Republic of the Philippines

Department of Education
REGION VIII
SCHOOLS DIVISION OF CALABAYOG CITY
P2 Brgy. Hamorawon, Calbayog City, Western Samar

October 24, 2024

DIVISION MEMORANDUM
No. _____, s. 2024

ORIENTATION ON THE ADOPTION OF THE PHILIPPINE PROFESSIONAL STANDARDS FOR SCHOOL HEADS (PPSSH) – ALIGNED OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) FOR SCHOOL HEADS IN THE DIVISION OF CALBAYOG CITY

To: OIC-Assistant Schools Division Superintendent
Chief Education Supervisors (CID & SGOD)
Education Program Supervisors
Public Schools District Supervisors
School Heads (Public Elementary & Secondary - JHS &SHS)
All Others Concerned

1. In compliance with the DepEd Order No. 02, s. 2015, entitled "Results-Based Performance Management System in the Department of Education (RPMS), and DepEd Order No. 024, s. 2020, "National Adoption and Implementation of the Philippine Standards for School Heads (PPSSH)," this Office announces the conduct of a district-based orientation on the adoption of the PPSSH aligned to DepEd RPMS SY 2024-205 for School Heads in the Division of Calbayog City from November 12 to 13, 2024.

2. This orientation aims to:
   a. Discuss a responsive RPMS in the continued delivery of basic education services adopting the Philippine Professional Standards for School Heads (PPSSH).
   b. Orient the school heads on the modifications of RPMS tools, processes, and protocols for SY 2024-2025, capturing the activities for each phase of the DepEd RMPS Cycle; and
   c. Present the draft contextualized RPMS tools and discuss some adjustments in making a unified RPMS tool for school heads.

3. The participants and the specific schedule per district are indicated in the following matrix:

Participants	District	Schedule	Venue
Public Elementary and Secondary School Heads, PSDS, DICs, and District Adaptors	Tinambacan 1, 2, and 3 Districts	November 12, 2024, from 8:00 AM to 12:00 PM	San Joaquin Central Elementary School
	Oquendo 1, 2, and 3 Districts	November 12, 2024, from 1:00 PM to 5:00 PM	Oquendo Central Elementary School
	Calbayog 1, 2, and 3 Districts	November 13, 2024, from 8:00 AM to 12:00 PM	Calbayog City National High School
	Calbayog 4, 5, and 6 Districts	November 13, 2024, from 1:00 PM to 5:00 PM	San Policarpo Central Elementary School

4. For further guidance in the adoption of the PPSSH- aligned to OPCRF for School Heads, refer to the following enclosures:

    Enclosure 1: Division Contextualized RPMS Tools for School Heads SY 2024-2025
    Part I: MFOs, KRAs, Objectives, Weights, and MOVs
    Enclosure 2: **Part II:** Objectives, MOVs, Weight and Performance Indicators
    Enclosure 3: **Part III:** Summary of Weight per KRA and Objectives

5. Relative to this, all school heads should print and review the RPMS Tools, especially the MOVs on each KRA and objective, for discussion and finalization.

6. Immediate dissemination of this Memorandum is highly desired.
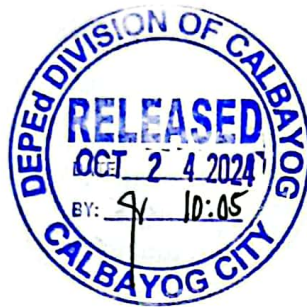
MARGARITO A. CADAYONA, JR. PhD, CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

RELEASED
OCT 2 4 2024
BY: ___ 10:05

DIVISION CONTEXTUALIZED RPMS TOOL FOR SCHOOL HEADS
SY 2024-2025

NOTE: This RPMS TOOL for SCHOOL HEADS was prepared for both Elementary and Secondary School. The PERFORMANCE INDICATORS are generic hence it is applicable for all. However, the Means of Verification can be CONTEXTUALIZED according to the implemented PPAs in their respective school.

PART I- MFOs, KRAs, Objectives, Weights, and MOVs

MFOs	KRAs	OBJECTIVES	WEIGHT	MEANS OF VERIFICATION
	KRA 1 - Leading Strategically		15%	
		1. Vision, mission, and core values Communicate the DepEd vision, mission, and core values to the school stakeholders to ensure shared understanding and alignment of schools' policies, programs, projects, and activities	2%	1. School Handbook 2. School Report Card (SRC) 3. School Annual Accomplishment Report highlighting the participation of stakeholders. 4. CPD on the conduct of orientation showing demonstration of knowledge on DepEd VMV 5. ACR on the SOSA showing understanding of the DepEd VMV to sustain promotion of school effectiveness.
		2. School planning and implementation Develop and implement with the planning team the school plans aligned with institutional goal and policies	2%	1. Approved School Improvement Plan (SIP) 2. Work Financial Plan/AIP 3. CPD of meetings / conferences with internal and external stakeholders which includes their participation and the strategies in the implementation of PPAs as reflected in WFP/AIP 4. CPD on the conduct of the following activities: • orientation on the development of SIP / WFP / AIP aligned on DepEd VMV • conduct of the Annual SIP review • Adjusted AIP/WFP with Catch-up Plan

		3. **Policy Implementation and review** Undertake policy implementation and review in the school to ensure that operations are consistent with national and local laws, regulations and issuances.	2%	1. Compilation of national and local laws, regulations and issuances. 2. Report on quarterly PIR 3. Report on annual SIP implementation Review 4. Policy Implementation Feedback Analysis Report
		4. **Research and Innovation** Utilize relevant research findings from reliable sources in facilitating data-driven and evidence-based innovation to improve school performance.	2%	1. Approved Project Proposals / intervention Plan / Innovation Proposal 2. Accomplishment Report of the Research/ Innovation conducted 3. Report on Least Learned Skills / Competencies by learning area and grade level. 4. Consolidated results of different assessment tools conducted as basis for the conduct of intervention plan / action research -Quarterly assessment - Phil-Iri, CRLA / EGRA, Oral Reading, Verification (ORV), Diagnostic Test, Numeracy Test Result
		5. **Program design and implementation** Implement programs in school that support the development of learners.	2%	1. List of PPAs 2. Action Plan of PPAs implemented as identified in the WFP. 3. Validated quarterly SMEA / PIR reports and other M & E Reports by district 4. Certification from the PSDS on the 100% implementation of all PPAs as identified in the WFP/AIP 5. Documents of PPAs implemented highlighting the participation of stakeholders

		6. Learner Voice Utilize learner voice, such as feelings, views and/or opinions to inform policy development and decision-making towards school improvement.	2%	1. Document showing Suggestion Box or other feedback mechanisms 2. School-Initiated Monitoring Tools 3. Learner-Client Satisfaction Survey Tools (offline and /or on-line) 4. List of Concerns, Issues, Gaps, and Problems 5. Results of the analysis of feedback 6. Crafted concept papers to address Concerns, Issues, Gaps, and Problems 7. CPD on discussion of List of Concerns, Issues, Gaps, and Problems with resolution with the participation of stakeholders
				8. School-Based Accountability Assessment Framework on School Operations (any documents showing continuous and collaborative review of the accountability system, process, and tools) approved by the school and its stakeholders.
		7. Monitoring and evaluation processes and tools Utilize available monitoring and evaluation processes and tools to promote learner's achievement	3%	1. Validated quarterly SMEA / PIR report by the district 2. Classroom Observation Tool 3. M & E Tool on Content Review of Test Items
KRA 2 - Managing School Operations and Resources			**20%**	
		1. Records management Manage school data and information using technology, including ICT to ensure efficient and effective school operations.	4%	1. School Form 4 2. School Form 5 3. School Form 6 4. BEIS Government School Profile

		2. Financial management
		Manage finances adhering to policies, guidelines and issuances In allocation, procurement, disbursement, and liquidation aligned with the school plan.
			4%	1. BAC Structure, Duties and Responsibilities, Special Order
				2. School Operating Budget (SOB)
				3. Project Procurement Management Plan
				4. Annual Procurement Plan
				5. Proposals on PPAs indicating the budgetary requirements.
				6. Liquidation reports with stamp received by the Division/School Accountant vis a vis Annual Procurement Plan
				7. Updated Transparency Board with the following documents:
				    • Duly signed CDR
				    • PTA Financial Report noted by SDO-SGOD
				    • Canteen Financial Statement

