



Republic of the Philippines  
**Department of Education**  
REGION VII – CENTRAL VISAYAS  
Schools Division of Negros Oriental

**Office of the Schools Division  
Superintendent**

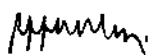
DIVISION MEMORANDUM

No. 206, s. 2021

**DISSEMINATION OF REGIONAL MEMORANDUM NO. 146, S. 2021,  
RE: ASSESSMENT AND VALIDATION OF SCHOOL- BASED MANAGEMENT (SBM) LEVEL  
OF PRACTICE FOR SCHOOL YEAR 2020- 2021**

To: Assistant Schools Division Superintendent  
Chief, CID and SGOD  
Division/Public District Education Program Supervisors  
Senior Education Program Specialists/Education Program Specialists II  
Public Elementary and Secondary School Heads  
All Others Concerned

1. For the information and guidance of all concerned, this office hereby disseminates Regional Memorandum No. 146, series of 2021 entitled, "Assessment and Validation of School- Based Management (SBM) Level of Practice for School Year 2020-2021".
2. Furthermore, all schools are requested to submit their School- Based Management (SBM) Self- Assessment result on or before April 15, 2021 using the E- tool stipulated in the attached regional memorandum. All districts are required to submit the consolidated data using the template in page number 4 of the regional memorandum.
3. On the other hand, the schedule for validation of the selected pilot schools is postponed in order to give way to equally important activities. The final schedule will be announced in another memorandum.
4. Attached are the copies of Regional Memorandum No. 146, series of 2021.
5. For immediate widest dissemination and compliance.

  
**SENEN PRISCILLO P. PAULIN, CESO V**  
Schools Division Superintendent  
Office of the Schools Division Superintendent  
3/18/2021

SPP/JMA-MKP/SGOD/RBP/wcc  
March 18, 2021



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Republic of the Philippines  
**Department of Education**  
 REGION VII - CENTRAL VISAYAS

Office of the Regional Director

MAR 08 2021

REGIONAL MEMORANDUM

No. 0146, s. 2021

**ASSESSMENT AND VALIDATION OF SCHOOL-BASED MANAGEMENT (SBM) LEVEL OF PRACTICE FOR SCHOOL YEAR 2020-2021**

To: Schools Division Superintendents  
 Assistant Schools Division Superintendents  
 All Others Concerned

1. With reference to DepEd Order No. 83, s. 2012 entitled *Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT)*, and with the intention of supporting and regulating the implementation of School-Based Management (SBM) and advancement of practices of schools, this Office announces the conduct of the **Assessment and Validation of School-Based Management (SBM) Level of Practice for School Year (SY) 2020-2021**.

2. This undertaking aims to:

- a. assist the 19 Schools Division Offices (SDOs) in fulfilling their mandate in Quality Assurance on ensuring continuous improvement of schools through the implementation of SBM;
- b. determine the level of the SBM practices of the schools in the delivery of basic education services;
- c. provide the schools a sound basis in establishing its plan of actions;
- d. establish a database for the SBM Level of Practice Profile; and
- e. come up with a data source for the development of contextualized technical assistance interventions as SBM support system by the Regional Office (RO) and SDOs.

3. For the guidance and reference of all concerned, enclosed are the following documents:

- a. Enclosure No. 1 – Revised SBM Framework
- b. Enclosure No. 2 – SBM Level of Practice Assessment Process
- c. Enclosure No. 3 – SBM Level of Practice Validation Process
- d. Enclosure No. 4 – SBM Assessment Tool and Means of Verifications (MOVs)
- e. Enclosure No. 5 – SBM Level of Practice Validation Form
- f. Enclosure No. 6 – Roles and Functions of Division SBM Task Force/ Division Field Technical Assistance Teams (DFTATs), and Guide for the Selection of Division SBM Task Force Members

4. The timetable for the assessment and validation of SBM level of practice for SY 2020-2021 and other related activities are specified below:

Activity/ies	Timeframe	Responsible Office/Personnel	Expected Output
Organization of SBM Task Force/DFTATs	March 8-12, 2021	OSDS, SGOD, CID, SBM TF, DFTATs	List of SBM Task Force Members, Deployment of DFTATs



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<b>Activity/ies</b>	<b>Timeframe</b>	<b>Responsible Office/Personnel</b>	<b>Expected Output</b>
Orientation on the Assessment of SBM Level of Practice (Framework, Assessment Process and Tools)	March 15-26, 2021	OSDS, SGOD, CID, SBM TF, DFTATs	Enhanced Terms of Reference & Contextualized Assessment of SBM Level of Practice Process/Work Flow
Conduct of SBM Level of Practice Self-Assessment for all Schools	April 1-20, 2021	OSDS, SGOD, CID, SBM TF, DFTATs, SHs	Self-Assessment Rating
Submission of SBM Self-Assessment Results/Report	April 22-26, 2021	OSDS, SGOD, CID, SBM TF, DFTATs, PSDSs, SHs	Self-Assessment Results/Report
Validation of SBM Level of Practice of Schools	May 3 - June 28, 2021	OSDS, SGOD, CID, SBM TF, DFTATs, PSDSs, SHs	Validated SBM Level of Practice
Submission of List of Schools with Validated SBM Level of Practice/Profile	June 29-30, 2021	OSDS, SGOD, CID, SBM TF, DFTATs, PSDSs	List of Schools with Corresponding SBM Level of Practice/Profile

5. The schools will be assessed in the following Domains of SBM, viz:
  - a. Leadership
  - b. Governance
  - c. Curriculum and Instruction
  - d. Finance and Resource Management and Mobilization
  - e. Human Resource and Team Management
  - f. Learning Environment
  
6. The documents to be assessed and validated are the evidences of the systems and processes employed by the school in the different key result areas in the last three (3) school years.
  
7. The set of performance levels which outline the schools' SBM level of practice and improvement efforts are described as follows:

<b>Level 1 Beginning</b>	<b>Level 2 Proficient</b>	<b>Level 3 Highly Proficient</b>	<b>Level 4 Distinguished</b>
A school meets some standards	A school meets all standards	A school meets all standards, sustains implementation of effective interventions, and introduces innovations through the active engagement of stakeholders	A school meets all standards and nurtures a culture of <i>bayanihan</i> leading to the continuous improvement of performance of a community of schools

**BEGINNING** - At this level, a school meets some standards. This means that a school can satisfy some of the requirements of applicable standards but has not yet achieved expectation. Also, at this level, stakeholders have either minimal or no participation, and they have not yet collectively realized their actual stakes in the school. Effort to improve is limited to some aspects of the school.

**PROFICIENT** - At this level, *a school meets all standards*. This means that a school can satisfy all the requirements of applicable standards; therefore, has achieved expectation. Also, at this level, stakeholders have been engaged to extend effective support in the achievement of expectation. They have a clear understanding of their collective stakes in the school, but their engagement is not yet proactive. Rather, it is a mandated response, which is not necessarily sustainable. Effort to improve is evident in all aspects of the school.

**HIGHLY PROFICIENT** - At this level, *a school meets all standards, sustains implementation of effective interventions, and introduces innovations through the active engagement of stakeholders*. This means that a school can do things which are beyond the requirements of all applicable standards; therefore, has exceeded expectation. Also, at this level, stakeholder participation has become an integral part of the school operations. It is dynamic, proactive, and genuine which makes it necessary for sustainability. This is due to the understanding of their collective stakes in the school. Effort to continuously improve radiates to its community.

**DISTINGUISHED** - At this level, *a school meets all standards and nurtures a culture of bayanihan leading to the continuous improvement of performance of a community of schools*. This means that a school can effectively influence other schools to cultivate cooperation -- where "no one is left behind." As an effect, effort to continuously improve extends to a community of other schools that envisions the realization of potential for all.

8. The SBM Tool allows schools to review and reflect on their efforts to improve the quality of teaching and learning process. It also illustrates the effort of all stakeholders, facets of the school's current practice, areas for improvement and evidences of continuous development. Refer to enclosures 3 and 4 for the indicators and set of MOVs.

9. The electronic SBM tools can be accessed through this URL, <https://bit.ly/SBMeTools>. As such, the teams/committees are strongly encouraged to utilize the latter in the conduct of the actual assessment and validation of SBM practices.

10. Supplementary indicators which are relevant to the SDOs' context may be included in the tool only upon the concurrence of this Office.

11. The schools to be validated by the Division SBM Task Force and DFTATs are extra-large, large, medium schools and/or schools headed by a School Head having at least a Head Teacher item.

12. Schools Division Superintendents shall organize a Division SBM Task Force composed of the following:

1. One (1) Assistant Schools Division Superintendent (ASDS)
2. Chief, School Governance and Operations Division (SGOD)
3. Chief, Curriculum Implementation Division (CID)
4. Two (2) Education Program Supervisor (EPSVR)
5. Four (4) Public Schools District Supervisor (PSDS)
6. Two (2) to Five (5) School Heads of Schools with at least Level 3 (Highly Proficient) SBM Level of Practice

13. For further validation and other management actions, the results of the Self-Assessment and Validation of SBM Level of Practice shall be submitted to this Office following the template below in MS Excel format, through this email address, [ftad.ro7@deped.gov.ph](mailto:ftad.ro7@deped.gov.ph) and [misacl.borgonia001@deped.gov.ph](mailto:misacl.borgonia001@deped.gov.ph) on or before July 30, 2021.

## SUMMARY OF RESULTS

Division: \_\_\_\_\_

Dimension 1 Strands	Number of Schools			
	Level 1	Level 2	Level 3	Level 4
1				
2				
3				
4				
Dimension 2 Strands				
1-5				
Dimension 3 Strands				
1-7				
↓				
Dimension 6 Strands				
1-6				

Dimension	Number of Schools			
	Level 1	Level 2	Level 3	Level 4
1				
2				
3				
4				
5				
6				

Level of Practice	Number of Schools
1. Beginning	
2. Proficient	
3. Highly Proficient	
4. Advanced	

14. The MOVs prepared by the schools for the assessment and validation of SBM Level Practice shall be used for the evaluation of other DepEd programs and projects which include the performance evaluation of school heads.

15. The Certificate for the school's SBM Level of Practice shall be issued in the name of the school head whose term when the majority of the MOVs were generated.

16. The Regional Field Technical Assistance Teams (RFTATs) are directed to conduct monitoring and supervision in all SBM assessment and validation related activities of the 19 SDOs.

17. For inquiries and clarifications, you may call the FTAD Office at (032) 414-7324, and look for Mr. Misael G. Borgonia.

18. Travel and other expenses incurred during the conduct of the activities relative to the assessment and validation of SBM Level of Practice of schools are chargeable against the Regional/Division/School MOOE Funds, all subject to the usual accounting and auditing rules and regulations.

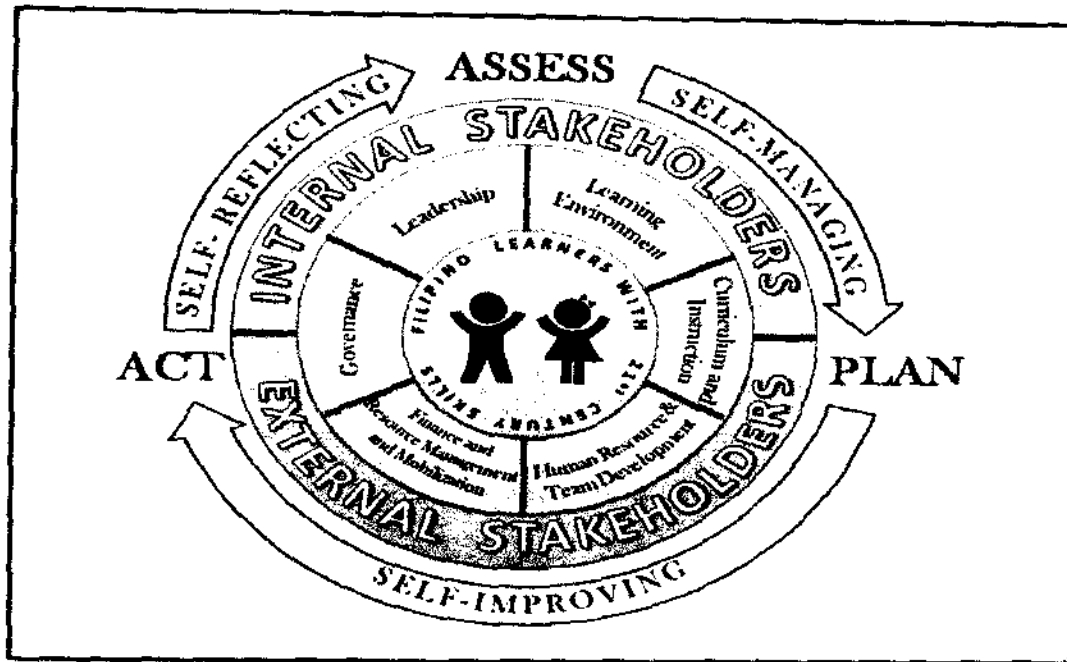
19. Wide dissemination of, and compliance with this Memorandum is highly desired.



