

Republic of the Philippines

Department of Education region x

DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent

June 07, 2022



MEMORANDUM

TO:

Asst. Schools Division Superintendent Chief Education Supervisor, CID Chief Education Supervisor, SGOD Public Elementary and Secondary School Heads

2021-2022 OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM (OPCRF) FOR SCHOOL HEADS

- All concerned school heads are hereby informed of the 2021-2022 Office Performance Commitment and Review Form (OPCRF) for School Heads attached herein. The said OPCRF shall be used to evaluate school head performance inclusive of the school year as the rating period.
- 2. In adherence to Equal Opportunity Policy (EOP), inclusive and fair treatment are accorded to all participants regardless of age, gender, sexual orientation, disability, religion and ethnicity.
- 3. Widest dissemination of this memorandum is directed.

CHERRY MAE L. LIMBACO-REYE Schools Division Superintendent



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		1	2021-20)22	OFFICE PERFORMANCE CON	IMITMENT AND REVIEW FORM	(OPCRF)				<u> </u>				1
Name of School	lleed.					Name of Rater:									-
Position:	пеац.					Position:					-				-
School/Division:						Date of Review:									
Rating Period:		SY 2021-202	22			Date of Neview.									
Nating Fellou.		01 2021-202	1	1											-
				_	PLAN	NING	-1				ACT	UAL			
KRAs	Objective	TIMES INC	Weight per	Т		PERFORMANCE INDICATOR	RS		MOVs						
KKAS	Objective	TIMELINE	KRA		Quality	Efficiency		Timeliness		Q	E	T	Ave	Rating	Score
I. Leading Strategically	1.1. Ensure the communication to the wider community the developed, implemented and reviewed school plans, projects, and policies which are aligned with the vision, mission, and core values and are consistent with the the national and local regulations and issuances	Year Round	5%	1	projects and policies which are aligned with the vision, mission, and core values and are consistent with the the national and local regulations and issuances were communicated to the wider community 85-99% of the developed, implemented and reviewed school plans, programs, projects and policies 75-84% of the developed, implemented and reviewed school plans, programs, projects and policies 65-74% of the developed, implemented and reviewed school plans, programs, projects and policies 50-64% of the developed, implemented and reviewed school plans, programs, projects and policies 50-64% of the developed, implemented and reviewed school plans, programs, projects and policies	100% of the school's organizations are involved in the school's programs, projects and policies 85-99% of the school's organizations are involved in the school's programs, projects and policies 75-84% of the school's organizations are involved in the school's programs, projects and policies 65-74% of the school's organizations are involved in the school's programs, projects and policies 50-64% of the school's organizations are involved in the school's programs, projects and policies			E-SIP/ SLCP, List of programs, projects, and policies; AIP; Minutes of meeting; Attendance; Documentation; Accomplishment report; Committee members; List of school organizations; Meetings conducted; Minutes and attendance of the meeting						
	1.2. Utilize relevant research findings from reliable sources in facilitating datadriven and evidence-based	Year Round	3%	5	policies Developed and utilized 5 relevant findings from researches in facilitating data- driven and evidence-based innovations to improve school performance Developed and utilized 4	Implemented 5 innovations with attached annotated bibliography to improve school performance			a. Research findings adopted/ annotated bibliography as attachment to innovations: b.						
	innovations to improve school performances			3	relevant findings from researches Developed and utilized 3 relevant findings from researches	Implemented 3 innovations			screenshot/ sample lessons/ outputs/ teaching- learning				_		

				Developed and utilized 2 relevant findings from researches Developed and utilized 1 relevant finding from	Implemented 2 innovations Implemented 1 innovation		resources, others		
pr sc su de	3. Implement rograms in the chool that upport the evelopment of the learners	Year Round	3%	5 100% of the programs and initiatives are incorporated in the BE-LCP and SIP supported with approved AIP/program plan/work and financial plans. 4 85-99% of the programs and initiatives are incorporated in the BE-LCP and SIP 3 75-84% of the programs and initiatives are incorporated in the BE-LCP and SIP	100% of the school's programs were implemented, submitted and acknowledge by the Division Office. 85-99% of the school's programs were implemented, submitted and acknowledge by the Division Office. 75-84% of the school's programs were implemented, submitted and acknowledge by the Division Office. 65-74% of the school's programs were implemented, submitted and acknowledge by the Division Office. 50-64% of the school's programs were implemented, submitted and acknowledge by the Division Office.		MOVs: BE-LCP, SIP, Accomplishment Reports on school initiated programs: comprehensive sexuality education, mental health program, POPDEV, Functional Teen Center, SSG/SPG initiated activities, Balik Eskwela Program, Reading Program, Feedding Program, COVID Advocacy		
av me ev pri too lea	4. Utilize vailable conitoring and valuation rocesses and cols to promote arner chievement	Year Round		Utilized 5 of the monitoring and evaluation processes and tools to promote learner achievement: (1) Accomplishment of School Form 9 and 10, (2) Submission of grades in the CMSS, (3) Submission of SMEA reports, (4) Gathering of data on learners progress such as PHIL-IRI, ELLN, etc. (5) Accomplishment of SBM tools Utilized 4 of the monitoring and evaluation processes and tools Utilized 3 of the monitoring and evaluation processes and tools		Submitted reports on time in 4 quarters Submitted reports on time in 3 quarters Submitted reports on time in 2 quarters	Updated School Form 9 and 10; CMSS report; Quarterly SMEA reports; Reports on Learner's Progress; Different interventions conductec such as Phil-IRI, SBM Evaluation/ Validation reports		

