

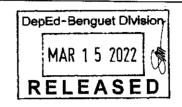
Republic of the Philippines

Department of Education

Cordillera Administrative Region Schools Division of Benguet

DIVISION MEMORANDUM

No._ % s.2022



March 15, 2022

ENHANCED OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM FOR SCHOOL HEADS, SCHOOL YEAR 2021 - 2022

TO: OIC-Assistant Schools Division Superintendent CES, Curriculum Implementation Division CES, School Governance and Operations Division Public Schools District Supervisors All School Heads
All Others Concerned

- Pursuant to DepED Order No. 2, s. 2015 or the Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education and DepED Order No. 024, s. 2020 or the National Adoption and Implementation of the Philippine Professional Standards for School Heads, this Office releases the attached Enhanced Office Performance Commitment and Review Form for School Heads for the School Year 2021 to 2022.
- 2. The Enhanced OPCRF was anchored on the Philippine Professional Standards for School Heads which highlights the importance of continuing professional development and advancement of school heads based on the principles of career-long learning. Consequently, DepEd upholds that quality student learning is contingent upon quality teachers, who are supported by quality school leaders.
- 3. The Division Performance Management Team (PMT) in collaboration with the Public Schools District Supervisors, School Head and Master Teacher representatives per District worked on the enhancement of the attached OPCRF.
- 4. After accomplishing the OPCRF, rater and ratee must discuss on areas that need strengthening or sustainability and agree on final rating before accomplishing Part 3. Competency assessment or Part 2 must be accomplished by the ratee to evaluate how well he or she is performing the



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Schools Division of Benguet

required knowledge, skills, and behavior relative to specified performance standards. Results of part 2 shall be the ratee's reference in accomplishing the Development Plan or part 4. The development plan must include the ratee's goals to support continual improvement and career development. It must highlight the required skills and competency development needs (based from results of part 2) that the ratee aims to improve on for the next rating period. Attached are the following forms to be accomplished:

Enclosure 1: Part 1, OPCRF for School Heads of **Independent Units**, SY 2021 – 2022

Enclosure 2: Part 1, OPCRF for School Heads of **Elementary and Non-Independent Units**, SY 2021 – 2022

Enclosure 3: Part 2, Competency Assessment

Enclosure 4: Part 3, Summary of Rating for Discussion

Enclosure 5: Part 4, Development Plan

5. For guidance, please refer to this time table:

DATE/S	ACTIVITY/IES	PERSONS INVOLVED
July 29, 2022	Accomplishment of Parts 1, 2, 3, 4 and packaging of required MOVs	Ratee
August 1 to 5, 2022	Presentation of Accomplishment for the SY based on OPCR (to be done simultaneously per District; schedule to be disseminated through a separate memorandum)	Performance Management Team and Ratee
August 12, 2022	Submission of Packaged Parts 1, 2, 3, 4 and MOVs to the SDO	Ratee
August 15 to	Final review of submitted OPCR and attachments with MOVs	PMT
August 17 to	Authority	
August 22 to 26	Retrieval of Approved OPCR from the SDO	Ratee

6. Immediate dissemination of and compliance with this Memorandum is requested.

GLORIA B. BUYA-AO Schools Division Superintendent



Department of Education conditions administrative region

SCHOOLS DIVISION OF BENGUET

La Trinidad, Benguet

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF)

School Year 2021 - 2022

I, (name of personnel), (position and school), commit to deliver and agree to be rated on the attainment of the following targets in accordance with the indicated measures for the period October 2021 to June 2022.

				TO BE FILLED	<u> </u>	DURING PLANNING			TO BE FILLED	DUR	NG EVA	LUATION		
MFOs	Key Result Areas	OBJECTIVES	TIMELINE	Weight per KRA			PERFORMANCE INDICATORS		Actual Results		Rat	ing	Score	
	(KRAs)					Quality	Efficiency	Timeliness	(Possible MOVs)	Q	Е	T Average		
		Ensured engagement of school community in the implementation of school plans eligned with DepED vision, mission, core values, and	October 2021 to June 2022	5%	5	Implemented 85-100% of PPAS within the rating period	Engaged with the community and impleme attainment of SBM level 2 and recommend period	fation for SBM level 3 within the railing	Accomplishment Reports for PAPs implemented SMEA Reports					
		instructional goals and policies			4	Implemented 80-84% of PPAS within the rating period	Engaged with the community and impleme attainment of SBM level 2 and provision of rating period		Certification of SBM level					
					3	Implemented 75-79% of PPAS within the rating period	Engaged with the community and impleme attainment of SBM level 2 within the rating							
			1		2	Implemented 70-74% of PPAS within the rating period	Engaged with the community and impleme attainment of SBM level 1 and recommend period							
							Implemented 69 % and below of PPAS within the rating period	Engaged with the community and impleme attainment of SBM level 1 within the rating						
			October 2021 to June 2022	5%		School/cluster conducted one research and implemented an innovative project from the research, with approved proposal and completion reports during the rating period	Collaborated with school personnel in the of innovative project within the rating period	d	Approved Research Proposal Completion Report Approved Innovation Project Proposal and Completion Report, If implemented					
					4	School/cluster conducted one research and used results for the preparation of an innovative project from the research, with approved proposal during the rating period	Collaborated with school personnel in the innovative project within the rating period	conduct of research and proposal of						
					3	School/cluster conducted one research within the rating period	Collaborated with school personnel in the period	executed of research within the rating						

FOs Key Result	Areas OBJECTIVES	T12.171.15.17			OURING PLANNING			TO BE FILLED	DURI	NG EV	ALUATION]
(KRA		TIMELINE	Weight per KRA			PERFORMANCE INDICATORS		Actual Results	1		rting	
(100					Quality	Efficiency Timellness		(Receible MOVe)	Q		T Averag	Sco
				ł 1	School/duster had one research proposa be approved by the SDO within the rating period	Collaborated with school personnel in preparing research proposal with	the rating	(1 costato tricvo)	Į ų	_	Nveray	8
					School/cluster prepared one research proposal within the rating period	There was no sign of collaboration in the preparation of research propositive rating period	al within					
	Managed the design and application of effective strategies in utilizing learner's such as feelings, views, and/or opinions inform policy development and decision making towards school improvement	voice, June 2022	5%	t s c c c c c c c c c c c c c c c c c c	Leamers' voices were utilized as evidenced by application of ALL of the following strategies: a. involvement of learners in programs or activities that focus on community welfare or support; b. active involvement of learners in meetings and planning sessions that require decision-making, such as but not limited to SIP Planning; c. opportunity for a courteous expression of their opinion/s about school and/or community issues using any of type following; school publications, fora, school bulletin board, opinion box, other related platforms for expression of spinion/s; d. opportunity to participate in surveys, interviews or polls that concern their well-being; s. organization of a functional school student or pupil government	91 to 100% of the identified learner- participants were involved in any of strategies within the rating period		Attendance during school and community activities/ programs/ meetings Sample feedback/ insights/ suggestions/ opinions of learners regarding school and community issues Report on School-initiated programs/projects/activities geared towards iistening to learners' voices Composition and accomplishment report of student organizations				
				st 3 U	tilization of learners' voice was evident rough the application of 3 out of the 5	31 to 90% of the identified learner-participants were involved in any of the strategies within the rating period '1 to 80% of the identified learner-participants learners were involved in a strategies within the rating period						
				2 Ut thi str	rough the application of 2 out of the 5 srategies identified sillization of learners' voice was evident 5	if to 70% of the identified learner-participants were involved in any of the trategies within the rating period 1 to 60% of the identified learner-participants learners were involved in an trategies within the rating period	y of the					

