



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

DIVISION MEMORANDUM
No. 270, s.2021

April 30, 2021

DISSEMINATION OF THE POLICY GUIDELINES ON THE CONDUCT OF THE REGIONAL VALIDATION ON THE SBM LEVEL OF PRACTICE AND THE UTILIZATION OF THE QMS ASSESMENT TOOL WITH CONTEXTUALIZED MEANS OF VERIFICATION (MOVs)

To: Assistant Schools Division Superintendent
CID and SGOD Chiefs
Division SBM Technical Working Group (TWG)
Public Schools District Supervisors
School Heads of Public Elementary and Secondary Schools
All Other Concerned

1. This is to disseminate to the field the stipulations of Regional Memorandum No. 010 s2021 dated March 4, 2021 entitled *Policy Guidelines on the Conduct of the Regional Validation on the SBM Level of Practice and the Utilization of the QMS Assessment Tool with Contextualized Means of Verification (MOVs)*, contents of which are self-explanatory.
2. Attached is a copy of the Regional Memorandum No. 010 s2021 for details and reference.
3. Widest dissemination and strict compliance with the policy guidelines provided in the regional issuance mentioned herein are highly desired.

CRISTY C. EPE
Schools Division Superintendent

5-3-2021





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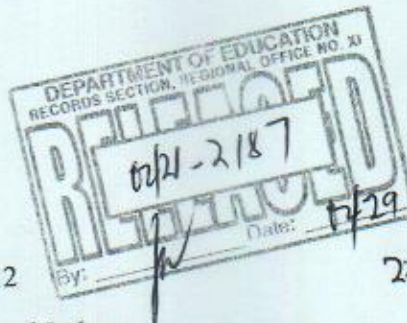
March 4, 2021

REGIONAL MEMORANDUM
 No. 010, s. 2021

POLICY GUIDELINES ON THE CONDUCT OF THE REGIONAL VALIDATION ON THE SBM LEVEL OF PRACTICE AND THE UTILIZATION OF THE QMS ASSESSMENT TOOL WITH CONTEXTUALIZED MEANS OF VERIFICATION (MOVs)

To : All Schools Division Superintendents
 All Chiefs of Functional Divisions

1. The Department of Education, Regional Office XI, issues the enclosed Policies and Guidelines on the conduct of the Regional Validation on the School-Based Management (SBM) Level of Practice and the utilization of the QMS Assessment Tool with contextualized Means of Verifications (MOVs) in all public elementary and secondary schools in the eleven (11) Schools Division Offices.
2. The Policy and its implementing guidelines shall be effective immediately upon issuance thereof.
3. All Regional Orders/Memoranda, and other related issuances, provisions, rules and regulations, which are inconsistent with these guidelines are hereby replaced, repealed, or amended accordingly.
4. Immediate dissemination and strict compliance with these guidelines are desired.



ALLAN G. EARNAZO
 Director IV

Enclosed: As stated.
 Reference: DO No. 83, s. 2012

To be indicated in the Perpetual Index
 under the following subjects:

ACTIVITIES CONTENT EXHIBITS

ROF2/rsm



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DAVAO REGION

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***POLICY GUIDELINES ON THE VALIDATION OF THE SBM LEVEL OF PRACTICE
AND THE UTILIZATION OF THE QMS CALIBRATED TOOL
WITH CONTEXTUALIZED MOVs***

RATIONALE

DepEd Regional Office XI adheres to the provisions of Republic Act 9155 or known as the Governance of Basic Education Act of 2001 which mandates the decentralization of the school management system to empower the school heads and its stakeholders to effectively address issues and concerns in the delivery of quality basic education. Section 2 of the same Republic Act provides the policy and the principle of governance of basic education that shall be translated into programs, projects, and services developed, adapted to fit to the local context.

DepEd Order No. 83, s. 2012 on the Implementing Guidelines of the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT) strengthened the School-Based Management (SBM) practice and re-emphasized the centrality of the learners and the involvement of relevant community to basic education service delivery. The same DepEd Order provided the guidelines on how the SBM Level of Practice is being assessed using the criteria: 40% according to the validated practices using Document-Observation-Discussion (DOD) analysis; and 60% based on improvement of the learning outcomes.

Further, an essential role of QMS in the validation of School-Based Management level of practice is deemed necessary. Wherefore, DepEd Regional Office XI endeavors to deliver quality services across all layers of governance. It adheres to the institutionalization of QMS in the Department of Education as stipulated in DO No. 009 s. 2021 in fostering Continuous Improvement toward an enhanced and sustained client satisfaction. Corollary to this, it boosts internal efficiency using the process approach in calibrating the SBM Assessment Tool for the validation and certification of the SBM Level of Practice.

Hence, this Regional Policy shall be effective immediately upon issuance. The Functional Division (FDs), Schools Division Offices (SDOs), other concerned offices, and School Heads shall adhere to this Regional Policy to harmonize the SBM assessment in all public schools, this Region.

POLICY BRIEF AND PURPOSE

The *calibrated APAT* will be used in assessing the capability of schools for School-Based Management (SBM) Advanced Level of Practice. Despite all the measures that are put in place, this appraisal instrument is designed to ensure that the information provided in all relevant documents for validation are authentic. Thus, to achieve sustainable advantage, this maximizes the level of consistency through the lenses of an increased productivity, accountability, efficiency, effectiveness and Quality Management System. Accordingly, it simplifies the multi-functional validation processes on how the principles of SBM were plugged into each other to raise the bar of performance excellence and continuous improvement.



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SCOPE

This policy applies to all the public elementary and secondary schools in Region XI.