		3. School facilities and equipment
		Manage school facilities and equipment in adherence to policies, guidelines, and issuance on acquisition, recording, utilization, repair and maintenance, storage, and disposal
			3%	CPD showing the installation, repair, maintenance, and improvement of school buildings and facilities
				    • National School Building Inventory
				    • Site Development Plan
				    • School Facilities Improvement Plan with findings, analysis, and recommendation
				
				    • List of unserviceable equipment and facilities and other things for disposal
				    • Updated delivery receipts and inspection reports
				    • List of submitted inspection and inventory report of unserviceable equipment to the SDO

		4. Management of staff Manage staffing such as teaching load distribution and grade level and subject area assignment in adherence to laws, policies, guidelines, and issuances based on the needs of the school.	4%	1. General Class Program 2. Teacher's Workload 3. eSF 7

		3. **Teacher Performance Feedback** Use validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance	3%	Copy of the following documents which will help teachers improve their performance: 1. Document showing Suggestion Box or other feedback mechanisms 2. School-Initiated Monitoring Tools 3. Client Satisfaction Survey Tools (offline and /or on-line) 4. List of Concerns, Issues, Gaps, and Problems 5. Results of the analysis of feedback 6. Crafted concept papers to address Concerns, Issues, Gaps, and Problems 7. CPD on discussion of List of Concerns, Issues, Gaps, and Problems with intervention plan 8. School-Based Accountability Assessment Framework on School Operations (any documents showing continuous and collaborative review of the accountability system, process, and tools) approved by the school and its stakeholders.
		4. **Learner achievement and other performance indicators** Utilize learning outcomes in developing data-based intervention to maintain learner achievement and attain other performance indicators.	5%	1. Intervention Plan / Innovation Proposal 2. Accomplishment Report of the Innovation / intervention conducted 3. Report on Least Learned Skills / Competencies by learning area and grade level.
				4. Consolidated results of different assessment tools conducted as basis for the conduct of intervention plan / action research -Quarterly assessment - Phil-Iri, CRLA / EGRA, Oral Reading, Verification (ORV), Diagnostic Test, Numeracy Test Result

	5. Learning assessment Provide TA to teachers in using learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	4%	1. Consolidated data from instructional supervision focusing on learning assessment 2. Copy of the School Instructional Supervisory Plan and School Instructional Supervisory Report. 3. Copy of the analyzed SISAR with corresponding TA Plan and report.
	6. Learning environment Manage a learner-friendly, inclusive, and healthy learning environment.	4%	CPD showing the conduct of activities related to improvement of learning environment such as but not limited to: • CFSS • Health (OK sa DepEd) • SDRRM • GAD • CPP • Adopt a School • Youth Formation Programs
	7. Career Awareness and Opportunities Ensure integration of career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	2%	1. CPD on the conduct of SLACs focusing on topics such as but not limited to the following: • Guidance Program • Homeroom Guidance Counselling 2. Activity Completion Report on the conduct of Career Guidance 3. Lesson exemplars showing integration of career awareness and opportunities. 4. DLL/DLP Evaluation Report 5. Teaching-Learning Monitoring Report

		8. Learner Discipline
		Implement learner discipline policies that are developed collaboratively with stakeholders including parents, school personnel and the community.
			3%	1. Contextualized Child Protection Committee with TOR
				2. Contextualized School Child Protection Policy and Anti-Bullying Law
				3. CPD on the conduct of SLACs focusing on topics such as but not limited to the following:
				   • Positive Discipline
				   • Contents of Student Handbook
				4. ACR on capacity building activities on child protection measures and protocols, anti-bullying and other related topics and activities
				5. Consolidated / compiled advocacy materials on positive discipline in the school
				6. School Record of cases / complaints under CPP and Anti-Bullying Law
				7. Lesson exemplars integrating positive discipline.

KRA 4 - Developing Self and Others			**20%**	
		1. Personal and professional development Set personal and professional development goals based on self-assessment aligned with the PPSSH	2%	1. Result of personal and professional development needs 2. Professional Development Plan for the School Head 3. Certificate of Participation for the training courses, seminars, and conferences attended
		2. Professional reflection and learning Apply professional reflection and learning to improve one's practice	2%	1. Summary of teachers rating of the PPST indicators requiring Teacher's Reflection Form 2. Report on Teachers' Accomplishment on Reflection Form
		3. Professional networks Participate in professional networks to upgrade knowledge and skills and to enhance practice.	2%	1. Certificate of Participation 2. Re-entry Plan / JEL
		4. Performance management Implement the performance management system with a team to support the career advancement of school personnel and office performance.	2%	1. CPD on the implementation of the four phases of RPMS (Planning, Coaching and Monitoring, Performance Review, Reward) 2. Consolidated IPCRF-DP of teaching and non-teaching personnel 3. Consolidated Mid-Year Review Form (MRF)

			4. Analyzed data in the Performance Monitoring and Coaching Form (PMCF)

	5. Professional development of school personnel
	Implement professional development initiatives to enhance strengths and address performance gaps among school personnel.
		3%	1. Learning and Development Needs Assessment (LDNA) / eSAT Result
			2. SPPD Plan
			3. Approved SLAC Plan
			4. Creation of L & D, TA, and Career Advancement Team
			   • List of team members with TOR
			   • Quarterly accomplishments on professional development during the conduct of SMEA
			5. Training Design and / or Resource Package
			6. ACR on LAC Session conducted

	6. Leadership development in individuals and teams Provide opportunities to individuals and teams in performing leadership roles and responsibilities.	2%	1. Organizational Chart with TOR 2. Compilation of Special Order for assigned designation 3. Compilation of Special Order for assigned OIC of the school 4. CPD on the conduct of quarterly accomplishment reports of teacher-led activities.
	7. General Welfare of Human Resources Implement laws, policies, guidelines and issuances on the rights, privileges, and benefits of school personnel to ensure general welfare	3%	1. Profile of teaching and non-teaching personnel for retirement, promotion, reclassification, and transfer purposes noted by HRMO 2. Updated School 201 File CPD on the conduct of validation of teachers' pertinent documents and qualification standards for promotion, transfer, reclassification, and retirement based on existing standards and guidelines.

				3. Profile of teaching and non-teaching personnel for retirement, promotion, reclassification, and transfer purposes noted by HRMO 4. Updated School 201 File 5. CPD on the conduct of validation of teachers' pertinent documents and qualification standards for promotion, transfer, reclassification, and retirement based on existing standards and guidelines.
				6. School recommendations on school promotion, transfer, reclassification, filling up of substitute and permanent positions, and retirement.
		8. Rewards, and recognition mechanism Implements school rewards system to recognize and motivate learners, school personnel and other stakeholders for exemplary performance and/or continued support.	4%	1. School guidelines / criteria in the Search for Outstanding employees / learners / stakeholders. 2. CPD showing the conduct of the following activities: • Quarterly Portfolio Day • Recognition Day • Graduation Day • Moving Up Ceremony • School Pasidungog
KRA 5 – Building Connections			15%	
		1. Management of diverse relationships Build constructive relationships with authorities, colleagues, and other stakeholders to foster an enabling and supportive environment for learners.	3%	1. CPD on the conduct of the following activities. a. Stakeholder's Convergence b. PTA Assembly c. Team Building 2. Signed "Pledge of Commitment or MOA" between the school and external stakeholders showing their strong support to all identified school PPAs in the SIP / AIP

		2. Management of school organizations
		Manage school organizations, such as learners' organizations, faculty clubs and parent teacher associations by applying relevant policies and guidelines to support the attainment of institutional goals.
			3%	1. CPD on the organization of learners' organizations, faculty clubs and parent teacher associations
				2. List of officers of the following school organizations:
				   a. School Governance Council
				   b. Faculty Club Association
				   c. PTA
				   d. SSG Officer
				   e. other school organization
				3. Constitution and By-Laws of the following organizations
				   a. School Governance Council
				   b. Faculty Club Association
				   c. PTA
				   d. SSG Officer
				   e. other school organization