**SALUSTIANO T. JIMENEZ JD EdD, CESO V**  
Director IV  
Regional Director

## SCHOOL-BASED MANAGEMENT (SBM)

### The Revised Conceptual Framework



Source: Department of Education (DepEd), School Effectiveness Division (SED)

The framework is systems-oriented. It shows the major components of SBM, their organizational structure, interrelationships and interdependence, as well as their characteristics and underlying principles.

At the center is the intended output: a functionally-literate citizen who is self-reliant, patriotic, productive and service-oriented.

The output is a result of an interactive and collective problem-solving process that continuously raises the level of SBM practice until it culminates in the accreditation of the school.

The process is enhanced and facilitated by a self-managing, self-renewing learning-community that assumes responsibility for basic education of all types of learners.

The context of SBM is the school learning community itself to which the learner belongs. An intensive situational analysis of factors that impact learning is done to develop an educational plan that is responsive to contextual issues, problems, challenges, threats and opportunities.

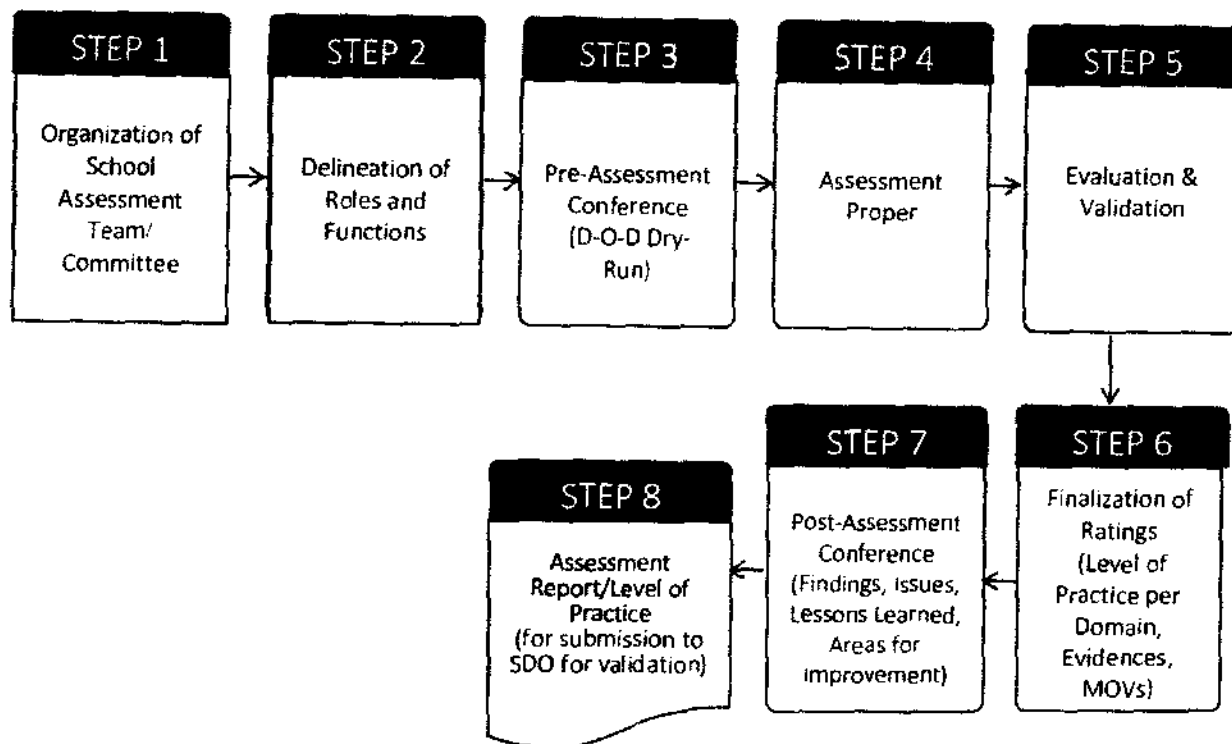
The system is guided by four ACCESS principles on leadership and governance, curriculum and learning, resource management and accountability for higher learning outcomes.

The Central Regional and Division Offices provide technical, professional and administrative support and also oversee that policies are being observed, standards are being met and programs are being implemented.

The boundary of the system indicated by a broken line denotes openness to inputs from the external environment, as well as a resistance to change that may injure its systemic integrity and stability.

Schools must allow the framework to continuously morph and develop on the basis of its experience to meet the emerging needs of the learning community.

### SBM LEVEL OF PRACTICE ASSESSMENT PROCESS



This process shall be conducted by all the schools in the 19 SDOs to determine the SBM practices for profiling, and how the principles of ACCESSs are integrated in the systems and processes instituted by the schools. It is also conducted to provide the schools a sound basis in establishing its plan of actions, identify technical assistance needs, and categorize notable practices for recognition and recommendation for benchmarking.

*Step 1* – Organize teams/committees to gather and validate evidences of systems and processes established by the school in the different key result areas.

*Step 2* – Delineate roles and functions of the committees that were created.

*Step 3* – Conduct pre-assessment conference for the discussion of SBM assessment process, and conduct of Document-Observation-Discussion (D-O-D) process dry-run.

*Step 4* – By means of the SBM Tool, the teams/committees using the D-O-D process shall peruse all documents based on the indicators of all the strands and domains of SBM. The team/committee shall summarize the evidences and confer as to what rating will be given in each indicator based on the documented evidences.

*Step 5* – The team/committee shall conduct process validation for the purpose of gathering evidences on how the systems and processes are implemented in the school. The D-O-D process may be employed.

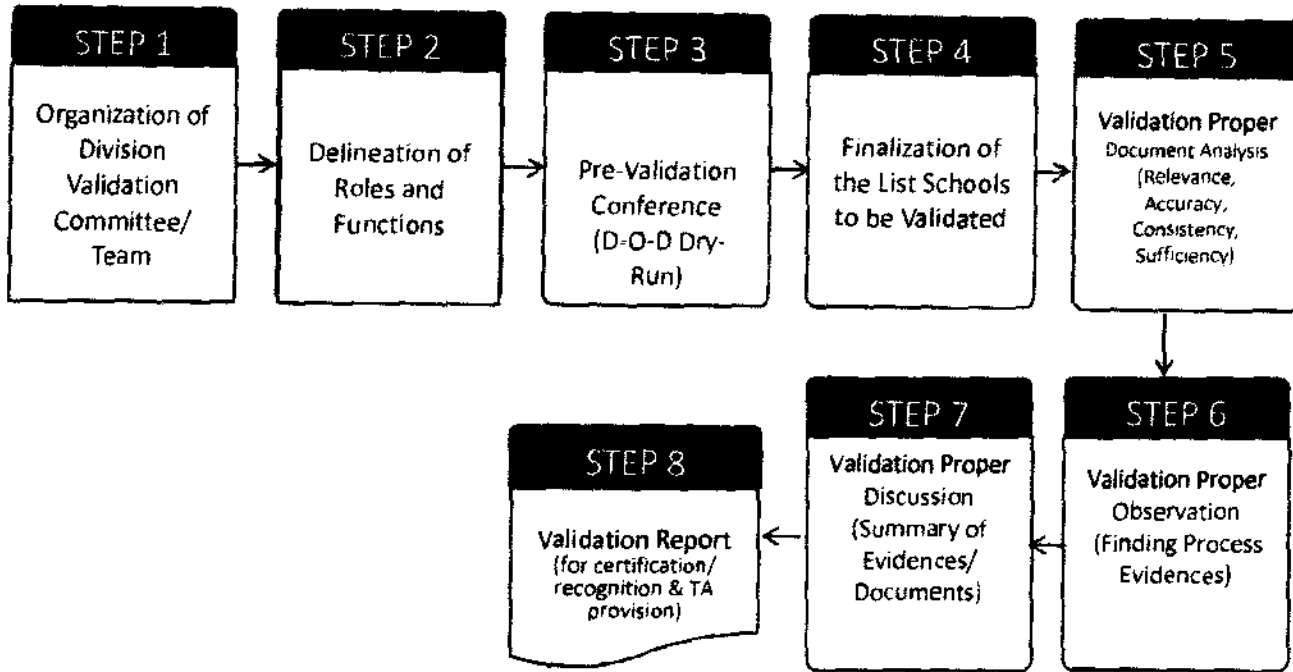
*Step 6* – The teams/committees shall summarize and finalize the rating in each indicator. This step also clarifies issues and concerns in the assessment process.

*Step 7* – Conduct post-assessment conference for the discussion of findings, issues, lessons learned, and areas for improvement.

*Step 8* – **Preparation of Reports.**



### SBM LEVEL OF PRACTICE VALIDATION PROCESS



This process assesses the validity of evidences of SBM practices of the selected schools in the 19 SDOs of Region 7. The Document Analysis, Observation, and Discussion (D-O-D) process is the means of evaluating the veracity of the documented evidences.

*Step 1* - Organize teams/committees to validate evidences of systems and processes established by the school in the different key result areas.

*Step 2* - Delineate roles and functions of the committees that were created.

*Step 3* - Conduct pre-validation conference for the discussion of SBM validation process, and conduct of Document Analysis-Observation-Discussion (D-O-D) process dry-run.

*Step 4* - By means of the SBM Assessment Results, the teams/committees shall finalize the List of Schools to be validated.

*Step 5 - Document Analysis* - The truthfulness and legitimacy of the MOVs shall be evaluated based on the following:

- **Relevance** - evidences must be appropriate to the indicator being assessed.
- **Accuracy** - evidences must be precise.
- **Consistency** - evidences were generated through the constant systems and processes.

*Step 6 - Observation* - The teams/committees shall obtain process evidences by examining how the approaches and activities were executed to achieve the goal of the different domains of SBM. The validating team may decide on the number of observations and interviews to be conducted as well as the documents to be examined. Likewise, cross-validation and synthesis of documentary evidences shall be done at this stage.

*Step 7 - Discussion* - The pieces of evidence obtained by the teams/committees shall be augmented by conducting a dialogue with the school's stakeholders to come up with the final level of practice for each indicator. At this point, the members of the school community shall present and expound how collaboration, transparency, and other reforms were instituted and practiced by the school.

