



Journal of Tertiary Education and Learning (JTEL)

ISSN: 2994-4015 (ONLINE)

VOLUME 3 ISSUE 2 (2025)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Enough is Never Enough: A Multi-Case Exploration of Teacher-Practitioners Embracing Kaizen in Continuous Improvement Projects

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Article Information

Received: March 07, 2025

Accepted: April 11, 2025

Published: April 21, 2025

Keywords

*Continuous Improvement Project,
Educational Sustainability, Kaizen,
School Improvement, Teacher-
Practitioners*

ABSTRACT

This study examined the experiences of teacher-implementers engaged in Continuous Improvement (CI) Projects across five schools in the Maitum East and West Districts. Using a qualitative multiple case study approach, data from 15 participants were analyzed following Creswell's (2021) framework. Key findings highlight data-driven decision-making, forged strong collaboration with stakeholders, leadership-driven operational improvement, transformative initiative, and improved student outcomes. Systematic data collection enabled targeted interventions, improving literacy, attendance, and engagement. Collaboration among teachers, administrators, parents, and community members fostered shared responsibility, ensuring project sustainability. Leadership support played a vital role in securing resources and maintaining momentum. Incremental changes accumulated into meaningful shifts in school culture and student learning. CI projects led to improved literacy skills, attendance rates, and student participation, reinforcing their transformative potential. The study underscores the need for professional development in data literacy, stronger leadership involvement, and systemic support for CI initiatives. Ultimately, it validates CI as a scalable, sustainable model for enhancing education, particularly in resource-constrained settings, and calls for its continued integration into school practices and policies.

INTRODUCTION

This study examined the implementation of Continuous Improvement (CI) Projects in Maitum Municipality, Sarangani Division, focusing on teacher-implementers' experiences. Since 2016, CI projects had played a significant role in addressing educational challenges by promoting data-driven decision-making and collaborative problem-solving. These initiatives were guided by DepEd policies aimed at enhancing school effectiveness and student performance.

Despite nationwide efforts, rural schools in Sarangani faced persistent challenges such as geographical isolation, resource constraints, and socio-economic disparities. These issues contributed to high absenteeism, low literacy rates, and inadequate learning materials. This study explored how CI strategies were applied in such contexts, identifying the barriers to effective implementation.

The findings of this research provided valuable insights for improving CI methodologies in rural schools, helping educators and policymakers refine interventions to better address localized educational challenges. By documenting teacher-implementers' experiences, this study contributed to the ongoing improvement of school initiatives.

This study aligned with national education policies, particularly DepEd Order No. 44, s. 2015, and initiatives like Quality Education for Sarangani Today (QUEST), which aimed to promote equitable and inclusive education. The primary goal of this qualitative study was to explore the diverse experiences of teacher-implementers who led five Continuous Improvement (CI) teams in Maitum district schools. It aimed to understand how these

teacher-practitioners navigated the planning, execution, and challenges of their respective CI projects.

Specifically, the study sought to answer the following key research questions:

1. How do teacher-practitioners describe the implementation of the Continuous Improvement Project?
2. How does the implementation of the Continuous Improvement Project facilitate improvement in school operations?

LITERATURE REVIEW

Continuous Improvement (CI) in education is a dynamic process influenced by a range of scholarly works, practical frameworks, and contextual applications. This review explores the theoretical foundations, methodologies, and practices surrounding CI, particularly emphasizing Kaizen Theory, Improvement Science, and Organizational Change. The review draws from diverse sources-academic journals, institutional reports, and field studies-to understand how CI is implemented in educational contexts, focusing on Philippine basic education.

Kaizen, which translates to "change for the better," promotes continuous, incremental improvement in organizational settings. Originating in Japan's manufacturing sector, Kaizen has been successfully adapted for educational systems aiming for sustainable reforms (Kaizen Institute, 2023). The philosophy is grounded in three key principles: incremental change, stakeholder involvement, and reflective learning (Duran & Mertol, 2020). In schools, this means enhancing teaching quality and student performance through small,

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manageable improvements informed by collaborative and data-driven practices.

Incremental change within Kaizen allows schools to adopt gradual improvements, avoiding the disruption that often accompanies large-scale reforms. Teachers, for instance, can adapt instructional methods based on feedback and student data. Kaizen's strength lies in building momentum and adaptability without exhausting resources. Employee or stakeholder involvement is equally crucial. The philosophy recognizes the importance of engaging all school actors—administrators, teachers, students, and parents—in planning and implementing change, ensuring that solutions are contextually grounded and widely supported.