		T		2 Utilized 2 of the monitoring and	Submitted reports on time in 1 quarters	T	T	Τ	П		
				evaluation processes and tools 1 Utilized 1 of the monitoring and evaluation processes and tools	Did not submit report on time						
	Sub-Total		16%								
II. Managing School Operations and Resources	2.1. Manage s school data and information using technology, including ICT, to ensure efficient and effective school operations		3%	5 100% submission of accurate and updated school data and information 4 85-99% submission of accurate and updated school data and information 3 75-84% submission of accurate and updated school data and information 2 65-74% submission of accurate and updated school data and information 1 50-64% submission of accurate and updated school data and information	Submitted accurate and updated school data and information 5 days before the deadline. Submitted accurate and updated school data and information 4 days before the deadline. Submitted accurate and updated school data and information 3 days before the deadline. Submitted accurate and updated school data and information 2 days before the deadline. Submitted accurate and updated school data and information 1 day before the deadline.	EBEIS, LIS reports, Early Registration data					
	2.2. Manage finances adhering to policies, guidelines and issuances in allocation, procurement, disbursement and liquication aligned with the school plan	Year Round	3%	100% utilization and liquidation of funds (MOOE, SBFP,LGU,CO and other sources 85-89% utilization and liquidation of funds (MOOE, SBFP,LGU,CO and other sources 75-84 % utilization and liquidation of funds (MOOE, SBFP,LGU,CO and other sources 65-74% utilization and liquidation of funds (MOOE, SBFP,LGU,CO and other sources 50% utilization and liquidation of funds (MOOE, SBFP,LGU,CO and other sources	Submitted liquidation report on specified SMART Days schedule Submitted liquidation report a day after the SMART days schedule Submitted liquidation report 2 days after the SMART days schedule Submitted liquidation report 3 days after the SMART days schedule Submitted liquidation report 4 days after the SMART days schedule	Liquidation reports/ property custodian inventory slips/ledger of properties received by teachers and property custodian Ledger MOOE utilizations and liquidation signed by Division Accountant					
	2.3. Manage school facilities and equipment in adherence to policies, guidelines, and issuances on acquisition, recording, utilization, repair, and maintennance, storage and disposal		3%	5 ensured 100% of proper utilization of school facilities and equipment. 4 ensured 85-89% of proper utilization of school facilities and equipment. 3 ensured 75-84% of proper utilization of school facilities and equipment. 2 ensured 64-75% of proper utilization of school facilities and equipment. 1 ensured 50% of proper utilization of school facilities and equipment.	submitted report on the utilization and management of school facilities a day before the deadline submitted report on the utilization and management of school facilities on the deadline submitted report on the utilization and management of school facilities a day after the deadline submitted report on the utilization and management of school facilities 2 days after the deadline submitted report on the utilization and management of school facilities 3 days after the deadline submitted report on the utilization and management of school facilities 3 days after the deadline	Inventory report; repair and maintenance report/document s based on POW					

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2.4. 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	Year Round	3%	Ensured 100% of teaching personnel are given teaching loads and other tasks Ensured 85-89 % of teaching personnel are given teaching load and other tasks Ensured 75-84% of teaching personnel are given teaching load and other tasks Ensured 64-75% of teaching personnel are given teaching load and other tasks Ensured 50% of teaching personnel are given teaching load and other tasks	Submitted SF7, General Class Program and Teaching Load to the DO 2 days before the deadline. Submitted SF7, General Class Program and Teaching Load to the DO 1 day before the deadline. Submitted SF7, General Class Program and Teaching Load to the DO on the deadline. Submitted SF7, General Class Program and Teaching Load to the DO a day after the deadline. Submitted SF7, General Class Program and Teaching Load to the DO a days after the deadline.	Approved copy of General Class Program and Teaching Load by SDS			
2.5. Manage school safety for disaster preparedness, mitigation, and resiliency to ensure continuous delivery of instruction	Year Round	3%	5 Managed, maintained and implemented all of the following school facilities: a. confort room b. water connection c. electrical connection d. lighting and ventilation facilities e. handwashing facility f. sports facility g. plumbing and fixtures h. SDRRM g. solid waste management h. safety and trafic signages/pedestrian lane outside the school premise i. fire equipment and facilities j.others	Submitted action plans, accomplishment reports and pictures of the mentioned school facilities 2 days before the deadline.	Submitted and implemented action plans/ contingency plan at the Division Office Accomplish ment/ Narrative Reports Complied Classroom Evaluation			
			Managed, maintained and implemented 6 of the mentioned facilities. Managed, maintained and implemented 5 of the mentioned facilities. Managed, maintained and implemented 4 of the mentioned facilities. Managed, maintained and implemented implemented 3 of the mentioned facilities.	Submitted action plans, accomplishment reports and pictures of the mentioned school facilities 1 day before the deadline. Submitted action plans, accomplishment reports and pictures of the mentioned school facilities on the deadline. Submitted action plans, accomplishment reports and pictures of the mentioned school facilities a day after the deadline. Submitted action plans, accomplishment reports and pictures of the mentioned school facilities 2 days after the deadline.	(SSAT) Classroom Structuring			

