



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
SCHOOLS DIVISION OF BOHOL

Office of the Schools Division Superintendent

June 28, 2021

DIVISION MEMORANDUM
No. 435, s. 2021

**REVISED SCHOOL-BASED MANAGEMENT (SBM) LEVEL OF PRACTICE
ASSESSMENT TOOL AND VALIDATION FORM**

**TO : ASSISTANT SCHOOLS DIVISION SUPERINTENDENTS
CHIEFs- CID AND SGOD
EDUCATION PROGRAM SUPERVISORS
PUBLIC SCHOOLS DISTRICT SUPERVISORS
PUBLIC SECONDARY & ELEMENTARY SCHOOL HEADS
DIVISION SBM TASK FORCE
ALL OTHERS CONCERNED**

1. Attached is Regional Memorandum No. 0484, s. 2021 dated June 19, 2021 entitled **Revised School-Based Management (SBM) Level of Practice Assessment Tool and Validation Form**, contents of which are self-explanatory for the information and guidance of all concerned.
2. Attention is invited to item no. 6 re the new schedule for the submission of reports such as the SBM Profile of Schools to DepEd Region 7 which is **on or before August 27, 2021**. Consequently, the Division is directing all Districts to submit the District Summary of Results and the SBM Profile of Schools using the Revised School-Based Management (SBM) Level of Practice Assessment Tool and Validation Form **on or before August 25, 2021**
3. In connection to the above, all PSDSs, School Heads and designated SICs are enjoined to attend an online **Orientation on the Revised School-Based Management (SBM) Level of Practice Assessment Tool and Validation Form** on **July 19, 2021**. To join the meeting at Zoom, click on this link: <https://tinyurl.com/BoholSBM>.
4. School Heads are encouraged to review/revisit their SBM documents from 2017-2018 to 2019-2020 and start providing MOVs per dimension per strand as required in the Revised School-Based Management (SBM) Level of Practice Assessment Tool and Validation Form even before the scheduled orientation. The SDO is trying its best to come up with an excel format of the tool that can automatically generate results. This will be shared to the schools once finalized.
5. Widest dissemination of this Memorandum is desired.


BIANITO A. DAGATAN EdD, CESO V
Schools Division Superintendent 





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

Ms. Salustiano
Take Charge
6/19/21

Office of the Regional Director

JUN 19 2021

REGIONAL MEMORANDUM
 No. **0484**, s. 2021

**REVISED SCHOOL-BASED MANAGEMENT (SBM) LEVEL OF PRACTICE ASSESSMENT
 TOOL AND VALIDATION FORM**

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

1. With reference to Regional Memorandum No. 0146, s. 2021 dated March 8, 2021 titled "Assessment and Validation of School-Based Management (SBM) Level of Practice for School Year 2020-2021", this Office hereby issues the enclosed **Revised School-Based Management (SBM) Level of Practice Assessment Tool and Validation Form**.
2. This revised tool takes into consideration the observations and recommendations from the Schools Division Offices (SDOs) gathered by this office during the conduct of a series of SBM assessment and validation related activities.
3. Thus, such modifications suggest applicable directions for improvement of schools in attaining a distinguished SBM level of practice.
4. The Division SBM Task Force with the concurrence of the Office of the Schools Division Superintendent (SDS) may decide on the utilization of the abovementioned tool.
5. In addition, for newly-opened schools, the emphasis of validation of the SBM level of practice shall be on the available school documents only.
6. The new schedule for the submission of reports such as the SBM Profile of Schools is **on or before August 27, 2021**.
7. For more information and clarifications, you may contact the FTAD Office at telephone number (032) 414-7324, and look for Mr. Misael Borgonia, CES, FTAD.
8. Immediate dissemination of this Memorandum is desired.

WORKING TABLE
 DATE 6/21/21
 TIME 9:15 AM
 SIGNATURE [Signature]
 STJ/CAE/PTAD/mgb

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



SBM LEVEL OF PRACTICE VALIDATION FORM

I. Improvement of Learning Outcomes

Baseline Data	SY 2016-2017	2100
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A. Access (45 %)				Access Rating		
School Year	Enrollment	Percentage of Increase	Rating and Equivalent	Rating	Descriptive Rating	Weighted Rating
2017-2018	102.56%	2.85%	1 - Beginning - below 3.00% increase (gross enrolment rate) 2 - Proficient - 3.00- 3.99% increase (gross enrolment) 3 - Highly Proficient - 4.00-4.99% increase 4 - Distinguished - 5.00% and above increase (gross enrolment) or achieved desired net enrolment rate	2	Proficient	0.90
2018-2019	96.08%	-6.47%				
2019-2020	102.92%	6.84%				
Average Percentage of Increase		3.22%				

B. Efficiency (25 %)				Efficiency Rating		
School Year	Drop-Out Rate	Average	Rating and Equivalent	Rating	Descriptive Rating	Weighted Rating
2017-2018	2.00%	1.933%	1 - Beginning - above 10.00% 2 - Proficient - 5.00-10.00% 3 - Highly Proficient - 0.99- 4.99% 4 - Distinguished - 0.00%	3	Highly Proficient	0.75
2018-2019	2.10%					
2019-2020	1.70%					

School Year	Completion Rate	Average	Rating and Equivalent	Rating	Descriptive Rating	Weighted Rating
2017-2018	100.00%	99.500%	1 - Beginning - less than 80.00% 2 - Proficient - 80.00-89.99% 3 - Highly Proficient - 90.00-99.99% 4 - Distinguished - 100.00%	3	Highly Proficient	0.75
2018-2019	98.50%					
2019-2020	100.00%					

School Year	Cohort Survival Rate	Average MPS for the three (3) sy	Rating and Equivalent	Rating	Descriptive Rating	Weighted Rating
2017-2018	85.75%	86.510%	1 - Beginning - less than 80.00% 2 - Proficient - 80.00-89.99% 3 - Highly Proficient - 90.00-99.99% 4 - Distinguished - 100.00%	2	Proficient	0.50
2018-2019	90.00%					
2019-2020	83.78%					

C. Quality (30 %)						
School Year	General Weighted Average (GWA) of Learning	Average MPS	Rating and Equivalent	Rating	Descriptive Rating	Weighted Rating
2017-2018	84.34%	87.437%	1- Beginning- below 85.00% 2- Proficient - 85.00- 89.99% 3- Highly Proficient- 90.00- 94.99% 4- Distinguished- 95.00-100.00%	2	Proficient	0.50
2018-2019	91.20%					
2019-2020	86.77%					

SUMMARY					Rating Scale for Improvement of Learning Outcomes	
Category		Weight	Average Rating	Weighted Average Rating	Total Rating	Descriptive Rating
Access	Enrollment	45%	2.00	0.90	2.17	Proficient
	Efficiency	Drop-out Rate	25%	3.00		
Completion Rate		3.00		0.75		
Cohort Survival Rate		2.00		0.50		
Quality	General Weighted Average	30%	2.00	0.60		

