draw a flowchart showing the process of implementing the identified CI approach.)



### Brief Description of the CI Approach/Project

Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

**CI: The Making** – is a district program in Indanan South District, Indanan, Sulu purposely to target at least 2 (two) elementary schools engaging with continuous school improvement thru CI Approach until it becomes CI Model.

All elementary schools shall also be assisted to implement CI Approach by following its 10 (ten) steps. Every school is required to submit CI Action Plan to the District Office so that proper guidance and assistance shall be provided in preparation for the CI Congregation on November, 2015.

Tasks/Activities/Actions (List down the detailed steps to accomplish the objectives of the CI approach/project.)	When (time and/ or date)	Responsible Person(s) (Describe their role in the intervention or program or project)	Support Needed from:
1. Amplify school-to-school CI advocacy.	03/11/2015	DIC	District CI Trainer
2. Orient school heads on CI approach	03/19/2015	DIC & DCIT	Dist. Commissioner
3. Conduct workshop on CI action planning	03/19/2015	DIC & DCIT	SHs & IMSB
4. Supervise the organization of school CI Team.	03/28-29/2015	DIC & SH	DC, Tchrs & IMSB
5. Assist school CI Team in the finalization of CI action plan.	03/30-31/2015	DIC, SH & Tchrs	DC, Tchrs & IMSB
6. Require school CI Team to submit copy of CI Action Plan.	04/06/2015	DIC & SHs	SH & CI Team
7. Monitor the CI action plan implementation of every school.	Jun. to Oct. 2015	DIC	Sch. CI Team
8. Require every school CI Team to submit monthly progress report of CI action plan.	Jun. to Oct. 2015	DIC & SHs	Sch. CI Team
9. Conduct DLF on the preparation for Indanan South District CI Congregation on October 26, 2015.	09/01/2015	DIC, DCIT & SHs	Sch. CI Team
10. Require every school CI Team to prepare/submit PowerPoint/video presentation of CI project during District	10/19/2015	DIC & SHs	Sch. CI Team

CI Congregation on October 26, 2015.			
11. Assist every school CI Team in the preparation of CI project evidence that shall be displayed on the day of District CI Congregation.	10/12-16/2015	DIC & CI Team	Sch. CI Team
12. Conduct Indanan South District CI Congregation.	10/26/2015	DIC & Sch. CI Team	Regional/Division school officials, Sch. CI Team, Tchrs, IMSB & Dist. Federation of CTA,SPG, and PTA/SGC

**Required Resources:**

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	<p>The following will aid the successful implementation of District CIAP:</p> <p><b>Human:</b> SDS, district commissioner, school heads, teachers, national/regional CI Trainer, IMSB &amp; district federation of CTA, PTA/SGC</p> <p><b>Materials:</b> Laptop/desktop, pilot pens, cartolina/metacards, manila papers, scissors, masking tape, camera, bond papers, pencils, crayons, colored pens, LCD projector, generator, white board, markers, pilot ink, marker inks, ballpens, notebooks, rulers, yellow pad papers, white pad papers, elmer's gule, pins, printer, speakers, microphones, amplifiers, tables, chairs, cutters, and CI journal</p>
Provide details of the budget resources required to successfully implement the Action Plan.	Details of the budget resources will be for the expense of every itemized material reflected above amounting to more or less Five thousand pesos (P 5 000.00) monthly.

Risks <i>(List down risks that can possibly hinder the implementation of the intervention.)</i>	Mitigation Approach <i>(Identify specific way to prevent each risk from happening.)</i>
Time constraints	Design Time Management/Budget of Work Plan.
Unavailability of funds	Request monthly MOOE/IMSB.
Peace and order	Strengthen advocacy on the implementation of MDRRMC/DRRMC and Peace Education.
Commitment	Conduct Moral Accountability/Values Orientation and training workshop.

**Stakeholder Analysis**

Stakeholder(s)	Role(s) They Play
District In-Charge	District Team Leader
Hja. Nalda J. Muksan	District Trainer
SDS	Approving district memorandum
District commissioner	Monitoring Team
School heads	Schools' Process Owners
Teachers	Schools' CI Team
IMSB	Funders
PTA/SGC Federation	Contributor
National/Regional CI trainers and DepED Officials	Trainers, monitors, assessors & evaluators