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	2.6. Manage emerging opportunities and challenges to encourage equality and equity in addressing the needs of learners, school personnel and other stakeholders.	Year Round	3%	5	5 or more engagements were coordinated/conducted/initiated; a) Learner's needs such as Reading, Remediation/ Enrichment activities for learners, b) School personnel such as Zumba, Tsekapp, Health and wellness services, Fun Run/Walk, c) Stakeholders like HRPTA, GPTA, SGC, Parenting program, SDRRM Advocacy, Generation of school projects donation, maximize voluntary services, signing of MOA and MOU, SOSA, PTC	100% of the school activities addressed the needs of the learners, school personnel, & other stakeholders	Submitted action plans, accomplishment reports and pictures of the mentioned school engagements 2 days before the deadline.	Accomplishment and narrative reports; List of Engagement activities conducted, coordinated, and initiated; Action Plan on the Engagement activities					
				4	4 engagements were coordinated, conducted and initiated	85-99% of the school activities	Submitted action plans, accomplishment reports and pictures of the mentioned school engagements 1 day before the deadline.						
				3	3 engagements were coordinated, conducted and initiated	75-84% of the school activities 65 - 74% of the school activities///	Submitted action plans, accomplishment reports and pictures of the mentioned school engagements on the deadline. Submitted action plans, accomplishment reports						
				2	2 engagements were coordinated,conducted and initiated		and pictures of the mentioned school engagements a day after the deadline.						
				1	1 engagement coordinated, conducted and initiated	50-64% of the school activities	Submitted action plans, accomplishment reports and pictures of the mentioned school engagements 2 days after the deadline.						
	Sub-Total		18%										
III. Focusing on Teaching and Learning	3.1 Assisted teachers in the review, contextualization and implementation of	Year Round	3%	5	100% of the teachers were assisted in the review, contextualization and in the implementation of learning standards to make the curriculum relevant for learners 85-99% of the teachers were assisted			a. Technical Assistance Plan & Report of Assistance provided b. List and samples of					
	learning standards to make the curriculum relevant for				in the review, contextualizaion and in the implementation of learning standards to make the curriculum relevant for learners	assistance across learning areas in the review, contextualization and implementation of learning standards.		Contextualized SLMs, LAS, recorded video lessons					
	learners.				75-84% of the teachers were assisted in the review, contextualization and in the implementation of learning standards to make the curriculum relevant for learners	Provided at least three technical assistance across learning areas in the review, contextualization and implementation of learning standards.							
-				-	And the second s				A second residence	Account to the last of the las	Name and Address of the Owner, where	Annual Contract of the last of	

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65-74% of the teachers were assisted Provided at least two technical in the review, contextualizaion and in assistance across learning areas in the implementation of learning the review, contextualization and standards to make the curriculum implementation of learning standards. relevant for learners 50-64% of the teachers were assisted Provided at least one technical in the review, contextualization and in assistance across learning areas in the implementation of learning the review, contextualization and standards to make the curriculum implementation of learning standards. relevant for learners 3.2. Provided Year round 100% of the teachers were given 2 or ISP. Technical Assistance was given within 2 days after more Technical Assistance (TA) based Technical Consolidated the classroom observation. Assistance to on their modalities offered. TOGA. teachers on 85-99% of the teachers were given 2 Technical Assistance was given within 3 days after Classroom teaching or more Technical Assistance (TA) Observations the classroom observation. standards and based on their modalities offered. pedagogies within and across 75-84% of the teachers were given 2 Technical Assistance was given within 4 days after learning areas on or more Technical Assistance (TA) the classroom observation. the different based on their modalities offered. learning modalities to 65-74% of the teachers were given 2 Technical Assistance was given within 5 days after improve their or more Technical Assistance (TA) the classroom observation. teaching practice. based on their modalities offered. 50% to 64% of the teachers were Technical Assistance was given 5 days after the given 2 or more Technical Assistance classroom observation. (TA) based on their modalities offered. 3.3 Ensured the Year-round 3% 100% of the validated feedback The validated feedback received were acted upon Feedback use of validated obtained from learners, parents and within 2 days mechanism tool: feedback other stakeholders were used to help List of Feedback obtained from improve the teacher's performance with date learners, parents observing confidentiality and data received and and other privacy date acted upon stakeholders to 85-99% of the validated feedback The validated feedback received were acted upon by school head help improve the obtained from learners, parents and within 3 days other stakeholders.. teacher's performance 3 75-84% of the validated feedback The validated feedback received were acted upon obtained from learners, parents and within 4days other stakeholders.. 65-74% of the validated feedback The validated feedback received were acted upon obtained from learners, parents and within 5 days other stakeholders.. 50-64% of the validated feedback The validated feedback received were acted upon obtained from learners, parents and after 5 days. other stakeholders...