						URING PLANNING		· · · · · · · · · · · · · · · · · · ·	TO BE FILLED	DURIN			
MFOs	Key Result Areas	OBJECTIVES	TIMELINE	Weight per KRA			PERFORMANCE INDICATORS		Actual Results		Rati		Score
	(KRAs)				$oxed{oxed}$	Quality	Efficiency	Timeliness	(Possible MOVs)	Q	E '	Average	
		Managed the design of supplemental monitoring and evaluation tools following standard processes to promote learner achievement	October 2021 to June 2022	5%		Responses from the school-based M&E Tool were analyzed to make instructional and administrative decisions leading to learners' progress	Standard proces's was followed in the desevaluation tool/s: a. Objectives we're clearly expressed; b. Directions for use were comprehensive c. Persons involved and their specific role d. Timetable for its utilization was organize. Strategy for analysis and utilization of respective comprehensive comprehensiv	ely explained; as or terms of reference were laid out; ed;	Designation of school M&E team Attendance and minutes of monitoring and evaluation Accomplished monitoring and evaluation tools Catch-up plan/ ways forward				To the last of the
						The school-based M&E Tool was learner- centered, i. e it highlights on continuous analysis of date Involving their academic progress and looks into learner profiles to describe their non-academic needs	Four of the standards were evident in the and evaluation tool/s	design of the supplemental monitoring					
			; ; ;			The school-based M&E Tool was utilized for SMEA following the SMEA process	Three of the standards were evident in the and evaluation tool/s	e design of the supplemental monitoring		:			
		l				The school-based M&E Tool was conceptualized by an M&E Team that includes external stakeholders	Two of the standards were evident in the and evaluation tool/s	design of the supplemental monitoring					
					1 1	The school-based M&E Tool was conceptualized by an M&E Team	Only one of the standards was evident in monitoring and evaluation tool/s	the design of the supplemental					
	2. Managing School Operations and Resources (35%)	Capacitated school personnel in managing school data and information using technology, including ICT, to ensure effective and efficient school operations	October 2021 to June 2022	3%		All the MOVs were submitted complete an 1. Designation of School LIS Coordinator 2. School Memo on LIS concerns 3. Certification from SDO planning office in 4. Action Plan on school data managemen utilization of the data) 5. Accomplishment report of the action pla 6. For Secondary Schools, Ceritification frupdated	e EBEIS / LIS completion nt (collection, analysis, presentation and	MOVs were uploaded/ submitted at least 2 working days before the deadline.	Designation of School LIS Coordinator School Memo on LIS concerns Certification from SDO planning office re EBEIS / LIS completion, students' records, SF 4, SF 5, SF 6 Action Plan on school data management (collection, analysis, presentation and utilization of the data) Accomplishment report of the				
					4	Four (4) of the MOVs were submitted com	plete and accurate.	MOVs were uploaded/ submitted 1 working day before the due date.	action plan 6. For Secondary Schools, Certification from HRMO that GMIS (PSIPOP) has been updated				
					3	Three (3) of the MIOVs were submitted con	mplete and accurate.	MOVs were uploaded/ submitted on the due date.	To on or ynab basin apastos				
					2	Two (2) of the MOVs were submitted com	plete and accurate.	MOVs were uploaded/ submitted 1 working day after the due date.			War and Control of the Control of th		
					1	One (1) of the MOVs were submitted com	plete and accurate.	MOVs were uploaded/ submitted at least 2 working days after the due date.					

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MFOs	Key Result Areas	OBJECTIVES	TIMELINE	Weight per KRA			PERFORMANCE INDICATORS		Actual Results			ating	Score
	(KRAs)				<u> </u>	Quality	Efficiency	Timeliness	(Possible MOVs)	Q	E	T Average	1.
		Exhibited efficient and effective practices in the management of finances consistently adhering to policies, guidelines, and issuances in alfocation, procurement, disbursement, and liquidation aligned to school plans.		7%	5	FOR IUs (as of Dec. 2021): At least 100% of the MOOE and other support adherence to the eccounting and auditing running and auditing running and auditing running running and auditing running			SPMR BFAR1 FAR4 as of December 2021				
					4	91-99% of the MOOE and other support fund adherence to the accounting end auditing ru		All liquidation report/s were submitted 1 working day before the due date.					
			·		3	81-90% of the MOOE and other support fund adherence to the accounting and auditing ru	ds were utilized and liquidated in les and regulations.	All liquidation report/s were submitted on the due date.					
					2	71-80% of the MOOE and other support fund adherence to the accounting and auditing rul	ds were utilized and liquidated in les and regulations.	All liquidation report/s were submitted 1 working day after the due date.					
					1	70% and below of the MOOE and other suppadherence to the accounting and auditing rul	port funds were utilized and liquidated in les and regulations.	All liquidation report/s were submitted at least 2 working days after the due date.					
			October 2021 to June 2022			FOR IUs (as of June 30, 2022): At least 50% of the MOOE and other support liquidated in adherence to the accounting an		All liquidation report/s were submitted at least 2 working days before the due date.	1. SPMR 2. BFAR 1 3. FAR 4 as of June 2022				
	3					45-49% of the MOOE and other support func liquidated in adherence to the accounting an		All liquidation report/s were submitted 1 working day before the due date.					
			ļ			40-44% of the MOOE and other support fund liquidated in adherence to the accounting and		Ail liquidation report/s were submitted on the due date.					
					2	35-39% of the MOOE and other support fund liquidated in adherence to the accounting and		All liquidation report/s were submitted 1 working day after the due date.			-		
			:			34% and below of the MOOE and other suppliquidated in adherence to the accounting and		All liquidation report/s were submitted at least 2 working days after the due date.					
		7	October 2021 to June 2022	7%		FOR IUs: At least 100% compliance to audit observation notice of disallowance received from the com			AAPSI				
				·	4	91-99% compliance to audit observation men of disallowance received from the commission	norandum/ notice of suspension/ notice in on audit.	All report/s were submitted 1 working day before the due date.					<u> </u>
					3	81-90% compilance to audit observation men of disallowance received from the commission	norandum/ notice of suspension/ notice n on audit.	All report/s were submitted on the due date.			·		
					2	71-80% compliance to audit observation men of disallowance received from the commission		All report/s were submitted 1 working day after the due date.					
					1	70% and below compliance to audit observati suspension/ no tice of disallowance received f	ion memorandum/ notice of from the commission on audit.	All report/s were submitted at least 2 working days after the due date.					

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MFOs	Key Result Areas	OBJECTIVES	TIMELINE	Weight per KRA		PERFORMANCE INDICATORS	.,	Actual Results	$ldsymbol{le}}}}}}$		ating		Score
	(KRAs)					Quality Efficiency	Timeliness	(Possible MOVs)	Q	E	Ţ	Average	
			October 2021 to June 2022	5%		FOR IUs: 100% submission of financial reports with complete supporting documents to COA, DBM, RO and DO.	All financial report/s were submitted 1 working day before the due date.	Transmittal Letter					
						91-99% submission of financial reports with complete supporting documents to COA, DBM, RO and DO.	All financial report/s were submitted 1 working day before the due date.						
						81-90% submission of financial reports with complete supporting documents to COA, DBM, RO and DO.	All financial report/s were submitted on the due date.						
					2	71-80% submission of financial reports with complete supporting documents to COA, DBM, RO and DO.	All financial report/s were submitted 1 working day after the due date.		:				• •
					1	70% and below submission of financial reports with complete supporting documents to COA, DBM, RO and DO.	All financial report/s were submitted at least 2 working days after the due date.						
		Ensured establishment of shared accountability in managing school facilities and equipment in adherence to policies, guidellines and issu ances on acquisition, recording, utilization, repair and maintenance, storage, and disposal	October 2021 to June 2022	5%		Five (5) of the MOVs were submitted complete and accurate to ensure shared accountability: a. Designation of supply officer/ property custodian, physical facilities coordinator, iCT coordinator, school librarian, BAC members/ inspection teem and laboratory incharge b. School memo on menaging school facilities and equipment c. Updated school Inventory submitted to the SDO Supply Office; d. Report on repair and maintenance of school facilities and other ancillary facilities (Toilets, MRFs, Library etc.); e. List of donations received; f. Acknowledgement receipts on issuance of supplies and equipment; g. Report on disposal of unserviceable equipment	All report/s were submitted at least 2 working days before the due date.	1. Inventory Report of Movable Property; 2. PPEI (Property, Plant and Equipment Inventory); 3. PAR (Property Acknowledgement Receipt); 4. NSBI (National School Building Inventory); 5. Deed of donations received; 6. Waste Materials' Reports; 7. Approved request Letter for Condemnation (if applicable); 8. ICS (Inventory Custodian Stip)	7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7				
			·			Four (4) of the MOVs were submitted complete and accurate to ensure shared accountability.	All report/s were submitted 1 working day before the due date.						
						Three (3) of the MOVs were submitted complete and accurate to ensure shared accountability.	All report/s were submitted on the due date.						
						Two (2) of the MOVs were submitted complete and accurate to ensure shared accountability.	All report/s were submitted 1 working day after the due date.				ĺ		
						One (1) of the MOVs were submitted complete and accurate to ensure shared accountability.	All report/s were submitted at least 2 working days after the due date.						
	! ! !	Ensured engagement of school personnel in managing staff such as teaching load distribution and grade level and subject assignment in adherence to laws, policies, guidelines and issuances based on the needs of the school	October 2021 to June 2022	3%		Management of school staff was evident as shown by the following mechanisms: a. Consolidated teachers' schedule/assignment/classroom program; b. School Form 7; c. School Memo on school activities d. Designation Memo (Ancillary assignment of teachers); a. Minutes of Faculty meetings	•	Consolidated teachers' schedule/assignment/classroom program; School Form 7; School Memo on school activities; Designation Memo (Ancillary assignment of teachers); Minutes of Faculty meetings					
				:	4	Four of the mechanisms were evident Engagement was ensured among 81 to 9 rating period	0% of the school personnel within the						