POLICY ELEMENTS AND GUIDELINES

<i>Phases</i>	<i>Deliverables</i>	<i>Mechanisms</i>	<i>Responsibility</i>
I. Pre-Validation	a. AVP or Slide Deck on the School Context is made available for a ten(10) minute presentation.	<ul style="list-style-type: none">The school head is given the leeway on the details and contents of the presentation to be shown during the Regional Validation.	School Head SBM TWG
	b. Electronic Copies of the SBM MOVs for validation are prepared	<ul style="list-style-type: none">Scan only the documents/MOVs with evidence-based information, with creative, innovative impact, relevant and compelling content.Place the scanned documents in one folder per principle.	SBM TWG at the School Level
	c. SBM TWG and other stakeholders are well oriented and capacitated on the SBM-QMS Validation process.	<ul style="list-style-type: none">All members of the SBM TWG are capacitated and oriented on the SBM-QMS validation mechanisms and processes.	School Head, SBM Coordinator, TWG, SGC President, PTA President and Treasurer, SSG/SPG President, President of the Teachers Organization or Faculty Club
	d. The School Physical Environment upkeeps health and safety protocols, accessibility, well-maintained infrastructures and learning facilities.	<ul style="list-style-type: none">The school management showcases inclusiveness and powerful support in creating and maintaining a healthy school's physical environment where efficient delivery of quality basic education is evident.	School Head School Project Team School Planning Team



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Phases	Deliverables	Mechanisms	Responsibility
	e. SBM Hub with ICT facilities and equipment installed is made ready for the virtual/onsite validation	The SBM Hub is an area/space or a room where all artifacts/MOVs are displayed and made ready for the Regional Validation on the SBM Level of practice.	School Head SBM TWG/Task Force
II- Validation	a. Prefatory/Opening Program (at most 20 minutes)	<ul style="list-style-type: none"> Brief Introduction and Orientation on the Regional Validation Processes and mechanisms. Breakout Session of the School Team for the four(4) SBM Principles. 	School Head SBM TWG/Task Force Regional Validation Team
	b. Validation Proper (at most 3 hours)	<ul style="list-style-type: none"> Conduct the Document-Observation-Discussion (DOD) analysis per principle as stipulated in DepEd Order 83, s.2012 	Regional Validation Team School Head SBM TWG/Task Force
		<ul style="list-style-type: none"> Appraise the documents/MOVs presented according to the Contextualized SBM-QMS qualitative and quantitative Indicators Discuss with the team the validation results and the recommendations 	Regional Validation Team School Head SBM TWG/Task Force
	c. Exit Conference/ Closing Program (at most 1 hour)	<ul style="list-style-type: none"> SBM Validation Findings shall be discussed by the assigned Validators for each principle. Declare the Overall Result/s of the Validation and the Recommendation of the RVT. 	Validation Team School Head SBM TWG/Task Force Division Team



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Phases	Deliverables	Mechanisms	Responsibility
	c. Exit Conference/ Closing Program (at most 1 hour)	<ul style="list-style-type: none"> SBM Validation Findings shall be discussed by the assigned Validators for each principle. Declare the Overall Result of the Validation and the Recommendation of the Regional Validation Team (RVT). Submit the SBM Validation results to the Field Technical Assistance Division after the validation activity 	Regional Validation Team School Head SBM TWG/Task Force Division Team
	d. SBM Validation Results on the SBM Level of Practice accomplished by the RVT	<ul style="list-style-type: none"> Validation Results shall be submitted to FTAD for consolidation. 	Regional Validation Team
III- Regional Convergence and the Recognition of SBM Level 111 Schools	a.. Consolidated Regional Validation Results of the SBM Level III schools in the 11 SDOs	<ul style="list-style-type: none"> Conduct Post-conference of the RVT. Organize TWG for the Regional Convergence of SBM level III schools. Prepare all the needed resources and manpower for the event. 	FTAD Regional Validation Team

IV SBM VALIDATION PLATFORM AND APPRAISAL INSTRUMENTS

PLATFORM/ INSTRUMENT	CONTEXTUAL DESCRIPTORS
1. Online/digital, Face to Face/Onsite or blended	<ul style="list-style-type: none"> The validation platform to be used shall be determined by the school in considerations with the IATF health protocols and the Omnibus Guidelines.



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PLATFORM/ INSTRUMENT	CONTEXTUAL DESCRIPTORS
	<ul style="list-style-type: none"> For online/digital platform for the virtual validation event, the school shall choose an excellent tool for the live experiences, user-friendly and can support multiple hosts for breakout groupings
	<ul style="list-style-type: none"> The school must also consider the ICT equipment available and address connectivity issues for virtual validation.
2. SBM -QMS Calibrated APAT with Contextualized MOVs	<ul style="list-style-type: none"> The SBM-QMS Assessment Tool with the Contextualized Means of Verification (MOVs) shall be utilized as appraisal instrument for the Regional Validation on the SBM Level of Practice in all schools in the eleven (11) SDOs.

V. SCHEDULE OF THE REGIONAL VALIDATION

The Regional Validation of Schools with SBM Level 111 of practice shall only be scheduled upon the recommendation of their respective Schools Division Superintendent certifying that the Division SBM Validation has been conducted.

VI. COMPOSITION OF THE REGIONAL VALIDATION TEAM

1. The members of the Regional Validation Team shall consist of the following to wit:
 - a. Currently employed in the Department of Education as ASDS, Chiefs (FDs, SGOD, and CID), Regional/Division EPSs, PSDSs, PDOs, SEPSs, and Regional/ Division SBM Coordinators;
 - b. He/she should not be currently assigned as school head; and
 - c. He/she should have attended any Capability Building/Retooling activities for the Regional Validation of SBM Level of Practice.

VII. Miscellaneous Provisions

1. Separability Clause
 Any part or provision of this policy which may be held invalid or unconstitutional shall not affect the validity and effectivity of other provisions.
2. Repealing Clause
 All prior Regional Orders/Memoranda or other issuances, or provision thereof, which are inconsistent, are hereby repealed, or modified accordingly.
3. Effectivity
 This policy shall take effect immediately upon issuance.



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SBM-QMS Calibrated Assessment Process and Tool (APAT) with Contextualized MOVs

Principle

Principle of Collective Leadership and Governance

Standard

A network of leadership and governance guides the education system to achieve its shared vision, mission and goals making them responsive and relevant to the context of diverse environments.