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3.4 Ensured the utilization of learning outcomes and provision of technical	Year Round	3%	5	100% of the teachers utilized the learning outcomes and provided technical assistance in using learning assessment tools, strategies and results to improve achievement.	100% of the Learners Performance Achievement from 1st to 4th Quarter in all learning areas.	Quarterly Comparative Data of CMSS, TA plan and TA Provided; School Form 6;			
assistance to teachers in using learning assessment tools, strategies and results to improve performance achievement and other performance				85-99% of the teachers utilized the learning outcomes and provided technical assistance 75-84% of the teachers utilized the learning outcomes and provided technical assistance 65-74% of the teachers utilized the learning outcomes and provided technical assistance 50-64% of the teachers utilized the learning outcomes and provided technical assistance	85-99% of the Learners Performance Achievement from 1st to 4th Quarter in all learning areas. 75-84% of the Learners Performance Achievement from 1st to 4th Quarter in all learning areas. 65-74% of the Learners Performance Achievement from 1st to 4th Quarter in all learning areas. 50-64% of the Learners Performance Achievement from 1st to 4th Quarter	Characterization and analysis of CMSS results			
indicators.				technical assistance	Adhevement from 15t to 4th Quarter				
3.5 Managed a learner-friendly, inclusive and healthy environment	Year Round	3%		implemented and documented at least 6 of any of the following programs and projects: Learner-Friendly: Homeroom Guidance Program, Theme Parks, others Inclusive: (Elem:) SPED, ALS, ALIVE, IPED, SPJ (Secondary): SPTVE, SPA, SPS, SPFL, SPED, ALIVE, ALS, SPJ Healthy: SDRRM Contingency Plan (NSED, Flood, Fire), Health Flagship e.g. NDEP, WiNS, SBFP – Elem only, ARH, CSE, Galaw Pilipinas, COVID Health essentials (Alcohol, Face mask, Thermal Scanner, etc.)	100% of the program/ project /intervention plan were implemented.	Program/ project/ intervention plan, Accomplishment Report with pictures			
			1	projects implemented and documented 3 of the above-mentioned programs and projects implemented and documented at most	/intervention plan were implemented. 75-84% of the program/ project /intervention plan were implemented. 65-74% of the program/ project /intervention plan were implemented. 50-64% of the program/ project				
			1 1	2 of the above-mentioned programs and projects	/intervention plan were implemented.				

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3.6. Ensured	Year Round	3%	5 100% of the teachers ensured	Conducted at least 5 career		onsolidated	
integration of			integration of career awareness and	awareness and opportunities activities		port of	
career			opportunities in the provision of	within the school year	CL	urriculum	
awareness and	1 1		learning experiences aligned with the		in the second of	tegration,	
opportunities in	1 1		curriculum with activities and other		S	ample DLL/	
the provision of			career awareness related activities.		was a second of the second	eekly Home	
learning						earning Plan,	
experiences			4 85%-99% of the teachers ensured	Conducted at least 4 career		eport on	
aligned with the	1		integration of career awareness and	awareness and opportunities activities		ctivities	
curriculum.			opportunities in the provision of	within the school year		onducted with	
Gumculum.			learning experiences	within the school year		ccomplishment	
			3 75%-84% of the teachers ensured	Conducted at least 3 career		eport with	
	1 1		I I			ctures	1
			integration of career awareness and	awareness and opportunities activities	Pi	ciures	
	1 1		opportunities in the provision of	within the school year			
	1		learning experiences				
	1 1		2 65% -74% of the teachers ensured	Conducted at least 2 career			
			integration of career awareness and	awareness and opportunities activities			
			opportunities in the provision of	within the school year			
			learning experiences				
			1 50-64% of the teachers ensured	Conducted at least 1 career			
			integration of career awareness and	awareness and opportunities activities			
			opportunities in the provision of	within the school year			
			learning experiences				
3.7. Implement	Year Round	3%	5 Developed and Implemented 5 learner	Ensured 100% adaptation and desired	1.	List of	
learner discipline			discipline policies with stakeholders	results were achieved	D	eveloped	
policies that are			collaboration.	A STANDARD AND AND A STANDARD AND A	Section 1	chool policies	
developed			4 Developed and Implemented 4 learner	Ensured 85-99% adaptation and		Minutes of	
collaboratively			discipline policies with stakeholders	desired results were achieved		eeting 3.	
with stakeholders			collaboration.	dosired results were defined a		tendance	
including parents,			3 Developed and Implemented 3 learner	Engured 75 94% adaptation and		uring meeting	
school personnel			discipline policies with stakeholders	desired results were achieved		Narrative	
and the			collaboration.	desired results were acriteved		eport with	
	1 1			Francisco SE 740/ adentation and		ctorials, policy	
community			2 Developed and Implemented 2 learner			ssemination	
			discipline policies with stakeholders	desired results were achieved			
			collaboration.			nd other	
			Developed and Implemented 1 learner			ocumentation.	
			discipline policies with stakeholders	desired results were achieved		Certification	
			collaboration.			No Record of	
						olation on	
						proved school	
					pc	licies issued	
					by	SH and	
1					at	tested by	1