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MFOs	Key Result Areas	OBJECTIVES	TIMELINE	Weight per KRA	<u> </u>	PERFORMANCE INDICATORS	Actual Results			ating	Score
	(KRAs)				L	Quality Efficiency Timeliness	(Possible MOVs)	Q	Е	T Average	<u>l</u>
						Three of the mechanisms were evident Engagement was ensured among 71 to 80% of the school personnel within the rating period					
					2	Two of the mechanisms were evident Engagement was ensured among 61 to 70% of the school personnel within the rating period					
						Only one of the mechanisms was evident Engagement was ensured among 51 to 60% of the school personnel within the rating period	7				
		Managed school safety for disaster preparedness, mitigation and resiliency to	October 2021 to June 2022	5%	5	School safety to maintain continuous defivery of instruction was managed as evidenced by obtaining at least 630 of the 638 indicators in the School Safety Assessment Tool	SSAT result with supporting photo documents				
		maintain continuous delivery of instruction in collaboration with the wider school community		:		School safety to maintain continuous delivery of instruction was managed as evidenced by obtaining at least 615 of the 638 Indicators in the School Safety Assessment Tool					
						School safety to maintain continuous delivery of instruction was managed as evidenced by obtaining at least 600 of the 638 indicators in the School Safety Assessment Tool					
	<u> </u>		1			School safety to maintain continuous delivery of instruction was managed as evidenced by obtaining at least 530 of the 638 indicators in the School Safety Assessment Tool					
	2 Faculation and	Managed to a mind in the	Outshar 2004			School safety to maintain continuous delivery of instruction was managed as evidenced by obtaining at least 500 of the 638 indicators in the School Safety Assessment Tool					
	Teaching and Learning (25%)	Managed teamwork in the conduct of review, contextualization, and implementation of learning standards to make the curriculum relevant for learners	October 2021 to June 2022	5%		The School Academic Review Board was organized that facilitated the review, contextualization and implementation of 8 or more QA LRs in the school	1. Composition and Designation of the School Academic Review Board; 2. List of Quality Assured LRs validated by the ARB 3. Data of learners involved in				
						The School Academic Review Board was organized that facilitated the review, contextualization, and implementation of 6 to 7 QA LRs in the school	various learning delivery modalities certified by the School Head and photo documentation of utilization of learning resources in various learning delivery modalities				
						The School Academic Review Board was organized that facilitated the review, contextualization, and implementation of 5 QA LRs in the school	е				
						The School Academic Review Board was some of the QA LRs were utilized in learning delivery within the rating period using properties only one modality contextualization, and implementation of 3 to 4 QA LRs in the school	9				i i
					0	The School Academic Review Board was organized that facilitated the review, contextualization, and implementation of 2 QA LRs in the school					
	i c	Ensured engagement of school personnel such as master teachers, head teachers and department heads in providing Technical Assistance to teachers on teaching standards	October 2021 to June 2022	5%		Fargets were achieved based on MISP Conducted 2 classroom observations per teacher using the RPMS-COT and 2 additional classroom observations using other observation tools within the rating period with technical assistance	1. MISP; 2. Performance Monitoring and Coaching Form; 3. Observation Notes/				

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MFOs	Key Result Areas	OBJECTIVES	TIMELINE	Welght per KRA	<u></u>		PERFORMANCE INDICATORS	5		Actual Results		Ratir		Score
·····	(KRAs)	DATE PROPERTIES WATER CASE TOTAL DEPOSITS			<u> </u>	Quality	Efficiency		Timeliness	(Possible MOVs)	Q	E T	Average	
		and pedagogies within and across learning areas to improve their teaching practice			4	Targets were achieved based on MISP with Technical Assistance/ Mentoring/ Coaching	Conducted 2 classroom observations additional classroom observation usin period with technical assistance			Accomplished CO1				
					3	Targets were achieved based on MISP	Conducted 2 classroom observations RPMS-COT with technical assistance		er within the rating period using the	9				
					2		Conducted 1 classroom observation p RPMS-COT with technical assistance		r within the rating period using the					
					1	MISP was prepared but no proof of implementation	Conducted 1 classroom observation p RPMS-COT without evidence of techn							
		Managed engagement with the wider school community in developing data-based interventions to sustain learner-achievement and attain other performance indicators	October 2021 to June 2022	5%		In collaboration with the school and community stekeholders, analyzed data were used to design interventions to address learner-achievement gaps	90% of the learners obtained a Gener the rating period	ral Weighte	ed Average of at least 80% within	Data on quarierly assessment results for the SY certified by the School Head Minutes of Meetings with School Stakeholders to prove that		-		
						Data on learner-achievement and other performance indicators were analyzed with the school stakeholders	85% to 89% of the learners obtained within the rating period	a General	Weighted Average of at least 80%	 assessment results were discussed and interventions for achievement gaps were planned and implemented; Sample Integrative Performance 				
					• -	performance indicators were analyzed by the School Head	,		·	Tasks and Rubrics				•
						Data on learner-achievement and other performance indicators were gathered and consolidated for analysis	75% to 79% of the learners obtained a within the rating period	a General	Weighted Average of at least 80%	T) 				
							74% and less of the learners obtained 80% within the rating period	a Genera	al Weighted Average of at least					
		Engaged the wider school community in maintaining a teamer-friendly, inclusive and	October 2021 to June 2022	5%		The school gamered a score of 35 and ab period	ove in the validated Child Friendly Sch	ool System	n survey form within the rating	Accomplished Child friendly School Survey validated by School			- 	
		healthy learning environment				The school gamered a score of 30-34 in t		·		- CFSS Validating Team (PTA President, SPG/SSG President, School Nurse, Faculty President,				
						The school gamered a score of 25 - 29 in				Guidance Designate/ Guidance Counselor);				
						The school gamered a score of 21-24 In The school gamered a score of 20 and be				Minutes of Meetings by the Validation team to prove evaluation was done				
		Ensured that learner discipline policies	October 2021 to	5%		period 91% - 100% of the learner discipline polici	•	•						
		developed with stake holders are integrated into various school processes and are applied	June 2022	376		applied by all school personnel at all times				forms 2. Proofs of the integration of				
		consistently at all times, by all school personnel at all levels				81%-90% of the learner discipline policies applied by all school personnel at all times		•		learner discipline policies in school processes like: sample lesson				
						71%-80% of the learner discipline policies applied by all school personnel at all times	1	_	•	plans or WHLP; accomplishment report of PAPs				
						61%-70% of the learner discipline policies applied by all school personnel at all times		egrated in	ito various school processes and					