Intended Outcomes	Qualitative Indicators for Level III	Documentary Analysis			Criteria	Scoring Rubrics			Rating/ Score	Observation/Discussion/ Recommendation
		Reference Documents (MOVs, and Mechanisms)	Other documentary evidence of best practices in the absence of the MOVs in the list	Documented Innovations/ Local Initiatives in the New Normal		1	2	3		
1.1 Sustained implementation of School Development Plan /Enhanced School Improvement Plan(ESIP) that is well understood and collaboratively supported by stakeholders.	An Enhanced School Improvement Plan (ESIP) that fostered collaboration of school and communities to work together to serve the best interest of the learners and their access to quality basic education.	<ol style="list-style-type: none"> 1. Copy of the approved ESIP with Annexes (DO 44, s. 2015) 2. Attendance sheets duly accomplished by the participating community stakeholder in the drafting of the SIP/AIP. 3. Narrative Reports/photo documentation of the activities, minutes and proceedings of meetings, conferences, trainings, workshops, and capacity building program for the School Planning and Project Teams. 		Documented Innovations/ Local Initiatives in the New Normal	An ESIP that fostered broader ownership and involvement of the internal and external stakeholders to work together to serve the best interest of the learners and their access to quality basic education.	<p>The ESIP showed no proof of external stakeholders involvement; only school personnel are involved.</p> <p>The reference documents presented the involvement of stakeholders at least 7 stakeholders as stipulated in DO 44, s.2015.</p> <p>The reference documents and other evidences have shown the engagement and collaboration of more than 7 stakeholders in the SPT for broader ownership in the delivery of basic education services.</p>	3			
1.2. A collaboratively developed, implemented, regularly reviewed, Enhanced School Improvement Plan (ESIP) that is responsive, relevant to the varying contexts and needs of the school and community.	School- Community broader ownership in the management and implementation of PAs and in the regular review for the improvement of process and practice.	<ol style="list-style-type: none"> 1. Copy of the accomplished Project Monitoring Report/SMEA. 2. Minutes of the meetings organized and led by the community stakeholders/SPT and FGDs conducted for ESIP review. 3. Photo documentation on the the SIP review conducted. 4. Attendance sheets duly accomplished by the participants. 5. Logbook of incoming /Outgoing communications 			All relevant programs, projects, and activities targetted in the ESIP implementation are regularly reviewed and adjusted by the school community making them responsive to the emerging issues and concerns of the school.	<p>Not all programs, Projects, and Activities in the ESIP are implemented successfully, reviewed regularly and adjusted according to the emerging needs of the school and community.</p> <p>The implementation of the Programs, Projects, and Activities in the ESIP are monitored, and reviewed collaboratively by the school stakeholders and adjusted to the emerging needs, challenges and opportunities.</p> <p>The engagement of stakeholders evidently shows that the School Community takes the lead in the review and adjustment of the relevant Programs, Projects, and Activities implemented according to the ESIP targets, timelines and measurable outcomes.</p>				

Intended Outcomes	Qualitative Indicators for Level III	Documnetary Analysis			Criteria	Scoring Rubrics			Rating/ Score	Observation/Discussion/ Recommendation
		Reference Documents (MOVs, and Mechanisms)	Other documentary evidence of best practices in the absence of the MOVs in the list	Documented Innovations/ Local Initiatives in the New Normal		1	2	3		
1.3 The school is organized by a clear structure and work arrangements that promote shared leadership and governance and a well-defined the roles and responsibilities of the stakeholders.	The school is guided by an agreed organizational structure/Flow Charts/ Business Process Map where the community stakeholders take the lead in defining the roles and responsibilities in providing technical and administrative support.	<ol style="list-style-type: none"> 1. PTA /SGC CBL/ Manual 2. Roles/Functions elaborated in the minutes of meeting 3. Matrix of the technical assistance provided to stakeholders to sustain shared leadership and governance. 4. Organizational Flow Chart/Structure/ Business Process Map. 			The school has a clear structure and Business Process Map where the roles and responsibilities all the existing clubs and organizations, committees and teams involving stakeholders support are well-defined, discussed, and practiced.	The school has an organizational structure or Flow Chart with a well-orientation on the roles and responsibilities of external and internal stakeholders based on its well defined Organizational Structure/Flow Chart or Business Map.	The school significantly utilizes its Organizational Flow /Business Process Map to realign related processes that promote shared leadership and governance where TA and administrative support are in place.			
1.4 A leadership network that facilitates communication between and among school and community leaders for informed decision-making and solving of school-community wide-learning problems.	The network allows easy exchange and access to information sources beyond the school community.	<ol style="list-style-type: none"> 1. Documented information on an expanded access to information and network of communication with other government agencies, organizations and partners. 2. Compilation of reports on the Fora, symposia and other activities conducted. 3. School Website/ Dash Board 4. School Report Card/SMEA Reports 			The school has institutionalized a communication network that facilitates efficient reporting system and easy access to information.	The school has developed a mechanism for the presentation of school data profile including but not limited to the financial liquidations and performance indicators.	The school has established a functional comprehensive communication system that allows the regular presentation of the updated school data profile including but not limited to the financial liquidations and performance indicators.	The school has institutionalized a dynamic organizational communication system that facilitates information sharing to reach individuals, groups, organizations, LGUs, agencies for school-community partnership.		

Intended Outcomes	Qualitative Indicators for Level III	Documnetary Analysis			Criteria	Scoring Rubrics			Rating/ Score	Observation/Discussion/ Recommendation
		Reference Documents (MOVs, and Mechanisms)	Other documentary evidence of best practices in the absence of the MOVs in the list	Documented Innovations/ Local Initiatives in the New Normal		1	2	3		
1.5 A sustained development program is in operation where all school personnel are trained and capacitated and the stakeholders are well-informed and engaged in school development activities.	The School Leaders efficiently carried out the responsibility for their own training and development, School community leaders working individually or in groups, coach and mentor one another to achieve the VMG.	<p>Reference Documents (MOVs, and Mechanisms)</p> <ol style="list-style-type: none"> 1. Copy of the Training and Development Plan , Self-monitoring and evaluation tool 2. Copy of the Training/Activity Design for Teaching and Non-Teaching personnel and Stakeholders. 3. Report on the TIP/LAC/SLAC /LDM sessions conducted, with the attached List of participants. 4. ESIP/AIP 5. 	Other documentary evidence of best practices in the absence of the MOVs in the list	Documented Innovations/ Local Initiatives in the New Normal	The School Initiated Training and Development Programs responsive to the needs of personnel and information sharing activities for stakeholders and other community leaders.	<p>1</p> <p>The school has crafted a long term development plan based on the needs of all school personnel.</p>	<p>2</p> <p>The school has implemented the Training and Development Plan that is responsive to the needs of school personnel and stakeholders.</p>	<p>3</p> <p>The School Initiated Training and Development Program that is sustained, all personnel are trained and capacitated, stakeholders and community leaders are informed and engaged in school development activities.</p>		

2. Curriculum and Instruction

Principle of Community-Based Learning

The curriculum learning systems anchored on the community and learners' contexts and aspirations are collaboratively developed and continuously improved.

