PILLAR

Performance Review & Evaluation

PILLAR ELEMENT

- Performance Review & Evaluation
- CalibratingPerformanceAssessment

SAMPLE ACCOMPLISHED OPCR AND IPCR (Teaching & Non-teaching)



Republic of the Distinguies Department of Education Rection Schools division of Lange GTY

SCHOOLS DIVISION OF LYGNE CITY

OFFICE PERFORMANCE COMMITMENT AND REVIEW FORM

| Name of Employee: | JAMES R. AMMASI | Name of Rater. | ARNEL S. BANDIOLA |
|--------------------------|--|-----------------|---|
| Position | School Principal I | Pesition: | Assistant Schools Division Superintendent |
| Division/Name of School: | SDO Laoag City/ Suyo Elementary School | Date of Review: | |
| Rating Period: | September 2022 - July 2023 | | |

| I | ø | | |
|----------------------|------------------------|------------|--|
| | 2003 | , | 4 |
| | Average | | n |
| | Rating | | n · |
| A de la Constitución | Actual Resource | | implemented 100% of the PPAs of school plans in the approved AIP and ESIP within the school year 2021-2022. Presented the ft. MOVs: - Approved AIP - Approv |
| | | - | Developed and implemental with the school offering team below 70% of the physication plans in the approved E-SIP within the school year (SY)) No acceptable evidence was shown |
| | | 2 | Developed and implemented with the school planning team 70 - 79% of the pAsis school plans in the approved E-SIP within the school year (SY) Developed and implemented the approved E-SIP/ within the school year (SY) ARB in the approved E-SIP/ supporting the approved E-SIP/ supporting to the approved E-SIP/ supporting to the supporting MOV's |
| | Performance Indicators | 3 | Developed and implemented with the school planning team 80 - 89% of the pracks school plans in the approved E-SIP and AIP within the school year (SY) Developed and implemented the PPAs in the approved E-SIP and plans in the school year (SY) AIP as a evidenced the approved E-SIP/AIP and a supercond E-SIP/AIP and a supercond E-SIP/AIP as evidenced the approved E-SIP/AIP and AIP and A |
| | Perfor | 4 | Developed and implemented with the school planning leam 90-99% of the PPAs/school plans in the approved E-SiP and AIP within the school year (SY) PPAs in the approved E-SiP/AIP as evidenced AIP |
| IRING PLANNING | | 2 | Developed and implemented with the school planning team 100% of the PPAs' school plans in the approved E-SIP approved E-SIP (SY) Developed and implemented the PPAs in the school year (SY) Developed and All within the school year AlP as evidenced by all 4 of the supporting MOVs |
| DOL | | | Euriciency Quality and Timeliness |
| TO BE FILLED DU | Welght | Per KRA | % |
| Ţ | 41 | | Sept 2021 - July 2022 |
| | | Objectives | in To develop and implement 100% of the Projects Programs and Activities (PPAs) of the approved AP and E-SIP with the school planning team a ligrace with institutional goals and policies within the school year (SY). Main MoV: Main MoV: Approved Enhanced- School Improvement Plan (E-SP), Annual Improvement Plan (E-SP), Annual Improvement Plan (E-SP), Annual Improvement Plan (S-SP), Annual Improvement Plan (S-SP) of Stool of Stool of Stool of Stool projects and policies and institutional goals and policies according from the school persistement report. Copy of school projects according framing team. Copy of school projects according framing team. Copy of school projects according framing team. Naturals of Meetings Chees: Visual and other form of documentation fram of documentation |
| | Key Result Areas | (KRAs) | STRATEGICALLY |
| | Major Final | Outputs | Provision of Quality Basic Education |

| | _ | 7 | | |
|------------------------------|------------------------|--------------|--|--|
| | Score | | P3 | |
| | Average | | un | |
| | Rating | • | นา | un . |
| | Actual | Results | Utilized feedbacks to the feedbacks to the following PPA's: Link Link Link Link Program Linked Face- LicFace -GBFP | Feedbadda gatherad from: from: dialogue, 2.fat results, 3. Clerit Satisfaction From. Satisfaction From. 5. Enrollment school forms/ online errollment, etc. |
| | | - | No PPA on school improvement in teaching and tearning on any aspect of school operation utilized the feetbacks gathered within line school year (SY) | Only 1 relevant document presented |
| | | 2 | 1 PPA on school improvement in leaching and learning or in any seperat or school operation utilized the feedbacks gathered within the school year (SY) | Accomplished PPAs are supported by 2 MOV |
| | Performance Indicators | 8 | 2 PPAs on school improvement in teaching and learning or in any aspect of school operation utilized the feebacks gathered within the school year (SY) | Accomplished PPAs are supported by 3 MOVs |
| | Perfor | 4 | 3 PPAs on school improvement in teaching and learning or in any aspect of school operation utilized the feedbacks chool year (SY) | Accomplished PPAs are supported by 4 MOVs |
| TO BE FILLED DURING PLANNING | | 2 | At least 4 PPAs on school improvement in teaching and learning or in say aspect of school operation utilized the feebacks gethered within the school year (SY) | Accomplished PPAs are supported by 5 MOVs |
| | | | esenilemiT bns viileuQ | Ещејелеу |
| TO BE FILLE | Weight | Per KRA | , % u | |
| | Timeline | | Sept 2021 – July 2022 | |
| | Objectives | Cajecuves | 2. To utilize feedbacks gathered such as learners voloce, feelings, views and or ophinors to inform policy development and desiburnaking to at least four (4) PPAs on school improvement in teaching and saming or in any aspect of school operations within the school year (SY) Neams of Verifications. Any document that: Any document that shows the teachocks a stown the teachocks a stown the teachocks a stown that the activities of the school operations and the school operations within the school year and the school operations are solved that are activities that the school operations are solved the teachocks a stown the teachocks a stown that the teachocks a stown the teachocks a stown that the teachocks a stown th | mechanism used inficates he stategy(es) applied to address dectback gathered histrates address taken in response to leadbacks which plants to utilization of the feedbacks gathered in school policy development and in decision-making towards strool improvement |
| | Key Result | Areas (KRAs) | | |
| | Major Final | Outputs | Provision of Quality Basic Education | |