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IV. Developing	4.1. Set and	Year Round	3%	5 Set and implemented at least 5		following: (1)		
Self and Others	implemented			personal and professional	participated in any of the professional	eSAT, (2)		
	personal and			development goals and networks	developments goals and networks set			
	professional			based on self-assessment aligned with	and implemented.	Received copy		
	development			the PPSH to enhance ones'	N N	of Training		
	goals and			knowledge, practice and skills; such as	3	Needs, (3)		
	networkings			(1) Submission of eSAT, (2)		Development		
	based on self-			Submission of Training Needs, (3)		Plan, (4)		
	assessment			Crafting of Development Plan, (4)		Certificates of		
	aligned with the			Certificate of		Participation/Re		
	PPSSH to			Recognition/participations, (5)		cognition , (5),		
	enhance one's			Submission of Accomplishment		Accomplishment		
	knowledge,			Report, (6) Summary of trainings		report, (6)		
	practices and			attended by the school personnel, (7)		summary of		
	skills.			Approved ERF or list of promoted		trainings		
				personnel, (8) List of teachers earned		attended, (7)		
				post graduate and vocational courses,		Approved ERF		
				(9) TIP accomplishment (if there are		or list of		
				any), and (10) Accomplished		promoted		
				TOGA/PMCF, etc		teachers. List of		
				100/11/101,00		teachers and		
				4 Set and implemented 4 personal and	85-99% of the school personnel	permit to study		
						of personnel		
				prefessional development goals and	participated in any of the professional	enrolled in post		
				networks based on self-assessment	developments goals and networks set	graduate or		
				aligned with the PPSH to enhance	and implemented.	vocational		
				ones' knowledge, practice and skills.				
						courses, (9) TIP		
				3 Set and implemented 3 personal and	75-84% of the school personnel	accomplishment		
				prefessional development goals and	participated in any of the professional	report		
				networks based on self-assessment	developments goals and networks set			
				aligned with the PPSH to enhance	and implemented.			
				ones' knowledge, practice and skills.				
				2 Set and implemented 2 personal and	65-74% of the school personnel			
				prefessional development goals and	participated in any of the professional			
				networks based on self-assessment	developments goals and networks set			
				aligned with the PPSH to enhance	and implemented.			
				ones' knowledge, practice and skills.				
				1 Set and implemented 1 personal and	50-64% of the school personnel			
				prefessional development goals and	participated in any of the professional			
1				networks based on self-assessment	developments goals and networks set			
1				aligned with the PPSH to enhance	and implemented.			
					and implemented.			
				ones' knowledge, practice and skills.				