<p>2.1 A curriculum that leads to a change in practice, inclusive, relevant and responsive to the needs of all types of learners thereby producing graduates who are equipped with the 21st century skills.</p>	<p>The delivery of the basic education curriculum is efficient and it suits the varying contexts of the school and community,</p>	<p>1. CI Project/Action Research for Teaching Learning process</p> <p>2. Results of Action Research are adapted and applied.</p> <p>3. Contextualized Intervention programs for teaching and learning.</p> <p>4. Learners Profile/tracking System</p> <p>5. Culminating Performances and Recital</p> <p>6. Documentation on the school offerings and specialized programs.</p> <p>7. Quaterly Assessment Results</p> <p>8. COT</p> <p>9. List of learners who are NC II Holders. (JHS &SHS)</p> <p>10. Profile of SHS Graduates</p>		<p>The basic education curriculum has provided opportunities for the learners holistic development.</p>	<p>The school has implemented inclusive and responsive special program/s to address diverse needs of learners.</p>	<p>The evidence of practice supports that the school has designed and implemented the Contextualized Intervention programs that are regularly monitored, assessed and adjusted according to the varying contexts of the school and community.</p>	<p>The school regularly assesses the over-all efficiency and effectiveness of instruction to drive continuous improvement of the learning outcomes and the quality of education.</p>		
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Intended Outcomes	Qualitative Indicators for Level III	Documnetary Analysis			Criteria	Scoring Rubrics			Rating/ Score	Observation/Discussion/ Recommendation
		Reference Documents (MOV's, and Mechanisms)	Other documentary evidence of best practices in the absence of the MOV's in the list	Documented Innovations/ Local Initiatives in the New Normal		1	2	3		
2.2 A school that has created a positive climate for curriculum innovation, localization and contextualization to achieve clearly defined objectives which cast the learners in an active, dynamic self-actualizing role, competent and responsible for learning lifeskills.	Best practices in localizing the curriculum are mainstreamed and benchmarked by other schools. A remarkable increase in the number of projects that utilizes the community as learning laboratory, and the schools as an agent of change for development.	<p>Reference Documents (MOV's, and Mechanisms)</p> <ol style="list-style-type: none"> 1. Contextualized approaches are integrated in the DLP/DLL /ILP 2. Completion of Quality-assured localized learning materials and resources 3. Lesson Guides and WHLP 4. Schedule for the Remedial Instruction/Intervention Program 5. Completion of Least learned competencies and the appropriate intervention program/activity and the list of learners who have not meet the expectations 6. MELCS/SLMs 7. Sample of students creative and innovative outputs 	Other documentary evidence of best practices in the absence of the MOV's in the list	Documented Innovations/ Local Initiatives in the New Normal	The school and its teachers are adaptive and technically equipped in the localization and contextualization of the curriculum for the 21st century learners to be holistically and skillfully developed.	<p>1</p> <p>Learning standards and competencies are adhered in the delivery of instructions and preceded with localization and contextualization of relating the content of the curriculum to local condition and real life situations.</p>	<p>2</p> <p>The school has the compilation of localized learning materials and context-based resources that are produced and utilized to achieve higher learning outcomes.</p>	<p>3</p> <p>The adoption of the approaches to localization and contextualization has provided avenues for the exploration of relevant modalities which casted the 21st century learners to be holistically and skillfully developed.</p>		
2.3 Escalating in the Stakeholder engagement/support in the production/ publication of the learning materials that facilitate the development of creative, critical thinking and problem solving skills among learners.	Learning Materials /SLMs and basic approaches to develop creative, critical thinking and problem solving skills of learners are being used/adopted in school, in the family and in community	<p>Reference Documents (MOV's, and Mechanisms)</p> <ol style="list-style-type: none"> 1. School Reading Program 2. Math Thinkers Quest (Math Camp, Jingles) 3. Copy of Strategic Intervention Materials (SIM)/Science Investigatory Projects (SIPs) approved by the Division Office 4. Collaboration with SGC/BRGY Educ. Committee/PTA in the production of localized IMs. 5. School Assessment Result (NAT, NCAE, CFSS) 6. Teacher-Made or Teacher-Developed Materials 7. MOU and DOD 			The school has collaboratively produced/published locally developed learning materials/SLMs with the support of its stakeholders.	<p>Developed/Produced Self-Learning Modules (SLMs), Strategic Intervention Materials (SIMs), and other references for learning.</p>	<p>Locally developed Self-Learning Modules (SLMs) Strategic Intervention Materials (SIMs), and other learning resources are collaboratively produced and made available with the support of the community experts.</p>	<p>The Self-Learning modules, Strategic Intervention Materials, and other resources are efficiently utilized for instruction and information sharing which casted a strong school and community connections and actions that support better outcomes for learning.</p>		