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|--------------|----------------------------|------------------------|--------------------------|--------------------|------------------------------|--------------------|-----------------------|---------------------------|----------------------|------------------|------------------------|------------------|--------------------|-----------------------------|----------------------------|-----------------------------|---------------|
| .175 | | | | | | | | | | | | | | | | | |
| 3.5 | | | | | | | | | | | | | | | | | |
| 63 | | | | | | | | | | | | | | | | | |
| Utilized the | relevant findings | of this study. | | 1, Improving the | achievement of | Grade 6 Pupils | Through | Science Extra | Challenge (3cie- | X-Challenge) | • | 2.Differentiated | instruction: A. | research basis | | | |
| l l | _ | and evidence- | based innovation | was completed. | conducted or | approved that | | | | | conducted in the | division which | improved school | performance | within the school | year (SY) | |
| | 1 data-driven and | evidence-based | Innovation was | not completed or | conducted but | approved that | utilized the | relevant findings | of at least 1 | research study | conducted in the | division which | Improved school | performance | within the school | year (3Y) | |
| | 1 data-driven and | evidence-based | innovation was | not completed but | conducted and | approved that | utilized the | relevant findings | of at least 1 | research study | conducted in the | division which | Improved school | performance | Within the school | year (SY) | |
| | 1 data-driven and | evidence-based | Innovation was | completed. | conducted and | approved that | utilized the relevant | findings of at least | 1 research study | conducted in the | division which | improved school | performance within | the school year | (SY) | | |
| | 2 or more data- | driven and | evidence-based | Innovations were | completed, | conducted and | approved that | utilized the | relevant findings | of at least 1 | research study | conducted in the | division which | Improved school | performance | within the school | year (SY) |
| | | | | | s | Sa | ijέ | mi | T E | ane | ίλ | jen | Ø | | | | |
| | 2% | | | | | | | | | | | | | | | | |
| | Sept 2021 - | July 2022 | | | | | | | | | | | | | | | |
| | 3. To utilize the relevant | findings of at least 1 | research study conducted | in the division in | facilitating the completion, | Implementation and | approval of 2 or more | data-driven and evidence- | based innovations to | improve school | performance within the | school year (SY) | Main MOV | Accomplishment report(s) on | innovative program(s) that | improved school performance | within the SV |
| | | | | | | | | | | | | | _ | - | | | |
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Presented the fl.
MOVE
| eaching and | eaching and | eaching and | eaching or resources | eaching or resources | eaching or resources | eaching or pediagony | (J.C. INSET) | eaching or conducted or pediagony | (J.C. INSET) | eaching or conducted or resources | (Deformation or Any Other accordation or comment of the eaching or each o No acceptable MOV was presented. No main MOV presented but at least 1 supporting MOV is presented Main MOV is supported by at 1 supporting MOV Main MOV is supported by at 2 supporting MOVs Mein MOV is supported by at least 3 supporting MOVs Ettlciency Supporting NOVs:

a approved innovative
program(s)

leading and learning
materials or resources
developed
a nother research study (if
applicable)

trainings conducted on
pedagogy
copy of research material used
as preference
Any other exceptable
document