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>s	Key Result Areas	OBJECTIVES	TIMELINE	Weight per KRA			PERFORMANCE INDICATORS		Actual Results			ting	So
	(KRAs)		<u> </u>		Ļ	Quality	Efficiency	Timeliness	(Possible MOVs)	Q	Е	T Averag	e
					1	51%-60% of the learner discipline policies applied by all school personnel at all time		rated into various school processes and					
	ancd Others (10%)	Managed the conduct of monitoring and evaluation with school personnel on the implementation of performance management system to ensure career advancement for individual school personnel and to improve office performance	October 2021 to June 2022	5%	5	50% of the total number of teachers attained a performence rating of 4.5 to 5.0 (Outstanding)	Implemented the 4 phases of the RPMS documents as evidence: a. IPDP with SAT/e-SAT (Phase 1), b. Filled-out coaching / mentoring forms Forms, c. Minutes of Mid-Year Review (Phase 2), d. Minutes of Year-End Review Evaluate. IPCRF with final rating signed by the f. IPDP/Any document of awarding done	r), ion (Phase 3), Ratee and Rater (Phase 3),	1. SAT with development plan (Phase 1); 2. Filled-out coaching/mentoring forms- 1 per quarter; Minutes of Mid year Review (Phase 2) 3. Minutes of Year-End Review/Evaluation; IPCRF with final rating signed by Ratee and Rater (Phase 3); 4. Development plan and any		, p. 1.		
					4	50% of the total number of teachers attained a performance rating of 3.5 to 4.499 (Very Satisfactory)	Implemented the 4 phases of the RPMS documents as evidence	as scheduled, with 5 of the above listed	document of awarding done (Phase 4)				
					3	50% of the total number of teachers attained an average rating of 2.5 to 3.499 (Satisfactory)	Implemented the 4 phases of the RPMS documents as evidence	as scheduled, with 4 of the above listed		•			
		2 50% of the total number of teachers attained a performance rating of 1.5 to 2.499 (Unsettisfactory) Implemented the 4 phases of the RPMS as scheduled, with 3 of the above listed documents as evidence Implemented the 4 phases of the RPMS as scheduled, with 3 of the above listed Implemented the 4 phases of the RPMS as scheduled, with 2 of the above listed Implemented the 4 phases of the RPMS as scheduled, with 2 of the above listed											
					1	50% of the total number of teachers attained a performance rating below 1.499 (Poor)	implemented the 4 phases of the RPMS documents as evidence	as scheduled, with 2 of the above listed			ļ		
		Managed fair and equal distribution of capacity- building or professional development opportunities for individuals and teams to affectively perform leadership roles and responsibilities in fostering shared governance and accountability	October 2021 to June 2022	3%		c. Designation of school personnel as sch	enced by the following indicators: peaker/facilitator/demostration teacher at the as resource speaker or facilitator at the ool/district coordinator of program commit evel trainings (District, Division, Regional, ms (under Magna Carta, SIRIB, SEAMEO fuate courses; C in the absence of the school Head;	the school/district/division/regional level e district /division/regional level trainings; tees; National, or International levels); DAP, other DepEd-authorized	speaker/ facilitator/ demostration teacher at the school/ district/ division/ regional level trainings; s; 2. Recommendation letter; 3. Designation through district/ division memo; 4. Certificate of trainings; 5. Certificate of participation to scholarship programs (under Magna Carta, SIRIB. Excels.				74
					5	o of the fluidators were lifet	91% to 100% of the school personnel ex within the rating period						
				-	3	3 Of the Indicators water thet	81% to 90% of the school personnel exp within the rating period 71% to 80% of the school personnel exp	,,					
					2	2 of the indicators were met	within the rating period 61% to 70% of the school personnel exp			_	+		-
					1	3 of the indicators were free	within the rating period 51% to 60% of the school personnel exp	,,	}	_			<u> </u>

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MFOs	Kou Beault Asses	OD FOTO FO	T = 12 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		IN DURING PLANNING			TO BE FILLED	DURING	3 EV	ALUATIO	N
WFUS	Key Result Areas (KRAs)	OBJECTIVES	TIMELINE	Weight per KRA		PERFORMANCE INDICATORS		Actual Results		Ra	ting	Sco
	(RRAS)	Worked with school personnel to encourage stakeholders to support the implementation of the school rewards system in recognizing and motivating learners, school personnel and other stakeholders to sustain exemplary performance and/or continued support	October 2021 to June 2022		Recognized school stakeholders for su Participated in the district/division leve Teacher/s received school/ district/ div Non-teaching personnel received school	st performing personnel; listrict/division/regional level search and other upport; I search for best performing school head/bes ision/ regional/ national/ international awards; sol/ district/ division/ regional/ national/ interna- sion/ regional/ national/ international awards 91% to 100% of the school personnel and si listed opport unities within the rating period 81% to 90% of the school personnel and st	t performing school; ational awards; stakehoklers participated in any of the	(Possible MOVs) 1. Composition of School PRAISE Committee; 2. School/ District memo recommending school personnel for district/ division/ regional level search and other searches; 3. Sample Certificate of recognition of learner/s in the school/ district/ division/ regional/ national level competition; 4. Sample certificate of participation in the district/ division level search or other searches for best performing school/ school head,	Q	E	T Aver	
	5. Building	Engaged the wider school community in	October 2021 to	5%	Indicators Implemented 3 of the above-listed Indicators Implemented 2 of the above-listed Indicators Involved different stakeholders and	listed opportunities within the rating period 71% to 80% of the school personnel and st ilsted opportunities within the rating period 61% to 70% of the school personnel and st listed opportunities within the rating period	akeholders participated in any of the					
	Connections (10%)	promoting inclusive practices, such as gender sensitivity, physical and mental health awareness and culture responsiveness, to strengthen awareness, acceptance and respect	June 2022			Engaged at least 5 different stakeholders ar implementation and evaluation of any 3 pro	grams /projectsas enumerated	Action Plan per program/ project engaging different stakeholders; Accomplishment reports of the implementation of programs that promote inclusive practices; Seveluation reports of the program/ project; Actendance of Stakeholders during the conduct of activities/program.				
					following programs/activities with complete MOVs	Engaged at most 4 different stakeholders ar implementation and evaluation of any 3 of the	e enumerated programs /projects					
					partners in the conduct of three (3) of the following programs/activities with complete MOVs	Engaged at most 3 different stakeholders an implementation and evaluation of any 3 of th	e enumerated Programs/ Projects.					
					partners in the conduct of two (2) of the following programs/activities with complete MOVs	Engaged at most 2 different stakeholders an implementation and evaluation of the enume	rated Programs/ Projects.					
			}		Involved different stakeholders and partners in the conduct of one (1) of the following programs/activities with complete MOVs	Engaged at most 1 stakeholder and/or partne evaluation of the enumerated Programs/ Pro	er in planning, implementation and jects.	-				

				TO BE FILLE) IN	DURING PLANNING	, , , , , , , , , , , , , , , , , , ,		TO BE FILLED	DURI	NG EV	/ALU/	TION	
MFOs	Key Result Areas	OBJECTIVES	TIMELINE	Weight per KRA	T		PERFORMANCE INDICATORS		Actual Results		R	ating		Score
	(KRAs)					Quality	Efficiency	Timeliness	(Possible MOVs)	Q	E	T	verage	
		Empowered the community, such es parents, alumni, authorities, industries, and other stakeholders, to participate in addressing concerns on learner development, as well as school and community improvement	October 2021 to June 2022	5%	5	All the following were provided as proofs that empowered stakeholders participated in addressing identified school needs: a. Proof of stakeholders' meeting (e.g., minutes of meetings with attendance sheet; proof of leadership in the learners'/parents' orientation, etc.) b. Any form of communication to stakeholders (e.g., notice of meeting, request letters, resolution,) marked received. c. Proof of implementation of an activity to address school needs. d. Proof of program/project Partnership of LGU or Industry Partners that supports the learners' performance (MOA)	Generated 80,000 pesos or more (in cash or kind) or 4 specific Learners/school/community needs were addressed through the Involvement or participation of internal and external partners. (NOTED: Funds/ assistance received but not requested must not be included)		Sample copy of accomplished MOA, Sample of signed Deed of donations/ acknowledgement receipt, List of officers - PTA, SGC, SSG/SPG, Alumni Association, List of donations, Attendance and pictorials during ASPUAN de PARENTES/IYAMAN documentation					
					4	3 of the above proofs were provided	Generated 41,000-79,999 pesos (in cash or kind) or 3 specific Learners/school/community needs were addressed through the involvement or participation of internal and external partners.	Submitted accomplishment report two weeks after the implementation of the activity						
					3	2 of the above proofs were provided	Generated 20,000 - 40,999 pesos (in cash or kind) or 2 specific learner/school/community needs were addressed throught the involvement or participation of internal or external pariners.	Submitted accomplishment report three weeks after the implementation of the activity						
	10.00				2	1 of the above proofs were provided	Generated less than 20,000 (in cash or kind) or 1 specific Leamers/school/community needs were addressed through the involvement or participation of internal and external partners.	weeks after the implementation of the						
					1	None of the enumerated proofs was provided	No amount was generated nor specific Learners/school/community needs were addressed through the involvement or participation of internal and external partners.	implementation of the activity						
				100%			Over-all Rating for Accomplishments	3			L			0.00
*To get the	score, the rating	is multiplied by the weight assigned.					Adjectival Rating							

*To get the score, the rating is multiplied by the weight assigned.	100%	Over-all Rating for Accomplishments Adjectival Rating	
RATER:	RATEE:		Approving Authority:
CARMEL F. MERIS CES, OIC - Office of the Assistant Schools Division Superintendent		School Principal	GLORIA B. BUYA-AO Schools Division Superintendent



Department of Education Conditions administrative region

BCHOOLS DIVISION OF BENGUET

La Trinidad, Benguet

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) School Year 2021 - 2022

I, (name of personnel), (position and school), commit to deliver and agree to be rated on the attainment of the following targets in accordance with the indicated measures for the period October 2021 to June 2022.