Rating Scale for Improvement of Learning Outcomes

Numerical Rating Scale		Description
0.00	1.74	Beginning
1.75	2.49	Proficient
2.50	3.24	Highly Proficient
3.25	4.00	Distinguished

SBM LEVEL OF PRACTICE VALIDATION ENTRY SHEET

Please enter your data in the cells with light green highlight

I. Improvement of Learning Outcomes

A. Access (45 %)	School Year	Enrollment	Gross Enrollment Rate (GER)	40%	Net Enrollment Rate (NER)	60%	TOTAL	INCREASE
Baseline -->	2016-2017	2100	108.45%	43.38%	93.87%	56.32%	99.70%	
	2017-2018	2211	112.87%	45.15%	95.68%	57.41%	102.56%	2.85%
	2018-2019	2300	104.20%	41.68%	90.67%	54.40%	96.08%	-6.47%
	2019-2020	2100	109.48%	43.79%	98.55%	59.13%	102.92%	6.84%
								3.22%

B. Efficiency (25 %)	School Year	Drop-Out Rate
	2017-2018	2.00%
	2018-2019	2.10%
	2019-2020	1.70%

School Year	Completion Rate
2017-2018	100.00%
2018-2019	98.50%
2019-2020	100.00%

School Year	Cohort Survival Rate
2017-2018	85.75%
2018-2019	90.00%
2019-2020	83.78%

C. Quality (30 %)	School Year	General Weighted Average
	2017-2018	84.34%
	2018-2019	91.20%
	2019-2020	86.77%

MEANS OF VERIFICATION (MOVs)

SBM Dimension: LEADERSHIP

Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
1. The school fosters a culture that encourages excellence and continuous improvement	The school identifies opportunities where excellence and continuous improvement can be practiced by all school personnel and learners	The school institutionalizes a program that fosters a culture of excellence and continuous improvement	The school, with its stakeholders, collaborates in ensuring the sustainability of promoting a culture of excellence and continuous improvement	The school positively influences the transformation of other schools into excellent and continuously improving organizations
	-List of Activities participated by personnel and learners on Goals Setting, Action Plan Development, Assessing the Results, Reflecting and Adjusting Plans *Planning Activities found in SIP-AIP	-List of conducted Program/Project Implementation Monitoring and Review Activities -Inventory of ESIP/School Project Monitoring and Evaluation (M and E) Reports *Quarterly SMEA Report on SIP-AIP reflected Programs and Projects	-List of Established Systems/Processes/ Procedures *List of Available Handbook/ Manual such as SMEA Manual, Planning Manual, Etc.	Recognition Documents/ Paraphernalia
2. The school communicates the DepEd VMVs to ensure shared understanding and promote school effectiveness	The school demonstrates knowledge of the DepEd VMVs	The school communicates the DepEd VMVs to the wider school community to ensure shared understanding and promote school effectiveness	The school, with its stakeholders, makes use of its understanding of the DepEd VMVs to sustain promotion of school effectiveness	The school extends a model of effectiveness to a community of schools
	-List of Strategies of Communicating the DepEd VMVs	-List of Activities where attainment of DepEd VMVs communicated to stakeholders *Brochure, Leaflets, Flyers, Tarpaulin Posters for SIP-AIP-based Activities	-Inventory of the ESIP/School Improvement Project Designs *Compilation of SIP-AIP-based Project Reports	-List of Awards/Certificates of Recognition on school effectiveness *Compilation of Competition-Based Recognition Documents/ Paraphernalia
3. The school develops an evidence-based strategic plan	The school develops a strategic plan aligned with the VMVs	The school develops an evidence-based strategic plan aligned with the VMVs	The school regularly reviews and adjusts the annual implementation plan in relation to an evidence-based strategic plan	The school positively influences a community of schools to develop a functional and effective evidence-based strategic plan.

SBM Dimension: LEADERSHIP

Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
	<p>-Approved Enhanced School Improvement Plan (ESIP)</p>	<p>-List of Developed Strategic/Tactical/Operational Plans *SIP, SIP-AIP, APP, WFP (PPAs), Etc.</p>	<p>-List of conducted Mid and Year-End ESIP/AIP Reviews and Adjustments -List of Adjusted School Improvement Projects *Adjustments made on Strategy/Actions/Specific Activities, Etc. *Adjusted SIP-AIP Quarterly Involves Catch Up Plan and Supplemental Plan</p>	<p>-List of Schools that were provided assistance on ESIP development and implementation *Documentation of Provision of TA to Other Schools o Activity Completion Report o Letters Request for Benchmarking, Orientation, etc. o Captioned Photos o Attendance Sheets</p>
<p>4. The school cultivates leadership among its personnel by providing opportunities to perform leadership roles and responsibilities</p>	<p>The school identifies leadership opportunities for its personnel</p>	<p>The school provides appropriate opportunities for its personnel to perform leadership roles and responsibilities</p>	<p>The school collaborates with its stakeholders in designing a developmental plan on the cultivation and practice of leadership roles and responsibilities</p>	<p>The school creates venues where shared leadership can be actively promoted in a community of schools</p>
	<p>-Updated Comprehensive School Organizational Chart o With Photos o Preferably Tarp but No TOR o Compilation of List of Committees/ Teams with TORs o Updated PDS-based Teachers Profile</p>	<p>Quarterly Accomplishment Reports of Teacher-Led Activities o Memo o Attendance Sheets o Captioned Photos o Compilation of Designation Orders</p>	<p>• Project Implementation Reports o Minutes of Meetings o Attendance Sheet o Resolutions o Captioned Photos Planning Before-Project Implementation During -Project Implementation</p>	<p>Compilation of Competition-Based Recognition Documents/ Paraphernalia re Shared Governance</p>

MEANS OF VERIFICATION (MOVs)