| 9 | T | | |
|------------------------|----------|--|---|
| Score | | .255 | |
| Average | | Mn | |
| Rating | | เก | . us |
| Actual | Kesuits | Duly accomplished Basic Education Information System (REIS) • Updated enrodment in the LS Tagging of Tagging of Tagging of Es Company of Est Company o | Presented the following: Results of the sounds or the survey sprcR I IS generated SF is Budget Muniching school IR Portal |
| | - | Not 1 system, process, mechanism, activity or similar activity or similar silvation relevant to efficient and efficient and efficient and operations demonstrated evident management of minormation using technology, incoulding ICT throughout the school year (SY). | As ovidenced by the main MOV alone |
| Performance Indicators | 2 | 1 system, process, mechanism, activity or similar situation relevant to refricient and efficient and efficient and efficient and demonstrated demonstrated information using technology, including ICT including ICT including ICT stronghout the school year (SY). | As evidenced by main MOV and 2 supporting MOV |
| | 8 | 2 systems, processes, mechanisms, activities or other activities or other school of the state of the school operation demonstrated and efficient management of school data and information using technology. | As evidenced by main MOV and 3 supporting MOVs |
| Perfo | 4 | 3 systems, mechanisms, activities or other similar situations relevant to efficient and effects school operations school operations demonstrated evident management of school data and information using technology, technolog | Presented main MOV and 4 supporting MOVs |
| | 45 | At least 4 systems, processes, mechanisms, advities or other similar situations relevant to efficient and efficient and efficient and efficient and efficient and efficient and management of school date and information using including ICT in | Presented the main MOV and 5 supporting MOVs |
| | | Quality and Timeliness | (checks) |
| Weight Par | KRA | , %s | |
| Himself | | Sept 2021 - | |
| O. F. C. | Sectives | 4. To manage school data and information using technology, including ICT, to ensure efficient and effective school operations as evidenced in at least 4 retwart mechanism, selvidites or other similar attuations throughout the school year (SY). Main MOV Duly accomplated Basic Education information System (SY). Main MOV Bully accomplated Basic Education information System (SY) and the school year (SY). Bulls of Sight in the ower accuracy of detainments in overall data management overall data management of the system aligned with the existing BEIS of Depte CO so certified or validated by the Division Planning Officer | Bupporting MOVs - Locument that show - relevance & effectiveness of targeted components of data management system - Technology-based data management with actual outputs preserving invarvoned school data and information - LiS grencetted SFe - SFRC - Other & Documents that shows utilization of CT to delever efficient school operations. |
| Key Result Areas | (KRAs) | 2. MANAGING SCHOOL OPERATIONS AND RESOURCES | |
| Major Final | Outputs | Provision of Quality Basic Education | |

| Score | | 009: | Carrie Maria | | | |
|------------------------|----------------|--|---|--|--|--|
| Average | _ | us | | | | |
| Rating | | ır, | ro. | vo. | | |
| Actual | Results | Presented a certification of No audit on observation of observation no notice of a disallowanione and suspension. | Certification from the Division Accountant | Gomplete set of Ilquidation reports submitted (September 2021 to July 2022). | | |
| | - | More than 7 Audit Observation Mamorandum, Notice of Notice of Notice of Suspension or any form of communication/ procurement, disputication, procurement, procurement and disputation aligned with the school year. | Utilized below 71% of the school financial resources as reflected in the SIP/AIP | Submitted below four (4) liquidation/ liquid | | |
| | 2 | 6-7 Audit Observation Memorandum, Notice of Disallowance or Notice of Suspension or any form of communication/ document received from COA and other higher or regulating authorities authorities authorities authorities authorities allocation, policites, guidelines and lissuances in policites, disbursement and liquidation alligned with the school plan within the school year. | Utilized 71-80% of the school financial resources as reflected in the SIP/AIP | Submitted four (4) liquidation/ financial reports with complete supporting documents every and of the month | | |
| Performance Indicators | 6 | 4-5 Audit Observation Memorandum, Notice of Disallowance or Notice of Suspension or any form of communication/doc urnent received from COA and other higher or regulating euthorities indicating lapses to 100% adherence to polices, guidelines and issuences in allocation, illouidation aligned with the school plan within the school year. | Utilized 81-90% of the school financial resources as reflected in the SIP/AIP | Submitted five (5) Ilquidation/financial reports with a Complete supporting documents every end of the month | | |
| Perfo | 4 | 2-3 Audit Observation Mamorandum, Notice of Notice of Notice of Suspension or any form of communication/doc with this of the most of the m | Utilized 91-99% of the school finandal resources as reflected in the SIP/AIP | Submitted six (6) Iquidation/ financial reports with complete supporting documents every end of the month | | |
| | 20 | 0-1 Audit Observation Memorandum, Notice of Disallowance or Notice of Suspension or any form of communication or communication or communication or communication regulation authorities and cation productement disbursement disbursement disbursement alignication alignication alignod with the school plan within the echool year. | Utilized 100% of the school financial resources as refected in the SIP/AIP | Submitted seven (7) liquidation/ financial reports with complete supporting documents documents month | | |
| | | VillenD | Efficiency | z≥snil o miT | | |
| Weight Par | KRA | , v | | | | |
| Timeline | | Sept 2021 – July 2022 | | | | |
| Objectives | and the second | 5. To manage finences by 100% adherence to policides, guidefines and issuances in allocation. procurement, disbursament and ilquidation aligned with the school plan Man MOV. Approved PPIAP, APP Finencial Management SystemProcess Supporting MOV. Approved PPIAP, APP Finencial Management SystemProcess and guidefines. Supporting MOV. Any document that highlights management of finances adhering to policies and guidefines. Liquidation Reports (Mon-IIIs) Finandal Reports (Mon-IIIs) | | | | |
| Key Result Areas | (NKAB) | | | | | |
| Major Final | annan | Provision of Quality Besic Education | | | | |