MEG	14-5 114		T			DURING PLANNING		TO BE FILLED	DURI	NG EV	ALUATIO	N			
MFOs	KeyResult Areas	OBJECTIVES	TIMELINE	Weight per KRA			PERFORMANCE INDICATORS	Actual Results			iting	So			
	(KRAs)					Quality	Efficiency Timeliness	(Possible MOVs)	Q		T Avera				
	Stratigically (20%)	Ensured engagement of school community in the implementation of school plans aligned with DepED vision, mission, core values, and instructional goals and policies	October 2021 to June 2022	5%		Implemented 85-100% of PPAS within the rating period	Engaged with the community and implemented school plans that resulted to the attainment of SBM level 2 and recommendation for SBM level 3 within the rating period	Accomplishment Reports for PAPs implemented SMEA Reports							
		instructional goals and policies	:		4	Implemented 80-84% of PPAS within the rating period	Engaged with the community and implemented school plans that resulted to the attainment of SBM level 2 and provision of assistance for SBM level 3 within the rating period	3. Certification of SBM level							
					3	Implemented 75-79% of PPAS within the rating period	Engaged with the community and implemented school plans that resulted to the attainment of SBM level 2 within the rating period								
	Manai				2	Implemented 70-74% of PPAS within the rating period	Engaged with the community and implemented school plans that resulted to the attainment of SBM level 1 and recommendation for SBM level 2 within the rating period								
		Managed collaboration with school personnel Oc			1	Implemented 69 % and below of PPAS within the rating period	Engaged with the community and implemented school plans that resulted to the attainment of SBM level 1 within the rating period								
		anaged collaboration with school personnel the conduct of research and utilization of idings in facilitating data-drivan and evidence ased innovations to improve school erformance	October 2021 to June 2022	5%		School/cluster conducted one research and implemented an innovative project from the research, with approved proposal and completion reports during the rating period	Collaborated with school personnel in the conduct of research and implementation of innovative project within the rating period	Approved Research Proposal Completion Report Approved Innovation Project Proposal and Completion Report, if Implemented							
					4			4	School/cluster conducted one research and used results for the preparation of an innovatve project from the research, with approved proposal during the rating period	Collaborated with school personnel in the conduct of research and proposal of innovative project within the rating period					
							Collaborated with school personnel in the conduct of research within the rating period								
į						School/cluster had one research proposal be approved by the SDO within the rating period	Collaborated with school personnel in preparing research proposal within the rating period								

/IFOs	Key Result Areas	OBJECTIVES	TIMELINE	TO BE FILLED Weight per KRA			DEDECOMANCE INDICATORS	 	TO BE FILLED				_
🗸	(KRAs)	ODULUTIYES	IMPLINE	**eight bei mod	 	O	PERFORMANCE INDICATORS		Actual Results	<u> </u>	Rati		Sc
	(NNAS)				1	Quality School/cluster prepared one research proposal within the rating period	Efficiency There was no sign of collaboration in the pre the rating period	Timeliness paration of research proposal within	(Possible MOVs)	QE	1	Average	
		Managed the design and application of effective strategies in utilizing learner's voice, such as feelings, views, and/or opinions to inform policy development and decision-making towards school improvement	October 2021 to June 2022	5%		Learners' voices were utilized as evidenced by application of ALL of the following strategies: a. involvement of learners in programs or activities that focus on community welfare or support; b. active involvement of learners in meetings and planning sessions that require decision-making, such as but not limited to SIP Planning; c. opportunity for a courteous expression of their opinion/s about school and/or community issues using any of tyhe folowing; school publications, fora, school bulletin board, opinion box, other retated platforms for expression of opinion/s; d. opportunity to participate in surveys, interviews or polls that concern their well-being; e. organization of a functional school student or pupil government			1. Attendance during school and community activities/ programs/ meetings 2. Sample feedback/ insights/ suggestions/ opinions of fearners regarding school and community issues 3. Report on School-initiated programs/projects/activities geared towards listening to learners' voices 4. Composition and accomplishment report of student organizations				
							81 to 90% of the identified learner-participant strategies within the rating period	s were involved in any of the		:			
							71 to 80% of the identified learner-participant strategies within the rating period	s learners were involved in any of the		ļ		}	
						through the application of 2 out of the 5 strategies identified	61 to 70% of the Identified learner-participant strategies within the rating period						
							51 to 60% of the identified learner-participants strategies within the rating period	s learners were involved in any of the					
	r	Managed the design of supplemental monitoring and evaluation tools following standard processes to promote learner achievement	October 2021 to June 2022	5%		Tool were analyzed to make instructional and administrative decisions leading to earners' progress	Standard process was followed in the design evaluation tool/s: a. Objectives were clearly expressed; b. Directions for use were comprehensively exc. Persons involved and their specific roles or d. Timetable for its utilization was organized; e. Strategy for analysis and utilization of response.	oplained; terms of reference were laid out;	1. Designation of school M&E team 2. Attendance and minutes of monitoring and evaluation 3. Accomplished monitoring and evaluation tools 4. Catch-up plan/ ways forward				

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FOs	Key Result Areas	OBJECTIVES	TIMELINE	Weight per KRA	<u></u>		PERFORMANCE INDICATORS		Actual Results		Rat		Sco
	(KRAs)		<u> </u>			Quality	Efficiency Efficiency	Timeliness	(Possible MOVs)	Q	E	T Average	<u>L</u>
					4	The school-based M&E Tool was learner- centered, i. e it highlights on continuous analysis of data involving their academic progress and looks into learner profiles to describe their non-academic needs	and evaluation tool/s	design of the supplemental monitoring					
					3	The school-based M&E Tool was utilized for SMEA following the SMEA process	Three of the standards were evident in the and evaluation tool/s	e design of the supplemental monitoring					
					2	The school-based M&E Tool was conceptualized by an M&E Team that includes external stakeholders	Two of the standards were evident in the and evaluation tool/s	design of the supplemental monitoring					
			<u> </u>		1	The school-based M&E Tool was conceptualized by an M&E Team	Only one of the standards was evident in monitoring and evaluation tool/s	the design of the supplemental			i		
	Capacitated school personnel in managing school personnel in managing school data and information using technology, including ICT, to ensure effective and efficient school operations			4%	5	All the MOVs were submitted complete an 1. Designation of School LIS Coordinator 2. School Memo on LIS concerns 3. Certification from SDO planning office in 4. Action Plan on school data managementifization of the data) 5. Accomplishment report of the action pla 6. For Secondary Schools, Certification froupdated	re EBEIS / LIS completion nt (collection, analysis, presentation and an	MOVs were uploaded/ submitted at least 2 working days before the deadline.	1. Designation of School LIS Coordinator 2. School Memo on LIS concerns 3. Certification from SDO planning office re EBEIS / LIS completion, students' records, SF 4, SF 5, SF 6 4. Action Plan on school data management (collection, analysis, presentation and utilization of the data) 5. Accomplishment report of the				
						Four (4) of the MOVs were submitted com		MOVs were uploaded/ submitted 1 working day before the due date.	action plan 6. For Secondary Schools, Ceritification from HRMO that GMIS (PSIPOP) has been updated				
						Three (3) of the MOVs were submitted cor		MOVs were uploaded/ submitted on the due date.	(i on or) had been appeared				
					2	Two (2) of the MOVs were submitted comp	plete and accurate.	MOVs were uploaded/ submitted 1 working day after the due date.					
					1	One (1) of the MOVs were submitted comp	plete and accurate.	MOVs were uploaded/ submitted at least 2 working days after the due date.					
	1	Exhibited efficient and effective practices in the management of finances consistently adhering to policies, guidelines, and Issuances in allocation, procurement, disbursement, end iquidation aligned to school plans.	October 2021 to June 2022	9%		(as of Dec 2021): At least 100% of the MOOE and other suple adherence to the accounting and auditing the accounting accounting accounting the accounti			SIP, AIP, BE-LCP, WFP, PPMP; 2. Certification from the accounting and budget office regarding utilization and liquidation;				
					4	91-99% of the MOOE and other support fu adherence to the accounting and auditing to		All liquidation report/s were submitted 1 working day before the due date.	Financial reports posted on the transparency board (picture) as of December 2021		1		
						81-90% of the MOOE and other support fu adherence to the accounting and auditing r		All liquidation report/s were submitted on the due date.					