Reflection and continuous learning are also essential. The Kaizen cycle—Plan, Do, Study, Act (PDSA)—is widely employed in education to assess and refine interventions. This cycle promotes a culture where educators analyze outcomes and make evidence-based adjustments. Kaizen's principles have significantly influenced classroom practices, curriculum development, and professional growth. Teachers using Kaizen methods report better classroom management, more student-centered learning environments, and increased engagement (Carrillo-Beltrán *et al.*, 2024).

The broader concept of Continuous Improvement (CI) builds on Kaizen by integrating systematic, data-informed cycles for school transformation. According to Dixon and Palmer (2020), CI frameworks such as the PDSA cycle enhance instructional quality by promoting goal-setting, feedback loops, and real-time data analysis. Li (2024) further emphasizes the resilience schools gain through these practices. Schools that embed CI at the core of their management systems report sustained improvements in academic performance, teacher collaboration, and operational efficiency.

In the Philippine setting, the Department of Education (DepEd), in partnership with Australia Awards, institutionalized CI in 2013. The program addressed reading comprehension, attendance, and math performance challenges. DepEd's CI methodology—Assess, Analyze, Act (AAA)—aligns with international best practices, incorporating structured tools like root cause analysis and stakeholder consultations to improve decision-making (Shakman *et al.*, 2020; Park *et al.*, 2021). Each phase ensures that issues are properly diagnosed and that interventions are responsive and evidence-based. The integration of CI into School-Based Management (SBM) frameworks has further strengthened school governance in the Philippines. SBM decentralizes decision-making, empowering schools to lead reform efforts tailored to local contexts (DepEd Order No. 7, 2024; Elipane & Quieta, 2023). CI complements SBM through data-driven strategies, stakeholder collaboration, and continuous refinement of school improvement plans (SIPs). Programs like Brigada Eskwela exemplify this synergy by mobilizing community support for sustained school development.

Key features of SBM, such as decentralization, stakeholder engagement, and accountability, align well with CI methodologies. Schools use tools like the School Report Card and SIP to track and evaluate progress. Shakman *et al.* (2023) note that CI integration has led to measurable outcomes in literacy, attendance, and instructional quality. Moreover, embedding CI within SBM cultivates adaptability and innovation, equipping schools to meet evolving student needs.

School leaders play a vital role in successfully implementing Continuous Improvement (CI). Leadership is critical not only for setting direction and providing resources but also for nurturing a culture of continuous learning (Torres *et al.*, 2024). Leaders who engage in CI create inclusive environments where reflective practices and collaboration thrive. According to Dixon and Palmer (2020), CI provides school leaders with tools to structure governance, manage performance, and respond strategically to challenges. Leadership development and network support are key to sustaining these reforms.

The theoretical foundation for this study integrates Kaizen, Improvement Science, and Organizational Change Theory. Kaizen underlines incremental progress and stakeholder participation. Improvement Science contributes structured methodologies like the PDSA cycle (Bryk *et al.*, 2021). Organizational Change Theory, including Kotter's Eight-Step Model and Burke's system-level change perspective, provides a leadership-focused lens to embed CI in school culture (Burke, 2017; Kotter, 2012). Together, these theories offer a coherent framework for understanding how teacher-practitioners enact meaningful reforms.

Despite the promise of CI, significant gaps persist. Many studies focus on theoretical models rather than on-ground realities. There's a need for research that explores the lived experiences of educators implementing CI in under-resourced schools (Prudente *et al.*, 2023). Challenges such as inconsistent monitoring, limited leadership training, and reactive planning hinder sustainability. Future research must investigate how CI is adapted and scaled in decentralized systems like SBM, ensuring that best practices become the norm rather than isolated success stories (UNESCO, 2023).

MATERIALS AND METHODS

A qualitative multiple-case study design was employed to explore how CI is implemented across diverse school settings in the Municipality of Maitum, Sarangani Province. This approach allowed the researcher to examine how teacher-practitioners adapt CI principles in response to distinct challenges and contexts. The design enabled a deep investigation into five schools that have been actively implementing CI initiatives, capturing both shared and unique strategies. It offered the flexibility to conduct in-depth analyses using interviews, observations, and document reviews, facilitating a nuanced understanding of CI's real-world application (Tichnor-Wagner *et al.*, 2020).