| Score | 125 | | |
|------------------------|------------|--|--|
| Average | • | , | |
| Rating | | · · | v) |
| Pactural | annes. | No aucil observation memorandum and notice of disaltowence and suspension. | Report on the contrasted are that a contrasted and summary of processor (CS) for the sachool year Lipkaned Lipkaned Lipkaned Lipkaned CLNs and couldment. Report on property equipment Report on property equipment agossal signed by proper sufforty. |
| | - | More than 7 Audit Observation Memorandum or any form of communication / document received from COA and other Higher or requisition of authorities inclosive authorities inclosive authorities of the country of the coun | Main MOV and 1 supporting document was presented |
| | 2 | 6-7 Audit Observation Memorandum or any function over function over function over function COA and other function functi | Main MOV and 2 supporting documents were presented |
| Performance Indicators | 3 | 4-5 Audit Chraevation Memorandum or any form of communication / document received from COA and other higher or regulating authorities and issuances and sequision, recording, utilization, repair and maintenance, storage and disposal within the SY | Main MOV and 3 Supporting documents were presented |
| Perfor | * | 2-3 Audit Deservation Memorandum or any form of communication / document received from COA and document received from COA and document received from COA and from ToA from T | Main MOV and 4-5 supporting documents were presented |
| | 2 | 0-1 Audit Observation Memorandum or any form of communication / document received from COA and other higher or regulating authorities indicating lapses indicating lapses indicating lapses adherence to policides adherences to policides adherences on acquisition, recording, utilization, repair and maintenance, storage and disposal within the SY | Main MOV and all supporting documents were presented |
| L | | Quality and Timeliness | Efficiency |
| Welcht Per | KRA | 2.5% | |
| | Timeline | Sept 2021 – July 2022 | |
| | Objectives | Lancon to the state of the stat | Consumption Report Report on property equipment (appear) equipment (a |
| Man Beault Areas | (KRAs) | | |
| Major Class | Outpute | Provision of Ouality Besic Education | · |

| Score | | | | |
|------------------------|------------|--|---|---|
| Average | 45 | | un | |
| ,Rating | ď | | vo | w |
| Actual | Results | Telebowry or Celebowry Coesignation of Designation of Designations of Centrations Ordentations Ordentations Ordentation of DRPM system Request Letter NSED documentation and My ECU Fiyers ECU Fiyers ECU Fiyers ECU Fiyers Health ORRA the board in all instructional in all instructional in all instructional in all instructional Commission of RAUDAR. | 7 out 7 teachers were provided technical assistance | Presented the following documents: -PMCF - TA Plan - COT - COT - Monitoring Cheddist of WHLP |
| | - | Main MOV and 1 supporting MOV was presented | NO acceptable evidence was shown | · |
| | 2 | Continuous instruction is shown by main MOV and 2 aupporting documents. Main MOV and 2 supporting moves were presented | Provided or facilitated Technical Assistance to 1-3 teacher in need of help on content standards and pedagogies within and across learning areas to improve their teaching practice within the school year. | Presented main MOV with 1 supporting documents |
| Performance Indicators | 9 | Continuous instruction is shown by melin MOV and 3 - 4 supporting documents. Main MOV and 3-4 supporting MOVs were presented | Provided or Tacillated Tachinical Assistance to 4-5 teachers in need of Ineip on content standards and pedagogies within and across learning areas to improve their teaching practice within the school year. | Presented main MOV with 2 supporhing documents |
| Perfor | 4 | Continuous by main MOV and 5 supporting documents. Main MOV and 5 supporting were presented | Provided or facilitated facilitated Assistance to 6 teachers in need of help on content standards and pedagogies within and across learning arreas to improve their teaching practice within the school year. | Presented main MOV with 3 supporting documents |
| | 20 | Main MOV and 6 – 7 supporting MOVs were presented | Provided or facilitated Assistance to 7 teachers in need of he pon content standards and pedagogies within and across learning areas to improve their teaching practice within the school year. | Presented main MOV with 4 supporting documents |
| | | Efficiency | Quality and Timeliness | ЕЩсівису |
| Weight Per | KRA | · | 40% | |
| | Imeline | | Sept 2021 – July 2022 | |
| | Objectives | Supporting MOVE: Any document that highlights managing school selecy for dissater preparedness, miligation, and resiliency 1. Orientation of DRRM system 2. Any form of communication to agentical staken blass maguesting for support for the continuous delivery of instruction. 3. NSED documentation and completion existing report. 4. Evocustation and completion existing report. 4. Evocustation and completion existing report. 6. DRRM into board in all instructional reports of dissater. 6. DRRM who board in all instructional reports of dissater. 7. Stabus of submission of productional report (RADAR) 8. Report of Division DRRM ficial person on status of poststained delivery of sustained delivery of | 8. To provide or facilitate technical assistance to 100% of teachers in need of help on teaching standards and pedagogies within and across learning areas to improve their teaching practice within the school year. Main NOV Performance Management Coaching Form Supporting Form Supporting MOVs | Any document that highlights the provision of technical assistance to teachers in need of help on teaching standards and pedagogies 1. Synthesized IPPR Results 2. Monitoring and evaluation report on the implementation of TA Plan 3. Observation Notes and COT highlighting the connent and pedagogy. 4. Coaching and Pedagogy. Amentoring Narrative Report |
| Key Result Areas | (KRAs) | | 3. FOCUSING ON TEACHING AND LEARNING | |
| Major Final | Outputs | Provision of Quality Basic Education | , | |