		3. Inclusive practice Exhibit inclusive practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to foster awareness, acceptance, and respect.	3%	1. CPD showing the advocacy campaign activities on inclusive education 2. Accomplishment Report on the implementation of Inclusive Education and usage of school facilities and program evaluation.
		4. Communication Communicate effectively in speaking and in writing to teachers, learners, parents, and other stakeholders, through positive use of communication platforms, to facilitate information sharing, collaboration, and support.	3%	1. CPD of meetings / conferences informing the stakeholders of the implementation of PPAs as reflected in the AIP/WFP. 2. CPD on the conduct of SOSA reporting on the effectiveness of the implementation of PPAs
		5. Community engagement Initiate partnership with the community, such as parents, alumni, authorities, industries, and other stakeholders to strengthen support for learner development, as well as school and community improvement.	3%	1. CPD on the school activities with community engagement on the different programs and activities of the school. 2. Monthly report of DPDS

Part II. Objectives, MOVs, Weight and Performance Indicators

OBJECTIVES	MEANS OF VERIFICATION	WEIGHT	QET	PERFORMANCE INDICATORS				
				Outstanding	Very Satisfactory	Satisfactory	Unsatisfactory	Poor
				(5)	(4)	(3)	(2)	(1)
KRA 1: LEADING STRATEGICALLY – 15%								
1. Vision, mission, and core values Communicated the DepEd vision, mission, and core values to the school stakeholders to ensure shared understanding and alignment of schools' policies, programs, projects, and activities	1. School Handbook 2. School Report Card (SRC) 3. School Annual Accomplishment Report highlighting the participation of stakeholders 4. CPD on the conduct of orientation showing demonstration of knowledge on DepEd VMV 5. ACR on the SOSA delivered showing understanding of the DepEd VMV to sustain promotion of school effectiveness.	2%	QAULITY	90% - 100% of schools' policies and PPAs aligned with DepEd VMV were communicated to school stakeholders.	70% - 89% of schools' policies and PPAs aligned with DepEd VMV were communicated to school stakeholders.	50% - 69% of schools' policies and PPAs aligned with DepEd VMV were communicated to school stakeholders.	30% - 49% of schools' policies and PPAs aligned with DepEd VMV were communicated to school stakeholders.	29% and below of schools' policies and PPAs aligned with DepEd VMV were communicated to school stakeholders.
			EFFICIENCY	Presence of all acceptable MOVs.	Presence of any 4 acceptable MOVs	Presence of 3 acceptable MOVs	Presence of any 2 acceptable MOVs	Presence of any 1 acceptable MOVs
				TIMELINESS				

				90% - 100%	70% - 89%	50% - 69%	30% - 49%	29% and below
2. School planning and implementation Developed and implemented with the planning team the school plans aligned with institutional goal and policies	1. School Improvement Plan (SIP) 2. Work Financial Plan/AIP 3. CPD of meetings / conferences with internal and external stakeholders which includes their participation and the strategies in the implementation of PPAs as reflected in AIP 4. CPD on the conduct of the following activities: • orientation on the development of SIP / WFP aligned on DepEd VMV • conduct of the Annual SIP review • Adjusted AIP with Catch-up Plan	2%	QUALITY	90% - 100% of school programs, activities and projects were developed and implemented with the planning team and were aligned with institutional goals and policies.	70% - 89% of school programs, activities and projects were developed and implemented with the planning team and were aligned with institutional goals and policies.	50% - 69% of school programs, activities and projects were developed and implemented with the planning team and were aligned with institutional goals and policies.	30% - 49% of school programs, activities and projects were developed and implemented with the planning team and were aligned with institutional goals and policies.	29% and below of programs, activities and projects indicated in the SIP, WFP/AIP, were developed and implemented
			EFFICIENCY	Submitted all 4 MOVs	Submitted any 3 acceptable MOVs	Submitted 2 acceptable MOVs	Submitted any 1 acceptable MOVs	No acceptable evidence was shown
			TIMELINESS	Submitted reports 5 days prior to the deadline.	Submitted reports as scheduled.	Submitted reports 3 days after the deadline.	Submitted reports 4 days after the deadline.	Submitted reports 5 days after the deadline.
3. Policy implementation and review	1. Compilation of national and local laws, regulations and issuances. 2. Report on quarterly PIR 3. Report on annual SIP implementation Review 4. Policy Implementation Feedback Analysis Report	2%	QUALITY	90% - 100% of reviewed policies are consistent with the national and local issuances	70% - 89% of reviewed policies are consistent with the national and local issuances	50% - 69% of reviewed policies are consistent with the national and local issuances	30% - 49% of reviewed policies are consistent with the national and local issuances	29% and below of reviewed policies are consistent with the national and local issuances
			EFFICIENCY	Submitted all 4 MOVs	Submitted any 3 acceptable MOVs	Submitted 2 acceptable MOVs	Submitted any 1 acceptable MOVs	No acceptable evidence was shown

				Submitted reports 5 days prior to the deadline.	Submitted reports as scheduled.	Submitted reports 3 days after the deadline.	Submitted reports 4 days after the deadline.	Submitted reports 5 days after the deadline.
			Timeliness					
4. Research and innovation Utilized relevant research findings from reliable sources in facilitating data-driven and evidence-based innovation to improve school performance.	1. Approved Project Proposals / Intervention Plan / Innovation Proposal 2. Accomplishment Report of the Research / Innovation conducted 3. Report on the Least Learned Skills / Competencies by learning area and grade level 4. Consolidated results of different assessment tools conducted as basis for the conduct of intervention plan / action research • Quarterly assessment • Phil-Iri, CRLA / EGRA, Oral Reading, Verification (ORV), Diagnostic Test, Numeracy Test Result	2%	**QUALITY**	Implemented intervention or innovation using relevant research findings from reliable sources to improve school performance with MOV No. 2	Developed intervention or innovation activity using relevant research findings from reliable sources to improve school performance with MOV No. 1	Planned for an intervention or innovation activity using relevant research findings from reliable sources to improve school performance	Analyzed school performance indicators shown to improve school performance	No acceptable evidence was shown.

				Submitted all 4 acceptable MOV	Submitted any 3 acceptable MOV	Submitted 2 acceptable MOV	Submitted any 1 acceptable MOV	No acceptable evidence was shown
			EFFICIENCY					
				TIMELINESS				
5. Program design and implementation Implemented programs in the school that support the development of learners.	1. List of PPAs 2. Action Plan of PPAs implemented as identified in the WFP 3. Validated quarterly SMEA / PIR and other M & E reports by districts 4. Certification from the PSDS on the 100% implementation of all PPAs as identified in the WFP 5. Documents of PPAs implemented highlighting the participation of stakeholders	2%	**QUALITY**	90% - 100% of programs were implemented in the school that support the development of learners.	70% - 89% of programs were implemented in the school that support the development of learners.	50% - 69% of programs were implemented in school that support the development of learners.	30% - 49% of programs were implemented in the school that support the development of learners.	29% and below of programs were implemented in the school that support the development of learners.
			EFFICIENCY	Submitted all 5 acceptable MOV	Submitted 4 acceptable MOV	Submitted any 3 acceptable MOV	Submitted 2 acceptable MOV	Submitted any 1 acceptable MOV
			TIMELINESS	Submitted reports 5 days prior to the deadline.	Submitted reports as scheduled.	Submitted reports 3 days after the deadline.	Submitted reports 4 days after the deadline.	Submitted reports 5 days after the deadline.