As the researcher, I assumed the dual role of insider and investigator. My involvement in local educational development and pre-existing relationships with participants provided an in-depth lens for interpreting data. However, I acknowledged the risk of bias due to this proximity. To maintain objectivity, I engaged in reflexive journaling, sought peer debriefing, and triangulated data from multiple sources. Member checking was also employed to validate participants' statements and ensure authenticity. These strategies helped balance insider knowledge with rigorous methodological standards.

The Research Site Included Five Schools

Malalag National High School, Wali Integrated School, Maguling National High School, Malalag NHS-Upo Annex, and Perrett Central Integrated School. These schools were selected due to their active engagement in CI Projects under the DepEd Sarangani Division. Their rural context, characterized by limited resources and geographic challenges, provided a rich environment for exploring how CI frameworks are adapted for under-resourced settings. The study's purposeful sampling method identified 15 teacher-practitioners from these schools who had undergone CI training and led project implementations.

Data were collected through focus group discussions (FGDs), document analysis, and field observations. Semi-structured interviews during FGDs encouraged open discussions about participants' CI experiences, challenges, and successes. Documents such as CI project reports, School Improvement Plans (SIPs), and meeting records were reviewed to contextualize the interventions. Observations further captured the day-to-day realities of CI practices in schools. These triangulated data sources provided a comprehensive and credible basis for analysis. Thematic analysis was conducted using both intra-case and cross-case approaches. Intra-case analysis enabled a detailed understanding of each school's context, while cross-case analysis revealed common patterns and distinct strategies across settings (Creswell & Poth, 2021; Flick, 2022). The findings were validated through triangulation and member checking, ensuring that conclusions reflected authentic experiences. Patterns from different schools were synthesized to inform broader recommendations for CI implementation in similar contexts.

To uphold research integrity, ethical standards were strictly followed based on the guidelines of the Holy Trinity College of General Santos City's Ethics Review Board. Participants provided informed consent and were assured of confidentiality and their right to withdraw at any point. Gender and cultural sensitivity were maintained throughout the study. Ethical safeguards, such as anonymization of data and respect for participant autonomy, ensured that the research process was transparent, inclusive, and respectful of participants' rights and contexts.

RESULTS AND DISCUSSIONS

The implementation of various Continuous Improvement (CI) projects, including Project WADAG, Project SPINS, Project IM-Ready, Project UPO, and Project IMDAP, reveals shared experiences among educators despite differences in school contexts and challenges. These projects focused on addressing specific issues such as absenteeism, literacy, and reading comprehension, yet common themes emerged across their implementation. Educators consistently engaged in data-driven decision-making, collaboration, leadership support, and incremental change, demonstrating CI's adaptability and effectiveness in improving school operations. This convergence of narratives highlights CI as a transformative tool capable of fostering sustainable improvements in diverse educational settings.

The shared experiences across these CI projects reinforce the methodology's ability to systematically address school-based challenges. Educators, despite varying resources and administrative support, demonstrated resilience and creativity in navigating CI implementation. The process empowered them to take ownership of their school improvement efforts, leveraging available resources and refining strategies based on real-time data. The key drivers of CI success—data analysis, teamwork, leadership, and gradual change—enabled meaningful and lasting transformations. These projects illustrate how CI fosters a proactive mindset among educators, ensuring that improvements are sustained beyond initial interventions.

Beyond improving individual school outcomes, CI initiatives fostered a culture of shared responsibility and accountability within the school community. By engaging teachers, administrators, parents, and students, these projects strengthened stakeholder collaboration, reinforcing a collective commitment to improvement. The long-term success of CI lies not just in its structured approach but in its ability to create an environment where continuous learning and problem-solving thrive. This analysis underscores CI's potential as a replicable and scalable model that can drive both immediate and long-term transformation in education, making it a valuable framework for addressing persistent school challenges.

The collective experiences of these projects also highlight CI's impact on fostering a culture of accountability and shared responsibility within school communities. By involving teachers, administrators, parents, and students in the process, CI strengthens the bonds among stakeholders and creates a supportive environment where each participant feels invested in the project's success. This sense of collective purpose not only drives the effectiveness of specific interventions but also promotes a lasting commitment to improvement, suggesting that CI can be a powerful vehicle for building a more cohesive and supportive educational community.