Intended Outcomes	Qualitative Indicators for Level III	Documnetary Analysis			Criteria	Scoring Rubrics			Rating/ Score	Observation/Discussion/ Recommendation
		Reference Documents (MOVs, and Mechanisms)	Other documentary evidence of best practices in the absence of the MOVs in the list	Documented Innovations/ Local Initiatives in the New Normal		1	2	3		
2.4 An M & E Framework to ensure the holistic growth and development of the learners and the community.	a. The monitoring system is accepted and regularly used for collective decision. (National, Regional, Division or School-Based)	<p>Reference Documents (MOVs, and Mechanisms)</p> <ol style="list-style-type: none"> 1. Records/documents of the monitoring System/utilization of data gathered 2. Feedback on the monitoring conducted 3. Pictures, Attendance, Narrative Report/ Accomplishment Reports 4. SRC reported to the LGU,SGC Meeting PTA/Gen. Assembly 5. Reports in the conduct of FGD with stakeholders 6. Data on the Institutional Assessment (NCs) of JHS/SHS Students under the TVL/CT Track and Strand (This does not apply for the Elementary Schools) 			The schools has established an M & E Framework that outlines the objectives, inputs, outputs and outcomes in the PIAs.	<p>1</p> <p>The school has adopted (national, regional and Division) or developed its own tool to monitor progress. output and outcomes.</p>	<p>2</p> <p>The school has installed a functional monitoring system that tracked the achievement of the curriculum goals and objectives and the implementation of the targeted PAs in the ESIP.</p>	<p>3</p> <p>The school utilizes the monitoring and evaluation results for collective action, recommendation when changes maybe needed for improvement of practice.</p>		
	b. The monitoring tool covers both qualitative and quantitative indicators.	<ol style="list-style-type: none"> 1. Clients' feedback 2. Analysis of the monitoring results 3. Copy of the Monitoring Tool (National, Regional and Division and Contextualized) 4. List of QA/M & E Team 			M&E mechanism that measures productivity, efficiency and effectiveness of the school operation.	<p>Feedback mechanism is established to improve the monitoring system , process and tool .</p>	<p>Monitoring system, process and tools are adjusted , gaps are identified , challenges are addressed, performance indicators are clearly defined.</p>	<p>The school has created a Quality Assurance /M&E Team to help set out basic principles of school operation that measures productivity,</p>		

Intended Outcomes	Qualitative Indicators for Level III	Documnetary Analysis			Criteria	Scoring Rubrics			Rating/ Score	Observation/Discussion/ Recommendation
		Reference Documents (MOVs, and Mechanisms)	Other documentary evidence of best practices in the absence of the MOVs in the list	Documented Innovations/ Local Initiatives in the New Normal		1	2	3		
2.5 Assessment Results showed the development of a broader range of life skills among learners and the significant academic progress across learning areas and grade levels.	School assessment results are used to develop community-based learning programs that are responsive to the needs of diverse learners.	<p>1. Copy of the contextualized learning program/s</p> <p>2. Copy of School-Initiated Intervention (S.I.I.)</p> <p>3. Attendance of quarterly parent-teacher conference during distribution of progress report cards.</p> <p>4. School Forms</p> <p>5. Assessment Tools</p> <p>6. Assessment Rubrics</p> <p>7. Reading Proficiency Profile for Oral and Silent Reading.</p> <p>8. Profile of Non-readers and learners with special needs.</p>			Classroom-Based Assessment Tools are reviewed and adjusted as a systematic basis for making inferences for teaching and learning to determine the academic progress of diverse learners.	<p>The school has utilized existing assessment tools for teaching and learning.</p> <p>The school recognizes the active role of teachers in designing authentic performance-based assessment tool with rubrics that made the learning objectives and the evaluation criteria explicit and measurable.</p> <p>The school has initiated community-driven programs, projects and activities in ensuring learners' safety and protection in the new normal.</p>	3			
2.6. An inclusive, gender-sensitive School Learning environment, that nurtures the vision, mission and goals of the department of Education; where "no learner shall be left behind".	a. A Community-driven learning environment that is inclusive and adherent to child's rights and protection requirements.	<p>1. Accomplished checklist in adherence to Child Protection and Child Friendly School Learning Environment methods and resources (to be clarified, if checklist is available)</p> <p>2. Copies of Child-centered DLL, strategies and other instructional materials</p>			Learning managers and facilitators observed inclusivity of learners and ensure that they are protected with their basic rights in the school, home and community.	<p>The school has conducted Child Mapping and profiling of learners. (including OSC & OSY).</p> <p>The school has functional Child Protection Policy Committee ensuring that all learners are protected.</p> <p>The school has initiated community-driven programs, projects and activities in ensuring learners' safety and protection in the new normal.</p>				

Intended Outcomes	Qualitative Indicators for Level III	Documentary Analysis			Criteria	Scoring Rubrics			Rating/ Score	Observation/Discussion/ Recommendation
		Reference Documents (MOVs, and Mechanisms)	Other documentary evidence of best practices in the absence of the MOVs in the list	Documented Innovations/ Local Initiatives in the New Normal		1	2	3		
	b. A Child Friendly Learning Environment that gives value to the over-all well-being of individuals where every learner gets equal opportunities to develop holistically his/ her fullest possible potential.	<p>1. Curriculum Guides/ Teachers Manuals/ Teacher's Guides focusing on children's rights</p> <p>2. Copy of the teacher-made Learning Materials utilized for instruction</p> <p>3. CFSS Assessment</p> <p>4. CPP Committee/Action Plan</p> <p>5. DLP/ILP integrating CFSS and CPP</p>		Documented Innovations/ Local Initiatives in the New Normal	A learning environment that promotes the best interests of every learner where the child-rights approach is incorporated in the teaching and learning to set out the aim for holistic education.	All School Personnel are well-oriented on the CFSS and CPP.	School manager, teachers, non-teaching personnel and other stakeholders have ensured the best interests of the learners, their rights to safety and holistic education are cared for properly.	The school has incorporated the child-rights approach in the delivery of the teaching and learning that exemplifies the aim of education for the holistic development of every learner.	3	