					DURING PLANNING			TO BE FILLED	DURING	<u>g ev</u> a	LUATION	
MFOs	KeyResult Areas	OBJECTIVES	TIMELINE	Weight per KRA		PERFORMANCE INDICATORS		Actual Results		Rati	ing	So
	(KRAs)				Quality	Efficiency	Timeliness	(Possible MOVs)	Q	E	T Average	ı
				2	71-80% of the MOOE and other support adherence to the accounting and audit	ort funds were utilized and liquidated in ting rules and regulations.	All liquidation report/s were submitted 1 working day after the due date.					
				1	70% and below of the MOOE and other adherence to the accounting and audit	er support funds were utilized and liquidated in ting rules and regulations.	All liquidation report/s were submitted at least 2 working days after the due date.					
			October 2021 to June 2022	5	(as of June 30, 2022); At least 50% of the MOOE and other s liquidated in adherence to the account	support functs were utilized and 100% were ting and auditing rules and regulations.	date.	Receiving Copy or Transmittal of SIP, AIP, BE-LCP, WFP, PPMP; Certification from the accounting and budget office regarding				
				4	45-49% of the MOOE and other suppoliquidated in adherence to the account	ting and auditing rules and regulations.	All liquidation report/s were submitted 1 working day before the due date.	utilization and liquidation; 3. Financial reports posted on the transparency board (picture) as of June 2022				
				3	40-44% of the MOOE and other suppoliquidated in adherence to the account	ting and auditing rules and regulations.	All liquidation report/s were submitted on the due date.	ouile zozz				
				2	35-39% of the MOOE and other suppoliquidated in adherence to the accounting	ing and aucliting rules and regulations.	All liquidation report/s were submitted 1 working day after the due date.					
				1	34% and below of the MOOE and othe liquidated in adherence to the account	er support funds were utilized and 100% were ing and aucilting rules and regulations.	least 2 working days after the due date.					
			October 2021 to June 2022	9% 5	At least 100% compliance to the audition	ing tool	All report/s were submitted at least 2 working days before the due date.	Pre Auditing Tool				
				4	91-99% compliance to the auditing too	1	All report/s were submitted 1 working day before the due date.					
				3	81-90% compliance to the auditing too		All report/s were submitted on the due date.					
				2	71-80% compliance to the auditing tool		All report/s were submitted 1 working day after the due date.					
				11	70% and below compliance to the audi	•	All report/s were submitted at least 2 working days after the due date.					
		Ensured establishment of shared accountability in managing school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage, and disposal		5% 5	accountability: a. Designation of supply officer/ proper ICT coordinator, school librarian, BAC charge b. School memo on managing school for c. Updated school inventory submitted	to the SDO Supply Office; of school facilities and other ancillary facilities noe of supplies and equipment;		1. Inventory Report of Movable Property; 2. PPEI (Property, Plant and Equipment Inventory); 3. PAR (Property Acknowledgement Receipt); 4. NSBI (National School Building Inventory); 5. Deed of donations received; 6. Waste Materials' Reports; 7. Approved request Letter for Condemnation (If applicable);				

			T	TO BE FILLED				TO BE FILLED	DUK	NG EVA	LUATION	
5	Key Result Areas	OBJECTIVES	TIMELINE	Weight per KRA		PERFORMANCE IN DICATORS		Actual Results		Rati		Sc
	(KRAs)		<u> </u>			Quality Efficiency	Timeliness	(Possible MOVs)	Q	E.	* Average	1
					4	Four (4) of the MOVs were submitted complete and accurate to ensure shared accountability.	All report/s were submitted 1 working day before the due date.					
					3	Three (3) of the MOVs were submitted complete and accurate to ensure shared accountability.	All report/s were submitted on the due date.					
					2	Two (2) of the MOVs were submitted complete and accurate to ensure shared accountability.	All report/s were submitted 1 working day after the due date.					
					1	One (1) of the MOVs were submitted complete and accurate to ensure shared accountability.	All report/s were submitted at least 2 working days after the due date.	-				
		Ensured engagement of school personnel in managing staff such as teaching load distribution and grade level and subject assignment in adherence to laws, policies, guidelines and issuances based on the needs of the school	October 2021 to June 2022	3%	5	Management of school staff was evident as shown by the following mechanisms: a. Consolidated teachers' schedule/assignment/classroom program; b. School Form 7; c. School Memo on school activities d. Designation Memo (Ancillary assignment of teachers); e. Minutes of Faculty meetings	1 00% of the school personnel within the	1. Consolidated teachers' schedule/assignment/classroom program; 2. School Form 7; 3. School Memo on school activities; 4. Designation Memo (Ancillary assignment of teachers); 5. Minutes of Faculty meetings				
			1			Four of the mechanisms were evident Engagement was ensured among 81 to 9 rating period Three of the mechanisms were evident Engagement was ensured among 71 to 8	•		!			
					ļ	Three of the mechanisms were evident Engagement was ensured among 71 to 8 rating period Two of the mechanisms were evident Engagement was ensured among 61 to 7						
					1	rating period Only one of the mechanisms was evident Engagement was ensured among 51 to 6	0% of the school personnel within the					
		Managed school safety for disaster preparedness, miligation and resillency to	October 2021 to June 2022	5%	5	rating period School safety to maintain continuous delivery of instruction was managed as evidence indicators in the School Safety Assessment Tool	ped by obtaining at least 630 of the 638	SSAT result with supporting photo documents	ļ <u>.</u>			
		maintain continuous delivery of instruction in collaboration with the wider school community			4	School safety to maintain continuous delivery of instruction was managed as evidence indicators in the School Safety Assessment Tool	ed by obtaining at least 615 of the 638					
						School safety to maintain continuous delivery of instruction was managed as evidenc indicators in the School Safety Assessment Tool						
					1	School safety to maintain continuous delivery of instruction was managed as evidencindicators in the School Safety Assessment Tool School safety to maintain continuous delivery of instruction was managed as evidence						
	ļ				l .	indicators in the School Safety Assessment Tool	or by obtaining at loads, one of the obtaining					
Ţ	feaching and earnising (25%)	Managed teamwork in the conduct of review, contextualization, and implementation of tearning standards to make the curriculum relevant for learners	October 2021 to June 2022	5%		The School Academic Review Board was All QA LRs were utilized in the delivery of organized that facilitated the review, contextualization and implementation of 8 or more QA LRs in the school	or more learning delivery modalities	Composition and Designation of the School Academic Review Board; List of Quality Assured LRs validated by the ARB Data of learners Involved in				
				:		The School Academic Review Board was organized that facilitated the review, contextualization, and implementation of 6 to 7 QA LRs in the school		various learning delivery modalities certified by the School Head and photo documentation of utilization of learning resources in various learning delivery modalities				

					IN U	URING PLANNING			TO BE FILLED	DURII	IG EVA	LUATION	
MFOs	Key Result Areas	OBJECTIVES	TIMELINE	Weight per KRA			PERFORMANCE INDICATORS		Actual Results		Rati	ng	Scor
	(KRAs)		1			Quality	Efficiency	Timeliness	(Possible MOVs)	0		Average	
						The School Academic Review Board was organized that facilitated the review, contextualization, and implementation of 5 QA LRs in the school	All QA LRs were utilized in learning deliver modality						
:						The School Academic Review Board was organized that facilitated the review, contextualization, and implementation of 3 to 4 QA LRs in the school	Some of the QA LRs were utilized in learn only one modality	ing delivery within the rating period using					
						The School Academic Review Board was organized that facilitated the review, contextualization, and implementation of 2 QA LRs in the school	None of the QA LRs were utilized in learni	ng delivery within the rating period					
		Ensured engagement of school personnel such as master teachers, head teachers and department heads in providing Technical Assistance to teachers on teaching standards	October 2021 to June 2022	5%		Targets were achieved based on MISP with LAC/SLAC session on best practices	Conducted 2 classroom observations per tadditional classroom observations using of period with technical assistance		1. MISP; 2. Performance Monitoring and Coaching Form; 3. Observation Notes/				
		and pedagogies within and across learning areas to improve their teaching practice			4 Targets were achieved based on MISP with Technical Assistance/ Mentoring/ Coaching Conducted 2 classroom observations per teacher using the RPMS-COT and 1 additional classroom observation using other observation tools within the rating period with technical assistance 3 Targets were achieved based on MISP Conducted 2 classroom observations per teacher within the rating period using the RPMS-COT with technical assistance	Accomplished COT							
					3	Targets were achieved based on MISP	Conducted 2 classroom observations per t RPMS-COT with technical assistance	eacher within the rating period using the					
					2	Teacher were observed based on MISP	Conducted 1 classroom observation per te RPMS-COT with technical assistance	acher within the rating period using the					
						MISP was prepared but no proof of implementation	Conducted 1 classroom observation per te RPMS-COT without evidence of technical						
	i i	Managed engagement with the wider school community in developing data-based nterventions to sustain learner-achievement and attain other performance indicators	October 2021 to June 2022	5%	V	In collaboration with the school and community stakeholders, analyzed data were used to design interventions to address learner-achievement gaps	90% of the learners obtained a General With a rating period		Data on quarterly assessment results for the SY certified by the School Head Minutes of Meetings with School Stakeholders to prove that				<u> </u>
į			ļ		F	Data on learner-achievement and other performance indicators were analyzed with the school stakeholders	85% to 89% of the learners obtained a Ger within the rating period		assessment results were discussed and interventions for achievement gaps were planned and implemented; 3. Sample Integrative Performance				
						Data on learner-achievement and other performance indicators were analyzed by the School Head	80% to 84% of the learners obtained a Ger within the rating period	neral Weighted Average of at least 80%					
					p		75% to 79% of the learners obtained a Ger within the rating period	neral Weighted Average of at least 80%	! :				
							74% and less of the learners obtained a Ge 80% within the rating period	eneral Weighted Average of at least					