SBM Dimension: CURRICULUM & INSTRUCTION

Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
1.The school provides relevant teaching-learning activities and learning resources that develop desired learning outcomes	The school PROVIDES TEACHING-LEARNING ACTIVITIES and resources that develop desired learning outcomes.	The school provides RELEVANT teaching-learning activities and resources that develop desired learning outcomes.	The school AND ITS STAKEHOLDERS WORK TOGETHER TO PROVIDE CONTEXTUALIZED TEACHING LEARNING ACTIVITIES AND RESOURCES that develop desired learning outcomes.	There is a CONTINUOUS EXCHANGE ON INFORMATION, EXPERTISE, AND MATERIALS AMONG A COMMUNITY OF SCHOOLS to improve the teaching-learning activities and resources that results to a sustained improvement on desired learning outcome
	-List of Phil-IRI, ORV, Diagnostic Tests Results -Inventory of Teaching-Learning Materials per subject/grade level -Compilation of Accomplished Classroom Observation Tool (COT)	-Consolidated results of Phil-IRI, ORV, Diagnostic Tests Results -Inventory of Contextualized Teaching-Learning Resources per subject/grade level -List of Consolidated data from COT indicating observed and not observed indicators	-List of analyzed data from consolidated results of Phil-IRI, ORV, Diagnostic Tests Results -List of contextualized learning materials funded by PTA/SG -Record of LAC Sessions Conducted on the Competencies not observed per Quarter with financial support from stakeholders	-List of notable interventions adopted/adapted by schools to address competency Gaps of learners/students from Phil-IRI, ORV, Diagnostic Tests Results with documents to support (e.g. letter request, MOA, etc.) -List of schools adopting/adapting the contextualized learning materials -List of Schools provided assistance on the conduct of LAC Sessions with documents to support (e.g. letter request)
2.The school utilizes needs-based learning resources to achieve desired learning outcomes	The school UTILIZES AVAILABLE LEARNING RESOURCES to achieve desired learning outcomes.	The school utilizes NEEDS-BASED learning resources to achieve desired learning outcomes.	The school ENGAGES ITS STAKEHOLDERS TO DEVELOP VARIOUS AND INNOVATIVE NEEDS-BASED LEARNING RESOURCES to achieve desired learning outcomes.	EFFECTIVE practices on the development and IMPLEMENTATION OF INNOVATIVE NEEDS-BASED LEARNING RESOURCES are SHARED AND UTILIZED AMONG A COMMUNITY OF SCHOOLS that result to the SUSTAINED improvement of learning outcomes.
	-List of utilized learning resources (Textbooks, Workbooks, SLMs, Manipulative Devices, locally developed and quality assured resources)	-List of Utilized needs-based Learning Resources (LRMDS portal, DepEd Commons, Open Educational Resources (OER if applicable) including locally developed and quality assured resources.	-List of developed Innovative Needs-Based Learning Resources funded by PTA/NGOs	-List of notable practices adopted/adapted by the schools on the development and utilization of needs-based innovative learning resources with supporting documents (e.g. letter)

Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
3.The school implements appropriate teaching-learning support systems that contribute to the developmental needs of diverse learners	The school IMPLEMENTS TEACHING- LEARNING SUPPORT SYSTEMS that contribute to the developmental needs of diverse learners.	The school implements APPROPRIATE teaching learning support systems that contribute to the developmental needs of diverse learners.	The school AND ITS STAKEHOLDERS COLLABORATE IN DEVELOPING AND IMPLEMENTING VARIOUS AND INNOVATIVE TEACHING-LEARNING SUPPORT SYSTEMS that contribute to the developmental needs of diverse learners.	There is a CONTINUOUS EXCHANGE OF INFORMATION, EXPERTISE AND LEARNING RESOURCES among a COMMUNITY OF SCHOOLS to improve the teaching-learning support systems that contribute to the developmental needs of diverse learners. .
	-Inventory of Learners' Learning Styles, Multiple Intelligences per class / section -List of Special Curricular and Co-Curricular Programs with differentiated activities	-List of contextualized teaching- learning support systems (strategies and pedagogies) to meet the developmental needs of diverse learners -Implementation plan of Special Curricular and Co-Curricular Programs with differentiated activities	-List of Implemented Innovative Teaching-Learning support system in collaboration with stakeholders to address diverse learners' developmental needs. -List of stakeholders' support in the implementation of Special Curricular and Co-Curricular Programs with differentiated activities	-List of locally developed teaching-learning support systems adopted/adapted by schools that contribute to the developmental needs of diverse learners -List of Special Curricular and Co-Curricular Programs with differentiated activities adopted/adapted by other schools with supporting documents
4.The school designs differentiated strategies to measure desired learning outcomes	The school ASSESSES LEARNERS to measure desired learning outcomes.	The school DESIGNS DIFFERENTIATED ASSESSMENT strategies to measure desired learning outcomes.	The school ENHANCES THE DESIGNED DIFFERENTIATED ASSESSMENT STRATEGIES THROUGH INNOVATIVE INPUTS FROM ITS STAKEHOLDERS to measure desired learning	An innovative assessment system on designing differentiated strategies to measure desired learning outcomes is SUSTAINED, SHARED, AND CONTINUOUSLY ENHANCED BY A COMMUNITY OF SCHOOLS.
	List of Activities Conducted to assess learners performance (Diagnostic, Formative, Summative, Quarterly, Achievement)	Compilation of teacher-made assessment in all subject areas with assessment matrix (e.g. competency-based test items, output-based/performance-based tasks with rubrics, test item bank, etc.)	-List of activities to validate the compiled teacher-made assessment tools	List of schools adopting/adapting the validated assessment tools

Stadard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
5.The school utilizes the assessment results to improve learning outcomes	The school ANALYZES THE ASSESSMENT RESULTS to improve learning outcomes.	The school UTILIZES THE ASSESSMENT RESULTS TO DESIGN AND IMPLEMENT INTERVENTIONS to improve learning outcomes.	School assessment results are USED TO DEVELOP LEARNING PROGRAMS THAT ARE SUITED TO THE SCHOOL COMMUNITY AND CUSTOMIZED TO LEARNERS' CONTEXT which are also utilized for COLLABORATIVE DECISION MAKING to improve learning outcomes.	The school SHARES AND DISCUSSES ASSESSMENT RESULTS WITH A COMMUNITY OF SCHOOLS to influence the development of innovative and customized interventions that sustain the improvement of learning outcomes.
	<ul style="list-style-type: none"> -List of assessment results from Q1 to Q4 with analysis- -Report on Least Learned Skills by learning area and grade level 	<ul style="list-style-type: none"> -List of designed and implemented interventions to improve learning outcomes. -Intervention plan to address the least learned skills 	<ul style="list-style-type: none"> -Inventory of School-developed Quality Assured Learning Intervention Materials including Strategic Intervention Materials (SIMs) Developed -List of Action Research or Curriculum-related CI Projects based on school assessment results to improve learning outcomes. 	<ul style="list-style-type: none"> -List of other schools adopting/adapting the school's Best Practices on utilization of learning assessment result and learning interventions. -List of schools adopted/adapted the disseminated Action Research or curriculum-related CI Projects

MEANS OF VERIFICATION (MOVs)