6. Learner Voice			QUALITY	Implemented policy developed towards school improvement based on learner's voice.	Developed policy crafted towards school improvement based on learner's voice.	Planned for policy development towards school improvement based on learner's voice.	Analyzed the learner's voice for policy development and decision-making towards school improvement.	No acceptable evidence was shown.
Utilized learner voice, such as feelings, views and/or opinions to inform policy development and decision-making towards school improvement.	1. Document showing Suggestion Box or other feedback mechanisms 2. School-initiated Monitoring Tools 3. Learner-client Satisfaction Survey Tools (offline and/or online) 4. List of Concerns, Issues, Gaps, and Problems							
	5. Results of the analysis if feedback 6. Crafted concept papers to address Concerns, Issues, Gaps, and Problems 7. CPD on discussion of List of Concerns, Issues, Gaps, and Problems with resolution with the participation of stakeholders 8. School-based Accountability Assessment Framework on School Operation (any documents showing continuous showing and collaborative review of the accountability system, process, and tools) approved by the school and its stakeholders	2%	EFFICIENCY	Presence of 7 to 8 acceptable MOVS	Presence of any 5 to 6 acceptable MOVs	Presence of any 3 to 4 acceptable MOVs	Presence of any 1 to 2 acceptable MOVs	No evidence was shown.

			TIMELINESS				
7. Monitoring and evaluation processes and tools Utilized available monitoring and evaluation processes and tools to promote learner's achievement	1. Validated quarterly SMEA / PIR report by the district 2. SUPPORTA Tool 3. Classroom Observation Tool 4. M & E Tool on Content Review of Test Items	**QUALITY**	90% - 100% utilization of M & E Tools and its processes to promote learner's achievement.	70% - 89% utilization of M & E Tools and its processes to promote learner's achievement	50% - 69% utilization of M & E Tools and its processes to promote learner's achievement	30% - 49% utilization of M & E Tools and its processes to promote learner's achievement	29% and below utilization of M & E Tools and its processes to promote learner's achievement
		EFFICIENCY	Submitted all 4 acceptable MOVs	Submitted any 3 acceptable MOVs	Submitted any 2 acceptable MOVs	Submitted any 1 acceptable MOVs	No acceptable evidence was shown
		TIMELINESS	Submitted reports 5 days prior to the deadline.	Submitted reports as scheduled.	Submitted reports 3 days after the deadline.	Submitted reports 4 days after the deadline.	Submitted reports 5 days after the deadline.

(3%)

KRA 2: MANAGING SCHOOL OPERATIONS AND RESOURCES – 20%

1. Records management Managed school data and information using technology, including ICT, to ensure efficient and effective school operations.	1. School Form 4 2. School Form 5 3. School Form 6 4. BEIS Government School Profile	**QUALITY**	90% - 100% of school data and information using technology including ICT were managed to ensure efficient and effective school operations.	70% - 89% of school data and information using technology including ICT were managed to ensure efficient and effective school operations.	50% - 69% of school data and information using technology including ICT were managed to ensure efficient and effective school operations.	30% - 49% of school data and information using technology including ICT were managed to ensure efficient and effective school operations.	29% and below of school data and information using technology including ICT were managed to ensure efficient and effective school operations.

(4%)

				Submitted all 4 acceptable MOV	Submitted any 3 acceptable MOV	Submitted any 2 acceptable MOV	Submitted any 1 acceptable MOV	No acceptable evidence was shown
			EFFICIENCY					
			TIMELINESS	Submitted reports 5 days prior to the deadline.	Submitted reports as scheduled.	Submitted reports 3 days after the deadline.	Submitted reports 4 days after the deadline.	Submitted reports 5 days after the deadline.
2. Financial management Managed finances adhering to policies, guidelines and issuances in allocation, procurement, disbursement, and liquidation aligned with the school plan.	1. BAC Structure, Duties and Responsibilities, Special Order 2. School Operating Budget 3. Project Procurement Management Plan 4. Annual Procurement Plan 5. Proposals on PPAs indicating the budgetary requirements 6. Report on monthly DPDS 7. Liquidation reports with stamp received by the Division Accountant / COA vis-à-vis APP. 8. Updated transparency Board with the following documents: • Duly signed CDR • PTA Financial Report noted by SDO-SGOD • Canteen Financial Statement	4%	**QUALITY**	90% - 100% of school finances were disbursed and liquidated aligned with the school plan.	70% - 89% of school finances were disbursed and liquidated aligned with the school plan.	50% - 69% of school finances were disbursed and liquidated aligned with the school plan.	30% - 49% of school finances were disbursed and liquidated aligned with the school plan.	29% and below of school finances were disbursed and liquidated aligned with the school plan.
				Presence of 7 to 8 acceptable MOVs	Presence of 5 to 6 acceptable MOVS	Presence of 3 to 4 acceptable MOVs	Presence of 1 to 2 acceptable MOVs	No evidence was shown
			TIMELINESS	Submitted liquidation report 5 days prior to the deadline.	Submitted liquidation report as scheduled.	Submitted liquidation report 3 days after the deadline.	Submitted liquidation report 4 days after the deadline.	Submitted liquidation report 5 days after the deadline.

3. School facilities and equipment	CPD showing the installation, repair, maintenance, and improvement of school buildings and facilities	3%	QUALITY	90% - 100% of school facilities and equipment were utilized, repaired, and maintained in adherence to policies, guidelines, and issuances.	70% - 89% of school facilities and equipment were utilized, repaired, and maintained in adherence to policies, guidelines, and issuances.	50% - 69% of school facilities and equipment were utilized, repaired, and maintained in adherence to policies, guidelines, and issuances.	30% - 49% of school facilities and equipment were utilized, repaired, and maintained in adherence to policies, guidelines, and issuances.	29% and below of school facilities and equipment were utilized, repaired, and maintained in adherence to policies, guidelines, and issuances.
Managed school facilities and equipment in adherence to policies, guidelines, and issuance on acquisition, recording, utilization, repair and maintenance, storage, and disposal.	• National School Building Inventory • Site Development Plan • School Facilities Improvement Plan with findings, analysis, and recommendation • List of unserviceable equipment and facilities and other things for disposal • Updated delivery receipts and inspection reports. • List of submitted inspection and inventory report of unserviceable equipment to the SDO.		EFFICIENCY	Presence of all 6 acceptable MOVs	Presence of any 5 acceptable MOVs	Presence of any 4 acceptable MOVs	Presence of 3 acceptable MOVs	Presence of any 1 or 2 acceptable MOVs
4. Management of staff Managed staffing such as teaching load distribution and grade level and subject area assignment in adherence to laws, policies, guidelines, and issuances based on the needs of the school.	1. General Class Program 2. Teacher's Workload 3. eSF 7	4%	QUALITY	Teachers were assigned with 90% - 100% teaching load in adherence to laws, policies, guidelines, and issuances based on the needs of the school.	Teachers were assigned with 70% - 89% teaching load in adherence to laws, policies, guidelines, and issuances based on the needs of the school.	Teachers were assigned with 50% - 69% teaching load in adherence to laws, policies, guidelines, and issuances based on the needs of the school.	Teachers were assigned with 30% - 49% teaching load in adherence to laws, policies, guidelines, and issuances based on the needs of the school.	Teachers were assigned with 29% and below teaching load in adherence to laws, policies, guidelines, and issuances based on the needs of the school.

				Presence of all acceptable MOVs		Presence of any 2 acceptable MOVs		Presence of any 1 acceptable MOV
			EFFICIENCY	Presence of all acceptable MOVs		Presence of any 2 acceptable MOVs		Presence of any 1 acceptable MOV
			TIMELINESS	Submitted Class Program and Teacher's Workload to SDO for approval 5 days before the opening of classes.	Submitted Class Program and Teacher's Workload to SDO for approval a day before the opening of classes.	Submitted Class Program and Teacher's Workload to SDO for approval a day after the opening of classes.	Submitted Class Program and Teacher's Workload to SDO for approval 5 days after the opening of classes.	Submitted Class Program and Teacher's Workload to SDO for approval 10 days after the opening of classes.
5. School safety for disaster preparedness, mitigation, and resiliency Managed school safety for disaster preparedness, mitigation, and resiliency to ensure continuous delivery of instruction.	1. School Contingency Plan 2. Evacuation Safety Plan 3. NSED ACR 4. DRRM Miscellaneous Report such as RADAR 1 and 2 5. Pictures of posted health and safety protocols signages 6. Schedule of Unannounced Earthquake and Fire Drill.	3%	QUALITY	90% - 100% of teachers and students were able to participate in the disaster preparedness drill.	70% - 89% of teachers and students were able to participate in the disaster preparedness drill.	50% - 69% of teachers and students were able to participate in the disaster preparedness drill.	30% - 49% of teachers and students were able to participate in the disaster preparedness drill.	29% and below of teachers and students were able to participate in the disaster preparedness drill.
			EFFICIENCY	Presence of all acceptable MOVs	Presence of any 4 to 5 acceptable MOVs	Presence of any 2 of 3 acceptable MOV	Presence of any 1 acceptable MOV	No acceptable evidence was shown
			TIMELINESS	Submitted reports a day after the conduct of disaster preparedness drill.	Submitted reports 3 days after the conduct of disaster preparedness drill.	Submitted reports 5 days after the conduct of disaster preparedness drill.	Submitted reports 7 days after the conduct of disaster preparedness drill.	Submitted reports 10 days after the conduct of disaster preparedness drill.