2.7. Learners are equipped with essential knowledge, skills, and values to assume responsibility for their own learning in varying contexts of the new normal in education.	a. A continuous exchange of information sharing and expertise and resources in school, home and community for the development of self-directed learners.	<p>1. Learners Achievement/ accomplishment report</p> <p>2. Progress/tracking report</p> <p>3. SF 9</p> <p>4. Learners Projects</p> <p>5. Portfolio (student's output)</p> <p>6. Instructional devices/materials</p> <p>7. Learning Modules/ Contextualized Activity Sheets across Learning Areas</p> <p>8. Community LCs</p> <p>9. Availability of Instructional Managers/ Mobile Teachers for ALS</p> <p>10. Bridging/Catch-up Program/ADM</p> <p>11. Reading Center/ Sentrong Pagbasa</p> <p>12. Workshop Laboratories</p>			School mechanisms and various initiatives that forged partnership with stakeholders in building learners who are accountable for their own learning and development.	The school has established mechanisms in the management of resources for curriculum implementation.	Various Initiatives to develop self-directed learners are evident.	Forged partnership with the stakeholders for information sharing, exchange of expertise and resources that build learners who are accountable for their own learning to equip themselves with KSA and values in the varying contexts of the new normal in education.		
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Intended Outcomes	Qualitative Indicators for Level III	Documentary Analysis			Criteria	Scoring Rubrics			Rating/ Score	Observation/Discussion/ Recommendation
		Reference Documents (MOVs, and Mechanisms)	Other documentary evidence of best practices in the absence of the MOVs in the list	Documented Innovations/ Local Initiatives in the New Normal		1	2	3		
	b. A learning program that is continuously improved, mainstreamed and relevant to emergent demands of learners with special needs, the gifted and the talented.	<p>1. Implementation of mainstreamed program(Inclusive Education)</p> <p>2. SMEA (School Monitoring, Evaluation and Adjustment) of mainstreamed program</p> <p>3. School Implementation Forms and Class Program</p> <p>4. Sample learning Resources/Output</p> <p>5. Planning, Implementation, Evaluation and Accomplishment Reports for Special Programs (SPA,SPS,SPFL,STE, Science Curriculum ,SPED and etc. if applicable)</p> <p>6.Enrichment programs implemented with measurable impact, output and outcomes.</p>		Efficient execution of the mainstreamed programs for basic education that blends learners of differing capabilities, the gifted and the talented and those with special needs.	The school has identified, adopted, benchmarked efficient approaches and strategies for mainstreaming programs in education.	Teachers have contributed to the efficient management of the mainstreamed programs and the corresponding resources for learning.	The mainstreamed programs and other Special Programs for basic education are efficiently implemented and delivered to help learners with special needs including the gifted and the talented.	3		

3. Accountability and Continuous Improvement

Principle Principle of Accountability for Performance and Results

Standard A clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains.

3.1 An increasingly enlightened vision of shared leadership and a renewed commitment in the performance of multifaceted roles of stakeholders to sustain best practices for continuous improvement.	An escalating expansion of School and community partnership and sprouting local initiatives have weaved resources for learning to achieve desired goals.	<p>1. RA 9155/ PPST/ PTA/SGC/SSG/ SPG/CPP CBL/Manual</p> <p>2. Roles/Functions elaborated in the minutes of meeting</p> <p>3. Attendance sheets, accomplishment report/ minutes pictorial/ documentations of the meeting conducted on the roles and responsibilities of SPT</p> <p>4. DOD/MOU</p> <p>5. Plan alignment documents</p> <p>6. DRRM Implementation Plan and Evaluation</p> <p>7. Hazard Mapping</p> <p>8. Intervention Programs</p> <p>9. Enrichment Programs</p> <p>Special Program Implementation Plan and Evaluation results if applicable.</p>		Roles and responsibilities in the implementation of the ESIP/AIP/PAPs are collectively agreed by the community stakeholders.	The school has organized a functional PTA/SGC, Stakeholders Forum, adopts supporting the execution of the ESIP/AIP.	The school has escalated expansion of school and community partnership, collaboration and shared leadership and accountability to achieve desired goals.	The school has installed accountability mechanism in the performance of multifaceted roles of stakeholders to sustain best practices for continuous improvement.		
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Intended Outcomes	Qualitative Indicators for Level III	Documnetary Analysis			Criteria	Scoring Rubrics			Rating/ Score	Observation/Discussion/ Recommendation
		Reference Documents (MOVs, and Mechanisms)	Other documentary evidence of best practices in the absence of the MOVs in the list	Documented Innovations/ Local Initiatives in the New Normal		1	2	3		
3.2. A sustained Resiliency Program adaptive to varying contexts, changing times and educational trends in the delivery of quality basic education.	An improved school and community service access to provide equal opportunities for learning, shared decision making with stakeholders, recognition of best practices, initiatives that support higher performance outcomes.	<ol style="list-style-type: none"> 1. Stakeholder's Recognition/Appreciation/ Certificate of Awards and Incentives 2. List of awardees (external and internal) 3. List of School Awards 4. School program initiatives 5. Photo documentation 6. Approved O/PCRF 7. Resiliency Program . 8.Succession Plan 9. R & R Program 		Documented Innovations/ Local Initiatives in the New Normal	An enabling mechanism for R & R that suits the need of the changing times and trends in basic education.	<p>The school has given recognition to performing teachers, learners and stakeholders at least once a year.</p> <p>The school has organized and established a system for rewards and recognition of school personnel, learners and stakeholders.</p> <p>The school has sustained best practices for R & R and other support services that are adaptive to varying contexts, trends in the educational system and in the delivery of relevant, inclusive and quality basic education.</p>	3			
3.3. Management structures & mechanisms are responsive to the emerging learning needs & demands of the community.	School community stakeholders continuously & collaboratively review & enhance accountability systems' processes, mechanisms & tools.	<ol style="list-style-type: none"> 1. SMEA/Performance Review Documents 2. Documents showing collaborative activities for Continuous improvement e.g program, survey tool, pictures with caption 			The accountability system, processes, mechanism, and tools are regularly reviewed.	<p>The school has conducted monitoring activities for teaching and learning Progress and the status of PAs implementation.</p> <p>The school has designed/adopt ed monitoring tools for performance review and evaluation of school PAs, academic progress of learners and the</p> <p>The school has installed performance review, evaluation, and adjustments to enhance accountability system across all learning areas and school</p>				

Intended Outcomes	Qualitative Indicators for Level III	Documentary Analysis			Criteria	Scoring Rubrics			Rating/ Score	Observation/Discussion/ Recommendation
		Reference Documents (MOV's, and Mechanisms)	Other documentary evidence of best practices in the absence of the MOV's in the list	Documented Innovations/ Local Initiatives in the New Normal		1	2	3		
3.4.A progressive mechanisms, tools and processes at all levels of school governance have demonstrated the accomplishment of desired interventions over time.	School community stakeholders continuously & collaboratively review & enhance the accountability systems, processes, mechanisms & tools.	<p>Reference Documents (MOV's, and Mechanisms)</p> <ol style="list-style-type: none"> 100% of the PAPs in the context of the ESIP are articulated & collaboratively reviewed by the school & other stakeholders. Minutes of the review on the enhance accountability systems, processes, mechanisms & tools PAPs monitoring and tracking documents 		Documented Innovations/ Local Initiatives in the New Normal	The accountability system, processes, mechanism, and tools are collaboratively developed and agreed.	The school has conducted review on the accountability system and mechanism.	The school community has collaboratively developed and implemented the accountability system and mechanism.	The school has regularly reviewed the accountability system and mechanism for enhancement of practice and for continuous improvement at all levels of school governance.		