Table 1: Converging Themes Across CI School Projects

Major Themes	Core Ideas	Frequency of Responses
Data-Driven Decision Making	Targeted Interventions for Tailored Student Success	General
Forged Strong Collaboration with Stakeholders	Enhanced Team Synergy through Collaboration	General
	CI Project Successful Implementation	
Leadership-Driven Operational Improvement	Stronger Project Sustainability	General
	Provision of Resources needed	
Transformative Initiative	Gradual but Lasting Improvements	General
	Institutionalizing Best Practices in Teaching and Learning	General
Improved Student Outcomes	Improved Literacy skills and attendance	General
	Increased Student Engagement	
	Positive Learning Culture Shift	

Data-Driven Decision Making

Targeted Interventions for Tailored Student Success

Targeted interventions grounded in real-time data were central to the success of the CI projects studied. Educators across schools utilized collected data to diagnose learning gaps in literacy, attendance, and academic performance. This allowed for customized, high-impact responses that addressed students' specific needs. Dixon and Palmer (2020) assert that systems leveraging data-informed strategies are better equipped to implement interventions that are not only precise but also equitable—especially for struggling learners. In Project WADAG, for example, attendance records uncovered distinct absenteeism patterns, enabling targeted strategies to address root causes. Similarly, Project SPINS leveraged literacy assessment data to design materials aimed at phonemic awareness, affirming the importance of specificity in intervention planning (Garet *et al.*, 2021).

Technological integration further enhanced data accuracy and responsiveness in CI projects. Project IMDAP exemplified this with its use of QR code-based attendance tracking and biometric systems, enabling real-time responses to emerging issues. Carrillo-Beltrán *et al.* (2024) support the value of such tools in strengthening decision-making and problem-solving in educational settings. Likewise, Projects UPO and IM-Ready applied systematic data analysis to uncover literacy deficits, leading to responsive instructional strategies tailored to individual learners. These initiatives echo the Kaizen Institute's (2023) emphasis on context-driven, data-informed approaches to closing learning gaps, especially in resource-limited contexts.

Across all initiatives, teacher-practitioners underscored that data served not only to justify interventions but also to continuously refine them. The iterative use of data contributed to the sustainability and effectiveness of CI strategies, promoting a culture of ongoing assessment and responsiveness. As noted by Dixon and Palmer (2020) and Garet *et al.* (2021), moving beyond assumptions and acting on precise, context-specific insights is vital to transforming school improvement efforts. Data-driven decision-making emerged as a foundational principle

across the projects, shaping both pedagogical practices and institutional culture toward continuous growth.

Forged Strong Collaboration with Stakeholders

Enhanced Team Synergy through Collaboration

Dixon and Palmer (2020) highlight that strong collaboration among teachers and administrators enhances CI effectiveness. Collaboration was a crucial element in the success of all CI projects, demonstrating how collective efforts among teachers, administrators, parents, and students led to effective interventions. Teacher-practitioners emphasized that stakeholder involvement played an essential role in achieving positive outcomes. Project WADAG successfully reduced absenteeism through a shared commitment between school staff, parents, and local officials. Similarly, Project SPINS thrived as teachers, literacy specialists, and community members worked together to develop and refine instructional strategies. Collaboration in these projects reinforced the importance of teamwork in ensuring long-term improvements in school performance.

CI Project Successful Implementation

Collaboration emerged as a critical driver of success across all CI project implementations, fostering shared ownership, cultural relevance, and long-term sustainability. In Project SPINS, the joint efforts of teachers, literacy specialists, and community members led to the development of effective instructional strategies, reflecting Garet *et al.*'s (2021) assertion that collaborative engagement enhances commitment and outcomes. Similarly, Project WADAG relied on a community-wide partnership to reduce absenteeism, with parents, school staff, and students collectively identifying and resolving attendance issues (Dixon & Palmer, 2020). This is supported by Calingo (2024), whose study underscores that organizational learning mediates the relationship between continuous improvement practices and institutional effectiveness by embedding learning structures that encourage reflection, adaptability, and collaboration, CI efforts become more impactful and sustainable over time. Project IMDAP showcased the value of external partnerships by engaging

technical experts to implement real-time tracking systems, reinforcing Carrillo-Beltrán *et al.*'s (2024) view on the benefits of integrating diverse expertise. In Projects UPO and IM-Ready, collaboration extended to parents and local organizations, ensuring literacy interventions were culturally and contextually responsive. As the Kaizen Institute (2023) notes, inclusive stakeholder engagement enhances schools' adaptability and resilience. These examples affirm that collaboration—both internal and external—enables schools to address complex challenges more effectively, ensuring the sustainability and impact of CI projects.