| Score | 700 | | 004: |
|------------------------|--|--|--|
| Average | 4 | | 4 |
| Rating | 4 | • | • |
| Actual | Conducted 10 SLACs/ training to teachers. (See MOVs attached in Objective 3) | The following MOVs were presented: Hassroom Dialogues - School Plan - Consoldated results of feedback feedback evaluation - Client Satisfaction Survey | 90 learners achleved 85% or more learning proficiency. |
| | 1 training and dovelopment activity is conducted to help teachers improve their performance as per result of validate dufficed back within the SY. | 1 supporting MOV was presented | Less than 30% of the total leamer populace achieved 85% or more leaming proficiency by the end of the 4" of quartae as a result of utilizing learning outcomes in developing databased interventions |
| | 2 training and development development development development conducted to help teachers in improving their parformance as per result of velidated feedback dedback developments/ perents/ persents/ persents | 2 supporting MOV's presented | 30 - 39% of the total learner populace adhleved 85% or more learning proficiency to at least by the end of the 4" quarter as a result of utilizing learning outcomes in developing databased interventions |
| Performance Indicators | 3 training and development activities were conducted to help all teachers in improving their performance as per result of validated from learners. If from bearners, stekeholders within the SY | Presented 3 supporting MOVs | 40 - 49% of the total learner populace achieved 85% or more learning proficiency by the end of the 4 th quester as a result of utilizing learning outcomes in developing databased interventions |
| Perfor | 4 training and development activities were conducted to help all leadshers in improving their performance as performance as performance and from learners/ from learners/ stakeholders within the SY | Presented 4 supporting MOVs | 50 - 59% of the total learner populace achieved 85% or more learning profidency by the end of the 4th quarter as a result of utilizing learning outcomes in developing databased interventions |
| | 5 or more training and development activities were conducted to conducted to the performance as per result of validated feedback obtained from learners// parents// stakeholders | Presented 5 supporting MOVs | At least 60% of the total learner populace achieved 85% or more learning proficiency by the end of the 4" quester as a result of utilizing learning outcomes in developing datalinterventions |
| | Quality and Timeliness | ЕЩаепсу | Quality and Timeliness |
| Weight Per | . (305) | | |
| Timeline | Sept 2021 – July 2022 | | Sept 2021 – July 2022 |
| Objectives | 9. To use validated feedback obtained from learners, parents, and other stakeholders in conducing 5 or more training and developments inprove their performance within the school year (SY) Supporting MOVs Any document that highlights the use of validated feedback obditioned that is the use of validated feedback obditioned than the electronic training and other stakeholders. | | 10. To utilize kerning outcomes in developing databased interventions to achieve 65% and above proficiency of at least 60% to the total learner populare by the end of the 4" quarter. Main MDV Data-based intervention Program |
| Key Result Areas | | | |
| Major Final | Provision of Quality Basic Education | | |

| Score | | | 225 |
|------------------------|------------|--|--|
| Average | | * | 1. |
| Rating | • | 4 | īu |
| Actual | Results | Documents presented are the following: -SF 5 -SF 8 -OMEPA Report -School Report Card | Attended/ Participated 5 Webinars or online courses. |
| | 1 | No MOV is presented | No participation to any professional network. |
| | 2 | Presented main MOV and 1-2 supporting MOVs | Participated in 1 - 2 professional networks to upgrade upgrade skills and to skills and to practice, within the school year. |
| Performance Indicators | 3 | Presented main MOV and 3 supporting MOVs | Participated in 3 professional networks to uggrade knowledge and skills and to enhance practice within the school year. |
| Perfo | 4 | Presented main MOV and 4 supporting MOVs | Participated in 4 professional networks to upgrade knowledge and skills and to enhance practice within the school year. |
| | 150 | Presented main MOV and 5 supporting MOVs | Participated In 5 or more professional networks to upgrade knowledge and skills and to enhance practice within the school year. |
| | | Efficiency | Seanibrait bna VilleuQ |
| Welght Per | KRA | (10%) | (%9) |
| | | | Sept 2021 – July 2022 |
| | Objectives | Supporting MOVS Any document that highlights Any document that highlights to ubtassed interventions 1. Baseine date used in developing date 1. Baseine date used in devention para intervention para intervention para intervention para intervention para performance inclusion. 3. Moritaring and Evaluation report on the conducted intervention and adjustment plan. 4. Developed and intervention program ubtains the assessment real. 5. Relative data showing introvert leasures. 5. Relative data showing introved learners' outcomes. | 11. Participate in at least four (4) professional networks to ungrade whowlst to ungrade who when the chance practice within the school year. Means of Verification booxmerts that lughterin participation in professional networks to ungrade networks to ungrade metworks to ungrade in a webinar, relooding. |
| Key Result Areas | (KRAs) | · | 4. DEVELOPING SELF AND OTHERS |
| Major Final | Outputs | Provision of Quality Basic Education | and the second s |