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·US	Key Result Areas	OBJECTIVES	TIMELINE	Weight per KRA	<u> </u>		PERFORMANCE INDICATORS		Actual Results		Ratin		Scor
	(KRAs)	P			<u> </u>	Quality	Efficiency	Timeliness	(Possible MOVs)	Q	ΕŢ	Average	<u></u>
		Engaged the wider school community in	October 2021 to	5%	5		bove in the validated Child Friendly School S	ystem survey form within the rating	Accomplished Child friendly				
		maintaining a learner-friendly, inclusive end healthy learning environment	June 2022			period			School Survey validated by School				
		liearniy iearinig envioriment			4	The school gamered a score of 30-34 in	the validated Child Friendly School System s	urvey form within the rating period	CFSS Validating Team (PTA			-	
									President, SPG/SSG President,				
					3	The school gamered a score of 25 - 29	n the validated Child Friendly School System	survey form within the rating period	School Nurse, Faculty President, Guidance Designate/ Guidance	-		-	-
					1		The falled of the Frontiery Sellios System	out toy form within the rating period	Counselor);				
1				1	2	The school garnered a score of 21- 24 in	the validated Child Friendly School System	survey form within the rating period	2. Minutes of Meetings by the			 	
					-		The falleties office (heritaly control bysion)	survey form within the rating period	Validation team to prove evaluation				1
				Ì	1	The school gargered a score of 20 and h	elow in the validated Child Friendly School S	vetem current form within the rating	was done				
ļ			1			period	olow in the validates office Fronting Control o	your out of the manter are sauling					
		Ensured that learner discipline policies	October 2021 to	5%	5	91% - 100% of the learner discipline poli-	cles developed with stakeholders were integra	ated into various school processes and	1. Student Handbook/ CPC Intake			 	
Ì		developed with stakeholders are integrated	June 2022		1	applied by all school personnel at all time	s		forms				
		Into various school processes and are applied		ĺ	1	81% 00% of the learner dissipline policies	s developed with stakeholders were integrate	od lata vada va askaal assa	2. Proofs of the integration of				!
		consistently at all times, by all school	İ		7	applied by all school personnel at all time		o into various school processes and	leamer discipline policies in school				ĺ
		personnel at all levels			_	I			processes like: sample lesson			1	
					3	/1%-80% of the learner discipline policies	s developed with stakeholders were integrate	ed into various school processes and	plans or WHLP; accomplishment report of PAPs		- 1	i	
- 1					2	1	es developed with stakeholders were integrat	ed into various school processes and	report or mars		ŀ		
İ]	-	applied by all school personnel at all time		ed into validas school processes and					
			1		1	51%-60% of the learner discipline policie	s developed with stakeholders were integrate	ed Into various school processes and	<u> </u>				
l						applied by all school personnel at all time		The residue devices proceeds and					
	4. Developing Salf	Managed the conduct of monitoring and	October 2021 to	5%	5	50% of the total number of teachers	Implemented the 4 phases of the RPMS as	scheduled, with ALL of the following	SAT with development plan			1	
ľ	and Others (10%)	evaluation with school personnel on the	June 2022		Ì	attained a performance rating of 4.5 to	documents as evidence:		(Phase 1);				
		implementation of performance management				5.0 (Outstanding)	a. IPDP with SAT/e-SAT (Phase 1),		2. Filled-out coaching/mentoring	·		!	
		system to ensure career advancement for individual school personnel and to improve]	b. Filled-out coaching / mentoring forms - 1	per quarter (Phase 2) Coaching	forms- 1 per quarter; Minutes of Mid		1		
		office performance					Forms,		year Review (Phase 2)		.		
		onice perioritiance					c. Minutes of Mid-Year Review (Phase 2), d. Minutes of Year-End Review/ Evaluation	(Phone 2)	Minutes of Year-End Review/Evaluation: IPCRF with final				
1							ie. IPCRF with final rating signed by the Rate		rating signed by Ratee and Rater			1	
					l		f. IPDP/Any document of awarding done (Pf		(Phase 3);			[
			1			[S. A. M. GOOGLAGARY OF CHECKING GOING ()	1911	4. Development plan and any	ļ	İ		
- 1			İ			F00/ -64-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-			document of awarding done (Phase	İ			
						50% of the total number of teachers	Implemented the 4 phases of the RPMS as	scheduled, with 5 of the above listed	4)				
]			attained a performance rating of 3.5 to 4.499 (Very Satisfactory)	documents as evidence		† ·	- 1			
						14.400 (Very Gausiaciony)				- }			
					3		Implemented the 4 phases of the RPMS as	scheduled, with 4 of the above listed			1		
						50% of the total number of teachers	documents as evidence				- 1		
- {						attained an average rating of 2.5 to 3.499 (Satisfactory)					- 1		
i						(Satisfactory)							
	İ		j		2	50% of the total number of teachers	Implemented the 4 phases of the RPMS as	scheduled, with 3 of the above listed			1		
- 1	ļ		1			attained a performance rating of 1.5 to	documents as evidence				ı		
- 1						2.499 (Unsatisfactory)							
			1			50% of the total number of teachers	Implemented the 4 phases of the RPMS as	esheduled with 2 of the shows linked					
			f			attained a performance rating below	documents as evidence	Schodusu, with a fill the shove iis[60]					
	I					lerrenines a boulouriance ranish balow	ACCOUNTING OF CARCOLOG			- 1	- 1	1 1	

MFOs	Key Result Areas	OD ITOTIVEO	TINECLINIC			DURING PLANNING			TO BE FILLED	DURING			
MIFUS	(KRAs)	OBJECTIVES	TIMELINE	Weight per KRA	-		PERFORMANCE INDICATORS		Actual Results	<u> </u>	Ratin		Score
		Managed fair and equal distribution of capacity-building or professional development opportunities for individuels and teams to effectively perform leadership roles and responsibilities in fostering shared governance and accountability	June 2022	3%		the school within the rating period as eva. School personnel served as resource trainings or INSETs; b. Recommended school personnel as c. Designation of school personnel as d. School personnel were sent to higher e. Personnel attended scholarship prog scholarships); f. Personnel enrolled/completed post-gr. Personnel enrolled/completed post-gr. Personnel were assigned as school of	e speaker/facilitator/demostration teacher at the serve as resource speaker or facilitator at the d chool/district coordinator of program committee r level trainings (District, Division, Regional, Na rams (under Magna Carta, SIRIB, SEAMEO, D	e school/district/division/regional level listrict /division/regional level trainings; es; stional, or International levels); DAP, other DepEd-authorized	(Possible MOVs) 1. Sample Certificate as resource speaker/ facilitator/ demostration teacher at the school/ district/ division/ regional level trainings; 2. Recommendation letter; 3. Designation through district/ division memo; 4. Certificate of trainings; 5. Certificate of participation to scholarship programs (under Magna Carta, SIRIB, Excels, others); 6. Permit to study; 7. Designation as OIC; 8. Designation as committee chair or vice-chair	Q	ET	Average	
					5 4 3 2	6 of the indicators were met 5 of the indicators were met 4 of the indicators were met 3 of the indicators were met 2 of the indicators were met	91% to 100% of the school personnel experient the rating period 81% to 90% of the school personnel experient the rating period 71% to 80% of the school personnel experient the rating period 61% to 70% of the school personnel experient the rating period 51% to 60% of the school personnel experient to 60% of the school personnel experient the rating period 51% to 60% of the school personnel experient the rating period	enced any of the listed opportunities enced any of the listed opportunities enced any of the listed opportunities					
		Worked with school personnel to encourage stakeholders to support the implementation of the school rewards system in recognizing and motivating learners, school personnel and other stakeholders to sustain exemplary performance and/or continued support	October 2021 to June 2022	2%	4 3 2	e. Recognized school stakeholders for s f. Participated in the district/division leve g. Teacher/s received school/ district/ div h. Non-teaching personnel received sch	; st performing personnel; district/division/regional level search and other	searches; t performing school; ational awards; stakeholders participated in any of the akeholders participated in any of the akeholders participated in any of the	1. Composition of School PRAISE Committee; 2. School/ District memo recommending school personnel for district/ division/ regional level search end other searches; 3. Sample Certificate of recognition of learner/s in the school/ district/ division/ regional/ national level competition; 4. Sample certificate of participation in the district/ division level search or other searches for best performing school/ school head, 5. Sample certificate of recognition given to stakeholders with photo documentation				