Pilot Testing of CI Approach
<p><i>How will you do the pilot testing of your chosen CI approach/project?</i></p> <ul style="list-style-type: none"> <li>Identify piloted school implementing CI project</li> <li>Provide technical and financial assistance for the CI project implementation</li> <li>Conduct regular monitoring and assessment of the CI project implementation</li> <li>Test the solution applied for the problems</li> <li>Evaluate the result of the school CI project solution</li> </ul>
Rollout of CI Approach/Project
<p><i>How will you rollout your chosen CI approach/project for sustainability?</i></p> <ul style="list-style-type: none"> <li>Prepare the resources</li> <li>Identify correct people</li> <li>Obtain stakeholder support</li> <li>Train people in implementing the change or the solution</li> <li>Standardize the implementation</li> <li>Monitor the performance measures to manage the implementation of solutions</li> <li>Create district memorandum for CI rollout to other elementary schools</li> <li>Rollout piloted school solution to the scope considered in the project of other schools</li> </ul>



Submitted by:  
**Nalda J. Muksan**  
 School Head  
 Langpas Elementary School  
 Indanan

Name of CI Champion: **Nalda J. Muksan**  
 Position of CI Champion: **School Head**  
 Name of School/District/Division: **Langpas Elementary School**  
**Indanan South - Sulu Division**  
 Focus of the CI Action Plan: **D-NR in Grade Five (Decrease of Non-Reader in Grade 5)**

## ASSESS

**Current Situation**  
*(Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)*

1. *What are the existing continuous improvement approaches and projects in your school, district, division or region?*
  - Pull out System
  - Non-readers in grade five are being pulled out from their class to attend remedial reading.
2. *Do these initiatives make use of CI principles and methods? Discuss briefly.*
3. *What are you happy or proud about these continuous improvement projects and approaches in your school, district, division or region?*
4. *How does your desired and/or improved continuous improvement approach or project look like?*

## ANALYZE

**Root Cause Analysis**

1. *What hinders or prevents your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?*
  - Educational background of their parents
  - Laziness
  - Absences
  - IQ level

*(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)*

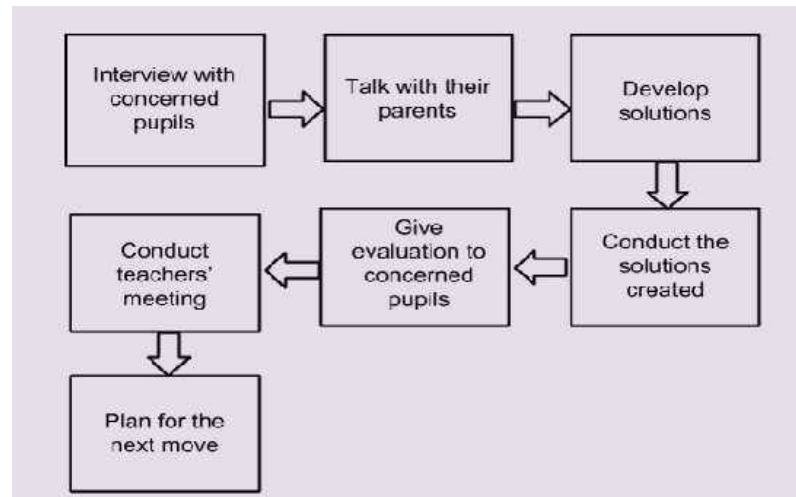
*Based on the identified root cause of the barrier to continuous improvement in your school, district, division or region, list down specific strategies that would break the identified barrier.*

**Objective**  
*(State the specific objectives of this CI Action Plan.)*

To decrease the number of non-readers in grade five from ten pupils to eight pupils in a span of six months



**Process Diagram of the Implementation of Continuous Improvement Approach**  
(Draw a flowchart showing the process of implementing the identified CI approach.)



**Brief Description of the CI Approach/Project**

Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

- Follow the CI steps
- Conduct the necessary interventions on how to decrease the number of non-readers from ten to eight pupils only.

**Stakeholder Analysis**

List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1. Parents	Give more time to their child with reading problem
2. Learners	Maximize their time in reading books whether in school or at home
3. teachers	Employ effective reading strategies

Tasks/Activities/Actions (List down the detailed steps to accomplish the objectives of the CI approach/project.)	When (time and/or date)	Responsible Person(s) (Describe their role in the intervention or program or project)	Support Needed from:
1 Orientation.	03-10-15	Schoolhead	teachers
2. Interview		Adviser	pupils/teachers
3. Information drive		CI team	parents

**Required Resources**

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	
Provide details of the budget resources required to successfully implement the Action Plan.	