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		Year Round	3%	5 Implemented atleast 5 of the	100% of the school personnel were	Proof of	1			
	the performance			performance management system with		conduct of				
	management			a team to support the career	managment mechanism mentioned.	PMCF; Copies				
1 1	system with a			advancement or school personnel, and		of PMCF;				
	team to support			improve office performance; such as		Copies of				
	the career			follows: (1) Conduct of PMCF, (2) Mid		Midyear and				
	advancement of			Year and Year Ends assessment, (3)		Year-end				
	school personnel,			Conduct of two classrrom		assessment;	1			
	and to improve			observations, (4) Accomplishing ISP,		Copies of				
1 1	office			(5) Conduct of school personnel		Classroom				
1 1	performance			orienttaion and meetings/		Observations:				
	periormanoc			accomplishment reports.		ISP; Copies of	1			
					DE COOK of the coheal name and work		1			
				4 Implemented 4 of the performance	85-99% of the school personnel were	meetings and	1			
			1	management system with a team to	given any of the performance	orientations				
				support the career advancement or	managment mechanism mentioned.	conducted				1
				school personnel, and improve office			1		-	1
				performance mentioned above.						
1 1				3 Implemented 3 of the performance	75-84% of the school personnel were					
				management system with a team to	given any of the performance					
				support the career advancement or	managment mechanism mentioned.					
				school personnel, and improve office						
				performance mentioned above.			1			
			-	portornarios monacios apore.			1		1	
			1	2 Implemented 2 of the performance	65-74% of the school personnel were					
				management system with a team to	given any of the performance					
			1	,	, ,					
			1	support the career advancement or	managment mechanism mentioned.				- 1	
			- 1	school personnel, and improve office						
			- 1	performance mentioned above.			1			
			- 1				1			
1			1	1 Implemented a1 of the performance	50-64% of the school personnel were		1			
			- 1	management system with a team to	given any of the performance					
			1	support the career advancement or	managment mechanism mentioned.		1			
1			1	school personnel, and improve office			1			
			1	performance mentioned above.			1			
1	4.3. Implement	Year Round	3%	5 Implemented professional	100% of the school personnel	(1)				
	orofessional			development initiatives to enhanced,	attended and acted as resource	Accompishment				
1 1	development			strengthen & address performance	person, demo-teacher, chair-person or	Report and				
	nitiatives to	-			co-cherperson during INSET or LAC	attendance of			-	
1	enhance the	1		the conduct of atleast 10 Learning	sessions.	LAC/INSEt				
1	strengths and			Action Cell (LAC) and 2 In-Service	000001010.	conducted, (2)			- 1	
1 1						, , ,				
1	address the			Training for Teachers (INSET) verified		Copy of				
1 1	performance	1	İ	by the PSDS and for approval of the		Certificate of				
1	gaps among			division office (HRD, M & E, CID &		Participation of				
	school personnel			SGOD Chief, to SDS)		trainings				
						attended, (3)				

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		×		at least 7-8 Learning Action Cell (LAC) and 2 In-Service Training for Teachers (INSET)	85-99% of the school personnel attended and acted as resource person, demo-teacher, chair-person or co-cherperson during INSET or LAC		Approved training matrix			
				at least 5-6 Learning Action Cell (LAC) and 2 In-Service Training for Teachers (INSET)	sessions. 75-84% of the school personnel attended and acted as resource person, demo-teacher, chair-person or co-cherperson during INSET or LAC					
			1 (at least 3-4 Learning Action Cell (LAC) and 1-2 In-Service Training for Teachers (INSET)	sessions. 65-74% of the school personnel attended and acted as resource person, demo-teacher, chair-person or co-cherperson during INSET or LAC sessions.					
				at least 1-2 Learning Action Cell (LAC) and 1-2 In-Service Training for Teachers (INSET)	50-64% of the school personnel attended and acted as resource person, demo-teacher, chair-person or co-cherperson during INSET or LAC sessions.					
4.4. Provide opportunities to individuals and teams in performing leadership roles and responsibilities.	Year Round	3%	F to let an or an E P S G R 8	Set and Implemented atleast 5 school PAPs or DepEd advocacies where eachers able to practice their eadership roles and respomsibilities as a Grade leader, chairman, coordinator or resource speaker such as (1) SDRRM/NDEP, (2) Brigada Eskwela (BE), (3) SBM, (4) Reading Program, (5) Journalism, (6) LAC Session Leader, (7) INSET TWG, (8) GAD, (9) CSE/RHGP/PPST/RPMS Roll-out, (10) WinS/SBFP and/or other 8 medical flagship, etc.	100% of the school personnel played a role of school PAPs chairman or coordinator, resource speaker and/or grade leader.		(1) Organmization Chart/list of committes/ clubs/ team, (2) Designation letter, (3) Accomplishment report of programs conducted, (4) approved matrix or plans conducted by the school head,			
			0	or DepEd advocacies	85-99% of the school personnel played a role of school PAPs chairman or coordinator, resource speaker and/or grade leader.		PSDS or OSDS, (5) Certificate of Recognition.			
			0	or DepEd advocacies	75-84% of the school personnel played a role of school PAPs chairman or coordinator, resource speaker and/or grade leader.					
				or DepEd advocacies	65-74% of the school personnel played a role of school PAPs chairman or coordinator, resource speaker and/or grade leader.					