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| 9 5 FE FO |
| Presented the following documents: Seathcas of anticipation of anticipation of anticipation of anticipation of accognition of peakership in my professional reganization in a denchmanding denchmanding denchmanding denchmanding |
| Presented the following documents: Certificas of parlopation Proof of implementation of recognition Speakership in any professional organization Any orcof of parlopation in a Benchmarking |
| |
| Only 1 MOV presented to show participation to professional network. |
| Only 1 MOV shows and the shows the s |
| Q # # 2 E |
| on io wer o |
| ahowing participation to professional networks were presented |
| 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 |
| BE C. C. |
| as show and in the state of a sta |
| 3 MOVs showing participation to professional introprise were presented presented |
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| are ere |
| A MOVs showin participation to professional networks were presented |
| 4 MOVs showing participation to professioation to professioation to professioani networks were presented |
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| o show on the day show on the day of the day |
| Presented all MOVS showing participation to professional onetworks |
| Efficiency |
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| upskilling, and other trainfulls seminarl wortshop. Proof of implementation. Certificate of recognition/ sepeakership in a webinar, retooling, and other trainfulling, and other trainfully seminarly seminarly workshop. Membership in any processional processional organization organization in separationarking eactivity. |
| and other minimary must on the total of the |
| rupskiling, and other trupskiling, and other workshop. Proof of implementation. Certificate of recognition/ a speakership is and out trupskilling, and o |
| upskiling, and other upskiling, and other trainfing learning workshop. 3. Certificate of recognition/ a seperearship in any proof of processional organization. 4. Membership in any proof of participation in a cartvily. |
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| Score | 450 | | 0.225 |
|------------------------|--|--|--|
| Average | NO. | | 5. |
| .Rating | un ur | , | un |
| Actual | Resurta Conducted 12 professional initiatives 10 SLCA 11 NSET 11 GAD 11 GAD 12 AD ADVs ADVs ADVs ADVs ADVs ADVS | SLAC Plan Narrative Recors (SLAC) Reflectors of teachers Attendance Sheel Pictures NISET Plan/Report Manutes of Pictures and Attendance sheet of | Designated all the 8 teachers with Special Assignments and Coordinatorships |
| | Implemented 5 and below professional initiatives within the (SY) to enhance enhance address among personnel among personnel | Presented main MOVs with no NOVs with no relevant support document | No teacher was provided with opportunities to perform beadeaship roles and designation of teams by designating them as coordinator. Committee chair and similar positions within |
| | Implemented at least 6-7 professional initiatives within the school year (SY) to enhance address performance gaps among personnel | Professional initiatives are supported with main MOVs and 1 support means of verifications | Provided 1.3 teacher with opportunities to perform leadership roles and feet and teams by designating them as coordinator, and similar and similar |
| Performance Indicators | Implemented at least 8-9 professional initiatives within the enhance strengths and eddress among personnel | Professional initiatives are supported with main MOVs and 2 - 3 support means of verifications. | Provided 4-5 Reachers with opportunities to perform leadership reles and responsibilities as individuals and designating them as so coordinating. committee chair and stimilar positions within the school year (SY) |
| Perfor | Implemented at least 101 professional initiatives within the action year (SY) to enhance strongths and address among personnel | Profession el initiatives are supported with main MOVs and 4-5 support means of verifications. | Provided 6-7 leachers with opportunities to perform leadership roles and responsibilities as individuals and leams by designating them as controllete controllete chair and similar and similar and similar school year (SY) |
| | implemented 12 or more professional initiatives within the activol year (SY) to enhance strongths and address performance personnel | Professional initiatives are supported with main MOVs and all support means of verifications. | Provided 8 Provided 8 Peachers with opportunities to perform leadership roles and responsibilities and teams by designating them as coordinator, committee chair committee chair and similar or and simil |
| | SzəniləmiT bne YhleuQ | EţĮciency | Quality and Timeliness |
| Weight Per | (10%) | | (5%) |
| | Sept 2021 - July 2022 | | Sept 2021 – July 2022 |
| | 12. Implement at least 12 or more professional initiatives within the school year to enhance strengths and address performance gaps among personnel within the school year (SY) MANN MOVE Approved SLAC Sesson Approved IN SET Professional Meetings Supporting Documents: 1. Approved SLAC REDAT National Report 1. Approved SLAC REDAT National Report Nati | (SLAC) 2. (SLAC) 3. Ohre documents proving the conduct of SLAC 4. Approved NSET Report Report Active 6. Minutes of Porfessional Medings Corre documents proving the conduct of the professional meeting | 13. Provide 8 teachers with opportunities to perform leadership roles and responsibilities as individuals and teams by designating them as coordinator, coordinator, coordinator, within the school year (SY) |
| Key Result Areas | (KRAs) | | |
| Major Final | Outputs Provision of Quality Basic Education | | |

Provided the following:
Official Descriptions
Action Par Actornograms
Actornograms
A recompliance
A recomplianc Presented main MOV with 0 support document the school year (SY) positions within the school year (SY) Main MOV and 1 support MOV were presented Main MOV and 2 support MOVs were presented Main MOV and 3 support MOVs were presented Main MOV and 4 support MOVs were presented positions within the school year (SY) Efficiency MARN NOVE
Designations
Supporting MoVe:
Action Plan
Montes of Neetings
Montes of Neetings
Paccomplainment report
Paccomplainment report
Paccomplainment report
Operforming the tests