Across all CI projects, collaboration not only facilitated immediate success but also ensured the long-term sustainability of interventions. In Project WADAG, community-wide engagement fostered a shared responsibility for addressing absenteeism. Project SPINS demonstrated that pooling expertise among educators strengthened intervention quality and increased teacher commitment to long-term improvement. Project IMDAP showcased how external partnerships enhance accountability in school operations, while Projects UPO and IM-Ready proved that involving local stakeholders solidifies support for literacy programs. These projects highlight how collaboration fosters a culture of shared responsibility, reinforcing teamwork as a key driver of lasting educational transformation.

Leadership-Driven Operational Improvement Stronger Project Sustainability

Leadership support played a vital role in the successful implementation and sustainability of all CI projects, with school leaders actively driving momentum, resource mobilization, and stakeholder engagement. In Project IM-Ready, principal involvement was instrumental in achieving sustained literacy improvements by motivating teachers and ensuring consistent access to necessary resources, reflecting Dixon and Palmer's (2020) assertion that active leadership fosters smoother implementation and stronger teacher commitment. Likewise, in Project WADAG, school leaders rallied stakeholders around a common goal, cultivating a culture of persistence and resilience that significantly contributed to reducing absenteeism. These examples underscore the essential role of leadership in guiding, sustaining, and amplifying the impact of CI initiatives.

Provision of Resources Needed

Leadership consistently emerged as a foundational element in the success of CI projects, with school leaders playing a crucial role in resource provision, stakeholder engagement, and sustaining momentum. In Project UPO, leadership ensured the consistent availability of reading materials, technology, and instructional time, enabling effective implementation. Similarly, in Project IM-Ready, the principal's active support fostered teacher motivation and resource accessibility, creating a strong environment for continuous improvement (Dixon & Palmer, 2020).

Project IMDAP highlighted leadership's role in integrating innovative attendance systems, overcoming logistical barriers through strategic direction (Carrillo-Beltrán *et al.*, 2024). In Project WADAG, leadership promoted a culture of persistence and collaboration, driving collective efforts to reduce absenteeism, while in Projects SPINS and UPO, school heads not only provided resources but also championed the initiatives to the broader school community. These cases affirm Garet *et al.*'s (2021) and the Kaizen Institute's (2023) view that leadership sets the tone for innovation, collaboration, and long-term improvement, making it indispensable in the CI process. Consistent with this, Madamba *et al.* (2022) emphasized that enhancing school heads' competencies based on the National Competency-Based Standards directly impacts their ability to lead transformational initiatives. Their study revealed that well-designed capability enhancement plans promote instructional leadership, foster collaborative decision-making, and empower school leaders to effectively drive school improvement efforts aligned with CI principles.

In all CI projects, leadership was a driving force behind fostering innovation and collaboration. Projects SPINS and UPO demonstrated that strong school leadership not only ensured resource availability but also actively advocated for the value of the initiatives within the school community. Garet *et al.* (2021) underscore that leadership is integral in bridging the gap between planning and execution, ensuring that CI initiatives remain aligned with broader school goals. The collective experiences of Projects WADAG, SPINS, IMDAP, UPO, and IM-Ready confirm that proactive leadership is indispensable for achieving sustained school improvement, fostering a culture of trust, and empowering educators to take ownership of the change process.

Transformative Initiative Gradual but Lasting Improvements

Incremental change was a key strategy across all CI projects, demonstrating how small, consistent improvements led to long-term transformation. Project WADAG implemented attendance tracking interventions that gradually reduced absenteeism over multiple academic years. Research by Fullan & Quinn (2020) supports the idea that incremental changes build momentum and lead to significant school-wide improvements. Similarly, Project SPINS began with targeted phonics instruction to address foundational literacy challenges, which later contributed to significant improvements in students' reading proficiency (Marsh *et al.*, 2021).

Institutionalizing Best Practices in Teaching and Learning

Sustaining improvements required integrating best practices into daily school operations. Carrillo-Beltrán *et al.* (2024) emphasize that long-term success is achieved when effective strategies become embedded in school operations, as seen in Project IMDAP, where digital

attendance systems were fully integrated into policy and practice. The gradual introduction of technology enabled smoother transitions, improved accountability, and fostered a culture of efficiency. Similarly, Projects UPO and IM-Ready demonstrated how initially targeted literacy interventions grew into comprehensive programs that significantly boosted student engagement and learning outcomes. The Kaizen Institute (2023) reinforces this approach, advocating for gradual, evidence-based improvements as a means to effectively tackle entrenched challenges. Collectively, these projects highlight that strategic, incremental changes foster school-wide transformation by reducing resistance and enabling sustainable educational progress.