				90%-100% of emerging opportunities and challenges encountered were addressed by the school.	70%-89% of emerging opportunities and challenges encountered were addressed by the school.	50%-69% of emerging opportunities and challenges encountered were addressed by the school.	30%-49% of emerging opportunities and challenges encountered were addressed by the school.	29% and below of emerging opportunities and challenges encountered were addressed by the school.
6. Emerging Opportunities and Challenges Managed emerging opportunities and challenges to encourage equality and equity in addressing the needs of learners, school personnel and other stakeholders.	1. Memorandum issued by CO, RO, and/or SDO and from other agencies and offices. 2. List of emerging opportunities and challenges. 3. CPD on discussion of List of emerging opportunities and challenges. 4. Activity Completion Report indicating thereto how the school addresses the issue.	2%	QUALITY					
			EFFICIENCY	Presence of all acceptable MOVs	Presence of any 3 acceptable MOVs	Presence of any 2 acceptable MOVs	Presence of any 1 acceptable MOVs	No evidence was shown.
			TIMELINESS	Emerging opportunities and challenges were addressed by the school a day after it happened	Emerging opportunities and challenges were addressed by the school 3 days after it happened	Emerging opportunities and challenges were addressed by the school 5 days after it happened	Emerging opportunities and challenges were addressed by the school 7 days after it happened	Emerging opportunities and challenges were addressed by the school 10 days after it happened

KRA 3: FOCUSING ON TEACHING AND LEARNING - 30%

				90% - 100% of teachers were assisted with the review, contextualization, and implementation of learning standards to make the curriculum	70% - 89% of teachers were assisted with the review, contextualization, and implementation of learning standards to make the curriculum	50% - 69% of teachers were assisted with the review, contextualization, and implementation of learning standards to make the curriculum	30% - 49% of teachers were assisted with the review, contextualization, and implementation of learning standards to make the curriculum	29% and below of teachers were assisted with the review, contextualization, and implementation of learning standards to make the curriculum
1. School-based review, contextualization, and implementation of learning standards Assisted teachers in review, contextualization, and	Copy of Quality Assured teaching-learning materials on contextualized teaching-learning support systems such as but not limited to the following: • Lesson Exemplar • Activity Sheets		QUALITY					
implementation of learning standards to	• Summative Test Item Bank • Formative Test Item Bank • Intervention Materials	4%		relevant for learners	relevant for learners	relevant for learners	relevant for learners	relevant for learners

make the curriculum relevant for learners			EFFICIENCY	Presence of all 4 acceptable MOV	Presence of any 3 acceptable MOV	Presence of any 2 acceptable MOV	Presence of any 1 acceptable MOV	No acceptable evidence was shown
				TIMELINESS				
2. Teaching standards and pedagogies Provided technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice.	Copy of the following monthly report which contains the provision of technical assistance to teachers on teaching standards and pedagogies within and across learning areas: • SISP • SISAR • TA Plan • TA Report	5%	QUALITY	90% - 100% of teachers were provided with technical assistance to improve their teaching practice.	70% - 89% of teachers were provided with technical assistance to improve their teaching practice.	50% - 69% of teachers were provided with technical assistance to improve their teaching practice.	30% - 49% of teachers were provided with technical assistance to improve their teaching practice.	29% and below of teachers were provided with technical assistance to improve their teaching practice.
			EFFICIENCY	Submitted 4 acceptable MOV	Submitted any 3 acceptable MOV	Submitted any 2 acceptable MOV	Submitted any 1 acceptable MOV	No acceptable evidence was shown
			TIMELINESS	Submitted monthly report on the 5th day of the succeeding month	Submitted monthly report on the 7th day of the succeeding month	Submitted monthly report on the 9th day of the succeeding month	Submitted monthly report on the 11th day of the succeeding month	Submitted monthly report on the 15 days of the succeeding month

3. Teacher Performance Feedback Used validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance.	Copy of the following documents which will help teachers improve their performance: 1. Document showing Suggestion Box or other feedback mechanisms 2. School-Initiated Monitoring Tools 3. Client Satisfaction Survey Tools (offline and/or online) 4. List of Concerns, Issues, Gaps, and Problems 5. Results of the analysis of feedback 6. Crafted concept papers to address Concerns, Issues, Gaps, and Problems 7. CPD on discussion of List of Concerns, Issues, Gaps, and Problems with resolution with intervention plan. 8. School-Based Accountability Assessment Framework on School Operations (any documents showing continuous and collaborative review of the accountability system, process, and tools) approved by the school and its stakeholders.	3%	QUALITY	Implemented validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance.	Developed policy crafted from the validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance.	Planned for policy development from the validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance.	Analyzed the validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance.	Prepared monitoring tools.
			EFFICIENCY	Presence of all acceptable MOVs	Presence of 6 to 7 acceptable MOVs	Presence of 4 to 5 acceptable MOVs	Presence of 2 to 3 acceptable MOVs	Presence of any1 acceptable MOVs
				TIMELINESS				

Objective	MOV	%	Dimension	5	4	3	2	1
4. Learner achievement and other performance indicators Utilized learning outcomes in developing data-based intervention to maintain learner achievement and attain other performance indicators.	1. Intervention Plan / Innovation Proposal 2. Accomplishment Report of the Innovation / intervention conducted 3. Report on Least Learned Skills / Competencies by learning area / grade level 4. Consolidated results of different assessment tools conducted as basis for the conduct of intervention plan/ action research • Quarterly assessment • Phil-iri, CRLA / EGRA, Oral Reading Verification (ORV), Diagnostic Test, Numeracy Test Result	5%	QUALITY	Implemented intervention activity utilizing learning outcomes to maintain learner achievement and attain other performance indicator with MOV No. 2	Developed intervention activity utilizing learning outcomes to maintain learner achievement and attain other performance indicator with MOV No. 1	Planned for an intervention activity utilizing learning outcomes to maintain learner achievement and attain other performance indicator with MOV No. 3 and 4	Analyzed learners' numeracy, literacy result and the identified least mastered skills with MOV No. 3 and 4	No acceptable evidence was shown.
			EFFICIENCY	Presence of all 4 acceptable MOV	Presence of any 3 acceptable MOV	Presence of any 2 acceptable MOV	Presence of any 1 acceptable MOV	No acceptable evidence was shown
			TIMELINESS					
5. Learning assessment Provided TA to teachers in using learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	1. Consolidated data from IS focusing on learning assessment 2. Copy of the School Instructional Supervisory Plan and School Instructional Supervisory Report. 3. Copy of the analyzed SISAR with corresponding TA Plan and report.	4%	QUALITY	90% - 100% of teachers were provided with TA using learning assessment tools, strategies, and results	70% - 89% of teachers were provided with TA using learning assessment tools, strategies, and results	50% - 69% of teachers were provided with TA using learning assessment tools, strategies, and results	30% - 49% of teachers were provided with TA using learning assessment tools, strategies, and results	29% and below of teachers were provided with TA using learning assessment tools, strategies, and results
			EFFICIENCY	Presence of all acceptable MOVs		Presence of 2 acceptable MOVs		Presence of any 1 MOV
			TIMELINESS	Submitted monthly report on the 5th day of the succeeding month	Submitted monthly report on the 7th day of the succeeding month	Submitted monthly report on the 9th day of the succeeding month	Submitted monthly report on the 11th day of the succeeding month	Submitted monthly report on the 15 days of the succeeding month