SBM Dimension: FINANCE AND RESOURCE MANAGEMENT AND MOBILIZATION				
Standard	Level 1	Level 2	Level 3	Level 4
1. The school ensures that programs, projects and activities are funded as reflected in the school plan.	The school IDENTIFIES programs, projects and activities and fund requirements as reflected in the school plan.	The school ENSURES fund requirements to address priority improvement areas as reflected in the school plan.	The school and its stakeholders ensure the availability of fund requirements for programs, projects and activities that supplement the school plan through innovative ways.	The school shares its effective fiscal planning and budgeting practices within a community of schools to encourage efficiency and influence high performance among them.
	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
	-List of Identified Programs, Projects and Activities where materials and supplies underwent procurement process.	-List of implemented PPAs to address priority improvement areas with fund requirements and actual expenditure.	-Inventory/ Record/ List of Approved Project Proposals/Resolutions/Letter Requests in support of PPAs funded by SEF, Alumni, PTA, etc.	-Records/List of Awards and Recognition/ Benchmarking of other schools on effective FRMM duly acknowledged by higher authority/office.
Standard	Level 1	Level 2	Level 3	Level 4
2.The school ensures that procurement activities are within the approved plan and budget as required by law.	The school is aware of systems and processes on procurement required by law.	The school sets in place systems and processes to ensure that procurement activities are within the approved plan and budget as required by law.	The school and its stakeholders identify and adopt innovative ways for the timely procurement of goods and services within the approved plan and budget.	The school promotes innovative practices and shares information within a community of schools to achieve efficiency in the procurement of goods and services.
	- List of Procurement Activities.	-List of Established localized procurement procedures.	-List of innovative procedures adopted by the school and its stakeholders for the efficient procurement of goods and services.	-List of schools adopted/adapted the innovative procedures for the efficient procurement of goods and services.

Standard	Level 1	Level 2	Level 3	Level 4
<p>3.The school funds are disbursed and utilized in accordance to accounting and auditing rules -and regulations</p>	Disbursement			
	<p>The school disburses funds based on the Monthly Cash Programs or School Operation Budget.</p>	<p>The school ensures that funds are disbursed as planned and in accordance to accounting rules and regulations.</p>	<p>The school adopts innovative disbursement practices with full transparency to its stakeholders in accordance to auditing rules and regulations.</p>	<p>The school shares information and innovative practices on effective disbursement in accordance to accounting rules and regulations to effect sustainable improvement within a community of schools.</p>
	<p>-Records/Inventory of Cash Flow as reflected in the Cash Disbursement Register in accordance with School Operating Budget.</p>	<p>-Records of disbursements reflected in the timely submission of Liquidation Reports.</p>	<p>- List of Innovative Disbursement Practices - List of Programs/Activities that promote full transparency to its stakeholders.</p>	<p>-List of innovative practices on effective disbursement adopted/adapted by other schools.</p>
	Utilization			
	<p>The school is about to meet the minimum required utilization of funds in accordance to accounting and auditing rules and regulations.</p>	<p>The school meets the minimum required utilization of funds in accordance to accounting rules and regulations.</p>	<p>The school, with its stakeholders, ensures that the effective disbursement and fund utilization of funds are sustained and innovative means to improve are developed.</p>	<p>The school encourages the efficient utilization of funds within a community of schools by sharing effective ways that influence positive changes in the practices.</p>
<p>-Certification of Percentage of Fund Utilization.</p>	<p>-Certification of Full Utilization of Monthly Downloaded MOOE Funds.</p>	<p>-List of sustained and innovative of Monthly Utilization of Funds signed by the accountant and noted by the stakeholders.</p>	<p>-List of sustained and innovative utilization of funds adopted/adapted by other schools.</p>	

Standard	Level 1	Level 2	Level 3	Level 4
4.The school implements management strategies to mobilize resources	The school has management strategies in place to mobilize resources.	The school implements effective management strategies to mobilize resources.	The school, with its stakeholders, institutionalizes innovative practices on resource mobilization.	The school shares information about effective practices on resource mobilization that has positive influence on the management strategies of the community of schools
	-Social Mobilization and Networking Plan.	-List of Implemented Social Mobilization and Networking Activities.	- List of Institutionalized and Innovative Social Mobilization and Networking Practices.	-List of Innovative Social Mobilization and Networking Practices adopted/adapted by other School.
Standard	Level 1	Level 2	Level 3	Level 4
5.The school ensures that assets are properly managed and fully utilized.	The school is aware of the existing asset management policy.	The school complies with asset management policy to ensure that assets are properly managed and fully utilized.	The school and its stakeholders ensure that the proper management and full utilization of assets are efficiently sustained through innovative practices.	The school creates a venue for a community of schools to share information and innovative practices on asset management that results to improved performance.
	-List of Asset Management Activities	- List of Established localized Asset Management Procedures	-List of innovative procedures adopted by the school and its stakeholders for the efficient Asset Management	-List of innovative Asset Management procedures adopted/adapted by other schools for full utilization of resources
Standard	Level 1	Level 2	Level 3	Level 4
6.The school complies to all physical and financial reportorial requirements in a timely and accurate manner.	The school complies to all physical and financial reportorial requirements.	The school complies to all physical and financial reportorial requirements in a timely and accurate manner.	The school ensures that reports are used to improve PAPs implementation and fund utilization, and are properly communicated to stakeholders.	The school institutionalizes the regular use of reports as feedback mechanisms to improve physical and financial management systems within a community of schools.
	- List of submitted of Physical and Financial Reports	- List of all complied Physical and Financial Reports submitted to appropriate offices promptly and accurately	-List of Strategies adjusted for improved PAPs implementation and Fund Utilization communicated to stakeholders	-List of Schools Adopted/Adapted the innovative procedures on PAPs implementation and Fund Utilization

MEANS OF VERIFICATION (MOVs)

SBM Dimension: GOVERNANCE				
Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
1.The school ensures active participation of internal and external stakeholders in school governance and operations	The school informs stakeholders about school governance and operations	The school and stakeholders create initiatives relative to school governance and operations	The stakeholders initiate collaboration with the school in creating initiatives relative to school governance and operations	The school promotes the strengthening of stakeholders participation in a community of schools through the sharing of best practices
	-Documentation of meetings/conferences in the crafting/adjustment of school improvement plan or its annual implementation plan with the participation of internal/external stakeholders	-List of Approved PTA/SGC Funded Programs, Projects and Activities including the following information: *Project Title *Issue/Concern Being Addressed *Project Cost * Implementation Dates * Implementation Status *Documentation of meetings/conferences in the crafting/adjustment of school improvement plan or its annual implementation plan with the participation of internal/external stakeholders	-Inventory of Letters from External Stakeholders (signifying their intention to support the school) -List of PTA/SGC Accomplished Projects *Documentation that internal/external stakeholders leads or initiate in the implementation of the identified programs, projects or activities in Level 2 related to school governance and operations	-Documentation of the utilization of best practices in Level 3 to other schools in the district, which includes certificate of recognition by PSDS/SDS, or certification of school heads from other schools
2.The school effectively and efficiently implements its Programs, Projects, and Activities (PPAs) which are aligned to its strategic plan	The school has less than 100% implementation of its PPAs as indicated in the AIP	The school has 100% implementation of its PPAs as identified in the AIP	The school has 100% implementation of its PPAs as identified in the AIP with value-added outputs	The school promotes effective and efficient use of resources which positively influences implementation practices in other schools
	-Approved AIP -List of identified programs, projects and activities in annual procurement plan -List of implemented PPAs	-Certification from PSDS on the 100% implementation of PPAs in Level 1	-Certification from PSDS on the 100% implementation of value-added PPAs (PPAs not included in AIP)	-Documentation of the utilization of best practices in Level 3 to other schools in the district/division, which includes certificate of recognition by PSDS/SDS, or certification of school heads from other schools