*Step 8 - Preparation of Reports.*

**SCHOOL-BASED MANAGEMENT (SBM) ASSESSMENT TOOL**

Source: Department of Education (DepEd), School Effectiveness Division (SED)

<b>Leadership</b> School personnel and stakeholders are empowered and actively engaged in taking on appropriate leadership roles and responsibilities to continuously improve the school for better learning outcomes.				
Standard	Level 1	Level 2	Level 3	Level 4
The school fosters a culture that encourages excellence and continuous improvement	The school identifies opportunities where excellence and continuous improvement can be practiced by all school personnel and learners	The school institutionalizes a program that fosters a culture of excellence and continuous improvement	The school, with its stakeholders, collaborates in ensuring the sustainability of promoting a culture of excellence and continuous improvement	The school positively influences the transformation of other schools into excellent and continuously improving organizations
The school communicates the DepEd VMVs to ensure shared understanding and promote school effectiveness	The school demonstrates knowledge of the DepEd VMVs	The school communicates the DepEd VMVs to the wider school community to ensure shared understanding and promote school effectiveness	The school, with its stakeholders, makes use of its understanding of the DepEd VMVs to sustain promotion of school effectiveness	The school extends a model of effectiveness to a community of schools
The school develops an evidence-based strategic plan	The school develops a strategic plan aligned with the VMVs	The school develops an evidence-based strategic plan aligned with the VMVs	The school regularly reviews and adjusts the annual implementation plan in relation to an evidence-based strategic plan	The school positively influences a community of schools to develop a functional and effective evidence-based strategic plan
The school cultivates leadership among its personnel by providing opportunities to perform leadership roles and responsibilities	The school identifies leadership opportunities for its personnel	The school provides appropriate opportunities for its personnel to perform leadership roles and responsibilities	The school collaborates with its stakeholders in designing a developmental plan on the cultivation and practice of leadership roles and responsibilities	The school creates venues where shared leadership can be actively promoted in a community of schools

<b>Governance</b>				
School and the community come together to take responsibility in ensuring participation, transparency, and accountability, as well as, implementation of plan to continuously improve the delivery of basic education services, organizational health, and performance.				
Standard	Level 1	Level 2	Level 3	Level 4
The school ensures active participation of internal and external stakeholders in school governance and operations	The school informs stakeholders about school governance and operations	The school and stakeholders create initiatives relative to school governance and operations	The stakeholders initiate collaboration with the school in creating initiatives relative to school governance and operations	The school promotes the strengthening of stakeholders participation in a community of schools through the sharing of best practices
The school effectively and efficiently implements its PPAs which are aligned to its strategic plan	The school has less than 100% implementation of its PPAs as indicated in the AIP	The school has 100% implementation of its PPAs as identified in the AIP	The school has 100% implementation of its PPAs as identified in the AIP with value-added outputs	The school promotes effective and efficient use of resources which positively influences implementation practices in other schools
The school communicates information about the implementation of its PPAs	The school informs its stakeholders about the implementation of its PPAs	The school communicates timely information about its PPAs implementation to the stakeholders	The school communicates timely information to its stakeholders which is accurate and consistent	The school fosters values on transparency and accountability which are shared in a community of schools
The school uses a feedback and monitoring mechanism for its school operations	The school has a feedback and monitoring mechanism in place for school operations	The school uses its feedback and monitoring mechanism for school operations	The school, with its stakeholders, utilizes the results of feedback and monitoring to improve school operations	The school advocates continuous improvement through the strengthening of a feedback and monitoring mechanism in a community of schools

<b>Human Resource and Team Development</b>				
School personnel collaborate to continuously improve individual capabilities and team capacity to create an environment that will yield to high performance.				
Standard	Level 1	Level 2	Level 3	Level 4
The school promotes collaboration and harmonious relationship among its personnel	The school demonstrates understanding on the importance of collaboration and harmonious relationship	The school regularly conducts activities that promote collaboration and harmonious relationship	The school, with its stakeholders, designs and conducts activities that promote collaboration and harmonious relationship	The school fosters collaboration and harmonious relationship with other schools through the conduct of individual and team development activities
The school provides a mechanism to help improve individual and team performance	The school identifies individual and team performance targets based on performance management system and school plan	The school conducts activities to explain and analyze individuals and teams in relation to the performance management system and school plan	The school creates a monitoring system to check if individual and team performance targets are met based on the performance management system and school plan	The school institutionalizes a system that provides interventions to address personnel and organization needs to further enhance performance of individuals and teams in a community of schools
The school recognizes outstanding individual and team performance, exemplary behavior, and needs-based innovations, and initiatives	The school acknowledges outstanding individual and team performance, exemplary behavior, needs-based innovations, and initiatives during school events	The school conducts recognition ceremonies using existing guidelines for selecting individuals and teams with outstanding performance, exemplary behavior, needs-based innovations, and initiatives evaluated by the PMT	The school mobilizes the PMT and learners in selecting and recognizing individuals and teams with outstanding performance, exemplary behavior, needs-based innovations, and initiatives based on established guidelines	The school shares information and effective practices about a system of rewards and recognition that are discussed and deliberated by a community of schools to nurture a culture of meritocracy and to sustain outstanding performance

<b>Finance and Resource Management and Mobilization</b> School judiciously manages and mobilizes resources to support school programs, projects, and activities that contribute to the improvement of learning outcomes.				
Standard	Level 1	Level 2	Level 3	Level 4
The school ensures that programs, projects and activities are funded as reflected in the school plan	The school identifies programs, projects and activities and fund requirement as reflected in the school plan	The school ensures fund requirement to address priority improvement areas of as reflected in the school plan	The school and its stakeholders ensure the availability of fund requirements for programs, projects, and activities that supplement the school plan through innovative ways	The school shares its effective fiscal planning and budgeting practices within a community of schools to encourage efficiency and influence high performance among them
The school ensures that procurement activities are within the approved plan and budget as required by law	The school is aware of systems and processes on procurement as required by law	The school sets in place systems and processes to ensure that procurement activities are within the approved plan and budget as required by law	The school and its stakeholders identify and adopt innovative ways for the timely procurement of goods and services within the approved plan and budget	The school promotes innovative practices and shares information within a community of schools to achieve efficiency in the procurement of goods and services
The school funds are disbursed and utilized in accordance to accounting and auditing rules and regulations	<b>Disbursement</b>			
	The school disburses funds based on Monthly Cash Programs or School Operation Budget	The school ensures that funds are disbursed as planned and in accordance to accounting and auditing rules and regulations	The school adopts innovative disbursement practices with full transparency to its stakeholders in accordance to accounting and auditing rules and regulations	The school shares information and innovative practices on effective disbursement in accordance to accounting and auditing rules and regulations to effect sustainable improvement within a community of Schools

<b>Human Resource and Team Development</b>				
School personnel collaborate to continuously improve individual capabilities and team capacity to create an environment that will yield to high performance.				
Standard	Level 1	Level 2	Level 3	Level 4
The school cultivates, nurtures, and ensures personal growth, professional enhancement, and team development	The school identifies, documents, and recommends individuals and teams for personal growth, professional enhancement, and team development based on competency standards	The school creates a functional L&D, TA, and career advancement team which will provide and conduct needs-based interventions and develop opportunities for individuals and teams for personal growth, professional enhancement, and team development based on competency standards	The school, with its stakeholders, creates a functional L&D, TA, and career advancement system which will provide and conduct needs-based interventions and develop opportunities for individuals and teams for personal growth, professional enhancement, and team development based on competency standards	The school nurtures a culture of continuous personal, professional, and team excellence that influences the practices of other schools through a functional school talent management system which tracks, monitors, and evaluates efficiency and effectiveness of the L&D, TA, and career advancement system for sustainability based on competency standards
The school ensures a work environment that promotes individual and team health and well-being	The school assesses the health and well-being needs of individuals and teams	The school provides interventions based on health and well-being needs of individuals and teams	The school, with its stakeholders, ensures the sustainable implementation of a customized school health and well-being program for individuals and teams	The school promotes a wider health and well-being program to be collectively developed, adopted, practiced, enhanced, and sustained by a community of schools
The school creates a system of succession, exit, onboarding, and turnover of teaching and non-teaching staff	The school identifies and scrutinizes eligible teaching and non-teaching staff for retirement, promotion, and transfer based on existing policies	The school creates team to prepare the succession plan of eligible teaching and non-teaching staff for retirement, promotion, and transfer based on existing policies	The school, with its stakeholders, develops a system on succession and exit of eligible teaching and non-teaching staff for retirement, promotion and transfer which is consistent with existing policies	The school collaborates within a community of schools through the collective sharing of information on the results of M&E of a system of succession and exit for school personnel to allow effective practices to thrive among them

<b>Learning Environment</b> School and the community work collaboratively to ensure equitable access to a learner-centered, motivating, healthy, safe, secure, inclusive, resilient, and enabling learning environment.				
Standard	Level 1	Level 2	Level 3	Level 4
The school implements policies and procedures for a safe, secure, and equitable learning environment	The school shows awareness of policies and procedures on safe, secure, and equitable learning environment	The school ensures a safe, secure, and equitable learning environment through the implementation of policies and procedures	The school consistently implements and involves stakeholders in the contextualization of policies and procedures to ensure a safe, secure and equitable learning environment	The school influences practices of other schools by nurturing a set of values and a learning environment that are safe, secure, and equitable
The school promotes inclusive learning environment	The school demonstrates understanding of policies and procedures on learning environment that promotes inclusiveness	The school implements policies and procedures on learning environment that promotes inclusiveness	The school, with its stakeholders, identifies and continuously implements innovative and effective practices to foster a learning environment that promotes inclusiveness	The school embraces an advocacy on inclusiveness of a learning environment that encourages improvement of other schools
The school ensures efficient management of physical and IT-enabled learning structures	The school demonstrates understanding of efficient management of physical and IT-enabled learning structures	The school manages efficiently the available physical and IT-enabled learning structures	The school, with its stakeholders, maintains an efficient and responsive management of physical and IT-enabled learning structures	The school promotes an efficient and responsive management of physical and IT-enabled learning structures that result to positive development of other schools
The school ensures a learning environment that fosters health and well-being of learners and school personnel	The school demonstrates knowledge of policies and procedures on learning environment that foster health and well-being of learners and school personnel	The school implements policies and procedures on learning environment that foster health and well-being of learners and school personnel	The school effectively implements and involves stakeholders in ensuring that an evolving learning environment sustains health and well-being of learners and school personnel	The school creates opportunities to strengthen the advocacy on sustaining a learning environment that fosters health and well-being of learners and school personnel and is manifested

	<b>Utilization</b>			
	The school is about to meet the minimum required utilization of funds in accordance to accounting and auditing rules and regulations	The school meets the minimum required utilization of funds in accordance to accounting and auditing rules and regulations	The school, with its stakeholders, ensures that the effective disbursement and full utilization of funds are sustained and innovative means to improve are developed	The school encourages the efficient disbursement and utilization of funds within a community of schools by sharing effective ways that influence positive changes in their practices
The school implements management strategies to mobilize resources	The school has management strategies in place to mobilize resources	The school implements effective management strategies to mobilize resources	The school, with its stakeholders, institutionalizes innovative practices on resource mobilization	The school shares information about effective practices on resource mobilization that has positive influence on the management strategies of a community of schools
The school ensures that assets are properly managed and fully utilized	The school is aware of the existing asset management policy	The school complies with asset management policy to ensure that assets are properly managed and fully utilized	The school and its stakeholders ensure that the proper management and full utilization of assets are efficiently sustained through innovative practices	The school creates a venue for a community of schools to share information and innovative practices on asset management that results to an improved performance
The school complies to all physical and financial reportorial requirements in a timely and accurate manner	The school complies to all physical and financial reportorial requirements	The school complies to all physical and financial reportorial requirements in a timely and accurate manner	The school ensures that reports are used to improve PAPs implementation and fund utilization, and are properly communicated to stakeholders	The school institutionalizes the regular use of reports as feedback mechanism to improve physical and financial management systems within a community of schools



<b>Curriculum and Instruction</b> School personnel and stakeholders work collaboratively for the enhancement of learning standards to continually build a relevant and inclusive learning community.				
Standard	Level 1	Level 2	Level 3	Level 4
The school provides relevant teaching-learning activities and learning resources that develop desired learning outcomes	The school provides teaching-learning activities and resources that develop desired learning outcomes	The school provides relevant teaching-learning activities and resources that develop desired learning outcomes	The school and its stakeholders work together to provide contextualized teaching-learning activities and resources that develop desired learning outcomes	There is a continuous exchange of information, expertise, and materials among a community of schools to improve the teaching-learning activities and resources that results to a sustained improvement on desired learning outcome
The school utilizes needs-based learning resources to achieve desired learning outcomes	The school utilizes available learning resources to achieve desired learning outcomes	The school utilizes needs-based learning resources to achieve desired learning outcomes	The school engages its stakeholders to develop various and innovative needs-based learning resources to achieve desired learning outcomes	Effective practices on the development and implementation of innovative needs-based learning resources are shared and utilized among a community of schools that results to the sustained improvement of learning outcomes