				90% - 100%	70% - 89%	50% - 69%	30% - 49%	29% and below
6. Learning environment Managed a learner-friendly, inclusive, and healthy learning environment.	CPD showing the conduct of activities related to improvement of learning environment such as but not limited to: • CFSS • Health (OK sa DepEd) • SDRRM • GAD • CPP • Adopt a School • Youth Formation Programs	4%	QUALITY	90% - 100% of teachers adhered to a learner-friendly, inclusive, and healthy learning environment.	70% - 89% of teachers adhered to a learner-friendly, inclusive, and healthy learning environment.	50% - 69% of teachers adhered to a learner-friendly, inclusive, and healthy learning environment.	30% - 49% of teachers adhered to a learner-friendly, inclusive, and healthy learning environment.	29% and below of teachers adhered to a learner-friendly, inclusive, and healthy learning environment.
			EFFICIENCY	Presence of all acceptable MOVs	Presence of any 4 to 5 acceptable MOVs	Presence of any 2 to 3 acceptable MOVs	Presence of any 1 acceptable MOV	No evidence was shown.
			TIMELINESS	Implemented all activities every quarter.		Implemented all activities once in a semester		Implemented all activities once a year.
7. Career Awareness and Opportunities Ensured integration of career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	1. CPD on the conduct of SLACs focusing on topics such as but not limited to the following: • Homeroom Program • Homeroom Guidance Counselling 2. ACR on the conduct of Career Guidance 3. Lesson exemplars showing integration of career awareness and opportunities. 4. DLL / DLP Evaluation Report 5. Teaching-Learning Monitoring Report	2%	QUALITY	90% - 100% of teachers integrated career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	70% - 89% of teachers integrated career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	50% - 69% of teachers integrated career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	30% - 49% of teachers integrated career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	29% and below of teachers integrated career awareness and opportunities in the provision of learning experiences aligned with the curriculum.
			EFFICIENCY	Presence of all acceptable MOVs	Presence of any 4 acceptable MOVs	Presence of 3 acceptable MOVs	Presence of any 2 acceptable MOV	Presence of any 1 acceptable MOV
			TIMELINESS	Implemented the program every quarter.		Implemented the program once in a semester		Implemented the program once a year.

8. Learner Discipline Implemented learner discipline policies that are developed collaboratively with stakeholders including parents, school personnel and the community.	1. Contextualized Child Protection Committee with their TOR 2. Contextualized School Child Protection Policy and Anti-Bullying Law 3. CPD on the conduct of SLACs focusing on topics such as but limited to the following: • Positive Discipline • Contents of Student Handbook 4. ACR on capacity building activities on child protection measures and protocols and anti-bullying 5. Consolidated / compiled advocacy materials on positive discipline in the school 6. School Handbook 7. School Record of cases / complaints under CPP and Anti-Bullying Law	3%	QUALITY	Collaborated with the community stakeholder in the implementation of learner discipline policies	Planned with the community stakeholders in the implementation of learner discipline policies	Conducted a consultative meeting with the community stakeholders in the implementation of learner discipline policies	Communicated with the community stakeholders in the implementation of learner discipline policies	No evidence was shown.
			EFFICIENCY	Presence of all acceptable MOVs	Presence of any 6 to 7 acceptable MOVs	Presence of any 4 to 5 acceptable MOVs	Presence of any 2 to 3 acceptable MOVs	Presence of any 1 acceptable MOV
	8. Lesson exemplars integrating positive discipline		TIMELINESS	Implemented the program every quarter.		Implemented the program once in a semester		Implemented the program once a year.

KRA 4: DEVELOPING SELF AND OTHERS – 20%								
1. Personal and professional development Set personal and professional development goals based on self-assessment aligned with the PPSSH	1. Result of personal and professional development needs 2. Professional Development Plan for the School Head 3. Certificate of Participation for the training courses, seminars, and conferences attended 4. Professional development reflection notes	2%	QUALITY	80%-100% of personal and professional development programs attended	60%-79% of personal and professional development programs attended	40%-59% of personal and professional development programs attended	20%-39% of personal and professional development programs attended	19% and below of personal and professional development programs attended
			EFFICIENCY	Presence of all acceptable MOVs	Presence of 3 acceptable MOVs	Presence of 2 acceptable MOVs	Presence 1 acceptable MOVs	No evidence was shown
			TIMELINESS					
2 . Professional reflection and learning Apply professional reflection and learning to improve one's practice	1. Summary of teachers rating of the PPST indicators requiring Teacher's Reflection Form 2. Report on Teachers' Accomplishment on Reflection Form	2%	QUALITY	80%-100% of professional reflection and learning applied to improve one's practice	60%-79% of professional reflection and learning applied to improve one's practice	40%-59% of professional reflection and learning applied to improve one's practice	20%-39% of professional reflection and learning applied to improve one's practice	19% and below of professional reflection and learning applied to improve one's practice
			EFFICIIENCY	Professional reflection and learning were applied utilizing 5% less of the allotted resources.	Professional reflection and learning were applied utilizing 2% less of the allotted resources.	Professional reflection and learning were applied utilizing the actual allocated amount.	Professional reflection and learning were applied utilizing 2% more than the allotted resources.	Professional reflection and learning were applied utilizing 10% more than the allotted resources.
			TIMELINESS					

3. Professional networks Participated in professional networks to upgrade knowledge and skills and to enhance practice.	1. Certificate of Participation 2. Re-entry Plan / JEL Plan 3. List of the attended professional development program 4. Professional development reflection notes	2%	QUALITY	80%-100% of meetings, conferences, training – workshop called by the District, Division, Regional or Central Office were participated	60%-79% of meetings, conferences, training – workshop called by the District, Division, Regional or Central Office were participated	40%-59% of meetings, conferences, training – workshop called by the District, Division, Regional or Central Office were participated	20%-39% of meetings, conferences, training – workshop called by the District, Division, Regional or Central Office were participated	19% and below of meetings, conferences, training – workshop called by the District, Division, Regional or Central Office were participated
			EFFICIENCY	Presence of all acceptable MOVs	Presence of 3 acceptable MOVs	Presence of 2 acceptable MOVs	Presence of 1 acceptable MOVs	No evidence was shown.
			TIMELINESS					
4. Performance management Implemented the performance management system with a team to support the career advancement of school personnel and office performance.	1. CPD on the implementation of the four phases of RPMS 2. Consolidated IPCRF_DP of teaching and non-teaching personnel. 3. Consolidated Mid-Year Review Form 4. ACR on the conduct of Mid-Year and Year-End Performance Review 5. Analyzed data in the Performance Monitoring and Coaching Form (PMCF)	3%	QUALITY	90% - 100% of school personnel were able to attend the RPMS activities implemented to support the career advancement of school personnel and office performance.	70% - 89% of RPMS activities implemented to support the career advancement of school personnel and office performance.	50% - 69% of RPMS activities implemented to support the career advancement of school personnel and office performance.	30% - 49% of RPMS activities implemented to support the career advancement of school personnel and office performance.	29% and below of RPMS activities implemented to support the career advancement of school personnel and office performance.
			EFFICIENCY	Presence of all acceptable MOVs	Presence of any 4 acceptable MOVs	Presence of 3 acceptable MOVs	Presence of any 2 acceptable MOVs	Presence of any 1 acceptable MOV