SBM Dimension: GOVERNANCE				
Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
3.The school communicates information about the implementation of its PPAs	The school informs its stakeholders about the implementation of its PPAs	The school communicates timely information about its PPAs implementation to the stakeholders	The school communicates timely information to its stakeholders which is accurate and consistent	The school fosters values on transparency and accountability which are shared in a community of schools
	-Record of meetings/ conferences with stakeholders in the implementation of PPAs as reflected in AIP *Invitation Letter, Etc.	-Record of meetings/ conferences with stakeholders which includes their participation and the strategies in the implementation of PPAs in Level 1	-Documentation in the conduct of State-of-School-Address (SOSA) reporting the effectiveness of the implementation PPAs in Level 2	Documentation that the reporting in Level 3 has been shared to 3 to other schools in the district/division, which includes certificate of recognition by PSDS/SDS, or certification of school heads from other schools -
4.The school uses a feedback and monitoring mechanism for its school operations	The school has a feedback and monitoring mechanism in place for school operations	The school uses its feedback and monitoring mechanism for school operations	The school, with its stakeholders, utilizes the results of feedback and monitoring to improve school operations	The school advocates continuous improvement through the strengthening of a feedback and monitoring mechanism in a community of schools
	-List of Methods of Generating Client Feedback *School Monitoring Tools *Suggestion's box *Satisfaction Survey Tools *Online Satisfaction Survey Tools	-List of Actions Taken based on client feedback *Crafted concept papers to address issues and concerns in Level 1	-List of Concerns, Issues, Gaps and Problems (CIGPs) with Resolutions * Documentation on the implementation of the Level 2 with the participation of the internal or external stakeholders	-List of Schools Adopted the Contextualized Process/Procedure Flow on Feedback and Monitoring and Evaluation Mechanisms *Documentation on the utilization of results in Level 3 to other schools in the district, which includes certificate of recognition by PSDS/SDS, certification of school heads from other schools

MEANS OF VERIFICATION (M)

SBM Dimension: HUMAN RESOURCE AND TEAM DEVELOPMENT				
Standard	Level 1	Level 2	Level 3	Level 4
1. The school promotes collaboration and harmonious relationship among its personnel.	The school DEMONSTRATES UNDERSTANDING on the importance of collaboration and harmonious relationship	The school REGULARLY CONDUCTS ACTIVITIES that promote collaboration and harmonious relationship.	The school, WITH ITS STAKEHOLDERS, DESIGNS AND CONDUCTS ACTIVITIES that promote collaboration and harmonious relationship.	The school FOSTERS COLLABORATION AND HARMONIOUS RELATIONSHIP with OTHER SCHOOLS through the conduct of individual and team development activities.
	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
	-List of activities conducted that promote collaboration and harmonious relationship	-List of regularly conducted activities that promote collaboration and harmonious relationship	-List of designed and conducted activities with stakeholders to promote collaboration and harmonious relationship	-List of collaborative activities conducted with other schools to promote and harmonious relationship
Standard	Level 1	Level 2	Level 3	Level 4
2.The school provides a mechanism to help improve individual and team performance	The school IDENTIFIES INDIVIDUAL AND TEAM PERFORMANCE TARGETS based on performance management system and school plan.	The school CONDUCTS ACTIVITIES TO EXPLAIN AND ANALYZE INDIVIDUALS AND TEAMS in relation to the performance management system and school plan.	The school CREATES A MONITORING SYSTEM TO CHECK IF INDIVIDUAL AND TEAM PERFORMANCE TARGETS ARE MET based on the performance management system and school plan.	The school INSTITUTIONALIZES A SYSTEM THAT PROVIDES INTERVENTIONS to address personnel and organization needs to further enhance performance of individuals and teams IN A COMMUNITY OF SCHOOLS.
	-Consolidated Annual Performance Targets	-List of Performance Management Activities conducted	-List of Established Performance Monitoring and Evaluation Procedures	-List of Schools provided assistance on the institutionalization of interventions that address personnel and organizational performance gaps

Standard	Level 1	Level 2	Level 3	Level 4
3.The school recognizes outstanding individual and team performance, exemplary behavior, and needs-based innovations, and initiatives	The school ACKNOWLEDGES OUTSTANDING INDIVIDUAL AND TEAM PERFORMANCE, EXEMPLARY BEHAVIOR, NEEDS-BASED INNOVATIONS, AND INITIATIVES during school events.	The school CONDUCTS RECOGNITION CEREMONIES USING EXISTING GUIDELINES for selecting individuals and teams with outstanding performance, exemplary behavior, needsbased innovations, and initiatives evaluated by the PMT	The school MOBILIZES THE PMT AND LEARNERS in selecting and recognizing individuals and teams with outstanding performance, exemplary behavior, needsbased innovations, and initiatives based on established guidelines.	The school SHARES INFORMATION AND EFFECTIVE PRACTICES about a system of rewards and recognition that are DISCUSSED AND DELIBERATED BY A COMMUNITY OF SCHOOLS to nurture a culture of meritocracy and to sustain outstanding performance.
	-List of Rewards and Recognition related activities conducted	-List of Rewards and Recognition Ceremonies conducted	-List of Performance Management Team and Learners' activities in the Selection and Validation of Nominees for Rewards and Recognition	-List of Schools provided assistance on the development and implementation of Localized Rewards and Recognition Procedures

Standard	Level 1	Level 2	Level 3	Level 4
4.The school cultivates, nurtures, and ensures personal growth, professional enhancement, and team development	The school IDENTIFIES, DOCUMENTS, AND RECOMMENDS INDIVIDUAL AND TEAMS FOR PERSONAL GROWTH, PROFESSIONAL ENHANCEMENT, AND TEAM DEVELOPMENT based on competency standards.	The school CREATES A FUNCTIONAL L & D, TA AND CAREER ADVANCEMENT TEAM which will provide and conduct needs-based interventions and develop opportunities for individual and teams for personal growth, professional enhancement and team development based on competency standards.	The school, WITH ITS STAKEHOLDERS, CREATES A FUNCTIONAL L & D, TA AND CAREER ADVANCEMENT SYSTEM which will provide and conduct needs-based interventions and develop opportunities for individuals and teams for personal growth, professional enhancement, and team development based on competency standards.	The school NURTURES A CULTURE OF CONTINUOUS PERSONAL, PROFESSIONAL, AND TEAM EXCELLENCE that INFLUENCES THE PRACTICES OF OTHER SCHOOLS through a functional school talent management system which tracks, monitors and evaluates efficiency and effectiveness of the L & D, TA and career advancement system for sustainability based on competency standards