<b>Curriculum and Instruction</b> School personnel and stakeholders work collaboratively for the enhancement of learning standards to continually build a relevant and inclusive learning community.				
Standard	Level 1	Level 2	Level 3	Level 4
The school implements appropriate teaching-learning support systems that contribute to the developmental needs of diverse learners	The school implements teaching-learning support systems that contribute to the developmental needs of diverse learners	The school implements appropriate teaching-learning support systems that contribute to the developmental needs of diverse learners	The school and its stakeholders collaborate in developing and implementing various and innovative teaching-learning support systems that contribute to the developmental needs of diverse learners	There is a continuous exchange of information, expertise, and learning resources among a community of schools to improve the teaching-learning support systems that contribute to the developmental needs of diverse learners
The school designs differentiated strategies to measure desired learning outcomes	The school assesses learners to measure desired learning outcomes	The school designs differentiated assessment strategies to measure desired learning outcomes	The school enhances the designed differentiated assessment strategies through innovative inputs from its stakeholders to measure desired learning outcomes	An innovative assessment system on designing differentiated strategies to measure desired learning outcomes is sustained, shared, and continuously enhanced by a community of

<b>Curriculum and Instruction</b> School personnel and stakeholders work collaboratively for the enhancement of learning standards to continually build a relevant and inclusive learning community.				
Standard	Level 1	Level 2	Level 3	Level 4
				schools
The school utilizes the assessment results to improve learning outcomes	The school analyzes the assessment results to improve learning outcomes	The school utilizes the assessment result to design and implement interventions to improve learning outcomes	School assessment results are used to develop learning programs that are suited to the school community and customized to learners' context which are also utilized for collaborative decision-making to improve learning outcomes	The school shares and discusses assessment results with a community of schools to influence the development of innovative and customized interventions that can sustain the improvement of learning outcomes

<b>Learning Environment</b> School and the community work collaboratively to ensure equitable access to a learner-centered, motivating, healthy, safe, secure, inclusive, resilient, and enabling learning environment.				
Standard	Level 1	Level 2	Level 3	Level 4
				through the positive transformation of other schools
The school establishes a mechanism for a resilient learning environment	The school is aware of policies, structures, systems, protocols, and practices on disaster risk reduction, climate change adaptation and education in emergencies	The school implements policies, structures, systems, protocols, and practices on disaster risk reduction, climate change adaptation and education in emergencies	The school, with its stakeholders, contextualizes and strengthens PPAs on resiliency of a learning environment	The school nurtures values on safety and preparedness to institutionalize PPAs on resiliency of a learning environment that are embraced among a community of schools
The school ensures a learning environment that	The school demonstrates knowledge and	The school implements policies on learning	The school, with its stakeholders, ensures that	The school leads a community of schools in fostering
fosters positive discipline	understanding of existing policies related to positive discipline	environment that foster positive discipline	implementation of policies on positive discipline is sustained through innovative integration in various school processes	positive discipline in a learning environment
The school provides support to exercise rights and responsibilities of the learners to participate in maintaining a conducive learning environment	The school identifies opportunities where learners can exercise their rights and responsibilities to participate in maintaining a conducive learning environment	The school develops a program and conducts activities that provide venues for learners to exercise their rights and responsibilities to participate in maintaining a conducive learning environment	The school, with its stakeholders, institutionalizes the effective conduct of PPAs that encourage learner participation through a feedback and M&E mechanism	The school influences other schools to strengthen support on the exercise of the rights and responsibilities of learners to participate in maintaining a conducive learning environment

**MEANS OF VERIFICATION (MOVs)**

<b>SBM Dimension: LEADERSHIP</b>				
<b>Standard</b>	<b>MOVs for Level 1</b>	<b>MOVs for Level 2</b>	<b>MOVs for Level 3</b>	<b>MOVs for Level 4</b>
<p><b>1. The school fosters a culture that encourages excellence and continuous improvement</b></p>	<ul style="list-style-type: none"> <li>-Situational analysis/gap analysis/SWOT</li> <li>-School Memo</li> <li>-Minutes of meeting</li> <li>-Photos with Captions</li> <li>-Attendance Sheets</li> <li>-Inventory of PPAs</li> <li>-Creation of TWGs/Committees/SPT</li> <li>-Enhanced SIP with Stakeholders</li> <li>-AIP</li> <li>-List of Intervention or Innovative Practices of the school</li> <li>-Posted Organizational structure</li> <li>-Approved proposals and research plans</li> <li>-SRC</li> <li>-SPPD</li> </ul>	<ul style="list-style-type: none"> <li>-SHDP Application Project</li> <li>-CI Projects</li> <li>-School Banner Projects</li> <li>-Action Research Projects</li> <li>School Memo</li> <li>-Minutes of meeting</li> <li>-Photos with Captions</li> <li>-Attendance Sheets</li> <li>-Activity Completion Report</li> <li>-Action Plan</li> <li>-Approved SIP/ AIP</li> <li>-Signed and reviewed ESIP/ AIP with resolutions</li> <li>-Division taglines</li> <li>-Status report</li> <li>-Approved monitoring tool</li> <li>-List of new partners</li> <li>-Signed commitment and responsibility forms</li> <li>-Implementation report of AIP</li> <li>-Training on SPPD</li> </ul>	<ul style="list-style-type: none"> <li>-Any document showing collaboration of the school in sustaining culture of excellence</li> <li>-Letter of invitation</li> <li>-Minutes</li> <li>-Photos</li> <li>-Attendance</li> <li>-Sustainability Plan</li> <li>-Consolidated Costumers Satisfaction Survey</li> <li>-FGD with Analysis</li> <li>-Interpretation and recommendation</li> <li>-Monitoring and Evaluation Tool with Analysis, interpretation and recommendation</li> <li>-Certificates and recognition given by the school to stakeholders</li> <li>-Documentation Report of stakeholder engagement</li> <li>-MOA/MOU</li> <li>-Documentation of results of innovations</li> <li>-Training on SPPD</li> </ul>	<ul style="list-style-type: none"> <li>-Terminal report or any document showing the effectiveness of the adapted best practices</li> <li>-Adaption of best practice by other schools</li> <li>-Benchmarking</li> <li>-Advocacy Program</li> <li>-Information drive</li> <li>-Approved letter request to benchmark a program</li> <li>-Insights / Impressions out from the benchmarking activities</li> <li>-Synthesis of the Insights and impression by the school SBM Coordinator</li> <li>-Photos with caption</li> <li>-Attendance</li> <li>-Affirmation Report</li> <li>-Replicability of PPAs for benchmarking</li> <li>-Invitation/certificate as resource speaker in sharing best practices</li> <li>-School-to-School Partnership Accomplishment Report</li> <li>-Approved ESIP (already indicated in level 2)</li> <li>-Documentation of adoption of other schools</li> <li>-Certificates/awards</li> </ul>
<p><b>2. The school communicates the DepEd VMVs to ensure shared understanding and promote school effectiveness</b></p>	<ul style="list-style-type: none"> <li>-VMV posted in the school</li> <li>-Attendance on VMV Orientation</li> <li>- Minutes of the Meeting and Documentation of SPT's Vision Sharing</li> </ul>	<ul style="list-style-type: none"> <li>-Minutes of meeting</li> <li>-VMVs integration in the Lesson exemplars/DLP/DLL</li> <li>-Photos with captions</li> <li>-Report on SRC and SOSA</li> <li>-Stakeholder initiated activity</li> </ul>	<ul style="list-style-type: none"> <li>-SDO Validated Child friendly school survey with a score of 35 points and above</li> <li>-Local codes for the protection of children</li> </ul>	<ul style="list-style-type: none"> <li>-Best School Awardee</li> <li>-Advocacy Program and communication efforts on the integration of the VMVs.</li> <li>-Results of the VMVs feedback mechanism</li> </ul>

<b>SBM Dimension: LEADERSHIP</b>				
<b>Standard</b>	<b>MOVs for Level 1</b>	<b>MOVs for Level 2</b>	<b>MOVs for Level 3</b>	<b>MOVs for Level 4</b>
	<ul style="list-style-type: none"> <li>-Copy of Staff Development Plan</li> <li>-Copy of OPCRF/IPCRF</li> <li>-SLAC Session Plan</li> <li>-Copy of Program Implementation of INSET, training Matrix</li> </ul>	<ul style="list-style-type: none"> <li>with VMV integration</li> </ul>	<ul style="list-style-type: none"> <li>-Conduct of educational research</li> <li>-School Memorandum on integration the VMVs in the lesson</li> <li>-COT Observation Notes</li> <li>-Clear articulation of the VMVs in Pupils/Students Handbook and other Customized Policies CBL in the various school organizations.</li> <li>-Documentation on SRC and SOSA</li> <li>-Percentage of Parent's attendance to Conferences</li> <li>-Documentation report of internal stakeholder participation to the school's PPAs</li> <li>-PIAs with project designs</li> </ul>	<ul style="list-style-type: none"> <li>-Report on the utilization of the findings on PPAs</li> <li>-Documentation report of the school's outreach activities</li> <li>-Documentation of best practices</li> <li>-Endorsement by higher offices</li> </ul>
<p>3.The school develops an evidence-based strategic plan</p>	<ul style="list-style-type: none"> <li>-ESIP</li> <li>-AIP</li> <li>-APP</li> <li>-SMEA tools on CIGPs</li> <li>-SPT</li> <li>-SGC</li> </ul>	<ul style="list-style-type: none"> <li>-ESIP with yearly AIP</li> <li>-Monthly Cash Program, SOB, AIP, PPMP, APP and WFP</li> <li>-Copy of Report on the reviewed ESIP/ AIP</li> <li>-SPT</li> <li>-OPCRF/IPCRF</li> <li>-Coaching and mentoring forms</li> </ul>	<ul style="list-style-type: none"> <li>-Catch up plan</li> <li>-Accomplished PMRF (Project Monitoring and Report Form)/ SMRF (School Monitoring Report Form)</li> <li>-Reviewed and adjusted E-SIP/ AIP with SPT</li> <li>-Minutes of the Reviewed E-SIP</li> <li>-Attendance</li> <li>-Photos with caption</li> <li>-SMEA</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmarking of other schools in preparation of strategic plan</li> <li>-Provision of TA to cluster schools with TA plan</li> <li>-Accomplishment report</li> <li>-Any document showing provision of TA</li> <li>-Minutes of the Session</li> <li>-Attendance</li> <li>-Photos with caption</li> <li>-SMEA-DisMEA-DMEA report</li> <li>-Complete and accurate filled out Commitment Form ESIP/ AIP</li> <li>-Stakeholder-led review</li> <li>-Memorandum of support and understanding</li> <li>-Evidence of strategic planning based on SMEA</li> </ul>