			TIMELINESS	Implemented the program every quarter.		Implemented the program once in a semester		Implemented the program once a year.
5. Professional development of school personnel Implemented professional development initiatives to enhance strengths and address performance gaps among school personnel.	1. Learning and Development Needs Assessment (LDNA) / eSAT Result 2. SPPD Plan 3. Approved SLAC Plan 4. Creation of L & D, TA, and Career Advancement Team • List of team members with TOR • Quarterly accomplishments on professional development during the conduct of SMEA 5. Training Design and / or Resource Package 6. ACR on LAC Session conducted	3%	**QUALITY**	90% - 100% of teachers were able to participate in the professional development activities implemented in the school.	70% - 89% of teachers were able to participate in the professional development activities implemented in the school.	50% - 69% of teachers were able to participate in the professional development activities implemented in the school.	30% - 49% of teachers were able to participate in the professional development activities implemented in the school.	29% and below of teachers were able to participate in the professional development activities implemented in the school.
			EFFICIENCY	Presence of all acceptable MOVs	Presence of any 5 acceptable MOVs	Presence of any 4 acceptable MOVs	Presence of any 2 to 3 acceptable MOVs	Presence of any 1 acceptable MOV
			TIMELINESS	Conducted SLAC Session every month.		Conducted SLAC Session once every quarter		Conducted SLAC Session once a year.
6. Leadership development in individuals and teams Provided opportunities to individuals and teams in performing leadership roles and responsibilities.	1. Organizational Chart with TOR 2. Compilation of Special Order for assigned designation 3. Compilation of Special Order for assigned OIC of the school 4. CPD on the conduct of quarterly accomplishment	3%	**QUALITY**	90%-100% of PPAs were assigned to teachers with an approved special order.	70%-80% of PPAs were assigned to teachers with approved special order.	50%-69% of PPAs were assigned to teachers with approved special order.	30%-49% of PPAs were assigned to teachers with approved special order.	29% and below of PPAs were assigned to teachers with an approved special order.
			EFFICIENCY	Presence of all acceptable MOVs	Presence of 3 acceptable MOVs	Presence of any 2 acceptable MOVs	Presence of any 1 acceptable MOV	No evidence was shown.

	reports of teacher-led activities.		TIMELINESS	Submitted Special Order for SDS approval a week before the opening of classes.	Submitted Special Order for SDS approval a week after the opening of classes.	Submitted Special Order for SDS approval 2 weeks after the opening of classes.	Submitted Special Order for SDS approval 3 weeks after the opening of classes.	Submitted Special Order for SDS approval 4 weeks after the opening of classes.
7. General Welfare of Human Resources Implemented laws, policies, guidelines and issuances on the rights, privileges, and benefits of school personnel to ensure general welfare.	1. Profile of teaching and non-teaching personnel for retirement, promotion, reclassification, and transfer purposes noted by HRMO. 2. Updated School 201 File 3. CPD on the conduct of validation of teachers' pertinent documents and qualification standards for promotion, transfer, reclassification, and retirement based on existing standards and guidelines. 4. School recommendations on school promotion, transfer, reclassification, filling up of substitute, permanent position, and retirement.	3%	QULAITY	90%-100% of school personnel have updated 201 File and profile for retirement, promotion, reclassification, and transfer	70%-80% of school personnel have updated 201 File and profile for retirement, promotion, reclassification, and transfer	50%-69% of school personnel have updated 201 File and profile for retirement, promotion, reclassification, and transfer	30%-49% of school personnel have updated 201 File and profile for retirement, promotion, reclassification, and transfer	29% and below of school personnel have updated 201 File and profile for retirement, promotion, reclassification, and transfer
			EFFICIENCY	Presence of all acceptable MOVs	Presence of 3 acceptable MOVs	Presence of 2 acceptable MOVs	Presence of 1 acceptable MOVs	No evidence was shown
			TIMELINESS	Submitted documents for retirement, promotion, reclassification, and transfer 5 days prior the deadline	Submitted documents for retirement, promotion, reclassification, and transfer on time.	Submitted documents for retirement, promotion, reclassification, and transfer 3 days after the deadline	Submitted documents for retirement, promotion, reclassification, and transfer 5 days after the deadline	Submitted documents for retirement, promotion, reclassification, and transfer 7 days after the deadline

8. Rewards, and recognition mechanism Implemented school rewards system to recognize and motivate learners, school personnel and other stakeholders for exemplary performance and/or continued support.	1. School guidelines / criteria in the Search for Outstanding Employees / learners / stakeholders 2. CPD showing the conduct of the following activities: • Quarterly Portfolio Day • Recognition Day • Graduation Day • Moving Up Ceremony • School Pasidungog		QULAITY	80%-100% of school rewards system to recognize and motivate learners, school personnel and other stakeholders	60%-79% of school rewards system to recognize and motivate learners, school personnel and other stakeholders	40%-59% of school rewards system to recognize and motivate learners, school personnel and other stakeholders	20%-39% of professional school rewards system to recognize and motivate learners, school personnel and other stakeholders	19% and below school rewards system to recognize and motivate learners, school personnel and other stakeholders
		4%	EFFIECIENCY	The school rewards system was implemented utilizing 5% less of the allotted resources.	The school rewards system was implemented utilizing 2% less of the allotted resources.	The school rewards system was implemented utilizing the actual allocated amount.	The school rewards system was implemented utilizing 2% more than the allotted resources.	The school rewards system was implemented utilizing 10% more than the allotted resources.
			TIMELINESS	School Rewards activities are conducted a day ahead of schedule.	School Rewards activities are conducted as scheduled.	School Rewards activities are conducted two days after the schedule.	School Rewards activities are conducted three days after the schedule.	School Rewards activities are conducted five days after the schedule.

KRA 5: BUILDING CONNECTIONS – 15%

1. Management of diverse relationships Built constructive relationships with authorities, colleagues, and other stakeholders to foster an enabling and supportive environment for learners.	1. CPD on the conduct of the following activities. a. Stakeholders Convergence b. PTA Assembly c. Team Building 2. Signed "Pledge of Commitment or MOA" between the school and external stakeholders showing their strong support to all identified school PPAs in the SIP / AIP	3%	QUALITY	80%-100% support to colleagues and stakeholders fostering a constructive relationship	60%-79% support to colleagues and stakeholders fostering a constructive relationship	40%-59% support colleagues and stakeholders fostering a constructive relationship	20%-39% support to colleagues and stakeholders fostering a constructive relationship	19% and below support to colleagues and stakeholders fostering a constructive relationship
			EFFICIENCY	Maintaining positive relationships and providing support to stakeholders using 5% less of the resources	Maintaining positive relationships and providing support to stakeholders utilizing 2% less of the allotted resources.	Maintaining positive relationships and providing support to stakeholders utilizing the actual allocated amount.	Maintaining positive relationships and providing support to stakeholders utilizing 2% more than the allotted resources.	Maintaining positive relationships and providing support to stakeholders utilizing 10% more than the allotted resources.
			TIMELINESS	Submitted reports on providing support to stakeholders a day ahead of schedule.	Submitted reports on providing support to stakeholders as scheduled.	Submitted reports on providing support to stakeholders two days after the schedule.	Submitted reports on providing support to stakeholders three days after the schedule.	Submitted reports on providing support to stakeholders five days after the schedule.
2. Management of school organizations Managed school organizations, such as learners' organizations, faculty clubs and parent teacher associations by applying relevant policies and guidelines to support the	1. CPD on the organization of learners' organizations, faculty clubs and parent teacher association. 2. List of officers of the following school organizations: a. School Governance Council b. Faculty Club Association c. PTA d. SSG Officer e. other school organizations	3%	QUALITY	Implemented school organizations by applying relevant policies and guidelines to support the attainment of institutional goals as evidenced by MOV No. 3	Planned school organizations by applying relevant policies and guidelines to support the attainment of institutional goals as evidenced by MOV No. 2	Communicated and obtained response from school organizations by applying relevant policies and guidelines to support the attainment of institutional goals as evidenced by MOV No. 1	Communicated school organizations by applying relevant policies and guidelines to support the attainment of institutional goals	No evidence was shown.