Across all CI projects, the cumulative effect of incremental change minimized resistance, fostered stakeholder buy-in, and built the foundation for lasting transformation. These projects collectively demonstrate that Continuous Improvement methodologies, when implemented strategically, drive meaningful progress in education through small yet sustainable advancements.

Improved Student Outcomes

Improved Literacy Skills and Attendance

Carrillo-Beltrán *et al.* (2024) found that data-driven literacy interventions yield long-term academic benefits. Project SPINS significantly improved student reading skills by using assessment-driven instructional approaches. In Project SPINS, tailored literacy interventions significantly improved reading proficiency among early learners, addressing gaps in phonemic awareness and foundational literacy. Carrillo-Beltrán *et al.* (2024) highlight that precision in literacy-focused strategies is critical for long-term academic success, aligning with the outcomes observed in this project.

Increased Student Engagement

Kaizen Institute (2023) argues that when students are actively involved in their learning, engagement increases. CI projects that incorporated student input—such as Project IMDAP—saw noticeable improvements in participation and attendance. Project IMDAP demonstrated the impact of technology-driven attendance tracking on student accountability and engagement. Real-time monitoring enabled timely interventions, leading to improved attendance and a more participatory student body. Kaizen Institute (2023) emphasizes that integrating technology into educational systems enhances both accountability and operational efficiency, supporting the successes of this project.

Positive Learning Culture Shift

Structured and evidence-based interventions play a critical role in fostering a culture of continuous improvement within schools. Garet *et al.* (2021) emphasize that such interventions help shift school culture toward ongoing growth and shared accountability. This was evident in Projects UPO and IM-Ready, where individualized literacy

programs not only enhanced reading comprehension but also boosted student confidence and engagement. Supporting this, Dixon and Palmer (2020) assert that tailored, data-informed strategies are vital for closing literacy gaps, particularly in underserved communities.

Across all CI projects, the consistent improvements in literacy, attendance, and student participation affirm the transformative potential of Continuous Improvement (CI) as a framework for sustainable educational progress. The success of these initiatives highlights how data-driven, student-centered, and collaborative approaches effectively address critical challenges. By tailoring interventions to learners' specific needs and fostering engagement, CI projects achieved measurable outcomes, reinforcing CI's value in promoting long-term student success and systemic school improvement.

Overall, the convergence of themes across all these CI projects highlights the transformative potential of the Continuous Improvement methodology in addressing diverse educational challenges. Teacher-practitioners consistently emphasized that collaboration, strong leadership, and data-driven decision-making were integral to the success and sustainability of their interventions. These shared experiences reinforce the adaptability of CI as a tool for fostering systematic and meaningful change within schools. By focusing on incremental improvements and leveraging the collective efforts of stakeholders, these projects demonstrated that even in resource-constrained settings, CI can lead to profound and lasting improvements in student outcomes. This convergence validates CI's effectiveness as a replicable model for school improvement, underscoring its critical role in shaping more equitable, responsive, and resilient educational systems.

CONCLUSION

This study revealed that the success of CI projects is anchored in the strategic integration of data-driven decision-making, collaborative engagement, strong leadership, and incremental change. Data-driven decision-making served as the foundation for the success of all Continuous Improvement (CI) projects. Project WADAG utilized attendance records to design targeted strategies that improved punctuality, while Project IMDAP introduced QR code and biometric systems to monitor absenteeism and tardiness. Project SPINS developed contextualized literacy materials through collaborative efforts, while Project UPO engaged external partners to support interventions. Project IM-Ready, meanwhile, highlighted the importance of leadership support, with the principal's active involvement sustaining a reading program. Across these initiatives, collaboration among teachers, administrators, and community members fostered shared responsibility and strengthened intervention outcomes. The findings underscored the transformative role of incremental changes in reshaping school culture and improving student outcomes in literacy, attendance, and engagement. Implications

for practice include the need for DepEd to integrate data analysis and stakeholder engagement training into capacity-building programs, especially in rural schools. Future research should explore CI's long-term impact and adaptability across diverse contexts to ensure educational equity and effectiveness. Overall, CI projects demonstrate how systematic, collaborative, and context-responsive interventions drive sustainable improvement in education.

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