<b>SBM Dimension: LEADERSHIP</b>				
<b>Standard</b>	<b>MOVs for Level 1</b>	<b>MOVs for Level 2</b>	<b>MOVs for Level 3</b>	<b>MOVs for Level 4</b>
<p>4. The school cultivates leadership among its personnel by providing opportunities to perform leadership roles and responsibilities</p>	<ul style="list-style-type: none"> <li>-Minutes of meeting</li> <li>-Organizational structure</li> <li>-List of committees/ external stakeholders</li> <li>-Inventory of Chairmanship/ Program Committees</li> <li>-PPD</li> <li>-Human Development Plan</li> </ul>	<ul style="list-style-type: none"> <li>-Designation Order</li> <li>-Approved Activity Design/ Project Proposal</li> <li>-Activity Completion Report</li> <li>-Photos with caption</li> <li>-Attendance of participant</li> <li>-Minutes of the meeting on the identification of roles and responsibilities of each stakeholders</li> <li>-Organizational flow chart</li> <li>-Oath of office</li> <li>-Pledge of commitment</li> <li>-Documentation of proof of practice of 4 RPMS stages</li> </ul>	<ul style="list-style-type: none"> <li>-IPDP</li> <li>-School Professional Development Plan</li> <li>-Human Resource Training and Development Plan</li> <li>-Learning and Development Plan in collaboration with stakeholders</li> <li>-Attendance and oath taking of SGC/PTA</li> <li>-Approved organizational structure of stakeholders with defined roles and responsibilities</li> <li>-Copy of school manual or handbook of operation</li> <li>-Minutes of the Meeting on collaborative designing of developmental plans</li> <li>-Partnership and networking activities</li> </ul>	<ul style="list-style-type: none"> <li>-SLAC</li> <li>-Sharing of best practices on shared leadership in a community of schools</li> <li>-Advocacy programs/tools</li> <li>-Communication efforts</li> <li>-Analyzed M&amp;E results</li> <li>-Crafted policies headed by SGC/PTA</li> <li>-Certificate of membership to a Leadership network</li> <li>-MOA/MOU on Programs conducted by the network</li> <li>-Documentation Report of stakeholder's activities conducted in school</li> <li>-Certificate of appreciation/recognition</li> <li>-Before and now data of KPIs</li> </ul>

**MEANS OF VERIFICATION (MOVs)**

<b>SBM Dimension: GOVERNANCE</b>				
<b>Standard</b>	<b>MOVs for Level 1</b>	<b>MOVs for Level 2</b>	<b>MOVs for Level 3</b>	<b>MOVs for Level 4</b>
1. The school ensures active participation of internal and external stakeholders in school governance and operations	<ul style="list-style-type: none"> <li>-Organization of PTA/SGC</li> <li>-Constitution and by-laws of PTA &amp; SGC</li> <li>-Minutes of meetings/assemblies</li> <li>-AIP</li> <li>-Adapt a school program</li> <li>-School initiatives</li> <li>-Financial report of school</li> <li>-Program implementation report in line with SGC</li> <li>-Photos with caption</li> <li>-Attendance</li> <li>-Advocacy campaign</li> <li>-Year-end report</li> <li>-Transparency board</li> <li>-Copy of SRC/other advocacy materials</li> <li>-Citizen's charter</li> </ul>	<ul style="list-style-type: none"> <li>-AIP with attached project designs</li> <li>-Awards received</li> <li>-BAC committee action plan of SGC/PTA</li> <li>-List of approved SGC/PTA PPAs</li> <li>-Evidence of all forms of communication</li> <li>-Status report on implementation of PPAs</li> <li>-Documentation of allocated funds based on SIP</li> <li>-Accomplishment reports</li> <li>-MOA/MOU</li> </ul>	<ul style="list-style-type: none"> <li>-Stakeholder initiated projects with action plans</li> <li>-Accomplishment report</li> <li>-LGU plans on education</li> <li>-Education Summit</li> <li>-Awards received</li> <li>-Implementation of approved action plans</li> <li>-MOU/MOA</li> <li>-Partnership contracts</li> </ul>	<ul style="list-style-type: none"> <li>-Documentation on sharing of best practices</li> <li>-Awards/recognitions received</li> <li>-Letter of request to benchmark</li> <li>-Accomplishment report</li> <li>-Convergence activities</li> <li>-Impact evaluation</li> <li>-Records of benchmarking activities</li> <li>-Twinning of schools</li> <li>-Recognition of stakeholders</li> </ul>
2. The school effectively and efficiently implements its PPAs which are aligned to its strategic plan	<ul style="list-style-type: none"> <li>-SMEA report</li> <li>-AIP M&amp;E report/results</li> <li>-Project monitoring report</li> <li>-50% implementation</li> <li>-Actual accomplishment report against target</li> <li>-Funding sources</li> <li>-List of PPAs</li> </ul>	<ul style="list-style-type: none"> <li>-SMEA report</li> <li>-Project completion report</li> <li>-Analysis of M&amp;E results</li> <li>-100% implementation</li> <li>-Actual accomplishment report against target</li> <li>-Funding sources</li> <li>-List of PPAs</li> </ul>	<ul style="list-style-type: none"> <li>-SMEA report</li> <li>-Documentation of value added from PPAs</li> <li>-SMEA showing value added output</li> <li>-Accomplished PPAs not included in AIP</li> <li>-Funding sources</li> <li>-List of PPAs</li> </ul>	<ul style="list-style-type: none"> <li>-Documentation on sharing of best practices</li> <li>-Inclusion of the PPAs as indicated in the AIP on the OPCRf</li> <li>-Letter of request to benchmark</li> <li>-Commitment form</li> <li>-Sustainability plan</li> <li>-Impact evaluation</li> <li>-Records of benchmarking activities</li> <li>-M&amp;E report</li> </ul>
3. The school communicates information about the implementation of its PPAs	<ul style="list-style-type: none"> <li>-SRC minutes of dissemination</li> <li>-Evidence of assemblies</li> <li>-Photos</li> <li>-Varying percentage of</li> </ul>	<ul style="list-style-type: none"> <li>-Quarterly report to stakeholders</li> <li>-Evidence of timely conduct of assemblies</li> <li>-Photos</li> </ul>	<ul style="list-style-type: none"> <li>-Quarterly report to stakeholders</li> <li>-Evidence of timely conduct of assemblies</li> <li>-Photos</li> </ul>	<ul style="list-style-type: none"> <li>-Documentation on sharing of best practices</li> <li>-Evidence of timely conduct of assemblies</li> <li>-Photos</li> </ul>



<b>SBM Dimension: GOVERNANCE</b>				
<b>Standard</b>	<b>MOVs for Level 1</b>	<b>MOVs for Level 2</b>	<b>MOVs for Level 3</b>	<b>MOVs for Level 4</b>
	parents' attendance	-Varying percentage of parents' attendance	-Consolidated QAME report -Varying percentage of parents' attendance -Audit report -Updated transparency board -SRC	-Letter of request to benchmark -Accomplishment report -Monitoring report on updates done to transparency board -Varying percentage of parents' attendance -Certification/ recognition of sharing best practices
4. The school uses a feedback and monitoring mechanism for its school operations	-SMEA -Updated BEIS/School MIS -Consolidation of all feedback coming from mechanisms -Summary report on school client survey -Evidence of established feedback tools and mechanisms -Project monitoring report	-Documentation on conduct of SMEA -Analysis of results of survey and feedback -End of school year evaluation -Evidence of utilization of feedback tools and mechanisms -Project monitoring report	-Analysis of SMEA report -Analysis of feedback -Implementation plan -Completion report -Sustainability plan -Project monitoring report	-Documentation on sharing of best practices -Enhancement of feedback tools and mechanisms -Awards/ recognitions received on benchmarking -Letter of request to benchmark -Action research -CI projects -Project monitoring report

MEANS OF VERIFICATION (MOVs)

SBM Dimension: HUMAN RESOURCE AND TEAM DEVELOPMENT				
Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
1. The school promotes collaboration and harmonious relationship among its personnel	<ul style="list-style-type: none"> <li>-Plan of activities for team building</li> <li>-Consolidated IDPs</li> <li>-Memos and policies</li> <li>-Capacity building activities</li> <li>-Team building</li> <li>-Creation of grievance committee</li> </ul>	<ul style="list-style-type: none"> <li>-Implementation of plan according to time frame</li> <li>-Human resources development plan</li> <li>-SLAC</li> <li>-Coaching and mentoring</li> <li>-Plan of action for capacity building</li> <li>-Completion report</li> <li>-Conflict resolution</li> <li>-List of all activities involving personnel</li> </ul>	<ul style="list-style-type: none"> <li>-Involvement of stakeholders in planning and implementation</li> <li>-GAD, teambuilding</li> <li>-Implementation of capacity building action plan</li> <li>-Approved proposal signed by stakeholders</li> <li>-Education/stakeholders summit</li> <li>-Creation of school-community grievance committee</li> <li>-Stakeholders' forum</li> </ul>	<ul style="list-style-type: none"> <li>-Sustained implementation of plans related to team building</li> <li>-Reports on bullying, grievance and administrative matters</li> <li>-Institutionalization of capacity building</li> <li>-Certification of sharing and adoption of best practices</li> <li>-Partnership and networking activities</li> <li>-Participation in interschool activities</li> </ul>
2. The school provides a mechanism to help improve individual and team performance	<ul style="list-style-type: none"> <li>-Conduct of planning phase of RPMS</li> <li>-Summary of IPCRFs</li> <li>-OPCRF</li> <li>-eSAT</li> <li>-Letter of recommendation to pursue higher education</li> <li>-RPMS orientation/reorientation</li> </ul>	<ul style="list-style-type: none"> <li>-Report on performance coaching and mentoring</li> <li>-Analysis of results of IPCRFs</li> <li>-Matrix of INSET activities</li> <li>-School training and development plan</li> <li>-Action plan for coaching</li> <li>-Documentation on RPMS process</li> <li>-eSAT</li> </ul>	<ul style="list-style-type: none"> <li>-Performance evaluation</li> <li>-Approved projects on L&amp;D intervention programs</li> <li>-Copy of the crafted of M&amp;E tool</li> <li>-Consolidated report on IPCRFs</li> <li>-Approved IPCR/OPCR</li> <li>-Quarterly SMEA</li> <li>-Performance review</li> </ul>	<ul style="list-style-type: none"> <li>-Development plan based on OPCR/OPCRF</li> <li>-Regular M&amp;E of L&amp;D plans</li> <li>-Reviewing of the HRD plans</li> <li>-Results of SMEA</li> <li>-Profiling and credentialing</li> <li>-Interventions based on IPDP</li> <li>-Certification of sharing and adoption of best practices</li> <li>-TA mechanism</li> <li>-Established intervention system</li> </ul>
3. The school recognizes outstanding individual and team performance, exemplary behavior, and needs-based innovations, and initiatives	<ul style="list-style-type: none"> <li>-Creation of school PRAISE committee</li> <li>-Customized policies on R&amp;R</li> <li>-Awards and recognitions</li> <li>-Letter of commendation</li> <li>-Special order on coordinatorship</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Documentation of awarding ceremony</li> <li>-Report on awarding ceremonies</li> <li>-Conduct of search</li> <li>-School PRAISE guidelines</li> <li>-Adjusted PPMP and APP</li> <li>-Policy and guidelines for</li> </ul>	<ul style="list-style-type: none"> <li>-Formulation/adoption of higher-level criteria</li> <li>-Designation of orders with TOR of the members of the PMT</li> <li>-PRAISE committee in place</li> <li>-Criteria on the conduct of awarding</li> </ul>	<ul style="list-style-type: none"> <li>-Sharing of best practices on R&amp;R</li> <li>-Advocacy program and communication</li> <li>-Documentation on sharing of practices</li> <li>-Summit/congress</li> <li>-Certification of sharing and adoption of best practices</li> </ul>

<b>SBM Dimension: HUMAN RESOURCE AND TEAM DEVELOPMENT</b>				
<b>Standard</b>	<b>MOVs for Level 1</b>	<b>MOVs for Level 2</b>	<b>MOVs for Level 3</b>	<b>MOVs for Level 4</b>
		selection process	School-level awarding	-Division/Regional/National search Higher-level awarding -Awards & recognition system collaboratively discussed and deliberated by stakeholders
4. The school cultivates, nurtures, and ensures personal growth, professional enhancement, and team development	-Recommendation of school head for staff development -List of scholarship programs -SAT results, IDP -TNA -Registry of trainings attended -RPMS	-Creation of school performance management team -Organization and formulation of L&D team -TA plan on professional development -HRD plan based on TNA -INSET Training Matrix & Proposal -School LAC Report -Coaching and mentoring -OPCRF/IPCRF	-SLAC, school INSET -LGU and other scholarship programs -Functional L&D system -MOA with training institutions -Completion report of L&D -M&E Tools and Results -Training Design -Session Guides & Training Matrix -OPCRF/IPCRF	-SF7 -Evaluation of L&D and TA systems -REAP and WAP -M&E -SLAC, INSET report -Career progression plan -Certification of sharing and adoption of best practices -Established career advancement system
5. The school ensures a work environment that promotes individual and team health and well-being	-Result of APE of personnel -Health and wellness profile of personnel	-Referral of personnel with medical or health concerns -Completion report on the conduct of health and wellness -OK sa DepEd implementation report -Succession plan with TOR -Wellness plan and program	-Project design on health and nutrition program -MOA with school health organization -List of health beneficiaries -School health and well-being program -MEA on wellness program -Implementation report -School and community wellness program	-Documentation of benchmarking activities -Results of satisfaction, motivation and hygiene survey -Reports on SADAC, Clean-up drives, medical caravans -Engagement/partnership with Health advocates and other partner agencies -Certification of sharing and adoption of best practices -Values formation -Established health service linkages -Partnership with other stakeholder offices