3.5. A systemic change in the existing school governance has moved towards shared decision making that institutionalizes resilience coping mechanisms, tools and processes for continuous improvement.		<p>Reference Documents (MOV's, and Mechanisms)</p> <ol style="list-style-type: none"> SMEA/Performance Review Documents (MPRE) Minutes of the quarterly meetings, regular assembly of parents (online/face to face) Technical Assistance (TA) Plan Report on the TA provided. CI Projects completed and its utilization and adoption Performance assessment and evaluation results 7. Project W.A.T.C.H. Implementation Plan and Accomplishment Report that capsulized support to systemic change 			Fostered School and Community connections and has institutionalized an enabling resilience coping mechanisms, tools and processes in the utilization of performance assessment and evaluation results to achieve the desired goals.	The school has designed/adopted mechanisms, tools and processes to measure school performance.	The results of performance assessment and evaluation, clientele feedback and satisfaction are utilized as basis for strategic action, TA provision and alignment of plans for PAPs implementation and improvement in the delivery of services.	Fostered School-Community connections for an increasing resilience in systemic change that embraces shared governance as an optimal approach in blending resources for the continuous improvement in the achievement of the desired goals.		
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4. Management of Resources

Principle of Convergence to Harness Resources for Education

Resources are collectively and judiciously mobilized and managed with transparency, effectiveness and efficiency.

Intended Outcomes	Qualitative Indicators for Level III	Documnetary Analysis				Criteria	Scoring Rubrics			Rating/ Score	Observation/Discussion/ Recommendation
		Reference Documents (MOVs, and Mechanisms)	Other documentary evidence of best practices in the absence of the MOVs in the list	Documented Innovations/ Local Initiatives in the New Normal	1		2	3			
4.1. A caring community that represents a promising direction and support to address emerging issues and concerns to address learning gaps and generate resources needed in the effective delivery of instructions.	Collaboratives are sprouting in the management and utilization of school resources, facilities and equipment for teaching and learning that evolved a wide spectrum of stakeholder responsibilities	<p>1. WFP, PPMP, APP & Annual Implementation Plan (AIP)</p> <p>2. Cash Disbursement Register (CDR) & Cash Disbursement Journal (CDJ), Updated Transparency board in all generated funds</p> <p>3. Physical inventory of facilities, materials, chairs fixtures, lab. Apparatus/ Enhanced Basic Education Information System- National School Building Inventory (EBEIS-NSBI)</p> <p>4. Minutes of the meeting reflecting the presentation of school budget to teachers and community during PTA meetings (opening, Mid-year, Year- end)</p> <p>5. Updated Human Resource Profile</p> <p>6. SF3</p>			The school has fostered accountability mechanism that is compliant to COA guidelines on school property management and efficiency and transparency in the management and utilization of its resources.	<p>1 The school has accomplished and submitted annual inventory of school facilities and equipment.</p> <p>2 The school has observed efficient use of its resources, facilities and equipment compliant to COA guidelines and policies.</p> <p>3 The school has fostered mechanism on the efficient management of resources compliant to COA guidelines on property management and utilization, observed transparency and maintained updated school inventory of supplies, facilities and equipment, buildings and learning resources acquired, allocated, purchased and donated</p>					
4.2. Continuous engagement of stakeholders in strategic planning, implementation of PAPs, monitoring, evaluation to upgrade component of best intervention in the New Normal.	Stakeholders collaborate to ensure timely and need-based planning and resource programming that support continuous implementation to address key phases of task and plan implementation.	<p>1. SMEA/ Performance Review documents</p> <p>2. Minutes of the planning conferences, meetings with the stakeholders.</p> <p>3. Intervention Program and Plan adjustment that suit the context and needs in the new normal.</p>			A Strategic Plan that intensified resource mobilization to address issues and concerns in the delivery of basic education in the new normal.	<p>The school has conducted strategic planning participated by the internal stakeholders.</p> <p>The school has involved the internal and external stakeholders in the strategic planning to address issues and concerns in the new normal.</p> <p>The school has involved the stakeholders in the regular dialogue and strategic planning for resource mobilization, intervention and adjustment of ESIP targets for efficient delivery of basic</p>					

Intended Outcomes	Qualitative Indicators for Level III	Documentary Analysis			Criteria	Scoring Rubrics			Rating/ Score	Observation/Discussion/ Recommendation
		Reference Documents (MOVs, and Mechanisms)	Other documentary evidence of best practices in the absence of the MOVs in the list	Documented Innovations/ Local Initiatives in the New Normal		1	2	3		
4.3. Judicious, appropriate, and effective use of school resources to provide quality basic education.	Clientele-focused resource management system is sustained, replicated and benchmarked by other schools, individuals and group.	<p>Reference Documents (MOVs, and Mechanisms)</p> <ol style="list-style-type: none"> 1. SMEA/ Performance Review Documents 2. Prompt submission of Liquidation report 3. Updated Report on the Utilization of School MOOE and other Local Funds (e.g. PTA, SSG, and Canteen) 4. Logbook for incoming and outgoing communications. 5. Attendance registry for the activities 6. Report on the Inventory of School Facilities and Equipment 	Other documentary evidence of best practices in the absence of the MOVs in the list	Documented Innovations/ Local Initiatives in the New Normal	A successful implementation of the resource management plan, efficiently installed a system that suits school context, sustained, replicated and benchmarked by other schools, individuals and group.	The school has developed a resource management system that is responsive to the needs of the community.	The school has designed and successfully implemented its resource management plan and has efficiently installed its system, tools and processes.	The school has sustained the implementation of the community-developed resource management system, replicated and benchmarked by other schools, individuals and group.		