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			1 Set and Implemented 1 school PAPs or DepEd advocacies	50-64% of the school personnel played a role of school PAPs chairman			
-				or coordinator, resource speaker			
151		201		and/or grade leader.		++	
4.5. Implement laws, policies, guidelines and issuances on the rights, privileges and benefits of school personnel to ensure their general welfare	Year Round	3%	Implemented 5 activities and programs that displays knowledge on laws, policies guidelines and issuances on the rights, privileges and benefits of school personnel to ensure their general welafre such as (1) organizing school grievance committee, (2) Issuance of resolved conflict(s), issues raised as maybe or certification of no conflict and issues raised, (3) Updating and upgrading of school personnel		(1) Organmization Chart/list of committes/ clubs/ team, (2) Certificate of resolved conflicts or no conflicts raised, (3) Summary of teachers		
			records such as upgraded NOSI and NOSA, (4) Processing of earned service credits, leave applications, and retirement process, (5) Monthly update of school personnel's attendnace, (6) membership to professional club or organization		received its NOSI and NOSA, (4) Summary of approved or earned credits of teachers, (5) Form 7, (6) membership to		
			Implemented 4 activities and programs that displays knowledge on laws, policies guidelines and issuances		professional club or organizations		
			Implemented 3 activities and programs that displays knowledge on laws, policies guidelines and issuances				
			Implemented 2 activities and programs that displays knowledge on laws, policies guidelines and issuances	65-74% of the teachers benefitted in the activities and programs			
			Implemented 1 activities and programs that displays knowledge on laws, policies guidelines and issuances	50-64% of the teachers benefitted in the activities and programs			

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	4.6. Implement a school rewards system to recognize and motivate learners, school personnel and other stakeholders for exemplary performance and/or continues support	Year Round	3%	Implemented atleast 5 school rewards and recognition mechanism to motivate learners, school personnel, and other stakeholders for exemplary performance and/or continued suppor such as (1) Graduation/ Moving Up, (2) School-Based Teacher's Recognition (Coordinatorship/Chairperson, cochairperson/ resourse speakership, demo teacher, LAC leader/ TWG, etc.), (3) Parent's Participation during distance learning (4) GPTA/PTA Officers Induction Program, (5) SGC Participation and Accomplishment reports, Stakeholder's Awards, and (6) Outstanding Teachers.	and SGC, GPTA & HRPTA officers were given recognition. (MOVs: Certficate of Participation of parents t during distance learning, signed list of parents received the said certificate, Certificates of Teachers, stakeholders, PTA/GPTA officers, narrative reports/ accomplishment report)	(1) Accomplishment Report with photos, (2) a copy or photos of Certificate of Recognition or recognized personnel, school partners, learners and/or stakeholders.			
				4 Implemented 4 of the school rewards and recognition mechanism 3 Implemented 3 of the school rewards	and SGC, GPTA & HRPTA officers were given recognition.				
				and recognition mechanism	and SGC, GPTA & HRPTA officers were given recognition.				
				2 Implemented 2 of the school rewards and recognition mechanism	65-74% of school personnel, parents, and SGC, GPTA & HRPTA officers were given recognition.				
				Implemented 1 of the school rewards and recognition mechanism	50-64% of school personnel, parents, and SGC, GPTA & HRPTA officers were given recognition.				
	Sub-Total		18%						
V. Building Connections	5.1. Build constructive relationships with authorities, colleauges, parents, and	Year Round	3%	5 Built constructive relationship among the 5 partners such as authorities, colleagues, parents, alumni, Local Government Unit to foster an enabling and supportive environment.	100% of the listed partners from the community were able to accomplish school projects.	Deed of donations/MOA/ MOU Attendance in activities related to partnership			
	other stakeholders to foster an enabling and			Built constructive relationship among the 4 partners such as authorities, colleagues, parents, Local Government Unit	85-99% of the listed partners from the community were able to accomplish school projects.	Summary/List of partners, stakeholders BE Reports			
	supportive environment for learners			Built constructive relationship among the 3 partners such as colleagues, parents, Local Government Unit	75-84% of the donated resources addressed the needs of the school.	Acknowledgeme nt Reciepts Certificate of			