			QUALITY				EFFICIENCY / TIMELINESS	

attainment of institutional goals.	3. Constitutions and By-Laws of the following organizations. a. School Governance Council b. Faculty Club Association c. PTA d. SSG Officer e. other school organizations		**EFFICIENCY**	Presence of all acceptable MOVs		Presence of any 2 acceptable MOVs		Presence of any 1 acceptable MOV
						TIMELINESS		
3. Inclusive practice Exhibited inclusive practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to foster awareness, acceptance, and respect.	1. CPD showing advocacy campaign activities on inclusive education 2. Accomplishment Report on the implementation of Inclusive Education and usage of school facilities and program evaluation.	3%	**QUALITY**	90%-100% of learners were able to participate in the school activities that foster awareness, acceptance and respect.	70%-89% of learners were able to participate in the school activities that foster awareness, acceptance and respect.	59-%-69% of learners were able to participate in the different practices that foster awareness, acceptance and respect.	30%-49% of learners were able to participate in the school activities that foster awareness, acceptance and respect.	29% and below of learners were able to participate in the school activities that foster awareness, acceptance and respect.
			EFFICIENCY	Presence of all acceptable MOVs		Presence of any 1 acceptable MOV		No evidence was shown
			TIMELINESS	Conducted any activity on inclusive practices every quarter		Conducted any activity on inclusive practices once a year		Did not conduct any activity for a year

				90%-100%	70%-89%	50%-69%	30%-49%	29% and below
4. Communication Communicated effectively in speaking and in writing to teachers, learners, parents, and other stakeholders, through positive use of communication platforms, to facilitate information sharing, collaboration, and support.	1. CPD of meetings / conferences informing the stakeholders of the implementation of PPAs as reflected in the AIP / WFP 2. CPD on the conduct of SOSA reporting on the effectiveness of the implementation of PPAs	3%	QUALITY	90%-100% of PPAs were communicated effectively through the positive use of communication platforms.	70%-89% of PPAs were communicated effectively through the positive use of communication platforms.	50%-69% of PPAs were communicated effectively through the positive use of communication platforms.	30%-49% of PPAs were communicated effectively through the positive use of communication platforms.	29% and below of PPAs were communicated effectively through the positive use of communication platforms.
			EFFICIENCY	Presence of all acceptable MOVs		Presence of any 1 acceptable MOV		No evidence was shown.
			TIMELINESS					
5. Community engagement Initiated partnership with the community, such as parents, alumni, authorities, industries, and other stakeholders to strengthen support for learner development, as well as school and community improvement.	1. CPD on school activities with community engagement on the different programs and projects. 2. Monthly report of DPDS	3%	QUALITY	80%-100% collaboration with the community stakeholders was evident for learners' development	60%-79% collaboration with the community stakeholders was evident for learners' development	40%-59% collaboration with the community stakeholders was evident for learners' development	20%-39% collaboration with the community stakeholders was evident for learners' development	19% and below community collaboration was evident for learners' development
			EFFICIENCY	Collaborated with the community stakeholder for learners' development using 5% less of the resources	Collaborated with the community stakeholder for learners' development utilizing 2% less of the allotted resources.	Collaborated with the community stakeholder for learners' development utilizing the actual allocated amount.	Collaborated with the community stakeholder for learners' development utilizing 2% more than the allotted resources.	Collaborated with the community stakeholder for learners' development utilizing 10% more than the allotted resources.
			TIMELINESS	Submitted DPDS reports online every 1st day of the month.	Submitted DPDS report online every 2nd to 5th day of the month.	Submitted DPDS report online every 6th to 10th day of the month.	Submitted DPDS report online every 11th to 15th day of the month.	Submitted DPDS report online every 16th to 20th day of the month.

Enclosure 3: RPMS Tools for School Heads SY 2024-2025 (PART-III)

Part III. Summary of Weight per KRA and Objectives

KRAs	OBJECTIVES	WEIGHT
KRA 1 - Leading Strategically (15%)	**1. Vision, mission, and core values** Communicate the DepEd vision, mission, and core values to the school stakeholders to ensure shared understanding and alignment of schools' policies, programs, projects, and activities	2%
	2. School planning and Implementation Develop and implement with the planning team the school plans aligned with institutional goal and policies	2%
	3. Policy implementation and review Undertake policy implementation and review in the school to ensure that operations are consistent with national and local laws, regulations and issuances.	2%
	4. Research and innovation Utilize relevant research findings from reliable sources in facilitating data-driven and evidence-based innovation to improve school performance.	2%
	5. Program design and implementation Implement programs in school that support the development of learners.	2%
	6. Learner Voice Utilize learner's voice, such as feelings, views and/or opinions to inform policy development and decision-making towards school improvement.	2%
	7. Monitoring and evaluation processes and tools Utilize available monitoring and evaluation processes and tools to promote learner's achievement	3%
KRA 2 - Managing School Operations and Resources	**1. Records management** Manage school data and information using technology, including ICT to ensure efficient and effective school operations.	4%

(20%)	**2. Financial Management** Manage finances adhering to policies, guidelines, and issuances in allocation, procurement, disbursement, and liquidation aligned with the school plan	4%
	3. School facilities and equipment Manage school facilities and equipment in adherence to policies, guidelines, and issuance on acquisition, recording, utilization, repair and maintenance, storage, and disposal.	3%
	4. Management of staff Manage staffing such as teaching load distribution and grade level and subject area assignment in adherence to laws, policies, guidelines, and issuances based on the needs of the school.	4%
	5. School safety for disaster preparedness, mitigation, and resiliency Manage school safety for disaster preparedness, mitigation, and resiliency to ensure continuous delivery of instruction.	3%
	6. Emerging Opportunities and Challenges Manage emerging opportunities and challenges to encourage equality and equity in addressing the needs of learners, school personnel and other stakeholders.	2%
KRA 3 - Focusing on Teaching and Learning (30%)	**1. School-based review, contextualization, and implementation of learning standards** Assist teachers in the review, contextualization, and implementation of learning standards to make the curriculum relevant for learners	4%
	2. Teaching standards and pedagogies Provide technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice.	5%
	3. Teacher Performance Feedback Use validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance.	3%
	4. Learner achievement and other performance indicators Utilize learning outcomes in developing data-based intervention to maintain learner achievement and attain other performance indicators.	5%

	5. Learning Assessment Provide TA to teachers in using learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	4%
	6. Learning Environment Manage a learner-friendly, inclusive, and healthy learning environment.	4%
	7. Career Awareness and Opportunities Ensure integration of career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	2%
	8. Learner Discipline Implement learner discipline policies that are developed collaboratively with stakeholders including parents, school personnel and the community.	3%
KRA 4 - Developing Self and Others (20%)	**1. Personal and professional development** Set personal and professional development goals based on self-assessment aligned with the PPSSH	2%
	2. Professional reflection and learning Apply professional reflection and learning to improve one's practice	2%
	3. Professional networks Participate in professional networks to upgrade knowledge and skills and to enhance practice.	2%
	4. Performance management Implement the performance management system with a team to support the career advancement of school personnel and office performance.	2%
	5. Professional development of school personnel Implement professional development initiatives to enhance strengths and address performance gaps among school personnel.	3%
	6. Leadership development in individuals and teams Provide opportunities to individuals and teams in performing leadership roles and responsibilities.	2%

	7. General Welfare of Human Resources Implement laws, policies, guidelines and issuances on the rights, privileges, and benefits of school personnel to ensure general welfare.	3%
	8. Rewards, and recognition mechanism Implement school rewards system to recognize and motivate learners, school personnel and other stakeholders for exemplary performance and/or continued support.	4%
KRA 5 – Building Connections (15%)	**1. Management of diverse relationships** Build constructive relationships with authorities, colleagues, and other stakeholders to foster an enabling and supportive environment for learners.	3%
	2. Management of school organizations Manage school organizations, such as learners' organizations, faculty clubs and parent teacher associations by applying relevant policies and guidelines to support the attainment of institutional goals.	3%
	3. Inclusive practice Exhibit inclusive practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to foster awareness, acceptance, and respect.	3%
	4. Communication Communicate effectively in speaking and in writing to teachers, learners, parents, and other stakeholders, through positive use of communication platforms, to facilitate information sharing, collaboration, and support.	3%
	5. Community engagement Initiate partnership with the community, such as parents, alumni, authorities, industries, and other stakeholders to strengthen support for learner development, as well as school and community improvement.	3%

Source:
Regional Memorandum No. 466, s. 2020
Regional Memorandum No. 1099, s. 2022
Compendium of School Heads
DepEd Order No. 024, s. 2020 – National Adoption and Implementation of PPSSH