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BUYA-AO : Superintend€

					IN D	URING PLANNING			TO BE FILLED !	DURIN	G EVA	LUATION	
MF0s	Key Result Areas	OBJECTIVES	TIMELINE	Welght per KRA			PERFORMANCE INDICATORS		Actual Results		Rati		Score
	(KRAs)					Quality	Efficiency	Timeliness	(Possible MOVs)	Q	E 7	Average	
		Engaged the wider school community in promoting inclusive practices, such as gender sensitivity, physical and mental health awareness and culture responsivaness, to strengthen awareness, acceptance and respect	October 2021 to June 2022	5%		Involved different stakeholders and partners in the conduct of atleast five (5) of the following programs/activities with complete MOVs: 1. GAD seminar/activity 2. IPEd activity 3. Psychosocial Support 4. Home Visitation 5. Homeroom Guidance Program 6. Galaw Pilipinas 7. Others (Please specify)	Engaged at least 5 different stakeholders implementation and evaluation of any 3 g	orograms /projectsas enumeratad	Action Plan per program/ project engaging different stakeholders; Accomplishment reports of the implementation of programs that promote inclusive practices; Evaluation reports of the program/ project; Attendance of Stakeholders during the conduct of activities/program.				
						Involved different stakeholders and partners in the conduct of four (4) of the following programs/activities with complete MOVs	Engaged at most 4 different stakeholders implementation and evaluation of any 3 c						
						Involved different stakeholders and partners in the conduct of three (3) of the following programs/activities with complete MOVs	Engaged at most 3 different stakeholders implementation and evaluation of any 3 c						
						Involved different stakeholders and partners in the conduct of two (2) of the following programs/activities with complete MOVs	Engaged at most 2 different stakeholders implementation and evaluation of the enu	merated Programs/ Projects.					
						Involved different stakeholders and partners in the conduct of one (1) of the following programs/activities with complete MOVs	Engaged at most 1 stakeholder and/or parevaluation of the enumerated Programs/						
		Empowered the community, such as parents, alumni, authorities, industries, and other stakeholders, to participate in addressing concerns on learner development, as well as school end community improvement	October 2021 to June 2022	5%			cash or kind) or 4 specific Learners/school/community needs were addressed through the involvement or participation of internal and external partners. (NOTED: Funds/ assistance received but not requested must not be included)		1. Sample copy of accomplished MOA, 2. Sample of signed Deed of donations/ acknowledgement receipt, 3. List of officers - PTA, SGC, SSG/SPG, Alumni Association, 4. List of donations, 5. Attendance and pictorials during ASPUAN de PARENTES/IYAMAN documentation				

Enclosure 3. Part 2, Competency Assessment (sample accomplished form)

NAME:	: Rating Period:
Position, Division	

PART II: COMPETENCIES

				PART It: COMPETENCIES				
CORE B	EHAVIORAL	. COM	<i>IPETENCIES</i>				LEADER\$HIP	
Self-Management		Г		Teamwork				\neg
4 Sets personal goals and direction, needs, and development			4 Willingly does one's a	responeibility		4	Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason anti/or emotions, uses data and examples, visual aids	
Undertakes personal actions and behaviors that are clear and purposive and takes into account person and values congruent to that of the organization.	alsog ts		4 Promotes collaboration	ion and removes barriers to teamwork and goal accomplishment across the organization		4	Persuades, com/ince or filluences others, in order to have a specific impact or effect.	
Displays emotional maturity and enthusiasm for and is challenged by higher goals	4		3 Applies negotiation pr	vinciples in antiving at win-win agreements	3.8	4	"Sets a good example", is a credible and respected leader; and demonstrates desired behavior.	4
4 Prioritize work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals		_	4 Drives consensus and	d team ownership of decisions		4	Forwards personal, professional and work unit needs and interests in an issue.	
4 Sets high quality, challenging, realistic goals for self and others			4 Works constructively and objectives	and collaboratively with others across organizations to accomplish organizational goals		4	Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals, in order to create an effective work environment.	
Professionalism and Ethica			•	Service Orientation	7		People Performance Management	
Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for pu officials and employees (RA 6713)	ublic		4 Can explain and artic	culate organizational directions, issues, and problems		4	Makes specific changes in the performance management system or in own work methods to improve performance (e.g. does something better, faster, at lower cost, more efficiently; improves quality, gustomer satisfaction, morate, revenues).	
Prectices ethical and professional behavior and conduct taking into account the impact of his/her action decisions	ns and		4 Takes personal respo	onsibility for dealing with and/or correcting customer service issues and concerns		4	Satis performance standards and measures progress of employees based on office and department targets,	7
4 Maintains a professional image: being trustworthy regularity of attendance and punctuality, good groom communication	ing and 4		4 Initiates ectivities that	t promnte advocacy for men and women empowerment	4	4	Provides feedback and technical assistance such as coaching for performance improvement and action planning.	4
4 Makes personal sacrifices to meet the organization's needs			directions	ing of office vision, mission, manufates, and strategies based on DepEd strategies and		4	States performance expectations clearly and checks understanding and commitment	
Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and others improve their effectiveness.	l help		4 Develops and adopts service delivery	service improvement programs through simplified procedures that will further enhance		4	Performs all the stages of result-based performance management system supported by evidence and require documents/forms.	90
Result Focus		_		Innovation			People Development	
4 Achieve results with optimal use of time and resources most of the time		L		suse of problems and suggests effective solutions. Fosters new idleas, processes, and to do things (cost and/or operational efficiency)		4	Improves the skills and effectiveness of individuals through emotoving a range of development strategies.	
Avoids rework, mistakes and wastage through effective work methods by placing organizational needs personal needs			4 Demonstrates an abit create higher value an	ify to think "beyond the box". Continuously focuses on improving personal productivity t and results		4	Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.	
Delivers error-free outputs most of the time by conforming to standard operating procedures correctly a 4 consistently. Able to produce very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required	nd 4		4 Promotes a creative of	climate and inspires co-workers to develop original ideas or solutions	4	4	Conceptualizes and implements learning interventions to meet identified training needs.	4
Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new precise ways of meeting goals set	or more	\[\bigg\]	4 Translates creative th	ninking into tanglible changes and solutions that improve the work unit and organization		4	Does long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person's learning and development.	
Makes specific changes in the system or in own work methods to improve performance. Examples may doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfact morale, without satting any specific good.			4 Uses ingenious metho succeed with minimal	ods to accomplish responsibilities. Demonstrates resourcefulness and the ability to resources		4	Cultivates a learning environment by structuring interactive experiences such as tooking for future opportunities that are in support of achieving individual career goals.	

OVERALL COMPETENCY RATINGS

Core Behavioral Competencies	
Core Skilis	3.967
COLE SKIKS	4.000
Overall Rating:	
	3.983

Enclosure 4. Part 3, Summary of Rating for Discussion

PART III: SUMMARY OF RATING FOR DISCUSSION

Final Performance Results	Rating	Adjectival Rating
Accomplishments of KRAs and Objectives		

Rater - Ratee Agreement

The signatures below confirm that the employee and his/her superior have agreed on content of this appraisal form and the performance rating.

Name of Employee:	Name of Superior:		
(School Head)	(OIC-ASDS)		
Signature	Signature		
Date:	Date:		

Enclosure 5. Part 4, Development Plan

PART IV: DEVELOPMENT PLANS (sample only)

Strengths	Development Needs	Action Plan (Recommended Developmental Intervention)	Timeline	Resource Needed
Self-Management Teamwork Service Orientation Innovation	system or in own work methods to	Implementing efficiently existing and new work systems to prioritize client satisfaction while adhering to existing DepEd standards and guidelines		Human, Material, Financial resources
	Performing all stag es of result- based performance management system	Ensure that all phases of the RPMS cycle are conducted within the time frame Planning – January Coaching/Mentoring – Feb to June and August to October Review – July (midyear); Nov (year-end) Rewards/Recognition - December		Human, Material, Financial resources

OIC-ASDSSCHOOL HEADSDSRaterRateeApproving Authority