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				16	In #	Top Ties on History	A				
				2	Built constructive relationship among	65-74% of the listed partners from the	Acceptance				
I					the 2 partners such as colleagues,	community were able to accomplish					1
					Local Government Unit	school projects.					
				1	Built constructive relationship with	50-64% of the listed partners from the					
					colleagues to foster an enabling and	community were able to accomplish					
					supportive environment.	school projects.					
	5.2. Manage	Year round	3%	5	Managed at least five (5) of the	100% of the listed school organization	List of				
	school	1 1			following organizations a.Students'	gave support to the attainment of of	Officers				
	organizations,	1			Organizations b. Teachers'	the institutional goals.	Minutes of	1			
	such as learner				Organization c. GPTA Organization d.		Meeting				
	organizations,				SGC organization e. Alumni		Narrative/Acc		1		
	faculty clubs and	1 1			Organization		omplishment	1			
	parent-teacher	1 1		4	Managed at least four (4)	85%-99% of the listed school	Report	1	- 1		
	associations, by					organization gave support					
	applying relevant			3	Manage at least three (3)	75%-84% of the listed school					
	policies and					organization gave support					
	guidelines to			2	Managed at least two (2)	65%-74% of the listed school					
	support the				.,	organization gave support					
	attainment of			1	Managed at least one (1)	50%-64% of the listed school					
	institutional goals				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	organization gave support					
	5.3. Exhibit	Year Round	3%	5	Implemented 5 inclusive practices that	100% of the listed inclusive practices	1. Action Plan 2.				
	inclusive				are responsive to foster awareness,	that responsive to foster awareness,	Narrative /			1	
	practices, such				acceptance and respect such as	acceptance and respect were	Accomplishment				
	as gender				gender and development, physical and		report of the		-		
	sensitivity.				mental health, Youth formation activity,		program/s				
	physical and				Natioanal drug Education program,		conducted with				
	mental health				Child Protection Policy,		pictures				
	awareness and				Comprehensive Sexuality education,		piotaroo				
	culture				HIPHOP, COLEGA,						
	responsiveness,				THE FIGURE OF THE PROPERTY OF						
	to foster			4	Implemented 4 inclusive practices	85%-99% of the listed inclusive					
	awareness.				implemented 4 inclusive practices	practices					
	acceptance, and			3	Implemented 3 inclusive practices	75%-84% % of the listed inclusive					
	respect.				implemented 5 indusive practices	practices			İ		
	тоороок.			2	Implemented 2 inclusive practices	65%-74% of the listed inclusive					
				1-	implemented 2 inclusive practices	practices					
				1	Implemented 1 inclusive practice	50%-64% of the listed inclusive					
				1, 1	implemented i inclusive practice	practices					
	5.4.	Year round	3%	5	100% of communication from the	100% of the stakeholders collaborated	Present any		+	+	
	Communicate	i dai i dullu	370	1	Division, Region, and National levels	and supported the communication	of the				
	effectively in					facilitated and shared to them through	following			1	
	speaking and in			1 1	The same of the sa	la de la companya del companya de la companya del companya de la c	platforms			1	
				1 1		the positive use of different platforms					
	writing to			1 1	among teachers, learners, parents,		used to				
	teachers,			1 1	and stakeholders to facilitate		disseminate				
	learners, parents				information sharing, collaboration, and		communicati				
	and other			_	support.	25 222 51 11 11	on to				
	stakeholders,				85-99% of communication from the	85- 99% of the stakeholders	teachers: -				
	through positive			1 1		collaborated and supported the	List of				
	use of				were disseminated	communication	Disseminated				

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memoranda 75-84 % of communication from the 75-84% of the stakeholders communication Summary of Division, Region, and National levels collaborated and supported the platforms, to Screen shot facilitate were disseminated . communication.. 65-74% of the stakeholders 65-74 % of communication from the information Dissimenated Division, Region, and National levels collaborated and supported the sharing. Memo collaboraion, and were disseminated. communication... Bulletin 50-64% of communication from the 50-64% of the stakeholders support Board Division, Region, and National levels collaborated and supported the postina communication... were disseminated... Google meet GC of grade level - School Proof of 100% of the donated resources from Established 5 partners in the 5.5. Initiate Year round compliance/s community such as parents the stakeholders were utilized to partnerships with ubmission of association, School governing council, strenghten support for learners the community, the following Alumni association. Non-government development such as parents, data/informati organization, local and international alumni. on 1. Deed of Foundation and Local Government authorities, Donations 2. Unit to strenghten support for learners industries, and Letter 3. other development. Liquidation 85-99% of the donated resources from Established 4 partners in the stakeholders, to report on the stakeholders were utilized... strenathen community... stakeholders support for donation 4. 75-84% of the donated resources from Established 3 partners in the earner the stakeholders were utilized... Masterlist List development, as community... of donors and well as school donations 5. and community Established 2 partners in the 65-74% of the donated resources from Liquidation the stakeholders were utilized... mprovement community... report on stakeholder's Established partner in the community. 50-64% and below of the donated donation 6. resources from the stakeholders were Masterlist of utilized donors and donations 7. List of projects implemented 15% Sub-Total MOVs 10% Accomplished 5 tasks delegated that 100% of the delegated task from the VI. Other Tasks Ensured Year Round depending on higher office were accomplished. performance of were assigned by the higher office the special tasks Accomplished 4 tasks delegated that 85-99% of the delegated task from the other functions as of the school higher office were accomplished. were assigned by the higher office may be assigned head by higher office 3 Accomplished 3 tasks delegated that 75-84% of the delegated task from the higher office were accomplished. were assigned by the higher office Accomplished 2 tasks delegated that 65-74% of the delegated task from the higher office were accomplished. were assigned by the higher office

		Accomplished 1 tasks delegated that were assigned by the higher office	50-64% and below of the delegated task from the higher office were accomplished.				
Sub-Total	5%						
GRAND TOTAL	100%				OVERALL RATING FOR		
Ratee:		Rater:		Approving Authority:			
		LOREBINA C. CARRASCO		CHERRY MAE L. LIMBACO - REYES			
		OIC, Assistant Schools Division Superintendent		Schools Division Superintendent			

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