| - | 7 | | |
|------------------------|------------|--|--|
| Score | | 98 | |
| Average | | un. | |
| Rating | | vo | vo ' |
| Actual | Results | Conduded / Implemented / Implemented / Intribed Faceto-Fac | GAD Program Proposal GAD Implementation Plan and Activity Accomplishment Resort Functional School Crist Protection Policy School Child Protection Committee Resort Resort |
| | - | Did not implement any PPA that exhibited any inclusive practice to foster awareness. acceptance and respect within the SY | No significant MOV presented |
| | 2 | Implemented 1 PPA that exhibited any inclusive practice to foster awareness, acceptance and respect within the SY | Implementation is supported by 1 - 2 MOVs |
| Performance Indicators | 3 | implemented 2 Proxe that exhibited Inclusive practices to fostler awareness, acceptance and respect within the Sy | Implementation is supported by 3 MOVs |
| Perfor | Y | Implemented 3 PPAs that exhibited Inclusive practices to feater awareness, exceptance and respect within the SY | Implementation is supported by 4 MOVs |
| | · | implemented 4 or more PPAs that axhibited inclusive practices to foster awareness, awareness, acceptence and respect within the SY | Implementation is supported by all MOVs |
| | | esenilemiT bne yilleuD | Ещсјеису |
| Welght Per | KRA | | |
| - | | Sept 2021 – July 2022 | |
| 10-11-0 | Objectives | 14. To implement 4 or more Programs, Projects and Advilves (PPAs) that exhibit neusive practices, such as gender sensitivity, physical and mental health awareness, and mental health awareness, acceptance and respect within the school year (SY) Means of Verification 1. Approved GAD Program Proposal 2. GAD Program Proposal 2. GAD Program Proposal 2. GAD Program Proposal 3. GAD Program Proposal 3. GAD Program Proposal 3. GAD Program Proposal 3. GAD Program Advilves and Ad | Completion Report Accorptionment Accorptionment Accorption Accorpt |
| Key Result Areas | (KRAs) | 5. BUILDING CONNECTIONS | |
| Major Final | Outputs | Provision of Quality Basic Education | |

| | vo ' |
|--|--|
| Implemented & activities: Notable Distribution and Patrieval Limited face to Fee Brigada Estowella Feeding Program Glean up drive | Presented the industries in MouNtOU in Report on generaled support or generaled support or Appearance (Continuent (Continuent of Appearance) in Menutes of meetings of meetings of continuent or con |
| initiated one (1) partnership with the community, such as parents, authorities, inclusives and outher stakeholders to strangthen support for learner development, as well as school and community improvement within the school year (SY) | No support MOV was presented |
| Initiated two (2) partnership with the community, such as parents, auch as parents, authorities, industries and outher stakeholders to strangthen support for learner well as school and community improvement within the school year (SY) | 1 support MOV were presented |
| Initiated three (3) partnership with the community, such as parents, alurmi, authorities, industries and cities takeholders to strengthen to strengthen support for learner development, as well as school and community improvement within the school year (SY) | 2 support MOVs were presented |
| Initiated four (4) partnership with the se parents, alurmi, authorities, authorities, incustries and other stakeholders to strengthen to strengthen seupport for learner development, as well as school and community improvement within the school year (SY) | 3-4 support MOVs were presented |
| Initiated at least five (5) partnership with the community, such as perents, alumni, eutrorities, industries and olther etskeholders to strengthen support for learner development, as well as school and community improvement within the school | All support MOVs were presented |
| Quality and Timeliness | Ещенсу |
| (6%) | • |
| Sept 2021 – July 2022 | |
| 15. Initiate at least five (5) partnership with the community, such as parents, aburni, authorities, inclusives, inclusives, inclusives and other stakeholders to strengthen support for learner development, as well as school and community community introvement within the school year (5Y) Means of Verification MoAMOU Report on generated support or s | oddzion o supori generater, generater, Mrutes of meetings Other proofs such as pidures |
| | |

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| Score | | £. |
|------------------------------|------------|---|
| Rating Average Score | • | m |
| Rating | , | m |
| Actual | Results | Served as member of the Quality Assurance Team in EsP. |
| | - | No acceptable evidence was shown |
| | 2 | Performed in at least 1 related work / activity that confibrated to the improved organizational performance of the SY with SY |
| Performance Indicators | 60 | Performed in at least 1 related work / activity that contributed to the improved organizational performance of the performance of the district or cluster of schools within the SY |
| Perfor | 4 | Performed in at least 1 related work 1 activity that contributed to the improved organizational performance of the schools (division within the SY |
| | 25 | Performed in at least 2 related works / activities that contributed organizational performance of the schools' division and higher DepEd governance governance Sy |
| | | Quality and Timeliness |
| Weight Per | KRA | (5%) |
| - II | Imemie | Sept 2021 – July 2022 |
| | Objectives | 16. To perform various related workshackvilles that contribute to the improved organizational performance of the schools (the schools division and higher DepEd governance levels within the school year (SY) |
| Major Final Key Result Areas | (KRAs) | PLUS FACTOR |
| Malor Final | Outhouts | Provision of Quality Besic Education |

| OVERALL RATING FOR ACCOMPLISHMENT ADJECTIVAL RATING |
|---|
| |
| |

ARNEL'S-BANDIOLA
Assistant Schools Division Superintendent
Rater

JOANN A. CORPUZ, EdD, CESO V Schools Division Superintendent Approving Authority

JAMES R AMMASI School Fincipal I

| Scale | Outstanding | Very Satisfactory | Satisfactory | Unsatisfactory | Poor |
|-----------|-------------------------|-------------------------|--------------------|--|--|
| val Ratin | - 5.000 | - 4.499 | - 3.499 | - 2.499 | - 1.499 |
| Adjecti | 4.500 | 3.500 | 2.500 | 1.500 | 1.00 |
| | Adjectival Rating Scale | tival Rating - 5.000 | - 5.000 - 4.499 | - 5.000 - 5.000 - 4.499 - 3.499 | - 5.000 - 4.499 - 3.499 - 2.499 |

PART II: COMPETENCIES

The second

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CORE BEHAVIORAL COMPENTENCIES

Self-Management

- 4 Sets personal goals and direction, needs and development.
- Undertakes personal goals and values congruent to that of the organization.
 Displays emotional maturity and enthusiasm for and is challenged by higher
 - goals.