	-List of Personnel recommended to participate in various Learning and Development activities	-List of School L&D Council Members and its Terms of Reference (TOR) -List of L&D needs and interventions	- List of conducted needs-based interventions with stakeholders' support -List of contextualized L&D procedures	- List of sustained contextualized L&D procedures adopted/adapted by other schools
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Standard	Level 1	Level 2	Level 3	Level 4
5.The school ensures a work environment that promotes individual and team health and well-being	The school ASSESSES THE HEALTH AND WELL-BEING NEEDS OF INDIVIDUALS AND TEAMS.	The school PROVIDES INTERVENTIONS based on health and well-being needs of individuals and teams.	The school, WITH ITS STAKEHOLDERS, ENSURES THE SUSTAINABLE IMPLEMENTATION OF A CUSTOMIZED school health and well-being program for individuals and teams.	The school promotes a WIDER HEALTH AND WELL-BEING PROGRAM TO BE COLLECTIVELY DEVELOPED, ADOPTED, PRACTICED, ENHANCED, AND SUSTAINED BY A COMMUNITY OF SCHOOLS.
	-Health and wellness profile of personnel	-List of Health and Wellness activities conducted	- List of customized Health and Wellness activities conducted with stakeholders' support	- List of customized Health and Wellness activities adopted/adapted by other schools
Standard	Level 1	Level 2	Level 3	Level 4
6.The school creates a system of succession, exit, onboarding, and turnover of teaching and non-teaching staff	The school IDENTIFIES AND SCRUTINIZES ELIGIBLE TEACHING AND NON-TEACHING STAFF FOR RETIREMENT, PROMOTION, AND TRANSFER based on existing policies.	The school CREATES TEAM to prepare the succession plan of eligible teaching and non-teaching staff for retirement, promotion, and transfer based on existing policies.	The school, WITH ITS STAKEHOLDERS, DEVELOPS A SYSTEM on succession and exit of eligible teaching and non-teaching staff for retirement, promotion and transfer which is consistent with existing policies.	The school COLLABORATES WITHIN A COMMUNITY OF SCHOOLS THROUGH THE COLLECTIVE SHARING OF INFORMATION ON THE RESULTS OF M & E OF A SYSTEM OF SUCCESSION AND EXIT for school personnel to allow effective practices to thrive among them.
	-Profile of Teaching and Non-Teaching Personnel for retirement, promotion, and transfer purposes.	-Succession Plan Development Team with corresponding TOR		

MEANS OF VERIFICATION (MOVs)

SBM Dimension: LEARNING ENVIRONMENT				
Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
1.The school implements policies and procedures for a safe, secure, and equitable learning environment	The school SHOWS AWARENESS of policies and procedures on safe, secure, and equitable learning environment.	The school ensures a safe, secure, and equitable learning environment through the IMPLEMENTATION OF POLICIES AND PROCEDURES.	The school CONSISTENTLY IMPLEMENTS AND INVOLVES STAKEHOLDERS IN THE CONTEXTUALIZATION OF POLICIES AND PROCEDURES to ensure a safe, secure, and equitable learning environment.	The school INFLUENCES PRACTICES OF OTHER SCHOOLS by nurturing a set of values and a learning environment that are safe, secure and equitable learning environment
	<p>-Disseminated and Conducted Advocacy Orientation on Policies, Guidelines and Procedures on HEALTH/ SDRRM/GAD, CPP, Brigada Eskwela, etc. with School Memo and completion report.</p> <p>-Availability of Visual Management Tools such as but not limited to:</p> <ul style="list-style-type: none"> * Citizen's Charter * SDRRM * SDRRM Hotline * Handwashing * Signage such as <i>This Way to the SHS Department; Floor is wet, Comfort Rooms Ahead</i> * Warning Signages (Keep Out! High voltage!) * Health Advisory * GAD Laws * Committees (CPC, 4Ps, Accounting Personnel, ICT, * Organizational Chart * School Leaflets * Etc... 	<p>In addition to the MOVs in Level 1 are:</p> <ul style="list-style-type: none"> -Conducted HEALTH /DRRM/GAD/ CPP related activities with MOVs -Compiled inventory of HEALTH /DRRM/GAD Materials, Facilities and Equipment. 	<p>Sustained Practices in Level 1 and 2 with its MOVs</p> <ul style="list-style-type: none"> -Participation of Stakeholders in the Contextualization of policies on HEALTH /DRRM/GAD with stakeholders' participation and with approved Activity / Training Designs and Accomplishment Report with MOVs. -Presented Inventory of School Buildings and Facilities with complete visual tools installed and maintained. - Approved School Facilities Improvement Plan - Submitted accomplishment Report of School Facilities Improvement Plan with findings, analysis and recommendation 	<p>Sustained Practices in Levels 1, 2, and 3 with its MOVs</p> <ul style="list-style-type: none"> -Conduct of benchmarking activity of Division-validated notable practice from other schools with MOVs <p>MOV may include:</p> <ol style="list-style-type: none"> 1. Approved request for Validation of Best Practice from School Head to SDS 2. Conduct of Validation 3. Results of Validation 4. Attendance 5. Certification of Best Practice

SBM Dimension: LEARNING ENVIRONMENT				
Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
2.The school promotes inclusive learning environment	The school DEMONSTRATES UNDERSTANDING of policies and procedures on learning environment that promotes inclusiveness.	The school IMPLEMENTS POLICIES AND PROCEDURES on learning environment that promotes inclusiveness.	The school, WITH ITS STAKEHOLDERS, IDENTIFIES AND CONTINUOUSLY IMPLEMENTS INNOVATIVE AND EFFECTIVE PRACTICES to foster a learning environment that promotes inclusiveness.	The school EMBRACES AN ADVOCACY ON INCLUSIVENESS of a learning environment that encourages improvement of other schools.
	<ul style="list-style-type: none"> -Implemented School Policies on Inclusive Education. -Prepared Multi-Factored Assessment Tool and Handbook of Learners with Special Needs (LSENS)/Learners with Disabilities (if applicable). -List of Strategies and Activities in the school's AIP and report on the implementation of inclusive learning. -Inventory of School Facilities that promote inclusive learning environment and Year-End Report. 	<p><i>In addition to the MOVs in Level 1 are:</i></p> <ul style="list-style-type: none"> -List of LSENS enrolled in the regular classes, number of CB for Teachers on Inclusive Education and Teaching tools/materials for learning. -Quarterly M & E Report on Implementation of Inclusive Education (IE). -Accomplishment Report on the Implementation of Inclusive Education (IE) and the usage of school facilities and Program Evaluation. 	<p><i>Sustained Practices in Level 1 and 2 with its MOVs</i></p> <ul style="list-style-type: none"> -List of Project design that is included in AIP -Project implementation plan with Partners/ Stakeholders who promotes Inclusive Education Implementation and Innovations. -List of School-developed contextualized lesson exemplars and/or other learning materials with the collaboration of internal and external stakeholders with inclusive education practices integration with strategies and adjustment of plans on the usage of facilities. 	<p><i>Sustained Practices in Levels 1, 2, and 3 with its MOVs</i></p> <ul style="list-style-type: none"> -Conduct of benchmarking activity of Division-validated notable practice from other schools with MOVs <p>MOV may include:</p> <ol style="list-style-type: none"> 1. Approved request for Validation of Best Practice from School Head to SDS 2. Conduct of Validation 3. Results of Validation 4. Attendance 5. Certification of Best Practice