Risks (List down risks that can possibly hinder the implementation of the intervention.)	Mitigation Approach (Identify specific way to prevent each risk from happening.)
<ul style="list-style-type: none"> <li>• Appropriate reading materials</li> </ul>	
<ul style="list-style-type: none"> <li>• Help of other teachers</li> </ul>	



**Pilot Testing of CI Approach**

How will you do the pilot testing of your chosen CI approach/project?

- The pilot testing will be done to the identified non-readers in six months time.

**Rollout of CI Approach/Project**

How will you rollout your chosen CI approach/project for sustainability?

- CI will be rolled out to other grade level for its sustainability.



Submitted by:  
**Nurhaisa Ratag**  
 District In-Charge  
 West Simunul

Name of CI Champion:  
 Position of CI Champion:  
 Name of School/District/Division:  
 Focus of the CI Action Plan:

**Hja. Nurhaisa S. Ratag**  
**District In-Charge**  
**Tubig-Indangon District, Tawi-Tawi Division**  
**The School District: Home of the Readers**

## ASSESS

### Current Situation

*(Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)*

1. What are the **existing continuous improvement approaches and projects** in your school, district, division or region?

Remedial classes for the non-readers and slow readers of Grade II pupils are being conducted.

2. Do these initiatives made use of **CI principles and methods**? Discuss briefly.

CI principles were applied except the documentation and interpretation of data

3. What are you **happy or proud** about these continuous improvement projects and approaches in your school, district, division or region?

There was an effort for improvement even w/o CI

4. How does your **desired and/or improved continuous improvement approach or project** look like?

All schools in the district will have their CI programs

## ANALYZE

Root Cause Analysis
<p>What <b>hinders or prevents</b> your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?</p> <div style="text-align: center;"> <pre> graph TD     A[School Head's attitude] --&gt; B[Unawareness]     B --&gt; C[No knowledge about CI]     C --&gt; D[CI is new]     D --&gt; E[School Head Training on CI]                     </pre> </div> <p><i>(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)</i>                      Based on the identified root cause of the <b>barrier to continuous improvement</b> in your school, district, division or region, list down specific strategies that would <b>break the identified barrier</b>.</p>
Objective
<p>(State the specific objectives of this CI Action Plan.)</p> <p style="text-align: center;">After 6 months, the model CI school is identified</p>
Process Diagram of the Implementation of Continuous Improvement Approach
<p>(Draw a flowchart showing the process of implementing the identified CI approach.)</p> <div style="text-align: center;"> <pre> graph LR     A[Meeting with the District In-charge and District Staff (1st week of April)] --&gt; B[School Head meeting with school to identify the pilot school (2nd wk of May)]     B --&gt; C[School Head and Teachers meet to identify pilot CI team]     C --&gt; D[Facilitation (1st wk of June)]     D --&gt; E[Training (2nd wk of June)]     E --&gt; F[Implementation (1st wk of July)]                     </pre> </div>
Brief Description of the CI Approach/Project
<p>Describe briefly your CI approach/project that will be implemented when you return to your respective</p>

assignments.

- Meetings involving the district head, staff, School head and teachers should lead to the pilot implementation of CI from its selection of members to its target date.

### Stakeholder Analysis

List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1. District Staff	Scribe / documentation
2. School head	Oversee
3. Teachers	Project implementation
4. Volunteer teachers	Assist teachers

Tasks/Activities/Actions	When	Responsible Person(s)	Support Needed from:
1. District staff meeting	1 <sup>st</sup> wk of May	District staff	MODE
2. School head meeting, Identify pilot school	Last wk of May	District in charge, school heads	MODE
3. Identify CI members	1 <sup>st</sup> wk of June	School head, teachers	MODE
4. Meeting with facilitators	Last wk of June	Facilitator	-RO-
5. Training w/CIP members	Last wk of June	Facilitator, teachers	MODE
6. Implementation of CIP	July	Teachers, implementors	MODE

### Required Resources:

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	School head as the manager Team head as the implementor
Provide details of the budget resources required to successfully implement the Action Plan.	Mode PTCA LGU Barangay and municipal

Risks	Mitigation Approach
(List down risks that can possibly hinder the implementation of the intervention.) 3. <b>Unavailability</b>	(Identify specific way to prevent each risk from happening.)
4. <b>Time allotment</b>	

**ACT** 

**Pilot Testing of CI Approach**

*How will you do the pilot testing of your chosen CI approach/project?*

- School Head and CI team members will implement the CI program within their identified priority needs.