4.4. School Heads and Learning Facilitators have delineated high level of accountability and resiliency in the management, acquisition and utilization of resources for learning that weaved the support of Stakeholders.	School-Community Collaboration are in place, effective and appropriate collaboration of school teams are considered as key facets of addressing issues in the management of resources.	<p>1. SMEA/ Performance Review Documents</p> <p>2. Other documents such as Brigada Eskwela Portfolio/Report</p> <p>3. Inventory of School resources for learning.</p> <p>4. List and accomplishment reports of school teams</p> <p>5. Monitoring and evaluation results</p> <p>6. documents on Project W.A.T.C.H. implementation and advocacy</p>			The Annual Implementation Plan and the School PIAs are reviewed and revisited, management of resources implementation of PAPA are regularly monitored and evaluated to note significant impact on school performance	The School Planning and Project Teams collaboration in the monitoring and evaluation of PAPA implementation.	The results on the monitoring of PAPA implementation are utilized for the plan adjustments that addressed emerging issues and concerns.	The School Priority Improvement Areas are reviewed to make significant impact in the implementation of PAPA and in strengthening on-going efforts supported by stakeholders.		
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Intended Outcomes	Qualitative Indicators for Level III	Documentary Analysis			Criteria	Scoring Rubrics			Rating/ Score	Observation/Discussion/ Recommendation
		Reference Documents (MOVs, and Mechanisms)	Other documentary evidence of best practices in the absence of the MOVs in the list	Documented Innovations/ Local Initiatives in the New Normal		1	2	3		
4.5. Upgraded network and linkages, multifaceted and integrated partnerships are built to address complex needs in resource management.	An established system of partnership with stakeholders is sustained and carried out in daily activities to build essential support to SBM.	<ol style="list-style-type: none"> 1. MOA, MOU & resolutions 2. Deed of donation/ acceptance 3. List of donors, adopters, existing partners and potential partners 4. List of resources, projects acquired through donations, partnership and stakeholders engagement. 5. BRIGADA ESKWELA/ASP Report and Evaluation Results 5. Resource Mobilization Documents 		Documented Innovations/ Local Initiatives in the New Normal	Building capacity and infrastructure that sustained school-community partnership and stakeholder engagement in raising the bar of SBM Level of Practice.	<p>1 The school has forged partnership with stakeholders in the implementation of PAPs.</p> <p>2 The school has sustained partnership with the LGUs at all levels, Industries, agencies, groups and Individuals.</p> <p>3 The school has upgraded network and linkages and sustained stakeholder engagement in raising the bar of SBM Level of practice and the Continuous Improvement of the learning outcomes.</p>				

B. Improvement of Learning Outcomes

60% Overall Tally

Performance Indicators			Interval	Points	Year 1	Year 2	Year 3	Average/ Variance/ Percentage	Score	Weighted Rate	Weighted Score
1	Enrolment Rate	5% and Up	15					0%		3%	0.00
		3% - 4%	10								
		2% and below	5					0%		5%	0.00
2	Drop-Out Rate	0	15								
		1% - 2%	10					0%		3%	0.00
		3% and Up	5								
3	Survival Rate	95% - 100%	15								
		90% - 94%	10								
		89% and below	5					0%		3%	0.00
4	Graduation Rate	95% - 100%	15								
		90% - 94%	10								
		89% and below	5					0%		3%	0.00
5	Retention Rate	95% - 100%	15								
		90% - 94%	10								
		89% and below	5					0%		3%	0.00
6	Promotion Rate	95% - 100%	15								
		90% - 94%	10								
		89% and below	5					0%		3%	0.00
7	Completion Rate	95% - 100%	15								
		90% - 94%	10								
		89% and below	5					0%		14%	0.00
8	Proficiency Level (SF 6)	80% and Up	15								
		60% - 79%	10								
		59% and below	5					0%			
9	a Normal	80% and Up	15								
		60% - 79%	10								
		59% and below	5					0%			
	b Wasted	0% - 10%	15								
		11% - 20%	10								
		21% and Up	5					0%		5%	0.00
	c Severely Wasted	0% - 10%	15								
		11% - 20%	10								
		21% and Up	5					0%			
	d Obese	0% - 10%	15								
		11% - 20%	10								
		21% and Up	5					0%			
	e Overweight	0% - 10%	15								
		11% - 20%	10								
		21% and Up	5					0%			
Reading Milestones (Phil-IRI/Contextualized Tool/Results of the 8-week Curriculum)											
A. Proficiency in English (Elementary - 6% and Secondary - 6%)											
10	a Independent	30% and above increment	15								
		20%-29% increment	10								
		10% and below increment	5					0%		6%	
	b Instructional	30% and above increment	15								
		20%-29% increment	10								
		10% and below increment	5					0%			
c Frustration	30% and above reduction	15									
	20% - 29% reduction	10									
	10% and below reduction	5					0%			0.00	
B. Literacy Level (Elementary - 6% and Secondary - 6%)											
10	a. Non-Readers	80% and above reduction	15								
		50% - 79% reduction	10								
		49% and below reduction	5					0%		3%	
	b. Impact of the intervention programs for Learners with Special Needs	80% and above reduction of non-readers	15								
		50% - 79% reduction of non-readers	10								
		49% and below reduction of non-readers	5					0%			
	c. Implementation of Intervention programs for Learners with Special Needs	Full implementation	15								
		Implementing and operationalizing	10								
			Planning and Resourcing	5							

Reading Milestones											
A. Proficiency in Filipino (Elementary - 6% and Secondary - 6%)											
11	a	Independent	30% and above increment	15				0%		6%	0.00
			20%-29% increment	10							
			10% and below increment	5							
	b	Instructional	30% and above increment	15				0%		6%	0.00
			20%-29% increment	10							
			10% and below increment	5							
	c	Frustration	30% and above reduction	15				0%		6%	0.00
			20% - 29% reduction	10							
			10% and below reduction	5							
B. Literacy Level (Elementary - 6% and Secondary - 6%)											
	a.	Non-Readers	80% and above reduction	15				0%		3%	0.00
			50% - 79% reduction	10							
			49% and below reduction	5							
	b.	Impact of the reading intervention programs.	80% and above reduction of non-readers	15				0%		3%	0.00
			50% - 79% reduction of non-readers	10							
			49% and below reduction of non-readers	5							
	c.	Implementation of intervention programs for Learners with Special Needs	Full implementation	15				0%		3%	0.00
			Implementing and operationalizing	10							
			Planning and Resourcing	5							

Total 60% 0.00 x 100

B. Improvement of Learning Outcomes

0.00