SBM Dimension: LEARNING ENVIRONMENT

Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
<p>3.The school ensures efficient management of physical and IT-enabled learning structures</p>	<p>The school DEMONSTRATES UNDERSTANDING OF EFFICIENT MANAGEMENT of physical and IT-enabled learning structures.</p>	<p>The school MANAGES EFFICIENTLY the available physical and IT-enabled learning structures.</p>	<p>The school, WITH ITS STAKEHOLDERS, MAINTAINS AN EFFICIENT AND RESPONSIVE MANAGEMENT of physical and IT-enabled learning structures.</p>	<p>The school PROMOTES AN EFFICIENT AND RESPONSIVE MANAGEMENT of physical and IT-enabled learning structures that result to positive development of other schools.</p>
	<p>-Conducted orientation on the efficient management of physical and IT-enabled learning structures with MOVs -Compiled / Documented Physical and IT-enabled learning structures, manuals on the usage of physical, IT-enabled learning structure and capacity building. -Compiled list of LRMDS Users, DepEd Commons and other DepEd LRM/Social Media platforms and Accomplishment Reports on the physical and IT-enabled learning structures.</p>	<p><i>In addition to the MOVs in Level 1 are:</i> -Managed and utilized ICT lab and equipment with MOVs (logbook, accomplishment report on LRMDS Utilization, DepEd Commons, etc.) -Compiled list of Classes/Personnel using the ICT lab, ICT equipment, IMs and other devices maintained, do's and don'ts and rules on the use of ICT equipment. -List of Personnel/teachers trained/participated on the IT related capacity building and School Social Media/and other Network Management Plan. -List of physical & IT related CIGPs and Interventions based on the Annual Accomplishment Report</p>	<p><i>Sustained Practices in Level 1 and 2 with its MOVs</i> -Collaborated with stakeholders on the regular maintenance of ICT facility and equipment for sustainability with MOA/MOU -Conducted inventory of Lesson guides/plan/ exemplars with ICT integration maintained with collaboration of stakeholders, equipment inventory and the regular maintenance of the facilities. -Compiled and documented list of School Personnel and stakeholders jointly capacitated on ICT related and other equipment maintenance with MOU/MOA to Partners on the Social Media Platforms/Network. -List of Actions/ Resolutions reflected on the AIP as Sustainability Measures for Physical Facilities, Utilities, ICT</p> <p>based Learning Materials with consultation of stakeholders.</p>	<p><i>Sustained Practices in Levels 1, 2, and 3 with its MOVs</i> -Conduct of benchmarking activity of Division-validated notable practice from other schools with MOVs in managing the physical and IT - enabled learning structures, replicated Division-Validated School's Best Practices on Physical Facilities, Utilities, LR Materials, ICT Maintenance Management)</p> <p>MOV may include: 1. Approved request for Validation of Best Practice from School Head to SDS 2. Conduct of Validation 3. Results of Validation 4. Attendance 5. Certification of Best Practice</p>

SBM Dimension: LEARNING ENVIRONMENT				
Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
4.The school ensures a learning environment that fosters health and well-being of learners and school personnel	The school DEMONSTRATES KNOWLEDGE OF POLICIES AND PROCEDURES on learning environment that foster health and well-being of learners and school personnel.	The school IMPLEMENTS POLICIES AND PROCEDURES on learning environment that foster health and well-being of learners and school personnel.	The school EFFECTIVELY IMPLEMENTS AND INVOLVES STAKEHOLDERS in ensuring that an evolving learning environment sustains health and well-being of learners and school personnel.	The school CREATES OPPORTUNITIES TO STRENGTHEN THE ADVOCACY ON SUSTAINING a learning environment that fosters health and well-being of learners and school personnel and is manifested through the positive transformation of other schools.
	<p>-Disseminated Water Sanitation and Hygiene in School (WinS) advocacy, Healthy Food and Beverage Choices in Schools and DepEd Offices (DO 13 s 2017), Child Protection Policy, Child-Friendly School System (CFSS), School-Based Feeding Program (SBFP), Gulayan sa Paaralan Program (GPP), Wellness Program (Personnel and Students, Medical and Dental Program).</p> <p>-List of committee members on: CPC CFSS SBFP GPP WINs Wellness Program Medical and Dental Program</p>	<p><i>In addition to the MOVs in Level 1 are:</i></p> <p>-List of Orientation conducted on observance of all the school health policies with MOVs (Approved Activity/Training Design, School Memo, Minutes of Meeting, Information Drive in social media such as FB, radio, signages, etc.)</p> <p>-Accomplishment and Monitoring and Evaluation Reports on all PAPs on health.</p> <p>*Conducted periodic water checking *Canteen Cleanliness</p>	<p><i>Sustained Practices in Level 1 and 2 with its MOVs</i></p> <p>-List of Barangay / Municipal/ Provincial Ordinance /Executive order in support to sustaining health and well-being of learners and school personnel and Best practices/ Innovations on Health Programs for learners and school personnel with stakeholders' involvement.</p> <p>-Accomplishment report with findings, analysis and recommendation in supporting health and wellness programs for learners and school personnel with the involvement of internal and external stakeholders.</p>	<p><i>Sustained Practices in Levels 1, 2, and 3 with its MOVs</i></p> <p>-Conduct of benchmarking activity of Division-validated notable practice from other schools with MOVs (fostering health and wellbeing of learners and school personnel and adopted the of school's best practice through school to school partnership)</p> <p>MOV may include:</p> <ol style="list-style-type: none"> 1. Approved request for Validation of Best Practice from School Head to SDS 2. Conduct of Validation 3. Results of Validation 4. Attendance 5. Certification of Best Practice