<b>SBM Dimension: HUMAN RESOURCE AND TEAM DEVELOPMENT</b>				
<b>Standard</b>	<b>MOVs for Level 1</b>	<b>MOVs for Level 2</b>	<b>MOVs for Level 3</b>	<b>MOVs for Level 4</b>
6. The school creates a system of succession, exit, onboarding, and turnover of teaching and non-teaching staff	<ul style="list-style-type: none"> <li>-List of eligible for retiring, promotion, transfer</li> <li>-Results of the personnel and employee audit</li> <li>-Profiling of employees and personnel based on the updated school 201 file</li> <li>-JPCRF</li> <li>-School Form 7</li> <li>-CSC Form 212</li> </ul>	<ul style="list-style-type: none"> <li>-Creation of a team on succession</li> <li>-SDO approved 3-year competency-based succession plan</li> <li>-Customized policies based on the ORAOHRA</li> <li>-Promotion selection board</li> <li>-Succession plan with TOR</li> <li>-Team composition with TOR</li> </ul>	<ul style="list-style-type: none"> <li>-Customized succession plan</li> <li>-Succession and exit systems</li> <li>-Process map signed by stakeholders</li> <li>-Updated PSIPOP</li> </ul>	<ul style="list-style-type: none"> <li>-Documentation on best practices</li> <li>-Records showing sharing of results of M&amp;E</li> <li>-Advocacy program and communication efforts for replication</li> <li>-Report on information caravan</li> <li>-Education summit</li> <li>-Posting/announcement of vacant positions</li> <li>-District succession plan</li> <li>-Certification of sharing and adoption of best practices</li> <li>-Data banking system on succession of personnel</li> </ul>

**MEANS OF VERIFICATION (MOVs)**

<b>SBM Dimension: FINANCE AND RESOURCE MANAGEMENT AND MOBILIZATION</b>				
<b>Standard</b>	<b>MOVs for Level 1</b>	<b>MOVs for Level 2</b>	<b>MOVs for Level 3</b>	<b>MOVs for Level 4</b>
1. The school ensures that programs, projects and activities are funded as reflected in the school plan	<ul style="list-style-type: none"> <li>-AIP/APP/WFP</li> <li>-List of PPAs</li> <li>-SIP</li> <li>-Budget work plan matrix</li> </ul>	<ul style="list-style-type: none"> <li>-Established partnership as evidenced by a MOA, MOU, Deed of Donation with acknowledgement receipt/letter</li> <li>-WFP/AIP</li> </ul>	<ul style="list-style-type: none"> <li>-Approved project proposals/resolutions/request letter in support of the AIP to be funded from other funds such as SEF, Alumni, PTA, etc.; fund generation initiated by the stakeholders</li> <li>-SGC-initiated PPAs</li> <li>-SOB</li> <li>-Income-generating projects</li> <li>-MOA</li> <li>-Approved resolutions</li> <li>-Liquidation reports</li> </ul>	<ul style="list-style-type: none"> <li>-Documents in sharing Best Practice on fiscal planning and budgeting practices</li> <li>-Benchmarking of other schools on effective FRMM duly acknowledged by higher authority.</li> <li>-Cert of Recognition of higher authority</li> <li>-Project accomplishment report</li> <li>-PIR</li> <li>-SMEA</li> <li>-No AOM</li> <li>-Field Staff Conference and ManCom</li> <li>-Minutes of Meeting</li> </ul>
2. The school ensures that procurement activities are within the approved plan and budget as required by law	<ul style="list-style-type: none"> <li>-Attendance of training on Awareness of RA 9184 (Procurement Law)</li> <li>-Mentoring and Coaching on procurement process</li> <li>-Certificate of participation to PHILGEPS training</li> <li>-BAC</li> <li>-APP</li> </ul>	<ul style="list-style-type: none"> <li>-Establishment of BAC</li> <li>-Procurement documents</li> <li>-Copy of APP and PPMP</li> <li>-Copy of the SIP Appraisal Tool</li> <li>-PhilGEPS</li> <li>-BAC Resolutions</li> <li>-BAC duties and responsibilities</li> <li>-Minutes of Bids and Awards</li> <li>-Citizen's Charter</li> </ul>	<ul style="list-style-type: none"> <li>-Advisory of DBM</li> <li>-Documented innovations</li> <li>-APP/PPMP</li> <li>-Inspection and Acceptance Report</li> <li>-Purchase request</li> <li>-Copy of innovative procedures on procurement of goods and services</li> <li>-Bulk procurement</li> <li>-Purchase Orders</li> <li>-APP</li> <li>-RPQ</li> <li>-Liquidation reports</li> </ul>	<ul style="list-style-type: none"> <li>-Report on Financial Management (Best Practices)</li> <li>-District convocation</li> <li>-Audit Observation Memo/Summary of Liquidation Report duly signed by PSDS, PTA</li> <li>-Recognitions received</li> <li>-Letters from other schools as benchmarking sites</li> <li>-School to school partnership</li> </ul>

<b>SBM Dimension: FINANCE AND RESOURCE MANAGEMENT AND MOBILIZATION</b>				
<b>Standard</b>	<b>MOVa for Level 1</b>	<b>MOVs for Level 2</b>	<b>MOVs for Level 3</b>	<b>MOVs for Level 4</b>
<b>3. The school funds are disbursed and utilized in accordance to accounting and auditing rules - and regulations</b>	<b>Disbursement</b> -Cash in bank register / Cash Disbursement Register to be compared to School Operating Budget -Cash disbursement receipts -Liquidation report vs. SOB -MOOE report disbursement voucher	-Liquidation reports (on time submission) -Subsidiary ledger -Monthly Disbursement Program -Monthly Cash Disbursement Register -MOOE report -SOB	-Financial Transparency Board -Updated & Innovative Monthly Cash Disbursement Based on Monthly Disbursement Program -Updated transparency board -MOOE report - Minutes of Periodic meeting with stakeholders on Fiscal management	-Documents on effective disbursement practice -Updated & Innovative Monthly Cash Disbursement Based on Monthly Disbursement Program Benchmarked by other schools -Online financial information management system -MOOE liquidation report -Certificate of Recognition as Resource Speaker on Effective Disbursement -Recognized innovations on school disbursement practices by higher authority
	<b>Utilization</b> -Less than 75 % as seen in Subsidiary Ledger or any applicable documents -Consolidated monthly report signed by the School Head -MOOE utilization report -60% of the disbursed fund being utilized	-75 % as seen in Subsidiary Ledger or any applicable documents -Consolidated Monthly Report on the Utilization of Funds signed by the Accountant -MOOE utilization report	-Timely and full liquidation of downloaded funds as seen in Subsidiary Ledger or any applicable documents -Consolidated Monthly Utilization of Funds signed by the Accountant and noted by the stakeholders -MOOE utilization report -Transparency Board -100% of the disbursed fund being utilized	-Documents showing of sharing effective practices on disbursement and utilization of funds -Consolidated Monthly Actual Disbursement and Utilization of Funds signed and reported by stakeholders to all schools in the district -MOOE utilization report -Advocacy Campaign for Effective Fund Utilization
<b>4. The school implements management strategies to mobilize resources</b>	-Availability of Social Mobilization and networking plan -Minutes of the orientation	-Implementation of Social Mobilization and networking plan as evidenced by established partnership	-Increased number of partners -Property custodian report -No COA Observation report -Documented innovative	-Documents showing sharing of best practices on resource mobilization -Documented activities on the

<b>SBM Dimension: FINANCE AND RESOURCE MANAGEMENT AND MOBILIZATION</b>				
<b>Standard</b>	<b>MOVs for Level 1</b>	<b>MOVs for Level 2</b>	<b>MOVs for Level 3</b>	<b>MOVs for Level 4</b>
	<ul style="list-style-type: none"> <li>on the existing asset management policies</li> <li>-Partnership database system</li> <li>-Minutes of the Planning Meeting of the school's SOCMOB</li> <li>-List of partners</li> <li>-Resource mobilization plan</li> <li>-Process flow in accepting donations</li> </ul>	<ul style="list-style-type: none"> <li>-Inventory of properties</li> <li>-SMEA report and SRC</li> <li>-Inventory Custodian's Slip/Logbook of Materials</li> <li>-Copy of Capsule Proposal for Stakeholders</li> <li>-Copy of Letters sent to stakeholders</li> <li>-MOA/MOU</li> <li>-Implementation record of mobilization plan</li> <li>-Records on accepted donations</li> </ul>	<ul style="list-style-type: none"> <li>practices on asset management</li> <li>-Report on Stakeholder Convergence</li> <li>-Locally initiated and institutionalized project/innovation with accomplishment report</li> <li>-School accounts in accepting donations</li> <li>- School and stakeholders innovation on resource mobilization plan</li> </ul>	<ul style="list-style-type: none"> <li>sharing of innovations on asset management to a community of school</li> <li>-Report on identified Best Practices</li> <li>-SOSA</li> <li>-Publication/Social Media</li> <li>-Marketing</li> <li>-Stakeholder convergence</li> <li>-</li> </ul>
<p>5.The school ensures that assets are properly managed and fully utilized</p>	<ul style="list-style-type: none"> <li>-Attendance to orientation, coaching and mentoring on Asset Management Policy</li> <li>-School Inventory Report</li> </ul>	<ul style="list-style-type: none"> <li>-Inventory of Property Plant and Equipment, Documentation of disposal unserviceable properties as applicable, Documentation of condemnation and demolition of school buildings, presence of school site development plan</li> <li>-Tracking system</li> </ul>	<ul style="list-style-type: none"> <li>-Updated records of PPE, disposable unserviceable materials, condemnation of school buildings, participation of stakeholders in the conduct of inventory, disposal</li> <li>-Technology-based asset management system</li> <li>-Property management and utilization report</li> </ul>	<ul style="list-style-type: none"> <li>-Documents showing sharing of best practices on asset management</li> <li>-Report on the Caravan of Best Practices</li> <li>-Work flow</li> </ul>
<p>6.The school complies to all physical and financial reportorial requirements in a timely and accurate manner</p>	<ul style="list-style-type: none"> <li>-Transmittal of physical and financial reports</li> <li>-School Site Deed of Donation</li> <li>-School Building Inventory</li> <li>-Monthly MOOE Liquidation (CDR)</li> <li>-PTA, Canteen, IGP Liquidation</li> <li>-Financial reports</li> <li>-Bulk procurement</li> <li>-Purchase Orders</li> <li>-APP</li> <li>-RPQ</li> <li>-Building status report</li> </ul>	<ul style="list-style-type: none"> <li>-Any document showing timely submission of accurate financial reports</li> <li>-School Development Plan</li> <li>-School Building Inventory duly signed by the Division Engineer, School Head and Stakeholders</li> <li>-No Audit Observation memo</li> <li>-No unliquidated cash advances /Liquidated on Time</li> <li>-Timely submission of financial reports</li> <li>-Approved liquidation</li> </ul>	<ul style="list-style-type: none"> <li>-Minutes of meeting disseminating the utilization of funds in relation to PAPs implementation to stakeholders</li> <li>-SMEA reports are available done by the SH, some coordinators and teachers with stakeholders</li> <li>-SHARE</li> <li>-Minutes of the SHARE (School Heads Accomplishment Report in Education)/SOSA conducted</li> <li>-Attendance</li> </ul>	<ul style="list-style-type: none"> <li>-Documentation of discussion of financial and fiscal report during SMEA</li> <li>-Advocacy on the implementation and improvement of a collaboratively developed, periodically adjusted and constituent-focused resource management system</li> <li>-Consolidated M &amp; E satisfaction Survey (localized tool)</li> <li>-Analysis, Finding and Recommendation</li> </ul>