**Rollout of CI Approach/Project**

*How will you rollout your chosen CI approach/project for sustainability?*

- District Focus Group Discussion for output presentation
- Pilot school should encourage the other schools for CI implementation



**Submitted by:**

**Nawila M. Abdulla  
School Head  
Bongao CES**

**Name of CI Champion:** Hja. Nawila M. Abdulla  
**Position of CI Champion:** Principal I  
**Name of School/District/Division:** Bongao Central Laboratory School  
**Focus of the CI Action Plan:** Remedial Reading

## ASSESS

**Current Situation**  
 (Describe current situation of various continuous improvement initiatives (and/or continuous improvement, if available) projects and approaches in your school, district, division or region.)

1. What are the **existing continuous improvement approaches and projects** in your school, district, division or region?
  - Remedial reading program for 25 pupils at risk among grade 2 learners
2. Do these initiatives made use of **CI principles and methods**? Discuss briefly
3. What are you **happy or proud** about these continuous improvement projects and approaches in your school, district, division or region?
4. How does your **desired and/or improved continuous improvement approach or project** look like?

## ANALYZE

**Root Cause Analysis**

What **hinders or prevents** your school, district, division or region from attaining the desired and/or improved state of continuous improvement project or approach?

- 1.) Parents' support
- 2.) Poverty
- 3.) Low income
- 4.) They have not finished higher education
- 5.) Poor
- 6.) Recommend some members in the family to enroll in TESDA
- 7.) Let them engage in a livelihood program sponsored by the LGU
- 8.) Recommend them in a 4PS program by the government

(Note: You may stop at the level wherein you have identified the root cause of the barrier or hindrance to reach your desired or improved continuous improvement approach/project.)

Based on the identified root cause of the **barrier to continuous improvement** in your school, district, division or region, list down specific strategies that would **break the identified barrier**.

**Objective**  
 (State the specific objectives of this CI Action Plan.)

- At the end of the six months period, with the use of the CI plan, 60% of the 25 learners will be a paragraph reader

## Process Diagram of the Implementation of Continuous Improvement Approach (Draw a flowchart showing the process of implementing the identified CI approach.)



### Brief Description of the CI Approach/Project

Describe briefly your CI approach/project that will be implemented when you return to your respective assignments.

### Stakeholder Analysis

List down and describe the roles of different stakeholders in your chosen CI project/approach.

Stakeholder(s)	Role(s) they Play
1. Supervisor	Administrative support
2. Principal	Administrative and financial
3. Teachers	Implementer
4. LGU	Financial and materials provider
5. Parents	Moral support
6. Learners	

Tasks/Activities/Actions (List down the detailed steps to accomplish the objectives of the CI approach/project.)	When (time and/ or date)	Responsible Person(s) (Describe their role in the intervention or program or project)	Support Needed from:
1. Identify and prioritize the problem	August 3	Supervisor, parents, LGU	
2. Conduct teachers' mass training to identify the skilled teachers that will handle the program	August 5	Teacher, principal	
3. They form a team and discuss their role	August 10	Principal, teachers, parents	
4. Diagnose the learners' skill in reading	August 14	Teacher, principal	
5. Check the result	August 15	Teacher, implementer	
6. Prepare for the implementation	August 17	Supervisor, teacher	

**Required Resources:**

Provide details of the physical and human resources required to successfully implement the CI Action Plan.	The school has capacity to provide physical resources like materials needed in the project and for the human resources. There have been enough teachers to handle the project.
Provide details of the budget resources required to successfully implement the Action Plan.	<ul style="list-style-type: none"> <li>10% of the MOOE will be used for the project</li> </ul>

<b>Risks</b> <i>(List down risks that can possibly hinder the implementation of the intervention.)</i>	<b>Mitigation Approach</b> <i>(Identify specific way to prevent each risk from happening.)</i>
<b>Parents' resistance to the program</b>	Proper information dissemination regarding the program
<b>Time</b>	Set a time in which all the learners are available



<b>Pilot Testing of CI Approach</b>
How will you do the pilot testing of your chosen CI approach/project? <ul style="list-style-type: none"> <li>CI team meeting</li> </ul>
<b>Rollout of CI Approach/Project</b>
How will you rollout your chosen CI approach/project for sustainability? <ul style="list-style-type: none"> <li>The CI team will introduce the program to the identified learner</li> </ul>



## Annex F Video



BEST PRACTICES

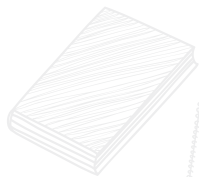
ACTION

INTEGRATION

ANALYSIS

Continuous Improvement

PLANNING



BEST PRACTICES



INTEGRATION