 4 Drivitize work tasks and schedules (through Gantt charts, checklists, etc...
- Prioritize work tasks and schedules (through Gantt charts, checklists, etc.,) to
 achieve goals.
- 4 Sets high quality, challenging realistic goals for self and others.

Professionalism and Ethics

- Demonstrates the values and behaviour enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).
- Practices ethical and professional behaviour and conduct taking into account
 - the impact of his/her actions and decisions.

 | Maintains professional image: being trustworthy, regularity of attendance
- and punctuality, good grooming and communication.

 Makes personal sacrifices to meet the organization's needs/
- Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness.

Result Focus

- Achieves results with optimal use of time and resources most of the time
 Avoids rework, mistakes and wastage through effective work by methods by placing organizational needs before personal needs.
 - Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality time of work in terms of usefulness/acceptability and completeness with no supervision required.
- Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.

Makes specific changes in the system or in own methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.

Teamwork

- 5 Willingly does his/her share of responsibility.
- Promotes collaboration and remove barriers to teamwork and goal
 - accomplishment across the organization.

 Applies negotiation principles in arriving at win-win agreements.
 - Drives consensus and team ownership of decisions.
- Works constructively and collaboratively with others and across organizations to accomplish goals and objectives.

Service Orientation

- Can explain and articulate organizational directions, issues and problems.
- Takes personal responsibility for dealing with and/or correction customer service issues and concerns.
- Initiates activities that promotes advocacy for men and women empowerment.
- Participates in updating of office vision, mission, mandates and strategies based on DepEd strategies and directions.
- Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery.

Innovation

- Examines the root cause of problems and suggests effective solutions.

 Fosters new ideas, processes and suggests better ways to do things (cost and/or operational efficiency).
- Demonstrates an ability to think "beyond the box". Continously focuses on improving personal productivity to create higher value and results.

| States performance exceptions clearly and checks understanding and commitment. Performs all the stages of result-based performance management system supported by evidence and required documents/forms. People Development | Improve the skills and effectiveness of individuals through employing a range of development strategies. Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect. Conceptualizes and implements learning interventions to meet identified training needs. Does long term coaching or training by arranging appropriate and helpful assignments, formal training for other experiences for the purpose supporting a person's learning and development. Subporting a person's learning and development. Such as looking for future opportunities that are in support of achieving individual career goals | CORE BEHAVIORAL COMPETENCIES 4.330 LEADERSHIP COMPETENCIES 4.270 PLUS FÀCTOR OVERALL RATING 4.45 |
|--|--|--|
| Promotes a creative climate and inspires co-workers to develop original ideas or solutions. Translates creative thinking into tangible changes and solutions that Improve the work unit and organization. A Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources. | | Makes specific changes in the performance management system or in own work methods to improve performance (e.g. does something better, faster, at lower cost, more efficiently; improves quality, customer satisfaction, morale revenues). A Sets performance standards and measures progress of employees based on office and department agents. Provides feedback and technical assistance such as coaching for performance improvement and action planning. |

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PART III. SUMMARY OF RATINGS FOR DISCUSSIONS

| sults Adjectival Rating | KRAs and Objectives 4. 53 Outstanding |
|---------------------------|--|
| Final Performance Results | Accomplishments of KRAs and Objectives |

Rater-Ratee Agreement

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

| ABNEL S. BANDIOLA | | Z = 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 - 2 | |
|-------------------------------------|------------|---|--|
| NAME OF SUPERIOR: | Signature: | Date: | |
| NAME OF EMPLOYEE: JAMES'R, ANIMASI, | Signature: | Date: | |

PART IV: DEVELOPMENT PLANS

| Strengths | Development Needs | Action Plan (Recommended Developmental Intervention) | Timeline | Resources Needed |
|---|--|---|--------------|---|
| A. Functional Competencies | | | | |
| Proper and timely utilization of school resources | Improve the reading level of the identified slow readers | -Conduct of regular reading program -Intensive remedial reading | Year- round | Reading Materials School Supplies MOOF Fund |
| Instructional supervision through classroom observation | Improve the instructional competence of the teachers | -Provision of technical assistance to teachers for the improvement of teaching-learning outcomes. | Year- round | School Fund |
| Enhanced and upgraded teaching competencies of teachers | | -Close monitoring and supervision of classes. | | |
| B. Core Behavioral Competencies | | | | |
| Professionalism and Ethics, | Self-image particularly on sets high | -Attend trainings, seminars, | Year - round | MOOE Fund |
| Teamwork | quality, challenging realistic goals | workshops | | School Fund |
| | for self an others. | -Coaching and mentoring | | |

JAMES R. AMMASI

Assistant Schools Division Superintendent

Approving Authority

Rater

JOANN A. CORPUZ, EdD, CESO V Schools Division Superintendent