<b>SBM Dimension: FINANCE AND RESOURCE MANAGEMENT AND MOBILIZATION</b>				
<b>Standard</b>	<b>MOVs for Level 1</b>	<b>MOVs for Level 2</b>	<b>MOVs for Level 3</b>	<b>MOVs for Level 4</b>
		Reports -Validated Inventory of School Plants, Properties, Equipment - Program of Work/Resolution/Solicitation Letter -Core processes aligned to ARTA	-Photos with caption -School Site Title -SRC Reporting -Improvement plan based on report	-SOSA documentation -M&E report of stakeholders



MEANS OF VERIFICATION (MOVs)

SBM Dimension: CURRICULUM & INSTRUCTION				
Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
1. The school provides relevant teaching-learning activities and learning resources that develop desired learning outcomes	<ul style="list-style-type: none"> <li>-Classroom Observation tool</li> <li>-Curriculum Guide</li> <li>-DLP/DLL</li> <li>-Learning Materials</li> <li>-COT</li> <li>-Results of diagnostic tests</li> <li>-Teacher-made test</li> <li>-Varying numbers on teaching-learning activities and corresponding resources</li> </ul>	<ul style="list-style-type: none"> <li>-COT</li> <li>-SIMs</li> <li>-Observation notes</li> <li>-Conduct of LAC sessions</li> <li>-Varying numbers on teaching-learning activities and corresponding resources</li> </ul>	<ul style="list-style-type: none"> <li>-COT</li> <li>-Contextualized, localized, indigenized SIMs</li> <li>-Letter of support from the stakeholders</li> <li>-Utilization of national testing results</li> <li>-Documentation on School-based action research</li> <li>-Varying numbers on teaching-learning activities and corresponding resources</li> </ul>	<ul style="list-style-type: none"> <li>-COT</li> <li>-LAC sessions</li> <li>-FGD</li> <li>-Accomplishment report</li> <li>-Establishment of Learning communities among schools</li> <li>-School visitation</li> <li>-Showcasing of talents of teachers and students during barangay events</li> <li>-Validated, published and utilized teaching work</li> <li>-Recognized related action research</li> <li>-MOA on School to school partnership</li> </ul>
2. The school utilizes needs-based learning resources to achieve desired learning outcomes	<ul style="list-style-type: none"> <li>-List of available learning materials/resources</li> <li>-Inventory of school facilities</li> <li>-Copy of test results</li> <li>-MPS of periodic tests</li> </ul>	<ul style="list-style-type: none"> <li>-Quarterly assessment &amp; analysis result per learning area per grade level</li> <li>-List of available learning materials/resources</li> <li>-Integration of use of facilities in LPs</li> <li>-Compilation of localized learning assessments</li> </ul>	<ul style="list-style-type: none"> <li>-Innovations</li> <li>-Contextualized learning resources</li> <li>-Crafted Innovative School-Based Projects with stakeholders</li> <li>-Reports on utilization of intervention programs through action research</li> <li>-Contextualized learning materials</li> </ul>	<ul style="list-style-type: none"> <li>- Documents showing sharing of best practices on development and implementation of innovative and needs-based learning resources</li> <li>- Collaborative activity with stakeholders in the implementation of School-Based Projects</li> <li>-MOA on School to school partnership</li> </ul>
3. The school implements appropriate teaching-learning support systems that contribute to the developmental needs of diverse learners	<ul style="list-style-type: none"> <li>-List of special programs</li> <li>-Differentiated activities</li> <li>-Report on child mapping</li> <li>-Phil-IRI results</li> </ul>	<ul style="list-style-type: none"> <li>- Academic and non-academic activities</li> <li>-Curricular and co-curricular activities</li> <li>-Remedial instruction</li> <li>-Participation to LAC Sessions</li> <li>-Record of mentoring and coaching/peer mentoring</li> <li>-Provision of Technical Assistance</li> </ul>	<ul style="list-style-type: none"> <li>-Innovative teaching strategies</li> <li>-Accomplishment report</li> <li>-Contextualized IMs</li> <li>-Innovative-school-based projects and activities by learning areas through intensified collaboration with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>-FGD</li> <li>-Conduct of lesson study</li> <li>-Documentation showing shared best practices/replication of the activities and resources</li> <li>-Letter of benchmarking</li> <li>-Certification of adoption/sharing</li> <li>-MOA on School to school partnership</li> </ul>

<p>4. The school designs differentiated strategies to measure desired learning outcomes</p>	<ul style="list-style-type: none"> <li>-Table of Specifications</li> <li>-Summative Test</li> <li>-Quarterly Assessment</li> <li>-Results of diagnostics and assessments</li> <li>-Learning portfolio</li> </ul>	<ul style="list-style-type: none"> <li>-Compilation of test item bank</li> <li>- Designs of appropriate assessment tools and strategies</li> <li>-Accomplishment report on Curriculum programs/Projects</li> <li>-Copy of staff development plan</li> </ul>	<ul style="list-style-type: none"> <li>-Form 138</li> <li>-Minutes of meeting</li> <li>-Contextualized assessment strategies</li> <li>- Results of data analysis</li> <li>- Crafted contextualized interventions based on the learners needs</li> <li>-Monitoring report on instructional progress</li> </ul>	<ul style="list-style-type: none"> <li>-Student Portfolio</li> <li>-Documentation showing shared best practices</li> <li>- Teacher-made test for children with special needs in collaboration with medical and professional practitioners</li> <li>-Documentation on results of the assessment communicated properly to the school community and other stakeholders</li> <li>-Reports on SLAC</li> <li>-Reports on the interventions employed in addressing the teaching-learning process</li> <li>-Action research</li> <li>--MOA on School to school partnership</li> </ul>
<p>5. The school utilizes the assessment results to improve learning outcomes</p>	<ul style="list-style-type: none"> <li>-Forms 137,138</li> <li>-Quarterly assessment results and analysis</li> <li>-Item analysis</li> <li>-Learner profiling</li> <li>-Learner progress monitoring</li> <li>- Copy of interpreted diagnostic and periodic test results of all Learning Area with LMS</li> </ul>	<ul style="list-style-type: none"> <li>-Remediation or enrichment activities</li> <li>-Request letter</li> <li>-Proposal</li> <li>-Accomplishment Report</li> <li>-Teacher-made Test</li> <li>-Compiled district and division-made test materials</li> <li>-Plan of Action for the conduct of assessment</li> <li>-Copy of Crafted parallel test Questions based on the LMS of all Learning Area</li> </ul>	<ul style="list-style-type: none"> <li>-Action Research</li> <li>-Contextualized learning programs</li> <li>--Plan of Action</li> <li>-Individualized Educational Plan for children with special needs</li> <li>-Schedule of RRE and other activities</li> <li>-Attendance of learners undergoing interventions</li> <li>-Report of Accomplishments</li> <li>-Results of interventions</li> </ul>	<ul style="list-style-type: none"> <li>-Dissemination and utilization of Action Research</li> <li>-Monitoring and Evaluation</li> <li>--Documentation showing shared best practices</li> <li>- Invitation to other stakeholders to attend the showcasing of attained improvement of learning outcomes</li> <li>-Copy of Crafted parallel test Questions based on the LMS of all Learning Area</li> <li>--MOA on School to school partnership</li> <li>-Documented partnership activities</li> </ul>

MEANS OF VERIFICATION (MOVs)

SBM Dimension: LEARNING ENVIRONMENT				
Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
1. The school implements policies and procedures for a safe, secure, and equitable learning environment	<ul style="list-style-type: none"> <li>-Hazard mapping</li> <li>-SDRRM Plan</li> <li>-Evacuation Plan</li> <li>-CFSS Survey</li> <li>-Posting Hotline Numbers</li> <li>-Evidences of initiatives to comply with WINS standard</li> <li>-Visual management tools</li> </ul>	<ul style="list-style-type: none"> <li>-CFSS Score should be Outstanding</li> <li>-Regular conduct of multi hazard drill</li> <li>-WINS</li> <li>-Student tracking system</li> <li>-Employing environmental design techniques</li> </ul>	<ul style="list-style-type: none"> <li>-CFSS Score</li> <li>-Regular conduct of multi hazard drill</li> <li>-Contextualized policies on DRR, Child Friendly</li> <li>-WINS</li> <li>-Best practices on CFSS Implementation</li> <li>-Collaboration activity with the DRRM</li> </ul>	<ul style="list-style-type: none"> <li>-Documents showing sharing of best practices on nurturing set of values and learning environment</li> <li>-WINS</li> <li>- Benchmarking of the school's best practices</li> </ul>
2. The school promotes inclusive learning environment	<ul style="list-style-type: none"> <li>-Existence of the program in school</li> <li>-Conduct of multi factor assessment</li> <li>-List of available facilities that promote inclusive learning environment</li> <li>-Presence of Inclusive Education Handbook</li> <li>-Reports on compliance to inclusive education</li> <li>-Issuances, Activity Completion Reports</li> </ul>	<ul style="list-style-type: none"> <li>-Child mapping</li> <li>-Presence of LSENS in the regular classes</li> <li>-Accomplishment report</li> <li>-CB for Teachers an Inclusive Education</li> <li>-Use of Inclusive Education Teaching tools/materials for learning</li> <li>-Presence of teacher-made workbooks</li> </ul>	<ul style="list-style-type: none"> <li>-Presence of a project design on inclusive education in AIP</li> <li>-Partnership on Inclusive Education</li> <li>-Fully documented School Innovation and Activities that promotes inclusive education</li> <li>-Proof of mobilizing community resources in strengthening inclusive practice</li> </ul>	<ul style="list-style-type: none"> <li>-Advocacy on inclusive education</li> <li>-Bench marking and adoption Documents of the school's best practice</li> <li>-Invitation letter and accomplishment report of the schools while showcasing the PPAs observing/ promoting inclusive education</li> <li>-Certificate of Institutional Award</li> <li>-Certificate of Commendation</li> <li>-Compilation of Best Practices</li> </ul>
3. The school ensures efficient management of physical and IT-enabled learning structures	<ul style="list-style-type: none"> <li>-Presence of structure to manage ICT program of school</li> <li>-Establishment of standard ICT laboratory</li> <li>-Inventory report of physical and IT-enabled learning structures</li> <li>-Documentation on capacity building related to IT system</li> </ul>	<ul style="list-style-type: none"> <li>-Schedule of the classes in using the ICT lab</li> <li>-Presence of ICT equipment maintenance procedure</li> <li>-Presence of the rules on the use of ICT</li> <li>-Learners Portfolio manifesting use of laboratories for learning</li> </ul>	<ul style="list-style-type: none"> <li>-Documents showing the involvement of stakeholders in managing the physical and IT enabled learning structures</li> <li>- Adopt a school partnership status report</li> <li>-Sustainability plan</li> <li>-Adjusted SIP with consultation with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>-Documents showing sharing of best practices on managing the physical and IT-enabled learning structures</li> <li>- School to School Partnership documents</li> </ul>