SBM Dimension: LEARNING ENVIRONMENT				
Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
5.The school establishes a mechanism for a resilient learning environment	The school is AWARE OF POLICIES, STRUCTURES, SYSTEMS AND PROTOCOLS, AND PRACTICES on disaster risk reduction, climate change adaptation and education in emergencies	The school IMPLEMENTS POLICIES, STRUCTURES, SYSTEMS, PROTOCOLS, AND PRACTICES on disaster risk reduction, climate change adaptation and education in emergencies.	The school, WITH ITS STAKEHOLDERS, CONTEXTUALIZES AND STRENGTHENS PAPs on resiliency of a learning environment.	The school NURTURES VALUES ON SAFETY AND PREPAREDNESS TO INSTITUTIONALIZE PAPs on resiliency of a learning environment that are embraced among a community of schools.
	-Organized SDRR Team Designation with TOR, formulated Action Plan, conducted Hazard Mapping, availability of SDRRM Hotline	<i>In addition to the MOVs in Level 1 are:</i> -Conducted Capacity Building on School DRRM, Contingency Planning, Mental Health and Psychosocial Support System, Basic Life Support/Emergency first aid, Risk and Vulnerability Assessment, Hazard Map with MOVs (Approved Activity / Training Design, Attendance, photos, findings, analysis and recommendation) on DRRM.	<i>Sustained Practices in Level 1 and 2 with its MOVs</i> -Integrated SDRRM in classes (Sample DLP/DLL) -Contextualized Mechanism on SDRRM on Resiliency, Orientation/ Updates on fostering safe, prepared and resilient learning environment. -Conducted Tree Planting, Mangrove Planting and community coastal clean-up drive activities with internal and external stakeholders with MOVs -Submitted Accomplishment Report on activities on schools' DRRM and resiliency.	<i>Sustained Practices in Levels 1, 2, and 3 with its MOVs</i> -Conduct of benchmarking activity of Division-validated notable practice from other schools with MOVs in fostering safety, preparedness and resiliency of learning environment and adopt a community clean-up drive program. MOV may include: 1. Approved request for Validation of Best Practice from School Head to SDS 2. Conduct of Validation 3. Results of Validation 4. Attendance 5. Certification of Best Practice

SBM Dimension: LEARNING ENVIRONMENT

Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
<p>6.The school ensures a learning environment that fosters positive discipline</p>	<p>The school DEMONSTRATES KNOWLEDGE AND UNDERSTANDING OF EXISTING POLICIES related to positive discipline.</p>	<p>The school IMPLEMENTS POLICIES on learning environment that foster positive discipline.</p>	<p>The school, WITH ITS STAKEHOLDERS, ENSURES THAT IMPLEMENTATION OF POLICIES on positive discipline is sustained through innovative integration in various school processes.</p>	<p>The school LEADS A COMMUNITY OF SCHOOLS in fostering positive discipline in a learning environment.</p>
	<p>-Conducted approved SLAC with the focus on learners' positive discipline, Contextualized CPP Manual advocating positive discipline, Orientation on the adoption of Students Handbook and SPG/SSG Constitution and By-Laws, and Schools' Guidance Program indicating activities to improve/sustain positive discipline of learners.</p>	<p><i>In addition to the MOVs in Level 1 are:</i> -Compiled Activities that foster positive discipline in school with action plan. -Compiled CIGPs culled out from Quarterly M & E Report of Student Discipline Committee. -Submitted Accomplishment Reports on Student Discipline and Schools' Guidance Program. -Prepared Action Plan on guidance Program -Consolidated/ Compiled Advocacy materials on positive discipline observable in the school grounds and Lesson Exemplars integrating positive discipline.</p>	<p><i>Sustained Practices in Level 1 and 2 with its MOVs</i> -Compiled list of Stakeholder Engagement Activities on ensuring the implementation of policies on positive discipline with lesson exemplar ICT integration and innovations. -Compiled General PTA Meeting/Advocacy Activities to support the implementation of policies on students' positive discipline.</p>	<p><i>Sustained Practices in Levels 1, 2, and 3 with its MOVs</i> -Conduct of benchmarking activity of Division-validated notable practice from other schools with MOVs</p> <p>MOV may include: 1. Approved request for Validation of Best Practice from School Head to SDS 2. Conduct of Validation 3. Results of Validation 4. Attendance 5. Certification of Best Practice</p>
<p>7.The school provides support to exercise rights and responsibilities of the learners to participate in maintaining a conducive learning environment</p>	<p>The school IDENTIFIES OPPORTUNITIES WHERE LEARNERS CAN EXERCISE THEIR RIGHTS AND RESPONSIBILITIES to participate in maintaining a conducive learning environment.</p>	<p>The school DEVELOPS A PROGRAM AND CONDUCTS ACTIVITIES that provide venues for learners to exercise their rights and responsibilities to participate in maintaining a conducive learning environment.</p>	<p>The school, WITH ITS STAKEHOLDERS, INSTITUTIONALIZES THE EFFECTIVE CONDUCT of PAPs that encourage learner participation through feedback and M & E mechanism.</p>	<p>The school INFLUENCES OTHER SCHOOLS TO STRENGTHEN SUPPORT on the exercise of the rights and responsibilities of learners to participate in maintaining a conducive learning environment.</p>

SBM Dimension: LEARNING ENVIRONMENT

Standard	MOVs for Level 1	MOVs for Level 2	MOVs for Level 3	MOVs for Level 4
	<p>-Conducted/ Designated (with TOR) and oriented SPG/SSG Election /SPT and other student organization and activities and school monitoring and evaluation and adjustment (SMEA)</p>	<p><i>In addition to the MOVs in Level 1 are:</i></p> <p>-Consolidated and analyzed survey/Comments/Suggestion Box (Client Satisfaction Survey), Action plan of student organizations and recommended appropriate programs</p> <p>-Submitted accomplishment and Evaluation Report of SSG/SPG Implementation.</p>	<p><i>Sustained Practices in Level 1 and 2 with its MOVs</i></p> <p>-Analyzed the consolidated comments and suggestions (Client Satisfaction Survey) and provided recommendations.</p> <p>-Complied CIGPs on the segmented/Analyzed SMEA Report on the implementation of Action Plan of Student Organizations with internal and external stakeholder on Stakeholder Engagement.</p> <p>-Consolidated Feedback of parents, barangay officials and other stakeholders in the participation of learners in activities that promote conducive environment.</p>	<p><i>Sustained Practices in Levels 1, 2, and 3 with its MOVs</i></p> <p>-Conduct of benchmarking activity of Division-validated notable practice from other schools with MOVs in maintaining a conducive learning environment through learner participation</p> <p>MOV may include:</p> <ol style="list-style-type: none">1. Approved request for Validation of Best Practice from School Head to SDS2. Conduct of Validation3. Results of Validation4. Attendance5. Certification of Best Practice