<b>SBM Dimension: LEARNING ENVIRONMENT</b>				
<b>Standard</b>	<b>MOVs for Level 1</b>	<b>MOVs for Level 2</b>	<b>MOVs for Level 3</b>	<b>MOVs for Level 4</b>
4. The school ensures a learning environment that fosters health and well-being of learners and school personnel	<ul style="list-style-type: none"> <li>-Organization of School CPC</li> <li>-Dissemination of WINs, DO 13 s 2017, Child Protection Policy, CFSS, School Feeding Program</li> <li>-Minutes of the meeting and attendance</li> <li>-Gulayan sa Paaralan Program (GPP)</li> <li>-Wellness Program (Personnel and Students)</li> <li>-Medical and Dental Program</li> <li>-School Memo</li> <li>-School handbook</li> <li>-Logbook on school visitation of medical and dental unit</li> </ul>	<ul style="list-style-type: none"> <li>-Report on the observance of CPP</li> <li>-WINs monitoring report</li> <li>-Canteen monitoring tool</li> <li>-CFSS Survey</li> <li>-SBFP implementation monitoring tools/ report</li> <li>-Implementation of health programs</li> <li>-monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>-Barangay/ Municipal/ Provincial Ordinance /Executive order in support to sustaining health and well-being of learners and school personnel</li> <li>- Best practices/Innovations on Health Programs for learners and school personnel</li> <li>-Accomplishment report</li> </ul>	<ul style="list-style-type: none"> <li>-Advocacy /evidence benchmarking of other schools in the school on fostering health and well being</li> <li>- Adoption of school's best practice through school to school partnership</li> </ul>
5. The school establishes a mechanism for a resilient learning environment	<ul style="list-style-type: none"> <li>-Organization of SDRR Team</li> <li>-Formulation of SDRR Plan</li> <li>-Minutes of the meeting</li> <li>Availability of School Memos related to DRR, School Safety Manual</li> <li>-Availability of DRRM Evacuation Plan</li> <li>-Availability of emergency map, lights, exits and fire extinguishers</li> </ul>	<ul style="list-style-type: none"> <li>-Capacity Building on SDRRM</li> <li>-Accomplishment Report on the implementation of SDRRM Plan</li> <li>-Result of Hazard Mapping - hazard map, evacuation map/plan, conduct of multi hazard drill</li> <li>-Conduct of activities on resilience</li> </ul>	<ul style="list-style-type: none"> <li>-Contextualized SDRRM PPA or any evidence of contextualization</li> <li>-Accomplishment report on activities on resilience</li> </ul>	<ul style="list-style-type: none"> <li>-Adoption of school's best practice through school to school partnership</li> </ul>
6. The school ensures a learning environment that fosters positive discipline	<ul style="list-style-type: none"> <li>- Attendance to orientation/SLAC on positive discipline</li> <li>-Availability of School Memos, CPP Manual advocating positive</li> </ul>	<ul style="list-style-type: none"> <li>-Report on the implementation of positive discipline</li> <li>- Prepared action plan on School Guidance Program</li> <li>-Presence of guidance</li> </ul>	<ul style="list-style-type: none"> <li>-Participation of other government agencies</li> <li>-Lesson plan integration</li> <li>-Documentation on the participations of identified stakeholders advocating</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmarking of other schools</li> <li>- Adoption of school's best practice through school to school partnership</li> </ul>

<b>SBM Dimension: LEARNING ENVIRONMENT</b>				
<b>Standard</b>	<b>MOVs for Level 1</b>	<b>MOVs for Level 2</b>	<b>MOVs for Level 3</b>	<b>MOVs for Level 4</b>
	discipline -Minutes of the meeting of communicated Students Handbook and SPG/SSG Constitution and By-Laws	counselor	positive discipline.	
7.The school provides support to exercise rights and responsibilities of the learners to participate in maintaining a conducive learning environment	-SPG/SSG/other student organization -Minutes of the meeting -Visual Management Tools/Organizational Structures/Structure in place	-Action plan and accomplishment report of student organizations	-SMEA Report on the implementation of Action Plan of Student Organization -Analysis of the Consolidated Client Satisfaction Survey -Analysis of the consolidated comments in the suggestion Box -Reports on stakeholder participation	-Advocacy -Evidence on benchmarking of other schools on strengthening support on the exercise of rights and responsibilities of learners

**SBM LEVEL OF PRACTICE VALIDATION FORM**

Name of School: \_\_\_\_\_ Division: \_\_\_\_\_  
 District: \_\_\_\_\_ Date: \_\_\_\_\_

**I. Improvement of Learning Outcomes**

<b>A. Access (45 %)</b>			
School Year (SY)	Enrollment	Percentage of Increase	Rating and Equivalent
2016-2017		Baseline Data	1 - Marginal at least 1-6% increase 2 - Average at least 7-9% increase 3 - High at least 10% increase
2017-2018			
2018-2019			
2019-2020			
<i>Average Percentage of Increase</i>			
<b>B. Efficiency (25 %)</b>			
School Year	Drop-Out Rate	Percentage of Increase	Rating and Equivalent
2016-2017		Baseline Data	1 - Marginal at least 25% decrease 2 - Average at least 50% decrease 3 - High - 0 drop out
2017-2018			
2018-2019			
2019-2020			
<i>Average Decrease</i>			
School Year	Completion Rate	Percentage of Increase	Rating and Equivalent
2016-2017		Baseline Data	1 - Marginal at least 5% increase 2 - Average at least 7% increase 3 - High at least 10% increase
2017-2018			
2018-2019			
2019-2020			
<i>Percentage of Increase</i>			
School Year	Cohort Survival Rate	Percentage of Increase	Rating and Equivalent
2016-2017		Baseline Data	1 - Marginal at least 1-6% increase 2 - Average at least 7-9% increase 3 - High at least 10% increase
2017-2018			
2018-2019			
2019-2020			
<i>Percentage of Increase</i>			
<b>Average Efficiency Rating</b>			
<b>C. Quality (30 %)</b>			
School Year	MPS	Average MPS	Rating and Equivalent
2017-2018			
2018-2019			
2019-2020			
<i>Average MPS for the three (3) SY</i>			

<b>SUMMARY</b>			
<b>Category</b>	<b>Average Rating</b>	<b>Weight</b>	<b>Weighted Average Rating</b>
Access		45%	
Efficiency		25%	
Quality		30%	
<b>Total</b>			

**Rating Scale for Improvement of Learning Outcomes**

<b>Numerical Rating Scale</b>	<b>Description</b>
.50 - 1.40	Good
1.50 - 2.49	Better
2.50 - 3.00	Best

**II. Validated SBM Practices following the D-O-D Process (40%)**

<b>Domains</b>	<b>Weight</b>	<b>Cumulative Scores per Domain</b>	<b>Rating</b>
Curriculum and Instruction	30%		
Leadership	16%		
Governance	16%		
Learning Environment	12%		
Human Resource and Team Development	12%		
Finance and Resources Management and Mobilization	14%		
<b>Total</b>	<b>100%</b>		

**III. Computation for the Final Rating**

<b>Area</b>	<b>Weight</b>	<b>Rating</b>	<b>Weighted Rating</b>
Performance Improvement	60%		
Validated SBM Practices	40%		
<b>Total</b>			

**Description of SBM Level of Practice:**

<b>Numerical Rating Scale</b>	<b>Description</b>
6.00 - 37.50%	Beginning
37.56 - 51.30%	Proficient
51.36 - 76.50%	Highly Proficient
76.56 - 100%	Advanced

**ROLES AND FUNCTIONS OF THE DIVISION SBM TASK FORCE AND DIVISION  
FIELD TECHNICAL ASSISTANCE TEAMS (DFTATs)**

<b>Role</b>	<b>Office-In-Charge</b>	<b>Functions</b>
Overall Program Lead	OSDS: Schools Division Superintendent	<ul style="list-style-type: none"> <li>▪ Establishes a Division SBM Task Force</li> <li>▪ Coordinates with the SBM Coordinator</li> <li>▪ Ensures policy, processes and protocols are observed for the smooth conduct of any activity</li> <li>▪ Ensures submission of reports to higher office as may be required</li> <li>▪ Presides over the strategic conferences before and after an activity</li> <li>▪ Attends to strategic concerns of any SBM related activity</li> </ul>
Division SBM Task Force	OSDS: Assistant Schools Division Superintendent	<ul style="list-style-type: none"> <li>• Leads in the preparation of the operational plans</li> <li>▪ Coordinates all offices, committees and personnel in the assessment and validation SBM level of practice</li> <li>▪ In the absence of the SDS and where necessary, conducts and presides over meetings of the Task Force and DFTATs especially on operational matters</li> <li>• Ensures submission of reports to SDS and RO</li> <li>▪ Leads in the selection of the SBM Task Force Members</li> <li>▪ Updates and provides feedback to the SDS on the progress of the implementation of operational plans</li> <li>▪ Provides technical advise to SBM Task Force Members and Working Committees</li> <li>• Leads in the conduct of debriefing sessions</li> <li>• Conducts orientation of DFTATs, PSDSs and School Heads on SBM assessment and validation procedures</li> </ul>



<b>Role</b>	<b>Office-In-Charge</b>	<b>Functions</b>
SBM Coordinator	SGOD/CID	<ul style="list-style-type: none"> <li>▪ Ensures participation of all task force members and DFTATs in all SBM assessment and validation related activities</li> <li>▪ Coordinates with SDS and ASDS in the implementation of plans</li> <li>▪ Gathers and keeps supporting documents for reporting purposes</li> <li>▪ Prepares all reports for submission to the SDS and RO</li> <li>▪ Takes down minutes of all conferences and keeps copies of the same</li> <li>▪ Prepares the Certificate of SBM Level of Practice</li> <li>▪ Leads in the preparation of supplies, materials, and conference venues</li> <li>▪ Ensures availability of vehicles when needed</li> <li>▪ Provides personnel to attend to emergency errands pertaining to logistical concerns</li> <li>▪ Ensures availability and serviceability of facilities including multi-media projectors and sound system during conferences and orientations</li> </ul>
Division Field Technical Assistance Team (DFTAT)	OSDS	<ul style="list-style-type: none"> <li>▪ Participates in all activities related to assessment and validation of SBM level of practice</li> <li>▪ Assists the SBM task force in the implementation of operational plans</li> <li>▪ Validates the SBM self-assessment results of schools</li> <li>▪ Provides technical assistance to schools, <i>where necessary</i></li> <li>▪ Assists the SBM task force in the conduct orientations/trainings</li> <li>▪ Submits required reports</li> <li>▪ Conducts monitoring and supervision on assessment and validation of SBM level of practice</li> </ul>

<b>Role</b>	<b>Office-In-Charge</b>	<b>Functions</b>
Public Schools District Supervisor (PSDS)	Schools District: PSDS	<ul style="list-style-type: none"> <li>▪ Assists Division SBM task force in the implementation of plans</li> <li>▪ Supports DFTATs in the validation of SBM level of practice of schools</li> <li>▪ Provides technical assistance to school heads and SBM assessment committees</li> <li>▪ Submits SBM assessment results to SDO</li> <li>▪ Recommends schools to be validated by the Division SBM task force and DFTATs</li> <li>▪ Coordinates with SBM coordinator on SBM assessment and validation concerns</li> </ul>
School Head (SH)	School: SH	<ul style="list-style-type: none"> <li>▪ Develops operational plans for SBM assessment and validation</li> <li>▪ Creates working committees</li> <li>▪ Prepares terms of reference for the SBM assessment and validation working committees</li> <li>▪ Leads all activities in preparation for the assessment and validation of SBM level of practice</li> <li>▪ Conducts SBM level of practice self-assessment</li> <li>▪ Conducts post-assessment conference for the discussion of issues, lessons learned, and areas for improvement</li> <li>▪ Coordinates with the PSDS on SBM assessment and validation concerns</li> <li>▪ Prepares all required reports</li> <li>▪ Submits all required reports to the SDO</li> </ul>

**GUIDE FOR THE SELECTION OF DIVISION SBM TASK FORCE MEMBERS**

<b>Qualifications</b>	<b>Means of Verification (MOV<sub>s</sub>)</b>
1. Conversant with School-Based Management (SBM)	Certificate of Trainings
2. Have been a school head for at least 5 years	Service Records
3. Have been trained on the different domains of SBM	Certificate of Participation
4. Have attended the Orientation/ Trainings on Monitoring and Evaluation	Certificate of Participation
5. Have been evaluated at least Level 3, Highly Proficient in SBM level of practice	SBM Validation Results
6. Have been evaluated at least VS in performance evaluation for two (2) performance evaluation cycles	OPCRF/IPCRF/Performance Evaluation Results